



McKinley Adult and
Alternative Education Center

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Adrian, MI 49221
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2015-2016 School Annual Education Report (AER)

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 2015-16 educational progress for the Adrian Adult and Alternative Education program. 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 Derrick Richards for assistance.

The AER is available for you to review electronically by visiting the following web site 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.

Adrian Adult and Alternative Education was not given one of these labels.

School Background

Adult and Alternative Education Center serves many of those students from throughout Lenawee County. Sadly, many students enter our program off-track toward graduating within four years and count against McKinley Adult and

Alternative Education Center and Adrian Public Schools with regards to graduation rate. The school has increased its four year graduation rate from 2.86% in 2011-12 to 55% in 2015-2016.

Alternative Education/High School Completion

Classes are available for those students under 19 years of age, who are looking to receive their high school diploma. During the classes the student will complete courses in; English, Mathematics, Social Studies, Science and elective courses; which will lead to a high school diploma.

Adult Education/High School Completion

Classes are available for adults (20+ years old) who are looking to receive their high school diploma. During the classes the student will complete courses in; English, Mathematics, Social Studies, Science and elective courses; which will lead to a high school diploma.

The Michigan School Report Cards do not address Adult Education (age 20 and above) or Preschool Programs in any way. Adult Education students are not required to participate in MEAP or MME/ACT and are not part of either Education YES! or school scorecard. Adult education programs will not receive an Education YES! grade or receive a Michigan Schools Accountability Scorecard. Young adult education participants who are served because they have been permanently expelled from school and have no appropriate education program available to them are not counted among students that are required to participate in MEAP, MME, or MI-Access. This policy is limited only to those students that are permanently expelled and that are not counted for the foundation allowance under the State School Aid Act. Alternative Education students that are counted as public school students under the State School Aid Act are treated as any other student for both Education YES! and Michigan Schools Accountability Scorecard. State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL ADRIAN PUBLIC SCHOOL

Adrian Public School students are assigned to schools using the attendance boundaries that have been established by the district. In district students must apply through Adrian High School for enrollment. McKinley Adult and Alternative Education Center also participate in School of Choice. Parents requesting Schools of Choice must submit paperwork to our Adrian Board of Education.

This same process used in the prior 2014-2015 school year.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

McKinley Adult and Alternative Education Center is in its fourth year of the school improvement plan. Improvement goals include, but not limited to, increasing student achievement across all core subjects, with emphasis on English and mathematics, increase graduation rate, increase parental involvement, and increase student attendance in relationship with teacher mentor communication. McKinley Adult and Alternative Education Center has graduation coaches, a social worker and extended individualized learning opportunities with teachers of core subject areas to help increase student achievement, number of courses completed and graduation rate.

McKinley Adult and Alternative Education Center has created a parental involvement plan that will outline the opportunities parents can participate in their student's education. A parent meeting will be held in September outlining responsibilities of both the organization and of the parents to be successful in reaching this goal. It was reported in the 2014-2015 AER report that McKinley Adult and Alternative Education Center was in its third year of the school improvement plan.

2015-2016 SPECIALIZED SCHOOLS

The students of Adrian High 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. 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

2014-2015 SPECIALIZED SCHOOLS

The students of Adrian Adult and Alternative 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. 4 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. 7 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 impairments or other health impairments at Adrian 7/8 and hearing impairments in Madison. Classrooms for students with cognitive

impairments are located in Tecumseh and Adrian. 17 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. 10 students from Adrian Public Schools attended the LISD PREP Academy during the 2014-15 school year.

The LISD TECH Center offers career technical education programs for high school sophomores, juniors and seniors. 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.

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

Resource: www.mich.gov/highschool The 2015 AER reported McKinley Adult and Alternative Education Center used the Michigan Merit High School Curriculum. Edmentum Plato software provides online courses. Please view more information at <https://www.edmentum.com/course-catalog>

Resource: www.mich.gov/highschool

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

GAIN ASSESSMENT	Pre-Test	Post-Test	Growth
English Language Arts	6.96	8.83	1.87
Mathematics	6.12	8.07	1.95

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

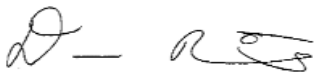
2015-2016 1st Semester 26/46 or 56.5% 2nd Semester 31/43 or 72%
2014-2015 1st Semester: 19/44 or 43.18% 2nd Semester 14/48 or 29.16%
2013-2014 1st Semester: 28/58 or 48.27% 2nd Semester: 33/57 or 57.89%

FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS
(DUAL ENROLLMENT)
 - i. ZERO
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - i. ZERO
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN
COLLEGE EQUIVALENT COURSES (AP/IB)
 - i. ZERO
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE
LEADING TO COLLEGE CREDIT
 - i. ZERO

McKinley Adult and Alternative Education Center is designed to meet the needs of students who find academic success outside of the traditional high school environment. The flexibility of courses, seat time waiver, additional tutors and individualized services are all part of what makes this a stand-out program for the non-traditional student. Graduates are proud of their academic accomplishments and leave the program with an Adrian Public Schools high school diploma, knowing they have a bright future! If you have any questions or concerns please feel free to contact me. Sincerely,

Sincerely,

A handwritten signature in black ink, appearing to read "Derrick J Richards". The signature is stylized with a large "D" and a long horizontal line.

Derrick J Richards
Adrian Public Schools

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	All Students	2014-15	49.3%	49.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	33.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	58.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	50.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	43.3%	48.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	36.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	6.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	27.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	17.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	34.5%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	11th Grade Content	Female	2014-15	29.1%	22.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	27.8%	32.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	13.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	6.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	19.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	33.0%	28.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	11.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	12.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	24.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	35.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	10.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	29.8%	21.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	32.1%	29.2%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	11th Grade Content	Male	2015-16	36.3%	37.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	9.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	17.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2015-16	4.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	7.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	31.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	36.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	17.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	20.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	38.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	43.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	22.8%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	39.1%	27.1%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	11th Grade Content	Male	2014-15	47.2%	41.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	47.1%	48.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	22.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	21.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	13.3%	<10	<10	<10	<10	<10

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
Adrian Adult and Alternative Education	2015-16	Total Score	All Students	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Female	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Male	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	English Language Learners	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Not English Language Learners	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Not Migrant	<10	N/A	<10	<10	<10	<10	<10

SAT

Adrian Adult and Alternative Education	2015-16	Total Score	Students Without Disabilities	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Total Score	Not Homeless	<10	N/A	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	All Students	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Female	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Male	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	English Language Learners	<10	480	<10	<10	<10	<10	<10

SAT

Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Not Migrant	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Evidence-Based Reading and Writing	Not Homeless	<10	480	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	All Students	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Female	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Male	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10

SAT

Adrian Adult and Alternative Education	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	English Language Learners	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Not English Language Learners	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Not Migrant	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Students Without Disabilities	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Adrian Adult and Alternative Education	2015-16	Mathematics	Not Homeless	<10	530	<10	<10	<10	<10	<10

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



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%	<30	<30
All Students	Mathematics	98.6%	62.1%	99.2%	50.7%	<30	<30
All Students	Science	98.1%	50.0%	98.6%	35.0%	<30	<30
All Students	Social Studies	98.1%	59.3%	98.2%	54.6%	<30	<30
Bottom 30%	ELA	N/A	25.1%	N/A	11.1%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	6.8%	N/A	<30
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	<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%	N/A	N/A	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%	97.1%	42.9%	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	97.1%	34.9%	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%	98.3%	52.1%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.4%	43.5%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	99.5%	25.0%	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.4%	48.5%	<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%	97.9%	58.2%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	97.9%	52.8%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	91.7%	36.4%	N/A	N/A
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%	<30	<30
White	Mathematics	98.9%	68.4%	99.5%	55.0%	<30	<30
White	Science	98.6%	57.1%	99.2%	42.2%	<30	<30
White	Social Studies	98.5%	65.8%	99.2%	56.4%	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	98.3%	54.0%	<30	<30
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	41.8%	<30	<30
Economically Disadvantaged	Science	97.5%	35.0%	98.5%	26.9%	<30	<30
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	46.8%	<30	<30
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



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	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	94.3%	30.9%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	98.2%	27.1%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	96.8%	11.6%	N/A	N/A
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.



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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.79%	N/A

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

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

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
Adrian Adult and Alternative Education	Green	2	Red	0	Green	2	Green	2	Orange	6

**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	5	0	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	N/A	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

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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
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
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.



MI School Data

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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
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
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.



MI School Data

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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
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
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

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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
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
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 Adrian Adult and Alternative Education

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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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
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	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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 Adrian Adult and Alternative Education

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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
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races	0	0	0	0	0
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.



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