

Annual Education Report – Pine Ridge Elementary

February 7, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 this [link](#), or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-2019. 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 2017-18. 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 2016-17. 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 represented by grades kindergarten through fourth grade. The 2020-2021 Pine Ridge Elementary third and fourth grade language arts M-Step data showed that 37.5% of students scored in the advanced range, 24.6% of students scored in the proficient range, 24.3% of students scored in the partially proficient range and 13.6% of students scored in the not proficient range. Our fourth grade students that took the 2020-2021 language arts M-Step assessment scored 40.1% in the advanced range, 27.7% in the proficient range, 15.9% in the partially proficient range, and 16.4% in the not proficient range.

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:

During the 2021 - 2022 school year, Pine Ridge Elementary staff has engaged in professional learning communities. During our professional learning communities, each grade level educator has collaborated, reviewing student data with their grade level team on each individual Pine Ridge student. All students have been differentiated into intervention groups with specific learning goals designed to target each specific student's need. Language arts tier two intervention groups have been created and research based instructional

lessons are provided to all students for 30-40 minutes a day, 4-5 days of the week. Although we are targeting all student needs during this intervention process, we also look to close language arts learning gaps for students that are in the partially proficient and not proficient ranges as noted on the 20-21 M-Step assessment.

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

Grade	School Year	Test Window	Average Reading Scale Score	Average Math Scale Score
K	2020-21	Winter	152.5	N/A
K	2020-21	Spring	162.1	N/A
K	2021-22	Fall	140.0	148.1
K	2021-22	Winter	153.6	159.4
1	2020-21	Fall	165.4	167.1
1	2020-21	Winter	176.3	180
1	2020-21	Spring	184.5	188.9
1	2021-22	Fall	164.0	166.4
1	2021-22	Winter	172.4	176.2
2	2020-21	Fall	185.0	180.6
2	2020-21	Winter	191.5	188.9
2	2020-21	Spring	197.1	197.1
2	2021-22	Fall	183.7	185.3
2	2021-22	Winter	193.4	191.9
3	2020-21	Fall	199.1	193.8
3	2020-21	Winter	204.0	203
3	2020-21	Spring	206.8	209.1
3	2021-22	Fall	197.3	196.8
3	2021-22	Winter	202.3	202.4
4	2020-21	Fall	207.1	206.2
4	2020-21	Winter	210.4	212.2
4	2020-21	Spring	211.3	219.1
4	2021-22	Fall	208.3	209.6
4	2021-22	Winter	211.8	215.5

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

Semester	Number of Students	Percentage of Students
Fall 2019	446	89%
Spring 2020	Optional for Parents	NA
Fall 2020	421	91%
Spring 2021	442	93%

Pine Ridge Elementary 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 focused on the continued implementation of a new language arts curriculum as well as identifying student academic needs and then targeting instruction to meet each student's needs. Pine Ridge staff collaborate weekly to adjust instruction and review student progress. This work is critical to creating a professional learning environment that is student centered to target student needs and ensure student growth. The implementation of differentiated language arts groups and research based intervention instructional strategies 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 as well as provide differentiated language arts instruction to meet all student needs.

Sincerely,

Nathan Peltz
Principal