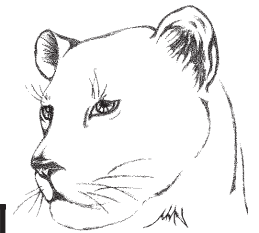


# 2009 Annual Report Cumberland Elementary School

Nanette Kuhlmann, Principal • 2801 Cumberland Road • Lansing, MI 48906 • 755-1280 • Fax 755-1289



## Progress Achieved In Meeting School's Established Goals

Following are the goals established by the Cumberland School Improvement Team and the specific activities which have been undertaken to address them:

- **All students at Cumberland Elementary School will be proficient readers.**

In order to increase student understanding and interpretation of text, teachers and Title I instructional assistants will implement differentiated instruction, with a focus on comprehension of narrative text, to include all students. Teachers will use authentic assessment data to inform instruction on a daily basis. Teachers, Title I assistants, special education consultants and principal will collaborate and share best practices and instructional strategies. Technology will be implemented to support teaching and learning.

The focus of this goal was to enhance reading comprehension in all content areas.

Teacher observations, classwork, and assessment scores help us evaluate how successful we are in meeting our goal.

- **All students at Cumberland Elementary School will be proficient writers.**

In order to increase student writing skills, teachers will implement the Six-Traits writing strategies and Six-Traits writing strategies Plus One, that focus on writing for clear voice and personal style. Also, teachers will continue to collaborate in grade level meetings, sharing best practice

and assessing writing samples. Writing data will be collected through building intranet technology systems that has been implemented to document progress.

- **All students at Cumberland Elementary school will be proficient in mathematics.**

Teachers will research best practice and instruction that focus on number sense, measurement and time relationships. Differentiate instruction for at-risk students, incorporating collaboration regularly among grade level teachers, and sharing of Study Island (Internet real-time) strategies and results, and the use of technology.

In order to increase student understanding of mathematics, teachers provided instruction to help students understand the relationship between mathematical knowledge and applications in everyday life.

Teacher observations, district assessments, and MEAP math test scores will help us to evaluate our success in meeting this goal.

- **All students at Cumberland Elementary will meet the Lansing School District attendance goals in measurable way.**

Teachers and staff will monitor students attendance daily and provide incentives to encourage an increase in student attendance averages.

Student attendance forums, class logs, and building records assist us in evaluating our success in meeting this goal.

## Mission Statement

Our goal as educators is to work with parents and the community to create an atmosphere that will foster the intellectual, social, emotional, and physical development of all children to their greatest potential.

**EdYES! Grade: B  
AYP: Yes**



Equal Opportunity  
District

## Core Curriculum And Accreditation Status

The Lansing School District's instructional offerings reflect the state's recommended core curriculum, which consists of math, reading, writing, science, economics, geography, history, and American government. These subjects are available to all Lansing students along with instruction in art, music, physical education, health, computer technology, and foreign languages.

Lansing's core curriculum has been aligned to match state standards measured on the Michigan Educational Assessment Program (MEAP) exams and Michigan Merit Exam (MME). Locally developed assessments are administered once per semester to all students in grades 2-12 to track their progress in the core curricular areas of English language arts, math, science, and social studies.

Cumberland Elementary School gained full accreditation from the State of Michigan and earned a grade of "B" on the 2009 Michigan School Report Card. The state's Education Yes! accreditation system assigns grades based on MEAP scores, attendance rates, staff development programs, and other factors. Cumberland also achieved Adequate Yearly Progress (AYP) as defined by the federal No Child Left Behind law.

## School Improvement Is An Ongoing Process

The Cumberland School Improvement Team meets periodically to ensure the active participation of staff and parents in the development, implementation, and evaluation of our goals. These goals are aimed at improving student skills in reading, writing, and mathematics.

Last year, the team was comprised of Principal Nnette Kuhlmann and the entire Cumberland staff.

Staff members at Cumberland serve on one of the following committees: science, math, social studies language arts, fine arts, and technology. These committees meet periodically to assess progress being made toward our specific goals, devise strategies to implement those goals, and plan for future needs.

## Cumberland Students Honored By Tim Horton's Camp Des Voyageurs Adventure

Christian Diaz Pas and Christopher Gaffney were chosen as recipients of the Tim Horton Camp Des Voyageurs Adventure. Christian and Christopher are 5th grade students at Cumberland Elementary School. Christian and Christopher were chosen by Cumberland staff for their outstanding leadership, character and manners. The Tim Horton's Foundation sponsors this camp. Along with other students from the Lansing area, Christian and Christopher will travel to Quyon, Quebec, from June 8 – June 17. They will enjoy hiking, swimming, water rafting, rock climbing and other outdoor adventures.



**Cumberland ES Students**  
5th Graders from Ms. Stier's class  
**Earth Day 2009**



**Cumberland ES Students**  
Planting seeds on  
**Earth Day 2009**



**Cumberland ES Students**  
Making bird feeders out of recycled milk cartons  
**Earth Day 2009**

## School Volunteers Perform Valuable Services

Cumberland encourages parents to become involved in their child's education in many ways. In addition to the formal parent-teacher conferences and written progress reports, the staff invites parents to meet with them when they have concerns or questions and to participate as volunteers in various school activities.

An active Parent-Teacher Association (PTA) serves as the official vehicle for parent involvement at Cumberland Elementary School. Members of that organization are an integral part of our day-to-day operations and assist the staff and students by:

- sponsoring a holiday walk-through and a spring carnival;
- conducting fund-raising events such as a book fair;
- funding a variety of field trips and assemblies which enrich the curriculum, motivate learning, and enhance students' understanding of the world and community;

- supporting the Reading Is Fundamental (RIF) program, which provides free books to students three times a year; and
- honoring staff members during National Teacher Appreciation Week.

Parents also participate individually in Cumberland School activities by:

- serving as drivers and chaperones for field trips;
- assisting in classrooms and planning class parties;
- volunteering their time to help with fund-raisers
- serving on the School Improvement Team;
- sponsoring community family resources;
- selling popcorn on Friday's;
- listen and read to students; and
- provide new appliances for our kitchen.

In addition, the Boy Scouts and Girl Scouts of America and Big Brothers and Big Sisters operated programs for Cumberland students. Also, the YMCA offers before and after school latchkey serve for many of our students.

## Many Unique Programs Are Offered At Cumberland

There are many opportunities at Cumberland Elementary School that give students a choice of activities and experiences to aid their learning and enhance their self-concept. Following are examples:

- Qualifying students are selected for the district's Talent Development INSIGHTS program that offers accelerated instruction in language arts and math. These enriched classes are intended to develop leadership, critical thinking, and problem-solving skills.
- Students in grades four and five continued our tradition of active participation in the district wide Calbery Book Awards by creating original poems and stories.
- Cumberland serves a diverse student population that provides instruction for the visually impaired and the autistic impaired.
- Our special education students participated in the Special Olympics for track and field, bowling, swimming, and gymnastics.
- Our kindergarten classrooms shared a graduation ceremony with their families and friends.
- Music teacher, Mr. Munthel led the fourth grade students in a Social Studies performance highlighting Michigan history.
- Fourth and fifth grade students participated in Math-R-Rama, a city-wide mathematics competition. The teams practiced at lunch and after school throughout the school year.
- Mrs. Johnston's classroom studied Dr. Martin Luther King Jr., and the speech "I Have A Dream: and Mrs. Iott's classroom studied the book "Ruby Bridges" during Black History Month.
- Winter Open House and book fair was held in December to show off the musical talents and wonderland of Cumberland.
- Staff members Lisa Stier, Judy Correia, and Carol BrunDelRe coordinated the collection of recyclable materials by all interested students.

*(Continued on page 4)*

## Unique Programs

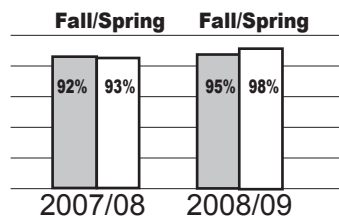
(Continued from page 3)

- Fifth graders had the opportunity to develop their musical talents with band instructor Glen Akers.
- U.S.A. KID'S Hope provide academic and life skills mentoring for many students.
- The second grade classrooms had a Thanksgiving Feast and performance for their families. They also honored Hispanic Heritage Month with a fiesta celebration.
- Students in third through fifth grade attended the "All Children Exercise Simultaneously (ACES) Day" at the Michigan State Capitol Building.
- Staff members hosted a Family Game Night to encourage family involvement.
- Ms. Demaray's first and second grade students enjoyed watching eggs hatch, as well as raising the chicks and delivering them to MSU Farms.
- Mayor Virg Bernero selected Cumberland as a Lansing School District "Green School" contributing to a positive environmental instruction.
- Fifth graders in Mrs. Johnston's and Ms. Stier's classroom traveled to Michigan Adventure for their class trip.
- Study Island for grades second through fifth.
- New pre-school play equipment.

## Basic School Facts

**Facility:** Cumberland Elementary School was constructed on a 5.3-acre site in 1958. Additions were made in 1962, 1967, and 1970. The building contains 31,682 square feet and includes 18 teaching stations, multi-purpose room, and library.

### Parent Participation In Teacher Conferences



Cumberland also houses a before- and after-school latchkey program (School's Out) for elementary children which is operated by the YMCA.

**Enrollment:** Cumberland's student enrollment has increased in the past 16 years, rising from 275 in 1987-88 to 376 in 2007-2008

and leveled out at around 350 in 2008-2009.

The student body is reflective of the many ethnic groups which comprise the Lansing community and last year was approximately 41% Caucasian, 32% African American, 13.8% Asian, 13% Hispanic, and .8% Native American.

In addition to the regular K-5 instructional program, Cumberland provides special education classes for visually impaired and autistic youngsters.



Cumberland staff and students at ACES Day at the Capitol building in Lansing.

# Cumberland Elementary School Annual Report Data

## Table of Contents and General Information

The narrative information presented on the previous pages as well as the data presented on the following pages meet the annual reporting requirements for the Michigan's Public Act 25 (P.A. 25) and No Child Left Behind (NCLB) combined report.

**Adequate Yearly Progress (AYP) Data . . . . . Page 2-3**

The data in this section reflects factors that the Michigan Department of Education (MDE) uses to generate an AYP determination for schools. Assessment data used to determine AYP reflects student performance on the MEAP for students that were educated for a year or longer in our school/district. Information in this section includes:

- State Target Objectives for 2004-2010
- Proficiency Percentages for Schools and District compared to State Target Objectives for 2008-2009
- Proficiency, Attendance, and Not-Tested Percentages by Subgroup

**Accreditation Information . . . . . Page 4-5**

The MDE developed a state accreditation system called "Education YES!" (EdYES!) in order to provide an annual benchmark for performance that could be used to compare schools and districts. The system assigns a letter grade and AYP determination for each school as well as an AYP determination for each district. All public schools and districts receive an online Michigan School Report Card reflecting the results of the EdYES! accreditation process. The letter grade and AYP determination are based on three factors, 1) achievement status (how their students performed on the state assessment this year), 2) achievement growth (how their students performed on the state assessment in previous years), and 3) the school performance indicators (a measure of a school's quality such as curriculum alignment, staff development, family involvement, school facilities, arts and humanities education, tests scores, and extended learning opportunities). Two-thirds of the grade is based on achievement status and one-third is based on the school performance indicators. Information in this section includes:

- 2008-2009 Michigan School Report Card Results
- Schools letter grade, AYP determination, school improvement phase and Title I information

**Teacher Quality Report . . . . . Page 6**

The data on this series of charts shows the professional qualifications of teachers as well as the percentage of teachers that are teaching with an emergency certificate and the percentage of teachers teaching a core academic subject area that are not considered highly qualified. Information is also included about parents' right to know the qualifications of their son/daughter's teachers.

**Parent Involvement . . . . . Page 7- 9**

The district and schools are required to report the percentage of parent attendance at the parent/teacher conferences that are held throughout the year. A table in this section lists schools and their attendance rates. The parent involvement policy is also included for your review.

**Assessment Data . . . . . Page 10-17**

The data on the tables in this section reflects the performance of ALL students who took the Michigan Education Assessment Program (MEAP) or Michigan Merit Exam (MME) test on the designated test day(s). Since there is high student mobility in our school district and typically higher mobility rates result in lower proficiency rates, the proficiency scores listed in the AYP section above are a more accurate reflection of the school's performance. The proficiency tests listed in the AYP tables above reflect the overall performance of students that were enrolled in our school for at least one full year before the test was administered. Information in this section includes:

- MEAP Results by Grade and Subject- Comparison of school, district and state- Pages 10-16
- Developmental Reading Assessment (DRA) Results- Page 17

## Adequate Yearly Progress (AYP) Data

Michigan Department of Education State Objectives for 2004-2007 and 2007-2010

	Elementary		Middle School		High School	
	2004-2007	2007-2010	2004-2007	2007-2010	2004-2007	2007-2010
English Language Arts	48%	59%	43%	54%	52%	61%
Mathematics	56%	65%	43%	54%	44%	55%

### Elementary School Proficiency Levels and Attendance Rates Comparison by Building and District with State Target Performance Objective

Elementary Schools	Mathematics		English Language Arts	
	% Proficient	% Daily Attended	% Proficient	% Daily Attended
Attwood	93.2%	95.2%	90.3%	95.2%
Averill	88.8%	95.1%	85.8%	95.1%
Beekman Center	No Score Posted	No Rate Posted	No Score Posted	No Rate Posted
Bingham	92.7%	93.4%	85.3%	93.4%
Cavanaugh	88.7%	93.7%	80.4%	93.7%
<b>Cumberland</b>	<b>91.7%</b>	<b>94.5%</b>	<b>84.9%</b>	<b>94.5%</b>
Elmhurst	91.9%	97.5%	82.8%	97.5%
Fairview	97.0%	94.8%	93.2%	94.8%
Forest View	86.2%	93.5%	80.9%	93.5%
Gier Park	91.7%	94.4%	86.0%	94.4%
Grand River	80.7%	92.5%	73.4%	92.5%
Kendon	90.5%	95.3%	87.9%	95.3%
Lewton	96.1%	95.7%	89.5%	95.7%
Lyons	93.2%	94.2%	93.2%	94.2%
Moores Park	100%	92.4%	94.0%	92.4%
Mt. Hope	94.3%	93.8%	89.9%	93.8%
North	89.8%	92.9%	87.1%	92.9%
Pleasant View	94.8%	95.7%	92.7%	95.7%
Post Oak	94.3%	94.6%	86.3%	94.6%
Reo	87.8%	93.9%	79.1%	93.9%
Riddle	75.2%	94.2%	59.7%	94.2%
Sheridan Road	91.7%	93.7%	89.8%	93.7%
Wainwright	81.3%	97.6%	77.5%	97.6%
Wexford	89.3%	95.5%	88.6%	95.5%
Willow	83.8%	95.7%	76.5%	95.7%
Woodcreek	93.2%	98.1%	88.8%	98.1%
<b>District -Elementary</b>	<b>91.1%</b>	<b>94.5%</b>	<b>86.4%</b>	<b>94.5%</b>
<b>State Target*</b>	<b>65.0%</b>	<b>90.0%</b>	<b>59.0%</b>	<b>90.0%</b>

**Building, District and State Comparison of the  
Percentage of Students Tested and Proficient for English Language Arts and Mathematics  
and Average Daily Attendance for**

**Cumberland Grades 3-6**

Student Group	English Language Arts						Mathematics						Additional Academic Indicators		
	Percent Tested			Percent Proficient & Advanced			Percent Tested			Percent Proficient & Advanced			Attendance Rate		
	School	District	State*	School	District	State*	School	District	State*	School	District	State*	School	District	State*
All Students	100%	99.6%	95%	84.9%	86.4%	59%	100%	99.9%	95%	91.7%	91.1%	65%	94.5%	94.9%	90%
African American	100%	99.0%	95%	89.3%	84.2%	59%	100%	100.0%	95%	95.3%	89.2%	65%	94.5%	94.8%	90%
American Indian/ Native Alaskan	--	--	95%	--	--	59%	--	--	95%	--	--	65%	--	--	90%
Asian/Pacific Islander	--	--	95%	--	--	59%	--	97.0%	95%	--	--	65%	--	--	90%
Hispanic	--	101.0%	95%	--	89.7%	59%	--	100.0%	95%	--	93.5%	65%	--	94.3%	90%
White	100%	100.0%	95%	79%	87.1%	59%	100%	101.0%	95%	85.5%	101.0%	65%	94.5%	94.9%	90%
Students with Disabilities	--	103.0%	95%	47.1%	52.0%	59%	100%	104.0%	95%	64.7%	69.6%	65%	--	93.3%	90%
Limited English Proficient	--	--	95%	--	--	59%	--	--	95%	--	--	65%	--	--	90%
Economically Disadvantaged	100%	99.0%	95%	83.6%	83.7%	59%	100%	100.0%	95%	93.5%	90.0%	65%	93.9%	94.2%	90%

A dash (-) indicates that there are too few students in this category for this rating to be applicable.

\* State target percentages for 2008-2009 are provided in this column since the Michigan Department of Education has not released the state's data by school level. For the Percent Proficient, Michigan extends the grade range targets with separate targets for each grade and to base a school's target on a weighted average of the statewide targets for the grades tested at the school. The method also permits a single AYP determination for the school, through a comparison between a student achievement and the school's target.

## Lansing School District Accreditation Status 2008 – 2009 Michigan School Report Card Results

2008 - 2009 District AYP Status – Yes			
Grade Level	AYP Status ELA	AYP Status Math	AYP Status
Elementary (3-5)	No	Yes	Did Not Meet AYP
Middle School (6-8)	Yes	Yes	Made AYP
High School (11)	No	No	Did Not Meet AYP

In 2002, the State Board of Education approved *Education YES! A Yardstick for Excellent Schools*. Michigan’s school accreditation system is based on standards that measure school performance and student achievement. Education YES! is based on high, rigorous academic standards and uses multiple measures as part of a system that will provide information to focus instruction. One-third of the report includes the results of the building’s self-assessment. Two-thirds of the report focuses on the MEAP/MME and student achievement growth overtime. The Lansing School District reports the following Composite grades and AYP status for each of our 34 buildings all of which are accredited.

School	Grades Tested	Education Yes! Grade 2008 - 2009	School Phase 2008 - 2009	School AYP Status 2008 - 2009
Attwood	3 – 5	B	0	Met AYP
Beekman Center	3 – 11	No Grade	0	Met AYP
Bingham	3 – 5	B	0	Met AYP
C.W. Otto MS	6 – 8	C	0	Met AYP
Cavanaugh	3 – 5	B	0	Met AYP
<b>Cumberland</b>	<b>3 – 5</b>	<b>B</b>	<b>0</b>	<b>Met AYP</b>
Dwight Rich MS	6 – 8	C	0	Met AYP
Eastern HS	9, 11	D-Alert	6	Did Not Make AYP
Education Options HS	11	No Grade	3	Did Not Make AYP
Elmhurst	3 – 5	B	0	Met AYP
Everett HS	9, 11	D-Alert	5	Met AYP
Fairview	3 – 5	A	0	Met AYP
Forest View	3 – 5	B	0	Met AYP
Forrest G. Averill	3 – 5	B	0	Met AYP
Gardner MS	6 – 8	C	0	Met AYP
Gier Park	3 – 5	C	0	Met AYP
Grand River	3 – 5	C	0	Met AYP
J.W. Sexton HS	9, 11	D-Alert	5	Met AYP
Kendon	3 – 5	A	0	Met AYP
Lewton	3 – 5	B	0	Met AYP
Lyons	3 – 5	A	0	Met AYP
Moores Park	3	B	0	Met AYP
Mt. Hope	3 – 5	A	0	Met AYP
North	3 – 5	B	0	Met AYP
Pattengill MS	6 – 8	C	0	Met AYP
Pleasant View	3 – 8	B	0	Met AYP
Post Oak	3 – 5	B	0	Met AYP
Reo	3 – 5	B	0	Met AYP
Riddle	3 – 5	C	0	Did Not Make AYP
Sheridan Road	3 – 5	B	0	Met AYP
Wainwright	3 – 6	B	0	Met AYP
Wexford	3 – 6	B	0	Met AYP
Willow	3 – 5	B	0	Met AYP
Woodcreek	3 – 5	B	0	Met AYP

Number of Title I Schools: 25 (100% are elementary schools) - Percent of Title I School in Phase 0: 100%.

## **AYP SCHOOL IMPROVEMENT PHASES**

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

The improvement phases are:

0 - The school is not identified for improvement.

1 - Identified for Improvement - develop a new school improvement plan and offer choice/transportation.

2 - Identified for Improvement (SES) - develop a new school improvement plan and offer choice/transportation and offer Supplemental Educational Services.

3 - Corrective Action - school must continue choice, transportation, and supplemental services and implement corrective action.

4 and above - Restructuring - school must continue choice, transportation, and supplemental services and restructuring.

99 - AYP Advisory - This is a new school that did not have MEAP data prior to 2009. This school is given an advisory status because data are not available for safe harbor comparison or for multiple year averaging.

Phase Greater than 0 and Met AYP - School made AYP this year but did not make AYP last year. School is still identified for improvement and continues in current AYP Phase. If school makes AYP for a second consecutive year it will no longer be identified for improvement Phase will return to 0.

Phase 0 and Did Not Make AYP - School is in the first year of not making AYP and has not yet been identified for improvement. The school will be identified for improvement if the school does not make AYP in the same content area in 2009-2010.

## Cumberland Teacher Quality Report

	B.A.	B.A. + 15 credit hours	M.A.	M.A. + credit hours	Ph.D.	Ph.D. % of Enrollment Free/Reduced Lunch
Professional Qualifications of Teachers at Cumberland Elementary School	1	4	14	0	0	70.10%

Percentage of Teachers with Emergency Certification	0%
---	----

Percentage of Core Academic Subject Classes not Taught by Highly Qualified Teachers	Building Aggregate	High-Poverty Schools (>47% free meals)	Low-Poverty Schools (<15% free meals)
	0%	*	*

\*All schools except Education Options are considered high poverty schools based on free and reduced price lunch rates.

### Teacher Qualifications - Parents Right to Know

Parents have the right to know the professional qualifications of the classroom teachers who instruct their children. Federal law allows parents to ask for certain information about their child’s classroom teachers and requires the district to give the information to the parent requesting it in a timely manner. Specifically parents have the right to ask and receive any or all of the following information:

- Whether the Michigan Department of Education has licensed or qualified the teacher for the grades or subjects he or she teaches.
- Whether the MDE has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major and whether the teacher has any advanced degrees, and if so, the subject of the degrees.
- Whether any teacher’s aides or similar paraprofessionals provides services to the child, and if they do, what are their qualifications

Parents can request this information from the Lansing Human Resource Department at (517) 755-2000.

## **Parent/Guardian Involvement Policy - Title I Programs**

### **Board Policy 7175**

In accordance with the requirement of the No Child Left Behind Act, the Lansing Board of Education encourages parent(s)/guardian(s) participation in Title I programs.

Parent(s)/Guardian(s) must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

1. The involvement of parents/guardians in the planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
2. Invitations to parents/guardians to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent/guardian suggestions on program development, planning, evaluation and operation;
3. Assistance to parent/guardian in understanding Title I, including the providing of information in a language understandable to the parents/guardians if practicable;
4. Parent/guardian notification of Title I student selection and criteria for selection;
5. Information regarding child's achievement and progress;
6. A provision for input by Title I staff at regularly scheduled parent/guardian teacher conferences and any additional communication as requested by the Title I staff or parent/guardian;
7. Opportunities to enhance parent/guardian capacity to work with children in the home on school learning;
8. Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies;
9. Ongoing communication between school and parent/guardian; and
10. Other appropriate activities (i.e. Family Math Nights, Family Literacy Nights, Curriculum Night, parent/guardian sessions, science, theatre, etc.).

## Written Plans/Policies

The Lansing School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a district-wide plan for parent/guardians involvement in the development of a Title I plan, and directs the administration to:

11. Involve parents/guardians in the development of the plan;
12. Develop a plan that provides for the involvement of parents/guardians in the Title I activities of the school;
13. Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent/guardian involvement activities to improve student academic achievement and school performance;
14. To integrate and coordinate the plans/policies for parent/guardian involvement in Title I programs with parent/guardian involvement in other programs, including but not limited to Head Start;
15. To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
16. To assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement; and
17. To distribute the District plan to parents/guardians of participating children and to the local community.

### Limited English Proficiency (LEP) Parent/Guardian Involvement

In accordance with federal law, parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parents/Guardians will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: September 4, 2008  
LEGAL REF: 20 USCA 6318 (No Child Left Behind Act)  
Updated: October 9, 2009

## Parent-Teacher Conference - Attendance Rates

Elementary School	2006-2007		2007-2008		2008-2009	
	Fall	Spring	Fall	Spring	Fall	Spring
Attwood	100%	98%	98%	98%	80%	97%
Averill	97%	87%	90%	92%	97%	87%
Beekman Center	84%	89%	85%	84%	84%	81%
Bingham	95%	93%	98%	98%	98%	100%
Cavanaugh	95%	91%	95%	94%	81%	91%
<b>Cumberland</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>93%</b>	<b>95%</b>	<b>98%</b>
Elmhurst	94%	93%	98%	99%	95%	99%
Fairview	95%	94%	94%	97%	97%	94%
Forest View	96%	92%	90%	87%	90%	89%
Gier Park	85%	89%	93%	96%	90%	90%
Grand River	82%	97%	86%	85%	86%	85%
Kendon	100%	99%	96%	100%	100%	100%
Lewton	95%	96%	98%	96%	98%	93%
Lyons	91%	95%	91%	92%	95%	91%
Moores Park	77%	93%	74%	69%	82%	70%
Mt. Hope	100%	75%	95%	93%	95%	93%
North	85%	86%	87%	89%	82%	87%
Pleasant View	90%	92%	93%	91%	90%	93%
Post Oak	94%	96%	95%	95%	93%	96%
Reo	95%	96%	97%	94%	96%	90%
Riddle	90%	81%	87%	78%	84%	89%
Sheridan Road	93%	93%	94%	91%	95%	90%
Wainwright	86%	76%	79%	87%	89%	89%
Wexford	87%	96%	95%	93%	98%	93%
Willow	82%	73%	77%	85%	79%	100%
Woodcreek	92%	90%	92%	98%	95%	96%
<b>Elementary Average</b>	<b>92%</b>	<b>91%</b>	<b>91%</b>	<b>91%</b>	<b>90%</b>	<b>92%</b>

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 3 English Language Arts

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	83%	79%	82%	90%	21%	62%	15%	2%
	2008-09	96%	82%	84%	168%	6%	89%	4%	0%
American Indian/Alaskan Native Students	2008-09	--	75%	--	--	--	--	--	--
Asian/Pacific Islander Students	2007-08	--	100%	90%	--	--	--	--	--
	2008-09	--	80%	92%	--	--	--	--	--
Black Students	2007-08	72%	72%	68%	90%	17%	56%	22%	6%
	2008-09	96%	77%	71%	87%	4%	92%	4%	0%
Hispanic Students	2007-08	--	82%	73%	--	--	--	--	--
	2008-09	--	86%	75%	--	--	--	--	--
White Students	2007-08	89%	85%	86%	90%	33%	56%	11%	0%
	2008-09	92%	87%	88%	76%	0%	92%	8%	0%
Students with Disabilities	2007-08	--	63%	56%	--	--	--	--	--
	2008-09	--	62%	58%	--	--	--	--	--
Economically Disadvantaged	2007-08	79%	77%	72%	85%	14%	66%	21%	0%
	2008-09	97%	79%	48%	69%	7%	90%	3%	0%
Limited English Proficient	2008-09	--	70%	39%	--	--	--	--	--
Male Students	2007-08	84%	77%	79%	83%	28%	56%	12%	4%
	2008-09	92%	80%	82%	173%	8%	85%	8%	0%
Female Students	2007-08	82%	81%	85%	100%	14%	68%	18%	0%
	2008-09	100%	84%	86%	162%	5%	95%	0%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 3 Reading

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	89%	86%	88%	90%	32%	57%	9%	2%
	2008-09	98%	85%	87%	168%	28%	70%	2%	0%
American Indian/Alaskan Native Students	2008-09	--	75%	--	--	--	--	--	--
Asian/Pacific Islander Students	2007-08	--	100%	94%	--	--	--	--	--
	2008-09	--	80%	93%	--	--	--	--	--
Black Students	2007-08	89%	82%	79%	90%	22%	67%	6%	6%
	2008-09	96%	81%	77%	87%	27%	69%	4%	0%
Hispanic Students	2007-08	--	86%	82%	--	--	--	--	--
	2008-09	--	87%	80%	--	--	--	--	--
White Students	2007-08	89%	92%	91%	90%	44%	44%	11%	0%
	2008-09	100%	91%	91%	76%	23%	77%	0%	0%
Students with Disabilities	2007-08	--	78%	67%	--	--	--	--	--
	2008-09	--	70%	65%	--	--	--	--	--
Economically Disadvantaged	2007-08	90%	84%	82%	85%	24%	66%	10%	0%
	2008-09	97%	82%	81%	69%	28%	69%	3%	0%
Limited English Proficient	2008-09	--	76%	77%	--	--	--	--	--
Male Students	2007-08	88%	86%	87%	83%	36%	52%	8%	4%
	2008-09	96%	85%	86%	173%	23%	73%	4%	0%
Female Students	2007-08	91%	87%	90%	100%	27%	64%	9%	0%
	2008-09	100%	85%	89%	162%	33%	67%	0%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 3 Writing

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	60%	50%	58%	90%	0%	60%	30%	11%
	2008-09	51%	58%	62%	168%	0%	51%	49%	0%
American Indian/Alaskan Native Students	2008-09	--	56%	--	--	--	--	--	--
Asian/Pacific Islander Students	2007-08	--	67%	77%	--	--	--	--	--
	2008-09	--	60%	78%	--	--	--	--	--
Black Students	2007-08	39%	44%	44%	90%	0%	39%	44%	17%
	2008-09	54%	54%	45%	87%	0%	54%	46%	0%
Hispanic Students	2007-08	--	52%	46%	--	--	--	--	--
	2008-09	--	56%	49%	--	--	--	--	--
White Students	2007-08	67%	54%	62%	90%	0%	67%	22%	11%
	2008-09	46%	65%	68%	76%	0%	46%	54%	0%
Students with Disabilities	2007-08	--	28%	31%	--	--	--	--	--
	2008-09	--	35%	33%	--	--	--	--	--
Economically Disadvantaged	2007-08	48%	46%	46%	85%	0%	48%	38%	14%
	2008-09	52%	55%	50%	69%	0%	52%	48%	0%
Limited English Proficient	2008-09	--	38%	44%	--	--	--	--	--
Male Students	2007-08	72%	46%	54%	83%	0%	72%	12%	16%
	2008-09	35%	52%	58%	173%	0%	35%	65%	0%
Female Students	2007-08	45%	54%	62%	100%	0%	45%	50%	5%
	2008-09	71%	64%	67%	162%	0%	71%	29%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 3 Mathematics

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	84%	85%	91%	94%	29%	55%	16%	0%
	2008-09	96%	88%	92%	168%	36%	60%	4%	0%
American Indian/Alaskan Native Students	2008-09	--	100%	--	--	--	--	--	--
Asian/Pacific Islander Students	2007-08	--	91%	97%	--	--	--	--	--
	2008-09	--	82%	96%	--	--	--	--	--
Black Students	2007-08	84%	79%	78%	95%	16%	68%	16%	0%
	2008-09	96%	85%	80%	87%	27%	69%	4%	0%
Hispanic Students	2007-08	--	88%	86%	--	--	--	--	--
	2008-09	--	89%	88%	--	--	--	--	--
White Students	2007-08	84%	92%	94%	95%	42%	42%	16%	0%
	2008-09	100%	94%	95%	76%	38%	62%	0%	0%
Students with Disabilities	2007-08	--	84%	79%	--	--	--	--	--
	2008-09	--	85%	81%	--	--	--	--	--
Economically Disadvantaged	2007-08	84%	84%	85%	91%	19%	65%	16%	0%
	2008-09	97%	87%	87%	69%	34%	62%	3%	0%
Limited English Proficient	2008-09	--	68%	86%	--	--	--	--	--
Male Students	2007-08	81%	86%	91%	87%	35%	46%	19%	0%
	2008-09	96%	90%	93%	173%	35%	62%	4%	0%
Female Students	2007-08	87%	84%	91%	105%	22%	65%	13%	0%
	2008-09	95%	86%	92%	162%	38%	57%	5%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 4 English Language Arts

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	85%	69%	76%	85%	9%	77%	15%	0%
	2008-09	61%	68%	76%	186%	0%	61%	37%	2%
Asian/Pacific Islander Students	2007-08	--	74%	86%	--	--	--	--	--
	2008-09	--	67%	88%	--	--	--	--	--
Black Students	2007-08	71%	60%	57%	74%	0%	71%	29%	0%
	2008-09	69%	62%	56%	94%	0%	69%	25%	6%
Hispanic Students	2007-08	--	76%	65%	--	--	--	--	--
	2008-09	--	66%	63%	--	--	--	--	--
White Students	2007-08	95%	78%	82%	92%	18%	77%	5%	0%
	2008-09	53%	79%	83%	94%	0%	53%	47%	0%
Students with Disabilities	2007-08	--	45%	45%	--	--	--	--	--
	2008-09	--	43%	44%	--	--	--	--	--
Economically Disadvantaged	2007-08	79%	66%	64%	85%	0%	79%	21%	0%
	2008-09	54%	63%	64%	88%	0%	54%	43%	4%
Limited English Proficient	2007-08	--	58%	50%	--	--	--	--	--
	2008-09	--	29%	51%	--	--	--	--	--
Male Students	2007-08	85%	66%	74%	80%	15%	70%	15%	0%
	2008-09	61%	66%	74%	184%	0%	61%	35%	4%
Female Students	2007-08	85%	72%	80%	90%	4%	81%	15%	0%
	2008-09	61%	70%	79%	189%	0%	61%	39%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 4 Reading

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	87%	80%	85%	85%	30%	57%	13%	0%
	2008-09	71%	78%	83%	186%	22%	49%	27%	2%
Asian/Pacific Islander Students	2007-08	--	83%	92%	--	--	--	--	--
	2008-09	--	70%	92%	--	--	--	--	--
Black Students	2007-08	71%	74%	70%	74%	0%	71%	29%	0%
	2008-09	81%	73%	67%	94%	13%	69%	13%	6%
Hispanic Students	2007-08	--	85%	77%	--	--	--	--	--
	2008-09	--	78%	74%	--	--	--	--	--
White Students	2007-08	95%	84%	89%	92%	55%	41%	5%	0%
	2008-09	60%	85%	88%	94%	40%	20%	40%	0%
Students with Disabilities	2007-08	--	57%	58%	--	--	--	--	--
	2008-09	--	59%	57%	--	--	--	--	--
Economically Disadvantaged	2007-08	82%	78%	76%	85%	18%	64%	18%	0%
	2008-09	64%	75%	73%	88%	11%	54%	32%	4%
Limited English Proficient	2007-08	--	74%	65%	--	--	--	--	--
	2008-09	--	38%	63%	--	--	--	--	--
Male Students	2007-08	85%	77%	83%	80%	25%	60%	15%	0%
	2008-09	78%	77%	82%	184%	26%	52%	17%	4%
Female Students	2007-08	89%	82%	87%	90%	33%	56%	11%	0%
	2008-09	61%	79%	85%	189%	17%	44%	39%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 4 Writing

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	51%	38%	44%	85%	0%	51%	49%	0%
	2008-09	24%	35%	44%	186%	0%	24%	76%	0%
Asian/Pacific Islander Students	2007-08	--	49%	63%	--	--	--	--	--
	2008-09	--	36%	63%	--	--	--	--	--
Black Students	2007-08	29%	29%	27%	74%	0%	29%	71%	0%
	2008-09	25%	27%	26%	94%	0%	25%	75%	0%
Hispanic Students	2007-08	--	40%	30%	--	--	--	--	--
	2008-09	--	32%	31%	--	--	--	--	--
White Students	2007-08	64%	49%	50%	92%	0%	64%	36%	0%
	2008-09	33%	46%	50%	94%	0%	33%	67%	0%
Students with Disabilities	2007-08	--	17%	18%	--	--	--	--	--
	2008-09	--	10%	17%	--	--	--	--	--
Economically Disadvantaged	2007-08	32%	33%	30%	85%	0%	32%	68%	0%
	2008-09	14%	30%	30%	88%	0%	14%	86%	0%
Limited English Proficient	2007-08	--	28%	21%	--	--	--	--	--
	2008-09	--	6%	21%	--	--	--	--	--
Male Students	2007-08	50%	34%	40%	80%	0%	50%	50%	0%
	2008-09	26%	31%	39%	184%	0%	26%	74%	0%
Female Students	2007-08	52%	43%	50%	90%	0%	52%	48%	0%
	2008-09	22%	39%	50%	189%	0%	22%	78%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 4 Mathematics

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	85%	81%	87%	87%	38%	48%	15%	0%
	2008-09	74%	80%	89%	195%	28%	47%	26%	0%
Asian/Pacific Islander Students	2007-08	--	89%	95%	--	--	--	--	--
	2008-09	--	78%	96%	--	--	--	--	--
Black Students	2007-08	79%	75%	71%	74%	21%	57%	21%	0%
	2008-09	76%	74%	75%	100%	6%	71%	24%	0%
Hispanic Students	2007-08	--	83%	81%	--	--	--	--	--
	2008-09	--	84%	82%	--	--	--	--	--
White Students	2007-08	87%	87%	91%	96%	52%	35%	13%	0%
	2008-09	69%	86%	93%	100%	50%	19%	31%	0%
Students with Disabilities	2007-08	--	70%	68%	--	--	--	--	--
	2008-09	--	72%	70%	--	--	--	--	--
Economically Disadvantaged	2007-08	82%	79%	78%	85%	25%	57%	18%	0%
	2008-09	67%	78%	81%	94%	13%	53%	33%	0%
Limited English Proficient	2007-08	--	80%	76%	--	--	--	--	--
	2008-09	--	38%	77%	--	--	--	--	--
Male Students	2007-08	81%	82%	86%	84%	43%	38%	19%	0%
	2008-09	75%	81%	89%	192%	29%	46%	25%	0%
Female Students	2007-08	89%	81%	87%	90%	33%	56%	11%	0%
	2008-09	74%	80%	89%	200%	26%	47%	26%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 5 English Language Arts

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	49%	71%	79%	92%	11%	38%	47%	4%
	2008-09	75%	71%	79%	164%	11%	64%	25%	0%
Asian/Pacific Islander Students	2007-08	--	70%	86%	--	--	--	--	--
	2008-09	--	70%	89%	--	--	--	--	--
Black Students	2007-08	48%	66%	59%	100%	8%	40%	48%	4%
	2008-09	62%	64%	60%	93%	0%	62%	38%	0%
Hispanic Students	2007-08	--	70%	64%	--	--	--	--	--
	2008-09	--	75%	68%	--	--	--	--	--
White Students	2007-08	--	78%	84%	--	--	--	--	--
	2008-09	87%	79%	85%	79%	27%	60%	13%	0%
Students with Disabilities	2007-08	--	42%	44%	--	--	--	--	--
	2008-09	--	43%	45%	--	--	--	--	--
Economically Disadvantaged	2007-08	47%	66%	66%	88%	14%	33%	50%	3%
	2008-09	64%	67%	67%	79%	5%	59%	36%	0%
Limited English Proficient	2007-08	--	40%	46%	--	--	--	--	--
	2008-09	--	50%	52%	--	--	--	--	--
Male Students	2007-08	40%	66%	75%	95%	10%	30%	50%	10%
	2008-09	75%	69%	77%	152%	19%	56%	25%	0%
Female Students	2007-08	56%	76%	82%	89%	12%	44%	44%	0%
	2008-09	75%	73%	82%	174%	5%	70%	25%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 5 Reading

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	60%	77%	82%	92%	18%	42%	33%	7%
	2008-09	81%	75%	83%	164%	44%	36%	17%	3%
Asian/Pacific Islander Students	2007-08	--	80%	89%	--	--	--	--	--
	2008-09	--	72%	92%	--	--	--	--	--
Black Students	2007-08	64%	73%	64%	100%	8%	56%	32%	4%
	2008-09	62%	68%	66%	93%	38%	23%	31%	8%
Hispanic Students	2007-08	--	77%	70%	--	--	--	--	--
	2008-09	--	78%	73%	--	--	--	--	--
White Students	2007-08	--	82%	87%	--	--	--	--	--
	2008-09	93%	84%	88%	79%	67%	27%	7%	0%
Students with Disabilities	2007-08	--	48%	49%	--	--	--	--	--
	2008-09	--	50%	52%	--	--	--	--	--
Economically Disadvantaged	2007-08	61%	74%	71%	88%	19%	42%	33%	6%
	2008-09	68%	72%	72%	79%	27%	41%	27%	5%
Limited English Proficient	2007-08	--	56%	52%	--	--	--	--	--
	2008-09	--	50%	59%	--	--	--	--	--
Male Students	2007-08	45%	73%	79%	95%	15%	30%	45%	10%
	2008-09	81%	74%	81%	152%	44%	38%	19%	0%
Female Students	2007-08	72%	82%	84%	89%	20%	52%	24%	4%
	2008-09	80%	76%	85%	174%	45%	35%	15%	5%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 5 Writing

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	42%	48%	59%	92%	0%	42%	51%	7%
	2008-09	58%	54%	64%	164%	0%	58%	42%	0%
Asian/Pacific Islander Students	2007-08	--	52%	72%	--	--	--	--	--
	2008-09	--	63%	80%	--	--	--	--	--
Black Students	2007-08	40%	44%	41%	100%	0%	40%	56%	4%
	2008-09	46%	45%	44%	93%	0%	46%	54%	0%
Hispanic Students	2007-08	--	46%	44%	--	--	--	--	--
	2008-09	--	56%	50%	--	--	--	--	--
White Students	2007-08	--	55%	65%	--	--	--	--	--
	2008-09	87%	65%	69%	79%	0%	87%	13%	0%
Students with Disabilities	2007-08	--	27%	25%	--	--	--	--	--
	2008-09	--	20%	27%	--	--	--	--	--
Economically Disadvantaged	2007-08	39%	44%	45%	88%	0%	39%	56%	6%
	2008-09	41%	49%	50%	79%	0%	41%	59%	0%
Limited English Proficient	2007-08	--	22%	28%	--	--	--	--	--
	2008-09	--	41%	36%	--	--	--	--	--
Male Students	2007-08	35%	43%	55%	95%	0%	35%	55%	10%
	2008-09	56%	49%	59%	152%	0%	56%	44%	0%
Female Students	2007-08	48%	54%	64%	89%	0%	48%	48%	4%
	2008-09	60%	59%	69%	174%	0%	60%	40%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 5 Mathematics

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	47%	62%	75%	92%	16%	31%	42%	11%
	2008-09	63%	66%	79%	173%	26%	37%	32%	5%
Asian/Pacific Islander Students	2007-08	--	78%	90%	--	--	--	--	--
	2008-09	--	66%	93%	--	--	--	--	--
Black Students	2007-08	48%	53%	51%	100%	8%	40%	36%	16%
	2008-09	62%	59%	58%	93%	15%	46%	31%	8%
Hispanic Students	2007-08	--	60%	62%	--	--	--	--	--
	2008-09	--	69%	68%	--	--	--	--	--
White Students	2007-08	--	74%	80%	--	--	--	--	--
	2008-09	65%	74%	84%	89%	41%	24%	29%	6%
Students with Disabilities	2007-08	--	45%	44%	--	--	--	--	--
	2008-09	--	41%	50%	--	--	--	--	--
Economically Disadvantaged	2007-08	42%	57%	60%	88%	14%	28%	44%	14%
	2008-09	61%	62%	67%	82%	13%	48%	35%	4%
Limited English Proficient	2007-08	--	52%	54%	--	--	--	--	--
	2008-09	--	53%	63%	--	--	--	--	--
Male Students	2007-08	50%	62%	75%	95%	20%	30%	40%	10%
	2008-09	61%	68%	80%	171%	33%	28%	28%	11%
Female Students	2007-08	44%	63%	74%	89%	12%	32%	44%	12%
	2008-09	65%	63%	78%	174%	20%	45%	35%	0%

-- indicates fewer than 10 students in a group, or no information available.

MEAP Assessment Report



Lansing Public School District  
Cumberland School (Test Administrator)  
MEAP Grade 5 Science

Student Group	Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Students Tested in School	Percentage of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	52%	73%	82%	90%	20%	32%	36%	11%
	2008-09	79%	76%	84%	173%	32%	47%	21%	0%
Asian/Pacific Islander Students	2007-08	--	73%	89%	--	--	--	--	--
	2008-09	--	79%	91%	--	--	--	--	--
Black Students	2007-08	50%	65%	59%	96%	21%	29%	33%	17%
	2008-09	77%	68%	64%	93%	15%	62%	23%	0%
Hispanic Students	2007-08	--	77%	70%	--	--	--	--	--
	2008-09	--	81%	74%	--	--	--	--	--
White Students	2007-08	--	84%	89%	--	--	--	--	--
	2008-09	71%	85%	90%	89%	47%	24%	29%	0%
Students with Disabilities	2007-08	--	59%	62%	--	--	--	--	--
	2008-09	--	60%	66%	--	--	--	--	--
Economically Disadvantaged	2007-08	49%	69%	71%	85%	14%	34%	43%	9%
	2008-09	78%	74%	74%	82%	17%	61%	22%	0%
Limited English Proficient	2007-08	--	53%	55%	--	--	--	--	--
	2008-09	--	54%	61%	--	--	--	--	--
Male Students	2007-08	48%	74%	83%	100%	14%	33%	33%	19%
	2008-09	72%	78%	84%	171%	44%	28%	28%	0%
Female Students	2007-08	57%	73%	82%	82%	26%	30%	39%	4%
	2008-09	85%	74%	84%	174%	20%	65%	15%	0%

-- indicates fewer than 10 students in a group, or no information available.

## Developmental Reading Assessment (DRA)

The DRA is an assessment that helps teachers identify students' strengths, abilities and reading levels in a one-on-one conference that includes a running record and an oral retelling.

# Lansing School District Developmental Reading Assessment (DRA) Spring, 2008-2009

## Summary Report of Independent Reading Level \*

Independent Reading Level		Grade			
		1st		2nd	
		N	%	N	%
Below A	0	0.0%	0	0.0%	
A	6	0.5%	2	0.2%	
1	3	0.3%	2	0.2%	
2	14	1.3%	11	1.0%	
3	22	2.0%	7	0.7%	
4	66	6.0%	6	0.6%	
6	66	6.0%	13	1.2%	
8	52	4.7%	11	1.0%	
10	72	6.5%	24	2.3%	
12	67	6.1%	17	1.6%	
14	99	9.0%	24	2.3%	
16	263	23.8%	23	2.2%	
18	165	14.9%	37	3.5%	
20	82	7.4%	74	7.0%	
22	1	0.1%	0	0.0%	
24	62	5.6%	142	13.3%	
28	28	2.5%	283	26.6%	
30	24	2.2%	163	15.3%	
34	9	0.8%	90	8.5%	
38	2	0.2%	54	5.1%	
40	2	0.2%	45	4.2%	
44	1	0.1%	23	2.2%	
50	0	0.0%	7	0.7%	
60	0	0.0%	4	0.4%	
70	0	0.0%	1	0.1%	
90	0	0.0%	1	0.1%	
Total	1106	100.0%	1,064	100.0%	

\* The gray-shaded areas include students who scored in the Not Yet Proficient Level, the unshaded include students who exceeded the DRA benchmark. The black-shaded areas include students who Met the DRA Benchmark. All students scoring in the black and unshaded areas have met or exceeded the DRA benchmark. For the Spring of 2009, 639 of the 1106 students (57.7%) with reported Spring 2009 DRA scores in 1st grade met or exceeded the DRA benchmark. At 2nd grade 670 of the 1064 students (63.0%) met or exceeded the Spring 2009 DRA benchmark.