

## SCHOOL CLIMATE AND SAFETY

### POSITIVE LEARNING ENVIRONMENT

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.

### 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.

Grade	2000	2001	2002
<b>Enrollment</b>	2279	2228	2126
<b>Number of Dropouts</b>	47	42	39
<b>Dropout Rate</b>	2.1%	1.9%	1.8%

### 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.

### 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.

	2001	2002	2003
<b>Suspension</b> (number)	147	166	214
<b>Suspension</b> (rate)	6.6%	7.8%	10.1%

### 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.

	2001	2002	2003
<b>Expulsion</b> (number)	4	4	9
<b>Expulsion</b> (rate)	.2%	.2%	.4%



## East Side Union High School District

### Santa Teresa High School

### School Accountability Report Card Summary

(The full SARC can be found on the East Side Union web site at [www.esuhd.org](http://www.esuhd.org))

June, 2004

### 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.

### DEMOGRAPHIC INFORMATION

#### 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 .....	14.8%
Filipino-American .....	3.0%
Hispanic .....	22.8%
Pacific Islander .....	.8%
European American .....	53.5%

#### Student Populations Requiring Support

Percent of English Language Learners .....	5%
Percent of Special Education Students .....	10%

### SCHOOL CONTACT INFORMATION

Santa Teresa High School  
6150 Snell Avenue  
San Jose, CA 95123

Phone: 408.347.6200  
Fax: 408.347.6215

Web: <http://stnet.esuhd.org>

**Principal:** Ms. Kathy Prasch



### SCHOOL DESCRIPTION

Santa Teresa High School continues to pursue its established course toward excellence and success for all students. As a member of the Bay Area School Reform Collaborative (BASRC), the school is continuing its efforts toward that end through additional instructional support, process, and professional development.

The staff are addressing their goals by doing the following:

- Building a community of teachers who collaborate on curriculum and instruction and who engage in the study of teaching;
- Providing stakeholders the opportunity to have a voice in making decisions through on-line registration;
- Providing an extensive selection of AP courses to particular students a challenging and rigorous curriculum.

Due to success in these areas, Santa Teresa was awarded the prestigious BASRC “Leadership School” honor for the 1998-1999 school year and the “closing” the Equity Gap Award for 1999-2000 and currently serves as an “anchor” school in the East Side Union High School District Leadership Collaborative.

## STUDENT ACHIEVEMENT

### ACADEMIC PERFORMANCE INDEX

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.

### CALIFORNIA STANDARDS

The California Standards Tests show how well students are doing in relation to the state content summary. The number represents the percentage of students scoring at the Proficient or Advanced level.

English Language Arts Grades	2001	2002	2003
9 - 11	45	48	45

Mathematics Grades	2001	2002	2003
9 - 11	na	23	20

Science Grades	2001	2002	2003
9 - 11	na	39	36

History/Social Science Grades	2001	2002	2003
9 - 11	na	28	33

### NRT RESULTS

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

### SCHOLASTIC APTITUDE TEST (SAT)

The Scholastic Aptitude Test 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	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

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.

### ADVANCED PLACEMENT

The Advanced Placement classes give students an opportunity to take college level classes and exams while in high school. Students scoring a 3 or better on an AP exam may receive college credit for the course.

Listed below are the AP courses and classes offered at the school and the number of students enrolled in those classes.

Subject	# of Courses	# of Classes	Enrollment
Computer Science	1	1	16
English	1	2	24
Foreign Language	1	2	44
Mathematics	1	2	56
Science	1	1	19
Social Science	2	6	163

### COLLEGE PREPARATION

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

**Number of Students Enrolled in all courses**      **Number and Percentage of Students Enrolled in courses required for UC or CSU**

10,002\*      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 graduates who have completed the courses required for entrance into a University of California and/or California State University campus with a C or better.

**Total Number of Graduates**      **Number of Graduates who have passed the required courses for UC or CSU Admission**  
 446      138 or 30.9%

### LEADERSHIP

The leadership of Santa Teresa includes many levels. The School Site Council, consisting of staff, parents, and students oversees the work of the school and the budgetary issues. The management team, consisting of administrators and program coordinators is the school-wide working body. This group makes major decisions to take to other levels of leadership or to implement. The Instructional Team Leaders is comprised of administrators, department chairpersons, and program coordinators. This body makes major decisions around activities and schedules that impact the classrooms and their curriculum. The Faculty Senate, or the 18.4 Committee, makes decisions that impact the working conditions of staff. Various committees, such as the Technology and Staff Development Committees, comprising staff, parents, and other community members, make decisions about their respective subject areas. Groups of teachers work together within and across departments to plan curriculum, and individual staff members present proposals for program changes or additions at any of the levels of leadership described. All the work and the resources of the school are focused on the site goals: reading, writing, and technology literacy; standards; assessment; student support.

### TEACHER CREDENTIAL INFORMATION

Part-time teachers are counted as 1. If a teacher works at two schools, he/she is only counted at one school.

	2001	2002	2003
<b>Total Number of Teachers Full Credential</b> (full credential and teaching in subject areas)	109	102	108
<b>Emergency Credential</b> (includes District interns, University internships, pre-interns and emergency permits)	15	16	28
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an emergency permit)	2	0	0