



# 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 Madison Center. 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 April Ritz for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3OoGlvM>, 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)

At Madison Center, we are a professional learning community where grade level teams come together to collaborate and continue to fine tune our guaranteed and viable curriculum, create meaningful, common, formative assessments and use the data from those assessments to make decisions about teaching and learning. Teams also have been working on implementing a SEL curriculum to address students' social-emotional needs at all levels. State law requires that we also report additional information. Madison Center is a center-based, special education program for MoCI, SCI and SXI that requires students to be referred from their local school district. Our program is considered an extension of the local school

districts on the special education continuum of service. We are considered a restrictive setting because the majority of our students are educated in a separate facility, apart from our students' nondisabled peers. In addition to the separate facility, Madison also has 3 satellite classrooms located in Wyandotte general education buildings as well as the homebound program for students with severe multiple impairments. Our teams work together to develop a guaranteed and viable curriculum for our students. At each grade level we have chosen the most critical standards from the Common Core Essential Elements for our students to learn. A copy of the Michigan Essential Elements can be found here:

[https://wayneresa-cdn.fxbrt.com/downloads/special-education/tools/math\\_cc\\_essential\\_elements.pdf](https://wayneresa-cdn.fxbrt.com/downloads/special-education/tools/math_cc_essential_elements.pdf) and [https://wayneresa-cdn.fxbrt.com/downloads/special-education/tools/ela\\_cc\\_essential\\_elements.pdf](https://wayneresa-cdn.fxbrt.com/downloads/special-education/tools/ela_cc_essential_elements.pdf)

The Michigan Department of Education's school improvement process, MICIP, is a comprehensive district needs assessment that focuses on the whole child. Our district is in year five of the cycle. Our district's plan has a focus on social-emotional learning which we continue to support through our teaching and learning on a daily basis in all classrooms. Student achievement is measured in many ways by the Madison Center staff. All of our 3<sup>rd</sup>-8<sup>th</sup> and 11<sup>th</sup> grade students participate in the MI-Access assessments.

ELA Grades 3-8 and 11

Math Grades 3-8 and 11

Science Grades 5, 8 and 11

Social Studies Grades 5, 8 and 11

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. Students are represented consistently above 90% at their annual IEP meetings. There is constant communication between school staff and parents/guardians through phone, Parent Square, email, IEPT meetings, tours and communication folders. We also sponsor a monthly Family Support Program hosted by Celebrate Hope where our parents can connect with other parents who share common experiences.

Madison Center continues to host a school-wide positive behavior intervention and support (PBIS) program. A matrix of behavior expectations was developed by staff and 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. The PBIS program also includes wrap-around meetings to provide intensive support for all students and families with tier 3 plans.

The Madison Center community believes that all students can learn and we prioritize our work to ensure that we are focused on the right work that will move



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our mission and vision forward to ensure achievement for all students. The support of our parents, families and community partnerships are critical to the work we do every day with our students. The strong relationships with students and families continue to positively impact our students and their progress.

Sincerely,

April Ritz, Program Administrator