



Midland Public Schools

Inspiring Excellence

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2025-2026
Midland High School
Annual Education Report (AER)

February 10, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 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 accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Tiela Schurman, Principal at 923-5187 or email schurmanta@midlandps.org for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4ar4s5O>, or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

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

Our Annual Education Report shows that while many of our students are achieving well, we continue to face challenges in ensuring consistent success for every learner. Gaps in achievement remain for some students, particularly in mathematics, and attendance continues to be a key factor influencing outcomes. In response, Midland High School has taken a proactive and inclusive approach focused on high expectations and targeted support. We have strengthened positive attendance initiatives to re-engage inactive

students and reinforce the importance of regular attendance as the foundation for learning. To improve mathematics literacy, seminar-style math classes have been introduced for identified students, providing focused instruction and opportunities to build confidence and skills. In addition, expanded PSAT and SAT preparation programs are supporting students to set ambitious goals and access post-secondary pathways. Through these initiatives, we remain committed to accelerating achievement, closing persistent gaps, and ensuring that every student is supported to reach their full potential.

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 2024-2025 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
2025	272	535	528
2024	234	529	515

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

	Fall
2024-2025	(215/1153) - 19%
2023-2024	(181/1111) - 16%

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

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

For the 2024-2025 school year, Midland High had (102) students utilizing dual enrollment opportunities at colleges around the United States. This was approximately 9.67% of our population.

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.

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

During the 2024-2025 school years, Midland High had (42) 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.

During the 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)

School Year	IB/AP Students Enrolled	IB/AP Percentage of Students
2024-2025	282	26%
2023-2024	292	26%

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

In 2024-2025, 139 students took 256 IB/AP exams. Of these exams, 189 or 74% received college credit.

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

Midland High School offers a wide range of academic pathways designed to meet the diverse needs, interests, and goals of its students. Through International Baccalaureate programming, targeted course interventions for identified students, dual enrollment opportunities, Early Middle College options, and a comprehensive selection of Career and Technical Education courses, the school ensures that all students have access to rigorous, relevant, and supportive learning experiences. School leadership congratulates students on their continued effort and achievement, acknowledges the dedication of staff in supporting student success, and thanks families for their ongoing partnership. Together, the Midland High School community remains committed to continuous improvement and to preparing every student for success beyond graduation.

Sincerely,

Tiela Schurman

Principal
Midland High School