



# Bauer Elementary School

February 20, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Bauer Elementary. 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 Josh Meersma for assistance.

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

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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.

Bauer Elementary faculty intentionally uses state, district, and building data to determine student and faculty needs and then draws from extensive research to implement strategies and activities that facilitate improved learning for all students and help close achievement gaps. Staff have maintained a school-wide growth focus on meeting the academic needs of all students in mathematics, reading, and writing. We have implemented Academic Collaborative Team meetings, led by our Student Support Specialist, as a means of identifying Tier 1 and Tier 2 academic and intervention concerns. We offer tutoring throughout the school year in addition to a summer tutoring program. Staff provides daily intervention services (25-35 minutes per day—one-on-one or in small groups) that are data-based, student-focused, and consistently assessed and evaluated.

Bauer staff has also participated in professional development centered on social-emotional learning, and we have implemented the social-emotional learning curriculum RULER. This intentional instruction, combined with PBIS goals, addresses all areas of our school climate: hallways, classrooms, lunchrooms, playgrounds, bus departure, and more. We have embraced common expectations that are reinforced through classroom lessons and a continuous positive feedback system. Bauer integrates PBIS common expectations, language, and lessons so that all students understand expected behaviors and take ownership of their choices. S.O.A.R./PBIS drawings are held weekly to acknowledge students who demonstrate positive behaviors throughout the building. In addition, Bauer staff has taken on professional learning responsibilities during staff meetings centered on individualized book study plans developed based on the interest and collaboration of teaching teams. This work supports personalized, meaningful professional development.

Much of our school's success is due to the parent support we receive. Our parent club is strong and supports families, teachers, and students through various home-school connections. As evidenced by parent-teacher conference attendance rates and volunteers who help students and teachers (WatchDOGS/KidsHOPE), the community demonstrates its commitment to student success. Our school also places an emphasis on consistent performance and effort, as evidenced by our S.O.A.R. Hall of Fame celebrations.

State law requires that we also report additional information.

- Hudsonville Public School District has eight elementary buildings, a building for 5th and 6th graders living in the north part of the district, two middle school buildings, and a high school. Students attend the appropriate building in their neighborhood attendance area. Consideration is given allowing in-district building transfers (attending a school outside of the assigned attendance areas). These transfers could be approved if there is room available in that grade level. Parents are responsible for transportation to schools outside of their assigned attendance area.
- Bauer Elementary continues to use the school improvement process to re-evaluate current goals, establish new goals, and collaboratively work together to improve the schools' performance. The [School Improvement Plan](#) is available for your review.
- Additional information on student achievement, including school level data, can be reviewed at the [Parent Dashboard for School Transparency](#).
- Hudsonville Public Schools curriculum is aligned with Michigan Department of Education Content Expectations. K-12 subject area curriculum committees meet to review, evaluate, develop, and write horizontally and vertically aligned curriculum and assessments. Horizontal alignment assures that all students have access to the same curriculum regardless of which Hudsonville Public School they attend or teacher they are assigned. Vertical articulation addresses the transition between one grade or subject level to the next. This on-going, cyclical process includes research, analysis of current practice, selection of appropriate resources, and implementation. [Curriculum maps](#) can be accessed on our website.
- Much of our school's success is due to the fantastic parent support we receive. Our parent-teacher conference attendance over the last few years is listed below:

Fall 2025-2026 = 100% (301/301)

Spring 2025-2026 = TBD

Fall 2024-2025 = 98% (324/329)

Spring 2024-2025 = 99% (329 /330)

Fall 2023-2024 = 98% (344/351)

Spring 2023-2024 = 97% (345/354)

Our staff truly embraces the importance of helping each student learn to his/her full potential. We are proud to share the excellent results of these efforts. Thank you for partnering with us to provide the best educational experience possible for our students. Our scores reflect the time, attention, and quality instruction provided by our teachers and the involvement of our families and the Hudsonville community.

Sincerely,

*Josh Meersma*

Josh Meersma  
Principal