



## **2018-19 Alpine Elementary Annual Education Report (AER) Cover Letter**

January 9, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. For the 2018-19 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 21<sup>st</sup> Century. Copies of grade level’s or department’s curriculum are available at [www.khps.org/curriculum](http://www.khps.org/curriculum) 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.
  - 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%).
  - Fall 2018-19: 311 students represented by a parent/guardian (82%).
  - Spring 2018-19: 268 students represented by a parent/guardian (77%).
  - Fall 2019-2020: 343 students represented by a parent/guardian (89%).

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)