



2016-17 Alpine Elementary Annual Education Report (AER) Cover Letter

4/17/18

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Alpine Elementary. 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 the building principal, Jason Snyder, for assistance. The AER is available for you to review electronically by visiting the following link: [AER Combined Report for Alpine Elementary](#) . You may also receive a hard copy from the office by contacting Jason Snyder at Alpine Elementary.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. For the 2017-18 school year, our school has not been given one of these labels.

Although each year all our students continue to show much growth, various subgroups of students struggle to meet state expectations. Those subgroups include students who qualify as economically disadvantaged, hispanic, limited English proficient (LEP) or students with disabilities. Our staff values continuous improvement and is committed to utilizing best practices and personalizing learning to meet the needs of individual students. Ensuring that our students have a guaranteed and viable curriculum, effective instructional framework and a multi-tiered system of support are key strategies that will lead to higher levels of student performance. In addition, maintaining a safe and orderly environment and working closely with our parents and community is essential to reaching our goals. We appreciate the continued support of parents, staff and our community in our improvement efforts. By working as an educational team, we are confident that our school can become a leader in education in the state.

State law requires that we also report additional information. Please see below.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** – Alpine Elementary assigns students to its school based on district geographic boundaries. The school also participates in the Kent Intermediate School District schools of choice program, the State of Michigan Section 105c schools of choice program, and Section 6 student transfer process.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN – Alpine Elementary participates in the Michigan Department of Education’s continuous improvement process. The building has a representative stakeholder group responsible for various school improvement tasks throughout the school year. The status of Alpine’s 3-5 year school improvement plan can be found at:
<http://www.khps.org/academics/curriculum-department/school-improvement-plan/>.
3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL – There are no specialized schools within Alpine Elementary. However, the building offers a variety of supplemental services through Title Ia, 31a, Title III, and Title Ic grant funds.
4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL – Alpine Elementary has transitioned to the Common Core State Standards (CCSS). Learning targets are aligned to these standards at each grade level. The CCSS are a set of national standards that aim to allow for more in-depth learning and a focus on skills and competencies demanded in the 21st Century. Copies of grade level’s or department’s curriculum are available on our district website or in the building’s main office upon request.
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS – A comprehensive overview of Alpine’s student achievement data can be found at
<http://www.khps.org/academics/curriculum-department/annual-reports/>. This link includes the past two years’ School Data Profile Analysis which addresses local, state and nationally normed achievement data.
6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES – Over the past three years, Alpine Elementary parent-teacher conferences have been well attended. Please see below.
 - Fall 2015-16: 326 students represented by a parent/guardian (90%).
 - Spring 2015-16: 296 students represented by a parent/guardian (81%).
 - Fall 2016-17: 312 students represented by a parent/guardian (83%).
 - Spring 2016-17: 372 students represented by a parent/guardian (83%).
 - Fall 2017-18: 283 students represented by a parent/guardian (69%).
 - Spring 2017-18: 289 students represented by a parent/guardian (75%).

We are very proud of the efforts being made to improve the learning for each and every student at Alpine Elementary. Our community continues to play a vital role in the success of our school. We look forward to building upon the success we have had to impact student learning for all.

Your partner in education,
Jason Snyder (Principal)

Annual Education Report
Alpine Elementary School (06003)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	53.0%	36.6%	18.3%	18.3%	30.5%	32.9%
ELA	3rd Grade Content	All Students	2016-17	44.1%	52.3%	39.3%	10.7%	28.6%	30.4%	30.4%
ELA	3rd Grade Content	Asian	2016-17	63.4%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	14.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	32.3%	17.6%	11.8%	5.9%	41.2%	41.2%
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	35.7%	26.7%	6.7%	20.0%	40.0%	33.3%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	37.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	60.9%	45.5%	21.8%	23.6%	25.5%	29.1%
ELA	3rd Grade Content	White	2016-17	51.7%	58.2%	45.2%	12.9%	32.3%	25.8%	29.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	58.0%	41.9%	23.3%	18.6%	30.2%	27.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Female	2016-17	47.7%	60.5%	36.0%	12.0%	24.0%	40.0%	24.0%
ELA	3rd Grade Content	Male	2015-16	42.6%	47.8%	30.8%	12.8%	17.9%	30.8%	38.5%
ELA	3rd Grade Content	Male	2016-17	40.7%	45.9%	41.9%	9.7%	32.3%	22.6%	35.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	40.6%	33.3%	16.7%	16.7%	28.8%	37.9%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	38.7%	31.7%	9.8%	22.0%	36.6%	31.7%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	17.6%	15.4%	7.7%	7.7%	30.8%	53.8%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	30.8%	27.3%	9.1%	18.2%	27.3%	45.5%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	22.7%	9.1%	0.0%	9.1%	27.3%	63.6%
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	25.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	58.9%	57.1%	36.7%	20.4%	26.5%	16.3%
ELA	4th Grade Content	All Students	2016-17	44.2%	48.2%	45.9%	20.0%	25.9%	29.4%	24.7%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Black or African American	2016-17	19.2%	21.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	36.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	31.3%	38.9%	22.2%	16.7%	33.3%	27.8%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	36.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	63.6%	63.2%	44.7%	18.4%	21.1%	15.8%
ELA	4th Grade Content	White	2016-17	51.5%	55.1%	54.7%	20.8%	34.0%	26.4%	18.9%
ELA	4th Grade Content	Female	2015-16	50.9%	63.6%	65.5%	37.9%	27.6%	24.1%	10.3%
ELA	4th Grade Content	Female	2016-17	48.6%	54.5%	51.1%	25.5%	25.5%	27.7%	21.3%
ELA	4th Grade Content	Male	2015-16	41.8%	52.7%	45.0%	35.0%	10.0%	30.0%	25.0%
ELA	4th Grade Content	Male	2016-17	39.9%	42.1%	39.5%	13.2%	26.3%	31.6%	28.9%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	43.1%	51.5%	27.3%	24.2%	24.2%	24.2%

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ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	40.3%	42.6%	16.2%	26.5%	27.9%	29.4%
ELA	4th Grade Content	English Learners	2015-16	24.3%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	5.6%	7.7%	0.0%	7.7%	38.5%	53.8%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	28.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	12.5%	10.0%	0.0%	10.0%	10.0%	80.0%
ELA	5th Grade Content	All Students	2015-16	50.6%	52.9%	16.7%	1.9%	14.8%	37.0%	46.3%
ELA	5th Grade Content	All Students	2016-17	51.1%	61.2%	45.3%	3.8%	41.5%	34.0%	20.8%
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	20.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	24.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	32.6%	13.6%	4.5%	9.1%	22.7%	63.6%
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	38.5%	33.3%	0.0%	33.3%	33.3%	33.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	33.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	61.0%	24.0%	0.0%	24.0%	56.0%	20.0%
ELA	5th Grade Content	White	2016-17	58.6%	66.9%	55.6%	5.6%	50.0%	30.6%	13.9%
ELA	5th Grade Content	Female	2015-16	55.8%	58.6%	14.3%	4.8%	9.5%	47.6%	38.1%
ELA	5th Grade Content	Female	2016-17	56.0%	64.6%	51.6%	6.5%	45.2%	38.7%	9.7%
ELA	5th Grade Content	Male	2015-16	45.5%	48.4%	18.2%	0.0%	18.2%	30.3%	51.5%
ELA	5th Grade Content	Male	2016-17	46.2%	56.5%	36.4%	0.0%	36.4%	27.3%	36.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	37.2%	11.4%	0.0%	11.4%	38.6%	50.0%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	48.1%	44.7%	2.6%	42.1%	31.6%	23.7%
ELA	5th Grade Content	English Learners	2015-16	23.1%	5.0%	5.9%	0.0%	5.9%	29.4%	64.7%
ELA	5th Grade Content	English Learners	2016-17	24.5%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	23.1%	0.0%	0.0%	0.0%	18.2%	81.8%

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ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	19.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	49.2%	27.7%	6.0%	21.7%	39.8%	32.5%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	58.9%	37.5%	7.1%	30.4%	41.1%	21.4%
Mathematics	3rd Grade Content	Asian	2016-17	73.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	7.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	31.3%	16.7%	5.6%	11.1%	22.2%	61.1%
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	39.3%	40.0%	0.0%	40.0%	40.0%	20.0%
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	50.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	56.4%	32.7%	7.3%	25.5%	47.3%	20.0%
Mathematics	3rd Grade Content	White	2016-17	54.8%	64.4%	38.7%	9.7%	29.0%	41.9%	19.4%

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Mathematics	3rd Grade Content	Female	2015-16	43.7%	41.7%	22.7%	6.8%	15.9%	40.9%	36.4%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	61.6%	36.0%	8.0%	28.0%	52.0%	12.0%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	56.9%	33.3%	5.1%	28.2%	38.5%	28.2%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	56.8%	38.7%	6.5%	32.3%	32.3%	29.0%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	35.6%	25.4%	4.5%	20.9%	35.8%	38.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	44.3%	29.3%	4.9%	24.4%	48.8%	22.0%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	15.8%	21.4%	14.3%	7.1%	7.1%	71.4%
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	38.5%	36.4%	9.1%	27.3%	36.4%	27.3%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	22.7%	0.0%	0.0%	0.0%	36.4%	63.6%
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	50.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	43.1%	26.5%	0.0%	26.5%	51.0%	22.4%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	37.0%	21.2%	4.7%	16.5%	54.1%	24.7%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	7.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	22.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	15.2%	11.1%	0.0%	11.1%	50.0%	38.9%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	27.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	46.1%	28.9%	0.0%	28.9%	44.7%	26.3%
Mathematics	4th Grade Content	White	2016-17	49.7%	44.9%	28.3%	5.7%	22.6%	54.7%	17.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	39.0%	24.1%	0.0%	24.1%	51.7%	24.1%
Mathematics	4th Grade Content	Female	2016-17	39.6%	31.0%	14.9%	4.3%	10.6%	57.4%	27.7%
Mathematics	4th Grade Content	Male	2015-16	45.8%	48.4%	30.0%	0.0%	30.0%	50.0%	20.0%
Mathematics	4th Grade Content	Male	2016-17	44.2%	43.0%	28.9%	5.3%	23.7%	50.0%	21.1%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	27.5%	21.2%	0.0%	21.2%	48.5%	30.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	28.5%	20.6%	1.5%	19.1%	50.0%	29.4%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	0.0%	0.0%	0.0%	0.0%	53.8%	46.2%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	24.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	8.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	24.3%	15.1%	3.8%	11.3%	30.2%	54.7%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	28.8%	5.7%	1.9%	3.8%	30.2%	64.2%
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	0.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	9.3%	9.1%	4.5%	4.5%	4.5%	86.4%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	11.5%	0.0%	0.0%	0.0%	33.3%	66.7%
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	16.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	29.6%	20.0%	4.0%	16.0%	56.0%	24.0%
Mathematics	5th Grade Content	White	2016-17	42.4%	31.9%	8.3%	2.8%	5.6%	33.3%	58.3%
Mathematics	5th Grade Content	Female	2015-16	31.7%	24.5%	5.0%	5.0%	0.0%	35.0%	60.0%
Mathematics	5th Grade Content	Female	2016-17	32.6%	22.8%	6.5%	3.2%	3.2%	29.0%	64.5%
Mathematics	5th Grade Content	Male	2015-16	35.8%	24.2%	21.2%	3.0%	18.2%	27.3%	51.5%
Mathematics	5th Grade Content	Male	2016-17	37.4%	37.0%	4.5%	0.0%	4.5%	31.8%	63.6%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	11.7%	9.3%	2.3%	7.0%	27.9%	62.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	16.0%	5.3%	2.6%	2.6%	23.7%	71.1%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	5.0%	5.9%	0.0%	5.9%	11.8%	82.4%
Mathematics	5th Grade Content	English Learners	2016-17	15.3%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	5.1%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	4.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	12.9%	6.1%	4.1%	2.0%	42.9%	51.0%
Science	4th Grade Content	All Students	2016-17	14.6%	8.4%	3.5%	1.2%	2.4%	40.0%	56.5%
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	4.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	15.2%	7.9%	5.3%	2.6%	44.7%	47.4%
Science	4th Grade Content	White	2016-17	18.2%	11.4%	5.7%	1.9%	3.8%	49.1%	45.3%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Female	2015-16	13.0%	12.7%	6.9%	3.4%	3.4%	41.4%	51.7%
Science	4th Grade Content	Female	2016-17	12.6%	7.1%	2.1%	2.1%	0.0%	34.0%	63.8%
Science	4th Grade Content	Male	2015-16	16.4%	13.2%	5.0%	5.0%	0.0%	45.0%	50.0%
Science	4th Grade Content	Male	2016-17	16.5%	9.6%	5.3%	0.0%	5.3%	47.4%	47.4%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	7.8%	6.1%	3.0%	3.0%	30.3%	63.6%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	7.0%	2.9%	0.0%	2.9%	38.2%	58.8%
Science	4th Grade Content	English Learners	2015-16	2.9%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	0.0%	0.0%	0.0%	0.0%	7.7%	92.3%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	4.0%	0.0%	0.0%	0.0%	10.0%	90.0%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	13.1%	3.8%	0.0%	3.8%	62.3%	34.0%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	21.0%	7.5%	0.0%	7.5%	58.5%	34.0%
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	2.3%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	11.5%	0.0%	0.0%	0.0%	41.7%	58.3%
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	8.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	17.0%	8.0%	0.0%	8.0%	76.0%	16.0%
Social Studies	5th Grade Content	White	2016-17	26.7%	22.9%	11.1%	0.0%	11.1%	63.9%	25.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	15.3%	0.0%	0.0%	0.0%	60.0%	40.0%
Social Studies	5th Grade Content	Female	2016-17	19.3%	15.7%	3.2%	0.0%	3.2%	64.5%	32.3%
Social Studies	5th Grade Content	Male	2015-16	21.0%	11.3%	6.1%	0.0%	6.1%	63.6%	30.3%
Social Studies	5th Grade Content	Male	2016-17	23.9%	28.3%	13.6%	0.0%	13.6%	50.0%	36.4%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	5.8%	4.7%	0.0%	4.7%	55.8%	39.5%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	13.2%	2.6%	0.0%	2.6%	55.3%	42.1%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	0.0%	0.0%	0.0%	0.0%	52.9%	47.1%
Social Studies	5th Grade Content	English Learners	2016-17	4.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	5.1%	0.0%	0.0%	0.0%	27.3%	72.7%
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	9.5%	<10	<10	<10	<10	<10



05/23/2018

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

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Alpine Elementary School (06003)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Alpine Elementary School (06003)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Alpine Elementary School (06003)

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Alpine Elementary School (06003)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	99.9%	51.1%	100.0%	44.7%
All Students	Mathematics	98.7%	39.1%	99.9%	32.9%	100.0%	21.3%
All Students	Science	97.9%	24.9%	99.6%	17.8%	100.0%	3.7%
All Students	Social Studies	97.8%	33.7%	99.7%	29.7%	100.0%	7.6%
Bottom 30%	ELA	N/A	3.8%	N/A	0.9%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	<30
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	<30	<30
Asian	Mathematics	99.3%	68.9%	<30	<30	<30	<30
Asian	Science	99.1%	41.4%	<30	<30	N/A	N/A
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	100.0%	26.5%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	100.0%	10.3%	<30	<30
Black or African American	Science	96.0%	7.0%	100.0%	3.0%	<30	<30
Black or African American	Social Studies	95.9%	11.2%	100.0%	12.5%	<30	<30
Hispanic of Any Race	ELA	98.6%	36.9%	99.5%	30.8%	100.0%	33.3%
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.5%	16.9%	100.0%	14.3%

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	97.6%	7.7%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	98.6%	11.8%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	100.0%	36.9%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	100.0%	30.8%	<30	<30
Two or More Races	Science	97.7%	21.9%	100.0%	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	100.0%	<30	<30	<30
White	ELA	98.9%	56.1%	99.9%	56.6%	100.0%	52.5%
White	Mathematics	99.0%	45.6%	99.9%	36.7%	100.0%	25.0%
White	Science	98.4%	29.7%	99.8%	20.4%	100.0%	5.7%
White	Social Studies	98.3%	39.7%	99.8%	33.5%	100.0%	11.1%
Economically Disadvantaged	ELA	98.2%	33.5%	99.8%	38.4%	100.0%	41.1%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.8%	22.9%	100.0%	18.4%
Economically Disadvantaged	Science	97.2%	13.0%	99.1%	12.3%	100.0%	3.1%
Economically Disadvantaged	Social Studies	97.0%	18.3%	99.4%	21.4%	100.0%	2.6%

Annual Education Report
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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	98.6%	9.2%	<30	<30
English Learners	Mathematics	99.0%	23.0%	98.6%	7.7%	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	<30
English Learners	Social Studies	98.2%	7.8%	<30	<30	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	100.0%	25.6%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	100.0%	17.1%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	100.0%	18.5%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	100.0%	17.4%	<30	<30

Annual Education Report
 Alpine Elementary School (06003)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	82.37%	N/A
American Indian or Alaska Native	66.57%	100.00%	N/A
Asian	90.20%	66.67%	N/A
Black or African American	67.36%	66.67%	N/A
Hispanic of Any Race	72.60%	66.67%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	66.67%	N/A
White	83.38%	86.18%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	65.63%	N/A
English Learners	72.11%	44.44%	N/A
Students With Disabilities	55.35%	50.00%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	89.33%	89.14%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Alpine Elementary School	56.53	64.28	N/A	89.07	90.51	100.00	100.00	69.80

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	8	19	0

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

Teacher Quality - Class

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

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	11.1%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	25	39	28	7
Male	50	25	39	28	7
Female	50	25	42	26	6
National Lunch Program Eligibility	48	40	42	17	2
Eligible	43	12	36	39	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	17	41	34	8
Black or African American	17	55	36	9	1
Hispanic	8	39	43	15	4
Asian	5	9	21	42	28
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	24	37	26	12
Student classified as having a disability	11	59	28	11	2
SD	89	21	40	30	8
Not SD					
Student is an English Language Learner	8	41	40	16	2
ELL	92	24	39	29	8
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

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Alpine Elementary School (06003)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	26	24	9

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2017 Mathematics Achievement.

Annual Education Report
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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Native Hawaiian or Other Pacific Islander	†	†	†	†	†
Two or More Races	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

Rounds to zero

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

Annual Education Report
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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	33	35	22	9
Male	51	35	34	21	10
Female	49	32	37	23	7
National Lunch Program Eligibility					
Eligible	41	52	32	13	2
Not Eligible	58	20	38	29	13
Info not available	1	†	†	†	†
Race/Ethnicity					
White	71	26	38	27	10
Black or African American	15	67	24	8	1
Hispanic	7	48	36	12	3
Asian/Native Hawaiian or Pacific Islander	4	13	23	27	38
American Indian or Alaska Native	1	†	†	†	†
Two or More Races	†	†	†	†	†
Islander	3	40	38	16	6
Student classified as having a disability					
SD	46	45	37	15	3
Not SD	58	20	38	29	13
Student is an English Language Learner					
ELL	6	75	23	2	#
Not ELL	94	31	36	24	9

Rounds to zero

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	81	2.7	94	2.7
		82	3.3	90	3.4
8	Math	85	2.4	86	3.2
		84	2.4	92	1.9