

Executive Summary School Accountability Report Card, 2011–12  
(Published during the 2012-13 school year)

## ***University High School***

**Address:** 2611 Matoian Way, M/S UH 134    **Phone:** 559-278-8263  
**Principal:** Dr. James Bushman, Ed.D.    **Grade Span:** 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

University High School is a 9th-12th grade free public charter high school located on the campus of California State University, Fresno. UHS provides an accelerated college preparatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefiting from the opportunities available on a large public university campus.

### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	480
Black or African American	5.4%
American Indian or Alaska Native	1.7%
Asian	17.9%
Filipino	6.5%
Hispanic or Latino	21.3%
Native Hawaiian or Pacific Islander	0%
White	47.3%
Two or More Races	%
Socioeconomically Disadvantaged	11.5%
English Learners	0%
Students with Disabilities	.2%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	20
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	97.3%
Mathematics	62.3%
Science	81%
History-Social Science	73.5%

## Academic Progress<sup>2</sup>

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	926
Statewide Rank (from 2011 Base API Report)	10
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 10 of 10
2012–13 Program Improvement Status (PI Year)	n/a

## School Facilities

### Summary of Most Recent Site Inspection

University High School moved into its new facility in November or 2010. Classrooms and furnishings provide excellent support for student learning. Technology built into each classroom provide for wireless internet, document camera projection, computer screen projection, ceiling mounted speakers, and DVD projection. Student restrooms provide modern conveniences of hand air dryers and touch-free sinks with the added bonus of color-coordinated tile and graffiti free surroundings.

### Repairs Needed

In December of 2012, University High hired its original contractor, Zumwaldt Construction, to fix miscellaneous problems that have arisen in the past two years since the school was built.

### Corrective Actions Taken or Planned

Plant Operations at Fresno State have been called to fix additional door problems and replace stained ceiling panels. Items fixed by the contractor include the addition of door closers, broken blinds, door adjustments, and corner protectors added.

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4606.18
District	\$4500.00
State	\$5455.00

**School Completion**

Indicator	Result
Graduation Rate (if applicable)	98.98%

**Postsecondary Preparation**

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	81.7%

**California Department of Education**  
**School Accountability Report Card**  
**Reported Using Data from the 2011–12 School Year**  
*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## **I. Data and Access**

### **Ed-Data Partnership Web Site**

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**Throughout this document the letters DPL means Data provided by the LEA, and the letters DPC means Data provided by the CDE.**

## II. About This School

### District Contact Information (School Year 2012–13)

<b>Name</b>	Fresno Unified School District
<b>Phone Number</b>	559-457-3360
<b>Web Site</b>	www.uhsfresno.com
<b>Board Chair</b>	Dr. Paul Beare
<b>E-mail Address</b>	pbeare@csufresno.edu
<b>CDS Code</b>	10-62166-0114553

### School Contact Information (School Year 2012–13)

<b>Name</b>	University High School
<b>Street</b>	2611 E Matoian Way, M/S UH134
<b>City, State, Zip</b>	Fresno, CA 93740
<b>Phone Number</b>	559-278-8263
<b>Principal</b>	Dr. James Bushman, Ed.D.
<b>E-mail Address</b>	jbushman@csufresno.edu

## **School Description and Mission Statement (School Year 2011–12)**

University High School is a 9th-12th grade free public charter high school located on the campus of California State University, Fresno. UHS provides an accelerated college preparatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefiting from the opportunities available on a large public university campus.

### **Mission Statement**

*The mission of University High School is to create a high school at CSUF that maintains a small school environment even while it provides students opportunities available on a large public university campus.*

*The school will strive to work collegially with the University for the benefit of both parties and will be housed under the auspices of California State University, Fresno (CSUF) and its College of Arts and Humanities.*

*The school's educators will use and continually develop exemplary instructional practices to provide a rigorous and challenging curriculum. The school will promote quality-learning experiences in a technologically rich learning environment. The goal of all instruction should be student learning.*

*The school's curriculum will be college preparatory and incorporate university courses and university-type experiences into its curriculum. The school will also integrate curriculum components into the graduation requirements that will prepare students for a successful college experience and successful integration into adult society.*

*The school will spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.*

*The school will promote positive partnerships with parents, students and the community to create a supportive climate for its students and the school.*

### **Opportunities for Parental Involvement (School Year 2011–12)**

UHS believes educating a child is a community endeavor that only happens when parents, students and a school staff work together on behalf of the student. UHS is small and our capacity to offer the multitude of programs we have, only happens if we receive parent support. Parents are encouraged to get involved with school operations. UHS has its own parent booster group the “Phoenix Alliance” and parent can join. The Phoenix Alliance provides support and sponsors many school related activities like Magic of the Arts, school concerts, Baccalaureate, Open House, etc. But parents do not have to join an organization to help. UHS sends a volunteer form to each family at the beginning of the year that lists all the volunteer opportunities. Parents are encouraged/expected to volunteer with what they can. Phoenix Alliance uses Volunteer Hub to apprise parents of volunteer opportunities and to register and track volunteer hours.

UHS does its best to communicate with parents so we can be as transparent as possible. Individual student attendance and grades can be accessed online by the parents of each student. The school website includes a comprehensive view of our school. Daily bulletins are sent to parents via email, and regular notices from the school sent via mail and email serve to fill in any information gaps. Blackboard Connect is used by the school to do parent broadcasts by phone for both emergency announcements and informational announcements.

### **Student Enrollment by Grade Level (School Year 2011–12)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	134
<b>Grade 10</b>	123
<b>Grade 11</b>	116
<b>Grade 12</b>	109
<b>Total Enrollment</b>	482



**Student Enrollment by Student Group (School Year 2011–12)**

Group	Percent of Total Enrollment
Black or African American	5.8%
American Indian or Alaska Native	3.3%
Asian	19.5%
Filipino	5.0%
Hispanic or Latino	11.8%
Native Hawaiian or Pacific Islander	0.2%
White	53.7%
Two or More Races	0.4%
Socioeconomically Disadvantaged	8.5%
English Learners	0%
Students with Disabilities	0%

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.8	8	11	0	23.8	6	14	0	23.85	6	14	0
Mathematics	24.3	5	12	0	26.4	5	11	1	23.45	8	12	0
Science	25.6	2	12	0	25.1	3	12	0	24.7	3	12	0
Social Science	22.3	4	4	0	27.3	2	5	1	25.3	2	7	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### III. School Climate

#### School Safety Plan (School Year 2011–12)

Each year UHS revises and updates our school safety plan. This plan is designed to provide a blueprint for a crisis response. All staff members are trained to respond to a number of emergencies from outside occurrences such as fires, earthquakes, and unwelcome intruders to individual 'first aid' issues.

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	3.2%	0.8%	2%	24.8	21.7	21.2
<b>Expulsions</b>	0%	0%	0%	0.8	0.8	.5

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012–13)

University High School moved into its new facility in November of 2010. Classrooms and furnishings provide excellent support for student learning. Technology built into each classroom provide for wireless internet, document camera projection, computer screen projection, ceiling mounted speakers, and DVD projection. Student restrooms provide modern conveniences of hand air dryers and touch-free sinks with the added bonus of color-coordinated tile and graffiti free surroundings.

#### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			n/a
<b>Interior:</b> Interior Surfaces		X			n/a
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			n/a
<b>Electrical:</b> Electrical		X			n/a
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			n/a
<b>Safety:</b> Fire Safety, Hazardous Materials		X			n/a
<b>Structural:</b> Structural Damage, Roofs		X			n/a
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			n/a

<b>Overall Rating</b>	<b>Good</b>	
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Note: Cells shaded in black do not require data.

**Using the most recent FIT data (or equivalent) provide the following:**

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating (bottom row)

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	23	22	22	3049
<b>Without Full Credential</b>	0	0	0	30
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	30

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	89%	11%
<b>High-Poverty Schools in District</b>	89%	11%
<b>Low-Poverty Schools in District</b>	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	240
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	Provided by FCOE	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

*Year and month in which data were collected: August, 2012*

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	sufficient	Yes	0
Mathematics	sufficient	Yes	0
Science	sufficient	Yes	0
History-Social Science	sufficient	Yes	0
Foreign Language	sufficient	Yes	0
Health	sufficient	Yes	0
Visual and Performing Arts	sufficient	Yes	0
Science Laboratory Equipment (grades 9-12)	sufficient	Yes	0

**Note: You are not required to present SARC information in a tabular format. This template is only a guide. You can provide a narrative or other format. But be sure to include all the information requested below for this section:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, & history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the SBE or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For K-8, include any supplemental curriculum adopted by local governing board

\*If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and **note the year and month in which the data were collected.**

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4606.18	0	\$4606.18	\$64,258
District			\$4500	\$65,566
Percent Difference – School Site and District			+2.3%	-1.9%
State			\$5455	\$68,835
Percent Difference – School Site and State			-15%	-6.6%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org> (Outside Source).

### Types of Services Funded (Fiscal Year 2011–12)

**Narrative provided by the LEA**

*Provide specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.*

## Teacher and Administrative Salaries (Fiscal Year 2011–12)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,725	\$41,455
<b>Mid-Range Teacher Salary</b>	\$62,623	\$66,043
<b>Highest Teacher Salary</b>	\$72,522	\$85,397
<b>Average Principal Salary (Elementary)</b>	\$95,060	\$106,714
<b>Average Principal Salary (Middle)</b>	\$101,370	\$111,101
<b>Average Principal Salary (High)</b>	\$113,637	\$121,754
<b>Superintendent Salary</b>	\$274,006	\$223,357
<b>Percent of Budget for Teacher Salaries</b>	39	39
<b>Percent of Budget for Administrative Salaries</b>	7	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	95.1	96.4	97.3	32.1	34.7	41	47.5	49.4	56
<b>Mathematics</b>	54.5	56.1	62.3	11.9	12.5	41	25.6	28.7	51
<b>Science</b>	74	68.6	81.0	24.2	26	42	40	44.5	60
<b>History-Social Science</b>	79.9	83.3	73.5	31.5	34	36	43.4	45.9	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>All Students in the LEA</b>				
<b>All Students at the School</b>	97.3	62.3	81.0	73.5
<b>Male</b>	98.1	64.9	87.7	84.0
<b>Female</b>	97.0	59.0	74.5	64.4
<b>Black or African American</b>	*	*	*	*
<b>American Indian or Alaska Native</b>	*	*	*	*
<b>Asian</b>	98.3	77.5	88.0	83.0
<b>Filipino</b>	*	*	*	*
<b>Hispanic or Latino</b>	94.2	53.2	67.7	58.3
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*
<b>White</b>	98.8	62.9	88.6	74.6
<b>Two or More Races</b>	*	*	*	*
<b>Socioeconomically Disadvantaged</b>	91.3	50.0	56.5	63.6
<b>English Learners</b>	n/a	n/a	n/a	n/a
<b>Students with Disabilities</b>	n/a	n/a	n/a	n/a
<b>Students Receiving Migrant Education Services</b>	n/a	n/a	n/a	n/a

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	91%	98%	99.2	38%	47%	43.4%	53%	60%	56%
Mathematics	95%	94%	96.7	43%	45%	51.4%	54%	57%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School		122/122			121/121	
Male		49/49			49/49	
Female		73/73			72/72	
Black or African American		*			*	
American Indian or Alaska Native		*			*	
Asian		19/19			19/19	
Filipino		*			*	
Hispanic or Latino	1/24	23/24		1/24	23/24	
Native Hawaiian or Pacific Islander		*			*	
White		64/64			61/63	
Two or More Races						
Socioeconomically Disadvantaged		13/13			13/13	
English Learners		n/a			n/a	
Students with Disabilities		n/a			n/a	
Students Receiving Migrant Education Services		n/a			n/a	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
9 (UHS)	100%	94.4%	75.2%
9 (Fresno Unified)	64.7%	41.6%	22.8%
9 (State)	19.1%	22.9%	36.5%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	10	10	10
Similar Schools	9	9	9

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	+2 (917)	0 (917)	+9 (926)
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	(900)	+1 (901)	+1 (902)
Native Hawaiian or Pacific Islander			
White	+1 (922)	-10 (912)	+23 (935)
Two or More Races			
Socioeconomically Disadvantaged	(871)	+26 (897)	+6 (903)
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	355	926	49,967	724	1,422,741	752
Black or African American	17	926	4,873	664	97,826	665
American Indian or Alaska Native	7	*	299	703	10,617	719
Asian	58	958	6,234	758	126,318	875
Filipino	19	883	192	837	41,118	834
Hispanic or Latino	69	902	31,197	708	716,594	701
Native Hawaiian or Pacific Islander	1	*	177	803	8,347	732
White	171	935	5,969	812	389,251	817
Two or More Races	1	*	12	785	16,154	804
Socioeconomically Disadvantaged	23	903	45,422	709	554,128	696
English Learners	7		18,383	691	269,515	650
Students with Disabilities	0		4,750	510	108,412	518

\*= too small of a sample

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	No	Year 3
First Year of Program Improvement	n/a	2004-05
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement		76
Percent of Schools Currently in Program Improvement		72.4%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside Source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses

- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside Source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
<b>Dropout Rate (1-year)</b>	1.0%	0.5%		5.9%	5.9%		5.7%	4.6%	14.4%
<b>Graduation Rate</b>	97.65	93.06	98.98	74.68	75.52	72.71	78.59	80.44	76.26

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

### Graduating Class of 2012

Group	School	District	State
<b>All Students</b>	98.98	72.71	
<b>Black or African American</b>	100	66.48	
<b>American Indian or Alaska Native</b>		62.50	
<b>Asian</b>	100	79.74	
<b>Filipino</b>	100	86.36	
<b>Hispanic or Latino</b>	100	70.95	
<b>Native Hawaiian or Pacific Islander</b>		69.23	
<b>White</b>	98.21	75.51	
<b>Two or More Races</b>	100	85.71	
<b>Socioeconomically Disadvantaged</b>	100	71.26	
<b>English Learners</b>	-	64.97	
<b>Students with Disabilities</b>	100	42.91	

Note: Cells shaded in black do not require data.

### Career Technical Education Programs (School Year 2011-12)

University High School does not offer a Career Technical Education Program.
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### Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011–12 Students Enrolled in Courses Required for UC/CSU Admission	100%
2010–11 Graduates Who Completed All Courses Required for UC/CSU Admission	Data provided by the CDE

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	1	
Foreign Language	0	
Mathematics	3	
Science	0	
Social Science	3	
All courses	9	

Note: Cells shaded in black do not require data.

\* Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

UHS believes professional development serves a vital function towards maintaining teacher excellence. UHS teachers engage in three days of school sponsored professional development before school begins in August of each year. During the school year teachers will spend an additional 14 hours including one full day before the second semester begins in January.

But professional development has to be more than just school driven. At UHS each teacher creates their own individualized professional development plan to meet their own needs. This year some teachers will attend conferences, some will be reading professional journals, and others will be visiting or observing their colleagues. Each teacher enacts this plan during the fall and early spring. Records of each teacher's efforts are kept on file.

Teachers are supported by the Head of School, Dean, and staff from Fresno State through observations, individual meetings, and conferences.