



Star International Academy

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Star International Academy

School Annual Education Report (AER) Cover Letter

January 10, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 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. Hani Abdallah (school principal) or Dr. Ali Bazzi (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 2020-2021 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.

The Academy was 100% in remote learning for the first month of school (Aug 31 – September 30, 2020). This gave the Academy time for staff and students to ensure that the online platform was up and running, students were comfortable with the program, and the building was ready for students. The Academy continued to take all precautions per the CDC and State guidelines along with ensuring that ALL PPE equipment were delivered and stocked at the Academy.

The first month of school (Aug 31-September 30, 2020) was NOT a trial run, rather a normal school year start that focused on setting expectations and beginning unit 1 of the curriculum. The Academy continued to be 100% virtual through March 22, 2021.

Before the first month of school was over (September 30), the Academy and in collaboration with stakeholders and the Superintendent of Schools made a final decision with the Board's approval on whether to continue with virtual learning or move to a blended learning platform. In September 2020, parents had the option to choose from the following three platforms for instructional delivery:



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- Option A: 100% Virtual/Remote Learning (M-F) (via Google Classroom)
- Option B: Blended Learning (M-W in school/ Th-F virtual)
- Option C: Blended Learning 4 days (M-Th in-school/ F virtual)

Based on data where the majority of students reside, the stakeholders' surveys, and incidents within the school community as well as the MDE's and the Governor's recommendations; the Superintendent and the Academy Board decided to shift into in-school instruction.

Students began the in-person learning on March 22, 2021 for students who selected to be in-person for grades K-12th grade. This was approximately 332 total students, a manageable number to work with while maintaining social distancing to the extent possible. All CDC guidelines were followed, particularly with masks worn by students and staff throughout the day except during their lunch and/or breakfast.

In-person learning started at 7:55 AM – 3:15 PM Monday through Thursdays, and Fridays were 100% remote for all students.

The spring break was on March 29 - April 2, 2021. As a precaution measure after Spring break, students and staff remained 100% virtual from April 5 to April 9, 2021. As an added precaution and per the Governor's press conference on Friday, April 9, recommending that schools move to a virtual platform for two weeks after spring break, and per the cases of COVID-19 and death numbers rising, the Academy maintained virtual learning through April 30, 2021. Star International Academy was 100% remote from April 12 till April 30, 2021. The Academy resumed in-person learning May 3rd, 2021 through the end of the school year 2020-2021.

The in-school learning was offered to all students in K-12. Parents were provided with an opportunity to choose between 100% virtual and/or hybrid model for three days, Mondays through Wednesdays to be in-school and Thursdays and Fridays to be virtual. In-person learning continued through the end of the school year. In-person learning started at 7:55 AM – 3:15 PM for K-12, Monday through Wednesday, Thursday Friday were 100% remote for all students. Students who remained virtual were still required to attend their live sessions.

The most significant challenge was with the number of students and parents who lacked the skills and needed ongoing support and follow-up with the use of the Google Classroom platform. Another key challenge was the lack of effective student engagement during virtual learning; thus leading to lower academic performance, of which we made sure to overcome through during and after school programs along with our Summer Learning Program (SLP). Various step by step YouTube videos continued to be created that helped students and parents with basic navigating skills: logging in, using online applications, turning camera and microphone on and submitting assignments. The Academy also continued to offer technical support via in-person (following CDC and State guidelines) to help troubleshoot Chromebook issues and provide online and over the phone support. Families who were given access to the internet and Wi-Fi hotspots that the Academy purchased to ensure they received a quality education, continued to receive the same services.



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The Academy continues to pursue virtual learning tools and platforms and many online curriculum resources for students. The Academy also continued providing 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.

A series of step by step instructional videos have been created for students and parents on many different applications. Links to the videos were available in the Google classroom for easy access by both students and parents. During the 2020-2021 school year, staff members were also trained on the effective implementation of the blended learning model. This was necessary as the majority of families felt more comfortable keeping their students in the virtual program while some preferred bringing them back to in-person learning effective March 22, 2021. Summer Learning Program was mainly in-person and it was focused on providing targeted remediation to students across the grade levels.

State law requires that we also report additional information.

MEASURE OF ACADEMIC PROGRESS:

In accordance with the Michigan Department of Education (MDE) and the COVID-19 Preparedness Plan, the Academy administered a benchmark assessment within the first nine weeks of school, a second in the winter and a third within the last nine weeks of the school year. The benchmark assessment that used was the Northwest Evaluation Association (NWEA) of Measure of Academic Progress (MAP). The NWEA is a nationally normed and computer-adaptive test that was administered to all grade K-8th grade students three times in the 2020-21 school year, in the fall, the winter, and in the spring to determine whether students were making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K through 8 on reading and math NWEA Growth tests was at or higher than 50.

The Academy made available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals for fall-to-winter goal and for the winter-to-spring goal.

For 8th grade and high school students (8-12th grade), they have taken the College Board PSAT and the PSAT/NMSQT. These students have also taken the same assessment in the spring of 2021. The Academy ensured that students who were taking the PSAT/NMSQT assessment were meeting the College Readiness Benchmarks and increased their percentile ranks from the fall assessment to the spring assessment.



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ADVANCEMENT PLACEMENT AND DUAL ENROLLMENT:

All advanced placement courses ran for the 2020-2021 School Year. All high school students (9-12th) had the opportunity to sign up to take advanced placement courses. For Dual Enrollment, the Academy's partnership with Community Colleges and Universities continued for semester 1 and 2 for the 2020-2021 school year. Instructions and/or materials were virtually provided via blackboard and/or Canvas platform. The district continued to pay for these courses and resources for students who had elected this as their learning platforms. Additionally, students were given the opportunity to elect not to continue in these courses with no academic penalty.

ATTENDANCE:

Attendance was taken daily when students had live sessions every day. On hybrid learning days, where students did not have a live session, teachers took attendance through the engagement within the materials posted on the online platform, documented login to an online class, or documented email dialogue between the teacher and student (two-way interactions, i.e. Teacher Student Log). To meet monthly attendance requirements, the Academy ensured that one two-way interaction occurred between pupil/teacher weekly and was logged in PowerSchool during the week (Wednesday to Tuesday) from August 31 through the end of the year. For those who moved to a blended learning platform, the 1 two-way communication log was replaced with in-person attendance for pupils attending school and only continued for students who remain virtual.

TWO-WAY INTERACTION

The two-way interaction means communication between pupil/teacher (inclusive of a response) that is relevant to course progress or content for at least one course a student is enrolled in.

Communication may occur through:

- Email
- Phone
- Google Chat
- Remind/Classroom Dojo
- Live sessions

While the state had waived the 180 days and 1,098 hours of instruction for the 2020-2021 school year, the district provided instruction that resulted in an amount of hours and days necessary to deliver educational or course content that would have been delivered in 180 days and 1,098 hours in a non-pandemic year.

STAKEHOLDERS FEEDBACK:

Each marking period, the Academy sent parents, students, and teachers survey questions in reference to online learning and teaching. The point of the survey was to collect data for each marking period to check on the safety concerns, the effectiveness of online learning, and gather feedback from students and staff on ways to improve remote learning for the following quarter.



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SUMMER LEARNING PROGRAM:

Summer Learning Program (SLP) started on Monday, June 21 and ended on Friday, July 16, 2021 from 9 AM to 12 PM, Mondays through Fridays and was open to **ALL** students in grades K-8. Attendance was **in-person** Mondays through Wednesdays and **virtual** on Thursdays and Fridays each week. The SLP aimed at addressing any learning loss students felt (if any) during the virtual learning.

The SLP also included a Credit Recovery Program (CRP) for grades 9-12 to address the students learning loss in the courses that were not successfully completed.

The Superintendent of Schools continued to monitor COVID-19 cases and deaths on a month to month and quarterly basis to drive the final decision for the district in terms of instructional delivery during the summer learning program.

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.

SIA's application period was a whole month (required minimum of two weeks) in duration, with weekend times available. The application period started March 1st and ended March 31st, 2021 from 8:00 AM – 3:30 PM; Friday, March 12, 2020 from 9:00 AM – 6:00 PM; and Saturday, March 13, 2021 from 9:30 AM – 12:00 PM.



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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.

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 inkeeping with accountability, transparency & reporting requirements. Implementation of these strategies with needed resources/materials, and professional development, to provide an enrichedand 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 demonstratelow the SIP strategies are effective and how they are increasing student achievement, allowing the Academy to continue to meet district and school accountability requirements.



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The Academy's Goals & Objectives continue to address Title I assurances. The Academy's School Improvement Plan (SIP) has been submitted via AdvancED 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 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, Founder and Chairman Emeritus and is managed by Hamadeh Educational Services, Inc., the Academy's educational service provider. Dr. Ali Bazzi is the current Superintendent of the Academy. 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.

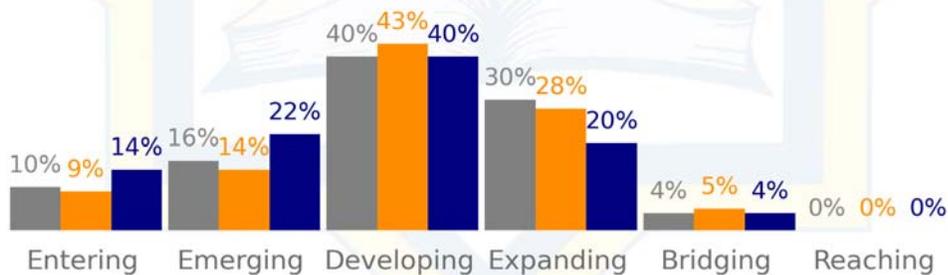


The district is in full implementation with the curriculum as Star International Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet 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.

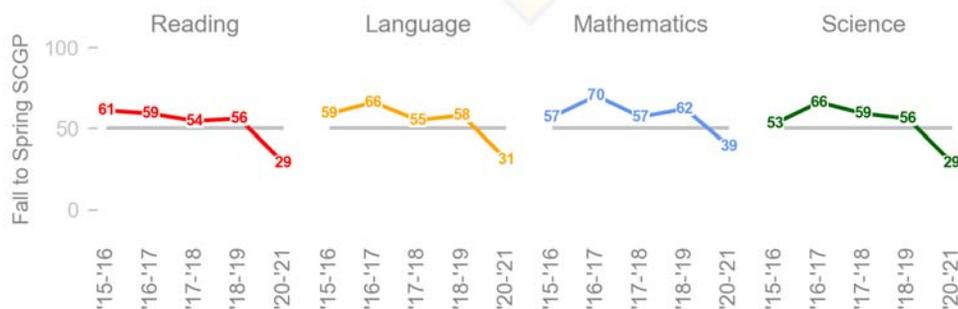
To get a copy of the district’s core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper 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.

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

2019, 2020, and 2021
 WIDA Composite Levels



Fall to Spring SCGP Trends

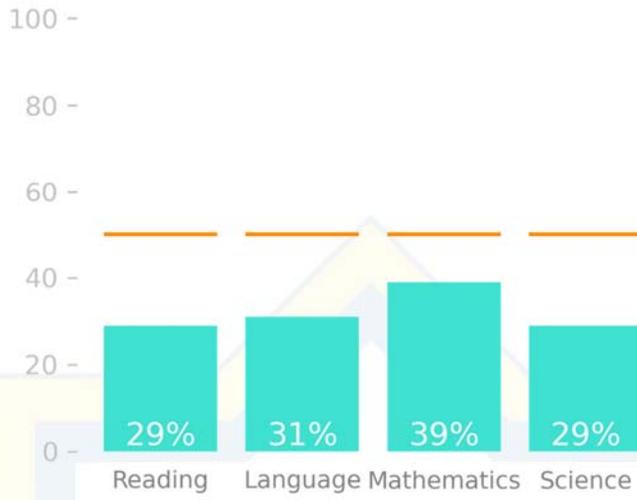




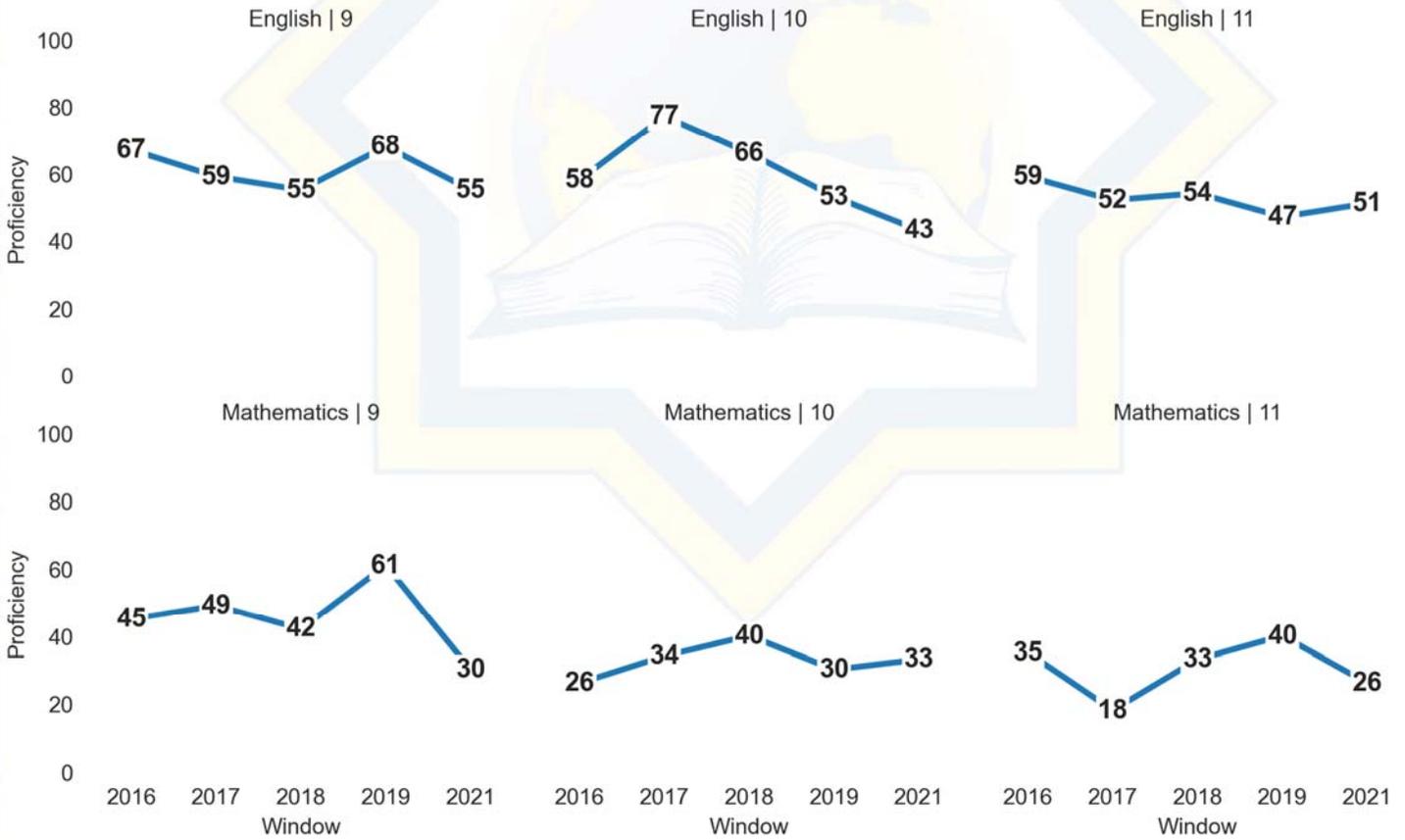
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Median Student Conditional Growth Percentiles - Spring 2021



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%
2020-2021	1832	62%*virtual	38%*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)

Number of students 2020-21: 43
 Percent from total population: 11% (of all HS students)
**100% remote learning starting in the Fall 2020-March 2021*

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP)

2017-18: 8
 2018-19: 8
 2019-20: 10
 2020-21: 9



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

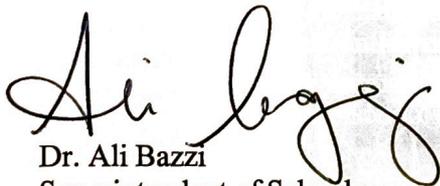
2017-18: 58 (14%)
2018-19: 54 (15%)
2019-20: 73 (19%)
2020-21: 73 (19%)

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%)
2020-21: 50 (35%)

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,



Dr. Ali Bazzi
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	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
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	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ 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	4	48	52	16	3
Eligible	55	19	81	43	13
Not Eligible	‡	‡	‡	‡	‡
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	10	75	25	5	0
SD	90	27	73	34	9
Not SD					
Student is an English Language Learner	6	60	40	8	1
ELL	94	30	70	32	9
Not ELL					

‡ 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 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	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
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	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

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.

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

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
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
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.

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

Annual Education Report Star International Academy (08636)
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.