



**2008-2009
ANNUAL EDUCATION REPORT**

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1 EXECUTIVE SUMMARY

Nsoroma Institute was authorized by Oakland University and began operation as a Public School Academy in February, 1997. We continue to make progress in achieving the mission and goals established during our inception. Since that time, we have been striving to provide a quality educational choice to parents and students of our community. Through publication of this report, we are sharing that progress with others, along with our plans for continued growth and improvement into the future.

We continue to operate Grades K through 8. This report contains specific information we agreed would be reported (as indicated in our original charter school application) for purposes of monitoring our performance, as well as additional information that is required to be reported by all public schools in Michigan in accordance with Public Act 25 of the Michigan School Code, and the No Child Left Behind Act of 2001. Finally, the report references information and data that the Michigan State Board of Education is required to collect for its own annual report to the Michigan Legislature with respect to public school academies. Please note that this report is based on the best information available to us from MDE at this time.

This annual report will be updated on a yearly basis and made available to our authorizer, our parents, our Board of Directors and others, as a means of communicating our overall achievements relative to current plans, our charter application and contract, and our on-going improvement efforts. Through this and other collaborative processes, we will continue to involve all key stakeholders, believing that only through such a commitment, can a public school truly offer an educational teaching and learning environment that meets and adapts to the changing needs of our community.

2 MISSION STATEMENT

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

Inherent in this world-view is the understanding that oppression is wrong. Any system or set of circumstances which restricts a people from realizing the fullest expression of their human potential must be replaced with ways of relating socially, politically and economically to facilitate peace, prosperity, health, happiness and maximum human development.

Our Afrikan-centered perspective provides us with a window through which we can look inward at ourselves and simultaneously look out at the various expressions of human culture. An Afrikan-centered perspective does not mean that we study only about Afrikan and Afrikan people. It means that we view the study of our own experience as being of primary importance, but that we study the world, its history, peoples and culture from our own unique vantage point. At Nsoroma Institute there is no contradiction between Afrikan-centered and multi-cultural education.

Our approach to education is holistic because we structure our program to stimulate the intellect of our students with a vigorous academic schedule, provide daily opportunities for physical development, and encourage personal awareness and development through self-contemplation. Nutrition is stressed as a tool for contributing to a balance between mind, body and one's self-concept.

Our instruction is multi-modal because we present lessons in a variety of ways to address the learning styles of all of our students. Most students have one of the following as their dominant mode of learning: visual, auditory or tactile. Students who are visual need lots of color, respond well to writing on the board, photographs and videos. Students who are auditory like music, can absorb information from lectures and respond well to poetry and rhyme as instructional tools. Students who are tactile need more artifacts, manipulatives and hand-on experiences. These students are physically oriented and learn by doing. In reality, most students learn through a blend of these learning modes.

Finally, our educational philosophy is based on the belief that education is the process of drawing out that which is already inside the student. Education is primarily a process of self-discovery. It is a journey of self-realization. The "teacher" is actually a guide who provides nurturing, love, information and experience that aids the learner in growing into knowledge of the individual and collective self.

2-A EDUCATIONAL GOALS AND OBJECTIVES

GOALS:

- Develop our children mentally, physically and academically.
- Develop in children a love for self and their cultural heritage.
- Develop intuition, creativity, emotional health and strength, self-control and confidence in children.
- Provide all students a learning environment that is conducive to enhancing their talents and potential and is tailored to the unique learning styles of each child.
- Provide preparation and the direction necessary for mastery of skills that facilitate the achievement of academic excellence.

- Provide a strong academic base for each student consistent with the Michigan Core Curriculum Model Content and Standards, preparing them for higher learning at all levels including, when applicable, attainment of a State endorsed diploma.

OBJECTIVES:

- Students shall demonstrate high levels of mastery in the core subject areas of English/Language Arts, Social Studies, Math and Science as measured by regular pre- and post-testing based on the Michigan Model Content & Standards, before progressing to the next grade level.
- Student performance on the MEAP shall, at a minimum, be at the satisfactory level required by the State of Michigan; the Academy will strive for the highest academic excellence in all areas.
- Students shall develop, improve and apply problem-solving and critical thinking skills as demonstrated by a consistent and positive approach to their academic, social and cultural learning experiences.
- Students will become proficient in the use and application of technology and computers as it applies to learning, conducting research, creating projects, problem-solving, and communicating with others.
- Students will demonstrate appropriate and acceptable social behaviors including self-discipline and respect for self and others as measured by satisfactory citizenship reports.

2-B STRATEGIES TO ACCOMPLISH GOALS

- **Instructional** – workshops for teachers, paraprofessionals, and students utilizing interactive lessons and peer tutoring.
- **Using Data to Drive Instruction** – Provide teachers with opportunities to analyze data and to use the results to improve instruction.
- **Assessment** –pre and post testing of students that parallel the MEAP assessment format.
- **Technology** – add more computers to the classrooms and computer lab to enable computer-based training modules and student-initiated and maintained web sites.
- **Staff Development** – establish regular workshops for teachers stressing MEAP-related academic achievement, with a particular emphasis on low-performing areas of the previous year’s MEAP scores, and give all the opportunity to observe high-performance teachers in action in the classroom.

- **Parental Improvement** – encourage regular parent-teacher interaction and insist upon monthly meetings. Encourage parents to purchase computer hardware and software for the home through parental computer training classes at the school.

3 EVALUATION AND ASSESSMENT PROCESSES

The Michigan Education Assessment Program (MEAP) is used to evaluate and assess individual student achievement, as well as our overall performance. We also utilize additional assessment and evaluation tools, including:

- Quarterly Report Cards
- Student Portfolios
- Teacher-created tests
- Project-based Evaluations
- Pre- and Post-Testing
- Authentic Assessments

4 KEY DATA AND STATISTICS

4-A INSTRUCTIONAL STATISTICS

	2007-2008 Academy	Michigan Requirement	2008-2009 Academy	Michigan Requirement
Instructional Hours	1100	1098	1121	1098
Professional Development Days	17	5	17	5

4-B ENROLLMENT AND RETENTION FIGURES

		2007-2008	2008-2009
A	Total Ending Enrollment	174	184
B	Students Retained in Same Grade	3	4
C	Promotion Rate	98%	98%

4-C GRADUATION AND ATTENDANCE DATA

State Minimum AYP Target = 85%	Student Attendance 2007-2008	Student Attendance 2008-2009
All Students (in percent)	89%	90%
Graduation Rate	NA*	NA*
Dropout Rate	0%	0%

(Note: Graduation and Dropout Rates not applicable to schools that do not offer high school grades.)

5 SCHOOL IMPROVEMENT PLAN

The School Improvement Plan is reviewed annually; any changes are submitted to MDE as required by the No Child Left Behind Act of 2001 and as part of our Consolidated Application. We continue to make progress on each required component and have implemented strategies for continuous improvement in accordance with the Revised School Code Act 451 of 1976, as described in our consolidated plan for the coming school year. All other progress indicators are contained in other sections of the Annual Education Report and our Michigan School Report Card.

6 CURRICULUM: ALIGNMENT AND SUMMARY

Our academic program is based on a holistic approach to education. At a minimum, subject areas are consistent with the current Michigan Model Content and Standards. At its fullest, our academic program is structured around a holistic, Afrikan-Centered approach to teaching and learning.

Kindergarten through Second Grade students are guided in the development of reading and writing skills by daily instruction in phonics, sight word recognition and handwriting. They are encouraged to understand where they fit in the continuum of time through exploration of Afrikan history and they are able to develop a sense of “place” by studying the basic geography of the planet. Daily math and science instruction provide the building blocks for mastery of mathematical and scientific concepts needed to solve the many challenges facing our society.

Third through Eighth Grade students are offered a challenging program that includes mathematics (including whole number operations, fractions, decimals, percents, problem-solving and algebra), human anatomy and physiology, and physical and earth sciences. Development of the language skills is facilitated by instruction, assignments and projects that explore grammar, spelling, punctuation, reading comprehension, current events and familiarity with our great literary tradition. Intensive study of world geography and Afrikan and Afrikan-American history provide the basis for understanding the many dynamics at play in the world. Physical development is stressed through weekly classes in conditioning and gym, and West Afrikan dance and Aha-Saki (an Afrikan martial arts system) is also offered. Students’ creativity is nurtured through weekly art classes that examine many mediums and techniques that can be utilized for creating physical representations of our inner beauty.

Our entire educational program is also aligned with monthly instructional themes aimed at teaching students about their own unique heritage and history as a people. Monthly themes help guide the teaching staff in choosing among a wide-variety of resources and references when matching teaching materials and activities to specific learning objectives. For example, while students are learning to “analyze how vocabularies, and patterns of expression transmit culture and impact meaning in formal and informal situations,” (Michigan Model Content, English Language Arts, Standard 4), examples of writings by Afrikan and African-American literary scholars are used as primary resources. Our monthly themes include Black Reading Month, Family and Ancestors, The Peoples of the Americas, Kwanzaa, Peace Begins With Me, Afrikan History Month, Spring Cleaning, Science and Technology, Afrikan Liberation and Environmental Awareness.

Our curriculum is aligned to the Michigan Curriculum Framework. Since a public school academy is required by law to align its curriculum to the Michigan Curriculum framework, there are no variances to report.

6-A EDUCATIONAL MATERIALS

We utilize a variety of teaching and learning materials. They are categorized below according to subject area:

MATH

Math Central textbook series	Math Blaster CD-ROM
Math Unlimited MacMillan/McGraw-Hill	Mathematics Plus Harcourt-Brace
JumpStart Math Adventures CD-ROM	Math Refresher Steck-Vaughn series
Geometrical Manipulatives Drafting Calculators	Holey Math Card Testers
Touch Math Addition and Subtraction	Math Investigations
Fact Mastery Kit	

ENGLISH / LANGUAGE SKILLS

Spotlight on Literacy, McGraw-Hill
 Spotlight on Literature, McGraw-Hill
 Spelling and Vocabulary, Houghton-Mifflin
 Spelling, Steck-Vaughn

READING AND PHONICS

Phonics MacMillan/McGraw-Hill Series
 Phonics Steck-Vaughn Series
 Journeys Houghton-Mifflin Readers
 Books, Books, Books; Here We Grow; Sing-A-Sweet Song; The Very Thing, Goodness Gracious
 MacMillan/McGraw-Hill Readers
 School-wide Sustained Reading period – miscellaneous materials and books
 The Michigan Citizen, newspaper
 SRA: Distar & SRA: Corrective Reading

SOCIAL STUDIES

SETCLAE Social Studies Curriculum

About Egypt World Book CD-ROM

Afrikan American History Molefi Asante

Images in Afrikan American History

African Folktales, Various Story Books, World, Regional and State Maps

SCIENCE

Accent on Science Merrill-Hill

Young Scientists

Glencoe Science

Science Today Steck-Vaughn

Various anatomy and skeletal models

COMPUTERS - GENERAL APPLICATIONS

Microsoft Word, Excel and Internet Explorer

SIM City CD-ROM

SchoolHouse Grammar Rock CD-ROM

6-B SPECIAL PROGRAMS AND EVENTS

We organize and deliver a wide-range of special programming activities and events designed to enhance the curriculum, reinforce student motivation, and engage parents and the greater community. Activities this past year included:

- Thiosane Performing Arts Company
- School Garden
- Food Warriors Youth Development Program
- Afterschool Art Programs with College for Creative Studies
- Watoto Celebration
- Inspired Future Partnership
- Nsoroma Institute Kwanzaa Program
- African Liberation Day
- Graduation and Promotion Ceremony
- Malcolm X Birthday Celebration
- Art Club
- African Drumming Class
- Boys and Girls Basketball
- Co-Ed Soccer
- Anniversary Celebration

6-C STUDENT INVOLVEMENT IN SPECIAL PROGRAMS AND EVENTS

75% of our students were involved in numerous special programs.

7 PARENT INVOLVEMENT

7-A STRATEGIES AND ACTIVITIES

It is our intention to involve parents in the educational process as much as possible.

PARENT INVOLVEMENT GOALS

- Work to encourage and increase parent involvement in programs specifically identified in the Consolidated Application.
- Provide annual initial parent orientation sessions, assisted by existing parents, where participants directly participate in setting expectations for students, staff and parents.
- Offer regular parent-teacher conferences throughout the year, at times convenient to parents.
- Offer monthly classroom parent meetings.
- Offer special activities and events that bring students and parents together.

Parent volunteers organize and implement a variety of activities and events.

EVENTS AND ACTIVITIES

- Parent Orientation Sessions
- Transportation through Car Pools
- Student Mentoring
- Field Trips
- School Beautification
- Lunch Hour Assistance
- Newsletter
- Watoto Celebration (Fall Children's Activity Program)
- African-centered School Science Exposition
- Staff Appreciation Luncheon
- Pep Rally
- Anniversary Celebration
- End-of-Year Picnic

7-B PARENT CONFERENCE ATTENDANCE RATES

82 % of our parents attended scheduled parent-teacher conferences during the school year.

7-C PARENT GROUP MEETINGS

Parent Advisory Committee (PAC) meetings were held monthly. The various sub-committees of the PAC also meet monthly.

8 ACCREDITATION STATUS

The Academy received a composite grade of B under the Education YES School Report Card, with a score of 100 on Indicators of School Performance. The Academy is considered accredited by state standards and no action is required under NCLB.

9 AYP DATA

The details of our AYP status by sub-group and grade level are reported on the publicly available Michigan Department of Education website: <http://ayp.mde.state.mi.us/ayp/>. This report summarizes those results. The Academy has “Met AYP” at all grade levels and for all subgroups. We are designated at the the “Phase o” status, which means that no action is required under NCLB.

10 TEACHER QUALIFICATIONS DATA

10-A HIGHLY QUALIFIED TEACHER DATA

	2007-200	2008-2009
Percentage of Teachers with Emergency or Provisional Credentials	31%	15%
Percentage of Classes Not Taught by Highly Qualified Teachers	8%	8%
Percentage Taught by Highly Qualified Teachers	92%	92%

Parents of students in Title I schools are guaranteed annual notification of their “right to know” about teacher qualifications by their school district. That means parents may request and receive from that office information regarding the professional qualifications of the student’s classroom teachers, including: (a) whether the teacher is state-certified; (b) whether a teacher is teaching under emergency or other provisional status; and (c) the baccalaureate degree major of the teacher and any other graduate degree major or certification. Generally, all teachers include their certification/qualifications in their letter welcoming parents to parent orientation at the beginning of the school year.

The point of contact for parental information of teacher qualifications is:

Elizabeth Whittaker
20045 Joann, Detroit, MI 48205
Phone: (313) 521-0400 Fax: (313) 521-0401
Email: blackstareducation@gmail.com

10-B PROFESSIONAL DEVELOPMENT

We plan our professional development and training based on the needs of the staff and the overall goals of the program. The staff is regularly evaluated through classroom observations (both formal and informal) and self-review.

TOPICS AND TRAINING AREAS

- Writing Across the Curriculum
- Using Data to Improve Student Achievement
- Analysis of Students' MEAP Writing Performance
- Classroom Management
- African-centered Institutional Survival and Development
- Shifting Paradigms: The Case for African-centered Education
- Technology for Teachers
- Greening the Science Curriculum
- Social Studies Curriculum Development
- Special Education
- MEAP Gap Analysis
- CPR Training
- Adult and Child First Aid Training
- Strategies for Improving Student Writing
- Strategies for Improving Students' Math Knowledge and Performance

11 ASSESSMENT DATA

11-A MEAP ASSESSMENT DATA

State Assessment Grade and Subject	Percent Proficient		Two-Year Trend
	2007- 2008	2008-2009	
3 RD Grade Math	68	88	+20
3 rd Grade Reading	72	71	-1
3 rd Grade Writing	42	42	no change
3 rd Grade ELA	72	67	-5
4 th Grade Math	67	70	+3
4 th Grade Reading	50	50	no change
4 th Grade Writing	17	18	+1
4 th Grade ELA	42	45	+3
5 th Grade Math	63	23	-40
5 th Grade Reading	75	50	-25
5 th Grade Writing	56	24	-32
5 th Grade ELA	63	45	-18
5 th Grade Science	81	50	-31
6 th Grade Math	50	42	-8
6 th Grade Reading	86	50	-36

6 th Grade Writing	79	29	-50
6 th Grade ELA	86	46	-40
6 th Grade Social Studies	62	42	-20
7 th Math	81	55	-26
7 th Reading	57	55	-2
7 th Writing	95	50	-45
7 th ELA	71	60	-11
8 th Math	33	56	+23
8 th Grade Reading	59	73	+14
8 th Grade Writing	30	67	+37
8 th Grade ELA	55	81	+26
8 th Grade Science	48	84	+36

11-B OTHER STANDARDIZED ASSESSMENT DATA

Metropolitan Achievement Test, September 2008

Grade Level	Total Reading	Total Mathematics	Language	Spelling	Science	Social Studies
Kindergarten	PreK	PreK	PreK	N/A	N/A	N/A
First	1.1	K.9	1.6	N/A	N/A	N/A
Second	2.2	1.6	1.5	2.5	2.1	1.7
Third	2.4	2.4	1.3	2.9	2.0	2.0

Fourth	2.6	2.7	2.9	2.8	2.7	2.5
Fifth	4.1	3.5	3.5	3.4	4.3	3.6
Sixth	4.2	4.3	4.3	4.6	4.8	4.4
Seventh	5.5	4.9	4.4	5.2	4.6	4.6
Eighth	6.7	6.2	6.7	8.0	7.4	7.1

Metropolitan Achievement Test, May 2009

Grade Level	Total Reading	Total Mathematics	Language	Spelling	Science	Social Studies
Kindergarten	K.8	K.5	K.3	N/A	N/A	N/A
First	2.8	1.9	1.9	1.2	1.8	1.7
Second	2.8	2.5	2.7	2.8	1.9	2.2
Third	3.2	2.7	2.9	4.4	3	2.8
Fourth	3.2	3.9	3.5	3.6	4.2	3.7
Fifth	3.5	4.4	3.7	4.4	4.8	3.8
Sixth	5.2	4.3	4	5.2	4.4	5.1
Seventh	6.3	5.7	6.7	6.3	5.6	5.1
Eighth	7.9	8.5	7.6	8.4	7.7	10.8

12 ROLE OF THE COMMUNITY

We involve the community and/or other agencies in our educational processes in a variety of ways. During our initial years, heavy emphasis had been given to engaging parents, working with other educational institutions, and connecting learning experience directly to the wider community. The following is a list of major events and activities that have occurred during the past year:

- Environmental Studies Program for 8th Graders at University of Michigan-Dearborn
- Black Reading Month Literary Fair
- MEAP Tutorial/Study Sessions
- Black History Month Lecture Series
- Toxic Toys Testing
- Earth Day Celebration
- African-centered Science Expo

We also involve other education institutions in our programs, including:

- Oakland University/Oakland-sponsored Public School Academies
- Timbuktu Academy of Science & Technology
- Aisha Shule/W.E.B. DuBois Preparatory Academy
- Michigan Association of Public School Academies
- University of Michigan-Dearborn
- College for Creative Creative Studies

13 BUILDING LEVEL DECISION MAKING

As a public school academy, decision-making is focused at the building level. The Administration involves all staff in the decision-making processes through a variety of methods. Our teaching and paraprofessional staff meet monthly with the administration to participate in team-decision-making pertaining to items that impact the instructional program. During these planning meetings, coupled with professional development sessions, the staff participates in creating and refining a number of our processes and procedures that directly impact the delivery of services to our students and families.

Key areas where building level and team-decision making processes were employed include: establishing student rules and expectations; delineating teacher and parent expectations; refining core curriculum standards; researching, reviewing and selecting teaching materials and supplies; refining the school-wide discipline system; establishing the daily schedule; recommending the deployment of staff resources; improving the facility and learning environments, implementing the use of technology; improving teaching techniques in core academic subjects, and integrating the curriculum.

14 COMPLIANCE

We have complied with all requirements of the law, pursuant to Public Act Part 6A of the Michigan School Code, and all other applicable state and federal laws, including successfully passing all portions of our financial and other audits for the past school year. Copies of the audit reports were submitted on time to the proper agencies as designated by law.

15 MAJOR ACCOMPLISHMENTS

- Made AYP for sixth consecutive year
- Continued our male and female rites-of-passage programs
- Participated in 6 Week Academic Enrichment Program in Environmental Studies for Eighth Grade Students at the University of Michigan-Dearborn
- Partnered with College for Creative Studies to create afterschool art program

16 FUTURE PLANS

- Continue to achieve AYP
- Grow enrollment
- Purchase permanent facility
- Partner with Greenbrier Community Council to create community garden and recycling program

17 CONCLUSION

On-Going Improvement through a Focus on Quality

We have undergone many challenges during our years of existence. In spite of these, the entire school family - Board members, administrators, teachers, support staff, parents, students and our community partners – has continued to strengthen and enhance our entire program.

We greatly increased staff participation in the school improvement planning process and involved even higher percentages of parents than in previous years. We now have a solid plan that builds on strengths and resources within our immediate school family. We will continue improving our networking capacity within the community at-large. Through these and future efforts, we stand committed to providing a much-needed educational alternative for the families and students we serve.