

February 20, 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 Eastern High 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 Principal Marcelle Carruthers for assistance.

The AER is available for you to review electronically by visiting the following website [Eastern High School Annual Education Report](#) or you may review a copy in the main office at your child's school.

For the 2025–26 school year, schools were identified for support based on prior years' performance, using definitions and labels required under the Every Student Succeeds Act (ESSA).

Eastern High School was originally identified as a Comprehensive Support and Improvement (CSI) school because its overall performance placed it in the lowest 5% of schools in the state during the identification cycle. This designation is applied to schools that demonstrate significant academic challenges based on statewide accountability measures.

Since the original identification, Eastern High School has made significant progress. The school's current graduation rate is 94%, well above the ESSA threshold of 67%, and Eastern is no longer performing in the bottom 5% of schools statewide.

However, Eastern High School continues to carry the CSI designation because math proficiency targets have not yet been met. Under ESSA requirements, schools must meet exit criteria across all identified areas of need before the CSI label can be removed. While progress has been made in graduation outcomes and overall performance, improvement in math proficiency remains a required focus area.

Our school was identified as a Comprehensive Support and Improvement (CSI) school.

One of the key challenges we face is improving our students' academic performance and proficiency in mathematics. Currently, teachers are using IXL to identify gaps in student learning. Math teachers are working within Instructional Learning Communities (ILCs) and collaborating at the school, district, and ISD levels to review data, refine instructional practices, and improve student outcomes

See the additional information on the next page for the two most recent years of school:

1. Students enrolled at Eastern High School generally live within the assigned attendance area for the school. Students may also enroll via school of choice or administrative transfer.
2. A school improvement plan is in place to continue working primarily on improving literacy and numeracy throughout the school. The plan also focuses on creating a positive culture and climate for staff and students via Culturally Positive Behavior Interventions and Supports (CRPBIS) as well as focusing on students becoming career and college ready.
3. The Eastern High School pathway offers a unique opportunity to experience the International Baccalaureate Diploma Programme (DP). The Programme emphasizes a rigorous course of study, cultural diversity and global mindedness. During the second semester of a student's sophomore year, students may apply to the International Baccalaureate Diploma which starts in the fall of their eleventh-grade year. The vision is that all Eastern High Students experience the rigorous and coursework of the IB Diploma Programme. From 2016 through 2025 eighteen students have received the rigorous IB DP full diploma.
4. A copy of the core curriculum in addition to common core state standards can be accessed through [the Lansing School District website](#). The core curriculum and content standards are implemented by the teaching staff through best practices of teaching and learning.
5. Student Achievement
 - a. Reading Proficiency
 - i. NWEA Reading SY23-24: 24%
 - ii. NWEA Reading SY24-25: 47%
 - iii. SAT Reading Proficiency SY23-24:36.5%
 - iv. SAT Reading Proficiency Spring 24-25: 24%
 - b. Math Proficiency
 - i. NWEA Math SY23-24: 19%
 - ii. NWEA Math SY24-25: 28%
 - iii. SAT Reading Proficiency SY23-24:12.69%
 - iv. SAT Reading Proficiency Spring 24-25: 7%
6. The percentage of Eastern High School Parents who attended parent teacher conferences was ten percent.
7. Additional information includes:
 - a. There are numerous opportunities to earn post-secondary credits in dual enrollment and currently Eastern High School has 9 students taking college courses at the university and 1 enrolled in the early college program through WTC.
 - b. Courses possibly leading to college credit were also offered in the IB Programme such as: Theory of Knowledge, Biology HL 1, Biology HL 2, History of the Americas, English Language HL 1 & 2, Math Application and Interpretations SL/HL 1 & 2, World Language SL 1 & 2, SL Art, SL music. Students can earn college credit through AP Government, AP Pre-Calc, and AP Language and Composition.
 - c. The number of students who are currently enrolled in a college equivalent course is 175. This is 19% of students who can take AP/IB at Eastern High School.

- d. The number of IB/AP students who earned college credit was 45 and this was 4.9% percent of Eastern High School students.

We are excited to see the continued academic growth of our students. We look forward to continuing to provide the tools necessary to move our instruction and our students toward high quality teaching and learning. Thank you for your continued support.

Sincerely,

Marcelle Carruthers

Principal, Eastern High School