



The Gary and Jerri-Ann Jacobs

HIGH TECH HIGH

2004-2005 Profile

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School and Community

Launched in September 2000 by an industry and educator coalition, the Gary and Jerri-Ann Jacobs High Tech High is an independent public charter school, designed to serve 600 students in grades 7-12. The school's mission is to prepare a diverse range of students for post-secondary education, citizenship, and leadership in the high technology industry.

Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning, internships for all students, and close links to the high tech workplace. Fully accredited by the Western Association of Schools and Colleges, High Tech High (HTH) graduated its first class on June 14, 2003.

Students and Faculty

High Tech High students reflect the full socio-economic and cultural diversity of the San Diego Unified School District. Criteria for admission include California residence, graduation from the 8th grade, and a demonstrated interest in attending the school. If there are more qualified applicants than available places, students are chosen for admission via lottery. Over 1,000 students applied for the initial cohort of 200 places.

The HTH faculty, 35 in all, consists of a diverse mix of master teachers, newly trained teachers, and individuals from industry. Each HTH faculty member serves as an advisor to about 15 students. Working in teams of varying size, teachers are responsible for the academic achievement of the 40-80 students in their group.

Program

High Tech High (HTH) is not a technology high school. Some HTH 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. Every student creates a digital portfolio that includes a personalized learning plan, resume, work samples, and links to the student's work on other web sites.

HTH teachers work in teams to create curriculum that is integrated across subject areas. Student learning is enhanced through the development of individual and small-group projects. Frequent exhibition of student work and "Presentations of Learning" help students gain valuable skills in processing and communicating information.

As High Tech High teachers develop curriculum, they consider the California academic content standards and the High Tech High learning areas, which call for students to achieve competency in teamwork, technology, communication, art and design, ethics and responsibility, and habits of mind. All HTH academic core courses have been approved by the University of California.



HTH Students:

Total enrollment 463, grades 9-12
57% students of color
41% female, 59% male



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Course Offerings

Rigorous Curriculum without Advanced Placement Courses

The rigor of HTH's curriculum is defined by courses that are in-depth and enable students to focus on specific course content. The Advanced Placement curriculum offered through CollegeBoard is viewed by our staff as "survey" courses covering a large amount of material with minimal amount of in-depth investigation. Thus, AP courses are not offered. Junior and senior students have the option to take any core-academic course, or Spanish 3, for honors credit.

English: English I, English II, American Literature, American Literature (H), English Literature, English Literature (H)

History/Social Science: Ancient World History, Modern World History, U.S. History, U.S. History (H)

Mathematics: Math I, Math II, Math III, Math III (H), Math IV, Math IV (H), Calculus (H)

Lab Sciences: Physics, Chemistry, Biology, Biology (H), Science IV, Science IV (H)

Foreign Language: Spanish I, Spanish II, Spanish III, Spanish III (H)

Visual Arts: Painting I, Painting II, Multimedia Production I, Multimedia Production II

College Prep Electives: Sociology, World Religions, Principles of Engineering, Biotechnology, Graphic Design

Additional Electives: Inventions and Robotics, Computer Programming, Computer Hardware, Japanese

Graduation Requirements

Each HTH course counts for three units, adding up to 72 or more possible course units over four years. The table below shows HTH graduation requirements:

Course	HTH Required Units	
A: History/Social Science	9	
B: English	12	★ To graduate, High Tech High students must also complete at least one work-place internship of one hundred hours, plus a substantial Senior Project.
C: Mathematics	12	
D: Lab Sciences	12	
E: Language other than English	6	
F: College Prep Electives	3	
G: Visual / Performing Arts	3	
Totals:	57	

Digital Portfolios

High Tech High has a comprehensive student assessment system. In addition to measurements 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 digital

portfolio's work samples include information about the students' learning goals, projects and internships. Students update their digital portfolios each semester, developing and refining their personal presentation of their skills and abilities over time.

Senior Projects

The senior project is the culmination of students' personalized academic endeavors at High Tech High. Students are encouraged to pursue a project that is in harmony with their personal interests, college and career goals, and curiosities. The project spans an entire year, and provides an opportunity for students to set large goals, demonstrate independent learning, manage complex and challenging deadlines, and ultimately achieve the goals they set at the beginning of the project.

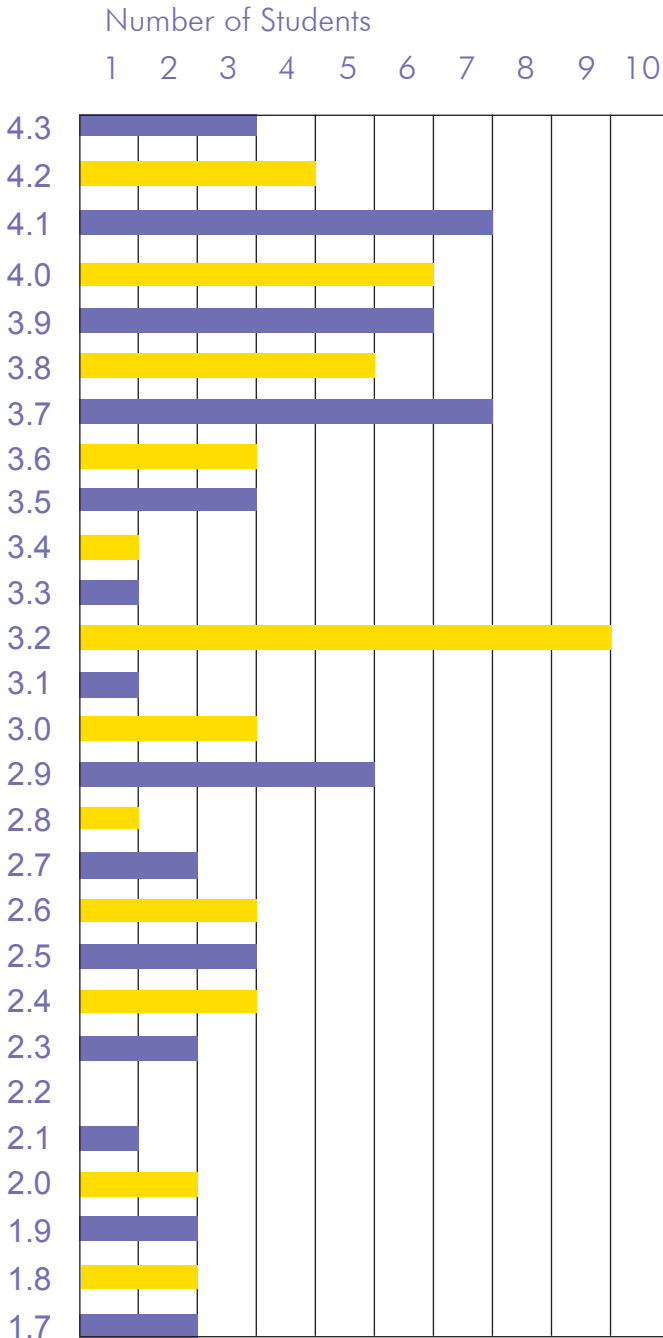
MANPOWER Academic Internships at High Tech High

Through the Manpower Academic Internships, students work and learn at businesses, schools, nonprofit organizations and professional associations around San Diego County. Internships are unpaid and every student is matched with an individual mentor. Students develop and implement a specific project to contribute to the company or organization. Internships take place for 8-10 hours per week, for at least one semester during the junior year. These opportunities allow students to integrate their internship work with their teaching team projects. HTH has developed academic internships with over 45 local businesses and organizations including:

County of San Diego -
Public Safety Group
Entropic Communications
FOX 6 News
General Atomics
Junior Achievement
i-Safe America
MANPOWER, Inc.
Qualcomm Incorporated
Randall Lamb Engineering
Revolution Ventures
SALK Institute
San Diego Asian Film Festival
The San Diego Old Globe Theatre
Sheraton Hotel and Marina
SignOnSanDiego.com
SPAWAR - SSC
UCSD VA Medical Center
Wells Fargo Bank

Weighted Grade Point Average

High Tech High Class of 2005 through junior year (class size = 76)



- California Institute of Technology
- California State Polytechnic Pomona
- California State Polytechnic San Luis Obispo
- California State University Chico
- California State University Fresno
- California State University Fullerton
- California State University Los Angeles
- California State University Maritime Academy
- California State University San Bernardino
- California State University San Marcos
- California State University Sonoma
- California State University Stanislaus
- Carnegie Mellon University
- Chaminade University
- Chapman University
- Colorado at Boulder, University of
- Cornell University
- Culinary Institute of America
- Dartmouth College
- Drexel University
- Embry-Riddle Aeronautical University
- Grinnell College
- Haverford College
- Hawaii Pacific University
- Harvey Mudd College
- Howard University
- Johns Hopkins University
- Johnson and Wales University
- Linfield College
- Long Island University
- Loyola Marymount University
- New York University
- New School of Architecture
- Northwestern University
- North Carolina A & T
- Northern Arizona University
- Massachusetts Institute of Technology
- Oberlin College
- Pacific, University of the
- Pepperdine University
- Redlands, University of
- Regis University
- Rensselaer Polytechnic Institute
- Richmond, University of (London)
- Rochester, University of
- Rochester Institute of Technology
- Rose-Hulman Institute of Technology
- San Diego, University of
- San Diego State University
- San Francisco, University of
- San Francisco State University
- San Jose State University
- Santa Clara University
- St. Mary's College
- Scripps College
- Southern California, University of
- Southern University
- Stanford University
- Tennessee State
- Texas Southern
- University of California Berkeley
- University of California Davis
- University of California Irvine
- University of California Los Angeles
- University of California Riverside
- University of California San Diego
- University of California Santa Cruz
- University of California Santa Barbara
- Vassar College
- Webster University
- Whittier College

Class of 2004 College Acceptance List

The following is a list of colleges/universities to which the 105 students of High Tech High's second graduating class has been accepted. School names highlighted in red represent schools which students will be attending.

- Arizona, University of
- Boston University
- California College of the Arts

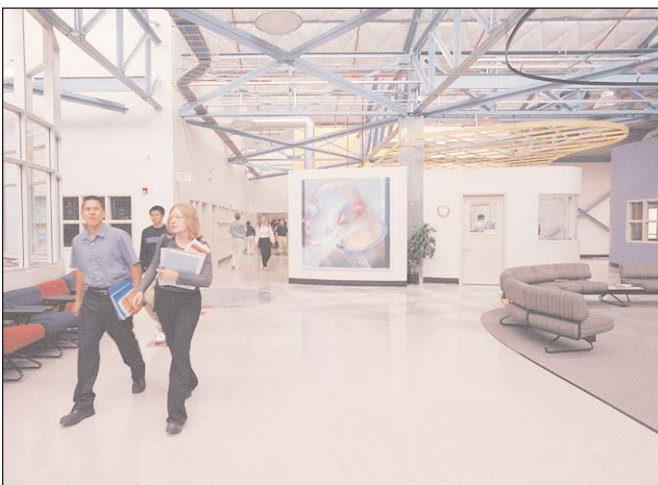
Student Achievement

The class of 2004 represented High Tech High's second graduating class. The inaugural class of 48 students set the standard with every student attending college (82% to a 4-year and 18% to a 2-year). The class of 2003 will be remembered as pioneers not only because they were High Tech High's first graduating class, but also because 56% of this class were the first in their families to attend college. The class of 2004 continued the 100% college placement rate with 73% of the graduates going onto 4-year colleges and 27% attending a 2-year college. In this class of 105 graduates 31 were accepted to at least one University of California school, 27 attended a California State University, and 33 attended a private institution. With over half of the class also being the first in their family to attend college, the students in the class of 2004 were pioneers in their own right by being the first graduating class to enter High Tech High as freshmen.

Another testament to HTH's success is a \$10.2 million vote of confidence from the Bill and Melinda Gates Foundation. The Foundation provided this grant to support High Tech High's technology-based educational programs and to establish 14 additional High Tech High sites in the United States. The school has attracted national attention for its cutting-edge infrastructure and innovative programming and has been featured in Forbes Magazine, Business Week, the American School Board Journal, Wired, Educational Technology, and American Way.

Facilities

High Tech High's unique infrastructure places it at the forefront of technology for teaching and learning. The 43,500 square foot facility, formerly a U.S. Navy technical training center, includes 23 seminar rooms, seven cutting-edge labs, and a large, high-ceilinged open area known as the "Great Room." Students have access to laptop computers and move easily between seminar, lab, and group project work spaces.



High Marks

- HTH ranks near the top in raw scores on California standardized tests (94th percentile statewide).
- Out of 100 schools that are ethnically and economically similar, HTH ranks #2 statewide for test scores for Latino students and #2 for disadvantaged students.
- HTH was the only high school in San Diego awarded two perfect scores of 10 on the statewide Academic Performance Index, two years in a row!
- Academic internship programs place students in over 70 prominent companies, including QUALCOMM, SPAWAR, Kyocera, the Salk Institute, and General Atomics.
- There is no test to get in to HTH; students are accepted by lottery, resulting in an ethnically and economically diverse student body. There are about 3 applicants for every available place.

High Tech High does not discriminate on the basis of race, color, gender, national or ethnic origin, sexual orientation, age, religion, marital or veteran's status, physical or mental disability, or any classification protected by applicable law in employment, admission, or educational programs and activities.



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