



DISTRICT ANNUAL REPORT 2003-2004

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2003-2004
841 Timberlane, Suite A
East Lansing MI 48823
517-333-7420

Our Mission

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

District Profile

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

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

During the 2003-04 school year, 3,556 students were educated in six elementary buildings: 4 (K-4) buildings, 2 (5-6) buildings, one middle school (7-8), and one high school (9-12). In June 2004, we graduated 270 seniors. We employed 244 teachers with 67% holding advanced degrees. Many have also achieved state and national recognition in their fields.

From the Superintendent

The collection of information, data and reports which follow all combine to create a snapshot of the 2003-2004 school year within the East Lansing Public Schools. The Annual Report is presented annually at an October Board of Education meeting. Copies are available at the Board of Education office located at 841 Timberlane, Suite A and can also be accessed through the district website: www.elps.k12.mi.us. Questions and comments about the report are always welcome.

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

2003-2004 was a unique year for East Lansing Public Schools. Students, staff and the citizenry all witnessed the completion of the MacDonald Middle School building project and saw significant gains made on the High School project. It is anticipated the entire project will be completed in the fall of 2005. We believe these improvements will have an impact on teaching and learning for many years to come, and we are most appreciative of the community's support and patience during this period of transition.

Enjoy your reading and please ask questions.

David B. Chapin
Superintendent of Schools (effective August 9th, 2004)

Board of Education Members

Barbara McMillan,
President

George Wyatt,
Vice President

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Charles Hackney,
Treasurer

Daphne O'Regan,
Trustee

Rodney Stokes,
Trustee

George Brookover,
Trustee

Superintendent

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

Schools

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

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

8 Total

School Improvement Plan

All East Lansing schools, K-12, are members of North Central Association (NCA). The K-4, 5-6, and 7-8 buildings received their initial accreditation as of May, 2004. The high school having been involved over several years with this process continues on their NCA schedule. The NCA is the district's school improvement process. This accreditation framework is based on the following assumptions:

- * Schools are at differing stages as they progress through the school improvement framework.
- * Building upon certain capacities within the school enhances its ability to implement quality school improvement activities that lead to improved student performance.
- * The school improvement process promotes continuous growth.

The framework in place for both students and schools, will result in school improvement growth and enhanced student performance.

An NCA Committee has been formed with representation of staff and administration from each building. Other members include a parent, school board member and Director of Educational Services. The Committee meets monthly to dialogue and coordinate the efforts of all buildings to keep on schedule and in alignment with each other. Each building committee consists of staff members working on assigned committees.

The district's five primary academic goals remain in place:

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

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

The Curriculum Council, created in 1998-99, continues the staff-driven process of curriculum development and reinvigorating the school improvement effort. Comprised of curriculum chairs across grades, subjects, and buildings, this group truly represents our daily classroom experience. This dedicated group is shaping what our schools will look like as we continue to empower all our students to reach their full potential.

The Curriculum Chairs along with the North Central Accreditation Committee evaluated our district plan using MEAP and Iowa testing results as a measure, along with teacher input.

School Improvement Goals

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

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

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

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

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

Core Curriculum

Work continues on aligning curriculum with the Michigan Curriculum Framework. The district will meet or exceed the state's requirements for what students should

learn while encouraging academic excellence for all students. Recent changes to implement this goal include:

- * Continued training in reading and writing strategies sessions for K-6 staff.
- * Work has begun to align the K-12 Social Studies Curriculum with the Michigan Curriculum Framework.

Curriculum chairs continue to meet and look at alignment for all curriculum areas.

Special Education

The district has 380 students receiving special education services representing about 9% of the school population. The district is committed to providing education for these students in the least restrictive environment that meets their needs. Most of the special education students attend regular or special classes in neighborhood schools. However, a few attended specialized schools. The legal authority for placement in a special education program is an Individual Educational Planning Team.

Average Class Size

This is the classroom ratio of pupils to teachers. It is calculated by dividing the K-12 (excluding special education) enrollment of a school by the number of K-12 classroom teachers reported by the school. The number of K-12 classroom teachers does not include teachers in special education, compensatory education, vocational education, or other basic programs. Using this Michigan Department of Education definition, our average class size in the elementary buildings is 24, at the middle school 25 and at the high school 21. The average pupil/teacher ratio for the district is 23.

School Board Parent Involvement Policy

The Board recognizes the importance of parent involvement in the school improvement process. A parental point of view is vital since parents are key contributors, as advocates for, and resources to the overall school program. The Board seeks to encourage

participation of parents but also recognizes the unique qualities of the schools that are reflected in their individual school improvement plans. Therefore, the Board holds each school responsible for selecting an appropriate model for parental involvement in their school improvement process.

Parent Involvement

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

	03-04	02-03
High School	55%	70%
Middle School	64%	90%
Elementary Schools	98%	99%

Another avenue of participation for parents and community members without children in our schools is through our volunteer program. More than 2,200 volunteers, including almost 300 Michigan State University students, provided over 20,000 hours of assistance on school and district projects this year. Without the help of these talented and dedicated individuals we could not maintain our high standards.

Teacher Qualifications

96% of East Lansing School District teachers are highly qualified. Under No Child Left Behind (NCLB) the district will have 100% of their teachers highly qualified by 2005/06. To ensure that all of the teachers are highly qualified, the district will make annual progress towards Michigan's objective by the following plan:

- * Reviewing all district staff current certifications.
- * Each teacher will receive documentation which allows them to determine whether or not they meet the definition of "highly qualified."

The district will work with staff towards becoming "highly qualified."

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

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

Professional Development

Professional development is a high priority in the district, driven by student performance and designed to meet staff needs. 30 hours of professional development time was built into the school calendar.

Specific programs included:

Crisis Prevention Workshop—A verbal and physical prevention/intervention workshop designed to keep students and staff safe. Over 100 district staff members have been trained to-date.

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

Literacy Overview—Literacy based overviews and training at each grade level was provided for K-6 staff.

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

Computer Technology: Training was offered to all staff in newly acquired software.

Math Training Grades 5-8— With the re-configuration to 5/6 buildings math training was given to staff so that articulation of the math curriculum 5-8 will move forward.

Sitton Spelling Training— With guidance from the K-6 English Language Arts Committee and pilots within the district the previous year the district implemented the Rebecca Sitton Spelling Program.

North Central Accreditation Staff Overview—The NCA Office provided staff an overview of the accreditation process.

Prevention, Anti-bullying, Hazing, 7 Harassment Strategies for the School/Classroom—Dr. Marcia McEvoy provided all staff at the 5th/6th grade buildings training on this topic through hands on, interactive training experiences. training will continue next year with other schools receiving this training.

Technology & Technological Literacy

Enhancing the learning experience through technological applications is a district priority. Teaching both staff and students to use technology for instructional purposes is part of the process. Utilizing a combination of bond, sinking fund and budgeted general funds, the district:

- * Replaced all computers at the Middle School and 65 computers at the High School with new Dell Computers.
- * Installed a program called School Center which gives all teachers the ability to manage their classroom website 24 hours a day.
- * Every school in the district has a website. The website became a definitive communication tool for parents, staff and the community. The website continues to grow in importance of use with over 4 millions hits per year.
- * Installed ceiling mounted data projectors and sound field systems in every Middle School classroom and are in the process of installing them in every High School classroom.
- * Increased the size of the computer labs at Whitehills and Glencairn to 28 computers. Also installed ceiling mounted projectors and a sound field system in each lab.
- * Moved the district to a network based Xerox copier/printer solution with network printing capabilities to a central print shop.

District Points of Pride

- * An annual average of 12 National Merit Scholars. A state leader in MEAP test scores
- * Won physics competition at U or M
- * A state leader in the annual Michigan Mathematics Prize Competition
- * Thirty-five art, dance, music, and theater programs offered at the high school, with eight offered at the middle school
- * Nationally recognized English-as-a-Second-Language program
- * Boys Soccer -first ever CACC Division 1 Co-Champion; State Semi-Finalist; Academic All -State
- * Girls Basketball-first ever CACC Division 1 Co-Champion; District finalist; Academic All-State
- * Football-1st ever CACC Division 1 Champion; District Finalist; 9-2 record
- * Mr. Robert Ulrich, Red Cedar teacher received one of 5 statewide Odyssey awards as "Michigan Elementary Social Studies Teacher of The Year"

ATTENDANCE RATES 2003-2004

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

This information was provided to the school district by the Michigan School Report Cards, from the Michigan Department of Education. The Michigan School Report cards report only on K-4, 7-8 and 9-12 grades at the present time. The 5-6 building information will be available from the State in November, 2004.

School	All Students	Black or African American	American Indian	Asian or Native Hawaiian	Hispanic or Latino	White	Multi-racial	Special Education	Limited English Proficiency	Economically Disadvantaged
Donley	90.3%					91.2%				88%
Glencairn	Information available from the State in November, 2004									
Marble	92.7%					93%				
Pinecrest	91.9%									
Red Cedar	89.5%									90.4%
Whitehills	Information available from the State in November, 2004									
MacDonald	92.6%	92.7%		95%		92.9%				92.5%
High School	Information available from the State October 15th, 2004									
State Target	80.0%									

**For 2003-04 all of the buildings met
the state attendance objectives.**

Retention Rates

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

2001-02 = 99.64%

2002-03 = 99.4%

2003-04 = 99.14%

Dropout Rates

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

2002=.36%

2003=.59%

2004= .86%

Retention/Dropout Rates 2003-04

Class of:	2006	2005	2004	2003	Total
Actual Enrollment Fall 2002	299	310	316	288	1213
Graduates Class of 2003				265	
Unaccounted Students	2	1	1	6	10
2003 Retention Rate %	99.31%	99.67%	99.67%	97.79%	99.14%
2003 Dropout Rate %	.69%	.33%	.33%	2.21%	.86%

Disaggregated Graduation Rate

Class of 2004		
Graduates=270		
Caucasian	198	73%
African American	38	14%
Asian	20	7%
Hispanic	13	5%
Native American	1	.04%
Non-Graduates=12		
Caucasian	7	58%
African American	4	33%
Asian	1	8%
Hispanic	0	
Native American	0	

Accreditation Status

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

North Central Accreditation

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

The NCA Performance Accreditation Framework promotes growth through a transitions process for both the individual student and the school/system. For students, the transitions are from school to school and school to career. Schools that transition from one stage in the improvement framework to another build upon their capacity to improve as an organization.

Currently, all East Lansing Public Schools have been fully accredited by the North Central Association of colleges and schools.

The School Report Card

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

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

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

- ◆ **Student Achievement Status** – is measured in English language arts and mathematics at the elementary level. It includes science and social studies at the middle school and high school levels. Achievement Status uses up to three years of comparable data from the Michigan Educational Assessment Program (MEAP).
- ◆ **Achievement Change**—uses up to 5 years of comparable MEAP data to determine if student achievement in a school is improving at a rate fast enough to attain the goal of 100% proficiency in school year 2013-14, as required by the No Child Left Behind Act.
- ◆ **Indicator of School Performance**—provides both a snapshot of current school performance and a ladder for educators, supplying feedback and direction to assist them on a path of meaningful change.
- ◆ **Composite Grade**—is derived from the individual school score and the school's status in terms of Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.
- ◆ **State Accreditation**— Schools receiving an "A" will be summary accredited, schools that receive a "B", "C", or "D/Alert" will be in interim status.
- ◆ **Scores** on all three components of Education YES! have been converted to a common 100 point scale where: 90-100 A; 80-89 B; 60-69 D; and 50-59 F.

- ◆ **Adequate Yearly Progress (AYP)**—the measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

There are many schools that will not receive a letter grade under *Education Yes!* due to lack of sufficient data for the calculations within the database.

The composite grade is only assigned when able to put together enough years of comparable MEAP data with 30 or more students each year.

New in the 2003-04 Michigan School Report Cards

The school report cards issued in January, 2003 represented the Department of Education's first attempt to combine the reporting requirements of No Child Left Behind and the new state accreditation system, *Education YES!* It was agreed at the time that refinements in the system would be needed and that local educators should be involved in recommending revisions. The Review Group recommended that the report card display separate Status and Change scores for each subject area (ELA and math for elementary schools; ELA, math, science, and social studies for middle and high schools). The lack of a score in one area will still allow Status and Change grades to be calculated on the remaining scores.

Many schools were not assigned a Composite grade on the 2003 report card because a Status or Change grade could not be calculated. The new report card will score and grade each subject separately, allowing Achievement grades to be calculated (based on Status and Change if available) even if data are not available for certain subject area.

There are many schools in Michigan that do not include a grade that is assessed by the MEAP. An example of this is Glencairn and Whitehills schools that enrolls students in grades 5-6, that feeds into a school that has MEAP results. These feeder schools are assigned the MEAP results and AYP determination of the receiving school. Thus, Glencairn and Whitehills will receive the results of MacDonald Middle School for their 2003-04 School Report Cards.

Donley 2002-03	Score	Grade
Student Achievement		N/A
Achievement Change		N/A
Indicators of School Performance	100	A
Preliminary Grade		N/A
AYP Status	Met AYP	
Composite Grade	N/A– Tested under 30	

Glencirn 2002-03	Score	Grade
Student Achievement	92	A
Achievement Change	50	F
Indicators of school Performance	97	A
Preliminary Grade	79.8	B
AYP Status	Met AYP	
Composite Grade	B	

Marble 2002-03	Score	Grade
Student Achievement	84.3	B
Achievement Change	70.5	C
Indicators of School Performance	100	A
Preliminary Grade	84.6	B
AYP Status	Met AYP	
Composite Grade	B	

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

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

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

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

Pinecrest 2002-03	Score	Grade
Student Achievement	90.3	A
Achievement Change	69.5	C
Indicators of School Performance	100	A
Preliminary Grade	86.6	B
AYP Status	Met AYP	
Composite Grade	B	

Red Cedar 2002-03	Score	Grade
Student Achievement		N/A
Achievement Change		N/A
Indicators of school Performance	100	A
Preliminary Grade		N/A
AYP Status	Met AYP	
Composite Grade	N/A -Tested under 30	

Whitehills 2002-03	Score	Grade
Student Achievement	92.1	A
Achievement Change		N/A
Indicators of School Performance	100	A
Preliminary Grade		N/A
AYP Status	Met AYP	
Composite Grade	N/A-Tested under 30	

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

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

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

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

MacDonald 2002-03	Score	Grade
Student Achievement	94.8	A
Achievement Change	82	B
Indicators of School Performance	99	A
Preliminary Grade	92	A
AYP Status	Met AYP	
Composite Grade	A	

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

High School 2002-03	Score	Grade
Student Achievement	92.2	A
Achievement Change	50	F
Indicators of school Performance	92.2	A
Preliminary Grade	78.2	C
AYP Status	Met AYP	
Composite Grade	C	

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

Math Grades 4 and 8

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	23%	42%	26%	9%	65%	28%	45%	23%	4%	73%
District	36%	44%	20%	1%	80%	38%	45%	13%	3%	83%
Donley	39%	36%	25%	0%	75%	36%	43%	16%	4%	79%
Glencairn	44%	33%	23%	0%	77%	5-6 Building				
Marble	40%	40%	18%	2%	80%	33%	50%	13%	4%	83%
Pinecrest	34%	53%	13%	0%	87%	42%	53%	4%	0	95%
Red Cedar	20%	55%	23%	2%	75%	46%	33%	17%	4%	79%
Whitehills	39%	42%	18%	0%	82%	5-6 Building				
State Target Elementary	47% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)									
State-Middle School	31%	21%	23%	25%	52%	38%	25%	21%	16%	63%
MacDonald	53%	21%	17%	9%	74%	56%	22%	14%	7%	78%
State Target Middle School	31% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)									

MEAP Test Results

The chart shows the percentage of students who achieved proficiency in the winter 2003 and 2004 MEAP test.

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

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

MEAP data included in this annual report is the data provided by the MEAP office.

Our schools and district have made every effort to verify the accuracy of the data, including number of students tested and all identified corrections/concerns have been submitted to the MEAP office.

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

michigan.gov/mde

Social Studies Grades 5 and 8

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	5%	23%	28%	43%	28%	6%	25%	28%	41%	31%
District	10%	35%	31%	24%	45%	12%	32%	30%	26%	44%
Donley	6%	21%	47%	26%	28%	K-4 Building				
Glencairn	3%	34%	24%	38%	38%	16%	31%	32%	21%	47%
Marble	25%	50%	14%	11%	75%	K-4 Building				
Pinecrest	4%	39%	30%	28%	43%	K-4 Building				
Red Cedar	4%	27%	38%	31%	31%	K-4 Building				
Whitehills	15%	37%	33%	15%	52%	7%	32%	29%	33%	39%
State Middle School	8%	25%	24%	44%	32%	6%	23%	29%	42%	29%
MacDonald	21%	35%	21%	24%	56%	20%	29%	29%	22%	49%

Science Grades 5 and 8

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	36%	41%	20%	3%	77%	31%	47%	20%	2%	78%
District	53%	38%	8%	0%	92%	44%	40%	15%	0	84%
Donley	52%	35%	10%	2%	88%	K-4 Building				
Glencairn	52%	41%	7%	0%	93%	46%	41%	13%	0	87%
Marble	66%	27%	7%	0%	93%	K-4 Building				
Pinecrest	47%	47%	6%	0%	94%	K-4 Building				
Red Cedar	54%	38%	8%	0%	92%	K-4 Building				
Whitehills	48%	41%	11%	0%	89%	43%	40%	17%	0	83%
State-Middle School	17%	48%	23%	12%	65%	14%	52%	24%	10%	66%
MacDonald	32%	51%	12%	5%	83%	22%	53%	22%	3%	75%

Reading Grades 4 and 7

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	17%	58%	18%	7%	75%	18%	61%	16%	4%	79%
District	22%	63%	9%	6%	85%	25%	61%	12%	2%	86%
Donley	25%	57%	7%	11%	82%	28%	59%	13%	0	87%
Glencairn	18%	68%	11%	3%	87%	5/6 BUILDING				
Marble	26%	60%	12%	2%	86%	30%	57%	10%	3%	87%
Pinecrest	28%	65%	4%	2%	93%	24%	73%	2%	0	97%
Red Cedar	12%	62%	10%	17%	74%	14%	57%	23%	7%	71%
Whitehills	18%	67%	12%	3%	85%	5/6 BUILDING				
State-Middle School	19%	42%	18%	21%	61%	15%	46%	17%	22%	61%
MacDonald	45%	38%	10%	7%	83%	30%	53%	6%	11%	83%

Writing Grades 4 and 7

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	3%	44%	45%	8%	47%	2%	46%	46%	6%	48%
District	7%	43%	39%	12%	49%	5%	54%	38%	3%	59%
Donley	11%	71%	18%	0%	82%	4%	47%	45%	4%	51%
Glencairn	16%	50%	32%	3%	66%	5-6 Building				
Marble	2%	16%	58%	24%	18%	7%	51%	36%	6%	58%
Pinecrest	9%	47%	43%	2%	55%	4%	89%	7%	0	93%
Red Cedar	0%	23%	53%	25%	23%	2%	34%	61%	2%	36%
Whitehills	6%	69%	13%	13%	75%	5-6 Building				
State-Middle School	5%	51%	41%	3%	56%	3%	44%	49%	4%	47%
MacDonald	13%	65%	21%	1%	78%	4%	64%	31%	2%	68%

English Language Arts Grades 4 and 7

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
State Elementary	4%	55%	33%	7%	59%	3%	61%	32%	5%	64%
District	8%	61%	25%	6%	69%	8%	66%	24%	2%	74%
Donley	21%	61%	14%	4%	82%	7%	67%	26%	0%	74%
Glencairn	11%	66%	24%	0%	76%	5-6 Building				
Marble	2%	58%	32%	8%	60%	10%	61%	26%	3%	71%
Pinecrest	15%	67%	15%	2%	83%	7%	91%	2%	0	98%
Red Cedar	0%	43%	45%	13%	43%	7%	47%	42%	5%	54%
Whitehills	3%	72%	16%	9%	75%	5-6 Building				
State Target Elementary	38% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					38% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				
State-Middle School	10%	48%	28%	14%	58%	6%	51%	27%	16%	57%
MacDonald	28%	54%	13%	6%	82%	14%	65%	11%	9%	79%
State Target Middle School	31% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					31% = students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

High School MEAP Assessment

Science Grade 11

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Science-Grade 11	19%	60%	7%	14%	79%	15%	55%	14%	16%	71%
State %	7%	50%	16%	27%	57%	4%	47%	19%	31%	51%

Social Studies Grade 11

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Social Studies-Grade 11	6%	56%	22%	15%	62%	2%	41%	24%	33%	43%
State %	2%	32%	28%	38%	34%	1%	30%	29%	40%	31%

Math Grade 11

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
ELAGrade 11	31%	45%	10%	15%	76%	25%	46%	12%	17%	71%
State %	10%	42%	17%	31%	52%	8%	43%	16%	33%	51%
State Target	33%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					33%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

High School MEAP Assessment

Reading Grade 11

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Reading-Grade 11	34%	52%	9%	6%	85%	12%	74%	10%	3%	86%
State %	16%	55%	18%	0	71%	6%	70%	16%	8%	76%

Writing Grade 11

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
Writing-Grade 11	12%	56%	25%	7%	68%	19%	57%	21%	3%	76%
State %	5%	44%	42%	8%	49%	5%	43%	42%	19%	48%

ELA Grade 11

2002-2003						2003-2004				
	Level 1	Level 2	Level 3	Level 4	Overall	Level 1	Level 2	Level 3	Level 4	Overall
ELA-Grade 11	25%	53%	16%	5%	79%	9%	75%	14%	2%	84%
State %	11%	52%	28%	8%	63%	3%	62%	27%	8%	65%
State Target	42%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)					42%= students scoring in levels 1 + 2 (exceeds Michigan standards or meets Michigan standards)				

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

Math Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	80%	80%	79%	<10	<10	62%	<10	86%	72%	<10	<10
Marble	83%	87%	79%	<10	<10	<10	<10	92%	42%	<10	
Pinecrest	96%	95%	96%	<10	<10	82%	<10	100%	82%	<10	<10
Red Cedar	79%	75%	83%		86%	<10	<10	73%	83%	<10	75%
District	84%	83%	84%	<10	88%	69%	86%	90%	73%	67%	74%
State	73%	74%	72%	67%	85%	53%	60%	79%	60%	53%	60%
State Target	47%										

English Language Arts Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	74%	64%	90%	<10	<10	50%	<10	74%	69%	<10	<10
Marble	71%	65%	76%	<10	<10	<10	<10	79%	36%	<10	
Pinecrest	98%	100%	96%		<10	100%	<10	96%	100%	<10	<10
Red Cedar	53%	38%	68%		71%	<10	<10	30%	48%	<10	33%
District	74%	65%	83%	<10	83%	64%	71%	77%	62%	27%	33%
State	64%	58%	69%	59%	73%	45%	50%	70%	49%	37%	45%
State Target	38%										

Reading Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	87%	83%	93%	<10	<10	71%	<10	88%	83%	<10	<10
Marble	87%	87%	87%	<10	<10	<10	<10	94%	55%	<10	
Pinecrest	98%	95%	100%		<10	92%	<10	100%	100%	<10	<10
Red Cedar	70%	64%	77%		83%	<10	<10	40%	69%	<10	44%
District	86%	82%	90%	<10	89%	80%	86%	89%	77%	60%	42%
State	80%	77%	83%	76%	84%	64%	67%	85%	68%	56%	60%

Writing Grade 4

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Donley	51%	40%	69%	<10	<10	29%	<10	60%	45%	<10	<10
Marble	58%	45%	68%	<10	<10	<10	<10	65%	36%	<10	
Pinecrest	93%	95%	92%		<10	100%	<10	87%	92%	<10	<10
Red Cedar	36%	18%	55%		44%	<10	<10	40%	31%	<10	25%
District	59%	46%	71%	<10	58%	48%	48%	66%	46%	33%	26%
State	48%	41%	56%	44%	62%	35%	41%	52%	38%	29%	41%

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

Science Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Glencairn	87%	88%	85%		84%	63%	<10	95%	78%	<10	76%
Whitehills	83%	79%	86%	<10	<10	52%	<10	96%	52%	58%	<10
District	85%	84%	85%	<10	84%	56%	69%	95%	67%	65%	80%
State	78%	79%	77%	77%	84%	53%	65%	86%	63%	61%	56%

Social Studies Grade 5

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Glencairn	47%	49%	45%		29%	37%	<10	59%	24%	<10	19%
Whitehills	39%	33%	43%	<10	<10	14%	<10	53%	15%	17%	<10
District	43%	42%	44%	<10	26%	23%	19%	56%	20%	12%	16%
State	31%	32%	30%	21%	44%	13%	17%	36%	16%	13%	15%

MacDonald English Language Arts Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	80%	72%	88%	<10	73%	55%	80%	88%	57%	64%	30%
State	57%	51%	63%	48%	70%	35%	41%	64%	39%	19%	30%
State Target	31%										

MacDonald Reading Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	83%	76%	90%	<10	74%	64%	80%	90%	64%	64%	38%
State	61%	57%	66%	52%	71%	40%	46%	68%	44%	24%	34%

MacDonald Writing Grade 7

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	68%	59%	78%	<10	63%	51%	55%	75%	52%	36%	25%
State	47%	38%	57%	42%	62%	31%	40%	52%	35%	19%	34%

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

MacDonald Middle School Math Grade 8

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	78%	81%	76%	<10	81%	68%	38%	84%	45%	28%	<10
State	63%	63%	62%	58%	79%	34%	47%	71%	43%	26%	42%
State Target	31%										

MacDonald Middle School Science Grade 8

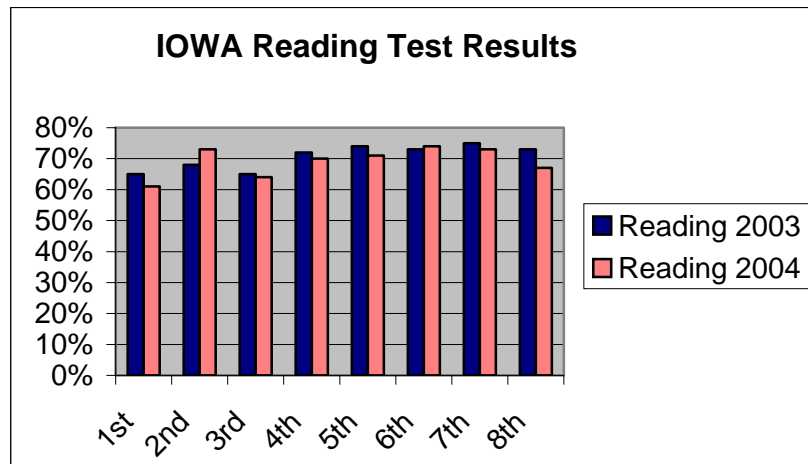
	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	74%	76%	72%	<10	73%	64%	38%	80%	43%	35%	<10
State	66%	66%	65%	60%	75%	35%	47%	75%	45%	33%	32%

MacDonald Middle School Social Studies Grade 8

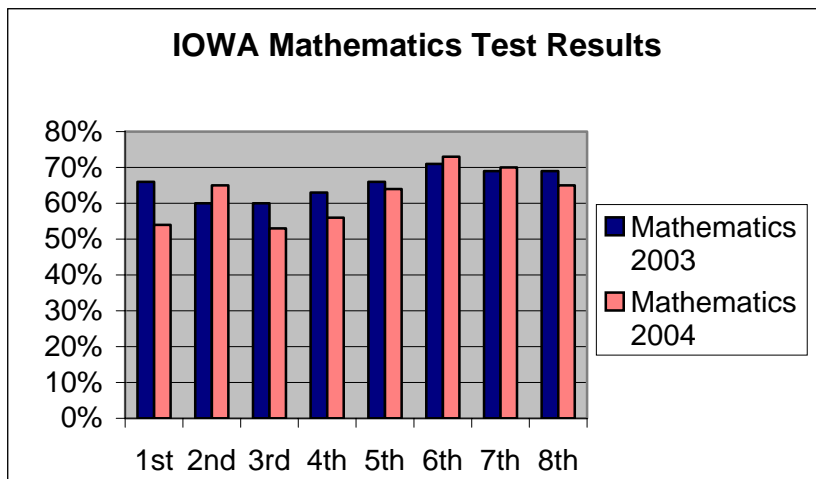
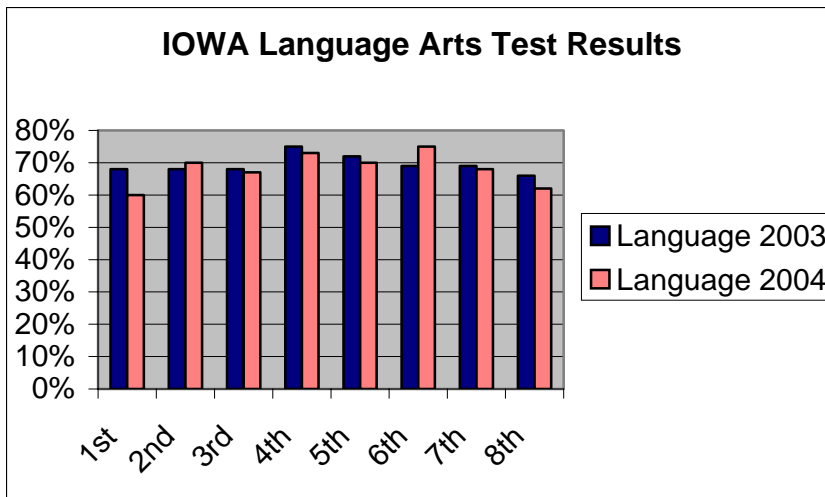
	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
MacDonald	49%	56%	41%	<10	42%	25%	15%	60%	13%	16%	<10
State	29%	31%	26%	19%	44%	9%	15%	34%	13%	7%	9%

High School All Subjects Grade 11

	All Students	Male	Female	American Indian	Asian	Black	Hispanic or Latino	White	Economically Disadvantaged	Special Education	Limited English Proficient
Math	71%	78%	65%		64%	47%	<10	79%		<10	<10
State Math	51%	52%	50%	43%	66%	23%	33%	56%	29%	12%	26%
Science	70%	71%	68%		55%	34%	<10	80%		<10	<10
State Science	51%	54%	48%	44%	58%	21%	31%	56%	29%	16%	18%
Social Studies	43%	45%	40%		32%	17%	<10	52%		<10	<10
State Social Studies	31%	33%	30%	23%	39%	10%	15%	35%	14%	6%	7%
Reading	87%	88%	85%		64%	79%	<10	92%		<10	<10
State Reading	76%	70%	82%	71%	78%	60%	63%	79%	60%	33%	43%
Writing	76%	70%	83%		68%	61%	<10	82%		<10	<10
State Writing	48%	40%	56%	40%	63%	28%	35%	52%	29%	12%	24%
ELA	84%	83%	85%		73%	71%	<10	89%		<10	<10
State ELA	65%	57%	72%	57%	73%	44%	50%	69%	45%	19%	33%



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



Home of the Donley Dolphins! School Improvement Goals

Donley Elementary is a family-oriented, student-centered, K-6 learning environment. With a student population of 336 and dedicated staff of 40, our students receive a great deal of personal attention. Emphasizing a strong curriculum, and experience-based, hands-on learning, we are committed to helping all children learn. Teamwork and cooperation are very important words around our school! Students, faculty, staff, as well as community members, work together on projects to improve our school and instill a high level of pride in our Donley Dolphins! In fact, Donley's school code is P.R.I.D.E. The letters stand for Participation, Respect, Integrity, Dignity and Effort! We work together to help each and every Donley Dolphin experience ongoing success!

Pamela Andrews, Principal

Mission Statement

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

School Improvement Plan

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

Our school improvement goals are currently under development as part of the phase one NCA process. For the 2003-04, the tentative focus areas for School Enhancement projects and goals will be in the areas of literacy and writing .

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

Due to the emphasis placed on following the NCA process for using the data profile to drive decision making for goal setting, our instructional goals have yet to be formally written.

Core Curriculum

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

Parent Participation

As stated earlier in this report, parents are a very important part of the Donley Team. Continuing a multi-year trend, parent/guardian participation in both the 2003-04 fall and spring conferences again hit 99%!

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

- * Reading to students
- * Helping students in the Computer Lab
- * Providing classroom presentations based on personal experience or expertise
- * Organizing the Math-a-thon to raise dollars for St. Jude's children's hospital.
- * Anti bullying efforts

Teacher Qualifications

At Donley we have 73% % of our teachers who hold advanced degrees. For 2003-04 school year, 100% of our Donley teachers are highly qualified.

Accreditation Status

Donley school is accredited by the North Central Association. For the 2003-04 school year our school did meet the State's Adequate yearly Progress standards.

Points of Pride

- * Parent Council and staff worked together to build a strong Literacy Program throughout the building. Parents donated books, read to classes on a regular basis, and raised funds for our reading room (\$4,000 to date)
- * Parent volunteers worked with students and staff to organize a Winter Coat Drive and a very successful food drive for a shelter in our community.
- * Peer tutoring throughout the grade levels.
- * Parent volunteers and teachers make "March is Reading Month" an extremely fun and challenging time of year for our students.
- * Adopt a Grandparent Program is thriving in our kindergartens.
- * Donley Elementary was the first school in East Lansing to adopt the D.A.R.E. Program in cooperation with the Meridian Township Police Department.

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

CREATING A LEGACY OF LEARNING

Welcome to Glencairn. As a student at Glencairn you will experience a unique learning environment designed to help you succeed.

Glencairn is a 5/6 grade elementary school located in East Lansing, Michigan. Established in 1952 as a K-6 school, Glencairn has long had a great reputation as an excellent learning institution. The attendance area, reestablished in 2003, takes in students from the Marble and Red Cedar Elementary attendance areas. Two hundred and sixty ethnically diverse students from around the world attend our school. It is truly a microcosm of diverse learners who bring a wide range of personal experiences to a new learning opportunity.

As we celebrate a new spirit of educational excellence at Glencairn, the future holds great promise for our "small but beautiful meadow in the woods", the real meaning of our Scottish name, Glencairn. And, as our school song proclaims, "We're a Stalwart clan and we're from East Lansing's finest elementary school" (words and music by the Sponberg Family).

Cliff Seybert, Principal

Mission Statement

Working together to provide extraordinary learning opportunities.

School Improvement Plan

The focus of our school improvement work this school year was to begin the first phase of the North Central Accreditation (NCA) Performance Accreditation Process. Phase one called upon all Glencairn staff and school community stakeholders to develop their knowledge and understanding of the NCA Performance Accreditation process. In making this commitment our school partook of training options

sponsored by the district and NCA Association. Through these combined professional and school community trainings, an understanding of the Performance Accreditation Framework was established. The essence of Performance Accreditation; MEAP, Standardized Tests, No Child Left Behind (NCLB), District Initiatives, Title One, Site Based Teams, and Education YES! exemplify a result driven process. Our school team worked to learn more about incorporating data sources as a means to making decisions about our instructional programs and goals. Our work with NCA also required us to work through several procedural and process steps (Membership Application, Personnel Reports, a Prospective NCA New/Candidate School Visitation, Formation of Building and District Steering Committees, Professional Development, and Official Membership), which culminated in certification by NCA.

As a new fifth and sixth grade school, we also spent considerable time establishing support for the school improvement process embedded in NCA. This process seeks to develop learning organizations that are continually discovering new ways to achieve better results and share learnings with one another so that all people in the community work toward goals and learn together (Senge, *The Fifth Discipline*). In doing so, our school focused attention on the need for continuous improvement, the purpose of our school improvement team, how our school improvement team would function as part of the NCA process, who the stakeholders were, and a recommitment to the process. In the coming school year we will complete a school profile by looking at five categories of data: existing data on students and instruction, unique local insights, information from former students, and community data. We will also develop our mission, beliefs and values and goals based on the collection and use of data, which support our goals. We will conduct an environmental scan to ascertain data about what skills our students need for the future and link these with our mission/vision guiding beliefs/goals and objectives. NCA is a comprehensive

systematic school improvement process, which provides an important road map for all of us to follow as we begin a five-year cycle of continuous school improvement and continued accreditation.

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

School Improvement Goals

Our school improvement goals are currently under development as part of the phase one NCA process. For the 2003-04 our staff focused on the following goals:

- * **Reading:** Improve students' reading comprehension across content areas
- * **Math:** Increase student computation and problem solving abilities
- * **Writing:** Improve student achievement in written expression

Core Curriculum

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

experiences in all areas of language arts (reading, writing, speaking, listening, spelling). Our curriculum and instructional programs also include math, science, social studies, health education, physical education, vocal and instrumental music, art, computer/technology instruction, and enrichment activities. As a result of the school district's long-range school improvement planning process, East Lansing has adopted exit outcomes, which are consistent with those identified by the state.

Parent Participation

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

Glencairn School benefits from a large group of very supportive parents and community volunteers. Parents oversee the parent council (GSA), organize parent council sponsored events, perform fund raisers, assist with enrichment programs and classroom projects/field trips, provide funding for school enhancements and service learning projects and in general support our students in their educational endeavors.

MSU students and other community members also volunteer in our building on a regular basis. We are part of MSU's Teacher Intern Program and welcomed five interns for the 2003-04 school year as practicing teachers. Other community members often act as guest lecturers and instructors. The MSU School of Osteopathic Medicine sponsored our youth Friends Mentor Program and the Big Brothers Big Sisters of Greater Lansing sponsored a lunch buddy mentor program as well. Both programs are designed to provide youth with positive adult role models and to continue to build assets in youth that will enable them to succeed in school and in life.

Teacher Qualifications

At Glencairn we have 78% of our teachers who hold advanced degrees. For 2003-04 school year, 100% of our Glencairn teachers were highly qualified. We do have 5% of our teachers with temporary/emergency permits.

Accreditation Status

Under the new accreditation guidelines, which have been issued by the Michigan Department of Education, Glencairn Elementary School would be a school accredited with recognition.

We are engaged in the NCA (North Central Accreditation) process and have begun our first five-year cycle as a member of the North Central Association. Glencairn has met initial criteria to be accredited by NCA and now seeks endorsement through satisfactory completion of the five-year cycle of school improvement.

Points of Pride

- * Fifth graders participated in and completed their certification as DARE graduates. The Drug Abuse Resistance Education (DARE) program presented by the East Lansing Police Department and East Lansing Public Schools involves all fifth graders and their families in learning about behaviors and knowledge to combat drug use.
- * Students, staff, parents and community members established a strong violence prevention program within the school, during the 2003-04 school year. Anti bullying skills and strategies, a progressive disciplinary plan, and high expectations all focus on supporting a learning culture that is safe and orderly for all students. Glencairn parents, students and staff participated in parent/staff/student workshops on school violence prevention during the school year.
- * Two successful mentor programs were established during the 2003-2004 school year. The Osteo Bigs/Youth Friends mentor program served twenty-two students during and after the school day. The Big Brothers Big Sisters mentor program served six students as part of our school support program to provide additional adult role model for students. The primary focus of both mentor programs was to develop positive relationships with youth and to build assets in youth that will enable them to live healthy and productive lives.
- * Glencairn students, staff and parents teamed together to develop a student service-learning project that raised over \$4000 benefiting their school and Ronald MacDonald House in Lansing, Michigan. The Walk the Walk Walkathon, sponsored by our parent organization (GSA), had our school family walking on behalf of their school.
- * Glencairn students partook of several rewarding arts experiences at the Wharton Center as part of our annual Artist in Residence program.
- * Glencairn met all applicable requirements of *Education YES!*, the No Child Left Behind act, and adequate yearly progress (AYP).
- * Glencairn staff created a study group focusing on the improvement of student writing skills. Teachers leaders Kellie Terry, Michelle Scott and Sandy Gebber led the staff through the investigation and application of strategies presented in Six Plus One Traits of Writing.
- * Fifth graders enjoyed a trip to Greenfield Village as part of their Democracy on the Green educational experience.
- * Glencairn students participated in our school's Mileage Club in preparation for future walking/running events and to improve physical fitness.

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

BE SAFE, BE COURTEOUS, AND BE LEARNING

This year Marble Elementary School became an educational environment for children in kindergarten through fourth grades. The reconfiguration change broadened the Marble attendance area to include students from the Glencairn neighborhood. This year Marble provided a comprehensive educational program to 350 students. Through the combined efforts of one building principal, fifteen classroom teachers, teachers of art, music and physical education, a part-time Title One teacher, two full time special education teachers, a part time social worker/child guidance consultant, one secretary, a part time media paraprofessional, and several other paraprofessionals, a quality educational program that supported the academic and social/emotional development of our learners was provided.

The students with specialized services and teachers were assisted in their educational efforts by a district psychologist, speech and language teacher, and teacher consultant. Ancillary services provided through the Intermediate School District to consult with teachers and provide direct services included an occupational therapist, an AI (autistically impaired) consultant, and an adaptive physical education teacher.

Lunch monitors/playground supervisors, food service personnel, building custodians, before and after school care personnel provided by the city of East Lansing and crossing guards each played an important role in the team effort at Marble to support children throughout the school year.

Our focus is to provide a quality education to all children while considering social/emotional and academic development. We maintain that children benefit most by working in an environment where strong relationships based on trust and mutual respect are nurtured between teachers, students and parents. We continue to incorporate the *Marble Code-Be-Safe, Be Courteous, Be a Learner*-into the school day as a guide when working together in the classroom, on the playground and throughout the community.

As we begin defining Marble as a K-4 school, we draw on the knowledge, creativity and experiences of the students, staff and parents who create our community. The strong, supportive academic climate between students and staff, as well as consistency between classrooms, has been maintained during a year of change due to staff professionalism, open communication and the benefits for children. Students developed an understanding of their role and responsibility in creating a safe and courteous environment that fosters learning. These valuable skills serve students well in their learning community and into their adult lives.

Marble has supportive families and community members that contribute to the success our students and the school. The Marble staff is appreciative of the many ways our parents and community have demonstrated an interest and provided time and resources to enhance our educational program.

Joanne Preston, Principal

Mission Statement

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

As part of the NCA process, Marble is currently reviewing and rewriting the Mission Statement.

School Improvement Plan

Marble's commitment to excellence is manifested in the school improvement process. The East Lansing School District has made a commitment to the North Central Outcomes Accreditation process as a framework for school improvement.

The 2003-04 school year marked the beginning of Marble's cycle as an NCA school.

Two Marble teachers served as NCA chairpersons for the building. The principal and the chairs were involved in extensive NCA training, Data Analysis training, and facilitative leadership training throughout the year. The entire staff participated in inservices and workshops planned and facilitated by the building chairpersons. Our staff has made a commitment to the process as the involvement of all stakeholders is essential for success in this educational effort. We currently have identified content study groups that will analyze data and report findings to the larger group.

Our primary focus this year for professional development has been in the area of language arts. Our revised curriculum provided learning experiences in all areas of language arts (reading, writing, speaking, and listening). Teachers attended district meetings for instruction on the new units and benchmarks. Grade level writing prompts were administered twice during the year and used along with MEAP data to provide evidence of need. The staff has been involved in building and district level training in Writer's Workshop, 6 + 1 Traits in Writing and instructional best practice. All staff has been trained in Sitton Spelling program that was implemented this year. Next year the staff will look at building level data, complete our data profile and define specific target areas for improvement.

School Improvement Goals

Our school improvement goals are currently under development as part of the phase one NCA process. For the 2003-04 school year, our staff focused time to improve student performance by working on three particular areas. Special emphasis was placed on the instructional practice in the area of written language. Students wrote more in the classrooms and writing samples were analyzed and used to inform instruction. The staff also focused attention on using best practice to present

literacy concepts using the genre units for language art. Students participated in literacy groups, book clubs, guided reading groups, and were typically more actively engaged in the instructional process for reading. Teachers also focused attention on assessments this year and how best to use them to inform instruction. Due to emphasis placed on following the NCA process for using the data profile to drive decision making for goal setting, our instructional goals have yet to be formally written.

Core Curriculum

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

Parent Participation

During the 2003-2004 school year, we had a high percentage of parents participate in the ice cream social and open house nights. Our Fall and Spring parent/teacher conferences had a 98% participation average.

A "Welcome Wagon" parent committee provided a personal contact time to welcome new families prior to the start of the 2003-04 school year. Many families participated in a new family orientation night held in August. The Marble Parent Council supported students in the academic areas through volunteerism, by: sponsoring and chap-eroning field trips and other events,

participating in Author's Teas and Celebrations of Learning, reading to children at home and at school, attending conferences and evening events, volunteering for Science/Math afternoon. Marble offered a lunchtime Spanish class to over 80 students that was coordinated and presented due to parent volunteerism. Parents worked as extra guides to children during morning and afternoon recesses. Our parents/guardians have provided supports to staff and students in many ways both at the building and at home.

Teacher Qualifications

At Marble we have 74% of our teachers who hold advanced degrees. For 2003-04 school year, 100% of our Marble teachers were highly qualified.

Accreditation Status

Marble has received Accreditation Status through North Central Accreditation. For 2003-04 Marble did meet Adequate Yearly Progress (AYP).

Points of Pride

- * Teachers throughout the district and Glencairn and Marble families combined their efforts to create a positive learning environment for children in kindergarten through fourth grades as we embarked on our first year as a reconfigured school
- * All students participated in the fourth Math/Science afternoon
- * Fourth grade students assumed leadership roles as Safeties
- * A "Buddy Program" to foster cross grade level relationships existed between the fourth and kindergarten students in addition to several other classrooms
- * All students performed at an evening music program for their families
- * All teachers were trained in Writer's Workshop and began using the framework for instruction

- * Marble and MacDonald Middle School students formed Reading/writing buddy partnerships
- * Marble Parent Council provided financial support for all school enrichment opportunities provided through field trips
- * Marble Parent Council sponsored and planned March is Reading Month activities with the Title 1 Teacher
- * Students participated in the second annual All School Garden Day
- * Parents provided an evening Carnival for our students and the community
- * Teachers began their participation in the NCA process

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

The School With HEART

Pinecrest is a diverse school serving 350 students in kindergarten through fourth grade. Located in the northern tier of East Lansing, Pinecrest has a proud tradition as a neighborhood school, which is the center of community activities. Our academic program stresses both fundamental skills and a challenging curriculum. Expectations for student behavior and academic performance are high. Parental involvement is welcomed and valued. Pinecrest parents are partners in the school's operation by supporting and enhancing our curricular and extra-curricular programs.

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

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

Bill Gale, Principal

Mission Statement

The staff at Pinecrest Elementary School believes that every child can learn. Our primary goal is to educate all students in a manner that will ensure progress toward mastery of

basic academic, affective, physical, and fine arts skills.

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

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

School Improvement Plan

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

- * The North Central Association Steering Committee oversees the District and building school improvement efforts and set timelines for the implementation of the NCA correlates. Two teachers and the building principal serve on this committee.
- * At the building level, The Building School Improvement Team is made up of the NCA Steering Committee members, teachers of science, mathematics, language arts, social studies, and special education. This team along with the Title 1 reading teacher, principal and support staff, interpret test data, examine curricular trends and recommend school improvement goals recommendations to the School Improvement Team. After reviewing the recommendations from the Instructional Team, they present recommendations to the staff for review, reaction, and action. A majority of staff must approve any recommendations prior to implementation.
- * Parent Input. Parents are invited to provide input into the school

improvement process by way of surveys, serving on goal writing teams, and participating on School Improvement Subcommittees.

The North Central Association School Improvement process has a five-year window. The Pinecrest goals and objectives will be reviewed and rewritten during the 2004-05 school year. The tentative focus areas for School Enhancement projects and goals will be literacy, science, mathematics, and technology.

School Improvement Goals

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

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

COMPREHENSION: Students will improve listening skills including, but not limited to: gathering and interpreting data, comparing and contrasting, and writing persuasive pieces. Students will be taught the Six Plus One Traits of Writing.

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

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

Core Curriculum

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understanding that are necessary for their continual growth and success as students within the school setting and as adults in society. All students have access to the core curriculum. Those students who need help with the curriculum are identified through the

CST process. Those who qualify have access to reading support, special education and 504 plans. The core curriculum at Pinecrest Elementary School provides learning experiences in all areas of language arts (reading, writing, speaking, listening, spelling), health, music, art, computer instruction and enrichment activities. As a result of the school district's long range school improvement planning process, East Lansing has adopted exit outcomes, which are consistent with those identified by the Department of Education. The curriculum at Pinecrest is aligned to the Michigan Curriculum Frameworks. Our teachers have access to the Curriculum Frameworks and they are reflected in our instructional program.

Parent Participation

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

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

Teacher Qualifications

At Pinecrest we have 76% of our teachers who hold advanced degrees. For 2003-04 school year, 96% of our Pinecrest teachers were highly qualified. We do have 8% of our teachers with temporary/emergency permits.

Accreditation Status

Pinecrest School received an "A" Grade from the Michigan Department of Education as well as meeting the accreditation standards and criteria from the North Central Accreditation Commission on Accreditation and School Improvement as of 2003-2004 school year.

Professional Development

Professional growth is a priority at Pinecrest. Our current emphasis is to support our building enhancement goals in literacy, science, mathematics, and technology. Our District Technology Team is examining ways to enhance the instructional program in our computer lab classroom, and they are creating professional development activities for staff. The Pinecrest Staff completed a three-year training to enhance writing skills across the curriculum. The Writers Workshop and Six Traits Plus One training enhanced our teacher's skills in coaching students as writers and authors. This training supports the literacy and science school enhancement initiatives.

Points of Prides

- * Pinecrest has a talented and experienced staff that is dedicated and committed to teaching and learning
- * Pinecrest provides an Early Childhood Education Program for 2 1/2 year olds to 7 year olds who need Special Education Services.
- * Pinecrest School celebrates a 40% rate of student diversity.
- * The Pinecrest H.E.A.R.T. Program is in its tenth year!
- * Catholic Social Services provides us with Grandparents to work in our classrooms to support the teachers and the children.
- * Pinecrest Parent Council and our volunteer program donate numerous resources, time, and talent to our school. The financial contribution to the school exceeds \$13,000 annually.

- * Pinecrest School has hosted Ellen's Race for the past 10 years. Each year more than 1,200 participants and guests participate in a 6K Run/Walk. Proceeds from the race provide students with educational resources and activities.
- * Pinecrest students serve as library helpers, camera crew, safety squad, and participate in an array of service groups and activities help students build a positive school community relationship.
- * The Pinecrest School FRIENDSHIP Enrichment Program served more than 120 students in after school enrichment classes.
- * The Capital Area Literacy Coalition provided a before school reading tutoring program entitled SUCCEED. In addition students had access to our After School Study Stop tutoring program two times a week.
- * Michigan State University places Elementary Interns at Pinecrest each year. During the 2003-04 school year five interns were placed as a part of their Teacher Preparation Training Program.
- * East Lansing Schools and the East Lansing Police Department collaborate to provide Drug Resistance Education (D.A.R.E.) to our students.
- * Pinecrest has partnered with the Lake Lansing Meijer's Store and Hungry Howey's for support of school activities and programs.
- * Pinecrest parents and community members donated more than 640 volunteer hours during the 2003-04 school year.
- * Pinecrest students read more than three thousand hours during Reading Month.
- * Pinecrest School is a *Bully and Teasing Free Zone*.

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

LEARNING AND GROWING IN A DIVERSE COMMUNITY

Red Cedar Elementary School, the oldest operating school in the district, serves over 260 students in grades Kindergarten-fourth from 43 countries. We are proud of our global reputation of providing a strong academic focus in a warm, safe, caring climate, and we celebrate our diversity daily.

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

Mindy Emerson, Principal

Mission Statement

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

School Improvement Plan

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

School Improvement Goals

Our goals for the 2003-04 school year included a continued focus on English language arts-reading and

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

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

Evidence for meeting the goals in reading and writing:

- * Teachers attended district grade-level meetings to guide their instruction of reading, writing and spelling, as well as professional development opportunities outside the district.
- * A year long teacher-led faculty book study of the book: Creating Young Writers, utilizing the "Six Plus One Traits of Writing" model, addressed improved writing strategies at all grades.
- * We fully utilize the district's English language arts curriculum. In reading, writing and spelling, students engaged in discovery-based activities with the support and guidance of their teachers, and were provided with time to reflect on their learning through discussions and extensive writing opportunities.
- * There is an overall increased emphasis on literacy, with classroom time spent on reading, writing, oral discussion and listening activities for all students. MEAP and Iowa test data identified students needed more exposure to informational

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

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

Evidence for meeting the goals in mathematics:

- * Classroom materials were purchased to provide more computation practice and daily problem solving skill development and review.
- * Students showed improved scores in classroom assessments in the computation of basic facts in addition, subtraction, and multiplication.

Core Curriculum

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

Parent Participation

Due to district restructuring, Red Cedar combined with Spartan Village School to become a new K-4 building serving the married housing units of Michigan State University and surrounding neighborhoods. This presented an opportunity to increase our parent involvement and develop a new spirit of community for all. During 2003-04, 100% of Red Cedar families were represented at fall conferences and 98% at spring conferences. At the request of parents or staff, student progress meetings are held throughout the year. Parent and community volunteers are an important and appreciated part of our community. Volunteers provide invaluable support assisting in classrooms as mentors and daily support, attending field trips, coordinating classroom events, maintaining our fish tank, indoor and outdoor gardens, as

well as special events, presentations, and projects. The Red Cedar School Association sponsored our international dinner/dance and raffle, and our community playground build. Through fund raising efforts, they continue to finance the purchase of our international flags, reading room collections, and books for our library, outdoor gardens and sound field enhancement classroom systems.

Teacher Qualifications

At Red Cedar we have 74% of our teachers who hold advanced degrees. For 2003-04 school year, 100% of our Red Cedar teachers were highly qualified. We do have 8% of our teachers with emergency permits.

Accreditation Status

Red Cedar's accreditation status for 2003-04, was determined to be "No grade given" according to the requirements by the State of Michigan. Red Cedar did receive a score of 100% on the State Indicator's Performance, and attained Adequate Yearly Progress (AYP) in the 2003-04 school year. We are presently working towards North Central Accreditation as part of the district adopted initiative.

Points of Pride

- * Recognized as one of the most culturally diverse school in the state, Red Cedar boasts an international student population representing 43 countries and 54 languages and dialects.
- * Red Cedar maintains itself as a safe, secure environment, providing a bully-free and teasing-free school.
- * Internationally renowned Michigan children's author, Patricia Polacco, joined Red Cedar students and staff for a day emphasizing the importance and use of writing.
- * Our Festival of Cultures, an annual spring event, celebrates our diversity through costume, music and dance, performed for the community by our entire student body.

- * After fundraising \$10,000, Red Cedar families and community members erected a new school playground for use by our students in partnership with www.Kaboom.org.
- * Mr. Robert Ulrich, Red Cedar 4th grade teacher received one of 5 statewide Odyssey awards as "Michigan elementary Social Studies Teacher of The Year".
- * In January, 2004, Red Cedar began electronic home school communication to provide parents with important updates and our school newsletter, via the Internet.
- * Funded by an Eisenhower grant, Red Cedar was one of three Lansing area schools to participate in the Hispanic and African American Artists in Residence program, bringing the opportunity to experience drama, music forms, video, painting, and poetry writing by noted artists in these fields to all grade levels.
- * Red Cedar 2003-04 community service projects included the community playground building, the first annual East Lansing Trash Bash parade and environmental clean up day, and a student created and implemented international project relief to the Bam, Iran earthquake victims in January, 2004.
- * As part of a worldwide activity sponsored by Athens Environmental of California, a tree was planted in front of Red Cedar to symbolize the global spirit of community in the 2004 Olympics in Athens, Greece. Red Cedar was Michigan's only tree planting site. A local nursery donated the tree.
- * In addition to the professional development hours provided by the school district, Red Cedar staff members logged over 1000 hours of professional development in activities in all core areas, technology, and best practice research on teaching during the course of the 2003-04 academic school year.

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

HONOR , RESPECT, EXCELLENCE FOR ALL STUDENTS

Whitehills Elementary is a safe, healthy, and positive learning environment in which to work and learn. The pride we have in our school is evident from the moment you enter our bright, inviting building, see the smiles on many faces, and hear the laughter and conversations of people involved in learning and sharing. Our school community is comprised of a dedicated group of parents, teachers and staff working together with shared goals to help every student reach their potential. We are committed to excellence in academic and social development and to becoming important contributors to our community.

Whitehills Elementary and Glencairn Elementary work in concert to provide a quality education for all fifth and sixth grade students in the East Lansing Public Schools. The prescribed curriculum and course offerings are the same for both schools. Whitehills and Glencairn both utilize team teaching as a structure to facilitate the transition of students from the predominant self-contained classroom early elementary to the six period school day of the middle school. Both schools spent a day at the Breakthrough program at Camp Highfields for team-building and developing relationships for our new student population. Both schools pursued development of an educational program for violence and bullying behavior prevention and intervention. Both schools implemented mentoring programs in cooperation with Michigan State University students and the Big Brother/Big Sisters organization. Instructional staff from both schools have worked together by instructional content area and/or grade level reviewing and revising curriculum. Whitehills and

Glencairn will continue to coordinate the refinement of the vision of education for fifth and sixth grade students in East Lansing.

By using an updated curriculum, well-researched teaching techniques, and current technology, we create a learning environment where all children can meet or exceed the high standards that are a tradition and hallmark of the East Lansing Public Schools. We emphasize a structured atmosphere with high expectations and minimal distraction, provided within a caring, secure environment. Please feel free to stop in or call for a tour of our school. See for yourself why we believe that Whitehills is a truly wonderful place to learn and grow.

Dave Batten, Principal

Mission Statement

Whitehills School, in partnership with families and community, is dedicated to providing a quality education within a safe and caring environment where all are respected and challenged to achieve.

School Improvement Plan

As a newly configured school for fifth and sixth grade students, it was necessary for Whitehills to begin the school improvement process anew. The focus of our school improvement work this school year was to begin the first phase of the North Central Accreditation (NCA) Performance Accreditation Process. Phase one called upon Whitehills staff and school community stakeholders to develop their knowledge and understanding of the NCA Performance Accreditation Process. In making this commitment our school participated in training programs sponsored by the district and the NCA Association. Our school team worked to learn more about incorporating data sources as a means to making decisions about our instructional programs and goals. Our work with NCA also required us to work through several procedural

and process steps including membership application, personnel reports, prospective NCA candidate school visitation, formation of building and district steering committees, and professional development. Successfully meeting the initial criteria of the NCA culminated in the acceptance and certification of Whitehills as an NCA school.

In the coming school year we will complete a school profile by investigating five categories: existing data on students, data on instruction, unique local characteristics: information from former students and community data. We are required to review our mission, beliefs and goals based on the data we compile. We will do some research to ascertain data about what skills our students need for the future. Accreditation through the North Central Association is a comprehensive, systematic school improvement process that will provide the school and the community a clear direction and goals for student achievement.

School Improvement Goals

Until specific goals are identified in the extensive NCA assessment process it was decided to focus attention and goals on the most basic need for academic success, literacy. Whitehills Elementary is making a significant and dedicated effort to improve the reading and writing skills of all students. Although in fifth and sixth grade instructional responsibilities are shared by a team of teachers, it was decided all teachers would teach English/Language Arts. All classroom teachers are responsible for the instruction of students in reading and writing in addition to their other content area subjects. All classroom teachers participated in multiple professional development activities related to grade level reading genre units and use of a common assessment and scoring rubric for student writing. A district-wide writing prompt was administered to all students twice during the school year and teachers applied and analyzed the scoring rubric prior to baseline data gathering during the 04-05 school year.

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

Core Curriculum

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

Parent Participation

Parents and community members are actively involved at Whitehills. Parent attendance at parent-teacher conferences annually is above 95%. This year attendance was 97%.

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

Teacher Qualifications

At Whitehills we have 53% of our teachers who hold advanced degrees. For 2003-04 school year, 95% of our Whitehills teachers were highly qualified. We do have 2% of our teachers with emergency permits.

Accreditation Status

Whitehills is now engaged in the North Central Performance Accreditation process. Whitehills met initial criteria to be accredited by NCA and now seeks endorsement through satisfactory completion of the five-year cycle of school improvement.

Points of Prides

- * Two successful mentor programs were established. The MSU Osteo Bigs/Youth Friends mentor program and the Big Brother/Big Sisters mentor program provided additional adult role models for students. The primary focus of both mentor programs was to develop positive relationships with youth and build assets in youth that will enable them to live healthy and productive lives.
- * Poet Karrie Waarala presented her work to our students and met with every classroom to develop student knowledge and understanding of contemporary poetry.
- * Whitehills staff voluntarily initiated a morning faculty study group focusing on the development of student writing skills. Teacher leaders Marge Andrews and Elaine Michener-Israel led the staff through monthly investigations and applications of the strategies presented in Six Plus One Traits of Writing.
- * All fifth and sixth grade students had an opportunity to perform for the community in their chosen music ensemble of choir, orchestra, or band.
- * Whitehills met all applicable requirements of Education Yes!, the No Child Left Behind Act, and Adequate Yearly Progress (AYP).
- * East Lansing Public Schools and the East Lansing Police Department continue to cooperatively support the Drug Abuse Resistance Education program. All fifth grade students at Whitehills were able to participate and receive certification as DARE graduates.
- * After participating in workshops on school violence prevention, students, staff, parents and community members established a strong violence prevention program within the school. Anti-bullying skills and strategies, a progressive disciplinary plan, and high expectations all focus on supporting a learning culture that is caring, safe, and orderly.

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

Welcome to MacDonald Middle School, a school with a rich tradition of offering students a strong learning environment in which to grow and mature. Supporting this learning environment is an adult community whose members become participating partners with the school in assisting our students with their educational journey. MacDonald Middle School just completed a 14.8 million dollar renovation project. Areas of major renovation included all classrooms, enlarging science labs, media center, computer labs, orchestra and band practice facilities, cafeteria, and administration and support services offices.

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

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

Jack Bamford, Principal

Mission Statement

Our Mission Statement, "Learning for All . . . All for Learning", is reinforced daily.

School Improvement Plan

This year, MMS joined North Central Association, a commission on accreditation and school improvement. During the 2003-04 school year, work was completed on previous goals and also placing MMS in a position to begin a new school improvement process in the 2004-05 school year. The Student-of-the-Month recognition program was continued and again over 50% of the students at MacDonald were recognized for their various accomplishments. The staff at MMS is continually evaluating its programs and services to meet the needs of the students and community.

School Improvement Goals

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

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

- * Provide science staff with a current copy of the Science Curriculum Guide for grade K-12
- * Identify 7/8 grade scores below 50%
- * Purchase reading materials to support targeted benchmarks
- * Target 1-2 benchmarks and provide in-service support for those areas
- * Provide hands on materials to facilitate the teaching of targeted benchmarks

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

A school study group defined problem areas of critical thinking and recommended teaching strategies for all staff.

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

English/Language Arts: Department members spent time this year aligning the curriculum to the new expectations of the Michigan Curriculum Framework that must be met in the 2004-05 school year.

Last year D.E.A.R. (Drop Everything and Read) component of the school improvement plan was continued.

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

The following steps were taken to improve the scores:

- * Compare 2002 district outcomes in grades 7-8 to the current Michigan Mathematics Grade Level Benchmarks
- * Align district outcomes and grades 7-8 curriculum to meet the Michigan Mathematics Grade Level Benchmarks
- * Building Math Department meetings will focus on curriculum development in the areas of Number Sense and Probability and Discrete Mathematics.

The department also spent a considerable amount of time studying the new Grade Level Expectations that were adopted by the State of Michigan in March of 2004.

Core Curriculum

MacDonald Middle School classes are heterogeneous except for Mathematics. In Mathematics, students are placed in classes according to a criterion of Iowa and MEAP test scores; grades earned the previous year in mathematics and teacher recommendation. If a parent requests a different placement, students may take the previous year's math final exam. Placement is then based on the test score earned. Mathematics and Science are presently aligned with the

Michigan Curriculum Framework. English Language Arts and Social Science alignment was completed during the 2003-04 school year. The Michigan Curriculum Framework is implemented in the district by the following components: **Social Studies:** The K-8 social studies chairs met throughout the year in 2003 to align the social studies curriculum to the Michigan Curriculum Framework and the Grade Level Expectations in Social Studies. Teachers were given the revised curriculum and received professional development training. Continued refinement of the curriculum is still occurring. Students who require assistance receive it through parapro, special education or ESL help.

All students may get extra help during non-class time. When necessary, students may use a similar but less rigorous textbook. Social Studies teachers use a variety of strategies to meet student needs. The 2004 winter MEAP test results showed that 49% of eighth grade students met or exceeded Michigan standards. The state social studies grade was 29% of eighth graders meeting state standards.

English Language Arts: The District K-12 English Language Arts Curriculum has been under revision for the past several years, with assistance from a consultant, to align the curriculum to the Michigan Curriculum Framework standards and benchmarks. The middle school curriculum alignment was completed at the end of the 2003-04 school year and will be implemented in 2004-05 school year. The winter 2004 MEAP test results for seventh grade meeting or exceeding Michigan standards are Reading (83%), Writing (68%), and ELA (80%).

Science: The Science Department uses regularly scheduled meetings to reintroduce benchmark concerns and evaluate progress in upgrading MEAP scores. The MEAP test results for the winter of 2004 showed that 74% of the eighth grade students met or exceeded Michigan standards in science.

Math: Regular K-12 meetings are held where MEAP scores are analyzed and district curriculum is reviewed. Summer work includes an item analysis of K-12 MEAP scores. District K-12 outcomes

are aligned yearly with the Michigan Mathematics Benchmarks. K-12 curriculum decisions are introduced and reviewed at the building level. Grades 5-8 math teachers met to discuss benchmarks, curriculum changes, and 5-8 curriculum alignment. Class offerings for grades 7 and 8 in mathematics are consistent in core academic curriculum and instruction. Winter of 2004 MEAP tests results for mathematics showed 78% of eighth grade students met or exceeded Michigan standards in mathematics.

Parent Participation

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

Teacher Qualifications

At MacDonald we have 68% of our teachers who hold advanced degrees. For 2003-04 school year, 97% of our MacDonald teachers were highly qualified. We do have 3% of our teachers who are teaching with emergency permits.

Accreditation Status

MacDonald Middle School received an "A" grade on the Michigan School Report Card and also met Adequate Yearly Progress (AYP) in all areas required by Federal NCLB guidelines. The *Education YES* accreditation report was completed this year as required by the State of Michigan. Evidence was provided to meet all eleven requirement areas except in the area of guidance and feedback for the improvement process.

Points of Prides

- * Majority of students making the academic honor roll
- * MacDonald students formed "Reading/Writing Buddy" partnerships with Marble Elementary students, enhancing writing skills and the promotion of relationships within our educational community
- * 14.8 million dollar renovation of all instructional and performance classrooms
- * State of the art, 600 seat performance auditorium
- * Latest audio and video technology in classrooms and auditorium
- * Students maintaining high rate of proficiency on MEAP tests
- * Achieving AYP for second year in a row
- * Receiving a composite "A" grade on the Michigan School Report Card for the second year in a row
- * Career Day presentations to MMS students by 41 community members
- * Fine Arts performances by choral, band, orchestra and drama students

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

Welcome to East Lansing High School! We are proud of the rich tradition of excellence, which embraces academics, the arts, athletics and activities. The programs and activities at ELHS offer students many opportunities to pursue experiences which will enrich their lives for many years to come. The faculty and staff encourage and appreciate parental and community participation at ELHS as education is truly a partnership.

East Lansing High School is a comprehensive four-year preparatory school serving 1190 students with a graduating class of 270 in May 2004. Nearly 85% of our graduates attend post-secondary colleges and universities with a significant number attending prestigious universities across the state and nation. Our students excel on state and national tests and boast perfect ACT, SAT scores as well as finalists in the National Merit competition.

The academic program includes courses in applied skills, computer and technological education, English, the arts, world languages, mathematics, physicals education, social studies and science. In addition to our outstanding academic offerings students are presented with opportunities to participate in the performing arts, athletics, and club activities which provide a well-rounded high school experience. We are proud of our students, our staff, and their respective accomplishments. Thank you to the parents and our community for your generous involvement and investment in ELHS.

During 2003-04 we continued a three year renovation and building project of ELHS. We moved the library/media center to a modular unit and created eight classrooms in the old library space. During the year we closed off different spaces which necessitated teachers and students moving and setting up new classrooms. Everyone was excellent during this process. In January we opened new classrooms, the new student services area and a new main office. School year 04-05 will bring us new athletic facilities, classrooms, auditorium, student union and science labs as well as the challenge of relocating teachers once again to accommodate the next phase of construction. I appreciate the resiliency and flexibility of faculty, staff and students!

Paula Steele, Principal

Mission Statement

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

School Improvement Plan

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

We also looked at the change in the graduation requirements for the class of 2005 and increased the requirement to 23 credits and 1.8 GPA. Our School Improvement Plan will be focused, structured and yet flexible enough to meet the need of our diverse population.

School Improvement Goals

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

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

Math: Students will successfully complete Algebra I and advance to higher mathematics courses. Program offerings will expand to meet the needs of our students. AP Statistics class is planned

for the 2004-05 school year.

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

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

Core Curriculum

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

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

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

Advanced Placement Courses

The following AP courses were offered in 2002-2003 and 2003-2004 school year: AB Calculus, Physics, Biology, BC Calculus, French, Economics, Government, Psychology, Statistics, Chemistry, German, Computer Science, Spanish, English Literature, English Composition, American History, European History, and Studio Art. In 2002-03, 251 students took the above listed AP courses and exams. Their mean average score was 3.8. Eighty percent achieved scores high enough to earn college credit.

In 2003-04, 166 students took advanced placement exams with a mean average score of 3.8. The 166 students represent 36% 12th graders and 15% 11th grade students. Eighty percent achieved scores high enough to earn college credit.

College Credit for Dual Enrollment

East Lansing High School accepts external credit from colleges and universities with prior administrative approval. Also, the counseling department staff works with individual students to help enroll them at MSU or LCC as high school students should this be an appropriate option for them. For 2002-2003, 24 students (11%) received college credit for dual enrollment. In 2003-04, 11 students (4%) received college credit for dual enrollment.

College Level Equivalent Courses

The following tables show a breakdown by grade level for college level equivalent courses for the 2002-03 and 2003-04 school years. In 2002-03, 283 students were enrolled in college level equivalent courses, with 100% of the students taking the equivalency exams.

2002-03	Juniors	Seniors
Math	8	67
English	0	46
Science	6	62
Social Studies	10	22
Art	0	21
World Language	1	40

In 2003-04, 242 students were enrolled in college level equivalent courses with 90% of the students taking an equivalency exam.

The following table is a breakdown by grade level for the 2003-04 school year.

2003-04	Juniors	Seniors
Math	15	42
English	0	39
Science	9	66
Social Studies	24	37
Art	4	16
World Language	3	29

Parent Participation

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

Parents are actively involved in our open houses, curriculum nights, musical performances, plays, and athletic competitions. Over 400 parent volunteers assisted with the Parentline newsletter, bar-coding library books, test administration, portfolios, scheduling parent-teacher conferences, chaperoning student events and serving on numerous committees.

This year, parents and community volunteers joined students, staff, district administrators and design professionals to shape the future of East Lansing High School. Thousands of hours worth of work resulted in architectural plans to remodel and expand the building, as well as a modifications to the existing site. We deeply appreciate the excellent parental and community involvement at ELHS.

Teacher Qualifications

At the High School we have 58% of our teachers who hold advanced degrees. Currently, we have 1% of our teachers who are teaching with emergency permits. For 2003-04 school year, 92% of our high school teachers were highly qualified.

Accreditation Status

2003-04 represents the third year of a 5 year North Central Association cycle. East Lansing High School has fully met the standards and requirements set by the NCA and received the outcome based accreditation. This accreditation encompasses the theme of continuous self improvement. The following multi-year goals and strategies were maintained throughout the building:

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

Points of Pride

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

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