

February 14, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 2024-25 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 2023-24. An Additional Targeted Support (ATS) school is one that had 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, had a graduation rate at or below 67%, 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.

At Pine Ridge Elementary, we believe education extends beyond academics, fostering students' physical, emotional, and social growth. Our collaborative teaching culture embraces all learners, driving high achievement.

In the 2023-2024 school year, 40% of 3rd graders and 53.9% of 4th graders scored at the advanced level on the English Language Arts (ELA) portion of the M-Step. In math, 40% of 3rd graders and 48% of 4th graders achieved advanced M-Step test scores. These successes reflect the dedication of our staff and strong partnerships with families and the community.

However, challenges remain. In 2023-2024, 21.8% of 3rd graders were partially proficient, and 14.5% were not proficient on the M-Step ELA test. To accelerate achievement, Pine Ridge is prioritizing targeted instruction in 2024-2025.

Grade-level teams will strengthen tier-one instruction, ensuring all students receive high-quality, grade-level ELA instruction. Additionally, tier-two small-group support will address individual learning gaps. Our goal is to elevate student achievement by focusing on those in the partially proficient and not proficient categories, ensuring they progress confidently through fourth grade.

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:

Pine Ridge's tier-two interventions are research-based and implemented 30 minutes a day across all grade levels to address learning gaps. Over the past 4 years, these interventions support all students and are a key focus of our school achievement goals. Pine Ridge continues to strengthen and expand our tier-two services to better meet the evolving needs of our students. We will consistently deliver tier-two instruction with fidelity to support students in the partially proficient or non-proficient areas on the M-Step ELA test.

### 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

### NWEA MAP Growth 2023-24 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
K	Fall	140.7	86	146.6	86
K	Winter	154.6	87	158.8	87
K	Spring	163.4	87	168.3	87
1	Fall	166.5	81	168.9	81
1	Winter	177.0	81	179.3	81
1	Spring	183.2	82	186.6	81
2	Fall	181.7	94	182.4	94
2	Winter	191.3	94	192.0	94

2	Spring	196.6	94	198.1	94
3	Fall	195.0	112	192.7	112
3	Winter	200.7	112	199.9	112
3	Spring	203.4	110	206.3	110
4	Fall	208.2	99	209.2	100
4	Winter	213.7	102	219.0	102
4	Spring	216.2	102	227.1	101

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

Semester	Number of Students	Percentage of Students
Fall 2022	482	98%
Spring 2023	479	97.5%
Fall 2023	464	98%
Spring 2024	473	99%

At Pine Ridge, our staff collaborates in grade-level PLCs and as a building to support both academic and social-emotional success, focusing on the whole student. In the 2023-2024 school year, **84% of 4th graders** scored proficient or advanced on the M-Step Math test, and **79.4%** achieved proficient or advanced scores in English Language Arts. In contrast, the average state proficiency was **43.3%** in Math and **39.6%** in ELA. The 4th grade M-Step test serves as a culmination of the hard work and dedication of all our teachers. The connection between our Pine Ridge community and the expertise of our teachers fosters a rich, inclusive learning environment for all students.

Sincerely,

Nathan Peltz  
Principal