



HILL MIDDLE SCHOOL

720 Diablo Avenue, Novato, CA 94947 • (415) 893-1557

Lousie Koenig, Principal

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hill Middle at 415-893-1557.

School Profile

During the 2006/07, 561 sixth to eighth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Hill Middle School is proud to be designated as a California Distinguished School not once, but twice in the last ten years! In addition, Hill has received the Marin County Golden Bell Award three times, one for its supportive after-school programs, one for the seventh grade garden project and most recently for its structured Passport Program. The Passport Program supports sixth, seventh and eighth grade EL students in transition to mainstream classes. Hill is one of three middle schools in Novato. It was built originally in 1953 with modernization in 1991, and 2007 began the new modernization of classroom and meeting rooms. Hill draws students from all eight elementary schools, making it one of the most diverse schools in the district. Hill has a staff of 30 teachers and a part-time librarian who support students not only in instructional settings, but also outside the classroom by bringing additional opportunities, such as Peer Educators, California Junior Scholarship Federation, music competitions, Environmental Club, science fair, speech contest, Civil War Days, Friday Fun Days, Geography Bees, Family Night, Small World Week, talent shows, spirit days and student of the month celebrations. Track and cross country county competitions are also important events at Hill.

Hill's School Plan continues to develop and change programs for the benefit of all students particularly enhanced by the philosophy of Professional Learning Communities. For the past two years, the staff direction has been to acquire relevant meaningful data which is analyzed to improve student learning. Hill staff has developed grade-level outcomes for each content area, including action plans based on standardized testing results. Hill has worked diligently to ensure alignment of curriculum with the state standards, articulate between elementary and high schools, and increase the success of after school tutorial programs. Hill has met the goal to create its own television studio and weekly news broadcasts with the help of our video class directing and producing the show. Hill has also achieved the goal of two computer labs specifically designated for math and language arts, with a science lab was completed in the 2005-06 school year. Hill Middle School PTA and Leadership Team provide parents with the opportunity to support and work with our staff to provide the best learning environment for our students. Parents have contributed thousands of volunteer hours and very generous monetary donations.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	5.2%
American Indian	0.4%
Asian	4.3%
Caucasian	56.3%
Filipino	0.5%
Hispanic	30.3%
Pacific Islander	0.2%
Multiple or No Response	2.9%

Mission Statement

Hill Middle School's mission is to maximize student success through academic achievement and social development.

Parent Involvement

Parents play a vital role in the success of Hill's programs. They provide support through student academic competitions, parent education nights, Career Day, sixth grade orientation, student recognition programs, parent tours, speech contests, music boosters, field trips, English Language Advisory, annual family fun nights, pasta nights, athletic competitions, sixth grade Halloween activity, Book Faire, ice cream social, Leadership Team, PTA, promotion, and Husky Day Activities, Gate Advisory and student performances/concerts. Hill's PTA also coordinates our annual fundraiser, the magazine drive, which supports student activities. Family Fun Night is another annual event. During the last year, parents volunteered more than 9,100 hours to support Hill students. In 2003, Hill was able to purchase a translation machine for parent educational meetings and ELAC meetings. Volunteers are always welcome. Jennifer Seelig and Lisa Brown are our PTA Co-Presidents and can be reached at 893-1557.

Enrollment By Grade

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

Enrollment By Program

During the 2006/07 school year 561 students were enrolled at Hill Middle, of which 11.1% were students with disabilities, 9.6% were English Learners, and 36.4% were socioeconomically disadvantaged.

Discipline & Climate for Learning

Hill staff often hears, "Hill is such a wonderful place to be" from our visitors, substitute teachers, parents and guests. One immediately feels welcomed and impressed with the climate on campus. Students enjoy being at school and staff members sincerely love teaching. Hill's support staff is truly dedicated to each student's well-being.

Students at Hill Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Hill Middle School discipline program is to provide a safe and comfortable learning place for all students. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, grade level assemblies, and newsletters which are sent home at appropriate times during the school year.

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

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of 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	113	150	278	935	959	1446
Suspension Rate	19.28%	25.17%	49.55%	11.96%	12.06%	17.87%
Expulsions	4	2	5	25	33	32
Expulsion Rate	0.68%	0.34%	0.89%	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 schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities are many and clubs, and programs flourish and change year to year. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include track and cross country.

Hill Middle School recognizes and celebrates the achievements and successes of students and staff on a regular basis through monthly recognition and student of the month assemblies. Students are recognized for their achievements during honor roll assemblies, graduation and special awards assemblies.

Hill was awarded the Enhancing Education Through Technology (EETT) Grant that provides additional computers and teacher training. Hill Middle School has met the growth targets set by the state in regards to state standards. Hill currently has been awarded three Golden Bells from the County of Marin for special programs and twice awarded the California Distinguished School Award.

Class Size

Average class sizes vary by grade level and subject area taught. Sixth grade has a class maximum size of 31 and all other teachers have a teacher to student contact of 1/155 per day as per contract. In addition to credentialed classroom teachers, students receive assistance in the classroom from: instructional assistants, campus supervisors, Intervention classes, EL instructional assistants, Latino Outreach Coordinator, additional mental health counselors and our school dean/counselor.

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
English	29	27	26	-	5	6	21	15	11	-	4	5
Mathematics	23	27	29	8	4	2	14	13	13	1	4	4
Science	30	31	30	-	-	-	17	15	15	1	4	3
Social Science	30	30	30	-	-	2	20	16	12	-	4	5

Safe School Plan

Safety of students and staff is a primary concern of Hill Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Safety Plan is updated each fall by the Leadership Team. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held 2-3 times a year or as needed.

Emergency backpacks are updated regularly. Parents are notified of student release procedures and practices for that are held twice a year. Students are supervised before and after school by (certificated staff/classified staff/administration), and (certificated staff/classified staff/administration) supervise students during lunch. Administration and campus supervisors are on duty at break, passing times and lunch. There is certificated supervision before and after school. There is a designated area for student drop off and pick up. Staff periodically participates in disaster training and first aid. Hill PTA supports the safety plan through volunteer efforts, financial support and emergency supply container. Visitors check in with the office for a visitor pass. Students know to alert a staff member if someone is on campus without a pass or wearing a school district uniform. Board Policy 1250: Visitors/Outsiders is available on the district website.

School Facilities

Hill Middle School was originally constructed in 1953 as an elementary school and is comprised of 30 classrooms, one gym, one multipurpose room/cafeteria, one library, one staff lounge, four computer labs, and two playgrounds. Recent remodeling included painting and a new roof. It changed to an intermediate school in 1959. From 1983 to 1991 it was closed due to declining enrollment.

School Facility Conditions				
Date of Last Inspection: 4-17-2007				
Overall Summary of School Facility Conditions: Exemplary				
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			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

The principal works daily with the custodial staff of three (two full-time and one part-time) to ensure that the cleaning of the school is maintained to provide for a healthy and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and grounds crews ensure that repairs are completed 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. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. 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.

Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. 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 Hill MS including:

- Repaired and painted exteriors
- Upgraded fire alarm and signal system
- Improved exterior lighting
- Upgraded electrical system
- Improved parking lot drainage
- Paved parking lots
- Improved access for fire protection
- Replaced roofing
- classroom modernization
- restroom renovations
- structural repairs
- site accessibility improvements per (ADA) requirements

Future projects include: additional classroom modernizations, restroom renovations, structural repairs and site accessibility addressed (ADA) requirements.

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Hill Middle School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, coverage comes from available teachers on prep or an administrator assumes the role of substitute.

Teacher Assignment

The Novato Unified School District recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, Hill Middle had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	25	26	26	416
Without Full Credentials	0	0	0	11
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 2007/08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	2	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	2	0
Vacant Teacher Positions	0	0	1

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 and/or assistant principal who has been trained and certified for competency to perform teacher evaluations. Teacher 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.

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	0.00%	0.00%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

Physical Fitness

In the spring of each year, Hill Middle is required by the state to administer a physical fitness test to all students in grade seven. 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	
7th Grade	
School	
School Overall	44.4%
School (Boys)	43.7%
School (Girls)	45.2%
District	
District Overall	48.5%
District (Boys)	44.2%
District (Girls)	52.8%
State	
State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%

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, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. 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			Social Science				
	6		7		8		6		7		8		8							
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07		
All Students																				
School	51	50	61	62	58	63	65	62	58	50	55	56	59	55	52	59	51	69	67	54
District	61	60	63	63	67	68	64	65	60	63	62	60	63	62	57	60	58	62	63	58
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
School	56	42	55	55	59	61	65	59	57	53	51	53	53	58	57	59	57	76	66	60
District	58	57	62	55	61	64	59	58	52	64	61	63	59	60	60	59	58	65	62	56
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
School	46	57	67	73	55	65	66	67	58	44	58	60	68	49	48	60	44	62	70	47
District	65	63	64	72	75	72	70	72	70	61	61	58	67	65	55	62	59	60	64	61
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged																				
School	23	28	43	35	31	41	36	34	33	28	30	31	31	30	31	31	26	45	50	31
District	26	27	36	30	31	41	29	30	24	30	31	34	30	28	27	29	21	31	35	25
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20
African American																				
School	*	23	*	*	*	43	55	*	*	*	23	*	*	*	36	*	*	27	*	*
District	23	24	33	20	27	40	28	30	15	36	32	33	13	20	27	20	15	19	15	18
State	24	29	29	29	29	32	24	27	27	22	23	24	19	22	22	21	25	17	19	20
Asian																				
School	*	77	*	75	*	92	*	93	*	*	85	*	92	*	75	87	*	*	80	*
District	69	73	74	70	83	84	76	75	71	74	83	74	73	86	76	66	78	82	69	82
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62
Hispanic																				
School	13	20	33	39	26	39	29	31	31	19	23	24	36	28	31	30	29	50	54	32
District	25	28	35	32	32	43	26	32	28	26	32	32	34	28	28	30	26	34	39	29
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21
Caucasian																				
School	74	61	75	74	77	74	76	73	78	66	68	73	69	71	62	70	69	77	75	70
District	74	70	73	72	80	76	75	74	75	75	70	70	72	74	67	70	71	71	71	70
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52
Students with Disabilities																				
School	26	17	14	21	17	27	12	12	22	21	11	14	21	33	13	12	22	35	22	11
District	27	20	33	14	18	25	14	8	18	25	18	34	17	22	19	15	21	24	23	18
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10
English Learners																				
School	6	0	19	8	13	12	5	17	10	12	0	7	23	13	6	27	14	19	25	14
District	3	0	10	4	8	8	8	6	5	12	11	6	13	8	8	9	8	15	9	8
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6

*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	9	9	8	
Similar Schools Rank	9	10	7	
All Students				
Actual Growth	8	-14	-6	806
Socioeconomically Disadvantaged				
Actual Growth	8	-25	1	684
Hispanic				
Actual Growth	-11	-11	-16	674
Caucasian				
Actual Growth	18	-11	9	874

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)				
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	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	64	61	60	68	59	62
District	66	69	67	72	69	68
State	46	46	47	49	50	51
Males						
School	60	64	59	63	64	65
Females						
School	69	58	61	76	53	59
Socioeconomically Disadvantaged						
School	35	34	37	39	31	40
African American						
School	*	*	31	*	*	38
Asian						
School	75	*	100	92	*	92
Hispanic						
School	36	30	37	43	28	39
Caucasian						
School	77	82	70	79	79	72
Students with Disabilities						
School	22	39	36	26	28	14
English Learners						
School	15	9	6	31	13	18

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

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.

Individualized Instruction

Hill Middle 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

Hill Middle School provides after-school tutoring 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 Hill Middle School include English Language classes, homework clubs, algebra support classes, math and language arts intervention classes.

English Language Learners

Hill Middle School offers our English Language Learner (ELL) students the assistance through the following programs: Passport programs, EL classes during the day, EL intervention classes and School Linked Services.

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

Qualification for sixth grade is determined by new testing, or current placement from a transferring elementary school program or other school district. In the grade 6-8 program, GATE is an enriched curricular program that provides in depth learning for both Language Arts and Social Studies/History. The classes are taught by experienced GATE teachers and offer differentiated instruction, project based learning and specific strategies geared to challenge the GATE students. The program is offered at all three middle schools.

All students are placed in an appropriate level for math. Currently there are two levels in sixth and seventh grades-grade level and above grade level. In eighth grade, there are three levels, algebra I, algebra IA and math 8. Placement is determined by STAR test results, past performance and teacher recommendation.

Counseling & Support Staff

It is the goal of Hill Middle 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 counselor to pupil ratio is 1:561. The table lists the support service personnel available at Hill Middle.

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. During the 2006/07, a Newcomer Program was approved at the middle school level for Beginning and Early Intermediate English Learner students new to the district and the country.

Federal Intervention Programs

Program Improvement (PI) Status	School	District
	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%

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	1	1
Librarian/library media teacher	1	.6
Nurse	1	.2
Psychologist	1	.4
Resource Specialist	2	2.0
Speech/Language/Hearing Specialist	1	.6

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
6th	ELD	Hampton Brown	2000	Yes
7th-8th	ELD	Hampton Brown	2000	Yes
6th	ELD	Heinle & Heinle	2000	Yes
7th-8th	ELD	Heinle & Heinle	2000	Yes
8th	Foreign Language	McDougal Littell	2004	Yes
7th-8th	History/Social Science	TCI	2006	Yes
6th	History/Social Studies	TCI	2006	Yes
6th	Mathematics	McDougal Littell	2001	Yes
7th-8th	Mathematics	Prentice Hall	2001	Yes
7th-8th	Reading/ Language Arts	Houghton Mifflin	1998	Yes
6th	Reading/ Language Arts	McDougal Littell	2003	Yes
7th-8th	Reading/ Language Arts	McDougal Littell	2003	Yes
6th	Science	Holt, Rinehart & Winston	2001	Yes
7th-8th	Science	Holt, Rinehart & Winston	2001	Yes

District Revenue Sources

In addition to general state funding, Hill Middle 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 LEP/Immigrant 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.

• 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.

• 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.

• 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.

• **Novato School Community Policing Partnership:** Funds are used to address the following issues faced by the Novato Community: violence, alcohol and drug abuse, gang violence, truancy, teen pregnancy, bullying, theft and vandalism.

• 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.

Parcel Tax Funding:

• A+:

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

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	\$5,394
From Restricted Sources	\$1,486
From Unrestricted Sources	\$3,908
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	31.22%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	20.94%

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	\$57,073
District	\$53,951
Percentage of Variation	5.78%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	2.90%

School Leadership

The administration at Hill has had experience leading at elementary, middle and high school levels. Among awards received by administration are Rotary Administrator of the Year, Administrator of the Year by the City of Novato and County Middle School Administrator of the Year by ACSA, Rotary Teacher of the Year, Marin County Teacher of the Year, Teacher of the Year for Novato High, Golden Bell Teacher of the Year and State GATE teacher of the Year. The Hill principal is a graduate of Novato Unified School District and has had lifelong connections to the community of Novato.

Students have a six-period day beginning at 8:00 AM and ending at 2:25 PM. Students who are at risk of retention are scheduled into an after school class for reading/language arts and/or math. There is a special English Language Learners (ELL) Homework Club that takes place every day. The school library is open until 3:30 PM. Hill's special education staff is comprised of two resource teachers and two special day classes. There are Gifted And Talented Education (GATE) classes at the sixth, seventh and eighth grade levels. Other support programs include the Passport Program for sixth, seventh and eighth grade students who need intensive instruction in language arts. These students are in a three period core with intensive language arts instruction. Report cards go home four times a year along with progress reports midway through each quarter. Parents are informed if their student is at risk of failing a class with progress reports or special notices. Parents are informed at the end of the first semester if their student is in danger of non-promotion and regularly through teacher emails. Hill Middle School's School Plan outlines areas of focus for the year as approved by the Leadership Team. SAT Action Plans are designed each year after test results are received. These plans outline areas of additional focus for our curriculum.

The Hill Leadership Team guides comprehensive school-based programs. It provides direction and approval of the development of the school plan and allocates categorical 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. Due to the importance of their decision-making authority, leadership teams are accountable for the decisions they make. The NUSD Board annually reviews all school plans. The plans are amended annually and whenever there are material changes that affect the academic programs for students.

The main focus of their collaborative decisions and discussions is the development of strategies 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 are to 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 day operation of the school and student discipline or established curriculum prescribed by the NUSD Board of Trustees.

The Hill Leadership Team is constituted to ensure parity between the principal, classroom teachers (selected by the school's teachers) and other school personnel (chosen by the school's other personnel), while the other half of the team is comprised of parents/guardians of students attending the school (chosen by parents/guardians) and/or community members, (selected as representatives by parents or guardians).

Staff Development

Staff members build teaching skills by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicates three days to staff development annually, and additional staff development takes place throughout the year as needed.

Extensive training occurred in the areas of diversity, standards based math, science and language arts strategies for second language learners, and on-line reporting for certificated staff, web tools usage for on line grade reporting, data collection, assessment and district-wide middle school articulation. All three middle schools share in providing professional growth for staff and coordinating minimum days for maximum benefit.

The areas of focus were selected to adequately address closing the achievement gap for all learners. Extensive disaggregated data analysis and designing curriculum maps for every core academic course is on-going to determine student needs. Staff development was designed to address specific learning needs and adapt instruction accordingly. One specific area of focus is differentiated instructional strategies in vocabulary development.

Instructional Time (includes Minimum days)

For the 2006/07, Hill Middle offered 180 days of instruction, comprised of 175 regular days. The additional 5 minimum days were utilized for staff development days. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th	54,000	59,540
7th	54,000	59,540
8th	54,000	59,540

Computer Resources

Most classrooms have at least two computers that are connected to the Internet. Hill Middle School also has three computer labs with at least 32 computers in each. The computer labs are staffed by the regular classroom teacher or a computer tech teacher. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: web design, power point, animation and word processing.

Computer Resources			
	04-05	05-06	06-07
Computers	90	190	213
Students per computer	6.5	3.1	2.6
Classrooms connected to Internet	35	28	27

Library Information

The school's library, staffed by a full-time Library Media Clerk and a part-time Library Media Specialist, 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 daily/weekly basis with their classes and are encouraged to visit before and after school. 22 computer workstations within the library are connected to the Internet so students are able to access resources and information online.

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.

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

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.