

San Ramon Valley Unified School District



Iron Horse Middle School

2008-2009 School Accountability Report Card

**Michelle Cooper,
Principal**

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Principal's Message

Dear Iron Horse Families,

One of the most important responsibilities I feel I have as principal is to keep the Iron Horse Community informed on how we are serving our students in their educational experience. I can best accomplish this by taking every opportunity to communicate how we are progressing towards our five primary focus areas for this school year. Middle school is a busy time in a child's (and parents') life, filled with drama and distractions, so every so often it is necessary to stop and refocus on the purpose of us all being here at Iron Horse..... to learn and to grow.

Iron Horse's Five Primary Focus Areas to Achieve Our Mission:

Focus Area #1 - Understanding Early-Adolescence

Students in middle school are too mature for elementary school, but not mature enough for high school and thus they are "caught in the middle." We can't ignore the fact that adolescents are going through huge emotional and physical changes. Parents, staff and even students need to understand these changes as they will impact their daily lives. This is not about "excusing" students but about best "supporting" them through their middle school journey. We will continue to inform parents, students and staff on the latest research relating to early-adolescence. Look for the special "Enjoying Adolescence" articles in our monthly PTA newsletters this year.

Focus Area #2 - Increasing Parent Involvement

Research shows that parent involvement and connectedness to their child's school has a direct correlation to higher academic achievement. Therefore, we need every parent to participate in some way this school year. Parents can participate in PTA meetings/activities, School Site Council, school-wide activities, classroom/library help and at home. The Iron Horse PTA is always looking for parents to help support the many programs and activities that enrich the Iron Horse community. The PTA will greatly appreciate your participation this school year so feel free to contact your Iron Horse PTA president, Judy Upchurch (jmu110@juno.com) to offer your support. Last year we instituted "Parent Patrol," a program designed to offer parents an opportunity to serve as a positive presence on campus.

Focus Area #3 - Communication and Collaboration

The staff at Iron Horse is committed to a collaborative relationship with one another in order to refine their craft as educators and become more effective in helping all students learn. We are also committed to continuous improvement in the way we communicate with our parents and community. PTA newsletters, weekly Lyris e-mail updates, school notices, schoolloop.com, and the school marquee will continue this year. Make sure that you and your child are registered on schoolloop as it is a highly effective home-school communication program for our families. In the spirit of collaboration, parents are encouraged to communicate with the school when they have questions and/or important information to share about their child. We know that the student will always win when school and home are working together in the best interest of the child.

Focus Area #4 - Increasing Academic Achievement and Student Engagement

The IHMS School Site Council, in collaboration with the Iron Horse staff, develops strategies each year that support students as they work towards meeting and/or exceeding the grade level standards in all subject areas. We firmly believe that organically integrating technology into the curriculum will not only engage our students in their learning but also equip them with the necessary skills to be successful in the 21st Century. Educating our students to be "net savvy" will also provide them with the tools needed to use technology responsibly and effectively. We believe our students need enrichment opportunities that will develop their talents and stimulate their creative energies as well. Iron Horse addresses this need by offering a strong elective program comprising of video production, environmental science, drama, living skills, art, computer science, Spanish 1A/1B, French 1A/1B, and career technology.

Focus Area #5 – Building a Strong School Community

Our goal is to develop a kinder more respectful school culture that is conducive to learning and develops the character of our students. We have high expectations for our students both academically and socially, and believe that students need to be responsible for their behavior. Iron Horse students will be held accountable for their actions in a nurturing, yet firm manner. Our ultimate goal is to prepare our students to be independent, individually/socially responsible, and kind people who treat others as they wish to be treated. In the spirit of celebrating our students for demonstrating the characteristics that are highly valued at Iron Horse, students will be acknowledged for their success in academics, work ethic, effort, and citizenship.

Sincerely,

Michelle Cooper ☺

School Profile

Iron Horse Middle School, Home of the Jaguars, is located in the heart of the City of San Ramon, California, and is one of eight middle schools in the San Ramon Valley Unified School District. Currently, 44 teachers and 32 staff members serve 979 6th, 7th, and 8th grade students enrolled for the 2008- 2009 school year.

Iron Horse Middle School opened for the 1996 - 1997 school year, and in its twelve year history has carried on a proud tradition of developing the whole middle school child with a strong focus on academic excellence. As a community, Iron Horse is passionate about maintaining the clear and important connection between academic growth, emotional support, and meeting the specific needs of adolescents. In order to do this, Iron Horse provides a rigorous, standards-based academic curriculum balanced with an exceptionally strong and varied electives program, all of which is supported by an extensive counseling support system. Curriculum is supplemented with programs and interventions designed to support at risk students through the difficult middle school years and through adolescence.

In order to foster individual student achievement at Iron Horse, an extraordinarily strong focus is placed on collaboration among the highly qualified teaching staff. Collaboration is focused at the department level, but also occurs at grade level, or through teacher leadership in specialized collaboration groups such as the Principal's Cabinet or the Intervention Committee. Additionally, Iron Horse focuses on ensuring that every student receives the support he or she may need to succeed in middle school, providing specialized intervention on a variety of levels and sharing strategies amongst teachers to ensure every student's success.

Iron Horse is also preparing to educate students in the 21st century through an expanded focus on technology. Community partnerships with organizations such as the PTA and the Education Fund have worked with our administration to provide technology, such as document cameras and computer-based presentation stations for all of our Core Academic classrooms. This use of technology, along with an up to date network infrastructure, has been embraced by our staff, and has led to the continual development of innovative, creative, and engaging lessons.

Iron Horse is equally proud of its electives and extracurricular programs, which include several high interest electives, a state of the art technology laboratory, and full video production studio. Extracurricular activities include clubs tailored to various student interest, and both intramural and after school sports programs, all of which are highly attended.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	3.3%
American Indian	0.2%
Asian	23.1%
Caucasian	57.6%
Filipino	3.5%
Hispanic or Latino	6.6%
Pacific Islander	0.7%
Multiple or No Response	5.0%

In its twelve year history, the Iron Horse community has been the proud recipient of two National Blue Ribbon Awards and two California Distinguished School Awards, and our Special Education program has been a California Technical Assistant and Training Leadership (CalSTAT) site for 9 years.

Discipline & Climate for Learning

Iron Horse Middle School strives to maintain a safe, orderly and disciplined learning environment with high behavioral standards. To that end, our discipline policies are designed with the well being and safety of the student body in mind. California Education Code and San Ramon Valley Unified District policies are implemented, reiterated and enforced with our student body at both the classroom and administrative levels.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	89	51	69	968	1141	966
Suspension Rate	9.7%	5.2%	7.0%	3.9%	4.4%	3.6%
Expulsions	2	1	1	10	26	17
Expulsion Rate	0.2%	0.1%	0.1%	0.0%	0.1%	0.1%

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The 2008-09 enrollment for Iron Horse Middle School was 979.

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	303	334	316
7th	325	314	343
8th	292	333	320

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	29	31	29	2	2	3	32	30	39	8	10	5
Mathematics	30	30	28	4	3	3	18	17	20	11	10	9
Science	32	31	30	-	2	3	15	18	17	15	13	13
Social Science	30	31	29	-	-	1	24	26	29	6	6	2

Staff Development

Iron Horse Middle School staff members are committed to continually refining their skills as educators and believe wholeheartedly in practicing the philosophy of being a life-long learner. Every year our staff participates in three staff development days.

Our staff members have participated in a variety of diverse and meaningful professional growth experiences. A few examples are given below:

- Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) Conference
- Autism Society Conference
- West Ed. Continuing Networks of Reading Apprenticeship Program
- Computer and New Technology Training
- Smart Technologies Training
- National Mathematics Conference
- California Science Teachers Association Conference
- Northern California Home Economics Conference
- Bay Area Writing Project
- Reciprocal Teaching
- Chapman University Extended Teacher Education
- San Francisco Academy of Art
- Confratute for gifted student educators
- California League of Middle Schools Conference
- International Environmental Education Symposium
- California School Library Association Conference District Standards and Language Arts Workshop
- Computer Using Education Technology (CUE)
- Asilomar Math Conference
- New York Reading and Writing Project Trainings
- Respect for All Project's Anti Bullying Program

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Iron Horse Middle had 38 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	40	38	38	1327
Without Full Credentials	1	3	4	60
Working Outside Subject	0	0	1	28

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.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	1	0
Vacant Teacher Positions	0	0	0

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 2005-06 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		
School	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.1%	2.9%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Counseling & Support Staff

It is the goal of Iron Horse 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 1:500. Iron Horse has two counselors (1 full time and one 3-days a week), Cathy Carle and Jennifer Benz. Iron Horse has many support providers and support services available to assist our students in accessing the core curriculum:

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.6
Band/Music Director	1	.50
Counselor Intern	1	.20
English Language Development (ELD) Teacher	1	.167
Librarian	1	1.0
Nurse	1	0.2
Police Officer	1	As Needed
Program Specialist	1	As Needed
Psychologist	1	0.6
Psychology Interns	1	.20
Resource Specialist	3	2.0
Resource Specialist Assistant	2	1.4
Special Day Class (SDC) Teacher	1	1.0
Special Day Class Aides	7	7.0
Speech/Language/Hearing Specialist	1	0.338
Teacher for the Severly Handicapped	1	1
Technology Technician	1	.50
Visually Impaired Assistant	1	.75

Parent Involvement

The support of the Iron Horse Middle School parent and business community is vital to the success of our school programs. Countless hours of volunteer time, talent, funds, and resources are generously given to support our school and to benefit students in the following programs:

Parent-Teacher Association, School Site Council, Iron Horse Middle School Education Fund, Super Jaguars Community Service Program, Parent Patrol, Business Support of School Programs . Cross County Program, Discovery Center, San Ramon Valley Education Foundation, San Ramon Parks and Community Services, Rotary Club of San Ramon, Chevron's Educational Volunteers, Schwab Foundation for Learning Corporate Matching Fund Program, Contra Costa County Food Bank Drive.

During the 2008-09 school year, Iron Horse started a "Parent Patrol" program in which parents volunteer to supervise lunch time activities throughout the school year. The goal is that every parent volunteer at least one 3 hour shift one day a year.

For additional information about organized opportunities for parent involvement at Iron Horse Middle School, please contact Judy Upchurch (PTA President 09-10) at 824-2820.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may call the Iron Horse Middle School office at 925.824.2820 and ask for either Judy Upchurch (09-10 PTA President), Maureen Allison (Assistant Principal), Chris George (Assistant Principal), or Michelle Cooper (Principal).

Curriculum Development

In addition to their regular classroom assignments, many of our teachers participate on various committees both at the site and district level. Teachers participate as lead teachers, mentors, special task force committee members, and presenters at both local and statewide workshops. Our teachers also serve as advisors for student programs, extra-curricular activities, and special events.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
7th-8th	Foreign Language	Prentice Hall	2004	Yes	0.0%
6th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%
8th	Mathematics	McDougal Littell	2000	Yes	0.0%
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046113336Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046113336Textbooks_1.pdf

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

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

Safe School Plan

Iron Horse Middle School has established procedures that help ensure a safe and orderly campus for students. Monthly emergency drills are practiced by all students and staff and visitors to the campus are required to check in at the office. A recent survey indicates over 95% of our parent community feel that our school is a safe environment. Iron Horse has appropriate procedures and equipment in place in case of a general emergency. The school safety plan is updated annually. A School Resource Officer from the City of San Ramon is assigned to the school and is available during school hours. We are equipped with an emergency voice mail system should the need arise to contact all members of our parent community. In addition, parental emergency information is available on our website.

Date of Last Review/Update: December 2009

Date Last Reviewed with Staff: August 2009

School Facilities

Iron Horse Middle School opened its doors to 417 students on September 5, 1996. We currently have 979 6th, 7th, and 8th grade students. The community gymnasium project was completed in fall of 2001 and as a result Iron Horse boasts a triple sized community gymnasium facility. This eight-year-old facility is designed with state-of-the art computer and technology capabilities, and has a the capacity to accommodate 1000 students. Iron Horse is situated on ten acres and has exclusive use of additional acres, which are part of the City of San Ramon's Central Park, and include regulation athletic fields, a quarter-mile track, and sand volleyball courts. The school facility also includes five fully equipped science labs, two computer labs, a technology lab, a home economics lab, a learning center, and an art lab, as well as a state of the art media center and locker room facility.

Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represents .9% of the district's general fund budget. For Iron Horse, this included exterior paint, restroom floors and repairs on the playground asphalt.

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. 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.

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.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

School Facility Conditions				
Date of Last Inspection: 07/16/2009				
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			

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	8	10	
All Students				
Actual Growth	4	7	4	928
Asian				
Actual Growth	-6	7	19	986
Caucasian				
Actual Growth	10	7	3	921

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	82	81	81	79	81	83	43	46	50
Mathematics	75	78	80	71	73	76	40	43	46
Science	84	88	87	79	83	85	38	46	50
History/Social Science	74	75	78	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	47	38	*	*
American Indian	*	*	*	*
Asian	88	94	97	90
Filipino	82	75	100	92
Hispanic or Latino	66	62	62	57
Pacific Islander	*	*	*	*
Caucasian	82	80	86	77
Males	77	79	88	81
Females	85	80	85	75
Socioeconomically Disadvantaged	68	54	*	*
English Learners	38	61	*	*
Students with Disabilities	27	33	46	36
Migrant Education	*	*	*	*

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

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
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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/>.

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

The 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 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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.2%	33.3%	36.1%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

For this school's percentage comparisons, see the chart and data tables to the right.

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	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 26,969* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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.

[^] NEA

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,188
From Restricted Sources	\$627
From Unrestricted Sources	\$4,561
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	325.47%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	17.25%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$66,383
District	\$64,878
Percentage of Variation	2.31%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	1.00%

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 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.

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