



School Annual Education Report (AER) Cover Letter

April 15, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for The Midland Academy. 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 Dean Katherine Jock for assistance.

The AER is available for you to review electronically by visiting the following website <https://goo.gl/Ns6APn> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. State has not given one of these labels.

The Midland Academy is designated as a Central Michigan University School of Excellence. TMA continues to have high student achievement especially in reading. Our challenge has recently been our middle school math assessment results. We have improved our math program through updated curriculum, additional math support for students, and more interim assessments for monitoring growth. The School Improvement Plan Committees continues to collaborate to identify ways to improve student academic growth through assessment data analysis of cohorts and individual students, along with individual student adaptability and social emotional learning. In addition, The Midland Academy has a well-developed Differentiated Academic Development Program to concentrate on and implement academic plans according to School Improvement efforts.

Process for assigning pupils

In all students were welcome to attend The Midland Academy (TMA). TMA has an open policy for 2016-17 and 2015-16 enrollment. The enrollment process for new student begins with a request to schedule a TMA campus tour through our school website or a phone call to the school office. Families are given a guided tour of The Midland Academy to inform parents and students of our mission and the benefits of attending The Midland Academy. Due to the rigor of the academic program, The Midland Academy performs a series of academic assessments to establish a learning portfolio, which will measure mastery level and preferred methods of learning for each enrolling student. Students' classes are arranged based on the learning portfolio. Each school year, returning students must indicate through a TMA reenrollment process their intent to return by a specified date.

Status of the 3 – 5 year school improvement plan

The Midland Academy (TMA) is in compliance with the Michigan guidelines for school improvement. In 2016-17, TMA continued its first year of our Renewed School Improvement Plan (SIP), being monitored and evaluated by School Improvement Plan Committees (SIPC) including administrators and teachers, which collaborate in three sub-committees: Math/Science and English Language Arts/Social Studies and Organizational.

Description of Specialized School

Currently, The Midland Academy of Advanced and Creative Studies does not have any other specialized schools.

Core Curriculum

A copy of the core curriculum may be obtained from the main office or at our school website. As a college preparatory school, the core curriculum is designed to prepare student to be career and college ready through the implementation of Common Core State Standards with the addition of 21 Century Learning Skills standards and Core Knowledge Sequence by E.D. Hirsch. Three diplomas of higher distinction may be earned at The Midland Academy of Advanced and Creative Studies. The diplomas of higher distinction are the College Preparatory, the Scholars and Advanced Placement International Diploma. The requirements of these diplomas exceed the requirements set forth by the State of Michigan, and are aligned to the desired curricular requirements accomplishments of colleges and universities. Recipients of these three diplomas must maintain a GPA of 2.7. Students seeking the College Preparatory must complete a group thesis and those seeking the Scholar's Diploma graduates also must complete the requirements of an independent thesis Project.

Local competency test results or national normed achievement tests

Michigan law requires that schools use state-recognized standardized summative assessments to measure student growth. The M-STEP is used to test English language arts and mathematics in grades 3–8, science and social studies in grades 5, 8 and 11. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a comprehensive academic assessment program cosponsored by the College Board and the National Merit Scholarship Corporation for 8th, 9th and 10th grader students. It also includes the Michigan Merit Examination in 11th grade, which consists of summative assessments: SAT on Evidence-Based Reading and Writing and Math; ACT WorkKeys on Reading for Information, Mathematics, and Locating Information; along with M-STEP on Science and Social Studies. Below is information on which assessments The Midland Academy (TMA) has listed in its contract. For detailed results of these assessments, other than what is below, please contact the school.

2016-2017 School Year

<u>Grades</u>	<u>Test in Contract</u>
3-8	M-STEP
K-8	NWEA
9	8/9 PSAT/NMSQT
10	10 PSAT
11	MME: SAT, ACT WorkKeys, M-STEP

2015-2016 School Year

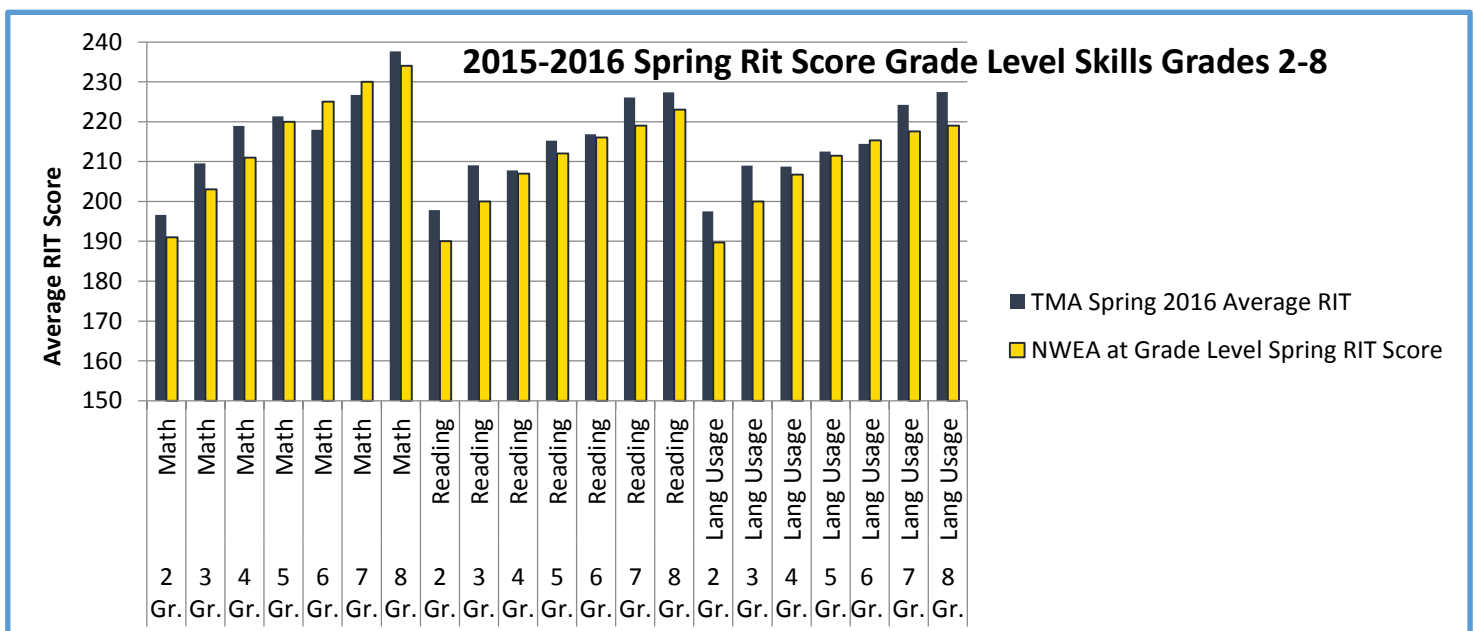
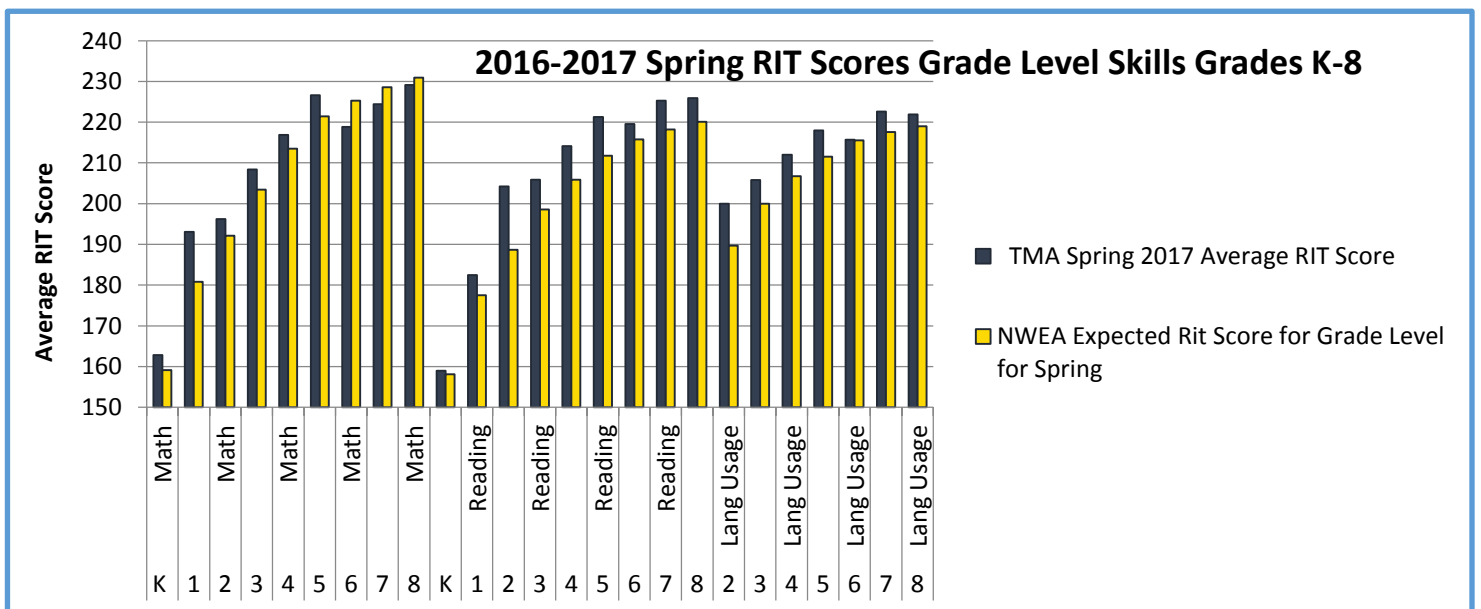
<u>Grades</u>	<u>Test in Contract</u>
3-8	M-STEP

2-8	NWEA
9	8/9 PSAT
10	10 PSAT
11	MME: SAT and ACT WorKeys

Student Growth– Northwest Evaluation Association-Measures of Academic Progress (NWEA-MAPs)

Students are assessed in mathematics, reading and language for grades 2-8 for additional data to improve teaching and learning. MAP combines adaptive technology, assessment content, a vertical measurement scale, and educator resources to provide a stable, reliable growth measure for students. Considering students may not be at grade level, MAP serves to identify the instructional level of each child whether at above or below grade level. Specific learning objectives being assessed at the student’s identified instructional level.

You may review *Assessment Instrument Description* electronically by visiting the following website https://www.cde.state.co.us/uip/nwea_map_instrument_description_2013



ACT WorkKeys (American College Testing)

ACT is a US college admissions test, measuring what you learn in high school to determine your academic readiness for college. As a college preparatory school we focus on a rigorous college prep curriculum. Our high school courses are structured to bring out each student's full potential. They require a commitment of study, effort, and participation, higher than the standard level of high school courses.

Level Score Range 3 to 7: <http://www.act.org/content/dam/act/unsecured/documents/interp.pdf>

Scale Score Range 50-90: <https://www.act.org/content/dam/act/unsecured/documents/WorkKeys-Scale-Score-Interpretation-Guide.pdf>

TMA Average ACT WorkKeys Spring 2017 Scores

Locating Information	
Average Scale Score	Average Level Range
78	5
Mathematics	
Average Scale Score	Average Level Range
81	6
Reading for Information	
Average Scale Score	Average Level Range
81	5

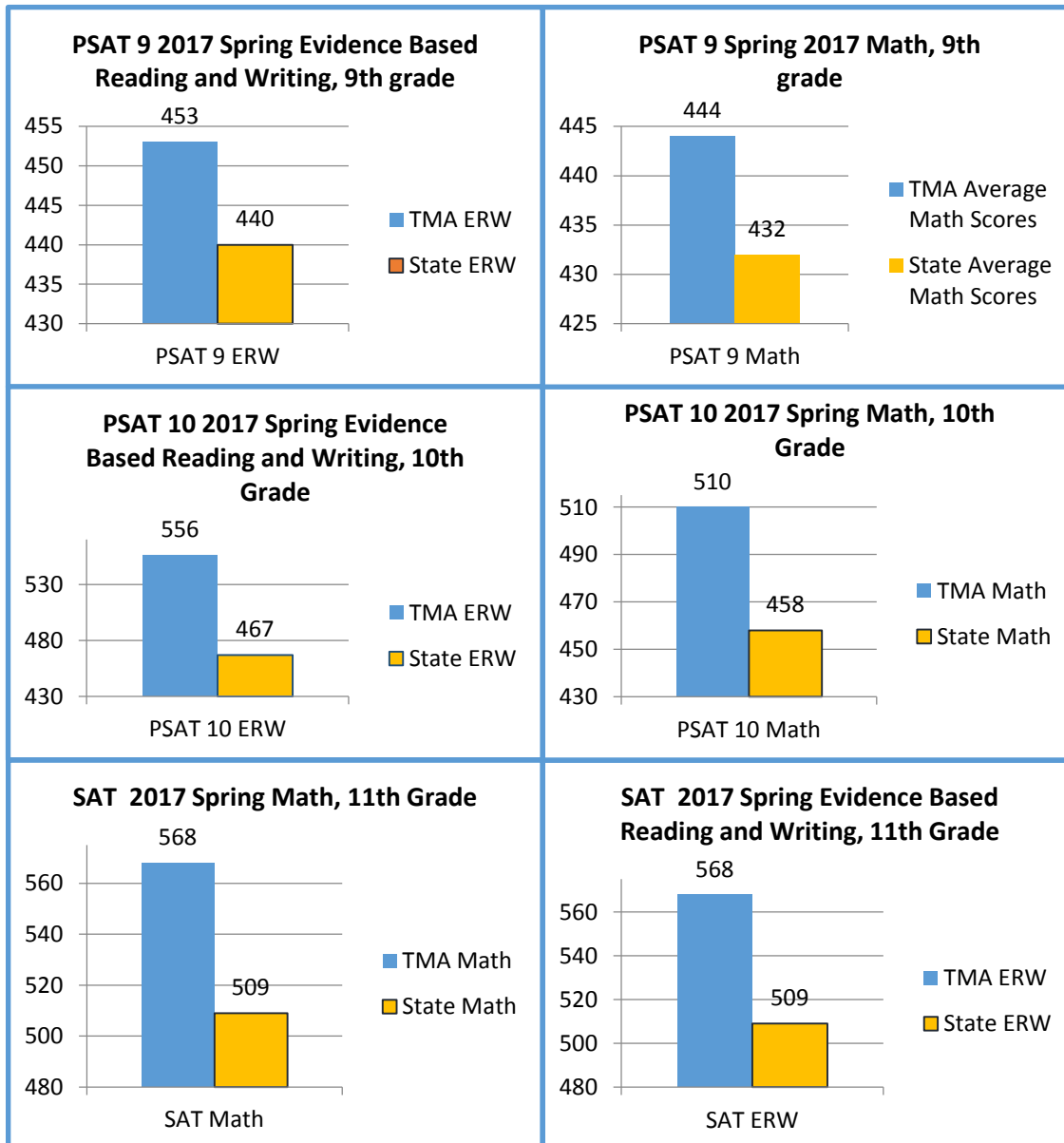
TMA Average ACT WorkKeys Spring 2016 Scores

Locating Information	
Average Scale Score	Average Level Range
NA	5
Mathematics	
Average Scale Score	Average Level Range
NA	6
Reading for Information	
Average Scale Score	Average Level Range
NA	5

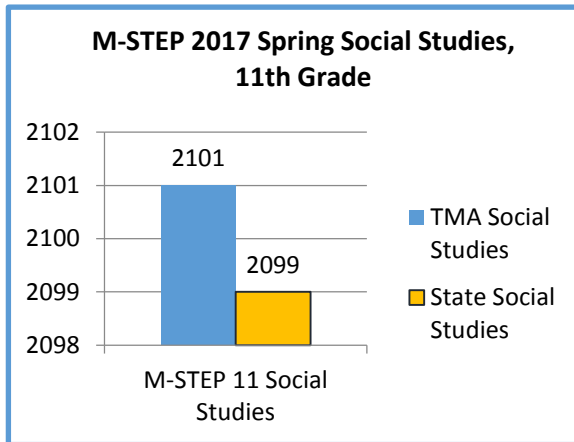
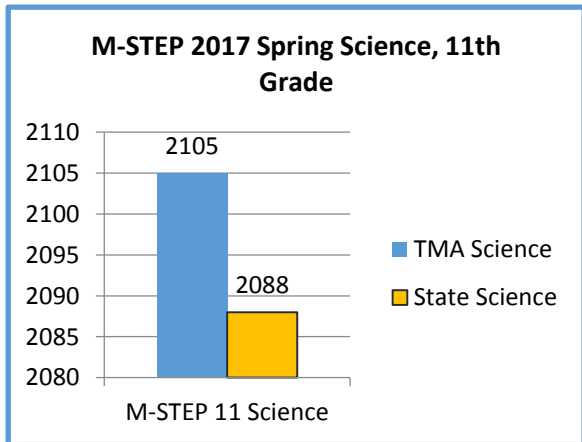
PSAT and SAT

The SAT is created by the College Board, the SAT is an entrance exam used by most colleges and universities to make admissions decisions. The idea is to provide colleges with one common criterion that can be used to compare all applicants. However, it is just one factor in the admissions decision. Schools also consider your high school GPA, academic transcript, letters of recommendation, extracurricular activities, interviews, and personal essays. The weight placed on SAT scores varies from school to school. The PSAT and SAT is a required Assessment by the Michigan Department of Education.

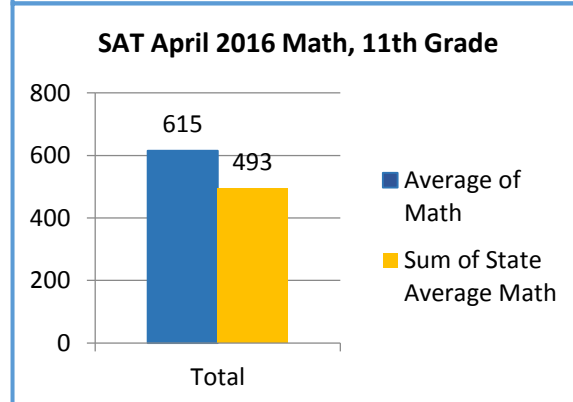
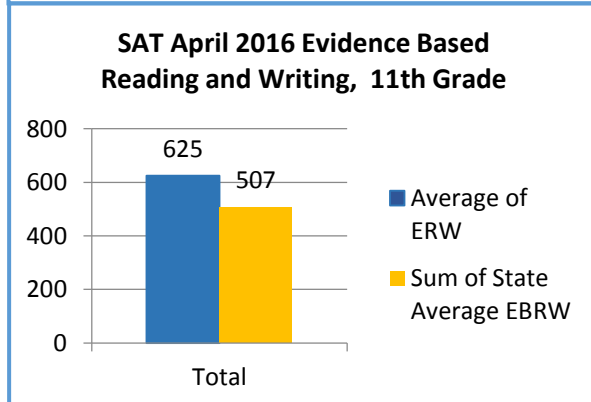
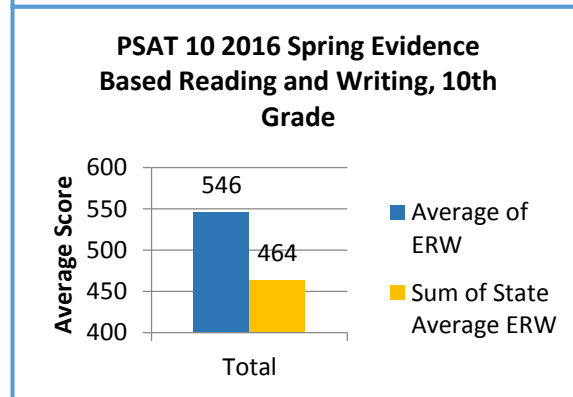
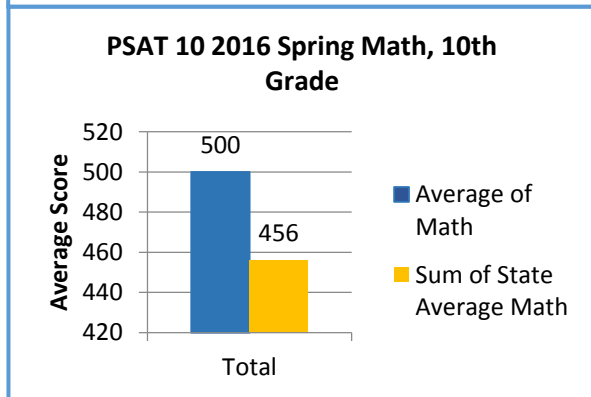
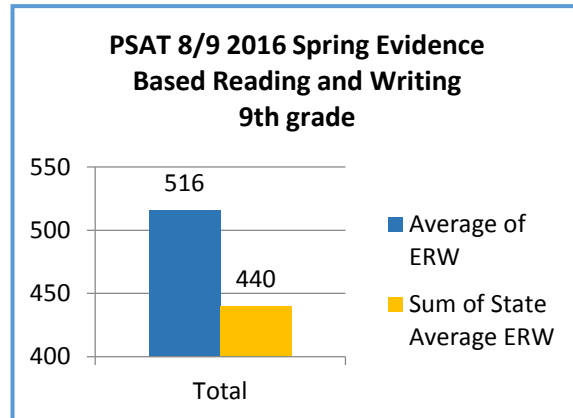
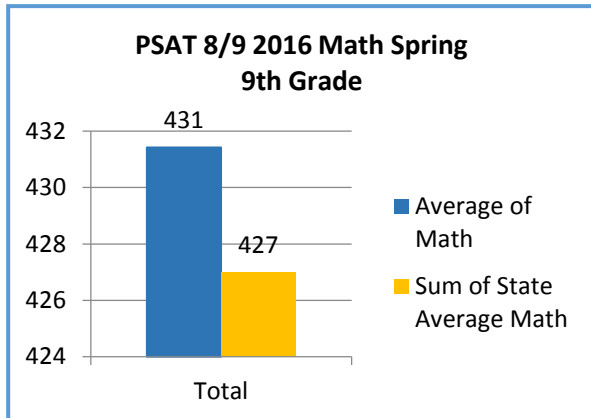
PSAT and SAT Spring 2017



M-STEP Spring 2017 11th Grade



PSAT and SAT Spring 2016



Percentage of students represented by parents at conferences

The conference participation rate is the percentage of students who met with their parents or guardians at student-led conferences during the school year.

Average Participation Rate for Fall and Spring		
Year	2015-16	2016-17
Percent of Participants	100%	100%
Number of Participants	206	176

College equivalent courses offered

In 2016-17 and 2015-16 TMA offers 26 Honors, Pre-AP, or accelerated courses as preparation for Advanced Placement exams.

Postsecondary enrollments (dual enrollments)

Dual enrolling student are taking a blend of high school and college classes within a school year. Our ACE and ACE Plus Program provide high school students opportunities to earn college credits while in grades 9-12. The dual enrollment is a part of our ACE program is offered to The Midland Academy (TMA) students in good academic standing, usually during their junior or senior year. Our ACE Plus Program offers student with a specific PSAT or SAT scores an enhanced dual enrollment option to earn college credit beyond the limits of the regular dual enrolment. A student must possess the academic quality to be successful at the college level, organizational skills and convey maturity to adapt to the college setting. Dual enrollment is available to students that need a particular course to graduate that is not being offered by The Midland Academy as described in our Upper School Curriculum Guide at the time needed for a student to graduate. Dual enrollment also allows students to gain high school and college credit for each college course. All dual enrollment must be approved by the Dean and must be part of a graduation requirement.

- In the 2016-17 year, TMA had 3 students (16%) enrolled in one or more postsecondary courses
- In the 2015-2016 year, TMA had 5 students (31%) enrolled in one or more postsecondary courses

Students enrolled in college equivalent courses

- Students at The Midland Academy may earn college credit by taking Advanced Placement (AP) exams. 3 Students, accounting for 16% of 10-12 grade high school students, were enrolled in an AP college equivalent course in 2016-17.
- Students at The Midland Academy may earn college credit by taking Advanced Placement (AP) exams. 8 students, accounting for 42% of 10-12 grade high school students, were enrolled in an AP college equivalent course in 2015-16.

Students receiving college credit

- In 2016-17, Out of the 3 students dual enrolled 100% passed with total accumulating credits earned equaling 53 credits. 1 out of the 3 students enrolled in an AP class at the start of the school year took the AP exam to earn credit. Of those test taken, 1 (100%) were at or above (scores 3, 4, 5) the level recommended by the testing service for college credit; 100% earned a 4.

- In 2015-16, all students enrolled in an AP class at the start of the school year took the AP exam to earn credit. Of those test taken, 24 (54%) were at or above (scores 3, 4, 5) the level recommended by the testing service for college credit. 30% earned a 3; 54% earned a 4; and 16% earned a 5 (the highest score).

Dean's Statement

The Midland Academy, chartered through Central Michigan University, provides a family atmosphere and a nurturing environment by embracing all grades. The continuity as students' transition between grades K-12 enables them to grow in a stable setting, with guiding principles and key values consistently reinforced through the collaboration of home and school.

The Academy offers a challenging academic program with an advanced and expanded curriculum. Students are known for rising and accepting challenges of higher level thinking. Beyond academics, enrichment is provided through such offerings as visual and performing arts, athletics, school-sponsored trips and community involvement. Parental participation is a vital link in the success of our school and is encouraged through our formal Parent Partnership. The Midland Academy also builds such life-skills as responsibility, proper social behavior, and decision-making. Students experience the rewards and self-respect that stem from shared responsibility for their education.

The Midland Academy experience is unique. We have designed our program and our Mission to be rigorous yet diverse enough to be balanced by community volunteers and social activities.

The Mission of The Midland Academy is to provide a values-driven, rigorous academic learning environment that challenges each student to reach his or her full academic potential. The Academy prepares each student for a future as a productive, well-rounded person who enhances his or her community, working from a personal foundation of traditional values, self-discipline, and accountability. According to our mission, we have three specific requirements for families enrolled at TMA. Based on those requirements, we have written three goals that are constantly being assessed and developed.

Mission Goal #1: Students are required to participate in the Blue (sports), Gold (club/activity), and White (community service) Point Program for each year they attend The Academy. It is expected that students enrolled in our college mentoring program will earn the minimum of three points per year fulfilling the requirements of the Blue, Gold, and White Point Program.

Mission Goal #2: Students will set one academic goal, one standardized assessment goal, and one character goal which they will communicate to their parents or a staff mentor for educational accountability semi-annually.

Mission Goal #3: As a college-preparatory academy, we seek to increase the college experiences of our students to maximize participation in dual enrollment, Advanced Placement, CLEP testing, and other college experiences (including, but not limited to college visits, meetings with college recruiters, and college planning seminars).

Based on our Mission, our goals, and our school improvement plan, The Midland Academy will continue to strive for "higher things" and are committed to producing the best environment possible for the students, their families, and the community.

Sincerely,



Katherine Jock , Dean, The Midland Academy of Advanced & Creative Studies