

REVISED MARCH 8, 2006

3.2005-2006 No Child Left Behind - Blue Ribbon Schools

Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal: Mr. Kirby Hoy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Iron Horse Middle School
(As it should appear in the official records)

School Mailing Address: 12601 Alcosta Blvd.
(If address is P.O. Box, also include street address)

San Ramon CA 94583-9025
City State Zip Code+4 (9 digits total)

County: Contra Costa

School Code Number: 07-61804-6113336

Telephone: (925) 824-2820 Fax: (925) 824-2830

Website/URL www.ims.srvusd.k12.ca.us E-mail khoy@srvusd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 1, 2006

Name of Superintendent* Dr. Robert Kessler
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Ramon Valley Unified School District Tel. (925) 552-2933

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/ Chairperson Mr. Bill Clarkson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 1, 2006

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 19 Elementary schools
 7 Middle schools
 Ø Junior high schools
 4 High schools
 1 Other

 31 TOTAL
2. District Per Pupil Expenditure: \$6,300

 Average State Per Pupil Expenditure: \$6,919

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 10 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	140	133	273
K				8	185	172	357
1				9			
2				10			
3				11			
4				12			
5				Other			
6	154	165	319				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							949

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|------------------------------------|
| _____ | 59 % White |
| _____ | 4 % Black or African American |
| _____ | 7 % Hispanic or Latino |
| _____ | 30 % Asian/Pacific Islander |
| _____ | Ø % American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	1008
(5)	Total transferred students in row (3) divided by total students in row (4)	.079
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 5%
52 Total Number Limited English Proficient

Number of languages represented 16

Specify languages: Spanish, Vietnamese, Cantonese, Korean, Tagalog, Portuguese, Mandarin, Japanese, Cambodian, Farsi, Llocano, Punjabi, Russian, Tongan, Gujavati, Other

9. Students eligible for free/reduced-priced meals: 1%

Total number students who qualify: 13

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8%
78 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>6</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>38</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	-----
Classroom teachers	<u>29</u>	<u>10</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>29</u>	-----
Total number	<u>57</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 27:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	97%	97%	97%	97%
Daily teacher attendance	95%	94%	96%	97%	97%
Teacher turnover rate	12%	9%	15%	16%	13%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

Iron Horse Middle School, home of the Jaguars, is situated on ten acres in San Ramon, California. The school opened its doors in 1996 and currently serves the needs of more than 1,000 sixth, seventh, and eighth grade students. In partnership with the city of San Ramon, the school has exclusive use of five additional acres, including regulation athletic fields, a quarter-mile track, and sand volleyball courts. This ten-year-old facility was designed with state-of-the-art computer and technology capabilities and has five fully equipped science labs, a recording production studio, home economics lab, learning center, technology lab, computer lab, art lab, outdoor garden/classroom, a fully automated and networked media center, and 25,000 square foot community gymnasium.

The school receives sixth grade students from primarily four elementary schools and provides a rigorous and comprehensive academic program for all its students. Sixth graders are enrolled in seven classes per day, including a three-period core class in language arts, reading, and social studies; science; mathematics; and physical education. They also have an opportunity to explore several areas of knowledge and enhance a variety of skills through our rotational exploratory wheel of electives that includes computers, art, technology, home economics, music appreciation, and an introduction to world language and culture. An instrumental music elective is also offered to sixth graders before the regular school day to accommodate interested students. In seventh and eighth grades, students study language arts, social studies, mathematics, science, physical education, world languages and a wide array of high interest courses including instrumental music, vocal music, art, a variety of computer electives, drama, technology, television production, leadership, speech and debate, home economics/ living skills, teacher/ office aide, and environmental science. All students begin the day with a 20-minute advisory class which focuses on school related issues, including tolerance, organization, cooperation, and responsibility.

Understanding and supporting middle school students' intellectual, social, physical, and emotional needs and honoring the burgeoning promise of early adolescent development, the Iron Horse Middle School community is committed to the following vision: We will provide a variety of teaching strategies based on student data to address all learning styles and challenge all students; motivate all students to meet or exceed state standards by providing an effective and stimulating learning environment; foster responsibility, tolerance, cooperation, honesty, and school pride; ensure a nurturing, safe, and friendly environment for all members of the Iron Horse community; and create experiences and opportunities conducive to academic achievement and personal growth.

Teachers and administrators are dedicated to making a positive difference in the lives of the young people they serve. In addition to classroom work, Iron Horse teachers take leadership roles at site, district and state levels. Our staff of 52 certificated, highly qualified teachers and support staff volunteered an average of 30 hours each last year in student-centered activities that include 10 faculty-sponsored clubs. Our partnership with the parent and business community is another key to the strength of our school programs. Countless hours of volunteer time, talent, funds and other resources are generously donated to support and benefit our students through a wide variety of programs.

According to California's Academic Performance Index (API), which is based on the results of the STAR assessment system, Iron Horse ranks in the top 1.5 percent of all middle schools in California. The state has set 800 on a scale of 200 to 1000 as the API performance target that schools should strive to meet. Iron Horse's API score for 2005 was 911, an increase of 29 points over its 2004 API of 882. Although the school is very pleased with its academic performance and continued progress, the entire school community—students, parents, teachers, administrators, and business partners—is equally proud of the strong positive climate and obvious school pride that exists at Iron Horse. The setting of priorities and the establishment of objectives and programs to assure the needs of all students are being met is accomplished through comprehensive data analysis and equally importantly through guidance from a professional, caring, responsible, and dedicated staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results All Iron Horse students take the criterion-referenced California Standards Tests (CST), the norm-referenced California Achievement Tests (CAT6), and when appropriate the California Alternate Performance Assessment (CAPA) that comprise the state-mandated STAR assessment program. Based on results, Iron Horse met state Academic Performance Index (API) growth targets and federal Adequate Yearly Progress (AYP) criteria in both English/language arts (ELA) and mathematics in 2005. The state has set 800 on a scale of 200 to 1000 as the API performance target that schools should strive to meet. Iron Horse's API score for 2005 was 911, an increase of 29 points over its 2004 API of 882. (Additional information on California's assessment system can be found at www.cde.ca.gov.)

The CST shows how students are doing in relation to the California state standards. Student scores are recorded as performance levels: Advanced (exceeding standards); Proficient (meeting standards); Basic (approaching standards); Below Basic (below standards); and Far Below Basic (well below standards). All 6th, 7th, and 8th grade students take the CST in ELA. 2005 results show that 79 percent of 6th graders, 81 percent of 7th graders, and 79 percent of 8th graders scored at the Proficient level or above on the CST. This data shows strong improvement over 2004 CST results. For students with disabilities, 43 percent of 6th graders, 29 percent of 7th graders and 27 percent of 8th graders met or exceeded standards. Again, this data shows dramatic improvement over 2004 results. Student scores disaggregated by ethnicity show that 92 percent of students identified as Asian in the 6th grade, 93 percent in the 7th grade, and 84 percent in the 8th grade scored at the Proficient level or above. The scores show significant improvement over 2004. Of the 19 ELD students who have been re-designated Fluent English Proficient, 84 percent met or exceeded state standards in ELA.

All 6th and 7th graders take the CST in Mathematics. Results show strong improvement over 2004 scores with 83 percent of all 6th graders and 76 percent of all 7th graders scoring at the Proficient level or above on the 2005 CST. Eighth graders take the CST in General Mathematics, Algebra I, or Geometry. Of those 8th grade students taking the General Mathematics test, 53 percent met or exceeded standards. Of those taking the Algebra I test, 89 percent scored at the Proficient level or above. For students with disabilities, results show dramatic improvement over 2004 with 35 percent of 6th graders and 29 percent of 7th graders meeting or exceeding standards; 31 percent of 8th grade students with disabilities scored at the proficient level or above on the CST General Mathematics test, an improvement of 15 percent over 2004. Student scores disaggregated by ethnicity show that 94 percent of 6th graders and 91 percent of 7th graders identified as Asian scored at the Proficient level or above on the CST Mathematics test. Forty-seven percent of 8th graders identified as Asian scored at the Proficient level or above on the CST General Mathematics test; 88 percent of 8th graders taking the Geometry test scored met or exceeded standards.

All 7th graders take the norm-referenced California Achievement Test (CAT6). The CAT6 shows the percentage of students scoring at or above NPR or the national average score. In the CAT6 Reading test, 51 percent of all 7th graders scored above 75 NPR, 78 percent scored at or above 50 NPR, and 94 percent scored above 25 NPR; for students identified as Asian, 59% scored above 75 NPR, 88 percent scored at or above 50 NPR, and 97% scored above 25 NPR. In the CAT6 Math test, 61 percent of all 7th graders scored above 75 NPR; 87 percent scored at or above 50 NPR; and 98 percent scored above 25 NPR. For students identified as Asian, 75 percent scored above 75 NPR, 97 percent scored at or above 50 NPR, and 99 percent scored above 25 NPR.

All students take a district fall and spring writing assessment. Sixth grade students take a district-wide benchmark writing assessment; more than 75 percent of our students consistently score at or above standard on this writing assessment. All students take readiness tests for both algebra and geometry and district-wide benchmark final exams in math. Since 2001, when the state first identified algebra as the 8th grade course of study, the number of students meeting or exceeding standard continues to increase each year. English language learners are assessed and monitored closely via the California English Learner Development Test (CELDT). Assessment data from state-adopted textbooks in math, spelling, reading, writing, ELD, world languages, science, and history/social science provide important instructional information for IHMS teachers.

Using Assessment Results A common goal for both the district and school is that all students will meet or exceed state standards. In order to make this goal a reality, Iron Horse teachers and staff analyze comprehensive assessment results to inform instruction for all students and target accelerated assistance and immediate intervention for students who have not yet met standards. The use of state and district assessments coupled with important ongoing classroom assessments measure progress toward achievement of standards over time and guide instruction for all IHMS students. Analysis of STAR data, results of the CELDT, student work, district benchmark writes and the state STAR seventh grade write, and the P.E. Fitness Gram test provide an indication of annual progress in many areas whereas classroom assessments, both formative and summative, drive instructional decisions on an ongoing basis. Teachers in the math department disaggregate district benchmark and standardized test data by gender, grade, and class level. In 2004, the data revealed lower scores in the geometry and measurement content standard. Teachers used this information to realign the department's yearly plan and integrate the essential knowledge and skills throughout the year. Dramatic improvements in CST math scores at both 6th and 7th grade as described in the previous section reflect effective and immediate school-wide response to analysis of assessment data. Assessment data generated from state-adopted textbooks in math, spelling, reading, writing, ELD, world languages, science, and history/social science provide important instructional information for IHMS teachers. ELD teachers use assessment results from the newly adopted *High Point* materials to identify interventions and accommodations that may be necessary for their students. Both before and during school hours, we provide *Language!*, a state-adopted literacy intervention curriculum, which uses research-supported standards-based strategies and assessments to teach identified students who have low literacy scores and are not yet proficient in ELA. For students who are performing at Basic and below levels in reading and/or writing, one-on-one conferencing allows for immediate remediation in specific areas of weakness. During teacher/student conferences in ELA classrooms, the teacher has a window into the student's understanding of a particular writing or reading goal. The teacher determines if a concept needs to be re-taught or a new skill needs to be modeled. Math, science, ELD, and world language teachers provide subject-centered before- and after-school tutorial centers that focus on remedial assistance for students achieving at Basic and below levels. Teachers examine student work in this setting and provide on-the-spot assistance for students as well as feedback to colleagues about student progress. Study skills and curriculum assistance classes also provide support and remediation for students. Teachers collaborate across grade levels and within departments to create assessments that provide evidence of content understanding.

Communicating Assessment Results Iron Horse communicates assessment data to members of the school community on a regular basis to ensure all appropriate stake holders are made aware of the school's progress in achieving our vision and meeting standards in all subject areas. Teachers and administrators present the results of student achievement based on STAR data, the state Academic Performance Index (API), and the Adequate Yearly Progress Report (AYP) at monthly PTA, Site Council, and Education Fund meetings. This information is also contained in our School Accountability Report Card (SARC) and may be accessed on school and district websites. PTA weekly and monthly newsletters available both on paper and on-line and a district publication *Inside Our Schools* detail school programs and assessment results. Individual STAR and CELDT results are mailed to each child's parents along with information for interpreting the data. Teachers communicate grade level standards and expectations to parents at Back to School Night. Teachers communicate grades to all students and parents that reflect achievement of standards through e-mailed or printed progress reports that detail the results of performance on individual assignments. Formal mid-quarter progress reports and quarterly grades and weekly progress reports provide information for families regarding student progress toward meeting or exceeding standards. Teachers routinely provide opportunities for parents to receive information regarding their child's progress in formal conferences, independently scheduled conferences, and/or parent-requested conferences. Teachers post grade-level standards in their classrooms and provide standards-aligned assessment criteria so that all students know what is expected.

Sharing Success Our unique, nationally recognized collaborative special education program was initially awarded the California Services for Technical Assistance and Training (CalSTAT) leadership grant in 2001 and has been a leadership site for CalSTAT since that time receiving the award each year it has been funded. CalSTAT is a special project of the California Department of Education that offers research-based training and funding to schools and families to help them educate children and young adults with special needs. As a CalSTAT leadership site, Iron Horse acts as a mentor to other schools across the state and provides resources and training to support implementation of our multi-layered special education delivery system. As a direct result of this collaboration, two middle schools outside our district have been awarded CalSTAT funding and designated as leadership sites for CalSTAT. Our special education staff is committed to continue to support other schools and districts as they reorganize their special education delivery systems to mirror the system provided at Iron Horse. During the 2004-2005 school year, Iron Horse teachers across all subject areas participated in study groups examining *“Unwrapping” the Standards* by Larry Ainsworth. Through this work, teachers unpacked content standards to break out essential concepts and skills. The 7th grade ELA/history teachers isolated the overarching questions and big ideas in the history standards and consequently developed grade-level common assessments and accompanying scoring guides in history. The grade-level team shared these with their counterparts district-wide and continues to collaborate around the big ideas. Iron Horse ELA teachers who have attended training in the strategies of Columbia University’s Reading and Writing Project and who successfully implement the strategies in their classrooms serve as model classrooms for colleagues at both the middle school and high school levels. Iron Horse recently hosted a district-wide staff development day for all middle school ELA teachers in the Reading and Writing Project. Iron Horse teachers serve as mentor teachers for first- and second-year teachers at both the school site and other campuses. Iron Horse teachers also serve as master teachers for candidates entering the profession. Two Iron Horse teachers were the first two teachers in the SRVUSD to receive National Board Certification. These teachers continue to support other candidates across the district in pursuit of this certification. Iron Horse teachers serve as district literacy leaders, math leaders, and serve on a wide array of district committees. Site administrators serve as coaches in a multi-district peer-coaching program and have presented district-wide presentations on Equitable Access to Curriculum. Districts statewide visit our model program, state-of-the-art industrial technology lab.

PART V – CURRICULUM AND INSTRUCTION

Curriculum IHMS provides a balanced and comprehensive standards-aligned core curriculum to all students. Sixth grade students are enrolled in a three-period core class in language arts, reading, and history that supports language development by providing two full periods for literacy and the natural integration of history with reading and writing. In 7th and 8th grades, students are enrolled in a two-period ELA and history class that continues to build on the acquisition of language development in an integrated cross-disciplinary setting. The state standards for 6th, 7th, and 8th grades in ELA cover reading (word analysis, fluency, and vocabulary development; comprehension with a focus on informational materials; and literary response and analysis), writing (writing strategies; writing applications; and written and oral language conventions), and listening and speaking (listening and speaking strategies and applications). The course of study in history/social science begins in 6th grade with investigation of the history and geography of the world's first civilizations. The 7th grade course of instruction continues with the study of the history and geography of medieval and early modern times. In 8th grade, students study the history and geography of the United States with an emphasis on growth and conflict. History content standards at all grade levels stress social sciences analysis skills.

Student placement in math is flexible and frequently monitored and is supported by the availability of 14 levels of math provided through the master schedule. The math curriculum for 6th and 7th grades covers number sense; algebra functions; measurement and geometry; statistics, data analysis and probability; and mathematical reasoning. Algebra is the grade-level curriculum for 8th grade and meets the first year mathematics course credit for both high school graduation and the University of California and California State University preparation requirements and is a part of a two-year program completed at high school. Students at all grades may be placed in advanced classes including advanced algebra, a rigorous course that completes the college prep requirement in one year. Iron Horse also offers transitional math classes for students who have difficulty in traditional math settings.

The standards-based science curriculum provides rigorous instruction in life, earth, and physical science and incorporates laboratory investigation and experimentation to prepare students for high school and postsecondary education. The 6th grade course of study introduces measurement and data collection through the study of earth science. In 7th grade, students study how living things function, have changed, and continue to change through the study of life science. Students in the 8th grade improve skills in graphing, analyzing data and drawing conclusions through the study of physics and chemistry.

Our world language courses provide standards-based Spanish and French instruction to 7th and 8th grade students. One year of 7th grade and one year of 8th grade world language is the equivalent of one year of high school world language if both courses are completed successfully. Instruction at both grades focuses student learning on the use of language for real world purposes in culturally appropriate ways.

The physical education program at Iron Horse provides students with opportunities to participate in a variety of activities based upon individual need, interest, and ability. Standards-based course content includes health, fitness and physiology; basic gymnastics, dance, rhythm, and balance activities; and aerobics. English Language Development (ELD) standards are designed to supplement the ELA content standards to ensure that English learners develop proficiency in both the English language as well as concepts and skills contained in the ELA standards. Students have a variety of semester-long visual and performing arts electives where they focus on artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications.

English Knowing that students access the curriculum in all content areas through reading and writing, Iron Horse teachers are committed to learning and implementing programs that improve student learning. All ELA teachers at Iron Horse have implemented the strategies of Columbia University's Teachers College Reading and Writing Project to support students in meeting and exceeding standards in reading and writing. In writing workshop, students learn to observe their lives and the world around them, and to collect, draft, revise and publish well-crafted narrative and expository texts. In reading workshop, students are explicitly taught the strategies and habits of effective reading. They learn to talk, think, and write well about their reading. In the workshop environment, teachers present explicit direct instruction of a reading/writing skill or strategy, model the skill or strategy for students, observe students practicing the skill or strategy, and then students practice independently in their own writing and reading. Teachers present explicit instruction to the whole group, small groups, and conference with individual students to address their unique learning needs. For students who are performing at Basic and below levels, conferencing in reading and writing allows for remediation in specific areas of weakness. Rather than restricting students to either reading one book as a class or following a scripted curriculum to meet test standards, Iron Horse teachers help students select books they find interesting and best-suited for their individual skill levels. While this means students may be reading either ahead or behind their classmates, the goal is to help them think critically about concepts such as voice, character development, and historical content. Teachers model and teach content at a high grade-level standard. Students read in comprehension-leveled texts to practice and demonstrate grade level understanding. *Language!*, a state-adopted literacy intervention curriculum, uses research-supported, standards-based strategies and assessments to teach students who have low literacy scores and are not yet proficient in ELA. Iron Horse supports these students by offering *Language!* before school hours to every regular education student; it is an ongoing component of the curriculum for special education students.

Mathematics In order to accomplish our vision of challenging all students and motivating them to meet or exceed state standards in effective and stimulating learning environments, student placement in math is supported by the availability of 14 levels of math provided through the master schedule. Placement of students is based on a combination of norm- and criterion-referenced data, district benchmark final exams, test grades, overall grades, Berkeley Algebra Readiness and Geometry Readiness tests, as well as teacher recommendation. Placement is flexible and frequently monitored and is adjusted as needed. The math curriculum for 6th and 7th grades covers number sense; algebra functions; measurement and geometry; statistics, data analysis and probability; and mathematical reasoning. Algebra is the grade-level curriculum for 8th grade and meets the first year mathematics course credit for both high school graduation and the University of California and California State University systems preparation requirements and is a part of a two-year program that will be completed at high school. Students at all grades may be placed in advanced classes including advanced algebra, a rigorous advanced course that completes the college preparatory requirement in one year. Iron Horse also offers a transitions to algebra class for 8th graders and a computer-based math class to meet the needs of students who have difficulty in a traditional math class. After school math tutoring, a daily study skills class, and study skills workshops support student learning at all levels of math instruction. Additionally, special education students who are not within their grade level's instructional range, who need more supportive teaching, and who have math individualized education plans (IEP) may be enrolled in a specialized math class that follows the standards-aligned core academic course of study.

Instructional Methods IHMS recognizes that there are many ways of reaching all students by differentiating instruction to reinforce high standards in the diverse classroom. For example, in history classes at all grade levels, teachers combine the approach of the *Teacher's Curriculum Institute* with the state-adopted materials to engage all students in learning. This approach includes a balanced combination of teacher- and student-directed activities that meet the middle school student's visual/spatial, music, interpersonal, and kinesthetic preferred learning styles. Students in the middle grades learn more when they are able to interact with their peers. Thus students are discovery partners in science lab activities, work in small groups to problem solve in their history class, and further develop the strategies learned in reading and writing workshop in literacy partnerships. Science and math teachers use instructional strategies which incorporate multi-media visual stimuli and other technology that fully engages students in the curriculum. Teachers assign homework to reinforce concepts introduced in class and to practice and extend learning, as well as have students apply the learning in the real world. For example, students taking the home economics/living skills elective must plan and prepare a meal for their family. Science students read newspapers to find applications of their learning in the real world. Interdisciplinary collaboration between teachers and students brings into focus the unifying characteristics of a broad topic where students discover the big ideas for themselves in real-life, hands-on simulations that fit the developmental needs of adolescent learners. Students also have many opportunities to apply learning in the real world. Students produce a weekly TV broadcast; publish and respond to each other's writing on the Internet; design their own experiments; learn how to use heart monitors to determine the best level of effort to pursue in a lifetime of exercise; learn about artistic media from local artists, create their own works of arts, and both show and sell their pieces; work alongside "real" scientists in the Jason Project and conduct simultaneous environmental marine lab experiments.

Professional Development Staff collaborates regularly to identify needs within their subject areas and establish goals based on analysis of student data, and then identify and participate in professional development activities, primarily school-based, that help teachers reach their goals, increase expertise, improve instruction and therefore student achievement. Our School Plan for Student Achievement (SPSA) fully supports these professional development goals with materials, release time, supplies, and training. Our SPSA is fully aligned with our Local Education Agency Plan's (LEAP) annual performance target of reducing by 5 percent the total number of students district-wide who score below the proficient level on the ELA and math CST. The first and second academic goals within the SPSA are that achievement gaps in ELA and math will be reduced for under-performing subgroups. Actions to improve educational practices where achievement gaps exist are outlined in our SPSA and include continuing differentiated instruction and the training and resources necessary to meet this need; staff development including weekly Wednesday collaboration meetings, bi-monthly department meetings, and other professional development opportunities. Analysis of STAR data, results of the CELDT, student work, benchmark writes, the P.E. Fitness Gram test, and a variety of ongoing classroom assessments, are continually used to evaluate progress toward our academic goals. Necessary strategies are implemented to improve student achievement. For example, all of our special education teachers and paraprofessionals have participated in five days of California Assembly Bill 466 training for the state-adopted literacy intervention *Language!* program. ELA teachers are trained and continue to attend training in Columbia University's Teachers College Reading and Writing Project. Teachers in all curricular areas are learning the strategies of the project to use as the foundational piece in all subject areas. Teachers are participating in study groups examining Cris Tovani's *I Read It But I Don't Get It* to support learning in all subject areas. Math teachers examine STAR results and district benchmark final exam results and identify specific goals to improve student achievement. Identified gaps in geometry and measurement, for example, led to changes in delivery of instruction. Math teachers determined that students needed an algebra textbook that was more conceptually based and adopted *Concepts* to address this need. First- and second-year teachers are supported in a Beginning Teacher Support and Assessment (BTSA) program to complete an approved course of induction. Special education teachers and paraprofessionals are being trained monthly to be fully compliant with the tenets of IDEA 2004 by the end of the school year. Special education staff is also being trained in Genesee, software that assures compliance with student IEPs.

PART VII - ASSESSMENT RESULTS

Iron Horse Middle School

Subject: English Language Arts
Grade: 6th

Test: California Standards Test (CST)
Publisher: Educational Testing Service

Testing Year	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	May	May	May	May	May

School Scores

% At or Above Proficient	79	81	79	69	74
% At Advanced	46	41	43	29	31

Number of Students Tested	353	340	322	310	308
Percent of total students tested	99	98	100	98	89

Number of students alternatively assessed	3	7	0	0	0
Percent of students alternatively assessed	1	1	0	0	0

Subgroup Scores

Special Education Services

% At or Above Proficient	43	25	26	21	24
Number of Students Tested	23	20	46	32	30
Percent of Total Students Tested	6	6	14	10	9

Asian

% At or Above Proficient	92	89	82
Number of Students Tested	108	103	76
Percent of Total Students Tested	30	89	24

White (not Hispanic)

% At or Above Proficient	77	77	79
Number of Students Tested	189	196	200
Percent of Total Students Tested	53	56	62

Iron Horse Middle School

Subject: English Language Arts
Grade: 7th

Test: California Standards Test (CST)
Publisher: Educational Testing Service

Testing Year	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	May	May	May	May	May

School Scores

% At or Above Proficient	81	78	78	77	73
% At Advanced	42	43	40	33	33

Number of Students Tested	332	326	322	344	243
Percent of total students tested	98	100	100	95	96

Number of students alternatively assessed	6	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0

Subgroup Scores

Special Education Services

% At or Above Proficient	29	17	13	31	24
Number of Students Tested	21	35	30	29	30
Percent of Total Students Tested	6	11	9	8	9

Asian

% At or Above Proficient	93	86	88
Number of Students Tested	105	86	73
Percent of Total Students Tested	31	26	23

White (not Hispanic)

% At or Above Proficient	78	75	75
Number of Students Tested	187	196	213
Percent of Total Students Tested	55	60	66

Iron Horse Middle School

Subject: English Language Arts
Grade: 8th

Test: California Standards Test (CST)
Publisher: Educational Testing Service

Testing Year	2004-05	2003-04	2002-03	2001-02	2000-01
Testing Month	May	May	May	May	May

School Scores

% At or Above Proficient	79	67	70	69	72
% At Advanced	46	32	28	25	24

Number of Students Tested	317	323	362	261	225
Percent of total students tested	100	99	98	99	95

Subgroup Scores

Special Education Services

% At or Above Proficient	27	9	21	6	20
Number of Students Tested	30	32	28	16	20
Percent of Total Students Tested	10	10	8	6	8

Asian

% At or Above Proficient	84	83	82
Number of Students Tested	86	83	72
Percent of Total Students Tested	27	26	20

White (not Hispanic)

% At or Above Proficient	76	65	68
Number of Students Tested	189	203	251
Percent of Total Students Tested	60	62	68

Iron Horse Middle School

Subject: Mathematics
Grade: 6th

Test: California Standards Test (CST)
Publisher: Educational Testing Service

Testing Year	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May

School Scores

% At or Above Proficient	84	72	64	72
% At Advanced	51	39	33	40
Number of Students Tested	353	340	322	312
Percent of total students tested	99	98	100	99
Number of students alternatively assessed	3	7	0	0
Percent of students alternatively assessed	1	1	0	0

Subgroup Scores

Special Education Services

% At or Above Proficient	35	30	24	30
Number of Students Tested	23	20	46	33
Percent of Total Students Tested	6	6	14	10

Asian

% At or Above Proficient	94	86	84
Number of Students Tested	108	103	76
Percent of Total Students Tested	30	30	24

White (not Hispanic)

% At or Above Proficient	79	66	72
Number of Students Tested	189	196	200
Percent of Total Students Tested	53	56	62

Iron Horse Middle School

Subject: Mathematics
Grade: 7th

Test: California Standards Test (CST)
Publisher: Educational Testing Service

Testing Year	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May

School Scores

% At or Above Proficient	76	70	64	73
% At Advanced	49	38	33	32
Number of Students Tested	332	326	322	354
Percent of total students tested	98	100	100	98
Number of students alternatively assessed	6	0	0	0
Percent of students alternatively assessed	1	0	0	0

Subgroup Scores

Special Education Services

% At or Above Proficient	29	14	17	24
Number of Students Tested	21	35	30	29
Percent of Total Students Tested	6	11	9	8

Asian

% At or Above Proficient	91	86	85
Number of Students Tested	105	86	73
Percent of Total Students Tested	31	26	23

White (not Hispanic)

% At or Above Proficient	70	67	59
Number of Students Tested	187	196	213
Percent of Total Students Tested	55	60	66

Iron Horse Middle School

Subject: Mathematics
Grade: 8th

Test: California Standards Test (CST)
Publisher: Educational Testing Service

Testing Year	2004-05	2003-04	2002-03	2001-02
Testing Month	May	May	May	May

School Scores

% At or Above Proficient	74	66	76	70
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- The scores have been adjusted by the State of California to represent both students scoring at or above proficient in both the Algebra and General Math California Standards Tests. Scores for students scoring at Advanced were not reported by the State of California. Scores below represent subgroup performance on the General Mathematics Test only. Scores on the following page represent school and subgroup performance on the Algebra California Standards Test.

Number of Students Tested	306	311	352	254
Percent of total students tested	97	95	95	97

Subgroup Scores

Special Education Services

% At or Above Proficient	31	16	30	12
Number of Students Tested	29	32	27	16
Percent of Total Students Tested	9	10	7	6

Asian

% At or Above Proficient	47	63	79
Number of Students Tested	17	24	24
Percent of Total Students Tested	5	7	7

White (not Hispanic)

% At or Above Proficient	53	50	69
Number of Students Tested	88	113	199
Percent of Total Students Tested	28	35	54

Iron Horse Middle School

Subject: Algebra
Grade: 8th

Test: California Standards Test (CST)
Publisher: Educational Testing Service

Testing Year	2004-05	2003-04	2002-03
Testing Month	May	May	May

School Scores

% At or Above Proficient	89	80	98
% At Advanced	34	32	69
Number of Students Tested	175	145	96
Percent of total students tested	55	45	26

Subgroup Scores

Asian

% At or Above Proficient	88	87	100
Number of Students Tested	64	53	44
Percent of Total Students Tested	20	16	12

White (not Hispanic)

% At or Above Proficient	93	74	96
Number of Students Tested	95	85	47
Percent of Total Students Tested	30	26	13

Iron Horse Middle School

Subject: Language
Grade: 6th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year **2004-05** **2003-04** **2002-03**
Testing Month **May** **May** **May**

Scores are reported here as percentiles.

School Scores

% Above 75th NPR		56	55
% At or Above 50th NPR		83	76
Number of Students Tested		340	322
Percent of total students tested		98	100

Subgroup Scores

Special Education Services

% Above 75th NPR		15	15
% At or Above 50th NPR		35	24
Number of Students Tested		20	46
Percent of Total Students Tested		6	14

Asian

% Above 75th NPR		68	58
% At or Above 50th NPR		94	83
Number of Students Tested		103	76
Percent of Total Students Tested		30	24

White (not Hispanic)

% Above 75th NPR		53	57
% At or Above 50th NPR		79	76
Number of Students Tested		196	200
Percent of Total Students Tested		56	62

Only 7th grade students were administered this test in 2004-05.

Iron Horse Middle School

Subject: Language
Grade: 7th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year
Testing Month

2004-05 2003-04 2002-03
May May May

Scores are reported here as percentiles.

School Scores

% Above 75th NPR	64	59	57
% At or Above 50th NPR	82	80	78
Number of Students Tested	332	326	320
Percent of total students tested	98	100	99

Subgroup Scores

Special Education Services

% Above 75th NPR	14	11	17
% At or Above 50th NPR	33	43	27
Number of Students Tested	21	35	30
Percent of Total Students Tested	6	11	9

Asian

% Above 75th NPR	75	67	74
% At or Above 50th NPR	87	85	88
Number of Students Tested	105	86	73
Percent of Total Students Tested	31	26	28

White (not Hispanic)

% Above 75th NPR	60	58	53
% At or Above 50th NPR	80	80	77
Number of Students Tested	187	196	211
Percent of Total Students Tested	55	60	65

Iron Horse Middle School

Subject: Language
Grade: 8th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year
Testing Month

2004-05 2003-04 2002-03
May May May

Scores are reported here as percentiles.

School Scores

% Above 75th NPR		43	46
% At or Above 50th NPR		76	79
Number of Students Tested		323	361
Percent of total students tested		99	98

Subgroup Scores

Special Education Services

% Above 75th NPR		0	7
% At or Above 50th NPR		19	43
Number of Students Tested		32	28
Percent of Total Students Tested		10	8

Asian

% Above 75th NPR		61	69
% At or Above 50th NPR		84	86
Number of Students Tested		83	72
Percent of Total Students Tested		25	20

White (not Hispanic)

% Above 75th NPR		38	41
% At or Above 50th NPR		74	78
Number of Students Tested		203	250
Percent of Total Students Tested		62	68

Only 7th grade students were administered this test in 2004-05.

Iron Horse Middle School

Subject: Reading
Grade: 6th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year
Testing Month

2004-05 2003-04 2002-03
May May May

Scores are reported here as percentiles.

School Scores

% Above 75th NPR		48	52
% At or Above 50th NPR		78	80
Number of Students Tested		340	322
Percent of total students tested		98	100

Subgroup Scores

Special Education Services

% Above 75th NPR		10	22
% At or Above 50th NPR		30	39
Number of Students Tested		20	46
Percent of Total Students Tested		6	14

Asian

% Above 75th NPR		52	54
% At or Above 50th NPR		86	87
Number of Students Tested		103	76
Percent of Total Students Tested		30	24

White (not Hispanic)

% Above 75th NPR		45	55
% At or Above 50th NPR		75	80
Number of Students Tested		196	200
Percent of Total Students Tested		56	62

Only 7th grade students were administered this test in 2004-05.

Iron Horse Middle School

Subject: Reading
Grade: 7th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year **2004-05** **2003-04** **2002-03**
Testing Month **May** **May** **May**

Scores are reported here as percentiles.

School Scores

% Above 75th NPR	51	37	53
% At or Above 50th NPR	78	76	81
Number of Students Tested	332	326	320
Percent of total students tested	98	100	99

Subgroup Scores

Special Education Services

% Above 75th NPR	10	14	20
% At or Above 50th NPR	29	34	47
Number of Students Tested	21	35	30
Percent of Total Students Tested	6	11	9

Asian

% Above 75th NPR	59	50	70
% At or Above 50th NPR	88	81	85
Number of Students Tested	105	86	73
Percent of Total Students Tested	31	26	28

White (not Hispanic)

% Above 75th NPR	46	57	50
% At or Above 50th NPR	74	79	82
Number of Students Tested	187	326	211
Percent of Total Students Tested	55	61	65

Iron Horse Middle School

Subject: Reading
Grade: 8th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year **2004-05** **2003-04** **2002-03**
Testing Month **May** **May** **May**

Scores are reported here as percentiles.

School Scores

% Above 75th NPR		37	47
% At or Above 50th NPR		76	80
Number of Students Tested		323	361
Percent of total students tested		99	98

Subgroup Scores

Special Education Services

% Above 75th NPR		0	11
% At or Above 50th NPR		34	29
Number of Students Tested		32	28
Percent of Total Students Tested		10	8

Asian

% Above 75th NPR		51	63
% At or Above 50th NPR		83	88
Number of Students Tested		83	72
Percent of Total Students Tested		25	20

White (not Hispanic)

% Above 75th NPR		34	44
% At or Above 50th NPR		76	77
Number of Students Tested		203	250
Percent of Total Students Tested		62	68

Only 7th grade students were administered this test in 2004-05.

Iron Horse Middle School

Subject: Mathematics
Grade: 6th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year **2004-05** **2003-04** **2002-03**
Testing Month **May** **May** **May**

Scores are reported here as percentiles.

School Scores

% Above 75th NPR		64	59
% At or Above 50th NPR		87	83
Number of Students Tested		340	322
Percent of total students tested		98	100

Subgroup Scores

Special Education Services

% Above 75th NPR		20	22
% At or Above 50th NPR		35	35
Number of Students Tested		20	46
Percent of Total Students Tested		6	14

Asian

% Above 75th NPR		78	72
% At or Above 50th NPR		96	91
Number of Students Tested		103	76
Percent of Total Students Tested		30	24

White (not Hispanic)

% Above 75th NPR		60	59
% At or Above 50th NPR		83	84
Number of Students Tested		196	200
Percent of Total Students Tested		56	62

Only 7th grade students were administered this test in 2004-05.

Iron Horse Middle School

Subject: Mathematics
Grade: 7th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year **2004-05** **2003-04** **2002-03**
Testing Month **May** **May** **May**

Scores are reported here as percentiles.

School Scores

% Above 75th NPR	61	58	54
% At or Above 50th NPR	87	83	82
Number of Students Tested	332	326	320
Percent of total students tested	97	100	99

Subgroup Scores

Special Education Services

% Above 75th NPR	10	6	7
% At or Above 50th NPR	33	31	30
Number of Students Tested	21	35	30
Percent of Total Students Tested	6	11	9

Asian

% Above 75th NPR	75	72	75
% At or Above 50th NPR	97	91	97
Number of Students Tested	105	86	89
Percent of Total Students Tested	31	26	28

White (not Hispanic)

% Above 75th NPR	54	57	52
% At or Above 50th NPR	82	82	77
Number of Students Tested	187	196	211
Percent of Total Students Tested	55	60	65

Iron Horse Middle School

Subject: Mathematics
Grade: 8th

Test: California Achievement Test (CAT-6)
Publisher: CTB McGraw Hill

Testing Year **2004-05** **2003-04** **2002-03**
Testing Month **May** **May** **May**

Scores are reported here as percentiles.

School Scores

% Above 75th NPR		53	62
% At or Above 50th NPR		80	86
Number of Students Tested		323	362
Percent of total students tested		99	98

Subgroup Scores

Special Education Services

% Above 75th NPR		3	18
% At or Above 50th NPR		25	57
Number of Students Tested		32	28
Percent of Total Students Tested		10	8

Asian

% Above 75th NPR		73	82
% At or Above 50th NPR		93	94
Number of Students Tested		83	72
Percent of Total Students Tested		25	20

White (not Hispanic)

% Above 75th NPR		49	59
% At or Above 50th NPR		76	84
Number of Students Tested		203	251
Percent of Total Students Tested		62	68

Only 7th grade students were administered this test in 2004-05.