



Alexander Elementary School

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School Annual Education Report (AER) Cover Letter

March 13th, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for the 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 Mr. Jeff Petterson, 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 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified as a Focus school.

2015-2016	reading	math	science
3 rd grade	50.6%	57.5%	
4 th grade	20.4%	19.3%	9%

2014-2015	reading	Math	science
3 rd grade	34.6 %	39.2 %	
4 th grade	33.8%	33.8 %	14.7%

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 addition to our fourth grade not performing to satisfactory levels, our achievement gap that spread between the highest 30% the lowest 30% is still not closed.

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 and the LISD literacy specialist.
- Implementation of a new English Language Arts curriculum
- 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.

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 2015	90%
Winter 2015	92%
Spring 2016	94%
Winter 2016	95%

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 Aide 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 2014-2015.

Students
ADRIAN PUBLIC SCHOOLS
Policies and Regulations
In-District Schools of Choice

Following are the guidelines for the Adrian Public Schools In-District Schools of Choice Plan. This policy and plan will be the responsibility of the Superintendent of Schools or his/her designee.

1. All students will be registered in their "school attendance area" based on geographic lines.
2. Any parent interested in selecting a different school in the Adrian Public School District must complete an In-District Schools of Choice application for the new school year. The applications are available in all school buildings and at the Administrative Offices. Applications must be returned to the Administrative Offices by the second Friday in May.
3. Transportation will not be provided to those students approved for schools of choice.
4. All applications will receive consideration. Students will be assigned to their school of choice based on the following:
 - a. Available seats in the grade level in that school building.
 - b. If there are more applicants for seats in a grade level than are seats available, selection will be made based on application filing date.
 - c. When a student is approved for their school of choice, siblings will be given priority for placement in the same school.
 - d. Students will agree to stay a minimum of one year in their chosen school, unless a change is mutually agreed upon by administrator(s) and parent/guardian.
 - e. Notification of placement in schools of choice will be provided in writing by the third Friday in June.

5. A request for an assignment to a particular school may be denied in the event it is determined that granting the assignment will adversely affect the district's commitment of seeking racial and ethnic integration and balance in the schools.

ADMISSION OF NONRESIDENT STUDENTS

Nonresident students may be accepted on a full or part-time basis in the Adrian Public Schools on the recommendation of the Superintendent as follows.

OUT OF DISTRICT SCHOOLS OF CHOICE

1. Acceptance on Out of District Schools of Choice in accordance with Sections 105 and 105c of the State School Aid Act. The district shall determine prior to the next school year and prior to the commencement of the second Trimester, if it will accept applications for enrollment of nonresident students. The district shall publish the grades, schools and special programs, if any, for which enrollment may be available and provide notice to the general public that applications will be taken for a 15-day period from nonresidents. Students may only be accepted under Out of District Schools of Choice during the open application period.
2. An application must be completed by the parent/guardian and submitted to the Superintendent's Office prior to the expiration date of the application period.
3. Applications will be reviewed by the Superintendent or designee. The parent/guardian and the appropriate school personnel will be notified within 15 days after the end of the application process or as otherwise stated by law whether or not the applicant may enroll in the district.
4. A nonresident applicant shall not be granted or refused enrollment based upon intellectual, academic, artistic, or other ability, talent or accomplishment or lack thereof, or based on a mental or physical disability, except that the district may refuse to admit a nonresident applicant if the applicant does not meet the same criteria that a resident of the district must meet to be accepted for enrollment in a grade or specialized, magnet, or intra-district choice school or program to which the applicant applies. A nonresident applicant shall not be granted or refused enrollment based on age, except that the district may refuse to admit a nonresident applicant applying for a program that is not appropriate for the age of the applicant. A nonresident applicant shall not be granted or refused enrollment based upon religion, race, color, national origin, sex, height, weight, marital status, or athletic ability, or, generally, in violation of any state or federal law prohibiting discrimination.
5. Upon acceptance of a nonresident pupil who is eligible for special education program and services according to statute or rule, or who is a child with disabilities, the district shall be considered the pupil's resident district for the purpose of providing the pupil with a free appropriate public education.
6. The district may refuse to enroll a nonresident applicant if any of the following are met:
 - a. The applicant is, or has been suspended from another school within the preceding two (2) years.

- b. The applicant, at any time before enrolling under Out of District Schools of Choice, has been expelled from another school district.
 - c. The applicant, at any time before enrolling under Out of District Schools of Choice, has been convicted of a felony.
7. If the district counted a pupil for the membership count day or the supplemental count day, the district shall not refuse to enroll or continue to enroll that pupil for a reason stated in Section 6. However, this does not prohibit the district from expelling a pupil.
 8. The district shall continue to allow a pupil who was enrolled in and attended the district under Out of District Schools of Choice to continue enrollment in the district until the pupil graduates from high school.
 9. The district shall give preference for enrollment under this section over all other nonresident applicants to other school-age children who reside in the same household as a pupil described in Section 8.
 10. Qualified nonresident applicants eligible for acceptance under Out of District Schools of Choice shall be placed in compliance with Sub Section 14 of Sections 105 and 105c of the State School Aid Act.
 11. Homeless Students will be admitted into the district under this section in accordance with the guidelines established in the McKinney-Vento Act.
 12. The district is not required to provide transportation of nonresident students to and from school. However, at the time of enrollment any information on available transportation must be provided to the pupil's parent or legal guardian.
 13. The athletic eligibility status of nonresident students will be established by the Michigan High School Athletic Association.

RESIDENCE SCHOOL RELEASES

1. After expiration of the deadline for acceptance of students under Out of District Schools of Choice, a student may be accepted if the student's district of residence releases the student and the Adrian Public Schools receives membership aid by virtue of the student's enrollment. Students will be accepted at the discretion of the Superintendent or designee.
2. Only the Superintendent shall authorize the acceptance of nonresident release students after the state student count (s) has taken place.
3. Transportation to and from school shall be provided by the parent/guardian.
4. The athletic eligibility status of release students will be established by the Michigan High School Athletic Association.

2015-2016 Specialized Schools

The students of Adrian Public Schools 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 that 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 Public Schools attended LISD classroom programs during the 2015-16 school year.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. One hundred sixty-nine (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.

2014-2015 Specialized Schools

The students of Adrian Public Schools 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 that 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 Public Schools attended LISD classroom programs during the 2014-15 school year. The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Students from Adrian Public Schools attended Laura Haviland during the 2014-15 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. Thirteen (13) students from Adrian Public Schools attended these programs during the 2014-15 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. Seventeen, twenty-three and twenty-one students from Adrian Public Schools attended the LISD PREP Academy.

The LISD TECH Center offers career technical education programs for high school juniors and seniors. One hundred sixty-two (162) students from Adrian Public Schools attended the LISD TECH Center or participated in the co-op/work experience program during 2014-15. This equals 30% of the junior and senior population for this school district.

Local districts operate special education classrooms open to students from other districts. Adrian Public Schools placed students in these programs during the 2014-15 school year.

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.

2014-2015

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. Our school has been identified as a Focus school.

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.

Points of Pride

Alexander Elementary takes great pride in our:

-Daily 5, our 90 minute reading structure that includes the components of: *Teacher-led focus lessons. *Daily choices of read to self, read with someone, work on writing, work on words. *Small group or 1-1 conferencing. *Small guided reading groups *Guided Reading, our 30- 40 minute, differentiated reading program that offers flexible grade-level reading groups based on each student's individual learning needs. –

MAISA Units of Study, our reading and writing program using the writing workshop model. - PBIS approach to classroom management.

-Grade Level Professional Learning Communities that analyze student data to improve instruction.

-Universal breakfast- and lunch program - every child has the opportunity to eat breakfast and lunch, free of charge. -Battle Creek Science Kits- Hands-on science curriculum.

-Quality art, music and physical education instruction.

-For the 16-17 school year we've added Technology and Spanish class for all kids, one a week.

-Healthy Kids Club-a grant for physical activity in partnership with Wayne State University.


-An active PTO

Closing Statement

Alexander is excited to add fifth grade to our building as part of the 2015-16 bond campaign. At the time of this letter, construction is well under way towards adding two more classrooms that will house our fifth grades. We look forward to this addition.

Each and every year, Alexander School staff together with parents and local school officials make instruction and student achievement a point of emphasis. Alexander continues to improve on our instructional delivery as we climb our way off the Focus school list. While we are disappointed in our focus school designation, our resolve is strong. The staff and administration both are committed to providing educational excellence to our families. Should you ever have a question or concern, please feel free to contact me here at school, 263-9533.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Petterson". The signature is fluid and cursive, with a large loop at the end of the last name.

Jeff Petterson
Principal

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	2014-15	50.0%	43.5%	34.6%	12.8%	21.8%	21.8%	43.6%
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	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	2014-15	23.2%	36.4%	<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	Hispanic of Any Race	2014-15	37.2%	31.3%	30.4%	8.7%	21.7%	17.4%	52.2%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	34.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	28.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	50.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	52.7%	36.2%	14.9%	21.3%	25.5%	38.3%
ELA	3rd Grade Content	White	2015-16	53.9%	48.6%	52.6%	28.1%	24.6%	22.8%	24.6%

M-STEP Grades 3-11

ELA	3rd Grade Content	Female	2014-15	54.7%	43.4%	35.5%	16.1%	19.4%	19.4%	45.2%
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	Male	2014-15	45.5%	43.5%	34.0%	10.6%	23.4%	23.4%	42.6%
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	Economically Disadvantaged	2014-15	35.3%	37.9%	28.0%	16.0%	12.0%	26.0%	46.0%
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	English Language Learners	2014-15	34.7%	5.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	7.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	3.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	10.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	29.7%	33.8%	20.6%	13.2%	27.9%	38.2%
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	Black or African American	2014-15	21.2%	20.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	Black or African American	2015-16	20.4%	15.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	30.3%	31.3%	25.0%	6.3%	43.8%	25.0%
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	Two or More Races	2014-15	45.5%	10.0%	<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	White	2014-15	53.9%	29.5%	38.3%	21.3%	17.0%	23.4%	38.3%
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	Female	2014-15	51.5%	35.1%	30.3%	15.2%	15.2%	33.3%	36.4%
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	Male	2014-15	41.8%	24.1%	37.1%	25.7%	11.4%	22.9%	40.0%
ELA	4th Grade Content	Male	2015-16	41.8%	33.6%	27.7%	8.5%	19.1%	23.4%	48.9%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	26.9%	27.0%	10.8%	16.2%	29.7%	43.2%
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	English Language Learners	2014-15	23.7%	8.3%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	English Language Learners	2015-16	24.3%	7.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	3.0%	<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%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	41.6%	39.2%	11.4%	27.8%	24.1%	36.7%
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	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	2014-15	20.3%	45.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	20.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	33.3%	37.5%	4.2%	33.3%	20.8%	41.7%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	30.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	21.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	55.0%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	White	2014-15	57.3%	48.1%	40.4%	14.9%	25.5%	23.4%	36.2%
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	Female	2014-15	48.1%	32.7%	34.4%	3.1%	31.3%	21.9%	43.8%
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	Male	2014-15	49.5%	48.9%	42.6%	17.0%	25.5%	25.5%	31.9%
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	Economically Disadvantaged	2014-15	33.5%	38.8%	37.3%	13.7%	23.5%	21.6%	41.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	33.8%	48.6%	17.1%	31.4%	14.3%	37.1%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	5.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	7.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	11.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	10.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	22.4%	33.8%	8.8%	25.0%	38.2%	27.9%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	23.4%	19.3%	6.8%	12.5%	39.8%	40.9%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	0.0%	<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	Hispanic of Any Race	2014-15	27.1%	22.7%	31.3%	0.0%	31.3%	37.5%	31.3%
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	Two or More Races	2014-15	38.2%	20.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	15.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	22.5%	36.2%	12.8%	23.4%	38.3%	25.5%
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	Female	2014-15	40.3%	16.2%	21.2%	3.0%	18.2%	36.4%	42.4%
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	Male	2014-15	42.4%	28.7%	45.7%	14.3%	31.4%	40.0%	14.3%
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	Economically Disadvantaged	2014-15	25.4%	18.1%	24.3%	5.4%	18.9%	45.9%	29.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	20.8%	13.2%	5.7%	7.5%	37.7%	49.1%

02/28/2017

M-STEP Grades 3-11

Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	16.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	6.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	6.1%	<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%
Science	4th Grade Content	All Students	2014-15	12.4%	10.0%	14.7%	10.3%	4.4%	25.0%	60.3%
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	Black or African American	2014-15	2.0%	0.0%	<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	Hispanic of Any Race	2014-15	5.5%	6.1%	6.3%	6.3%	0.0%	31.3%	62.5%
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	Two or More Races	2014-15	11.8%	10.0%	<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	White	2014-15	15.4%	11.5%	19.1%	12.8%	6.4%	23.4%	57.4%

M-STEP Grades 3-11

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	Female	2014-15	10.4%	7.1%	6.1%	0.0%	6.1%	27.3%	66.7%
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	Male	2014-15	14.3%	13.0%	22.9%	20.0%	2.9%	22.9%	54.3%
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	Economically Disadvantaged	2014-15	5.5%	6.3%	5.4%	2.7%	2.7%	21.6%	73.0%
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	English Language Learners	2014-15	2.2%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2015-16	2.9%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	2.9%	<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%

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

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

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

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



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

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	98.7%	69.6%	98.6%	61.5%	100.0%	58.6%
All Students	Mathematics	98.6%	62.1%	99.2%	50.7%	100.0%	53.3%
All Students	Science	98.1%	50.0%	98.6%	35.0%	98.9%	21.3%
All Students	Social Studies	98.1%	59.3%	98.2%	54.6%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	11.1%	N/A	6.5%
Bottom 30%	Mathematics	N/A	19.0%	N/A	6.8%	N/A	8.7%
Bottom 30%	Science	N/A	9.8%	N/A	2.2%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	9.5%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	N/A	N/A
Asian	Social Studies	99.3%	76.0%	<30	<30	N/A	N/A
Black or African American	ELA	97.7%	46.9%	97.1%	42.9%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	97.1%	34.9%	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	98.3%	52.1%	100.0%	39.4%
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.4%	43.5%	100.0%	39.4%
Hispanic of Any Race	Science	98.1%	36.7%	99.5%	25.0%	<30	<30



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.4%	48.5%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	97.9%	58.2%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	97.9%	52.8%	<30	<30
Two or More Races	Science	98.5%	45.2%	91.7%	36.4%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	94.1%	65.6%	N/A	N/A
White	ELA	99.0%	75.6%	99.1%	67.9%	100.0%	64.4%
White	Mathematics	98.9%	68.4%	99.5%	55.0%	100.0%	57.4%
White	Science	98.6%	57.1%	99.2%	42.2%	98.1%	28.9%
White	Social Studies	98.5%	65.8%	99.2%	56.4%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	98.3%	54.0%	100.0%	48.8%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	41.8%	100.0%	39.3%
Economically Disadvantaged	Science	97.5%	35.0%	98.5%	26.9%	100.0%	14.0%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	46.8%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	98.7%	31.8%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	98.7%	28.1%	<30	<30



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	96.9%	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	94.3%	30.9%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	98.2%	27.1%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	96.8%	11.6%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.1%	27.1%	N/A	N/A



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	88.34%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	88.00%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	87.23%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	81.13%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.79%	94.90%

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



**Annual Education Report
Alexander Elementary School**

02/28/2017

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



**Annual Education Report
Alexander Elementary School**

02/28/2017

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Alexander Elementary School	Green	2	Green	2	Green	2			Yellow	24



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

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	9	15	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 Certification	0.0%



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

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) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

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), 2015 Reading Assessment.



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

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), 2015 Reading Assessment.



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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), 2015 Reading Assessment.



MI School Data

Annual Education Report Alexander Elementary School

02/28/2017

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0