

Churchill High School

<http://churchill.livoniapublicschools.org>



2019-2020 Annual Education Report

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8900 Newburgh Road
Livonia, MI 48150
734-744-2650



Kevin Etue, Principal



January 29, 2020

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 Churchill High School students based on 2018-19 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 me, Kevin Etue, Principal of Churchill High School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://churchill.livoniapublicschools.org> or you may review a copy in the main office of our school.

For the 2018-2019 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2018-19 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 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.

At Churchill High School we have several key challenges we are facing as it pertains to our State test scores. The challenges are to improve our subgroup test scores and bring the students in those groups to the levels they need to be so they are meeting the State proficiency targets. The three largest target groups for Churchill High School are the bottom 30%, students with disabilities, and African American students. We are instituting or continuing the following initiatives to help address the scoring gap between our proficient students and the bottom 30%, our students with disabilities, and our African American students.

We are working to address these issues in the following ways:

- Continuing to refine Churchill's school improvement plan to meet the needs of all Churchill students.
- Continuing Algebra Lab, supported by diagnostic testing, to help freshmen who need to increase math skills.
- Utilizing i-Ready to improve reading levels for students in Freshman Transition.
- Continuing the liaison model for supporting special education resource room students.
- Continuing to run classes for struggling learners such as Academic Prep and Academic Success Strategies.

- Expanding our before- and after-school programs to include a math lab during lunch hour, more peer tutoring, and staff interaction with students in classrooms and computer labs.

These initiatives are intended to accelerate the student achievement of subgroups, including the bottom 30%, students with disabilities, and black and African American students 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,

Kevin Etue
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

The Churchill High School staff is committed to providing a safe, positive and challenging learning environment, motivating all students to reach their greatest potential.

SCHOOL PROFILE

CHURCHILL HIGH SCHOOL serves over 1,300 students in grades 9-12. The principal of Churchill High School is Kevin Etue and the assistant principals are Karla Halvanguis, Nichole Hunter and Bruce Rivera. There are 73 professional teaching staff members, four counselors, and one media specialist. In addition, there is the following professional support staff: school psychologist, school social worker, student assistance person, career counselor, speech and language therapist, resource classroom teachers, 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.

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 in World Language; 20 hours of on-line experience provided in core courses; 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 Churchill High School based upon attendance within the geographic boundaries of the school as well as participation in magnet programs.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school community work cooperatively to improve student achievement in core curricular areas. This process relies on staff, parents, and students' participation in collaborative decision making to formulate and implement an effective school improvement plan.

At Churchill High School, we are pleased to participate in the District Accreditation model for North Central Association (NCA), and its parent company AdvancED. The District Accreditation framework fosters greater communication and support across grade levels and academic disciplines, as we work together to gather, analyze and make data-driven decisions to increase academic achievement in the target goal areas.

Currently, staff at Churchill High School is focused on improving student achievement in the target areas of reading, writing, mathematics, and technology. Churchill High School's academic goals during 2018-19 and 2019-20 are as follows:

1. All students will be proficient in reading.
2. All students will be proficient in writing.
3. All students will be proficient in mathematics.
4. All staff and students will utilize new technology.

Each curricular area at Churchill High School has developed an individualized School Improvement Action Plan outlining how teachers will assist students in meeting the reading, writing, and mathematics goals in ways relevant to each particular subject area. Progress in the goal areas will be measured through a variety of local, state and national standardized assessments.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Churchill 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; CTE courses 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 Churchill 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, and career and educational planning.

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 Schools 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 understandings 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, 267 students were enrolled in 21 different Advanced Placement (AP) courses taught at Churchill High School. This is 18.5% 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				
	Churchill		State	
	2018-2019	2017-2018	2018-2019	2017-2018
Total AP Students Testing	234	264	65,327	66,317
Number of Exams	469	529	110,149	110,817
AP Students with Scores 3+	202	198	70,939	43,002
% of Total AP Students with Scores 3+	86.3%	74.2%	64.4%	64.8%

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		
Churchill	Post Secondary (Dual Enrollment)	% Post Secondary (Dual Enrollment)
2018-2019	34	2.35%
2017-2018	39	2.70%

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. Churchill High School has a high degree of parental involvement. Parenting activities this year are: Fall Open House, monthly PTSA meetings; Meet the Team Nights; an MSC Open House, and a 9th Grade Preview Night. This year we also held parent teacher conferences twice which were very successful again.

During the 2019-2020 fall parent/teacher conferences, 34.2% of our parents (467 parents) attended fall conferences. Spring conferences will be held later this school year.

During the 2018-2019 fall parent/teacher conferences, 37.4% of our parents (524 parents) attended fall conferences and 27.8% (390 parents) attended parent/teacher conferences during the spring conferences.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
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.

The link <http://bit.ly/2Hjgl0d> will take you to the reports provided by the Michigan Department of Education for Churchill High School.