



## School Annual Education Report (AER) Cover Letter

March 29, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Davidson Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Dennis Kemp, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/hrpgJs> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school has at least one subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school has met the criteria for TSI identification and has at least one subgroup performing at the level as a CSI school. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels. Davidson Middle School continues to look at gaps in learning and develop interventions based on the School Improvement process. Based on the significant gaps in math, we continued with three math specialists to work with all grade levels to help at-risk students to close their gap. As we continue to implement Common Core, we will continue to place focus on our students with gaps in learning, to create and look at interventions to help these students. We are implementing a Multi-Tiered Support System (MTSS) for those students who are struggling academically for the 2018-2019 school year.

State law requires that we also report additional information.

1. Process for assigning students to each school:
  - a. Southgate residents are assigned to our elementary schools based on where they live. Each building has home school boundaries. Parents register at their home school. School-of-choice students are assigned to each building based on the student population in each grade level. Students from each elementary school proceed to each secondary building based on their grade level. Davidson Middle School services all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students moving through Southgate Schools.

2. Status of the School Improvement Plan (SIP):
  - a. Southgate continued the school improvement process using the AdvancED Self-Assessment Report and the School Improvement system as models. The district's mission statement guided the work of the School Improvement Team in each school. Davidson Middle School is in the planning phase of School Improvement and are currently aligning our (SIP) with the district improvement plan (DIP).
3. Status of Core Curriculum implementation and access to curriculum:
  - a. Implementation of the Common Core State Standards occurred during the 2015-2016 school year. We continue to refine our curriculum in order to align with the common core throughout 2017-2018 school year. Teachers will continue to adjust pacing guides and adjust for student learning. Core curriculum materials are available by contacting the Davidson Middle School main office. Department Chairs for each of the core areas lead the discussion on creating common pacing guides, summative assessments, and final exams. They are on file for review. Our key challenge at Davidson Middle School is student achievement and a persistent gap in achievement in our Math Scores. Our key initiative was to include Math Interventionist at each grade level in order to close that gap.
4. The aggregate student achievement results for local assessments and nationally normed achievement tests
  - a. Grade level, content area and course level staff administers "benchmark" tests, and/or common course level entrance and exit exams. Common rubrics are used to determine the students who did not succeed at a proficient level and an individual intervention plan is implemented. 2017-18 was the fourth year the M-STEP test was given in the state of Michigan and Davidson students took this assignment online. The Combined report for the results can be found by clicking on the following link:<https://www.mischooldata.org/AER2018/CombinedReport2.aspx>
5. Parent-Teacher Conference Information:
  - a. Each building has a day in the fall and a day in the spring dedicated to parent-teacher conferences. In grades K-5, parents are given a scheduled time to visit their child's building to discuss their individual progress. In grades 6-12, parents are given times and are strongly encouraged to talk to all of their child's teachers. We had 694 parents attend our fall parent teacher conference for a conference rate of 89.6 percent and 560 parents show up for the spring parent teacher conferences for an attendance rate of 72.2 percent.

In closing, we hope that this information provides you with a better insight into the success and objectives of Davidson Middle School. The School Improvement Process is ongoing and subject to change. Both parents and students alike are congratulated for their contribution to the successful information contained in this report.

Sincerely,

*Dennis Kemp*

Dennis Kemp, Principal