

# **Davison Community Schools**

## **Hahn Intermediate School Annual Report**

**2024-25**

**Posted February 13, 2026**

 **Davison Community Schools**

**Where Kids Come First and Futures Begin**

*Connections ♦ Curriculum ♦ Opportunities*



## Hahn Intermediate

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Hahn Intermediate. 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 Verle Gilbert for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4anKGX3> or you may review a copy in the principal's office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given one of these labels.

The key challenges for the school this year include the ongoing effects from the COVID-19 pandemic. The results have left many students behind academically. We are also very concerned about the fragile mental health issues that we are beginning to see in our students from the effect of the pandemic that has strained our families financially and emotionally. The exodus of educational professionals into other fields and discouragement of promising young adults from pursuing educational careers is another great concern.

We have several key initiatives in place to accelerate student achievement including:

- District and school improvement process and plans
- Advisory Curriculum Council (ACC) which uses the Understanding By Design model for the development and revision of all Davison Community Schools curriculum
- Standards Referenced Grading
- The addition of MTSS (Multi-Tiered System of Supports) instructional coaches and teachers in school buildings to provide targeted support to struggling students.
- Data Days to review district and building student achievement and behavior data
- District and building Professional Learning Communities (PLC's) by Grade Level and/or Subject Matter
- District Math Coach
- Elementary Counselors
- Success Coordinators
- Quality Career and Technical Education (CTE) program



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- Advanced Placement (AP) program offering 15 AP courses at Davison High School.
- Positive Behavior Intervention Support (PBIS) and Promoting Positive School Climate (PPSC) initiatives
- Cardinal Code

State law requires that we also report the additional information:

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

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

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

The Michigan Department of Education directed all school districts to transition to the new continuous improvement process referred to as the Michigan Integrated Continuous Improvement Process (MICIP) by January 2021.

At Davison Community Schools, we have a District MICIP Team composed of representatives from each school building to include a variety of perspectives and ideas. The team uses district- and building-level data to identify areas of need in order to create a continuous improvement plan using evidence-based strategies and activities. It is the role of the District to support the instruction at the systems level as well as to fund the plan.

The MICIP Team has identified two goals:

- Improve Social Emotional Learning (SEL) capacity by focusing on Multi-Tiered Systems of Support (MTSS) behavior.
- Provide cohesive curriculum, instruction, assessment and intervention.

Both are active goals that are being implemented and monitored in all school buildings and throughout the District.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:**

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

- Davison High School: Houses approximately 1,700 students in grades 9-12.
- Davison Alternative High School: Specializes in credit recovery for students in grades 9-12.
- Davison Middle School: Houses seventh and eighth graders.
- Hahn Intermediate School: Houses fifth and sixth graders
- Central Elementary: First through fourth graders and the district’s gifted and talented program
- Gates Elementary—Houses first through fourth graders
- Hill Elementary—Houses Kindergarten through fourth graders



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- 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>

### **ASSESSMENT INFORMATION:**

In addition to the assessment data found in this Annual Education Report, listed below are percentages of students at Hahn Intermediate meeting benchmarks or proficiency in a variety of local assessments that are given. Hahn students participated in the NWEA (North West Evaluation Association) assessment, which measures a student’s growth and expected growth.

<b><u>Grade</u></b>	<b><u>Subject</u></b>	<b><u>2024-25</u></b>	<b><u>2023-24</u></b>
5	Mathematics	55.9%	55.8%
5	Reading	58%	58.1%
6	Mathematics	60.6%	62.8%
6	Reading	60.1%	70.8%

### **PARENT-TEACHER CONFERENCE INFORMATION:**

Hahn Intermediate had 77% of parents attending Fall 2024 parent-teacher conferences; 78% of parents represented male students while 77% were parents of female students.

Thank you for taking the time to read this Annual Report.  
Verle Gilbert, Principal

# Annual Education Report (AER)

Report Year: 2025-26 | ISD: Genesee ISD (25) | District: Davison Community Schools (25140) | School: Hahn Intermediate School (08619) | [Reset](#)

## Accountability

State Assessment

National Assessment

Educator Qualifications

School Improvement

### Accountability Detail Reporting

#### Student Assessment

School Year	Student Group	Subject	State Percent Tested	State Percent Not Tested	State Percent Proficient	District Percent Tested	District Percent Not Tested	District Percent Proficient
2024-25	All Students	English Language Arts	98.00%	2.00%	47.11%	99.00%	1.00%	N/A
2024-25	All Students	Mathematics	98.10%	1.90%	34.81%	99.00%	1.00%	N/A
2024-25	All Students	Science	96.80%	3.20%	39.57%	98.50%	1.50%	N/A
2024-25	All Students	Social Studies	96.00%	4.00%	40.11%	98.60%	1.40%	N/A
2024-25	American Indian or Alaska Native	English Language Arts	97.00%	3.00%	38.77%	100.00%	0.00%	N/A
2024-25	American Indian or Alaska Native	Mathematics	97.20%	2.80%	24.70%	100.00%	0.00%	N/A
2024-25	Asian	English Language Arts	98.60%	1.40%	67.97%	92.90%	7.10%	N/A
2024-25	Asian	Mathematics	99.00%	1.00%	64.32%	100.00%	0.00%	N/A

Note: Recently arrived English learner students take part in the English learner proficiency assessment (WIDA) instead of the ELA summative content area assessment (M-STEP/MME/MI-Access).

#### Academic Proficiency

Student Group	Subject	Baseline Year	Baseline Rate	Most Recent Year	Most Recent Rate	Most Recent Objective	Next Interim Target Year	Next Interim Target Objective	Long-Term Target Year	Long-Term Target Objective
All Students	ELA	2021-22	41.47%	2024-25	45.72%	45.92%	2025-26	47.41%	2031-32	48.90%
All Students	Math	2021-22	28.00%	2024-25	36.61%	32.78%	2025-26	34.38%	2031-32	36.87%
American Indian or Alaska Native	ELA	2021-22	7.69%	2024-25	<10	22.28%	2025-26	27.14%	2031-32	32.00%
American Indian or Alaska Native	Math	2021-22	3.70%	2024-25	<10	15.77%	2025-26	19.80%	2031-32	23.83%
Asian	ELA	2021-22	60.71%	2024-25	<10	60.71%	2025-26	60.71%	2031-32	60.71%
Asian	Math	2021-22	50.67%	2024-25	<10	50.67%	2025-26	50.67%	2031-32	50.67%
Black or African American	ELA	2021-22	20.05%	2024-25	25.00%	30.93%	2025-26	34.55%	2031-32	38.17%
Black or African American	Math	2021-22	5.94%	2024-25	10.00%	17.34%	2025-26	21.14%	2031-32	24.94%
Hispanic of Any Race	ELA	2021-22	34.09%	2024-25	40.91%	40.76%	2025-26	42.98%	2031-32	45.20%
Hispanic of Any Race	Math	2021-22	20.21%	2024-25	30.30%	27.33%	2025-26	29.70%	2031-32	31.83%
Two or More Races	ELA	2021-22	28.89%	2024-25	45.15%	44.12%	2025-26	45.85%	2031-32	47.58%

#### High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Cohort Year	Baseline Year	Baseline Rate	Most Recent Year	Most Recent Rate	Most Recent Objective	Next Interim Target Year	Next Interim Target Objective	Long-Term Target Year	Long-Term Target
<b>No records to display for the current report settings.</b>										

#### Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Year	Baseline Rate	Most Recent Results Year	Most Recent Results Rate	Interim Objective Year	Interim Objective Rate	Next Interim Objective Year	Next Interim Objective Rate	Long-Term Target Year	Long-Term Target
English Learners	2021-22	23.1%	2024-25	<10	2024-25	29.2%	2025-26	31.2%	2031-32	43.3%

#### On-Track Attendance Rate (Students Not Chronically Absent)

School Year	District Name	Student Group	Statewide	District	School
2024-25	Davison Community Schools (25140)	All Students	72.09%	N/A	80.70%

#### Accountability School Index Value

School Year	District Name	School Name	Overall Index Value	Growth Index Value	Proficiency Index Value	School Quality/Student Success Index Value	Graduation Rate Index Value	EL Progress Index Value	General Pa Index Value
2024-25	Davison Community Schools (25140)	Hahn Intermediate School (08619)	79.82	86.59	63.57	94.12	N/A	N/A	100.00

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

\*\* Additional information for Michigan's School Index System, including the Student Growth component results and School Quality & Student Success component results, can be found at the following link: [School Index](#)

\*\*\* The accountability report displays proficiency and targets data for Statewide and School settings only.