

Livonia Public Schools

Hoover Elementary



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2025-2026**

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2025-2026 Annual Education Report



Hoover Elementary School

15900 Levan

Livonia, MI 48154

734 744-2730

Mike Daraskavich,
Principal



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 Hoover 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 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 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. Based on this data, our challenges are in the areas of reading and math.

Hoover is a high functioning school that scores substantially higher than district and state averages on test scores. The staff at Hoover is committed to creating an atmosphere of learning that is demanding and supportive. Hoover Rockets are part of a strong community that is focusing on how to take our students to the next level through Productive Struggle and challenging curriculum. Hoover has a strong support system that meets the needs of any student that has academic or social challenges. Hoover is proud to graduate students in fourth grade that are at or above grade level in literacy and math.

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

Hoover Elementary is composed of a dedicated staff that does whatever it takes to help students SOAR in their time at Hoover. Hoover students are highly motivated, and the parents are supportive. Overall, Hoover is a school where students want to come each day and parents feel strongly that their students' are thriving academically and socially.

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 512 students in grades Young 5's through 4th grade. The principal of Hoover Elementary is Mike Daraskavich, and there are 24 professional teaching staff members and a media specialist. In addition, there are 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 2025-2028:

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.

85% of students will be proficient on the math iReady 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.

80% of students will score proficient on the writing school improvement assessment.

75% of students with disabilities or ELLs will score proficient on the writing school improvement

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

Measurable Objective:

90% of students will score proficient on the reading iReady assessment.

75% of grades 3 and 4 will be proficient on the ELA MSTEP

50% of ELLs and students with disabilities will score proficient on the ELA MSTEP.

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 2025	Letter Identification	Letter Sounds
Hoover	100%	98.9%
District	99%	93.1%
Spring 2024	Letter Identification	Letter Sounds
Hoover	98.8%	84.2%
District	94.6%	67.9%

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 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover		90%	91.1%	82.7%	79.8%
District	77.1%	65.6%	73.8%	70.6%	70.7%
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%

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 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	81%	94%	67%	58%	52%
District	59.7%	62.3%	54.7%	51%	46.8%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	86%	82%	70%	52%	45%
District	62%	59%	55%	49%	38%

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 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	75%	80%	53%	56%	52%
District	56%	54%	43%	43%	51%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hoover	80%	69%	57%	52%	56%
District	58%	54%	40%	45%	48%

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 94% of our parents (representing 482 students) attended parent-teacher conferences in 2024 and 95% of our parents (representing 586 students) were represented at Open House. During the 2023 parent-teacher conferences 88% of our parents attended meetings and 95% 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

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