

School Annual Education Report (AER) Cover Letter

2/10/2025

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 Prep Art & Design Middle/High School. 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 Anton Horton for assistance.

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-S,8023,1218,119, 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.

Our School has been designated as a CSI School.

Our school has been designated as a Comprehensive Support and Intervention (CSI) school based on the performance of our Special Education Subgroup. To address this, the Leadership Team, School Improvement Team, and Student Development Team are actively developing and implementing targeted interventions to provide enhanced support for these identified students.

A key focus for our school is the effective implementation and long-term sustainability of a comprehensive intervention system that accelerates student achievement for all learners. Currently, a significant number of middle and high school students perform below college readiness levels in English Language Arts and Mathematics on state and national assessments. To close this achievement gap,

we are prioritizing the development of high-quality instruction in these core subject areas.

Our literacy and math coaches continue to provide teachers with ongoing professional development aligned with state standards and research-based best practices, ensuring that instructional strategies are effectively implemented in the classroom. Additionally, we have established a data collection and analysis system to closely monitor student progress and plan targeted interventions.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- As a public school academy, we follow a structured and transparent process for enrolling students in our schools to ensure fairness and consistency. Our policy is that new students are assigned to our schools by the Student Admissions team. The process prioritizes siblings of currently enrolled students, children of district employees, and students applying from non-U Prep partner schools. However, this priority is only available if those students apply during our open enrollment period, which concludes with the lottery held on the first Friday in May. After the open enrollment period, all students are admitted on a first-come, first-served basis, ensuring opportunities remain accessible for families throughout the year.

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

- The UPAD Middle and High School School Improvement Plan (SIP) is designed to enhance student achievement and address system-wide needs identified through a comprehensive needs assessment. Additionally, the SIP serves as a structured approach for UPAD MS & HS to meet identified school improvement planning requirements.

Each school year, UPAD MS & HS conducts a thorough needs assessment and develops a new School Improvement Plan. Current updates incorporated new goals, strategies, and action steps based on the most data available, using a multi-tiered system of supports (MTSS) as the guiding framework to drive continuous improvement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- UPAD MS & HS is a college prep Visual Art and Design focused school. In addition to receiving instruction in all core academic areas, as

required by the Michigan Department of Education, UPAD MS & HS students receive comprehensive instruction in Visual Art and Design. They are also systematically exposed to the concepts of Design Thinking and Deeper Learning through embedded learning experiences and design challenges. There are no special entrance requirements.

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

- The core curriculum of our school is fully aligned with the Michigan Department of Education’s Academic Standards. The curriculum is implemented from a standards-based perspective, meaning that teachers analyze grade-level standards to determine the level at which students need to demonstrate mastery of content. Teachers work individually and as collaborative teams to plan daily instruction and units. The student-centered teaching method of project-based learning is also utilized in the teaching of academic standards, to support the learning of concepts through real-world problem solving. School administrators and instructional coaches assist teacher teams in internalizing and adapting curriculum to meet the needs of all students. Consistent, collaborative analysis of student data informs next instructional steps and enables close monitoring of the impact of our instructional program and practices on student achievement. Electronic copies of our curriculum are available by contacting the main office. Arrangements for printed copies can be made at the school’s main office.

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

MSTEP Proficiency Results (%)			
Content	Grade	2022-2023	2023-2024
ELA	6th	16.0	10.5
	7th	20.4	15.5
Math	6th	≤5%	≤5%
	7th	≤5%	≤5%

PSAT Proficiency (%)			
Content	Grade	2022-2023	2023-2024
ELA	8th	40.3	37.6
Math	8th	9.3	5.1

MSTEP Proficiency Results (%)			
Content	Grade	2022-2023	2023-2024
Science	11th	16.5	18.2
Social Studies	11th	9.6	11.7

SAT Proficiency Results				
Grade	2022-2023		2023-2024	
	Mean SAT Score	Percent Met or Exceeded	Mean SAT Score	Percent Met or Exceeded
11th	766.4	≤5%	787	≤5%

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

Students Represented by Parents at Parent-Teacher Conferences		
	2022-2023	2023-2024
Number of Students Represented	263	272
Percent of Students Presented	60%	62%

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

- THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

	2022-2023	2023-2024
Number of Students in Dual Enrollment	51	9
Percent of Students in Dual Enrollment	11.6%	2%

- THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

	2022-2023	2023-2024
Number of AP Courses Offered	2	1

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

	2022-2023	2023-2024
Number of Students in AP Courses	25	27
Percent of Students in AP Courses	5.6%	6%

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

	2022-2023	2023-2024
Number of AP/Dual Enrollment Students Receiving College Credit	3	0
Percentage of AP/Dual Enrollment Students Receiving College Credit	.6%	0%

The staff at University Prep Art and Design Middle & High School is dedicated to continuous improvement, setting ambitious goals to address the academic needs of all students and sub-groups. At UPAD MS & HS, we foster a school community built on teamwork, goal-setting, and kindness. Our expectation is for students to master district and state standards, develop strong social skills, and cultivate positive

relationships. To support their success, student progress is closely monitored through ongoing formal and informal assessments that track both academic and social growth. Our staff remains committed to a comprehensive system of support and targeted interventions to ensure that every student thrives.

While we recognize that there is still significant work ahead to reach our goals, we are grateful for the dedication of our students, staff, and families as we pursue greater academic outcomes, and we remain committed to our journey toward becoming one of the highest-performing school districts in Michigan.

Families and community members with questions about the Annual Education Report are encouraged to contact our office. We value our partnership with families and the community and look forward to continuing our collaborative efforts to ensure academic success for all students. Thank you for your ongoing support.

Sincerely,

Anton Horton
Principal