



Blue Ribbon School

The mission of Stevenson High School is to create a positive and challenging learning environment, which will encourage all students to achieve their greatest potential as responsible, productive members of a diverse society.

Stevenson Senior High

ANNUAL REPORT 2005-2006

39701 Dodge Park Road • Sterling Heights, MI 48313 • 586.797.1900
Principal Jerry L. Willis • Average Daily Attendance 93.4%

Our school is state and nationally accredited

Stevenson Senior High School is accredited by both the North Central Association (NCA) Commission on School Accreditation and Improvement and Michigan's Education YES! legislation – as are all 40 schools in the Utica Community Schools district. Accreditation certifies that our schools meet recommended standards for quality education for all students.

NCA is a regional agency recognized by the U.S. Department of Education that establishes demanding standards for public and non-public schools. As a participant school, we have undertaken a rigorous NCA-monitored process for continuous school improvement. Our staff works together within the process to identify goals for improving student achievement, implement strategies to meet our goals and utilize recommended assessments to accurately measure progress.

Education YES! is the state's report card accreditation system for public schools. Schools are assigned letter grades based largely on their long-term performance on the Michigan Educational Assessment Program (MEAP) and other indicators.

Adequate Yearly Progress (AYP), a standard set by the federal No Child Left Behind legislation, is also part of the report card. Whether a school makes AYP is based on these factors:

- MEAP scores of all students in English Language Arts (ELA) and Mathematics
- MEAP ELA and Mathematics scores of student subgroups*
- 95 percent participation of all students on the MEAP tests
- student attendance or graduation rate.

*Student subgroups include Ethnic Origin, Economically Disadvantaged, English Language Learners and Students with Disabilities.

All UCS teachers meet the Highly Qualified standard

As mandated by the federal No Child Left Behind legislation, all Utica Community Schools teachers in core academic subject areas, such as English, reading, language arts, science (physics, chemistry, biology, earth science or physical science), mathematics, government and civics, history, economics, geography, foreign languages, fine arts or elementary education, have met the law's Highly Qualified requirements.

In addition, all UCS teachers possess a bachelor's degree from an accredited college or university. All have also met State of Michigan certification requirements and successfully completed the district's own rigorous selection process.

Three-quarters of UCS teachers possess master's degrees and many have also completed course work or degrees beyond the master's level.

Newly hired teachers are assigned an experienced mentor teacher, and all teachers, new and experienced, are regularly observed and evaluated by their building administrators as they work with students. UCS teachers are required to participate in continuous professional development programming, and all new teachers must meet additional professional development requirements.

Our points of pride

- Jeffrey Ng, an 11th grade student, was accepted into the Oakland University Summer Mathematics Institute, an upper level math class, and received a mini-scholarship to attend.
- The SkillsUSA VICA team went to the Regional Competition where, in Architecture, Vittorio Lovato won 1st Place and Jillian Cece placed 5th.
- The American Society of Body Engineers (ASBE) awarded Neel Chopra 1st in State Competition.
- SHS students received the following state-level awards from the Michigan Industrial Technology Education Society (group): Vittorio Lovato and Mark Goemaere - 1st in Architecture Level A; Salvator Asaro, Garrett Loguidice and Julie McKenna - 2nd in Architecture Level A; Jillian Cece and Benny Mo - 3rd in Architecture Level A; George Mansour, Jacob Good and Ben Hernandez - 1st in Architecture Level B; State awards (individual): Rob Adams - 1st in the State for his car model, and received an \$18,000 scholarship to CCS; Racquel Pence - 1st in Detailed Single Part; Donovan Brown - 1st in Detailed Single Part w/ ISO View; Alexander Kashperko - 2nd in Detailed Single Part; Alin Sipos - 1st in 3D Assembly; Steven Weatherly - 2nd in Manual 3D Assembly; Mike Godlewski - 2nd in 3D Assembly; Joe Horak - 3rd in Realistic Photo Rendering; Matthew Lewandowski - 1st in Realistic Photo Rendering; Jason Burrell - 1st in 3D Assembly, 1st in Exploded 3D Assembly, 2nd in Sheet Metal Part; Jessee Verstraete - 1st in Sheet Metal Part; Daniel Pielach - 3rd in Assembly with Full Set of Detailed Prints Level A; Jeremy Lapak 3rd in Assembly with Full Set of Detailed Prints Level B; Ashley Maldonado - 1st in Assembly with Full Set of Detailed Prints Level C; Robert Adams - 1st in Plastic Model Vehicle Design; Joe Elwart - 1st in Wrought Metal Cold Working; Anthony Binno - 3rd in 3D Assembly.

Stevenson Report Card

AYP 2005: No
AYP 2006: Yes

Education YES!
Grades:
2005 - B
2006 - C

MEAP summary
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School improvement boosts student achievement

Utica Community Schools continually works to strengthen its educational programs by implementing proven school improvement initiatives designed to increase all aspects of student learning and achievement. Following is an update of ongoing district-wide school improvement initiatives, all of which impact our school:

State and Federal Legislation

- Monitor progress of State of Michigan Education YES! accreditation and North Central Association (NCA) accreditation processes.
- Implement new high school graduation requirements, known as the Michigan Merit Curriculum in effect for the 2011 graduating class.*
- Implement the Reading First initiatives at Burr, Dresden and Wiley Elem. schools.

Curriculum Design

- Monitor alignment of grades K-12 core content areas of English Language Arts (ELA), Mathematics, Science and Social Studies with revised state standards.
- Facilitate and support co-curricular programs.
- Differentiate instruction so that all students can achieve and meet state standards.
- Implement and monitor the state-mandated high school content expectations.*
- Monitor secondary English Language Learners curriculum reform.*

Instructional Practices

- Monitor and adjust alignment of math, science, foreign language, physical education, fine arts and career and technology education curricula with national and state standards.
- Facilitate technology use in the teaching and learning process at all levels.
- Support interdisciplinary instruction at all levels.
- Support auxiliary instructional programs such as alternative education and adult education.
- Continue implementation of Best Practices across the curriculum incorporating 21st Century skills.
- Implement and evaluate intervention programs targeting a range of student needs.
- Monitor implementation and progress of the schools' plans to improve student writing for grades K-6.
- Implement and monitor secondary level Reading Apprenticeship initiatives.*

Assessment

- Analyze and communicate standardized test data.
- Monitor the implementation of common assessments and common course outlines for grades 9-12.
- Evaluate current ELL program design in grades K-9.*

Staff Development

- Facilitate staff development aligned with the North Central Association school improvement process, the federal No Child Left Behind law and Michigan's Education YES! legislation.

Behavioral Initiatives

- Monitor implementation of a comprehensive, standards-based guidance and counseling program in grades K-12.
- Monitor and continue implementation of anti-drug, alcohol and tobacco initiatives at all grade levels.
- Continue communicating updated UCS safety and security procedures to staff, students, parents and community.
- Continue promoting the Success Skills program in all grades.

Parent/Community Involvement

- Continue parent, business and community involvement initiatives.

*New initiatives in the 2006-2007 school year.

UCS graduation rate remains high

Estimated data from the Michigan Department of Education indicates an average annual dropout rate of less than two percent at the district's four high schools.

On average, 96.22% of all ninth graders who remain in Utica Community Schools for their schooling will graduate from the district within four years.

Stevenson: estimated data from the Michigan Dept. of Education

	2004	2005
Dropout Rate	1.89%	1.22%
Retention Rate	98.11	98.78
Graduation Rate**	92.49	96.40

** Students who graduate in four years. Data does not include students who remain in school and graduate at a later date.

UCS curriculum is standards-based

In Utica Community Schools, the core curriculum is based on national, state and district standards.

As indicated by the district-wide school improvement initiatives (at left), the curriculum is constantly reviewed and updated to assure that every student has the opportunity to gain the knowledge and skills necessary for success in the 21st Century workplace.

The UCS *Learning Links*, a district publication available on our website www.uticak12.org, clearly defines the learning standards UCS students can be expected to achieve in each area of study at each grade level. By reviewing the *Learning Links*, parents/guardians can track their child's progress throughout the school year

In addition, UCS curriculum and scheduling procedures are designed to ensure that every student is enrolled in core academic classes each year and remain challenged and encouraged to achieve at higher levels.

MEAP scores

All public school students in grades 3, 4, 5, 6, 7, 8, 9 and 11 took the Michigan Educational Assessment Program (MEAP) tests during the 2005-2006 school year. MEAP is a criterion referenced test, meaning it measures a student's achievement on state-defined learning standards in each grade.

The following charts indicate the state target scores for Adequate Yearly Progress (AYP) in Mathematics and English Language Arts (ELA - reading and writing), and the percentage of Stevenson High School students who met or exceeded MEAP proficiency standards in grade 11.

Under the national No Child Left Behind (NCLB) law, all students, including those in the identified subgroups, must meet the target scores in order for the school to make AYP.

Schools also must meet attendance or graduation requirements and 95 percent of all students must take the MEAP tests. The scores of subgroups with fewer than 10 students were not reported by the state, but were included in the total scores for all students. MEAP Science and Social Studies scores are not factored into AYP.

	Reading		Writing		ELA State Target - 52% >95% participation	
	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006
All Students	523/63	580/71	523/37	575/50	522/53	572/60
Males	256/59	300/66	256/28	296/38	255/45	293/50
Females	267/68	280/77	267/46	279/62	267/60	279/70
Am. Indian/Alaskan Nat.						
Asian/Pacific Islander	<10	12/67	<10	12/42	<10	12/67
Black/Not of Hispanic Origin	10/50	17/82	10/30	17/47	10/40	17/65
Hispanic	<10	<10	<10	<10	<10	<10
White, Not of Hispanic Origin	501/63	549/71	501/38	544/50	500/53	541/60
Multiracial						
Economically Disadvantaged	49/35	43/42	49/18	44/34	49/27	43/33
English Language Learners	<10	<10	<10	<10	<10	<10
Students with Disabilities	44/7	29/21	44/2	28/11	44/5	27/11
District	2,092/63	2,186/67	2,093/46	2,160/50	2,078/56	2,151/57
State	98,100/65	104,302/61	100,371/47	104,959/46	97,219/57	102,219/52

	Mathematics State Target - 44% >95% participation		Science		Social Studies	
	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006	No. Tested/ % Proficient 2005	No. Tested/ % Proficient 2006
All Students	528/52	578/47	528/50	580/51	522/33	582/81
Males	260/49	302/48	261/51	300/55	256/32	300/76
Females	268/56	276/46	267/49	280/47	266/34	282/85
Am. Indian/Alaskan Nat.						
Asian/Pacific Islander	<10	11/55	<10	11/64	<10	11/82
Black/Not of Hispanic Origin	10/30	16/19	10/20	17/29	<10	17/82
Hispanic	<10	<10	<10	<10	<10	<10
White, Not of Hispanic Origin	506/53	549/48	506/51	550/52	501/33	552/80
Multiracial						
Economically Disadvantaged	50/26	43/23	49/24	43/23	49/12	44/52
English Language Learners	<10	<10	<10	<10	<10	<10
Students with Disabilities	43/7	31/16	44/14	30/30	43/5	30/43
District	2,091/54	2,192/52	2,081/55	2,181/57	2,066/33	2,170/83
State	99,508/46	105,295/46	98,768/49	104,130/52	98,270/32	103,324/79

American College Test (ACT) composite score

	2004	2005	2006
Nation	20.9	20.9	21.1
State	21.4	21.4	21.5
Stevenson	21.4	21.9	22.1

Stevenson's Advanced Placement (AP)/post-secondary enrollment

- Number of AP (college-level equivalent) courses offered: 6
- Of the total enrollment, the number/percentage of students enrolled in one or more AP classes: 240/13%
- Number/percentage of students in AP classes who took AP credit exams: 126/53%
- Number/percentage of those tested who earned scores qualifying for college credit: 74/59%
- Number of students enrolled in one or more post-secondary courses: 30

Special Education

Utica Community Schools provides a full range of services for students in these special education categories:

- Autistic Impaired
- Hearing Impaired
- Learning Disabled
- Emotionally Impaired
- Speech and Language Impaired
- Cognitively Impaired
- Early Childhood Development Delay
- Visually Impaired
- Physically or Otherwise Health Impaired

Approximately 3,800 students are enrolled in the district's special education programs.

Placement of a student into special education programming is based on the recommendation of the Individual Educational Planning (IEP) team, which is comprised of appropriate school district staff members and the student's parents/guardians.

In general, students requiring special education are well served by district programs. However, in certain cases, a student's needs may be better met by one of the programs provided by the Macomb Intermediate School District (MISD). In the 2005-2006 school year, 264 students from the Utica Community Schools district attended MISD school sites.

Parent-teacher conferences

Participation in Parent-Teacher Conferences is one of the best ways for parents to monitor their child's academic progress. At Stevenson High School, the total number of fall conferences attended by parents/guardians was 4,679 in 2004 and 4,886 in 2005.

Stevenson High School's NCA school improvement goals

We began this cycle for the Outcomes Endorsement in November 2000. The staff was reintroduced to the process. Since 1998, nearly 50% of the staff is new to Stevenson. The Steering Committee was formed in December 2000 and began gathering information for the Student Profile. The CASE survey was administered to the students, staff and parents in February as part of the development of the Student Profile.

During a March 2001 in-service, the staff used the basic Student Profile information to formulate a Vision for Stevenson. This activity helped us to revise Stevenson's Mission Statement and gain direction for the Target Area chosen later in the process.

Final revisions to Stevenson's Mission Statement were completed in May 2001. We finished the year by reviewing progress we had made during the year and identifying possible Target Areas based on the Vision activity, new Mission Statement and Student Profile. This information was presented in an iMovie created by the school's technology LLTs.

In September 2001, further discussion led to the identification of our Target Areas. Staff volunteered for the Target Area Committees and began researching potential goals. Through October and November the committees worked to finalize the goals and formalize a rationale for the goals. The staff reached consensus at a faculty meeting at the beginning of December. We were given approval for the goals and began preparing for our Plans Visitation.

Through 2002, 2003 and 2004, teachers and staff implemented the strategies of each target goal. Teachers worked to implement the strategies within the current curriculum of their classes. During this time data gathering continued and adjustments were made to the strategies. We hoped to see improvement in the goal area. At the end of the 2005 school year we begin to prepare for the Final Evaluation by our Visiting Team headed by Bob Green of the Troy School District. Staff is gathering data and compiling it into final graphs and analyzing the progress that is made by the students. A visit will be made in the fall to evaluate our report.

The Michigan North Central Association State Committee has awarded Stevenson High School the Outcomes Endorsement for School Improvement on March 22, 2006. We are now eligible to launch into the next phase of the accreditation.

• **Character: All students will demonstrate improved character by taking responsibility for their behaviors.**

Rationale: After reviewing information on character development, the committee determined that academic achievement improves with an increase in character education. It is our job, as teachers, to prepare our students for when they leave high school. Character development is necessary and needed in order to be successful in life. The necessity of good character can be seen in four main areas: employment, education, interpersonal, and societal. Character plays a role in employment, because employers are looking for this in prospective employees. Students need to exhibit good character in education in order to help them develop personal goals and interests for future educational plans. Interpersonally, good character is necessary so students can maintain positive relationships with peers, adults, authority figures and parents. Students can become productive members of society by displaying good character. A school, in which character education is a high priority, will have students who illustrate responsibility, dedication, and demonstrate maturity.

We will monitor our students' improvement in this area with a survey for self reporting, a survey of the teachers and a standardized survey.

• **Reading: All students will demonstrate improved ability to read, comprehend, and analyze unfamiliar text in core curricular areas.**

Rationale: Teachers recognize that students need to improve reading, comprehension, and analysis of unfamiliar text. This need is supported by the scores from previous standardized tests. While student performance in this area is higher than the state average, the committee determined that improvement is still needed. Based on this information, the recommendation was made and the staff approved this target area.

The students' progress will be measured on the MEAP, ACT and Grey's Reading Test.

• **Technology: Students will demonstrate greater technology skills in all curricular areas.**

Rationale: Staff and faculty brainstorming sessions determined technology improvement to be a need at all levels in our school. Secondly, technology skills are necessary for students' current needs and for their futures to become productive members of society. Finally, a student survey will reflect the need for the improvement of technological skills and training.

The students will be measured with rubrics for PowerPoint, Microsoft Word and Internet use. Teachers will give assignments that will require technology skills to be used and then monitor the students' progress with the skill. A self-reporting survey will be used with students.