

Novato Unified School District

Hill Middle School

2008-2009 School Accountability Report Card

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Principal**

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

Principal's Message

Hill provides a wonderful learning experience for all students. Parent support is paramount to all aspects of our program. Teachers are dedicated and passionate about education. The support staff is fabulous ensuring the safety and care of all students.

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 2008-09, 561 sixth to eighth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. However, during this school year an additional period was added to the schedule to provide a study hall/enrichment classes for our students.

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 four times, one for its supportive after-school programs, one for the seventh grade garden project, one for the structured Passport Program and one for our Student of the Month 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 25 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 California Junior Scholarship Federation, music competitions, Environmental Club, speech contest, Civil War Days, Friday Fun Days, Geography Bees, Family Night, talent shows, Cinco de Mayo celebration, 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 achieved the goal of two computer labs specifically designated for math and language arts. 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.

Mission Statement

Hill Middle School's mission is to maximize student success through academic achievement and social development. At the district-wide level, Hill is supported through its efforts towards creating a "Culture of Universal Achievement" and "No Excuses College Prep."

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	3.7%
American Indian	0.7%
Asian	5.5%
Caucasian	56.3%
Filipino	0.7%
Hispanic or Latino	32.1%
Pacific Islander	0.2%
Multiple or No Response	0.7%

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.

Students have a seven-period day beginning at 8:00 AM and ending at 2:32 PM. Friday is from 9:00 AM to 1:55 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. Hill's special education staff is comprised of two resource teachers and one special day class. There are Gifted and Talented Education (GATE) classes at the sixth, seventh and eighth grade levels. 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 staff), 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).

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 Gennari and Jennifer Guenther are our PTA Co-Presidents and can be reached at (415) 893-1557.

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. 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	278	78	204	1446	650	841
Suspension Rate	49.6%	13.8%	36.4%	17.9%	8.2%	10.6%
Expulsions	5	2	1	32	27	14
Expulsion Rate	0.9%	0.4%	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. 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.

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, three computer labs, and two playgrounds. Recent remodeling included painting, a new roof and updated classrooms. It changed to an intermediate school in 1959. From 1983 to 1991 it was closed due to declining enrollment. Full reconstruction was completed in the fall of 2009.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Exemplary				
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			

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 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 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
- Re-established and modernized original library
- Remodeled old library to computer labs

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

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
6th	188	192	187
7th	192	191	197
8th	181	183	177

Enrollment By Program

During the 2008/09 school year 561 students were enrolled at Hill Middle School, of which 8.4% were English Learners, and 38.5% were socioeconomically disadvantaged.

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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
English	26	26	28	6	5	3	11	14	15	5	4	2
Mathematics	29	28	28	2	4	5	13	9	10	4	7	5
Science	30	28	31	-	3	1	15	12	11	3	5	6
Social Science	30	26	31	2	4	1	12	15	16	5	3	2

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.

Technology 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		
	06-07	07-08	08-09
Computers	213	137	199
Students per computer	2.6	4.1	2.8
Classrooms connected to Internet	27	31	27



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/curmain.html>

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

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. Twenty-seven computer workstations within the library are connected to the Internet so students are able to access resources and information online.

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.

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.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	.2
Nurse	1	.1
Outreach Consultant	1	1.0
Psychologist	1	.2
Resource Specialist	2	2.0
Speech/Language/Hearing Specialist	1	.6

Teacher Assignment

The Novato Unified School District recruits and employs the most qualified credentialed teachers. For the 2008/09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	26	26	25	413
Without Full Credentials	0	1	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 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 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 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	83.9%	16.1%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

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.

Individualized Instruction

Hill Middle 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

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.

Gifted and Talented Education (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:

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

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

In addition, an Academic Competition Coordinator has organized student participation in various academic competitions including spelling bees, Mathletes, National Geographic Bees, essay contests and PTA Reflections.

English Language Learners

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

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.6%	22.7%	36.5%



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.

Subject	California Standards Test (CST)								
	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	60	63	58	61	61	64	43	46	50
Mathematics	56	62	54	57	60	60	40	43	46
Science	52	74	70	55	61	64	38	46	50
History/Social Science	54	51	53	50	52	58	33	36	41

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>.

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.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	27	27	18	*
American Indian	*	*	*	*
Asian	75	62	69	69
Filipino	*	*	*	*
Hispanic or Latino	31	27	52	33
Pacific Islander	*	*	*	*
Caucasian	75	71	84	63
Males	57	54	67	54
Females	60	55	74	52
Socioeconomically Disadvantaged	33	28	50	28
English Learners	2	2	*	*
Students with Disabilities	11	8	24	7
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	8	9	
Similar Schools Rank	7	6	9	
All Students				
Actual Growth	-6	26	-17	813
Socioeconomically Disadvantaged				
Actual Growth	1	28	-17	693
Hispanic or Latino				
Actual Growth	-16	20	1	697
Caucasian				
Actual Growth	9	27	-23	873

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

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.

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. 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.

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

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/ Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

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 2006-07 financial statements.

Average Teacher Salaries	
School & District	
School	\$58,774
District	\$57,694
Percentage of Variation	1.87%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	8.52%

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	\$5,591
From Restricted Sources	\$1,382
From Unrestricted Sources	\$4,209
District	
From Unrestricted Sources	\$5,168
Percentage of Variation between School & District	18.56%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	23.64%

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:

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 used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among 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.

• **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.

• **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.

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
- cabinets
- paint and tackable wall surfaces
- 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