



The
GoodNews
about
Academy
for Business
&
Technology

2006-07 ANNUAL EDUCATION REPORT

The GoodNews

about the education of our students at the Academy for Business & Technology in 2006-07

There is good news at the Academy for Business & Technology! The 2006-07 school year was the academy's tenth year in operation - a year marked by continued academic, social and behavioral growth and success. The academy serves students in kindergarten through grade 5 at its elementary campus in Dearborn and grades 6-12 at its secondary campus in Melvindale.

Managed by The Leona Group, the Academy for Business & Technology operates under the founding principle that every child can learn and achieve. The school's board of directors, leadership and staff, students, families and the community each worked toward a unified goal - to ensure that every child receives the personalized attention needed to reach his or her unique potential. The Academy for Business & Technology is committed to providing students with experiences that go beyond the traditional classroom and planting seeds for success, exposing children to a world of ideas, opportunity and hope.

More good news from 2006-07 includes:

- The academy continued to meet the academic needs of its students, showing increases in MEAP proficiency. Adequate Yearly Progress (AYP) results had not yet been released at the time of this report.
- Through a grant from the U.S. Department of Education, the academy continued to offer the SMARTS mentor program, offering a safe, nurturing environment where students learned responsibility, character development and citizenship from adult volunteers.

At the elementary campus:

- The academy continued to meet the educational needs of its students, experiencing strong gains in MEAP proficiency and reaching state academic proficiency targets for math and English language arts.
- Thanks to a grant through Wayne RESA, Positive Behavior Support was continued as the school's behavior management initiative. By establishing and maintaining a safe school environment complemented by desirable student behavior, ABT Elementary maximized academic achievement and behavioral competence of all learners.
- Students participated in various academic activities including after-school tutoring, Read-A-Thon, academic summer camp and a science fair for grades 3-5, that provided fun and engaging opportunities for students to learn outside the traditional classroom.

At the secondary campus:

- The school launched the Ford Partnership for Advanced Studies. This highly-valued supplemental curriculum encourages students to build successful careers in business, engineering and technology. The program is academically rigorous, standards-based and introduces students to concepts and skills developed by the award-winning Ford Academy of Manufacturing Sciences.
- The Air Force JROTC program was unveiled. Seventy-five students took advantage of this elective program that promises to instill in students values of citizenship, service to the United States, personal responsibility and sense of accomplishment.
- Air Force JROTC students were invited by Selfridge Air National Guard Base to take an incentive flight on a KC-135 tanker; cadets also presented the colors at a Detroit Pistons basketball game.
- Following a social studies initiative, 42 students were asked to stand and be recognized in the Michigan State Senate Chamber on Thursday, May 17, by Senators Hanson Clark and Raymond Basham for the wonderful humanitarian act of raising \$1,000 dollars that will go toward building a fresh water well in Darfur, Sudan.

School information

Contact information

Elementary campus:
5277 Calhoun St.
Dearborn, MI 48126
313.581.2223
www.leonagroup.com/abtelem

Secondary campus:
19625 Wood St.
Melvindale, MI 48122
313.382.3422
www.leonagroup.com/abt

Year opened

Secondary campus, 1997
Elementary campus, 2003

Grades

K-12

School leadership

Dr. Paul Merritt
school leader, grades K-5
David Meloche
curriculum coach, grades K-5
John Kirk
school leader, grades 6-12
Ernest Music
curriculum coach, grades 6-12

Current board of directors

Bernard Geter II, *president*
Michael Haftel, *vice president*
Marshia Cordray
secretary and treasurer
Terrance Campbell
Dominic Criscuolo
Chartered by Eastern
Michigan University
Dr. Joseph Pollack, *director*
Managed by The
Leona Group, L.L.C.

Mission

The Academy for Business & Technology, in cooperation with parents and community, will provide all students with a clean, safe and caring environment, maximizing academic achievement, improving self-esteem, developing sound character; thereby, producing responsible citizens of a global society.

Local school district

Elementary campus:

Dearborn Public Schools

Secondary campus:

Melvindale Public Schools

Intermediate school district

Wayne RESA

Accreditation

The academy meets the state's standards for accreditation.

- An original Tuskegee Airman headlined career day events along with Melvindale Mayor Andrew Luzod, State Senator Raymond Basham and several parents who also spoke at the event geared toward exposing students to a variety of careers.
- The school's enhanced focus on college preparation aided in doubling the number of graduates enrolling in institutions of higher education this year. Forty-two seniors graduated and over \$100,000 in grants and scholarships were obtained by the Class of 2007.

Enrollment process

- As a free public school, the academy adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- The school holds an advertised open enrollment period in the spring, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

School safety

The safety of students, families, staff and visitors at both Academy for Business & Technology campuses is paramount. The school has instituted a comprehensive and proactive school safety and emergency management program that was thoroughly communicated to staff, students and parents/guardians. This program includes, but is not limited to:

- Student code of conduct
- Emergency action plan
- School behavior policies and procedures
- School safety policies and procedures

The school adhered to all state and federal laws with regards to safety and safety drills and holds a current certificate of occupancy for school use. At the elementary campus, additional mirrors and video cameras were installed to improve security. At the secondary campus, new video cameras were installed, as was fencing around the gym building.

Professional development

- At both campuses, all teachers are certified and 100% of teachers and classroom assistants are highly qualified according to Michigan and federal standards.
- Staff participated in strategically planned professional development opportunities throughout the school year in all academic areas.
- The school's management company, The Leona Group, offered extensive professional development to curriculum coaches, school leaders and faculty through its company-wide Quality Schools Initiative. Topics included building professional learning communities; new teacher academy; best practices in reading, writing and math; curriculum and lesson planning; assessments - common, authentic and formative; data-driven decision making; pacing guides, school design and motivation, CIMS, special education and differentiated instruction.
- Also as part of the Quality Schools Initiative, extensive school and teacher observations were conducted to assess each school's individual professional development needs.



School
Snap Shots

- Various additional professional development initiatives were offered including:

Elementary initiatives:

- Crisis prevention training (CPI) for all staff
- Glory Schools math and English language arts initiative
- MLPP training
- Houghton-Mifflin consultant on reading
- Love & Logic conference

Secondary teachers engaged in additional specialized initiatives that supported growth by academic subject area throughout the school year.

School Report Card

	Education Yes! Grade	Adequate Yearly Progress Status	School Phase 2006-07
Elementary	<i>Not yet publicly released.</i>		
Middle	<i>Not yet publicly released.</i>		
High	<i>Not yet publicly released.</i>		

A quality education

The academy's curriculum is made available to all students and can be reviewed at each campus. Test data are reviewed regularly in order to make modifications as needed. Each child received personalized instruction and the staff effectively adapted the curriculum to meet the needs of a variety of individual learning styles and intellectual strengths.

The Kent County Collaborative Core Curriculum (KC4) was used in grades K-8. This quality, proven curriculum is aligned to state standards and promotes mastery of math, English language arts, science and social studies. Employing various learning styles and teaching strategies, the KC4 curriculum provides the foundation for expanded learning opportunities and enables all students to achieve academic success. For high school grades 9-12, the Michigan Merit curriculum was used and was aligned to new state mandates.

In addition, the academy offered a full complement of academic programming including instruction in Arabic language, physical education, health and music at the elementary campus and a full range of elective and core academic offerings at the secondary campus. Upper grades received drug and alcohol prevention education.

Each campus has a full-time curriculum coach who worked closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assessed its curriculum through state and standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to the coach.

The academy has a technology plan on file with the state that complements the instructional program. In addition to the school improvement planning team, committees in instruction, Title 1, child study and special events were in place.

Extracurricular activities

A well-rounded learning experience was provided to students at the Academy for Business & Technology again this year. In addition to the academically challenging and balanced curriculum, the both campuses offered extracurricular activities, athletics and field trips to complement the traditional curriculum. The high school basketball team received a lot of attention this year, achieving 25 wins and only one loss this season. Additional extracurricular opportunities included:

Elementary campus:

- Tutoring
- Dance
- Arabic
- Cheerleading
- Basketball, boys and girls
- Karate
- Pep squad
- Academic summer camp

By the numbers

Enrollment

Elementary	342
Secondary	427
Total district enrollment.....	769

Returning students

Elementary	87%
Secondary	58%

Waiting list

Elementary	20
Secondary	None

Free & reduced lunch

Elementary	81%
Secondary	85%

Students with disabilities

Elementary:

13% of student population, served within an inclusive environment

Secondary:

12% of student population, served within an inclusive environment

Attendance rate

Elementary	95%
------------------	-----

Student-teacher ratio

Elementary

2006-07	22:1
2005-06	19:1

Secondary

2006-07	21:1
2005-06	15:1

Student demographics

Elementary

African-American.....	47%
Hispanic	25%
Arab-American	17%
Caucasian.....	10%
Other	1%

Secondary

African-American.....	77%
Caucasian.....	14%
Hispanic	8%
Other	1%

Hours of instruction

Elementary	1111.5
Secondary	1105.0

School administrators

Elementary	2
Secondary	3

Graduation rate 81%

The Class of 2007 had 42 graduates.

Students in dual enrollment	0.5%
College-equivalent courses ...	None
Students enrolled in these courses	None
Students who took college equivalency exams ...	None
Students who received college credit from the exams	None
Teaching staff	
Elementary	16
Secondary	21
with 100% highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area of college study or successful completion of a state test	
Classroom assistants	
Elementary	11
Secondary	6
with 100% highly qualified, which is defined by No Child Left Behind Act as having at least two years of higher education or successful completion of a state test	
Support staff	
Elementary	11
Secondary	23
including office staff, mentor manager, library aide, social worker, food services, maintenance, speech and language pathologist, school psychologist, occupational therapist, and additional services contracted as needed	
Parents can request information on the professional qualifications and licensing of their children's teachers from the school office.	
Parent-teacher conference attendance	
Elementary	
2006-07	82%
2005-06	80%
Secondary	
2006-07	15%
2005-06	80%

Secondary campus:

- After-school tutoring
- Baseball, boys
- Volleyball, girls
- Cheerleading
- Student government
- Summer school instruction
- Basketball, boys and girls
- Softball
- Science club

School improvement planning

The school improvement team reviews student achievement data quarterly and annually in order to provide continuous evaluation and recommendations to teachers.

School improvement team

School leader	Curriculum coaches
Teachers	Social worker
Parent	Student
Board member	

Goals and progress

Elementary campus, grades K-5:

Goal 1: Increase the number of students scoring in the proficient range in writing by at least 10% each year.

Progress: Speaker and consultant Shirley Pulton provided comprehensive training on the traits of effective writing and power writing. Students engaged in power-hour, a 60-minute focused writing initiative each day at the beginning of the school year. The number of students scoring proficient in writing improved by 4% over last year's scores.

Goal 2: Increase the number of students scoring in the proficient range in reading by at least 10 percent each year.

Progress: Students enjoyed graded and leveled reading/chapter books as appropriate and engaged in power-hour reading. Student reading levels were assessed every 10 weeks and reading room assignments were grouped by ability. Accelerated reader program was used. While MEAP proficiency in this area remained strong and exceeded state AYP targets, the number of students scoring in the proficient range decreased marginally (1%) over last year's scores.

Goal 3: Increase the number of students scoring in the proficient range in social studies by at least 10 percent each year.

Progress: Intensive and focused math instruction took place. After school math tutoring and summer school instruction were available free to all students. The Glory Schools program was unveiled. Interactive, computer-based software allowed for tailored instruction and assessment based on individual student aptitude. Students in grades 3-5 are not assessed via MEAP in this area.

Goal 4: Increase the number of students scoring in the proficient range in science by at least 10 percent each year.

Progress: Students engaged in enhanced science exploration this year through more hands-on and interactive activities. Grade 5 students were assessed in science and the number of student scoring in the proficient range in this area increased 61% over the year previous. This goal was met.

Goal 5: Increase the number of students scoring in the proficient range in mathematics by at least 10 percent each year.

Progress: Hands-on and experience-based activities reinforced social studies concepts and made learning fun and relevant for students. The number of students scoring proficient in math improved by 12% over last year's scores. This goal was met.

Secondary campus, grades 6-12:

Goal 1: Increase the number of students scoring in the proficient range in mathematics by at least 10% each year.

Progress: Student achievement in math was targeted through enhanced classroom activity, after school programs and free math tutoring provided by staff. Michigan Merit Exam results, which will impact this calculation, had not yet been released at the time of this report. On the MEAP, grade 6 proficiency increased significantly, with student proficiency increasing by 15%. In grades 7 and 8, scores indicate

student performance consistent with last year's scores, with no marked improvement or decline in overall proficiency.

Goal 2: Increase the number of students scoring in the proficient range in reading by at least 5% each year.

Progress: Michigan Merit Exam results, which will impact this calculation, had not yet been released at the time of this report. However, data for student MEAP proficiency in reading indicate performance consistent with last year's scores, with no marked improvement or decline in overall proficiency.

Goal 3: Increase the number of students scoring in the proficient range in writing by at least 5% each year.

Progress: Michigan Merit Exam results, which will impact this calculation, had not yet been released at the time of this report. Data for student MEAP proficiency does not support growth for grades 6 or 7, but does indicate an 11% increase at grade 8.

Goal 4: Increase the number of students scoring in the proficient range in science by at least 5% each year.

Progress: Students engaged in hands-on exploration, field trips and science fair projects that reinforced science concepts. Michigan Merit Exam results, which will impact this calculation, had not yet been released at the time of this report. Students in grade 8 improved science proficiency by 4% over last year.

Goal 5: Increase the number of students scoring in the proficient range in social studies by at least 5% each year.

Progress: Relevant and hands-on initiatives made learning fun and relevant. The Darfur Well project, Career Day, visits from public figures such as Senator Basham and the Mayor of Melvindale, provided real-life experiences that reinforced concepts in social studies. Michigan Merit Exam results, which will impact this calculation, had not yet been released at the time of this report. On the MEAP, the percent of grade 6 students scoring proficient in this are increased 6% while the percent of grade 9 students scoring proficient decreased.

Goal 6: Increase the grades and academic success of all special education students.

Progress: Special education students were included in all classroom instruction, accommodating and modifying instruction as needed. Special education students participated in the full array of field trip and school activities. Special education staff and LRE aids addressed all social and academic needs of students.

Parent involvement

Academy for Business & Technology families are a significant part of the learning community and educational experience. The academy board adopted and approved a Parental Involvement Plan in 2005 and encourages participation at many levels. The academy communicates openly with parents, maintaining an open-door policy and sending weekly communications home with students. Parents are involved members of the school improvement team.

Elementary campus:

- Parent Involvement Committee (PIC)
- Family picnic
- Evening festivals
- Fund-raising
- Open house
- Kindergarten graduation
- Green Eggs & Ham breakfast
- SMARTS mentoring program
- Classroom volunteers
- Scholastic book fair
- Parent-teacher conferences
- Class-trip chaperones

Secondary campus:

- Parent Teacher Leadership Organization (PTLO)
- SMARTS mentor program
- Fund-raising
- Graduation planning
- Class trip chaperones
- Parent breakfasts
- Career day events
- Athletic events
- Parent-teacher conferences
- Open house events
- Technology classes for parents
- Back to school night

Parent survey results

Elementary campus

Respondents: 124, representing 54% of the student body

Overall, I rate this academy

as a good school 99%

My child is getting a good education at this academy 100%

My child is safe and secure at this academy 98%

Secondary campus

Respondents: 8, representing 2% of the student body

Overall, I rate this academy

as a good school 100%

My child is getting a good education at this academy 100%

My child is safe and secure at this academy 100%

Parent comments

"ABT is doing a great job with my daughter. She is learning fast and loves to go to school. She loves her teachers and the other staff."

"My child's teacher is remarkable. The homework she receives totally involves me as the parent. My child adores her teacher."

"Clean, good learning, smart teachers, excellent dress code, good lunch program, and more, more, more. Thank you!"

"I am very pleased with my children's academic progress this year as well as the extra-curricular activities."

Community involvement

Quality partnerships with local businesses and community organizations connect the each school with its local community and broadens experiences for its children. The community played an integral role in providing resources for continued improvement.

Elementary campus:

- Dearborn Senior Citizen's Center
- St. Barbara Church groups
- Renaissance Head Start centers
- The School Dentist
- Boy Scouts of America
- Al-Bayan Cultural Group
- Dearborn Head Start
- A & W Day Care
- Lifetouch Photography
- Girl Scouts of America

Secondary campus:

- Neighborhood clean-up initiatives
- Chamber of Commerce
- Breast Cancer Walk
- Internships with local merchants
- Red Cross Blood Drive
- Cooperative arrangements

Financial report

A statement of revenues and expenses for July 1, 2006 through June 30, 2007 is listed below. Additional financial information is available from the academy. The auditor's report is being conducted at this time.

Revenues

School foundation	\$2,034,420
Food services	121,187
Grants-federal.....	450,020
Grants-state.....	247,679
Other.....	22,823
Total revenues	\$2,876,129

Expenses

Salaries and fringe benefits	\$1,439,917
Purchased services	1,284,446
Materials and supplies	205,473
Other.....	20,846
Total expenses	\$2,950,682

Retained earnings

at beginning of year .. \$477,696

Balance as of

June 30, 2007..... \$403,144

Frequently asked questions

Q: What does MEAP and MME stand for?

A: They are acronyms for the Michigan Educational Assessment Program and Michigan Merit Exam.

Q: What is the purpose of the test?

A: The tests measure student performances against state standards in reading, writing, mathematics, science and social studies.

Q: Who takes the test?

A: Students in grades 3-9 take the MEAP test; grade 11 takes the MME. Students in grades 3-8 and 11 take both the math and English language arts tests. In addition, students in grades 5, 8 and 11 are tested in science; grades 6, 9 and 11 are tested in social studies.

Q: Is the same test administered every year?

A: As the state's standards change or as content areas are shifted from grade to grade for testing, major changes are made to the test.

Q: Why is there no data for some of the categories?

A: Results are compiled and reported for groups that contain 10 or more tested students. By doing this, the confidentiality of individual student performance is maintained.

Q: What were the Michigan state target objectives for AYP for 2006-07?

A: 56% - Elementary math
48% - Elementary ELA
43% - Middle school math
43% - Middle school ELA
44% - High school math
52% - High school ELA

Q: How did these students do on this year's tests?

A: Grade 3: Student proficiency surpassed state AYP targets for both ELA and math and improved upon the previous year's proficiency by 4% for ELA and 13% for math.

Grade 4: Student proficiency surpassed state AYP targets for both ELA and math by 15% and 22% respectively.

Grade 5: Student proficiency surpassed state AYP targets for both ELA and math by 26% and 7% respectively. In addition, proficiency in this grade showed a remarkable improvement over last year's scores, boosting ELA proficiency by 22% and math proficiency by 31%.

Grade 6: Student proficiency surpassed state AYP targets for ELA. In math, student proficiency narrowly missed state AYP targets by 2% but demonstrated an increased gains of 15% over the previous year.

Grade 7: Student proficiency in ELA surpassed state AYP targets and showed a positive growth trend. Math proficiency did not meet state AYP targets and were consistent with the previous year's results.

Grade 8: Student proficiency in both ELA and math remained consistent with last year's scores and fell short of state AYP targets.

Grade 9: Social studies proficiency was 49%.

Grade 11: State AYP targets were not met and did not show improvement from the year previous.

Adequate Yearly Progress (AYP) status had not yet been publicly released at the time of this report.

Grade 3 MEAP Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	54	6	17	44	33	6	9	77	9
Male Students	33	6	24	36	33	13	6	75	6
Female Students	21	5	5	57	33	0	11	79	11
Asian/Pacific Islander	<10	NR	NR	NR	NR	--	--	--	--
Black, Not of Hispanic Origin	28	11	21	50	18	11	17	67	6
Hispanic	18	0	0	50	50	0	0	92	8
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	47	6	17	43	34	0	12	76	12
English Language Learners	11	0	0	45	55	--	--	--	--
Homeless	<10	NR	NR	NR	NR	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	54	19	44	37	0	9	49	40	3
Male Students	33	18	45	36	0	13	44	44	0
Female Students	21	19	43	38	0	5	53	37	5
Asian/Pacific Islander	<10	NR	NR	NR	NR	--	--	--	--
Black, Not of Hispanic Origin	28	21	57	21	0	11	44	44	0
Hispanic	18	11	33	56	0	0	58	42	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	47	19	45	36	0	6	53	41	0
English Language Learners	11	9	36	55	0	--	--	--	--
Homeless	<10	NR	NR	NR	NR	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	54	6	24	57	13		6	29	63	3
Male Students	33	6	24	55	15		13	19	63	6
Female Students	21	5	24	62	10		0	37	63	0
Asian/Pacific Islander	<10	NR	NR	NR	NR		--	--	--	--
Black, Not of Hispanic Origin	28	7	32	50	11		11	39	44	6
Hispanic	18	0	17	72	11		0	17	83	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	47	6	23	57	13		0	35	59	6
English Language Learners	11	0	9	82	9		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	54	0	9	39	52		3	19	46	32
Male Students	33	0	12	27	61		6	11	50	33
Female Students	21	0	5	57	38		0	26	42	32
Asian/Pacific Islander	<10	NR	NR	NR	NR		--	--	--	--
Black, Not of Hispanic Origin	28	0	7	57	36		0	33	39	28
Hispanic	18	0	0	22	78		0	8	58	33
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	47	0	11	40	49		0	18	47	35
English Language Learners	11	0	0	18	82		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Grade 4 MEAP Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	32	0	25	56	19	3	24	59	14
Male Students	16	0	38	56	6	0	38	63	0
Female Students	16	0	13	56	31	5	14	57	24
Asian/Pacific Islander	<10	NR	NR	NR	NR	--	--	--	--
Black, Not of Hispanic Origin	17	0	24	76	0	5	25	60	10
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	27	0	22	67	11	5	25	55	15
English Language Learners	<10	NR	NR	NR	NR	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	32	0	56	44	0	3	39	47	11
Male Students	16	0	56	44	0	6	44	38	13
Female Students	16	0	56	44	0	0	35	55	10
Asian/Pacific Islander	<10	NR	NR	NR	NR	--	--	--	--
Black, Not of Hispanic Origin	17	0	76	24	0	5	40	35	20
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	27	0	56	44	0	0	40	45	15
English Language Learners	<10	NR	NR	NR	NR	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	32	0	38	50	13		0	31	58	11
Male Students	16	0	50	44	6		0	38	63	0
Female Students	16	0	25	56	19		0	25	55	20
Asian/Pacific Islander	<10	NR	NR	NR	NR		--	--	--	--
Black, Not of Hispanic Origin	17	0	47	53	0		0	35	55	10
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	27	0	37	56	7		0	35	55	10
English Language Learners	<10	NR	NR	NR	NR		--	--	--	--
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	32	6	16	59	19		5	16	59	19
Male Students	16	6	19	50	25		13	6	69	13
Female Students	16	6	13	69	13		0	24	52	24
Asian/Pacific Islander	<10	NR	NR	NR	NR		--	--	--	--
Black, Not of Hispanic Origin	17	0	24	71	6		10	15	55	20
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	27	7	11	67	15		5	20	60	15
English Language Learners	<10	NR	NR	NR	NR		--	--	--	--
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Grade 5 MEAP Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	38	11	18	53	18	10	24	62	5
Male Students	17	18	24	47	12	17	25	50	8
Female Students	21	5	14	57	24	5	14	57	24
Asian/Pacific Islander	<10	NR	NR	NR	NR	--	--	--	--
Black, Not of Hispanic Origin	22	14	23	45	18	13	31	50	6
Hispanic	10	10	20	50	20	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	29	10	21	52	17	NR	NR	NR	NR
English Language Learners	<10	NR	NR	NR	NR	--	--	--	--
Homeless	<10	NR	NR	NR	NR	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	38	3	32	63	3	5	71	24	0
Male Students	17	0	47	53	0	8	75	17	0
Female Students	21	5	19	71	5	NR	NR	NR	NR
Asian/Pacific Islander	<10	NR	NR	NR	NR	--	--	--	--
Black, Not of Hispanic Origin	22	5	27	64	5	6	75	19	0
Hispanic	10	0	40	60	0	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	29	3	31	62	3	NR	NR	NR	NR
English Language Learners	<10	NR	NR	NR	NR	--	--	--	--
Homeless	<10	NR	NR	NR	NR	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	38	5	21	61	13		10	24	62	5
Male Students	17	6	29	65	0		17	25	50	8
Female Students	21	5	14	57	24		NR	NR	NR	NR
Asian/Pacific Islander	<10	NR	NR	NR	NR		--	--	--	--
Black, Not of Hispanic Origin	22	9	27	50	14		13	31	50	6
Hispanic	10	0	20	70	10		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	29	7	21	59	14		NR	NR	NR	NR
English Language Learners	<10	NR	NR	NR	NR		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	38	5	32	45	18		14	55	32	0
Male Students	17	12	29	47	12		25	42	33	0
Female Students	21	0	33	43	24		0	70	30	0
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	22	9	27	50	14		19	56	25	0
Hispanic	10	0	40	30	30		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	29	3	38	41	17		NR	NR	NR	NR
English Language Learners	<10	NR	NR	NR	NR		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Science

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	38	8	26	47	18	9	68	18	5
Male Students	17	6	24	53	18	17	75	0	8
Female Students	21	10	29	43	19	0	60	40	0
Asian/Pacific Islander	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	22	9	27	45	18	13	81	0	0
Hispanic	10	10	20	60	10	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	29	10	28	48	14	NR	NR	NR	NR
English Language Learners	<10	NR	NR	NR	NR	--	--	--	--
Homeless	<10	NR	NR	NR	NR	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Grade 6 MEAP Results

Reading

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	31	16	26	45	13	13	26	62	0
Male Students	18	11	33	39	17	18	32	50	8
Female Students	13	23	15	54	8	6	18	76	0
American Indian/Alaskan Native	<10	NR	NR	NR	NR	--	--	--	--
Black, Not of Hispanic Origin	22	18	32	36	14	15	30	55	0
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	9	0	91	0
Economically Disadvantaged	25	20	24	44	12	12	23	65	0
English Language Learners	--	--	--	--	--	NR	NR	NR	NR
Homeless	--	--	--	--	--	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Writing

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	31	23	23	55	0		8	26	66	0
Male Students	18	33	28	39	0		9	23	68	0
Female Students	13	8	15	77	0		6	31	63	0
American Indian/Alaskan Native	<10	--	--	--	--		--	--	--	--
Asian/Pacific Islander	--	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	22	23	18	59	0		11	42	47	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		9	9	82	0
Economically Disadvantaged	25	24	24	52	0		0	35	65	0
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	31	6	45	45	3		13	24	63	0
Male Students	18	11	50	39	0		14	27	59	0
Female Students	13	0	38	54	8		13	19	69	0
American Indian/Alaskan Native	<10	--	--	--	--		--	--	--	--
Asian/Pacific Islander	--	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	22	9	41	45	5		16	37	47	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		9	0	91	0
Economically Disadvantaged	25	8	44	44	4		8	31	62	0
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	29	28	31	31	10		28	46	23	3
Male Students	17	29	29	35	6		18	45	32	5
Female Students	12	25	33	25	17		41	47	12	0
American Indian/Alaskan Native	<10	--	--	--	--		--	--	--	--
Asian/Pacific Islander	--	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	20	40	20	30	10		35	55	10	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		27	27	36	9
Economically Disadvantaged	24	29	33	29	8		27	46	23	4
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Social Studies

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	29	21	34	38	7		37	24	26	13
Male Students	17	24	29	41	6		36	23	23	18
Female Students	12	17	42	33	8		38	25	31	6
American Indian/Alaskan Native	<10	--	--	--	--		--	--	--	--
Asian/Pacific Islander	--	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	20	30	35	25	10		37	32	26	5
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		36	9	27	27
Economically Disadvantaged	24	25	38	29	8		42	15	35	8
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Grade 7 MEAP Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	37	30	16	51	3	16	29	53	2
Male Students	20	25	20	50	5	19	35	42	4
Female Students	17	35	12	53	0	12	24	64	0
American Indian/Alaskan Native	--	--	--	--	--	--	--	--	--
Black, Not of Hispanic Origin	22	32	18	45	5	18	26	54	3
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	31	29	19	52	0	15	32	50	3
English Language Learners	--	--	--	--	--	NR	NR	NR	NR
Homeless	--	--	--	--	--	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	37	14	59	27	0	12	52	36	0
Male Students	20	10	60	30	0	16	44	40	0
Female Students	17	18	59	24	0	8	60	32	0
American Indian/Alaskan Native	--	--	--	--	--	--	--	--	--
Black, Not of Hispanic Origin	22	9	59	32	0	13	50	37	0
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	31	13	58	29	0	12	59	29	0
English Language Learners	--	--	--	--	--	NR	NR	NR	NR
Homeless	--	--	--	--	--	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	37	24	27	49	0		12	46	42	0
Male Students	20	20	30	50	0		16	48	36	0
Female Students	17	29	24	47	0		8	44	48	0
American Indian/Alaskan Native	--	--	--	--	--		--	--	--	--
Black, Not of Hispanic Origin	22	23	36	41	0		13	42	45	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	31	23	32	45	0		15	44	41	0
English Language Learners	--	--	--	--	--		NR	NR	NR	NR
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	37	19	70	5	5		22	66	10	2
Male Students	20	5	75	10	10		32	56	12	0
Female Students	17	35	65	0	0		12	76	8	4
American Indian/Alaskan Native	--	--	--	--	--		--	--	--	--
Black, Not of Hispanic Origin	22	18	77	5	0		26	61	11	3
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	31	19	77	0	3		18	65	15	3
English Language Learners	--	--	--	--	--		NR	NR	NR	NR
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Grade 8 MEAP Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	60	23	37	32	8	25	36	38	2
Male Students	24	42	33	25	0	23	42	31	4
Female Students	36	11	39	36	14	26	30	44	0
American Indian/Alaskan Native	<10	NR	NR	NR	NR	--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	43	23	35	33	9	26	35	38	0
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	30	40	20	10
Economically Disadvantaged	50	28	36	26	10	29	38	29	3
English Language Learners	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	60	48	17	35	0	15	58	26	0
Male Students	24	71	21	8	0	12	69	19	0
Female Students	36	33	14	53	0	19	48	33	0
American Indian/Alaskan Native	<10	NR	NR	NR	NR	--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	43	51	14	35	0	18	50	32	0
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	10	90	0	0
Economically Disadvantaged	50	50	12	38	0	21	56	24	0
English Language Learners	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	60	33	32	33	2		26	40	34	0
Male Students	24	58	21	21	0		27	46	27	0
Female Students	36	17	39	42	3		28	33	41	0
American Indian/Alaskan Native	<10	NR	NR	NR	NR		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	43	35	28	35	2		29	35	35	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		30	60	10	0
Economically Disadvantaged	50	40	26	32	2		32	41	26	0
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	60	25	55	18	2		45	34	15	6
Male Students	24	25	63	13	0		46	38	12	4
Female Students	36	25	50	22	3		44	30	19	7
American Indian/Alaskan Native	<10	NR	NR	NR	NR		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	43	21	60	16	2		47	32	18	3
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		59	26	12	3
Economically Disadvantaged	50	28	52	18	2		21	47	21	11
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Science

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	60	25	55	18	2		28	49	19	4
Male Students	24	25	63	13	0		27	46	27	0
Female Students	36	25	50	22	3		30	52	11	7
American Indian/Alaskan Native	<10	NR	NR	NR	NR		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	43	21	60	16	2		32	50	15	3
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		30	50	20	0
Economically Disadvantaged	50	28	52	18	2		32	53	12	3
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Grade 9 MEAP Results

Social Studies

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	85	11	40	47	2		8	31	53	8
Male Students	43	12	33	53	2		11	31	53	6
Female Students	42	10	48	40	2		6	31	53	11
American Indian/Alaskan Native	--	--	--	--	--		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	69	10	46	43	0		7	26	61	7
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		15	35	40	10
Economically Disadvantaged	68	13	41	46	0		9	28	54	9
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	--	--	--	--	--		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Grade 11 MME Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	64	41	34	25	0	29	34	35	2
Male Students	32	47	31	22	0	33	30	36	0
Female Students	32	34	38	28	0	25	38	34	3
American Indian/Alaskan Native	--	--	--	--	--	--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	48	46	38	17	0	27	38	36	0
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	10	20	20	60	0	33	33	25	8
Economically Disadvantaged	48	46	31	23	0	46	23	27	4
English Language Learners	--	--	--	--	--	--	--	--	--
Homeless	<10	NR	NR	NR	NR	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	60	28	65	7	0	22	59	17	2
Male Students	30	37	67	7	0	34	53	13	0
Female Students	30	20	73	7	0	9	66	22	3
American Indian/Alaskan Native	--	--	--	--	--	--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR	NR	NR	NR	NR
Black, Not of Hispanic Origin	43	33	65	2	0	16	73	11	0
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	11	18	55	27	0	33	42	25	0
Economically Disadvantaged	44	34	64	2	0	28	64	4	4
English Language Learners	--	--	--	--	--	--	--	--	--
Homeless	<10	NR	NR	NR	NR	--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	59	29	61	10	0		27	48	25	0
Male Students	30	33	57	10	0		34	47	19	0
Female Students	29	24	66	10	0		19	50	31	0
American Indian/Alaskan Native	--	--	--	--	--		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	43	30	65	5	0		23	57	20	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	10	20	50	30	0		33	42	25	0
Economically Disadvantaged	43	33	60	7	0		32	52	16	0
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	64	86	9	5	0		82	10	8	0
Male Students	32	84	9	6	0		91	6	3	0
Female Students	32	88	9	3	0		73	13	13	0
American Indian/Alaskan Native	--	--	--	--	--		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	48	92	8	0	0		90	7	2	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	10	60	20	20	0		58	17	25	0
Economically Disadvantaged	48	88	8	4	0		83	17	0	0
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Science

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	64	77	6	0	0		63	21	16	0
Male Students	32	78	16	6	0		72	19	9	0
Female Students	32	75	19	6	0		55	23	23	0
American Indian/Alaskan Native	--	--	--	--	--		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	47	79	19	2	0		73	18	9	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	11	64	18	18	0		50	25	25	0
Economically Disadvantaged	48	77	17	6	0		64	16	20	0
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

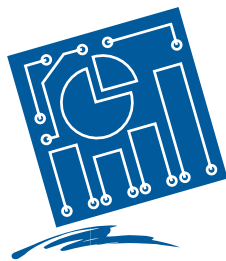
Social Studies

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	63	25	24	49	2		16	44	31	10
Male Students	32	28	28	41	3		19	50	28	3
Female Students	31	23	19	58	0		13	37	33	17
American Indian/Alaskan Native	--	--	--	--	--		--	--	--	--
Asian/Pacific Islander	<10	NR	NR	NR	NR		NR	NR	NR	NR
Black, Not of Hispanic Origin	46	28	24	48	0		14	52	26	7
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	11	18	18	64	0		17	25	50	8
Economically Disadvantaged	47	28	19	51	2		21	54	13	13
English Language Learners	--	--	--	--	--		--	--	--	--
Homeless	<10	NR	NR	NR	NR		--	--	--	--
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested



Academy for Business
& Technology

Elementary Campus

Dr. Paul Merritt, *school leader*

5277 Calhoun St.

Dearborn, MI 48126

313.581.2223

www.leonagroup.com/abtelem

Secondary Campus

John Kirk, *school leader*

19625 Wood St.

Melvindale, MI 48122

313.382.3422

www.leonagroup.com/abt

