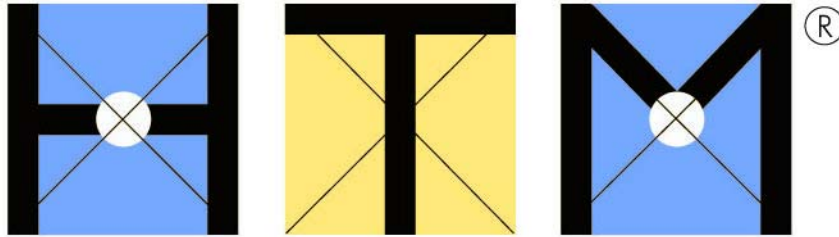


# Executive Summary School Accountability Report Card, 2005-2006



**Address:** 2291 Truxton Road, San Diego, CA 92106  
**Principal:** Ray Trinidad

**Phone:** 619.814.5060  
**Grade Span:** 6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

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

## Student Enrollment

| Group                            | Enrollment |
|----------------------------------|------------|
| Number of students               | 364        |
| African American                 | 11.8%      |
| American Indian or Alaska Native | 0.8%       |
| Asian                            | 9.9%       |
| Filipino                         | 6.3%       |
| Hispanic or Latino               | 21.4%      |
| Pacific Islander                 | 1.1%       |
| White (not Hispanic)             | 48.6%      |
| Multiple or No Response          | 0%         |
| Socioeconomically Disadvantaged  | 19%        |
| English Learners                 | 3%         |
| Students with Disabilities       | 7%         |

## Teachers

| Indicator   | Teachers |
|---|----------|
| Teachers with full credential                           | 8        |
| Teachers without full credential                        | 10       |
| Teachers Teaching Outside<br>Subject Area of Competence | 0        |
| Misassignments of Teachers<br>of English Learners       | 0        |
| Total Teacher Misassignments                            | 0        |

## School Facilities

### Summary of Most Recent Site Inspection

---

HTM employs a full time Director of facilities who inspects the school premises on a weekly basis. Maintenance and renovation plans and timelines have been created to ensure that the school facility is in good condition.

### Repairs Needed

---

No major repairs are needed. A timeline for minor repairs such as replacing lights, carpet, and switches are in place.

## Curriculum and Instructional Materials

| <b>Core Curriculum Areas</b>               | <b>Pupils Who Lack Textbooks and Instructional Materials</b> |
|--|--|
| Reading/Language Arts                      | 0%   |
| Mathematics                                | 0%   |
| Science                                    | 0%   |
| History-Social Science                     | 0%   |
| Foreign Language                           | 0%   |
| Health                                     | 0%   |
| Science Laboratory Equipment (grades 9-12) | 0%   |

## Student Performance

| <b>Subject</b>         | <b>Students Proficient and Above on California Standards Tests</b> |
|------------------------|--|
| English-Language Arts  | 38.5%  |
| Mathematics            | 32.25%   |
| Science                | 26.5%  |
| History-Social Science | 26%  |

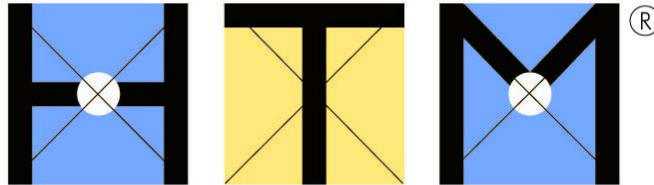
## School Finances

| <b>Level</b> | <b>Expenditures Per Pupil (Unrestricted Sources Only)</b> |
|--------------|---|
| School Site  | \$7776  |

## Academic Progress

| <b>Indicator</b>                                    | <b>Result</b> |
|---|---------------|
| 2006 API Growth Score (from 2005 API Growth Report) | 868           |
| Statewide Rank (from 2005 API Base Report)          | 10            |
| 2006-07 Program Improvement Status                  | n/a           |

# School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

| School Information      |  | District Information    |  |
|-------------------------|--|-------------------------|--|
| <b>School Name</b>      | High Tech Middle   | <b>District Name</b>    | San Diego Unified  |
| <b>Principal</b>        | Ray Trinidad   | <b>Superintendent</b>   | Carl Cohn  |
| <b>Street</b>           | 2291 Truxton 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) 814-5060   | <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>         | <a href="http://www.hightechhigh.org">www.hightechhigh.org</a>             | <b>Web Site</b>         | <a href="http://www.sandi.net">www.sandi.net</a>                     |
| <b>E-mail Address</b>   | <a href="mailto:rtrinidad@hightechhigh.org">rtrinidad@hightechhigh.org</a> | <b>E-mail Address</b>   | <a href="mailto:sbumia@hightechhigh.org">sbumia@hightechhigh.org</a> |
| <b>CDS Code</b>         | 37-68338-0101204   | <b>SARC Contact</b>     | Simi Bumia   |

### School Description and Mission Statement

This section provides information about the school's goals and programs.

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

This section provides information about opportunities for parents to become involved with school activities.

The High Tech Middle's Parent Association is an active organization within the High Tech Middle Village. The parent association organizes social events for students, assist with the fund raising efforts for the school, provide assistance to the teaching staff, and support the positive learning environment at High Tech Middle.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

| Grade Level  | Number of Students | Grade Level         | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten |                    | Grade 8             | 146                |
| Grade 1      |                    | Ungraded Elementary |                    |
| Grade 2      |                    | Grade 9             |                    |
| Grade 3      |                    | Grade 10            |                    |
| Grade 4      |                    | Grade 11            |                    |
| Grade 5      |                    | Grade 12            |                    |
| Grade 6      | 109                | Ungraded Secondary  |                    |
| Grade 7      | 109                | Total Enrollment    |                    |

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group                            | Percent of Total Enrollment | Group                           | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American                 | 364                         | White (not Hispanic)            | 48.6%                       |
| American Indian or Alaska Native | 11.8%                       | Multiple or No Response         | 0%                          |
| Asian                            | 0.8%                        | Socioeconomically Disadvantaged | 19%                         |
| Filipino                         | 9.9%                        | English Learners                | 3%                          |
| Hispanic or Latino               | 6.3%                        | Students with Disabilities      | 7%                          |
| Pacific Islander                 | 21.4%                       | ---                             | ---                         |

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2003            |                      |       |     | 2004            |                      |       |     | 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         | 22              |                      | X     | X   | 23              |                      | X     | X   | 24              |                      | X     | X   |
| Other       |                 |                      |       |     |                 |                      |       |     |                 |                      |       |     |

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

High Tech 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. 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 Middle'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. HTM 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:** HTM 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.

## High Tech Middle School Discipline Practices

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

combats the alienation of adolescence and the anonymity of most urban 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 Middle has three main design elements: personalization, common- intellectual mission, and adult world connections. The student-faculty ratio at High Tech Middle is 23:1, and each student has an advisor who remains constant throughout the four years of school. High Tech Middle'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 Middle 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.

High Tech Middle will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

The following represent typical grounds for suspension and expulsion:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, offer or being under the influence of any controlled substance, alcoholic beverage or any intoxicant.
- Theft or attempted theft of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.
- Violation of a policy or procedure by a student and/or parent as set forth in the student handbook.

A student suspension or expulsion may only be applied with the approval of the Site Director.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate        | School  |         |         | District |         |         |
|-------------|---------|---------|---------|----------|---------|---------|
|             | 2003-04 | 2004-05 | 2005-06 | 2003-04  | 2004-05 | 2005-06 |
| Suspensions |         |         | 10      |          |         | 506     |
| Expulsions  |         |         | 0       |          |         | 17      |

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

High Tech Middle'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, was gutted and re-modeled, 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 Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected                                  | Facility in Good Repair |    | Repair Needed and Action 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                       |    | Grass was restored during the summer break. |
| Other   |                         |    |   |

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers   | School  |         |         | District |
|--|---------|---------|---------|----------|
|  | 2003-04 | 2004-05 | 2005-06 | 2005-06  |
| <b>With Full Credential</b>                        | n/a     | 6       | 8       |          |
| <b>Without Full Credential</b>                     | n/a     | 10      | 10      |          |
| <b>Teaching Outside Subject Area of Competence</b> |         | 0       | 0       | ---      |

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator   | 2004-05 | 2005-06 | 2006-07 |
|---|---------|---------|---------|
| <b>Misassignments of Teachers of English Learners</b> | 0       | 0       | 0       |
| <b>Total Teacher Misassignments</b>                   | 0       | 0       | 0       |
| <b>Vacant Teacher Positions</b>                       | 0       | 0       | 0       |

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

| Location of Classes | Percent of Classes In Core Academic Subjects |                                       |
|---------------------|--|---------------------------------------|
|                     | Taught by NCLB Compliant Teachers            | Taught by Non-NCLB Compliant Teachers |
| <b>This School</b>  | 65   | 35                                    |

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used 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.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                              | 0                                |   |
| Library Media Teacher (Librarian)               | 0                                | ---   |
| Library Media Services Staff (paraprofessional) | 0                                | ---   |
| Psychologist                                    | 0                                | ---   |
| Social Worker                                   | 0                                | ---   |
| Nurse   | 0                                | ---   |
| Speech/Language/Hearing Specialist              | 0                                | ---   |
| Resource Specialist (non-teaching)              | 1                                | ---   |
| Instructional Aides                             | 2                                | ---   |

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area   | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|------------------------|--|---|
| Reading/Language Arts  | Yes- Curriculum includes several novels and textbooks                        | 0%  |
| Mathematics            | Yes- We offer a variety of mathematical texts                                | 0%  |
| Science                | Yes- We offer a variety of scientific texts                                  | 0%  |
| History-Social Science | Yes- Curriculum integrates history and social science                        | 0%  |
| Foreign Language       | None offered at this school  | 0%  |
| Health                 | We do not offer health   | 0%  |

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level       | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|-------------|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$1,081,041,980              | \$894                                 | \$6,882                        | \$38,000               |

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

High Tech Middle 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. Students are also able to go on field trips and camps. High Tech Middle also offers a comprehensive before and after school program.

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. 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/salaries0405.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                                     |
| Average Principal Salary (Elementary)         | \$97,173        | \$94,774                                     |
| Average Principal Salary (Middle)             | \$97,913        | \$98,934                                     |
| Average Principal Salary (High)               | \$110,322       | \$106,858                                    |
| Superintendent Salary                         | \$189,500       | \$177,295                                    |
| Percent of Budget for Teacher Salaries        | 39.1            | 41.6   |
| Percent of Budget for Administrative Salaries | 4.6             | 5.1  |

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject                | School |       |      | District |       |      | State |      |      |
|------------------------|--------|-------|------|----------|-------|------|-------|------|------|
|                        | 2004   | 2005  | 2006 | 2004     | 2005  | 2006 | 2004  | 2005 | 2006 |
| English-Language Arts  | 75%    | 73.9% |      | 37%      | 40.9% |      | 35%   | 36%  |      |
| Mathematics            | 48%    | 63.5% |      | 31%      | 39%   |      | 35%   | 34%  |      |
| Science                |        |       |      |          |       |      |       |      |      |
| History-Social Science | 59%    | 57%   |      | 29%      | 32%   |      | 28%   | 29%  |      |

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group                            | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|----------------------------------|---|-------------|---------|------------------------|
|                                  | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| African American                 | 52  | 40          | 19      | 19                     |
| American Indian or Alaska Native | n/a   | n/a         | n/a     | n/a                    |
| Asian                            | 92.5  | 81          | 64      | 64                     |
| Filipino                         | n/a   | n/a         | n/a     | n/a                    |
| Hispanic or Latino               | 64  | 62          | 45      | 45                     |
| Pacific Islander                 | n/a   | n/a         | n/a     | n/a                    |
| White (not Hispanic)             | 82  | 73          | 62      | 59                     |
| Male                             | 72  | 64          | 62      | 55                     |
| Female                           | 81  | 65          | 46      | 50                     |
| Economically Disadvantaged       | 44  | 32          | 27      | 20                     |
| English Learners                 | n/a   | n/a         | n/a     | n/a                    |
| Students with Disabilities       | n/a   | n/a         | n/a     | n/a                    |

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject     | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2004   | 2005 | 2006 | 2004     | 2005 | 2006 | 2004  | 2005 | 2006 |
| Reading     | 83%    | 80%  | 84%  | 44.2     | 44.6 | 48   | 45    | 45   | 46   |
| Mathematics | 81%    | 78%  | 74%  | 46.3     | 47.2 | 50   | 46    | 47   | 50   |

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group                            | Percent of Students Scoring at or Above the National Average |             |
|----------------------------------|--|-------------|
|                                  | Reading  | Mathematics |
| African American                 | n/a  | n/a         |
| American Indian or Alaska Native | n/a  | n/a         |
| Asian                            | n/a  | n/a         |
| Filipino                         | n/a  | n/a         |
| Hispanic or Latino               | 58%  | 50%         |
| Pacific Islander                 | n/a  | n/a         |
| White (not Hispanic)             | 96%  | 87%         |
| Male                             | 85%  | 72%         |
| Female                           | 84%  | 68%         |
| Economically Disadvantaged       | 73%  | 40%         |
| English Learners                 | n/a  | n/a         |
| Students with Disabilities       | n/a  | n/a         |

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, 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 | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 7           | 64%   |

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide       | 10      | 10      | 10      |
| Similar Schools | 10      | 10      | 10      |

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group                            | Actual API Change |         |         | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
|                                  | 2003-04           | 2004-05 | 2005-06 | 2006      |
| All Students at the School       | 863               | 856     | 865     | 865       |
| African American                 | n/a               | n/a     | n/a     | n/a       |
| American Indian or Alaska Native | n/a               | n/a     | n/a     | n/a       |
| Asian                            | n/a               | n/a     | n/a     | n/a       |
| Filipino                         | n/a               | n/a     | n/a     | n/a       |
| Hispanic or Latino               | 820               | -1      | 2       | 810       |
| Pacific Islander                 | n/a               | n/a     | n/a     | n/a       |
| White (not Hispanic)             | 892               | 4       | 5       | 904       |
| Socioeconomically Disadvantaged  | n/a               | n/a     | n/a     | n/a       |
| English Learners                 | ---               | ---     |         |           |
| Students with Disabilities       | ---               | ---     |         |           |

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

High Tech Middle was granted a high quality public charter school implementation grant.

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria                               | School | District |
|--|--------|----------|
| Overall                                    | yes    | Yes      |
| Participation Rate - English-Language Arts | yes    | Yes      |
| Participation Rate - Mathematics           | yes    | Yes      |
| Percent Proficient - English-Language Arts | yes    | Yes      |
| Percent Proficient - Mathematics           | yes    | Yes      |
| API  | yes    | Yes      |
| Graduation Rate                            | n/a    | Yes      |

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator   | School | District |
|---|--------|----------|
| Program Improvement Status                          | n/a    |          |
| First Year of Program Improvement                   | n/a    |          |
| Year in Program Improvement                         | n/a    |          |
| Number of Schools Currently in Program Improvement  | ---    | 38       |
| Percent of Schools Currently in Program Improvement | ---    | 21.1     |

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

High Tech Middle's Director, Ray Trinidad, works to ensure the highest instructional quality at the school. Mr. Trinidad has been involved in education, enrichment programs and youth development for over 18 years. Prior to coming to direct High Tech Middle School, Mr. Trinidad worked with high-risk youth at the National City Police Department in the Youth Diversion Department. Mr. Trinidad is also a youth program development consultant for the Los Angeles Unified School District and the California Department of Education. Mr Trinidad works under the guidance of High Tech High CEO Larry Rosenstock who brings broad experience as an educational innovator to High Tech Middle. Mr. Rosenstock's 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.

### Professional Development

This section provides 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

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| 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           | 59,630                | 54,000            |
| 7           | 59,630                | 54,000            |
| 8           | 59,630                | 54,000            |
| 9           |                       | 64,800            |
| 10          |                       | 64,800            |
| 11          |                       | 64,800            |
| 12          |                       | 64,800            |

## Minimum Days in School Year

The section provides 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 Middle school offered 19 minimum days. Two of them were used for parent/ teacher conferences and the rest were used for regular Wednesday afternoon staff professional development.