



ANNUAL REPORT

EAST LANSING PUBLIC SCHOOLS

2005-2006



DISTRICT ANNUAL REPORT 2005-2006

DISTRICT ANNUAL REPORT
2005-2006
841 Timberlane, Suite A
East Lansing MI 48823
517-333-7420

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Our Mission

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

District Profile

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

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

During the 2005-06 school year, 3,469 students were educated in six elementary buildings: 4 (K-4) buildings, 2 (5-6) buildings, one middle school (7-8), and one high school (9-12). In June 2006, we graduated 226 seniors. We employed 237 teachers with 72% holding advanced degrees. Many have also achieved state and national recognition in their fields.

From the Superintendent

The collection of information, data and reports which follow all combine to create a snapshot of the 2005-2006 school year within the East Lansing Public Schools. The Annual Report is presented annually at an October Board of Education meeting. Copies are available at the Board of Education office located at 841 Timberlane and can also be accessed through the district website: www.elps.k12.mi.us Questions and comments about the report are always welcome.

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

The 2005-06 school year in East Lansing was another remarkable one for our school district. We are thankful for an excellent staff that works in collaboration with our community enabling our students to accomplish great things. We are very proud of our students in East Lansing.

The 2006-07 school year holds great promise for our students, staff and community. Among other things, we look forward to formalizing a long-term vision for the East Lansing Public Schools and anticipate significant input from the community as we do so.

Enjoy your reading and please ask questions.

David B. Chapin
Superintendent of Schools

Board of Education Members

George Brookover,
President

Rima Addiego,
Vice President

Mark Pullano,
Secretary

Daphne O'Regan,
Treasurer

Babs Krause,
Trustee

Rodney Stokes,
Trustee

Jane Turner,
Trustee

Superintendent

David B. Chapin
517-333-7424

Schools

Donley (K-4) - 517-333-7370
Glencairn (5-6) - 517-333-7930
Marble (K-4) - 517-333-7860
Pinecrest (K-4) - 517-333-7870
Red Cedar (K-4) - 517-333-5060
Whitehills (5-6) - 517-333-7900

MacDonald (7-8) - 517-333-7600
High School (9-12)-517-333-7500

8 Total

School Improvement Plan

North Central Association (NCA) is the district's school improvement process. All of the schools in East Lansing, K-12, are accredited by NCA. The NCA framework is based on a ongoing five year cycle, starting with formation of vision and investment in the process, followed by the development of the School Profile, creation of the building School Improvement Plan, and implementation and measurement of progress toward goals. The NCA process operates at both district and building levels:

- * The district steering committee is comprised of administrators and faculty from each school, a parent, school board member, Director of Educational Services, and the Superintendent. This group met approximately three times in 2005-06 for the purposes of training, support for development of school improvement plans, and articulation of building level activities and plans. This group also provided input for long-term district level planning.
- * At the building level, schools received approval from the Michigan NCA office on their School Profiles and are working to complete their school improvement plans. Development of building school improvement plans involve all staff in defining goals for improved student achievement, exploration and selection of research-based interventions to support achievement of goals, and use of assessments to measure progress toward goals.

Currently, the district's five primary academic goals remain as outlined:

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

demonstrate their knowledge of critical thinking, civic and personal responsibility, and life skills.

- * East Lansing Public Schools will make financial decisions to support student achievement that reflect ongoing investment in our school community.

School Improvement Goals

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

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

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

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

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

Core Curriculum

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

- * Continued implementation of units in the English Language Arts curriculum for K-6 students, the Rebecca Sitton spelling program, and writing instruction using the 6 + 1 Traits of Writing framework. In addition to MEAP and IOWA testing, all K-6 students

participated in a fall and spring writing prompt assessment.

- * Construction of 7-8 English Language Arts units and assessments, plus realignment of the 9-12 English Language Arts draft curriculum and units to the new High School Content Expectation (HSCEs). This work was completed by the secondary ELA curriculum chairs in preparation for board adoption of their curriculum.
- * Implementation of the new Kent County (KC4) K-12 Social Studies curriculum, and completion of textbook pilots and selection of materials for 2006-07.
- * Ongoing development of a K-12 Visual Arts curriculum, with plans to present to the Board for adoption in 2006-07.
- * Study of the new high school graduation requirements signed into legislation by Governor Granholm in April, 2006, with ongoing planning in preparation for implementation (required by Michigan law for the Class of 2011).
- * Planning for future alignment of K-12 science and social studies curricula to new Grade Level Content Expectations (GLCEs), when they are approved by the State Board of Education.

Special Education

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

Average Class Size

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

teachers does not include teachers in special education, compensatory education, vocational education, or other basic programs. Using this Michigan Department of Education definition, our average class size in the elementary buildings is 22, at the middle school 24, and at the high school 21. The average pupil/teacher ratio for the district is 22.

School Board Parent Involvement Policy

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

Parent Involvement

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

	05-06	04-05
High School	55%	50%
Middle School	67%	74%
Elementary Schools	98%	97%

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

Teacher Qualifications

95% of East Lansing School District teachers were highly qualified at the beginning of the 2005-06 school year. Under No Child Left Behind (NCLB) the district will have 100% of their teachers highly qualified by June 30, 2006. The Human Resources office is working with 5% of our staff members who do not currently meet those criteria by passing the

Michigan Test for Teacher Certification (MTTC), which is offered several times during the course of the school year. The remaining staff are working on portfolios to demonstrate subject area competence. A local professional development review team will assess these portfolios to determine if the federally mandated content requirements are met. Since staff have been made fully aware of the NCLB requirements for several years, we do not anticipate any problem with meeting the 100% goal.

The parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The East Lansing Public School District point of contact for this information is:

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

Professional Development

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

- * **Balanced Assessment:** All K-12 staff attended an inservice conducted by ISD consultants on formative and summative assessments, the use of multiple student assessments to develop a comprehensive profile of student achievement, and using assessment data to improve student achievement.
- * **Bullying Prevention Training:** Dr. Marcia McEvoy, a renowned expert in bullying prevention in schools, provided all staff and students at K-8 buildings focused training designed to reduce bullying, while building student and staff capacity to identify and appropriately respond to incidents involving intimidation, harassment, and other forms of aggression.
- * **Mathematics:** K-6 staff attended inservices to discuss implementation of the math Grade Level Content Expectations (GLCEs), scope and sequence of the math curriculum, and best practices in mathematics assessment.
- * **North Central Accreditation (NCA):** All staff participated in professional development in their buildings to address goals to improve student achievement.
- * **PROM/SE Grant:** East Lansing Teachers participated in a grant through Michigan State University entitled Promoting Rigorous Outcomes in Math and Science Education. Teachers attended professional development workshops to improve content knowledge and instructional effectiveness in mathematics. During 2005-06, PROM/SE activities included professional development in science. Several staff also participated in week-long Summer Institutes in math and science.
- * **Special Area Inservices:** K-8 special area staff participated in inservices related to their content areas, including art, music, physical education, and English as a Second Language (ESL).
- * **Special Education:** K-12 received an inservice conducted by Ingham ISD consultants on writing effective Individualized Educational Plans (IEPs) in compliance with special education requirements.
- * **Content Specific Training:** Each curriculum department facilitated content specific training for staff.
- * **Dr. Larry Lazotte:** All K-12 staff attended an inservice facilitated by Dr. Larry Lezotte, a nationally known consultant on the continuous school improvement process.
- * **Literacy Inservices:** English Language Arts inservices were provided at each grade level, K-6, to enhance instruction on curricular units.
- * **Technology:** Training was provided to staff on Pearson Centerpoint, the new student information system implemented in 2005-06. Staff attended inservices on building web pages using School Center, use of building projectors and other equipment, and Easy Tech classroom lessons and set up.

ATTENDANCE RATES 2005-2006

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

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

School	All Students	Black or African American	American Indian	Asian or Native Hawaiian	Hispanic or Latino	White	Multi-racial	Students with Disabilities	Limited English Proficiency	Economically Disadvantaged
Donley	91.6%	-	-	-	-	92.9%	-	-	-	88.5%
Glencairn	93.8%	92.2%	-	96.9%	-	93.8%	-	-	-	93.1%
Marble	91.7%	-	-	-	-	91.9%	-	-	-	-
Pinecrest	91.2%	-	-	-	-	91.2%	-	-	-	89.9%
Red Cedar	88.2%	-	-	88.9%	-	-	-	-	-	89.1%
Whitehills	93.6%	93.2%	-	-	-	93.7%	-	-	-	91.8%
MacDonald	92.2%	92.8%	-	94.8%	87.7%	92.1%	-	86.2%	-	89.6%
High School	Graduates of Class of 2004– all students– 89.2%									
State Target	Elementary and Middle School must have an attendance rate above 85%. At the high school level, a school must meet Michigan's minimum graduation rate of 80%. A dash (-) indicates that there are too few students in this category for this rating to be applicable.									

**For 2005-06, all of the buildings met
the state attendance objectives.**

Retention Rates

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

2002-03 = 99.4%
 2003-04 = 99.14%
 2004-05 = 99.21%
 2005-06 = 97.34%

Dropout Rates

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

2003 = .59%
 2004 = .86%
 2005 = .79%
 2006 = 2.66%

Retention/Dropout Rates 2005-06

Class of:	2008	2007	2006	2005	Total
Actual Enrollment Fall 2004	316	270	290	267	1143
Adjusted Fall Count 2005	319	285	260	264	1128
Graduates Class of 2005			8	254	262
Unaccounted Dropouts	0	8	12	10	30
2005 Retention Rate %	100%	97.19%	95.38%	96.21%	97.34%
2005 Dropout Rate %	0.00%	2.81%	4.62%	3.79%	2.66%

Graduation Data for the Class of 2006**Graduates=226**

Graduates by Race/Ethnicity	Graduates by Gender	Total % of Graduates
White (Non-Hispanic)	160 Male=79 Female=81	71%
Black or African American	24 Male=11 Female=13	11%
Asian	32 Male=17 Female=15	14%
Hispanic	9 Male=4 Female=5	4%
Native American	1 Male=1	.4%

Non-Graduates=20

Non-Graduates by Race/Ethnicity	Non-Graduates by Gender	
White (Non-Hispanic)	10 Male=8 Female=2	
Black or African American	5 Male=3 Female=2	
Asian	3 Male=3	
Hispanic	1 Female=1	
Multi-Racial	1 Female=1	

Accreditation Status

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

North Central Accreditation

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

The NCA performance accreditation framework provides a systematic, comprehensive process for examining school and student performance through collection and analysis of data, identifying goals, and researching and implementing educational interventions to increase student achievement. Full participation in the process builds school capacity for effective performance as teaching and learning communities. All schools in East Lansing are fully accredited by NCA at the building level.

The School Report Card

Education YES! uses several components that are interwoven to present a complete picture of performance at the school level. *Education YES!* is a broad set of measures that looks at school performance and student achievement in multiple ways. The school report card provided by the Michigan Department of Education provides an assessment of several measures of each school's performance. In addition, the Indicators of School Performance measure investments that schools are making to improve student achievement, based on indicators that come from research and best practice.

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

- ◆ **Student Achievement Status** – is measured in English Language Arts and Mathematics at the elementary level, while adding Science and Social Studies as tested by the MEAP in grades 5 through 11. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP).
- ◆ **Achievement Change**—uses up to 5 years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficiency in school year 2013-14, as required by the No Child Left Behind Act.
- ◆ **Indicator of School Performance**—provides both a snapshot of current school performance and a ladder for educators, supplying feedback and direction to assist them on a path of meaningful change.
- ◆ **Composite Grade**—For 2005-06, the weighting of the composite *Education YES!* score and grade will be maintained. The scores for relevant content areas are used to calculate an achievement score and grade for each school.

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

New in the 2005-06

Michigan School Report Cards

The reporting format for the 2006 School Report Card is the similar to the 2005 Report Card, addressing concerns about the grade and score for achievement change. Under the format instituted in 2004, scores and grades are calculated for each content area for each school. The content areas remain the same, using English Language Arts and Mathematics at the elementary level, while adding Science and Social Studies as tested by the MEAP in grades 5 through 11. The score and grade for each content area is based on the score for achievement status, as adjusted by averaging it with the score for achievement change. In cases where the score for achievement change cannot be computed, the score and grade for each content area will be assigned based on the achievement status score.

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

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

Donley 2005-06	Score	Grade
English Language Arts	78.5	C
Mathematics	81.2	B
Achievement Subtotal	79.9	B
Indicators of School Performance	100	A
Preliminary Grade	86	B
AYP Status	Met AYP	
Composite Grade	B	

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

Glencairn 2005-06	Score	Grade
English Language Arts	90.7	A
Mathematics	98.4	A
Achievement Subtotal	94.6	A
Indicators of School Performance	100	A
Preliminary Grade	96	A
AYP Status	Met AYP	
Composite Grade	A	

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

Marble 2005-06	Score	Grade
English Language Arts	96.4	A
Mathematics	87.7	B
Achievement Subtotal	92.1	A
Indicators of School Performance	100	A
Preliminary Grade	95	A
AYP Status	Met AYP	
Composite Grade	A	

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

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

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

Pinecrest 2005-06	Score	Grade
English Language Arts	89.2	B
Mathematics	89.6	A
Achievement Subtotal	89.4	B
Indicators of School Performance	100	A
Preliminary Grade	93	A
AYP Status	Met AYP	
Composite Grade	A	

Red Cedar 2005-06	Score	Grade
English Language Arts	90.1	A
Mathematics	88.2	B
Achievement Subtotal	89.2	B
Indicators of School Performance	100	A
Preliminary Grade	93	A
AYP Status	Met AYP	
Composite Grade	A	

Whitehills 2005-06	Score	Grade
English Language Arts	90.1	A
Mathematics	95.2	A
Achievement Subtotal	92.7	A
Indicators of School Performance	100	A
Preliminary Grade	95	A
AYP Status	Met AYP	
Composite Grade	A	

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

MacDonald 2005-06	Score	Grade
English Language Arts	83.2	B
Mathematics	100	A
Science	83.1	B
Social Studies	73.1	C
Achievement Subtotal	84.9	B
Indicators of School Performance	100	A
Preliminary Grade	90	A
AYP Status	Met AYP	
Composite Grade	A	

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

High School 2005-06	Score	Grade
English Language Arts	79.1	C
Mathematics	79	C
Science	85	B
Social Studies	85	B
Achievement Subtotal	82	B
Indicators of School Performance	100	A
Preliminary Grade	88	B
AYP Status	Met AYP	
Composite Grade	B	

Math Grade 3

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	48%	39%	12%	1%	87%
District	52%	36%	11%	1%	88%
Donley	52%	33%	14%	2%	85%
Marble	54%	37%	9%	0%	91%
Pinecrest	54%	37%	9%	0%	91%
Red Cedar	46%	38%	14%	3%	84%
State Target Elementary	56% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Reading Grade 3

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	30%	56%	10%	3%	87%
District	31%	59%	8%	2%	90%
Donley	22%	68%	11%	0%	89%
Marble	38%	49%	6%	6%	88%
Pinecrest	28%	61%	10%	0%	90%
Red Cedar	38%	56%	3%	3%	94%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2005 MEAP test. Elementary, middle, and high school MEAP scores are reported as percentages of students who exceeded or met state standards.

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

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

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

Writing Grade 3

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	4%	47%	40%	8%	52%
District	3%	43%	45%	10%	46%
Donley	2%	35%	54%	9%	37%
Marble	0%	49%	37%	14%	49%
Pinecrest	3%	49%	40%	7%	52%
Red Cedar	9%	35%	50%	6%	44%

Total English Language Arts Grade 3

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	13%	65%	19%	3%	78%
District	13%	68%	16%	3%	81%
Donley	3%	75%	22%	0%	78%
Marble	15%	66%	11%	8%	82%
Pinecrest	15%	67%	18%	0%	82%
Red Cedar	21%	62%	15%	3%	82%
State Target Elementary	48% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Math Grade 4

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	36%	45%	14%	4%	82%
District	39%	46%	12%	3%	86%
Donley	23%	55%	19%	3%	78%
Marble	47%	37%	13%	3%	83%
Pinecrest	49%	44%	7%	0%	93%
Red Cedar	43%	49%	4%	4%	91%
State Target Elementary	56% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2005 MEAP test. Elementary, middle, and high 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.

Reading Grade 4

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	22%	61%	15%	2%	83%
District	32%	58%	9%	1%	90%
Donley	31%	53%	14%	1%	84%
Marble	37%	55%	8%	0%	92%
Pinecrest	26%	68%	5%	0%	95%
Red Cedar	36%	57%	5%	2%	93%

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Writing Grade 4

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	3%	52%	40%	5%	55%
District	4%	57%	37%	2%	61%
Donley	4%	50%	41%	4%	54%
Marble	3%	63%	32%	2%	67%
Pinecrest	5%	58%	37%	0%	63%
Red Cedar	5%	57%	36%	2%	61%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2005 MEAP test. Elementary, middle school, and high school MEAP scores are reported as percentages of students who exceeded or met state standards.

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Total English Language Arts Grade 4

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	8%	68%	22%	3%	76%
District	13%	71%	15%	1%	84%
Donley	14%	61%	23%	1%	76%
Marble	12%	73%	15%	0%	85%
Pinecrest	12%	79%	9%	0%	91%
Red Cedar	14%	73%	11%	2%	86%
State Target Elementary	48%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

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Math Grade 5

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	32%	42%	21%	5%	73%
District	32%	44%	18%	6%	76%
Glencairn	37%	40%	21%	3%	77%
Whitehills	28%	48%	15%	9%	76%
State Target Elementary	56% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2005 MEAP test. Elementary, middle, and high 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.

Reading Grade 5

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	24%	56%	13%	7%	75%
District	31%	55%	6%	8%	86%
Glencairn	27%	63%	3%	7%	90%
Whitehills	35%	47%	9%	9%	82%

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Writing Grade 5

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	3%	60%	34%	3%	63%
District	3%	65%	29%	3%	68%
Glencairn	3%	66%	29%	2%	69%
Whitehills	3%	64%	28%	5%	66%

MEAP Test Results

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Total English Language Arts Grade 5

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	10%	65%	21%	4%	75%
District	13%	69%	14%	4%	83%
Glencairn	11%	74%	14%	1%	85%
Whitehills	16%	65%	13%	7%	80%
State Target Elementary	48%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Science Grade 5

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	29%	47%	20%	4%	77%
District	38%	41%	20%	1%	79%
Glencairn	37%	45%	17%	0%	83%
Whitehills	39%	36%	22%	3%	76%

Math Grade 6

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	29%	36%	25%	10%	65%
District	45%	34%	15%	7%	79%
Glencairn	50%	31%	12%	7%	81%
Whitehills	39%	36%	17%	7%	76%
State Target Elementary	56% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2005 MEAP test.

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

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Reading Grade 6

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	23%	57%	14%	6%	80%
District	41%	45%	8%	5%	86%
Glencairn	43%	43%	8%	6%	86%
Whitehills	39%	47%	9%	5%	86%

Writing Grade 6

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	7%	68%	22%	3%	75%
District	13%	69%	16%	2%	82%
Glencairn	13%	64%	20%	3%	77%
Whitehills	12%	74%	13%	1%	86%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2005 MEAP test. Elementary, middle, and high school MEAP scores are reported as percentages of students who exceeded or met state standards.

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Total English Language Arts Grade 6

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	12%	65%	19%	5%	77%
District	23%	60%	13%	4%	83%
Glencairn	26%	55%	15%	5%	80%
Whitehills	20%	66%	11%	3%	86%
State Target Elementary	48%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Social Studies Grade 6

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	50%	28%	13%	9%	78%
District	67%	20%	8%	5%	87%
Glencairn	69%	19%	9%	3%	88%
Whitehills	64%	22%	7%	7%	86%

Math Grade 7

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State Elementary	27%	33%	30%	11%	60%
MacDonald	41%	36%	17%	6%	77%
State Target Middle School	43% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2005 MEAP test. Elementary, middle, and high school MEAP scores are reported as percentages of students who exceeded or met state standards.

Reading Grade 7

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	18%	58%	14%	11%	76%
MacDonald	34%	56%	8%	2%	90%

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Writing Grade 7

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	3%	64%	28%	5%	67%
MacDonald	2%	79%	17%	2%	81%

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

michigan.gov/mde

Total English Language Arts Grade 7

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	7%	66%	19%	8%	73%
MacDonald	16%	72%	10%	2%	88%
State Target Middle School	43% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Math Grade 8

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	31%	33%	23%	14%	63%
MacDonald	61%	24%	11%	5%	85%
State Target Middle School	43% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Reading Grade 8

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	19%	54%	16%	12%	73%
MacDonald	30%	56%	8%	7%	86%

Writing Grade 8

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	8%	57%	28%	8%	65%
MacDonald	5%	72%	18%	5%	77%

Total English Language Arts Grade 8

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	10%	59%	21%	10%	69%
MacDonald	15%	69%	10%	5%	84%
State Target Middle	43% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Science Grade 8

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	33%	44%	16%	7%	77%
MacDonald	46%	35%	12%	7%	82%

MEAP Test Results

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Social Studies Grade 9

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	31%	43%	20%	5%	75%
High School	46%	34%	13%	7%	80%

Reading Grade 11

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	1%	60%	24%	15%	61%
High School	6%	69%	17%	8%	75%

Writing Grade 11

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	3%	43%	47%	7%	46%
High School	9%	58%	28%	5%	67%

Total English Language Arts Grade 11

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	1%	51%	39%	9%	52%
High School	5%	67%	24%	4%	72%
State Target High School	52% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

MEAP Test Results

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Science Grade 11

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	5%	47%	18%	30%	52%
High School	14%	56%	10%	20%	70%

Math Grade 11

2005-2006					
	Level 1	Level 2	Level 3	Level 4	% Proficient Level 1 & 2
State	9%	37%	16%	38%	46%
High School	30%	43%	9%	18%	73%
State Target High School	44% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

MEAP Test Results

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

Math Grade 3

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	85%	90%	80%					92%		72%		
Marble	91%	97%	82%					92%		80%		
Pinecrest	91%	91%	91%			80%		95%		100%		
Red Cedar	84%	92%	79%		87%					85%	70%	
District	88%	93%	83%		94%	69%	80%	93%	87%	82%	71%	
State	87%	87%	87%	87%	94%	71%	79%	92%	86%	79%	78%	92%

Reading Grade 3

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	89%	87%	91%					97%		84%		
Marble	88%	86%	89%					90%		80%		
Pinecrest	90%	85%	94%			80%		93%		83%		
Red Cedar	94%	100%	90%		100%					96%		
District	90%	88%	91%		93%	77%	100%	93%	80%	87%	86%	
State	87%	85%	89%	84%	93%	74%	77%	91%	85%	78%	72%	91%

Writing Grade 3

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	37%	27%	46%					44%		28%		
Marble	49%	49%	50%					57%		10%		
Pinecrest	52%	50%	55%			53%		49%		33%		
Red Cedar	44%	46%	43%		50%					42%		
District	46%	43%	49%		46%	33%	70%	50%	27%	31%	14%	
State	52%	46%	57%	45%	67%	43%	42%	54%	47%	42%	42%	60%

Total English Language Arts Grade 3

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	78%	83%	74%					87%		64%		
Marble	82%	81%	82%					88%		60%		
Pinecrest	82%	76%	88%			67%		85%		58%		
Red Cedar	82%	85%	81%		92%					88%		
District	81%	81%	81%		86%	59%	80%	86%	80%	70%	64%	
State	78%	75%	81%	74%	87%	62%	65%	83%	74%	66%	60%	83%

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

Math Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	78%	85%	71%				91%	81%		52%		
Marble	83%	88%	80%					85%				
Pinecrest	93%	97%	89%					94%				
Red Cedar	91%	91%	92%		100%			90%		91%	82%	
District	86%	90%	82%		100%	70%	85%	87%	64%	72%	71%	
State	82%	82%	82%	82%	92%	60%	71%	88%	79%	70%	68%	87%

Reading Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	84%	85%	84%				73%	88%		70%		
Marble	92%	92%	91%					89%				
Pinecrest	95%	97%	93%					97%				
Red Cedar	93%	95%	92%		92%			95%		85%		
District	90%	91%	90%		96%	89%	85%	92%	82%	77%	60%	
State	83%	81%	86%	81%	91%	68%	73%	88%	81%	73%	66%	87%

Writing Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	54%	46%	65%				36%	63%		30%		
Marble	67%	72%	63%					66%				
Pinecrest	63%	53%	74%					69%				
Red Cedar	61%	50%	71%		75%			55%		60%		
District	61%	54%	68%		74%	48%	45%	64%	45%	41%	20%	
State	55%	49%	61%	49%	68%	43%	43%	59%	48%	43%	41%	61%

Total English Language Arts Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Donley	76%	77%	74%				73%	83%		48%		
Marble	85%	88%	83%					87%				
Pinecrest	91%	90%	93%					100%				
Red Cedar	86%	85%	88%		83%			85%		80%		
District	84%	84%	84%		93%	67%	75%	89%	64%	62%	30%	
State	76%	72%	80%	71%	86%	59%	62%	81%	71%	63%	55%	81%

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

Math Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	77%	77%	76%		67%	57%		86%		58%		
Whitehills	76%	79%	73%		85%	74%		76%	73%	58%		
District	76%	78%	75%		75%	65%	70%	81%	73%	58%	47%	
State	73%	74%	73%	69%	88%	48%	61%	81%	70%	59%	60%	78%

Reading Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	90%	86%	95%		92%	67%		96%		92%		
Whitehills	82%	83%	81%		73%	79%		83%	91%	55%		
District	86%	84%	88%		83%	73%	90%	89%	93%	71%	55%	
State	80%	77%	83%	76%	89%	62%	69%	85%	78%	68%	61%	83%

Writing Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	69%	63%	75%		67%	62%		74%		58%		
Whitehills	66%	58%	73%		73%	68%		66%	73%	55%		
District	68%	61%	74%		70%	65%	30%	70%	73%	56%	27%	
State	63%	56%	70%	56%	78%	52%	56%	66%	66%	53%	55%	71%

Total English Language Arts Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	85%	80%	89%		67%	67%		93%		79%		
Whitehills	80%	79%	81%		73%	79%		80%	91%	58%		
District	83%	80%	85%		70%	73%	80%	86%	93%	67%	27%	
State	75%	71%	79%	69%	86%	56%	63%	81%	74%	61%	56%	79%

Science Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	83%	82%	83%		67%	52%		94%		71%		
Whitehills	76%	80%	72%		62%	63%		82%	73%	59%		
District	79%	81%	77%		64%	58%	90%	88%	80%	64%	13%	
State	77%	78%	76%	75%	85%	50%	62%	85%	75%	62%	54%	73%

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

Math Grade 6

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	81%	75%	86%		91%	71%	54%	85%		74%		
Whitehills	76%	80%	70%		100%	71%		78%	62%	61%		
District	79%	78%	79%		94%	71%	57%	82%	67%	68%	71%	93%
State	65%	64%	66%	62%	85%	35%	52%	74%	61%	47%	48%	69%

Reading Grade 6

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	86%	84%	89%		89%	79%	58%	92%		76%		
Whitehills	86%	82%	91%		100%	83%		88%	77%	73%		
District	86%	83%	90%		93%	81%	70%	90%	80%	75%		93%
State	80%	76%	84%	78%	89%	61%	68%	85%	78%	67%	59%	82%

Writing Grade 6

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	77%	74%	80%		89%	54%	75%	82%		71%		
Whitehills	86%	82%	91%		90%	92%		88%	77%	87%		
District	82%	78%	85%		89%	73%	75%	85%	80%	78%		80%
State	75%	68%	82%	72%	86%	59%	67%	80%	71%	64%	63%	78%

Total English Language Arts Grade 6

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	80%	75%	85%		94%	71%	50%	85%		65%		
Whitehills	86%	81%	93%		100%	83%		88%	77%	80%		
District	83%	78%	88%		96%	77%	65%	86%	80%	72%		93%
State	77%	71%	82%	74%	87%	57%	65%	83%	74%	63%	58%	79%

Social Studies Grade 6

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Glencairn	88%	91%	85%		91%	79%	85%	89%		79%		
Whitehills	86%	85%	88%		100%	88%		86%	85%	74%		
District	87%	88%	86%		94%	83%	81%	88%	87%	77%	69%	93%
State	78%	76%	80%	76%	88%	57%	67%	85%	78%	65%	59%	82%

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

Math Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	77%	75%	78%		89%	55%	38%	85%		55%	58%	90%
State	60%	60%	60%	54%	80%	28%	42%	69%	54%	40%	39%	61%

Reading Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	90%	86%	94%		100%	73%	100%	93%		77%		
State	76%	71%	81%	70%	87%	56%	64%	82%	75%	62%	54%	77%

Writing Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	81%	74%	88%		85%	67%	56%	87%		61%		
State	67%	59%	74%	60%	82%	48%	56%	72%	64%	53%	49%	71%

Total English Language Arts Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	88%	84%	92%		100%	69%	81%	94%		71%		
State	73%	67%	79%	66%	86%	51%	61%	79%	71%	57%	50%	75%

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

Math Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	85%	85%	85%		100%	54%	85%	90%	85%	68%		
State	63%	63%	63%	55%	82%	34%	47%	72%	59%	45%	41%	61%

Reading Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	86%	82%	90%		91%	65%	75%	91%	85%	67%		
State	73%	68%	77%	65%	85%	53%	58%	79%	71%	58%	47%	68%

Writing Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	77%	68%	87%		91%	68%	67%	80%	54%	65%		
State	65%	55%	74%	55%	80%	48%	51%	70%	63%	50%	45%	62%

Total English Language Arts Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	84%	79%	90%		91%	65%	75%	88%	85%	65%		
State	69%	63%	76%	59%	83%	49%	54%	76%	67%	54%	44%	66%

Science Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
MacDonald	82%	82%	81%		88%	54%	77%	89%	71%	56%		
State	77%	77%	77%	72%	85%	51%	60%	85%	75%	62%	48%	71%

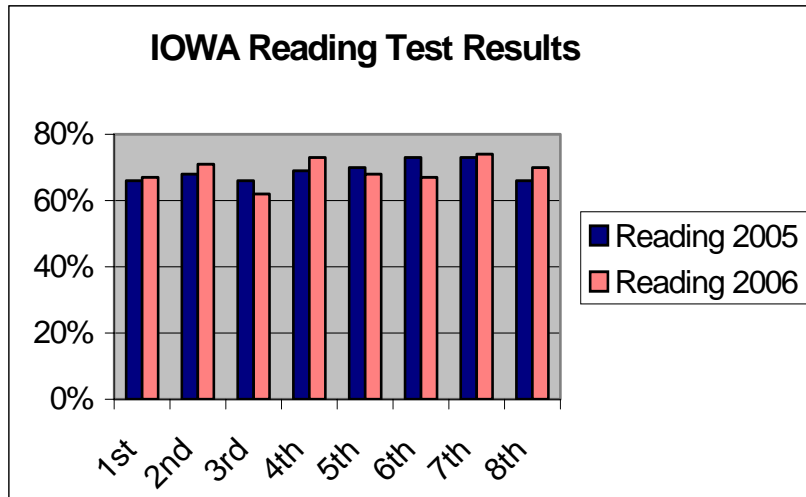
The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged.

High School Social Studies Grade 9

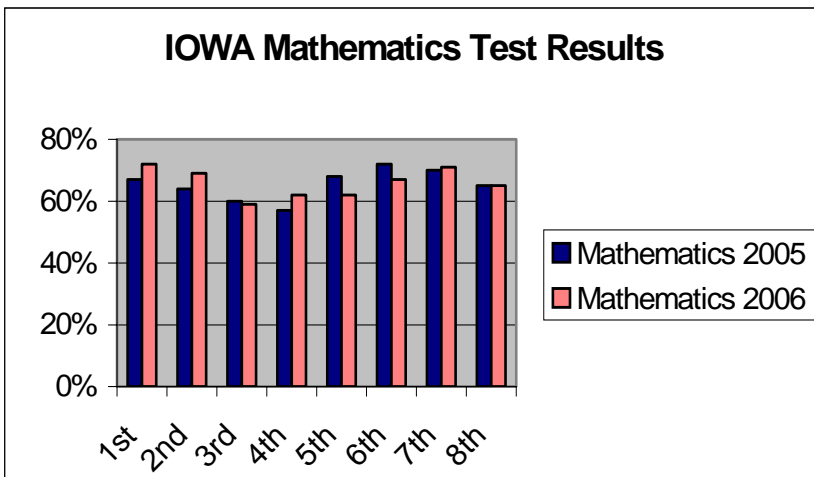
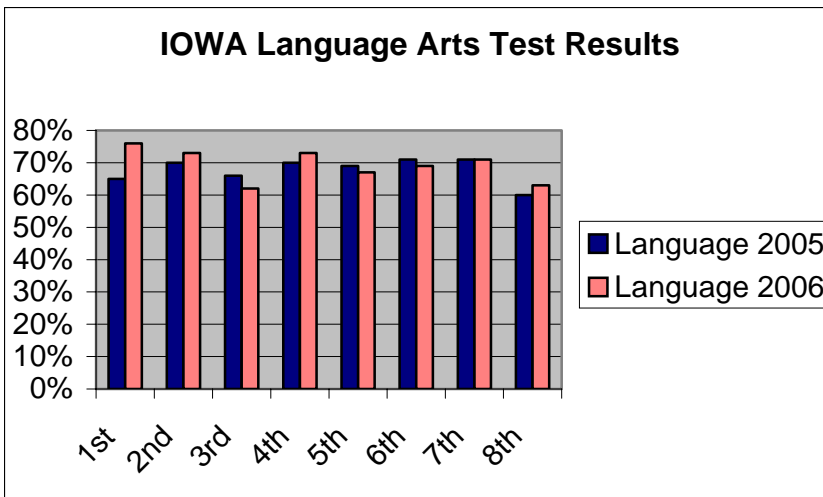
	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
High School	80%	76%	84%		75%	66%	67%	85%	86%	60%		
State	75%	72%	77%	71%	83%	54%	63%	81%	72%	61%	51%	67%

High School All Subjects Grade 11

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Multiracial	Economically Disadvantaged	English Language Learners	Formerly Limited English Proficient
Math	73%	68%	76%		67%	48%	50%	79%		53%		
State Math	46%	47%	45%	37%	66%	16%	28%	52%	37%	26%	18%	33%
Science	70%	67%	72%		55%	40%	43%	78%		33%		
State Science	52%	55%	49%	45%	62%	21%	32%	59%	45%	32%	14%	30%
Social Studies	88%	87%	89%		86%	72%	77%	91%		71%		
State Social Studies	79%	77%	82%	71%	86%	63%	70%	83%	75%	67%	55%	75%
Reading	75%	73%	77%		55%	63%	64%	80%		54%		
State Reading	61%	57%	64%	51%	66%	43%	44%	65%	55%	44%	23%	40%
Writing	67%	55%	77%		45%	44%	43%	74%		35%		
State Writing	46%	37%	55%	37%	62%	28%	34%	50%	40%	30%	20%	42%
ELA	72%	67%	77%		50%	52%	43%	79%		49%		
State ELA	52%	46%	58%	42%	63%	32%	35%	57%	45%	33%	16%	37%



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



Home of the Donley Dolphins!

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

Pamela Andrews, Principal

Mission Statement

It is the primary mission of Donley Elementary School to teach all students to learn to the best of their ability and to use critical and analytical thinking skills to find and use information. Students will effectively communicate their knowledge through spoken and written language. We will nurture personal and social development promoting respect of self and others in a safe and orderly environment so that all students will be respectful and cooperative life long learners.

School Improvement Plan

The school improvement plan is based upon disaggregation of our school's MEAP scores for the past three years, Iowa tests and classroom benchmark assessments. The East Lansing School District uses the North Central Accreditation process as a framework for school improvement. All faculty members participated in disaggregating test data as well as serving on goal setting committees.

School Improvement Goals

Donley's school improvement goals were agreed upon following the NCA model.

Goal 1: All students will increase skills in mathematical problem solving, concepts and computation across the grade levels.

Goal 2: All students will show improvement in English Language Arts across the curriculum.

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills and knowledge that are necessary for their continual growth and success as students within the school setting and eventually as adults in our society. The core curriculum at William Donley Elementary School provides learning experiences in all areas of English/language arts (reading, writing, speaking, listening, spelling), mathematics, science, social studies, health, physical education, music, art, and computer instruction, as well as enrichment activities. Lessons are modified as needed by general education teachers. We have ESL, Special Education and Title 1 support. All of Donley's district adopted curricula 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 2005-06 fall and spring conferences again hit 99%! This high level of participation has been a constant "point of pride" here at Donley, but it extends past conferences. Donley's success is directly linked to involved parents who contribute hundreds of hours of service to projects, including:

- * Reading to students
- * Helping students in the Computer Lab
- * Providing classroom presentations based on personal experience or expertise
- * Anti bullying efforts
- * Helping students write and publish a school wide literacy magazine

- * Organizing Read to Succeed partnership with MSU athletes.
- * Organizing and funding school wide trips to the Wharton Center.

Teacher Qualifications

For the 2005-06 school year, 100% of our Donley teachers were highly qualified.

Accreditation Status

Donley School is accredited by the North Central Association. For the 2005-06 school year our school met the State's Adequate Yearly Progress standards.

Points of Pride

- * Parent Council and staff worked together to build a strong Literacy Program throughout the building. Parents donated books, read to classes on a regular basis, and raised funds for our reading room (\$6,000 to date).
- * Parent volunteers worked with students and staff to organize a coat drive for a shelter in our community.
- * MSU athletes volunteered their time to talk with Donley students about the importance of reading to succeed as well as read with them!
- * Parent volunteers and teachers make "March is Reading Month" an extremely fun and challenging time of year for our students.
- * MSU students were our pen pals throughout the school year.

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

CREATING A LEGACY OF LEARNING

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

Glencairn is a 5/6 grade elementary school located in East Lansing, Michigan. Established in 1952 as a K-6 school, Glencairn has long had a great reputation as an excellent learning institution. The attendance area, reestablished in 2003, takes in students from the Marble and Red Cedar Elementary attendance areas. Two hundred and fifty ethnically diverse students, from a wide variety of backgrounds, languages and customs from around the world attend our school. It is truly a microcosm of diverse learners who bring a wide range of personal experiences to school. Educators at Glencairn and Whitehills work collaboratively to provide a consistent, quality educational experience for fifth and sixth graders in the East Lansing Public Schools, focused on common curricula, assessment, and instructional practices. Teachers meet in grade level meetings to articulate professional practices and engage in professional development. As we celebrate a new spirit of educational excellence at Glencairn, the future holds great promise for our "small but beautiful meadow in the woods," the real meaning of our Scottish name, Glencairn. And, as our school song proclaims, "We're a stalwart clan and we're from East Lansing's finest elementary school" (words and music by the Sponberg Family.)

Welcome to a great community of learners.

Cliff Seybert, Principal

Mission Statement

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

School Improvement Plan

The focus of our school improvement work this school year was to work on Phase V of the North Central Association (NCA) Performance Accreditation Process. The previous four phases called upon all Glencairn staff and school community stakeholders to develop their knowledge and understanding of the NCA Performance Accreditation process. In making this commitment, our school continued to partake in training options sponsored by the district and NCA Association. Through these combined professional and school community trainings, an understanding of the Performance Accreditation Framework was embedded. During the 2005-06 school year, our school team continued to incorporate building data sources into our decisions about our instructional programs and school improvement goals. Phase V of the NCA process helped us to develop a learning organization that is continually discovering new ways to achieve better results. Our entire school community is working together to share information with one another to promote data-driven goals. In doing so, our school focused attention on the need for continuous improvement. Phase V called upon our team to clarify goals, identify support data used to set goals, and identify local and standardized assessments used to measure progress on goals. We also outlined the research and subsequent strategies and interventions used to promote progress and affect change in instructional practices in classrooms, and to structure professional development that supported teacher skill development in goal areas. Finally, we identified activities that would be observed within instruction to promote progress on goals. Based on the collection and analysis of comprehensive data, building goals were set into a model that led staff to the Collaborative Analysis of Student Learning or CASL model. Contributing factors with CASL were meaningful teamwork, opportunities to learn, task commitment, a climate of high expectations for success and a safe and orderly learning environment. We also focused on continuous

improvement goals, regular monitoring, collection and analysis of student performance data, fostering a positive home/school relationship, and the development of a professional learning community within our school. It is clear that Glencairn is a work in progress. A culture of learning, based in part on measurable building performance goals, will continue to unfold as Phase V of the NCA/School Improvement process develops.

School Improvement Goals

Our school improvement goals have been submitted and approved by the North Central Accreditation Association. For the 2005-06 our staff focused on the following goals:

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

The active use of the CASL model continues to provide focused work and measurable results toward the achievement of our goals.

Core Curriculum

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

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

Parent Participation

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

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

MSU students and other community members also volunteer in our building on a regular basis. We are part of MSU's Teacher Intern Program and welcomed five interns for the 2005-06 school year as practicing teachers. Spring Arbor College, Alma College and Olivet College also collaborate with our school in providing student teachers to work with our highly qualified staff. Other community members often act as guest lecturers and instructors as well.

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

Teacher Qualifications

For the 2005-06 school year, 100% of our Glencairn teachers were highly qualified.

Accreditation Status

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

Points of Pride

- * Fifth and sixth graders participated in the TEAM program with the East Lansing Police Department. TEAM provides ongoing support for alcohol and other drug-related education/prevention. The East Lansing Police Department and East Lansing Public Schools involve all elementary school students in learning about behaviors, skills and information to combat drug use.
- * Students, staff, parents and community members established a strong violence prevention program within the school during the 2003-04 school year. Anti bullying skills and strategies, a progressive disciplinary plan, and high expectations all focus on supporting a learning culture that is safe and orderly for all students.

Glencairn parents, students and staff participated in training/workshops on school violence prevention during the 2005-06 school year.

- * Two successful mentor programs were established during the 2003-2004 school year. The Osteo Bigs/Youth Friends mentor program served 14 students during the school day. The Big Brothers Big Sisters mentor program served 25 students as part of our school's lunch buddy program. The primary focus of both mentor programs was to develop positive relationships and build assets in youth that will enable them to live healthy and productive lives.
- * Glencairn students, staff and parents teamed together to develop a student service-learning project that raised over \$3500 to benefit their school and the Capitol Area Humane Society. The Walk-the-Walkathon, sponsored by our parent organization (GSA) was a successful event for our school and community.
- * Glencairn students partook of several rewarding arts experiences at the Wharton Center as part of our annual Artist in Residence program.
- * Students had an opportunity to work with live animals through meaningful assemblies as part of a classroom learning experience.
- * Several outstanding assemblies within our school provided students with opportunities to explore the arts.
- * Fifth graders enjoyed a trip to Greenfield Village and the Henry Ford museum as part of their social studies curriculum.
- * Sixth graders traveled to the Detroit Science Center and enjoyed an excellent science experience.
- * Students participated in our annual March is Reading month activities and successfully read volumes of books.
- * The Glencairn staff are a point of pride. Their dedication to students is a remarkable asset we enjoy.

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

BE SAFE, BE COURTEOUS, AND BE LEARNING

Marble Elementary School provides a comprehensive educational program for 320 students in kindergarten through fourth grades. Our focus is to provide a quality educational opportunity for our students with emphasis placed on the principles of best practice in education. This is made possible through the services of a strong instructional team.

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

We maintain that children learn best in an environment where there are relationships between the students and staff based on mutual respect and trust. We continue to incorporate the *Marble Code-Be Safe, Be Courteous, and Be a Learner*— as a guide when working together in the classroom, on the playground and throughout the school. This year we fully implemented the *Marcia McEvoy Bully Prevention Program* after students and staff were trained. Parents/guardians were provided an opportunity to attend an evening workshop with Dr. McEvoy.

Joanne Preston, Marble Principal

Mission Statement

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

We believe:

- * Learning is a lifelong process;
- * Learning should be an enjoyable, engaging experience;
- * Each child can actively participate and succeed in learning;
- * Consistent and clear expectations create a positive learning environment;
- * Respect for self and others is a priority;
- * Our approach to instruction will challenge each child to reach his or her academic and creative potential;
- * Curiosity and confidence facilitate learning;
- * Responsibility for education is a community endeavor;
- * Communication and cooperation between staff, parents, children and community are essential to accomplish our goals.

School Improvement Plan

Marble's commitment to excellence is manifested in the school improvement process. The East Lansing School District has made a commitment to the North Central Accreditation process as a framework for school improvement. All faculty members are actively participating in the school improvement/NCA process.

School Improvement Goals

We follow the North Central Accreditation process as our model for school improvement. We focused our attention on completing Phase IV and began Phase V of the NCA process. Faculty worked in committees to identify instructional strategies, professional development and assessments to guide and inform our instruction. The three goals are identified as our target areas for the school improvement process:

- * All students will improve in math problem solving, concepts, computation, and increase their level of comfort with math at all grade levels.
- * All students will improve communications through writing in various forms.
- * All students will better understand appropriate behavior and be more responsible for their own actions.

Core Curriculum

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

Parent Participation

Parent participation, involvement and support are key ingredients to the success of our students and the learning community. During the 2005-06 school year, we had a high percentage of parents participate in the ice cream social and open house nights. Our Fall and Spring parent/teacher conferences had a 99% participation average. A "Welcome Wagon" parent committee provided personal contact time to welcome new Kindergarten families prior to the start of the 2005-06 school year. Many families participated in a new Family Orientation Night held in August.

The Marble Parent Council supported students in academic areas through volunteerism, by sponsoring and chaperoning field trips and other events, participating in Author's Teas and Celebrations of Learning, reading to children at home and at school, attending conferences and evening events, and volunteering for Science/Math afternoon. Our parents/guardians have provided supports to staff and students in many ways both at the building and at home.

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

Teacher Qualifications

For the 2005-06 school year, 100% of our Marble teachers were highly qualified.

Accreditation Status

Marble received Accreditation Status through North Central Accreditation. For 2005-06, Marble met Adequate Yearly Progress (AYP).

Points of Pride

- * Fourth grade students assumed leadership roles as Safeties and Kindergarten Buddies throughout the year.
- * Eighth grade students from MacDonald Middle School were learning buddies to our first and second graders.
- * Our music teacher provided students with an opportunity to perform for their families during either a day or evening performance.
- * Students in grades K-4 are participating in Writer's Workshop.
- * Student artwork was displayed at the East Lansing Public Library.
- * The International Bread Company continued their partnership with Marble as a gallery for student artwork.
- * Students made and sold items to raise money for Hurricane Katrina relief.
- * Over 25 fourth grade students participated in an after school art club sponsored by our art teacher. Students auctioned designer chairs at the Carnival to fund the continuation of the art club.
- * After school enrichment opportunities increased this year. Many students participated in FRIENDSHOP, Spanish and German language instruction, and the Deep Sea Divers aquarium club.
- * Students participated in the fourth annual All School Garden Day.
- * Parents provided an evening Carnival for our students and the community.
- * Eight Michigan State University interns worked with collaborating teachers at Marble to complete their Teacher Preparation Training Program.
- * Students participated in the fourth Math/Science afternoon.
- * Thirteen fourth grade students participated in the after school group, Deep Sea Divers, to learn about and develop a reef tank in our media center.
- * Marble Parent Council provided financial support for all school enrichment opportunities provided through field trips.
- * Marble Parent Council sponsored and planned March is Reading Month activities with the reading teacher.
- * Fourth grade students participated in a two day field trip to Mackinaw City and Mackinac Island as part of their Social Studies.
- * Forty third grade students participated in the week long Big Zoo Lesson at Potter Park Zoo.
- * Mrs. Bain, a third grade teacher, was the recipient of the Spartan Village Global Award through the East Lansing Educational Foundation.
- * Several teachers wrote and were awarded grants through the East Lansing Educational Foundation.
- * The parent council funded the purchase of over 200 book titles proved by parents as their "Family Favorites". These books are available for students to check out from the library.
- * Students have participated and won honors in the Midwest Academic Talent Search, State Spelling Bee, Chess Tournaments, Sports' Programs, Music Competitions and other activities beyond their school day.
- * Two staff members, Mrs. Paul and Mrs. Cosgrove, retired after a combined 31 years of service and dedication to the students, staff and families in the Marble community. Mrs. Cosgrove started the Educational Garden. A large ceramic mural, completed by the after school art club students, was dedicated to Mrs. Cosgrove on June 7, 2006.

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 380 students in kindergarten through fourth grade. Located in the northern tier of East Lansing, Pinecrest has a proud tradition as a neighborhood school, which is the center of community activities. Our academic program stresses both fundamental skills and a challenging curriculum. Expectations for student behavior and academic performance are high. Parental involvement is welcomed and valued.

Pinecrest parents are partners in the school's operation by supporting and enhancing our curricular and extracurricular programs.

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

The focus for our work this year was to develop academic goals to increase student success in writing and mathematics. The Pinecrest staff will continue working toward enhancing the overall instructional program and striving to maintain and exceed our standards for excellence.

Cynthia K. Blakeslee, Principal

Mission Statement

The Pinecrest School Community provides a nurturing environment where each child is challenged to reach their full intellectual, social, emotional, and physical potential, enabling them to be responsible citizens of an ever-changing world.

School Improvement Plan

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

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

The North Central Association School Improvement process has a five-year cycle. The Pinecrest goals and objectives were reviewed and the math goal rewrit-

School Improvement Goals

MATHEMATICS: All students will increase their ability to apply mathematical problem-solving skills in a variety of context.

WRITING: All students will improve their written expression skills across the curriculum.

Core Curriculum

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

Parent Participation

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

The Pinecrest Parent Council actively and enthusiastically supports the School Improvement Process by providing leadership and funds for school activities, including reading month activities, fine arts, and guest speakers. The Pinecrest Volunteer program is also an integral part of the school's operation. Our volunteers include retired staff members, parents, and community members who act as tutors, mentors, science fair judges, and assist staff with special projects.

Teacher Qualifications

For the 2005-06 school year, 96% of our Pinecrest teachers were highly qualified.

Accreditation Status

Pinecrest school met the accreditation standards and criteria from the North Central Accreditation Commission on Accreditation and School Improvement for the 2005-2006 school year.

Professional Development

Professional growth is a priority at Pinecrest. Our current emphasis is to support our building enhancement goals in literacy, and mathematics. The Pinecrest Staff completed a three-year training to enhance writing skills across the curriculum. The Writers' Workshop and 6 + 1 Traits of Writing training enhanced our teachers' skills in coaching students as writers and authors. To continue the pursuit of understanding how students learn to write, each teacher was given *Writing Essentials* by Regie Routman, which will serve as the foundation for professional development in the 2006-2007 school year.

Points of Prides

- * Pinecrest has a talented and experienced staff that is dedicated and committed to teaching and learning.
- * Pinecrest provides an Early Childhood Education Program for 2 1/2 year olds to 7 year olds who need Special Education Services.
- * Pinecrest School celebrates a 40% rate of student diversity.
- * The Pinecrest H.E.A.R.T. Program is in its eleventh year!
- * 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 students serve as library helpers, camera crew, safety squad, and participate in an array of service groups and activities to help students build a positive school-community relationship.
- * The Pinecrest School FRIENDSHIP Enrichment Program served more than 120 students in after school enrichment classes.
- * Fifty students participated in a new after-school opportunity, *Simply Spanish*.
- * The Capital Area Literacy Coalition provided a before school reading tutoring program entitled SUCCEED. In addition students had access to our After School Study Stop tutoring program two times a week.
- * Michigan State University places Elementary Interns at Pinecrest each year. During the 2005-06 school year four interns were placed as a part of their Teacher Preparation Training Program.
- * Pinecrest has partnered with the Lake Lansing Meijer's Store and Hungry Howie's for support of school activities and programs.
- * Pinecrest parents and community members donated more than 600 volunteer hours during the 2005-06 school year.
- * Pinecrest students read more than three thousand hours during Reading Month.
- * Pinecrest School is a *Bully and Teasing Free Zone*.

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

LEARNING AND GROWING IN A DIVERSE COMMUNITY

Red Cedar Elementary School, the oldest operating school in the district, serves over 220 students in Kindergarten through fourth grades from 39 countries, 13 states and 24 language groups. We are proud of our global reputation of providing a strong academic focus in a warm, safe, caring climate, and we celebrate our diversity daily.

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

Mindy Emerson, Principal

Mission Statement

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

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

School Improvement Plan

The Red Cedar School Improvement sub committee disaggregated building scores on our school's MEAP scores and Iowa tests for the past four years, and our school-wide classroom benchmark assessments, for current data. The results are then reported to the staff to inform instruction. The whole staff then reviewed this information to develop strategies and best practice interventions in the select curriculum areas chosen: reading, writing and math.

School Improvement Goals

Our goals for the 2005-06 school year continued our focus on English language arts (reading and writing), and math computation and problem solving as areas of need. We focused our language arts goal with emphasis placed on writing across the curriculum. The staff determined this as a need based on findings from our analysis of data. As a staff we also focused on reviewing the Michigan Curriculum Frameworks, State Standards and Benchmarks, and Grade Level Content Expectations in these three areas in terms of our alignment of district adopted curriculum, instruction and assessment. We spent time discussing and sharing techniques to improve the instruction of content across all grade levels. Our goals continue to be:

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

Evidence for addressing the goals in reading and writing:

- * Teachers attended district grade-level meetings to guide their instruction of reading, writing and spelling, as well as professional development opportunities outside the district.
- * A year long teacher-led professional learning community provided the basis for our improvement of writing strategies based on Vicki Spandel's body of work, 6 + 1 Traits of Writing and improved student writing at all levels.
- * We fully utilized the district's English language arts curriculum. In reading, writing and spelling, students engaged in discovery-based activities with the support and guidance of their teachers, and were provided with time to reflect on their learning through discussions and extensive writing opportunities.
- * There continues to be emphasis on literacy, with classroom time spent on reading, writing, oral discussion, and listening activities for all

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

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

Evidence for addressing the goals in mathematics:

- * Students in all grade levels used computational activities to strengthen computation skills, and all classrooms utilized "Everyday Math Counts" to enhance problem solving skills.
- * Students showed improved scores in classroom assessments in the computation of basic facts in addition, subtraction, and multiplication.
- * A pilot program of take home math games was utilized to provide specific skill practice and provide a home-school learning link with our community.

Core Curriculum

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

Parent Participation

Red Cedar is a K-4 building serving the university housing units of Michigan State University and surrounding neighborhoods. It also serves approximately 65 Schools of Choice families. This presents an opportunity to enhance our parent involvement and maintain a continued spirit of community for all. During the 2005-06, 100% of Red Cedar families were represented at fall conferences and 98% at spring conferences. At the request of parents or staff, student progress meetings were held throughout the year. Parent and community volunteers are an important and appreciated part of our community. Volunteers provided invaluable support assisting in classrooms as mentors and daily support, attending field trips, coordinating classroom events, maintaining our fish tank, indoor and outdoor gardens, as well as

special events, presentations, and projects. The Red Cedar School Association sponsors our ice cream social, hot dog roast/curriculum night, International Dinner and Raffle, outdoor clean-up and garden project, and fund raising activities. Through fundraising efforts, they continued to finance the purchase of our international flags, March is Reading Month activities, plants for our gardens, and are currently fundraising to purchase a message board for the front of our school.

Teacher Qualifications

For 2005-06 school year, 100% of our Red Cedar teachers were highly qualified.

Accreditation Status

Red Cedar's accreditation status for 2005-06 was "A" according to the requirements by the State of Michigan, Red Cedar received a score of 100% on the State Indicator's Performance, and attained Adequate Yearly Progress (AYP) in the 2005-06 school year. We are presently fully accredited by North Central Accreditation as part of the district adopted initiative.

Points of Pride

- * Recognized as one of the most culturally diverse schools in the state, Red Cedar boasts an international student population representing 39 countries, 13 states and 24 languages and dialects.
- * Our Festival of Cultures, an annual spring event, celebrates our diversity through costume, music and dance, performed for the community by our entire student body.
- * Red Cedar is maintained as a safe, secure environment, providing a bully-free and teasing-free school. Red Cedar fully implemented a Violence and Bully Prevention program with training for all staff and students in prevention and reporting of bullying activity.

- * Funded by an Eisenhower grant, Red Cedar was one of three Lansing area schools again selected to participate in the Hispanic Artists in residence program, bringing the opportunity to experience drama, music forms, video, painting, and poetry writing by noted artists in these fields to all grade levels.
- * Red Cedar hosted "Simply Fun Spanish," an after school language opportunity offering all year.
- * Red Cedar 2005-06 community service projects included the third annual East Lansing Trash Bash parade and environmental clean up day, and developed another new garden in May, 2006. Several classes undertook fund raising efforts to provide Hurricane Katrina relief.
- * A partnership with East Lansing's chapter of Kiwanis International provided every third grade student with a personal dictionary to keep.
- * We hosted acclaimed Michigan author and illustrator Nick Van-Frankenhuisen as part of March is Reading Month activities.
- * In addition to the professional development hours provided by the school district, Red Cedar staff members logged over 1850 hours of professional development in activities in all core areas, technology, and best practice research on teaching during the course of the 2005-06 academic school year.

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

HONOR , RESPECT, EXCELLENCE FOR ALL

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

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

Dave Batten, Principal

Mission Statement

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

School Improvement Plan

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

School Improvement Goals

School improvement goals were derived from standardized and local assessment data. Increased achievement in writing and increased achievement in mathematics, for all students, were determined to be the focus of school improvement efforts for the immediate future.

The Whitehills school community is working toward the goal of all students improving their writing in a variety of contexts across all content areas. The primary strategies in achieving this goal will be increasing the amount of instructional time devoted to literacy and consistent development and use of the 6 + 1 Traits of Writing instructional framework in all academic settings. Professional development activities are designed to support this goal. Strategies to improve the mathematical performance of all students will include a focus on the increased use of standard formative assessments and responsive instruction. Concurrently, the use of specific technological resources and an aligned math instructional program will be utilized, and professional development activities will be afforded all instructional staff.

Core Curriculum

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

Parent Participation

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

The Whitehills School Association, consisting of parents, guardians and community members, enriches the school experience for all children. Numerous educational opportunities and school-community social activities are organized and supported by the Whitehills School Association. The parent association augments school communication with regular features in the monthly school newsletter, maintaining the messages on the school marquee sign, surveys of parent interests, and regular meetings open to the public for informational or decision-making purposes. School communication with parents is extensive and varied. School newsletters are distributed to all families monthly and posted on the school web page. Upcoming events and activities are posted on the web page and district cable TV channel as well as the school marquee sign. Individual conferences with parents are convened twice a year and additional meetings with parents are held at teacher or parent request. Parent involvement in school-based decision-making is managed through the parent association and parents had opportunities to attend a workshop addressing the topic of bullying and harassment. Parents and community volunteers are a welcome presence within our school, providing supplementary lessons, assisting with school projects, enhancing the building's appearance, leading an extracurricular activity, joining students for lunch or a field trip, or participating on various committees.

Teacher Qualifications

For the 2005-06 school year, 95% of our Whitehills teachers were highly qualified.

Accreditation Status

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

Points of Pride

- * Two successful mentor programs were continued. The MSU Osteo Bigs/Youth Friends mentor program and the Big Brother/Big Sisters mentor program provided additional adult role models for students. The primary focus of both mentor programs was to develop positive relationships with youth and build assets in youth that will enable them to live healthy and productive lives.
- * Many local authors presented their work to our students and met with every classroom to develop student knowledge and understanding of the author's craft.
- * Whitehills staff voluntarily continued a faculty study group focusing on the development of student writing skills. Teacher leaders Marge Andrews and Elaine Michener-Israel led the staff through monthly investigations and applications of the strategies presented in 6 + 1 Traits of Writing.
- * All fifth and sixth grade students had an opportunity to perform for the community in their chosen music ensemble of choir, orchestra, or band.
- * Students, staff, parents and community members maintained a strong violence prevention program within the school. Anti-bullying skills and strategies, a progressive disciplinary plan, and high expectations all focus on supporting a learning culture that is caring, safe, and orderly.
- * Parent, community, and staff volunteers created numerous learning opportunities through our Lunchtime Seminars and Flex time offerings. Chess Club, school newspaper, Yoga, Spanish Club, tutoring, Drama Club, Art Club, Poetry Club, Writer's Workshop, and Photography Club were great opportunities for our students.
- * Students at Whitehills demonstrated civic responsibility through many volunteer efforts. Examples included significant contributions to the American Red Cross food drive, Hurricane Katrina relief and Habitat for Humanity.
- * Students, staff and community members participated in the development and design of a new playground. The playground is designed to be installed for the school and the community by the start of the school in September 2006.
- * Sixth grade students at Whitehills were selected as Peer Assistance Leaders and received training in peer mediation and conflict resolution. The PALs, with Child Guidance Consultant Mary Griffith as advisor, provided building tours to new families, assisted with the orientation and transition of fourth grade students, recognized student birthdays, and organized some cheerful celebrations.

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

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

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

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

MacDonald Middle School provides a core curriculum of English, mathematics, science, social studies and multiple elective course offerings for students to explore their interest and abilities. MacDonald Middle School electives are: art, band, orchestra, choir, drama, French 1, Spanish 1, computer applications, web design, advanced computers, computer animation, technology education, and physical education. The staff and district are proud of MacDonald Middle School and invite you to be a part of our future.

Jack Bamford, MacDonald Principal

School Improvement Plan

MacDonald Middle School is a member of the North Central Association, Commission on Accreditation and School Improvement.

School Mission Statement:

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

Our motto:

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

School Improvement Goals

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

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

Strategies for attaining these goals will be finalized in December 2006.

Core Curriculum

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

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

District K-12 outcomes are aligned yearly with the Michigan Mathematics Benchmarks. K-12 curriculum decisions were introduced and reviewed at the building level. Grades 5-8 math teachers met to discuss benchmarks, curriculum changes, and curriculum alignment. Mathematics class offerings for grades 7 and 8 were consistent in core academic curriculum and instruction. Common grade level assessments have been developed and were implemented. Fall, 2005 MEAP test results for mathematics showed 86% of eighth grade students met or exceeded Michigan standards in mathematics. The math department has analyzed the data and identified strands that will be addressed during the 2006-07 school year.

Social Studies: The K-8 social studies chairs met throughout the year in 2005-06 to align the social studies curriculum to the Michigan Curriculum Framework and the Grade Level Content Expectations in Social Studies. Teachers were given the revised curriculum and teaching materials were purchased that support the curriculum. Continued refinement of the curriculum is still occurring at the state level. Accommodations are provided for students with special needs, through special education or English as a Second Language services. All students may receive extra help during non-class time. In the fall of 2005, the state MEAP Social Studies test was moved from the eighth grade to the ninth grade, administered at the high school.

English Language Arts: The District K-12 English Language Arts Curriculum has been under revision for the past several years, and is aligned with current Michigan Curriculum Framework standards and benchmarks. The middle school curriculum alignment was completed at the end of the 2003-04 school year and was implemented in 2004-05. The staff is working on developing common assessments for both seventh and eighth grade students. The fall 2005 MEAP test results for seventh grade students who met or exceeded Michigan standards were 90% in reading, while 75% of eighth grade students met or exceeded this Michigan standard; 81% of seventh grade students met or exceeded Michigan standard in writing, while 40% of eighth grade students met or exceeded this Michigan standard; 88% of seventh grade students met or exceeded standards on the combined English Language Arts tests, while 60% of eighth grade students met or exceeded this Michigan standard.

Science: The Science Department met in regularly scheduled meetings to review benchmarks and evaluate progress toward improving future MEAP scores. New textbooks were purchased for the seventh grade classes to be used in the 2005-06 school year. Supplementary materials were purchased for the eighth grade classes.

MacDonald Middle School teachers began working with both the elementary and high school science teachers in 2004-05 to ensure a seamless curriculum between levels. The MEAP test results for the fall of 2005 showed that 82% of the eighth grade students met or exceeded Michigan standards in science.

Math: The math department has analyzed the fall 2005 MEAP data and has identified strands that will be addressed in 2006-07.

Parent Participation

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

Teacher Qualifications

For the 2005-06 school year, 94% of our MacDonald teachers were highly qualified.

Accreditation Status

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

Points of Pride

- * Majority of students made the academic honor roll.
- * Students maintained a high rate of proficiency on MEAP tests.
- * Achieved federal AYP standards each year it has been a requirement.
- * Student of the Month program recognized over 50% of the student population for various accomplishments and honors.

- * "Reading/Writing Buddy" partnerships with Marble Elementary students enhanced writing skills and the promotion of relationships within our educational community.
- * Programs offered for at-risk students during and after the school day.
- * Anti-bullying educational program for staff, parents, and students.
- * Anti-bullying educational program and disciplinary rubric for students.
- * 14.8 million dollar renovation of all instructional and performance classrooms.
- * State of the art, 600 seat performance auditorium.
- * Latest audio and video technology in classrooms and auditorium.
- * Career Day Presentation to MacDonald Middle School students by community members.
- * Students taking advanced courses at East Lansing High School and Michigan State University.
- * Membership on the Safe Schools/Safe Community committee.
- * MHSAA athletic program offered in Partnership with the City of East Lansing.
- * Fine Arts performances by choral, band, orchestra and drama students. MHSAA approved sports program cooperatively run by MacDonald Middle School and the City of East Lansing.

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

Welcome to East Lansing High School and our proud heritage. All of us are proud of the rich traditions of excellence which embrace academics, the arts, athletics and activities. The programs and activities at ELHS are designed to offer students the opportunity to pursue experiences which will enrich their lives for many years to come. Students' time at ELHS should lay the foundation for their future endeavors. The faculty and staff encourage and appreciate parental and community participation at ELHS as education is truly a partnership. East Lansing High School offers a comprehensive high school experience ranging from Advanced Placement courses through alternative education courses under one roof. The student enrollment of 1132 students represents 52 nationalities. We are proud of the diversity in our student population as this provides rich experiences for all students. Our student population is representative of the global workplace and our changing neighborhoods. The class of 2006 produced 226 alumni from ELHS. Nearly 92% of those graduates attend post-secondary colleges and universities with a significant number attending prestigious universities across the state, nation, and Canada. Our students excel on state and national tests. We had two students with perfect SAT and/or ACT scores, and we also had ten finalists in the National Merit competition, and four students who earned National Merit Achievement Awards. The academic program at East Lansing High School includes courses in applied skills, computer and engineering education, English, the arts, world languages, mathematics, physical education, social studies and science. Our students are also presented many opportunities to participate in the performing arts, athletics and club activities. These assure a well-rounded high school experience. We are proud of our students, our staff, and their respective accomplishments. Thank you to the parents/guardians and our community for your generous involvement and investment in ELHS. During the 2005-06 school year, we completed the renovation and building project of ELHS. We dedicated our facility to the community in October of 2005. All of us at ELHS are grateful to the community for supporting and valuing education. This reinforces the tradition of academic excellence

we expect at ELHS. We look forward to future generations walking these halls and learning together as we have.

Paula Steele, Principal

Mission Statement

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

School Improvement Plan

The school improvement process of 2005-06 included a review of MEAP scores, graduation rates, post-secondary plans and reports, as well as a review of student records. Review of the MEAP indicated a need to focus on writing, social studies and science. The faculty agreed to emphasize writing and presentation skills across the curriculum. We also implemented problem-solving labs in science and increased attention to economic principles in the early social studies courses. The school year 2005-06 brought us many opportunities to improve communication with all as we utilized Parentline, Open Houses, conferencing and the web page to send information to our community. The class of 2006 was the second class to graduate with an increased requirement of 23 credits and a 1.8 grade point average. The increase in graduation requirements will help ELHS students as we move to more rigorous state sanctioned graduation requirements and testing. The curricular chairs are reviewing the ELHS programs of study to reflect the state standards.

School Improvement Goals

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

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

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

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

Social Studies: The focus on integrating economic principles in American History and World Civilizations resulted in student achievement on the MEAP.

Core Curriculum

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

East Lansing High School has an extremely varied curriculum (over 160 courses) which meets the needs of many of our academically talented students. Students are expected to sign up for and complete a challenging curriculum. Students who need remedial courses are provided with this support. 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 measures of post secondary readiness. The students continue to make adequate yearly progress as evidenced by data records. Students in the ninth, tenth, and eleventh grades have Educational Development Plans (EDPs), which are implemented through the comprehensive guidance process.

College Credit for Dual Enrollment

East Lansing High School accepts external credit from colleges and universities with prior administrative approval. Also, the counseling department staff works with individual students to help enroll them at MSU or LCC as high school students, should this be an appropriate option for them. For 2004-05, 14 students (6%) received college credit for dual enrollment. In 2005-06 12 students (4%) received college credit for dual enrollment.

College Level Equivalent Courses

In 2005-2006, 221 students were enrolled in college level equivalent courses, with 87% of the students taking equivalency exams or earning credit. The 221 students include those taking course work at Lansing Community College, Michigan State University, Michigan Virtual High School (AP), other universities and Advanced Placement courses.

Advanced Placement Courses

The following AP courses were offered in the 2005-2006 school year: Calculus, Physics, Biology, BC Calculus, French, Statistics, English Literature, English Composition, American History, European History, and Studio Art.

Parent Participation

Fifty-five percent of our parent population attended our parent-teacher conferences this year. East Lansing High School parents are very active in the following groups: Parent Advisory Council, Athletic Boosters, Band and Orchestra Parents Association, Post-Prom, Post-Commencement, North Central Accreditation Team, and assisting with many, many events and activities. Without their help, extracurricular events would not be as meaningful for our students.

Parents are actively involved in open house, curriculum nights, musical performances, plays, and athletic competitions. Over 400 parents assisted with the Parentline newsletter, parent council, scheduling parent teacher conferences, chaperoning student events and serving on numerous committees. We deeply appreciate the excellent parental and community involvement at East Lansing High School.

Teacher Qualifications

For the 2005-06 school year, 89% of our high school teachers were highly qualified.

Accreditation Status

2005-06 represents the third year of a five year North Central Association (NCA) cycle. East Lansing High School has fully met the standards and requirements set by NCA. This accreditation model operates on the theory of continuous improvement. The following multi-year goals were maintained throughout the building: continue to implement a school-wide action plan related to the goal areas of communication, personal responsibilities, writing in all content areas, technology use and improvement of attendance. We worked toward implementation of our goal to raise student achievement in all academic areas. Goal area action teams

were comprised of parents, students and staff. We continue to collect and review data in all areas.

Points of Pride

- * Dedicated renovated and new East Lansing High School
- * New media facility opened
- * Continue to meet AYP and EdYes! goals
- * 215 Michigan Merit Award qualifiers
- * International student population representing 52 countries
- * Winner of Michigan mathematics prize competition
- * Attendees at Close-Up each year
- * Participation in the Michigan Virtual High School program, allowing students to enroll in over 100 accredited courses via the Internet
- * 35 fine arts course offerings
- * Collage Concert each year, spotlighting the talents of singers, artists, dancers, musicians, actors in a fast paced, electrifying evening of entertainment
- * Perfect ACT/SAT score
- * Ten National Merit finalists
- * The ELHS yearbook, CENIAD, is consistently ranked as one of the nation's best high school yearbooks winning awards each year
- * Girls' Golf-Academic All State Team
- * Varsity Volleyball-CAAC Conference Title
- * Boys' Soccer State Title
- * Girls' Tennis Champions
- * Girls' Basketball CAAC Title
- * Girls' Cross Country Team Academic All State Team
- * Clubs and organizations to meet the interests of students
- * Community service experiences by all students which enrich the lives of other people

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