



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 Wyandotte Public Schools' Early Childhood 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 Director, Cristina Chinavare, for assistance.

The AER is available for you to review electronically by visiting the following web site

<http://www.wyandotte.org/our-district/early-childhood-programs> 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.

At the Wyandotte Public Schools' Early Childhood Center, we continually assess the growth and progress of our students in all areas of development, utilizing the HighScope Foundation's COR Advantage Assessment. Student progress and data is reviewed for each of the following developmental domains three times per school year: Approaches to Learning, Social and Emotional Development, Physical Development, Language and Literacy, Mathematics, Creative Arts, Science and Social Studies. This data is used to track individual student progress and overall program curriculum implementation and outcomes.

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.

1. School Assignment: The Wyandotte Public Schools' Early Childhood Center enrolls children from two weeks of age through five years of age for the Wyandotte community. Nonresident Open Enrollment depends on space availability. 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) and Nonresident Open Enrollment (CHOICE) attendance depends on space availability in the selected school and previous behavior reports. Students in grades 9- 12 living in Wyandotte enroll at Roosevelt High School; and in grades 6-8 enroll at Wilson Middle School.

2. School Improvement Status: The Wyandotte Public Schools' Early Childhood Center staff believes in the process of continuous improvement and meets regularly as Professional Learning Communities for the purpose of school improvement. Our school improvement focus for the 2015-2016 school year are incorporating the use of student data into classroom on a daily basis and literacy development.

3. Curriculum: The Wyandotte Public Schools' Early Childhood Center utilizes the HighScope Foundation's Infant-Toddler and Preschool Curriculum for Early Childhood Programs. This curriculum aligns with State of Michigan Early Childhood Standards of Quality, as well as the HighScope Foundation's Key Developmental Indicators.

4. Student Achievement: Student achievement is measured in numerous ways by the Wyandotte Public Schools' Early Childhood Center staff. The HighScope Foundation's COR Advantage Assessment is utilized three times per school year to assess each individual child's development growth in all learning domains. Data is utilized to form unique learning goals for each individual student and guide both large group and small group classroom instruction. Student progress is also tracked as they leave the Wyandotte Public Schools' Early Childhood Center through 2nd grade to assess long-term student outcomes.

5. Parent-Teacher Conference Data: The 2015-2016 school year data shows 100% family attendance at Parent-Teacher Conferences for students enrolled in three years-old and four years-old preschool programs. Teachers communicate with families on a daily basis via phone, email, communication folders and daily logs. The administration and staff hosted three parent nights that focused on family resources and strategies to connect home and school.

The staff, students, and parents of the Wyandotte Public Schools' Early Childhood Center believe in working together to ensure academic growth and success for our students, regardless of age. The vision of our district and school is strong. I congratulate all the students and stakeholders of the Wyandotte Public Schools' Early Childhood Center for making student growth a priority and for committing to academic excellence for our children.

Sincerely,

Cristina Chínavare

Director of Early Childhood Education, WPS Early Childhood Center, 2609 10th Street - Wyandotte, MI 48192



01/04/2017

Annual Education Report
Wyandotte Public Schools Early Childhood 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
Wyandotte Public Schools Early Childhood 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

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Wyandotte Public Schools Early Childhood 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

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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

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Wyandotte Public Schools Early Childhood 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

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Wyandotte Public Schools Early Childhood 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

Wyandotte Public Schools Early Childhood 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	N/A	N/A
All Students	Mathematics	98.1%	36.5%	99%	N/A	N/A	N/A
All Students	Science	97.5%	22.2%	97.8%	N/A	N/A	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	N/A	N/A
American Indian or Alaska Native	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.8%	17.7%	<30	N/A	N/A	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	N/A	N/A
Black or African American	Mathematics	96.5%	13.5%	99.1%	N/A	N/A	N/A
Black or African American	Science	95.4%	6.1%	100%	N/A	N/A	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	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	99.1%	N/A	N/A	N/A
Hispanic of Any Race	Science	97.9%	11.7%	97.9%	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.7%	N/A	N/A	N/A

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Wyandotte Public Schools Early Childhood 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	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	100%	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	< 30	N/A	N/A	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	N/A	N/A
White	Mathematics	98.5%	42.5%	99%	N/A	N/A	N/A
White	Science	98.1%	26.6%	97.8%	N/A	N/A	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	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.1%	N/A	N/A	N/A
Economically Disadvantaged	Science	96.8%	11.7%	97.7%	N/A	N/A	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	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	99.6%	N/A	N/A	N/A
Students With Disabilities	Science	96.5%	15.4%	99.1%	N/A	N/A	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%	N/A

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



01/04/2017

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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



01/04/2017

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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	0	0	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.

Annual Education Report
Wyandotte Public Schools Early Childhood 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 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	1	0	0	0	0
Two or More Races					
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.

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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	35
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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 Wyandotte Public Schools Early Childhood Center

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