



**MAYVILLE COMMUNITY SCHOOLS**

6250 Fulton St. Mayville, Michigan 48744



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## **School Annual Education Report (AER) Cover Letter**

January 16, 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 Mayville Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Cheryl Rayl for assistance and [cheryl.rayl@mayvilleschools.org](mailto:cheryl.rayl@mayvilleschools.org).

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3NnrsJs> 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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 status label is given.

Our school was identified for: "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

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**Website:** [www.mayvilleschools.org](http://www.mayvilleschools.org) **Phone:** 989.843.6115

**Superintendent:** Mike Seaman EXT 35001

**MS/HS Principal:** Jenna Tetil EXT 35304

**Elementary Principal:** Cheryl Rayl EXT 35102



The 2024-25 M-STEP assessment data show that we are again above the state averages in Math. We continue to work on our Tier 1 and Tier 2 instruction. After examining MI School Data and local district data, we discovered the following. Our attendance shows the amount of chronically absent students (students missing 10 days or more) is 32%. This makes it difficult to close learning gaps, to catch the students up, and to help them become successful learners. Many of these students receive multiple special services. Because 32% of our students are chronically absent, these students are not in school frequently enough for educators to help these students receive the instruction they missed in all areas. This impedes their academic success

State law requires that we also report additional information.

### **Process for Assigning Students to Each School:**

Students in grades kindergarten through fifth enrolled at Mayville Community Schools are assigned to Mayville Elementary School. The students that are in grades sixth through twelfth are assigned to Mayville Middle & High School. We ensure equitable learning environments for students who are enrolled in either building in our school district. All students have access to programs offered by the district, the elementary school, or the middle & high school.

### **School Improvement:**

The Board of Education authorizes and supports the formation of building level school improvement committees at each building within the district. Based on information gathered throughout the school year, the School Improvement Team looks at revising, eliminating or evolving current goals for the following year. Information gathered includes standardized test scores analysis, teacher observation, information gathered through survey or other devices for parent/student input. School Improvement is a continuous process at Mayville Elementary School. Building School Improvement Plans are reviewed annually and submitted to the State.



### **Goals:**

- Our K-5 Reading goal is to increase the number of students meeting benchmark by 8% of our students as measured by Acadience by the end of the 2026 school year. The timeframe for this goal is Fall 2024 with 43% proficient to Spring 2026 with 51% proficient.
- K-5 Math Goal is to have 40% of our students at or above benchmark (performing at the 60<sup>th</sup> percentile or above) as measured by NWEA by the end of the school year 2026.
- Our goal is to develop self-awareness and self-management skills to achieve school and life success by 2026.

### **Specialized Schools:**

Mayville Community Schools offers learning options. The Skilled Pathways program is a high school program that offers students a second chance for different levels of success by creating an environment for individual learning styles through strong student teacher relationships. The program provides students with the skills necessary for life after high school. Through hard work, determination, and teamwork, students learn to trust themselves, and one another, while working towards personal goals. Mayville Community Schools also provides educational programs, services and support to certified special education students throughout the district.

### **Access to the Core Curriculum:**

The core curriculum is aligned to both the Common Core State Standards (in Language Arts and Math), the Next Generation Science Standards and the state's benchmarks and standards for Social Studies. Each building has developed common assessments for the core curriculum. The use of the data from the assessments is an area that we are working on with the Institute for Excellence in Education. Each building's curriculum teams are making progress toward using this important data. Anyone may gain access to our core curriculum standards by submitting a written request to the building principal. At Mayville Elementary School, we use a variety of qualitative and quantitative methods (in addition to the M-STEP) to assess the whole student. Students are assessed both formally and informally in all classes using a variety of instruments including projects and performance and technology based



presentations. Common assessments in mathematics, language arts, science and social studies are offered to all students. Results are available by contacting the elementary office.

**Local Assessment Data:**

Each year, our kindergarten through fifth grade students take the NWEA MAP GROWTH Assessment for reading and mathematics in the fall, winter, and spring. This assessment not only guides our teachers' instruction, but also projects proficiency on the M-STEP. A link to this Projected Proficiency Report can be found here:

[https://drive.google.com/file/d/1k6VTVMkmrlMvTKOGfNQGk9KLEtBegIx/view?usp=drive\\_link](https://drive.google.com/file/d/1k6VTVMkmrlMvTKOGfNQGk9KLEtBegIx/view?usp=drive_link)

**Parent/Teacher Conference Data:**

98.0% of our students' parents were represented this year at our fall Parent/Teacher Conferences. Teachers made phone calls to parents who did not attend conferences.

We at Mayville Elementary continually strive to provide up-to-date and quality curriculum and education for our students.

Sincerely,

Cheryl Rayl

Mayville Elementary Principal