

Jane Frederick High School

1141 E. Weber Ave. • Stockton, CA 95205 • (209) 933-7340 • Grades 9-12

Chris Anderson, Principal
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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

School Description

Jane Frederick High School seeks to provide a safe, positive and productive learning experience for our students. Jane Frederick High School provides grades 9-12 students an alternative education designed to increase students' basic skills and encourage academic growth. Jane Frederick students are encouraged to reach the academic goal of graduation and or prepare for the world of work. Jane Frederick High School works to normalize student attendance rates and provide a pathway for students to continue their coursework to meet the SUSD requirements for graduation. We value our parents and students and we challenge our school community to help assist each student in reaching his or her individual potential. In addition to providing a sound learning environment, with an exceptional student Credit Recovery Program, Jane Frederick High School also provides a variety of support curriculum and services which include an: Outreach Consultant who provides Drop-out Prevention and Social Services, Peer Psychology with the Second Step Violence Prevention curriculum, S.J. County Office of Education Counseling/Therapy Sessions, Point Break Anger Management and Substance Abuse Prevention Support Groups, and the Frederick Student Assistance Intervention Program.

Christopher Anderson, Principal

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 (209) 933-7340.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Gr. 9 | 2 |
| Gr. 10 | 32 |
| Gr. 11 | 97 |
| Gr. 12 | 129 |
| Total | 260 |

SOURCE: California Department of Education

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 17.7 |
| American Indian or Alaska Native | 9.2 |
| Asian | 6.9 |
| Filipino | 2.3 |
| Hispanic or Latino | 56.2 |
| Native Hawaiian/Pacific Islander | 0.0 |
| White | 6.9 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 92.7 |
| English Learners | 16.5 |
| Students with Disabilities | 13.8 |

SOURCE: California Department of Education

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 | | | |
|---|-------|-------|-------|
| Jane Frederick High School | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 16 | 15 | 14 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Stockton Unified School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ◆ | ◆ | 1472 |
| Without Full Credential | ◆ | ◆ | 65 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 7 |

SOURCE: This information is provided by the school district.

◆ no data required.

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Jane Frederick 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 | 1 | 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.

SOURCE: This information is provided by the school district.

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 | 88.02 | 11.98 |
| Districtwide | | |
| All Schools | 96.03 | 3.97 |
| High-Poverty Schools | 95.92 | 4.08 |
| Low-Poverty Schools | 100.00 | 0.00 |

* 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.

SOURCE: California Department of Education

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

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 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 LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</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>9-12 Math, Algebra I, II & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> <p>Calculus HM</p> <p>Adopted in 2006</p> <p>PreCalculus</p> <p>Adopted in 2006</p> <p>Statistics McDougal</p> <p>Adopted in 2008</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>California Holt Earth Science</p> <p>Adopted in 2007</p> <p>Biology</p> <p>Adopted in 2007</p> <p>Chemistry: Matter and Change</p> <p>Adopted in 2007</p> <p>Physics: Principles and Problems</p> <p>Adopted in 2007</p> <p>Health Glencoe</p> <p>Adopted in 2005</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>World History: The Modern World</p> <p>Adopted in 2007</p> <p>The American Vision: Modern Times</p> <p>Adopted in 2006</p> <p>Magruder's American Government</p> <p>Adopted in 2006</p> <p>Economics: Principles in Action</p> <p>Adopted in 2007</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>French - McDougal</p> <p>Adopted in 2001</p> <p>Spanish – Prentice Hall</p> <p>Adopted in 2000</p> |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 9/16/2014

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|--|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | | rm-10: A/C not coming on, needs to be turn on manually. |
| Interior: Interior Surfaces | [X] | [] | [] | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | | |
| Electrical: Electrical | [X] | [] | [] | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | | |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [] | [X] | | overall: asphalt walkways throughout site cracked, with uneven footing |
| Overall Rating | Exemplary | Good | Fair | Poor | |
| | [] | [X] | [] | [] | |

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 | | 4 | | 35 | 34 | 34 | 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.

SOURCE: California Department of Education

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 | 4 | 7 | 4 | 36 | 38 | 37 | 54 | 56 | 55 |
| Math | 7 | 11 | | 34 | 34 | 34 | 49 | 50 | 50 |
| HSS | 1 | 5 | 2 | 26 | 27 | 27 | 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.

SOURCE: California Department of Education

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.

SOURCE: California Department of Education

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 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.

SOURCE: California Department of Education

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 | 34 | |
| 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.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|-------|-------|
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | -2 | 73 | -50 |
| 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 | | | -43 |
| 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

SOURCE: California Department of Education

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

Jane Frederick High School recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement. Specific programs at Frederick include:

- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- New Student Orientations
- Parent/Student conferences when possible
- School Site Council (SSC)
- The school believes that the parents and guardians can support the learning environment of the school and their students by:
 - Monitoring student attendance
 - Monitoring completion of student homework
 - Monitoring and regulating television viewing
 - Participating in the decision making process in school organizations and committees
 - Planning and participating in activities at home that support classroom learning
 - Volunteering in the classroom
- Parents and community members who wish to become a part of the school community and participate should call the school's office.

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

Jane Frederick High School places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during the close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Every effort is made to ensure students are monitored while on campus throughout the school day. Campus Security Monitors, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions

| School | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 12.9 | 16.8 | 20.3 |
| Expulsions Rate | 0.2 | 0.0 | 0.0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.2 | 11.0 | 10.1 |
| Expulsions Rate | 0.1 | 0.0 | 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.

SOURCE: California Department of Education

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 | |
| Met Participation Rate: English-Language Arts | Yes | |
| Met Participation Rate: Mathematics | Yes | |
| Met Percent Proficient: English-Language Arts | No | |
| Met Percent Proficient: Mathematics | No | |
| Met API Criteria | Yes | |

SOURCE: California Department of Education

| 2014-15 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2011-2012 | 2004-2005 |
| Year in Program Improvement | Year 4 | Year 3 |
| Number of Schools Currently in Program Improvement | 51 | |
| Percent of Schools Currently in Program Improvement | 87.9 | |

* 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 | 0.5 |
| Counselor (Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | 0.0 |
| Library Media Services Staff (Paraprofessional) | 0.0 |
| Psychologist | .50 |
| Social Worker | 0.0 |
| Nurse | .10 |
| Speech/Language/Hearing Specialist | .15 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 245 |

* 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.

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

| 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 | 12.1 | 8 | 6 | 9 | 34 | 54 | 2 | | | 0 | | |
| Math | 11.9 | 7 | 7 | 16 | 32 | 35 | 0 | 1 | 2 | 0 | | |
| Science | 8.8 | 7 | 6 | 13 | 22 | 20 | 0 | | | 0 | | |
| SS | 19.1 | 8 | 7 | 13 | 42 | 51 | 1 | 2 | 1 | 2 | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts in Same Category |
| Beginning Teacher Salary | \$39,408 | \$41,761 |
| Mid-Range Teacher Salary | \$59,951 | \$66,895 |
| Highest Teacher Salary | \$75,526 | \$86,565 |
| Average Principal Salary (ES) | \$104,770 | \$108,011 |
| Average Principal Salary (MS) | \$0 | \$113,058 |
| Average Principal Salary (HS) | \$111,283 | \$123,217 |
| Superintendent Salary | \$225,000 | \$227,183 |
| Percent of District Budget | | |
| Teacher Salaries | 36 | 38 |
| Administrative Salaries | 5 | 5 |

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

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|------------|--------------|------------------------|
| | Total | Restricted | Unrestricted | |
| School Site | \$9,561 | \$2,653 | \$6,907 | \$60,726 |
| District | ◆ | ◆ | \$4,980 | \$61,189 |
| State | ◆ | ◆ | \$4,690 | \$70,720 |
| Percent Difference: School Site/District | | | 38.7 | -0.8 |
| Percent Difference: School Site/ State | | | 47.3 | -14.1 |

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Jane Frederick High School

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at Jane Frederick High School

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

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 | 59 | 23 | 18 | 49 | 35 | 17 |
| All Students at the School | 93 | 7 | | 100 | | |
| Male | 93 | 7 | | 100 | | |
| Female | 93 | 7 | | 100 | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 91 | 9 | | 100 | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 90 | 10 | | 100 | | |
| 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.

SOURCE: California Department of Education

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

| Jane Frederick High School | 2011-12 | 2012-13 | 2013-14 |
|----------------------------------|---------|---------|---------|
| English-Language Arts | 10 | 5 | 7 |
| Mathematics | 17 | 9 | |
| Stockton Unified School District | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 42 | 44 | 35 |
| Mathematics | 46 | 49 | 42 |
| 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.

SOURCE: California Department of Education

Completion of High School Graduation Requirements

| Group | Graduating Class of 2013 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 44.76 | 85.27 | 84.56 |
| Black or African American | 35.71 | 83.67 | 75.90 |
| American Indian or Alaska Native | 70.00 | 83.50 | 77.82 |
| Asian | 44.44 | 91.12 | 92.94 |
| Filipino | 66.67 | 96.25 | 92.20 |
| Hispanic or Latino | 43.16 | 84.50 | 80.83 |
| Native Hawaiian/Pacific Islander | 0.00 | 100.00 | 84.06 |
| White | 30.00 | 77.11 | 90.15 |
| Two or More Races | 100.00 | 62.50 | 89.03 |
| Socioeconomically Disadvantaged | 34.62 | 82.94 | 82.58 |
| English Learners | 41.67 | 73.11 | 53.68 |
| Students with Disabilities | 37.50 | 66.15 | 60.31 |

SOURCE: California Department of Education

| Dropout Rate and Graduation Rate | | | |
|----------------------------------|---------|---------|---------|
| Jane Frederick High School | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 24.2 | 19.4 | 9.9 |
| Graduation Rate | 70.99 | 71.09 | 83.09 |
| Stockton Unified School District | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | 24.2 | 19.4 | 9.9 |
| Graduation Rate | 70.99 | 71.09 | 83.09 |
| 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 |

SOURCE: California Department of Education

| 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.

SOURCE: California Department of Education

♦ no data required.

| 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 | 58.35 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00 |

SOURCE: California Department of Education

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | 108 |
| % of pupils completing a CTE program and earning a high school diploma | 5 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 2 |

SOURCE: This information is provided by the school district.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 98 students in career technical education courses. In addition to the Core Curriculum and elective classes, Frederick HS currently offers Masonry Career Technical Education courses to prepare our students for both career and college after high school. Our Career Technical Education courses engage students in dynamic hands-on learning experiences. Students enrolled in our Masonry Program also participate in various Northern California Competitions where Frederick students regularly captured 1st, 2nd and/or 3rd place honors. In addition the Frederick Masonry Program also hosts an annual on-site Northern California Masonry Competition.