

Pleasanton Unified School District Thomas S. Hart Middle School

Grades 6 through 8
Terry Conde, Principal



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2011-12 School Accountability Report Card

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PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN

MISSION
Our students will make a better world.

VISION
Every student will be a resourceful, resilient,
responsible and engaged world citizen.

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 PTSA, School Site Council, and the Student Council, Back to School Night, Parent/Student Handbook, phone calls, Hart website, e-mail, teacher websites, Zangle, Principal's Coffee, and the school newsletter. Parents are invited to become active member of Hart Middle School by participating in School Site Council, PTSA and many other volunteer opportunities. Active present 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 inspirational ideals and high 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. We strive to prepare our students for continued academic success, as they learn to become accepting of our increasingly global society.

The goal of the faculty and staff at Hart Middle School is to form a partnership with parents and students that will create an educational atmosphere that promotes academic and social preparedness. We provide an instructional program and support structure that addresses the academic and social needs of all students, from those at risk to those identified as gifted. The comprehensive standards-based curriculum is designed to enhance academic achievement and character development, as we encourage, responsibility, teacher organization, and enhance student self-esteem. Middle school is a transitional educational period. Hart Middle School is committed to facilitate this transition, as we prepare students to become well-rounded members of society.

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 2011-12 school year, 1067 students were enrolled, including 10% in special education, 7% qualifying for English Language Learner support, and 7% qualifying for free or reduced price lunch. Thomas S. Hart Middle School achieved a 2012 Academic Performance Index (API) score of 920.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	2.81 %	Grade 6	351
Amer. Indian or Alaskan Native	0.37 %	Grade 7	351
Asian	28.87 %	Grade 8	365
Filipino	4.12 %		
Hisp. or Latino	8.25 %		
Pacific Islander	0.56 %		
Caucasian	52.48 %		
Multi-Racial	2.44 %		
Total Enrollment			1,067

Student Achievement

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 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

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.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Thomas S. Hart Middle School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	82	83	87	82	82	84	52	54	56
Math	67	71	74	72	72	73	48	50	51
Science	85	89	93	87	86	89	54	57	60
Social Science	73	76	77	78	79	80	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Thomas S. Hart Middle School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	6576	*	93	86	89	72		*
Math	46	*	91	71	87	36		*
Science	80	*	97	92	100	85		*
Social Science	60	*	90	72	93	59		*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	PUSD	Thomas S. Hart Middle School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	84	87	83	91	42	67	42	
Math	73	74	74	74	36	44	30	
Science	89	93	92	94	*	86	66	
Social Science	80	77	75	79	*	64	35	

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	N/A	N/A	N/A
Seventh	17.50%	29.40%	39.90%
Ninth	N/A	N/A	N/A

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			
	2009	2010	2011
Statewide Rank	10	10	10
Similar Schools Rank	5	4	4

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	0	8	13
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	11	5	1
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-2	6	9
Other Subgroups			
Students with Disabilities	42	20	-11
Economically Disadvantaged	*	*	*
English Learners	*	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	837	823	710
Amer. Indian or Alaskan Native		856	742
Asian	978	969	905
Filipino	945	916	869
Hisp. or Latino	822	816	740
Pacific Islander		806	775
Caucasian	906	906	853
Multi-Racial			849
Economically Disadvantaged	821	777	737
English Learners	843	869	716
Students with Disabilities	693	746	607
All Students	920	915	788

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 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% 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 740 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 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	TSHMS	PUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

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 2011-12, 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		
	TSHMS	PUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.3%

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 flyers, the school website, Zangle Parent Connection, the daily bulletin on the district website, an electronic newsletter, and the student organizer. Contact Alina Alatorre at (925) 426-3102 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
School Clubs
Dance Supervisor
Preparing Electronic Newsletter
Fundraising
AVID Tutors
Spartan Tutors

Committees

English Learner Advisory Council
GATE Advisory Council
Parent Teacher Student Association
School Site Council
EQUITY Committee

School Activities

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

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.

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:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Set-up/Tear down

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

- Classroom cleaning
- Office area cleaning
- Restroom 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)	7
Band Room	1
Computer Lab(s)	2
Gymnasium(s)	1
Staff Lounge(s)	2
Multipurpose Room(s)	1
Library	1
Art Classroom	1
Chorus Room	1
Home Economics Classroom	1
Industrial Technology Lab	1
Locker Rooms	2
Science Laboratory Classrooms	7

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 2011-12 school year, Thomas S. Hart Middle School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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 Tuesday, October 30, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, October 30, 2012			
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 Bldg North (Classrooms) - Window exteriors need to be repainted, starting to peel and rust; B Bldg South 1st Floor - Block walls and windows leak during heavy rains - solution is being researched by professionals.
(4)	B Bldg South 2nd Floor - Epoxy flooring around drain and tile at restroom entries are failing and need repair.
(14)	B Bldg North (Classrooms) - Need roof access ladder to access roof safely

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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. Administrators and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, teachers, 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 Fall 2012.

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			
	TSHMS		
	09-10	10-11	11-12
Suspensions (#)	83	68	68
Suspensions (%)	7.29 %	6.27 %	6.37 %
Expulsions (#)	0	2	0
Expulsions (%)	0.00 %	0.18 %	0.00 %
PUSD Middle Schools			
Suspensions (#)	179	188	154
Suspensions (%)	5.07 %	5.42 %	4.40 %
Expulsions (#)	5	4	0
Expulsions (%)	0.14 %	0.12 %	0.00 %

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	2009-10			
	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
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	28.5	5	9	12
Math	24.8	6	21	3
Science	32.8	*	5	17
Social Science	32.1	*	8	15
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.5	5	8	13
Math	24.8	9	13	6
Science	31.3	1	9	13
Social Science	32.0	1	8	13

Curriculum & Instruction

Staff Development

Thomas Hart Middle School concentrated on four major pedagogical focus areas during the 2011-12 school year. Working closely with Pivot Learning Partners faculty examined ways to improve student success in several key areas. The four focus areas where: 1) an examination of student data to inform teaching practices 2) how cultural proficiency impacts student-learning 3) what best practices are most effective as intervention strategies for our students 4) a strong focus on equity as a whole system. These four areas of concentration informed our staff development throughout the year.

The school year began with staff development intended to identify focus areas within each academic department and to develop an action plan for implementation. Staff included how growth will be measured and assessed. Because of the strong growth realized by our students in the previous year, teachers identified areas of strength and discussed how these gain where achieved. In addition, staff determined how to build on our accomplishments.

In our first focus area, teachers engaged in an intense examination of student data collected from summative assessments (STAR tests scores) and formative assessments (benchmark test administered throughout the year). Data analysis paid close attention to understanding the performance level of various groups, group performance in various content areas, comparison and contrast with the performance picture in similar schools or districts, and analysis of performance in terms of goals and targets.

Our second objective was to emphasize how attitudes, beliefs, expectations and cultural proficiency are interrelated and impact student learning. Efforts to close the achievement gap within our sub-group population concentrated on building relationships with all of our students.

Teachers agreed to mentor struggling student throughout the year. Teacher mentors provided unconditional support to their students and become an advocate for their success. Furthermore, mentor assist students in navigating through every aspect of middle school.

In an effort to improve upon the success of Thomas Hart's Homework Club, we changed our name to Mandatory Study Hall. Students who needed help with homework were enrolled in a Study Hall with a teacher who was there to provide assistance when needed. Attendance was mandatory so that students could get the greatest benefit from the program. Students were required to write down their homework in their daily planners and classroom teachers initialed the planners, indicating that the homework was written down correctly. Study Hall teachers verified the completion of homework. In addition, Study Halls were targeted to specific subject matters so that students could get the support in the areas most needed.

Focus areas three concentrated on the best practices of our teachers. Teachers examined the rigor of their curriculum, instructional strategies and pedagogy including the correct use of intervention strategies and the idea of "critical pedagogy." Teachers worked on improving their teaching practices through a series of GLAD (Guided Language Acquisition Design) workshops. Professional development in GLAD concentrated on the critical pedagogy of language development and literacy. GLAD strategies promote English language acquisition, academic achievement, and cross-cultural skills. Two teachers, trained in GLAD strategies, conducted workshops for the staff on implementing GL.

Staff Development Days Three-Year Trend		
2009-10	2010-11	2011-12
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 11, 2012, 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. 2012-2013.05 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 2012-13 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
Foreign Languages		
2005	Pearson Prentice Hall, <i>Realidades Student Edition - Levels A & B</i>	0 %
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>Glencoe Discovering our Past</i>	0 %
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>Algebra 1 & 2</i>	0 %
2008	Holt, <i>Geometry</i>	0 %
2008	Holt, <i>Middle School Math</i>	0 %
2008	Holt, <i>Pre-Algebra</i>	0 %
Science		
2007	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

School Leadership

The administrative team is comprised of the principal and the vice principal, who work closely with the leadership team, teachers, the counselor, and school staff. Principal Terry Conde is responsible for the day-to-day operations of the school and overall instructional program. The principal delegates supervisory responsibilities to the vice principal based upon individual strengths and expertise. The vice principal takes a prominent role in managing student discipline, campus supervision, assessment coordination, STAR programs, athletics, school site council, and promotions. Also coordinating efforts with the Principal is the Leadership Team, comprised of the principal, vice principal, 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 Terry Conde has been in the educational field for 21 years and serving Thomas S. Hart Middle School for two years (as of 2011-12). Previous positions held in other schools include: vice principal and classroom teacher. Principal Terry Conde holds a bachelor's degree in biology and a master's degree in Educational Leadership.

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) 2011-12		
	No. of Staff	FTE
Counselor	2	2.0
Health Clerk	1	0.5
Hearing Therapist	1	*
Library Clerk	1	0.5
Nurse	1	*
Psychologist	1	0.4
Speech Therapist	1	1.0

* as needed
Counselor-to-Student Ratio: 1:534
FTE = Full-Time Equivalent

Teacher Assignment

During the 2011-12 school year, Thomas S. Hart Middle School had 49 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 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Thomas S. Hart Middle School	100.0 %	0.0 %
District Totals		
All Schools	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	TSHMS			PUSD
	09-10	10-11	11-12	11-12
Total Teachers	55	51	50	662
Teachers with full credentials	55	51	49	656
Teachers without full credentials	0	0	1	6
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	1	0	0	0
Teacher misassignments for English learners	1	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	TSHMS	PUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	TSHMS	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	2.2 %	2.6 %
Master's degree	28.3 %	30.2 %
Bachelor's degree plus 30 or more semester hours	67.4 %	62.5 %
Bachelor's degree	2.2 %	3.9 %
Less than Bachelor's degree	0.0 %	0.0 %

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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,142	\$40,932
Mid-Range Teacher Salary	\$78,570	\$65,424
Highest Teacher Salary	\$95,395	\$84,596
Superintendent Salary	\$216,367	\$204,089
Average Principal Salaries:		
Middle School	\$129,804	\$111,776
Percentage of General Fund Expenditures for:		
Teacher Salaries	42%	39%
Administrative Salaries	4%	5%

Expenditures Per Student

For the 2010-11 school year, Pleasanton Unified School District spent an average of \$7,543 of total general funds to educate each student (based on 2010-11 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 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
			% Diff.	State	% Diff.
	TSHMS	PUSD	School & Dist.	Avg., Dist. Same Size & Type	School & State
ADA*	1054	14318	N/A	N/A	N/A
Total**	\$4,914	\$4,971	98.86	N/A	N/A
Restr.†	\$218	\$188	115.62	N/A	N/A
Unrestr.††	\$4,696	\$4,782	98.20	\$5,455	86.09
Avg. Teacher Salary	\$85,778	\$82,367	104.14	\$68,488	125.25

* 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 located 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 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 November 2012.

Nondiscrimination

The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)