



CORNERSTONE SCHOOLS

Adams-Young Middle School 2025-26 School Annual Education Report (AER) Cover Letter

February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Adams- Young Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Artina Tyus for assistance.

The AER data file is available for you to review electronically by visiting the following website: [MiSchoolData - AYMS](#). The AER is also available for you to review on the school's website: [LINK TO SCHOOL'S ANNUAL EDUCATION REPORT](#), or you may review a copy in the main office at your child's school.

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

Our school has not been given a label.

Based on the Annual Education Report, the school faces significant challenges related to low academic proficiency, persistent achievement gaps, and high rates of chronic absenteeism. M-STEP data indicate that only 22.72% of students are proficient in ELA, 2.97% in mathematics, 9.29% in science, and 16.43% in social studies, underscoring the urgent need to strengthen core instruction across content areas. PSAT results further confirm these trends, with only 36.2% of students

proficient in ELA, 11.6% performing at the advanced level, and fewer than 10% proficient in mathematics, highlighting gaps in readiness and academic rigor. Attendance remains a critical barrier to achievement, as only 46.95% of students are not chronically absent, while 53.05% are chronically absent, significantly impacting instructional continuity and learning outcomes.

Given these challenges, the school has implemented targeted academic interventions, particularly in ELA and math, through twice-weekly small-group instruction embedded within core classes, as well as pull-out support provided by interventionists and differentiated instruction aligned to student need. Data-driven instructional practices are being used to personalize learning and monitor progress, while additional supports have been developed for economically disadvantaged students and students with disabilities. A focused effort to improve mathematics achievement—including the use of intervention specialists, hands-on instructional strategies, and summer enrichment programs—remains a priority. Additionally, the school has strengthened parent engagement through academic workshops and improved communication strategies to better support student learning at home and reinforce consistent attendance.

State law requires that we also report additional information

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Our school is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

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

Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Cornerstone Adams-Young Academy is named after our Founding Father, **John Adams**, and the renowned African American leader, **Andrew Young**. **John Adams**, the second President of the United States, was a key figure in American independence, a champion of education, and a firm believer in justice and democracy. **Andrew Young** is a civil rights activist, former mayor of Atlanta, and U.S. ambassador to the United Nations, known for his work alongside Dr. Martin Luther King Jr. in the fight for racial equality. The dash between the two names represents our students' journeys as they live out the intentions of our founding fathers—the American dream, which was made possible by the advocacy of famous African Americans and civil rights heroes.

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

Our school’s rigorous instructional program is aligned with Michigan’s Common Core State Standards and is established all grades in English Language Arts and Literacy in History, Social Studies, and Mathematics. The Common Core Standards can be accessed via the internet at [Cornerstone Curriculum Resource Documents](#).

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

Percent of Students at Grade Level on the i-Ready Benchmark Assessment

	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Reading	18%	28%	13%	21%
Math	4%	12%	3%	6%

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

PARENTS AT PARENT-TEACHER CONFERENCES

	Fall %	Fall #	Winter %	Winter #
2023-24	30%	105/346	26%	90/346
2024-25	31%	126/408	21%	84/408

Despite the challenges highlighted in this report, Lincoln-King Adams-Young Middle School remains committed to fostering academic growth and student success. While proficiency rates indicate areas in need of improvement, they also provide valuable insight into where targeted support can make the greatest impact. By implementing data-driven instruction, expanding intervention programs, and strengthening parental engagement, we can create a more supportive learning environment that empowers every student to reach their full potential. Our dedicated educators, staff, and families are essential partners in this effort, and together, we will continue to work towards higher achievement and greater opportunities for all students. With a renewed focus on academic excellence and student-centered learning, we are confident that the progress we seek is within reach.

Sincerely,



Principal Artina Tyus
 Adams-Young Middle
 Lincoln-King Adams-Young Academy District