



Noor International Academy

37412 Dequindre Road
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School Annual Education Report (AER) Cover Letter

December 13, 2021

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 Noor 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 Mrs. Shelia Charara (school principal) or Dr. Ali Bazzi (Superintendent) for assistance at 586-365-5000.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/2VTS472> 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 "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-6th grade. This was approximately 50 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 April 5-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, the Academy maintained virtual learning for another week meaning April 19-23, 2021 Noor International Academy was 100% remote. State assessments started on April 26, 2021.

With the obstacles presented as a result of remote virtual teaching and learning, like all other schools, NIA had adopted and/or implemented the following resources and strategies to help counteract the challenges of remote learning and target deficits;

- The Academy provided pupils with equitable access to technology and the internet necessary to participate in instruction (Chromebooks for All students, Hotspots and Wi-Fi) Professional Development for Teachers to support Technology proficiency and Virtual Teaching Best Practices
- Technology Updates to Platforms to support Interactive best practices
- Tutorial videos and step by step guides to help parents/students adapt to virtual learning
- Targeted Leveled Reading Small Groups
- Leveled Math Groups
- Paraprofessional Intervention Daily in Math & Reading ("At Risk" students)
- Digital Online Interactive Core & Supplemental Curriculum (Teacher & Student Access)
- K-6 Leveled Reading Books Online (Raz-Kids & iLit-Pearson)
- Active Communication with Parents via Remind, Class Dojo, Email
- Weekly and Monthly student recognition, awards, announcements
- Virtual broadcasts and "Parent Workshops" to support areas of concern (Learning Virtually, Technology, Emotional Coping Skills) Parent Teacher Conferences completed Virtually with over 95% attendance



- MTSS (Ongoing currently in cycle three)
- Individual Reading Intervention Plans (IRIP)

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 (December-January 2021) and a third in the last nine weeks of the school year. The benchmark assessment 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-6th 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 6 on reading and math NWEA Growth tests were 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 on for the winter-to-spring goal.

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-6. 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 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.

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:



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- 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.

NIA'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.

Noor International Academy is a single school building district in which all students are equitably assigned to the same 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 Noor 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)?



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- 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 will utilize 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 students 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 AdvanED online planning tools by the deadline and will be available at the school upon request.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Noor International Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum. A recognized and upcoming school, Noor International Academy is located in Sterling Heights, and it is a part of the Macomb ISD. Noor International Academy is a unique PreK-6th grade Public School Academy. It was founded in 2010 by Mrs. Nawal Hamadeh, Founder and Chairman Emeritus Executive, and is managed by Hamadeh Educational Services, and authorized by Central Michigan University. Noor International Academy's current Superintendent is Dr. Ali Bazzi. Noor International Academy



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services and educates students who come from various countries, ethnicities and nationalities. 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.

Noor International Academy encourages students to tear down walls and build bridges by sharing and celebrating their diverse cultural backgrounds. Thus, students learn not to fear their differences; moreover, to draw from one another's strengths and maximize each one's potential. Noor International Academy is authorized by Central Michigan University, and it is located at 37412 Dequindre, Sterling Heights, MI 48310.

Noor 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.

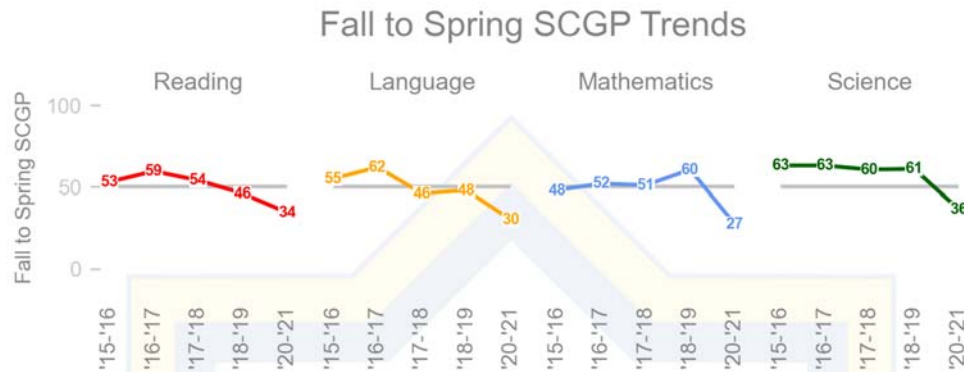
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS



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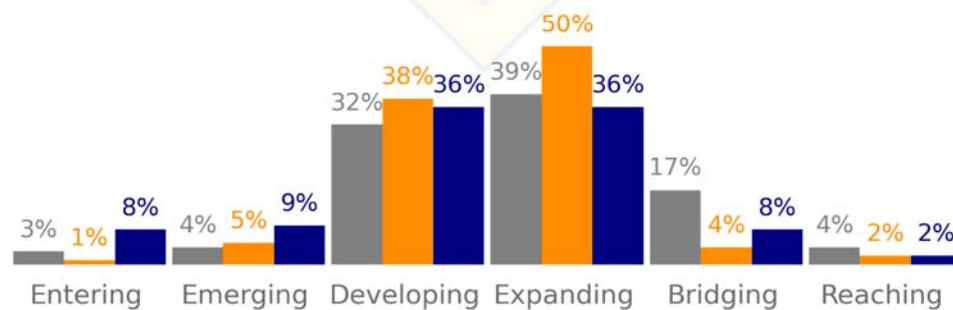
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6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES



Grades	Spring 2018 Conference %	Spring 2019 Conference %	Spring 2020 Conference %
K-6	202 Students 100%	173 Students 100%	183 Students 100% *Conferences conducted via Google Meet (remotely)

2019, 2020, and 2021 WIDA Composite Levels





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MI School Data

12/08/2020

Annual Education Report Noor International Academy (00757)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Noor International Academy (00757)	0	9	1	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
Noor International Academy (00757)	8.22	5.24	63.8%	N/A	N/A	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
Noor International Academy (00757)	1.04	0.02	1.9%	N/A	N/A	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
Noor International Academy (00757)	8.22	2.00	24.3%	N/A	N/A	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
Noor International Academy (00757)	8.22	2.00	24.3%	N/A	N/A	N/A	N/A



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MI School Data

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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
Asian 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.



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MI School Data

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Annual Education Report Noor International Academy (00757)

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					
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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MI School Data

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Annual Education Report Noor International Academy (00757)

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
Asian	#	#	#	#	#
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	5	33	67	35	8
Two or More Races					
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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MI School Data

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Annual Education Report Noor International Academy (00757)

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



MI School Data

12/08/2020

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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.



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Noor International Academy staff is committed to creating and maintaining a positive educational environment that supports academic achievement, while upholding district, state and national standards to meet all students' learning needs. Our exceptional staff continues to improve our daily practices by participating in a variety of professional development opportunities, ensuring that effective teaching, learning and leading is taking place in each and every classroom. We believe that all students can learn and it is our collective responsibility to help ensure that each and every student soars by reaching their potential. I congratulate our students, parents and staff for their continued commitment to excellence, a quality education and dedication to student learning and achievement.

Sincerely,

Dr. Ali Bazzi,
Superintendent of Schools