

Western Wayne Skill Center

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2014-2015 Annual Education Report

BOARD OF EDUCATION 2014-15

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8075 Ritz. Ave.
Westland, MI 48374
734-744-2810

Patrick Mies, Principal
Al Di Paolo, Principal 2014-15



April 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 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 Al Di Paolo 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.

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 is 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 which 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 community based instruction.

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 twelve 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.
- 97% (235) 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

The Livonia Public Schools School District 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 regarding the nondiscrimination policies: Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 (734)744-2500.

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 Al Di Paolo and the Program Specialist is Mary Jarvis. There are 26 professional teaching staff members, Behavior Consultant and Resource Consultant, Occupational Therapist, Speech Therapist, Social Worker, School Psychologists and Visually Impaired Consultant. In addition, there is 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; 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 NCA Goals, lesson planning, assisting all teachers using technology, developing a process for assessments, and supporting students with disabilities and the Individual 12ED Educational Program Team Report Process and Procedure.

School improvement goals for 2014-2015:

1. All students will be proficient in Math.
2. All students will improve writing.
3. All students will increase awareness of their IEP goals.

School improvement goals for 2013-2014:

4. All students will be proficient in Math.
5. All students will improve writing.
6. All students will increase awareness of their IEP goals.

The Livonia Public Schools School District has had its District Level accreditation through AdvanceEd. 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 considered a specialized school for students with disabilities for many in Western Wayne County with disabilities based upon their individual needs. Specific information about the programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

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

Livonia Public Schools instructional program is designed to prepare students to become adults who can be . . .

- participating members of a democratic society
- productive members of a community
- caring family members
- life long learners

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

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- 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 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.

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 2014-2015 school year 53.5% (91) of the parents participated in fall parent teacher conferences and 35.8% (90) parents participated in the spring parent teacher conferences. During the 2013-2014, 46.2% (61) of parents participated in the fall parent teacher conferences and 33.9% (73) parents participated in the spring parent teacher conferences.

Every parent/guardian/care provider and student is invited to participate in an annual comprehensive Individualized Education program (IEP) Team Meeting for the students. 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 a 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 (1)

PARENT INVOLVEMENT

JUNE 20, 2011

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.

Reference: 20 USCA 6316, 20 USCA 6318 (No Child Left Behind Act)

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

The explanation below is provided by Livonia Public Schools to assist you in understanding the data on the following pages provided by the Michigan Department of Education (MDE).

Student Assessment Data – State assessment results at the elementary, middle and high school levels for all four tested subjects (mathematics, ELA, science and social studies) for all students as well as subgroups of students on the:

- M-STEP and MI-Access for 2014-15 and
- MEAP, MME, MEAP-Access and MI-Access for 2013-14.

Accountability Details –

- Subject Data provides the percent of students tested and the percent proficient for each subject area tested (mathematics, ELA, science and social studies) at the state and district levels for all students and applicable student subgroups.
- Graduation Data provides high school graduation rates at the state and district levels for all students and applicable subgroups.
- Attendance Data provides average daily attendance rate at the state and district levels.
- Accountability Status District and School Data – The MDE did not provide any data for these categories.
- Teacher Quality identifies teacher qualifications, reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes, and lists the percentage of teachers with emerging certifications in the district.

NAEP Data (National Assessment of Education Progress)

- Provides state results of the national assessment in mathematics and reading in grades 4, 8 and 12.

The following pages are provided by the Michigan Department of Education and cannot be amended, modified or adjusted. They must be included as provided by the state.



03/23/2016

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W. Wayne Skill 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



03/23/2016

Annual Education Report
W. Wayne Skill Center

M-STEP Grade 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

Annual Education Report
W. Wayne Skill 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
W. Wayne Skill 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
W. Wayne Skill 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
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No Data to Display

Annual Education Report
W. Wayne Skill 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
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No Data to Display

Annual Education Report W. Wayne Skill 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	Mathematics	98.1%	36.5%	99.1%	N/A	N/A	N/A
All Students	ELA	98.1%	48.5%	99.2%	N/A	N/A	N/A
All Students	Science	97.5%	22.2%	98.9%	N/A	N/A	N/A
All Students	Social Studies	97.4%	31.8%	99.1%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	99.4%	N/A	N/A	N/A
African American	ELA	96.5%	24.5%	99.4%	N/A	N/A	N/A
African American	Science	95.4%	6.1%	98.6%	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	98.9%	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	99%	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	98.7%	N/A	N/A	N/A
Asian	Science	99%	38%	98.2%	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	99.2%	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.3%	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	99.7%	N/A	N/A	N/A
Hispanic of Any Race	Science	97.9%	11.7%	98.7%	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.1%	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	100%	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	100%	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	100%	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	100%	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	99.1%	N/A	N/A	N/A
White	ELA	98.5%	55%	99.2%	N/A	N/A	N/A
White	Science	98.1%	26.6%	98.9%	N/A	N/A	N/A
White	Social Studies	98%	37.3%	99.1%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.2%	N/A	N/A	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.4%	N/A	N/A	N/A
Economically Disadvantaged	Science	96.8%	11.7%	98.9%	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	98.8%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	97.2%	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	99.2%	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	97.9%	N/A	N/A	N/A

Annual Education Report
 W. Wayne Skill 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**
English Language Learners	Social Studies	97.9%	8.1%	97.4%	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.6%	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.4%	N/A	N/A	N/A
Students With Disabilities	Science	96.5%	15.4%	98.3%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	98.9%	N/A	N/A	N/A

Annual Education Report
 W. Wayne Skill Center

Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	92.7%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	82.7%	N/A
Asian	89.1%	91.7%	N/A
Hispanic of Any Race	68.8%	89.7%	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	93.3%	N/A
White	82.9%	93.8%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	82.9%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	59.0%	N/A
Homeless	54.0%	N/A	N/A

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

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Accountability Details Attendance Data

Testing Group	Statewide	District	School
All Students	94.7%	96.6%	N/A

* 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

Annual Education Report
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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	9	24	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	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
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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 W. Wayne Skill Center

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	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
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

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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	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/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

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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
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 W. Wayne Skill 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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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 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	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/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