



Midland Public Schools

Inspiring Excellence

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Midland High School School Annual Education Report (AER) for 2018-2019 Data

January 31, 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 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 Ms. Tracy Speaker-Gerstheimer, Principal, at speakertk@midlandps.org or call (989) 923-5181 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2I5pXfa>

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 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 has not been given one of these labels.

There are, however, areas where Midland High School can improve. For example, there is an achievement gap for our special education and economically disadvantaged students. Proficiency rates in both math and English could improve. Graduation rates within our subpopulations could also improve. To address this, several targeted interventions will focus on this achievement group. This includes direct work with students such as tutoring and credit recovery, as well as teacher training. Teachers will be trained and expected to implement the use of daily learning goals to enhance instruction and increase student engagement. Teachers will continue to be expected to utilize 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. Teachers will use differentiated instructional strategies and collaborate with their colleagues in order to implement researched-based teaching strategies in their classrooms. Finally, teachers will continue to incorporate inquiry-based instructional strategies and assessments into their practice, particularly in ninth and tenth 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.

1. Status of the 3-5 year school improvement plan

Midland High School recently completed year three of its current monitoring cycle and is now considered to be in year four of this cycle. The School Improvement Plan is available on our website <https://www.mhs.midlandps.org/>

Our School Improvement Plan for 2019-2020 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 the school website <https://www.mhs.midlandps.org/>

2. Description of each specialized school

There are no specialized schools in the Midland Public Schools.

3. Core Curriculum Information

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.

4. Local competency test results or national achievement test results

Average SAT Scores

School Year	No. of Test Takers	Evidence-Based Reading and Writing	Math
2016-2017	326	257	173
2017-2018	321	251	190
2018-2019	293	207	152

5. Number and Percentage of students represented by parents at conferences

	Fall	Spring
2017-2018	914, 70.2%	767, 59.7%
2018-2019	(741), (57%)	(622), (47%)

Number and percent of postsecondary enrollments (dual enrollment)

In 2018-2019, 34 Midland High School students participated in dual enrollment the first semester. In the second semester, 33 students participated in dual enrollment.

Number of college equivalent courses offered (AP/IB)

Midland High offers 24 honors or accelerated courses that students may select as preparation for Advanced Placement exams or IB certificates. This year, two new courses were added to our offerings: IB Environmental Science and IB Math Application and Interpretation.

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

In 2017-2018, 449 students out of 1343 students attempted AP or IB course credits. This is 33.4% of Midland High School students attempting advanced courses. In 2018-2019, 384 students out of 1316 student enrolled in AP or IB course credits.

Number and percentage of students receiving a score leading to college credit**2019 IB**

In May 2019, 83 students took 158 IB tests. Eighty-nine percent of these tests earned a score of 4 or above on a scale of 1-7. Subject areas included English, French, Spanish, History, Psychology, Biology, Physics, Mathematics, and Visual Arts. An International Baccalaureate score of 4 or higher is considered passing in a subject area. All nine students in the class of 2019 who chose to pursue the full IB Diploma earned marks high enough on IB assessments to earn their IB Diploma.

2019 AP

In May 2019, 115 students took 195 AP tests. Eighty-five percent of these tests earned a score of 3 or above on a scale of 1-5. Subject areas included Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, English Literature and Composition, Macroeconomics, Microeconomics, Spanish Language and Culture, Statistics, Studio Art, and World History.

Midland High School is proud of our students and their achievements. Newsweek has recognized Midland High School as one of the best high schools in America for four years in a row. In addition, Midland High School consistently earns higher than average IB world scores and exceeds national averages on SAT and ACT scores. Our students are involved in a variety of extra-curricular activities, such as Business Professionals of America, National Honor Society, Key Club, Student Council, and Robotics. We have an outstanding music program with choir, orchestra and a nearly 200-member marching band. Community service is an important part of our school culture; students and staff collaborate to support organizations such as Kids Against Hunger, Toys for Tots, Big Brothers and 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, 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,

Tracy Speaker-Gerstheimer