

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 Preparatory Academy 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 Derrick Kellam 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,11771,1616,119, 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 not been given one of these labels.

While our overall report shows some growth, UPA High School remains committed to ensuring all students reach the benchmark. Our teachers and administrative team continue to engage in intensive professional development focused on data analysis and assessments to identify and address student learning gaps. This deeper understanding has enabled us to prioritize key standards across all content areas and take a more intentional approach to teaching and learning in our classrooms.

To further support student success, we provide SAT Prep tutoring, equipping students with essential test-taking strategies to improve their performance. Additionally, all 9th-11th grade students take interim assessments in the fall and winter, providing real-time data that teachers use to drive instruction.

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

- As part of our ongoing School Improvement Plan and needs assessment, we recognized the importance of refining key programs, particularly our 9th-grade instruction.

Our goals include:

- Improving 9th-grade grade point averages
- Increasing 9th-grade PSAT scores

By strengthening foundational skills, we aim to enhance overall student achievement while fostering a school culture that promotes strong work habits and academic excellence.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- Does not apply

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
Science	11th	13.1	14.8
Social Studies	11th	10.8	21.5

SAT Proficiency Results				
Grade	2022-2023		2023-2024	
	Mean SAT Score	Percent Met or Exceeded	Mean SAT Score	Percent Met or Exceeded
11th	797.8	≤5%	815.1	≤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	405	429
Percent of Students Presented	72%	78%

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	15	32
Percent of Students in Dual Enrollment	2.6%	6%

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

	2022-2023	2023-2024
Number of AP Courses Offered	3	3

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

	2022-2023	2023-2024
Number of Students in AP Courses	80	108
Percent of Students in AP Courses	14%	20%

- 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	11	7

Percentage of AP/Dual Enrollment Students Receiving College Credit	13%	6%
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University Preparatory Academy High School is dedicated to equipping students with the skills and knowledge needed for lifelong success. Our staff remains committed to working closely with families and the community to ensure that every student reaches high levels of achievement. We take pride in our previous year's accomplishments and look forward to even greater progress in the coming school year.

Sincerely,

Derrick Kellam
Principal