

Livonia Public Schools

Churchill High School



BOARD OF EDUCATION 2025-2026

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

Andrea L. Oquist
Superintendent

2025-2026 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, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Churchill High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, 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 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had a student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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.

Churchill High School continues to demonstrate strong performance on standardized assessments, with PSAT 9, PSAT 10, and SAT scores consistently above district averages in Evidence-Based Reading & Writing and Mathematics. However, data from the **Annual Education Report** highlight persistent challenges, particularly in mathematics, where proficiency rates remain below 55% in several grade levels, and achievement gaps exist among our English Learner (EL) students. To accelerate student learning and close these gaps, the school has implemented several targeted

initiatives. These include expanding before- and after-school support through a **Math Help Room during lunch**, increased **peer tutoring** led by NHS and advanced students, and greater **staff interaction with students during Charger Time**. We are also continuing collaborative efforts among EL teachers, administration, and the Guiding Coalition Team to provide targeted support for low scoring EL students, scheduling common planning times for EL, math, and ELA teachers who share students, and offering counseling and support groups for students with diverse socio-economic and academic needs. Additionally, initiatives to improve **school climate and culture**, ensure inclusivity, and integrate diversity in teaching practices remain central. Programs such as **The Writing Center**, staffed by senior peer tutors, and **National Honor Society after-school tutoring** further support student growth and engagement, helping all students access the opportunities needed to succeed.

State law requires that we also report additional information as found on the following pages.

We are proud of the dedication, resilience, and hard work of our students, staff, and community members at Churchill High School. While we continue to celebrate our successes, we remain committed to addressing areas of growth and ensuring that every student has the support and opportunities needed to reach their full potential. With the continued collaboration of teachers, staff, families, and students, we are confident that Churchill High School will build on its strengths, close achievement gaps, and provide an inclusive and engaging learning environment for all. Thank you for your ongoing partnership and commitment to the success of our students.

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 1,180 students in grades 9-12. The principal of Churchill High School is Kristen Quesada and the assistant principals are Jeff Burnside, Bruce Rivera, 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.

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 2025-2028 are as follows. Each curricular area at Churchill High School has developed an **individualized School Improvement Action Plan**, outlining strategies to help students meet reading, writing, and mathematics goals in ways that are relevant to each subject. Progress toward

these goals is monitored through a variety of **local, state, and national assessments**, allowing teachers and staff to respond to student needs with targeted interventions and support.

Churchill High School Goals for the 2025–2028 School Year:

1. **Increase Reading and Writing Proficiency:** The percentage of students proficient in **Evidence-Based Reading & Writing (EBRW)** will increase by **3%** on the PSAT 9, PSAT 10, and SAT compared to the previous year. Economically Disadvantaged and Minority students will also increase proficiency by 3% on the SAT EBRW.
2. **Enhance Writing Support Across Disciplines:** Expand the use of the **Writing Center and Workshop Tutoring Program** to support students in ELA, Social Studies, Science, electives, and other courses where writing is integral. Provide individualized tutoring, student-led workshops, and peer support to strengthen writing skills and meet EBRW improvement goals.
3. **Increase Math Proficiency:** The percentage of students proficient in **Mathematics** will increase by **3%** on the PSAT 9, PSAT 10, and SAT. Economically Disadvantaged and Minority students will increase proficiency by 3% on the SAT Math.
4. **Provide Targeted Academic Support:** Utilize **MTSS Coordinators, Charger Time interventions, Math Help Room, Math Center, peer tutoring, and Freshman Focus classes** to provide Tier I and targeted academic support for students struggling in reading, writing, and mathematics.
5. **Foster Student-Centered and Inquiry-Based Learning:** Increase opportunities for **student-led initiatives, collaborative projects, and inquiry-based learning** across all classrooms to promote engagement, critical thinking, and authentic application of knowledge.
6. **Build Strong Relationships with Students:** Staff will intentionally **connect with students**, understand their backgrounds, and foster relationships that support academic, social, and emotional growth.
7. **Encourage Participation in Extracurricular Activities:** Provide guidance and encouragement for students to **explore and grow academic and extracurricular interests**, supporting involvement in clubs, leadership opportunities, athletics, and community engagement.
8. **Strengthen Family Communication:** Enhance **family engagement and communication** through consistent updates, conferences, newsletters, and targeted outreach to ensure families are informed and involved in their student's learning journey.
9. **Promote Equity and Inclusion:** Continue to implement strategies that **close achievement gaps**, support English Learners and students with diverse needs, and cultivate an environment where all students feel welcome, represented, and supported.
10. **Integrate Cross-Disciplinary Learning:** Each curricular area will implement strategies from their **School Improvement Action Plans** to integrate skills and knowledge across multiple disciplines, supporting students in making connections between reading, writing, mathematics, science, and technology.

Our goals for the 2025-2026 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 tasks.
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.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED, STATE AND NATIONAL ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created common summative assessment in all core courses.

DISTRICT COMMON MARKING PERIOD SUMMATIVE ASSESSMENTS

The following charts shows the percentage of students at each course and grade level that were proficient with a score of 80% or better on the district common summative assessments. The 2024-25 school year was the first year of collecting this data.

District Common Summative Assessment Percent Proficient (80% or higher)								
	ELA 9			ELA 9- Writing			World History	
	CHS	LPS		CHS	LPS		CHS	LPS
MP1	58%	70%	MP1	58%	61%	MP1	67.0%	66%
MP2	45%	45%	MP2	76%	65%	MP2	72.5%	53%
MP3	86%	84%	MP3	78%	72%	MP3	73.5%	61%
MP4	69%	73%	MP4	91%	80%	MP4	68.0%	67%
	ELA 10			ELA 10 - Writing			US History	
MP1	67%	63%	MP1	78%	78%	MP1	49%	51%
MP2	70%	68%	MP2	74%	78%	MP2	55%	55%
MP3	69%	67%	MP3	74%	78%	MP3	48%	59%
MP4	75%	73%	MP4	79%	80%	MP4	54%	57%
	ELA 11			ELA 11 - Writing			Economics	
MP1	62%	73%	MP1	75%	68%	MP1	70%	73%
MP2	55%	66%	MP2	73%	72%	MP2	54%	51%
MP3	74%	79%	MP3	69%	77%	MP3	62%	64%
MP4	64%	68%	MP4	*	*	MP4	62%	70%
	ELA 12			ELA 12 - Writing			Government	
MP1	63%	68%	MP1	84%	76%	MP1	59%	69%
MP2	80%	82%	MP2	62%	70%	MP2	63%	63%
MP3	38%	41%	MP3	54%	57%	MP3	77%	74%
MP4	54%	58%	MP4	57%	58%	MP4	71%	68%
	Humanities			Humanities - Writing				
MP1	41%	52%	MP1	84%	78%			
MP2	77%	84%	MP2	86%	78%			
MP3	24%	39%	MP3	95%	85%			
MP4	79%	85%	MP4	77%	66%			

District Common Summative Assessment Percent Proficient (80% or higher)					
	Algebra 1			Biology/Adv Bio	
	CHS	LPS		CHS	LPS
MP1	52%	55%	MP1	37%	35%
MP2	32%	34%	MP2	61%	70%
MP3	42%	37%	MP3	35%	48%
MP4	36%	34%	MP4	35%	39%
	Geometry			Chemistry/Adv Chem	
MP1	48%	57%	MP1	32%	35%
MP2	42%	50%	MP2	48%	44%
MP3	42%	48%	MP3	18%	35%
MP4	25%	27%	MP4	*	*
	Acc Geometry			Physics	
MP1	55%	53%	MP1	69%	52%
MP2	33%	26%	MP2	76%	75%
MP3	50%	51%	MP3	74%	76%
MP4	70%	63%	MP4	73%	68%
	Algebra 2				
MP1	38%	39%	MP1		
MP2	36%	34%	MP2		
MP3	62%	63%	MP3		
MP4	41%	33%	MP4		
	Acc Algebra 2				
MP1	77%	75%	MP1		
MP2	73%	75%	MP2		
MP3	91%	87%	MP3		
MP4	89%	83%	MP4		

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 2025	Total AP Student Testing	Number of Exams	AP Exams with 3+	% of Total AP Exams with Scores 3+
Churchill	484	670	593	88.5%
State	65,906	118,219	87,695	74.2%
Spring 2024				
Churchill	428	576	513	89%
State	63,053	110,901	77,381	69.8%

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)
2024-2025	69	5.9%
2023-2024	52	4.3%

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		
2025	Evidence Based Reading & Writing	Mathematics
Churchill	74.8%	43.5%
District	71.5%	37.9%
2024	Evidence Based Reading & Writing	Mathematics
Churchill	69%	50%
District	69%	44%
PSAT 10 Percent Proficient		
2025	Evidence Based Reading & Writing	Mathematics
Churchill	69.3%	51.1%
District	68.2%	44%
2024	Evidence Based Reading & Writing	Mathematics
Churchill	70%	42%
District	70%	38%
SAT Percent Proficient		
2025	Evidence Based Reading & Writing	Mathematics
Churchill	65.8%	44.4%
District	65.2%	38.5%
2024	Evidence Based Reading & Writing	Mathematics
Churchill	55%	35%
District	57.9%	33.7%

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 2025-2026 fall parent/teacher conferences, 27.4% of our parents (323 parents) attended fall conferences.

During the 2024-2025 fall parent/teacher conferences, 26% of our parents (325 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

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members 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. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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.