

H I G H T E C H H I G H



I N T E R N A T I O N A L

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

High Tech High International School

Address: 2855 Farragut Road, San Diego, CA 92106

Phone: (619) 398-4900

Principal: Kelly Wilson

Grade Span: 9 - 12

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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

Launched by an industry and educator coalition, High Tech High International 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 International is a small, diverse learning community with a current enrollment of 381 students in grades 9-12. HTHI 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 International is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for rewarding lives in our increasingly global technological society.

Student Enrollment

Group	Enrollment
Number of students	378
African American	15.08 %
American Indian or Alaska Native	.26 %
Asian	5.82 %
Filipino	4.76 %
Hispanic or Latino	29.37 %

White (not Hispanic)	44.18 %
Multiple or No Response	0 %
Socioeconomically Disadvantaged	28%
English Learners	7.43%

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	10
Teachers Teaching Outside Subject Area of Competence	7
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	9

School Facilities

Summary of Most Recent Site Inspection

HTHI 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.

Corrective Actions Taken or Planned

A timeline for minor repairs such as replacing lights, carpet, and switches are in place.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 7304
District	\$ 9708
State	\$8117

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	68.2 %
Math	28.8 %
Science	25.3 %
History-Social Science	59.4 %

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	783
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	100%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	100%

2006-07 School Accountability Report Card Reported (SARC)

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 schools contact information.

School		District	
School Name	High Tech High International	District Name	San Diego Unified
Street	2855 Farragut Rd.	Phone Number	(619) 725-8000
City, State, Zip	San Diego , CA 92106	Web Site	www.sandi.net
Phone Number	(619) 398-4900	Superintendent	Terri Greer
Principal	Kelly Wilson	E-mail Address	pturnbull@sandi.net
E-mail Address	lmc bain@hightechhigh.org	CDS Code	37-68338-0106732

School Description and Mission Statement

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

High Tech High International is a school serving approximately 381 students in grades 9-12 at the HTHI village in San Diego. Founded in the Fall of 2004, the school implements all the HTHI design principles and features a focus on international studies.

The curriculum at HTHI is designed to help students develop awareness of international issues. Instead of organizing curriculum around the different regions of the world, students learn about international issues that are shared around the globe, such as world trade, water pollution, energy consumption, epidemics and disease, revolution, health care, poverty and class issues, population growth, pluralism, immigration and border issues, world hunger, human rights, colonialism, genocide, gender issues, political systems, globalization, nuclear proliferation, etc... By looking at these and other international issues from multiple perspectives, students at HTHI develop a wider view of the world that can lead to responsible and involved citizenship in the international community.

Students and teachers also have the opportunity to collaborate with schools from around the world. We have already begun to develop relationships with high schools in Mexico, Japan, Tajikistan, China, Afghanistan, and Brazil and are continuously looking for ways to build our network of international sister schools. In the first year, both teachers and administrators traveled to Tajikistan, Brazil and China to connect with schools and foster the growth of these relationships. HTHI is also equipped with video conferencing technology in the UN Theatre that allows students to connect in real time with their peers globally.

Students also benefit from interactions they have with our foreign exchange students, both in and outside of class. Thus far we have hosted students from Afghanistan, Brazil, France, China, Hungary, Sweden, China, Germany and Japan.

Opportunities for Parental Involvement

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

High Tech High International's Parent Association has been active for five 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, and communicate to all members of the HTHI community in an on going basis to discuss student achievement. HTHI parent also communicate via e-newsletter and weekly news blast to HTHI parent, students, and teachers. The parent website can be found at www.parentpage.org

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
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	101
Grade 10	98
Grade 11	94
Grade 12	85
Ungraded Secondary	0
Total Enrollment	378

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	15.08 %	White (not Hispanic)	43.17 %
American Indian or Alaska Native	.26 %	Multiple or No Response	0 %
Asian	5.56 %	Socioeconomically Disadvantaged	28%
Filipino	4.76 %	English Learners	7.43%
Hispanic or Latino	29.37 %	Students with Disabilities	7%
Pacific Islander	.53 %		

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	46.0		0	5	22.7	6	8		23.7	3	11	
Mathematics	48.0			3	23.5	3	9		18.8	11	9	
Science	48.0			3	23.5	2	10		23.3	6	12	
Social Science	47.3			4	23.6	2	10		24.5	1	10	

II. School Climate

School Safety Plan

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

High Tech High International 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 International'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. HTHI 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: HTHI 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 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.

High Tech High International 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 International has three main design elements: personalization, common- intellectual mission, and adult world connections. The student-faculty ratio at High Tech High International is 23:1, and each student has an advisor who remains constant throughout the four years of school. High Tech High International'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 International 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 High International 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 (from CDE website)			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	No Data	No Data	8.7 %	9.4	0.0	9.7
Expulsions				0.4	0.0	0.3

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 High International's facilities are unique among high schools. High Tech High International is located in a 40,000 square foot building, formerly used by the Navy as a technical training center. The facility underwent approximately \$5 million in improvements in 2004. A second story was added to the school for more classroom spaces and studio space was created for hubs of 6 classes. A round room simulating the UN theater with video conference is a high tech space where student learning happens. 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 International 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 Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	5	9	9	7059
Without Full Credential	4	7	10	357
Teaching Outside Subject Area of Competence			7	N/A

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		2	5
Total Teacher Misassignments		9	12
Vacant Teacher Positions		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
This School	79	21
All Schools in District	96.4	3.6
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	98.7	1.3

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 High International 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
College Counselor	1	
Library Media Teacher (Librarian)	0	N/A

Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	1	N/A
Academic Internship Coordinator	1	N/A

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	We offer Spanish and Mandarin textbooks	0 %
Health	We do not offer health	0 %
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment	0 %

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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	\$2,775,468	\$710.21	\$7304	50,944.12
District	\$ 1,096,322,441	N/A	\$9708	\$56591
Percent Difference at School Site and District	N/A	N/A	\$2404	\$5647
State	N/A	N/A	\$8117	\$60032
Percent Difference at	N/A	N/A	\$813	\$9088

School Site and State				
-----------------------	--	--	--	--

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.

The school supports an academic internship program. High Tech High International 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.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35725	\$38937
Mid-Range Teacher Salary	\$54285	\$61080
Highest Teacher Salary	\$72635	\$76443
Average Principal Salary (Elementary)	\$98312	\$99694
Average Principal Salary (Middle)	\$100760	\$103687
Average Principal Salary (High)	\$105430	\$112983
Superintendent Salary	\$258750	\$195054
Percent of Budget for Teacher Salaries	36.9 %	40.1 %
Percent of Budget for Administrative Salaries	4.6 %	5.4 %

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, 9, 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	71	67	68	42	44	45	40	42	43
Mathematics	23	18	29	37	39	39	38	40	40
Science	9	31	25	19	26	31	27	35	38
History-Social Science	46	47	59	32	31	31	32	33	33

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	62	29	21	64
American Indian or Alaska Native	*	*	*	*
Asian	78	37	*	*
Filipino	58	33	*	*
Hispanic or Latino	52	16	6	37
Pacific Islander	*	*	*	*
White (not Hispanic)	80	35	42	71
Male	71	35	36	75
Female	66	23	15	47
Economically Disadvantaged	56	24	15	42
English Learners	29	14	*	7
Students with Disabilities	77	23	15	61
Students Receiving Migrant Education Services				

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Unlike many traditional high schools, where students progress simply by putting in class time and passing multiple choice tests, success at HTHI requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. In addition, HTHI institutes “Transitional Presentations of Learning” (tPOLs) at the end of each grade to ensure that all students make adequate yearly progress before moving on to the next grade level. Presentations of Learning (POLs). A Presentation of Learning is a formal presentation given by a student to a panel of peers, community members, administration, teachers, and parents at the end of the first semester each year, delivered in one of the following formats (determined by the teaching team).

Before the POL, students practice their presentations in advisory and core classes. Advisories focus on presentation skills and give feedback to each student on how they can revise and improve their POL before the final presentation. Each type of POL must incorporate a reflective piece regarding the learning goals. For the second semester POL, teaching teams conduct transitional POLs to determine whether students are ready to advance to the next grade. This is a 15-25 minute individual, formal presentation based on the student’s digital portfolio, during which the students must demonstrate their mastery of grade level standards and their readiness to proceed to the next grade.

At the end of each school year, HTHI students present at their “Transitional Presentation of Learning,” or TPoL. The requirements for the TPoL are grade-level specific, but include an oral presentation, use of the student’s digital portfolio, artifacts from standards-bearing project work in the humanities, math and science, and elective courses. TPoL panels will consist of faculty from the students’ current and proximate grade level, students, parents, and community members. Each grade level will use a common rubric to evaluate TPoLs and determine each students’ readiness to advance to the next grade. Students who attempt but do not pass the TPoL will be given additional opportunity(ies) to present once they have revised their work based on input from the review panel.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	67.5	51.2	49.0	83.0	50.1	51.1	83.8	47.0	48.6
Mathematics	53.0	45.9	45.2	64.9	48.0	46.8	72.8	49.9	49.9

CAHSEE Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	16.2	36.2	47.5	27.2	42	30.9
Male	17.1	36.6	46.3	23.8	38.1	38.1
Female	15.4	35.9	48.7	30.8	46.2	23.1
African American	8.3	41.7	50	25	50	25
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	36.4	45.5	18.2	52.4	38.1	9.5
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	7.9	31.6	60.5	15.8	42.1	42.1
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	31.6	36.8	31.6	38.9	50	11.1
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	45.5	36.4	18.2	54.5	36.4	9.1

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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	18

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. These ranks are published when the Base API is released each March. 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	2004	2005	2006
Statewide		8	8
Similar Schools		8	8

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
	2004-05	2005-06	2006-07	2007
All Students at the School	B	25	16	783
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino			42	717
Pacific Islander				
White (not Hispanic)		22	-1	826
Socioeconomically Disadvantaged			54	712
English Learners	N/A			
Students with Disabilities	N/A			

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.

NA

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	Yes	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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	55
Percent of Schools Currently in Program Improvement	N/A	25.8

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	n/a	1.6	.26	4.2	2.8	3.3	3.2	3.1	3.5
Graduation Rate	n/a	n/a	100.0	80.9	83.0	83.2	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	100%	Not available	N/A
African American	100%	Not available	N/A
American Indian or Alaska Native	100%	Not available	N/A
Asian	100%	Not available	N/A
Filipino	100%	Not available	N/A
Hispanic or Latino	100%	Not available	N/A
Pacific Islander	100%	Not available	N/A
White (not Hispanic)	100%	Not available	N/A
Socioeconomically Disadvantaged	100%	Not available	N/A
English Learners	100%	Not available	N/A
Students with Disabilities	100%	Not available	N/A

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

High Tech High International offers regional occupational programs in engineering, biotechnology, and multimedia. However, students take them as a HTHI graduation requirement as we expect all students to go to college.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	378
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
-----------	---------

Graduates Who Completed All Courses Required for UC/CSU Admission

100%

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

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

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator (from CDE website)	2005	2006	2007
Percent of Grade 12 Students Taking the Test			86.52
Average Verbal Score			481
Average Math Score			479
Average Writing Score			483

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.

Larry Rosenstock was selected by the Board of Trustees to become High Tech High 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 International's current director works closely with Larry Rosenstock to ensure only the highest instructional quality. High Tech High International 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.

Kelly Wilson's passion for creating small school environments focused on project-based learning was sparked when she completed her M.A. in Education at Stanford University. In her first year of teaching, she had the exciting opportunity to help establish a small, charter school for low-income students in East Palo Alto with Linda Darling-Hammond from Stanford University and Aspire Public Schools. Through that experience she found that personalized learning environments, where students are known well by adults and are asked to solve meaningful, real world problems, have a dramatic effect on student engagement and performance.

She was excited to be able to continue this work at High Tech High as a math/physics teacher when she relocated to San Diego, the town of her alma mater, U.C.S.D. Through various projects she created with her teaching partner Mark Aguirre, such as "Who Wants to be a Millionaire?" and the "Taco Salad Film Festival", Kelly also learned the value of engaging students through technology and real world learning. In her current position of Director of High Tech High International, she is able to continue implementing the

HTH design principles, getting students excited about science and technology through the robotics elective she teaches and sharing her passion for international issues and traveling. Having lived abroad in both Costa Rica and New Zealand, Kelly enjoys immersing students in new cultural experiences to help them develop a broader perspective of our world.

The mission of HTHI is to provide each student with rigorous and relevant academic and workplace skills in order to prepare graduates for rewarding lives in our increasingly diverse society. The school's educational philosophy is derived from the *New Urban High School Project*, a 1996 study commissioned by the U.S. Department of Education to identify the strategies that had been successfully used as a lever for whole-school reform. The lead authors of this research (Larry Rosenstock and Dr. Robert Riordan) went on to become High Tech High International's founding educational leaders. Their philosophy is that the best learning occurs when the educational program is based on three key educational principles:

- *Personalization.* HTHI will cultivate academic excellence by encouraging each student to personally invest in her or his education. By knowing students well, the HTHI faculty and staff will encourage students to develop personal strengths and interests. Each student will have an individual staff advisor, who will visit the home of each new student (or visit with new student families on campus if so requested). Students will pursue their particular interests through projects and prepare personal digital portfolios to document their achievements.
- *Adult World Connection.* HTHI students will engage in real world projects that enable them to learn while working on problems of interest and concern to adults in the community. Students in 11th and 12th grade will spend time off-site in academically germane workplace internships, tailored to student interests, which will stress problem solving opportunities in the workplace.
- *Common Intellectual Mission.* The curriculum will be engaging and rigorous. Assessment will be performance based. Students will create products, solve problems, and present their work to both students and adults. In addition to traditional letter grade and standardized test assessment, faculty will assess students' learning through digital portfolios and verbal presentations of learning ("POLs"). HTHI will avoid "tracking" and other forms of ability grouping.

The primary goals of HTHI are: (1) To integrate technical and academic education in a school that prepares students for post-secondary education and for leadership in science and the global community; (2) To increase the number of underrepresented students in math and science who succeed in high school and post-secondary education and who become productive members and leaders in the global community; and (3) To provide all High Tech High International students with an extraordinary education that prepares them to be thoughtful, engaged citizens prepared to take on the leadership challenges of the 21st century.

High Tech High International's proven approach to education: teachers work with students on specific, real-world *projects* that focus on science (particularly life sciences), develop analytical thinking and technical skills, and foster each student's sense of accomplishment and community. Class size will be small, with a preferred student/teacher ratio of no more than 25 to 1. Teachers will work in cross-disciplinary teams to increase the integration and depth of subject matter, as well as to increase the communication between instructors and students. Teachers and staff will participate in on-going professional development and collaboration.

Students at HTHI will have access to a rigorous curriculum that provides opportunities to apply knowledge across disciplines, to construct new knowledge, and to apply knowledge and skills in meaningful real-world settings. The curriculum will meet or exceed the course requirements for admission to the University of California: students must complete 9 units of history/social science, 12 units of English, 12 units of math, 12 units of lab sciences, 6 units of language other than English (with Spanish being the predominate language studied), 3 units of college prep electives, and 3 units of visual/performing arts. In addition, HTHI students will be required to complete one workplace internship of at least 100 hours and a significant senior project. Students may elect to take some courses for honors credit for which UC will grant weighted GPAs. Students taking any Senior Institute course may choose to sign up for honors credit, earned by completing the extra tasks described in writing in the course syllabus.

Block scheduling will be used to accommodate *project-based learning*, providing both teachers and students the time they need to create projects that hold true to the design principles and learning goals of the school. The school's daily schedule will include a daily teacher meeting to plan projects, participate in staff development activities, and reflect on teaching practice. Students will attend five class periods a day, with core courses such as Humanities, Math and Science taught in two-period blocks. Electives will be allotted one class period.

The HTHI curriculum will support state standards and student achievement of the HTHI Expected Schoolwide Learning Results (ESLRs). Students will be expected to achieve competency in six learning areas: (1) collaboration (working as a team); (2) technology; (3) communications, both oral and written; (4) art and design; (5) ethics and responsibility, and (6) critical thinking (Habits of Mind, including perspective, evidence, relevance, connection and supposition).

Individual education plans and the advisory program. An advisor (a teacher or other academic staff member) will be assigned to each

student. The advisor will stay with the student throughout the student's four years at HTHI. Through weekly advisory group meetings and individual conferences, the advisory program will provide a critical context for academic planning, home/school communication, team and community building, and reflection about the HTHI philosophy and program. The group advisory program follows monthly themes such as communication, teambuilding, college advising, real world immersion, leadership, ethics, environment, health, and safety.

The advisor also will work with each student in his/her group to develop an individual education plan, will visit the student's home to gain insight into the student's resources and challenges, will meet with parents and family members to explain the education plan and obtain commitment to it, and will serve as the key communication line between parents and the school. Advisors will help students prepare their digital portfolio (see section on assessment), monitor their academic progress, and serve as the student's advocate, facilitating communication among students, teachers and other school resource persons. The advisory also will include college counseling and applications.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Faculty members at High Tech High International 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	0	36,000
1	0	50,400
2	0	50,400
3	0	50,400
4	0	54,000
5	0	54,000
6	0	54,000
7	0	54,000
8	0	54,000
9	68,100	64,800
10	68,100	64,800
11	68,100	64,800

12	68,100	64,800
----	--------	--------

Continuation School Instructional Days

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

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

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.

HTHI offered 2 minimum days throughout the school year for parent teacher conferences.
--