

Macomb Academy

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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Macomb Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Macomb Academy for assistance.

The AER is available for you to review electronically by visiting the following website: www.macombacademy.net or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: one that has not been given one of the labels

indicated in Every Student Succeeds Act (ESSA). Due to the unique and specialized nature of our school program, and the post-secondary age of the students, our students do not participate in mandated state testing, nor do our students participate in advanced placement (AP) or dual enrollment classes, and therefore the information does not inform our School Improvement Plan. As a post-secondary school for students with disabilities, our results and outcomes are not a form or function of the state mandate for school reporting.

The Combined Report reflects an apparent absence of technical data. However, given the nature of the post-secondary transition focus and age of the student population, typical reporting data is not relevant. Therefore, as the focus continues to be independent living and employment skills, the curriculum-based assessments and data from Individualized Education Plan (IEP) goals and objectives reflect the progress and achievement data of the students.

State law requires that we also report additional information. The following information reports on the process for assigning pupils to the school, the Macomb Academy program description, mission, status of the Strategic Plan Goals, structure, core curriculum, student achievement results, and parent participation.

Process for Assigning Pupils to the School

Students who reside within the boundary of the Macomb, Oakland, Wayne or St. Clair County elect to register and enroll in Macomb Academy. The majority of the student population emulates from one of the 21 local districts, following their completion of high school without earning a diploma. Eligible students must meet the age, course of study, and disability requirements. Eligible students must be at least 18 years of age, possess a disability in an area of eligibility as defined in the Individuals with Disability Education Act (IDEA) and Michigan Administrative Rules for Special Education (MARSE), and have completed a course of study in their K-12 education leading to a Certificate of Completion. Students are placed in the Macomb

Academy school program through the Individualized Education Plan (IEP) process.

Status of the Strategic Plan Goals

- Macomb Academy exudes an engaging and enthusiastic culture. All school employee job groupings meet on a regular basis (as a complete complement, as well as specific position role, and collaboration teams.)
- We have crafted a newsletter that goes out to all stakeholders and is posted on our website.
- We are actively using social media as a way to energize our stakeholders.
- We hold informal and formal staff meetings and gatherings, fundraisers in the building and community, and social events for our students and families.
- We hold networking information meetings to increase community presence as well as expand recruitment efforts.
- We use a functional curriculum and community experiences to promote independence.
- We have implemented weekly physical activity for our students to stay active.
- We have expanded our job site offerings to allow for a greater depth of experiences for our students.
- We have increased community-based instruction opportunities for our students.
- We have started an alumni network for students after they leave our program to be able to still have access to resources and support.
- We celebrate each member as they lead self-directed, successful lives

- We support the Academy's mission by implementing a focus on relationships with our students, and train our staff on the impact of positive relationships
- We include information from job coach paraprofessionals in IEP meetings and include their feedback in IEP development in order to truly have a team approach for our students
- We have implemented student-led conferences and IEP meetings

Macomb Academy Program Description

Macomb Academy is a post-secondary transition public school academy for students with disabilities, ages 18-26, who received a certificate of completion rather than a high school diploma. The design of the program is to develop and enhance confidence, self-advocacy, self-determination, and overall independence by focusing on daily living and employment skills.

The school curriculum is designed and directed at developing independent living and employment skills through real world learning and application of prevocational and vocational instruction. Daily living skills classes support and instruct students in the development and acquisition of skills necessary for caring for oneself independently at home and in the community. Community-based employment training is designed to enable students to gain practical work experience in a realistic setting offered by local business partners.

Macomb Academy served approximately 80 students in the program. All professional staff members are certified and highly qualified in the area of their instructional and support assignment. In addition, all paraprofessionals, providing support in the classroom environment and community-based work experience setting

have passed the examination for paraprofessionals. Several paraprofessionals have earned degrees from institutions of higher learning beyond high school.

Macomb Academy Mission

The mission of Macomb Academy is to provide, in collaboration with community and business resources, a transitional education program to prepare students for adult roles in the workplace and life.

Macomb Academy Structure

Students who attend Macomb Academy spend a portion of the day receiving classroom instruction in daily living skills and employment preparation and training, and the other portion of the day in the community-based work experience instruction setting. They receive employment skills training by performing job duties in the community at a training site provided by our community partners. The community-based learning experience for students is not more than 50% of the day for the program.

No more than 50% of the school day is devoted to students volunteering and practicing vocational skills in the community setting.

Students are present in the school building and typical classroom environment for instruction, at least 50% of the day.

Employment and Training

Community-Based Training Sites

Students travel to and from Macomb Academy to a variety of community-based training sites under the supervision of

paraprofessionals, where instruction, guidance and support is provided to the students as they perform the essential functions of the job.

Work-Based Experience

Students who maintain competitive employment outside of Macomb Academy also retain enrollment status by attending school minimally 2.5 days per week and work or volunteer the remaining 2.5 days of the week. Regular and consistent contact is maintained between Macomb Academy, student and employer to ensure continued satisfaction of job performance, and to provide support and resources to aid in student job retention.

Daily Independent Living Skills and Instructional Program

The Daily Living Skills curriculum is based on the Michigan Department of Education Careers and Employability Standards. Students are scheduled for classes that re-designed to teach and reinforce daily living skills as identified in each student's Individualized Education Plan (IEP). Students are scheduled for four classes each of the two semesters of the school year. Some material may be covered in more than one class, as classes are designed to address daily living skills and employment preparation and training such as:

- managing finances
- caring for personal needs
- family responsibilities
- food preparation
- citizenship
- personal and social skills
- occupational skills, such as
- occupational opportunities and preferences

- seeking and maintaining employment related job competencies.

Macomb Academy Core Curriculum

Macomb Academy is a post-secondary transition public school academy for students with disabilities. The curriculum is based on the unique educational needs of the students as indicated in each student's Individualized Education Plan (IEP). The goals in the IEP are based on the students' present level of educational performance, as measured on the Life Centered Career Education (LCCE) curriculum, and transition and curriculum-based assessments.

Student Achievement Results

Macomb Academy student achievement results are measured by the progress made on IEP goals and objectives. Local competency or national normed achievement tests are not related to the post-secondary transition curriculum and program focus.

Parent Participation

Macomb Academy is supported by students who have reached the age of majority and maintain their own guardianship, parents or others who retain guardianship of the student, and parents or others who support vested educational outcomes. Parents and other support persons are integral and instrumental to the success of each student. Their efforts have resulted in increased opportunities for our students to engage in community-based instruction, as well as community-based instruction that enhance the unique educational experiences provided at our school. Parent/Guardian/Adult student participation by supporting the student's

participation in the program yields 100%, as all students, guardians and associated support networks have an active role in the development and implementation of their Individualized Educational Plan (IEP). Specific data for formalized conferences/participation at IEP meetings yields upwards of 86% in-person participation, where additional data reflects 93% for total participation through conference calls, when unable to travel to the school.

From the Supervisor

The students at Macomb Academy are determined to become as independent as possible in their quest for learning, employment, community participation and adult living. The staff strive to assure that all students learn and develop skills that allow them to transition from school to the adult world of their community. As a school community, we continue to support and celebrate each and every achievement. Please feel free to contact the school (586-228-2201) regarding any questions you have or require further clarification needed regarding the information contained in this report. It is my honor to lead Macomb Academy. I am proud to represent the students, support networks, and staff. Every day the staff and I revel in the privilege to be inspired, impacted and influenced by our energized, equipped and empowered men and women who are Macomb Academy. Thank you for your interest.

Sincerely,

Mikelle Hillewaere

Administrator