

# School Accountability Report Card Reported for School Year 2003-04

*Published During 2004-05*

## 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 2002-03.

School Information		District Information	
<b>School Name</b>	High Tech High	<b>District Name</b>	San Diego Unified
<b>Principal</b>	Larry Rosenstock	<b>Superintendent</b>	Alan Bersin
<b>Street</b>	2861 Womble Rd.	<b>Street</b>	4100 Normal St
<b>City, State, Zip</b>	San Diego, CA 92106-6025	<b>City, State, Zip</b>	San Diego, Ca, 92103
<b>Phone Number</b>	(619) 243-5000	<b>Phone Number</b>	619-725-8000
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<b>E-mail Address</b>	<a href="mailto:lrosenstock@hightechhigh.org">lrosenstock@hightechhigh.org</a>	<b>E-mail Address</b>	<a href="mailto:tgilly@hightechhigh.org">tgilly@hightechhigh.org</a>
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## School Description and Mission Statement

High Tech High is a new approach to public education. Launched by an industry and educator coalition, High Tech High is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science and engineering. High Tech High provides students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society. A small, diverse learning community with a current enrollment of 452 students, HTH is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for students, and close links to the high tech workplace.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<a href="#">Bridget Cantu Wear</a> <a href="#">Madeline Hossman</a>	<b>Contact Person Phone Number</b>	<b>(619) 224-0560 or (619) 224-1561</b>
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High Tech High's Parent Association has been active for three years and has been instrumental in improving communication with parents. The Parent Association holds monthly meetings second Thursday of each month at the school site. Parents have the opportunity to volunteer in classrooms, help with fundraising for special events, serve breakfast on school testing days, and have created a great newsletter and website to keep parents up to date on events. The parent website can be reached at [www.parentpage.org](http://www.parentpage.org)

## 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).

<b>Grade Level</b>	<b>Enrollment</b>	<b>Grade Level</b>	<b>Enrollment</b>
<b>Kindergarten</b>	0	<b>Grade 9</b>	139
<b>Grade 1</b>	0	<b>Grade 10</b>	113
<b>Grade 2</b>	0	<b>Grade 11</b>	119
<b>Grade 3</b>	0	<b>Grade 12</b>	81
<b>Grade 4</b>	0	<b>Ungraded Secondary</b>	0
<b>Grade 5</b>	0		
<b>Grade 6</b>	0		
<b>Grade 7</b>	0		
<b>Grade 8</b>	0		
<b>Ungraded Elementary</b>	0	<b>Total Enrollment</b>	452

## 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	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	68	15.2	Hispanic or Latino	74	16.6
American Indian or Alaska Native	4	0.9	Pacific Islander	3	0.7
Asian	46	10.3	White (Not Hispanic)	217	48.7
Filipino	34	7.6	Multiple or No Response	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	August 24, 2004	Date Last Discussed with Staff	bimonthly
High Tech High updates its safety practices yearly and the safety plan is on file at the front desk and in each classroom. All students practice evacuation procedures multiple times each year. School evacuation maps are strategically located throughout the school.			

### School Programs and Practices that Promote a Positive Learning Environment

High Tech High combats the alienation of adolescence and the anonymity of most urban high schools with a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. The deployment of time and personnel at High Tech High maximizes our ability to know our students well. The student-faculty ratio at High Tech High is 20:1, and each student has a customized learning plan and an advisor who remains constant throughout the four years of school. High Tech High's curriculum is built upon real project work by situating students directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	0	2	13	n/a	n/a	n/a
Rate of Suspensions	0	<1%	<5%			
Number of Expulsions	0	0	0			
Rate of Expulsions	0	0	0			

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

High Tech High's facilities are unique among high schools. Rather than locating High Tech High in an existing school building, the school is located at the redeveloped Naval Training Center in San Diego. The 40,000 square foot building, which was used by the Navy as a technical training center, now has 24 classrooms and labs at the center of the building, and large, high ceiling open areas at each end.

The facility underwent approximately \$6 million in improvements in 1989, including a new roof, skylights, trusses, windows, floor, and mechanical systems. As a corporate citizen, High Tech High is a strong addition to the community at NTC. In all, NTC provides a purposeful, productive adult milieu in which to immerse High Tech High students.

### 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.*

#### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	65	69	73	34	36	37	32	35	36
Mathematics	27	26	26	25	29	31	31	35	34
Science	23	39	31	15	16	16	30	27	25
History/Social Science	53	56	59	24	27	29	28	28	29

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	43		87	83	60		81
Mathematics	6		42	30	9		34
Science	10		32	38	27		37
History/Social Science	28		77	75	36		68

#### CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	76	69		40	77	60	74	
Mathematics	33	17		14	27	21	26	
Science	36	24		17	32	25	31	



## California Physical 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/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				22.3	24.3	20.4	24.8	26.7	22.9
7				28.0	29.8	26.4	29.1	31.3	27.0
9	21.5	23.1	20.0	22.4	20.7	24.1	26.3	25.3	27.2

## Academic Performance Index (API)

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. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	98	99	Percent Tested	98	99	99
API Base Score	820	788	802	API Growth Score	788	795	830
Growth Target	A	1	A	Actual Growth	-32	7	28
Statewide Rank	10	10	10				
Similar Schools Rank	10	10	10				

## API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score			678	API Growth Score		686	711
Growth Target			1	Actual Growth			33
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	771	767	746	API Growth Score	725	744	
Growth Target	1	1	1	Actual Growth	-46	-23	
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	898	825	839	API Growth Score	857	829	865
Growth Target	A	A	A	Actual Growth	-41	4	26

## API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	738	744		API Growth Score	724		
Growth Target	1	1		Actual Growth	-14		

## 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.*

## 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	n/a	---
Year in Program Improvement	n/a	---
Year Exited Program Improvement	n/a	---
Number of Schools Currently in Program Improvement	- n/a --	
Percent of Schools Identified for Program Improvement	-- n/a -	

## 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. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP 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.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	Yes	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	n/a	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	n/a	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	Yes	Yes

## 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.

*These data are not required to be reported until 2006 when they 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
<b>Enrollment (9-12)</b>	198	279	384	36311	36662	37269	1735576	1772417	1830664
<b>Number of Dropouts</b>	2	1	2	1289	1417	1797	47899	48210	58493
<b>Dropout Rate (1-year)</b>	1.0	0.4	0.5	3.5	3.9	4.8	2.8	2.7	3.2
<b>Graduation Rate</b>	0.0	100.0	94.1	84.6			86.7	87.0	86.6

## V. Class Size

### Average Class Size and Class Size 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 grade level, as reported by CBEDS.

Grade Level	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
<b>Other</b>	41.5	0	3	31	33.9	3	10	35	43.5	0	0	43

## 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.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	36	0	0	7	31.9	2	3	7	38.5	0	0	8
Mathematics	36	0	2	5	35.5	4	0	7	42	0	0	11
Science	35	0	1	7	31.8	0	5	11	40.6	2	0	11
Social Science	35.6	0	0	8	36.0	1	2	6	45.6	0	0	7

## Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1	<i>Not applicable</i>		
2			
3			

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	25.9	---
<b>All Schools in District</b>	---	59.6
<b>High-Poverty Schools in District</b>	---	69.5
<b>Low-Poverty Schools in District</b>	---	65.2

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	18	24	25
<b>Teachers with Full Credential</b>	2	23	13
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	1	1
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	2	11	7
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## 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.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	<i>To be provided by LEA</i>
<b>Total Teacher Misassignments</b>	---	---	<i>To be provided by LEA</i>

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	12.0	0.9
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.3
<b>Master's Degree</b>	32.0	49.7
<b>Bachelor's Degree plus 30 or more semester hours</b>	20.0	1.5
<b>Bachelor's Degree</b>	36.0	47.3
<b>Less than Bachelor's Degree</b>	0.0	0.4

## 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.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	0	0	0

## Teacher Evaluations

Teachers are evaluated two times annually by the Director of the school. The director will administer classroom visits as a part of the evaluation process and will create on going dialogue for feedback. The staff also provide their team mates with informal monthly feedback to enhance best practices within the classroom.

## Substitute Teachers

High Tech High does not employ substitute teachers. In the event that a staff member is out ill, the team teacher will supervise all students in the current project or an administrator will fill in if needed.

## 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
Librarian	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1
Other	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	1:226 (HTH uses advisors therefore, in reality, this number is actually lower)

## VII. Curriculum and Instruction

### School Instruction and Leadership

Larry Rosenstock was selected by the Board of Trustees to become High Tech Middle's Principal. Mr. Rosenstock brings broad experience as an educational innovator to High Tech Middle. His most recent post was as chief executive officer of Price Charities, where he directed substantial funding to innovative public school reform projects in San Diego. Prior to joining Price Charities, Mr. Rosenstock directed the New Urban High School Project for the U.S. Department of Education, was CEO for vocational programs for the Cambridge Public Schools, a lecturer at the Harvard Graduate School of Education, and a staff attorney for the Harvard Center for Law and Education. He also has eleven years experience teaching in urban public schools. Mr. Rosenstock consults with the U.S. Department of Education, the U.S. Department of Labor, and urban school districts nationwide.

The school's Director works closely with Larry Rosenstock to ensure only the highest instructional quality. High Tech High has hired a diverse group of teachers. They are a mix of master teachers, newly trained teachers, and credentialed individuals from industry with strong content knowledge. The schools team approach to teaching will make the best use of their varied levels of content knowledge and teaching experience.

### Professional Development

Faculty members at High Tech High will participate in ongoing professional development. This will normally include:

- Regular meetings, 45 minutes per day, without students, for collaboration and program development
- 3 weekly student/faculty team meetings
- Weekly all-staff meetings
- Various development workshops throughout the year
- Two-week long teacher preparation session in August before the opening of school
- A week-long session during winter break

Several day-long professional development sessions throughout the year

### Quality and Currency of Textbooks and Other Instructional Materials

Teams of core academic teachers meet on a regular basis to ensure that the quality and currency of textbooks are of the highest caliber and that the information is relevant and up to date. The school engages in project based learning and uses real world applications and instructional materials to enhance each student's academic experience.

### 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, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Yes- Curriculum includes several novels and textbooks
Mathematics	Yes- We offer a variety of mathematical texts
Science	Yes- We offer a variety of scientific texts
History/Social Science	Yes- Curriculum integrates history and social science
Foreign Language	We offer Spanish textbooks
Health	We do not offer health
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment

### 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
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	65,660	64,800
10	65,660	64,800
11	65,660	64,800
12	65,660	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
10	<i>Not applicable</i>	180 days
11		180 days
12		180 days

### Total Number of Minimum Days

The school held 2 minimum days for staff development.

## VIII. Post-Secondary Preparation (Secondary Schools)

### 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
452	452	452

### 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
48	48	100.0

### 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	1	44	113	6963	6944	6956	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	100.0	95.5	86.7	49.4	49.4	49.0	37.3	36.7	35.2
Average Verbal Score		579	534	481	494	492	490	494	496
Average Math Score		565	533	499	509	506	516	518	519

### College Admission Test Preparation Course Program

High Tech High does not provide college admissions test prep courses as a standard teaching practice. However several test prep organizations have used the school facilities and have offered training programs to our students.

### Degree to Which Students Are Prepared to Enter Workforce

High Tech High was first conceived in 1998, when a group of San Diego's high technology business leaders met with the Greater San Diego Chamber of Commerce Business Roundtable for Education to

address the high tech industry's problems finding qualified people to fill the growing number of job opportunities in San Diego. The group noted that high school graduates do not have the basic skills and problem-solving abilities that high tech companies need, and that many students graduate ill-prepared for rewarding careers or for higher education. The group identified two key factors contributing to low academic achievement:

- A lack of connection between students and their educational experiences, resulting from large and impersonal schools in which most students are an anonymous face in a crowd, are uninterested in their courses of study, and make little connection to their teachers and to other students as part of a community of learners.
- Student tracking into vocational/technical education (designed for non-college-bound students) or into college preparatory classes, usually based on the income and educational level of the students parents, not the students capacity to succeed in academic endeavors.

High Tech High was envisioned by its founders as a charter school that will demonstrate how the public high school experience can be restructured and redesigned to enhance students connections to their educational experiences and to other students in a community of learners. Their ultimate goal is to show that this restructuring can improve student's academic achievement and long-term success. To this end, the High Tech High Board of Directors hired Larry Rosenstock in January 1999 to develop and implement a high school designed from the ground up around the educational principles identified through the New Urban High School project.

The school is based on a tight linkage to the high tech workplace. The curriculum is developed, in collaboration with industry partners, upon real-world projects that give students the opportunity to learn while working on problems of interest and concern to adults in the community. Students in 11<sup>th</sup> and 12<sup>th</sup> grade will spend part of their days working off-site in industry internships that will provide additional contexts for projects tied back to the intellectual mission of the school.

## 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.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
Total Course Enrollment						
		<i>Not applicable</i>			<i>Not applicable</i>	

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,517	\$36,856
Mid-Range Teacher Salary	\$52,449	\$58,263
Highest Teacher Salary	\$70,179	\$72,665

<b>Average Principal Salary (Elementary)</b>	\$97,173	\$94,774
<b>Average Principal Salary (Middle)</b>	\$97,913	\$98,934
<b>Average Principal Salary (High)</b>	\$110,322	\$106,858
<b>Superintendent Salary</b>	\$189,500	\$177,295
<b>Percent of Budget for Teacher Salaries</b>	39.1	41.6
<b>Percent of Budget for Administrative Salaries</b>	4.6	5.1

### **Expenditures (Fiscal Year 2002-2003)**

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

<b>District</b>	<b>District</b>	<b>State Average For Districts In Same Category</b>	<b>State Average All Districts</b>
<b>Total Dollars</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>
\$1,081,041,980	\$7,776	\$6,882	\$6,822

### **Types of Services Funded**

The school supports an academic internship program. High Tech High also offers elective courses, known as x-block where students have opportunities to get involved with activities such as technology and multimedia, botball, football, soccer, rock climbing, exploring other cultures, and yoga.