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School Annual Education Report (AER) Cover Letter

February 1, 2017:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 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 Shameka McPherson for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/ggGehS>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

Hanley International Academy continues to be proud of the academic gains consistently achieved. We regularly see high growth in all of our assessment data including the M-Step, Measure of Academic Progress (MAP) and our WIDA Assessments. However, we continue to focus on those areas where we recognize a need for improvement.

In review of our data, we are focusing our efforts on increasing our school wide Reading scores. Uniformed instructional practices, a new Common Core aligned Reading Program and a direct focus on maximizing our instructional day should help us address this area.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Hanley International Academy is a public charter school of choice. In 2014-2015 and in 2015-2016, we have had an open enrollment period in which we publicly post the dates and times. We accept the applications for the upcoming school year. If all our slots are full, we then hold a public lottery to fill the spaces. To date, we have accepted all the applications and filled the spots accordingly.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Hanley International Academy's School Improvement Plan was review in 2014-2015 and 2015-2016 and is reviewed yearly and updated by the School Improvement Team and longitudinal data. The team is comprised of representatives from each grade level and also includes representatives from Special Education, English Language Learner and also the Encore departments. New goals have been developed along with strategies and activities to accompany. Frequent needs assessments and progress monitoring is conducted to ensure progression of the School Improvement Plan.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

For 2014-2015 and 2015-2016, 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.

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 The Romine Group pacing guides for all core subject and specials areas for 2014-2015 and 2015-2016. This curriculum and the curricular tools to support are aligned to the Common Core State Standards. Routinely, the school improvement team realigns and maps program implementation to ensure coverage and mastery of the Common Core State

Standards. Copies of the curriculum can be found on the Hanley website or a copy may be picked up in the Main Office.

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

Since its inception in 2005, Hanley International Academy utilizes the Measure of Academic Progress (MAP) test to measure the academic growth of each student. This is a nationally recognized norm-based achievement test. We test our students 3 times a year in Math, Reading and Language Usage. Below, you will see by grade level the percentage of students in each grade level since 2010 that met their student growth target. Kindergarten and first grades do not take the Language Usage test.

Reading 2010

K-88% 1-88% 2-88% 3-84% 4-80% 5-71% 6-74% 7-70% 8 - 71

Math 2010

K-78% 1-88% 2-95% 3-74%

Language Usage 2010

2-84% 3-84% 4-94% 5-79% 6-80% 7-65% 8-59%

Reading 2011

K-90% 1-83% 2-85% 3-79% 4-68% 5-74% 6-67% 7-83%

Math 2011

K-79% 1-76% 2-96% 3-65%

Language Usage 2011

2-88% 3-85% 4-87% 5-57% 6-79% 7-50%

Reading 2012

K-63% 1-89% 2-91% 3-91% 4-76% 5-83% 6-84% 7-72% 8-68%

Math 2012

K-68% 1-88% 2-95% 3-95% 4-88% 5-83% 6-74% 7-79% 8-39%

Language Usage 2012

2-97% 3-84% 4-76% 5-79% 6-73% 7-82% 8-52%

Reading 2013

K - 79% 1 - 91% 2 - 93% 3 - 81% 4 - 77% 5 - 73% 6 - 73% 7 -72% 8- 75%

Math 2013

K - 92% 1 - 94% 2 - 96% 3 - 74% 4 - 76% 5 - 76% 6 - 69% 7-60% 8-57%

Language Usage 2012

2 - 80% 3 - 77% 4 - 76% 5 - 72% 6 - 74% 7 - 59% 8 - 57%

Reading 2014

K - 55% 1 - 93% 2 - 84% 3 - 67% 4 - 71% 5 - 69% 6 - 67% 7 -82% 8- 82%

Math 2014

K - 70% 1 - 93% 2 - 96% 3 - 64% 4 - 58% 5 - 79% 6 - 85% 7-54% 8-72%

Language Usage 2014

2- 92% 3 - 69% 4 - 69% 5 - 72% 6 - 67% 7 - 69% 8 - 69%

Reading 2015

K -70% 1 -92 % 2 -91 % 3 - 69% 4 -50 % 5 -54 % 6 -74 % 7 -59% 8-21 %

Math 2015

K -84% 1 -96 % 2 -97 % 3 -52 % 4 - 52% 5 -60 % 6 -69 % 32-% 8-70 %

Language Usage 2015

2-97 % 3 -74 % 4 -52 % 5 -70 % 6 -83 % 7 -70 % 8 -60 %

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 conferences. The first round of conferences are mandatory for all parents. We had 87% of our parents attend our first round of conferences in 2015 and approximately 90% of our parents attend in 2016. 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 2015 and 2016 we had over 80% participation for our winter conferences. Conference participation continues to remain strong and consistent throughout the years.

Hanley International Academy is very proud of the accomplishments we have made over the year. We would like to extend a special thanks to all of the stakeholders that helped to make this year successful. From the Board of Trustees and their guidance and support, to the administrative team and their daily commitment to driving our goals, and to the tireless efforts of our instructional staff ensuring that our students are receiving the best care and quality instruction possible. We appreciate you putting your trust in us and in your partnership in your child's educational experience. We look forward the successful years to come.

Sincerely,

Shameka McPherson