Midland Public Schools Announces 2016 Advanced Placement (AP) Results: Continued Success

MPS is proud to announce the latest results for students taking Advanced Placement courses and examinations. This year’s results continue to show excellent achievement and participation in comparison to state and global numbers. Advanced Placement courses and testing offer students an opportunity to earn college credit and advanced placement at most post-secondary institutions. Taking AP courses also demonstrates to college admissions officers that students have sought out a rigorous curricular pathway. Each AP exam is scored using a five-point scale. Scores from 3 to 5 are considered qualified to extremely well qualified.

During the 2015-2016 school year, 258 MPS students took 485 Advanced Placement exams in 23 subject areas. Among the most frequent exams taken were Psychology, Computer Science, Calculus BC, Biology, Calculus AB, Physics C: Mechanics, and Chemistry. 87% of the MPS students taking an AP exam achieved a qualified score of 3 or higher. This compares to 64% amongst Michigan schools and 60% globally.

Approximately 26% of the Midland Public Schools’ Class of 2016 achieved at least one AP Exam score of 3 or higher at some point during their high school career. 87 MPS seniors achieved the distinction of being named an AP Scholar, meaning that they earned a score of 3 or higher on a minimum of 3 AP subject area assessments.

Advanced Placement results are one of the many academic achievement points of pride for the Midland Public Schools and its teachers, students, parents, and community.

Midland Public Schools Announces 2016 International Baccalaureate (IB) Assessment Results

MPS is proud to announce the latest results for students taking International Baccalaureate courses and examinations. This year’s results continue to show exemplary achievement and participation. IB courses and testing offer students an opportunity to earn college credit and advanced placement at most post-secondary institutions. Taking IB courses also demonstrates to college admissions officers that students have sought out a rigorous curricular pathway. Each IB exam is scored using a seven point scale. Scores from 4 to 7 are considered satisfactory to excellent.

During the 2015-2016 school year, 166 MPS students took 284 IB exams in 19 subject areas. Among the most frequent exams taken were English A HL, History of the Americas HL, Psychology SL, Biology HL, Spanish B SL, and Math Studies SL. 88% of the examinations taken by MPS students received a score of 4 or higher.

All (100%) of the MPS students attempting to earn the full IB Diploma were successful in attainment. This compares to a world average of approximately 80% (historical trend). These students completed course work (and received qualifying assessment scores) in six IB subjects. The diploma recipients were also required to complete an Extended Essay, C.A.S. project (service based), and work in a course titled Theory of Knowledge. Since the inception of the IB Diploma Programme in MPS, 123 students have earned the full IB Diploma.

International Baccalaureate exam results are one of the many academic achievement points of pride for the Midland Public Schools and its teachers, students, parents, and community.
The BTIL Program

Since 1995, a core group of teachers have taken on an extra assignment as Building Technology Instructional Leaders (BTIL) for their buildings. BTILs receive training each year in educational technology teaching strategies, new technology tools, and online resources. The BTILs then plan and facilitate staff professional development in the area of technology integration in online, small group and large group settings, ensuring that the district technology initiatives and programs are supported. BTILs remain committed to student growth through the use of modern tools. Thank you, BTILs, for being a vital part of our MPS educational technology team.

Requirements:
- High school diploma or GED
- Pass criminal background check
- DRIVERS: Pass pre-employment drug test, DOT physical and back assessment
- PARAS: Pass physical and back assessment

Additional Details:
- Flexible schedule
- AM & PM routes available
- No experience required
- Paid training
- Both Regular and Sub Drivers and Paraprofessionals are needed

Salary:
- Bus driver: $12.50/hour starting salary
  Within four years: $16.30/hour
- Paraprofessional: $8.50/hour to start
  Within four years: $10.65/hour

Want to know more?
Contact MPS Transportation (923-5041) Today!

**2016 SNEAKERPALOOZA**

This year’s Sneakerpalooza K-12 Shoe Give Away for Midland County students will be from 3-8 pm on August 23 at Carpenter Street School.

Dow High’s FIRST Robotics Team 2619 Hosts Summer STEM Camp

Team 2619, The Charge, hosted the 2nd annual ‘Charge into STEM Camp’ for 3rd through 5th grade students in July. Campers participated in fun hands-on science & technology activities, including programming Lego robots, making homemade flashlights, growing Borax Crystals, creating color-changing thermochromic slime, and competing in a cardboard boat challenge.

**Important 2016-17 dates:**
- **Our Schools** newsletter (which includes bus schedules and other important new school year info) will be published August 14 in the Midland Daily News
- Elementary offices staffed: Monday, August 22.
- First day of school: Tuesday, September 6

**MEET UP and EAT UP**

is a way to help parents identify places where children 18 and younger have access to healthy, free summer meals at hundreds of sites across Michigan. Here is the link for more info about this great State-wide program: [http://www.mcgi.state.mi.us/schoolnutrition/](http://www.mcgi.state.mi.us/schoolnutrition/)
Eastlawn summer extension students had the experience of a lifetime in July aboard the Appledore 4 in Bay City! Students learned about many different aspects of science while on this adventure. While aboard the Appledore, students learned about the Saginaw Bay wetlands and the various invasive species that are threatening our area! Students explored various river samples using the microscopes below the deck. Teachers and students worked together to raise and lower the sails on the ship, all while investigating the different pulleys involved. Lots of problem solving took place while students worked to create clay boats that could float while learning about buoyancy. Finally, students learned about the many different types of knots sailors use aboard the ship and got to practice tying a few of their own! Our students had a GREAT time aboard the Appledore!

What an AWESOME adventure and a FANTASTIC week together for these Eastlawn Eagles!

Woodcrest Elementary’s Amazing Race Field Day — Thanks to the creativity and hard work of physical education teacher, Wendy LaCourt, students at all grade levels had the opportunity to participate in an unforgettable field day. This year’s field day featured a 15 station “Amazing Race” journey that was set up on the Woodcrest playground. Similar to the popular Amazing Race television show, students were required to work in teams to navigate throughout the playground to visit all of the stations. Each station contained a field day game that was connected to a particular country through a set of facts or a game that originated in that country. After completing their journey, students were invited to participate in the “Final Challenge” which involved reflecting about what they learned from their Amazing Race journey.

A huge thank you goes out to the over 120 parent volunteers who manned stations, helped with set up, and/or helped with preparing materials that were used at a number of stations. It was a memorable day for all involved!

In this Sunday’s (August 14) Midland Daily News, you will find the first Our Schools quarterly newsletter for the 2016-17 school year. On Pages 1-8 you will find important new school year information (including bus schedules) for each of our schools. On pages 9-12, you will find a very timely, informative State of the District report.
By Kimberly Rightor

My days in the International Baccalaureate Diploma Program (DP) are covered with a weird sort of haze. I remember tired eyes, hard chairs, and blue books waiting to be filled with knowledge I wasn’t sure I possessed. Then there was the endless stream of IB-related jokes. Will I/B successful with IB? Who will I/B when I am done with IB? Well, soon I'll be done.

So what does it mean to be done with IB? The conclusion of my time as an IB candidate can be easily marked. I thought I closed that chapter of my life four years ago when I walked out of H.H. Dow high school wearing a gleaming white IB sash that my school gives DP students. My little brother Matthew graduated with an IB Diploma in June 2016.

To Matthew and the other IB graduates, I must first offer my sincere congratulations. Your time as an “IB Diploma Candidate” is over. But your time as an IB graduate is just beginning… so here are three points of advice to set you on your path.

**Use the IB program as a framework to define future “success”**

A friend of mine once referred to the IB sash as a tag that screamed “successful student!” For a long time, I perceived the IB degree in a similar manner. I decided to pursue the DP because, as a competitive high school freshman, I saw it as a signpost to success. In hindsight, the IB program didn’t make me into a successful student. The path to success is not finite; nor is the conferral of any sort of degree a sign that learning is done.

The IB program can set you on the path to success but it is not the end-all-be-all. Use the DP to define your own success. ...

**Use the IB program as a looking glass for self-reflection**

When I graduated from college a week ago, I unwrapped the white IB sash that had once served as a bastion of pride. My eyes focused in on the black IB logo. “World School,” it says. “Colegio del mundo.” “Ecole du monde.” The first is my native language; the other two are languages that I am learning. The graduates of this year’s IB diploma program hail from over 140 countries. As you were writing essays about mitosis, students in other countries were racking their brains to write the same essays. But their minds were churning in Spanish or French instead of English.

The IB program helped set me on a path to better self-awareness. Theory of Knowledge was a sledgehammer that made the first crack in the looking glass of my own self-reflection. By serving as a forum for honest conversations about race, gender, and global inequities, TOK re-defined how I saw myself as a Caucasian woman from the United States. For the first time, I started to identify my place in the world. The IB program fueled my desire to learn about other people, countries, and cultures. This revitalized my curiosity and enabled me to learn from a place of intrinsic motivation. Work on your ability to distinguish intrinsic motivations from extrinsic ones.

**Realize that dynamism is natural**

Before I left home for college, I scribbled the following in my journal: Is my individuality defined by my context? I graduated high school with people that I had known since elementary school. Quite frankly, I was nervous. Who would I be, in the context of other people? It seems like a paradox, but our individuality is partially contingent on the thoughts and actions of other people. We are impressionable; no one is an island. After graduating high school with an IB degree, I attended college in a different state, studied abroad in Switzerland and Morocco, and conducted independent research in Jordan. I was rarely around the same people for a substantive amount of time. The people around me changed me….Remember your History of the Americas class? Historiography teaches us that we, too, are part of a living, breathing history. Write your own history, but let others help you choose the ink.

And keep asking yourself: Who do I want to be, now that I’m done with IB? Your journey is not over, your path to discovery just begins. And as Dr. Seuss once said, “You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.”