

Phoenix High School

6150 Snell Rd. • San Jose, CA, 95123 • 408.347.6291 • Grades 11-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

East Side Union High School District

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School Description

Welcome to Phoenix High School! Phoenix High School is specifically designed to offer an alternative education experience to those students who have not been successful in other academic settings. Phoenix High School has a staff of four teachers, a secretary, and is supervised by Santa Teresa administrators who are all dedicated to meeting the needs of our students and to providing them with the opportunity to graduate on time through an intensive program utilizing core academic classes, independent studies, vocational training, and community college classes. Phoenix High School is accredited through the Western Association of Schools and Colleges (WASC).

All Phoenix students will RISE, becoming Responsible, Inquisitive, Socially Adept, and Educationally sound individuals.

About the SARC

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 408.347.6291.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Gr. 11 | 27 |
| Gr. 12 | 56 |
| Total | 83 |

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 3.6 |
| American Indian or Alaska Native | 0.0 |
| Asian | 2.4 |
| Filipino | 2.4 |
| Hispanic or Latino | 80.7 |
| Native Hawaiian/Pacific Islander | 0.0 |
| White | 8.4 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 50.6 |
| English Learners | 15.7 |
| Students with Disabilities | 0.0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 | | | |
|---|-------|-------|-------|
| Phoenix High School | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 4 | 4 | 4 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| East Side Union High School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ◆ | ◆ | 949 |
| Without Full Credential | ◆ | ◆ | 32 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 5 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Phoenix High School | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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

| 2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 75.00 | 25.00 |
| Districtwide | | |
| All Schools | 96.57 | 3.43 |
| High-Poverty Schools | 95.73 | 4.27 |
| Low-Poverty Schools | 98.84 | 1.16 |

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|--|---|
| <p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> |
| <p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Mathematics Vision Project, Secondary Math 1, 2012</p> <p>Geometry – “Geometry” McDougal Littell 2007</p> |
| <p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology – “Biology: Web of Life; “Biology” Holt 1998, 99, 04</p> <p>Chemistry – “Chemistry: Connections to our Changing World” Prentice-Hall 2000, 02</p> |
| <p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>US History – “The United States and It’s People” Addison-Wesley 1995</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p> |
| <p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> |
| <p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> |
| <p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> |
| <p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p> | <p>Science labs are adequately equipped</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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

Although the main Santa Teresa High school campus was constructed in 1967, portable buildings have been added to accommodate diverse program needs. Phoenix High School is located in four of those portable buildings and one classroom in the 800 building. Phoenix students use many of the common areas of the Santa Teresa High School facilities.

Local Measure A, Measure G, and Measure E bond funds and state matching funds have been used to renovate existing facilities.

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. All classrooms provide adequate space for teaching and learning. Exterior campus grounds feature large expanses of lawn, dotted with trees and other shrubbery. At night the campus is well lit with under eave and pole lighting. Student and staff restrooms have been renovated. The floors and walls of the student restrooms are tiled, as are the floors and most of the walls in the staff restrooms. Phoenix High School is suitable as a learning environment. Lighting in all areas is adequate for instruction, and there is a suitable HVAC system in place. The fire alarm system has been refurbished with a new control panel. Phoenix has a good technology infrastructure.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|-------------------------|--------------------|--------------------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | No items noted |
| Interior: Interior Surfaces | [X] | [] | [] | No items noted |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | No items noted |
| Electrical: Electrical | [X] | [] | [] | No items noted |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | No items noted |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | No items noted |
| Structural: Structural Damage, Roofs | [] | [] | [X] | Bld T3, T4, Portable Office (PHX): some of the exterior walls to the portable have cracks and holes that need to be repaired-Action/plan-Site to submit work order and M&O to schedule the work. Bld T5 & T6 Portable CR: some of the exterior walls to the portable have cracks and holes that need to be repaired-Action/plan-Site to submit work order and M&O to schedule the work. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | No items noted |
| Overall Rating | Exemplary [] | Good [X] | Fair [] | Poor [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 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 | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | | | | 52 | 52 | 53 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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 | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 11 | | 3 | 49 | 50 | 52 | 54 | 56 | 55 |
| Math | | | 3 | 30 | 29 | 28 | 49 | 50 | 50 |
| HSS | 14 | 0 | 3 | 43 | 43 | 45 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|-----------------|---------|---------|---------|
| Statewide | B | B | B |
| Similar Schools | B | B | B |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level 2013-14 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| | | | |

* 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.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced | |
|---|---|--|
| | Science (grades 5, 8, and 10) | |
| All Students in the LEA | 53 | |
| All Student at the School | | |
| Male | | |
| Female | | |
| Black or African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic or Latino | | |
| Native Hawaiian/Pacific Islander | | |
| White | | |
| Two or More Races | | |
| Socioeconomically Disadvantaged | | |
| English Learners | | |
| Students with Disabilities | | |
| Students Receiving Migrant Education Services | | |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|-------|-------|
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | -7 | -135 | 110 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

* "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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

At the time of the initial enrollment (orientation), a parent is required to attend a conference with the Associate Principal to discuss the expectations of all parties involved (parent, student and staff). The student's Personal Learning Plan 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 his/her graduation goal, such as attending vocational training classes, night schools, and college classes. At the end of each six-week grading period, the homeroom teacher, student, and parent(s) hold a conference to discuss the student's academic progress and any other specific needs the student may have. Phoenix parents and guardians are encouraged to be a part of the School Site Council and to volunteer during many of the Phoenix events.

State Priority: School Climate

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

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

School Safety Plan

Phoenix has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan is developed in conjunction with the Santa Teresa Safety Committee and reviewed by the School Site Council and District Safety Committee before it is presented to the East Side Union High School District Board of Trustees for adoption. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff. Phoenix's campus is supervised by administration, advisors, monitor, one on-campus San Jose Police Officer, and certificated staff during school day hours.

The Phoenix High School Site Safety Plan is in compliance with district polices that govern all school sites in developing, implementing a comprehensive, enforceable, and continuous living document that deals with Behavior policy, Rules and regulations, Dress code, Tardy, Attendance, Referral process, Multi-service team, Safety team and Protocols for safety/emergency drills.

We have partnerships with community agencies, City of San Jose, San Jose Police Department, and other Safety and Mental Health agencies and groups that offer support services.

Suspensions and Expulsions

| School | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 0.0 | 1.6 | 5.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.4 | 4.2 | 4.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | N/A | No |
| Met Participation Rate: Mathematics | N/A | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | N/A | Yes |

| 2014-15 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 16 |
| Percent of Schools Currently in Program Improvement | | 84.2 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| 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 | 0 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | N/A |

* 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 Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|------|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| English | 26.1 | 12 | 21 | 0 | 12 | 3 | 8 | 2 | 1 | 0 | | |
| Math | 26.1 | 7 | 21 | 1 | 22 | 3 | 7 | | 1 | 0 | | |
| Science | 24.4 | 21 | 21 | 3 | 6 | 4 | 6 | 2 | | 0 | | |
| SS | 18.6 | 11 | 21 | 4 | 13 | 3 | 10 | 2 | 1 | 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.

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$47,104 | \$42,957 |
| Mid-Range Teacher Salary | \$74,444 | \$69,613 |
| Highest Teacher Salary | \$95,445 | \$89,407 |
| Average Principal Salary (ES) | \$0 | |
| Average Principal Salary (MS) | \$0 | \$120,526 |
| Average Principal Salary (HS) | \$128,614 | \$129,506 |
| Superintendent Salary | \$235,000 | \$207,044 |
| Percent of District Budget | | |
| Teacher Salaries | 39 | 37 |
| Administrative Salaries | 4 | 5 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,163 | \$14 | \$6,149 | \$60,912 |
| District | ♦ | ♦ | \$5,722 | \$76,437 |
| State | ♦ | ♦ | \$4,690 | \$72,276 |
| Percent Difference: School Site/District | | | 7.5 | -21.6 |
| Percent Difference: School Site/ State | | | 11.1 | -14.9 |

Types of Services Funded at Phoenix High School

Phoenix High School runs two Supplemental Programs for its students. One program is a tutoring program for students needing extra help to pass the CAHSEE exam. Tutoring is offered in both Math and Language Arts and is conducted by teachers credentialed in those areas. The other program is an evening intervention program for those students that need additional help in their Core classes.

Professional Development provided for Teachers at Phoenix High School

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District and throughout the country. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BSA and new teacher orientation meetings support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts to align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., higher order thinking, teaching, and learning, Common Core State Standards, etc.), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 45 | 23 | 32 | 38 | 33 | 30 |
| All Students at the School | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

* 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.

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|----------------|----------------|----------------|
| Phoenix High School | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Mathematics | | | |
| East Side Union High School District | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 54 | 56 | 50 |
| Mathematics | 61 | 63 | 56 |
| California | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 56 | 57 | 56 |
| Mathematics | 58 | 60 | 62 |

* 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.

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2013 | | |
| | School | District | State |
| All Students | 36.54 | 82.21 | 84.56 |
| Black or African American | 0.00 | 79.72 | 75.90 |
| American Indian or Alaska Native | 0.00 | 62.96 | 77.82 |
| Asian | 200.00 | 92.55 | 92.94 |
| Filipino | 0.00 | 90.53 | 92.20 |
| Hispanic or Latino | 25.00 | 73.24 | 80.83 |
| Native Hawaiian/Pacific Islander | 100.00 | 86.67 | 84.06 |
| White | 125.00 | 88.08 | 90.15 |
| Two or More Races | 50.00 | 88.46 | 89.03 |
| Socioeconomically Disadvantaged | 42.11 | 75.66 | 82.58 |
| English Learners | 20.00 | 55.53 | 53.68 |
| Students with Disabilities | 0.00 | 59.46 | 60.31 |

| Dropout Rate and Graduation Rate | | | |
|---|----------------|----------------|----------------|
| Phoenix High School | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 17.4 | 14.8 | 13.5 |
| Graduation Rate | 77.13 | 80.11 | 81.95 |
| East Side Union High School District | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 17.4 | 14.8 | 13.5 |
| Graduation Rate | 77.13 | 80.11 | 81.95 |
| California | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 14.7 | 13.1 | 11.4 |
| Graduation Rate | 77.14 | 78.87 | 80.44 |

| 2013-14 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

* Where there are student course enrollments.

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2013-14 Enrollment in Courses Required for UC/CSU Admission | 79.71 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00 |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 21 |
| % of pupils completing a CTE program and earning a high school diploma | 100% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0% |

Career Technical Education Programs

Phoenix High School offers the following Career Technical Education Programs. These programs integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Central County Occupational Center (CCOC)

- Variety of afternoon courses that prepare high school students for future careers and workforce.

Work Experience