

Livonia Public Schools

Hoover Elementary



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2024-2025**

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2024-2025 Annual Education Report



Hoover Elementary School

15900 Levan

Livonia, MI 48154

734 744-2730

Mike Daraskavich, Principal



February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 education process for Hoover Elementary School. The AER addresses the complex reporting information required by federal law 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 Mike Daraskavich, Principal of Hoover Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Hoover Website](#) or you may review a copy by contacting the Hoover Elementary School office.

For the 2024-2025 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 2023-2024. 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 2021-2022. 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 2021-2022. Some schools are not identified with any of those labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format. Based on this data, our challenges are in the areas of reading and math. Our school has identified underperforming subgroups of students, including students with disabilities and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

At Hoover, we have in place a multi-tiered system of support, that includes the use of the research-based interventions. We have a one-hour intervention block in place where students are supported through targeted skill interventions, using research best practices and resources such as: Literacy Footprints and Orton Gillingham. Students are met individually and in small groups to address their identified learning needs. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly, this takes place in our Professional Learning Teams and on District Professional Learning Teams. PLTs provide ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.

Our collaborative efforts positively impact our school's success and student achievement. These initiatives are intended to accelerate the student achievement of subgroups, including our Bottom 30%, that are not meeting our school's proficiency targets.

State law requires that we also report additional information as found on the following pages.

Sincerely,

Mike Daraskavich
Hoover Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).



MISSION STATEMENT

Hoover Rockets Soar!

Spread Kindness!
Overcome Challenges
Always Do Your Best
Respect Others

VALUES/COLLECTIVE COMMITMENTS

Our Priorities guide the Hoover Community to educate, challenge, and inspire every Hoover Rocket to succeed. When we focus on our priorities Hoover Rockets SOAR!

Safety

Hoover staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all. We commit to using common language and providing support for ALL learners.

Climate

Hoover staff and students will promote a school environment that is positive, supportive, and happy. We will use resources and positive relationships to support every member of our Hoover Community.

Authentic Learning

Hoover staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.

Expectations

Hoover staff and students will have expectations for one another that are rigorous, consistent, and challenging. We will have respectful interactions and support students to work to their full potential.

Curriculum

Hoover staff and students will utilize a guaranteed and viable curriculum focusing on prioritized standards to foster deep understanding. We commit to the PLC process in order to improve and meet the needs of our unique learners.

SCHOOL PROFILE

Hoover Elementary School serves 527 students in grades Young 5's through 4th grade. The principal of Hoover Elementary is Mike Daraskavich, and there were 27 professional teaching staff members and a media specialist. In addition, there were the following professional support staff: school psychologist, school social worker, 2 Elementary Support Teachers (E.S.T.), speech and language therapist, resource classroom teacher, teacher consultant outreach, occupational and physical therapist, and homebound or hospitalized services.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Hoover Elementary based upon attendance, within the geographic boundaries of the school as well as students who transfer in based on seats available.

SCHOOL IMPROVEMENT

School improvement is a process in which stakeholders in a school, work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our goals for 2022-2025:

Math Goal: All students at Hoover will be proficient in math.

Measurable Objectives:

75% of 3rd and 4th grade will score proficient on the Math M-STEP.

50% of ELLs and students with disabilities will score proficient on the math M-STEP. 65% of students will be proficient on the math I Ready assessment.

Writing Goal: All students at Hoover will be proficient writers in all content areas.

Measurable Objectives:

75% of students will be proficient in writing on the M-STEP. 60% of students will score proficient on the writing assessment.

40% of students with disabilities or ELLs will score proficient on the writing assessment.

Reading Goal: All students at Hoover will be proficient readers of grade level content.

Measurable Objective:

70% of students will score proficient on the reading I Ready assessment.

50% of ELLs and students with disabilities will score proficient on the ELA M-STEP.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool and a Great Start Readiness Program (GSRP) are operated at the Livonia Early Childhood Center, and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Hoover Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, vocal music, and enrichment activities. The core curriculum is based on the Michigan Department of Education Common Core State Standards for Mathematics and English Language Arts, the State of Michigan Social Studies Standards and the Next Generation Science Standards.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well defined educational outcomes, a Livonia Public School graduate will:

1. Respect self, others, and the environment.
2. Communicate effectively.
3. Know how to learn and work productively.
4. Acquire and process information.
5. Use critical and creative thinking to make decisions and solve problems.
6. Work and participate independently and cooperatively.
7. Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, running records and I Ready Diagnostic Assessment.

DISTRICT LITERACY ASSESSMENTS

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark Assessment - Kindergarten, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN			
Spring 2024	Letter Identification	Letter Sounds	Rhyme
Hoover	98.8%	84.2%	
District	94.6%	67.9%	
Spring 2023	Letter Identification	Letter Sounds	Rhyme
Hoover	100%	100%	92%
District	90%	88.5%	73.5%

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple times each year.

The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

RUNNING RECORDS ASSESSMENTS					
GRADES K-4					
Percent of students that Performed At or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	93.7%	90.6%	85.6%	84.4%	76.5%
District	63.7%	66.8%	75.9%	75.4%	69%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	91.6%	86.2%	83.6%	89.2%	86%
District	68.1%	67.8%	76%	72.5%	72.6%

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY READING					
Percent of Students Mid or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	86%	82%	70%	52%	45%
District	62%	59%	55%	49%	38%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	83%	77%	55%	58%	50%
District	61%	57%	54%	46%	39%

DISTRICT MATHEMATICS ASSESSMENTS

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY Mathematics					
Percent of Students Mid or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	80%	69%	57%	52%	56%
District	58%	54%	40%	45%	48%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	67%	67%	41%	54%	54%
District	53%	51%	42%	45%	44%

PARENT TEACHER CONFERENCES

One of the most important factors of a child's success in school is the involvement of parents or guardians in the educational process. Hoover Elementary has a high degree of parental involvement as 88% of our parents (representing 464 students) attended parent-teacher conferences in 2024 and 95% of our parents (representing 500 students) were represented at Open House. During the 2023 parent-teacher conferences 85% of our parents attended meetings and 85% attended Open House.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their child should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data-Hoover](#) will take you to the reports provided by the Michigan Department of Education for Hoover Elementary School.