

School Annual Education Report (AER) Cover Letter

August 15, 2010

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2009-2010 educational progress for the Trillium Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Angela Romanowski for assistance.

The AER is available for you to review electronically by visiting the following web site www.trilliumacademy.us, or you may review a copy from the principal's office at your child's school.

For 2009-2010, Trillium Academy made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report additional information, which is reported below.

Admission into Trillium Academy

Parents interested in enrolling their child at Trillium Academy first complete an application during the two week open enrollment period. If there are enough openings at the grade levels, students are then accepted at the end of the open enrollment period. If there are not enough openings students that have a sibling currently attending the school are given preference. All other applicants are placed into a lottery. Those students not selected during the lottery process are placed at the beginning of the waiting list. Any application after the two week open enrollment is either accepted, if there are openings, or placed on a waiting list. Parents are notified as soon as there is an opening.

The Status of the 3-5 year school Improvement Plan

The School Improvement team has developed goals for all four core subject areas which are listed below. Measurement will be based on MEAP results for

students in grades 3-9, Michigan Merit Exam (MME) for Grade 11, Scantron results for students in grades 2-8 and MLPP/DRA for Grades Kdg.-1.

Goal Statement: All students will increase Reading skills.

Measurable Objective Statement to Support Goal: All students will increase reading comprehension scores by 5% from the Fall 2010 MEAP test to the Fall 2011 MEAP test.

Measurable Objective Statement to Support Goal: The number of students meeting growth targets in Reading as measured by the DRA will increase by 10% from the fall 2010 to spring 2011.

Goal Statement: All students will improve science skills.

Measurable Objective Statement to Support Goal: All Trillium students will increase their scientific inquiry scores by 10% from the Fall 2010 Explore/Plan/ACT test to the Fall 2011 Explore/Plan/ACT test.

Measurable Objective Statement to Support Goal: All Trillium students will increase their scientific knowledge scores by 10% from the Fall 2010 MEAP, Explore, and Plan to Fall 2011.

Goal Statement: All students will improve Social Studies skills.

Measurable Objective Statement to Support Goal: All Trillium Academy students will increase their knowledge of history and geography by 10% from Fall 2010 MEAP, Explore, and Plan to Fall 2011.

Measurable Objective Statement to Support Goal: All Trillium Academy students will increase their economics and civic knowledge by 10% from the Fall 2010 MEAP test to the Fall 2011 MEAP test.

Goal Statement: All students will improve writing skills.

Measurable Objective Statement to Support Goal: All students will increase writing organization techniques by meeting their individual growth targets as measured by the Performance Series ELA assessment for grades 2-8 and MLPP assessment for K-1 from fall 2010 to spring 2011 and students will increase their writing skills by 10% for 9-11th grade as measured by the Explore, Plan, and ACT from 2010 to 2011.

Measurable Objective Statement to Support Goal: All students will increase writing development skills by meeting their individual growth targets as measured by the Performance Series ELA assessment for grades 2-8 and MLPP assessment for K-1 from fall 2010 to spring 2011 and students will increase their writing skills by 10% for 9-11th grade as measured by the Explore, Plan, and ACT from 2010 to 2011.

Goal Statement: All students will improve mathematical skills.

Measurable Objective Statement to Support Goal: All Trillium Academy students will increase their achievement scores by 10% in Numbers and Operation from the Fall 2010 MEAP to the Fall 2011 MEAP.

Measurable Objective Statement to Support Goal: All Trillium Academy students will increase their achievement scores by 10% in Geometry and Measurement from Fall 2010 to Fall 2011 on MEAP.

Measurable Objective Statement to Support Goal: The percentage of students at Trillium Academy who achieve College Readiness Standards on the Explore, Plan, and MME/ACT will increase by 10% from the Spring 2010 to the Spring 2011.

Characteristics of Trillium Academy

Trillium Academy has successfully completed its eighth year of school operation during the 2009-2010 academic year and serviced students in grades K-12. Trillium Academy prides itself in having a strong academic program. The curriculum promotes academic excellence for all students in mathematics, reading, language arts, social studies, and science. In addition, all students are provided experiences in computers, art, music, physical education, drama, and Spanish.

Trillium Academy was founded on the Montessori philosophy that is used throughout student's school day. Students learn practical life skills, honesty, respect at early ages and learn academically through hands-on curriculum.

The philosophy of Trillium Academy makes it unique from other schools in the surrounding area. Incorporating the structure of Career Pathways into the Michigan Frameworks curriculum, while continuing to establish the Montessori foundation throughout the school, has developed the characteristics of Trillium.

Students learn at an early age to respect others and their environment. They learn from hands on curriculum that develops them into independent thinkers among a group of their peers. This is a part of the Montessori foundation established at Trillium.

Students in all grades receive drama, art, and music to begin the foundation of their knowledge and interests in the fine arts. After school programs offered in the fine arts arena include band, junior and senior show choir, arts-n-crafts, and drama club, to continue their learning and interested in fine arts after their school day ends.

Core Curriculum

Trillium Academy utilizes the following process to develop and align its curriculum to ensure that all Michigan Standards and Benchmarks are met.

- Research appropriate development levels for academic skills
- Research Michigan standards and benchmarks
- Research other state and school curriculum frameworks
- Consideration of MEAP and other performance indicators including MLPP
- Consider modes of instruction, i.e. Montessori, Experiential, Multiple Intelligences, Small group and large group
- Consider assessments
- Work in reverse (Gr. 12 to kindergarten) to set exit skill criteria for each grade level based on research finding
- Integration of Career Pathways into core curriculum
- Review forward K to 12 and backward for ease transition
- Realign exit skills to Michigan standards and benchmarks

- Receive approval from authorizer, Central Michigan University
- Choose necessary materials

Trillium uses multiple modes of instruction to ensure all students have the same opportunity to learn the core curriculum, including a strong focus on Multiple Intelligences, individual developmental readiness, and small group instruction.

Trillium Academy follows the Michigan Curriculum Framework while incorporating the Michigan Career Pathways Arts & Communication curriculum and the Montessori practical life skills.

Parents can access a copy of the core curriculum in the school office.

Achievement Tests

Trillium Academy conducted MLPP/DRA assessments in Kdg. and first grade in the spring of 2010. This assessment is designed to estimate a student’s achievement level relative to grade level of their peers. Results by subject are presented in this report.

Performance on the MLPP/DRA assessments for the 2009-2010 school year showed that 32% of kindergarten students and 32% of first grade students are not meeting grade level expectations. The following strategies and interventions are used in order to continue the rise in student achievement: differentiated instruction concepts, learning style profile surveys, Response to Intervention (RtI) processes, Title One aid in ELA, and offer opportunities for after school tutoring, and professional development designed to assist teachers in meeting student needs.

MLPP/DRA Assessments

Grade K	Total K Students Tested	On Grade Level	Not On Grade Level
	50	34	16
Grade 1	Total 1 st Gr. Students Tested	On Grade Level	Not On Grade Level
	44	30	14

Performance Series is an assessment that is taken in grades 2-8 (and HS for students below grade level) three times per school year. It measures individual student progress in Reading, English Language Arts, and Math. Additionally, in future years we will use the science portion of the assessment for improvement strategy development.

The table below shows us the percentage of students in each classroom that met their individual growth targets from the fall 2009 testing session to the spring 2010 testing session.

	Reading	Math	ELA
1/2 A	64	73	55
1/2 B	77	85	69
1/2 C	62	85	77
2/3 A	80	65	75
2/3 B	82	73	91
3 C	67	58	83
34 D	89	89	100
4th A	87	100	96
4th B	74	96	81
5th A	81	50	73
5th B	63	33	70
6th A	67	29	58
6th B	71	46	71
7th A	65	73	73
7th B	65	62	69
8th A	74	57	57
8th B	73	77	77

The following achievement tests are given in the High School. See data below.

Grade 9 Explore Data

All Students	Grade 9 Composite			Grade 9 Reading			Grade 9 English			Grade 9 Math			Grade 9 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Met or Exceeded Readiness Benchmark	n/a	*	*	n/a	20%	27%	n/a	48%	52%	n/a	8%	17%	n/a	9%	10%
Number Tested	n/a	65	52	n/a	65	52	n/a	65	52	n/a	65	52	n/a	65	52

Average Scores	Grade 9 Composite			Grade 9 Reading			Grade 9 English			Grade 9 Math			Grade 9 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Student Average	n/a	14.4	14.9	n/a	13.5	13.8	n/a	13.7	14.8	n/a	14.1	14.6	n/a	15.6	15.7
National Average	*	14.9	14.9	*	13.8	14.2	*	14.2	13.8	*	15.1	15.1	*	15.9	15.9

Average Scores: In 2008-09 the 9th grade students performed below the national average in all subjects tested.

In 2009-10 the 9th grade students performed above the national average in English.

In 2009-10 the students increased all of their scores in each subject. Math increased the most with 9% more students meeting or exceeding the benchmark.

Grade 10 Plan Data

All Students	Grade 10 Composite			Grade 10 Reading			Grade 10 English			Grade 10 Math			Grade 10 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Met or Exceeded Readiness Benchmark	n/a	*	*	n/a	30%	37%	n/a	48%	65%	n/a	7%	12%	n/a	4%	8%
Number Tested	n/a	45	65	n/a	44	65	n/a	44	65	n/a	45	65	n/a	45	65

Average Scores	Grade 10 Composite			Grade 10 Reading			Grade 10 English			Grade 10 Math			Grade 10 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Student Average	n/a	15.2	15.8	n/a	14.8	15.3	n/a	14.8	15.4	n/a	14.3	15.2	n/a	16.5	17.1
National Average	*	17.8	17.5	*	17.2	16.9	*	17.4	16.9	*	17.8	17.4	*	18.3	18.2

Average Scores: In 2008-10 the 10th grade students performed below the national average in every subject area tested.

In 2008-10 the 10th grade students increased their scores in every subject. Reading increased the most with 17% more students meeting or exceeding the benchmark.

Grade 11 ACT Data

All Students	Grade 11 Composite			Grade 11 Reading			Grade 11 Writing			Grade 11 ELA			Grade 11 Math			Grade 11 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Met or Exceeded Readiness Benchmark	n/a	26%	18%	n/a	29%	24%	n/a	n/a	n/a	n/a	35%	29%	n/a	13%	4%	n/a	13%	5%
Number Tested	n/a	31	55	n/a	31	55	n/a	31	54	n/a	31	55	n/a	31	55	n/a	31	55

Average Scores	Grade 11 Composite			Grade 11 Reading			Grade 11 Writing			Grade 11 ELA			Grade 11 Math			Grade 11 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Student Average	n/a	17.5	16.7	n/a	18.6	17.98	n/a	17.4	15	n/a	17.3	15.4	n/a	16.6	15.8	n/a	17	16.9
Michigan Average	*	18.8	19	*	18.8	19	*	6.6	6.7	*	17.6	18	*	19	19.2	*	19.5	19.4
National Average	*	21.1	21.1	*	21.4	21.4	*	*	*	*	20.6	20.6	*	21	21	*	20.8	20.9

Average Scores: In 2008-10 the 11th grade students performed below both the state and national averages in all subjects except writing.

In 2009-10 the percentage of students meeting or exceeding the benchmarks in all content areas decreased by 5-9%.

Grade 12 ACT Data

All Students	Grade 12 Composite			Grade 12 Reading			Grade 12 Writing			Grade 12 ELA			Grade 12 Math			Grade 12 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Met or Exceeded Readiness Benchmark	n/a	25%	36%	n/a	25%	36%	n/a	n/a	n/a	n/a	25%	57%	n/a	25%	18%	n/a	0%	11%
Number Tested	n/a	4	28	n/a	4	28	n/a	4	28	n/a	4	28	n/a	4	28	n/a	4	28

Average Scores	Grade 12 Composite			Grade 12 Reading			Grade 12 Writing			Grade 12 ELA			Grade 12 Math			Grade 12 Science		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Student Average	n/a	17.5	20	n/a	17.75	21	n/a	16.25	19	n/a	16	20	n/a	18.5	19	n/a	17.5	19
Michigan Average	*	18.8	19	*	18.8	19	*	6.6	6.7	*	17.6	18	*	19	19.2	*	19.5	19.4
National Average	*	21.1	21.1	*	21.4	21.4	*	*	*	*	20.6	20.6	*	21	21	*	20.8	20.9

Average Scores: In 2009-10 the 12th grade students performed at or above the state level in all subject areas tested.

In 2009-10 the percentage of students meeting or exceeding the benchmarks increased in all areas except math, which decreased by 7%. ELA increased the most by 32%.

ACT Readiness Benchmark Scores
English - 18
Reading - 21
Math - 22
Science - 24
Composite - 21.25

Students Represented by Parents at Parent-Teacher Conferences

In 2009-10 Trillium school administration again saw a high rate of attendance at Parent-Teacher Conferences, with 92% (644) parents attending at least one conference, with 94% attending in 2008-09.

High School Data

Trillium Academy had eight students enrolled in postsecondary courses (dual enrollment) and one student was enrolled in an AP course. Nine students received a score leading to college credit.

The Administrators and staff of Merritt Academy encourage all parents and community members to review the information provided in this cover letter and the attached data report. Administrators, staff and students are encouraged by the positive results contained within and look forward to continued success in the future.

Sincerely,

Angela Romanowski
Principal