



Star International Academy

24425 Hass Street
Dearborn Heights, MI 48127
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January 13, 2023

School Annual Education Report (AER) Cover Letter

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for 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 (Principal) or Dr. Bazzi (Superintendent) for assistance at 313-724-8990.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3Xdr3Je>, or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

The 2021 - 2022 school year our students were back in-person learning for most of the year except for the two weeks after winter break in which we were learning remotely using the Google Classroom platform. This was a challenging year academically as students were struggling with academic rigor and lack of work ethic needed to be successful as they transitioned back to in-person learning. The social impact was evident in both their social interactions with other students and their social-emotional state. Student behavior was challenging as students needed more time to settle back into in-person learning routines and procedures. We provided additional academic support after school to students including ACP and peer tutoring. At home online support to address comprehension and reinforce reading and math skills using various programs such as Math XL, IXL, Raz Kids, Khan Academy, TCI Social Studies and TCI Science. We provided additional support services to address the social-emotional impact on our students including our Peer Mentoring Program, social work services, counseling services, and implementation of Restorative Practices.



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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 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.



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The Academy's Goals & Objectives continue to address Title I assurances. The Academy's SIP has been submitted via AdvancED (for 2021-2022 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 located at 24425 Hass St, Dearborn Heights, MI serving students in grades 3-12 and the third located 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 & Chairman Emeritus Executive, led by Dr. Ali Bazzi, 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.



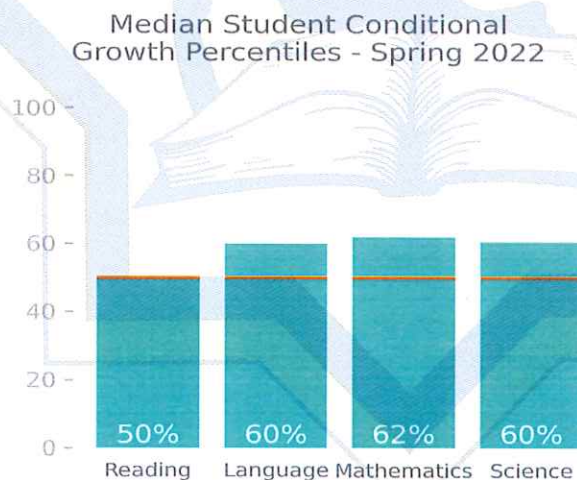
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The district is in full implementation with the curriculum as Star International Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with 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. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

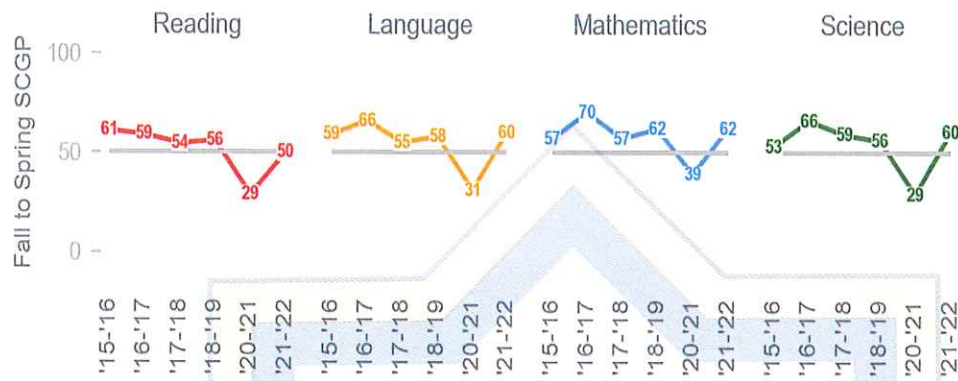




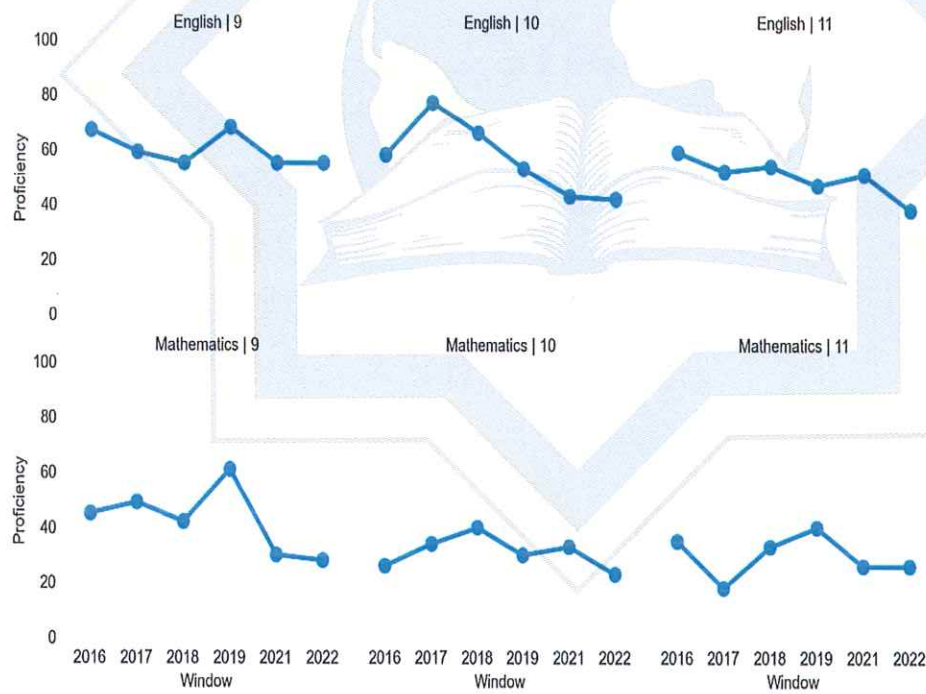
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Fall to Spring SCGP Trends



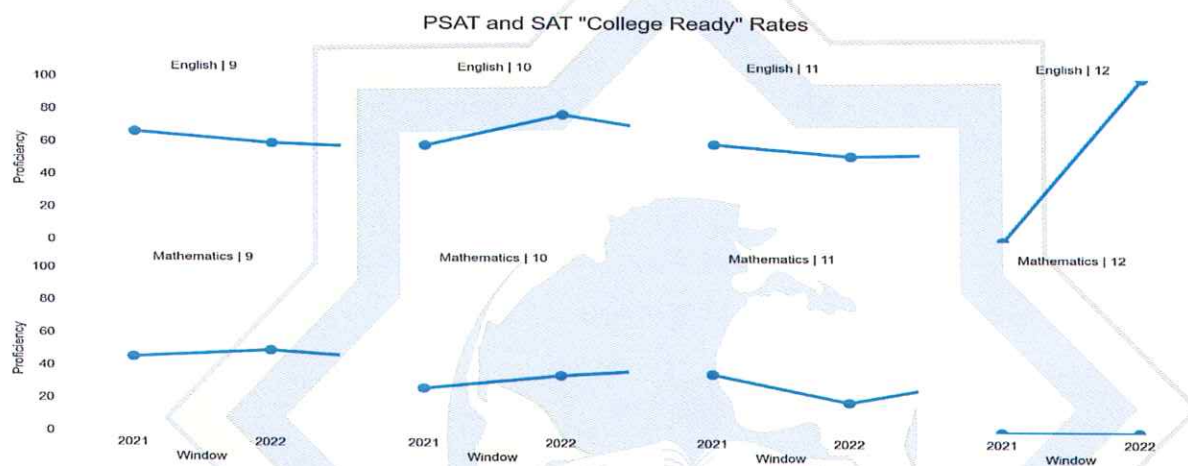
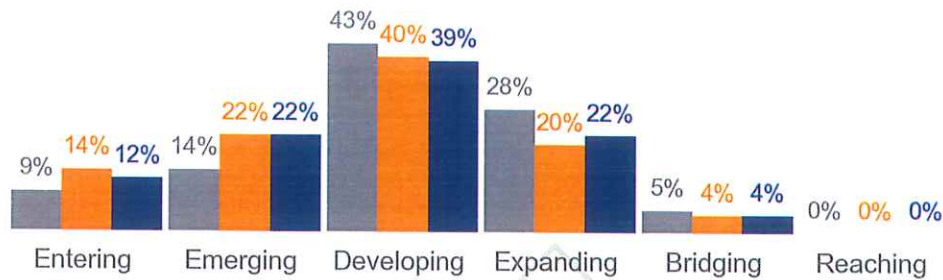
PSAT and SAT "College Ready" Rates





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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
2021-2022	879	61%	29%	100%



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7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

- Number of students 2021-22: 79
 - Percent from total population: 18% (of all HS students)

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP) 2017-18: 8

- 2021-22: 10

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

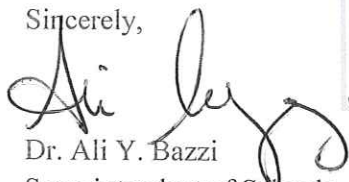
- 2021-22: 84 (20%)

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

- 2021-22: 73 (49%)

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 Y. Bazzi
Superintendent of Schools