



Superintendent, Dr. Arthur Ebert
Assistant Superintendent, Mrs. Nicole Gittinger

Wenzel School Annual Report (AER) Cover Letter

December 30, 2023

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 Wenzel 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 Vincent LaPorte, Principal of Wenzel School, for assistance.

The AER is available for you to review electronically by visiting the following [web site](#), or at [sturgisps.org](#), under the Wenzel School tab, or you may review a copy in the principal's office at your child's school.

For the 2023-24 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school was identified as not being given one of these labels.

We continue to face challenges in both Reading and Math achievement. While there is no state achievement data for K-2 schools we can look at local data to see that we need continued efforts in Math and Reading. Local data is collected through the administration of the NWEA MAP test. These tests are administered three times during the school year (Fall, Winter, Spring) and tests students in both Reading and Math. Once complete, the data is then collected that allows us to analyze how well our students are performing in both subject areas compared to their grade level peers throughout the country. For the 2020-21 school year,

NWEA Math data shows that 40% of kindergarten students, 35% of 1st grade students and 24% of 2nd grade students were performing at or above grade level. For the 2021-22 school year, NWEA Math data shows that 46% of kindergarten students, 25% of 1st grade students and 53% of 2nd grade students were performing at or above grade level. For the 2022-23 school year, NWEA Math data shows that 50% of kindergarten students, 43% of 1st grade students and 44% of 2nd grade students were performing at or above grade level. For the 2020-21 school year, NWEA Reading data shows that 34% of kindergarten students, 42% of 1st grade students and 35% of 2nd grade students were performing at or above grade level. For the 2021-22 school year, NWEA Reading data shows that 25% of our kindergarten students, 31% of our 1st grade students and 28% of our 2nd grade students were performing at or above grade level. For the 2022-23 school year, NWEA Reading data shows that 42% of kindergarten students, 53% of 1st grade students and 29% of 2nd grade students were performing at or above grade level.

We continue to work toward improving these numbers and have seen improvement in both Reading and Math from our 2019-20 school year. This was our ninth year implementing Ready Common Core in Math and our seventh year implementing Amplify CKLA in Reading. We believe once fully implemented this will have a great impact on student achievement. We continue to work under the PLC model in which teachers work together throughout the year to analyze student data and adjust instruction based on that data. We continue to provide daily intervention for all students using a combined approach with MTSS and RTI.

State law requires that we also report additional information, listed below:

Process for Assigning Pupils to the School:

When students enter the district, the location of the home or daycare provider is considered for placement. Whenever possible, students are placed in their neighborhood schools. Other factors that impact placement decisions include services offered at the school, such as special education, the need for language support, and average class sizes at the time. School status and requests are also taken into consideration.

School Improvement Plan Status:

Each spring, data is collected and reviewed. The data is analyzed over time and decisions regarding goals and strategies are selected, based on best practice research. Annually, we update our school improvement plan to clarify how we are progressing toward our goal and adjustments are made to reflect needed changes. A copy of the current School Improvement Plan will be available for review from the building office by September 1st of each school year.

Description of each specialized school:

Wenzel school is a K-2 school that serves general education students and students with Individualized Development Plans. It is not considered a specialized school.

How to Access the Common Curriculum:

The state of Michigan, along with a majority of states have adopted the Common Core standards. The Common Core standards establish clear and consistent goals for learning that will prepare our students for success in college and work. They are closely aligned to the Grade Level Content Expectations that we had prior to the adoption of the Common Core. The district is currently in the process of updating Sturgis Public Schools curriculum maps to align with the Common Core standards. The essential skills, parent friendly documents, will be distributed at

our annual open house. The new Common Core standards and their alignment documents can be accessed at: <http://www.corestandards.org/>

RESULTS FOR LOCAL COMPETENCIES AND NATIONALLY NORMED STUDENT ACHIEVEMENT TESTS:

Wenzel School’s Kindergarten through 2nd grade students are assessed three times annually in the areas of Reading and Mathematics using the NWEA MAP benchmark assessment, which is a normed, diagnostic test. Three years of data is shown. This graph indicates the average score of Wenzel students versus the national norm in the beginning (Fall) and end (Spring) of each school year.

Grade	2020-21 NWEA Reading Fall/Winter/Spring	2021-22 NWEA Reading Fall/Winter/Spring	2022-23 NWEA Reading Fall/Winter/Spring	2020-21 NWEA Math Fall/Winter/ Spring	2021-22 NWEA Math Fall/Winter/Spring	2022-23 NWEA Math Fall/Winter/Spring
Wenzel K National Norm	137.4/143.6/152.6 (141.2/146.2/152.8)	134.1/146.3/154.2 (134.5/142.2/148.3)	134.9/142.8/151.7 (136.6/146.2/153)	141.9/149/155.3 (143.1/149/154.7)	136.6/150.1/158.2 (138.7/148.5/157.3)	134.9/147.9/157.3 (139.5/150.1/157.1)
Wenzel 1st Grade National Norm	154.7/160.9/167.0 (154.1/163.6/170.2)	153/165.8/172.2 (148.5/158.4/166.4)	153/163.9/172.1 (155.9/165.8/171.4)	157.9/165.6/172.8 (156.9/165.6/172.8)	157.2/170.2/177.3 (152.1/163.3/168.8)	159.4/169.2/176 (160/170.2/176.4)
Wenzel 2nd Grade National Norm	167.0/172.1/178.6 (167.7/170.7/176.9)	169.6/181.2/186.1 (168/179.2/180.7)	167/174.4/178.8 (172.3/181.2/185.6)	169.3/174.1/180.4 (169.2/174.1/180.4)	172.4/184.1/190.2 (169.6/179.2/188.7))	167.6/177.6/185.9 (175/184.1/189.4)

Parent/Teacher Conference Participation:

The expectation of this district is for all staff to participate collaboratively with parents to ensure that students are learning. Each year, we require and achieve 100% participation. During the parent/teacher conference window, teachers communicate with families, either during a face-to-face conference, phone conference, or home visit. If, after repeated attempts, the teacher is unable to make personal contact with the family, written communication is utilized.

In closing, we would like to recognize the efforts of our students, staff, families, and community. Through our combined efforts, we will continue to work towards success for all students.

Sincerely,

Vincent LaPorte