

Davison Community Schools

Thomson Elementary School

Annual Report

2020-21

Posted February 15, 2022

 **Davison Community Schools**

Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities



Thomson Elementary

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Thomson Elementary. 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 Natalie Miller 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 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 2018-19. 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 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

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
- 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 interventions and Individual Reading Intervention Plans (IRIP's) and specific intervention programs
- District Math Coach



Thomson Elementary

- Elementary Counselors
- Quality Career and Technical Education (CTE) program
- Success Coordinators
- 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 which meets or exceeds state requirements in all areas. The district has developed and implemented



Thomson Elementary

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:

Listed below are percentages of students at Thomson Elementary meeting benchmarks or proficiency in a variety of local assessments that are given.

Note:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Composite – benchmark is determined by grade level and time of year.
- 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>Kindergarten</u>
DIBELS	55%	NA Due to COVID-19	Developmental Kindergarten
DIBELS	79%	NA Due to COVID-19	Kindergarten
NWEA Math	42%	NA Due to COVID-19	Developmental Kindergarten
NWEA Math	62%	NA Due to COVID-19	Kindergarten
NWEA Reading	31%	NA Due to COVID-19	Developmental Kindergarten
NWEA Reading	49%	NA Due to COVID-19	Kindergarten

PARENT-TEACHER CONFERENCE INFORMATION:

- Due to COVID-19, we were unable to hold in-person parent teacher conferences. Many conferences were held virtually or by telephone so parents could be updated about their student’s performance.

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

Natalie Miller, Principal

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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
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No Data to Display

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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

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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
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No Data to Display

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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

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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
No Data to Display												

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High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.07%	N/A	76.33%

* 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
Thomson Elementary School (04174)	17.53	2.00	11.4%	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
Thomson Elementary School (04174)	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
Thomson Elementary School (04174)	17.53	1.00	5.7%	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
Thomson Elementary School (04174)	17.53	1.00	5.7%	N/A	N/A	N/A	N/A

Annual Education Report Thomson Elementary School (04174)
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 Thomson Elementary School (04174)
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.

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Annual Education Report Thomson Elementary School (04174)
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 Thomson Elementary School (04174)
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.

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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 Thomson Elementary School (04174)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display