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Southfield Public Schools

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the University High School Academy and University High School Preparatory Academy. 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 Marcia Williams for assistance.

The AER is available for you to review electronically by visiting the following web site <http://www.southfieldk12.org/about-us/annual-education-report/> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

University High School Academy has not been given a label for the 2015-2016 school year. University High School Preparatory Academy has been designated a REWARD school for the 2015-2016 school year.

Our continued focus is to consistently improve the number of students that are measured as being proficient on the state assessments and decreasing the gap between our highest and lowest achieving students. We are committed to improving the percentage of students that are proficient in both English language arts and mathematics. Special focus is being paid to the achievement on the social studies

and science assessments to dramatically improve achievement in those content areas. Additionally, we continue to monitor and analyze the data for our students that are scoring in the bottom thirty percent of the proficiency ranks to provide targeted interventions aimed to close the measured achievement gaps. Our school is aligned with the improvement strategies identified by our district: Launch of MIExcel Blueprint for Advancement; Alignment of curriculum to content standards; Development of standard based unit assessments to monitor progress; continued administration and data analysis of NWEA Measures of Academic Progress Assessment three times per year.

Process for Assigning Pupils to the School

Students are assigned to a school based on their home address, school district boundaries and seating availability. If the student has an IEP the school assignment is based on the program availability provided at the assigned school.

- All enrollment questions are referred to Central Enrollment Office.
- Parent/legal guardian brings completed enrollment forms and required documentation to the Central Enrollment Office. This is done in person by a parent/legal guardian. Enrollment forms and documentation are not accepted at the student's school.
- Process after enrollment papers have been submitted to the enrollment office:
 - New student information entered into MI-Star in the Central Enrollment Office.
 - Building secretary and/or counselor are notified via MI-Star notification. Student Data form and transcript (grades 9-12 only) are mailed to the secretary immediately.
 - Secondary only – Parent and student are advised to call counselor or secretary for scheduling appointment.
 - 30-day placements are complete in the Student Services office. The caseload teacher and principal are notified of new Special Education students and sent a copy of the IEP.
 - Completed Enrollment form, report cards, and transcripts are sent to building within 24 hours.

Two-year Status of the 3-5 year School Improvement Plan (SIP)

The University High School Academy and University High School Preparatory Academy School Improvement Plan (SIP) was revised in 2016 after careful analysis of demographic perception, school process data, and student achievement data. This is a living document and is revised annually based on new data. Our plan is aligned with the District Improvement Plan and includes four goal areas: Mathematics, English Language Arts, Science, and Social Studies. Based on the plan, staff will develop and implement lessons in the core curriculum areas that are aligned to the goals and objectives of the SIP. Dedicated time during staff meetings and school/district professional development days allows staff to have meaningful discussions regarding the implementation and success of various strategies.

Specialized Schools

Southfield Public Schools offers specialized programs that provide students and parents with choices to meet their needs. Programs include:

- The Bussey Preschool - All Bussey programs including Head Start and Great Start are accredited by the National Association for the Education of Young Children and licensed by Michigan's Family Independence Agency.
- Southfield Regional Academic Campus - This alternative high school campus houses the Transition Academy and APSIRE Leadership Academy. The Transition Academy is for students who were ninth grade students last year and were not successful in the traditional high school setting.
- Levey Middle School offers an Integrated STEM Program (science, technology, engineering, and math) for students who demonstrate a strong interest in these areas. An application process determines who will attend this innovative program.
- MacArthur K-8 University Academy is an application K-8 school of choice school within Southfield Public Schools. MacArthur K-8 University Academy has partnerships The University of Michigan-Dearborn and the Engineering Society of Detroit, and Michigan First Credit Union.
- Birney K-8 University Middle School is a school within a school that offers an examination/application program for students in grades 6-8 with a rigorous curriculum with a balanced focus on the four core academic content areas of English language arts, mathematics, science, and social studies.
- University High School Academy and University High School Preparatory Academy- A school for parents and families who are highly motivated and who demonstrate a strong interest in Integrated STEM (science, technology, engineering, and math). This examination/application high school partners with Michigan First Credit Union. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.
- Vandenberg Elementary School, Thompson K-8 International Academy, and Southfield High School for the Arts and Technology: The school district now has three magnet ESL/bilingual schools. In an effort to provide improved rigor, consistency, and best practice, the elementary, middle and high school English language learners will be housed in an appropriate socio-cultural environment that is academically and cognitively challenging.
- Thompson K-8 International Academy and Southfield High School for the Arts and Technology are also IB World Campuses and join the community of state, private, national and international schools from every region of the world offering The IB Programs. These are schools that share a common philosophy-a commitment to high quality, challenging, international education that this school believes is important for our students.

Core Curriculum Access

The process of developing and implementing curriculum that is consistent with state and federal mandates is an on-going process with teacher-led curriculum writing teams being convened annually to develop, refine, and realign existing curriculum. The Division of Instruction has provided on-going awareness sessions and workshops dedicated to providing district administrators, teachers, and appropriate staff with information and guidance regarding the implementation of the district

core curriculum in the classroom. The district core curriculum is formatted utilizing the Understanding by Design framework for developing curriculum. As a formatting method, this is a variance from the Michigan Department of Education (MDE) model, however, it does not change or deviate from the concepts or content contained in the MDE Standards.

Parent-Teacher Conference

Parent involvement plays an integral role in the success of students. During 2014-2015 UHSA school year, 81% of our parents attended conferences, representing 349 students; in 2015-2016, 74% of our parents attended conferences representing 362 students.

Parent involvement plays an integral role in the success of students. During 2014-2015 UPREP school year, 76% of our parents attended conferences, representing 40 students. In 2015-2016, 79% of our parents attended conferences representing students.

Postsecondary Enrollments

In 2014-2015 school year, University High School Academy offered 17 Advanced Placement courses. Courses offered included: *AP World History, AP US Government and Politics, AP Macro Economics, AP Art History, AP English Language and Composition, AP English Literature and Composition, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, AP Statistics, AP Calculus, AP Spanish, AP Psychology, AP Studio Art, AP Human Geography and AP Seminar.*

In 2015-16 school year, University High School Academy offered 17 Advanced Placement courses. Courses offered included: *AP World History, AP US Government and Politics, AP Art History, AP English Language and Composition, AP English Literature and Composition, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, AP Statistics, AP Calculus, AP Spanish, AP Psychology, AP Studio Art, AP Human Geography, AP Seminar and AP Research.*

The number and percentage of students enrolled in college equivalent courses AP are:

Year	AP Courses	# Students	Percentage
2014-2015	17	227	53%
2015-2016	17	300	66%

The number and percentage of students that received a score earning college credit:

Year	2014-2015	2015-2016
#of Exams	107	192
Scores3+	23	45
%of Scores 3+	31.5%	35.4

Dual Enrollment Opportunities

Students at UHSA have the opportunity to take a college and or university course. In 2014-2015, 22 students earned college credit and 27 students completed a college course in 2015-2016.

Closing

University High School and Preparatory Academies (UHS&PA) continues to prepare 8th – 12th grade students for a rigorous college learning experience. Our learning community is committed to challenging students to maximize their potential and pursue their post-secondary goals. UHS&PA continues to celebrate the success of our students. One hundred percent of the Classes of 2015 and 2016 graduated in four years. Equally important, 100% of these graduates planned to attend a 2 or 4 year college/university or the military. Thank you for taking time to learn more about UHS&PA.

Sincerely,

Marcia Williams

Marcia Williams
Dean
University High School Academy
University High School Preparatory Academy

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	All Students	2014-15	49.3%	29.8%	72.7%	21.8%	50.9%	26.4%	0.9%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	29.2%	72.0%	20.6%	51.4%	27.1%	0.9%
ELA	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	44.0%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	35.6%	81.5%	27.7%	53.8%	18.5%	0.0%
ELA	11th Grade Content	Male	2014-15	43.3%	24.5%	60.0%	13.3%	46.7%	37.8%	2.2%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	20.3%	76.7%	26.7%	50.0%	23.3%	0.0%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	2.7%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	9.0%	39.1%	9.1%	30.0%	39.1%	21.8%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	9.0%	38.3%	8.4%	29.9%	39.3%	22.4%
Mathematics	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	23.8%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	11th Grade Content	White	2014-15	32.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	10.5%	36.9%	10.8%	26.2%	41.5%	21.5%
Mathematics	11th Grade Content	Male	2014-15	27.8%	7.6%	42.2%	6.7%	35.6%	35.6%	22.2%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	3.3%	23.3%	0.0%	23.3%	46.7%	30.0%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	6.8%	24.5%	9.1%	15.5%	37.3%	38.2%
Science	11th Grade Content	All Students	2015-16	33.0%	8.3%	31.3%	5.1%	26.3%	40.4%	28.3%
Science	11th Grade Content	Asian	2015-16	50.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	6.5%	23.4%	7.5%	15.9%	37.4%	39.3%
Science	11th Grade Content	Black or African American	2015-16	8.3%	8.2%	31.2%	5.4%	25.8%	39.8%	29.0%
Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	26.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	29.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	11th Grade Content	White	2015-16	38.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	7.3%	24.6%	6.2%	18.5%	36.9%	38.5%
Science	11th Grade Content	Female	2015-16	29.8%	9.8%	34.4%	3.3%	31.1%	39.3%	26.2%
Science	11th Grade Content	Male	2014-15	32.1%	6.5%	24.4%	13.3%	11.1%	37.8%	37.8%
Science	11th Grade Content	Male	2015-16	36.3%	6.9%	26.3%	7.9%	18.4%	42.1%	31.6%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	4.2%	23.3%	3.3%	20.0%	26.7%	50.0%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	5.5%	34.1%	4.9%	29.3%	31.7%	34.1%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	0.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	19.7%	56.4%	11.8%	44.5%	39.1%	4.5%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	15.5%	47.5%	3.0%	44.4%	49.5%	3.0%
Social Studies	11th Grade Content	Asian	2015-16	59.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	19.3%	55.1%	10.3%	44.9%	40.2%	4.7%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	15.0%	47.3%	2.2%	45.2%	49.5%	3.2%

M-STEP Grades 3-11

Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	47.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	19.6%	53.8%	9.2%	44.6%	41.5%	4.6%
Social Studies	11th Grade Content	Female	2015-16	39.1%	14.9%	49.2%	1.6%	47.5%	45.9%	4.9%
Social Studies	11th Grade Content	Male	2014-15	47.2%	19.8%	60.0%	15.6%	44.4%	35.6%	4.4%
Social Studies	11th Grade Content	Male	2015-16	47.1%	16.0%	44.7%	5.3%	39.5%	55.3%	0.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	12.0%	53.3%	6.7%	46.7%	40.0%	6.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	11.9%	43.9%	4.9%	39.0%	53.7%	2.4%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	1.4%	<10	<10	<10	<10	<10

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
University High School Academy	2015-16	Total Score	All Students	1061.7	N/A	38	38.4%	61	61.6%	99
University High School Academy	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
University High School Academy	2015-16	Total Score	Black or African American	1056.3	N/A	34	36.6%	59	63.4%	93
University High School Academy	2015-16	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
University High School Academy	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
University High School Academy	2015-16	Total Score	Female	1052.6	N/A	20	32.8%	41	67.2%	61
University High School Academy	2015-16	Total Score	Male	1076.3	N/A	18	47.4%	20	52.6%	38
University High School Academy	2015-16	Total Score	Economically Disadvantaged	1061.7	N/A	14	34.1%	27	65.9%	41
University High School Academy	2015-16	Total Score	Not Economically Disadvantaged	1061.7	N/A	24	41.4%	34	58.6%	58
University High School Academy	2015-16	Total Score	Not English Language Learners	1061.7	N/A	38	38.4%	61	61.6%	99

SAT

University High School Academy	2015-16	Total Score	Not Migrant	1061.7	N/A	38	38.4%	61	61.6%	99
University High School Academy	2015-16	Total Score	Students Without Disabilities	1061.7	N/A	38	38.4%	61	61.6%	99
University High School Academy	2015-16	Total Score	Not Homeless	1061.7	N/A	38	38.4%	61	61.6%	99
University High School Academy	2015-16	Evidence-Based Reading and Writing	All Students	550.1	480	85	85.9%	14	14.1%	99
University High School Academy	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
University High School Academy	2015-16	Evidence-Based Reading and Writing	Black or African American	549.6	480	81	87.1%	12	12.9%	93
University High School Academy	2015-16	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10
University High School Academy	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
University High School Academy	2015-16	Evidence-Based Reading and Writing	Female	551.8	480	53	86.9%	<10	13.1%	61
University High School Academy	2015-16	Evidence-Based Reading and Writing	Male	547.4	480	32	84.2%	<10	15.8%	38
University High School Academy	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	551.7	480	34	82.9%	<10	17.1%	41

SAT

University High School Academy	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	549.0	480	51	87.9%	<10	12.1%	58
University High School Academy	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	550.1	480	85	85.9%	14	14.1%	99
University High School Academy	2015-16	Evidence-Based Reading and Writing	Not Migrant	550.1	480	85	85.9%	14	14.1%	99
University High School Academy	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	550.1	480	85	85.9%	14	14.1%	99
University High School Academy	2015-16	Evidence-Based Reading and Writing	Not Homeless	550.1	480	85	85.9%	14	14.1%	99
University High School Academy	2015-16	Mathematics	All Students	511.6	530	40	40.4%	59	59.6%	99
University High School Academy	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
University High School Academy	2015-16	Mathematics	Black or African American	506.8	530	35	37.6%	58	62.4%	93
University High School Academy	2015-16	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
University High School Academy	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
University High School Academy	2015-16	Mathematics	Female	500.8	530	20	32.8%	41	67.2%	61

SAT

University High School Academy	2015-16	Mathematics	Male	528.9	530	20	52.6%	18	47.4%	38
University High School Academy	2015-16	Mathematics	Economically Disadvantaged	510.0	530	14	34.1%	27	65.9%	41
University High School Academy	2015-16	Mathematics	Not Economically Disadvantaged	512.8	530	26	44.8%	32	55.2%	58
University High School Academy	2015-16	Mathematics	Not English Language Learners	511.6	530	40	40.4%	59	59.6%	99
University High School Academy	2015-16	Mathematics	Not Migrant	511.6	530	40	40.4%	59	59.6%	99
University High School Academy	2015-16	Mathematics	Students Without Disabilities	511.6	530	40	40.4%	59	59.6%	99
University High School Academy	2015-16	Mathematics	Not Homeless	511.6	530	40	40.4%	59	59.6%	99



**Annual Education Report
University High School Academy**

02/24/2017

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	99.3%	58.9%	100.0%	96.9%
All Students	Mathematics	98.6%	62.1%	99.2%	41.9%	100.0%	81.3%
All Students	Science	98.1%	50.0%	98.4%	28.6%	100.0%	72.9%
All Students	Social Studies	98.1%	59.3%	98.3%	43.2%	100.0%	85.4%
Bottom 30%	ELA	N/A	25.1%	N/A	9.1%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	5.1%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	2.3%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	1.1%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	100.0%	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	100.0%	<30	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	99.3%	58.8%	100.0%	96.7%
Black or African American	Mathematics	97.4%	37.3%	99.2%	41.5%	100.0%	80.0%
Black or African American	Science	96.5%	23.9%	98.3%	28.2%	100.0%	72.2%
Black or African American	Social Studies	96.6%	33.6%	98.2%	42.5%	100.0%	84.4%
Hispanic of Any Race	ELA	98.8%	60.8%	100.0%	54.6%	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	100.0%	42.4%	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30	N/A	N/A



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	<30	<30	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	<30	<30
White	ELA	99.0%	75.6%	98.6%	61.9%	<30	<30
White	Mathematics	98.9%	68.4%	98.6%	46.2%	<30	<30
White	Science	98.6%	57.1%	<30	<30	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	99.3%	52.8%	100.0%	97.4%
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.2%	37.5%	100.0%	76.9%
Economically Disadvantaged	Science	97.5%	35.0%	98.7%	23.7%	100.0%	66.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.4%	36.2%	100.0%	84.6%
English Language Learners	ELA	98.8%	49.5%	100.0%	52.1%	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	100.0%	51.0%	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	100.0%	19.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	100.0%	38.8%	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	98.3%	35.0%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	98.1%	25.8%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	97.4%	19.3%	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	96.3%	18.8%	N/A	N/A



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	92.39%	100.00%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	92.54%	100.00%
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	91.47%	100.00%
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	78.90%	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	94.26%	N/A

* All data based on students enrolled for a full academic year.



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Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



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Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
University High School Academy	Green	2	Green	2	Green	2	Green	2	Lime	38



MI School Data
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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	6	20	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

Annual Education Report University High School Academy

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NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



MI School Data

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NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



MI School Data

Annual Education Report University High School Academy

02/24/2017

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0