



1460 W. Coolidge Hwy., River Rouge, Michigan 48218
(313) 297-9600, Option 7, Option 1 ~ (313) 297-6525 – Fax

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River Rouge Stem Academy
Annual Education Report (AER) Cover Letter

January 26, 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 educational progress for the River Rouge STEM Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Dr. LaToiya Revell for assistance.

The AER is available for you to review electronically by visiting the following website www.riverrrougeschools.org, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, 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.

Our school has not been given one of these labels.

River Rouge Stem Academy received Universal Support because its performance was above the criteria used to identify the other support categories. We are committed to accelerating student achievement and closing persistent gaps by implementing a comprehensive, data-driven approach to teaching and learning. Our efforts include:



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- Using multiple assessment measures, including Instructional Learning Cycles (ILCs), to monitor learning and inform instructional decisions.
- Continuously tracking student progress through formative assessments such as i-Ready, allowing teachers to differentiate instruction based on individual student needs.
- Strengthening instructional practice through ongoing professional development, coaching, and targeted support to enhance teacher effectiveness.
- Fully implementing the Multi-Tiered System of Support (MTSS) to address the academic, behavioral, and social-emotional needs of the whole child.
- Providing additional learning opportunities, including during- and after-school push-in and pull-out services, as well as tutoring, to ensure scholars receive timely and targeted interventions.

State law requires that we also report additional information:

Pupil Assignment

The River Rouge STEM Academy is proud to be a School of Choice, welcoming students from any district to apply and enroll. While we recommend that applicants have a GPA of 2.5 or higher and demonstrate satisfactory behavior, we encourage all students to apply and will carefully consider each application.

Status of the 3-5 Year School Improvement Plan

The River Rouge STEM Academy remains committed to achieving our School Improvement Plan goals in English Language Arts, Mathematics, Science, and Social Studies. Our efforts are guided by research-based strategies, in-depth data analyses, and data-driven decision-making to ensure continuous improvement and success.

Specialized Program

The River Rouge STEM Academy is a K-8 school. Administrators and teachers are highly qualified and certified to teach in their content areas. Our specialized curriculum focuses on STEM: Science, Technology, Engineering, and Math.

Core Curriculum

The River Rouge STEM Academy aligns its curriculum with the Department of Education and Common Core Standards for Social Studies, the Next Generation Science Standards (NGSS) for Science, and the Common Core State Standards for Mathematics and English Language Arts. All classroom texts, materials, software, and resources are carefully selected to reflect these standards. Additionally, all professional development activities are designed to support



the core curriculum and standards. This information is outlined in our curriculum and course descriptions approved by our District Board of Education.

Aggregate Student Achievement Results

The aggregate data can be viewed from the Annual Education Report by clicking the following website link: [MI School Data - Annual Education Report](#) This fall to spring chart illustrates student data from the i-Ready Reading and Math Assessment.

Grade	Subject	% Proficient 2024	% Proficient 2025
3rd	ELA	≤10%	17.5%
3rd	Math	≤10%	≤10%
4th	ELA	≤10%	≤10%
4th	Math	≤10%	≤10%
5th	ELA	≤20%	31.3%
3rd	ELA	≤10%	17.5%
5th	Math	≤20%	≤10%
5th	Social Studies	≤20%	≤10%
5th	Science	≤20%	31.3%
6th	ELA	12.8%	18%
6th	Math	≤10%	12%
7th	ELA	14.9%	17.4%
7th	Math	12.8%	17.4%
8th	PSAT English	28.6%	50%
8th	PSAT Math	≤10%	≤10%
8th	Social Studies	≤10%	27.3%
8th	Science	18.4%	25%

Parent Teacher Conferences

The River Rouge STEM Academy holds Parent-Teacher Conference days in both the fall and spring. Parents are highly encouraged to engage with all of their child's teachers. Meetings can be conducted in person, via Zoom, or by teleconference to accommodate different preferences.



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This chart identifies the percent of students represented by parents at parent-teacher conferences.

School Year	Total Number of Students Enrolled	Percent of Parents Attending Conferences
2021-2022	312	90%
2022-2023	322	96%
2023-2024	352	95%
2024-2025	356(376wGSRP)	95%

The River Rouge STEM Academy is committed to continuous improvement and academic excellence. We commend our dedicated teachers and staff for their unwavering efforts in delivering a rigorous curriculum and meeting state-mandated targets. By leveraging effective instructional practices and thorough data analysis, we strive to address disparities and overcome challenges that may hinder academic progress. We take pride in our accomplishments and eagerly anticipate another successful school year ahead.

Sincerely,

Dr. LaToiya Tolliver-Revell