

The Single Plan for Student Achievement

PIEDMONT MIDDLE SCHOOL

CDS Code

Date of this revision: October 2011

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Piedmont Unified School District

The District Governing Board approved this revision of the School Plan on _____.

MISSION STATEMENT

Piedmont Middle School (PMS) has adopted the Piedmont Unified School District's (PUSD) Mission Statement, Philosophy, Goals, Objectives and Comprehensive Plans:

Mission Statement

Piedmont Unified School District, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community. Through quality instruction and shared leadership, the District will impart knowledge and promote creative and critical thinking in a safe, nurturing and challenging environment.

Vision for “Shaping Our Future” is rooted in six major themes:

1. Supporting Academic Excellence - By creating a breadth and depth of engaging learning opportunities for all students, continue to inspire, teach, and support students of all levels of learning to: acquire mastery of the California content standards; cultivate critical thinking skills; and achieve to one's fullest potential
2. Maximizing Individual Potential - Recognizing that each student has unique passions, motivations, and strengths, help students to individualize their education and achieve to their fullest potential.
3. Developing Resilience - Create a culture of learning in the schools, where students feel safe taking risks, being flexible, innovative, and adaptable, and taking on new challenges. In addition to following students through assessments and benchmarks, offer social skills development and counseling support, so students are prepared to meet real world challenges in their lives with resilience.
4. Promoting Program Adaptability - With an emphasis on continuous growth and effective communications, reflect on the relevance and effectiveness of educational programs in a rapidly changing world in order to create learning opportunities that are comprehensive, innovative, dynamic, and sustainable.
5. Cultivating A Global Citizenry - Cultivate students to become engaged and responsible citizens in the larger global community.
6. Building K-12 Community - Develop collaborations across groups in the K-12 educational community to stay informed and to participate in the development and maintenance of programs and practices that support the District's commitments, vision, and goals.

SCHOOL PROFILE

Piedmont Middle School has an enrollment of 592 students in grades 6 through 8. Staff currently includes 39 teachers, 4 resource teachers, 1 special day class teacher, 2 counselors, and 2 administrators.

The ethnic composition of our student body includes the following: 2% Filipino, 2% African American, 18% Asian, 3% Hispanic, and 73% White (not of Hispanic origin). These percentages do not add to 100% due to responses of the following: other, multiple, declined to state, or non-response.

The school district provides the following program specialists: counseling, technology, physical education, school psychologist, vocal and instrumental music, special education, speech and language therapist, nurse, teacher librarian, adaptive P.E., and resource specialist. All resource and special day classrooms have para-educators (instructional aides).

Piedmont Middle School has participated in School Improvement Program since 1974 and became part of a School Based Coordinated Program in 1987. As required by SB 374, Piedmont Middle School has a Single Plan for Student Achievement which is revised annually.

PARENT INVOLVEMENT

The Piedmont community supports the school through a parcel tax, bond measures passed in 1994, 1996, 2000, 2005, and 2009, the Piedmont Educational Foundation, and district-wide and individual school site parent organizations. Parent volunteers help staff food service, in the library, on field trips, and provide a variety of assistance to the classroom teachers and the extra-curricular program. The Piedmont Recreation Department co-sponsors and runs our extra-curricular after-school and inter-scholastic sports programs.

EQUAL OPPORTUNITY AND ACCESS

The 28.7 FTE faculty members of the middle school offer our 592 students a seven-period day with a rigorous curriculum that emphasizes pre-college preparation. Enrichment is incorporated within the curriculum as well as through electives, before and after school classes, and special events. A variety of services are offered to GATE, English Learners, and Special Education students. Teachers provide additional assistance to students struggling with content standards in Study Skills Elective classes for 6th, 7th, and 8th grades and by meeting with students before, during, and after school. Summer school is available to all students. Acceleration in math and foreign language is available to PMS students through offerings at Piedmont Middle School and at Piedmont High School which is adjacent to the Piedmont Middle School campus.

Students with Special Needs

In addition to general education supports, a broad range of special education programs are available to students with special needs. They are identified and found eligible for services by a multi-disciplinary assessment team. Students in need of academic help may receive special education services in one of the Learning Centers (Resource Specialist), in Special Education Core, or in a co-teach, mainstream setting. There is close coordination between resource teachers, general education classroom teachers, and parents regarding the student's Individual Education Plan (IEP) and progress. In addition, counselors, adaptive P.E. teacher, and speech and hearing specialists provide services to students with specific needs.

A Student Study Team (SST) composed of parent/guardian, classroom teachers, resource teacher, and the District school psychologist meet as necessary to consider the needs of students and to ensure that all students have equitable access to, and the opportunity to participate in and benefit from, high-quality curricular and extracurricular activities. The needs of students are discussed, information from parents/guardians is shared, and recommendations may be made by the team for students to receive specialized assistance.

English Learners (EL) Students

Piedmont Middle School has twenty identified English Learner students for 2011-12. EL students are clustered in core academic classes, so the teacher has opportunities to work with clustered students in a mainstream environment during Language Arts. The EL coordinator also meets weekly with students who speak minimal or no English.

Economic Impact Aid funds this program. All classroom teachers have been trained in instructional strategies to assist English Language Learners, and they possess CLAD or equivalent credentials.

GATE

The District goal of inspiring students to achieve their fullest potential is supported by the implementation of a GATE program that reaches the unique learning styles, abilities, and needs of students who perform at or show the potential to perform at an exceptionally high level in one or more areas of expression. The District's plan aims to identify and support students gifted in the visual and performing arts and in leadership, as well as in traditional academic subjects.

The District sponsors a well-attended GATE Advisory Council that includes educators, parents, and community members and which meets regularly to address philosophical and program design issues. The community has the opportunity to receive District updates and provide input at regularly scheduled GATE Advisory Council and school site council meetings, as well as periodic communications provided in the District Newsletter and site newsletters.

At Piedmont Middle School, students may qualify for accelerated math classes: Advanced Math in 6th grade, Algebra in 7th grade, and Geometry in 8th grade. Most GATE students are clustered in their core classes, science, and math in the sixth and seventh grades and in English, science, and math in the eighth grade. Support from the teacher librarians to provide enrichment reading materials is available. Students may

also elect to participate in Creative Writing class, Film Club, Photography Club, Chess Club, Debate Team, Jazz Band, Geography Bee, and Spelling Bee.

TEACHING AND LEARNING

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction, and materials to content and performance standards:

District adopted curricular materials are aligned to the standards in the areas of language arts, reading, social studies, math, science and P.E.. Curriculum and instruction are aligned to the standards in all content areas including math, science, language arts, social studies, reading, P.E. and some electives. Information literacy standards are taught in conjunction with library research and projects in a variety of content areas.

2. Availability of standards-based instructional materials appropriate to all student groups:

Standards-based materials are available in all content areas, and all students have access to standards-based materials. It is important to note that, during the pilot and adoption process, teachers look for state-approved material that best support their teaching styles in meeting the varied needs of the student population. Library provides a variety of resources to support content standards tailored to a variety of learning styles and reading levels. Differentiation within the materials makes them more widely accessible to all students in the school, regardless of ability level.

PROFESSIONAL DEVELOPMENT

Early release Wednesdays for common planning and collaboration are built into the school calendar. In addition, opportunities for workshops, conferences, in-services, and release days are available through funding by the PMS Parents Club and the School and Library Improvement Program (SLIP). In addition to academic pursuits, other focus areas include respect (anti-bullying) and diversity. Articulation across grade levels within PMS and with PHS and the three feeder elementary schools ensure continuous progression towards mastery.

Professional development has been aligned to standards and instructional strategies. Teachers have many opportunities to work with their content and grade level peers to develop plans for the implementation of standards and to discuss instructional strategies and best teaching practices that most effectively support the students in their understanding of the standards. Professional development in the areas of differentiated instruction, common assessments in writing, Response to Intervention (RTI), Word Press Training, and Facing History and Ourselves have been well-received. In 2011-12 teachers, staff, and administrators will focus on several topics – the new teacher

evaluation pilot, common assessment in various subject areas, Infinite Campus, training in Data Director that provides multiple sets of data, and world language. Faculty and staff will continue to receive training in differentiated instruction as a means to create multiple paths for students of different abilities, interest, or learning needs and in tying curricular themes and instructional methods on building school community around respect, diversity, and tolerance.

STANDARDS, ASSESSMENT AND ACCOUNTABILITY

Student assessment is the key to guiding instruction and promoting learning. Student progress is evaluated and shared using multiple measures including group administered standardized tests, curriculum-based measures, common assessments, individual diagnostic testing, progress reports, and classroom observation. Piedmont Middle School participates in the STAR test program which is mandated by the State of California. STAR testing evaluates student progress toward meeting state curriculum standards. Overall school performance is reviewed by the principal, teachers, and the School Site Council to identify school-wide areas for continuous improvement.

FUNDING AND GOVERNANCE

The Piedmont Unified School District Bylaws and Policies are followed at all times.

Economic Impact Aid supplements general fund dollars to support our English Learners (EL) program. School and Library Improvement Program (SLIP) funds support activities to reach school and district goals. Special Education funds provide services for students with special needs.

CONCLUSIONS FROM STUDENT PERFORMANCE DATA

Piedmont Middle School scored above the STAR testing statewide performance target of 800 in Academic Performance Index (API) in 2011. In 2011 Piedmont Middle School received an API score of 943, a 1 point growth from its 2010 base score of 942. Based on participation rate, Annual Measurable Objectives (AMOs), and API score, Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for 2011. (Refer to Tables 1 – 4 for detailed STAR results)

Goals for 2010-2011 School Year

Goal #1:

Look at English Language Arts content cluster information from STAR results and identify skill areas that could be improved. Core 6 teachers are looking at writing strategies, particular in the areas of ideas and organization, voice, word choice, and sentence fluency. Core 7 teachers are looking at writing conclusions and English teachers are focusing on word analysis and vocabulary development. At each grade level, teachers will develop strategies to integrate into the program to raise content cluster scores.

- *In 2010-2011 all ELA teachers looked at the results of STAR in Data Director.*
- *Teachers were able to identify content clusters and skills areas that could be improved.*
- *Teachers were able to acquire information from Data Director about how each student scored in each of the 5 ELA content clusters*
- *This information helped them to understand how they could improve student achievement and to refine and to restructure their own delivery of instruction.*
- *In addition to many other forms of assessments ELA teachers used to analyze students' writing skills, both formal and informal, , the teachers developed, implemented, and refined common writing assessments.*
- *Important issues evolved related to assessment as well as the assessment itself, e.g. what kind of writing prompts to use, what criteria goes into scoring, common language used across grade levels, calibration.*
- *The discussion provided opportunities for teachers to have dialogue across the grade levels.*

Goal #2

Collect baseline data from grade level writing assessments to analyze overall strengths and weaknesses and identify effective/ineffective instructional strategies to refine the writing program and raise overall proficiency.

6th Grade:

- *Administered second common assessment in June 2011*

- Analyzed results to determine student growth
-
- Looked for evidence of patterns and trends in student writing (i.e. difficulty with writing conclusions, transitions, etc.)
- Re-evaluated effectiveness of rubric
- Evaluated prompts and decided how to change them for 2011-2012
- Continue to administer two assessments per year for the purpose of collecting baseline data and evaluating instructional effectiveness

7th Grade:

- Evaluated Dragonwings prompts and decided how to change them for 2011-2012. Possibly allow greater room for flexibility around the theme of the prompt
- Re-evaluated and refined Dragonwings rubric
- Discussed how assessments informed future teaching
- Continue to give two assessments per year to collect baseline data and to evaluate teacher effectiveness and student growth
- Continue to meet as a Core, and to develop and refine writing strategies that help all students become more proficient in expository writing

8th Grade:

- Administered grade-level writing assessment in April 2011 and recorded individual student results.
- Continue to refine and develop writing strategies to help all students become more proficient in all analytical writing.
- Continue to develop word analysis worksheets to go along with stories and novels.

Goal #3

Provide professional development and support to all teachers in all subject areas in Data Director and Infinite Campus to help teachers input, access, interpret, and use data.

- Received one session of training on how to look up students' STAR scores from 2010, analyzed growth, and focused on cluster scores from specific areas.
- Recommendation - Further training and time to allow input of assessment scores into Data Director as an additional measurement of student writing proficiency

and in other subject areas. Receive further training to analyze, reflect, and plan on how to use data to inform and to improve instruction. Receive further training on inputting teacher generated assessment results.

Goal #4

Collect information from our own and other middle schools regarding school climate with an emphasis on respectful speech and behavior towards all individuals to assess the degree of inclusiveness among the student body.

The student site council members, with the help of Mr. Bonnin, Assistant Principal, created a survey for students to take through Survey Monkey.

- *From the sample measured:*
 - *8th grade students thought that the amount of homework was acceptable.*
 - *Overall students felt safe about coming to school.*
 - *Students thought that survey was too long and too general.*

Other programs that were not mentioned in the Single Plan and related to this goal include:

- *Bringing the Wellness Center to the middle school which provided ongoing and much needed counseling and support for our students*
- *The Ambassadors lunchtime program, that was facilitated by counselors, continued to give our students a venue to have conversations about school culture and school climate.*
- *Peer mediators utilized the skills that they learned to help students to resolve their own disputes.*
- *The Youth Educators program that was taught by PHS juniors provided seven one-hour lessons to our 8th grade students about decision-making around drugs and alcohol.*
- *Nightmare on Puberty Street will be presented to 6th and 7th grade students in January, 2012. A live performance of young adults, who journey through middle school where the pressures of childhood and adolescence meet, presents important information about difficult topics such as self-esteem, peer pressure, depression, etc. in an entertaining way.*
- *ASB programs develop community activities and connect students to the PMS community and the world outside of Piedmont.*

With these support programs, professional development, and the work that the staff does to embed these topics into the curriculum, the issues of respect, inclusion, and diversity, are addressed. Faculty, staff, and administrators continue to build a culture that acknowledges the value of all people.

We analyzed the number of suspensions and referrals over the last six years and were pleased to report that suspensions have leveled off. PMS staff believes that there is a correlation between the programs that are in place and the decrease in number of suspensions.

Goals for 2011-2012 School Year

Goal #1

A joint committee of parents and teachers will research comparable schools to find out how their World Language programs compare to PMS in terms of instruction, assessment, articulation and enrichment.

Goal #2

After reviewing the state standards at Level I, we will examine the current program and develop or refine common assessment tools for World Language teachers to assess skill levels for advancement in each World Language.

Goal #3

We will develop differentiated assessment strategies to enhance the STAR data as a way to inform instruction. Strategies include departmental common assessments, project-based assessments, or media presentations with the goal of developing both written and oral measurements.

- Core 6, Core 7, English, History, and Math currently administer common assessments. Science and World Languages are developing common assessment tools in 2012-13.

Goal #4

We will further foster inclusion and respect and encourage individual student accountability and integrity by developing new programs, assignments, and projects at PMS.

Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # 1 <i>A joint committee of parents and teachers will research comparable schools to find out how their World Language programs compare to PMS in terms of instruction, assessment, articulation and enrichment.</i></p>	
<p>Group to participate in this goal: <i>World Language teachers, parents, administrators, Piedmont Language School</i></p>	<p>Anticipated annual performance growth for each group:</p>
<p>Means of evaluating progress toward this goal: <i>Create a report to document the results of the study</i></p>	<p>Group data to be collected to measure academic gains:</p>
<p>SCHOOL GOAL # 2: <i>After reviewing the state standards at Level I, we will examine the current program and develop or refine common assessment tools for World Language teachers to assess skill levels for advancement in each World Language.</i></p>	
<p>Group to participate in this goal: <i>World Language teachers and students</i></p>	<p>Anticipated annual performance growth for each group: <i>Administration of common assessment</i></p>
<p>Means of evaluating progress toward this goal: <i>Common assessment tools</i></p>	<p>Group data to be collected: <i>Results from common assessments</i></p>
<p>SCHOOL GOAL # 3: <i>We will develop differentiated assessment strategies to enhance the STAR data as a way to inform instruction. Strategies include departmental common assessments, project-based assessments, or media presentations with the goal of developing both written and oral measurements.</i></p>	
<p>Group to participate in this goal: <i>Teachers, students, administrators</i></p>	<p>Anticipated annual performance growth for each group: <i>Summary of new assessment methods created</i></p>
<p>Means of evaluating progress toward this goal: <i>New assessments</i></p>	<p>Group data to be collected to determine areas of successes and areas for continuous growth: <i>Results of alternative and common assessments and common planning minutes.</i></p>
<p>SCHOOL GOAL # 4 <i>We will further foster inclusion and respect and encourage individual student accountability and integrity by developing new programs, assignments, and projects at PMS.</i></p>	
<p>Group to participate in this goal: <i>Administrators, counselors, teachers, staff, students, and parents.</i></p>	<p>Anticipated annual performance: <i>Summary of new programs/assignments/projects</i></p>
<p>Means of evaluating progress toward this goal: <i>Track type of counselor contacts/administrative referrals for future comparison.</i></p>	<p>Group data to be collected to determine areas of successes and areas for continuous growth: <i>Findings from administrator and counselor data. Student participation in PMS activities including ASB programs, clubs, Ambassadors, etc.</i></p>

Actions to be Taken to Reach These Goals¹ Consider all appropriate	Start Date² Completion Date	Proposed Expenditures³	Estimated Cost	Funding Source
<p><i>Goal #1</i></p> <ul style="list-style-type: none"> • <i>Establish list of comparable schools</i> • <i>Committee to create questions to ask</i> • <i>Contact middle schools/districts</i> • <i>Gather information</i> • <i>Create table to show comparison data</i> <p><i>Goal #2</i></p> <ul style="list-style-type: none"> • <i>Look at state standards for level 1 World Language</i> • <i>Articulate with high school world language teachers</i> • <i>Common Assessment</i> <p><i>Goal #3</i></p> <ul style="list-style-type: none"> • <i>Collaboration within departments to match differentiated assessments to standards and to analyze the effectiveness of the various assessment strategies.</i> • <i>Foster collaboration across departments.</i> • <i>Identify current forms of assessment and examine data</i> • <i>Expand alternative assessment opportunities</i> • <i>Each department will implement, monitor and track results of new assessment strategy</i> <p><i>Goal #4</i></p> <ul style="list-style-type: none"> • <i>Create student suggestion box</i> • <i>Establish lunchtime programs to foster inclusion</i> • <i>Establish programs for Core classes to foster inclusion</i> • <i>Collaborate within departments to develop or refine group projects to foster individual accountability and integrity</i> • <i>Provide guidelines on what constitutes cheating</i> 	<p><i>2011-2012</i></p>	<ul style="list-style-type: none"> • <i>Release Time</i> • <i>Substitute Costs</i> • <i>Workshops/Conferences</i> • <i>Registration fees and travel expenses</i> • <i>Staff Development</i> • <i>In-House Training</i> • <i>Technology Equipment and Tools</i> • <i>Technology training</i> • <i>Instructional resources and materials</i> • <i>Stipends</i> • <i>Consultants' Fees</i> • <i>Copying</i> • <i>Materials, e.g. copy paper</i> • <i>Library Supplemental Materials (\$3,391)</i> • <i>Additional lunchtime activities</i> 	<p><i>\$18,391</i></p>	<p><i>School and Library Improvement Program Block Grant</i></p>

School Site Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jeanne Donovan (Principal)	X				
Eric Mapes (Asst. Principal)			X		
Hannah Bjork (teacher)		X			
Annie Holland (teacher)		X			
Debby Sorenson (teacher)		X			
Carolyn White (teacher librarian)		X			
Sue Lin (parent)				X	
Michelle Lucas (parent)				X	
Beth Weisbrock (parent)				X	
Marianne Mitosinka (parent)				X	
Meredith Aebi (student)					X
Joseph Chu (student)					X
Numbers of members of each category	1	4	1	4	2

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: March 26, 2008

Attested:

Typed name of school principal

Signature of school principal

Date

On Behalf of Site Council

On Behalf of Site Council

Date

Table 1: Academic Performance by Student Group

CST English-Language Arts

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability			English Learner								
		'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	527	514	548	350	373	400	98	107	103	31	40	47			12						
	%	90	90	91	90	90	90	90	92	97	51	55	59			86						
Number and Percent At Basic	#	43	44	41			33			3			26			1						
	%	7	7	7			7			2			33			7						
Number and Percent Below Basic	#	12	10	10			9			0			4			1						
	%	2	2	2			2			0			5			7						
Number and Percent Far Below Basic	#	6	6	3			2			0			3			0						
	%	1	1	1			0			0			4			0						
TOTAL NUMBER AND PERCENT	#	588	574	602	389	415	444	109	116	106	63	74	80			14						
	%	100	100	100			99			99			101			100						

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 1: Academic Performance by Student Group

CST Mathematics

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability			English Learner								
		'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	293	313	324	190	234	236	61	60	54	20	27	28			8						
	%	79	87	91	78	87	89	87	91	93	43	54	58			100						
Number and Percent At Basic	#	59	34	20			15			4			9			0						
	%	16	9	6			6			7			19			0						
Number and Percent Below Basic	#	16	11	13			12			0			10			0						
	%	4	3	4			5			0			21			0						
Number and Percent Far Below Basic	#	4	2	1			1			0			1			0						
	%	1	1	0			0			0			2			0						
TOTAL NUMBER AND PERCENT	#	372	359	358	242	270	264	70	66	58	46	50	48			8						
	%	100	100	101			100			100			100			100						

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 1: Academic Performance by Student Group **CST General Mathematics (Grades 6 & 7 Standards)**

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability			English Learner								
		'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	54	53	61	38	41	49		10	7	5	8	8			2						
	%	70	73	75	69	75	73		91	88	42	40	38			67						
Number and Percent At Basic	#	17	13	13			11			1			9			1						
	%	22	18	16			16			13			43			33						
Number and Percent Below Basic	#	5	6	3			3			0			1			0						
	%	6	8	4			4			0			5			0						
Number and Percent Far Below Basic	#	1	0	4			4			0			3			0						
	%	1	0	5			6			0			14			0						
TOTAL NUMBER AND PERCENT	#	77	72	81	55	55	67	9	11	8	12	20	21			3						
	%	99	99	100			99			101			100			100						

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 1: Academic Performance by Student Group

Algebra

API PROFICIENCY LEVEL		CALIFORNIA STANDARDS TEST SCORES																				
		All Students			White			Asian			Students with Disability			English Learner								
		'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	118	116	128	70	75	89	22	21	31			10			3						
	%	95	93	97	92	92	96	100	95	100			100			100						
Number and Percent At Basic	#	6	6	2			2			0												
	%	5	5	2			2			0												
Number and Percent Below Basic	#	0	3	2			2			0												
	%	0	2	2			2			0												
Number and Percent Far Below Basic	#	1	1	0			0			0												
	%	1	1	0			0			0												
TOTAL NUMBER AND PERCENT	#	125	126	132	70	81	93	22	22	31			10			3						
	%	100	101	101			100			100			100			100						

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>CST ENGLISH-LANGUAGE ARTS (ELA)</u>																				
		Grade: 6			Grade: 7			Grade: 8			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
		'09	'10	'11	'09	'10	'11	'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	178	174	193	170	177	171	179	164	184												
	%	87	94	91	94	84	93	90	92	89												
Number and Percent At Basic	#	19	8	16	10	22	11	13	14	14												
	%	9	4	8	6	11	6	7	8	7												
Number and Percent Below Basic	#	4	1	2	1	6	0	5	1	8												
	%	2	1	1	1	3	0	3	1	4												
Number and Percent Far Below Basic	#	4	1	0	0	4	2	2	0	1												
	%	2	1	0	0	2	1	1	0	0												
TOTAL NUMBER AND PERCENT	#	205	184	211	180	209	184	199	179	207												
	%	100	100	100	101	100	100	101	101	100												

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>CST MATHEMATICS</u>																				
		Grade: 6			Grade: 7			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
		'09	'10	'11	'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	166	170	189	127	142	135															
	%	81	93	90	76	81	91															
Number and Percent At Basic	#	23	10	9	37	24	11															
	%	11	5	4	22	14	7															
Number and Percent Below Basic	#	12	4	11	3	7	2															
	%	6	2	5	2	4	1															
Number and Percent Far Below Basic	#	4	0	1	0	2	0															
	%	2	0	0	0	1	0															
TOTAL NUMBER AND PERCENT	#	205	184	210	167	175	148															
	%	100	100	99	100	100	99															

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>CST GENERAL MATHEMATICS</u>																				
		Grade: 8			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____					
		'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	54	53	61																		
	%	70	73	75																		
Number and Percent At Basic	#	17	13	13																		
	%	22	18	16																		
Number and Percent Below Basic	#	5	6	3																		
	%	6	8	4																		
Number and Percent Far Below Basic	#	1	0	4																		
	%	1	0	5																		
TOTAL NUMBER AND PERCENT	#	77	72	81																		
	%	99	99	100																		

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR <u>ALGEBRA</u>																				
		Grade: 7			Grade: 8			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
		'09	'10	'11	'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	15	31	35	103	85	93															
	%	100	94	100	94	92	96															
Number and Percent At Basic	#		0	0	6	6	2															
	%		0	0	5	7	2															
Number and Percent Below Basic	#		1	0	0	1	2															
	%		3	0	0	1	2															
Number and Percent Far Below Basic	#		1	0	1	0	0															
	%		3	0	1	0	0															
TOTAL NUMBER AND PERCENT	#	15	33	35	110	92	97															
	%	100	100	100	100	100	100															

Conclusions indicated by the data:

1. Most of our students are at or above proficient.
2. Most of those students who are below proficient are basic; very few are at far below basic.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR GEOMETRY																				
		Grade: 8			Grade:____			Grade:____			Grade:____			Grade:____			Grade:____			Grade:____		
		'09	'10	'11	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#	12	15	31																		
	%	100	94	100																		
Number and Percent At Basic	#		1	0																		
	%		6	0																		
Number and Percent Below Basic	#		0	0																		
	%		0	0																		
Number and Percent Far Below Basic	#		0	0																		
	%		0	0																		
TOTAL NUMBER AND PERCENT	#	12	16	31																		
	%	100	100	100																		

Conclusions indicated by the data:

1. All students are at or above proficient.
2. No student scored below proficient.
3. The proficiency of the faculty and staff and the presentation of curriculum and instruction are reflected in the STAR results.

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																								
	All Students			White			African-American			Asian			Hispanic			English Learners			Students w/Disabilities						
	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11				
Participation Rate	99	99	100	99	100	100	100	90	100	98	99	100	100	100	100	92	100	100	95	98	99				
Number At or Above Proficient	524	516	551	349	372	401			11	98	108	104	11	10	16	21	29	41	38	47	55				
Percent At or Above Proficient	90.5	89.9	90.6	90.4	89.6	89.7			91.7	91.6	93.9	96.3	91.7	83.3	88.9	91.3	93.5	93.2	58.1	56.0	60.4				
AYP Target	46.0	56.8	67.6	46.0	56.8	67.6				46.0	56.8	67.6													
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes													

Conclusions indicated by the data:

1. Each student group met its participation rate for three consecutive years.
2. Most student group met the AYP target in English-Language Arts for three consecutive years.
3. Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for three consecutive years.

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																													
	All Students			White			African-American			Asian			Hispanic			English Learners			Students with Disabilities											
	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11	'09	'10	'11						
Participation Rate	100	100	100	100	100	99	100	90	100	100	100	102	100	100	100	100	100	100	100	100	100	100	99	99						
Number At or Above Proficient	477	496	546	312	358	394			10	97	106	102	10	9	18	20	28	41	32	45	55									
Percent At or Above Proficient	81.7	86.4	90	80.4	86.1	88.3			83.3	89.0	92.2	94.4	83.3	75.0	100	80.0	90.3	93.2	48.5	52.9	60.4									
AYP Target	47.5	58.0	68.5	47.5	58.0	68.5				47.5	58.0	68.5																		
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes																		

Conclusions indicated by the data:

1. Each student group met its participation rate for three consecutive years.
2. Most student group met the AYP target in Math for three consecutive years.
3. Piedmont Middle School met its Adequate Yearly Progress (AYP) requirements for three consecutive years.