

School Accountability Report Card

Reported for School Year 2003-04

Published During 2004-05

Lick (James) High

Notes regarding the source and currency of data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>.

Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03).

Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04.

School Information		District Information	
School Name	Lick (James) High	District Name	East Side Union High
Principal	Joel R. Herrera	Superintendent	Esperanza Zendejas
Street	57 N. White Rd.	Street	830 North Capitol Ave.
City, State, Zip	San Jose, CA 95127-	City, State, Zip	San Jose, CA 95133-1316
Phone Number	408-347-4400	Phone Number	408-347-5000
Fax Number	408-347-4415	Fax Number	408-347-5045
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CDS Code	43694274333639	SARC Contact	

School Description

Situated in the East San Jose foothills, James Lick High School was built in 1950 and is the oldest of the eleven high schools in the East Side Union High School District. The school's demographics is as follows: Hispanic 75%, Filipino 5.1%, White 9.6%, African American 2.5%, Asian 6.9 %, American Indian 0.5%, and Pacific Islander 0.4%, Aid to Families with Dependant Children is 11.7%. Over 30% participate in the Free/Reduced Lunch Program, and 26.3% are Limited English Proficient, 15% special education. A four million dollar plant renovation, finished in 1997, allowed staff and students to enter the new millennium with a new science wing, a new photo lab, and a revitalized computer lab. Most of the classrooms are completely renovated. Every classroom includes a TV monitor, a VCR, and computers wired to the Internet. A brand new Comet Family Resource Center has been built in the center of the campus to provide necessary health and social services for students, parents and staff members.

Measure G funds will be allocated for the continued improvement of the administrative wing, outdoor facilities, and student access to bathrooms. Classroom renovations, both current and upcoming, the introduction of new programs has invigorated a close-knit staff.

The tradition of excellence in the classroom, on the field, and in the workplace, which has established almost fifty years ago, is even more evident today. All academic and extracurricular programs are designed to increase and enhance student achievement.

School Vision Statement

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Expected School-wide Learning (ESLRs) James Lick Students will be: Effective Communicators and Critical Thinkers
Attain their highest Academic Achievement Develop and maintain a Safe, Caring Learning Environment.

The mission of James Lick High School is to provide a safe, caring environment, where students are motivated to acquire the skills needed to continue life-long learning.

Opportunities for Parental Involvement

Contact Person:	Joel Herrera	Phone Number:	408-347-4400
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Through parent involvement, the James Lick staff strives to establish practices and expectations that promote personal relationships and personal attention to its students. General parent meetings are held throughout the school year with a focus on academics, family and school relations, family wellness, and education opportunities for parents. Because many families speak languages other than English, translation devices facilitate parent participation at large meetings. Additionally, parent training in math, English as a Second Language (ESL), and computer training was offered. Parents are involved in school planning by serving on the School Site Council. Parents also participate on the District Advisory Council/District English Learners Advisory Council (DAC/DELAC).

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I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 9	292
Grade 10	300
Grade 11	273
Grade 12	265
Total Enrollment	1130

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	28	2.5
American Indian or Alaska Native	6	0.5
Asian	78	6.9
Filipino	58	5.1
Hispanic or Latino	848	75
Multiple or No Response	0	0
Pacific Islander	4	0.4
White (Not Hispanic)	108	9.6

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II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	6/12/2005	Date Last Discussed with Staff:	5/22/2005
<p> The school safety plan is reviewed annually by the school board and the school safety committee. The plan is updated as needed to reflect changes in the school environment. The school safety committee meets regularly to discuss safety concerns and to develop strategies to address them. The school safety plan is communicated to all school personnel and to the community. The school safety plan is reviewed and updated as needed to reflect changes in the school environment. </p>			

School Programs and Practices that Promote a Positive Learning Environment

<p> The school provides a variety of programs and practices that promote a positive learning environment. These include: </p> <ul style="list-style-type: none"> Professional development for all staff members. Classroom management strategies. Positive behavior interventions. Character education programs. Community service projects. Parent and family involvement programs.
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Suspensions and Expulsions

The school tracks the number of suspensions and expulsions for each year. The data is as follows:

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	116	308	283			
Rate of Suspensions	8.6	25	23			
Number of Expulsions	2	5	5			
Rate of Expulsions	.2	.4	.4			

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III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

CST - All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English Language Arts	16	16	18	30	31	33	32	35	36
Mathematics	3	4	4	15	17	16	31	35	34
Science	15	7	8	31	21	20	30	27	25
History/Social Science	9	8	13	21	25	27	28	28	29

CST - Racial/Ethnic Groups

Racial/Ethnic Category	History/Social Science	Mathematics	Science	English Language Arts
African-American	0	0	0	17
Asian	20	15	22	39
Filipino	25	9	12	32
Hispanic or Latino	10	2	6	14
White (Not Hispanic)	24	4	11	31

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CST - Subgroups

Subgroups	Science	History/Social Science	English Language Arts	Mathematics
Male	8	13	13	3
Female	7	13	24	4
English Learners	4	5	6	2
Socioeconomically Disadvantaged - No	8	13	19	4
Students With Disabilities - Yes	0	0	2	0
Students With Disabilities - No	9	15	21	4
Migrant Education Services	5	0	7	5

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Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School		District		State	
	2003	2004	2003	2004	2003	2004
Mathematics	28	35	51	53	50	51
Reading	30	32	46	47	43	43

NRT - Racial Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

	Mathematics	Reading
African-American	18	24
Asian	67	54
Filipino	44	50
Hispanic or Latino	31	28
White (Not Hispanic)	42	41

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

	Reading	Mathematics
Male	26	33
Female	38	37
English Learners	18	24
Socioeconomically Disadvantaged - No	32	35
Students With Disabilities - Yes	4	8
Students With Disabilities - No	37	39
Migrant Education Services	15	27

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Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9	10	16	21				24	30	34
10	11	19	16				27	22	27
11		11	19				19	14	18
12		20						9	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. NOTE: To protect privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
9	12.9	24.0	18.6	26.7	29.5	28.1	25.3	27.2	26.3

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API Subgroups - Racial/Ethnic Groups

	API Base Data					
	2001		2002		2003	
	API Base Score	Growth Target	API Base Score	Growth Target	API Base Score	Growth Target
Hispanic or Latino	485	11	487	11	499	11
White (Not Hispanic)	602	11	615	11	--	--

	API Growth Data					
	From 2001 to 2002		From 2002 to 2003		From 2003 to 2004	
	API Growth Score	Actual Growth	API Growth Score	Actual Growth	API Growth Score	Actual Growth
Hispanic or Latino	480	-5	493	6	549	50
White (Not Hispanic)	620	18	--	--	--	--

API Subgroups - Socioeconomically Disadvantaged

	API Base Data		
	2001	2002	2003
API Base Score	471	464	511
Growth Target	11	11	11

	API Growth Data		
	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Growth Score	453	497	571
Actual Growth	-18	33	60

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

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Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	2000-2001	--
Year in Program Improvement	Year 2	--
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Identified for Program Improvement	--	5.56

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Overall	School		District	
	2003	2004	2003	2004
Overall	No	Yes	No	No

Subgroups	School		District	
	2003	2004	2003	2004
All Students	Yes	Yes	Yes	Yes
African American	N/A	N/A	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	Yes	Yes
Filipino	N/A	N/A	Yes	Yes
Hispanic or Latino	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	Yes
Students with Disabilities	No	N/A	No	No
White (not Hispanic)	N/A	N/A	Yes	Yes

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IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

This data is not required to be reported until 2006 when it can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1,459	1,341	1,237	24,282	23,664	24,332	1,735,576	1,772,417	1,830,664
Number of Dropouts	119	101	71	601	438	737	47,899	48,210	58,493
Dropout Rate (1-year)	8.2	7.5	5.7	2.5	1.9	3	2.8	2.7	3.2
Graduation Rate	75.9	66.1	70.5	82.6	83.8	89.6	86.7	87	86.7

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V. Class Size

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

	2002				2003				2004			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+	Avg. Class Size	1-22	23-32	33+
English	20.7	44	34	2	22.9	24	28	1	24.8	15	37	4
Mathematics	28.5	3	24	8	21.0	22	21	3	25.1	13	18	3
Science	27.1	10	21	4	24.6	20	14	3	30.1	2	20	6
Social Science	29.3	4	15	11	26.4	8	21	5	29.4	5	11	10

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Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

NO DATA AVAILABLE

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Less than Bachelor's Degree	0.0	0.2
Bachelor's Degree	10.9	15.6
Bachelor's Degree plus 30 or more semester hours	40.0	50.5
Master's Degree	23.6	15.5
Master's Degree plus 30 or more semester hours	25.5	16.7
Doctorate	0.0	1.5

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

NO DATA AVAILABLE

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Teacher Evaluations

All teachers and staff are regularly evaluated. Certificated staff members are evaluated by the principal and associate principals. Formal written evaluations are required for permanent teachers every other year. Probationary and temporary teachers are evaluated annually

Substitute Teachers

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.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	2.0
Librarian	1.0
Psychologist	1.0
Other	3.0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2.0	565.0

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VII. Curriculum and Instruction

School Instruction and Leadership

All instruction and school leadership is committed to raising student achievement, with a special focus on 9th and 10th graders and their performance in math and language arts. Currently, James Lick High School has been identified as an underperforming school by the California Department of Education, thus requiring state monitoring. An academic program survey was administered and the results analyzed to determine corrective actions. The James Lick Leadership Team meets weekly and, in addition, bi-monthly meetings are held with the School Assistance and Intervention Team (SAIT). The SAIT team monitors the implementation of all corrective actions listed in the SAIT Plan. The following is a summary of SAIT corrective actions that are the focus of school instruction and leadership:

1. Decision-making systems and processes need to be implemented at the site in order to improve student achievement.
2. Insuring all students have appropriate textbooks for both core reading/language arts and mathematics programs as well as intervention programs.
3. Providing reading/language arts and mathematics professional development for teachers who have yet to be trained in state-approved training programs.
4. Improving the system for monitoring student achievement so that it builds upon a process of teacher collaboration resulting in assessment data that guides instruction.
5. Improving the support given teachers through direct coaching and other professional development opportunities.
6. Instituting the structure of pacing schedules so that there is coherent and consistent practice within all reading/language arts and mathematics classes.
7. Re-allocating funds to more fully support reading/language arts and mathematics goals.

Professional Development

During the 2004-2005 school year, James Lick High School has undergone an intensive hands-on professional development program. In October, teachers were instructed and given time to create lessons using the Explicit Direct Instruction (EDI) model. The Santa Clara County Office of Education led the entire staff in this collaborative process. Through classroom observations and teacher evaluations, the success of EDI has been monitored. In May 2005, teachers will meet again to discuss EDI as well as student motivation.

Quality and Currency of Textbooks and Other Instructional Materials

All students are provided with textbooks for courses that require them. On the average, a new textbook costs between \$55.00 and \$60.00. Students who take five required courses may have as many as 5 texts with a total value in excess of \$275.00. Textbook losses continue to be a serious district problem that students, parents and teachers must address every year. More than 400 computers (with internet access) are available for student use in classrooms, in the library and in the career center.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history/social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate. This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Curriculum Areas	Availability of Texts/Materials
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NO DATA AVAILABLE

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Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	66,125	64,800
10	66,125	64,800
11	66,125	64,800
12	66,125	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

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

Total Number of Minimum Days

There are 6 minimum days for exams. In addition, four minimum days are planned for staff development.

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VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

	Number of Courses	Number of Classes	Enrollment
Foreign Language	2	3	82
Mathematics	1	1	40
Science	1	2	38
Social Science	1	2	52

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
4654	3555	76.4

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
222	43	19.4

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SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education 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.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	289	288	265	5,590	5,952	5,927	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	31	21	13	40	38	35	37	37	35
Average Verbal Score	395	430	441	453	460	469	490	494	496
Average Math Score	419	441	472	493	498	506	516	518	519

College Admission Test Preparation Course Program

NO DATA AVAILABLE

Degree to Which Students Are Prepared to Enter Workforce

Due to the degree of intervention courses needed by students, work experience and CCOC courses are being discontinued. Students still continue to experience opportunities to prepare for the workforce by their success in school. In addition, students participate in the workforce, though without the benefit of high school credit. Students have access to a full-service Career Center which includes career-related speakers. Teachers also invite guests into their classroom to speak about careers.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1). Data have been aggregated to the district level.

