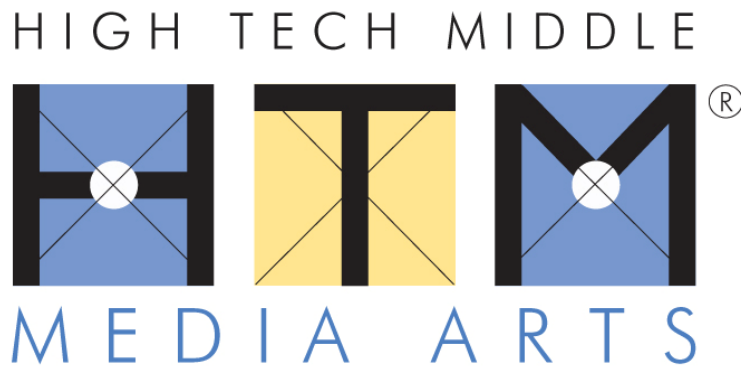


Executive Summary School Accountability Report Card, 2005-2006



Address: 2230 Truxton Road 2nd Floor, San Diego, CA 92106
Principal: Nicole Hinostrro

Phone: 619.398.8641
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 school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 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

High Tech Middle Media Arts Media Arts (HTMMAMA) is a school serving approximately 300 students in grades 6-8 at HTH Village in San Diego. Founded in the fall of 2005, the school implements all HTH design principles and features a focus on multi-media and communications. High Tech Middle Media Arts is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning.

Student Enrollment

Group	Enrollment
Number of students	307
African American	13.7%
American Indian or Alaska Native	1.6%
Asian	4.6%
Filipino	4.2%
Hispanic or Latino	19.2%
Pacific Islander	0.7%
White (not Hispanic)	56%
Multiple or No Response	0%
Socioeconomically Disadvantaged	19.59%
English Learners	4%
Students with Disabilities	5.74%

Teachers

Indicator	Teachers
Teachers with full credential	11
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

HTMMA employs a full time Director of facilities who inspects the school premises on a weekly basis. Maintenance and renovation plans and timelines have been created to ensure that the school facility is in good condition.

Repairs Needed

No major repairs are needed. A timeline for minor repairs such as replacing lights, carpet, and switches are in place.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	38.8%
Mathematics	43.8%
Science	16%
History-Social Science	24%

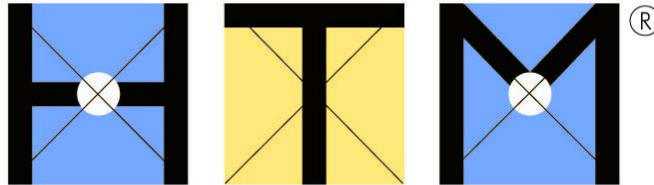
School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7776

Academic Progress

Indicator	Result
2006 API Growth Score (from 2005 API Growth Report)	843
Statewide Rank (from 2005 API Base Report)	9
2006-07 Program Improvement Status	n/a

School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School Information		District Information	
School Name	High Tech Middle Media Arts Media Arts	District Name	San Diego Unified
Principal	Nicole Hinoistro	Superintendent	Carl Cohn
Street	2230 Truxton Rd., 2 nd Floor	Street	4100 Normal St.
City, State, Zip	San Diego, CA 92106-6025	City, State, Zip	San Diego, CA 92103-2653
Phone Number	(619) 398-8641	Phone Number	619-725-8000
Fax Number	(619) 758-9568	Fax Number	619-291-7182
Web Site	www.hightechhigh.org	Web Site	www.sandi.net
E-mail Address	nhinoistro@hightechhigh.org	E-mail Address	sbumia@hightechhigh.org
CDS Code	37-68338-0107573	SARC Contact	Simi Bumia

School Description and Mission Statement

This section provides information about the school's goals and programs.

High Tech Middle Media Arts Media Arts (HTMMAMA) is a school serving approximately 300 students in grades 6-8 at HTH Village in San Diego. Founded in the fall of 2005, the school implements all HTH design principles and features a focus on multi-media and communications. High Tech Middle Media Arts is founded on three design principles: personalization, adult-world connection, and a common intellectual mission. Innovative features include performance-based assessment, daily shared planning time for staff, state-of-the-art technical facilities for project-based learning.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

The High Tech Middle Media Arts Media Arts Parent Association is an active organization within the High Tech High Village. The parent association organizes social events for students, assist with the fund raising efforts for the school, provide assistance to the teaching staff, and support the positive learning environment at High Tech Middle Media Arts.

Student Enrollment by Grade Level

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	104
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	98	Ungraded Secondary	
Grade 7	105	Total Enrollment	

Student Enrollment by Group

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
African American	307	White (not Hispanic)	0.7%
American Indian or Alaska Native	13.7%	Multiple or No Response	56%
Asian	1.6%	Socioeconomically Disadvantaged	0%
Filipino	4.6%	English Learners	19.59%
Hispanic or Latino	4.2%	Students with Disabilities	4%
Pacific Islander	19.2%	---	---

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	2003				2004				2005			
	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									23		X	X
Other												

II. School Climate

School Safety Plan

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

High Tech Middle Media Arts updates its safety practices yearly and the safety plan is on file at the front desk and in each classroom. All students practice evacuation procedures multiple times each year. School evacuation maps are strategically located throughout the school. The safety plan includes addresses prevention, response, and recovery related to emergencies.

Prevention: Prevention programs are the first component in an integrated school safety plan. The purpose of the program is to create a safe school environment that supports academic achievement. These programs address a variety of issues to include violence/substance abuse and threat assessment. High Tech Middle Media Arts'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. HTMMA 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: HTMMA 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.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

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

High Tech Middle Media Arts 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:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions			18			506
Expulsions			0			17

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

High Tech Middle Media Arts' facilities are unique among high schools. High Tech Middle Media Arts on the 2nd floor of a 30,000 square foot building, formerly used by the Navy as a technical training center. The facility underwent approximately \$6 million in improvements in 2004, including a new roof, skylights, trusses, windows, floor, and mechanical systems. The school now has 12 classrooms and labs, and a conference room equipped with a video conferencing capabilities.

High Tech High Media Arts shares a common lunch area with the surrounding High Tech High schools as well as the green area where students participate in sport activities. Maintenance of the common outdoor space occurs daily and all students rotate and participate in an after lunch outdoor clean up.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		Grass was restored during the summer break.
Other			

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential			11	
Without Full Credential			4	
Teaching Outside Subject Area of Competence			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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	73	27

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

High Tech Middle Media Arts does not employ substitute teachers. In the event that a staff member is out ill, the team teacher will supervise all students in the current project or an administrator will fill in if needed.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated two times annually by the Director of the school. The director will administer classroom visits as a part of the evaluation process and will create on going dialogue for feedback. The staff also provide their team mates with informal monthly feedback to enhance best practices within the classroom. At the end of the school year, the entire staff conduct a school quality review whereby evaluations are provided to improve practices as a whole.

V. Support Staff

Academic Counselors and Other Support Staff

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	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	1	---
Instructional Aides	2	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials
Reading/Language Arts	Yes- Curriculum includes several novels and textbooks	0%
Mathematics	Yes- We offer a variety of mathematical texts	0%
Science	Yes- We offer a variety of scientific texts	0%
History-Social Science	Yes- Curriculum integrates history and social science	0%
Foreign Language	None offered at this school	0%
Health	We do not offer health	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$1,081,041,980	\$894	\$6,882	\$38,000

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

High Tech Middle Media Arts 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. High Tech Middle Media Arts also offers a comprehensive before and after school program.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,517	\$36,856
Mid-Range Teacher Salary	\$52,449	\$58,263
Highest Teacher Salary	\$70,179	\$72,665
Average Principal Salary (Elementary)	\$97,173	\$94,774
Average Principal Salary (Middle)	\$97,913	\$98,934
Average Principal Salary (High)	\$110,322	\$106,858
Superintendent Salary	\$189,500	\$177,295
Percent of Budget for Teacher Salaries	39.1	41.6
Percent of Budget for Administrative Salaries	4.6	5.1

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts			38.8%	37%	40.9%		35%	36%	
Mathematics			43.8%	31%	39%		35%	34%	
Science			16%						
History-Social Science			24%	29%	32%		28%	29%	

CST 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
African American	62	23	19	19
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	74	64	32	41
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	87	70	38	63
Male	74	68	45	52
Female	82	57	19	45
Economically Disadvantaged	44	32	27	20
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading			83%	44.2	44.6	48	45	45	46
Mathematics			77%	46.3	47.2	50	46	47	50

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	58%	42%
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Filipino	n/a	n/a
Hispanic or Latino	68%	68%
Pacific Islander	n/a	n/a
White (not Hispanic)	90%	84%
Male	86%	80%
Female	80%	83%
Economically Disadvantaged	n/a	n/a
English Learners	n/a	n/a
Students with Disabilities	n/a	n/a

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
7	69%

IX. Accountability

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2003-04	2004-05	2005-06
Statewide	10	10	10
Similar Schools	10	10	10

API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School			856	856
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			824	825
Pacific Islander			n/a	n/a
White (not Hispanic)			892	892
Socioeconomically Disadvantaged			n/a	n/a
English Learners	---	---	n/a	n/a
Students with Disabilities	---	---	n/a	n/a

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

High Tech Middle Media Arts was granted a high quality public charter school implementation grant.
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Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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 AYP criteria.

AYP Criteria	School	District
Overall	yes	Yes
Participation Rate - English-Language Arts	yes	Yes
Participation Rate - Mathematics	yes	Yes
Percent Proficient - English-Language Arts	yes	Yes
Percent Proficient - Mathematics	yes	Yes
API	yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program

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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	
First Year of Program Improvement	n/a	
Year in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	---	38
Percent of Schools Currently in Program Improvement	---	21.1

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

High Tech Middle Media Arts's Director, Nicole Hinostro, is a native to San Diego and grew up in Encinitas. After graduating from San Dieguito High School she attended the University of Notre Dame and received a double major with a bachelor of arts in Psychology and Computer Applications. During her time at Notre Dame she also played on the Women's soccer team. Upon graduating in 1998 she served inner city youth in East Los Angeles as a 5th grade teacher and soccer coach through a two year teaching program called ResponseAbility. During her time in Los Angeles she also attended Loyola Marymount University where she received her Masters of Education.

After two years in Los Angeles she moved to Cambridge, Massachusetts and began teaching 5th and 6th grade at Benjamin Banneker Charter School where students were offered a rigorous education with a focus on math, science and technology. She also began coaching the Girls' Varsity Soccer Team at Cambridge Rindge and Latin High School at that time. In 2002 she transitioned into the Cambridge Public School District and worked as a middle school math teacher for Fletcher-Maynard Academy. There she also worked as co-leader of the middle school and facilitated team building and school reform.

In 2004 Nicole returned to San Diego and began teaching at High Tech Middle in the 7th utilizing project based learning to integrate math and science. In 2005 Nicole became the director of a new school in the High Tech Village, High Tech Middle Media Arts. She continues today as the Director of HTMMA where she finds herself constantly amazed by the love for learning shared by each member of the community.

Ms. Hinostro works under the guidance of High Tech High CEO Larry Rosenstock who brings broad experience as an educational innovator to High Tech Middle Media Arts. Mr. Rosenstock's most recent post was as Chief Executive Officer of Price Charities, where he directed substantial funding to innovative public school reform projects in San Diego. Prior to joining Price Charities, Mr. Rosenstock directed the New Urban High School Project for the U.S. Department of

Education, was CEO for vocational programs for the Cambridge Public Schools, a lecturer at the Harvard Graduate School of Education, and a staff attorney for the Harvard Center for Law and Education. He also has eleven years experience teaching in urban public schools. Mr. Rosenstock consults with the U.S. Department of Education, the U.S. Department of Labor, and urban school districts nationwide.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Faculty members at High Tech Middle Media Arts 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 during winter break
- Several day-long professional development sessions throughout the year

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6	59,900	54,000
7	59,900	54,000
8	59,900	54,000
9		64,800
10		64,800
11		64,800
12		64,800

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

High Tech Middle Media Arts school offered 20 minimum days. Two of them were used for parent/ teacher conferences and the rest were used for regular Wednesday afternoon staff professional development.