

# Cascades/Frost Elementary Complex

Annual Report 2005-2006



## Working Together to Improve Student Achievement

The Cascades/Frost staff is committed to doing whatever it takes to help our students achieve. We have been working on collaborative teams over the past six years to better meet the academic needs of our Kindergarten through Sixth Grade students. Each teacher addresses the importance of learning styles, social and emotional development, and curriculum integration. Our 3<sup>rd</sup> - 6<sup>th</sup> grade teachers team in core academic areas such as Math, Science, Social Studies, and Language Arts. This collaborative approach has allowed teachers to focus on the important district objectives and State outcomes in each core academic area.

Literacy is a major priority at the Cascades/Frost Complex. Our staff has worked to incorporate a variety of strategies in their instruction to improve the ability of our students to construct meaning from both narrative and expository text. Narrative text is the type of writing in story format that has characters, settings, problems and solutions. Expository text is the type of writing students read in social studies and science books. It is factual information. We also work to improve each student's ability to write in a variety of formats.

The importance we also place on Mathematics has been demonstrated by the success of our students. The students have demonstrated consistent success as measured by the MEAP assessments. We focus our attention to helping students develop a deeper understanding to the mathematics concepts and be able to apply that knowledge in a variety of ways.

We are addressing the gap that exists between our subpopulations as measured on MEAP assessments. The discrepancies between genders have improved significantly. We still need to continue to reduce the gap that exists in ethnicity. Our staff will continue to implement strategies to address the needs of all students at the Cascades/Frost Complex.

The entire staff at the Cascades/Frost Elementary Complex will continue to work collaboratively to provide outstanding learning experiences for the students we serve. We are proud of the improvements we have made and recognize the challenges we face to continue to improve.

### Cascades/Frost Elementary Complex



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1220 South Wisner St.

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517-841-2600

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Principal:  
Randall J Cook

Associate Principal:  
Edward Peterson

Students:  
1,036

Grades K-6



Goals for  
2005 -06

Mission  
Statement

Student  
Achievement

**Mission Statement:** We, the Cascades/Frost School Community, are dedicated to the educational development of each child. We hold that ALL students will learn the essential academic and social skills necessary for success in the world.

*Adopted 2003-04*

## Goals 2005-2006

- All students will demonstrate an improved ability to read and construct meaning from fiction and non-fiction text, social studies content matter, and science content matter.
- All students will demonstrate an ability to use mathematical processes and develop deeper understanding of all mathematics strands, standards and benchmarks.
- All students will demonstrate an improved ability to write in a variety of formats. Writing will allow students to understand and apply critical concepts in mathematics, problem solving, science, social studies and english language arts.

## School Development Plan

Our main focus is to improve student achievement. We are committed to improving our students' ability to read narrative and expository text, and become more proficient on important math and science objectives. We have placed a special emphasis on helping our students better understand how informational text is organized.

We are working hard to improve the academic progress of students at the Cascades/Frost Complex. Our School Development Plan identifies specific language arts, math, social studies, science and writing strategies that the Cascades/Frost teachers will utilize to meet the needs of our students. We will continue to work together so that our students achieve the State's performance standards.

## Our Curriculum and Evaluation Process

At the Cascades/Frost Complex, we believe that we can continually improve only that which we can continually assess. Our instructional focus is based on the Jackson Public Schools objectives and the State of Michigan grade level content expectations (G.L.C.E.). These instructional

objectives are addressed on criteria-referenced tests as measured on the MEAP assessments.

Each teacher evaluates his or her students using outcomes assessments in core academic areas. This data is used as formative assessments to guide instruction.

Our educational process focuses on many facets of education. Our primary focus is improving student achievement. Other important areas we evaluate include student attendance, safety and student discipline.

## Staff Development Activities in 2005-2006

The district and staff development for 2005-2006 focused on our School Development goals and instructional strategies. The following is a list of topics addressed:

- Differentiating Instructional Strategies
- Bullying, harassment, and emotional violence
- Rethinking "Urban" Public Schools
- Understanding the culture of poverty-strategies to meet the needs of students and generational poverty
- No Child Left Behind
- Everyday Mathematics, curriculum training
- Social Studies Alive curriculum training
- Customer Service

## Parent/Teacher Conferences

One of the most important factors in a child's educational success is the involvement of parents and guardians. Each year, Parent/Teacher Conferences are scheduled to ensure that success. Each year, we have an outstanding response from parents attending Fall Conferences.

Teachers contact parents by phone or note to schedule additional opportunities for those unable to attend the regularly scheduled sessions. Spring conferences are held to address serious concerns by either the parent or teacher.

Each month we conduct Student Study Team meetings to identify strategies for the classroom teacher and parent to use in an attempt to improve the academic and social success of the student.

## Accreditation Status

The Cascades/Frost Complex has met AYP in both Reading and Mathematics based on the State of Michigan standards. The composite grade for the Cascades/Frost Complex was a B.

The following is the School Report Card for the 2005-06 school year.

English Language Arts	C
Mathematics	C
Achievement Subtotal	C
Indicators of School Performance	A
Preliminary Grade	B
AYP Status	Met AYP
(Adequate Yearly Progress)	
Composite Grade	B

## Student Achievement

A wide variety of ways are used to measure and report student progress and achievement levels. No one measure can capture the full range of a student's learning and achievement, therefore, a variety of measures are used at Cascades and Frost. Teachers work with students individually, in small groups, and as an entire class. Some assessments are informal, others formal. A number of assessments are used to guide the teachers in their instruction. Other assessments, such as MEAP, are given to measure the success the complex is having in meeting State content expectations.



## Frost Elementary MEAP Achievement Results

Demographics analysis between Frost MEAP Achievement scores of students that met or exceeded Michigan Standards to the district and State of Michigan averages in 2005 - 2006.

3 <sup>rd</sup> Grade % of Students who met Standards				
	Reading	Writing	ELA	Math
Frost	78	45	62	80
State	87	52	78	87
Jackson Public Schools	79	39	64	78

4th Grade % of Students who met Standards				
	Reading	Writing	ELA	Math
Frost	68	52	65	75
State	83	55	76	82
Jackson Public Schools	68	43	60	70

5th Grade % of Students who met Standards					
	Reading	Writing	ELA	Math	Science
Frost	78	67	74	65	71
State	80	63	75	73	77
Jackson Public Schools	76	60	68	62	66

6th Grade % of Students who met Standards					
	Reading	Writing	ELA	Math	Soc St.
Frost	75	54	65	58	75
State	80	75	77	65	78
Jackson Public Schools	70	68	68	50	70

### FROST - READING FALL 2005 MEAP

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Level 1 - Exceeded Standard -Proficient Levels 1& 2	18	14	24	20
Level 2 - Met Standard -Proficient Levels 1&	60	54	54	55
Level 3 - Basic	15	27	14	21
Level 4 - Apprentice	7	5	8	4
Number Tested	124	146	160	204

### READING FALL 2005 MEAP - GENDER

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Male	Female	Male	Female	Male	Female	Male	Female
Level 1 - Exceeded Standard -Proficient Levels 1& 2	18	17	16	13	22	26	16	23
Level 2 - Met Standard -Proficient Levels 1&	55	64	38	68	55	53	57	55
Level 3 - Basic	17	14	37	18	12	16	21	20
Level 4 - Apprentice	9	5	9	1	11	5	6	2
Number Tested	65	59	68	78	73	87	99	105

### READING FALL 2005 MEAP - ETHNICITY

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Black	White	Black	White	Black	White	Black	White
Level 1 - Exceeded Standard -Proficient Levels 1& 2	7	28	4	24	4	42	8	29
Level 2 - Met Standard -Proficient Levels 1&	59	58	46	63	59	48	49	61
Level 3 - Basic	22	10	41	11	23	7	36	8
Level 4 - Apprentice	11	3	8	1	14	2	7	2
Number Tested	54	60	71	71	73	83	89	99

**READING FALL 2005 MEAP - ECONOMICALLY DISADVANTAGED**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Yes	No	Yes	No	Yes	No	Yes	No
Level 1 - Exceeded Standard -Proficient Levels 1& 2	11	28	5	29	15	39	10	34
Level 2 - Met Standard -Proficient Levels 1&	59	60	52	58	56	50	57	54
Level 3 - Basic	18	12	37	12	18	8	27	11
Level 4 - Apprentice	12	0	7	2	10	3	6	1
Number Tested	74	50	87	59	98	62	121	83

**FROST - WRITING FALL 2005 MEAP**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Level 1 - Exceeded Standard -Proficient Levels 1& 2	2	3	0	1
Level 2 - Met Standard -Proficient Levels 1&	43	49	67	52
Level 3 - Basic	40	40	31	43
Level 4 - Apprentice	15	8	2	3
Number Tested	123	146	160	204

**WRITING FALL 2005 MEAP - GENDER**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Male	Female	Male	Female	Male	Female	Male	Female
Level 1 - Exceeded Standard -Proficient Levels 1& 2	2	3	1	4	0	0	1	2
Level 2 - Met Standard -Proficient Levels 1&	43	41	40	56	60	72	45	59
Level 3 - Basic	37	43	43	38	37	26	49	37
Level 4 - Apprentice	18	12	16	1	3	1	4	2
Number Tested	65	58	68	78	73	87	99	105

**WRITING FALL 2005 MEAP - ETHNICITY**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Black	White	Black	White	Black	White	Black	White
Level 1 - Exceeded Standard -Proficient Levels 1& 2	2	3	1	4	0	0	0	3
Level 2 - Met Standard -Proficient Levels 1&	33	53	32	65	53	78	39	64
Level 3 - Basic	46	33	56	24	44	20	57	30
Level 4 - Apprentice	19	10	10	7	3	1	3	3
Number Tested	54	60	71	71	73	83	89	99

**WRITING FALL 2005 MEAP - ECONOMICALLY DISADVANTAGED**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Yes	No	Yes	No	Yes	No	Yes	No
Level 1 - Exceeded Standard -Proficient Levels 1& 2	1	4	1	5	0	0	0	4
Level 2 - Met Standard -Proficient Levels 1&	36	52	37	66	61	76	44	65
Level 3 - Basic	38	42	51	25	37	23	52	30
Level 4 - Apprentice	25	2	11	3	2	2	4	1
Number Tested	73	50	87	59	98	62	121	83

**FROST - ENGLISH LANGUAGE ARTS (ELA) FALL 2005 MEAP**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Level 1 - Exceeded Standard -Proficient Levels 1& 2	4	8	9	7
Level 2 - Met Standard -Proficient Levels 1&	58	57	65	57
Level 3 - Basic	29	30	22	32
Level 4 - Apprentice	9	5	4	3
Number Tested	123	146	160	204

**ENGLISH LANGUAGE ARTS (ELA) - FALL 2005 MEAP - GENDER**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Male	Female	Male	Female	Male	Female	Male	Female
Level 1 - Exceeded Standard -Proficient Levels 1& 2	5	3	9	8	4	13	7	8
Level 2 - Met Standard -Proficient Levels 1&	63	52	41	71	66	64	55	60
Level 3 - Basic	22	38	40	22	23	21	34	30
Level 4 - Apprentice	11	7	10	0	7	2	4	2
Number Tested	65	58	68	78	73	87	99	105

**ENGLISH LANGUAGE ARTS (ELA) FALL 2005 MEAP - ETHNICITY**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Black	White	Black	White	Black	White	Black	White
Level 1 - Exceeded Standard -Proficient Levels 1& 2	0	8	3	13	3	14	2	13
Level 2 - Met Standard -Proficient Levels 1&	52	63	44	72	55	73	42	69
Level 3 - Basic	35	22	48	11	33	12	52	16
Level 4 - Apprentice	13	7	6	4	10	0	4	2
Number Tested	54	60	71	71	73	83	89	99

**ENGLISH LANGUAGE ARTS (ELA) FALL 2005 MEAP - ECONOMICALLY DISADVANTAGED**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Yes	No	Yes	No	Yes	No	Yes	No
Level 1 - Exceeded Standard -Proficient Levels 1& 2	1	8	3	15	4	16	2	16
Level 2 - Met Standard -Proficient Levels 1&	52	66	51	66	62	69	50	69
Level 3 - Basic	32	26	39	17	28	13	45	14
Level 4 - Apprentice	15	0	7	2	6	2	4	1
Number Tested	73	50	87	59	98	62	121	83

**FROST -MATH FALL 2005 MEAP**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Level 1 - Exceeded Standard -Proficient Levels 1& 2	36	34	20	24
Level 2 - Met Standard -Proficient Levels 1&	44	41	45	34
Level 3 - Basic	18	16	25	30
Level 4 - Apprentice	2	9	10	12
Number Tested	127	153	166	202

**MATH FALL 2005 MEAP - GENDER**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Male	Female	Male	Female	Male	Female	Male	Female
Level 1 - Exceeded Standard -Proficient Levels 1& 2	46	25	32	35	17	24	27	21
Level 2 - Met Standard -Proficient Levels 1&	34	56	34	48	49	41	34	35
Level 3 - Basic	17	19	21	11	24	25	26	34
Level 4 - Apprentice	3	0	13	6	10	10	14	11
Number Tested	70	57	71	82	78	88	98	104

**MATH FALL 2005 MEAP - ETHNICITY**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Black	White	Black	White	Black	White	Black	White
Level 1 - Exceeded Standard -Proficient Levels 1& 2	20	52	14	55	6	34	4	41
Level 2 - Met Standard -Proficient Levels 1&	51	35	50	32	40	46	29	38
Level 3 - Basic	25	13	24	7	38	14	46	14
Level 4 - Apprentice	4	0	12	7	16	6	20	6
Number Tested	55	62	74	75	77	85	89	97

**MATH FALL 2005 MEAP - ECONOMICALLY DISADVANTAGED**

	Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %	
	Yes	No	Yes	No	Yes	No	Yes	No
Level 1 - Exceeded Standard -Proficient Levels 1& 2	26	52	17	60	14	32	8	46
Level 2 - Met Standard -Proficient Levels 1&	47	40	47	32	44	46	33	36
Level 3 - Basic	25	8	22	7	30	16	41	13
Level 4 - Apprentice	3	0	14	2	13	6	18	5
Number Tested	77	50	93	60	103	63	119	83

**FROST -SCIENCE FALL 2005 MEAP**

	Grade 5 %
Level 1 - Exceeded Standard -Proficient Levels 1& 2	23
Level 2 - Met Standard -Proficient Levels 1&	48
Level 3 - Basic	23
Level 4 - Apprentice	6
Number Tested	163

**FROST -SOCIAL STUDIES FALL 2005 MEAP**

	Grade 6 %
Level 1 - Exceeded Standard -Proficient Levels 1& 2	42
Level 2 - Met Standard -Proficient Levels 1&	33
Level 3 - Basic	17
Level 4 - Apprentice	8
Number Tested	205

**SCIENCE FALL 2005 MEAP - GENDER**

	Grade 5 %	
	Male	Female
Level 1 - Exceeded Standard -Proficient Levels 1& 2	24	23
Level 2 - Met Standard -Proficient Levels 1&	47	49
Level 3 - Basic	25	22
Level 4 - Apprentice	4	7
Number Tested	75	88

**SOCIAL STUDIES FALL 2005 MEAP - GENDER**

	Grade 6 %	
	Male	Female
Level 1 - Exceeded Standard -Proficient Levels 1& 2	43	41
Level 2 - Met Standard -Proficient Levels 1&	32	34
Level 3 - Basic	16	17
Level 4 - Apprentice	8	8
Number Tested	99	106

**SCIENCE FALL 2005 MEAP - ETHNICITY**

	Grade 5 %	
	Black	White
Level 1 - Exceeded Standard -Proficient Levels 1& 2	4	42
Level 2 - Met Standard -Proficient Levels 1&	51	44
Level 3 - Basic	35	13
Level 4 - Apprentice	11	1
Number Tested	75	84

**SOCIAL STUDIES FALL 2005 MEAP - ETHNICITY**

	Grade 6 %	
	Black	White
Level 1 - Exceeded Standard -Proficient Levels 1& 2	17	63
Level 2 - Met Standard -Proficient Levels 1&	41	26
Level 3 - Basic	29	6
Level 4 - Apprentice	13	5
Number Tested	90	99

**SCIENCE FALL 2005 MEAP - ECONOMICALLY DISADVANTAGED**

	Grade 5 %	
	Yes	No
Level 1 - Exceeded Standard -Proficient Levels 1& 2	14	39
Level 2 - Met Standard -Proficient Levels 1&	51	42
Level 3 - Basic	27	18
Level 4 - Apprentice	8	2
Number Tested	101	62

**SOCIAL STUDIES FALL 2005 MEAP - ECONOMICALLY DISADVANTAGED**

	Grade 6 %	
	Yes	No
Level 1 - Exceeded Standard -Proficient Levels 1& 2	26	65
Level 2 - Met Standard -Proficient Levels 1&	40	23
Level 3 - Basic	22	8
Level 4 - Apprentice	11	4
Number Tested	122	83