

Davison Community Schools

Thomson Elementary School

Annual Report

2015/16

Posted February 15, 2017



A Fully Accredited School District

Where futures begin



OUR MISSION

 **avison Community Schools**

Where Kids Come First and Futures Begin

Connections ❖ Curriculum ❖ Opportunities



Thomson Elementary

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Thomson Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Principal Natalie Miller for assistance.

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

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school was identified has not been given one of these labels.

The key challenges for the school are in large part due to the change in the state assessment this year and the lack of guidance in trying to decipher test results and using that assessment data to impact student achievement.

We have several key initiatives under implementation to accelerate student achievement, including:

- School Improvement Process
- ACC—Understanding By Design model for the development and revision of curriculum.
- Standards Referenced grading initiative.
- Data Days
- Professional Learning Communities
- Adolescent Accelerated Reading Initiative
- Algebra I Shadow Class
- Challenge Program
- Academic Success Course
- Success 101 Course
- Online Learning with Curriculum and Lessons Written and Delivered by Davison teachers



Thomson Elementary

State law requires that we also report the additional information:

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

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

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

In 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 rigorous process in 2009. Accreditation is a process that has to be renewed every five years.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

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

- Davison High School: Houses approximately 1,600 students in grades 9-12.
- Davison Alternative High School: Specializes in credit recovery for students in grades 9-12.
- Davison Middle School: Houses seventh and eighth graders.
- Hahn Intermediate School: Houses fifth and sixth graders
- Central Elementary: First through fourth graders and the district’s gifted and talented program
- Gates Elementary—Houses first through fourth graders
- Hill Elementary—Houses Kindergarten through fourth graders
- Siple Elementary—Houses Kindergarten through fourth grades
- Thomson Elementary— Houses Kindergarten students

CORE CURRICULUM:

The State of Michigan requires that all students enrolled in public school districts receive daily core curriculum instruction in language arts, reading, English, math, science and social studies. Davison Community Schools, being in full compliance with state requirements, offers daily core curriculum instruction which meets or exceeds state requirements in all areas. The district has developed and implemented outcomes for kindergarten through 12th grades which reflect the state Core Curriculum guidelines. The content of these guidelines is based on “. . .an effective program which fosters the development of a well-rounded literate individual.” The district’s Advisory Curriculum Council, an ongoing group made up of board members, teachers, and administrators reviews each of the core areas on a six- to eight-year cycle. Additionally, student achievement is monitored in each of the five core academic areas by standardized achievement tests, teacher developed tests and MEAP test results. For more information or a complete copy of the Michigan Department of Education’s Model Core Curriculum Outcomes please visit this link: <http://www.mich.gov/mde/0,4615,7-140-28753---,00.html>



Thomson Elementary

ASSESSMENT INFORMATION:

In addition to the assessment data found beginning on Page 7 of this Annual Education Report, listed below are percentages of students at Thomson Elementary meeting benchmarks or proficiency in a local assessment that is given.

<u>Assessment</u>	<u>Percent at Benchmark 2015</u>	<u>Percent at Benchmark 2016</u>
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	64.1%	76%
DRA (Developmental Reading Assessment)	87.6%	79%

Note:

- DRA2 – benchmark is determined by grade level and time of year
- DIBELS Composite – benchmark is determined by grade level and time of year

OTHER IMPORTANT INFORMATION:

- Thomson Elementary had 97 percent of parents attending Fall 2015 parent teacher conferences and 42 percent of parents attending Spring 2016 parent teacher conferences. For a more detailed breakdown of participation rates, please see page 11 in the attached District Annual Report.

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

Natalie Miller, Principal



Thomson Elementary

Points of Pride

- 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 Dieson, 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 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.

02/15/2017

M-STEP Grades 3-11

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

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

MI-Access Functional Independence

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

MI-Access Supported Independence

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

MI-Access Participation

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



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

Accountability Details Subject Data

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



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	96.9%	69.0%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	<30	<30	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	96.0%	72.4%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	96.8%	55.6%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	93.5%	52.4%	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	91.8%	56.8%	N/A	N/A
White	ELA	99.0%	75.6%	99.1%	77.2%	N/A	N/A
White	Mathematics	98.9%	68.4%	99.1%	65.3%	N/A	N/A
White	Science	98.6%	57.1%	98.9%	61.2%	N/A	N/A
White	Social Studies	98.5%	65.8%	98.3%	72.9%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	98.9%	65.8%	N/A	N/A
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.9%	55.5%	N/A	N/A
Economically Disadvantaged	Science	97.5%	35.0%	98.4%	51.7%	N/A	N/A
Economically Disadvantaged	Social Studies	97.5%	43.9%	97.3%	57.3%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	100.0%	<30	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	96.7%	<30	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	97.4%	53.3%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	98.2%	44.6%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	98.4%	40.6%	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	95.9%	46.6%	N/A	N/A



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

Accountability Details Graduation Data

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

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



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	95.59%	94.60%

* 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
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No Data to Display

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
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No Data to Display



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	9	11	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

	School 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	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

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					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
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					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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 Thomson Elementary School

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					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
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
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

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
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
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.



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

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					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
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					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	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.



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

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					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
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					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



MI School Data

Annual Education Report Thomson Elementary School

02/15/2017

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
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
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
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0