

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

421 N. Arcadia Blvd., Tucson, AZ 85711

Tucson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Excelling
2003-04	Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Stuart Baker
 Schedule : 07:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : edweb.tusd.k12.az.us/uhs
 Phone Number : (520) 232-5900
 Fax Number : (520) 232-5901
 E-mail : stuart.baker@tusd.k12.az.us

Mission

University High School is a special function public high school that serves students who are academically focused and intellectually gifted. UHS provides curriculum and social support not offered in the comprehensive high school. In addition to one of the top educations in the state, UHS offers a wide range of quality academic and athletic competitive activities and a fine arts program that includes drama, dance, art, band, choir and orchestra. This is a unique and rigorous program.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All University High School students will demonstrate academic ethics in their learning both in and out of the classroom. Academic ethics is defined as an individual's actions and decisions when no one is watching and there are no obvious rewards.
- ü University High School will maintain 100% passing the AIMS Math assessment.
- ü University High School will maintain 100% passing the AIMS Writing assessment.
- ü University High School will maintain 100% passing the AIMS Reading assessment.

Enrollment

October 1, 2005 School Year Student Enrollment : 669
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- ü Advanced Placement/Honors Classes
- ü Gifted and Talented Enrichment Program
- ü College Preparatory Emphasis
- ü Computer/Technology Classes/Cisco Lab

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

University High School maintains a high commitment to parent participation and input through a School Council, Parent and Alumni Associations and Booster Club. Ethnic diversity is supported by two minority recruiters and a faculty diversity pledge.

Parents

Parent responsibilities include providing immunization records and a physical exam for students participating in athletics, notifying the school on the day of an absence, and sending a note to excuse the absence upon return.

Transportation Policy

The school draws students from all of its 20 middle schools in addition to 18 other private, parochial, and charter middle schools in the area. Most students live in the district and may utilize district transportation.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Mock Trial Team Place 3rd in the Nation	2005
ü Presidential Scholar/Flinn Scholars	2005
ü National Merit Semifinalists/Finalists	2005
ü National Achievement/Hispanic Scholars	2005

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	3907	71130	100	93	95	778	701	701	NA	23	23	NA	13	13	20	51	51	80	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	1942	35465	100	95	96	775	702	702	NA	21	21	NA	14	13	19	52	53	81	13	13
Male	63	1965	35648	100	92	94	782	700	701	NA	25	24	NA	12	12	21	50	50	79	14	14
African American	NC	290	3868	NC	98	95	NC	679	686	NC	40	33	NC	14	17	NC	41	45	NC	4	6
Hispanic	33	1807	25103	100	93	95	758	688	685	NA	31	34	NA	16	16	45	47	45	55	6	5
Asian/Pacific Islander	22	134	1805	100	98	98	793	727	731	NA	10	9	NA	5	7	NA	53	50	100	31	34
American Indian/Alaskan Native	--	115	4241	--	86	90	--	681	679	--	44	39	--	10	19	--	40	39	--	6	3
White	92	1560	36075	100	93	95	782	719	715	NA	10	12	NA	9	9	15	58	58	85	22	21
Students with Disabilities	--	361	5862	--	65	71	--	659	658	--	63	63	--	14	15	--	22	20	--	1	2
Students without Disabilities	151	3546	65268	100	98	98	778	704	705	NA	19	19	NA	12	12	20	54	54	80	14	15
Limited English Proficient Students	--	353	4859	--	89	93	--	658	662	--	70	64	--	10	15	--	19	20	--	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	14	1325	22957	100	91	93	766	684	685	NA	36	34	NA	17	17	21	42	44	79	5	5
Non-Economically Disadvantaged	137	2582	48173	100	95	96	779	710	709	NA	17	17	NA	10	11	20	55	55	80	17	18

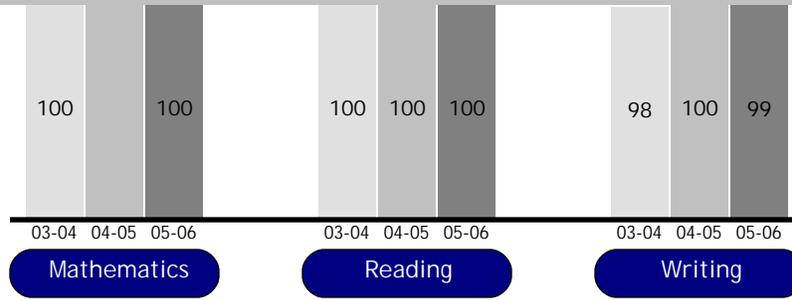
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	4113	73018	100	96	97	777	699	703	NA	7	6	NA	26	23	45	60	64	55	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	2019	36181	100	97	97	777	704	708	NA	5	4	NA	23	21	42	63	65	58	9	9
Male	63	2093	36816	100	95	96	778	693	699	NA	9	7	NA	28	24	49	57	62	51	6	7
African American	NC	302	3976	NC	99	96	NC	677	689	NC	16	8	NC	32	29	NC	50	59	NC	2	3
Hispanic	33	1900	25801	100	96	96	762	683	683	NA	9	10	NA	34	34	61	53	53	39	3	3
Asian/Pacific Islander	22	137	1812	100	99	98	783	720	722	NA	2	3	NA	18	15	45	66	66	55	14	16
American Indian/Alaskan Native	--	128	4389	--	91	93	--	678	675	--	6	9	--	46	42	--	45	47	--	2	1
White	92	1646	37024	100	96	97	783	720	721	NA	3	2	NA	14	12	37	69	73	63	14	13
Students with Disabilities	--	530	7170	--	93	85	--	652	654	--	24	23	--	48	47	--	27	29	--	1	1
Students without Disabilities	151	3583	65848	100	97	98	777	705	708	NA	4	4	NA	22	20	45	64	67	55	9	9
Limited English Proficient Students	--	379	5099	--	93	95	--	636	641	--	34	29	--	55	59	--	11	12	--	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	14	1425	23912	100	94	94	758	677	681	NA	11	10	NA	39	36	71	47	52	29	2	2
Non-Economically Disadvantaged	137	2688	49106	100	98	98	779	710	714	NA	5	4	NA	19	16	42	66	69	58	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	4094	72810	99	96	96	742	681	685	1	7	6	1	32	30	56	55	58	43	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	1999	36111	100	96	97	746	694	695	1	4	4	NA	25	23	51	63	65	48	8	8
Male	62	2094	36678	98	96	95	737	670	674	NA	10	9	2	40	36	63	47	52	35	3	3
African American	NC	300	3962	NC	99	96	NC	660	675	NC	18	8	NC	30	33	NC	50	55	NC	2	3
Hispanic	33	1889	25735	100	95	96	730	672	669	3	9	10	NA	39	41	70	49	48	27	3	2
Asian/Pacific Islander	22	137	1809	100	99	97	750	698	704	NA	4	4	5	22	19	41	60	65	55	14	13
American Indian/Alaskan Native	--	126	4370	--	89	92	--	674	670	--	6	9	--	46	39	--	47	50	--	2	2
White	91	1642	36915	99	96	97	746	696	697	NA	4	3	NA	25	21	53	62	67	47	10	8
Students with Disabilities	--	521	7071	--	91	84	--	631	634	--	25	24	--	56	53	--	17	21	--	1	1
Students without Disabilities	150	3573	65739	99	96	98	742	688	689	1	5	4	1	29	27	56	60	62	43	6	6
Limited English Proficient Students	--	368	5046	--	90	94	--	612	621	--	36	31	--	57	56	--	7	12	--	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	14	1407	23814	100	93	94	740	664	667	NA	11	10	NA	43	41	71	44	47	29	1	2
Non-Economically Disadvantaged	136	2687	48996	99	98	97	742	690	693	1	5	4	1	27	24	54	60	64	44	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	87	NA	42	99	90	48	51	100	91	48	52
	Language	95	86	37	42	99	88	46	50	100	91	46	50
	Mathematics	97	96	57	63	99	89	46	50	100	91	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 8 Teacher(s)
- 8 Parent(s)
- 3 Community Member(s)
- 6 Student(s)

Council Duties

- Ü Personnel Recommendations
- Ü Curriculum and Instruction Issues
- Ü School Beautification/Facility Issues
- Ü Policies and Procedures
- Ü School Improvement/301 Plan
- Ü Budget Recommendations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.80
Other Professional Staff	3.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	2	0	0
4 to 6 years	1	3	1	0
7 to 9 years	1	2	2	0
10 or more years	1	19	2	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	125
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs with Internet Access/Cisco
- Ü Remodeled Auditorium/Fine Arts Facility

Extracurricular Activities

- Ü Academic Decathlon
- Ü Chess Club
- Ü Student Activity Board
- Ü Literary Magazine/Yearbook/Newspaper
- Ü Science Olympiad
- Ü Mock Trial
- Ü Math Fax
- Ü Envirothon

Social Services

- Ü Breakfast/Lunch Programs
- Ü Group Counseling Program
- Ü College/Career Guidance Services
- Ü Support for Homeless Students

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students at UHS achieved a 100% pass rate on all three sections of the AIMS test. On the math subtest, 94% of our sophomores exceeded expectations. UHS had the largest number of students exceeding expectations on the reading test in the state.

- ü UHS received its 9th Arizona Cup from the University of Arizona for having thirty or more graduates in the University's freshman class who demonstrated excellent preparation by maintaining the highest cumulative grade point average during the year.

- ü UHS was recognized by the college board for having three AP programs that were the 'Best in the World': AP US History, AP Comparative Politics, and AP English Language.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	99	89	88	73
Graduation Rate ⁶	99	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have campus monitors, probation officers, and a dropout prevention coordinator. Counselors provide personal/academic counseling with support for homeless and troubled students. A Multihazard Safety Plan is practiced throughout the year.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Barbara Gray	(520) 232-5903
Transportation Policy	Bill Ball	(520) 225-4800
Community Resources	Mel Etherton	(520) 232-5903
School Nutrition Programs	Pam Palmo	(520) 225-4720
Parent Organization	Griselda Eades	(520) 232-5903
Student Health/Nurse	Marie Williams	(520) 232-5617

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.