

February 6, 2026

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://saugatuckpublicschools.com/projects/douglas-elementary/douglas-elementary-annual-report/> or you may review a copy in the main office at your child's school.

For the 2024-2025 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 renew our commitment to using a multi-tiered system (MTSS) to provide reading, math, and behavior support for students who are struggling at school. We believe this additional support has 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 parent-teacher conferences: During the 2024-2025 school year, parent attendance for parent-teacher conferences was above 95%.
6. Student Achievement: Student achievement results on the Michigan Student Test for Educational Progress include the following:

### **Student Assessment Data**

#### 2025 English-Language Arts MSTEP

ELA 3<sup>rd</sup> Grade 73% proficient – ISD 56%; State 39%. ELA 4<sup>th</sup> Grade 56% proficient – ISD 60%; State 42%. ELA 5<sup>th</sup> Grade 75% proficient – ISD 61%; State 44%. Subgroups: Male 3<sup>rd</sup> 72%; 4<sup>th</sup> 35%; 5<sup>th</sup> 72%. Female 3<sup>rd</sup> 73%; 4<sup>th</sup> 69%; 5<sup>th</sup> 78%. Low SES 3<sup>rd</sup> 50%; non-low SES 79%; Low SES 4<sup>th</sup> 47%; non-low SES 60%; Low SES 5<sup>th</sup> 50%; non-low SES 84%. Disabled – not enough to make a subgroup.

#### 2024 English-Language Arts MSTEP

ELA 3<sup>rd</sup> Grade 59% proficient – ISD 57%; State 40%. ELA 4<sup>th</sup> Grade 68% proficient – ISD 59%; State 43%. ELA 5<sup>th</sup> Grade 62% proficient – ISD 60%; State 44%. Subgroups: Male 3<sup>rd</sup> 43%; 4<sup>th</sup> 56%; 5<sup>th</sup> 65%. Female 3<sup>rd</sup> 71%; 4<sup>th</sup> 79%; 5<sup>th</sup> 56%. Low SES 3<sup>rd</sup> 47%; non-low SES 66%; Low SES 4<sup>th</sup> 46%; non-low SES 79%; Low SES 5<sup>th</sup> 54%; non-low SES 65%. Disabled – not enough to make a subgroup.

#### 2023 English-Language Arts MSTEP

ELA 3<sup>rd</sup> Grade 67% proficient – ISD 58%; State 41%. ELA 4<sup>th</sup> Grade 71% proficient – ISD 61%; State 44%. ELA 5<sup>th</sup> Grade 62% proficient – ISD 63%; State 44%. Subgroups: Male 3<sup>rd</sup> 61%; 4<sup>th</sup> 70%; 5<sup>th</sup> 49%. Female 3<sup>rd</sup> 73%; 4<sup>th</sup> 73%; 5<sup>th</sup> 79%. Low SES 3<sup>rd</sup> 47%; non-low SES 76%; Low SES 4<sup>th</sup> 67%; non-low SES 73%; Low SES 5<sup>th</sup> 38%; non-low SES 76%. Disabled – not enough to make a subgroup.

#### 2025 Math MSTEP

Math 3<sup>rd</sup> Grade 74% proficient – ISD 60%; State 43%. Math 4<sup>th</sup> Grade 56% proficient – ISD 60%; State 42%. Math 5<sup>th</sup> Grade 75% proficient – ISD 61%; State 44%. Subgroups: Male 3<sup>rd</sup> 81%; 4<sup>th</sup> 48%; 5<sup>th</sup> 66%. Female 3<sup>rd</sup> 68%; 4<sup>th</sup> 58%; 5<sup>th</sup> 61%. Low SES 3<sup>rd</sup> 50%; non-low SES 81%; Low SES 4<sup>th</sup> 53%; non-low SES 55%; Low SES 5<sup>th</sup> 38%; non-low SES 71%. Disabled – not enough to make a subgroup.

#### 2024 Math MSTEP

Math 3<sup>rd</sup> Grade 65% proficient – ISD 60%; State 43%. Math 4<sup>th</sup> Grade 63% proficient – ISD 54%; State 39%. Math 5<sup>th</sup> Grade 57% proficient – ISD 46%; State 33%. Subgroups: Male 3<sup>rd</sup>

67%; 4<sup>th</sup> 66%; 5<sup>th</sup> 61%. Female 3<sup>rd</sup> 64%; 4<sup>th</sup> 61%; 5<sup>th</sup> 50%. Low SES 3<sup>rd</sup> 59%; non-low SES 69%; Low SES 4<sup>th</sup> 46%; non-low SES 72%; Low SES 5<sup>th</sup> 39%; non-low SES 65%. Disabled – not enough to make a subgroup.

#### 2023 Math MSTEP

Math 3<sup>rd</sup> Grade 74% proficient – ISD 59%; State 43%. Math 4<sup>th</sup> Grade 62% proficient – ISD 53%; State 39%. Math 5<sup>th</sup> Grade 54% proficient – ISD 46%; State 32%. Subgroups: Male 3<sup>rd</sup> 64%; 4<sup>th</sup> 67%; 5<sup>th</sup> 54%. Female 3<sup>rd</sup> 83%; 4<sup>th</sup> 53%; 5<sup>th</sup> 54%. Low SES 3<sup>rd</sup> 59%; non-low SES 81%; Low SES 4<sup>th</sup> 58%; non-low SES 63%; Low SES 5<sup>th</sup> 38%; non-low SES 63%. Disabled – not enough to make a subgroup.

#### 2025 Science MSTEP

Science 5<sup>th</sup> Grade 68% proficient – ISD 57%; State 40%. Subgroups: Male 69%; Female 67%; Low SES 50%; Non-low SES 74%. Disabled – not enough to make a subgroup.

#### 2024 Science MSTEP

Science 5<sup>th</sup> Grade 64% proficient – ISD 54%; State 40%. Subgroups: Male 68%; Female 56%; Low SES 46%; Non-low SES 71%. Disabled – not enough to make a subgroup.

#### 2023 Science MSTEP

Science 5<sup>th</sup> Grade 65% proficient – ISD 55%; State 39%. Subgroups: Male 60%; Female 71%; Low SES 46%; Non-low SES 76%. Disabled – not enough to make a subgroup.

#### 2025 Social Studies MSTEP

Social Studies 5<sup>th</sup> Grade 46% proficient – ISD 46%; State 30%. Subgroups: Male 52%; Female 42%; Low SES 31%; non-low SES 51%. Disabled – not enough to make a subgroup.

#### 2024 Social Studies MSTEP

Social Studies 5<sup>th</sup> Grade 38% proficient – ISD 28%; State 19%. Subgroups: Male 45%; Female 25%; Low SES 39%; non-low SES 38%. Disabled – not enough to make a subgroup.

#### 2023 Social Studies MSTEP

Social Studies 5<sup>th</sup> Grade 32% proficient – ISD 29%; State 19%. Subgroups: Male 32%; Female 32%; Low SES 13%; non-low SES 44%. Disabled – not enough to make a subgroup.

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### **School Accountability Data**

2024-25 Overall Index 97.6%; Growth Index 98.35%; Proficiency Index 97.83%; School Quality and Student Success Index 94.96%; Assessment Participation 100%.

2023-24 Overall Index 96.51%; Growth Index 95.82%; Proficiency Index 97.52%; School Quality and Student Success Index 95.62%; Assessment Participation 100%.

2022-23 Overall Index 94.76%; Growth Index 92.02%; Proficiency Index 96.99%; School Quality and Student Success Index 96%; Assessment Participation 100%.

2021-22 Overall Index 90.82%; Growth Index No Score; Proficiency Index 96.42%; School Quality and Student Success Index 77.94%; Assessment Participation 100%.

**Aspirational Growth Data:**

2025 Math 58%, Male 52%, Female 63%, Low SES 42%, Non Low SES 63%; ELA 73%, Male 67%, Female 78%, Low SES 58%, Non Low SES 77%

2024 Math 53%, Male 53%, Female 52%, Low SES 38%, Non Low SES 60%; ELA 67%, Male 65%, Female 69%, Low SES 56%, Non Low SES 73%

2023 Math 51%, Male 51%, Female 51%, Low SES 42%, Non Low SES 54%; ELA 65%, Male 60%, Female 73%, Low SES 46%, Non Low SES 72%

2022 Math 54%, Male 54%, Female 53%, Low SES 45%, Non Low SES 58%; ELA 75%, Male 77%, Female 72%, Low SES 70%, Non Low SES 77%;

**Attendance Rates:**

2024-25 All Students Attendance Rate – 87%. Statewide Attendance Rate – 72.1%

2023-24 All Students Attendance Rate – 86.46%. Statewide Attendance Rate – 70.47%

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

Sincerely,



Michaelle Gust,  
Principal  
Douglas Elementary

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