



School Annual Education Report (AER) Cover Letter

April 8, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Star International Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Ali Bazzi (School Principal)) or Mrs. Nawal Hamadeh (Founder, Superintendent, and CEO) for assistance.

The AER is available for you to review electronically by visiting the following web site www.starpsa.org. You may also review a copy in the main office at your child's school. The combined report from <https://goo.gl/ldkDiA> follows this cover letter.

English Learners, in some subject areas more than others, continue to need additional interventions and accommodations targeted to their specific needs, and aligned to their State/District academic achievement data. Star International Academy will continue to implement the Multi-Tiered System of Support (MTSS) Process during the school day, the Achievement Campers Program (ACP) afterschool and during the summer and the Title III after school program design with identified and eligible students. As an Academy focused on all students' needs, ongoing researched-based strategies and supplemental programs will be implemented, to include but not limited to, the McGraw Hill IMAGINE-IT literacy program, Fountas and Pinnell leveled readers, Pearson Connected Math and Math XL resources, The Young Scientists Club student kits, and TCI humanities resources, in alignment with the MTSS process for ALL students, which include the General Education, Special Education, and English Learners to ensure the focus is on high quality instruction and assessment. Tier I services will address 85% of students within the classroom, while Tier II/III services will address the bottom 15% of students. Tier II/III students will qualify for services based on the identified 31a and/or Title IA selection criteria, in addition to teacher/team recommendations. Such recommendations consist of using multiple sources of data to identify students, with aligned services provided thereafter, close monitoring and evaluation of progress every 4-6 weeks. The Academy aims to continue with the Epstein Model for Parent Involvement, incorporating the Michigan Department of Education's (MDE's) Parent Involvement Plan, which is available online. School Improvement Teams have updated the School Parent Involvement Plan with feedback from parents and other stakeholders, which included an updated No Child Left Behind (NCLB) Compact aligned to MTSS expectations.

State law requires that we also report additional information.



1. Process for Assigning Pupils to the Schools

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in our Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. The Academy may provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records. Homeless liaison ensures homeless children and unaccompanied youth are enrolled in and have an opportunity to succeed in school.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Star International Academy is a single school building district in which all students are equitably assigned and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

2. Status of the 3-5 Year School Improvement Plan

At Star International Academy, Comprehensive Needs Assessment (CNA) is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the Central Office who work closely with and lead the School Improvement (SI) Teams.

We utilize the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous praxis.

- **Gather Data** Where are we now (status) and where do we want to be (goals)?
- **Study/Analyze** What did the data/information we collected tell us?



Star International Academy

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- **Plan** How do we organize our work so that it aligns to our goals and resources?
- **Do** Staff implements the strategies and action steps outlined in the plan.
- **Gather Data II** Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, the Academy completes it annually with updates made throughout the year as new data is made available. AdvancED continues to be used as the online tool to complete the School Data Profile which is a comprehensive analysis of our CNA.

Star International Academy's School-wide Reform Strategies (SRS), commonly referred to as the school Goals, are derived from the CNA and are focused on helping all students reach the State's standards. The goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Strategies are described in detail and implemented with needed resources/materials and professional development to provide an enriched and accelerated curriculum for all students. The Academy has utilized AdvancED District/School Improvement Plan Goals & NCA Accredited Schools templates online, which allows staff to describe and present strategies in an action plan format within the consolidated, District-wide Improvement Plan.

The Academy's strategies address the needs of all children in the school, but particularly those of whom are low achieving, and meet the needs of students representing all major subgroups participating in our School-Wide Title I Program. Teachers are directed to meet student needs in utilizing our School Improvement Plan strategies, with continuous analysis to determine if student needs are met. CNA data and School Improvement Teams (SIT) review and evaluate continually to demonstrate how the SIP strategies are effective and how they are increasing student achievement, allowing the Academy to continue to meet District and School Accountability Scorecard requirements.

Our Goals & Objectives continue to address Title I assurances and have been updated based on MDE's waiver approval to include targets through the year 2022 year in which 100% of students are expected to be proficient as well as updating our measures to include full year growth measures and additional details per our MDE On Site Review visit. Our SIP has been submitted online via AdvancED online planning tools by the September 1st deadline and will be available at the school upon request.

3. Brief Description of Each Specialized School

Star International Academy is a public school academy that is authorized by Oakland University and was founded in 1998 by Mrs. Nawal Hamadeh, President of Hamadeh Educational Services, Inc. (formerly High Scope Educational Management Company). Since inception, the Academy continues to make progress in achieving the mission and goals envisioned by the Founder. Through publication of this



report, the aim is to share progress, along with plans for continued growth and improvement into the future, with all stakeholders.

Star International Academy is not considered a specialized school.

4. Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model.

Our district's curriculum is housed in Rubicon/Atlas an online based software program. Atlas is designed to electronically encompass the entire process of curriculum mapping in direct correlation to the Michigan Department of Education's (MDE) learning standards and Common Core standards for each grade level. Atlas allows for personalization in terms of curriculum mapping by allowing each teacher to download reports to their own dashboard for yearlong planning purposes, assessment categorizing and curriculum pacing.

The district is in full implementation with the curriculum as Noor International Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet on a weekly basis as a grade level team and or department to review their units and lesson plan to ensure vertical and horizontal alignments are taking place.

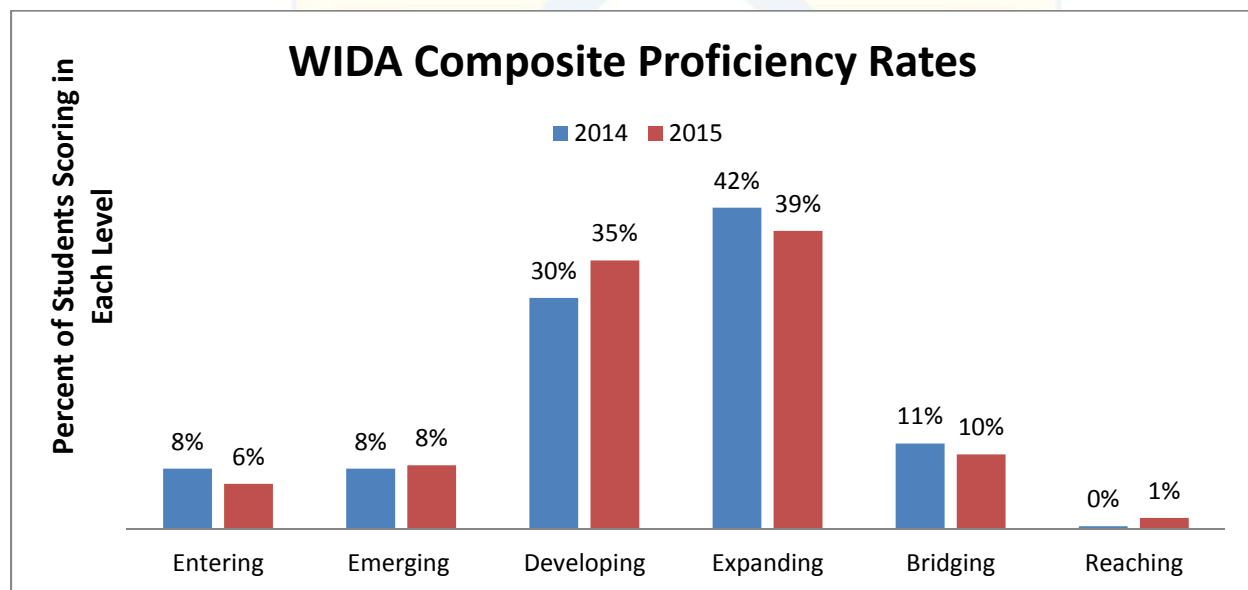
To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper format within 3-5 days. The district will then reach out to the parent who made the request to let them know the file is ready to be picked up.



5. Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

World-Class Instructional Design and Assessment (WIDA: K-12):

Data tables below provide trend data related to WIDA proficiency levels overall. This was the second year of WIDA testing. The following results are from the spring WIDA Access for ELL (English Language Learner) students. *“Reaching” or “Bridging” are considered proficient per the chart below.*

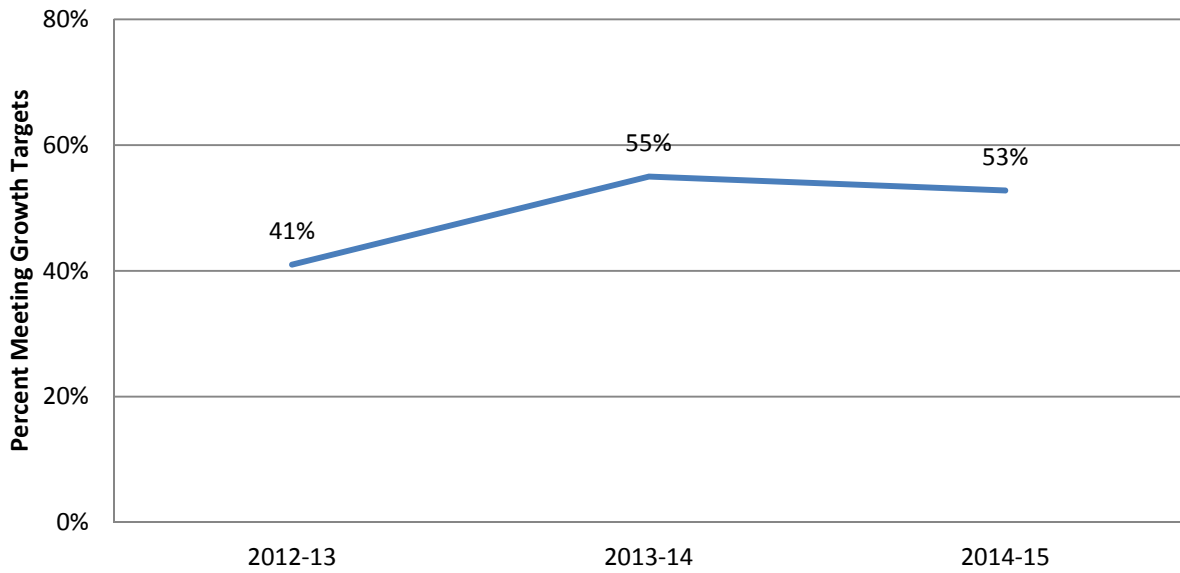


Scantron Performance Series: K-8

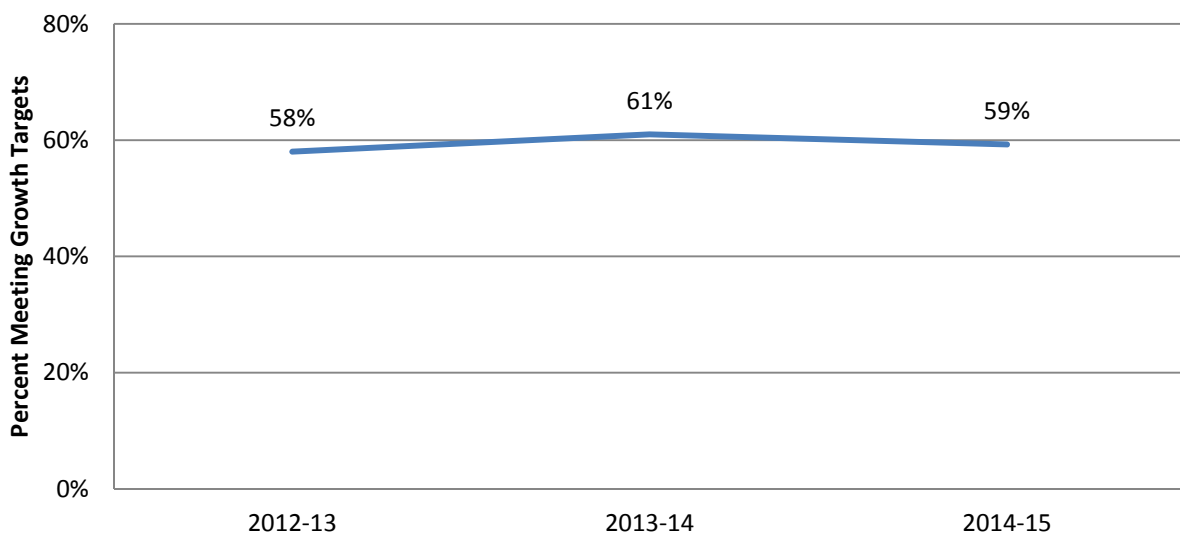
The tables below represent the average percentage school-wide by subject compared to national growth ranges. The percentage indicates the rate of students whose actual growth was at least as much as their expected growth.



Performance Series: Reading

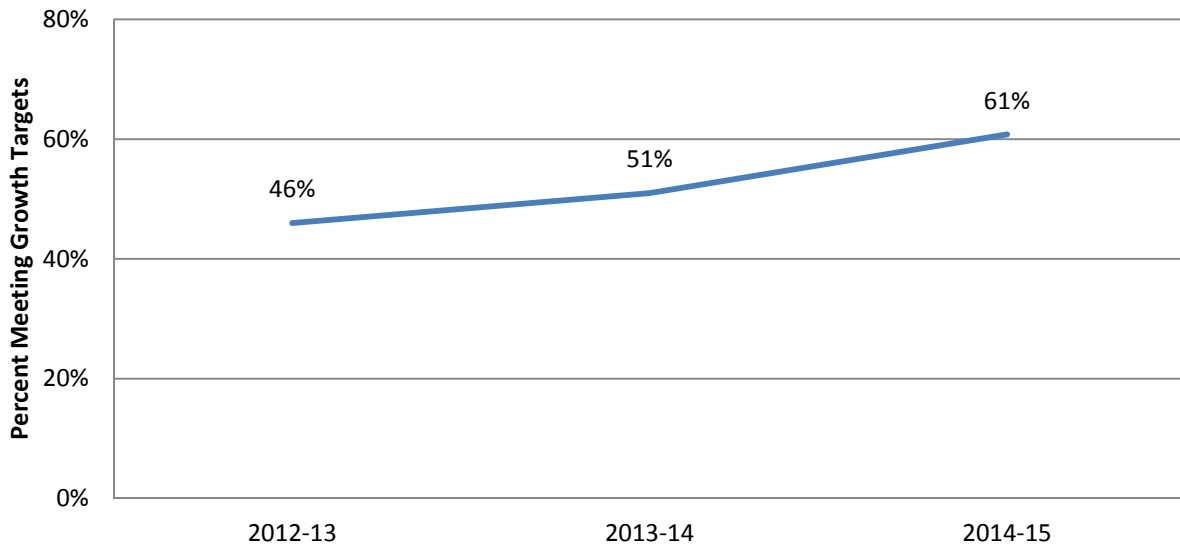


Performance Series: ELA

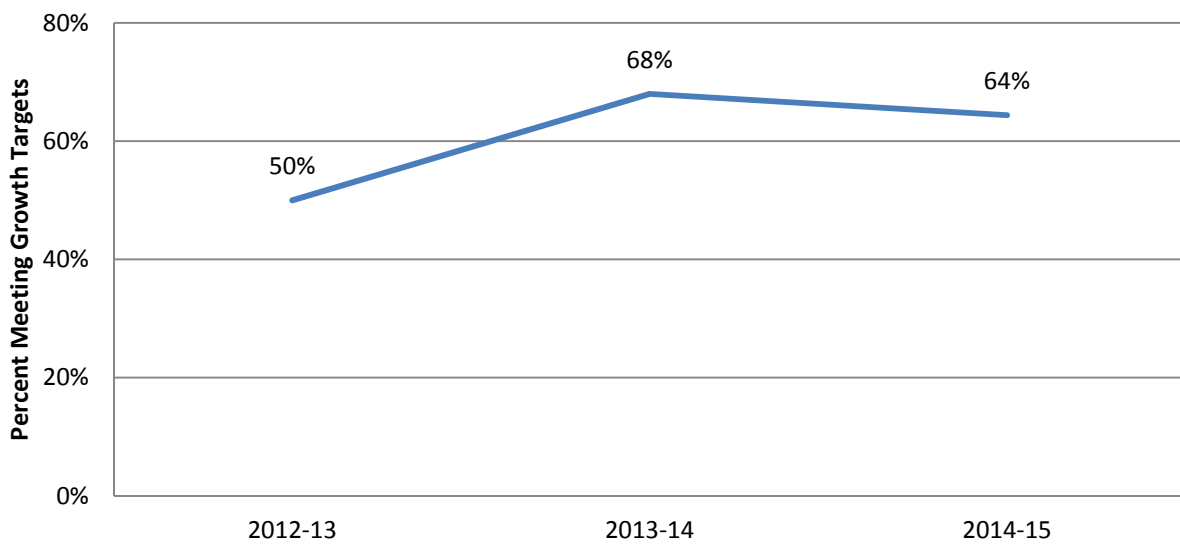




Performance Series: Math



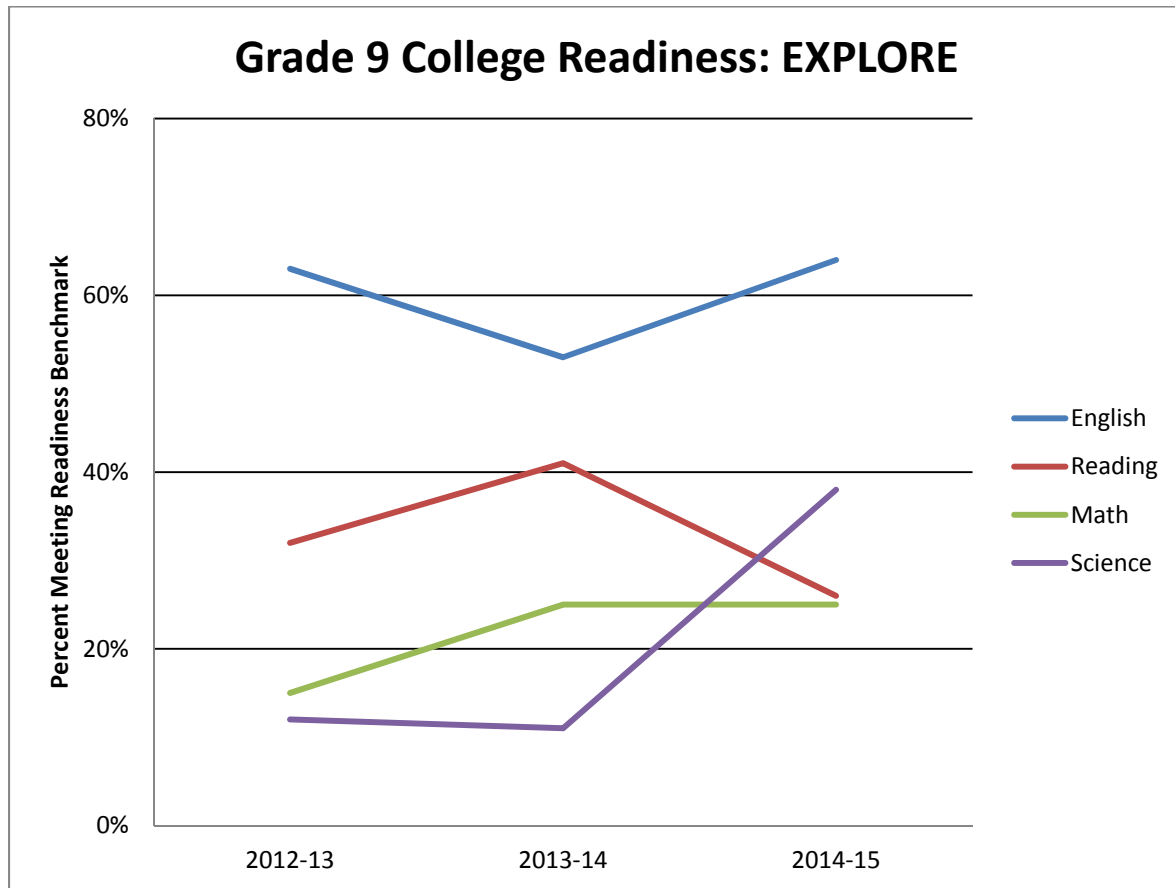
Performance Series: Science





EXPLORE: Grade 9

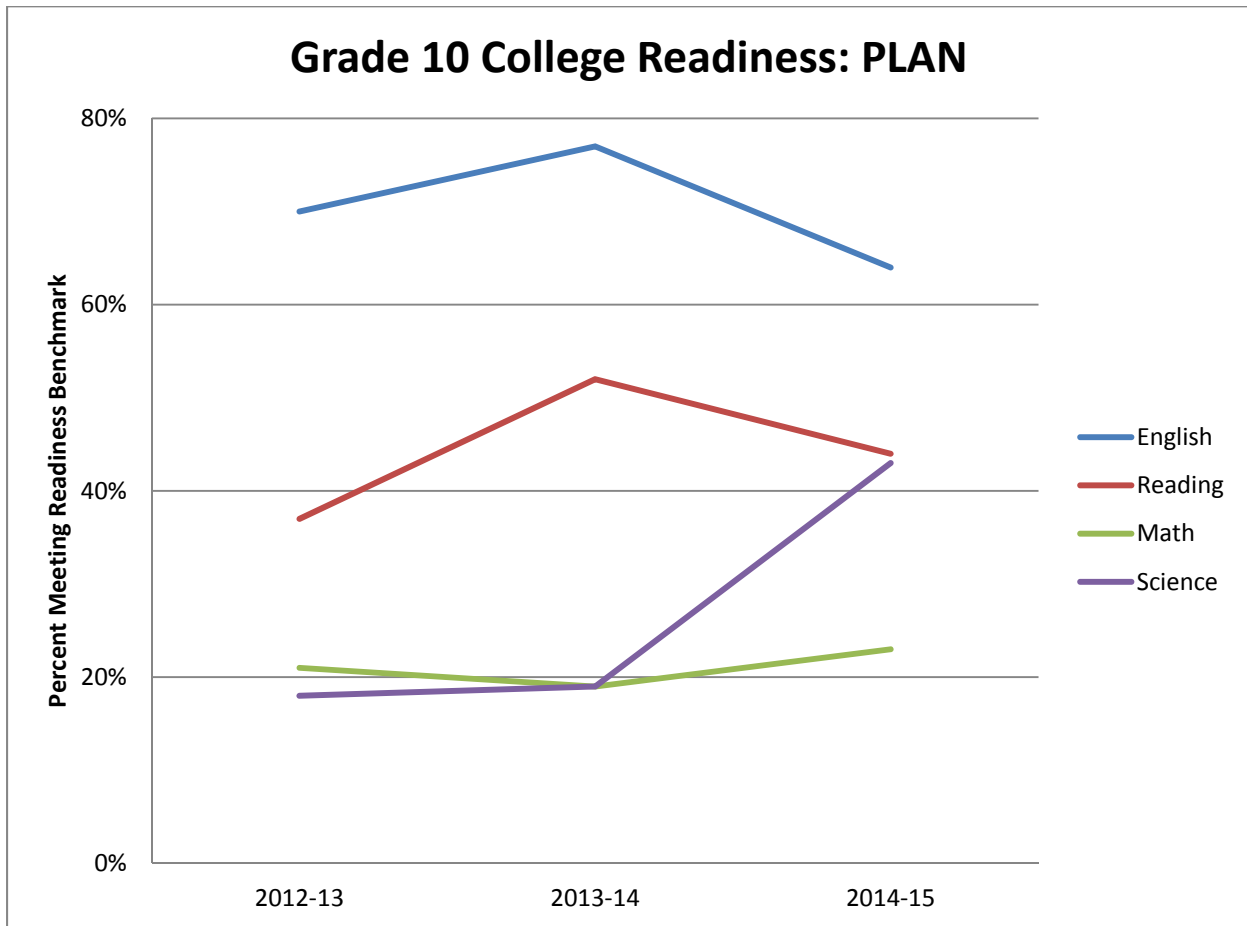
The following graph shows the percentage of 9th grade students considered to be on track for college readiness on the ACT exam over the most recent three-year period.





PLAN: Grade 10

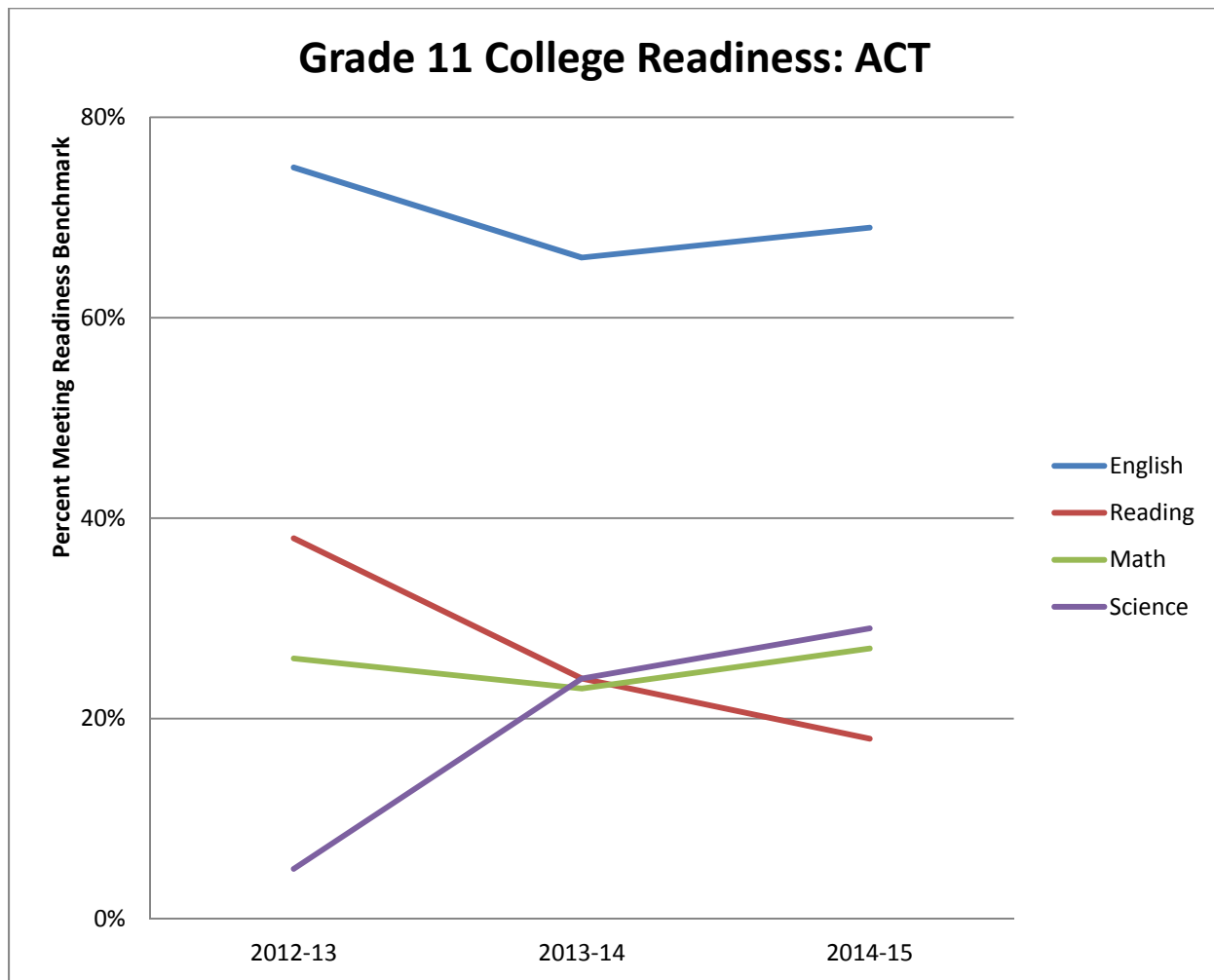
The following graph shows the percentage of 10th grade students considered to be on track for college readiness on the ACT exam over the most recent three-year period.





ACT: Grade 11

The following graph shows the percentage of 11th grade students considered to be college ready according to the ACT exam over the most recent three-year period.





6. Identify the Number and Percentage of Students Represented by Parent at Parent-Teacher Conferences.

Year	Student Count	Percentage
2013-14	327	28%
2014-15	384	32%

The 2013-2014 parent attendance for Parent Teacher Conferences was 28% of parents showed up to conferences. The following week all teachers touched based verbally (via phone call and or personal conferences afterschool) with the remaining 72% of parents who did not show. This gave us **100%** follow up with all parents and students and participation in all conferences in 2013-14.

The 2014-2015 parent attendance for Parent Teacher Conferences was 32% of parents showed up to conferences. The following week all teachers touched based verbally (via phone call and or personal conferences afterschool) with the remaining 68% of parents who did not show. This gave us **100%** follow up with all parents and students and participation in all conferences in 2014-15.

7. For High Schools, Only Also Report:

a. The Number and Percentage of Postsecondary (Dual) Enrollments

Number of students 2014-15: **126**
Percent from total population: **68%**

b. The Number of College Equivalent Courses Offered

The number of college equivalent courses offered (AP): **4**

c. The Number and Percentage of Students Enrolled in College Equivalent Courses

Number of students 2014-15: **30**
Percent from total population: **16%**

d. The Number and Percentage of Students Receiving a Score Leading to College Credit

Number of students 2014-15: **16**
Percent of students who took it vs. passing it: **53%**



Star International Academy

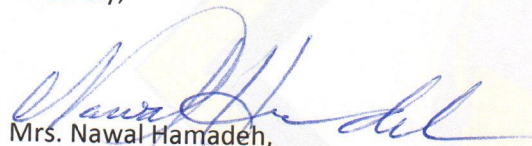
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CONCLUSION & STAKEHOLDER APPRECIATION

Star International Academy has undergone many challenges as other charter schools have, yet the Academy continues to achieve its mission, goals and objectives. Further, the Academy continues to attract students and parents that are impressed with the progress and programs. Star International Academy continues to remain financially sound during times of economic crisis, remains educationally oriented to success, and prepared to exceed expectations of all stakeholders.

Star International Academy intends to continue improving the services for students and families well into the future. The Academy is committed to the practice of involving all stakeholders in these efforts—parents, teachers, students, staff and the surrounding community. All stakeholders recognize that through the collaborative process, the Academy has been able to achieve the progress outlined in this report. We would like to express our gratitude and appreciation to all stakeholders for this collaborative effort.

Sincerely,



Mrs. Nawal Hamadeh,
Superintendent and CEO