

Livonia Public Schools

Rosedale Elementary



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2025-2026 Annual Education Report



Rosedale Elementary School

36651 Ann Arbor Trail

Livonia, MI 48150

734 744-2800

Ben Hillard, 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 Rosedale 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 Ben Hillard, Principal of Rosedale Elementary, for assistance.

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

i-Ready Math has been identified as a key challenge across grades 1–4, as it requires students to apply strong number sense, flexible thinking, and perseverance when solving problems. To address this, several initiatives are being implemented to strengthen math instruction and student understanding. Teachers are incorporating number talks to encourage students to think about numbers in different ways and explain multiple strategies for solving problems. In addition, teachers are explicitly teaching steps of problem solving and providing students with opportunities to engage with challenging math tasks. These tasks are designed to strengthen reasoning skills, number sense, and promote student growth and confidence in mathematics.

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

The Rosedale staff cares deeply about our students and works collaboratively to address their diverse needs. The academic, emotional, and social growth of our students is our utmost priority, and we are always focused on improving our practices to better serve our community. Rosedale strives to meet the needs of each student through strong tier one curriculum, timely interventions, and strong connections with each student. We are grateful to be part of the community we serve and extremely proud of our staff and students

Sincerely,
Ben Hillard,
Rosedale 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

We're building a better world, one student at a time.

COLLECTIVE PRIORITIES

1. Safety: Staff and students will help create and maintain a teaching and learning environment that is physically and emotionally safe for all.
2. Climate: Staff and students will promote a school environment that is both positive and supportive.
3. Expectations: Staff and students will work together to foster a growth mindset and apply expectations that are continually discussed, modeled and practiced.
4. Authentic Learning: Staff and students will engage in learning that has a clear purpose and builds a foundation for college and career readiness.
5. Focused Goals and Curriculum: Staff and students will focus on prioritized standards that encourage a deep understanding and application of higher-level skills in context.

SCHOOL PROFILE

Rosedale Elementary School serves 311 students in grades Young 5's through 4. The principal of Rosedale Elementary School is Ben Hillard, and there are 19 professional teaching staff members and a media specialist.

In addition, there are the following professional support staff: school psychologist, school social worker, two Elementary Support Teachers, two English Language teachers, a speech and language therapist, a resource program teacher, one Title I teacher and one paraprofessional, an 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, secretary (1.2), (2) part time early education support personnel, a cook, and a lunchroom assistant.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Rosedale 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 Rosedale Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and culture/environment. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Goals for 2025-2028

State Testing Goals: MSTEP ELA and Math

- Proficiency of 3rd and 4th grade students will increase by 10% on the ELA M-STEP.
- Proficiency of 3rd and 4th grade students will increase by 8% on the Math M-STEP.
- ELL students will increase proficiency on the M-STEP ELA assessment by 10%.
- ELL students will increase proficiency on the M-STEP math assessment by 6%.

Local Goals: I Ready Reading and Math

- Rosedale will decrease the number of students in the red on the last i-Ready diagnostic of the year by 5%.
- Proficiency of all students at the end of year iReady math assessment will increase by 8%.

Local Goal: Math School Improvement Performance Task

- 60% of all students will demonstrate a proficiency in making sense of problems and persevere in solving them on locally created, grade-level appropriate school improvement tasks.

Writing Goal: Building Based Writing Performance Task

- 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 on locally created, grade-level appropriate school improvement tasks.

Goals for 2022-2025:

State Testing Goals: MSTEP ELA and Math

- Rosedale's Proficiency on MSTEP ELA will be no more than 5% below the district average.
- Rosedale's Proficiency on MSTEP Math will be no more than 5% below the district average.
- Rosedale will decrease the gaps between our Economically Disadvantaged (ED) Subgroups compared to Non-Economically Disadvantaged (NED) Subgroups on grade 3 ELA, grade 3 math, grade 4 ELA, and grade 4 Math, by 3% each year.

Local Goals: I Ready Reading and Math

- Over the next two years, K-4 Rosedale students will demonstrate growth to reach at least district average scores of proficiency on the end of year I Ready Math assessment, by spring of 2025. (For the 2022-23 school year, Rosedale is at 39%.)
- Over the next two years, K-4 Rosedale students will maintain or surpass district average scores of proficiency on the end of year I Ready Reading assessment, by spring of 2025. (For the 2022-23 school year, Rosedale is at 49%.)

Local Goal: Math School Improvement Performance Task

- By spring of 2025, 60% of all students will demonstrate a proficiency in making sense of problems and persevere in solving them.

Writing Goal: Building Based Writing Performance Task

- By spring of 2025, 60% of all students will demonstrate a proficiency in Writing Standard 2: Write Informative/Explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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 Rosedale 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.

* There were no district developed assessments given in the spring of 2020 due to CoVID-19. During the spring of 2021 District Assessments were given with various participation rates and some assessments taken by students virtually or in person.

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
Rosedale	98.35%	94.7%
District	99%	93.1%
Spring 2024	Letter Identification	Letter Sounds
Rosedale	93.9%	73.5%
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
Rosedale		50%	53%	47.4%	66.7%
District	77.1%	65.6%	73.8%	70.6%	70.7%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rosedale	70%	47.4%	58.5%	69%	68.2%
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
Rosedale	57%	68%	52%	36%	33%
District	59.7%	62.3%	54.7%	51%	46.8%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rosedale	63%	58%	58%	39%	40%
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
Rosedale	55%	56%	27%	25%	40%
District	56%	54%	43%	43%	51%
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Rosedale	48%	56%	31%	27%	39%
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. Rosedale Elementary has a high degree of parental involvement.

- 2025-26: 95% (293/308) of our families attended parent-teacher conferences. 277 conferences were held in-person, and 16 conferences were held virtually.
- 2024-25: 93% (281/302) of our families attended parent-teacher conferences.

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