

# 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) 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	
<b>School Name</b>	High Tech Middle	<b>District Name</b>	San Diego Unified
<b>Principal</b>	Larry Rosenstock	<b>Superintendent</b>	Alan Bersin
<b>Street</b>	2291 Truxtun 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 92103-2653
<b>Phone Number</b>	(619) 243-5000	<b>Phone Number</b>	619-725-8000
<b>FAX Number</b>	(619) 243-5050	<b>FAX Number</b>	619-291-7182
<b>Web Site</b>	Hightechhigh.org	<b>Web Site</b>	www.sdcs.k12.ca.us
<b>E-mail Address</b>	lrosenstock@hightechhigh.org	<b>E-mail Address</b>	tgilly@hightechhigh.org
<b>CDS Code</b>	37-68338-0101204	<b>SARC Contact</b>	Theresa Gilly

### School Description and Mission Statement

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

High Tech High Middle is a new approach to public education. Launched by an industry and educator coalition, High Tech High Middle is designed to immerse students in a rigorous learning environment that engages their interests in the fields of math, science, English and engineering. High Tech High Middle provides students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly technological society. High Tech High Middle 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.

### Opportunities for Parental Involvement

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

<b>Contact Person Name</b>	<b>Jerri-Ann Jacobs</b>	<b>Contact Person Phone Number</b>	<b>(619) 243-5000</b>
<p>The High Tech High Middle Parent Association is an active organization within the High Tech High Village. The parents assist with back to school information, volunteer at the front desk and in teacher classrooms. The parent association has done a great job of finding opportunities for parents to assist at the school.</p>			

## 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		Grade 9	
Grade 1		Grade 10	
Grade 2		Grade 11	
Grade 3		Grade 12	
Grade 4		Ungraded Secondary	
Grade 5			
Grade 6	118		
Grade 7	108		
Grade 8	95		
Ungraded Elementary		<b>Total Enrollment</b>	321

### 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	37	11.5	Hispanic or Latino	61	19.0
American Indian or Alaska Native	0	0.00	Pacific Islander	4	1.2
Asian	23	7.2	White (Not Hispanic)	179	55.8
Filipino	17	5.3	Multiple or No Response	0	0.00

## III. School Safety and Climate for Learning

### School Safety Plan

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

<b>Date of Last Review/Update</b>	<b>3/17/05</b>	<b>Date Last Discussed with Staff</b>	<b>3/17/05</b>
<p>High Tech High Middle 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.</p>			

### 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 Middle 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 Middle maximizes our ability to know our students well. The student-faculty ratio at High Tech High Middle is 22:1, and each student has a customized learning plan and an advisor who remains constant throughout the three years of school. High Tech High Middle's curriculum is built upon real project work by situating students in projects similar to real work, by bringing industry specialists into the school, and by fostering relationships between students and teachers. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool.

## 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
<b>Number of Suspensions</b>		5	0			
<b>Rate of Suspensions</b>		< 1%	0			
<b>Number of Expulsions</b>		0	0			
<b>Rate of Expulsions</b>		N/A	0			

## 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 middle schools. Rather than locating High Tech Middle in an existing school building, the school is located at the redeveloped Naval Training Center in San Diego. The 30,000 square foot building, which was used by the Navy as a technical training center, now has 14 classrooms and 2 labs at the center of the building, and large, high ceiling open areas at each end. Each hub of classrooms has a common space for group learning. Technology is infused throughout the school and students work by using laptops in a wireless environment. In all, NTC provides a purposeful, productive adult milieu in which to immerse High Tech Middle students.

### 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	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		

<b>Sewer</b>	<b>X</b>		
<b>Playground/School Grounds</b>	<b>X</b>		
<b>Other</b>			

## 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts			75	34	36	37	32	35	36
Mathematics			48	25	29	31	31	35	34
Science				15	16	16	30	27	25
History-Social Science			59	24	27	29	28	28	29

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### 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	42		90	88	62		84
Mathematics	18		62	50	43		55
Science							
History-Social Science					40		71

### 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 Services
				Yes	No	Yes	No	
English-Language Arts	75	75		37	79	39	77	
Mathematics	45	51		20	51	17	50	

<b>Science</b>								
<b>History-Social Science</b>	73	40		25	64		60	



## 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/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	20.4	26.1	15.8	28.0	29.7	26.4	29.1	31.3	27.0
9				22.4	20.6	24.1	26.3	25.3	27.2

## 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			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested			n/a	Percent Tested			100
API Base Score			n/a	API Growth Score			863
Growth Target			n/a	Actual Growth			n/a
Statewide Rank			n/a				
Similar Schools Rank			n/a				

## API – Racial and Ethnic Subgroups

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

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				API Growth Score			n/a
Growth Target				Actual Growth			n/a
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			n/a
Growth Target				Actual Growth			n/a
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			n/a
Growth Target				Actual Growth			n/a
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			n/a
Growth Target				Actual Growth			n/a
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			820
Growth Target				Actual Growth			n/a
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			n/a
Growth Target				Actual Growth			n/a
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score				API Growth Score			892
Growth Target				Actual Growth			n/a

## 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				API Growth Score			n/a
Growth Target				Actual Growth			n/a

## 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		Yes	Yes

### 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.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students		Yes	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		Yes	Yes		Yes	Yes
Pacific Islander		n/a	n/a		Yes	Yes
White (not Hispanic)		Yes	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

### 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	
Percent of Schools Currently in Program Improvement	N/A	



## 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								38.3		2	2	
Mathematics								41.3		1	2	
Science								41.7		1	2	
Social Science								38.8		2	2	

## 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.

\*\*Not applicable\*\*

## 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	75%
All Schools in District	n/a
High-Poverty Schools in District	n/a
Low-Poverty Schools in District	n/a

## 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.

	2002	2003	2004
<b>Total Teachers</b>	0	0	16
<b>Teachers with Full Credential</b>	0	0	11
<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	0	2
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	2
<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, 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
<b>Misassignments of Teachers of English Learners</b>	4	4	
<b>Total Teacher Misassignments</b>	4	4	

## Teacher Education Level

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

	School	District
<b>Doctorate</b>	0.0	0.9
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.3
<b>Master's Degree</b>	31.3	49.7
<b>Bachelor's Degree plus 30 or more semester hours</b>	0.0	1.5
<b>Bachelor's Degree</b>	56.3	47.3
<b>Less than Bachelor's Degree</b>	12.5	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
<b>Vacant Teacher Positions</b>		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.

## 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 Middle 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
Librarian	0
Psychologist	.10
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1
Other	4

## 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
0	0

## 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 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 Middle 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**

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

Faculty members at High Tech Middle 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	The school employs the use of the highest quality of instructional materials. SCANS curriculum- writing across content standards
Mathematics	MaTHEMatics book is used for all grade levels
Science	Traditional earth science textbooks are used in the class room in addition to Discover science as supplemental materials.
History-Social Science	The school uses History Alive curriculum

## 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	SCANS curriculum- writing across content standards
Mathematics	MaTHEMatics book is used for all grade levels
Science	Traditional earth science textbooks are used in the class room in addition to Discover science as supplemental materials.
History-Social Science	The school uses History Alive curriculum
Foreign Language	Offered Conversational Spanish as an elective course
Health	n/a
Science Laboratory Equipment (grades 9-12)	n/a

## 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		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6	65,100	54,000
7	65,100	54,000
8	65,100	54,000
9		64,800
10		64,800
11		64,800
12		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	n/a	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.

The school held 21 minimum days. The minimum days were held primarily for staff development and for regular team time for collaboration.

## X. Postsecondary Preparation (Secondary Schools) n/a

### 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			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

### 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

## 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

## 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 highest 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									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

## College Admission Test Preparation Course Program

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

*Not applicable*

## Workforce Preparation Programs

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

*Not applicable*

## 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	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
Total Course Enrollment		<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
<b>Beginning Teacher Salary</b>	\$34,517	\$36,856
<b>Mid-Range Teacher Salary</b>	\$52,449	\$58,263
<b>Highest Teacher Salary</b>	\$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

### 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)
\$1,568,406	\$4886	n/a	n/a

### 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 a before and after school program. High Tech Middle 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, knitting, and art.