



School Annual Education Report (AER) Cover Letter

February 2, 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. 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 Mrs. Galarza for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.abtelementary.com> 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 for the 2019-2020 school year. .

During the 2019-2020 school year, the Academy went through a transition due to the global pandemic. On March 12, 2020, we closed our school. As a result, we had to transition to remote learning. Some of our greatest challenges were as follows: 1.) Lack of technological devices and resources. Due to the number of chromebooks we had available, we were only able to give one chromebook per family. Therefore, some students had to complete their work in a paper pencil format. Also, not all of our families had access to the internet and we were limited with hot spots. 2.) Another challenge was lack of student participation. Unfortunately, the attendance rate dropped to 78% compared to 90% prior to

COVID-19. Also, while some students were attending their online classes, they were not completing their assignments for a variety of reasons. These challenges impacted student learning greatly during the pandemic.

Some of our key initiatives to close the achievement gap are as follows: 1.) We have continued with the implementation of the Multi-Tiered-Systems of Support (MTSS) Program. The MTSS program will continue to include mathematics and reading and the delivery system is characterized by individual and small group instruction during 'tired time." We were able to provide parents with opportunities for virtual interventions during the pandemic. 2.) The addition of standards-based quarterly assessments now in their fifth year will help to ensure that all of the State Common Core Standards are included in the instruction process. 3.) And, finally, we are continuing with the implementation of Instructional Learning Cycles (ILC) that will provide for re-teaching those standards that evidence low levels of student achievement.

State law requires that we also report additional information:

1. Process for assigning students 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.

2. 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 2019-2020 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. 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.

3. A brief description of each specialized school

The Academy for Business & Technology Elementary School is a public charter school located in Dearborn, MI. We are chartered by Eastern Michigan University and serve students in grades kindergarten through fifth grade. Our curriculum and class offerings meet the State of Michigan requirements and strive to prepare students for success after graduation. Our school is distinctive, designed specifically to meet the existing and emerging needs of our community. The Academy for Business & Technology offers the following:

- High expectations for academics and behavior
- Personalized student attention
- Caring, highly qualified teachers
- Hands-on, relevant learning
- Safe, nurturing environment

4. Identify how to access a copy of the core curriculum, a description of its implementation and an explanation of the variances from the state model.

Status of the Curriculum

The Academy for Business & Technology utilizes various available curriculum and resources to meet the rigorous expectations of the Common Core State Standards (CCSS). These resources aid the teachers in planning, instructing, and assessing the students to ensure mastery of all core subject areas. The curriculum is available in the school office. The teachers and staff at the Academy for Business & Technology use the process of backwards planning to create instructional units that are organized in a developmentally appropriate and purposeful sequence. The resources that The Academy for Business & Technology uses are aligned to the CCSS for English Language Arts and Mathematics. The Academy for Business & Technology also uses resources aligned to the new Michigan Science Standards (MSS) for instructions in Science. For Social Studies, they are aligned to Michigan's Grade Level Content Expectations (GLCE). All resources are located in the Staff Resource Binder for easy access for all staff members. Below are some of the resources that The Academy for Business & Technology uses to support the Understanding by Backwards Design process.

5. The aggregate student achievement results from any local competency tests or nationally normed achievement tests.

***M-STEP Spring 2020 was waived due to the global pandemic. As a result, the data below reflects the data from Spring 2019:**

5 Year M-STEP Proficiency comparison:

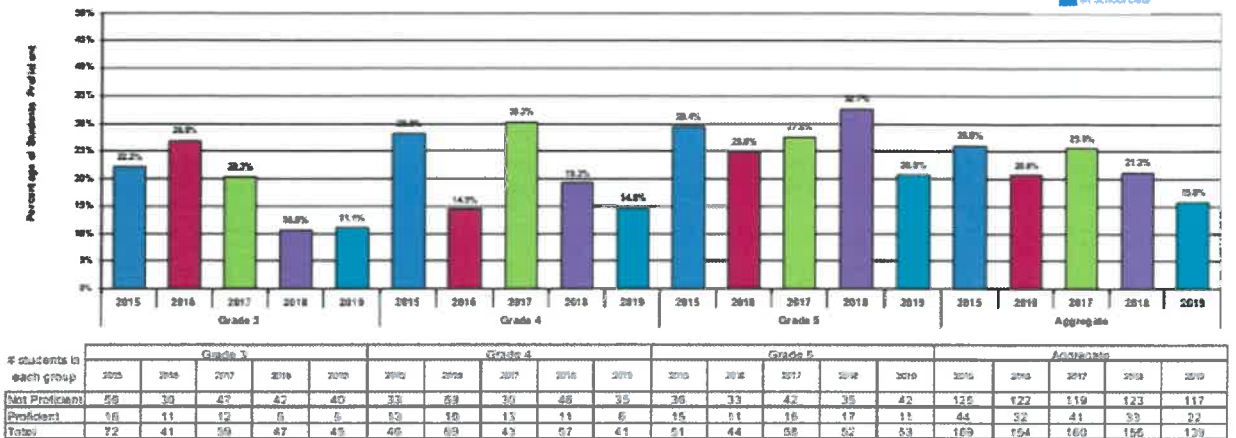
a. English Language Arts

What has been the performance trend in English Language Arts at ABTE over the last five years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2019**

**Academy for Business & Technology Elementary
All Students Tested
English Language Arts**



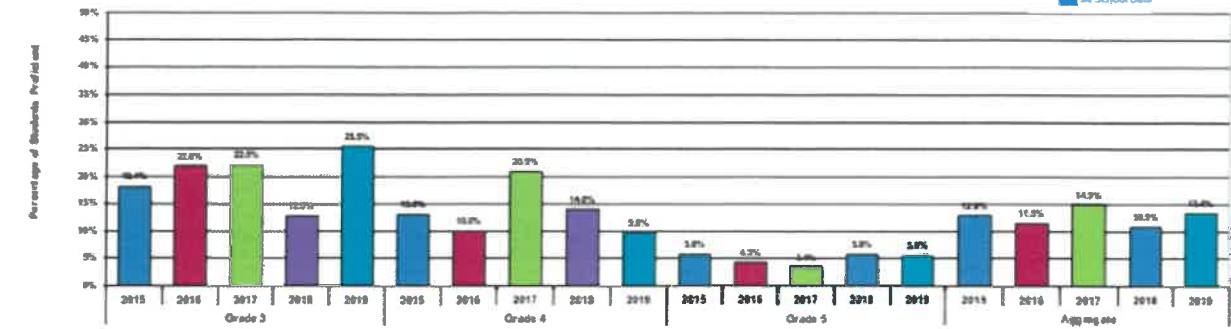
b. Math

What has been the performance trend in Mathematics at ABTE over the last five years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2019**

**Academy for Business & Technology Elementary
All Students Tested
Mathematics**



# students in each group	Grade 3					Grade 4					Grade 5					Aggregate				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Not Proficient	59	32	46	41	35	40	63	36	49	57	49	44	57	49	51	142	129	137	139	123
Proficient	13	9	13	6	12	6	7	9	8	4	3	2	2	3	3	22	18	24	17	18
Total	72	41	59	47	47	46	70	45	57	61	52	46	59	52	54	170	147	161	156	142

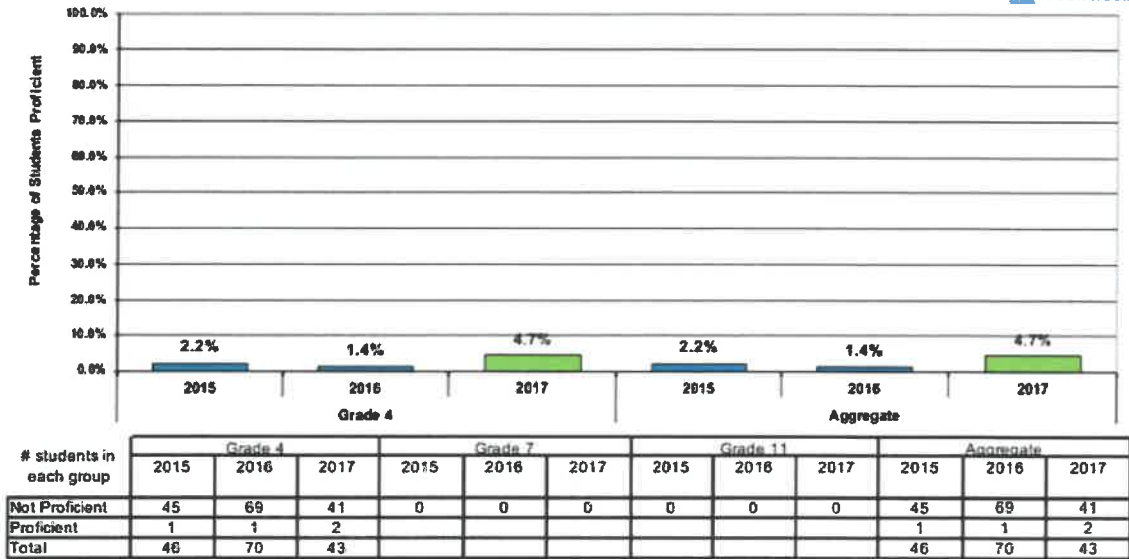
c. Science

What has been the performance trend in Science at ABTE over the last three years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2017**

**Academy for Business & Technology Elementary
All Students Tested
Science**



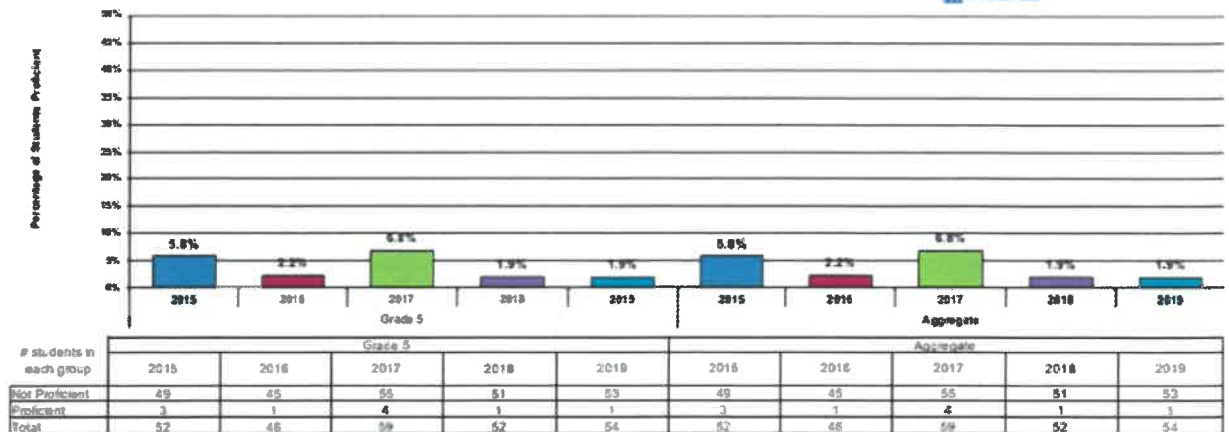
d. Social Studies

What has been the performance trend in Social Studies at ABTE over the last five years?



**Percentage of Students Scoring in Proficient Levels
M-STEP Spring 2015 thru Spring 2019**

**Academy for Business & Technology Elementary
All Students Tested
Social Studies**



6. Identify the number and percentage of students represented by parents at parent-teacher conferences.

2020-2021

K-5: (64%) of students were represented by parents at parent-teacher conferences.

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,



School Leader

Annual Education Report Academy for Business and Technology Elementary (09332)
High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Academy for Business and Technology Elementary (09332)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Academy for Business and Technology Elementary (09332)	1	14	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 Elementary (09332)	17.00	7.00	41.2%	7.00	41.2%	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							

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 Elementary (09332)	17.00	5.00	29.4%	5.00	29.4%	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 Elementary (09332)	17.00	5.00	29.4%	5.00	29.4%	N/A	N/A

Annual Education Report Academy for Business and Technology Elementary (09332)
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 Elementary (09332)
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 Elementary (09332)
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 Elementary (09332)
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.

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

Annual Education Report Academy for Business and Technology Elementary (09332)
 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 Elementary (09332)
Sec. 1003 School Improvement Fund

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