

Pleasanton Unified School District Thomas S. Hart Middle School

Grades 6 through 8
Steve Maher, Principal



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2008-09 School Accountability Report Card *Published January 2010*

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Principal's Message

Thomas S. Hart Middle School, a California Distinguished School, is an exciting place to learn. 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.

Our excellent staff is known for their desire to teach middle school students and for their high degree of expertise and professionalism. Hart staff is eager to take 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. As the data shows, 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.

Hart Middle School has a shared decision-making process that includes staff, parents and students. School-wide information is distributed through the PFA, School Site Council, and the Student Council, Back to School Night, Parent/Student Handbook, phone calls, Hart web site, e-mail, teacher web sites, Zangle, Principal's Coffees, and the school newsletter. Parents are invited to become active members of Hart Middle School by participating in School Site Council, PFA and many other volunteer opportunities. Active parent participation and positive support of the programs and teachers at Hart Middle School create a more successful experience for all students.

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.

Mission Statement

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.

The goal of the faculty and staff at Thomas Hart Middle School is to form a partnership with parents and students that will create an educational atmosphere that promotes academic and social preparedness for the 21st century. The comprehensive standards-based curriculum is designed to enhance academic achievement, encourage responsibility, teach organization and enhance self-esteem. Middle school is a transitional educational period in the lives of all. Thomas Hart is committed to facilitating this transition.

School Profile

Thomas S. Hart Middle School is located in the northern region of Pleasanton and serves students in grades six through eight following a traditional calendar. At the beginning of the 2008-09 school year, 1167 students were enrolled, including 11% in special education, 3% qualifying for English Language Learner support, and 4% qualifying for free or reduced price lunch. Thomas S. Hart Middle School achieved a 2009 Academic Performance Index (API) score of 904.

Percentage of Students by Ethnicity
2008-09 Enrollment: 1167

Caucasian	55.10 %
Asian	27.68 %
Hispanic or Latino	8.14 %
Filipino	3.34 %
African-Amer.	2.31 %
Multiple/No Response	1.29 %
Amer. Indian or Alaskan Native	1.29 %
Pacific Islander	0.86 %

Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Pleasanton Unified School District or Thomas S. Hart Middle School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
	Reading			
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Thomas S. Hart Middle School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
	Language Arts	80	81	80	79	80	81	43	46
Math	69	71	70	69	69	71	40	43	46
Science	78	80	78	77	82	83	38	46	50
Social Science	68	71	69	70	74	77	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Thomas S. Hart Middle School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Language Arts	46	53	90	91	61	*
Math	22	47	89	79	39	*	67
Science	*	*	85	88	60	*	78
Social Science	*	*	83	75	56	*	65

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Thomas S. Hart Middle School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
	Language Arts	76	83	15	61	29
Math	70	69	24	32	24	
Science	79	77	31	47	17	
Social Science	70	67	15	47	12	

Physical Fitness

In the spring of each year, Thomas S. Hart Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	10.8	29.8	51.3
Ninth	-	-	-

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	10	10	10
Similar Schools Rank	6	6	7

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	904	1	11	-2
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	963	3	4	0
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	896	-3	10	4
Other Subgroups				
Students with Disabilities	666	*	16	-48
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

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 assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	HMS	PUSD
Overall Results	No	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CAHSEE Exam)		
Language Arts	No	Yes
Math	No	Yes
API Score	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Thomas S. Hart Middle School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	HMS	PUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school web site, the school marquee, flyers, eConnection, Zangle Parent Connection, the daily bulletin on the district web site, an electronic newsletter, and the student organizer. Contact Lucia Holman at (925) 426-3102 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Office Helper
Chaperone
School Clubs
Dance Supervisor
Preparing Electronic Newsletter

Committees

School Site Council
 English Learner Advisory Council
 GATE Advisory Council
 Parent Faculty Association
 Equity Committee

School Activities

Library Book Fair
 Swing Dance Competition
 Rummage Sale
 Construction Projects
 Athletic Events
 Walk thru Registration
 Fundraisers
 Coaching and Mentoring
 Student Clubs

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Thomas S. Hart Middle School's original facilities were built in 2001; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installed shade structure
- Landscaping added by Eagle Scouts
- Tree removal (2009-10)
- Relocated bicycle rack (2009-10)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and two evening custodians are assigned to Thomas S. Hart Middle School. The day custodians are responsible for:

- Groundskeeping
- Restroom Cleaning
- Cafeteria Setup/Cleanup
- Classroom Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Restroom Cleaning
- Office Area Cleaning
- Classroom Cleaning
- Activity Setup/Cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2001
Acreage	18.97
Square Footage	122,880
	Quantity
Permanent Classrooms	48
Portable Classrooms	4
Restrooms (sets)	3
Band Room	1
Libraries	1
Computer Lab(s)	2
Gymnasium(s)	1
Staff Lounge(s)	2
Multipurpose Room(s)	1
Art Classroom	1
Chorus Room	1
Home Economics Classroom	1
Industrial Technology Lab	1
Science Rooms	6

Deferred Maintenance

Thomas S. Hart Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Thomas S. Hart Middle School received \$6,305 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems
- Interior/Exterior Painting
- Other Systems

Facilities Inspection

The district's maintenance department inspects Thomas S. Hart Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Thomas S. Hart Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, December 03, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, December 03, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	B Building 1st Floor - Block walls and windows leak in heavy rain; B Building 2nd Floor - Windows leak in heavy rain.
(4)	MP & Kitchen A Building - Drywall damage due to roof leak.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and campus supervisors patrol the campus, entrance areas, and designated common areas. Campus supervisors and administrators monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, teachers, administrators, and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Thomas S. Hart Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Thomas S. Hart Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2009.

Classroom Environment

Discipline & Climate for Learning

Thomas S. Hart Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	HMS		
	06-07	07-08	08-09
Suspensions (#)	52	57	86
Suspensions (%)	4.49 %	4.89 %	7.37 %
Expulsions (#)	1	5	1
Expulsions (%)	0.09 %	0.43 %	0.09 %
	PUSD Middle Schools		
	06-07	07-08	08-09
Suspensions (#)	151	161	235
Suspensions (%)	4.35 %	4.55 %	6.58 %
Expulsions (#)	2	6	1
Expulsions (%)	0.06 %	0.17 %	0.03 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.2	7	24	11
Math	26.4	10	25	7
Science	30.8	1	16	13
Social Science	29.8	2	24	13
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	25.3	12	24	10
Math	26.5	9	27	7
Science	29.5	1	24	7
Social Science	31.1	1	20	17
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	24.2	13	18	15
Math	28.1	7	23	9
Science	31.5	1	13	17
Social Science	30.4	3	21	14

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Thomas S. Hart Middle School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Thomas S. Hart Middle School held three staff development days devoted to:

- Data analysis
- Instructional strategies
- At-risk students
- Interventions
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Thomas S. Hart Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at

Thomas S. Hart Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 22, 2009, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2009-10.02 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	McDougal Littell, <i>Creating America</i>	0 %
2007	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Language Arts		
2004	Holt, <i>Holt Literature & Language Arts</i>	0 %
Math		
2008	Holt, <i>CA Geometry</i>	0 %
2008	Holt, Rinehart and Winston, <i>Holt California Mathematics: Course 1, Course 2, Algebra I</i>	0 %
Science		
2007	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

School Leadership

The principal works closely with the vice principal alongside the school leadership team to provide a comprehensive, well-balanced,

core curriculum aligned with state standards. Principal Steve Maher is responsible for the day-to-day operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the vice principals based upon individual strengths and expertise. The vice principals take a prominent role in managing student discipline, campus supervision, assessment coordination, fundraisers, CAT programs, athletics, school site council, and promotions. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, vice principals, and department chairs. The Leadership Team meets monthly throughout the year to evaluate effectiveness of instruction programs and implement strategies that increase student proficiency.

Principal Steve Maher has been in the educational field for 39 years and serving Thomas S. Hart Middle School for 10 years (as of 2008-09). Previous positions held in other schools include: principal, vice principal, classroom teacher, and special education teacher. Principal Steve Maher holds a bachelor's degree in Asian politics and a master's degree in Curriculum and Supervision.

Professional Staff

Counseling & Support Staff

Thomas S. Hart Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Thomas S. Hart Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	4	3.2
Health Clerk	1	0.5
Hearing Therapist	1	*
Library Clerk	1	1.0
Nurse	1	*
Psychologist	1	0.5
Speech Therapist	1	0.8

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Thomas S. Hart Middle School had 55 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core

subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high-poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Thomas S. Hart Middle School	96.6 %	3.4 %
District Totals		
All Schools	97.8 %	2.2 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.8 %	2.2 %

Teacher Credentials & Assignments				
	HMS		PUSD	
	06-07	07-08	08-09	08-09
Total Teachers	53	54	55	717
Teachers with full credentials	53	53	55	708
Teachers without full credentials	0	1	0	9
Teachers in alternate routes to certification	0	1	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	1	2	11
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	7
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	4

Teacher Credentials & Assignments (cont'd)		
	HMS	PUSD
	09-10	09-10
Total teacher misassignments	1	4
Teacher misassignments for English learners	1	4
Other misassignments of certificated staff	0	0
Teacher vacancies	0	1

Teacher Education Levels 2008-09		
	HMS	PUSD
Doctorate	1.8 %	0.7 %
Master's degree plus 30 or more semester hours	3.6 %	2.0 %
Master's degree	14.5 %	14.2 %
Bachelor's degree plus 30 or more semester hours	61.8 %	61.4 %
Bachelor's degree	18.2 %	21.5 %
Less than Bachelor's degree	0.0 %	0.3 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,646	\$40,786
Mid-Range Teacher Salary	\$80,752	\$65,726
Highest Teacher Salary	\$98,045	\$85,230
Superintendent Salary	\$227,002	\$191,155
Average Principal Salaries:		
Middle School	\$135,042	\$112,237
Percentage of General Fund Expenditures for:		
Teacher Salaries	42.8%	40.6%
Administrative Salaries	5.2%	5.3%

Expenditures Per Student

For the 2007-08 school year, Pleasanton Unified School District spent an average of \$8,531 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special

education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers(CPARP)
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

of the county's public libraries. The closest public library to Thomas S. Hart Middle School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton
 Phone Number: (925) 931-3400
 WebSite: <http://www.ci.pleasanton.ca.us/library.html>
 Number of Computers Available: 24

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in 12/2009.

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	HMS	PUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	1121	13920	N/A	N/A	N/A
Total**	\$5,380	\$5,744	93.67	N/A	N/A
Restr.†	\$259	\$235	110.30	N/A	N/A
Unrestr.††	\$5,121	\$5,509	92.96	\$5,512	92.91
Avg. Teacher Salary	\$79,982	\$81,446	98.20	\$65,905	121.36

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Thomas S. Hart Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Thomas S. Hart Middle School's SARC and access the internet at any