



“Educating your child like our own”

School Annual Education Report (AER)

January 29, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Hanley 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 Steve Paddock, Superintendent for assistance. He can be reached by calling the main office at 313.875.8888.

The AER is available for you to review electronically by visiting the following website: https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-D,1202,119,0 or you may review a copy in the main office at your child’s school.

For the 2023-24 school year, schools were identified based on previous years’ performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. 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.

In reviewing the combined report and comparing years 2021-2022 to 2022-2023, Hanley International Academy has experienced some very positive trends in our proficiency scores and in the areas, we did decrease, they were

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marginal. For third grade, our ELA scores decreased 3.8% with our females and English learners showing the most significant decreases. Our math scores went down only 2%. In fourth grade, our ELA scores increased 5.2% led by our female students and we maintained our math proficiency. In fifth grade ELA, we increased by 5.2% with our male students showing the largest increase; while our math scores increased 2%. Sixth grade saw our ELA scores remain the same and math increase by 7.7%. Finally, our seventh-grade students decreased in ELA by 6.4% with our female students and English learner students decreasing the most. Math in seventh grade saw a drop of 10%.

Our Science scores was dramatic increases showing our fifth-grade students increasing their proficiency by 10.6% and eighth grade students increasing by 19.4%. Clearly, our initiatives are working in Science. We saw significant increases in our Social Studies scores as well. In fifth grade, it went up 5% and in 8th grade we saw an increase of 9% overall.

We were very excited to see how well our 8th grade students did on the PSAT increasing their proficiency from 50% proficient in English to 63.9% proficient. An increase of 13.9%. For math, we saw our proficiency increase 9% from 17.2% to 26.2%. Quite an achievement considering the learning environments of the pandemic and the academic challenges it possessed.

The combined report also confirmed that we continue to have a high percentage of experienced teachers and principals and only 5.8% of staff on emergency or provisional credentials.

We are pleased to report that the initiatives the we have been putting into place are already starting to show the positive outcomes we hoped they would. The addition of our 6 classrooms is completed and we are utilizing these spaces to improve programming. Our additional support staff has allowed us to have a MTSS support person as well as an English learner support person on every grade level. Our staff has become increasingly more proficient in our new curriculum and are comfortable with their implementation. It appears we have all but eliminated the learning loss gap of most of our students and are again working on increasing their proficiency and growth.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Hanley International Academy is a public charter school. In 2021-2022 and 2022-2023, we held an open enrollment period in which we publicly posted the dates and times. We accept applications for the upcoming school year. If all of our slots are full, we then hold a public lottery to fill the spaces. To date, we have accepted all of the applications and filled the spots accordingly.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Hanley International Academy's School Improvement Plan was reviewed in 2021-2022 and 2022-2023 and is reviewed yearly and updated by the School Improvement Team. The team is comprised of representatives from each grade level and also includes representatives from Special Education, English Language and also the Encore departments. New goals have been developed based on the needs identified in the current data along with strategies and activities to accompany these goals. Frequent needs assessments and progress monitoring is conducted to ensure progression of the School Improvement Plan.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

For 2021-2022 and 2022-2023, Hanley has operated as a Pre-Kindergarten through 8th grade school. We offer Encore classes in Art, Music, Physical Education, Health and Technology. We offer a comprehensive Special Education Department, English Language Learner program and Response to Intervention Team/Multi-Tiered System of Supports. Hanley International Academy is not 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

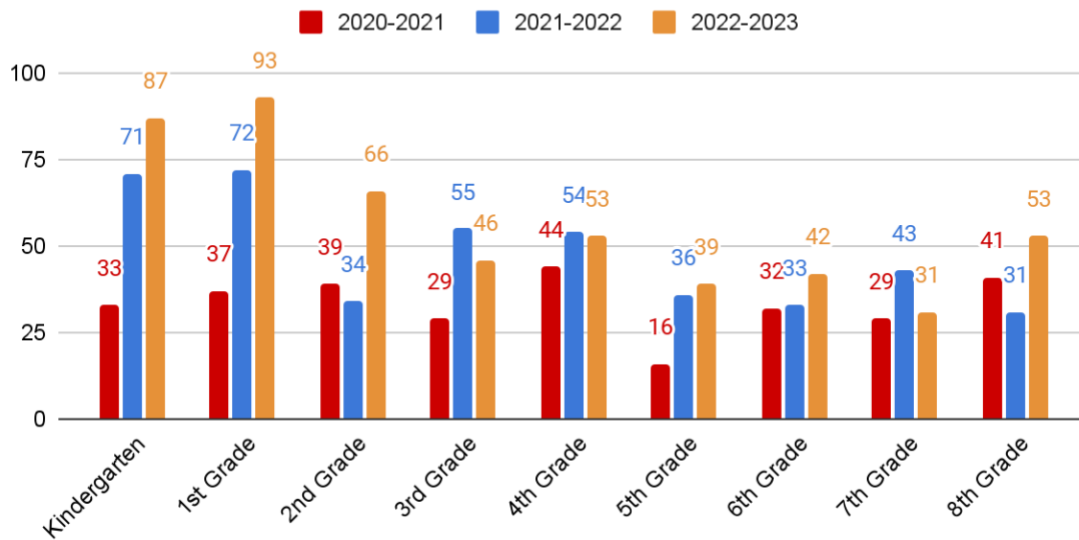
Hanley International Academy utilized The Romine Group (TRG) pacing guides for all core subject and specials areas for 2021-2022 and 2022-2023. This curriculum and the curricular tools to support are aligned to the Common Core State Standards. Routinely, the District Improvement Team realigns and maps program implementation to ensure coverage and mastery of the Common Core State Standards as adopted by the Michigan Department of Education (MDE). There is no variance from the State's model. Copies of the curriculum can be found on the Hanley website or a copy may be picked up in the Main Office.

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

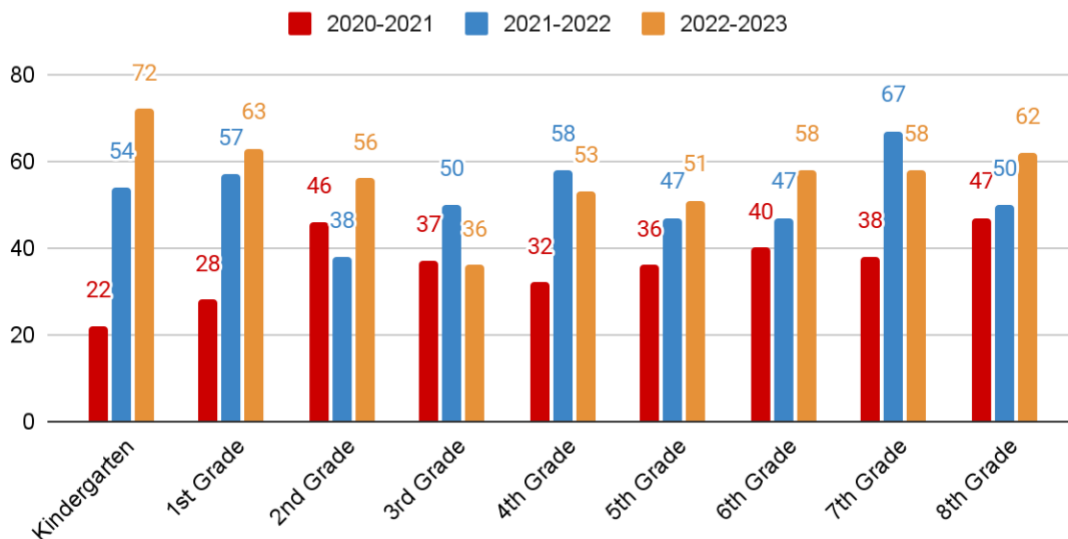
NWEA is a nationally normed achievement test that measures individual student growth as well as achievement. We administered the test in both English Language Arts (ELA) and Math. The test is given three times a year, once each in the fall, winter and spring. This data is used to help measure the strengths and weaknesses of all our students. We

use this data in conjunction with our other data to tailor instruction and make curriculum adjustments. In 2021-2022 and in 2022-2023, we did administer NWEA/MAP all three times during the school year. Below you will see the results year over year.

Percentage of Students At or Above Grade Level on NWEA Math



Percentage of Students at or Above Grade Level Mean RIT on NWEA Reading



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

Hanley International Academy continues to celebrate a strong participation rate in parent teacher conferences. Every year we have two sets of conferences. The first round of conferences is mandatory for all parents. In 2021-2022, we saw 589 of our students or 91%. For the 2022-2023 school year we saw 88% or 587 students out of 667. The second round of conferences are held for those students who were exhibiting academic difficulties or other barriers or concerns that needed to be addressed with the parents before the end of the school year. In both 2021-2022 we had over 91% participation and in 2022-2023 we saw 100% of the students we hoped to see for our winter conferences. Conference participation continues to remain strong and consistent throughout the years.

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

Since Hanley International Academy only services Prek-8th grade, this section does not apply.

We are very excited by the results we demonstrated last year. Our goals over the last several years has been to close the learning loss gap and get back to our pre-pandemic levels of academic achievement in growth and proficiency. We are excited to see that not only are we back to pre-pandemic index scores, we are exceeding them. Our strategies of being back in person, full time, with new curriculum and additional support personnel is providing the outcomes we strived for. We'd like to thank our dedicated staff for their tireless work in working through the various challenges. Lastly, we thank our families for continuing to trust us with their children as we "Educate Your Child Like Our Own."

Sincerely,

Steve Paddock

Steve Paddock
Superintendent