

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Phoenix High School	<b>District Name</b>	East Side Union High
<b>Street</b>	6150 Snell Road	<b>Phone Number</b>	408-347-5000
<b>City, State, Zip</b>	San Jose , CA 9523	<b>Web Site</b>	www.esuhd.org
<b>Phone Number</b>	408.347.6291	<b>Superintendent</b>	Mr. Bob Nunez
<b>Principal</b>	Yovi Murillo	<b>E-mail Address</b>	nunezb@esuhd.org
<b>E-mail Address</b>	murilloy@esuhd.org	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Phoenix High School is one of five continuation high schools in the East Side Union High School District in San Jose. The site is located on the Santa Teresa High School campus. Even though Phoenix is on the Santa Teresa campus the two schools are separate schools with separate staff and administration. The exception is that the custodial and grounds services are provided by Santa Teresa High School. Alternative Education in the East Side Union High School District is designed to meet the unique personal and education needs of students who may have been unsuccessful in previous educational settings. The Five schools have well-trained staff and offer flexible programs. Students enrolled in alternative education include students that: have adjustment problems, are seriously down credits, have parental responsibilities; or have special needs or must work. The schools offer a broad-based curriculum that includes personalized instruction, work experience, vocational classes, service learning and varied services. Classes are small. Each student has a Personalized Learning Plan (PLP) that allows for meeting the needs of his/her learning style and rate of achievement. Alternative Education is an individualized open-entry/open-exit system with competency-based curriculum. Graduating students must meet minimum competencies established by the school district and state mandated graduation requirements. Eighty 11th and 12th grade students are enrolled, 40 in the morning and 40 in the afternoon. The population is very diverse and the major criteria for acceptance in Phoenix is due to being low in graduation credits. Due to the low population, Phoenix reports its yearly ASAM data to CDE. The data sent to CDE includes: Indicator #6, Attendance rate; Indicator #13B,

Average credits earned; Indicator #14, Graduation rate. Mission Statement: To provide a safe and caring environment where students achieve the academic, personal and social development required to continue learning, pursue post-secondary education, compete in a dynamic job market and participate in a diverse, democratic society.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

At the time of the initial enrollment (orientation), a parent is required to attend a conference with the Coordinator or Lead Teacher to discuss the expectations of all parties involved (parent, student and staff). The student's PLP is discussed with the student and parent to identify the specific needs that will have to be addressed in order for the student to reach their graduation goal. At the end of each grading period, homeroom teacher, student, and parent(s) hold a conference to discuss the student's academic progress and needs the student may have.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	17
Grade 5	0	Grade 12	62
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	79

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	12.7	White (not Hispanic)	16.5
American Indian or Alaska Native	1.3	Multiple or No Response	0.0
Asian	6.3	Socioeconomically Disadvantaged	0.0
Filipino	5.1	English Learners	0.0
Hispanic or Latino	57.0	Students with Disabilities	0.0
Pacific Islander	1.3	---	---

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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04			2004-05			2005-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	18.3	4			29.4	2		3	27.0	3		2
Mathematics	24.8	3		2	28.0	2		2	29.3	2		2
Science	26.0	3		2	21.8	3		1	28.8	2		2
Social Science	12.3	4			7.5	2			19.5	2		

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

The East Side Union High School District believes that providing a safe learning environment is critical to student success. The following actions have been taken to create safe schools.

- Creation of an Office of Safety to coordinate the district's multi-disciplinary team and supervise police on campus.
- Development of District and School Safety Plans containing emergency directories, action plans, responsibilities, duties and procedures for all kinds of emergencies.
- Enforcement of closed campus of all school. Students are not allowed to leave without permission.
- Development of Safe School Campus Initiative that includes members from the San Jose Police Department, Park/Recreation and Neighborhood Service, Probation, all Associate Principals for Administration and the District's Office of Safety. This team is prepared to mobilize in the event of a critical incident or crisis.
- Placement of off-duty San Jose police officers on each campus during the school day for added protection.
- Posting of unacceptable behaviors and consequences of those behaviors at each school classrooms and in the student handbooks.
- Requirement of all staff and students to wear identification badges.
- Establishment of Healthy Start/Student Support Services on campuses to provide support services to student and their families.
- Implementation of Student Attendance Review Board (SARB) to deal with truant students.
- Implementation of earthquake, fire, and lock-down drills (Code-Red) at each school.
- Development and implementation of a model critical response training program for all schools.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Upon entry to Phoenix, students are asked to write a short essay (writing sample) to assess their writing skills. The student is given an assignment to complete (Autobiography) to assess their writing skills in answering questions and following directions. Students are also given an entry assessment in their math and science classes. All classes meet both the District and State content standards. An assessment is given at the conclusion of the first semester to reassess the

student's skills. This assessment is also done at the end of the second semester.

Many of the students at Phoenix concurrently enroll in classes away from the Phoenix campus; ie, CCOC, Adult Education, community college.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	0.0%	0.0%	0.0%	11.2%	7.9%	17.6%
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.2%	0.18%	0.15%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### **Overview**

The District makes every effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

#### **Age of School Buildings**

Although the main school campus was constructed in 1967, portable buildings have been added to accommodate diverse program needs

#### **Maintenance and Repair**

District maintenance and facilities staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Leadership Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### **Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

#### **Modernization Projects**

During the 2004-2005 school year, local Measure A and Measure G funds and state matching funds will be used to renovate existing facilities. Santa Teresa High School is more than thirty (30) years old. Despite its age, the school facilities are maintained in a good state of repair. The facilities are clean, safe, and adequate for providing a quality education for all students. The science building was recently remodeled and students learn in modern, facilities. All classrooms provide adequate space for teaching and learning. Each building also provides an office, or offices, for teachers to use during their prep periods. Exterior campus grounds feature large expanses of lawn, dotted with trees and other shrubbery. Athletic fields are adequate for physical education classes. At night the campus is well lit with under eave and pole lighting. Student and staff restrooms are generally in very good repair. The floors and walls of the student restrooms

are tiled, as are the floors and most of the walls of the staff restrooms. Santa Teresa High School is extremely suitable as a learning environment. Lighting in all areas is adequate for learning, and the HVAC systems work well throughout the year. The fire alarm system has been refurbished with a new control panel following the complete rebuilding of the science buildings. Santa Teresa has a very good technology infrastructure. Classrooms and offices have Internet drops, and a Digital High School grant has facilitated the creation of computer labs – including a mobile, wireless lab. The school began to participate in computerized classroom attendance April 5, 2004.

### School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	3	3	3	1033
Without Full Credential	1	1	1	143
Teaching Outside Subject Area of Competence	0	0	0	---

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.7	5.3
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The East Side Union High School District has developed a large pool of qualified substitute teachers. When teachers are absent for illness or personal emergencies or need to participate in special professional training activities, substitute teachers are sent to cover classes. However, to maintain the quality of the instructional program, every effort is made to minimize teacher absences.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are evaluated regularly. Teachers are observed and assisted by administrators and coaches who are trained to help teachers improve instruction. First year teachers are evaluated twice during the year, probationary teachers at least once and tenured teachers at least once every two years. The overall purpose of the class visits and evaluator is to reinforce good teaching and to assist those teachers who may need improvement. Informal classroom visitations by administrators occur regularly to maintain awareness of the quality of teaching.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>				
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
<b>Mathematics</b>				
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
<b>Science</b>				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt/ 2001, 03, 04	2/2001	Yes	0%
Biology – “Biology: Web of Life; Holt Biology”	Holt/ 1998, 99, 04	5/1998	Yes	0%

Chemistry – “Chemistry: Connections to our Changing World”	Prentice-Hall/ 2000, 02	3/2000	Yes	0%
<b>History-Social Science</b>				
US History – “The United States and It’s People”	Addison-Wesley/1995	5/1996	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We The People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
<b>Science Supplies and Lab Equipment</b>				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$8,502	\$31	\$8,470	\$66,453
<b>District</b>	---	---	\$6,074	\$67,720
<b>Percent Difference - School Site and District</b>	---	---	\$2,396	-\$1,267
<b>State</b>	---	---	\$4,743	\$60,037
<b>Percent Difference - School Site and State</b>	---	---	\$3,272	\$6,416

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A variety of integrated instructional programs have been developed within the East Side Union High School District. Through these programs, students can obtain technical training to prepare them to enter the work force or further their education. Included are integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,393	\$37,671
Mid-Range Teacher Salary	\$75,604	\$63,121
Highest Teacher Salary	\$89,953	\$78,630
Average Principal Salary (High)	\$107,889	\$111,909
Superintendent Salary	\$236,920	\$163,061
Percent of Budget for Teacher Salaries	38.6	37.8
Percent of Budget for Administrative Salaries	4.6	5.2

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	0	0	14	33	38	39	36	40	42
Mathematics	0	0	5	16	19	22	34	38	40
Science	0	0		20	23	36	25	27	35
History-Social Science	4	0	24	27	31	30	29	32	33

## CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
White (Not Hispanic)	*	*	*	*
Male	23	8	23	38
Female	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	7			47			43	41	42
Mathematics	15			53			51	52	53

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the*

number of students tested is 10 or less.

Phoenix High School contains only 11<sup>th</sup> and 12<sup>th</sup> grade students, therefore they are not required to administer the state required 9<sup>th</sup> grade physical fitness tests.

## IX. Accountability

### Academic Performance Index

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

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	B	B	B
Similar Schools	B	B	B

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-110	136	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	--	--	N/A	N/A
Students with Disabilities	--	--	N/A	N/A

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention

and award programs only to the extent these programs were funded for the period addressed by this report.

Phoenix High School is not an underperforming school requiring a state intervention program.

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	No
<b>Participation Rate - Mathematics</b>	Yes	No
<b>Percent Proficient - English-Language Arts</b>	Yes	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	No	No

### Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement Implementation</b>		2004-2005
<b>Year in Program Improvement</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	---	2
<b>Percent of Schools Currently in Program Improvement</b>	---	11.8

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Dropout Rate (1-year)</b>	0.0	0.0	11.1	3.0	4.0	7.5	3.2	3.3	3.1
<b>Graduation Rate</b>	100.0	100.0	82.1	89.6	86.6	80.5	86.7	85.3	84.9

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
<b>All Students</b>	100%	98%	---
<b>African American</b>	N/A	98%	---
<b>American Indian or Alaska Native</b>	N/A	N/A	---
<b>Asian</b>	N/A	98%	---
<b>Filipino</b>	N/A	99%	---
<b>Hispanic or Latino</b>	N/A	96%	---
<b>Pacific Islander</b>	N/A	95%	---
<b>White (not Hispanic)</b>	N/A	100%	---
<b>Socioeconomically Disadvantaged</b>	N/A	95%	---
<b>English Learners</b>	N/A	83%	---
<b>Students with Disabilities</b>	N/A	100%	---

### Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Phoenix High School does not offer programs specifically designed to prepare students to enter a workforce or CTE program.
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## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	77.3
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

## College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Phoenix High School does not offer programs specifically designed to prepare students for college admission tests.

## SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Each school year, the site administrator establishes a sit-based decision making team. The purview of this team includes, but is not limited to, modifications, changes, alterations, or termination of local school practices and procedures. The committee is solely responsible for its internal organization and procedures. In the alternative schools this committee is made up of the administrator, teachers and support personnel.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

In 2004, the teachers were trained on meeting the needs of the 504 students and Kaplan learning. Teachers learned how to incorporate the curriculum into their everyday lessons to prepare and give support to those students that have not yet passed the CAHSEE. Beginning with the class of 2006, every student will be required to pass the test in the English/Language Arts and mathematics areas, besides the course requirements mandated by the District and the State.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Instructional Minutes	
Offered	State Requirement
N/A	36,000
N/A	50,400
N/A	50,400
N/A	50,400
N/A	54,000
N/A	54,000
N/A	54,000
N/A	54,000
N/A	54,000
N/A	54,000
N/A	64,800
N/A	64,800
35,100	64,800
35,100	64,800

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11	180 days	180 days
12	180 days	180 days

### Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Phoenix High School did not run any shortened day schedules in 2005-06.
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