

**Universal Academy**

4833 Ogden Street
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School Annual Education Report (AER) Cover Letter

January 15, 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 Universal 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 Mrs. Uzma Anjum (School Principal) at uanjum@universalpsa.org for assistance.

The AER is available for you to review electronically by visiting the school website at <https://www.universalpsa.org/school-reporting-transparency/> or you may ask for a copy in the main office at your child's school. You can also find the AER at [MI School Data](#)

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. 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 2024-25. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2024-25. 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.

The 2024-2025 school year has been a remarkable one for our district, marked by exceptional progress and achievements that reflect the dedication of our students, educators, and community. Our shared commitment to academic excellence, inclusivity, and holistic development has produced outstanding results.

Academic Growth

This year, our students demonstrated significant improvements in academic performance across all grade levels. Rigorous curriculum enhancements, coupled with innovative teaching strategies, have resulted in measurable growth in core subject areas. Our educators have embraced data-driven approaches to identify and address learning gaps, ensuring every student has the support they need to succeed. These efforts have contributed to a well-rounded and robust educational experience for all.

100% Graduation Rate. We are thrilled to announce that our district achieved a 100% graduation rate for the 2024-2025 school year. This milestone is a testament to the tireless efforts of our teachers, counselors, and

Attachment: UA AER 2025-26 (8535 : Annual Education Report (AER))



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support staff, who have worked closely with students and families to ensure that every graduate is equipped with the knowledge, skills, and confidence to pursue their post-secondary goals.

Improvements in the ESL Program

Our English as a Second Language (ESL) program has seen remarkable advancements, with students demonstrating significant increases in English language proficiency. Through tailored instruction, personalized learning plans, and additional resources, our ESL students have not only improved academically but have also gained the confidence to

As we celebrate this year's achievements, we remain focused on sustaining this momentum. Our district is committed to continuing its investment in innovative programs, student-centered learning, and community partnerships. The Academy continues to utilize the Epstein model for Parent Involvement. MICIP School Improvement Teams have updated the school's parent involvement plan, and parent compact in alignment with the MTSS process and ESSA regulations and guidelines.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in the Academy's Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public-school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils and Board Members/Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records. Homeless liaison ensures homeless children and unaccompanied youth are enrolled in and have an opportunity to succeed in school.



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- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.
- Universal Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

At Universal Academy, Michigan Integrated Continuous Improvement Process (MICIP) is used to improve student outcomes by assessing whole child needs to develop plans and coordinate funds. It is an ongoing, integrated and consistent process that allows for deeper analysis of both assets and needs. Our focus is not only primarily on the academic, or cognitive, aspect of the child but we also address the physical, behavioral, social and emotional aspects as well because they impact the child's environment and ability to fully participate in learning.

The MICIP continuous improvement cycle occurs within the vision, mission and beliefs of Universal Academy. Our Improvement plan is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. As MICIP team members, staff, parents, students and Central Office staff use series of interdependent and aligned processes and work together toward a common goal to bring desired results.

We utilize the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous process:

- Gather Data Where are we now (status) and where do we want to be (goals)?
- Study/Analyze What did the data/information we collected tell us?
- Plan How do we organize our work so that it aligns to our goals and resources?
- Do Staff implements the strategies and action steps outlined in the plan.
- Gather Data II Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, the Academy completes it annually with updates made throughout the year as new data is made available. MICIP is used as the online tool to complete the School Data Profile which is a comprehensive analysis of our CNA.

The Academy has utilized MICIP District/School Improvement Plan Goals, which allows staff to describe and present strategies in an action plan format within the consolidated, District-wide

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Improvement Plan. The Academy's School-wide goals, are focused on helping all students reach the State's standards. School goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Implementation of these strategies with needed resources/materials, and professional development, to provide an enriched and accelerated curriculum for all students, are accounted for.

The Academy's strategies address the needs of all student but particularly those of whom are low achieving, and meet the needs of students representing all major subgroups participating in our School-Wide Title I Program. Teachers are directed to meet student needs in utilizing our School Improvement Plan strategies, with continuous analysis to determine if student needs are met. We review and evaluate continually to demonstrate how these strategies are effective and how they are increasing student achievement, allowing the Academy to continue to meet district and school accountability requirements.

The Academy's Goals & Objectives continue to address Title I assurances. The Academy's MICIP has been submitted online and is available at the school upon request.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Universal Academy is a public-school academy that is authorized by Oakland University and led by Dr. Ali Bazzi, Superintendent, and is managed by Hamadeh Educational Services, Inc., the Academy's educational service provider. Since our inception, we continue to make progress in achieving the mission and goals envisioned by our founder. Through the publication of this report, we are sharing that progress with others, along with our plans for continued growth and improvement into the future.

Universal Academy is not considered a specialized school.

TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Our district's curriculum is housed in Rubicon/Atlas an online based software program. Atlas is designed to electronically encompass the entire process of curriculum mapping in direct correlation to the Michigan Department of Education's (MDE) learning standards and Common Core standards for each grade level. Atlas allows for personalization in terms of curriculum mapping by allowing each teacher to download reports to their own dashboard for yearlong planning purposes, assessment categorizing and curriculum pacing.

The district is in full implementation with the curriculum as Universal Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards.



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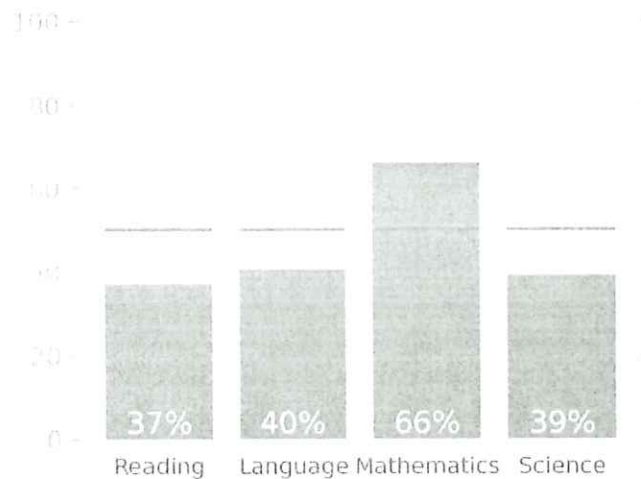
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Teachers meet on a weekly basis as a grade level team and or department to review their units and lesson plan to ensure vertical and horizontal alignments are taking place.

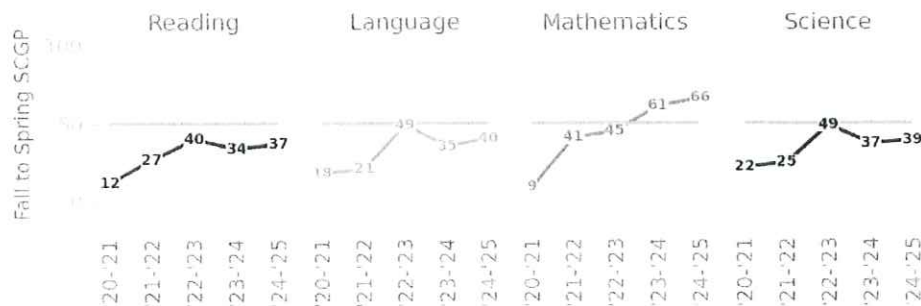
To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper format within 3-5 days. The district will then reach out to the parent who made the request to let them know the file is ready to be picked up.

AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL AND NATIONALLY NORMED ACHIEVEMENT TESTS

Median Student Conditional
Growth Percentiles - Spring 2025



Fall to Spring SCGP Trends

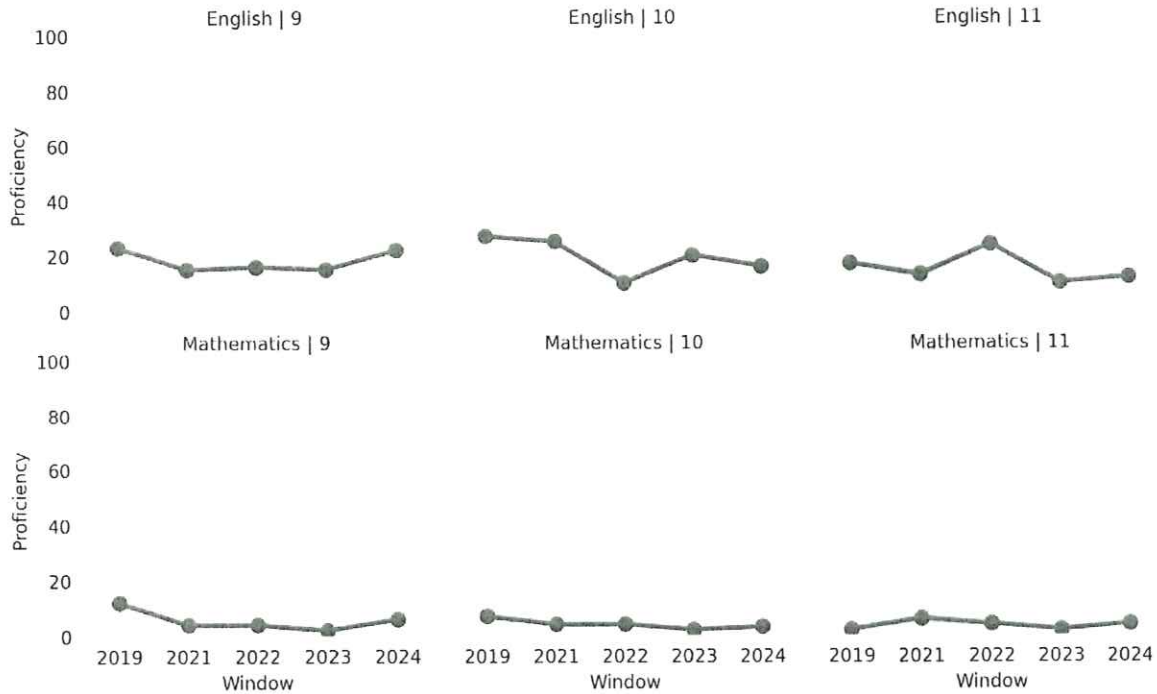




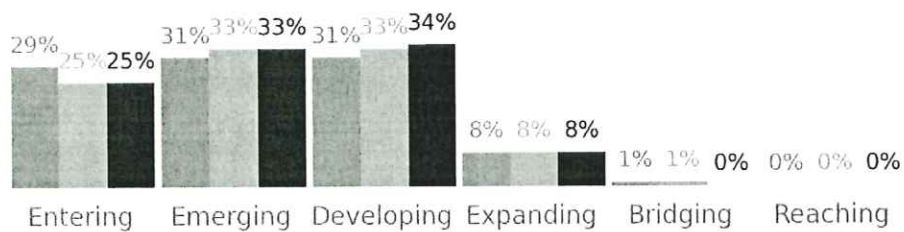
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PSAT and SAT "College Ready" Rates



2023, 2024, and 2025 WIDA Composite Levels




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NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Year	Student Count	Percentage	Follow-Up
2024-25	727	71%	29%

NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Number of students 2024-25: 61
 Percent from total population: 27% (of all HS students)

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP)

2024-25: 3

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

2024-25: 22 students (10% of total HS students)

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

2024-25: 1 (5% of total AP students)

Universal Academy intends to continue improving the services for students and families well into the future. The Academy is committed to the practice of involving all stakeholders in these efforts, parents, teachers, students, staff and the surrounding community. All stakeholders recognize that through the collaborative process, the Academy has been able to achieve the progress outlined in this report. We would like to express our gratitude and appreciation to all stakeholders for this collaborative effort.

Educationally Yours,

Dr. Ali Y Bazzi, Superintendent of Schools