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# GOODRICH HIGH SCHOOL

Teaching and Learning Together

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Travis McDowell, Principal  
Jesse Nardizzi, Assistant Principal  
Rob McRae Athletic Director

8029 South Gale Road, Goodrich, MI 48438  
Phone: (810) 591-2251 FAX: (810) 591-2234  
Website: [www.goodrichschools.org](http://www.goodrichschools.org)

Feb 6, 2024

Dear GHS Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 educational progress for Goodrich High School, "Home of the Martians". The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Mr. Travis McDowell, GHS Principal, for help if you need assistance.

The GHS AER is available for you to review electronically by visiting the following website [https://www.goodrichschools.org/reports\\_policies/annual\\_education\\_report](https://www.goodrichschools.org/reports_policies/annual_education_report) or you may review a copy in the main office at your child's school. It can also be accessed by clicking [here](#).

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. 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. 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%. Some schools are not identified with any of these labels. In these cases, no label is given.

- Goodrich High School did not have any of these labels.

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Goodrich High School utilizes a multitude of data sources to inform our decisions. Some data sources include student achievement on norm-referenced assessments including PSAT, PSAT/NMSQT, SAT and M-STEP. We also review our student performance on College Board Advanced Placement Courses. Local assessment data such as classroom assessments, student demographic information, discipline, tardy, truancy, and attendance rates, parent surveys, informal staff surveys, and teacher quality information are also utilized. To aid in improving our overall scores and closing achievement gaps across our curriculum, we are in the process of writing a guaranteed and viable curriculum in all content areas. The goal of this process is to make sure we have a unified approach across each content area and that in each class students are being taught the same standards and held to the same standards. We are now in year two of this process. The work will continue on in future years and we hope to soon see data that this approach is working as intended. We also employ programs like advanced classes, academic seminars, study skills, a peer-to-peer program, and intervention courses in ELA and Math. These programs allow us to serve the needs of different types of learners throughout our building.

State law requires that we also report additional information.

## 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Goodrich HS is a free, public school and adheres to all requirements outlined by federal and state laws regarding enrollments.

Goodrich HS does not discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a person with handicaps, religion, creed, race, sex, color, or national origin.

Goodrich HS services all students in grades 9th through 12th that live in the Goodrich School District. The school also accepts school of choice students from other districts to the extent that enrollment capacity allows.

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## 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Goodrich High School monitors school improvement through the Michigan Integrated Continuous Improvement Process (MICIP). Our district and building monitors and evaluates goals, strategies, and activities yearly and utilizes a data driven approach to support high levels of achievement.

The decision-making process at GHS involves the continuous improvement team, staff, and the Board of Education. Day to-day decisions are placed with the faculty, who are empowered to make prudent choices to solve the challenges and problems of students. In each building, the continuous improvement team works with vested parties to facilitate effective and ongoing growth and progress, and make decisions relative to short and long-term goal planning.

## 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

GHS does not have a specialized school. Students needing special education services are evaluated and serviced in the general education classroom with support and/or in special education classrooms.

## 4. 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 core curriculum of Goodrich High School does not differ from the State's model. The Common Core State Standards are the basis for the math and English language arts curriculum used by the staff to teach all of our students in grades 9-12. State standards are utilized in social studies and science, areas not fully included in the common core. However, it is the expectation that all teachers include literacy components of the common core.

## 5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

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a. Here are the achievement results of GHS students on nationally normed achievement tests.

### Accountability Index Value

School

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Goodrich High School	70.08	78.81	96.78	N/A	92.08	96.84	N/A	80.48	Universal Support	Not identified for CSI, ATS, or TSI

### Accountability Detail Reporting

Student Assessment

Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient	School Tested Total	School Not Tested Total	School Percent Proficient
All Students									
ELA	97.2%	2.8%	46.11%	98.8%	1.2%	N/A	93.1%	6.9%	58.28%
Mathematics	97.3%	2.7%	35.21%	98.8%	1.2%	N/A	93.1%	6.9%	30.67%
Science	95.9%	4.1%	39.28%	96.2%	3.8%	N/A	90.3%	9.7%	41.14%
Social Studies	95.0%	5.0%	27.63%	96.2%	3.8%	N/A	90.9%	9.1%	37.11%

### Academic Proficiency

Student Group	Baseline Data (2022)	Most Recent Results (2023)	Interim Objective (2023)	Interim Objective (2024)	Long-Term Target (2032)
All Students					
ELA	41.47%	58.28%	42.95%	44.44%	56.31%
Mathematics	28.00%	30.67%	29.59%	31.19%	43.94%

### Michigan Student Test of Educational Progress (M-STEP)

Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient
Science						
11th Grade Content						
All Students	2021-22	38.0%	35,709	38.7%	58	38.7%
All Students	2022-23	39.0%	37,597	41.0%	64	41.0%

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## Michigan Student Test of Educational Progress (M-STEP)

Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient
Social Studies						
11th Grade Content						
All Students	2021-22	35.9%	33,630	31.3%	47	31.3%
All Students	2022-23	36.1%	34,703	37.6%	59	37.6%

## SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Goodrich High School	2021-22	Total Score	All Students	1013.3	N/A	64	41.8%	89	58.2%	153
Goodrich High School	2022-23	Total Score	All Students	967.3	N/A	45	28.0%	116	72.0%	161

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

Parents once again were strong contributors to the athletic programs, class functions, fine arts support including boosters, and a great variety of other parent participation programs.

We are also very fortunate to have such a strong parent involvement in graduation and honoring our students throughout their four year journey here at GHS.

Due to the increase in ongoing communication between teachers and parents through phone calls, emails, and the use of the ParentVue application, we have seen attendance rates at parent-teacher conferences drop slightly over the past few years.

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I would like to congratulate the staff, students, parents, and the community on another successful school year. It is our intention to continue on the same path to always helping those who are struggling and bring them up to our academic expectations that will allow them to be successful. Goodrich High School is a school that is committed to building a strong, focused and successful learning community. We pledge to develop, implement and evaluate comprehensive powerful practices that will lead to opportunities for improvement. Goodrich High School will continue our efforts to provide "Exceptional Education and Extraordinary People Dedicated to Empowering Learners to be Successful Now and in the Future."

Sincerely,

Travis McDowell

Principal, GHS

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