HIGH TECH HIGH

HTH®

INTERNATIONAL

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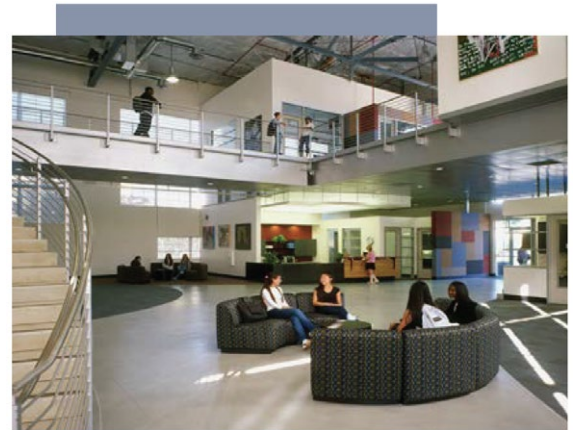
2019-2020 SCHOOL PROFILE

High Tech High International opened its doors in 2004, and is based on the growth and success of its sister school High Tech High. Founded by an industry and educator coalition, HTH International is an independent public charter school serving 382 students in grades 9-12. High Tech High International helps students develop global awareness through rigorous academics and relevant workplace skills in preparation for rewarding lives in our increasingly technological and interconnected world.

CEEB Code: 053945
Total enrollment: 382, grades 9-12
68% students of color
48% female, 52% male
34% are eligible for Free/Reduced Lunch

High Tech High are public charter schools and are guided by four connected design principles-**EQUITY, PERSONALIZATION, AUTHENTIC WORK, AND COLLABORATIVE DESIGN**-that set aspirational goals and create a foundation for understanding our approach.

At HTH, our schools are intentionally diverse and integrated enrolling students through a zip code-based lottery resulting in an ethnically and economically diverse student body.

Students pursue their passions through projects and reflect on their learning. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. HTH's focus on equity and integration drives a continuing examination of structure and practice. We are all still learning.

Students and Faculty

High Tech High International students reflect the full socio-economic and cultural diversity of the San Diego Unified School District. The criteria for admission are simple: California residence, graduation from the 8th grade, and an expressed interest in attending the school. Students are chosen for admission via zip code based lottery system, ensuring a diverse student body. Over 1,000 students applied for the initial cohort of 200 places.

The HTHI faculty, 34 in all, consists of a diverse mix of master teachers, newly trained teachers, and individuals from industry. Each HTHI faculty member serves as an advisor to about 15 students. Teachers work in teams, responsible for the academic achievement of the 50 students in their group.

Program

High Tech High International (HTHI) is not a technology high school. Some HTHI students may specialize in computer programming, but all students use technology to engage in a wide range of pursuits: scientific, mathematical, literary, historical, artistic, and aesthetic.

HTHI teachers work in teams to integrate the curriculum across subject areas. Students master critical content while pursuing their interests through individual and small-group projects. Frequent exhibitions and "Presentations of Learning" help students develop valuable skills of analysis and communication.

As High Tech High International teachers develop curriculum, they consider the California academic content standards and the six core Deeper Learning Competencies, which call for students to: master core academic content, think critically & solve complex problems, work collaboratively, communicate effectively, learn how to learn and develop academic mindsets. All HTHI academic core courses have been approved by the University of California.

Course Offerings

Rigorous Curriculum without Advanced Placement Courses

The HTHI curriculum is characterized by courses that encourage students to focus in depth on important concepts and issues. Junior and senior students have the option choose from any six (6) core-academic courses for honors credit. Advanced Placement courses are not offered, because HTHI focuses on covering topics in depth rather than offering shallow survey courses.

English: English 1, English 2, English 3, English 3 (H), English 4, English 4 (H)

History/Social Science: World Cultures & Geography, Modern World History, U.S. History, U.S. History (H)

Mathematics: Math 1, Math 2, Math 3, Math 3 (H), Math 4, Calculus (H)

Lab Sciences: Engineering Research and Development, Physics, Environmental Science, Environmental Science (H), Chemistry, Biology, Biology (H)

Foreign Language: Spanish 1, Spanish 2, Spanish 3, Spanish 3 (H)
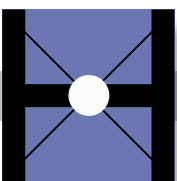*Majority of students will complete Spanish 1 and Spanish 2. Only students advanced in Spanish will complete level 3 or 4.

Visual Arts: Multimedia 1,2, Multimedia 3,4

College Prep Electives: Principles of Engineering

Block Schedule

High Tech High International seniors and juniors will take most of their core courses on a "block schedule." In the junior and senior year, Math (1.5 credits) is the only course that will be taught on a traditional year-long schedule. Students receive year's worth (3.0 credits) for semester courses taught in two-hour blocks in the following subject areas: English (junior/senior year), Science, History and social science, Foreign Language.

Graduation Requirements

Course	HTH Required Years
A: History/Social Science	3
B: English	4
C: Mathematics	4
D: Lab Sciences	4
E: Language other than English	2
F: College Prep Electives	1
G: Visual / Performing Arts	1

To graduate, High Tech High International students must also complete at least one workplace internship during junior year, plus a substantial Senior Project.

Senior Projects

The senior project is an opportunity for students to deeply explore their personal interests, career goals, and curiosities through a full-time, month-long project or internship. Students begin brainstorming and planning the project starting in January and work with teachers to find mentors to support them in their experience. Students may design a project or choose an internship based on teacher/parent discussion and approval. Students have four weeks to develop their project or engage in their internship. At the end of the month students present to their teachers and peers a final presentation based on their experience.

College Courses

Since 2006 HTH International students have the opportunity to participate in the Concurrent Enrollment Program at the University of San Diego. In addition to taking courses at USD, HTHI students often take community college courses in partnership with the Accelerated College Program (ACP). Students can receive college credit through the San Diego Community College District for courses in Political Science, Psychology, English, College Algebra, and Calculus taught at High Tech High.

*College courses taken for college credit will not be included on the HTHI transcript.

Digital Portfolios

In addition to the measures of achievement required of all California high school students, High Tech High students develop a digital portfolio that provides a comprehensive look at each student's work and learning. Each digital portfolio includes a personal statement, resume, and work samples. The work samples include information about the students' learning goals, projects and internships. Students update their digital portfolios each semester, documenting their learning over time.

Academic Internships at High Tech High

One of most important elements of a High Tech High education is a connection to the real world of adult work and productivity. At HTH schools, we facilitate this connection by hiring teachers who have experience outside the classroom; encouraging projects that have real applications; inviting professionals in to the school throughout the year; and creating an internship experience for students.

HTH International students work and learn at businesses, schools, nonprofit organizations and professional associations around San Diego County. Each student is matched with an individual mentor. Each student develops a project that contributes to the organization and is linked to the student's academic work. Internships take place at for 35-40 hours per week for a three week period during the spring semester in their junior year.

Alvarado Medical Center
American Diabetes Association
Anadys Pharmaceutical
Animal Hospital of La Jolla
Austin Veum Robbins Partners
Boys and Girls Foundation
The California Innocence Project
CalTrans
The Corky McMillin Companies
County of San Diego Office of
Farmers Insurance
FOX 6 News
General Atomics
Interactive, Inc.
International Surfing Association
Invisible Children
Junior Achievement
Levantine Archeology Lab - UCSD
MANPOWER, Inc.
National City Chamber of Commerce
The New Children's Museum
Northrop Gruman
Oxford University - Research Assistant
Pfizer
The Port of San Diego
Public Defender
Qualcomm Incorporated
Revolution Ventures
Salk Institute of Biological Sciences
San Diego Regional Chamber of Commerce
Scripps Research, La Jolla
Sharp Memorial Hospital
SPAWAR - Systems Center
Telepacific Communications
U.S. Department of Commerce
University of San Diego
YMCA

A College Going Culture

Of the 96 graduates in the class of 2019, eighty-three (86%) will be entering college in the fall, sixty-three (66%) will be attending a 4-year college and twenty-two (23%) will be attending a 2-year college. Sixteen (17%) will be entering the University of California system, while twenty-nine (30%) will be attending the California State University system and nine (9%) will attend a private institution in the state of California. Eight (8%) will attend out-of-state institutions in Massachusetts, New York, and Oregon.

Class of 2019 College Acceptance List

Arizona State University
Baldwin Wallace University
Bard College
Borough of Manhattan Community
    College of the CUNY
Boston College
Boston University
California Lutheran University
California Polytechnic State University,
    San Luis Obispo
California State Polytechnic
    University - Pomona
California State University
  - Channel Islands
  - Chico
  - Dominguez Hills
  - Fullerton
  - Long Beach
  - Los Angeles
  - Monterey Bay
  - Northridge
  - San Bernardino
  - San Marcos
Chapman University
Clark University
Cleveland State University
Cogswell College
College for Creative Studies
CUNY New York City College of Technology
Drexel University
Emerson College
Fordham University
Grossmont College
Hampton University
Hawaii Pacific University
Humboldt State University
Kalamazoo College
Lesley University
Lewis & Clark College
Linfield College
Loyola University Chicago
Morgan State University
Mount Saint Mary's University, Los Angeles
New York University (Stern School
    of Business)
Northern Arizona University
Otis College of Art and Design
Pace University, New York City
Portland State University

Portland State University
Providence College
Reed College
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Saint Mary's College of California
Salve Regina University
San Diego City College
San Diego Mesa College
San Diego Miramar College
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University
Scripps College
Seattle Pacific University
Seattle University
Skidmore College
Smith College
Sonoma State University
Stonehill College
Suffolk University
Texas A&M University
The University of Alabama
The University of Arizona
University of California
    - Berkeley
    - Davis
    - Irvine
    - Los Angeles
    - Merced
    - Riverside
    - San Diego
    - Santa Barbara
    - Santa Cruz
University of Colorado at Boulder
University of La Verne
University of Maine
University of Massachusetts, Lowell
University of Minnesota, Twin Cities
University of Oregon
University of Portland
University of Puget Sound
University of Redlands
University of Richmond
University of San Diego
University of San Francisco
University of the Pacific
University of Utah

Vanguard University of Southern California
Virginia Tech
Washington State University
Western Washington University
Whittier College
Willamette University
California Polytechnic State University, San Luis Obispo
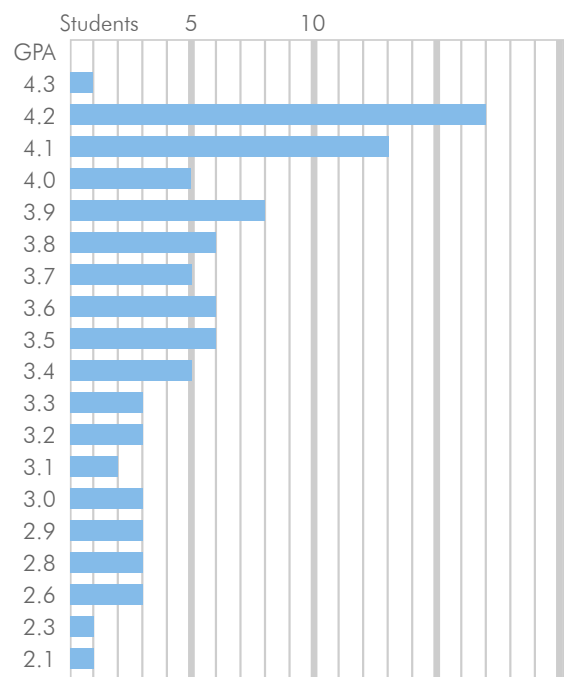Hunter College of the CUNY

Grade Distribution HTHI Class of 2020

through junior year, class size =94

Average SAT Scores: EBRW: 555 Math: 532
Average ACT Composite score: 24
*Scores ONLY reflected through Aug 2019 exam dates