



School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

High Tech Middle Media Arts School

Address: 2230 Truxton Rd. , San Diego CA 92106-6128
 Principal: Stacey Lopaz

Phone: 619-398-8640
 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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 Media Arts Media Arts (HTMMA) is a school serving approximately 300 students in grades 6-8 at HTMMA Village in San Diego. Founded in the fall of 2005, the school implements all HTMMA design principles and features a focus on multi-media and communications. High Tech Middle Media Arts 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	Percent
African American	12.50 %
American Indian or Alaska Native	0.61 %
Asian	6.71 %
Filipino	7.01 %
Hispanic or Latino	29.88 %
Pacific Islander	1.83 %
White (not Hispanic)	41.46 %
Multiple or No Response	0%
Socioeconomically Disadvantaged	31.00 %
English Learners	1.00 %
Students with Disabilities	9.00 %
Total Number of Students	328

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	9
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	5

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	67%
Mathematics	49%
Science	47%
History-Social Science	23%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	782
Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

High Tech Middle Media Arts is located on the second floor of a three level building, in 31,000 square feet formerly used by the Navy as a technical training center. The facility underwent approximately \$5 million in improvements in 2005, including new mechanical, plumbing, and electrical systems. This major renovation also gave the school its unique classroom neighborhood layout specifically designed to support project-based learning. The school has 15 classrooms and labs grouped by grade-level and a flexible all-school gathering area with theatrical lighting and sound. In-house Facilities staff adequately maintain the building systems, and the custodians follow rigorous cleaning standards for all spaces. High Tech Middle Media Arts shares a common lunch area with other High Tech High schools on-campus, as well as recreational areas where students participate in formal and informal recreation activities. Maintenance of the common outdoor space occurs daily and all students participate in an after lunch outdoor clean up.

Repairs Needed

<i>None</i>

Corrective Actions Taken or Planned

<i>None</i>

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 7,403
District	\$ 6,772
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%



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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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

School		District	
School Name	High Tech Middle Media Arts	District Name	San Diego Unified
Street	2230 Truxton Rd.	Phone Number	619-725-8000
City, State, Zip	San Diego , CA 92106-6128	Web Site	www.sandi.net
Phone Number	619-398-8640	Superintendent	William Kowba
Principal	Stacey Lopaz	E-mail Address	superintendent@sandi.net
E-mail Address	slopaz@hightechhigh.org	CDS Code	37- 68338- 0107573

School Description and Mission Statement (School Year 2008-09)

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High Tech Middle Media Arts Media Arts (HTMMA) is a school serving approximately 300 students in grades 6-8 at HTMMA Village in San Diego. Founded in the fall of 2005, the school implements all HTMMA design principles and features a focus on multi-media and communications. High Tech Middle Media Arts 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 (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

The High Tech Middle Media Arts Parent Association 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 the school, and 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 HTMMA community on an on-going basis to discuss student achievement. HTMMA parents also communicate via e-newsletter and weekly news blasts to HTMMA parent, students, and teachers. The parent website can be found at www.parentpage.org

Student Enrollment by Grade Level (School Year 2008-09)

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	108
Grade 7	111
Grade 8	109
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	328

Student Enrollment by Group (School Year 2008-09)

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
African American	12.50 %
American Indian or Alaska Native	0.61 %
Asian	6.71 %
Filipino	7.01 %
Hispanic or Latino	29.88 %
Pacific Islander	1.83 %
White (not Hispanic)	41.46 %
Multiple or No Response	%
Socioeconomically Disadvantaged	31.00 %
English Learners	1.00 %
Students with Disabilities	9.00 %

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	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.8		12		26.5		12		26.9		12	
Mathematics	24.8		12		26.5		12		26.9		12	
Science	24.8		12		26.5		12		26.9		12	
Social Science	24.8		12		26.5		12		26.9		12	

III. School Climate

School Safety Plan (School Year 2008-09)

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

High Tech Middle Media Arts 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 Media Art'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. HTMMA 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: HTMMA 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 Media Arts 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 Media Arts has three main design elements: personalization, common- intellectual mission, and adult world connections. The student-faculty ratio at High Tech Middle Media Arts is 23:1, and each student has an advisor who remains constant throughout the four years of school. High Tech Middle Media Arts 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 Media Arts 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 Media Arts 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	.13	.07	.056	9.7	8.9	6.1
Expulsions	0	0	0	0.3	0.3	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 Media Arts' facilities are unique among high schools. High Tech Middle Media Arts on the 2nd floor of a 30,000 square foot building, formerly used by the Navy as a technical training center. The facility underwent approximately \$6 million in improvements in 2004, including a new roof, skylights, trusses, windows, floor, and mechanical systems. The school now has 12 classrooms and labs, and a conference room equipped with a video conferencing capabilities.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	Good				NA

V. 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	12	11	12	7071
Without Full Credential	3	4	3	139
Teaching Outside Subject Area of Competence	6	3	3	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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	5	2	1
Total Teacher Misassignments	5	5	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	75.0	25.0
All Schools in District	97.6	2.4
High-Poverty Schools in District	96.5	3.5
Low-Poverty Schools in District	98.7	1.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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		NA
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	26
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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%
Visual and Performing Arts	Yes-We offer texts for drama and art	0%
Science Laboratory Equipment (grades 9-12)	Yes- Curriculum includes several novels and textbooks	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,524	\$401	\$8,122	\$51,130
District	N/A	N/A	\$6,772	\$63,424
Percent Difference – School Site and District	N/A	N/A	17%	-20%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	33%	-25%

Types of Services Funded (Fiscal Year 2008-09)

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 Media Arts 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 Media Arts also offers a comprehensive before and after school program.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,412	\$42,065
Mid-Range Teacher Salary	\$59,886	\$67,109
Highest Teacher Salary	\$80,592	\$86,293
Average Principal Salary (Elementary)	\$109,261	\$107,115
Average Principal Salary (Middle)	\$111,356	\$112,279
Average Principal Salary (High)	\$118,935	\$122,532
Superintendent Salary	\$269,000	\$216,356
Percent of Budget for Teacher Salaries	38.10 %	39.40 %
Percent of Budget for Administrative Salaries	5.10 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	72	67	67	45	47	51	43	46	50
Mathematics	59	56	49	39	41	44	40	43	46
Science	53	55	47	31	42	48	38	46	50
History-Social Science	55	25	23	31	34	40	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	65	33	28	22
American Indian or Alaska Native	*	*	*	*
Asian	87	83	*	*
Filipino	88	69	*	*
Hispanic or Latino	50	29	24	8
Pacific Islander	*	*		
White (not Hispanic)	76	64	71	37
Male	67	49	49	31
Female	67	48	46	16
Economically Disadvantaged	55	32	33	14
English Learners	*	*	*	*
Students with Disabilities	33	19	*	*
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.0	0.0	0.0
7	22.2	27.8	20.4
9	0.0	0.0	0.0

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	9	9	8
Similar Schools	7	9	4

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-3	-25	-27	782
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-46	-22	-31	716
Pacific Islander				
White (not Hispanic)	4	-42	-9	822
Socioeconomically Disadvantaged		-54	-2	733
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"* *" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	82
Percent of Schools Currently in Program Improvement	N/A	37.6

XI. Instructional Planning and Scheduling

Professional Development

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

High Tech Middle Media Arts's Director, Stacy Lopaz, works closely with Larry Rosenstock to ensure only the highest instructional quality. Whether it was through teaching writing in college or working as a behavioral therapist for students with autism, Stacey has always found herself drawn towards the field of learning. While at UCSD, Stacey majored in Human Development with an area of focus in Biology and Chemistry. Upon graduating, with the hope of further exploring the desire to teach, she moved to New Orleans where she taught for two years with a program called Teach for America. Those two years transformed her thoughts about education and inspired in her a passion for working with a diverse population of students and for finding a way to help all students to be successful. Most importantly, though, it was this experience that helped her decide what she really wanted to do upon returning to San Diego, which was to find a way to be involved in a more innovative and student-centered approach to education. And that is how she ended up at High Tech High. After seeing High Tech High featured on the news one evening and being inspired by the students and how genuinely excited they seemed about being at school, she knew this was the place for her! She started at High Tech Middle as a 6th grade math/science teacher and, the following year, was fortunate enough to help open High Tech Middle Media Arts and to work with an extremely talented and inspiring group of people in the process. High Tech Middle Media Arts 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.

The mission of HTMMA 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 founding educational leaders. Their philosophy is that the best learning occurs when the educational program is based on three key educational principles:

- *Personalization.* HTMMA will cultivate academic excellence by encouraging each student to personally invest in her or his education. By knowing students well, the HTMMA 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.* HTMMA 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.
- *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"). HTMMA will avoid "tracking" and other forms of ability grouping.

The primary goals of HTMMA 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.

The HTMMA curriculum will support state standards and student achievement of the HTMMA 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). Faculty members at High Tech Middle Media Arts will participate in ongoing professional development. This will normally include: Regular meetings, 45 minutes per day, without students, for collaboration and program development, weekly student/faculty team meetings, weekly all-staff meetings, various development workshops throughout the year and two-week long teacher preparation session in August before the opening of school.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

