

Davison Community Schools

Annual Report

2015/16

Posted February 15, 2017

District

Davison High School

Davison Alternative Education

Davison Middle School

Hahn Intermediate

Central Elementary

Gates Elementary

Hill Elementary

Siple Elementary

Thomson Elementary

Title I Parent Involvement Board Policy



A Fully Accredited School District

Where Kids Come First



OUR MISSION

Where Kids Come First and Futures Begin.



February 2017

A Message From the Superintendent

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 edu-



**Superintendent
Eric Lieske**

tional progress for the Davison Community School district and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Michelle Edwards, Director of Public Information for help if you need assistance.

The Davison AER is available for you to review electronically by visiting the following web site www.davisonschools.org or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

The report contains the following information:

Student Assessment Data – Elementary or middle school assessment results on the Michigan Student Test of Educational Progress (M-STEP), high school assessment results on M-STEP component of the Michigan Merit Exam (MME) and assessment results for students with disabilities on Michigan's Alternative Assessment Program (MI-Access.)

- Presents achievement data for all four tested subjects (English language arts, mathematics, science and social studies) compared to targets for all students as well as subgroups of students.
- Helps parents understand achievement progress within schools and compare these to district and state achievement.
- **Accountability Scorecard—Detail Data and Status**
Due to transition from MEAP tests to the M-STEP test, the accountability portion of the AER is limited to assessment participation and graduation/attendance rates. Full accountability reporting will resume with the 2015-16 AER.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered qualified to teach such classes

Board of Education

Kathy Sudia.....President

Mark McGlashe....Vice President

Karen ConoverSecretary

Kim Lindsay.....Treasurer

Andrew Hall.....Trustee

John Hair.....Trustee

Diane Rhines.....Trustee

•
•
•

Points of Pride

- Davison has a district-wide Positive Behavior Support program in which students are reminded to "Keep the Cardinal Code."
- **Courteous**
- **Attentive**
- **Respectful**
- **Dependable**
- **Supportive**



NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Our District continues to work toward fulfilling a Board of Education instructional goal that all students will achieve academic success. The ambitious, yet doable, indicators to show that we are meeting this goal include:

- Student academic performance on Michigan standardized tests will continue to show improvement gains each year.
- All students will show appropriate (year for a year) annual growth.
- The percentage of students achieving satisfactory performance on all subtests of the Michigan Department of Education Assessment Program (MEAP) and Michigan Merit Exam (MME) and ACT will annually rank among the top 5% in the State of Michigan.
- 95% of all students enrolled in Davison High School and Davison Alternative Education High School will graduate in four (4) years.

I would also like to take this opportunity to share how pleased I am that during the 2015/16 school year, Davison High School was recognized by a national publication as one of “America’s best high schools.”

In the spring of 2016 Davison High School was named as one of the best high schools in Michigan and the country by U.S. News and World Report, receiving a “Bronze” ranking from the national publication. The report ranked more than 22,000 public, charter and magnet schools in 49 states, comparing them in the areas of student/teacher ratios, college readiness and math and reading proficiency scores. In Michigan, 873 schools were evaluated.

There are many wonderful things happening in our district where our staff operates on a “kids-first philosophy.” Be sure to read about our District Points of Pride. This is a great testament to the hard work of our staff and students district wide. Their dedication is appreciated.

We remain determined to have a school district in which you and your neighbors can take great pride. I encourage you to monitor our progress, and tell us how you think we’re doing.

Sincerely,
Eric Lieske
Superintendent



District Detailed Data

The pages that follow provides detailed data on state administered student assessment results, accountability results, teacher qualification information and the state results for the National Assessment of Educational Progress (NAEP) for Davison Community Schools. For detailed information about a specific school building in the district, please click on the corresponding link below. This information can also be accessed by clicking on the link at: <https://goo.gl/4Qsv2a>, the Michigan School Data website portal at <https://www.mischooldata.org/> or by clicking on the Michigan School Data icon on our home page at www.davisonschools.org.

[Davison High School](#)

[Davison Alternative Education](#)

[Davison Middle School](#)

[Hahn Intermediate](#)

[Central Elementary](#)

[Gates Elementary](#)

[Hill Elementary](#)

[Siple Elementary](#)

[Thomson Elementary](#)



Adequate Yearly Progress Data

Accreditation Status

In 2014, 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 process for district accreditation in 2009. In May 2014 an External Review Team from AdvancED visited to evaluate the district on five standards:

- Standard 1: Purpose and Direction
- Standard 2: Governance and Leadership
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

During their three-day visit, QAR team members interviewed 268 stakeholders, including school staff, board of education members, parents, students and community members and conducted 86 effective learning environment observations.

Strengths noted by the External Review Team included:

- **Kids First as the guiding framework for decisions**
- **Quality staff committed to improving student learning**
- **Community commitment and support**
- **Offer parental options through the Balanced Calendar at Hill and this is growing interest in expanding those options.**
- **Advisory Curriculum Council**
- **Diversity of student opportunities in curriculum and activities**
- **Safe and respectful school environments supported through the Cardinal Code**

The team also named the following Powerful Practices:

- **The Davison Board of Education works responsibly and collaboratively with the system leadership to provide a high quality educational program for all students in the school district.**
- **Davison Community Schools serves as the hub of the community through strong and effective relationships with community partners to the system's vision of "Kids First."**
- **Davison Community Schools has made intentional and focused commitment to maintaining and supporting sufficient personnel to support student learning throughout the system.**
- **Parents have the opportunity to choose a Balanced Calendar at the elementary level as an option to meet their child's educational needs.**

Following the evaluation, the External Review Team recommended the following actions: Establish and implement a process for the development of a system-wide purpose that involves meaningful opportunities for all stakeholder groups to have input and ownership of the statements, which includes annual review of the system's purpose; identify and monitor the implementation of system-wide research-based instructional strategies that promote student engagement, differentiation and student success; develop, implement and evaluate a continuous and comprehensive plan for professional learning driven by data, identified district improvement goals and aligned with the district's student learning expectations; and develop, implement and sustain a systematic process to continually analyze and apply learning from multiple data sources to inform curriculum, instructional practice and evaluation of programs.

Accreditation is a process that has to be renewed every five years. We will have our next district visit in May 2019.



Adequate Yearly Progress Data

Teacher Qualification

The federal No Child Left Behind (NCLB) law has increased a school district's accountability for student learning. It also has increased the requirements for teacher certification beyond the present State of Michigan requirements. Michigan teachers are currently qualified to teach either in their major area of study in college or in their minor area. Now, according to the federal government, a "highly qualified" teacher is one who is certified by the state and teaching only in his/her major area or equivalent. All Davison teachers — 100 percent — are highly qualified.

New teachers receive a provisional teaching certificate from the state that is valid for up to six years. During this time, teachers are expected to not only gain experience, but participate in additional course work, including professional development and/or graduate course work.

It is federal law that parents have the right to know the qualifications of their child's teacher. If you have any questions, please direct them to the Assistant Superintendent, at (810) 591-0808.

Teachers with Provisional Certificates

Elementary (K-6)	40	24%
Secondary (7-12)	18	12.9%
Central Elementary	5	15.6%
Gates Elementary	5	18.5%
Hill Elementary	5	35.7%
Siple Elementary	8	32%
Thomson Elementary	9	39.1%
Hahn Intermediate	8	17.7%
Davison Middle School	4	8.69%
Davison High School	9	10.8%
Alternative Ed.	5	50%

Professional Qualifications of Teachers

Building	B.A.	M.A.	Ph.D	Other
Central Elementary	19	21	0	0
Gates Elementary	4	24	0	0
Hill Elementary	4	8	0	0
Siple Elementary	3	10	0	0
Thomson Elementary	7	10	0	0
Hahn Intermediate	10	33	0	0
Davison Middle School	11	30	0	0
Davison High School	18	61	1	0
Alternative Education	7	3	0	0



Adequate Yearly Progress Data

Title I Buildings

Title I buildings in the district include Hahn Intermediate and Thomson, Central, Siple and Gates elementary buildings. School Wide Title I buildings means all students are eligible to receive support services.

Preparing our Students for the Future

Davison graduates, like young people everywhere, need to be prepared to be responsible employees, parents, and citizens.

Davison graduates will need a variety of skills to fulfill these adult roles in the future. Strong reading skills will be crucial in a changing job market. Technology skills will be necessary for success in coping with the great amount of information available. Logical thinking skills, complex thinking skills, creative problem solving and cooperative team work will be highly valued in the job market. Emotional skills will be necessary for building positive relationships both in the family and at work.

Our curriculum provides skills that our students will need in the future for success in school and on the job. Our teachers structure activities to encourage not only growth in academics but cooperative learning and collaboration.

We are continuing our focus to provide career readiness programming through our Career Technical Education courses as well as offer a variety of dual enrollment opportunities through the University of Michigan-Flint's DEEP (Dual Enrollment Education Program) with environmental science and art courses and with Davison Early College, a partnership with Mott Community College where students can earn a two-year associate's degree by completing a fifth year of high school.

Alternative assessments are practiced at all levels. One method involves the creation of a student education development plan, or EDP, to help students explore possible careers. The district's curriculum includes Michigan Career Pathways, a state program that familiarizes students with hundreds of job opportunities in specific fields including health/sciences, human services, arts/communications, business/management/marketing/technology, agriscience/natural resources and engineer/manufacturing/technology. High school students are offered numerous career preparation opportunities, too, such as mock job interviews, a successful co-op program, business integration technology classes and vocational education courses including auto technology and life management. The school's DECA (marketing club) is also active and named Michigan's "Most Outstanding Chapter" in 2003, 2004, 2005, 2006, 2007 and 2008 and the number one chapter in the country in 2010.

Average Daily Attendance Rates

School	2015/16
Central Elementary	95.8%
Gates Elementary	96.2%
Hill Elementary	97.2%
Siple Elementary	95.5%
Thomson Elementary	94.5%
Hahn Intermediate	96%
Davison Middle School	96%
Davison High School	95.5%
Davison Alternative Ed.	89.6%

Graduation Rates

Davison High School	96.65%
Davison Alternative Education	58.73%
District	89.61%
State	79.79%



Adequate Yearly Progress Data

Postsecondary Enrollment Options

Each year, students at Davison High School have the opportunity to enroll in Advanced Placement classes or Postsecondary courses at local colleges or universities. During the 2015/16 school year:

- **55** students were enrolled in postsecondary courses, which totaled **76** college classes.
- **11** Advanced Placement/College Level Equivalent courses were offered to students in the Davison Community Schools. All classes were offered at DHS.
- **243** students enrolled in AP/College Level Equivalent courses at DHS.
- **182** DHS students took **300** AP tests, which can result in college credit for courses taken. Tests were in chemistry, computer science, English language, English literature, U.S. history, world history, government and politics, psychology, macroeconomics, microeconomics, biology, physics, statistics and calculus.

Grade	2015/16	2014/15	2013/14
Ninth	0	0	0
10th	62	57	21
11th	85	73	40
12th	96	110	52

SAT/ACT Test

In 2016, the SAT replaced the ACT as test taken by high school juniors throughout the state of Michigan. Below is the data for the past three years:

SAT/ACT Average Scores

	2016 (SAT)	2015 (ACT)	2014 (ACT)
State	1001.2	19.9	19.8
Davison High School	1047.5	21.2	21.1
National Average	NA	21.0	21.1

Amount of Students who took the SAT/ACT

2015/16	361
2014/15	362
2013/14	378
2012/13	392

Based on statistical data summaries, no significant difference exists between males and females tested.



Adequate Yearly Progress Data

Parent Participation

One of the most important factors in a child's success in school is the involvement of parents or guardians in the educational process. Each building in the district offers opportunities for parents or guardians to become involved. These include:

- Parent Teacher Organizations
- Parent Advisory Committees
- School Improvement Teams
- Mentoring Programs
- School Volunteers
- Class Sponsors
- Parent Advisory Team
- Field Trips
- Tutoring



A volunteer works with a student at Hill Elementary.

Davison Community Schools encourages all parents to visit their child's school and become involved.

Parent Teacher Conference Attendance Rates

Building	Fall 15/16	Fall 14/15	Spring 15/16	Spring 14/15
Davison High School				
Total Attendance	54%	49%	11%	23%
Parents of Males	NA	53.5%	NA	26%
Parents of Females	NA	56.5%	NA	22.6%
Davison Middle School				
Total Attendance	65%	63%	11%	15%
Parents of Males	71%	67%	18%	10%
Parents of Females	69%	59%	15%	20%
Hahn Intermediate				
Total Attendance	91%	95%	19%	23%
Parents of Males	89%	96%	21%	26%
Parents of Females	94%	94%	17%	20%
Elementary Buildings				
Total Attendance	95.9%	93.5%	30.7%	32.1%
Parents of Males	96.5%	94.1%	33%	32.3%
Parents of Females	95.9%	92.6%	28.1%	28.6%



Adequate Yearly Progress Data

Parent Teacher Conference Attendance Rates

Building	Fall 15/16	Fall 14/15	Spring 15/16	Spring 14/15
Central Elementary				
Total Attendance	94.7%	97%	21.6%	30%
Parents of Males	93.8%	97%	23.3%	31%
Parents of Females	95.5%	97%	19.7%	29%
Gates Elementary				
Total Attendance	94%	92%	35%	48%
Parents of Males	95%	92%	39%	50%
Parents of Females	93%	92%	32%	46%
Hill Elementary				
Total Attendance	98%	99%	29%	30%
Parents of Males	100%	99%	28%	25%
Parents of Females	98%	100%	32%	24%
Siple Elementary				
Total Attendance	96%	96%	26%	26%
Parents of Males	97%	97%	28%	28%
Parents of Females	96%	96%	25%	25%
Thomson Elementary				
Total Attendance	97%	95%	42%	NA
Parents of Males	97%		47%	
Parents of Females	97%		32%	

Alternative Education	October 2015	February 2016	May 2016
Total Attendance	23%	18%	15%



Adequate Yearly Progress Data

Staff Development

Davison Schools budgets for and provides opportunities for staff to attend in-district and out-of-district professional development experiences, and offered training in 2015-16 for staff in the following:

- The District provided 30 hours of PD on various topics such as data dialog, curriculum development, formative assessment, school improvement, effective grading practices and Learning Targets.
- Literacy Specialists attended the annual Michigan Reading Conference.
- Elementary principals attended the annual Michigan Elementary and Middle School Principals conference.

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 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 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.

In April 2016, the following program and text recommendations were adopted for use in the 2016-17 school year:

Math (Grades DK-4)
English Language Arts (Grades 11-12)
English Language Arts (Grades 11-12 CI)
Criminal Law I (High School)
CI Biological Science (High School)
CI World History (High School)

A complete copy of the Michigan Department of Education's Model Core Curriculum Outcomes is available for review by calling 591-0808.





Adequate Yearly Progress Data

Specialized Schools

Genesee Intermediate School District and its 21 local school districts in Genesee County provide special education for nearly 10,000 students. Special education for handicapped students, age 0-25, is available to Davison students.

The goal of special education is to ensure that students learn skills needed for functional independence within our community. Students are placed in special education through the Individualized Educational Planning Committee process, where parents, local educators and special education staff analyze and develop programs for each student. Individualized programs are tailored to each child's needs. GISD's special education schools teach: academic skills, independent living skills, communication skills, job training and prevocational education, and social living habits and self-care.

A Special Education Parent Advisory Committee, made up of representatives from each school district, advises the GISD Board of Education regarding operation and coordination of special education services within Genesee County.

Students Enrolled in Special Education

In 2015/2016, Davison Schools had students enrolled in the following GISD center-based and Project CHOICE classrooms:

- ◆ 25 at the Elmer A. Knopf Learning Center for the Cognitively Impaired and Autistic Impaired, including Project CHOICE classrooms.
- ◆ 581 students were enrolled in local special education programs at Davison Community Schools. These include programs/services for Learning Disabled, Cognitively Impaired, Emotionally Impaired and Speech and Language Impaired.
- ◆ 14 at the Marion Crouse Instructional Center, including Project CHOICE Classrooms.
- ◆ 0 at Durant Tuuri Mott for hearing and visually impaired programs.
- ◆ 6 at GISD Transition Center.
- ◆ 2 at GISD Day Treatment.
- ◆ 17 at Special Services—South Preschool
- ◆ 0 at Michigan School for the Deaf

Upon leaving GISD's special education programs, follow-up data indicate that students are well prepared for adult life, within the limitation of their handicaps.

Building	Number of Special Education Students Enrolled
Davison High School	185
Davison Middle School	76
Hahn Intermediate	73
Gates Elementary	57
Central Elementary	55
Siple Elementary	54
Hill Elementary	20
Thomson Elementary	44
Alternative Education	0



Adequate Yearly Progress Data

Specialized Schools

Genesee Career Institute

The Genesee Career Institute provides technical training for approximately 2,000 high school junior and seniors.

The mission of the Career Institute is to prepare interested young adults for entry-level employment or to enter further training leading to employment in the occupational area of their choice.

To accomplish this mission, GCI provides a comprehensive array of services and opportunities for students including:

- ☐ Instruction in 46 different job areas
- ☐ Special services for students with special needs
- ☐ Occupational aptitude and interest surveys
- ☐ Counseling and guidance services
- ☐ Job placement services
- ☐ Apprenticeship placement services
- ☐ Applied mathematics instruction
- ☐ Applied physics instruction
- ☐ Work experience opportunities
- ☐ Job seeking skills instruction
- ☐ Occupational opportunities
- ☐ Opportunities to participate in competitive events on a local, state and national level through membership in student organizations
- ☐ Opportunity to utilize the latest technology

The successful GASC Technology Center program may be measured by the placement rate of graduates into competitive employment or post secondary studies. During the past five years, 90% of students surveyed indicated that they were either employed or were in post secondary studies.

Davison High School had 57 students enrolled in programs at the Genesee Career Institute in 2015-16.

Davison Alternative Education

This program is housed in a building on the high school campus, serving about 160 students in grades 9-12. It provides an academic and school-day structure in a nontraditional way to meet the needs of students who would often drop out of a typical high school program.

Students qualifying for the program typically have several of the following characteristics:

- Potential to complete high school
- Inability to adjust to, and/or benefit from the traditional setting
- Poor attendance
- Personal/home problems including teen pregnancy
- Below average academic performance
- Poor behavior management skills
- Legal offenses



Adequate Yearly Progress Data

Board of Education Goals

New Board goals were adopted for the 2012-13 through 2015-16 school years. A committee consisting of board of education members, central office and building administrators, curriculum coordinators and members of the Advisory Curriculum Council was charged with taking another look at the goals and coming up with specific ways to measure the district's progress in attaining them. These goals will provide an important sense of direction that will lead our district toward being the very best it can become as it prepares for the challenges of the new millennium.

The three goals of the Board of Education are as follows:

Goal 1

Instructional Goal: All students will achieve academic success through quality instruction and support.

Indicators

Student achievement levels will improve:

- Student academic performance on Michigan standardized tests will continue to show improvement gains each year.
- All students will show appropriate (year for a year) annual growth.
- The percentage of students achieving satisfactory performance on all subtests of the Michigan Department of Education Assessment Program will annually rank among the top 5% in the State of Michigan.
- 95% of all students enrolled in Davison High School and Davison Alternative Education High School will graduate in four (4) years.

Goal 2

Resources Goal: Davison Community Schools will maximize its resources.

Indicators

- Fund equity in General Fund will remain stable while continuing to provide high quality instructional and supporting services.
- Use of facilities by community groups will increase.
- Transportation services will improve.
- Custodial and maintenance programs will improve.
- Energy usage will continue to be monitored to maintain cost avoidance.

Goal 3

School Climate Goal: Davison Community Schools will develop and maintain a cooperative, safe and respectful environment.

Indicators

- Students, parents, community and staff are safe in all school facilities.
- Satisfaction with Davison programs (athletics, communication, DCER, food service, transportation) will improve.
- Implement use of our new student information system as a communication tool between parents and teachers.
- Community will demonstrate support for Davison Community Schools.



District Points of Pride

From Advanced Placement classes to online learning and leadership opportunities to fostering a caring school environment, there are many wonderful accomplishments and activities going on in all of our school buildings. Read on for more proof that futures begin at Davison Community Schools.

Davison High School

- U.S. News and World Report's Best High School Rankings for 2016 announced that Davison High School has earned a bronze medal for being among the best high schools in Michigan
- Davison Community School District has been named to the 6th Annual AP Honor Roll for expanding opportunity and improving performance for AP students by the CollegeBoard
- More than 80 seniors earned service cords for volunteering a minimum of 120 hours of community service during their high school years. Together, the Class of 2016 volunteered over 16,000 hours of their time to service projects in and around the Davison area
- 17 events received Superior ratings at the District M.S.B.O.A. Solo and Ensemble Festival
- 11 events received Superior ratings at the State M.S.B.O.A. Solo and Ensemble Festival
- Three of the instrumental music ensembles received Superior ratings at the M.S.B.O.A. District Band and Orchestra Festival
- Two students were selected to perform at the Michigan Youth Art's Festival
- One student was selected to be a Michigan Youth Art's Festival Concerto Finalist
- All three DHS choirs received first division ratings at District Choral Festival
- One student performed in the Michigan State Honors Choir at the Michigan Music Conference
- Varsity Choir performed their 51st annual musical, "The Secret Garden"
- Four student choir events qualified for State Solo and Ensemble
- Varsity Choir earned the highest "Superior" rating at District Choral Festival for the second year in a row
- Three students won top awards in the Young Artists Today Exhibition
- One student won Best of Show for an animation at the Detroit Area Film and Television Student Competition
- One teacher won Excellence in Teaching Awards from the Greater Flint Arts Council
- DHS Science Olympiad team was one of 16 teams that competed in the 31st Annual Region V Tournament at Mott Community College. Davison High School placed 4th in the event and received medals in 19 of the 23 events
- Quiz Bowl Team went 12-7 and finished in 4th place out of 21 teams in the Genesee Academic League
- FRC Team 3534 – House of Cards (Robotics Team)
- Kettering District Event Finalist (2nd place), Creativity Award
- Marysville District Event Winner, Creativity Award
- 1st time qualifying for FIRST Championship, St. Louis MO. Ranked nine out of 75 teams in Archimedes Division
- 2nd time qualifying for Michigan State Championship. Ranked 20 out of 102 teams
- Finished 2016 season ranked 15 out of 114 teams in Michigan
- DTV was inducted into the MIPA High School Journalism Hall of Fame
- DTV's "Undrinkable" documentaries made headlines covering the Flint Water Crisis
- DTV won Student Emmy awards for Best Newscast and Best Documentary



District Points of Pride

- Mock trial teams competed at the Genesee County Law Day competition and the State of Michigan competition
- BPA Economic Research Team received 6th place in the state competition
- DHS students donated approximately 148 pints of blood (which saves 444 lives) through the Red Cross blood drives hosted by the National Honor Society
- Two students placed 1st and two students placed 3rd in the DHS Car Show Auto Student Skills Test
- Davison Community donated \$6,000 to the American Cancer Society during its Pink-Out Breast Cancer Awareness event in October. This earned the Davison Community the MVP award for Coaches vs. Cancer in the four state region including, Michigan, Indiana, Illinois, and Ohio
- 17 Students competed in a Talent Show hosted by the Guitar Club.
- 11 students competed for the title of Mr. Davison Schools
- Over 600 kids attended Prom held at Huntington Club at MSU Football Stadium
- One teacher was named Saginaw Valley League Teacher of the Year

Athletic Points of Pride

- Varsity volleyball won the SVL Conference and District title Girls' Golf: Three athletes signed for collegiate scholarships; Two All State golfers; Competed in the Division I state finals for the 7th year in a row; Completed over 50 hours of community service as a team
- Girls' Basketball: Varsity team finished in the top 10 for Class A Girls' Team Academic All-State with a 3.789 team GPA
- Varsity cheer took 7th in the state for Team Academic All-State with a 3.414 team GPA
- Eight cheer athletes made the individual Academic All-State team with a 3.8 GPA or higher
- One hockey athlete made 2nd Team All-State
- Boys' Basketball: Varsity team finished 14th in the state for Class A Boys' Team All-Academic, with a team Honorable Mention, for a 3.473 team GPA
- Girls' Bowling: State Champions, four times in five years; Regional Champions, nine times in 10 years' Saginaw Valley Conference Champions, four times in four years; One athlete won the Division I state champion individual title
- Boys' Bowling: Saginaw Valley Conference Champions, three times in four years; Top Ten in Division I for 2016 and 2015
- Wrestling: Team runner up for the Division I championship; One wrestler won the Division I state champion title in his weight class; Two wrestlers were the Division I state champion runner ups in their weight class; Six All-State athletes
- Over 39 athletes recognized as Saginaw Valley League 1st Team members
- Over 25 athletes recognized as Saginaw Valley League 2nd Team members
- Over 20 athletes recognized as Saginaw Valley League Honorable Mention members
- Two athletes recognized as Saginaw Valley League MVP's for their sport
- Davison Cardinals Boys and Girls both finished in the Top Three for the Saginaw Valley League Dick Leach All Sports Award
- 144 athletes received the Saginaw Valley League All-Academic recognition for having a GPA of 3.3 or higher while participating in the same sport for more than a year, one of those years as a member of the Varsity team
- Over 15 athletes signed with colleges to play their sport at the next level
- Our Wrestling and Hockey programs, all went above and beyond during their water drives to donate water to the City of Flint. The two teams were able to donate more than 30,000 bottles of water.



District Points of Pride

That is 1,250 cases of water, which helped us reach Top Three this year in the Channel 12 Spirit Cup.

Davison Middle School

Academics

- Students recognized each quarter for achieving school goals (attendance, achievement, and Cardinal Code)
- Eighth Grade Honors Night: over 300 students honored for accomplishing at least one of the three A's: Attendance, Achievement (honor roll) and Attitude (Cardinal Code); 62 students received honors in all three!
- M-STEP 2015 7th grade ELA and 8th grade Social Studies scores ranked #2 in the county; 7th grade Science and 8th grade ELA ranked #3.
- Nearly 300 students were invited to take the ACT via Midwest Talent Search; 10 economically disadvantaged students received scholarships to cover the cost of this test.
- Honors courses offered in all core courses; school-wide, nearly 300 students enrolled in one or more honors courses; over 100 students earned high school credits for Algebra 1 and Honors Earth Science; 15 students earned high school credit for Geometry; 150 students are earned high school credit for Spanish I/French I.
- Seventh grade participation in U of M's SUPER SCIENCE day at U-M Flint
- Nearly 100 8th graders participated in the Flint Area Science Fair with many earning special awards, over \$1,000 (in scholarships, gift cards, and cash)
- Homeroom Reading three times each week (45 minutes total)
- Homeroom Math twice a week 1st MP – 3rd MP
- Reading Advancement/Math Advancement interventions courses offered to students who are behind in either of these two core subjects in addition to their core English Language Arts/core Math classes.
- Co-teaching sections are offered in all core subjects to support students with special needs
- Challenge Program coordinator identifies and coaches struggling students; after-school CSI Intervention program CSI (Cardinal Success Intervention) for students who need more than coaching to succeed in school
- Vibrant music program includes: orchestra, band, vocal music; Cardinal Band and DMS Symphony Orchestra earned the highest possible ratings at festival; DMS choir invited to participate in State Choir Festival at CMU
- Fully accredited through AdvancEd process

Leadership

- DMS Student Council
- DMS National Jr. Honor Society
- DMS Jr. Optimists
- Student Council, NJHS and Jr. Optimists decorated the entire school with inspirational quotes during a lock in
- Student Council and NJHS worked together to beautify the courtyard
- Blueberry Ambassadors promoted kindness and good deeds

Student Activities/Clubs/Athletics

- Comprehensive athletic program with well over 200 kids participating in each season (football,



District Points of Pride

cross country, volleyball, basketball, wrestling, softball, baseball, track, cheerleading, pompon, dance, swimming)

- Pep assemblies held three times during the year to recognize athletes as well as club members
- Active clubs –14
- DMS Fine Arts Celebration held in May to showcase student art/drawing, choir, band, and Teen Survival projects
- Annual 8th grade Cedar Point trip; 7th grade Field Day
- Over 200 DMS 8th graders will travel to Washington, DC in May
-

Community Outreach and Beyond

- Consistent high participation in the district in Outreach East food drive in December
- Student Council sponsored a needy family during the holidays
- NJHS students provided over 500 hours of Community Service between November and April!
- DMS Junior Optimists sponsored a drive to raise money for Leukemia and Lymphoma Society
- 7th Grade Honors Social Studies classes raised money for the Malala Fund

Hahn Intermediate

- The **Hahn Heroes** program recognized a student from each classroom every month for positive attitudes, academic improvement and good behavior. These students received a certificate with their photo and a pizza luncheon. The **Hahn Heroes** also said the pledge of allegiance at the **December Davison Board of Education Meeting**.
- Hahn students gave generously to the Cool to Care Campaign in December, collecting non-perishable items for needy families. They also participated in the Relay for Life fundraising efforts, adopt a family program at Christmas, and nine students were Blueberry Ambassadors.
- Hahn carried a “Games” theme throughout the year.
- Student Council facilitated three successful afterschool **Fun Nights**. Each time, at least 450 students were able to choose from a variety of activities in the gym, nail painting, karaoke, crafts, games, and even indulge in some great food and snacks! The proceeds from admission and concessions were donated to the Flint Water Crisis and they were put towards chromebooks to be used in the classrooms.
- **Watch DOGS** (Dads of Great Students) program continued in its second year. Dads and significant males of Hahn students volunteered their time for at least one day.
- The Hahn **Book Bowl** team participated in the Genesee County Book Bowl competition. Two teams of 12 students each read ten books throughout the year preparing for the county wide completion.
- The entire student body, nearly 900 students, participated in the national **ACES** (All Children Exercising Simultaneously) and walked the track with music for 20 minutes.
- The PTO Annual **Walkathon** generated over \$20,000 for student activities and teacher support materials. The group also coordinated the collection of BoxTops, Campbell Soup Labels and rewards programs at area merchants.
- Two exciting **Family Reading Nights** were held with a variety of fun, academic activities for the whole family to enjoy. Ice Age was the theme for the first family night and Feeling Groovy was the theme of the second. The activities were offered to support math, science, reading and social studies curriculum.
- **Field Day**, held in June, is facilitated in partnership with the PTO as an end of the year celebration for kids. Around 15 various activities are offered in addition to inflatables.
- The PTO partnered with the school to purchase books for all 5th and 6th grade students to kick off



District Points of Pride

- the **summer reading program**. Follow up activities were held in the fall focused on the two books.
- The **band and orchestra** programs showcased their talents with concerts for parents, relatives and families.
 - The **vocal music** classes for each marking period performed at the Davison High School Auditorium.
 - The after school **SPOTLIGHT choir** was held in the fall with the culminating performance held in conjunction with other community choirs at the holiday.
 - The **Pokemon Club** was started for students. Around 20 students stayed after school for 6 weeks of fun. afterschool. Another after school club, **Girl Talk**, served girls with a variety of activities and discussions for the group to do.
 - The **Coding Club** began this year. This club is offered for 8 weeks during the school year for band and orchestra students.
 - The **Hahn Fishing & Outdoor Club** held several activities throughout the year from the fishing derby to nature walks at the Williams property to sledding activities.
 - The **Ski and Snowboard Club** offered students the opportunity to ski local hills during our winter months.
 - Mrs. Thompson regularly displayed various students art work throughout Hahn. Our **Hahn Art Show** was displayed during for parents during our **5th Grade Parent Orientation**.
 - **Dr. Robert Hahn** started our school year off by reading the **Words of Wisdom** to students.
 - The Kiwanis Club of Davison presented six students with the **A+B=C award** for great attitude, good behavior choices and displaying solid character.
 - Students were granted the opportunity to receive a prize after accumulating 20 **Cardinal Code** tickets for a variety of positive choices in the classroom, at lunch, in the hallway, etc. Qualifying students were then invited to a themed monthly extravaganza to celebrate their accomplishments! Rewards included extra recess, ice cream bars, movie, popcorn, and other special treats.

Central Elementary

- More than 360 students participated in the annual Central Summer Reading Challenge, collectively reading over 560,000 minutes.
- Over 400 students achieved Cardinal Code recognition throughout the school year by earning all 3's and 4's each marking period. The Central PTO continued to sponsor a special "brag tag" recognition dog tag for these students.
- For the second year in a row Central students read over 400,000 minutes during March is Reading Month, which earned students a repeat treat from Kona Ice.
- The Central PTO sponsored three book distributions during the year.
- Central Teachers organized movie nights and a pancake supper put on by Chris' Cakes. The events brought students and families together to raise more than \$2100 to support additional field trips and activities for Central students.
- Over 2300 cans of food were donated to Outreach East during Central's "Cool to Care" annual food collection campaign.
- All four Grade 4 student entries into the Flint Area Science Fair, held at Kettering University, received awards ranging from 4th to 8th place.
- Central Staff received training in the "Changing Your Tomorrow" Positive Behavior Support Program designed to instill a sense of leadership and responsibility in the hearts and minds of students. The program helped students take ownership of their behavior and allowed them to gain skill in offering



District Points of Pride

sincere apologies for transgressions they may have committed.

- Mr. Ben Montgomery, Central Second Grade Teacher, was awarded the Elementary Teacher of the Year Award sponsored by the Davison Educational Foundation in recognition of his delivery of learning to his students.
- A successful implementation of the WatchD.O.G.S. program involved dads in the school with their children. The presence of dads and their guidance during the day helped students connect with positive male role models.

Gates Elementary

Academic Points of Pride

- Based on DRA2 data, 88% of Gates students finished the school year at or above grade level in reading.
- Gates continued as a Schoolwide Title 1 school for the 2014-2015 school year.
- The Schoolwide Title 1 Reform Model had paraprofessionals helping classroom teachers cover Tier 1 curriculum while teachers worked with struggling students needing Tier 2 interventions.
- Gates staff continued participation in Professional Learning Communities (PLCs) focusing on what students needed to know; how to know if students had mastered the material and what steps to take for those students who had not mastered grade level content expectations.
- Gates staff utilized a data room enabling them to keep an eye on student progress and growth in reading and math.
- Gates staff held 5 "Data Days" over the course of the school year. This time was spent digging into data, making plans for student instruction and talking about interventions which need to be implemented for students presently below grade level as well as enrichment activities for those students at or above grade level. Grade level teachers met with the principal, literacy specialist and special education staff during the data day meetings.
- All staff attended over 30 hours of professional development during the course of the school year.
- Academic progress in reading and math continued to be monitored using DIBELS Next, DRA2 and Star Math.
- A Literacy Specialist and Challenge Coordinator provide both academic and behavioral support to students.
- Gates students participated in the district Summer Reading Challenge and read a total of 216,536 minutes.
- First grade students took a field trip to the Seven Ponds as part of their animal live science unit.
- Second grade students participated in an economics fair in which students were both consumers and producers.
- Second grade students took a field trip to the Davison Fire Station during Fire Safety week in October and a trip to Kitchen School in June to learn about the history of our community.
- Third grade students took a field trip to the Sloan Museum to add to their learning on Sound and Light.
- Fourth grade students took a field trip to the State Capital as part of their unit on government.
- All students participated in grade level musical productions demonstrating skills they had learned in music class.
- Local law enforcement officers presented T.E.A.M. Lessons (Teaching, Educating and Mentoring) to second and fourth grade students
- Students participated in Pick the One Book Day, put on by the PTO, giving each student a free book



District Points of Pride

three times over the course of the 2014-2015 school year.

- Gates staff kicked off the 2014-2015 Summer Reading Challenge with a book distribution in which students were allowed to select two books to start them off on the challenge.
- Fourth grade students were reading buddies to first grade students.
- Tutoring was provided for struggling students once a week after school for the school year.

Gates School Community Points of Pride

- Gates PTO, staff and students celebrated "Popcorn Friday" twice a month. Popcorn was sold to students and staff, spirit wear was worn and when "Lucky Cardinals" were found, prizes were given.
- Gates students and staff participated in the annual Gates Gait Walk-a-thon Fundraiser by wearing their school shirt and walking, dancing and moving about the track to music provided by a local DJ. Students raised \$10,665. In the Spring, students were invited to sell Savory Foods Cookie Dough and raised \$17,284!
- Students shopped for family and friends at the PTO-sponsored Santa's Workshop in December.
- Gates students collected over 1,500 items for the Cool to Care Food Program.
- Student Ambassadors introduced new students to the building by introducing those students to their teachers, giving a tour of the school, making sure students had friends and that the transition to a new school went smoothly.
- 1,640 perfect attendance tags were handed out (through May) during the 2014-2015 school year. This averaged to 182 students per month, or 31 percent of our students, who were in attendance from 8:35 a.m. to 3:40 p.m. each day.
- More than 1,500 Cardinal Code tags were earned during the 2014-2015 school year. Students earned tags each marking period for receiving all 1s on their report card for consistently following the Cardinal Code.
- Students and staff participated in the Crim Walking Club and logged more than 1,625 miles.
- Men and women from a local church were paired with students to mentor and encourage student behavior and academics.
- Staff implemented *Meaningful Work for 4th Grade Volunteers*. This program allowed students to volunteer their time before school, throughout the day as well as after school doing various work such as morning announcements, recycling, teacher assistants, mail sorter and computer manager.

Parent Involvement Points of Pride

- Classroom and building newsletters were sent home weekly to all families.
- Parent Teacher Conferences were offered three times over the course of the school year as well as two Schoolwide Title 1 meetings.
- More than 100 volunteers were recognized in April 2015 for donating their time to Gates students.
- Gates continued participation in the Watch D.O.G.S. program. Fathers, grandfathers, uncles and brothers volunteered one day to be a Watch D.O.G. at school. Their time was spent in classrooms working with students, on the playground playing and assisting with student drop-off/pick-up and busses.
- Gates participated in a "One School, One Book" program where all students and staff members, including bus drivers, custodians, food services, paraprofessionals and secretaries, read "Masterpiece". Special activities related to the book and its setting was held during the month of February and a Family Fun Night culminated the event with more than 550 in attendance.
- Gates staff held a Curriculum Night early in the fall to help parents understand the curriculum that would be covered over the course of the year. This included a Schoolwide Title 1 presentation by the literacy specialist and another presentation by the specials teachers showcasing what they offer



District Points of Pride

students.

- Gates students, staff and parents developed a compact which showed their commitment to working as a team to best meet the educational needs of Gates students.
- Parents and support staff were added to the list of stakeholders involved in developing, implementing and evaluating the Gates School Improvement Plan.
- A "Get the Summer Scoop" event was held in June for parents and students in order to help prevent the summer learning slide. Parents learned about activities they could do with their student while students spent time getting ready for the reading challenge. All in attendance ended the evening with ice cream sundaes. Over 500 people were in attendance.

Hill Elementary

- The Davison Varsity Basketball team mentored Hill Elementary students during basketball season for the 4th year. The team visited Hill weekly on Wednesday mornings to work with students on reading or other areas of needs. Hill Elementary School was also recognized at halftime during a home Varsity Basketball game at Hill Family Night.
- More than 130 students participated in the annual Hill Summer Reading challenge, collectively reading nearly 200,000 minutes.
- The 8th Instrument Petting Zoo had over 200 students attend this year. With the help from High School volunteers we were able to create yet again another successful experience for our Hill students.
- Ten 3rd and 4th grade students auditioned and performed in the Elementary Honors Choir with the Michigan Music Education Association.
- Ten 4th grade students participated in The Blueberry Ambassador Program, which is a countywide pay it forward campaign. Twenty-five Genesee County schools grades 4 – 12 participated. Hill Elementary was selected for the Reader's Choice Award and were the recipients of \$1000.00 which will be used to perform other random acts of kindness throughout our community.
- Hill Elementary adopted Braidwood Manor, a local senior citizen's center. Students visited around Halloween, Christmas, and Easter. Students sang and made Easter bonnets with the residents.
- Hill Elementary teaching staff mentored four student teachers and one cadet teacher during the 2014-15 school year.
- Teachers planned and organized the 7th Hill Family Dance. Funds raised go directly back into classrooms.
- Kindergarten students pampered their moms or special woman in their life to the 3rd Annual "Ma's Spa" for Mother's Day.
- Hill Elementary held a Kindergarten Orientation and a First - Fourth Grade Curriculum Night to educate parents on curriculum and grade level expectations. In addition we welcomed families at a K- 4 Open House and we celebrate the end of the year with a Family picnic where we invite our incoming families.
- Our PTO had a very successful fall fundraiser with our Second Annual Hill Hiker's Walk-a-thon. Over \$11,000.00 was raised through pledges.
- Book fairs were held in the fall and spring to raise funds for the Media Center to purchase new materials and provide assemblies.
- Deborah Diesin, author of the *Pout-Pout Fish* visited Hill School. She read to students and talked about the revising and editing process!
- Hill participated in the 2nd One Book, One School event to celebrate March is Reading month. All staff and families were provided the book *The World According To Humphrey* and a calendar of ac-



District Points of Pride

- tivities to bring the entire school together.
- Hill held 2 Celebrations of Learning and Achievement. Students had an opportunity to teach Math games to their parents and share literacy work as well. Awards were also given for Cardinal Code and Attendance.
 - Hill students responded to the District's *Cool to Care* fall/winter food drive averaging 13.5 cans of food donated per student.
 - The Hill PTO continued to support the academic and social needs of students through the purchase of year-long licensing of *Reading A-Z* and *Raz-Kids* for each teacher to use with students. Additionally, they sponsored Harvest Day, family movie night, special assemblies, and partnered with teachers to help fund the Hill School Dance and the Hill Family Picnic.
 - Fourth grade students mentored younger schoolmates during morning bell work. Their leadership and caring strengthened the school environment by connecting students with one another.
 - Teacher collaboration and leadership helped bring the use of iPads into classrooms in an effort to increase the use of technology in supporting student learning.
 - Students conducted interest surveys to determine the themes for after-school clubs and intersessions. Empowering students with decision-making opportunities prepares future leaders for our democracy.
 - Hill students continue to score at top levels in our district on state level standardized tests and district level common assessments. Student achievement remains the number one focus at Hill Elementary.

Siple Elementary

September

- Family Inflatable Night was a great night for Siple families to meet one another
- and to enjoy fun times jumping on a variety of inflatables.
- Siple Stroll PTO fundraiser where students walked the Siple track raised \$6,412

October

- Kindergarten students and teachers took a field trip to Taeckens Terrace to visit Davison seniors and bring them some cheer with a Halloween parade.

November

- 96% of our Siple parents attended Parent Teacher conferences.
- Families enjoyed the annual Kid's Boutique clothing give-away during conferences.
- Family Reading Night was a great night for families to read, shop the Book Fair, and participate in many hands-on activities connected to favorite books.
- Sum Day Fun Day brought many parents and grandparents to Siple to play and learn fun math games to teach students.
- Siple students and their families supported the Cool to Care Campaign by donating 1,123 food items for local charity.

December

- Siple students led the Pledge of Allegiance at the School Board Meeting
- Students enjoyed doing their holiday shopping at Santa's Gift Shop right here at Siple Elementary.
- Families and students packed into the gym for an all-school sing-a-long to ring in winter vacation

January

- Siple kicked off its Watch D.O.G.S. program inviting dads, step-dads and grandfathers to take an active role as mentors in education.



District Points of Pride

- Siple PTO hosted a Family Movie night as families filled the gym to watch Aladdin and enjoy snacks.
- The 1st and 2nd grade music students presented “Music from Frozen” performance to a full house.

February

- The Siple Relay for Life team received a Team Excellence Award for raising over \$10,000 last year.
- The students and staff enjoyed a wonderful assembly introducing them to the world of stringed instruments presented by the Flint Institute of Music’s Troubadours.

March

- Siple students and their families participated in many March is Reading Month events.
- The students enjoyed seeing and learning about animals when the PTO sponsored an assembly with the Potter Park Zoo

April

- Community members volunteered a day to help fit bicycle helmets on our kindergarten students.
- Students and teachers went to DHS to see a performance of “Beauty and the Beast” performed by the Varsity Choir.
- Parent and Community Volunteers were honored at the Davison Community Schools Volunteer Appreciation Night. They were served dinner and treated to the 50th high school musical performed by the varsity Choir, Beauty and the Beast.
- Kindergarten students traveled to Thomson for Farm Day
- Siple families turned out in droves for the annual Siple Family Dance.
- Students were treated to a special visit from Deborah Diesen, author of The Pout Pout Fish.

May

- 3rd and 4th grade students participated in the new M-Step State assessment
- A pizza dinner and certificates were presented to students that participated in our Title I intervention program at the annual Celebration of Learning.
- The 3rd and 4th grade music students presented “Dancing with the STARS” to a packed house at the high school auditorium.

June

- Students exceeded a challenge to raise over \$1,000 to turn Principal Flowers into an ice cream sundae. They raised over \$2,600, and staff dressed up in 80s attire and got silly stringed by students. Everyone participated in the Siple Relay Recess.
- Over 100 parents and other volunteers helped host our end-of-the-year Field Day inside due to inclement weather.

Thomson Elementary

- Several special assemblies and presentations were held for the student body. These included: a magic show, Troubadours Musical Performance Troop visit, Upland Hills Farm visit, Handsome Harry Guest Reader, Eddie Eagle Gun Safety program, Stranger Awareness presentation, and the Hands Are for Helping presentation.
- Author, Debra Diesen, visited with students and discussed what it takes to author and publish a story.
- Several family involvement activities were held throughout the year. These included: Thomson Parent Orientation, Family Open House, Homecoming Parade, Curriculum Night, Family Reading Night, Family Game/Math Night, and Title I Program Presentation.
- Students showed their support for area organizations by participating in the Cool to Care project at



District Points of Pride

Christmas to support area families in need and were 3rd in Genesee County for raising money for Dimes for Diapers.

- All kindergarten students received a bicycle helmet through the efforts of the D.A.Y.S. (Davison Area Youth Safety) Committee.
- Our annual Parent Satisfaction Survey showed that Thomson parents feel that they are welcomed by the staff as partners in their child's education.
- Full AdvancED accreditation.
- We collaborate with our ten sections of Great Start Readiness Program (GSRP) preschool.
- Celebrated March is Reading month and students read over 150,000 minutes during the month of March.
- Thomson entered its second year implementing the Watch DOGS (Dads Of Great Students) program and welcomed over 150 dads, grandpas, step-dads, and uncles to spend the day in our school.
- Students participated in a the 1st Thomson Student Color Run and 2nd Annual Field Day.
- Thomson has a very active and supportive PTO. One particular highlight are the PTO Pals Days when each student is able to pick out a free book and the PTO leads classrooms in an art project centered around literature.
- Students participated in the Summer Reading Challenge.
- Thomson is a Schoolwide Title I building and held several events to include parents as partners in their child's education, including Family Game and Family Reading Night
- Tuesday is volunteer day for parents and community members.

Davison Alternative Education

- Two (2) students have benefited from the ACES (Adults Caring for and Encouraging Students) mentoring program. Community volunteers are screened and trained and work one on one with selected students.
- The DAE Principal's Advisory Group meets with the principal during lunch on a monthly basis. They serve as a liaison between the student body and the principal. They also assist with school wide projects like "Cool to Care."
- Student Ambassador Program continued for the fourth year. Our Student Ambassadors assist new students getting acquainted to DAE. They give them a building tour, walk them to each of their classes and introduce them to their teachers, eat lunch with them and introduce them to other students on their first day. Ambassadors are a new student's "first friend at DAE".
- All DAE students enjoyed the annual Holiday dinner.
- Twenty-four (24) students attended the prom.
- DAE anticipates forty-five (45) graduates in the class of 2016.
- Justin Caskey and Skylar Cunningham were featured as senior speakers; while teacher, Crystal Weekley, was the keynote speaker at graduation.
- Three (3) students received college scholarships thanks to Mott Community College, Davison Odd-fellows and the Davison Chamber of Commerce
- Three (3) graduating students have earned community service cords for serving a minimum of 120 hours of community service.
- Three (3) DAE students were awarded the A+B=C Award from the Kiwanis Club.
- Students participated in Red Cross blood drives and the "Cool to Care" campaign.



District Points of Pride

- Every student had the chance to participate in a college campus visit to one of four locations.
- Students enjoyed the annual end-of-the-year picnic and field day competition between classes.
- Math and reading intervention specialists continue to provide targeted intervention to students.
- Five (5) DAE students participated in interscholastic sports with Davison High School and several others played intramural basketball.
- on their first day. Ambassadors are a new student's "first friend at DAE".
- All DAE students enjoyed the annual Holiday dinner.
- Twenty-one (21) students attended the prom.
- DAE anticipates forty-eight (48) graduates in the class of 2015.
- Preston Ude was featured as senior speaker while teacher, Nicole Wilson, was the keynote speaker at graduation.
- Seven (7) students received college scholarships thanks to Baker College, Mott Community College, Davison Oddfellows, the Davison Chamber of Commerce and Lieske Memorial Scholarship and athletic scholarships.
- Three (3) graduating students have earned community service cords for serving a minimum of 120 hours of community service.
- Six (6) DAE students were awarded the A+B=C Award from the Kiwanis Club.
- The Challenge Program at Davison Middle School (85 students) and Davison High School (40 students) served approximately 125 students. Davison Middle School's CSI program and math intervention program assisted 17 students.
- Students participated in Red Cross blood drives and the "Cool to Care" campaign.
- Every student had the chance to participate in a college campus visit to one of four locations.
- Students enjoyed the annual end-of-the-year picnic and field day competition between classes.
- Math and reading intervention specialists continue to provide targeted intervention to students.
- Five (5) DAE students participated in interscholastic sports with Davison High School and several others played intramural basketball.



Career Technical Programs Prepare Students for Future

Each year, the Davison School District offers career and technical education programs at Davison High School. These programs are designed to prepare students so they will have the necessary academic, technical, and work behavior skills to enter, complete, and advance in post-secondary options and employment. Programs are offered under the guidance of certified teachers, counselors, and cooperative education coordinators. The following is a list of programs offered and criteria for admission.

Program	Program Information
Information Technology	10th-12th grades For students interested in careers related to computer technology, including computer repair, networking, programming, and web design.
Architectural Design	9th-12th grades For students interested in careers in architectural design.
Co-op Education	12th grade Students receive credit for working a paid job that is related to their career plans and are enrolled in a career/technical class.
Engineering Design	9th-12th grades For students interested in careers in design and engineering. Program is affiliated with nationally recognized Project Lead the Way curriculum.
Family & Consumer Science	9th-12th grades Courses include parenting, health, foods and nutrition, and family decision making.
Automotive Technology	10th-12th grades For students interested in auto technology, including brakes, engine performance and repair, and electronics. Program is certified by NATEF.
Business Management Administration	10th-12th grades For students interested in careers related to business. Focus given to obtaining Microsoft Office User Specialist (MOUS) certification.
Finance & Financial Management	10th-12th grades For students interested in careers related to accounting and finance.
Marketing/Entrepreneurship	10th-12th grades For students interested in careers related to marketing, management, or entrepreneurship.
Teacher Cadet	11th & 12th grades For academically able students interested in teaching as a career.
DTV Broadcasting Technology	10th-12th grades For students interested in careers related to TV broadcasting production skills, video and multi-media production, and studio production.

All CTE courses give students the opportunity to earn college credit based on course completion and final grade.



NON-DISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education does not discriminate on the basis of race, color, national origin, (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

The person designated to handle any questions and/or complaints concerning the non-discrimination policy of Davison Community Schools is Assistant Superintendent Kevin Brown, 1490 N Oak Rd, Davison, MI 48423 -- (810-591-0808).



Where Kids Come First and Futures Begin

Connections ❖ Curriculum ❖ Opportunities

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	57.8%	27.2%	30.6%	30.1%	12.1%
ELA	3rd Grade Content	All Students	2015-16	46.0%	52.2%	24.1%	28.0%	29.2%	18.7%
ELA	3rd Grade Content	American Indian or Alaska Native	2014-15	44.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Asian	2015-16	65.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	34.8%	13.0%	21.7%	47.8%	17.4%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	30.0%	20.0%	10.0%	40.0%	30.0%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	47.1%	35.3%	11.8%	29.4%	23.5%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	44.8%	13.8%	31.0%	34.5%	20.7%
ELA	3rd Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	46.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2014-15	47.7%	52.9%	29.4%	23.5%	35.3%	11.8%
ELA	3rd Grade Content	Two or More Races	2015-16	42.9%	53.8%	11.5%	42.3%	26.9%	19.2%
ELA	3rd Grade Content	White	2014-15	58.2%	59.8%	28.0%	31.9%	29.0%	11.1%

M-STEP Grades 3-11

ELA	3rd Grade Content	White	2015-16	53.9%	53.2%	25.8%	27.4%	28.5%	18.3%
ELA	3rd Grade Content	Female	2014-15	54.7%	66.1%	33.9%	32.1%	25.9%	8.0%
ELA	3rd Grade Content	Female	2015-16	49.5%	53.8%	25.3%	28.4%	28.9%	17.3%
ELA	3rd Grade Content	Male	2014-15	45.5%	49.6%	20.5%	29.0%	34.4%	16.1%
ELA	3rd Grade Content	Male	2015-16	42.6%	50.5%	22.9%	27.6%	29.4%	20.1%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	46.2%	19.5%	26.7%	32.8%	21.0%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	44.9%	17.3%	27.6%	28.0%	27.1%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	54.5%	9.1%	45.5%	18.2%	27.3%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	20.0%	4.4%	15.6%	44.4%	35.6%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	28.1%	12.5%	15.6%	21.9%	50.0%
ELA	4th Grade Content	All Students	2014-15	46.6%	50.6%	18.1%	32.5%	27.8%	21.6%
ELA	4th Grade Content	All Students	2015-16	46.3%	54.4%	25.7%	28.8%	24.8%	20.8%
ELA	4th Grade Content	American Indian or Alaska Native	2014-15	36.9%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	4th Grade Content	American Indian or Alaska Native	2015-16	40.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2014-15	70.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Asian	2015-16	67.8%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	21.4%	7.1%	14.3%	28.6%	50.0%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	27.3%	18.2%	9.1%	45.5%	27.3%
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	52.6%	5.3%	47.4%	26.3%	21.1%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	47.8%	21.7%	26.1%	34.8%	17.4%
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	45.0%	5.0%	40.0%	35.0%	20.0%
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	60.0%	33.3%	26.7%	26.7%	13.3%
ELA	4th Grade Content	White	2014-15	53.9%	51.7%	19.8%	31.9%	27.3%	20.9%
ELA	4th Grade Content	White	2015-16	53.9%	56.4%	26.3%	30.2%	22.4%	21.1%
ELA	4th Grade Content	Female	2014-15	51.5%	55.1%	23.2%	31.9%	27.5%	17.4%
ELA	4th Grade Content	Female	2015-16	50.9%	62.0%	29.4%	32.6%	23.5%	14.5%
ELA	4th Grade Content	Male	2014-15	41.8%	46.4%	13.4%	33.0%	28.1%	25.4%
ELA	4th Grade Content	Male	2015-16	41.8%	47.2%	22.1%	25.1%	26.0%	26.8%

M-STEP Grades 3-11

ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	40.3%	13.3%	27.0%	30.1%	29.6%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	46.4%	19.8%	26.6%	26.6%	27.1%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	22.9%	11.4%	11.4%	25.7%	51.4%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	15.9%	6.8%	9.1%	13.6%	70.5%
ELA	5th Grade Content	All Students	2014-15	48.7%	60.5%	21.3%	39.2%	24.8%	14.6%
ELA	5th Grade Content	All Students	2015-16	50.6%	57.3%	17.1%	40.1%	27.5%	15.3%
ELA	5th Grade Content	American Indian or Alaska Native	2014-15	40.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	American Indian or Alaska Native	2015-16	43.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2014-15	71.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Asian	2015-16	74.7%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	8.3%	0.0%	8.3%	50.0%	41.7%
ELA	5th Grade Content	Black or African American	2015-16	23.7%	25.0%	6.3%	18.8%	31.3%	43.8%

M-STEP Grades 3-11

ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	68.8%	18.8%	50.0%	25.0%	6.3%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	56.5%	13.0%	43.5%	21.7%	21.7%
ELA	5th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	52.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	55.6%	22.2%	33.3%	5.6%	38.9%
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	41.2%	11.8%	29.4%	35.3%	23.5%
ELA	5th Grade Content	White	2014-15	55.7%	61.5%	21.8%	39.7%	25.3%	13.2%
ELA	5th Grade Content	White	2015-16	58.1%	59.6%	18.3%	41.3%	27.3%	13.1%
ELA	5th Grade Content	Female	2014-15	54.3%	70.1%	29.4%	40.8%	18.9%	10.9%
ELA	5th Grade Content	Female	2015-16	55.8%	64.3%	21.9%	42.4%	25.7%	10.0%
ELA	5th Grade Content	Male	2014-15	43.3%	52.8%	14.8%	38.0%	29.6%	17.6%
ELA	5th Grade Content	Male	2015-16	45.5%	50.5%	12.5%	38.0%	29.2%	20.4%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	47.0%	16.5%	30.5%	28.7%	24.4%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	47.1%	12.9%	34.1%	31.8%	21.2%
ELA	5th Grade Content	English Language Learners	2014-15	22.7%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	5th Grade Content	English Language Learners	2015-16	23.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	25.0%	12.5%	12.5%	45.8%	29.2%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	32.3%	9.7%	22.6%	22.6%	45.2%
ELA	6th Grade Content	All Students	2014-15	44.7%	60.7%	18.7%	42.0%	27.7%	11.7%
ELA	6th Grade Content	All Students	2015-16	45.0%	58.5%	20.3%	38.2%	29.5%	12.0%
ELA	6th Grade Content	American Indian or Alaska Native	2014-15	39.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	American Indian or Alaska Native	2015-16	34.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2014-15	70.9%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Asian	2015-16	70.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2014-15	20.0%	45.5%	9.1%	36.4%	45.5%	9.1%
ELA	6th Grade Content	Black or African American	2015-16	19.2%	23.1%	0.0%	23.1%	38.5%	38.5%
ELA	6th Grade Content	Hispanic of Any Race	2014-15	32.0%	66.7%	26.7%	40.0%	26.7%	6.7%
ELA	6th Grade Content	Hispanic of Any Race	2015-16	31.7%	63.2%	15.8%	47.4%	31.6%	5.3%
ELA	6th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	48.2%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

ELA	6th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	52.6%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2014-15	42.4%	37.5%	12.5%	25.0%	56.3%	6.3%
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	50.0%	18.8%	31.3%	37.5%	12.5%
ELA	6th Grade Content	White	2014-15	51.2%	61.9%	19.3%	42.5%	26.0%	12.2%
ELA	6th Grade Content	White	2015-16	51.9%	59.1%	21.3%	37.8%	29.3%	11.5%
ELA	6th Grade Content	Female	2014-15	51.1%	69.9%	26.5%	43.4%	21.9%	8.2%
ELA	6th Grade Content	Female	2015-16	49.8%	68.8%	26.3%	42.4%	25.9%	5.4%
ELA	6th Grade Content	Male	2014-15	38.6%	52.3%	11.6%	40.7%	32.9%	14.8%
ELA	6th Grade Content	Male	2015-16	40.4%	50.2%	15.4%	34.8%	32.4%	17.4%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	47.8%	8.7%	39.1%	31.7%	20.5%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	47.5%	11.9%	35.6%	34.4%	18.1%
ELA	6th Grade Content	English Language Learners	2014-15	16.2%	<10	<10	<10	<10	<10
ELA	6th Grade Content	English Language Learners	2015-16	15.0%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	15.4%	0.0%	15.4%	38.5%	46.2%

M-STEP Grades 3-11

ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	26.3%	0.0%	26.3%	57.9%	15.8%
ELA	7th Grade Content	All Students	2014-15	49.1%	69.5%	15.8%	53.7%	20.9%	9.7%
ELA	7th Grade Content	All Students	2015-16	47.1%	49.3%	11.7%	37.6%	30.4%	20.3%
ELA	7th Grade Content	American Indian or Alaska Native	2014-15	39.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	American Indian or Alaska Native	2015-16	41.1%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2014-15	73.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Asian	2015-16	71.6%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2014-15	25.2%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Black or African American	2015-16	21.5%	36.4%	0.0%	36.4%	9.1%	54.5%
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	50.0%	12.5%	37.5%	43.8%	6.3%
ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	55.6%	11.1%	44.4%	27.8%	16.7%
ELA	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	55.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	61.5%	15.4%	46.2%	23.1%	15.4%
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	26.7%	6.7%	20.0%	46.7%	26.7%

M-STEP Grades 3-11

ELA	7th Grade Content	White	2014-15	55.4%	70.4%	16.4%	54.0%	20.4%	9.2%
ELA	7th Grade Content	White	2015-16	53.7%	50.7%	12.5%	38.1%	30.5%	18.8%
ELA	7th Grade Content	Female	2014-15	56.3%	75.9%	22.2%	53.8%	17.9%	6.1%
ELA	7th Grade Content	Female	2015-16	53.8%	57.2%	15.4%	41.8%	29.9%	12.9%
ELA	7th Grade Content	Male	2014-15	42.2%	61.9%	8.3%	53.6%	24.3%	13.8%
ELA	7th Grade Content	Male	2015-16	40.6%	41.9%	8.3%	33.6%	30.9%	27.2%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	58.9%	11.3%	47.6%	21.0%	20.2%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	31.0%	6.3%	24.7%	37.3%	31.6%
ELA	7th Grade Content	English Language Learners	2014-15	18.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	English Language Learners	2015-16	17.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	34.4%	0.0%	34.4%	21.9%	43.8%
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	22.7%	4.5%	18.2%	31.8%	45.5%
ELA	8th Grade Content	All Students	2014-15	47.6%	62.4%	16.7%	45.6%	26.0%	11.7%
ELA	8th Grade Content	All Students	2015-16	48.9%	57.7%	14.6%	43.1%	28.2%	14.1%

M-STEP Grades 3-11

ELA	8th Grade Content	American Indian or Alaska Native	2014-15	34.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	American Indian or Alaska Native	2015-16	37.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2014-15	71.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Asian	2015-16	73.6%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2014-15	23.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Black or African American	2015-16	24.4%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	44.4%	11.1%	33.3%	38.9%	16.7%
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	43.8%	6.3%	37.5%	43.8%	12.5%
ELA	8th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	61.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2014-15	44.7%	36.4%	0.0%	36.4%	54.5%	9.1%
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	28.6%	7.1%	21.4%	42.9%	28.6%
ELA	8th Grade Content	White	2014-15	53.8%	64.6%	17.8%	46.8%	23.9%	11.4%
ELA	8th Grade Content	White	2015-16	55.2%	60.1%	15.8%	44.3%	26.9%	13.0%
ELA	8th Grade Content	Female	2014-15	54.2%	73.6%	20.4%	53.2%	22.2%	4.2%

M-STEP Grades 3-11

ELA	8th Grade Content	Female	2015-16	54.9%	61.6%	17.6%	44.0%	29.6%	8.8%
ELA	8th Grade Content	Male	2014-15	41.2%	50.0%	12.8%	37.2%	30.1%	19.9%
ELA	8th Grade Content	Male	2015-16	43.0%	53.2%	11.2%	42.0%	26.6%	20.2%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	51.3%	9.7%	41.6%	29.9%	18.8%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	45.0%	9.9%	35.1%	29.8%	25.2%
ELA	8th Grade Content	English Language Learners	2014-15	19.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	English Language Learners	2015-16	17.3%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	2.6%	0.0%	2.6%	31.6%	65.8%
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	24.1%	0.0%	24.1%	27.6%	48.3%
ELA	11th Grade Content	All Students	2014-15	49.3%	47.9%	14.1%	33.8%	26.5%	25.6%
ELA	11th Grade Content	American Indian or Alaska Native	2014-15	48.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Asian	2014-15	64.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	18.2%	0.0%	18.2%	18.2%	63.6%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	41.2%	17.6%	23.5%	23.5%	35.3%

M-STEP Grades 3-11

ELA	11th Grade Content	Two or More Races	2014-15	49.1%	45.5%	9.1%	36.4%	36.4%	18.2%
ELA	11th Grade Content	White	2014-15	54.3%	49.7%	14.9%	34.8%	26.0%	24.3%
ELA	11th Grade Content	Female	2014-15	55.4%	52.6%	14.1%	38.5%	26.6%	20.8%
ELA	11th Grade Content	Male	2014-15	43.3%	42.3%	14.1%	28.2%	26.4%	31.3%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	35.8%	6.4%	29.4%	31.2%	33.0%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	6.7%	0.0%	6.7%	23.3%	70.0%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	56.4%	18.7%	37.8%	27.6%	16.0%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	44.9%	12.8%	32.1%	39.2%	15.9%
Mathematics	3rd Grade Content	American Indian or Alaska Native	2014-15	44.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2014-15	73.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Asian	2015-16	73.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	26.1%	4.3%	21.7%	43.5%	30.4%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	40.0%	0.0%	40.0%	40.0%	20.0%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	47.1%	5.9%	41.2%	23.5%	29.4%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	24.1%	6.9%	17.2%	48.3%	27.6%
Mathematics	3rd Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	46.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Two or More Races	2014-15	43.6%	44.4%	33.3%	11.1%	27.8%	27.8%
Mathematics	3rd Grade Content	Two or More Races	2015-16	40.8%	19.2%	3.8%	15.4%	42.3%	38.5%
Mathematics	3rd Grade Content	White	2014-15	57.3%	58.9%	19.6%	39.3%	27.1%	14.0%
Mathematics	3rd Grade Content	White	2015-16	53.2%	48.4%	14.2%	34.1%	38.2%	13.4%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	56.4%	17.3%	39.1%	29.8%	13.8%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	41.5%	8.5%	33.0%	42.4%	16.1%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	56.4%	20.0%	36.4%	25.3%	18.2%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	48.4%	17.2%	31.2%	35.8%	15.8%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	44.4%	12.2%	32.1%	29.1%	26.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	32.7%	8.4%	24.3%	42.5%	24.8%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	54.5%	0.0%	54.5%	18.2%	27.3%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	30.4%	8.7%	21.7%	23.9%	45.7%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	24.2%	6.1%	18.2%	39.4%	36.4%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	43.6%	12.8%	30.9%	42.7%	13.7%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	49.6%	16.2%	33.4%	40.7%	9.7%
Mathematics	4th Grade Content	American Indian or Alaska Native	2014-15	31.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2014-15	69.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Asian	2015-16	71.7%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	14.3%	0.0%	14.3%	28.6%	57.1%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	17.4%	4.3%	13.0%	69.6%	13.0%
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	21.1%	5.3%	15.8%	68.4%	10.5%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	47.8%	13.0%	34.8%	39.1%	13.0%
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	35.0%	5.0%	30.0%	40.0%	25.0%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	60.0%	33.3%	26.7%	26.7%	13.3%
Mathematics	4th Grade Content	White	2014-15	49.3%	45.8%	13.7%	32.2%	42.4%	11.8%
Mathematics	4th Grade Content	White	2015-16	52.3%	51.2%	16.3%	34.9%	39.5%	9.3%
Mathematics	4th Grade Content	Female	2014-15	40.3%	40.1%	12.1%	28.0%	45.9%	14.0%
Mathematics	4th Grade Content	Female	2015-16	42.1%	47.3%	10.4%	36.9%	42.3%	10.4%
Mathematics	4th Grade Content	Male	2014-15	42.4%	46.9%	13.4%	33.5%	39.7%	13.4%
Mathematics	4th Grade Content	Male	2015-16	45.8%	51.7%	21.7%	30.0%	39.1%	9.1%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	32.1%	9.2%	23.0%	46.9%	20.9%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	42.0%	10.4%	31.6%	43.0%	15.0%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	17.1%	2.9%	14.3%	42.9%	40.0%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	15.9%	0.0%	15.9%	45.5%	38.6%
Mathematics	5th Grade Content	All Students	2014-15	33.4%	36.3%	12.8%	23.5%	39.6%	24.1%

M-STEP Grades 3-11

Mathematics	5th Grade Content	All Students	2015-16	33.8%	26.1%	9.9%	16.2%	39.4%	34.5%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	American Indian or Alaska Native	2015-16	26.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2014-15	64.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Asian	2015-16	63.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	0.0%	0.0%	0.0%	41.7%	58.3%
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	6.3%	0.0%	6.3%	6.3%	87.5%
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	25.0%	6.3%	18.8%	50.0%	25.0%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	9.1%	9.1%	0.0%	36.4%	54.5%
Mathematics	5th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	40.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	33.3%	11.1%	22.2%	27.8%	38.9%
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	22.2%	5.6%	16.7%	27.8%	50.0%
Mathematics	5th Grade Content	White	2014-15	39.7%	37.9%	13.6%	24.2%	39.1%	23.0%
Mathematics	5th Grade Content	White	2015-16	41.0%	28.1%	10.7%	17.5%	41.3%	30.6%

M-STEP Grades 3-11

Mathematics	5th Grade Content	Female	2014-15	32.6%	35.6%	13.9%	21.8%	39.6%	24.8%
Mathematics	5th Grade Content	Female	2015-16	31.7%	22.3%	8.1%	14.2%	38.9%	38.9%
Mathematics	5th Grade Content	Male	2014-15	34.1%	36.8%	12.0%	24.8%	39.6%	23.6%
Mathematics	5th Grade Content	Male	2015-16	35.8%	29.8%	11.6%	18.1%	40.0%	30.2%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	28.7%	6.1%	22.6%	39.0%	32.3%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	18.9%	7.1%	11.8%	32.0%	49.1%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	16.7%	4.2%	12.5%	45.8%	37.5%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	12.9%	3.2%	9.7%	19.4%	67.7%
Mathematics	6th Grade Content	All Students	2014-15	33.3%	29.2%	10.5%	18.7%	44.5%	26.3%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	29.0%	9.0%	20.1%	44.3%	26.6%
Mathematics	6th Grade Content	American Indian or Alaska Native	2014-15	25.0%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	American Indian or Alaska Native	2015-16	22.2%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	6th Grade Content	Asian	2014-15	65.2%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Asian	2015-16	64.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2014-15	9.4%	9.1%	0.0%	9.1%	54.5%	36.4%
Mathematics	6th Grade Content	Black or African American	2015-16	8.2%	0.0%	0.0%	0.0%	46.2%	53.8%
Mathematics	6th Grade Content	Hispanic of Any Race	2014-15	19.5%	33.3%	20.0%	13.3%	40.0%	26.7%
Mathematics	6th Grade Content	Hispanic of Any Race	2015-16	18.8%	15.8%	5.3%	10.5%	57.9%	26.3%
Mathematics	6th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	37.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	35.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	25.0%	6.3%	18.8%	37.5%	37.5%
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	18.8%	12.5%	6.3%	56.3%	25.0%
Mathematics	6th Grade Content	White	2014-15	39.3%	29.6%	10.8%	18.8%	44.9%	25.5%
Mathematics	6th Grade Content	White	2015-16	39.2%	30.8%	9.3%	21.6%	43.1%	26.1%
Mathematics	6th Grade Content	Female	2014-15	34.1%	33.3%	12.3%	21.0%	40.5%	26.2%
Mathematics	6th Grade Content	Female	2015-16	31.4%	29.3%	7.8%	21.5%	43.9%	26.8%

M-STEP Grades 3-11

Mathematics	6th Grade Content	Male	2014-15	32.5%	25.5%	8.8%	16.7%	48.1%	26.4%
Mathematics	6th Grade Content	Male	2015-16	34.1%	28.9%	9.9%	19.0%	44.7%	26.5%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	20.0%	4.4%	15.6%	40.0%	40.0%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	19.4%	5.0%	14.4%	46.3%	34.4%
Mathematics	6th Grade Content	English Language Learners	2014-15	11.5%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	English Language Learners	2015-16	10.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	8.0%	4.0%	4.0%	36.0%	56.0%
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	21.1%	5.3%	15.8%	15.8%	63.2%
Mathematics	7th Grade Content	All Students	2014-15	33.3%	39.0%	11.7%	27.3%	43.4%	17.6%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	32.2%	10.3%	22.0%	39.1%	28.6%
Mathematics	7th Grade Content	American Indian or Alaska Native	2014-15	22.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	American Indian or Alaska Native	2015-16	26.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2014-15	66.4%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Asian	2015-16	68.1%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	7th Grade Content	Black or African American	2014-15	10.6%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2015-16	10.4%	0.0%	0.0%	0.0%	72.7%	27.3%
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	18.8%	6.3%	12.5%	50.0%	31.3%
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	33.3%	11.1%	22.2%	33.3%	33.3%
Mathematics	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	34.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	23.1%	0.0%	23.1%	53.8%	23.1%
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	6.7%	6.7%	0.0%	53.3%	40.0%
Mathematics	7th Grade Content	White	2014-15	39.0%	40.6%	12.7%	28.0%	42.4%	17.0%
Mathematics	7th Grade Content	White	2015-16	41.6%	34.2%	10.6%	23.6%	37.8%	28.0%
Mathematics	7th Grade Content	Female	2014-15	33.0%	39.3%	12.3%	27.0%	44.5%	16.1%
Mathematics	7th Grade Content	Female	2015-16	34.5%	32.2%	10.9%	21.3%	41.1%	26.7%
Mathematics	7th Grade Content	Male	2014-15	33.5%	38.7%	11.0%	27.6%	42.0%	19.3%
Mathematics	7th Grade Content	Male	2015-16	36.1%	32.3%	9.7%	22.6%	37.3%	30.4%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	33.1%	5.6%	27.4%	43.5%	23.4%

M-STEP Grades 3-11

Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	22.0%	5.0%	17.0%	36.5%	41.5%
Mathematics	7th Grade Content	English Language Learners	2014-15	12.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Language Learners	2015-16	13.0%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	12.5%	3.1%	9.4%	53.1%	34.4%
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	22.7%	4.5%	18.2%	18.2%	59.1%
Mathematics	8th Grade Content	All Students	2014-15	32.2%	38.7%	19.7%	19.0%	33.6%	27.7%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	39.6%	14.9%	24.8%	38.6%	21.8%
Mathematics	8th Grade Content	American Indian or Alaska Native	2014-15	19.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	American Indian or Alaska Native	2015-16	21.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Asian	2015-16	67.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2014-15	9.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Black or African American	2015-16	9.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	22.2%	5.6%	16.7%	38.9%	38.9%

M-STEP Grades 3-11

Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	25.0%	6.3%	18.8%	37.5%	37.5%
Mathematics	8th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	42.0%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	0.0%	0.0%	0.0%	33.3%	66.7%
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	21.4%	7.1%	14.3%	42.9%	35.7%
Mathematics	8th Grade Content	White	2014-15	37.7%	41.2%	21.4%	19.8%	32.9%	25.9%
Mathematics	8th Grade Content	White	2015-16	38.3%	41.1%	15.3%	25.8%	38.1%	20.8%
Mathematics	8th Grade Content	Female	2014-15	32.6%	38.7%	19.8%	18.9%	35.5%	25.8%
Mathematics	8th Grade Content	Female	2015-16	34.1%	43.3%	15.2%	28.1%	39.2%	17.5%
Mathematics	8th Grade Content	Male	2014-15	31.8%	38.7%	19.6%	19.1%	31.4%	29.9%
Mathematics	8th Grade Content	Male	2015-16	31.4%	35.3%	14.4%	20.9%	38.0%	26.7%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	26.6%	11.0%	15.6%	35.1%	38.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	26.9%	7.7%	19.2%	39.2%	33.8%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	English Language Learners	2015-16	11.8%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	5.4%	0.0%	5.4%	18.9%	75.7%
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	10.7%	0.0%	10.7%	39.3%	50.0%
Mathematics	11th Grade Content	All Students	2014-15	28.5%	29.0%	8.7%	20.3%	27.0%	43.9%
Mathematics	11th Grade Content	American Indian or Alaska Native	2014-15	18.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2014-15	60.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	9.1%	0.0%	9.1%	18.2%	72.7%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	5.9%	0.0%	5.9%	35.3%	58.8%
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	22.7%	4.5%	18.2%	13.6%	63.6%
Mathematics	11th Grade Content	White	2014-15	32.4%	32.1%	9.8%	22.3%	27.7%	40.2%
Mathematics	11th Grade Content	Female	2014-15	29.1%	29.2%	8.9%	20.3%	29.2%	41.7%
Mathematics	11th Grade Content	Male	2014-15	27.8%	28.8%	8.6%	20.2%	24.5%	46.6%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	12.8%	2.8%	10.1%	25.7%	61.5%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0.0%	0.0%	0.0%	6.7%	93.3%

M-STEP Grades 3-11

Science	4th Grade Content	All Students	2014-15	12.4%	15.1%	7.4%	7.7%	45.5%	39.4%
Science	4th Grade Content	All Students	2015-16	14.7%	19.1%	10.2%	8.9%	36.8%	44.1%
Science	4th Grade Content	American Indian or Alaska Native	2014-15	8.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	American Indian or Alaska Native	2015-16	10.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2014-15	23.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Asian	2015-16	28.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	7.1%	0.0%	7.1%	14.3%	78.6%
Science	4th Grade Content	Black or African American	2015-16	2.4%	4.8%	4.8%	0.0%	19.0%	76.2%
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	5.3%	5.3%	0.0%	42.1%	52.6%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	13.0%	0.0%	13.0%	34.8%	52.2%
Science	4th Grade Content	Two or More Races	2014-15	11.8%	25.0%	10.0%	15.0%	35.0%	40.0%
Science	4th Grade Content	Two or More Races	2015-16	12.5%	26.7%	20.0%	6.7%	33.3%	40.0%
Science	4th Grade Content	White	2014-15	15.4%	15.0%	7.2%	7.8%	47.5%	37.5%
Science	4th Grade Content	White	2015-16	18.4%	19.8%	10.8%	9.0%	38.1%	42.0%
Science	4th Grade Content	Female	2014-15	10.4%	12.1%	6.3%	5.8%	44.0%	44.0%

M-STEP Grades 3-11

Science	4th Grade Content	Female	2015-16	13.0%	14.5%	8.6%	5.9%	38.5%	47.1%
Science	4th Grade Content	Male	2014-15	14.3%	17.9%	8.5%	9.4%	46.9%	35.3%
Science	4th Grade Content	Male	2015-16	16.4%	23.5%	11.7%	11.7%	35.2%	41.3%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	11.2%	5.1%	6.1%	40.3%	48.5%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	13.6%	5.2%	8.4%	33.5%	52.9%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2015-16	2.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	5.7%	2.9%	2.9%	37.1%	57.1%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	4.5%	2.3%	2.3%	20.5%	75.0%
Science	7th Grade Content	All Students	2014-15	22.7%	35.7%	13.3%	22.4%	28.1%	36.2%
Science	7th Grade Content	All Students	2015-16	23.9%	32.1%	13.9%	18.2%	29.4%	38.5%
Science	7th Grade Content	American Indian or Alaska Native	2014-15	16.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	American Indian or Alaska Native	2015-16	17.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	Asian	2014-15	43.1%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	7th Grade Content	Asian	2015-16	41.9%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	5.0%	<10	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2015-16	5.4%	18.2%	0.0%	18.2%	27.3%	54.5%
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	12.5%	6.3%	6.3%	31.3%	56.3%
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	44.4%	16.7%	27.8%	16.7%	38.9%
Science	7th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	17.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2014-15	21.6%	23.1%	7.7%	15.4%	23.1%	53.8%
Science	7th Grade Content	Two or More Races	2015-16	21.2%	6.7%	0.0%	6.7%	46.7%	46.7%
Science	7th Grade Content	White	2014-15	27.4%	38.3%	14.1%	24.2%	28.2%	33.4%
Science	7th Grade Content	White	2015-16	28.9%	33.0%	15.0%	18.0%	29.7%	37.3%
Science	7th Grade Content	Female	2014-15	20.8%	33.2%	10.4%	22.7%	31.8%	35.1%
Science	7th Grade Content	Female	2015-16	22.6%	33.2%	13.4%	19.8%	31.2%	35.6%
Science	7th Grade Content	Male	2014-15	24.6%	38.7%	16.6%	22.1%	23.8%	37.6%
Science	7th Grade Content	Male	2015-16	25.1%	31.0%	14.4%	16.7%	27.8%	41.2%

M-STEP Grades 3-11

Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	31.5%	10.5%	21.0%	23.4%	45.2%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	20.9%	8.9%	12.0%	27.8%	51.3%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	English Language Learners	2015-16	3.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	9.4%	6.3%	3.1%	21.9%	68.8%
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	22.7%	9.1%	13.6%	13.6%	63.6%
Science	11th Grade Content	All Students	2014-15	29.4%	34.1%	12.1%	22.0%	28.7%	37.2%
Science	11th Grade Content	All Students	2015-16	33.0%	39.0%	15.1%	23.9%	32.2%	28.8%
Science	11th Grade Content	American Indian or Alaska Native	2014-15	23.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Asian	2014-15	47.8%	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	9.1%	0.0%	9.1%	18.2%	72.7%
Science	11th Grade Content	Black or African American	2015-16	8.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	23.5%	5.9%	17.6%	17.6%	58.8%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	23.8%	9.5%	14.3%	47.6%	28.6%

M-STEP Grades 3-11

Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	37.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2014-15	27.7%	22.7%	4.5%	18.2%	27.3%	50.0%
Science	11th Grade Content	Two or More Races	2015-16	29.7%	41.7%	16.7%	25.0%	8.3%	50.0%
Science	11th Grade Content	White	2014-15	34.2%	36.1%	13.9%	22.3%	30.1%	33.8%
Science	11th Grade Content	White	2015-16	38.7%	39.7%	15.2%	24.5%	32.4%	28.0%
Science	11th Grade Content	Female	2014-15	26.7%	33.3%	10.9%	22.4%	31.3%	35.4%
Science	11th Grade Content	Female	2015-16	29.8%	38.3%	11.9%	26.4%	37.3%	24.4%
Science	11th Grade Content	Male	2014-15	32.1%	35.0%	13.5%	21.5%	25.8%	39.3%
Science	11th Grade Content	Male	2015-16	36.3%	39.7%	18.5%	21.2%	26.6%	33.7%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	25.7%	9.2%	16.5%	27.5%	46.8%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	27.4%	9.4%	17.9%	34.9%	37.7%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2015-16	4.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	3.3%	0.0%	3.3%	3.3%	93.3%

M-STEP Grades 3-11

Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	14.7%	5.9%	8.8%	14.7%	70.6%
Social Studies	5th Grade Content	All Students	2014-15	22.2%	31.3%	6.2%	25.1%	60.1%	8.6%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	26.7%	3.1%	23.6%	65.2%	8.0%
Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	American Indian or Alaska Native	2015-16	16.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2014-15	38.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Asian	2015-16	35.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	0.0%	0.0%	0.0%	75.0%	25.0%
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	6.3%	0.0%	6.3%	68.8%	25.0%
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	25.0%	6.3%	18.8%	68.8%	6.3%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	18.2%	9.1%	9.1%	63.6%	18.2%
Social Studies	5th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	20.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	22.2%	0.0%	22.2%	61.1%	16.7%
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	17.6%	0.0%	17.6%	76.5%	5.9%

M-STEP Grades 3-11

Social Studies	5th Grade Content	White	2014-15	26.9%	32.7%	6.8%	25.8%	59.7%	7.6%
Social Studies	5th Grade Content	White	2015-16	23.0%	28.8%	3.0%	25.8%	64.3%	6.9%
Social Studies	5th Grade Content	Female	2014-15	20.6%	30.3%	5.5%	24.9%	60.7%	9.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	24.4%	3.3%	21.1%	68.9%	6.7%
Social Studies	5th Grade Content	Male	2014-15	23.8%	32.0%	6.8%	25.2%	59.6%	8.4%
Social Studies	5th Grade Content	Male	2015-16	21.0%	29.0%	2.8%	26.2%	61.7%	9.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	18.3%	1.8%	16.5%	68.9%	12.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	17.9%	2.4%	15.5%	71.4%	10.7%
Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	20.8%	4.2%	16.7%	54.2%	25.0%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	12.9%	3.2%	9.7%	71.0%	16.1%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	48.1%	8.7%	39.3%	38.3%	13.6%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	34.1%	4.4%	29.6%	52.3%	13.6%

M-STEP Grades 3-11

Social Studies	8th Grade Content	American Indian or Alaska Native	2014-15	19.4%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	American Indian or Alaska Native	2015-16	21.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2014-15	50.9%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Asian	2015-16	53.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2014-15	9.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Black or African American	2015-16	9.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	35.3%	11.8%	23.5%	35.3%	29.4%
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	18.8%	0.0%	18.8%	62.5%	18.8%
Social Studies	8th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	31.0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	8.3%	0.0%	8.3%	66.7%	25.0%
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	14.3%	0.0%	14.3%	71.4%	14.3%
Social Studies	8th Grade Content	White	2014-15	35.2%	50.5%	9.0%	41.5%	37.0%	12.5%
Social Studies	8th Grade Content	White	2015-16	34.3%	36.0%	5.0%	31.0%	51.0%	13.0%
Social Studies	8th Grade Content	Female	2014-15	25.2%	44.2%	6.9%	37.3%	42.4%	13.4%

M-STEP Grades 3-11

Social Studies	8th Grade Content	Female	2015-16	26.0%	33.6%	2.8%	30.9%	52.1%	14.3%
Social Studies	8th Grade Content	Male	2014-15	34.0%	52.3%	10.8%	41.5%	33.8%	13.8%
Social Studies	8th Grade Content	Male	2015-16	32.6%	34.6%	6.4%	28.2%	52.7%	12.8%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	40.5%	6.5%	34.0%	41.2%	18.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	26.7%	3.1%	23.7%	51.9%	21.4%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	English Language Learners	2015-16	7.2%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	12.8%	0.0%	12.8%	46.2%	41.0%
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	13.8%	0.0%	13.8%	48.3%	37.9%
Social Studies	11th Grade Content	All Students	2014-15	43.9%	47.9%	12.7%	35.1%	37.7%	14.4%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	59.1%	14.3%	44.8%	36.2%	4.7%
Social Studies	11th Grade Content	American Indian or Alaska Native	2014-15	40.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2014-15	61.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	27.3%	0.0%	27.3%	45.5%	27.3%

M-STEP Grades 3-11

Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	41.2%	11.8%	29.4%	35.3%	23.5%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	42.9%	19.0%	23.8%	52.4%	4.8%
Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2015-16	54.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	45.5%	4.5%	40.9%	36.4%	18.2%
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	58.3%	25.0%	33.3%	25.0%	16.7%
Social Studies	11th Grade Content	White	2014-15	49.4%	48.3%	14.3%	34.0%	38.4%	13.3%
Social Studies	11th Grade Content	White	2015-16	49.3%	60.5%	13.7%	46.8%	35.4%	4.1%
Social Studies	11th Grade Content	Female	2014-15	40.5%	45.8%	7.8%	38.0%	42.2%	12.0%
Social Studies	11th Grade Content	Female	2015-16	39.1%	56.2%	12.4%	43.8%	41.3%	2.5%
Social Studies	11th Grade Content	Male	2014-15	47.2%	50.3%	18.6%	31.7%	32.3%	17.4%
Social Studies	11th Grade Content	Male	2015-16	47.1%	62.3%	16.4%	45.9%	30.6%	7.1%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	34.9%	7.3%	27.5%	52.3%	12.8%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	41.9%	9.5%	32.4%	49.5%	8.6%

M-STEP Grades 3-11

Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	10.0%	0.0%	10.0%	53.3%	36.7%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	18.2%	6.1%	12.1%	57.6%	24.2%

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 Community Schools	2015-16	Total Score	All Students	1035.9	N/A	154	39.7%	234	60.3%	388
Davison Community Schools	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Total Score	Hispanic of Any Race	1028.6	N/A	<10	38.1%	13	61.9%	21
Davison Community Schools	2015-16	Total Score	Native Hawaiian or Other Pacific Islander	<10	N/A	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Total Score	Two or More Races	1053.3	N/A	<10	41.7%	<10	58.3%	12
Davison Community Schools	2015-16	Total Score	White	1037.5	N/A	139	40.2%	207	59.8%	346
Davison Community Schools	2015-16	Total Score	Female	1047.1	N/A	81	39.9%	122	60.1%	203
Davison Community Schools	2015-16	Total Score	Male	1023.5	N/A	73	39.5%	112	60.5%	185
Davison Community Schools	2015-16	Total Score	Economically Disadvantaged	969.2	N/A	27	24.8%	82	75.2%	109
Davison Community Schools	2015-16	Total Score	Not Economically Disadvantaged	1061.9	N/A	127	45.5%	152	54.5%	279

SAT

Davison Community Schools	2015-16	Total Score	English Language Learners	<10	N/A	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Total Score	Not English Language Learners	1037.6	N/A	154	39.9%	232	60.1%	386
Davison Community Schools	2015-16	Total Score	Not Migrant	1035.9	N/A	154	39.7%	234	60.3%	388
Davison Community Schools	2015-16	Total Score	Students With Disabilities	867.7	N/A	<10	8.6%	32	91.4%	35
Davison Community Schools	2015-16	Total Score	Students Without Disabilities	1052.5	N/A	151	42.8%	202	57.2%	353
Davison Community Schools	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Total Score	Not Homeless	1036.8	N/A	153	39.7%	232	60.3%	385
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	All Students	525.0	480	265	68.3%	123	31.7%	388
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Black or African American	<10	480	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	516.7	480	12	57.1%	<10	42.9%	21

SAT

Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Native Hawaiian or Other Pacific Islander	<10	480	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Two or More Races	533.3	480	<10	66.7%	<10	33.3%	12
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	White	526.6	480	241	69.7%	105	30.3%	346
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Female	536.8	480	147	72.4%	56	27.6%	203
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Male	512.1	480	118	63.8%	67	36.2%	185
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	493.9	480	59	54.1%	50	45.9%	109
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	537.2	480	206	73.8%	73	26.2%	279
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	English Language Learners	<10	480	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	526.0	480	265	68.7%	121	31.3%	386
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Not Migrant	525.0	480	265	68.3%	123	31.7%	388

SAT

Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	432.9	480	<10	22.9%	27	77.1%	35
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	534.2	480	257	72.8%	96	27.2%	353
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Evidence-Based Reading and Writing	Not Homeless	525.7	480	264	68.6%	121	31.4%	385
Davison Community Schools	2015-16	Mathematics	All Students	510.9	530	162	41.8%	226	58.2%	388
Davison Community Schools	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Mathematics	Hispanic of Any Race	511.9	530	<10	42.9%	12	57.1%	21
Davison Community Schools	2015-16	Mathematics	Native Hawaiian or Other Pacific Islander	<10	530	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Mathematics	Two or More Races	520.0	530	<10	41.7%	<10	58.3%	12
Davison Community Schools	2015-16	Mathematics	White	511.0	530	146	42.2%	200	57.8%	346

SAT

Davison Community Schools	2015-16	Mathematics	Female	510.3	530	82	40.4%	121	59.6%	203
Davison Community Schools	2015-16	Mathematics	Male	511.4	530	80	43.2%	105	56.8%	185
Davison Community Schools	2015-16	Mathematics	Economically Disadvantaged	475.3	530	29	26.6%	80	73.4%	109
Davison Community Schools	2015-16	Mathematics	Not Economically Disadvantaged	524.7	530	133	47.7%	146	52.3%	279
Davison Community Schools	2015-16	Mathematics	English Language Learners	<10	530	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Mathematics	Not English Language Learners	511.6	530	162	42.0%	224	58.0%	386
Davison Community Schools	2015-16	Mathematics	Not Migrant	510.9	530	162	41.8%	226	58.2%	388
Davison Community Schools	2015-16	Mathematics	Students With Disabilities	434.9	530	<10	14.3%	30	85.7%	35
Davison Community Schools	2015-16	Mathematics	Students Without Disabilities	518.4	530	157	44.5%	196	55.5%	353
Davison Community Schools	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Davison Community Schools	2015-16	Mathematics	Not Homeless	511.1	530	161	41.8%	224	58.2%	385

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	3rd Grade Content	All Students	2014-15	69.2%	<10	<10	<10	<10
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	71.1%	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	71.8%	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	87.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	72.9%	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	67.3%	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	69.3%	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2014-15	69.2%	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2014-15	71.9%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	68.9%	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	71.7%	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	4th Grade Content	All Students	2014-15	69.7%	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.2%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	72.4%	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	73.2%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	59.1%	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	54.3%	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	71.6%	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2015-16	66.0%	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	44.4%	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	70.3%	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	75.6%	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	66.4%	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	71.4%	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	80.7%	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	75.6%	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	76.8%	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	64.0%	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	59.6%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	78.5%	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	4th Grade Content	Female	2014-15	69.4%	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	69.0%	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	53.9%	<10	<10	<10	<10
Science	4th Grade Content	Female	2015-16	51.0%	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	68.4%	<10	<10	<10	<10
ELA	4th Grade Content	Male	2015-16	78.0%	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	74.0%	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2015-16	75.3%	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	61.7%	<10	<10	<10	<10
Science	4th Grade Content	Male	2015-16	55.9%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	69.7%	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.1%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	73.3%	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	73.3%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	60.7%	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	55.7%	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	56.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	57.9%	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	30.4%	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	85.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	67.1%	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	43.3%	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	83.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	63.7%	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	45.4%	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	68.3%	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	61.4%	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	38.5%	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	34.0%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	40.4%	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	68.1%	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10
ELA	6th Grade Content	Black or African American	2015-16	79.8%	<10	<10	<10	<10
Mathematics	6th Grade Content	Black or African American	2015-16	59.5%	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	70.5%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	6th Grade Content	White	2015-16	86.0%	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	69.4%	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2015-16	71.3%	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	72.5%	<10	<10	<10	<10
ELA	6th Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	64.2%	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2015-16	68.9%	<10	<10	<10	<10
ELA	6th Grade Content	Male	2014-15	66.0%	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2014-15	69.7%	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2014-15	69.3%	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	69.9%	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	68.8%	91.7%	33.3%	58.3%	8.3%
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	67.8%	100.0%	30.8%	69.2%	0.0%
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	51.8%	61.5%	30.8%	30.8%	38.5%
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	7th Grade Content	Black or African American	2014-15	62.5%	<10	<10	<10	<10
Mathematics	7th Grade Content	Black or African American	2014-15	58.9%	<10	<10	<10	<10
Science	7th Grade Content	Black or African American	2014-15	39.2%	<10	<10	<10	<10
ELA	7th Grade Content	Hispanic of Any Race	2014-15	71.7%	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	67.5%	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2014-15	54.9%	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2014-15	75.0%	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	73.1%	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2014-15	72.3%	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	66.7%	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2014-15	63.6%	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	50.9%	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	71.8%	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	81.1%	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	72.3%	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	73.4%	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	57.6%	<10	<10	<10	<10

MI-Access Functional Independence

Science	7th Grade Content	White	2015-16	57.6%	<10	<10	<10	<10
ELA	7th Grade Content	Female	2014-15	73.0%	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	79.7%	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2014-15	62.3%	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	67.2%	<10	<10	<10	<10
Science	7th Grade Content	Female	2014-15	46.5%	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	43.5%	<10	<10	<10	<10
ELA	7th Grade Content	Male	2014-15	66.6%	<10	<10	<10	<10
ELA	7th Grade Content	Male	2015-16	75.9%	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2014-15	70.8%	<10	<10	<10	<10
Mathematics	7th Grade Content	Male	2015-16	71.4%	<10	<10	<10	<10
Science	7th Grade Content	Male	2014-15	54.8%	<10	<10	<10	<10
Science	7th Grade Content	Male	2015-16	50.6%	<10	<10	<10	<10
ELA	7th Grade Content	Economically Disadvantaged	2014-15	69.8%	91.7%	33.3%	58.3%	8.3%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	78.7%	<10	<10	<10	<10
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	68.9%	100.0%	30.8%	69.2%	0.0%
Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	70.5%	<10	<10	<10	<10
Science	7th Grade Content	Economically Disadvantaged	2014-15	52.4%	61.5%	30.8%	30.8%	38.5%
Science	7th Grade Content	Economically Disadvantaged	2015-16	49.6%	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	84.4%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	8th Grade Content	All Students	2015-16	88.2%	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	65.2%	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2015-16	64.5%	66.7%	33.3%	33.3%	33.3%
Social Studies	8th Grade Content	All Students	2014-15	43.7%	<10	<10	<10	<10
Social Studies	8th Grade Content	All Students	2015-16	43.3%	40.0%	20.0%	20.0%	60.0%
ELA	8th Grade Content	Hispanic of Any Race	2014-15	83.8%	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2015-16	88.2%	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	73.3%	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	63.9%	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	40.9%	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	44.9%	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2014-15	84.6%	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	91.1%	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2014-15	78.7%	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	66.0%	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2014-15	51.0%	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	51.1%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	8th Grade Content	White	2014-15	86.2%	<10	<10	<10	<10
ELA	8th Grade Content	White	2015-16	88.5%	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	67.0%	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2015-16	68.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	46.1%	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2015-16	45.7%	<10	<10	<10	<10
ELA	8th Grade Content	Female	2015-16	91.9%	<10	<10	<10	<10
Mathematics	8th Grade Content	Female	2015-16	61.5%	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2015-16	45.3%	<10	<10	<10	<10
ELA	8th Grade Content	Male	2014-15	82.8%	<10	<10	<10	<10
ELA	8th Grade Content	Male	2015-16	86.1%	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10
Mathematics	8th Grade Content	Male	2015-16	66.3%	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2014-15	43.9%	<10	<10	<10	<10
Social Studies	8th Grade Content	Male	2015-16	42.2%	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2014-15	84.3%	<10	<10	<10	<10
ELA	8th Grade Content	Economically Disadvantaged	2015-16	89.0%	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	67.0%	<10	<10	<10	<10
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	66.3%	63.6%	27.3%	36.4%	36.4%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	44.1%	<10	<10	<10	<10

MI-Access Functional Independence

Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	43.9%	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	79.5%	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2015-16	81.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	80.5%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	79.7%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	53.3%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	47.4%	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	47.7%	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	<10	<10	<10	<10
ELA	11th Grade Content	American Indian or Alaska Native	2014-15	87.5%	<10	<10	<10	<10
Mathematics	11th Grade Content	American Indian or Alaska Native	2014-15	88.2%	<10	<10	<10	<10
Science	11th Grade Content	American Indian or Alaska Native	2014-15	64.7%	<10	<10	<10	<10
Social Studies	11th Grade Content	American Indian or Alaska Native	2014-15	60.0%	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	84.4%	<10	<10	<10	<10
ELA	11th Grade Content	White	2015-16	84.4%	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	11th Grade Content	White	2014-15	85.9%	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2015-16	83.9%	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	62.8%	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	56.2%	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	54.7%	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.7%	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	79.2%	<10	<10	<10	<10
ELA	11th Grade Content	Female	2015-16	81.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	80.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2015-16	74.9%	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	48.9%	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	42.0%	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	42.6%	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	37.0%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	79.6%	<10	<10	<10	<10

MI-Access Functional Independence

ELA	11th Grade Content	Male	2015-16	81.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	80.8%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2015-16	82.3%	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	55.9%	<10	<10	<10	<10
Science	11th Grade Content	Male	2015-16	50.3%	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2014-15	50.7%	<10	<10	<10	<10
Social Studies	11th Grade Content	Male	2015-16	46.3%	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2014-15	78.8%	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2015-16	81.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	80.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2015-16	80.6%	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2014-15	51.3%	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2015-16	47.3%	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	45.1%	<10	<10	<10	<10
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	42.1%	<10	<10	<10	<10

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	11th Grade Content	All Students	2014-15	87.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	85.1%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	69.0%	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	87.5%	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	85.4%	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	70.8%	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	90.8%	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	85.6%	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	72.4%	<10	<10	<10	<10
ELA	11th Grade Content	Male	2014-15	85.1%	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2014-15	84.8%	<10	<10	<10	<10
Science	11th Grade Content	Male	2014-15	67.3%	<10	<10	<10	<10

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
---------	-------	---------------	-------------	---	--	----------------------	------------------	---------------------

No Data to Display

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	ELA	98.7%	69.6%	99.0%	76.2%
All Students	Mathematics	98.6%	62.1%	99.0%	64.1%
All Students	Science	98.1%	50.0%	98.8%	59.7%
All Students	Social Studies	98.1%	59.3%	98.0%	71.3%
Bottom 30%	ELA	N/A	25.1%	N/A	21.3%
Bottom 30%	Mathematics	N/A	19.0%	N/A	13.3%
Bottom 30%	Science	N/A	9.8%	N/A	11.8%
Bottom 30%	Social Studies	N/A	13.3%	N/A	18.2%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30
Asian	ELA	99.3%	84.3%	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30
Asian	Science	99.3%	65.5%	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30
Black or African American	ELA	97.7%	46.9%	100.0%	56.6%
Black or African American	Mathematics	97.4%	37.3%	100.0%	50.6%
Black or African American	Science	96.5%	23.9%	100.0%	40.0%
Black or African American	Social Studies	96.6%	33.6%	100.0%	<30
Hispanic of Any Race	ELA	98.8%	60.8%	97.4%	72.1%
Hispanic of Any Race	Mathematics	98.8%	51.1%	98.1%	56.3%
Hispanic of Any Race	Science	98.1%	36.7%	100.0%	54.2%
Hispanic of Any Race	Social Studies	98.0%	47.7%	96.9%	69.0%
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30

Accountability Details Subject Data

Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30
Two or More Races	ELA	98.9%	67.8%	96.0%	72.4%
Two or More Races	Mathematics	98.7%	59.2%	96.8%	55.6%
Two or More Races	Science	98.5%	45.2%	93.5%	52.4%
Two or More Races	Social Studies	98.5%	57.3%	91.8%	56.8%
White	ELA	99.0%	75.6%	99.1%	77.2%
White	Mathematics	98.9%	68.4%	99.1%	65.3%
White	Science	98.6%	57.1%	98.9%	61.2%
White	Social Studies	98.5%	65.8%	98.3%	72.9%
Economically Disadvantaged	ELA	98.3%	56.8%	98.9%	65.8%
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.9%	55.5%
Economically Disadvantaged	Science	97.5%	35.0%	98.4%	51.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.3%	57.3%
English Language Learners	ELA	98.8%	49.5%	100.0%	<30
English Language Learners	Mathematics	99.0%	48.4%	96.7%	<30
English Language Learners	Science	98.5%	22.0%	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	97.4%	53.3%
Students With Disabilities	Mathematics	97.1%	36.5%	98.2%	44.6%
Students With Disabilities	Science	97.0%	26.5%	98.4%	40.6%
Students With Disabilities	Social Studies	96.6%	30.8%	95.9%	46.6%

Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.

Accountability Details Graduation Data

Student Group	Statewide	District
All Students	79.79%	89.61%
American Indian or Alaska Native	70.88%	N/A
Asian	90.77%	N/A
Black or African American	67.31%	N/A
Hispanic of Any Race	72.07%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A
Two or More Races	74.74%	N/A
White	83.48%	89.53%
Female	83.76%	N/A
Male	76.00%	N/A
Economically Disadvantaged	67.48%	78.08%
English Language Learners	72.14%	N/A
Students With Disabilities	57.12%	87.10%
Shared Educational Entity	N/A	N/A
Bottom 30%	N/A	N/A

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

Accountability Details Attendance Data

Student Group	Statewide	District
All Students	94.32%	95.59%

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

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Davison Community Schools	Green	2	Green	2	Green	2	Green	2	Yellow	64

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Davison High School	Green	2	Green	2	Green	2	Green	2	Red	34
Davison Middle School	Green	2	Green	2	Green	2	Green	2	Lime	46
Hill Elementary School	Green	2	Green	2	Green	2			Lime	20
Siple Elementary School	Green	2	Green	2	Green	2			Lime	22
Gates Elementary School	Green	2	Green	2	Green	2			Lime	22
Central Elementary School	Green	2	Green	2	Green	2			Lime	22
Davison Alternative Education	Green	2	Red	0	Green	2	Green	2	Red	6
Hahn Intermediate School	Green	2	Green	2			Green	2	Lime	38

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	1	101	184	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

Teacher Quality - Class

	District Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	0.3%

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Davison Community Schools

02/15/2017

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Native Hawaiian or Other Pacific Islander	1	‡	‡	‡	‡
Two or More Races	#	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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) 2015 Mathematics Achievement.

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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) 2015 Mathematics Achievement.

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
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), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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), 2015 Reading Assessment.

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

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), 2015 Reading Assessment.

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0