



East Lansing
Public Schools

ANNUAL REPORT

EAST LANSING PUBLIC SCHOOLS

2008-2009



DISTRICT ANNUAL REPORT 2008-2009

DISTRICT ANNUAL REPORT
2008-2009
841 Timberlane, Suite A
East Lansing MI 48823
517-333-7420

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Our Mission

Nurturing each child
Educating all students
Building world 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 2008-09 school year, 3,420 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 2009, we graduated 242 seniors. We employed 227 teachers with 70% holding advanced degrees. Many have also achieved state and national recognition in their fields.

From the Superintendent

The information, data and reports which follow combine to create a snapshot of the activity within the East Lansing Public Schools in 2008-09. The Annual Report is presented each year within the context of a regular Board of Education meeting in October or November. 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 2008-09 school year in East Lansing was again remarkable in many ways. Among other things, East Lansing High School received acclaim from two national publications, the four-year strategic plan (2007-2011) continues to guide our path for the future, and our students received numerous awards, honors and recognitions. We look forward to a continuation of the work in progress in East Lansing aimed at optimizing the learning experiences for all of our students.

Enjoy your reading and please ask questions.

David B. Chapin
Superintendent of Schools

Board of Education Members

Babette Krause,
President

Allyse Anderson,
Vice President

Donna Rich -
Kaplowitz
Secretary

Rima Addiego,
Treasurer

George Brookover
Trustee

Chris Ambrose,
Trustee

Kay Biddle,
Trustee

Superintendent

David B. Chapin
517-333-7424

Schools

Donley (K-4) - 517-333-7370
Glenclairn (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

The North Central Association Commission on Accreditation and School Improvement (NCA CASI) is the district's school improvement process. During the 2006-07 school year, NCA CASI joined AdvancED, becoming an accreditation division of AdvancED. AdvancED is the parent organization for NCA CASI, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the National Study of School Evaluation (NSSE), making it the world's largest education community.

AdvancED implements research-based standards in a well-defined five year term accreditation process designed to help schools continuously improve. It focuses schools on ongoing self-assessment against quality standards, providing external checks, support, and rigorous on-site evaluation to help schools continuously improve. To earn and maintain accreditation from NCA CASI, our schools are required to do the following:

- ❖ Adhere to the AdvancED Accreditation Standards for Quality Schools.
- ❖ Engage in ongoing self-assessment and continuous improvement.
- ❖ Document results of improvement efforts.
- ❖ Complete a Standards Assessment Report between six weeks and six months prior to the Quality Assurance Review.
- ❖ Host a Quality Assurance Review Team once every five years.
- ❖ Act on the Quality Assurance Review Team's recommendations.
- ❖ Submit a progress report two years following the Quality Assurance Review.

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.

2008-09 was the second year of implementation for the ELPS Strategic Plan for 2007-2011. The Strategic Plan guides the work of the Board, Superintendent, administrators, and staff on district-wide goals and strategies for improvement.

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:

- * The secondary science scope and sequence was changed and adopted by the Board to reflect a new sequence of courses beginning in eighth grade qualifying for high school credit e.g. Earth Science/Chemistry course at eighth grade. The addition of a new chemistry course at the high school was also put in place.
- * The K-6 English Language Arts committee continued to conduct research and investigation into program components for a new writing program. A recommendation by the committee and adopted by the Board to move forward to the 2009-2010 school year with the Writing Workshop based on Lucy Calkins work.

- * K-6 Science reflects additions to the Battle Creek Units of study for K-4 classrooms aligned with the grade level content expectations. At the 5-6 grade levels SEPUP units have been adopted as part of the upper elementary science program. K-6 teachers have also participated in training to update their use of new materials and content expectations.
- * K-6 teachers continued to implement new mathematics programs (Every Day Math) approved in 2007 with additional professional development support for content expectations and alignment across grade levels.
- * World Language exploration continued to encompass visitations to various programs as a study of World Languages continued. A decision to begin offering Spanish at the 5-6 grade levels was adopted and referred to staffing for 2009-2010.
- * The K-6 Social Studies chairs worked to move a recommendation to the Board for the adoption of the new MC3 Michigan Citizenship curriculum. This curriculum will be implemented in the 2009-2010 school year.

Special Education

The district has 383 students receiving special education services representing about 11% 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 who have Individual Educational Plans 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 the Michigan Department of Education definition, our average class size in the elementary buildings is 23, at the middle school 23, 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.

	08-09	07-08
High School	50%	50%
Middle School	48 %	45%
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

100% of East Lansing School District teachers are highly qualified as defined by criteria of the No Child Left Behind (NCLB) legislation passed in 2001. A 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

We employed 227 teachers with; 29% with Bachelor of Arts degrees, 70% holding advanced degrees, .06 with EdSpec and .04% with Phd's.

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:

- * August District-wide Professional Development: all staff attended an August presentation by Dr. Dorinda Carter "Closing the Achievement Gap for African American Students in East Lansing Public Schools: A Four-Year Plan of Study and Intervention". The staff also attended a presentation by Dr. Deborah Wortham who spoke on "Creating a Culture of Success".
- * Technology: K-12 inservice was initiated to improve the use of Power School, our online web based classroom communication system. Teachers trained in additional application by way of building level professional development.
- * School Improvement initiatives based on data from formative and summative assessment data were established at all school buildings. Goals and objectives were designed to address areas of need in core content instruction. All buildings worked with indicators of success as they conducted building level assessment of practices and building performances.
- * Department Chairs conducted annual needs assessment of curriculum and instructional needs based on changes in state and federal updates.

- * Analysis of Student Achievement on Standardized Tests: building staffs engaged in analysis of MEAP, Iowa, and college admission and placement tests by content, grade level, and subgroup performance, using data to discuss curriculum revision, instruction, and student interventions.
- * Continued analysis of student achievement through Pearson Inform.
- * Special Education: K-12 special education staff participated in inservices related to special education requirements.
- * Content Specific Training: Each curriculum department facilitated content specific training for staff.
- * February District-wide Professional Development: all staff participated in a full day of professional development, starting with a morning keynote address by Steven Kahl, a national presenter on Differentiated the Curriculum; Beyond One Size Fits all Instruction, followed by afternoon breakout sessions on DI presented by ELPS teachers and ISD consultants.
- * Special Area Inservices: K-8 special area staff participated in inservices related to their content areas, including art, music, physical education, and English Language Learners (ELL).

ATTENDANCE RATES 2008-2009

The following table indicates the level of attendance for each student demographic group and whether the group 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 obtained by the school district through the Michigan School Report Cards from the Michigan Department of Education website (<https://oeaa.state.mi.us/ayp/https://>)

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	94.5%	-	-	-	-	95.2%	-	-	-	93%
Glencairn	95.8%	-	-	96.8%	-	95.9%	-	-	-	94.3%
Marble	95.4%	-	-	-	-	95.7%	-	-	-	-
Pinecrest	94.7%	-	-	-	-	95%	-	-	-	93.3%
Red Cedar	95%	-	-	95.4%	-	-	-	-	94.7%	94.1%
Whitehills	94.2%	93%	-	-	-	94.7%	-	93.5%	-	92.9%
MacDonald	99.9%	99.7%	-	100%	100%	100%	-	100%	-	100%
High School	88.32%	83.02%	-	-	-	91.06%	-	-	-	58.82%
High School	Student Graduation 2008-2009– all students– 88.32%									
State Target	Elementary and Middle School must have an attendance rate above 90%. 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 2008-09, all of the buildings met
the state attendance objectives.**

East Lansing Public Schools Graduation and Dropout Rates

Important note: There has been a change in the way the State of Michigan calculates Graduation and Dropout Rates effective with the 2007–2008 school year. Comparisons between years are thus not accurate indications of trends.

The new four-year cohort graduation rate is calculated by tracking individual students who first enrolled in ninth grade and graduated four years later with a regular diploma. It accounts for students who transfer in and out of the district, who leave school permanently, who leave school during one school year and return in another, and for students who are retained in a grade but stay in school and graduate later than their original classmates.

In the past, districts were allowed to count every student who earned a diploma, no matter how long it took them to finish. Now, Michigan has joined all 50 states in reporting graduation rates of “on-time” graduates only—those who finish within 4 years with a diploma.

District-wide	Year	Graduation Rate
	2008-09	88.32% (4 year grad rate)
	2007-08	85.04% (4 year grad rate)
	2006-07	96.16%
	2005-06	97.34%

Disaggregated Data	2007-08 Graduation Rate
All	88.32%
Black	83.02%
White	91.06%
Economically Disadvantaged	58.82%

Dropout Rate	Year	Dropout Rate
	2009	4.38%
	2008	9.84%
	2007	3.84%
	2006	2.66%

2007 Cohort 5-Year	Graduation Rate	Dropout Rate
All	89.88%	6.88%
White	90.56%	
Economically Disadvantaged	67.5%	

In 2008, a five-year graduation rate for those students in the 2007 cohort who required additional time to complete.

Why do graduation and dropout rates not add up to 100%?

A dropout rate is not equivalent to subtracting the graduation rate from 100% because that method counts students who are “other completers” or “off-track continuing” as dropouts. Other completers are students who earned a GED, certificate, or reached special education maximum age. Students with an off-track continuing cohort status are those who did not complete high school in four years and are still continuing in school.

Data provided by the Center for Educational Performance & Information from SRSD Fall 2004 to Fall 2008, and GAD Spring 2008

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 accordance with the specific federal requirements.

North Central Accreditation

The North Central Standard—NCA accredited schools and districts adhere to the AdvanED Quality Standards and use them as a tool for ongoing self-assessment. Schools are encouraged to continually ask themselves, "What more can we be doing to benefit our students?" Accredited schools and districts use a disciplined approach to document and maintain evidence of their adherence to the standards. They are continually ready to answer the question, "How do we know we meet the standards?"

The NCA/AdvanceED 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:

- ◆ **Achievement Status** – Achievement status is measured in English language arts and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME).
- ◆ **Achievement Change**– Achievement Change uses up to five 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 (NCLB). The change score and grade are derived from the average of up to three calculations of improvement rates (slopes) using the school's MEAP data.
- ◆ **Indicator of School Performance**–As NCA CASI schools, all ELPS schools completed the new Self-Assessment developed by AdvanED, rating themselves on indicators of school improvement. Completion of this report fulfilled buildings' *Education YES!* reporting requirements for the Michigan Department of Education.

- ◆ **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.

The 2008-09 Michigan School Report Cards

The reporting format for the 2009 School Report Card is similar to the 2008 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 at the middle school and high school levels. The score and grade for each content area is based on the score for achievement status, as adjusted by averaging it with the score for achievement change. In cases where the score for achievement change cannot be computed, the score and grade for each content area are assigned based on the achievement status score.

Title One Schools

Title One is a federally funded program to aid and assist economically disadvantaged children gain equal access to standard curriculum. Under the targeted assistance status, the selected schools must generate lists of targeted students based on academic and social need. Based on the poverty rate, four elementary schools were eligible and selected to receive Title One targeted assistance.

Title I Schools include Red Cedar Elementary, Pinecrest Elementary, Donley Elementary, and Whitehills Elementary. None (0%) of these schools have been identified for school improvement.

Donley 2007-08	Score	Grade
English Language Arts	79.9	B
Mathematics	82.1	B
Achievement Subtotal	81	B
Indicators of School Performance	100	A
Preliminary Grade	87	B
AYP Status	Met AYP	
Composite Grade	B	

Glencairn 2007-08	Score	Grade
English Language Arts	92.8	A
Mathematics	100	A
Achievement Subtotal	96.4	A
Indicators of School Performance	100	A
Preliminary Grade	98	A
AYP Status	Met AYP	
Composite Grade	A	

Marble 2007-08	Score	Grade
English Language Arts	90.6	A
Mathematics	91.9	A
Achievement Subtotal	91.3	A
Indicators of School Performance	100	A
Preliminary Grade	94	A
AYP Status	Met AYP	
Composite Grade	A	

Donley 2008-09	Score	Grade
English Language Arts	93.4	A
Mathematics	100	A
Achievement Subtotal	96.7	A
Indicators of School Performance	100	A
Preliminary Grade	98	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

Glencairn 2008-09	Score	Grade
English Language Arts	94.6	A
Mathematics	100	A
Achievement Subtotal	97.3	A
Indicators of School Performance	100	A
Preliminary Grade	98	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

Marble 2008-09	Score	Grade
English Language Arts	93.4	A
Mathematics	98	A
Achievement Subtotal	95.7	A
Indicators of School Performance	100	A
Preliminary Grade	97	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

This list reflects the Composite Grades under Education YES! And the AYP Status and Improvement Phase under the No Child Left Behind Act.

Pinecrest 2007-08	Score	Grade
English Language Arts	90.6	A
Mathematics	88.8	B
Achievement Subtotal	89.7	A
Indicators of School Performance	100	A
Preliminary Grade	93	A
AYP Status	Met AYP	
Composite Grade	A	

Red Cedar 2007-08	Score	Grade
English Language Arts	91.2	A
Mathematics	92.1	A
Achievement Subtotal	91.7	A
Indicators of School Performance	100	A
Preliminary Grade	94	A
AYP Status	Met AYP	
Composite Grade	A	

Whitehills 2007-08	Score	Grade
English Language Arts	90.3	A
Mathematics	98.8	A
Achievement Subtotal	94.6	A
Indicators of School Performance	100	A
Preliminary Grade	96	A
AYP Status	Met AYP	
Composite Grade	A	

Pinecrest 2008-09	Score	Grade
English Language Arts	90.9	A
Mathematics	90	A
Achievement Subtotal	90.5	A
Indicators of School Performance	100	A
Preliminary Grade	94	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

Red Cedar 2008-09	Score	Grade
English Language Arts	92.2	A
Mathematics	98.8	A
Achievement Subtotal	95.5	A
Indicators of School Performance	100	A
Preliminary Grade	97	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

Whitehills 2008-09	Score	Grade
English Language Arts	90.9	A
Mathematics	100	A
Achievement Subtotal	95.5	A
Indicators of School Performance	100	A
Preliminary Grade	97	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

This list reflects the Composite Grades under Education YES! And the AYP Status and Improvement Phase under the No Child Left Behind Act.

MacDonald 2007-08	Score	Grade
English Language Arts	86.6	B
Mathematics	100	A
Science	88.1	B
Social Studies	91.8	A
Achievement Subtotal	91.6	A
Indicators of School Performance	100	A
Preliminary Grade	94	A
AYP Status	Met AYP	
Composite Grade	A	

MacDonald 2008-09	Score	Grade
English Language Arts	88.7	B
Mathematics	100	A
Science	90	A
Social Studies	93.1	A
Achievement Subtotal	93	A
Indicators of School Performance	100	A
Preliminary Grade	95	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

High School 2007-08	Score	Grade
English Language Arts	86.1	B
Mathematics	82	B
Science	85.6	B
Social Studies	77.3	C
Achievement Subtotal	82.8	B
Indicators of School Performance	100	A
Preliminary Grade	88	B
AYP Status	Did not make AYP	
Composite Grade	B	

High School 2008-09	Score	Grade
English Language Arts	87.1	B
Mathematics	82.5	B
Science	86.9	B
Social Studies	92.8	A
Achievement Subtotal	87.3	B
Indicators of School Performance	100	A
Preliminary Grade	92	A
AYP Status	Met AYP	
Composite Grade	A	
School Phase 2008-09	0	

This list reflects the Composite Grades under Education YES! And the AYP Status and Improvement Phase under the No Child Left Behind Act.

Math Grade 3

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	56%	35%	9%	0%	91%
District	67%	25%	8%	0%	92%
Donley	66%	28%	7%	0%	93%
Marble	72%	17%	11%	0%	89%
Pinecrest	63%	32%	5%	0%	95%
Red Cedar	65%	24%	11%	0%	89%
State Target Elementary	65% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test.

Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) 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

Reading Grade 3

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	41%	46%	13%	1%	86%
District	42%	43%	13%	1%	86%
Donley	43%	44%	13%	0%	87%
Marble	41%	42%	16%	0%	84%
Pinecrest	46%	38%	13%	3%	84%
Red Cedar	38%	55%	3%	3%	93%

Writing Grade 3

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	0%	61%	35%	4%	61%
District	0%	66%	28%	6%	66%
Donley	0%	67%	30%	3%	67%
Marble	0%	60%	31%	10%	60%
Pinecrest	0%	66%	30%	5%	66%
Red Cedar	0%	79%	17%	3%	79%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test.

Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) 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

Total English Language Arts Grade 3

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	17%	66%	16%	1%	83%
District	17%	68%	13%	2%	85%
Donley	18%	67%	13%	2%	85%
Marble	11%	72%	17%	0%	83%
Pinecrest	16%	66%	15%	3%	82%
Red Cedar	31%	62%	3%	3%	93%
State Target Elementary	59% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

Math Grade 4

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	44%	44%	11%	1%	88%
District	59%	36%	5%	0%	95%
Donley	56%	36%	7%	1%	91%
Marble	61%	32%	7%	0%	93%
Pinecrest	57%	40%	3%	0%	97%
Red Cedar	63%	37%	0%	0%	100%
State Target Elementary	65% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test.

Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) on MEAP.

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Reading Grade 4

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	32%	51%	15%	3%	83%
District	47%	46%	5%	2%	93%
Donley	43%	49%	7%	1%	91%
Marble	46%	43%	5%	5%	89%
Pinecrest	48%	51%	2%	0%	98%
Red Cedar	53%	39%	8%	0%	92%

Writing Grade 4

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	0%	44%	56%	0%	44%
District	0%	59%	41%	0%	59%
Donley	0%	54%	46%	0%	54%
Marble	0%	57%	43%	0%	57%
Pinecrest	0%	74%	26%	0%	74%
Red Cedar	0%	47%	53%	0%	47%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test. Elementary, middle school, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) on MEAP.

Total English Language Arts Grade 4

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	11%	66%	22%	2%	77%
District	22%	65%	11%	2%	88%
Donley	19%	69%	11%	1%	87%
Marble	23%	62%	11%	4%	85%
Pinecrest	28%	65%	8%	0%	92%
Red Cedar	19%	67%	14%	0%	86%
State Target Elementary	59%= students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

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Math Grade 5

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	45%	32%	19%	4%	77%
District	53%	26%	15%	5%	79%
Glencairn	63%	25%	9%	4%	88%
Whitehills	44%	28%	21%	6%	73%
State Target Elementary	65% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test.

Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

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

Reading Grade 5

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	36%	45%	13%	5%	82%
District	47%	41%	10%	2%	88%
Glencairn	56%	32%	10%	2%	88%
Whitehills	40%	48%	10%	2%	88%

Writing Grade 5

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	0%	63%	35%	1%	63%
District	0%	67%	32%	1%	67%
Glencairn	0%	79%	20%	1%	79%
Whitehills	0%	58%	42%	1%	58%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test. Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Total English Language Arts Grade 5

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	18%	60%	19%	3%	78%
District	23%	63%	14%	0%	86%
Glencairn	27%	62%	10%	1%	89%
Whitehills	20%	63%	17%	0%	83%
State Target Elementary	59%= students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) on MEAP.

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Science Grade 5

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	43%	40%	13%	4%	83%
District	51%	33%	13%	3%	84%
Glencairn	59%	24%	13%	4%	83%
Whitehills	43%	41%	13%	2%	84%

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

Math Grade 6

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	51%	29%	17%	3%	80%
District	61%	23%	12%	5%	83%
Glencairn	68%	20%	7%	5%	88%
Whitehills	55%	25%	16%	5%	79%
State Target Elementary	65% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test.

Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) on MEAP.

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

Reading Grade 6

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	35%	45%	14%	6%	81%
District	51%	37%	9%	4%	88%
Glencairn	63%	22%	10%	5%	86%
Whitehills	41%	49%	8%	2%	89%

Writing Grade 6

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	0%	76%	21%	3%	76%
District	0%	79%	17%	4%	79%
Glencairn	0%	83%	13%	5%	83%
Whitehills	0%	76%	21%	2%	76%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test. Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Total English Language Arts Grade 6

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	18%	61%	19%	2%	80%
District	35%	50%	15%	0%	85%
Glencairn	41%	44%	13%	1%	86%
Whitehills	30%	55%	16%	0%	84%
State Target Elementary	59%= students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) on MEAP.

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Social Studies Grade 6

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	44%	30%	13%	13%	74%
District	56%	23%	11%	10%	79%
Glencairn	62%	19%	9%	10%	81%
Whitehills	51%	27%	12%	10%	78%

Math Grade 7

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State Elementary	53%	30%	15%	2%	83%
MacDonald	61%	26%	11%	2%	87%
State Target Middle School	54% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test.

Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) on MEAP.

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Reading Grade 7

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	31%	48%	11%	9%	80%
MacDonald	49%	39%	6%	6%	88%

Writing Grade 7

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	0%	78%	19%	3%	78%
MacDonald	0%	87%	11%	2%	87%

Total English Language Arts Grade 7

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	13%	67%	15%	5%	80%
MacDonald	25%	63%	8%	4%	88%
State Target Middle School	54% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

Math Grade 8

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	43%	32%	18%	7%	75%
MacDonald	60%	24%	12%	3%	84%
State Target Middle School	54% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

Reading Grade 8

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	32%	44%	17%	8%	76%
MacDonald	47%	40%	9%	5%	86%

Writing Grade 8

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	1%	73%	19%	7%	74%
MacDonald	1%	86%	8%	5%	88%

Total English Language Arts Grade 8

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	19%	58%	18%	6%	77%
MacDonald	32%	55%	9%	3%	87%
State Target Middle	54% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

Science Grade 8

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	35%	42%	17%	6%	76%
MacDonald	47%	35%	12%	7%	81%

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test.

Elementary, middle, and high school MEAP scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) 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.

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Social Studies Grade 9

Fall 2008					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	33%	39%	21%	7%	72%
High School	47%	34%	13%	6%	81%

Reading Grade 11 (MME)

Spring 2009					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	3%	57%	24%	16%	60%
High School	9%	72%	11%	9%	80%

Writing Grade 11 (MME)

Spring 2009					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	4%	40%	47%	10%	43%
High School	9%	60%	23%	8%	69%

Total English Language Arts Grade 11 (MME)

Spring 2009					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	3%	49%	36%	12%	52%
High School	8%	67%	17%	8%	74%
State Target High School	61% = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

MEAP and MME Test Results

The chart shows the percentage of students who achieved proficiency in the Fall 2008 MEAP test and the Spring 2009 Michigan Merit Exam (MME) (grade 11).

MEAP and MME scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) 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.

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Science Grade 11 (MME)

Spring 2009					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	8%	48%	15%	29%	56%
High School	20%	57%	8%	15%	77%

Math Grade 11 (MME)

Spring 2009					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	12%	37%	15%	36%	49%
High School	35%	37%	12%	16%	72%
State Target High School	55 % = students scoring in levels 1 + 2 (advanced or proficient according to Michigan standards)				

Social Studies 11 (MME)

Spring 2009					
% Proficient	Level 1	Level 2	Level 3	Level 4	Level 1 & 2
State	42%	39%	11%	8%	81%
High School	57%	31%	7%	5%	88%

Michigan Merit Examination (MME) Test Results

The chart shows the percentage of students who achieved proficiency in the Spring 2009 Michigan Merit Examination (MME) test.

MME scores are reported as percentages of students who scored at the advanced or proficient levels according to state standards.

Proficient is defined as students scoring in levels 1 or 2 (advanced or proficient) on MEAP.

MMME 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

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. No summary scores provided if less than 10 students.

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	93%	100%	86%			100%		93%		95%		
Marble	89%	95%	91%			79%		96%		50%		
Pinecrest	95%	94%	97%		91%			95%		100%		
Red Cedar	89%	84%	94%		100%					81%	81%	
District	92%	94%	89%		93%	88%		93%		85%	72%	
State	91%	92%	91%	92%	96%	79%	87%	95%	92%	86%	85%	95%

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	87%	91%	83%			83%		90%		91%		
Marble	84%	85%	81%			77%		87%		50%		
Pinecrest	84%	81%	86%		82%			81%		77%		
Red Cedar	93%	88%	100%		93%					86%		
District	86%	86%	85%		84%	84%		87%		80%	64%	
State	86%	85%	88%	85%	93%	75%	79%	90%	85%	79%	75%	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	67%	63%	72%			58%		73%		55%		
Marble	60%	61%	58%			46%		61%		20%		
Pinecrest	66%	53%	79%		64%			64%		46%		
Red Cedar	79%	63%	100%		93%					79%		
District	66%	60%	74%		76%	54%		66%		53%	55%	
State	61%	56%	66%	54%	77%	43%	47%	67%	61%	48%	43%	71%

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	85%	88%	83%			83%		88%		86%		
Marble	83%	85%	81%			77%		87%		50%		
Pinecrest	82%	78%	86%		82%			81%		77%		
Red Cedar	93%	88%	100%		93%					86%		
District	85%	84%	85%		84%	81%		86%		78%	64%	
State	83%	81%	86%	80%	92%	69%	74%	87%	82%	74%	69%	89%

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. No summary scores provided if less than 10 students.

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	91%	97%	86%			71%		100%		83%		
Marble	93%	94%	93%			92%		94%		85%		
Pinecrest	97%	100%	92%					98%		93%		
Red Cedar	100%	100%	100%		100%	100%		100%		100%		
District	95%	98%	92%		93%	86%	94%	97%		89%	100%	
State	88%	88%	86%	87%	95%	74%	81%	92%	87%	80%	76%	95%

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	91%	94%	89%			79%		100%		83%		
Marble	89%	88%	90%			83%		91%		69%		
Pinecrest	98%	97%	100%					98%		100%		
Red Cedar	92%	81%	100%		90%	80%				89%		
District	93%	92%	93%		86%	84%	100%	96%		85%	67%	
State	83%	81%	85%	82%	92%	66%	73%	88%	83%	73%	61%	89%

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%	63%	46%			29%		63%		34%		
Marble	57%	53%	60%			42%		63%		15%		
Pinecrest	74%	69%	81%					76%		47%		
Red Cedar	47%	38%	55%		70%	30%				44%		
District	59%	59%	59%		66%	39%	63%	66%		36%	25%	
State	44%	39%	50%	36%	63%	26%	31%	50%	42%	30%	21%	52%

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	87%	94%	80%			71%		100%		72%		
Marble	85%	78%	90%			83%		85%		54%		
Pinecrest	92%	92%	92%					95%		87%		
Red Cedar	86%	69%	100%		90%	80%				78%		
District	88%	86%	89%		83%	80%	88%	92%		73%	67%	
State	77%	74%	79%	73%	88%	56%	64%	83%	77%	64%	50%	83%

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. No summary scores provided if less than 10 students.

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	88%	94%	83%		95%	85%	70%	90%		72%	75%	
Whitehills	73%	70%	75%			67%		79%		63%		
District	79%	80%	79%		88%	71%	65%	83%		67%	75%	
State	77%	78%	76%	72%	92%	55%	66%	83%	77%	64%	61%	83%

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	88%	84%	92%		82%	77%		94%		71%	64%	
Whitehills	88%	87%	88%			82%		91%		77%		
District	88%	86%	90%		86%	80%	80%	92%		75%	72%	
State	82%	80%	83%	81%	91%	64%	71%	87%	83%	70%	56%	86%

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	79%	69%	86%		76%	54%		86%		50%	64%	
Whitehills	58%	57%	58%			53%		64%		42%		
District	67%	62%	72%		73%	53%	47%	74%		45%	72%	
State	63%	58%	69%	58%	79%	43%	49%	69%	64%	49%	35%	67%

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	89%	86%	92%		82%	77%		94%		71%	64%	
Whitehills	83%	83%	83%			79%		86%		72%		
District	86%	84%	87%		86%	78%	80%	90%		72%	72%	
State	78%	76%	81%	77%	89%	58%	66%	84%	79%	66%	50%	85%

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%	84%	83%		75%	62%	70%	92%		59%	45%	
Whitehills	84%	83%	87%			76%		88%		77%		
District	84%	83%	85%		80%	72%	76%	90%		69%	54%	
State	83%	83%	83%	84%	91%	62%	73%	89%	84%	72%	59%	85%

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. No summary scores provided if less than 10 students.

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	88%	89%	86%		100%	67%		88%		83%		
Whitehills	79%	84%	75%		100%	67%		82%		67%		
District	83%	87%	80%		100%	67%	88%	85%		72%	91%	
State	80%	79%	81%	77%	93%	61%	71%	85%	79%	69%	62%	85%

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%	88%		93%	67%		92%		65%		
Whitehills	89%	87%	92%		82%	89%		91%		88%		
District	88%	85%	90%		88%	82%	75%	92%		81%		
State	81%	78%	83%	78%	89%	63%	69%	86%	80%	69%	51%	80%

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	83%	82%	83%		93%	73%		86%		65%		
Whitehills	76%	75%	78%		80%	69%	82%			63%		
District	79%	79%	80%		88%	71%	63%	84%		64%		
State	76%	71%	80%	72%	87%	58%	64%	81%	74%	64%	49%	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	86%	84%	88%		93%	73%		91%		65%		
Whitehills	84%	83%	86%		80%	83%		87%		78%		
District	85%	83%	87%		88%	80%	69%	89%		74%		
State	80%	77%	82%	77%	89%	61%	68%	85%	78%	68%	50%	80%

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	81%	80%	81%		76%	67%		88%		61%		
Whitehills	78%	82%	75%		75%	75%		84%		63%		
District	79%	81%	78%		76%	73%	63%	86%		63%	36%	
State	74%	74%	73%	71%	84%	48%	59%	81%	71%	59%	41%	72%

2008 MEAP Demographic Analysis Assessment Results

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. No summary scores provided if less than 10 students.

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	87%	88%	87%		90%	77%	79%	91%		74%	64%	
State	83%	81%	84%	79%	94%	63%	75%	88%	80%	72%	66%	86%

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	88%	86%	89%		92%	79%	72%	92%		73%	69%	
State	80%	77%	83%	77%	90%	62%	70%	85%	78%	68%	52%	85%

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	87%	83%	92%		88%	85%	78%	90%		77%	62%	
State	78%	72%	84%	74%	89%	62%	70%	82%	77%	67%	55%	84%

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%	85%	90%		92%	75%	83%	92%		73%	69%	
State	80%	76%	84%	77%	91%	62%	71%	85%	80%	69%	54%	87%

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. No summary scores provided if less than 10 students.

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	84%	88%	81%		86%	69%	79%	89%		65%	81%	
State	75%	75%	74%	72%	89%	52%	64%	81%	70%	62%	57%	74%

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%	84%	88%		83%	75%	92%	90%		69%		
State	76%	73%	79%	73%	86%	57%	65%	81%	75%	63%	46%	78%

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	88%	84%	92%		94%	81%	92%	89%		73%		
State	74%	68%	81%	68%	87%	57%	65%	79%	74%	62%	52%	79%

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	87%	84%	90%		83%	78%	92%	90%		68%		
State	77%	73%	81%	73%	88%	58%	67%	82%	76%	64%	48%	80%

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	81%	82%	81%		68%	64%	71%	89%		55%	44%	
State	76%	75%	77%	74%	87%	51%	64%	84%	74%	62%	48%	58%

The following tables show a comparison of student achievement disaggregated by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged. No summary scores provided if less than 10 students.

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	81%	83%	79%		83%	72%	76%	84%		53%		
State	72%	73%	72%	69%	82%	47%	59%	81%	70%	57%	41%	78%

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
High School Math	72%	79%	65%		72%	49%	82%	77%		39%		
State Math	49%	52%	47%	36%	72%	16%	32%	56%	48%	29%	20%	44%
High School Science	77%	81%	72%		72%	56%	73%	83%		41%		
State Science	56%	57%	54%	45%	71%	22%	39%	63%	54%	35%	18%	45%
High School Social Studies	88%	94%	82%		84%	73%	73%	93%		65%		
State Social Studies	81%	82%	80%	77%	87%	58%	72%	87%	83%	68%	52%	82%
High School Reading	80%	83%	78%		72%	56%	91%	87%		51%		
State Reading	60%	56%	64%	52%	67%	33%	45%	66%	61%	42%	19%	48%
High School Writing	69%	69%	68%		60%	44%	82%	75%		26%		
State Writing	43%	38%	49%	29%	59%	17%	26%	50%	44%	24%	9%	36%
High School ELA	74%	77%	72%		68%	44%	91%	82%		37%		
State ELA	52%	47%	57%	38%	64%	24%	35%	59%	52%	32%	12%	42%

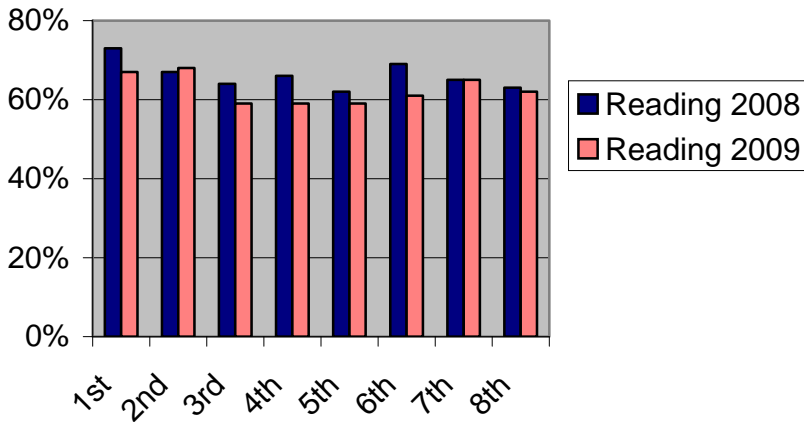
MEAP 2-Year Trend in Achievement

MEAP 2- YEAR TREND IN ACHIEVEMENT 2007/2008 TOTALS						
Grade 3	Reading 2007 Total	Reading 2008 Total	Writing 2007 Total	Writing 2008 Total	ELA 2007 Total	ELA 2008 Total
EAST LANSING P.S.	92%	86%	66%	66%	89%	85%
STATE	86%	86%	57%	61%	81%	83%
ISD	87%	86%	57%	62%	82%	84%
DONLEY	90%	87%	65%	67%	87%	85%
MARBLE	94%	84%	61%	60%	89%	83%
PINECREST	90%	84%	67%	66%	90%	82%
RED CEDAR	97%	93%	76%	79%	91%	93%
Grade 4	Reading 2007 Total	Reading 2008 Total	Writing 2007 Total	Writing 2008 Total	ELA 2007 Total	ELA 2008 Total
EAST LANSING P.S.	94%	93%	57%	59%	86%	88%
STATE	84%	83%	44%	44%	77%	76%
ISD	86%	84%	47%	46%	77%	77%
DONLEY	86%	91%	47%	54%	74%	87%
MARBLE	97%	89%	57%	57%	91%	85%
PINECREST	98%	98%	63%	74%	93%	92%
RED CEDAR	94%	92%	68%	47%	91%	86%
Grade 5	Reading 2007 Total	Reading 2008 Total	Writing 2007 Total	Writing 2008 Total	ELA 2007 Total	ELA 2008 Total
EAST LANSING P.S.	86%	88%	67%	67%	84%	86%
STATE	82%	82%	59%	63%	78%	78%
ISD	83%	82%	59%	64%	79%	79%
GLENCAIRN	89%	88%	75%	79%	86%	89%
WHITEHILLS	84%	88%	61%	58%	82%	83%
Grade 6	Reading 2007 Total	Reading 2008 Total	Writing 2007 Total	Writing 2008 Total	ELA 2007 Total	ELA 2008 Total
EAST LANSING P.S.	92%	88%	83%	79%	91%	85%
STATE	82%	81%	73%	76%	80%	80%
ISD	81%	80%	71%	73%	78%	78%
GLENCAIRN	92%	86%	82%	83%	90%	86%
WHITEHILLS	91%	89%	84%	76%	91%	84%
Grade 7	Reading 2007 Total	Reading 2008 Total	Writing 2007 Total	Writing 2008 Total	ELA 2007 Total	ELA 2008 Total
MACDONALD	84%	88%	82%	87%	86%	88%
STATE	72%	80%	77%	78%	74%	80%
ISD	73%	78%	77%	76%	75%	78%
Grade 8	Reading 2007 Total	Reading 2008 Total	Writing 2007 Total	Writing 2008 Total	ELA 2007 Total	ELA 2008 Total
MACDONALD	89%	86%	79%	88%	87%	87%
STATE	77%	76%	70%	74%	75%	77%
ISD	76%	75%	68%	73%	74%	75%

IOWA 2-Year Trend in Achievement

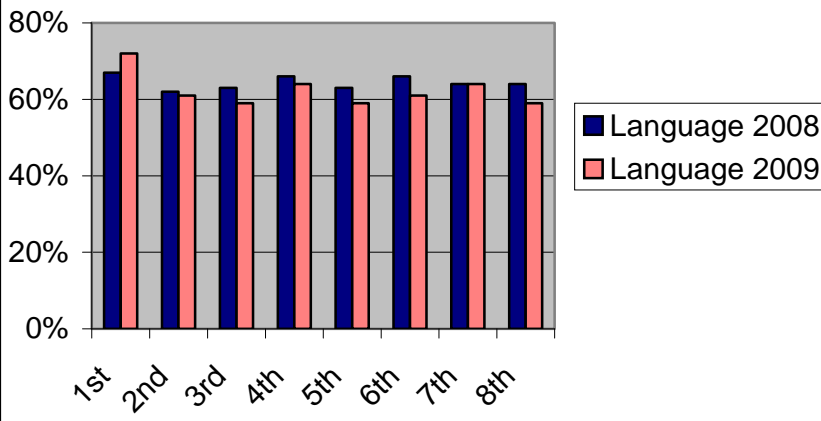
2008-2009 IOWA Results								
	2008	2009	2008	2009	2008	2009	2008	2009
	Reading	Reading	Language	Language	Math	Math	Core	Core
Grade 1								
EAST LANSING P.S.	73	67	67	72	76	71	70	67
DONLEY	64	54	66	54	68	60	62	55
MARBLE	72	68	79	75	83	71	74	68
PINECREST	82	80	76	86	80	85	76	79
RED CEDAR	75	64	69	46	65	48	67	54
Grade 2								
EAST LANSING P.S.	67	68	62	61	73	73	67	67
DONLEY	60	67	59	58	67	68	60	64
MARBLE	69	71	63	58	80	82	70	70
PINECREST	68	67	61	66	70	73	65	68
RED CEDAR	74	66	75	63	77	67	76	64
Grade 3								
EAST LANSING P.S.	64	59	63	59	63	59	64	59
DONLEY	60	59	56	55	63	62	59	58
MARBLE	68	63	58	60	64	57	63	60
PINECREST	64	56	71	60	63	57	67	57
RED CEDAR	66	57	68	62	63	63	67	60
Grade 4								
EAST LANSING P.S.	66	59	66	64	62	65	65	61
DONLEY	59	54	53	59	52	67	54	59
MARBLE	73	58	77	62	72	59	75	59
PINECREST	64	65	60	69	57	69	60	67
RED CEDAR	73	59	74	66	73	64	74	62
Grade 5								
EAST LANSING P.S.	62	59	63	59	63	55	64	58
GLENCAIRN	62	62	66	63	67	61	68	63
WHITEHILLS	62	57	62	55	62	50	63	54
Grade 6								
EAST LANSING P.S.	69	61	66	61	64	58	66	60
GLENCAIRN	69	70	66	66	64	67	66	67
WHITEHILLS	68	54	65	56	65	51	66	53
Grade 7								
MacDonald	65	65	64	64	59	61	62	63
Grade 8								
MacDonald	63	62	64	59	60	56	62	59

IOWA Reading Test Results

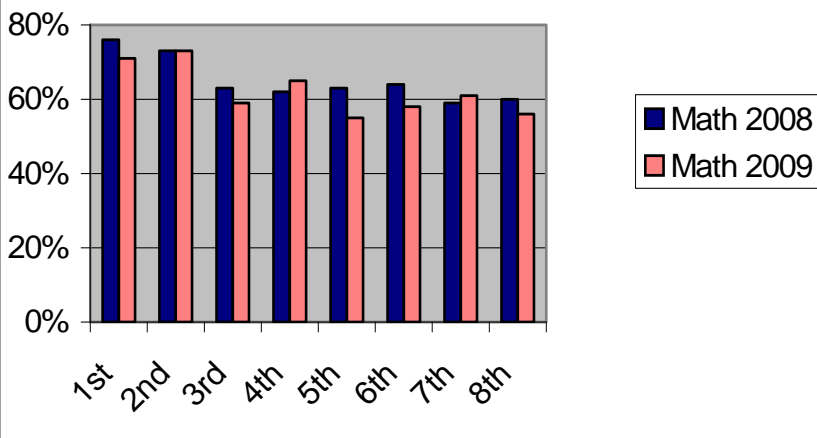


In compliance with the State Code for Michigan, the East Lansing Public Schools administered the Iowa Test of Basic Skills to first through eighth grade students. This is a standardized achievement test widely used throughout the nation. School district, building and individual student scores are compared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

IOWA Language Arts Test Results



IOWA MathTest Results



Home of the Donley Dolphins! School Improvement Goals

Donley Elementary is a family-oriented, student-centered, K-4 learning environment. With a student population of 312 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.

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

Goal 1: Math: All students will become fluent, efficient and accurate with math facts appropriate to grade level.

Goal 2: Writing: Students at appropriate grade levels will be able to effectively use the MEAP writing checklist. Instruction at all grade levels will be driven by Lucy Calkins writing units.

Goal 3: Reading: All students will continue to show growth in the areas of reading fluency and comprehension. Classroom instruction will continue to be based on and driven by researched best practices in reading instruction.

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 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 differentiated as needed by general education teachers. We have ELL, 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 2008-09 fall and spring conferences hit 98%! 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 volunteer to:

- * read with students
- * organize and fund school wide trips to the Wharton Center
- * organize MSU Fitness Pals program
- * help students plant and take care of grade level gardens

This list is certainly not complete but simply a sampling of activities with which our parents are involved.

Teacher Qualifications

For the 2008-09 school year, 100% of our Donley teachers were highly qualified. Of all Donley's professional staff, 38% hold a BA, 58% hold a MA and 4% hold a EdSpec degrees.

Accreditation Status

Donley School is accredited by the North Central Association. For the 2008-09 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 (\$14,000 to date).
- * MSU athletes volunteered their time to talk with Donley students about the importance of physical fitness.
- * Parent volunteers and teachers make "March is Reading Month" an extremely fun and challenging time of year for our students.
- * MSU athletes were our pen pals throughout the school year.
- * Third graders again participated in the Big Zoo Lesson at Potter Park Zoo. An incredible week for our students.
- * Parents made our courtyard into an outdoor learning center.
- * First graders raised over \$300 to help fund the Rhino Exhibit at Potter Park Zoo.
- * Donley School was in the top 10 of schools across the nation that raised over \$1500 for the Children's Cancer Fund.

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 twenty five ethnically diverse students, from a wide variety of backgrounds, languages and customs from around the world attend our school. Students from over 20 countries attended Glencairn in 2008-09. It is truly a microcosm of diverse learners who bring a wide range of personal experiences to school.

The faculty at Glencairn focused on collegial discourse around differentiated learning, grading and assessment. A Professional Learning Community focused on Fair Isn't Always Equal by Rick Wormeli. Teachers met 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.

Anita Kelley, Principal

Mission Statement

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

School Improvement Plan

For the 2008-09 year the AdvancEd Education Steering Committee along with the Glencairn staff met regularly to implement the reading and writing School Improvement Plan's goal areas.

- * Quality Indicator Binders were assembled for the past three school years and improved each year based on the recommendations from AdvancEd/NCA. These included the various meeting agendas, and minutes taken at the Building staff meetings, Steering Committee meetings, GSA parent meetings and other meetings in the building. The purpose was to create a written record or history that will remain seamless regardless of the personnel in the building, and provide proof that we are keeping on track with our building educational goals.
- * Staff also worked to improve student achievement through the Collaborative Analysis of Student Learning (CASL) model. Elements of CASL include meaningful teamwork, opportunities to learn, task commitment, a climate of high expectations for success, and a safe and orderly learning environment.
- * Year two of The District Strategic Plan was undertaken and a summary of the areas that Glencairn worked on within each indicator was compiled.
- * Faculty teams studied Differentiated Instruction, and Technology (grant from MACUL) to enhance our School Improvement efforts. This was demonstrated by implementing new strategies into our current practices.

We also monitored and focused on the following documented best practices from research: responsive teaching, continuous improvement goals, regular (student) monitoring, collection and analysis of student performance data, fostering a positive home/school relationship and the development of a professional learning community.

A culture of learning, based in part on measurable building performance goals, will continue to unfold as our next School Improvement efforts continue in this cycle.

School Improvement Goals

The North Central Accreditation Association now AdvancEd process continued with the faculty focused on the following goals:

- * **Reading:** All students will show improvement in reading comprehension at all grade level.
- * **Writing:** All students will improve their ability to write in an effective, organized manner across the curriculum.

The active use of the CASL model, Lucy Calkins Writer's Workshop model for writing, continued implementation of Differentiated Instruction, provided avenues to study student work and hone our responsive teaching practices.

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. 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, Spanish 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 and condensed in the Power Standards.

Parent Participation

Parents are a key component of the educational program at Glencairn. During 2008-09, a list of volunteer opportunities inside and outside the classroom and around the school was distributed to parents using the e-blast and shared with the Glencairn Student Association (GSA) to encourage parent participation at the school. During 2008-09 99% of Glencairn families were represented at fall conferences and spring conferences.

The GSA meets monthly to discuss “ways to help students learn and grow” and to communicate about the various educational programs and happenings in and around the school district. The parents have developed a system for organizing community events for our families that get many people involved and attendance is good. Among other things that parents contribute, this past year they provided support for the following:

- * Document Cameras
- * Supplemented the field trip funds
- * Paid \$10,000 towards the new playground
- * Funded the author Brad Herzog
- * Fund-raising and volunteerism for students, classrooms and the school.

The MSU students and other community members also volunteered in our building on a regular and project need basis. Guest lectures on topics such as Cyber Bullying from the Attorney General’s office also support our students’ learning. The Big Brothers Big Sisters of Greater Lansing sponsored a lunch buddy mentor program as well. The program is 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 2008-09 school year, 100% of our Glencairn teachers were highly qualified. Of all Glencairn’s professional staff, 25% hold a BA, and 75% hold MA degrees.

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 criteria to be fully accredited by the North Central association (NCA). For the 2008-09 school year, Glencairn met Adequate Yearly Progress (AYP).

Points of Pride

- * Students enjoyed the first year of new playground equipment
- * Students, staff, parents and community members continued our strong violence prevention program within the school during the 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. An assembly with discussion and PowerPoint led by the principal discussed the fine points of how to handle oneself and support others on a day-to-day basis. Lessons in class were discussed throughout the school year by the principal and teachers to reinforce and remind students.
- * The Art Club painted large acrylic canvases of Georgia O’Keefe’s Poppies to add to “The Masters” collection displayed around the school.
- * New clubs included Brain bowl, Spanish Club, Debate and Forensic (winning many awards around the region in competition) and the first Student Council at this grade level.
- * Big Brothers and Big Sisters provided a mentor program served students again this year. The program takes place during lunchtime and provides a buddy for students. Its primary focus is to develop positive relationships and build assets in students that will enable them to live healthy and productive lives.
- * East Lansing Police Department provided ongoing support for students through the TEAM program that discussed lessons on personal safety and the law, alcohol and other drug-related prevention topics. The school and police department involve all elementary school students in learning about behaviors, skills and information to combat drug use, bullying and keeping safe at school and in the community.
- * The all school Taste of Glencairn is a multicultural dinner that is enjoyed by all.
- * Students participated in our annual March is Reading month activities and successfully read volumes of books.
- * The Glencairn staff is a point of pride for their dedication to students. This a remarkable asset we enjoy as the staff members continue to provide a consistent and, when possible, personalized learning experience, using continuous improvement as a guide.

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 368 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, 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 continued to use the *Marcia McEvoy Bully Prevention Program* that we implemented 2 years ago.

Ruthie Riddle, 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.

Initiatives Supportive of Student Academic Achievement

To support our school improvement plan we wrote and received the MiBLISI Grant that will support the implementing a Response to Intervention (RTI) model at Marble via staff professional development and data driven decision-making.

School Improvement Goals

We follow the North Central Accreditation process as our model for school improvement. We completed Phase V, the action plan of the process and are monitoring implementation. We continue to work towards common assessments and data analysis. Faculty continue to worked in committees identifying 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 understanding 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 use the Grade Level Content Expectations outlined for schools by the Michigan Department of Education to guide their instructional planning. Our curriculum is constantly revised and realigned to meet updated standards and benchmarks. We completed our math materials review this year. The board approved the committee recommendation to adopt the Every Day Math program.

Parent Participation

Parent participation, involvement and support are key ingredients to the success of our students and the learning community. During the 2008-09 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. Many families participated in our Kindergarten play date prior to the start of the school year. 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. Our Parent Council also support the academic learning of our students by sponsoring literacy rich and community building events and raised funds that supported placing technology in every classroom. This technology supports our school improvement goals and district strategic plan. Our parents/guardians have provided supports to staff and students in many ways both at the building and at home. Our parents have sponsored other events such as a wellness night geared towards healthy living behaviors, A Family Folk Dance supportive of celebrating the diversity on our community as well as a Family Literacy Night aimed at increasing literacy achievement. Our parents also worked with the administration and staff along with various community agencies and organized a walk to school day aimed at creating safe routes to school for our children. The entire Marble staff appreciates the selfless involvement of our parents and community members in our students' educational careers.

Teacher Qualifications

For the 2008-09 school year, 100% of our Marble teachers were highly qualified. Of all Marble's professional staff, 21% hold a BA, and 79% hold MA degrees.

Accreditation Status

Marble received Accreditation Status through North Central Accreditation. For 2008-09, Marble met Adequate Yearly Progress (AYP) and received an A on our school report card.

Points of Pride

- * Marble was awarded the East Lansing Education Foundation Collaboration Grant that supported placing document cameras and video projectors in every classroom.
- * Marble was awarded the Michigan's Integrated Behavior and Learning Support Initiative Grant aimed at increasing academic achievement and closing the achievement gap.
- * Students raised funds and donated monetary support to create a sensory room for students on the autism spectrum.
- * Third grade students raised funds to support the animal humane society.
- * Students in the Stars room participated in a integrative science, literacy and technology unit and created Aquarium movies as a culminating activity.
- * Fourth grade students assumed leadership roles as Safeties and
- * Third grade assumed leadership roles with Kindergarten Buddies throughout the year.
- * Many student participated in the after school activities: Girls on the Run, Cub scouts, Basketball, and other community activities.
- * Students participated in the seventh annual All School Garden Day.
- * Parents provided an evening Carnival for our students and the community.
- * Seven Michigan State University interns, seniors and juniors worked with collaborating teachers at Marble to either complete or work towards completing their Teacher Preparation Training Program.
- * Marble engaged in a Family Wellness Night aimed at a raising awareness related to holistic and total health.
- * Parent participated in the upkeep of Marble's landscape and provided plants and supplies.
- * Students participated in a number of community outreach projects throughout the year.
- * Students participated in Sarah Tarpoft writing experience program.

- * Marble Parent Council provided financial support for all school enrichment opportunities provided through field trips.
- * Marble Parent Council sponsored and planned a Family Fun Night at Barnes and Noble aimed at building community and promoting literacy.
- * 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.
- * All three third grade classrooms participated in the week long Big Zoo Lesson at Potter Park Zoo.
- * Several teachers wrote and were awarded grants through the East Lansing Educational Foundation.
- * Eighth grade students from MacDonald Middle School were learning buddies to our kindergartners.
- * Students in grades K-4 participated in Writer's Workshop.
- * Two teacher completed a full year of Literacy training through the Intermediate School District.
- * We worked to implement three school improvement goals as it related to the East Lansing District's Strategic Plan.
- * Student artwork was displayed at the East Lansing Public Library and the board office.
- * Several fourth grade students participated in an after school art club sponsored by our art teacher.
- * Students painted and auctioned designer windows at the Carnival to fund the continuation of the art club.

For more information on the district, please see the district annual report on

The School With HEART

Pinecrest is a diverse school serving 366 students in pre-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. Three teachers and the building principal serve on this committee.
- * At the building level, The Building School Improvement Team is facilitated by the NCA Steering Committee members and includes all teaching staff.
- * 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 focus for the 2008-2009 school year was employing writers' workshop at all grade levels and implementing for the second year the *Everyday Mathematics* program.

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 96-100%. In addition, parents and teachers meet for an Open House Evening 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, mileage for field trips 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, field trip chaperones, classroom party planners and assist staff with special projects.

Teacher Qualifications

For the 2008-2009 school year, 100% of our Pinecrest teachers were highly qualified. Of all Pinecrest's professional staff, 24% hold a BA, and 79% hold MA degrees.

Accreditation Status

Pinecrest school met the accreditation standards and criteria from the North Central Accreditation Commission on Accreditation and School Improvement for the 2008-2009 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. One-on-one drop in help as well as monthly Grade-Level meetings, were held to support teachers with implementing our new math program. Building level workshops were structured to help teachers implement writers' workshop at all grade levels.

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 30% rate of student diversity.
- * The Pinecrest H.E.A.R.T. Program is in its fourteenth year.
- * Pinecrest Parent Council and our volunteer program donate numerous resources, time, and talent to our school. The financial contribution to the school exceeds \$15,000 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 FRIENDSHOP Enrichment Program in partnership with Michigan State University served more than 100 students in after school enrichment classes.
- * Pinecrest parents and community members donated more than 600 volunteer hours during the 2008-2009
- * Pinecrest students read more than 1,400 hours during Reading Month.
- * Pinecrest has partnered with the Lake Lansing Meijer's Store to support school activities and programs.
- * The Capital Area Literacy Coalition provided a before school reading tutoring program entitled SUCCEED. Michigan State University places Elementary Interns at Pinecrest each year. During the 2008-2009 school year seven interns were placed as a part of their Teacher Preparation Training Program.
- * 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 230 students in Kindergarten through fourth grades from 50 countries, 9 states and 43 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 2008. 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 Leadership Team disaggregated building scores on our school's MEAP scores and Iowa tests for the past six 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 2008-09 school year continued our focus on English language arts (reading and writing), and math computation and problem solving as areas of targeted attention. Our language arts goal emphasized writing across the curriculum, and staff worked collaboratively in learning and applying innovative teaching strategies. 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:

- * A three-year teacher-led, professional learning community provided the basis for our improvement of writing strategies, implementing Lucy Calkings Writer's Workshop, and indicated 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. This year we continued use

of Reader's Theatre strategies for student collaboration and reading fluency at grades K-4. We continued our home-school book sharing program which allowed the circulation of over 3500 books in grades K-4 this academic year. This was funded, in part, through grants from the East Lansing Educational Foundation and Kiwanis International. Parent volunteers staffed it.

- * 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 Language Learning (ELL) instruction and classroom support was provided based upon beginning-of-the-year evaluations and in an ongoing fashion for nearly 100 ELL 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.
- * Our program of take home math games was utilized to provide specific skill practice and provide a home-school learning link with our community at grades 2, 3, and 4.

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 31% Schools of Choice families. This presents an opportunity to enhance our parent involvement and maintain a continued spirit of community for all. During the 2008-09, 100% of Red Cedar families were represented at fall conferences and 99.9% 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 digital projectors and document cameras for our classrooms.

Teacher Qualifications

For 2008-09 school year, 100% of our Red Cedar teachers were highly qualified. Of all Red Cedar's professional staff, 32% hold a BA, and 68% hold MA degrees.

Accreditation Status

Red Cedar's accreditation status for 2008-09 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 2008-09 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 50 countries, 9 states and 43 languages and dialects.
- * Our International 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.

- * Red Cedar teachers and staff provided enrichment opportunities in the form of Jump Rope Club and participation in the "Feeling Good Mileage Club" walking club. Red Cedar students walked 1685 miles during March and April in this wellness initiative!
- * Students raised money for the American Diabetes Foundation with the teacher-led "Red Cedar Walk for Diabetes" initiative, which raised over \$1500.00. In another teacher-led initiative, as a school we raised over \$500.00 for the Heifer International Project and locally, the Grater Lansing Food Bank.
- * Twenty student authors were published in national poetry anthologies this school year.
- * Red Cedar 2008-09 community service projects included the sixth annual East Lansing Trash Bash parade and environmental clean up day, the first EL community e-cycling day to remove unwanted electronics and keep them from landfills, and through our partnership with Foods For Living 4th grade maintained our organic garden.
- * Red Cedar benefited from parents donating over 500 hours of volunteer time, as well as volunteerism from over 300 MSU Service Learning students.
- * In addition to the professional development hours provided by the school district, Red Cedar staff members logged over 1700 hours of professional development in activities in all core areas, technology, and best practice research on teaching during the course of the 2007-09 academic school year.

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 and our global society.

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 and nurturing 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.

Andy Wells, 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 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 and action plans have been developed. Recently Whitehills participated in the NCA peer review process. This review confirmed that we are proceeding through the NCA process in a positive manner. The review also provided an opportunity to fine tune and implement strategies to achieve our goals.

School Improvement Goals

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 has been 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 have continued and 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 the new aligned math instructional program (Everyday Mathematics and Holt Course 2) will continue to 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 Language Learners 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 students success.

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 continues to augment 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 continues to be 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 will continue to be afforded opportunities to attend a workshop addressing various topics. 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 2008 – 09 school year, 100% of our Whitehills teachers were highly qualified. Of all Whitehill's professional staff, 41% hold a BA, and 59% hold MA degrees.

Accreditation Status

Whitehills has been accredited by the North Central Association Commission on Accreditation and School Improvement. For the 2008-09, Whitehills met Adequate Yearly Progress (AYP).

Points of Pride

- * Big Brother/Big Sisters mentor program provided additional adult role models for students. The primary focus of the mentor program was to develop positive relationships with youth and build assets in youth that will enable them to live healthy and productive lives.
- * Read to Succeed, a one-to-one after school tutoring program provided academic support for the fourth year here at Whitehills.
- * Title One, Extended Learning Program. Provided extended learning instruction for by certified teaching staff.
- * During March is Reading Month, local authors shared their work with our students and taught writing and poetry lessons.
- * A play written by one of our 6th grade students was performed by Whitehills staff as part of our Reading Month celebration.
- * Whitehills staff continued to focus on the development of student writing skills. Teacher leaders Marge Andrews Elaine Michener-Israel and Cynthia Goff provided professional growth opportunities for Whitehills staff, and other teaching staff district—wide, building on previous professional development experiences.
- * 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. The participation in these clubs vary from year to year depending on student interest and the availability of parent/staff volunteers. Arts and Crafts Club, school newspaper, Spanish Club, tutoring, Ecology Club, Writer's Workshop, Feeling Good Mileage Club, and Photography Club are great opportunities that have been afforded our students in recent years.

Students at Whitehills have demonstrated civic responsibility over the years, through many volunteer efforts. Examples included significant contributions to the American Red Cross food drive, and Habitat for Humanity. Our students continue to demonstrate sensitivity towards social issues. They participated in a school-wide food drive this year, planted a garden, and recycled lunch trays.

- * An all-school cookie dough sale raised funds to off-set the cost of field trips to Greenfield Village and the Detroit Institute of Arts.
- * Students raised \$13,000 in the all-school Innisbrook fundraiser.
- * The East Lansing Educational Foundation awarded Whitehills a technology grant to purchase laptop computers for student use.
- * Teacher Susan Harvey worked to win a National Science Foundation grant with MSU to study the life science strands for fifth through seventh grades.
- * Eight MSU interns worked with collaborating teachers for the 2007-08 school year.
- * Four Whitehills teachers were selected to participate in the MACUL technology grant.

Restorative Justice Program was implemented at Whitehills this year and was a significant part of our Anti—Bullying initiative. Ms. Ashley LaCosse was are Restorative Justice coordinator. The program provided opportunities for students to resolve issues/conflicts with peers in an environment that fosters problem solving and genuine accountability.

A Legacy of Learning

Welcome to MacDonald Middle School, a school that prides itself on having a safe and orderly learning environment and a rich tradition of high expectations. As an East Lansing educational community, we work together to establish a safe, rigorous educational climate where students acquire the skills necessary for success in life.

The journey from the end of the 6th grade to the beginning of 9th occurs in dramatically different ways, and developmentally, students move through these years at different rates. "From birth to death, human intellectual, developmental, and social needs change. At each stage, the tactics and strategies used to address those needs must also change." (Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform 2006 NASSP). One of our core beliefs is to help all students prepare for these changes during connections among people who work with students in our community act as the springboards for powerful academic achievement.

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, drama, French I and II, Spanish I and II, computer applications, technology education, physical education, journalism, yearbook and ESL.

Our vision for improving our school embodies nine cornerstone strategies. First is establishing academically rigorous essential leanings that require student mastery, with an alignment of the curriculum and

teaching strategies to realize achievement goals. Second is creating dynamic teacher teams to improve the quality and quantity of interactions between teachers and students. Third, our curriculum is aligned across grades and schools to map efforts that address the academic, development, social, and personal needs of students. Fourth, a comprehensive counseling program is embedded that ensures that each student has frequent and meaningful opportunities to meet with adults to plan and to access the student's academic, personal and social development. Fifth, teachers assess the individual learning needs of students and tailor instructional strategies and multiple assessments accordingly. Sixth, teachers are entrusted with the responsibility of implementing schedules that are flexible enough to accommodate teaching strategies consistent with the ways students learn most effectively. Seventh, structural leadership systems allow for substantive involvement in decision-making and communication by all stakeholders. Eighth, all programs and structures are aligned so that all social economic, and racial/ethnic groups have open and equal access to challenging activities and learning. Ninth, the school wide comprehensive professional development program is aligned with the requisite content knowledge, instructional strategies, and student developmental factors.

Our vision promises to establish a legacy of learning now and in the future for our students, our school, and for our community.

Cliff Seybert, 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 the

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.

We continue to implement these goals through the use of current data, instructional strategies, and best practices that are monitored and measured through formative and summative assessments in all content area classes.

Core Curriculum

Mathematics: Mathematics students were placed in classes for the 2008-09 school year according to the following criteria: Iowa and MEAP test scores, semester, and teacher recommendation. The mathematics curriculum is aligned with the Michigan Mathematics Benchmarks and Content Expectations for grades, 7, 8 and Algebra 1 Regular Math Department meetings were held to analyze MEAP and Iowa scores and discuss strategies to improve student achievement in identified areas. Mathematics class offerings within each grade level are consistent in curriculum covered and final assessments. The math department also works to embed student acquisition of skills related to reading for information and critical thinking skills as part of their work with the school improvement plan. Grades 5—8 mathematics teachers met twice during the year to discuss curriculum alignment, year-end assessments, and the transition from Grade 6 to Grade 7.

Social Studies: The district purchased new textbooks for both 7th and 8th grades for the fall of 2006. Both texts are in line with the newly adopted state curriculum standards. Teachers within the department have been updated and are currently implementing the new curriculum. The Social Studies department is working on enhancing student reading and critical thinking skills as part of our building school improvement goals. Students take the Social Studies portion of the MEAP during the fall semester in 9th grade at the high school. This test assessed grades 6-8 social studies content. In addition to MEAP evaluation results, the department assesses student gains during the 7th and 8th grade years at MacDonald Middle school via common semester assessments. Accommodations are provided for students with special needs through the special education or the English Language Learners program.

English Language Arts: The District K-12 English Language Arts curriculum is aligned with current Michigan Curriculum Framework standards and benchmarks. The middle school curriculum alignment was completed at the end of the 2005-06 school year and was implemented in 2006-07. The staff is working on developing common assessments for both 7th and 8th grade students. The English Language Arts department also developed reading strategies classes specifically to improve student mastery of reading skills. Reading for information and critical thinking skills are embedded in the reading strategies instructional program, as well as in formal composition classes for students.

Science: Macdonald Middle School's science curriculum is aligned with Michigan Curriculum Framework standards. Instruction for 7th grade will encompass Life, Physical and Earth Science benchmarks. Life science will include the study of ecosystems. An introduction to matter will be the focus of physical science benchmarks, while earth science instruction revolves around students' understanding of topographic maps. Experimental design is taught throughout the school year. Students are encouraged to ask questions about their

environment, hypothesize about possible outcomes, conduct trials, gather and organize data, and draw accurate conclusions. Macdonald's 8th grade science curriculum provides instruction in the areas of biology, chemistry and physics. Several textbooks are used to support the delivery of current expectations as outlined by the State of Michigan. One of our goals is to complete the writing of common assessments in all genres for 8th grade students. Both 7th and 8th grade content is delivered using a variety of equipment and age appropriate activities.

The science department also embeds skill development in the areas of reading for information and critical thinking skills within the context of their instructional program.

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.

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.

Teacher Qualifications

For the 2008-09 school year, 100% of our MacDonald teachers were highly qualified. Of all MacDonald's professional staff, 20% hold a BA, 74% hold MA degrees, 3% EdSpec and 3% Phd degrees.

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.
- * 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.
- * State of the art, 600 seat performance auditorium.
- * Latest audio and video technology in classrooms and auditorium.
- * Students taking advanced courses at East Lansing High School and Michigan State University.
- * 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.
- * 14.8 million dollar renovation of all instructional and performance classrooms.
- * 50% of MMS students obtain high school credit for math and languages.
- * Restorative Justice Center provides peaceful conflict resolutions and strategies for students/parents.
- * WISE Initiative (Web based Inquiry in Science Environment) in conjunction with MSU and MMS awarded a \$28,500 grant from DART Foundation to purchase lap top computers to support the project.
- * After school tutorial program offered by MMS staff
- * Co-Teaching model—Special Education and General Education teachers working together in one classroom.
- * Diversity of student population
- * Highly qualified staff

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 traditions. We are proud of the rich traditions of excellence which include 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. Since education is a partnership, the faculty and staff encourage and appreciate parental and community participation.

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 1130 students represents 52 nationalities. We appreciate the diversity in our student population and celebrate this in many ways. Our student population is representative of the global workplace and our changing neighborhoods. The class of 2009 produced 242 alumni from ELHS. Nearly 80% 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. ELHS produced five finalists in the National Merit competition, and three 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 celebrate 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.

All Juniors tested on the ACT/MME. Prior to the testing, students reviewed test expectations in classrooms, and parent meetings were held. 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 2008-09 included a review of MME scores, graduation rates, post-secondary plans and reports, as well as a review of student records. Review of the MME indicated a need to focus on interdisciplinary literacy skills, writing, social studies and science. The faculty agreed to emphasize literacy skills across the curriculum. The school year 08-09 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 2009 was the fifth class to graduate with an increased requirement of 23 credits and a 1.8 grade point average. The East Lansing Public School Board of Education adopted new ELHS graduation requirements aligned to new Michigan high school graduation requirements. These requirements begin with the Class of 2011. 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 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 were organized around the standards of NCA. They are as follows:

1. Vision and Purpose:
 - *Continue to promote the school's mission and vision in a variety of ways.
2. Governance and Leadership:
 - *Address funding issues
 - *Implement co-teaching
 - *Include support staff on redesign team
3. Teaching and Learning:
 - *Create and implement a plan to use student work to inform and improve instruction
 - *Review data and implement research-based instructional practice to close the achievement gap

English: 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: Ninth and tenth 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.

North Central Accreditation

We continued to implement the following:

Recommendations

- *Develop a comprehensive data collection and analysis plan associated with teaching and learning.

*Implement general education/special education co-teaching professional development opportunities.

*Promote the school's vision and mission throughout the school 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 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, MME 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 all 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.

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. In 2008-09 eleven students received college credits for dual enrollment.

College Level Equivalent Courses

In 2008-09, 219 students were enrolled in college level equivalent courses, with 90% of the students taking equivalency exams or earning credit. The 219 students include those taking course work at Lansing Community College, Michigan State University, Michigan Virtual High School (AP), other universities and Advanced Placement courses. 211 students sat for 352 AP exams in 17 content areas. There were 285 scores of 3 or higher.

Advanced Placement Courses

The following AP courses were offered in the 2008-09 school year: AP Calculus, BC Calculus, Physics, Biology, Chemistry, French, Spanish, Statistics, English Literature, U.S. History, European History, and Studio Art.

Parent Participation

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

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

Teacher Qualifications

For the 2008-09 school year, 100% of our high school teachers were highly qualified. Of all High School's professional staff, 32% hold a BA, and 68% hold MA degrees.

Accreditation Status

2008-09 was the first 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.

An ELHS Redesign Team was established as a school improvement team. The members of the team included all ELHS stakeholder groups. We met monthly and set goals for 08-09 and 09-10. ELHS is fully accredited by NCA. NCA is impressed with the students, the faculty, the school culture and community of ELHS.

Points of Pride

- * International student population representing 52 countries
- * Winner of Michigan Mathematics Prize Competition
- * 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, and actors in a fast paced, electrifying evening of entertainment
- * Five National Merit semi-finalists
- * Clubs and organizations to meet the interests of students
- * Community service experiences by many students which enrich the lives of other people
- * State Quiz Bowl winners
- * Recognition by 'US News and World Reports' as a Silver Award School
- * 5 Academic All State Teams
- * Many Individual LSJ Dream Team, All Area, All State Recognitions
- * Girls' Cross Country Regional Champions/State Qualifier
- * Football Regional Champions
- * Boys' Tennis State Champions
- * Girls' Basketball Class A Final Four
- * Girls' Soccer District Champions
- * Girls' Track State Champions

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