



Star International Academy

24425 Hass Street
Dearborn Heights, MI 48127
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4/19/2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 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, accountability, and teacher quality. If you have any questions about the AER, please contact Mr. Ali Y Bazzi, Principal of Star International Academy or Mrs. Nawal Hamadeh, Superintendent, Founder and CEO for assistance.

The AER is available for you to review electronically by visiting the following web site:
https://www.mischooldata.org/AER2018/CombinedReport2.aspx?Common_Locations=1-S,11353,1574,119&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None

...or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified has not been given one of these labels. The school was identified has having a "lime" accountability scorecard.

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



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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. The Homeless Liaison ensures homeless children and unaccompanied youth are enrolled in and have an opportunity to succeed in school.



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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 district in which all students are equitably assigned and have equal access to full facilities, 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?
- 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.

The 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 are NCLB "scientifically" researched best practices. Implementation of these strategies with needed resources/materials, and professional development, to provide an enriched and accelerated curriculum for all students, are accounted for. The Academy has utilized AdvancED District/School Improvement Plan Goals and 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



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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.

The Academy's 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. The Academy's SIP has been submitted via AdvancED online planning tools by the 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 is operating in two separate buildings with one located at 24480 George Street serving students in grades Pre-k through second with approximately 440 students and another located at 24425 Hass serving students in grades 3-12 with about 1140 students with both buildings in the City of Dearborn Heights, Wayne County, Michigan. All students are equitably assigned to their buildings and have equal access to the full facility, programs, resources, technology, highly qualified staff and curriculum. The Academy was founded in 1998 by Mrs. Nawal Hamadeh, President and Superintendent and is managed by Hamadeh Educational Services, Inc. The Academy prides itself on promoting diversity, culture of other's and culture of one's one. Teachers work on incorporating a global perspective into the classroom, in order to prepare students for real world careers and jobs in the 21st century. Since the 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.



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The district is in full implementation with the curriculum as Star 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.

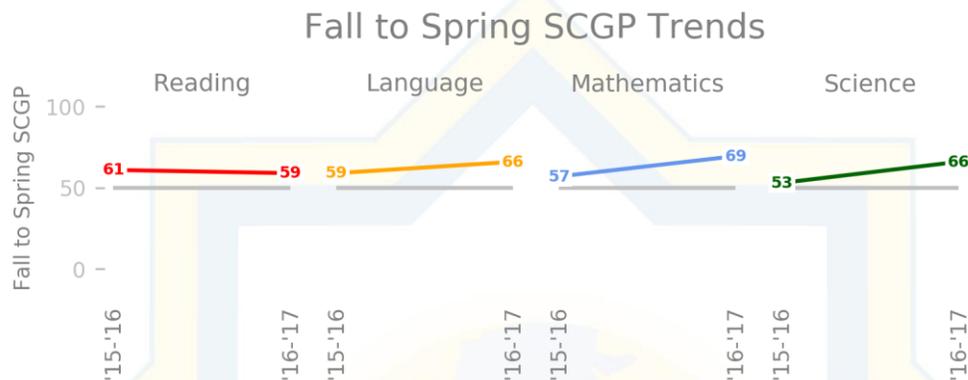
5. Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

Data driven curriculum decisions are made as a part of the continuous improvement process updating curriculum materials to ensure alignment with the Michigan Core Curriculum Framework, the Grade Level Content Expectations and Michigan Merit Curriculum in addition to thorough planning and completion of curriculum/unit maps per grade level across all subject areas taught. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Instructional staff is provided with in- service time, in which substitutes are assigned to cover teachers in the classroom, and allow for vertical and horizontal planning. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment as well. Analysis of formative and summative assessments are desegregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best research practices are reviewed and actions are put in place to allow for improved upon instruction and practices in the classrooms to address specific sub group needs at each grade level.



NWEA Measures of Academic Progress (K- 8):

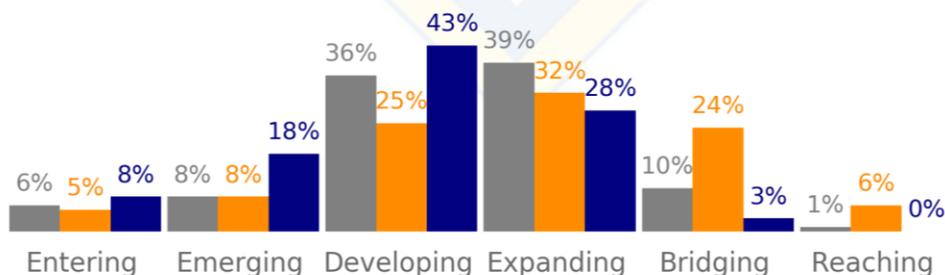
The student conditional growth percentiles, shown below, represent the quantity of growth made in last two years in relation to similarly-scoring students from fall to spring. A value of greater than 50% or greater indicates more growth made than similarly-scoring students, while less than 50% indicates less growth than similarly-scoring students.



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

Data tables below provide trend data related to WIDA proficiency levels overall. This was the fourth 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.

2015, 2016, and 2017
WIDA Composite Levels



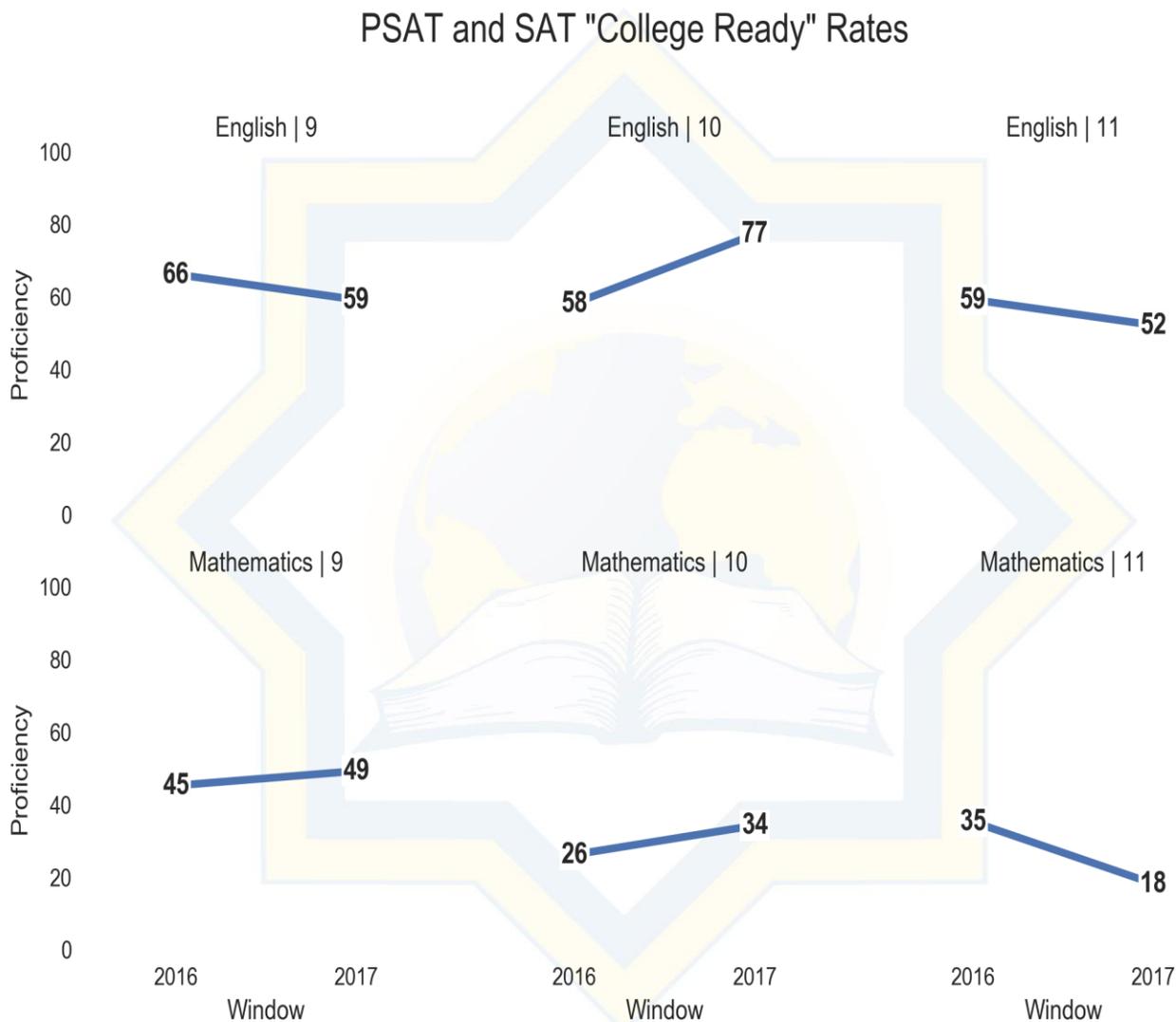


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PSAT Grades: 9th & 10th and SAT Grade: 11th

The following graph shows the percentage of 9th and 10th grade students considered to be on track for college readiness on the PSAT exam and the percentage of 11th grade students considered to be on track for college readiness on the SAT exam.





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

Year	Student Count	Percentage Day of Conferences	Percentage Follow-Up Conferences	Total Combined Percentage
2014-15	384	32%	68%	100%
2015-16	412	36%	64%	100%
2016-2017	602	38%	62%	100%

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.

The 2015-2016 parent attendance for Parent Teacher Conferences was 35% 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 64% of parents who did not show. This gave us 100% follow up with all parents and students and participation in all conferences in 2015-16.

The 2016-2017 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 62% of parents who did not show. This gave us 100% follow up with all parents and students and participation in all conferences in 2016-17.

7. For High Schools, Only Also Report:

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

Number of students 2015-16: 93
Percent from total population: 25%

Number of students 2016-17: 137
Percent from total population: 38%

b. The Number of College Equivalent Courses Offered

The number of college equivalent courses offered (AP):

2015-16: 4

2016-17: 6



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

Number of students 2015-16: 57

Percent from total population: 15%

Number of students 2016-17: 58

Percent from total population: 16%

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

Number of students 2016-17: 25

Percent of students who took it vs. passing it: 44%

Number of students 2017-18: 31

Percent of students who took it vs. passing it: 54%

CONCLUSION & STAKEHOLDER APPRECIATION

In 2016, Star International Academy Star International Academy was ranked No. 1 with a CAP score of 126.80 by the Mackinaw Center for Public Policy. The 2016 Michigan Public High School Context and Performance Report Card is a report to provide school-level assessment of academic performance based on a four-year average of state standardized tests. Unlike other assessment measures, the report card takes into consideration the socioeconomic status of students when evaluating an individual school's performance.

Additionally, here are some achievements for Star International Academy in 2016-17 school year:

Academic Honors

- 2016 #1 Performing School by Mackinaw Public Policy for High School Program
- 2016 US News and World Report Best Performing High School in the Country – Bronze Medal
- 2017 US News and World Report Best Performing High School in the Country – Silver Medal
- 2018 Michigan Context Performance Report Card “A” ranked #11 in the state for Elementary and Middle School Program



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Post-Secondary Education

- 2017 Ranked #12 in the state of Michigan for Highest College-Going Rates
http://www.mlive.com/news/index.ssf/2017/05/53_michigan_schools_with_highe.html#incart_river_index

Community Service

- 2016 Arab American News Articles in reference to: Awards & Thanksgiving Luncheon
- 2017 Arab America News Board Cast: Thanksgiving Luncheon
- 2017 St. Jude's Crush Cancer Donation: \$10,000
<http://www.arabamericannews.com/2017/12/15/10000-raised-for-st-judes-childrens-hospital/>
- 2016 Safest School in the State of Michigan (Niche.com): Star International Academy ranked safest high school in Michigan <http://www.arabamericannews.com/2016/11/04/Star-International-Academy-ranked-safest-high-school-in-Michigan>

Athletics/Clubs

- | | |
|--|--------------------------------------|
| 2016 SIA Robotics Rookie Award | 2017 SIA Robotics Team Spirit Award |
| 2017 DMAC Varsity Volleyball Champions | 2017 Crush Cancer Tournament Winners |

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. The ultimate goal for Star International Academy is to become a Reward School and rank in the 90th percentile in the state of Michigan.

Sincerely,



Mrs. Nawal Hamadeh,
Superintendent and CEO