



Wyandotte Public Schools

“Educate – Inspire - Empower”

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February 1, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Roosevelt High 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 Benjamin Reynolds, principal, for assistance.

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

For the 2020-21 school year, schools were identified using definitions and labels as required in 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. Roosevelt High School did not have any ESSA designation.

At Roosevelt High School, we continually assess the growth and progress of our students in core subject areas. We also are continually looking for ways to improve. Our students take several standardized tests, including: the PSAT Test, the SAT Test and the MStep Test. For 2018-2019, on the SAT, our school experienced a 1% decrease in the level of achievement in Evidence Based Reading and Writing from the previous year (88.2% proficient); however, Roosevelt had a 13-point increase in the Mean Mathematics score (61.45% proficient). The school staff continually discusses our data both as departments and as the whole school, and have the common goal of raising student achievement in all areas. The spring 2020 test was postponed until fall and then was optional. Testing in the spring of 2021 was optional.

State law requires that we also report the following 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

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been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks and rivers). Limited Open Enrollment – parents may apply for their children to attend any district elementary school. Approval for Limited Open Enrollment (LOE) and Non-resident 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: Roosevelt High School staff meets regularly in School Improvement Committees and Professional Learning Communities in order to consistently look at data to improve instruction and student achievement. The Roosevelt School Improvement goals for our current cycle from 2017-2022 are:

- All staff and students will create a positive environment which provides multiple opportunities for students to achieve, succeed, and excel socially and academically.
- All students will improve their reading proficiency across the curriculum.
- All students will improve their math proficiency across the curriculum.
- All students will improve their science proficiency across the curriculum.

Roosevelt High School is accredited by AdvancEd, with our next External Review in May of 2022.

3. Curriculum: The District has transitioned to the Common Core State Standards (CCSS) as its curriculum. Each school provides learning experiences in all areas of language arts (reading, writing, speaking, and listening), mathematics, social studies, and science. Each teacher must plan lessons and learning experiences with the CCSS in mind. Documents of these standards can be found at www.corestandards.org/. All textbooks and curriculum materials are selected based on these standards, and Chromebooks are used to enhance learning for all students.
4. At Roosevelt High School we rely on student achievement data to guide our instruction. This data comes from both local assessments and state standardized tests. For the 2017-18 and 2018-19 school years, our students took the standardized tests required by the State of Michigan. 11th grade students took both M-Step and SAT tests as well as the SAT Work Keys. In those same school years, our 9th and 10th grade students took the 9 PSAT and 10 PSAT tests. The assessment participation rate of Roosevelt High School was 100%, meeting the state target. This data gleaned from these tests has helped us focus our instruction to improve reading and math skills for our students.
5. The 2020-21 school year data shows that 38% of Roosevelt parents attended Parent-Teacher Conferences.
6. Extended Learning Opportunities:
 - a. 3 students are participating in dual enrollment.
 - b. In 2020-21, Roosevelt High School offered college equivalent courses. (AP/IB) Currently, in 2020-21, Roosevelt High School offers AP Calculus A/B, AP United States History, AP English Literature and Composition, AP United States Government and Politics, AP English Language and Composition, AP Psychology, AP Physics One: Algebra based, and AP Statistics. Additionally, AP Art History and AP Economics have been offered for the 2021-22 school year. The number of students at Roosevelt High School enrolled in college equivalent courses (AP/IB) during the 2020-21 school year was 215. (16% of the student population).



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- c. The number of students at Roosevelt High School during the 2020-21 school year receiving a score leading to college credit was 47. This is 4% of the student population and 43% of the students taking a test.

The staff, students and parents of Roosevelt High School are committed to working together to ensure academic growth and success for our students. I congratulate all students and stakeholders of Roosevelt High School in the District of the City of Wyandotte for their progress and committing to academic excellence for our children. We look forward to continued improvement.

Sincerely,

Benjamin Reynolds

[Benjamin Reynolds](#)

Principal, Roosevelt High School

Annual Education Report Roosevelt High School (03267)

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%	92.50%	86.30%	87.93%	94.44%
American Indian or Alaska Native	70.88%	<10	81.35%	83.97%	94.44%
Black or African American	67.31%	93.75%	79.37%	82.38%	94.44%
Hispanic of Any Race	72.07%	88.89%	82.01%	84.50%	94.44%
Native Hawaiian or Other Pacific Islander	76.67%	<10	84.57%	86.54%	94.44%
Two or More Races	74.74%	<10	83.50%	85.69%	94.44%
White	83.48%	92.66%	88.35%	89.57%	94.44%
Economically Disadvantaged	67.48%	89.33%	79.46%	82.46%	94.44%
English Learners	72.14%	<10	82.05%	84.53%	94.44%
Students With Disabilities	57.12%	92.31%	73.71%	77.86%	94.44%

Annual Education Report Roosevelt High School (03267)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Roosevelt High School (03267)	0	30	41	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
Roosevelt High School (03267)	68.87	5.00	7.3%	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
Roosevelt High School (03267)	4.00	1.00	25.0%	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
Roosevelt High School (03267)	68.87	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
Roosevelt High School (03267)	68.87	4.00	5.8%	N/A	N/A	N/A	N/A

Annual Education Report Roosevelt High School (03267)

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 Roosevelt High School (03267)

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.

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

Annual Education Report Roosevelt High School (03267)

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 Roosevelt High School (03267)
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 Roosevelt High School (03267)

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 Roosevelt High School (03267)

Sec. 1003 School Improvement Fund

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