

Livonia Public Schools

Churchill High School



BOARD OF EDUCATION 2024-2025

Karen Bradford, President
Crystal Frank, Vice President
Madeline Acosta, Secretary
Colleen Burton, Trustee
Mark Johnson, Trustee
Liz Jarvis, Trustee
Dave McFarland, Trustee

Andrea L. Oquist
Superintendent

2024-2025 Annual Education Report



Churchill High School

8900 Newburgh

Livonia, MI 48150

734 744-2650

Kristen Quesada, Principal



LIVONIA PUBLIC SCHOOLS

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

February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 education process for Churchill 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 Kristen Quesada, Principal of Churchill High School, for assistance.

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

For the 2024-2025 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 2023-2024. 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, had a graduation rate at or below 67%, or failed to exit ATS status 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.

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.
- MTSS Coordinators are collaborating with targeted math teachers and targeted students who need to increase math skills.
- Continuing the liaison model for supporting special education resource room students.
- Continuing to run classes for struggling learners such as Academic Success Strategies a targeted freshman Academic Success course.
- Implemented Homework House, an after-school program held three times a week, providing a supervised space where students can complete homework while waiting for extracurricular activities to start or for transportation home.
- Continue expanding our before- and after-school programs to include a Math Help Room during lunch, increased peer tutoring, NHS and advanced math students tutoring peers during Charger Time, and more staff interaction with students in classrooms and computer labs.
- Continue to collaborate with EL teachers, administration, and the Guiding Coalition Team, to close the achievement gap by strategizing targeted support for our lowest scoring EL students.
- Scheduling classes simultaneously for EL, math, and ELA teachers who share EL students, allowing them to collaborate and better support struggling learners.
- Our counseling and support staff are continuing to organize and support groups for students with diverse needs including socio-economic challenges.
- Continue working to improve school climate and culture, ensuring every student feels welcome, supported, and included, while also incorporating diversity in teaching and learning to ensure all students feel represented.

These initiatives are intended to accelerate the student achievement of subgroups, including the bottom 30%, students with disabilities, English Learners, Hispanic, African American, and economically disadvantaged 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,

Kristen Quesada
Churchill 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 1,231 students in grades 9-12. The principal of Churchill High School is Kristen Quesada and the assistant principals are Jeff Burnside, Todd Kalmbach and Tera Woodruff. There are 80 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.(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 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, work cooperatively to improve student achievement. An analysis of student achievement data led Churchill 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.

Currently, the 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 2022-2025 are as follows.

Reading/Writing:

The percent of students proficient on SAT EBRW will increase by 3% each year for the next three years on the PSAT 9-10 and SAT.

The percent of Economically Disadvantaged students proficient on SAT EBRW will increase by 3% each year for the next three years.

Churchill High School works with MTSS Coordinators, assigned by the district, who offer academic support in reading and writing to students during the school day. These coordinators push into targeted ELA classes and collaborate with ELA teachers to offer support to struggling students. Our MTSS Coordinators also work directly with students in our targeted Academic Success class, to further support struggling students.

Math:

The percent of students proficient on SAT math will increase by 3% each year for the next three years on the PSAT 9-10 and SAT.

The percent of Economically Disadvantaged students proficient on SAT Math will increase by 3% each year for the next three years. All staff and students will utilize new technology.

All staff and students will take an active role in a Multi-Tiered System of Support, referred to as “Charger Time”. This serves as a Tier I Intervention for academic support and social-emotional learning. This intervention time takes place during the school day, for approximately 40 minutes, on Tuesdays and Thursdays.

Churchill High School offers a “Math Help Room” every day during both student lunches. The Math Help Room is monitored by a certified math teacher. Members of our National Honor Society, MSC program, and Student Leadership program serve as peer tutors during this time. This is another way we help support students who are struggling in Math.

Churchill High School works with MTSS Coordinators, assigned by the district, who offer academic support in math to students during the school day. These coordinators push into targeted math classes and collaborate with math teachers to offer support to struggling math students. Our MTSS Coordinators also work directly with students in our targeted Academic Success class, to further support struggling students.

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.

Our goals for the 2024-25 school year are:

1. All students will read, comprehend, and draw inferences from the text; students will be able to explain their understanding of the text verbally, written or through other performance task.
2. All students will effectively quote from the text using facts and details to write informative and opinion pieces.
3. All students will solve real world math problems within all mathematical operations.
4. All students will experience a positive, safe and welcoming environment where both students and adults respect and value one another.
5. All students will demonstrate proficiency in effectively integrating knowledge and skills across multiple disciplines.

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.

CORE CURRICULUM

The core curriculum at Churchill 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 2024	Total AP Student Testing	Number of Exams	AP Exams with 3+	% of Total AP Exams with Scores 3+
Churchill	428	576	513	89%
State	63,053	110,901	77,381	69.8%
Spring 2023				
Churchill	253	486	403	83%
State	56,885	97,589	63,726	65.3%

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		
Churchill	Post Secondary (Dual Enrollment)	% Post Secondary (Dual Enrollment)
2023-2024	52	4.3%
2022-2023	43	3.5%

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 – Churchill](#).

PSAT 9 Percent Proficient		
2024	Evidence Based Reading & Writing	Mathematics
Churchill	69%	50%
District	69%	44%
2023	Evidence Based Reading & Writing	Mathematics
Churchill	68%	62%
District	67%	46%
PSAT 10 Percent Proficient		
2024	Evidence Based Reading & Writing	Mathematics
Churchill	70%	42%
District	70%	38%
2023	Evidence Based Reading & Writing	Mathematics
Churchill	67%	45%
District	65%	44%
SAT Percent Proficient		
2024	Evidence Based Reading & Writing	Mathematics
Churchill	55%	35%
District	57.9%	33.7%
2023	Evidence Based Reading & Writing	Mathematics
Churchill	62%	45%
District	60%	45%

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- once in the fall and once in the spring, which was very successful again.

During the 2024-2025 fall parent/teacher conferences, 24.2% of our parents (324 parents) attended fall conferences.

During the 2023-2024 fall parent/teacher conferences, 31% of our parents (386 parents) attended fall 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 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-Churchill](#) will take you to the reports provided by the Michigan Department of Education for Churchill High School.