

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	High Tech High	District Name	San Diego Unified
Principal	Ben Daley	Superintendent	Carl Cohn
Street	2861 Womble Rd.	Street	4100 Normal St
City, State, Zip	San Diego, CA 92106-6025	City, State, Zip	San Diego, Ca, 92103
Phone Number	(619) 243-5000	Phone Number	619-725-8000
Fax Number	(619) 243-5050	Fax Number	619-291-7182
Web Site	www.hightechhigh.org	Web Site	www.sandi.net
E-mail Address	bdaley@hightechhigh.org	E-mail Address	sbumia@hightechhigh.org
CDS Code	37-68338-3731247	SARC Contact	Simi Bumia

School Description and Mission Statement

Information about the school, its programs, and its goals.

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 is a small, diverse learning community with a current enrollment of 488 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. The mission of High Tech High is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	<i>Bridget Cantu- Wear and Madeline Hossman</i>	Contact Person Phone Number	(619) 224-0560 or (619) 224-1561
----------------------------	---	------------------------------------	---

High Tech High's Parent Association has been active for four years and has been instrumental in improving communication with parents and getting more parents involved in making decisions that positively affect student learning outcomes. The Parent Association holds monthly meetings second Thursday of each month at the school site. Parents have an active voice at High Tech High. Parents have ample opportunities to volunteer in classrooms, plan and coordinate fundraising efforts to give money back into school programs by way of a grant program, foster a positive social environment for students from all communities, provide optimal nutrition to students during testing times throughout the year, and communicate to all members of the HTH community via a HTH parent e-newsletter and weekly news blast. The parent website can be found at www.parentpage.org

II. Demographic Information

Student Enrollment – Grade Level

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

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	n/a	Grade 9	142
Grade 1	n/a	Grade 10	113
Grade 2	n/a	Grade 11	116
Grade 3	n/a	Grade 12	81
Grade 4	n/a	Ungraded Secondary	n/a
Grade 5	n/a		
Grade 6	n/a		
Grade 7	n/a		
Grade 8	n/a		
Ungraded Elementary	n/a	Total Enrollment	452

Student Enrollment – Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	64	14%	Hispanic or Latino	75	17%
American Indian or Alaska Native	1	>1%	Pacific Islander	0	0
Asian	30	7%	White (Not Hispanic)	240	52%
Filipino	42	9%	Multiple or No Response		

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	August 29, 2004	Date Last Discussed with Staff	September 9, 2005
-----------------------------------	------------------------	---------------------------------------	--------------------------

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. The safety plan includes addresses prevention, response, and recovery related to emergencies.

Prevention: Prevention programs are the first component in an integrated school safety plan. The purpose of the program is to create a safe school environment that supports academic achievement. These programs address a variety of issues to include violence/substance abuse and threat assessment. High Tech High's primary goal is to prevent emergencies.

Response: Some emergencies or disasters cannot be prevented. In those cases the second component, emergency response and emergency operations plans in place to insure an effective response. HTH school will minimize the impact of an emergency or disaster. It is important for all involved response entities to coordinate and plan their activities in advance. This will minimize confusion and enhance the response.

Recovery: HTH is prepared to assist students and staff in their emotional recovery from an emergency or disaster. Recovery procedures are practiced and discussed regularly throughout the school year.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

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. High Tech High has three main design elements: personalization, common- intellectual mission, and adult world connections. The student-faculty ratio at High Tech High is 23:1, and each student has 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. High Tech High believes that all students and adults should be treated with dignity and respect. This culture embraces and promotes a positive learning environment where all students abide by a code of conduct.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	2	13	14	13,157	12,174	14,101
Rate of Suspensions	<1%	<5%	<5%	11.93	10.82	13.02
Number of Expulsions	0	0	0	354	429	545
Rate of Expulsions	0	0	0	0.34	0.40	0.55

IV. School Facilities

School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

High Tech High's facilities are unique among high schools. High Tech High is located in a 40,000 square foot building, formerly used by the Navy as a technical training center. The facility underwent approximately \$6 million in improvements in 1989, including a new roof, skylights, trusses, windows, floor, and mechanical systems. The school now has 25 classrooms and labs at the center of the building, and large, high ceiling open areas at each end. Each classroom is adequately maintained by the staff and our daily custodial staff. All interior areas including common space and restrooms are cleaned daily.

High Tech High shares a common lunch area with the surrounding High Tech High schools as well as the green area where students participate in sport activities. Maintenance of the common outdoor space occurs daily and all students rotate and participate in an after lunch outdoor clean up.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	33	36	34	36	37	21	35	18	20
Mathematics	26	26	21	29	31	32	35	34	23
Science	19	17	16	16	16	15	27	25	14
History-Social Science	26	29	25	27	29	17	28	29	17

CST – Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	43	n/a	85	92	53	n/a	75
Mathematics	0	n/a	69	52	11	n/a	29
Science	11	n/a	38	n/a	25	n/a	43
History-Social Science	26	n/a	69	53	33	n/a	60

CST – Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	72	64	n/a	46	57	n/a
Mathematics	28	14	n/a	11	14	n/a
Science	39	21	n/a	31	35	n/a
History-Social Science	56	40	n/a	24	46	n/a

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) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. 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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9	66	67	64	22.7	24.5	20.8	26.7	27.5	25.8

Academic Performance Index

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. 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 API Base 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.

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: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API – Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	98	99	100	Percent Tested	98	99	100
API Base Score	788	802	828	API Growth Score	795	830	792
Growth Target	1	A	A	Actual Growth	7	28	-38
Statewide Rank	10	10	10				
Similar Schools Rank	10	10	10				

API – Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score		678		API Growth Score		711	
Growth Target		1		Actual Growth		33	
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	767	746	739	API Growth Score		744	
Growth Target	1	1	1	Actual Growth		-23	
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (not Hispanic)				White (not Hispanic)			
API Base Score	825	839	814	API Growth Score	829	865	814
Growth Target	A	A	A	Actual Growth	4	26	-51

API – Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	744	n/a	692	API Growth Score	724	n/a	692
Growth Target	1	n/a	1	Actual Growth	-14	n/a	-36

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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria – Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	No	Yes	Yes	No

AYP Participation Rates and Proficiency Levels – Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

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	n/a
American Indian or Alaska Native	---	n/a	n/a	---	Yes	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	n/a	n/a	---	Yes	No
Pacific Islander	---	n/a	n/a	---	Yes	n/a
White (not Hispanic)	---	n/a	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	n/a	n/a	---	Yes	n/a
Students with Disabilities	---	n/a	n/a	---	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	n/a	--
Year in Program Improvement (Implementation Level)	n/a	---
Year Exited Program Improvement	n/a	--
Number of Schools Currently in Program Improvement	n/a	38

Percent of Schools Currently in Program Improvement	n/a	21.1
--	-----	------

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Enrollment (9-12)	279	384	452	35,970	37,269	37,506	1,772,417	1,830,903	1,876,927
Number of Dropouts	1	2	1	1,417	1,797	1,568	48,871	58,189	61,253
Dropout Rate (1-year)	0.4	0.5	0.3	3.9	4.2	4.2	2.7	3.2	3.3
Graduation Rate	100.0	94.1	98.7	83.3	79.5	79.5	87.0	86.7	85.1

VII. 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	2003				Avg. Class Size	2004			Avg. Class Size	2005				
	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														
Other	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	2003				2004				2005			
	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	31.9	2	3	7	38.5	0	0	8				
Mathematics	35.5	4	0	7	42	0	0	11				
Science	31.8	0	5	11	40.6	2	0	11				
Social Science	36.0	1	2	6	45.6	0	0	7				

Class Size Reduction Participation

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		
	2003	2004	2005
K			
1	<i>Not Applicable</i>		
2			
3			

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	62.8
All Schools in District	55.7
High-Poverty Schools in District	42.7
Low-Poverty Schools in District	79.2

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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	24	25	25
Teachers with Full Credential	23	13	15
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internships)	1	1	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	11	7	7
Teachers with Waivers (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, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	11.5	0.9
Master's Degree plus 30 or more semester hours	7.7	0.3
Master's Degree	23.1	50.0
Bachelor's Degree plus 30 or more semester hours	30.8	1.2
Bachelor's Degree	3.8	47.2
Less than Bachelor's Degree	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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for 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. At the end of the school year, the entire staff conduct a school quality review whereby evaluations are provided to improve practices as a whole.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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	0
Library Media Teacher (Librarian)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	

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)

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Larry Rosenstock was selected by the Board of Trustees to become High Tech High's Founding Principal. He currently serves as the Chief Executive Officer for High Tech High schools. Mr. Rosenstock brings broad experience as an educational innovator to High Tech High. 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.

High Tech High's current 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.

Ben Daley is the director of High Tech High and the chief academic officer for the High Tech High Charter Management Organization. He acts as an advisor to fifteen students and teaches a class in robotics every year. Ben joined High Tech High to teach physics as a founding faculty member in fall 2000.

A New Hampshire native, Ben wisely moved to San Diego, CA at the first opportunity. As a student at Haverford College, Ben majored in physics and was credentialed in secondary physics and math. After graduation, he traveled to the Philippines and taught science and math at an international school in Manila. Upon his return to the States, he taught physics and AP physics at the Madeira School, a girls boarding school in suburban Washington, D.C. He then moved to California to coach basketball and to teach physics at Pomona and Pitzer Colleges. He earned an M.A. in science education at the University of California, Santa Barbara.

Professional Development

Information about the program for training the school's teachers and other professional staff.

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 Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	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.
Mathematics	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.
Science	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.
History-Social Science	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 Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional 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 for foreign language requirements
Health	We do not offer health
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment

Instructional Minutes

Data reported compare 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	n/a	36,000
1	n/a	50,400
2	n/a	50,400
3	n/a	50,400
4	n/a	54,000
5	n/a	54,000
6	n/a	54,000
7	n/a	54,000
8	n/a	54,000
9	67,410	64,800
10	67,410	64,800
11	67,410	64,800
12	67,410	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	<i>Not Applicable</i>	180 days
10		180 days
11		180 days
12		180 days

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

High Tech High offered 2 minimum days in the 04-05 school year. Both minimum days were used for parent/ teacher conferences.

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	0	0	
Computer Science	0	0	
English	0	0	
Foreign Language	0	0	
Mathematics	0	0	
Science	0	0	
Social Science	0	0	

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
452	452	100

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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
82	82	100

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	44	113	82	6944	6956	7,336	385,356	395,194	409576
Percent of Grade 12 Enrollment Taking Test	95.5	86.7	96.34	49.4	49.0	49.5	36.7	35.6	35.9
Average Verbal Score	579	534	557	494	492	495	494	495	499
Average Math Score	565	533	561	509	506	505	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

High Tech High does offer a preliminary scholastic aptitude test (PSAT) test administration on a Saturday during the school year. While High Tech High has not specifically contracted with a test preparation company, few companies have rented classrooms and other facilities for prep classes.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

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 11th and 12th grade will spend part of their days working off-site in industry/ academic internships that will provide additional contexts for projects tied back to the intellectual mission of the school.

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.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants Total Course Enrollment	Grade 9-12 CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
	<i>Not Applicable</i>			<i>Not Applicable</i>		

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,517	\$37,061
Mid-Range Teacher Salary	\$52,449	\$58,294
Highest Teacher Salary	\$70,179	\$72,876
Average Principal Salary (Elementary)	\$95,239	\$94,471
Average Principal Salary (Middle)	\$97,719	\$98,940
Average Principal Salary (High)	\$109,642	\$107,417
Superintendent Salary	\$199,500	\$179,061
Percent of Budget for Teacher Salaries	37.8	41.4
Percent of Budget for Administrative Salaries	4.6	5.1

District Expenditures (Fiscal Year 2003-2004)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$1,011,344,859	\$8,156	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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. Student who qualify under the NSLP also receive quarterly transportation passes for the trolley and public busses.

The school has contracted with Desert/Mountain SELPA for special education services and provides appropriate, individualized instruction for all students with special needs. Special school projects are also funded through various grant money received.