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2024-2025  
Midland High School  
Annual Education Report (AER)

February 12, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 Tiela Schurman, Principal, at 923-5187 or email [schurmanta@midlandps.org](mailto:schurmanta@midlandps.org) for assistance.

The AER is available for you to review electronically by visiting the following website <https://tinyurl.com/4jznhm6v>, or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not identified by the State as needing targeted, additional targeted or comprehensive improvement support.

Midland High School is facing some challenges as outlined in the "Annual Education Report," particularly in terms of student achievement gaps and participation. The SAT cohort data reveals a noticeable decline in scores from the 2023 to 2024 graduating classes, with a drop in both Evidence-Based Reading & Writing and Mathematics mean scores, from 561 to 529 and from 551 to 515, respectively. Additionally, only 16% of parents attended the fall parent-teacher conferences in the 2023-2024 school year, a significant decrease from 24% the previous year. To address these issues and accelerate student achievement, the school is implementing key initiatives such as refining our Math seminar classes to better support students struggling in this area, offering lunchtime tutoring to provide additional academic support and reduce failure rates, and providing

after-school SAT Prep courses to better prepare students for the SAT. Additionally, we are incorporating four pilot Advisory Hours to enhance our MTSS structure and provide better support. These strategies aim to close persistent achievement gaps and ensure that more students are equipped for success in both their academic careers and standardized testing. In addition to the initiatives already in place, Midland High School has made significant changes to its English Language Arts (ELA) program by eliminating point-level ELA courses at the 9th and 10th grade levels. This adjustment aims to provide students with greater opportunities to engage in more rigorous coursework that challenges their academic potential. By pushing students into more challenging classes, the school is working to expand their Zone of Proximal Development, encouraging academic growth and readiness for more advanced material. This strategy will be complemented by an ongoing examination of the departmental classes, with a focus on increasing the number of students enrolled in general education courses. This broader approach is designed to ensure that more students have access to higher-level learning opportunities, further supporting the goal of closing achievement gaps and fostering overall student success.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

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 2023-2024 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 well-being 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 2023 and 2024. SAT Data

SAT Cohort Data - Overall Mean Scores			
Grad Year	# Test Takers	Evidence-Based	
		Reading & Writing	Mathematics
2024	234	529	515
2023	297	561	551

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

	Fall
2023-2024	(181/1111) - 16%
2022-2023	(270/1124) - 24%

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

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

For the 2023-2024 school year, Midland High had (71) students utilizing dual enrollment opportunities at colleges around the United States. This was approximately 6.39% of our population.

For the 2022-2023 school year, Midland High had (33) students utilizing dual enrollment opportunities at colleges around the United States. This was approximately 2.93% of our population.

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

During the 2022-2023 and 2023-2024 school years, Midland High had 22 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)

<b>School Year</b>	<b>IB/AP Students Enrolled</b>	<b>IB/AP Percentage of Students</b>
<b>2023-2024</b>	292/1111	26%
<b>2022-2023</b>	220/1261	17%

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

In 2023-2024, 292 students took 246 IB/AP exams. Of these exams, 185 (75%) received college credit.

In 2022-2023, 220 students took 246 IB/AP exams. Of these exams, 185 (89%) received college credit.

We are proud of the progress that Midland High School has made and continue to work diligently to ensure every student has the tools and support they need to succeed. While challenges remain, the dedication of our staff, students, and families to academic excellence is unwavering. We thank you for your continued involvement and encourage you to stay engaged with the school's efforts to enhance our students' education. By working together, we will continue to make strides toward closing achievement gaps and preparing all students for a bright future. Congratulations on the successes we've achieved so far, and we look forward to a successful year ahead!

Sincerely,

*Tiela Schurman*