Santa Teresa High School has a number of programs and practices that are designed to help promote a positive learning environment. These include:

- **Student-Family Center** – The Student-Family Center provides non-academic counseling services for students and families.
- **Weekly Multi-Service Team (MST) Meetings** – These meetings include Student-Family Center personnel, members of the school’s discipline team, an academic counselor, a special education teacher, and representatives from community based organizations who provide services to Santa Teresa. Student cases are discussed and referrals for services are made in a strictly confidential manner.
- **Student Advisor Mentors** – The student advisors, usually viewed as disciplinarians, mentor new teachers and veterans who ask for help. The advisors work with teachers on improving their classroom management skills, dealing with problem students, improving instructional techniques and other areas that help empower teachers.
- **Saturday School and** – This is an alternative to suspending students from school. Students have discussions related to their offenses and ways they might act differently in the future.

### Facilities

Santa Teresa High School is approaching its 30th birthday. Thanks to Measure A, science classrooms and labs and the business complex have been renovated to provide students with state-of-the-art classrooms. Electrical upgrades were made throughout the school to accommodate technology. New heaters and air-conditioners have been installed. The school was painted and old carpets were replaced. All classrooms meet the minimum state size requirements and provide adequate space for teaching and learning. Over the next few years, the rest of the classrooms will be modernized. The theater, library and gym facilities are scheduled for renovation and the athletic fields are being upgraded. The exterior campus grounds are landscaped and provide a visually pleasing vista while providing a relaxing atmosphere for students, staff and community. Santa Teresa has a very good technology infrastructure. Classrooms and offices have internet drops, and a Digital High School grant has facilitated the creation of computer labs – including a mobile, wireless lab. Measure A funds will focus on a schoolwide wireless infrastructure and an extensive laptop program.

### Message from the Principal

Dear Parents:

The information in this summary is designed to provide you with an overview of the school’s direction and progress.

More detailed information can be found in the full School Accountability Report Card on the school’s and district’s websites. The data in this report is from the California Department of Education and information is only available through 2002-03.

I am pleased to report that our school is making progress.

### School Climate and Safety

**New heaters and air-conditioners have been installed.**

- **Weekly Multi-Service Team (MST) Meetings** – These meetings include Student-Family Center personnel, members of the school’s discipline team, an academic counselor, a special education teacher, and representatives from community based organizations who provide services to Santa Teresa. Student cases are discussed and referrals for services are made in a strictly confidential manner.
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### Dropout Rate

Data reported regarding progress over the most recent three-year period toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>2279</td>
<td>2228</td>
<td>2126</td>
</tr>
<tr>
<td>Number of Dropouts</td>
<td>47</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>2.1%</td>
<td>1.9%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

### Suspensions

The number of suspensions is the total number of incidents that result in a suspension. The rate of suspensions is the number divided by the school’s enrollment.

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension (number)</td>
<td>147</td>
<td>166</td>
<td>214</td>
</tr>
<tr>
<td>Suspension (rate)</td>
<td>6.6%</td>
<td>7.8%</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

### Expulsions

The number of expulsions is the total number of incidents that result in an expulsion. The rate of expulsions is the number divided by the school’s enrollment.

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expulsion (number)</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Expulsion (rate)</td>
<td>.2%</td>
<td>.2%</td>
<td>.4%</td>
</tr>
</tbody>
</table>

### Student Enrollment by Grade Level

Grade 9 ...................................................... 539
Grade 10 ................................................. 522
Grade 11 ................................................... 535
Grade 12 .................................................... 509
Ungraded Secondary .................................. 16
Total ......................................................... 2121

### Student Enrollment by Ethnic Group

- **African American** .................................... 4.5%
- **American Indian or Alaska Native** ........ 6%
- **Asian-American ... Islander** ................. .8%
- **European American** ............................... 53.5%
- **Filipino-American** ................................. 14.8%
- **Hispanic** ............................................ 22.8%
- **Pacific Islander** ................................... .8%
- **Popular European American** ................. 53.5%

### Student Populations Requiring Support

- **Percent of English Language Learners** .... 5%
- **Percent of Special Education Students** .... 10%
### The Norm-Reference Test (NRT), adopted by the State Board of Education (this was called the Stanford 9 test until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003). Data reported are the percent of students meeting or exceeding the district standard.

- **Reading**
  - Grades: 2001 2002 2003
  - 9: 50 50 64

- **Mathematics**
  - Grades: 2001 2002 2003
  - 9: 65 68 68

* Santa Teresa exceeded its API target in 2001 and received the Governor’s Performance Award.

### The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

- **API Growth Data**
  - 2001 2002 2003
  - Percentage Tested: 96 97 94
  - API Growth Score: 725 723 701
  - Actual Growth: 25\* 3 1

* Santa Teresa exceeded its API target in 2001 and received the Governor’s Performance Award.

### The Scholastic Aptitude Test (SAT) is a voluntary test that measures verbal and mathematical reasoning abilities related to successful performance in college. Colleges use the information to recruit and select students.

#### 2001 2002 2003
- **Grade 12 Enrollment**
  - Total: 511 511 509
  - Percent of 12th graders taking the test: 42% 49% 51%
  - Average Verbal Score: 512 501 497
  - Average Math Score: 530 512 517

- **Number of Students Number and Percentage Enrolled in all courses in courses required for UC or CSU Admission**
  - 10,002* 7,000 7,326 or 73.2%

* Students are counted more than once; if a student takes 5 courses that meet the UC requirements, he/she is counted 5 times.

This chart indicates the number and percent of students who are enrolled in courses required for entrance into a University of California and/or California State University/Campus.

- **Number of Students Number and Percentage of Students Enrolled in courses required for UC or CSU Admission**
  - 10,002* 7,000 7,326 or 73.2%

* Students are counted more than once; if a student takes 5 courses that meet the UC requirements, he/she is counted 5 times.

This chart indicates the number and percentage of students who have completed the courses required for entrance into a University of California and/or California State University campus with a C or better.

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### COLLEGE PREPARATION

This chart indicates the number and percent of students meeting or exceeding the district standard.

- **Reading**
  - Grades: 2001 2002 2003
  - 9: 50 50 64

- **Mathematics**
  - Grades: 2001 2002 2003
  - 9: 65 68 68

Keep current on your student's grades and attendance through ParentCONNECTxp. This program allows parents online access to daily attendance and grades.

Contact your school to sign up.