

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 Central Woodlands 5/6. 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

At Central Woodlands, 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: *What do we want students to learn? How will we assess? What will we do if students do not achieve? What will do we do if students do achieve?* Through cycles of inquiry, teachers are able to reflect upon their instructional practice in light of students' achievement. Teachers draw upon high-leverage strategies represented in our Instructional Framework to meet the needs of all learners. Achievement levels continue to be high in both English Language Arts (ELA) and Math in comparison to district, county, and state level data. Our data shows students who are economically disadvantaged and students with disabilities are underperforming their non-disabled, non-economically disadvantaged peers in Math and ELA. Our CW Staff takes seriously our charge to support high levels of learning among all students; this data is imperative in developing plans to close these achievement gaps with these two subgroups of students. Key initiatives occurring at CW to raise and accelerate achievement for all students are teachers' learning and work in the areas of Balanced Literacy, W.I.N. Time ("What I Need"), and making our students' thinking visible. CW's school-wide focus on developing a culture of thinking opened up the doors of equity for learners at all levels to understand, engage, and learn at CW. All students' thinking is valued. Staff have worked to develop the Deeper Learning Competencies within inquiry-based and project-based learning. W.I.N. Time is a daily 30-minute intervention/practice/enrichment block of time, where teachers hone in on students' individual needs and skills, engaging kids in learning activities to support them at their current levels. Our teachers have collaborated to identify the essential learning standards at the 5th and 6th grade levels, in each content area. Teachers design authentic, project-based experiences for students, too. CW seeks to implement co-taught and push-in instructional models for students with disabilities; these students are engaged in content area learning

with their general education peers. Also, we are using individualized support tools such as the Fountas and Pinnell Leveled Literacy Intervention for reading/writing and IXL for both reading and math to provide individualized, targeted practice and help close achievement gaps with all students. All teachers have engaged in professional learning over the course of six school years around Balanced Literacy, with a focus on teaching reading and writing in a workshop format. Our school implemented the Teachers' College Reading Units of Study for 5th Grade in September 2018. Since that time, a series of ongoing professional learning opportunities have supported both 5th and 6th Grade Teachers in teaching literacy within a Reading Workshop. All teachers participate in content-specific and wholechild-based professional learning yearly, and CW's classroom teachers have prioritized learning and growing in the areas of reading instruction (mini-lesson, small group instruction, conferring with students.) Math colleagues have over the course of the past four school years collaborated to increase fidelity of instruction with Every Day Math (EM4) in 5th Grade and the Connected Math Project (CMP3) at the 6th Grade Level. Central Woodlands has implemented a school-wide system of PBIS (Positive Behavioral Interventions and Supports) for the past six school years. Last year, Forest Hills Public Schools implemented PBIS practices districtwide! PBIS seeks to explicitly teach positive behavioral expectations in all locations throughout the school. PRIDE is our district-wide acronym for positive behavior: P=Persistent, R=Respectful, I=Inclusive, D=Dependable, E=Every Day! CW is committed to acknowledging students for displaying the expected behaviors through a variety of strategies including reteaching and practice with the expectations, giving students reinforcing praise relative to the expectations, and distributing tangible acknowledgements such as PRIDE Tickets. Students have the opportunity to participate in monthly PRIDE drawings, to receive PRIDE milestone certificates, to earn special privileges, and to win prizes connected to their positive behavior at school.

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:**](#)

Central Woodlands continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the schools' performance. Our focus on literacy emerged from trend data in ELA/Reading. With the support of our FHPS Instruction Office, our CW School Success Team is leading the work of teacher teams as they engage in cycles of inquiry and seek to grow their collective instructional practice.

[**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)
5	Fall	211.6	230	214.6	230
5	Winter	216.4	231	223.2	231
5	Spring	218.9	224	227.7	226
6	Fall	219.2	219	218.4	219
6	Winter	222.2	219	226.2	220
6	Spring	224.4	214	232.3	216

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)
5	Fall	212.9	231	214.8	231
5	Win	217.8	233	223.0	233
5	Spr	221.0	231	228.9	230

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math K-12)
6	Fall	219.2	230	219.8	230
6	Win	221.7	229	226.7	229
6	Spr	224.2	229	232.5	229

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

Semester	Number of Students	Percentage of Students
Fall 2023	N/A	N/A
Spring 2024	N/A	N/A
Fall 2024	402	87%
Spring 2025	404	87%

It is our students, staff, and families that make CW a wonderful place to learn and grow. The Central Woodlands school community would like to thank our families for their continued partnership in helping to provide our students with a world-class education. Our partnership is essential in developing a culture of literacy, thinking, and caring, as we focus on growing our students as readers, writers, and scholars. The teamwork that our staff and families demonstrate is exemplary and provides the opportunity for “all students to achieve their individual potential.”

Sincerely,

Amy Burton-Major
Principal