

Executive Summary School Accountability Report Card, 2010-11

For Piedmont Middle School

Address: 740 Magnolia Avenue, Piedmont, California 94611
Principal: Jeanne Donovan

Phone: (510) 594-2660
Grade Span: 6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2010-11 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school Principal or the District Office.

About This School

Piedmont Middle School first opened its doors to students in 1977 in Piedmont, a city of about 10,500 residents that is nestled in the hills above the San Francisco Bay Area. Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based core and elective curriculum, an exemplary staff, and an environment that fosters respect and appreciates diversity. Our goal is to maintain a collaborative, educational, community in an environment of mutual trust and support of students, parents, teachers, support staff, and administrators who collaborate in an environment of mutual trust and support. We are committed to providing a comprehensive and rigorous program that is student centered and that encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills.

Student Enrollment

| <u>Group</u> | <u>Enrollment</u> |
|----------------------------------|-------------------|
| Number of students | 614 |
| African American | 2% |
| American Indian or Alaska Native | 0% |
| Asian | 18% |
| Filipino | 2% |
| Hispanic or Latino | 3% |
| Pacific Islander | 0% |
| White (not Hispanic) | 73% |
| Multiple or No Response | 0% |
| Socio-economically Disadvantaged | 0% |
| English Learners | 2% |
| Students with Disabilities | 15% |

Teachers

| <u>Indicator</u> | <u>Teachers</u> |
|---|-----------------|
| Teachers with full credential | 38 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Miss-assignments of Teachers of English Learners | 0 |
| Total Teacher Miss-assignments | 0 |

School Facilities

Summary of Most Recent Site Inspection

The most recent school site facilities inspection showed all buildings and grounds to be in good repair. This includes 32 classrooms, a multi-purpose room, library, two computer labs, two gymnasiums, athletic fields, and administrative offices.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|------------------------------|--|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Science Laboratory Equipment | 0% |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|--------------|---|
| School Site | \$11,622 |
| District | \$11,622 |
| State | \$8717 |

Student Performance

| Subject | Students Proficient Or Above on California Standard Tests | | | |
|------------------------|--|----------|----------|----------|
| | Grade | 6 | 7 | 8 |
| English-Language Arts | | 91% | 93% | 88% |
| Mathematics | | 90% | 91% | 96% |
| Science | | n/a | n/a | 87% |
| History-Social Science | | n/a | n/a | 93% |

Academic Progress

| Indicator | Result |
|---|---------------|
| 2011 API Growth Score (from 2011 API Growth Report) | 943 |
| Statewide Rank (from 2010 API Base Report) | 10 |
| 2010-11 Program Improvement Status (PI Year) | n/a |

PIEDMONT MIDDLE SCHOOL

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school.

More information about SARC requirements is available at the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

For additional information about the school, parents and community members should contact the school Principal or the District Office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparison of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

II. About This School

Contact Information (School Year 2010-11)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Piedmont Middle School | District Name | Piedmont Unified School District |
| Street | 740 Magnolia Avenue | Phone Number | (510) 594-2600 |
| City, State, Zip | Piedmont, California 94611 | Web Site | www.piedmont.k12.ca.us/pms |
| Phone Number | (510) 594-2668 | Superintendent | Constance Hubbard |
| Principal | Jeanne Donovan | E-mail Address | chubbard@piedmont.k12.ca.us |
| E-mail Address | jdonovan@piedmont.k12.ca.us | | |

School Description and Mission Statement

Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based curriculum, exemplary staff, and an environment that fosters respect and appreciates diversity. Our goal is to maintain a collaborative, educational environment of mutual trust and support for the educational development of the diverse student body.

We believe:

All students can learn

Students learn best in a safe, orderly, responsible and inviting environment

Students should have equal access to educational opportunities

Parent involvement and support enhance the teaching and learning process

Education is the shared responsibility of the home, school and community

We are committed to providing a comprehensive and rigorous program that is student centered and encourages students to communicate, problem solve, and to think independently, creatively, and critically in applying academic and social skills.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Piedmont Middle School. Numerous programs and activities are enriched by the generous contributions made by the following funding sources: PMS Parents Club, PMS Boosters, CHIME, PRAISE, PAINTS, PADC, PAAC, Piedmont Educational Foundation, and School Parcel Taxes and Bond Measures.

Parents who wish to participate in Piedmont Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (510) 594-2660, or visit the school's website at www.piedmont.k12.ca.us/pms.

Student Enrollment by Grade Level

| Grade Level | Number of Students |
|--------------------|---------------------------|
| Grade 6 | 212 |
| Grade 7 | 192 |
| Grade 8 | 210 |

Student Enrollment by Group

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|---|------------------------------------|---|------------------------------------|
| African American | 2% | White (not Hispanic) | 73% |
| American Indian or Alaska Native | 0% | Multiple or No Response | 0% |
| Asian | 18% | Socio-economically Disadvantaged | 0% |
| Filipino | 2% | English Learners | 2% |
| Hispanic or Latino | 3% | Students with Disabilities | 15% |
| Pacific Islander | 0% | | |

Average Class Size and Class Size Distribution

Piedmont Middle School maintained a school-wide average class size of 28-29 students for the 2010-11 school year. The ratio of students per teacher varies by grade level and subject area, as well as the number of classes offered in reference to their enrollment.

| Subject | 2008-09 | | | | 2009-10 | | | | 2010-11 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 25 | 4 | 19 | | 28 | | 21 | | 28 | 4 | 18 | |
| Mathematics | 24 | 11 | 11 | 1 | 27 | 9 | 13 | | 28 | 7 | 15 | |
| Science | 27 | | 22 | | 28 | 1 | 20 | | 29 | 1 | 20 | |
| Social Science | 27 | 1 | 22 | | 28 | | 21 | | 29 | 1 | 20 | |

III. School Climate

School Safety Plan

Safety of students and staff is the primary concern of Piedmont Middle School. To ensure student safety, supervision is provided on campus at all times. Administrators and counselors supervise and assist students on campus before and after school, during breaks, lunch, and after school. One teachers and four yard supervisors monitor students during lunch. Adult visitors to the campus must register at the office; student visitors are not allowed on campus.

*The **School Site Comprehensive Safety Plan** is updated annually by the School Site Council; revisions are immediately reviewed with all staff members. Key elements of the Safety Plan include emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year, and a complete evacuation drill is held every other year.*

School Discipline Practices

Piedmont Middle School makes every effort to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Students at Piedmont Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and fosters a community of mutual respect and trust. Parents and students are informed of discipline policies at the beginning of each year through classroom orientation. PMS also provides a well articulated and fair discipline program which is outlined in the Student Handbook and the Parent Handbook and distributed at the beginning of the year at Walk-through Registration.

Grade level assemblies are conducted by the Principal and Assistant Principal at the beginning of each quarter to review school policies, expectations for behavior and student achievement and to acknowledge and celebrate students who are "caught doing good," and "random acts of kindness." A campus Ambassadors program is conducted during both lunches for students and facilitated by the school counselors. This weekly lunchtime roundtable discussions are open to any PMS student and include conversations about school culture and climate, often taken from students' own questions and concerns. A conflict resolution and peer mediation program is coordinated by the school's counseling staff for students who choose to resolve their own disputes. The sixth grade elective wheel includes a Communications class that emphasizes conflict resolution skills. Let's Get Real, a video presentation and discussion program designed to prevent name-calling, bullying, discrimination, and to promote safety and advocacy, is presented to all sixth grade students.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|----------|----------|----------|----------|----------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 25 | 17 | 13 | 54 2.16% | 35 11.3% | 37 1.5% |
| Expulsions | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

Piedmont Middle School's facility, including grounds, classrooms, library, multi-purpose room, gymnasiums, sports fields, restrooms, and offices are in good condition with no necessary improvements outstanding. HVAC for Piedmont Middle School office is currently at half power and in process of being repaired.

School Facility Good Repair Status (School Year 2010-11)

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | x | | | |
| Interior: Interior Surfaces | x | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | x | | | |
| Electrical: Electrical | x | | | |
| Restrooms/Fountains: Restrooms, Sinks, Fountains | x | | | |
| Safety: Fire Safety, Hazardous Materials | x | | | |
| Structural: Structural Damage, Roofs | x | | | |
| External: Playground/School Grounds, Windows, Doors/Gates/Fences | x | | | |
| Overall Rating | x | | | |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to Piedmont Middle School with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 42 | 38 | 38 | 167 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 1 | 1 | 0 | 5 |

Teacher Miss-assignments and Vacant Teacher Positions

This table displays the number of teacher miss-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions.

| Indicator | 2008-09 | 2009-10 | 2010-11 |
|--|---------|---------|---------|
| Miss-assignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Miss-assignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at Piedmont Middle School and at all schools in the District. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100% | 0% |
| All Schools in District | 99.5% | .5% |
| High-Poverty Schools in District | n/a | n/a |
| Low-Poverty Schools in District | 99.5% | .5% |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

The table below displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to Piedmont Middle School and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. * **Psychologist** and **Nurse** are shared among all District Schools.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1.2 | 511 |
| Library Media Teacher (Librarian) | 1.0 | |
| Library Media Services Staff (paraprofessional) | 1.0 | |
| Computer Tech Coordinator | .7 | |
| Resource Specialist Teachers | 3.6 | |
| Special Day Class Teacher | 1.0 | |
| Inclusion Aides | 9.0 | |
| Speech/Language/Hearing Specialist | 1.0 | |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-11)

Piedmont USD held a public hearing in October, 2010 and determined that Piedmont Middle School had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use on the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. For 2010-11, all textbooks at Piedmont Middle School were in adequate supply and fair to excellent condition. The school and District place great emphasis on providing students with the most up-to-date, state adopted textbooks and instructional materials. **100% of students in each core subject area possessed the necessary textbooks and instructional material.**

| Core Curriculum Area | Publisher | Grade Level | Year Adopted | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|------------------------------|--------------------------------|----------------------------------|-------------------|---|
| Reading/Language Arts | Glencoe/McGraw Hill | 6 th -8 th | 2002 | 0% |
| Mathematics | McDougal Littell | 6 th | 2008 | 0% |
| | Prentice Hall | 7 th -8 th | 2008 | 0% |
| Science | Prentice Hall | 6 th -8 th | 2007 | 0% |
| History-Social Science | Teacher's Curriculum Institute | 6 th -7 th | 2004 | 0% |
| | Glencoe/McGraw Hill | 8 th | 2001 2005,2008 | 0% |
| Foreign Language | Glencoe | 7 th -8 th | 2001 | 0% |
| | McDougal Littell | 7 th -8 th | 2002 | |
| | ChinaSoft | 7 th -8 th | 1999 | |
| Science Laboratory Equipment | | | | 0% |
| Visual and Performing Arts | No Text | | | |
| Health | Holt | 7 th | 2005 | 0% |

Library

Piedmont Middle School's library is fully staffed with credentialed teaching librarians. The library is open on regular school days until 3:15 pm with online resources (library catalog, book review blog, subscription databases, research pathfinders and RSS feeds) available 24/7 through the library website. Flexible scheduling allows teacher librarians to collaborate with teachers and departments to create research and recreational reading activities with opportunities for information literacy instruction. The library collection provides a wide variety of resources including: fiction and nonfiction books, audio books, video and access to online databases and selected websites that support curriculum needs.

Technology

Computer skills and concepts integrated throughout the standard curriculum prepare students for the 21st century. Students receive computer assisted instruction on a regular schedule, and each classroom at Piedmont Middle School contains at least two Internet connected computers. The school has two PC computer labs each containing 32 computers. Software programs utilized at the school develop critical thinking skills, technological skills and mathematical proficiency and include Microsoft Office and PowerPoint. Technology resources to enhance lessons and teacher/student presentations include LCD projectors, document cameras, SMART boards, Mimeoos, and Classroom Performance System (CPS).

Homework

Piedmont Middle School believes that homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self discipline. Students should expect to be assigned an average of 20 to 30 minutes of homework for each academic subject each school day. A minimum of approximately one hour of homework should be expected each school night in addition to work completed at school.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|--|-------------------------------------|--|---------------------------------------|-------------------------------|
| School Site | \$11,622 | \$4649 | \$6973 | \$74,270 |
| District | \$11,622 | \$4649 | \$6973 | \$71,832 |
| Percent Difference – School Site and District | 0% | 0% | 0% | +9.5% |
| State | \$8,717 | n/a | n/a | n/a |
| Percent Difference – School Site and State | 25% | n/a | n/a | n/a |

Types of Services Funded

This section provides information about the programs and supplemental services that are available in the District from State or Federal funds for the following categorical, special education and support programs. Title III funding passes through Acalanes Union High School District LEA, a consortium of districts of which Piedmont Unified is a member.

| | |
|--|--|
| Home-to-School Transportation | Instructional Materials |
| Peer Assistance and Review | 10 th Grade Counseling |
| EIA | Gifted and Talented Students |
| Class Size Reduction, K-3 & 9 | Federal, ECIA/ESEA/IASA |
| School Improvement Plan | Special Education Master Plan |
| Federal, Drug/Alcohol/Tobacco | Federal, Special Education, Entitlement per UDC |
| Federal, Special Education, Discretionary Funds | TUPE |
| Title I, Part A – Basic Grant | Title II, Parts A & D – Teacher Quality and Technology |
| Title IV, Safe and Drug Free Schools and Communities | Title V, Innovative Strategies |

Teacher and Administrative Salaries

This table displays district-level salary information 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 a district's 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 at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,461 | \$40,133 |
| Mid-Range Teacher Salary | \$67,039 | \$62,416 |
| Highest Teacher Salary | \$88,622 | \$80,729 |
| Average Principal Salary | \$120,134 | \$104,869 |
| Superintendent Salary | \$183,461 | \$159,000* |
| Percent of Budget for Teacher Salaries | 53.9% | n/a |
| Percent of Budget for Administrative Salaries | 5.9% | n/a |

*2011-12 Data

IX. Student Performance

Standardized Testing and Reporting Program

The California Standards Tests (CST's) show how well students are doing in relation to the state content standards. The CST's include English-Language Arts and Mathematics in Grades 2 through 11; Science in Grades 5, 8, 9, 10, and 11; and History-Social Science in Grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2011 STAR Program Summary Results to the Public Guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpk5intrpts.pdf> * **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.**

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the **Proficient or Advanced** level (meeting or exceeding the state standards).

| Subject/Grade | Piedmont Middle School | | | California | | |
|-------------------------------|------------------------|------|------|------------|------|------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English-Language Arts | | | | | | |
| 6 th Grade | 87 | 89 | 91 | 52 | 56 | 55 |
| 7 th Grade | 94 | 84 | 93 | 54 | 55 | 57 |
| 8 th Grade | 90 | 92 | 88 | 48 | 54 | 57 |
| Mathematics | | | | | | |
| 6 th Grade | 81 | 93 | 90 | 49 | 52 | 53 |
| 7 th Grade | 76 | 81 | 91 | 43 | 49 | 50 |
| Algebra | 94 | 92 | 96 | 44 | 46 | 47 |
| Science | | | | | | |
| 8 th grade | 86 | 88 | 87 | 56 | 59 | 63 |
| History-Social Science | | | | | | |
| 8 th grade | 89 | 87 | 93 | 42 | 47 | 47 |

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the **Proficient or Advanced** level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-----------------------|---|--------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| Females | | | | |
| 6 th Grade | 93 | 92 | n/a | n/a |
| 7 th grade | 98 | 92 | n/a | n/a |
| 8 th Grade | 92 | 90- Algebra | 89 | 80 |
| Males | | | | |
| 6 th Grade | 89 | 89 | n/a | n/a |
| 7 th Grade | 88 | 91 | n/a | n/a |
| 8 th Grade | 87 | 100- Algebra | 86 | 87 |
| Asian | | | | |
| 6 th Grade | 97 | 92 | n/a | n/a |
| 7 th Grade | 97 | 95 | n/a | n/a |
| 8 th Grade | 97 | 100-Algebra | 93 | 90 |
| Caucasians | | | | |
| 6 th Grade | 90 | 88 | n/a | n/a |
| 7 th Grade | 92 | 91 | n/a | n/a |
| 8 th Grade | 87 | 94-Algebra | 88 | 88 |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (**scoring in the healthy fitness zone on all six fitness standards**) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the District and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 7 | 84.5% |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each **March**. The state - wide API rank ranges from 1 to 10. A state - wide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools."

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 8 | 8 | 8 |

API Changes by Student Group – Three-Year Comparison

This table displays by student group the current API and changes in points added or lost for the past three years.

| Group | Actual API Change | | | API Score |
|----------------------------|-------------------|---------|---------|-----------|
| | 2008-09 | 2009-10 | 2010-11 | 2011 |
| All Students at the School | +1 | +14 | +1 | 943 |
| Asian | -9 | +28 | +1 | 975 |
| White (not Hispanic) | +7 | +8 | -1 | 935 |

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether Piedmont Middle School and the District made AYP overall and whether the school and the District met each of the AYP criteria.

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | Yes | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |

XI. Instructional Planning and Scheduling

Professional Development

Leadership at Piedmont Middle School is a responsibility shared between the District administration, the Principal, Assistant Principal, and school counselors. In the fall of 2006, Ms. Jeanne Donovan assumed the role of Principal. She has had previous experience as a teacher of special education, a teacher of general education, and seven years in school administration before joining the Piedmont Unified School District. The leadership group works closely with the School Advisory Council (Department Chairpersons), School Site Council, Parent Club, and Associated Student Body (ASB) to ensure that the students at PMS receive a well-rounded, comprehensive education.

The School Site Council, which consists of staff, students, and parents, meet regularly to address programs and components that make-up the school, discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

ASB is responsible for student activities which include school climate, dances, noon-time activities, fundraisers, and other school-wide service work. They also review and study proposals for actions which are made by the Student Council.

The review and enhancement of Piedmont Middle School's curriculum is an ongoing process. Curriculum development at the school revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. PMS also participates in a district-wide Curriculum Forum, Green Initiative Committee, Task Force on Diversity and Respect, and the GATE Advisory Committee.

The District Curriculum guides are updated regularly to align with the state standards, District goals and action plan, the District vision for "Shaping Our Future", and the state-wide assessment program. The District Curriculum Committees monitor the alignment of curriculum to state standards, and are made up of District administrators, teachers, and parents.

Professional Development plays a key role in keeping teachers abreast of current education issues and trends, in fostering the implementations of innovations, and in refining their teaching practices. Teachers and staff have opportunities to build upon their roles as coaches and facilitators of their student learning throughout the year by participating in conferences and workshops.

The District had a district-wide staff development day where teachers and staff were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies, and technology. Staff development for 2010-2011 included, but was not limited to: Differentiated Instruction, Common Writing Assessments, Rubrics Scoring System for Writing, and Community Building around Respect and Diversity.

For additional support in their profession, beginning teachers enlisted the services of the District's Beginning Teacher Support and Assessment (BTSA) program.

In addition to the district-wide professional development day, teachers collaborated by departments and with administrators on common planning early release Mondays to provide ongoing learning opportunities and engagement in practical tasks of curriculum development, instruction, learning, and assessment.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|--------------------|------------------------------|--------------------------|
| | Offered | State Requirement |
| 6 | 65,990 | 63,907 |
| 7 | 65,990 | 64,574 |
| 8 | 65,990 | 64,574 |

Minimum Days in School Year

For the 2010-11 School year Piedmont Middle School offered 178 days of instruction, comprised of 155 regular days and 23 early release days. Early release days are utilized for common planning days, Back to School Night, and final exams.