



Midland Public Schools

Inspiring Excellence

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H.H. Dow High School 2023-2024 Annual Education Report (2022-2023 Data)

February 12, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for H.H. Dow 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 Scott Cochran, Principal, at 923-5388 or email cochranjs@midlandps.org for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3sPtP94>, or you may review a copy in the main office at your child's school.

For the 2022-23 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 subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2022-23. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our Continuous Improvement Plan for 2022-2023 was developed collaboratively with our school team and is aligned with the MPS District Continuous Improvement Plan. The plan contains two core goals and multiple strategies designed to increase academic growth and the wellbeing of students and create the most inclusive and equitable opportunities for students. The plan is revised annually based on need and is available for review in the school office and online at the district website.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

There are no specialized schools in the Midland Public Schools.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

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.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Midland Public Schools administered state and local assessments in spring 2022 and 2023.

SAT Cohort Data - Overall Mean Scores			
Evidence-Based			
Reading &			
Grad Year	N Test Takers	Writing	Mathematics
2023	297	561	551
2022	287	563	570

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

	Fall
2022-2023	(405/1268) - 32%
2021-2022	(420/1251) - 34%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

For the 2022-2023 school year, H.H. Dow High had (48) students utilizing dual enrollment opportunities at colleges around the United States. This was approximately 3.5 % of our population.

For the 2021-2022 school year, H.H. Dow High had (38) students utilizing dual enrollment opportunities at colleges around the United States. This was equivalent to approximately 3.1% of our population.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

During the 2021-2022 and 2022-2023 school years, H.H. Dow High had thirty-three (33) college equivalent course offerings. Students enrolled in these International Baccalaureate and Advanced Placement courses had the opportunity to take a year end summative assessment with the potential of gaining college level credit.

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

School Year	IB/AP Students Enrolled	IB/AP Percentage of Students
2022-2023	404	31%
2021-2022	541	44%

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

In 2022-2023, 404 students took 836 IB/ AP exams. Of these exams, 624 (75%) received college credit.

In 2021-2022, 315 students took 620 IB/ AP exams. Of these exams, 496 (80%) received college credit.

H. H. Dow High School is committed to creating a healthy community where all are empowered to thrive. We work each day to support our students in their educational journeys. Our staff is focused on ensuring every student has an equitable opportunity to learn and has maximum learning and growth each year. We continue to grow our practice of using data to inform decisions at the school and classroom levels. In addition to state assessment data, Math and English Language Arts teachers are utilizing NWEA benchmark assessment data, as well as local assessment data, to plan and adjust instruction. We use the 5D+ evaluation model for growth and development to ensure our staff members are providing quality instruction to all students. Our Multi-Tiered System of Supports incorporates strategies and programming that allow H. H. Dow High School to meet the needs of all students.

Our rigorous academic courses are balanced with a full offering of extra-curricular and co-curricular opportunities in sports, drama, music, visual art and clubs. The H. H. Dow High School staff is dedicated to creating a healthy community where all are empowered to thrive.

Sincerely,

Scott Cochran

H.H. Dow High School