

Merritt Academy



Annual Education Report

2007-2008



Chartered By Saginaw Valley State University

Table of Contents

<u>Report Segment</u>	<u>Page</u>
Mission Statement	3
School Profile	3
Governance Structure	4
Academy Philosophy	4
Admission	4
Overview of Academy	5
Characteristics of Academy	5
Student Retention Rates	6
Student Attendance Rate	6
Mascot	6
Partnerships	7
Accomplishments	7
School Improvement Plan	7
Student Assessment Data	8
Adequate Yearly Progress	18
Parent Involvement	19
Board Policy	
Parent Teacher Organization	
Safe Schools	20
Core Curriculum	20
Teacher Qualifications	21

Mission Statement

Merritt Academy seeks to achieve academic excellence, character development, a love for life long learning, and providing service to others.

School Profile

Established 2002

Address:

59900 Havenridge Road

New Haven, MI 48048

www.merritt-academy.org

Main Office: (586)749-6000

Fax: (586)749-8582

Principal:

Daniel Schluckbier

Assistant Principal:

Tracy Cohrs

Nathan Seiferlein

Office Manager:

Carol Litke

Administrative Assistants:

Trish Oddo

Kelly Skorupski

Participation:

Serving Grades K-10

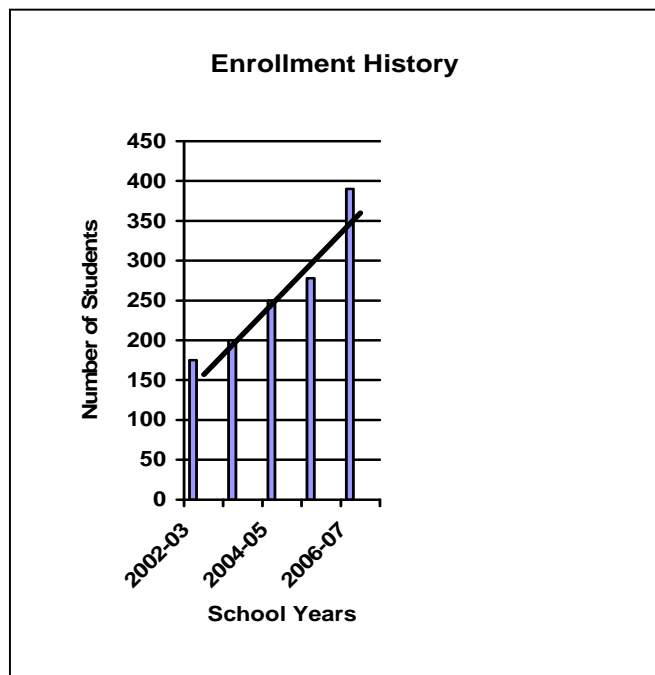
Enrollment: 382

Teachers: 28

Instructional Staff: 2

Student/Staff Ratio: 22:1 (FTE)

Maximum Class Size: 24



Program:

Free/Reduced Lunch: 30%

Per Pupil Foundation Grant:

\$ 7447

Governance Structure for Merritt Academy

Board of Directors

Jacqueline Moore, President
Bill Oddo, Vice President
Bill LaFranca, Treasurer
Katherine Knott, Secretary
Tom Denewith, Board Member

Educational Service Provider

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

Chartering Authorizer

Saginaw Valley State University
Charter Schools Program
7400 Bay Road
University Center, MI 48710
Main Office: (989) 964-4623
www.svsu.edu

Philosophy of Merritt Academy

Merritt Academy is dedicated to the education of students from kindergarten through seventh grades. Its instruction and training are designed to provide a strong educational environment to help students now and prepare them for the future.

The educational experience should cultivate and nurture the whole person. We strive for excellence in our educational programs and are committed to instilling positive values in each student. We prepare students for their future education and employment by offering opportunities for intellectual, social, physical, emotional and fine arts growth. Students are challenged to develop their natural abilities and talents.

We believe that the family and the school complement each other and are not separate entities. Merritt Academy functions as an extension of not as a replacement for the home.

Admission into Merritt Academy

Parents interested in enrolling their child at Merritt 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 Merritt Academy

Merritt Academy successfully completed its fourth year of operation during the 2005-2006 academic year and serviced students in grades K-8. One grade will be added each year until Grades K-12 will be offered for the 2009-2010 school year.

Merritt 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, and Spanish.

Characteristics of Merritt Academy

The administration, faculty, and staff endeavor to apply the following principles in carrying out their responsibilities of leading students to develop positive character in each of these areas:

To Maintain A High Academic Standard

- Through a thorough mastery of the skills of communication and other academic disciplines so that the students will be prepared to acquire further knowledge.
- Through the desire to work and to acquire knowledge at maximum ability.
- Through the ability to discern fact from fiction.

To Instill Morals

- Through the development of an appreciation for the values accrued from our past cultural heritage.
- Through encouragement of the desire to choose right over wrong and to hold to one's convictions under pressure.

To Generate Patriotism

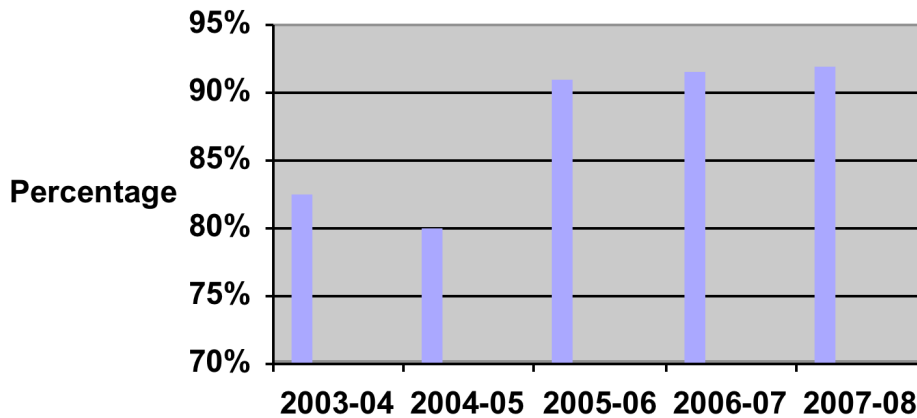
- Through the teaching of loyalty to our country and a recognition of the actions which undermine our country's foundation.
- Through development of a desire to become involved citizens of this nation.
- Through the teaching of Core Democratic Values.

To Live A Disciplined Life

- Through the exercising of self-restraint and consideration of others.
- Through cooperation and consideration for administrators, staff, parents, and peers.

This is the foundation and model of Merritt Academy, which makes the school stand out from others in the surrounding area.

Student Retention Rate History



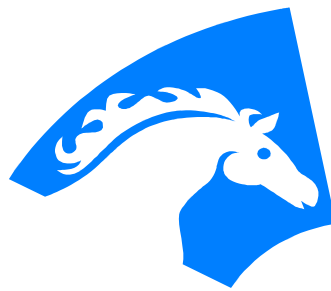
Student retention rate for the 2007-08 school year was 92% for grades K-10.

The average class size is 24 students with the classroom maximum capacity set at 24 students. Each of our kindergarten classrooms has one certified educator with an educator assistant. All classrooms are supported by our Title 1 assistants, floating assistants, and school counselor.

Student Attendance Rate

Merritt Academy's attendance rate continues to remain high, being 93.5% for students in kindergarten through tenth grade during the 2007-08 school year.

Merritt Academy Mascot



Merritt Academy elected the Mustang to be their mascot! Students voted for their school mascot and colors during the second year Merritt Academy was operating. By majority vote Merritt Academy became home to the Mustangs and represents their school spirit by wearing silver and dark blue.

Partnerships

- Merritt Academy works with the Macomb Community Health Services to bring programs and assemblies to students. A fraternity adopted the school and donated books and supplies to classrooms.
- Merritt Academy works very closely with its chartering university, Saginaw Valley, to bring professional development programs to the staff.
- Merritt Academy works with the Macomb County Sheriff to bring the DARE program to fifth grade students.
- Merritt Academy partners with local businesses, which sponsor the Junior Achievement program. Volunteers come into the classroom and use real life lessons to educate students about the business world and the economics of life. This program is available to students from kindergarten through eighth grade.
- Eighth grade students participated in job shadowing at Best Buy for a day through the Junior Achievement program
- Citizens State Bank runs an on-going school-wide banking program and the Million Penny Drive.
- Ruby Tuesday Restaurant held Merritt Night once a week, with proceeds going to purchase supplies for the school.
- Downriver Community Services provides support services in the area of health.
- Baker College placed students in student teacher roles.
- Merritt has entered into a partnership with the Pankow Center for vocational education.

Accomplishments

- Started a SADD chapter
- Became a member of MHASA
- 9th and 10th graders went to Washington, D.C.
- Implemented school wide writing program (6 traits)
- Added a 10th grade

School Improvement Plan

<u>Curriculum</u>	<u>Improvement Objective and Implementation Plan</u>
Language Arts	<ul style="list-style-type: none"> • Students will develop comprehension strategies using a variety of text types.
Math	<ul style="list-style-type: none"> • Students will develop problem-solving skills by increasing math vocabulary knowledge and application.
Science	<ul style="list-style-type: none"> • Students will build increased knowledge in science vocabulary through interactive learning techniques/opportunities.
Social Studies	<ul style="list-style-type: none"> • Students will increase their understanding of the role of

	government and globalization.
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The School Improvement Team consists of the following members:

John Romine	Management Company
Daniel Schluckbier	Principal
Tom Denewith	Board Member
Tracy Cohrs	Vice-Principal
Cynthia Jondron	Co-Chair, Kin. Teacher
Jean Dery	Co-Chair, Third Gr.
Jason Wolfsen	Special Education
Karen Militello	Paraprofessional
Michelle Ruczynski	Parent
Donna Andrews	Community Member

The team has developed goals for all four core subject areas which are listed above. Measurement will be based on MEAP results for students in grades 3-9, Scantron results for students in grades 2-8 and Terra Nova results for students in first grade.

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 2007-08 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	2005-06	2006-07	2007-08	2 year Comparison	New Haven	State 2007-08
Math	3	88%	82%	94%	12	87%	90%
Reading	3	85%	84%	85%	1	87%	86%
Writing	3	34%	40%	63%	22	61%	57%
ELA	3	80%	69%	83%	14	79%	81%
Math	4	73%	85%	89%	4	82%	86%
Reading	4	59%	84%	75%	-9	77%	84%
Writing	4	50%	47%	53%	6	40%	44%
ELA	4	59%	73%	69%	-4	67%	76%
Math	5	29%	53%	76%	13	61%	74%
Reading	5	57%	77%	84%	7	64%	82%
Writing	5	10%	53%	78%	25	49%	59%
ELA	5	33%	70%	84%	14	61%	78%
Science	5	62%	87%	89%	2	66%	82%
Math	6	50%	24%	41%	17	67%	73%
Reading	6	67%	71%	63%	-8	76%	82%
Writing	6	46%	38%	59%	21	70%	73%
ELA	6	54%	48%	59%	11	73%	80%
Soc. Stud.	6	79%	52%	53%	1	69%	73%
Math	7	50%	53%	19%	-34	71%	73%
Reading	7	56%	70%	33%	-37	59%	72%
Writing	7	31%	53%	52%	-1	68%	77%
ELA	7	38%	65%	38%	-27	64%	74%
Math	8	61%	15%	41%	26	65%	71%
Reading	8	74%	26%	63%	37	62%	77%
Writing	8	30%	22%	44%	22	66%	70%
ELA	8	57%	22%	56%	34	63%	75%
Science	8	87%	45%	63%	18	77%	79%
Soc. Stud.	9	NA	63%	50%	-13	59%	71%

Third Grade MEAP Results

Student Group	Total Tested 2007-08	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient	
		2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
All Students	52	84%	85%	40%	62%	69%	83%	82%	94%
Level 4		0%	10%	20%	10%	9%	8%	2%	0%
Level 3		16%	6%	40%	29%	22%	10%	16%	6%
Level 2		67%	60%	40%	62%	62%	63%	56%	48%
Level 1		18%	25%	0%	0%	7%	19%	27%	46%
Male Students	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	30	<30	90%	<30	77%	<30	90%	<30	97%
American Indian/ Alaskan Native									
Asian/Island Pacific									
Black/Not of Hispanic Origin			<		<		<		<
Hispanic									
White/Not of Hispanic Origin		88%	82%	41%	64%	74%	80%	88%	96%
Multiracial									
Economically Disadvantaged	<		<		<		<		<
Students with Disabilities	<		<		<		<		<
Limited English Proficiency Students									

< = No summary scores provided if less than 10 students

Fourth Grade MEAP Results

Student Group	Total Tested 2007-08	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient	
		2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
All Students	36	84%	75%	47%	53%	73%	69%	85%	89%
Level 4		2%	8%	2%	0%	2%	6%	0%	3%
Level 3		13%	17%	51%	47%	24%	25%	15%	8%
Level 2		56%	47%	47%	53%	64%	58%	61%	61%
Level 1		29%	28%	0%	0%	9%	11%	24%	28%
Male Students	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	<30	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native									
Asian/Island Pacific									
Black/Not of Hispanic Origin	<		<		<		<		<
Hispanic	<		<		<		<		<
White/Not of Hispanic Origin	<30	84%	<30	51%	<30	78%	<30	84%	<30
Multiracial	<		<		<		<		<
Economically Disadvantaged	<		<	<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 2007-08	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient		Science % Proficient	
		2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
All Students	37	77%	84%	53%	78%	70%	84%	53%	76%	87%	89%
Level 4		10%	5%	13%	8%	7%	5%	13%	3%	0%	3%
Level 3		13%	11%	33%	14%	23%	11%	33%	22%	13%	8%
Level 2		50%	38%	53%	78%	60%	54%	40%	32%	50%	35%
Level 1		27%	46%	0%	0%	10%	30%	13%	43%	37%	54%
Male Students	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native											
Asian/Island Pacific	<		<		<		<		<		<
Black/Not of Hispanic Origin	<		<		<		<		<		<
Hispanic	<		<		<		<		<		<
White/Not of Hispanic Origin	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Multiracial	<		<		<		<		<		<
Economically Disadvantaged Students with Disabilities	<30		<30		<30		<30		<30		<30
Limited English Proficiency Students	<		<		<		<		<		<

< = No summary scores provided if less than 10 students

Sixth Grade MEAP Results

Student Group	Total Tested 2007-08	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient		Social Studies % Proficient	
		2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
All Students	32	71%	63%	38%	59%	48%	59%	24%	41%	52%	53%
Level 4		19%	13%	19%	22%	19%	13%	19%	16%	19%	38%
Level 3		10%	25%	43%	19%	33%	28%	57%	44%	29%	9%
Level 2		71%	47%	38%	56%	48%	47%	19%	25%	38%	38%
Level 1		0%	16%	0%	3%	0%	13%	5%	16%	14	16%
Male Students	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native											
Asian/Island Pacific	<		<		<		<		<		<
Black/Not of Hispanic Origin	<		<		<		<		<		<
Hispanic	<		<		<		<		<		<
White/Not of Hispanic Origin	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Multiracial	<		<		<		<		<		<
Economically Disadvantaged Students with Disabilities	<30		<30		<30		<30		<30		<30
Limited English Proficiency Students	<		<		<		<		<		<

< = No summary scores provided if less than 10 students

Seventh Grade MEAP Results

Student Group	Total Tested 2007-08	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient	
		2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
All Students	21	70%	33%	53%	52%	65%	38%	53%	19%
Level 4		23%	48%	23%	29%	16%	38%	21%	14%
Level 3		7%	19%	23%	19%	19%	24%	26%	67%
Level 2		51%	24%	53%	52%	63%	33%	26%	14%
Level 1		19%	10%	0%	0%	2%	5%	28%	5%
Male Students	<30	<30	<30	<30	<30	<30	<30	<30	<30
Female Students	<30	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native									
Asian/Island Pacific									
Black/Not of Hispanic Origin	<		<		<		<		<
Hispanic									
White/Not of Hispanic Origin	<30	73%	<30	52%	<30	67%	<30		<30
Multiracial									
Economically Disadvantaged	<		<		<		<		<
Students with Disabilities	<		<		<		<		<
Limited English Proficiency Students									

< = No summary scores provided if less than 10 students

Eighth Grade MEAP Results

Student Group	Total Tested 2007-08	Reading % Proficient		Writing % Proficient		English- Language Arts % Proficient		Mathematics % Proficient		Science % Proficient	
		2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
All Students	32	26%	63%	22%	44%	22%	56%	15%	41%	45%	63%
Level 4		26%	16%	44%	38%	39%	13%	15%	22%	20%	6%
Level 3		47%	22%	33%	19%	39%	31%	70%	38%	35%	31%
Level 2		26%	47%	22%	38%	22%	47%	15%	25%	45%	44%
Level 1		0%	16%	%	6%	0%	9%	0%	16%	0%	19%
Male Students	<30	<	<30	<	<30	<	<30	<	<30	<	<30
Female Students	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
American Indian/ Alaskan Native											
Asian/Island Pacific	<		<		<		<		<		<
Black/Not of Hispanic Origin	<		<		<		<		<		<
Hispanic White/Not of Hispanic Origin	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30	<30
Multiracial Economically Disadvantaged Students with Disabilities Limited English Proficiency Students	<		<		<		<		<		<

< = No summary scores provided if less than 10 students

Ninth Grade MEAP Results		Social Studies % Proficient	
		2006-07	2007-08
Student Group	Total Tested 2007-08		
All Students	24	63%	50%
Level 4		10%	17%
Level 3		27%	33%
Level 2		53%	42%
Level 1		10%	8%
Male Students	<30	<30	<30
Female Students	<30	<30	<30
American Indian/ Alaskan Native			
Asian/Island Pacific			
Black/Not of Hispanic Origin	<		<
Hispanic			
White/Not of Hispanic Origin	<30	<30	<30
Multiracial	<		<
Economically Disadvantaged	<		<
Students with Disabilities	<		<
Limited English Proficiency Students			

< = No summary scores provided if less than 10 students

Merritt Academy conducted Terra Nova assessments in first grade in the spring of 2008. This assessment is designed to estimate a student's achievement level relative to grade level of their peers. Results by subject and grade are presented in this report and compare scores of students from the spring of 2007 to the spring of 2008.

First Grade Terra Nova

2006-07	Math	Lang. Arts	Science	Soc. Stud.
Overall	50%	54%	54%	43%
At Risk	25%	25%	42%	8%
2007-08				
Overall	53%	43%	53%	43%
At Risk	50%	25%	45%	55%

Merritt Academy conducted Performance Series assessments in second through eighth grades. This assessment is designed to estimate a student's achievement level and growth relative to grade level of their peers. Results by subject and grade are presented in this report and compare scores of students from the spring of 2007 to the spring of 2008.

Performance Series Assessment

	Reading	Math
Second Grade 2007	98%	98%
Second Grade 2008	70%	77%
Third Grade 2007	93%	85%
Third Grade 2008	77%	83%
Fourth Grade 2007	81%	70%
Fourth Grade 2008	76%	66%
Fifth Grade 2007	80%	93%
Fifth Grade 2008	90%	77%
Sixth Grade 2007	61%	61%
Sixth Grade 2008	80%	60%
Seventh Grade 2007	73%	73%
Seventh Grade 2008	35%	30%
Eighth Grade 2007	61%	72%
Eighth Grade 2008	57%	34%

Adequate Yearly Progress

Through *Education YES!* each school in the state receives an annual report card which contains letter grades based on the school's MEAP scores, performance on key educational indicators, and success in making Adequate Yearly Progress (AYP). Report cards for the last two years are shown below.

Merritt Academy has been in existence for six years. The school achieved Adequate Yearly Progress for the past four years, with a composite grade of "B" for the 2007-2008 school year. Report cards for the past two years are shown below. The school is in phase 0 of improvement. Merritt Academy is confident in its program and goals to achieve better grades and continuing to reach its goal of making Adequate Yearly Progress in future years. Merritt Academy has created a plan to improve their AYP grade through the school improvement plan.

Elementary School Report Card 2007-08

Student Achievement	Score	Letter Grade	Composite Grade B
English Language Arts	74.5 %	C	
Mathematics	79 %	C	
Science	71.4	C	
Social Studies	63.8	D	
Achievement Subtotal	72.2 %	C	
Indicators of School Performance	100 %	A	
Grade	81 %	B	
AYP Status (Adequate Yearly Progress)	Met AYP		

Elementary School Report Card 2006-07

Student Achievement	Score	Letter Grade	Composite Grade C
English Language Arts	67.3%	D	
Mathematics	77.5 %	C	
Science	68%	D	
Social Studies	-	-	
Achievement Subtotal	70.9 %	C	
Indicators of School Performance	82 %	B	
Grade	75 %	C	
AYP Status (Adequate Yearly Progress)	Met AYP		

Parent Involvement

In 2007-08 school administration again saw a high rate of attendance at parent-teacher conferences with 98.2% of parents attending at least one parent-teacher conference during the year.

Parent Teacher Organization at Merritt Academy

Merritt Academy Parent Teacher Organization has been in existence since August, 2002. It has provided much-needed playground equipment in partnership with our educational service provider, The Romine Group. In addition, our PTO has provided financial assistance to students in need of uniforms, school supplies, and field trip expenses.

Merritt Academy PTO has sponsored many family oriented programs such as Book Fairs, Family Fun Night, Ice Cream Social, VIP Dance and Super Happy Fun Day.

Parent participation in PTO is encouraged by PTO officers as well as staff members.

“Relations with Parents” Merritt Academy Board of Directors Policy

The following Board Policy has been approved by our Board of Directors on November 18, 2004.

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

During the 2007-08 school year, there were 81 suspensions for students that violated a school policy.

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

There have been **no** expulsions in the history of Merritt Academy.

Core Curriculum

Merritt 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 (10th grade 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 10th grade and backward for ease transition
- Realign exit skills to Michigan standards and benchmarks
- Receive approval from authorizer, Saginaw Valley State 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.

During the 2004-05 school year, a Health program was added for the seventh grade. All units were developed based on the Michigan Model for Health Education.

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	0 %
Percentage of classes NOT taught by highly qualified educators	0 %
Percentage of educators on Emergency Permits plan to become highly qualified by 06/07	0 %

Merritt Academy has a plan to continue to have all educators meet the highly qualified status under the NCLB in 2008-09, having allocated funds to support professional development to meet the criteria set forth for educators in the NCLB Act.

All Merritt 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 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.