

Trillium Academy



Annual Education Report

2006-2007



THE ROMINE GROUP

Chartered by Central Michigan University

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Mission Statement

Cultivating life long learners by embracing each child's individuality and passions

School Profile

Established 2002

Address:

15740 Racho Road
Taylor, MI 48180

www.trilliumacademy.us

Main Office: (734) 374-8222

Fax: (734) 374-5025

Principal:

Angela Romanowski

Office Manager:

JoAnne Herbert

Administrative Assistant:

Roberta Markham

Office Assistant:

Rebecca Bearden

Participation:

Serving Grades K-10

Enrollment: 495

Teachers: 32

Instructional Staff: 2

Student/Staff Ratio: 20:1 (FTE)

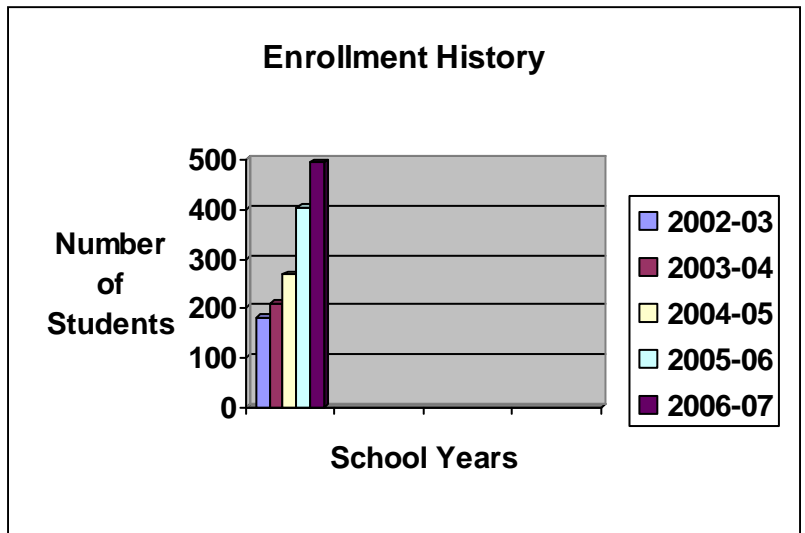
Maximum Class Size: 26

Program:

Free/Reduced Lunch: 35%

Per Pupil Foundation Grant:

\$ 7385



Governance Structure for Trillium Academy

Board of Directors

Doug Mans, President
Greg Handel, Vice President
Rob Bovitz, Treasurer
L. Green, Secretary
Curt Boller, Board Member
Harrison Blackmond, Board Member
R. Palmer, Board Member

Educational Service Provider

The Romine Group
7877 Stead
Suite 100
Utica, MI 48317
(586) 731-5300
www.therominegroup.com

Chartering Authorizer

Central Michigan University
Charter Schools Office
2520 South University Park Drive
Mount Pleasant, MI 48859
Main Office: (989) 774-2100
www.cmucso.org

Philosophy of Trillium Academy

Trillium Academy shares the views that Dr. Maria Montessori held on education: the confidence in the nature of the child to be able to progress at their own pace. The environment must be rich with opportunities for the child's mental and social growth.

The Montessori learning environment is child-oriented in size and scope. The teaching method is one of gentle guidance.

The educator's role is to aid the child to fulfill his/her inner need for achievement. They help the child to learn by providing the proper environment. The educator also provides consistency and order that the child needs and from which they proceed to teach themselves in the "prepared environment" of the Montessori learning environment.

The child progresses at his/her own pace. They are neither frustrated by slow learners nor left behind by others. The child is not required to hurry; they have their own internal time clock geared to their own unique needs and intellect.

The child is at the same time learning to interact with others, while being free to proceed alone. The reward of learning is in the learning itself.

Trillium Academy has adopted a Career Pathway structure, choosing to focus on the Arts & Communication cluster. Educators organize their teaching and student learning to incorporate this structure into the children's daily school experience.

Through our research and experience with Dr. Maria Montessori's philosophy and the Michigan Career Pathways, the programs allows us to merge the best practices to create a unique curriculum that allows all children to succeed at learning in a positive and safe environment.

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.

Overview of Trillium Academy

Trillium Academy has successfully completed its third year of school operation during the 2004-2005 academic year and serviced students in grades K-8. Trillium plans to add a grade each year until grades K-12 are offered for the 2008-2009 school year.

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.

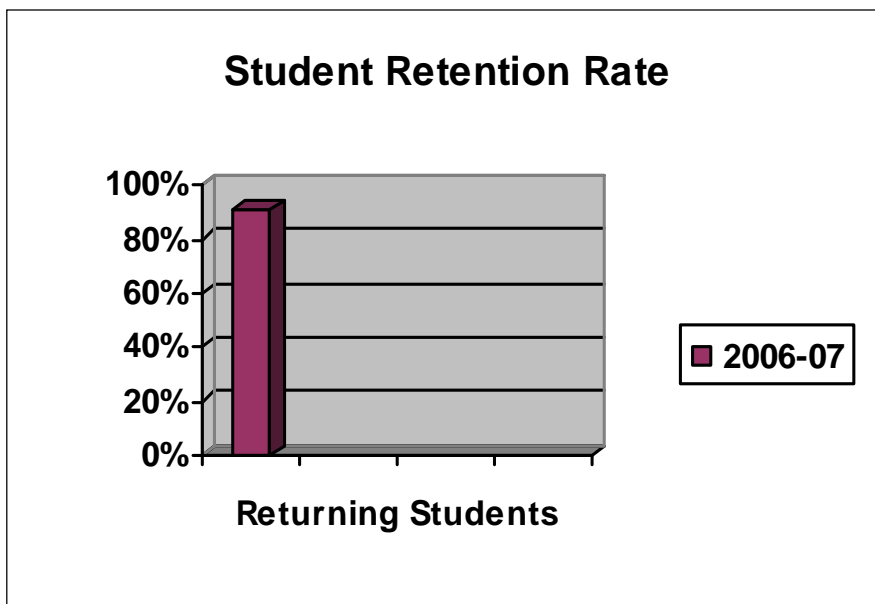
Trillium Academy was founded on the Montessori philosophy that is used throughout student's school day. Students learn practical life skills, honesty, respect at early ages and learn academically through hands-on curriculum.

Characteristics of Trillium Academy

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.



Ninety-one percent of our students returned for the 2006-07 school year. The average class size is 24 students with the classroom maximum capacity set at 26 students. Each of our kindergarten classrooms has one certified educator with an educator assistant. Each of our first through tenth grade classrooms has one certified educator. All educators are supported by our Title 1 assistants, floating assistants, and school social worker.

Student Attendance Rate

Trillium Academy has a 91% overall attendance rate this year and 92% last year for all students.

Trillium Academy Mascot



Trillium Academy is home to the Wildcats! We believe students have the freedom to help develop their school environment. They voted for their school mascot and colors during the first year Trillium was established. By a majority vote, Trillium Academy became home to the Wildcats and represents their school spirit by wearing royal blue, white and silver colors.

At monthly school assemblies, students compete for the Trillium Academy 'spirit stick' through competition of announcing the school cheer the loudest and most spirited:

*Trillium Academy hats off to thee!
To your colors true we will ever be!
Proud and strong, united are we!
Rah, Rah, Rah, Rah,
Rah, Rah, Rah, Rah,
Hoorah for the Wildcat Team!
Hey, Hey, Hey!*

Partnerships

Trillium Academy has formed special partnerships over the past three years. The Montessori Foundation has assisted in creating the foundation of the Montessori philosophy at the Academy. They played an active role in the application process through Central Michigan University to obtain the charter and continue to participate in parent communications and professional development for staff.

Michigan Career Pathways also played an active role in the application process to obtain our charter. They have provided Trillium with many resources and materials to establish the fine arts program and continue to support the pathway initiatives today.

Orange Salamander has supported the technology infrastructure at Trillium since its existence. Providing one-on-one assistance to classroom educators, technology instructor and administration, Orange Salamander also provides annual professional staff development to educate on the latest technology.

Additional partnerships added in 2005-06 include Showbiz Kids, Showbiz Starz, Big Girl Productions community theatre company and the Downriver Council for the Arts.

Accomplishments

- Proclamation from Gov. Granholm and Mayor Priebe awarded to school for supporting the community and raising a record number of canned goods for families in need.

- L. Koski received the Crafting Freedom Institute 2007 Fellowship Award sponsored by the National Endowment for the Humanities. The chose 31 people through an application process to spend 12 days in North Carolina with all expenses paid to study African American Artisans and Entrepreneurs from the Antebellum Period in American History.
- Chris Chavez 8th grade Trillium student receives acceptance to the prestigious Interlochen Performing Arts Camp. 2006-2007
- L. Koski Regional Finalist for Michigan Teacher of the Year 2005-2006 and 2006-2007
- L. Koski Charter School Teacher of the Year 2005-2006
- Trillium Academy Finalist for School of the Year 2006-2007 and 2007-2008
- A. Romanowski Finalist for Administrator of the year 2006
- B. Pedini Presenter for Michigan Math and Science Teachers Conference 2007
- R. Lauchu Presenter for MAPSA annual conference 2006/2007
- C. Pierson Presenter for MAPSA annual conference 2006/2007
- A. Pogrmich Presenter for MAPSA annual conference 2006/2007
- L.Koski Presenter for MAPSA annual Conference 2006/2007
- A. Romanowski Presenter for MAPSA annual Conference 2006/2007
- Battle of the Books 1st Place Senior Division 2006-2007
- Senior Show Choir First Place at Music in the Parks Cincinnati, OH 2006-2007
- Senior Show Choir Superior Rating for TRG Arts Competition 2006-2007
- Three individual students Superior rating at TRG Arts Competition 2006-2007
- Trillium Staff recipient of first Annual TRG 500 Teamwork Award 2006-2007
- B. Pedini selected to participate on State Committee - MEAP Alignment Committee 2007-2008
- L. Koski appointed to PCST MDE committee. 2006-2008

School Improvement Plan

<u>Curriculum</u>	<u>Improvement Objective and Implementation Plan</u>
Language Arts	<ul style="list-style-type: none"> • Sustained Silent Reading: School Wide • Comprehensive writing resource (Step Up to Writing) for aligned implementation school wide • MLPP component and assessment three times during the year, school wide • Increased independent writing instruction as well as increased cross-curricular writing school wide • Increased focus on Compare and Contrast in reading and writing.
Math	<ul style="list-style-type: none"> • Increased use of writing in subject matter for explaining solutions and alternative solutions

	<ul style="list-style-type: none"> • Increased focus on problem solving and logical reasoning. • Increased focus on “fast as a snap” knowledge of basic skills.
Science	<ul style="list-style-type: none"> • Increased hands-on and experimental learning through experiments. • Increased opportunity for application of knowledge across the curriculum.
Social Studies	<ul style="list-style-type: none"> • Increased focus on becoming a responsible active citizen in society. • Increased focus on becoming independent thinkers. • Increased opportunity for application of knowledge across the curriculum.
Fine and Performing Arts	<ul style="list-style-type: none"> • Increased focus on culminating performances with opportunity for performing and viewing. • Increased focus on instrumental mastery by all students. • Increased opportunity to create and exhibit multiple medium artworks.
Professional Learning Community	<ul style="list-style-type: none"> • Increased house collaboration time. • Increased time on task meetings. • Increased sharing of information school wide.
Student Centered Instruction	<ul style="list-style-type: none"> • Increased individualized attention to each student. • Increased practice of differentiated instruction. • Increased time on task for intervention instruction.
Classroom Management	<ul style="list-style-type: none"> • Increased focus on character education. • Increased focus on responsible thinking, problem solving and student accountability.

All staff is assigned to a sub-committee of their choice. Sub-committees meet monthly, followed by a Champion Meeting, where each Sub-Committee Champion meets with the co-chairs to report in. Results are given at staff, administration, and board meetings on a regular basis.

The School Improvement Team consists of the following members:

Angela Romanowski, Principal
Stephanie Hinojosa, Educator
Jennifer Roderman, Educator
Mary Taylor, Educator
Lisa Koski, Educator
Catherine Lankford, Educator
Francesca Cruetz, Educator
Adrienne Pogrmich, Educator
Rico Lauchu, Educator
Amanda Teer, Educator

Kristen Burke, Educator
Amy Heft, Educator
Rachel Greer, Educator
Jody DeFever, Educator
Jamie Anastasiou, Educator
Jodi Schuld, Educator
Beth Zasadny, Educator
Brienne Seyferth, Educator
Chris Pierson, Educator
Ryan Brinks, Educator

Elizabeth Holbrook, Educator
 Linda Kunitz, Educator
 Amanda Munger, Educator
 Amanda Sreniawski, Educator
 Julie Kurdziel, Educator
 Sandra Smith, Social Worker
 Kimberly Bennedict, Educator Assistant

Jennifer Spaulding, Educator
 Valerie Saenz, Educator
 Matt Briere, Educator
 Melissa Baas, Educator
 Scott Koski, RTC Director
 Isabel Patton, Educator Assistant
 Tanish Dillard, Educator Assistant

Student Assessment Data

The Michigan Educational Assessment Program (MEAP) measures student performances against state standards in reading, writing, mathematics, science, and social studies. During the 2006-07 school year, third through ninth graders took the MEAP in October. All students were assessed.

Michigan Educational Assessment Program tests are one measure of student achievement. Scores are reported from the state in four levels with levels 1 and 2 considered satisfactory. The charts below show a comparison of the last two years of students' scores in each area. Figures have been rounded.

The No Child Left Behind legislation requires districts to report MEAP scores by subgroups in the areas of ethnicity, migratory, special education/disabled, limited English proficiency, gender, and economically disadvantaged. Schools need only report the percentage of students who scored satisfactory if more than 30 students were tested in each subgroup.

Michigan Educational Assessment Program (MEAP)

Subject	Grade	2004-05	2005-06	2006-07	2 year Comparison	Taylor School District	State 2006-07
Reading	3	NA	71.8%	82.7%	+10.9%	82.2%	87%
Writing	3	NA	22%	23.1%	+1.1%	41.7%	52%
ELA	3	NA	56.4%	57.7%	+1.3%	70%	79%
Math	3	NA	61.9%	73.1%	+11.2%	86.1%	88%
Reading	4	68.2%	78%	71.7%	-6.3%	75.8%	85%
Writing	4	45.5%	31.7%	32.6%	+9%	33.9%	45%
ELA	4	59%	68.3%	56.5%	-11.8%	66.4%	78%
Math	4	45.5%	63.4%	69.6%	+6.2%	74.3%	85%
Reading	5	NA	57.9%	72.1%	+14.2%	74.3%	84%
Writing	5	NA	39.5%	41.9%	+2.4%	40.7%	57%

ELA	5	NA	44.7%	65.1%	+20.4%	62.6%	78%
Science	5	57.7%	50%	76.7%	+26.7%	71.7%	83%
Math	5	NA	34.2%	60.5%	+26.3%	63.1%	76%
Reading	6	NA	85.7%	70.7%	-15%	73.1%	83%
Writing	6	NA	64.3%	51.2%	-13.1%	63.3%	74%
ELA	6	NA	82.1%	65.9%	-16.2%	65.4%	78%
Soc. Stud.	6	NA	85.7%	52.4%	-33.3%	60.2%	74%
Math	6	NA	35.7%	26.2%	-9.5%	51.4%	69%
Reading	7	73%	61.5%	82.6%	+21.1%	66.6%	80%
Writing	7	69.2%	41%	34.8%	-6.2%	51.3%	65%
ELA	7	65.3%	56.4%	69.6%	+13.2%	59%	76%
Math	7	NA	31.6%	50%	+18.4%	42.4%	64%
Reading	8	NA	54.8%	60.4%	+5.6%	63.4%	76%
Writing	8	NA	53.3%	52.1%	-1.2%	50.1%	67%
ELA	8	NA	53.3%	52.1%	-1.2%	56.1%	71%
Science	8	39.8%	41.9%	45.8%	+3.9%	56.3%	75%
Math	8	44.5%	45.2%	47.9%	+2.7%	51.3%	68%
Social Studies	9	NA	43.8%	70%	+26.2%	57.8%	74%

* <10=less than ten students took the test and for confidentiality purposes a percentage can not be displayed.

Third Grade MEAP Results

Student Group	Total Tested 2006-07	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
All Students	52	83%	72%	23%	22%	58%	56%	73%	62%
Level 4		6%	18%	33%	27%	12%	13%	0%	5%
Level 3		12%	10%	43%	51%	31%	31%	27%	33%
Level 2		54%	62%	23%	22%	48%	56%	40%	38%
Level 1		29%	10%	0%	0%	10%	0%	33%	24%
Male Students	24	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	28	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native									
Asian/Island Pacific			<		<		<		<
Black/Not of Hispanic Origin	20	<30	<	<30	<	<30	<	<30	<
Hispanic			<		<		<		<
White/Not of Hispanic Origin	30	83%	<30	20%	<30	57%	<30	77%	<30
Multiracial			<		<		<		<
Economically Disadvantaged	15	<30	<	<30	<	<30	<	<30	<
Students with Disabilities	<								
Limited English Proficiency Students	<								

< = No summary scores provided if less than 10 students

Fourth Grade MEAP Results

Student Group	Total Tested 2006-07	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
All Students	46	72%	78%	33%	32%	57%	68%	70%	63%
Level 4		4%	0%	7%	10%	7%	2%	2%	2%
Level 3		24%	22%	61%	59%	37%	29%	28%	34%
Level 2		57%	73%	30%	32%	48%	68%	54%	44%
Level 1		15%	5%	2%	0%	9%	0%	15%	20%
Male Students	19	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	27	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native									
Asian/Island Pacific									
Black/Not of Hispanic Origin	10	<30		<30		<30		<30	
Hispanic	<								
White/Not of Hispanic Origin	33	76%	<30	30%	<30	61%	<30	76%	<30
Multiracial									
Economically Disadvantaged	20	<30	<30	<30	<30	<30	<30	<30	<30
Students with Disabilities	<								
Limited English Proficiency Students	<								

< = No summary scores provided if less than 10 students

Fifth Grade MEAP Results

Student Group	Total Tested 2006-07	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient		Science % Proficient	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
All Students	43	72%	58%	42%	39%	65%	45%	60%	34%	77%	50%
Level 4		2%	18%	14%	11%	5%	21%	2%	11%	7%	13%
Level 3		26%	24%	44%	50%	30%	34%	37%	55%	16%	37%
Level 2		47%	42%	42%	39%	65%	42%	53%	32%	58%	47%
Level 1		26%	16%	0%	0%	0%	3%	7%	3%	19%	3%
Male Students	20	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	23	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native											
Asian/Island Pacific	<										
Black/Not of Hispanic Origin	13	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Hispanic	<		<		<		<		<		
White/Not of Hispanic Origin	26	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Multiracial											
Economically Disadvantaged	14	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Students with Disabilities	<		<		<		<		<		
Limited English Proficiency Students											

< = No summary scores provided if less than 10 students

Sixth Grade MEAP Results

Student Group	Total Tested 2006-07	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient		Social Studies % Proficient	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
All Students	41	71%	86%	51%	64%	66%	82%	26%	36%	52%	86%
Level 4	12%	12%	7%	10%	0%	7%	7%	19%	14%	10%	4%
Level 3	17%	17%	7%	39%	36%	27%	11%	55%	50%	38%	11%
Level 2		49%	82%	49%	61%	59%	79%	21%	36%	40%	68%
Level 1		22%	4%	2%	4%	7%	4%	5%	0%	12%	18%
Male Students	12	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	29	<30	<	<30	<	<30	<	<30	<	<30	<
American Indian/ Alaskan Native											
Asian/Island Pacific											
Black/Not of Hispanic Origin	15	<30	<	<30	<	<30	<	<30	<	<30	<
Hispanic											
White/Not of Hispanic Origin	26	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Multiracial			<		<		<		<		<
Economically Disadvantaged	15	<30	<	<30	<	<30	<	<30	<	<30	<
Students with Disabilities	<		<		<		<		<		<
Limited English Proficiency Students											

< = No summary scores provided if less than 10 students

Seventh Grade MEAP Results

Student Group	Total Tested 2006-07	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
All Students	46	83%	62%	35%	41%	70%	56%	50%	32%
Level 4		11%	21%	13%	18%	7%	23%	2%	29%
Level 3		7%	18%	52%	41%	24%	21%	48%	39%
Level 2		67%	54%	35%	41%	65%	56%	37%	29%
Level 1		15%	8%	0%	0%	4%	0%	13%	3%
Male Students	26	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	20	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native									
Asian/Island Pacific			<		<		<		<
Black/Not of Hispanic Origin	12	<30	<	<30	<	<30	<	<30	<
Hispanic	<		<		<		<		<
White/Not of Hispanic Origin	33	85%	<30	30%	<30	70%	<30		<30
Multiracial			<		<		<		<
Economically Disadvantaged	17	<30	<	<30	<	<30	<	<30	<
Students with Disabilities	<		<		<		<		<
Limited English Proficiency Students									

< = No summary scores provided if less than 10 students

Eighth Grade MEAP Results

Student Group	Total Tested 2006-07	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient		Science % Proficient	
		2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
All Students	48	60%	55%	52%	53%	52%	53%	48%	45%	46%	42%
Level 4		13%	19%	21%	17%	19%	20%	13%	26%	17%	23%
Level 3		27%	26%	27%	30%	29%	27%	40%	29%	38%	35%
Level 2		50%	35%	52%	50%	50%	53%	46%	32%	38%	32%
Level 1		10%	19%	0%	3%	2%	0%	2%	13%	8%	10%
Male Students	19	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	29	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native											
Asian/Island Pacific											
Black/Not of Hispanic Origin	13	<30	<	<30	<	<30	<	<30	<	<30	<
Hispanic	<										
White/Not of Hispanic Origin	32	59%	<30	44%	<30	47%	<30	44%	<30	53%	<30
Multiracial			<		<		<		<		<
Economically Disadvantaged	12	<30	<	<30	<	<30	<	<30	<	<30	<
Students with Disabilities	<		<		<		<		<		<
Limited English Proficiency Students											

< = No summary scores provided if less than 10 students

Ninth Grade MEAP Results		Social Studies % Proficient	
Student Group	Total Tested 2006-07	2006-07	2005-06
All Students	40	70%	44%
Level 4		3%	19%
Level 3		28%	38%
Level 2		53%	13%
Level 1		18%	31%
Male Students		<30	<
Female Students		<30	<
American Indian/ Alaskan Native			
Asian/Island Pacific			
Black/Not of Hispanic Origin	11	<30	<
Hispanic			<
White/Not of Hispanic Origin	29	<30	<
Multiracial			<
Economically Disadvantaged	12	<30	<
Students with Disabilities	<		
Limited English Proficiency Students			

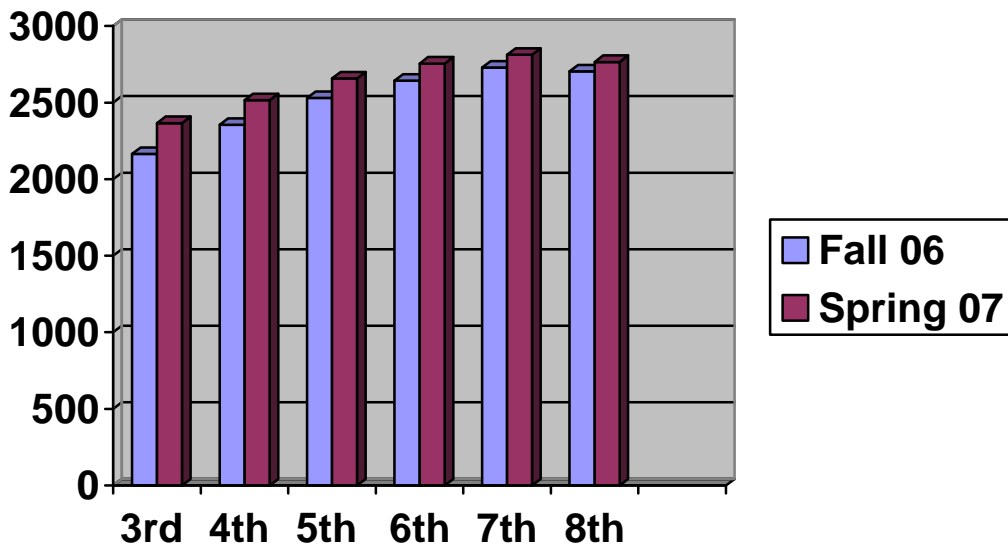
< = No summary scores provided if less than 10 students

Trillium Academy conducts Performance Series assessments in third through eighth grades. Performance Series provides educators with immediate individual results versus waiting the months it takes to receive MEAP data.

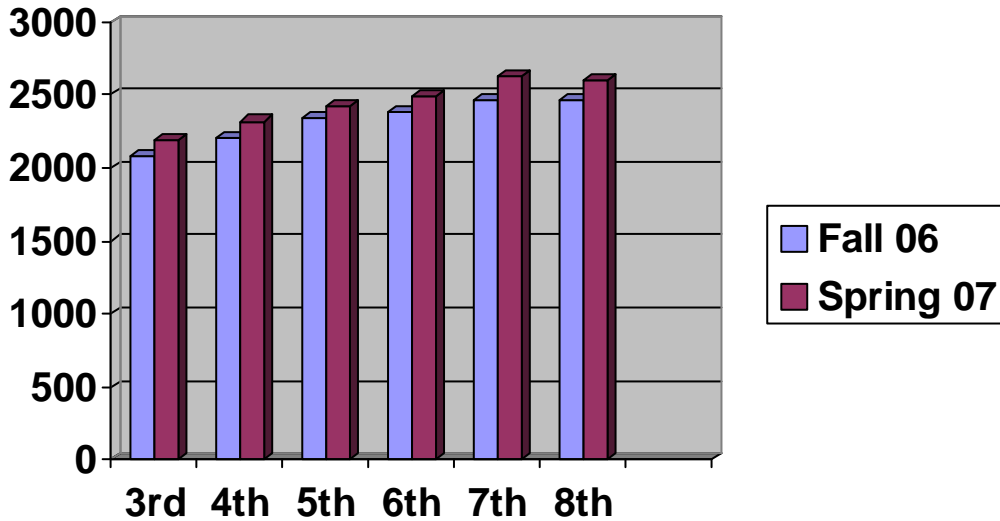
Performance Series data assist in planning for instruction for a student's individuality as well as specific groups.

**Performance Series Assessment
Gains Report
2006-2007**

Language Arts



Math



Adequate Yearly Progress

Trillium Academy has been in existence for five years and achieved adequate yearly progress for the past two years with a composite grade of “C” for the 2006-07 school year. The report cards are shown below. The school is in phase 0 of improvement. Trillium Academy is confident in its program and goal to achieve better grades and continuing to reach its goal of making adequate yearly progress in future years. Trillium Academy has created a plan to improve their AYP grade through the school improvement plan.

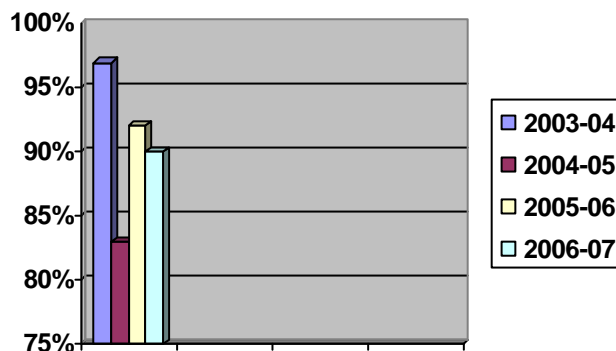
Elementary School Report Card 2006-07

Student Achievement	Score	Letter Grade	Composite Grade C
English Language Arts	67.8%	D	
Mathematics	75.9%	C	
Science	64.4%	D	
Social Studies	64.9	D	
Achievement Subtotal	68.3 %	D	
Indicators of School Performance	86 %	B	
Grade	74 %	C	
AYP Status (Adequate Yearly Progress)	Met AYP		

Elementary School Report Card 2005-06

Student Achievement	Score	Letter Grade	Composite Grade B
English Language Arts	66.2		
Mathematics	74		
Achievement Subtotal	70.1		
Indicators of School Performance	98		
Grade	80	B	
AYP Status (Adequate Yearly Progress)	Met AYP		

Parent Involvement



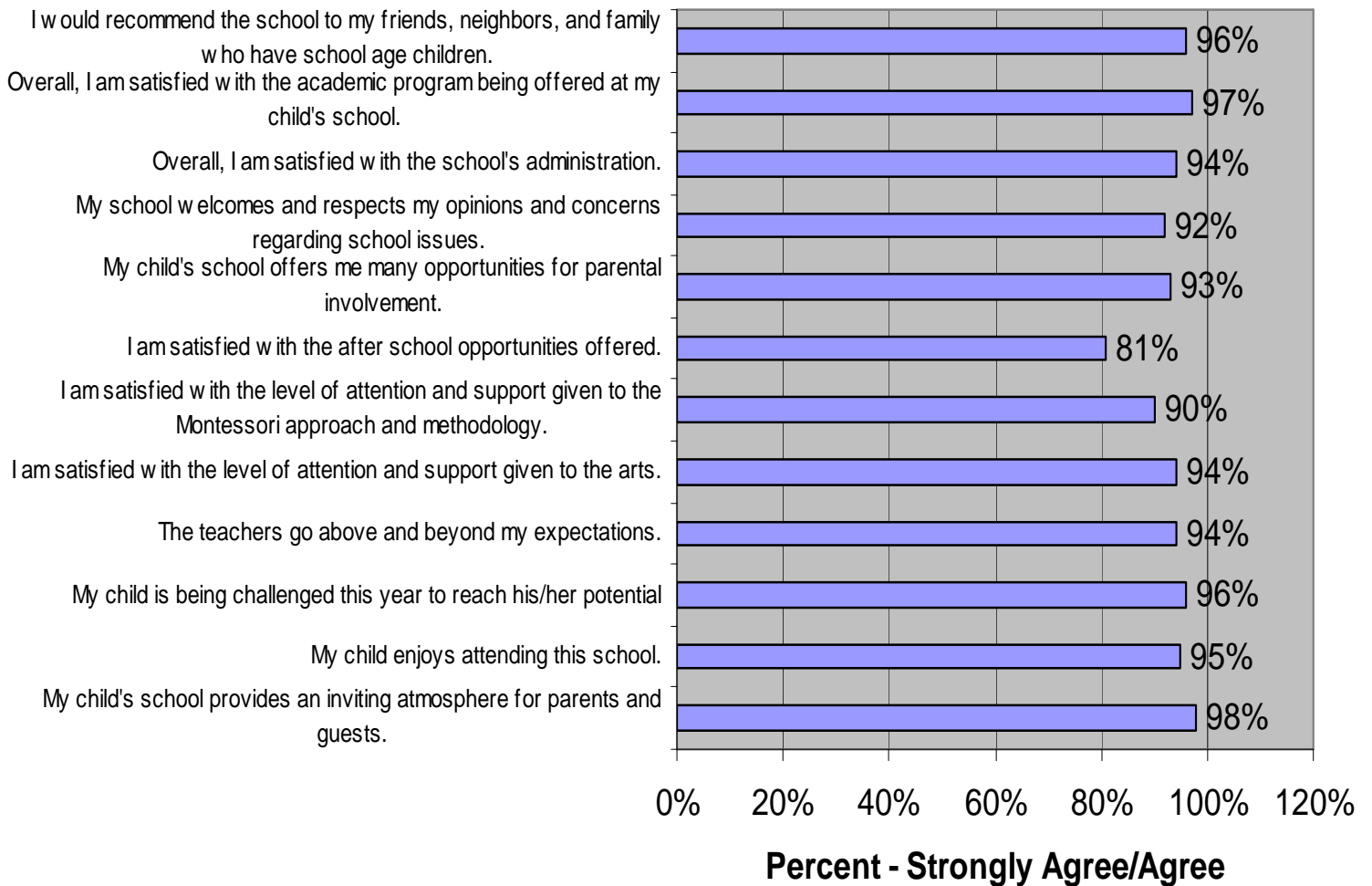
This graph compares the attendance at parent teacher conferences over the last four years.

In 2003-04 school administration implemented a procedure to increase parent attendance at educator conferences. All student report cards are picked up at scheduled parent-educator conferences on the scheduled dates, if a parent does not show for their conference they are required to schedule an appointment with the principal to obtain their child's report card. This has resulted in a dramatic increase in attendance by parents.

The school does encourage parent involvement and has volunteers in the school on a daily basis. In addition, the school holds "Family Movie Nights," which also serve as a fundraiser.

Trillium Academy PTO has sponsored many family oriented programs such as Daddy/Daughter dance, Mother/Son dance, Field Day and Social Studies Olympiad.

Trillium Academy 2006 Parent/Family Satisfaction Survey Summary



In the spring of 2006 Trillium Academy conducted a parent survey to measure parents' overall satisfaction with the school. The chart above shows the results of this survey.

“Relations with Parents” Trillium Academy Board of Directors Policy

The Board of Directors believes that the education of children is a joint responsibility, one it shares with the parents of the School community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and the School must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children’s in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

In accordance with Board policies and administrative guidelines 2240 (opt-Out), 2413/14 (Health/Sex Education), and 9150 (School Visitors), the school shall provide the opportunity for parents to review curriculum and instructional materials and to visit the School to observe the instructional process.

With regard to student behavior, during school hours, the Board, through the Educational Service Provider, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-educator conferences to permit two-way communication between home and school
- B. meetings of Educational Service Provider staff members and groups of parents of those students having special abilities, disabilities, needs or problems
- C. open houses to provide parents with the opportunity to see School facilities, meet faculty, and sample the program on a first hand basis

For the benefit of children, the Board believes that parents have the responsibility to encourage their child’s career in school by:

- A. supporting the Schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children’s willful in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student’s daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the School, signing, and returning them promptly when required;
- E. cooperating with the School in attending conferences set up for the exchange of information of the child’s progress in school.

Safe Schools

Since the first year of operation, Trillium Academy has not experienced any incidences of student drug and alcohol abuse. However, school administration still advises students and parents of the school's Zero Tolerance Policy to prevent any abuses.

During the 2006-07 school year 2% of students received a suspension for violation of school policy. There have been **no** expulsions in the history of Trillium Academy.

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 (8 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 eighth and backward for ease transition
- Realign exit skills to Michigan standards and benchmarks
- Receive approval from authorizer, Central Michigan University
- Choose necessary materials

We use 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.

Teacher Qualifications

<u>Description</u>	<u>Percentage</u>
Percentage of educators that hold a Michigan State Teaching Certificate	100%
Percentage of educators that are utilizing a Michigan State Emergency Permit	3%
Percentage of classes NOT taught by highly qualified educators	3%
Percentage of educators on Emergency Permits plan to become highly qualified by 06/07	3%

Trillium Academy has worked to have all educators meet the highly qualified status under the NCLB by 2007-08. The school has hired new staff to teach in their subject area and has also shifted current staff to make sure they are teaching in their subject area. They will meet the highly qualified status for 2007-08.

All Trillium Academy parents are notified by the end of each September on the credentials of each staff member in the school. This is done through the monthly school Newsletter, Friday Folder communication and offers a school contact if parents want specific qualification information of staff members: Will Kneer, Executive Director (586)731-5300 extension 4; or by e-mail, will@therominegroup.com.