



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 Middle](#), 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	89.24
Proficient Index	82.49
Graduation Index	N/A
English Learner Progress Index	N/A
School Quality/Student Success Index	88.99
Assessment Participation Index	100
Overall Index Score	89.24

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School Identification for Federal Support:

University Middle School is not identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS) under federally required accountability categories.

Student Assessment Data

The following data summarizes student performance on Michigan's required state and national assessments, including the Michigan Student Test of Educational Progress (M-STEP), MI-Access (Alternate Assessment), and the College Board SAT. Results are presented for English Language Arts and Mathematics in grades 3–8 and 11, as well as MI-Access Science in grades 5, 8, and 11. Student performance is reported in comparison to state averages and disaggregated by student subgroups, providing a comprehensive view of academic achievement, progress, and equity across grade levels.

2024-25 MSTEP & PSAT Data Score Results				
Grade	ELA Proficient Percentage	Math Proficient Percentage	Science	Social Studies
6th	57%	31.2%		
7th	69.9%	31.7%		
8th	79.1%	25.2%	36.8%	53.5%

PSAT Grade 8 Results (2024–2025):

During the 2024–2025 school year, Grade 8 students earned an average PSAT total score of 827, with a Math average of 405 and an Evidence-Based Reading and Writing (EBRW) average of 422. In comparison, the state average total score was 930, with Math averaging 460 and EBRW averaging 470, as reported by the College Board.

These results indicate that while students are developing foundational college-readiness skills, there remains a performance gap compared to statewide averages, highlighting opportunities

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for continued instructional focus in both mathematics and literacy to strengthen early secondary preparedness.

M-STEP Grade 8 Assessment Results (2024-2025):

On the Grade 8 M-STEP Science assessment, 7.0% of students performed at the Advanced level and 29.8% at the Proficient level, resulting in 36.8% of students meeting or exceeding proficiency. 35.1% of students were Partially Proficient, while 28.1% were Not Proficient.

On the Grade 8 M-STEP Social Studies assessment, 8.8% of students scored at the Advanced level and 44.7% at the Proficient level, for a combined 53.5% of students meeting or exceeding proficiency. 28.1% of students were Partially Proficient, and 18.4% were Not Proficient.

Overall, Grade 8 performance demonstrates stronger outcomes in Social Studies than in Science, indicating a need for continued instructional support and targeted strategies in science to move students from partially proficient to proficient levels while sustaining gains in social studies.

National Assessment of Educational Progress (NAEP) Results:

- 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 Qualifications and Experience Overview:

The following data provides an overview of educator qualifications and experience within the school, including the number and percentage of inexperienced teachers, principals, and other school leaders. This section also reports the presence of any teachers serving under emergency or provisional credentials and identifies whether any teachers are assigned outside of the subject area or field for which they are certified. Together, these data points support transparency and reflect the school's commitment to maintaining a highly qualified and appropriately assigned instructional staff.

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

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Civil Rights Data

This link provides information on school quality, climate, and safety [University Middle Civil Rights Information](#)

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.

School Name	Status Label	Key Initiative to Accelerate Achievement
University Middle School	No Label	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

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		Learning (SEL) through hands-on projects and real-world experiences. With strong family and community support, students develop critical thinking, collaboration, and leadership skills, preparing them for high school, college, and beyond.
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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 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 Middle School to accelerate achievement, meet state accountability expectations, and ensure equitable outcomes for all learners.

Sincerely,

Jennifer Green

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