



# Wyandotte Public Schools

“Educate – Inspire - Empower”

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Bernard A. Bowers, Jr., Director of Operations  
734-759-6020; bowersb@wy.k12.mi.us

January 28, 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 the Washington Elementary. 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 Principal, Kristin McMaster for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2H8vjWz>, 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 Washington Elementary School we continue to engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in math, reading, and language to seek ways to improve. We evaluate all students as well as compare each subgroup to our student body to identify and address achievement gaps. Our students take the NWEA assessment in ELA and mathematics three times a year to track individual student growth and expected achievement progress. Our students are also assessed in reading levels in DRA2 to identify if they are reading at, above, or below grade level. Using these reports, teachers establish individualized goals and instructional plans for our students. Student's below grade level in reading receive an iRIP (Individual Reading Intervention Plan). The first two years of the MSTEP Assessment showed a decline in our student assessment scores at our school. Year three and four, we see some ups and downs in our scores. To target academic improvement, we are continuing the focused and dedicated work of the PLC process by implementing a guaranteed and viable curriculum in ELA and Math, creating quality common

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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.

formative assessments to measure mastery in our essential learnings, and engaging in focused professional development in PLCs and researched based best practices in instruction. 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 and Response to Intervention to address actions that revision to better align with research based best practices in education.

State law requires that we also report additional information.

1. **School Assignment:** 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:** Washington Elementary School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Washington Elementary School has met all the standards for eligibility of a school-wide Title I school. Our academic goals are to improve achievement in reading, writing, mathematics, science, and social studies. Our organizational goal is to increase positive school climate. We launched a new School Improvement Plan this year that we will use a plan, do, study, act approach for implementation through 2020.
3. **Curriculum:** The District has implemented the Common Core State Standards (CCSS) as its curriculum and each school 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 all content areas in our PLC work. In 2017-2019, a district committee has created a guaranteed and viable curriculum for elementary ELA and mathematics based on district priorities from the CCSS. Currently, a committee is identifying the guaranteed and viable curriculum for elementary mathematics. The CCSS can be found at [www.corestandards.org](http://www.corestandards.org).
4. **Student Achievement:** Student achievement is measured in numerous ways by Washington Elementary Staff. All our 3-5th grade students participate in Michigan's MSTEP testing. The 2020 MSTEP test was waived due to the pandemic. In addition, a variety of assessment tools are used to evaluate student progress including: reading fluency and comprehension assessments using Developmental Reading Assessment (DRA) and/or Individual Reading Inventory (IRI); NWEA assessment; and various common formative and common summative assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline in 2014 when the assessment transitioned to M-STEP and initiated deep and deliberate implementation of PLCs. We believe in the powerful process of PLCs and look forward to reaping the academic gains through continued development and sustained practice. In the fourth and fifth year of our PLC work, we are beginning to see small gains in achievement that we expect to continue as we continue to grow and develop in our PLC work.
5. **Parent-Teacher Conference Data:** The 2017-2018 school year data shows 94% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring. The 2018-2019 school year data shows 93% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring. The 2019-2020 school year data shows 96% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring.



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

Sincerely,

*Kristin McMaster*

[Kristin McMaster](#)

Principal  
WashingtonElementary School  
1440 Superior  
Wyandotte, MI 48192

## Annual Education Report Washington Elementary School (04389)

## 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 Washington Elementary School (04389)

### Professional Qualifications of All Public Elementary and Secondary School Teachers

|                                      | Other | B.A. | M.A. | Ph.D. |
|--------------------------------------|-------|------|------|-------|
| Washington Elementary School (04389) | 0     | 12   | 8    | 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 |
|--------------------------------------|--------------------------------|----------------------|-----------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Washington Elementary School (04389) | 16.77                          | 3.00                 | 17.9%                 | 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 |
|--------------------------------------|--------------------------------|----------------------|-----------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Washington Elementary School (04389) | 1.00                           | 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 |
|--------------------------------------|--------------------------|--|---|----------------------------|------------------------------|---------------------------|-----------------------------|
| Washington Elementary School (04389) | 16.77                    | 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 |
|--------------------------------------|--------------------------|---------------------------------|----------------------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Washington Elementary School (04389) | 16.77                    | 0.00                            | 0.0%                             | N/A                        | N/A                          | N/A                       | N/A                         |

**Annual Education Report Washington Elementary School (04389)**
**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 | &#8225              | ‡                   | ‡             | ‡                  | ‡                |
| 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 Washington Elementary School (04389)**
**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.

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## Annual Education Report Washington Elementary School (04389)

### 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          | ‡                   | ‡                   | ‡             | ‡                  | ‡                |
| Native Hawaiian or Other Pacific Islander | ‡                   | ‡                   | ‡             | ‡                  | ‡                |
| Two or More Races                         | 5                   | 33                  | 67            | 35                 | 8                |
| 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.

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## Annual Education Report Washington Elementary School (04389)

### 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.

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## Annual Education Report Washington Elementary School (04389)

## 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 Washington Elementary School (04389)  
Sec. 1003 School Improvement Fund

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

No Data to Display