

**Livonia Public Schools**

# Stevenson High School



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## **2022-2023 Annual Education Report**



Stevenson High School

33500 Six Mile Road

Livonia, MI 48152

734 744-2660

Pete Mazzoni, Principal



# LIVONIA PUBLIC SCHOOLS

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

February 1, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 education process for Stevenson High School. The AER addresses the complex reporting information required by federal law 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 Pete Mazzone, Principal of Stevenson High School, for assistance.

The AER is available for you to review electronically by visiting the following web site [Stevenson Website](#) or you may review a copy by contacting Buchanan Elementary School office.

For the 2021-2022 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of those labels. In these cases, no label is given. Our school has not been given one of these labels.

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 and is required to be presented in MDE format

Our biggest challenge has been overcoming stagnant standardized test scores for the past few years. The key initiatives are:

Intervention (Mascot) Time –This year, we have included an intervention time into the daily time schedule. Twice a week for 35 minutes, there is time within the school day for students to reach out to staff or for staff to pull out students for targeted instruction and/or additional supports.

MTSS - In place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. All staff has received training on the PLC process. In addition, ongoing professional development and dialogue focusing on strategies to support all learners is taking place. There is ongoing analysis of formative assessments to determine the needs of our students.

Secondary Success Facilitators were created to assist and support staff with identifying the four guiding questions of PLT.

- What do we want students to learn?
- How will we know if they learned it?
- What do we do when they haven't?
- What do we do when they have?

We are engaged in creating a guaranteed and viable curriculum. To achieve this, we have created common formative assessments, planning appropriate mascot time interventions, collecting, and analyzing student data, and using student data to drive instruction. Data points (iReady, CSA's, M-Step, SAT). Framework to provide quality tier 1 classroom instruction, tier 2 interventions, and tier 3 support options that will help all students succeed. Our counseling department has conducted student needs assessments to assist with identify barriers that may impact learning. All students will be well known by at least one adult who supports their educational experience. Administration has identified at-risk students. (Attendance, discipline, academic concerns). Additionally, students who have not demonstrated mastery of essential standards are being identified.

#### PA 48 Learning Plan

- For all students enrolled in ELA9: Growth Goal - Benchmark Assessment: Using I-Ready diagnostic test. Goal: At the end of the year, 100% of students, including our subgroups, will be mid/above grade level or increase their placement level on the i-Ready diagnostic reading assessment. Focus: Comprehension literary and informational text.
- For all students enrolled in ELA10, ELA11, and ELA12 Achievement - Benchmark Assessment: District-created assessments modeled after the grade level standards and the PSAT/SAT. Goal: Goal: 80% of students, including all subgroups, will demonstrate proficiency on district created assessments aligned to grade level standards and PSAT/SAT. Focus: Comprehension literary and informational text.
- For all students enrolled in math: Growth Benchmark Assessment: District-created, focusing the foundational math skills at each grade level. Goal: Students will achieve 70% or higher on the LPS High School Grade Level Math Skills Assessment or improve their score from the beginning of year test cycle. Focus: the "Heart of Algebra" portions of the PSAT & SAT.

Content area teachers collaborate within their professional learning teams on a regular basis. Additionally, District & School wide data dives are happening.

Peer to peer lunch time tutoring is offered through our National Honor Society.

We have incorporated a "Math Lab" during lunch time for students to drop in for re-teaching or assisting with work completion. Summer math worksheets are offered.

#### Practice SAT Testing

At Risk Focus - RESA Enhancement Milage funds used to create smaller class sizes. In some instances, these are co-taught classes with targeted instruction.

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,

Pete Mazzoni  
Stevenson 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 1626 students in grades 9-12. The principal of Stevenson High School is Pete Mazzone, and the assistant principals are Christina Abojamra, Eric Stromberg, and Pete Kotsogiannis. The athletic administrator is Arnie Muscat. There are 76 professional teaching staff members including one media specialist, and five counselors. In addition, Stevenson has the following support staff: student assistance person, school psychologist, school social worker, speech and language therapist, resource classroom teachers, occupational and physical therapist, and homebound services.

The building support staff includes 9 custodians, 7 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.(one unit equals one credit)

### Graduation Requirements

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; 7.0 units in electives. Core courses will provide the State required 20 hours of on-line experience.

## **ASSIGNING PUPILS TO THE SCHOOL**

All students are assigned to Stevenson 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 work cooperatively to improve student achievement. An analysis of student achievement data led Stevenson High School Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

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 dedicate more resources to increase at risk

students' grades. We established three year school improvement goals:

**Reading Goal/s:**

All students will be proficient readers of literature and informational text.

**Measurable Objective:** 80% of All Students will achieve college and career readiness by being able to read and comprehend literary and informational texts in reading by 06/01/2025 as measured by State and National Assessments.

**Math Goal/s:**

All students at Stevenson High School will be proficient in math.

**Measurable Objective:** 80% of all students will achieve college and career readiness by being proficient in math skills by 06/01/2025 as measured by State and National Assessments.

**Writing Goal:**

All students will be proficient in writing.

**Measurable Objective :**

80% of All Students will achieve college and career readiness by being able to be proficient in writing by 06/01/2025 as measured by State and National Assessments.

School improvement goals for 2021-2022:

- 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.

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 COGNIA. Through the district accreditation process, Stevenson High School also received accreditation. The 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; 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](http://www.livoniapublicschools.org).

## CORE CURRICULUM

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

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well-defined educational outcomes, a Livonia Public School graduate will:

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

Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

## ENROLLMENT IN AP COURSES

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				
Percent of Students with one or more score of 3 or higher				
Spring 2021	Total AP Student Testing	Number of Exams	AP Exams with 3+	% of Total AP Exams with Scores 3+
Stevenson	345	594	425	71.5%
State	57,922	97,610	58,566	60%
Spring 2022				
Stevenson	284	530	403	76%
National	2,642,630	4,751,957	3,057,148	64.3%

## ENROLLMENT IN COLLEGE LEVEL COURSES

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)
2020-2021	47	2.8%
2021-2022	62	3.8%

## STUDENT ACHIEVEMENT ON STATE AND NATIONAL ASSESSMENTS

### STATE ASSESSMENTS

The PSAT 8/9, 10 and SAT are part of the College Board's "SAT Suite of Assessments" and is offered to eighth through eleventh grades. The tests measure the same skills and knowledge in ways that make sense for different grade levels. The tests keep pace with student progress, matching the scope and difficulty of work in the classroom. All students take PSAT 8/9, 10 and SAT as a part of the State of Michigan's assessment system (MME).

This data can also be found on [MiSchool Data - Stevenson](#)



\* During the spring of 2021 State Assessments were given with various participation rates.

<b>PSAT 9 Percent Proficient</b>		
2021	Evidence Based Reading & Writing	Mathematics
Stevenson	83%	59%
District	78%	55%
2022	Evidence Based Reading & Writing	Mathematics
Stevenson	69%	49%
District	63%	45%

<b>PSAT 10 Percent Proficient</b>		
2021	Evidence Based Reading & Writing	Mathematics
Stevenson	83%	55%
District	77%	53%
2022	Evidence Based Reading & Writing	Mathematics
Stevenson	72%	54%
District	65%	46%

<b>SAT Percent Proficient</b>		
2021	Evidence Based Reading & Writing	Mathematics
Stevenson	72%	51%
District	57%	43%
2022	Evidence Based Reading & Writing	Mathematics
Stevenson	62.8%	46.7%
District	57.2%	42.5%

## **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 traditionally had a high degree of parent participation at all parent information sessions. 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), College Day, and Meet the Team Night for athletic programs. Parent groups in place at Stevenson include the Stevenson PTSA, Stevenson Booster Club, Stevenson Music

Boosters, Global Education Parent Group.

A total of 1567 conferences were held during the parent/teacher conference sessions during the 2021-2022 school year. During fall conferences approximately 25% of Stevenson families participated.

A total of 1380 conferences were held during the fall virtual parent/teacher conference sessions during the 2020-2021 school year with 29% of Stevenson families participated.

All families receive school information and updates via email "e-blast Mailout" from the principal's office. During the 2021-2022 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 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 child 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) 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.

This link: [MiSchool Data - Stevenson](#) will take you to the reports provided by the Michigan Department of Education for Stevenson High School.

