



# FOREST HILLS PUBLIC SCHOOLS

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6590 Cascade Road SE • Grand Rapids, MI 49546 • (616) 493-8800 • Fax (616) 493-8552 • [www.fhps.net](http://www.fhps.net)

Daniel S. Behm, Superintendent

February 5, 2021

Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-20 educational progress for the 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 following this [link](#), or you may review a copy in the main office at your child's school.

For the 2019-20 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 is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Pine Ridge is still engaged in the ongoing process of learning how to implement Professional Learning Communities (PLCs) to improve our academic achievement. This year's work went deep into reflecting on our team culture by grade level and as a school. Surveys were given to all staff and discussions about where we landed and where we want to be were solidified. This work is critical to creating a professional learning environment that is steeped in collaboration; therefore, a powerful collective efficacy can be built and students and teachers grow. We did not take the M-Step due to the pandemic, however, our continued implementation of the Reading Units of Study was showing promise of improved results with our MAP assessments from fall to winter.

Our school improvement efforts for the past 2 years have centered on our adoption and implementation of our new curriculum resource, Reading Units of Study and Writing Units, as well as Phonics Units of Study. We are excited to continue the efforts to provide a balanced literacy approach in all classrooms. Our plan reflects what we are doing in our building on a daily basis.

State law requires that we also report this 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:

Pine Ridge Elementary continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the school's performance. Through the school improvement process, we have identified literacy as a targeted area, implementing the Units of Study and a reading workshop framework consistently school-wide to meet the needs of all learners.

## 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: Mathematics 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
1	Fall	94	168.0
1	Win	94	181.5
1	Spr	94	193.6
2	Fall	89	182.9
2	Win	90	193.3
2	Spr	92	199.3
3	Fall	103	197.2
3	Win	103	203.3
3	Spr	102	208.2
4	Fall	118	209.0
4	Win	123	217.0
4	Spr	121	222.7

#### NWEA MAP Growth: Mathematics 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
1	Fall	98	167.2
1	Win	99	180.0
2	Fall	94	185.0
2	Win	95	193.0
3	Fall	97	197.0
3	Win	97	204.9
4	Fall	103	208.5
4	Win	106	213.7

#### NWEA MAP Growth: Reading 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	94	142.7
K	Win	94	158.3
K	Spr	96	166.0
1	Fall	95	168.0
1	Win	94	181.3
1	Spr	94	187.5
2	Fall	90	181.3
2	Win	90	194.9
2	Spr	92	199.3

Grade	Test Window	Number of Students	Mean RIT
3	Fall	100	197.0
3	Win	103	203.3
3	Spr	102	208.0
4	Fall	119	207.7
4	Win	123	211.8
4	Spr	120	213.9

#### NWEA MAP Growth: Reading 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	100	144.9
K	Win	99	157.0
1	Fall	97	167.9
1	Win	99	178.7
2	Fall	96	184.3
2	Win	95	194.2
3	Fall	97	197.4
3	Win	96	203.7
4	Fall	102	207.4
4	Win	106	212.2

#### NWEA MAP Growth: Language 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	103	196.1
3	Win	103	202.6
3	Spr	102	206.3
4	Fall	120	205.6
4	Win	124	210.1
4	Spr	120	212.9

#### NWEA MAP Growth: Language 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	97	195.6
3	Win	95	202.4
4	Fall	103	206.4
4	Win	106	209.4

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

Semester	Number of Students	Percentage of Students
Fall 2018	490	97%
Spring 2019	480	95%
Fall 2019	446	89%
Spring 2020	Optional for Parents	NA

Pine Ridge Elementary is a wonderful place to learn, gain new experiences, and make friends. Our staff truly embraces the importance of helping each student learn to his/her full potential, and we are committed to continuous improvement in learning.

The pandemic this year brought us closer together. Although there was no M-Step this year, we continued our efforts to meet the needs of our learners remotely for the last quarter of the year.

Our community partnerships, strong relationship with our families, and the support of our PTO are invaluable and allow us to enrich the instructional and learning experiences of our students. We are proud to offer an educational experience that goes beyond the academics and into ensuring our Rangers show Pride, Respect, and Responsibility throughout their lives. Go Rangers!

Sincerely,

Tamasha James  
Principal