



# 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 WPS Early Childhood 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 Joli Carr for assistance.

The AER is available for you to review electronically by visiting the following website:

[https://www.mischooldata.org/annual-education-report/?PageName:Accountability& SchoolYear-Report%20Year:2025-26& Entity-USD%20Name%20\(USD%20Code\):Wayne%20RESA%20\(82\)& Entity-District%20Name%20\(District%20Code\):Wyandotte%2C%20School%20District%20of%20the%20City%20of%20\(82170\)& Entity-School%20Name%20\(School%20Code\):Wyandotte%20Public%20Schools%20Early%20Childhood%20Center%20\(02754\)&](https://www.mischooldata.org/annual-education-report/?PageName:Accountability& SchoolYear-Report%20Year:2025-26& Entity-USD%20Name%20(USD%20Code):Wayne%20RESA%20(82)& Entity-District%20Name%20(District%20Code):Wyandotte%2C%20School%20District%20of%20the%20City%20of%20(82170)& Entity-School%20Name%20(School%20Code):Wyandotte%20Public%20Schools%20Early%20Childhood%20Center%20(02754)&)

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 the Wyandotte Public Schools' Early Childhood Center, the enrollment in our programs fluctuates every year. We have the majority of our four-year-old students

for only one year before they begin kindergarten. Due to this fact, we continually assess the growth and progress of our students in all areas of development, utilizing the HighScope Foundation's COR Advantage Assessment. Student progress and data are formally reviewed for each of the following developmental domains three times per school year: Approaches to Learning, Social and Emotional Development, Physical Development, Language and Literacy, Mathematics, Creative Arts, Science, and Social Studies. This data is used to track individual student progress, drive instruction, and assess overall program curriculum implementation and outcomes.

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. School Assignment: The Wyandotte Public Schools' Early Childhood Center enrolls children from two weeks of age through four years of age for the Wyandotte community. Non-resident Open Enrollment depends on space availability. Our Great Start Readiness Program (GSRP) enrolls students who attain four years of age by September 1st of the school year and other eligibility requirements as set by the Michigan Department of Education.
2. The Status of the 3-5 Year School Improvement Plan: The Wyandotte Public Schools' Early Childhood Center staff believes in the process of continuous improvement, and staff meet monthly to discuss school improvement and outcomes. Our school improvement focus for the upcoming school year is to utilize the Literacy Essentials for Birth – Three and the Literacy Essentials for Pre-Kindergarten to increase overall literacy development. We will use Early Math Essentials to increase the students' understanding of early math concepts. Our PBIS Leadership Team meets monthly to analyze behavior data to ensure we are meeting the social-emotional needs of our students.
3. A Brief Description of Each Specialized School: Not applicable
4. Curriculum: The Wyandotte Public Schools' Early Childhood Center utilizes the HighScope Foundation's Infant-Toddler and Preschool Curriculum for Early Childhood Programs. This curriculum aligns with the State of Michigan Early Childhood Standards of Quality, as well as the High Scope Foundation's Key Developmental Indicators. Information related to the HighScope curriculum can be found at [www.highscope.org](http://www.highscope.org).
5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests: Student achievement is measured in numerous ways by the Wyandotte Public Schools' Early Childhood Center staff. The High Scope Foundation's COR Advantage Assessment is utilized three times per school year to assess each child's developmental growth in all learning domains. Data is utilized to form unique learning goals for each student and guide both large-group and small-group classroom instruction. Student progress is also tracked as they leave the Great Start Readiness



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Program at the Center through 2nd grade to assess long-term student outcomes. The goal is for 80% students to reach the rigorous level 5 in COR by Spring. Given that the rigorous goal here is Literacy and Math data.

The Literacy "Fall to Spring Growth" column shows a **-46% change** for these Literacy benchmarks. This does not necessarily mean students lost skills; rather, it indicates that fewer students reached the much higher "above level 5" benchmark in the spring compared to those who were able to meet the "above level 3" benchmark in the fall.

"Fall to Spring" Math growth column. While a negative number might look like a decline, in this context, it reflects the **increasing rigor** of the benchmarks:

- In the Fall, **75.9%** of your students were successful at the Level 3 foundational stage.
- By the end of the year, **66.3%** of those same students were able to master the much more complex Level 5 skills.
- 6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences: The 2023-2024 school year data shows 100% family attendance at Parent-Teacher Conferences for students enrolled in four-year-old preschool programs. During the 2024-2025 school year, there was also 100% family attendance at Parent-Teacher Conferences for students enrolled in four-year-old preschool programs. Students between the ages of zero months and three years old receive Developmental Reports in the fall and spring, and have the option to attend a Parent-Teacher Conference. Teachers communicate with families daily via in-person, phone, email, communication folders, and daily logs.

The staff, students, and families of the Wyandotte Early Childhood Center believe in working together to ensure high levels of growth both academically and socially for all our students. The vision and mission of our district and school are strong. I congratulate all the students and stakeholders of the Early Childhood Center in the district of Wyandotte for making student growth a priority and for committing to excellence for our children.

Sincerely,

Joli Carr  
Director  
WPS Early Childhood Center