

Davis Junior High

June 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2016-2017 education progress for Davis Junior High 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 the building principal for assistance.

The AER is available for you to review electronically by visiting the following web site:

<https://goo.gl/8kk9ya> or you may review a copy in the principal's office at your child's school.

School Improvement Plan

Davis Junior High School Academic Objectives and Goals:

All students will meet or exceed proficiency standards in Science.

- 85% of students will demonstrate proficiency in Science by 06/14/2024 as measured by the spring state assessment

All students will meet or exceed proficiency standards in Social Studies.

- 85% of students will demonstrate proficiency in Science by 06/14/2024 as measured by the spring state assessment

All students will meet or exceed proficiency standards in Reading.

- 85% of students will demonstrate proficiency in Science by 06/14/2024 as measured by the spring state assessment

All students will meet or exceed proficiency standards in Writing.

- 85% of students will demonstrate proficiency in Science by 06/14/2024 as measured by the spring state assessment

All students will meet or exceed proficiency standards in Mathematics.

- 85% of students will demonstrate proficiency in Science by 06/14/2024 as measured by the spring state assessment

Davis Junior High School Climate/School Culture Objectives and Goals:

- 100% of students at Davis Junior High School will demonstrate "I can listen, learn and lead" expectations through the positive behavior support program.
- 100% of 7th grade students at Davis Junior High School will participate in the WEB (Where Everyone Belongs) program.

Davis Junior High School Tier I Strategies

Science Department – Tier I Strategies

- AVID/WICOR Instructional Practices
- Classroom Instruction that Works - Setting Objectives and Providing Feedback
- Visible Thinking
- Collaborative Data Analysis

Social Studies Department – Tier I Strategies

- AVID/WICOR Instructional Practices
- Classroom Instruction that Works - Setting Objectives and Providing Feedback
- Language and Literacy
- Visible Thinking
- Collaborative Data Analysis

English Department (Reading) – Tier I Strategies

- Close and Critical Reading
- AVID/WICOR Instructional Practices
- Visible Thinking

English Department (Writing) – Tier I Strategies

- Classroom Instruction that Works – Similarities and Differences
- Visible Thinking

Mathematics Department – Tier I Strategies

- AVID/WICOR Instructional Practices
- Classroom Instruction that Works – Setting Objectives and Feedback
- Visible Thinking
- Collaborative Data Analysis

Positive Behavior Support (PBS) – Tier I Strategies

- Positive Behavior Support
- Collaborative Data Analysis

Where Everyone Belongs (WEB) – Tier I Strategies

- WEB Leaders Training

Davis Junior High School had a successful 2016-2017 school year. Students showed measurable growth in meeting the rigorous goals that staff set for student achievement, based on the School Improvement Plan and our school's objectives.

Davis Junior High School data teams utilized a variety of assessments to analyze data including state and classroom assessments. Teachers meet on a regular basis with the principal to analyze data and collaborate in planning classroom lessons and intervention strategies.

Davis Junior High School has earned a "yellow" rating under the state of Michigan Accountability Scorecard. Davis students rank among the 44th percentile of schools and are within the 3rd percentile of achievement gaps. Davis staff continues to focus on specific sub groups (Economically Disadvantaged, Bottom 30%, Students with Disabilities) as part of the school improvement plan. Areas of development include an increase in student achievement in all four content areas (mathematics, social studies, science and English.)

The Davis School Improvement Plan has goals, strategies, activities and progress monitoring systems in place to ensure that the adults are taking the appropriate steps needed for implementation. Department chair meetings, data team meetings, individual teacher department meetings, AVID site team meetings and walkthrough data are all collected and reviewed.

Student Enrollment

Students attend Davis Junior High School based on the attendance area serviced within our school boundary. A number of Utica Community Schools' students in other attendance areas enroll in our school based on the district's open enrollment process and nonresident students may attend through the Schools of Choice program.

Points of Pride

Our school continues to celebrate success in a number of key ways. Davis Junior High School offers a variety of experiences for students including: Positive Behavior Support/Earned Privilege Program, Where Everybody Belongs (WEB), Foreign Language Club, Math Club, Art Club, Homework Club, Green Schools Club, Science Olympiad, Social Studies Olympiad, AVID, Student Council, National Junior Honor Society and Yearbook.

Specialty Programs

All students have the opportunity to have equitable access to Specialty Programs through an open and accessible process. Please see Polity 6275 posted on www.uticak12.org under the Board of Education tab for further information.

Utica Academy for International Studies

Utica Academy for International Studies is a four-year, full-immersion specialty program designed for all students to have the opportunity to earn the International Baccalaureate (IB) Diploma in addition to their state of Michigan high school diploma. Classes in 9th and 10th grade prepare students for the rigors of the IB classes that begin at the start of junior year, where all students are required to register for seven IB courses, complete the 4,000-word Extended Essay on a topic of their choice, and complete at least 150 hours of creativity, activity and service hours. This rigorous and internationally minded curriculum encourages students to become active, compassionate and lifelong learners who value intercultural understanding and respect for others.

Utica Center for Math, Science and Technology

The Utica Center for Mathematics, Science and Technology is designed to bring advanced students with special talents and interests together with leading-edge technology. The Center utilizes an advanced curriculum for grades 9-12 which serves to inspire, challenge, and prepare students to pursue careers in mathematics and science. The Center follows the Utica tradition of providing the finest instruction and innovation.

Utica Center for Science and Industry

The Center for Science and Industry is a half day shared time program that provides 9th through 12th grade students with a variety of cutting-edge Career and Technology Education taught in an integrated manner. Along with core math and English classes, students select from electives, which will support one of three career strands: 1) Engineering and Technology, 2) Mechatronics, or 3) Multi-Media Technology. The CSI is project based and provides students with a wide array of experiences with professionals from business and industrial partners.

Core Curriculum

All the schools in Utica Community Schools offer students a comprehensive and rigorous academic program that meets and exceeds all state and federal standards. Our schools follow the Michigan Academic Standards in English Language Arts and Mathematics and are transitioning to the Michigan Science Standards. All other content areas continue to follow the Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE). These standards can be accessed at www.michigan.gov/mde under the Career and College Ready tab – Graduation Requirements and Standards – Standards. The district's vision and mission statements can be accessed at www.uticak12.org.

District Assessments

Utica Community Schools not only looks at state assessments but we also monitor the progress of our students through the Northwest Evaluation Association (NWEA). NWEA is used to monitor and assess students in English Language Arts and mathematics using computer adaptive testing. NWEA aggregate student achievement can be requested from the school.

Parent/Teacher Conference Attendance

Number: 887

Percentage: 85%

State of Michigan Rankings

For the 2016-2017 school year, schools were identified using new definitions and labels as required in Every Student Succeeds Act (ESSA).

- A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup.
- An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups.
- 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 identified with any of the labels above.

We are pleased to provide this annual education report to our school community. The information that is contained in this report demonstrates our continued efforts to ensure every student achieves in our school. This report, however, only tells a small part of our success story. Every day our staff is continually finding new ways to enhance teaching and learning and engage our students in their education. We invite you to continue to be active participants in your child's education by volunteering in the classrooms, serving on our parent groups, and working closely at home with your students on their assignments.

Davis Junior High School is fortunate to be serviced by a community that cares so deeply about education. Thank you again for your continued support of our students and the Utica Community Schools.

Sincerely,

Brian T. Shepard

Principal