



2400 MASON EAGLES DR.  
ERIE, MI 48133  
ERIE.MASON.K12.MI.US

February 10, 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 Mason Consolidated Schools. The AER addresses the complex reporting information required by federal and state laws. Our staff is available to help you understand this information. Please contact building principals for help if you need assistance.

The district AER is available for you to review electronically by visiting [here](https://www.mischooldata.org) ([www.mischooldata.org](https://www.mischooldata.org)) or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

### **School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

### **Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 5, 8, and 11, compared to state averages for all students as well as subgroups of students

### **National Assessment of Educational Progress (NAEP) Data**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

### **Educator Qualification Data**

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified



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## Civil Rights Data

- Provides information on school quality, climate, and safety

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. We are proud to report that Mason Consolidated Schools have no schools with these labels.

Mason Consolidated Schools' mission is to ensure students achieve their highest potential through a learner-centered education. Teaching and learning remain at the forefront of our work as staff continuously review student needs to thoughtfully build and refine courses, programs, and opportunities that align with those needs and interests. Families are essential partners in this work and are encouraged to stay engaged by maintaining open communication with teachers, supporting attendance and learning at home, and participating in conferences, school events, and opportunities for involvement. We regularly review and adjust curriculum to ensure alignment with standards and to prepare students for the rigor of today's world. Our multi-tiered system of supports (MTSS) provides targeted academic and social-emotional assistance so all students can continue to grow and succeed, while restorative justice practices foster inclusivity, respect, and understanding. Through collaborative Professional Learning Communities (PLCs), our staff remains deeply committed to continuous improvement in teaching and learning. Through this process, we look forward to the continued growth and success of both our students and staff.

Sincerely,

Kelli Tuller  
Superintendent