

Livonia Public Schools

Hayes Elementary

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2025-2026 Annual Education Report



Hayes Elementary School

30600 Louise

Westland, MI 48185

734 744-2725

Christine Broome,
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 Hayes 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 Christine Broome, Principal of Hayes Elementary, for assistance.

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

Hayes Elementary continues to address several key challenges identified in the Annual Education Report. Our data shows that while students are making steady progress, achievement gaps persist among certain student groups, particularly in early literacy and foundational math skills. We also see a continued need to strengthen background knowledge and vocabulary development to support reading comprehension across grade levels. In response, we are implementing targeted initiatives designed to accelerate student growth and close these gaps. These efforts include providing tiered academic interventions, expanding small-group instruction, strengthening our Multi-Tiered System of Supports (MTSS) and deepening professional learning focused on evidence-based instructional practices.

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

As we reflect on the progress made this year, we are incredibly proud of the remarkable growth our students continue to demonstrate. Their success is a direct result of the high-quality instruction delivered with fidelity by our dedicated staff, as well as the strong, targeted interventions that support learners at every level. Equally important is the unwavering sense of community that defines Hayes Elementary—our families, students, and staff work together in ways that truly make a difference. Thank you for being active partners in this work. We are proud of all we have accomplished together and remain deeply committed to ensuring that every student at Hayes continues to thrive.

Sincerely,

Christine Broome,

Hayes 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

To educate, challenge and inspire every student to achieve personal success and become a confident contributor to society.

VALUES/COLLECTIVE COMMITMENTS

Safety – Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.

Climate – Staff and students will promote a school environment that is both positive and supportive.

Expectations – Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled and practiced.

Authentic Learning – Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.

Focused Goals and Curriculum – Staff and students will focus on prioritized standards that encourage deep understanding and application of higher-level skills in context.

SCHOOL PROFILE

Hayes Elementary School proudly serves 420 students in Young 5s through 4th grade. The school is led by Principal Christine Broome, who works closely with a dedicated team of 19 certified classroom teachers and five special area teachers to provide a strong academic foundation for all learners.

Hayes is also supported by a comprehensive network of professional staff who contribute to students' academic, social, and emotional success. This team includes a school psychologist, school social worker, two elementary support teachers, a speech and language pathologist, a resource room teacher, two Title I teachers, an English language teacher, as well as occupational and physical therapists, and providers of homebound/hospitalized services.

In addition, the smooth and efficient operation of the school is made possible by a vital support staff team. This includes three custodians, a full-time secretary, a part-time secretary, lunchroom personnel, recess monitors, and bus drivers. Their dedication ensures a clean and organized environment, nutritious meals, and consistent support to both students and teachers each day.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Hayes 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 Hayes Elementary, we prioritize continuous school improvement to enhance student learning. Our focus centers on the core academic areas of reading, writing, mathematics, and science. We carefully analyze student achievement data to identify areas for growth and develop targeted action plans grounded in evidence-based interventions. Our team consistently monitors and documents progress toward these goals, ensuring ongoing growth and success for all students.

2026-2028 School Improvement Goals:

ELA School Improvement Goals:

- Students will demonstrate a proficiency in reading closely to determine what the text says explicitly to make logical references from it and cite specific textual evidence when writing or speaking to support conclusions drawn from grade level text in reading.
- 65% of all students will be proficient in our ELA SIP reading and writing assessment.
- 65% of students will be proficient on MSTEP ELA.

Math School Improvement Goal/s:

- All students will demonstrate proficiency in making sense of mathematical concepts and persevering while problem solving.
- Our School Improvement goal is to have 65% of all students be proficient in our Math/Problem Solving SIP assessment.
- 65% of students will be proficient on MSTEP Math

2024-2025 School Improvement goals:

ELA School Improvement Goals: 60% of all students will demonstrate a proficiency in reading closely to determine what the text says explicitly to make logical references from it and cite specific textual evidence when writing or speaking to support conclusions drawn from the text in reading.

Math School Improvement Goal/s: 60% of all students will demonstrate a proficiency in making sense of problems and persevere in solving them.

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 website at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Hayes 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
Hayes	99.5%	91.4%
District	99%	93.1%
Spring 2024	Letter Identification	Letter Sounds
Hayes	100%	28%
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 Mid or Above Grade Level					
Spring 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	69.4%	48.3%	54.5%	72.6%	67.1%
District	77.1%	65.6%	73.8%	70.6%	70.7%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	56.8%	61.7%	61.6%	72.6%	65.5%
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
Hayes	58%	45%	49%	38%	44%
District	59.7%	62.3%	54.7%	51%	46.8%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	71%	51%	49%	36%	42%
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 At or Above Grade Level					
Spring 2025	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	56%	36%	26%	26%	38%
District	56%	54%	43%	43%	51%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Hayes	64%	43%	34%	32%	37%
District	58%	54%	40%	45%	48%

PARENT TEACHER CONFERENCES

One of the most important factors in a child's success in school is the ongoing involvement of parents and guardians in their educational journey. At Hayes Elementary, we are grateful for the strong partnership we share with our families. During the 2025–2026 parent-teacher conferences, 98% of our students were represented, reflecting an exceptional level of engagement and commitment from our school community.

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