

**MICHIGAN  
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## REVISED 2023-24 TEMPLATE

### School Annual Education Report (AER) Cover Letter

2-5-2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Michigan Collegiate 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 Katie Jeffrey for assistance.

The AER is available for you to review electronically by visiting the following website [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-D,1045,95,0](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,1045,95,0) or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had 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.**

One challenge presented to Michigan Collegiate Elementary is that students are enrolling with significant academic gaps. The staff quickly identifies a student's learning deficiency in reading and math and places them in the MTSS group according to his/her strengths and weaknesses. Our intensive MTSS program ensures that each student is assessed periodically, grouped appropriately and masters skills before moving forward.

Another challenge MCE faces is the chronic absenteeism of some of our students. Providing transportation, after-school opportunities, and consistent communication are some of the ways

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we try to combat the increasing number of absences students accrue. We inform guardians of the negative consequences of chronic absenteeism often.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Michigan Collegiate students are admitted to the school through an open enrollment process by the order in which they apply.

By law, Michigan Collegiate cannot restrict enrollment based on selection criteria. Michigan Collegiate can, however, limit the total number of students who may attend the school. If there are more applicants than open spaces during the open enrollment period, students are then admitted through a random selection process.

#### 2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Michigan Collegiate Elementary updated their School Improvement Plan during the 2023-24 School year. Michigan Collegiate Elementary staff participated in the "Teach Like a Champion" program training to increase staff knowledge of instructional engagement techniques and to create common expectations and language throughout the school. Michigan Collegiate Elementary also focused on instructional coaching to provide support and guidance for teachers and staff with student engagement, classroom management and curriculum implementation. These strategies coincide with our district's overall MICIP goal of increasing student engagement through a positive school climate and culture, a comprehensive MTSS program, and instructional student engagement practices.

We also continued our Math MTSS program and made improvements to our ELA MTSS program. Small-group instruction is scheduled for every grade on a daily basis. During ELA MTSS, K-5 students are part of guided reading groups and/or skills groups. Groups are based on NWEA and DRA levels. During Math MTSS, students are assigned to small groups using the Do the Math curriculum and/or skills identified as weaknesses as evidenced by a variety of assessments including NWEA. These groups are based on NWEA and pretests from the Do the Math program.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

We do not have any specialized schools at Michigan Collegiate Elementary.

4. 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

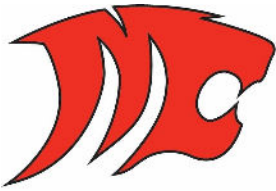
Michigan Collegiate Elementary implements the Common Core Standards for both ELA and Math, the Next Generation Standards for Science, and the Michigan Social Studies Standards. Curriculum Maps are available for staff through our shared Google Drive and various online resources. These curriculum maps align standards to our school curriculum; HMH Into Reading ELA Program, HMH Into Math program, TCI Bring Science Alive and/or HMH Into Science, and the Mi-Citizenship Social Studies Curriculum or HMH Into Social Studies. The process of developing and implementing a curriculum that is consistent with state and federal mandates has been an ongoing process for school leadership. This core curriculum is available upon request through our Principal’s office as well as on our school website [www.michcol.org](http://www.michcol.org).

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

MSTEP

ELA	2020-2021			2021-2022			2022-2023		
	M-Step/SAT			M-Step/SAT			M-Step/SAT		
	# of Students Proficient	# of Students Tested	% Proficient	# of Students Proficient	# of Students Tested	% Proficient	# of Students Proficient	# of Students Tested	% Proficient
Kdg									
1st									
2nd									
3rd	2	16	12.5%	8	42	19.0%	6	39	15.4%
4th	0	24	0.0%	11	49	22.4%	6	41	14.2%
5th	0	23	0.0%	10	45	22.2%	8	54	14.8%
6th	0	13	0.0%	1	38	2.6%	5	49	10.2%
7th	3	14	21.4%	1	46	2.2%	2	51	2.9%
8th	4	49	8.2%	12	58	20.7%	4	44	9.1%
9th									
10th									
11th	2	73	2.7%	7	95	7.4%	16	82	19.5%
12th									

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Math	2020-2021			2021-2022			2022-2023		
	M-Step/SAT			M-Step/SAT			M-Step/SAT		
	# of Students Proficient	# of Students Tested	% Proficient	# of Students Proficient	# of Students Tested	% Proficient	# of Students Proficient	# of Students Tested	% Proficient
Kdg									
1st									
2nd									
3rd	0	15	0.0%	6	42	14.3%	2	39	5.1%
4th	0	24	0.0%	5	49	10.2%	1	41	2.4%
5th	0	23	0.0%	1	45	2.2%	1	54	1.9%
6th	0	13	0.0%	0	39	0.0%	1	48	2.1%
7th	0	14	0.0%	0	46	0.0%	0	50	0.0%
8th	0	49	0.0%	3	58	5.2%	0	44	0.0%
9th									
10th									
11th	0	73	0.0%	2	95	2.1%	5	82	6.1%
12th									

## NWEA

ELA	2019-2020			2020-2021			2021-2022			2022-2023		
	NWEA - Spring			NWEA - Spring			NWEA - Spring			NWEA - Spring		
	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met
Kdg				158.7	85.0	-10.00%	147.9	16.0	92.94%	148.50	19.0	73.33%
1st				175.5	74.0	52.10%	159.7	3.0	118.88%	160.8	5.0	97.95%
2nd				179.1	18.0	-29.60%	175.4	8.0	110.85%	178.5	16.0	117.05%
3rd				184.0	3.0	8.50%	187.3	9.0	117.12%	188.5	11.0	101.83%
4th				187.5	1.0	-54.20%	191.6	3.0	101.11%	194.2	7.0	60.47%
5th				195.5	1.0	7.10%	199.9	6.0	73.24%	200.0	6.0	94.37%
6th				202.1	3.0	1.80%	198.0	1.0	22.03%	201.8	3.0	75.00%
7th				203.2	2.0	-50.00%	201.7	1.0	31.91%	207.8	7.0	156.25%
8th				204.0	1.0	-28.60%	204.5	1.0	38.64%	205.0	2.0	100.00%
9th												
10th												
11th												
12th												

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Math	2019-2020			2020-2021			2021-2022			2022-2023		
	NWEA - Spring			NWEA - Spring			NWEA - Spring			NWEA - Spring		
	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met	Avg RIT	Avg Percentile Rank	% Growth Goal Met
Kdg				161.0	78.0	5.50%	151.7	15.0	101.62%	156.70	47.0	100.57%
1st				179.5	69.0	28.90%	165.9	5.0	101.80%	168.4	10.0	96.99%
2nd				177.5	3.0	-6.30%	174.9	1.0	108.39%	179.5	6.0	111.19%
3rd				185.0	1.0	31.70%	189.3	4.0	128.57%	187.1	2.0	108.40%
4th				189.0	1.0	1.00%	194.5	1.0	128.57%	197.2	4.0	90.20%
5th				199.1	1.0	57.30%	201.1	2.0	115.00%	198.7	1.0	112.82%
6th				202.6	1.0	16.20%	200.8	1.0	92.75%	199.9	1.0	80.00%
7th				209.1	3.0	1.70%	204.8	1.0	82.46%	206.0	2.0	91.43%
8th				209.7	2.0	31.40%	212.2	4.0	133.33%	209.5	2.0	93.33%
9th												
10th												
11th												
12th												

## 6. THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Michigan Collegiate Elementary typically has between 55%-65% of students represented at parent/teacher conferences historically. Our last conference was represented by 119 out of 241 students which is 49% of our population.

I would like to say thank you to all of our parents, students, and staff for making Michigan Collegiate Elementary School such an engaging and sought-after school. Even with the challenges facing the school in the future, I am confident that as we all work together we will be making a difference in the lives of children. If you have any additional questions or concerns please feel free to contact the school and make an appointment with an administrator.

Sincerely,

Katie Jeffrey, Ed.S

Elementary Principal

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