



School Annual Education Report (AER) Cover Letter

March 13, 2017

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 Columbia Alternative Education. 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 Columbia Alternative Education for assistance.

The AER is available for you to review electronically by visiting the following web site www.myeagles.org 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. Our school has not been given any label.

The challenges that Columbia Alternative Education faces come with the continuously changing demographics of our student population. By nature, alternative students are at-risk and quite transient, therefore contributing to our high mobility rate and low graduation rate. For the 2017-18 school year, we will be focusing on using a wider variety of assessment tools to collect data which will help us to better assess students' academic strengths and weaknesses, and to implement more personalized instructional strategies.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Enrollment in Columbia Options High School (COHS) is primarily done via a referral from a student's home high school or as a School of Choice option. Students come to us for a variety of reasons. The majority of students come to us as a result of being credit deficient and at risk of not graduating with their class. Students may also enroll in

COHS after demonstrating challenging behavior in their home district that proved too difficult to manage in the traditional high school setting.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- a. We are in Year One of our latest School Improvement Plan. Our focus remains on improving proficiencies in Math and ELA. In addition, other school improvement goals include focusing on improving our graduation rate and decreasing our drop-out rate. To achieve these goals, we are specifically working to implement three activities: 1) Incorporating small-group instruction as an intervention for closing the achievement gap; 2) Increasing Academic Content specific vocabulary; 3) Establishing a mentoring program.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. Columbia Alternative Education does not have any specialized schools within our school.

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.

- a. The curriculum can be obtained at www.myeagles.org

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS.

- a. Please see the attached report for data review.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- a. Approximately 40% of parents participated in parent-teacher conferences.

Columbia Alternative Education takes great pride in our students' success. As always, we thank the community for their ongoing support.

Sincerely,

Lisa Klink

Lisa Klink
Principal

Annual Education Report
Columbia Alternative Education (05598)

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	8th Grade Content	All Students	2014-15	47.6%	51.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2015-16	48.9%	60.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	52.0%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	59.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	41.2%	45.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	43.0%	49.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	48.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	50.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	50.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	57.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	43.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	41.0%	<10	<10	<10	<10	<10

Annual Education Report
Columbia Alternative Education (05598)

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	11th Grade Content	Students With Disabilities	2014-15	12.6%	0.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	45.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	32.7%	36.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	49.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	37.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	31.8%	47.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	31.4%	34.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	27.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	35.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	36.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	33.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	36.4%	<10	<10	<10	<10	<10

Annual Education Report
Columbia Alternative Education (05598)

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
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	23.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	5.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	36.3%	0.0%	0.0%	0.0%	10.0%	90.0%
Science	11th Grade Content	All Students	2015-16	33.0%	32.5%	5.6%	5.6%	0.0%	16.7%	77.8%
Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	37.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	33.3%	5.6%	5.6%	0.0%	16.7%	77.8%
Science	11th Grade Content	Female	2014-15	26.7%	31.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	29.8%	28.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	40.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	36.3%	36.2%	0.0%	0.0%	0.0%	20.0%	80.0%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	17.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	18.4%	0.0%	0.0%	0.0%	20.0%	80.0%

Annual Education Report
Columbia Alternative Education (05598)

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	11th Grade Content	Students With Disabilities	2014-15	6.7%	5.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	4.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	35.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	29.3%	32.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	35.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	32.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	34.0%	43.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	32.6%	38.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	23.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	33.1%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	30.2%	17.6%	0.0%	17.6%	35.3%	47.1%
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	33.3%	<10	<10	<10	<10	<10

Annual Education Report
Columbia Alternative Education (05598)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	White	2015-16	49.3%	30.9%	17.6%	0.0%	17.6%	35.3%	47.1%
Social Studies	11th Grade Content	Female	2014-15	40.5%	38.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	39.1%	27.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	47.2%	28.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	47.1%	33.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	20.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	21.1%	20.0%	0.0%	20.0%	30.0%	50.0%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	5.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	19.0%	<10	<10	<10	<10	<10

Annual Education Report
Columbia Alternative Education (05598)

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
Columbia Alternative Education	2015-16	Total Score	All Students	809.4	N/A	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Total Score	White	809.4	N/A	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Total Score	Male	763.0	N/A	<10	<5%	10	>95%	10
Columbia Alternative Education	2015-16	Total Score	Economically Disadvantaged	764.0	N/A	<10	<5%	10	>95%	10
Columbia Alternative Education	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Total Score	Not English Learners	809.4	N/A	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Total Score	Not Migrant	809.4	N/A	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Total Score	Students Without Disabilities	820.7	N/A	<10	6.7%	14	93.3%	15

Annual Education Report
Columbia Alternative Education (05598)

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
Columbia Alternative Education	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Total Score	Not Homeless	811.4	N/A	<10	7.1%	13	92.9%	14
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	All Students	422.8	480	<10	11.1%	16	88.9%	18
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	White	422.8	480	<10	11.1%	16	88.9%	18
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Male	399.0	480	<10	10.0%	<10	90.0%	10
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	399.0	480	<10	<5%	10	>95%	10
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Not English Learners	422.8	480	<10	11.1%	16	88.9%	18
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Not Migrant	422.8	480	<10	11.1%	16	88.9%	18

Annual Education Report
Columbia Alternative Education (05598)

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
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	430.0	480	<10	13.3%	13	86.7%	15
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Evidence-Based Reading and Writing	Not Homeless	428.6	480	<10	14.3%	12	85.7%	14
Columbia Alternative Education	2015-16	Mathematics	All Students	386.7	530	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Mathematics	White	386.7	530	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Mathematics	Male	364.0	530	<10	<5%	10	>95%	10
Columbia Alternative Education	2015-16	Mathematics	Economically Disadvantaged	365.0	530	<10	<5%	10	>95%	10
Columbia Alternative Education	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10

Annual Education Report

Columbia Alternative Education (05598)

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
Columbia Alternative Education	2015-16	Mathematics	Not English Learners	386.7	530	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Mathematics	Not Migrant	386.7	530	<10	5.6%	17	94.4%	18
Columbia Alternative Education	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Mathematics	Students Without Disabilities	390.7	530	<10	6.7%	14	93.3%	15
Columbia Alternative Education	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Columbia Alternative Education	2015-16	Mathematics	Not Homeless	382.9	530	<10	7.1%	13	92.9%	14

Annual Education Report

Columbia Alternative Education (05598)

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
Columbia Alternative Education (05598)

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
Columbia Alternative Education (05598)

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 Columbia Alternative Education (05598)

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%	98.9%	74.9%	<30	<30
All Students	Mathematics	98.6%	62.1%	98.9%	62.8%	<30	<30
All Students	Science	98.1%	50.0%	98.8%	51.5%	<30	<30
All Students	Social Studies	98.1%	59.3%	98.4%	62.6%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	21.7%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	14.1%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	5.4%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	7.8%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
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%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	N/A	N/A
Asian	Mathematics	99.4%	83.7%	<30	<30	N/A	N/A
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%	<30	<30	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	<30	<30	N/A	N/A
Black or African American	Science	96.5%	23.9%	<30	<30	N/A	N/A
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%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30	<30	<30

Annual Education Report Columbia Alternative Education (05598)

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	98.1%	36.7%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
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%	<30	<30	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	N/A	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	98.8%	75.2%	<30	<30
White	Mathematics	98.9%	68.4%	98.8%	63.2%	<30	<30
White	Science	98.6%	57.1%	98.7%	52.3%	<30	<30
White	Social Studies	98.5%	65.8%	98.3%	63.1%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	98.7%	63.6%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.7%	50.7%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	98.5%	35.5%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.8%	52.4%	<30	<30

Annual Education Report
 Columbia Alternative Education (05598)

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	98.8%	49.5%	N/A	N/A	N/A	N/A
English Learners	Mathematics	99.0%	48.4%	N/A	N/A	N/A	N/A
English Learners	Science	98.5%	22.0%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.2%	30.9%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	96.6%	49.5%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	96.6%	32.7%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	96.3%	14.0%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.7%	39.3%	<30	<30

Annual Education Report
 Columbia Alternative Education (05598)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	80.18%	N/A	N/A
American Indian or Alaska Native	67.52%	N/A	N/A
Asian	90.71%	N/A	N/A
Black or African American	68.55%	N/A	N/A
Hispanic of Any Race	73.29%	N/A	N/A
Native Hawaiian or Other Pacific Islander	84.96%	N/A	N/A
Two or More Races	74.68%	N/A	N/A
White	83.74%	N/A	N/A
Female	83.75%	N/A	N/A
Male	76.77%	N/A	N/A
Economically Disadvantaged	67.90%	N/A	N/A
English Learners	69.38%	N/A	N/A
Students With Disabilities	56.67%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report
Columbia Alternative Education (05598)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.05%	N/A

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



02/01/2018

Annual Education Report

Columbia Alternative Education (05598)

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

Columbia Alternative Education (05598)

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
Columbia Alternative Education	Green	2	Red	0	Red	0	Green	2	Red	4

Annual Education Report Columbia Alternative Education (05598)

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	3	1	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%

Annual Education Report
Columbia Alternative Education (05598)

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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 Mathematics Achievement.

Annual Education Report
Columbia Alternative Education (05598)

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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
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) 2015 Mathematics Achievement.

Annual Education Report
Columbia Alternative Education (05598)

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	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.

Annual Education Report
Columbia Alternative Education (05598)

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.

Annual Education Report
Columbia Alternative Education (05598)

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	#
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.

Annual Education Report Columbia Alternative Education (05598)

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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
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	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	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.

Annual Education Report
 Columbia Alternative Education (05598)

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
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0