



WYOMING HIGH SCHOOL

Home of the Wolves

Josh Baumbach

Principal

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February 1, 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 Wyoming High 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 Josh Baumbach for assistance.

The AER is available for you to review electronically by visiting the following website: [Wyoming High School Annual Education Report](#), 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. Wyoming High School has not been given one of these labels.

Wyoming High School is proud to serve a diverse student body, with students from 30 different countries and 15 languages spoken. This includes approximately 26% of our student population who are English Language learners, and 5% of our students who are Newcomers, having recently arrived in the United States. This diversity is something we celebrate and value every day. It brings new ideas, new ways of thinking, and the opportunity for our students to learn from each other in ways that go beyond textbooks.

In addition to our cultural diversity, 72% of our students qualify for free and reduced lunch, indicating the economic challenges faced by a significant portion of our school population. These socio-economic factors can affect students' academic progress and access to resources, and as a school, we are committed to addressing these challenges through targeted support and inclusive programming.

The diversity within our student body presents opportunities and challenges. While our students bring a rich variety of cultural perspectives and talents, this also means we have a challenge in ensuring we meet a wide range of needs. Our talented and committed educators believe that every child can and will achieve at high levels, and we are committed to providing a high quality education to each and every student, regardless of language barriers, economic challenges, or their length of time in the country. We are committed to looking closely at our data to ensure we are identifying the achievement gaps and providing specialized instruction and intervention to close these gaps. To this end, we provide school wide English support for our multilingual learners that focuses on building their academic language and improving their speaking, listening, reading and writing skills. Additionally, we provide specialized instruction each day in Mathematics and English Language Arts to students that are in need of additional intervention.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

- Students in Wyoming Public Schools are assigned to individual school buildings based on their grade level and the geographic area in which they live. Wyoming High School services all 9th, 10th, 11th, and 12th grade students.
- Student enrollment is completed through our Central Office. Once the required information is received, students are assigned to the high school.
- Our counseling team reviews each student's file. We then set up an appointment with the student and family to learn more about the student and their academic or social emotional needs so we can provide individualized support, a graduation plan, and an academic schedule.

The Status of the 3-5 Year School Improvement Plan

Our School Improvement Team meets monthly (minimally) to reflect on academic goals and student data to identify areas for improvement. Through reflection, collaboration, and stakeholder input, we establish goals and objectives, develop a professional development plan and implement research based strategies to meet the academic needs of our students. Wyoming High School is in its fourth year of implementing the [Wyoming Public Schools Strategic Plan](#), which is aligned to our school improvement plan.

A Brief Description of Each Specialized School

We know that a “one size fits all” approach to education does not meet the needs of every student. For this reason, Wyoming High School provides another learning opportunity for students at our Wyoming Secondary Learning Academy. Students attending this program experience a blended

learning environment with small group instruction, project based learning, and online learning that supports credit recovery and a personalized path towards graduation.

Core Curriculum

Wyoming Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and the Michigan Merit Curriculum. State required course content academic standards can be found on the Michigan Department of Education website: [State of Michigan Grade Level Standards and Content Expectations](#). A copy of the Wyoming High School Curriculum Guide can be found by visiting our [website](#).

The implementation of the curriculum is supported through collaboration with grade level content areas and academic departments to identify essential standards. Each course content area develops a scope and sequence of standards that align to daily instruction, formative assessment, and common summative assessments. Implementation is further supported through common instructional expectations that are used to guide teacher evaluation. District and building administrators work closely with educators in this process.

Aggregate Student Achievement Results

The following are 11th grade Michigan Student Test of Educational Progress or (M-Step) scores for Wyoming High School in Social Studies and Science over the past two years. The percentage represents students that met proficiency.

Year	Social Studies	Science
2023-2024	32.7%	23.2%
2024-2025	31.32%	23.97%

The following are Michigan 11th Grade SAT scores for Wyoming High School. Evidence-Based Reading and Writing (EBRW) is a combined score consisting of a separate Reading and Writing Language Test. Results are given in percentages and show students that were proficient.

Year	EBRW (English)	Math
2023-2024	35%	8.3%



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2024-2025	37.68%	11.91%
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Parent Teacher Conference Attendance

Fall 2023 - 18.2%	Spring 2024 - 13%
Fall 2024 - 16.3%	Spring 2025 - 7.6%

Additional Information for High Schools:

Post Secondary Dual Enrollment

Year	Post-Secondary (Dual) Enrollment (Number)	Post-Secondary (Dual) Enrollment (Percentage)
2023-2024	26	2.1%
2024-2025	33	2.9%

Year	Early Middle College	Early Middle College
2023-2024	134	11%
2024-2025	119	10.7%

College Equivalent Courses Offered (AP/IB)

Year	Number of College Equivalent Courses (AP/IB)
2023-2024	9
2024-2025	10

College Equivalent Course Enrollment



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Year	College Equivalent Course Enrollment (Number)	College Equivalent Course Enrollment (Percentage)
2023-2024	184	15%
2024-2025	181	16%

Number and Percentage of Students Receiving a Score Leading to College Credit

Year	Total AP Students	AP Students with Scores 3+	% of Total AP Students with Scores 3+
2023-2024	184	85	46.2%
2024-2025	181	94	51.93%

Wyoming High School is proud to have 119 students in the Middle College program during the 2024-2025 school year. In this program, we partner with Grand Rapids Community College to provide students with the opportunity to earn their high school diploma and an associates degree in their thirteenth year of school. Next year, we will welcome our fifteenth Middle College cohort. This is just one example of our intentional efforts to provide students with personalized career and college learning experiences at each grade level that will help students determine their future post-diploma pathway. Our dedicated and caring educators are invested in the success of all of our students while being steadfast in our commitment to ensure all students experience a sense of belonging at Wyoming High School.

Sincerely,



Josh Baumbach
Principal
Wyoming High School