

Livonia Public Schools

Emerson Middle School



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2025-2026 Annual Education Report



Emerson Middle School
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LIVONIA

PUBLIC SCHOOLS

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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 2024-25 educational progress for Emerson Middle 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 Brian Jensen, Principal of Emerson Middle School, for assistance.

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

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 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.

To address positive and negative trends in our student performance, our staff meet 2-3 times monthly in professional learning teams to collaborate, plan, and analyze student assessment data to better inform instruction. As a result of their collaboration and data analysis, our teachers plan reteaching opportunities for students during Eagle Time, which is 25 minutes daily. We have noticed a deficit in math performance compared to the state and our district. As a result, our math teachers developed a math bootcamp during Eagle Time to focus on specific skills with small groups of students to fill in performance gaps. For more intensive math needs, we also have 10-week math intervention classes in which students who are two or more grade levels behind are placed to focus on requisite skills in addition to supporting their core math class.

In addition to math intervention classes, we offer 10 week reading intervention courses which focus on

comprehension and as needed, phonemic awareness. Over the previous five years, we have noticed an increase in students who cannot decode words independently. To support all content areas the focus of reading comprehension is on informational texts. In one year of tracking this data, we have noticed an increase in the number of students who are proficient on the I Ready diagnostic test and fewer students who are two or more grade levels behind.

Continued efforts are in place to address the academic and socioemotional needs of students at Emerson including multi-tiered systems of support for academics, social and emotional learning (SEL), and school appropriate behaviors. These supports include small group instruction that target specific areas among students with similar academic needs, intense literacy and math support for students working below grade level, small group TRAILS lessons provided by our schools Student Assistant Provider (SAP) and Peer Tutoring through our National Junior Honor Society (NJHS). Behavioral supports provided by a fully implemented Positive Behavior Interventions and Supports (PBIS) program include a systematic reward system for demonstration of school appropriate behavior, and Tier II mentoring for students who require additional behavioral support. The adoption of a schoolwide writing goal in 2025/2026 has been put in place to support students writing across the curriculum. Teachers assess student writing with a common rubric three times during the school year to record student growth and identify areas of strengths and weaknesses.

A priority of the 2025/2026 school year has been to restore school pride within our student body through *Expect Respect*, participation in student clubs, athletics, and regular school attendance. So far in 2025/2026 we have generated 15 clubs, increased the number of participants at tryouts for all athletic teams, reduced the number of chronically absent students, and reduced the number of major referrals.

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

Our collaborative efforts positively impact our school's success and student achievement. We remain focused on continuous improvement by reviewing data to refine our work and designing new goals based on best practices to support the highest level of learning for our students. Our staff is a dedicated, hard-working group, and we believe every student can achieve at high levels.

Sincerely,

Brian Jensen
Emerson 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

Emerson Middle School Mission Statement:

Provide an emotionally and physically safe environment that fosters learning and prepares students for life challenges.

BELIEFS

We believe:

- A safe and physically comfortable environment promotes student learning.
- Teachers, administrators, parents and the community share the responsibility for helping students learn.
- Students learn best when they are involved in the learning process.
- Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.
- Students learn best when our staff maintains high expectations for learning.

SCHOOL PROFILE

Emerson Middle School serves 638 students in grades 7 and 8. The principal of Emerson Middle School is Brian Jensen and the assistant principal is Eoghann Stephens. There are 40 professional teaching staff members, 4 paraprofessionals, one media specialist, and two counselors.

In addition, the following professional support staff at work at Emerson: a social psychologist, a student assistance provider, a school social worker, an EL teacher, a speech and language therapist, resource classroom teacher, teacher consultant outreach services, occupational and physical therapists and homebound or hospital 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, building maintenance, and lunchroom personnel.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Emerson based upon attendance within the geographic boundaries or the school as well as students who transfer in based on seats available.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school, work cooperatively to improve student achievement. An analysis of student achievement data led Emerson Middle School Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Our strategic objectives for the 2025-2028 school year are centered on ensuring all students

demonstrate consistent growth in:

- The percentage of 7th grade and 8th students who make adequate progress on the reading portion of the ELA State assessments will increase by 3% each year for the next three years, 2025-2028 school years.
- The percentage of 7th and 8th grade students who make adequate progress on the Math State Assessments will increase by 3% each year for the next three years.
- The percentage of 7th grade students who make adequate progress on the writing portion of the 7th grade ELA M-Step will increase by 3% each year for the next three years. (2025-2028 school years)
- The percentage of 8th grade students who are proficient on the MP 3 writing CSA will increase by 3% each year for the next three years. (2025-2028 school years)
- All students will be at grade level or increase their placement by one grade level on the i-Ready diagnostic assessment by the end of the year.

Our strategic objectives for the 2022-2025 school year are centered on ensuring all students demonstrate consistent growth in:

- Reading proficiency, as measured by MSTEP, PSAT, iReady, and district common assessments.
- Mathematics proficiency, as measured by MSTEP, PSAT, iReady, and district common assessments.
- Writing proficiency, as measured by MSTEP, PSAT, and local common assessments.

Beyond academics, we are dedicated to fostering a positive and supportive school environment. To this end, we are actively working to reduce the number of chronically absent students and create a more engaging learning environment. This will be achieved through the implementation of Positive Behavior Interventions and Supports (PBIS), student clubs, *Expect Respect*, and the utilization of restorative practices, and focusing on academic discourse in the instructional setting.

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 Emerson Middle School provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on the Common Core State Standards for Mathematics and English Language Arts.

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:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.

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, I Ready Diagnostic Assessment and PSAT 8.

DISTRICT LITERACY ASSESSMENTS

The following charts 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. This diagnostic is administered three times a year in reading and math.

i-READY READING		
Percent of Students Mid or Above Grade Level		
2025	Grade 7	Grade 8
Emerson	21%	20%
District	33.3%	30.3%
2024	Grade 7	Grade 8
Emerson	21%	16%
District	32%	29%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics		
Percent of Students Mid or Above Grade Level		
2025	Grade 7	Grade 8
Emerson	18%	14%
District	24.3%	22.7%
2024	Grade 7	Grade 8
Emerson	14%	13%
District	24%	20%

DISTRICT COMMON MARKING PERIOD SUMMATIVE ASSESSMENTS

The following charts shows the percentage of students at each course and grade level that were proficient with a score of 80% or better on the district common summative assessments. The 2024-25 school year was the first year of collecting this data.

District Common Summative Assessment Percent Proficient (80% or higher)								
	ELA 7 Reading			Math 7			World History 7	
	Emerson	LPS		Emerson	LPS		Emerson	LPS
MP1	71%	74%	MP1	40%	57%	MP1	67%	74%
MP2	46%	47%	MP2	29%	38%	MP2	73%	82%
MP3	59%	68%	MP3	38%	53%	MP3	74%	80%
MP4	74%	71%	MP4	26%	48%	MP4	68%	78%
	ELA 8 Reading			Acc Math 7			US History 8	
MP1	44%	37%	MP1	100%	68%	MP1	91%	91%
MP2	62%	67%	MP2	100%	84%	MP2	70%	79%
MP3	59%	56%	MP3	100%	78%	MP3	75%	79%
MP4	60%	66%	MP4	98%	82%	MP4	81%	86%
	ELA 7 Writing			Math 8			Science 7	
MP1	12%	37%	MP1	74 %	79%	MP1	40%	60%
MP2	40%	62%	MP2	69%	79%	MP2	79%	86%
MP3	61%	72%	MP3	79%	84%	MP3	58%	77%
MP4	38%	63%	MP4	52%	73%	MP4	31%	56 %
	ELA 8 Writing			Algebra 1			Science 8	
MP1	74%	56%	MP1	100%	99%	MP1	54%	65%
MP2	69%	57%	MP2	91%	93%	MP2	52%	66%
MP3	69%	65%	MP3	93%	94%	MP3	67%	74%
MP4	58%	60%	MP4	83%	83%	MP4	53%	64%

STATE ASSESSMENTS

PSAT 8 is the first exam in the College Board's "SAT Suite of Assessments" and is offered to eighth and ninth graders. The purpose of the PSAT 8 is to establish a starting point in terms of college and career readiness as students transition to high school. All eighth graders take the PSAT 8 as a part of the State of Michigan's assessment system (M-STEP).

PSAT Grade 8		
2025	Evidence Based Reading & Writing	Mathematics
Emerson	63.9%	18.8%
District	74.7%	37.6%
2024	Evidence Based Reading & Writing	Mathematics
Emerson	61%	23%
District	72.8%	40.3%

The Michigan Student Test of Educational Progress, or M-STEP, is a 21st Century computer-based assessment designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do to be prepared to enter the workplace, career education training, and college.

M-STEP 7th Grade		
2025	English Language Arts	Mathematics
Emerson	35.7%	29.9%
District	53.2%	45.6%
2024	English Language Arts	Mathematics
Emerson	38%	33%
District	52%	47%

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.

38.5% of parents (246 out of 638) attended parent-teacher conferences in the fall of 2025.
39% of parents (252 out of 640) attended parent-teacher conferences the fall of 2024.

Emerson families are emailed a weekly "Emerson Update Newsletter" via email from the administration team to ensure families are kept informed of school happenings. In addition, parents may also access their student's grades and attendance through a secure website.

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

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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-Emerson](#) will take you to the reports provided by the Michigan Department of Education for Emerson Middle School.