



School Annual Education Report (AER)

April 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2014-15 education progress for Asher School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about students assessment, the educational status rating and teacher quality. If you have any questions about the AER, please contact Mark Carter, Director, for assistance. The AER is available for you to review electronically by visiting the following web site, www.southgateschools.com, or you may review a copy from the Director's Office at your child's school.

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.

Asher School was not identified as a Reward, Focus or Priority School. However, Asher School did receive a red rating for Writing, Math and Science causing the school to receive an Accountability Status of red.

Asher School is a public high school, it is also considered a non-traditional alternative high school. Asher School serves a targeted population that is 100% at-risk. Students come from 22 school districts throughout the Downriver area. Students in Asher School are often off-track students who have considerable gaps in their education due to transiency or homelessness, teen parenting, attendance in multiple high schools throughout their educational career and several personal or situational issues that have made success in a traditional high school setting a reasonable option.

Not only does the current data reflect the performance data of the 100% at-risk population at Asher School but it also compares data from year to year. The data for 2014-15 represents a different sample of students tested from the previous year. Comparison is difficult as the students selected for testing by "local definition" in 2012-13 included students who were considered 11th graders based on credits earned and completion of one credit in Language Arts, Science, Math and Social Studies. Student data reported for 2014-15 reflects the performance of students who were determined 11th graders by age and cohort only.

We did not test 95% of our students.

- All Asher students' proficiency targets were met in ELA.
- All Asher students' proficiency targets were met in Math.
- All Asher students' proficiency targets were met in Science.
- All Asher students' proficiency targets were met in Social Studies.

Director: Mark Carter 14101 Leroy Southgate, Michigan 48195



Recognizing the unique social, emotional and academic challenges of the Asher School population, key initiatives for improvement include working on barriers to education, focusing on school improvement goals in reading, writing, and math, and creating better services for our students in the special education sub groups. Initiatives to remove barriers to education for our students includes: flexible class scheduling, free and reduced lunch, Free State licensed childcare, food bank support, social worker services and free tutoring. A new initiative last school year included a partnership with Wayne Metro Community Action Agency.

Asher School is aligning to the Common Core Curriculum and focusing on school improvement goals that reflect our need for improvement in reading, math and writing. The program provides specific low level classes for students who continue to struggle in reading and math and regular semester assessments tracks academic improvement.

Beginning last year, Asher School is focusing on our special education sub group. Southgate Schools Special Services provides staff to support with special education students and to help them reach their goals.

Process for assigning students to Asher School

Asher School is an alternative high school program provided by Southgate Community Schools to students living in the downriver area. The student population is 100% at-risk and represents a diverse population of 16-19 year old students who have not been successful at their traditional high school(s) and are attempting to earn a high school diploma. Students apply and must complete all enrollment procedures, including student interview with social worker, and student academic advisor.

The status of the 3-5 year School Improvement Plan

Recognizing that students in the Asher school come from 20-22 school districts with gaps in their traditional schooling, the Asher School Staff has developed a school improvement plan that addresses students' needs in reading, math and writing. All students are pre assessed using the standardized Test of Adult Basic Education to determine basic levels in reading and math.

Students are placed in intervention classes dependent on those basic scores. On the first day of class, students are given a local pre assessment to determine reading and math ability and post tests are used to measure progress over the improvement plan to improve reading and math skills in Asher School. Staff and School Improvement Team members created a rubric for writing for the program and reviewed data from student writing samples to measure improvement in writing

With the significantly high number of at-risk students, Asher Support was implemented in January, 2016. Asher Support, provides mentors to assist students that have the following deficient areas: failed 50% of classes from first semester, poor attendance, and behavioral/social skills deficit.

Due to the retention constraint, the Never Been Absent (NBA) initiative was launched in January, 2016. We anticipate that this initiative will serve as a counter measure to the retention barrier, thus giving students more instructional time, to increase completion rate.

A Brief Description of each Specialized School

Asher School is an alternative high school program created to serve students in the downriver area who have not been successful in a traditional setting. The program provides wrap around support services for students who require alternative methods of instruction, flexible scheduling, childcare support, academic interventions and individualized attention. Special education services are provided to eligible students that support a variety of learning styles and differences. Asher School provides highly qualified

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teachers who teach a curriculum that aligns with the Michigan Merit Curriculum and Common Core and all students are required to take all and any state tests such as the MEAP and the Michigan Merit Exam at appropriate times in their career at Asher School.

Curriculum and Common Core

The curriculum at Asher School follows the Michigan Merit requirements for graduation found at Michigan.gov/documents/med. The School Improvement Team and Asher staff have worked to incorporate Common Core into the Asher curriculum as found at corestandards.org. Staff complete lessons plans weekly and reference the plans to the Common Core standards.

Information about Local Assessments

All students take common formative and summative assessments in their daily courses. Student data is derived from local assessments including the Test of Adult Basic Education and pre and post assessments linked to school improvement goals in reading and math.

Pre and post data from the Test of Adult Basic Education has demonstrated a small increase in basic reading skills over the past 2 years. Data has indicated that the overall reading level of the students as tested by the Test of Adult Basic Education is grade 7.4. The math computation level averages 5.0 and in Math Application averages at grade 6.4. Improvements have occurred in the last 2 years that demonstrate a .5 grade level increase. Data from local assessments and State required assessments drives the school improvement initiative at Asher School.

PT Conference Data

Students at Asher school register for classes for Fall and Winter Semesters. Progress reports are sent out during the first 6 weeks and then the 11th week of school. Parent teacher conferences are the 6th week of school during each semester and over the past 2 years we have averaged 30 parents in attendance or approximately 10% of the parents attended. All parents are encouraged to participate and parents are welcome to request a meeting with teachers and/or the Director at any time.

Post-Secondary and /or college accredited courses/Dual enrollment

Asher School currently does not have any students who dual enroll in post-secondary programming and does not offer AP courses. The staff and administration of Asher School are committed to providing the best possible programming for the unique and diverse population attending Asher School. We continue to work through our school improvement plan to demonstrate achievement in reading, math and writing while overcoming barriers to education for all of our students. If you have any questions or concerns regarding the programming at Asher School, please contact Mark Carter, Director, Southgate Adult and Community Education/Asher School.

Sincerely,

Mark Carter, Director

Director: Mark Carter 14101 Leroy Southgate, Michigan 48195

"Learning for Life"

Southgate Schools: The best choice for parents and students.

**Annual Education Report
Asher School**

M-STEP Grades 3-8

| 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 | 8th Grade Content | All Students | 2013-14 | 25.6% | 16% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | African American | 2013-14 | 6.4% | 9.1% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Hispanic of Any Race | 2013-14 | 14.6% | 10.5% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | White | 2013-14 | 31.2% | 17.1% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Female | 2013-14 | 22.4% | 13.6% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Male | 2013-14 | 28.7% | 18.2% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 8th Grade Content | Economically Disadvantaged | 2013-14 | 12.9% | 10.2% | <10 | <10 | <10 | <10 | <10 |

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M-STEP Grade 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 | All Students | 2014-15 | 28.5% | 17.3% | 0% | 0% | 0% | 3.9% | 96.1% |
| Mathematics | 11th Grade Content | All Students | 2013-14 | 28.8% | 10.8% | 3% | 0% | 3% | 6% | 91% |
| Mathematics | 11th Grade Content | American Indian | 2013-14 | 19.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 11th Grade Content | African American | 2014-15 | 8.6% | 6.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 11th Grade Content | African American | 2013-14 | 5.9% | 0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 11th Grade Content | Asian | 2014-15 | 60.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 11th Grade Content | Hispanic of Any Race | 2014-15 | 16% | 22.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 11th Grade Content | Hispanic of Any Race | 2013-14 | 14.6% | 3.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 11th Grade Content | White | 2014-15 | 32.4% | 16.8% | 0% | 0% | 0% | 4.8% | 95.2% |
| Mathematics | 11th Grade Content | White | 2013-14 | 33.5% | 12.7% | 3.8% | 0% | 3.8% | 7.7% | 88.5% |
| Mathematics | 11th Grade Content | Female | 2014-15 | 29.1% | 14.1% | 0% | 0% | 0% | 0% | 100% |
| Mathematics | 11th Grade Content | Female | 2013-14 | 26.5% | 10.7% | 4.5% | 0% | 4.5% | 4.5% | 90.9% |
| Mathematics | 11th Grade Content | Male | 2014-15 | 27.8% | 20.3% | 0% | 0% | 0% | 6.5% | 93.5% |

**Annual Education Report
Asher School**

M-STEP Grade 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 | Male | 2013-14 | 31.1% | 10.8% | 2.2% | 0% | 2.2% | 6.7% | 91.1% |
| Mathematics | 11th Grade Content | Economically Disadvantaged | 2014-15 | 14.1% | 9.6% | 0% | 0% | 0% | 5.6% | 94.4% |
| Mathematics | 11th Grade Content | Economically Disadvantaged | 2013-14 | 13% | 7.6% | 3.3% | 0% | 3.3% | 6.7% | 90% |
| Mathematics | 11th Grade Content | Students With Disabilities | 2014-15 | 3.6% | 0% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 11th Grade Content | Students With Disabilities | 2013-14 | 4.2% | 4.1% | <10 | <10 | <10 | <10 | <10 |
| Reading | 11th Grade Content | All Students | 2013-14 | 58.7% | 54.6% | 16.2% | 4.4% | 11.8% | 38.2% | 45.6% |
| Reading | 11th Grade Content | American Indian | 2013-14 | 55% | <10 | <10 | <10 | <10 | <10 | <10 |
| Reading | 11th Grade Content | African American | 2013-14 | 31.3% | 36.8% | <10 | <10 | <10 | <10 | <10 |
| Reading | 11th Grade Content | Hispanic of Any Race | 2013-14 | 45.5% | 40% | <10 | <10 | <10 | <10 | <10 |
| Reading | 11th Grade Content | White | 2013-14 | 65% | 58.3% | 17.3% | 5.8% | 11.5% | 40.4% | 42.3% |
| Reading | 11th Grade Content | Female | 2013-14 | 62.4% | 59% | 30.4% | 4.3% | 26.1% | 17.4% | 52.2% |
| Reading | 11th Grade Content | Male | 2013-14 | 55% | 50.3% | 8.9% | 4.4% | 4.4% | 48.9% | 42.2% |
| Reading | 11th Grade Content | Economically Disadvantaged | 2013-14 | 43% | 47.2% | 20% | 6.7% | 13.3% | 26.7% | 53.3% |

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M-STEP Grade 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 |
|---------|--------------------|----------------------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|--------------------|------------------------------|------------------------|
| Reading | 11th Grade Content | Students With Disabilities | 2013-14 | 24.1% | 33.3% | <10 | <10 | <10 | <10 | <10 |
| ELA | 11th Grade Content | All Students | 2014-15 | 49.3% | 31% | 19.2% | 5.8% | 13.5% | 19.2% | 61.5% |
| ELA | 11th Grade Content | African American | 2014-15 | 25.8% | 10% | <10 | <10 | <10 | <10 | <10 |
| ELA | 11th Grade Content | Asian | 2014-15 | 64.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| ELA | 11th Grade Content | Hispanic of Any Race | 2014-15 | 39.6% | 34.1% | <10 | <10 | <10 | <10 | <10 |
| ELA | 11th Grade Content | White | 2014-15 | 54.3% | 32.1% | 19.6% | 4.3% | 15.2% | 15.2% | 65.2% |
| ELA | 11th Grade Content | Female | 2014-15 | 55.4% | 34.2% | 31.6% | 10.5% | 21.1% | 26.3% | 42.1% |
| ELA | 11th Grade Content | Male | 2014-15 | 43.3% | 28.1% | 12.1% | 3% | 9.1% | 15.2% | 72.7% |
| ELA | 11th Grade Content | Economically Disadvantaged | 2014-15 | 34.6% | 25.3% | 17.1% | 5.7% | 11.4% | 25.7% | 57.1% |
| ELA | 11th Grade Content | Students With Disabilities | 2014-15 | 12.6% | 4% | <10 | <10 | <10 | <10 | <10 |
| Science | 11th Grade Content | All Students | 2014-15 | 29.4% | 27.2% | 4.2% | 0% | 4.2% | 16.7% | 79.2% |
| Science | 11th Grade Content | All Students | 2013-14 | 28.4% | 20.6% | 4.3% | 1.4% | 2.9% | 5.8% | 89.9% |
| Science | 11th Grade Content | American Indian | 2013-14 | 21.8% | <10 | <10 | <10 | <10 | <10 | <10 |

**Annual Education Report
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M-STEP Grade 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 | African American | 2014-15 | 7.3% | 10% | <10 | <10 | <10 | <10 | <10 |
| Science | 11th Grade Content | African American | 2013-14 | 5.5% | 2.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 11th Grade Content | Asian | 2014-15 | 47.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 11th Grade Content | Hispanic of Any Race | 2014-15 | 17% | 25% | <10 | <10 | <10 | <10 | <10 |
| Science | 11th Grade Content | Hispanic of Any Race | 2013-14 | 15.5% | 10% | <10 | <10 | <10 | <10 | <10 |
| Science | 11th Grade Content | White | 2014-15 | 34.2% | 28.8% | 4.8% | 0% | 4.8% | 19% | 76.2% |
| Science | 11th Grade Content | White | 2013-14 | 33.4% | 23.9% | 5.6% | 1.9% | 3.7% | 7.4% | 87% |
| Science | 11th Grade Content | Female | 2014-15 | 26.7% | 22.2% | 5.6% | 0% | 5.6% | 16.7% | 77.8% |
| Science | 11th Grade Content | Female | 2013-14 | 24.6% | 20.1% | 8.3% | 4.2% | 4.2% | 8.3% | 83.3% |
| Science | 11th Grade Content | Male | 2014-15 | 32.1% | 31.8% | 3.3% | 0% | 3.3% | 16.7% | 80% |
| Science | 11th Grade Content | Male | 2013-14 | 32.2% | 21.1% | 2.2% | 0% | 2.2% | 4.4% | 93.3% |
| Science | 11th Grade Content | Economically Disadvantaged | 2014-15 | 15.4% | 18.8% | 2.9% | 0% | 2.9% | 17.6% | 79.4% |
| Science | 11th Grade Content | Economically Disadvantaged | 2013-14 | 14.2% | 14.5% | 3.3% | 0% | 3.3% | 6.7% | 90% |

**Annual Education Report
Asher School**

M-STEP Grade 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% | 6% | <10 | <10 | <10 | <10 | <10 |
| Science | 11th Grade Content | Students With Disabilities | 2013-14 | 5.5% | 4.1% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | All Students | 2014-15 | 43.9% | 43.4% | 21.3% | 2.1% | 19.1% | 42.6% | 36.2% |
| Social Studies | 11th Grade Content | All Students | 2013-14 | 43.9% | 39.2% | 11.6% | 1.4% | 10.1% | 47.8% | 40.6% |
| Social Studies | 11th Grade Content | American Indian | 2013-14 | 36.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | African American | 2014-15 | 18% | 25.8% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | African American | 2013-14 | 16.6% | 18.4% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | Asian | 2014-15 | 61.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | Hispanic of Any Race | 2014-15 | 33% | 40% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | Hispanic of Any Race | 2013-14 | 31% | 23.3% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | White | 2014-15 | 49.4% | 45.1% | 23.1% | 2.6% | 20.5% | 38.5% | 38.5% |
| Social Studies | 11th Grade Content | White | 2013-14 | 50% | 43.4% | 13% | 1.9% | 11.1% | 51.9% | 35.2% |
| Social Studies | 11th Grade Content | Female | 2014-15 | 40.5% | 36% | 22.2% | 0% | 22.2% | 55.6% | 22.2% |

**Annual Education Report
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M-STEP Grade 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 | Female | 2013-14 | 39.7% | 37.4% | 13.6% | 0% | 13.6% | 27.3% | 59.1% |
| Social Studies | 11th Grade Content | Male | 2014-15 | 47.2% | 50.5% | 20.7% | 3.4% | 17.2% | 34.5% | 44.8% |
| Social Studies | 11th Grade Content | Male | 2013-14 | 48.2% | 40.8% | 10.6% | 2.1% | 8.5% | 57.4% | 31.9% |
| Social Studies | 11th Grade Content | Economically Disadvantaged | 2014-15 | 27.9% | 31.6% | 20% | 2.9% | 17.1% | 42.9% | 37.1% |
| Social Studies | 11th Grade Content | Economically Disadvantaged | 2013-14 | 27.5% | 32.4% | 13.3% | 3.3% | 10% | 40% | 46.7% |
| Social Studies | 11th Grade Content | Students With Disabilities | 2014-15 | 15% | 10.4% | <10 | <10 | <10 | <10 | <10 |
| Social Studies | 11th Grade Content | Students With Disabilities | 2013-14 | 10.9% | 22.4% | <10 | <10 | <10 | <10 | <10 |



03/24/2016

**Annual Education Report
Asher School**

Michigan Educational Assessment Program Access (MEAP - Access)

| Subject | Grade | Testing Group | School Year | State Percent Students Proficient | District Percent Students Proficient | School Percent Students Proficient | Percent Exceeded | Percent Met | Percent Progressing |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|-------------|---------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|------------------|-------------|---------------------|

No Data to Display



03/24/2016

Annual Education Report
Asher School

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report
Asher School

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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display



03/24/2016

**Annual Education Report
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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 |
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|
|---------|-------|---------------|-------------|-----------------------------------|--------------------------------------|------------------------------------|-------------------|------------------|------------------|

No Data to Display

Annual Education Report
Asher School
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 | Mathematics | 98.1% | 36.5% | 95.7% | N/A | 54.9% | N/A |
| All Students | ELA | 98.1% | 48.5% | 95.6% | N/A | 53.3% | N/A |
| All Students | Science | 97.5% | 22.2% | 91.7% | N/A | 54.4% | N/A |
| All Students | Social Studies | 97.4% | 31.8% | 92.3% | N/A | 53.8% | N/A |
| American Indian | Mathematics | 98.2% | 27.8% | <30 | N/A | <30 | N/A |
| American Indian | ELA | 98% | 41.5% | <30 | N/A | <30 | N/A |
| American Indian | Science | 97.8% | 17.7% | <30 | N/A | <30 | N/A |
| American Indian | Social Studies | 97.2% | 25.2% | <30 | N/A | <30 | N/A |
| African American | Mathematics | 96.5% | 13.5% | 94.4% | N/A | <30 | N/A |
| African American | ELA | 96.5% | 24.5% | 93.5% | N/A | <30 | N/A |
| African American | Science | 95.4% | 6.1% | 87.6% | N/A | <30 | N/A |
| African American | Social Studies | 95.2% | 11% | 90.9% | N/A | <30 | N/A |
| Asian | Mathematics | 99.1% | 66.3% | <30 | N/A | <30 | N/A |
| Asian | ELA | 98.7% | 70.2% | <30 | N/A | <30 | N/A |
| Asian | Science | 99% | 38% | <30 | N/A | <30 | N/A |
| Asian | Social Studies | 98.8% | 49.6% | <30 | N/A | <30 | N/A |
| Hispanic of Any Race | Mathematics | 98.3% | 23.7% | 98.2% | N/A | <30 | N/A |
| Hispanic of Any Race | ELA | 98.3% | 36.1% | 96.9% | N/A | <30 | N/A |
| Hispanic of Any Race | Science | 97.9% | 11.7% | 93.6% | N/A | <30 | N/A |
| Hispanic of Any Race | Social Studies | 97.5% | 20.2% | 96.5% | N/A | <30 | N/A |
| Native Hawaiian or Other Pacific Islander | Mathematics | 99.8% | 40.8% | <30 | N/A | N/A | N/A |

**Annual Education Report
Asher School**
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** |
|---|----------------|--------------------|--------------------------|-----------------------|------------------------------|---------------------|-----------------------------|
| Native Hawaiian or Other Pacific Islander | ELA | 99.3% | 53.3% | <30 | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Science | 99.6% | 21.9% | <30 | N/A | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | Social Studies | 99.3% | 33% | <30 | N/A | N/A | N/A |
| Two or More Races | Mathematics | 98.5% | 33.6% | <30 | N/A | <30 | N/A |
| Two or More Races | ELA | 98.5% | 46.9% | <30 | N/A | <30 | N/A |
| Two or More Races | Science | 98.5% | 20.1% | <30 | N/A | <30 | N/A |
| Two or More Races | Social Studies | 98.1% | 28.3% | <30 | N/A | <30 | N/A |
| White | Mathematics | 98.5% | 42.5% | 95.6% | N/A | 51.8% | N/A |
| White | ELA | 98.5% | 55% | 95.7% | N/A | 53.9% | N/A |
| White | Science | 98.1% | 26.6% | 92% | N/A | 55.3% | N/A |
| White | Social Studies | 98% | 37.3% | 92% | N/A | 51.1% | N/A |
| Economically Disadvantaged | Mathematics | 97.6% | 22.5% | 95.1% | N/A | 60.2% | N/A |
| Economically Disadvantaged | ELA | 97.6% | 33.7% | 94.6% | N/A | 55.1% | N/A |
| Economically Disadvantaged | Science | 96.8% | 11.7% | 90.8% | N/A | 60.2% | N/A |
| Economically Disadvantaged | Social Studies | 96.5% | 17.8% | 91.1% | N/A | 59.3% | N/A |
| English Language Learners | Mathematics | 98.6% | 20.3% | 100% | N/A | N/A | N/A |
| English Language Learners | ELA | 98.2% | 24% | 100% | N/A | N/A | N/A |
| English Language Learners | Science | 98.2% | 3.9% | <30 | N/A | N/A | N/A |

**Annual Education Report
Asher School**
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 Language Learners | Social Studies | 97.9% | 8.1% | <30 | N/A | N/A | N/A |
| Students With Disabilities | Mathematics | 97.2% | 21.8% | 97.3% | N/A | <30 | N/A |
| Students With Disabilities | ELA | 96.6% | 24.7% | 97.3% | N/A | <30 | N/A |
| Students With Disabilities | Science | 96.5% | 15.4% | 97.2% | N/A | <30 | N/A |
| Students With Disabilities | Social Studies | 95% | 13.9% | 96.2% | N/A | <30 | N/A |

**Annual Education Report
Asher School**
Accountability Details Graduation Data

| Testing Group | Statewide | District | School |
|---|-----------|----------|--------|
| All Students | 78.6% | 44.3% | 12.1% |
| American Indian | 64.8% | N/A | N/A |
| African American | 64.5% | 27.3% | 5.9% |
| Asian | 89.1% | N/A | N/A |
| Hispanic of Any Race | 68.8% | 52.8% | N/A |
| Migrant | 63.2% | N/A | N/A |
| Native Hawaiian or Other Pacific Islander | 78.9% | N/A | N/A |
| Two or More Races | 74.2% | N/A | N/A |
| White | 82.9% | 45.7% | 12.7% |
| Female | 82.9% | N/A | N/A |
| Male | 74.4% | N/A | N/A |
| Economically Disadvantaged | 65.6% | 37.4% | 8.0% |
| English Language Learners | 68.2% | N/A | N/A |
| Students With Disabilities | 55.1% | 44.9% | N/A |
| Homeless | 54.0% | N/A | N/A |

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

**Annual Education Report
Asher School****Accountability Details Attendance Data**

| Testing Group | Statewide | District | School |
|---------------|-----------|----------|--------|
| All Students | 94.7% | 93.9% | N/A |

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



03/24/2016

Annual Education Report
Asher School

Accountability Status District Data

| District Name | Reading Status | Reading Score | Writing Status | Writing Score | Math Status | Math Score | Science Status | Science Score | Social Studies Status | Social Studies Score | Overall Status | Overall Score |
|---------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

No Data to Display



03/24/2016

Annual Education Report
Asher School

Accountability Status School Data

| District Name | School Name | Title 1 Status | Reading Status | Reading Score | Writing Status | Writing Score | Math Status | Math Score | Science Status | Science Score | Social Studies Status | Social Studies Score | Overall Status | Overall Score |
|---------------|-------------|----------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|
|---------------|-------------|----------------|----------------|---------------|----------------|---------------|-------------|------------|----------------|---------------|-----------------------|----------------------|----------------|---------------|

No Data to Display

**Annual Education Report
Asher School**
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 | 22 | 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% | 0.0% | 0.0% |

Teacher Quality - Provisional

| | Certification Percent |
|--|-----------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 2.7% |

**Annual Education Report
Asher School**
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 | 15 | 53 | 47 | 10 | # |
| Hispanic | 6 | 38 | 62 | 21 | 3 |
| Asian | 4 | 11 | 89 | 58 | 19 |
| American Indian/Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/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.

**Annual Education Report
Asher School**
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 |
| Eligible | 55 | 19 | 40 | 30 | 11 |
| Not Eligible | # | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race/Ethnicity | | | | | |
| White | 69 | 23 | 43 | 26 | 7 |
| Black | 20 | 66 | 29 | 5 | # |
| Hispanic | 4 | 38 | 44 | 15 | 4 |
| Asian | 3 | 11 | 18 | 39 | 32 |
| American Indian/Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/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.

**Annual Education Report
Asher School**
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 |
| Eligible | 64 | 22 | 44 | 32 | 2 |
| Not Eligible | 0 | 0 | 0 | 0 | 0 |
| Info not available | | | | | |
| Race/Ethnicity | | | | | |
| White | 76 | 26 | 42 | 30 | 2 |
| Black | 14 | 68 | 27 | 5 | 0 |
| Hispanic | 5 | 58 | 33 | 9 | 0 |
| Asian | 3 | 26 | 32 | 35 | 7 |
| American Indian | 1 | 0 | 0 | 0 | 0 |
| Native | 0 | 0 | 0 | 0 | 0 |
| Hawaiian/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
Asher School**
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 | 14 | 66 | 34 | 9 | 1 |
| Hispanic | 6 | 49 | 51 | 17 | 1 |
| Asian | 4 | 16 | 84 | 49 | 15 |
| American Indian/Alaska Native | 1 | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian/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.

**Annual Education Report
Asher School**
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 | 20 | 47 | 44 | 9 | 35 |
| Hispanic | 4 | 27 | 41 | 29 | 3 |
| Asian/Pacific Islander | 3 | 13 | 35 | 41 | 10 |
| American Indian/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.

**Annual Education Report
Asher School**
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 |
| 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 | 14 | 52 | 36 | 12 | 0 |
| Hispanic | 5 | 34 | 44 | 21 | 1 |
| Asian | 3 | 21 | 26 | 41 | 12 |
| American Indian | 1 | 0 | 0 | 0 | 0 |
| Native | 0 | 0 | 0 | 0 | 0 |
| Hawaiian/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.

**Annual Education Report
Asher School**
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 |