



Wyandotte Public Schools

“Educate – Inspire - Empower”

BOARD OF EDUCATION

Dana Browning, President
Robert Kirby, Vice President
Cynthia Kinney, Treasurer
Theresa Crnkovich, Secretary
Kathleen Kane, Trustee
Patrick Sutka, Trustee
Michael Swiecki, Trustee

CENTRAL ADMINISTRATION

Dr. Catherine Cost, Superintendent
734-759-6002; costc@wy.k12.mi.us
Tonya Brodie, Director of Human Resources
734-759-6022; brodiet@wy.k12.mi.us
Kenneth Laub, Director of Finance
734-759-6026; laubke@wy.k12.mi.us
Bernard A. Bowers, Jr., Director of Operations
734-759-6020; bowersb@wy.k12.mi.us

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Woodrow Wilson. 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 Wilson principal, Carol Makuch, for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/3ozbvxA> or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

Prior to the pandemic, our M-STEP data has inconsistencies that challenge us as we see increases and declines at all levels. At Wilson Middle School, we engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in all of their academic areas (math, language arts, science, and social studies) to seek ways to improve our teaching in order to increase student growth. Our students take the NWEA assessment three times a year to track individual student growth and expected achievement progress. Using these reports, teachers are able to establish individualized goals and instructional plans for our students. The results of these assessments are also shared with parents. We are proud of the consistent growth of all students throughout the year as supported by this assessment. Usually, we compare Wilson school's M-STEP and PSAT results with State averages; however due to COVID in the spring of 2020, State testing was suspended. In our continued efforts, we are dedicated to targeting the needs of students based on State and local assessments. We implemented math and reading intervention classes in the 2016-17 school year to address some of these specific needs. In the 2019-20 school year, we also had 8 instructional aides working with students individually or in small groups, as well as facilitating after-school tutoring. During the 2018-19 and 2019-20 school years, a Math Coach was hired to work directly with our school's math department weekly. Additionally, teachers at Wilson Middle School are using differentiated educational practices in their classroom (access to technology, tech programs/resources, small-group instruction, leveled reading materials, etc.). The entire staff is also

committed to continuing the focused and dedicated work of the PLC process by developing a guaranteed and viable curriculum in all core academic areas to create Powers Standards, creating quality common formative assessments to

[639 Oak Street • Wyandotte, Michigan • 48192 • 734.759.5000 • FAX 734.759.6009 • www.wyandotte.org](https://www.wyandotte.org)

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.

measure mastery in the essential learnings, engaging in focused professional development, using research-based best practices in instruction (with a focus on engagement and rigor), and reviewing data consistently. We adhere to our School Improvement Plan (SIP) and revisit our needs regularly to prioritize our instructional practices in relationship to the Common Core State Standards (CCSS) and adhere to the Collective Commitments that we, as a staff, developed together. We will continue to maintain a growth mindset and learn from each other through regularly scheduled PLC meetings, PD, on-going observations, and constant sharing and communication (especially of best practice teaching strategies) while also focusing on and social-emotional aspects that are relevant to middle-school aged students. Also, in 2021 we are shifting from using a school improvement plan through the ASSIST platform to MICIP which is a more comprehensive district needs assessment that focuses on the whole child. We look forward to the implementation of this new plan. Additionally, we have made changes and continue to grow our MTSS system to better align with research based best practices in education.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** Grades K-5 students residing in the City of Wyandotte are assigned elementary buildings in one of two ways: Area Residency - geographic boundaries have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks, rivers). Limited Open Enrollment - parents may apply for their children to attend any District elementary school. Approval for Limited Open Enrollment (LOE). Students in grades 6-8 living in Wyandotte enroll at Wilson Middle School; students in grades 9-12 living in Wyandotte enroll at Roosevelt High School. Nonresident Open Enrollment (CHOICE) attendance for all students K-12 depends on space availability in the selected school and previous behavior reports.
2. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:** Wilson Middle School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Wilson Middle School has met all the standards for eligibility of a school-wide Title I school. Our school-improvement goals are to improvement academic achievement in reading and mathematics through PLC commitment, technology, best practices, and differentiation. Our third goal is to nurture school climate by building positive relationships with students, providing mentorships (peer and staff), and offering as many extracurricular activities as possible (clubs, music, sports, dances, etc.). Our current School Improvement Plan has been re-evaluated and revised through 2020. We will be re-evaluating our SIP this school year, monitor student growth data (classroom assessments, NWEA and M-STEP/PSAT as that information is available), and to assess needs and note improvements. Our commitment to PLC's is instrumental to student success, and is, therefore, a large part of our SIP initiatives.
3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:** N/A for Wilson
4. **IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:** The District has implemented the Common Core State Standards (CCSS) as its curriculum, and each school has either completed or is in the process of prioritizing the standards to develop a guaranteed and viable curriculum. Our eventual goal is to develop a district guaranteed and viable curriculum in our PLC work. At Wilson, we have established our Mission, Vision, Values, and Goals, and each content has unwrapped the Standards and prioritized them to create the Essential Standards as part of the guaranteed and viable curriculum. The CCSS can be found at www.corestandards.org
5. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:** Student achievement is measured in numerous ways by Wilson Middle School Staff. All of our 6-8th grade students participate in Michigan's MSTEP and PSAT testing. In addition, a variety of local assessments are used to assess student growth, including the NWEA assessment and various classroom assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline in State scores when the MEAP assessment transitioned to M-STEP. As we initiate deep and deliberate implementation of PLCs, we believe we will begin to see academic gains. We believe through continued development and sustained practice, our PLCs will be a powerful tool to assure student growth. We also have interventions in place for students who are not meeting expectations. We continue to strive for ways to make our school as effective as possible so ALL students can experience success.



Wyandotte Public Schools

“Educate – Inspire - Empower”

BOARD OF EDUCATION

Dana Browning, President
Robert Kirby, Vice President
Cynthia Kinney, Treasurer
Theresa Crnkovich, Secretary
Kathleen Kane, Trustee
Patrick Sutka, Trustee
Michael Swiecki, Trustee

CENTRAL ADMINISTRATION

Dr. Catherine Cost, Superintendent
734-759-6002; costc@wy.k12.mi.us
Tonya Brodie, Director of Human Resources
734-759-6022; brodiet@wy.k12.mi.us
Kenneth Laub, Director of Finance
734-759-6026; laubke@wy.k12.mi.us
Bernard A. Bowers, Jr., Director of Operations
734-759-6020; bowersb@wy.k12.mi.us

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES: The 2018-19 school year data shows 70% of Wilson parents attending Parent-Teacher Conferences in the fall and/or spring. The 2019-20 school year data shows 68% of Wilson parents attending Parent-Teacher Conferences in the fall and/or spring. Various parents have also attended our Back-to-School Night and monthly administrator-parent meetings. We utilize Parent Portal, Facebook, emails, and our website to keep parents up-to-date as well. The majority of our parents who keep up on students’ academics through parent portal and direct and regular communication with teachers. We also have an open-door policy and frequently meet with parents (on a weekly or daily basis). We feel communication with parents is vital in student success.

The staff, students, and parents of Wilson Middle School believe in working together to ensure high levels of academic growth and success for ALL students. The vision and mission of our district and school are strong. I congratulate all the students and stakeholders of Wilson Middle School in the district of Wyandotte for making student growth a priority and for committing to the academic excellence of ALL children.

Sincerely,

Carol Makuch

Carol Makuch
Principal, Wilson Middle School
1275 15th Street, Wyandotte, MI 48192

Annual Education Report Woodrow Wilson School (04587)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
---------------	---------------	---------------------	-------------------	-------------------	------------------

No Data to Display

Annual Education Report Woodrow Wilson School (04587)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Woodrow Wilson School (04587)	0	22	26	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Woodrow Wilson School (04587)	43.94	8.00	18.2%	N/A	N/A	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Woodrow Wilson School (04587)	2.00	0.00	0.0%	N/A	N/A	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Woodrow Wilson School (04587)	43.94	0.00	0.0%	N/A	N/A	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Woodrow Wilson School (04587)	43.94	3.00	6.8%	N/A	N/A	N/A	N/A

Annual Education Report Woodrow Wilson School (04587)
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Woodrow Wilson School (04587)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Woodrow Wilson School (04587)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Woodrow Wilson School (04587)
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Woodrow Wilson School (04587)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Woodrow Wilson School (04587)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
---------------	-------------	----------------	----------------	------------------------

No Data to Display