

Collins Elementary School Performance Report for 2016-2017

Principal's Message

A message from Dr. Mondloch

Our mission at Collins is to create **connected, capable, contributing** citizens who achieve their highest potential every day. To bring our mission to life, we collaborate as educators and partner with our families. We are passionate about doing our best for each and every Collins student.

Each year we gather as much information as possible about our students' progress from a variety of sources including tests like the Smarter-Balanced Assessments (SBA), classroom-based assignments, projects, and other assessments such as reading and math fluency-tests. We also look at our discipline and attendance data, promotion/retention rates, student, staff and parent surveys and other parent input. We use the information to find our strengths and areas for improvement. Then, we develop a School Improvement Plan (SIP) to help us build on our strengths and address our challenges. Our plan includes rigorous goals for academics as well as attendance and behavior. In this annual report, you will receive some of the information we have gathered about last year and our improvement goals for this year. Please let us know if you have any questions or suggestions.

Collins 2017 SBA and MSP scores

Grade	SBA ELA		SBA Math		Science	
	Collins	WA	Collins	WA	Collins	WA
3rd	60%	53%	57%	58%		
4th	68%	56%	56%	54%		
5th	58%	59%	47%	49%	48%	63%

We are proud of our Collins Coyotes and staff. As you can see in the chart above, all grades performed near or above the state averages on the English Language Arts and Mathematics Smarter Balanced Assessments. We have room to grow in all areas, of course, especially science. We adopted a new science curriculum that is aligned with the Next Gen Science Standards and we expect to see improvement this year. We continue to focus on the state standards to drive our instruction and use Multi-Tiered Systems of Support (MTSS) to help all students meet the rigorous goals. At Collins, as well as across the district, we engage in a cycle of continuous improvement to meet the diverse needs of our students as we prepare them for a successful future.

Achievement highlights from last spring's assessments

Each grade had unique strengths last year. Here are some highlights:

- 77% of kindergartners met the district's spring -benchmark for letter-sound fluency and 46% well-exceeded the benchmark.
- More than 81% of kindergartners met the Quantity Discrimination benchmark.
- 98% of first graders met the spring benchmark for math computation and the remaining student made the goal before the end of the year.
- Almost half of second graders exceeded the math computation spring benchmark
- 3rd grade students performed significantly higher on the SBA (60%) than the district average (45%) and the state average (53%)
- Collins 3rd graders performed the best in the district on the math SBA (57%)

- Collins 4th grade students performed significantly higher (68%) on the ELA SBA than the district (47%) and the state (56%). In addition, 4th grade has moved from 37% of students meeting standard in 2015 to 67% in 2017.
- Fifty-six percent of fourth graders passed the Math SBA which is higher than the district average (43%) and the same as the state average.
- 5th grade students performed higher on the ELA SBA (59%) than the district (54%) averages and at the state (59%) averages. In addition, 5th grade has moved from 40% of students meeting standard in 2016 to 59% in 2017.

Areas for improvement

We recognize areas that we didn't do as well as we had expected. Here are some examples:

- Kindergarten benchmark data were down compared to the previous year.
- Fifty-two percent of first graders met the Oral Reading Fluency spring benchmark.
- While all students improved, we did not close the gap for second-graders performing below the target from fall to spring.
- Fewer than 70% of 3rd graders met the spring math benchmarks.
- Performance on the state Science assessment declined from the previous year and is below the state average.
- Fewer than half of fifth graders met the math and science SBA targets.

Academic goals

We set the following academic goals:

- Eighty percent of kindergarten through second-grade students will meet the spring benchmarks on general outcome measures.
- Collins students will exceed the state average on the ELA SBA.
- Collins students will exceed the state average on the Math SBA. Smarter Balanced Assessment Mathematics
- Fifth grade students will improve their science scores by at least ten percent.

Attendance and Goals

- Reduce unexcused absences (by 10%) to 8% or less
- Improve average daily-attendance to 95% or better

More information about state assessments and demographics can be found at www.k12.wa.us.

Strategies

We use a continuous cycle of improvement at Collins. This means that we don't wait for the end of the year to make changes, we look at current student data and adjust our instruction and grouping on a regular basis throughout the year. This year we are digging into our reading and math SBA data to see what instructional adjustments we need to make overall and for specific students. We want our school work to be at the same level of rigor as the SBA so that students are prepared. Professional development highlights this year include a focus on Learning Targets and Success Criteria, Math Practices, Writing and Culturally Responsive Practices. To improve our attendance, we aim to create a learning environment that is inviting so that students want to be at school every day.

Parent Involvement Opportunities

Research shows that parents' active participation in their child's education is one of the most important factors for student success. We invite our families to be active participants in students' education by:

- Giving us input when you have ideas, suggestions or comments
- Participating in our parent surveys
- Attending "Coffee with the Principal" to learn about our School Improvement Plan and give input

- Checking your student's back-pack on a regular basis for important information
- Reading to your child and/or listening to your child read
- Reading the newsletter, the *Howler*, available at collins.fpschools.org
- Joining our PTA
- Attending PTA meetings and/or volunteering for events
- Participating in family events at our school
- Follow us on Facebook and Instagram

We value our families' participation and want to partner with you to bring out the best in each and every student!

Our Schoolhouse Although our schoolhouse is aging (after all, some of it was built in 1937), it has been well-maintained to the best of our ability. We are thrilled that our voters passed a bond that will be used, in part, to build a brand new school for Collins students. We plan to move into our new school in the fall of 2019. Congratulations, Collins Coyotes! Thank you, voters!

Some family involvement opportunities this year

- Back-to-School Night
- Volunteering
- PTA membership
- ELL Family Events
- Veteran's Day Assembly
- 5th grade Outdoor Education
- Science Fair
- School-wide picnic
- CHAMPs Assemblies
- Field Day
- Parent surveys/feedback
- Martin Luther King Jr. Assembly
- Multi-cultural Festival

2016-2017 District Budget

District Fund Balance

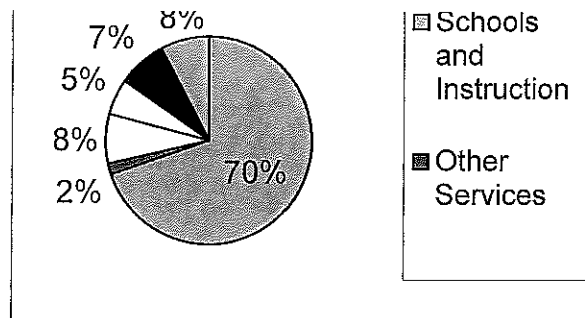
16-17 Beginning Fund Balance	\$8,650,543
Income	\$102,233,801
Expenses	-\$101,664,054
16-17 Ending Fund Balance	<u>\$9,220,290</u>

General Fund / Income

Tax Base (Local Property Tax)	\$24,349,144
State Support	\$69,420,819
Federal Support	\$8,344,338
Other Sources	<u>\$119,500</u>
Total	<u>\$102,233,801</u>

Expenditures Per Student

Teaching Activities	43.76
Teaching Support	9.25
Food Service	3.09
Transportation	2.66
Building Administration	4.24
Building Operation	5.92
Central Administration	5.85
Other Support Services	1.29
Total Cost Per Day	76.07



Schools and Instruction	69.70%
Other Services	1.70%
Central Administration	7.69%
Supervision of Instruction	5.58%
Food Service & Transportation	7.55%
Maintenance & Utilities	7.78%
Total	100.00%

School Cheer

Collins Coyotes
 Achievers and Believers
 Join the pack!

We believe in ourselves,
 We believe in each other,
 We believe in doing our best!

Attendance is crucial!

Students who attend school all day, on time have a greater likelihood of being successful in school and graduating on time. Please let us know how we can support you in getting your children to school on time every day. Due to some changes in attendance laws, the following supports have been put into place for all families:

- An attendance conference is required for students with 5 excused absences in a month, 3 unexcused absences in a month, or 10 unexcused absences in a school year.
- School staff will interview students who require an attendance conference and complete an "Assessment of Barriers to Attendance".
- After a student has missed 7 days of school, our district requires third-party documentation to excuse all future absences.
- Prior approval must be requested for an excused planned absence. Forms are available in the school office or on the district website.

The support staff at Collins is happy to assist families who want support in getting students to school. Please contact Bryan Dobner, Dean of Students or Bobbi Northcott, School Counselor if you have any questions or need assistance.

Student Demographics

Enrollment

October 2016 Student Count	396
May 2017 Student Count	404

Gender (October 2016)

Male	183	46.2%
Female	213	53.8%

Race/Ethnicity (October 2016)

Hispanic / Latino of any race(s)	87	22.0%
American Indian / Alaskan Native	4	1.0%
Asian	28	7.1%
Black / African American	9	2.3%
Native Hawaiian / Other Pacific Islander	5	1.3%
White	212	53.5%
Two or More Races	51	12.9%

Special Programs

Free or Reduced-Price Meals (May 2017)	222	55.0%
Special Education (May 2017)	39	9.7%
Transitional Bilingual (May 2017)	46	11.4%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	11	2.7%
Foster Care (May 2017)	N<10	

Other Information (more info)

Unexcused Absence Rate (2016-17)	494	0.9%
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Information on Homeless Students may be found [here](#)

Teacher Information (2016-17) (more info)

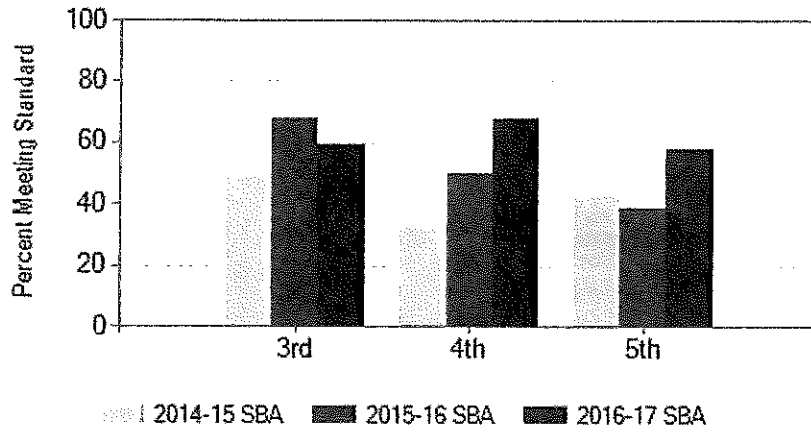
Classroom Teachers	25
Hispanic / Latino of any race(s)	1
Black / African American	1
White	23
Average Years of Teacher Experience	13.1
Hispanic / Latino of any race(s)	1
Black / African American	4.3
White	14
Teachers with at least a Master's Degree	68.0%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

2016-17 Results (Administration Info)

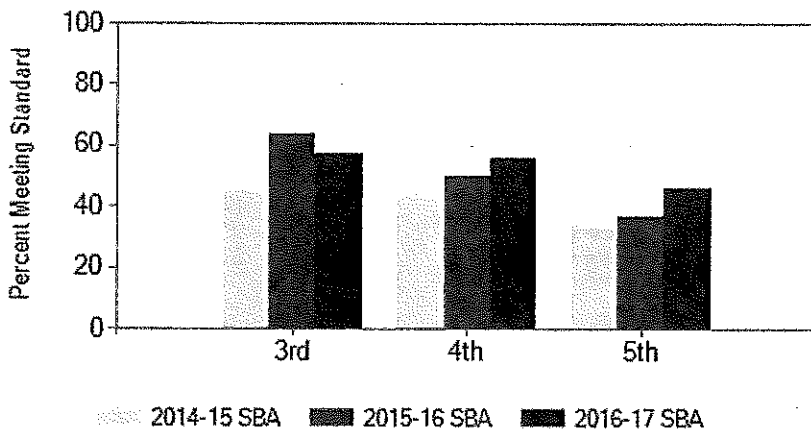
Grade Level	SBA ELA	SBA Math
3rd Grade	59.0%	56.9%
4th Grade	67.5%	55.8%
5th Grade	57.9%	46.3%

Grade Level	MSP Science
5th Grade	47.8%

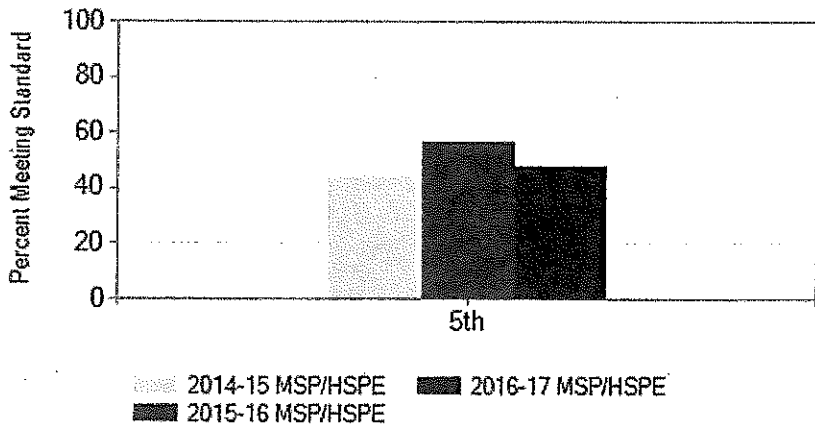
English Language Arts



Math



Science



Franklin Pierce Schools does not discriminate on the basis of sex, race, creed religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Questions and complaints of alleged discrimination should be directed to Dr. Shaun Carey, Compliance Coordinator for State and Civil Rights Laws; Wendy Malich, Title IX Officer; or Bill Rasplica, 504/ADA Coordinator at 315 129th St. S, Tacoma, WA 98444-5099 or at (253) 298-3000.