

Stevenson High School

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2017-2018 Annual Education Report

BOARD OF EDUCATION 2017-18

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33500 Six Mile Road
Livonia, MI 48152
734-744-2660



Gary Harper, Principal



May 23, 2018

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Stevenson High School students based on 2016-17 assessment results. The AER addresses the complex reporting information required by federal and 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 me, Gary Harper, Principal of Stevenson High School, for assistance.

The AER is available for you to review electronically by visiting www.livoniapublicschools.org/stevenson, or you may review a copy by contacting the Stevenson High School office.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2016-17 State Testing Results. 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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.

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

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.

Our biggest challenge has been overcoming stagnant standardized test scores for the past few years.

The key initiatives are:

- Staff Professional Development
 - Differentiated Instruction
 - Reading Strategies
 - Writing Skills and Strategies
 - SAT and CCSS Writing Style Activities
 - Use of Formative Assessments
 - Lab Activities
- Summer Math Worksheets
- Use of data analysis tools to target areas of focus
- Co-Taught Classes
- Practice SAT Testing
- At Risk Focus
- Lunch Time Tutoring

These initiatives are intended to accelerate student achievement on standardized test and to meeting our school's proficiency targets.

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

Sincerely,

Gary Harper
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

Stevenson High School - Striving for Excellence; Learning for Life.

SCHOOL PROFILE

Stevenson High School serves 1,840 students in grades 9-12. The principal of Stevenson High School is Gary Harper and the assistant principals are Ani Akaraz, Lyndy Lewis and Pete Mazzoni. The athletic administrator is Lori Hyman. There are 87 professional teaching staff members including one media specialist, and seven counselors. In addition, Stevenson has the following support staff: student assistance person, school psychologist, school social worker, speech and language therapist, resource classroom teacher, occupational and physical therapist, and homebound services.

The building support staff includes 9 custodians, 6 secretaries, 2 paraprofessionals, and 10 kitchen and 5 lunchroom workers.

GRADUATION REQUIREMENTS

The Board of Education has established a specific core curriculum that requires 23 units in grades 9-12.

Graduation Requirements for Classes 2016 and Beyond:

4.0 units in language arts; 4.0 units in mathematics; 3.0 units in science; 3.0 units in social studies; 1.0 unit in physical education and health; 1.0 unit in visual performing and/or applied arts; 2.0 units of World Language; 20 hours of on-line experience provided in core courses; and 7.0 units in electives.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Stevenson High School based upon attendance within the geographic boundaries of the school.

SCHOOL IMPROVEMENT

School Improvement is a process by which stakeholders in a school environment work cooperatively to improve student achievement in the core curriculum goals. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing a plan for continuous quality improvement. Our building steering committee consists of 11 stakeholder representatives. This year we continued to monitor the implementation of the five AdvancED standards.

Our efforts this year were to develop an action plan to increase student achievement in reading, math, science, and writing in alignment with the district school improvement plan. Much of our professional development and collaboration time this year included topics such as writing using the SAT prompts, analyzing student data using the Illuminate DNA database system, assisting all learners using technology, developing common assessments, and team teaching to support students with disabilities and efforts to prevent bullying. We established:

School improvement goals for 2017-2018:

- All students at Stevenson High School will be proficient in math.
- All students will be proficient in reading across all content areas.
- All students will be proficient in science.
- All students will improve writers.
- All Stevenson teachers will participate in collaboration and data (assessment) analysis.

School improvement goals for 2016-2017:

- All students at Stevenson High School will be proficient in math.
- All students will be proficient in reading.
- All students will improve in writing.
- All students will be proficient in science.
- All Teachers will participate in collaboration and data (assessment) analysis.

The school improvement process and compliance with SIP activities is a continuous focus of our staff.

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

SPECIALIZED SCHOOLS OR PROGRAMS

In addition to the regular 9-12 program, our high school students may be enrolled in the Career Intern Program; vocational study at the Livonia Career Technical Center; International Baccalaureate (IB) program at Franklin; Mathematics, Science and Computer (MSC) program at Churchill; Creative and Performing Arts (CAPA) program at Churchill; Global Education program at Stevenson; and the Special Education, pre-vocational and vocational education program for students with disabilities at Franklin, Churchill and at the Western Wayne Skill Center. Other special education programs for high school students 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 Stevenson High School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, business, world language, family life, industrial technology, vocational education, career, and educational planning.

Livonia Public Schools instructional program is designed to prepare students to become adults who can be . . .

- participating members of a democratic society,
- productive members of a community,
- caring family members, and
- lifelong learners

To assume the adult roles, students will need to . . .

- 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, and
- 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.

ENROLLMENT IN AP/COLLEGE-LEVEL COURSES

During the 2016-2017 school year, 412 students were enrolled in 10 different Advanced Placement (AP) courses taught at Stevenson High School. This is 22.8% of the building enrollment.

The following chart shows two years of data at the school and state levels. Listed are the overall total exams, total unique students, and both the number and percentage of AP students with one or more scores of 3 or higher (demonstrated college-level achievement through AP courses and exams).

AP EXAMS				
	Stevenson		State	
	2016-17	2015-2016	2016-2017	2015-2016
Total AP Students Testing	373	369	65,198	62,774
Number of Exams	671	682	109,654	103,980
AP Students with Scores 3+	314	327	42,299	40,376
% of Total AP Students with Scores 3+	84.2%	88.6%	64.9%	64.3

The following chart shows the number of students enrolled in post-secondary courses in local colleges as well as the percentage as related to the total building enrollment tables.

DUAL ENROLLMENTS		
Stevenson	Post-Secondary (Dual Enrollment)	% Post-Secondary (Dual Enrollment)
2016-2017	11	.61%
2015-2016	19	1.0%

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. Stevenson High School has a high degree of parent participation at all parent information sessions. These sessions include Open House, Parent/Teacher Conferences, and the Parent Fair.

A total of 4,986 conferences were held during the parent/teacher conference sessions during the 2016-2017 school year. During fall conferences 3,394 approximately 27% of Stevenson families participated. The spring parent teacher conferences saw 2,278 conferences or about 25% of Stevenson families participated.

All families receive school information and updates via email "e-blast Mailout" from the principal's office. During the 2016-2017 school year, notices were sent to parents electronically. Stevenson also disseminates information through its website, Facebook, and twitter accounts. Parents may also access their student's grade and attendance through a secure website.

Parent groups at Stevenson include the Stevenson PTSA, Stevenson Booster Club, Stevenson Music Boosters, Global Education Parent Group, and the Parent Advisory Council.

In addition, the following parent information sessions occur on an annual basis: Fall Open House, Parent-Teacher Conferences (both semesters), Incoming Parent Night, Parochial Parent Night, Junior College Night, PTSA meetings (monthly), and Booster Club Meetings (monthly), and College Day.

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 MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

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 teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

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

The link <https://goo.gl/zpWNq6> will take you to the reports provided by the Michigan Department of Education for Stevenson High School. The reports are also printed on the following pages.

Annual Education Report
Stevenson High School (00025)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	All Students	2015-16	33.0%	40.1%	40.8%	17.8%	23.0%	28.9%	30.3%
Science	11th Grade Content	All Students	2016-17	33.6%	38.4%	41.7%	20.5%	21.2%	25.1%	33.3%
Science	11th Grade Content	American Indian or Alaska Native	2015-16	25.5%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2016-17	26.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	50.6%	56.3%	68.8%	25.0%	43.8%	12.5%	18.8%
Science	11th Grade Content	Asian	2016-17	52.8%	50.0%	38.5%	0.0%	38.5%	46.2%	15.4%
Science	11th Grade Content	Black or African American	2015-16	8.3%	10.8%	9.5%	4.8%	4.8%	23.8%	66.7%
Science	11th Grade Content	Black or African American	2016-17	8.4%	12.0%	26.3%	10.5%	15.8%	36.8%	36.8%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	21.3%	18.2%	0.0%	18.2%	45.5%	36.4%
Science	11th Grade Content	Hispanic of Any Race	2016-17	19.8%	38.3%	37.5%	18.8%	18.8%	37.5%	25.0%
Science	11th Grade Content	Two or More Races	2015-16	29.7%	35.0%	33.3%	6.7%	26.7%	40.0%	26.7%

Annual Education Report
Stevenson High School (00025)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Two or More Races	2016-17	31.5%	47.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	43.9%	42.6%	19.3%	23.3%	29.0%	28.4%
Science	11th Grade Content	White	2016-17	39.4%	40.2%	42.8%	21.5%	21.3%	23.4%	33.9%
Science	11th Grade Content	Female	2015-16	29.8%	38.1%	40.1%	13.7%	26.4%	33.0%	26.9%
Science	11th Grade Content	Female	2016-17	30.9%	38.0%	45.8%	16.9%	28.9%	23.6%	30.7%
Science	11th Grade Content	Male	2015-16	36.3%	42.1%	41.5%	22.2%	19.3%	24.5%	34.0%
Science	11th Grade Content	Male	2016-17	36.3%	38.9%	37.4%	24.3%	13.1%	26.6%	36.0%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	27.8%	34.7%	10.2%	24.5%	30.6%	34.7%
Science	11th Grade Content	Economically Disadvantaged	2016-17	17.9%	20.8%	18.2%	9.1%	9.1%	27.3%	54.5%
Science	11th Grade Content	English Learners	2015-16	4.2%	0.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Learners	2016-17	3.9%	5.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	10.0%	16.7%	4.2%	12.5%	20.8%	62.5%
Science	11th Grade Content	Students With Disabilities	2016-17	8.0%	5.1%	4.8%	0.0%	4.8%	23.8%	71.4%

Annual Education Report Stevenson High School (00025)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	All Students	2015-16	43.1%	55.8%	58.8%	17.1%	41.7%	39.0%	2.3%
Social Studies	11th Grade Content	All Students	2016-17	46.0%	60.6%	64.7%	22.6%	42.1%	30.3%	5.0%
Social Studies	11th Grade Content	American Indian or Alaska Native	2015-16	35.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	American Indian or Alaska Native	2016-17	37.5%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	59.8%	75.0%	81.3%	37.5%	43.8%	18.8%	0.0%
Social Studies	11th Grade Content	Asian	2016-17	62.4%	73.3%	61.5%	15.4%	46.2%	38.5%	0.0%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	18.6%	14.3%	0.0%	14.3%	81.0%	4.8%
Social Studies	11th Grade Content	Black or African American	2016-17	17.8%	28.7%	52.6%	0.0%	52.6%	42.1%	5.3%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	48.9%	72.7%	9.1%	63.6%	27.3%	0.0%
Social Studies	11th Grade Content	Hispanic of Any Race	2016-17	32.8%	46.8%	62.5%	25.0%	37.5%	18.8%	18.8%
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	52.5%	53.3%	13.3%	40.0%	46.7%	0.0%

Annual Education Report
Stevenson High School (00025)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Two or More Races	2016-17	44.6%	71.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	59.7%	60.6%	17.7%	42.9%	37.3%	2.1%
Social Studies	11th Grade Content	White	2016-17	52.6%	63.8%	65.4%	23.4%	42.0%	29.9%	4.7%
Social Studies	11th Grade Content	Female	2015-16	39.1%	51.0%	54.2%	14.5%	39.6%	44.5%	1.3%
Social Studies	11th Grade Content	Female	2016-17	41.8%	57.0%	60.9%	16.9%	44.0%	34.7%	4.4%
Social Studies	11th Grade Content	Male	2015-16	47.1%	60.5%	63.7%	19.8%	43.9%	33.0%	3.3%
Social Studies	11th Grade Content	Male	2016-17	50.2%	64.5%	68.7%	28.5%	40.2%	25.7%	5.6%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	41.3%	46.9%	8.2%	38.8%	53.1%	0.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2016-17	28.1%	44.4%	56.4%	12.7%	43.6%	34.5%	9.1%
Social Studies	11th Grade Content	English Learners	2015-16	9.2%	5.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Learners	2016-17	10.2%	21.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	23.3%	29.2%	8.3%	20.8%	54.2%	16.7%
Social Studies	11th Grade Content	Students With Disabilities	2016-17	15.5%	20.3%	42.9%	0.0%	42.9%	33.3%	23.8%

Annual Education Report Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2015-16	Total Score	All Students	1079.5	N/A	236	53.8%	203	46.2%	439
Stevenson High School	2016-17	Total Score	All Students	1093.4	N/A	235	53.7%	203	46.3%	438
Stevenson High School	2015-16	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Stevenson High School	2016-17	Total Score	American Indian or Alaska Native	<10	N/A	<10	<10	<10	<10	<10
Stevenson High School	2015-16	Total Score	Asian	1190.0	N/A	12	75.0%	<10	25.0%	16
Stevenson High School	2016-17	Total Score	Asian	1105.4	N/A	<10	61.5%	<10	38.5%	13
Stevenson High School	2015-16	Total Score	Black or African American	972.4	N/A	<10	28.6%	15	71.4%	21
Stevenson High School	2016-17	Total Score	Black or African American	999.5	N/A	<10	26.3%	14	73.7%	19
Stevenson High School	2015-16	Total Score	Hispanic of Any Race	1005.5	N/A	<10	36.4%	<10	63.6%	11
Stevenson High School	2016-17	Total Score	Hispanic of Any Race	1015.0	N/A	<10	50.0%	<10	50.0%	16
Stevenson High School	2015-16	Total Score	Two or More Races	1031.3	N/A	<10	33.3%	10	66.7%	15
Stevenson High School	2016-17	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10

Annual Education Report
Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2015-16	Total Score	White	1087.4	N/A	209	56.0%	164	44.0%	373
Stevenson High School	2016-17	Total Score	White	1100.2	N/A	210	55.3%	170	44.7%	380
Stevenson High School	2015-16	Total Score	Female	1087.1	N/A	124	54.9%	102	45.1%	226
Stevenson High School	2016-17	Total Score	Female	1103.7	N/A	128	57.1%	96	42.9%	224
Stevenson High School	2015-16	Total Score	Male	1071.5	N/A	112	52.6%	101	47.4%	213
Stevenson High School	2016-17	Total Score	Male	1082.6	N/A	107	50.0%	107	50.0%	214
Stevenson High School	2015-16	Total Score	Economically Disadvantaged	1016.3	N/A	20	40.8%	29	59.2%	49
Stevenson High School	2016-17	Total Score	Economically Disadvantaged	1016.5	N/A	18	32.7%	37	67.3%	55
Stevenson High School	2015-16	Total Score	Not Economically Disadvantaged	1087.5	N/A	216	55.4%	174	44.6%	390
Stevenson High School	2016-17	Total Score	Not Economically Disadvantaged	1104.4	N/A	217	56.7%	166	43.3%	383
Stevenson High School	2015-16	Total Score	English Learners	<10	N/A	<10	<10	<10	<10	<10
Stevenson High School	2016-17	Total Score	English Learners	<10	N/A	<10	<10	<10	<10	<10
Stevenson High School	2015-16	Total Score	Not English Learners	1080.8	N/A	236	54.3%	199	45.7%	435

Annual Education Report Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2016-17	Total Score	Not English Learners	1095.7	N/A	234	54.0%	199	46.0%	433
Stevenson High School	2015-16	Total Score	Not Migrant	1079.5	N/A	236	53.8%	203	46.2%	439
Stevenson High School	2016-17	Total Score	Not Migrant	1093.4	N/A	235	53.7%	203	46.3%	438
Stevenson High School	2015-16	Total Score	Students With Disabilities	894.4	N/A	<10	16.0%	21	84.0%	25
Stevenson High School	2016-17	Total Score	Students With Disabilities	836.2	N/A	<10	<5%	20	>95%	21
Stevenson High School	2015-16	Total Score	Students Without Disabilities	1090.7	N/A	232	56.0%	182	44.0%	414
Stevenson High School	2016-17	Total Score	Students Without Disabilities	1106.3	N/A	234	56.1%	183	43.9%	417
Stevenson High School	2015-16	Total Score	Not Homeless	1079.5	N/A	236	53.8%	203	46.2%	439
Stevenson High School	2016-17	Total Score	Not Homeless	1093.4	N/A	235	53.7%	203	46.3%	438
Stevenson High School	2015-16	Evidence-Based Reading and Writing	All Students	535.6	480	328	74.7%	111	25.3%	439
Stevenson High School	2016-17	Evidence-Based Reading and Writing	All Students	548.8	480	343	78.3%	95	21.7%	438

Annual Education Report

Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2015-16	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Stevenson High School	2016-17	Evidence-Based Reading and Writing	American Indian or Alaska Native	<10	480	<10	<10	<10	<10	<10
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Asian	572.5	480	14	87.5%	<10	12.5%	16
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Asian	546.2	480	11	84.6%	<10	15.4%	13
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Black or African American	477.1	480	11	52.4%	10	47.6%	21
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Black or African American	507.4	480	11	57.9%	<10	42.1%	19
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	495.5	480	<10	63.6%	<10	36.4%	11
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Hispanic of Any Race	511.9	480	10	62.5%	<10	37.5%	16
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Two or More Races	519.3	480	12	80.0%	<10	20.0%	15
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10

Annual Education Report Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2015-16	Evidence-Based Reading and Writing	White	540.2	480	284	76.1%	89	23.9%	373
Stevenson High School	2016-17	Evidence-Based Reading and Writing	White	551.4	480	303	79.7%	77	20.3%	380
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Female	542.9	480	175	77.4%	51	22.6%	226
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Female	558.8	480	186	83.0%	38	17.0%	224
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Male	527.8	480	153	71.8%	60	28.2%	213
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Male	538.4	480	157	73.4%	57	26.6%	214
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	503.3	480	32	65.3%	17	34.7%	49
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Economically Disadvantaged	509.6	480	35	63.6%	20	36.4%	55
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	539.6	480	296	75.9%	94	24.1%	390
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Not Economically Disadvantaged	554.4	480	308	80.4%	75	19.6%	383

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Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2015-16	Evidence-Based Reading and Writing	English Learners	<10	480	<10	<10	<10	<10	<10
Stevenson High School	2016-17	Evidence-Based Reading and Writing	English Learners	<10	480	<10	<10	<10	<10	<10
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Not English Learners	536.4	480	327	75.2%	108	24.8%	435
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Not English Learners	550.2	480	342	79.0%	91	21.0%	433
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	535.6	480	328	74.7%	111	25.3%	439
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Not Migrant	548.8	480	343	78.3%	95	21.7%	438
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	450.4	480	<10	36.0%	16	64.0%	25
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Students With Disabilities	421.9	480	<10	23.8%	16	76.2%	21
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	540.7	480	319	77.1%	95	22.9%	414
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Students Without Disabilities	555.2	480	338	81.1%	79	18.9%	417

Annual Education Report
Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	535.6	480	328	74.7%	111	25.3%	439
Stevenson High School	2016-17	Evidence-Based Reading and Writing	Not Homeless	548.8	480	343	78.3%	95	21.7%	438
Stevenson High School	2015-16	Mathematics	All Students	543.9	530	246	56.0%	193	44.0%	439
Stevenson High School	2016-17	Mathematics	All Students	544.5	530	248	56.6%	190	43.4%	438
Stevenson High School	2015-16	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Stevenson High School	2016-17	Mathematics	American Indian or Alaska Native	<10	530	<10	<10	<10	<10	<10
Stevenson High School	2015-16	Mathematics	Asian	617.5	530	13	81.3%	<10	18.7%	16
Stevenson High School	2016-17	Mathematics	Asian	559.2	530	<10	69.2%	<10	30.8%	13
Stevenson High School	2015-16	Mathematics	Black or African American	495.2	530	<10	28.6%	15	71.4%	21
Stevenson High School	2016-17	Mathematics	Black or African American	492.1	530	<10	31.6%	13	68.4%	19
Stevenson High School	2015-16	Mathematics	Hispanic of Any Race	510.0	530	<10	36.4%	<10	63.6%	11

Annual Education Report Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2016-17	Mathematics	Hispanic of Any Race	503.1	530	<10	50.0%	<10	50.0%	16
Stevenson High School	2015-16	Mathematics	Two or More Races	512.0	530	<10	33.3%	10	66.7%	15
Stevenson High School	2016-17	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Stevenson High School	2015-16	Mathematics	White	547.2	530	218	58.4%	155	41.6%	373
Stevenson High School	2016-17	Mathematics	White	548.8	530	220	57.9%	160	42.1%	380
Stevenson High School	2015-16	Mathematics	Female	544.2	530	127	56.2%	99	43.8%	226
Stevenson High School	2016-17	Mathematics	Female	544.9	530	133	59.4%	91	40.6%	224
Stevenson High School	2015-16	Mathematics	Male	543.7	530	119	55.9%	94	44.1%	213
Stevenson High School	2016-17	Mathematics	Male	544.2	530	115	53.7%	99	46.3%	214
Stevenson High School	2015-16	Mathematics	Economically Disadvantaged	513.1	530	20	40.8%	29	59.2%	49
Stevenson High School	2016-17	Mathematics	Economically Disadvantaged	506.9	530	20	36.4%	35	63.6%	55
Stevenson High School	2015-16	Mathematics	Not Economically Disadvantaged	547.8	530	226	57.9%	164	42.1%	390
Stevenson High School	2016-17	Mathematics	Not Economically Disadvantaged	549.9	530	228	59.5%	155	40.5%	383

Annual Education Report Stevenson High School (00025)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Stevenson High School	2015-16	Mathematics	English Learners	<10	530	<10	<10	<10	<10	<10
Stevenson High School	2016-17	Mathematics	English Learners	<10	530	<10	<10	<10	<10	<10
Stevenson High School	2015-16	Mathematics	Not English Learners	544.4	530	245	56.3%	190	43.7%	435
Stevenson High School	2016-17	Mathematics	Not English Learners	545.5	530	247	57.0%	186	43.0%	433
Stevenson High School	2015-16	Mathematics	Not Migrant	543.9	530	246	56.0%	193	44.0%	439
Stevenson High School	2016-17	Mathematics	Not Migrant	544.5	530	248	56.6%	190	43.4%	438
Stevenson High School	2015-16	Mathematics	Students With Disabilities	444.0	530	<10	16.0%	21	84.0%	25
Stevenson High School	2016-17	Mathematics	Students With Disabilities	414.3	530	<10	<5%	20	>95%	21
Stevenson High School	2015-16	Mathematics	Students Without Disabilities	550.0	530	242	58.5%	172	41.5%	414
Stevenson High School	2016-17	Mathematics	Students Without Disabilities	551.1	530	247	59.2%	170	40.8%	417
Stevenson High School	2015-16	Mathematics	Not Homeless	543.9	530	246	56.0%	193	44.0%	439
Stevenson High School	2016-17	Mathematics	Not Homeless	544.5	530	248	56.6%	190	43.4%	438

Annual Education Report
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MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2015-16	81.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2016-17	83.0%	81.3%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	79.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2016-17	63.2%	68.8%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	47.4%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2016-17	51.1%	43.8%	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2016-17	47.7%	43.8%	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	84.4%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2016-17	87.9%	83.3%	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2015-16	83.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2016-17	70.2%	66.7%	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	56.2%	<10	<10	<10	<10	<10

Annual Education Report
Stevenson High School (00025)

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Science	11th Grade Content	White	2016-17	60.7%	58.3%	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2016-17	55.7%	50.0%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2015-16	81.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2016-17	83.3%	90.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	82.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2016-17	66.3%	80.0%	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	50.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2016-17	53.8%	50.0%	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	46.3%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2016-17	50.7%	50.0%	<10	<10	<10	<10

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MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Stevenson High School (00025)

MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Stevenson High School (00025)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	99.4%	58.3%	99.6%	78.1%
All Students	Mathematics	98.7%	39.1%	99.3%	51.9%	99.6%	56.7%
All Students	Science	97.9%	24.9%	99.0%	30.4%	99.8%	41.6%
All Students	Social Studies	97.8%	33.7%	99.2%	42.5%	99.8%	64.8%
Bottom 30%	ELA	N/A	3.8%	N/A	1.6%	N/A	27.3%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.7%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.6%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	<30	<30
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	<30	<30
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	<30	<30
Asian	ELA	99.1%	70.5%	99.3%	72.6%	<30	<30
Asian	Mathematics	99.3%	68.9%	99.3%	75.3%	<30	<30
Asian	Science	99.1%	41.4%	97.6%	34.5%	<30	<30
Asian	Social Studies	98.9%	51.9%	98.5%	51.2%	<30	<30
Black or African American	ELA	97.6%	25.0%	98.2%	35.1%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	98.2%	25.0%	<30	<30
Black or African American	Science	96.0%	7.0%	97.7%	12.8%	<30	<30
Black or African American	Social Studies	95.9%	11.2%	98.5%	19.0%	<30	<30
Hispanic of Any Race	ELA	98.6%	36.9%	99.7%	54.4%	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.2%	44.5%	<30	<30

Annual Education Report Stevenson High School (00025)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	100.0%	27.0%	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.3%	33.3%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	98.8%	55.1%	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	98.4%	45.9%	<30	<30
Two or More Races	Science	97.7%	21.9%	98.2%	33.0%	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	98.2%	42.2%	<30	<30
White	ELA	98.9%	56.1%	99.5%	60.4%	99.5%	79.5%
White	Mathematics	99.0%	45.6%	99.5%	54.2%	99.5%	58.0%
White	Science	98.4%	29.7%	99.2%	32.1%	99.7%	42.7%
White	Social Studies	98.3%	39.7%	99.3%	44.9%	99.7%	65.5%
Economically Disadvantaged	ELA	98.2%	33.5%	99.2%	42.3%	100.0%	64.8%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.0%	34.7%	100.0%	37.0%
Economically Disadvantaged	Science	97.2%	13.0%	98.5%	17.8%	100.0%	18.5%
Economically Disadvantaged	Social Studies	97.0%	18.3%	98.4%	28.1%	100.0%	57.4%

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 Stevenson High School (00025)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	99.7%	33.7%	<30	<30
English Learners	Mathematics	99.0%	23.0%	99.0%	38.1%	<30	<30
English Learners	Science	98.4%	5.0%	98.0%	8.0%	<30	<30
English Learners	Social Studies	98.2%	7.8%	97.8%	13.8%	<30	<30
Students With Disabilities	ELA	97.5%	26.0%	97.5%	30.3%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	97.6%	25.8%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	97.7%	20.1%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	96.2%	15.6%	<30	<30

Annual Education Report
 Stevenson High School (00025)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	92.14%	97.00%
American Indian or Alaska Native	66.57%	75.00%	100.00%
Asian	90.20%	96.97%	100.00%
Black or African American	67.36%	82.30%	94.44%
Hispanic of Any Race	72.60%	91.49%	100.00%
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	92.31%	100.00%
White	83.38%	93.13%	96.77%
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	82.62%	98.28%
English Learners	72.11%	95.45%	100.00%
Students With Disabilities	55.35%	55.88%	87.10%
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.

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Stevenson High School (00025)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	89.20%	92.05%

* All data based on students enrolled for a full academic year.

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 Stevenson High School (00025)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Stevenson High School	96.32	92.26	97.62	N/A	93.68	100.00	100.00	94.65

Annual Education Report Stevenson High School (00025)

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	18	79	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	2.0%

Annual Education Report Stevenson High School (00025)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report Stevenson High School (00025)

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report Stevenson High School (00025)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0