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2020-2021 School Annual Education Report (AER) Cover Letter

Welcome to the 2021-2022 School Annual Education Report for Morley Stanwood High School. This report is designed to provide a comprehensive overview of our school's academic performance and progress over the past academic year.

Our dedicated faculty and staff work tirelessly to provide a challenging and engaging learning environment for our students. This report will highlight the many successes and accomplishments of our students and staff, as well as areas for improvement and growth.

We pride ourselves on our commitment to academic excellence and ensuring that every student has the opportunity to reach their full potential. This report will provide a detailed look at our student assessment, accountability, teacher quality, and other important metrics. If you have any questions about the AER, please feel free to contact Mr. Rick Wiersma, High School Principal, for assistance.

The AER is available for you to review electronically by visiting the following website **[morleystanwood.org](https://www.morleystanwood.org)** or you may review it in the main office at your child's school. It is also available here:

https://www.morleystanwood.org/downloads/central_office/annualeducationreport_high_school_21-22.pdf

For the 2021-2022 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement

(CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has been assigned the label of a school identified for Targeted Support and Improvement (TSI) for the subgroup of Economically Disadvantaged.

This means the achievement data is identified to be in the bottom 25% for economically disadvantaged students. 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 ensure educational success.

State law requires that we also report this additional information:

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** Students were assigned to this school due to living in the district, or exercising the “School of Choice” option.

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

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 assessment data to be used in the decision making process. The school improvement plan involves targeting the bottom 30% students for improved academic achievement. Technology has been implemented on a 1 to 1 basis and is supported by a district technology coach. There are also initiatives to have additional core support in all tested subjects along with non-core subjects contributing to core areas. School Culture initiative is in year three of implementation and is having a positive impact on our students’ social-emotional learning. A key factor has been the addition of a school social worker to the high school and a purchased curriculum, Trails.

3. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

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, Evart, Morley Stanwood, and Reed City. Career Center students spend two and one-half hours each day in their chosen vocational program.

Montcalm Community College – Morley Stanwood has a partnership that allows MCC adjunct professors to teach in our building. The goal is to help students dual enroll, meaning they can earn both high school and college credits at the same time. We choose courses to be offered that will easily transfer into most Michigan colleges and universities.

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

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 implementing Michigan Science Standards and Michigan Social Studies Standards.

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

See the link above for student results for nationally normed achievement tests.

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

Morley Stanwood High School held one parent-teacher conference with a total of 27 students represented by parents out of a possible 362 students, equaling 7.4% of the student population for the Spring of 2022.

7. ADDITIONAL REQUIRED REPORTS FOR THE HIGH SCHOOL

a. The number and percent of postsecondary dual enrollment students:
63 students = 32.81% enrolled post secondary

b. The number and percentage of students receiving a score leading to college credit:

61 students = 96% earning college credit

c. The number of college equivalent courses offered (AP/IB):

Zero

d. The number and percentage of students enrolled in college equivalent courses (AP/IB)

Zero

Thank you to the Morley Stanwood community for continuing to support the efforts of our staff and students as they progress in their educational endeavors. Let's continue to move forward!

Sincerely,

Rick Wiersma, Principal
Morley Stanwood High School