

Stevenson High School

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2018-2019 Annual Education Report

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Livonia, MI 48152
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Gary Harper, Principal



April 11, 2019

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 2017-2018 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 2017-2018 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 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.

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 1,781 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 89 professional teaching staff members including one media specialist, and six 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, 3 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 seven 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 delicate more resources to increase at risk students' grades. We established:

School improvement goals for 2018-2019:

- 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 2017-2018:

- 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; the special education, pre-vocational and vocational education program for students with disabilities at Franklin and Churchill; and our post high school program Western Wayne Skill Center at Garfield Community School and the Livonia Transition Program (LTP) at Schoolcraft College. 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 2017-2018 school year, 377 students were enrolled in 19 different Advanced Placement (AP) courses taught at Stevenson High School. This is 20.7% 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	
	2017-2018	2016-2017	2017-2018	2016-2017
Total AP Students Testing	377	373	66,317	65,198
Number of Exams	734	671	110,817	109,654
AP Students with Scores 3+	304	314	43,002	42,299
% of Total AP Students with Scores 3+	80.6%	84.2%	64.8%	64.9%

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)
2018-2019	42	2.3%
2017-2018	5	.27%

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 5,973 conferences were held during the parent/teacher conference sessions during the 2018-2019 school year. During fall conferences 3,776 approximately 35% of Stevenson families participated. The spring parent teacher conferences saw 2,197 conferences or about 20% of Stevenson families participated.

A total of 4,986 conferences were held during the parent/teacher conference sessions during the 2017-2018 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 2018-2019 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

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- 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, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 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.

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