

Hart Middle School

2006-2007 School Accountability Report Card • Pleasanton Unified School District
Superintendent John M. Casey, Ed.D.

Our School...

Hart Middle School
Steve Maher, Principal

4433 Willow Road
Pleasanton, CA 94588-8520
925-426-3102
FAX 925-460-0799
www.pleasanton.k12.ca.us

Grade levels served: 6-8
Total enrollment: 1,165

Our Mission...

In following the ideals and standards of our namesake, Thomas S. Hart, the staff is committed to creating an environment for our students that fosters integrity, responsibility and respect for others. In partnership with the parents of Thomas Hart students, we will strive to prepare our students for continued academic success, to become respectful and accepting of our increasingly diverse society.

Our Goals...

- Establish a program to support new staff members
- Review state and district standards
- Standardize grading policies
- Review and communicate consistent discipline policies and consequences
- Promote parent education and improve communication
- Create a positive learning environment through the use of Character Education principles as outlined in "Lifeskills".

This Report Card is intended to provide parents and the public with information about our school's programs, successes and areas in which improvement may be made. If you would like more information about specific areas of this report, please contact the school principal.



Welcome to our school

Thomas S. Hart Middle School, a 2003 California Distinguished School, is an exciting place for learning. When students enter Hart Middle School, they find beautiful state-of-the-art classrooms and a warm welcoming staff eager to use both in-class and out-of-class opportunities to develop a sense of community and to make sure that every student feels important and connected to the school.

Set in the thriving Hacienda business park, Hart's architecturally award-winning design is uniquely suitable to the environment. The central quad area allows for students to gather in a safe, supervised area containing sturdy benches and picnic tables with colorful umbrellas for student use before, during, and after school. Other facilities include sports fields, a track and a 17,000 square foot gymnasium—the center of our wide-ranging athletic program.

Our excellent staff is known for their desire to teach middle school students and for their high degree of expertise and professionalism. Hart staff eagerly takes on the challenge of creating a community of learners. Our API, CST, and STAR scores are indications that Hart students are on the road to success. As in past years, the school's API report shows Hart continues to make steady and sustained growth in student achievement. The overall 2006 API score increased by 13 points, going from a base of 884 in 2005 to 897 in 2006.

As the data show, Hart Middle School has much to celebrate, validated not only by the significant increase in scores throughout its history, but the consistency with which those increases have been achieved. Clearly, Hart staff and students strive for continuous improvement.

Character education is embedded in all of our daily activities of classroom curriculum and extra-curricular activities. Our curriculum reflects our dedication to teaching our students that caring for each other and our community is one part of becoming responsible young adults.

Since its inception in 2000, Hart is a special place to be. Our standards are high, not only for the students but for ourselves as educators. We constantly strive to provide an atmosphere of academic excellence and civic responsibility for our students each and every day.

A handwritten signature in black ink that reads "Stephen I. Maher".

Stephen Maher, Principal

The District web site, www.pleasanton.k12.ca.us carries a wealth of information about the District, including the SARC for each of our schools. Your comments and suggestions regarding the SARC are more than welcome. Please contact us at 925-426-4349 or e-mail jrallis@pleasanton.k12.ca.us

Counseling and support services available for students

The purpose of Hart Middle School’s counseling program is to enhance, support and promote the learning process. Our goal is to enable all students to achieve success in school and to develop into contributing members of our society. We believe all students are entitled to receive the benefits of a school counseling and guidance program that is developmental in nature, preventative in design, and comprehensive in scope. As an integral part of the total educational program, our school counselors ensure equity and access to services so that all students are supported to achieve their potential.

New California legislation enabled PUSD to be in the forefront for adding counseling services this year for grades 7-12. Hart received an additional counselor as a result of these funds, bringing us to a total of 3.2 FTE counselors for the 2006-2007 school year. In addition to counselors, Hart also provides a part-time health clerk.

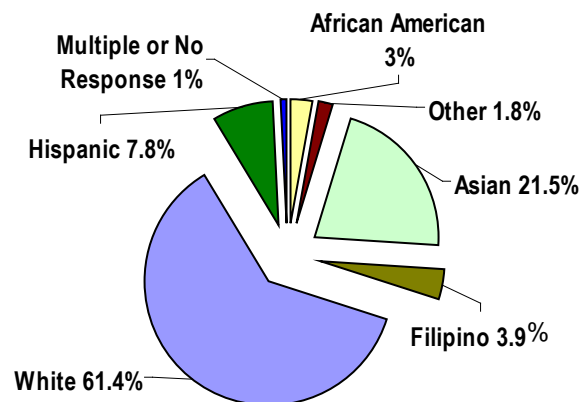
Hart Middle School’s teachers, counselors, and administrators endeavor to create a school atmosphere where every student is valued and viewed as an exceptional individual. Our goal is to provide support and appropriate educational opportunities for every student at Hart including English learners, identified students who receive special education services, students with disabilities, students with 504 plans, students qualifying for the GATE program, and students who are not meeting the school’s, district’s, or state’s performance standards.

Student enrollment by grade level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Grade 6	376
Grade 7	394
Grade 8	395
TOTAL	1165

Our diverse student body



Parent and community involvement is valued

Thomas Hart Middle School encourages an open door policy to parents, businesses, organizations and community members who enjoy assisting in the academic and social development of our students. Hart welcomes parent volunteers and community involvement, as we believe this holds the key to the success of the many programs we offer.

Members of the school community work together on an ongoing basis to support the needs of all Hart students. Parents play a major role serving on committees and coordinating enrichment programs. The Parent Faculty Association (PFA) meets monthly to coordinate ongoing assistance from parent volunteers in all academic areas and to provide funding for a variety of student and family activities which are designed to develop a sense of community among all members of the Hart community.

Enrichment classes taught by parents and community members are offered before and after school. Parents also support our Leadership Class with a wide variety of campus events. Parents assist our staff with events such as the Turkey Trot, the ‘Swing Dance’ competition and the International Fair. To find out more about parent involvement at Hart, please contact our PFA president, Carla Schuman-Butler at (925) 426-3102.

Area businesses, organizations, and members of the community provide detailed information on Career Day. The Junior Achievement Program provides lectures on business, economics and finance. The DARE officer, the Pleasanton Police Department and the Pleasanton/Livermore Fire Department are on campus routinely to speak with students, assist with our Safe School Plan and provide help with Community Emergency Response Training.

How the money is spent

Expenditures (Fiscal Year 2004-2005)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

School Site Expenditures per Pupil	Total	\$7,007
	From Restricted Sources	\$1,728
	From Unrestricted Sources	\$5,279
Expenditures per Pupil Unrestricted Sources	District	\$5,556
	State	\$4,743
Percent Difference Unrestricted Sources	School & District	-5.0%
	School & State	11.3%

Salaries remain competitive

Pleasanton Unified School District annually compares district salary averages to the statewide averages provided by the California State Department of Education. The statewide base year for this comparison is 2005-2006. *Note: PUSD certificated teachers and administrators may purchase medical and dental coverage from their salary.*

Average Teacher Salary	Hart	\$72,120
	District	\$74,594
	State	DNA
Percent Difference Average Teacher Salary	School & District	-3.3%
	School & State	DNA

DNA = Data not available from the State.

Safety is a top priority

At Hart Middle School, maintaining a safe and orderly environment in order to maximize student learning is a top priority. We have a site safety committee and have adopted plans for natural disaster and emergency situations, including action to be taken in the event of an intruder on campus, and/or bomb threats. This plan was last reviewed, updated and discussed with the staff in October 2006. Our students receive training in fire and earthquake drills on a regular basis. Our parents provide assistance through committee work to ensure student safety.

Classroom discipline plans reflect a school-wide emphasis on proper behavior. Parents are notified of the school discipline plan at the beginning of the year and the staff communicates with parents on a regular basis. This year, student enrollment increased slightly, and our discipline referrals, suspensions, and expulsions also saw a slight increase. In the 2005-2006 school year, there were 78 suspensions and 2 expulsions. For the 2004-2005 school year, there were 63 suspensions and 1 expulsion, and for the 2003-2004 school year, there were 113 suspensions and 3 expulsions.

The school district aggressively pursues and reports all violations. Programs are offered to help students and support them in taking responsibility and improving their conduct. For more detailed information on suspensions and expulsions visit our website at www.pleasanton.k12.ca.us. Select board policies, Students 5000, Regulations, 5150.

Administrators conduct anti-bullying and sexual harassment training every year. In addition, as part of our partnership with the City of Pleasanton, we have police officers assigned to our campus. These "School Resource Officers" are working in a proactive and preventive way to safeguard our students.

New school facilities

Thomas S. Hart Middle School opened its doors for the first time in late August of 2000. This state of the art facility includes all the educational amenities needed to make it an outstanding building complex. The two-story science building, for example, provides four large, well-equipped lab stations. These stations are separated by supply and work areas complete with showers in the event of an emergency. The impressive library features book stacks that are inviting and easily accessible for student use; add multiple computer stations for Internet access and one has a feeling of being in a university library. All new facilities are designed to enhance exemplary teaching and learning. The academic facilities are matched with spacious areas for physical education including sports fields, a track and an extraordinary 17,000 square foot gymnasium.

As a result of growth, four new classrooms have been constructed. These classrooms have been added to the north east corner of the campus. The classrooms will encompass a small courtyard which will have an entrance connected to the existing interior, adding to the attractiveness of the facility.

Hart Middle School was constructed with developer fees and state school building monies. This construction means our school facilities will provide the best environment for the education of our students and our quest for excellence in student achievement. A complete construction/renovation schedule is available from the Pleasanton Unified School District office, 4665 Bernal Avenue.

Hart's school facility conditions are regularly inspected and evaluated for items such as gas leaks, mechanical systems, interior and exterior conditions, and fire safety. Hart's school facility is in good repair in all conditions that are inspected and evaluated as required by the state. A list of these conditions can be requested at the District Office.

How well our students perform

Standardized Testing and Reporting (STAR) Program

California Standards Test (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the

Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade, proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

For more detailed information on assessment results, visit www.pleasanton.k12.ca.us. Select "Educational Services" and then select "assessment" or call our Director of Assessment at (925) 426-4349.

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Hart			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English Language Arts	69	77	78	70	76	75	36	40	42
Mathematics	62	64	68	64	66	67	34	38	40
Science (Gr 8)	DNA	DNA	74	DNA	DNA	74	DNA	DNA	35
History/Social Studies	61	58	69	65	67	68	29	32	33

All Pleasanton Unified School District students receive a comprehensive, quality educational program. Test scores are only one of many quality indicators used to assess academic progress. Because standardized tests often measure only the most commonly tested skills rather than the complete understanding of skills, knowledge, and concepts, the scores alone do not provide a complete overview of the total curriculum or the richness and variety of the educational programs offered through the district.

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2006.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts	53	69	89	75	55	DNA	78
Mathematics	20	31	87	66	49	DNA	67
Science (Gr 8)	DNA	DNA	89	68	57	DNA	74
History/Social Studies	DNA	DNA	84	68	49	DNA	68

DNA - Data not available due to small sample size.

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) for Spring of 2006.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities
English Language Arts	74	82	28	45	37
Mathematics	69	68	40	38	36
Science (Gr 8)	77	70	DNA	43	36
History/Social Studies	72	65	DNA	43	38

DNA - Data not available due to small sample size.

Norm-Referenced Test (NRT)

The State Board of Education adopted the California Achievement Test, Sixth Edition (CAT6) as the Norm Referenced Test (NRT), given only to seventh grade students, for reading and mathematics. The results are

reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding

results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

CAT6 - All Students Results-2006

Data reported are the percent of students scoring at or above the 50th percentile for spring 2006.

Subject	Hart			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	82	77	79	78	76	74	43	41	42
Mathematics	80	79	81	82	83	84	51	52	53

CAT6 - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2006.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	DNA	DNA	89	DNA	60	DNA	80
Mathematics	DNA	DNA	94	DNA	72	DNA	79

DNA - Data not available due to small sample size.

CAT6 - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for spring 2006.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities
Reading	77	82	DNA	DNA	46
Mathematics	82	80	DNA	DNA	43

DNA - Data not available due to small sample size.

California Physical Fitness Test (CFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards for spring 2006). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Tasks	Grade 7	District	State
	% in HFZ	% in HFZ	% in HFZ
Aerobic Capacity	92.6	90.1	60.5
Body Composition	83.2	84.1	67.0
Abdominal Strength	87.1	91.7	83.1
Trunk Extension Strength	89.7	93.9	89.3
Upper Body Strength	72.6	77.8	68.7
Flexibility	85.8	79.2	72.4

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school scoring below 800 is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each

numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards. API score is reported for a subgroup only if this subgroup is numerically significant.

Percent Tested: All K-8 schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 for API.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to

ten (highest), according to the type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2003-04	2004-05	2005-06		2004	2005	2006
Percent Tested	100	99	100	Percent Tested	99	99	100
API Base Score	846	866	884	API Growth Score	871	884	897
Growth Target	A	A	A	Actual Growth	2	18	+13
Statewide Rank	10	10	10				
Similar Schools	6	5	6				
Subgroup: White				Subgroup: White			
API Base Score	856	858	875	API Growth Score	865	875	891
Growth Target	A	A	A	Actual Growth	9	17	+16
Subgroup: Asian				Subgroup: Asian			
API Base Score	942	948	965	API Growth Score	949	965	960
Growth Target	A	A	A	Actual Growth	7	17	-5

A - To stay above score of 800

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). For AYP all schools must test 95% of all students. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	Hart 2005	District 2005	Hart 2006	District 2006
All Students	Yes	Yes	Yes	Yes
African American	N/A	Yes	N/A	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	Yes	Yes	Yes	Yes
Filipino	N/A	Yes	N/A	Yes
Hispanic or Latino	N/A	Yes	N/A	Yes
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	Yes	N/A	Yes
English Learners	N/A	Yes	N/A	Yes
Students with Disabilities	Yes	Yes	Yes	Yes

A quality learning environment for success

Thomas S. Hart's instructional program is tailored to meet the needs of students. Curriculum and instruction are in alignment with the Pleasanton School District's adopted grade level standards as well as the state standards. High expectations for learning and behavior are in place and shared with parents. Home/school communication is ongoing. Parents are kept informed of their child's progress in school, and input from parents is sought on a regular basis.

An effective school-wide discipline plan at Thomas S. Hart Middle School has been formulated to protect students and maintain a calm and positive atmosphere for learning. This plan is distributed annually to parents as part of the Parent-Student Handbook, and these expectations are discussed regularly with students. Teachers use strategies that prevent or lessen disruptive behavior and reinforce expectations for positive behavior. Teachers frequently monitor behavior while teaching and during student work time.

Hart staff is known for its desire to teach adolescents and for its thorough understanding of the developmental needs of middle school students. When discipline problems occur, it is the school administration's philosophy to solve the problem causing the inappropriate behavior, involve parents, and determine logical consequences. Counselors provide students with the necessary peer conflict training. This program encourages positive interactions among students and staff. Our strong and successful athletics and activities program, student government, and student council contribute to a productive school climate.

In summary, we are providing a safe and orderly environment for students. We work hard to meet the needs of our students, to promote student responsibility, and to build self-esteem.

Textbooks and materials are current

To insure that students have up-to-date textbooks and other instructional materials, we regularly review the curriculum of each subject area. Districtwide review committees work to align courses of study with the state content standards and high quality instructional practices. Selected textbooks and materials match curricular objectives, state standards and reflect the best educational research and instructional practices. Parent preview of new materials is part of the process. In 2005-06, eighth grade Health instructional materials were piloted and adopted for implementation in 2006-07. Middle school science and social studies were piloted and adopted in 2006-07 for implementation in 2007-08.

In compliance with state law, our Board of Education holds a public hearing each year to certify that all students (grades K-12 in all subject areas) have sufficient state standards-aligned textbooks and instructional materials.

The school library is open every day from 7:30am-4:10pm and equipped with technology resources, books and other materials to support the curriculum and provide opportunities for students to follow their interests beyond the classroom. In conjunction with the PUSD Library Plan and the District emphasis on literacy, we are continually upgrading library materials and expanding the collection. Library resources include a wide variety of fiction and nonfiction books and online reference sources such as the Grolier Online Encyclopedia and the Gale Student Resource Center, accessible not only in the library, but also for home. The library is automated and the materials catalog and other online resources are accessible through the internet at:

<http://www.pleasanton/k12.ca.us>

Select "Educational Services," then "library/media," and, finally, the school webpage.

Instructional minutes report

The state has established required instructional minutes at all grade levels and for particular subjects. Instructional minutes are an important measure because schools throughout California vary in the use of minimum days and staff development days. Operating at the maximum of 180 instructional days for students, with two minimum days for early dismissal, all Pleasanton Unified School District schools meet or exceed the state requirement for instructional minutes. The following chart reflects Hart's instructional minutes.

Grade	Hart	State Require.
6-8	55,915	54,000

Maintaining a quality teaching staff

Thomas S. Hart Middle School staff provides a strong, well-balanced instructional program to meet the needs of all students and are held accountable to state and district standards. Many of our staff members have been recognized for special achievements. We have numerous Pleasanton Partnerships in Education award recipients on staff. We have many teacher leaders on our staff who support our school goals and assist our teachers in a variety of ways.

The results of these achievements is high teacher morale, increased collaboration among staff, sharing of effective instructional strategies, a greater sense of professional pride and improved student learning.

This year Thomas S. Hart School has a total of 54 credentialed teachers. All schools in California are in the process of identifying core academic teachers as compliant under the Federal No Child Left Behind (NCLB) Act. As of October 2006, 100% of teachers at Thomas S. Hart School have been identified NCLB compliant.

Evaluating teachers- We evaluate teaching by setting annual goals, making regular classroom

observations, monitoring performance, and giving frequent written feedback. Teacher evaluations indicate that Thomas Hart Middle School has a dynamic professional staff that is committed to helping students learn. As active learners themselves, our teachers readily share information and teaching strategies with each other.

Improving skills- To ensure the quality of instruction, our staff members participate in a variety of ongoing professional development opportunities. We consistently make improvements in our teaching by emphasizing student success, modeling high performance standards, and keeping ourselves on the cutting edge in curriculum, instruction, and assessment. New strategies are used to meet students' ever changing and increasing educational needs.

The TriValley Teacher Induction Project welcomes new teachers to the profession with enhanced professional growth and development building upon their teacher preparation program. They engage in reflective conversations with experienced teacher coaches and chart their progress through the continuum of skills, knowledge, and abilities aligned to

the *California Standards for the Teaching Profession*.

Supporting English learners-

The district is also making great strides in providing services to English learners. Through the hiring policy and training programs, English learners have equal access to the curriculum. In each grade level in K-5 schools, and in middle and high school content areas, students benefit from authorized teachers who hold Cross-Cultural or Bilingual Academic Development certificates (CLAD or BCLAD), Language Development Specialists certificate (LDS), or a SB 1969 certificate. All teachers at Hart are properly authorized to teach English Learners.

Hiring substitutes- All substitute teachers have college degrees and have passed a qualifying examination administered by the State of California. When a teacher is absent from class, the class is taught by a credentialed substitute teacher. In unusual situations when a substitute is not available, the class is covered by administrative/credentialed support personnel.

PLANNING AHEAD:

SCHOOL CALENDAR FOR 2007-2008

Tuesday, August 28	First Day of School for students
Monday, September 3	Labor Day HOLIDAY
Thursday, November 1	Minimum Day Schedules (1-5 ONLY)
Friday, November 2	Staff Development Day (Students DO NOT attend school)
Monday, November 12	Veterans' Day HOLIDAY
November 13, 14, 15,	K-5 Parent-Teacher Conferences; Minimum Days (1-5 ONLY)
Friday, November 16	K-5 students DO NOT attend school, Parent Teacher Conferences
November 19-23.....	Thanksgiving Break: NO SCHOOL
Friday, December 21	Minimum Day Schedules (1-8 ONLY)
December 24-January 4	Winter Break: NO SCHOOL
Monday, January 21	Martin Luther King, Jr. HOLIDAY
Monday, January 28	Grades 6-12 ONLY: Teacher work day students DO NOT attend school
Monday, February 11	Abraham Lincoln's Birthday HOLIDAY
Monday, February 18.....	Presidents' Day HOLIDAY
March 13-14	Grades 1-5 ONLY: Minimum Day
March 21-28	SPRING BREAK: NO SCHOOL
Monday, May 26	Memorial Day HOLIDAY
Friday, June 13	Last Day of School (grades 1-8 minimum day)