

Executive Summary School Accountability Report Card, 2007- 08

For Piedmont Middle School

Address: 740 Magnolia Avenue, Piedmont, California 94611
Principal: Jeanne Donovan

Phone: (510) 594-2662
Grade Span: 6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school Principal or the District Office.

About This School

Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based curriculum, exemplary staff, and an environment that fosters respect for oneself and others. Our goal is to create a community of students, parents, teachers, support staff, and administrators who collaborate in an environment of mutual trust and support for the educational development of the diverse student body. We are committed to providing a comprehensive and rigorous program that is student centered and that encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills.

Student Enrollment

Group	Enrollment
Number of students	572
African American	1%
American Indian or Alaska Native	0%
Asian	20%
Filipino	2%
Hispanic or Latino	2%
Pacific Islander	0%
White (not Hispanic)	67%
Multiple or No Response	8%
Socio-economically Disadvantaged	0%
English Learners	3%
Students with Disabilities	15%

Teachers

Indicator	Teachers
Teachers with full credential	42
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Miss-assignments of Teachers of English Learners	0
Total Teacher Miss-assignments	0

School Facilities

Summary of Most Recent Site Inspection

The most recent school site facilities inspection showed all buildings and grounds to be in good repair. This includes 32 classrooms, a multi-purpose room, library, two computer labs, two gymnasiums, athletic fields, and administrative offices.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$11,273
District	\$11,273
State	\$8558

Student Performance

Subject	Students Proficient Or Above on California Standard Tests			
	Grade	6	7	8
English-Language Arts		95%	94%	83%
Mathematics		83%	91%	88%
Science		n/a	n/a	81%
History-Social Science		n/a	n/a	80%

Academic Progress

Indicator	Result
2008 API Growth Score (from 2008 API Growth Report)	931
Statewide Rank (from 2008 API Base Report)	10
2008-09 Program Improvement Status (PI Year)	n/a

PIEDMONT MIDDLE SCHOOL

School Accountability Report Card

Reported for School Year 2007- 08

Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school Principal or the District Office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the District, the county, and the state.

I. About This School

Contact Information (School Year 2008-09)

School		District	
School Name	Piedmont Middle School	District Name	Piedmont Unified School District
Street	740 Magnolia Avenue	Phone Number	(510) 594-2660
City, State, Zip	Piedmont, California 94611	Web Site	www.piedmont.k12.ca.us/pms
Phone Number	(510) 594-2662	Superintendent	Constance Hubbard
Principal	Jeanne Donovan	E-mail Address	chubbard@piedmont.k12.ca.us
E-mail Address	jdonovan@piedmont.k12.ca.us		

School Description and Mission Statement

Piedmont Middle School first opened its doors to students in 1977 in Piedmont, a city of about 10,000 residents nestled in the hills above the San Francisco Bay Area. Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based curriculum, exemplary staff, and an environment that fosters respect for oneself and others. Our goal is to create a community of students, parents, teachers, support staff, and administrators who collaborate in an environment of mutual trust and support for the educational development of the diverse student body. We are committed to providing a comprehensive and rigorous program that is student centered and that encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills.

Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Piedmont Middle School. Numerous programs and activities are enriched by the generous contributions made by the following funding sources: PMS Parents Club, CHIME, PRAISE, PAINTS, PADC, PAAC, Piedmont Educational Foundation, and School Parcel Taxes and Bond Measures.

Parents who wish to participate in Piedmont Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (510) 594-2660, or visit the school's website at www.piedmont.k12.ca.us/pms.

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	177
Grade 7	200
Grade 8	195

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1%	White (not Hispanic)	67%
American Indian or Alaska Native	0%	Multiple or No Response	8%
Asian	20%	Socio-economically Disadvantaged	0%
Filipino	2%	English Learners	3%
Hispanic or Latino	2%	Students with Disabilities	15%
Pacific Islander	0%		

Average Class Size and Class Size Distribution

Piedmont Middle School maintained a school-wide average class size of 27 students for the 2007-2008 school year. The ratio of students per teacher varies by grade level and subject area, as well as the number of classes offered in reference to their enrollment.

Subject	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	1	39		23		37		26	2	37	
Mathematics	27	6	15		25		21		27	6	21	
Science	29	1	21		27		22		27		22	
Social Science	28		23		28		22		27		22	

II. School Climate

School Safety Plan

Safety of students and staff is a primary concern of Piedmont Middle School. To ensure student safety, supervision is provided on campus at all times. Administrators and counselors supervise and assist students on campus before and after school, during breaks, lunch, and after school. One teachers and four yard supervisors monitor students during lunch. Adult visitors to the campus must register at the office; student visitors are not allowed on campus.

*The **School Site Comprehensive Safety Plan** is reviewed and updated annually by the School Site Council; revisions are immediately reviewed with all staff members. Key elements of the Safety Plan include emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year, and a complete evacuation drill is held every other year.*

School Discipline Practices

Piedmont Middle School makes every effort to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Students at Piedmont Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school and a warm, respectful classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Parents and students are informed of discipline policies at the beginning of each year through classroom orientation and individual student and parent handbooks.

PMS provides a well-articulated and fair discipline program which is outlined in the Student Handbook and the Parent Handbook. The handbook includes our goals and expectations of student behavior to foster an environment of mutual respect and trust.

Grade level assemblies are conducted by the Principal and Assistant Principal at the beginning of each quarter to review school policies, expectations for behavior and student achievement. A conflict resolution and peer mediation program is coordinated by the school's counseling staff. Let's Get Real is presented to sixth grade students which is a program that is designed to prevent name-calling, bullying, discrimination, and to provide and protect student safety.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	26	31	24	42	56	45 1.7%
Expulsions	0	0	0	0	0	0

III. School Facilities

School Facility Conditions and Improvements (School Year 2008-09)

Piedmont Middle School's facility, including grounds, classrooms, library, multi-purpose room, gymnasiums, sports fields, restrooms, and offices are in good condition with no necessary improvements outstanding.

School Facility Good Repair Status (School Year 2008-09)

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to Piedmont Middle School with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	42	42	42	178
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	5	6	1	4

Teacher Miss-assignments and Vacant Teacher Positions

This table displays the number of teacher miss-assignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions.

Indicator	2005-06	2006-07	2007-08
Miss-assignments of Teachers of English Learners	0	0	0
Total Teacher Miss-assignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at Piedmont Middle School and at all schools in the District. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	98.4%	1.6%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	98.4%	1.6%

V. Support Staff

Academic Counselors and Other Support Staff

The table below displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to Piedmont Middle School and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	358
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.0	
Computer Tech Coordinator	.7	
Resource Specialist Teachers	3.0	
Special Day Class Teacher	1.0	
Inclusion Aides	12.0	
Speech/Language/Hearing Specialist	.1	

* **Psychologist** and **Nurse** are shared among all District Schools.

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Piedmont USD held a public hearing and determined that Piedmont Middle School had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use on the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

For 2007-2008, all textbooks at Piedmont Middle School were in adequate supply and fair to excellent condition. The school and District place great emphasis on providing students with the most up-to-date, state adopted textbooks and instructional materials. **100% of students in each core subject area possessed the necessary textbooks and instructional materials.**

Core Curriculum Area	Publisher	Grade Level	Year Adopted	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Glencoe/McGraw Hill	6 th -8 th	2002	0%
Mathematics	McDougal Littell	6 th	2008	0%
	Prentice Hall	7 th -8 th	2008	0%
Science	Prentice Hall	6 th -8 th	2001	0%
History-Social Science	Teacher's Curriculum Institute	6 th -7 th	2004	0%
	Glencoe/McGraw Hill	8 th	2001	0%
Science Laboratory Equipment				0%
Visual and Performing Arts	No Text			
Health	Holt	7 th	2005	0%

Library

Piedmont Middle School's library is stocked with over 12,000 books for both reference and recreational reading. The library is fully automated, and includes books on tape, CD-ROMs, DVD's and videotapes, and computer presentation software and online databases that provide curriculum support. The library is staffed by two half time teaching librarians and a full time assistant librarian and is open for students after school until 4:00 p.m. Students visit at regularly scheduled times throughout the week. Computer resources within the library are connected to the Internet so students are able to access resources and information online to improve their research skills.

Technology

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer assisted instruction on a regular schedule, and each classroom at Piedmont Middle School contains at least two Internet connected computers. The school has two PC computer labs each containing 32 computers. Software programs utilized at the school develop critical thinking skills, technological skills and mathematical proficiency and include Microsoft Office and PowerPoint. Technology resources to enhance lessons and teacher/student presentations include LCD projectors, document cameras, SMART boards, Mimeos, and Classroom Performance System (CPS).

Homework

Piedmont Middle School believes that homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self discipline. Students should expect to be assigned an average of 20 to 30 minutes of homework for each academic subject each school day. A minimum of approximately one hour of homework should be expected each school night in addition to work completed at school.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$11,273	\$4,168	\$7,104	\$72,716
District	\$11,273	\$4,168	\$7,104	\$69,703
Percent Difference – School Site and District	0%	0%	0%	+1.5%
State	\$8,558	n/a	n/a	n/a
Percent Difference – School Site and State	+24%	n/a	n/a	n/a

Types of Services Funded

This section provides information about the programs and supplemental services that are available in the District from State or Federal funds for the following categorical, special education and support programs. Title III funding passes through Acalanes Union High School District LEA, a consortium of districts of which Piedmont Unified is a member.

Home-to-School Transportation	Instructional Materials
Peer Assistance and Review	10 th Grade Counseling
EIA	Gifted and Talented Students
Class Size Reduction, K-3 & 9	Federal, ECIA/ESEA/IASA
School Improvement Plan	Special Education Master Plan
Federal. Drug/Alcohol/Tobacco	Federal, Special Education, Entitlement per UDC
Federal, Special Education, Discretionary Funds	TUPE
Title I, Part A – Basic Grant	Title II, Parts A & D – Teacher Quality and Technology
Title IV, Safe and Drug Free Schools and Communities	Title V, Innovative Strategies

Teacher and Administrative Salaries

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average* For Districts In Same Category
Beginning Teacher Salary	\$43,590	\$38,891
Mid-Range Teacher Salary	\$65,724	\$60,720
Highest Teacher Salary	\$84,805	\$78,167
Average Principal Salary	\$114,994	\$94,723
Superintendent Salary	\$167,349	\$144,412
Percent of Budget for Teacher Salaries	50.65%	39.5%
Percent of Budget for Administrative Salaries	4.71%	5.8%

*2006-07 Data

VIII. Student Performance

CST - California Standards Tests

The California Standards Tests (CST's) show how well students are doing in relation to the state content standards. The CST's include English-Language Arts and Mathematics in Grades 2 through 11; Science in Grades 5, 8, 9, 10, and 11; and History-Social Science in Grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. * **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.**

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the **Proficient or Advanced** level (meeting or exceeding the state standards).

Subject/Grade	Piedmont Middle School			PUSD			California		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English-Language Arts									
6 th Grade	87	90	95	87	90	95	41	42	47
7 th Grade	91	84	94	91	84	94	43	46	49
8 th Grade	77	88	83	77	88	83	41	41	43
Mathematics									
6 th Grade	84	88	83	84	88	83	41	42	44
7 th Grade	87	80	91	87	80	91	41	39	42
Algebra		95	88		95	88		77	42
Science									
8 th grade	61	80	81	61	80	81	38	42	52
History-Social Science									
8 th grade	78	81	80	78	81	80	34	35	36

CST Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Females				
6 th Grade	94	76	n/a	n/a
7 th grade	96	92	n/a	n/a
8 th Grade	91	93- Algebra	86	85
Males				
6 th Grade	95	93	n/a	n/a
7 th Grade	93	89	n/a	n/a
8 th Grade	76	83- Algebra	77	77
Asian				
6 th Grade	100	92	n/a	n/a
7 th Grade	97	100	n/a	n/a
8 th Grade	83	96-Algebra	88	88
Caucasians				
6 th Grade	93	82	n/a	n/a
7 th Grade	93	90	n/a	n/a
8 th Grade	84	85-Algebra	79	79
Students with Disabilities				
6 th Grade	63	38	n/a	n/a
7 th Grade	66	66	n/a	n/a
8 th grade	43	*	29	36

CAT/6 - Norm-Referenced Test

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in Reading, Language, Spelling and Mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. * **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.**

CAT/6 - NRT Results for All Students – Three-Year Comparison

This table displays the percent of all Grade 7 students scoring **at or above the national average (the 50th percentile)** in reading and mathematics.

Grade 7 – All Students	Reading			Math		
	2006	2007	2008	2006	2007	2008
Piedmont Middle School	91	80	89	89	84	89
California	46	47	49	50	45	52

For 2007-08, **91%** of students scored **at or above the national average** in **Language** and **80%** in **Spelling**.

CAT/6 -NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring **at or above the national average (the 50th percentile)** in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
Females	91	89
Males	88	90
Asian	88	88
Caucasian	90	89
Students with Disabilities	62	66

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (**scoring in the healthy fitness zone on all six fitness standards**) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the District and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting 6 of 6 Fitness Standards
7	40%

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each **March**. The state - wide API rank ranges from 1 to 10. A state - wide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools."

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	7	9	9

API Changes by Student Group – Three-Year Comparison

This table displays by student group the current API and changes in points added or lost for the past three years.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-1	+18	+3	931
Asian	-10	-2	+18	959
White (not Hispanic)	-3	+22	-3	924

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-Language Arts (ELA) and Mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether Piedmont Middle School and the District made AYP overall and whether the school and the District met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

X. Instructional Planning and Scheduling

School Instruction and Leadership

Leadership at Piedmont Middle School is a responsibility shared between the District administration, the Principal, Assistant Principal, and school counselors. In the fall of 2006, Ms. Jeanne Donovan assumed the role of Principal. She has had previous experience as a teacher of special education, a teacher of general education, and seven years in school administration before joining the Piedmont Unified School District. The leadership group works closely with the School Advisory Council (Department Chairpersons), School Site Council, Parent Club, and Associated Student Body (ASB) to ensure that the students at PMS receive a well-rounded, comprehensive education.

The School Site Council, which consists of staff, students, and parents, meet regularly to address programs and components that make-up the school, discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

ASB is responsible for student activities which include school climate, dances, noon-time activities, fundraisers, and other school-wide service work. They also review and study proposals for actions which are made by the Student Council.

The review and enhancement of Piedmont Middle School's curriculum is an ongoing process. Curriculum development at the school revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The District Curriculum guides are updated regularly to align with the state standards, District goals, and the state-wide assessment program. The District Curriculum Committees monitor the alignment of curriculum to state standards, and are made up of District administrators, teachers, and parents.

Professional Development

Professional development plays a key role in keeping teachers abreast of current education issues and trends, in fostering the implementations of innovations, and in refining their teaching practices. Teachers and staff have opportunities to build upon their roles as coaches and facilitators of their student learning throughout the year by participating in conferences and workshops. For the past four years, the District has annually offered three district-wide staff development days where teachers and staff are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies, and technology. Staff development for 2007-2008 included, but was not limited to: Writing Across the Curriculum, Math Solutions, SMART Board Training, Interactive Technology for Classroom Use, and Response to Intervention (RTI). For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

In addition to the three district-wide professional development days, teachers collaborate by departments on eight site collaboration minimum days once a month to provide ongoing learning opportunities and engagement in practical tasks of curriculum development, instruction, learning, and assessment.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	66,200	54,000
7	67,080	54,000
8	67,080	54,000

Minimum Days in School Year

For the 2007-2008 School year Piedmont Middle School offered 180 days of instruction, comprised of 162 regular days and 18 minimum days. Minimum days are utilized for parent-teacher conferences and curriculum development. Regularly scheduled shortened days occur once a month to provide for teacher collaboration time.