

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 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 2024-25 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 2023-24. An Additional Targeted Support (ATS) school is one that had 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, had a graduation rate at or below 67%, 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.

Thornapple Elementary will continue to focus on improving attendance for all students and addressing the achievement gaps in both math and reading.

We are now in the second year of implementing our district-wide Positive Behavioral Interventions and Supports (PBIS) framework, continuing to strengthen our PRIDE (Persistent, Respectful, Inclusive, Dependable, Everyday) expectations. Our staff is committed to a proactive approach to student behaviors, affirming positive actions, and creating a welcoming, inclusive, and safe environment in all classrooms.

Additionally, we are in the second year of our Professional Learning Communities Plus (PLC+) initiative. Staff are working collaboratively to ensure PLC meetings align with the PLC+ model, focusing on data-driven discussions and strategies to support all learners. By analyzing data from common assessments, MAP, and running records, teachers are identifying who benefits and who needs additional support. This reflection drives targeted interventions and enrichments across all content areas.

Finally, Thornapple remains dedicated to prioritizing social-emotional learning, fostering a sense of belonging in every classroom, and ensuring that each student feels valued and supported. Together, these initiatives are part of our comprehensive effort to help all students thrive 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:

[Improvement Plan]

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)
K	Fall	140.4	74	148.5	74
K	Winter	147.4	72	152.6	74
K	Spring	155.4	72	160.1	72
1	Fall	159.8	82	164.1	81
1	Winter	169.5	82	171.4	83
1	Spring	178.4	82	183.8	80
2	Fall	180.6	76	180.7	76
2	Winter	189.2	75	186.8	75
2	Spring	192.5	79	191.8	79
3	Fall	190.6	75	189.7	75
3	Winter	195.8	74	198.2	73
3	Spring	200.9	74	203.5	74
4	Fall	203.6	88	206.2	88
4	Winter	208.3	88	214.9	88
4	Spring	212.6	92	217.6	92

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
---	--------	-------	----	-------	----

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

Semester	Number of Students	Percentage of Students
Fall 2022	382	98%
Spring 2023	360	91%
Fall 2023	377	97%
Spring 2024	380	98%

Thornapple Elementary is a welcoming school community where every student is valued and supported. Each day, our dedicated staff works tirelessly to provide rigorous, differentiated instruction tailored to meet the unique needs of all learners. Our goal is for every student to feel included, safe, and a true sense of belonging as they walk through our doors. By focusing on the whole child, we ensure that each student receives the care and support they need for a successful start in kindergarten and a strong foundation through fourth grade.

Sincerely,

Heather Fix
Principal