



# Wyandotte Public Schools

“Educate – Inspire - Empower”

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January 11, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Madison 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 April Ritz, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://madison.wyandotte.org/about-us/annual-education-reports>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. 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 2016-17. 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.

At Madison Center, we are a Professional Learning Community (PLC). We work in grade level teams that meet at least once per week to create a collaborative culture, create common assessments, collaborate to meet the needs of all students and to continue to learn and grow as educators. All staff come together to increase student achievement. Our staff has been working diligently on making daily decisions that move our mission and vision forward for our students. Grade level teams continue to fine tune our guaranteed and viable curriculum and to create meaningful common assessments and use that data to make decisions about teaching and learning.

The Building Leadership Team meet twice per month throughout the school year to move the work of our school forward. The Michigan Department of Education has shifted the school improvement process to MICIP which is a more comprehensive district needs assessment that

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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.

focuses on the whole child. Our district has a focus on social-emotional learning which we continue to support through our teaching and learning on a daily basis in classrooms.

Additionally, all teachers receive training and support in the Four Blocks Framework for teaching Literacy and the First Author Writing Curriculum for the writing component. Furthermore, Madison Center continues our partnership with Alt+Shift to provide training and support to our staff in teaching research-based math strategies to our students.

State law requires that we also report additional information.

The Madison Center services students with severe cognitive impairments, severe multiple impairments and moderate cognitive impairments. Services are provided for students ranging from 3 to 26 years of age. Staff work with students and families to develop an individualized educational plan (IEP) to meet the needs of each student and address each student's individualized goals and objectives.

Student achievement is measured in many ways by the Madison Center staff. Prior to the pandemic, all of our 3rd - 8th and 11th grade students participated in the MI-Access assessment. Our 3rd grade students were assessed in the areas of ELA and math; our 5th grade students were assessed in the areas of ELA, math, and social studies; our 6th grades were assessed in the areas of ELA, and math; our 7th graders in the areas of ELA, math, and science; our 8th graders in the areas of ELA, math, and social studies. Our 11th grade students were assessed in all subject areas: reading, math, science and social studies. The most individualized way student achievement is measured is progress on all student's IEP goals and objectives in the areas of reading, writing, math, prevocational/functional, affective, speech and language, speaking and mobility. This progress is communicated quarterly to parents via IEP progress reports.

For the past three school years, 90-94% of parents/guardians attended the annual IEPT meetings. There is constant communication between school staff and parents/guardians through phone, apps, email, IEPT meetings, tours and communication folders. During the pandemic, we have been communicating with families consistently through the Remind app, phone, email and our Weebly websites.

Madison Center continues with a school-wide positive behavior intervention support plan (PBIS). A matrix of behavior expectations was developed by staff. The behavior expectations are taught to students using lesson plans and reviewed regularly. Students are recognized and rewarded for positive behaviors. Tier 2 and Tier 3 interventions are used for students with more challenging behaviors. Last year, our behavior expectations expanded to include Covid 19 mitigation strategies.



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The Madison Center community believe that all students can learn and we prioritize our work to ensure that we are focused on the right work that will move our mission and vision forward to ensure achievement for all students. We operate under a mutually-agreed upon set of values that focuses on students first and strive for high levels of student engagement. The support of our parents and families is critical to the work we do every day with our students. It is this important work and the strong relationships with students and families that continue to positively impact our students.

Sincerely,

*April Ritz*

April Ritz  
Principal

## Annual Education Report Madison School (06726)

## High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2020)	Interim Objective (2020)	Interim Objective (2021)	Long-Term Target (2025)
All Students	79.79%	<10	86.30%	87.93%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	84.50%	94.44%
White	83.48%	<10	88.35%	89.57%	94.44%
Economically Disadvantaged	67.48%	<10	79.46%	82.46%	94.44%
Students With Disabilities	57.12%	<10	73.71%	77.86%	94.44%

## Annual Education Report Madison School (06726)

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

	Other	B.A.	M.A.	Ph.D.
Madison School (06726)	0	27	1	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
Madison School (06726)	27.50	7.00	25.5%	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
Madison School (06726)	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
Madison School (06726)	27.50	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
Madison School (06726)	27.50	0.00	0.0%	N/A	N/A	N/A	N/A

## Annual Education Report Madison School (06726)

## 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
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
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
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	90	22	40	31	7

‡ 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 Madison School (06726)

## 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
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	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 Madison School (06726)

## 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
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	89	33	67	34	8

# 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 Madison School (06726)**
**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
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	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 Madison School (06726)

## 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 Madison School (06726)

## Sec. 1003 School Improvement Fund

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