



Middle & High School Campus  
19625 Wood St.  
Melvindale, MI 48122

Jan. 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 middle/high school campus (ABTH) in Melvindale.

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. However, our staff is available to help you understand this information. Please contact the school leader for help if you need assistance. The AER is available for you to review electronically by visiting the school's Web site: [www.abtmelvindale.com](http://www.abtmelvindale.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 was identified as a priority school based on 2014-15 assessment data.

Some challenges at ABTH remain the same as previous years. The fluctuating enrollment being one of them, our school receives a high number of transfer students and sometimes it takes students time to get acclimated. With fluctuating enrollment, you have students that come into the program at grade levels several years behind. Truancy/attendance and timeliness are also a continuous challenge.

The academy is putting in programs/initiatives to help with those challenges and closing the gaps. Last year the academy put significant focus on the collection, analysis, and discrimination of data not only to teachers, but to all staff, students, and parents. We will use PSAT, SAT, MME, M-Step, NWEA, Quarterly Benchmark, and MobyMax assessments for our data points. There are several variables which we are investigating, with the primary focus being; looking at our data and helping the students where their greatest need is found. Utilizing our previous SSR time for instructional remediation and enrichment, we hope to close the achievement gap. The test prep cycles in our core classrooms is one strategy which will be used to help students reach the standards in which the students did not show proficiency and we will continue to use our instructional learning cycles.



We moved to the Northwest Evaluation Association (NWEA MAP) as our benchmark assessment for the students. We also have moved to quarterly pacing guides for our teachers in English Language Arts and Mathematics and quarterly benchmark assessments for our students. Teachers and staff continue to meet twice weekly to discuss data, school improvement, climate and culture, along with how to continue to build the best program possible.

### **State law requires that we also report 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 secondary school 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 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:**

The school improvement plan was developed by the school improvement team, which met to assess progress based on standards and objectives set forth by the state of Michigan and those outlined in the academy's charter contract. The plan is reviewed on an ongoing basis along with continuous review of the curriculum. Faculty, parents, students and staff members were encouraged to submit feedback to the school improvement team for formal discussion.

Initiatives implemented as a result of this planning included:

- This year, we will be continuing with our Reading Advisory Block to help improve student reading comprehension and become more involved with their assessment data.
- Our interest based graduation track system includes: business track, STEM track, standard track, arts & humanities track, and dual enrollment track.
- Starting with the class of 2016, all seniors must apply to five colleges and/or universities prior to graduating



- We have two instructional coaches to assist, monitor and guide teachers with improving daily instructional strategies and a literacy coach to monitor and guide teachers on implementing school-wide writing and reading strategies.
- Scantron has been implemented for grades 6-12 as a universal screener. The RtI team will meet once a month to review and discuss AIMSweb data to develop rosters and implement instructional strategies for Tier II and III students.
- The departmental team members will meet twice a month to discuss data from Pre & Post assessment during Instructional Learning cycles and to develop/adjust instructional for student growth.
- We will continue to implement frequent formative assessments to determine the number of students who mastered the skills. Formative assessment implementations include exit slips, clickers, Study Island and teacher-created pre-tests. This process has shown success in individual classes for teachers and has significantly helped with immediate feedback to guide instruction.
- Results from formative assessments are used to develop differentiated instruction in all subject areas to assist with additional practice and re-teaching. The differentiated instructional strategies are skill-based and includes technology, teacher-directed, independent notebook work, fluency, educational games, hands-on activities, manipulatives and peer-partner work.
- PBIS team came up with various incentives to encourage positive behavior. For example, “Caught you \_\_\_\_\_.” This could be caught you prepared for class, in class on time, in uniform, demonstrating positive behavior, etc.

### **Status of the curriculum**

We continued our use of the MAISA curriculum through Atlas Rubicon for English language arts, social studies, and science which we adopted in 2014. We also have embedded the EngageNY curriculum within our math department. Both curriculums follow the Michigan State Standards (Common Core State Standards) that are reflected on the state assessments. The curriculum is available for review in the school’s office.

The academy continues to offer instruction in STEM, Spanish language, physical education, health and art as well as a full range of elective and core academic offerings.

Two full-time instructional coaches will be working closely with teachers and the administration 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.



**Aggregate student achievement results for local competency testing:**

Global Scholar Proficiency

Grade	2015-16 Proficiency		2014-15 Proficiency	
	% Proficient Reading	% Proficient Math	% Proficient Reading	% Proficient Math
6 <sup>th</sup>	54%	51%	46%	41%
7 <sup>th</sup>	67%	35%	40%	44%
8 <sup>th</sup>	55%	45%	37%	44%
9 <sup>th</sup>	38%	40%	34%	20%
10 <sup>th</sup>	25%	50%	43%	47%
ABTHS	48%	44%	40%	39%

With the exception of 7th grade math and 10th grade reading, our proficiency increased in both math and reading and grade levels. The largest increases were in seventh grade reading (27%), eighth grade reading (18%) and ninth grade math (20%). When comparing the overall proficiency, our school increased 5% in math proficiency and 8% in reading proficiency.

**Parent-Teacher Conferences**

2015-16: 142 students (40%) of students were represented by parents/guardians at parent-teacher conferences.

2014-15: 273 students (81%) of students were represented by parents/guardians at parent-teacher conferences throughout the school year.

**High School:**

- a. Postsecondary enrollments (dual enrollment grade 8-12): 188 (59%)
- b. College equivalent courses offered (AP/IB): 0
- c. Students enrolled in college equivalent courses (AP/IB): 0 ( 0%)
- d. Students receiving a score leading to college credit: 0 ( 0%)



- a. Postsecondary enrollments (dual enrollment grade 8-12): 156 (57%)
- b. College equivalent courses offered (AP/IB): 2
- c. Students enrolled in college equivalent courses (AP/IB): 20 (54%)
- d. Students receiving a score leading to college credit: 0 / 0%

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,

Michael R. Jackson, school leader

**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	6th Grade Content	All Students	2014-15	44.7%	10.0%	10.0%	0.0%	10.0%	27.5%	62.5%
ELA	6th Grade Content	All Students	2015-16	45.0%	13.6%	13.6%	4.5%	9.1%	22.7%	63.6%
ELA	6th Grade Content	Black or African American	2014-15	20.0%	8.6%	8.6%	0.0%	8.6%	22.9%	68.6%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	13.2%	13.2%	2.6%	10.5%	21.1%	65.8%
ELA	6th Grade Content	Hispanic of Any Race	2014-15	32.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	51.9%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	51.1%	21.4%	21.4%	0.0%	21.4%	21.4%	57.1%
ELA	6th Grade Content	Female	2015-16	49.8%	4.0%	4.0%	0.0%	4.0%	28.0%	68.0%
ELA	6th Grade Content	Male	2014-15	38.6%	3.8%	3.8%	0.0%	3.8%	30.8%	65.4%
ELA	6th Grade Content	Male	2015-16	40.4%	26.3%	26.3%	10.5%	15.8%	15.8%	57.9%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	11.8%	11.8%	0.0%	11.8%	29.4%	58.8%

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ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	18.8%	18.8%	6.3%	12.5%	25.0%	56.3%
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2015-16	15.0%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	31.8%	31.8%	0.0%	31.8%	31.8%	36.4%
ELA	7th Grade Content	All Students	2015-16	47.1%	14.8%	14.8%	3.7%	11.1%	35.2%	50.0%
ELA	7th Grade Content	Black or African American	2014-15	25.2%	25.0%	25.0%	0.0%	25.0%	35.0%	40.0%
ELA	7th Grade Content	Black or African American	2015-16	21.5%	10.9%	10.9%	2.2%	8.7%	34.8%	54.3%
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	<10	<10	<10	<10	<10	<10

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ELA	7th Grade Content	Female	2014-15	56.3%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	53.8%	27.8%	27.8%	11.1%	16.7%	22.2%	50.0%
ELA	7th Grade Content	Male	2014-15	42.2%	46.2%	46.2%	0.0%	46.2%	23.1%	30.8%
ELA	7th Grade Content	Male	2015-16	40.6%	8.3%	8.3%	0.0%	8.3%	41.7%	50.0%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	30.0%	30.0%	0.0%	30.0%	35.0%	35.0%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	11.6%	11.6%	0.0%	11.6%	34.9%	53.5%
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	47.6%	10.9%	10.9%	0.0%	10.9%	34.8%	54.3%
ELA	8th Grade Content	All Students	2015-16	48.9%	10.3%	10.3%	0.0%	10.3%	24.1%	65.5%
ELA	8th Grade Content	Black or African American	2014-15	23.7%	9.3%	9.3%	0.0%	9.3%	37.2%	53.5%



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ELA	8th Grade Content	Black or African American	2015-16	24.4%	11.5%	11.5%	0.0%	11.5%	19.2%	69.2%
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	55.2%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Female	2014-15	54.2%	7.7%	7.7%	0.0%	7.7%	34.6%	57.7%
ELA	8th Grade Content	Female	2015-16	54.9%	20.0%	20.0%	0.0%	20.0%	20.0%	60.0%
ELA	8th Grade Content	Male	2014-15	41.2%	15.0%	15.0%	0.0%	15.0%	35.0%	50.0%
ELA	8th Grade Content	Male	2015-16	43.0%	0.0%	0.0%	0.0%	0.0%	28.6%	71.4%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	13.2%	13.2%	0.0%	13.2%	28.9%	57.9%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	11.5%	11.5%	0.0%	11.5%	23.1%	65.4%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	23.1%	23.1%	5.8%	17.3%	17.3%	59.6%

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ELA	11th Grade Content	Black or African American	2014-15	25.8%	17.8%	17.8%	4.4%	13.3%	20.0%	62.2%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	24.1%	24.1%	3.4%	20.7%	24.1%	51.7%
ELA	11th Grade Content	Male	2014-15	43.3%	21.7%	21.7%	8.7%	13.0%	8.7%	69.6%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	20.5%	20.5%	6.8%	13.6%	18.2%	61.4%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	6th Grade Content	All Students	2014-15	33.3%	2.5%	2.5%	0.0%	2.5%	25.0%	72.5%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	4.5%	4.5%	0.0%	4.5%	13.6%	81.8%
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	2.6%	2.6%	0.0%	2.6%	13.2%	84.2%
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	39.2%	<10	<10	<10	<10	<10	<10

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Mathematics	6th Grade Content	Female	2014-15	34.1%	7.1%	7.1%	0.0%	7.1%	21.4%	71.4%
Mathematics	6th Grade Content	Female	2015-16	31.4%	0.0%	0.0%	0.0%	0.0%	8.0%	92.0%
Mathematics	6th Grade Content	Male	2014-15	32.5%	0.0%	0.0%	0.0%	0.0%	26.9%	73.1%
Mathematics	6th Grade Content	Male	2015-16	34.1%	10.5%	10.5%	0.0%	10.5%	21.1%	68.4%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	2.9%	2.9%	0.0%	2.9%	23.5%	73.5%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	6.3%	6.3%	0.0%	6.3%	15.6%	78.1%
Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2015-16	10.7%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	0.0%	0.0%	0.0%	0.0%	18.2%	81.8%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	7.4%	7.4%	0.0%	7.4%	18.5%	74.1%
Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	0.0%	0.0%	0.0%	0.0%	10.0%	90.0%

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Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	4.3%	4.3%	0.0%	4.3%	19.6%	76.1%
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	33.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	34.5%	16.7%	16.7%	0.0%	16.7%	11.1%	72.2%
Mathematics	7th Grade Content	Male	2014-15	33.5%	0.0%	0.0%	0.0%	0.0%	23.1%	76.9%
Mathematics	7th Grade Content	Male	2015-16	36.1%	2.8%	2.8%	0.0%	2.8%	22.2%	75.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	4.7%	4.7%	0.0%	4.7%	18.6%	76.7%
Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10	<10

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Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	2.2%	2.2%	0.0%	2.2%	6.5%	91.3%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	0.0%	0.0%	0.0%	0.0%	10.3%	89.7%
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	2.3%	2.3%	0.0%	2.3%	4.7%	93.0%
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	0.0%	0.0%	0.0%	0.0%	11.5%	88.5%
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	38.3%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2014-15	32.6%	0.0%	0.0%	0.0%	0.0%	3.8%	96.2%
Mathematics	8th Grade Content	Female	2015-16	34.1%	0.0%	0.0%	0.0%	0.0%	13.3%	86.7%
Mathematics	8th Grade Content	Male	2014-15	31.8%	5.0%	5.0%	0.0%	5.0%	10.0%	85.0%
Mathematics	8th Grade Content	Male	2015-16	31.4%	0.0%	0.0%	0.0%	0.0%	7.1%	92.9%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	2.6%	2.6%	0.0%	2.6%	7.9%	89.5%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	0.0%	0.0%	0.0%	0.0%	11.5%	88.5%

**M-STEP Grades 3-11**

Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	1.9%	1.9%	0.0%	1.9%	3.7%	94.4%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	2.1%	2.1%	0.0%	2.1%	4.3%	93.6%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	3.4%	3.4%	0.0%	3.4%	3.4%	93.1%
Mathematics	11th Grade Content	Male	2014-15	27.8%	0.0%	0.0%	0.0%	0.0%	4.0%	96.0%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	2.2%	2.2%	0.0%	2.2%	4.4%	93.3%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	All Students	2014-15	22.7%	8.7%	8.7%	0.0%	8.7%	13.0%	78.3%
Science	7th Grade Content	All Students	2015-16	23.9%	3.8%	3.8%	0.0%	3.8%	9.4%	86.8%
Science	7th Grade Content	Black or African American	2014-15	5.0%	4.8%	4.8%	0.0%	4.8%	9.5%	85.7%

**M-STEP Grades 3-11**

Science	7th Grade Content	Black or African American	2015-16	5.4%	2.2%	2.2%	0.0%	2.2%	6.7%	91.1%
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	20.8%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	7th Grade Content	Female	2015-16	22.6%	5.6%	5.6%	0.0%	5.6%	16.7%	77.8%
Science	7th Grade Content	Male	2014-15	24.6%	15.4%	15.4%	0.0%	15.4%	23.1%	61.5%
Science	7th Grade Content	Male	2015-16	25.1%	2.9%	2.9%	0.0%	2.9%	5.7%	91.4%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	9.5%	9.5%	0.0%	9.5%	14.3%	76.2%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	4.8%	4.8%	0.0%	4.8%	9.5%	85.7%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	English Language Learners	2015-16	3.5%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	1.8%	1.8%	0.0%	1.8%	12.7%	85.5%
Science	11th Grade Content	All Students	2015-16	33.0%	0.0%	0.0%	0.0%	0.0%	4.1%	95.9%
Science	11th Grade Content	Black or African American	2014-15	7.3%	0.0%	0.0%	0.0%	0.0%	10.4%	89.6%
Science	11th Grade Content	Black or African American	2015-16	8.3%	0.0%	0.0%	0.0%	0.0%	4.8%	95.2%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	0.0%	0.0%	0.0%	0.0%	10.3%	89.7%
Science	11th Grade Content	Female	2015-16	29.8%	0.0%	0.0%	0.0%	0.0%	7.1%	92.9%
Science	11th Grade Content	Male	2014-15	32.1%	3.8%	3.8%	0.0%	3.8%	15.4%	80.8%
Science	11th Grade Content	Male	2015-16	36.3%	0.0%	0.0%	0.0%	0.0%	2.9%	97.1%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	2.2%	2.2%	0.0%	2.2%	10.9%	87.0%



**M-STEP Grades 3-11**

Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	0.0%	0.0%	0.0%	0.0%	4.5%	95.5%
Science	11th Grade Content	English Language Learners	2015-16	4.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	29.7%	4.9%	4.9%	2.4%	2.4%	34.1%	61.0%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	0.0%	0.0%	0.0%	0.0%	13.8%	86.2%
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	2.6%	2.6%	0.0%	2.6%	31.6%	65.8%
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	34.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2014-15	25.2%	0.0%	0.0%	0.0%	0.0%	30.4%	69.6%
Social Studies	8th Grade Content	Female	2015-16	26.0%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Social Studies	8th Grade Content	Male	2014-15	34.0%	11.1%	11.1%	5.6%	5.6%	38.9%	50.0%

**M-STEP Grades 3-11**

Social Studies	8th Grade Content	Male	2015-16	32.6%	0.0%	0.0%	0.0%	0.0%	7.1%	92.9%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	6.1%	6.1%	3.0%	3.0%	33.3%	60.6%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	0.0%	0.0%	0.0%	0.0%	15.4%	84.6%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	7.4%	7.4%	0.0%	7.4%	46.3%	46.3%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	4.1%	4.1%	0.0%	4.1%	53.1%	42.9%
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	6.4%	6.4%	0.0%	6.4%	42.6%	51.1%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	4.8%	4.8%	0.0%	4.8%	50.0%	45.2%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	11th Grade Content	Female	2014-15	40.5%	7.1%	7.1%	0.0%	7.1%	42.9%	50.0%
Social Studies	11th Grade Content	Female	2015-16	39.1%	7.1%	7.1%	0.0%	7.1%	42.9%	50.0%
Social Studies	11th Grade Content	Male	2014-15	47.2%	7.7%	7.7%	0.0%	7.7%	50.0%	42.3%
Social Studies	11th Grade Content	Male	2015-16	47.1%	2.9%	2.9%	0.0%	2.9%	57.1%	40.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	8.9%	8.9%	0.0%	8.9%	44.4%	46.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	4.5%	4.5%	0.0%	4.5%	52.3%	43.2%
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10

**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Academy for Business and Technology High School	2015-16	Total Score	All Students	756.3	N/A	<10	<5%	49	>95%	49
Academy for Business and Technology High School	2015-16	Total Score	Black or African American	744.3	N/A	<10	<5%	42	>95%	42
Academy for Business and Technology High School	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Total Score	Female	743.6	N/A	<10	<5%	14	>95%	14
Academy for Business and Technology High School	2015-16	Total Score	Male	761.4	N/A	<10	<5%	35	>95%	35
Academy for Business and Technology High School	2015-16	Total Score	Economically Disadvantaged	756.1	N/A	<10	<5%	44	>95%	44
Academy for Business and Technology High School	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10

**SAT**

Academy for Business and Technology High School	2015-16	Total Score	English Language Learners	<10	N/A	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Total Score	Not English Language Learners	743.7	N/A	<10	<5%	43	>95%	43
Academy for Business and Technology High School	2015-16	Total Score	Not Migrant	756.3	N/A	<10	<5%	49	>95%	49
Academy for Business and Technology High School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Total Score	Students Without Disabilities	760.6	N/A	<10	<5%	47	>95%	47
Academy for Business and Technology High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Total Score	Not Homeless	757.0	N/A	<10	<5%	47	>95%	47
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	All Students	391.2	480	<10	6.1%	46	93.9%	49

**SAT**

Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Black or African American	384.3	480	<10	<5%	41	>95%	42
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Female	392.1	480	<10	<5%	14	>95%	14
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Male	390.9	480	<10	8.6%	32	91.4%	35
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	392.0	480	<10	6.8%	41	93.2%	44
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	English Language Learners	<10	480	<10	<10	<10	<10	<10

**SAT**

Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	384.7	480	<10	<5%	42	>95%	43
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	391.2	480	<10	6.1%	46	93.9%	49
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	392.3	480	<10	6.4%	44	93.6%	47
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	390.6	480	<10	6.4%	44	93.6%	47
Academy for Business and Technology High School	2015-16	Mathematics	All Students	365.1	530	<10	<5%	49	>95%	49
Academy for Business and Technology High School	2015-16	Mathematics	Black or African American	360.0	530	<10	<5%	42	>95%	42

**SAT**

Academy for Business and Technology High School	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Mathematics	Female	351.4	530	<10	<5%	14	>95%	14
Academy for Business and Technology High School	2015-16	Mathematics	Male	370.6	530	<10	<5%	35	>95%	35
Academy for Business and Technology High School	2015-16	Mathematics	Economically Disadvantaged	364.1	530	<10	<5%	44	>95%	44
Academy for Business and Technology High School	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Mathematics	English Language Learners	<10	530	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Mathematics	Not English Language Learners	359.1	530	<10	<5%	43	>95%	43



**SAT**

Academy for Business and Technology High School	2015-16	Mathematics	Not Migrant	365.1	530	<10	<5%	49	>95%	49
Academy for Business and Technology High School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Mathematics	Students Without Disabilities	368.3	530	<10	<5%	47	>95%	47
Academy for Business and Technology High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Academy for Business and Technology High School	2015-16	Mathematics	Not Homeless	366.4	530	<10	<5%	47	>95%	47

**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	7th Grade Content	All Students	2014-15	68.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	51.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	62.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	58.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	39.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	73.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	62.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	46.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	84.4%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	8th Grade Content	All Students	2014-15	65.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2014-15	43.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	81.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	58.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	38.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	43.9%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	84.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	44.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	79.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	80.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	79.7%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Science	11th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	47.4%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	47.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	66.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2015-16	72.2%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	65.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2015-16	67.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	30.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	25.9%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	28.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	27.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	79.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	80.0%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	11th Grade Content	Female	2015-16	74.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	48.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	42.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	42.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	37.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	79.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	81.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	82.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	50.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	50.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	46.3%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	81.0%	<10	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	80.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	80.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	51.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	47.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	45.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	42.1%	<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%	99.4%	38.2%
All Students	Mathematics	98.6%	62.1%	99.7%	25.2%	99.4%	21.7%
All Students	Science	98.1%	50.0%	98.9%	12.9%	98.2%	17.2%
All Students	Social Studies	98.1%	59.3%	99.2%	18.9%	98.8%	21.7%
Bottom 30%	ELA	N/A	25.1%	N/A	5.5%	N/A	4.3%
Bottom 30%	Mathematics	N/A	19.0%	N/A	1.1%	N/A	0.0%
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%	99.4%	36.0%
Black or African American	Mathematics	97.4%	37.3%	99.6%	22.9%	99.4%	21.6%
Black or African American	Science	96.5%	23.9%	98.6%	11.5%	97.9%	15.9%
Black or African American	Social Studies	96.6%	33.6%	99.0%	20.2%	98.6%	23.8%
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	44.4%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	31.3%	<30	<30
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	N/A
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	N/A
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
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%	99.3%	39.4%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.6%	25.0%	99.3%	20.5%
Economically Disadvantaged	Science	97.5%	35.0%	98.7%	10.2%	97.8%	12.8%
Economically Disadvantaged	Social Studies	97.5%	43.9%	99.1%	18.0%	98.6%	21.9%
English Language Learners	ELA	98.8%	49.5%	100.0%	49.0%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	100.0%	34.6%	<30	<30



**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%	90.77%
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%	91.94%
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%	90.74%
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.



## MI School Data

### Annual Education Report Academy for Business and Technology High School

01/23/2017

#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	90.75%	N/A

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



**Annual Education Report  
Academy for Business and Technology High School**

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  
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**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 High School	Green	2	Green	2	Green	2	Green	2	Yellow	32



**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	18	6	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	4.2%



**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	&#35
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	‡	‡	‡	&#8225
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.

**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