



Midland Public Schools

Inspiring Excellence

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Midland High School 2015-2016 Annual Education Report

December 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 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 Jeff Jaster, Principal, at jasterjd@midlandps.org, or (989) 923-5181.

The AER is available for you to review electronically by visiting the following website:
<https://goo.gl/Z8ntz6> 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 has been 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, 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:

- Marzano Training emphasizing the utilization of daily learning targets to enhance instruction.
- Annual teacher evaluation using the 5D+ system of evaluation (focus on continuous improvement).
- Building-wide professional learning communities (PLC's) for staff to engage in regular discussion and collaboration with teaching colleagues.
- Instructional rounds will be used by teachers to improve collaboration and professional growth.
- 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.
- Adult Mentoring Program

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 is considered to be in year two of a new school improvement monitoring cycle. This new cycle also coincides with the use of new state assessments that were first administered in the spring of 2015. Our School Improvement Plan for 2015-2016 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

Continued on next page.

Midland High School

Average ACT Scores

Grad Year	English	Mathematics	Reading	Science	Composite
2015	21.9	22.6	22.6	22.7	22.6
2016	22.0	22.1	22.4	22.2	22.3

SAT College-Bound Seniors - Overall Mean Scores

Grad Year	Number Test Takers	Critical Reading	Mathematics	Writing
2015	12	668	720	662
2016	8	585	676	508

Number and Percentage of students represented by parents at conferences

	Fall	Spring
2014-2015	1076, 77%	983, 72%
2015-2016	1013, 72%	923, 67%

Number and percent of postsecondary enrollments (dual enrollment)

In 2014-15, Midland High had 11 students (~1%) exercise the dual enrollment option. In 2015-16, this number has risen to 24 students (1.7%).

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 number has increased slightly from the past school year.

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

In 2014-15, 469 (35%) in grades 9-12 took at least one of these courses.

In 2015-16, 422 (31%) in grades 9-12 took at least one of these courses.

AP and IB courses are mostly 11th and 12th grade courses – >70% of juniors and seniors took one or more of these courses in the 2015-16 school year.

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

2016 International Baccalaureate Scores (IB)

Midland High School became an International Baccalaureate World School in April of 2007 and began offering IB diploma coursework in the fall of 2007. MHS offers 22 IB courses in eight subject areas. The first IB Diploma candidates graduated in June of 2009. IB courses are an integrated part of the MPS curriculum and are consistent with the accelerated and honors offerings of the district. The International Baccalaureate Organization (IBO) released student scores for the May 2016 examination session. Two students completed the diploma requirements and both earned scores that awarded the IB Diploma. This success rate is well above the world average of 80%. Eighty-one MHS students completed the requirements for 114 certificates in English, French, Spanish, History, Psychology, Chemistry, Biology, Physics, Mathematics, and Visual Arts. Of those certificates, 109 (96%) were reported as 4 or higher on a scale of 1-7. An IBO score of 4 or higher is considered passing in a subject area. This was the 9th year of participation for Midland High School and the 8th year for students to be eligible to earn the full IB Diploma.

2016 Advanced Placement Scores (AP)

Eighty-one students took 150 AP exams. One hundred eighteen of the exams taken (or 79%) earned a score of 3 or higher, the level deemed as successful by the College Board. AP exams were taken in English Language and Composition, English Literature and Composition, Microeconomics, Psychology, U.S. Government and Politics, U.S. History, Calculus AB, Calculus BC, Computer Science, Biology, Chemistry and Spanish Language and Culture.

Principal's Statement

At Midland High School, we are proud of our students and all of their achievements. Notable achievement this past year include; recognition as a "Reward School" on our MDE School Report Card, and recognition by Newsweek as one of the best high schools in America for the fourth year in a row. Midland High consistently receives higher than average IB world scores and also exceeds national averages on SAT and ACT scores. Eighty-seven percent of students who attempted earned a four or higher when taking IB exams, and seventy-nine percent who attempted earned a three or higher when taking AP exams. Midland High exceeds state averages in all curricular areas of state mandated testing and 72% of the graduating class of 2016 finished on the honor roll and obtained over \$2.5 million in scholarship money. 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 D. Jaster, Principal
Midland High School