



Frost Elementary School Annual Report 2008-2009

Frost Elementary



1226 South Wisner St.

PHONE:
517-841-2600

FAX:
517-768-6045

Principal:
Jennifer L. Oswalt

Students:
739

Grades K-6



Goals for 2008 - 09

Mission Statement

Student Achievement Data



Camp McGregor Activities

Working Together to Improve Student Achievement

The Frost staff is committed to doing whatever it takes to help our students achieve. We have been working on collaborative teams over the past eight 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.

Literacy is a major priority at Frost Elementary. 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. We also work to improve each student's ability to write in a variety of formats.

The importance we place on Mathematics has been demonstrated by the success of our students. We focus our attention on helping students develop a deeper understanding of the mathematics concepts and apply that knowledge in a variety of ways.

The entire staff at Frost Elementary will continue to work collaboratively to provide out-standing learning experiences for the students we serve. We are proud of the improvements we have made and recognize the challenges we face while continuing to help all students become successful.

School-wide Title 1

We are a school-wide Title 1 elementary school, Therefore; the parents have the right to request information on teacher qualification. All teachers at Frost Elementary are highly qualified and are in compliance with the Federal requirements of No Child Left Behind (NCLB).



Planting trees at Frost

The daily average for student attendance at Frost Elementary was 94.2 %.

Frost Husky



Mission Statement: We, the 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

Curriculum and School Improvement Plan Evaluation Process

Frost Elementary follows the adopted Jackson Public Schools core curriculum that is aligned to the Grade Level Content Expectations and Michigan Curricular Framework developed by the State of Michigan. The Frost Elementary school improvement team meets monthly throughout the year to review and update the school improvement plan. A School Improvement plan is published annually.

Goals 2008-2009

- 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.

Parent Involvement Policy

The Jackson Public School District Parent Involvement Policy and the Frost Parent Involvement policy are published in the student handbooks that are sent home with each child in the fall. New students throughout the school year are provided a handbook upon completion of enrollment papers.

Staff Development Activities in 2008-2009

The district and staff development for 2008-2009 focused on our School Development goals and instructional strategies.

The following is a list of topics addressed:

- Schools Can't Do it Alone: Building Community Support for Student Success: Jamie Vollmer
- The Bucket Fillers: Carol McCloud
- Professionalism/Ethics: MEA Speakers

(topics continued)

- De-Escalation Tips to use with students: Greg Gallagher of Lifeways
- MESSA Wellness: Mona Tropf
- Generating Positive Feelings in the Classroom: Tim Cusack
- Zen and the Art of Public School Teaching: John Perricone
- New Science and Social Studies Curriculum by grade level
- Why Try
- Joyful Learning: Paula Kluth
- Data Directir
- County-Wide Common Assessments
- Grade Book/Report Card Training
- MMPI/Mathematics Program

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. The following is a listing of the percentage of parents/guardians attending conferences over the last three years:

2005 - 2006 - 93%
 2006 - 2007 - 91%
 2007 - 2008 - 94%

Parent/Guardian Attendance at Fall Parent/Teacher Conferences School Year 2008 - 2009

Group (Student Totals vary from count day totals as we have high mobility in our District)	Parent Conference Attendance 2008-2009	
	#	%
Economically disadvantaged	482/548	88
Ethnicity	382/438	87
Students with Disabilities	78/89	88
Limited English Proficient (LEP)	12/15	80
Gender		
Male	343/382	90
Female	326/365	89
Total Population	669/747	90

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 hold ASSIST meetings to identify strategies for the classroom

2008 – 2009 Frost Elementary Annual Report teacher and parent to use in an attempt to improve the academic and social success of the student

Accreditation Status

The Education Yes grade for Frost Elementary was a B.

The AYP is based on the State of Michigan standards for achievement in English Language Arts and Mathematics. Schools must reach the state levels of proficiency. Schools must show higher levels of proficiency each year working toward the State mandated levels of 100% proficiency by 2014.

The School Report Card for the 2008-09 school year is:

English Language Arts	D
Mathematics	B
Achievement Subtotal	C
Indicators of School Performance	A
Preliminary Grade	B
AYP Status	Did Not Make 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 is used at 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.

Iowa Test Results:

Grade 1 2008	Rdg. GEA 1.6	Math GEA 1.4
Grade 1 2009	Rdg. GEA 1.9	Math GEA 1.7

Scantron Test Results:

Grade 3 Overall Proficiency	Reading 59%	Math 57%
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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 2008 - 2009.

MEAP Aggregate Scores Fall 2008	Frost	JPS	State
3rd Grade Reading	73%	76%	87%
3rd Grade Writing	51%	48%	61%
3rd Grade ELA	66%	69%	83%
3rd Grade Mathematics	77%	83%	91%
4th Grade Reading	75%	71%	83%
4th Grade Writing	38%	32%	44%
4th Grade ELA	66%	62%	77%
4th Grade Mathematics	81%	76%	88%
5th Grade Reading	68%	68%	81%
5th Grade Writing	45%	46%	63%
5th Grade ELA	60%	63%	78%
5th Grade Mathematics	60%	64%	77%
5th Grade Science	65%	70%	83%
6th Grade Reading	59%	65%	80%
6th Grade Writing	52%	55%	76%
6th Grade ELA	57%	62%	79%
6th Grade Mathematics	69%	66%	80%
6th Grade Social Studies	55%	56%	74%

The Federal requirement of No Child Left Behind is to report data only when it is statistically sound. Therefore the following sub-groups are not reflected for the Cascades/Frost Elementary Complex due to populations of less than 30 students: Disability Status Migrant Status English Proficiency

Grade: 3 Percent of Sub-group meeting or exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA			Math		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
	200	200	200	200	200	200	200	200	200	200	200	200
	7	8	9	7	8	9	7	8	9	7	8	9
Social Economic Status (SES)	68	71	69	77	75	75	23	38	44	50	58	62
Black	64	67	71	75	77	69	22	39	47	45	54	65
Multi-Racial			36			64			27			36
Students with Disabilities	36	<10	<10	60	<10	<10	0	<10	<10	9	<10	<10
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Gender												
Male	74	79	69	82	85	81	23	48	49	57	69	63
Female	72	72	76	82	78	73	45	43	52	57	60	69
Aggregate Scores	73	75	73	82	81	77	33	45	51	57	64	66
State	87	86	87	88	90	91	52	57	61	79	81	83

Grade: 4

Percent of Sub-group meeting or exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA			Math		
	2006 2007	2007 2008	2008 2009	2006 – 2007	2007 – 2008	2008 – 2009	2006 2007	2007 2008	2008 2009	2006 2007	2007 2008	2008 2009
Social Economic Status (SES)	65	60	70	70	60	75	22	25	33	51	43	62
Black	64	56	64	71	58	71	15	20	33	47	42	54
Multi-Racial			92			100			25			92
Students with Disabilities	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Gender												
Male	73	70	80	77	76	86	31	30	39	64	59	70
Female	74	70	69	80	62	76	27	38	37	60	56	62
Aggregate Scores	73	70	75	78	70	81	30	35	38	62	58	66
State	85	84	83	85	86	88	45	44	44	78	76	77

Grade: 5

Percent of Sub-group meeting or exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA			Math			Science		
	2006 2007	2007 2008	2008 2009	2006 2007	2006 2007	2007 2008	2008 2009	2007 2008	2008 2009	2006 2007	2007 2008	2008 2009	2006 2007	2007 2008	2008 2009
Social Economic Status (SES)	68	52	57	45	65	48	53	41	48	30	25	34	68	43	50
Ethnicity	69	51	54	40	64	45	52	40	46	35	21	27	69	43	46
Students with Disabilities	53	11	25	33	58	11	25	11	6	20	6	0	40	11	13
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender															
Male	67	54	63	56	63	57	64	52	65	39	34	38	67	49	56
Female	85	74	73	62	86	66	66	53	55	51	40	52	85	61	64
Aggregate Scores	77	62	68	59	76	61	65	52	60	46	36	45	67	54	60
State	84	82	81	76	83	82	83	74	77	57	59	63	78	78	78

Grade 6

Percent of Sub-group meeting or exceeding State Proficiency Standards

Group	Reading			Writing			Total ELA			Math			Social Studies		
	2006 2007	2007 2008	2008 2009	2006 2007	2006 2007	2007 2008	2008 2009	2007 2008	2008 2009	2006 2007	2007 2008	2008 2009	2006 2007	2007 2008	2008 2009
Social Economic Status (SES)	74	55	47	53	53	42	40	49	60	65	85	38	74	52	46
Ethnicity	74	52	42	48	48	35	36	44	55	62	51	40	74	50	41
Students with Disabilities	42	14	17	13	29	14	11	9	6	33	9	6	33	9	11
Limited English Proficient (LEP)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Homeless	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender															
Male	77	57	58	62	62	54	59	58	69	72	50	48	77	54	57
Female	83	74	60	65	62	61	50	65	69	74	70	56	83	75	58
Aggregate Scores	80	66	59	61	71	57	55	62	69	73	60	52	78	65	57
State	83	82	80	69	74	73	74	73	80	74	73	76	78	80	79

**Review of Special Education Population
Students Taking MEAP Tests Fall 2008**

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total District	% of Students Scoring in Each Category															
			ELA				Reading				Writing							
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Main-streamed (General Education.)	61		3.28	19.7	55.7	21.3	3.23	27.4	35.5	33.9	0	13.1	50.8	36.1				
							Math											
Main-streamed (General Education.)	62						17.7	9.7	53.2	19.4								
											Science							
Main-streamed (General Education.)	22										9.1	22.7	27.3	40.9				
															Soc. Studies			
Main-streamed (General Education.)	19														5.3	10.5	26.3	57.9

Students Taking an Alternative Test

Sub-group: Students with Disabilities	Total # of Students In Group	% of Total District Population	% of Students Scoring in Each Category											
			ELA			Math			Science			Soc.Stu.		
			S	A	E	S	A	E	S	A	E	S	A	E
Participation Tests	2				2			2						
Functional Independence	17		13	2	1	12	2	2				3	2	

S = SURPASSED A – ATTAINED E - EMERGING



Chateau de If from Frioul
French Back to Back



Longchamp
French Back to Back



League representatives being
congratulated by President Bush
September 2008