



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

April 12, 2019

Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-18 educational progress for Pine Ridge 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 web site <http://bit.ly/2H1e49K>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%.

*Note TSI and ATS definitions were changed for the 2018-2019 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Some schools are not identified with any of these labels. In these cases, such as with our school, no label is given.

At Pine Ridge, we used our M-Step, NWEA Data, and perception data from our families, students, and staff members so that our efforts were based on different data points. We noticed our data indicated that although our achievement data as stagnant, we are starting to show growth. We had a significant increase in the number of students growing. Our perception data revealed that parents wanted more rigorous math homework and instruction. Parents also wanted more alignment in teacher practices and communication. Our students felt like recess was a bit rough and needed attention. We have continued to implement Professional Learning Communities, as we believe that staff efficacy has high-yield results for student learning outcomes. We continued to implement Positive Behavior Supports and Interventions as a way to thwart student concerns on the playground by having common behavioral expectations school-wide. Our staff members are being trained in Restorative Practices. Our district piloted one Unit of Study for Reading last year. This process along with a solid Reading Rangers program for the school year and a summer school reading program that combats summer learning loss are significant initiatives to improving our school. Lastly, we have begun the work of understanding and

using MAP (Measures of Academic Progress - NWEA) data to understand strengths and weaknesses in instruction. The MAP Quadrant report has been clarifying to our understanding of how well we do with growth as it compares to our peers across the country.

State law requires that we also report this additional information:

1. 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.

2. The status of the 3-5 year school improvement plan:

Our school improvement plan still contains the appropriate goals that still need to be reached. However, our M-STEP data shows improvement over two years ago.

3. A brief description of each specialized school:

Forest Hills Public Schools offers K-4; K-6; 5-6; 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.

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 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.

5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests:

NWEA MAP Growth: Mathematics – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	2	Fall	114	190.0
2016-17	2	Win	116	198.7
2016-17	2	Spr	116	208.9
2016-17	3	Fall	99	197.4
2016-17	3	Win	98	203.6
2016-17	3	Spr	99	209.7
2016-17	4	Fall	105	208.3
2016-17	4	Win	105	216.6
2016-17	4	Spr	105	222.7
2017-18	1	Fall	89	164.4
2017-18	1	Win	89	181.1
2017-18	1	Spr	89	192.3
2017-18	2	Fall	100	187.7
2017-18	2	Win	100	189.4
2017-18	2	Spr	100	197.2
2017-18	3	Fall	116	198.6
2017-18	3	Win	117	204.0
2017-18	3	Spr	117	209.4
2017-18	4	Fall	95	209.8
2017-18	4	Win	97	214.4
2017-18	4	Spr	99	220.1

NWEA MAP Growth: Reading – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	2	Fall	115	186.9
2016-17	2	Win	116	194.1
2016-17	2	Spr	116	199.5
2016-17	3	Fall	99	198.3
2016-17	3	Win	98	202.0
2016-17	3	Spr	98	206.1
2016-17	4	Fall	105	207.0
2016-17	4	Win	105	209.9
2016-17	4	Spr	104	213.7
2017-18	K	Fall	96	148.4
2017-18	K	Win	97	157.8
2017-18	K	Spr	97	168.4
2017-18	1	Fall	89	163.5

2017-18	1	Win	89	177.3
2017-18	1	Spr	89	188.3
2017-18	2	Fall	100	184.7
2017-18	2	Win	101	191.8
2017-18	2	Spr	100	197.5
2017-18	3	Fall	117	197.2
2017-18	3	Win	117	203.7
2017-18	3	Spr	117	206.6
2017-18	4	Fall	96	207.8
2017-18	4	Win	99	211.5
2017-18	4	Spr	99	213.6

NWEA MAP Growth: Language Usage – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	3	Fall	99	197.4
2016-17	3	Win	99	203.1
2016-17	3	Spr	99	207.2
2016-17	4	Fall	105	205.2
2016-17	4	Win	105	209.8
2016-17	4	Spr	104	212.2
2017-18	3	Fall	116	197.1
2017-18	3	Win	117	203.2
2017-18	3	Spr	117	206.6
2017-18	4	Fall	96	207.5
2017-18	4	Win	99	210.8
2017-18	4	Spr	97	212.8

6. Identify the number and percent of students represented by parents at parent-teacher conferences:

	Number & Percentage Parents/Guardians			
	Fall		Spring	
2016-17	501	97%	499	96%
2017-18	488	98%	481	97%

The growth that we are experiencing is both from student and teacher perspective. It is fantastic to see the outcomes of this committed staff on daily basis here at Pine Ridge! We have a family of learners at every level.

Sincerely,

Tamasha James
Principal