

# Collins Elementary School Performance Report for 2013-2014

## Principal's Message

### A message from Dr. Mondloch

Each year at Collins, we gather as much information as possible about our students' progress from a variety of sources including tests like the MSP, classroom-based assessments such as tests and projects, and other research-informed assessments, like reading and math fluency tests. We also look at our discipline data, 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. We set rigorous goals for reading, writing, and math as well as student behavior, attendance and parent involvement. In this annual report, you will get a glimpse of some of the information we have gathered about last year and our improvement goals. Please let us know if you have any questions or suggestions.

**Mission:** To provide students an engaging educational environment, built upon proven academics and high standards, resulting in successful and contributing citizens.

### Academic goals:

- Meet the No Child Left Behind Benchmarks for all subgroups in Mathematics and English Language Arts on the new Smarter-Balanced Assessments
- Move 50% of the students who tested at Strategic (Tier 2) or Intensive (Tier 3) in math and reading up at least one tier from fall benchmark testing to spring. Also, ensure all students who tested at Benchmark (Tier 1) maintain sufficient growth to stay at Tier 1.

### Strategies:

- Strengthen core instruction using research-informed strategies
- Utilize multi-tiered systems of support for academics and behavior
- Empower Professional Learning Communities to make data-based decisions to improve teaching and learning

### **Parent involvement is important!**

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

- Giving us input when you have ideas, suggestions or comments.
- Participating in our parent surveys.
- Attending "Coffee with the principal" to give input on our school improvement plan and school-family-student compact.
- Checking your student's back-pack on a regular basis for important information.
- Providing a quiet time and place for homework.
- Reading to your child and/or listening to your child read.
- Reading the newsletter, the *Collins Coyote Howler*.
- Attending PTA meetings and/or volunteering for events.
- Participating in family events at our school.

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

### **Some family involvement opportunities this year:**

Meet and Greet

Volunteering

PTA membership

Veteran's Day Assembly

5<sup>th</sup> grade Outdoor Education

Science Fair

Reading/Writing Night

Math Festival

Coffee with the Principal

PTA meetings

Watch DOG dads

Junior Achievement Biztown

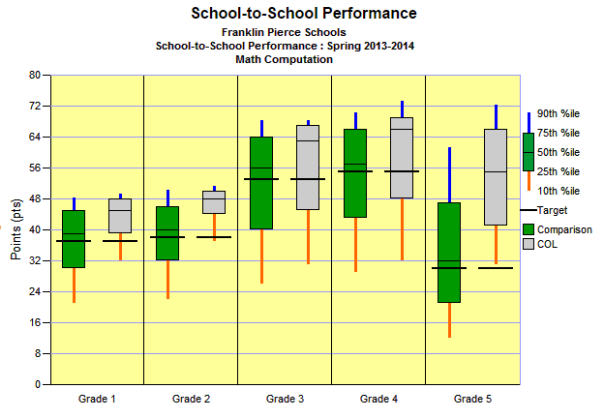
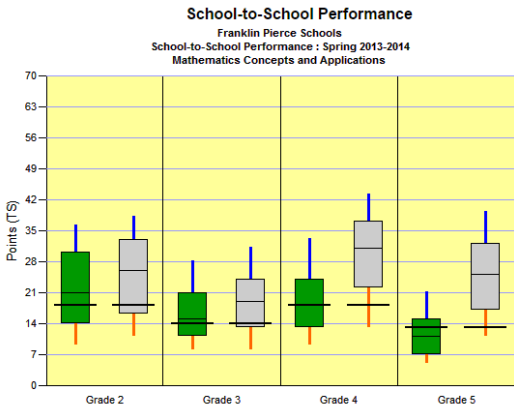
Field Trips

School wide BBQ

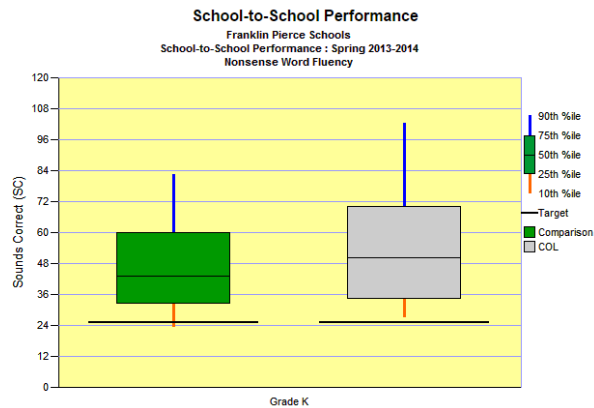
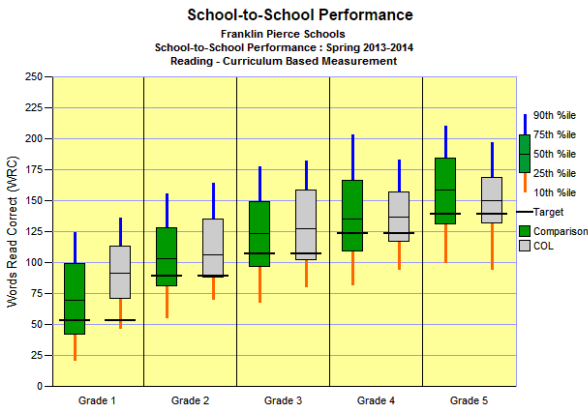
CHAMPS Assemblies

Field Day

Parent surveys/feedback

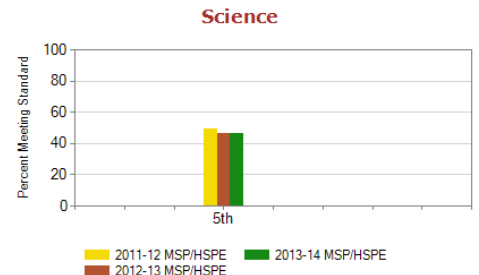
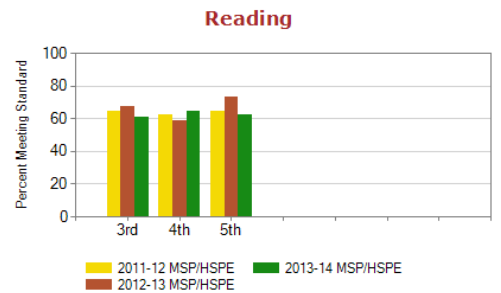
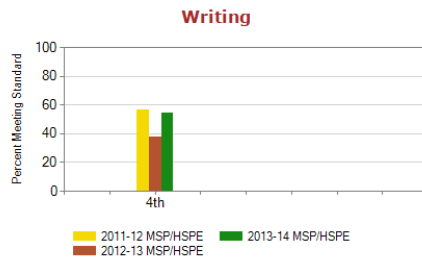
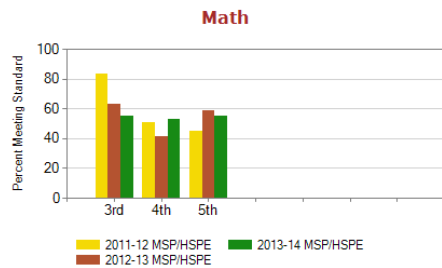


The charts above represent Collins students' performance on math measures compared to national norms. Collins' bar is on the right. The bold horizontal line is the target. The line within the bar is the median score. Collins students outperformed the comparison group at every grade level.



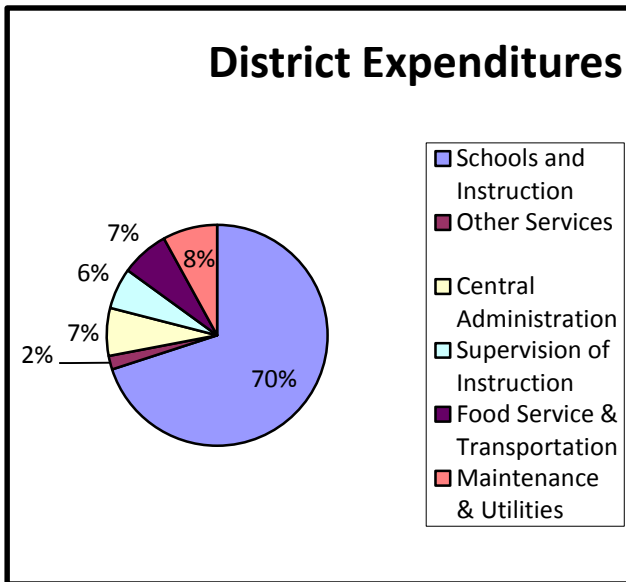
These charts compare Collins' reading fluency data with the other elementary schools in our district. Collins outperformed the comparison group in grades K, 1, 2 and 3, and performed similarly in grade 4 and slightly lower at grade 5. MSP scores (below) reflect student scores on the state assessments. Go to [www.k12.wa.us](http://www.k12.wa.us) for more information.

2013-14 MSP/HSPE Results (Administration Info)				
Grade Level	Reading	Math	Writing	Science
3rd Grade	61.0%	55.0%		
4th Grade	64.7%	52.9%	54.4%	
5th Grade	62.0%	55.1%		46.5%



**2013-2014 District Budget**

**Where do our education dollars go?**



**District Fund Balance**

13-14 Beginning Fund Balance	\$8,500,000
Income	\$ 80,281,178
Expenses	\$ <u>81,307,115</u>
13-14 Ending Fund Balance	\$ <u>7,474,063</u>

**General Fund/Income**

Tax Base (Local Property Tax)	\$ 18,058,427
State Support	\$ 52,557,043
Federal Support	\$ 9,581,908
Other Sources	\$ <u>83,800</u>
<b>Total</b>	<b>\$ <u>80,281,178</u></b>

**Expenditures per Student**

Teaching Activities	37.49	Schools and Instruction	70%
Teaching Support	7.20	Other Services	2%
Food Service	2.39	Central Administration	7%
Transportation	2.33	Supervision of Instruction	6%
Building Administration	3.84	Food Service & Transportation	7%
Building Operation	4.97	Maintenance & Utilities	8%
Central Administration	4.79	<b>TOTAL</b>	<b><u>100%</u></b>
Other Support Services	1.02		
<b>Total Cost Per Day</b>	<b>64.03</b>		

**Student Demographics**

Student Demographics		
<b>Enrollment</b>		
October 2013 Student Count		414
May 2014 Student Count		426
<b>Gender (October 2013)</b>		
Male	235	56.8%
Female	179	43.2%
<b>Race/Ethnicity (October 2013)</b>		
American Indian/Alaskan Native	1	0.2%
Asian	24	5.8%
Native Hawaiian / Other Pacific Islander	8	1.9%
Asian/Pacific Islander	32	7.7%

Black / African American	19	4.6%
Hispanic / Latino of any race(s)	80	19.3%
White	222	53.6%
Two or More Races	60	14.5%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2014)	244	57.3%
Special Education (May 2014)	58	13.6%
Transitional Bilingual (May 2014)	41	9.6%
Migrant (May 2014)	0	0.0%
Section 504 (May 2014)	9	2.1%
Foster Care (May 2014)	3	0.7%
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2013-14)	175	0.3

<b>Teacher Information (2013-14) (<a href="#">more info</a>)</b>		
Classroom Teachers		26
Average Years of Teacher Experience		15.2
Teachers with at least a Master's Degree		65.4%
Total number of teachers who teach core academic classes		21
% of teachers teaching with an emergency certificate		0.0%
% of teachers teaching with a conditional certificate		0.0%
Total number of core academic classes		21
<i>ESEA Highly Qualified Teacher Information</i>		
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition		100.0%
% of classes taught by teachers who do not meet ESEA HQ definition		0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition		N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition		N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition		N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition		N/A

We hope this report gives you some insight about our school achievement and improvement efforts!