February 11, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress at Pembroke Elementary School. 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 Colleen Hoyne, at choyne@birmingham.k12.mi.us, for assistance.

The AER is available for you to review electronically by visiting the MI School Data website, or you may review a copy in the main office at your child's school.

For the 2025-26 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. ***Our school has not been given one of these labels.***

After our leadership team reviewed our combined report, we are pleased with the progress we are making within our school improvement goal areas. We believe that consistent school improvement goals and action plans require an intentional, multiyear commitment to ensure we successfully refine and systematize the practices that yield growth for our students. We are committed to continuing to focus on our Math and Reading improvement goals and our Social and Emotional Wellbeing goal. Thus our identified challenges addressed in our 2024 – 2025 report remain consistent with the challenges we continue to address. We will continue to emphasize our work to close the gaps in achievement between all students. This work was completed both as a whole staff and within subcommittee professional development work.

The data in the combined report, as well as our student observations, indicate that our key challenges are: increasing proficiency in mathematics, with a focus on students in our sub groups, increasing reading proficiency for all, with a focus on students in our sub groups, as well as, implementing strategies to ensure all students feel safe, connected and ready to learn at Pembroke.

To exceed or increase Math proficiency, some key initiatives have been: strengthening small group and Tier 2 math instruction, implementing and supporting students through a multi-tiered system of supports (MTSS), utilizing data to strengthen Tier 1 instruction within low domains of iReady, and

planning for high quality instruction in grade level PLCs. Our progress of this goal will be measured by the iReady Math Diagnostic Assessment and District common assessments.

To exceed or increase Reading proficiency, some key initiatives have been: supporting year 2 implementation of Magnetic Reading Foundations, implementation of the Arts and Letters curriculum, supporting students through a multi-tiered system of supports (MTSS), and planning for high quality instruction in grade level PLCs. Our progress of this goal will be measured through the iReady Reading Diagnostic Assessment.

In order to promote social emotional-well being and ensure that all students feel safe, connected and ready to learn key strategies include focusing on common belonging elements during Morning Meetings, Pride Packs, and Respect Circles. Additionally, continuing to deepen understanding of restorative practices through staff wide professional learning. Furthermore, we worked to engage parents and stakeholders in building their understanding or Restorative Practices through the PTA, eNews, and informational booths at curriculum night.

State law requires that we also report additional information.

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of-district families interested in attending our district.
2. Pembroke is focused on three school improvement goals at this time. These goals were developed through an in depth analysis of student progress data by the Leadership Team and all staff members. These goals continue to build on the goals from 2024 – 2025 school year. We are pleased that we continue to see students growth and progress toward achieving each of these goals.
    a. By the end of the 2025-2026 school year, our school will increase the percentage of students scoring proficient or advanced on the ELA M-STEP by 5%, raising the current proficiency rate from 68.8% to 73%.
    b. By the end of the 2025-2026 school year, our school will increase the percentage of students scoring proficient or advanced on the MATH M-Step by 5%, raising the current proficiency rate from 70.4% to 75.4%.
    c. By the end of the 2025-2026 school year, our school will increase the percentage of students answering favorable in the School Safety category on the annual Panorama survey by 10%, raising the current rate from 64% to 74%.
2. BPS offers specialized schools to students within the district.
    a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there aren’t enough spaces available, a lottery is held in January to select students for the upcoming school year.

b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge, and attitude necessary to live successfully in a changing world. LSAHS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters that are developed around broad occupational areas containing many different, but related, career-training options for students.

2. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at http://tinyurl.com/MI-Standards. In addition, our district continues to work to align fully our K12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the Teaching and Learning Department page.

| **i-Ready Reading** | **Year** | **Goal** | **Actual** |
|---|---|---|---|
| Pembroke | Spring 2024 | 80% | 87% |
| Pembroke K-2 | Spring 2025 | 80% | 88% |
| Pembroke 3- 5 | Spring 2025 | 80% | 83% |

| **i-Ready Math** | **Year** | **Goal** | **Actual** |
|---|---|---|---|
| Pembroke | Spring 2023 | 80% | 82% |
| Pembroke K-2 | Spring 2024 | 80% | 87% |
| Pembroke 3- 5 | Spring 2024 | 80% | 79% |

6 . During to 2024-2025 school year, 100% of parents attended a parent conference.

We thank the Pembroke Elementary school community for their continued support. We are happy to share these results with our community and encourage you to visit the AER site and explore the data. As a district, we are committed to the success of each of our students. We pledge to continue to focus our efforts on raising achievement for all learners and increasing support for their careers after their K-12 experience. We thank the community for their input and engagement provided along the way. To get involved at Pembroke Elementary or the District, reach out to the main office or contact the Marketing and Communications department at 248.203.3026.

Sincerely,

Colleen Hoyne
Principal
Pembroke Elementary