

# Hoover Elementary School

<http://livoniapublicschools.org/hoover>



## 2021-2022 Annual Education Report



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Julie Linn, Principal



February 1, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Hoover Elementary School students based on 2020-2021 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Julie Linn, Principal of Hoover Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://hoover.livoniapublicschools.org> or you may obtain a copy by contacting the Hoover Elementary School office.

For the 2020-2021 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these 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, our challenges are in the areas of reading and math. Our school has identified underperforming subgroups of students, including students with disabilities and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.

In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention and Orton Gillingham. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.

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.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Julie Linn  
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).

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## SHARED VISION

### Climate and Environment

We **envision** Hoover Elementary **as a school where. . .**

- ...the care, safety and well being of the members of our school community is of the utmost concern
- ...children are eager to attend, excited to learn and motivated to reach their greatest potential
- ...we value and respect the children entrusted in our care.

### Engaged Learners

We **envision** Hoover Elementary **as a school where. . .**

- ...joy in learning abounds
- ...children are encouraged to give their personal best each day
- ...we work diligently to meet the unique learning and social emotional needs of our students
- ...high expectations for academic achievement and behavioral standards are evident

### Organizational Capability

We **envision** Hoover Elementary **as a school where. . .**

- ...we value effective communication, positive relationships and collaborative efforts between parents, staff and students
- ...staff members are committed to individual and collective professional growth

### Outcomes for Students

We **envision** Hoover elementary **as a school where. . .**

- ...the building blocks which are developed here serve as the foundation on which all future learning will be built
- ...amazing students, exceptional staff and dedicated parents work together to cultivate confidence and a belief in one's self

*We invite everyone in our school community to take an active role in bringing this vision to life.*

## MISSION STATEMENT



Each day,  
Our mission  
at Hoover  
Elementary  
School  
will provide a  
joyful &  
engaging  
environment,  
which inspires  
a love of  
learning and  
lifelong  
success.



## SCHOOL PROFILE

Hoover Elementary School serves 508 students in grades K-4. The principal of Hoover Elementary is Julie Linn, and there were 27 professional teaching staff members and a media specialist.

In addition, there were the following professional support staff: school psychologist, school social worker, Elementary Support Teachers (E.S.T.), 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.

***State law requires that we report the following additional information.***

## ASSIGNING PUPILS TO THE SCHOOL

All students were assigned to Hoover Elementary based upon attendance within the geographic boundaries of the school 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.

Our goals for 2021-2022:

- 1) All students at Hoover Elementary will be proficient in math.
- 2) All students at Hoover Elementary will be proficient writers in all content areas.
- 3) All students at Hoover Elementary will be proficient in readers of grade level content.

Our school improvement goal for 2020-2021:

All students at Hoover Elementary will be proficient in math, reading, writing and science.

We are very encouraged by the student achievement results from the school-wide literacy initiative and our school writing assessments.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Hoover Elementary School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

## **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, Kennedy, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson 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 Hoover 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 grade level content expectations (GLCEs) from the Michigan Department of Education and 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

### 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 2020  | Letter Identification | Letter Sounds | Rhyme |
| Hoover   | No assessment         |               |       |
| District   | due to CoVID-19       |               |       |
| Spring 2021  | Letter Identification | Letter Sounds | Rhyme |
| Hoover   | 98.2%                 | 94.8%         | 100%  |
| District   | 93.2%                 | 84.6%         | 95.2% |

Students in grades 1-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Kindergarten teachers administer reading records with comprehension at the end of the school year. Students in grades 1-2 are assessed three times each year. Students in grades 3-4 are assessed at the beginning of the year and additionally based on need. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

| FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS<br>GRADES K-4<br>Percent of Students that Performed At or Above Grade Level |                 |         |         |         |         |
|---|-----------------|---------|---------|---------|---------|
| Spring 2020   | Kindergarten    | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| Hoover  | No assessment   |         |         |         |         |
| District  | due to CoVID-19 |         |         |         |         |
| Spring 2021   | Kindergarten    | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| Hoover  | 88.4%           | 86.7%   | 85.6%   | 84.5%   | 82.5%   |
| District  | 67.3%           | 60.3%   | 72.4%   | 74.6%   | 72.5%   |

Beginning in 2016-17 all students in grades 1-6 were assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

| <b>i-READY READING</b>                             |                     |                |                |                |                |
|--|---------------------|----------------|----------------|----------------|----------------|
| <b>Percent of Students At or Above Grade Level</b> |                     |                |                |                |                |
| <b>Spring 2020</b>                                 | <b>Kindergarten</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> |
| Hoover   | No assessment       |                |                |                |                |
| District   | due to CoVID-19     |                |                |                |                |
| <b>Spring 2021</b>                                 | <b>Kindergarten</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> |
| Hoover   | 72.3%               | 73.7%          | 61.9%          | 67.9%          | 59.2%          |
| District   | 67.0%               | 55.0%          | 50.0%          | 52.0%          | 42.0%          |

### **DISTRICT MATHEMATICS ASSESSMENTS**

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2015-2016 school year using the i-Ready Math Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

The following chart show the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

| <b>i-READY MATHEMATICS</b>                         |                     |                |                |                |                |
|--|---------------------|----------------|----------------|----------------|----------------|
| <b>Percent of Students At or Above Grade Level</b> |                     |                |                |                |                |
| <b>Spring 2020</b>                                 | <b>Kindergarten</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> |
| Hoover   | No assessment       |                |                |                |                |
| District   | due to CoVID-19     |                |                |                |                |
| <b>Spring 2021</b>                                 | <b>Kindergarten</b> | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> |
| Hoover   | 71.4%               | 76.3%          | 41.0%          | 64.7%          | 72.8%          |
| District   | 66.0%               | 60.0%          | 43.0%          | 47.0%          | 45.0%          |

### **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. Hoover Elementary has a high degree of parental involvement as 99% of our parents (representing 504 students) attended parent-teacher conferences in 2021-2022 and 83% of our parents (representing 418 students) were represented at Open House. During the 2020-2021 parent-teacher conferences 98% of our parents (representing 509 students) attended meetings and 86% (representing 442 students) attended Open House.

### **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  
PARENT INVOLVEMENT**

**JUNE 20, 2011  
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians 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. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.



## 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.

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The link <http://bit.ly/2HcxQix> will take you to the reports provided by the Michigan Department of Education for Hoover Elementary School.