



Star International Academy

24425 Hass Street
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Tel: 313.724.8990
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Star International Academy

School Annual Education Report (AER) Cover Letter

January 4, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 Dr. Adnan Aabed (school principal) or Dr. Bazzi (Assistant Superintendent) for assistance at 313-724-8990.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/2VZiUKV> or you may review a copy in the main office at your child's school. A PDF copy of the data is also provided within the AER report.

For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any label.

Some key challenges that the Academy faced in 2019-2020 school year was the switch to remote learning. The most significant challenge was with the number of students and parents who lacked technology skills. Various step by step YouTube videos were created that helped students and parents with basic navigating skills: logging in, using online applications, turning camera and microphone on and submitting assignment. We also offered technical support via in-person (following CDC and State guidelines) to help troubleshoot Chromebooks, online support, and over the phone. Many of our families did not have access to the internet and were given Wi-Fi hotspots that the Academy purchased to ensure they received a quality education.

Switching to virtual learning required the Academy to pursue many online curriculum resources for students. The Academy also provided comprehensive training to all staff which included but not limited to; online security, building a virtual classroom, online curriculum resources, communication, email, and online safety.



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Since March, a series of step by step instructional videos has been created for students and parents on many different applications. Links to the videos are available in the Google classroom for easy access by both students and parents.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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 the Academy's 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 and Board Members/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 operates three school buildings in which all students are equitably assigned to their building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

2. THE 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.



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

- 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. MICIP will 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. School goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. 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 MICIP District/School Improvement Plan Goals 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 student 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 requirements.

The Academy's Goals & Objectives continue to address Title I assurances. The Academy's SIP has been submitted via AdvancED (for 2020-2021 will be in MICIP) online planning tools by the deadline and will be available at the school upon request.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Star International Academy is a public school academy that was authorized by Oakland University through the 2017-2018 school year. The Academy is authorized by Bay Mills Community College and is operating in three separate buildings with one located at 24480 George Street, Dearborn Height, MI serving students in grades Pre-k through second, the second



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located at 24425 Hass St, Dearborn Heights, MI serving students in grades 3-12 and the third is at 45081 Geddes Road, Canton, MI serving students in grades Pre-K through 8th grade. In total Star International Academy in collaboration with all three buildings serves over 1835 students in grades Prek-12.

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, Superintendent and is managed by Hamadeh Educational Services, Inc., the Academy's educational service provider. 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.

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.

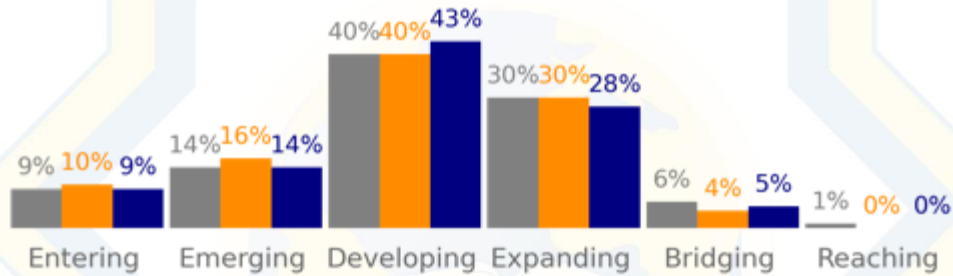


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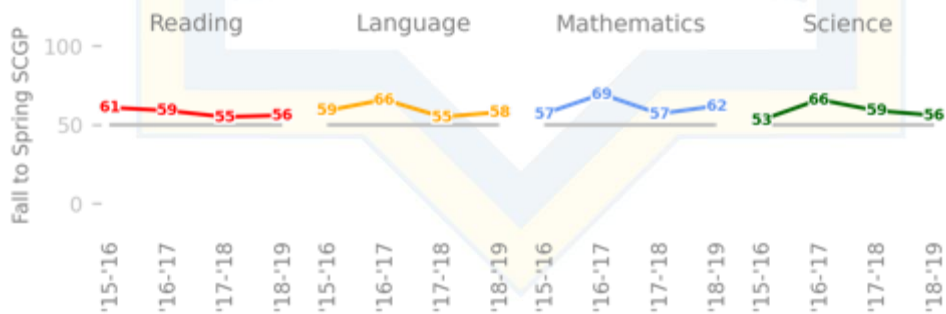
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5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

2018, 2019, and 2020
 WIDA Composite Levels



Fall to Spring SCGP Trends

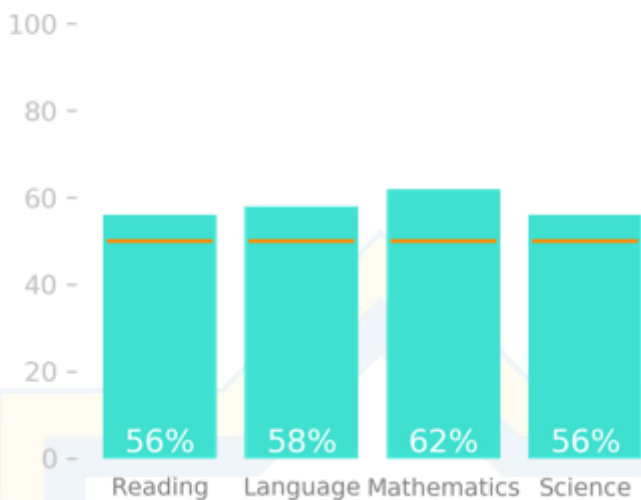




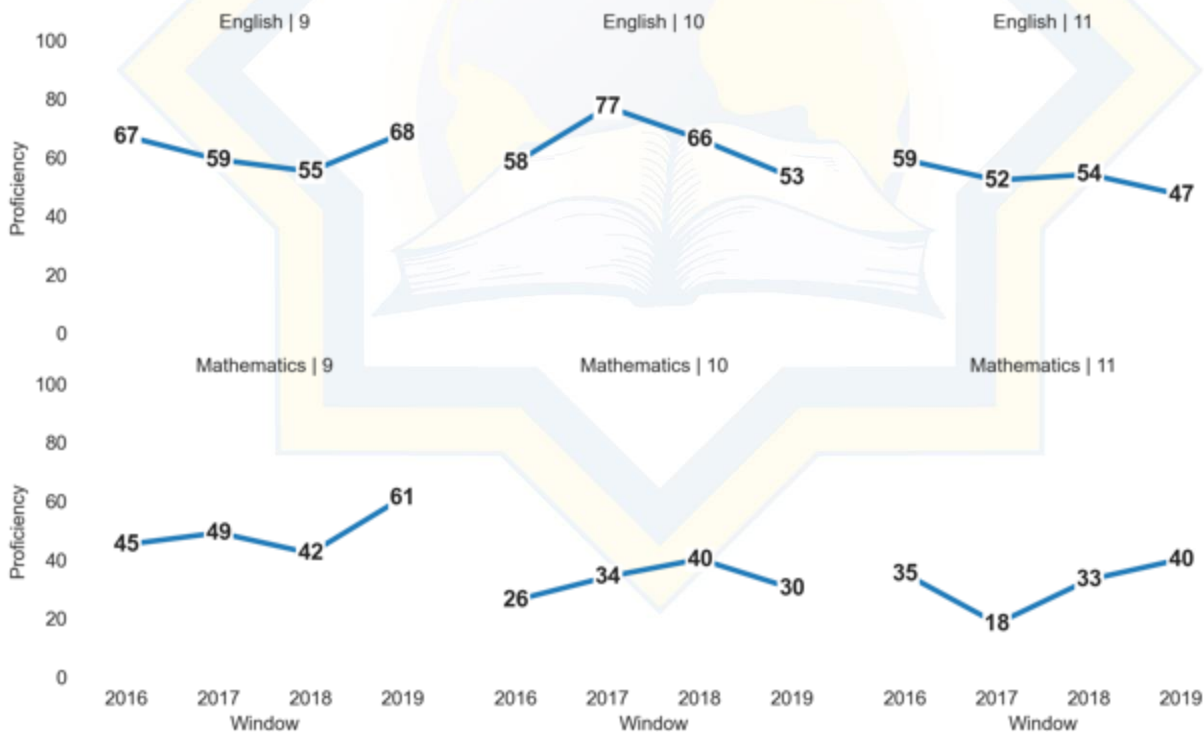
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Median Student Conditional Growth Percentiles - Spring 2019



PSAT and SAT "College Ready" Rates





6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Year	Student Count	Percentage Day of Conferences	Percentage Follow-Up Conferences	Total Combined Percentage
2017-2018	599	37%	63%	100%
2018-2019	671	52%	48%	100%
2019-2020	912	56%*virtual	44%*virtual	100%

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Number of students 2017-18: 75
Percent from total population: 19% (of all HS students)

Number of students 2018-19: 112
Percent from total population: 31% (of all HS students)

Number of students 2019-20: 175
Percent from total population: 45% (of all HS students)

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP)

2017-18: 8
2018-19: 8
2019-20: 10

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP)

2017-18: 58 (14%)
2018-19: 54 (15%)
2019-20: 73 (19%)



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THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

2017-18: 39 (67%)

2018-19: 24 (44%)

2019-20: 44 (76%)

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 of Schools

Annual Education Report Star International Academy (08636)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	96.15%	86.30%	89.56%	94.44%
Asian	90.77%	<10	92.40%	93.22%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	<10	82.01%	86.99%	94.44%
White	83.48%	95.83%	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	96.10%	79.46%	85.46%	94.44%
English Learners	72.14%	87.50%	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	<10	73.71%	82.00%	94.44%

Annual Education Report Star International Academy (08636)
Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Star International Academy (08636)	0	72	12	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Star International Academy (08636)	81.19	41.22	50.8%	41.22	50.8%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Star International Academy (08636)	9.86	1.82	18.5%	1.82	18.5%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Star International Academy (08636)	81.19	16.45	20.3%	16.45	20.3%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Star International Academy (08636)	81.19	16.59	20.4%	16.59	20.4%	N/A	N/A

Annual Education Report Star International Academy (08636)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility					
Eligible	51	36	44	18	2
Not Eligible	49	12	37	40	11
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Star International Academy (08636)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

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Annual Education Report Star International Academy (08636)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility					
Eligible	53	49	51	20	3
Not Eligible	47	21	79	45	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	33	67	35	8
Student classified as having a disability					
SD	10	74	26	10	1
Not SD	90	31	69	34	8
Student is an English Language Learner					
ELL	11	57	43	14	3
Not ELL	89	33	67	34	8

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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Annual Education Report Star International Academy (08636)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
Two or More Races	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
American Indian or Alaska Native					
Two or More Races					
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.