

Western Wayne Skill Center

<http://wwsc.livoniapublicschools.org>



2017-2018 Annual Education Report

BOARD OF EDUCATION 2017-18

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10218 Arthur St.
Livonia, MI 48150
734-744-2810



Patrick Mies, Principal



May 23, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the Western Wayne Skill 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 Patrick Mies for assistance.

The AER is available for you to review electronically by visiting the following web site <http://wwsc.livoniapublicschools.org> or you may review a copy in the main office of our school.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2016-17 State Testing Results. A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education.

The Key Challenges for the school include responding to consecutive years of decreasing enrollment due to changes in the student enrollment eligibility. The decreases in student enrollment results in a reduction of federal, State, County and local funding levels. In addition, staffing and per pupil allocations are based on student enrollments, which resulted in a decline in staff support that is so essential for instructing post-secondary students with significant disabilities. The scope and degree of the students' disability is a compelling factor, the subsequent resources available and the continuum of services and options available to address the student need is another challenge. The key initiatives to address the challenge include maximizing staffing and resources by targeting student priorities. Emphasize transition in the community where resources and personnel are already in place and operational, rather than the school building. Prioritizes student's goals and address them in a group format to maximize staff and other resources. Intensify student accommodates and maximize class offerings by eliminating duplication of courses. These initiatives are intended to accelerate the achievement of all students and meet the mission of our school.

The Western Wayne Skill Center is a special education post-secondary center school that provides instruction to address Transition outcomes for students with disabilities ages 18 to 26 years. Consequently, the program is outside of, and does not participate in, the Michigan Education Assessment System. Furthermore, Adequate Yearly Progress (AYP) requirements do not apply, nor

accurately reflect, the unique post-secondary outcomes required for students who will need support for daily living as well as Transition services to further their independence in the community.

The school prepares students for their adult life roles of family member, worker, recreation participant and involved citizen through multiple class offerings.

The Western Wayne Skill Center Curriculum is derived from the Michigan Career and Employability Skills and is further supported by the following Curricula: Addressing Unique Educational Needs of Students with Disabilities (AUEN); Michigan Statewide Curriculum Project Supported Independence Curriculum; and the Universal Life Skills Curriculum around which student outcomes are built.

The Western Wayne Skill Center, since 2002, has attained AdvancEd accreditation. As part of the Livonia Public Schools District accreditation and goals, our students continue to show measurable improvements. The goals of Math, Writing, student awareness of their Individualized Education Program goals and other Post Secondary outcomes for students in special education drive the school's improvement initiatives, strategies, and school assessments. These are consistent with the Livonia Public School District AdvancED Goals.

Any parent, guardian or care provider wishing to serve on the School Improvement Steering Committee should contact the office at 734.744.2810.

Additional Information:

- The program is available to students living within the eleven school districts served by the Western Wayne Region who are certified as eligible for special education services.
- The program has been NCA accredited since 2002 and continues to be through AdvancED (Advancing Excellence in Education)
- The Western Wayne Skill Center is a school that emphasizes community based instruction, providing instruction in career awareness and work experience.
- To access a copy of the Universal Life Skills contact the office at 734.744.2810.
- 96% of the students were represented by parents via parent- teacher conferences, Individualized Education Plan Meetings and phone conferences.
- All administration, teaching and ancillary staff are certified, licensed and otherwise qualified within their area of professional expertise as required by the State of Michigan.

The parents, guardians or care providers of each student play an integral role in the Transition Planning process by providing guidance and support to their student as they make realistic decisions about their future. Parents are encouraged to take advantage of the many opportunities throughout the school year to learn more about Transition by attending informational workshops co-sponsored by the school and the Arc.

Sincerely,

Patrick Mies, Principal Western Wayne Skill Center

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

Our mission is to provide instruction in the life roles of worker, family member, citizen, and recreation participant. Our goal is to prepare students to make choices leading to a healthy, satisfying and productive lifestyle.

SCHOOL PROFILE

The Western Wayne Skill Center serves post-secondary students living within the 12 school districts served by the Western Wayne Region who are certified as eligible for special education services and meet other enrollment criteria. The Principal of the Western Wayne Skill Center is Patrick Mies and the Program Specialist is Mary Jarvis. There are 27 professional teaching staff members including Behavior Consultant, Physical Therapist, Resource Consultant, Occupational Therapist, Speech Therapist, Social Worker, School Psychologists and Visually Impaired Consultant. In addition, there are 33 paraprofessional staff.

The building support staff includes three custodians, one full time and one part-time secretary, and three cafeteria staff.

GRADUATION REQUIREMENTS

The Western Wayne Skill Center is not a credit granting school.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to the Western Wayne Skill Center in collaboration with surrounding school districts in the Western Region of Wayne County. The process used to assign students includes a referral by the resident school district with required documents; a review of the student's records; an interview; and an Individualized Education Program Team meeting. Transportation is arranged by the resident district.

SCHOOL IMPROVEMENT

School Improvement is a process by which stakeholders in a school environment work cooperatively to improve student achievement of the core curriculum goals. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing a plan for continuous quality improvement. Our building steering committee consists of 10 stakeholder representatives. This year we continued to monitor the implementation of the five AdvancED standards.

Our efforts this year were to develop an action plan to increase student achievement in Self-Awareness, math and writing, in alignment with the district school improvement plan. Much of our professional development this year included topics such as AdvancED goals, lesson planning, assisting

all teachers in using technology, developing a process for assessments, and supporting students with disabilities and the Individual Educational Program Team Report Process and Procedure.

School improvement goals for 2016-17 and 2017-18

1. All students at the Western Wayne Skill Center will demonstrate knowledge of their personal identification information.
2. All students at the Western Wayne Skill Center will identify two of their Individualized Education Program goals and two strengths taken from our Universal Life Skills Curriculum.
3. All students at the Western Wayne skill Center will correctly read/identify 10 emergency/survival signs.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Western Wayne Skill Center also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

The Western Wayne Skill Center is a specialized school for students with disabilities serving young adults, 18-26, residing in Western Wayne County with moderate impairments. Specific information about the programs is available on the district website at www.livoniapublicschools.org.

CORE CURRICULUM

The curriculum at the Western Wayne Skill Center provides learning experiences in all areas of *Universal Life Skills*.

Students at the Western Wayne Skill Center are provided with instruction designed to promote knowledge and skills in the areas of citizenship, worker traits, family responsibilities, and recreation and leisure participation.

To assume the adult roles students will need to . . .

- Respect self, others, and the environment.
- Communicate effectively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a functional understanding within the content areas.

A copy of the Universal Life Skills can be obtained from the school by calling 734-744-2810.

STUDENT ACHIEVEMENT ON NATIONAL ASSESSMENTS

The Western Wayne Skill Center is a special education post-secondary center program that provides instruction to address Transition outcomes for students with moderate disabilities ages 18 to 26 years. Consequently, the program is outside of, and does not participate in, the Michigan Education Assessment System nor college practice or entrance exams.

ENROLLMENT IN AP/COLLEGE LEVEL COURSES

The Western Wayne Skill Center is a special education post-secondary center program which provides instruction to address Transition outcomes for students with moderate to severe disabilities ages 18 to 26 years. Consequently, the program is outside of, and does not participate in, the Michigan Education Assessment System nor college practice or entrance exams.

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. The Western Wayne Skill Center has a high degree of parent participation at all parent information sessions. These sessions include Open House, Parent/Teacher Conferences and Individual Educational Program Meetings held for each student.

During the 2015-2016 school year, 30.48% (57) participated in fall parent teacher conferences. In the spring, 41.71% (78) of parents participated in spring parent-teacher conferences. During the 2016-2017 school year 51% (91) of the parents participated in fall parent teacher conferences and 33% (90) parents participated in the spring parent teacher conferences.

Every parent/guardian/care provider and student is invited to participate in an annual Individual Education program (IEP) Team Meeting. This meeting by default is considered by some parents to serve as a parent conference, therefore, attendance at fall and spring conferences may tend to be lower compared to those students who are not having an annual IEP meeting. Every student at the Skill Center has an annual IEP meeting.

Parents receive information from Western Wayne Skill Center staff in numerous forms including progress reports, report cards, phone contacts, parent meetings, written correspondence (i.e. newsletter, e-mails, website, and letters). Each parent receives formal information approximately 15 times per year regarding their student and or school program. Parents may also access their student's grade and attendance through a secure website.

In addition, the following parent information sessions occur on an annual basis: Fall Open House, Parent-Teacher Conferences (both semesters), regularly scheduled monthly group tours and Arc Workshops co-sponsored by the school and yearly Individualized Education Planning Team meetings.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

The link <https://goo.gl/JmyuwR> will take you to the reports provided by the Michigan Department of Education for Western Wayne Skill Center. The reports are also printed on the following pages.



04/24/2018

Annual Education Report
W. Wayne Skill Center (02501)

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
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No Data to Display



04/24/2018

Annual Education Report
W. Wayne Skill Center (02501)

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
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No Data to Display

Annual Education Report
W. Wayne Skill Center (02501)

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
W. Wayne Skill Center (02501)

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

Annual Education Report
W. Wayne Skill Center (02501)

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

Annual Education Report W. Wayne Skill Center (02501)

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	98.6%	49.5%	99.4%	58.3%	N/A	N/A
All Students	Mathematics	98.7%	39.1%	99.3%	51.9%	N/A	N/A
All Students	Science	97.9%	24.9%	99.0%	30.4%	N/A	N/A
All Students	Social Studies	97.8%	33.7%	99.2%	42.5%	N/A	N/A
Bottom 30%	ELA	N/A	3.8%	N/A	1.6%	N/A	N/A
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.7%	N/A	N/A
Bottom 30%	Science	N/A	0.4%	N/A	0.6%	N/A	N/A
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	N/A
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	99.3%	72.6%	N/A	N/A
Asian	Mathematics	99.3%	68.9%	99.3%	75.3%	N/A	N/A
Asian	Science	99.1%	41.4%	97.6%	34.5%	N/A	N/A
Asian	Social Studies	98.9%	51.9%	98.5%	51.2%	N/A	N/A
Black or African American	ELA	97.6%	25.0%	98.2%	35.1%	N/A	N/A
Black or African American	Mathematics	97.5%	14.2%	98.2%	25.0%	N/A	N/A
Black or African American	Science	96.0%	7.0%	97.7%	12.8%	N/A	N/A
Black or African American	Social Studies	95.9%	11.2%	98.5%	19.0%	N/A	N/A
Hispanic of Any Race	ELA	98.6%	36.9%	99.7%	54.4%	N/A	N/A
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.2%	44.5%	N/A	N/A

Annual Education Report W. Wayne Skill Center (02501)

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**
Hispanic of Any Race	Science	97.7%	13.5%	100.0%	27.0%	N/A	N/A
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.3%	33.3%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	98.8%	55.1%	N/A	N/A
Two or More Races	Mathematics	98.6%	35.1%	98.4%	45.9%	N/A	N/A
Two or More Races	Science	97.7%	21.9%	98.2%	33.0%	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	98.2%	42.2%	N/A	N/A
White	ELA	98.9%	56.1%	99.5%	60.4%	N/A	N/A
White	Mathematics	99.0%	45.6%	99.5%	54.2%	N/A	N/A
White	Science	98.4%	29.7%	99.2%	32.1%	N/A	N/A
White	Social Studies	98.3%	39.7%	99.3%	44.9%	N/A	N/A
Economically Disadvantaged	ELA	98.2%	33.5%	99.2%	42.3%	N/A	N/A
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	34.7%	N/A	N/A
Economically Disadvantaged	Science	97.2%	13.0%	98.5%	17.8%	N/A	N/A
Economically Disadvantaged	Social Studies	97.0%	18.3%	98.4%	28.1%	N/A	N/A

Annual Education Report
 W. Wayne Skill Center (02501)

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 Learners	ELA	98.6%	24.0%	99.7%	33.7%	N/A	N/A
English Learners	Mathematics	99.0%	23.0%	99.0%	38.1%	N/A	N/A
English Learners	Science	98.4%	5.0%	98.0%	8.0%	N/A	N/A
English Learners	Social Studies	98.2%	7.8%	97.8%	13.8%	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	97.5%	30.3%	N/A	N/A
Students With Disabilities	Mathematics	97.9%	20.7%	97.6%	25.8%	N/A	N/A
Students With Disabilities	Science	96.9%	15.8%	97.7%	20.1%	N/A	N/A
Students With Disabilities	Social Studies	95.9%	14.2%	96.2%	15.6%	N/A	N/A

Annual Education Report
 W. Wayne Skill Center (02501)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	92.14%	N/A
American Indian or Alaska Native	66.57%	75.00%	N/A
Asian	90.20%	96.97%	N/A
Black or African American	67.36%	82.30%	N/A
Hispanic of Any Race	72.60%	91.49%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	92.31%	N/A
White	83.38%	93.13%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	82.62%	N/A
English Learners	72.11%	95.45%	N/A
Students With Disabilities	55.35%	55.88%	N/A
Bottom 30%	N/A	N/A	N/A

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

Annual Education Report
W. Wayne Skill Center (02501)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	89.20%	N/A

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

Annual Education Report
 W. Wayne Skill Center (02501)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
W. Wayne Skill Center	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report
 W. Wayne Skill Center (02501)

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	12	21	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	3.0%

Annual Education Report
 W. Wayne Skill Center (02501)

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.

Annual Education Report
W. Wayne Skill Center (02501)

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.

Annual Education Report
 W. Wayne Skill Center (02501)

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.

Annual Education Report W. Wayne Skill Center (02501)

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.

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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