



## 2025-2026 School Annual Education Report (AER) Cover Letter

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 2025-26 educational progress for West Elementary. 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 Brian Hartigan for assistance.

The AER is available for you to review electronically by visiting [this link](#) 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 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 2024-25. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2024-25. West Elementary was not given one of the aforementioned labels for the 2024-25 school year.

As a school, we have several challenging issues that need to be considered when developing our school improvement plan:

- 54% of West Elementary's students qualify for free/reduced lunch and 92% of our students qualify as at-risk as defined by Section 31a of the State School Act. Our building supports students with thirty-seven teachers, nine paraprofessionals, two social workers, an assistant principal, a student advocate, and a behavior interventionist.
- West provides intervention services with four reading interventionists to address students below grade-level in reading. We also continue to use the MTSS model to ensure that each student has access to rigorous learning opportunities and other necessary interventions.
- West's student population is very diverse, with approximately 30% of students identified as English Language (EL) Learners. Within this 30% are over 10 different home languages, over 60 students who are identified as refugees, and over 90 students who scored below a 1.9 on the WIDA test, which identifies students as early English



language learners. Because of these facts, we provide additional support for these students with two EL teachers, a full-time EL paraprofessional and a reading interventionist who focuses on EL students. We also analyze data on a yearly basis to determine the effectiveness of our EL instruction using WIDA testing.

- Our student achievement results as measured by the M-STEP test have not yet reached our expectations. Building, state, and district data is provided in the chart below. Proficiency percentages decreased in all areas besides 4th grade ELA from 2022-23 to 2024-25.

| Subject         | Group          | 2022-23<br>% proficient | 2023-24<br>% proficient | 2024-25<br>% proficient |
|-----------------|----------------|-------------------------|-------------------------|-------------------------|
| 3rd ELA         | State          | 40.9%                   | 39.6%                   | 38.8%                   |
| 3rd ELA         | District       | 20.6%                   | 24.8%                   | 18.1%                   |
| <b>3rd ELA</b>  | <b>West El</b> | <b>21.9%</b>            | <b>27.1%</b>            | <b>15.9%</b>            |
| 4th ELA         | State          | 44.3%                   | 43.3%                   | 42.4%                   |
| 4th ELA         | District       | 21.7%                   | 21.3%                   | 25.5%                   |
| <b>4th ELA</b>  | <b>West El</b> | <b>16.9%</b>            | <b>21.1%</b>            | <b>26.2%</b>            |
| 3rd Math        | State          | 42.9%                   | 43.4%                   | 42.7%                   |
| 3rd Math        | District       | 26.0%                   | 32.1%                   | 25.3%                   |
| <b>3rd Math</b> | <b>West El</b> | <b>28.4%</b>            | <b>31%</b>              | <b>20.9%</b>            |
| 4th Math        | State          | 38.6%                   | 39.1%                   | 39.4%                   |
| 4th Math        | District       | 24.3%                   | 25.2%                   | 23.8%                   |
| <b>4th Math</b> | <b>West El</b> | <b>25.8%</b>            | <b>26.8%</b>            | <b>23.1%</b>            |

State law requires that we also report additional information:

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

Wyoming students are assigned by geographic area to a school, and are openly accepted by an in-district school of choice to attend a different school of their parent's choice. Students from outside the district are accepted each Spring/Summer as part of the Kent County School of Choice Plan.



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

Our School Improvement Team meets twice a month (minimally) to reflect on academic goals and the culture of the building to best support the school's philosophy and student learning. Our School Improvement Team consists of six teachers representing all grade levels, an SI chair, our social worker, assistant principal and the principal. The team uses data and research to develop goals and action plans for addressing the goals. Academic goals are set in each content area and progress monitored throughout the academic year.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**

Wyoming Public Schools does not have "specialized schools." The primary mission for West Elementary is teaching and learning for all. Equally important to our staff is that all students will be cared for and supported by meeting their individual needs. We believe that strong school and community partnerships will provide our students and families with access to valuable resources such as mentorships, tutoring opportunities, parenting courses, social services, and numerous opportunities for family engagement.

**4. 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**

Wyoming Public Schools utilizes the State of Michigan Grade Level Content Expectations and other state documents, which are aligned through work with the Kent County and Wyoming curriculums to assure alignment of standards and objectives for instruction and assessment. Brief standard brochures are available on the district website, <http://www.wyoming.k12.mi.us>. The full curriculum is available for review through requesting it at the building or central office.

**5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

West Elementary measures student achievement locally using Fountas & Pinnell testing, the Quick Phonics Screener (QPS) and Acadience Reading. These data sources indicate an increase of achievement from the beginning to the end of the academic year.

Beginning in 2021/22, Wyoming Public Schools began administering the NWEA MAP Test. Below you will find a summary of students in each percentile band by grade-level using Spring 2024 data. As the chart shows, there is an increase in the percent of students moving from the Lo & Lo-Avg groups to the Avg, Hi-Avg, and Hi groups at all grade levels in both reading and math.



|             |                    | Lo        | Lo-Avg     | Avg       | Hi-Avg     | Hi       |
|-------------|--------------------|-----------|------------|-----------|------------|----------|
|             | Grade/Subject      | < 21 %ile | 21-40 %ile | 41-60%ile | 61-80 %ile | >80 %ile |
| Spring 2024 | All Grades Reading | 39%       | 24%        | 16%       | 12%        | 9%       |
| Spring 2025 | All Grades Reading | 31%       | 22%        | 17%       | 17%        | 13%      |
| Spring 2024 | All Grades Math    | 35%       | 27%        | 15%       | 14%        | 9%       |
| Spring 2025 | All Grades Math    | 28%       | 25%        | 24%       | 15%        | 8%       |
| Spring 2024 | 4th - Reading      | 37%       | 27%        | 19%       | 13%        | 4%       |
| Spring 2025 | 4th - Reading      | 30%       | 26%        | 20%       | 15%        | 9%       |
| Spring 2024 | 4th - Math         | 35%       | 29%        | 14%       | 13%        | 9%       |
| Spring 2025 | 4th - Math         | 30%       | 26%        | 20%       | 15%        | 9%       |
| Spring 2024 | 3rd - Reading      | 35%       | 31%        | 17%       | 10%        | 7%       |
| Spring 2025 | 3rd - Reading      | 36%       | 18%        | 16%       | 16%        | 14%      |
| Spring 2024 | 3rd - Math         | 35%       | 33%        | 15%       | 11%        | 6%       |
| Spring 2025 | 3rd - Math         | 36%       | 18%        | 16%       | 16%        | 14%      |
| Spring 2024 | 2nd - Reading      | 48%       | 14%        | 14%       | 17%        | 7%       |
| Spring 2025 | 2nd - Reading      | 37%       | 18%        | 15%       | 17%        | 13%      |
| Spring 2024 | 2nd - Math         | 40%       | 26%        | 17%       | 11%        | 6%       |
| Spring 2025 | 2nd - Math         | 26%       | 23%        | 20%       | 20%        | 11%      |
| Spring 2024 | 1st - Reading      | 45%       | 29%        | 8%        | 8%         | 10%      |
| Spring 2025 | 1st - Reading      | 38%       | 20%        | 14%       | 15%        | 13%      |
| Spring 2024 | 1st - Math         | 43%       | 19%        | 12%       | 15%        | 11%      |
| Spring 2025 | 1st - Math         | 42%       | 15%        | 22%       | 12%        | 9%       |
| Spring 2024 | K - Reading        | 27%       | 19%        | 19%       | 13%        | 22%      |
| Spring 2025 | K - Reading        | 19%       | 25%        | 19%       | 22%        | 15%      |
| Spring 2024 | K - Math           | 20%       | 25%        | 17%       | 24%        | 14%      |
| Spring 2025 | K - Math           | 16%       | 18%        | 20%       | 21%        | 25%      |



## School Profile

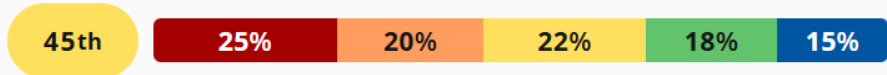
### Growth and Achievement Overview

West Elementary | Math K-12

#### Achievement Fall 2024-2025 Median and Distribution



#### Achievement Spring 2024-2025 Median and Distribution

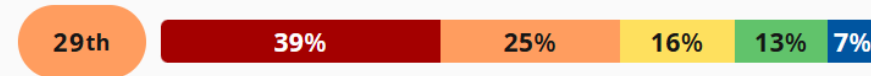


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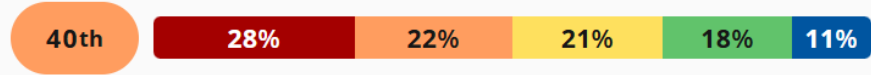
### Growth and Achievement Overview

West Elementary | Reading

#### Achievement Fall 2024-2025 Median and Distribution



#### Achievement Spring 2024-2025 Median and Distribution



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

West Elementary believes that family engagement is an integral component to supporting student achievement and providing a quality learning experience. West Elementary had 52% of parents participate in parent-teacher conferences in the Spring of 2025 & 58% participate in the Fall of 2024.

West Elementary students continue to demonstrate academic growth, which is guided by our dedicated teachers, support staff, and parents. We also recognize the need to improve our achievement in all content areas so that our students will possess the skills to be leaders in the 21st century. Thank you for all you do to continue to support the achievement of our students!

Sincerely,

Brian Hartigan  
Principal, West Elementary