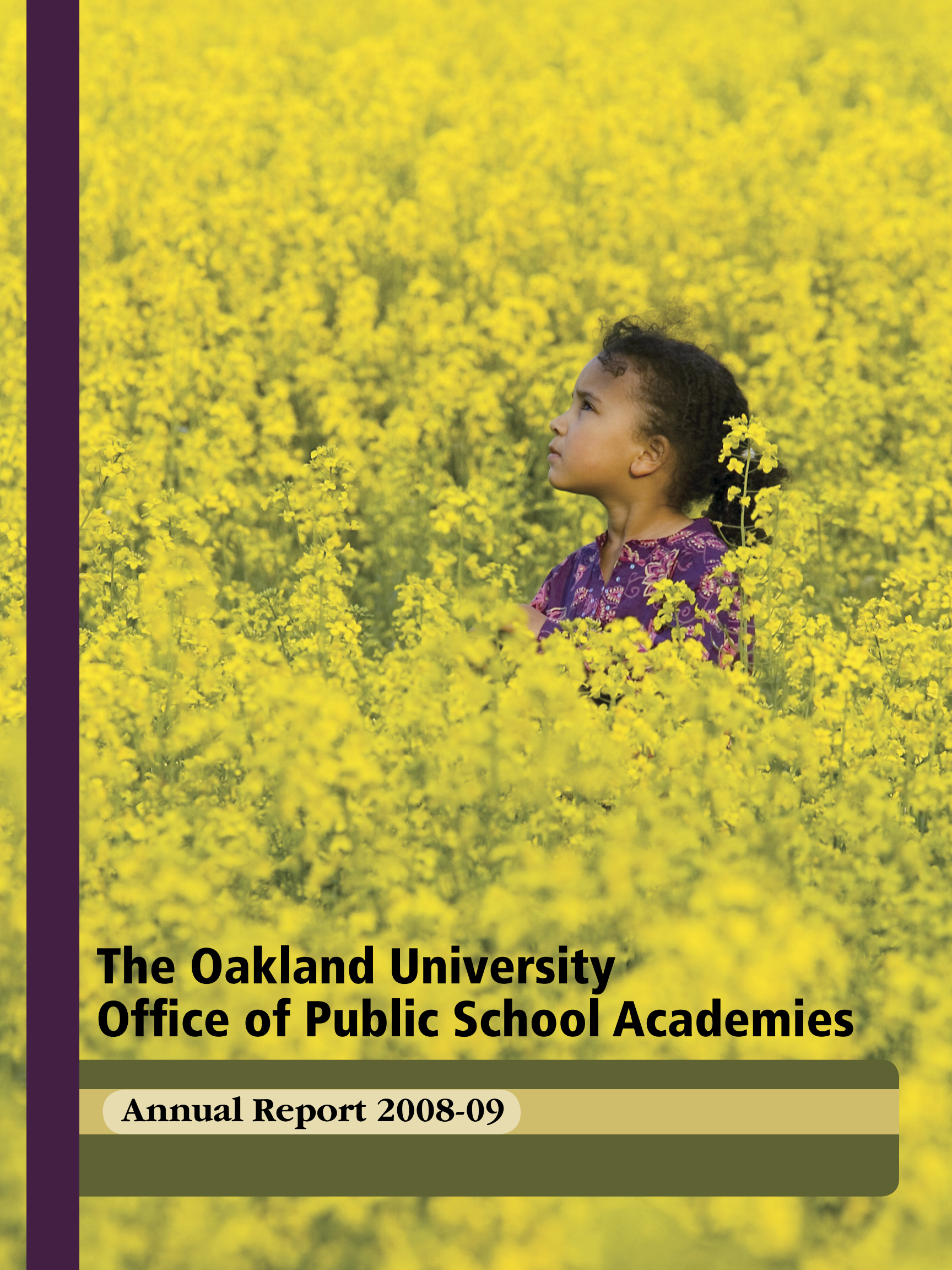




The Oakland University Office of Public School Academies

Annual Report 2008-09

Table of Contents

Message from the Director _____	1
Background on Public School Academies (PSAs)/Charter Schools _____	2-5
Profiles on OU's Public School Academies _____	6-13
Activities Within Oakland University's Office of Public School Academies (OU/PSA) _____	14-17



From left to right: Judeen Bartos, assistant director; June Wuopio, administrative coordinator; Marvella Ramsey, business manager/compliance officer; Majela Morris, administrative assistant; Mildred Taylor, director.

A Message from the Director



Dear Friends,

Motivated by an underlying mission of promoting public schools of distinction, Oakland University became a part of the charter school movement in Michigan in 1996 with the opening of its first charter school. In doing so, Oakland University advanced its own institutional goals by encouraging the growth of quality elementary and secondary public education programs for parents and students in Wayne, Macomb and Oakland counties.

Authorizing excellent schools has required the development of a new paradigm of operation for Oakland University's Office of Public School Academies and Urban Partnerships (OU/PSA).

The educational and societal challenges of the present and the future highlight the need to ensure that charter schools provide children with high-level instruction. Consequently, using a hands-on approach, we are continuously engaged in finding ways to best establish, oversee, support and evaluate the performance of each OU authorized school.

OU/PSA functions as an office under the leadership of the dean of the School of Education and Human Services. The office's diverse portfolio of public school academies provides innovative PreK through 12th grade learning opportunities for communities within the university's outreach area. School of Education faculty and staff actively support the academies through professional development, university teaching, career placement and sharing of resources. Academy staffs and students are frequent visitors to the campus.

OU/PSA's strategic priorities have given rise to stronger accountability measures designed to ensure that each academy provides an exceptional education to its students; that the public trust, as related to the use of state funds, is honored; and that the governing board of each academy fulfills its obligations appropriately. As a result, research-based performance standards and principles are being used as indicators of the quality of each academy's program.

As we face the future, Oakland University and the Office of Public School Academies and Urban Partnership will invest time and effort to maintain its powerful alliance with our PreK through 12th grade academies. Successful students and schools will be the barometer by which we will measure our effectiveness.

Regards,

A handwritten signature in black ink that reads "Mildred Taylor". The script is fluid and cursive, with the first name being more prominent.

Mildred Taylor
Director

"We have an obligation and a responsibility to be investing in our students and our schools. We must make sure that people who have the grades, the desire and the will, but not the money, can still get the best education possible."

– Barack Obama, President of
the United States of America



Our Philosophy

Vision

Advancing excellence in public education through choice, accountability and responsible stewardship of the entrusted resources.

Mission

Oakland University Office of Public School Academies' mission is to support quality charter schools through leadership in educational initiatives at the national, state and local levels and to ensure accountability through effective performance evaluation.

Our Strategic Priority

Authorizing excellent schools is the focus of OU/PSA. Our strategic priority is to ensure that each OU/PSA provides a quality education to its students, utilizes sound governing policies and fulfills its fiscal and legal responsibilities.

Oakland University's diverse portfolio of K-12 area Charter School/PSAs provide learning opportunities that have a positive impact on their communities. The OU/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.

For This Annual Report

- The terms "public school academy (PSA)" and "charter school" are used interchangeably. This is a common practice when the topic is referenced.
- Oakland University's Office of Public School Academies will be referred to as "OU/PSA."



Information on Charter Schools

- Charter schools or public school academies (PSAs) extend the privilege of choice to parents and students in pursuing their *ideal educational experience*.
- Charter schools/PSAs are *public schools* which are open to *all children free of charge* who are eligible to attend traditional public schools in the state of Michigan.
- Charter schools/PSAs are governed by a local board of directors and are required to meet the standards of its authorizer and the State Board of Education.
- PSAs (charter schools) are public schools that are free and open to all students, regardless of income, race or religion. Students and staff in a PSA must meet the same legal, curriculum, teacher certification and fiscal requirements as those in any traditional public school.



The Charter School Board of Directors

OU/PSA salutes the approximately 40 individuals who serve on the eight boards of the OU authorized academies.

Michigan's charter public school law is structured to leave ultimate accountability for school operations with the charter school's publicly appointed governing boards. Similar to all other public school boards operating in Michigan, these governing boards bear full responsibility for the operational and academic performance of their schools.

Recognizing that public school academy board members are public officials, Oakland University's Office of Public School Academies (OU/PSA) has established a clear policy detailing the selection and appointment process for academy board members. After performing sufficient due diligence when considering prospective board members, OU/PSA submits recommended candidates to the university leaders for approval. Only candidates who are approved according to the appointment process and have taken the constitutional oath of office are eligible to serve on the board of an academy. Academy boards must comply with the following:

- The Revised School Code
- The State School Aid Act
- The Open Meetings Act
- The Freedom of Information Act
- The Uniform Budgeting and Accounting Act
- The Revised Municipal Finance Act

In addition, members of the Charter School/PSA board of directors are also responsible for the following:

- Adoption of sound governing policies
- Proper recording and publication of board minutes
- Proper maintenance and filing of corporate records and reports.

PSA school members participate in training opportunities offered by OU/PSA and other organizations in order to gain more knowledge about their role.

Timeline in the State of Michigan and at Oakland University

- 1993** Michigan Legislature passes its first charter school law, Public Act 362, Part 6A. (Public School Academies are also referred to as charter schools.)
- 1994** 12 Michigan public school academies open for the 1994-95 school year serving 1,200 students.
- 1995** Oakland University Board of Trustees approves the Public School Academy Chartering Policy, Oct. 5, 1995.
- 1996** PSA applications approved by OU for three schools to open in 1997.
- 1997** First OU Public School Academy opens, serving 104 K-4 students.
- 1998** OU adds seven schools; total enrollment climbs to 3,800.
- 2002** OU joins other authorizers in forming the Michigan Council of Charter School Authorizers (MCCSA).
- 2006** Public school academy enrollment statewide surpasses 100,000 students for the 2006-07 school year.
- 2008** OU/PSA office accepts applications for new public school academy; school chosen and approved by Board of Trustees in June.



Michigan Public School Academy Facts

- Six percent of Michigan school children attend PSAs.
- Universities and community colleges are primary authorizers of PSAs – authorizing 187 of the 232 total PSAs.
- 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 the creation of 15 “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.
- Charter school/PSA average per pupil in 2008-09, the most recent data available, is \$9,402. This figure, which represents \$7,301 foundation allowance plus \$2,101 in funds from categorical and competitive federal, local and state funds, is \$535 per pupil below the traditional public schools average.
- Average teacher salary in PSAs is \$39,334. Statewide teacher average is \$55,526 (2006-07).

National Charter Schools Facts

- There are more than 1.4 million students attending more than 4,600 public charters 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 percent.
- Minority students make up 60 percent of all students in public charter schools.
- School choice, fundamental to the public charter school concept, has strong public support. A 2008 national poll revealed that 77 percent of registered voters favor giving parents more options when choosing a public school for their children.
- There are limits or caps on the number of charter schools that may exist in 26 states.

Source: www.publiccharters.org

The Oakland University Difference

Background

OU chartered schools offer the diversity of options envisioned by the Oakland University Board of Trustees when they approved the Public School Academy Chartering Policy in 1995.

The University, committed to providing educational choice to those who have fewer options than most, mandated that the eight schools it authorizes be located in Wayne, Oakland or Macomb counties. In doing so, the university recognized the need for more educational opportunities for the culturally, economically and ethnically diverse student body in its own community.

Proximity

Chartering schools within our own backyard affords us unique opportunities as an authorizer.

With just eight schools, the opportunities exist for an involved and active relationship between OU and the schools, and also between OU chartered schools.

The atmosphere is one of collaboration, not competition, amongst the academies. Several important partnerships have developed between the academies, and administrators feel comfortable consulting each other on challenges and ideas. Regular school leader meetings coordinated by OU/PSA staff foster this sense of cooperation.

Academy staff and students are frequent visitors to campus to take advantage of the multitude of academic and cultural activities the university has to offer.

Diversity

Diversity is a hallmark of OU chartered schools. Each one affords a distinct choice for families. From traditional education programs, each reaching high standards of quality and achievement in their own way (*Dove Academy's No Excuses University*), to schools featuring philosophies of learning not always available in a public school (*Nsoroma Institute's African-Centered philosophy*), OU chartered schools pride themselves on their innovation and achievement. Profiles of each academy on the following pages provide additional proof.

Points of Pride

- ★ Five OU chartered schools have been authorized by the university for more than 10 years.
- ★ Over 5000 students are enrolled in OU chartered schools. Academy enrollments range from 197 to 2,111 students.
- ★ Star International Academy was named to the *U.S. News and World Report's* list of the best high schools in the country for two consecutive years.
- ★ Detroit Edison Public School Academy became the first charter school in the state to be recognized by the Michigan Department of Education as a "Blue Ribbon" school in 2007.
- ★ Two academies, Universal Academy and Star International Academy, are pursuing International Baccalaureate certification.
- ★ One of only four charter schools in the tri-county area to adopt a curriculum based on the Montessori philosophy, Four Corners Montessori Academy gives families of modest means the chance to experience a program more often reserved for those who can afford private school tuition.



"The university aims to provide a model of socially responsible decision-making and ethical institutional behavior, recognizing that institutional strength derives from an effective interaction with the institution's diverse external environs." (University Mission Statement)

Detroit Academy of Arts and Sciences

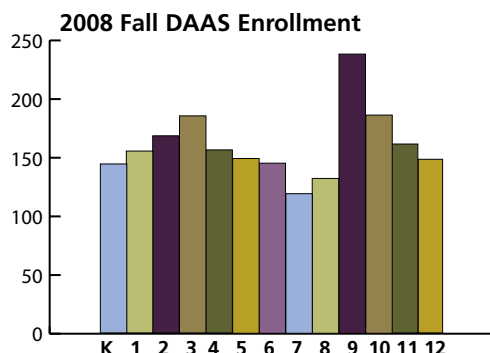
Grades K-12

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 that is rooted in democratic values, academic excellence, and prepares students to become productive citizens for the 21st century.

2008-09 Performance Indicators

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



MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Subject	Grade				
English Language Arts	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%

Note: High School scores are based on numbers of students, not percentages.

	2007		2008	
	Total Number Tested	Met or Exceeded Achievement Levels	Total Number Tested	Met or Exceeded Achievement Levels
Math	149	5	162	6
Reading	149	33	163	37
Science	147	17	161	14
Social Studies	150	84	162	70
Writing	142	6	160	5
English Language Arts	140	16	160	15

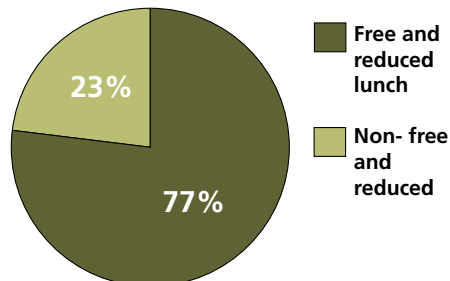


Campus Location(s): 2985 E. Jefferson, Detroit (K-6)
 2224 Medbury, Detroit (7-12)
Enrollment: 2,111 (Fall 2008)
Operational Status: Self-Managed
Year Chartered: 2002
Current Contract Term: 2006 – June, 2009

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

Free and reduced lunch population



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.

Detroit Edison Public School Academy

Grades PreK-8

Mission Statement

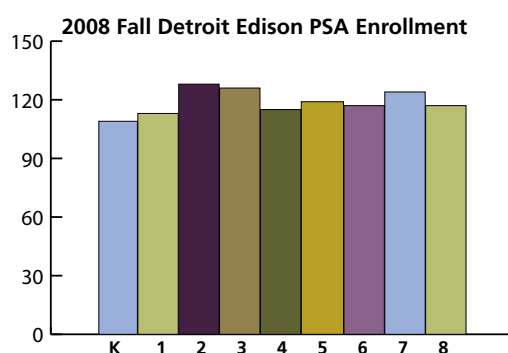
The academy is fostering in every student an appreciation of the arts and an abiding commitment to personal fitness, a deep-rooted understanding of right and wrong, a sense of satisfaction stemming from tough challenges and a desire to participate responsibly in a free and democratic society.

2008-09 Performance Indicators

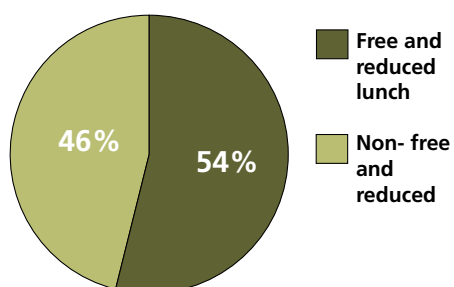
Highly Qualified Teachers 100%

Ed YES! Report Card

Met AYP/B



Free and reduced lunch population



Campus Location:	1903 Wilkins, Detroit
Enrollment:	1,067 (Fall 2008)
Operational Status:	Self-Managed
Year Chartered:	1997
Current Contract Term:	2006 – June 2012

Achievements

- Skillman Foundation High Performing School Award
- Recipient of Blue Cross-Blue Shield of Michigan Build Healthy Communities Grant
- 30 students and guardians attended 44th Presidential Inauguration Ceremony
- Black Alliance for Education Option's Outstanding School of the Year Award; San Diego State University National Center for Urban School Transformation's award for Excellence in Education

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

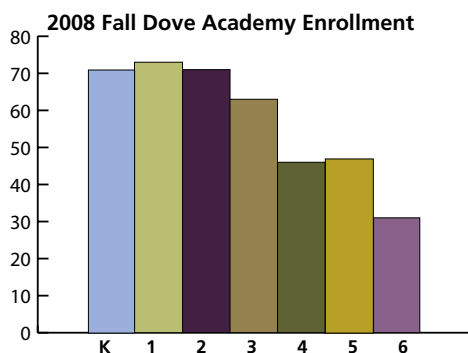
Grades K-6

Mission Statement

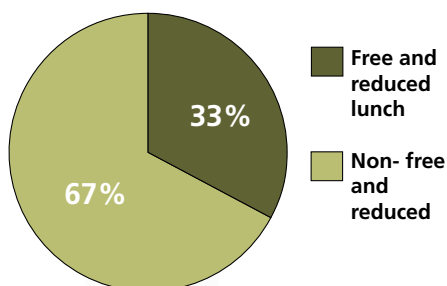
The mission of Dove Academy is to educate all students so they can effectively, efficiently and successfully communicate (read, write and speak) and solve complex mathematical challenges. The school's curriculum places a strong emphasis on math and communication skills. All other subjects such as science,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

2008-09 Performance Indicators

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



Free and reduced lunch population



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

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
- Three 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%
Math	03	89%	89%	91%	75%
	04	84%	84%	85%	72%
	05	85%	85%	64%	49%
	06	55%	55%	84%	54%

Four Corners Montessori Academy

Grades K-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.

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 toward 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.



Opened September 2009

1075 East Gardenia, Madison Heights, MI 48071

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 more than 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



Four Corners Montessori Academy

A FREE Public School of Choice, K-8 fourcornersmontessori.com

Nsoroma Institute

Grades K-8

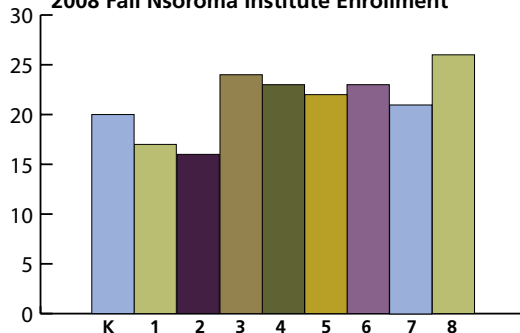
Mission Statement

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.

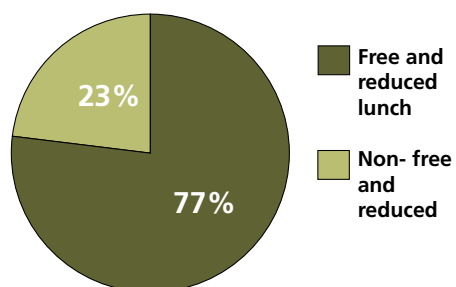
2008-09 Performance Indicators

Highly Qualified Teachers 96%
Ed YES! Report Card Met AYP/B

2008 Fall Nsoroma Institute Enrollment



Free and reduced lunch population



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

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

MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Subject	Grade				
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%

Special Note: Nsoroma Institute moved locations in 2007-2008 and again in 2008-2009, so the test scores reflected are not indicative of true comparisons of year-to-year progress.



Star International Academy

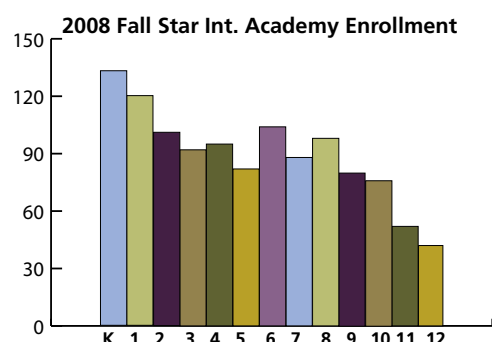
Grades PreK-12

Mission Statement

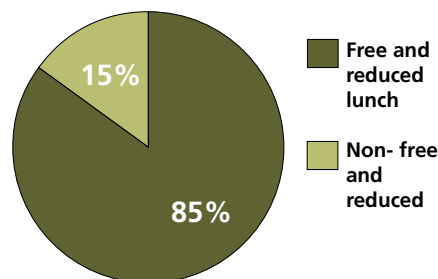
The academy will facilitate and encourage educators, family, community, business partners to contribute to students' education utilizing academic skills, creativity and technology through well-defined academic goals and behavior expectations which will lead to life-long learning and/or continuing education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

2008-09 Performance Indicators

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



Free and reduced lunch population



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.



Campus Location: 24425 Hass, Dearborn Heights
Enrollment: 1,341 (Fall 2008)
Operational Status: Managed by Hamadeh Educational Services
Year Chartered: 1998
Current contract term: 2007 – 2011

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+)

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%
	08	64%	62%	86%	73%
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.

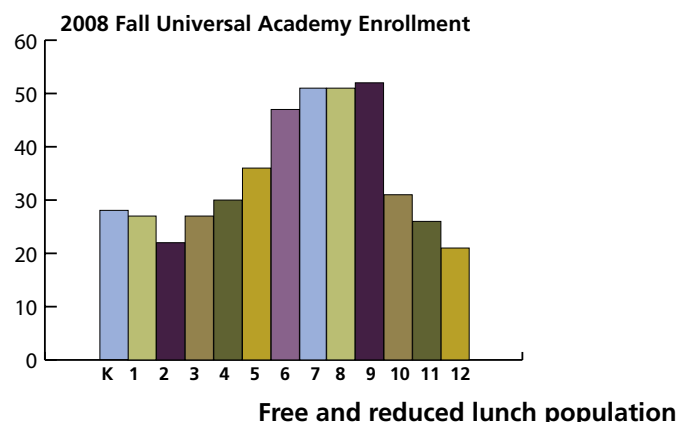
	2007		2008	
	Total Number Tested	Met or Exceeded Achievement Levels	Total Number Tested	Met or Exceeded Achievement Levels
Math	60	14	53	19
Reading	60	18	53	25
Science	59	16	53	15
Social Studies	60	37	53	40
Writing	58	7	53	13
English Language Arts	58	9	53	20

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.



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 Exceeded Achievement Levels	Total Number Tested	Met or Exceeded Achievement Levels
Math	22	1	19	6
Reading	22	3	19	6
Science	22	1	19	4
Social Studies	22	10	19	10
Writing	22	1	19	3
English Language Arts	22	2	19	5



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

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 and the Arab-American-Arab Business Women's Business Council's Businesswoman 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

2008-09 Performance Indicators

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

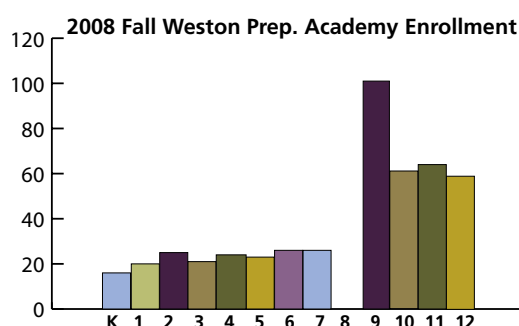
MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Detroit) 2008
Subject	Grade				
English Language Arts	03	22%	65%	54%	65%
	04	18%	18%	35%	51%
	05	25%	30%	36%	51%
	06	42%	47%	62%	55%
	07	43%	25%	61%	58%
	08	25%	39%	39%	55%
Math	03	45%	79%	79%	75%
	04	50%	56%	60%	72%
	05	33%	33%	56%	49%
	06	17%	38%	70%	54%
	07	27%	50%	71%	56%
	08	13%	64%	69%	47%

Weston Preparatory Academy

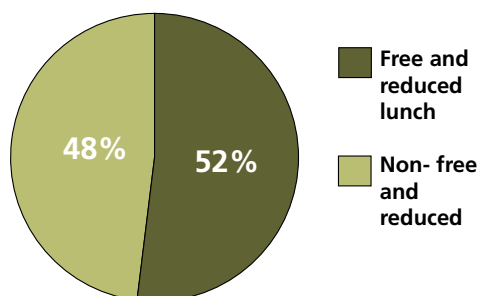
Grades K-7, 9-12

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.



Free and reduced lunch population



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.



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

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 Schoolwide Title 1 Program
- Began Hot Lunch Program
- Established Credit Recovery Program for high school students

2008-09 Performance Indicators

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

MEAP Proficiency Comparison and Improvement Report		Fall 2006	Fall 2007	Fall 2008	Host District (Crestwood) 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 Exceeded Achievement Levels	Total Number Tested	Met or Exceeded Achievement Levels
Math	57	5	63	2
Reading	58	12	63	18
Science	57	10	63	11
Social Studies	56	37	63	41
Writing	55	53	63	3
English Language Arts	55	52	63	10

Spotlight on PSA Teacher and Program

IB Professional Development program leads to leadership opportunity



Meet Kristen Carulli. Kristen is a graduate from Oakland University's first International Baccalaureate Program cohort, launched by Oakland University's Professional Development department in 2008. The OU International Baccalaureate Program for Educators is a graduate-level initiative established in cooperation with the International Baccalaureate Organization (IBO). OU is one of only six universities worldwide to offer this

type of program. Participants have the opportunity to earn a marketable credential leading to IBO's Level 1 Award for the Primary, Middle or Diploma Programme. Currently, IB programs are found in more than 2,700 schools in 138 countries.

In addition to being granted the Public School Academy Professional Development Award, Kristen was also chosen by the administrative team at Star International Academy as the Office of Public School Academies' January 2009 Teacher of the Month. And, since completing the IB program, was promoted to Coordinator of the Primary Years Program (PYP) at Star International Academy.

According to Star's administrative team, "The students respond to her with respect and enthusiasm. She keeps her cool in emergency situations and is always calm, cheerful and caring with her students." Kristen is able to build strong relationships with her students through careful, patient and consistent respect. In addition, by identifying each of their unique learning styles, she is able to address the needs of all of her students and help them excel as learners. Congratulations, Kristen!

"The students respond to her with respect and enthusiasm. She keeps her cool in emergency situations and is always calm, cheerful and caring with her students."

Building Successful Schools

PSA Office provides essential resources, training

The OU/PSA Office is committed to providing a multitude of professional development resources to assist schools in delivering and maintaining quality instruction. Below is a sample of the various resources and opportunities provided.

- **Professional development training** – The OU/PSA Office sponsors training workshops, including the full-day workshop “Building School Success Through Effective Collaboration,” for academy staff and administrators.
- **Special education needs** – OU’s School of Education and Human Services staff provides professional development for special education inclusion and co-teaching.
- **International reach** – A professional development support program assists teachers at Star and Universal Academies in pursuing their International Baccalaureate (IB) certification.
- **Board governance** – OU/PSA provides board governance training including:
 - Re-Authorization Process Review
 - New Board Member Orientation
 - Board Policy and Responsibilities Review
 - Legal Landscape in Education and Fiduciary Responsibilities – PSA School Finance

PSAs are “Beating the Odds”

The Michigan Department of Education identified 52 PSA programs during the 2007-08 school year that succeeded in achieving more than 60 percent proficiency with populations of more than 50 percent free- and reduced-price lunch students. Four of OU’s seven Charter Schools were among these schools that “beat the odds.”





Student Outreach

Student outreach is an important focus for the OU/PSA office. Throughout the year, the office seeks ways to increase awareness of the importance of post-secondary education and college preparedness. We provide a series of activities that bring students to campus, as well as excellent scholarship opportunities. Activities include:

- “Building Bridges for the Future: A Pre-College Summer Camp”** – This three-night/four-day residential camp for PSA students in grades 6-8 provided 54 Charter School student participants with opportunities for recreational activities, field trips and academic classes in Chinese language and culture, biology, chemistry and engineering. Classes were taught by OU faculty and graduate staff.
- PSA (Push for Student Achievement) Day @ OU** – Eleventh- and twelfth-graders from OU academies received information about admission, toured the campus and dined at Vandenberg Hall.
- Leadership training** – Detroit Edison Public School Academy student leaders in grades 6-8 also participated in the leadership training programs conducted by OU Pre-College Programs staff. Dove Academy of Detroit also participated in the leadership training at OU and, as part of their college readiness program affiliated with No Excuses University, Inc., has two classes that adopted OU for the school year.
- Scholarship** – Graduating seniors from OU-authorized academies are eligible to apply for a \$3,000 renewable scholarship to Oakland University.

Successful PSA Graduate Attends OU

Allysia Posey is in her fourth year at Oakland University as an Elementary Education major.

She is a graduate from the Detroit Academy of Arts and Sciences (DAAS), an OU-authorized school.

Educational research points to the importance that teachers play in shaping the lives of students, and Allysia's experience at DAAS just helps to prove that theory. The teachers at Detroit Academy of Arts and Sciences had a great impact on her chosen career path.

She states, "I decided to become a teacher because I always wanted to help people. Then in high school, I watched the teachers more closely and saw how they fostered relationships

with the students to help them succeed. I knew then that this was what I wanted." Allysia has since had many opportunities to visit classrooms through university field placements and comments, "... working with younger children in the classrooms, and feeling the joy it brought to my heart. I knew then that I especially wanted to teach elementary age children and help encourage them."

Allysia is also a recipient of the School of Education and Human Services' Student Leader Success Scholarship (SLSS). The SLSS Committee provides support for scholarship recipients in many ways.

Allysia reflects, "My scholarship has provided numerous opportunities and role models for me ... being involved with it has brought on academic growth and responsibility."



Office of Public School Academies and Urban Partnerships

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