



ANNUAL REPORT

EAST LANSING PUBLIC SCHOOLS

2004-2005



DISTRICT ANNUAL REPORT 2004-2005

DISTRICT ANNUAL REPORT
2004-2005
841 Timberlane, Suite A
East Lansing MI 48823
517-333-7420

TABLE OF CONTENTS

I. INTRODUCTION	2
Our Mission	2
District Profile	2
From the Superintendent	2
II. DISTRICT ANNUAL REPORT	3
School Improvement Plan & Goals	3
Core Curriculum	3
Special Education	3
Average Class Size	3-4
School Board Parent Involvement Policy & Parent Involvement	4
Teacher Qualifications & Professional Development	4
Technology & Technological Literacy	4
Attendance Rates	5
Retention/Dropout Rates	6
III. MICHIGAN SCHOOL REPORT CARDS	7
Accreditation Status	7
North Central Accreditation	7
The School Report Card	7
Donley, Glencairn, & Marble School Report Cards	8
Pinecrest, Red Cedar, & Whitehills School Report Cards	9
MacDonald Middle School & East Lansing High School Report Cards	10
IV. STUDENT ACHIEVEMENT DATA	11-19
MEAP Math and Social Studies, Grades 4 & 8	11
MEAP Science (Grades 5 & 8) and Reading (Grades 4 & 7)	12
MEAP Writing and English Language Arts, Grades 4 & 7	13
High School MEAP Assessment: Science, Social Studies, & Math, Grade 11	14
High School MEAP Assessment: Reading, Writing, & ELA, Grade 11	15
MEAP Demographic Analysis Assessment	16-18
Iowa Test of Basic Skills: Reading, Language Arts, & Math, Grades 1-8	19
V. BUILDING ANNUAL REPORTS	20-34
Donley Elementary School	20
Glencairn Elementary School	21-22
Marble Elementary School	23-24
Pinecrest Elementary School	25-26
Red Cedar Elementary School	27-28
Whitehills Elementary School	29-30
MacDonald Middle School	31-32
East Lansing High School	33-34



DISTRICT ANNUAL REPORT 2004-2005

DISTRICT ANNUAL REPORT
2004-2005
841 Timberlane, Suite A
East Lansing MI 48823
517-333-7420

Our Mission

The East Lansing Public Schools, in partnership with the community, will implement and sustain an educational program which develops knowledgeable, responsible, and productive citizens.

District Profile

Our community has a 100 year history of enthusiastic support for our schools. Not only do we enjoy close relationships with the City of East Lansing and Michigan State University, but we also benefit from 2,000 parent and community volunteers. The rich diversity of people, including those from over 60 countries, gives our students rare opportunities to learn about, understand, and respect differences among people.

We are a medium-sized suburban school district. Our 12.5 square miles includes most of the City of East Lansing and small portions of Lansing, Lansing Township and Meridian Township.

During the 2004-05 school year, 3,521 students were educated in six elementary buildings: 4 (K-4) buildings, 2 (5-6) buildings, one middle school (7-8), and one high school (9-12). In June 2004, we graduated 278 seniors. We employed 244 teachers with 68% holding advanced degrees. Many have also achieved state and national recognition in their fields.

From the Superintendent

The collection of information, data and reports which follow all combine to create a snapshot of the 2004-2005 school year within the East Lansing Public Schools. The Annual Report is presented each year at an October Board of Education meeting. Copies are available at the Board of Education office located at 841 Timberlane and can also be accessed through the district website: www.elps.k12.mi.us. Questions and comments about the report are always welcome.

Within this report you will see many points of pride, yet you will also see certain areas identified that we are seeking to improve. Accountability on our part, coupled with your suggestions and affirmations, ensures the district remains dynamic. We look at ourselves as constantly striving to become better and we need your help to do so. Please stay involved.

Our students made the 2004-2005 school year very special for the East Lansing Public Schools and the greater East Lansing community. Led by the students, significant community service took place in and around the school and community. In addition, an inordinate number of students received recognition for their many diverse talents and skills. We are very fortunate in East Lansing to have many students, parents and teachers working together to ensure the success of the schooling process in our community.

We are very pleased at this time to see the high school building project come to a successful conclusion. The new facilities will enrich experiences for students and teachers for many years to come. A dedication ceremony and open house will take place at the high school on October 23, 2005.

Enjoy your reading and please ask questions.

David B. Chapin
Superintendent of Schools

Board of Education Members

George Brookover,
President

William Donohue,
Vice President

Rima Addiego,
Secretary

Daphne O'Regan,
Treasurer

Babs Krause,
Trustee

Mark Pullano,
Trustee

Jane Turner,
Trustee

Superintendent

David B. Chapin
517-333-7424

Schools

Donley (K-4) - 517-333-7370
Glencairn (5-6) - 517-333-7930
Marble (K-4) - 517-333-7860
Pinecrest (K-4) - 517-333-7870
Red Cedar (K-4) - 517-333-5060
Whitehills (5-6) - 517-333-7900
MacDonald (7-8) - 517-333-7600
High School (9-12)-517-333-7500

8 Total

School Improvement Plan

North Central Association (NCA) is the district's school improvement process. All of the schools in East Lansing, K-12, are accredited by NCA. The NCA framework is based on a ongoing five year cycle, starting with formation of vision and investment in the process, and a year-long process of developing the School Profile. Each School Profile contains a comprehensive perspective on the current status of the school, ranging from a description of the school and community, school mission and vision, data collected on instruction and achievement, and community, teacher, and student surveys. Finally, goals are included to increase student achievement.

The NCA process operates at both a district and building level. The district steering committee is comprised of administrators and faculty from each school, a parent, school board member, and Director of Educational Services. This group met approximately five times in 2004-05 for the purposes of training, support for development of school profiles, dissemination of information, and articulation of building level activities and plans. At the building level, school staffs have worked to complete their School Profiles, with a target date of August 30, 2005 for submission of the profiles to the state NCA office for approval of content and goals. During Fall 2005, buildings will present their profiles to the school board and community. Throughout 2005-06, schools will work to research and develop interventions to increase student achievement in accordance with goals through articulation of the school improvement plan. Currently, the district's five primary academic goals remain as outlined:

- * The East Lansing Public Schools curriculum will be aligned with the State of Michigan Curriculum Framework while providing an educational program that encourages academic excellence for all students.
- * All East Lansing students will utilize technology to enhance learning.
- * East Lansing Public Schools will continue to build and enhance communication and relationships with the community.

- * East Lansing students, as productive members of society, will be able to demonstrate their knowledge of critical thinking, civic and personal responsibility, and life skills.
- * East Lansing Public Schools will make financial decisions to support student achievement that reflect ongoing investment in our school community.

School Improvement Goals

The district continues to implement the core academic improvement objectives in each content area as follows:

English Language Arts: All students at each grade level will use reading, writing, listening, speaking and viewing to effectively communicate orally and in writing across a variety of disciplines now and in the future.

Mathematics: All students at each grade level will develop mathematical power to participate fully as a citizen and worker in our global world.

Science: All students at each grade level will demonstrate essential scientific literacy as defined by national and state standards.

Social Studies: All students at each grade level will be prepared to become active, contributing, and socially responsible citizens of their school, community, nation and world.

Core Curriculum

In collaboration with the Director of Educational Services and district administration, the Curriculum Council, which was created in 1998-1999, continued the staff-driven process of curriculum development and enhancing our instructional program. Curriculum Council, along with the entire educational community, works with great dedication and diligence to align curriculum with the Michigan Curriculum framework. The district's purpose is to enable students to meet or exceed state requirements for achievement, with an ongoing thrust for encouraging academic excellence for all students. The district has additionally focused on the following goals over the past year:

- * Implementation of new units in the English Language Arts curriculum for K-6 students, with responsive instruction using the 6 + 1 Traits of Writing

framework. In addition to MEAP and Iowa testing, all K-6 students participated in a fall and spring writing prompt assessment.

- * Construction of 7-12 English Language Arts units and assessments by ELA curriculum chairs and teachers as they work toward board adoption of their new curriculum.
- * Adoption of a new K-12 Social Studies curriculum, with plans to pilot textbooks and instructional materials at K-8 in 2005-06.
- * Ongoing development of a K-12 Visual Arts curriculum, with plans to present to the Board for adoption in 2005-06.
- * Ongoing implementation of high school graduation requirements that exceed state standards, including 23 credits for graduation, and a newly raised minimum GPA of 1.8.
- * Alignment of all curricula to the Michigan Curriculum Framework, particularly in English Language Arts and Mathematics, in accordance with Grade Level Content Expectations (GLCEs) in these areas as adopted by the State of Michigan. An ongoing focus on alignment will continue in 2005-06 when the GLCEs are adopted by the State Board of Education in Social Studies and Science.

Special Education

The district has 390 students receiving special education services representing about 9% of the school population. The district is committed to providing education for these students in the least restrictive environment that meets their needs. Most of the special education students attend regular or special classes in neighborhood schools. However, a few attended specialized schools. The legal authority for placement in a special education program is an Individual Educational Planning Team.

Average Class Size

This is the classroom ratio of pupils to teachers. It is calculated by dividing the K-12 (excluding special education) enrollment of a school by the number of K-12 classroom teachers reported by the school. The number of K-12 classroom



teachers does not include teachers in special education, compensatory education, vocational education, or other basic programs. Using this Michigan Department of Education definition, our average class size in the elementary buildings is 24, at the middle school 25 and at the high school 21. The average pupil/teacher ratio for the district is 23.

School Board Parent Involvement Policy

The Board recognizes the importance of parent involvement in the school improvement process. A parental point of view is vital since parents are key contributors, as advocates for, and resources to the overall school program. The Board seeks to encourage participation of parents but also recognizes the unique qualities of the schools that are reflected in their individual school improvement plans. Therefore, the Board holds each school responsible for selecting an appropriate model for parental involvement in their school improvement process.

Parent Involvement

Parent participation is very high at parent-teacher conferences held twice a year at all district schools.

	04-05	03-04
High School	50 %	55%
Middle School	74%	64%
Elementary Schools	97%	98%

Another avenue of participation for parents and community members without children in our schools is through our volunteer program. More than 2,000 volunteers, including almost 300 Michigan State University students, provided over 20,000 hours of assistance on school and district projects this year. Without the help of these talented and dedicated individuals we could not maintain our high standards.

Teacher Qualifications

92% of East Lansing School District teachers are highly qualified. Under No Child Left Behind (NCLB) the district will have 100% of their teachers highly qualified by June 30, 2006. To ensure that all of the teachers are highly qualified, the district will make annual progress towards Michigan's objective by the following plan:

- * Provide a portfolio option for teachers to become "highly qualified."
 - * Offer informational sessions to staff on how to become "highly qualified."
- The district will work with staff towards becoming "highly qualified."
- The parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The East Lansing Public School District point of contact for this information is:
- Kelley A. Peatross
 Director of Human Resources
 East Lansing Public Schools
 841 Timberlane, Suite A
 East Lansing MI 48823

Professional Development

Professional development continues to be an important priority in East Lansing, and is targeted to enhance curriculum development, increase student achievement, and to build staff capacity to utilize research-based best practices. Thirty hours of professional development time was included in the school year calendar, with district and building staffs participating in collective professional development experiences including:

- * **Bullying Prevention Training:** Dr. Marcia McEvoy, a renowned expert in bullying prevention in schools, provided all staff and students at K-8 buildings focused training designed to reduce bullying, while building student and staff capacity to identify and appropriately respond to incidents involving intimidation, harassment, and other forms of aggression.
- * **Content Specific Training:** Each curriculum department facilitated content specific training for staff.
- * **Community, Diversity, and Learning:** Dr. Larry McQueen discussed diversity and community building, and its impact on the learning environment with high school staff.
- * **Literacy Inservices:** English Language Arts training was provided at each grade level for K-6 staff to introduce new units, to work on 6 + 1 Traits of Writing instruction, and to examine and score student writing samples.
- * **Mathematics:** K-6 staff attended inservices to discuss implementation of

of the new math Grade Level Content Expectation (GLCEs).

- * **North Central Accreditation (NCA):** All staff participated in professional development in their buildings as outlined under the School Improvement Plan.
 - * **PROM/SE Grant:** East Lansing Teachers participated in a grant through Michigan State University entitled Promoting Rigorous Outcomes in Math and Science Education. Teachers attended professional development workshops to improve content knowledge and instructional effectiveness in mathematics. During 2005-06, PROM/SE activities will begin to focus on science education.
 - * **Special Area Inservices:** K-8 special area staff participated in inservices related to their content areas, including art, music, physical education, and English as a Second Language (ESL).
 - * **Special Education:** K-12 received an update on special education and the law from Michael Bevins. ISD consultants conducted an inservice on autism, and Dr. Jane Turner presented information on ADD/ADHD.
 - * **Technology:** Training was provided to staff in software designed to enhance communication with parents and delivery of instruction. Staff attended inservices on building web pages using School Center, use of building projectors and other equipment, and Easy Tech classroom lessons and set-up.
- ### Technology & Technological Literacy
- Enhancing the learning experience through technological applications is a district priority. Teaching both staff and students to use technology for instructional purposes is part of the process. Utilizing a combination of bond, sinking fund and budgeted general funds, the district:
- * Instituted an Instructional Technology Committee consisting of teachers and administrators representing all K-12 levels. The committee's focus is to promote learning through technology.
 - * Replaced outdated computers throughout the High School with 360 new Dell computers.
 - * All classrooms at the high school and middle school are now equipped with digital projectors and DVD/VCR player

ATTENDANCE RATES 2004-2005

The following table indicates the level of attendance for each student demographic and whether that met the state's objectives. The attendance rate is the percentage of total school days that students in a school or district are present in school.

This information was provided to the school district by the Michigan School Report Cards, from the Michigan Department of Education

School	All Students	Black or African American	American Indian	Asian or Native Hawaiian	Hispanic or Latino	White	Multi-racial	Students with Disabilities	Limited English Proficiency	Economically Disadvantaged
Donley	91.7%					92.9%				
Glencairn	92.7%	93.2%				92.6%		87%		90.1%
Marble	92.1%					92.3%				
Pinecrest	91.8%					91.8%				
Red Cedar	88.1%									
Whitehills	92.7%	93.2%				92.6%		87%		90.1%
MacDonald	92.7%	93.2%				92.6%		87%		90.1%
High School	Graduates of Class of 2004- all students-97%									
State Target	80.0%									

**For 2004-05 all of the buildings met
the state attendance objectives.**

Retention Rates

The district's retention rate is defined in the State School Aid Act as the proportion of pupils who have not dropped out of school in the immediate preceding school year. The breakdown for the last three years is as follows:

2002-03 = 99.4%
 2003-04 = 99.14%
 2004-05 = 99.21%

Dropout Rates

The district's dropout rate reflects the percentage of students who left our high school this year and are not, to our knowledge, enrolled in any other school. The breakdown for the last three years is as follows:

2003 = .59%
 2004 = .86%
 2005 = .79%

Retention/Dropout Rates 2004-05

Class of:	2007	2006	2005	2004	Total
Actual Enrollment Fall 2003	270	286	304	300	1160
Adjusted Fall Count 2004	272	291	271	286	1120
Graduates Class of 2004				278	278
Unaccounted Dropouts	0	0	1	8	9
2004 Retention Rate %	100%	100%	99.63%	97.2%	99.21%
2004 Dropout Rate %	0.00%	0.00%	0.37%	2.8%	0.79%

Class of 2005		
Graduates=278		
Caucasian	204 Male=95 Female=109	.73%
African American	40 Male=19 Female=21	.14%
Asian	20 Male=5 Female=15	.07%
Hispanic	13 Male=7 Female=6	.05%
Native American	1 Male=1	.004%
Non-Graduates=8		
Caucasian	2 Male=1 Female=1	
African American	5 Male=3 Female=2	
Asian	1 Male=1	
Hispanic		
Native American		

Accreditation Status

The Michigan Revised School Code requires the Michigan State Board of Education to set standards for the accreditation of public schools in Michigan. The State Board of Education has set *Education YES!* as the system to accredit Michigan Schools. Schools are also accredited through the North Central Association Commission on Accreditation and School Improvement, which is one of six regional school accreditation authorities recognized by the U.S. Department of Education. Taken together, *Education Yes-A Yardstick for Excellent Schools* and Adequate Yearly Progress (AYP), under the federal No Child Left Behind Act (NCLB), are Michigan's school accountability system. NCLB requires that each state have a single school accountability system that addresses all public schools in the state; this includes AYP in conformance with the specific federal requirements.

North Central Accreditation

The North Central Standard—to maximize the proportion of promoted or graduated students who are self-directed learners and are prepared to make successful school-to-school or school-to-career transitions—is a single overriding commitment to excellence. NCA has specific membership and improvement criteria in place to help schools develop their capacity to achieve the standard.

The NCA performance accreditation framework provides a systematic, comprehensive process for examining school and student performance through collection and analysis of data, identifying goals, and researching and implementing educational interventions to increase student achievement. Full participation in the process builds school capacity for effective performance as teaching and learning communities.

All schools in East Lansing are fully accredited by NCA at the building level. During 2005-06, the district steering committee plans to explore a new option through NCA for district wide accreditation.

The School Report Card

Education YES! uses several components that are interlinked to present a complete picture of performance at the school level. *Education YES!* is a broad set of measures that looks at school performance and

student achievement in multiple ways.

The school report card provided by the Michigan Department of Education provides an assessment of several measures of each school's performance. In addition, the Indicators of School Performance measure investments that schools are making to improve student achievement, based on indicators that come from research and best practice.

Measures of student achievement in Michigan's school accreditation system include:

- ◆ **Student Achievement Status** – is measured in English Language Arts and Mathematics at the elementary level. It includes Science and Social Studies at the middle school and high school levels. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP).
- ◆ **Achievement Change**—uses up to 5 years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficiency in school year 2013-14, as required by the No Child Left Behind Act.
- ◆ **Indicator of School Performance**—provides both a snapshot of current school performance and a ladder for educators, supplying feedback and direction to assist them on a path of meaningful change.
- ◆ **Composite Grade**—For 2005, the weighting of the composite *Education YES!* score and grade will be maintained. The scores for each content area will be averaged to calculate an achievement score and grade for each school.
- ◆ **State Accreditation**— Schools that are labeled “A”, “B”, “C”, “D/Alert” will be accredited. Schools receiving an “A” will be summary accredited and schools that receive a “B”, “C”, or “D/Alert” will be in interim status.

- ◆ **Scores** on all three components of Education YES! have been converted to a common 100 point scale where: 90-100 A; 80-89 B; 70-79 C; 60-69 D; and 50-59 F.
- ◆ **Adequate Yearly Progress (AYP)**—the measure used to hold schools and districts responsible for student achievement in English Language Arts and Mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

New in the 2004-05 Michigan School Report Cards

The reporting format for the 2005 School Report Card is the same as the 2004 Report Card, addressing concerns about the grade and score for achievement change. Under the format instituted in 2004, scores and grades are calculated for each content area for each school. The content areas remain the same, using English Language Arts and Mathematics at the elementary level, and adding Science and Social Studies at the middle school and high school levels. The score and grade for each content area is based on the score for achievement status, as adjusted by averaging it with the score for achievement change. In cases where the score for achievement change cannot be computed, the score and grade for each content area will be assigned based on the achievement status score.

The *Education YES!* Composite Grade—The State Board of Education approved a change to the *Education YES!* Policy so that the school's indicator score cannot improve the school's composite score and grade by more than one letter grade more than the school's achievement grade. This means that a school that receives an “F” for achievement can receive a composite grade no higher than “D/Alert.”

Donley 2003-04	Score	Grade
English Language Arts	85.8	B
Mathematics	96.8	A
Achievement Subtotal	91.3	A
Indicators of School Performance	100	A
Preliminary Grade	94.2	A
AYP Status	Met AYP	
Composite Grade	A	

Glencairn 2003-04	Score	Grade
English Language Arts	79.6	B
Mathematics	88.8	B
Science	86	B
Social Studies	89.3	B
Achievement Subtotal	85.9	B
Indicators of School Performance	97.8	A
Preliminary Grade	89.8	A
AYP Status	Met AYP	
Composite Grade	A	

Marble 2003-04	Score	Grade
English Language Arts	81	B
Mathematics	85.2	B
Achievement Subtotal	83.1	B
Indicators of School Performance	100	A
Preliminary Grade	88.7	B
AYP Status	Met AYP	
Composite Grade	B	

Donley 2004-05	Score	Grade
English Language Arts	83.3	B
Mathematics	85.6	B
Achievement Subtotal	84.5	B
Indicators of School Performance	100	A
Preliminary Grade	90	A
AYP Status	Met AYP	
Composite Grade	A	

Glencairn 2004-05	Score	Grade
English Language Arts	88.9	B
Mathematics	86.6	B
Science	78.6	C
Social Studies	85	B
Achievement Subtotal	84.8	B
Indicators of School Performance	100	A
Preliminary Grade	90	A
AYP Status	Met AYP	
Composite Grade	A	

Marble 2004-05	Score	Grade
English Language Arts	88.7	B
Mathematics	77.2	C
Achievement Subtotal	83	B
Indicators of School Performance	100	A
Preliminary Grade	89	B
AYP Status	Met AYP	
Composite Grade	B	

Pinecrest 2003-04	Score	Grade
English Language Arts	98.5	A
Mathematics	86.2	B
Achievement Subtotal	92.4	A
Indicators of School Performance	100	A
Preliminary Grade	94.9	A
AYP Status	Met AYP	
Composite Grade	A	

Red Cedar 2003-04	Score	Grade
English Language Arts	78.5	C
Mathematics	90.5	A
Achievement Subtotal	84.5	B
Indicators of School Performance	100	A
Preliminary Grade	89.6	A
AYP Status	Met AYP	
Composite Grade	A	

Whitehills 2003-04	Score	Grade
English Language Arts	79.6	B
Mathematics	88.8	B
Science	86	B
Social Studies	89.3	B
Achievement Subtotal	85.9	B
Indicators of School Performance	96.8	A
Preliminary Grade	89.5	A
AYP Status	Met AYP	
Composite Grade	A	

Pinecrest 2004-05	Score	Grade
English Language Arts	85	B
Mathematics	95	A
Achievement Subtotal	90	A
Indicators of School Performance	100	A
Preliminary Grade	93	A
AYP Status	Met AYP	
Composite Grade	A	

Red Cedar 2004-05	Score	Grade
English Language Arts	82	B
Mathematics	92.5	A
Achievement Subtotal	87.3	B
Indicators of School Performance	100	A
Preliminary Grade	92	A
AYP Status	Met AYP	
Composite Grade	A	

Whitehills 2004-05	Score	Grade
English Language Arts	88.9	B
Mathematics	86.6	B
Science	78.6	C
Social Studies	85	B
Achievement Subtotal	84.8	B
Indicators of School Performance	97	A
Preliminary Grade	92	A
AYP Status	Met AYP	
Composite Grade	A	

MacDonald 2003-04	Score	Grade
English Language Arts	79.6	B
Mathematics	88.8	B
Science	86	B
Social Studies	89.3	B
Achievement Subtotal	85.9	B
Indicators of School Performance	98.9	A
Preliminary Grade	90.2	A
AYP Status	Met AYP	
Composite Grade	A	

MacDonald 2004-05	Score	Grade
English Language Arts	88.9	B
Mathematics	86.6	B
Science	78.6	C
Social Studies	85	B
Achievement Subtotal	84.8	B
Indicators of School Performance	98	A
Preliminary Grade	89	B
AYP Status	Met AYP	
Composite Grade	B	

High School 2003-04	Score	Grade
English Language Arts	85.6	B
Mathematics	79.6	B
Science	87.7	B
Social Studies	88.8	B
Achievement Subtotal	85.4	B
Indicators of School Performance	90.6	A
Preliminary Grade	87.1	B
AYP Status	Met AYP	
Composite Grade	B	

High School 2004-05	Score	Grade
English Language Arts	79.3	C
Mathematics	79.6	B
Science	85	B
Social Studies	85	B
Achievement Subtotal	82.2	B
Indicators of School Performance	92	A
Preliminary Grade	85	B
AYP Status	Met AYP	
Composite Grade	B	

Math Grades 4 and 8

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	28%	45%	23%	4%	73%	29%	44%	23%	4%	72%
District	38%	45%	13%	3%	83%	24%	49%	24%	4%	72%
Donley	36%	43%	16%	4%	79%	19%	44%	29%	8%	63%
Marble	33%	50%	13%	4%	83%	18%	53%	28%	1%	71%
Pinecrest	42%	53%	4%	0	95%	30%	59%	11%	0	89%
Red Cedar	46%	33%	17%	4%	79%	34%	39%	23%	5%	73%
State Target Elementary	56% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)									
State-Middle School	38%	25%	21%	16%	63%	36%	26%	21%	16%	62%
MacDonald	56%	22%	14%	7%	78%	56%	23%	14%	7%	79%
State Target Middle School	43% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)									

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the winter 2004 and 2005 MEAP test.

Elementary and middle school MEAP scores are reported as percentages of students who exceeded or met state standards.

Proficient is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP.

MEAP data included in this annual report is the data provided by the MEAP office. Our schools and district have made every effort to verify the accuracy of the data, including number of students tested and all identified corrections/concerns have been submitted to the MEAP office.

The MEAP data can be found on the Michigan Department of Education's website at: michigan.gov/mde

Social Studies Grades 5 and 8

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	6%	25%	28%	41%	31%	4%	22%	28%	46%	26%
District	12%	32%	30%	26%	44%	8%	22%	27%	42%	30%
Glencairn	16%	31%	32%	21%	47%	10%	24%	26%	41%	33%
Whitehills	7%	32%	29%	33%	39%	7%	20%	29%	44%	27%
State Middle School	6%	23%	29%	42%	29%	7%	23%	29%	41%	30%
MacDonald	20%	29%	29%	22%	49%	11%	31%	33%	26%	41%

Science Grades 5 and 8

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	31%	47%	20%	2%	78%	25%	54%	20%	1%	79%
District	44%	40%	15%	0	84%	27%	55%	17%	2%	82%
Glencairn	46%	41%	13%	0	87%	28%	53%	16%	2%	81%
Whitehills	43%	40%	17%	0	83%	26%	56%	17%	1%	82%
State-Middle School	14%	52%	24%	10%	66%	13%	51%	25%	10%	65%
MacDonald	22%	53%	22%	3%	75%	14%	57%	18%	11%	71%

Reading Grades 4 and 7

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	18%	61%	16%	4%	79%	22%	60%	14%	3%	82%
District	25%	61%	12%	2%	86%	31%	57%	7%	5%	88%
Donley	28%	59%	13%	0	87%	25%	56%	14%	4%	82%
Marble	30%	57%	10%	3%	87%	29%	57%	4%	11%	86%
Pinecrest	24%	73%	2%	0	97%	46%	50%	4%	0	96%
Red Cedar	14%	57%	23%	7%	71%	28%	68%	5%	0	95%
State-Middle School	15%	46%	17%	22%	61%	25%	48%	13%	14%	73%
MacDonald	30%	53%	6%	11%	83%	44%	45%	5%	6%	89%

Writing Grades 4 and 7

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	2%	46%	46%	6%	48%	3%	43%	47%	7%	46%
District	5%	54%	38%	3%	59%	4%	43%	46%	7%	47%
Donley	4%	47%	45%	4%	51%	6%	37%	49%	8%	42%
Marble	7%	51%	36%	6%	58%	3%	29%	57%	12%	32%
Pinecrest	4%	89%	7%	0	93%	7%	65%	24%	4%	72%
Red Cedar	2%	34%	61%	2%	36%	0%	55%	45%	0	55%
State-Middle School	3%	44%	49%	4%	47%	3%	50%	43%	4%	54%
MacDonald	4%	64%	31%	2%	68%	4%	60%	35%	2%	64%

English Language Arts Grades 4 and 7

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	3%	61%	32%	5%	64%	6%	63%	28%	3%	69%
District	8%	66%	24%	2%	74%	8%	68%	21%	4%	76%
Donley	7%	67%	26%	0	74%	11%	55%	31%	3%	66%
Marble	10%	61%	26%	3%	71%	4%	67%	20%	9%	71%
Pinecrest	7%	91%	2%	0	98%	13%	74%	13%	0	87%
Red Cedar	7%	47%	42%	5%	54%	3%	85%	13%	0	88% 12%
State Target Elementary	48% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					48% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				
State-Middle School	6%	51%	27%	16%	57%	12%	55%	24%	10%	66%
MacDonald	14%	65%	11%	9%	79%	21%	62%	11%	5%	84%
State Target Middle School	43% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					43% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

High School MEAP Assessment

Science Grade 11

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Science Grade 11	15%	55%	14%	16%	71%	18%	56%	12%	15%	73%
State %	4%	47%	19%	31%	51%	5%	44%	20%	31%	49%

Social Studies Grade 11

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Social Studies Grade 11	2%	41%	24%	33%	43%	3%	46%	25%	27%	49%
State %	1%	30%	29%	40%	31%	1%	31%	27%	41%	32%

Math Grade 11

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Math Grade 11	25%	46%	12%	17%	71%	22%	51%	8%	20%	72%
State %	8%	43%	16%	33%	51%	6%	40%	17%	36%	46%
State Target	44%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					44%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

High School MEAP Assessment

Reading Grade 11

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Reading Grade 11	12%	74%	10%	3%	86%	7%	76%	10%	6%	84%
State %	6%	70%	16%	8%	76%	2%	63%	25%	10%	65%

Writing Grade 11

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Writing Grade 11	19%	57%	21%	3%	76%	6%	55%	32%	7%	62%
State %	5%	43%	42%	19%	48%	3%	44%	45%	9%	47%

ELA Grade 11

2003-2004						2004-2005				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
ELA-Grade 11	9%	75%	14%	2%	84%	4%	76%	15%	6%	80%
State %	3%	62%	27%	8%	65%	1%	56%	35%	8%	57%
State Target	52%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					52%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged.

Math Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	63%	59%	67%		<10	53%	<10	71%		36%	<10	<10
Marble	71%	65%	79%		<10	<10	<10	79%		33%	<10	
Pinecrest	89%	92%	86%		<10	<10	<10	90%	<10	60%	<10	
Red Cedar	73%	82%	67%		71%	70%	<10	71%		64%	<10	50%
District	72%	71%	73%		71%	59%	63%	78%	<10	49%	70%	44%
State	72%	73%	72%	67%	85%	52%	59%	78%	69%	59%	49%	60%
State Target	56%											

English Language Arts Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	66%	63%	69%		<10	53%	<10	75%		57%	<10	<10
Marble	71%	63%	82%		<10	<10	<10	77%	<10	25%		
Pinecrest	87%	83%	91%		<10	<10	<10	82%	<10	<10	<10	
Red Cedar	88%	93%	84%		91%	90%	<10	85%		77%	<10	<10
District	76%	71%	80%		71%	68%	76%	78%	<10	63%	41%	54%
State	69%	64%	74%	62%	79%	51%	57%	75%	68%	55%	38%	52%
State Target	48%											

Reading Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	82%	78%	85%		<10	65%	<10	93%		62%	<10	<10
Marble	86%	77%	97%		<10	<10	<10	89%	<10	42%	<10	
Pinecrest	96%	96%	95%		<10	<10	<10	96%	<10	<10	<10	
Red Cedar	95%	93%	96%		100%	100%	<10	92%		91%	<10	<10
District	88%	83%	92%		86%	78%	82%	92%	<10	72%	59%	69%
State	82%	80%	85%	77%	88%	68%	72%	87%	81%	72%	56%	66%

Writing Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	42%	41%	44%		<10	53%	<10	43%		57%	<10	<10
Marble	32%	23%	42%		<10	<10	<10	35%	<10	42%	<10	
Pinecrest	72%	63%	82%		<10	<10	<10	68%	<10	<10	<10	
Red Cedar	55%	73%	44%		73%	60%	<10	38%		55%	<10	<10
District	47%	43%	50%		57%	49%	41%	44%	<10	50%	29%	62
State	46%	39%	52%	39%	55%	35%	40%	49%	47%	38%	26%	41%

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged.

Science Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
Glencairn	81%	82%	81%	<10	63%	71%	<10	94%	75%	66%	82%	18%
Whitehills	82%	82%	82%	<10	82%	85%	<10	86%	75%	76%	27%	<10
District	82%	82%	81%		69%	78%	73%	90%	75%	71%	55%	13%
State	79%	80%	77%	79%	85%	54%	65%	87%	78%	65%	61%	57%

Social Studies Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
Glencairn	33%	34%	32%	<10	35%	6%	<10	45%	25%	12%		
Whitehills	27%	29%	24%	<10	27%	16%	<10	36%	17%	19%	9%	<10
District	30%	32%	29%		32%	11%	9%	40%	19%	15%	5%	
State	26%	27%	25%	20%	38%	11%	13%	31%	24%	13%	11%	11%

MacDonald English Language Arts Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	84%	82%	85%	<10	92%	62%	70%	89%	<10	69%	77%	<10
State	66%	61%	73%	59%	78%	44%	53%	74%	66%	49%	26%	41%
State Target	43%											

MacDonald Reading Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	89%	88%	91%	<10	96%	71%	90%	93%	<10	74%	85%	<10
State	73%	69%	77%	68%	83%	51%	59%	79%	71%	57%	36%	47%

MacDonald Writing Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	64%	55%	72%	<10	81%	45%	50%	67%	<10	48%	46%	<10
State	54%	44%	64%	47%	67%	39%	46%	58%	58%	42%	23%	42%

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged.

MacDonald Middle School Math Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	79%	76%	82%		81%	61%	67%	85%	78%	47%	53%	33%
State	62%	62%	62%	53%	79%	35%	47%	70%	56%	44%	24%	41%
State Target	43%											

MacDonald Middle School Science Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	71%	67%	75%		67%	36%	58%	80%	83%	31%	26%	8%
State	65%	66%	63%	58%	74%	32%	45%	75%	60%	45%	32%	30%

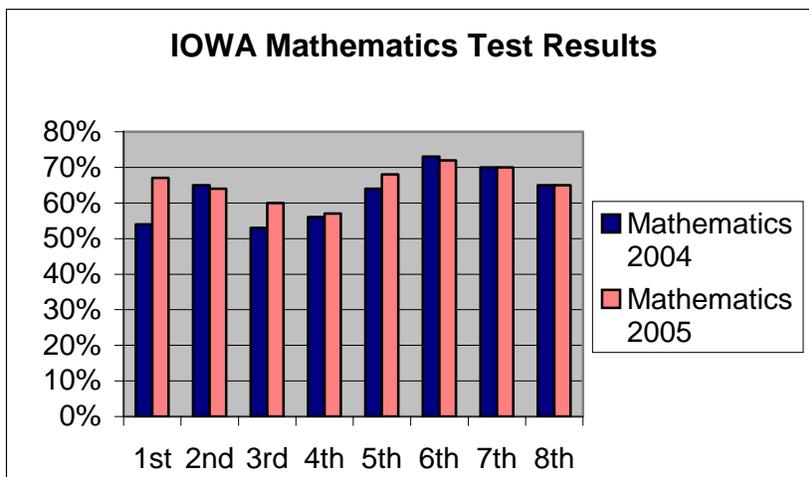
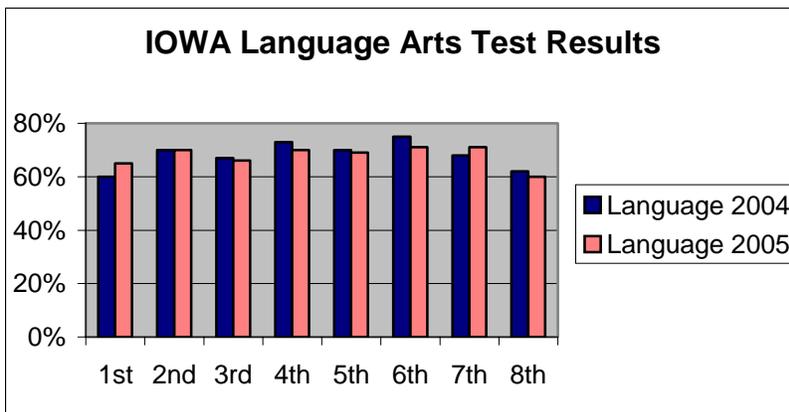
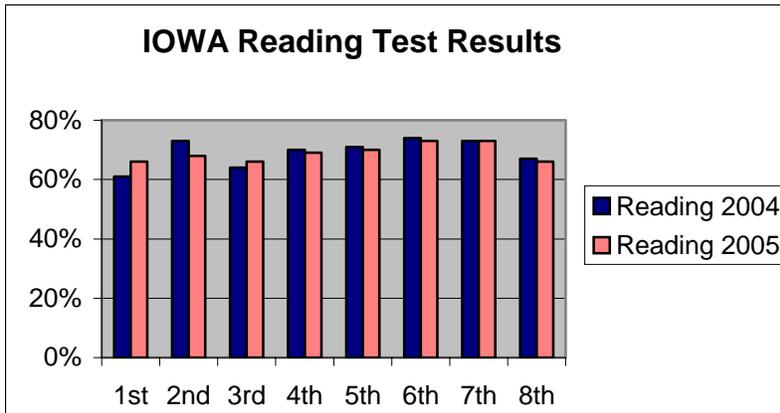
MacDonald Middle School Social Studies Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	41%	41%	42%		50%	15%	8%	51%	33%	21%	25%	
State	30%	32%	29%	19%	45%	10%	15%	36%	27%	14%	7%	9%

High School All Subjects Grade 11

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	Special Education	Limited English Proficient
Math	72%	70%	75%	<10	75%	48%	<10	77%		41%	12%	<10
State Math	46%	46%	46%	37%	64%	18%	26%	51%	41%	27%	9%	20%
Science	73%	73%	73%	<10	68%	62%	<10	78%		50%	24%	<10
State Science	49%	52%	47%	40%	59%	19%	30%	55%	43%	30%	16%	15%
Social Studies	49%	49%	48%	<10	44%	15%	<10	57%		21%	12%	<10
State Social Studies	32%	34%	30%	22%	43%	10%	17%	36%	26%	15%	6%	8%
Reading	84%	81%	86%	<10	80%	67%	<10	89%		58%	29%	<10
State Reading	65%	60%	69%	58%	71%	44%	48%	69%	62%	47%	22%	28%
Writing	62%	57%	67%	<10	63%	38%	<10	68%		46%	18%	<10
State Writing	47%	37%	57%	36%	59%	28%	34%	51%	52%	31%	13%	47%
ELA	80%	75%	85%	<10	80%	44%	<10	87%		50%	18%	<10
State ELA	57%	50%	64%	48%	66%	34%	39%	61%	55%	37%	14%	57%

In compliance with the State Code for Michigan, the East Lansing Public Schools administered the Iowa Test of Basic Skills to first through eighth grade students. This is a standardized achievement test widely used throughout the nation. School district, building and individual student scores are compared against the national norm of 50th percentile. Comparative results are provided.



Home of the Donley Dolphins!

Donley Elementary is a family-oriented, student-centered, K-4 learning environment. With a student population of 356 and dedicated staff of 40, our students receive a great deal of personal attention. Emphasizing a strong curriculum, and experience-based, hands-on learning, we are committed to helping all children learn. Teamwork and cooperation are very important words around our school! Students, faculty, staff, as well as community members, work together on projects to improve our school and instill a high level of pride in our Donley Dolphins! In fact, Donley's school code is P.R.I.D.E. The letters stand for Participation, Respect, Integrity, Dignity and Effort! We work together to help each and every Donley Dolphin experience ongoing success!

Pamela Andrews, Principal

Mission Statement

The Donley staff share with our community a positive attitude toward learning. We are committed to teaching our students the skills and work habits necessary to attain their highest potential. Creativity and problem solving are emphasized throughout the curriculum. We nurture personal and social development, and promoting respect of self and others, in a safe and orderly environment. We encourage all students to be lifelong learners.

School Improvement Plan

The school improvement plan was based upon disaggregation of our school's MEAP scores for the past three years, Iowa tests and classroom benchmark assessments for current data. We have bi-weekly faculty study groups focusing on the book 6 + 1 Traits of Writing. We have literacy rotations once each week where teachers meet with our Title 1 teacher to assess student needs/progress. This year we have added a colleague mentoring piece to the process, where master writing teachers model specific strategies for colleagues. We are currently assessing progress with our goals, and we will evaluate the ones which need continuous work as well as identify other weaker areas.

School Improvement Goals

Our school improvement goals are currently under review and development as part of the first year of the NCA process. Our tentative focus areas for School Enhancement projects and goals will be in the areas of literacy and writing .

- * Students will improve their writing skills and scores as measured by the fourth grade MEAP test, IOWA test of basic skills and teacher driven MLPP evaluations. Staff will research and implement best practice strategies for teaching writing at all grade levels.
- * Students will increase their informational reading comprehension skills at all grade levels. IOWA test scores as well as fourth grade MEAP scores will be used as our evaluation tools. Kindergarten teachers will use MLPP as the evaluation tool to measure progress in their students.
- * Students will improve their mathematics skills and scores as measured by the fourth grade MEAP and the IOWA test of basic skills.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills and knowledge that are necessary for their continual growth and success as students within the school setting and eventually as adults in our society. The core curriculum at William Donley Elementary School provides learning experiences in all areas of English/language arts (reading, writing, speaking, listening, spelling), mathematics, science, social studies, health, physical education, music, art, and computer instruction, as well as enrichment activities. Lessons are modified as needed by general education teachers. We have ESL, Special Education and Title 1 support. All of Donley's district adopted curriculums are aligned to the Michigan Curriculum Framework.

Parent Participation

As stated earlier in this report, parents are a very important part of the Donley Team. Continuing a multi-year trend, parent/guardian participation in both the 2004-05 fall and spring conferences again hit 99%!

This high level of participation has been a constant "point of pride" here at Donley, but it extends past conferences. Donley's success is directly linked to involved parents who contribute hundreds of hours of service to projects, including:

- * Reading to students
- * Helping students in the Computer Lab
- * Providing classroom presentations based on personal experience or expertise
- * Organizing the Math-a-thon-to raise dollars for St. Jude's children's hospital
- * Anti bullying efforts
- * Helping students write and publish a school wide literacy magazine
- * Organizing Read to Succeed partnership with MSU athletes.

Teacher Qualifications

At Donley, 70% of our teachers hold advanced degrees. For 2004-05 school year, 100% of our Donley teachers are highly qualified. We do have 4% of our teachers with temporary/emergency permits.

Accreditation Status

Donley School is accredited by the North Central Association. For the 2004-05 school year our school met the State's Adequate Yearly Progress standards.

Points of Pride

- * Parent Council and staff worked together to build a strong Literacy Program throughout the building. Parents donated books, read to classes on a regular basis, and raised funds for our reading room (\$5,000 to date).
- * Parent volunteers worked with students and staff to organize a food drive for a shelter in our community.
- * MSU athletes volunteered their time to talk with Donley students about the importance of reading to succeed as well as read with them!
- * Parent volunteers and teachers make "March is Reading Month" an extremely fun and challenging time of year for our students.
- * Adopt a Grandparent Program is thriving in our kindergartens.

For more information on the district. Please see the district annual report on our website at: elps.k12.mi.us

CREATING A LEGACY OF LEARNING

Welcome to Glencairn. Students at Glencairn will experience a unique learning environment designed to help them succeed.

Glencairn is a 5/6 grade elementary school located in East Lansing, Michigan. Established in 1952 as a K-6 school, Glencairn has long had a great reputation as an excellent learning institution. The attendance area, reestablished in 2003, takes in students from the Marble and Red Cedar Elementary attendance areas. Two hundred and fifty ethnically diverse students, from a wide variety of backgrounds, languages and customs from around the world attend our school. It is truly a microcosm of diverse learners who bring a wide range of personal experiences to school. As we celebrate a new spirit of educational excellence at Glencairn, the future holds great promise for our "small but beautiful meadow in the woods," the real meaning of our Scottish name, Glencairn. And, as our school song proclaims, "We're a Stewart clan and we're from East Lansing's finest elementary school" (words and music by the Sponberg Family.) Welcome to a great community of learners.

Cliff Seybert, Principal

Mission Statement

To promote educational achievement for all learners to prepare them for responsible, successful citizenship.

School Improvement Plan

The focus of our school improvement work this school year was to complete the first four phases of the North Central Accreditation (NCA) Performance Accreditation Process. These phases called upon all Glencairn staff and school community stakeholders to develop their

knowledge and understanding of the NCA Performance Accreditation process. In making this commitment our school continued to partake in training options sponsored by the district and NCA. Through these combined professional and school community trainings, an understanding of the Performance Accreditation Framework was embedded. The essence of Performance Accreditation, MEAP, standardized tests, No Child Left Behind (NCLB), district initiatives, Title 1, site based teams, and Education YES! exemplify a results driven process. Our school team worked to learn more about incorporating data sources as a means of making decisions about our instructional programs and goals. As a result we completed our school profile and submitted it to NCA for review and approval. Our work with NCA also required us to work through several procedural and process steps, which culminated in certification by NCA and the approval of our goals.

As a new fifth and sixth grade school, we also spent considerable time establishing support for the school improvement process embedded in NCA. This process helped us to develop a learning organization that is continually discovering new ways to achieve better results. Our entire school community is working together to share learnings with one another to promote data driven goals. In doing so, our school focused attention on the need for continuous improvement, the purpose of our school improvement team, how our school improvement team would function as part of the NCA process, identifying stakeholders, and a recommitment to the process. As stated earlier, we completed a school profile by looking at five categories of data: existing data on students and instruction, unique local insights, information from former students, and community data. We conducted an environmental scan to ascertain data about what skills our students need for the future and linked these with our mission, vision, and values. Based on the collection and analysis of data, we formulated our school goals. As the New Year began, implementation of effective school characteristics constituted the foundation for positive results at our school. These included a clear and focused mission, instructional leadership,

meaningful teamwork, opportunities to learn, task commitment, a climate of high expectations for success and a safe and orderly climate for learning. We also focused on continuous improvement goals, regular monitoring, collection and analysis of student performance data, fostering a positive home/school relationship and the development of a professional learning community within our school. It will be clear that Glencairn is meeting its goals when we see evidence of relationships based on mutual trust and respect, and when students demonstrate competency and quality work in all core subject areas. In addition, we expect to see that all students and adults take responsibility for their actions in support of a positive, joyful school culture.

School Improvement Goals

Our school improvement goals have been submitted and approved by the North Central Accreditation Association. For the 2004-05 our staff focused on the following goals:

- * **Reading:** All students will show improvement in reading comprehension at all grade levels.
- * **Math:** All students will improve skills in mathematical problem solving, concepts, and computation at all grade levels.
- * **Writing:** All students will improve their ability to write in an effective, organized manner across the curriculum.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. The core curriculum at Glencairn Elementary School provides learning experiences in all areas of language arts (reading, writing, speaking, listening, spelling).

Our curriculum and instructional programs also include math, science, social studies, health education, physical education, vocal and instrumental music, art, computer/technology instruction, and enrichment activities. As a result of the school district's long-range school improvement planning process, East Lansing has adopted exit outcomes, which are consistent with Grade Level Content Expectations (GLCEs) identified by the State of Michigan.

Parent Participation

Parents are a key component of the educational program at Glencairn. They are members of the district/building NCA Steering Committees, district/building parent councils, and various advisory committees. We continue to have between 97% and 100% of our students represented by one or more parents at parent-teacher conferences.

Glencairn School benefits from a large group of very supportive parents and community volunteers. Parents oversee the parent council or Glencairn School Association (GSA), organize parent council sponsored events, perform fund raising activities, assist with enrichment programs and classroom projects/field trips, provide funding for school enhancements and service learning projects, and in general support our students in their educational endeavors. As stakeholders they have contributed to the formation of our school mission and values, and have provided valuable data to our NCA profile in reference to their perceptions of our school.

MSU students and other community members also volunteer in our building on a regular basis. We are part of MSU's Teacher Intern Program and welcomed five interns for the 2004-05 school year as practicing teachers. Spring Arbor College and Olivet College also collaborate with our school in providing student teachers to work with our highly qualified staff. Other community members often act as guest lecturers and instructors as well.

Guest lectures on topics ranging from nanotechnology to violence prevention also support our student's learning. The MSU School of Osteopathic Medicine sponsored our Youth Friends Mentor Program and the Big Brothers sisters program of Greater Lansing sponsored a lunch buddy mentor program as well. Both programs are designed to provide youth with positive adult role models and to continue to build assets in youth that will enable them to succeed in school and in life.

Teacher Qualifications

At Glencairn, 75% of our teachers who hold advanced degrees. For the 2004-05 school year, 88% of our Glencairn teachers were highly qualified.

Accreditation Status

Under the new accreditation guidelines which have been issued by the Michigan Department of Education, Glencairn Elementary School would be a school accredited with recognition. Glencairn has met the initial criteria to be fully accredited by the North Central association (NCA) and now seeks endorsement through satisfactory completion of the five-year school improvement cycle.

Points of Pride

- * Fifth graders participated in and completed their certification as DARE graduates. The Drug Abuse Resistance Education (DARE) program presented by the East Lansing Police Department and East Lansing Public Schools involves all fifth graders and their families in learning about behaviors and knowledge to combat drug use.
- * Students, staff, parents and community members established a strong violence prevention program within the school during the 2003-04 school year. Anti bullying skills and strategies, a progressive disciplinary plan, and high expectations all focus on supporting a learning culture that is safe

and orderly for all students. Glencairn parents, students and staff participated in parent/staff/student workshops on school violence prevention during the school year.

- * Two successful mentor programs were established during the 2003-2004 school year. The Osteo Bigs/Youth Friends mentor program served 25 students during and after the school day. The Big Brothers Big Sisters mentor program served 15 students as part of our school's lunch buddy program. The primary focus of both mentor programs was to develop positive relationships and build assets in youth that will enable them to live healthy and productive lives.
- * Glencairn students, staff and parents teamed together to develop a student service-learning project that raised over \$2500 to benefit their school and three local charities, Special Olympics, United Cerebral Palsy of Michigan Loan Fund, and the Humane Society. The Walk-the Walkathon, sponsored by our parent organization (FSA) was a successful event for our school and community.
- * Glencairn students partook of several rewarding arts experiences at the Wharton Center as part of our annual Artist in Residence program.
- * Students had an opportunity to work with live animals from the Living Science Foundation as part of a classroom learning experience.
- * Students raised funds for the global Tsunami relief effort and sent money through the CARE organization on behalf of those victims. GATR kids really made it happen.
- * Fifth graders enjoyed a trip to Greenfield Village and the Henry Ford museum as part of their social studies curriculum.
- * Sixth graders also created unique centerpieces on behalf of the East Lansing Educational Foundation's annual dinner.
- * Students participated in our annual March Is Reading month activities and raised funds for Haven House.

For more information on the district. Please see the district annual report on our website at: elps.k12.mi.us

BE SAFE, BE COURTEOUS, AND BE LEARNING

Marble Elementary School provides a comprehensive educational program for 340 students in kindergarten through fourth grades. Our focus is to provide a quality educational opportunity for our students with emphasis placed on the principles of best practice in education. This is made possible through the services of a strong instructional team.

- * 15 classroom teachers, 2 special education teachers, and highly qualified art, music and physical education teachers.
- * A full-time principal, district media specialist and building media paraprofessional, and a reading specialist.
- * Support staff comprised of a social worker/child guidance consultant, a speech and language teacher, a psychologist, a teacher consultant and consultant for the autistically impaired, and an occupational therapist, physical therapist, and adaptive physical education instructor.
- * Additional supports include a full time secretary, custodians, lunchroom staff and volunteers.

We maintain that children learn best in an environment where there are relationships between the students and staff based on mutual respect and trust. We continue to incorporate the *Marble Code-Be Safe, Be Courteous, and Be a Learner*— as a guide when working together in the classroom, on the playground and throughout the school. This year we also began exploring implementation of the *Respect and Responsibility Model* and *Marcia McEvoy's Bully Prevention Program*.

Joanne Preston, Marble Principal

Mission Statement

We strive to prepare our students for the changes in our society by instilling respect, cooperation, exploration and a love of learning.

We believe:

- * Learning is a lifelong process;
- * Learning should be enjoyable, engaging experiences;
- * Each child can actively participate and succeed in learning;
- * Consistent and clear expectations create a positive learning environment;
- * Respect for self and others is a priority;
- * Our approach to instruction will challenge each child to reach his or her academic and creative potential;
- * Curiosity and confidence facilitate learning;
- * Responsibility for education is a community endeavor;

Communication and cooperation between staff, parents, children and community are essential to accomplish our goals.

School Improvement Plan

Marble's commitment to excellence is manifested in the school improvement process. The East Lansing School District has made a commitment to the North Central Accreditation process as a framework for school improvement. All faculty members were involved in developing a school profile based on collection and analysis of data.

School Improvement Goals

Our school improvement goals were developed this year following the NCA model. The faculty and staff will focus professional development and instructional practice and implementation of the following three goals:

- * All students will improve in math problem solving, concepts, computation, and increase their level of comfort with math at all grade levels.
- * All students will improve communications through writing in various forms.

All students will better understand appropriate behavior and be more responsible for their own actions.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. The core curriculum at Marble Elementary School provides learning experiences in all areas of language arts (reading, writing, speaking, listening, spelling). Our curriculum also includes health, physical education, vocal and instrumental music, art, computer instruction, and enrichment activities. As a result of the school district's long-range school improvement planning process, East Lansing has adopted exit outcomes, which are consistent with those identified by the state. All staff are becoming familiar with the new Grade Level Content Expectations outlined for schools by the Michigan Department of Education. Our curriculum is constantly revised and realigned to meet updated standards and benchmarks.

Parent Participation

Parent participation, involvement and support are key ingredients to the success of our students and the learning community. During the 2004-05 school year, we had a high percentage of parents participate in the ice cream social and open house nights. Our Fall and Spring parent/teacher conferences had a 97% participation average.

A "Welcome Wagon" parent committee provided personal contact time to welcome new Kindergarten families prior to the start of the 2004-05 school year. Many families participated in a new Family Orientation Night held in August. The Marble Parent Council supported students in academic areas through volunteerism, by sponsoring and chaperoning field trips and other events, participating in Author's Teas and Celebrations of Learning, reading to children at home and at school, attending conferences and evening events, and volunteering for Science/Math afternoon. Parents volunteered to guide students on the playground during morning and afternoon recesses. Our parents/guardians have provided supports to staff and students in many ways both at the building and at home.

The entire Marble staff appreciates the selfless involvement of our parents and community members in our students' educational careers.

Teacher Qualifications

At Marble we have 71% of our teachers who hold advanced degrees. For 2004-05 school year, 100% of our Marble teachers were highly qualified.

Accreditation Status

Marble received Accreditation Status through North Central Accreditation. For 2004-05, Marble met Adequate Yearly Progress (AYP).

Points of Pride

- * Students participated in the fourth Math/Science afternoon.
- * Fourth grade students assumed leadership roles as Safeties.
- * A "Buddy Program" to foster cross grade level relationships existed between the fourth and kindergarten students.
- * Eighth grade students from MacDonald Middle School were learning buddies to our first and second graders.
- * Students were provided with an opportunity to perform in music for other students and parents.
- * Student artwork was displayed at the East Lansing Public Library
- * Student artwork was displayed at The International Bread Company.
- * Students made and sold items to raise money for Tsunami Relief.
- * Teachers began their participation in the NCA process.
- * Parent volunteers continued the chess club for students from Marble and Glencairn school.
- * Students participated in the third annual All School Garden Day.
- * Parents provided an evening Carnival for our students and the community.

- * Marble Parent Council provided financial support for all school enrichment opportunities provided through field trips.
- * Marble Parent Council sponsored and planned March is Reading Month activities with the Title 1 Teacher.
- * Thirteen fourth grade students participated in the after school group, Deep Sea Divers, to learn about and develop a reef tank in our media center.

For more information on the district. Please see the district annual report on our website at: elps.k12.mi.us

The School With HEART

Pinecrest is a diverse school serving 370 students in kindergarten through fourth grade. Located in the northern tier of East Lansing, Pinecrest has a proud tradition as a neighborhood school, which is the center of community activities. Our academic program stresses both fundamental skills and a challenging curriculum. Expectations for student behavior and academic performance are high. Parental involvement is welcomed and valued. Pinecrest parents are partners in the school's operation by supporting and enhancing our curricular and extracurricular programs.

Our H.E.A.R.T. Program—*Harmony, Excellence, Ability, Respect and Togetherness*—serves as the cornerstone for our school. Students, staff and parents work together to make Pinecrest School a great place to learn by promoting and practicing H.E.A.R.T. Students learn how to treat one another with respect and to resolve problems in a peaceful manner. This has given parents, teachers, and students a common language, a nurturing environment, and a place for students to work and play together peacefully.

The focus for our work this year was to develop a new set of beliefs, vision and mission for our school. While we have met the North Central Accreditation Standards and received an "A" on the Department of Education's Report Card, we believe in continuous growth and improvement. The Pinecrest staff will continue working toward enhancing the overall instructional program and striving to maintain and exceed our standards for excellence.

Bill Gale, Principal

Mission Statement

The Pinecrest School Community provides a nurturing environment where each child is challenged to reach their full intellectual, social, emotional, and

physical potential, enabling them to be responsible citizens of an ever-changing world.

School Improvement Plan

The school improvement plan is driven by the North Central Accreditation process, which is being used across the school district. Our goals and objectives for improvement were determined by student performance. Three interconnected groups directed the process:

- * The North Central Association Steering Committee oversees the district and building school improvement efforts and sets timelines for the implementation of the NCA correlates. Two teachers and the building principal serve on this committee.
- * At the building level, The Building School Improvement Team is made up of the NCA Steering Committee members, and teachers of science, mathematics, language arts, social studies, and special education. This team, along with the reading teacher, principal and support staff, interpreted test data, examined curricular trends and recommended school improvement goals to the School Improvement Team. After reviewing the recommendations from the Instructional Team, they presented recommendations to the staff for review, reaction, and action. A majority of staff must approve any recommendations prior to implementation.
- * Parent Input. Parents were invited to provide input into the school improvement process by way of surveys, serving on goal writing teams, and participating on School Improvement Subcommittees.

The North Central Association School Improvement process has a five-year cycle. The Pinecrest goals and objectives were reviewed and rewritten during the 2004-05 school year. The tentative focus areas for School Enhancement projects and goals are writing across the curriculum and mathematics.

School Improvement Goals

MATHEMATICS: Students will improve their mathematics skills and scores as measured by the fourth grade MEAP mathematics test and the Iowa Basic Skills Test.

WRITING: Students will improve writing in all curricular areas. This will include gathering and interpreting data, comparing and contrasting, and writing persuasive pieces. Students will be taught the 6 + 1 Traits of Writing.

EVALUATION PROCESS: The School Improvement Team monitors student success, which is measured by MEAP tests, IOWA Basic Test, Michigan Literacy Progress Profile, writing prompts, local assessments, the checklist for technology skills, student surveys, and teacher observations.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understanding that are necessary for their continual growth and success as students within the school setting and as adults in society. All students have access to the core curriculum. Those students who need help with the curriculum are identified through the CST process. Those who qualify have access to reading support, special education and 504 plans. The core curriculum at Pinecrest Elementary School provides learning experiences in all areas of language arts (reading, writing, speaking, listening, spelling), health, music, art, computer instruction and enrichment activities. As a result of the school district's long range school improvement planning process, East Lansing has adopted exit outcomes, which are consistent with those identified by the Department of Education. The curriculum at Pinecrest is aligned to the Michigan Grade Level Content Expectations. Our teachers have access to the GLCEs and they are reflected in our instructional program.

Parent Participation

Parents at Pinecrest are very involved and interested in their children's progress. Our attendance at parent/teacher conference ranges consistently at 95-98%. In addition, parents and teachers meet for a "Curriculum Parent Night" to explain curriculum, teacher expectations and to answer parent's questions.

The Pinecrest Parent Council actively and enthusiastically supports the School Improvement Process by providing leadership and funds for school activities, including reading month activities, fine arts, science presentations, and the annual science fair.

The Pinecrest Volunteer program is also an integral part of the school's operation. Our volunteers include retired staff members, parents, and community members who act as tutors, mentors, science fair judges, and assist staff with special projects.

Teacher Qualifications

At Pinecrest we have 81% of our teachers who hold advanced degrees. For 2004-05 school year, 96% of our Pinecrest teachers were highly qualified.

Accreditation Status

Pinecrest School received an "A" Grade from the Michigan Department of Education as well as meeting the accreditation standards and criteria from the North Central Accreditation Commission on Accreditation and School Improvement as of 2004-2005 school year.

Professional Development

Professional growth is a priority at Pinecrest. Our current emphasis is to support our building enhancement goals in literacy, science, mathematics, and technology. Our District Technology Team is examining ways to enhance the instructional program in our computer lab classroom, and they are creating professional development activities for staff.

The Pinecrest Staff completed a three-year training to enhance writing skills across the curriculum. The Writers' Workshop and 6 + 1 Traits of Writing training enhanced our teacher's skills in coaching students as writers and authors.

Points of Prides

- * Pinecrest has a talented and experienced staff that is dedicated and committed to teaching and learning.
- * Pinecrest provides an Early Childhood Education Program for 2 1/2 year olds to 7 year olds who need Special Education Services.
- * Pinecrest School celebrates a 40% rate of student diversity.
- * The Pinecrest H.E.A.R.T. Program is in its tenth year!
- * Catholic Social Services provides us with Grandparents to work in our classrooms to support the teachers and the children.
- * Pinecrest Parent Council and our volunteer program donate numerous resources, time, and talent to our school. The financial contribution to the school exceeds \$13,000 annually.
- * Pinecrest now sponsors Ellen's Race. Pinecrest School has hosted Ellen's Race for the past 10 years. Each year more than 1,200 participants and guests participate in a 6K Run/Walk.
- * Pinecrest students serve as library helpers, camera crew, safety squad, and participate in an array of service groups and activities to help students build a positive school community relationship.
- * The Pinecrest School FRIENDSHIP Enrichment Program served more than 120 students in after school enrichment classes.
- * The Capital Area Literacy Coalition provided a before school reading tutoring program entitled SUCCEED. In addition students had access to our After School Study Stop tutoring program two times a week.
- * Michigan State University places Elementary Interns at Pinecrest each year. During the 2004-05 school year five interns were placed as a part of their Teacher Preparation Training Program.
- * Pinecrest has partnered with the Lake Lansing Meijer's Store and Hungry Howie's for support of school activities and programs.
- * Pinecrest parents and community members donated more than 640 volunteer hours during the 2004-05 school year.
- * Pinecrest students read more than three thousand hours during Reading Month.
- * Pinecrest School is a *Bully and Teasing Free Zone*.

For more information on the district. Please see the district annual report on our website at: elms.k12.mi.us

LEARNING AND GROWING IN A DIVERSE COMMUNITY

Red Cedar Elementary School, the oldest operating school in the district, serves over 250 students in Kindergarten through fourth grades from 48 countries. We are proud of our global reputation of providing a strong academic focus in a warm, safe, caring climate, and we celebrate our diversity daily.

The Red Cedar staff is committed to providing all students with rich academic experiences. We strive to advance the goals defined in our Mission Statement and School Improvement Plan. We believe the greatest opportunity students have for success is when home, school and community work together. We welcome and encourage active parent participation, and thank our many volunteers for their commitment to Red Cedar Elementary.

Mindy Emerson, Principal

Mission Statement

Red Cedar Schools' mission statement was reviewed by stakeholders and revised in November of 2004. At Red Cedar School we demonstrate excellence by:

- Showing care and respect
- Honoring and celebrating diversity
- Preparing for our future
- Making good choices
- Loving to learn

School Improvement Plan

The Red Cedar School Improvement sub committee disaggregated building scores on our school's MEAP scores and Iowa tests for the past three years, analyzed school-wide classroom benchmark assessments, and reported the results to the staff. The staff then reviewed this information to assess, prioritize and select curriculum areas for improvement: reading, writing and math.

School Improvement Goals

Our goals for the 2004-05 school year included a continued focus on English language arts-reading and writing, and math computation and problem solving as areas of need. We focused our language arts with emphasis placed on writing across the curriculum. The staff determined this as a need based on findings from our data analysis. As a staff we also focused on reviewing the Michigan Curriculum Frameworks, State Standards and Benchmarks, and Grade Level Content Expectations in these three areas in terms of our alignment of district adopted curriculum, instruction and assessment. We spent time discussing and sharing techniques to improve the instruction of content across all grade levels. Our goals were identified as follows:

- * **Writing:** Improve writing across the curriculum.
- * **Reading:** Increase student comprehension of fiction and non-fiction material.
- * **Math:** Increase achievement in math in the areas of problem solving and computation.

Evidence for addressing the goals in reading and writing:

- * Teachers attended district grade-level meetings to guide their instruction of reading, writing and spelling, as well as professional development opportunities outside the district.
- * A year long teacher-led faculty book study of the book Nonfiction in Focus, provided the basis for our improvement of use of non-fiction books with students for reading and writing at all levels.
- * We fully utilized the district's English language arts curriculum. In reading, writing and spelling, students engaged in discovery-based activities with the support and guidance of their teachers, and were provided with time to reflect on their learning through discussions and extensive writing opportunities.
- * There was an overall increased emphasis on literacy, with classroom

time spent on reading, writing, oral discussion and listening activities for all students. MEAP and Iowa test data identified students needed more exposure to informational text, and appropriate materials were purchased for our reading room and library. We continued our home-school book sharing component which allowed the circulation of over 3000 books in grades K-4 this academic year. This was funded, in part, through grants through the East Lansing Educational Foundation, and staffed by parent volunteers.

- * Direct instruction in the writing process was increased, and teachers used the balanced literacy approach to reading and writing instruction throughout all grades this year. Student progress was evaluated using the Michigan Literacy Progress Profile and Individual Reading Inventories, with instructional support provided as determined by student needs.
- * Full implementation of our district English Language Arts at grades K-4 has occurred, with staff members working as part of the implementation team at Red Cedar.
- * Individualized English-as-a-Second Language (ESL) instruction and classroom support was provided based upon beginning-of-the-year evaluations and in an ongoing fashion for all ESL students throughout the school year.
- * Red Cedar began Title 1 service for identified students.

Evidence for addressing the goals in mathematics:

- * Students in all grade levels used computational activities to strengthen computation skills, and several classrooms utilized "Everyday Math Counts" to enhance problem solving skills.
- * Students showed improved scores in classroom assessments in the computation of basic facts in addition, subtraction, and multiplication.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understanding that are necessary for their continual growth and success as students within the school setting and as adults in a global society. The core curriculum at Red Cedar Elementary School provides learning experiences all areas of language arts (reading, writing, speaking, listening, spelling), math, science and social studies. Our curriculum also includes health, physical education, vocal music, art, computer instruction and use, and enrichment activities. As a result of the school district's long-range school improvement planning process, East Lansing has adopted exit outcomes, which are consistent with those identified by the state. All of Red Cedar's district adopted curriculums are aligned to the state standards and benchmarks and grade level content expectations.

Parent Participation

Red Cedar is a K-4 building serving the university housing units of Michigan State University and surrounding neighborhoods. It also serves approximately 60 Schools of Choice families. This presents an opportunity to enhance our parent involvement and maintain a continued spirit of community for all. During the 2004-05, 100% of Red Cedar families were represented at fall conferences and 99% at spring conferences. At the request of parents or staff, student progress meetings were held throughout the year. Parent and community volunteers are an important and appreciated part of our community. Volunteers provided invaluable support assisting in classrooms as mentors and daily support, attending field

trips, coordinating classroom events, maintaining our fish tank, indoor and outdoor gardens, as well as special events, presentations, and projects. The Red Cedar School Association sponsored our international dinner/dance and raffle, several family activities including our hot dog roast, ice cream social and year-end potluck. Through fund raising efforts, they continued to finance the purchase of our international flags, March Is Reading Month activities, and are fund raising to purchase additional equipment for physical education.

Teacher Qualifications

At Red Cedar we have 61% of our teachers who hold advanced degrees. For 2004-05 school year, 100% of our Red Cedar teachers were highly qualified.

Accreditation Status

Red Cedar's accreditation status for 2004-05 was "A" according to the requirements by the State of Michigan, Red Cedar received a score of 100% on the State Indicator's Performance, and attained Adequate Yearly Progress (AYP) in the 2004-05 school year. We are presently fully accredited by North Central Accreditation as part of the district adopted initiative.

Points of Pride

- * Recognized as one of the most culturally diverse schools in the state, Red Cedar boasts an international student population representing 48 countries and 52 languages and dialects.
- * Red Cedar is maintained as a safe, secure environment, providing a bully-free and teasing-free school.
- * Several classes undertook fund raising efforts to provide Tsunami relief.

- * Red Cedar 2004-05 community service projects included the second annual East Lansing Trash Bash parade and environmental clean up day, and Arbor Day tree planting in May, 2005.
- * Red Cedar hosted distinguished visitors from South Africa, Japan and Great Britain this year.
- * Our Festival of Cultures, an annual spring event, celebrated our diversity through costume, music and dance, performed for the community by our entire student body.
- * Red Cedar School received the Tri-County Environmental Award for environmental education school programs for the Red Cedar Trash Bash community event.
- * A partnership with Foods for Living of East Lansing allowed us to have a nutritional snack store in the 4th grade classes.
- * Funded by an Eisenhower grant, Red Cedar was one of three Lansing area schools to participate in the Hispanic and African American Artists in Residence program, bringing the opportunity to experience drama, music forms, video, painting, and poetry writing by noted artists in these fields to all grade levels.
- * In addition to the professional development hours provided by the school district, Red Cedar staff members logged over 1200 hours of professional development in activities in all core areas, technology, and best practice research on teaching during the course of the 2004-05 academic school year.

For more information on the district. Please see the district annual report on our website at: elps.k12.mi.us

HONOR , RESPECT, EXCELLENCE FOR ALL

Whitehills Elementary is a safe, healthy, and positive learning environment in which to learn and grow. The pride we have in our school is evident from the moment you enter our bright, inviting building, see the smiles on many faces, and hear the laughter and conversations of people involved in learning and sharing. Our school community is comprised of a dedicated group of parents, teachers and staff working together with shared goals to help every student reach his/her potential. We are committed to excellence in academic and social development and to becoming important contributors to our community. Whitehills Elementary and Glencairn Elementary work in concert to provide a quality education for all fifth and sixth grade students in the East Lansing Public Schools. The prescribed curriculum and course offerings are the same for both schools. Whitehills and Glencairn both utilize team teaching as a structure to facilitate the transition of students from the predominant self-contained classroom early elementary to the six period school day of the middle school. Both schools pursued development of an educational program for violence and bullying behavior prevention and intervention. Both schools implemented mentoring programs in cooperation with Michigan State University students and the Big Brother/Big Sisters organization. Instructional staff from both schools have worked together reviewing and revising curriculum. Whitehills and Glencairn will continue to coordinate the refinement of the vision of education for fifth and sixth grade students in East Lansing. By using an updated curriculum, well-researched teaching techniques, and current technology, we create a learning environment where all children can meet or exceed the high

standards that are a tradition and hallmark of the East Lansing Public Schools. We emphasize a structured atmosphere with high expectations and minimal distraction, provided within a caring, secure environment. Please feel free to stop in or call for a tour of our school. See for yourself why we believe that Whitehills is a truly wonderful place to learn and grow.

Dave Batten, Principal

Mission Statement

Whitehills School, in partnership with families and community, is dedicated to providing a quality education within a safe and caring environment where all are respected and challenged to achieve. All students will develop the necessary skills, knowledge, and responsibility to become productive citizens.

School Improvement Plan

As a recently configured school for fifth and sixth grade students, Whitehills continues to develop a school improvement plan designed for our student population. Using the North Central Association (NCA) accreditation process as a vehicle, the school has completed and received approval of a school profile. The school profile required investigation of existing data on students, data on instruction, unique local characteristics, information from former students, and community data. Based on the data compiled, our mission was reviewed and goals were identified.

School Improvement Goals

Until specific goals were identified in the NCA assessment process it was decided to focus attention and goals on the most basic need for academic success, literacy. Whitehills Elementary made a significant and dedicated effort to improve the reading and writing skills of all students.

Although instructional responsibilities are shared by a team of teachers, all teachers taught English Language Arts during the 2004-05 school year. All classroom teachers were responsible for the instruction of students in reading and writing in addition to their other content area subjects.

All classroom teachers participated in multiple professional development activities related to grade level reading genre units and use of a common assessment and scoring rubric for student writing. A district-wide writing prompt was administered to all students twice during the school year and teachers applied and analyzed the scoring rubric for every student.

Title I support services were prioritized to address literacy development of all students. Student performance on the fourth grade MEAP reading test and student performance on the Iowa Test of Basic Skills reading subtest were analyzed to identify student needs. Individual Reading Inventories (IRI) were also reviewed and administered to all students new to the district or referred by classroom teachers. Title I services were provided to individual and small groups to supplement the reading instruction in the classroom. In addition, Title I services included participation in whole class instruction in reading and writing. The goals identified for the future are:

- * All students will improve their writing in a variety of contexts across all content areas.
- * All students will improve their application of mathematic skills in all areas.

Investigation of specific strategies to achieve success in these goal areas will commence and action plans will be developed.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and concepts necessary for continual growth and success as students in an ever-changing world. The core curriculum at Whitehills Elementary School provides excellent learning experiences in all areas of English language arts (reading, writing, speaking, listening, and viewing, as well as grammar and spelling), mathematics, social studies, science, health, physical education, art, instrumental and vocal music, computer applications and usage, and enrichment activities in all of these areas. All pupils at Whitehills are placed in heterogeneous classrooms for instruction in the core academic curriculum. All students have the same opportunity to learn the core curriculum. Qualifying students may receive instruction from Title 1 or English as a Second Language personnel, but both programs provide supplemental instruction and the goal remains for all children to learn the core curriculum. All students qualifying for special education services are mainstreamed in the regular classroom to the extent possible for student success, and appropriate assessment measures are in place to monitor student achievement in the core curriculum.

Parent Participation

Parents and community members are actively involved at Whitehills. Parent attendance at parent-teacher conferences annually is above 95%. This year attendance was 96%.

The Whitehills School Association, consisting of parents, guardians and community members, enriches the school experience for all children. Numerous educational opportunities and school community social activities are organized and supported by the Whitehills School Association. The parent association augments school communication with regular features in the monthly school newsletter, maintaining the messages on the school marquee sign, surveys of parent interests, and regular meetings open to the public for informational or decision-making purposes. School communication with

parents is extensive and varied. School newsletters are distributed to all families monthly and posted on the school web page. Upcoming events and activities are posted on the web page and district cable TV channel as well as the school marquee sign. Individual conferences with parents are convened twice a year and additional meetings with parents are held at teacher or parent request. Parent involvement in school-based decision-making is managed through the parent association and parents had opportunities to attend a workshop addressing the topic of bullying and harassment. Parents and community volunteers are a welcome presence within our school providing supplementary lessons, assisting with school projects, enhancing the building's appearance, leading an extracurricular activity, joining students for lunch or a field trip, or participating on various committees.

Teacher Qualifications

At Whitehills we have 55% of our teachers who hold advanced degrees. For 2004-05 school year, 90% of our Whitehills teachers were highly qualified. We do have 5% of our teachers with emergency permits.

Accreditation Status

Whitehills has been accredited by the North Central Association Commission on Accreditation and School Improvement.

Points of Prides

- * Two successful mentor programs were continued. The MSU Osteo Bigs/Youth Friends mentor program and the Big Brother/Big Sisters mentor program provided additional adult role models for students. The primary focus of both mentor programs was to develop positive relationships with youth and build assets in youth that will enable them to live healthy and productive lives.
- * Author Mark Crilley presented his work to our students and met with every classroom to develop student knowledge and understanding of the author's craft.

- * Whitehills staff voluntarily continued a faculty study group focusing on the development of student writing skills. Teacher leaders Marge Andrews and Elaine Michener-Israel led the staff through monthly investigations and applications of the strategies presented in 6 + 1 Traits of Writing.
- * All fifth and sixth grade students had an opportunity to perform for the community in their chosen music ensemble of choir, orchestra, or band.
- * East Lansing Public Schools and the East Lansing Police Department continued to cooperatively support the Drug Abuse Resistance Education program. Fifth grade students at Whitehills were able to participate and receive certification as DARE graduates.
- * After participating in workshops on school violence prevention, students, staff, parents and community members maintained a strong violence prevention program within the school. Anti-bullying skills and strategies, a progressive disciplinary plan, and high expectations all focus on supporting a learning culture that is caring, safe, and orderly.
- * Parent, community, and staff volunteers created numerous learning opportunities through our Lunchtime Seminars and Flex time offerings. Chess Club, Literary Magazine, school newspaper, Crochet Club, student council, Spanish Club, tutoring, Drama Club, Art Club, Poetry Club, Writer's Workshop, and Photography Club were great opportunities for our students.
- * Students at Whitehills demonstrated civic responsibility. Significant contributions were made to the American Red Cross food drive, Tsunami Relief efforts, the Ronald McDonald House and Volunteers of America clothing drive.

For more information on the district. Please see the district annual report on our website at: elps.k12.mi.us

Welcome to MacDonald Middle School, a school with a rich tradition of offering students a strong learning environment in which to grow and mature. Supporting this learning environment is an adult community whose members become participating partners with the school in assisting students with their educational journey.

A 14.8 million dollar renovation project of all academic and support areas was completed in 2003. This renovation project enlarged science and computer labs; updated the media center to a state-of-the-art research center; added recording capabilities to the orchestra and band practice facilities; added video projection and sound system to classrooms; added an improved food service and cafeteria facility; added a state-of-the-art performing arts auditorium; and improved the administration and student support offices.

MacDonald Middle School services the critical 7th and 8th grade years between elementary school and high school. Research has shown that an effective middle school lays the important academic foundation and preparation necessary for the high school years. Staff must also be sensitive to students' social and emotional needs as they depart elementary school. Programs are designed and scheduled specifically to meet the high academic expectations of East Lansing High School. Classrooms function as learning communities where students have an opportunity to develop positive friendships and experience different teaching styles.

MacDonald Middle School provides a core curriculum of English, mathematics, science, social studies and multiple elective course offerings for students to explore their interest and abilities. MacDonald Middle School electives are: art, band, orchestra, choir, drama, French, Spanish, world languages, computer applications, web design, advanced computers, life skills, technology education, and physical education. The staff and district are proud of MacDonald Middle School and invite you to be a part of our future.

Jack Bamford, MacDonald Principal

School Improvement Plan

MacDonald Middle School is a member of North Central Association, Commission on Accreditation and School Improvement. During the 2004-05 school year, work was completed on the school mission statement:

- * In an environment that fosters respectful and supportive relationships, the staff of MacDonald Middle School will use research-based instruction to engage every student in a rigorous and relevant curriculum. We will join parents and community in assisting students to become lifelong learners and responsible citizens.

Our motto:

- * Learning for All....All for Learning.

School Improvement Goals

As part of the NCA school improvement goal-setting process, a school profile was developed in 2004-05. Data from this profile and from the MEAP test and Iowa Tests of Basic Skills were used to develop two goals to be implemented under the school improvement process. These goals are:

- * All students will demonstrate an improved ability to read and comprehend informational texts.
- * All students will improve their critical thinking skills to solve problems in all curricular areas.

Strategies for attaining these goals will be developed during the 2005/06 school year.

Core Curriculum

Mathematics: Mathematics students were placed in classes according to the following criteria: Iowa and MEAP test scores, mathematics grades earned the previous year, and teacher recommendation. Parent requests for an advanced level placement were met by allowing students to retake the previous year's math final exam. Placement was based on the test score earned.

The mathematics curriculum is aligned with the Michigan Curriculum Framework. Regular K-12 meetings were held to analyze MEAP scores and district curriculum.

District K-12 outcomes are aligned yearly with the Michigan Mathematics Benchmarks. K-12 curriculum decisions were introduced and reviewed at the building level. Grades 5-8 math teachers met to discuss benchmarks, curriculum changes, and curriculum alignment. Mathematics class offerings for grades 7 and 8 were consistent in core academic curriculum and instruction. Winter, 2005 MEAP test results for mathematics showed 79% of eighth grade students met or exceeded Michigan standards in mathematics.

Social Studies: The K-8 social studies chairs met throughout the year in 2003 to align the social studies curriculum to the Michigan Curriculum Framework and the Grade Level Content Expectations in Social Studies. Teachers were given the revised curriculum and received professional development training. Continued refinement of the curriculum is still occurring. The 2005 winter MEAP test results for social studies showed that 42% of eighth grade students met or exceeded Michigan standards. The state social studies grade was 30% meeting state standards. Accommodations in social studies were offered for students with special needs. Students who required special assistance received help from a para-pro, through special education, or English as a Second Language services. All students may receive extra help during non-class time.

English Language Arts: The District K-12 English Language Arts Curriculum has been under revision for the past several years, and has been aligned with the Michigan Curriculum Framework standards and benchmarks. The middle school curriculum alignment was completed at the end of the 2003-04 school year and was implemented in 2004-05. The winter 2005 MEAP test results for seventh grade students who met or exceeded Michigan standards were 89% in reading; 80% of our students met or exceeded standards on the combined English Language Arts (reading and writing) tests.

Science: The Science Department met in regularly scheduled meetings to review benchmarks and evaluate progress toward improving future MEAP scores. New textbooks were purchased for the 7th grade classes to be used in the 2005-06 school year. Supplementary materials were purchased for the 8th grade classes. MacDonald Middle School teachers began working with both the elementary and high school science teachers in 2004-05 to ensure a seamless curriculum between levels. The MEAP test results for the winter of 2005 showed that 69% of the 8th grade students met or exceeded Michigan standards in science.

Parent Participation

The parents/guardians of MacDonald Middle School are very involved in their student's education. They volunteer to chaperone activity nights, raise the necessary funds to support various programs, attend student concerts, plays and art shows, and coach team sports. The time and talents that parents/guardians contribute enhances the educational experience, and we offer a heartfelt thanks to all of our parents/guardians and community volunteers. Without parent participation, MacDonald Middle School would not be able to provide the extra and co-curricular programs that presently meet our students' needs.

Teacher Qualifications

At MacDonald we have 71% of our teachers who hold advanced degrees. For 2004-05 school year, 89% of our MacDonald teachers were highly qualified. We do have 5% of our teachers who are teaching with emergency permits.

Accreditation Status

MacDonald Middle School met Adequate Yearly Progress (AYP) as required by Federal NCLB guidelines. The *Education YES!* accreditation report was completed as required by the State of Michigan. Evidence was provided to meet all eleven Indicators of Engagement.

Points of Pride

- * Majority of students made the academic honor roll.
- * Students maintained a high rate of proficiency on MEAP tests.
- * Achieved federal AYP standards for third year in a row.
- * Student of the Month program recognized over 50% of the student population for various accomplishments and honors.
- * "Reading/Writing Buddy" partnerships with Marble Elementary students enhanced writing skills and the promotion of relationships within our educational community.
- * Anti-bullying educational program for staff members.
- * Anti-bullying educational program and disciplinary rubric for students.
- * 14.8 million dollar renovation of all instructional and performance classrooms.
- * State of the art, 600 seat performance auditorium.
- * Latest audio and video technology in classrooms and auditorium.
- * Career Day presentations to MMS students by community members.

- * Fine Arts performances by choral, band, orchestra and drama students. MHSAA approved sports program cooperatively run by MacDonald Middle School and the City of East Lansing.

For more information on the district. Please see the district annual report on our website at: elps.k12.mi.us



Welcome to East Lansing High School and our proud heritage. All of us are proud of the rich traditions of excellence which embrace academics, the arts, athletics and activities. The programs and activities at ELHS are designed to offer students the opportunity to pursue experiences which will enrich their lives for many years to come. Students' time at ELHS should lay the foundation for their future endeavors. The faculty and staff encourage and appreciate parental and community participation at ELHS as education is truly a partnership.

East Lansing High School offers a comprehensive high school experience ranging from Advanced Placement courses through alternative education courses under one roof. The student enrollment of 1160 students represents many nationalities. We are proud of the diversity in our student population as this provides rich experiences for all students. Our student population is representative of the global workplace and our changing neighborhoods.

The class of 2004 produced 278 Alumni from ELHS. Nearly 91% of those graduates attend post-secondary colleges and universities with a significant number attending prestigious universities across the state, nation and Canada. Our students excel on state and national tests and boast perfect ACT and SAT scores including fourteen finalists in the National Merit competition.

The academic program at East Lansing High School includes courses in applied skills, computer and engineering education, English, the arts, world languages, mathematics, physical education, social studies and science. Our students are also presented many opportunities to participate in the performing arts, athletics and club activities. These assure a well-rounded high school experience. We are proud of our students, our staff and their respective accomplishments. Thank you to the parents/guardians and our community for your generous involvement and investment in ELHS.

During the 2004-05 we continued a three year renovation and building project of ELHS. We continued to utilize the modular library through out the year but were able to relocate the classroom teachers as renovated rooms were completed in the building. The students returned in the fall to find a new locker commons, a unique design feature which houses 1200 lockers in a central location adjacent to the main office. This was

exciting for all of us; the students have found it convenient as well as a good place to meet friends. Throughout the year the building project continued and we look forward to completion during the 2005-06 school year.

All of us at ELHS are grateful to the community for providing such a wonderful facility for our students to attend; it certainly supports the tradition of academic excellence we expect at ELHS. We look forward to future generations walking these halls and learning together as we have.

Paula Steele, Principal

Mission Statement

We believe that all students can learn. We believe that learning can best be achieved in an atmosphere of acceptance, high expectations, encouragement, and respect for human dignity. Therefore, the goal of East Lansing High School is to ensure that all students will acquire knowledge, skills, and work habits necessary for the attainment of personal, social, and economic rewards. To reach this goal, we will maintain programs which emphasize academic achievement as well as develop the abilities to learn and to adapt to change.

School Improvement Plan

The school improvement process of 2004-05 included a review of the MEAP scores, graduation rates, post-secondary plans and reports as well as a review of CA 60 for the class of 2008. Review of the MEAP indicated a need to focus on writing, social studies and science. The faculty agreed to emphasize writing and presentation skills across the curriculum. We also implemented problem-solving labs in science and increased attention to economic principles in the early social studies courses. The school year 2004-05 brought us many opportunities to improve communication with all as we utilized Parentline, Open Houses, conferencing and the web page to send information to our community. The class of 2005 was the first class to graduate with an increased requirement of 23 credits and a 1.8 grade point average to

graduate. This was a successful change and has better prepared students for the demands of higher education and/or the workforce. As we continue to review and revise the data, we will focus on the changing dynamics of our diverse student population.

School Improvement Goals

The improvement plan for East Lansing High School continues to focus on setting a strong academic foundation for each student. Students enroll in and complete a rigorous program of study which includes graduation requirements in all academic areas, technology, health, Physical Education and the Arts. Since so many of our students continue on with their education it is only fair that we send them off to post-secondary experiences ready to perform at exemplary levels. As colleges and universities raise their admission standards, we too must follow suit. Preparing students for the world of work necessitates experiences in the areas of problem-solving, communication, responsibility and relationship building skills. Our goals are as follows:

English/Language Arts: Students will write, speak and use technology to present projects in English classes. When appropriate, students will be grouped to allow development of collaborative skills. English teachers will provide writing support for teachers of all subjects.

Mathematics: Students will successfully complete Algebra 1 and advance to higher program courses. The AP Statistics course provided a unique exposure to mathematics for many students.

Science: 9th and 10th grade students continue to complete Earth Science and Biology and AP Physics. The one additional credit requirement in science expanded the number of students enrolled.

Social Studies: Teachers focused on integrating economic principles in American History and World Civilizations. This is essential if our students are going to be successful on the MEAP.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills, knowledge and understanding that are necessary for their continued growth and success as students within the school setting and as adults in society.

East Lansing High School has an extremely varied curriculum (over 160 courses) which meets the needs of many of our academically talented students. Students are expected to sign up for and complete a challenging curriculum. Students who need remedial courses are scheduled into those.

Students at East Lansing High School continue to meet or surpass the state average in attendance rates, MEAP scores, SAT/ACT/AP scores, college admission rates and post secondary readiness. The students continue to make adequate yearly progress as evidenced by data records. Students in the 9th and 10th grade have Educational Development Plans (EDP), implemented through the comprehensive guidance process.

College Credit for Dual Enrollment

East Lansing High School accepts external credit from colleges and universities with prior administrative approval. Also, the counseling department staff works with individual students to help enroll them at MSU or LCC as high school students should this be an appropriate option for them. For 2003-2004, 11 students (4%) received college credit for dual enrollment. In 2004-05, 14 students (6%) received college credit for dual enrollment.

College Level Equivalent Courses

In 2004-2005, 244 students were enrolled in college level equivalent courses, with 85% of the students taking equivalency exams or earning credit. The 244 students include those taking course work at Lansing Community College, Michigan State University, Michigan Virtual High School (AP), Concord Virtual High School and Advanced Placement courses.

Advanced Placement Courses

The following AP courses were offered in the 2004-2005 school year: Calculus, Physics, Biology, BC Calculus, French, Statistics, English Literature, English Composition, American History, European History, and Studio Art.

Parent Participation

Fifty percent of our parent population attended our parent-teacher conferences this year. East Lansing High School parents are very active in the following groups: Parent Advisory Council, Athletic Boosters, Band and Orchestra Parents Association, Post-Prom, Post-Commencement, North Central Accreditation Team, and assisting with many, many events and activities. Without their help, extracurricular events would not be as meaningful for our students. Parents are actively involved in open house, curriculum nights, musical performances, plays, and athletic competitions. Over 400 parents assisted with the Parentline newsletter, parent council, scheduling parent teacher conferences, chaperoning student events and serving on numerous committees. We deeply appreciate the excellent parental and community involvement at East Lansing High School.

Teacher Qualifications

At the High School we have 63% of our teachers who hold advanced degrees. Currently, we have 1% of our teachers who are teaching with emergency permits. For 2004-05 school year, 86% of our high school teachers were highly qualified.

Accreditation Status

2004-05 represents the second year of a five year North Central Association (NCA) cycle. East Lansing High School has fully met the standards and requirements set by NCA. This accreditation model operates on the theory of continuous improvement. The following multi-year goals were maintained throughout the building: continue to implement a school-wide action plan related to the goal areas of communication, personal

responsibilities, writing in all content areas, technology use and improvement of attendance. We worked toward implementation of our goal to raise student achievement in all academic areas. Goal area action teams were comprised of parents, students and staff. We continue to collect and review data in all areas.

Points of Pride

- * \$45 Million dollar renovation being completed including new gymnasium, new student union, new 750 seat Center for the Performing Arts, classrooms for Chorus, Orchestra, Band and Drama. Eight new science laboratory classrooms and technology infrastructure to support student expectations and teacher demands.
- * Continue to meet AYP and EdYes! Goals.
- * 175 Michigan Merit Award qualifiers.
- * International student population representing 43 countries.
- * Winner of Michigan mathematics prize competition.
- * Attendees at Close-Up each year.
- * Participation in Michigan Virtual High School program allowing students to enroll in over 100 accredited courses via the Internet.
- * 35 fine arts course offerings.
- * Collage Concert each year spotlighting the talents of singers, artists, dancers, musicians, actors in a fast paced, electrifying evening of entertainment.
- * Winner of Lansing "Oscars" for theater.
- * The ELHS yearbook, CENIAD, is consistently ranked as one the nation's best high school yearbooks winning awards each year.
- * Girls' Golf-All State Team Academic.
- * Varsity volleyball-CAAV Conference Title.
- * Girls' Cross Country Team Academic All State Team.
- * Clubs and organizations to meet the interests of most students.
- * Community Service opportunities by all students which enrich the lives of other people.

For more information on the district. Please see the district annual report on our website at: elps.k12.mi.us