



# Wyandotte Public Schools

“Educate – Inspire - Empower”

## BOARD OF EDUCATION

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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 202-2021 educational progress for Woodrow Wilson Middle 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 Wilson principal, Carol Makuch, for assistance.

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

<https://www.wyandotte.org/departments/business-office/budget-and-salary-compensation-transparency-reporting> or you may review a copy in the main office at your child's school.

For the 2020-2021 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 Wilson Middle School, we engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in all of their academic areas (math, language arts, science, and social studies) to seek ways to improve our teaching in order to increase student growth. Our students take the NWEA assessment three times a year to track individual student growth and expected achievement progress. Using these reports, teachers are able to establish individualized goals and instructional plans for our students. The results of these assessments are also shared with parents. We are proud of the consistent growth of all students throughout the year as supported by this assessment. Usually, we compare Wilson school's M-STEP and PSAT results with State averages; however due to COVID, it is difficult to accurately gauge student growth. (In 2020, M-STEP was suspended, so we will be better equipped in the spring of 2022 to gauge student averages.) In our continued efforts, we are dedicated to targeting the needs of students based on State and local assessments. We implemented an intervention classes in the 2016-17 school year to address some of these specific needs, and it continues today with some adjustments having been made in order to make this class as effective as possible. We also have four instructional aides working closely with students, individually or in small groups, as well as facilitating after-school tutoring. Additionally, teachers at Wilson Middle School are using differentiated educational practices in their classroom (tech programs, small-group instruction, leveled reading materials, etc.). The entire staff is also committed to continuing the focused and dedicated work of the PLC process by

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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.

developing a guaranteed and viable curriculum in all core academic areas to create Powers Standards, creating quality common formative assessments to measure mastery in the essential learnings, engaging in focused professional development, using research-based best practices in instruction (with a focus on engagement and rigor), and reviewing data consistently. We have adhered to our School Improvement Plan (SIP) and revisited our needs regularly to prioritize our instructional practices in relationship to the Common Core State Standards (CCSS) and to adhere to the Collective Commitments that we, as a staff, developed together. We will continue to maintain a growth mindset and learn from each other through regularly scheduled PLC meetings, PD, on-going observations, and constant sharing and communication (especially of best practice teaching strategies) while also focusing on and social-emotional aspects that are relevant to middle-school aged students. 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 better align with research-based best practices in education.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:** 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). Students in grades 6-8 living in Wyandotte enroll at Wilson Middle School; students in grades 9-12 living in Wyandotte enroll at Roosevelt High School. Nonresident Open Enrollment (CHOICE) attendance for all students K-12 depends on space availability in the selected school and previous behavior reports.
2. **SCHOOL IMPROVEMENT STATUS:** Wilson Middle School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Wilson Middle 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 and SEL (Social-Emotional Learning).
3. **CURRICULUM:** The District has implemented the Common Core State Standards (CCSS) as its curriculum, and each school has either completed or 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 our PLC work. At Wilson, we have established our Mission, Vision, Values, and Goals, and each content has unwrapped the Standards and prioritized them to create the Essential Standards as part of the guaranteed and viable curriculum. The next step in the process is vertical alignment of these standards so there is transition from the elementary to the middle school and then to the high school curriculum. The CCSS can be found at [www.corestandards.org](http://www.corestandards.org)
4. **STUDENT ACHIEVEMENT:** Student achievement is measured in numerous ways by Wilson Middle School Staff. All of our 6-8th grade students participate in Michigan's MSTEP and PSAT testing. In addition, a variety of local assessments are used to assess student growth, including the NWEA assessment and various classroom assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school saw a decline in State scores when the MEAP assessment transitioned to M-STEP. As we continue to have effective PLCs, we believe we will begin to see academic gains. We also believe that our newly formed/implemented "House System" will lead to better assessment results. We continue to strive for ways to make our school as effective as possible so ALL students can experience success.
5. **PARENT-TEACHER CONFERENCE DATA:** The 2018-19 school year data shows 70% of Wilson parents attending Parent-Teacher Conferences in the fall and/or spring. The 2019-2020 percentage is not comparable due to COVID. (We did not conduct spring conferences.) The 2020-2021 school year data shows only 53% of Wilson parents attending Parent-Teacher Conferences in the fall and/or spring. We attribute this significant decline to the pandemic and remote/hybrid structure and no guests able to meet face to face in the building. Some of the decline over the years may also be attributed to parent online access to grades, attendance, and behavior at all times throughout the school year through *Parent Portal*. Parents no longer need to wait to see teachers for this information.



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

Sincerely,

*Carol Makuch*

Carol Makuch  
Principal, Wilson Middle School  
1275 15th Street, Wyandotte, MI 48192

## Annual Education Report Woodrow Wilson School (04587)

## 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 Woodrow Wilson School (04587)

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

	Other	B.A.	M.A.	Ph.D.
Woodrow Wilson School (04587)	0	22	26	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
Woodrow Wilson School (04587)	43.94	8.00	18.2%	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
Woodrow Wilson School (04587)	2.00	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
Woodrow Wilson School (04587)	43.94	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
Woodrow Wilson School (04587)	43.94	3.00	6.8%	N/A	N/A	N/A	N/A

## Annual Education Report Woodrow Wilson School (04587)

## 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 Woodrow Wilson School (04587)**
**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 Woodrow Wilson School (04587)**
**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 Woodrow Wilson School (04587)

## 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 Woodrow Wilson School (04587)

## 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 Woodrow Wilson School (04587)

## Sec. 1003 School Improvement Fund

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