



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 Washington Elementary 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 Kristin Gervasi for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3LgJmgr> 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 Washington Elementary School we continue to engage in Professional Learning Communities (PLCs) to continually assess the growth and progress of our students in math, reading, and language to seek ways to improve. We evaluate all students as well as compare each subgroup to our student body to identify and address achievement gaps. Our students take the NWEA assessment in ELA and mathematics three times a year to track individual student growth and expected achievement progress. Our students are also assessed in reading levels in DRA2 to identify if they are reading at, above, or below grade level. Using these reports, teachers establish individualized goals and instructional plans for our students.

Students below grade level in reading receive an iRIP (Individual Reading Intervention Plan) and are identified for Tier 2 and or Tier 3 interventions as needed. Our M-STEP data has inconsistencies that challenge us as we see increases and declines at all levels at different times. To target academic improvement, we are continuing the focused and dedicated work of the PLC process by implementing a guaranteed and viable curriculum in ELA and Math, creating quality common formative assessments to measure mastery in our essential learnings, and engaging in focused professional development in PLCs and researched based best practices in instruction. In response to learning loss from the pandemic, we have adjusted and focused our guaranteed and viable curriculum. In 2022, we began using the school improvement plan MICIP which is a comprehensive district needs assessment that focuses on the whole child. Additionally, we continue to grow our MTSS system and Response to Intervention to better align with research based best practices in education. One specific change was the addition of reading specialist interventionists.

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: 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 other 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: Washington Elementary School staff meets regularly in Professional Learning Communities to do the work of school improvement as a process of continuous improvement. Washington 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.
3. A Brief Description of Each Specialized School: Not applicable
4. Curriculum: The District has implemented the Common Core State Standards (CCSS) and Michigan content standards as its curriculum and continues the process of prioritizing standards to develop a guaranteed and viable curriculum across all content areas through its PLC work. Currently, district grade-level teams, led by teachers, meet to update the guaranteed and



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viable curriculum, pacing, and common formative assessments for elementary ELA and mathematics. The district curriculum can be found at <https://wpsd-8013.chalk.com/public>. The CCSS can be found at www.corestandards.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 Washington Elementary Staff. All of our 3-5th grade students participated in Michigan's MStep testing in 2025. Our data from 2021-22 to 2024-25 shows there is no consistency in 3rd grade regarding trends across the years or following a cohort of students. Our 4th grade proficiency rate has been showing a downward trend in both the areas of math and ELA. Fifth grade has been showing a downward trend for ELA, and an upward trend in math. Our overall building proficiency rates are maintaining a steady trend of 40-45%. In addition, a variety of assessment tools are used to evaluate student progress including: reading fluency and comprehension assessments using Developmental Reading Assessment (DRA) and/or Individual Reading Inventory (IRI); NWEA assessment; and various common formative and common summative assessments. Generally, our aggregate data shows a need for improvement in overall academic achievement in all subject areas. Our school initiated deep and deliberate implementation of PLCs. We believe in the powerful process of PLCs and look forward to reaping the academic gains through continued development and sustained practice. We are beginning to see small gains in achievement that we expect to continue as we continue to grow and develop in our PLC work.
6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences: The 2022-2023 school year data shows 91% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring. We attribute this significant decline to the pandemic and remote/hybrid structure and no guests able to meet face to face in the building. The 2023-2024 school year data shows 92% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring. The 2024-

2025 school year data shows 97% of Washington parents attending Parent-Teacher Conferences in the fall and/or spring.

The staff, students, and parents of Washington Elementary believe in working together to ensure high levels of academic growth and success for all our students. The vision and mission of our district and school is strong. I congratulate all the students and stakeholders of Washington Elementary School in the district of Wyandotte for making student growth a priority and for committing to academic excellence for our children.

Sincerely,

Kristin Gervasi

Kristin Gervasi
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