
Marble Elementary School Annual Education Report 2025-26 (AER)

February 18, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Marble Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Josh Robertson for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/4rWf9mg>, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance, using definitions and labels required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2024-25. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given. Marble Elementary was identified as a school without a label.

A Brief Description of Our School

Marble Elementary provides a comprehensive educational program for students in Kindergarten through Fifth Grade. Our focus is to provide a quality educational opportunity for our students, with an emphasis placed on the principles of best practice in education. This is made possible through the services of a strong instructional team.

Marble Elementary is home to 305 students in grade Kindergarten through Fifth Grade.

- a. 12 classroom teachers, 2 special education teachers, and highly qualified art, music, and physical education teachers.
- b. A full time principal, district media specialist, and building paraprofessional.
- c. Support staff, including a social worker, a speech and language pathologist, a psychologist, a teacher consultant, and an occupational therapist.
- d. Additional supports include a full time administrative assistant, paraprofessionals, custodians, lunch room staff, and volunteers.

There are two sections at each grade level, kindergarten through fifth. All of our teachers are highly qualified. Marble is also proud of our new ASD program. This Special Education program allows students on the Autism Spectrum to access general education classrooms with dedicated

supports and behavior plans. Marble has a full time Interventionist. This teacher meets with students in small groups to provide targeted reading intervention. This year, we dedicated forty-five minutes in each classroom for differentiated instruction and targeted intervention and/or enrichment.

In 2024, Marble School received an overall index score of 90.59, based on our 2024-2025 M-STEP data. Our academic success is a result of the strong community of students, teachers, families, and community members that work hard each and every day. The Marble staff is committed to teaching all students with differentiated instruction, providing interventions as needed, and continuing to build the socioemotional skills of our students. We value and welcome the support from our Marble community, through active family involvement, volunteer opportunities, and our Marble School Community Council.

Parent Teacher Conferences

Marble Elementary students benefit from the support of parents and families. This is represented in our parent teacher conference participation, as follows:

FALL 2024	90%
SPRING 2025	91%
FALL 2025	93%

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

Mission Statement

- Nurturing each child.
- Educating all students.
- Building world citizens.

Vision Statement

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

Status of the 3-5 Year District School Improvement Plan

East Lansing Public Schools has submitted a District Improvement Plan through the Michigan Integrated Continuous Improvement Process (MICIP). This plan is focused on the whole child by developing school environments that are healthy, safe, engaged, supported and challenged. Our plan, in conjunction with our school community improves learning and improves health while coordinating policy, processes and practices that meet the needs of our students, educators and families. The district goals articulated in this plan are specific, measurable, attainable, relevant, time bound,

inclusive and equitable. Each of our schools engage and share in the responsibility to make our goals a reality for all who are a part of our education community.

Core Curriculum Access

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

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

Additional hard copy publications are available from the office of the Assistant Superintendent and at the building level. There are no variances from the state's model.

Description of Implementation

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

Process for Assigning Pupils to the School District

K-5 students are assigned to schools based on where they reside in our district. Each K-5 school has specific boundaries within our district. Parents are allowed the opportunity to complete a permeable boundary request that would allow their child to attend a school within the school district other than their neighborhood school. Requests require the approval of the sending and receiving school Principals as well as the Superintendent and are based on space availability at the school/grade.

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

Core Beliefs

We Believe:

- Students' needs and interests are core to all decisions and actions.
- We must inspire a passion for lifelong learning.

- High expectations in teaching and learning result in personal and academic excellence.
- Diversity is affirmed by integrating the uniqueness of every child in to our learning community.
- In providing equitable access to opportunities and resources for students.
- In engaging the entire community to create trusting, safe, welcoming learning environments.
- In building world citizens.

Our Board of Education and administrative team collaboratively developed district goals and objectives aligned with the district's mission statement for the 2024-25 school year. They are as follows:

Nurturing Each Child

Goal #1: Implement and integrate a comprehensive program of social-emotional/learning (SEL) that integrates specific behavior supports for all students.

Goal #2: Align school safety procedures and training district-wide.

Goal #3: Deepen learning around trauma-informed classrooms to strengthen school climate, relationships, and belonging.

Educating All Students

Goal #1: All educators will engage and connect with all students, using evidence-based practices to create meaningful learning.

Goal #2: Refine systems of support for all learners to be able to access and engage in on-level learning and beyond.

Building World Citizens

Goal #1: Embed the use of the EJATT tool within school frameworks to overall enhance each student's experience in the areas of: belonging, safety, and success.

Goal #2: Elevate and center student voice and lived experiences to drive meaningful changes in school practices and procedures.



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It is clear that the Marble team and school community have worked collectively for our students and have achieved much success in 2024-2025. We are proud of our Muskrats and the hard work they do each day!

Sincerely,

Josh Robertson
Principal, Marble Elementary