



Wyandotte Public Schools

“Educate – Inspire - Empower”

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January 16, 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 Josephine Brighton Skills Center. 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 Adrienne Kubicki for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.wyandotte.org/jobc/jobrighton-aer-reports/>, or you may review a copy in the main office at your child's school.

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

At Josephine Brighton Skills Center, we have begun our second year in implementing Professional Learning Communities (PLCs) to increase student achievement. Our staff has been working diligently on making daily decisions that move our mission and vision forward for our students. Using our shared values, we are working on creating a guaranteed and viable curriculum and will eventually be creating common formative assessments to measure mastery on student's IEP goals and objectives. Our students, grades 5, 6, 7, 8, and 11, participate in the MIAccess assessment.

State law requires that we also report additional information.

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It is the policy of the Wyandotte Board of Education that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination with respect to any educational program, activity, or employment.

Jo Brighton Skills Center serves students from the seventeen downriver school districts. Students are referred by their local school district's special education director per Michigan Special Education Administrative Rule 340.1702 (Students with a Disability).

The School Improvement Team meets frequently throughout the school year to move our school forward. Our School improvement plan (SIP) incorporates Michigan Department of Education's Common Core Essential Elements for English language arts and mathematics. Additionally, it addresses our curriculum for our vocational and community based classrooms. Jo Brighton skills center continued the school wide curriculum, Unique Learning System, which addresses the state standards. A school-wide Positive Behavior Intervention Support program was integrated into the SIP.

Jo Brighton Skills Center is a center-based program for students with moderate cognitive impairments. The focus of the school's curriculum is on academic skills, social skills, vocational skills, community skills, and adult daily living skills. We help to prepare our students for transitioning to adult life by teaching them to become as independent as possible. We provide families with resources and information related post-secondary training and adult life. Jo Brighton staff members, students, and parents work together to develop an individualized educational plan to meet each student's individual needs and to help them achieve their personal goals. We have an extensive work site based learning program that helps students with disabilities receive job training and eventual paid employment.

The District and County has transitioned to the Common Core State Standards (CCSS) as its curriculum. The Wyandotte Center Programs are using the Common Core Essential Elements in the areas of reading and mathematics, which were designed to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. Report cards include grade specific standards. Each teacher must plan lessons and learning experiences with the CCEE in mind. All lesson plans and IEP's must coordinate with the Common Core Essential Elements. Documents of these standards can be found at www.michigan.gov/mde and click on student assessment, then MIAccess and lastly Dynamic Learning Maps.

Student achievement is measured in many ways by the Jo Brighton Skills Center Staff. All of our 5th-8th and 11th grade students participate in the MIAccess assessment. Our 5th grade students are assessed in the areas of ELA, math, and social studies; our 6th grades are assessed in the areas of ELA, and math; our 7th graders are assessed in the areas of ELA, math, and science; our 8th graders are assessed in the areas of ELA, math, and social studies. Our 11th grade students are assessed in all subject areas: reading, math, science and social studies. Another way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, math, vocational/functional, affective, speech and language, speaking and mobility.

For the past three school years, 90-95% of parents attended the annual IEPT meetings. There is constant communication between school staff and parents through phone, email, IEPT meetings, tours and communication folders.

Jo Brighton continues with a school-wide positive behavior intervention support plan (PBIS). A matrix of behavior expectations was developed by staff. The behavior expectations are continuously reviewed and taught to students through various teacher-developed lesson plans. Students are rewarded and recognized for positive behavior on consistent bases. Tier 2 and Tier 3 interventions are used for students with more challenging behaviors. These interventions include check-in/check-out, mentoring, functional behavior assessments, behavior intervention plans, etc.

The implementation of the PBIS plan has led to a much more consistent approach to handling student behavior throughout the school. The expectations are made very clear to students in all of their classes.

Another notable achievement at Jo Brighton in the last two years is our growth in the area of academic instruction. In the past, students spent a great deal of time developing work skills exclusively. Today, students continue to work on their vocational skills, but also receive targeted instruction in the areas of math and language arts. Jo Brighton will strive to further develop an academic curriculum that is aligned to the Common Core. We are striving to help our students improve in the areas of reading and math. We also plan to continue to improve student behavior through the use of our PBIS plan.

Sincerely,

Adrienne M. Kubicki

Program Administrator, Jo Brighton Skills Center, 4460 18th St., Wyandotte, MI 48192

Education Dashboard
 Jo Brighton Skills Center

Student Outcomes	Prior	Current
Students Proficient in English Language Arts at the End of Third Grade	N/A	N/A
Student Academic Growth 3-8	N/A	N/A
Students Proficient in Math and English Language Arts 3-8	N/A	N/A
Students Proficient on M-STEP (in all subjects)	N/A	N/A
ACT Composite Score	N/A	N/A
ACT College Readiness Benchmarks	N/A	N/A
4 year Graduation Rate	<5%	5.26%
Dropout Rate	<5%	15.79%

Education Dashboard
 Jo Brighton Skills Center

Culture of Learning	Prior	Current
Self-Reported Bullying on School Property	N/A	N/A
Total Breakfast Participation as a Percentage of Total Lunch Participation	47.0%	N/A
Free and Reduced Lunch Participation by Eligible Students	53.1%	49.8%
Economically Disadvantaged Students	63.9%	61.2%

Education Dashboard
 Jo Brighton Skills Center

Value for Money	Prior	Current
Districts with ongoing deficits for three consecutive years	N/A	N/A
General Fund Balance	N/A	N/A
Average Class Size K-3	N/A	N/A
Total number of days of instruction provided	N/A	N/A
Salary Data	N/A	N/A
Superintendent	N/A	N/A
Maximum	N/A	N/A
Average	N/A	N/A
Minimum	N/A	N/A
Principals	N/A	N/A
Maximum	N/A	N/A
Average	N/A	N/A
Minimum	N/A	N/A
Teachers	N/A	N/A
Maximum	N/A	N/A
Average	N/A	N/A
Minimum	N/A	N/A



01/04/2017

Annual Education Report
Jo Brighton Skills Center

M-STEP Grades 3-8

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
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No Data to Display

Annual Education Report
Jo Brighton Skills Center

MME

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
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No Data to Display

Annual Education Report
Jo Brighton Skills Center

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

Annual Education Report
Jo Brighton Skills Center

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
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No Data to Display

Annual Education Report
Jo Brighton Skills Center

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
ELA	7th Grade Content	All Students	2013-14	83.4%	100%	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	79.9%	100%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2013-14	92.6%	100%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	79%	92.3%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2013-14	75.9%	94.1%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	84.2%	92.3%	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2013-14	87.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2013-14	93.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2013-14	76.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2013-14	81%	100%	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	78.9%	100%	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2013-14	92%	100%	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	79.5%	91.7%	<10	<10	<10	<10

Annual Education Report
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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
Science	7th Grade Content	White	2013-14	75.5%	91.7%	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	85%	91.7%	<10	<10	<10	<10
ELA	7th Grade Content	Female	2013-14	86%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	83.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2013-14	91.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	83%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2013-14	75.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	86.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2013-14	82.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	78.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2013-14	92.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	77.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	Male	2013-14	76.1%	<10	<10	<10	<10	<10

Annual Education Report
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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
Science	7th Grade Content	Male	2014-15	83.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2013-14	84.5%	100%	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	82.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2013-14	93.5%	100%	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	80%	<10	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2013-14	79.4%	91.7%	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	85.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2013-14	84.3%	100%	100%	0%	15%	85%
ELA	11th Grade Content	All Students	2014-15	87%	96.4%	100%	81.8%	18.2%	0%
Mathematics	11th Grade Content	All Students	2013-14	89.1%	100%	100%	0%	20%	80%
Mathematics	11th Grade Content	All Students	2014-15	85.1%	96.4%	95.5%	45.5%	50%	4.5%
Science	11th Grade Content	All Students	2013-14	87.8%	100%	100%	0%	65%	35%
Science	11th Grade Content	All Students	2014-15	69%	89.3%	90.9%	63.6%	27.3%	9.1%

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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
ELA	11th Grade Content	American Indian or Alaska Native	2014-15	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	American Indian or Alaska Native	2014-15	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2014-15	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2013-14	50%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2013-14	80%	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2013-14	70%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2013-14	86.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	88.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2013-14	90.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	84.9%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2013-14	91%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	67.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2013-14	78.1%	<10	<10	<10	<10	<10

Annual Education Report
Jo Brighton Skills Center

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
ELA	11th Grade Content	Hispanic of Any Race	2014-15	83.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	81.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	87.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2013-14	84.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	65.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2013-14	87.5%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Two or More Races	2014-15	80%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2013-14	81.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2014-15	90%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2013-14	93.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	50%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2013-14	84.8%	100%	100%	0%	25%	75%
ELA	11th Grade Content	White	2014-15	87.5%	95%	100%	80%	20%	0%

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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
Mathematics	11th Grade Content	White	2013-14	89.9%	100%	100%	0%	25%	75%
Mathematics	11th Grade Content	White	2014-15	85.4%	95%	93.3%	53.3%	40%	6.7%
Science	11th Grade Content	White	2013-14	87%	100%	100%	0%	75%	25%
Science	11th Grade Content	White	2014-15	70.8%	90%	93.3%	66.7%	26.7%	6.7%
ELA	11th Grade Content	Female	2013-14	85.4%	100%	100%	0%	18.2%	81.8%
ELA	11th Grade Content	Female	2014-15	90.8%	100%	100%	80%	20%	0%
Mathematics	11th Grade Content	Female	2013-14	90.6%	100%	100%	0%	18.2%	81.8%
Mathematics	11th Grade Content	Female	2014-15	85.6%	100%	100%	50%	50%	0%
Science	11th Grade Content	Female	2013-14	91.1%	100%	100%	0%	63.6%	36.4%
Science	11th Grade Content	Female	2014-15	72.4%	100%	100%	70%	30%	0%
ELA	11th Grade Content	Male	2013-14	83.7%	100%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	85.1%	94.1%	100%	83.3%	16.7%	0%
Mathematics	11th Grade Content	Male	2013-14	88.3%	100%	<10	<10	<10	<10

Annual Education Report
Jo Brighton Skills Center

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
Mathematics	11th Grade Content	Male	2014-15	84.8%	94.1%	91.7%	41.7%	50%	8.3%
Science	11th Grade Content	Male	2013-14	86%	100%	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	67.3%	82.4%	83.3%	58.3%	25%	16.7%
ELA	11th Grade Content	Economically Disadvantaged	2013-14	87.4%	100%	100%	0%	0%	100%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	91.8%	93.3%	100%	76.9%	23.1%	0%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	92.5%	100%	100%	0%	16.7%	83.3%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	87.4%	93.3%	92.3%	38.5%	53.8%	7.7%
Science	11th Grade Content	Economically Disadvantaged	2013-14	90.3%	100%	100%	0%	66.7%	33.3%
Science	11th Grade Content	Economically Disadvantaged	2014-15	73.6%	86.7%	84.6%	61.5%	23.1%	15.4%

Annual Education Report
Jo Brighton Skills Center

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
ELA	11th Grade Content	All Students	2013-14	81.8%	70%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2013-14	70.4%	50%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2013-14	60.4%	40%	<10	<10	<10	<10
ELA	11th Grade Content	White	2013-14	80.8%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2013-14	67.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2013-14	60.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2013-14	81.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2013-14	70.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2013-14	57.9%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2013-14	83.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	77.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2013-14	65.2%	<10	<10	<10	<10	<10

Annual Education Report Jo Brighton Skills Center

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	98.1%	48.5%	98.9%	N/A	100%	N/A
All Students	Mathematics	98.1%	36.5%	99%	N/A	100%	N/A
All Students	Science	97.5%	22.2%	97.8%	N/A	<30	N/A
All Students	Social Studies	97.4%	31.8%	97.7%	N/A	N/A	N/A
American Indian or Alaska Native	ELA	98%	41.5%	<30	N/A	<30	N/A
American Indian or Alaska Native	Mathematics	98.2%	27.8%	<30	N/A	<30	N/A
American Indian or Alaska Native	Science	97.8%	17.7%	<30	N/A	<30	N/A
American Indian or Alaska Native	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	<30	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	<30	N/A	N/A	N/A
Asian	Science	99%	38%	<30	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	<30	N/A	N/A	N/A
Black or African American	ELA	96.5%	24.5%	99.1%	N/A	<30	N/A
Black or African American	Mathematics	96.5%	13.5%	99.1%	N/A	<30	N/A
Black or African American	Science	95.4%	6.1%	100%	N/A	<30	N/A
Black or African American	Social Studies	95.2%	11%	97.1%	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	98.6%	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	99.1%	N/A	<30	N/A
Hispanic of Any Race	Science	97.9%	11.7%	97.9%	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.7%	N/A	N/A	N/A

Annual Education Report Jo Brighton Skills Center

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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	< 30	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	< 30	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	100%	N/A	< 30	N/A
Two or More Races	Mathematics	98.5%	33.6%	100%	N/A	< 30	N/A
Two or More Races	Science	98.5%	20.1%	< 30	N/A	< 30	N/A
Two or More Races	Social Studies	98.1%	28.3%	< 30	N/A	N/A	N/A
White	ELA	98.5%	55%	99%	N/A	< 30	N/A
White	Mathematics	98.5%	42.5%	99%	N/A	< 30	N/A
White	Science	98.1%	26.6%	97.8%	N/A	< 30	N/A
White	Social Studies	98%	37.3%	97.6%	N/A	N/A	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	98.8%	N/A	< 30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.1%	N/A	< 30	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.7%	N/A	< 30	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	97.4%	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	100%	N/A	N/A	N/A

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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**
English Language Learners	Mathematics	98.6%	20.3%	100%	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	<30	N/A	N/A	N/A
English Language Learners	Social Studies	97.9%	8.1%	<30	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	99.4%	N/A	100%	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	99.6%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	99.1%	N/A	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	97.1%	N/A	N/A	N/A

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Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	78.6%	87.2%	N/A
American Indian or Alaska Native	64.8%	N/A	N/A
Asian	89.1%	N/A	N/A
Black or African American	64.5%	N/A	N/A
Hispanic of Any Race	68.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	N/A	N/A
White	82.9%	89.4%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	74.0%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	45.5%	N/A
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.7%	94.3%	89.1%

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



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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing 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



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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing 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

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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	10	16	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%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 Mathematics Achievement.

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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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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) 2015 Mathematics Achievement.

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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	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	1	0	0	0	0
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.

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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.

Annual Education Report Jo Brighton Skills Center

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	#
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.

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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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
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	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	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	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.

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