

Novato Unified School District

Hamilton Meadow Park Elementary School

2008-2009 School Accountability Report Card

**Ruthanne Bexton,
Principal**

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**[do.nusd.org/
index.html](http://do.nusd.org/index.html)**

Principal's Message

I would like to extend a warm welcome to Hamilton Meadow Park 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 School at 415-883-4691.

School Profile

Hamilton Meadow Park 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 the 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 air force base. In the 2008-09 school year, 545 students were enrolled at Hamilton Meadow Park School in grades K-5 and the student population continues to increase. In 2009-10, 6th grade was added as part of Hamilton's transition to become a K-8 model school.

During the 2008-09 school year, Hamilton housed 24 regular education classes, one Resource Specialist and two Special Education classes serving students throughout the district. Hamilton also was home to two 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 School outlines four goals for academic achievement and two goals for community and culture in our single school plan:

Academic Achievement

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

Community and Culture:

- Provide equal opportunities for all students in a safe, respectful learning environment
- 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

2008-09

	Percentage
African American	8.4%
American Indian	0.2%
Asian	5.0%
Caucasian	42.8%
Filipino	1.8%
Hispanic or Latino	38.3%
Pacific Islander	1.3%
Multiple or No Response	2.2%

Mission Statement

Hamilton Meadow Park School provides a supportive learning environment devoted to academic proficiency and college readiness for 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.

School Leadership

Leadership at Hamilton Meadow Park School is a responsibility shared between district administration, the principal, an assistant principal, instructional and classified staff, students, and parents. For the past six years, leadership duties have been assumed by Principal, Ruthanne Bexton. Mrs. Bexton has 31 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 School, 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.

Parent Involvement

Hamilton Meadow Park School 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 and also serve on numerous district committees, such as, the Diversity Advisory Committee, the District English Learners Advisory Committee, the District Budget 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. Fathers participate in the Watch Dog Program, by volunteering at least one day a year. 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, Science Night and Authors Day. 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.

Discipline and Climate for Learning

Students at Hamilton Meadow Park School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Hamilton Meadow Park School's 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. Our website is updated regularly (www.hamiltonschool.org), and we send out regular eBlasts communications to parents.

We work closely with families to design programs to support all 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	46	29	23	1446	650	841
Suspension Rate	9.5%	5.7%	4.2%	17.9%	8.2%	10.6%
Expulsions	1	0	1	32	27	14
Expulsion Rate	0.2%	0.0%	0.2%	0.4%	0.3%	0.2%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. 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. Character Counts has been implemented school-wide and classroom teachers, kindergarten through 5th grade, 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 also provide service to the school through the Citizen Hawk Program. 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 School. 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 2008 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 drills are conducted on a monthly basis throughout the school year. Lockdown drills are held three times a year and disaster drills are held twice a year.

Students are supervised before and after school by classified staff, an assistant principal and the principal. Parent volunteers, assistant principal 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 School maintain the district goal of providing facilities and learning environments that are healthy, safe, attractive, functional and well maintained. Hamilton Meadow Park School 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: 01/23/2008				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)			X	Hamilton Elementary - Meadow Park - rooms B-5 & B-6, windows leak- some only when weather is extreme.

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 2008/09 school year, the district contribution to deferred maintenance was \$144,114 which is 0.25% of our budget.

Between 2002 and 2008, 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
- Fire Access Road

Future projects include: Site master plan, a new gymnasium and administration building, and playing field renovations.

Enrollment By Grade

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

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	83	104	105
1st	84	82	103
2nd	87	83	80
3rd	76	83	82
4th	76	75	86
5th	77	81	89

Enrollment By Program

During the 2008-09 school year 545 students were enrolled at Hamilton Meadow Park School, of which 36.3% were English Learners, and 50.9% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. Class size in grades K-3 is 20 per class and grades 4-5 is 30 per class. In addition to credentialed classroom teachers, students receive assistance in the classroom from: a literacy coach, classroom instructional assistants and two part-time EL assistants who specifically support English language learners.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	20	3	5	5	1	-	-	-	-	-
1	20	20	20	4	4	5	-	-	-	-	-	-
2	20	20	20	4	4	4	-	-	-	-	-	-
3	19	20	20	3	3	4	-	1	-	-	-	-
4	27	30	27	-	-	-	2	2	2	-	-	-
5	30	30	28	-	-	-	2	2	2	-	-	-
K-3	19	-	-	1	-	-	-	-	-	-	-	-
4-8	30	30	30	-	-	-	1	1	2	-	-	-



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 School began implementing CSR for grades kindergarten through three in 1996-1997. For the past eleven years, 100% of all kindergarten through third grade classrooms participated in CSR.

CSR Participation			
	2006-07	2007-08	2008-09
K	75%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	75%	100%

Instructional Materials

Novato Unified held a Public Hearing on October 6, 2009, 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. Current District adopted Instructional Materials are available at <http://do.nusd.org/CurriculumInstruction/currmain.html>

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Great Source	1998	Yes
K-5	English/ Language Arts	Sopris West	2006	Yes
2nd-3rd	English/ Language Arts	SRA/McGraw- Hill	2001	Yes
K-5	History/Social Science	Scott Foresman	2006	Yes
K-5	Mathematics	Houghton Mifflin	2009	Yes
K-3	Mathematics	Saxon	2001	Yes
1st-5th	Reading Language Arts	Houghton Mifflin	1998	Yes
K-1	Reading Language Arts	Pearson Scott Foresman	2001	Yes
K-5	Reading/ Language Arts	Open Court	2003	Yes
K-5	Science	Delta Education: Foss	2008	Yes

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/21654176024491Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/21654176024491Textbooks_1.pdf

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.

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.

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, Accelerated Math, Kidspiration 2, Type to Learn 3, I Photo, Apple Works, Timeline, Powerpoint, Word, and Excel. Additionally students have access to numerous educational websites, and learn to use Safari and Firefox and Google Earth.

Computer Resources			
	06-07	07-08	08-09
Computers	98	80	96
Students per computer	4.9	6.3	5.7
Classrooms connected to Internet	23	28	30

Teacher Assignments

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Hamilton Meadow Park School had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	26	26	27	413
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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 2009/10 school year, the most current data are reported.

Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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 School. When a substitute teacher is not available for an absent teacher, Hamilton's RSP Teacher, credentialed literacy coach, Assistant Principal or Principal assumes the role of substitute.

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	100.0%	0.0%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

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. Qualifying tenured teachers are on five year evaluation cycles.

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.

Counseling & Support Staff

It is the goal of Hamilton Meadow Park School 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
Counselor	2	1.4
Librarian/library media teacher	1	.1
Nurse	1	.1
Outreach Consultant	1	.6
Psychologist	1	.6
Resource Specialist	1	1
Speech/Language Specialist	2	1.4

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 a variety of intervention models. The entire professional staff has attended Professional Learning Communities' workshops and several teachers attended a TurnAround Schools' workshop, while others visited a KIPP Academy and schools implementing the TurnAround Schools' philosophy. Staff invested hours individually and in grade level groups to analyze disaggregated data, align and map curriculum and assessments with state standards, and plan interventions. Teachers implemented the Measure of Academic Progress Assessments and DIBELS to monitor student progress and inform instruction.

Individualized Instruction

Hamilton Meadow Park School 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 before 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, and our Newcomer Program (targeted instruction for EL students).

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.

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-5 summer Jump Start Program, KinderAcademy, volunteers trained to support students with Read Naturally and Accelerated Reader, after school small group tutoring, family outreach and counseling.

Gifted and Talented Education (GATE)

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

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:

- Provide differentiated opportunities for learning
- Promote sensitivity and responsibility to others
- Encourage a healthy self-concept
- Develop critical thinking skills
- Foster a commitment to constructive ethical standards
- Inspire life-long learning

More information about Novato's Gifted and Talented Education Programs are available at <http://do.nusd.org/CurriculumInstruction/gate.html>

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	56	64	67	61	61	64	43	46	50
Mathematics	60	68	67	57	60	60	40	43	46
Science	47	51	62	55	61	64	38	46	50
History/Social Science	*	*	*	50	52	58	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	42	41	*	*
American Indian	*	*	*	*
Asian	94	82	*	*
Filipino	*	*	*	*
Hispanic or Latino	47	53	33	*
Pacific Islander	*	*	*	*
Caucasian	88	85	87	*
Males	62	66	57	*
Females	72	69	67	*
Socioeconomically Disadvantaged	49	51	37	*
English Learners	41	48	38	*
Students with Disabilities	42	40	40	*
Migrant Education	*	*	*	*

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

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	7	8	
Similar Schools Rank	5	3	8	
All Students				
Actual Growth	-17	35	17	847
Socioeconomically Disadvantaged				
Actual Growth	10	24	31	773
Hispanic or Latino				
Actual Growth	-11	49	16	773
Caucasian				
Actual Growth	-6	25	30	923
Students with Disabilities				
Actual Growth	-	-	-	-
English Learners				
Actual Growth	24	50	10	764

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

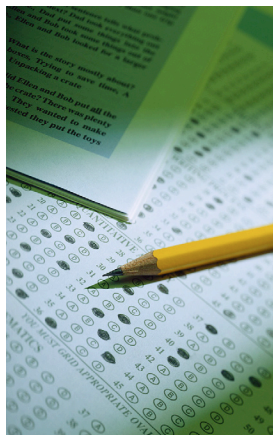
The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.



Physical Fitness

In the spring of each year, Hamilton Meadow Park School 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.8%	28.6%	46.2%

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%



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		
2007-08		
	District	State
Beginning Teachers	\$39,289	\$40,917
Mid-Range Teachers	\$58,084	\$64,688
Highest Teachers	\$74,796	\$82,849
Elementary School Principals	\$105,126	\$102,130
Middle School Principals	\$109,748	\$108,050
High School Principals	\$125,559	\$117,805
Superintendent	\$181,082	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.2%	40.3%
Administrative Salaries	7.4%	5.9%

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 2007-08 financial statements.

Average Teacher Salaries	
School & District	
School	\$60,792
District	\$57,694
Percentage of Variation	5.36%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	5.38%

District Expenditures

Novato Unified spent an average of \$8,003 to educate each student, based on 2007-08 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	\$5,928
From Restricted Sources	\$1,474
From Unrestricted Sources	\$4,454
District	
From Unrestricted Sources	5186
Percentage of Variation between School & District	14.11%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	19.19%

District Revenue Sources

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

Categorical Programs: Federal

• Title I:

Funding supports targeted assistance schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

• Title II:

The purpose of the program is to increase academic achievement by improving teacher and principal quality.

• Title III:

The purpose of this program is to assist English learners acquire English and achieve grade-level standards. Funds are allocated according based on the R-30 Language Census.

• 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

• Economic Impact Aid - English Learner Program (EIA-LEP): Provides supplemental funding to support additional programs and services for English learners.

• Economic Impact Aid - School Compensatory Education (EIA-SCE): Helps meet the needs of educationally disadvantaged youth who have yet to meet grade level proficiency in California Content Standards.

• Tobacco Use Prevention Education (TUPE):

Funds health education efforts aimed to prevent and reduce the use of tobacco.

• 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

One-Time Supplemental Instructional Materials for English Speakers: Funds appropriated to purchase supplemental instructional materials for English learners in kindergarten through twelfth grade.

• English Language Acquisition Program (ELAP): Funds are provided as supplemental support for English language acquisition for English learners in grades 4 to 8.

Grants:

• School Linked Services (SLS):

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

• Community Based English Tutoring (CBET):Funds provide adult English language instruction for parents and other members of the community.

• 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.

• Education Technology K-12 Voucher Program: Funds are used to implement and support educational technology that fosters effective teaching and motivates students.

• 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 school community; cultures are explored through folk art, stories, music and traditional celebrations.

Other Funding:

• Parcel Tax Funding:

Helps to support quality library media centers, performing arts programs, technology in secondary schools, counseling services for secondary students and class size reduction for K-3 and 9th grade students.

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- modernized 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 \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 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
- replacement of heating, ventilation and air conditioning systems (existing systems)
- additional electrical plugs and replaced fire alarm systems
- installation of 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 June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$2,700,000 per year to our schools in 2008-09.

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 performing arts programs are provided in elementary, middle, and high school
- technical support is provided for our secondary schools

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 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.

