

February 17, 2026

Dear FHPS Families 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 Forest Hills Public Schools. The AER addresses the complex reporting information required by federal and state laws. If you have any questions or need assistance regarding the information included in this report, please contact Scott Haid, Assistant Superintendent for Instruction, at 616-493-8800 or shaid@fhps.net.

The district 2024-25 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 student's school. Each school will also be communicating their own AER to families directly.

These reports contain the following information:

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 5, 8, and 11, compared to state averages for all students as well as subgroups of students.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

Civil Rights Data

- Provides information on school quality, climate, and safety

Review the table below listing our schools. 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 at least one 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 status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Ada Elementary	No Label	Ada teachers have been working to deepen their understanding of tier 2 and tier 3 targeted instruction to implement practices that close the achievement gap and address behavioral challenges.
Ada Vista Elementary	No Label	Through ongoing professional learning and collaboration with immersion experts, we continue to learn more about effective language immersion practices for Early Total One-Way Immersion. Ada Vista teachers collaborate regularly to identify essential learning standards for content and language, which are crucial for all students to know for each grade level by the end of the school year.
Central Woodlands 5/6	No Label	We are committed to ensuring that all students achieve. Teacher collaboration regularly occurs through the structure of PLCs (Professional Learning Communities), and the work of teacher teams is guided by the following questions in each content area: <i>What do we want students to learn? How will we assess? What will we do if students do not achieve? What will we do if students do achieve?</i> Through cycles of inquiry, teachers are able to reflect upon their instructional practice in light of students' achievement.
Collins Elementary	No Label	Collins continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance.
Goodwillie Environmental 5/6	No Label	Goodwillie staff members will continue to implement research-based instructional practices to support all students and targeted interventions for individual learners. As a team, teachers at Goodwillie will continue to engage in the inquiry process to evaluate their impact on student achievement.
Knapp Forest Elementary	No Label	Knapp Forest School is dedicated to closing achievement gaps by providing intentional, structured student support through its WIN time intervention structure. The school is strengthening its implementation of a Multi-Tiered System of Support (MTSS) to promote accelerated growth and improved outcomes.
Meadow Brook Elementary	No Label	We are also committed to strengthening tier 1 social-emotional learning in all classrooms. Using board-approved curricular resources, students will receive direct instruction in problem-solving, empathy, self-awareness, and respect. These lessons support students in managing strong emotions, making responsible decisions, and building skills that enhance academic engagement and overall student growth while creating a healthy community of respect.
Northern Trails 5/6	No Label	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.
Orchard View Elementary	No Label	To accelerate student achievement, grade level teams collaborate monthly to refine priority standards, reflect on their practices to meet

School Name	Status Label	Key Initiative to Accelerate Achievement
		the individual needs of all students, focus on rigorous tiered instruction, and develop formative assessments to gauge progress.
Pine Ridge Elementary	No Label	At Pine Ridge Elementary, we believe education extends beyond academics to support students' physical, emotional, and social growth. Our collaborative teaching culture ensures all learners are supported while driving high levels of achievement.
Thornapple Elementary	No Label	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.
Central Middle School	No Label	CMS has refined its improvement efforts to focus on high-leverage instructional and cultural initiatives designed to accelerate student learning. A primary academic focus has been the implementation of a disciplinary literacy approach with a targeted emphasis on vocabulary development across all content areas.
Eastern Middle School	No Label	Our Hawk Learning Time (HLT) advisory period, which is incorporated into the daily schedule for all students for 25 minutes, focuses on reading and targeted skill development aligned with individual student data derived from the Measures of Academic Progress (MAP) assessment.
Northern Hills Middle School	No Label	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 working to strengthen student ownership of learning through goal setting, feedback cycles, and increased opportunities for rigorous, engaging tasks.
Central High School	No Label	Forest Hills Central has experienced continued growth in student achievement, driven by enhanced efforts around student engagement and a strong focus on college and career readiness. These intentional practices have created meaningful learning experiences that prepare our Rangers for success beyond high school.
Eastern High School	No Label	Our Child Study Team uses student data to develop individualized plans that ensure equitable access to curriculum and appropriate supports. Teachers regularly collaborate to analyze curriculum and assessments, using item analysis to identify strengths and areas for growth.
Northern High School	No Label	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.

Forest Hills Public Schools is committed to collaboration and using student achievement data to inform instructional decisions. Classroom teachers, instructional coaches, support staff, and administrators all play integral roles in our students' success. In partnership with our community, Forest Hills Public Schools will provide all learners with opportunities to acquire the knowledge, skills, and experiences necessary to build meaningful and productive lives.

Our Hawks, Huskies, and Rangers are provided quality tier-one instruction. All students are provided with support to progressively move their learning forward. This includes students who excel in the classroom and students who may need reteaching or additional time to learn. We collectively work to provide a safe and inspiring environment for all students. There is something for every student in Forest Hills, including traditional schools, Goodwillie Environmental School, Spanish Immersion, and Chinese Immersion. With three attendance areas, our schools and class sizes allow for individualized attention to inspire all learners.

I am proud of our students and staff and appreciate the opportunity to support and lead them on their educational journey.

Sincerely,

Ben Kirby