



Midland Public Schools

Inspiring Excellence

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Midland High School

2016-2017

Annual Education Report

May 8, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 educational progress for Midland 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. Jeffrey D. Jaster at jasterjd@midlandps.org, or call (989) 923-5181 for assistance.

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

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given. Our school was identified as a Reward School.

Key challenges for our school include continuing to focus on reducing achievement gaps in our two largest subgroups of special education students and economically disadvantaged students. We are also working to improve overall proficiency rates in core subject areas with special attention being given to mathematics and science. At Midland High School, we have targeted a number of interventions that will provide a structure to address the achievement gap between our lowest achieving students and our highest achieving students. Some of the key research-based initiatives that our teachers will undertake to improve classroom instruction include:

- RAISE Training – Core content teachers will be trained in the use of reading strategies as a means of improving student reading comprehension.
- Marzano Training emphasizing the utilization of daily learning goals to enhance instruction and increase student engagement. Instructional rounds will be employed by teachers to collaborate on different strategies to improve instruction building-wide.
- Using data to guide instruction – staff will work collaboratively to evaluate student summative and formative data as a means of modifying our research-based instructional strategies.
- Differentiated Instruction – teachers will use differentiated instructional strategies and collaborate with their colleagues in order to implement and practice the researched-based teaching strategies in their classrooms.
- Inquiry-Based Instruction – teachers will incorporate inquiry-based (IB-like) instructional strategies and assessments into their practice, particularly in 9th and 10th grade courses.

State law requires that we also report additional information.

Process for assigning pupils

School attendance boundaries are set by the Board of Education. All students living in the attendance area of a school attend that school unless the Schools of Choice option is selected.

Status of the 3-5 year school improvement plan:

Midland High School recently completed year one of its current monitoring cycle and is now considered to be in year two of this cycle. The School Improvement Plan for 2016-2017 is available on our website <https://mhs.midlandps.org/>

Differentiated instruction, Inquiry-based instruction, and use of daily learning goals are a few of the research-based teaching strategies that our teachers are utilizing to improve their classroom instruction. We have also sought to increase student achievement by providing staff with collaborative time and space, organizing a National Honor Society peer-tutoring program, and initiating a program to close campus at lunch and provide study time/tutoring for students who receive two or more E's on their report cards. Our School Improvement Plan for 2016-2017 was approved by the MPS Board of Education. The plan includes academic goals for the four core curricular areas and is reviewed and revised upon the conclusion of the school year. A complete copy of our plan is on file in the school office and available for viewing at <https://mhs.midlandps.org/>

Description of each specialized school

There are no specialized schools in the Midland Public Schools.

Core Curriculum

A copy of the core curriculum may be obtained from the curriculum office at the MPS Administration Center. The core curriculum is fully implemented. There are no variances from the state's model.

Local competency test results or national achievement test results

Average ACT Scores*

Grad Year	N Test Takers	English	Mathematics	Reading	Science	Composite
2016	341	22.0	22.1	22.4	22.2	22.3
2017	60	25.4	26.0	26.2	25.9	26.0

SAT Cohort Scores*

Grad Year	N Test Takers	Critical Reading	Evidence-Based Reading and	Mathematics	Writing
2016	8	585		676	508
2017	311		553	540	

**MDE testing requirement shifted from ACT to SAT for 2017 cohort in 11th grade spring testing*

Number and Percentage of students represented by parents at conferences

	Fall		Spring	
	N Stu Represented	%-age Stu Represented	N Stu Represented	%-age Stu Represented
2015-2016	1013	72%	923	67%
2016-2017	943	71%	762	59%

Number and percent of postsecondary enrollments (dual enrollment)

In 2016-17, Midland High had 26 students (1.9%) exercise the dual enrollment option

Number of college equivalent courses offered (AP/IB)

Midland High offers 20 honors or accelerated courses that students may select as preparation for Advanced Placement exams or IB certificates. This number has held steady for the past several school years.

Number and percentage of students enrolled in college equivalent courses (AP/IB)

In 2016-17, 480 total students attempted AP or IB course credit. 269 students attempted 378.5 AP credits, and 420 students attempted 909.5 IB credits. In addition, through their enrollment in CTE classes, several students articulated their high school course credit to Delta College.

Number and percentage of students receiving a score leading to college credit

2017 IB

Eighty-four students took 172 IB exams in the May 2017 session. 95% of those students earned a score of 4 or above on a scale of 1 – 7. Subject areas included English, French, Spanish, History, Psychology, Chemistry, Biology, Physics, Mathematics and Visual Arts. An International Baccalaureate score of 4 or higher is considered passing in a subject area. 100% of students seeking an IB Diploma, earned one. This success rate is well above the world average of 80%.

2017 AP

In May of 2017, 98 students took 159 Advanced Placement exams. 130 of those students or 82% earned a score of a 3 or higher on a scale of 1 – 5. A score of 3 or higher is considered passing. AP exams were taken in English Language and Composition, English Literature and Composition, Psychology, Unites States Government and Politics, United State History, Calculus AB, Calculus BC, Computer Science, Statistics, Biology, Chemistry, Environmental Science, Physics 1, Physics C: Electricity and Magnetism, Physics C: Mechanics, and Spanish Language and Culture.

At Midland High School, we are proud of our students and their achievements. Notable achievements from this past year include; Midland High was recognized as a Reward School by the MDE based on higher than expected student growth,

and we were again recognized by Newsweek as one of the best high schools in America, receiving the silver medal award for the fourth year in a row. In addition, Midland High School consistently receives higher than average IB world scores and also exceeds national averages on SAT and ACT scores. Our students consistently earn top honors in a myriad of competitions including BPA, Brain Bee, DECA, MITES, Art, Math and Computer Programming. We have an outstanding music program with choir, orchestra and a nearly 200 member marching band. Our students are motivated to help others. They are community minded whether we are speaking locally or internationally. They raise thousands of dollars for Kids Against Hunger, KIVA, Pennies for Turkeys, Toys for Tots, Big Brothers Big Sisters, and numerous food drives.

Our staff members continue to enhance their instruction by participating in a variety of professional development opportunities. These include Master's level coursework and numerous instructional strategy workshops including Marzano's Instructional Strategies, Differentiated Instruction, Project Based Learning, RAISE Training (Reading Apprenticeship) and AP/IB Seminars.

As our mission statement says, "Midland High School is a diverse community of learners that includes students, staff, parents, and community members collaborating in a healthy, safe, and respectful environment that leads to academically successful students who will be contributing global citizens." We are grateful to the community, parents, and teachers who continually help us strive to meet the needs of the Midland High School Community.

Sincerely,

Jeffrey Jaster
Midland High School