

SCHOOL ACCOUNTABILITY REPORT CARD FOR 2004-2005
SANTA ROSA CITY SCHOOL DISTRICT



Santa Rosa High School

ADDRESS: 1235 Mendocino Ave., Santa Rosa, CA 95401 **PHONE:** (707) 528-5291

PRINCIPAL: Anton Negri **GRADE RANGE:** 9-12 **SCHEDULE:** Traditional

OUR SCHOOL AT A GLANCE

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Student enrollment	Total number of students enrolled	2,020	1,089	1,339
Teachers	Number of classroom teachers (full-time equivalent)	82	48	56
Students per teacher	Number of students per teacher	25	23	24
Academic Performance Index	The state's method of combining test scores across all subjects and grade levels	732	720	696
Students per computer	Number of students sharing one computer	5	4	4

Principal's Comments

Established in 1874, Santa Rosa High School is the eighth oldest comprehensive high school in California. Our students represent 20 different languages and cultures. The school maintains its rich tradition as a comprehensive high school through the unique ArtQuest program and an agricultural program supported by an agriculture incentive grant. The school also offers practical industrial arts courses and career pathways that are recognized throughout the country.

Our current, extensive remodeling project includes the construction of a 25-room brick building. We are also adding an eight-court tennis complex and campus lighting. Last year we built an all-weather athletic field for football, soccer, and track.

Major Achievements

- We met our Academic Performance Index (API) goal and increased our score by 28 points, from 709 to 739.
- More than 375 students took Advanced Placement (AP) classes last year. Of those who took the AP tests, 82 percent passed with a three or above, the county's highest pass rate.
- We continually achieve the district's highest SAT scores.
- We have three National Merit Scholar finalists who can secure significant scholarships.
- We host the award-winning ArtQuest program, in which 550 students participate.
- Four of our teachers are working on National Board Certification.

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Focus for Improvement

- Santa Rosa High has created professional learning communities in order to focus attention on standards-based instruction.
- Although over 96 percent of our seniors have passed the California High School Exit Exam, we are providing tutorials for all special education and English learners who have scored under 350.
- The counseling department will continue to encourage students to enroll in advanced academic and AP courses.
- In order to improve the academic achievement of underperforming students, Santa Rosa High is focusing on the support of English learners. We are doing this by implementing an Advancement Via Individual Determination (AVID) program and by creating a translator pathway for Spanish speakers.

Academic Performance Index

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. The API is used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests (CST), the California Achievement Tests (CAT/6), and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Santa Rosa’s API was 732 (out of 1000). This is a decline of seven points compared to last year’s API. You can find three years of detailed API results in the [technical appendix](#) to this report.

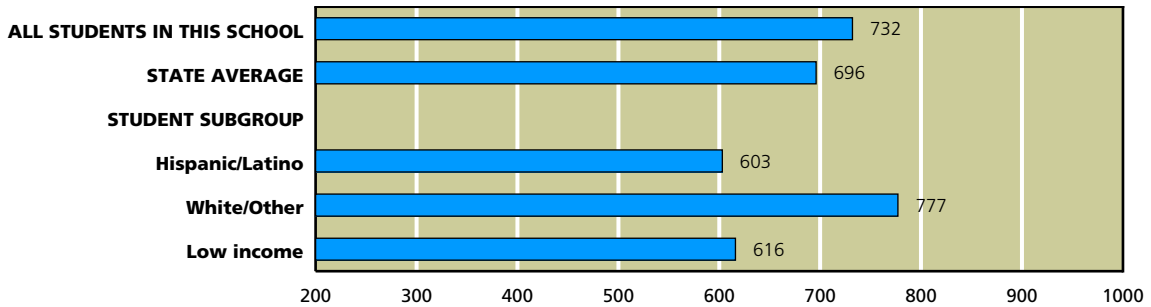
API GROWTH TARGETS: Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards, such as the California Distinguished Schools Program and Title I Achieving Schools Program. We did not meet our assigned growth targets during the 2004–2005 school year. Just for reference, 69 percent of high schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	No
Met growth target for prior school year	Yes
API score	732
Growth attained from prior year	-7
Met subgroup* growth targets	No
Underperforming school	No

SOURCE: API based on spring 2005 test cycle. Growth scores alone are displayed and are current as of February 2006.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

API, Spring 2005



SOURCE: API based on spring 2005 test cycle. State average represents high schools only.
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

To meet AYP, high schools must meet four criteria. First, a certain percentage of students must score at or above proficient levels on the CASHEE (22.3 percent on the English/language arts test and 20.9 percent on the math test). These goals must also be met by significant ethnic and socioeconomic subgroups of students. Second, the schools must achieve an API of at least 590 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate for the class of 2004 must be higher than 82.9 percent (or satisfy alternate improvement criteria).

If even one group of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools getting federal funding to help economically disadvantaged students are actually penalized if they fail to make the mark. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met AYP	No
Met schoolwide participation rate	Yes
Met schoolwide test score goals	Yes
Met subgroup* participation rate	No
Met subgroup* test score goals	Yes
Met schoolwide API for AYP	Yes
Met graduation rate	Yes
Program Improvement School	No

SOURCE: AYP is based on the Accountability Progress Report of February 2006. A school can be in Program Improvement based on students' test results in the 2004-2005 school year or earlier.

*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL ● NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE TEST?	DID 22.3% MEET OBJECTIVE ON THE TEST?	DID 95% OF STUDENTS TAKE THE TEST?	DID 20.9% MEET OBJECTIVE ON THE TEST?
SCHOOLWIDE RESULTS	●	●	●	●
SUBGROUPS OF STUDENTS				
Low income	●	●	●	●
STUDENTS BY ETHNICITY				
Hispanic/Latino	●	●	●	●
White/Other	●	●	●	●

SOURCE: AYP release of February 2006, CDE.

The table at left shows where we met our AYP goals. The green dots represent goals we’ve met; red dots indicate goals we missed. Just one red dot is sufficient to cause us to fail to attain what NCLB defines as “adequate yearly progress.”

Note: Yellow dots indicate that too few students were in the category to draw meaningful conclusions. Federal rules require at least 50 students to take the test for statistical significance.

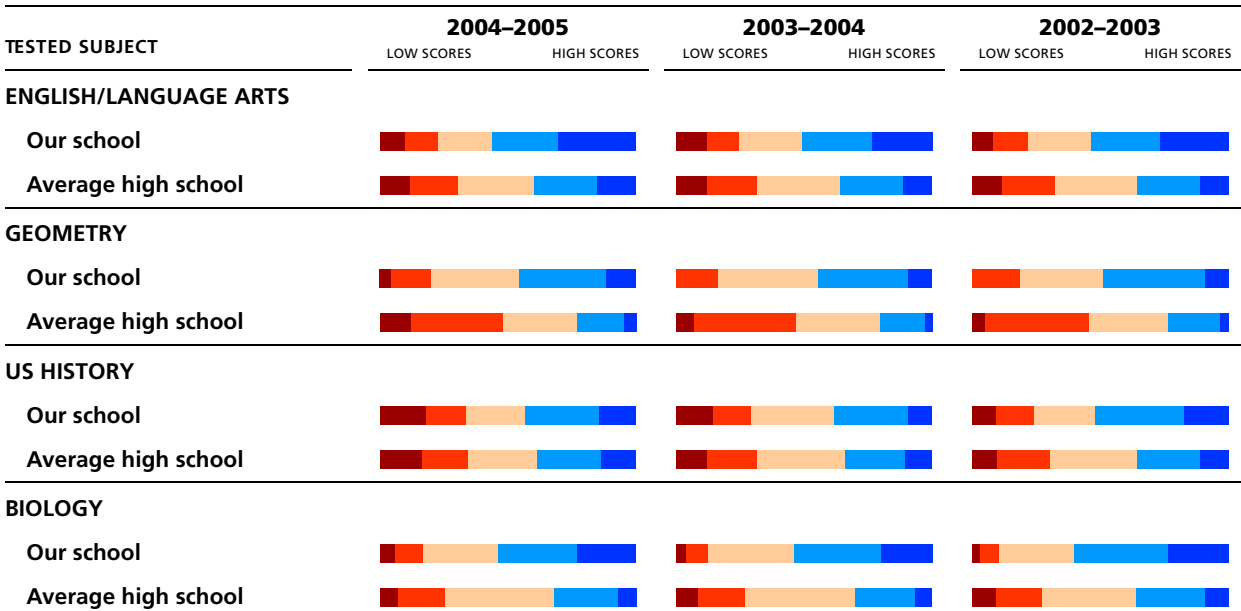
STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average high school in California. On the following pages we provide more detail for each test, including the scores for different groups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

California Standards Tests

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT to RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

California Standards Tests: Top Scores Only (Proficient and Advanced)

TESTED SUBJECT	2004-2005	2003-2004	2002-2003
ENGLISH/LANGUAGE ARTS			
Our school	56%	51%	53%
Average high school	40%	37%	36%
GEOMETRY			
Our school	46%	45%	49%
Average high school	24%	22%	25%
US HISTORY			
Our school	44%	39%	52%
Average high school	39%	35%	36%
BIOLOGY			
Our school	54%	54%	60%
Average high school	33%	31%	37%

SOURCE: The scores for the CST are from the spring 2005 test cycle. State average represents high schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.

Frequently Asked Questions

WHERE CAN I FIND GRADE-LEVEL REPORTS? Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online at the [STAR Web site](#). Summary scores about advanced and proficient students in the school and district are online in the [technical appendix](#) to this report.

WHAT DO THE FIVE PROFICIENCY BANDS MEAN? Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, advanced or proficient. Those who score in the middle band, basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—below basic or far below basic—need more help to reach the proficient level. The number of questions students must answer correctly to be grouped into one of these proficiency levels is in the [CDE's technical memo](#) on the CDE's Web site.

WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TESTS (CAT/6) SCORED DIFFERENTLY? These two tests are quite different, and their scoring methods differ, too. When students take the CST, they are scored against five criteria. So in theory, all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” Students’ CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

HOW HARD ARE THE CALIFORNIA STANDARDS TESTS? California’s standards are very high, and the tests that measure students’ mastery are difficult. Just 41 percent of elementary school students scored proficient or advanced on the English/language arts test and 51 percent in math. Experts consider our state’s standards to be among the most clear and rigorous in the country. Here you can review the [California Content Standards](#).

ARE ALL STUDENTS’ SCORES INCLUDED? Yes, the results of all students who took the test are included, with one exception. When schoolwide results are reported and fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy as called for by federal law. All students in grades two through eleven are required to take these tests unless their parents have requested waivers.

HOW STATISTICALLY RELIABLE ARE THESE RESULTS? The reliability of results depends on the number of students tested and the number of questions on the test. The larger these numbers are, the more reliable the data is. The CDE suppresses scores when fewer than eleven students are present, and we suppress scores for student subgroups when fewer than 30 students are present.

CAN I REVIEW SAMPLE TEST QUESTIONS? Sample test questions for the CST are on the [CDE's Web site](#). These are examples of questions used in previous years.

WHERE CAN I FIND ADDITIONAL INFORMATION? The CDE has placed a wealth of resources on its Web site. First, the STAR Web site offers a path both to the detailed reports for schools and districts, and to assistance packets for parents and teachers. The [grades and subjects](#) covered by these tests are fully described. This site includes explanations of [technical terms](#) and scores. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

WHY ARE ONLY SOME OF THE TEST RESULTS PRESENT? California’s test program includes many tests not mentioned in this report. For brevity’s sake, we’re reporting the CST results from one course in each of the four core subjects. For science, we’ve selected biology because it is the science course taken by more students statewide than any other. For math, we’ve selected geometry because algebra is now supposed to be taken by eighth graders, leaving geometry as the class for freshmen and sophomores to take. In social studies, we’ve selected US history, which is taken by all juniors (eleventh graders).

English/language arts is the one course that summarizes the results of students in grades nine through eleven. We are not reporting the results of the California High School Exit Exam until next year.

English/Language Arts (Reading and Writing)

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			56%	92%	SCHOOLWIDE AVERAGE: About 16 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN CALIFORNIA			40%	97%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

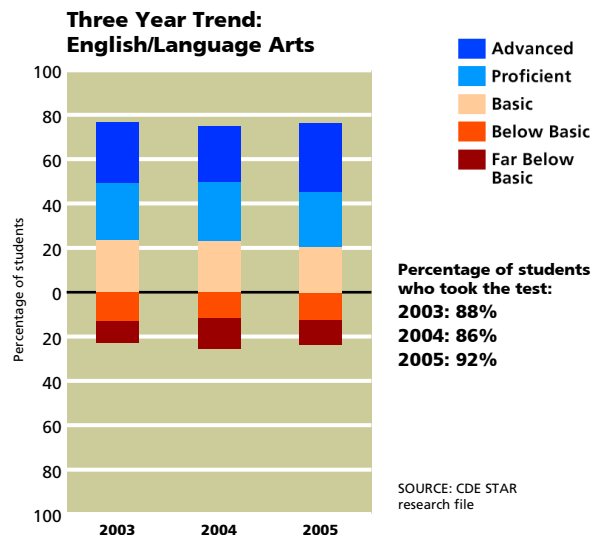
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			49%	685	GENDER: About 14 percent more girls than boys at our school scored proficient or advanced.
Girls			63%	681	
English proficient			64%	1,192	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			5%	174	
Low income			28%	294	INCOME: About 36 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			64%	1,072	
Learning disabled			11%	98	LEARNING DISABILITIES: Students classified as learning disabled scored lower than students without learning disabilities. The CST is not designed to test the progress of students with moderate to severe learning differences.
Not learning disabled			60%	1,262	
African American			41%	39	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
Asian American			48%	67	
Hispanic/Latino			24%	291	
White/Other			68%	919	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the English/language arts standards for [ninth and tenth grades](#) and [eleventh and twelfth grades](#), visit the CDE's Web site. The standards for [all grade levels](#) are also available at this site.



Geometry

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			46%	22%	SCHOOLWIDE AVERAGE: About 22 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			35%	22%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			24%	23%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

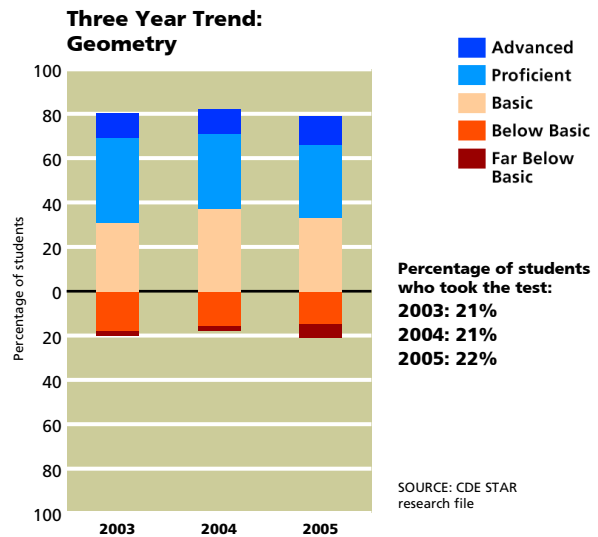
■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			44%	149	GENDER: About five percent more girls than boys at our school scored proficient or advanced.
Girls			49%	178	
English proficient			48%	314	ENGLISH PROFICIENCY: We cannot compare scores for these two groups because the number of English learners tested was either zero or too small to be statistically significant.
English learners	DATA STATISTICALLY UNRELIABLE		N/S	13	
Learning disabled	NO DATA AVAILABLE		N/A	0	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			47%	324	
Low income			45%	42	INCOME: About two percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			47%	285	
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	12	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Hispanic/Latino			34%	41	
White/Other			51%	255	

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 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes geometry is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 22 percent of our students took the geometry standards test, compared to 23 percent of all high school students statewide. To read more about the math standards for grades **eight through twelve**, as well as the California standards for **geometry**, visit the CDE's Web site.



US History

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			44%	89%	SCHOOLWIDE AVERAGE: About five percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			44%	89%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			39%	94%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			45%	221	GENDER: About two percent more boys than girls at our school scored proficient or advanced.
Girls			43%	209	
English proficient			48%	388	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			7%	40	
Low income			22%	77	INCOME: About 27 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			49%	353	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	27	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			46%	402	
African American	DATA STATISTICALLY UNRELIABLE		N/S	16	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	28	
Hispanic/Latino			30%	80	
White/Other			51%	282	

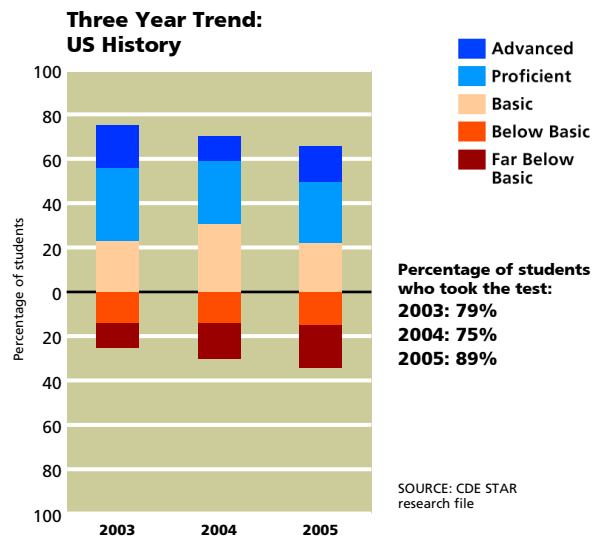
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N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our eleventh grade students' scores have changed over the years. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

To read more about the history standards for [tenth](#), [eleventh](#), and [twelfth](#) grades, visit the CDE's Web site.



Biology

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
SCHOOLWIDE AVERAGE			54%	30%	SCHOOLWIDE AVERAGE: About 21 percent more students at our school scored proficient or advanced than at the average high school in California.
AVERAGE HIGH SCHOOL IN THE COUNTY			37%	34%	
AVERAGE HIGH SCHOOL IN CALIFORNIA			33%	33%	

Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC, BELOW BASIC, AND BASIC ■ PROFICIENT AND ADVANCED

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys			50%	232	GENDER: About seven percent more girls than boys at our school scored proficient or advanced.
Girls			57%	209	
English proficient			58%	401	ENGLISH PROFICIENCY: English learners scored lower on the CST than students whose native language is English. Because we give this test in English, English learners tend to be at a disadvantage.
English learners			7%	40	
Low income			31%	74	INCOME: About 27 percent fewer students from lower income families scored proficient or advanced than our other students.
Not low income			58%	367	
Learning disabled	DATA STATISTICALLY UNRELIABLE		N/S	24	LEARNING DISABILITIES: We cannot compare scores for these two groups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
Not learning disabled			55%	417	
African American	DATA STATISTICALLY UNRELIABLE		N/S	13	ETHNICITY: Test scores are likely to vary among students of different ethnic origins. This variance is termed the achievement gap.
Asian American	DATA STATISTICALLY UNRELIABLE		N/S	19	
Hispanic/Latino			27%	78	
White/Other			62%	315	

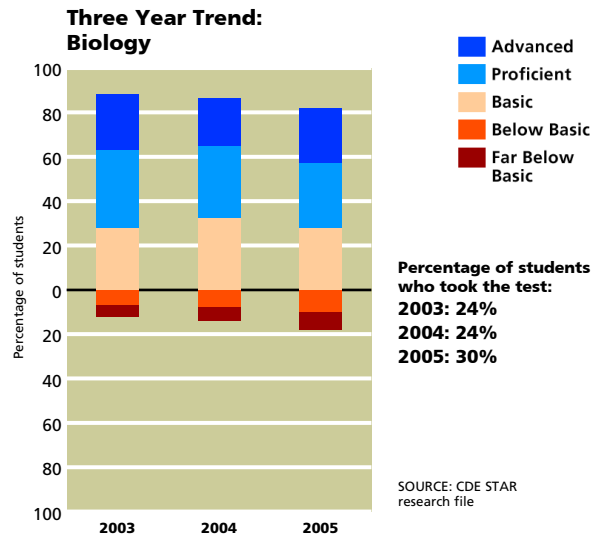
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N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. Any student in grades nine, ten, or eleven who takes biology is included in this analysis. Each year's results are represented in a vertical bar, with students' scores arrayed across five proficiency bands. Progress can take many forms. When viewing schoolwide results over three years, progress can be more students scoring in the top proficiency bands (blue). It can also take the form of fewer students scoring in the lower two proficiency bands (brown and red).

About 30 percent of our students took the biology standards test, compared to 33 percent of all high school students statewide. To read more about the California standards for [biology/life sciences](#), [physics](#), [chemistry](#), and [earth sciences](#), visit the CDE's Web site.



Other Measures of Student Achievement

Our teachers use many measures of student achievement, including oral questions, portfolio assessments, projects, tests, and evaluations of performances in dance, instrumental music, exhibitions, and choral music. We administer the California English Language Development Test for English learners and the California Alternative Performance Assessment for learning-disabled students.

Students receive classroom grades and oral, quarter, and semester grades. Teachers send parents report cards four times per year. They also call home to discuss student progress or concerns.

PREPARATION FOR COLLEGE AND THE WORKFORCE

College Preparation

The English and Math departments assist all juniors in preparation for the SAT, ACT, and other college entrance exams. Seniors are excused for two days each school year to visit colleges and universities throughout the state. The counseling department supports parents of seniors by having three financial aid nights during the second semester. These information sessions are offered in both English and Spanish.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
SAT verbal	Average score of juniors and seniors taking the test, 2004–2005	566	542	499
SAT math	Average score of juniors and seniors taking the test, 2004–2005	566	552	521
SAT participation rate	Percentage of seniors who took the test, 2004–2005	37%	34%	36%
AP exams	Number of Advanced Placement (AP) exams taken and passed per 100 juniors and seniors, 2004–2005	34	23	25
Students meeting UC or CSU course requirements	Percentage of graduates passing all of the courses required for admission to the UC or CSU systems, 2003–2004	52%	38%	34%
Students attending UC	Percentage of graduates who actually attended any campus of the UC system, 2003–2004	7%	7%	7%
Students attending CSU	Percentage of graduates who actually attended any campus of the CSU system, 2003–2004	6%	9%	10%
Students attending community colleges	Percentage of graduates who actually attended any campus of the California community college system, 2003–2004	53%	46%	31%

SOURCE: SAT test data provided by the College Board for the 2004–2005 school year. It also provides the information about AP tests taken and passed. College attendance data is from the California Post-Secondary Education Commission for the graduating class of 2004. Enrollment in UC/CSU qualifying courses comes from the PAIF report of October 2004. County and state averages represent high schools only.

In the 2004–2005 academic year, 37 percent of Santa Rosa students took the SAT, compared to 36 percent of high school students in California.

Santa Rosa students scored 566 on the verbal portion of the SAT, compared to 499 for students throughout the state. On the math portion of the SAT, Santa Rosa students scored 566, compared to 521 for students throughout the state.

One way to find out if college-oriented students have access to appropriately challenging coursework is to look at the **Advanced Placement (AP)** courses a high school offers. These classes are not offered by all high schools. AP classes are usually considered to be the equivalent of college courses. Here at Santa Rosa, the number of AP exams taken and passed was 34 per 100 juniors and seniors. In California, by comparison, high school students successfully passed AP exams at a rate of 25 per 100 juniors and seniors.

The percentage of Santa Rosa’s students taking courses required for admission to the UC or the CSU system was 52 percent, compared to 34 percent for students in the state. This number is an indicator of whether the school is offering, and students are taking, the classes required for admission to the UC or CSU systems. **College attendance** data is limited to public colleges in California. Out of Santa Rosa’s 2004 graduating class, 66 percent went on to enroll in some part of the California public college system, compared to 48 percent of students throughout the state. Here’s the detail: seven percent of the graduating class went to UC campuses, six percent went to CSU campuses, and 53 percent went to two-year colleges in the community college system.

Advanced Placement and International Baccalaureate Courses Offered

High school students can enroll in courses that are more challenging in their junior or senior year. These include **honors**, **AP**, or **International Baccalaureate (IB)** courses. Students who take these AP or IB courses and pass the exams with scores of 3.0 or higher usually qualify for college credit. Our high school offers 11 different courses that you'll see listed in the table.

SUBJECT	NUMBER OF COURSES	NUMBER OF CLASSES	ENROLLMENT
Fine and Performing Arts	1	1	13
Computer Science	0	0	0
English	2	3	84
Foreign Language	2	3	55
Mathematics	2	4	93
Science	3	3	74
Social Science	1	2	43

SOURCE: CBEDS PAIF October 2004

Dropouts and Graduates

Our assistant principals and student advisor meet with students who are in danger of failing. The Student Review Team meets on a weekly basis to review the work of students who are having difficulty. They make referrals to programs and contact parents with suggestions. Students at Santa Rosa High can be referred to various alternative schools such as Mesa and Ridgway schools, both of which are close to our school. Some students can benefit from placement in their programs.

KEY FACTOR	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Dropout rate			
2003-2004	2%	2%	3%
2002-2003	1%	2%	3%
2001-2002	1%	1%	2%
Graduation rate			
2003-2004	91%	88%	87%
2002-2003	92%	90%	87%
2001-2002	92%	92%	87%

SOURCE: Dropout data comes from the CBEDS census of October 2004. County and state averages represent high schools only.

DROPOUT RATE: We now count as a **dropout** any student who left school during 2003-2004 prior to completing the year and did not re-enroll. A dropout can also be a student who hasn't re-enrolled in our school for the 2004-2005 year by October 2005. Our dropout rate for the prior three years appears in the top part of the table.

Identifying dropouts is difficult because many students who leave school unexpectedly don't let us know why they're leaving or where they're going. As a result, we often have to trace their steps so we can determine whether they have really left school. This process is imprecise, at best.

GRADUATION RATE: The **graduation rate** is an estimate of our school's success in keeping students in school. It is really a federal definition, used in No Child Left Behind to determine "adequate yearly progress." It is also one part of California's way of determining a high school's Academic Performance Index (API). The **formula** provides only a rough estimate of the completion rate, at best, because the calculation relies on dropout counts, which are imprecise. The California Department of Education (CDE) cautions that this method is likely to produce an estimated graduation rate that is too high.

Workforce Preparation

Santa Rosa High offers a number of programs for students who are interested in vocational education. These programs include automobile technology, welding technology, agricultural sciences, construction technology, and business courses. Counselors meet with students individually and in small groups to assist them as they choose career pathways.

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Career technical education (CTE)	Percentage of students enrolled in a CTE course	29%	36%	28%
CTE graduates	Percentage of graduates who completed a series of CTE courses	N/A	N/A	N/A

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (formerly known as vocational education) are open to all students. The table above shows the percentage of our students who enrolled in a career technical education course at any time during the school year. At our school, 589 students were enrolled in one or more of these courses, as reported in October 2004.

More information about the programs our school offers in career technical education are available from the following links. In addition to a listing of [courses and programs](#), you will also find facts about the rate at which students completed these programs. Information about [career technical education](#) policy is available on the CDE Web site.

STUDENTS

Students' English Language Skills

At Santa Rosa, 88 percent of students were considered to be proficient in English, compared to 85 percent of high school students in California overall. Of the 12 percent of Santa Rosa students who were still learning English, five percent advanced to English proficiency since the prior census.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	88%	89%	85%
English learners	12%	11%	15%

SOURCE: Language Census for school year 2004-2005. County and state averages represent high schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 235 students classified as English learners. At Santa Rosa, the language these students most often speak at home is Spanish. In California it's common to find English learners in classes with students whose native language is English. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	88%	90%	82%
Vietnamese	1%	1%	2%
Hmong	0%	0%	2%
Cantonese	0%	1%	2%
Filipino/Tagalog	1%	1%	2%
Khmer/Cambodian	3%	1%	1%
Korean	0%	0%	1%
All other	7%	7%	8%

SOURCE: Language Census for school year 2004-2005. County and state averages represent high schools only.

Ethnicity

Most students at Santa Rosa identify themselves as White/European American/Other. In fact, there are about three times as many White/European American/Other students as Latino/Hispanic students, the second-largest ethnic group at Santa Rosa. The state of California allows citizens to choose more than one ethnic identity, or to select "multiethnic" or "decline to state." As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	3%	2%	8%
Asian American/Pacific Islander	6%	5%	12%
Latino/Hispanic	20%	21%	41%
White/European American/Other	71%	72%	38%

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

Family Income and Education

The free or reduced-price meal subsidy goes to students whose families earn less than \$34,873 a year (based on a family of four) in the 2004-2005 school year. At Santa Rosa, 12 percent of the students qualified for this program, compared to 36 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	12%	15%	36%
Parents with some college	74%	69%	59%
Parents with college degree	49%	41%	37%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2004-2005 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent high schools only.

CLIMATE FOR LEARNING

Average Class Sizes

The average class size at Santa Rosa varies from a low of 23 students to a high of 25. Our average class size schoolwide is 24 students. The average class size for high schools in the state is 29 students. This table shows the average class sizes of our core courses compared to those of the county and state.

AVERAGE CLASS SIZE OF CORE COURSES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English	23	24	26
History	25	28	30
Math	24	25	28
Science	25	28	30

SOURCE: CBEDS census, October 2004. County and state averages represent high schools only.

Safety

The Santa Rosa High staff monitors school grounds 30 minutes before the start of school and immediately after dismissal. We have a closed campus and require all visitors to register with the office. We hold monthly fire drills and have earthquake and disaster drills twice a year. We last reviewed and updated our school safety plan in 2004.

Homework

Homework is an important tool for monitoring student progress and allowing students to apply what they have learned. Students must complete homework in all core and college-preparatory elective courses. Most assignments are given during the week and are due before the weekend, but teachers may also expect students to complete long-term projects.

Discipline

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

We expect students to model mature and responsible behavior on our campus, in our classrooms, and at all school functions. Consequences for poor behavior include counseling, warnings, Saturday School, afterschool detention, out-of-class suspension, at-home suspension, and expulsion. We provide students with life-skills training such as conflict resolution, time management, and anger management. We have an important peer counseling program, as well as a Safe Schools Ambassador program, which teaches students to find solutions to problems and avoid disagreements.

SUSPENSIONS AND EXPULSIONS	YEAR	OUR SCHOOL	DISTRICT AVERAGE
Suspensions per 100 students	2004–2005	18	18
	2003–2004	12	13
	2002–2003	14	19
Expulsions per 100 students	2004–2005	0	1
	2003–2004	1	1
	2002–2003	2	2

SOURCE: This data is reported by school district staff. It represents incidents, not the number of students involved. District averages represent high schools only.

During the 2004–2005 school year, we had 354 suspension incidents. We had nine incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the district and state. If you want to learn more about [physical fitness testing and standards](#), you’ll find information on the CDE Web site.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Boys in Fitness Zone	26%	32%	28%
Girls in Fitness Zone	29%	29%	26%
Total	27%	31%	27%

SOURCE: 2004–2005 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems.

Schedule

The school year includes 180 days of instruction. Classes begin at 8 a.m. and end at 2:54 p.m. With the support of St. Luke’s Church, we offer students a free breakfast before school. Our office hours are 7:30 a.m. to 4 p.m.

Time Spent Teaching Each Year

Our school year includes the required amount of instructional minutes mandated by the California State Board of Education. This is true at every grade level. Please note that the numbers we show do not include several days when school closes for teacher conferences.

TIME PLANNED FOR INSTRUCTION BY GRADE LEVEL (IN MINUTES)	OUR DISTRICT	STATE MINIMUM
Grade 9	64,800	64,800
Grade 10	64,800	64,800
Grade 11	64,800	64,800
Grade 12	64,800	64,800

SOURCE: This data is reported by school district staff.

TEACHERS AND STAFF

Principal

Anton Negri has been principal of this school for three years. Our principal has three years of experience as a principal and 40 as a teacher.

The Santa Rosa High administration uses a consensus model. Our entire staff participates in making decisions, and the atmosphere is collaborative and very positive. As a staff, we plan our summer training sessions and share our expertise. Our SSC and Student-Teacher-Parent Club (STP) also provide excellent input. During the 2004–2005 school year, the administrative team included four seasoned administrators.

Teacher Experience and Education

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Teaching experience	Average years of teaching experience	13	14	13
Newer teachers	Percentage of teachers with one or two years of teaching experience	9%	10%	14%
Teachers holding an MA degree or higher	Percentage of teachers with a master’s degree or higher from a graduate school	38%	32%	37%
Teachers holding a BA degree alone	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	62%	68%	62%

SOURCE: Professional Assignment and Information Form (PAIF), October 2004, completed by teachers during the CBEDS census. County and state averages represent high schools only.

About nine percent of our teachers are relatively new to teaching, having taught two years or less. This number is below the percentage of new teachers in other high schools in California. Our teachers have, on average, 13 years of experience. About 62 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About 38 percent have completed a master’s degree or higher.

Credentials Held by Our Teachers

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	97%	90%
Trainee credential holders	Percentage of staff holding an internship credential	0%	2%	6%
Emergency permit holders	Percentage of staff holding an emergency permit	0%	2%	5%
Teachers with waivers	Lowest level of accreditation, used by districts when they have no other option	0%	0%	1%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Santa Rosa hold a full credential. None of the faculty at Santa Rosa holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, six percent of high school teachers throughout the state hold trainee credentials. None of our faculty holds emergency permits. Very few high school teachers hold this authorization statewide (just five percent).

About 93 percent of the faculty at Santa Rosa hold the secondary (single-subject) credential. This number is above the average for high schools in California, which is 90 percent. You can find three years of data about teachers’ credentials in the [technical appendix](#) to this report.

Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	6%	N/A	26%
Out-of-field teaching: courses	Percentage of core courses taught by a teacher who lacks the right credential for the course	20%	12%	10%
Out-of-field teaching: students	Percentage of students in core courses taught by a teacher who lacks the right credential for the course	11%	8%	9%
Teachers lacking a full credential	Percentage of teachers without a full, clear credential	0%	3%	10%

SOURCE: Courses taught by teachers not meeting NCLB standards are derived from the Consolidated Application filed by districts with the CDE. Average represents median. Data on teachers lacking a full credential is derived from the PAIF of October 2004.

“HIGHLY QUALIFIED” TEACHERS: The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “[highly qualified](#).” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses and students taught by teachers who are considered to be less than “highly qualified.” The exceptions known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

TEACHING OUT OF FIELD: When a teacher lacks a subject area authorization for a course she is teaching, that course is counted as an [out-of-field](#) section. The students who take that course are also counted. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 20 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers countywide.

CREDENTIAL STATUS OF TEACHERS: Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers were working without full credentials, compared to ten percent of teachers in high schools statewide.

Out-of-Field Teaching, Detail by Selected Subject Areas

CORE COURSE	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
ENGLISH				
Courses	Percentage of English courses taught by a teacher lacking the right subject area authorization	11%	6%	7%
Enrollment	Percentage of English students taught by a teacher lacking the right subject area authorization	4%	2%	6%
MATH				
Courses	Percentage of math courses taught by a teacher lacking the right subject area authorization	16%	9%	7%
Enrollment	Percentage of math students taught by a teacher lacking the right subject area authorization	2%	4%	5%
SCIENCE				
Courses	Percentage of science courses taught by a teacher lacking the right subject area authorization	44%	18%	14%
Enrollment	Percentage of science students taught by a teacher lacking the right subject area authorization	35%	13%	13%
SOCIAL SCIENCE				
Courses	Percentage of social science courses taught by a teacher lacking the right subject area authorization	20%	11%	10%
Enrollment	Percentage of social science students taught by a teacher lacking the right subject area authorization	3%	5%	9%

SOURCE: PAIF, October 2004. This is completed by teachers during the CBEDS census. County and state averages represent high schools only.

The detail above shows the differing impact of out-of-field teaching in each of the core subject areas. About 20 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared to ten percent of core courses taught by high school teachers statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available from the links below. What you will find are specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2005–2006 school year.

Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

This table shows how teachers considered to be less than “highly qualified” are distributed within our district. Specifically, the data describes just the percentage of core courses that lack teachers who meet NCLB’s standard.

The districtwide average is 12 percent, compared to 26 percent statewide. For those

schools with the highest percentage of students getting free and reduced-price lunches, this factor is 100 percent, compared to 35 percent statewide. For those schools with the lowest percentage of students getting free and reduced-price lunches, this factor is 11 percent, compared to 21 percent statewide.

DISTRICT FACTOR	DESCRIPTION	DISTRICT AVERAGE
Courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by “highly qualified” teachers	12%
Schools with most low income students	Percentage of core courses not taught by “highly qualified” teachers	16%
Schools with fewest low income students	Percentage of core courses not taught by “highly qualified” teachers	9%

SOURCE: School district office. Schools in the district are divided into quartiles, based on their students’ free lunch entitlements. Top and bottom quartiles are compared. Data represents secondary schools only.

Evaluating and Improving Teachers

We evaluate teachers according to the following areas of the California Standards for the Teaching Profession: engagement, effective environment, subject matter, lesson design, assessment, development as a professional educator, and other district standards. We evaluate temporary teachers annually and permanent teachers every other year. Teachers with unsatisfactory evaluations work with a teaching coach through the Peer Assistance and Review Program.

Staff Development

We provide three staff development days for aligning curriculum and practices with the California Content Standards. In addition, we have subcommittees that address ways teachers can better support the needs of under-represented groups of students.

Teacher Assignment

Santa Rosa High adjusts its staffing to meet the needs of our students. Last year we experienced both administration and staff changes. Our administration feels confident that it chose the most qualified persons for the available positions.

Substitute Teachers

In 2003–2004 the district began using a centralized service that maintains a list of qualified substitute teachers. Teachers ensure continuity of instruction during their absence by providing organized lesson plans. The system also allows teachers to leave direct instructions for the substitutes.

Academic Guidance Counselors

Our school has five full-time equivalent academic counselors. This means that we have the equivalent of one counselor for every 404 students. Just for reference, California districts employ about one academic counselor for every 509 high school students in the state. According to the National Center for Education Statistics, California ranks the lowest among all 50 states in the number of students per counselor. More information about [counseling and student support](#) is available on the CDE Web site.

Specialized Programs and Staff

Santa Rosa High has four full-time counselors who serve all students struggling academically. Additional support programs for our students include 40 peer counselors and approximately 30 Safe School Ambassadors. We have a full-time health technician, a part-time nurse, a part-time school psychologist, and a school resource officer. We host scholarship workshops for interested students and parents.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called **Gifted and Talented Education (GATE)**. Our school has 352 students who qualify for this program. Starting in seventh grade, educators identify academically gifted or talented students based on teacher recommendations and tests. Our school has 400 students who qualify for the GATE program, and 250 are actively involved. A district coordinator, a site coordinator, and a district GATE parents group support these students. In addition to taking AP and honors classes, GATE students participate in enrichment programs offered outside of the school day.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Our school has 193 students who qualify for these **special education** programs. Students with moderate to severe learning differences are sometimes entitled to Individual Education Programs (IEPs) and extra help. Our special education department offers resource classes and Special Day Classes (SDCs). Our goal is for students to take as many mainstream courses as are appropriate. Each student in the program has an active IEP. At present, we have five resource teachers and three SDC teachers.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our **English learners** into regular classes as soon as possible. Most of our 206 English learners enroll in special classes that emphasize gaining fluency in English. We try to advance these students into regular classes as soon as possible. As students become more fluent, they take a combination of English Language Development (ELD) and mainstream classes. We have one full-time ELD instructor, and we offer sheltered instruction in all core areas, meaning that classes are composed entirely of English learners. One full-time and one part-time instructional assistant provide extra support.

Specialized Resource Staff

In addition to teachers and administrators, our school may employ other staff, such as social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. Most of these professionals work part time. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here. For more details on **statewide ratios of counselors, psychologists, or other pupil services** staff to students, see the California Department of Education (CDE) Web site. **Library facts** and frequently asked questions are also available there.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see here may be inexact, and may also differ from the staffing provided today in this school.

STAFF POSITION	STAFF (FTE)
Counselors	5.0
Librarians	1.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: school district office.

CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them, as well. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. The most direct way to understand what your children should be learning is to review the standards themselves. You can find the [content standards for each subject at each grade level](#) on the Web site of the California Department of Education.

Reading and Writing

Our English/language arts curriculum is based on the California Content Standards. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. Our students read and respond to significant works of literature that reflect or enhance their studies of history and social science. They also write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. We offer AP English language and AP English literature courses.

Math

Our math curriculum is based on the California Content Standards for each grade level. According to these standards, some students take algebra during middle school; however, many students study algebra in high school. By studying algebra, students develop an understanding of the symbolic language of mathematics. They also learn to use their algebraic skills and concepts in a wide variety of problem-solving situations. We have a full math program that encompasses pre-algebra through AP calculus and AP statistics.

Science

Our science curriculum is based on the California Content Standards for each grade level. In accordance with these standards, our science program features courses in physics, chemistry, biology, and physical science. Our students learn to apply the principles of investigation and experimentation. We require all students to study biology and life sciences as well as the principles of physiology, cell biology, genetics, ecology, and evolution. We also offer AP biology, AP chemistry, and AP physics courses.

Social Studies

Our curriculum is based on California Content Standards. According to these standards, students must gain a greater knowledge of US history from the late 19th century through the present. They study the worldwide rise of democratic ideas, roots of current world issues, global industrialization, the impact of new technology, the movement toward equal rights for racial minorities and women, the role of the US as a major world power, and the US Constitution. We offer AP US history, AP world history, AP government, and AP macroeconomics courses.

Textbooks

Below we show some of the textbooks we use at our school.

TITLE	DATE OF PUBLICATION	SUBJECT	IS THERE A BOOK FOR EACH STUDENT?	IS THIS BOOK ALIGNED WITH STATE STANDARDS?
Novels and Essays	N/A	Language arts	Yes	Yes
Geometry Applying	2001	Math	Yes	Yes
Modern Biology	2002	Science	Yes	Yes
American Pageant	1998	Social studies	Yes	Yes

SOURCE: This information is reported by school district staff.

More facts about our textbooks, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had a textbook for each student in each core course in the 2005–2006 school year, and whether those **textbooks** were in line with the California Content Standards.

More facts about our science labs, called for by the recent Williams legislation of 2004, are available from the following link. What you will find is whether we had sufficient lab equipment and materials for our **science lab** courses during the 2005–2006 school year.

RESOURCES

Buildings

Our school includes 66 buildings, of which 39 are portables. Together they accommodate approximately 2,100 people. On an average day, 2,107 students and staff occupy these buildings, taking up 100 percent of our capacity. Our school was built in 1924 and is well maintained. We are currently remodeling the entire campus. We recently remodeled the library, science wing, music building, auditorium, main building, and arts complex. We are now finishing our upgrade of the two gyms, the athletic field, and the campus lighting system. Our final project will be a 25-classroom building, which is scheduled for completion in December 2005. This project will allow us to remove the portables currently scattered around the campus.

The district’s facilities team spent \$5,000 on repairs to our buildings in the 2004–2005 school year. Repairs are usually modest in scale, and do not include modernization projects, renovations, or other construction normally paid for by bond measures.

The bathrooms in our school contain 81 toilets, all of which were in good working order when we surveyed the building. More information about the [condition and cleanliness of bathrooms](#) can be found in the supplement to this report called for by the Williams legislation of 2004.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

Library

Our library includes 30 Internet-connected computers, which allow students to conduct research online. We update our books and periodicals on a regular basis. The library is open five days per week, from 7:30 a.m. to 4 p.m. A full-time librarian staffs the facility and allows students access both before and after school.

Computers

We have 434 computers available for student use, which means that, on average, there is one computer for every five students. There are 88 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	5	4	4
Internet-connected classrooms	88	70	61

SOURCE: CBEDS census of October 2004. County and state averages represent high schools only.

Santa Rosa High is networked campus-

wide. We have two general computer labs and a science lab. Two computer labs are part of the ArtQuest program; one is used for digital arts, and one for video arts. The business department has two full computer labs, one has software such as Microsoft Word and Excel, and the other is used for CISCO networking classes.

Parent Involvement

Santa Rosa High has a very dedicated parent organization with more than 40 active members. This group makes financial contributions to the school and coordinates parent volunteers who donate their time to our students, teachers, and activities. Volunteer groups include the Panther Athletic Club, Friends of ArtQuest, the Choral Boosters, Instrumental Boosters, Cheerleader Boosters, Agriculture Boosters, English Language Advisory Committee, School Site Council (SSC), Santa Rosa High School Foundation, and GATE Advisory Committee.

The contact person for parent involvement is:

Name: Grace Harris, President of STP

Phone number: (707) 579-4156

FUNDING

Last year our hardworking STP raised \$5,000 through scrip sales, our annual April Fool’s Carnival, and membership dues. Other funding sources include the Santa Rosa High School Foundation, which contributed \$105,000 for the 2004–2005 school year. Our various booster clubs also contribute funding to the school.

Our school’s expenditures can be viewed from the link below. You’ll find a comparative breakdown of our school’s **expenses** along with the average salary for teachers at our school. In prior years, we reported expenditures and teacher salaries based on the districtwide average. This year, our calculations are based on actual school-specific detail. This improved way of accounting for our school’s expenditures is the result of a new law passed in the fall 2005 legislative session. If you’re seeking financial information about the school district as a whole, you’ll find that information below.

District Expenses

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
FISCAL YEAR 2003–2004			
Total expenses	N/A	N/A	N/A
Expenses per student	N/A	N/A	\$6,919
FISCAL YEAR 2002–2003			
Total expenses	\$119,766,547	N/A	N/A
Expenses per student	\$7,186	\$6,785	\$6,822

SOURCE: Fiscal Services Division, California Department of Education.

Facts about the 2004–2005 fiscal year are not released by the CDE until May 2006. Additional details about our expenditures can be found at the [Ed-Data Partnership’s Web site](#).

The current expense of education is a measure of the cost of direct educational services to students. This figure is then divided by the average daily attendance (ADA) to arrive at an expenditure-per-pupil figure. Since the current expense figure does not include food services, land acquisition, new construction, and other expenditures, the current expense per ADA really describes the cost of operating schools for core educational purposes. More information is available on the [CDE’s Web site](#).

District Salaries, 2003–2004

This table reports the salaries of teachers and administrators in our district for the year 2003–2004. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher’s salary	\$46,310	36,416
Midrange teacher’s salary	\$54,100	57,615
Highest-paid teacher’s salary	\$76,255	72,229
Average principal’s salary (high school)	\$112,830	103,778
Superintendent’s salary	\$149,090	153,803
Percentage of budget for teachers’ salaries	N/A	43%
Percentage of budget for administrators’ salaries	N/A	5%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2003–2004, the Fiscal Services Division, CDE, and school district office.

TECHNICAL NOTE ON DATA RECENCY: All data is the most current available as of March 21, 2006. The CDE may release additional or revised data for the 2004–2005 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (October 2004 census); Language Census (April 2005); CAT/6 and California Standards Tests (spring 2005 test cycle); Academic Performance Index (February 2006 growth score release); Adequate Yearly Progress (February 2006). The district staff provides additional information on suspensions and expulsions, attendance, salaries and expenditures, buildings, and special program enrollment.

DISCLAIMER: School Wise Press, the publisher of this accountability report, makes every effort to assure the accuracy of this information, but offers no guarantee, express or implied. While we do our utmost to assure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before making decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.