

High Tech Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.



Nicole Hinostrero, Director

Principal, High Tech Middle

About Our School

Nikki Hinostrero is a native to San Diego and grew up in Encinitas. At the University of Notre Dame she double majored in Psychology and Computers while playing on the women's soccer team. Upon graduating in 1998, she worked in East Los Angeles as a 5th grade teacher and soccer coach through a two year teaching service 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 middle school reform.

In 2004 Nikki returned to San Diego and began working for High Tech High first teaching at High Tech Middle in the 7th grade utilizing project based learning to integrate math and science. In 2005 Nikki became the Director of High Tech Middle Media Arts, and worked with a dynamic staff to build a positive and engaging culture for this school's opening. Then, in the Fall of 2007, Nikki and a group of innovative and energized educators opened High Tech High North County. HTHNC is one of the first State Wide Benefit Charter Schools in California. As the Director of HTHNC Nikki worked to lay a solid foundation for HTHNC in the North County with a very inspirational founding group of staff and students. In 2011, Nikki transferred to High Tech High International where she worked in roles as a director and a dean until 2014. She is currently the director at High Tech Middle.

Contact

High Tech Middle
2359 Truxtun Rd.
San Diego, CA 92106-6049

Phone: 619-814-5060

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Web Site	www.sandi.net

School Contact Information (School Year 2017-18)	
School Name	High Tech Middle
Street	2359 Truxtun Rd.
City, State, Zip	San Diego, Ca, 92106-6049
Phone Number	619-814-5060
Principal	Nicole Hinostrro, Director
Web Site	www.hightechhigh.org/schools/htm
County-District-School (CDS) Code	37683380101204

Last updated: 1/30/2018

School Description and Mission Statement (School Year 2017-18)

High Tech High schools 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.

Equity

High Tech High is an equity project. Teachers work actively to address inequities and help students reach their full potential. Our schools are intentionally diverse, enrolling students through a zip code-based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. All High Tech High graduates complete the requirements for acceptance into the California public university system.

Personalization

High Tech High teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

Authentic Work

High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. Our facilities are collaborative workplaces with small-group learning and project areas, relevant technology, and common spaces where artwork and prototypes are created and displayed.

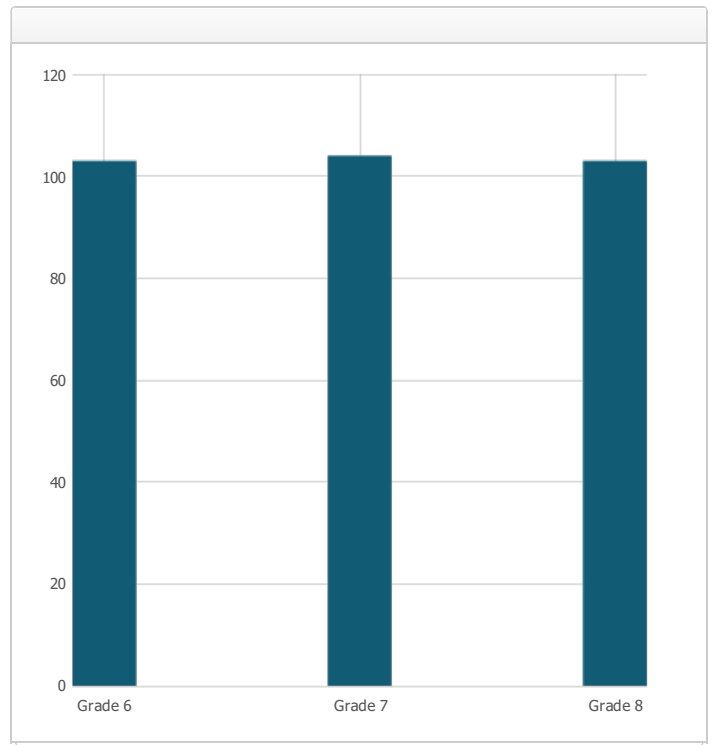
Collaborative Design

High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff function as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment. We are all still learning.

Last updated: 1/30/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	103
Grade 7	104
Grade 8	103
Total Enrollment	310



Last updated: 1/30/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.7 %
American Indian or Alaska Native	0.3 %
Asian	5.5 %
Filipino	2.3 %
Hispanic or Latino	41.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	31.6 %
Two or More Races	10.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.3 %
English Learners	5.2 %
Students with Disabilities	12.9 %
Foster Youth	0.0 %

Last updated: 1/30/2018

A. Conditions of Learning

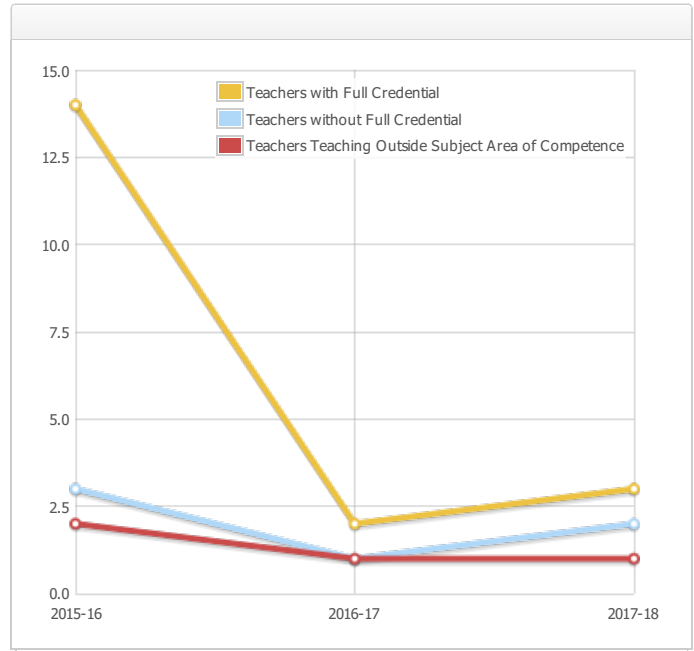
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

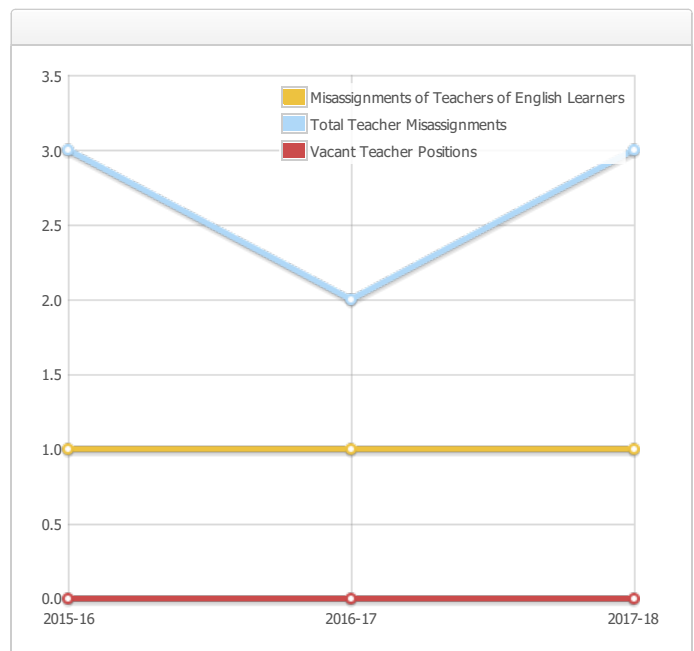
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	14	2	3	4243
Without Full Credential	3	1	2	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	1	349



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	3	2	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.

Last updated: 1/30/2018

School Facility Conditions and Planned Improvements

HTM is a 25,704 square foot, one-story, middle school that occupies a structure originally built in 1941+/-, but was completely renovated in 2003. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size. LED lighting and other energy upgrades were implemented in 2016.

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Exemplary
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Last updated: 1/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	53%	59%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	36%	41%	42%	43%	36%	37%

Note: Percentages are not calculated 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.

Last updated: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	304	98.70%	58.75%
Male	160	159	99.38%	52.53%
Female	148	145	97.97%	65.52%
Black or African American	29	29	100.00%	34.48%
American Indian or Alaska Native	--	--	--	
Asian	18	18	100.00%	72.22%
Filipino	--	--	--	
Hispanic or Latino	132	130	98.48%	52.31%
Native Hawaiian or Pacific Islander				
White	94	92	97.87%	69.23%
Two or More Races	26	26	100.00%	76.92%
Socioeconomically Disadvantaged	131	130	99.24%	38.76%
English Learners	55	55	100.00%	41.82%
Students with Disabilities	39	36	92.31%	19.44%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	308	304	98.70%	40.79%
Male	160	159	99.38%	45.91%
Female	148	145	97.97%	35.17%
Black or African American	29	29	100.00%	
American Indian or Alaska Native	--	--	--	
Asian	18	18	100.00%	61.11%
Filipino	--	--	--	
Hispanic or Latino	132	130	98.48%	35.38%
Native Hawaiian or Pacific Islander				
White	94	92	97.87%	54.35%
Two or More Races	26	26	100.00%	46.15%
Socioeconomically Disadvantaged	131	130	99.24%	24.62%
English Learners	55	55	100.00%	25.45%
Students with Disabilities	40	37	92.50%	21.62%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	47.0%	49.0%	65.0%	59.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	14.6%	34.0%	29.1%

Note: Percentages are not calculated 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.

Last updated: 1/30/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

HTM Parent Association is very active and 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 the second Thursday of each month at the school site. Parents have an active voice at High Tech Middle. Parents have ample opportunities to volunteer, 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 HTM community on an ongoing basis to discuss student achievement. HTM parents also communicate via e-newsletter and weekly news blast to HTM parents, students, and teachers. The parent website can be found at <http://htm-parentpage.blogspot.com/>.

State Priority: Pupil Engagement

Last updated: 1/30/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

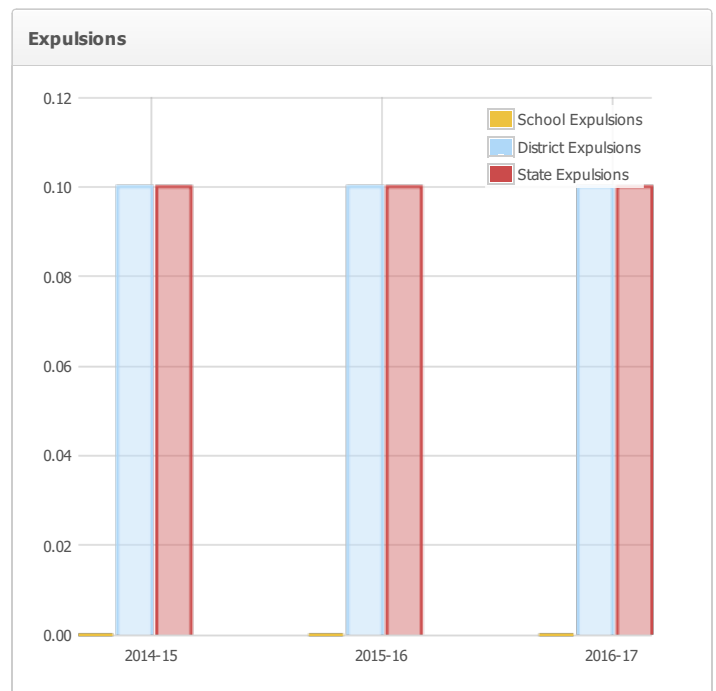
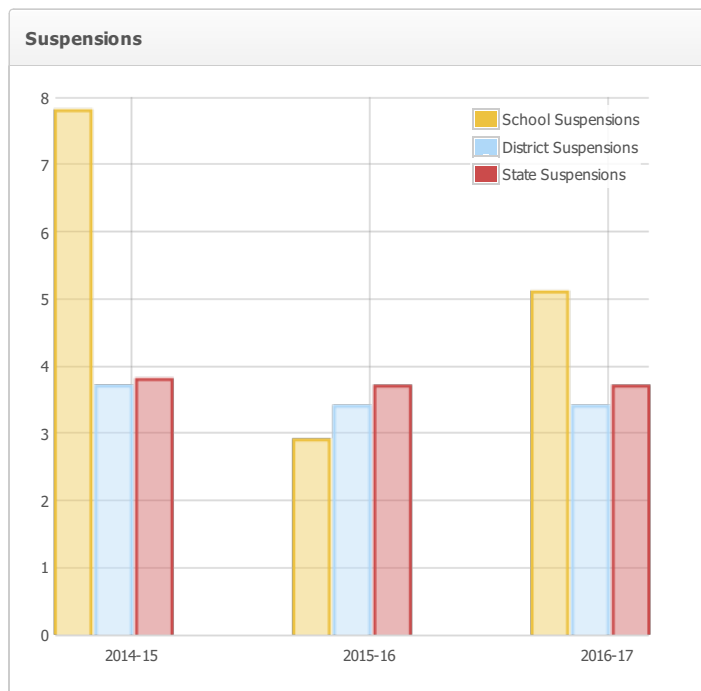
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.8%	2.9%	5.1%	3.7%	3.4%	3.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

The grounds for mandatory and discretionary suspension and expulsion areas follows:

1. Mandatory Suspension and Mandatory Recommendation of Expulsion. The following offenses represent grounds for mandatory suspension and mandatory recommendation for expulsion:

a. Possession, use, sale, or otherwise furnishing any firearm, explosive, or other dangerous object.

2. Discretionary Suspension and Discretionary Recommendation of Expulsion. The following offenses represent grounds that may result in suspension and/or suspension with a recommendation for expulsion:

a. Possession of, use of, offering, arranging and/or negotiating to sell or provide a knife, imitation firearm, other weapon, or item that could be construed and/or used as a weapon.

b. Possession of, use of, being under the influence of, offering, arranging and/or negotiating to sell and/or distribute tobacco, alcohol, drugs, other controlled substances, and/or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

- c. The causation or attempted causation of physical injury to another person, including sexual assault, other forms of physical assault, and including, but not limited to aiding or abetting in the same.

- d. The threat of physical injury to another person, including sexual assault, willful defiance of the authority of school personnel.

- f. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property and/or aiding or abetting in the same.

- g. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.

- h. Extortion.

- i. Sexual harassment.

- j. Threatening, harassing, bullying, and/or attempting to intimidate other members of the community including, but not limited to acts of "cyber-bullying."

- k. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity.

- I. Violations of HTH academic policies, including, but not limited to plagiarism and/or cheating.

- m. Violations of HTH Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other's accounts, trespassing in another's portfolio, folders or files, concealing or misrepresenting one's identity while using the IT system.

- n. Violations of HTH conduct policies as articulated throughout the HTH Student-Parent Handbook.

Last updated: 1/30/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	26.0	0	12	0	26.0	0	12	0	26.0	0	12	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/30/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	0	8	0	26.0	0	8	0	26.0	0	8	0
Mathematics	27.0	0	8	0	26.0	0	8	0	26.0	0	8	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	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.

Last updated: 1/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values 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.

Last updated: 1/30/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10011.0	\$1523.0	\$8488.0	\$48294.0
District	N/A	N/A	\$0.0	\$76603.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-45.3%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	25.4%	-48.5%

Note: Cells with N/A values do not require data.

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

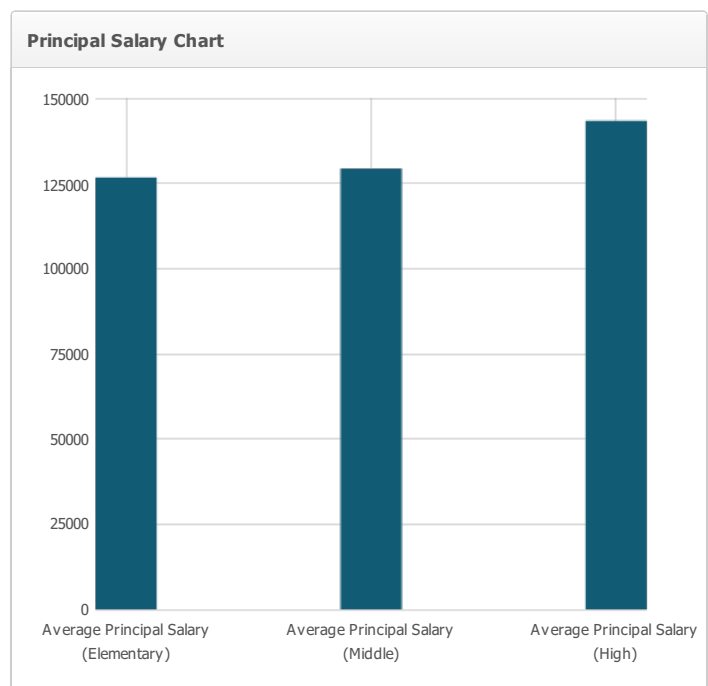
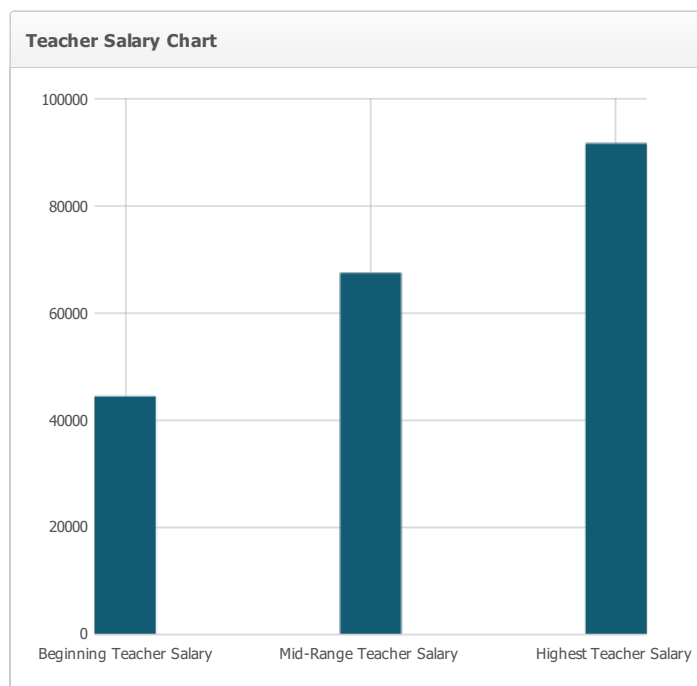
High Tech Middle offers a preparatory curriculum that supports students in finding success in the UC A-G coursework that they will take in high school in preparation for college admission. This includes an integrated math and science class, a humanities class, an arts class (exploratory), advisory and x block (electives) daily. Students are also able to go on field trips and attend camps and retreats. High Tech Middle also offers a comprehensive before and after school program.

Last updated: 1/30/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/30/2018

Professional Development

The goal of High Tech Middle 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. High Tech Middle 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. The mission of High Tech Middle 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.

Last updated: 2/1/2018