



Academy for Business
& Technology

19625 Wood St. Melvindale, MI 48122

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School Annual Education Report (AER) Cover Letter

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Academy for Business and Technology MS/HS. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Carmen Willingham for assistance.

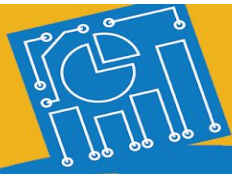
The AER is available for you to review electronically by opening the following document: [combined report](#), or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support and Improvement (TSI).

Our greatest challenge is student academic achievement. Students most often come to our school already one or more grade levels behind in proficiency. This impacts not only their academics, but also their behavior. To mitigate this factor, we have implemented free after school tutoring, instructional learning cycles, and





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positive behavior intervention support. We also have a full time social worker, a guidance counselor, and a parent liaison to ensure our students and their families have the necessary support for success in academics and social-emotional well-being. It is our goal to reduce or eliminate barriers in order to ensure college and career readiness for our students.

State law requires that we also report additional information.

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:

- All of our high school students will be involved in activities relating to college and career readiness, such as college visits, hosting career-specific guest speakers, and participating in volunteer work.
- We have an instructional coach to assist, monitor and guide teachers with improving daily instructional strategies.
- NWEA has been implemented for grades 6-10 as a universal screener. The MTSS team will meet once a month to review and discuss data, develop rosters, and implement instructional strategies for Tier II and III students.
- The departmental team members will meet once a month to discuss data from pre & post assessment during Instructional Learning Cycles (ILC) and to develop/adjust instructional for student growth.
- We will continue to implement frequent formative assessments to determine the number of students who have mastered the skills. Formative assessment implementations include exit slips, clickers, an electronic assessment item bank 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





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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 and is developing alternatives to suspension.

A Brief Description Of Each Specialized School

The Academy for Business and Technology High School is a public charter school located in Melvindale, MI. We are chartered by Eastern Michigan University and serve students in grades six through twelve. Our curriculum and class offerings meet the State of Michigan requirements and strive to prepare students for success after graduation.

Core 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. A full-time instructional coach 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 assesses its curriculum through state and standardized tests.





Aggregate Student Achievement Results for Local Competency Testing

NWEA Average Score Comparison Fall 2018 – Fall 2019

Grade	Mathematics			Reading		
	Fall 2018	Fall 2019	Growth	Fall 2018	Fall 2019	Growth
6 th	200.7	200.1	-0.6	201.8	201.5	-0.3
7 th	202.1	209.4	+7.3	202.5	210.9	+8.4
8 th	202.9	207.7	+4.8	199.6	207.6	+8.0
9 th	209.6	204.7	-4.9	205.9	200.9	-5.0
10 th	210.2	212.6	+2.4	205.8	208.3	+2.5

Parent Teacher Conference Data

2019-2020: 112 students (40%) were represented by parents/guardians at parent-teacher conferences.

2018-2019: 100 students (37%) were represented by parents/guardians at parent-teacher conferences.





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High School Reporting Requirements:

2019-2020

- a. Postsecondary enrollments (dual enrollment grade 8-12): 10 (5%)
- b. College equivalent courses offered (AP/IB): 0 (0%)
- c. Students enrolled in college equivalent courses (AP/IB): 0 (0%)
- d. Students receiving a score leading to college credit: 0 (0%)

2018-2019

- a. Postsecondary enrollments (dual enrollment grade 8-12): 14 (7%)
- b. College equivalent courses offered (AP/IB): 0 (0%)
- c. Students enrolled in college equivalent courses (AP/IB): 0 (0%)
- d. Students receiving a score leading to college credit: 0 (0%)

I 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,

Carmen Willingham, School Leader



Annual Education Report Academy for Business and Technology High School (08435)
 High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	57.50%	86.30%	89.56%	94.44%
Black or African American	67.31%	57.89%	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	44.83%	79.46%	85.46%	94.44%
English Learners	72.14%	<10	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

Annual Education Report Academy for Business and Technology High School (08435)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Academy for Business and Technology High School (08435)	2	10	2	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Academy for Business and Technology High School (08435)	13.25	8.25	62.3%	8.25	62.3%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
No Data to Display							

No Data to Display

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Academy for Business and Technology High School (08435)	13.25	11.25	84.9%	11.25	84.9%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Academy for Business and Technology High School (08435)	13.25	11.50	86.8%	11.50	86.8%	N/A	N/A

Annual Education Report Academy for Business and Technology High School (08435)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ 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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Academy for Business and Technology High School (08435)
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

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Annual Education Report Academy for Business and Technology High School (08435)
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Academy for Business and Technology High School (08435)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

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Annual Education Report Academy for Business and Technology High School (08435)
 NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Academy for Business and Technology High School (08435)
Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display