

Executive Summary School Accountability Report Card, 2009–10

High Tech Middle North County

Address: 1460 West San Marcos Blvd San Marcos, CA 92078
Principal: Susan Battistuz

Phone: 760.759.2750
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 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

The mission of HTMNC is to provide students with rigorous and relevant academic and workplace skills in order to prepare students for a rewarding future in our increasingly multicultural society and global economy. Teachers work with students on specific, real-world projects to develop analytical thinking and technical skills, and to foster each student's sense of accomplishment. Class sizes are small, with a preferred student/teacher ratio of 25 to 1. Teachers 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. Staff also participate in on-going professional development and collaboration. HTMNC believes learning best occurs according to the educational program described herein.

Design Principles

HTMNC is guided by three design principles:

Personalization HTMNC cultivates academic excellence by encouraging each student to personally invest in her or his education. By knowing students well, the HTMNC faculty and support staff encourage students to develop strengths and interests. Each student has an advisor who remains constant throughout his or her years at HTMNC. Students pursue their interests through projects and prepare personal digital portfolios to document their achievements.

Adult World Connection HTMNC students engage in real world projects that enable them to learn while working on problems of interest and concern to adults in the community. Students have opportunities for field trips throughout the year and guest speakers are routinely brought in to help students with projects.

Common Intellectual Mission Centered on the five HTMNC *Habits of Mind* the curriculum is engaging and rigorous. Assessment is performance based. Students create products, solve problems, and present their work to both students and adults. In addition to traditional letter grade and standardized test

Student Enrollment

Group	Enrollment
Number of students	323
Black or African American	2 %
American Indian or Alaska Native	0 %
Asian	2%
Filipino	1 %
Hispanic or Latino	21 %
Native Hawaiian/Pacific Islander	0 %
White (not of Hispanic origin)	67 %
Two or More Races	7%
Socioeconomically Disadvantaged	29%
English Learners	3%
Students with Disabilities	11%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	11
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	3
Total Teacher Misassignments	3

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	71%
Mathematics	59%
Science	75%
History-Social Science	56%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	836
Statewide Rank (from 2009 Base API Report)	NA
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	13/17
2010–11 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The school is located in the suburban area of San Marcos and is adjacent to High Tech High North County. The school is currently housed in up to date portable classrooms and there are plans to build a permanent facility on the location starting in fall 2011. HTMNC shares a common lunch area with other High Tech High school 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

None Needed

Corrective Actions Taken or Planned

None Needed

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 * data from 0910	\$7398
District * data from 0910	\$8175
State *data is from 0809	\$8736

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)	NA

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	NA

High Tech Middle North County 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 Middle North County	District Name	SBC-High Tech High
Street	1460 West San Marcos Blvd	Phone Number	619-243.5000
City, State, Zip	San Marcos, CA 92078	Web Site	www.hightechhigh.org
Phone Number	760.759.2750	Superintendent	Larry Rosenstock
Principal	Susan Battistuz	E-mail Address	lrosentstock@hightechhigh.org
E-mail Address	info@hightechhigh.org	CDS Code	37-76471-0119271

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

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

The mission of HTMNC is to provide students with rigorous and relevant academic and workplace skills in order to prepare students for a rewarding future in our increasingly multicultural society and global economy. Teachers work with students on specific, real-world projects to develop analytical thinking and technical skills, and to foster each student's sense of accomplishment. Class sizes are small, with a preferred student/teacher ratio of 25 to 1. Teachers 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. Staff also participate in on-going professional development and collaboration. HTMNC believes learning best occurs according to the educational program described herein.

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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.

The HTMNC 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 HTMNC community on an on-going basis to discuss student achievement. HTMNC parents also communicate via e-newsletter and weekly news blasts to HTMNC 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	107
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	109	Ungraded Secondary	
Grade 7	105	Total Enrollment	323

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	2 %	White	67 %
American Indian or Alaska Native	0 %	Two or More Races	7%
Asian	2%	Socioeconomically Disadvantaged	29%
Filipino	1 %	English Learners	3%
Hispanic or Latino	21 %	Students with Disabilities	11%
Native Hawaiian/Pacific Islander	0.0 %		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007–08			2008–09			2009–10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8									26.9		12	
Other												

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								26.9		12		
Mathematics								26.9		12		
Science								26.9		12		
Social Science								26.9		12		

III. School Climate

School Safety Plan (School Year 2009–10)

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

HTMNC 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. HTMNC'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. HTMNC 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: HTMNC 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.

HTMNC 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. HTMNC has three main design elements: personalization, common- intellectual mission, and adult world connections. The student-faculty ratio at HTMNC is 23:1, and each student has an advisor who remains constant throughout the four years of school. HTMNC'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. HTMNC 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.

HTMNC 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:

- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
 - The threat, causation or attempted causation of physical injury to another person, including sexual assault.
 - 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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	NA	NA	.046	.21	.11	.07
Expulsions	NA	NA	0	0	0	0

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.

The school is located in the suburban area of San Marcos and is adjacent to High Tech High North County. The school is currently housed in up to date portable classrooms and there are plans to build a permanent facility on the location starting in fall 2011. HTMNC shares a common lunch area with other High Tech High school 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.

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	Good				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	NA	NA	5	53
Without Full Credential	NA	NA	11	15
Teaching Outside Subject Area of Competence	NA	NA	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	NA	3	3
Total Teacher Misassignments	NA	3	3
Vacant Teacher Positions	NA	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	59%	41%
All Schools in District	58%	42%
High-Poverty Schools in District	NA	NA
Low-Poverty Schools in District	NA	NA

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
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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 2008–09)

*Note site data is from 2009-10)

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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	7398	2035	5362	46605
District	n/a	n/a	6518	49463
Percent Difference – School Site and District	n/a	n/a	-16%	-6%
State	n/a	n/a	8736	66995
Percent Difference – School Site and State	n/a	n/a	-39	-30%

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.

HTMNC 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. HTMNC also offers a comprehensive before and after school program.

Teacher and Administrative Salaries (Fiscal Year 2008–09 *Note site data is from 2009-10)

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	37,500	Not applicable—statewide benefit charter
Mid-Range Teacher Salary	49,400	
Highest Teacher Salary	72,000	
Average Principal Salary (Elementary)	**	
Average Principal Salary (Middle)	75,000	
Average Principal Salary (High)	90,000	
Superintendent Salary	NA	
Percent of Budget for Teacher Salaries	34%	
Percent of Budget for Administrative Salaries	8%	

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	NA	NA	71	NA	NA	65	NA	NA	49.9
Mathematics	NA	NA	59	NA	NA	31	NA	NA	45.8
Science	NA	NA	56	NA	NA	49	NA	NA	49.5
History-Social Science	NA	NA	75	NA	NA	50	NA	NA	41.0

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	65	31	49	50
All Students at the School	71	59	56	75
Male	70	63	84	66
Female	71	56	63	41
Black or African American	**	**	**	**
American Indian or Alaska Native	**	**	**	**
Asian	**	**	**	**
Filipino	**	**	**	**
Hispanic or Latino	54	41	56	33
Native Hawaiian or Pacific Islander	**	**	**	**
White	77	65	79	60
Two or More Races	**	**	**	**
Socioeconomically Disadvantaged	51	47	63	43
English Learners	**	**	**	**
Students with Disabilities	36	40	35	29
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	12.7	53.9	0
9	NA	NA	NA

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	NA	NA	NA
Similar Schools	NA	NA	NA

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	N/A	N/A	B
Black or African American	N/A	N/A	
American Indian or Alaska Native	N/A	N/A	
Asian	N/A	N/A	
Filipino	N/A	N/A	
Hispanic or Latino	N/A	N/A	B
Native Hawaiian/Pacific Islander	N/A	N/A	
White	N/A	N/A	B
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	N/A	N/A	B
English Learners	N/A	N/A	
Students with Disabilities	N/A	N/A	

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	836	781	788
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	747	722	719
Native Hawaiian/Pacific Islander			
White	836	824	802
Two or More Races			
Socioeconomically Disadvantaged	763	733	735
English Learners			
Students with Disabilities		627	

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	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	NA	NA

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	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Section not applicable to school site.

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>The goal of HTMNC is to offer technologically-rich project-based learning to 6-8 grade students, as well as to afford a seamless transition from elementary school to middle school to high school, particularly to High Tech High. HTMNC demonstrates how the public middle school experience can be redesigned to enhance student engagement and learning and overcome the traditional middle school hurdles so aptly documented in the classic <i>Caught in the Middle</i> (California Department of Education, 1987). Early on, the founders and staff of High Tech High realized that incoming ninth graders exhibited a wide range of experience, achievement, and readiness for the High Tech High program. Many of these students experienced a difficult transition from traditional middle schools to High Tech High. While many elementary schools have long employed hands-on, project-based approaches to learning, these approaches often disappear as middle schools attempt to prepare students for the typically fragmented high school curriculum and schedule. This just makes the transition to a school like High Tech High more difficult, since High Tech High asks its students to embrace independent learning, individual responsibility, and team learning. High Tech High holds the view that every student should be prepared for both the world of college and meaningful careers when they exit K-12 programs. Thus High Tech High offers all students rigorous, college-preparatory curriculum and real-world work experience which prepares them to be successful citizens in 21st century America. 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 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 at the end of the school year ▪ Several day-long professional development sessions throughout the year.
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