

University High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



Dr. James Bushman, Principal

Principal, University High

About Our School

School Accomplishments

- 5th Best School in CA & 74th in the Nation: US News, 2018
- National Blue Ribbon School, 2014
- California Gold Medal School, 2017
- 65th best in the Nation out of 23,000 and 7th best in the State
- 19th best charter in the country by US News 2nd best Charter High School in the State by USC/ School Performance Dashboard
- A+ grade, 2nd best charter and 23rd best high school in California, by Niche.com (2019)
- Of 1713 high schools in California, 4th Best Teaching Staff by Niche.com (2019)
- U.S. Academic Decathlon National Small School Champion (11 years)
- WASC Accreditation: full six year accreditation through 2023

Contact

University High
2611 East Matoian M/S UH134
Fresno, CA 93740

Phone: 559-278-8263
Email: jbushman@csufresno.edu

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Bob Nelson Ed.D.
Email Address	bob.nelson@fresnounified.org
Website	http://www.fresnounified.org

School Contact Information (School Year 2019—20)	
School Name	University High
Street	2611 East Matoian M/S UH134
City, State, Zip	Fresno, Ca, 93740
Phone Number	559-278-8263
Principal	Dr. James Bushman, Principal
Email Address	jbushman@csufresno.edu
Website	www.uhsfresno.com
County-District-School (CDS) Code	10621660114553

Last updated: 12/16/2019

School Description and Mission Statement (School Year 2019—20)

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 equality-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.

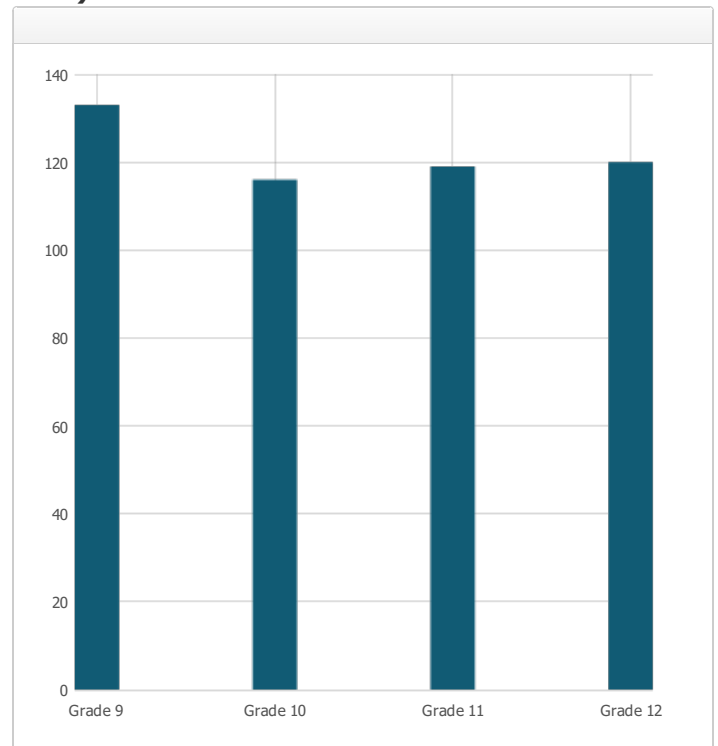
The school will spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.

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

Last updated: 12/16/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	133
Grade 10	116
Grade 11	119
Grade 12	120
Total Enrollment	488



Last updated: 12/16/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.50 %
American Indian or Alaska Native	0.20 %
Asian	24.60 %
Filipino	11.30 %
Hispanic or Latino	26.40 %
Native Hawaiian or Pacific Islander	0.40 %
White	27.70 %
Two or More Races	5.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	18.90 %
English Learners	%
Students with Disabilities	1.00 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

State Priority: Basic

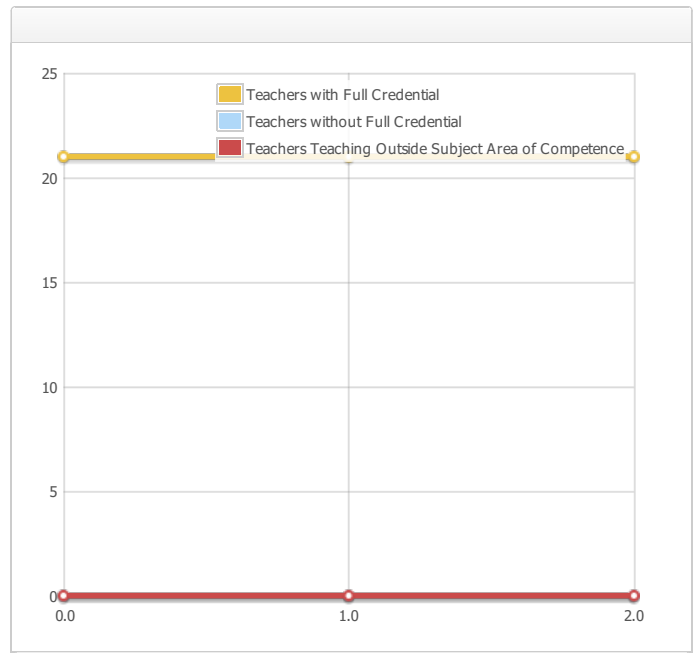
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Waiting for FUSD data: Teacher credentials

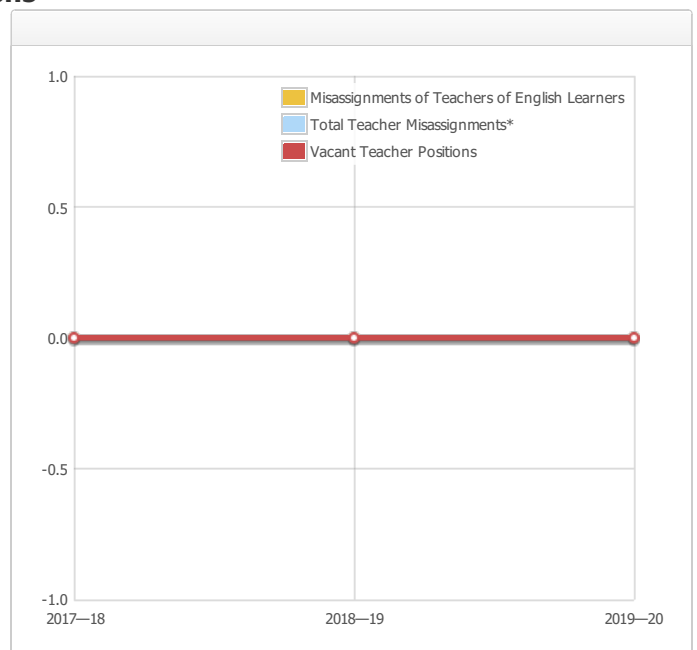
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	21	21	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Last updated: 12/16/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	50 Essays The Language of Composition		0.00 %
Mathematics	Calculus: Graphical, Numerical, Algebraic The Practice of Statistics Mathematics I: Common Core w /Math XL online Mathematics II: Common Core w /Math XL online Mathematics III: Common Core w /Math XL online		0.00 %
Science	Invitation to Biology What is Life? Animal Diversity World of Chemistry Conceptual Physics Essential Environment		0.00 %
History-Social Science	Frameworks of World History, Vol One to 1550 Frameworks of World History, Vol Two since 1350 Economics: Principals in Action Principals of Economics, 4th Edition Magruder's American Government Government in America: People, Politics, & Policy American Government: Readings and Cases American History: A Survey		0.00 %
Foreign Language	Latin for the New Millennium Student Textbook Level I and II LNM Student Workbook Level I and II		0.00 %
Health	Lifetime Health Personal Fitness		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/16/2019

School Facility Conditions and Planned Improvements

University High School moved into its new facility in November, 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.

Recent Upgrades

In August of 2017, UHS used its Prop 39 funds from the state of California to upgrade light fixtures and other items to be more energy efficient. New internet switches and wi-fi was upgraded in the fall of 2017 as part of this refresh. During the spring of 2018, all new light fixtures and light bulbs were installed in the entire school with Prop 39 funding to become a more energy efficient school.

Repairs Needed

The bathroom door locks are being repaired during the 2019-20 school year; the electronic locks were incorrectly installed and need to be replaced. Various door locks are being replaced as normal wear and tear are making them to be ineffective.

Work orders are put in to the Fresno State maintenance department as soon as problems arise. The campus is cleaned daily by the janitorial staff, as well as through annual community service cleanups with the school.

Last updated: 12/16/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	State Fire Marshal visited on 11-3-19. Small list of fixes (adjust storage height, buy new outlet strips for specific places, add a fire extinguisher, etc.).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		N/A

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Exemplary
----------------	-----------

Last updated: 12/16/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	99%	98%	37%	34%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	92%	87%	27%	24%	38.0%	39.0%

Note: Percentages are not calculated 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/16/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	117	99.15%	--	98.29%
Male	53	52	98.11%	--	98.08%
Female	65	65	100.00%	--	98.46%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100%	--	100.00%
Filipino	17	17	100.00%	--	94.12%
Hispanic or Latino	22	22	100.00%	--	100.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	34	97.14%	--	100.00%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00%	--	95.83%
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/16/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	117	99.15%	--	87.18%
Male	53	52	98.11%	--	90.38%
Female	65	65	100.00%	--	84.62%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100%	--	92.59%
Filipino	17	17	100.00%	--	82.35%
Hispanic or Latino	22	22	100.00%	--	77.27%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	35	34	97.14%	--	88.24%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00%	--	83.33%
English Learners	--	--	--	0%	0%
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/16/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/20/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

University High does not participate in Career Technical Education (CTE).

Last updated: 12/16/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	92.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	92.80%	84.00%	65.60%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Last updated: 1/8/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

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 all parents 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 an online program called 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. In 2018, UHS purchased PeachJar, an email flyer platform, to help cut costs of paper flyers. PeachJar flyers are emailed out instead of paper flyers.

State Priority: Pupil Engagement

Last updated: 12/16/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

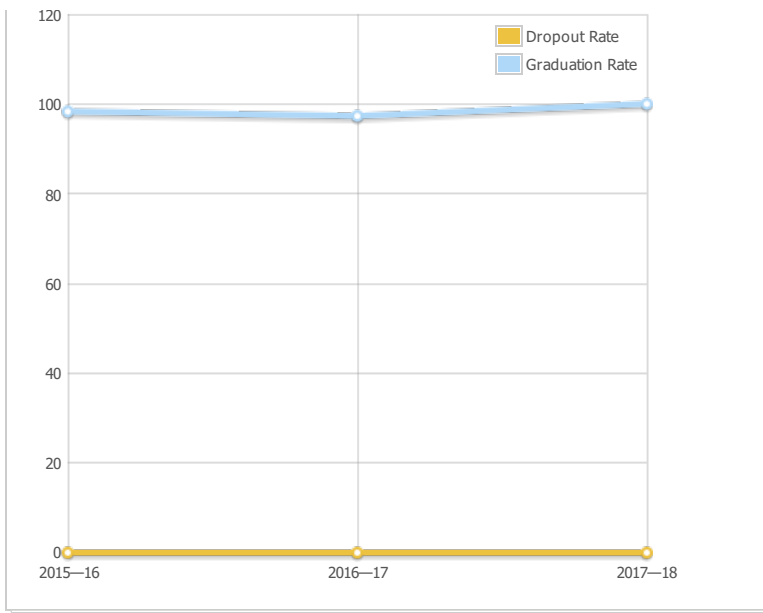
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	10.70%	9.70%
Graduation Rate	98.30%	85.50%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.00%	0.00%	11.10%	9.10%	9.10%	9.60%
Graduation Rate	97.30%	100.00%	82.00%	84.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/16/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Waiting for FUSD data: suspension and expulsion data

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.40%	0.80%	0.40%	6.90%	7.10%	7.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.20%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/8/2020

School Safety Plan (School Year 2019—20)

University High School's Safety Plan is reviewed annually by the administrative staff and changes are shared with the faculty. The faculty is also asked for their input. A copy of the safety plan is also sent to Fresno Unified. Since UHS is located on the campus of Fresno State, the Principal and Office Manager are also part of the Fresno State safety coordinators group. Staff members are given the opportunity to have first aid and CPR training annually. In the fall of 2018, UHS completely updated its Safety Plan to make it more relevant to its unique location on a college campus, as well as being in the unique position of being an independently reporting charter school while still reporting to their chartering agency of Fresno Unified School District. This new version of the Safety Plan is updated annually and approved by the UHS School Board annually, as well.

Last updated: 1/8/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	5	15	0
Mathematics	23.00	6	14	0
Science	24.00	3	12	0
Social Science	23.00	4	6	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	3	17	0
Mathematics	24.00	6	14	0
Science	27.00	1	14	1
Social Science	31.00	4	6	2

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	7	13	0
Mathematics	24.00	5	15	0
Science	27.00	2	13	1
Social Science	30.00	2	8	2

* 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.

Last updated: 12/16/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	244.00

*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.

**Average Number of Pupils per Counselor

Last updated: 12/16/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.15
Social Worker	
Nurse	0.02
Speech/Language/Hearing Specialist	0.05
Resource Specialist (non-teaching)	0.40
Other	0.06

*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.

Last updated: 1/8/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11533.47	\$1040.80	\$10492.67	\$84352.74
District	N/A	N/A	--	\$78444.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 12/20/2019

Types of Services Funded (Fiscal Year 2018—19)

Special funding for special education students through our Charter SELPA and after school tutoring through Title I funds are available.

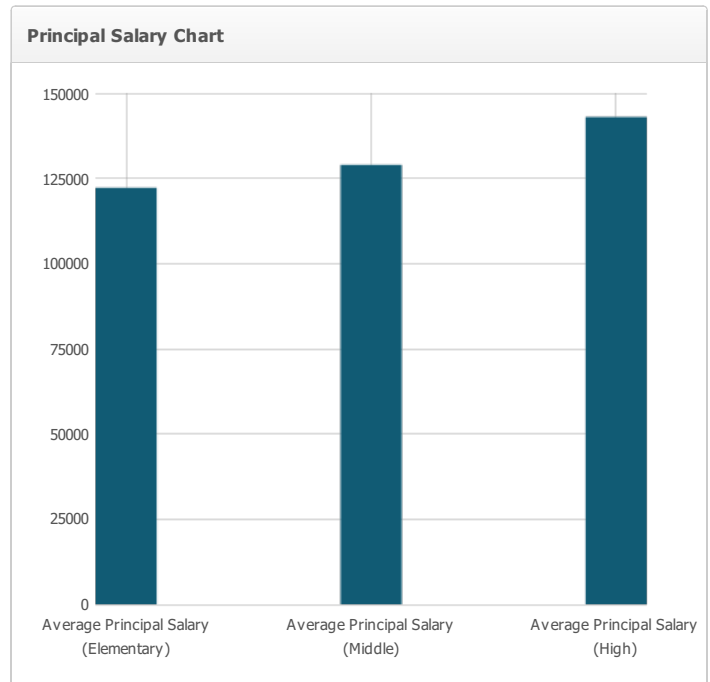
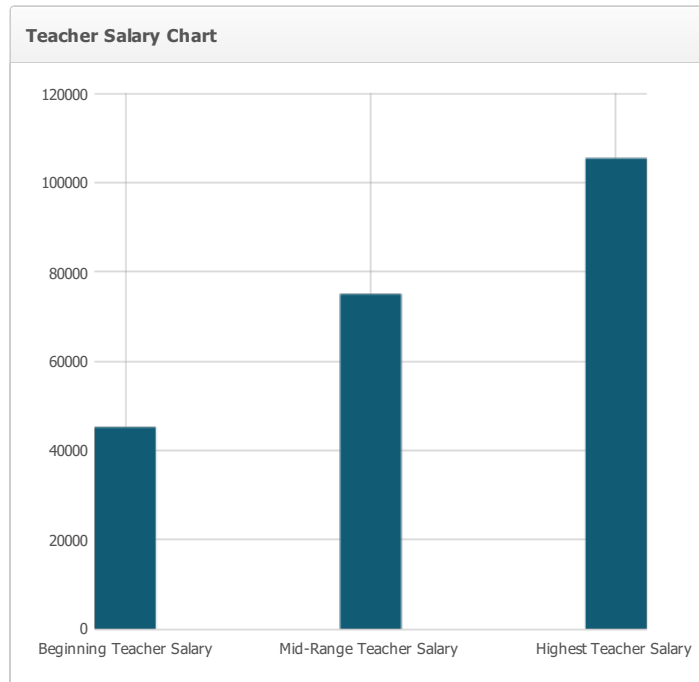
Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Waiting for FUSD data: Beginning Teacher Salary

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,182	\$48,612
Mid-Range Teacher Salary	\$75,003	\$74,676
Highest Teacher Salary	\$105,423	\$99,791
Average Principal Salary (Elementary)	\$122,230	\$125,830
Average Principal Salary (Middle)	\$128,951	\$131,167
Average Principal Salary (High)	\$143,010	\$144,822
Superintendent Salary	\$295,000	\$275,796
Percent of Budget for Teacher Salaries	34.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 12/16/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	9	49.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/8/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	11	11

Last updated: 12/16/2019