



Brighton High School Annual Education Report (AER) Cover Letter

February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Brighton High School. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Mr. Matt Evans, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website [Annual Education Report](#), or you may review a copy in the main office at your child's school.

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

Our school was identified as: HAS NOT BEEN GIVEN ONE OF THESE LABELS.

Our school has been identified as a high-performing school in Michigan, usually scoring in the top 10% of every school rating system. We traditionally score well above state averages in the PSAT 9 and 10, and the SAT, which all juniors take each Spring. We are undertaking initiatives in our strategic plan to increase our college readiness scores over the next five years. We are adding curriculum and strategic instructional adjustments in areas designated as improvement areas, including growth and overall proficiency for our students with disabilities. This is in addition to the fine tuning of an early warning intervention system that will allow for earlier and more targeted intervention when students are struggling in academic performance, with attendance, or with behavior. We are also addressing two other vital areas in our strategic plan that we

have highlighted as priority areas: Student Wellness and Student Career Awareness. Our district has completed a large bond project that added a Steam Center to assist in two of these areas as well as added staffing, curriculum, and instructional opportunities to support this work. We have also added several initiatives to continue supporting students struggling with social and emotional concerns in addition to increased staffing to provide appropriate levels of support to our students.

State law requires that we also report additional information:

- Students are assigned to the school in their attendance area where they live. As part of state law, the district participates in the Schools of Choice (SOC) program for non-resident families. Students admitted to the district through SOC are assigned to various schools on a space-available basis.
- Brighton High School uses an ongoing continuous improvement process (MICIP). We collaboratively work together to evaluate current goals, establish new goals, and improve the school's performance through student proficiency and growth. Hawkins is focused on improving and providing a tiered instruction to meet the needs of all of our learners.
- Brighton High School is not a "specialty school."
- Our curriculum meets or exceeds the Michigan Department of Education (MDE) grade level benchmarks and Michigan academic standards. Curriculum committees composed of teachers and administrators, work to align and update content at the district level and ensure it is aligned with state standards. Curriculum is accessible at your child's school, or MDE provides information about the academic standards that parents may find helpful at [Michigan Academic Standards](#).
- Data in Reading, Math, Science and Social Studies from the state's PSAT and SAT tests may be found at [Mischooldata.org](#) in the AER Combined Report.
- Parent-Teacher Conferences are held in the fall and spring. This is an opportunity for parents and teachers to communicate regarding each student's needs. Fall Parent-Teacher Conferences (percent of attendance):
 - Fall 2024 = 24.18%
 - Fall 2025 = 18.46%
- The number and percent of postsecondary enrollments (dual enrollment):
 - 2023-24 68 students 3.6%
 - 2024-25 69 students 3.7%
- The number of college equivalent courses offered (AP)
 - 22 courses

- The number and percentage of students enrolled in college equivalent courses (AP):
 - 2023-24 673 students 35%
 - 2024-25 657 students 35%
- The number and percentage of students receiving a score leading to college credit.
 - 2023-24 542 students 80.59%
 - 2024-25 500 students 86%

Brighton High School is proud of its outstanding students, supportive families, and dedicated staff who work together to drive ongoing academic and program success. We are committed to continuous improvement by meeting students where they are, nurturing their individual strengths, and challenging them to grow, explore, and apply their learning in meaningful ways. Through innovative practices and a focus on students achieving their personal best, our caring and committed staff ensure every student is supported and encouraged to reach their full potential. Families are invited to partner with us in this work—please contact your child’s principal to learn how you can get involved at either the building or district levels. We welcome you to discover what makes Brighton Area Schools one of Michigan’s top districts.

Sincerely,

Mr. Matt Evans, Principal