



# TRI COUNTY AREA SCHOOLS Educational Service Center

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RYAN BILLER, SUPERINTENDENT OF SCHOOLS

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 Tri County Area Schools. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, please contact Superintendent Ryan Biller for assistance.

The district AER is available for you to review electronically by visiting the following link: [District AER](#) 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

## Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table below listing our schools. 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. Tri County Area Schools have no school buildings with these labels.

School Name	Status Label	Key Initiative to Accelerate Achievement
Tri County Elementary	No Label	Literacy
Tri County Middle School	No Label	Research Based Curriculum
Tri County High School	No Label	Student Engagement

At Tri County Area Schools, we remain committed to continuous improvement and to ensuring that every student is supported, challenged, and encouraged to grow. Guided by our mission to Educate, Encourage, and Empower, our staff is actively engaged in strengthening literacy and mathematics instruction, aligning curriculum and assessment practices, expanding career and postsecondary readiness opportunities, and using data-driven decision-making through our Professional Learning Communities to improve student outcomes. We are also focused on building positive learning environments that elevate student voice, well-being, and engagement. We recognize that student success is a shared responsibility, and we value strong partnerships with families and our community. Parents are encouraged to stay involved by communicating regularly with teachers and school leaders, participating in school events and advisory opportunities, and supporting learning at home. Together, we will continue to honor our values of Tradition, Character, Achievement, and Success as we work toward a strong and successful future for all Tri County students.

Sincerely,

Ryan J. Biller  
Superintendent of Schools



# TRI COUNTY AREA SCHOOLS Educational Service Center

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RYAN BILLER, SUPERINTENDENT OF SCHOOLS

## School Annual Education Report (AER) Cover Letter Tri County Elementary

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 Tri County 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 Principal Brooke Haslacker for assistance.

The AER is available for you to review electronically by visiting the following link: [TCE AER](#) 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: Our school **HAS NOT** been given one of these labels.

The 2024-2025 school year was the second year for Tri County Elementary as a K-5 building. We continue to build a safe school community focused on learning and fostering academic success for each student. The challenge for the building as it grew in size was to support systems at a larger scale to continue to grow students. We have continued to refine our systems meeting in professional learning communities to discuss curriculum implementation, behavior supports and student safety and health. Through these learning communities we continue to refine our process and instruction to close gaps in our students' learning and progress.

State law requires that we also report additional information.

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### **1. Process for assigning students to the school**

Tri County Area Schools (TCAS) has a K-5, 6-8, and 9-12 school building. Students in the district attend the appropriate building for their grade level, according to geographic boundaries, and school of choice requests.

### **2. The status of the 3-5 year school improvement plan**

Tri County Elementary reviews the school improvement plans through a yearly process that promotes group reflection and setting focus areas. At the district and building level, leadership teams continue to work on activities that focus on raising student achievement. At Tri County Elementary, these efforts are tied to areas of curriculum and instructional alignment, quality behavior management systems and positive attendance strategies. Copies of our school improvement plan for previous years can be accessed on our website. Yearly, we update our school board about the status of our school improvement plan during our building showcase.

This year we were proud to report continued growth toward our goals. In the fall of 2023, we began implementation of a new math and ELA curriculum. Through PLCs, and coaching we had implemented the new curriculum with fidelity resulting in solid gains in academic areas for a second year. This continued growth allows us to be more responsive to student needs as they arise and we now are working at identifying small group instruction needs from our current data.

In the area of attendance, we continue to build a strong systematic approach that focuses on the importance of daily attendance. We know students attending school regularly leads to increased academic achievement, so this was a priority for us. Working with parents, we have improved our communication around the importance of attending school. We made strides to recognize positive attendance, and we have stronger accountability systems in place when students are not attending. As a result, we continue to exceed the state average by 13% and have 86% of our students in attendance to learn.

In the area of behavior, we have worked to develop a positive culture and climate for our building with an emphasis on student engagement. We know that research shows that increased engagement will reduce chronic disruptive behaviors and increase student academics.

### **3. A brief description of each specialized school**

While the district does not offer a specialized school, we continue to maintain special classes of physical education, STEM, music, art and social emotional learning

### **4. Identify how to access a copy of the core curriculum, a description of the implementation, and explanation of the variances (if any) from the state model.**

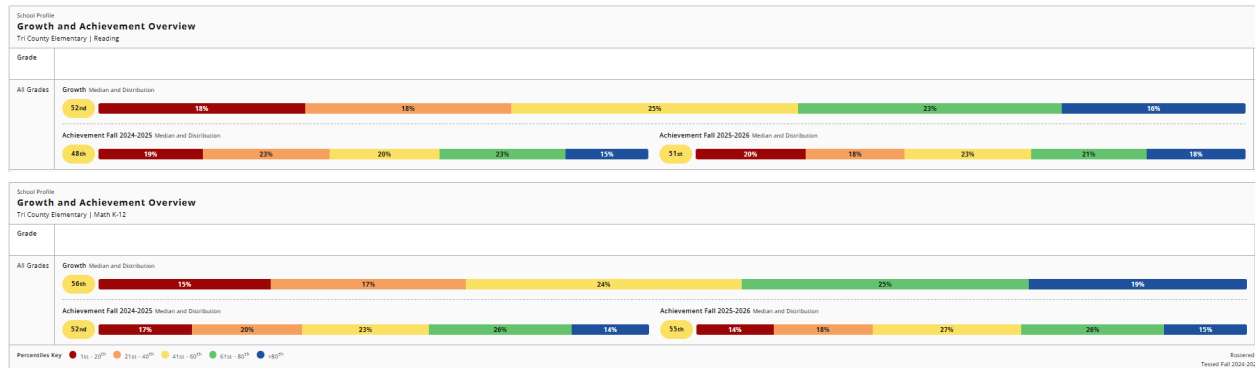
A copy of the core curriculum may be obtained by contacting our school office. The core curriculum includes essential standards, resources, assessment targets, and pacing guides.

It is built upon the Michigan Department of Education approved Common Core State Standards (CCSS) for Mathematics and English Language Arts. In addition, we follow the Michigan version of the Next Generation Science Standard (NGSS) and Michigan State Standards for Social Studies.

**5. The aggregate student achievement results for any local competency tests or nationally normed achievement tests**

All Tri County Elementary students take the nationally normed NWEA/MAP test in reading and math. This data helps us see how our students compare to others around the nation, the rate of students' academic growth, and which students may need more support or challenge. Fall 2024 and Fall 2025 data was compared. Our district considers students who achieve Hi-Average to Hi scores as proficient. The data shows that an increased number of students are making project growth goals and that similar numbers of students are maintaining grade level achievement scores showing that the gaps of non-proficient students are getting smaller and shifting.

Tri County Elementary



**6. Identify the number and percent of students represented by parents at Parent/Teacher conferences**

Parent and community support are key components in the success of our programs. In the fall of 2025, 93% of our parents attended parent teacher conferences representing 702 of our 754 students.

As we continue to build a strong elementary community we are seeing the progress our students are making academically. We have also increased our partnership with parents and families to improve attendance and allow our students to have more days of quality instruction. We are working together to achieve our mission of educating our students, empowering them and families to make excellent academic progress and continuing to raise the bar for our students to achieve their best.

Sincerely,  
 Brooke Haslacker, Principal  
 Tri County Elementary





# TRI COUNTY AREA SCHOOLS Educational Service Center

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RYAN BILLER,

SUPERINTENDENT OF SCHOOLS

## School Annual Education Report (AER) Cover Letter Tri County Middle 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 Tri County Middle 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 Principal Jessica Kurtz for assistance.

The AER is available for you to review electronically by visiting the following link: [MS AER](#) you may also 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 **has not** been given one of these labels.

State law requires that we also report additional information.

### 1. Process for Assigning Pupils to the School

Tri County Area Schools (TCAS) has K-5, 6-8, and 9-12 school buildings. Students in the district attend the appropriate building for their grade level, according to geographic boundaries, and school of choice requests.

### 2. The Status of the 3-5 Year School Improvement Plan

TCAS reviews the school improvement plan through a yearly process that is guided by a belief in shared ownership between school administration, staff, and our community. At the district and building level, leadership teams continue to work on activities that focus

on raising student achievement and student participation in curricular and extracurricular activities. At Tri County Middle School, these efforts remain tied to areas of curriculum, assessment, instruction, and providing opportunities for students to participate in activities. Copies of our school improvement plan for previous years can be accessed on our website.

### **3. A Brief Description of Each Specialized School**

While the district does not offer a specialized school, we continue to maintain special classes of physical education, band, choir, art, woodshop, and STEM.

### **4. Identify How to Access a Copy of the Core Curriculum**

A copy of the core curriculum may be obtained by contacting each building office. The core curriculum includes essential standards, pacing guides, and units of study. The core curriculum is implemented by each teacher, with support from the building principal. The curriculum is aligned to the Michigan content standards. Variations to the curriculum may exist for personal curriculum, special education or areas where state flexibility is allowed.

### **5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests**

All Tri County Middle School 6th and 7th grade students take the M-STEP test in ELA and Math, while the 8th grade takes the M-STEP in Science and Social Studies. This data helps us see how our students compare to others around the state. The rate of students academic growth, and which students need more support or challenge.

2024-2025 - Tri County Middle School students scored an average of 35.65% proficient in ELA as compared to the state average of 47.11%. In Math they scored an average of 23.96% as compared to the state average of 34.81%. In Science they scored an average of 26.13% as compared to the state average of 39.57% and in Social Studies they scored an average of 30.63% as compared to the state average of 40.11%.

2023 - 2024 - Tri County Middle School students scored an average of 34.57% in ELA as compared to the state average of 46.38%, In Math they scored an average of 25.93% as compared to the state average of 34.84%, In Science they scored an average of 34.86% as compared to the state average of 39.75%, and in Social Studies, they scored an average of 27.52% as compared to the state average of 29.90%.

**6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences**

FALL 2023 - 2024	Fall 2024 - 2025	Fall 2025 - 2026
6th - 71 Parents = 53%	73 Parents = 56%	81 Parents = 60%
7th - 59 Parents = 47%	54 Parents = 41%	52 Parents = 40%
8th - 61 Parents = 54%	50 Parents = 42%	50 Parents = 40%
Total - 191 Parents = 52%	177 Parents = 46%	183 Parents = 47%

Tri County Middle School is committed to continuous improvement. Together we will build on our strengths, address learning gaps, and foster a safe and supportive environment where every student can grow academically and personally. By collaborating with parents, students, and staff as well as the broader community, we can effectively fulfill our mission to educate, encourage, and empower our students.

Sincerely,

Jessica Kurtz, Principal  
Tri County Middle School



# TRI COUNTY AREA SCHOOLS Educational Service Center

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RYAN BILLER,

SUPERINTENDENT OF SCHOOLS

## School Annual Education Report (AER) Cover Letter Tri County High 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 Tri County High 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 Principal Tim Goheen for assistance.

The AER is available for you to review electronically by visiting the following link: [TCHS AER](#) 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 **has not** been given one of these labels.

There are numerous key challenges that students and staff face at Tri County High School. One of our biggest challenges is finding highly qualified teachers in the current teaching shortage our State is facing. Based on Spring 2025 SAT scores, the percent of students who were proficient in English Language Arts was 57%, in Math 18%. These compared to the state averages of 55% in English Language Arts, 27% in Math. Our teaching staff at Tri County High School continues to work extremely hard to develop an aligned curriculum in English Language Arts, Science, Social Studies and Mathematics. We continue to build our curriculum using state standards within all departments.

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State law requires that we also report additional information.

**1. Process for Assigning Pupils to the School**

Pupils are assigned to Tri County High School based on grade level and how many credits are received each semester. Classes are also scheduled based on future educational goals and test scores.

**2. The Status of the 3-5 Year School Improvement Plan**

The Tri County High School staff has developed a 3-5 year school improvement plan. Our goals have been designed based on analysis of student achievement data and perception data.

**3. A Brief Description of Each Specialized School**

While the district does not offer a specialized school, we continue to maintain a plethora of elective classes and opportunities for our students.

**4. Identify How to Access a Copy of the Core Curriculum, a Description of Its Implementation, and an Explanation of the Variances from the State's Model**

A copy of our High School curriculum is available for review in our High School office. Our curriculum has been created to align with both the state and federal government standards. We use the Gradual Release of Responsibility framework for teaching and use Adaptive Schools instructional strategies.

**5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests**

2024

Tri County students on SAT scored an average of 912 compared to the State average of 945. Tri County had 13% of students meet both ERW and Math benchmarks with the following breakdown: 43% meeting ERW, and 14% meeting Math benchmarks. The State recorded 25% meeting both benchmarks with the following breakdown: 51% meeting ERW, and 26% meeting Math.

2025

Tri County students on SAT scored an average of 935 compared to the State average of 950. Tri County had 18% of students meet both ERW and Math benchmarks with the following breakdown: 57% meeting ERW, and 18% meeting Math benchmarks. The State recorded 26% meeting both benchmarks with the following breakdown: 55% meeting ERW, and 27% meeting Math.

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**6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences**

In 2023-2024 during our Fall parent-teacher conferences, we had 33% attendance with 170 participants. During our Spring parent-teacher conferences, we had 24% attendance with 122 participants.

In 2024-2025 during our Fall parent-teacher conferences, we had 36% attendance with 171 participants. During our Spring parent-teacher conferences, we had 36% attendance with 115 participants.

**7. For high schools, only, also report on the following:**

a. The Number and Percent of Postsecondary Enrollments (Dual Enrollment)

During the 2023-2024 school year, Tri County High School had 81 students enrolled in college classes which equates to 15% of our student body.

During the 2024-2025 school year, Tri County High School had 65 students enrolled in college classes which equates to 14% of our student body.

b. The Number of College Equivalent Courses Offered (AP/IB)

During the 2023-2024 school year, Tri County High School offered AP English

During the 2024-2025 school year, Tri County High School offered AP English.

c. The Number and Percentage of Students Enrolled in College Equivalent Courses (AP/IB)

During the 2023-2024 school year Tri County High School had 13 students enrolled in an AP English Class. This equates to 3% of our student body.

During the 2024-2025 school year Tri County High School had 24 students enrolled in an AP English Class. This equates to 5% of our student body.

d. The Number and Percentage of Students Receiving a Score Leading to College Credit

During the 2023-2024 school year, Tri County had 7 students receive a score for college credit. This equates to 32% of the students who took the AP exam

During the 2024-2025 school year, Tri County had 22 students receive a score for college credit. This equates to 96% of the students who took the AP exam

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Whether it's academic challenges, leadership roles, or personal development, our school offers endless ways to grow, both inside and outside the classroom. From sports to music, drama, and leadership opportunities, there's something for everyone at Tri County High School. These activities allow our students to discover and develop new talents, build friendships, and gain confidence as we prepare them for their next chapter in life.

Please feel free to contact the high school with any questions.

Sincerely,

Tim Goheen, Principal  
Tri County High School