



# HAMILTON ELEMENTARY SCHOOL

One Main Gate Road, Novato, CA 94949 • (415) 883-4691

Ruthanne Bexton, Principal

## School Accountability Report Card

### Principal's Message

I would like to extend a warm welcome to Hamilton Elementary School, a "Caring Community of Learners". At Hamilton School, the staff, parents and I are committed to academic excellence and social development. The school provides a safe, caring environment where uniqueness and differences are respected, and all children are supported to reach their full potential. Adults act as role models and mentors, working collaboratively to prepare our children to be responsible citizens in a democratic society.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hamilton Meadow Park Elementary at 415-883-4691.

### School Profile

Hamilton Meadow Park Elementary School has played a unique role in Novato Unified School District history. In the past, the school served primarily military and coast Guard families; now we are embracing a new residential community. In the early 1990s, Hamilton's student enrollment topped 600 and then dropped drastically as Hamilton Air Force Base was closed. Today, however, we are experiencing a period of dramatic growth that began when the City of Novato initiated redevelopment of the former military base for residential and recreational uses. Our enrollment for the 2006-07 school year was 483 students in grades K-5 and the student population continues to increase.

During the 2006-07 school year, Hamilton housed 23 regular education classes, one Resource Specialist and two Special Education classes serving students throughout the district. Hamilton also was home to three Marin County Special Education preschool classes. An extended day program for kindergarten is maintained in order to successfully implement the Open Court Language Arts program and provide more focused instruction to students in flexible groupings. An after school Homework Club for 1st – 5th grade students and intervention classes for 2nd – 5th grade students were established to provide additional support.

Hamilton Meadow Park Elementary outlines four goals for academic achievement and two goals for community and culture in our single school plan:

#### Academic Achievement

1. Maximize student success by ensuring standards-based instruction
2. Integrate English Learners into the educational environment
3. Provide additional support necessary to insure success for all students; incoming and current
4. Provide innovative educational opportunities to meet student needs

#### Community and Culture:

1. Provide equal opportunities for all students in a safe, respectful learning environment
2. Promote family and community involvement by expanding communication systems and community outreach

We maintain several school-wide programs to provide support and interventions for student success: Title I, English Language Program, a Resource Program, Speech and Language Services, and School Linked Services (which provides counseling and family outreach). We monitor student progress by examining STAR and CELDT data at the beginning of the school year and through ongoing assessments for grade level benchmarks throughout the year. We report student progress to parents at the trimester. We also use the responses from our parent survey and input from Leadership Team, PTA, ELAC and staff to guide our goal setting and planning.

| Student Enrollment by Ethnic Group |            |
|------------------------------------|------------|
| 2006-07                            |            |
|                                    | Percentage |
| African American                   | 8.3%       |
| American Indian                    | 0.0%       |
| Asian                              | 5.0%       |
| Caucasian                          | 45.8%      |
| Filipino                           | 1.2%       |
| Hispanic                           | 35.0%      |
| Pacific Islander                   | 0.2%       |
| Multiple or No Response            | 4.6%       |

### Mission Statement

Hamilton Elementary School provides a supportive learning environment devoted to the academic excellence and the social-emotional and physical growth of all students.

We give students the tools to be life-long learners, builders of knowledge, effective communicators, problem-solvers and responsible citizens. We strive to teach our students to recognize our similarities and celebrate our differences. Our goal is to help every child reach his or her potential in a safe and caring environment.

### Parent Involvement

Hamilton Meadow Park Elementary greatly benefits from its supportive parents who are active in meaningful roles as leaders on the Site Leadership Team, in the PTA, on the English Learners Advisory Committee at Hamilton and also serve on numerous district committees, such as, the Diversity Advisory Committee, the District English Learners Advisory Committee, the District Budget Advisory Committee and the Superintendent's Advisory Committee. The school has a strong base of parents who serve in numerous volunteer positions: in classrooms, supporting special programs, in the computer lab, on the playground, in the garden, on field trips, and for special events. Parents also help with writing grant proposals, maintaining our website and the planning of our Enrichment Program. They coordinate several major events every year, such as: The Welcome Coffee, New Parent Orientation, International Night, the annual fundraisers, the Book Fair, and the Variety Show. Parents are trained as art docents and reading mentors. At least twice annually, parents invest time working on campus beautification projects. We have a parent volunteer coordinator who helps interested parents find appropriate placements.

Interested individuals may contact our Officer Manager, Patty Ravetti at (415) 883-4691.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

| Enrollment Trend by Grade Level |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2004-05 | 2005-06 | 2006-07 |
| K                               | 78      | 86      | 83      |
| 1st                             | 62      | 82      | 84      |
| 2nd                             | 64      | 70      | 87      |
| 3rd                             | 64      | 74      | 76      |
| 4th                             | 61      | 66      | 76      |
| 5th                             | 36      | 60      | 77      |

## Enrollment By Program

During the 2006/07 school year 483 students were enrolled at Hamilton Meadow Park Elementary, of which 18.0% were students with disabilities, 29.2% were English Learners, and 47.2% were socioeconomically disadvantaged.

## Class Size

Average class is 20 in kindergarten through 3rd grade and 30 in 4th and 5th. In addition to credentialed classroom teachers, students receive assistance in the classroom from: a literacy coach, classroom instructional assistants and two part-time assistants who specifically support English language learners.

### Class Size Distribution

|     | Average Class Size |    | Classrooms Containing: |    |    |                |    |    |              |    |    |    |
|-----|--------------------|----|------------------------|----|----|----------------|----|----|--------------|----|----|----|
|     |                    |    | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |    |
|     | 05                 | 06 | 07                     | 05 | 06 | 07             | 05 | 06 | 07           | 05 | 06 | 07 |
| K   | 19                 | 20 | 20                     | 4  | 4  | 3              | -  | -  | 1            | -  | -  | -  |
| 1st | 20                 | 19 | 20                     | 3  | 4  | 4              | -  | -  | -            | -  | -  | -  |
| 2nd | 20                 | 20 | 20                     | 3  | 3  | 4              | -  | -  | -            | -  | -  | -  |
| 3rd | 20                 | 20 | 19                     | 3  | 3  | 3              | -  | -  | -            | -  | -  | -  |
| 4th | 30                 | 31 | 27                     | -  | -  | -              | 2  | 2  | 2            | -  | -  | -  |
| 5th | 30                 | 30 | 30                     | -  | -  | -              | 1  | 2  | 2            | -  | -  | -  |
| K-3 | -                  | 20 | 19                     | -  | 1  | 1              | -  | -  | -            | -  | -  | -  |
| 4-8 | -                  | -  | 30                     | -  | -  | -              | -  | -  | 1            | -  | -  | -  |

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Hamilton Meadow Park Elementary began implementing CSR for grades kindergarten through three in 1996-1997. For the past ten years, 100% of all kindergarten through third grade classrooms participated in CSR.

### CSR Participation

|     | 2004-05 | 2005-06 | 2006-07 |
|-----|---------|---------|---------|
| K   | 100%    | 100%    | 75%     |
| 1st | 100%    | 100%    | 100%    |
| 2nd | 100%    | 100%    | 100%    |
| 3rd | 100%    | 100%    | 100%    |
| K-3 | -       | 100%    | 100%    |

## Discipline & Climate for Learning

Students at Hamilton Meadow Park Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Hamilton Meadow Park Elementary discipline program is to provide students with the knowledge and skills to be responsible, respectful citizens.

We maintain a safe school environment through the implementation of a progressive discipline policy along with proactive measures to ensure a cohesive community of learners, who demonstrate mutual respect and appreciation for one another. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook, which is sent home at the beginning of the school year, the weekly Hawline Newsletter and Friday folders that are sent home weekly.

We work closely with families to design programs to support students. Hamilton has been fortunate in receiving a grant from the Marin Community Foundation to provide a School Linked Services (SLS) Coordinator/Counselor and a Family Outreach Worker, who provide additional support for students and parents.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of the enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

### Suspensions & Expulsions

|                 | School |       |       | District |        |        |
|-----------------|--------|-------|-------|----------|--------|--------|
|                 | 04-05  | 05-06 | 06-07 | 04-05    | 05-06  | 06-07  |
| Suspensions     | 8      | 9     | 46    | 935      | 959    | 1446   |
| Suspension Rate | 2.19%  | 2.05% | 9.52% | 11.96%   | 12.06% | 17.87% |
| Expulsions      | 0      | 0     | 1     | 25       | 33     | 32     |
| Expulsion Rate  | 0.00%  | 0.00% | 0.21% | 0.32%    | 0.41%  | 0.40%  |

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Several character development programs that promote a positive environment are implemented. Thirty students are trained each school year in conflict management and then serve to support their peers in resolving conflicts on the playground. Classroom teachers, kindergarten through 5th grade, teach the Megaskills Character Development Program and implement the Bully Proofing Program to help students develop stronger citizenship skills. We have an active Student Council, mentored by two classroom teachers. Student Council Officers are trained at the California Association of Student Council's Annual Conference. Student Council members and class representatives provide leadership by organizing spirit days, an annual variety show, a literacy spirit week, coat and food drives, and UNICEF collection. Students are recognized for their achievements by their classroom teacher and school-wide staff throughout the year.

## Safe School Plan

Safety of students and staff is a primary concern of Hamilton Meadow Park Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on September 2006 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Each staff member understands his/her role as a Safety Worker during any sort of emergency. The staff has been trained in CPR, First Aid and Search and Rescue. We have a practiced procedure for student release in case of emergency. Our PTA has been essential in stocking and updating our disaster bin and working closely with the Red Cross to identify a shelter in case of disaster. All student emergency cards identify the proper persons to whom students may be released. During any sort of emergency, the Principal and Office Manager maintain use of radio/cellular phones in order to carry out directives of the Superintendent, Police Department or Fire Department.

Parents are advised of safety procedures through newsletters, through our call system and participation in emergency drills.

Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held three times a year.

Students are supervised before and after school by classified staff, an administrative intern and the principal. Parent volunteers, an administrative intern and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. All visitors are required to sign in at the office and obtain a visitors badge to be worn during their visit. All staff members support safety on school grounds by reporting any dangerous behaviors and by asking all visitors who are not wearing a visitor or volunteer badge to proceed to the office to check in. Board Policy 1250: Visitors/Outsiders is available on the district website.

## School Facilities

All our staff at Hamilton Meadow Park Elementary maintain the district goal of providing facilities and learning environments that are healthy, safe, attractive, functional and well maintained. Hamilton Meadow Park Elementary is comprised of 27 classrooms, one multipurpose room/cafeteria, one library, two staff lounges, one computer lab, an art/music room and two large playgrounds.

| School Facility Conditions                                      |                                  |      |      |  |
|---|----------------------------------|------|------|--|
| Date of Last Inspection: 4-18-2007                              |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Fair             |                                  |      |      |  |
| Items Inspected   | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned                                     |
|   | Good                             | Fair | Poor |  |
| Gas Leaks   | X                                |      |      |  |
| Mechanical Systems  | X                                |      |      |  |
| Windows/Doors/Gates/Fences (Interior and Exterior)              |                                  |      | X    | Meadow Park - rooms B-5 & B-6, windows leak some only when the weather is extreme. |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) |                                  |      | X    | Meadow Park - Termite presence - workroom in Meadow Park Office.                   |
| Hazardous Materials (Interior and Exterior)                     | X                                |      |      |  |
| Structural Damage   | X                                |      |      |  |
| Fire Safety   | X                                |      |      |  |
| Electrical (Interior and Exterior)                              | X                                |      |      |  |
| Pest/Vermin Infestation   |                                  |      | X    | Meadow Park - Various rooms - 1-1 1/2" gap under some doors - doors too short.     |
| Drinking Fountains (Inside and Outside)                         | X                                |      |      |  |
| Restrooms   | X                                |      |      |  |
| Sewer   | X                                |      |      |  |
| Roofs (observed from the ground, inside/outside the building)   | X                                |      |      |  |
| Playground/School Grounds                                       | X                                |      |      |  |
| Overall Cleanliness   | X                                |      |      |  |

**Cleaning Process:** The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district.

**Maintenance:** District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. During the 2006/07 school year, the district contribution to deferred maintenance was \$295,496 which is 0.50% of our budget.

Between 2002 and 2007, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at Hamilton Elementary including:

- Improved fire alarm & signal system
- Paved kindergarten area
- Replaced roofing
- Heating system upgraded
- Upgraded electrical system/exterior lighting
- Classrooms/library modernized
- Restrooms renovated
- Repaired and painted exteriors
- Site accessibility addressed per (ADA) requirements

Future projects include: Fire protection access improvements, paving improvements for pathways and parking and playing field renovations.

## Physical Fitness

In the spring of each year, Hamilton Meadow Park Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

| Percentage of Students in Healthy Fitness Zone |       |
|--|-------|
| 2006-07 Test Results                           |       |
| 5th Grade                                      |       |
| School   |       |
| School Overall                                 | 14.5% |
| School (Boys)                                  | 8.3%  |
| School (Girls)                                 | 25.0% |
| District                                       |       |
| District Overall                               | 31.3% |
| District (Boys)                                | 25.9% |
| District (Girls)                               | 36.9% |
| State  |       |
| State Overall                                  | 24.6% |
| State (Boys)                                   | 22.4% |
| State (Girls)                                  | 26.9% |

## Federal Intervention Program

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.

| Federal Intervention Programs   |           |           |
|---------------------------------|-----------|-----------|
|                                 | School    | District  |
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI                | -         | -         |
| Year in PI (2007-08)            | -         | -         |
| # of Schools Currently in PI    | -         | 1         |
| % of Schools Identified for PI  | -         | 5.26%     |

# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

| California Standards Test (CST)                                  |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
|--|----|----|----|----|----|----|----|----|----|------|----|----|----|----|----|----|----|----|----|---------|----|----|----|----|----|----|----|---|
| Combined % of Students Scoring at Proficient and Advanced Levels |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| Language Arts  |    |    |    |    |    |    |    |    |    | Math |    |    |    |    |    |    |    |    |    | Science |    |    |    |    |    |    |    |   |
| 2  |    |    | 3  |    |    | 4  |    |    | 5  |      |    | 2  |    |    | 3  |    |    | 4  |    |         | 5  |    |    | 5  |    |    |    |   |
| 05   | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06   | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07      | 05 | 06 | 07 | 05 | 06 | 07 |    |   |
| <b>All Students</b>  |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | 45 | 62 | 61 | 37 | 46 | 54 | 68 | 52 | 60 | 36   | 78 | 46 | 54 | 71 | 66 | 54 | 56 | 80 | 75 | 56      | 52 | 44 | 73 | 43 | 17 | 49 | 46 |   |
| District   | 58 | 61 | 64 | 51 | 56 | 54 | 70 | 66 | 67 | 67   | 66 | 63 | 71 | 69 | 67 | 68 | 70 | 70 | 75 | 71      | 71 | 62 | 66 | 61 | 50 | 56 | 57 |   |
| State  | 42 | 47 | 48 | 31 | 36 | 37 | 47 | 49 | 51 | 43   | 43 | 44 | 56 | 59 | 59 | 54 | 58 | 58 | 50 | 54      | 56 | 44 | 48 | 49 | 28 | 32 | 37 |   |
| <b>Males</b>   |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | 53 | 55 | 58 | 32 | 57 | 43 | 74 | 49 | 65 | 38   | 97 | 43 | 56 | 61 | 76 | 49 | 65 | 81 | 87 | 56      | 59 | 43 | 94 | 45 | 14 | 65 | 49 |   |
| District   | 57 | 55 | 58 | 43 | 53 | 50 | 69 | 60 | 69 | 64   | 63 | 59 | 72 | 70 | 67 | 65 | 72 | 70 | 75 | 69      | 74 | 61 | 66 | 57 | 53 | 58 | 57 |   |
| State  | 39 | 43 | 44 | 29 | 33 | 33 | 44 | 46 | 48 | 39   | 40 | 41 | 58 | 59 | 59 | 56 | 58 | 58 | 50 | 54      | 56 | 43 | 48 | 48 | 32 | 34 | 38 |   |
| <b>Females</b>   |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | 36 | 68 | 65 | 48 | 35 | 66 | 62 | 58 | 54 | 33   | 57 | 54 | 52 | 79 | 58 | 61 | 49 | 77 | 62 | 54      | 46 | 47 | 50 | 39 | 20 | 32 | 43 |   |
| District   | 58 | 67 | 70 | 60 | 57 | 59 | 72 | 72 | 65 | 70   | 69 | 67 | 71 | 68 | 66 | 70 | 69 | 69 | 74 | 74      | 69 | 63 | 67 | 65 | 46 | 53 | 57 |   |
| State  | 45 | 50 | 53 | 35 | 39 | 41 | 52 | 54 | 55 | 46   | 47 | 48 | 55 | 57 | 58 | 54 | 56 | 57 | 51 | 55      | 58 | 45 | 48 | 49 | 26 | 30 | 35 |   |
| <b>Socioeconomically Disadvantaged</b>                           |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | 27 | 32 | 41 | 16 | 24 | 32 | 43 | 40 | 38 | 21   | 59 | 36 | 37 | 48 | 49 | 31 | 42 | 68 | 52 | 40      | 36 | 32 | 50 | 24 | 5  | 27 | 33 |   |
| District   | 31 | 26 | 35 | 15 | 28 | 20 | 43 | 31 | 38 | 36   | 39 | 29 | 44 | 45 | 44 | 34 | 46 | 45 | 45 | 43      | 45 | 37 | 37 | 25 | 25 | 25 | 22 |   |
| State  | 28 | 33 | 35 | 17 | 22 | 23 | 32 | 35 | 36 | 28   | 28 | 29 | 45 | 48 | 48 | 44 | 46 | 47 | 38 | 42      | 45 | 32 | 35 | 36 | 14 | 18 | 22 |   |
| <b>African American</b>  |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | *  | *  | 54 | *  | *  | *  | *  | *  | *  | *    | *  | 36 | *  | *  | 54 | *  | *  | *  | *  | *       | *  | *  | *  | 36 | *  | *  | 36 |   |
| District   | 37 | 44 | 52 | 33 | 44 | 25 | 43 | 35 | 48 | 35   | 28 | 44 | 37 | 56 | 57 | 33 | 50 | 65 | 35 | 35      | 43 | 31 | 25 | 32 | 23 | 9  | 36 |   |
| State  | 34 | 38 | 39 | 22 | 27 | 27 | 35 | 37 | 39 | 30   | 30 | 32 | 42 | 44 | 44 | 39 | 41 | 42 | 34 | 38      | 41 | 28 | 31 | 32 | 16 | 18 | 22 |   |
| <b>Hispanic</b>  |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | 22 | 33 | 41 | 25 | 24 | 27 | 44 | 35 | 32 | 21   | 56 | 29 | 35 | 52 | 56 | 38 | 40 | 69 | 61 | 35      | 35 | 37 | 56 | 17 | 5  | 33 | 25 |   |
| District   | 30 | 33 | 37 | 17 | 28 | 25 | 38 | 37 | 37 | 36   | 36 | 32 | 49 | 49 | 45 | 44 | 49 | 47 | 47 | 48      | 46 | 35 | 38 | 30 | 21 | 25 | 23 |   |
| State  | 28 | 33 | 35 | 17 | 22 | 23 | 32 | 35 | 37 | 27   | 29 | 30 | 44 | 47 | 48 | 43 | 46 | 48 | 38 | 43      | 46 | 33 | 36 | 37 | 14 | 18 | 23 |   |
| <b>Caucasian</b>   |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | 65 | 86 | 77 | 48 | 60 | 71 | 90 | 64 | 85 | 64   | 91 | 59 | 71 | 91 | 77 | 69 | 67 | 87 | 90 | 67      | 69 | 64 | 84 | 57 | 36 | 59 | 65 |   |
| District   | 67 | 73 | 75 | 65 | 65 | 68 | 83 | 79 | 80 | 77   | 78 | 76 | 80 | 78 | 76 | 78 | 78 | 79 | 86 | 81      | 83 | 70 | 77 | 73 | 58 | 68 | 73 |   |
| State  | 61 | 65 | 66 | 51 | 55 | 56 | 68 | 69 | 71 | 63   | 63 | 64 | 73 | 74 | 74 | 70 | 73 | 72 | 65 | 68      | 70 | 58 | 64 | 63 | 49 | 52 | 58 |   |
| <b>Students with Disabilities</b>                                |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | *  | *  | *  | 10 | *  | *  | *  | *  | *  | *    | *  | *  | *  | *  | *  | 9  | *  | *  | *  | *       | *  | *  | *  | *  | *  | *  | *  | * |
| District   | 23 | 35 | 0  | 22 | 24 | 22 | 45 | 38 | 36 | 32   | 39 | 25 | 36 | 42 | 0  | 39 | 33 | 39 | 52 | 39      | 53 | 30 | 44 | 30 | 25 | 37 | 33 |   |
| State  | 19 | 23 | 23 | 13 | 16 | 16 | 19 | 20 | 21 | 15   | 14 | 15 | 33 | 34 | 34 | 29 | 31 | 31 | 22 | 25      | 27 | 17 | 18 | 19 | 12 | 14 | 16 |   |
| <b>English Learners</b>  |    |    |    |    |    |    |    |    |    |      |    |    |    |    |    |    |    |    |    |         |    |    |    |    |    |    |    |   |
| <b>School</b>  | 14 | 35 | 33 | 15 | 17 | 22 | 28 | *  | 14 | 0    | *  | 8  | 29 | 46 | 48 | 29 | 35 | 61 | 56 | *       | 18 | 18 | *  | 8  | 0  | *  | 8  |   |
| District   | 23 | 27 | 32 | 10 | 19 | 14 | 26 | 28 | 20 | 14   | 18 | 10 | 44 | 45 | 40 | 40 | 44 | 39 | 43 | 41      | 38 | 18 | 22 | 17 | 10 | 9  | 6  |   |
| State  | 23 | 27 | 30 | 12 | 15 | 15 | 19 | 24 | 24 | 13   | 13 | 14 | 43 | 45 | 46 | 40 | 41 | 42 | 32 | 36      | 39 | 22 | 24 | 25 | 6  | 7  | 11 |   |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven.

The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 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. Statewide Rank: Schools receiving an API Base score are ranked in ten 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 similar schools.

| API School Results                     |       |       |       |                       |
|--|-------|-------|-------|-----------------------|
|  | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
| Statewide Rank                         | 7     | 6     | 8     |                       |
| Similar Schools Rank                   | 4     | 2     | 5     |                       |
| <b>All Students</b>                    |       |       |       |                       |
| Actual Growth                          | 6     | 47    | -17   | 803                   |
| <b>Socioeconomically Disadvantaged</b> |       |       |       |                       |
| Actual Growth                          | 1     | 44    | 10    | 726                   |
| <b>Hispanic</b>                        |       |       |       |                       |
| Actual Growth                          | -1    | 51    | -11   | 719                   |
| <b>Caucasian</b>                       |       |       |       |                       |
| Actual Growth                          | 44    | 14    | -6    | 876                   |
| <b>English Learners</b>                |       |       |       |                       |
| Actual Growth                          | -     | 100   | 24    | 715                   |

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.*

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • 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). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

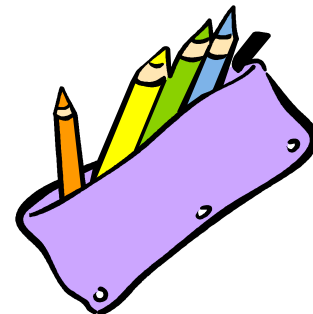
| Adequate Yearly Progress (AYP) |                         |             |                         |             |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
|                                | School                  |             | District                |             |
| Made AYP Overall               | Yes                     |             | Yes                     |             |
| Met AYP Criteria               | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate             | Yes                     | Yes         | Yes                     | Yes         |
| Percent Proficient             | Yes                     | Yes         | Yes                     | Yes         |
| API School Results             | Yes                     |             | Yes                     |             |
| Graduation Rate                | N/A                     |             | Yes                     |             |

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

|  | Reading |    |    | Math |    |    |
|--|---------|----|----|------|----|----|
|  | 3       | 3  | 3  | 3    | 3  | 3  |
|  | 05      | 06 | 07 | 05   | 06 | 07 |
| <b>All Students</b>                    |         |    |    |      |    |    |
| School                                 | 50      | 41 | 63 | 52   | 57 | 71 |
| District                               | 57      | 57 | 56 | 69   | 70 | 69 |
| State                                  | 36      | 37 | 38 | 55   | 55 | 56 |
| <b>Males</b>                           |         |    |    |      |    |    |
| School                                 | 41      | 49 | 57 | 51   | 68 | 68 |
| <b>Females</b>                         |         |    |    |      |    |    |
| School                                 | 65      | 32 | 69 | 52   | 46 | 74 |
| <b>Socioeconomically Disadvantaged</b> |         |    |    |      |    |    |
| School                                 | 27      | 12 | 38 | 27   | 36 | 56 |
| <b>Hispanic</b>                        |         |    |    |      |    |    |
| School                                 | 33      | 8  | 35 | 29   | 32 | 58 |
| <b>Caucasian</b>                       |         |    |    |      |    |    |
| School                                 | 62      | 62 | 82 | 66   | 69 | 82 |
| <b>Students with Disabilities</b>      |         |    |    |      |    |    |
| School                                 | 0       | *  | *  | 18   | *  | *  |
| <b>English Learners</b>                |         |    |    |      |    |    |
| School                                 | 29      | 9  | 28 | 14   | 26 | 39 |

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Hamilton Meadow Park Elementary had 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect 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.

For the 2007-08 school year, the most current data are reported.

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### NCLB Compliant Teachers

|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
|----------------------------------|--|--|
| School                           | 69.60%   | 30.40%   |
| District                         | 17.00%   | 83.00%   |
| High-Poverty Schools in District | 0.00%  | 0.00%  |
| Low-Poverty Schools in District  | 10.00%   | 90.00%   |

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

## Individualized Instruction

Hamilton Meadow Park Elementary provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs.

Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

Special Day Classes are available to students who require special education more than 50% of the school day.

## At Risk Interventions

Hamilton Meadow Park School provides after-school intervention classes in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention.

Other intervention programs offered at Hamilton Meadow Park School include: before and after school tutoring and homework club, and small group support during the instructional day with our literacy coach and instructional assistants.

### Teacher Credential Status

|                          | School |       |       | District |
|--------------------------|--------|-------|-------|----------|
|                          | 04-05  | 05-06 | 06-07 | 06-07    |
| Fully Credentialed       | 19     | 22    | 26    | 416      |
| Without Full Credentials | 0      | 0     | 0     | 11       |
| Working Outside Subject  | 0      | 0     | 0     | 0        |

### Misassignments/Vacancies

|  | 05-06    | 06-07    | 07-08    |
|--|----------|----------|----------|
| Misassignments of Teachers of English Learners | 1        | 1        | 0        |
| Misassignments of Teachers (other)             | 0        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>1</b> | <b>1</b> | <b>0</b> |
| Vacant Teacher Positions                       | 0        | 0        | 0        |

## Substitute Teachers

The Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Hamilton Meadow Park Elementary. When a substitute teacher is not available for an absent teacher, Hamilton's RSP Teacher, Administrative Intern or Principal assumes the role of substitute.



## English Language Learners

Hamilton Meadow Park School offers our English Language Learner (ELL) students the assistance through the following programs: Newcomer Program one hour a day, EL Instructional Assistants supporting students individually and in small groups with core curriculum, Open Court Intervention with classroom teacher, K-1 Summer School, KinderAcademy, volunteers trained to support students with Read Naturally and Accelerated Reader, after school small group tutoring, family outreach and counseling.

## GATE

The Novato Unified School District Gifted and Talented Program is designed to meet the needs and learning styles unique to gifted children. The differentiated curriculum provides experiences and activities that vary in acceleration, depth, complexity, and degree of novelty. It is a program designed to foster enthusiasm for learning, insight into ideas and problems, responsible citizenship, leadership, critical and creative thinking, and career awareness.

The goals of the program are to:

- To provide differentiated opportunities for learning
- To develop critical thinking skills
- To promote sensitivity and responsibility to others
- To foster a commitment to constructive ethical standards
- To encourage a healthy self-concept
- To inspire life-long learning

Hamilton Meadow Park Elementary School offers a multi-age 4/5 cluster class for students attending Hamilton that qualify for gifted and talented education.

## Counseling & Support Staff

It is the goal of Hamilton Meadow Park Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Hamilton Meadow Park Elementary.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Librarian/library media teacher     | 1               | .2                   |
| Nurse                               | 1               | .2                   |
| Outreach Consultant                 | 1               | .5                   |
| Psychologist                        | 1               | .4                   |
| Resource Specialist                 | 1               | 1                    |
| Speech/Language Specialist          | 2               | 1.3                  |

## Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program.

## Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks |                        |                                  |               |            |
|----------------------------|------------------------|----------------------------------|---------------|------------|
| Grade Levels               | Subject                | Publisher                        | Adoption Year | Sufficient |
| K-5                        | ELD                    | Hampton Brown                    | 2000          | Yes        |
| K-5                        | ELD                    | Scott Foresman                   | 2000          | Yes        |
| K-5                        | History/Social Science | Harcourt Brace                   | 2000          | Yes        |
| K-5                        | History/Social Science | Scott Foresman                   | 2006          | Yes        |
| K-5                        | Mathematics            | Harcourt Brace                   | 2001          | Yes        |
| K-3                        | Mathematics            | Saxon                            | 2001          | Yes        |
| 1st-5th                    | Reading Language Arts  | Houghton Mifflin                 | 1998          | Yes        |
| K                          | Reading Language Arts  | Pearson Scott Foresman           | 2001          | Yes        |
| 4th-5th                    | Reading/ Language Arts | Glencoe (MacMillan/ McGraw Hill) | 2002          | Yes        |
| K-5                        | Reading/ Language Arts | Open Court                       | 2003          | Yes        |
| K-5                        | Reading/ Language Arts | Sopris West                      | 2006          | Yes        |
| 2nd-3rd                    | Reading/ Language Arts | SRA (Open Court)                 | 2001          | Yes        |
| K-5                        | Science                | Harcourt                         | 2001          | Yes        |

## District Expenditures

Novato Unified spent an average of \$7,732 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil                            |         |
|---|---------|
| School  |         |
| Total Expenditures Per Pupil                      | \$5,760 |
| From Restricted Sources                           | \$1,543 |
| From Unrestricted Sources                         | \$4,217 |
| District  |         |
| From Unrestricted Sources                         | \$5,682 |
| Percentage of Variation between School & District | 25.78%  |
| State   |         |
| From Unrestricted Sources                         | \$4,943 |
| Percentage of Variation between School & State    | 14.69%  |

## District Revenue Sources

In addition to general state funding, Hamilton Meadow Park Elementary receives state and federal funding for the following categorical funds and other support programs:

### Categorical Programs: Federal

#### • Title I:

Supports our targeted assistance schools in improving teaching and learning to help low achieving students meet the same challenging state standards that apply to all students.

#### • Title II:

Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.

#### • Title III:

Provides supplemental programs and services for immigrant/ LEP students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum

#### • Title IV:

Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

#### • Title V:

Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.

#### • Special Education Program:

Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

### Categorical Programs: State

#### • English Language Learner Program (EIA):

Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

• **Tobacco Use Prevention Education (TUPE):** Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.

• **Gifted and Talented Education Program (GATE):** Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.

#### • School and Library Improvement Block Grant:

Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

• **Art and Music Block Grant:** Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

#### • Arts, Music and P.E. Equipment and Supplies Block Grant:

Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

• **One-Time Discretionary Block Grant:** Funding to provide one-time resources to support a variety of uses that sites and districts may select

#### Grants:

• **Enhancing Education Thru Technology (EETT) Formula Grant:** Provides additional computers and teacher training

#### • School Linked Services (SLS):

Improves school success for targeted students and their families through counseling, outreach and tutoring services.

#### • English Language Acquisition Program (ELAP):

Funds are dedicated to improving the English proficiency of California students and preparing them to meet the state content standards. Funds are allocated to schools for grades four through eight, with priority given to those schools with the highest proportion of English learners.

• **Community Based English Tutoring (CBET):** Provides programs for English language instruction to parents or other members of the community who pledge to provide personal English language tutoring to limited English proficient (LEP) students. The program is intended to raise the general level of the English language in the community and in turn, support school-age students' acquisition skills in the English language and other subject areas.

#### • School Readiness:

Support services for children ages 0-5 and their families to prepare them to enter school by: providing learning experiences for children who have not had previous formal pre-school opportunities prior to the beginning of kindergarten; providing parent training opportunities to assist parents in working with their children as well as exposure to services available for families

• **Parent Service Project/Family Fund (PSP):** provides workshops and materials for all parents to encourage them to become more involved in their children's education by helping them help their children with schoolwork.

• **Youth in Arts - Artists in School:** Provides opportunities for students to learn about and celebrate the many diverse cultures in our world as well as in the Rancho Community; cultures are explored through folk art, stories, music and traditional celebrations. Funding is provided by the PTA.

#### Parcel Tax Funding:

• **A+:** Helps to support quality library media centers, supplemental reading services, technology in all K-12 schools, and class size reduction.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

| Average Salary Information               |           |           |
|--|-----------|-----------|
| Teachers - Principal - Superintendent    |           |           |
| 2005-06                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$36,685  | \$38,479  |
| Mid-Range Teachers                       | \$54,597  | \$60,306  |
| Highest Teachers                         | \$68,706  | \$74,193  |
| Elementary School Principals             | \$98,933  | \$92,985  |
| Middle School Principals                 | \$105,632 | \$98,305  |
| High School Principals                   | \$116,776 | \$107,384 |
| Superintendent                           | \$155,525 | \$155,314 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 39.2%     | 40.8%     |
| Administrative Salaries                  | 6.9%      | 5.7%      |

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2005-06 financial statements.

| Average Teacher Salaries     |          |
|------------------------------|----------|
| School & District            |          |
| School                       | \$56,292 |
| District                     | \$53,951 |
| Percentage of Variation      | 4.33%    |
| School & State               |          |
| All Unified School Districts | \$58,776 |
| Percentage of Variation      | 4.23%    |

## School Leadership

Leadership at Hamilton Meadow Park Elementary is a responsibility shared between district administration, the principal, administrative intern, instructional and classified staff, students, and parents. For the past three years, leadership duties have been assumed by Principal, Ruthanne Bexton. Mrs. Bexton has 30 years of experience in education. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure that instructional programs are consistent with students' needs and comply with district goals and state standards.

The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Teachers differentiate the curriculum to meet the unique learning needs of their students, including English Language Learners, Gifted and Talented, and special education students. An after school Homework Club for 1st – 5th grade students and intervention classes for 2nd – 5th grade students were established to provide additional support.

**Purpose/Role of Leadership Team:** The leadership team guides comprehensive school-based programs. The team's major responsibility is the development of the single school plan and allocation of Site Improvement, categorical and discretionary site funds to support the goals outlined in the plan. In addition, the leadership team monitors and evaluates program effectiveness relative to district and school goals for student learning. The Board annually reviews and approves all school plans.

The main focus of the leadership team's collaborative decisions and discussions is the development of ways to support student learning. Team members are to solicit input from the groups they represent and provide information regarding available community services and parenting skills. In addition, they develop and model effective group processes that can be emulated by students and staff.

Leadership team roles and responsibilities do not extend to specific or confidential matters related to personnel, nor to school site management relative to the daily operation of the school and student discipline or established curriculum prescribed by the Board of Trustees.

At Hamilton Meadow Park Elementary, the school leadership team is constituted to ensure parity between the principal, classroom teachers and other classified personnel, while the other half of the team is comprised of parents/guardians of students attending the school and/or community members.

## Staff Development

The areas of focus were selected to adequately address closing the achievement gap for all learners. A teacher survey identified the need to hone skills in standards-based instructions by increasing their ability to differentiate the curriculum, including flexible groupings and sheltered strategies. The entire professional staff worked with a consultant to analyze data and align instruction, curriculum and classroom assessments to standards. We also established a more student centered testing environment.

Staff invested hours individually and in grade level groups to analyze disaggregated data, align curriculum and assessments with state standards, discuss best teaching practices, and explore strategies and models to meet the needs of a diverse student body. Continued training and grade level articulation occurred to narrow the language gap and support the successful implementation of the Open Court Language Arts Program, the Six Traits Writing Program, our standards based math instruction, the integration of technology, and our character education programs.

## Instructional Time (includes Minimum days)

For the 2006-07, Hamilton Meadow Park Elementary offered 180 days of instruction. Wednesdays are early release days for Grades 1-5. Hours are 8:30 a.m. - 1:55 p.m. The purpose of this time is to create a better educational program for the students through planning and assessing our curriculum and instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

| Instructional Minutes By Grade Level |                  |                |
|--------------------------------------|------------------|----------------|
|                                      | Minutes Required | Actual Minutes |
| K                                    | 36,000           | 43,140         |
| 1st                                  | 50,400           | 53,985         |
| 2nd                                  | 50,400           | 53,985         |
| 3rd                                  | 50,400           | 54,660         |
| 4th                                  | 54,000           | 54,660         |
| 5th                                  | 54,000           | 54,660         |

## Computer Resources

All classrooms have at least 2 computers that are connected to the Internet. Hamilton School also has 1 computer lab with at least 31 computers. A part-time Tech Assistant provides support for the computer lab. Computer skills and concepts are integrated throughout standard curriculum, which helps to prepare students for technological growth and other opportunities. Students are able to research online and have been trained in the following programs: RosettaStone, Keynote, Kidpix, Accelerated Reader, Kidspiration 2, Type to Learn 3, I Photo, Apple Works, Zoo Zillions, Carnival Countdown, 3rd Grade Adventures, Calculating Crew, Sherlock, Calculating Crew.

## Library Information

The school's library, staffed by a full-time Library Media Clerk and a part-time Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Governing Board Members

During the 2006/07 the Novato Unified was governed by the following Board of Education Members:

- Aaron Brown
- Debbie Butler
- Cindi Clinton
- Derek Knell
- Ross Millerick
- Leslie Schwarze
- Jennifer Treppa

## Measure A Facilities Bond

### Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$26 million, resulting in a \$133 million facility program for our schools. To date, about \$85 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms. Classroom modernization typically includes the installation of:

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm systems
- computer connection for students and staff

## A+ for Kids Parcel Tax

### A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2005 for 6 years for \$155 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provides over \$2,000,000 per year to our schools.

### Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- our libraries are staffed by librarians and library clerks
- counseling services are available for our secondary students
- award winning music programs are provided in elementary, middle, and high school

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

## Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.