

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal **Mr. Robert Johnson**

Official School Name **Foothill Middle School**

School Mailing Address **2775 Cedro Lane
Walnut Creek, CA 94598-2775**

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

(Principal's Signature) Date _____

Name of Superintendent* **Mr. Gary McHenry**

District Name **Mt. Diablo Unified School District** Tel. **(925) 682-8000**

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson **Ms. April Treece**

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

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

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

- Number of schools in the district:
 - 28 Elementary schools
 - 10 Middle schools
 - 0 Junior high schools
 - 6 High schools
 - 6 Other (Briefly explain)
(Centers / Necessary Small High Schools)
 - 50 TOTAL

- District Per Pupil Expenditure: \$ 6,950

- Average State Per Pupil Expenditure: \$ 6,770

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

- 7 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

- Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7	210	174	384
1				8	181	198	379
2				9			
3				10			
4				11			
5				12			
6	182	177	359	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1122

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>76</u> % White |
| <u>1</u> % Black or African American |
| <u>4</u> % Hispanic or Latino |
| <u>15</u> % Asian/Pacific Islander |
| <u>4</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 3.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	1132
(5)	Subtotal in row (3) divided by total in row (4)	.037
(6)	Amount in row (5) multiplied by 100	3.7

8. Limited English Proficient students in the school: 3 %
30 Total Number Limited English Proficient

Number of languages represented: 11

Specify languages: Korean, Chinese, Spanish, Russian, Filipino, Tagalog, Hebrew, Farsi, German, Indonesian, and Portugese

9. Students eligible for free/reduced-priced meals: 3 %
38 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %
80 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 3 </u> Autism	<u> 3 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 1 </u> Specific Learning Disability
<u> 5 </u> Hearing Impairment	<u> 20 </u> Speech or Language Impairment
<u> 12 </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> 2 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 3 </u>	<u> </u>
Classroom teachers	<u> 40 </u>	<u> </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 2 </u>
Paraprofessionals	<u> 8 </u>	<u> </u>
Support staff	<u> 13 </u>	<u> </u>
Total number	<u> 67 </u>	<u> 2 </u>

12. Average school student-“classroom teacher” ratio: 30:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance (%)	97.1	97.2	96.6	N/A	N/A
Daily teacher attendance (%)	99	98.7	99.2	N/A	N/A
Teacher turnover rate (%)	<1	<1	<1	N/A	N/A
Student dropout rate (%)	<1	<1	<1	N/A	N/A
Student drop-off rate					

PART III - SCHOOL SNAPSHOT

Foothill Middle School is located in Walnut Creek, California and services approximately 1150 sixth, seventh, and eighth grade students. The community we serve is considered middle to upper middle class with many of the parents in professional occupations. The ethnic breakdown of the school population is 1% African American, 4% Hispanic, 4% other, 15% Asian, and 76% Caucasian. The school was built in 1965 to accommodate 600 seventh and eighth graders. In 1985, the 6th grade was brought onto the campus and through the years, the population of the school has increased to where it is today. Four new classrooms have been added in the past three years, and plans are in place for major changes in the computer lab and the replacement of older buildings.

The Northgate High School feeder pattern, of which Foothill is a part, emphasizes a highly academic course of study. A large percentage of the student body is involved in the foreign language program, advanced mathematics, music, and drama. Over 400 of our students are GATE (Gifted and Talented Education) identified and are engaged in a variety of district-sponsored activities. Foothill has an active and growing CJSF group that is very involved in the Adopt-a-Family program and canned food drives. Annually, Foothill students contribute hundreds of hours toward community support events.

Foothill Middle School's mission statement clearly outlines the school's focus on excellence and equity in education:

Foothill Middle School is committed to the fundamental concept that each and every student has the right and ability to learn, and that we have both the educational responsibility and the professional capability to ensure a stimulating environment which will allow each individual student to achieve the highest personal and academic mastery possible.

We are committed to providing the following:

- a safe, orderly, and supportive environment conducive to academic learning and self-growth to the highest personal degree possible; and
- a wide range of positive opportunities and recognition to students, staff, and parents seeking to expand upon their own personal and/or professional expectation levels.

The staff at Foothill constantly strives toward excellence with their students. The reputation of the school has been one of rigorous academic challenge coupled with compassion. The teachers encourage their students to stretch themselves in an atmosphere that fosters imagination, creativity, and growth. The staff is also very involved in the innovation and formation of curriculum at the local and statewide levels as the new state standards are being implemented.

Technology is an integral part of the campus. An extensive wiring project, executed by community volunteers, was completed five years ago. Since that time, every classroom has internet access, there are two operational labs, and three of the departments have a 20-station wireless mobile lab for classroom use. Additionally, the school employs a site technician to oversee the maintenance of the hardware and software. The school has a fully accessible website that is used by teachers and students alike.

The Parent/Faculty Association (PFA) is very active on the Foothill campus. Annually, this group raises money that is brought into the classrooms in a variety of ways. Teachers are afforded an allotment, classroom supplies are purchased, and the two crisis counselors on campus are all funded by the efforts of this organization. This group logs hundreds of hours of volunteer time in their attempt to aid Foothill in its delivery of an exemplary middle school program.

The application for the No Child Left Behind—Blue Ribbon School Program has afforded the dedicated people who have helped write this document an opportunity to explore the many facets that make up Foothill Middle School. Our school staff, student body, and parents continuously work closely to ensure that the quality of education is unparalleled in meeting the needs of the fascinating adolescents that come through our doors every day.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Meaning of the school's assessment results.

Over the past 5 years, the State of California has transitioned from norm-referenced testing to standards-based testing. From 1999 through 2001, the Stanford 9 (SAT9) test was administered throughout the state; beginning in 2002, the California Standards Test (CST) has been administered. Results from the SAT9 are given as the percent of students who perform at a specific national percentile ranking (e.g., 75, 50, or 25 NPR). In other words, Foothill's students are compared to other students on a national basis. From the CST, the school results are given as the percent of students who rank in five categories: advanced, proficient, basic, below basic, and far below basic. Looking at a history of Foothill test results indicates high academic achievement on both testing vehicles.

In analyzing the SAT9 mathematic scores, it is helpful to track a certain group of students during their 3 years at Foothill. The 6th grade class, which entered in 1998 (tested in 1999), increased by 3 to 4 percentage points the number of students in both the 75th and 50th NPR by the time they were tested in 8th grade (65% to 68% in 75th NPR, and 87% to 91% in 50th NPR).

The CST results show that over the 2 years that the test has been administered, students' math scores have dramatically improved. In 2002, 61% of 7th graders scored at proficient or above; the scores of the same group of students rose 18% by the next year. Of the 8th graders who took the general math test, 79% scored proficient or better in 2003, and 100% of the 2003 algebra students scored proficient or better! Foothill's students consistently performed above the state norms for at or above proficient in the 2003 CST with 6th graders showing 77% as compared to the state's 34%, 7th graders with 72% to the state's 30%, 8th graders 79% to the state's 24%, and algebra students 100% to the state's 39%.

In language arts, we have maintained a high performance level over the past 3 years. The 2001 CST results show that an impressive number of Foothill students scored at or above the proficient level: 67% of sixth graders, 70% of the seventh graders, and 67% of the eighth graders. The 2002 CST results were similarly noteworthy in all three grade levels: 67% of the sixth graders, 67% of the seventh graders, and 69% of the eighth graders scored at or above the proficient level.

Overall, Foothill students have scored above the state average in word analysis and vocabulary development, reading comprehension, literary response and analysis, written conventions, writing strategies, and writing applications. The 2002 CST results show that 67% of the Foothill sixth graders scored proficient or above compared with the state average of 30%; in 2003, 73% of sixth graders met this performance level compared with 36% statewide.

Foothill seventh graders also performed well above average. In 2002, 67% of the seventh graders scored at proficient or above compared to the state average of 33%. Further high performance was evidenced in 2003 when 74% of the seventh graders scored at proficient or above compared to the state average of 36%.

Similarly in eighth grade, Foothill students scored well above the state average. In 2002, 69% of the students scored at proficient or above compared with the state norm of 32%. In 2003 the ratio was 68% for Foothill compared to 30% statewide.

Over the 5-year reporting period, our largest subgroup—Asian—has also performed at exemplary levels. The 2002 scores indicated that in all 3 grades testing in Language Arts, over 90% of our Asian students performed at or above the basic levels. In mathematics, a similar trend has been noted. Last year, 91% of our 6th graders in this subgroup scored at or above basic, while the 7th and 8th graders scored even higher as over 97% scored at or above the basic level. Historically, this trend has been consistent at all three grade levels for this subgroup.

The transition process from the SAT9 to the CST has allowed Foothill to look at the school's progress in a variety of ways. Historically, the school has maintained a reputation of being challenging, nurturing, and successful. Because of the whole-sale commitment by the students, staff, parents, and community, Foothill's test results reflect the high priority that is placed on academic excellence.

2. How the school uses assessment data.

Foothill uses assessment data to understand and improve student and school performance. Over one-third of Foothill's students are identified as GATE (Gifted and Talented Education) as a result of their test scores. The curriculum of these students is enhanced in many ways. Students can participate in such programs as Mock Legislature, Model U.N., and Newscope to enrich the social studies curriculum. In language arts, Foothill GATE students contribute to a district-wide collaborative publication involving poetry and art. The Mathcounts program offers students an opportunity to compete in local and state-wide contests that challenge students to solve atypical math problems and think quickly on their feet. Further, Foothill students have won state and national awards in "Odyssey of the Mind," a program that combines the use of creative thinking and problem solving.

Based on test scores, teachers offer differentiated instruction that motivates students to reach their maximum potential. High-achieving students are offered choices that extend the curriculum to meet the variety of learning modalities. For example, in social studies and science classes, individual research projects present an opportunity for open-ended, in-depth explorations into areas of personal interest. Test scores are one of the tools used to place high-achieving math students into the accelerated algebra classes.

Student test scores are used in determining appropriate intervention strategies for students needing additional support. Teachers design individual programs for ELL (English language learners) students based in part on test performance. The school offers an Academic Language Class that provides a safety net for those students who are at various levels of proficiency. Student Success Teams use test information to help draft plans for student improvement or possible placement in Resource programs. Incoming 6th graders are placed in an after school Homework Club based on discrepancies between standardized test scores and past school performance.

Spring 2004 will be the third year of the CST program. Foothill will then have the opportunity to validate the continued growth of the school's academic program and student success.

3. How the school communicates student performance.

One noted Foothill strength is the ongoing communication of student performance with an involved community. Parents and students receive information about the progress of students via quarterly report cards and mid-quarter progress reports. Report cards can include choices from a list of 30+ comments reflecting the social behaviors, emotional growth, and academic progress of the student. Individual printouts and teacher evaluations are available weekly upon request. Using the school's website, parents or students can e-mail individual teachers with immediate concerns. Other communication vehicles include Green Alerts, Griffin Grams, and Good News postcards which are notifications of exemplary work/behavior. Student-of-the-Month certificates and the Life Skills program recognize noteworthy students. The Parent Faculty Association (PFA) publishes a monthly newsletter to keep the community informed and involved.

Students are consistently made aware of state standards and criteria for successful performance. In a letter from the district, the SAT9 test results are reported to parents. In this mailing, parents are also informed of their student's progress toward meeting the state standards. The School Accountability Report Card, which gives an overview of many facets of the school, is distributed to all parents via student registration packets, and it is available on the award-winning Foothill website. This website contains information on school events and programs, information from departments and individual teachers, the school calendar, and links to various educational resources. The student services coordinator conducts quarterly meetings for ELL parents at which time they acquire information on student progress. In addition, the principal hosts quarterly evening meetings to inform sixth grade parents about strategies for students' successful performance.

The assessment information is disseminated to the larger community through the local newspaper, realtor newsletters, and the principal's monthly informational column in the Contra Costa Times.

4. How the school will share its successes with other schools.

Foothill has a tradition of collaborating frequently with other middle schools within the district as well as at state and national conventions. Staff members of neighboring schools frequently visit our school site to observe classroom activities and get new ideas from Foothill teachers.

There are planned articulation days with the local elementary schools in order to share our middle school expectations and to help our Foothill staff understand more about the needs of the incoming sixth graders. Similarly, there is ongoing articulation and communication with the high school that our eighth graders will attend. Often other teachers are invited to join our staff development. Many Foothill teachers participate in the “Demonstration Classroom” program and serve as models for the district mentor coaches who bring new teachers for observation and sharing of materials. The school also enjoys a professional relationship with a number of the colleges and universities in the area and provides placement for student teachers in several curricular areas. Foothill has long been regarded as a “destination” for those who are just beginning to understand the intricacies of the classroom.

The Foothill staff maintains active involvement at the district level. The school voluntarily pilots textbook programs to determine the appropriate materials for classroom use and participates in the selection and adoption of standards-based instructional materials. Foothill’s leadership has been instrumental in recent district efforts to formulate a standards-based report card and develop strategies for individualizing instruction to meet the standards.

The staff is also very involved in the innovation and formation of curriculum at the statewide and national levels. In recognition of professionalism for their high achievement and a desire to create a positive educational environment, members of the Foothill staff have been honored by their peers and state organizations. Several teachers have been presenters over the years at state and national conventions, which is a tribute to their knowledge, expertise, and willingness to share.

PART V - CURRICULUM AND INSTRUCTION

1. Foothill Curriculum.

High academic standards, rigorous and challenging instruction, and rich and meaningful curriculum are norms for all Foothill students. Middle school is a time for exploration and growth. The teachers encourage their students to stretch themselves in an atmosphere that fosters imagination and creativity. Our intention is to create life-long learners by motivating individual strengths and passions. Classes are heterogeneous and inclusive for all students, although some selective classes are designed to provide academic intervention for targeted and/or at-risk students.

In language arts, students have an integrated curriculum in which all grade levels study mechanics, grammar, reading, literary response, and oratory skills. A special area of focus is a comprehensive writing program in which Foothill students demonstrate their learning at each grade level by publishing original works: autobiographies, fairytales, and tall tales. Students have an opportunity to write short stories in a variety of genre. The emphasis on writing throughout the curriculum teaches descriptive writing, character development, revising, and editing.

The social studies curriculum is a sequential study of history beginning with early civilization, continuing with medieval history around the world, and concluding with American history. The program is integrated at all levels with language arts, literature, music, and art. Students use the internet, library and other resources for relevant research to integrate classroom learning with real world events. The program seeks to develop an awareness of historical events both past and present, to increase awareness of civic rights and responsibilities in a democracy, to appreciate ethnic and national identity of students and others, and to develop a multicultural perspective that respects the dignity and worth of all people.

The mathematics program is designed to meet state and district standards and benchmarks for academic achievement. In 6th grade math, fundamental concepts from all the strands of the mathematics framework emphasize the practical power of math in everyday life. Math in 7th grade continues the study of the strands but has a strong pre-algebra emphasis. All 8th graders are enrolled in algebra and use

appropriate strategies to investigate real world applications of mathematical models. Activities at all grade levels include problem solving, individual and group explorations, and lessons that encourage mathematical empowerment.

In all grades, science students are engaged in active learning by participating in laboratory experiments, cooperating in partnerships, and using technology and multi-media. In 6th grade science the focus is on developing rational, critical, and creative thinking in the area of earth science. The 7th grade creates an understanding of the scientific process through the study of life science. In 8th grade the curriculum is divided into two focus areas: physical science and chemistry. The science department has enjoyed a partnership with the University of California for many years and as a result, the WISE Project (Web-based Integrated Science Experience) has become an integral part of the program.

The foreign language department offers a two-year program in both French and Spanish. Students are actively engaged in listening, speaking, reading, and writing. Interactive CD-ROM programs are integrated with the textbooks to improve communication skills. The program also develops an appreciation of the people who speak the language. Students are introduced to the diversity of the world through the study of culture, geography, folktales, music, art, food and games.

The art program helps expand students' knowledge of the elements and principles of art. Many activities are correlated with Foothill's academic curriculum. Students use a variety of media including pencil, paint, clay, linoleum block print, pastel, and multi-media. Opportunities are available to do computer graphic activities on Photo Shop, Illustrator, and Quark Express.

The physical education department has adopted a philosophy that nutrition and fitness are critical to the healthy student. A non-competitive, participatory curriculum has traditionally been a strong feature of this program. The department closely adheres to the state and district frameworks in all areas and, in fact, was designated as a "Program of Excellence" by the district.

All students have equitable access to the core and programs. The school schedule includes 7 periods delivered in a drop-rotation format which offers more choices to the students. Elective options include, but are not limited to, foreign language, art, drama, stagecraft, band, jazz band, orchestra, yearbook, woodshop, and leadership.

2. Language Arts Curriculum

The purpose of the language arts program at Foothill Middle School is to develop reading, writing, speaking, listening, and thinking skills. A strong effort is made to create personal connections with literature. All students experience independent research, focusing on personal organization and time management. At all levels, students participate in activities and projects which develop a variety of skills to enhance learning such as oral discussions and presentations, debates, writing journals, expanding and developing essay writing skills as well as writing poetry and stories. By the 8th grade, students are more proficient at analyzing and responding to themes and issues with engaging literature.

All 6th grade students are enrolled in a reading class in addition to language arts. This class focuses on reading comprehension, vocabulary development, and exposure to new forms of literature. The 6th grade staff meets with the 5th grade teachers from the feeder elementary schools to evaluate ability levels of the incoming students. From this discussion, remedial reading classes are formed as support programs for building student success and achievement. All 6th grade resource students are ensured placement in an after-school Homework Club. All ELL students are enrolled in the Academic Language Class which focuses on reading and language skills. These interventions are designed to address the mastery of standards, and these goals are addressed by a partnership of both teachers and parents to develop strategies and support for academic and personal success.

With over 15,000 books, the Foothill library is a valuable resource to our school. The collection is based primarily on curriculum and classroom needs and on meeting reading levels for a wide range of student abilities. Special books have been chosen for ELL, special education, and resource students. The librarian makes a concerted effort to get to know the students and directs them to books appropriate to their reading level and areas of interest. Foothill has a large number of low-level/high-interest reading

materials. The librarian also works with the school crisis counselors to provide parent and self-help books to meet the needs of their programs. Videos and audiotapes support reading programs.

Teachers of all disciplines encourage students to use the library for research, before or after-school homework time, and for pleasure reading. Teachers promote the value of reading as a part of daily living by frequently taking classes to the library to read. The librarian and students often give educational and entertaining book talks. The reading program is enhanced by introducing Young Reader Medal and award-winning books, reading to students, sponsoring a book club, organizing formal book exchanges, and holding book fairs twice a year. The librarian also sponsors the Young Authors' Project in which student work is written, bound, published, and displayed at a district-wide showcase. Field trips to meet visiting authors are arranged for the students.

3. Mathematics as it relates to the school's mission statement.

Foothill Middle School's mission statement clearly outlines the school's focus on excellence and equity in education. In the mathematics program, every student receives a comprehensive, standards-based and data-driven program. Heterogeneous classes provide opportunities and challenges for encouraging each student to achieve at the highest personal and academic level. Standards-based instruction for all 6th and 7th grade students includes pre-algebra skills, concepts, and problem solving. All 8th grade students (including resource and ELL students) are in algebra classes. Classroom observations and standardized tests are used to place all 8th graders into either a slower-paced or an advanced algebra class that transitions into a higher-level math class in high school. District training has prepared teachers to aid students in the transition to the challenges of high school and the California High School Exit Exam (CAHSEE).

Manipulative projects, computer activities, artistic explorations, and various groupings of students evidence differentiation within the math classes. A math exploration class offers motivated students an enjoyable and rich environment that goes above and beyond the regular math curriculum. GATE-sponsored programs such as Mathcounts and Math with Pizzazz offer extracurricular activities for interested students.

Computers on mobile carts enable students in all classrooms to use software that accompanies student textbooks. Additional software has been purchased to provide reinforcement and enrichment of math concepts. Having workstations in math classrooms allows teachers to differentiate instruction for both low- and high-end students. Some students work with Swarthmore University over the internet. Technology is also used in after-school programs for math games, projects, and remedial work. Computers are used in creating and finding graphs and tables that relate to the surrounding world.

Writing across the curriculum has been Foothill's focus for many years. In mathematics classes, writing is evidenced in POWs (Problems of the Week), which are written assignments requiring the students to communicate their understanding of a problem, explain the development of a strategy, organize the work, and solve the problem considering the possibility of other answers. Students use journal writing to crystallize their mathematical thinking. Evaluations in portfolios and grade logs are tools that help students analyze their progress throughout the school year.

4. Instructional methods used to improve student learning.

Foothill Middle School utilizes a variety of innovative and successful instructional methods to improve student learning. The staff has identified a number of key strategies that are being implemented school-wide.

Besides the extensive writing that is done in the language arts and social studies classes, students are required to write in other content areas. In mathematics classes, students write evaluations of personal progress in individual portfolios. Science students keep lab books with written responses to classroom activities. Drama students not only perform, but also write original plays and skits. Foreign language students in 7th grade write theme books, while 8th graders write poetry and a personal album.

A cornerstone of classroom instruction is the cooperative learning model which maintains individual student accountability. Groups are formed considering learning styles and differentiated needs. Social

studies simulations such as the Westward Movement, the Medieval Banquet, and Life in a Greek City-State encourage goal setting, group planning, and working together successfully. Science lab experiments and web-based activities are collaborative allowing active participation by each student.

Problem-based inquiry learning helps to personalize instruction for students. Individual research projects, such as the I-Search and Concerned Research Project, challenge and motivate students to pursue areas of personal interest using research skills. American history classes debate current events and discuss topical issues. In math classes, students are presented with real-life situations that require familiarity with a variety of problem-solving strategies.

Each year the entire 7th grade is involved in a month-long thematic unit. The project is initiated with a trip to the San Francisco Zoo. Language arts, math, science, art, and foreign language teachers each provide students with various challenges, investigations, and problems to solve related to the zoo field trip. Such activities include designing an appropriate animal habitat, doing animal research, writing two-voice poetry, and completing a related art project.

In the last three years, the staff has embraced the concept of brain-based education. As a result of staff development, new instructional methods have been implemented throughout the school. Physical movement, use of pneumatic devices, music, and delivering information in smaller time units are all examples of methods employed that have improved learning for the student population, including at-risk, ELL, and special education students.

5. Professional development program impacts student achievement.

Conference attendance is encouraged in all curricular areas especially among the new members of the staff. The school site council and the Parent Faculty Association annually set aside funds to allow teachers to attend local, state, and national workshops. The Foothill faculty has been the beneficiary of the MDUSD's staff development workshops. In mathematics, for example, a new textbook adoption spawned a series of in-service workshops to further the teachers' knowledge and implementation of the mathematics standards. In language arts and social studies, participation in staff development has focused on a deeper understanding of the state's standards and a thorough analysis of teaching and learning styles.

Our district has also subscribed to the State of California's *Buy Back Days* concept (allocated time for staff development), which has afforded the staff myriad opportunities to explore new and different curricular areas over a period of time. Computer/internet awareness, curriculum revision, and classroom management strategies are just a few examples of how that time has been utilized. The staff at Foothill has adopted a "shortened Wednesday" schedule which enables departments, grade levels, and the faculty as a whole to meet on a regular basis. This change in the schedule was driven by Foothill's desire to place emphasis on teacher collaboration and opportunity to share new ideas. Allowing staff to meet once a month as departments encourages discussion of cross-grade level concerns. "At-risk" students as well as instructional practices are often key agenda items.

Foothill staff members have joined together across the grade levels to embrace the concepts of the "6 Trait Writing" program. This approach to the teaching of writing provides a common language to talk with students, colleagues, and parents about writing and helps students assess their own efforts to meet the standards. Continuing workshops provide new information and insure that Foothill teachers are able to reinforce the strategies that are most successful.

A number of renowned speakers have contributed to the staff's knowledge of brain-based learning during staff development sessions involving the entire school. This year two other schools have been invited to participate in a workshop led by Mr. Brian Thwaites, a key presenter at the 2003 San Diego Brain Conference, concerning the latest research in this field. After this presentation, Foothill teachers will continue to evaluate and modify strategies in an ongoing effort to improve student achievement.

FOOTHILL MIDDLE SCHOOL

ENGLISH / LANGUAGE ARTS : GRADE 6

	2002-03	2001-2002	2000-2001
TEST	CST	CST	CST
EDITION/PUBLICATION YEAR	2002	2001	2000
PUBLISHER	Ed. Testing Service	Ed. Testing Service	Ed. Testing Service
Number of students in grade	373	356	383
Number of students tested	371	353	376

	2002-03	2001-02	2000-01
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	96	91	93
% At or Above Proficient	73	67	67
% At Advanced	33	26	27
Number of students tested	371	353	376
Percent of total students tested	99%	99%	98%
Number of students excluded	2	3	7
Percent of students excluded	<1%	<1%	1%

SUBGROUP SCORES			
Number of ASIAN students tested	60	57	53
% At or Above Basic	91	93	91
% At or Above Proficient	68	67	74
% At Advanced	33	28	38
Percent of ASIAN students tested	100%	100%	100%

STATE SCORES			
% At or Above Basic	71	66	67
% At or Above Proficient	36	30	31
% At Advanced	13	9	8

What groups were excluded from testing? Why, and how were they assessed?

Each year, students from the Special Day Class (Severely Handicapped) were administered the CAPA test in lieu of the CST.

FOOTHILL MIDDLE SCHOOL

ENGLISH / LANGUAGE ARTS : GRADE 7

	2002-03	2001-2002	2000-2001
TEST	CST	CST	CST
EDITION/PUBLICATION YEAR	2002	2001	2000
PUBLISHER	Ed. Testing Service	Ed. Testing Service	Ed. Testing Service
Number of students in grade	360	385	367
Number of students tested	360	370	363

	2002-03	2001-02	2000-01
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	92	92	95
% At or Above Proficient	74	67	70
% At Advanced	30	22	31
Number of students tested	360	370	363
Percent of total students tested	100%	96%	98
Number of students excluded	-	15	4
Percent of students excluded	-	3%	1%

SUBGROUP SCORES			
Number of ASIAN students tested	57	54	71
% At or Above Basic	92	94	95
% At or Above Proficient	73	65	78
% At Advanced	33	33	42
Percent of ASIAN students tested	100%	100%	100%

STATE SCORES			
% At or Above Basic	69	65	65
% At or Above Proficient	36	33	32
% At Advanced	10	7	9

What groups were excluded from testing? Why, and how were they assessed?

Each year, students from the Special Day Class (Severely Handicapped) were administered the CAPA test in lieu of the CST.

FOOTHILL MIDDLE SCHOOL

ENGLISH / LANGUAGE ARTS : GRADE 8

	2002-03	2001-2002	2000-2001
TEST	CST	CST	CST
EDITION/PUBLICATION YEAR	2002	2001	2000
PUBLISHER	Ed. Testing Service	Ed. Testing Service	Ed. Testing Service
Number of students in grade	399	379	369
Number of students tested	392	372	362

	2002-03	2001-02	2000-01
Testing month	May	May	May
SCHOOL SCORES			
% At or Above Basic	95	93	91
% At or Above Proficient	68	69	67
% At Advanced	26	30	25
Number of students tested	392	372	362
Percent of total students tested	98%	98%	98%
Number of students excluded	7	7	7
Percent of students excluded	1%	1%	1%

SUBGROUP SCORES			
Number of ASIAN students tested	59	73	65
% At or Above Basic	96	97	86
% At or Above Proficient	71	84	71
% At Advanced	27	44	28
Percent of ASIAN students tested	100%	100%	100%

STATE SCORES			
% At or Above Basic	64	66	67
% At or Above Proficient	30	32	32
% At Advanced	8	10	9

What groups were excluded from testing? Why, and how were they assessed?
Each year, students from the Special Day Class (Severely Handicapped) were administered the CAPA test in lieu of the CST.

FOOTHILL MIDDLE SCHOOL

MATH : GRADE 6

	2002-03	2001-2002	2000-2001	1999-2000	1998-1999
TEST	CST	CST	Stanford 9	Stanford 9	Stanford 9
EDITION / PUBLICATION YEAR	2002	2001	2000	1999	1998
PUBLISHER	Educational Testing Svc				
Number of students in grade	373	356	383	345	322
Number of students tested	371	356	377	338	316

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	94	92			
% At or Above Proficient	77	77			
% At Advanced	33	38			
% At or Above 25 th NPR			98	98	95
% At or Above 50 th NPR			91	93	87
% Above 75 th NPR			69	70	65
Number of students tested	371	356	377	338	316
Percent of total students tested	99%	100%	98%	98%	98%
Number of students excluded	2	0	6	7	6
Percent of students excluded	<1%	-	1%	2%	2%

SUBGROUP					
Number of ASIAN students tested	60	57	53		
%At or Above Basic	91	98			
%At or Above Proficient	78	86			
% At Advanced	43	53			
Average Percentile Rank			92		
Percent of ASIAN students tested	100%	100%	100%		

STATE SCORES					
% At or Above Basic	64	62			
% At or Above Proficient	34	32			
% At Advanced	10	10			
% At or Above 25 th NPR			76	74	71
% At or Above 50 th NPR			57	55	50
% Above 75 th NPR			35	32	28

What groups were excluded from testing? Why, and how were they assessed?
Each year, students from the Special Day Class (Severely Handicapped) were administered the CAPA test in lieu of the CST.

FOOTHILL MIDDLE SCHOOL

MATH : GRADE 7

	2002-03	2001-2002	2000-2001	1999-2000	1998-1999
TEST	CST	CST	Stanford 9	Stanford 9	Stanford 9
EDITION / PUBLICATION YEAR	2002	2001	2000	1999	1998
PUBLISHER	Educational Testing Svc				
Number of students in grade	360	385	367	344	338
Number of students tested	359	373	361	337	331

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	91	92			
% At or Above Proficient	72	61			
% At Advanced	25	17			
% Above 25 th NPR			98	98	97
% At or Above 50 th NPR			90	90	89
% Above 75 th NPR			68	63	68
Number of students tested	359	373	361	337	331
Percent of total students tested	99%	96%	98%	98%	98%
Number of students excluded	1	12	6	7	7
Percent of students excluded	<1%	3%	1%	2%	2%

SUBGROUP					
Number of ASIAN students tested	57	54	71		
% At or Above Basic	97	94			
% At or Above Proficient	90	72			
% At Advanced	39	32			
Average Percentile Rank			94		
Percent of ASIAN students tested	100%	100%	100%		

STATE SCORES					
% At or Above Basic	62	61			
% At or Above Proficient	30	30			
% At Advanced	7	6			
% Above 25 th NPR			72	71	68
% At or Above 50 th NPR			50	48	45
% Above 75 th NPR			27	25	22

What groups were excluded from testing? Why, and how were they assessed?
 Each year, students from the Special Day Class (Severely Handicapped) were administered the CAPA test in lieu of the CST.

FOOTHILL MIDDLE SCHOOL

MATH : GRADE 8

	2002-03	2001-2002	2000-2001	1999-2000	1998-1999
TEST	CST	CST	Stanford 9	Stanford 9	Stanford 9
EDITION / PUBLICATION YEAR	2002	2001	2000	1999	1998
PUBLISHER	Educational Testing Svc	Educational Testing Svc	Ed. Test Svc	Ed. Test Svc	Ed. Test Svc
Number of students in grade	399	379	369	350	320
Number of students tested	391	372	360	340	313

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES	Gen Math/Algebra	Gen Math/Algebra			
% At or Above Basic	96 / 100	96 / 98			
% At or Above Proficient	79 / 100	73 / 95			
% At Advanced	30 / 77	21 / 80			
% Above 25 th NPR			97	96	96
% At or Above 50 th NPR			91	90	89
% Above 75 th NPR			68	69	67
Number of students tested	321 + 70	292 + 80	360	340	313
Percent of total students tested	98%	98%	97%	97%	98%
Number of students excluded	8	7	9	10	7
Percent of students excluded	2%	1%	2%	3%	2%

SUBGROUP	Gen Math /Algebra	Gen Math /Algebra			
Number of ASIAN students tested	32 / 19	39 / 34	71		
%At or Above Basic	100 / 100	97 / 100			
%At or Above Proficient	98 / 100	85 / 97			
% At Advanced	47 / 74	31 / 85			
Average Percentile Rank			94		
Percent of ASIAN students tested	100%	100%	100%		

STATE SCORES	Gen Math /Algebra	Gen Math /Algebra			
% At or Above Basic	56 / 51	54 / 58			
% At or Above Proficient	24 / 39	20 / 39			
% At Advanced	3 / 10	2 / 11			
% Above 25 th NPR			71	71	68
% At or Above 50 th NPR			49	48	45
% Above 75 th NPR			25	24	22

What groups were excluded from testing? Why, and how were they assessed?

Each year, students from the Special Day Class (Severely Handicapped) were administered the CAPA test in lieu of the CST.