

February 9, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 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 [link](#), or you may review a copy in the main office at your child's school.

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 in 2022-2023. 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 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 or had a graduation rate at or below 67% in 2021-22. 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 Elementary is a high achieving school, we believe that education goes beyond academics. It encompasses the physical, emotional, and social development of each student. Teachers have created a collaborative culture which embraces all students. Academically, during the 2022-2023 school year, 57.1% of our 3rd grade students and 41.9% of our 4th grade students performed at the advanced level on the English Language Arts portion of the M-Step. 58.2% of our 3rd grade students and 32.4% of students achieved an advanced score on the Math portion of the M-Step.

Our teachers collaborate using PLCs to focus on student individual needs. Pine Ridge's high scores are directly connected to the Pine Ridge staff which has created a nurturing environment with high expectations to meet student needs. While this is only one data point, this work reflects the collective partnership between our teachers, community and families.

Key challenges still exist. To accelerate student achievement by examining academic trend data over two years, Pine Ridge is addressing our 4th grade math achievement. During the 22-23 school year, 19% of students scored partially proficient and 6.7% of students scored in the not proficient category on the M-Step.

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:

At Pine Ridge, we are addressing this challenge by establishing individual student goals as a fundamental aspect of our approach. We believe that setting personalized goals is crucial in fostering a growth mindset and motivating students to strive for excellence. Our educators are working closely with each student to outline clear and achievable goals in math. By setting measurable targets and regularly monitoring progress, we can track individual success and provide appropriate support whenever needed.

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 2022-23 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
K	Fall	142.2	81	149.9	81
K	Winter	152.1	81	158.3	81
K	Spring	164.9	79	168.8	80
1	Fall	165.3	95	170.5	95
1	Winter	172.3	96	177.3	95
1	Spring	181.7	96	186.3	96
2	Fall	179.7	110	180.6	110
2	Winter	187.2	110	186.8	110
2	Spring	192.8	89	193.2	107
3	Fall	197.9	98	198.6	98
3	Winter	203.8	97	204.6	97
3	Spring	207.1	98	211.1	98
4	Fall	205.0	104	207.6	105
4	Winter	208.7	105	212.7	105
4	Spring	210.8	104	216.2	104

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

Semester	Number of Students	Percentage of Students
Fall 2021	490	91%
Spring 2022	492	95%
Fall 2022	482	98%
Spring 2023	479	97.5%

Our efforts at Pine Ridge are aimed at improving math education for all students. Through collaboration on data, creation of effective interventions, and establishment of individual student goals, we are confident in our ability to overcome the challenges we are currently facing. We believe that this comprehensive approach will not only bridge the gaps in understanding but also empower our students to excel in math and achieve their full potential.

Sincerely,

Nathan Peltz
Principal