



Dr. Jennifer Green  
Superintendent

24661 Lahser Road

Southfield, MI 48033

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## University K-12 Academy

January 23, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for University K-12 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 Sakina Bolden for assistance.

The AER is available for you to review electronically by visiting the following website [UHSA.AER](#) or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels.

**In these cases, no label is given.**

In the 9th-12th grade space we prepare scholars for next-level innovative perseverance through advanced career exploration, college preparation, and access to cutting-edge programs.

- Students are empowered to excel academically through pathways such as the AP coursework, dual enrollment, AP Capstone Certification and Diploma, and the Seal of Biliteracy, all fostering global competence and academic distinction.
- Our STEMM-focused program (Science, Technology, Engineering, Mathematics, and Medicine) provides hands-on learning experiences and partnerships in emerging fields, including drone technology, GIS (Geographic Information Systems), AI development, and blockchain technology, which integrates financial literacy into real-world applications.

As an AP College Board Platinum Honor Roll School, we take pride in providing exceptional opportunities for academic and personal growth. With millions of dollars in scholarships awarded annually, as well as national recognition for innovation and student success,

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University High School Academy ensures every graduate is equipped to thrive in college, careers, and beyond. Parents can feel confident knowing their scholars are prepared to lead and innovate in the next generation of global changemakers.

**PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL** University High School Academy is an application school. Students apply via an online application portal. Applications are reviewed and students are chosen based on the school's entry criteria.

**THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN** In 2020 the Michigan Department of Education revised the School Improvement Process. The school improvement process was revised to the Michigan Integrated Continuous Improvement Process (MICIP). University K-12 Academy will follow the district's MICIP plan.

Southfield Public Schools MICIP Plan is to bolster district-wide systems of support with the goal of improving student achievement by 10% by June 30, 2026, while simultaneously cultivating the capacity of social-emotional learning for all stakeholders. This is a living document that is revised throughout the year based on stakeholder data. MICIP Plan focuses on establishing equity in accessibility to our district wide systems that address social-emotional and academic supports. Southfield Public Schools will concentrate on engaging students in their learning and as a result will achieve higher proficiency levels in their instruction, assessment, and overall well-being. Dedicated time off during staff meetings and school/district professional development.

**A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL** Southfield Public Schools offers specialized programs that provide students and parents with choices to meet their needs.

The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.

Programs include:

**Birney K-8-** has fine arts programming embedded within the student's daily curriculum. K-8th grade students can participate in fine arts programming such as choir, band, visual arts, and dance classes. We have established several community partnerships that assist with enhancing our programming.

**The Bussey Preschool** - All Bussey programs including Head Start and Great Start are accredited by the National Association for the Education of Young Children and licensed by Michigan's Family Independence Agency.

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**Kennedy Learning Center-** Kennedy Learning Center is a K-12 and Post-Secondary School that provides quality educational experiences for special needs students in an environment conducive to learning. Our program hinges upon dynamic collaboration between key constituents such as caregivers, parents, students, teachers and social workers. Each student has an individualized program that is comprehensive and functional while addressing their future needs in the home, school and community. The school serves students ages 5-17 and young adults ages 18-26. Kennedy Learning Center Work Skills students currently participate in offsite Work Based Learning at Southfield A&T High School with a job coach.

**Levey Middle School** features an Integrated STEAM Program (Science, Technology, Engineering, Arts, and Mathematics) designed for students with a keen interest in these disciplines. Admission to this dynamic program is determined through a selective application process.

**Stevenson Elementary-** A United Way for Southeastern Michigan Community School. A Community School is a neighborhood hub that students, families, staff and the surrounding community can take pride in. These groups all play a vital part in the success of the school, helping ensure that every student is successful. Community Schools offer academic support, social and emotional learning, and health and wellness resources. United Way for Southeastern Michigan's Community Schools model focuses on: Integrated Student Supports, Family and Community Engagement, Expanded Learning Time and Opportunities and Collaborative Leadership.

**University Elementary** University Elementary School is a rigorous exam school that nurtures young learners with a student-centered curriculum focused on academic excellence and personal growth. Our scholars explore STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through engaging, hands-on experiences. With strong family and community support, students develop critical thinking, creativity, and communication skills, preparing them for future success in a diverse and ever-changing world.

**University Middle School Academy** University Middle School is a competitive exam school that challenges students with a rigorous, student-centered curriculum focused on academic excellence and personal growth. Scholars engage in STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through hands-on projects and real-world experiences. With strong family and community support, students

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develop critical thinking, collaboration, and leadership skills, preparing them for high school, college, and beyond.

**University High School Academy** -is an exam school with a rigorous, student centered curriculum and a balance of educational engagement that supports the whole child. University offers our scholars an opportunity to graduate with an AP capstone diploma and a seal of biliteracy. Our families and community are supportive of the forward-thinking projects and exposure to learning outside of the classroom. Integrating programming that supports STEM (science, technology, engineering, math and medicine) and SEL (Social and emotional learning) our scholars are truly prepared to impact the world.

**Vandenberg World Cultures Academy, Thompson K-8 International Academy, and Southfield High School for the Arts and Technology:** The school district now has three magnet ESL/bilingual schools. In an effort to provide improved rigor, consistency, and best practice, the elementary, middle and high school English language learners will be housed in an appropriate socio-cultural environment that is academically and cognitively challenging.

**Thompson K-8 International Academy and Southfield High School for the Arts and Technology** are also IB World Campuses and join the community of state, private, national and international schools from every region of the world offering IB Programs. These are schools that share a common philosophy-a commitment to the high quality, challenging, international education that is important for student success on a global level.

### **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**

The district is utilizing the Atlas Rubicon platform to standardize implementation of core content. The district is following an approved model and is being supported through this process by Oakland Schools, our local ISD. The district has executed two internal audits to assess current status and build our next steps.

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

The standardized tests students took last year at University High School Academy include M-Step, PSAT/SAT and AP College Board. The M-Step is given once a year, PSAT/SAT twice per year and AP College Board exams once per year. The district also uses common assessment in the areas of ELA, Math and writing.

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**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES** Parent involvement is important for a student to experience academic success. During the 2021-2022 school year, 86% of our parents were in attendance at the Parent-Teacher Conferences representing 461 students. For the 2022-2023 school year, 94% of our parents were in attendance at the Fall Parent-Teacher Conferences representing 450 students.

### University High School Academy

Postsecondary Enrollment In the 2023-2024 school year, University High School Academy offered 16 Advanced Placement courses. Courses offered include the following: AP African American Studies, AP Pre Calculus, AP World History, AP US Government and Politics, AP United States History, AP English Language and Composition, AP English Literature and Composition, AP Biology, AP Chemistry, AP Calculus AB, AP Computer Science Principles, AP Spanish, AP Studio Art, AP Human Geography, AP Seminar and AP Research.

The number and percentage of students enrolled in college equivalent AP courses and Dual Enrollment:

Year	Total number of students	AP	AP %	DE	DE %
2020-2021	389	163	42 %	43	11 %
2021-2022	342	110	32 %	53	15 %
2022-2023	317	92	29 %	17	5 %
2023-2024	252	74	29 %	36	14 %

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

Year	2021	2022	2023	2024
# of Examinees	129	128	134	97
# of Exams	207	197	237	218
Scores 3+	58	53	52	63

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% of Scores 3+	44.96	41.41	38.81	64.95
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University High School Academy continues to provide 9th- 12th grade students with a solid academic foundation, aligned with their secondary school and career goals. Our learning community is committed to challenging students to maximize their potential and to expand their leadership skills by offering the following learning experiences: College and Career Readiness and Blended Learning. We continue to celebrate the success of our students.

### **CLOSING**

University High School Academy is committed to providing each and every scholar with the highest quality of learning opportunities within a safe, nurturing, and supportive environment.

Scholars' use the engineering design process as a road map for engagement, discovery, inquiry and delivery to foster academic distinction, effective communication, distinguished leadership and innovative perseverance. Besides growing students academically and making them responsible for their own learning, we craft challenging, rigorous and engaging lessons to maximize their full potential.

The district emphasizes MTSS protocols being in place to ensure scholar success. As we continue to support the whole child providing SEL support along with restorative practices, we are able to build and strengthen relationships within the culture and climate of our school. At the U, we operate under the assumption that we cannot fail.

Sincerely,

*Sakina Bolden Ed.S.*

University K-12 Academy Head Dean

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