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DEPARTMENT OF EDUCATION  
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SUPERINTENDENT OF  
PUBLIC INSTRUCTION

## School Annual Education Report (AER) Cover Letter

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the Cass City 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 the Cass City Elementary for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.casscityschools.org/our-district/transparency-section/annual-education-reports/> or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has been identified as a Reward School. At Cass City Elementary we continue to strive to raise student achievement for each and every student at the elementary. We take great pride in our recent achievements and continually seek ways to improve the education for the students of our school and of this ongoing process and strive to keep the lines of communication open. We always welcome input for continued improvement!

State law requires that we also report additional information. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL 2012-13

- Cass City Elementary K-6
- Cass City High School K-12

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

School improvement goals address improving overall student achievement in the areas of reading, writing and math. These goals continue to be our priority and focus in our day-to-day operations at Cass City Elementary I. Staff continues to make informed decisions on student instruction through the process of collaboration. Staff is provided common grade level planning time. Common district formative assessments guide core instruction in the areas of language arts, math, science and social studies. Student results are also used from these assessments to guide staff on planning for appropriate small group instruction during grade level intervention block. Intervention block has become an important component to our building's RtI model and provides an opportunity for more individualized instruction based on student needs. The use of a kindergarten through 6th grade universal screener in the area of literacy has also been an important tool to help staff identify student needs in the five basic components of literacy. Staff is able to identify and support student deficit areas more efficiently as well as monitor progress and response to intervention with this assessment. Our building continues to utilize opportunities in which specialized staff collaborates with general education classroom staff to provide a more inclusive model for our students with disabilities. Gardens School continues to embrace the use of technology to enhance classroom instruction. Staff works as a team to support innovative lessons that engage students through the use of our interactive whiteboards. Technology is also utilized in the form of important communication tools from home to school. Staff continues to work toward creating classroom websites as resources to parents so as parents may support, as well as play intricate roles, in their children's educational process. Staff has worked on providing parents with information on how to support students to achieve in the areas of math and reading. Our building continues to implement a Positive Behavior Intervention Support plan through our building expectations of Being Responsible, Respectful and Positive.

2. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL. none
3. 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

District curriculum alignment is an ongoing process. The continuing development of curriculum is based upon current state curriculum requirement, including transitioning to the Common Core State Standards, and research-based instructional practices

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

The academic progress of students in kindergarten through sixth grade is evaluated by the Cass City Elementary staff. Title 1 funds allows screening in math, reading and writing takes place three times a year with progress monitoring occurring in reading every two weeks on the tier 2 and tier 3 students. The following percent of students were at or above benchmark on the end-of-year DiBELS screening for 2012-2013: K-64% 1<sup>st</sup>- 63% 2<sup>nd</sup>-69 3<sup>rd</sup> 82% 4<sup>th</sup>-69% 5<sup>th</sup>-66% 6<sup>th</sup>-80%

Students in grades three through sixth also take the MEAP test annually. Please refer to the attached report for specific scores and achievement.

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

86% parent teacher conference rate

Cass City Elementary staff is extremely proud of the our students' academic accomplishments. State assessment scores continue to be one the highest in our county as well as above the state averages. Cass City Elementary staff is committed to data-based decision-making instruction and the response to intervention model in order to reach the needs of all students. Cass City Elementary staff strong collaboration skills and teamwork provides us with the ability to implement these important initiatives.

For these reason and many others, I commend the students, staff and parents of Cass City Elementary and look forward to continues success in the upcoming school year.

Sincerely,

Aaron Fernald  
Cass City Elementary Principal

# **Cass City ELEMENTARY SCHOOL**

## **2012-2013 Annual Report**

### **General Information**

#### **Process for Assigning Pupils to the School**

Cass City Elementary School serves K-6 students of the Cass City Public School District. It was originally constructed in 1997. Cass City Elementary Staff members are dedicated to providing education for students in a friendly, caring and safe environment. A well-rounded curriculum is provided for all students. Our enrollment for this school year was 560 students K-6

Cass City Elementary had **10** retentions for the 2011-2012 school year. This represented 2.0% of the school population. 10 Title I assistants worked with 560 students in grades K – 6. Cass City Elementary has a free and reduced rate of 55%.

### **SCHOOL IMPROVEMENT**

#### **Status of the 3-5 year school improvement plan**

Cass City Elementary School is committed to the school improvement process. The following mission statement has been adopted by the total staff. **All school personnel will accept the responsibility to provide the opportunity for all students to reach their full potential in a global society.** The Cass City School Improvement process is ongoing. It is developed as a 3-5 year plan, but changes or modifications are made yearly as needed. New goals were added this year to address targeted areas of the MEAP Assessment Test for English/Language Arts, and mathematics. Additional goals for other areas were also added. These goals included;

**Goal Statement #1** All students at Cass City Elementary School will become proficient in Social Studies.

**Objective:** A 20% increase of all Students demonstrate a proficiency for all students in Social Studies by Jun 5, 2014 as measured by National, State and Local Assessments.

**Goal Statement #2:** All students at Cass City Elementary School will become proficient in Reading.

**Objective:** 80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency on Dibels Next and MEAP test in reading comprehension in English Language Arts by Jun 6, 2014 as measured by Dibels Next, Meap Assessments

**Goal Statement #3** All students at Cass City Elementary School will become proficient in Science.  
**Objective:** **25% of Fifth grade students demonstrate a proficiency at level 1 or 2 on MEAP Test in Science by Jun 4, 2013 as measured by MEAP**

**Goal Statement #4:** All students at Cass City Elementary School will become proficient in Math.

**Objective** 55% of all Students demonstrate a proficiency on National, State and Local assessments in Mathematics by Jun 4, 2014 as measured by National, State and Local assessments

**Goal Statement #5:** All students at Cass City Elementary School will show an improvement in their Writing.

**Objective:** 80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students demonstrate a proficiency on AIMS Web in English Language Arts by May 16, 2014 as measured by will achieve an increase of 3% in the area of writing fluency tested on the AIMSWeb assessment

## CURRICULUM

### Identify how to access a copy of the core curriculum

The Common Core Standard has been implemented in the areas of math, reading and writing. The Michigan State GLEC 's and Benchmarks have been implemented across all the other subject areas in our elementary school. We continue to strive to meet all goals set forth by the State. As a building, we identified a number of areas to be addressed. These included writing strategies and programs to help us improve our ELA MEAP scores, parent involvement, and developing grade level assessments. Continuation of such program strategies as Balanced Literacy, literacy grouping and guided reading, MLPP assessments, keyboarding for 3<sup>rd</sup> and 4<sup>th</sup> graders, and the Michigan Integrated Behavior and Learning System Initiative was a very big under taking for our staff. We are in the fifth year of implementing the behavior systems and will continue to work towards implementing the reading systems as we move into the 2013-2014 school year. .

Professional Development is an ongoing process at our school. During the 2012-2013 school year the staff received a great deal of professional development in math, on how to use MEAP data to address needs throughout our curriculum. The staff used some professional development time to align the new common core standards for math and ELA

**ACCREDITATION**

Cass City Elementary received an B grade under Michigan’s Education Yes program and has satisfactorily met its AYP (adequate yearly progress) requirements for the 2012-2013 school year in all core areas tested, and for all demographic groups. (see accompanying chart).

**PARENT PARTICIPATION**

86% of our students had parent representation during the fall Parent/Teacher Conferences. Last year there was 84% representation. During the 2012-2013 school year thousands of hours of volunteer time were logged, with the help of over 50 regular parent/adult volunteers, and others who volunteered from time to time.

<b>Parent-Teacher Conferences Data</b>	
2012-13	86%

**AVERAGE DAILY ATTENDANCE**

Cass City Elementary School encourages and honors students with good attendance. Perfect attendance certificates for all students are awarded each year in the Spring. The 2012-2013 average daily attendance rate continues to exceed 95% with 5 students receiving perfect attendance awards.

**STAFF DEVELOPMENT**

Staff development needs are evaluated on an annual basis. This year’s staff received training in the areas of math strategies, grade level assessment in math, and changes in the state curriculum. The staff also received training on how to use MEAP data to improve there teaching strategies.. Our staff also spent a great deal of time reviewing different reading intervention to be used at each grade level for the 2012-2013 school years. The staff will also be attending a staff development workshop on the new Common Core Standard as well as the new Smart Test. The Huron ISD will be offering this for each grade level.

## STUDENT ASSESSMENT

Subject matter is assessed by teachers using a variety of tools including written instruments and portfolios. The MEAP test is administered to Cass City 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students. Every student at Cass City Elementary was given the DIBELS screening 3 times this past year to assess their reading levels. Our elementary students were also given the Easy CBM math screening and writing screen 3 times this past year to assess their math levels writing levels. Also in the spring all grade were given a comprehension reading test called DRA.

At Cass City Elementary School all sub-groups have met Adequate Yearly Progress (AYP), included in the Education YES report card, as a requirement of NCLB.

### **2012-2013 MEAP Results**

<b>3<sup>rd</sup> Grade</b>	<b>Cass City</b>	<b>State</b>
Reading	81%	67%
Math	24%	41%

  

<b>4<sup>th</sup> Grade</b>	<b>Cass City</b>	<b>State</b>
Reading	76%	68%
Math	61%	45%
Writing	53%	47%

  

<b>5<sup>th</sup> Grade</b>	<b>Cass City</b>	<b>State</b>
Reading	86%	70%
Math	60%	46%
Writing	53%	47%

  

<b>6<sup>th</sup> Grade</b>	<b>Cass City</b>	<b>State</b>
Reading	82%	68%
Math	54%	40%
Social Studies	39%	30%

## POINTS OF PRIDE

1. Cass City Elementary MEAP scores continue to improve, and out perform the State averages. Cass City Elementary received an “B” grade for its AYP status.
- 2.
3. Reading Counts added many hundreds of new titles to our library for our students to use. Second graders and multi-age 1-2 started Reading Counts at the start of the second semester. This year, 16 students read more than 500 points to earn a gold medal and have their names added to the plaque in the library. Students read over 9,000 books worth 19,000 points.
4. Our Young Author’s Program sponsored a visit by illustrator and author. She participated in assemblies for our students and staff during March is Reading Month.
5. Numerous grade level activities were held at our school including Field Day, Sock Hop, Beach Day, Pajamarama, pen pal exchange, sledding, ice skating , the 4<sup>th</sup> grade attended the Loons baseball game in Midland and many other Positive Behavior rewards.
6. Campbell is fortunate to have the help of many volunteers who provide thousands of hours of work for our school and students.
7. Assemblies are provided each year for Campbell students. This year the students had a nutrition assembly about forming health eating habit. The students also had the opportunity to hear two different author speak about the importance of reading and writing.
8. Technology improvements continue to be a major focus in our building. Continual upgrades to our system are being made. A new district technology plan has been developed to align with the Technology Standards and Benchmarks. Teachers at all grade levels are integrating technology projects into their curriculum. Every classroom at Campbell now has overhead projectors and sound systems. Also each classroom now has 8 student computers.
9. This year we had weekly drawing for students who earned soar slips. The students could earn rewards on a weekly bases for good behavior.
10. We continued a tutorial program in math and ELA for students 2-4 on the computer which could be used in the classroom or could be assessed at home for students to work on math or ELA. This program is called Study Island. Our students have gone through over 181,000 questions for the year.
11. Six Elementary Fourth Graders represented their school at this year’s 4<sup>th</sup> grade county spelling bee as spellers and alternates. The entire group represented themselves and their school very well.



12. Classrooms make yearly field trips to various places around the State. Some of the places visited included Bay City State Park and it's Nature Center, the planetarium in Bay City, Cross Roads Village, the Heritage Theatre, Gagetown's Octagon Barn, Huckleberry Railroad, and other shorter trips to local establishments.
13. This year we started a walking club for students during recess. Students could earn prizes for walking certain distance during recess. The students walked over 2000 miles during the month of May.
14. Cass City Elementary participated in the PE-Nut Grant through Tuscola ISD. This program educated our students on healthy lifestyle choices.

### **Local Assessment Data**

<b>Grade</b>	<b>Content Area</b>	<b>Assessment (3 times a year)</b>
K—4 <sup>th</sup> grades	Reading	DIBELS NEXT (Dynamic Indicator of Basic Early Literacy Skills) and DRA (Developmental Reading Assessment)
K—4 <sup>th</sup> grades	Math	Easy CBM
K—4 <sup>th</sup> grades	Writing	AIMSweb

### **Third Grade**

MEAP (Michigan Educational Assessment) occurs in mid October

- Math
- Reading

### **Fourth Grade**

MEAP (Michigan Educational Assessment) occurs in mid October

- Math

- Reading
- Writing

K – 4 students are assessed with local and normal assessment tests to determine academic growth and progress. We look at three types of data; Outcome Data to determine if our students, (and programs), are successful. Demographic Data to determine how each subgroup is achieving and Process Data to determine if our curriculum is aligned with the State’s Curriculum framework and our students are meeting State and National expectations for student achievement.