


Agendum
Oakland University
Board of Trustees Formal Session
June 3, 2009

PUBLIC SCHOOL ACADEMIES 11th ANNUAL REPORT

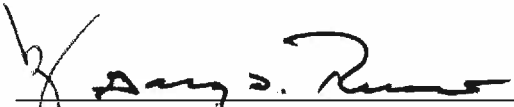
1. **Division and Department:** Academic Affairs - Public School Academies and Urban Partnerships, School of Education and Human Services.
2. **Introduction:** The Public School Academies 11th Annual Report consists of data and information regarding the academies' performance since May 2008. Also included are details on activities within the Office of Public School Academies.
3. **Previous Board Action:** On October 9, 1997, the Board of Trustees required that an annual report on the status of the public school academies be presented to the Board of Trustees.
4. **Budget Implications:** None.
5. **Educational Implications:** The University recognizes that the public school academies it authorizes provide students and parents with an academic alternative that enhances achievement and growth.
6. **Personnel Implications:** None.
7. **University Reviews/Approvals:** The report is reviewed by the Dean of the School of Education and Human Services and the Senior Vice President for Academic Affairs and Provost.
8. **Recommendation:** None.
9. **Attachments:** A. Public School Academies 11th Annual Report

Submitted to the President
on 5/22, 2009 by



Virinder K. Moudgil
Senior Vice President for
Academic Affairs and Provost

Recommended on 5/24, 2009
to the Board for approval by



Gary D. Russi
President

Oakland University
Board of Trustees
Formal Session
June 3, 2009

Attachment A

**PUBLIC SCHOOL ACADEMIES
11TH ANNUAL REPORT
May 2008 – May 2009**

School of Education and Human Services
Oakland University
Rochester, Michigan
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William G. Keane, Interim Dean
Mildred Taylor, Director

TABLE OF CONTENTS

School of Education and Human Services Vision Statement.....	1
PSA Office Mission Statement.....	1
Historical Background.....	1
Charter Schools – A National Perspective.....	2
Michigan Charter Schools Fact Sheet.....	2
Beating the Odds.....	2
PSA Office Activities.....	3
Professional Development / In-Service Training & Research.....	3
Student Outreach Activities.....	3
Other Activities.....	4
PSA Review.....	4
Summary.....	4
Individual PSA Updates.....	6

SCHOOL OF EDUCATION AND HUMAN SERVICES VISION STATEMENT

The School of Education and Human Services will prepare the highest quality leaders capable of, and committed to, developing excellence in others.

PSA OFFICE MISSION STATEMENT

The Office of Public School Academies and Urban Partnerships (PSA Office) seeks to carry out the School of Education and Human Services (SEHS) vision by:

1. Establishing partnerships between public school academies and Oakland University such that academic achievement of children in the academies develops in a positive direction;
2. Offering workshops, training and research that provide a deeper understanding of charter school environs and their ability to meet the educational needs of children;
3. Utilizing Oakland University faculty and staff expertise in ways that have a positive effect on student outcomes in public school academies; and
4. Providing accountability and monitoring services that assist public school academies in providing quality education programs that meet or exceed state and federal guidelines and standards.

HISTORICAL BACKGROUND

Charter schools, or public school academies (PSA), are public schools that come into existence via a contract with a two-year or four-year college, an intermediate school district, or a local school board. In the mid 1990's, the Michigan state legislature approved 150 schools to be chartered by universities.

The charter contract establishes the framework within which the school operates and provides public support for a specified period. The school's charter gives the school autonomy over its operation. In exchange for the flexibility afforded by the charter, the schools are held accountable for achieving the goals set out in the charter, including improving student performance and compliance with federal and state laws.

In October 1996, Oakland University ("University") authorized its first PSA, serving 104 kindergarten through fourth grade students. In February 1997, the second PSA was established. For the current school year, the University authorizes seven PSAs, serving more than 5,600 students in the metropolitan Detroit area. An eighth PSA is scheduled to open in September of 2009.

CHARTER SCHOOLS – A NATIONAL PERSPECTIVE

- There are currently more than 1.4 million students attending over 4,600 public charter schools in 40 states and the District of Columbia.
- Among all states, Arizona has the highest market share of students in public charter schools at 9%.
- Among all cities, New Orleans has the highest market share of students in public charter schools at 55%.
- There are limits or caps on the number of charter schools that may exist in 26 states.
- Minority students make up 60% of all students in public charter schools (2006-2007).
- School choice, fundamental to the public charter school concept, has strong public support. A recent national poll (April 2008) revealed that 77% of registered voters favor giving parents more options when choosing a public school for their children. Source URL.: <http://www.publiccharters.org>

MICHIGAN CHARTER SCHOOLS FACT SHEET

- Six percent of Michigan schoolchildren attend PSAs.
- Universities and community colleges continue to be the primary authorizers of PSAs – authorizing 187 of the 232 PSAs total.
- A 1993 legislatively mandated limitation of 150 university- authorized PSAs remains in place (Public Act 362, Part 6A).
- Charter school law passed in 2003 allows creation of fifteen “urban high school academies” in a first class district (Public Act 179 of 2003, Part 6C). To date one school has been opened under this provision.
- PSA average per-pupil revenue is \$9,402. This average is \$535/pupil below the traditional public schools average (2006-07).
- Average teacher salary in PSAs is \$39,334. Statewide teacher average is \$55,526 (2006-07).
- As a PSA authorizer, the University is entitled to 3% of the total state school aid appropriations for PSA oversight.

“BEATING THE ODDS”

Michigan Department of Education (MDE) identified 52 PSAs during the 2007-08 school year that succeeded in achieving over 60 percent proficiency with populations of more than 50 percent free and reduced-price lunch. Four of the University’s seven PSAs were among these schools that “Beat the Odds.” The four schools are Detroit Academy of Arts and Sciences (elementary), Dove Academy, Detroit Edison Public School Academy, and Star International Academy.

PSA OFFICE ACTIVITIES

Professional Development/Training

The PSA Office sponsored a full day workshop for academy staff and administrators entitled "Building School Success Through Effective Collaboration." (*August 2008*)

Special education inclusion and co-teaching support provided by SEHS staff to the Detroit Academy of Arts and Sciences and Weston Preparatory Academy. (*ongoing*)

A professional development support program provided assistance to teachers at Star and Universal Academies as the schools pursue their International Baccalaureate (IB) certification. (*ongoing*)

Board Governance Training was provided to:

- Detroit Academy of Arts and Sciences: *Re-Authorization Process Review (August 2008)*
- Four Corners Montessori Academy: *New Board Member Orientation (October 2008)*
- Nsoroma Institute: *Board Policy and Responsibilities Review (November 2008)*
- All Academy Board Members
 - *Legal Landscape in Education (December 2008)*
 - *Fiduciary Responsibilities - PSA School Finance (March 2009)*

Student Outreach

"Building Bridges for the Future: A Pre-College Summer Camp," a 3 nights/4 days residential summer camp for PSA students in grades 6-8th took place June 29-July 2, 2008. Fifty-three students participated in recreational activities, field trips and academic classes consisting of Chinese language and culture, biology, chemistry and engineering classes taught by OU faculty and graduate staff. The PSA Office, partnering again with the Pre-College Programs department, will offer the camp this year for June 28-July 1, 2009.

PSA (Push for Student Achievement) Day @ OU-11/12th graders from OU academies learned admission and general college information, toured the campus and dined at Vandenberg Hall. (*November 2008*)

Detroit Edison Public School Academy student leaders (30) in grades 6-8, as well as Dove Academy 6th graders (30) who have adopted Oakland University as part of their college readiness program affiliated with No Excuses University, Inc,

participated in leadership training programs conducted by Pre-College Program staff. *(October 2008 and March 2009)*

Graduating seniors from OU PSAs were eligible to apply for a \$3000 renewable scholarship to the University. One scholarship was awarded for 2008-09.

Other Activities

The PSA Office increased its staff with the addition of Business Manager/ Compliance Officer, Marvella Ramsey.

The reauthorization process for the Detroit Academy of Arts and Sciences is ongoing and expected to be finalized soon. The school's current agreement expires June 30, 2009.

The PSA Office is currently working with the board and staff of its newest academy, Four Corners Montessori Academy, to ensure a successful start. The school is slated to open in September 2009, and is on schedule to do so.

PSA REVIEW

The individual PSA updates included as part of this report reflect the following:

- Majority of students are performing at or above proficiency levels in English Language Arts and math as the students in the district in which the school is located.
- Detroit Academy of Arts and Sciences and Weston Preparatory Academy have been identified as High Priority schools and are receiving additional support from MDE and the local intermediate school district, Wayne RESA.
- Average class size in most PSAs is under 30 students.
- None of the PSAs are operating with deficit budgets.
- Enrollment in the University's PSAs in Spring, 2009 was 5661 compared to 5570 for Spring, 2008.

SUMMARY

Authorizing excellent schools is the continued focus of the PSA Office. Our strategic priority is to insure that each PSA educates its students well, utilizes sound governing policies, and fulfills its fiscal and legal responsibilities.

The University's diverse portfolio of PSAs in an urban setting provides PreK-12 learning opportunities that are having a positive impact within their communities. The PSA Office remains a force for quality and strives to hold schools accountable in meeting the high standards and expectations of both the public and families they serve.

The PSA Office provides support to all of its schools in their quest for quality by assisting with resources and training. Further, we endeavor to establish partnerships and explore opportunities within the University that utilize the many advantages it has to offer.

Detroit Academy of Arts and Sciences

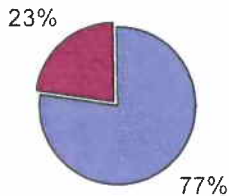
Grades K-12

Mission Statement:

The mission of the Detroit Academy of Arts and Sciences is to provide all metropolitan Detroit area students, regardless of economic or social circumstances with an education, which is rooted in democratic values and academic excellence, and which prepares students to become productive citizens for the 21st Century.

Campus Location(s):	2985 E. Jefferson, Detroit (K-6) 2224 Medbury, Detroit (7-12)
Enrollment:	1997 (Fall 2007)
Operational Status:	Self-Managed
Year Chartered:	2003
Current contract term:	2006-June, 2009

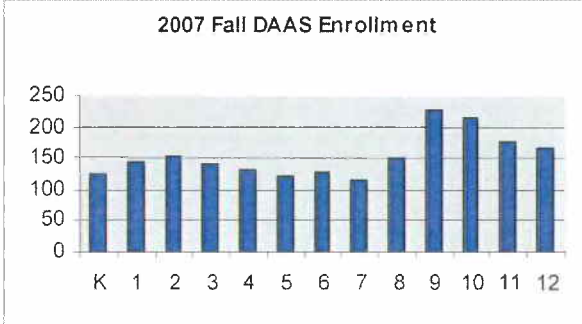
Free and Reduced Lunch Population



■ Free and Reduced Lunch ■ Non Free and Reduced

2007-08 Performance Indicators

- Highly Qualified Teachers** 96%
- Ed YES! Report Card** Elem.-Met AYP/B,
M.S.-Met AYP/C
H.S.- Did Not Make
AYP/D Alert, Phase 2



- Achievements:**
- Recipient of "Beating the Odds" (K-6) Recognition from Michigan Department of Education for achievement
 - Grants Received: Skillman Grant-Continuing (K-6); Skills USA Champions for Change Grant; Picturing America Grant
 - High School awarded initial accreditation with North Central Association (NCA) until 2013

MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
English Language Arts	Grade 03	66%	81%	62%	65%
	04	64%	70%	59%	51%
	05	60%	65%	51%	51%
	06	67%	70%	66%	55%
	07	55%	42%	52%	58%
	08	41%	47%	59%	55%
Math	03	75%	86%	74%	75%
	04	72%	82%	79%	72%
	05	73%	62%	49%	49%
	06	39%	63%	58%	54%
	07	29%	48%	53%	56%
08	40%	30%	51%	47%	

For Academies with Grades 9-12

The Michigan Merit Examination is the new state assessment administered to all students enrolled in **Grade 11** in March of each year. The MME consists of three major components: the ACT college entrance examination, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations.

Note: High School scores are based on numbers of students, not percentages.	2007		2008	
	Total Number Tested	Met or Exceeding Achievement Levels	Total Number Tested	Met or Exceeding Achievement Levels
Math	149	5	162	6
Reading	149	33	163	37
Science	147	17	161	14
Soc. Stud.	150	84	162	70
Writing	142	6	160	5
ELA	140	16	160	15

Detroit Edison Public School Academy

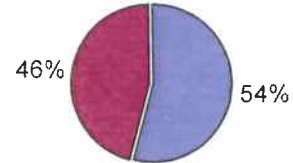
Grades PreK-8

Mission Statement:

The academy is fostering in every student an appreciation of the arts and an abiding commitment to personal fitness, a deep rooted understanding of right and wrong, a sense of satisfaction stemming from tough challenges and a desire to participate responsibly in a free and democratic society.

Campus Location:	1903 Wilkins, Detroit
Enrollment:	1067 (September, 2008)
Operational Status:	Self-Managed
Year Chartered:	1997
Current Contract Term:	2006-June, 2012

Free and Reduced Lunch Population



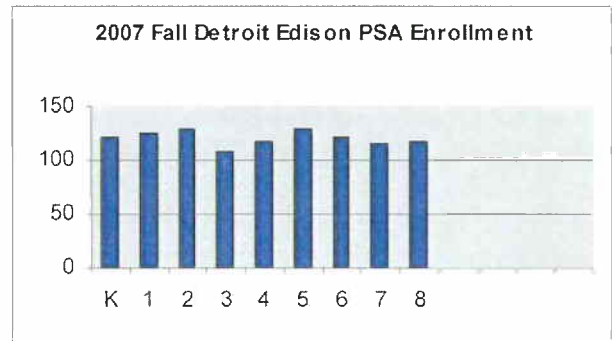
2007-08 Performance Indicators

Highly Qualified Teachers 100%
Ed YES! Report Card Met AYP/B

■ Free and Reduced Lunch ■ Non Free and Reduced

Achievements:

- Skillman Foundation High Performing School Award
- Recipient of Blue Cross-Blue Shield of Michigan Build Healthy Communities Grant
- 30 Students and guardians sent to 44th Presidential Inauguration Ceremony
- Black Alliance for Education Options Outstanding School of the Year; San Diego State University National Center for Urban School Transformation Excellence in Education Recognition



MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Subject	Grade				
English Language Arts	03	81%	76%	83%	65%
	04	86%	77%	74%	51%
	05	81%	82%	84%	51%
	06	79%	85%	81%	55%
	07	81%	78%	88%	58%
	08	74%	86%	83%	55%
Math	03	86%	91%	83%	75%
	04	88%	89%	86%	72%
	05	77%	82%	88%	49%
	06	68%	84%	83%	54%
	07	45%	86%	94%	56%
	08	71%	72%	73%	47%

Dove Academy of Detroit

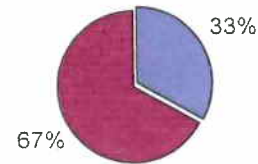
Grades K-6

Mission Statement:

The mission of Dove Academy is to educate all students so they can effectively, efficiently and successfully communicate (read, write and speak) and solve complex mathematical challenges. The school's curriculum places a strong emphasis on math and communication skills. All other subjects such as science, social studies, art, music and physical education are supported by a solid foundation of literacy and mathematics.

Campus Location:	8210 Roylat, Detroit
Enrollment:	409 (September, 2008)
Operational Status:	Managed by Schoolhouse Educational Services
Year Chartered:	1997
Current Contract Term:	2007-2010

Free and Reduced Lunch Population



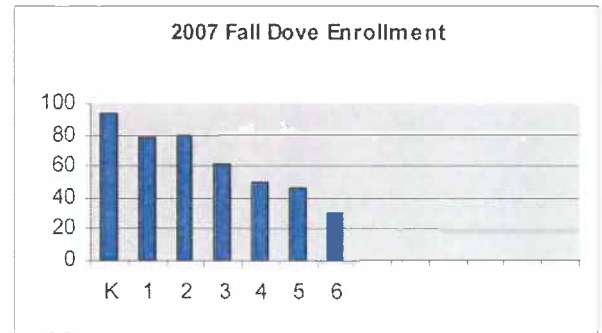
■ Free and Reduced Lunch ■ Non Free and Reduced

2007-08 Performance Indicators

Highly Qualified Teachers 100%
Ed YES! Report Card Met AYP/B

Achievements:

- Received recognition from Michigan Department of Education for "Beating the Odds"
- Frank Nardelli, Principal, nominated for Administrator of the Year for Michigan Association of Public School Academies
- Acceptance in No Excuses University (NEU), an Adopt a College/College Readiness Program
- 3 teachers nominated for Michigan Association of Public School Academies "Teacher of the Year" award
- Received Picturing America Grant



MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Subject	Grade				
English Language Arts	03	77%	76%	87%	65%
	04	71%	64%	67%	51%
	05	54%	53%	64%	51%
	06	73%	64%	72%	55%
	07				
	08				
Math	03	89%	89%	91%	75%
	04	84%	84%	85%	72%
	05	85%	85%	64%	49%
	06	55%	55%	84%	54%
	07				
	08				

Four Corners Montessori Academy

Grades PreK-8

Mission Statement:

The mission of Four Corners Montessori Academy is to allow each child to discover his/her learning potential, inborn talents, and love of learning by providing him/her with a limitless educational environment.

Opening September 2009

The Montessori curriculum itself is a proven method of instruction designed for all types of learners and has been an established model of education for over 100 years. Many parents around the world seek out Montessori education for their children because of its ability to create life-long learners who are confident, self-directed and well-respected. Four Corners Montessori Academy brings together students from the "Four Corners" of the Metro Detroit Area to become a true community of learners which embraces Maria Montessori's teachings and her ideals of diversity, peace education and individualized learning.

The Four Corners Montessori Academy's educational program will include:

- Multi-age classrooms
- Low student to teacher ratios
- Individualized curriculum
- Hands-on learning experiences utilizing Montessori educational materials
- Character building and peace education

Vision:

Four Corners Montessori Academy will use the proven effectiveness of the Montessori educational model to teach a broad spectrum of students, successfully nurturing each child on their journey towards knowledge. Teachers will "follow the child", and, through the use of the Montessori method and materials, will be able to find ways to best encourage each student's learning style and individual talents.

Multi-age classrooms will stimulate personal growth without stigma, and teachers will truly get to know and be able to help their students, staying with them for three-year periods. Students will work within a cooperative environment of support with their peers, teachers and parents

The result will be an Academy graduate who has learned how to truly respect others and to be respected, who has become a confident learner, and who has amassed a body of knowledge that can lead and support the graduate for the rest of his/her life.



**inspire create heighten
me**



Four Corners Montessori Academy

Kindergarten thru 8th Grade
Free Public School of Choice

creativity confidence
concentration independence

Nsoroma Institute

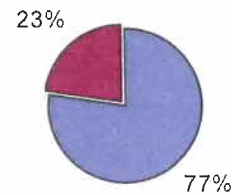
Grades K-8

Mission Statement:

The Nsoroma Institute is an African-Centered Institution, guided by a philosophy, which seeks to develop within our children insight into their individual gifts, talents, and mission, and to connect our children with the rich and diverse historical and cultural legacies of African peoples, restore a world view which reflects understanding of the interdependence of humans, plants, animals and the air, water, soil and natural elements which create the delicate balance which sustains life on our planet.

Campus Location:	20045 Joann St., Detroit
Enrollment:	197 (September, 2008)
Operational Status:	Managed by BlackStar Educational Management Co.
Year Chartered:	1997
Current Contract Term:	2007-2010

Free and Reduced Lunch Population



■ Free and Reduced Lunch ■ Non Free and Reduced

2007-08 Performance Indicators

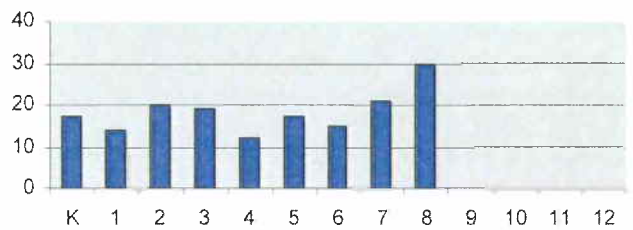
Highly Qualified Teachers 96%

Ed YES! Report Card Met AYP/C

Achievements:

- Opened Academy in its first permanent location
- Hosted Detroit Town Hall Meeting featuring Free Testing for Toxic Materials in Toys
- Conducted African History Month Lecture Series
- Principal, Malik Yakini, featured in "Blacks Living Green," a national publication
- Recruited 130 new students

Fall 2007 Nsoroma Enrollment



MEAP Proficiency Comparison and Improvement Report

			Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Special Note:	Subject	Grade				
Nsoroma Institute changed site locations in 2007-2008 and again in 2008-2009. The student population differed each year by over 50%. The test scores shown are not indicative of true comparisons of year-to-year progress as the majority of students being tested were not the same.	English Language Arts	03	48%	72%	67%	65%
		04	71%	42%	46%	51%
		05	44%	63%	45%	51%
		06	75%	86%	46%	55%
		07	58%	71%	60%	58%
		08	42%	55%	81%	55%
	Math	03	52%	68%	88%	75%
		04	60%	67%	70%	72%
		05	31%	63%	23%	49%
		06	47%	50%	42%	54%
		07	27%	81%	55%	56%
		08	41%	33%	56%	47%

Star International Academy

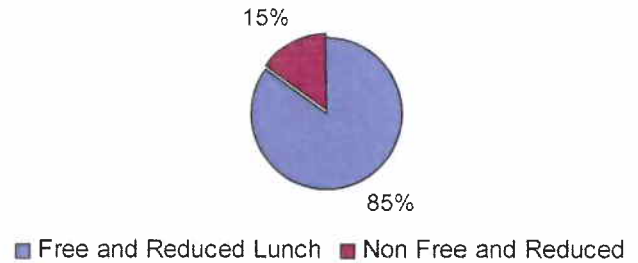
Grades PreK-12

Mission Statement:

The mission of Star International Academy is to provide its students with quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history different from one's own. The academy shall provide an education which enables the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

Campus Location:	24425 Hass Dearborn Heights
Enrollment:	1341 (Fall 2008)
Operational Status:	Managed by Hamadeh Educational Services
Year Chartered:	1998
Current contract term:	2007-2011

Free and Reduced Lunch Population



2007-08 Performance Indicators

Highly Qualified Teachers 100%
Ed YES! Report Card Met AYP/B

Achievements:

- Recognized by U.S. News and World Report magazine as a Bronze Recipient of its Best High Schools in the U.S.
- Recognized by Michigan Department of Education as "Beating the Odds"
- Received the Cal Ripken, Sr. Foundation grant for athletic facilities enhancement
- Received the Foreign Language Assistance Program (FLAP) grant (\$300,000/yr for 3 years)



For Academies with Grades 9-12

The Michigan Merit Examination is the new state assessment administered to all students enrolled in **Grade 11** in March of each year. The MME consists of three major components: the ACT college entrance examination, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations.

MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Crestwood) 2008
Subject	Grade				
English Language Arts	03	60%	68%	81%	90%
	04	60%	66%	69%	83%
	05	58%	64%	79%	76%
	06	78%	62%	88%	75%
	07	70%	91%	84%	84%
Math	03	82%	90%	98%	98%
	04	69%	88%	93%	94%
	05	59%	64%	81%	84%
	06	56%	67%	89%	81%
	07	50%	80%	96%	86%
	08	55%	59%	91%	79%

Note: High School scores are based on numbers of students, not percentages.	2007		2008	
	Total Number Tested	Met or Exceeding Achievement Levels	Total Number Tested	Met or Exceeding Achievement Levels
Math	60	14	53	19
Reading	60	18	53	25
Science	59	16	53	15
Soc. Stud.	60	37	53	40
Writing	58	7	53	13
ELA	58	9	53	20

Universal Academy

Grades K-12

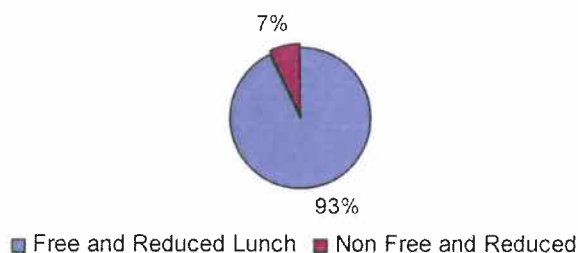
Mission Statement:

The mission of Universal Academy is to provide its students with quality education that focuses on the Michigan Core Curriculum and international cultures, including the study of a language, culture and history different from one's own.

The academy shall provide an education which enables the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful.

Campus Location:	4612 Lonyo, Detroit
Enrollment:	488 (Fall 2008)
Operational Status:	Managed by Hamadeh Educational Services
Year Chartered:	2005
Current Contract Term:	2005-2010

Free and Reduced Lunch Population

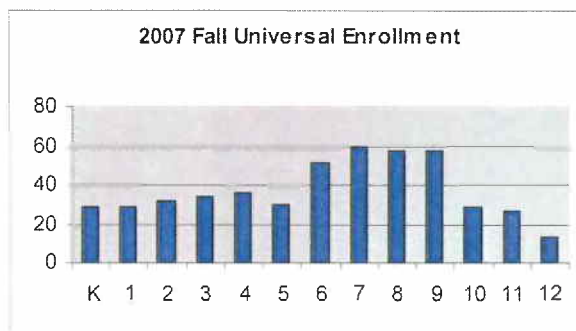


2007-08 Performance Indicators

Highly Qualified Teachers 100%
Ed YES! Report Card Met AYP/C

Achievements:

- Qualified as a Skillman Foundation "Good School"-Continuing Improving 2008 Grant
- Superintendent received American-Arab Anti-Discrimination Committee's Educator of the Year 2008 Award
- Grants Received: Foreign Language Acquisition Program (FLAP); Culture Access-Field Trip Grant; MEEMIC Literacy Grant; Reading is Fundamental Grant; Target History Field Trip Grant; Target Science Field Trip Grant; Greenfield Village IMAX Field Trip Scholarships



For Academies with Grades 9-12

The Michigan Merit Examination is the new state assessment administered to all students enrolled in **Grade 11** in March of each year. The MME consists of three major components: the ACT college entrance examination, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations.

MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Subject	Grade				
English Language Arts	03	22%	65%	54%	65%
	04	18%	18%	35%	51%
	05	25%	30%	36%	51%
	06	42%	47%	62%	55%
	07	43%	25%	61%	58%
Math	03	45%	79%	79%	75%
	04	50%	56%	60%	72%
	05	33%	33%	56%	49%
	06	17%	38%	70%	54%
	07	27%	50%	71%	56%
	08	13%	64%	69%	47%

Note: High School scores are based on numbers of students, not percentages.	2007		2008	
	Total Number Tested	Met or Exceeding Achievement Levels	Total Number Tested	Met or Exceeding Achievement Levels
Math	22	1	19	6
Reading	22	3	19	6
Science	22	1	19	4
Soc. Stud.	22	10	19	10
Writing	22	1	19	3
ELA	22	2	19	5

Weston Preparatory Academy

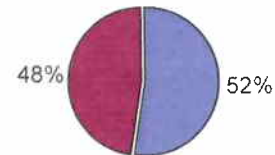
Grades K-7, 9-12

Mission Statement:

The Academy will facilitate and encourage educators, family, community, business partners to contribute to students' education utilizing academic skills, creativity, and technology through well-defined academic goals and behavior expectations which will lead to life long learning and/or continuing education in order to become productive members of a peaceful global society.

Campus Location:	22930 Chippewa, Detroit
Enrollment:	439 (Fall 2008)
Operational Status:	Managed by Schoolhouse Educational Services
Year Chartered:	1998
Current Contract Term:	2007-2011

Free and Reduced Lunch Population



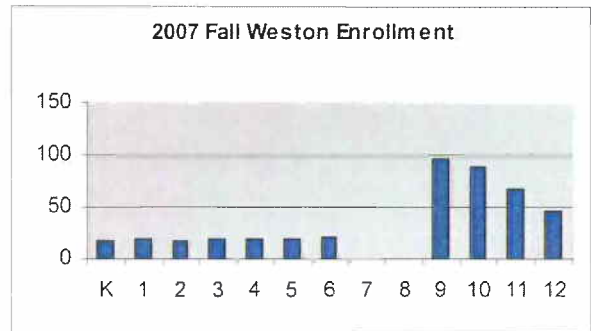
■ Free and Reduced Lunch ■ Non Free and Reduced

2007-08 Performance Indicators

Highly Qualified Teachers 100%
Ed YES! Report Card Did Not make AYP/D-Alert

Achievements:

- Introduced No Excuses University (NEU) Program as part of school reform
- Began Adopt a College/College Readiness Program
- Adopted Character Counts program
- Approved for School-wide Title 1 Program
- Began Hot Lunch Program
- Established Credit Recovery Program for high school students



For Academies with Grades 9-12

The Michigan Merit Examination is the new state assessment administered to all students enrolled in **Grade 11** in March of each year. The MME consists of three major components: the ACT college entrance examination, the WorkKeys job skills assessments in reading and mathematics, and Michigan assessments in mathematics, science, social studies, and persuasive writing. The combined MME assessment measures student learning in the Michigan high school standards, benchmarks, and core content expectations.

MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Subject	Grade				
English Language Arts	03	73%	45%	62%	65%
	04	75%	32%	54%	51%
	05	<10	40%	36%	51%
	06	-	52%	48%	55%
	07	-	-	68%	58%
	08	-	-	-	55%
Math	03	82%	65%	95%	75%
	04	92%	45%	96%	72%
	05	-	25%	14%	49%
	06	-	35%	26%	54%
	07	-	-	68%	56%
	08	-	-	-	47%

Note: High School scores are based on numbers of students, not percentages.	2007		2008	
	Total Number Tested	Met or Exceeding Achievement Levels	Total Number Tested	Met or Exceeding Achievement Levels
Math	57	5	63	2
Reading	58	12	63	18
Science	57	10	63	11
Soc. Stud.	56	37	63	41
Writing	55	53	63	3
ELA	55	52	63	10