



MONTCALM AREA INTERMEDIATE SCHOOL DISTRICT

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Our Vision: MAISD will be an educational partner in building strong communities.

Our Mission: In partnership with its communities, MAISD provides innovative & effective learning opportunities for students, schools and families.

Early College at Montcalm Community College (01813) Annual Education Report (AER) Cover Letter

February 12, 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 Early College at Montcalm Community College. 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 Shannon Tripp at stripp@maisd.com for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3JFEA8G>, 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%, or failed to exit ATS status in 2024-25. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not assigned any of these labels.

Please review the Combined Report, linked above, and the data included below. You will note that there are areas of missing data. However, to review key challenges for our school from the 2024-2025 school year:

- Students who attend Early College at MCC as a first-generation student had a GPA lower than the non-first-generation students who attend early college.
- As measured on the SAT, 80% of students are proficient in reading.
- As measured on the SAT, 53.3% of students are proficient in math.
- As measured by M-Step, 56.67% of students are proficient in science.
- As measured by M-Step, 83.33% of students are proficient in social studies.

State law requires that we also report additional information:

For the 2024-2025 school year:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

If the number of eligible enrollees exceeds the number of available openings, a lottery will be conducted to determine the Fall 2025 cohort. The lottery will be conducted in accordance with the enrollment policies and procedures as developed and approved by the Early College at MCC joint steering committee. We will send a letter to all applicants notifying them of their status by April 12, 2025.

50% of the slots will go to students who are first generation college students. If there are slots still available, they are open to school of choice students.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Our five-year goal (2025 completion date) for Early College at MCC is to increase achievement as measured by the number of students graduating with their associate's degree by 5%. We are using Structured Instructional Learning (SIL) time in our second semester to allow the instructors to spend more time with the students who struggle the most. We are also going to focus on student engagement in our high school level classes with some focused training in this area.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

This unique educational program is designed to fully immerse high school-aged students into the post-secondary learning environment. The institution expects high achievement and realistic planning from all students. It is designed so that students cannot finish the program without completing the coursework of their Educational Development Plan.

Successful students must be willing to take responsibility for their own effort, education and behavior. There are no bells, hall monitors, or daily announcements to keep them on track. Students must meet and take responsibility for their own deadlines and requirements. Students are expected to learn how to make smart, sound choices that benefit their learning and success in life. Students are also expected to learn how to monitor their own educational progress, advocate for their own learning needs, and successfully negotiate their way through the post-secondary environment.

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:

2024-2025 - The building principal conducts classroom walk-throughs and observations to support the teaching staff and ensure implementation of the adopted curriculum. Early College staff also work closely with the curriculum committee at Montcalm Community College and instructors in their subject areas to ensure that they are teaching the foundation that is necessary for students to be successful in the next level of classes they will be taking.

Our curriculum is available by calling Early College at MCC and requesting a copy.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:

2023-2024 (SAT and M-Step)					
	Total Score	Reading and Writing	Math	Science	Social Studies
Early College	1115.6	92%	76%	80%	76%
ISD	883.4	39.3%	17.4%	31.39%	33.23%
State	945	51.3%	26.3%	37.51%	39.61%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

We experienced 100% participation at parent/teacher conferences for both fall and spring.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	33 students; 53%
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	778
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	0
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>	33 students; 53%

For the 2024-2025 school year:

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50% of the slots will go to students who are first generation college students. If there are slots still available, they are open to school of choice students.

The number of available slots for each Early College at MCC district is determined by the policies set forth by the joint steering committee. These are the slots that are offered to each district, but each district school board/administration decides how many students they are able to send, so the number listed may not match the number each district sends.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

Our five-year goal (2025 completion date) for Early College at MCC is to increase achievement as measured by the number of students graduating with their associate's degree by 5%. We are using Structured Instructional Learning (SIL) time in our second semester to allow the instructors to spend more time with the students who struggle the most. We are also going to focus on student engagement in our high school level classes with some focused training in this area.

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5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2024-2025 SAT and M-STEP					
	Total Score	Reading and Writing	Math	Science	Social Studies
Early College	1076.3	80%	53.3%	56.67%	83.33%
ISD	888.1	43%	17.3%	26.42%	31.65%
State	954	55.4%	27.5%	34.91%	42.14%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES:

We have 100% participation in parent/teacher conferences for our students who are still in the high school portion of the program. In 2024-2025, this was 28 families.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	47, 65%
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	758
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	0
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT>	47, 65%

We at Early College at MCC are proud of our students, our school, our staff, and the support of our greater school community. As you review the attached Annual Education Report for Early College at MCC, we invite you to celebrate our successes alongside us and join us in our efforts to address our challenges. Thank you for your support of our school.

Sincerely,

Shannon Tripp

Shannon Tripp
Associate Superintendent of CTE/Early College
Montcalm Area Intermediate School District

Montcalm Area ISD: Serving our School Partners

Carson City-Crystal ♦ Central Montcalm ♦ Greenville ♦ Lakeview ♦ Montabella ♦ Tri County ♦ Vestaburg ♦ Flat River Academy ♦ Success Virtual Learning Centers

It is the policy of Montcalm Area Intermediate School District that no person shall be subjected to discrimination in any educational program, service, or activity that it provides, nor in any employment for which it is responsible. As such, MAISD and its Board of Education does not discriminate on the basis of race, color, national origin, gender (including orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected classes. Inquiries related to discrimination should be directed to the MAISD Superintendent.