



School Accountability Report Card (SARC) Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Hillview Middle	District Name	Menlo Park City Elementary
Street	1100 Elder Ave.	Phone Number	650-321-7140
City, State, Zip	Menlo Park, CA 94025-5503	Web Site	www.mpcsd.org
Phone Number	650-326-4341	Superintendent	Kenneth Ranella
Principal	Michael Moore	E-mail Address	cmetzler@mpcsd.org
E-mail Address	mmoore@mpcsd.org	CDS Code	41-68965-6044150

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Hillview Middle School, with a current enrollment of approximately 670 students, is the single middle school for sixth through eighth grade students in the Menlo Park City School District. In 2000 Hillview was recognized by the United States Department of Education as one of the nation's Blue Ribbon Schools. In 2005 Hillview was named a California Distinguished School for the seventh time, making it the most frequently named school in the history of the California School Recognition Program. The school staff includes 41 full or part-time teachers, 2 part-time counselors, 1 librarian, 3 part-time student activities directors, 5 aides, 8 classified staff, 1 vice principal, and 1 principal. The student body is approximately 70% white and 30% minority, with Asians, African-Americans, Pacific Islanders, and Hispanics the largest minority groups.

The Hillview community values education very highly, and this is reflected in daily attendance rates, with over 96% of our students present on an average daily basis.

The goals of middle-level education in Menlo Park are to maintain a strong educational program and to meet the needs of preadolescent students. The Hillview Mission Statement reads as follows:

Hillview Middle School offers a challenging academic program in a safe, caring environment. We encourage students to master basic skills, sample a variety of educational, social, and cultural experiences, and begin assuming more responsibility for their learning and their citizenship. We recognize and address the needs of individual learners, and provide integrated, active, innovative, and exciting learning experiences. Staff, parents, and students work together to create an educational community whose members treat one another with concern and respect. Our goal is to provide students with the skills and opportunities necessary for them to make a direct contribution to their community. Hillview honors educational achievement and excellence at every level.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Community support for Hillview is demonstrated in many ways. Back-to-School and Open House evenings routinely draw the parents of almost all of our students. The Hillview PTO, with membership of almost 70% of our families and teachers, raises thousands of dollars for school programs, contributes over a thousand hours of volunteer time, runs an extensive after-school sports program, organizes weekly hot food days for students, sets up frequent parent network meetings, and makes many other contributions. The Hillview Site Council is responsible for writing the School Improvement Plan and manages its annual budget for enhancement of the school site and curriculum.

Hillview receives additional program support from the University of San Francisco Psychology Department, the Menlo Park Police, Fire, and Recreation Departments, and from Mid-Peninsula Tennis Patrons. Special mentor relationships between Hillview students and community members are arranged by our counselors.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	223
Grade 7	221
Grade 8	222
Total Enrollment	666

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.85 %
American Indian or Alaska Native	0.00 %
Asian	5.26 %
Filipino	0.45 %
Hispanic or Latino	6.61 %
Pacific Islander	2.40 %
White (not Hispanic)	69.67 %
Multiple or No Response	12.76 %
Socioeconomically Disadvantaged	5 %
English Learners	5 %
Students with Disabilities	8 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	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+
English	23.3	7	36	1	23.5	4	40		22.8	19	24	
Mathematics	25.8	8	14	3	23.8	10	16	1	23.3	16	12	
Science	23.8	9	18		23.6	8	19		23.4	9	19	
Social Science	24.7	4	22	1	23.5	3	25		22.9	11	18	

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness plan that is updated annually. The principal manages the Site Emergency Plan that coordinates concerns of parents, students, and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	4.4	2.9	2.6	1.4	0.9	0.8
Expulsions	0.5	0.5	0.5	0.1	0.1	0.1

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Hillview Middle School has 39 classrooms, a multipurpose room a library, and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 2002, and as a result, all classrooms are wired for internet, phone and cable TV. In 2006, the community approved a \$91.1 million bond measure to improve district facilities. As part of the Bond program, the school District has decided to replace the existing facility with new facilities on the existing field and converting the current building area to a new field. The new campus will be state of the art and handle the increased school enrollment. The project is scheduled to begin in 2009 and be completed by 2011.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the site Principal conduct an annual walk-through to identify and prioritize necessary maintenance projects.

The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning standards for all schools in the district have been established. The principal and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District budgets and transfers 0.5% of the general fund budget to the deferred maintenance program annually. The district's complete deferred maintenance plan is available at the district office.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			

Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	GOOD - As a result of the most recent inspection, no outstanding deficiencies were reported. (Submitted quarterly to the Board of Education.)			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	40	39	41	141
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0	0.0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.55	430
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall Literature ('02) State approved, Board adopted 2003	0
	Grades 6-7: Concepts and Skills, Courses 1 & 2, McDougal Littell ('01) State approved, Board adopted 2002 Grade 8: Concepts and Skills - Algebra I, McDougal Littell ('01)	

Mathematics	State approved, Board adopted 2002 Algebra: Algebra: Structure and Method, Book 1, McDougal Littell, ('00) Board adopted 2002 Geometry: Discovering Geometry, Key Curriculum Press ('97) Board adopted 2002	0
Science	Grades 6-7: Science Explorer, Pearson Prentice Hall ('07) State approved, Board adopted 2007 Grade 8: Glencoe Science Focus on Physical Science, Glencoe/McGraw-Hill ('07) State approved, Board adopted 2007	0
History-Social Science	History Alive!, Teachers Curriculum Institute ('05) State approved, Board adopted 2006 Oxford University Press ('05) Various Supplementary Titles State approved, Board adopted 2006	0
Foreign Language	Discovering French: Nouveau!, McDougal Littell ('04) State approved, Board adopted 2004 En Espanol!, McDougal Littell ('04) State approved, Board adopted 2004	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,198	\$1,414	\$4,785	\$79,576
District	N/A	N/A	\$6,847	\$77,726
Percent Difference – School Site and District	N/A	N/A	-30.1%	2.4%
State	N/A	N/A	\$5,300	\$61,488
Percent Difference – School Site and State	N/A	N/A	-9.7%	29.4%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Instructional and curriculum needs are met through various funding sources. District funds support, in addition to core academic programs, additional personnel for student support and instructional leadership. The PTO, the Student Council, the Site Council, and the Education Foundation have all supplied grants to provide for
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major core events such as Greek Week for 6th graders, the 7th grade Renaissance Faire, and the Decades Project that is part of the 8th grade U.S. History curriculum. The Education Foundation's Jeanie Ritchie grants to teachers have recently funded projects such as rocketry, fetal pig dissection, and writing workshops with professional authors. The school's computer lab was equipped with district, PTO, and SIP funds. Other computers and equipment have been obtained through donations and district, SIP, and PTO funding. A state technology grant funded the acquisition of a variety of video equipment. The library/media center, known as the Barbara Miller Library and Technology Center, is fully automated.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,678	\$39,773
Mid-Range Teacher Salary	\$78,810	\$61,167
Highest Teacher Salary	\$96,539	\$78,093
Average Principal Salary (Elementary)	\$136,272	\$97,851
Average Principal Salary (Middle)	\$144,920	\$102,064
Superintendent Salary	\$213,649	\$140,582
Percent of Budget for Teacher Salaries	47.3 %	41.0 %
Percent of Budget for Administrative Salaries	6.7 %	5.9 %

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	82	85	85	82	81	82	42	43	46
Mathematics	75	77	81	78	78	82	40	40	43
Science	76	80	84	77	81	85	35	38	46
History-Social Science	77	78	81	77	78	81	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	25	29	27	18
American Indian or Alaska Native				
Asian	92	98	88	82
Filipino	*	*	*	*
Hispanic or Latino	44	41	50	43
Pacific Islander	50	29	*	*
White (not Hispanic)	92	88	93	88
Male	82	83	84	79
Female	87	79	85	82
Economically Disadvantaged	31	31	36	
English Learners	20	29	*	*
Students with Disabilities	37	24	33	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
7	63.8

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an

API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	9	8	9

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6044150

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	16	4	5	919
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	18	4	3	950
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Not Applicable

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The District values professional development of teachers and administrators as an ongoing process of personal growth and learning for the individual, and as a source and stimulus for increased students growth and achievement. Professional development opportunities provided by the District include Staff Development Days, attendance at workshops, courses and conferences by individual teachers, opportunities for collaborative planning and curriculum development, and systematic programs of observation and analysis of teaching. The Site Council also supports staff development programs with SIP funds.

All first and second year teachers throughout the district participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. A veteran teacher Advisor provides coaching for all new teachers in the district.

The District continues to support hands-on, inquiry-based science instruction. After six years focused at the K-5 level, the project has expanded to include resources and support for professional development at the middle school level.