

February 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Goodwillie Environmental Science 5/6. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, 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 2023-24 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup in 2022-2023. An Additional Targeted Support (ATS) school is one that has a student subgroup 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

For more than two decades now, Goodwillie Environmental School has welcomed fifth and sixth-grade students to learn in a unique setting that centers around integrating environmental education into our district's curriculum. Staff and students alike relish the opportunity to make meaningful connections between traditional academic learning standards and the natural classroom on this property and beyond.

According to our most recent M-STEP data from the 2022-2023 school year, fifth-grade students performed above district, regional and state averages in Mathematics, Science and English. Students in sixth-grade, who were assessed in English and Mathematics, also demonstrated proficiency above averages at the district, regional and state level. There are, however, variances between performance on this assessment in specific subgroups. For example, male students showed higher levels of proficiency and/or growth in multiple subject areas at both grade levels. In order to support *all* students across the learning continuum, Goodwillie staff members utilize a variety of resources to provide differentiated instruction. In addition, Goodwillie staff members will continue to work with colleagues throughout Forest Hills to identify specific strategies that will promote growth individually and as a collective group. By using NWEA MAP data, staff will target learning standards for each student as we aspire to help every learner at Goodwillie reach their individual potential.

Aside from the instructional practices used in class, Goodwillie students have been afforded the opportunity to pursue areas of interest after school by partnering with National Honor Society students at Eastern High School. These learning extensions will continue to foster engagement and help students explore new ways to utilize skills developed during the school day. Another example of these efforts to support students and families interested in building knowledge outside of the classroom is reflected in the partnership with Eastern Middle School where reading has been encouraged by coordinating a "Book Bowl" competition between the buildings.

As a point of pride for Goodwillie, feedback from the district’s Family Climate and Culture survey continues to demonstrate high scores for both *level of academic challenge* and *social and emotional support*. This survey also highlighted Goodwillie as a learning environment with excellent student engagement. The commitment from staff members and families at Goodwillie contributes to an overall educational experience that extends far beyond textbooks.

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:

M-STEP data from the 2022-2023 school year broke a trend of declining M-STEP scores in English from 5th to 6th grade and reflected a less significant decline in math scores since 2020. Since 2021 M-STEP, students at Goodwillie have demonstrated gains, in terms of student proficiency, in every area tested at each grade level. The MAP RIT scores, however, reflect a decline for both Mathematics and English Language Arts relative to national averages from Spring 2022-Spring 2023. Conflicting data on standardized assessments has created conversation around tier 2 interventions to address individual areas for growth. 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.

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 2022-23 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
5	Fall	218.7	52	221.9	51
5	Winter	218.2	52	223.5	52
5	Spring	221.5	52	227.1	52
6	Fall	224.9	51	226.2	51
6	Winter	225.6	51	228.5	52
6	Spring	227.8	51	233.2	52

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

Semester	Number of Students	Percentage of Students
Fall 2021	104	100%
Spring 2022	54	52%
Fall 2022	103	99%
Spring 2023	63	60%

Staff members at Goodwillie are incredibly proud to offer a unique learning experience for all of our students. As we continue to strive for excellence in every respect, these efforts remain rooted in our district’s guiding principles. While there is pride in the scores reflected on standardized assessments, the Goodwillie community is far more of a family than traditional school. Past, present and future students are welcomed into this living classroom each year, which only continues to build on this foundation of caring, collaboration and inclusiveness.

Sincerely,
 Jason Yelding
 Principal