The mission of Phoenix High School, an individualized program for Kalamazoo students, is to ensure that all students receive a quality education in a smaller student-centered environment, and are prepared for college.

Superintendent: Dr. Michael F. Rice
Principal: Mr. Mark Hill

Board of Education
President: Ms. Patti Sholler-Barber
Vice-President: Ms. Carol McGlinn
Treasurer: Dr. Martha Warfield
Trustee: Ms. TiAnna Harrison
Secretary: Ms. Jennie Hill
Trustee: Mr. Ken Greschak
Trustee: Mr. Craig Herschleb
August 18, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for our school. The AER addresses the complex reporting information required by federal and state laws. The school’s report contains information about student assessment, accountability and teacher quality. The AER is available for you to review in the school office or electronically at the following website:

www.kalamazoopublicschools.com/ExploreKPS/AnnualReports/20132014Schools.aspx

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels. The tables in the back of this report show detailed data that led to this classification. You can find additional data, including our accountability scorecard, online at www.mischooldata.org. Over the next several years, we will be working on developing key initiatives (such as implementing professional learning communities, focusing on literacy across the curriculum, increasing strategies for differentiation, and establishing targeted interventions) to accelerate student achievement and close persistent gaps in achievement.

This report also contains additional information required by state law. Please contact me if you have any questions regarding this information or your child’s educational experience.

Sincerely,

Mark Hill
Parent Conferences

Parent/Teacher Conferences
Phoenix High School

<table>
<thead>
<tr>
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<th>Spring 2014</th>
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<td>25%</td>
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<td>12</td>
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<tr>
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<td>43%</td>
<td>11%</td>
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<tr>
<td># of Male Students</td>
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<td>20</td>
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<td>22%</td>
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<td>49</td>
<td>56</td>
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<td>30%</td>
<td>20%</td>
<td>14%</td>
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<td>0</td>
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<td>NA</td>
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<tr>
<td># of Total Conferences</td>
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<td>28</td>
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<td>Percent %</td>
<td>36%</td>
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Retention Rate

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<th>2012-13</th>
<th>2011-12</th>
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<td>District</td>
<td>87.0</td>
<td>87.0</td>
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<tr>
<td>Phoenix</td>
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<td>79.6</td>
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School Assignment Process

Students are assigned to schools within the district based on geographic boundaries that are published on the district website:  
http://www.kalamazoopublicschools.com/district-attendance-areas

Students who wish to attend one of our magnet schools must submit an application to enter the magnet lottery.
School Improvement Plan Status

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<tr>
<th>Subject Area</th>
<th>Goal</th>
<th>2012-13 Progress</th>
<th>Plans To Boost Progress for 2013-14</th>
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<tr>
<td><strong>Reading</strong></td>
<td>All students at Phoenix High School will meet or exceed state achievement targets for Reading.</td>
<td>17% Proficient on MME Students exposed to different print media across content areas. Students are taught reading and comprehension strategies across content areas.</td>
<td>Integrate John Collins Writing in all content areas. Integrate reading in all content areas. Integrate numeracy in all content areas. Teach and integrate note taking strategies in all content areas.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>All students at Phoenix High School will meet or exceed state achievement targets for Writing.</td>
<td>9% Proficient on MME Students are utilizing John Collins Writing in all content areas.</td>
<td></td>
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<tr>
<td><strong>Math</strong></td>
<td>All students at Phoenix High School will meet or exceed state achievement targets for Mathematics.</td>
<td>0% Proficient on MME Some teachers intentionally integrate numeracy into their content area (i.e. creating, interpreting, and reading graphs).</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>All students at Phoenix High School will meet or exceed state achievement targets for Science</td>
<td>3% Proficient on MME Some teachers intentionally integrate science into their content area (i.e. connecting content to science).</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>All students at Phoenix High School will meet or exceed state achievement targets for Social Studies.</td>
<td>13% Proficient on MME Some teachers intentionally integrate numeracy into their content area (i.e. using social studies/current events to set context to the activities/tasks).</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum

Overview of District Curriculum
The high school curriculum for KPS is designed to offer challenge, richness and high academic achievement. The curriculum is based on performance standards aligned to the Common Core State Standards, as well as best practices in teaching for learning. Emphasis on mastery of core subjects prepares students well for both post-secondary education and the changing work force of the future. For more information on the Common Core State Standards or implementation of the KPS curriculum, please visit the following websites:
http://www.corestandards.org/
http://www.kalamazoopublicschools.com/curriculum

Advanced Placement/Dual Enrollment
Due to the nature of Phoenix High School, we do not typically offer Advanced Placement courses or dual enrollment. Students must enroll in one of the two traditional high schools in the district to receive these opportunities.
## Michigan Educational Assessment Program (MEAP)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Testing Group</th>
<th>School Year</th>
<th>State % Students Proficient</th>
<th>District % Students Proficient</th>
<th>School % Students Proficient</th>
<th>% Advanced (Level 1)</th>
<th>% Proficient (Level 2)</th>
<th>% Partially Proficient (Level 3)</th>
<th>% Not Proficient (Level 4)</th>
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No Data to Display
# Michigan Merit Examination (MME)

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<th>Subject</th>
<th>Grade</th>
<th>Testing Group</th>
<th>School Year</th>
<th>State % Students Proficient</th>
<th>District % Students Proficient</th>
<th>School % Students Proficient</th>
<th>% Advanced (Level 1)</th>
<th>% Proficient (Level 2)</th>
<th>% Partially Proficient (Level 3)</th>
<th>% Not Proficient (Level 4)</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>11th Grade</td>
<td>All Students</td>
<td>2012-13</td>
<td>28.6%</td>
<td>20.5%</td>
<td>2.9%</td>
<td>0%</td>
<td>2.9%</td>
<td>11.4%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11th Grade</td>
<td>All Students</td>
<td>2013-14</td>
<td>28.8%</td>
<td>23.2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20.7%</td>
<td>79.3%</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>American Indian</td>
<td>2013-14</td>
<td>19.9%</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
<td>&lt;10</td>
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<tr>
<td>Mathematics</td>
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<td>African American</td>
<td>2012-13</td>
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<td>5.5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8.3%</td>
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<td>5.9%</td>
<td>10.7%</td>
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<td>0%</td>
<td>0%</td>
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<tr>
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<td>Mathematics</td>
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<td>Two or More Races</td>
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<td>Two or More Races</td>
<td>2013-14</td>
<td>24.5%</td>
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### Michigan Merit Examination (MME)

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<th>District % Students Proficient</th>
<th>School % Students Proficient</th>
<th>% Advanced (Level 1)</th>
<th>% Proficient (Level 2)</th>
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<td>All Students</td>
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<tr>
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<td>African American</td>
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<td>61.5%</td>
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<tr>
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<td>2013-14</td>
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<td>33.3%</td>
</tr>
<tr>
<td>Reading</td>
<td>11th Grade</td>
<td>Hispanic of Any Race</td>
<td>2012-13</td>
<td>39.9%</td>
<td>37.7%</td>
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<tr>
<td>Reading</td>
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<td>48.3%</td>
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<td>Female</td>
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<td>56%</td>
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<td>7.7%</td>
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<td>7.7%</td>
<td>61.5%</td>
<td>30.8%</td>
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<td>62.4%</td>
<td>58.6%</td>
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<td>0%</td>
<td>21.4%</td>
<td>57.1%</td>
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### Michigan Merit Examination (MME)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Testing Group</th>
<th>School Year</th>
<th>State % Students Proficient</th>
<th>District % Students Proficient</th>
<th>School % Students Proficient</th>
<th>% Advanced (Level 1)</th>
<th>% Proficient (Level 2)</th>
<th>% Partially Proficient (Level 3)</th>
<th>% Not Proficient (Level 4)</th>
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<tbody>
<tr>
<td>Reading 11th Grade</td>
<td>Male</td>
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### Michigan Educational Assessment Program Access (MEAP - Access)

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<td>81.5%</td>
</tr>
<tr>
<td>Male</td>
<td>Statewide</td>
<td>72.7%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Statewide</td>
<td>63.9%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Statewide</td>
<td>65.4%</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>Statewide</td>
<td>53.6%</td>
</tr>
<tr>
<td>Homeless</td>
<td>Statewide</td>
<td>54.2%</td>
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<tr>
<td>All Students</td>
<td>District</td>
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<tr>
<td>African American</td>
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<td>57.4%</td>
</tr>
<tr>
<td>Hispanic of Any Race</td>
<td>District</td>
<td>62%</td>
</tr>
<tr>
<td>Two or More Races</td>
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<td>72.7%</td>
</tr>
<tr>
<td>White</td>
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<td>73.7%</td>
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<td>District</td>
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<td>21.6%</td>
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<td>Bottom 30%</td>
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<td>36.4%</td>
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</table>

*All data based on students enrolled for a full academic year.*
# Accountability Details Attendance Data

<table>
<thead>
<tr>
<th>Testing Group</th>
<th>Location</th>
<th>Attendance Rate (Goal 90%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Statewide</td>
<td>94.3%</td>
</tr>
<tr>
<td>All Students</td>
<td>District</td>
<td>93%</td>
</tr>
</tbody>
</table>

* All data based on students enrolled for a full academic year.
## Accountability Status District Data

<table>
<thead>
<tr>
<th>District Name</th>
<th>Reading Status</th>
<th>Reading Score</th>
<th>Writing Status</th>
<th>Writing Score</th>
<th>Math Status</th>
<th>Math Score</th>
<th>Science Status</th>
<th>Science Score</th>
<th>Social Studies Status</th>
<th>Social Studies Score</th>
<th>Overall Status</th>
<th>Overall Score</th>
</tr>
</thead>
</table>

No Data to Display
## Accountability Status School Data

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>Title 1 Status</th>
<th>Reading Status</th>
<th>Reading Score</th>
<th>Writing Status</th>
<th>Writing Score</th>
<th>Math Status</th>
<th>Math Score</th>
<th>Science Status</th>
<th>Science Score</th>
<th>Social Studies Status</th>
<th>Social Studies Score</th>
<th>Overall Status</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kalamazoo Public Schools</td>
<td>Phoenix Alternative High School</td>
<td>Green</td>
<td>2</td>
<td>Yellow</td>
<td>1</td>
<td>Red</td>
<td>0</td>
<td>Red</td>
<td>0</td>
<td>Red</td>
<td>0</td>
<td>Red</td>
<td>Red</td>
<td>7</td>
</tr>
</tbody>
</table>
### Teacher Quality - Qualification

<table>
<thead>
<tr>
<th>Professional Qualifications of All Public Elementary and Secondary School Teachers in the School</th>
<th>Other</th>
<th>B.A.</th>
<th>M.A.</th>
<th>P.H.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.*

### Teacher Quality - Class

<table>
<thead>
<tr>
<th>Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers</th>
<th>School Aggregate</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>0.0%</td>
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</table>

### Teacher Quality - Provisional

<table>
<thead>
<tr>
<th>Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification</th>
<th>Certification Percent</th>
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<tbody>
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</table>
### NAEP Grade 4 Math

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<th>Percent below Basic</th>
<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<td>23</td>
<td>40</td>
<td>30</td>
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</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52</td>
<td>24</td>
<td>38</td>
<td>31</td>
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</tr>
<tr>
<td>Female</td>
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<td>23</td>
<td>41</td>
<td>30</td>
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<tr>
<td>National Lunch Program Eligibility</td>
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<td>45</td>
<td>18</td>
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<tr>
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<td>46</td>
<td>9</td>
<td>34</td>
<td>45</td>
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<tr>
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<td>‡</td>
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<tr>
<td>Race/Ethnicity</td>
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<td>‡</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>‡</td>
<td>‡</td>
<td>‡</td>
<td>‡</td>
<td>‡</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>16</td>
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<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Student classified as having a disability</td>
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<td></td>
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<tr>
<td>SD</td>
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<td>50</td>
<td>34</td>
<td>15</td>
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</tr>
<tr>
<td>Not SD</td>
<td>88</td>
<td>20</td>
<td>40</td>
<td>33</td>
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</tr>
<tr>
<td>Student is an English Language Learner</td>
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<tr>
<td>ELL</td>
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<td>32</td>
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</table>

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.

<table>
<thead>
<tr>
<th></th>
<th>Percent of Students</th>
<th>Percent below Basic</th>
<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<td>40</td>
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</tr>
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<td></td>
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<tr>
<td>Female</td>
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<td></td>
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</tr>
<tr>
<td>National Lunch Program</td>
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<td></td>
<td></td>
</tr>
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<td>31</td>
<td>38</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Not Eligible</td>
<td>54</td>
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<td>42</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
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</tr>
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<td>Native Hawaiian/Pacific</td>
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<td>Student classified as</td>
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<td>having a disability</td>
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<tr>
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<td>Student is an ELL Learner</td>
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</table>

### NAEP Grade 12 Math

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<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
</tr>
</thead>
<tbody>
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<td>All Students</td>
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<td>23</td>
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<td>Male</td>
<td>51</td>
<td>32</td>
<td>41</td>
<td>26</td>
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</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>35</td>
<td>42</td>
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</tr>
<tr>
<td>National Lunch</td>
<td></td>
<td></td>
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<tr>
<td>Program Eligibility</td>
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<td></td>
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</tr>
<tr>
<td>Eligible</td>
<td>35</td>
<td>54</td>
<td>37</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
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<tr>
<td>Race/Ethnicity</td>
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</tr>
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</tr>
<tr>
<td>Two or More Races</td>
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<td>Student is an English Language Learner</td>
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<td>33</td>
<td>41</td>
<td>24</td>
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</tr>
</tbody>
</table>

# Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

## NAEP Grade 4 Reading

<table>
<thead>
<tr>
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<th>Percent Basic</th>
<th>Percent Proficient</th>
<th>Percent Advanced</th>
</tr>
</thead>
<tbody>
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</tr>
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<td></td>
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<td></td>
<td></td>
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<td>Program Eligibility</td>
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<td></td>
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<td>Race/Ethnicity</td>
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<td>0</td>
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</tr>
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<td>Native Hawaiian/Pacific Islander</td>
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</tr>
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<td>Student classified as having a disability</td>
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08/11/2014

Annual Education Report
Phoenix Alternative High School
### NAEP Grade 8 Reading

<table>
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### NAEP Grade 12 Reading

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*Rounds to zero
‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.
### NAEP Participation Data

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