



Wyandotte Public Schools

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School Annual Education Report (AER) Cover Letter

February 12, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for James A. Garfield Elementary 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 Principal Jessica Kull for assistance.

The AER is available for you to review electronically by visiting https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,7555,1691,119 or you may review a copy in the main office at your child's school.

For the 2024-25 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 subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup 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%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

James A. Garfield Elementary School has been identified as a universal support school with no label.

Based on the Annual Education Report data, Garfield Elementary School faces challenges across all tested grade levels. In 3rd grade, the 2023-24 data shows 31.6% of students proficient in ELA and 22.7% in mathematics, both below state averages (39.6% and 43.4% respectively). In 4th grade, while performance is somewhat stronger, gaps persist. The 2023-24 data shows 42.3% of students proficient in ELA and 34.3% in mathematics. These rates, while showing improvement from 3rd grade, still lag behind state averages (43.3% for ELA and 39.1% for math). Fifth grade data reveals continuing challenges, particularly in certain subjects. In 2023-24, while 41.1% of students were proficient in ELA, only 12.3% reached proficiency in mathematics.

To address these multi-grade challenges, the school has implemented several key initiatives:

1. Professional Learning Communities to facilitate vertical alignment and data-driven instruction across grade levels
2. Instructional Coaching to support teachers in implementing effective teaching strategies
3. A Guaranteed and Viable Curriculum to ensure consistent instruction and smooth transitions between grades
4. Dedicated Intervention Time to provide targeted support for struggling students at all grade levels

These initiatives aim to create a coherent, systematic approach to improvement across all grades.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

Grades K-5 students residing in the City of Wyandotte are assigned elementary buildings in one of two ways: Area of Residency- geographic boundaries have been established around each elementary building taking into consideration city boundaries, major thoroughfares, railroads, and natural boundaries (creeks, rivers, etc.). Limited Open Enrollment- parents may apply for their children to attend any District elementary school. Approval for Limited Open Enrollment (LOE) and Nonresident Open Enrollment (CHOICE) attendance depends on space availability in the selected school and previous reported behavior reports. Students in grades 9-12 living in Wyandotte enroll at Roosevelt High School; and in grades 6-8 enroll at Wilson Middle School.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

School staff meet regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. James A. Garfield Elementary School has met all the standards for eligibility of a school-wide Title I school. Our academic goals are to improve achievement in reading, writing, mathematics, science and social studies. We are also focused on Social Emotional Learning for our school community. Additionally, we have dedicated instructional aides who assist with targeted intervention in reading and math, a full-time reading interventionist who is a certified teacher, and an instructional coach who conducts coaching cycles to improve instructional practice.

3. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL:

The School District of the City of Wyandotte has implemented the Common Core State Standards (CCSS) as its curriculum and our district is continuing the process of prioritizing the standards to develop a district guaranteed and viable curriculum in all content areas in our 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 CCSS can be found at www.corestandards.org.

4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

In order to best understand our students' achievement and needs, James A. Garfield Elementary uses multiple measures of data including several standardized and/or nationally normed assessments. All 3rd – 5th Grade students participate in M-STEP testing annually. Required assessment and accountability data for James A. Garfield Elementary can be found at https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,7555,1691,119. We continue to see the impact of the COVID-19 pandemic on student achievement in reading and math and our aggregate data demonstrates a need for improvement in all subject areas. We believe in the power of PLCs and look forward to the academic gains that will result from professional development and sustained practice.

5. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

We believe strongly in the power of parent and school partnerships and seek to engage families in their child's academic journey. During the 2022-2023 school year, approximately 89% of families attended conferences in the fall, and 92% attended in the spring. During the 2023-2024 school year, 91% of families attended conferences in the fall, and 87% attended in the spring.

The faculty, staff, students, and families of James A. Garfield Elementary School believe in collaborative partnerships and working together for the success of our students. We are committed to continuous improvement and working each day to ensure that every student has the opportunity for academic success. Thank you to all of our stakeholders who are committed to the success of our students. Go Gators!

Sincerely,

A handwritten signature in black ink, appearing to read 'JKull', written in a cursive style.

Jessica Kull, MA
Principal, James A. Garfield Elementary School