U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☑ Magnet ☐ Choice

Name of Principal: Ms. Deirdra Gardner

Official School Name: Piedmont Open Middle School

School Mailing Address: 1241 E. 10th Street
Charlotte, NC 28204-2048

County: Mecklenburg State School Code Number: 600497

Telephone: (980) 343-5435 E-mail: d.gardner@cms.k12.nc.us

Fax: (980) 343-5557 Web URL: http://schools.cms.k12.nc.us/piedmontMS/pages/default.aspx

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Peter Gorman Superintendent e-mail: peter.gorman@cms.k12.nc.us

District Name: Charlotte-Mecklenburg District Phone: (980) 343-3000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Eric Davis

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 104 Elementary schools
   (per district designation) 38 Middle/Junior high schools
   34 High schools
   0 K-12 schools
   176 Total schools in district
2. District per-pupil expenditure: 6093

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	150	189	339
K	0	0	0		7	158	172	330
1	0	0	0		8	112	147	259
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
							Total in Applying School:	928

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
6 %	Asian
68 %	Black or African American
6 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
16 %	White
4 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	23
(4)	Total number of students in the school as of October 1, 2009	909
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 5

Number of languages represented, not including English: 5

Specify languages:

Spanish, Twi, Rade, Vietnamese, Jarai

9. Percent of students eligible for free/reduced-priced meals: 44%

   Total number of students who qualify: 403

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

   Our cafeteria manager reports that 44% is only the number that have completed the required paperwork. She estimates that at least 50% of our students actually qualify but refuse to complete the paperwork because they either do not want the "label", are using an illegal address in order to attend this school, or who are illegal and fear the paperwork. She bases this on her daily interaction with the children and the number of non-paying children she feeds breakfast and lunch.

10. Percent of students receiving special education services: 2%

    Total number of students served: 17

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

2	Autism	0	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	4	0
Classroom teachers	33	0
Special resource teachers/specialists	15	2
Paraprofessionals	2	0
Support staff	19	0
Total number	73	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	96%	97%
Daily teacher attendance	97%	96%	95%	96%	96%
Teacher turnover rate	19%	23%	21%	26%	29%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

District has been deleting positions from the school for the past 5 years. Magnet schools used to get extra teacher allotments for each program offered. This has been eliminated. The past three years we have had Reduction in Force due to economic / budget deficits. We anticipate even more reductions this year.

In #11 above I want to clarify that Classroom Teachers refers only to Core teachers. All of the teachers on our elective team are included in the Resource category.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

Housed in a brick building erected in 1923 to serve junior high school students in Charlotte, North Carolina, Piedmont became a school of choice in 1973, serving the diverse needs of an inner city under court-ordered integration. Historically, Piedmont was the "experimental" middle school in Charlotte: the first alternative school, first to transition from junior high to middle school, first school to establish a program for non-English speaking students, first center for hearing-impaired students, first to establish a technology lab. Because it stayed on the cutting edge of innovation and has continued to reinvent itself over time, Piedmont has maintained a strong reputation as a successful alternative school, working with diverse student populations where almost half the students historically have come from economically disadvantaged backgrounds. In the 80's and 90's the student population was one third English as a Second Language students. A court case declared Charlotte Unitary, a lottery was established for student placement in magnet schools, and the ESL children were returned to their home schools. That was the same year Piedmont added International Baccalaureate to its Open Program, continuing the international focus already in place. Today Piedmont is a full International Baccalaureate Middle Years Program for 920 majority minority students who are selected by lottery, almost 47% of whom are economically disadvantaged.

The tradition and commitment at Piedmont has always been to serve the children who come. When the population changed to almost half generational poverty, we accepted the challenge. It has taken a number of years to develop the strategies that work within the framework of the I.B. Program, the new challenges of technology, and the evolving global workplace, but we are proud of what we have accomplished. The culture of this school is to learn all we can about the children who come to us and commit ourselves to maximizing their opportunities for success.

Academic Excellence in an Innovative Environment has been the motto since l973. The mission has been constant: help all students develop the skills they need to be successful in life, to believe in themselves, find their niche, have hope for their future, and commit to improving the world. The faculty, our strongest asset, represents wide diversity, background, teaching, travel and educational experiences, all of which bring a richness to the learning environment. Of 53 certified staff, 100% are highly qualified, 50% have Master's Degrees, and 9 are Nationally Board Certified. The building has been renovated. A new calling system (Connect Ed) has dramatically strengthened communication between school and home, and a new data system (NCWise) allows parents immediate access to the teacher grade book for monitoring progress. Teacher Web pages provide direct communication regarding homework, projects, rubrics, study tips, and links to on-line study resources. Involving parents creates a strong learning link and path to success.

Piedmont is located within walking distance of the Center City (urban core) of Charlotte: an area rich with cultural, economic, recreational, and business venues. Field trips, both walking and overnight, play a vital role in filling learning gaps.

Extra-curricular activities reflect a commitment to "finding your niche": Science Olympiad, Odyssey of the Mind, Math Counts, Geography and Spelling Bees, Art and Writing Contests, National Junior Honor Society, National Academic League, Chess Club, Junior Achievement, Lego League, music, theatre, sports, Right Moves for Youth, Jazz Band, Kids Vote, Student Council, Yearbook, Newspaper, plus 23 in-school clubs that focus on student interests.

Piedmont has a winning tradition: Magnet Schools of America, School of Excellence, N.C. Honor School of Excellence making High Growth, Schools to Watch, high test scores, championship athletic teams, contest winners, State winners in Science Olympiad, Regional winner in Chess, Odyssey of the Mind, National winner in Art and Photography.

Teamwork at Piedmont drives success: parents/students/school/community. Four active parent organizations provide on-going support. **Community Partnerships** are vital to our success: Mint Museum, Levine Museum of the New South, ImaginOn Library, Discovery Place, Light Factory, Charlotte Council of the Arts, Arts Teach, Charlotte Center City Partners, U.N.C.C., Johnson C. Smith University, Right Moves for Youth, Rameses Temple, Charlotte Symphony, Cross Country for Youth, and Classroom Central. Each partner helps fill the gaps, level the "playing field", and expose our students to adults and experiences that otherwise would have been beyond their reach.

Piedmont is a Blue Ribbon School because it puts children and learning first. No matter what changes occur that are out of its control, this school is committed to doing whatever it takes for the children to succeed. Success is not defined by test scores (those are a given), it is defined by having self-confidence and hope for the future, and being a contributing world citizen. We find a way for every child to access a quality education.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

North Carolina public middle school students are required to take End of Grade (EOG) tests in math and reading for all three years. Additionally, students take an EOG exam in science at the end of the 8th grade. The state assigns a score of 1 through 4 on these exams, with levels 3 and 4 being considered "proficient". In addition, expected growth scores are also calculated from year to year on the math and reading exams. Piedmont's state assessment results may be found by accessing our school "Progress Report" at the following link:

http://www.cms.k12.nc.us/cmsdepartments/accountability/spr/Progress%20Reports/2009-2010/SPR_PiedmontIB_MS_10.pdf

Over the last five years, Piedmont has made steady growth in State End of Grade assessments in both math and reading. The percentage of students proficient in math has increased from 76.7% in 2006 to 97.1% in 2010. The reading assessment, (re-normed in 2008), has risen from 66.9% to 91.7% in 2010. In addition to improving proficiency levels, the percentages of students making expected growth in these areas has also improved steadily over the last five years. Math has grown from 53.3% in 2006, to 75.2% in 2010 and reading from 52.9% in 2006 to 63% in 2010.

The past school year, 2009-2010, saw both the highest proficiency levels in the past five years and the highest percentages of students making growth the past five years as well. Piedmont ranked sixth this year among middle schools in CMS rankings of expected growth averages. To achieve this with a poverty population (47%) and a majority minority (70% African American) population is unusual in our district. We are proud of the contribution we are making in inner city Charlotte.

In 2009-2010, Piedmont made AYP (25 of 25 targets). We also made AYP in 2008-2009 with 25 of 25 targets: (Students with Disabilities reading and math, and Economically Disadvantaged math were met with safe harbor in 08-09)). In 2007-2008, we did not make AYP but met 27 of 29 targets. The two targets missed were Students with Disabilities in both math and reading. Last year's data shows achievement gaps of more than 10 percentage points for SWD in math and reading and LEP students in reading and science.

In order to make AYP, close the achievement gaps, and meet all goals, we have focused on improving and maintaining the number of our SWD who are proficient on end of grade exams. In order to accomplish this, we have worked with all of our teachers, not just the exceptional children's (EC) department, on tracking student data, utilizing inclusive practices, and differentiating to meet the needs of students while in the regular education classroom. The EC teacher and assistant are a part of the Professional Learning Communities and play a role in curriculum planning. They attend weekly planning meetings and monthly department meetings, offering strategies and best practices for meeting the needs of diverse learners in the regular education setting.

The school's part-time ESL teacher works effectively with LEP students during FLEX remediation time and implements inclusive practices in the regular education setting. She provides professional development on cultural barriers to learning and SIOP strategies for all staff.

Two of the four School Improvement Plan goals address closing the achievement gap for these two sub-groups. Reading strategies are incorporated throughout all content areas, and all grade levels are using the vocabulary text "Word Within a Word". Language Arts teachers present reading strategies to the staff in faculty meetings, and all content areas are stressing vocabulary mastery. Stems are shared weekly among staff to assure consistency across disciplines. Language Arts classes implement the "40 book"

plan. Every class begins with 5-10 minutes of Silent Sustained Reading. Students are encouraged to read non-fiction, and materials are readily available. Circulation in the Media Center has more than doubled since this initiative began.

In order to continue to meet AYP and close any achievement gaps, our teachers will continue working in Professional Learning Communities. All subject areas meet and plan both vertically and horizontally. Departments meet monthly to discuss issues and share strategies that apply to all three grade levels. As an example, the math department, after a formative exam, created a test correction/reflection sheet for their students. They then shared that with the other grade levels and content areas, who adjusted it to fit their needs and utilized it in their classrooms. To help facilitate these curriculum meetings, administrators, including the principal, assistant principals, and academic facilitator are assigned to different core content areas and are members of the PLCs. This effective practice continues this year.

2. Using Assessment Results:

The focus at Piedmont is on the child, asking the question every day, "How do I know he/she is learning?" Teachers are required to monitor and track student progress in their Data Binders. They identify areas of need and provide support, remediation, or enrichment as needed. The Data Binder also documents attendance, discipline referrals, parent contacts, I.E.P. or 504 accommodations, LEP levels, personal profile, contact information, past history, reflections. We are committed to doing whatever it takes for our kids to be successful and not letting anyone fall through the cracks. Our support team (teacher, team, counselor, tutors, media specialist, ESL support, EC support, assistance team on grade level, school wide Intervention Team, Data Team, community resources) assures that we have a system in place to uncover the root causes of any child's failure to achieve at expected levels. Teachers share exemplary work products with students and provide them with rubrics prior to beginning projects so that students clearly understand expectations for high quality work, setting them up for success.

Teachers collaborate in Professional Learning Communities by content area. They also meet in grade level interdisciplinary teams. In every content area teachers give a common unit exam and common formatives at the quarter and semester. They compare results and plan spiraling, re-looping, and enrichment together. As an example, the 7th grade math students were moved into different classrooms one day. The teachers had divided the students based on deficiencies noted on the unit test, dividing the groups among all the math teachers on the grade level. Students worked in small groups productively in the various classrooms. The 6th grade language arts teachers, in reviewing a recent common quarterly exam, first required the students to analyze and reflect on which objectives they had mastered and not mastered. Students then divided up into centers based on the areas in which they needed further review or enrichment. A "checking" center allowed students to find whether or not they had mastered the concepts. Empowering students to take charge of their own learning is a constant focus.

Piedmont teachers are assisted in their collection, analyzing, and utilizing of data by the school's Data Team. The Data Team consists of representatives of all grade levels and content areas, administration, and counselors, and meets to disaggregate multiple data sources throughout the entire year.

3. Communicating Assessment Results:

Piedmont communicates student performance data to parents, students, and the community primarily through the use of Parent Assist. Parent Assist is an on-line program that links to the teachers' electronic grade book. Parents and students gain access to the student account and can log-in to review upcoming assignment dates, results on all formal and informal assessments, and homework . In addition, teachers include comments further explaining and describing the assessments and their results. Additional communication tools include printed progress reports, test scores, report cards, utilization of teacher Web-Pages, and Connect-Ed telephone messages to relay information to parents on assessments and results. School results are posted on the school's Progress Report which can be accessed via the school's website to ensure the community can access results. Our school support staff, including a Data Manager, a financial secretary, a registrar, a testing coordinator, the counselors, and the administration, are trained in

understanding the data and are available to communicate and interpret it to our students, parents, and community.

To help increase understanding of the data, students are taught to analyze and reflect upon their assessment results in all of their classes. The teachers work together to be sure this is explained thoroughly and consistently. As a recent example, when reviewing a common quarterly exam, a language arts teacher had a math teacher prepare a lesson on bar charts and percentages which the language arts teacher then presented to her students. Parent and community events are held throughout the year to help gain a further understanding of the data and its importance. Math and language arts teachers hold a "Meeting of the Minds" in which they review the EOG exams, how they are scored, how the students performed, and how they are important to the students. Additionally, we connect our parents and community to the district's Parent University courses to help them gain a further understanding of assessments and data.

4. Sharing Lessons Learned:

Through participation in conferences, professional development , and PLC activities every year, our school shares successful strategies with other schools in the district, state, and national professional organizations. At the district level, our teachers attend monthly content area Alliance meetings. All of our department chairs, in addition to interested teachers, attend these meetings. Recently, a district-wide math meeting was held on a Saturday to explore and investigate the new textbook the system is adopting for next year. There were 12 teachers in attendance--8 of whom were from our school! At the regional and state levels our teachers and administrators "present" at conferences every year. During the summer and throughout the school year, our teachers attend national training at IB conferences on the IB curriculum and standards . This past summer, two of our teachers served as presenters at the annual I.B. workshop for the district. One of our world language teachers is currently serving as a Professional Development Master Teacher (PDMT). As a PDMT, she is a host classroom for teachers, administrators, and staff throughout the district. They visit her classroom to learn about strategies, including utilizing centers and differentiation according to learning style, that she incorporates into her lessons. Another of our teachers serves on the Teaching Fellows committee and writes a monthly blog to share classroom strategies. Many of our teachers, including health and drama teachers, serve on curriculum and assessment writing committees throughout the summer and the school year. Our principal served as trainer/consultant for the NC Teacher Academy for 15 years, and frequently shares classroom knowledge and applications at the district level.

On a state and national level, we have a teacher certified as a Discovery Education Network (DEN) Star which requires him to post lesson plans utilizing Discovery Education and provide training to other teachers on DE. We have a partnership with the local university, (U.N.C.C.). We are a professional development site for their teacher education program. Their students take a class on our campus and use our classrooms and teachers for observations and case studies. Our teachers and administrators have participated / presented in national conferences as well. At last year's Magnet Schools of America conference, one of our assistant principals gave a presentation entitled "Using the Data Binder to Drive Instruction", to share some of our school's strategies on organizing, analyzing, and utilizing data to improve student achievement. One of our Language Arts teachers presented this fall at the National Conference of Teachers of English, sharing some of her unit designs. Our counselor and principal presented at the Middle Schools Conference (State) on Bully prevention programs.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Strong organization of curriculum and instruction contributes to our high level of student achievement for all students. We have aligned curriculum maps, unit and lesson plans, and common assessments for every teacher in every department, at every grade level. Teachers have autonomy to differentiate as needed and to individualize and personalize lessons, but the essential learning is assessed on common assessments which are monitored by administrators and the academic facilitator to assure that no student falls through the cracks, and also that no teacher fails to meet standards for appropriate levels of rigor, support, and differentiation for all students. We have developed rubrics and school-wide and grade-level inter and intra disciplinary projects that challenge and engage students in worthy activities, reflecting 21st century skills and questions.

The curriculum focuses on world languages, humanities, advanced math, and an intensive study of the core subjects integrating internationalism and the Areas of Interaction (Environment, Approaches to Learning, Community and Service, Health and Social Education and Human Ingenuity). Students demonstrate a strong commitment to learning both in terms of mastery of the subject content and in the development of the skills and discipline necessary for success in the future. Holistic learning, communication, and intercultural awareness are terms that define us. Interdisciplinary units help students make connections between the various disciplines and establish relevancy. Community service activities, rigorous world language study, project-based learning, and an intensive arts program combine to support and enhance the core curriculum.

Mathematics content includes the study of Numbers and Operations, Measurements, Geometry, Data Analysis and Probability, and Algebra through the use of problem solving, mental math, and real-world applications. English Language Arts includes the study of three critical aspects of communication: written, oral, and visual. The language arts curriculum focuses on writing and reading fiction, non-fiction, poetry, oral traditions, and informational text. The science content includes an inquiry-based approach to learning about the scientific method, the local and global environment, weather and atmospheres, human body systems, motion and force, chemistry, evolution in organisms and landforms, cell theory, and microbiology. Social Studies, known as humanities in an IB school, includes the study of South America and Europe in 6th grade, Africa, Asia, and Australia in 7th grade, and U.S. history in 8th grade. Students in social studies courses examine the social, economic, and political institutions of various societies in order to compare, contrast, and make connections.

Students have the opportunity to take elective courses in the field of visual and performing arts, world languages, and technology. The visual and performing arts department includes classes in band, orchestra, drama, and art. The department collaborates on various performances throughout the year. Each year, they present a musical in which the students do the singing, dancing, set design, musical performance, lighting and sound effects. Last year they presented "Bye,Bye, Birdie" and this year, "Annie". There are many opportunities for students to advance in the Arts: jazz band, All State Orchestra / Band, drama, yearbook, and honor's drama. The past two years the school has had the district level winner for the Martin Luther King, Jr. award (art and essay), and this current year has had winners in the Reflections contest district-wide for dance, art, original music composition, and film.

The world language department offers Spanish and French. In addition, students may study Arabic, Greek, Chinese, and other world languages through the NCVPS on-line program. All 6th graders select a language and continue that study through 8th grade, following the high school curriculum. Upon successful completion they receive one high school credit. We recently added an Arabic club which is taught by a science teacher who is a native of Israel.

Physical and health education are required of all students in 6th through 8th grades. They take each course every year where they focus on learning life-long wellness skills including fitness and nutrition. The health and PE teachers work with the counselors, cafeteria manager, and nurse to present healthy options to the students.

Classes are 83 minutes long, on an A day / B day schedule (math is double-blocked), and we have built in flexible time called Block 2, every day for 40 minutes, so that all students have access to clubs, competitions, the cultural, visual, and performing arts, a unique and highly effective advisory program, D.E.A.R. (drop everything and read), interdisciplinary activities (I.B. design cycle, problem-solving, decision-making, conflict resolution, critical thinking), support groups (divorce, death, bullying), peer tutoring, mastery learning (re-testing), study skills, remediation or acceleration, independent research, computer/media technology. Grade levels also use this time for special projects, assemblies, curriculum extensions, and interdisciplinary work. Students have 30 minutes in the cafeteria for lunch and then 30 minutes on the field for "Healthy Kids" (exercise) or intramurals. Teachers keep the computer labs open after school and offer after-school or before-school tutoring to provide extra support and enrichment activities.

2. Reading/English:

The school's English language curriculum is driven in part by the North Carolina Standard Course of Study with extensions made through IB connections. The language arts teachers strive to develop well-rounded learners who reflect on personal strengths and work to improve areas of weakness. A holistic, interdisciplinary approach with the integration of multi-cultural materials is utilized to allow students the opportunity to broaden and deepen their areas of expertise. Three critical aspects of communication are targeted: written, oral, and visual. There is a heavy emphasis on reading and writing, with readings done on fiction, non-fiction, poetry, oral traditions, and informational text.

To improve the reading skills of all students, including those who read below grade level, reading has become a School Improvement Plan goal and a focus for all teachers in all content areas. At the beginning of each class, teachers and students participate in DEAR (Drop Everything and Read). On Fridays, students spend their entire block 2 in a DEAR classroom. The language arts department has been working with other content area teachers to incorporate active reading strategies throughout the entire school. At each faculty meeting, the LA team presents and models a different set of strategies. At the most recent meeting, the department chairs reviewed the six active reading strategies that we promote: Clarify, Connect, Predict, Evaluate, Visualize, and Question. Teachers then had an opportunity to connect those reading strategies to their own content area. Another SIP goal is to incorporate the use of vocabulary in all lessons to help further student understanding. The LA team is utilizing the etymology-based vocabulary book, *The Word Within a Word,* to present school wide lessons on Greek and Latin stems (prefixes, suffixes, and roots) as a strategy to support student vocabulary acquisition.

The language arts teachers utilize common assessments (including pre-and post- assessments) to gather data to help them identify strengths and weaknesses of their students and to help determine what material to remediate. The data conversations in their PLC meetings also involve discussing best practices of teaching and which strategies create the best results. Additional initiatives being used to increase reading skills include: the online remediation and tutoring programs, Study Island and Castle Learning, using Visual Thesaurus to support the study of vocabulary, and creating small group remediation classes during our block 2 flexible time.

3. Mathematics:

Piedmont's math curriculum is designed and aligned with the North Carolina Standard Course of Study to develop the skills and concepts necessary for success in higher level courses such as Algebra and Geometry. The curriculum is broken down into five goals: Numbers and Operations, Measurements, Geometry, Data Analysis and Probability , and Algebra. Problem solving, mental math, and real world applications are stressed. Students learn to solve problems with and without the use of a calculator.

Expectations are high for all students to exceed their expected growth. Every teacher differentiates within every class, and support is provided as needed. Although we have many students who come to us scoring below grade level, we do not offer below grade level classes. We schedule classes so that at-risk students are placed with successful students so that they have peer tutors and role models in every class. We offer tutoring during the day, before, and after school for students who need extra support. Students are offered a wide variety of choices for how they process and demonstrate mastery of content. We provide "Study Island" and "Castle Learning" for at-home and in-lab diagnostics, instruction, practice, and tutorial. Teachers have a full range of data support supplied electronically by the district to identify areas of weakness. Teachers are required to keep a Data Binder to assess learning on a daily basis.

Partnerships provide support for children who lack resources / support from home: Right Moves for Youth, Rameses Temple (African American male mentoring), volunteer tutors from businesses, parent tutors, and UNCC (university students who are assigned one or two struggling students to tutor each week on a consistent basis all semester).

Our teachers also work to help parents help their children by sending (through e-mails and web pages) study tips, guided notes, rubrics, and links to on-line study resources so that parent and child can work together on mastering skills. Teachers also hold workshops to share strategies and resources with parents.

4. Additional Curriculum Area:

Our mission at Piedmont Middle: Piedmont exists to inspire in its students a passion for learning and a commitment to personal integrity and academic excellence. Students demonstrate self-confidence and creativity, are open-minded and inquisitive, and display a sense of social responsibility and global awareness.

Through the **International Baccalaureate Program**, we commit to developing competent and caring students who will create a better world through intercultural understanding and respect. Active and compassionate lifelong learners will understand that other people, with their differences, can also be right.

Our science department has developed their course for students to gain usable knowledge about scientific concepts. Students will be able to assess different aspects of their learner profile by doing hands-on activities with a strong emphasis on inquiry. We not only focus on our local environment, but also our global environment, to help students broaden their understanding of what "science" really is.

Science at PIedmont extends outside the classroom. During second block, science can be observed through our various clubs: Bird Watching, Courtyard Landscaping, Crime Busters. In these clubs students are able to develop their passion beyond the normal class setting and learn about science through a different lens.

The focus of our science curriculum is through the lens of global awareness, world citizenship, and problem solving using 21st century skills. Students demonstrate a strong commitment to learning both in terms of mastery of content and in the development of the skills and discipline necessary for future success: Digital Literacy, Inventive Thinking, Social and Personal Skills, and Quality Results.

Outside the school day students continue their academic pursuit of science through Lego League, Odyssey of the Mind, and Science Olympiad. In all of these clubs inquiry and problem solving are the focus. Students meet week days and on weekends to prepare for district, regional, and state competitions involving a wide range of scientific topics.

5. Instructional Methods:

In order to track student progress we use a wide variety of teacher-made formative and summative assessments, in addition to local formative exams and annual state testing. Teachers pre-assess at the

beginning of every unit so that appropriate differentiation can be provided for identified deficiencies in student readiness, background knowledge, and life experiences. Rubrics drive the production of all projects and units of study.

Teachers collaborate in Professional Learning Communities by content area. They also meet and plan in grade level interdisciplinary teams. Every content area teacher gives a common unit exam and common formatives at the quarter and semester. They compare results and plan spiraling and re-looping together. One example of flexible grouping is when the 7th grade math students moved to different classrooms. The teachers had divided the students based on deficiencies noted on the unit exam, dividing the groups among all the math teachers on the grade level. Students worked in small groups productively in the various classrooms. One administrator observed a student at the end of the block return to his regular math teacher and say, "Wow, Ms. Carlson explained order of operations in a different way, and now I really get it." The teacher replied, "That is amazing, please tell me how she explained it so I'll know." After the student explained it to her, the rest of the class had assembled, and she asked the student to explain to the class the new way of doing order of operations so that it might help other students as well. The administrator commented that you could just feel the learning taking place. When teachers collaborate and plan together it creates a climate of trust that the students sense and it supports learning.

Strong organization of curriculum and instruction contributes to our high level of student achievement for all students. We have aligned curriculum maps, unit and lesson plans, and common assessments for every teacher, every department, every grade level. Teachers have autonomy to differentiate as needed and personalize lessons, but the essential learning is assessed on common assessments which are monitored by administrators and the academic facilitator to assure that no one falls through the cracks.

6. Professional Development:

Piedmont has always been known for its excellent Professional Development Program. Professional development is done formally through faculty meetings, in-service days, summer workshops, and district alliance meetings. Informal professional development is accomplished through teacher use of an extensive PD collection in our Media Center and the circulation of relevant and current research. We never hire a consultant to come in for a workshop. We send our people out for training, and they return to teach the others, and they also teach new hires as they come "on board".

The following practices are thoroughly embedded in our work: Learning Styles (Dunn), Applications of Brain-Based Learning (Jensen & others), Multiple Intelligences (Gardner & others), Differentiating Instruction (Tomlinson & others), Authentic/Performance Assessment (Wiggins, Burke), Curriculum Mapping (Jacobs), Cooperative Learning (Kagan), Integrated Lesson Design (Taylor / Fogarty), Teaching Reading across Content Areas, I.B., Formative and Summative Assessment, Integration of Technology, 21st Century Skills, Global Issues, Professional Learning Communities (Du Four), Framework for Poverty (Payne), and Middle School (Breaking Ranks). We have a binder called "The Piedmont Teacher" which contains all the handouts from our trainings. We use the binder as a learning tool for new hires, and as a refresher for veteran teachers. The district also provides on-going workshops for teachers. Our principal was a trainer/consultant with the NC Teacher Academy for 15 years, and she continues to share strategies with teachers and other administrators.

We have developed a highly differentiated program of professional development. Teams, grade levels, and departments can request special training, and teachers collaborate in study groups based on new research and current trends. Reading teachers met this summer to work on vertical alignment, Visual Thinking Strategies and fluency, and active reading strategies. They worked with the Visual Thesaurus on-line program and then introduced it to the faculty for use school wide. Math teams met this summer to align IB design cycle projects and assessments with the NCSCOS to assure that appropriate levels of rigor were being met. In attending district Alliance meetings, the math teachers learned the inquiry-based units such as: "The Amazon Mission" and "The Mouse and the Elephant" which they incorporated this year. Teachers are expected to develop integrated, relevant, current lessons that meet the needs of all learners

and 21st century skills; therefore, professional development continues to evolve as a necessary component of teaching and learning.

7. School Leadership:

The principal has set an expectation for excellence and leads the school in a cycle of continuous improvement. The principal's role is that of an instructional leader and vision keeper who fosters collaboration and empowerment of the staff. The principal leads the school and is supported by an administrative team consisting of an academic facilitator and two assistant principals. The academic facilitator supports new teachers, core content areas, and implementation of the IB proram. The assistant principals are each assigned a core area to monitor and support. Teachers serve as Team Leaders, Department chairs, Data and Intervention team members. Also, teachers, administrators, counselors, school nurse, and parents are part of other important decision-making committees including: Health Team, IB Committee, Media/Technology Committee, the PTSA, MUSE (arts), Athletic Boosters, and the School Leadership Team.

To ensure that policies, programs, planning and resources focus on improving student achievement within a cycle of continuous improvement, the administrative team monitors instruction with daily walk-through observations, plus formal/informal observations. Common assessments, curriculum maps, and IB unit plans are collected. The principal meets with team leaders every week, with counselors every month, with teams every week (during planning), with faculty twice a month, with the IB committee once a month, and with the administrative team once a week. She leads the staff in an Annual Review in June. At this meeting external and internal trends are noted, all initiatives are put "on the table" and examined. The staff decide, based on evidence, which initiatives to keep, change, or eliminate. Achievement, attendance, discipline, and other pertinent student data are disaggregated, shared, and analyzed. All stakeholder surveys are tallied, shared, and examined. After discussing every facet of performance, three critical issues are identified by consensus as the greatest needs, and goals are articulated for the next school year.

The school year begins with a retreat, where we examine who we are (staffing), where we are (student achievement data), where we need to go (goals), and how we will get there. Drafts of the School Improvement Plan are shared (based on data from the Annual Review), edited and finalized in the next few weeks. Then departments work to develop Sub Action Plans which articulate each department's role in meeting school goals. These documents drive the school year.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: End of Grade Mathematics

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	97	89	83	71	74
% Above Grade Level	57	45	30	24	34
Number of students tested	337	321	321	349	325
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	5	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	96	81	70	56	64
% Above Grade Level		27	18	11	20
Number of students tested	154	130	142	156	147
2. African American Students					
% On or Above Grade Level	96	84	78	63	66
% Above Grade Level	47	31	21	14	21
Number of students tested	228	222	225	244	218
3. Hispanic or Latino Students					
% On or Above Grade Level	100	100	80		69
% Above Grade Level	61	58	33		23
Number of students tested	18	12	15		13
4. Special Education Students					
% On or Above Grade Level		68	25	19	30
% Above Grade Level		0	0	0	7
Number of students tested		12	20	27	27
5. English Language Learner Students					
% On or Above Grade Level			77		54
% Above Grade Level			31		15
Number of students tested			13		13
6. Asian					
% On or Above Grade Level	100	100	100		90
% Above Grade Level	87	100	100		61
Number of students tested	30	16	19		18

NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.

11NC4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: End of Grade Reading

Edition/Publication Year: Edition 2/Edition 3 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	94	84	78	84	87
% Above Grade Level	40	37	29	40	38
Number of students tested	337	321	321	349	325
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	5	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	90	72	65	71	82
% Above Grade Level		21	14	16	22
Number of students tested	154	130	142	156	147
2. African American Students					
% On or Above Grade Level	92	80	72	80	83
% Above Grade Level	31	25	21	30	26
Number of students tested	228	222	225	244	218
3. Hispanic or Latino Students					
% On or Above Grade Level	94	92	80		85
% Above Grade Level	39	42	40		31
Number of students tested	18	12	15		13
4. Special Education Students					
% On or Above Grade Level		58	25	30	48
% Above Grade Level		0	0	4	7
Number of students tested		12	20	27	27
5. English Language Learner Students					
% On or Above Grade Level			69		77
% Above Grade Level			15		15
Number of students tested			13		13
6. Asian					
% On or Above Grade Level	97	100	95		94
% Above Grade Level	50	63	68		61
Number of students tested	30	16	19		18
NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.					

11NC4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: End of Grade Mathematics

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	96	84	75	68	77
% Above Grade Level	46	29	27	27	32
Number of students tested	279	311	337	323	338
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	5	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	95	70	60	56	61
% Above Grade Level		14	11	15	16
Number of students tested	115	134	151	152	145
2. African American Students					
% On or Above Grade Level	95	80	67	60	69
% Above Grade Level	34	19	15	15	20
Number of students tested	195	220	236	221	213
3. Hispanic or Latino Students					
% On or Above Grade Level	100	92	75	54	85
% Above Grade Level	57	31	17	23	31
Number of students tested	14	13	12	13	13
4. Special Education Students					
% On or Above Grade Level		22	21	20	35
% Above Grade Level		0	3	7	0
Number of students tested		18	29	30	23
5. English Language Learner Students					
% On or Above Grade Level				68	
% Above Grade Level				32	
Number of students tested				19	
6. Asian					
% On or Above Grade Level	100	100		95	
% Above Grade Level	88	85		63	
Number of students tested	17	20		19	
NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.					

11NC4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: End of Grade Reading

Edition/Publication Year: Edition 2/Edition 3 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	92	76	61	90	92
% Above Grade Level	50	40	31	50	63
Number of students tested	279	311	337	323	338
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	7	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	87	58	41	83	88
% Above Grade Level		21	13	28	46
Number of students tested	115	134	151	152	145
2. African American Students					
% On or Above Grade Level	89	71	53	86	89
% Above Grade Level	41	31	21	38	52
Number of students tested	195	220	236	221	213
3. Hispanic or Latino Students					
% On or Above Grade Level	93	77	50	92	85
% Above Grade Level	57	39	25	23	46
Number of students tested	14	13	12	13	13
4. Special Education Students					
% On or Above Grade Level		11	10	53	65
% Above Grade Level		0	3	17	22
Number of students tested		18	29	30	23
5. English Language Learner Students					
% On or Above Grade Level				95	
% Above Grade Level				32	
Number of students tested				19	
6. Asian					
% On or Above Grade Level	100	95		100	
% Above Grade Level	59	75		79	
Number of students tested	17	20		19	
NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.					

11NC4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: End of Grade Mathematics

Edition/Publication Year: Edition 3 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	97	88	81	82	78
% Above Grade level	52	34	35	39	33
Number of students tested	272	323	307	326	290
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	8	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	95	79	71	67	61
% Above Grade level		16	20	18	15
Number of students tested	118	143	143	132	115
2. African American Students					
% On or Above Grade Level	96	84	75	75	67
% Above Grade level	44	22	20	25	20
Number of students tested	194	237	212	208	175
3. Hispanic or Latino Students					
% On or Above Grade Level	100		79	82	71
% Above Grade level	50		29	36	43
Number of students tested	10		14	11	14
4. Special Education Students					
% On or Above Grade Level		36	17	38	39
% Above Grade level		4	9	6	0
Number of students tested		28	23	16	26
5. English Language Learner Students					
% On or Above Grade Level			82	82	
% Above Grade level			9	36	
Number of students tested			11	11	
6. Asian					
% On or Above Grade Level	100		100		93
% Above Grade level	90		65		53
Number of students tested	19		17		15
NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.					

11NC4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: End of Grade Reading

Edition/Publication Year: Edition 2/Edition 3 Publisher: North Carolina Department of Public Instruction

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	89	80	61	94	94
% Above Grade Level	25	17	16	60	63
Number of students tested	272	323	307	327	290
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	10	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	80	70	42	88	88
% Above Grade Level		7	8	39	38
Number of students tested	118	143	143	133	115
2. African American Students					
% On or Above Grade Level	86	76	50	90	90
% Above Grade Level	16	9	7	49	51
Number of students tested	194	237	212	209	175
3. Hispanic or Latino Students					
% On or Above Grade Level	90		43	100	100
% Above Grade Level	30		7	64	64
Number of students tested	10		14	11	14
4. Special Education Students					
% On or Above Grade Level		25	9	75	69
% Above Grade Level		0	4	6	23
Number of students tested		28	23	16	26
5. English Language Learner Students					
% On or Above Grade Level			9	100	
% Above Grade Level			0	64	
Number of students tested			11	11	
6. Asian					
% On or Above Grade Level	95		82		100
% Above Grade Level	58		29		73
Number of students tested	19		17		15
NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.					

11NC4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	97	87	80	74	76
% Above Grade Level	52	36	30	30	33
Number of students tested	888	954	965	998	953
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	8	5	5	0
Percent of students alternatively assessed	0	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	96	77	67	59	62
% Above Grade Level		19	16	15	17
Number of students tested	387	407	436	440	407
2. African American Students					
% On or Above Grade Level	96	83	73	66	67
% Above Grade Level	42	24	19	18	21
Number of students tested	617	678	673	673	606
3. Hispanic or Latino Students					
% On or Above Grade Level	100	94	78	73	75
% Above Grade Level	57	38	27	24	33
Number of students tested	42	34	41	33	40
4. Special Education Students					
% On or Above Grade Level	85	40	21	23	34
% Above Grade Level	5	2	4	4	3
Number of students tested	20	58	72	73	76
5. English Language Learner Students					
% On or Above Grade Level	97	81	69	74	56
% Above Grade Level	58	24	17	32	20
Number of students tested	13	21	29	38	25
6. Asian					
% On or Above Grade Level	100	100	98	92	91
% Above Grade Level	88	86	69	69	62
Number of students tested	66	43	45	36	42
NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.					

11NC4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% On or Above Grade Level	92	80	67	89	91
% Above Grade Level	39	31	26	50	55
Number of students tested	888	955	965	998	953
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	10	7	5	0
Percent of students alternatively assessed	0	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% On or Above Grade Level	86	66	49	80	86
% Above Grade Level		16	12	27	35
Number of students tested	387	407	436	441	407
2. African American Students					
% On or Above Grade Level	89	76	58	85	87
% Above Grade Level	29	21	17	38	42
Number of students tested	617	679	673	674	606
3. Hispanic or Latino Students					
% On or Above Grade Level	93	82	59	94	90
% Above Grade Level	43	29	24	36	48
Number of students tested	42	34	41	33	40
4. Special Education Students					
% On or Above Grade Level	70	28	14	49	61
% Above Grade Level	25	0	3	10	17
Number of students tested	20	58	72	73	76
5. English Language Learner Students					
% On or Above Grade Level	75	52	35	92	76
% Above Grade Level	8	10	7	37	32
Number of students tested	13	21	29	38	25
6. Asian					
% On or Above Grade Level	97	95	78	97	95
% Above Grade Level	55	65	47	68	69
Number of students tested	66	43	45	36	42
NOTES: Complete 2009-2010 Free/Reduced Price Meals information is no longer provided to the schools.					

11NC4