

# Kennedy Elementary

## 2025-2026 Annual Education Report



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Kennedy Elementary 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 Kennedy 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 Nicole Hunter, Principal of Kennedy Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Kennedy Website](#) or you may review a copy by contacting the Kennedy 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, key challenges for our school include addressing the specific academic needs of students with disabilities, economically disadvantaged students and English Language Learners. In order to address our subgroups identified with higher academic needs, we provide additional interventions and supports to increase their proficiency and close the achievement gaps in the targeted areas of reading, writing and math.

In place at Kennedy is a multi-tiered system of support, including the use of research-based interventions. We utilize resources such as Orton Gillingham and Morphology for phonics instruction and Literacy Footprints to enhance our daily literacy instruction in the classroom. In addition, we have implemented a designated intervention time daily to protect our Tier1 instructional time and allow

targeted interventions to be implemented. During this time, the classroom teacher, interventionists, and support personnel can meet with students in small groups to provide targeted literacy instruction to improve skills. Our professional learning teams have on-going collaborative conversations on a weekly basis utilizing formative assessment data to support struggling learners.

These initiatives are intended to accelerate the student achievement of subgroups, including the state's 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.

It is evident that our collaborative efforts have had a positive impact on student achievement as shown in the decrease in Individualized Reading Intervention Plans and an increase in standardized test scores.

Sincerely,

Nicole Hunter  
Kennedy 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:734-744-2501). 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:734-744-2524).

## MISSION STATEMENT

The Kennedy School community will continue to actively provide a safe and nurturing environment for everyone.

We are committed to the development of confident life-long learners who will be caring and responsible human beings.

It is our goal that each child will receive the necessary instruction to guide them while developing the necessary skills to become respectful, independent, and responsible participants in our democratic society.

We believe all students are leaders.

## VALUES/COLLECTIVE COMMITMENTS

**We at Kennedy Elementary School believe:**

**K**ids always come first

**E**very child can learn

**N**o one will ever be left behind

**N**ever losing sight of our students' needs

**E**veryone is invited to be a part of the learning community

**D**evoted staff, students, and community members working together

**Y**ears of experiences' guiding the development of young learners

## SCHOOL PROFILE

Kennedy Elementary School serves 470 students in grades K-4. The principal of Kennedy Elementary is Mrs. Nicole Hunter. There are 25 professional teaching staff members including a media specialist, art teacher, music teacher, physical education teacher, and PLTW teacher.

In addition, there are the following professional support staff: school psychologist, school social worker, two Elementary Support Teachers, 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 Kennedy Elementary based upon attendance, within the geographic boundaries of the school as well as students who transfer in based on seats available.

## SCHOOL IMPROVEMENT

At Kennedy Elementary School we are continually working towards student achievement. As a staff we are committed to regularly reviewing data, utilizing research based best practice, and monitoring student growth to ensure the goals set are being met.

Our goals 2025-2028 are:

All students will be proficient Readers of Literature and Informational Text.

**Measurable Objective:** 72% of students will be at grade level in overall comprehension on I Ready, which ultimately increases M-STEP scores at the end of the year.

All students at Kennedy will be proficient writers in all content areas.

**Measurable Objective:** 70% of our students will be able to meet the standard in adding details according to the grade level grading rubric by the end of the school year, which ultimately increases their M-STEP scores.

All students at Kennedy will be proficient in mathematics.

**Measurable Objective:** 72% of students will score at grade level in numbers and operations on I Ready, which ultimately increases M-STEP scores by the end of the year.

Social Emotional Goal/s: We will implement a school wide PBIS program to develop common building expectations and promote positive behavior. In addition, we will be using the Caring School Curriculum to support student's social emotional learning daily in the classroom.

Our goals for 2023-25:

- 1) All students at Kennedy Elementary will become proficient writers.
- 2) All students at Kennedy Elementary School will be proficient in math.
- 3) All students at Kennedy Elementary School will be proficient in reading.

## **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](http://www.livoniapublicschools.org).

## **CORE CURRICULUM**

The core curriculum at Kennedy 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
Kennedy	99.8%	96.8%
District	99%	93.1%
Spring 2024	Letter Identification	Letter Sounds
Kennedy	96.9%	81.3%
District	94.6%	667.9%

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
Kennedy		70.3%	78.6%	79%	78.6%
District	77.1%	65.6%	73.8%	70.6%	70.7%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Kennedy	73.2%	71.3%	73.8%	74%	73%
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.

<b>i-READY READING</b>					
<b>Percent of Students Mid or Above Grade Level</b>					
Spring 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Kennedy	52%	46%	54%	51%	40%
District	59.7 %	62.3%	54.7%	51%	46.8%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Kennedy	57%	51%	43%	46%	25%
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.

<b>i-READY Mathematics</b>					
<b>Percent of Students Mid or Above Grade Level</b>					
Spring 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Kennedy	43%	43%	33%	35%	54%
District	56%	54%	43%	43%	51%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Kennedy	41%	55%	30%	39%	41%
District	58%	54%	40%	45%	48%

### **PARENT TEACHER CONFERENCES**

During the 2025-2026 school year, 91.3% of parents attended Parent Teacher Conferences at Kennedy Elementary School. We held 429 conferences for 470 students. During the 2024-25 school year, 92% of parents attended Parent Teacher Conferences at Kennedy Elementary School. We held 438 conferences for 473 students.

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