



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 High 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 High School Academy](#), 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	99.94
Proficient Index	97.08
Graduation Index	100
English Learner Progress Index	N/A
School Quality/Student Success Index	100
Assessment Participation Index	100
Overall Index Score	99.03

School Identification for Federal Support:

University High 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

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2024-25 SAT & M-Step Score Results				
Grade	SAT EBRW Proficient Percentage	SAT Math Proficient Percentage	M-Step Science	M-Step Social Studies
11th	83.8%	41.9%	48.6%	67.6%

SAT Grade 11 Assessment Results:

On the Grade 11 SAT Mathematics assessment, 5.4% of students performed at the Advanced level and 36.5% at the Proficient level, resulting in 41.9% of students meeting or exceeding proficiency.

On the Grade 11 SAT English Language Arts (EBRW) assessment, 16.2% of students achieved Advanced performance and 67.6% were Proficient, for a combined 83.8% meeting or exceeding proficiency.

Overall, Grade 11 results demonstrate strong performance in EBRW, with a high percentage of students meeting or exceeding proficiency, while mathematics remains an area for continued instructional focus, particularly in moving students from partially proficient to proficient levels.

M-STEP Grade 11 Assessment Results:

On the Grade 11 M-STEP Science assessment, 16.2% of students performed at the Advanced level and 32.4% at the Proficient level, resulting in 48.6% of students meeting or exceeding proficiency.

On the Grade 11 M-STEP Social Studies assessment, 14.9% of students scored at the Advanced level and 52.7% at the Proficient level, for a combined 67.6% of students meeting or exceeding proficiency.

Overall, Grade 11 results indicate stronger performance in Social Studies compared to Science, highlighting opportunities for continued instructional focus and targeted supports in science to increase proficiency and advanced achievement levels.

College Board:

Postsecondary Enrollment and Advanced Placement Opportunities:

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University High School is a College Board AP Honor Roll – Platinum Award school for a second year in a row. During the 2024–2025 school year, University High School Academy offered 16 Advanced Placement (AP) courses, providing students with rigorous, college-level learning experiences. AP offerings included AP African American Studies, AP Pre-Calculus, AP World History, AP U.S. 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 %
2024-2025	267	121	45.3%	38	14.2%

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

Year	2022	2023	2024	2025
# of Examinees	128	134	97	121
# of Exams	197	237	218	237
Scores 3+	53	52	63	78
% of Scores 3+	41.41	38.81	64.95	64.45

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

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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.

Educator Qualification Data

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 one (2) inexperienced administrator out of four (4)
- The school has one (1) inexperienced teacher out of eighteen (18)
- University High School currently has one (1) teacher teaching under a waiver certificate while completing requirements for a Health endorsement. All other teachers hold appropriate and valid certifications for their assigned courses.

Civil Rights Data

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

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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 High School	No Label	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 STEMM

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		(science, technology, engineering, math and medicine) and SEL (Social and emotional learning) our scholars are truly prepared to impact the world.
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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 High School to accelerate achievement, meet state accountability expectations, and ensure equitable outcomes for all learners.

Sincerely,

Jennifer Green

Jennifer Green, Superintendent

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