



East Lansing
Public Schools

East Lansing Public Schools District Annual Education Report (AER)

August 07, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for the East Lansing Public School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws; however, our staff is available to help you understand this information. Please contact the Office of Educational Services for help if you need assistance with interpreting the posted information.

The AER is available for you to review electronically by visiting the following web site: www.elps.k12.mi.us or you may review a copy in the principal's office at your child's school or at the district Administration Building (501 Burcham Drive, East Lansing MI 48823).

The report contains the following information:

Student Assessment Data– Elementary or Middle School assessment results on the Michigan Educational Assessment Program (MEAP), high school assessment results on Michigan Merit Exam (MME), and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access or Meap-Access)

- Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- Helps parents understand achievement progress within schools and compare these to district and state achievement

Accountability Scorecard – Detail Data and Status

Information is provided for the district and each school related to achievement targets in reading, writing, mathematics, science and social studies answering questions like:

- Did the district (and schools) meet achievement targets for all students and subgroups of students?
- Did the district (and schools) meet achievement growth targets for all students and subgroups of students?

Teacher Quality Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides State results of the national assessment in mathematics and reading every other year in grades 4 and 8

Review the table below listing our schools. The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases no status label is given.

School Name	Status Label	Key initiative to accelerate achievement
Donley	Focus	Working to implement early intervention strategies
Marble	Reward	Working to implement early intervention strategies
Pinecrest	Focus	Working to implement early intervention strategies
Red Cedar	Focus	Working to implement early intervention strategies
Glencairn	Focus	Working to implement early intervention strategies
Whitehills	Focus	Working to implement early intervention strategies

MacDonald Middle School	Focus	Working to implement early intervention strategies
East Lansing High School	Focus	Working to implement early intervention strategies

A building receiving a “focus school” designation does not mean a student is in a low-performing school. In many cases, and as in our case, buildings that are designated as focus schools also met Adequate Yearly Progress (AYP). Schools were named as Focus Schools because of a significant student achievement gap between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). The district identified achievement gap issues a number of years ago and established a formal task force (AGTF) to address these issues. We've begun to implement changes and we are actively working to address achievement gap issues and support for children who are not at grade level in reading and math.

We would also like to report on some additional information that may be of interest to parent and community members.

Mission Statement

Nurturing each student

Educating all students

Building world citizens

Vision Statement

East Lansing Public Schools provide an exemplary education for all students through a cohesive, comprehensive curriculum in an inclusive, supportive environment.

Status of the 3-5 Year School Improvement Plan

East Lansing Public schools has developed and submitted for approval a district school improvement plan through the AdvancEd portal. The plan embodies the district’s strategic plan consisting of twelve strategic goals and objectives. It identifies core

academic goals in English Language Arts/Reading & Writing, Math, Science and Social Studies based on nationally normed achievement test results. Each of these goals identifies specific objectives, strategies and activities delineated to address the achievement gap within core content areas. Each school building submits a school improvement plan that articulates school improvement goals congruent with district data, measurable goals and objectives, professional development priorities and fiscal support through state and federal grants and LEA funding.

Core Curriculum Access

East Lansing Public Schools' core curriculum may be accessed on the State website as follows:

K-8: http://mi.gov/mde/0,4615,7-140-28753_64839_38684---,00.html

9-12: <http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html>

Additional hard copy publications are available from the office of the Director of Educational Services and at the building level.

Description of Implementation

The implementation of the core curriculum is sustained through a curriculum structure that employs grade level and department chairpersons who meeting monthly. The curriculum council reviews state requirements for core curriculum, plans curriculum development, coherence and articulation, provides for the identification of necessary professional development and budget related requirements to support the implementation of the curriculum. The council members meet with grade level and or department level colleagues monthly and with administration to implement and monitor the effectiveness of curriculum development, implementation and impact on student performance.

Variance from State Model

The district has no variances related to the State's model.

Process for Assigning Pupils to the School District

K-6 students are assigned to schools based on where they reside in our district. Each K-4 school and both 5/6 schools have specific boundaries within our district.

Parents are allowed the opportunity to complete a permeable boundary request that would allow their child to attend a school within the school district other than their neighborhood school. Requests require the approval of the sending and receiving school Principals as well as the Superintendent and is based on space availability at the school/grade.

East Lansing Public Schools also participates in the state's Schools of Choice process annually. Available openings are advertised, applications are accepted during a specific application period and students are accepted on a lottery system to fill the advertised slots.

Core Beliefs

We Believe:

- Students' needs and interests are core to all decisions and actions.
- We must inspire a passion for life long learning.
- High expectations in teaching and learning result in personal and academic excellence.
- Diversity is affirmed by integrating the uniqueness of every child in to our learning community.
- In providing equitable access to opportunities and resources for students.
- In engaging the entire community to create trusting, safe, welcoming learning environment.
- In building world citizens.

AIMSweb Universal Screening

During the 2012-2013 school year, East Lansing Public Schools implemented universal screening for all students K-8th grade. This screening was completed for all students during the fall, winter, and spring assessment windows using reading curriculum based measures. Screening for all students during the 2013-2014 school year will be completed three times, fall, winter and spring.

Universal screening helps educators to establish an academic baseline, and helps identify learners who need additional support or extension in thier learning. Instructional decisions can then be made based on the screening results in conjunction with classroom teacher information to improve learner outcomes. Universal screening is a key component to an early prevention model known as a Multi-Tiered System of Support, or MTSS. This model is focused on helping classroom

teachers to differentiate their instruction and to provide early interventions so that students can be assisted before they fall too far behind. In addition, these screeners are being used to help identify students who may be ready for more vigorous learning or extensions in their learning.

AIMSweb is used within the district as a benchmark and progress monitoring system. AIMSweb measures are quick to administer and take between 1-10 minutes (most 1-4 minutes). Depending on the measure, testing is administered individually or in groups.

Students were assessed in the following areas during the 2012-2013 school-year:

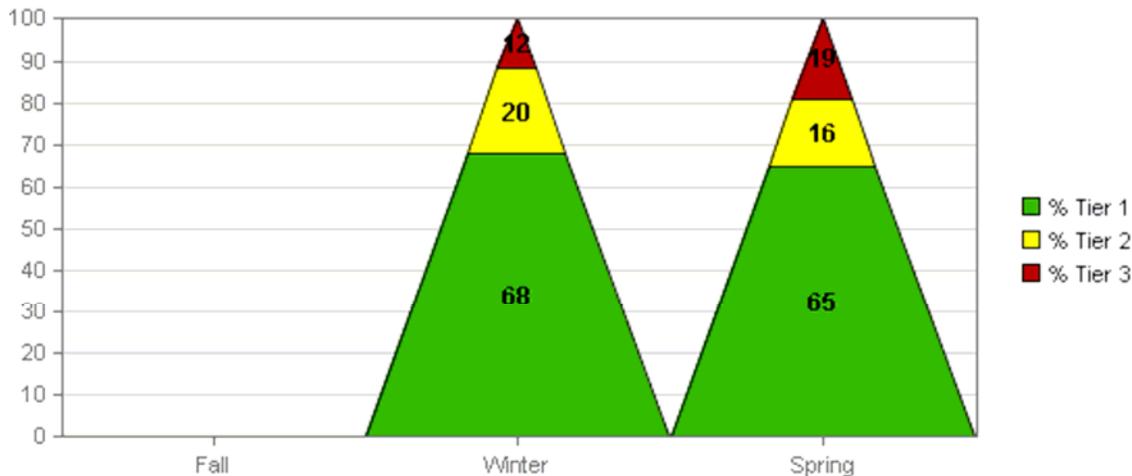
	<u><i>Reading</i></u>	<u><i>Math</i></u>
Kindergarten:	Letter Naming Fluency (LNF)	Oral Counting Fluency (OCM)
	Phoneme Segmentation Fluency (PSF)	Number Identification Fluency (NIM)
	Nonsense Word Fluency (NWF)	Quantity Discrimination Fluency (QDM)
		Missing Number Fluency (MNM)
1st Grade:	Nonsense Word Fluency (NWF)	Quantity Discrimination Fluency (QDM)
	Oral Reading Fluency (R-CBM)	Missing Number Fluency (MNM)
		Math Computation Fluency (M-COMP)
2nd Grade:	Oral Reading Fluency (R-CBM)	Math Computation Fluency (M-COMP)
3rd Grade:	Oral Reading Fluency (R-CBM)	Math Computation Fluency (M-COMP)
	MAZE (Vocabulary/Reading Comprehension)	Math Concepts and Applications (M-CAP)
4th Grade	Oral Reading Fluency (R-CBM)	Math Computation Fluency (M-COMP)
	MAZE (Vocabulary/Reading Comprehension)	Math Concepts and Applications (M-CAP)
5th – 8th Grade:	MAZE (Vocabulary/Reading Comprehension)	Math Computation Fluency (M-COMP)
		Math Concepts and Applications (M-CAP)

Once the measures are administered and scored, student scores are entered into the AIMSweb database. The database then ranks students from highest to lowest based on their score on a single measure. Students who fall in the 25th %ile or below, would fall in the red zone and would be targeted for intervention. Students who fall in the 25th -50th %ile would fall in the yellow zone and would be targeted for possible intervention. Students who score above the 50 %ile would fall in the green zone and would not be targeted for further intervention. Student scores are normed referenced and compared to students of their grade level both nationally and to other students within the district. Although screening measures will inform programming decisions, no instructional placement decisions will be made based only on screener data. All instructional decisions will triangulate screener data with teacher observation input, daily work sample data, individually selected teacher assessment data, and other assessment data to make the best programming decisions for students. These measures are used to assess basic reading and math skills three times per year (fall, winter, and spring), allowing educators to assess the growth of those basic skills within the school year, and to adjust instruction if students are not meeting basic skill growth targets.

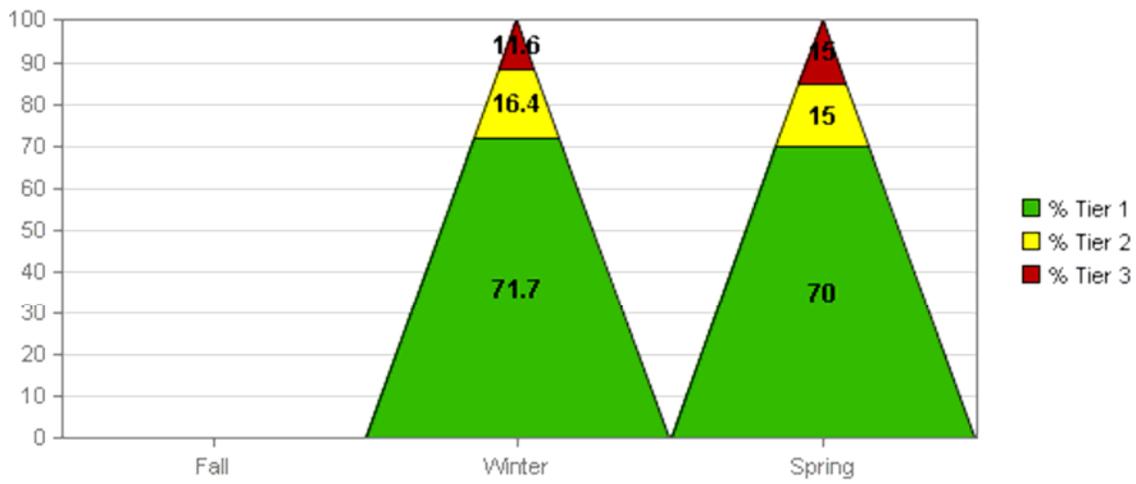
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2012-2013 Common Assessment Data – Criteria for Low Risk = 50th %ile score, Some risk = 25th -50th %ile, 25th %ile or below compared to national norms.

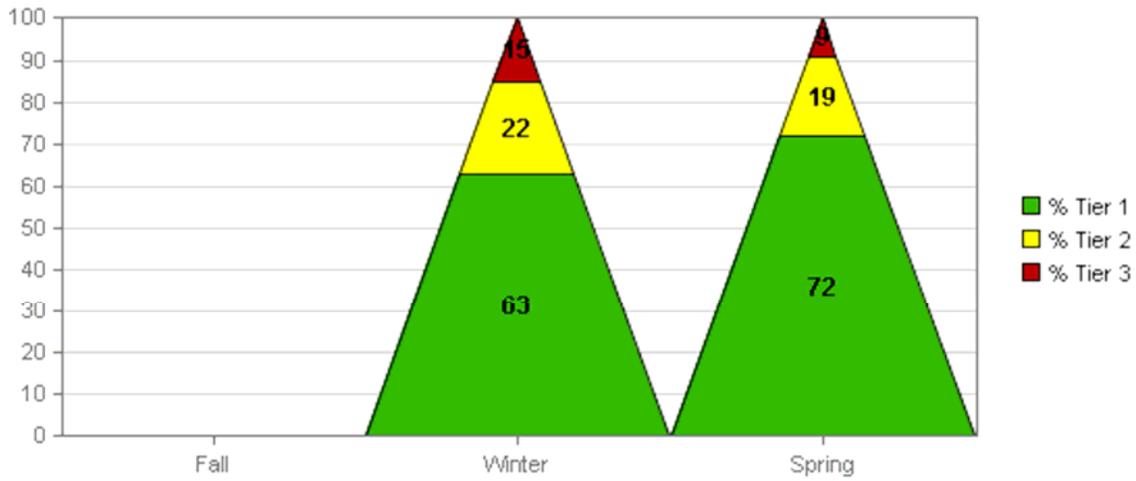
Kindergarten – Nonsense Word Fluency (NWF)



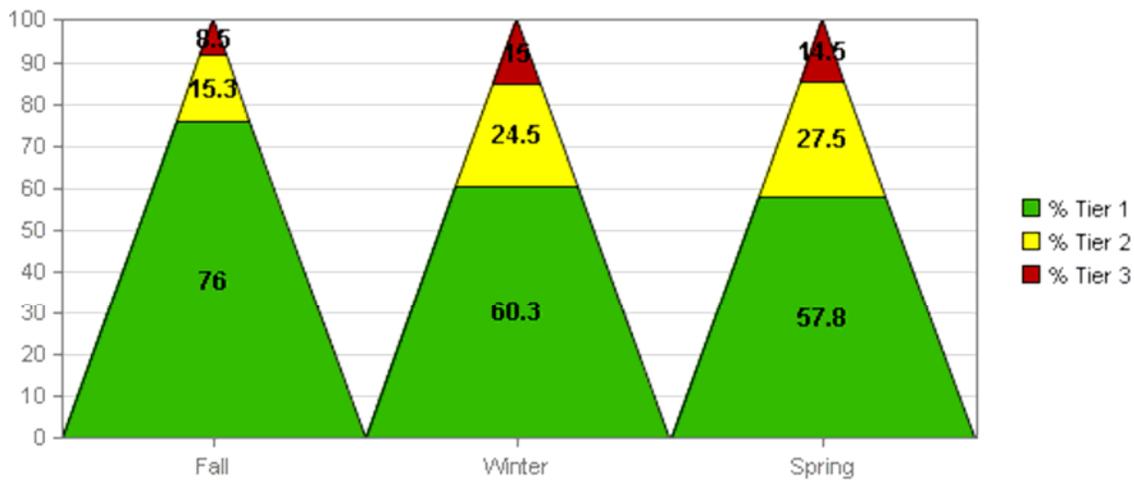
Kindergarten – Missing Number Fluency (MNM)



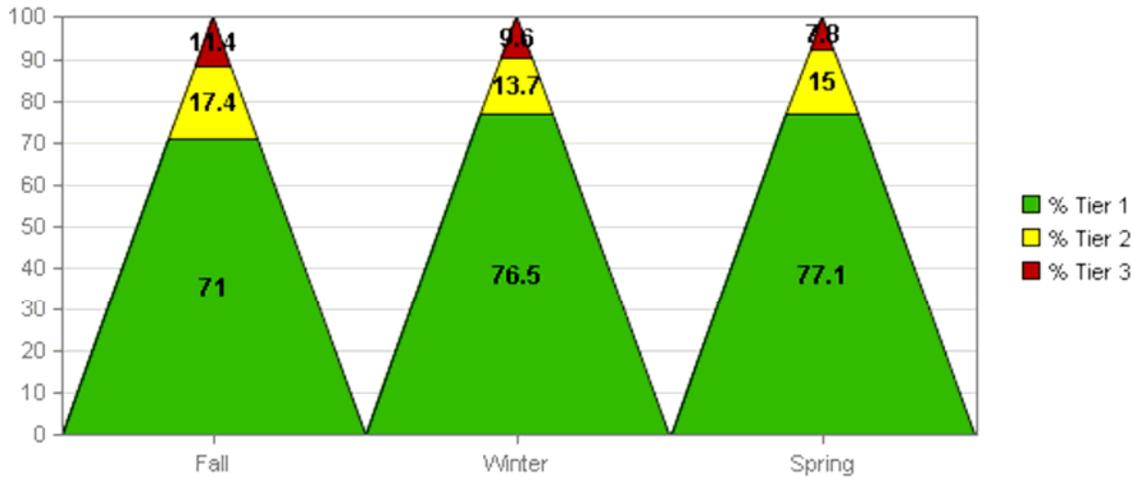
1st Grade- Oral Reading Fluency (R-CBM)



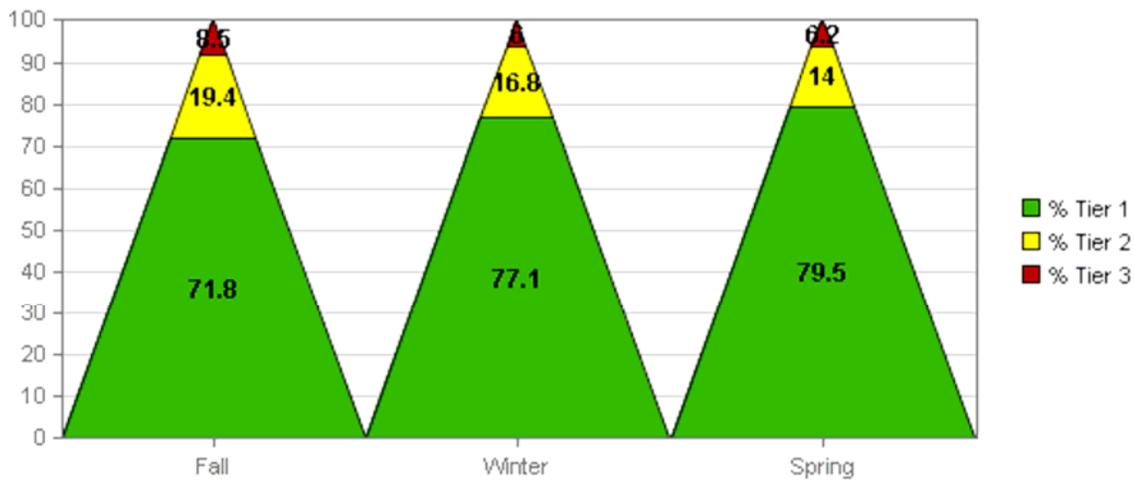
1st Grade- Math Computation Fluency (M-COMP)



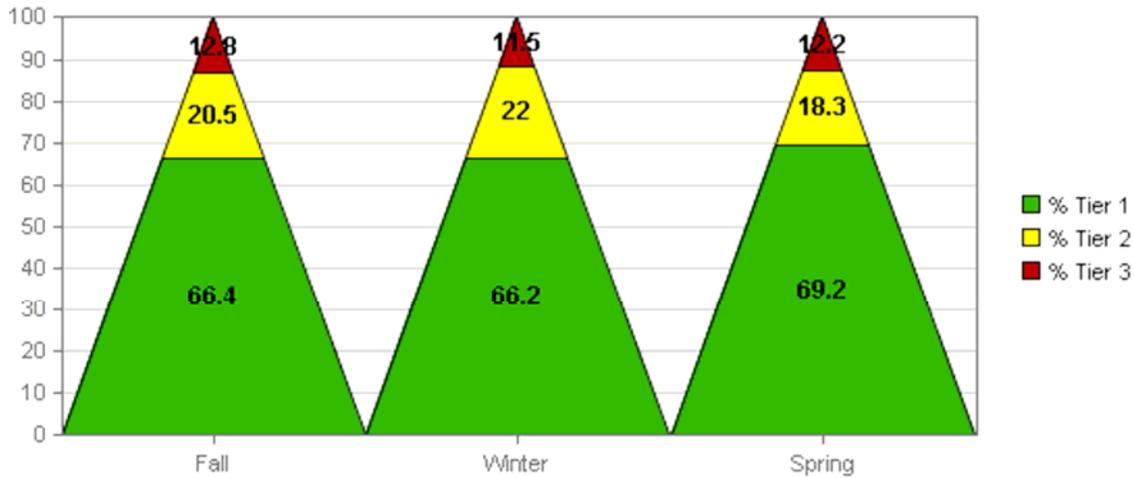
2nd Grade – Oral Reading Fluency – Reading CBM (R-CBM)



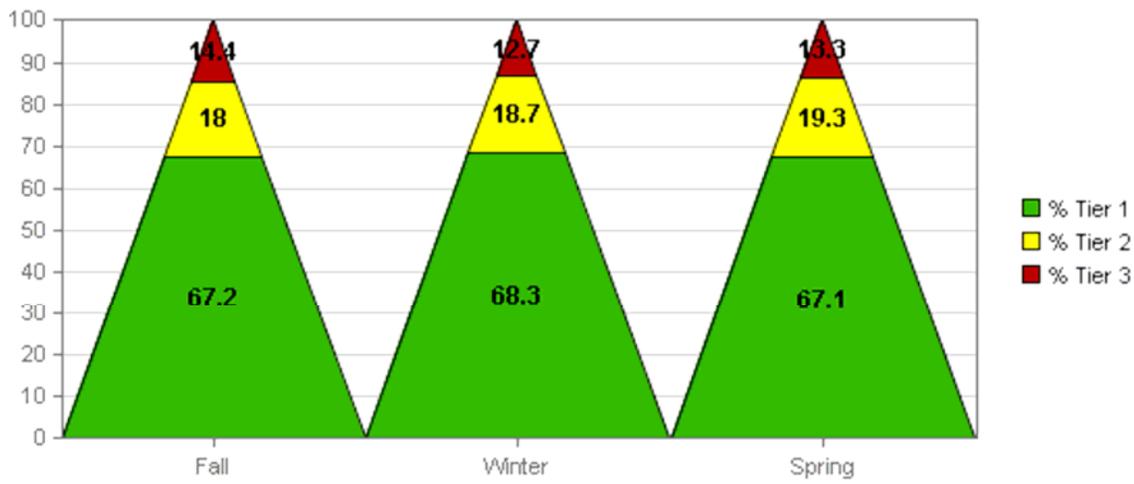
2nd Grade- Math Computation Fluency (M-COMP)



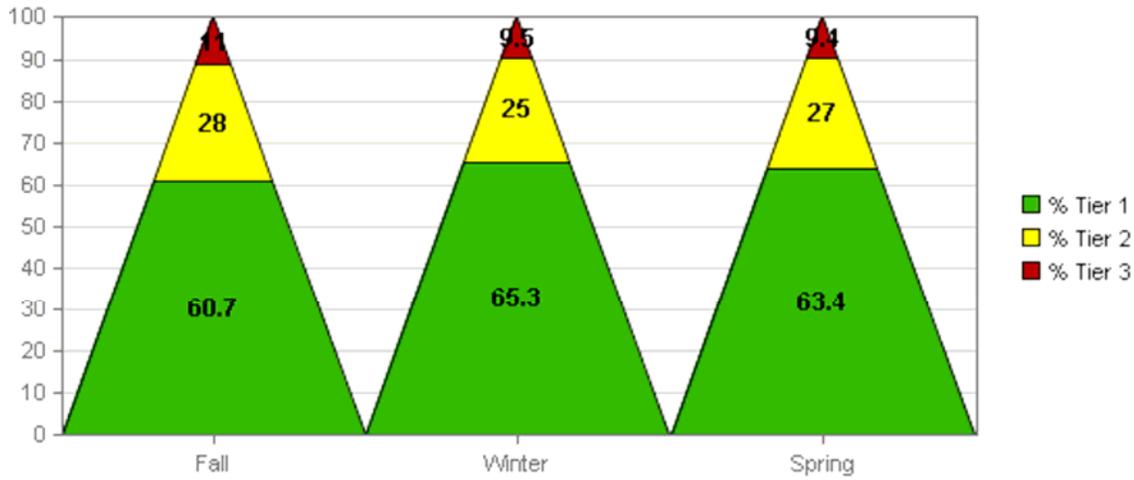
3rd Grade – Oral Reading Fluency – Reading CBM (R-CBM)



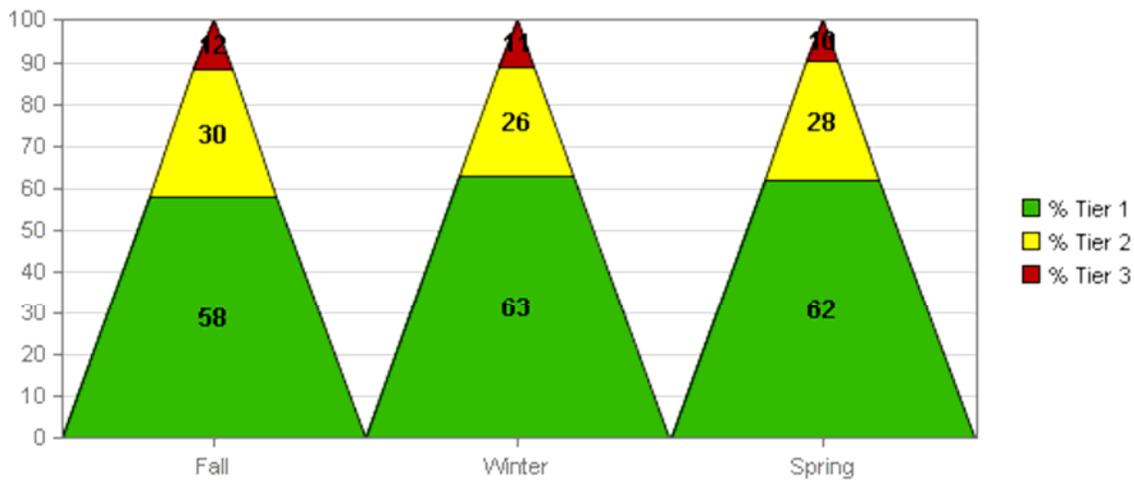
3rd Grade- Math Computation Fluency (M-COMP)



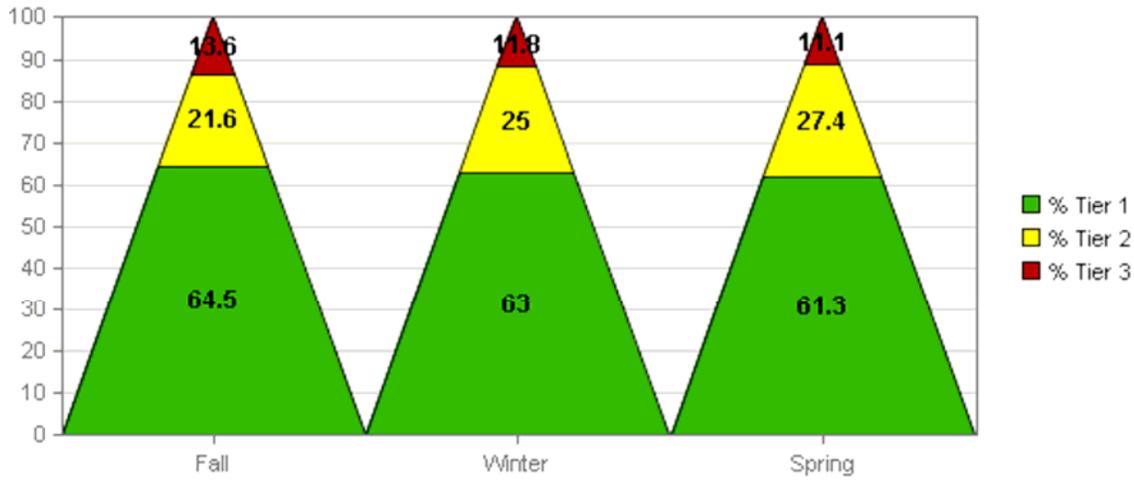
4th Grade – Oral Reading Fluency – Reading CBM (R-CBM)



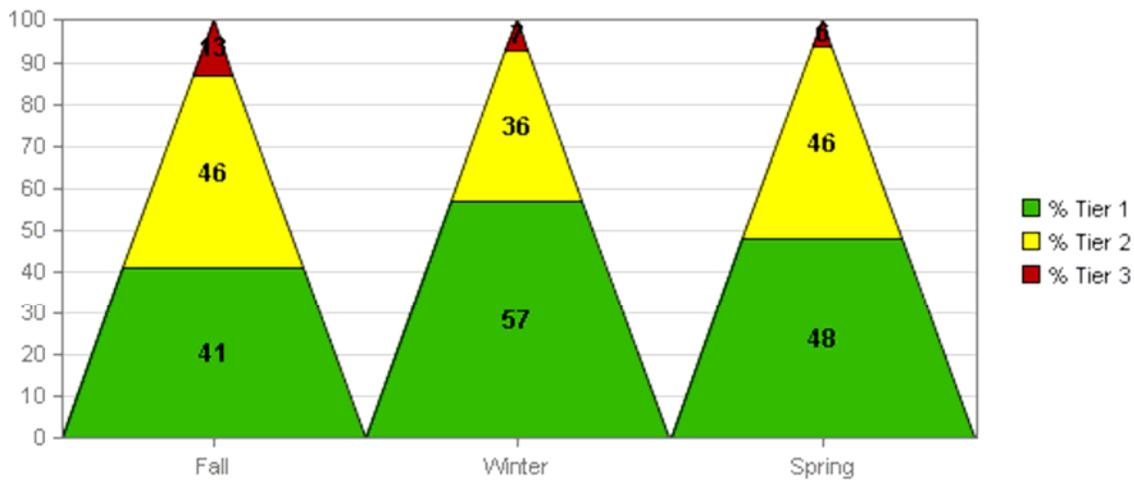
4th Grade- Math Computation Fluency (M-COMP)



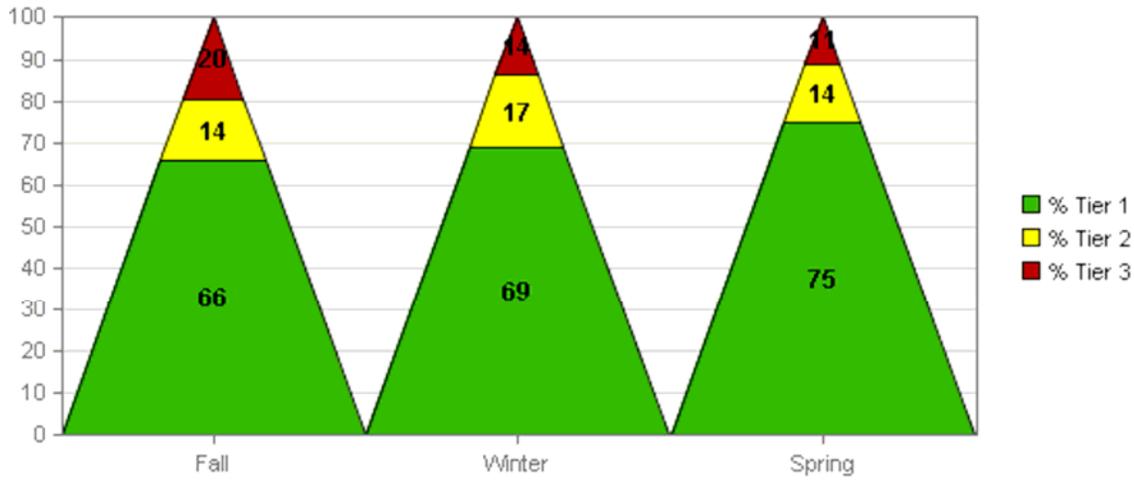
5th Grade – Reading Comprehension - MAZE



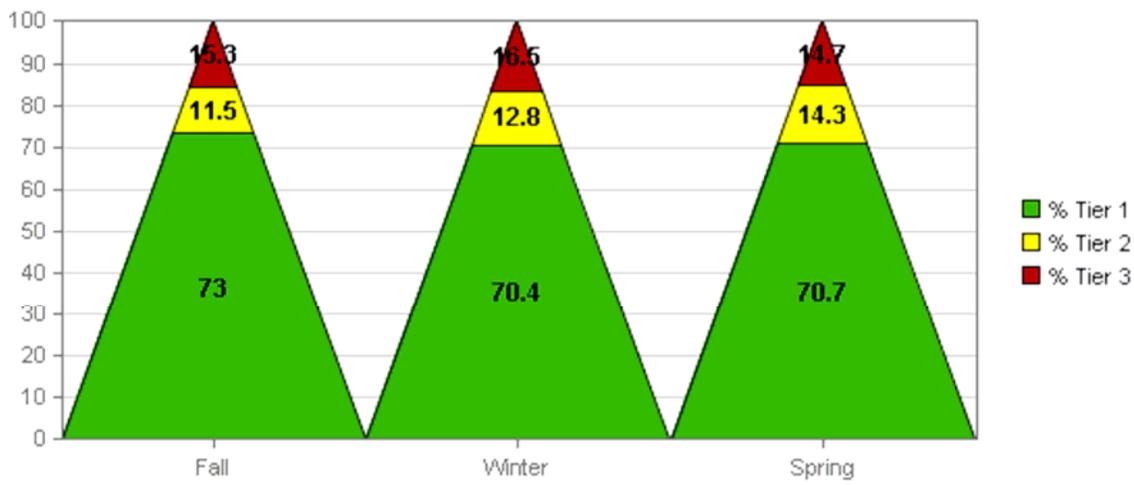
5th Grade- Math Concepts and Applications (M-CAP)



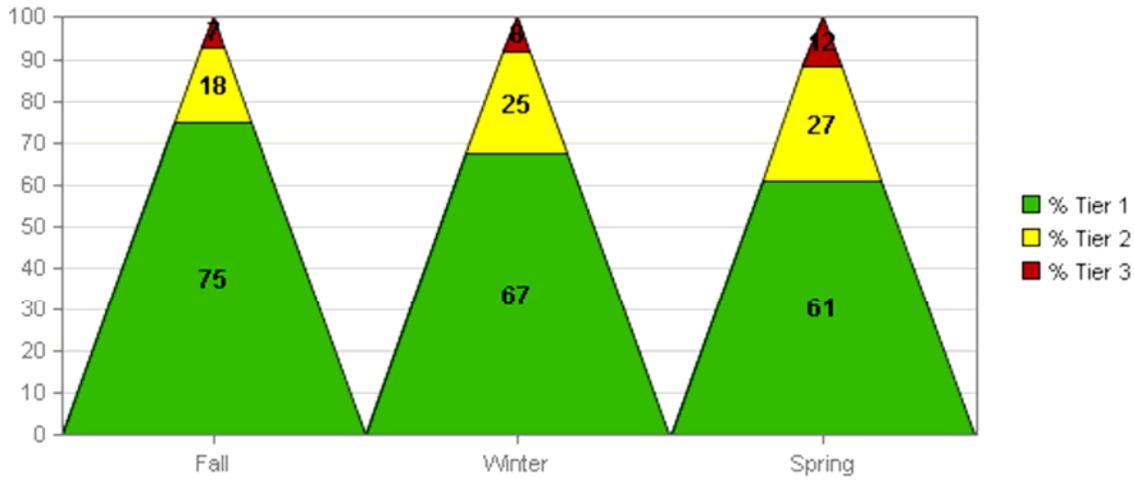
6th Grade – Reading Comprehension - MAZE



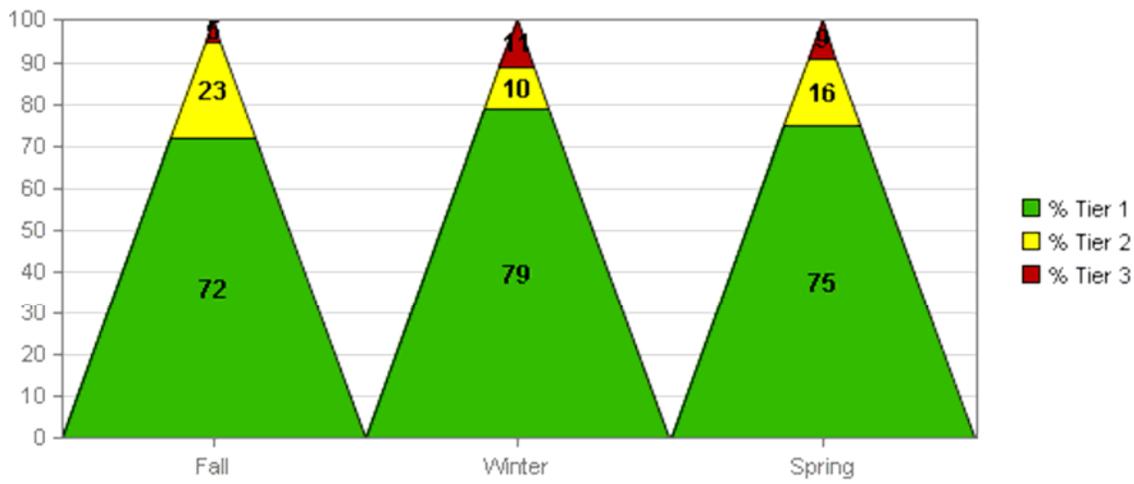
6th Grade- Math Concepts and Applications (M-CAP)



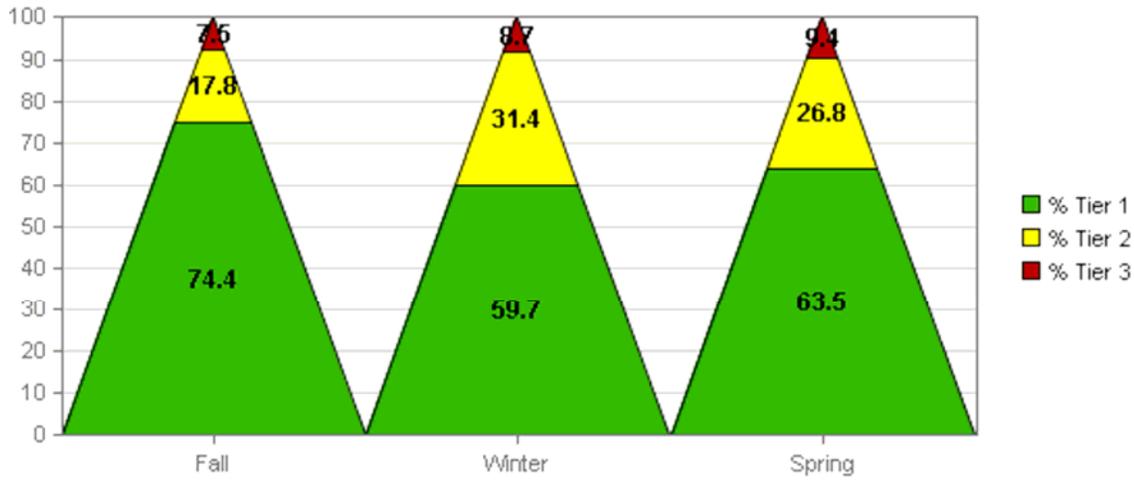
7th Grade – Reading Comprehension - MAZE



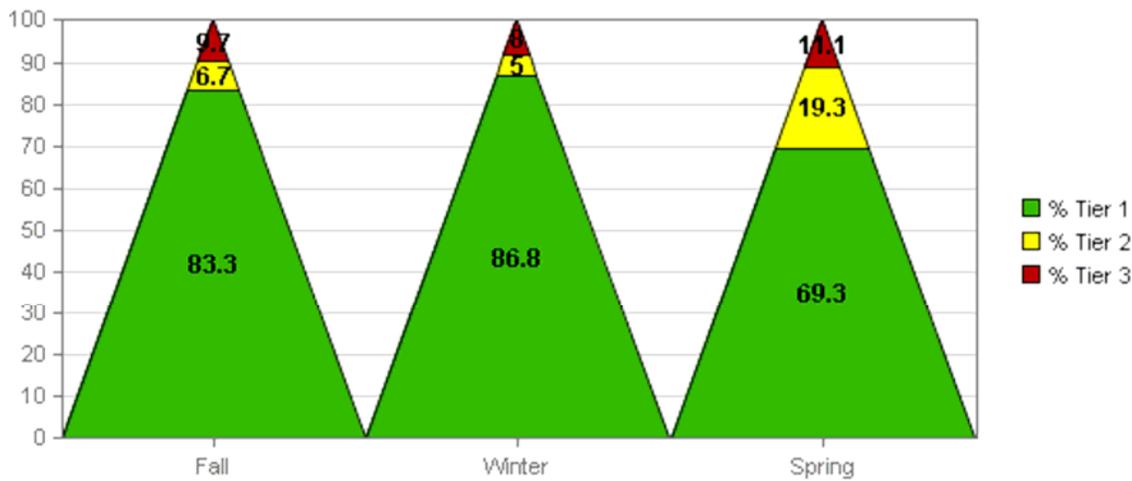
7th Grade- Math Concepts and Applications (M-CAP)



8th Grade – Reading Comprehension - MAZE



8th Grade- Math Concepts and Applications (M-CAP)



AIMSweb Measure Descriptions

AIMSweb Measure	DESCRIPTION
Letter Naming Fluency (LNF)	The Letter Naming Fluency task requires students to identify as many upper and lower case letters from a randomly presented set of letters as they can within 1 minute.
Phoneme Segmentation Fluency (PSF)	The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. The number of correct phonemes produced in one minute determines the final score.

<p>Nonsense Word Fluency (NWF)</p>	<p>NWF measures student skill with letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds. The student is presented with randomly ordered VC and CVC nonsense words and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word during a one-minute period.</p>
<p>Oral Reading Fluency (R-CBM)</p>	<p>The oral reading fluency task measures the amount of correct words a student can read from a grade level passage in one minute. It is designed to measure fluency with text, the ability to translate letters-to-sounds-to-words fluently, effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.</p>
<p>Oral Counting Fluency (OCM)</p>	<p>The Oral Counting measure requires students to orally count starting from 1 as high as they can within one minute.</p>
<p>Number Identification Fluency (NIM)</p>	<p>The Number Identification measure requires students to orally identify numbers. Kindergarten students identify numbers between 1 and 10 and first grade students orally identify numbers between 1 and 20.</p>
<p>Quantity Discrimination Fluency (QDM)</p>	<p>The Quantity Discrimination measure requires students to orally identify the bigger number from a pair of numbers. Kindergarten students identify bigger numbers from pairs of numbers between 1 and 10 and first grade students identify bigger numbers from pairs of numbers between 1 and 20.</p>
<p>Missing Number Fluency</p>	<p>The Missing Number measure requires students to orally identify the missing number from a string of three numbers. Kindergarten students identify missing numbers from a string of numbers between 1 and 10 and first grade students identify missing numbers from a string of numbers between 1 and 20.</p>
<p>Math Computation Fluency (M-COMP)</p>	<p>AIMSweb Mathematics Computation (M-COMP) is a series of assessments that yield general math computation performance and rate of progress information. M-COMP includes three probes for benchmarking and 30 probes for progress monitoring for each grade, 1 through 8. M-COMP is a timed, 8-minute, open-ended, paper-based test that can be group administered or individually administered.</p>
<p>Math Concepts and Applications (M-CAP)</p>	<p>The AIMSweb Mathematics Concepts and Applications (M-CAP) is a test of short duration (8–10 minutes) that assesses the general mathematics problem-solving skills expected in grades 2–8. The test may be administered in a large or small group setting or to individual students.</p>

In addition to the information included in this report, which all districts have a statutory obligation to complete, the “Superintendent’s Report to the Board of Education” is presented each year in a public setting and includes additional student achievement data, financial statements, survey data and other pertinent data specific to the school year. The cover letter that accompanies this report can be found on the district website, on the “Superintendent’s Page”. If interested, a copy of the report is available through my office at 501 Burcham Drive, East Lansing, MI. Our telephone number is 517-333-7424.

I encourage all that are interested in our very fine school district to track our progress and stay active in the public discussion. I am certain our very interested, insightful and caring community will continue to be a catalyst for ongoing improvement.

Sincerely,

David B. Chapin

Superintendent

Annual Education Report East Lansing School District

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2011-12	100%	36.3%	47.3%	< 10	44.8%	26.1%	26.6%
Mathematics	3rd Grade	All Students	2012-13	100%	40.9%	55.3%	7.5%	47.8%	18.2%	26.5%
Mathematics	3rd Grade	African American	2011-12	100%	14.5%	27%	< 10	< 10	< 10	54.1%
Mathematics	3rd Grade	African American	2012-13	100%	18%	40.9%	< 10	38.6%	< 10	38.6%
Mathematics	3rd Grade	American Indian	2011-12	< 10	28.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2011-12	100%	62.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Asian	2012-13	100%	65.6%	54.5%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2011-12	100%	23%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	100%	25.7%	< 10	< 10	< 10	< 10	56%
Mathematics	3rd Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	40.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2011-12	100%	34.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2012-13	100%	40%	52.4%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	100%	42.3%	55.1%	< 10	52.4%	25.2%	19.7%
Mathematics	3rd Grade	White	2012-13	100%	47.4%	65%	7.1%	57.9%	17.9%	17.1%
Mathematics	3rd Grade	Female	2011-12	100%	34.9%	50%	< 10	46.9%	22.7%	27.3%
Mathematics	3rd Grade	Female	2012-13	100%	39.8%	60%	< 10	53.6%	19.2%	20.8%
Mathematics	3rd Grade	Male	2011-12	100%	37.6%	44.2%	< 10	42.5%	30.1%	25.7%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	Male	2012-13	100%	42%	50.8%	8.6%	42.2%	17.2%	32%
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	100%	23%	20.3%	< 10	20.3%	31.1%	48.6%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	100%	26.8%	30.8%	< 10	29.7%	22%	47.3%
Mathematics	3rd Grade	English Language Learners	2011-12	100%	21.9%	< 10	< 10	< 10	66.7%	< 10
Mathematics	3rd Grade	English Language Learners	2012-13	100%	23%	< 10	< 10	< 10	< 10	58.1%
Mathematics	3rd Grade	Students With Disabilities	2011-12	100%	18.5%	< 10	< 10	< 10	< 10	50%
Mathematics	3rd Grade	Students With Disabilities	2012-13	100%	21.5%	< 10	< 10	< 10	< 10	70.8%
Mathematics	4th Grade	All Students	2011-12	100%	39.9%	63.3%	13.5%	49.8%	14.3%	22.4%
Mathematics	4th Grade	All Students	2012-13	100%	46.1%	59%	13%	46%	16.1%	24.9%
Mathematics	4th Grade	African American	2011-12	100%	15.9%	< 10	< 10	< 10	< 10	48.4%
Mathematics	4th Grade	African American	2012-13	100%	20%	30.2%	< 10	25.6%	< 10	53.5%
Mathematics	4th Grade	American Indian	2011-12	< 10	29.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	American Indian	2012-13	< 10	39.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Asian	2011-12	100%	68.1%	75%	< 10	46.9%	< 10	< 10
Mathematics	4th Grade	Asian	2012-13	100%	71.4%	57.1%	< 10	47.6%	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2011-12	100%	26.1%	< 10	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	4th Grade	Hispanic of Any Race	2012-13	100%	33.3%	< 10	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2011-12	100%	38.6%	55%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Two or More Races	2012-13	100%	44.3%	61.9%	< 10	57.1%	< 10	< 10
Mathematics	4th Grade	White	2011-12	100%	46.4%	70.8%	13.9%	56.9%	13.9%	15.3%
Mathematics	4th Grade	White	2012-13	100%	53%	69%	18.1%	51%	13.5%	17.4%
Mathematics	4th Grade	Female	2011-12	100%	38.5%	58.9%	13.7%	45.2%	15.3%	25.8%
Mathematics	4th Grade	Female	2012-13	100%	45.7%	63.9%	13.2%	50.7%	14.6%	21.5%
Mathematics	4th Grade	Male	2011-12	100%	41.2%	67.8%	13.2%	54.5%	13.2%	19%
Mathematics	4th Grade	Male	2012-13	100%	46.4%	53%	12.8%	40.2%	17.9%	29.1%
Mathematics	4th Grade	Economically Disadvantaged	2011-12	100%	25.3%	43.2%	< 10	39.8%	20.5%	36.4%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	100%	31.1%	30.9%	< 10	29.8%	22.3%	46.8%
Mathematics	4th Grade	English Language Learners	2011-12	100%	20.9%	37%	< 10	< 10	< 10	37%
Mathematics	4th Grade	English Language Learners	2012-13	100%	24.4%	< 10	< 10	< 10	< 10	61.1%
Mathematics	4th Grade	Students With Disabilities	2011-12	100%	18.3%	< 10	< 10	< 10	< 10	68.8%
Mathematics	4th Grade	Students With Disabilities	2012-13	100%	23%	< 10	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	All Students	2011-12	100%	39.6%	57.9%	7.7%	50.2%	17.2%	24.9%
Mathematics	5th Grade	All Students	2012-13	100%	45.7%	64.6%	14%	50.6%	13.2%	22.2%
Mathematics	5th Grade	African American	2011-12	100%	17%	< 10	< 10	< 10	< 10	51.7%
Mathematics	5th Grade	African American	2012-13	100%	20.5%	< 10	< 10	< 10	< 10	46.2%
Mathematics	5th Grade	American Indian	2012-13	< 10	34.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Asian	2011-12	100%	71.4%	55.6%	< 10	55.6%	< 10	< 10
Mathematics	5th Grade	Asian	2012-13	100%	74.7%	86.7%	33.3%	53.3%	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2011-12	100%	26.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Hispanic of Any Race	2012-13	100%	31.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2011-12	100%	37.2%	68.2%	< 10	68.2%	< 10	< 10
Mathematics	5th Grade	Two or More Races	2012-13	100%	42.7%	47.6%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	100%	45.7%	65.4%	11.3%	54.1%	16.5%	18%
Mathematics	5th Grade	White	2012-13	100%	52.4%	71.1%	14.1%	57%	10.7%	18.1%
Mathematics	5th Grade	Female	2011-12	100%	37.5%	52.8%	< 10	48.8%	17.6%	29.6%
Mathematics	5th Grade	Female	2012-13	100%	43.9%	60.7%	10.7%	50%	16.4%	23%
Mathematics	5th Grade	Male	2011-12	100%	41.6%	64.6%	12.5%	52.1%	16.7%	18.8%
Mathematics	5th Grade	Male	2012-13	100%	47.5%	68.6%	17.4%	51.2%	9.9%	21.5%
Mathematics	5th Grade	Economically Disadvantaged	2011-12	100%	24.9%	38%	< 10	35.2%	19.7%	42.3%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	5th Grade	Economically Disadvantaged	2012-13	100%	30.3%	45.1%	< 10	40.7%	14.3%	40.7%
Mathematics	5th Grade	English Language Learners	2011-12	100%	21.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	5th Grade	English Language Learners	2012-13	100%	22.9%	50%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Students With Disabilities	2011-12	100%	16%	< 10	< 10	< 10	< 10	72.2%
Mathematics	5th Grade	Students With Disabilities	2012-13	100%	19.9%	< 10	< 10	< 10	< 10	64.7%
Mathematics	6th Grade	All Students	2011-12	100%	37.1%	51.2%	5%	46.3%	24.2%	24.6%
Mathematics	6th Grade	All Students	2012-13	100%	40.2%	64.2%	9.2%	55%	11.7%	24.2%
Mathematics	6th Grade	African American	2011-12	100%	15.4%	34.2%	< 10	31.6%	28.9%	36.8%
Mathematics	6th Grade	African American	2012-13	100%	15.9%	32.4%	< 10	< 10	< 10	52.9%
Mathematics	6th Grade	American Indian	2011-12	< 10	27.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	American Indian	2012-13	< 10	29.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Asian	2011-12	100%	68.6%	63.2%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Asian	2012-13	100%	70.8%	77.8%	< 10	61.1%	< 10	< 10
Mathematics	6th Grade	Hispanic of Any Race	2011-12	100%	22.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Hispanic of Any Race	2012-13	100%	26.3%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	6th Grade	Two or More Races	2011-12	100%	33.1%	45.5%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Two or More Races	2012-13	100%	36.1%	78.3%	< 10	69.6%	< 10	< 10
Mathematics	6th Grade	White	2011-12	100%	43%	57.9%	< 10	53.1%	23.4%	18.6%
Mathematics	6th Grade	White	2012-13	100%	46.6%	71.5%	9.7%	61.8%	11.1%	17.4%
Mathematics	6th Grade	Female	2011-12	100%	36.8%	45.7%	< 10	43.1%	29.3%	25%
Mathematics	6th Grade	Female	2012-13	100%	38.8%	60%	< 10	54.1%	14.8%	25.2%
Mathematics	6th Grade	Male	2011-12	100%	37.4%	56.5%	< 10	49.2%	19.4%	24.2%
Mathematics	6th Grade	Male	2012-13	100%	41.4%	69.5%	13.3%	56.2%	< 10	22.9%
Mathematics	6th Grade	Economically Disadvantaged	2011-12	100%	22.5%	34.6%	< 10	32.1%	25.6%	39.7%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	100%	24.6%	44.4%	< 10	40%	16.7%	38.9%
Mathematics	6th Grade	English Language Learners	2011-12	100%	16.1%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	English Language Learners	2012-13	100%	18.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Students With Disabilities	2011-12	100%	11%	< 10	< 10	< 10	< 10	70.8%
Mathematics	6th Grade	Students With Disabilities	2012-13	100%	13.2%	< 10	< 10	< 10	< 10	83.3%
Mathematics	7th Grade	All Students	2011-12	100%	37.2%	55.4%	8.2%	47.2%	24.9%	19.7%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	7th Grade	All Students	2012-13	100%	38.1%	54.7%	11.2%	43.4%	21.7%	23.6%
Mathematics	7th Grade	African American	2011-12	100%	13.4%	26.1%	< 10	23.9%	45.7%	28.3%
Mathematics	7th Grade	African American	2012-13	100%	15.4%	42.9%	< 10	33.3%	23.8%	33.3%
Mathematics	7th Grade	American Indian	2011-12	< 10	25.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	American Indian	2012-13	< 10	26.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Asian	2011-12	100%	68.9%	63.2%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Asian	2012-13	100%	70.4%	63.2%	< 10	52.6%	< 10	< 10
Mathematics	7th Grade	Hispanic of Any Race	2011-12	100%	23.2%	44%	< 10	40%	< 10	< 10
Mathematics	7th Grade	Hispanic of Any Race	2012-13	100%	23.8%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Two or More Races	2011-12	100%	34.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Two or More Races	2012-13	100%	34.5%	56.5%	< 10	43.5%	< 10	< 10
Mathematics	7th Grade	White	2011-12	100%	43.6%	65.6%	8.6%	57.1%	19.6%	14.7%
Mathematics	7th Grade	White	2012-13	100%	44.2%	59.5%	12.7%	46.8%	21.5%	19%
Mathematics	7th Grade	Female	2011-12	100%	38%	56.8%	< 10	51.1%	24.5%	18.7%
Mathematics	7th Grade	Female	2012-13	100%	38.8%	54.7%	10.9%	43.8%	25%	20.3%
Mathematics	7th Grade	Male	2011-12	100%	36.5%	53.8%	10.8%	43.1%	25.4%	20.8%
Mathematics	7th Grade	Male	2012-13	100%	37.5%	54.6%	11.5%	43.1%	18.5%	26.9%
Mathematics	7th Grade	Economically Disadvantaged	2011-12	100%	21.6%	25.9%	< 10	23.5%	30.9%	43.2%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	7th Grade	Economically Disadvantaged	2012-13	100%	22.5%	30.8%	< 10	29.7%	27.5%	41.8%
Mathematics	7th Grade	English Language Learners	2011-12	< 10	15.5%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	English Language Learners	2012-13	< 10	14%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Students With Disabilities	2011-12	100%	8.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Students With Disabilities	2012-13	100%	9.8%	< 10	< 10	< 10	< 10	68.4%
Mathematics	8th Grade	All Students	2011-12	100%	29.4%	45.3%	11.8%	33.5%	24.9%	29.8%
Mathematics	8th Grade	All Students	2012-13	100%	34.5%	52.7%	15.2%	37.5%	25.4%	22%
Mathematics	8th Grade	African American	2011-12	100%	9.1%	32.7%	< 10	26.9%	30.8%	36.5%
Mathematics	8th Grade	African American	2012-13	100%	11.9%	23.3%	< 10	< 10	37.2%	39.5%
Mathematics	8th Grade	American Indian	2011-12	< 10	21.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	American Indian	2012-13	< 10	22.7%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Asian	2011-12	100%	61.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Asian	2012-13	100%	66.7%	57.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Hispanic of Any Race	2011-12	100%	16.3%	< 10	< 10	< 10	< 10	56.5%
Mathematics	8th Grade	Hispanic of Any Race	2012-13	100%	19.9%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	8th Grade	Two or More Races	2011-12	100%	26.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Two or More Races	2012-13	100%	31.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	100%	34.6%	53.1%	13.3%	39.9%	25.2%	21.7%
Mathematics	8th Grade	White	2012-13	100%	40.4%	63.4%	18%	45.3%	21.1%	15.5%
Mathematics	8th Grade	Female	2011-12	100%	28%	46.1%	10.9%	35.2%	25%	28.9%
Mathematics	8th Grade	Female	2012-13	100%	34.1%	50.7%	10.3%	40.4%	25.7%	23.5%
Mathematics	8th Grade	Male	2011-12	100%	30.7%	44.4%	12.8%	31.6%	24.8%	30.8%
Mathematics	8th Grade	Male	2012-13	100%	34.9%	54.7%	20.3%	34.4%	25%	20.3%
Mathematics	8th Grade	Economically Disadvantaged	2011-12	100%	15.3%	28.8%	< 10	24.2%	24.2%	47%
Mathematics	8th Grade	Economically Disadvantaged	2012-13	100%	18.7%	26.7%	< 10	17.3%	38.7%	34.7%
Mathematics	8th Grade	English Language Learners	2011-12	100%	10.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	English Language Learners	2012-13	< 10	11%	< 10	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Students With Disabilities	2011-12	100%	5.7%	< 10	< 10	< 10	< 10	82.4%
Mathematics	8th Grade	Students With Disabilities	2012-13	100%	6.9%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	All Students	2011-12	100%	62.4%	69.5%	15.3%	54.2%	25.4%	5.1%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	All Students	2012-13	100%	66.5%	76.6%	16.9%	59.7%	15.3%	8.1%
Reading	3rd Grade	African American	2011-12	100%	38.4%	44.4%	< 10	38.9%	47.2%	< 10
Reading	3rd Grade	African American	2012-13	100%	44.8%	65.1%	< 10	51.2%	23.3%	< 10
Reading	3rd Grade	American Indian	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Asian	2011-12	100%	73.7%	68.8%	< 10	62.5%	< 10	< 10
Reading	3rd Grade	Asian	2012-13	100%	79%	94.7%	< 10	73.7%	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2011-12	100%	47.6%	50%	< 10	< 10	< 10	< 10
Reading	3rd Grade	Hispanic of Any Race	2012-13	100%	53.5%	64%	< 10	60%	< 10	< 10
Reading	3rd Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	68.2%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2011-12	100%	63%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Two or More Races	2012-13	100%	67.6%	76.2%	< 10	61.9%	< 10	< 10
Reading	3rd Grade	White	2011-12	100%	69.8%	81%	19.7%	61.2%	16.3%	< 10
Reading	3rd Grade	White	2012-13	100%	73%	79.9%	19.4%	60.4%	14.4%	< 10
Reading	3rd Grade	Female	2011-12	100%	65.9%	77.2%	19.7%	57.5%	18.9%	< 10
Reading	3rd Grade	Female	2012-13	100%	70.2%	84.6%	21.1%	63.4%	8.1%	< 10
Reading	3rd Grade	Male	2011-12	100%	59%	60.6%	10.1%	50.5%	33%	< 10
Reading	3rd Grade	Male	2012-13	100%	63%	68.8%	12.8%	56%	22.4%	8.8%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	3rd Grade	Economically Disadvantaged	2011-12	100%	49.5%	38%	< 10	32.4%	47.9%	14.1%
Reading	3rd Grade	Economically Disadvantaged	2012-13	100%	53.8%	53.4%	< 10	44.3%	33%	13.6%
Reading	3rd Grade	English Language Learners	2011-12	100%	34.7%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	English Language Learners	2012-13	100%	41.5%	57.7%	< 10	53.8%	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2011-12	100%	34.3%	< 10	< 10	< 10	< 10	< 10
Reading	3rd Grade	Students With Disabilities	2012-13	100%	37.9%	< 10	< 10	< 10	41.7%	< 10
Reading	4th Grade	All Students	2011-12	100%	67.7%	80.4%	13.6%	66.8%	12.3%	7.2%
Reading	4th Grade	All Students	2012-13	100%	68.1%	81.8%	11.6%	70.2%	12.8%	5.4%
Reading	4th Grade	African American	2011-12	100%	45.1%	54.8%	< 10	54.8%	< 10	< 10
Reading	4th Grade	African American	2012-13	100%	43%	65.1%	< 10	60.5%	23.3%	< 10
Reading	4th Grade	American Indian	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	American Indian	2012-13	< 10	66.4%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Asian	2011-12	100%	81%	95.8%	< 10	70.8%	< 10	< 10
Reading	4th Grade	Asian	2012-13	100%	79.2%	73.7%	< 10	73.7%	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2011-12	100%	54.1%	66.7%	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	4th Grade	Hispanic of Any Race	2012-13	100%	57.5%	70%	< 10	65%	< 10	< 10
Reading	4th Grade	Two or More Races	2011-12	100%	66.6%	70%	< 10	60%	< 10	< 10
Reading	4th Grade	Two or More Races	2012-13	100%	68.7%	76.2%	< 10	71.4%	< 10	< 10
Reading	4th Grade	White	2011-12	100%	74.4%	86%	15.4%	70.6%	11.2%	< 10
Reading	4th Grade	White	2012-13	100%	75.1%	90.3%	16.9%	73.4%	< 10	< 10
Reading	4th Grade	Female	2011-12	100%	71.7%	80.5%	14.4%	66.1%	14.4%	< 10
Reading	4th Grade	Female	2012-13	100%	71.1%	90.1%	10.6%	79.6%	< 10	< 10
Reading	4th Grade	Male	2011-12	100%	63.7%	80.3%	12.8%	67.5%	10.3%	9.4%
Reading	4th Grade	Male	2012-13	100%	65.1%	71.6%	12.9%	58.6%	21.6%	< 10
Reading	4th Grade	Economically Disadvantaged	2011-12	100%	55%	68.3%	< 10	63.4%	15.9%	15.9%
Reading	4th Grade	Economically Disadvantaged	2012-13	100%	55.1%	66.7%	< 10	63.3%	21.1%	12.2%
Reading	4th Grade	English Language Learners	2011-12	100%	38.8%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	English Language Learners	2012-13	100%	39.1%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2011-12	100%	35%	< 10	< 10	< 10	< 10	< 10
Reading	4th Grade	Students With Disabilities	2012-13	100%	38.3%	< 10	< 10	< 10	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	All Students	2011-12	100%	68.8%	84.4%	19.7%	64.7%	10.1%	5.5%
Reading	5th Grade	All Students	2012-13	100%	70.4%	81.1%	23.1%	58%	11.8%	7.1%
Reading	5th Grade	African American	2011-12	100%	48.3%	75%	< 10	60.7%	< 10	< 10
Reading	5th Grade	African American	2012-13	100%	47.8%	63%	< 10	63%	< 10	< 10
Reading	5th Grade	American Indian	2012-13	< 10	64.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Asian	2011-12	100%	81.1%	75%	< 10	62.5%	< 10	< 10
Reading	5th Grade	Asian	2012-13	100%	81.5%	92.3%	46.2%	46.2%	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2011-12	100%	57%	73.7%	< 10	57.9%	< 10	< 10
Reading	5th Grade	Hispanic of Any Race	2012-13	100%	58.1%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2011-12	100%	68.7%	86.4%	< 10	77.3%	< 10	< 10
Reading	5th Grade	Two or More Races	2012-13	100%	70.4%	76.2%	< 10	47.6%	< 10	< 10
Reading	5th Grade	White	2011-12	100%	74.8%	88.7%	24.1%	64.7%	8.3%	< 10
Reading	5th Grade	White	2012-13	100%	76.9%	85.8%	24.3%	61.5%	8.8%	< 10
Reading	5th Grade	Female	2011-12	100%	71.7%	84.7%	20.2%	64.5%	9.7%	< 10
Reading	5th Grade	Female	2012-13	100%	74.1%	84.2%	29.2%	55%	9.2%	< 10
Reading	5th Grade	Male	2011-12	100%	65.9%	84%	19.1%	64.9%	10.6%	< 10
Reading	5th Grade	Male	2012-13	100%	66.8%	78%	16.9%	61%	14.4%	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	100%	56.1%	76.5%	< 10	64.7%	< 10	< 10

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Economically Disadvantaged	2012-13	100%	57.9%	67.8%	11.5%	56.3%	19.5%	12.6%
Reading	5th Grade	English Language Learners	2011-12	100%	36.9%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	English Language Learners	2012-13	100%	36.3%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Students With Disabilities	2011-12	100%	34.2%	< 10	< 10	< 10	< 10	< 10
Reading	5th Grade	Students With Disabilities	2012-13	100%	36.6%	< 10	< 10	< 10	< 10	61.1%
Reading	6th Grade	All Students	2011-12	100%	67%	77.7%	34.5%	43.3%	11.8%	10.5%
Reading	6th Grade	All Students	2012-13	100%	68.2%	84.7%	45.1%	39.6%	8.5%	6.8%
Reading	6th Grade	African American	2011-12	100%	43.8%	60.5%	< 10	36.8%	< 10	< 10
Reading	6th Grade	African American	2012-13	100%	46.4%	70.6%	< 10	44.1%	< 10	< 10
Reading	6th Grade	American Indian	2011-12	< 10	61.6%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	American Indian	2012-13	< 10	61.1%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Asian	2011-12	100%	77.4%	72.2%	< 10	55.6%	< 10	< 10
Reading	6th Grade	Asian	2012-13	100%	82.3%	71.4%	< 10	< 10	< 10	< 10
Reading	6th Grade	Hispanic of Any Race	2011-12	100%	52.6%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Hispanic of Any Race	2012-13	100%	57.6%	65%	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	6th Grade	Two or More Races	2011-12	100%	65.3%	81.8%	45.5%	< 10	< 10	< 10
Reading	6th Grade	Two or More Races	2012-13	100%	67%	87%	47.8%	< 10	< 10	< 10
Reading	6th Grade	White	2011-12	100%	74.1%	83.3%	41%	42.4%	8.3%	8.3%
Reading	6th Grade	White	2012-13	100%	74.3%	92.3%	52.4%	39.9%	< 10	< 10
Reading	6th Grade	Female	2011-12	100%	70.2%	79.1%	34.8%	44.3%	10.4%	10.4%
Reading	6th Grade	Female	2012-13	100%	71.2%	84.8%	47%	37.9%	9.1%	< 10
Reading	6th Grade	Male	2011-12	100%	63.8%	76.4%	34.1%	42.3%	13%	10.6%
Reading	6th Grade	Male	2012-13	100%	65.4%	84.5%	42.7%	41.7%	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2011-12	100%	53.6%	68.8%	20.8%	48.1%	14.3%	16.9%
Reading	6th Grade	Economically Disadvantaged	2012-13	100%	56.4%	71.4%	29.8%	41.7%	19%	< 10
Reading	6th Grade	English Language Learners	2011-12	< 10	29.3%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	English Language Learners	2012-13	100%	36.7%	< 10	< 10	< 10	< 10	< 10
Reading	6th Grade	Students With Disabilities	2011-12	100%	28.9%	< 10	< 10	< 10	< 10	45.8%
Reading	6th Grade	Students With Disabilities	2012-13	100%	32.8%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	All Students	2011-12	100%	59.7%	71.5%	16.9%	54.7%	19.9%	8.6%

Annual Education Report East Lansing School District

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	7th Grade	All Students	2012-13	100%	62%	71.5%	19.9%	51.6%	19.5%	9%
Reading	7th Grade	African American	2011-12	100%	34.7%	54.3%	< 10	50%	34.8%	< 10
Reading	7th Grade	African American	2012-13	100%	36.8%	59.5%	< 10	47.6%	33.3%	< 10
Reading	7th Grade	American Indian	2011-12	< 10	49%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	American Indian	2012-13	< 10	53.1%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Asian	2011-12	100%	75.9%	68.4%	< 10	< 10	< 10	< 10
Reading	7th Grade	Asian	2012-13	100%	75.4%	64.7%	< 10	58.8%	< 10	< 10
Reading	7th Grade	Hispanic of Any Race	2011-12	100%	46%	64%	< 10	56%	< 10	< 10
Reading	7th Grade	Hispanic of Any Race	2012-13	100%	47%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Two or More Races	2011-12	100%	58.7%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Two or More Races	2012-13	100%	61.8%	56.5%	< 10	< 10	< 10	< 10
Reading	7th Grade	White	2011-12	100%	66.9%	79.5%	22.4%	57.1%	14.3%	6.2%
Reading	7th Grade	White	2012-13	100%	69.5%	78.5%	25.3%	53.2%	14.6%	7%
Reading	7th Grade	Female	2011-12	100%	63.9%	74.8%	16.5%	58.3%	20.1%	< 10
Reading	7th Grade	Female	2012-13	100%	65.3%	76.4%	22%	54.3%	16.5%	< 10
Reading	7th Grade	Male	2011-12	100%	55.6%	68%	17.2%	50.8%	19.5%	12.5%
Reading	7th Grade	Male	2012-13	100%	58.8%	66.7%	17.8%	48.8%	22.5%	10.9%
Reading	7th Grade	Economically Disadvantaged	2011-12	100%	44.5%	55.7%	< 10	49.4%	27.8%	16.5%

Annual Education Report East Lansing School District

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	7th Grade	Economically Disadvantaged	2012-13	100%	47.4%	52.7%	< 10	42.9%	29.7%	17.6%
Reading	7th Grade	English Language Learners	2011-12	< 10	21.3%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	English Language Learners	2012-13	< 10	20.9%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Students With Disabilities	2011-12	100%	19%	< 10	< 10	< 10	< 10	< 10
Reading	7th Grade	Students With Disabilities	2012-13	100%	23%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2011-12	100%	60.5%	76.9%	21.5%	55.4%	16.9%	6.2%
Reading	8th Grade	All Students	2012-13	100%	65.7%	72.3%	19.7%	52.7%	22%	5.7%
Reading	8th Grade	African American	2011-12	100%	39.4%	71.2%	< 10	59.6%	21.2%	< 10
Reading	8th Grade	African American	2012-13	100%	45.2%	53.5%	< 10	48.8%	34.9%	< 10
Reading	8th Grade	American Indian	2011-12	< 10	53.6%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	American Indian	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Asian	2011-12	100%	76%	78.6%	< 10	< 10	< 10	< 10
Reading	8th Grade	Asian	2012-13	100%	79.9%	78.9%	< 10	68.4%	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2011-12	100%	48%	60.9%	< 10	47.8%	< 10	< 10
Reading	8th Grade	Hispanic of Any Race	2012-13	100%	56.5%	52.2%	< 10	< 10	43.5%	< 10

Annual Education Report East Lansing School District

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	8th Grade	Two or More Races	2011-12	100%	59.8%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Two or More Races	2012-13	100%	65.6%	66.7%	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2011-12	100%	66.5%	82.4%	26.1%	56.3%	12%	< 10
Reading	8th Grade	White	2012-13	100%	71.2%	79.5%	25.5%	54%	15.5%	< 10
Reading	8th Grade	Female	2011-12	100%	65.3%	84.8%	27.2%	57.6%	11.2%	< 10
Reading	8th Grade	Female	2012-13	100%	70.1%	77.2%	22.1%	55.1%	20.6%	< 10
Reading	8th Grade	Male	2011-12	100%	55.9%	68.4%	15.4%	53%	23.1%	8.5%
Reading	8th Grade	Male	2012-13	100%	61.5%	67.2%	17.2%	50%	23.4%	9.4%
Reading	8th Grade	Economically Disadvantaged	2011-12	100%	46.7%	56.1%	< 10	47%	28.8%	15.2%
Reading	8th Grade	Economically Disadvantaged	2012-13	100%	53%	52.7%	< 10	44.6%	37.8%	< 10
Reading	8th Grade	English Language Learners	2011-12	100%	24.8%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	English Language Learners	2012-13	< 10	31.6%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Students With Disabilities	2011-12	100%	20.3%	< 10	< 10	< 10	< 10	< 10
Reading	8th Grade	Students With Disabilities	2012-13	100%	26.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	100%	15.3%	31.4%	13.9%	17.5%	32.7%	35.9%

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	All Students	2012-13	100%	13.1%	29.7%	12.2%	17.5%	37.8%	32.5%
Science	5th Grade	African American	2011-12	100%	3.2%	< 10	< 10	< 10	< 10	56.7%
Science	5th Grade	African American	2012-13	100%	2.6%	< 10	< 10	< 10	< 10	55.6%
Science	5th Grade	American Indian	2012-13	< 10	8.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2011-12	100%	28.9%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Asian	2012-13	100%	26.6%	40%	< 10	< 10	36.7%	< 10
Science	5th Grade	Hispanic of Any Race	2011-12	100%	6.2%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Hispanic of Any Race	2012-13	100%	5.4%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2011-12	100%	14.2%	< 10	< 10	< 10	< 10	< 10
Science	5th Grade	Two or More Races	2012-13	100%	12.2%	< 10	< 10	< 10	45.5%	< 10
Science	5th Grade	White	2011-12	100%	18.9%	38.1%	18.7%	19.4%	34.3%	27.6%
Science	5th Grade	White	2012-13	100%	16%	34%	12.7%	21.3%	38%	28%
Science	5th Grade	Female	2011-12	100%	13.6%	23.2%	12.8%	10.4%	36.8%	40%
Science	5th Grade	Female	2012-13	100%	11.6%	23.6%	8.9%	14.6%	40.7%	35.8%
Science	5th Grade	Male	2011-12	100%	17%	41.8%	15.3%	26.5%	27.6%	30.6%
Science	5th Grade	Male	2012-13	100%	14.5%	35.8%	15.4%	20.3%	35%	29.3%
Science	5th Grade	Economically Disadvantaged	2011-12	100%	7%	20.8%	< 10	15.3%	23.6%	55.6%

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Economically Disadvantaged	2012-13	100%	5.8%	14.3%	< 10	11%	35.2%	50.5%
Science	5th Grade	English Language Learners	2011-12	100%	2.5%	< 10	< 10	< 10	< 10	87.5%
Science	5th Grade	English Language Learners	2012-13	100%	1.4%	< 10	< 10	< 10	< 10	80%
Science	5th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	85%
Science	5th Grade	Students With Disabilities	2012-13	100%	4.1%	< 10	< 10	< 10	< 10	85%
Science	8th Grade	All Students	2011-12	100%	16.5%	22.9%	5.7%	17.1%	29.4%	47.8%
Science	8th Grade	All Students	2012-13	100%	15.9%	25.7%	12.5%	13.2%	30.2%	44.2%
Science	8th Grade	African American	2011-12	100%	3.3%	< 10	< 10	< 10	25%	67.3%
Science	8th Grade	African American	2012-13	100%	3.3%	< 10	< 10	< 10	32.6%	67.4%
Science	8th Grade	American Indian	2011-12	< 10	12.5%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	American Indian	2012-13	< 10	10.1%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Asian	2011-12	100%	33.9%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Asian	2012-13	100%	31.5%	< 10	< 10	< 10	< 10	55%
Science	8th Grade	Hispanic of Any Race	2011-12	100%	7.5%	< 10	< 10	< 10	< 10	73.9%
Science	8th Grade	Hispanic of Any Race	2012-13	100%	7.1%	< 10	< 10	< 10	< 10	56.5%

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	Two or More Races	2011-12	100%	14.7%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Two or More Races	2012-13	100%	15.3%	< 10	< 10	< 10	< 10	66.7%
Science	8th Grade	White	2011-12	100%	20.1%	30.8%	< 10	24.5%	32.9%	36.4%
Science	8th Grade	White	2012-13	100%	19.3%	34.8%	18%	16.8%	32.9%	32.3%
Science	8th Grade	Female	2011-12	100%	13.8%	24.2%	< 10	19.5%	29.7%	46.1%
Science	8th Grade	Female	2012-13	100%	13.7%	19.9%	8.8%	11%	33.1%	47.1%
Science	8th Grade	Male	2011-12	100%	19%	21.4%	< 10	14.5%	29.1%	49.6%
Science	8th Grade	Male	2012-13	100%	18%	31.8%	16.3%	15.5%	27.1%	41.1%
Science	8th Grade	Economically Disadvantaged	2011-12	100%	7.7%	< 10	< 10	< 10	27.3%	65.2%
Science	8th Grade	Economically Disadvantaged	2012-13	100%	7.4%	< 10	< 10	< 10	23.7%	68.4%
Science	8th Grade	English Language Learners	2011-12	100%	2.9%	< 10	< 10	< 10	< 10	85.7%
Science	8th Grade	English Language Learners	2012-13	< 10	2.1%	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Students With Disabilities	2011-12	100%	3.5%	< 10	< 10	< 10	< 10	76.5%
Science	8th Grade	Students With Disabilities	2012-13	100%	3.5%	< 10	< 10	< 10	< 10	92.9%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	All Students	2011-12	99.6%	29.1%	43.1%	11.2%	31.9%	33%	23.9%
Mathematics	11th Grade	All Students	2012-13	97.8%	28.6%	45.4%	13.2%	32.2%	27.1%	27.5%
Mathematics	11th Grade	African American	2011-12	100%	6.1%	< 10	< 10	< 10	31.5%	51.9%
Mathematics	11th Grade	African American	2012-13	98.2%	5.7%	< 10	< 10	< 10	30.9%	52.7%
Mathematics	11th Grade	American Indian	2012-13	< 10	15.6%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2011-12	100%	60.2%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Asian	2012-13	100%	58.8%	65.2%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2011-12	100%	15.9%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Hispanic of Any Race	2012-13	100%	15.3%	< 10	< 10	< 10	< 10	57.9%
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	30.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	28.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2011-12	< 10	25.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Two or More Races	2012-13	100%	23.4%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	99.5%	33.6%	52.2%	13.2%	39%	31.9%	15.9%
Mathematics	11th Grade	White	2012-13	97%	33.3%	54.9%	15.2%	39.6%	25.6%	19.5%
Mathematics	11th Grade	Female	2011-12	99.3%	26.9%	39%	7.4%	31.6%	34.6%	26.5%

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11th Grade	Female	2012-13	98%	27%	49%	14.1%	34.9%	21.5%	29.5%
Mathematics	11th Grade	Male	2011-12	100%	31.2%	47.1%	15%	32.1%	31.4%	21.4%
Mathematics	11th Grade	Male	2012-13	97.6%	30.3%	41.1%	12.1%	29%	33.9%	25%
Mathematics	11th Grade	Economically Disadvantaged	2011-12	98.8%	13.4%	19%	< 10	14.3%	33.3%	47.6%
Mathematics	11th Grade	Economically Disadvantaged	2012-13	95%	13%	< 10	< 10	< 10	36.8%	51.3%
Mathematics	11th Grade	English Language Learners	2011-12	100%	9%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	English Language Learners	2012-13	100%	7%	< 10	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Students With Disabilities	2011-12	100%	3.9%	< 10	< 10	< 10	< 10	80%
Mathematics	11th Grade	Students With Disabilities	2012-13	100%	3.7%	< 10	< 10	< 10	< 10	88.9%
Reading	11th Grade	All Students	2011-12	99.6%	55.9%	71.7%	25%	46.7%	18.8%	9.4%
Reading	11th Grade	All Students	2012-13	98.9%	53.5%	64.5%	25%	39.5%	22.1%	13.4%
Reading	11th Grade	African American	2011-12	100%	27.1%	57.4%	< 10	50%	20.4%	22.2%
Reading	11th Grade	African American	2012-13	100%	28.9%	39.3%	< 10	28.6%	33.9%	26.8%
Reading	11th Grade	American Indian	2012-13	< 10	47.3%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Asian	2011-12	100%	65.5%	64.7%	< 10	< 10	< 10	< 10
Reading	11th Grade	Asian	2012-13	100%	64.9%	73.9%	43.5%	< 10	< 10	< 10

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Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	Hispanic of Any Race	2011-12	100%	41.6%	81.3%	< 10	< 10	< 10	< 10
Reading	11th Grade	Hispanic of Any Race	2012-13	100%	39.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	63.3%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	56.5%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2011-12	< 10	55.1%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Two or More Races	2012-13	100%	52.8%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	99.5%	62.4%	76.9%	30.8%	46.2%	17.6%	5.5%
Reading	11th Grade	White	2012-13	98.2%	59.1%	74.1%	30.7%	43.4%	16.3%	9.6%
Reading	11th Grade	Female	2011-12	99.3%	60.4%	72.1%	23.5%	48.5%	19.9%	8.1%
Reading	11th Grade	Female	2012-13	99.3%	56%	64.9%	26.5%	38.4%	21.2%	13.9%
Reading	11th Grade	Male	2011-12	100%	51.4%	71.4%	26.4%	45%	17.9%	10.7%
Reading	11th Grade	Male	2012-13	98.4%	51%	64%	23.2%	40.8%	23.2%	12.8%
Reading	11th Grade	Economically Disadvantaged	2011-12	98.8%	39.9%	53.6%	< 10	47.6%	27.4%	19%
Reading	11th Grade	Economically Disadvantaged	2012-13	96.3%	37.9%	35.1%	< 10	26%	35.1%	29.9%

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Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	11th Grade	English Language Learners	2011-12	100%	12.9%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	English Language Learners	2012-13	100%	13.2%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2011-12	100%	19.4%	< 10	< 10	< 10	< 10	< 10
Reading	11th Grade	Students With Disabilities	2012-13	100%	19%	< 10	< 10	< 10	< 10	61.1%
Science	11th Grade	All Students	2011-12	100%	25.8%	42.6%	18.4%	24.2%	27.4%	30%
Science	11th Grade	All Students	2012-13	97.8%	25.7%	40.3%	20.5%	19.8%	24.9%	34.8%
Science	11th Grade	African American	2011-12	100%	4.4%	18.5%	< 10	< 10	29.6%	51.9%
Science	11th Grade	African American	2012-13	98.2%	3.9%	< 10	< 10	< 10	25.5%	58.2%
Science	11th Grade	American Indian	2012-13	< 10	17%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2011-12	100%	44.7%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Asian	2012-13	100%	44.7%	60.9%	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2011-12	100%	12.8%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Hispanic of Any Race	2012-13	100%	12.2%	< 10	< 10	< 10	< 10	57.9%
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2011-12	< 10	23.5%	< 10	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Native Hawaiian or Other Pacific Islander	2012-13	< 10	25.9%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2011-12	< 10	23.3%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Two or More Races	2012-13	100%	21.1%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	100%	30.4%	50.8%	22.4%	28.4%	25.7%	23.5%
Science	11th Grade	White	2012-13	97%	30.4%	47.6%	25%	22.6%	24.4%	28%
Science	11th Grade	Female	2011-12	100%	22.8%	35.8%	15.3%	20.4%	30.7%	33.6%
Science	11th Grade	Female	2012-13	98%	22.5%	38.9%	19.5%	19.5%	26.2%	34.9%
Science	11th Grade	Male	2011-12	100%	28.7%	49.3%	21.4%	27.9%	24.3%	26.4%
Science	11th Grade	Male	2012-13	97.6%	28.9%	41.9%	21.8%	20.2%	23.4%	34.7%
Science	11th Grade	Economically Disadvantaged	2011-12	100%	12%	18.8%	< 10	15.3%	24.7%	56.5%
Science	11th Grade	Economically Disadvantaged	2012-13	95%	11.5%	< 10	< 10	< 10	26.3%	61.8%
Science	11th Grade	English Language Learners	2011-12	100%	2.5%	< 10	< 10	< 10	< 10	83.3%
Science	11th Grade	English Language Learners	2012-13	100%	2.6%	< 10	< 10	< 10	< 10	< 10
Science	11th Grade	Students With Disabilities	2011-12	100%	5.5%	< 10	< 10	< 10	< 10	< 10

**Annual Education Report
East Lansing School District**

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	11th Grade	Students With Disabilities	2012-13	100%	5.1%	< 10	< 10	< 10	< 10	88.9%

Annual Education Report East Lansing School District

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	4th Grade	All Students	2012-13	< 10	57.5%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	< 10	47.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2012-13	< 10	57.9%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	< 10	55.5%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	100%	59.9%	100%	< 10	75%	< 10
Mathematics	5th Grade	All Students	2012-13	100%	58.5%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	African American	2011-12	< 10	50.9%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	African American	2012-13	< 10	47.4%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Two or More Races	2012-13	< 10	61.5%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	67.5%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2012-13	< 10	64%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Female	2012-13	< 10	55.1%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	100%	64%	100%	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	< 10	60.4%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Economically Disadvantaged	2011-12	< 10	59.3%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2012-13	< 10	57.9%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2012-13	< 10	62.4%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Male	2012-13	< 10	58.1%	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	6th Grade	Economically Disadvantaged	2012-13	< 10	55.3%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	< 10	43.5%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Two or More Races	2011-12	< 10	42.9%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Male	2011-12	< 10	41.7%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2012-13	< 10	33.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Two or More Races	2012-13	< 10	37.1%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2012-13	< 10	34.5%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2012-13	< 10	46.3%	< 10	< 10	< 10	< 10
Reading	4th Grade	Hispanic of Any Race	2012-13	< 10	36.3%	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2012-13	< 10	44%	< 10	< 10	< 10	< 10
Reading	4th Grade	Economically Disadvantaged	2012-13	< 10	43.3%	< 10	< 10	< 10	< 10
Reading	5th Grade	All Students	2011-12	100%	55%	< 10	< 10	< 10	75%
Reading	5th Grade	All Students	2012-13	< 10	59.8%	< 10	< 10	< 10	< 10
Reading	5th Grade	African American	2011-12	< 10	47.3%	< 10	< 10	< 10	< 10
Reading	5th Grade	Two or More Races	2012-13	< 10	74.3%	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2011-12	< 10	61.1%	< 10	< 10	< 10	< 10
Reading	5th Grade	White	2012-13	< 10	63.4%	< 10	< 10	< 10	< 10

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Exceeded	% Met	% Progressing
Reading	5th Grade	Male	2011-12	100%	56.8%	< 10	< 10	< 10	< 10
Reading	5th Grade	Male	2012-13	< 10	57.4%	< 10	< 10	< 10	< 10
Reading	5th Grade	Economically Disadvantaged	2011-12	< 10	52.8%	< 10	< 10	< 10	< 10
Reading	6th Grade	All Students	2012-13	< 10	58.7%	< 10	< 10	< 10	< 10
Reading	6th Grade	White	2012-13	< 10	62.3%	< 10	< 10	< 10	< 10
Reading	6th Grade	Male	2012-13	< 10	56.5%	< 10	< 10	< 10	< 10
Reading	6th Grade	Economically Disadvantaged	2012-13	< 10	55.6%	< 10	< 10	< 10	< 10
Reading	7th Grade	All Students	2011-12	100%	61.5%	< 10	< 10	< 10	100%
Reading	7th Grade	Two or More Races	2011-12	< 10	71.1%	< 10	< 10	< 10	< 10
Reading	7th Grade	White	2011-12	< 10	67%	< 10	< 10	< 10	< 10
Reading	7th Grade	Male	2011-12	< 10	59.4%	< 10	< 10	< 10	< 10
Reading	7th Grade	Economically Disadvantaged	2011-12	< 10	62.3%	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2012-13	< 10	68.2%	< 10	< 10	< 10	< 10
Reading	8th Grade	Two or More Races	2012-13	< 10	71.6%	< 10	< 10	< 10	< 10
Reading	8th Grade	White	2012-13	< 10	73.8%	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2012-13	< 10	67%	< 10	< 10	< 10	< 10
Reading	8th Grade	Economically Disadvantaged	2012-13	< 10	65.3%	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	4th Grade	All Students	2011-12	< 10	81.9%	< 10	< 10	< 10	< 10
Reading	4th Grade	All Students	2011-12	< 10	72.5%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	< 10	84%	< 10	< 10	< 10	< 10
Reading	4th Grade	White	2011-12	< 10	75.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	82%	< 10	< 10	< 10	< 10
Reading	4th Grade	Male	2011-12	< 10	72.2%	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2011-12	< 10	45.4%	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	< 10	49.6%	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2011-12	< 10	47.6%	< 10	< 10	< 10	< 10
Science	5th Grade	Economically Disadvantaged	2011-12	< 10	46.4%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2011-12	< 10	78.9%	< 10	< 10	< 10	< 10
Reading	8th Grade	All Students	2011-12	< 10	92.5%	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2011-12	< 10	50.7%	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2012-13	< 10	46.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Asian	2011-12	< 10	81%	< 10	< 10	< 10	< 10
Reading	8th Grade	Asian	2011-12	< 10	86.4%	< 10	< 10	< 10	< 10
Science	8th Grade	Asian	2011-12	< 10	< 10	< 10	< 10	< 10	< 10
Science	8th Grade	Two or More Races	2012-13	< 10	50%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2011-12	< 10	79.8%	< 10	< 10	< 10	< 10
Reading	8th Grade	Male	2011-12	< 10	92.1%	< 10	< 10	< 10	< 10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	8th Grade	Male	2011-12	< 10	53.1%	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2012-13	< 10	48.3%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	All Students	2011-12	< 10	68.5%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	All Students	2012-13	< 10	65.8%	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2011-12	< 10	91.4%	< 10	< 10	< 10	< 10
Reading	11th Grade	All Students	2012-13	< 10	91.9%	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2011-12	< 10	61.9%	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	59%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2011-12	< 10	52.7%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	African American	2012-13	< 10	47.4%	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2011-12	< 10	86.1%	< 10	< 10	< 10	< 10
Reading	11th Grade	African American	2012-13	< 10	85.9%	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2011-12	< 10	39.9%	< 10	< 10	< 10	< 10
Science	11th Grade	African American	2012-13	< 10	38.8%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2011-12	< 10	74.2%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	72%	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2011-12	< 10	93.6%	< 10	< 10	< 10	< 10
Reading	11th Grade	White	2012-13	< 10	94.2%	< 10	< 10	< 10	< 10
Science	11th Grade	White	2011-12	< 10	70.7%	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	66.5%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Female	2011-12	< 10	60.2%	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Reading	11th Grade	Female	2011-12	< 10	92.1%	< 10	< 10	< 10	< 10
Science	11th Grade	Female	2011-12	< 10	57.3%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2011-12	< 10	73.6%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	69.7%	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2011-12	< 10	91.1%	< 10	< 10	< 10	< 10
Reading	11th Grade	Male	2012-13	< 10	91.3%	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2011-12	< 10	64.8%	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	61.3%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Economically Disadvantaged	2011-12	< 10	69.1%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Economically Disadvantaged	2012-13	< 10	63.6%	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2011-12	< 10	90.6%	< 10	< 10	< 10	< 10
Reading	11th Grade	Economically Disadvantaged	2012-13	< 10	91.2%	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2011-12	< 10	60.9%	< 10	< 10	< 10	< 10
Science	11th Grade	Economically Disadvantaged	2012-13	< 10	57.2%	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	All Students	2011-12	< 10	88.7%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	All Students	2012-13	< 10	90.3%	< 10	< 10	< 10	< 10
ELA	3rd Grade	All Students	2011-12	< 10	87.2%	< 10	< 10	< 10	< 10
ELA	3rd Grade	All Students	2012-13	< 10	87.8%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Two or More Races	2011-12	< 10	< 10	< 10	< 10	< 10	< 10
ELA	3rd Grade	Two or More Races	2011-12	< 10	< 10	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2011-12	< 10	87.8%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	White	2012-13	< 10	90.9%	< 10	< 10	< 10	< 10
ELA	3rd Grade	White	2011-12	< 10	86.1%	< 10	< 10	< 10	< 10
ELA	3rd Grade	White	2012-13	< 10	87.4%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2011-12	< 10	83.7%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Female	2012-13	< 10	88.3%	< 10	< 10	< 10	< 10
ELA	3rd Grade	Female	2011-12	< 10	84.5%	< 10	< 10	< 10	< 10
ELA	3rd Grade	Female	2012-13	< 10	88.3%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2011-12	< 10	91%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Male	2012-13	< 10	91.4%	< 10	< 10	< 10	< 10
ELA	3rd Grade	Male	2011-12	< 10	88.5%	< 10	< 10	< 10	< 10
ELA	3rd Grade	Male	2012-13	< 10	87.5%	< 10	< 10	< 10	< 10
Mathematics	3rd Grade	Economically Disadvantaged	2011-12	< 10	91.8%	< 10	< 10	< 10	< 10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	< 10	89.8%	< 10	< 10	< 10	< 10
ELA	3rd Grade	Economically Disadvantaged	2011-12	< 10	93%	< 10	< 10	< 10	< 10
ELA	3rd Grade	Economically Disadvantaged	2012-13	< 10	88.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2011-12	< 10	84%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	All Students	2012-13	< 10	89.1%	< 10	< 10	< 10	< 10
ELA	4th Grade	All Students	2011-12	< 10	77.7%	< 10	< 10	< 10	< 10
ELA	4th Grade	All Students	2012-13	< 10	82.5%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2011-12	< 10	84.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	White	2012-13	< 10	87.9%	< 10	< 10	< 10	< 10
ELA	4th Grade	White	2011-12	< 10	78.2%	< 10	< 10	< 10	< 10
ELA	4th Grade	White	2012-13	< 10	82.5%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Female	2012-13	< 10	90.4%	< 10	< 10	< 10	< 10
ELA	4th Grade	Female	2012-13	< 10	87.8%	< 10	< 10	< 10	< 10
Mathematics	4th Grade	Male	2011-12	< 10	81.7%	< 10	< 10	< 10	< 10
ELA	4th Grade	Male	2011-12	< 10	75.3%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2011-12	< 10	84.8%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	All Students	2012-13	< 10	88.3%	< 10	< 10	< 10	< 10
ELA	5th Grade	All Students	2011-12	< 10	78.5%	< 10	< 10	< 10	< 10
ELA	5th Grade	All Students	2012-13	< 10	77.6%	< 10	< 10	< 10	< 10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	5th Grade	All Students	2011-12	< 10	83.2%	< 10	< 10	< 10	< 10
Science	5th Grade	All Students	2012-13	< 10	80.8%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2011-12	< 10	85%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	White	2012-13	< 10	89.4%	< 10	< 10	< 10	< 10
ELA	5th Grade	White	2011-12	< 10	80.7%	< 10	< 10	< 10	< 10
ELA	5th Grade	White	2012-13	< 10	78%	< 10	< 10	< 10	< 10
Science	5th Grade	White	2011-12	< 10	84.2%	< 10	< 10	< 10	< 10
Science	5th Grade	White	2012-13	< 10	81.2%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2011-12	< 10	84.9%	< 10	< 10	< 10	< 10
Mathematics	5th Grade	Male	2012-13	< 10	89.2%	< 10	< 10	< 10	< 10
ELA	5th Grade	Male	2011-12	< 10	77.7%	< 10	< 10	< 10	< 10
ELA	5th Grade	Male	2012-13	< 10	76.8%	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2011-12	< 10	82.5%	< 10	< 10	< 10	< 10
Science	5th Grade	Male	2012-13	< 10	81%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	All Students	2012-13	< 10	91.3%	< 10	< 10	< 10	< 10
ELA	6th Grade	All Students	2012-13	< 10	89.3%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	White	2012-13	< 10	91.8%	< 10	< 10	< 10	< 10
ELA	6th Grade	White	2012-13	< 10	88.1%	< 10	< 10	< 10	< 10
Mathematics	6th Grade	Male	2012-13	< 10	90.5%	< 10	< 10	< 10	< 10
ELA	6th Grade	Male	2012-13	< 10	90.3%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	All Students	2011-12	< 10	88.4%	< 10	< 10	< 10	< 10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
ELA	7th Grade	All Students	2011-12	< 10	80%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Asian	2011-12	< 10	93.8%	< 10	< 10	< 10	< 10
ELA	7th Grade	Asian	2011-12	< 10	93.8%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	White	2011-12	< 10	90.3%	< 10	< 10	< 10	< 10
ELA	7th Grade	White	2011-12	< 10	78.6%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Female	2011-12	< 10	88.6%	< 10	< 10	< 10	< 10
ELA	7th Grade	Female	2011-12	< 10	86.4%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Male	2011-12	< 10	88.3%	< 10	< 10	< 10	< 10
ELA	7th Grade	Male	2011-12	< 10	76.4%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	Economically Disadvantaged	2011-12	< 10	88.4%	< 10	< 10	< 10	< 10
ELA	7th Grade	Economically Disadvantaged	2011-12	< 10	81.2%	< 10	< 10	< 10	< 10
Mathematics	7th Grade	English Language Learners	2011-12	< 10	91.7%	< 10	< 10	< 10	< 10
ELA	7th Grade	English Language Learners	2011-12	< 10	83.3%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2011-12	< 10	91.3%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	All Students	2012-13	< 10	91.1%	< 10	< 10	< 10	< 10
ELA	8th Grade	All Students	2011-12	< 10	81.8%	< 10	< 10	< 10	< 10
ELA	8th Grade	All Students	2012-13	< 10	86.4%	< 10	< 10	< 10	< 10
Science	8th Grade	All Students	2011-12	< 10	73.1%	< 10	< 10	< 10	< 10

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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Science	8th Grade	All Students	2012-13	< 10	76.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Hispanic of Any Race	2011-12	< 10	100%	< 10	< 10	< 10	< 10
ELA	8th Grade	Hispanic of Any Race	2011-12	< 10	90.9%	< 10	< 10	< 10	< 10
Science	8th Grade	Hispanic of Any Race	2011-12	< 10	76%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2011-12	< 10	90%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	White	2012-13	< 10	89%	< 10	< 10	< 10	< 10
ELA	8th Grade	White	2011-12	< 10	81.5%	< 10	< 10	< 10	< 10
ELA	8th Grade	White	2012-13	< 10	84.8%	< 10	< 10	< 10	< 10
Science	8th Grade	White	2011-12	< 10	74.2%	< 10	< 10	< 10	< 10
Science	8th Grade	White	2012-13	< 10	75.9%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Female	2011-12	< 10	91.6%	< 10	< 10	< 10	< 10
ELA	8th Grade	Female	2011-12	< 10	85.5%	< 10	< 10	< 10	< 10
Science	8th Grade	Female	2011-12	< 10	76%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2011-12	< 10	91.1%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Male	2012-13	< 10	91.3%	< 10	< 10	< 10	< 10
ELA	8th Grade	Male	2011-12	< 10	79.8%	< 10	< 10	< 10	< 10
ELA	8th Grade	Male	2012-13	< 10	84.4%	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2011-12	< 10	71.5%	< 10	< 10	< 10	< 10
Science	8th Grade	Male	2012-13	< 10	75.3%	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	8th Grade	Economically Disadvantaged	2011-12	< 10	93.8%	< 10	< 10	< 10	< 10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	< 10	92.1%	< 10	< 10	< 10	< 10
ELA	8th Grade	Economically Disadvantaged	2011-12	< 10	83.1%	< 10	< 10	< 10	< 10
ELA	8th Grade	Economically Disadvantaged	2012-13	< 10	89%	< 10	< 10	< 10	< 10
Science	8th Grade	Economically Disadvantaged	2011-12	< 10	75%	< 10	< 10	< 10	< 10
Science	8th Grade	Economically Disadvantaged	2012-13	< 10	81.4%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	All Students	2012-13	< 10	88.1%	< 10	< 10	< 10	< 10
ELA	11th Grade	All Students	2012-13	< 10	85%	< 10	< 10	< 10	< 10
Science	11th Grade	All Students	2012-13	< 10	83.1%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	White	2012-13	< 10	86.7%	< 10	< 10	< 10	< 10
ELA	11th Grade	White	2012-13	< 10	84.3%	< 10	< 10	< 10	< 10
Science	11th Grade	White	2012-13	< 10	83.1%	< 10	< 10	< 10	< 10
Mathematics	11th Grade	Male	2012-13	< 10	88.5%	< 10	< 10	< 10	< 10
ELA	11th Grade	Male	2012-13	< 10	84.4%	< 10	< 10	< 10	< 10
Science	11th Grade	Male	2012-13	< 10	84.1%	< 10	< 10	< 10	< 10

Annual Education Report East Lansing School District

MI-Access Participation

Subject	Grade	Testing Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

Annual Education Report East Lansing School District

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	98.7%	58.2%
Bottom 30%	Statewide	Mathematics		11.2%
African American	Statewide	Mathematics	96.9%	32.7%
American Indian	Statewide	Mathematics	98.5%	48.4%
Asian	Statewide	Mathematics	99.4%	81.5%
Hispanic of Any Race	Statewide	Mathematics	98.6%	45.9%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	97.4%	64.9%
Two or More Races	Statewide	Mathematics	99.2%	55.9%
White	Statewide	Mathematics	99.2%	64.4%
Economically Disadvantaged	Statewide	Mathematics	98.2%	43.7%
English Language Learners	Statewide	Mathematics	98.9%	36.9%
Students With Disabilities	Statewide	Mathematics	97.8%	32.5%
All Students	District	Mathematics	99.4%	75.7%
Bottom 30%	District	Mathematics		21.6%
African American	District	Mathematics	99.7%	58.5%
American Indian	District	Mathematics	< 30	< 30
Asian	District	Mathematics	99.4%	84.4%
Hispanic of Any Race	District	Mathematics	100%	58.1%
Native Hawaiian or Other Pacific Islander	District	Mathematics	< 30	< 30
Two or More Races	District	Mathematics	100.7%	75.6%
White	District	Mathematics	99.1%	82%
Economically Disadvantaged	District	Mathematics	99.4%	58.6%
English Language Learners	District	Mathematics	99.1%	52.7%
Students With Disabilities	District	Mathematics	100%	47.1%
Shared Educational Entity	District	Mathematics	< 30	< 30
All Students	Statewide	Reading	99%	83.1%
Bottom 30%	Statewide	Reading		51.3%
African American	Statewide	Reading	97.3%	67.9%
American Indian	Statewide	Reading	98.8%	79.7%
Asian	Statewide	Reading	100.3%	90.1%

Annual Education Report East Lansing School District

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Hispanic of Any Race	Statewide	Reading	99.2%	77%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	97.4%	85.7%
Two or More Races	Statewide	Reading	99.4%	83.6%
White	Statewide	Reading	99.4%	86.9%
Economically Disadvantaged	Statewide	Reading	98.6%	74.8%
English Language Learners	Statewide	Reading	100.5%	62.4%
Students With Disabilities	Statewide	Reading	98.1%	51.8%
All Students	District	Reading	99.7%	90.2%
Bottom 30%	District	Reading		66.6%
African American	District	Reading	100%	83.1%
American Indian	District	Reading	< 30	< 30
Asian	District	Reading	100%	95.6%
Hispanic of Any Race	District	Reading	100%	82.2%
Native Hawaiian or Other Pacific Islander	District	Reading	< 30	< 30
Two or More Races	District	Reading	100.7%	85.8%
White	District	Reading	99.4%	93%
Economically Disadvantaged	District	Reading	99.7%	81.5%
English Language Learners	District	Reading	99.1%	64.9%
Students With Disabilities	District	Reading	100%	58.6%
Shared Educational Entity	District	Reading	< 30	< 30
All Students	Statewide	Science	97.9%	38.6%
Bottom 30%	Statewide	Science		1%
African American	Statewide	Science	94.8%	12.8%
American Indian	Statewide	Science	97.5%	29.4%
Asian	Statewide	Science	99.1%	57.4%
Hispanic of Any Race	Statewide	Science	97.9%	22.9%
Native Hawaiian or Other Pacific Islander	Statewide	Science	93.7%	49.2%
Two or More Races	Statewide	Science	98.7%	35.7%
White	Statewide	Science	98.7%	45%
Economically Disadvantaged	Statewide	Science	97%	22.9%

Annual Education Report East Lansing School District

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	Statewide	Science	98%	7.6%
Students With Disabilities	Statewide	Science	96.5%	15.1%
All Students	District	Science	99.3%	55.3%
Bottom 30%	District	Science		0.9%
African American	District	Science	99.2%	31.6%
American Indian	District	Science	< 30	< 30
Asian	District	Science	100%	66.7%
Hispanic of Any Race	District	Science	100%	33.3%
Native Hawaiian or Other Pacific Islander	District	Science	< 30	< 30
Two or More Races	District	Science	100%	52.3%
White	District	Science	99%	63.5%
Economically Disadvantaged	District	Science	98.8%	33%
English Language Learners	District	Science	100%	< 30
Students With Disabilities	District	Science	100%	21.8%
Shared Educational Entity	District	Science	< 30	< 30
All Students	Statewide	Social Studies	96.7%	57.5%
Bottom 30%	Statewide	Social Studies		8.8%
African American	Statewide	Social Studies	92.4%	27.9%
American Indian	Statewide	Social Studies	95.9%	52.3%
Asian	Statewide	Social Studies	99%	73.6%
Hispanic of Any Race	Statewide	Social Studies	96.1%	43%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	93.2%	59.7%
Two or More Races	Statewide	Social Studies	97.6%	53.5%
White	Statewide	Social Studies	98%	64.7%
Economically Disadvantaged	Statewide	Social Studies	95.1%	40.3%
English Language Learners	Statewide	Social Studies	96.4%	19.6%
Students With Disabilities	Statewide	Social Studies	91.9%	22.3%
All Students	District	Social Studies	99%	71.8%
Bottom 30%	District	Social Studies		14.8%
African American	District	Social Studies	99.3%	56.5%

Annual Education Report East Lansing School District

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
American Indian	District	Social Studies	< 30	< 30
Asian	District	Social Studies	98.2%	70.6%
Hispanic of Any Race	District	Social Studies	100%	50%
Native Hawaiian or Other Pacific Islander	District	Social Studies	< 30	< 30
Two or More Races	District	Social Studies	100%	69.1%
White	District	Social Studies	98.8%	80.1%
Economically Disadvantaged	District	Social Studies	98.4%	49.3%
English Language Learners	District	Social Studies	97.6%	< 30
Students With Disabilities	District	Social Studies	98.2%	28.6%
Shared Educational Entity	District	Social Studies	< 30	< 30
All Students	Statewide	Writing	98.2%	69.4%
Bottom 30%	Statewide	Writing		21.9%
African American	Statewide	Writing	95.6%	48.8%
American Indian	Statewide	Writing	97.7%	61.6%
Asian	Statewide	Writing	98.9%	82.9%
Hispanic of Any Race	Statewide	Writing	98%	59.7%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	94.5%	74.4%
Two or More Races	Statewide	Writing	98.9%	68.5%
White	Statewide	Writing	98.9%	74.3%
Economically Disadvantaged	Statewide	Writing	97.3%	55.7%
English Language Learners	Statewide	Writing	97.3%	42.1%
Students With Disabilities	Statewide	Writing	96.6%	27.9%
All Students	District	Writing	99.6%	78.9%
Bottom 30%	District	Writing		29.2%
African American	District	Writing	100%	65.3%
American Indian	District	Writing	< 30	< 30
Asian	District	Writing	100%	91.2%
Hispanic of Any Race	District	Writing	100%	64.2%
Native Hawaiian or Other Pacific Islander	District	Writing	< 30	< 30
Two or More Races	District	Writing	101.8%	75%

Annual Education Report East Lansing School District

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
White	District	Writing	99.2%	83.9%
Economically Disadvantaged	District	Writing	99.3%	60.9%
English Language Learners	District	Writing	100%	46.7%
Students With Disabilities	District	Writing	100%	38.6%
Shared Educational Entity	District	Writing	< 30	< 30

Note: 1062 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Annual Education Report East Lansing School District

Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	76.2%
African American	Statewide	59.9%
American Indian	Statewide	66.4%
Asian	Statewide	87.4%
Hispanic of Any Race	Statewide	64.3%
Migrant	Statewide	68.3%
Native Hawaiian or Other Pacific Islander	Statewide	73.2%
Two or More Races	Statewide	73.5%
White	Statewide	81.5%
Female	Statewide	80.8%
Male	Statewide	72%
Economically Disadvantaged	Statewide	64%
English Language Learners	Statewide	63.1%
Students With Disabilities	Statewide	53.5%
Homeless	Statewide	53.8%
All Students	District	87.7%
African American	District	86.4%
White	District	88.5%
Economically Disadvantaged	District	70.7%

* All data based on students enrolled for a full academic year.

**Annual Education Report
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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94%
All Students	District	96%

** All data based on students enrolled for a full academic year.*



09/13/2013

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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
East Lansing School District	Green	2	Green	2	Green	2	Green	2	Green	2	Yellow	76

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
East Lansing School District	Glencairn School	Focus School	Green	2	Green	2	Green	2			Green	2	Yellow	24
East Lansing School District	MacDonald Middle School	Focus School	Green	2	Red	0	Green	2	Green	2	Green	2	Yellow	34
East Lansing School District	Whitehills Elementary School	Focus School	Green	2	Green	2	Green	2			Green	2	Yellow	36
East Lansing School District	Marble School	Reward School	Green	2	Green	2	Green	2	Green	2			Yellow	28
East Lansing School District	Donley Elementary School	Focus School	Green	2	Green	2	Green	2	Green	2			Yellow	24
East Lansing School District	Red Cedar School	Focus School	Green	2	Green	2	Green	2	Green	2			Yellow	22
East Lansing School District	Pinecrest School	Focus School	Green	2	Green	2	Green	2	Green	2			Yellow	32

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
East Lansing School District	East Lansing High School	Focus School	Green	2	Green	2	Green	2	Green	2	Green	2	Orange	39

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	75	143	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	District Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	.9%

Annual Education Report East Lansing School District

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	21	42	31	6
Female	50	22	45	29	4
National Lunch Program Eligibility	43	35	47	17	1
Eligible	56	11	41	41	8
Not Eligible					
Info not available					
Race/Ethnicity					
White	71	14	45	36	5
Black	16	53	39	8	0
Hispanic	6	31	48	19	2
Asian	3	7	22	45	26
American Indian		‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	23	50	21	6
Two or More Races					
Student classified as having a disability	13	50	37	13	1
SD	87	18	44	32	5
Not SD					
Student is an English Language Learner	4	47	41	11	1
ELL	96	21	44	31	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report East Lansing School District

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	29	40	25	6
Male	51	28	39	26	7
Female	49	30	41	24	5
National Lunch Program Eligibility	42	45	39	15	2
Eligible	58	18	41	32	9
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	22	43	29	6
Black	16	66	26	7	0
Hispanic	4	26	41	18	5
Asian	3	13	25	31	32
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	70	23	5	1
SD	88	25	41	27	6
Not SD					
Student is an English Language Learner	2	57	27	7	10
ELL	98	29	40	25	6
Not ELL					

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2011 Mathematics Achievement.

Annual Education Report East Lansing School District

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	34	25	6
Male	50	38	33	24	6
Female	50	31	36	26	7
National Lunch Program Eligibility	45		32	15	2
Eligible	55	51	36	33	10
Not Eligible		21			
Info not available					
Race/Ethnicity					
White	70	26	37	30	7
Black	17	67	24	7	1
Hispanic	6	51	29	17	3
Asian	3	19	33	33	15
American Indian	0	‡	‡	‡	‡
Native Hawaiian/Pacific Islander		‡	‡	‡	‡
Islander	2	36	31	19	14
Two or More Races					
Student classified as having a disability	13	73	17	8	2
SD	87	30	36	27	7
Not SD					
Student is an English Language Learner	3	67	26	7	0
ELL	97	33	35	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Annual Education Report East Lansing School District

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	45	29	3
Male	50	28	47	24	2
Female	50	18	43	35	4
National Lunch Program Eligibility	42	35	46	18	0
Eligible	58	14	44	37	4
Not Eligible					
Info not available					
Race/Ethnicity					
White	74	18	46	33	3
Black	16	46	43	10	0
Hispanic	4	25	50	25	1
Asian	3	19	27	39	14
American Indian	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or More Races	1	‡	‡	‡	‡
Student classified as having a disability	12	67	27	6	0
SD	88	19	46	31	3
Not SD					
Student is an English Language Learner	2	52	40	8	0
ELL	98	22	45	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	85	2.0	73	3.3
	Reading	75	3.1	93	2.4
8	Math	73	2.5	83	4.7
	Reading	63	3.3	79	4.5