



Douglas Elementary School Annual Education Report (AER)

February 7, 2023

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, Michaelle 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:

2022 English-Language Arts MSTEP

ELA 3rd Grade 78% proficient – ISD 60%; State 42%. ELA 4th Grade 66% proficient – ISD 64%; State 43%. ELA 5th Grade 69% proficient – ISD 60%; State 43%. Subgroups: Male 3rd 83%; 4th 57%; 5th 67%. Female 3rd 69%; 4th 80%; 5th 71%. Low SES 3rd 73%; non-low SES 80%; Low SES 4th 48%; non-low SES 80%; Low SES 5th 56%; non-low SES 76%. Disabled – not enough to make a subgroup.

2022 Math MSTEP

Math 3rd Grade 70% proficient – ISD 58%; State 42%. Math 4th Grade 61% proficient – ISD 53%; State 37%. Math 5th Grade 58% proficient – ISD 45%; State 30%. Subgroups: Male 3rd 70%; 4th 66%; 5th 63%. Female 3rd 69%; 4th 56%; 5th 54%. Low SES 3rd 55%; non-low SES 74%; Low SES 4th 44%; non-low SES 74%; Low SES 5th 33%; non-low SES 70%. Disabled – not enough to make a subgroup.

2022 Science MSTEP

Science 5th Grade 73% proficient – ISD 53%; State 38%. Subgroups: Male 70%; Female 75%; Low SES 56%; Non-low SES 81%. Disabled – not enough to make a subgroup.

2022 Social Studies MSTEP

Social Studies 5th Grade 35% proficient – ISD 24%; State 16%. Subgroups: Male 41%; Female 29%; Low SES 11%; non-low SES 46%. Disabled – not enough to make a subgroup.

2021 English-Language Arts MSTEP

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

2021 Math MSTEP

Math 3rd Grade 66% proficient – ISD 57%; State 42%. Math 4th Grade 75% proficient – ISD 60%; State 44%. Math 5th Grade 55% proficient – ISD 61%; State 44%. Subgroups: Male 3rd 65%; 4th 79%; 5th 40%. Female 3rd 68%; 4th 67%; 5th 33%. Low SES 3rd 52%; 4th 63%; 5th 26%. Disabled – not enough to make a subgroup.

2021 Social Studies MSTEP

Social Studies 5th Grade 24% proficient – ISD 24%; State 16%. Subgroups: Male 41%; Female 29%; Low SES 13%; non-low SES 31%. 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,



Michaelle Gust,
Principal
Douglas Elementary

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