



MAYVILLE COMMUNITY SCHOOLS

Mayville, Michigan 48744

“STRIVING TO BECOME THE DESTINATION DISTRICT OF THE THUMB”

School Annual Education Report (AER) Cover Letter

January 12, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 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 student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Kimberly Morden, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/34AtaAG> , or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a "HAS NOT BEEN GIVEN ONE OF THESE LABELS".

The 2020-21 M-STEP assessment data showed that we were below the state average in every subject area except Math. We continue to work on our Tier 1 and Tier 2 instruction. Between the 2016-17 and current school years, we have replaced our core curriculum in ELA, MATH, SCIENCE, & are using Social Studies Weekly for Social Studies to combat these deficiencies. After examining MI School Data and local district data, we discovered the following. Most of our students attend school regularly, however our attendance shows that the amount of chronically absent students (students missing 10 days or more) is 17.5%. Approximately 9% of our students are also transient. 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 17.5% of our

students are chronically absent, it is difficult to find time 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 goal is to have 50% of our students proficient in ELA as measured by NWEA by the end of the 2024 school year.
- Our goal is to have 50% of our students proficient in Math as measured by NWEA as measured by NWEA by the end of the 2024 school year.
- Our goal is to develop self-awareness and self-management skills to achieve school and life success by the end of 2022 school year.

Specialized Schools:

Mayville Community Schools offers Learning Options, an alternative 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.

Description of Each School:

Mayville Elementary School is a public school with approximately 275 students. We are the only elementary building in the district, housing kindergarten through fifth grade. Sixth through twelfth grades are housed in our middle & high school building. Each student has an assigned chromebook. Our building has a gymnasium, cafeteria, media center/library, band/music room, and 15 acres of gardens and outdoor areas for students to learn in.

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, performance and technology based presentations. Common assessments in mathematics, language arts, science and social studies are administered 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 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/1-ZBumo3IUB7E2jCKuxbu-jbhtY1eJMeF/view?usp=sharing>

Parent/Teacher Conference Data:

95.75% 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,

Kimberly Morden