



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

April 12, 2019

Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2017-18 educational progress for Collins 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 web site <http://bit.ly/2H0e9dH>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. 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%.

*Note TSI and ATS definitions were changed for the 2018-2019 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Some schools are not identified with any of these labels. In these cases, such as with our school, no label is given.

Collins Elementary is a top-performing school with high expectations and a history of academic excellence for all students. Our overall School Index System Ranking value was 98.64 for 2017-2018. While we are pleased to have such a strong academic program, we continue to develop ways to help every student achieve greater success. When reviewing our data, there are significant achievement gaps in both 3rd and 4th grade in ELA and Math according to 2018 Spring M-STEP data for our economically disadvantaged students and our bottom 30% subgroups.

Collins staff are working as professional learning communities (PLCs) within an inquiry cycle to help identify essentials in reading, writing, and math. These teams also address what they will use for common formative assessments, interventions, and enrichment for all our students.

State law requires that we also report this additional information:

1. 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.

2. The status of the 3-5 year school improvement plan:

Collins 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.

3. A brief description of each specialized school:

Forest Hills Public Schools offers K-4; K-6; 5-6; 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.

4. 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.

5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests:

NWEA MAP Growth: Mathematics – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	2	Fall	74	178.2
2016-17	2	Win	75	188.3
2016-17	2	Spr	74	193.4
2016-17	3	Fall	80	194.9
2016-17	3	Win	80	202.3
2016-17	3	Spr	79	208.9
2016-17	4	Fall	90	207.3
2016-17	4	Win	90	214.5
2016-17	4	Spr	89	221.5
2017-18	1	Fall	66	167.2
2017-18	1	Win	63	182.8
2017-18	1	Spr	62	191.4
2017-18	2	Fall	77	182.8
2017-18	2	Win	78	190.4
2017-18	2	Spr	78	196.4
2017-18	3	Fall	75	193.5
2017-18	3	Win	78	201.8
2017-18	4	Fall	83	207.9
2017-18	4	Win	80	215.4

NWEA MAP Growth: Reading – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	2	Fall	74	177.7
2016-17	2	Win	73	187.2
2016-17	2	Spr	72	194.1
2016-17	3	Fall	80	193.5
2016-17	3	Win	80	203.3
2016-17	3	Spr	75	206.1
2016-17	4	Fall	90	204.1
2016-17	4	Win	90	210.5
2016-17	4	Spr	89	214.6
2017-18	K	Fall	74	144.1
2017-18	K	Win	71	154.7
2017-18	K	Spr	72	161.9
2017-18	1	Fall	66	166.0
2017-18	1	Win	64	177.7
2017-18	1	Spr	62	186.1
2017-18	2	Fall	77	183.9
2017-18	2	Win	76	193.3
2017-18	2	Spr	78	197.4
2017-18	3	Fall	76	191.0
2017-18	3	Win	78	199.8

2017-18	4	Fall	82	205.4
2017-18	4	Win	80	211.1

NWEA MAP Growth: Language Usage – Mean RIT by School Year, Grade Level, and Test Window

School Year	Grade	Test Window	Number of Students	Mean RIT
2016-17	3	Fall	80	192.4
2016-17	3	Win	79	201.4
2016-17	3	Spr	26	204.5
2016-17	4	Fall	90	205.3
2016-17	4	Win	90	209.8
2016-17	4	Spr	82	213.8
2017-18	3	Fall	73	190.6
2017-18	3	Win	78	200.5
2017-18	4	Fall	82	206.0
2017-18	4	Win	80	210.5

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

	Number & Percentage Parents/Guardians			
	Fall		Spring	
2016-17	384	99.4%	378	99.1%
2017-18	362	99%	363	98%

Collins Elementary is a great place for all learners. We promote kindness counts and expect respect throughout the school year for all our students. We also have continued our work in building our community of learners using restorative circles and practices throughout the building. We have wonderful students, staff, families, and community. With all of this support and enthusiasm, we have an excellent community of learners.

Sincerely,

Mitch Balingit
Principal