

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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 site 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.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Piedmont Hills High School	District Name	East Side Union High
Street	1377 Piedmont Road	Phone Number	408-347-5000
City, State, Zip	San Jose, California 95132	Web Site	www.esuhdsd.org
Phone Number	408-348-3800	Superintendent	Mr. Bob Nunez
Principal	TBD	E-mail Address	nunezb@esuhdsd.org
E-mail Address		---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

School Description

Piedmont Hills High School challenges students to set high academic and personal standards and supports them in their pursuit of success. The faculty is strongly committed to providing the highest quality educational program consistent with expectation of the community aligned to state and federal requirements. Many of the students enroll in postsecondary education. Recent graduates have attended such prestigious colleges as MIT, Harvard, Stanford and all the University of California campuses. The school, located in the northeast foothills of San Jose, is a compact campus of 48 acres in a park-like setting. The school houses over 2,200 students of richly diverse cultural backgrounds.

The school has an active school site council, a parent booster club, and various special program groups, e.g. band, drama, and athletics. In addition the African American Parent Coalition, the Latino Parent Education Network, and the Filipino Parents and Student Association, support specific ethnic groups. A recent parent survey reflects that the school staff deals effectively with cultural diversity and that the school is a good place to learn and a pleasant place to be.

The school goals focus on improving the success of all students.

School-wide Goal # 1:	Narrow the achievement gap for target students.
School-wide Goal # 2:	Infuse technology into instruction
School-wide Goal # 3:	Develop reading and writing strategies across the curriculum

VISION

Piedmont Hills High School will be a community-based learning center where an atmosphere of success will exist for all students striving to meet world-class standards. Our graduates will be sought-after for their skills, knowledge and good citizenship. All students will be energetic and self-motivated with clear goals, pride, and perseverance for learning and being a part of the Piedmont Hills family. The well-trained staff will work in partnership with all stakeholders, parents, feeder schools, post-secondary institutions, community agencies, businesses, and industry to prepare and support all students.

Mission

The mission of Piedmont Hills High School is to provide all students with a strong educational program, one that develops academic, vocational, thinking, communication, technical, physical, and cooperative skills. The staff will encourage respect for diversity, inspire an appreciation for the arts, and foster responsibility, self-esteem, healthful living, self-direction, tolerance, fairness, honesty, and respect. The staff will encourage each student to achieve his or her potential.

Expected School-wide Learning Results

Piedmont Hills High School students will demonstrate proficiency in reading a wide range of writing and expressing themselves competently and confidently through writing and speaking.

Students will...

- Read, write, and speak at the appropriate grade level.
- Employ different reading and listening strategies appropriate to different types of material.
- Recognize and communicate the main ideas and arguments of other speakers and writers, making logical conclusions and inferences as a result.
- Increase vocabulary across the curriculum.
- Apply writing conventions in coursework spanning multiple disciplines.

Piedmont Hills High School students will demonstrate essential research, technology, and workplace skills.

Students will...

- Use effective research techniques, both in the library and on the Internet.
- Evaluate and integrate various physical and electronic sources of information into coursework.
- Produce high quality documents, projects, or presentations, using the most current technology tools and programs.
- Demonstrate ethical behavior on the Internet and in research.

Piedmont Hills High School students will apply academic skills to engage the outside world and to solve real life problems.

Students will...

- Recognize their options in setting curricular and life goals.
- Apply critical thinking skills in a variety of settings.
- Accept responsibility both as individuals and members of a learning community.
- Take risks by exploring new subjects, activities, and interests.

Piedmont Hills High School Students will meet standards in core academic areas.

Students will...

- Attend class regularly and perform at a proficient level.
- Meet graduation requirements and qualify for higher education.
- Meet university requirements.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name	Principal	Contact Person Phone Number	408.347.3819
<p>The school has an active school site council, a parent booster club, and various special program groups, e.g. band, drama, and athletics. In addition the African American Parent Coalition, the Latino Parent Education Network, and the Filipino Parents and Student Association, support specific ethnic groups. A recent parent survey reflects that the school staff deals effectively with cultural diversity and that the school is a good place to learn and a pleasant place to be. The school has implemented the use of School Loop to increase communications with parent and students. 2025 Students are registered with School Loop, 1092 parents are registered with School Loop and approximately fifty percent of the staff uses it on a daily basis.</p>			

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	551
Grade 3	0	Grade 10	572
Grade 4	0	Grade 11	533
Grade 5	0	Grade 12	527
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2183

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.4	White (not Hispanic)	15.1
American Indian or Alaska Native	0.5	Multiple or No Response	0.3
Asian	47.3	Socioeconomically Disadvantaged	21.2
Filipino	10.5	English Learners	12.0
Hispanic or Latino	21.2	Students with Disabilities	8.0
Pacific Islander	0.7	---	---

Average Class Size and Class Size Distribution (Secondary)

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	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	27.0	27	43	10	26.5	28	43	6	28.5	25	19	30
Mathematics	27.1	18	35	3	27.0	21	13	26	28.4	21	15	25
Science	31.3		42	11	32.5		22	30	33.9		12	40
Social Science	32.4		20	23	32.9	1	11	33	33.8	2	10	35

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update	Spring 2006	Date Last Discussed with Staff	Spring 2006
<p>With the implementation of SB 187 all schools in the ESUHSD are required to write and annually review the school's comprehensive safety plan. In addition to the process for the annual review of safety plans, SB 187 identifies the essential elements of a comprehensive school safety plan. These elements include a site-based assessment of the current status of school crime and appropriate strategies and programs that will provide or maintain a high level of school safety. Piedmont Hills' Comprehensive Safety Plan has been approved by the School Site Council and the ESUHSD Board of Education. Piedmont Hills endeavors to provide a safe, clean and comfortable learning environment for its students.</p>			

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Piedmont Hills has a written discipline plan that was developed in accordance with district policy. This plan is well publicized and is available to students, parents, staff, and community members. Programs to support discipline issues include Saturday School and the Multi-Service Team (MST) approach to helping students. Through the MST a limited number of community agencies and services are on campus to assist students and parents.

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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	12.7%	9.2%	21.6%	11.2%	7.9%	17.6%
Expulsions	0.2%	0.2%	0.14%	0.2%	0.18%	0.15%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Overview

The school, located in northeast section of the district, is a compact campus of 48 acres of a park-like setting. The school houses more than 2,090 students of richly diverse cultural backgrounds. Remodeling over the last seven years has helped classrooms keep up with the technological age. Additionally, the district makes every effort to ensure that all schools are clean, safe, and functional.

Age of School Buildings

Although the main school campus was constructed in 1966, portable buildings have been added to accommodate modernization as well as science, special education, and mathematics classes.

Maintenance and Repair

District maintenance and facilities staff ensure that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Typical emergency examples include: leaky roofs, plugged sewers, or HAVC issues.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Associate Principal of Attendance and other administrators work with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The Associated Student Body is currently working on a strategy to motivate students to support a clean campus.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing,

plumbing, heating, air conditioning, electrical systems, interior / exterior painting, and floor systems.

Modernization Projects

No current modernization projects are in place for facilities.

School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems		X	Found unit in weight room that was not working. Unit will be replaced in summer of 2007.
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms		X	Found sink in Boy's Restroom broken. It will be replaced by 2/24/07.
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the 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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	67	67	76	1033
Without Full Credential	23	23	17	143
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	1	0

Core Academic Classes Taught by NCLB 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 <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	86.6	13.4
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding and hiring qualified and effective substitute teachers is a critical problem for all East Side Union High School District schools. The current system is not effective or adequate to meet the needs of the local schools. The need for substitutes varies depending on the day of the week or the time of the year. Absences for illness, personal necessity leave, and professional development activities are all reasons that necessitate substitute teachers. When the need for substitutes exceeds the supply, the regular classroom teachers and administrators are called upon to fill in for the colleagues during the preparation period. Regardless of the reasons for calling in substitute teachers, the instructional program suffers when the regular teacher is absent. Consequently, every effort is made to minimize teacher absences.

All substitutes have a minimum of a Bachelor's Degree, have passed the California Basic Skills Test (CBEST), and hold the required credential to provide this service.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

All teachers and staff are regularly evaluated. Formal teacher and staff evaluations are completed in accordance to District and bargaining unit regulations. First year teachers are evaluated at least twice during the school year, and all temporary and probationary teachers are evaluated annually. All tenured teachers are evaluated every other year. In addition, drop in observations is to reinforce good teaching practices and to assist teachers who may need improvement. The administration promotes an open door policy and maintains a good rapport with teaching staff

V. 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 the 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	1.0	2183.0
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)	1.0	---
Psychologist	1.0	---
Social Worker	0.0	---
Nurse	0.17	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	0.0	---
Other	3.0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Publisher & Publication Date	School Board Approval Date	Aligned with California State Content Standards	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts				
English 1 – “The Language of Literature Ninth Grade”	McDougal Littell/ 2002	4/2004	Yes	0%
English 2 – “Elements of Literature 4 th Course”	Holt/1997	6/1998	Yes	0%
English 3 – “Timeless Voices Timeless Themes Am. Experience”	Prentice Hall/ 2000	6/2001	Yes	0%
English 4 – “The Language & Literature of The World”	McDougal Littell/2000	6/2002	Yes	0%
Composition & Literature – “Literature and Language Arts Third Course”	Holt/2003	6/2006	Yes	0%
Mathematics				
Algebra I – “E & A Algebra 1”	McDougal Littell/ 1998	6/1998	Yes	0%
Geometry – “Geometry”	McDougal Littell/ 2007	6/2006	Yes	0%
Algebra 2 – “Integrated Mathematics 3”	McDougal Littell/ 1998	6/1998	Yes	0%
Math Analysis – “Precalculus With Limits”	Houghton Mifflin/ 2001	6/2001	Yes	0%
Calculus – “Calculus”	Houghton Mifflin/ 1998	**	Yes	0%
Science				
Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations”	Holt/ 2001, 03, 04	2/2001	Yes	0%
Biology – “Web of Life; Holt Biology”	Holt/ 1998, 99, 04	5/1998	Yes	0%
Chemistry – “Chemistry in the Community”	Kendall-Hunt/1993, 1998, 2002	12/1992	Yes	0%
Physics – “Conceptual Physics”	Addison-Wesley/1992,	5/1993	Yes	0%

	99, 02, 06			
History-Social Science				
World History – “Modern World History”	McDougal-Littell/2003	5/2001	Yes	0%
US History – “The United States and It’s People”	Addison-Wesley/1995	5/1996	Yes	0%
American Government – “Magruder’s American Government”	Prentice Hall/1997	6/1998	Yes	0%
American Government – “We the People”	Center for Civic Education/2002	5/1990	Yes	0%
Economics – “Holt Economics”	Holt/2003	11/2002	Yes	0%
Economics – “Junior Achievement”	Junior Achievement Corp.	6/1986	Yes	0%
Foreign Language				
Spanish 1, 2, 3 – “Realidades 1, 2, 3” Series	Prentice Hall/2004	5/2004	Yes	0%
French 1, 2, 3 – “Discovering French 1, 2, 3” Series	McDougal Littell/2004	5/1994	Yes	0%
Vietnamese Speakers 1 – “Vietnamese Language Level 1”	District created textbook		Yes	0%
English Language Development				
ELD Levels 1, 2, 3 – “Shining Star” Series (Keys to Learning thru Level C)	Pearson-Longman/2003	5/2005	Yes	0%
Science Supplies and Lab Equipment				
Each school received sufficient funds to purchase science supplies and lab equipment to meet deficiencies stated during Williams Settlement visitations.				

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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	\$5732	\$764	\$4,968	\$65,800
District	---	---	\$6,074	\$67,720
Percent Difference - School Site and District	---	---	-\$1,106	-\$1,920
State	---	---	\$4,743	\$60,037
Percent Difference - School Site and State	---	---	\$225	\$5,763

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A variety of integrated instructional programs and services have been developed within the East Side Union High School District to support student achievement. Through these programs, students can obtain technical training to prepare them to enter the work force or support their education. Included are Integrated Career Programs (ICP's); Tech Prep; Work Experience; Central County Occupational Center, which includes Regional Occupational Satellite Programs; New Ways Workers; Partnership Academies and Job Placement Center.

The following special programs / services are offered at Piedmont Hills High School:

- English Language Learners Program
- AVID
- Math Mastery
- School Based Coordinated Program (School Site Council)
- Business Magnet Program
- Gifted and Talented Education
- Speech Therapy
- Special Education (RSP, SDC, SDC-Low Functioning, Autistic)
- Vocational Education
- Upward Bound
- After School Homework Center Collaboration Program with the City of San Jose
- Independent Study Program (ISP)
- Multi-Service Team
- Community College Partnerships (2+2)
- Adult Education

Project Accel w/ Evergreen Community College

Teacher and Administrative Salaries (Fiscal Year 2004-05)

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 can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,393	\$37,671
Mid-Range Teacher Salary	\$75,604	\$63,121
Highest Teacher Salary	\$89,953	\$78,630
Average Principal Salary (High)	\$107,889	\$111,909
Superintendent Salary	\$236,920	\$163,061
Percent of Budget for Teacher Salaries	38.6	37.8
Percent of Budget for Administrative Salaries	4.6	5.2

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs 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, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST 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	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	54	58	55	33	38	39	36	40	42
Mathematics	36	39	40	16	19	22	34	38	40
Science	36	38	54	20	23	36	25	27	35
History-Social Science	43	47	43	27	31	30	29	32	33

CST 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
African American	39	14	17	20
American Indian or Alaska Native	*	*	*	*
Asian	70	57	74	60
Filipino	55	35	48	33
Hispanic or Latino	32	16	25	21
Pacific Islander	*	*	*	*
White (Not Hispanic)	49	32	53	38
Male	49	39	50	44
Female	62	43	58	42
Economically Disadvantaged	43	39	37	30
English Learners	22	29	15	14
Students with Disabilities	15	17	3	6
Students Receiving Migrant Education Services	55	18	*	*

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	68			47			43	41	42
Mathematics	71			53			51	52	53

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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	3.8%

IX. 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. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide 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." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing

10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	9	9
Similar Schools	3	5	5

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
	2003-04	2004-05	2005-06	2006
All Students at the School	10	10	-10	781
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	6	8	6	862
Filipino	18	14	5	781
Hispanic or Latino	7	29	-38	644
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	1	2	-16	750
Socioeconomically Disadvantaged	26	2	-42	704
English Learners	--	--	1	803
Students with Disabilities	--	--	-4	466

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Piedmont Hills High School is not an underperforming school requiring state intervention.

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 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	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. 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	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.9	1.2	2.7	3.0	4.0	7.5	3.2	3.3	3.1
Graduation Rate	98.6	98.0	92.5	89.6	86.6	80.5	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. 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.

Group	Graduating Class of 2006		
	School	District	State
All Students	99%	98%	---
African American	N/A	98%	---
American Indian or Alaska Native	N/A	N/A	---
Asian	99%	98%	---
Filipino	95%	99%	---
Hispanic or Latino	99%	96%	---
Pacific Islander	N/A	95%	---
White (not Hispanic)	100%	100%	---
Socioeconomically Disadvantaged	94%	95%	---
English Learners	81%	83%	---
Students with Disabilities	100%	100%	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

In addition to providing students with a curriculum that prepares students for college entrance, students may simultaneously take courses that provide them a school-to-career focus in business, advanced computer skills, computer aided drafting and over 30 trades and technical fields, as part of the Central County Occupation Center.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	670
Percent of pupils completing a CTE program and earning a high school diploma	91.6%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	29%

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment 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	76.3
Graduates Who Completed All Courses Required for UC/CSU Admission	52.3

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the 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	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	2	---
Mathematics	2	---
Science	1	---
Social Science	1	---
All courses	8	3.3

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

In the area of Language Arts and mathematics college admission test preparation material is infused into the English strand of the curriculum. Direct test prep sessions are obtained by students and families through private vendors. The Filipino Parent Student Association, through fund raising, purchases direct services for its students.

SAT Reasoning Test

This table displays the percent of the 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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	60.7	65.4	62.0
Average Verbal Score	498	500	493
Average Math Score	538	548	555
Average Writing Score	---	---	502

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The staff at Piedmont Hills High School is very knowledgeable, talented and experienced. The staff is extremely well qualified and stable as in past years. The school leaders and staff have high expectations of all students. Excellence in education is emphasized and academic achievements are recognized. The high quality of instruction and leadership are reflected in the

academic success of the students.

Most Piedmont Hills High School students have a seven or six period day. Seventy-five percent of our courses meet UC/CSU requirements. The vocational classes in the business department and CAD classes include state-of-the-art equipment and instruction, appealing to a diverse group of students. The business magnet includes two paths; one in applications which prepares students for administrative support careers, and the other in entrepreneurship, preparing students to manage and work in their own or a small business.

Piedmont Hills has fourteen Advance Placement classes: Calculus AB, Calculus BC, Statistics, Computer Science, World History, European History, US History, English Lang/Comp, French, Spanish, Biology, Biology Lab, Physics B and Physics B Lab. With most classes aimed at college preparation the majority of courses are rigorous. Returning graduates support this with their anecdotal reports of being well prepared for college courses.

Students are encouraged to strive for excellence not only in the curricular program but also in the co-curricular program. In addition to its academic tradition, Piedmont Hills has a long history of student involvement in co-curricular activities. Our best estimates are that 75% of the student body is engaged in one or more of 25 clubs and athletics. The performing Arts department includes approximately 20% of the student body. Piedmont Hills also has unusual events, such as Pirate Movie Nights, a Lip Sync contest, a talent show, FANTASTICS, and the International Fair. All of these events raise money to for the school discretionary fund and give students the opportunity to participate in good, clean fun. The funds are use to support after school student tutors in the Math Mastery Center and the After School Homework Center.

Department chairpersons serve as as Instructional Teacher Leaders (ITL). This role has empowered staff members and their ITLs to meet the new accountability requirements of NCLB. Through this new process of leadership, the ITLs are to focus on instruction through the examination of data.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Through the work of Marzano, Classroom Instruction that Works, the school is continuing its examination of: what is happening in the classroom, how we can improve learning, and how to evaluate student learning and achievement. Specifically, professional development has been centered around literacy, standards and technology.

A more active Professional Development Committee was established for the 2005-2006 school year to gain additional staff buy-in. They began by completing a self-assessment of staff needs. This group of volunteer faculty members worked in conjunction with the instructional team leaders and consultants from the University of Santa Cruz New Teacher Center to create meaningful collaborations.

The entire faculty was asked to complete a survey through ASCD. In relation to survey results, both groups reviewed the nature of the 11 factors included in Marzano's "What Works in Schools" survey, and by an overwhelming response, selected Factor 9 - Instruction as the area that teachers of PHHS could make the greatest gains in improving the success of our students.

In our effort to use research based strategies to improve professional development and to continue with Marzano's research, the Professional Development Committee reviewed nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. Of the nine strategies that are explained in the book Classroom Instruction That Works, the Professional Development Committee selected "Summarizing and Note Taking" as the strategy that they feel would be most applicable to PHHS.

Throughout the 2005-2006 collaborations faculty worked on the following:

- While taking notes, students learn to delete, substitute and keep items

- While keeping notes, analyze information at a deep level
- Increase awareness of the structure of texts (introduction, examples, main points, minor points, graphic organizers, context clues, conclusion) so as to summarize more effectively
- Reciprocal teaching strategies of questioning, clarifying, predicting and summarizing as a process for students to process text
- Teach explicit note taking strategies: verbatim note taking is the least effective method, notes should be considered a work in progress, notes should be used as a study guide for tests
- Teach students which note taking method works best

Teacher leaders work within departments to continue focus on school wide efforts of improving student success.

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
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	71,257	64,800
10	71,257	64,800
11	71,257	64,800
12	70,102	64,800

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Piedmont Hills offered a total of 31 shortened day schedules for the purpose of Staff Collaboration, final exams, Back-To-School-Night, holiday early release, and state testing.