

February 4, 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 Northville Public Schools. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact the Office of Instruction at 248-344-3520 for assistance.

The district AER is available for you to review electronically by visiting the following website: <https://bit.ly/4sC6Ehx> , or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents 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

National Assessment of Educational Progress (NAEP) Data



- 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

Please 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 group 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
Amerman Elementary	No Label	Amerman is focused on continual improvement in all content areas. Our data continues to show improvement as we individualize instruction to meet the diverse learning needs of our students. Our multi-year school continuous improvement plan focuses on critical thinking, self-awareness and self-management, and includes continued implementation of The Leader in Me framework. To meet the needs of all students, Amerman Elementary School has a Multi-Tiered Systems of Support (MTSS) to provide intervention and support services for students



		<p>who would benefit based on their current performance data. Intentional goal setting and student data use are consistently applied as a lead measure in all classes at Amerman to identify and capture areas of potential need and growth. Along with goal setting, we are using formative assessments to drive instruction and create groups for targeted instruction. We also have a school-wide focus on teamwork, kindness and cooperation. We anchor ourselves in the bedrock of collective efficacy, emphasizing the cultivation of trust, the nurturing of relationships, and the dedicated presence with one another. In doing so, we strive to foster a positive school culture for both students and staff, where collaboration and mutual support thrive.</p>
Moraine Elementary	No Label	<p>Continual improvement in all areas remains a consistent focus of Moraine’s school improvement plan. Our data shows improvement as we strive to meet the diverse learning needs of our students. Our multi-year school continuous improvement plan focuses on critical thinking, self-awareness and self-management, and includes continued implementation of The Leader in Me framework. While Moraine students’ average performance on NWEA exceeds the national average in the Fall and the Spring at all grades in every subject, disaggregation of the data reveals students who fall below the mean and require intervention and support. Additionally, the large number of students performing well above the national mean at each grade level need more challenge and enrichment in the classroom in order to continue to grow. Our school improvement work is focused on teachers using student assessment data to provide differentiated learning opportunities to support all students, whether they require additional support or challenge. Moraine teaches character, organization, goal setting, and school agency skills through implementation of The Leader in Me framework and Positive Behavior Intervention and Supports.</p>
Ridge Wood Elementary	No Label	<p>School Improvement work at Ridge Wood is focused on best practice instruction, social/emotional well-being, and intervention/enrichment. Our teachers are consistently improving their craft by implementing workshop strategies in reading, writing, and math. Through this process, teachers introduce a skill to the whole group, then differentiate for the needs of all students by pulling small</p>



		groups for further instruction. We consistently use formative assessment data to guide instructional decisions and make sure students' needs are being met. Our Multi-Tiered Systems of Support, or MTSS Team meets weekly to identify students in need of academic and/or social interventions. We are a Leader in Me Lighthouse School, where we cultivate leadership skills, problem solving, interpersonal and organizational skills. We place a heavy emphasis on building relationships with every student. We stand on a foundation of collective efficacy, where building trust, fostering relationships, and being present with one another are at the forefront of what we do.
Silver Springs Elementary	No Label	Continuous Improvement work is focused on best practice instruction, social and emotional learning, and intervention and enrichment. Key challenges being addressed at Silver Springs through our school improvement process includes closing gaps between all students, economically disadvantaged students, and multilingual learners. Our highly-qualified staff continues to use a Multi-Tiered Systems of Support (MTSS) to provide targeted interventions to the most at-risk students based on eligibility criteria. In addition, staff are committed to helping all students whether they require support or challenge through differentiation in the classroom. Student data is analyzed continuously in order to make instructional decisions at the Tier I, Tier II, and Tier III levels. Intentional goal setting is applied as a lead measure in all classes at Silver Springs. Students are able to take ownership of their learning by setting goals, creating an action plan for meeting their goals and reflecting on their achievements. In addition, we focus on restorative practices to build positive relationships and community, address conflicts, and repair harm through inclusive dialogue. This enhances student engagement and promotes overall well-being, aligning with research-backed strategies for improving our school climate and student outcomes as part of our continuous improvement plan.
Thornton Creek Elementary	No Label	Thornton Creek Elementary School is dedicated to continual improvement across all content areas. We strive to foster a collaborative culture through professional learning communities that engage in in-depth data analysis at the classroom, grade, and school levels. Our



		<p>professional staff studies best practices in teaching and learning, aligning these practices with the District vision, the 5 Dimensions (5D+) of Teaching and Learning Instructional Framework, and The Leader in Me to meet student needs. Our continuous improvement initiatives are focused on supporting the social-emotional needs of our students while enhancing proficiency in reading, writing, mathematics, and science. The strategies identified to increase proficiency include formative assessment, differentiated instruction, direct instruction, student goal setting, and data tracking. Moreover, we emphasize inclusion for all students and are committed to growing and developing our skills in restorative practices. We also continually push ourselves to be at the forefront of educational advancements, including the integration of artificial intelligence into our teaching and learning processes.</p>
Winchester Elementary	No Label	<p>Winchester is dedicated to fostering a dynamic educational environment. We believe it is important to empower students with leadership skills and instill a sense of responsibility as a Leader in Me Lighthouse School with Academic Honors. Our commitment to core academics ensures a robust foundation for students' intellectual growth, preparing them to be critical thinkers and problem solvers. In addition to academic excellence, Winchester places a strong emphasis on social-emotional learning and actively fosters the development of social-emotional intelligence, resilience, and interpersonal skills. We actively support students through the Multi-Tiered System of Supports (MTSS) process, addressing diverse needs to ensure everyone thrives. Aligned with the Winchester purpose, our goal is to inspire students to embody critical thinking, self-responsibility, and respect for others, laying the groundwork for success in both academic pursuits and a lifetime of meaningful connections and contributions to society.</p>
Hillside Middle School	No Label	<p>Hillside Middle School is committed to creating a supportive, welcoming environment by building and sustaining positive relationships among students, teachers, and the parent community. We aim to realize district & building improvement goals through a relentless focus on teaching and learning, specifically by aligning instructional and assessment practices to the 5 Dimensions (5D+) of Teaching and Learning Instructional</p>



		<p>Framework and the International Baccalaureate Middle Years Program (IB/MYP) framework. We continue to emphasize the 5 core competencies of social emotional learning (SEL) and their connection to the IB Approaches to Learning Skills (ATLs). In coordination with our colleagues at Meads Mill, we are working toward a guaranteed, viable curriculum as we refine common units, revisit common assessments, and create a shared understanding of authentic student learning. That learning includes approaches including the Modern Classroom Project, Building Thinking Classrooms, and a thoughtful integration of Artificial Intelligence (AI). To ensure that all students are benefitting from instruction, we continue to revise our Multi-Tiered Systems of Support (MTSS) process and our ability to implement interventions that help <i>all</i> of our students grow. We also continue to develop our Positive Behavior Intervention Supports (PBIS) system to ensure that all of our students feel safe and welcome at school while having a fun and rewarding experience. Finally, we are a Unified school and continue to develop our Peer Links program in order to enhance our inclusion of all students. We remain committed to learning, leading, and taking risks together.</p>
Meads Mill Middle School	No Label	<p>At Meads Mill Middle School, we believe that learning thrives when students feel safe and connected. By integrating Social Emotional Learning (SEL) with the International Baccalaureate (IB) instructional framework we help students develop the skills they need for life-long success. This year, we are working hard to work on our Guaranteed and Viable Curriculum work along with our in-district middle school colleagues to ensure all NPS 6-8th grader students have access to a world class education. Our classrooms are evolving through innovative practices like Building Thinking Classrooms (BTC) and thoughtful use of AI to create authentic, meaningful learning experiences all anchored in The 5D+ Framework for Teaching and Learning. We are dedicated to the growth of every child through tailored MTSS interventions, a robust PBIS program and an inclusive Peer Links program, ensuring every student has a rewarding, rigorous and fun middle school experience.</p>
Northville High School	No Label	<p>Continual improvement in all areas remains a consistent focus. Our data has shown improvement in a number of areas, along with areas we need to improve on as we individualize instruction to meet the diverse learning needs of our students. With this in mind, data is routinely</p>



	<p>gathered and analyzed as we make decisions and adjustments to our school improvement focus. Our Michigan Merit Exam (MME), SAT, and PSAT/NMSQT results indicate we need to continue our concentration on Reading and Writing across the curriculum and preparing all students to be “college ready” and/or “career ready” with a focus on Math.</p> <p>As noted, school improvement efforts this coming year will continue to focus on Literacy (both Reading and Writing) in Math, English, Science, and Social Studies. Focus on instruction utilizing the <i>5 Dimensions of Teaching and Learning Instructional Framework</i> and concentration on curriculum/assessment alignment with the state standards through the lens of the <i>International Baccalaureate</i> will help improve Math, English, Science, and Social Studies literacy. This concentration will allow us to better prepare our students for college and career readiness. Specific instructional strategies focused on by teachers at NHS include reflecting on the <i>5 Dimensions of Teaching and Learning</i>: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture plus the Professional Collaboration & Communication dimension. This work will be done in Professional/Department Learning Communities, teacher teams, and through classroom observations.</p> <p>School improvement will also focus on providing our students a safe learning environment by building positive relationships including the use of <i>IIRP</i> restorative circles/practices and recognizing the need to support students’ social/emotional well-being by focusing on our Multi-Tiered Systems of Supports (MTSS), Positive Behavior Interventions & Supports (PBIS), and Social Emotional Learning (SEL) interventions (including a focus on Question, Persuade, & Refer Suicide Prevention Training and <i>Prepare U</i> SEL curriculum in our Health classrooms). Building safety and security is paramount utilizing and reflecting upon our <i>ALICE</i> training in conjunction with the implementation of our District Emergency Operations Plan (EOP). Areas of focus include utilizing our learning management system (<i>Schoology</i>), instructional technologies (including the use of AI)/communication tools that enhance learning), and the concentration on SEL strategies. Our SEL focus will</p>
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		<p>include training to develop a more culturally responsive and inclusive/equitable school community.</p> <p>As we prepare all our students to be college/career ready, we have engaged learning consultants, math interventionists, test support, credit recovery programming, online learning options, a SEL counselor and increased counseling staffing, and a Core Academy with an emphasis on even more individualized instruction. In addition, our Counseling Department is using <i>Xello</i>, a college/career counseling tool, with our students and parents to help meet our college/career readiness benchmarks.</p>
Cooke School	No Label	<p>Cooke School continues to foster a supportive learning environment by integrating social-emotional strategies and restorative practices into its specialized programming. Central to its instructional framework is the implementation of the TeachTown curriculum, which aligns with Michigan’s Essential Elements for students from PreK through age 26. To ensure data-driven growth, the school utilizes the Cooke Common Assessment Tool to measure student engagement, independence, and academic progress in ELA and Math. Furthermore, Cooke is enhancing its school-wide culture through Positive Behavior Interventions and Supports (PBIS) and a Multi-Tiered System of Supports (MTSS). These initiatives are inline with our district MICIP goals, focusing specifically on critical thinking and self-management skills. Through these combined efforts, Cooke School remains dedicated to ensuring every student can communicate, learn, and work effectively within their community.</p>

We remain deeply committed to the success of every learner, a goal we pursue through our robust Multi-Tiered Systems of Support (MTSS) framework. As outlined in our [[2025-2026 MICIP](#)], we are continuously evolving our approach to meet the diverse needs of all students, with a particular focus on our vulnerable populations. This year, we are exploring Panorama to better utilize data in identifying and addressing individual student needs across the district. By integrating academic excellence with a focus on the whole child, we ensure that every student has the tools and support necessary to reach their highest potential in an increasingly complex world.

Northville Public Schools also takes part in robust accreditation processes at each level that align with the District’s vision, purpose, and goals. These processes include an external review



component that provides feedback critical to our continued growth as a learning organization. Our Early Childhood Program is accredited through the rigorous National Association for the Education of Young Children (NAEYC). Each of our six elementary schools has adopted the Leader in Me framework and achieved the distinguished Lighthouse School milestone. Our secondary schools are fully authorized as International Baccalaureate World Schools, including the Middle Years Program (MYP) for grades 6-10 and the esteemed Diploma Program for grades 11-12. These processes provide a nationally recognized mark of quality for our district, ensuring our students and families are the ultimate beneficiaries of a rigorous learning environment.

Building on this tradition of excellence, our 2025-2026 MICIP strategy intensifies our focus on Critical Thinking and future readiness. We are dedicated to ensuring a Guaranteed and Viable Curriculum (GVC) across all levels, supported by the implementation of High-Quality Tier 1 Literacy Materials and the innovative "Building Thinking Classrooms" framework. These initiatives are designed to foster deep analytical skills and intellectual curiosity. Furthermore, we remain committed to providing targeted support for our Multilingual Learners and all student populations, utilizing student data to refine our instructional practices and narrow performance gaps.

Our progress as a district is rooted in the powerful collaboration between our educators, families, and community partners. We are profoundly grateful for these relationships, which provide the foundation for our students to engage deeply in their learning, discover their unique strengths, and build a path toward future success. By working together, we ensure that our Tradition of Excellence continues to evolve, opening a World of Possibilities for every Northville student as they grow into the leaders and thinkers of tomorrow.

Sincerely,

Dr. RJ Webber

Superintendent



Dr. RJ Webber
Superintendent
Northville Public Schools

Emily Pohlonski
Assistant Superintendent
Instructional Services