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High School Annual Education Report (AER) Cover Letter

February 14th, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Morley Stanwood High School. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Mrs. Ruth Marshall, Principal for help if you need assistance.

The High School AER is available for you to review electronically by visiting the following website [MSHS AER](#) or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

For the 2024-25 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 2023-24. 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 2021-22. 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%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. At Morley Stanwood Community Schools we are committed to providing an education for our students that will lead them to successful futures. It is our belief that dedication to both teaching and learning is essential for achieving excellence. We have high expectations for our staff and students and believe this helps to prepare all learners for college or careers. MSCS staff spends time specifically on developing a healthy culture and climate for all students. We focus on implementing a variety of academic supports along with proactive behavioral interventions to improve student grades and conduct.

Our school has not been given one of these labels for the 2024-2025 school year.

For the 2024-2025 educational year, the challenge for the high school was the achievement of the bottom 30% of our student population in English and Mathematics. We continued this work from the 2023-2024 school year. By continuing to utilize our school improvement plan, accessing high level professional development, and allowing data to drive our decision making, we hope to focus on the areas of need to insure educational success. For the upcoming years, we plan to add all subgroups into the improvement plan.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- a. *Students were assigned to this school due to living in the district, or exercising the "School of Choice" option.*
- b. *Students are assigned to this school if they attended Morley Stanwood Middle School as eighth graders.*

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- a. *The high school improvement plan is in place. A School Improvement Team made up of administration and staff that meet regularly to evaluate, improve, and update the School Improvement Plan. Large additions to our School Improvement Plan are the result of using assessment data in the decision making process. The current school improvement plan involves targeting a complete MTSS process along with clarifying important priority standards for our students to learn. There are also initiatives to have additional core support in all tested subjects along with non-core subjects contributing to core areas. Our plan seems to be working with the improvement of the high school key performance indicators identified in the School Index.*

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- a. ***Mecosta-Osceola Career Center*** – *This is a vocational/technical education facility serving high school students from the school districts of Big Rapids, Chippewa Hills, Crossroad Charter Academy, Ewart, Morley Stanwood, and Reed City. Career Center students spend two and one-half hours each day in their chosen vocational program.*

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

- a. *The core curriculum and grade-level content expectations may be accessed by going to michigan.gov.mde and clicking on the "Curriculum & Instruction" tab. Morley Stanwood High School adheres to the state's high school content expectations in all subjects. Staff are teaching Common Core English / Math and Michigan Science and Social Studies Standards. These practices are in place each year and are changed or amended as the the Michigan Department of Education makes decisions regarding educational standards.*

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

- a. *See pages 4-8 of the school combined report. The link is available at the top of this document.*

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

- a. *Morley Stanwood High School held parent-teacher conferences with a total of 60 students represented by parents out of a possible 289 students equaling 21% of the student population for the fall of 2024.*

7. HIGH SCHOOLS ALSO REPORT ON THE FOLLOWING:

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS
 - i. (25) = 35.7%- 2023 (26) = 34.7% - 2022
- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - i. Zero - 2023 Zero - 2024
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - i. Zero - 2023 Zero - 2024

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

i. (40) = 100% - 2023 (26) = 100% - 2024

Thank you for your continued support in helping our students achieve excellence.

Sincerely,

Ruth Marshall

Principal, Morley Stanwood High School

