



## Saugatuck Public Schools

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### **SAUGATUCK PUBLIC SCHOOLS DOUGLAS ELEMENTARY 2021-2022 Annual Education Report (AER)**

January 25, 2022

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. 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, Michaëlle Gust for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3GI29ZB> or you may review a copy in the main office at your child's school.

For the 2021-2022 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 we're implementing to close the gap is to build a multi-tiered system to provide reading, math, and behavior support for students who are struggling at school. We believe this additional support will have a positive impact on our entire student body.

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:

#### **2020 English-Language Arts MSTEP**

ELA 3<sup>rd</sup> Grade 63% proficient – ISD 61%; State 43%. ELA 4<sup>th</sup> Grade 75% proficient – ISD 60%; State 44%. ELA 5<sup>th</sup> Grade 55% proficient – ISD 61%; State 44%. Subgroups: Male 3<sup>rd</sup> 53%; 4<sup>th</sup> 68%; 5<sup>th</sup> 57%. Female 3<sup>rd</sup> 76%; 4<sup>th</sup> 86%; 5<sup>th</sup> 54%. Low SES 3<sup>rd</sup> 43%; 4<sup>th</sup> 63%; 5<sup>th</sup> 39%. Disabled – not enough to make a subgroup.

#### **2020 Math MSTEP**

Math 3<sup>rd</sup> Grade 66% proficient – ISD 57%; State 42%. Math 4<sup>th</sup> Grade 73% proficient – ISD 52%; State 37%. Math 5<sup>th</sup> Grade 37% proficient – ISD 44%; State 30%. Subgroups: Male 3<sup>rd</sup> 65%; 4<sup>th</sup> 79%; 5<sup>th</sup> 40%. Female 3<sup>rd</sup> 68%; 4<sup>th</sup> 67%; 5<sup>th</sup> 33%. Low SES 3<sup>rd</sup> 52%; 4<sup>th</sup> 63%; 5<sup>th</sup> 26%. Disabled – not enough to make a subgroup.

#### **2020 Science MSTEP**

Science 5<sup>th</sup> Grade 43% proficient – ISD 40%; State 29%. Subgroups: Male 47%; Female 39%; Low SES 27%; Disabled – not enough to make a subgroup.

#### **2020 Social Studies MSTEP**

Social Studies 5<sup>th</sup> Grade 24% proficient – ISD 24%; State 16%. Subgroups: Male 33%; Female 16%; Low SES 12%; Disabled – not enough to make a subgroup.

#### **2019 English-Language Arts MSTEP**

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

#### **2019 Math MSTEP**

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

#### **2019 Social Studies MSTEP**

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

6. Student Achievement: Student parent-teacher conferences: During the 2021-2022 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,

A handwritten signature in purple ink that reads "Michaelle Gust". The signature is written in a cursive style with a large initial "M".

Michaelle Gust,  
Principal  
Douglas Elementary