

Executive Summary School Accountability Report Card, 2009-10

High Tech High International

Address: 2855 Farragut Rd. , San Diego CA 92106-6029
Principal: Ian Eggleston

Phone: 619-398-4900
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 information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 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	391
Black or African American	13%
American Indian or Alaska Native	--
Asian	6%
Filipino	5%
Hispanic or Latino	35%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	38%
Two or More Races	3%
Socioeconomically Disadvantaged	38%
English Learners	8%
Students with Disabilities	7%

Teachers

Indicator	Teachers
Teachers with full credential	21
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	2
Misassignments of Teachers of English Learners	4
Total Teacher Misassignments	6

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	70%
Mathematics	28%
Science	31%
History-Social Science	63%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	796
Statewide Rank (from 2009 Base API Report)	7
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	5/5
2010–11 Program Improvement Status (PI Year)	NA

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

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Area	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	\$7,766
District	\$9,855
State	\$8,736

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

Postsecondary Preparation

Measure	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%

High Tech High International School Accountability Report Card Reported Using Data from 2009–10 School Year *Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, 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 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school 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 may 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 2010–11)

This section provides the school's 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 92106-6029	Web Site	www.sandi.net
Phone Number	619-398-4900	Superintendent	William Kowba
Principal	Ian Eggleston	E-mail Address	superintendent@sandi.net
E-mail Address	lmcbain@hightechhigh.org	CDS Code	37- 68338- 0106732

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

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 (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities including contact information pertaining to organized opportunities for parental involvement.

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 ongoing 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 (School Year 2009–10)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	97
Grade 3		Grade 10	93
Grade 4		Grade 11	94
Grade 5		Grade 12	96
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	391

Student Enrollment by Group (School Year 2009–10)

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
Black or African American	13%	White	38%
American Indian or Alaska Native	-	Two or More Races	3%
Asian	6%	Socioeconomically Disadvantaged	38%
Filipino	5%	English Learners	8%
Hispanic or Latino	35%	Students with Disabilities	7%
Native Hawaiian/Pacific Islander	1%		

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	2007–08			2008–09			2009–10					
	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	24.2	1	15		24.6	2	14		24.4	2	14	
Mathematics	24.1	2	18		19.7	8	12		24.4	8	12	
Science	24.1	1	15		25.3		12		24.4	2	14	
Social Science	24.1	1	11		24.5	2	14		24.4	2	14	

III. School Climate

School Safety Plan (School Year 2009–10)

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 21.3primary 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.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	.001	.01	.04	.08	.07	.09
Expulsions	0	0	0	.09	.001	.001

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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 (School Year 2010–11)

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	Exemplary				n/a

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

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	12	13	21	5951
Without Full Credential	9	8	3	334
Teaching Outside Subject Area of Competence	4	4	2	98

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	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	6	2	2
Total Teacher Misassignments	10	4	4
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	70%	30%
All Schools in District	99%	1%
High-Poverty Schools in District	99%	1%
Low-Poverty Schools in District	99%	1%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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		
Counselor (Social/Behavioral or Career Development)		n/a
Library Media Teacher (librarian)		n/a
Library Media Services Staff (paraprofessional)		n/a
Psychologist		n/a
Social Worker		n/a
Nurse		n/a
Speech/Language/Hearing Specialist		n/a
Resource Specialist (non-teaching)	1.0	n/a
Other		n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); 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/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Yes- Curriculum includes several novels and textbooks	0%	NA
Mathematics	Yes- We offer a variety of mathematical texts	0%	NA
Science	Yes- We offer a variety of scientific texts	0%	NA
History-Social Science	Yes- Curriculum integrates history and social science	0%	NA
Foreign Language	We offer Spanish textbooks	0%	NA
Health	We do not offer health	0%	NA
Visual and Performing Arts	Yes we offer textbooks art	0%	NA
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment	0%	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 09-10)

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. HTH data is from 0910, district from 2008-2009

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,166	\$1058	\$7,766	\$53,071
District	n/a	n/a	\$9,855	\$64,318
Percent Difference – School Site and District	n/a	n/a	-21%	-17%
State	n/a	n/a	\$5681	\$65339
Percent Difference – School Site and State	n/a	n/a	26%	-23%

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

The school supports an academic internship program. High Tech High also offers elective courses, known as x-block where students have opportunities to get involved with activities such as technology and multimedia, botball, football, soccer, rock climbing, exploring other cultures, and yoga.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,412	\$39,635
Mid-Range Teacher Salary	\$59,886	\$41,435
Highest Teacher Salary	\$80,592	\$62,342
Average Principal Salary (Elementary)	\$108,894	\$99,040
Average Principal Salary (Middle)	\$111,260	\$108,391
Average Principal Salary (High)	\$119,354	\$117,374
Superintendent Salary	\$269,000	\$189,169
Percent of Budget for Teacher Salaries	39%	39%
Percent of Budget for Administrative Salaries	40%	40%

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 assessments under the STAR program 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 nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and 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 is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. 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. On each of these assessments, 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 at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	68%	67%	70%	47%	51%	56%	46%	50%	52%
Mathematics	22%	18%	28%	41%	44%	49%	43%	46%	48%
Science	32%	29%	31%	42%	48%	45%	46%	50%	40%
History-Social Science	60%	62%	63%	34%	40%	38%	36%	41%	44%

Standardized Testing and Reporting 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
All Students in the LEA	70%	28%	31%	63%
All Students at the School	70%	28%	31%	63%
Male	66%	32%	37%	66%
Female	73%	25%	26%	60%
Black or African American	47%	9%	8%	43%
American Indian or Alaska Native	--	--	--	--
Asian	75%	57%	39%	77%
Filipino	92%	31%	31%	--
Hispanic or Latino	60%	17%	17%	48%
Native Hawaiian or Pacific Islander	--	--	--	--
White	82%	37%	41%	76%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56%	21%	18%	53%
English Learners	25%	15%	11%	5%
Students with Disabilities	20%	16%	13%	--
Students Receiving Migrant Education Services	--	--	--	--

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics. Note this shows the first time pass rates

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	88%	96%	88%	75%	76%	75%	52.9%	52.0%	83%
Mathematics	86%	96%	86%	73%	74%	78%	51.3%	53.3%	81%

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

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

Group	English-Language Arts		Mathematics	
	Not Proficient	Proficient/Advanced	Not Proficient	Proficient
All Students in the LEA	7%	74%	9%	69%
All Students at the School	7%	74%	9%	69%
Male	12%	64%	12%	67%
Female	2%	83%	6%	70%
Black or African American	8%	62%	15%	38%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	-			
Hispanic or Latino	13%	56%	15%	67%
Native Hawaiian/Pacific Islander	--	--	--	--
White	3%	90%	4%	71%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	9%	65%	9%	57%
English Learners (RFEP included)	8%	42%	8%	58%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2009–10)

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 the 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 Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	NA	NA	NA
7	NA	NA	NA
9	31%	42%	1%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	8	7
Similar Schools	10	9	2

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. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	3	-14	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	-7	34
Native Hawaiian/Pacific Islander			
White	26	-31	30
Two or More Races	-22	6	59
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	796	796	729
Black or African American	-		
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	738	738	672
Native Hawaiian/Pacific Islander			
White	855	855	801
Two or More Races			
Socioeconomically Disadvantaged	755	755	668
English Learners			
Students with Disabilities			

Adequate Yearly Progress

The federal Elementary and Secondary Education 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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	No
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2010–11)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2009-2010
Year in Program Improvement	n/a	Year 1
Number of Schools Currently in Program Improvement	n/a	96
Percent of Schools Currently in Program Improvement	n/a	44%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

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 are 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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	0.5	0.5	3.0	4.5	2.3	6	4.4	3.9	6
Graduation Rate	98.7	96.6	98	80.2	84.8	79	80.6	80.2	79

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	100%	NA	NA
Black or African American	100%	NA	NA
American Indian or Alaska Native	100%	NA	NA
Asian	100%	NA	NA
Filipino	100%	NA	NA
Hispanic or Latino	100%	NA	NA
Native Hawaiian/Pacific Islander	100%	NA	NA
White	100%	NA	NA
Two or More Races	100%	NA	NA
Socioeconomically Disadvantaged	100%	NA	NA
English Learners	100%	NA	NA
Students with Disabilities	100%	NA	NA

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

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

Career Technical Education Participation (School Year 2009–10)

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

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
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 (School Year 2008–09)

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 on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	100%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	School does offer AP	n/a
English	School does offer AP	n/a
Fine and Performing Arts	School does offer AP	n/a
Foreign Language	School does offer AP	n/a
Mathematics	School does offer AP	n/a
Science	School does offer AP	n/a
Social Science	School does offer AP	n/a
All courses	School does offer AP	n/a

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

<p>Faculty members at High Tech High will participate in ongoing professional development. This will normally include:</p> <ul style="list-style-type: none"> ▪ Regular meetings, 45 minutes per day, without students, for collaboration and <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ A week-long session at the end of the school year ▪ Several day-long professional development sessions throughout the year
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