

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 Goodwillie Environmental Science. 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

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 2024-2025 school year, fifth and sixth-grade students performed above district, regional and state averages in Mathematics and English. Fifth-grade students, who are also tested in Science and Social Studies, performed above district, regional and state averages in both subject areas. Fifth-grade students at Goodwillie also showed year over year growth in both English (3.9%) and Social Studies (30.8%). Sixth-grade students demonstrated year over year growth in Mathematics (11.1%).

In terms of areas for growth, fifth-grade students showed a year over year decline in performance on the Science section of M-STEP. There was also a decline in the percentage proficient for sixth-grade students on the English portion of this assessment. In looking more closely at subgroups, scores for female sixth-grade students declined more notably than their male counterparts (17.9% vs. 10.2%). In contrast, fifth-grade male student scores reflected a discrepancy in decline (18.3% vs. 5.2%) relative to females. While the overall percent proficient for all of these assessments exceed district averages, they likely represent areas for a concentrated focus for growth.

Goodwillie staff members will continue to utilize a variety of resources as we work to provide differentiated instruction that meets every student's unique learning needs. Targeted tier 2 interventions will provide focused instruction for students who require additional support. By using NWEA MAP data, staff will target learning standards for each student in our commitment to help every learner at Goodwillie reach their individual potential.

As a point of pride for Goodwillie, feedback from the district's Studer survey demonstrated a high score for *"opportunities to be successful at school"* from both students and families. This survey also highlighted some potential areas for growth, and our staff has been committed to providing more frequent positive feedback as well as offering structured support for students to set/track learning. This ongoing dedication to open communication from all stakeholders 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:

In response to data collected through standardized assessments and feedback from the Studer survey (previously noted), staff will continue to explore opportunities for targeted feedback and learning. The lightning-fast development and integration of artificial intelligence has created challenges and opportunities. Learning to leverage these tools to support student growth will be a focus for our Goodwillie community moving forward. This will be specifically targeted towards the growth areas noted above.

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 2023-24 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
5	Fall	217.2	51	216.3	51
5	Winter	218.2	52	221.9	52
5	Spring	219.7	52	227.9	52
6	Fall	222.2	52	218.2	52
6	Winter	223.2	52	223.1	52
6	Spring	225.3	52	232.1	52

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	217.5	52	217.2	52
5	Win	219.9	52	224.4	52
5	Spr	220.1	52	233.1	52
6	Fall	220.7	50	217.3	50
6	Win	222.6	51	223.3	51
6	Spr	226.0	51	227.9	51

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

Semester	Number of Students	Percentage of Students
Fall 2023	101	98%
Spring 2024	49	47%
Fall 2024	101	97%
Spring 2025	53	51%

Our school is a unique bridge between elementary and middle school. The outdoor educational experience at Goodwillie reflects a commitment to creating a community that supports the whole child. The Studer survey results reflect these efforts because of the staff members who aspire to inspire academic, social, and emotional growth. The partnership with families is integral to this success and further highlights the dedication to our district vision: all learners achieving individual potential.

Sincerely,

Jason Yelding
Principal