



Wyandotte Public Schools

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January 29, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Wilson Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Margherita Chami for assistance.

The AER is available for you to review electronically by visiting the following website: bit.ly/4qbkULz or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified for: Has Not Been Given One of These Labels (Universal)

Wilson Middle School continues to face challenges related to overall student achievement and persistent gaps among student groups, as reflected in the data outlined in the Annual Education Report. State assessment results indicate a need for continued growth to ensure all students meet academic expectations, particularly in core content areas. In response, Wilson has prioritized several key initiatives aimed at accelerating student achievement, including strengthening instructional practices through Professional Learning Communities, using data to inform targeted interventions, and increasing student engagement through a positive and inclusive school culture. The school has also placed a strong emphasis on improving attendance and fostering a sense of belonging through systems such as the House System, recognizing the direct connection between attendance, engagement, and academic performance. Through focused efforts in instruction,

attendance, and school culture, Wilson staff remain committed to closing achievement gaps and supporting high levels of success for all students.

State law requires that we also report additional information. To have this letter meet the state requirements, each school should provide a report for the two most recent years on the following:

1. Process for Assigning Pupils to the School: Grades K–5 students who reside in the City of Wyandotte are assigned to elementary schools through one of two processes. **Area Residency** assignments are based on established geographic boundaries for each elementary building, taking into account city limits, major roadways, railroads, and natural boundaries such as creeks and rivers. **Limited Open Enrollment (LOE)** allows parents to apply for their child to attend any elementary school within the District, pending approval.

Students in grades 6–8 who reside in Wyandotte attend Wilson Middle School, and students in grades 9–12 attend Roosevelt High School.

Nonresident Open Enrollment (CHOICE) for students in grades K–12 is contingent upon space availability at the requested school and a review of the student’s prior behavior record.

2. The Status of the 3-5 Year School Improvement Plan:

Wilson Middle School staff meet regularly in Professional Learning Communities (PLCs) to engage in continuous school improvement. To further support this work, a Guiding Coalition was established during the 2022–23 school year to strengthen and support PLC teams. Wilson Middle School meets all eligibility requirements to operate as a schoolwide Title I school. The school’s schoolwide goals are aligned and focus on improving instruction, attendance, and school culture. These goals also align closely with the District’s overall priorities.

3. A Brief Description of Each Specialized School: Not applicable.

4. Curriculum: The District has implemented the Common Core State Standards (CCSS) and Michigan content standards as its curriculum and continues the process of prioritizing standards to develop a guaranteed and viable curriculum across all content areas through its PLC work. Currently, district grade-level teams, led by teachers, meet to update the guaranteed and viable curriculum, pacing, and common formative assessments for elementary ELA and mathematics. The district curriculum can be found at <https://wpsd-8013.chalk.com/public>. The CCSS can be found at www.corestandards.org.



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5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests:

Student achievement at Wilson Middle School is measured through multiple assessment tools. All students in grades 6–8 participate in Michigan’s MSTEP and/or PSAT assessments. In addition, the school uses a variety of local measures to monitor student growth, including NWEA assessments and classroom-based formative and summative assessments.

Overall, aggregate data indicates a need for continued improvement in academic achievement across all subject areas. As Professional Learning Communities (PLCs) continue to develop and strengthen, increased academic gains are expected. Wilson staff believe the “House System” has positively impacted student engagement, belonging, and, ultimately, assessment outcomes. Teachers and administrators remain committed to continuous improvement and to ensuring that Wilson Middle School is a place where all students can experience success.

6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences:

In the 2021–22 school year, parent participation increased to 59%, showing improvement but remaining below pre-pandemic levels. Participation dipped slightly to 57% in 2022–23. These fluctuations may be attributed to increased parent access to real-time student information—such as grades, attendance, and behavior—through the Parent Portal, as well as expanded communication options with teachers throughout the year via email, ParentSquare, and social media. As a result, families may rely less on conference nights as their primary opportunity for communication. In the 2023–24 school year, parent participation rose to 67%, followed by a significant increase to 81% in the 2024–25 school year.

The staff and students of Wilson Middle School believe in working in partnership with families to ensure high levels of academic growth and success for all students. This work is guided by a shared District and school mission to Educating, Engaging, and Empowering, and a vision focused on developing character, strengthening community, and achieving success.

Congratulations to the students, families, and staff of Wilson Middle School and the Wyandotte Public School District for their continued commitment to student growth and to the social-emotional well-being of all children.

Sincerely,

Margherita Chami
Wilson Middle School