

**Livonia Public Schools**

# Johnson Upper Elementary



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2025-2026**

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## **2025-2026 Annual Education Report**



**Johnson Upper Elementary School**

**8400 North Hix**

**Westland, MI 48185**

**734 744-2740**

**Tom Traub, Principal**

**Joe Bublitz, Assistant Principal**



# LIVONIA PUBLIC SCHOOLS

15125 Farmington Road • Livonia • MI • 48154 Phone (734) 744-2500

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 Johnson Upper 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 Tom Traub, Principal of Johnson Upper Elementary, for assistance.

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

To accelerate the academic growth of our students, Johnson Upper Elementary has made a commitment to making continual improvement in Professional Learning Teams (PLTs) and our Small Group Instruction (SGI Time). After reviewing our M-STEP scores over the previous five years, we have noticed that ELA scores have remained similar, with a slight improvement each year in Math. This year, our Guiding Coalition, a team comprised of teachers and academic leaders in this building, have worked to map out our goals for the year. We have worked on providing focused instruction, resources, and platforms to help all teachers in our building. This work is heavily focused on putting everyone in a spot to help with our academic growth and achievement for all of our students.

Here at Johnson, we have put in a multi-tiered system of support, including researched based interventions and data reviews to develop viable and rigorous curriculum to help our students succeed. In addition, ongoing Professional Development and discussions in our PLTs will help drive our focus to meet the needs of our students. We are committed to an ongoing analysis of benchmark assessments, I-Ready results, M-STEP results, and classroom performance to guide instructional decisions that directly impact student achievement.

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

Each day we strive to create a positive environment for all of our students. We are focused on celebrating the positives for both school and individual achievement through our robust PBIS program. It is an honor to be the principal, and part of such a wonderful team here at Johnson.

Sincerely,

Tom Traub  
Johnson 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**

Johnson Upper Elementary School is committed to providing a safe, respectful environment that supports the academic and socio- emotional needs of every student as they develop the necessary skills to become capable, confident, life-long learners.

## **SCHOOL PROFILE**

Johnson Upper Elementary School serves 524 students in grades 5-6. This number includes students in our Special Education Programs: Multi-Age Resource Local Center and our ASD Program.

The principal of Johnson Upper Elementary School is Thomas Traub and the assistant principal is Joseph Bublitz. There are 32 professional teaching staff members including a media specialist, music teacher, an art teacher, a Project Lead The Way (STEM) teacher, and a physical education teacher.

In addition, Johnson Upper Elementary School has the following professional support staff: school psychologist, school social worker, one learning specialist, one Title I Teacher, two Elementary Student Assistance Providers, two speech and language therapists, three resource classroom teachers, one team leader for our ASD and MARP Program, occupational and physical therapist, and a homebound or hospitalized provider.

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: 4 custodians, 2 secretaries, 16 paraprofessionals, and 4 lunchroom personnel.

## **ASSIGNING PUPILS TO THE SCHOOL**

All students are assigned to Johnson Upper Elementary School based upon attendance within the geographic boundaries of the schools as well as students who transfer in based upon 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.

School Improvement Goals for 2025-2026

- 1) ELA (Writing) Goal: By the end of the school year, 60% of students in both fifth and sixth grades will demonstrate proficiency in writing opinion/argument pieces, as measured by the State Assessment M-STEP.
- 2) Math Goal: By the end of the school year, 60% of students will show proficiency in solving complex, multi-

step math problems through performance on the State Assessment M-STEP.

#### School Improvement Goals for 2024-2025

1. All students at Johnson Upper Elementary School will become proficient writers in all content areas.
2. All students at Johnson Upper Elementary School will be proficient readers of grade level content.
3. All students at Johnson Upper Elementary School will become proficient in math.

### **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 Johnson Upper Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on the Common Core State Standards for Mathematics and English Language Arts.

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:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.

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, and I Ready Diagnostic Assessment.

### DISTRICT LITERACY ASSESSMENTS

The following charts 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. This diagnostic is administered three times a year in reading and math.

i-READY READING Percent of Students Mid or Above Grade Level		
Spring 2025	Grade 5	Grade 6
Johnson	23%	34%
District	44.2%	52.2%
Spring 2024	Grade 5	Grade 6
Johnson	20%	38%
District	28%	40%

### DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics Percent of Students Mid or Above Grade Level		
Spring 2025	Grade 5	Grade 6
Johnson	33%	22%
District	52.2%	46.8%
Spring 2024	Grade 5	Grade 6
Johnson	24%	25%
District	33%	32%

### NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT®) from Riverside Publishing is administered to sixth grade students. CogAT® is a nationally normed test and is generally considered an aptitude test.

CogAT - GRADE 6 Average Age Percentiles				
2024-2025	Verbal	Quantitative	Nonverbal	Composite
Johnson	51.9%	55.3%	58.3%	55.8%
District	61.3%	65.5%	66.9%	66%
2023-2024	Verbal	Quantitative	Nonverbal	Composite
Johnson	52%	54%	63%	56%
District	54%	60%	65%	61%

## **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. Johnson Upper Elementary has a high degree of parental involvement as 90% of the parents attended parent teacher conferences during the 2025-2026 school year (452 parents attended conferences). In the 2024-2025 school year 93% of the parents attended traditional face to face parent-teacher and virtual conferences. Open House and Curriculum Night was held on September 18<sup>th</sup>.

The majority of our school community, including parents and staff, has membership in the PTA at Johnson Upper Elementary School.

## **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.

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