

Roosevelt Elementary



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2025-2026 Annual Education Report



Roosevelt Elementary School

30200 Lyndon

Livonia, MI 48154

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Principal



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 Roosevelt 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 Diana Shahin, Principal of Roosevelt Elementary, for assistance.

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

A review of the Roosevelt Elementary Data Summary reveals meaningful reasons to celebrate alongside clear opportunities for continued growth. Most notably, our **M-STEP ELA performance demonstrates significant progress**. In 2025, Roosevelt achieved **62.2% proficiency in ELA**, representing a substantial increase from the prior year and positioning the school **above both the district and state averages**. This growth reflects the collective efforts of our staff, including intentional instructional practices, targeted interventions, and a shared commitment to improving literacy outcomes for all students. This achievement is an important indicator that when we align our work and maintain high expectations, we see results.

In mathematics, Roosevelt continues to perform **consistently above the state average**, with **55.5% proficiency on the 2025 M-STEP**. While this reflects solid instructional foundations, math performance

remains an area where we have not yet closed the gap with district averages. Longitudinal trends show fluctuations over time, suggesting the need for continued focus on instructional coherence, problem-solving strategies, and consistent implementation across grade levels. Math remains a critical priority as we work to ensure all students experience sustained growth.

District assessment data from **i-Ready** provides additional insight into our instructional landscape. While Roosevelt students continue to make progress, **i-Ready Reading and Math proficiency rates remain slightly below district averages**. Reading proficiency has improved since its 2022 low point, indicating positive momentum, while math proficiency shows a recent downward trend that warrants close attention. These data points highlight the importance of strengthening Tier 1 instruction, refining intervention structures, and using formative data consistently to respond to student needs in real time.

Overall, the data tells a story of a school that is **moving forward**, with strong evidence of growth—particularly in literacy—while also identifying clear areas for improvement. Our challenge moving ahead is to build on our ELA success, translate effective practices across content areas, and maintain consistency in instruction and intervention. By continuing to collaborate, reflect on our data, and commit to being “1% better” each day, Roosevelt is well-positioned to sustain growth and improve outcomes for all learners.

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

Roosevelt is truly a special place—a school filled with dedicated staff, curious and kind students, and a supportive community that believes deeply in learning and one another. Every day, I am inspired by the care, commitment, and collaboration I see in our school. It is an absolute privilege to serve as the principal of such a remarkable school, and I am grateful to partner with this community as we continue to grow, learn, and get better together.

Sincerely,

Kimberly Samouelian
Roosevelt 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

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

SCHOOL PROFILE

Roosevelt Elementary, located at 30200 Lyndon in Livonia, Michigan, is a welcoming neighborhood school committed to providing a high-quality education for all students. Roosevelt serves approximately 372 students in grades kindergarten through fourth grade and is proud to be home to the Roosevelt Autism Spectrum Disorder (ASD) preschool and kindergarten program, ensuring inclusive and specialized learning opportunities for our community.

Our exceptional staff is made up of highly skilled and dedicated professionals who work collaboratively to support the academic, social, and emotional growth of every child. This team includes classroom teachers, a media specialist, a school psychologist, school social worker, two Elementary Support Teachers, a Title I interventionist, speech and language therapists, a resource classroom teacher, a teacher consultant, and specialists in outreach, occupational therapy, physical therapy, and homebound or hospitalized services.

Equally essential to our success are our custodians, secretaries, paraprofessionals, and lunchroom staff, who play a vital role in ensuring our school operates smoothly, remains a clean and safe environment, and supports the daily well-being of students and staff. Together, our Roosevelt team is deeply committed to creating a positive, inclusive, and high-achieving learning community for every child.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Roosevelt 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 by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Roosevelt Elementary Staff to focus our improvement efforts on the areas of reading, writing, mathematics and our school culture. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals. These goals were designed in the spring of 2025 by a collaborative group of educators who serve on our building school improvement and guiding coalition committees. We commit to these goals for the next three years.

Climate and Culture Goal: All Students at Roosevelt Elementary will experience a positive, safe and welcoming environment, where both students and adults respect and value one another.

Objective: 100% of students will experience a positive, safe and welcoming environment where both students and adults respect and value one another.

Math Goal: All students at Roosevelt will be proficient in the standard math essentials 5 and 6 - Make sense of problems and persevere in solving them.

Objective: Roosevelt Elementary will increase proficiency on the state level assessment tool, M-Step,

by 3% annually

Objective: Elementary will increase At or Above Grade Level on the district level assessment tool, iReady, by 3%.

Reading Goal: All students at Roosevelt Elementary will be proficient in the standard Literacy Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Objective: Roosevelt Elementary will increase proficiency on the state level assessment tool, M-Step, by 3% annually.

Objective: Roosevelt Elementary will increase At or Above Grade Level on the district level assessment tool, iReady, by 3%.

Writing Goal: All students at Roosevelt Elementary will be proficient in the Standard Literacy Writing 2.

Objective: Roosevelt Elementary will increase proficiency by using the building assessment tool by 3% annual

2022-2025 SI Goals:

Reading Goal: All students at Roosevelt Elementary will be proficient in the standard Literacy Reading 1.

Math Goal: All students at Roosevelt will be proficient in making sense of math problems and persevere in solving them.

Writing Goal: All students at Roosevelt Elementary will be proficient in the Standard Literacy Writing 2

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 Roosevelt 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
Roosevelt	99%	99.8%
District	99%	97%
Spring 2024	Letter Identification	Letter Sounds
Roosevelt	85.3%	76.3%
District	94.6%	67.9%

Students in grades K-4 are assessed using running records. 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
Roosevelt	63.3%	73.7%	72.7%	53.8%	68.7%
District	68.1%	67.8%	76%	72.5%	72.6%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt		47%	69.5%	72.7%	73.3%
District	77.1%	65.6%	73.8%	70.6%	70.7%

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
Roosevelt		47%	69.5%	72.7%	73.3%
District	77.1%	65.6%	73.8%	70.6%	70.7%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt	55%	53%	50%	47%	28%
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
Roosevelt	53%	35%	47%	47%	41%
District	56%	54%	43%	43%	51%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Roosevelt	49%	47%	42%	49%	42%
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. Roosevelt Elementary has a high degree of parental involvement as evidenced by our Curriculum Night, Parent-Teacher Conferences, and PTA participation. During the 2025-2026 parent teacher conferences, we held parent conferences for 361 students of our 372 students. A 97% participation rate from our Tiger families demonstrates the positive and involved community that we service.

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