



FOREST HILLS PUBLIC SCHOOLS

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Daniel S. Behm, Superintendent

February 5, 2021

Dear Families and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2019-20 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 following this [link](#), or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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%. 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.

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 98.93 for 2018-2019. We do not have a 2019-2020 School System Ranking because of COVID-19. 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 third and fourth grade in English Language Arts (ELA) and Math according to 2019 Spring M-STEP data for our economically disadvantaged students and our bottom 30% subgroups. Again, we are using our 2019 M-Step data because we did not test our third and fourth graders in the spring because of COVID-19.

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:

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:

Collins 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.

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: Mathematics 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
1	Fall	71	169.1
1	Win	71	177.5
1	Spr	72	188.4
2	Fall	65	182.1
2	Win	66	190.3
2	Spr	64	195.7
3	Fall	77	195.9
3	Win	79	202.1
3	Spr	78	209.4
4	Fall	73	208.4
4	Win	73	215.6
4	Spr	73	219.9

NWEA MAP Growth: Mathematics 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
1	Fall	72	165.3
1	Win	73	180.8
2	Fall	75	180.9
2	Win	77	188.3
3	Fall	72	197.0
3	Win	71	205.0
4	Fall	83	209.2
4	Win	84	215.3

NWEA MAP Growth: Reading 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	75	145.3

Grade	Test Window	Number of Students	Mean RIT
K	Win	74	153.8
K	Spr	75	164.4
1	Fall	71	166.9
1	Win	71	175.4
1	Spr	72	182.4
2	Fall	65	182.3
2	Win	66	192.6
2	Spr	65	197.9
3	Fall	78	195.8
3	Win	79	203.5
3	Spr	78	208.2
4	Fall	73	207.8
4	Win	72	212.8
4	Spr	73	212.8

NWEA MAP Growth: Reading 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
K	Fall	70	146.5
K	Win	69	155.3
1	Fall	73	165.2
1	Win	73	177.5
2	Fall	76	179.8
2	Win	76	190.0
3	Fall	69	199.1
3	Win	69	205.8
4	Fall	83	207.9
4	Win	84	211.4

NWEA MAP Growth: Language 2018-2019 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	78	194.4
3	Win	79	201.8
3	Spr	78	207.2
4	Fall	73	206.5
4	Win	73	210.2
4	Spr	73	212.8

NWEA MAP Growth: Language 2019-2020 School Year

Grade	Test Window	Number of Students	Mean RIT
3	Fall	69	197.3

Grade	Test Window	Number of Students	Mean RIT
3	Win	68	204.3
4	Fall	83	205.8
4	Win	82	210.5

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

Semester	Number of Students	Percentage of Students
Fall 2018	362	99%
Spring 2019	363	99%
Fall 2019	361	99%
Spring 2020	362	99%*

*We used Zoom and phone conferences due to COVID-19

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

Sincerely,

Mitch Balingit
Principal