



Dr. Jennifer Green
Superintendent

24661 Lahser Road

Southfield, MI 48033

January 29, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for **University Elementary School**. The AER addresses the complex reporting information required by federal and state laws. If you have any questions about the AER, **please contact Sakina Bolden** for assistance.

The district AER is available for you to review electronically by visiting the following website: [University Elementary](#), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

School Accountability Data

Category Index	Points/Score
Growth Index	96.28
Proficient Index	100
Graduation Index	N/A
English Learner Progress Index	N/A
School Quality/Student Success Index	86.29
Assessment Participation Index	100
Overall Index Score	95.97

Student Assessment Data

- Below are the M-STEP scores for the 2024-2025 school year.

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2024-25 MSTEP Score Results				
Grade	ELA Proficient Percentage	Math Proficient Percentage	Science	Social Studies
3 rd	58.8%	64.7%		
4 th	66.2%	61.2%		
5 th	44.4%	37.8%	33.3%	31.1%

National Assessment of Educational Progress (NAEP) Data

- The NAEP link below shows Michigan's 2024–2025 results from the National Assessment of Educational Progress in mathematics and reading, which is administered every other year in grades 4 and 8. [NAEP Results](#)

Educator Qualification Data

- The school has two inexperienced administrators.
- The school has no inexperienced teachers.
- University Elementary School has no teachers assigned to teach outside of the subject area or field for which they are certified.

Civil Rights Data

- The Civil Right Information for McIntyre Elementary School is at the following link: <https://www.southfieldk12.org/civil-rights>

Please review the table below listing our schools. For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

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School Name	Status Label	Key Initiative to Accelerate Achievement
University Elementary School	No Label	University Elementary 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, 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.

The district is engaged in a continuous improvement process to strengthen teaching, learning, and student outcomes. Districtwide, Southfield Public Schools has made measurable progress in student academic growth, improved attendance trends, strengthened school culture, and the installation of coherent instructional and operational systems. Through the Michigan

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Integrated Continuous Improvement Process (MICIP), the district has identified priority areas, and implemented a targeted improvement plan focused on high-quality Tier 1 instruction, data-informed practices, and student engagement. Professional learning, strategic resource allocation, and ongoing progress monitoring support implementation fidelity and continuous adjustment. While acknowledging progress across the district, targeted supports remain in place at University Elementary School to accelerate achievement, meet state accountability expectations, and ensure equitable outcomes for all learners.

Sincerely,

Jennifer Green

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