

Executive Summary School Accountability Report Card, 2010-11

For Piedmont High School

Address: 800 Magnolia Avenue, Piedmont, California 94611
Principal: Randall Booker

Phone: (510) 594-2630
Grade Span: 9 -12

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 (except the School Finances and School completion data that are reported for the 2008-09 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 High School is a small comprehensive high school established in 1921 and located in the East Bay hills of the San Francisco Bay Area. The single high school in the Piedmont Unified School District, it has one feeder Middle School located on an adjoining campus. Piedmont, city of about 10,000 residents, sustains a strong sense of community. There is a steady priority to maintain educational programs and services and to upgrade or expand school facilities. Parent participation in school activities is extensive; parents and community members have developed a variety of support organizations for academics, athletics, visual arts, performing arts, Special Education and a community-wide educational foundation. The educational programs at the school are tailored to meet the needs of students in a changing society and are designed to ensure the academic success of every student through a comprehensive educational experience.

Student Enrollment

Group	Enrollment
Number of students	746
African American	2.0%
American Indian or Alaska Native	0.5%
Asian	22.5%
Filipino	1.9%
Hispanic or Latino	2.2%
Pacific Islander	0.1%
White (Hispanic)	2.5%
White (not Hispanic)	68.2%
Socio-economically Disadvantaged	0%
English Learners	2.4%
Students with Disabilities	15.1%

Teachers

Indicator	Teachers
Teachers with full credential	42
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	5
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 all classrooms, restrooms, library, computer labs, auditorium, music facilities, gymnasium, athletic fields, and administrative offices.

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 (grades 9-12)	0%

School Finances

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

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	
9 th Grade	90%
10 th Grade	87%
11 th Grade	84%
History- Social Science	
10 th Grade	88%
11 th grade	90%
Science (Grade 10)	91%

Academic Progress

Indicator	Result
2011 API Growth Score (from 2011 API Growth Report)	917
Statewide Rank (from 2010 API Base Report)	10
2010-11 Program Improvement Status (PI Year)	n/a

School Completion

Indicator	Result
Graduation Rate	100%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	95%

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) SARC 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 Assistance Team (FCAMT) 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 comparisons of the school to the district, county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Piedmont High School	District Name	Piedmont Unified School District
Street	800 Magnolia Avenue	Phone Number	(510) 594-2600
City, State, Zip	Piedmont, California 94611	Web Site	www.piedmont.k12.ca.us/phs
Phone Number	(510) 594-2630	Superintendent	Constance Hubbard
Principal	Richard Kitchens	E-mail Address	chubbard@piedmont.k12.ca.us
E-mail Address	rkitchens@piedmont.k12.ca.us		

School Description and Mission Statement

Piedmont High School is a small comprehensive high school and is the only comprehensive high school in the Piedmont Unified School District. The original school opened in 1921 in the city of Piedmont, a community of about 10,00 residents.

It is the mission of Piedmont High School to provide quality preparation that challenges students to achieve honorably and realize their present and future potential. Four assets support this mission and high academic standards:

- A qualified, inventive and student-oriented staff
- A generous, involved and supportive parent community
- A K-8 program that prepares students effectively for the rigors of high school
- A bright and motivated student body of high school students who are diverse in their talents and their contributions to our educational setting.

“Achieve the Honorable”, the long-standing motto of Piedmont High School, means that all students demonstrate academic and personal integrity in their work. Being honest in all situations promotes learning, supports growth in intellect.

Opportunities for Parental Involvement

Parent participation in school activities is extensive: parents and community members have developed a variety of support organizations for academic, athletic, visual arts, performing arts, Special Education and a community-wide Educational Foundation.

The Parent's Club:

Supports staff development, student activity programs, the college and career center, and a variety of course offerings.

School Site Council:

Develops the Single Plan for Student Achievement and supports intervention strategies for all students.

CHIME (Citizens Highly Interested in Music Education):

Funds and supports performing arts education, including instrumental, vocal, dramatic and dance for Piedmont's students.

PAINTS (Promote Art in the Schools):

A non-profit membership organization of parents and community members whose mission is to promote visual arts by providing a forum for parents, teachers, and administrators to focus a coordinated art curriculum throughout the district.

PAAC (Piedmont Asian American Club):

A non-profit membership organization of parents and community members whose mission is to sponsor educational programs aimed at promoting cultural awareness, encouraging diversity, and providing a forum for Asian American issues in Piedmont.

The Athletic Boosters Club:

Supports the interscholastic athletic program with finances and parent volunteers.

School Nutrition Advisory committee:

Supports the school nutrition program by recommending menu changes, developing educational programs, awareness campaigns, and conducting research and surveys.

The Piedmont Diversity Committee:

Promotes awareness, understanding, and appreciation of both differences and commonalities among students, staff, and community. The committee offers grants to teachers, students, and staff for school programs and produces free community events and a bi-monthly film series.

PRAISE (Piedmonters for Resources, Advocacy, Information in Special Education):

Supports and funds education for students, parents, teachers, and specialists involved with special education. Their mission is to promote awareness, understanding, and appreciation of learning differences among students, educators, parents, administrators, and the community.

The Piedmont Educational Foundation:

Promotes educational excellence in schools through grants made by the Board in response to requests from individual teachers, school sites, and the district using individual donations, income from the Endowment Fund,, corporate matches, and Dress Best For Less.

College and Career Center:

The College and Career Center is an information resource center of Piedmont High School's Counseling Office. Created in the late 1960's by a volunteer group of interested parents, the Center Director and supplies are funded by the PHS Parent's Club.

Volunteerism extends to the daily staffing of the College and Career Center and the Food Service Program. Parents voice high expectations for a college preparatory education program and a wide range of extra-curricular programs, particularly including the performing and visual arts, athletics and community service.

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	217
Grade 10	178
Grade 11	178
Grade 12	173
Total Enrollment	746

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.0%	White (Hispanic)	2.5%
American Indian or Alaska Native	0.5%	White (not Hispanic)	68.2%
Asian	22.5%	Multiple or No Response	0%
Filipino	1.9%	Socio-economically Disadvantaged	0%
Hispanic or Latino	2.2%	English Learners	2.8%
Pacific Islander	0.1%	Students with Disabilities	15.1%

Average Class Size and Class Size Distribution

Piedmont High School maintained a school-wide average class size of 25.9 students and a pupil -to-teacher ratio of 18:1. This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

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	23.8	13	21	0	24.3	9	27	0	25	12	23	1
Mathematics	22.8	14	16	0	23.9	9	21	0	25	13	14	3
Science	25.5	4	29	0	25.2	9	24	0	24	1	28	3
Social Science	25.5	8	23	2	26..2	8	21	0	28	2	26	0

III. School Climate

School Safety Plan

Safety of students and staff is a primary concern of Piedmont High School. To ensure student safety, supervision is provided on campus at all times. Administrators and a campus supervisor monitor students before and after school, and during lunch and break periods. Visitors to campus must register at the office and receive authorization to enter the premises. While on campus, a pass must be displayed at all times.

*The **Comprehensive School Site Safety Plan** is updated annually in the fall by members of the School Advisory Council; revisions are shared immediately with all staff members. Key elements of the plan outline steps for ensuring student and staff safety during a disaster, District sexual harassment policies, and codes of student behavior. The school is in compliance with the laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster and complete evacuation drills are conducted on a monthly basis throughout the school year; intruder alert/lock-down drills are held periodically.*

School Discipline Practices

Students at Piedmont High School are guided by campus rules and classroom expectations that promote respect, academic integrity, and acceptance of others. The school's discipline standards promote a safe school and a respectful classroom environment, and demonstrate that structured discipline is a solid foundation on which to build an effective school. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and an individual parent and student handbook.

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	29 3%	6 .8%	16	54 2.16%	35 1.7%	37 1.5%
Expulsions	0	0	0	0	0	0

IV. School Facilities

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

Piedmont High School provides a safe and clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with five custodians (three full-time; two part-time) to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

A scheduled maintenance program is administered by Piedmont High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Piedmont Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

School Facility Good Repair Status (School Year 2010-2011)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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 High 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	53	52	42	167
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	2	2	5	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 the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty 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	99.5%	.5%
All Schools in District	99.5%	.5%
Low-Poverty Schools in District	99.5%	.5%

VI. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to Piedmont High 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	263.3
Library Media Teacher (Librarian)	1.0	n/a
Library Media Services Staff (paraprofessional)	1.0	n/a
Speech/Language/Hearing Specialist	.5	n/a
Resource Specialist (non-teaching)	5.6	n/a

Psychologist and Nurse are shared among all District schools.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-2011)

Piedmont School district sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont School district held a Public Hearing in October, 2010 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Piedmont School District follows the State Board of Education's six year adoption cycle for core content materials. All teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

For 2010-11, all textbooks and instructional materials at Piedmont High School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials.

Core Curriculum Area	Instructional Materials	Percent of Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	No assigned textbooks – several fiction and non-fiction books are read.	0%
Mathematics	Advanced Mathematical Concepts Algebra 1, Algebra 2 (Glencoe) Calculus (Wiley) Discovering Algebra, Discovering Geometry, Flatland, Workshop Statistics	0%
Science	Biology (Miller-Levine) Biotechnology, Chemistry (Zumdahl) Chemistry in the Community, Chemistry Principles and Reactions, Conceptual Physical Science, Environmental Science, Introduction to Human Body, Physical /Earth Science, Physics (Giancoli) Physics Principles and Problems	0%
Science Laboratory Equipment		0%
History-Social Science	A History of Western Society, American Pageant, The Americans, Constitutional Law, Economics; Principles and Practices, Exploring Psychology, 40 Studies That Changed Psychology, History of the Modern World, Street Law, World Geography, World History: Connections to Today	0%
Foreign Language	AP French: Preparing for the Exam, AP Spanish: Preparing for the Exam, Buen Viaje 1, Buen Viaje 2, Buen Viaje 3, Connaissances et Reactions, Conversation in Spanish, Cuentos de Eva Luna, Dama del Alba, Discovering French – Blanc, Discovering French – Bleu, Discovering French – Rouge, En un Acto, Jia You!, La Casa de Bernardo Alba, La Dama del Alba, Le Petit Prince, Mejor Dicho, Ni Hao 1, Ni Hao 2, Ni Hao 3, Ni Hao 4, (Simplified and Advanced) Oh, China, Panorama Methode Francais, Pasajes Lengua, Promenades and Perspectives, Taiwan Today, Tesoro Hispanico, Tete a Tete, Una Ves Mas	0%
Visual and Performing Arts	No Text	
Health	No Text	

Library

Piedmont High School's library maintains an updated inventory of materials as well as a large collection of video and audio tapes. Computer resources within the library are connected to the Internet so students are able to access resources and information online, such as EBSCO Host Database, the Electric Library Database, and Britannica Online to improve research skills. The librarian conducts classroom workshops on a yearly basis to teach research skills.

Science Lab Equipment

All students at Piedmont High School have access to science labs and an adequate supply of science laboratory equipment within the science classrooms. Science lab equipment includes, but is not limited to, microscope, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners. For more information about the school's science equipment, texts, instructional materials, and/or programs, please contact the main office.

Technology

Computer skills and concepts are integrated throughout the curriculum, preparing students to use technology through a variety of applications. Students receive computer-assisted instruction on a regular schedule, and each classroom at Piedmont High School is connected to the Internet. The school also has two computer labs for classroom and student use.

Homework

At Piedmont High School homework is a fundamental part of the learning process. It helps to develop basic academic and study skills as well as promote student responsibility and self discipline. Homework is assigned on a regular basis for all grade levels in most subject areas. Each teacher determines the appropriate level of homework and students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their student. The time available to students on tutorial and staff development days is meant to support homework expectations.

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	\$67,965
District	\$11,622	\$4649	\$6973	\$71,832
Percent Difference – School Site and District	0%	0%	0%	-9.5%
State	\$8717	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 funded through either categorical or other sources that are available at Piedmont High School and the District.

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
Title III, Funding passes through Acalanes Union High School District LEA, a consortium of districts of which Piedmont Unified is a member.	

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 the 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/cs/>.

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	\$104,247
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 2008 STAR Program Results to the Public at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.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 Reporting Results – Three-Year Comparison

This table displays the percent of Piedmont High School students achieving at the **Proficient or Advanced level** (meeting or exceeding the state standards) in Language Arts, Social Science, Science, and Math. Summative scores are not available for ninth grade Social Science. For results on specific tests, please see <http://star.cde.ca.gov>.

Subject/Grade	Piedmont High School			PUSD			California		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2009	2010	2011
English-Language Arts									
9 th Grade	84	91	90	84	90	88	50	54	55
10 th Grade	84	75	87	88	73	81	44	45	48
11 th Grade	82	84	84	82	82	78	40	43	45
History-Social Science									
10 th Grade	84	81	88	84	78	84	39	40	45
11 th grade	88	90	90	88	83	85	38	39	48
Science (10 th Grade)	85	81	91	85	79	86	40	41	50
Math									
Algebra I	21	56	41	66	77	75	28	31	32
Geometry	63	63	74	62	94	74	26	27	31
Algebra II	46	47	51	43	45	51	28	31	33
Summative Math	68	72	79	68	72	79	50	54	55

CST Results by Student Group – Most Recent Year

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

	English- Language Arts	History- Social Science	Science
Females			
9 th Grade	92	n/a	n/a
10 th Grade	90	81	87
11 th Grade	89	93	n/a
Males			
9 th Grade	88	n/a	n/a
10 th Grade	85	94	93
11 th Grade	77	88	n/a
Asian			
9 th Grade	95	n/a	n/a
10 th Grade	82	85	92
11 th Grade	86	84	n/a
Caucasian			
9 th Grade	89	n/a	n/a
10 th Grade	91	90	91
11 th Grade	85	93	n/a

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE includes English-Language Arts and Mathematics components. Student scores are reported as performance levels: Not Proficient, Proficient, and Advanced. Detailed information regarding CAHSEE results can be found at the CDE Web site at <http://cahsee.cde.ca.gov/>. * **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.**

CAHSEE Results – Three Year Comparison

Beginning with the graduating class of 2006, students in California public schools must pass both the English/Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th Grade, the following table displays the percent who met all state and local graduation requirements for Grade 12 completion.

Subject	Piedmont High School			PUSD		
	2009	2010	2011	2009	2010	2011
English-Language Arts	100%	100%	99%	100%	100%	97%
Mathematics	100%	100%	99%	100%	100%	98%

CAHSEE Results by Group – Most Recent Scores

This table displays the percent of Piedmont High School students, by group, achieving proficiency in English-Language Arts and Mathematics for the most recent testing period.

Group	English/Language Arts	Math
	Percent Proficient	Percent Proficient
Females	99%	98%
Males	100%	100%
Students with Disabilities	*	*
Asian	100%	100%
Caucasian	99%	99%

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/pfi/>.

Grade Level	Percent of Students Meeting Fitness Standards
5	n/a
7	n/a
9	49.5%

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 Piedmont High 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	10	10	10

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. **Note: "N/A" means that the student group is not numerically significant.**

Group	Actual API Change			API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	+16	-8	--1	903
Asian	+10	-18	+1	923
Caucasian	+13	-9	-2	902

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 the Piedmont High 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
Graduation Rate	Yes	Yes

XI. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the Piedmont High School's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the District and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Piedmont High School			PUSD		
	2009	2010	2011	2009	2010	2011
Dropout Rate (1-year)	0%	0%	0%	0%	0%	0%
Graduation Rate	100%	100%	100%	100%	100%	100%

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2010-2011 school year in the 12th Grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for Grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. **Note: "N/A" means that the student group is not numerically significant.**

	Piedmont High School 2011	PUSD 2011
All Students	194	100%
Females	90	100%
Males	104	100%
Asian	53	100%
Caucasian	141	100%

Career Technical Education Programs

It is the goal of Piedmont High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem-solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills. Randall Booker is the primary contact for Piedmont Unified School District's Career Technical Committee.

Students in Grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors present students with a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Twelfth Grade students are exposed to resume writing, interest inventories, and interview techniques. Piedmont High School's career path and vocational programs include Partnership Academies, Work Experience, Regional Occupational Program (Journalism, Biotechnology, Environmental Science, and Sports Medicine), Career Fair, Advancement Via Individual Determination, and Workability.

Speakers from the community, job shadowing opportunities and work experiences, use of technology, career-related research projects, the Career Center, and community service projects are made available for the students to heighten their awareness of options for education, training, and employment beyond high school.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to Piedmont High School's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	99.6%
Graduates Who Completed All Courses Required for UC/CSU Admission	89.7%

Advanced Placement Courses (School Year 2010-11)

This table displays for the most recent year the number of Advanced Placement (AP) courses that Piedmont High School offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	2.3%
English	1	12.1%
Fine and Performing Arts	3	6.1%
Foreign Language	3	6.4%
Mathematics	2	13.8%
Science	3	9.7%
Social Science	2	13%
All courses	15	66.5%

SAT Reasoning Test

This table displays the percent of the Piedmont High School's 12th Grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average Verbal, Math, and Writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the District and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. **Note: Scores for the 2010 SAT Reasoning Test will not be available until Spring of 2011.**

Indicator	2009	2010
Percent of Grade 12 Students Taking the Test		
Piedmont High School	83.3%	84.5%
PUSD	80.4%	73.5%
California	35.6%	n/a
Average Verbal Score		
Piedmont High School	608	625
PUSD	607	620
California	494	501
Average Math Score		
Piedmont High School	619	631
PUSD	617	630
California	513	516
Average Writing Score		
Piedmont High School	622	639
PUSD	618	626
California	493	500

XII. Instructional Planning and Scheduling

School Instruction and Leadership

Leadership at Piedmont High School is a responsibility shared between District administration, the Principal, instructional staff, students and parents. Primary leadership duties beginning in 2005-2006 were assumed by Randall Booker in the role of Principal of Piedmont High School. Prior to this position, Mr. Booker served as a teacher and Assistant Principal. Mr. Booker has a BA and MA from St. Mary's College.

The Parents Club Executive Board collaborates with the school staff to address programs and components that make up the school, to 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.

Professional Development

Staff members build teaching skills and concepts throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered staff development time where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. For additional support in their profession, teachers may enlist the services of the District's Beginning Teacher Support and Assistance (BTSA) facilitator and/or Peer assistance and Review (PAR) program.

Instructional Minutes and Minimum Days

During the 2010-11 school year, Piedmont High School offered 178 days of instruction, comprised of 168 regular days and 10 minimum days. Minimum days are utilized for final exams, staff collaboration, and tutorial time for all grade levels. For 2010-11, Piedmont High School offered 66,400 minutes of instructional time, exceeding the annual state requirement of 64,800 minutes for high schools.