

# School Accountability Report Card Reported for School Year 2004-2005

*Published During 2005-2006*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04.

## I. General Information

School Information		District Information	
<b>School Name</b>	Hall Middle	<b>District Name</b>	Larkspur School District
<b>Principal</b>	Daniel Norbutas	<b>Superintendent</b>	Valerie Pitts
<b>Street</b>	200 Doherty Dr.	<b>Street</b>	230 Doherty Dr.
<b>City, State, Zip</b>	Larkspur, CA 94939-1532	<b>City, State, Zip</b>	Larkspur, CA 94939-
<b>Phone Number</b>	415.927.6978	<b>Phone Number</b>	415.927.6960
<b>FAX Number</b>	415.927.6985	<b>FAX Number</b>	415.927.6964
<b>Web Site</b>	<a href="http://www.larkspurschools.org/hall/index.htm">http://www.larkspurschools.org/hall/index.htm</a>	<b>Web Site</b>	<a href="http://www.larkspurschools.org/">http://www.larkspurschools.org/</a>
<b>E-mail Address</b>	dnorbutas@marin.k12.ca.us	<b>E-mail Address</b>	<a href="mailto:vpitts@marin.k12.ca.us">vpitts@marin.k12.ca.us</a>
<b>CDS Code</b>	21-65367-6024350	<b>SARC Contact</b>	Daniel Norbutas

### School Description and Mission Statement

HALL MIDDLE SCHOOL is an award-winning public school for sixth, seventh and eighth graders in the Larkspur School District. Located in Larkspur, California in beautiful Marin County, just north of San Francisco's Golden Gate, Hall has won numerous state and county recognitions for its excellence in education, as well as the prestigious National Blue Ribbon award.

Hall Middle School offers a transitional program from a self-contained core of instruction in the 6<sup>th</sup> grade to a fully departmentalized program in the 8<sup>th</sup> grade. The academic curriculum includes language arts, social studies, mathematics, science, Spanish, health and physical education. Enrichment offerings include computers, art, woodshop, band and other subjects. The average class size is 24 students. The school is supported by a strong, active parent base.

### Opportunities for Parental Involvement

Contact Person Name	Daniel Norbutas	Contact Person Phone Number	415.927.6978
<ul style="list-style-type: none"> <li>Hall Middle School provides for the involvement of parents and community through a variety of</li> </ul>			

opportunities including notification procedures, parent outreach, and interpretation of student assessment results to parents. The family school connection is intentionally developed by a wide array of parent involvement/partnership activities such as book fairs, required summer reading program, parent teacher conferences, school site councils, PTAs, parent education events, and grade level parent meetings.

- Critical information is communicated to parents in a variety of ways such as school and district print and electronic newsletters, web postings, email, and telephone (voice mail).
- Grade level content standards are available in print and electronically as a link on the district's web site.
- An annual parent survey provides staff with parent feedback about school programs.

## II. Demographic Information

### 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	115
Grade 7	122
Grade 8	99
<b>Total Enrollment</b>	<b>336</b>

### Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	6	1.8	Hispanic or Latino	15	4.5
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	22	6.5	White (Not Hispanic)	259	77.1
Filipino	6	1.8	Multiple or No Response	28	8.3

## III. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	March 2004	Date Last Discussed with Staff	March 2004
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Hall Middle School has a Comprehensive School Safety Plan that provides for an assessment of the current status of school crime. The Plan also covers the following areas with strategies and programs: a) child abuse reporting procedures; b) disaster procedures; c) policies regarding actions leading to suspension and/or expulsion; d) notification to teachers of dangerous pupils; e) sexual harassment policy; f) school-wide dress code; g) procedures for safe ingress and egress of pupils; and, h) rules and procedures on school discipline.

Hall classrooms have an established discipline policy that complements the overall school and district policy. A full explanation of our school rules and expectations is provided to each family upon enrollment. Classroom rules and expectations are posted in all classrooms. Grade level meetings are used to review and reinforce academic and behavior expectations.

### School Programs and Practices that Promote a Positive Learning Environment

Hall Middle School provides an extensive number of programs to promote a positive learning environment

including:

- Availability of a counselor, as well as an array of support services such as tutoring and conflict resolution.
- A commitment to providing appropriate services for gifted and exceptional students.
- Parent education programs coordinated through PTAs.
- Specific tobacco and alcohol intervention programs.
- Staff development particular to staff needs.
- Written communication about policies, services and programs are available to parents.
- Staff trained in California State Standards with instructional materials to support instruction.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	9	7	15	12	21	20
<b>Rate of Suspensions</b>	2.9	2.0	4.4	1.3	2.2	1.9
<b>Number of Expulsions</b>	0	0	0	0	0	0
<b>Rate of Expulsions</b>	0	0	0	0	0	0

## School Facilities

Safety, cleanliness and maintenance of facilities are high priorities at Hall Middle School. Long-term maintenance needs are regularly planned for each year in the budget process.

In the annual School Improvement Program (SIP) survey of parents, 94% of the responding parents reported being satisfied to very satisfied that the school was a safe and orderly environment for their children. The Larkspur City Fire Department makes a yearly inspection of our facilities as well as monitoring fire drills on a monthly basis. In addition, our insurance carrier also holds yearly inspections, researching all facets of safety within our school. Our emergency preparedness plan was updated in 2005.

## IV. Academic Data

### School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	Y		
<b>Mechanical Systems</b>	Y		
<b>Windows/Doors/Gates (interior and exterior)</b>	Y		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	Y		
<b>Hazardous Materials (interior and exterior)</b>	Y		

<b>Structural Damage</b>	Y		
<b>Fire Safety</b>	Y		
<b>Electrical (interior and exterior)</b>	Y		
<b>Pest/Vermin Infestation</b>	Y		
<b>Drinking Fountains (inside and outside)</b>	Y		
<b>Restrooms</b>	Y		
<b>Sewer</b>	Y		
<b>Playground/School Grounds</b>	Y		
<b>Other</b>	Y		

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (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. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>English-Language Arts</b>	77	76	80	72	72	77	35	36	40
<b>Mathematics</b>	71	65	71	73	73	74	35	34	38
<b>Science</b>					61	57	27	25	27
<b>History-Social Science</b>	54	54	67	54	54	67	28	29	32

### CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)

English-Language Arts	*		86	*	50	*	84
Mathematics	*		86	*	39	*	73
Science							
History-Social Science			*	*	*		71

### CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	78	84	*	*	28	
Mathematics	71	71	*	*	16	
Science						
History-Social Science	66	67		*	*	

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT -- All Students

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

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	83	75	81	78	77	75	43	43	41
Mathematics	81	81	83	81	82	82	50	51	52

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*		*		*	*	83
Mathematics	*		*	*	*	*	85

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	82	79	*	*	*	
Mathematics	87	79	*	*	*	

## Local Assessment

Educational Task Force (ETF) assessments support a “triangulated” system promoted by researchers Bena Kallick and Arthur Costa. Such a system ensures that students have multiple opportunities to demonstrate their knowledge and skills and the ability to apply them.

ETF performance assessments require students to use their skills and knowledge in real-world tasks. For example, third graders explain what they understand about a story they’ve read, fourth graders write an essay about an important experience in their lives, seventh graders complete a complex mathematics problem-solving task and eighth graders select accomplishments in reading, writing and speaking.

Teachers evaluate ETF performance assessments using a rubric to rate the quality of student performance on a scale of 1 to 6. For example, a rubric for writing contains descriptors of important features of writing such as clarity and organization; elaboration of arguments; vocabulary and sentences; grammar, usage and spelling. A score of 4 is considered proficient on all ETF assessments. By evaluating actual samples of student work teachers can reward students for what they are able to do and determine what type of errors students are making. Teachers gain valuable feedback about the effectiveness of their instructional program and information about what specific skills students need to be taught.

Results from performance assessments provide important information for students, parents, teachers and administrators that complement results from standards based tests. ETF assessments are teacher-designed and scored. They provide analyses of student progress over several years and are tightly linked to what is taught and how it is delivered in our classrooms

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Writing			Mathematics		
	2003	2004	2005	2003	2004	2005
6	82.8	63.6	64.5			
7	79.4	78.0	66.0	9.0	9.0	41.9
8	57.8	54.2	89.5			

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). 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/pfi/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5				38.1	46.5	31.5	24.5	26.7	22.3
7	51.2	66.7	38.8	51.2	66.7	38.8	28.8	30.9	26.8
9							26.7	25.8	27.5

## 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. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base 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. Schools that reach their annual targets are eligible for awards.

**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.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to 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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>Percent Tested</b>	N/R	100	100	<b>Percent Tested</b>	100	100	100
<b>API Base Score</b>	865	884	871	<b>API Growth Score</b>	878	874	901
<b>Growth Target</b>	A	A	A	<b>Actual Growth</b>	13	-10	30
<b>Statewide Rank</b>	10	10	10				
<b>Similar Schools Rank</b>	10	8	6				

### API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Asian</b>				<b>Asian</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Filipino</b>				<b>Filipino</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			

<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>API Base Score</b>		840	916	<b>API Growth Score</b>	841	917	916
<b>Growth Target</b>		A	A	<b>Actual Growth</b>		77	0

### API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

### State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
<b>All Students</b>	Yes	Yes	Yes	Yes	Yes	Yes

### AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	--	--
Year in Program Improvement (Implementation Level)	--	--
Year Exited Program Improvement	--	--
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	0.0	0.0

## VI. School Completion (Secondary Schools)

N/A at this grade level
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## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003			2004			2005					
	Avg. Class	Number of Classrooms		Avg. Class	Number of Classrooms		Avg. Class	Number of Classrooms				
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

	Size				Size				Size				
<b>6-8</b>	25		15	1				15	1			15	1
<b>Other</b>									9.0	1			

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	23.7	3	12		23.5	5	8		23.7	6	10	
<b>Mathematics</b>	23.5	3	10		21.7	9	6		24.3	3	11	
<b>Science</b>	23.5	2	11		23.4	6	7		24.7	5	9	
<b>Social Science</b>	23.2	2	10		23.5	4	9		24.2	4	9	

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	100.0
<b>All Schools in District</b>	100.0
<b>High-Poverty Schools in District</b>	100.0
<b>Low-Poverty Schools in District</b>	100.0

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	18	18	19
<b>Teachers with Full Credential</b>	17	17	18
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	1	1
<b>Pre-Internship</b>	0	0	0

<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	1	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Teacher Misassignments</b>			

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	3.2
<b>Master's Degree plus 30 or more semester hours</b>	31.6	19.1
<b>Master's Degree</b>	5.3	6.4
<b>Bachelor's Degree plus 30 or more semester hours</b>	52.6	66.7
<b>Bachelor's Degree</b>	10.5	4.8
<b>Less than Bachelor's Degree</b>	0.0	0.0

### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	0

### Teacher Evaluations

The purpose of evaluations is to ensure and promote quality instruction. Temporary and probationary teachers are formally evaluated every year. Tenured teachers are evaluated every other year. Teachers set objectives for improvement with an administrator in the area of learning environment, adherence to curriculum, instructional strategies, and student assessment.

Formal classroom observations by administrators are a part of the evaluation process. At the end of the year an evaluation conference takes place for the teacher and administrator to review the teacher's strengths and identify areas of improvement. Larkspur District administrators are certified and competent to evaluate. They attend workshops and training programs to improve their skills in order to help teachers become more effective in the classroom.

## Substitute Teachers

The Marin County Office of Education maintains a list of qualified and screened substitute teachers. With this list the District maintains a pool of credentialed substitutes to support the regular classroom and specialist teachers. Hall Middle School has had a sufficient number of substitute teachers with the necessary special qualifications to maintain continuity of instruction. Many of our substitutes are well acquainted with our program and have served Larkspur for many years

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	1.0
Librarian	0.4
Psychologist	0.4
Social Worker	--
Nurse	.125
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	1.2
Other	

Hall Middle School provides counseling support for students through a counselor who is on site two days a week. Counseling services include classroom presentations, assemblies and issue-based support groups.

## IX. Curriculum and Instruction

### School Instruction and Leadership

All teachers are well versed in the state content standards for their grade level(s) and the pragmatics of carefully aligning their grade level curriculum, instruction, and assessment practices to the standards. Various assessments, projects, supplementary materials, field trips, etc., are thoughtfully aligned with the grade level standards in mind. Teachers and administrator continue to develop and revise benchmarks within each grade level and annual outcomes to achieve appropriate progress towards standards. Finally, teacher evaluations will include alignment of instruction to Standards.

### Professional Development

School staff development and professional development activities are aligned with standards-based instructional materials. Staff development plans are determined by the District's Strategic Plan, district needs, and student and teacher needs. A comprehensive professional development plan is in place/in process to train teachers in the grade level pragmatics of their core standards-based program, including research summaries of best practices, hands-on demonstration, modeling, partner and group practice with their grade level peers. Follow-up staff development opportunities occur throughout the year for dissemination and articulation of applied practices. New teachers participate in BTSA, with activities that focus on the standards-based instructional use of materials.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks

adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	CDE approved/standards aligned Prentice Hall Series, 2003
Mathematics	CDE approved Waiver for use of CPM materials, 2002
Science	CDE approved/standards aligned Glencoe, 2000
History-Social Science	CDE approved/standards aligned Houghton-Mifflin, 1993

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Each student has access to standards-based textbooks and other instructional materials in each of the core subject areas. These textbooks were adopted within a district adoption cycle, are in good condition and are listed below.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	6, 7, 8 – Literature Anthology (Prentice Hall)
Mathematics	6 – Foundations for Algebra I (CPM) 7 – Foundations for Algebra II (CPM) 8 – Algebra (CPM)
Science	6 – Earth Science (Glencoe) 7 – Life Science (Glencoe) 8 – Earth Science (Glencoe), Physical Science (Glencoe)
History/Social Science	6 – Message of Ancient Days (Houghton Mifflin) 7 – Across the Centuries (Houghton Mifflin) 8 – A More Perfect Union (Houghton Mifflin)
Foreign Language	7 – Churros y Chocolate (Scott Foresman) 8 – Bienvenidos (Glencoe)

### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade	Instructional Minutes
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Level	Offered	State Requirement
6	58,480	54,000
7	58,480	54,000
8	58,480	54,000

### Continuation School Instructional Days

N/A at this grade level

### Total Number of Minimum Days

Hall Middle School only schedules 3 minimum days per school year. These minimum days are used for Back to School Night in the Fall, Open House in the Spring, and the last day of school.

## X. Postsecondary Preparation (Secondary Schools)

Every other year, Hall Middle School students participate in a Career Day. The day is spent hearing presentations from guest speakers who share information about their careers. Every year Redwood High School administration conducts a parent information night. Redwood counselors also prepare students for the transition to high school through an eighth grade assembly. In the spring, eighth grade students also meet with their parents and Redwood counselors to enroll in classes.

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,617	\$34,395
Mid-Range Teacher Salary	\$59,332	\$50,164
Highest Teacher Salary	\$72,781	\$60,406
Average Principal Salary (Elementary)	\$94,853	\$78,686
Average Principal Salary (Middle)	\$98,980	\$80,091
Average Principal Salary (High)		
Superintendent Salary	\$139,186	\$101,695
Percent of Budget for Teacher Salaries	40.0	41.5
Percent of Budget for Administrative Salaries	7.2	6.1

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed

information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>.  
*Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
<b>Total Dollars Expended</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>
\$7,722,547	\$8,036	\$6,643	\$6,919

### **Types of Services Funded**

Hall Middle School provides a comprehensive school program. In addition to providing an academic curriculum in all core subject areas, enrichment classes such as computers, art, woodshop, and band, our school provides library services, counseling, tutoring, gifted and talented education and specific support for English Language Learners.