

Executive Summary School Accountability Report Card, 2010–11

High Tech Middle North County

Address: 1460 West San Marcos Blvd San Marcos, CA 92078

Phone: 760.759.2750

Principal: Susan Battistuz

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. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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	320
Black or African American	3%
American Indian or Alaska Native	1%
Asian	3%
Filipino	2%
Hispanic or Latino	26%
Native Hawaiian or Pacific Islander	0%
White	62%
Two or More Races	0%
Socioeconomically Disadvantaged	30%
English Learners	7%
Students with Disabilities	13%

Teachers

Indicator	Teachers
Teachers with full credential	14
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	8
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	9

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	74%
Mathematics	57%
Science	71%
History-Social Science	68%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	842
Statewide Rank (from 2010 Base API Report)	8
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 17
2011–12 Program Improvement Status (PI Year)	Year 1 not a Title 1 school so PI does not apply

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

¹ Standardized Testing and Reporting Program assessments used for accountability purposes 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.

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	\$5358
District	\$5,465
State	\$8,452

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

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

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 2010–11)

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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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

Opportunities for Parental Involvement (School Year 2010–11)

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 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	106
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	107	Ungraded Secondary	0
Grade 7	107	Total Enrollment	320

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	3%
American Indian or Alaska Native	1%
Asian	3%
Filipino	2%
Hispanic or Latino	26%
Native Hawaiian or Pacific Islander	0%
White	62%
Two or More Races	0%
Socioeconomically Disadvantaged	30%
English Learners	7%
Students with Disabilities	13%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					26.9	8			26.4	0	8	0
Mathematics					26.9	8			26.4	0	8	0
Science					26.9	8			26.4	0	8	0
Social Science					26.9	8			26.4	0	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0%	.046	.13	.11	.07	.16
Expulsions	0%	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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. The school is currently in stages of building its permanent facility adjunct to its existing location.

School Facility Good Repair Status (School Year 2011–12)

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		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	5	15	14	60
Without Full Credential	11	2	4	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	8	22

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	3	3	3
Total Teacher Misassignments*	3	3	3
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)	2.0	
Other		

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. *Year and month in which data were collected: NA: The school does not use textbooks at its core but instead focuses on using online, journals, readings and other materials congruent with the projects in the classes.*

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes- Curriculum includes several novels and textbooks	NA	0%
Mathematics	Yes- We offer a variety of mathematical texts	NA	0%
Science	Yes- We offer a variety of scientific texts	NA	0%
History-Social Science	Yes- Curriculum integrates history and social science	NA	0%
Foreign Language	We offer Spanish textbooks	NA	0%
Health	We do not offer health	NA	0%
Visual and Performing Arts	Yes we offer textbooks art	NA	0%
Science Laboratory Equipment (grades 9-12)	The school has several different types of lab equipment	NA	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,392	\$5,538	2,034	\$47,213
District			\$1,459	\$48,734
Percent Difference – School Site and District			28%	3%
State			\$8,452	\$67,871
Percent Difference – School Site and State			75%	30%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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 academic coaching for struggling students. Students are also able to go on field trips and camps. HTMNC also offers a comprehensive before and after school program that is geared toward enrichment and support for struggling students.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,813	Not applicable—statewide benefit charter
Mid-Range Teacher Salary	\$ 48,734	
Highest Teacher Salary	\$70,099	
Average Principal Salary (Elementary)	NA	
Average Principal Salary (Middle)	NA	
Average Principal Salary (High)	NA	
Superintendent Salary	NA	
Percent of Budget for Teacher Salaries	39%	
Percent of Budget for Administrative Salaries	6%	

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts		71%	74%	66%	65%	68%	49%	52%	54%
Mathematics		59%	57%	22%	31%	35%	46%	48%	50%
Science		75%	71%	43%	49%	52%	50%	54%	57%
History-Social Science		56%	68%	53%	49%	52%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	68%	35%	52%	52%
All Students at the School	74%	57%	71%	68%
Male	73%	60%	79%	65%
Female	75%	54%	64%	70%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	73%	45%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	59%	37%	62%	54%
Native Hawaiian or Pacific Islander				
White	82%	67%	75%	75%
Two or More Races	75%	75%	0%	0%
Socioeconomically Disadvantaged	63%	35%	57%	48%
English Learners	0%	0%	0%	0%
Students with Disabilities	52%	32%	33%	25%
Students Receiving Migrant Education Services	0%	0%	0%	0%

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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.

For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	25.00%	20.50%	35.20%

9	0.00%	0.00%	0.00%
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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.

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. For detailed information about the API, see the CDE 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	2008	2009	2010
Statewide	NA	NA	8
Similar Schools	NA	NA	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	NA	A	6
Black or African American	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Filipino	NA	NA	NA
Hispanic or Latino		5	30
Native Hawaiian or Pacific Islander	NA	NA	NA
White	NA	A	9
Two or More Races	NA	NA	NA
Socioeconomically Disadvantaged	NA	5	16
English Learners	NA	NA	NA

Students with Disabilities	NA	NA	NA
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Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	311	842	1,121	790	4,683,676	778
Black or African American	6		45	732	317,856	696
American Indian or Alaska Native	1		4		33,774	733
Asian	11	810	36	858	398,869	898
Filipino	5		45	830	123,245	859
Hispanic or Latino	90	777	477	738	2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764
White	186	872	478	838	1,258,831	845
Two or More Races	12	874	36	827	76,766	836
Socioeconomically Disadvantaged	93	779	355	743	2,731,843	726
English Learners	19	701	191	694	1,521,844	707
Students with Disabilities	40	676	125	641	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI (Note: not a title 1 school therefore is status does not apply)
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Section not applicable to school site.

*Where there are student course enrollments.

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.

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 *Caught in the Middle* (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:

- 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