January 23, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Morley Stanwood High School. The AER addresses the complex reporting information required by federal 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 Mr. James Nelson, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site morleystanwood.org or you may review a copy in the main office at your child’s school.

For the 2018-19 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 not been given one of these labels.
The challenges for the high school was the achievement of the bottom 30% and Special Education of our student population in English, mathematics and social studies. 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 is also being implemented on a 1 to 1 basis beginning this year. There are also initiatives to have additional core support in all tested subjects along with non-core subjects contributing to core areas. Another initiative in our high school is the improvement of school culture.

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.

Ferris State University – Morley Stanwood has a partnership that allows FSu adjunct professors to teach in our building. The goal is to help students complete the Michigan Transfer Credit agreement before they graduate.
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 pages 4 and 5 below for nationally normative results for NWEA MAP testing.

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 101 students represented by parents out of a possible 362 students equaling 28% of the student population for the fall of 2018. The results for last year’s two parent-teacher conferences was 112 out of 362 for 31%.

7. ADDITIONAL REQUIRED REPORTS FOR THE HIGH SCHOOL

a. The number and percent of postsecondary dual enrollment students:

\[ (50) = 14\% - 2018 \quad (33) = 12\% - 2017 \]

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

\[ (47) = 94\% - 2018 \quad (31) = 94\% - 2017 \]
c. The number of college equivalent courses offered (AP/IB):

Zero – 2018 Zero - 2017

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

Zero – 2018 Zero - 2017

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,

James D. Nelson, Principal
Morley Stanwood High School