

Albany 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.

Deborah Brill, Principal

 Principal, Albany Middle

About Our School

In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas and responsibility to a larger world.

Contact

Albany Middle
1259 Brighton Ave.
Albany, CA 94706-1336

Phone: 510-558-3600
E-mail: dbrill@ausdk12.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Albany City Unified
Phone Number	(510) 558-3750
Superintendent	Valerie Williams
E-mail Address	vwilliams@ausdk12.org
Web Site	http://www.ausdk12.org

School Contact Information (School Year 2017-18)	
School Name	Albany Middle
Street	1259 Brighton Ave.
City, State, Zip	Albany, Ca, 94706-1336
Phone Number	510-558-3600
Principal	Deborah Brill, Principal
E-mail Address	dbrill@ausdk12.org
County-District-School (CDS) Code	01611276090161

Last updated: 12/8/2017

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

Albany Middle School (AMS), a National Blue Ribbon School, is a school community dedicated to learning. The mission of providing a rich and rigorous standards-based curriculum is guided by our vision statement: In a safe, engaging environment, each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas and responsibility to a larger world. At AMS, everyone teaches, everyone learns.

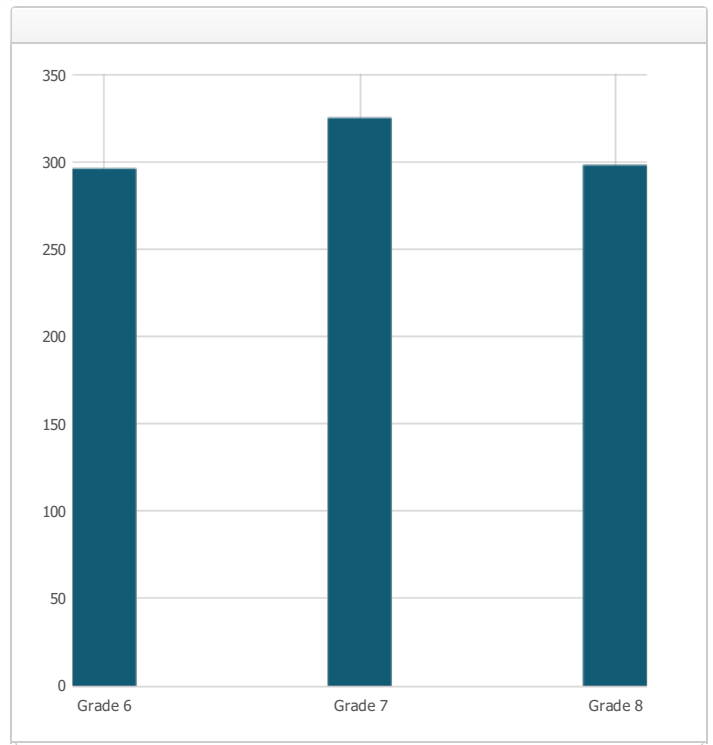
We are proud of our recent academic achievement as represented by our local assessments as well as the Smarter Balanced Assessment Consortium (SBAC) results. We continue to work on strengthening our use of essential standards and formative assessments toward the purpose of all students achieving at high levels. We are also continuing our work of integrating restorative practices and restorative justice into our behavior matrix and practices in an effort to impact behavior, increase feelings of belonging, and reduce suspensions.

Our school places a strong value on school climate, and we will continue to build on the strong school climate programs we already have, both setting foundational skills and responding to concerns as they arise.

Last updated: 12/22/2017

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

Grade Level	Number of Students
Grade 6	296
Grade 7	325
Grade 8	298
Total Enrollment	919



Last updated: 12/8/2017

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

Student Group	Percent of Total Enrollment
Black or African American	2.7 %
American Indian or Alaska Native	0.1 %
Asian	26.8 %
Filipino	1.2 %
Hispanic or Latino	16.4 %
Native Hawaiian or Pacific Islander	0.3 %
White	39.3 %
Two or More Races	12.5 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	16.1 %
English Learners	18.0 %
Students with Disabilities	8.4 %
Foster Youth	0.0 %

Last updated: 12/8/2017

A. Conditions of Learning

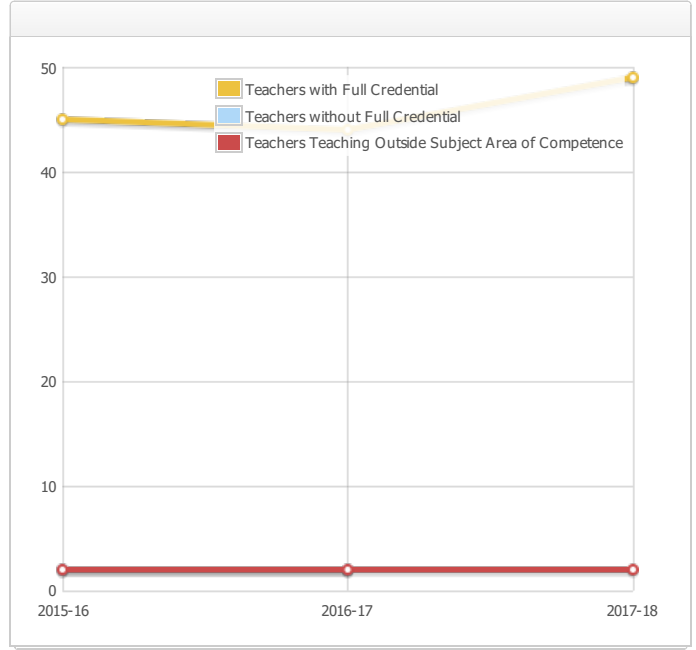
State Priority: Basic

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

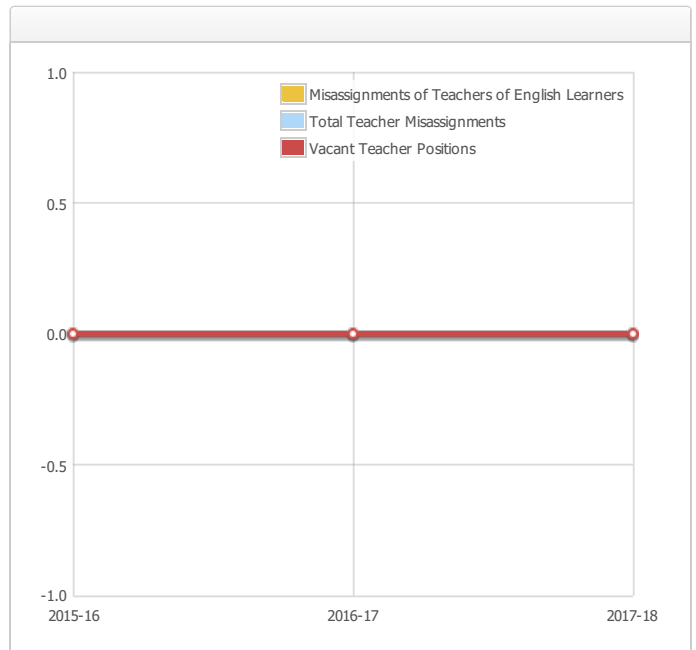
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	45	44	49	213
Without Full Credential	2	2		2
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	2	2



Last updated: 12/22/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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: 12/11/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: November 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Literature (McDougal Litell) Inside Language, Literacy and Content (National Geographic)	No	0.0 %
Mathematics	Core Connection, Courses 1, 2 and 3 (CPM)	No	0.0 %
Science	California Science Explorer: Focus on Earth Science (Pearson Prentice Hall) California Science Explorer: Focus on Life Science (Pearson Prentice Hall) California Science Explorer: Focus on Physical Science (Pearson Prentice Hall) California Science: Earth, Life and Physical Science (Holt, Rinehart and Winston)	No	0.0 %
History-Social Science	History Alive (TCI)	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/22/2017

School Facility Conditions and Planned Improvements

The current campus for Albany Middle School was completed 17 years ago. It was originally built for approximately 750 students. There are 20 general-education classrooms, five general-education portable classrooms, three science laboratories, one half-size special-day class classroom, one computer laboratory, one art classroom and one music room. There is a library, indoor atrium and outdoor covered lunch patio where we can fit about 300 students. Plans are in progress to utilize Bond Measures B & E approved by Albany voters in June 2016. An annex across the street is currently under construction and planned for an early 2019 opening. The main campus is in good overall condition.

The full-size gym is a wonderful resource to our school and community for athletic events, assemblies, band and choir performances, dances, and other events. The facility was awarded the Leroy F. Green Architectural Design Award.

The safety of students and staff is a high priority at Albany Middle School. The school site safety plan is updated annually. The key elements of the school site safety plan encompass student safety and evacuation procedures. Fire, earthquake and lockdown drills are conducted on a regular basis.

To ensure student safety, staff members supervise students at all times before and after school, during recess and lunch. Any visitors to the campus are required to check in at the school's office. Additionally, we have a campus security person who monitors students and visitors during the day.

There are three custodians working at AMS from morning to late night Monday through Friday. One daytime custodian works from morning to late afternoon, and two custodians work from afternoon to late night.

District maintenance staff ensures the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work-order process is used to ensure efficient service and the highest priority to emergency repairs.

The principal works with custodial staff members to ensure the cleaning of the school is maintained to provide a clean and safe school.

Last updated: 12/8/2017

School Facility Good Repair Status

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

Overall Rating	Good
----------------	------

Last updated: 12/8/2017

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)	76%	79%	77%	79%	48%	48%
Mathematics (grades 3-8 and 11)	73%	74%	73%	73%	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: 12/8/2017

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	925	888	96.00%	79.17%
Male	476	457	96.01%	74.18%
Female	449	431	95.99%	84.45%
Black or African American	24	24	100.00%	79.17%
American Indian or Alaska Native	--	--	--	
Asian	249	232	93.17%	84.05%
Filipino	--	--	--	
Hispanic or Latino	149	141	94.63%	66.67%
Native Hawaiian or Pacific Islander	--	--	--	
White	363	353	97.25%	83.00%
Two or More Races	117	117	100.00%	77.78%
Socioeconomically Disadvantaged	149	139	93.29%	65.47%
English Learners	243	225	92.59%	67.56%
Students with Disabilities	79	73	92.41%	35.62%
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: 12/8/2017

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	925	897	96.97%	73.58%
Male	476	464	97.48%	70.47%
Female	449	433	96.44%	76.91%
Black or African American	24	24	100.00%	70.83%
American Indian or Alaska Native	--	--	--	
Asian	249	240	96.39%	82.50%
Filipino	--	--	--	
Hispanic or Latino	149	143	95.97%	56.64%
Native Hawaiian or Pacific Islander	--	--	--	
White	363	351	96.69%	78.63%
Two or More Races	117	117	100.00%	65.81%
Socioeconomically Disadvantaged	149	143	95.97%	60.14%
English Learners	243	236	97.12%	67.37%
Students with Disabilities	79	73	92.41%	30.14%
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: 12/8/2017

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)	82.0%	77.0%	82.0%	82.0%	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: 12/8/2017

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	22.1%	25.9%	18.9%

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: 12/8/2017

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)

Opportunities for parental involvement include the School Site Council, Parent Teacher Association (PTA), Music Boosters, Albany Education Foundation, English Learner Advisory Committee, SchoolCARE, AMS Athletic boosters, the AMS fundraisers and classroom and field trip volunteers. Communication is accomplished through our daily Cobra Connection, a news feed that is emailed to families daily, a monthly schoolwide newsletter, The Cobra Monthly, Aeries, a web-based communication system, as well as classroom newsletters, phone calls, emails, report cards and conferences.

The PTA supports the school initiatives with parent education and fundraising to support supplemental and enriching programs. The PTA provides funding for clubs; field trips; assemblies; and additional resources, such as technology. The School Site Council monitors our Single Plan for Student Achievement. These organizations and other community resources have provided help to our classrooms.

For more information on how to become involved at the school, please contact Dorothe Piluso <dorothe@gmail.com>

State Priority: Pupil Engagement

Last updated: 12/8/2017

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

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

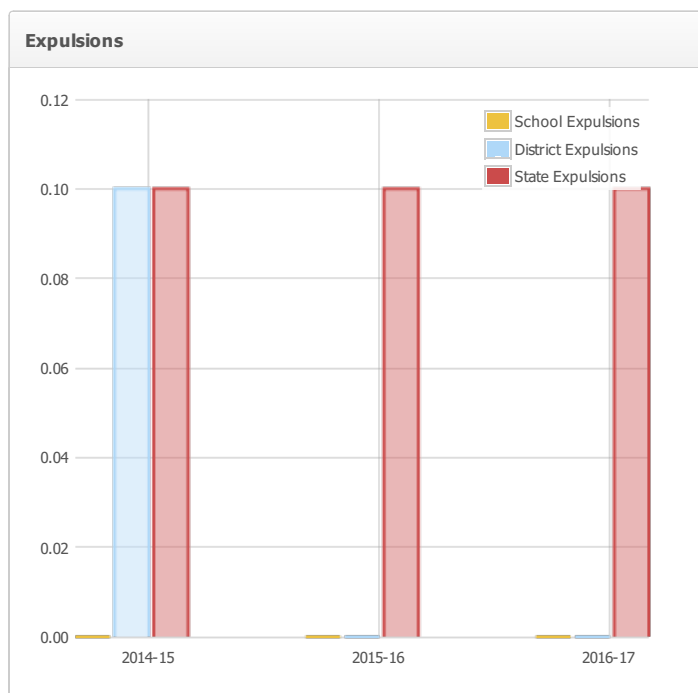
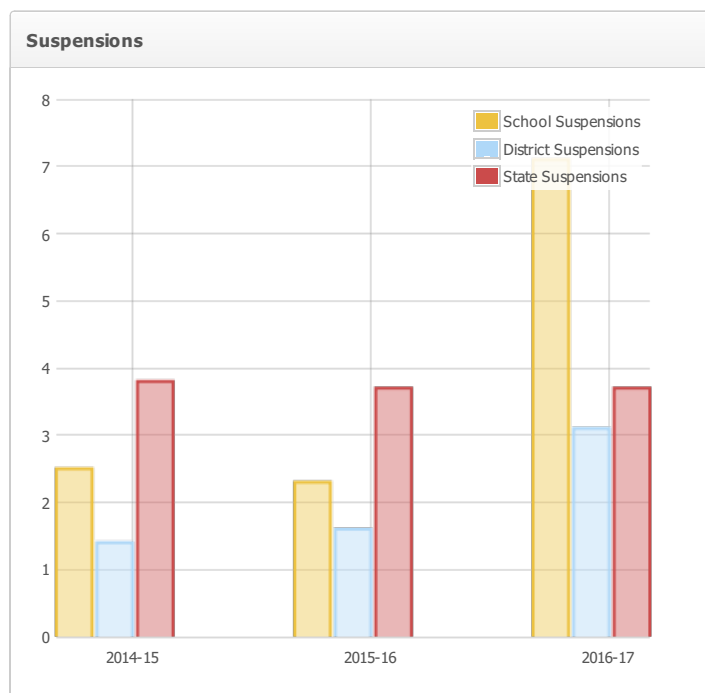
State Priority: School Climate

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	2.5%	2.3%	7.1%	1.4%	1.6%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/8/2017

School Safety Plan (School Year 2017-18)

We maintain a comprehensive school safety plan that meets local and state guidelines. Practice drills for emergencies such as fire, earthquakes, lockdowns are held with the staff and students. Emergency kits are in classrooms, and additional emergency supplies are stored on-site.

The key elements of the school's annual safety plan are as follows:

Part I: Emergency Organization and Management Responsibilities of Albany Unified School District site personnel, instructional staff, site coordinator and ERT committee. Concept of Emergency Functions, including a summary of planned response, site ERT notification, communications, evacuation, damage survey, student release and site closure, shelter, crisis-incident stress debriefing, after-event critique, and after-action report.

Part II: Emergency Procedures

- Building evacuation
- Fire
- Chemical accident
- Earthquake
- Air pollution
- Explosion or aircraft crash
- Bomb threat
- Suspicious individuals
- Medical/first aid
- Terrorist situation

Part III: Emergency Forms/Checklists

Sample parent letter

Hazard-identification checklist

Recommended emergency supplies

Guidelines for preparing a buddy/teacher list

Sample emergency information sheet

Sample student district notice of first-aid care

Sample site status report

For further information regarding the school's safety plan, feel free to contact the principal or assistant principal.

The school safety plan was last reviewed, updated and discussed with the school faculty in August, 2017.

Last updated: 12/8/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Last updated: 12/8/2017

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	28.0	7	50	9	27.0	9	55	10	28.0	6	52	10
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: 12/8/2017

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	25.0	5	22	0	25.0	7	20	0	25.0	6	23	0
Mathematics	24.0	7	15	0	24.0	7	16	2	28.0	2	21	0
Science	27.0	4	17	0	29.0	1	19	0	27.0	2	21	0
Social Science	27.0	1	20	0	29.0	1	19	0	28.0	1	21	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: 12/8/2017

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	3.0	
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.6	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: 1/4/2018

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	\$7710.0	\$3016.0	\$4694.0	\$68412.0
District	N/A	N/A	\$7028.0	\$70558.0
Percent Difference – School Site and District	N/A	N/A	-39.8%	-3.1%
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	-33.4%	-1.8%

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

Last updated: 12/8/2017

Types of Services Funded (Fiscal Year 2016-17)

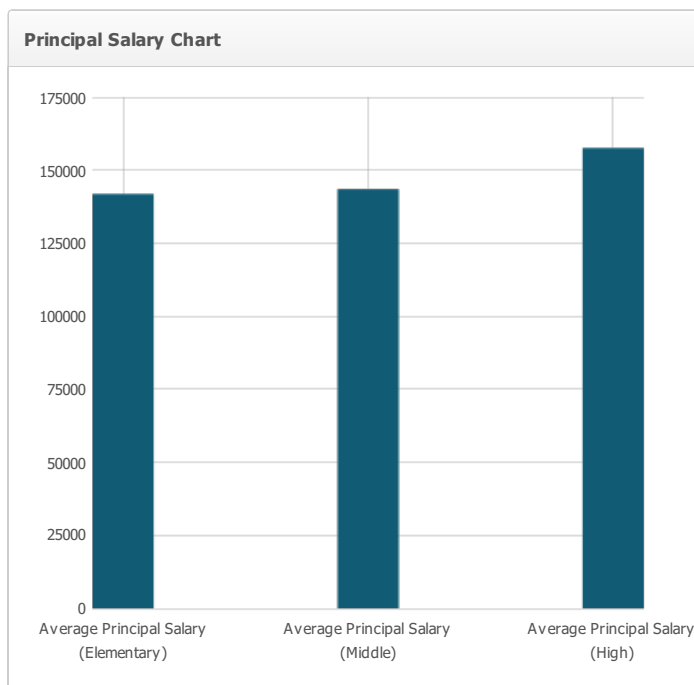
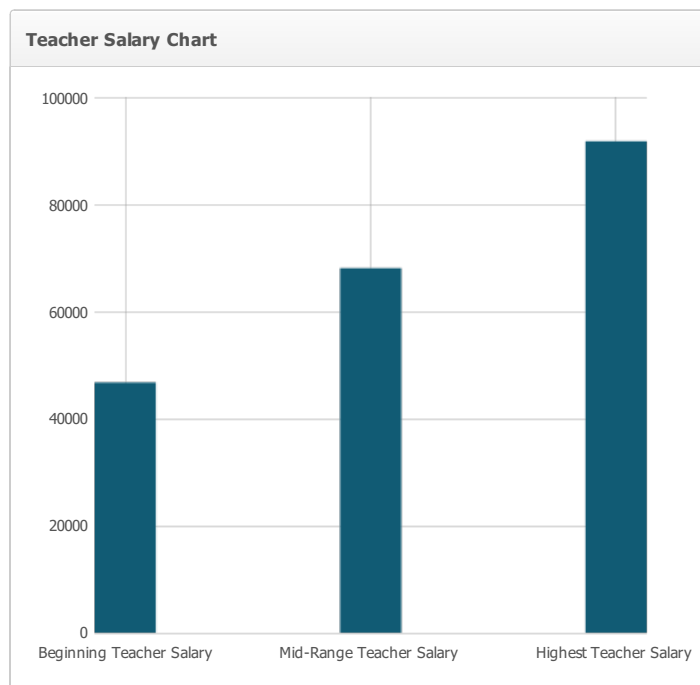
The AUSD General Fund and state and federal categorical funds provides for a seven-period day that includes core programs, world languages, art, computer science, drama, English language development (ELD), intervention classes and other electives. We have a full music program that includes band, orchestra and choir. Components of the program are funded in part by the Albany Music Fund. SchoolCARE, an Albany community fundraising organization, provides additional full-time equivalent (FTE) for counseling services and library paraprofessional services.

Last updated: 12/8/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,742	\$44,144
Mid-Range Teacher Salary	\$68,076	\$69,119
Highest Teacher Salary	\$91,763	\$86,005
Average Principal Salary (Elementary)	\$141,843	\$106,785
Average Principal Salary (Middle)	\$143,513	\$111,569
Average Principal Salary (High)	\$157,572	\$121,395
Superintendent Salary	\$211,638	\$178,104
Percent of Budget for Teacher Salaries	35.0%	34.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 12/8/2017

Professional Development

There are four districtwide staff development days along with Wednesday afternoon meetings. There has been an ongoing focus on teaching and learning that is standards-based and assessment driven.

We have several focal points for our professional development this year. We are continuing the work of Professional Learning Communities, refining our essential standards, developing formative assessments, discussing results in departments, and working as a school to coordinate our response when students aren't

mastering the essential standards.

We had an August staff development where half the day was focused on positive classroom management and the second half of the day was anti-bias training put on by the Anti-Defamation League (ADL).

This year we are continuing professional development with a focus on equity. We are approaching culturally responsive teaching by examining our own experiences and biases, learning from those of others, and making connections with our school community and how to provide an inclusive experience for all students where they feel both validated in their own sense of identity and where they learn more about and respect the identity of others.

We strive to build and maintain a safe and healthy school climate that teaches students to "Be Safe, Be Responsible, Be Respectful, and Be an Ally." We have implemented a school-climate program that emphasizes student involvement, celebration of diversity, positive recognition and explicit teaching of behavior. We balance that approach with clear parameters for behavior and immediate consequences. We also integrate restorative practices. We focus professional development on ensuring teachers feel equipped and informed in bringing consistent messages to the classrooms on everything from explicitly taught academic behaviors to digital citizenship to what to do if you witness mistreatment.

Teachers continue to value department-specific professional development, so this has been worked into the professional development plans and varies greatly from department to department.

Last updated: 12/22/2017