



ADRIAN PUBLIC SCHOOLS

Tradition of Opportunities
Future of Possibilities

Alexander Elementary
Mike Perez, Principal
520 Cherry St.
Adrian, MI 49221
(517) 263-0543

School Annual Education Report (AER) Cover Letter

May 28, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Alexander Elementary School . The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Michael Perez, principal for assistance.

The AER is available for you to review electronically by visiting the following web site www.theadrianmaples.com, or you may review a copy in the main office at your child's school.

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.

Our school was NOT identified with any of these labels.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Alexander Elementary School, as part of the Adrian Public School System, participates in a school-of-choice cooperative agreement with other schools in the county in accordance with Sections 105 and 105c of the State School Aid Act. School of Choice applications are handled through the board office and are handled individually based upon available spots at every grade level.

This same process used in the prior year 2015-2016.

KEY INITIATIVES AND CHALLENGES

2016-2017	reading	math	science
3rd grade	44%	47%	
4th grade	44%	42%	15%

2015-2016	reading	math	science
3rd grade	35%	39%	
4th grade	34%	34%	15%

As you can see in the data table, fourth grade students achieved at surprisingly low levels in both math and reading. This was surprising to all concerned individuals.

In response to this data Alexander Elementary School with the support of the Adrian Public School Board central office, the LISD, and State of Michigan has implemented or will be implementing a number of measures to address not only the achievement of all students, but the gap between our highest and lowest performing students. These things include:

- Revising our Student Assistance Team process to include more specific interventions and more clearly established timelines.
- Release time for teachers to have conversations and planning around students NWEA and DRA reading data with the building reading specialist.
- Support for time after school for grade levels to come together for discussion and planning strategies that will move students forward. These meetings are typically facilitated by the building literacy coach.
- Support and training in guided reading for grade K-5 teachers.
- Support and analysis from state of Michigan monitor.
- The purchase of new reading materials to support both the general curriculum and guided reading groups in classrooms.
- Title 1 Literacy teachers support K-3 students with additional reading support to reduce the number of students reading below grade level by the end of grade 3.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Initial work began as part of the school improvement process with teachers serving on content area teams disaggregating assessment data thereby developing content area academic achievement goals. Three times during the school year, staff administers the NWEA assessment (K-4). M-Step data initially becomes available in early June right as school is about to be out for summer. When data typically becomes available, special care to note trends in sub groups and across content strands.

Currently the focus of the school improvement plan falls in three content areas: math, reading, and writing with the bulk of professional development over the past three years and in the 16-17 school year in math and reading. Work with math has included aligning with the CCSS and reading on implementing the Daily 5 structure. This year literacy will enjoy more attention from district instructional coaches. Additionally, the building purchased updated writing materials to support CCSS instruction.

As part of the school improvement process, Alexander staff and parents will continue to revisit achievement data for the purpose of revising school goals as needs become apparent.

2015-2016

Alexander is a Title 1 Schoolwide building. We compiled the necessary data to complete the Comprehensive Needs Assessment and the other nine components to achieve Schoolwide status. We are currently in our seventh year of implementation of our school improvement goals in math, reading, science and writing. Throughout the school year, we analyze student achievement data to update our goals to best meet the needs of our students. Moreover, our school improvement team meets monthly beginning in November of each year to begin the process for the following year.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

As part of the school improvement process, Alexander staff and parents will continue to revisit achievement data for the purpose of revising school goals as needs become apparent.

2017-18 SPECIALIZED SCHOOLS

The students of Alexander Elementary School receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. No students from Alexander Elementary School attended LISD classroom programs during the 2016-17 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. No students from Alexander Elementary School attended Laura Haviland during the 2016-17 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. No students from Alexander Elementary School attended these programs during the 2016-17 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. No students from Alexander Elementary School attended the LISD PREP Academy during the 2016-17 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. No students from Alexander Elementary School attended the LISD TECH Center or participated in the co-op/work experience program during 2016-17.

The most recent follow-up of LISD TECH Center students (a 2017 study of 2016 graduates) showed 67.5% were continuing their education. Of those continuing their education, 86.0% were continuing in a field related to their LISD TECH Center program. In addition, 98.6% were working (full-time or part-time) with 1.7% reporting they were unemployed/seeking employment. Of those working full-time, 72.7% were in a field related to their LISD TECH Center program.

Local districts operate special education classrooms open to students from other districts. No Lenawee County School placed students with Alexander Elementary School during the 2016-17 school year

2016-17 SPECIALIZED SCHOOLS

The students of Alexander Elementary receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech

pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from Adrian High School attended LISD classroom programs during the 2015-16 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Three students from Adrian Public Schools attended Laura Haviland during the 2015-16 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Twenty four students from Adrian Public Schools attended these programs during the 2015-16 school year.

The LISD PREP Academy provides educational programs for teen parents from Lenawee County. During the student's instructional program, childcare support is provided. Students from Adrian Public Schools attended the LISD PREP Academy during the 2015-16 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. 169 students from Adrian Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2015-16. This equals 32% of the junior and senior population for this school district.

The most recent follow-up of LISD TECH Center students (a 2015 study of 2014 graduates) showed 71.1% were continuing their education. Of those continuing their education, 71.3% were continuing in a field related to their LISD TECH Center program. In addition, 89.4% were working (full-time or part-time) with 7.6% reporting they were seeking employment. Of those working full-time, 71.4% were in a field related to their LISD TECH Center program.

Core Curriculum

Alexander Elementary teachers follow the designated curriculum that has been approved by the Adrian Public Schools Board of Education. Our core curriculum follows the Michigan Curriculum Framework and is aligned with the Common Core Standards for the state. Alexander teachers have received and will continue to be trained in the Common Core Standards with full implementation of the Common Core State Standards underway this school year in Math,

Reading and Science. A copy of the core curriculum is available for your review in the Alexander Elementary School Office.

NWEA NATIONALLY NORMED ACHIEVEMENT TESTS

2017-2018	reading	math
grade K	67%	79%
grade 1	68%	86%
grade 2	70%	66%
grade 3	59%	56%
grade 4	64%	46%
grade 5	68%	53%

As you can see in the data table Alexander students are performing at or above the 2015 NWEA Normative Data which indicates that the average percentages of students that grow one year is 60%. We attribute our success in reading to the district provided professional development on guided reading and the primary focus of our Title 1 reading support is in grades K-3.

Parent-Teacher Conferences

Alexander Elementary School has historically enjoyed good attendance rates for both fall and winter conferences.

Below summarizes our attendance rates for the last two years:

Spring 2016	94%
Winter 2016	95%
Spring 2017	94%
Winter 2017	95%

Closing Statement

Alexander School was removed off the Focus School list because of the attention to the curriculum, assessments, instructional design and delivery and analyzing school data to make meaningful decisions that impacted our student achievement results.

A new wrinkle for us this year is the introduction of the Third Grade reading bill which means that we have to measure reading progress in grades K-3 annually and support

all learners that are below the normative thresholds by working with parents on an individualized reading improvement plan. Early indicators show that the collaborative efforts of students, teachers, interventions and at home reading are having positive results on the overall percentages of students that are reading at grade level.

An opportunity for growth for the 2018-2019 school year is a district focus on math instruction, assessments and data and design a plan of action to improve the overall reading scores, K-5, at Alexander Elementary School

Finally, our district Positive Behavior Interventions and Support or PBIS initiative is having an overall positive impact on student behavior. Students at Alexander School and throughout APS are focusing on the following Maple PRIDE traits: Productivity, Respect, Integrity, Determination and Excellence.

Should you have questions or comments regarding the academic and behavioral progress of your child I invite you to call me here at school, 517-263-9533.

Sincerely,

Michael Perez

Michael Perez
Principal

Annual Education Report
Alexander Elementary School (00046)

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%	44.4%	50.7%	28.8%	21.9%	26.0%	23.3%
ELA	3rd Grade Content	All Students	2016-17	44.1%	38.6%	38.4%	12.3%	26.0%	31.5%	30.1%
ELA	3rd Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	30.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	16.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	34.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	35.2%	47.4%	10.5%	36.8%	26.3%	26.3%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	48.6%	52.6%	28.1%	24.6%	22.8%	24.6%

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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	White	2016-17	51.7%	43.9%	37.5%	14.6%	22.9%	29.2%	33.3%
ELA	3rd Grade Content	Female	2015-16	49.5%	49.5%	50.0%	29.4%	20.6%	23.5%	26.5%
ELA	3rd Grade Content	Female	2016-17	47.7%	38.2%	37.1%	11.4%	25.7%	42.9%	20.0%
ELA	3rd Grade Content	Male	2015-16	42.6%	40.0%	51.3%	28.2%	23.1%	28.2%	20.5%
ELA	3rd Grade Content	Male	2016-17	40.7%	39.2%	39.5%	13.2%	26.3%	21.1%	39.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	40.5%	48.6%	25.7%	22.9%	22.9%	28.6%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	33.3%	30.0%	5.0%	25.0%	35.0%	35.0%
ELA	3rd Grade Content	English Learners	2015-16	31.9%	7.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Learners	2016-17	34.0%	25.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	10.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	24.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	46.3%	29.4%	20.5%	5.7%	14.8%	26.1%	53.4%
ELA	4th Grade Content	All Students	2016-17	44.2%	40.2%	47.3%	23.0%	24.3%	18.9%	33.8%

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ELA	4th Grade Content	Asian	2016-17	66.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	15.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	19.2%	36.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	20.3%	10.7%	3.6%	7.1%	25.0%	64.3%
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	29.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	38.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2016-17	40.1%	45.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	34.8%	25.0%	7.7%	17.3%	28.8%	46.2%
ELA	4th Grade Content	White	2016-17	51.5%	43.4%	50.0%	23.2%	26.8%	17.9%	32.1%
ELA	4th Grade Content	Female	2015-16	50.9%	24.3%	12.2%	2.4%	9.8%	29.3%	58.5%
ELA	4th Grade Content	Female	2016-17	48.6%	45.0%	43.2%	18.9%	24.3%	16.2%	40.5%
ELA	4th Grade Content	Male	2015-16	41.8%	33.6%	27.7%	8.5%	19.1%	23.4%	48.9%

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ELA	4th Grade Content	Male	2016-17	39.9%	35.8%	51.4%	27.0%	24.3%	21.6%	27.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	25.4%	13.2%	5.7%	7.5%	28.3%	58.5%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	38.5%	45.0%	22.5%	22.5%	15.0%	40.0%
ELA	4th Grade Content	English Learners	2015-16	24.3%	7.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Learners	2016-17	22.9%	18.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	3.2%	0.0%	0.0%	0.0%	0.0%	100.0%
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	10.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	40.9%	57.5%	20.5%	37.0%	20.5%	21.9%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	35.7%	41.9%	12.2%	29.7%	25.7%	32.4%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2015-16	39.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	20.0%	<10	<10	<10	<10	<10

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Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	25.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	30.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	31.0%	47.4%	21.1%	26.3%	21.1%	31.6%
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	55.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	44.3%	56.1%	21.1%	35.1%	21.1%	22.8%
Mathematics	3rd Grade Content	White	2016-17	54.8%	41.2%	42.9%	10.2%	32.7%	20.4%	36.7%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	43.5%	52.9%	14.7%	38.2%	17.6%	29.4%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	31.8%	45.7%	5.7%	40.0%	28.6%	25.7%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	38.7%	61.5%	25.6%	35.9%	23.1%	15.4%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	40.2%	38.5%	17.9%	20.5%	23.1%	38.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	33.8%	48.6%	17.1%	31.4%	14.3%	37.1%

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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	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	32.4%	31.7%	2.4%	29.3%	26.8%	41.5%
Mathematics	3rd Grade Content	English Learners	2015-16	37.8%	7.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	46.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	10.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	32.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	44.0%	23.4%	19.3%	6.8%	12.5%	39.8%	40.9%
Mathematics	4th Grade Content	All Students	2016-17	42.0%	29.6%	46.7%	13.3%	33.3%	28.0%	25.3%
Mathematics	4th Grade Content	Asian	2016-17	72.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	7.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	27.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	20.0%	17.9%	3.6%	14.3%	32.1%	50.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	18.5%	<10	<10	<10	<10	<10

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Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	15.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2016-17	36.4%	40.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	27.3%	21.2%	7.7%	13.5%	44.2%	34.6%
Mathematics	4th Grade Content	White	2016-17	49.7%	31.9%	47.4%	14.0%	33.3%	29.8%	22.8%
Mathematics	4th Grade Content	Female	2015-16	42.1%	12.1%	4.9%	0.0%	4.9%	43.9%	51.2%
Mathematics	4th Grade Content	Female	2016-17	39.6%	26.4%	39.5%	5.3%	34.2%	34.2%	26.3%
Mathematics	4th Grade Content	Male	2015-16	45.8%	32.6%	31.9%	12.8%	19.1%	36.2%	31.9%
Mathematics	4th Grade Content	Male	2016-17	44.2%	32.5%	54.1%	21.6%	32.4%	21.6%	24.3%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	20.8%	13.2%	5.7%	7.5%	37.7%	49.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	23.6%	37.5%	7.5%	30.0%	27.5%	35.0%
Mathematics	4th Grade Content	English Learners	2015-16	27.4%	6.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	8.3%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	9.7%	0.0%	0.0%	0.0%	16.7%	83.3%

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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
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	10.5%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	14.7%	9.7%	9.2%	6.9%	2.3%	21.8%	69.0%
Science	4th Grade Content	All Students	2016-17	14.6%	10.4%	20.0%	10.7%	9.3%	24.0%	56.0%
Science	4th Grade Content	Asian	2016-17	27.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	9.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	6.3%	7.1%	7.1%	0.0%	17.9%	75.0%
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	3.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	8.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2016-17	13.0%	20.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	12.2%	11.8%	7.8%	3.9%	25.5%	62.7%
Science	4th Grade Content	White	2016-17	18.2%	11.1%	19.3%	8.8%	10.5%	28.1%	52.6%

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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%	3.8%	0.0%	0.0%	0.0%	15.0%	85.0%
Science	4th Grade Content	Female	2016-17	12.6%	5.5%	7.9%	2.6%	5.3%	31.6%	60.5%
Science	4th Grade Content	Male	2015-16	16.4%	14.6%	17.0%	12.8%	4.3%	27.7%	55.3%
Science	4th Grade Content	Male	2016-17	16.5%	15.0%	32.4%	18.9%	13.5%	16.2%	51.4%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	6.8%	5.7%	3.8%	1.9%	17.0%	77.4%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	8.8%	17.5%	2.5%	15.0%	20.0%	62.5%
Science	4th Grade Content	English Learners	2015-16	2.9%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Learners	2016-17	4.3%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	3.2%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	10.5%	<10	<10	<10	<10	<10



05/30/2018

Annual Education Report

Alexander Elementary School (00046)

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

Annual Education Report
Alexander Elementary School (00046)

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

Alexander Elementary School (00046)

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

Alexander Elementary School (00046)

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

Alexander Elementary School (00046)

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%	99.5%	38.2%	99.3%	43.9%
All Students	Mathematics	98.7%	39.1%	99.5%	25.4%	99.3%	47.5%
All Students	Science	97.9%	24.9%	99.4%	16.8%	100.0%	21.4%
All Students	Social Studies	97.8%	33.7%	99.1%	24.2%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	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	N/A
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	<30	<30
Asian	Social Studies	98.9%	51.9%	<30	<30	N/A	N/A
Black or African American	ELA	97.6%	25.0%	100.0%	23.1%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	100.0%	11.5%	<30	<30
Black or African American	Science	96.0%	7.0%	100.0%	3.3%	<30	<30
Black or African American	Social Studies	95.9%	11.2%	100.0%	6.5%	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	100.0%	29.6%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	100.0%	15.6%	<30	<30

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Alexander Elementary School (00046)

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%	100.0%	9.5%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.5%	16.0%	N/A	N/A
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%	<30	<30	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	97.9%	32.2%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	97.9%	26.4%	<30	<30
Two or More Races	Science	97.7%	21.9%	96.4%	16.0%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	94.6%	18.2%	N/A	N/A
White	ELA	98.9%	56.1%	99.3%	44.9%	99.1%	44.6%
White	Mathematics	99.0%	45.6%	99.3%	31.3%	99.1%	47.5%
White	Science	98.4%	29.7%	99.5%	21.9%	100.0%	20.4%
White	Social Studies	98.3%	39.7%	99.2%	30.6%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	99.5%	32.0%	98.8%	39.7%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.6%	19.4%	98.8%	38.4%
Economically Disadvantaged	Science	97.2%	13.0%	99.8%	11.4%	100.0%	19.4%
Economically Disadvantaged	Social Studies	97.0%	18.3%	99.3%	16.3%	N/A	N/A

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%	100.0%	12.5%	<30	<30
English Learners	Mathematics	99.0%	23.0%	100.0%	18.1%	<30	<30
English Learners	Science	98.4%	5.0%	100.0%	2.9%	<30	<30
English Learners	Social Studies	98.2%	7.8%	100.0%	16.7%	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	98.7%	16.3%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	99.6%	11.1%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	99.0%	10.2%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	97.9%	13.3%	N/A	N/A

Annual Education Report
 Alexander Elementary School (00046)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	78.68%	N/A
American Indian or Alaska Native	66.57%	100.00%	N/A
Asian	90.20%	92.86%	N/A
Black or African American	67.36%	56.25%	N/A
Hispanic of Any Race	72.60%	78.21%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	100.00%	N/A
White	83.38%	79.45%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	70.25%	N/A
English Learners	72.11%	63.16%	N/A
Students With Disabilities	55.35%	48.00%	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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Alexander Elementary School (00046)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	84.24%	86.84%

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

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Alexander Elementary School (00046)

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
Alexander Elementary School	82.35	66.36	N/A	N/A	91.54	100.00	N/A	77.54

Annual Education Report
 Alexander Elementary School (00046)

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	10	16	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%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency or Provisional Certification	15.4%

Annual Education Report
Alexander Elementary School (00046)

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.

Annual Education Report
 Alexander Elementary School (00046)

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	41	52	32	13	2
Eligible	58	20	38	29	13
Not Eligible	1	‡	‡	‡	‡
Info not available					
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	40	38	16	6
Two or More Races					
Student classified as having a disability	46	45	37	15	3
SD	58	20	38	29	13
Not SD					
Student is an English Language Learner	6	75	23	2	#
ELL	94	31	26	24	9
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.

Annual Education Report
Alexander Elementary School (00046)

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
Alexander Elementary School (00046)

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