



# Wyandot Middle School

39490 Garfield Rd.  
Clinton Township, MI 48038  
586-723-4200  
FAX: 586-723-4201  
Attendance: 586-723-4299

Mrs. Christina Kozouz - Principal  
Mrs. Kristin Deluca – Asst. Principal  
Mrs. Kara Rice – Asst. Principal

January 23, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022 - 2023 educational progress for Wyandot 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 the school administration for assistance.

The AER is available for you to review electronically by visiting the following web site [Wyandot Middle School AER Report 2023 - 2024](#) or you may review a copy in the main office at your child's school.

For the 2022 - 23 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. Wyandot was not given one of these labels.

The Wyandot Middle School staff strives for continuous improvement, not only for students but for our school community. Our school improvement team has set specific goals related to improving the reading and math level of all students, as well as working toward continued growth within our school culture. Administrators, teachers, and support staff work closely to assess student data and assist students to narrow the learning gaps that are present for some subgroups, including, but not limited to, English Language Learners, Economically Disadvantaged, Special Education, and African American.

Teachers and support staff are trained in classroom strategies to assist in effective teaching and learning. Teachers continue to use Kagan structures and other strategies from our research-based curriculum resources. To meet the needs of improving our school culture, Wyandot has implemented the Positive You program schoolwide to meet the social and emotional needs of our students. Students are also encouraged to review their annual state assessment scores as well as

**NOTICE OF NONDISCRIMINATION** It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180

their seasonal NWEA district assessment results to set personal goals to strive for throughout the year. Wyandot Middle School uses a multi-tiered system of support (MTSS), providing interventions for students at a variety of levels through tiered interventions.

Interventions include support classes for reading and math support and paraeducators working both within classrooms as well as with small groups of students addressing gaps in specific skills. The Student Review Committee and Data teams meet throughout the year to identify the students at risk in math and reading and assign them to one or more paths of intervention. Wyandot is staffed with a fulltime Behavior Interventionist who maintains a caseload of At-Risk students in all grades. They are available to monitor and assist with academic and social needs. Bilingual support services are provided by one fulltime English immersion teacher and two bilingual paraprofessionals. Students may receive support in a two-hour immersion block, English support classes or drop-in services on an as needed basis. In addition, three full-time paraeducators provide both classroom and one-on-one support to students identified as struggling in math or reading. Title 1 programming also allows students to receive support through our Extended Day program.

The 2022-2023 school year, once again, showed progress in both Math and ELA in all grades.

State law requires that we also report additional information:

- Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student's residence. Transfer requests from within the district are also considered. The district also accepts applications from students who reside outside the district within our county. Spaces are allotted at each school.
- In March of 2021, Chippewa Valley completed a comprehensive System Accreditation Engagement Review through Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation.
- The two teacher co-chairs work closely with the administrative team and teacher groups to review the continuous school improvement plan over a five-year cycle, making adjustments as needed. State assessment data, local assessment data (NWEA) and surveys are used to gather data for both academic achievement and stakeholder perception. This year, we have three school improvement goals.
  1. All students at Wyandot Middle School will be proficient readers.
  2. All students at Wyandot Middle School will be proficient in mathematics.
  3. All students and staff at Wyandot Middle School will support a positive learning environment and culture.

- Chippewa Valley has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. Curriculum is determined and updated by the Chippewa Valley Schools Board of Education through an extensive process involving board members, administrators, teachers, and the CVS K-12 Curriculum Council. More information about CVS curriculum can be found by visiting <https://www.chippewavalleyschools.org/academics/curriculum/>. You can also find more information on the Michigan State Standards by visiting <https://www.michigan.gov/mde/services/academic-standards>.
- Chippewa Valley School District administers the NWEA Measures of Academic Progress® (MAP®) common benchmark assessments to all students in grades K-10 in the areas of Mathematics and English. NWEA computerized, adaptive assessments are administered two to three times throughout the school year. The purpose of these assessments is to provide data on individual students' growth. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to better meet their students' specific needs. For more information on Chippewa Valley's balanced assessment program, please visit our district assessment page <http://www.chippewavalleyschools.org/academics/assessment>. Our NWEA results for Reading and Mathematics for the 2021-2022 school year and Fall 2022 have continued to improve per review of NWEA data.
- Parent teacher conferences are held twice each school year. The fall sessions are open to all parents/guardians and are held over one afternoon and two evening sessions, while the spring conferences are based on teacher request and any parents that may show up by interest. Approximately 40% of the enrolled students' parents attended the fall and spring sessions during the 2022 -2023 school year. In addition, good communication by teaching staff through the district parent portal keeps parents informed on the academic progress of their student(s).

The stakeholders of Wyandot Middle School believe Wyandot is both a great place to work and to learn! We celebrate the unique qualities offered to our school community and dedicate the time to ensure that students reach their full potential.

Sincerely,

Christina Kozouz  
Principal

*Vision:*

All Wyandot Middle School students will reach their full potential.

*Our Mission:*

The Wyandot community is committed to providing a challenging, relevant, and diverse curriculum in a safe, stimulating environment, enabling each student to become a life-long learner and a contributing member of society.





# Student Growth Summary Report

## Aggregate by School

Term: Spring 2021-2022  
 District: Chippewa Valley Schools

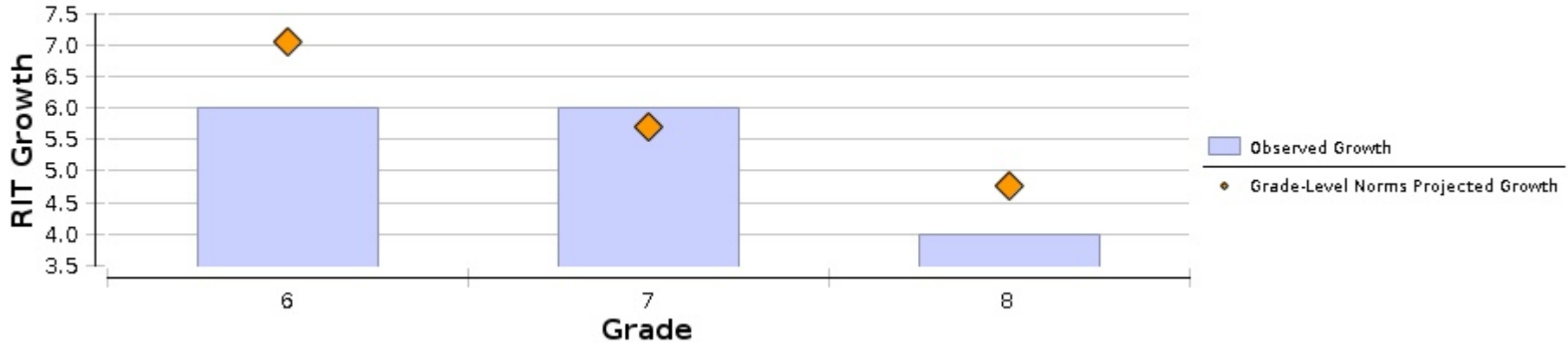
Norms Reference Data: 2020 Norms.  
 Growth Comparison Period: Fall 2021 - Spring 2022  
 Weeks of Instruction: Start - 2 (Fall 2021)  
 End - 26 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

### Wyandot

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	257	211.8	14.9	38	217.3	14.7	32	6	0.4	7.0	-0.81	21	257	110	43	36
7	234	219.5	14.8	49	225.3	14.5	50	6	0.4	5.7	0.06	53	234	119	51	52
8	228	226.1	16.0	57	229.7	15.2	52	4	0.4	4.8	-0.56	29	228	107	47	45

### Math: Math K-12



#### Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

## Aggregate by School

**Term:** Spring 2021-2022  
**District:** Chippewa Valley Schools

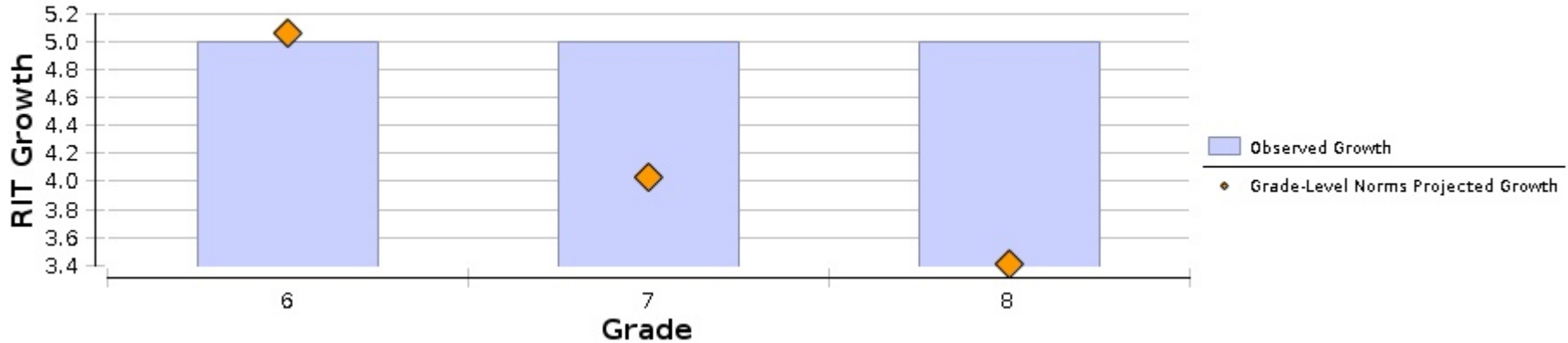
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### Wyandot

Language Arts:  
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	257	210.8	13.9	57	215.6	13.4	55	5	0.5	5.1	-0.18	43	257	140	54	52
7	232	214.7	14.3	55	219.9	13.2	61	5	0.5	4.0	0.78	78	232	136	59	59
8	227	220.6	13.6	65	225.9	12.7	73	5	0.5	3.4	1.10	86	227	148	65	60

### Language Arts: Reading



**Explanatory Notes**

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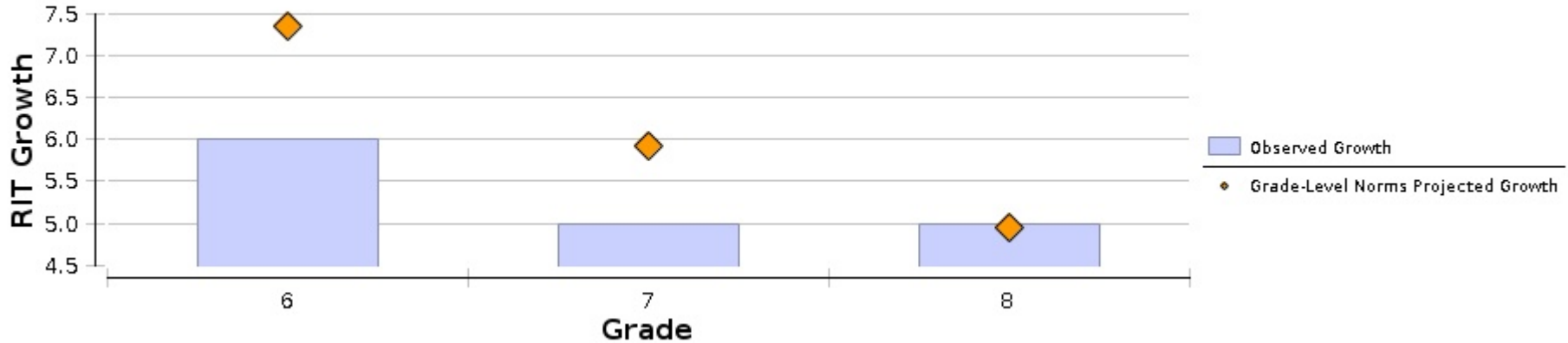
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 Weeks of Instruction: Start - 1 (Fall 2022)  
 End - 26 (Spring 2023)  
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 Small Group Display: No

### Wyandot

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
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		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	231	211.5	14.4	38	217.4	14.6	32	6	0.4	7.4	-0.74	23	231	105	45	41
7	274	218.5	14.9	46	223.5	15.8	42	5	0.4	5.9	-0.50	31	274	135	49	45
8	266	224.7	15.8	52	229.2	16.4	50	5	0.4	5.0	-0.21	42	266	137	52	48

### Math: Math K-12



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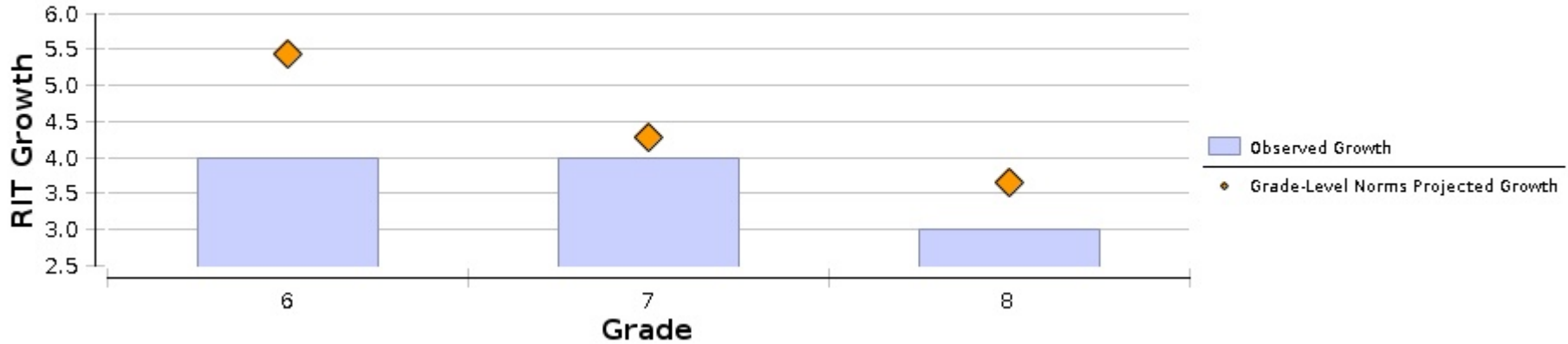
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Language Arts:  
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		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	230	209.1	14.0	49	213.2	13.4	41	4	0.5	5.4	-0.87	19	230	109	47	45	
7	275	214.1	15.0	53	218.5	13.9	54	4	0.5	4.3	0.07	53	275	146	53	51	
8	262	219.5	14.9	60	222.3	13.8	56	3	0.5	3.6	-0.47	32	262	127	48	46	

### Language Arts: Reading



#### Explanatory Notes

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