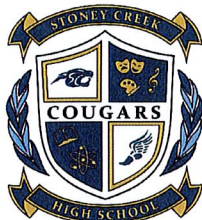


# Stoney Creek High School

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February 25, 2021

Dear Parents and Community Members:

We are pleased to present you the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Stoney Creek 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 Brian Shelson for assistance.

## **Status of our School**

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/JCqZkN>, or you may review a copy in the main office at your child's school.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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.

Our school was identified as not having one of these labels.

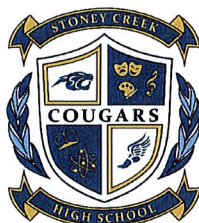
## **Process for assigning students to the school**

Students continue to be assigned to schools by grade level according to the district attendance boundaries. Students residing in the district may request open enrollment in a school other than the one to which they are assigned during the Open Enrollment period. Open enrollment is approved on the basis of staffing and capacity in the building.

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## Status of School Improvement Plan

Stoney Creek High School was school accredited through the Advanced Ed process in 2016. Over the last three years, RCS transitioned to the district accreditation model and we are pleased to announce we were accredited in February, 2019. For the past two years, we surveyed all stakeholders using Advanced Ed diagnostic tools, and continue to focus specifically on literacy, numeracy and school learning culture. In Feb. 2021, staff participated in SAT data analysis and goal setting in support of literacy, numeracy and overall student achievement. Plans were created and implemented to support our students in achieving the literacy and numeracy goals for the spring PSAT and SAT exams.

## Description of Specialized Schools

Description of Specialized Schools Students may apply to attend the International Academy (IA). After application, students are randomly chosen to fill the number of allotted spots to our school district. Students may also survey for classes at Oakland Schools Technical Campus and are granted access to programs based on alignment with career pathway and available number of allotted spots.

## Core Curriculum

Rochester Community Schools continues to implement a comprehensive curriculum for all students. The curriculum is based on and aligns with the Michigan Department of Education's Michigan Curriculum Framework.

The curriculum department continues to focus on developing a Multi-Tiered System of Support to meet the needs of all students, providing alternative educational experiences for students and more flexible time for student learning beyond the traditional school day.

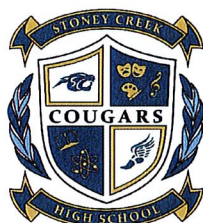
Additional information about the District's Core curriculum can be found at the following website:  
<https://www.rochester.k12.mi.us/academics/curriculum>



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## Aggregate Student Achievement Results

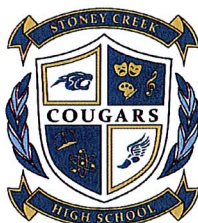
Student achievement results for local and national standardized assessments are below. The SAT began being administered during the 2015-2016 school year. Scores for Redesigned SAT Evidence Based Writing (ERW), and Math and below. Many students still complete the ACT for college entrance but do so outside of the school setting and those scores are also in the figure below. SAT and Advanced Placement scores for the past three school years are included in the figure below.

<u>Test Data</u>	<u>Mean Scores</u> By Graduating Class		
<b>REDESIGNED SAT</b>	<b><u>2019/2020</u></b>	<b><u>2018/2019</u></b>	<b><u>2017/2018</u></b>
ERW	594	570	573
MATH	630	590	589
Total Score	1224	1160	1162
Total Students Tested	105	605	556
<b>ACT</b>	<b><u>2020</u></b>	<b><u>2019</u></b>	<b><u>2018</u></b>
English	24.4	24.7	26.4
Math	25	25.1	26.2
Reading	24.8	24.6	25.3
Science Reasoning	24.2	24.3	25.3
<b>Composite</b>	24.7	24.8	25.9
Total Students Tested	177	193	189
<b>Advanced Placement</b>	<b><u>2020</u></b>	<b><u>2019</u></b>	<b><u>2018</u></b>
Tests Administered	1,043	973	953
Scoring 3 or higher	75%	79.20%	81%
AP Scholars	177	195	167
<b>National Merit Scholars</b>	<b><u>2021</u></b>	<b><u>2020</u></b>	<b><u>2019</u></b>
Semi-Finalists	6	5	9
Commended	7	11	10

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## Number and percent of students represented by parents at parent-teacher conferences

Fall 2019: 37%      Spring 2020: N/A

Fall 2020: 29%      Spring 2021: 13%

## Number and percent of postsecondary enrollments

90% of graduates planned to enroll in a four year college; 4% planned to enroll in a two year college; 6% planned to enter a military, career/vocational school or gain employment by delaying college admittance.

## Number of college equivalent courses offered

Stoney Creek High School offers 20 Advanced Placement Courses. Stoney Creek students took 1,043 AP exams in the spring of 2020. 75% of AP students scored a 3 or better on the exams; 177 of these students are AP Scholars. Our percent of students with scores of 3 or better exceeds both the Michigan and Global averages.

Stoney Creek class of 2021 has 13 National Merit Scholars; 7 Commended and 6 Semi-Finalist.

Stoney Creek High School earned U.S. News and World Report Best High School National Ranking with a ranking of 9th overall in the State of Michigan. We pride ourselves in our student centered approach to teaching and learning. Teaching staff, parents, administration work in partnership to support student academic and character growth. We pride ourselves on a collectively defined system of values. We continue to provide opportunities for all students through inclusive programs for students in special education. Athletic and club participation further develop strong leadership characteristics and team work ethics. We look forward to continuing our growth and learning as we live into our "We Are SC" values as a school community.

Sincerely,

A handwritten signature in blue ink, appearing to read "Brian Shelson".

Brian Shelson