

February 10, 2023

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 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 [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 2021-2022. 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 2021-22. 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 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.

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 95.02 for 2021-22. 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 2022 Spring M-STEP data for our economically disadvantaged students and our bottom 30% subgroups. Again, we are using our 2022 M-Step data. 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 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 2021-22 School Year

Grade	Test Window	Average Reading Scale Score	Students Tested (Reading)	Average Math Scale Score	Students Tested (Math)
K	Fall	141.5	55	148.3	53
K	Winter	149.4	52	152.6	47
K	Spring	158.2	54	161.6	54
1	Fall	163.3	75	168.2	75
1	Winter	172.8	76	175.3	76
1	Spring	179.6	78	184.1	77
2	Fall	175.7	63	177.1	62
2	Winter	184.6	65	183.5	65
2	Spring	190.0	66	187.0	66
3	Fall	195.2	74	194.3	74
3	Winter	202.4	73	201.5	74
3	Spring	203.7	75	205.1	74
4	Fall	202.7	77	206.1	77
4	Winter	206.1	77	210.6	79
4	Spring	209.8	77	213.7	76

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

Semester	Number of Students	Percentage of Students
Fall 2020	347	99%
Spring 2021	348	99%
Fall 2021	347	97%
Spring 2022	350	98%

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