



Academy for Business & Technology
Elementary Campus
5277 Calhoun St.
Dearborn, MI 48126

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Academy for Business & Technology Elementary (ABTE) campus.

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. Please contact Dr. Merritt, school leader, for help if you need assistance.

The AER is available for you to review electronically by visiting www.abtelementary.com

You may also review a copy in the school leader's office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.



The 2015-2016 school year proved challenging to our Academy in a number of ways. The year marked thirteen (13) years of operation for the Academy. Many of the faculty and staff had been employed with the Academy for a number of years. Ten (10) experienced faculty/staff members left the Academy either prior to the beginning or shortly after the beginning of the 2015-2016 school year. Of these 10 persons, five (5) were classroom teachers, four (4) in the M-STEP testing grades. Additionally, of the ten (10) new employees to the Academy, approximately six (6) of the new teachers had less than three (3) years experience. The year also brought changes in the Instructional Coach and Response to Intervention Coordinator positions, two key positions at the Academy. Clearly, personnel changes have been a factor in instructional quality and assessment results.

Despite these facts, the Academy has begun the rebuilding process. Both the Instructional Coach and RtI Coordinator positions were filled with our own faculty members. As seasoned teachers they bring experience in the academic proficiencies and deficiencies of our student body. The Response to Intervention Program has been broadened to include mathematics and reading and the delivery system is characterized by individual and small group instruction during 'tier time'. Our after school tutoring program continues this year for general education and English as a second language students with the addition of bus service for the latter group. The addition of standards-based quarterly assessments will help to ensure that all of the State Common Core Standards are included in the instruction process. And, finally, the implementation of Instructional Learning Cycles will provide for re-teaching those standards that evidence low levels of student achievement.

State law requires that we also report two years of additional school-site based information:

Annual process for assigning pupils to the school:

- The Academy for Business & Technology is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- 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.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.



- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is oversubscribed, a public lottery is held to determine enrollment and a waiting list.
- 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.

The status of the 3-5 year school improvement plan:

2015-16

The 2015-2016 school year evidenced a significant drop in achievement due mostly for reasons indicated above. **The Academy for Business and Technology Elementary School (ABTE) State of Michigan Scorecard final status for 2015-2016 was ORANGE.** The Michigan School Accountability Scorecards combine student assessment data with graduation or attendance rates as well as information on compliance with state and federal laws. The Scorecard is a diagnostic tool that gives schools, districts, parents, and the public an easy way to see a school's or district's strengths and weaknesses.

The 2015-2016 ABTE academic year closed with a 90% promotion percentage down approximately 3.4 % over the prior school year. Specifically, 278 of the 311 enrolled students were promoted at the close of the 2015-2016 academic year.

School Improvement Plan Goal Attainment

The 2015-2016 ABTE School Improvement Plan(SIP) detailed four (4) Goals to be the focus for the year. These goals were: (1) Mathematics, (2) English Language Arts, (3) Science, and (4) Social Studies. Each of the Goals for this school year were restated as Measurable Objectives with an achievement goal of 85% proficiency by 6/30/22. Taking the 85% proficiency goal by 2022 with seven (7) years to achieve it provides for a thirteen percent (13%) per year proficiency target. This proficiency figure will be utilized to determine achievement of each of the following Measurable Objectives.



Goal 1: Mathematics

O1: 13% of all students will demonstrate a proficiency appropriate to their grade level in Mathematics as measured by the Michigan State Assessments, KC4 and enVision Mathematics Assessment Data, Performance Series (Scantron) grade level benchmark assessment data and computer program progress data.

The Michigan State Assessment, M-STEP, results show achievement of this objective at the 3rd grade level (22%). 4th graders achieved slightly below level (10%) while 5th grade proficiency was less than 5% on the M-STEP.

The following table shows the percentage of students at or above grade level on the Scantron Performance Series Assessment. It indicates that at the close of the 2015-2016 school year that more than 70% of tested students were at or above grade level in all grades except 5th.

Math. Scantron Proficiencies, Spring, 2016

K	1	2	3	4	5
80%	82%	73%	85%	60%	64%

The average mathematics Scantron proficiency for Spring, 2016, across grades K-5 was 74%.

Goal 2: English Language Arts

O!: 13% of all students will demonstrate proficiency in English Language Arts as measured by WIDA Assessments and Michigan State Assessment.

The Michigan State Assessment, M-STEP, results show achievement of this objective at all grade levels, 3rd through 5th. The proficiencies by grade were 26.8%, 14.5% and 25% respectively.

ELA Scantron Proficiencies, Spring, 2016

	K	1	2	3	4	5
Reading	82%	86%	54%	69%	59%	61%

The Scantron Performance Series results show an average at or above grade level percentage of 69%.

WIDA proficiency levels range from Entering at the initial level to Reaching at the final of the 6 levels. Students reach FLEP (Formerly Limited English Proficiency) status and graduate from Limited English status when their overall WIDA score reaches 4.5-5.0.

WIDA Individual FLEP Proficiencies, Spring 2016



	K	1	2	3	4	5
Overall Scores	0%	0%	0%	43%	71%	90%

FLEP percentages indicate the overall success of the ABTE program for Limited English students.

Writing Proficiencies, Spring 2016

	K	1	2	3	4	5
Benchmark Testing	80%	60%	21%	45%	88%	91%

Writing proficiencies vary dramatically between grades but demonstrate that a student who enrolls at ABTE and remains with us through the grades has a very great chance of emerging with English proficiency. Benchmark testing in writing across all grade levels shows an average at or above grade level percentage of 64%

Goal 3: Social Studies

O!: 13% of all students will demonstrate proficiency in Social Studies as measured by a Michigan developed assessment.

M-STEP results indicate a proficiency level in the 5th grade of less than 5%. The Statewide proficiency results were 18.9% with the Wayne County Intermediate School District result at 12.8% for 5th grade testing. This objective was not achieved for the 2015-2016 school year. Changes in the academic program schoolwide have been made to address this objective.

Social Studies Proficiencies, Spring 2016

	K	1	2	3	4	5
Benchmark Testing	87%	76%	15%	3%	15%	0%

Proficiency in locally prepared Benchmark testing also shows failure to achieve this measurable objective. Daily social studies instruction has been introduced across all grade levels for the 2016-2017 school year. Additionally, social studies constructed responses questions and blogs have been added monthly.

Goal 4: Science

O!: 13% of all students will demonstrate proficiency in Science as measured by Michigan's State Assessment.



M-STEP results indicate a proficiency level in the 4th grade of less than 5%. This objective was not achieved for the 2015-2016 school year. Changes in the academic program schoolwide have been made to address this objective.

Science Proficiencies, Spring 2016

	K	1	2	3	4	5
Benchmark Testing	98%	41%	8%	8%	24%	5%

Proficiency in locally prepared Benchmark testing shows achievement of this objective in grades K, 1, and 4. The results for Science benchmark testing, however, indicate that much work remains to be done with Science instruction across most grade levels. Daily science instruction has been introduced across all grade levels for the 2016-2017 school year. Additionally, Science fair projects continue to be required and constructed response questions and blogs in science have been added monthly.

Academic Initiatives

The academic curriculum of ABTE during the 2015-2016 school year was changed with the introduction of Instructional Learning Cycles (ILC). ILC were initiated to address the concern with poor performance on certain Michigan Standards as measured by Scantron Performance Series testing. The ILC provide re-teaching over a 2-3 week span and followed by a re-test to measure mastery.

School Improvement Team Positions

Members of the School Improvement Team included:

Student	Teachers	Instructional Coach	Reading Specialist
Principal	Board Member		

Significant Professional Development Activities

- Professional Learning Community book read of: "How Teachers can Turn DATA into ACTION" by Daniel R. Venables
- Instructional Learning Cycles - Teachers learned how to unpack the Common Core State Standards by analyzing Scantron proficiencies by Standard in grade level teams, choosing one or two standards that a majority of students in their class were not proficient on, reteaching these standards outside of classroom core instruction time, and retesting the standards to measure student proficiencies.



- Nonviolent Crisis Prevention Intervention training - All faculty and staff were inserviced on how to respond to agitated, disruptive and assaultive students, informed about alternatives when a student loses control and becomes violent, educated about how to control their own anxieties during interventions and how to maintain the best professional attitude, engaged in learning the use of nonverbal, paraverbal, verbal and physical intervention skills, and informed about how to work as a team to resolve dangerous situations effectively, safely and respectfully.
- Dr. J, STEM Integration - Dr. Jacquelyn Walton, Educational Specialist for Mathematics, Science, STEM and Leadership discussed the value of STEM education for students. Central in her presentation was the value of training students to engage in arguments based on evidence which is what Science and Engineering practices require.
- AdvancEd/NCA Preparation - In February of this school year ABTE was involved in its 5 year external review by the school accrediting agency AdvancEd. In preparation for this review, faculty and staff beginning in November, 2015, were divided into teams based on the AdvancEd Standards for Accreditation; namely Purpose/Direction, Governance/Leadership, Teaching/Assessing for Learning, Resources/Support systems, and Using Results for continuous Improvement. The three month preparation resulted in a new 5 year accreditation for ABTE.
- PBIS Disciplinary Flowchart - All faculty and support staff were engaged in a revision of our Positive Behavior Intervention System Process. The sequence of the process is classroom card system, ThinkSheet for student in Main Office, a call home, return to class and if necessary return to the Office with a Disciplinary Referral Form.
- Consultant Seth Goldman via a Discovery Learning webinar - Mr. Goldman empowered teachers to captivate students by leading a way in providing high quality, dynamic, digital content.
- Data Team Meetings - Teachers meet with the Instructional Coach every other week to learn how to analyze their classroom data. Based on the information they discovered, the teachers are able to become more intentional with their instruction.



- Teacher Institute - Teachers from ABTE had the opportunity to collaborate with other teachers from the Leona Group regarding Next Generation Science Standards, Instructional Learning Cycles, Google Applications, Grant Information, and Writing Across the Curriculum.

2014-2015

The 2014-2015 school year was completed with a successful transition to the M-STEP computer based performance based testing system. **The Academy for Business and Technology Elementary School (ABTE) State of Michigan Scorecard final status for 2014-2015 was LIME for the second year in a row.** The Michigan School Accountability Scorecards combine student assessment data with graduation or attendance rates as well as information on compliance with state and federal laws. The Scorecard is a diagnostic tool that gives schools, districts, parents, and the public an easy way to see a school's or district's strengths and weaknesses. The LIME status is just one step from the highest State coding of GREEN.

The 2014-2015 ABTE academic year closed with a 93.4% promotion percentage up 0.6 % over the prior school year. Specifically, 308 of the 331 enrolled students were promoted at the close of the 2014-2015 academic year.

School Improvement Plan Goal Attainment

The 2014-2015 ABTE School Improvement Plan(SIP) detailed five(5) Goals to be the focus for the year. These goals were: (1) Mathematics, (2) Writing, (3) Reading, (4) Science, and (5) Social Studies.

Goal 1: Mathematics

O1: 52% of all students will demonstrate a proficiency appropriate to their grade level in Mathematics. This objective was achieved at all grade levels except 5th grade with a 2% reduction off the desired level.

Goal 2: Writing

O!: 54% of all students will demonstrate a proficiency in writing at all grade levels in English Language Arts.



Based on the Writing benchmarks, this objective was achieved at all grade levels with the exception of 2nd and 3rd grades..

Goal 3: Reading

O1-O3: 62% of English Learners will demonstrate a proficiency in Reading comprehension in English Language Arts as measured by the Performance Series Reading Benchmark Assessment Program. This objective was achieved at all grade levels except 4th grade where the 'at or above grade level' result was 60%.

Goal 4: Science

O1: 28% of all students will demonstrate a proficiency in carrying out scientific investigations in science as measured by Michigan's developed assessment. Fourth grade students took the Science M-STEP during the 2014-15 school year. This objective was not met. The average M-STEP science proficiency was 5%. The average percentage of students receiving passing grades(A-C) in science across all grades during the 2014-2015 academic year was 74%.

Goal 5: Social Studies

O1: 41% of all students will demonstrate a proficiency across all grade levels in Social Studies as measured by Michigan's developed Assessment. Fifth grade students took the Social Studies M-STEP during the 2014-15 school year. The average M-STEP social studies proficiency was 5.8%. The average percentage of students receiving passing grades(A-C) in social studies across all grades during the 2014-2015 academic year was 77%.

Academic Initiatives

The academic curriculum of ABTE during the 2014-2015 school year was modified greatly with the introduction of the Compass Learning program. As mentioned earlier, Compass Learning is designed to provide individual students with a unique learning path based on their responses inside the Program. With the introduction last year of a computer laboratory into student scheduling and the movement to computer based State testing, the addition of Compass Learning into the curriculum completes the movement to a computer based environment for instruction, practice and assessment. .

School Improvement Team Positions

Members of the School Improvement Team included:

Student	Teachers	Instructional Coach	Reading Specialist
Principal	Board Member		



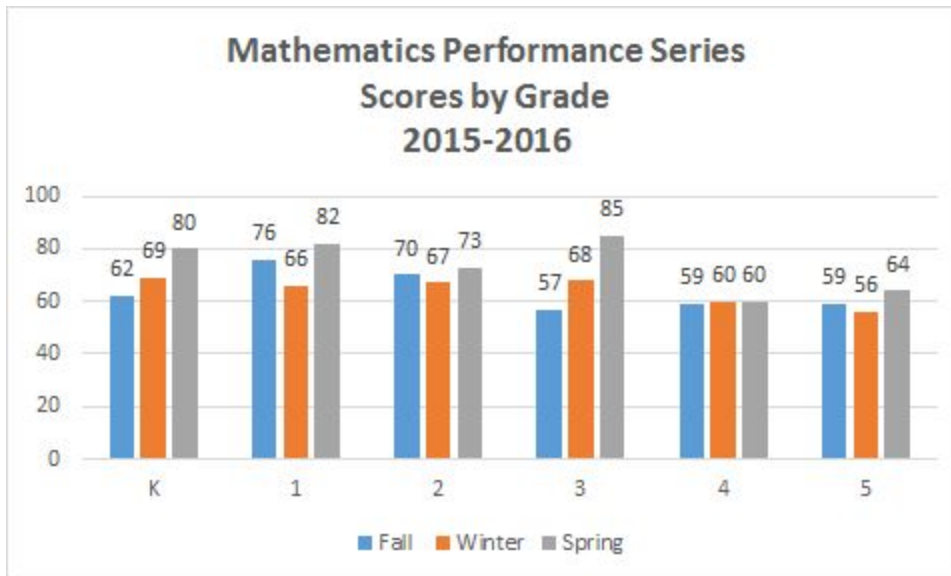
Status of the curriculum

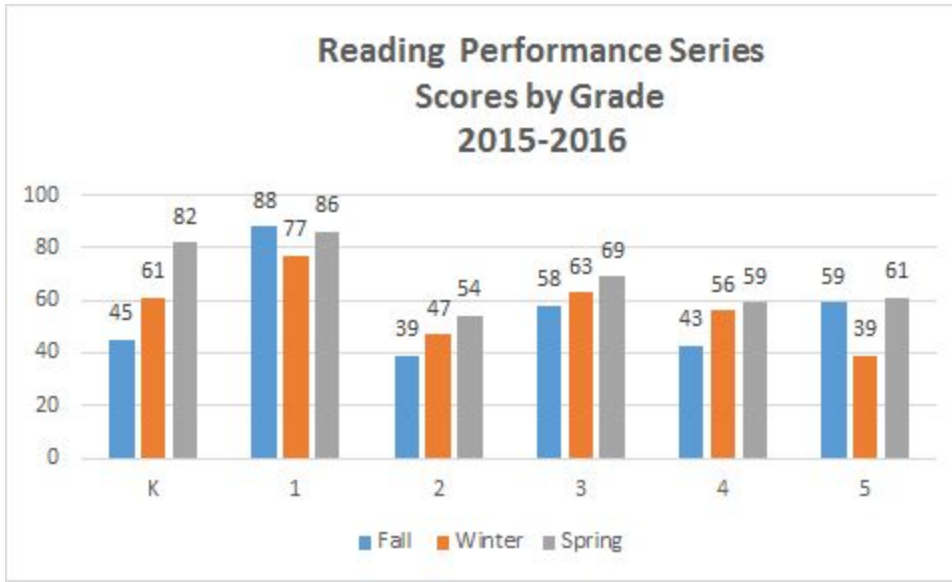
2015-16:

2014-15: ABTE utilizes the Curriculum Crafter as its curriculum and embellishes it with the WriteSteps writing, enVision Math, Initiatives Science and Compass Learning programs. Pacing guides in all content areas and an Instructional Coach ensure the coverage of the entire core curriculum by teachers.

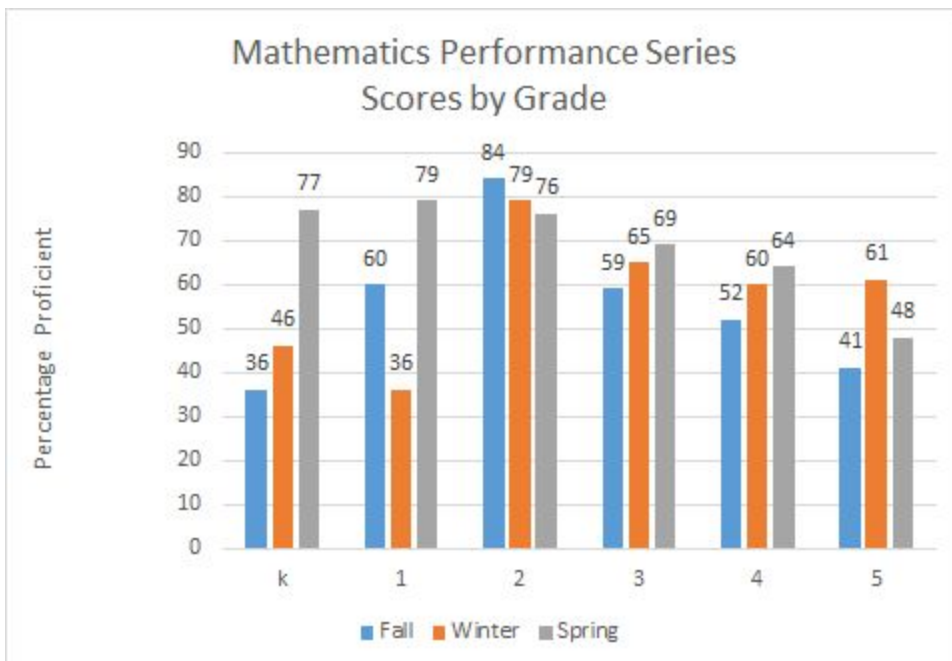
Aggregate student achievement results for local competency testing:

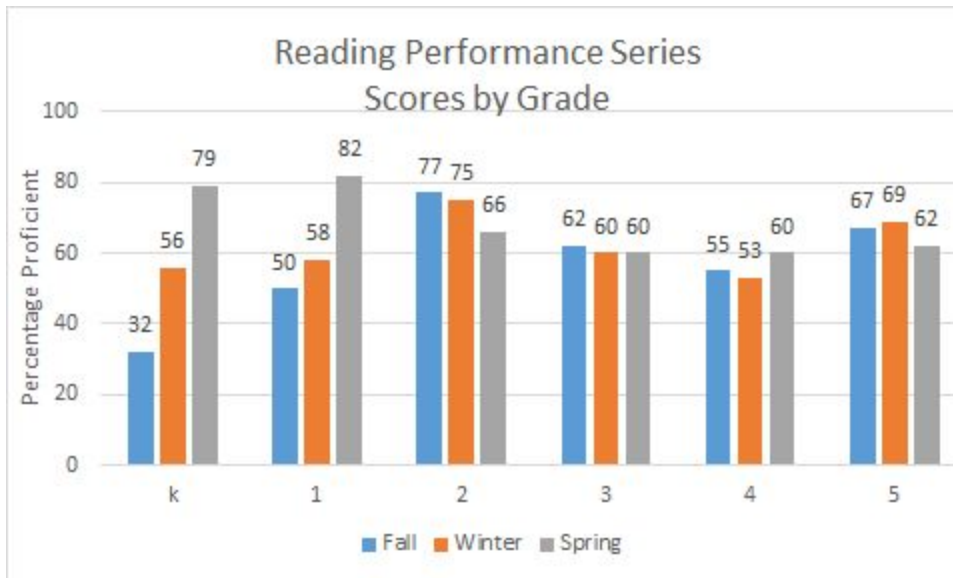
2015-16 Performance Series Scantron Data





2014-2015 Performance Series Scantron Data:





Parent-Teacher Conferences

2015-16 Students represented by parent/guardian at parent-teacher conferences: 200 (62%)

2014-15: Students represented by parent/guardian at parent-teacher conferences: 300 (90%)

We would like to personally congratulate the staff, students and families of The Academy for Business & Technology on a successful school year. Thank you for choosing The Academy for Business & Technology for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Paul Merritt, Ph.D.
School Leader, K-5

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	22.2%	22.2%	9.7%	12.5%	31.9%	45.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	26.8%	26.8%	12.2%	14.6%	22.0%	51.2%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	23.4%	23.4%	8.5%	14.9%	36.2%	40.4%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	25.0%	25.0%	10.7%	14.3%	14.3%	60.7%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	11.8%	11.8%	11.8%	0.0%	29.4%	58.8%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	20.0%	20.0%	10.0%	10.0%	50.0%	30.0%
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	54.7%	35.1%	35.1%	16.2%	18.9%	43.2%	21.6%
ELA	3rd Grade Content	Female	2015-16	49.5%	27.8%	27.8%	22.2%	5.6%	33.3%	38.9%

M-STEP Grades 3-11

ELA	3rd Grade Content	Male	2014-15	45.5%	8.6%	8.6%	2.9%	5.7%	20.0%	71.4%
ELA	3rd Grade Content	Male	2015-16	42.6%	26.1%	26.1%	4.3%	21.7%	13.0%	60.9%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	21.9%	21.9%	9.4%	12.5%	31.3%	46.9%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	27.3%	27.3%	12.1%	15.2%	21.2%	51.5%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	23.8%	23.8%	14.3%	9.5%	23.8%	52.4%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	46.6%	28.3%	28.3%	8.7%	19.6%	26.1%	45.7%
ELA	4th Grade Content	All Students	2015-16	46.3%	14.5%	14.5%	7.2%	7.2%	24.6%	60.9%
ELA	4th Grade Content	Black or African American	2014-15	21.2%	23.3%	23.3%	6.7%	16.7%	26.7%	50.0%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	12.2%	12.2%	8.2%	4.1%	26.5%	61.2%
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	16.7%	16.7%	0.0%	16.7%	33.3%	50.0%

M-STEP Grades 3-11

ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	7.7%	7.7%	0.0%	7.7%	23.1%	69.2%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	51.5%	30.0%	30.0%	15.0%	15.0%	35.0%	35.0%
ELA	4th Grade Content	Female	2015-16	50.9%	20.5%	20.5%	12.8%	7.7%	28.2%	51.3%
ELA	4th Grade Content	Male	2014-15	41.8%	26.9%	26.9%	3.8%	23.1%	19.2%	53.8%
ELA	4th Grade Content	Male	2015-16	41.8%	6.7%	6.7%	0.0%	6.7%	20.0%	73.3%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	30.8%	30.8%	10.3%	20.5%	15.4%	53.8%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	11.7%	11.7%	5.0%	6.7%	25.0%	63.3%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	21.4%	21.4%	0.0%	21.4%	28.6%	50.0%
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	25.0%	25.0%	6.3%	18.8%	18.8%	56.3%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	5th Grade Content	All Students	2014-15	48.7%	29.4%	29.4%	5.9%	23.5%	37.3%	33.3%
ELA	5th Grade Content	All Students	2015-16	50.6%	25.0%	25.0%	2.3%	22.7%	34.1%	40.9%
ELA	5th Grade Content	Black or African American	2014-15	22.5%	32.1%	32.1%	3.6%	28.6%	42.9%	25.0%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	22.6%	22.6%	0.0%	22.6%	35.5%	41.9%
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	20.0%	20.0%	0.0%	20.0%	33.3%	46.7%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	54.3%	29.6%	29.6%	3.7%	25.9%	33.3%	37.0%
ELA	5th Grade Content	Female	2015-16	55.8%	38.9%	38.9%	5.6%	33.3%	33.3%	27.8%
ELA	5th Grade Content	Male	2014-15	43.3%	29.2%	29.2%	8.3%	20.8%	41.7%	29.2%
ELA	5th Grade Content	Male	2015-16	45.5%	15.4%	15.4%	0.0%	15.4%	34.6%	50.0%

M-STEP Grades 3-11

ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	31.1%	31.1%	6.7%	24.4%	37.8%	31.1%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	26.3%	26.3%	2.6%	23.7%	31.6%	42.1%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	6.7%	6.7%	0.0%	6.7%	33.3%	60.0%
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	10.0%	10.0%	0.0%	10.0%	40.0%	50.0%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	7.7%	7.7%	7.7%	0.0%	30.8%	61.5%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	18.1%	18.1%	0.0%	18.1%	41.7%	40.3%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	22.0%	22.0%	0.0%	22.0%	19.5%	58.5%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	14.9%	14.9%	0.0%	14.9%	44.7%	40.4%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	17.9%	17.9%	0.0%	17.9%	14.3%	67.9%
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	17.6%	17.6%	0.0%	17.6%	35.3%	47.1%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	30.0%	30.0%	0.0%	30.0%	30.0%	40.0%
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	18.9%	18.9%	0.0%	18.9%	43.2%	37.8%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	27.8%	27.8%	0.0%	27.8%	11.1%	61.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	17.1%	17.1%	0.0%	17.1%	40.0%	42.9%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	17.4%	17.4%	0.0%	17.4%	26.1%	56.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	18.8%	18.8%	0.0%	18.8%	39.1%	42.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	24.2%	24.2%	0.0%	24.2%	21.2%	54.5%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	28.6%	28.6%	0.0%	28.6%	28.6%	42.9%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	13.0%	13.0%	0.0%	13.0%	50.0%	37.0%

M-STEP Grades 3-11

Mathematics	4th Grade Content	All Students	2015-16	44.0%	10.0%	10.0%	1.4%	8.6%	45.7%	44.3%
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	6.7%	6.7%	0.0%	6.7%	53.3%	40.0%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	10.2%	10.2%	2.0%	8.2%	42.9%	46.9%
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	16.7%	16.7%	0.0%	16.7%	41.7%	41.7%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	7.1%	7.1%	0.0%	7.1%	50.0%	42.9%
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	15.0%	15.0%	0.0%	15.0%	45.0%	40.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	12.5%	12.5%	2.5%	10.0%	37.5%	50.0%
Mathematics	4th Grade Content	Male	2014-15	42.4%	11.5%	11.5%	0.0%	11.5%	53.8%	34.6%
Mathematics	4th Grade Content	Male	2015-16	45.8%	6.7%	6.7%	0.0%	6.7%	56.7%	36.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	12.8%	12.8%	0.0%	12.8%	46.2%	41.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	6.7%	6.7%	0.0%	6.7%	46.7%	46.7%

M-STEP Grades 3-11

Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	21.4%	21.4%	0.0%	21.4%	35.7%	42.9%
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	11.8%	11.8%	0.0%	11.8%	52.9%	35.3%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	5.8%	5.8%	0.0%	5.8%	30.8%	63.5%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	4.3%	4.3%	2.2%	2.2%	34.8%	60.9%
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	10.7%	10.7%	0.0%	10.7%	21.4%	67.9%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	0.0%	0.0%	0.0%	0.0%	35.5%	64.5%
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	0.0%	0.0%	0.0%	0.0%	31.3%	68.8%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	0.0%	0.0%	0.0%	0.0%	36.4%	63.6%
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	3.6%	3.6%	0.0%	3.6%	28.6%	67.9%
Mathematics	5th Grade Content	Female	2015-16	31.7%	5.3%	5.3%	0.0%	5.3%	36.8%	57.9%
Mathematics	5th Grade Content	Male	2014-15	34.1%	8.3%	8.3%	0.0%	8.3%	33.3%	58.3%
Mathematics	5th Grade Content	Male	2015-16	35.8%	3.7%	3.7%	3.7%	0.0%	33.3%	63.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	4.4%	4.4%	0.0%	4.4%	35.6%	60.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	5.3%	5.3%	2.6%	2.6%	36.8%	57.9%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	8.3%	8.3%	8.3%	0.0%	33.3%	58.3%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	7.7%	7.7%	0.0%	7.7%	7.7%	84.6%
Science	4th Grade Content	All Students	2014-15	12.4%	2.2%	2.2%	2.2%	0.0%	13.0%	84.8%
Science	4th Grade Content	All Students	2015-16	14.7%	1.4%	1.4%	0.0%	1.4%	14.3%	84.3%
Science	4th Grade Content	Black or African American	2014-15	2.0%	0.0%	0.0%	0.0%	0.0%	6.7%	93.3%

M-STEP Grades 3-11

Science	4th Grade Content	Black or African American	2015-16	2.4%	2.0%	2.0%	0.0%	2.0%	12.2%	85.7%
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	0.0%	0.0%	0.0%	0.0%	16.7%	83.3%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	5.0%	5.0%	5.0%	0.0%	15.0%	80.0%
Science	4th Grade Content	Female	2015-16	13.0%	2.5%	2.5%	0.0%	2.5%	17.5%	80.0%
Science	4th Grade Content	Male	2014-15	14.3%	0.0%	0.0%	0.0%	0.0%	11.5%	88.5%
Science	4th Grade Content	Male	2015-16	16.4%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	2.6%	2.6%	2.6%	0.0%	12.8%	84.6%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	0.0%	0.0%	0.0%	0.0%	15.0%	85.0%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	0.0%	0.0%	0.0%	0.0%	14.3%	85.7%
Science	4th Grade Content	English Language Learners	2015-16	2.9%	0.0%	0.0%	0.0%	0.0%	23.5%	76.5%

M-STEP Grades 3-11

Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	5.8%	5.8%	1.9%	3.8%	65.4%	28.8%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	2.2%	2.2%	0.0%	2.2%	54.3%	43.5%
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	0.0%	0.0%	0.0%	0.0%	78.6%	21.4%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	3.2%	3.2%	0.0%	3.2%	54.8%	41.9%
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	12.5%	12.5%	0.0%	12.5%	43.8%	43.8%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	0.0%	0.0%	0.0%	0.0%	45.5%	54.5%
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	3.6%	3.6%	3.6%	0.0%	60.7%	35.7%
Social Studies	5th Grade Content	Female	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	63.2%	36.8%

M-STEP Grades 3-11

Social Studies	5th Grade Content	Male	2014-15	23.8%	8.3%	8.3%	0.0%	8.3%	70.8%	20.8%
Social Studies	5th Grade Content	Male	2015-16	21.0%	3.7%	3.7%	0.0%	3.7%	48.1%	48.1%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	6.7%	6.7%	2.2%	4.4%	68.9%	24.4%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	2.6%	2.6%	0.0%	2.6%	55.3%	42.1%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	0.0%	0.0%	0.0%	0.0%	46.2%	53.8%



**Annual Education Report
Academy for Business and Technology Elementary**

01/23/2017

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

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
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	64.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	65.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	65.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	71.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2014-15	71.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2014-15	80.2%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74.0%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	83.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	63.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.7%	40.6%	100.0%	43.2%
All Students	Mathematics	98.6%	62.1%	99.7%	25.2%	100.0%	28.9%
All Students	Science	98.1%	50.0%	98.9%	12.9%	100.0%	7.1%
All Students	Social Studies	98.1%	59.3%	99.2%	18.9%	100.0%	14.3%
Bottom 30%	ELA	N/A	25.1%	N/A	5.5%	N/A	6.8%
Bottom 30%	Mathematics	N/A	19.0%	N/A	1.1%	N/A	2.2%
Bottom 30%	Science	N/A	9.8%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	0.0%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	99.6%	38.3%	100.0%	41.6%
Black or African American	Mathematics	97.4%	37.3%	99.6%	22.9%	100.0%	24.8%
Black or African American	Science	96.5%	23.9%	98.6%	11.5%	100.0%	4.1%
Black or African American	Social Studies	96.6%	33.6%	99.0%	20.2%	100.0%	<30
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	44.4%	100.0%	40.6%
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	31.3%	100.0%	34.3%
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	<30	<30

Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	<30	<30	<30	<30
White	Mathematics	98.9%	68.4%	<30	<30	<30	<30
White	Science	98.6%	57.1%	<30	<30	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	99.6%	41.4%	100.0%	43.6%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.6%	25.0%	100.0%	29.8%
Economically Disadvantaged	Science	97.5%	35.0%	98.7%	10.2%	100.0%	6.8%
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.1%	18.0%	100.0%	11.1%
English Language Learners	ELA	98.8%	49.5%	100.0%	49.0%	100.0%	48.6%
English Language Learners	Mathematics	99.0%	48.4%	100.0%	34.6%	100.0%	42.1%

Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	100.0%	30.0%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	100.0%	17.5%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	85.71%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	87.88%	N/A
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	84.75%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	90.75%	91.24%

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



**Annual Education Report
Academy for Business and Technology Elementary**

01/23/2017

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



**Annual Education Report
Academy for Business and Technology Elementary**

01/23/2017

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Academy for Business and Technology Elementary	Green	2	Green	2	Red	0	Red	0	Orange	26



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	20	4	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%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%

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 or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
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.



MI School Data

Annual Education Report Academy for Business and Technology Elementary

01/23/2017

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
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
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.

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
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.



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