



Mission Statement — With the support of the Community, the mission of Bruce Collins Elementary is to foster a caring enriching environment that enables all students to grow academically and socially to reach their individual Potential as they become lifelong learners.

Collins Elementary

ANNUAL REPORT 2005-2006

12900 Grand Haven • Sterling Heights, MI 48312 • 586.797.4200
Principal Bradley Suggs • Average Daily Attendance 95.5%

Our school is state and nationally accredited

Collins Elementary School is accredited by both the North Central Association (NCA) Commission on School Accreditation and Improvement and Michigan's Education YES! legislation – as are all 40 schools in the Utica Community Schools district. Accreditation certifies that our schools meet recommended standards for quality education for all students.

NCA is a regional agency recognized by the U.S. Department of Education that establishes demanding standards for public and non-public schools. As a participant school, we have undertaken a rigorous NCA-monitored process for continuous school improvement. Our staff works together within the process to identify goals for improving student achievement, implement strategies to meet our goals and utilize recommended assessments to accurately measure progress.

Education YES! is the state's report card accreditation system for public schools. Schools are assigned letter grades based largely on their long-term performance on the Michigan Educational Assessment Program (MEAP) and other indicators.

Adequate Yearly Progress (AYP), a standard set by the federal No Child Left Behind legislation, is also part of the report card.

Whether a school makes AYP is based on these factors:

- MEAP scores of all students in English Language Arts (ELA) and Mathematics
- MEAP ELA and Mathematics scores of student subgroups*
- 95 percent participation of all students on the MEAP tests
- student attendance or graduation rate.

*Student subgroups include Ethnic Origin, Economically Disadvantaged, English Language Learners and Students with Disabilities.

Collins Report Card

AYP 2005: Yes
AYP 2006: Yes

Education YES! Grades:
2005 - A
2006 - A

MEAP summary on page 3

All UCS teachers meet the Highly Qualified standard

As mandated by the federal No Child Left Behind legislation, all Utica Community Schools teachers in core academic subject areas, such as English, reading, language arts, science (physics, chemistry, biology, earth science or physical science), mathematics, government and civics, history, economics, geography, foreign languages, fine arts or elementary education, have met the law's Highly Qualified requirements.

In addition, all UCS teachers possess a bachelor's degree from an accredited college or university. All have also met State of Michigan certification requirements and successfully completed the district's own rigorous selection process.

Three-quarters of UCS teachers possess master's degrees and many have also completed course work or degrees beyond the master's level.

Newly hired teachers are assigned an experienced mentor teacher, and all teachers, new and experienced, are regularly observed and evaluated by their building administrators as they work with students. UCS teachers are required to participate in continuous professional development programming, and all new teachers must meet additional professional development requirements.

Our points of pride

- We have an outstanding school community that values and works to improve education.
- Our students are enthusiastic, respectful and polite and strive to reach their personal best.
- For the second year in a row, the Collins Math Olympiad team placed in the top 10% in the world. Many students earned individual awards including one perfect score.
- Our Science Olympiad team placed fourth overall in the county. Many students earned top individual awards.
- The Destination Imagination team captured regional honors.
- The Collins Social Studies Olympiad team earned many top individual state honors.
- Our Lego Robotics team won first place in presentation and qualified for the state tournament.
- We have an extremely active PTO that provides both support to better our community and many fun learning activities for our students.
- Fifth grade teacher, Leah Einhaus, was selected as a 2006 State of Michigan Teacher of the Year candidate.
- Collins instrumental music teacher, Gaye Hofer, was selected Teacher of the Year in Utica Community Schools.
- Collins second grade teacher, Gale Brandenburg-Brown, was the Utica Community Schools 2002-2003 Teacher of the Year.
- A member of the Collins Writing Club was a 2006 Kaleidoscope winner.
- The Collins staff has created a comprehensive school-wide writing program in which all students participate on a daily basis.

School improvement boosts student achievement

Utica Community Schools continually works to strengthen its educational programs by implementing proven school improvement initiatives designed to increase all aspects of student learning and achievement. Following is an update of ongoing district-wide school improvement initiatives, all of which impact our school:

State and Federal Legislation

- Monitor progress of State of Michigan Education YES! accreditation and North Central Association (NCA) accreditation processes.
- Implement new high school graduation requirements, known as the Michigan Merit Curriculum in effect for the 2011 graduating class.*
- Implement the Reading First initiatives at Burr, Dresden and Wiley Elem. schools.

Curriculum Design

- Monitor alignment of grades K-12 core content areas of English Language Arts (ELA), Mathematics, Science and Social Studies with revised state standards.
- Facilitate and support co-curricular programs.
- Differentiate instruction so that all students can achieve and meet state standards.
- Implement and monitor the state-mandated high school content expectations.*
- Monitor secondary English Language Learners curriculum reform.*

Instructional Practices

- Monitor and adjust alignment of math, science, foreign language, physical education, fine arts and career and technology education curricula with national and state standards.
- Facilitate technology use in the teaching and learning process at all levels.
- Support interdisciplinary instruction at all levels.
- Support auxiliary instructional programs such as alternative education and adult education.
- Continue implementation of Best Practices across the curriculum incorporating 21st Century skills.
- Implement and evaluate intervention programs targeting a range of student needs.
- Monitor implementation and progress of the schools' plans to improve student writing for grades K-6.
- Implement and monitor secondary level Reading Apprenticeship initiatives.*

Assessment

- Analyze and communicate standardized test data.
- Monitor the implementation of common assessments and common course outlines for grades 9-12.
- Evaluate current ELL program design in grades K-9.*

Staff Development

- Facilitate staff development aligned with the North Central Association school improvement process, the federal No Child Left Behind law and Michigan's Education YES! legislation.

Behavioral Initiatives

- Monitor implementation of a comprehensive, standards-based guidance and counseling program in grades K-12.
- Monitor and continue implementation of anti-drug, alcohol and tobacco initiatives at all grade levels.
- Continue communicating updated UCS safety and security procedures to staff, students, parents and community.
- Continue promoting the Success Skills program in all grades.

Parent/Community Involvement

- Continue parent, business and community involvement initiatives.

*New initiatives in the 2006-2007 school year.

UCS graduation rate remains high

Estimated data from the Michigan Department of Education indicates an average annual dropout rate of less than two percent at the district's four high schools.

The percentage of ninth graders who will graduate within four years if they remain in Utica Community Schools for their high school experience, is shown below.

Latest estimated data from the Michigan Dept. of Education

	2004	2005
UCS Dropout Rate	1.86%	.93%
Retention Rate	98.14	99.07
Graduation Rate**	92.66	96.22

** UCS students who graduate in four years. Data does not include students who remain in school and graduate at a later date.

UCS curriculum is standards-based

In Utica Community Schools, the core curriculum is based on national, state and district standards.

As indicated by the district-wide school improvement initiatives (at left), the curriculum is constantly reviewed and updated to assure that every student has the opportunity to gain the knowledge and skills necessary for success in the 21st Century workplace.

The UCS *Learning Links*, a district publication available on our website www.uticak12.org, clearly defines the learning standards UCS students can be expected to achieve in each area of study at each grade level. By reviewing the *Learning Links*, parents/guardians can track their child's progress throughout the school year.

In addition, UCS curriculum and scheduling procedures are designed to ensure that every student is enrolled in core academic classes each year and remain challenged and encouraged to achieve at higher levels.

MEAP scores

All public school students in grades 3, 4, 5, 6, 7, 8, 9 and 11 took the Michigan Educational Assessment Program (MEAP) tests during the 2005-2006 school year. MEAP is a criterion referenced test, meaning it measures a student's achievement on state-defined learning standards in each grade.

The following charts indicate the state target scores for Adequate Yearly Progress (AYP) in Mathematics and English Language Arts (ELA - reading and writing), and the percentage of Collins Elementary students who met or exceeded MEAP proficiency standards.

Under the national No Child Left Behind (NCLB) law, all students, including those in the identified subgroups, must meet the target scores in order for the school to make AYP.

Schools also must meet attendance or graduation requirements and 95 percent of all students must take the MEAP tests. The scores of subgroups with fewer than 10 students were not reported by the state, but were included in the total scores for all students.

Overall MEAP Science and Social Studies scores are reported below, but are not factored into AYP.

	ELA - Gr. 3 State Target - 48		Math - Gr. 3 State Target - 56		ELA - Gr. 4 State Target - 48		Math - Gr. 4 State Target - 56	
	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient
All Students	52	79	48	98	78	86	79	89
Males	26	73	23	96	39	79	39	87
Females	26	85	25	100	39	92	40	90
American Indian/Alaskan Native								
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic								
White, Not of Hispanic Origin	44	77	40	98	66	89	67	94
Multiracial					<10		<10	
Economically Disadvantaged	10	70	<10		12	92	12	92
English Language Learners	<10		<10				<10	
Students with Disabilities	<10		<10		12	50	12	67
District	2,092	84	2,106	90	2,226	81	2,242	86
State	116,892	78	117,848	87	117,272	76	118,193	82

	ELA - Gr. 5 State Target - 48		Math - Gr. 5 State Target - 56		ELA - Gr. 6 State Target - 48		Math - Gr. 6 State Target - 56	
	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient	>95% participation Number Tested	Percent Proficient
All Students	63	86	63	83	73	92	73	82
Males	30	83	30	93	41	90	41	83
Females	33	88	33	73	32	94	32	81
American Indian/Alaskan Native	<10		<10		<10		<10	
Asian/Pacific Islander	<10		<10		<10		<10	
Black/Not of Hispanic Origin	<10		<10		<10		<10	
Hispanic	<10		<10		<10		<10	
White, Not of Hispanic Origin	57	84	57	82	64	92	64	83
Multiracial								
Economically Disadvantaged	15	73	15	60	<10		<10	
English Language Learners	<10		<10		<10		<10	
Students with Disabilities	<10		<10		10	80	10	60
District	2,172	82	2,180	79	2,234	86	2,241	75
State	119,992	75	120,726	73	123,444	73	124,297	65

	Science Gr. 5 Percent Proficient	Soc. Studies Gr. 6 Percent Proficient
	All Students	81
District	82	87
State	77	78

Special Education

Utica Community Schools provides a full range of services for students in these special education categories:

- Autistic Impaired
- Hearing Impaired
- Learning Disabled
- Emotionally Impaired
- Speech and Language Impaired
- Cognitively Impaired
- Early Childhood Development Delay
- Visually Impaired
- Physically or Otherwise Health Impaired

Approximately 3,800 students are enrolled in the district's special education programs.

Placement of a student into special education programming is based on the recommendation of the Individual Educational Planning (IEP) team, which is comprised of appropriate school district staff members and the student's parents/guardians.

In general, students requiring special education are well served by district programs. However, in certain cases, a student's needs may be better met by one of the programs provided by the Macomb Intermediate School District (MISD). In the 2005-2006 school year, 264 students from the Utica Community Schools district attended MISD school sites.

Collins Elementary's NCA school improvement goals

As a participant school in the North Central Association Commission on Accreditation and School Improvement, our staff has developed important school improvement goals that are specific to the needs of the students in our building. The goals, implementation strategies and assessment measures are as follows:

- **All students will demonstrate improved skills in prescribed writing across the curriculum.**

Students write within every area of the curriculum, in every classroom. They utilize strategies to improve their sequencing and organization skills. They will use descriptive language and be able to stay on a single topic.

End of the year writing assessments will be compared to those done at the beginning of the year to measure student performance. Students in third through sixth grades are assessed in October in accordance with the federal No Child Left Behind mandate.

- **All students will demonstrate an improved ability to read and comprehend informational text.**

Students read across the curriculum and utilize strategies to better develop comprehension. Best practices are used to build vocabulary, improve retelling skills and identify main ideas.

Students in third through sixth grades are assessed in October in accordance with the federal No Child Left Behind mandate. The reading portion of the Stanford 10 test is used to further assess students in sixth and third grade. The Michigan Literacy Progress Profile is used in all grades to assess student reading levels and progress.

- **All students will demonstrate an increased knowledge of Social Studies.**

Students explore social studies concepts by the use of visual aids, reading and interpreting maps, globes and graphs. Students better understand the Core Democratic Values by utilizing appropriate vocabulary and hands on project-based learning.

Students are assessed in October using the MEAP social studies test, also, the sixth grade students are further assessed using the social studies portion of the Stanford 10 test.



Parent-teacher conference participation

Utica Community Schools encourages parents/guardians to take an active role in their child's education and to become involved with school activities. Participation in Parent-Teacher Conferences is one of the best ways for parents to monitor their child's academic progress. Parent/guardian participation in the fall conferences at Collins Elementary was 97 percent in 2004 and 98 percent in 2005.

Thank you for taking time to read this Annual Report, which is also available on the UCS website, www.uticak12.org. Additional information about any part of this report may be obtained by calling the school principal.