

Davison Community Schools

**Davison High School
Annual Report
2019/20
Posted February 15, 2021**

 **Davison Community Schools**

Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities



Davison High School

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for Davison 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 Principal Ron Jacobs for assistance.

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

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

The key challenges for the school this year include the effects from the COVID-19 pandemic, including but certainly not limited to the challenges of teaching students virtually without having a chance to prepare students or staff prior to schools shutting down on March 12, 2020. The results have left many students behind academically. We are also very concerned about the fragile mental health issues that we are beginning to see in our students from the effect of the pandemic that has strained our families financially and emotionally. Of course, inequity in funding and constantly changing requirements and new legislation affecting public education continue to make it difficult for schools, from trying to establish ways to measure student progress with fidelity despite ever changing state assessments to the exodus of educational professionals into other fields and discouragement of promising young adults from pursuing educational careers.

We have several key initiatives in place to accelerate student achievement including:

District and school improvement process and plans

- Advisory Curriculum Council (ACC) which uses the Understanding By Design model for the development and revision of all Davison Community Schools curriculum
- Standards Referenced Grading
- Data Days to review district and building student achievement and behavior data
- District and building Professional Learning Communities (PLC's) by Grade Level and/or Subject Matter
- Literacy Intervention Program which includes Literacy Specialist in our elementary buildings, screening and diagnostic assessments, Title I and at-risk (31a) funded paraprofessionals to help implement



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- interventions and Individual Reading Intervention Plans (IRIP's) and specific intervention programs
- District Math Coach
 - Elementary Counselors
 - Quality Career and Technical Education (CTE) program
 - Advanced Placement (AP) program offering 13 AP courses at Davison High School.
 - Positively Engaging Partnerships—a “Parent University” series of parent education nights where the district brings in guest speakers to discuss topics suggested by parents.
 - Positive Behavior Intervention Support (PBIS) and Promoting Positive School Climate (PPSC) initiatives
 - Cardinal Code

State law requires that we also report the additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

The District is a “schools of choice” district in that there are no set school building boundaries within the district. Any child living within Davison school boundaries can attend any school within the district at the student’s grade level. Davison Community Schools also participates in the state of Michigan’s 105 and 105c Schools of Choice programs, which provides students living outside district boundaries opportunities to attend Davison.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

In 2019, Davison Community Schools was awarded renewal of District Accreditation as a quality school system by the AdvancED Accreditation. Davison was one of the first school districts across the state to complete this rigorous process in 2009. Accreditation is a process that has to be renewed every five years.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

All of our school buildings offer a quality education and are unique in their own ways.

- Davison High School: Houses approximately 1,700 students in grades 9-12.
- Davison Alternative High School: Specializes in credit recovery for students in grades 9-12.
- Davison Middle School: Houses seventh and eighth graders.
- Hahn Intermediate School: Houses fifth and sixth graders
- Central Elementary: First through fourth graders and the district’s gifted and talented program
- Gates Elementary—Houses first through fourth graders
- Hill Elementary—Houses Kindergarten through fourth graders
- Siple Elementary—Houses Kindergarten through fourth grades
- Thomson Elementary— Houses Kindergarten students

CORE CURRICULUM:

The State of Michigan requires that all students enrolled in public school districts receive daily core curriculum instruction in language arts, reading, English, math, science and social studies. Davison Community Schools, being in full compliance with state requirements, offers daily core curriculum instruction



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which meets or exceeds state requirements in all areas. The district has developed and implemented outcomes for kindergarten through 12th grades which reflect the state Core Curriculum guidelines. The content of these guidelines is based on “... an effective program which fosters the development of a well-rounded literate individual.” The district’s Advisory Curriculum Council, an ongoing group made up of board members, teachers, and administrators reviews each of the core areas on a six- to eight-year cycle. Additionally, student achievement is monitored in each of the five core academic areas by standardized achievement tests, teacher developed tests and MEAP test results. For more information or a complete copy of the Michigan Department of Education’s Model Core Curriculum Outcomes please visit this link: <http://www.mich.gov/mde/0,4615,7-140-28753---,00.html>

ASSESSMENT INFORMATION:

In addition to the assessment data found in this Annual Education Report, listed below are percentages of students at Davison High School meeting benchmarks or proficiency in a variety of local assessments that are given, including:

- STAR Math and Reading – If a student has a Percentile Rank (PR) above 40, then they have met the benchmark.
- NWEA: The Northwest Evaluation Association, also known as MAP testing, is an evaluation test to see where a student is academically. The district began using this as an assessment tool in 2018-19

| <u>Assessment</u> | <u>Percent at Benchmark 2018-19</u> | <u>Percent at Benchmark 2019-20</u> | <u>Grade</u> | <u>Subject</u> |
|--------------------------|--|--|---------------------|-----------------------|
| Reading | 54% (NWEA) | NA Due to COVID-19 | 9 | Reading |
| Reading | 67% (NWEA) | NA Due to COVID-19 | 10 | Reading |
| Reading | 54% (NWEA) | NA Due to COVID-19 | 11 | Reading |
| Math | 59% (NWEA) | NA Due to COVID-19 | 9 | Math |
| Math | 72% (NWEA) | NA Due to COVID-19 | 10 | Math |
| Math | 78% (NWEA) | NA Due to COVID-19 | 11 | Math |

OTHER IMPORTANT INFORMATION:

- Davison High School had 54 percent of parents attending Fall 2019 parent teacher conferences. Due to COVID-19, we were unable to host parent teacher conferences in Spring 2020.
- Davison High School had **28** students, or 1.7 percent, were enrolled in postsecondary courses, which totaled **60** college classes.
- Davison High School offered **15** Advanced Placement/College Level Equivalent courses to students in the Davison Community Schools. All classes were offered at DHS.



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- Davison High School had **224** students, or 13.8 percent, were enrolled in AP/College Level Equivalent courses at DHS.
- **188** DHS students, or 11.6 percent, took **317** AP tests, which can result in college credit for courses taken. Tests were in Chemistry, Computer Programming, English Language, English Literature, Government, U.S. History, Comparative Government and Politics, Psychology, Macroeconomics, Microeconomics, Biology, Statistics, Calculus AB, Calculus BC and Spanish.
- There were 182 students, or 11.2 percent, enrolled in Davison Early College Program, which totaled 787 classes.

Thank you for taking the time to read this Annual Report.

Ron Jacobs, Principal

Annual Education Report Davison Alternative Education (07770)

High School Graduation: Four-Year Adjusted Cohort Rate

| Student Group | Baseline Data (2016) | Most Recent Results (2019) | Interim Objective (2020) | Interim Objective (2022) | Long-Term Target (2025) |
|---|----------------------|----------------------------|--------------------------|--------------------------|-------------------------|
| All Students | 79.79% | 57.89% | 86.30% | 89.56% | 94.44% |
| Black or African American | 67.31% | <10 | 79.37% | 85.40% | 94.44% |
| Hispanic of Any Race | 72.07% | <10 | 82.01% | 86.99% | 94.44% |
| Native Hawaiian or Other Pacific Islander | 76.67% | <10 | 84.57% | 88.52% | 94.44% |
| Two or More Races | 74.74% | <10 | 83.50% | 87.88% | 94.44% |
| White | 83.48% | 58.70% | 88.35% | 90.79% | 94.44% |
| Economically Disadvantaged | 67.48% | 57.89% | 79.46% | 85.46% | 94.44% |
| English Learners | 72.14% | <10 | 82.05% | 87.01% | 94.44% |

Annual Education Report Davison Alternative Education (07770)

Professional Qualifications of All Public Elementary and Secondary School Teachers

| | Other | B.A. | M.A. | Ph.D. |
|---------------------------------------|-------|------|------|-------|
| Davison Alternative Education (07770) | 1 | 9 | 13 | 0 |

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

| | Total Number of Staffing Group | Number Inexperienced | Percent Inexperienced | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|---------------------------------------|--------------------------------|----------------------|-----------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Davison Alternative Education (07770) | 16.04 | 1.80 | 11.2% | N/A | N/A | N/A | N/A |

Inexperienced Principals and Other School Leaders

| | Total Number of Staffing Group | Number Inexperienced | Percent Inexperienced | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|---------------------------------------|--------------------------------|----------------------|-----------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Davison Alternative Education (07770) | 1.00 | 0.00 | 0.0% | N/A | N/A | N/A | N/A |

Teacher Emergency or Provisional Credentials

| | Total Number of Teachers | Number with Emergency or Provisional Credentials | Percent with Emergency or Provisional Credentials | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|---------------------------------------|--------------------------|--|---|----------------------------|------------------------------|---------------------------|-----------------------------|
| Davison Alternative Education (07770) | 16.04 | 0.81 | 5.1% | N/A | N/A | N/A | N/A |

Out-of-Field Teachers

| | Total Number of Teachers | Number of Out-of-Field Teachers | Percent of Out-of-Field Teachers | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|---------------------------------------|--------------------------|---------------------------------|----------------------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Davison Alternative Education (07770) | 16.04 | 0.82 | 5.1% | N/A | N/A | N/A | N/A |

Annual Education Report Davison Alternative Education (07770)
NAEP Grade 4 Math

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 24 | 41 | 29 | 7 |
| Male | 51 | 22 | 40 | 30 | 8 |
| Female | 49 | 25 | 42 | 28 | 5 |
| National Lunch Program Eligibility | 51 | 36 | 44 | 18 | 2 |
| Eligible | 49 | 12 | 37 | 40 | 11 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race/Ethnicity | | | | | |
| White | 65 | 15 | 41 | 36 | 8 |
| Black or African American | 17 | 51 | 39 | 9 | 1 |
| Hispanic | 9 | 34 | 45 | 17 | 4 |
| Asian | 3 | 9 | 32 | 37 | 22 |
| Native Hawaiian or Other Pacific Islander | ‡ | ‡ | ‡ | ‡ | ‡ |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 5 | 29 | 42 | 22 | 7 |
| Student classified as having a disability | 11 | 60 | 29 | 10 | 1 |
| SD | 89 | 19 | 42 | 31 | 7 |
| Not SD | | | | | |
| Student is an English Language Learner | 10 | 37 | 46 | 14 | 2 |
| ELL | 90 | 22 | 40 | 31 | 7 |
| Not ELL | | | | | |

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Davison Alternative Education (07770)
NAEP Grade 8 Math

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 32 | 68 | 31 | 9 | |
| Male | 51 | 33 | 67 | 31 | 10 |
| Female | 49 | 31 | 69 | 31 | 7 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 4 | 48 | 52 | 16 | 3 |
| Not Eligible | 55 | 19 | 81 | 43 | 13 |
| Info not available | ‡ | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 70 | 25 | 75 | 37 | 11 |
| Black or African American | 15 | 64 | 36 | 9 | 1 |
| Hispanic | 8 | 41 | 59 | 16 | 2 |
| Asian | 3 | 14 | 86 | 52 | 21 |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | ‡ | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 4 | 39 | 61 | 24 | 4 |
| Student classified as having a disability | | | | | |
| SD | 10 | 75 | 25 | 5 | 0 |
| Not SD | 90 | 27 | 73 | 34 | 9 |
| Student is an English Language Learner | | | | | |
| ELL | 6 | 60 | 40 | 8 | 1 |
| Not ELL | 94 | 30 | 70 | 32 | 9 |

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Davison Alternative Education (07770)
NAEP Grade 4 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 36 | 64 | 32 | 7 |
| Male | 51 | 40 | 60 | 28 | 6 |
| Female | 49 | 32 | 68 | 36 | 9 |
| National Lunch Program Eligibility | 53 | 49 | 51 | 20 | 3 |
| Eligible | 47 | 21 | 79 | 45 | 13 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race/Ethnicity | | | | | |
| White | 65 | 29 | 71 | 37 | 9 |
| Black or African American | 18 | 58 | 42 | 15 | 2 |
| Hispanic | 9 | 50 | 50 | 18 | 2 |
| Asian | 3 | 18 | 82 | 44 | 15 |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | ‡ | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 5 | 33 | 67 | 35 | 8 |
| Student classified as having a disability | 10 | 74 | 26 | 10 | 1 |
| SD | 90 | 31 | 69 | 34 | 8 |
| Not SD | | | | | |
| Student is an English Language Learner | 11 | 57 | 43 | 14 | 3 |
| ELL | 89 | 33 | 67 | 34 | 8 |
| Not ELL | | | | | |

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Davison Alternative Education (07770)
NAEP Grade 8 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 27 | 73 | 31 | 3 |
| Male | 51 | 32 | 68 | 26 | 2 |
| Female | 49 | 21 | 79 | 37 | 3 |
| National Lunch Program Eligibility | 47 | 39 | 61 | 19 | 1 |
| Eligible | 52 | 15 | 85 | 43 | 4 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race/Ethnicity | | | | | |
| White | 70 | 22 | 78 | 35 | 3 |
| Black or African American | 15 | 48 | 52 | 12 | 0 |
| Hispanic | 8 | 36 | 64 | 22 | 1 |
| Asian/Native Hawaiian or Pacific Islander | 3 | 14 | 86 | 56 | 6 |
| Two or More Races | ‡ | ‡ | ‡ | ‡ | ‡ |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Islander | 4 | 23 | 77 | 40 | 5 |
| Student classified as having a disability | | | | | |
| SD | 11 | 71 | 29 | 5 | 0 |
| Not SD | 89 | 21 | 79 | 35 | 3 |
| Student is an English Language Learner | | | | | |
| ELL | 6 | 57 | 43 | 6 | 0 |
| Not ELL | 94 | 25 | 75 | 33 | 3 |

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

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NAEP Participation Data

| Grade | Subject | Participation Rate for Students with Disabilities | Standard Error | Participation Rate for Limited English Proficient Students | Standard Error |
|-------|---------|---|----------------|--|----------------|
| 4 | Math | 86.9 | 2.25 | 97 | 0.97 |
| | Reading | 85.4 | 2.57 | 98 | 1.04 |
| 8 | Math | 81.9 | 2.48 | 95 | 1.79 |
| | Reading | 83.3 | 2.41 | 91 | 3.97 |

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Davison Alternative Education (07770)

Sec. 1003 School Improvement Fund

| District Name | School Name | Type of School | Funds Received for SY 2019-2020 | Strategies Implemented |
|---------------------------|-------------------------------|--|---------------------------------|---|
| Davison Community Schools | Davison Alternative Education | Comprehensive Support and Intervention | 95,000.00 | Behavior Management/Positive Behavior Supports, Counseling, Implement Interventions based on data from early warning indicator system, Implement interventions based on data from early warning indicator systems, Multi-Tiered Systems of Support (MTSS) |