

**Kenowa Hills Public Schools****Alpine Elementary
Annual Education Report (AER)**

January 21, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Alpine Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, 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 [Alpine Elementary Annual Education Report](#) or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

For the 2025-26 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) and 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 we provide a guaranteed and viable curriculum, utilize an



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effective instructional framework, implement best practices for small group instruction in both reading and math and employ a multi-tiered system of support to assist with meeting academic, behavioral, social and emotional needs 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:
<https://www.khps.org/district-reports>.
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, Section 41, 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 or department curriculums are available at 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
<https://www.khps.org/district-reports>. This link includes the past two years’ School

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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 of 2022-2023: 348 students represented by a parent/guardian (97%).
 - Spring of 2022-2023: 310 students represented by a parent/guardian (91%).
 - Fall of 2023-2024: 304 students represented by a parent/guardian (92%).
 - Spring of 2023-2024: 234 students represented by a parent/guardian (72%).
 - Fall of 2024-2025: 268 students represented by a parent/guardian (89%).
 - Spring of 2024-2025: 281 students represented by a parent/guardian (86%).

We are committed to continuous improvement and very proud of the efforts being made to provide quality learning experiences for each and every student at Alpine Elementary. We value feedback and are grateful for the community support we receive. Our community continues to play a vital role in the success of our school. We look forward to working as a team to build upon the success we have had to impact student learning for all.

Your partner in education,

Jason Snyder (Principal)