



# 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 Garfield 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 Jessica Kull for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4rrxur5>, 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)

The 2024–2025 Annual Education Report reflects both the progress and the persistent challenges facing our school community. Of our 418 students, approximately 67% are identified as economically disadvantaged, 19% receive special education services, and 21% identify as Hispanic — demographic realities that intersect with achievement gaps documented throughout our M-STEP data. In English Language Arts, fewer than 30% of students across third, fourth, and fifth grade scored at the proficient or advanced level in 2024–2025, with third grade showing particular concern at just 25.7% proficient or advanced. Math results are similar: 28.5% of third graders, 26% of fourth graders, and under 25% of fifth

graders reached proficiency or above, with more than half of fifth grade students scoring in the not proficient range.

These results underscore the urgency of the school's multi-layered approach to accelerating achievement. Through the implementation of guaranteed and viable curriculum resources, all students — regardless of classroom placement — are receiving consistent, high-quality core instruction aligned to grade-level standards. Professional Learning Communities (PLCs) provide teachers with structured collaborative time to analyze data, align instructional practice, and respond to student needs in real time. NWEA MAP Growth data drives targeted intervention through our MTSS framework, ensuring that students requiring Tier 2 and Tier 3 supports are identified early and served with intentionality. Together, these initiatives represent our commitment to dismantling the barriers that have historically limited the achievement of our most vulnerable learners.

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: We are actively engaged in the activities of our improvement plan including targeted efforts supporting Math, ELA, and Well-Rounded Education. Key strategies include MTSS, guaranteed and viable curriculum, collaborative teams, family engagement, instructional coaching model, data-based decision making, and collective responsibility.
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 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](http://www.corestandards.org).

5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests:

M-STEP Aggregate Data English Language Arts 2023 - 2024				
	Advanced	Proficient	Partially Proficient	Not Proficient
3 <sup>rd</sup> Grade	9.2%	22.4%	28.9%	35.5%
4 <sup>th</sup> Grade	15.5%	26.8%	14.1%	43.7%
5 <sup>th</sup> Grade	9.6%	31.5%	28.8%	30.1%

M-STEP Aggregate Data Math 2023 - 2024				
	Advanced	Proficient	Partially Proficient	Not Proficient
3 <sup>rd</sup> Grade	8.0%	14.7%	28.0%	49.3%
4 <sup>th</sup> Grade	11.4%	22.9%	31.4%	34.3%
5 <sup>th</sup> Grade	*	<=5%	37.0%	50.7%

M-STEP Aggregate Data English Language Arts 2024 - 2025				
	Advanced	Proficient	Partially Proficient	Not Proficient
3 <sup>rd</sup> Grade	8.6%	17.1%	32.9%	41.4%
4 <sup>th</sup> Grade	18.2%	18.2%	31.2%	32.5%
5 <sup>th</sup> Grade	11.1%	27.8%	29.2%	31.9%

M-STEP Aggregate Data Math 2024 - 2025				
	Advanced	Proficient	Partially Proficient	Not Proficient
3 <sup>rd</sup> Grade	7.1%	21.4%	30.0%	41.4%
4 <sup>th</sup> Grade	7.8%	18.2%	35.1%	39.0%
5 <sup>th</sup> Grade	9.9%	14.1%	25.4%	50.7%

6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences: During our parent teacher conferences, 325 conferences were held representing 84% of our student body.

As we reflect on this year's progress, we are filled with pride for the dedication, resilience, and hard work demonstrated by our students, staff, and families every single day. The growth represented in these pages is a testament to our shared commitment to excellence and equity for every learner in our school community. While there is always more work ahead, we celebrate the meaningful strides we have made together and look forward to the exciting opportunities the coming year

will bring. Thank you for your continued partnership in making our school a place where every child can thrive.

Sincerely,

*Jessica Kull*

Jessica Kull, MA  
Principal,