



Saugatuck Public Schools

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SAUGATUCK PUBLIC SCHOOLS DOUGLAS ELEMENTARY 2020-2021 Annual Education Report (AER)

February 12, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the educational progress for the Douglas Elementary School. The AER addresses the complex reporting information required by federal and state laws. Due to COVID-19, state testing for the 2019-20 school year was paused. The school's report shows the most recent state student assessment data and contains information about accountability and teacher quality. If you have any questions about the AER, please contact Principal, Michaele Gust for assistance.

The AER is available for you to review electronically by visiting the following web site [d](#) or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

Although Douglas Elementary School academically outperforms most elementary schools in the region and state, we are always working to improve our practice. One key challenge for the school includes the following: students who are not identified as having low socioeconomic status significantly outperform students identified as having low SES in all subjects at all grade levels. Research on poverty and children shows that having a connection with positive adults helps students to achieve academically. One key initiative to close the gap is the addition of a behavior interventionist assigned to work with students struggling with behavior on the playground and in the classroom.

State law requires that we also report additional information:

1. Process for assigning pupils to school: Students are assigned to our school based on the boundaries of our school district. In addition, students come to Douglas Elementary as schools-of-choice students from neighboring districts. Our teachers work to balance our classes by size, equal number of boys and girls, etc. to maintain an optimal learning environment for all students.
2. School Improvement Plan: Our School Improvement Plan serves as the framework to guide our efforts to improve in all curricular areas. Our teachers research and analyze data annually to adapt our curriculum to meet the needs of our students.

3. Specialized Schools: We do not provide a specialized school.
4. Core Curriculum: At Douglas Elementary School we meet the requirements of the state's Common Core standards. The standards can be reviewed by visiting the Michigan Department of Education website at <http://www.michigan.gov/mde>
5. Student Achievement: Student achievement results on the Michigan Student Test for Educational Progress include the following:

2019 English-Language Arts MSTEP

ELA 3rd Grade 64% proficient – ISD 64%; State 45%. ELA 4th Grade 76% proficient – ISD 65%; State 46%. ELA 5th Grade 69% proficient – ISD 63%; State 46%. Subgroups: Male 3rd 69%; 4th 73%; 5th 50%. Female 3rd 58%; 4th 86%; 5th 66%. Low SES 3rd 50%; 4th 63%; 5th 50%. Disabled – not enough to make a subgroup.

2019 Math MSTEP

Math 3rd Grade 68% proficient – ISD 63%; State 47%. Math 4th Grade 75% proficient – ISD 59%; State 42%. Math 5th Grade 51% proficient – ISD 50%; State 35%. Subgroups: Male 3rd 73%; 4th 77%; 5th 58%. Female 3rd 63%; 4th 72%; 5th 45%. Low SES 3rd 56%; 4th 58%; 5th 23%. Disabled – not enough to make a subgroup.

2019 Social Studies MSTEP

Social Studies 5th Grade 35% proficient – ISD 28%; State 17%. Subgroups: Male 39%; Female 31%; Low SES 12%; Disabled – not enough to make a subgroup.

2018 English-Language Arts MSTEP

ELA 3rd Grade 71% proficient – ISD 63%; State 44%. ELA 4th Grade 70% proficient – ISD 66%; State 45%. ELA 5th Grade 63% proficient – ISD 66%; State 47%. Subgroups: Male 3rd 61%; 4th 74%; 5th 50%. Female 3rd 80%; 4th 65%; 5th 85%. Low SES 3rd 52%; 4th 48%; 5th 41%. Disabled – not enough to make a subgroup.

2018 Math MSTEP

Math 3rd Grade 66% proficient – ISD 64%; State 46%. Math 4th Grade 60% proficient – ISD 60%; State 42%. Math 5th Grade 53% proficient – ISD 51%; State 34%. Subgroups: Male 3rd 68%; 4th 67%; 5th 48%. Female 3rd 63%; 4th 54%; 5th 62%. Low SES 3rd 44%; 4th 36%; 5th 32%. Disabled – not enough to make a subgroup.

2018 Social Studies MSTEP

Social Studies 5th Grade 44% proficient – ISD 31%; State 18%. Subgroups: Male 36%; Female 58%; Low SES 36%; Disabled – not enough to make a subgroup.

Student Achievement: Student parent-teacher conferences: During the 2019-20 school year, parent attendance for fall parent-teacher conferences was above 95%.

We are very proud of our students and staff for their achievements.

Sincerely,



Michaelle Gust,
Principal
Douglas Elementary

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