

Livonia Public Schools

Stevenson High School



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2025-2026**

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2025-2026 Annual Education Report



Stevenson High School

33500 Six Mile Road

Livonia, MI 48152

734 744-2660

Pete Mazzoni, Principal



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 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 Mazzoni, 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 the Stevenson 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.

The school's primary challenge is improving stagnant standardized test scores. In response, a comprehensive set of initiatives has been implemented to strengthen instruction and student support. Scheduled intervention (Mascot) time provides structured opportunities for targeted instruction, enrichment, and additional academic or social-emotional support. A fully implemented MTSS framework ensures that research-based interventions are aligned to individual student needs, supported by ongoing professional development, PLC collaboration, and continuous analysis of formative assessments.

Teachers are being more intentional in aligning classroom instruction with standardized assessment expectations, including the regular use of SAT-style questioning. This includes increased emphasis on higher

order thinking, text-based evidence, multi-step problem solving, and test-aligned formats across content areas to better prepare students for college readiness assessments.

The school continues to develop a guaranteed and viable curriculum through common formative assessments, strategic intervention planning, and data-driven instructional decisions using multiple data points such as CSA, M-STEP, and SAT results. Content-area teachers collaborate regularly in professional learning teams, supported by secondary success facilitators who guide teams through essential learning questions. Additional supports include peer tutoring through the National Honor Society, counseling-led student needs assessments, and intentional adult-student connections to ensure every student is well known.

At-risk students are proactively identified through academic, attendance, and behavioral data, with targeted supports such as smaller or co-taught classes funded through RESA Enhancement Millage. These coordinated efforts are designed to accelerate achievement for all students, with a focused emphasis on improving outcomes for key subgroups, including the bottom 30%, students with disabilities, and Black and African American students.

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

Overall, these efforts reflect a strong commitment to continuous improvement and equity for all students. The intentional focus on collaboration, data-driven instruction, targeted interventions, and increased alignment to SAT expectations demonstrates the dedication and professionalism of the staff. Congratulations to the entire school community for the thoughtful work already underway, and continued encouragement as these initiatives take root and drive meaningful gains in student achievement. Your collective perseverance and commitment to student success will undoubtedly lead to positive and lasting outcomes.

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 1493 students in grades 9-12. The principal of Stevenson High School is Pete Mazzone, and the assistant principals are Christina Abojamra, Paul Kennedy, and Pete Kotsogiannis. The athletic administrator is Arnie Muscat. There are 69 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.

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

The Stevenson High School Comprehensive Needs Assessment for 2025–2028 outlines a strategic framework focused on sustaining a culture of excellence while addressing evolving academic, social-emotional, and equity-based needs. The overarching goal is to ensure that every student is well-known by at least one supportive adult, reinforcing strong relationships as the foundation for academic and personal success. Building-level Professional Learning Teams (PLTs), vertically aligned department SMART goals, and a formal recognition system are central structures designed to maintain momentum and accountability across the school.

Demographic analysis indicates that Stevenson serves a largely stable, suburban community with high educational attainment and relatively low poverty and unemployment rates. The student population of approximately 1,543 is diverse, with 25% identified as economically disadvantaged and smaller but growing populations of English learners and students with disabilities. Staff demographics reflect high levels of

experience and credentialing, with over 80% holding advanced degrees. These contextual factors inform the school's dual focus on maintaining high overall achievement while closing persistent subgroup gaps.

Student achievement data reveal consistent strengths in English Language Arts, particularly reading and writing, where proficiency rates often exceed state averages. However, mathematics remains a primary area of concern, especially at the SAT level and among economically disadvantaged students. While Stevenson continues to outperform peer schools within the district, trends show declining math performance over the course of the year and a need for greater alignment with SAT-style assessments and online testing platforms. In response, the school has prioritized targeted math interventions, SAT-aligned common assessments, and expanded use of instructional tools such as Desmos.

Perception data from staff, parents, and students highlight a generally safe, trusting environment with strong relationships, but also point to challenges related to student belonging, academic confidence, and communication around social-emotional learning. To address these concerns, Stevenson has expanded mentorship and support programs such as LINK Crew, Peer Connections, Freshmen Focus, and Spartan Success, alongside increased tutoring, credit recovery, and small-group instructional supports. These initiatives are particularly aimed at freshmen, sophomores, and at-risk students who demonstrate lower foundational skills and engagement.

Looking forward, the school's primary improvement objective is to achieve a 4% annual increase in student performance on state, PSAT, and SAT assessments over the next three years. This growth-oriented approach reflects lessons learned from prior improvement cycles and acknowledges post-pandemic shifts in student learning behaviors. Through enhanced PLT collaboration, expanded common formative and summative assessments, and intentional integration of college- and career-readiness skills across content areas, Stevenson aims to deliver measurable, sustainable academic growth while continuing to strengthen its inclusive and supportive school culture.

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 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.

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 Summative Assessment Percent Proficient (80% or higher)								
	ELA 9			ELA 9- Writing			World History	
	SHS	LPS		SHS	LPS		SHS	LPS
MP1	85%	70%	MP1	79%	61%	MP1	65%	66%
MP2	58%	45%	MP2	77%	65%	MP2	49%	53%
MP3	86%	84%	MP3	86%	72%	MP3	62%	61%
MP4	83%	73%	MP4	83%	80%	MP4	68%	67%
	ELA 10			ELA 10 - Writing			US History	
MP1	64%	63%	MP1	78%	78%	MP1	50%	51%
MP2	72%	68%	MP2	92%	78%	MP2	67%	55%
MP3	68%	67%	MP3	92%	78%	MP3	69%	59%
MP4	79%	73%	MP4	87%	80%	MP4	66%	57%
	ELA11			ELA 11 - Writing			Economics	
MP1	83%	73%	MP1	69%	68%	MP1	73%	73%
MP2	75%	66%	MP2	88%	72%	MP2	51%	51%
MP3	85%	79%	MP3	91%	77%	MP3	64%	64%
MP4	75%	68%	MP4	*	*	MP4	70%	70%
	ELA 12			ELA 12 - Writing			Government	
MP1	72%	68%	MP1	91%	76%	MP1	69%	69%
MP2	83%	82%	MP2	80%	70%	MP2	63%	63%
MP3	52%	41%	MP3	72%	57%	MP3	74%	74%
MP4	58%	58%	MP4	65%	58%	MP4	68%	68%
	Humanities			Humanities - Writing				
MP1	78%	52%	MP1	77%	78%			
MP2	91%	84%	MP2	91%	78%			
MP3	70%	39%	MP3	92%	85%			
MP4	90%	85%	MP4	52%	66%			

District Common Summative Assessment Percent Proficient (80% or higher)					
	Algebra 1			Biology/Adv Bio	
	SHS	LPS		SHS	LPS
MP1	65%	55%	MP1	51%	35%
MP2	51%	34%	MP2	85%	70%
MP3	39%	37%	MP3	64%	48%
MP4	56%	34%	MP4	46%	39%
	Geometry			Chemistry/Adv Chem	
MP1	79%	57%	MP1	55%	35%
MP2	72%	50%	MP2	59%	44%
MP3	64%	48%	MP3	50%	35%
MP4	41%	27%	MP4	*	*
	Acc Geometry			Physics	
MP1	75%	53%	MP1	55%	52%
MP2	28%	26%	MP2	87%	75%
MP3	53%	51%	MP3	90%	76%
MP4	64%	63%	MP4	90%	68%
	Algebra 2				
MP1	57%	39%	MP1		
MP2	44%	34%	MP2		
MP3	78%	63%	MP3		
MP4	44%	33%	MP4		
	Acc Algebra 2				
MP1	77%	75%	MP1		
MP2	73%	75%	MP2		
MP3	91%	87%	MP3		
MP4	89%	83%	MP4		

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.

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+
Stevenson	512	678	600	88.5%
State	65,906	118,219	87,695	74.2%
Spring 2024	Total AP Student Testing	Number of Exams	AP Exams with 3+	% of Total AP Exams with Scores 3+
Stevenson	497	640	559	87%
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		
Stevenson	Post Secondary (Dual Enrollment)	% Post Secondary (Dual Enrollment)
2024-2025	139	10.7%
2023-2024	101	6.7%

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](#)

PSAT 9 Percent Proficient		
2025	Evidence Based Reading & Writing	Mathematics
Stevenson	76.3%	45.4%
District	71.5%	37.9%
2024	Evidence Based Reading & Writing	Mathematics
Stevenson	77%	53%
District	69%	44%

PSAT 10 Percent Proficient		
2025	Evidence Based Reading & Writing	Mathematics
Stevenson	77.6%	55.3%
District	68.2%	44%
2024	Evidence Based Reading & Writing	Mathematics
Stevenson	77%	45%
District	70%	38%

SAT Percent Proficient		
2025	Evidence Based Reading & Writing	Mathematics
Stevenson	73.1%	43.5%
District	65.2%	38.5%
2024	Evidence Based Reading & Writing	Mathematics
Stevenson	65%	38%
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. 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, 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.

During our Fall 2024 Parent Teacher Conferences, we offered an in-person and virtual sessions. A total of 1617 conferences were held representing 389 different families. There were 1008 in person conferences and 609 virtual conferences.

During our Spring 2024 conferences, we held a total of 739 virtual conferences representing 190 different families.

All families receive school information and updates via email “e-blast Mailout” from the principal’s office. During the 2024-2025 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

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-Stevenson](#) will take you to the reports provided by the Michigan Department of Education for Stevenson High School.