



DISTRICT ANNUAL REPORT 2002-2003

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2002-2003
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 12½ square miles includes most of the city of East Lansing and small portions of Lansing, Lansing Township and Meridian Township.

During the 2002–03 school year, 3,632 students were educated in seven elementary schools (K–6), one middle school (7–8), and one high school (9–12). In June 2003, we graduated 283 seniors. We employed 253 teachers with 63% holding advanced degrees. Many have also achieved state and national recognition in their fields.

From the Superintendent

This year's annual report is just now available due to unfortunate delays in the release of important information from the State of Michigan. Officials at the state level have made special efforts to overcome the delays, and while this report is not as timely as we would have liked, it does provide several key elements of our district following the events of the 2002-2003 school year. We hope you enjoy the report and, as always, we welcome your comments and questions. Thank you for your continuing support of our students, our staff, and our school district.

Thomas R. Giblin
Superintendent of Schools

School Improvement Plan

This year the school improvement process was similar to previous years with monthly meetings taking place with representatives from each building, administration, school Board member and parents. Help with school improvement has come from the ISD and through specific data driven professional development sessions. All buildings continued to review and update their individual School Improvement Plans, which reflect and support the district's program, while also developing strategies to enhance the district's five primary academic goals:

- 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 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.
- East Lansing Public Schools will continue to build and enhance communication and relationships with the community.

The Curriculum Council, created in 1998–99, continues the staff-driven process of curriculum development and reinvigorating the school improvement effort. Comprised of curriculum chairs across grades, subjects,

Board of Education Members

Barbara McMillan,
President

Susan Schmidt,
Vice President

William Donohue,
Secretary

Charles Hackney,
Treasurer

Daphne O'Regan
Trustee

Rodney Stokes,
Trustee

George Wyatt,
Trustee

Superintendent

Thomas R. Giblin, Ed.D.
517-333-7424

Schools

Donley (K-6) - 517-333-7370
Glencairn (K-5) - 517-333-7930
Marble (K-6) - 517-333-7860
Pinecrest (K-6) - 517-333-7870
Red Cedar (K-6) - 517-333-5060
Spartan Village (K-2) - 517-333-7480
Whitehills (K-5) - 517-333-7900
MacDonald (7-8) - 517-333-7600
High School (9-12) - 517-333-7500

9 Total

and buildings, this group truly represents our daily classroom experience. This dedicated group is shaping what our schools will look like as we continue to empower all our students to reach their full potential.

The Curriculum Chairs along with the District School Improvement Team evaluated our district plan using MEAP and Iowa testing results as a measure, along with teacher input. Our School Improvement focused on two curricular areas, that of writing and science. During 2002-03, aligning the K-6 English Language Arts curriculum with state standards was completed and the curriculum was adopted by the Board. Following the science curriculum's revision two years earlier, staff professional development and implementation of the written assessments occurred during 2002-03. Staff also worked to better articulate the grade-to-grade curriculum flow of math's middle sequence.

School Improvement Goals

All students will be taught using the grade level theme and genre unites developed in alignment with the Michigan Curriculum Framework content strands, standards and benchmarks assuring continuity and consistency across grade levels. The district's implementation plan for the core academic improvement objectives in each content area are 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

We are continuing to work on aligning our curriculum with the Michigan Curriculum Framework. We will meet or exceed the state's requirements for what students should learn while encouraging academic excellence for all students. Recent changes to implement this goal are:

- * Completion of the K-6 English Language Arts curriculum and Board adoption.
- * Planned training in reading and writing strategies sessions for K-6 staff took place and will continue into the next school year.

Curriculum chairs continue to meet and look at alignment for all curriculum areas. Social Studies will undergo review during the 2003-2004 school year to align with the Michigan Curriculum Framework.

Technology & Technological Literacy

Enhancing the learning experience through technological applications is a district priority.

Teaching both staff and students to use technology well for instructional purposes is part of the process. Utilizing a combination of bond, sinking fund and budgeted general funds, the district:

- * Upgraded our student management system with web based internal attendance at the high school.
- * Upgraded our email anti-virus server software resulting in a 99% drop of computer viruses.
- * Every school in the district has a Web site.
- * Installed Cisco IPTV and are in the testing phases of being able to broadcast video to all district computers.
- * Website continues to grow in importance of use with over 4 millions hits.
- * Participated in the IDS provided Blackboard.com accounts allowing teachers control of classroom websites.

- * Installed hardware protection devices to prevent software corruption in computer labs at the high school.
- * The Web site became a definitive communication tool for parents, staff and the community.

Professional Development

Professional development is a high priority in the district, driven by student performance and designed to meet needs the staff identify. Areas of special emphasis addressed throughout

2002-03 included mathematics instruction, reading and writing instruction, conflict resolution, implementing the new science curriculum, and implementing individual school improvement plans within buildings. To assist the process, 30 hours of professional development time was built into teachers' calendars throughout the year, including two full days prior to the start of the school year. Specific programs included: **Crisis Prevention Workshop**—A verbal and physical prevention/intervention workshop designed to keep students and staff safe. Over 100 district staff members have been trained to-date.

MI CLiMB— A curriculum resource for the arts, English language arts, mathematics, science and social studies.

Career Prep—An introduction to staff focusing on the district's career prep initiative.

Guided Reading—A session to discuss the part that Guided Reading plays in a balanced literacy program.

Literacy based overviews and training was provided for K-6 staff.

Content Specific Training: Each curriculum department planned content specific training for staff.

Computer Technology: Training was offered to all staff.

Special Programs Special Education

The district has 380 students receiving special education services and represent about 10% of the school population. The district is committed to providing education for them in the least restrictive environment that meets their needs. Most of

them 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, other basic program for example summer and enrichment classes and other added needs including migrant and bilingual education. Using the Michigan Department of Education definition our average class size in the elementary buildings is 24, at the middle school 23 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 they are key contributors, as advocates for, and resources to the overall school program.

The Board seeks to encourage the participation of the parents but also recognizes the unique qualities of the schools that are reflected in their individual school improvement plans. Therefore, the Board holds each unit and/or 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.

02-03 01-02 00-01

High School	70%	70%	70%
Middle School	90%	75%	70%
Elementary Schools	99%	99%	99%

Another avenue of participation for parents and community members without children is through our volunteer program. More than 2,200 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. This year, parents and community volunteers joined students, staff, district administrators and design professionals to shape the future of East Lansing High School and MacDonald Middle School. Thousands of hours worth of work resulted in the architectural plans to remodel and expand the buildings, as well as modify the existing sites.

Teacher Qualifications

The East Lansing School district has 98% of their teachers that are highly qualified. Under No Child Left Behind (NCLB) the district will have 100% of their teachers highly qualified by 2005/06. To ensure that all of the teachers are highly qualified, the district will make annual progress towards Michigan's objective by the following plan:

- * Reviewing all district staff current certifications.
- * Each teacher will receive documentation which allows them to determine whether or not they meet the definition of "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 point of contact for the East Lansing Public School District for the dissemination of this information is:

Kelley A. Peatross
 Director of Human Resources
 East Lansing Public Schools
 841 Timberlane, Suite A
 East Lansing MI 48823

District Points of Pride

- * An international student population representing 43 countries.
- * An annual average of 12 National Merit Scholars.
- * One of a select number of national and international high schools participating in the Virtual High School.
- * Thirty-five art, dance, music, and theater programs offered at the high school, with eight offered at the middle school.
- * Recognized by the Michigan Education Association as an example of educational excellence, Spartan Village's full day Kindergarten program attracted students from throughout East Lansing as well as mid-Michigan, the program is considered a prime example of a creative magnet school.
- * The Capital Area Conference "All Sports" Award winners 26 of the conference's 28-year existence
- * Thirty-seven special interest clubs and organizations at the high school level
- * Nationally recognized English-as-a-Second-Language program
- * Internet access for all students and staff
- * One of the state's top Debate Teams, claiming the Class "A" State Title 5 of the past 13 years and holding the record for most invitational wins in a single season
- * Our yearbook, the *Ceniad*, is consistently ranked as one of the nation's best, and won *Best of Show* at the Journalism Education Association/ National School Publishers Association's National Convention for the past three years
- * The Elecrathon Car Club boasts one of only several high school-owned fully converted electric vehicles in the nation
- * Boys Soccer State Champions and CAC Champions
- * Girls Varsity Basketball Team Academic All-State 3.72 GPA
- * Boys Tennis CAC Champions
- * Football qualifier 12 of the last 13 years

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. Some 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 and that includes AYP in conformance with the specific federal requirements.

Currently, all of the schools in East Lansing are working towards North Central Accreditation. East Lansing High School has been fully accredited by the North Central Association of Colleges and Schools.

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 looks at 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.

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**-is derived from the individual school score and the school's status in terms of Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.
- ◆ **State Accreditation**-schools are labeled "A", "B", "C" or "D/Alert" will be accredited. Schools that receive an "A" will be summary accredited. Schools that receive a "B", "C", or "D/Alert" will be in interim status.

There are many schools that will not receive a letter grade under *Education Yes!* because there is not sufficient data for the calculations. Schools might not have been assigned an *Education Yes!* grade because we do not have comparable MEAP data for enough years in the database. **The composite grade is only assigned when we were able to put together enough years of**

comparable MEAP data with 30 or more students each year. Please note that the grade for achievement change requires that 5 years of scores are available in reading/English language arts and mathematics (and science and social studies at the middle and high school).

Here are the report cards for the 2002-2003 school year.

Donley	Score	Grade
Student Achievement		N/A
Achievement Change		N/A
Indicators of school Performance	100	A
Preliminary Grade		N/A
AYP Status	Met AYP	
Composite Grade	N/A-Tested under 30	

N/A– Grade only assigned when 30 or more students tested

Glencairn	Score	Grade
Student Achievement	92	A
Achievement Change	50	F
Indicators of School Performance	97	A
Preliminary Grade	79.8	B
AYP Status	Met AYP	
Composite Grade	B	

Marble	Score	Grade
Student Achievement	83.4	B
Achievement Change	70.5	C
Indicators of School Performance	100	A
Preliminary Grade	84.6	B
AYP Status	Met AYP	
Composite Grade	B	

Pinecrest	Score	Grade
Student Achievement	90.3	A
Achievement Change	69.5	C
Indicators of school Performance	100	A
Preliminary Grade	86.6	B
AYP Status	Met AYP	
Composite Grade	B	

Red Cedar	Score	Grade
Student Achievement		N/A
Achievement Change		N/A
Indicators of School Performance	100	A
Preliminary Grade		N/A
AYP Status	Met AYP	
Composite Grade	N/A-Tested under 30	

N/A- Grade only assigned when 30 or more students tested

Whitehills	Score	Grade
Student Achievement	92.1	A
Achievement Change		N/A
Indicators of School Performance	100	A
Preliminary Grade		N/A
AYP Status	Met AYP	
Composite Grade	N/A-Tested under 30	

N/A- Grade only assigned when 30 or more students tested

MacDonald	Score	Grade
Student Achievement	94.8	A
Achievement Change	82	B
Indicators of School Performance	99	A
Preliminary Grade	92	A
AYP Status	Met AYP	
Composite Grade	A	

High School	Score	Grade
Student Achievement	92.2	A
Achievement Change	50	F
Indicators of school Performance	92.2	A
Preliminary Grade	78.2	C
AYP Status	Met AYP	
Composite Grade	C	

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 immediately preceding school year. The breakdown for the last two years is as follows:

2001-02 = 99.64%

2002-03 = 99.4%

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 two years is as follows:

2002=.36%

2003=.59%

Retention/Dropout Rates 2002-03

Class of:	2005	2004	2003	2002	Total
Actual Enrollment Fall 2001	306	332	296	273	1207
Graduates Class of 2002				273	
Unaccounted Students	6	0	0	1	7
2002 Retention Rate %	98.1%	100%	100%	99.64%	99.4%
2002 Dropout Rate %	1.9%	0	0	.36%	.59%

**ATTENDANCE RATES
2002-2003**

The following table indicates the level of attendance for each student demographic and whether that met the state's objectives.

This information was provided to the school district by the Michigan Department of Education.

School	All Students	Black or African American	American Indian	Asian or Native Hawaiian	Hispanic or Latino	White	Multi-racial
Donley	91.7%	90.4%	90.8%	88.8%	89.0%	93.4%	91.4%
Glencairn	93.1%	89.6%	_	91.5%	94.7%	93.7%	_
Marble	90.4%	86.2%	85.9%	94.4%	88.9%	92.4%	_
Pinecrest	92.4%	91.6%	_	95.0%	90.8%	92.8%	_
Red Cedar	91.5%	91.3%	_	94.7%	87.9%	87.7%	_
Spartan Village	No Data						
Whitehills	91.8%	90.4%	91.4%	94.4%	92.0%	92.2%	_
MacDonald	91.6%	89.7%	92.5%	96.7%	90.8%	92.0%	_
High School	No data available at the time of printing						
State Target	85.0%						

A dash (-) indicates that there are too few students in this category for this rating to be applicable.

For 2002-03 all of the buildings met the state attendance objectives.

Math Grades 4 and 8

	2002				2003					
	Level 1 %	Level 2%	Level 3%	Level 4%	Overall	Level 1 %	Level 2%	Level 3%	Level 4%	Overall
State	25%	40%	25%	10%	65%	23%	42%	26%	9%	65%
District	42%	39%	16%	2%	81%	36%	44%	20%	1%	80%
Donley	44%	46%	7%	2%	90%	39%	36%	25%	0%	75%
Glencairn	56%	28%	16%	0%	84%	44%	33%	23%	0%	77%
Marble	50%	38%	7%	5%	88%	40%	40%	18%	2%	80%
Pinecrest	33%	44%	22%	2%	77%	34%	53%	13%	0%	87%
Red Cedar	36%	18%	41%	4%	54%	20%	55%	23%	2%	75%
Spartan	58%	17%	25%	0%	75%	NA	NA	NA	NA	NA
Whitehills	32%	54%	11%	3%	86%	39%	42%	18%	0%	82%
State Target Elementary	47% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)									
State-Middle School	29%	24%	23%	24%	53%	31%	21%	23%	25%	52%
MacDonald	57%	21%	13%	10%	78%	53%	21%	17%	9%	74%
State Target Middle School	31%									

Social Studies Grades 5 and 8

	2002					2003				
	Level 1 %	Level 2%	Level 3%	Level 4%	Overall	Level 1 %	Level 2%	Level 3%	Level 4%	Overall
State Elementary	3%	20%	29%	48%	23%	5%	23%	28%	43%	28%
District	6%	40%	29%	25%	46%	10%	35%	31%	24%	45%
Donley	5%	28%	26%	42%	33%	6%	21%	47%	26%	28%
Glencairn	NA	NA	NA	NA	NA	3%	34%	24%	38%	38%
Marble	12%	53%	22%	13%	65%	25%	50%	14%	11%	75%
Pinecrest	4%	34%	32%	30%	38%	4%	39%	30%	28%	43%
Red Cedar	0%	36%	44%	20%	36%	4%	27%	38%	31%	31%
Spartan	Not Available									
Whitehills	6%	43%	31%	29%	49%	15%	37%	33%	15%	52%
State Middle School	8%	24%	26%	42%	32%	8%	25%	24%	44%	32%
MacDonald	26%	39%	21%	14%	65%	21%	35%	21%	24%	56%

Science Grades 5 and 8

	2002					2003				
	Level 1 %	Level 2%	Level 3%	Level 4%	Overall	Level 1 %	Level 2%	Level 3%	Level 4%	Overall
State Elementary	28%	45%	22%	4%	73%	36%	41%	20%	3%	77%
District	44%	43%	12%	1%	87%	53%	38%	8%	0%	92%
Donley	28%	51%	21%	0%	79%	52%	35%	10%	2%	88%
Glencairn	NA	NA	NA	NA	NA	52%	41%	7%	0%	93%
Marble	53%	37%	10%	0%	90%	66%	27%	7%	0%	93%
Pinecrest	50%	40%	8%	2%	90%	47%	47%	6%	0%	94%
Red Cedar	35%	42%	19%	4%	77%	54%	38%	8%	0%	92%
Spartan	Not Available									
Whitehills	43%	49%	9%	0%	92%	48%	41%	11%	0%	89%
MacDonald	25%	58%	13%	3%	83%	32%	51%	12%	5%	83%
State Middle School	15%	52%	21%	13%	67%	17%	48%	23%	12%	65%

Reading Grades 4 and 7

	2003				
	Level 1 %	Level 2%	Level 3%	Level 4%	Overall
State Elementary	17%	58%	18%	7%	75%
District	22%	63%	9%	6%	85%
Donley	25%	57%	7%	11%	82%
Glencairn	18%	68%	11%	3%	87%
Marble	26%	60%	12%	2%	86%
Pinecrest	28%	65%	4%	2%	93%
Red Cedar	12%	62%	10%	17%	74%
Spartan	Not Available				
Whitehills	18%	67%	12%	3%	85%
State Middle School	19%	42%	18%	21%	61%
MacDonald	45%	38%	10%	7%	83%

Writing Grades 4 and 7

	2003				
	Level 1 %	Level 2%	Level 3%	Level 4%	Overall
State Elementary	3%	44%	45%	8%	47%
District	7%	43%	39%	12%	49%
Donley	11%	71%	18%	0%	82%
Glencairn	16%	50%	32%	3%	66%
Marble	2%	16%	58%	24%	18%
Pinecrest	9%	47%	43%	2%	55%
Red Cedar	0%	23%	53%	25%	23%
Spartan	NA	NA	NA	NA	NA
Whitehills	6%	69%	13%	13%	75%
State Middle School	5%	51%	41%	3%	56%
MacDonald	13%	65%	21%	1%	78%

English Language Arts Grades 4 and 7

	2003				
	Level 1 %	Level 2%	Level 3%	Level 4%	Overall
State	4%	55%	33%	7%	59%
District	8%	61%	25%	6%	69%
Donley	21%	61%	14%	4%	82%
Glencairn	11%	66%	24%	0%	76%
Marble	2%	58%	32%	8%	60%
Pinecrest	15%	67%	15%	2%	83%
Red Cedar	0%	43%	45%	13%	43%
Spartan	NA	NA	NA	NA	NA
Whitehills	3%	72%	16%	9%	75%
State Target Elementary	38%				
State	10%	48%	28%	14%	58%
MacDonald	28%	54%	13%	6%	82%
State Target Middle School	31%				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the spring 2002 and 2003 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 Michigan Office of Educational Assessment. This school 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 Office of Educational Assessment. Given the problems that we have observed with the process of establishing the validity of the data, and the short time allowed by regulations between the release of the data and the publication of this annual report, this school and district is cautious in endorsing the complete accuracy of the data.

The MEAP data can be found on the Michigan Department of Education's website at:

mcgi.state.mi.us/mischoolinfo.com

High School Science Grade 11

	2002					2003				
	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall
Grade 11	20%	56%	13%	11%	76%	19%	60%	7%	14%	79%
State %	59% Level 1 + Level 2		No Data		59%	7%	50%	16%	27%	57%

High School Social Studies Grade 11

	2002					2003				
	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall
Grade 11	2%	49%	30%	19%	51%	6%	56%	22%	15%	62%
State %	24% Level 1 + Level 2		No Data		51%	2%	32%	28%	38%	34%

High School Reading Grade 11

	2002					2003				
	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall
Grade 11	39%	46%	10%	5%	85%	34%	52%	9%	6%	85%
State %	71% Level 1 + Level 2		No Data		85%	16%	55%	18%	0	71%

High School Writing Grade 11

	2002					2003				
	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall
Grade 11	13%	72%	10%	5%	85%	12%	56%	25%	7%	68%
State %	68% Level 1 + Level 2		No Data		85%	5%	44%	42%	8%	49%

High School ELA Grade 11

2003						
	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Overall	
Grade 11	25%		53%	16%	5%	79%
State %	11% Level 1 + Level 2		52%	28%	8%	63%

The following table shows a comparison between actual achievement data of each subgroup (30 or greater) and the state's annual measurable objectives. Proficient is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP.

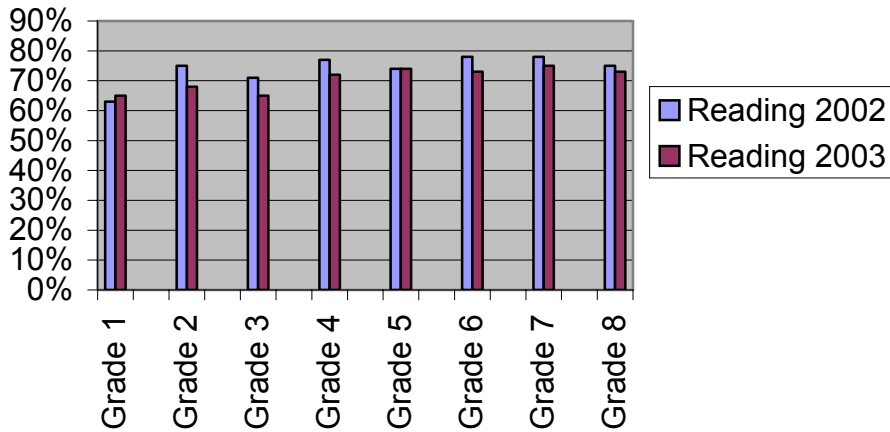
Math Grade 4									
	All Students	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	75%					94%			
Glencairn	77%					81%			
Marble	80%					86%			
Pinecrest	87%					94%			
Red Cedar	86%						75%		
Spartan	No Data								
Whitehills	84%					90%			
District	81%		100%	51%	73%	88%	63%	70%	
State	65%								
State Target	47%								

English Language Arts Grade 4									
	All Students	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	82%					100%			
Glencairn	76%					75%			
Marble	60%					75%			
Pinecrest	83%					87%			
Red Cedar	72%						55%		
Spartan	No Data								
Whitehills	80%					80%			
District	75%		81%	53%	60%	81%	48%	30%	
State	60%								
State Target	38%								

MacDonald English Language Arts Grade 7									
	All Students	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	83%		84%	77%	67%	87%	66%	42%	
State	58%								
State Target	31%								

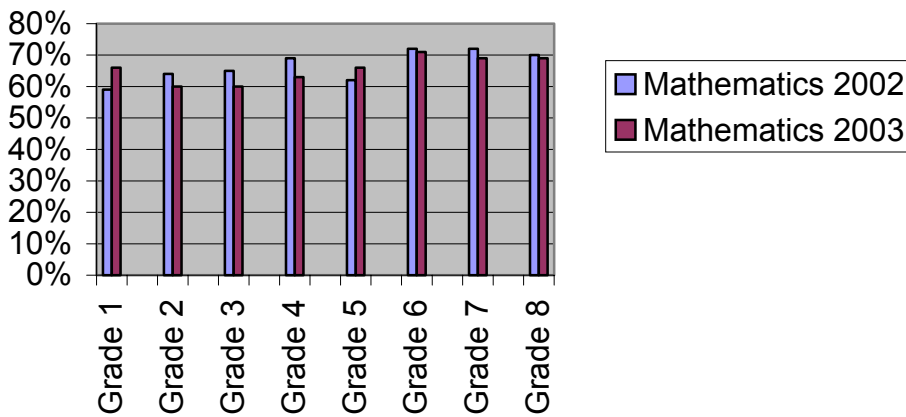
MacDonald Middle School Math Grade 8									
	All Students	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	75%		67%	58%	62%	79%	49%	22%	
State	52%								
State Target	31%								

IOWA READING TEST RESULTS

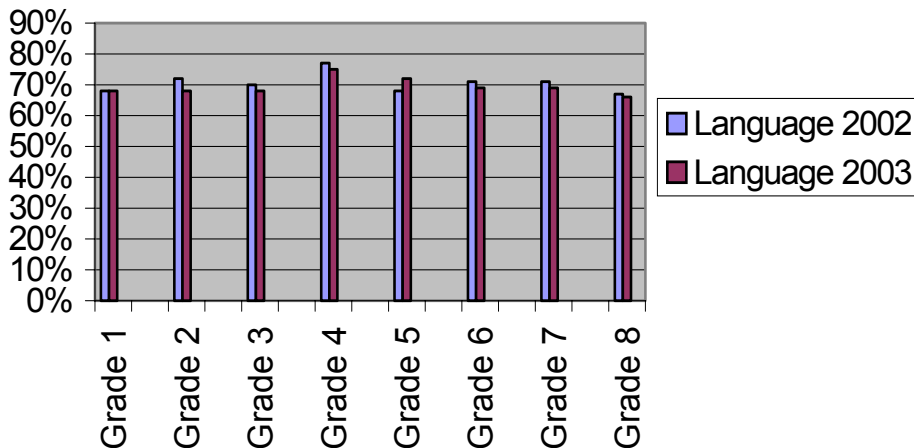


In compliance with recent changes in the State Code for Michigan, the East Lansing Public Schools has enacted the Iowa Test of Basic Skills for first through eighth grade students. This is a standardized achievement test widely used throughout the nation. School district, building and individual student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

IOWA MATHEMATICS TEST RESULTS



IOWA LANGUAGE TEST RESULTS



Home of the Donley Dolphins! School Improvement Goals

Donley Elementary is a family-oriented, student-centered, K-6 learning environment. With a student population of 300 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!

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, promoting respect of self and others, in a safe and orderly environment. We encourage all students to be life-long learners.

School Improvement Plan

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

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. The staff identified the area of literacy as our student's most consistent areas of weakness. Our goals were identified as follows:

- * Increase 4th grade reading and writing MEAP scores.
- * Increase reading comprehension at all grade levels.
- * Research, implement and utilize best practice strategies for teaching writing at all grade levels.

Evaluation Process: The School Improvement Team used the results of the Iowa, MEAP, MLPP and classroom benchmarks to evaluate the goals. It was determined Donley students have significantly increased their scores in the areas of writing and reading.

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 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 One 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 2002-03 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 a classroom presentation based on personal experience or expertise
- * Helping students in the Computer Lab
- * Math-a-thon to raise dollars for St. Jude's children's hospital.

Teacher Qualifications

At Donley we have 63% of our teachers who hold advanced degrees. For 2002-03 school year, 100% of our Donley teachers were highly qualified. We do not have any teachers who are teaching with emergency permits.

Accreditation Status

Donley's accreditation status for 2002-2003, has not yet been determined. We are presently working towards North Central Accreditation. For 2002-03 Donley did meet AYP (Adequate Yearly Progress).

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 (\$2,000 to date)
- * Parent volunteers worked with Student Council to organize a Thanksgiving Food Drive and a Winter Coat Drive.
- * Peer tutoring throughout the grade levels.
- * Parent volunteers and teachers make "March is Reading Month" an extremely fun and challenging time of year for our students.
- * Adopt a Grandparent Program has begun.
- * Donley Elementary was the first school in East Lansing to adopt the D.A.R.E. Program in cooperation with the Meridian Township Police Department.

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

The focus of our work for this school year was realizing a new set of guiding beliefs, vision and mission for our school. Both staff and our school community worked hard to make new connections with each other in the spirit of renewal and with an attitude toward continuous school improvement. We completed the important work of establishing our guiding beliefs, vision, and mission, offering all stakeholders an important role in reinventing our school. We celebrated these accomplishments as Glencairn celebrated its fiftieth year as a school.

In the fall of 2003, Glencairn will become a 5/6 elementary school with a projected enrollment of 218 students. The school will attract students from a wide variety of backgrounds both from within the district and surrounding schools and from schools around the world as well. It will truly be a microcosm of students who bring their personal experiences to a new learning opportunity.

As the New Year begins, a combination of concepts will constitute the foundation for positive results at our school. This will include a clear and focused mission, instructional leadership, meaningful teamwork, opportunities to learn, task commitment, and a climate of high expectations for success. We will also focus on continuous improvement goals, regular monitoring, collection and analysis of student performance data, a safe and orderly climate, and a positive home/school relationship. It will be clear that Glencairn is meeting its goals, when we see evidence of relationships based on trust and respect, when students demonstrate competent quality work, when all students and staff take responsibility for their actions, and when Glencairn feels like a joyful place to work and learn.

As we celebrate a new spirit of educational excellence and end an era of outstanding achievement, 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 stalwart clan and we're from East Lansing's finest elementary school" (words and music by the Sponberg Family).

Cliff Seybert, Principal

Mission Statement

Working together to provide extraordinary learning opportunities.

School Improvement Plan

During the 2002-2003 school year, the building school improvement team, which is comprised of the Glencairn staff and school community, continued to focus on the goals that were established at the beginning of the school year. The building goals were reevaluated in conjunction with the district school improvement plan and the state guidelines. It was determined that some of our goals needed to be revised to reflect changes in our school community and in our building.

School Improvement Goals

As we worked toward our building school improvement goals, we relied on several resources and invited input from all stakeholders: students, parents, curricular chairs, and staff members who served on district committees. Board of Education members and community members served as liaisons to the Board, resources and sources of input in our building improvement plan. Decisions were made as a result of a collaborative decision making process based on a consensus building model involving all groups. Glencairn's goals for 2002-2003 in each content area are as follows:

Technology: Students, with guidance and support from teachers, will utilize the technology available in the building as a tool for learning.

Mathematics: Students will demonstrate grade/age level proficiency in math skills, with a particular focus on math computation and the problem solving approach to mathematics.

Instruction: To develop staff capacity to differentiate curriculum for all students.

School Climate: To firmly establish our guiding beliefs, vision and mission for our school.

School Improvement Strategies

During the 2002-2003 school year, every classroom used the computer lab regularly. To provide more options for our lower elementary classrooms in the lab, we purchased math and reading software for student use. Classrooms regularly contacted the district's web master to have classroom activities posted on the district and building web site. Staff worked with consultants to improve our school's web page and as a result teachers were able to facilitate better communication with families via the Blackboard program and web page information.

In mathematics, teaching staff continued to address the issue of balance between computational skills and a problem-solving instructional approach. Teachers provided regular communication to parents about how they were addressing computation in the midst of a problem-solving approach. The building staff continued to follow new recommendations made by the district's math curriculum chairs. These recommendations assisted teachers in making math instruction more effective, increasing the consistency of the student's instructional backgrounds in mathematics. Mary Boes a consultant for the Investigations program in-serviced parents and teachers. These workshops provided staff and parents with added knowledge about the program and its use.

The goal of providing differentiated instruction to our students focused primarily on professional development for staff and parents. Through district and gifted and talented grant funds, teachers attended several professional development opportunities with nationally recognized experts in the differentiated instructional model. Staff also conducted a book study and learning support group in conjunction with this pilot project. Parents had an opportunity to learn more about the model as an extension of Ingham ISD's and East Lansing Public School's sponsorship of Gayle Gregory a nationally recognized expert on the differentiated model of instruction. Teachers developed instructional plans and tools via a make it take it workshop held at Glencairn for district staff interested in promoting the model.

Staff development occurred in all four-goal areas. Throughout the school year and during the summer, staff attended training sessions, conferences or workshops related to technology, mathematics, and differentiation of instruction and school improvement.

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 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 of Glencairn's district adopted curriculums are aligned to the Michigan Curriculum Framework.

Parent Participation

Parents are a key component of the educational program at Glencairn. They are members of district/building 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, organize parent council sponsored events, perform fund raisers, assist with enrichment programs and classroom projects/field trips, and in general support our students in their educational endeavors. They have also played a significant leading role in the development and renewal of the building's guiding beliefs, mission and vision as a school community stakeholder.

Likewise, parent attendance at three parent workshops related to school improvement goals were well attended.

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 2002-2003 school year as practicing teachers. Other community members often act as guest lecturers and instructors. Professor Michael Mackay from the department of chemistry, held a student workshop on technology for students. Professor Louis Ramano provided students with a reading experience from his own authorship of *Gertrude The Duck*. Professor Gary Stollack shared readings with second grade students over the course of the school year as part of a literacy experience for children.

Teacher Qualifications

At Glencairn we have 82% of our teachers who hold advanced degrees. For 2002-03 school year, 100% of our Glencairn teachers were highly qualified. We do have 6% who are teaching with emergency permits.

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 interim status. Glencairn is presently working towards North Central Accreditation. For 2002-2003 Glencairn did meet Adequate Yearly Progress (AYP).

Points of Pride

- * The seventh edition of "The Glencairn Literary Magazine" was published in May. Students and parents planned, wrote, published and marketed this compilation of student writings.
- * Students participated in Math Pentathlon as part of our lunchtime options program.
- * Fifth graders participated in and completed their certification as DARE graduates.
- * Glencairn parents and staff participated in parent/staff workshops on three separate occasions. Math Investigations, Respect and Responsibility Character Education, and the Differentiated Model of Instruction provided parent and staff with new knowledge related to our school improvement plan.
- * Students in our 4/5 grade team, which was taught by Ms. Carson, Mrs. VanRemmen and Mrs. Scott, participated in a project which focused on differentiating the 4/5 grade curriculum in order to meet students' needs. Students were pre-tested and post-tested on 4/5 grade objectives and then had their instruction tailored to their needs. During this school year, these three teachers continued to research and experiment with the implementation of the differentiation model. Several staff members completed a book study and attended professional development workshops focused on the creation of a differentiated instructional program.

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

This school year provided a variety of rich learning opportunities for the students, staff and parents in the Marble School community. We completed our last year of implementation of the Capital Area Science and Math (CASM) pilot site grant program, and staff participated in professional development activities to enhance their understanding and skills in integrating curriculum. Teachers were involved in the analysis of MEAP data and in discussions on coordination of curriculum to improve quality of instruction. Grade-level meetings were held to coordinate curriculum efforts across and between grades, while students participated in activities to increase their interest and achievement in math and science.

We have continued to focus our educational efforts on the "whole" child as we educate the children of Marble School. By providing challenging and motivating academic activities in a safe and caring school environment, we feel that we are nurturing growth in all areas. It is our belief that each child's self esteem and achievement in social, emotional, and academic areas is enhanced if strong relationships exist between the teachers, students, and their parents. The Marble Code-*Be Safe, Be Courteous, Be Learning* has continued to be our guide when working with children throughout their school day. The strong, supportive academic climate between students and staff, as well as the consistency between classrooms, has benefited students in their abilities to learn and apply conflict-resolution strategies to solve problems with others. These valuable skills serve students well in their learning community and into their adult lives.

Our learning community would not be complete without our families and community members who have provided support to students and staff

in numerous ways. The Marble staff appreciates the interest and responsibility taken by the many individuals who have enhanced our educational program.

Toward the end of the year the staff and community participated in a number of transitional activities in preparation for Marble's K-4 configuration for the 2003-04 school year.

Joanne Preston, Principal

Mission Statement

It is the mission of Marble School to have each child succeed in learning. Learning will take place in a safe and positive environment. Respect for self and others and the ability to adapt to change will be fostered. The belief that success can be achieved if each child's curiosity, self-esteem, and love of learning are nurtured is shared by all staff members. The success of each child in achieving academic and creative excellence is the responsibility of staff, parents, children and the community.

School Improvement Plan

Marble's commitment to education is reflected in its school improvement process. The 2002-2003 school improvement team was comprised of the principal, four teachers and one parent. Under the guidance of the leadership team, the staff reflected on student progress from the previous year through in depth item analysis of our MEAP scores. We reviewed our progress toward meeting the goals that were outlined for Math and Science in our three year plan supported by CASM (Capital Area Science and Mathematics). Our overall goal defined in the plan was to increase student interest and achievement in math and science. The school improvement team will begin a new cycle next year reviewing data and developing a 3-5 year plan.

School Improvement Goals

Our goals for the 2002-2003 school year included a continued focus on Math and Science as defined by the prescribed plan developed through the CASM pilot site project. We also began to focus on 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 State Standards and Benchmarks particularly in the areas of Math and Science in relationship to our curriculum alignment. We spent time discussing the coverage of content across all grade levels. Our goals were identified as follows:

- * **Language Arts:** Improve writing across the curriculum.
- * **Math:** Increase student interest and achievement in math.
- * **Science:** Increase student interest and achievement in the areas of Physical, Earth and Life Science.

Marble students have increased their interest in the areas of Math and Science as determined by a beginning and end of the year survey. Student scores have continued to demonstrate student achievement in these two areas.

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 districts long-range school improvement planning process, East Lansing has adopted exit outcomes, which are consistent with those, identified by the

state. All of Marble's district adopted curriculums are aligned to the Michigan Curriculum Framework.

Parent Participation

During the 2002-2003 school year, Marble committed to educational excellence was supported by an active and interested school community. We experienced a 98% average attendance rate for our Fall and Spring parent teacher conferences. The Marble Parent Council supported Marble programs by financing enrichment opportunities through field trips and assemblies. All families received a volunteer brochure outlining the ways in which they can participate in classroom and all school activities. The school day is filled with parent/community volunteers in the classrooms supporting student learning and teacher instruction. We provided a parent education night for our families in grades K-3 providing at home tips for working with their children on language development and early literacy. Classroom newsletters, the school newsletter, e-mail and the school web-site are used to communicate information about curriculum and school events with our community. Parents were represented on the school improvement team and provided information communicated to consider when making decisions for our students at Marble. Parents, community members and professors from Michigan State University have often shared their knowledge with students as presenters in the classrooms throughout the year.

Teacher Qualifications

At Marble we have 77% of our teachers who hold advanced degrees, with 5% having a PhD. or EdS. degree. For 2002-03 school year, 100% of our Marble teachers were highly qualified. We do not have any teachers who are teaching with emergency permits.

Accreditation Status

Under the new accreditation guidelines, which have been issued by the Michigan Department of Education, Marble Elementary School would be a school accredited with interim status. We are presently working towards North Central Accreditation. For 2002-03 Marble did meet Adequate Yearly Progress (AYP).

Points of Pride

- * Marble and MacDonald Middle School students formed Reading/Writing Buddy partnerships, enhancing writing skills and the promotion of relationships within our educational community.
- * Marble's third Math/Science Day provided building-wide student participation in activities, experiments and games.
- * The Marble Parent Council extended learning beyond the classroom by financially supporting field trips for all grade levels, including a trip to Mackinac Island for our fourth graders and trips to local attractions for the remaining classes.
- * Promoting reading month, our teachers and students were involved in creating "bookcover" doors, reading daily at home and in school and participating in an all school literacy assembly.
- * The Marble Garden thrives through student, staff, parent, and community member collaborative efforts, serving as a living classroom for the study of plant and animal life.
- * 30 fifth and sixth graders participated in the student leadership group collecting over 300 food items for three organizations, providing child-care for younger children during one "Parent Night Out" fund-raisers, purchasing playground toys with the funds, and planning and running the last day of school field day.

- * All students participated in a garden day to plant vegetables and annuals in our school garden.

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 almost 350 students in grades kindergarten through six. 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. Our parents' support is welcomed and valued, as it enhances 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 learn and play together peacefully. Pinecrest will become a kindergarten through fourth grade school during the 2003-2004 school year. Our staff and community embrace this change and look forward to a new beginning for our school.

Tom Rodriguez, Principal

Mission Statement

The staff at Pinecrest Elementary School believes that every child can learn. Our primary goal is to educate all students in a manner that will ensure progress toward mastery of basic academic, affective, physical, and fine arts skills.

We are committed to creating and maintaining a nurturing environment of acceptance, encouragement, and respect for each individual. We will foster and promote creativity and positive self-concepts in all students.

We will develop in our students problem-solving and decision-making skills necessary for the world they will encounter as adults. Further, we will strive to bring about in our students an awareness of their global citizenship and responsibilities inherent in a worldwide interdependence.

School Improvement Plan

The school improvement process will be based on the data driven school improvement plan. Three interconnected groups direct the process:

- * The *School Instructional Team*, is made up of building curricular chairs for science, mathematics, language arts, social studies, and special education. This team, along with the Title I reading teacher and the principal, interpret test data, examine curricular trends, and recommend school improvement goals to the School Enhancement Team.
- * The *School Enhancement Team* is made up of teachers from each grade level, a special area teacher, a special education teacher, the Title I reading teacher, and a para-professional staff person. After reviewing the recommendations from the Instructional Team, they present them to the staff for review, reaction, and action. A majority of staff must approve any recommendations prior to implementation.
- * *Parental Input*. Parents are invited to provide input into the school enhancement process by responding to surveys, serving on goal-writing teams, and participating on School Enhancement Subcommittees.

The School Enhancement process has a three-to-five-year window. The Pinecrest goals and objectives will be reviewed and rewritten during the 2003-04 school year. The tentative focus areas for School Enhancement projects and goals will be literacy, science, mathematics, and technology.

School Improvement Goals

TECHNOLOGY: Students will improve their understanding of computer technology, demonstrate knowledge and skills, and use a variety of computer technologies to assess, analyze, interpret, synthesize, apply and communicate information.

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

COMPREHENSION: Students will improve listening skills including, but not limited to; gathering and interpreting data, comparing and contrasting, and writing persuasive pieces.

SCIENCE: Students will improve their knowledge and skills, and their understanding of the Scientific Method to the point where students can pass the Science MEAP.

EVALUATION PROCESS: The School Improvement Team used the results of the Iowa, MEAP, MLPP and classroom observations to determine the goals for the school. The results of last years MEAP tests would indicate that Pinecrest is moving towards improvement in all areas except writing. Writing will be our focus for the 2003-04 building improvement objective.

Core Curriculum

The goal of our educational program 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 Title 1, 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 state. Pinecrest is working hard to deliver the Michigan Curriculum Frameworks and all of Pinecrest's curricula are aligned to the Michigan Curriculum Frameworks. Teachers have access to the frameworks and they are reflected in the curriculum.

Parent Participation

Parents at Pinecrest are very involved and interested in their children's progress. Our attendance at parent/teacher conferences ranges consistently between 95-98%. In addition, parents and teachers meet for a "Parent Night" to discuss the curriculum, teacher expectations, and to address questions. The Pinecrest Parent Council actively and enthusiastically support the instructional team 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 an integral part of the school operation. Our volunteers, including retired staff members, parents, and community members, act as tutors, mentors, science fair judges, and assist staff with special projects. Pinecrest encourages parents to be involved in all aspects of the school day. We welcome parent volunteers at lunch, during recess, and during class time. Pinecrest is in the process of rebuilding its Parent Council.

Teacher Qualifications

At Pinecrest we have 68% of our teachers who hold advanced degrees. For 2002-03 school year, 100% of our Pinecrest teachers were highly qualified. We do not have any teachers who are teaching with emergency permits.

Accreditation Status

Under the new accreditation guidelines, which have been issued by the Michigan Department of Education, Pinecrest Elementary School would be a school accredited with interim status. We are currently working towards North Central Accreditation. Pinecrest's Adequate Yearly Progress (AYP) is currently under review.

Points of Prides

- * The Pinecrest H.E.A.R.T. Program is in its eleventh year!
- * Pinecrest School is a *Bully and Teasing Free Zone*.
- * 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 parents and community members donated more than 600 volunteer hours during the 2002-2003 school year.
- * Pinecrest Students read more than three thousand hours during Reading Month.
- * 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.
- * East Lansing Schools and the East Lansing Police Department collaborate to provide Drug Resistance Education (D.A.R.E.) for our students.
- * Pinecrest's Student council, library helpers, camera crew, safety squad, sixth grade "Walk-a-Thon" and other student service groups and activities help students build a positive school-community relationship.
- * Michigan State University places Elementary Interns at Pinecrest each year.
- * Pinecrest School hosts Ellen's Race each year for more than 1,200 participants and guests. The Ellen Osborne Fund provides students with educational resources and activities. Pinecrest Students walked more than 1,300 miles during the "Pinecrest Feeling Good Walking Club."
- * The Pinecrest School FRIENDSHOP Enrichment Program served more than 120 students in after school enrichment classes.

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

LEARNING AND GROWING IN A DIVERSE COMMUNITY

Red Cedar Elementary School, the oldest operating school in the district, serves over 248 students in grades 1–6 from 47 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, and 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 all volunteers for their commitment to Red Cedar Elementary.

Mindy Emerson, Principal

Mission Statement

The Red Cedar School community strives for excellence by making responsible choices, caring for others, being actively involved in learning, and celebrating our differences.

School Improvement Plan

The school improvement sub committees disaggregated building scores on the Winter, 2002 4th and 5th grade MEAP tests and Math and Reading sub scores on the Spring, 2002 Iowa tests and reported the results to the staff. Committee of the whole then reviewed this information as well as 2001 data to assess and select curriculum areas chosen.

School Improvement Goals

Cognitive Goals

Goal: Students will demonstrate their overall understanding of the sciences with specific emphasis on the instruction of physical science

outcomes as they align with Michigan Curriculum Frameworks, K-6.

- * We fully utilize the district's science curriculum. 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.
- * Teachers attended district grade-level meetings to guide their instruction of science through an inquiry-based constructivist model. Teachers participated in Capital Area Regional Science Improvement Initiative (CARSII) and Capital Area Science and Math (CASM) professional development opportunities.
- * All Red Cedar students, 1-6, participated in a variety of science activities at M.S.U., including water studies, studies of sound, biology, astronomy, horticulture and earth science.

Goal: Students will increase their literacy and critical thinking skills and improve writing skills across the curriculum.

- * There is 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 developed a home-school book sharing component which allowed the circulation of over 3000 books in grades 1-3 this academic year. This was funded, in part, from grants from the East Lansing Educational Foundation.
- * Individualized English-as-a-Second-Language (ESL) instruction and classroom support is provided based upon beginning-of-the-year evaluations and in an ongoing fashion for all ESL students throughout the school year.

- * Direct instruction in 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.
- * Implementation of our new district English language arts at grades 1-6 has occurred, with several staff members working as part of the implementation team at Red Cedar.
- * Our staff remains involved in the revising and piloting portions of the spelling curriculum which will begin district implementation in the fall, 2003.

Goal: Staff and students will utilize technology resources to enhance instruction and learning, including accessing Internet resources, presenting lessons and learning through technology, and completing grade level outcomes.

- * Staff integrates district technology curriculum into weekly lessons, and students increased their use of technology at all grade levels. Students grades 1-6 use the computer lab as an instructional classroom and resource center, and utilized digital cameras and scanners for classroom newsletters and POWERPOINT presentation.
- * Staff attended a technology conference, 18 hours of in-district training, and accessed Internet information for lesson plans.
- * Students and staff correspond with former classmates and other schools nationwide through e-mail.
- * Second grade students produced a digital video to help all students understand safe usage of playground equipment. Other grades produced

weekly newspapers, and web pages utilizing technology. Climate Goal: *For the common good of our school community, students will increase their ability to make responsible choices, encourage and respect each other, and appreciate individual differences.*

Core Curriculum

The administrator and teacher representative worked with the district curriculum chairs and an outside consultant on the writing of the new language arts curriculum and as part of the spelling committee. We continue to use the balanced literacy approach to instruct language arts in all grades. District-wide, social studies chairs continue to evaluate instructional strategies and discuss alignment with state standards. Our math curriculum chair participated in the district evaluation of the current elementary program and the plan for providing professional development to staff. Full implementation of the new science curriculum continued this year, with staff involved in assessing teaching units at various grade levels. All of Red Cedar's district adopted curriculums are aligned to the Michigan Curriculum Framework.

Parent Participation

During 2002-03, 100 % of Red Cedar families were represented at fall conferences and 99.5% at spring conferences. At the request of parents or staff, student progress meetings are held throughout the year. Parent and community volunteers are an important and appreciated part of our community. Volunteers provide invaluable support assisting with field trips, coordinating classroom events, sixth-grade recognition, and our many special events, presentations, and projects. Parents also read with

students and help with dissections in the Michigan Model Health curriculum. The Red Cedar School Association sponsors our international dinner/dance and raffle, 2 book fairs, an ice skating party, and numerous other events. They continue to finance the purchase of our international flags, reading room collections, books for our library, outdoor gardens and sound field enhancement classroom systems.

Teacher Qualifications

At Red Cedar we have 55% of our teachers who hold advanced degrees. For 2002-03 school year, 98% of our Red Cedar teachers were highly qualified. We do not have any teachers who are teaching with emergency permits.

Accreditation Status

Red Cedar's accreditation status for 2002-2003, has not yet been determined. We are presently working towards North Central Accreditation. Red Cedar's Adequate Yearly Progress (AYP) is currently under review.

Points of Pride

- * Recognized as one of the most culturally diverse schools in the state, Red Cedar boasts an international student population representing 47 countries and 54 languages and dialects.
- * Red Cedar maintains itself as a safe, secure environment, providing a bully-free and teasing-free school.
- * Students at Red Cedar read over 985 books during March is Reading Month activities.

- * Our Festival of Cultures, an annual spring event, celebrates our diversity through costume, music and dance, performed by our entire student body.
- * Students participated in a regional writing competition, submitting creative writing from the district English language arts curriculum "Legends" unit. Five Red Cedar students received recognition at Wharton Center, with one entry chosen to be performed by a national theatre touring group at Wharton Center.
- * Community service projects included a local food drive, a regional coat drive, and an international project to provide school supplies and crayons for students in South Africa.
- * Red Cedar students participate in the district-wide Drug Abuse Resistance Education program.
- * Our partnership with Pruess Animal House allowed us to enhance our indoor environment by adding a 55-gallon fish tank aquatic environment to our solarium area.
- * In addition to the professional development hours provided by the school district, Red Cedar staff members logged over 600 hours of professional development in activities in all core subject areas, technology, and research on teaching during the course of the 2002-03 academic year.

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

A CHILD-CENTERED LEARNING COMMUNITY WITH AN INTERNATIONAL FLAVOR

Spartan Village Elementary School has two primary focuses. With 146 full-day kindergartners, we are very much focused on the young child. Our kindergarten teachers are trained in early childhood development and use only developmentally appropriate practices to give students an outstanding start to their public school careers.

Spartan Village is also the home of a very diverse student population with 38 countries and 19 American states represented. Many of our students arrive not speaking English—60 this year. Utilizing a nationally recognized English-as-a-Second-Language (ESL) program, our entire staff does an excellent job helping these children succeed and adapt to the American educational system.

Spartan Village also has a strong partnership with Michigan State University.

Each year we incorporate a number of junior and senior interns into our community as part of their teacher preparation program. We also rely on the experts at MSU to help us with our educational projects, such as our full-day kindergarten, insuring that we are using 'best practice' based on the best research.

Spartan Village Elementary School is truly unique. Housing both an international student body and large early elementary student population, we provide an academic and cultural climate rarely experienced in any other public school.

Bill Gale, Principal

Mission Statement

The mission of Spartan Village School is to provide an equitable and quality education to all students in a safe and nurturing environment.

School Improvement Plan

The school improvement team used the results of the Iowa, MEAP, NAEP and MLPP to determine the school improvement goals. Teachers and parents developed the data driven school improvement plan.

School Improvement Goals

Because Spartan Village is a K-2 school the emphasis is on language development and how it related to all of the content areas. We developed a language rich environment for young children, which led to progress in reading and writing.

Evaluation process: We are piloting new and improved ways to assess student progress and reporting to parents. The staff at Spartan Village is committed to improving the communication between school and home.

Staff development: Our staff has been involved in numerous hours of professional development. These include the areas of literacy, science, technology, brain-based education practices, and early childhood development.

The test results from year to year indicate that we are making good progress on our goals.

Core Curriculum

The core curriculum of Spartan Village Elementary provides learning experiences in language arts, science, mathematics, social studies, vocal music, physical education, health, art and technology. All students have access to the core curriculum. Those students who experience difficulty go through child study teams, which give them access to Title I, special education and 504 plans. We also have a very active ESL program to help our residents from other countries. As the result of ongoing curriculum reform, East Lansing Schools has adopted exit outcomes which are consistent with those identified by the state.

All of Spartan Village's district adopted curriculums are aligned to the Michigan Curriculum Framework.

Parent Participation

Priding ourselves on maintaining an 'open door' policy, parents are an integral part of our educational process and are always welcome. As a result, Spartan Village Elementary has for years consistently maintained a 99% parental involvement rate in parent conferences. Parents also help us on a day-to-day basis by volunteering in classrooms, participating in field trips, listening to children read, and sharing their heritages through

multi-cultural activities. We also have foster grandparents who work with our Kindergarten program and ESL staff. We have a very strong parent council, which added to both the academic and social life at the school.

Teacher Qualifications

At Spartan Village we have 62% of our teachers who hold advanced degrees. We do not have any teachers who are teaching with emergency permits and 95% of our teachers are highly qualified.

Accreditation Status

Spartan Village has interim accreditation as of September 1, 2003. We are presently working towards North Central Accreditation.

Points of Prides

- * Recognized by the Michigan Education Association as an example of educational excellence, Spartan Village's full-day Kindergarten program attracted students from throughout East Lansing as well as mid-Michigan.
- * Boasting an international student population representing 38 countries and 19 American states, Spartan Village is recognized as one of the most culturally diverse schools in Michigan. Speaking 37 languages, Spartan Village's students and their families enhance the overall academic experience by routinely celebrating their cultural heritage within our programs.
- * Working with Michigan State University graduate and postgraduate students to conduct extensive research, Spartan Village's English-as-a-Second-Language program has received national recognition. Having experienced considerable success in language education, the ESL staff has published written works and presented information to national audiences on the subject of ESL instruction.

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 STUDENTS

Whitehills Elementary is a safe, healthy, and positive environment in which to work and learn. 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 their potential. We are committed to excellence in academics, social interactions, and to becoming important contributors to our community.

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. Our parent-teacher organization, The Parent Association of Whitehills, provides support for numerous educational opportunities and social activities annually. Parents and community volunteers are a welcome presence within our school providing supplementary lessons, assisting with classroom projects, enhancing the building's appearance, leading a lunch club seminar, joining students for lunch, or participating on various committees.

As East Lansing Public Schools enters its second hundred years, Whitehills will undergo a transformation and become an elementary school for fifth and sixth grade students. Our plans intend to retain the qualities of our past and use the

instruction and learning environment available for children ten to twelve years of age.

Please feel free to stop in or call for a tour of our building. See for yourself why we believe that Whitehills is a truly wonderful place to learn and grow.

Dave Batten, Principal

Mission Statement

In an atmosphere of mutual respect, we will celebrate our interests, virtues, and accomplishments and nurture a commitment to social responsibility. We are committed to social responsibility. We are committed to the ideal of life-long learning for all, and to meaningfully assessing and evaluating the knowledge, skills, and developmental growth of every learner. Our reflective and critical attention extends beyond individual learners to the total school environment as we continually create and strive to sustain our balanced and healthy learning community.

School Improvement Plan

Analysis of data from state and standardized assessments and teacher observations identified specific categories within the core academic curriculum to be addressed through school improvement. The 2002-2003 school improvement process was similar to the previous year. Planning, review and decision-making were conducted as an entire staff with periodic reviews at parent association meetings. The overall implementation plan involved regular grade level meetings of classroom teachers related to language arts and science curriculum and instructional practices. Additionally, one third of all building staff meeting time was devoted to a staff study group pursuing the more effective writing instructions strategies and practices.

The implementation plan also required an emphasis on the acquisition of additional informational texts for

student and classroom use. Title 1 and East Lansing Educational Foundation grants, as well as the school instructional materials budget, were utilized to support the increase in student resources and materials. Daily classroom activity addressed language conventions and students in the upper grades were provided shared experiences with the writing process utilized in language arts and social studies assessments.

Although students at Whitehills Elementary continued to show evidence of significant academic achievement in the prescribed target areas of the school improvement plan, all students did not demonstrate proficiency. Teacher reports of classroom assessments were fruitful but the reliance on state assessments for evaluation of progress was an error which needs to be considered in future planning. State tests in social studies, writing and science were different from the previous year and prevent comparative analysis. As an example, last year nearly 90% of Whitehills fifth grade students met state expectations for proficiency in science and averaged 9.4 correct answers on 12 items related to Earth Science. The previous year 91% of the students met state proficiency levels and averaged 8.9 correct answers related to Earth Science. The number of items and type of items were changed and eliminate any comparative analysis. The lack of consistency in the testing instruments minimizes the value of the state tests as a measure of progress. Subsequent school improvement plans will benefit from greater attention to a variety of evaluation measures.

Due to the reconfiguration of the district elementary schools, Whitehills will have a new student population and serve only students in fifth and sixth grade. The school improvement process will develop a new plan and improvement objectives will be determined during the

2003-04 school year. Planning and development will include staff and parents. Data collection during the 2003-04 school year will be the baseline for evaluation.

School Improvement Goals

Specific targets within the areas of writing, science and social studies were determined through data analysis to be priorities. Our goals were identified as follows:

- * **Language Arts:** All Whitehills students will develop skills, gain proficiencies and apply language conventions at an age-appropriate level.
- * **Science:** All Whitehills students will demonstrate understanding and use scientific knowledge to describe and explain objects, systems and events in the geosphere.
- * **Social Studies:** All Whitehills students will demonstrate understanding in social studies by describing, comparing or explaining the interrelationships of ecosystems, resources and human adaptation.

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 I or English as a Second Language personnel, but both programs provide supplemental instruction and

the goals 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 Elementary. Our attendance at parent-teacher conferences was 98% this year. Parents provided extracurricular learning opportunities through the Lunch Club Seminar series. Students learned about subjects such as musical instruments, forest fighting strategies, origami, and sign language. Parents also provided supplemental reading activity with Junior Great Books and the parent led Chess Club finished second in their first tournament. The Lunch Time Writing Club also produced the second annual Literary Journal.

The Parent Association of Whitehills provides leadership and organization for parent involvement. The parent association augments school communication with regular features in the school newsletter, maintaining the messages on the school marquee sign, surveys of parent interests, and regular meetings open to the public for informational and decision-making purposes. School communication with parents is extensive and varied. School newsletters are distributed to all families twice monthly and classroom newsletters were sent home at least monthly. The school maintains a web page on the district internet web site and school events are posted on the cable television 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. Parents also had the opportunity to attend workshops addressing topics of bullying and student self-esteem. Interested parents also participated in Junior Great Books training.

Teacher Qualifications

At Whitehills we have 50% of our teachers who hold advanced degrees. For 2002-03 school year, 100% of our Whitehills teachers were highly qualified. We do have 6% of our teachers teaching with emergency permits.

Accreditation Status

Whitehills's accreditation status for 2002-2003 has not yet been determined. We are presently working toward a North Central Accreditation. For 2002-03 Whitehills did meet Adequate Yearly Progress (AYP).

Points of Prides

- * Our third grade classrooms invited city employees and leaders to their classroom to share their role in our city as the students studied our community. City engineers, planners, the mayor and city manager, and a city council member were able to meet with our students. The classes toured city hall and the police and fire departments. The experience culminated in being recognized at an East Lansing City Council meeting
- * The staff at Whitehills has created a positive behavior support utilizing our mascot, Wolfie, and the acronym, PALS, to communicate behavioral expectations interpersonally and within our school. We all need PALS at Whitehills: Positive attitude, Acept others, Listen and Learn, and Stay Safe.
- * Whitehills students organized a collection of hundreds of children's books to be distributed to children in local hospital emergency rooms and completed a very successful food drive for Steppingstones, a local assisted living environment.

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 our students with their educational journey. To enhance this learning environment, last fall, MacDonald Middle School began an 14.8 million dollar renovation program.

MacDonald Middle School services the critical 7th/8th grade years between elementary school and high school. Research has shown that an effective middle school will lay the important academic foundation and preparation necessary for the high school years. But we must also be sensitive to our students' social and emotional needs as they depart elementary school. Thus, our programs are designed and scheduled specifically to meet the high academic expectations of East Lansing High School, as well as being 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, and social studies. Another aspect of an effective middle school is providing multiple course offerings for students to explore their interests and abilities. MacDonald is well known for the many excellent special area opportunities it offers students, which are: art, band, orchestra, choir, drama, French, Spanish, computer applications, advanced computers, life skills, technology education, and physical education.

We are proud of MacDonald Middle School and invite you to be a part of our future.

Jack Bamford, Principal

Mission Statement

Our teaching staff has devoted considerable time to reinforcing our Mission Statement, "Learning for All . . . All for Learning".

School Improvement Plan

This year's school improvement process was similar to the previous year with a continued emphasis on improving in the goal areas. The present plan covers 2001-2006 and will receive annual review.

During the 2002-03 school year, a Student of the Month recognition program was started. Over the school year, approximately 50% of the students at MacDonald Middle School were recognized for their various accomplishments. The staff at MMS is continually evaluating its programs and services to meet the needs of the students and community. Low test scores led the School Improvement Team to set goals in the areas of problem solving/logical reasoning (61% to present 75%), understanding and use of scientific concepts, theories, knowledge and practices (42.2% to present 75%) and all students will increase reading comprehension in all content areas (68% to present 83%).

School Improvement Goals

MEAP and Iowa Tests of Basic Skills test data are used by the English Language Arts and Mathematics departments to evaluate their curriculum. The Science and Social Studies departments use the MEAP test results to evaluate their meeting state benchmarks. MacDonald's implementation plan for the core academic improvement objectives in each content area are as follows:

Science: All 7th grade students will increase their understanding of the process of gradual change in ecological systems. All 8th grade students will increase their ability to analyze the operation of machines in terms of force and motion. The following steps were taken to improve the scores:

- * Provide science staff with a current copy of the Science Curriculum Guide for grade K-10
- * Identify 7/8 grade scores below 50%
- * Purchase reading materials to support targeted benchmarks
- * Target 1-2 benchmarks and provide in-service support for those areas
- * Provide hands on materials to facilitate the teaching of targeted benchmarks

Social Studies: All students will improve their ability to gather, interpret, communicate information and act on their information appropriately in all settings.

A school study group defined problem areas of critical thinking and recommended teaching strategies for all staff. Staff did professional reading in critical thinking and shared what worked at staff meetings. Critical thinking became one of the focuses of social studies instruction. Community service and civic learning has been added to critical thinking skills. All students will increase reading comprehension in all content areas.

English/Language Arts: All students will increase reading comprehension in all areas.

Last year the D.E.A.R. (Drop Everything and Read) component of the school improvement plan was continued. On a school wide basis, all students had one, 44-minute class period for silent, sustained reading. Additionally, during daily 20-30 minute home-room sessions, teachers, with guidance from the English department and librarians to assist in book selections, read orally to their students, discussing elements of fiction. Teachers also taught some content area reading strategies.

Math: All students will increase their ability to apply math in practical situations such as scheduling, sequencing and networking.

The following steps were taken to improve the scores:

- * Compare 2001 district outcomes in grades 7-8 to the current Michigan Mathematics Grade Level Benchmarks
- * Align district outcomes and grades 7-8 curriculum to meet the Michigan Mathematics Grade Level Benchmarks
- * Prepare a working document for use in 2003-04 by mathematics teachers in grades 7-8
- * Building Math Department meetings will focus on curriculum development in the areas of Number Sense and Probability and Discrete Mathematics.

Core Curriculum

MacDonald Middle School offers a curriculum that is taken by all students. Mathematics is the one area in which students are placed according a criteria of Iowa test scores, grades earned the previous year in mathematics and teacher recommendation. If a parent requests a higher level of placement, students take the previous year's pre-algebra final exam. Their placement is then based on the score earned.

Mathematics and Science are presently aligned with the Michigan Curriculum Framework. English Language Arts is nearing completion of alignment and Social Studies is presently being addressed. The Michigan Curriculum Framework is implemented in the district by the following components:

Social Studies: The K-8 social studies chairs met throughout the year in 2002 to align the social studies curriculum to the Michigan Curriculum Framework and the Grade Level Expectations in Social Studies. Teachers were given the revised curriculum and received in-service on it. Continued refinement is still occurring. All students are provided the same social studies curriculum. Those who require assistance are provided for. Some have parapro help, resource assistance and ESL help.

All students may get extra help during their team time. When necessary students may use a similar but easier textbook. A variety of teaching strategies are used in the classroom.

English Language Arts: The District K-12 English Language Arts Curriculum has been under revision for the past several years, with assistance from a consultant, to align the curriculum to the Michigan Curriculum Framework standards and benchmarks. The middle school curriculum is nearly completed, but work was suspended during the 2002-03 school year pending completion of the K-6 component. Our document will be completed during the 2003-04 school year.

Science: MEAP 2001 indicated 42.2% of MacDonald students were proficient in science. Science was the lowest scoring subtest in the MEAP series, and kept MMS at the Accredited

level vs. Accredited with recognition. Science teachers used MEAP feedback from 2001 to define problem areas and implemented the following strategies to improve scores:

- * Identify 7/8 grade scores below 50% and provide in-service in those areas (understanding the periodic table, topographic maps, and how fossils are used to explain geologic history.)
- * Purchase materials to facilitate hands on learning in the classroom.
- * Use regularly scheduled meetings to reintroduce benchmark concerns and evaluate progress in upgrading MEAP scores.

Math: Regular K-12 meetings are held where MEAP scores are analyzed and district curriculum is reviewed. Summer work includes an item analysis of K-12 MEAP scores. District K-12 outcomes are aligned yearly with the Michigan Mathematics Grade Level Benchmarks. K-12 curriculum decisions are introduced and reviewed at the building level. Grades 5-8 math teachers met monthly to discuss benchmarks, curriculum changes, and 5-8 curriculum alignment. Class offerings for grades 7 and 8 in mathematics are consistent in core academic curriculum and instruction.

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 maintain arts programs, attend student concerts, plays and art shows, and coach team sports. We continue to enjoy strong parental involvement as evidenced by better than 90% attendance at the fall/spring conferences and the fall Open House/Ice Cream Social.

The time and talents that they contribute enhances the educational experience, and we offer a heartfelt thanks to all of our parent 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 student's needs.

Teacher Qualifications

At MacDonald we have 56% of our teachers who hold advanced degrees. We have 2% who hold a PhD. or EdS. For 2002-03 school year, 97% of our MacDonald teachers were highly qualified. We do not have any teachers who are teaching with emergency permits.

Accreditation Status

The Education YES accreditation report was completed as required by the State of Michigan. MacDonald Middle School has received an interim status. We provided evidence to meet all eleven requirement areas except in the area of guidance and feedback for the improvement process. This is an area that will be addressed during the 2003-04 school year. During the 2003-04 school year, MacDonald will become a member of the North Central Association. MacDonald's Adequate Yearly Progress (AYP) is currently under review.

Points of Prides

- * 75% of students are on the academic honor roll
- * 85.5% of students are on the citizenship honor roll MacDonald students formed "Reading/Writing Buddy" partnerships with Marble Elementary students, enhancing writing skills and the promotion of relationships within our educational community.
- * 83% of seventh graders met or exceeded MEAP Reading standards.
- * 80% of seventh graders met or exceeded MEAP Writing Standards.
- * 83% of seventh graders met or exceeded MEAP English Language Arts.
- * 75% of eighth graders met or exceeded MEAP Mathematics standards.
- * 83% of eighth graders met or exceeded MEAP Science standards.
- * Renovated office and guidance center

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! Our school has a rich tradition of excellence, which embraces academics, the arts, co-curricular, and extra-curricular activities. Our programs and activities offer students and parents many opportunities to pursue experiences, which will enrich their lives for years to come. We need and appreciate your participation at ELHS as education is truly a partnership involving parents, the community, and school.

East Lansing High School is a comprehensive four-year preparatory school serving 1213 students with a graduating class of 273 in June 2003. Nearly 85% of our graduates attend post-secondary institutions of higher learning with a significant portion of those attending prestigious universities across the state and nation. Our students excel on state and national tests, and boast some of the highest numbers of National Merit Finalists, Semifinalists, and Achievement Commended students in Michigan.

East Lansing offers a rich variety of courses in applied skills, computer and technological education, English, the arts, world languages, mathematics, physical education, social studies, and science. In addition to our outstanding academic offerings, students are presented with opportunities to participate in the performing arts, athletics, and club activities, which provide a well-rounded high school experience.

We are very proud of our students, our staff, and their respective accomplishments. We would like to express our thanks to parents and the community for their generous involvement and investment in our school.

Continuing the tradition of quality programs and maintaining the tradition of excellence was the responsibility of the dedicated East Lansing High School Design Team, which included students, staff, parents, community members, administrators and design professionals. The culmination of that work has resulted in construction on the new addition and renovation. Project is scheduled to be complete December 2005.

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

This year's school improvement process was similar to last years as it was based on a review of the MEAP scores, graduation rates, and post-secondary plans. Review of MEAP data revealed difficulty in Science and Writing. We plan to increase students exposure to technology in a variety of ways. Continue to reinforce writing across the curriculum. Create opportunities for service learning and senior projects which involve writing and speaking. Improve overall communication. Expand the science course instruction to include problem solving labs and writing.

We also looked at the change in the graduation requirements for the class of 2007; 23 credits and 1.8 GPA. Our School Improvement Plan will be focused, structured and yet flexible enough to meet the need of our diverse population.

School Improvement Goals

The High School's implementation plan for the core academic improvement objectives in each content area are as follows:

English Language Arts: Students will write, speak and use technology to present projects in English classes. Reading and literature will provide the foundation for this. Teachers in all curricular areas will support writing.

Math: Students will successfully complete Algebra I and advance to higher mathematics courses. Program offerings will expand to meet the needs of our

students. AP Statistics class is planned for the 2004-05 school year.

Science: Students are provided instruction in Earth Science and Biology in the 9th and 10th grades. This is expanded to Chemistry, Physics and Forensics Science as juniors and seniors. Requirement has been raised one additional credit. Expanded science course instruction will include problem solving labs and writing.

Social Studies: American History is taught in 9th grade which provides a foundation for all other Social Studies courses as well as MEAP prep.

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 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. ESL is also offered at the High School.

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 EDP's implementation of comprehensive guidance.

Advanced Placement Courses

The following AP courses were offered in 2001-2002 and 2002-2003 school year: AB Calculus, Physics, Biology, BC Calculus, French, Economics, Government, Psychology, Statistics, Chemistry, German, Computer Science, Spanish, English Literature, English Composition, American History, European History, and Studio Art. In 2001-2002, 251 students took advanced placement exams with a mean average of 3.8 score for each

exam. The average student took three exams, 68 students achieved a perfect 5 and 30 achieved a 4 on exams. In 2002-2003, 327 students took 346 advanced placement exams with a mean average of 3.45 score for each exam. The average student took three exams, 82 students achieved a perfect 5 and 91 students achieved a 4 on exams.

College Credit

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 2001-2002, 110 students (11%) received college credit through dual enrollment. For 2002-2003, 268 students (25%) received college credit for dual enrollment.

In 2001-02, 242 students were enrolled in college level equivalent courses and 100% of the students took the equivalency exam. In 2002-03, 283 students were enrolled with 100% of the students taking the equivalency exam. The following table is a breakdown by grade for the 2001-02. school year.

2002	Juniors	Seniors
Math	4	63
English	3	46
Science	7	48
Social Studies	5	24
Art	1	17
Foreign Language	3	21

The following table is a breakdown by grade for the 2002-03 school year.

2003	Juniors	Seniors
Math	8	67
English		46
Science	6	62
Social Studies	10	22
Art		21
Foreign Language	1	40

Parent Participation

Seventy percent of our parent population attended our parent-teacher conferences this year and last year. East Lansing High School parents are very active in the following groups: Parent Advisory Council, Parents Together, Athletic Boosters, Band & Orchestra Parents Association, Post Prom, Post Commencement, North Central Association/Design Team, the Building and Grounds Beautification Committee and assisting with many, many events/activities.

Parents are actively involved in our open houses, curriculum nights, musical performances, plays, and athletic competitions. Over 400 parent volunteers assisted with the Parentline newsletter, bar-coding library books, test administration, portfolios, scheduling parent-teacher conferences, chaperoning student events and serving on numerous committees. This year, parents and community volunteers joined students, staff, district administrators and design professionals to shape the future of East Lansing High School. Thousands of hours worth of work resulted in architectural plans to remodel and expand the building, as well as a modifications to the existing site.

We deeply appreciate the excellent parental and community involvement at ELHS.

Teacher Qualifications

At the High School we have 57% of our teachers who hold advanced degrees. We have 4% who hold a PhD. or EdS. Currently, we have 1% of our teachers who are teaching with emergency permits.

For 2002-03 school year, 100% of our high school teachers were highly qualified.

Accreditation Status

2002-03 represents the second year of a 5 year North Central Association cycle. East Lansing High School has fully met the standards and requirements set by the NCA and received the outcome based accreditation. This accreditation encompasses the theme of continuous self improvement. The following multi-year goals and strategies were maintained throughout the building:

- * Implemented a school-wide action plan related to our goal areas of communication, personal responsibility, writing across the curriculum, technology and attendance.
- * Full implementation of our action plan in all goal areas
- * Target area goal-action teams were comprised of parents, students, and staff
- * Collected and reviewed data related to the above areas

Points of Pride

- * An international student population representing 43 countries
- * An annual average of 12 National Merit Scholarship Finalists. A state leader in MEAP test scores
- * A state leader in the annual Michigan Mathematics Prize Competition
- * One of a select number of national and international high schools participating in the Virtual High School program, which allows qualifying students to partake in over 100 accredited courses via the Internet
- * 35 fine arts course offerings, including, art, dance, music, and theater
- * The Elecraction Car Club boasts one of only several high school-owned fully converted electric vehicles in the nation
- * Our yearbook, the *Ceniad*, is consistently ranked as one of the nation's best, and won *Best of Show* at the Journalism Education Association/ National School Publishers Association's National Convention for the past three years.

- * The East Lansing High School/Greater Lansing Symphony Orchestra/Band Mentor Program and Concert is the only mentor program of its type in the state
- * One of the state's top Debate Teams, claiming the Class "A" State Title 5 of the past 13 years and holding the record for most invitational wins in a single season
- * Boys Soccer State Champions and CAC Champions
- * Nick Archer inducted into Soccer Coaches Hall of Fame
- * Boys Track and Field Regional Champions
- * Girls Varsity Basketball Team Academic All-State 3.72 GPA
- * Boys Tennis CAC Champions
- * Boys Cross Country CAC Champions
- * Boys and Girls Varsity Golf Teams Academic All State
- * ELHS winners of last All-Sports Trophy awarded by the CAC
- * Football Playoff qualifier 12 of the last 13 years
- * Boys Track and Field Regional Champions
- * 37 student clubs, societies, organizations

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