



Trillium Academy

August 19, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 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/aer.pdf, or you may review a copy from the principal's office at your child's school.

For 2010-2011, 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 Performance Series 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 2011 MEAP test to the Fall 2012 MEAP test.

Measurable Objective Statement to Support Goal: 90% of students will meet their individual growth target as measured by performance series from Fall 2011 to Spring 2012.

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 2011 Explore/Plan/ACT test to the Fall 2012 Explore/Plan/ACT test.

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 2011 MEAP, Explore, and Plan to Fall 2012.

Measurable Objective Statement to Support Goal: All Trillium Academy students will increase their economics and civic knowledge by 10% from the Fall 2011 MEAP test to the Fall 2012 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 Scantron Performance Series ELA assessment for grades 2-8 and MLPP assessment for K-1 from fall 2011 to spring 2012 and students will increase their writing skills by 10% for 9-11th grade as measured by the Explore, Plan, and ACT from 2011 to 2012.

Goal Statement: All students will improve mathematical skills.

Measurable Objective Statement to Support Goal: All Trillium Academy students will increase math proficiency by 10% as measured by the MEAP.

Measurable Objective Statement to Support Goal: 90% of Trillium Academy students will meet their individual growth targets in math as measured



by performance series.

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 2011 to the Spring 2012.

Characteristics of Trillium Academy

Trillium Academy has successfully completed its ninth year of school operation during the 2010-2011 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, and 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

Performance Series is an assessment that is taken in grades 2-8 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 2010 testing session to the spring 2011 testing session.

Reading Math ELA
1/2 A **100 92 92**
1/2 B **100 78 89**
2/3 A 87 **96 78**
2/3 B **92 92 96**
3 C 84 72 76
3/4 D **92 100 96**
4th A **91 100 96**
4th B 67 **100 81**
5th A **93 57 86**
5th B **93 75 93**
6th A 58 81 73
6th B **96 93 96**



7th A **100 92 100**
7th B 80 **100 88**
8th A 83 **96 91**
8th B **96 91 91**

Students Represented by Parents at Parent-Teacher Conferences

In 2010-2011 Trillium school administration again saw a high rate of attendance at Parent-Teacher Conferences, with 92% parents attending at least one conference, with 92% attending in 2009-2010.

High School Data

Trillium Academy had 17 students enrolled in post-secondary courses (dual enrollment). 16 students received a score leading to college credit. Additionally, the average for the 11th grade performance on the ACT was a score of an 18.

The Administrators and staff of Trillium 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

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	03	All Students	2009-10	100%	89.8%	87.7%	24.6%	63.2%	7%	5.3%
English Language Arts / Reading	03	All Students	2010-11	100%	86.8%	78.7%	31.1%	47.5%	18%	3.3%
English Language Arts / Reading	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	95.1%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Black or African American	2009-10	100%	80.6%	86.7%	20%	66.7%	6.7%	6.7%
English Language Arts / Reading	03	Black or African American	2010-11	100%	74.7%	78.3%	21.7%	56.5%	17.4%	4.3%
English Language Arts / Reading	03	Hispanic or Latino	2009-10	<10	84.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Hispanic or Latino	2010-11	<10	79.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Two or More Races	2009-10	<10	88.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	White	2009-10	100%	92.7%	88.6%	28.6%	60%	5.7%	5.7%
English Language Arts / Reading	03	White	2010-11	100%	90.4%	79.4%	38.2%	41.2%	17.6%	2.9%
English Language Arts / Reading	03	Female	2009-10	100%	91.9%	86.5%	27%	59.5%	8.1%	5.4%
English Language Arts / Reading	03	Female	2010-11	100%	89.3%	90.6%	28.1%	62.5%	9.4%	0%
English Language Arts / Reading	03	Male	2009-10	100%	87.9%	90%	20%	70%	5%	5%
English Language Arts / Reading	03	Male	2010-11	100%	84.3%	65.5%	34.5%	31%	27.6%	6.9%
English Language Arts / Reading	03	Economically Disadvantaged	2009-10	100%	84.5%	86.5%	18.9%	67.6%	10.8%	2.7%
English Language Arts / Reading	03	Economically Disadvantaged	2010-11	100%	80.2%	76.2%	26.2%	50%	21.4%	2.4%
English Language Arts / Reading	03	Students with Disabilities	2009-10	<10	71%	<10	<10	<10	<10	<10
English Language Arts / Reading	03	Students with Disabilities	2010-11	<10	62.1%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	All Students	2009-10	100%	84.1%	71.6%	13.4%	58.2%	20.9%	7.5%
English Language Arts / Reading	04	All Students	2010-11	100%	84.1%	82.5%	15.8%	66.7%	15.8%	1.8%

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English Language Arts / Reading	04	American Indian or Alaska Native	2010-11	<10	77.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	91.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Black or African American	2009-10	100%	68.6%	65.2%	4.3%	60.9%	21.7%	13%
English Language Arts / Reading	04	Black or African American	2010-11	100%	69.1%	73.3%	6.7%	66.7%	26.7%	0%
English Language Arts / Reading	04	Hispanic or Latino	2009-10	<10	74.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Hispanic or Latino	2010-11	<10	77.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2009-10	<10	81.1%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Two or More Races	2010-11	<10	83.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	White	2009-10	100%	88.9%	73.2%	17.1%	56.1%	22%	4.9%
English Language Arts / Reading	04	White	2010-11	100%	88.5%	88.9%	16.7%	72.2%	8.3%	2.8%
English Language Arts / Reading	04	Female	2009-10	100%	86.1%	73%	5.4%	67.6%	27%	0%
English Language Arts / Reading	04	Female	2010-11	100%	87%	85.3%	23.5%	61.8%	11.8%	2.9%
English Language Arts / Reading	04	Male	2009-10	100%	82.1%	70%	23.3%	46.7%	13.3%	16.7%
English Language Arts / Reading	04	Male	2010-11	100%	81.3%	78.3%	4.3%	73.9%	21.7%	0%
English Language Arts / Reading	04	Economically Disadvantaged	2009-10	100%	75.7%	59%	5.1%	53.8%	28.2%	12.8%
English Language Arts / Reading	04	Economically Disadvantaged	2010-11	100%	76.1%	75.8%	9.1%	66.7%	21.2%	3%
English Language Arts / Reading	04	Students with Disabilities	2009-10	<10	58%	<10	<10	<10	<10	<10
English Language Arts / Reading	04	Students with Disabilities	2010-11	<10	54.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	All Students	2009-10	100%	85.2%	74.1%	35.2%	38.9%	13%	13%
English Language Arts / Reading	05	All Students	2010-11	100%	85.1%	78.6%	30.4%	48.2%	17.9%	3.6%

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English Language Arts / Reading	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	90.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Black or African American	2009-10	100%	70.4%	84.6%	46.2%	38.5%	7.7%	7.7%
English Language Arts / Reading	05	Black or African American	2010-11	100%	71.6%	81.3%	25%	56.3%	18.8%	0%
English Language Arts / Reading	05	Hispanic or Latino	2009-10	<10	74.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Two or More Races	2010-11	<10	85.2%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	White	2009-10	100%	89.8%	69.4%	33.3%	36.1%	16.7%	13.9%
English Language Arts / Reading	05	White	2010-11	100%	89%	76.9%	30.8%	46.2%	17.9%	5.1%
English Language Arts / Reading	05	Female	2009-10	100%	86.8%	75%	31.3%	43.8%	6.3%	18.8%
English Language Arts / Reading	05	Female	2010-11	100%	87.7%	81.8%	27.3%	54.5%	15.2%	3%
English Language Arts / Reading	05	Male	2009-10	100%	83.5%	72.7%	40.9%	31.8%	22.7%	4.5%
English Language Arts / Reading	05	Male	2010-11	100%	82.6%	73.9%	34.8%	39.1%	21.7%	4.3%
English Language Arts / Reading	05	Economically Disadvantaged	2009-10	100%	76.6%	75%	25%	50%	4.2%	20.8%
English Language Arts / Reading	05	Economically Disadvantaged	2010-11	100%	77.4%	70.3%	10.8%	59.5%	24.3%	5.4%
English Language Arts / Reading	05	Students with Disabilities	2009-10	<10	57.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	05	Students with Disabilities	2010-11	<10	53%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	All Students	2009-10	100%	87.7%	83%	17%	66%	13.2%	3.8%
English Language Arts / Reading	06	All Students	2010-11	100%	84%	85.2%	44.4%	40.7%	11.1%	3.7%
English Language Arts / Reading	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	91.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Black or African American	2009-10	100%	75.8%	82.4%	11.8%	70.6%	11.8%	5.9%

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English Language Arts / Reading	06	Black or African American	2010-11	100%	68.3%	100%	70%	30%	0%	0%
English Language Arts / Reading	06	Hispanic or Latino	2009-10	<10	82.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Hispanic or Latino	2010-11	<10	75.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Two or More Races	2009-10	<10	87%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	White	2009-10	100%	91.1%	84.4%	21.9%	62.5%	12.5%	3.1%
English Language Arts / Reading	06	White	2010-11	100%	88.8%	84.6%	38.5%	46.2%	10.3%	5.1%
English Language Arts / Reading	06	Female	2009-10	100%	90%	90.9%	21.2%	69.7%	6.1%	3%
English Language Arts / Reading	06	Female	2010-11	100%	86.9%	87.5%	43.8%	43.8%	9.4%	3.1%
English Language Arts / Reading	06	Male	2009-10	100%	85.4%	70%	10%	60%	25%	5%
English Language Arts / Reading	06	Male	2010-11	100%	81.2%	81.8%	45.5%	36.4%	13.6%	4.5%
English Language Arts / Reading	06	Economically Disadvantaged	2009-10	100%	81.1%	76%	0%	76%	20%	4%
English Language Arts / Reading	06	Economically Disadvantaged	2010-11	100%	75.6%	78.6%	35.7%	42.9%	14.3%	7.1%
English Language Arts / Reading	06	Students with Disabilities	2009-10	<10	59.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	06	Students with Disabilities	2010-11	<10	48.5%	<10	<10	<10	<10	<10
English Language Arts / Reading	07	All Students	2009-10	100%	82%	77.4%	30.2%	47.2%	13.2%	9.4%
English Language Arts / Reading	07	All Students	2010-11	100%	79%	71.7%	18.9%	52.8%	11.3%	17%
English Language Arts / Reading	07	Black or African American	2009-10	<10	64.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Black or African American	2010-11	100%	60%	64.7%	5.9%	58.8%	17.6%	17.6%
English Language Arts / Reading	07	Hispanic or Latino	2009-10	<10	71.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Hispanic or Latino	2010-11	<10	71.6%	<10	<10	<10	<10	<10

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English Language Arts / Reading	07	Two or More Races	2009-10	<10	77.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Two or More Races	2010-11	<10	79.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	07	White	2009-10	100%	87.2%	79.5%	35.9%	43.6%	15.4%	5.1%
English Language Arts / Reading	07	White	2010-11	100%	84.4%	72.7%	21.2%	51.5%	9.1%	18.2%
English Language Arts / Reading	07	Female	2009-10	100%	84.5%	88.9%	40.7%	48.1%	11.1%	0%
English Language Arts / Reading	07	Female	2010-11	100%	83.3%	76.7%	20%	56.7%	16.7%	6.7%
English Language Arts / Reading	07	Male	2009-10	100%	79.6%	65.4%	19.2%	46.2%	15.4%	19.2%
English Language Arts / Reading	07	Male	2010-11	100%	75%	65.2%	17.4%	47.8%	4.3%	30.4%
English Language Arts / Reading	07	Economically Disadvantaged	2009-10	100%	72.4%	73.1%	42.3%	30.8%	15.4%	11.5%
English Language Arts / Reading	07	Economically Disadvantaged	2010-11	100%	68.6%	60.7%	14.3%	46.4%	10.7%	28.6%
English Language Arts / Reading	07	Students with Disabilities	2009-10	<10	48%	<10	<10	<10	<10	<10
English Language Arts / Reading	07	Students with Disabilities	2010-11	<10	36.3%	<10	<10	<10	<10	<10
English Language Arts / Reading	08	All Students	2009-10	100%	83.4%	90.4%	15.4%	75%	7.7%	1.9%
English Language Arts / Reading	08	All Students	2010-11	100%	81.9%	87.8%	14.3%	73.5%	10.2%	2%
English Language Arts / Reading	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	91%	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Black or African American	2009-10	100%	70.9%	83.3%	8.3%	75%	8.3%	8.3%
English Language Arts / Reading	08	Black or African American	2010-11	100%	67.4%	81.8%	9.1%	72.7%	9.1%	9.1%
English Language Arts / Reading	08	Hispanic or Latino	2009-10	<10	76.5%	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Hispanic or Latino	2010-11	<10	74.5%	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Two or More Races	2009-10	<10	79.1%	<10	<10	<10	<10	<10

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English Language Arts / Reading	08	Two or More Races	2010-11	<10	83.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	08	White	2009-10	100%	86.9%	94.3%	14.3%	80%	5.7%	0%
English Language Arts / Reading	08	White	2010-11	100%	85.9%	88.2%	17.6%	70.6%	11.8%	0%
English Language Arts / Reading	08	Female	2009-10	100%	87.5%	90%	20%	70%	10%	0%
English Language Arts / Reading	08	Female	2010-11	100%	86.1%	92.6%	14.8%	77.8%	7.4%	0%
English Language Arts / Reading	08	Male	2009-10	100%	79.4%	90.9%	9.1%	81.8%	4.5%	4.5%
English Language Arts / Reading	08	Male	2010-11	100%	77.8%	81.8%	13.6%	68.2%	13.6%	4.5%
English Language Arts / Reading	08	Economically Disadvantaged	2009-10	100%	75%	91.3%	13%	78.3%	8.7%	0%
English Language Arts / Reading	08	Economically Disadvantaged	2010-11	100%	72.7%	80%	10%	70%	16.7%	3.3%
English Language Arts / Reading	08	Students with Disabilities	2009-10	<10	48.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	08	Students with Disabilities	2010-11	<10	43%	<10	<10	<10	<10	<10
Mathematics	03	All Students	2009-10	100%	94.8%	89.5%	26.3%	63.2%	10.5%	0%
Mathematics	03	All Students	2010-11	100%	95.3%	90.2%	29.5%	60.7%	9.8%	0%
Mathematics	03	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	98%	<10	<10	<10	<10	<10
Mathematics	03	Black or African American	2009-10	100%	87.7%	86.7%	26.7%	60%	13.3%	0%
Mathematics	03	Black or African American	2010-11	100%	88.6%	87%	17.4%	69.6%	13%	0%
Mathematics	03	Hispanic or Latino	2009-10	<10	92.3%	<10	<10	<10	<10	<10
Mathematics	03	Hispanic or Latino	2010-11	<10	93.5%	<10	<10	<10	<10	<10
Mathematics	03	Two or More Races	2009-10	<10	94.3%	<10	<10	<10	<10	<10
Mathematics	03	White	2009-10	100%	96.9%	88.6%	25.7%	62.9%	11.4%	0%
Mathematics	03	White	2010-11	100%	97.1%	94.1%	38.2%	55.9%	5.9%	0%
Mathematics	03	Female	2009-10	100%	94.8%	86.5%	21.6%	64.9%	13.5%	0%
Mathematics	03	Female	2010-11	100%	95.3%	87.5%	28.1%	59.4%	12.5%	0%

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Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	03	Male	2009-10	100%	94.8%	95%	35%	60%	5%	0%
Mathematics	03	Male	2010-11	100%	95.3%	93.1%	31%	62.1%	6.9%	0%
Mathematics	03	Economically Disadvantaged	2009-10	100%	91.9%	91.9%	24.3%	67.6%	8.1%	0%
Mathematics	03	Economically Disadvantaged	2010-11	100%	92.7%	85.7%	23.8%	61.9%	14.3%	0%
Mathematics	03	Students with Disabilities	2009-10	<10	87.8%	<10	<10	<10	<10	<10
Mathematics	03	Students with Disabilities	2010-11	<10	88.7%	<10	<10	<10	<10	<10
Mathematics	04	All Students	2009-10	100%	92.3%	88.1%	14.9%	73.1%	11.9%	0%
Mathematics	04	All Students	2010-11	100%	91.5%	80.7%	15.8%	64.9%	19.3%	0%
Mathematics	04	American Indian or Alaska Native	2010-11	<10	88.8%	<10	<10	<10	<10	<10
Mathematics	04	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	96.8%	<10	<10	<10	<10	<10
Mathematics	04	Black or African American	2009-10	100%	82.3%	78.3%	13%	65.2%	21.7%	0%
Mathematics	04	Black or African American	2010-11	100%	81.2%	60%	0%	60%	40%	0%
Mathematics	04	Hispanic or Latino	2009-10	<10	89.3%	<10	<10	<10	<10	<10
Mathematics	04	Hispanic or Latino	2010-11	<10	88.7%	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2009-10	<10	91%	<10	<10	<10	<10	<10
Mathematics	04	Two or More Races	2010-11	<10	90.9%	<10	<10	<10	<10	<10
Mathematics	04	White	2009-10	100%	95.1%	92.7%	17.1%	75.6%	7.3%	0%
Mathematics	04	White	2010-11	100%	94.3%	88.9%	16.7%	72.2%	11.1%	0%
Mathematics	04	Female	2009-10	100%	92.9%	89.2%	8.1%	81.1%	10.8%	0%
Mathematics	04	Female	2010-11	100%	91.6%	82.4%	14.7%	67.6%	17.6%	0%
Mathematics	04	Male	2009-10	100%	91.6%	86.7%	23.3%	63.3%	13.3%	0%
Mathematics	04	Male	2010-11	100%	91.3%	78.3%	17.4%	60.9%	21.7%	0%
Mathematics	04	Economically Disadvantaged	2009-10	100%	87.8%	82.1%	5.1%	76.9%	17.9%	0%
Mathematics	04	Economically Disadvantaged	2010-11	100%	86.9%	75.8%	15.2%	60.6%	24.2%	0%

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	04	Students with Disabilities	2009-10	<10	80%	<10	<10	<10	<10	<10
Mathematics	04	Students with Disabilities	2010-11	<10	77.5%	<10	<10	<10	<10	<10
Mathematics	05	All Students	2009-10	100%	79.5%	53.7%	16.7%	37%	40.7%	5.6%
Mathematics	05	All Students	2010-11	100%	79.9%	66.1%	16.1%	50%	32.1%	1.8%
Mathematics	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	93%	<10	<10	<10	<10	<10
Mathematics	05	Black or African American	2009-10	100%	62.5%	61.5%	23.1%	38.5%	38.5%	0%
Mathematics	05	Black or African American	2010-11	100%	61.3%	75%	18.8%	56.3%	18.8%	6.3%
Mathematics	05	Hispanic or Latino	2009-10	<10	71%	<10	<10	<10	<10	<10
Mathematics	05	Two or More Races	2010-11	<10	77.5%	<10	<10	<10	<10	<10
Mathematics	05	White	2009-10	100%	84.3%	52.8%	13.9%	38.9%	38.9%	8.3%
Mathematics	05	White	2010-11	100%	85.1%	61.5%	15.4%	46.2%	38.5%	0%
Mathematics	05	Female	2009-10	100%	79.6%	59.4%	21.9%	37.5%	37.5%	3.1%
Mathematics	05	Female	2010-11	100%	80.1%	69.7%	15.2%	54.5%	30.3%	0%
Mathematics	05	Male	2009-10	100%	79.4%	45.5%	9.1%	36.4%	45.5%	9.1%
Mathematics	05	Male	2010-11	100%	79.7%	60.9%	17.4%	43.5%	34.8%	4.3%
Mathematics	05	Economically Disadvantaged	2009-10	100%	69.8%	33.3%	12.5%	20.8%	58.3%	8.3%
Mathematics	05	Economically Disadvantaged	2010-11	100%	70.2%	64.9%	13.5%	51.4%	32.4%	2.7%
Mathematics	05	Students with Disabilities	2009-10	<10	52.8%	<10	<10	<10	<10	<10
Mathematics	05	Students with Disabilities	2010-11	<10	50.2%	<10	<10	<10	<10	<10
Mathematics	06	All Students	2009-10	100%	82%	75.5%	28.3%	47.2%	24.5%	0%
Mathematics	06	All Students	2010-11	100%	84.5%	83.3%	27.8%	55.6%	16.7%	0%
Mathematics	06	Asian, Native Hawaiian, or Pacific Islander	2010-11	<10	94.9%	<10	<10	<10	<10	<10
Mathematics	06	Black or African American	2009-10	100%	62.3%	64.7%	5.9%	58.8%	35.3%	0%
Mathematics	06	Black or African American	2010-11	100%	68.9%	90%	20%	70%	10%	0%

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	06	Hispanic or Latino	2009-10	<10	75.6%	<10	<10	<10	<10	<10
Mathematics	06	Hispanic or Latino	2010-11	<10	79%	<10	<10	<10	<10	<10
Mathematics	06	Two or More Races	2009-10	<10	80%	<10	<10	<10	<10	<10
Mathematics	06	White	2009-10	100%	87.5%	84.4%	43.8%	40.6%	15.6%	0%
Mathematics	06	White	2010-11	100%	88.8%	82.1%	30.8%	51.3%	17.9%	0%
Mathematics	06	Female	2009-10	100%	83%	78.8%	30.3%	48.5%	21.2%	0%
Mathematics	06	Female	2010-11	100%	86.2%	90.6%	31.3%	59.4%	9.4%	0%
Mathematics	06	Male	2009-10	100%	81.1%	70%	25%	45%	30%	0%
Mathematics	06	Male	2010-11	100%	82.9%	72.7%	22.7%	50%	27.3%	0%
Mathematics	06	Economically Disadvantaged	2009-10	100%	72.5%	64%	16%	48%	36%	0%
Mathematics	06	Economically Disadvantaged	2010-11	100%	76.5%	78.6%	25%	53.6%	21.4%	0%
Mathematics	06	Students with Disabilities	2009-10	<10	52.3%	<10	<10	<10	<10	<10
Mathematics	06	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	100%	82.2%	60.4%	18.9%	41.5%	39.6%	0%
Mathematics	07	All Students	2010-11	100%	84.6%	75.5%	18.9%	56.6%	22.6%	1.9%
Mathematics	07	Black or African American	2009-10	<10	62.6%	<10	<10	<10	<10	<10
Mathematics	07	Black or African American	2010-11	100%	68.2%	70.6%	0%	70.6%	29.4%	0%
Mathematics	07	Hispanic or Latino	2009-10	<10	75.3%	<10	<10	<10	<10	<10
Mathematics	07	Hispanic or Latino	2010-11	<10	79.4%	<10	<10	<10	<10	<10
Mathematics	07	Two or More Races	2009-10	<10	77%	<10	<10	<10	<10	<10
Mathematics	07	Two or More Races	2010-11	<10	83.5%	<10	<10	<10	<10	<10
Mathematics	07	White	2009-10	100%	87.6%	69.2%	23.1%	46.2%	30.8%	0%
Mathematics	07	White	2010-11	100%	89.1%	75.8%	27.3%	48.5%	21.2%	3%
Mathematics	07	Female	2009-10	100%	82.6%	70.4%	18.5%	51.9%	29.6%	0%
Mathematics	07	Female	2010-11	100%	86.3%	73.3%	16.7%	56.7%	26.7%	0%
Mathematics	07	Male	2009-10	100%	81.7%	50%	19.2%	30.8%	50%	0%
Mathematics	07	Male	2010-11	100%	82.9%	78.3%	21.7%	56.5%	17.4%	4.3%

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	07	Economically Disadvantaged	2009-10	100%	72.4%	61.5%	23.1%	38.5%	38.5%	0%
Mathematics	07	Economically Disadvantaged	2010-11	100%	76.4%	78.6%	10.7%	67.9%	21.4%	0%
Mathematics	07	Students with Disabilities	2009-10	<10	51.2%	<10	<10	<10	<10	<10
Mathematics	07	Students with Disabilities	2010-11	<10	51.4%	<10	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	100%	70.3%	53.8%	19.2%	34.6%	38.5%	7.7%
Mathematics	08	All Students	2010-11	100%	78%	73.5%	22.4%	51%	20.4%	6.1%
Mathematics	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.7%	<10	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	100%	44.7%	25%	0%	25%	75%	0%
Mathematics	08	Black or African American	2010-11	100%	56.6%	72.7%	9.1%	63.6%	18.2%	9.1%
Mathematics	08	Hispanic or Latino	2009-10	<10	59.1%	<10	<10	<10	<10	<10
Mathematics	08	Hispanic or Latino	2010-11	<10	69.8%	<10	<10	<10	<10	<10
Mathematics	08	Two or More Races	2009-10	<10	64.2%	<10	<10	<10	<10	<10
Mathematics	08	Two or More Races	2010-11	<10	76.8%	<10	<10	<10	<10	<10
Mathematics	08	White	2009-10	100%	77.1%	62.9%	22.9%	40%	31.4%	5.7%
Mathematics	08	White	2010-11	100%	83.6%	70.6%	26.5%	44.1%	23.5%	5.9%
Mathematics	08	Female	2009-10	100%	70.6%	43.3%	13.3%	30%	46.7%	10%
Mathematics	08	Female	2010-11	100%	78.1%	70.4%	29.6%	40.7%	25.9%	3.7%
Mathematics	08	Male	2009-10	100%	70%	68.2%	27.3%	40.9%	27.3%	4.5%
Mathematics	08	Male	2010-11	100%	77.8%	77.3%	13.6%	63.6%	13.6%	9.1%
Mathematics	08	Economically Disadvantaged	2009-10	100%	56.3%	52.2%	21.7%	30.4%	39.1%	8.7%
Mathematics	08	Economically Disadvantaged	2010-11	100%	66.9%	70%	26.7%	43.3%	20%	10%
Mathematics	08	Students with Disabilities	2009-10	<10	31.6%	<10	<10	<10	<10	<10
Mathematics	08	Students with Disabilities	2010-11	<10	43.5%	<10	<10	<10	<10	<10
Science	05	All Students	2009-10	100%	81%	72.2%	20.4%	51.9%	20.4%	7.4%

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	05	All Students	2010-11	100%	78.1%	67.9%	16.1%	51.8%	25%	7.1%
Science	05	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	88.8%	<10	<10	<10	<10	<10
Science	05	Black or African American	2009-10	100%	59.6%	76.9%	15.4%	61.5%	23.1%	0%
Science	05	Black or African American	2010-11	100%	52.8%	50%	6.3%	43.8%	43.8%	6.3%
Science	05	Hispanic or Latino	2009-10	<10	68.8%	<10	<10	<10	<10	<10
Science	05	Two or More Races	2010-11	<10	77.3%	<10	<10	<10	<10	<10
Science	05	White	2009-10	100%	87.5%	72.2%	22.2%	50%	19.4%	8.3%
Science	05	White	2010-11	100%	85.5%	74.4%	20.5%	53.8%	17.9%	7.7%
Science	05	Female	2009-10	100%	81.1%	78.1%	18.8%	59.4%	12.5%	9.4%
Science	05	Female	2010-11	100%	78.6%	72.7%	18.2%	54.5%	18.2%	9.1%
Science	05	Male	2009-10	100%	80.8%	63.6%	22.7%	40.9%	31.8%	4.5%
Science	05	Male	2010-11	100%	77.5%	60.9%	13%	47.8%	34.8%	4.3%
Science	05	Economically Disadvantaged	2009-10	100%	70.6%	66.7%	8.3%	58.3%	16.7%	16.7%
Science	05	Economically Disadvantaged	2010-11	100%	66.6%	56.8%	5.4%	51.4%	32.4%	10.8%
Science	05	Students with Disabilities	2009-10	<10	60.7%	<10	<10	<10	<10	<10
Science	05	Students with Disabilities	2010-11	<10	54.1%	<10	<10	<10	<10	<10
Science	08	All Students	2009-10	100%	75.9%	65.4%	11.5%	53.8%	32.7%	1.9%
Science	08	All Students	2010-11	100%	78.1%	73.5%	12.2%	61.2%	22.4%	4.1%
Science	08	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	86.9%	<10	<10	<10	<10	<10
Science	08	Black or African American	2009-10	100%	50%	50%	0%	50%	41.7%	8.3%
Science	08	Black or African American	2010-11	100%	56.4%	54.5%	9.1%	45.5%	45.5%	0%
Science	08	Hispanic or Latino	2009-10	<10	65%	<10	<10	<10	<10	<10
Science	08	Hispanic or Latino	2010-11	<10	68.6%	<10	<10	<10	<10	<10
Science	08	Two or More Races	2009-10	<10	69.6%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	08	Two or More Races	2010-11	<10	77.6%	<10	<10	<10	<10	<10
Science	08	White	2009-10	100%	83%	71.4%	14.3%	57.1%	28.6%	0%
Science	08	White	2010-11	100%	84.1%	79.4%	14.7%	64.7%	14.7%	5.9%
Science	08	Female	2009-10	100%	77%	66.7%	3.3%	63.3%	30%	3.3%
Science	08	Female	2010-11	100%	79.4%	74.1%	14.8%	59.3%	25.9%	0%
Science	08	Male	2009-10	100%	74.9%	63.6%	22.7%	40.9%	36.4%	0%
Science	08	Male	2010-11	100%	76.9%	72.7%	9.1%	63.6%	18.2%	9.1%
Science	08	Economically Disadvantaged	2009-10	100%	63.1%	56.5%	8.7%	47.8%	43.5%	0%
Science	08	Economically Disadvantaged	2010-11	100%	66.7%	63.3%	10%	53.3%	30%	6.7%
Science	08	Students with Disabilities	2009-10	<10	42.3%	<10	<10	<10	<10	<10
Science	08	Students with Disabilities	2010-11	<10	44.3%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
English Language Arts / Reading	11	All Students	2009-10	98.2%	65.2%	52.7%	0%	52.7%	27.3%	20%
English Language Arts / Reading	11	All Students	2010-11	100%	63.4%	61.5%	3.8%	57.7%	26.9%	11.5%
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	74.9%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Black or African American	2009-10	91.7%	37.5%	54.5%	0%	54.5%	27.3%	18.2%
English Language Arts / Reading	11	Black or African American	2010-11	<10	34.8%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2010-11	<10	49.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Two or More Races	2009-10	<10	64.4%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	White	2009-10	100%	71.5%	53.7%	0%	53.7%	26.8%	19.5%
English Language Arts / Reading	11	White	2010-11	100%	70.1%	70.7%	4.9%	65.9%	22%	7.3%
English Language Arts / Reading	11	Female	2009-10	100%	68%	48.3%	0%	48.3%	27.6%	24.1%
English Language Arts / Reading	11	Female	2010-11	100%	66%	51.9%	3.7%	48.1%	37%	11.1%
English Language Arts / Reading	11	Male	2009-10	96.3%	62.3%	57.7%	0%	57.7%	26.9%	15.4%
English Language Arts / Reading	11	Male	2010-11	100%	60.8%	72%	4%	68%	16%	12%
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	95.8%	48.5%	47.8%	0%	47.8%	26.1%	26.1%
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	100%	46.6%	70%	10%	60%	20%	10%
English Language Arts / Reading	11	Students with Disabilities	2009-10	<10	23.6%	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2010-11	<10	24.1%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	98.2%	50.4%	18.2%	0%	18.2%	7.3%	74.5%
Mathematics	11	All Students	2010-11	98.1%	52%	27.5%	2%	25.5%	15.7%	56.9%

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - Michigan Merit Examination (MME)

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	<10	<10	<10	<10	<10
Mathematics	11	Black or African American	2009-10	91.7%	16.4%	9.1%	0%	9.1%	0%	90.9%
Mathematics	11	Black or African American	2010-11	<10	19%	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2010-11	<10	35.7%	<10	<10	<10	<10	<10
Mathematics	11	Two or More Races	2009-10	<10	44%	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	100%	57.9%	19.5%	0%	19.5%	9.8%	70.7%
Mathematics	11	White	2010-11	100%	59.3%	29.3%	2.4%	26.8%	19.5%	51.2%
Mathematics	11	Female	2009-10	100%	48.3%	10.3%	0%	10.3%	6.9%	82.8%
Mathematics	11	Female	2010-11	96.3%	50.9%	15.4%	0%	15.4%	19.2%	65.4%
Mathematics	11	Male	2009-10	96.3%	52.5%	26.9%	0%	26.9%	7.7%	65.4%
Mathematics	11	Male	2010-11	100%	53.1%	40%	4%	36%	12%	48%
Mathematics	11	Economically Disadvantaged	2009-10	95.8%	30.4%	17.4%	0%	17.4%	8.7%	73.9%
Mathematics	11	Economically Disadvantaged	2010-11	90%	32.3%	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2009-10	<10	11.2%	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2010-11	<10	11.4%	<10	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - MI-Access : Functional Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	03	All Students	2010-11	<10	74.7%	<10	<10	<10	<10
Mathematics	03	White	2010-11	<10	77.1%	<10	<10	<10	<10
Mathematics	03	Male	2010-11	<10	75.3%	<10	<10	<10	<10
Mathematics	07	All Students	2009-10	<10	70.9%	<10	<10	<10	<10
Mathematics	07	Black or African American	2009-10	<10	61.9%	<10	<10	<10	<10
Mathematics	07	Female	2009-10	<10	68.7%	<10	<10	<10	<10
Mathematics	08	All Students	2009-10	<10	81.1%	<10	<10	<10	<10
Mathematics	08	All Students	2010-11	<10	79%	<10	<10	<10	<10
Mathematics	08	Black or African American	2009-10	<10	74.8%	<10	<10	<10	<10
Mathematics	08	Black or African American	2010-11	<10	72.7%	<10	<10	<10	<10
Mathematics	08	Female	2010-11	<10	76%	<10	<10	<10	<10
Mathematics	08	Male	2009-10	<10	82.1%	<10	<10	<10	<10
Mathematics	11	All Students	2009-10	<10	71.8%	<10	<10	<10	<10
Mathematics	11	White	2009-10	<10	78.9%	<10	<10	<10	<10
Mathematics	11	Male	2009-10	<10	75.8%	<10	<10	<10	<10
Science	08	All Students	2009-10	<10	52.2%	<10	<10	<10	<10
Science	08	All Students	2010-11	<10	44.9%	<10	<10	<10	<10
Science	08	Black or African American	2009-10	<10	34.8%	<10	<10	<10	<10
Science	08	Black or African American	2010-11	<10	32.2%	<10	<10	<10	<10
Science	08	Female	2010-11	<10	39.8%	<10	<10	<10	<10
Science	08	Male	2009-10	<10	53.5%	<10	<10	<10	<10
Science	11	All Students	2009-10	<10	70.8%	<10	<10	<10	<10
Science	11	White	2009-10	<10	78.6%	<10	<10	<10	<10
Science	11	Male	2009-10	<10	73%	<10	<10	<10	<10

Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - MI-Access : Supported Independence

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - MI-Access : Participation

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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Combined Reports Data for Wayne RESA, Trillium Academy

Student Assessment Data - MEAP-Access

Subject	Grade	Student Group	School Year	% Students Tested	State % Students Proficient	District % Students Proficient	% Level 1	% Level 2	% Level 3
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Combined Reports Data for Wayne RESA, Trillium Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
All Students	State	English Language Arts / Reading	98.9%	93.7%
All Students	State	Mathematics	98.6%	94.4%
All Students	District	English Language Arts / Reading	99.5%	94%
All Students	District	Mathematics	99.2%	92.6%
American Indian or Alaska Native	State	English Language Arts / Reading	98.4%	92.1%
American Indian or Alaska Native	State	Mathematics	98.1%	93.4%
American Indian or Alaska Native	District	English Language Arts / Reading	<30	<30
American Indian or Alaska Native	District	Mathematics	<30	<30
Asian, Native Hawaiian, or Pacific Islander	State	English Language Arts / Reading	100.5%	96.5%
Asian, Native Hawaiian, or Pacific Islander	State	Mathematics	99.3%	97.4%
Asian, Native Hawaiian, or Pacific Islander	District	English Language Arts / Reading	<30	<30
Asian, Native Hawaiian, or Pacific Islander	District	Mathematics	<30	<30
Black or African American	State	English Language Arts / Reading	96.8%	87.7%
Black or African American	State	Mathematics	96.4%	88.9%
Black or African American	District	English Language Arts / Reading	100%	94%
Black or African American	District	Mathematics	99%	93.9%
Hispanic or Latino	State	English Language Arts / Reading	98.8%	91.7%
Hispanic or Latino	State	Mathematics	98.1%	93.4%
Hispanic or Latino	District	English Language Arts / Reading	<30	<30
Hispanic or Latino	District	Mathematics	<30	<30
Two or More Races	State	English Language Arts / Reading	99.2%	94.1%
Two or More Races	State	Mathematics	99%	94.9%
Two or More Races	District	English Language Arts / Reading	<30	<30
Two or More Races	District	Mathematics	<30	<30
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	99.6%	94.1%
White	District	Mathematics	99.6%	92%
Economically Disadvantaged	State	English Language Arts / Reading	98.4%	90.4%
Economically Disadvantaged	State	Mathematics	98.1%	91.9%
Economically Disadvantaged	District	English Language Arts / Reading	99.5%	92.8%
Economically Disadvantaged	District	Mathematics	99.1%	94.2%
Limited English Proficient	State	English Language Arts / Reading	99%	85.3%
Limited English Proficient	State	Mathematics	98.2%	91.2%
Limited English Proficient	District	English Language Arts / Reading	N/A	N/A
Limited English Proficient	District	Mathematics	N/A	N/A
Students with Disabilities	State	English Language Arts / Reading	97.8%	72.9%
Students with Disabilities	State	Mathematics	97.6%	78.9%

Combined Reports Data for Wayne RESA, Trillium Academy

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
Students with Disabilities	District	English Language Arts / Reading	100%	75.8%
Students with Disabilities	District	Mathematics	100%	75.8%

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Wayne RESA, Trillium Academy

AYP Detail Data - Graduation Rate

Student Group	Location	Graduation Rate (High Schools only) (Goal 80%)
All Students	State	75.96%
All Students	District	80%
American Indian or Alaska Native	State	65.87%
Asian, Native Hawaiian, or Pacific Islander	State	87.07%
Asian, Native Hawaiian, or Pacific Islander	District	<10
Black or African American	State	57.97%
Black or African American	District	<10
Hispanic or Latino	State	63.52%
Two or More Races	State	66.55%
Two or More Races	District	<10
White	State	82.04%
White	District	79.17%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	78.57%
Limited English Proficient	State	83.13%
Students with Disabilities	State	58.68%
Students with Disabilities	District	<10

* All data based on students enrolled for a full academic year.

Combined Reports Data for Wayne RESA, Trillium Academy

AYP Detail Data - Attendance Rate

Student Group	Location	Attendance Rate (Goal 90%)
All Students	State	94.9%
All Students	District	96.5%
American Indian or Alaska Native	State	94%
Asian, Native Hawaiian, or Pacific Islander	State	96.6%
Asian, Native Hawaiian, or Pacific Islander	District	100%
Black or African American	State	91.9%
Black or African American	District	96.7%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	94.9%
Two or More Races	State	94.7%
Two or More Races	District	97.2%
White	State	95.6%
White	District	96.4%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	95.9%
Limited English Proficient	State	94.8%
Students with Disabilities	State	93.4%
Students with Disabilities	District	95.2%

* All data based on students enrolled for a full academic year.

Combined Reports Data for Wayne RESA, Trillium Academy

Michigan Annual AYP Objectives for Reading/ELA

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Wayne RESA, Trillium Academy

Michigan Annual AYP Objectives for Mathematics

School Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

Combined Reports Data for Wayne RESA, Trillium Academy

District AYP Status

AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	District Improvement Status	Years in Improvement
Met	Met	Met	N/A	0

% of Districts making AYP: 86.7%
 % of Districts in School Improvement status: 3.7%
 % of Districts in Corrective Action status: 1.3%
 % of Districts in Restructuring status: 2.2%
 % of Title I Districts making AYP: 91.1%
 % of Title I Districts in School Improvement status: 1.3%
 % of Title I Districts in Corrective Action status: 0.3%
 % of Title I Districts in Restructuring status: 1.9%

Combined Reports Data for Wayne RESA, Trillium Academy

Schools in District AYP Status

School/ Building	Title 1 Status	AYP ELA/Reading Status	AYP Mathematics Status	AYP Overall Status	Education Yes Report Card Grade	School Improvement Status	Years in Improvement
Trillium Academy	Yes	Met	Met	Met	B	N/A	0

% of Schools making AYP: 100%
 % of Schools in School Improvement status: 0%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Wayne RESA, Trillium Academy

Teacher Quality Data

	Other	B.A.	M.A.	Ph.D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	47	5	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Combined Reports Data for Wayne RESA, Trillium Academy

Teacher Quality Data

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	0%

Combined Reports Data for Wayne RESA, Trillium Academy

Teacher Quality Data

	District Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0%		

Combined Reports Data for Wayne RESA, Trillium Academy

NAEP 2009 Grade 4 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	22	43	30	5
Male	50	22	41	30	7
Female	50	22	45	29	4
National Lunch Program Eligibility	43	36	47	16	1
Eligible	56	11	40	40	9
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	71	14	43	37	6
Black	20	52	39	9	0
Hispanic	5	29	51	19	1
Asian Amer/Pacif Isl	3	13	32	36	19
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	12	42	39	17	2
SD	88	19	44	31	6
Not SD					
Student is an English Language Learner	3	48	40	11	1
ELL	97	21	43	31	5
Not ELL					

‡ Reporting Standards not met.

Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, Trillium Academy

NAEP 2009 Grade 8 Mathematics Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	37	24	7
Male	51	31	37	24	8
Female	49	33	38	24	5
National Lunch Program Eligibility	38	50	37	12	1
Eligible	62	21	38	31	10
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	23	40	29	8
Black	18	68	27	4	1
Hispanic	4	38	45	15	2
Asian Amer/Pacif Isl	2	11	30	31	28
American Indian	1	‡	‡	‡	‡
Unclassified	‡	‡	‡	‡	‡
Student classified as having a disability	10	75	22	2	1
SD	90	27	39	27	7
Not SD					
Student is an English Language Learner	2	58	32	10	0
ELL	98	32	37	24	7
Not ELL					

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Wayne RESA, Trillium Academy

NAEP 2009 Grade 4 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	34	23	6
Male	50	39	35	21	5
Female	50	32	34	26	8
National Lunch Program Eligibility	43		33	13	2
Eligible	57	52	36	31	10
Not Eligible	#	24	‡	‡	‡
Info not available		‡			
Race Ethnicity					
White	71	28	36	28	8
Black	19	65	26	7	1
Hispanic	5	49	34	15	2
Asian Amer/Pacif Isl	3	21	37	25	17
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	10	66	24	8	3
SD	90	32	36	25	7
Not SD					
Student is an English Language Learner	3	65	26	9	1
ELL	97	35	35	24	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, Trillium Academy

NAEP 2009 Grade 8 Reading Results

Reporting Group	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	28	41	28	3
Male	51	33	42	23	2
Female	49	23	41	32	4
National Lunch Program Eligibility	37	44	41	14	1
Eligible	62	18	42	36	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race Ethnicity					
White	74	21	32	32	3
Black	18	54	37	9	#
Hispanic	4	40	34	24	2
Asian Amer/Pacif Isl	2	‡	‡	‡	‡
American Indian	1	‡	‡	‡	‡
Unclassified	1	‡	‡	‡	‡
Student classified as having a disability	9	73	22	4	#
SD	91	23	43	30	3
Not SD					
Student is an English Language Learner	2	60	33	8	#
ELL	98	27	42	28	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Wayne RESA, Trillium Academy

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for IEP Students	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	82.08 72.05	2.771 2.592	81.98 72.01	2.786 2.63	91.89 81.16	3.063 3.53
8	Math Reading	76.39 70.72	2.561 3.239	76.21 70.46	2.578 3.298	93.13 85.15	4.12 4.505