



Wyandotte Public Schools

“Educate – Inspire - Empower”

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January 29, 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 Jefferson Elementary School. 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 Crystal Eskin for assistance.

The AER is available for you to review electronically by visiting the following web site **<https://bit.ly/3pvAovy>**, 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, the key challenges for Jefferson Elementary School were in closing achievement gaps for students as they progress through the upper elementary grades (3-5). This continues to be a concern as we navigate through the school closures caused by the pandemic, as well as increased concern about students in specific subgroups in our lower elementary grades (K-2). To address gaps in academic achievement, teacher teams collaborate through the Professional Learning Community (PLC) process. Teachers have developed a Guaranteed and Viable Curriculum in both ELA and Mathematics and use locally developed common assessments to measure student progress and respond with interventions. The NWEA assessment is administered three times per year to gather additional data about student progress and the effectiveness of instructional strategies. For reading, the DRA2 assessment is administered three times per year as a benchmark assessment of reading ability. This data is used in combination with common assessment data to develop a comprehensive program of

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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.

intervention and enrichment that meets each student's individual needs. School resources are dedicated to providing small group interventions to flexible groups of students in a timely manner with the goal of academic proficiency for all students.

State law requires that we also report additional information.

1. Student Assignment: Students in Grades K-5 residing in the City of Wyandotte are assigned to their resident school using geographic boundaries. Parents may also apply for Limited Open Enrollment, which would allow their student to be considered for another school in Wyandotte based on availability. Non Resident Open Enrollment (School of Choice) students are assigned to schools based on enrolment availability.
2. School Improvement Plan: Jefferson Elementary School follows the Professional Learning Community (PLC) process to engage in continuous school improvement. Our school has met all of the requirements of a Title I school-wide school. Our academic goals are to improve reading and math proficiency. Our organizational goal is to improve school culture. Our school improvement plan is updated annually.
3. Specialized Schools: Jefferson Elementary does not include any specialized schools.
4. Core Curriculum: Jefferson Elementary School implements the Common Core State Standards as its curriculum. Teacher teams developed priority standards for reading and mathematics, known as our Guaranteed and Viable Curriculum. The power standards are prioritized Common Core State Standards. A copy of the Common Core State Standards can be found at www.corestandards.org. Our Guaranteed and Viable Curriculum can be reviewed, by request, through the principal.
5. Assessment Results: Achievement is measured in various ways at Jefferson Elementary. Our students in grades 3-5 participate annually in the MSTEP assessment, however the assessment was waived in 2019-2020 due to the pandemic. Our local assessment is NWEA, which was also waived in Spring of 2020 due to the pandemic. Previous years NWEA data showed 89% of students achieving growth goals in both reading and mathematics. Our MTSS and PLC processes are used to identify and address gaps in achievement in student groups.
6. Parent Involvement: In the 2018-2019 school year, approximately 83% of parents attended parent-teacher conferences. In the 2019-2020 school year, approximately 89% of parents participated in parent-teacher conferences.

The staff of Jefferson Elementary School believes that the key to success is collaboration in working toward a shared vision of student achievement. This goal has become even more important during the pandemic. We are proud of our community, especially the parents who were by their child's side allowing learning to continue when school buildings had to be closed. Our dedicated staff has gone above and beyond to support student needs during an unprecedented time in public education. I congratulate the stakeholders of Jefferson Elementary School on their progress toward achievement goals.

Sincerely,

Crystal Eskin

Crystal Eskin, Principal
Jefferson Elementary School
1515 15th Street
Wyandotte, MI 48192

Annual Education Report Jefferson Elementary School (01900)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Jefferson Elementary School (01900)
Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Jefferson Elementary School (01900)	0	16	12	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
Jefferson Elementary School (01900)	23.27	2.00	8.6%	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
Jefferson Elementary School (01900)	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
Jefferson Elementary School (01900)	23.27	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
Jefferson Elementary School (01900)	23.27	0.50	2.2%	N/A	N/A	N/A	N/A

Annual Education Report Jefferson Elementary School (01900)

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 Jefferson Elementary School (01900)

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 Jefferson Elementary School (01900)
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.

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

Annual Education Report Jefferson Elementary School (01900)

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	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
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
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
American Indian or Alaska Native					
Two or More Races					
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 Jefferson Elementary School (01900)

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 Jefferson Elementary School (01900)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display