

Davison Community Schools

Davison Alternative Education High School Annual Report 2020-21 Posted February 15, 2022



Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities



Davison Alternative Education 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 2020-21 educational progress for Davison Alternative Education. 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 Jerry Piger for assistance.

The AER is available for you to review electronically by visiting the following website: or you may review a copy in the principal's office at your child's school.

For the 2021-22 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 been given the CSI label because our graduation rate is at or below 67 percent. Davison Alternative Education is a credit recovery program for high school students who are at risk of not graduating on time.

The key challenges for the school this year include the ongoing effects from the COVID-19 pandemic, including but certainly not limited to the challenges of teaching students through quarantines and sickness. 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



Davison High School

- interventions and Individual Reading Intervention Plans (IRIP's) and specific intervention programs
- District Math Coach
- Elementary Counselors
- Success Coordinators
- 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 Com-



Davison Alternative Education High School

munity Schools, being in full compliance with state requirements, offers daily core curriculum instruction 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 Alternative Education High School meeting benchmarks or proficiency in a variety of local assessments that are given. In 2020-21 students were assessed through NWEA.

- 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 2020-21</u>	<u>Percent at Benchmark 2019-20</u>	<u>Grade</u>	<u>Subject</u>
Reading	8%	NA Due to COVID-19	9	Reading
Reading	12%	NA Due to COVID-19	10	Reading
Reading	23%	NA Due to COVID-19	11	Math
Math	7%	NA Due to COVID-19	9	Math
Math	13%	NA Due to COVID-19	10	Math
Math	15%	NA Due to COVID-19	11	Math

PARENT-TEACHER CONFERENCE INFORMATION:

Due to COVID, Parent Teacher Conferences were held virtually



Davison Alternative Education High School

Since Davison Alternative Education is a credit recovery high school, there are no dual enrollment or AP statistics to report for this school.

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

Jerry Piger, Principal

Annual Education Report Davison Alternative Education (07770)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Science	11th Grade Content	All Students	2020-21	15.5%	8,811	20%	*	20%	*	20%	<3	20%	<3	*	6	*	14
Science	11th Grade Content	Black or African American	2020-21	3.5%	158	*	*	*	*	*	*	*	*	*	*	*	*
Science	11th Grade Content	Hispanic of Any Race	2020-21	8.2%	313	*	*	*	*	*	*	*	*	*	*	*	*
Science	11th Grade Content	Two or More Races	2020-21	13.9%	250	*	*	*	*	*	*	*	*	*	*	*	*
Science	11th Grade Content	White	2020-21	16.9%	7,499	20%	*	20%	<3	20%	<3	20%	<3	*	6	*	10
Science	11th Grade Content	Female	2020-21	12.9%	3,611	*	*	*	*	*	*	*	*	*	*	*	*
Science	11th Grade Content	Male	2020-21	18.0%	5,200	50%	*	50%	*	50%	<3	50%	<3	*	3	*	8
Science	11th Grade Content	Economically Disadvantaged	2020-21	7.9%	1,643	50%	*	50%	*	50%	<3	50%	<3	*	3	*	8
Social Studies	11th Grade Content	All Students	2018-19	46.6%	47,628	59.1%	228	22.2%	8	10%	<3	*	*	58.3%	21	19.4%	7

Annual Education Report Davison Alternative Education (07770)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	11th Grade Content	All Students	2020-21	43.7%	24,724	58.7%	162	28.6%	6	20%	<3	*	*	33.3%	7	38.1%	8
Social Studies	11th Grade Content	Black or African American	2018-19	20.1%	3,081	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Black or African American	2020-21	18.1%	806	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Hispanic of Any Race	2018-19	32.8%	2,336	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Hispanic of Any Race	2020-21	32.2%	1,218	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Two or More Races	2018-19	46.1%	1,415	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Two or More Races	2020-21	41.6%	740	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	White	2018-19	52.6%	37,949	62.4%	212	25.0%	8	10%	<3	*	*	56.3%	18	18.8%	6
Social Studies	11th Grade Content	White	2020-21	46.7%	20,634	60.1%	140	31.3%	5	20%	<3	*	*	43.8%	7	25.0%	4

Annual Education Report Davison Alternative Education (07770)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
Social Studies	11th Grade Content	Female	2018-19	44.1%	22,547	59.3%	*	20%	*	20%	<3	20%	<3	*	11	*	3
Social Studies	11th Grade Content	Female	2020-21	40.6%	11,333	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	11th Grade Content	Male	2018-19	49.1%	25,081	58.8%	104	30.0%	6	20%	<3	*	*	*	10	20%	4
Social Studies	11th Grade Content	Male	2020-21	46.6%	13,391	50%	93	50%	5	50%	<3	50%	*	50%	3	50%	4
Social Studies	11th Grade Content	Economically Disadvantaged	2018-19	30.6%	13,131	43.5%	57	20%	3	20%	<3	20%	*	*	13	*	5
Social Studies	11th Grade Content	Economically Disadvantaged	2020-21	29.1%	5,992	50%	37	50%	3	50%	<3	50%	*	50%	5	50%	4
Social Studies	11th Grade Content	Homeless	2018-19	24.5%	332	*	*	*	*	*	*	*	*	*	*	*	*

Annual Education Report Davison Alternative Education (07770)

PSAT

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2018-19	Total Score	All Students	846.4	N/A	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Total Score	All Students	819.2	N/A	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Total Score	Black or African American	*	N/A	*	*	*	*	<10
Davison Alternative Education	2020-21	Total Score	Black or African American	*	N/A	*	*	*	*	<10
Davison Alternative Education	2018-19	Total Score	Hispanic of Any Race	*	N/A	*	*	*	*	<10
Davison Alternative Education	2020-21	Total Score	Hispanic of Any Race	*	N/A	*	*	*	*	<10
Davison Alternative Education	2018-19	Total Score	Two or More Races	*	N/A	*	*	*	*	<10
Davison Alternative Education	2020-21	Total Score	Two or More Races	*	N/A	*	*	*	*	<10
Davison Alternative Education	2018-19	Total Score	White	856.3	N/A	<3	10%	*	90%	32
Davison Alternative Education	2020-21	Total Score	White	823.7	N/A	<3	20%	*	80%	19
Davison Alternative Education	2018-19	Total Score	Female	878.8	N/A	<3	20%	*	80%	16

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2020-21	Total Score	Female	805.5	N/A	<3	50%	*	50%	11
Davison Alternative Education	2018-19	Total Score	Male	820.5	N/A	<3	20%	*	80%	20
Davison Alternative Education	2020-21	Total Score	Male	830.0	N/A	<3	50%	*	50%	14
Davison Alternative Education	2018-19	Total Score	Economically Disadvantaged	828.1	N/A	<3	20%	*	80%	21
Davison Alternative Education	2020-21	Total Score	Economically Disadvantaged	834.3	N/A	<3	50%	*	50%	14
Davison Alternative Education	2018-19	Total Score	Not Economically Disadvantaged	872.0	N/A	<3	50%	*	50%	15
Davison Alternative Education	2020-21	Total Score	Not Economically Disadvantaged	800.0	N/A	<3	50%	*	50%	11
Davison Alternative Education	2018-19	Total Score	Not English Learners	846.4	N/A	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Total Score	Not English Learners	819.2	N/A	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Total Score	Not Migrant	846.4	N/A	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Total Score	Not Migrant	819.2	N/A	<3	20%	*	80%	25

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2018-19	Total Score	Students Without Disabilities	846.4	N/A	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Total Score	Students Without Disabilities	819.2	N/A	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Total Score	Homeless	*	N/A	*	*	*	*	<10
Davison Alternative Education	2018-19	Total Score	Not Homeless	849.7	N/A	<3	10%	*	90%	34
Davison Alternative Education	2020-21	Total Score	Not Homeless	819.2	N/A	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Total Score	Not Foster Care	846.4	N/A	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Total Score	Not Foster Care	819.2	N/A	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Total Score	Not Military Connected	846.4	N/A	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Total Score	Not Military Connected	819.2	N/A	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	All Students	427.5	480	8	22.2%	28	77.8%	36
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	All Students	416.8	480	4	20%	21	80%	25

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Black or African American	*	480	*	*	*	*	<10
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Black or African American	*	480	*	*	*	*	<10
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Hispanic of Any Race	*	480	*	*	*	*	<10
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Hispanic of Any Race	*	480	*	*	*	*	<10
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Two or More Races	*	480	*	*	*	*	<10
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Two or More Races	*	480	*	*	*	*	<10
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	White	431.6	480	8	25.0%	24	75.0%	32
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	White	422.6	480	3	20%	16	80%	19
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Female	446.9	480	5	31.3%	11	68.8%	16
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Female	401.8	480	<3	50%	*	50%	11
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Male	412.0	480	3	20%	17	80%	20

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Male	428.6	480	3	50%	11	50%	14
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Economically Disadvantaged	418.6	480	3	20%	18	80%	21
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Economically Disadvantaged	422.1	480	<3	50%	*	50%	14
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Not Economically Disadvantaged	440.0	480	5	50%	10	50%	15
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Not Economically Disadvantaged	410.0	480	<3	50%	*	50%	11
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Not English Learners	427.5	480	8	22.2%	28	77.8%	36
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Not English Learners	416.8	480	4	20%	21	80%	25
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Not Migrant	427.5	480	8	22.2%	28	77.8%	36
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Not Migrant	416.8	480	4	20%	21	80%	25
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Students Without Disabilities	427.5	480	8	22.2%	28	77.8%	36
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Students Without Disabilities	416.8	480	4	20%	21	80%	25

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Homeless	*	480	*	*	*	*	<10
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Not Homeless	429.4	480	8	23.5%	26	76.5%	34
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Not Homeless	416.8	480	4	20%	21	80%	25
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Not Foster Care	427.5	480	8	22.2%	28	77.8%	36
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Not Foster Care	416.8	480	4	20%	21	80%	25
Davison Alternative Education	2018-19	Evidence-Based Reading and Writing	Not Military Connected	427.5	480	8	22.2%	28	77.8%	36
Davison Alternative Education	2020-21	Evidence-Based Reading and Writing	Not Military Connected	416.8	480	4	20%	21	80%	25
Davison Alternative Education	2018-19	Mathematics	All Students	418.9	530	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Mathematics	All Students	402.4	530	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Mathematics	Black or African American	*	530	*	*	*	*	<10
Davison Alternative Education	2020-21	Mathematics	Black or African American	*	530	*	*	*	*	<10

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2018-19	Mathematics	Hispanic of Any Race	*	530	*	*	*	*	<10
Davison Alternative Education	2020-21	Mathematics	Hispanic of Any Race	*	530	*	*	*	*	<10
Davison Alternative Education	2018-19	Mathematics	Two or More Races	*	530	*	*	*	*	<10
Davison Alternative Education	2020-21	Mathematics	Two or More Races	*	530	*	*	*	*	<10
Davison Alternative Education	2018-19	Mathematics	White	424.7	530	<3	10%	*	90%	32
Davison Alternative Education	2020-21	Mathematics	White	401.1	530	<3	20%	*	80%	19
Davison Alternative Education	2018-19	Mathematics	Female	431.9	530	<3	20%	*	80%	16
Davison Alternative Education	2020-21	Mathematics	Female	403.6	530	<3	50%	*	50%	11
Davison Alternative Education	2018-19	Mathematics	Male	408.5	530	<3	20%	*	80%	20
Davison Alternative Education	2020-21	Mathematics	Male	401.4	530	<3	50%	*	50%	14
Davison Alternative Education	2018-19	Mathematics	Economically Disadvantaged	409.5	530	<3	20%	*	80%	21

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2020-21	Mathematics	Economically Disadvantaged	412.1	530	<3	50%	*	50%	14
Davison Alternative Education	2018-19	Mathematics	Not Economically Disadvantaged	432.0	530	<3	50%	*	50%	15
Davison Alternative Education	2020-21	Mathematics	Not Economically Disadvantaged	390.0	530	<3	50%	*	50%	11
Davison Alternative Education	2018-19	Mathematics	Not English Learners	418.9	530	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Mathematics	Not English Learners	402.4	530	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Mathematics	Not Migrant	418.9	530	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Mathematics	Not Migrant	402.4	530	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Mathematics	Students Without Disabilities	418.9	530	<3	10%	*	90%	36
Davison Alternative Education	2020-21	Mathematics	Students Without Disabilities	402.4	530	<3	20%	*	80%	25
Davison Alternative Education	2018-19	Mathematics	Homeless	*	530	*	*	*	*	<10
Davison Alternative Education	2018-19	Mathematics	Not Homeless	420.3	530	<3	10%	*	90%	34

Annual Education Report Davison Alternative Education (07770)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Davison Alternative Education	2020-21	Mathematics	Not Homeless	402.4	530	< 3	20%	*	80%	25
Davison Alternative Education	2018-19	Mathematics	Not Foster Care	418.9	530	< 3	10%	*	90%	36
Davison Alternative Education	2020-21	Mathematics	Not Foster Care	402.4	530	< 3	20%	*	80%	25
Davison Alternative Education	2018-19	Mathematics	Not Military Connected	418.9	530	< 3	10%	*	90%	36
Davison Alternative Education	2020-21	Mathematics	Not Military Connected	402.4	530	< 3	20%	*	80%	25

Annual Education Report Davison Alternative Education (07770)

MI -Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Davison Alternative Education (07770)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	All Students	2020-21	25	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
ELA	All Grades (Combined)	White	2020-21	19	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Female	2020-21	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Male	2020-21	14	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Economically Disadvantaged	2020-21	14	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Economically Disadvantaged	2020-21	11	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not English Learners	2020-21	25	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Migrant	2020-21	25	<10	*	*	*	*	*	*	*

Annual Education Report Davison Alternative Education (07770)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
ELA	All Grades (Combined)	Students Without Disabilities	2020-21	25	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Homeless	2020-21	25	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Foster Care	2020-21	25	<10	*	*	*	*	*	*	*
ELA	All Grades (Combined)	Not Military Connected	2020-21	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	All Students	2020-21	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	White	2020-21	19	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Female	2020-21	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Male	2020-21	14	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Economically Disadvantaged	2020-21	14	<10	*	*	*	*	*	*	*

Annual Education Report Davison Alternative Education (07770)

MI -Access Students Who Took MI -Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Mathematics	All Grades (Combined)	Not Economically Disadvantaged	2020-21	11	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not English Learners	2020-21	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Migrant	2020-21	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Students Without Disabilities	2020-21	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Homeless	2020-21	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Foster Care	2020-21	25	<10	*	*	*	*	*	*	*
Mathematics	All Grades (Combined)	Not Military Connected	2020-21	25	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	All Students	2020-21	21	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	White	2020-21	16	<10	*	*	*	*	*	*	*

Annual Education Report Davison Alternative Education (07770)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Science	All Grades (Combined)	Female	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Male	2020-21	12	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Economically Disadvantaged	2020-21	12	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not English Learners	2020-21	21	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Migrant	2020-21	21	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Students Without Disabilities	2020-21	21	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Homeless	2020-21	21	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Foster Care	2020-21	21	<10	*	*	*	*	*	*	*
Science	All Grades (Combined)	Not Military Connected	2020-21	21	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	All Students	2020-21	21	<10	*	*	*	*	*	*	*

Annual Education Report Davison Alternative Education (07770)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Black or African American	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Hispanic of Any Race	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Two or More Races	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	White	2020-21	16	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Female	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Male	2020-21	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Economically Disadvantaged	2020-21	12	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Economically Disadvantaged	2020-21	<10	*	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not English Learners	2020-21	21	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Migrant	2020-21	21	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Students Without Disabilities	2020-21	21	<10	*	*	*	*	*	*	*

Annual Education Report Davison Alternative Education (07770)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
Social Studies	All Grades (Combined)	Not Homeless	2020-21	21	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Foster Care	2020-21	21	<10	*	*	*	*	*	*	*
Social Studies	All Grades (Combined)	Not Military Connected	2020-21	21	<10	*	*	*	*	*	*	*

Annual Education Report Davison Alternative Education (07770)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2020)	Interim Objective (2020)	Interim Objective (2021)	Long-Term Target (2025)
All Students	79.79%	46.88%	86.30%	87.93%	94.44%
Black or African American	67.31%	<10	79.37%	82.38%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	84.50%	94.44%
Two or More Races	74.74%	<10	83.50%	85.69%	94.44%
White	83.48%	48.08%	88.35%	89.57%	94.44%
Economically Disadvantaged	67.48%	36.84%	79.46%	82.46%	94.44%
English Learners	72.14%	<10	82.05%	84.53%	94.44%

Annual Education Report Davison Alternative Education (07770)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.07%	N/A	47.18%

* All data based on students enrolled for a full academic year.

** More information regarding the Michigan School Index System can be found at the following link:

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)	13.34	1.00	7.5%	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)	13.34	1.00	7.5%	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)	13.34	1.00	7.5%	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
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
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
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Students With Disabilities	11	60	29	10	1
Students Without Disabilities	89	19	42	31	7
English Language Learners	10	37	46	14	2
Not English Language Learners	90	22	40	31	7

‡ 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
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	10	75	25	5	0
Students Without Disabilities	90	27	73	34	9
English Language Learners	6	60	40	8	1
Not English Language Learners	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
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
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
Students With Disabilities	10	74	26	10	1
Students Without Disabilities	90	31	69	34	8
English Language Learner	11	57	43	14	3
Not English Language Learner	89	33	67	34	8

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
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	23	77	40	5
Students With Disabilities	11	71	29	5	0
Students Without Disabilities	89	21	79	35	3
English Language Learner	6	57	43	6	0
Not English Language Learner	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.

Annual Education Report Davison Alternative Education (07770)

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 2020-2021	Strategies Implemented
Davison Community Schools	Davison Alternative Education	Comprehensive Support and Intervention	130,000.00	Behavior Management/Positive Behavior Supports, 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), Counseling