

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Dr. Kenneth Joseph Winn  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Edgewood Jr./Sr. High School  
(As it should appear in the official records)

School Mailing Address 180 E. Merritt Ave.  
(If address is P.O. Box, also include street address.)

Merritt Island Florida 32953-3413  
City State Zip Code+4(9 digits total)

County Brevard State School Code Number\* 054021

Telephone (321) 454-1030 Fax (321) 452-1176

Web site/URL www.edgewood.brevard.k12.fl.us E-mail marshall.neleffra@brevardschools.

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Dr. Richard A DiPatri  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard County Schools Tel. (321) 633-1000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Ms. Janice Kershaw  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 58 Elementary schools  
 \_\_\_\_\_ 12 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 11 High schools  
 \_\_\_\_\_ 4 Other  
 \_\_\_\_\_ 85 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7123  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8424

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 4 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	92	103	195
K			0	8	90	132	222
1			0	9	84	86	170
2			0	10	77	85	162
3			0	11	56	74	130
4			0	12	34	33	67
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>946</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 4  | % Asian or Pacific Islander        |
| 2  | % Black or African American        |
| 5  | % Hispanic or Latino               |
| 88 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	0
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	32
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	32
<b>( 4 )</b>	Total number of students in the school as of October 1	952
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.03
<b>( 6 )</b>	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
- |   |   |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 6 %

Total number students who qualify: 43

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 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:  $\frac{2}{22}$  %  
 Total Number of Students Serve

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

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>11</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>9</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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>4</u>	<u>0</u>
Classroom teachers	<u>58</u>	<u>0</u>
Special resource teachers/specialist	<u>3</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>23</u>	<u>11</u>
Total number	<u>88</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of 16 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	95 %
Daily teacher attendance	96 %	96 %	95 %	97 %	96 %
Teacher turnover rate	18 %	16 %	13 %	14 %	31 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	3 %	2 %	6 %	8 %	2 %

Please provide all explanations below

The student drop-off rate is misleading because our school only accepts students in August each year. Many families relocate during the school year and a few choose to return to a traditional high school due to our increased requirements and rigor. When

these students withdraw, other students do not enter to balance the drop-off rate.

The teacher turnover rate was high in 2002-2003. This was the year Edgewood was transitioning from a middle school (grades 7-8) to a junior/senior high school of choice (grades 7-12). Many teachers did not want to be part of the grades 7-12 model and chose to transfer to a middle school (grades 7-8) or a high school (grades 9-12) before the change occurred. The following school year, 2003-2004, the school became a functioning junior/senior high with the addition of 9th grade. From 2003 until 2007, the school has added a grade level each year, thus making it necessary to acquire new teachers. The teacher turnover rate should decrease now that the school has reached its 7-12 configuration.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	74	
Enrolled in a 4-year college or university	65	%
Enrolled in a community college	34	%
Enrolled in vocational training	1	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	100	%

## PART III - SUMMARY

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Edgewood Jr./Sr. High School is located in Brevard County, which borders the Atlantic Ocean near the middle of the Florida Peninsula. Brevard is the ninth largest county in population in the state and is one of the ten fastest growing metropolitan areas in the nation. This high technology area has continued to grow as a result of the Kennedy Space Center and numerous electronic industries moving into the region. The Chamber of Commerce, along with many businesses and industries, actively support the school. Edgewood's mission is to seek excellence in who we are, what we know, and what we do. Edgewood Jr./Sr. High is a School of Choice and is accredited by the Southern Association of Colleges and High Schools.

Edgewood serves 950 students in grades 7 through 12. When the school first became a school of choice, only grades 7-9 were available. However, each year that followed an additional grade level was added. Edgewood became a full 7-12 school in the 2006-2007 school year. Currently, there are 88 faculty and staff members. Of the 60 faculty members (including counselors and media specialist), 42 have a bachelor's degree and 18 have a master's degree. There are four school-based administrators, 2 with a master's degree and 2 with a doctorate. The composition of the student population (rounded) is 88% white, 2% African American, 5% Hispanic, and 4% Asian. There are <1% of Multi-Racial and American Indian. Of the 518 females and 432 males, 2% are disabled, and 6% are economically disadvantaged.

A student must qualify to attend Edgewood. The student must be proficient in reading and math on the state assessment test, maintain at least a 2.0 GPA, and meet graduation requirements for an Edgewood Diploma of Distinction. The school year is divided into two semesters of 18 weeks each. One-half credit may be earned per class per semester. The school operates on a seven period day; all classes meet approximately 47 minutes each day, five days a week. High school courses are offered at the honors, advanced placement (AP), or Pre-AP levels. All middle school courses are taught at advanced or Pre-AP levels. In addition, Edgewood boasts many excellent extra and co-curricular programs.

The graduation requirements for the Edgewood Diploma of Distinction include earning 28 credits instead of the 26 required by Florida. Students in grades 7-8 are required to successfully complete at least one high school course prior to entering grade 9. Students in grades 9-12 must pass at least 2 college level courses. In addition, seniors must complete a career/post high school senior project consisting of a research paper, a portfolio, a product and a presentation to a community review board. Part of the senior project includes a portfolio that begins in 7th grade. Students at each grade level are required to complete a component of the portfolio. At Edgewood, students must also complete 3 sequential years of a foreign language, perform 20 hours of service learning per year, qualify for at least one scholarship, and demonstrate leadership. In addition to the 28 credits, the student must show proficiency of 10th grade reading and math skills on the Florida Comprehensive Achievement Test (FCAT).

Special programs are offered at Edgewood. Brevard Community College provides an opportunity for students to take college courses and receive both high school and college credit. In addition, Edgewood offers 16 Advanced Placement courses and 6 Pre-AP courses at the middle school and high school levels. The performing arts and fine arts programs at Edgewood provide students with the opportunity to excel in areas of talent and interest. In addition, computer business classes, career classes, journalism classes and TV Production offer additional courses for students to explore or perfect their skills.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Since the school was formed, Edgewood Jr./Sr. High student assessment results on the state assessment system, Florida Comprehensive Assessment Program (FCAT) have consistently exceeded the state and district averages every year. The Florida Comprehensive Assessment Test is a criterion based assessment that correlates a score to a level of achievement. Proficiency is equated to a score of 3 or higher on mathematics and reading. The levels for each of the subject area tests range from 1 to 5. Level 1 and level 2 are below proficiency, level 3 indicates proficiency, and level 4 and 5 indicate higher than proficient. The school's accountability report is found at: <http://schoolgrades.fldoe.org>.

Edgewood Jr./Sr. High students have consistently performed at or above the district and state average on the FCAT. In 2007, Edgewood was ranked #4 in the state of Florida. In 2007, the school was composed of 88% White with 12% other racial/ethnic groups. The disabled population consisted of 2% and 6% represented the economically disadvantaged. There were no English Language Limited (ELL) students in 2007. These demographics are very representative of each school year. On the 2007 mathematics assessment, 83% of the Black subgroup and 96% or higher of the other ethnic groups, scored at proficiency or above. Of the disabled and economically disadvantaged students, 100% scored at proficiency or above. On the reading assessment, 67% of the Black and American Indian subgroups and at least 90% of the other ethnic groups, scored at proficiency or above. Of the disabled subgroup, 88% scored at proficiency or above; and 83% of the economically disadvantaged scored at proficiency or above. Edgewood has consistently received an 'A' on the Florida's A+ Accountability Plan and has made Adequate Yearly Progress on NCLB every year since the 2004-2005 school year.

When comparing Edgewood's performance with state and district performance, specific grade levels represent the global picture. On the 7th grade mathematics test, the state reported 59% of students scoring at level 3 (proficiency) or above; the district reported 71%; while Edgewood had 98% scoring in the top three achievement levels. On the 8th grade mathematics test, the state reported 63% scoring at level 3 or above; the district reported 75%; however, Edgewood reported 99%. On the 9th grade mathematics test, the state reported 60% scoring at proficiency or above; the district reported 77%; but Edgewood reported 99% scoring in the proficient or above range. On the 10th grade math test, the state reported 65% proficient or above; the district reported 79%; yet Edgewood reported 99% proficient or above.

On the 7th grade reading test, the state reported 63% proficient or above; the district reported 71%; but Edgewood had 97% scoring in the proficient and above range. On the 8th grade reading test, the state reported 49% scoring proficient or above; the district reported 61%; and Edgewood reported 89%. On the 9th grade reading test, the state reported 41% meeting proficiency or above, the district reported 58%, however, Edgewood had 94% scoring proficiency or above. On the 10th grade reading test, the state reported 34% meeting or exceeding proficiency, the district reported 47%, yet Edgewood had 79% meeting or exceeding proficiency.

In addition, on national assessments Edgewood students have performed well above the college readiness standards as indicated on the PSAT, SAT, PLAN, and ACT testing. While Edgewood does not have many years of college readiness test scores, our students have performed very well and continue to excel. Student performance on these tests provide evidence of the success of our college preparatory curriculum.

### 2. **Using Assessment Results:**

The Florida Comprehensive Assessment Test (FCAT) is the assessment that determines if students are achieving below a proficient level, at a proficient level, or above a proficient level and is administered at grades 3 through 10. A level of proficiency must be achieved on 10th grade skills to graduate from high school. The school utilizes the FCAT results through the School Advisory Committee, a collaborative effort between faculty, staff, administration, and parents to analyze the data and create school improvement goals that focus on increasing achievement in mathematics and reading, science and writing. After the creation of agreed upon school goals, the teachers create professional development plans. The plans must align with the school improvement goals and target increasing the teachers' effectiveness in promoting student achievement in mathematics, reading, science, and writing.

The teachers analyze FCAT individual strand performance and the writing performance for each student.

Next, the teachers devise 2-3 strategies that can be implemented to address skill deficiencies identified by the strands. These strategies can consist of classroom instructional practices of which the teacher is already knowledgeable or training to receive instructional methods that could address the identified weaknesses. The teachers give a pre-test to assess each student's knowledge or skill level on particular strands needing to be addressed. The teacher then implements research based strategies for at least one semester and administers a post- test to assess each student's mastery of the skill. Each teacher sets a goal of 100% learning gains or a certain percentage of increase in the skill areas needing to be refined. The English and social studies teachers address the area of FCAT reading, the math and science teachers address FCAT strands in their specific subject area, and the elective teachers address FCAT writing. The teachers present their professional development plan to an administrator for approval, and at the end of the school year, each teacher and administrator assesses the plan to determine whether individual goals were met.

### **3. Communicating Assessment Results:**

Edgewood communicates the school's FCAT assessment data to parents, students and the community in a variety of ways. One primary source is the school website and newsletters. The school also ensures parents are aware of their child's grade level proficiency by individually mailing FCAT performance results to each student's home. In addition, the URL address and PIN for Florida's FCAT Parent Network is distributed so parents can view test scores online prior to receiving more detailed hard copies. At least once a year, the parents and community are presented information about the school's assessment data at the School Advisory Committee and the Parent Teacher Organization meetings. In addition, administration provides this information at feeder school orientation meetings and at various community organization meetings.

Student performance is communicated to parents and students with regular distribution of interim reports in addition to report cards. EdLine is an online communication tool utilized by Edgewood parents and students that allows the monitoring of progress and assignments. Teachers maintain web pages that connect to EdLine. If a student shows unsatisfactory progress, Edgewood teachers are required to notify parents by phone or email. When a teacher identifies a student showing academic improvement, the principal communicates this with a congratulatory phone call home on Saturday mornings. Edgewood partnered with the local Rotary Club to create another form of communication. Each month the Rotary Club recognizes one outstanding student and his/her family at a community meeting.

Outstanding academic performance is recognized through the 'Student of the Month' program; two students at each grade level are selected. 'Chief's Club' celebrations distinguish students with high GPA's each 9 weeks. In the spring, an award ceremony is conducted for middle school and high school students where parents are invited to celebrate their child's successes and recognitions. In 2007, over 50% of Edgewood middle school students were recognized for their academic achievements. At the high school ceremony, over 100 students were recognized. In addition, over \$1 million in scholarships were announced for our first graduating class.

### **4. Sharing Success:**

Edgewood Jr./Sr. High School shares its successes with other schools through a variety of avenues. Successful programs and strategies implemented at Edgewood are presented not only to communicate specific programs or practices that have increased student achievement, but to offer ideas and results for other schools to consider. Examples are: an Edgewood Spanish teacher presented a workshop integrating foreign language and technology at a district professional development day; the assistant principal of curriculum has shared two successful Edgewood programs at separate county level leadership team meetings (Pre-AP course design and implementation; No Zero Policy program with middle school students). Other examples include sharing the success of senior project: assistant principal of curriculum and Edgewood business teacher described the Edgewood Senior Project program at a Brevard Tech Prep meeting; Edgewood guidance counselor arranged for one student to present the results of her senior project to secondary career/guidance counselors from Brevard County; Science Research sponsor coordinated a meeting for an Edgewood student to share the successful results of his research to Science teachers from other schools and area professionals. Edgewood administrators and staff participate in school of choice fairs where specific programs are shared between schools.

Other meetings where success sharing occur are: Brevard County area leadership meetings, school feeder chain meetings, curriculum contact meetings, district department chair meetings, district counselor

chair meetings, and various conferences (i.e. College Board/Advanced Placement Institutes, Annual Senior Project Conference, Reading Conference). Often successes are portrayed through the local newspaper and Brevard Public Schools cable broadcast channel. In addition, Edgewood has recently been recognized by Sallie Mae for creating and implementing an outstanding career/college planning program. This program will be highlighted in Sallie Mae's annual report which is published and available nationally. Edgewood will continue to share successes with other schools in the modes listed here and pursue additional methods of communicating programs and practices that have been implemented and have resulted in increased student achievement.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Edgewood provides rigorous and relevant curriculum for grades 7-12 offering only courses at the advanced or honors level. Sixteen Advanced Placement courses are available (increasing to 18 in the 2008-2009 school year). Opportunities to co-enroll in high school courses online or college courses at the local community college are frequently utilized by our students. High school students select from 39 major areas of interest where they actively focus on the future and understand real life relevance of their courses. Edgewood requires at least 3 acceleration classes, 4 credits in English, 4 credits in Social Studies, 4 credits in Science, 4 credits in Math, and 3 credits in a foreign language.

English/Language Arts curriculum encompasses thought provoking literature and analytical writing for all students. Teachers provide a variety of research based strategies and collaborate to ensure a mapped curriculum that prepares the students for post secondary education. At each grade level, a research paper is completed for the student portfolio. Courses include Pre-AP in grades 7-10 and AP Language and AP Literature.

The science curriculum is challenging and offers an opportunity for 7th grade students to enroll in an accelerated class that connects 7th and 8th grade standards into one year of instruction. Students are then challenged with high school biology in 8th grade. Students selecting the accelerated science are required to design a science research project. Science research projects are encouraged at all grade levels resulting in a large number of district, state, and national recognitions (Edgewood's solar energy project won competitions in Hawaii). The science curriculum core consists of biology, chemistry, and physics, which are complemented by AP Biology, AP Chemistry, and AP Physics and science electives.

The math curriculum is stimulating and offers 7th and 8th graders an opportunity to enroll in Algebra Honors. Honors level courses are required in grades 10-12 and lead to Advanced Placement Statistics and Advanced Placement Calculus. Teachers employ hands-on activities, technology, and high expectations resulting in top scores at state math competitions. Students are often required to demonstrate math skills in other subject areas through thematic lessons designed by the teachers.

Curriculum in social studies incorporates critical thinking and problem solving skills and many projects/assignments focus on making the subject relevant. Inter-disciplinary lessons are also utilized. Pre-AP courses are offered in 7th and 8th grade and Advanced Placement Psychology, U.S. History, European History, and U.S. Government/Politics in high school.

The visual and performing arts inspire students to explore, refine, and excel in the areas of music, drama, art, and technology. Drama and art students have earned many district, state, and national recognitions. Edgewood's music students have performed at the state and national levels (Disney World and Washington, D.C.). The TV production classes will air a monthly show on the local cable broadcast channel. Visual and performing arts classes and performances involve grades 7-12 and include AP Studio Drawing, AP 2/D and 3/D Art, and AP Music Theory.

The foreign language curriculum at Edgewood is exciting and relevant to the students' lives. The languages included are Spanish (levels I-AP), French (levels I-IV) and Latin (levels I-IV). Students are required to demonstrate learning through authentic and alternative assignments such as cultural day and the creation of movies. It is mandated that students complete at least 3 consecutive years of one language. Credit bearing foreign language is available to grades 7-8 and at honors and Advanced Placement levels for high school students.

### 2b. (Secondary Schools) English:

Edgewood's English curriculum encompasses advanced standards and high expectations preparing students for post secondary education. At each grade level, a comprehensive research paper is required. Differentiated instruction is utilized by all English/language arts teachers to individualize student needs, address all learning styles, and assess pre-existing knowledge or competencies. Skills are evaluated for

each student and instruction is designed for acquisition of knowledge or to enrich that knowledge, depending on the individual student's needs. Reading in English/language arts encompasses novels, non-fiction, poetry, and short stories, all of which lead to literary analysis and analytical writing within the class. Questions are designed to address the higher levels of Bloom's Taxonomy: evaluation, analysis, and synthesis. The English/language arts teachers also provide students with books recommended for summer reading. Students who participate qualify to receive incentives from local businesses if they submit a written analysis of each book read.

Edgewood students not proficient in reading comprehension as indicated on FCAT reading are enrolled in a daily intensive reading class in addition to a language arts/English class. Student weaknesses are identified by analyzing strands on FCAT reading, as well as through additional classroom testing. The students receive 47 minutes of reading instruction daily from a certified reading teacher who addresses individual weaknesses. Research based strategies, such as CRISS (Creating Independence through Student owned Strategies) or specific programs such as Jamestown Reading are used to improve reading comprehension. The teacher facilitates the learning through class discussions, modeling, group practice, and individual practice. Students are provided reading selections with multiple choice questions, short responses, long responses or essay. Vocabulary is also acquired using research based strategies and practiced in authentic writings. At least 3 times a year, the teacher tests each student's reading comprehension and fluency. These results are used to guide the teacher's instructional plans for each student. In addition, every core academic and elective teacher is aware of students reading below grade level and reading is emphasized across all curriculum areas.

### **3. Additional Curriculum Area:**

Edgewood's mission is to seek excellence in who we are, what we know, and what we do. This is particularly reflected in our career/college planning curriculum. Our School Improvement Committee and Parent Teacher Organization worked in partnership to fund the first year of the program, PathfinderHS, for all students in grades 7-12. In recognition of the success experienced at our school, USA Funds awarded funding for continuation of the program. PathfinderHS is a web based software program that utilizes grade specific instruction modules to provide essential information and assist in the identification of career and college path options. It can be accessed by students and parents beyond school hours. This is especially helpful to families whose students are first generation college bound. At each grade level we require a self-exploration activity that expands on the information presented in the module and focuses the student to identify personal goals. Career/college planning is incorporated across the curriculum through written assignments in all subject areas, including electives. These become part of the student portfolio which is required for graduation. PathfinderHS allows counselors more time to assist students with successful transition to post secondary goals.

Our career/college planning curriculum enhances the Florida mandated 7th grade career wheel class and 9th grade career research and decision making class. A four year plan of study for high school courses is developed in 7th grade with a counselor and reviewed each year in individual student/counselor meetings. The four year plan of study also includes courses leading to post-secondary requirements for selected careers. Annually the student chooses a major area of interest, chooses one course within that area, and consequently receives more personal and relevant career exploration. PathfinderHS aligns with the state mandated curriculum, yet provides a broader view of career and college options as it includes opportunities beyond the state of Florida.

### **4. Instructional Methods:**

Edgewood teachers employ a variety of instructional methods to assist students in achieving their full potential. Teachers are trained in Howard Gardner's multiple intelligences and utilize the students' strengths to enhance learning. Every teacher strives to connect concepts to 'big ideas' and things that are relevant to the students' lives. In each class, material is presented in a manner that requires the students to use critical and creative thinking. The teachers strive to improve critical thinking, so the students will learn to think independently and apply the learning to different contexts and problems. Teachers are also trained and utilize CRISS (Creating Independence through Student-owned Strategies) throughout the subject areas. In addition, differentiated instruction and activities are emphasized to address the needs of students at all levels. Cooperative learning groups are often combined with differentiated instruction as a means to group students at similar stages of learning. Differentiated instruction allows teachers to re-teach and remediate while also providing enhancement necessary for students at higher levels. In addition, the Pre-Advanced Placement and Advanced Placement teachers utilize instructional methods that focus students on critical reading and analytical writing.

Technology serves as an important tool in classroom instruction. Each classroom has an audio enhancement system, projector, DVD player, television, and student computers. The foreign language classrooms are also equipped with additional technology including document cameras and equipment to hear and practice language skills. There are 2 wireless and 2 hardwired computer labs available to all classes, a state of the art TV production studio and communication technology lab, and a new computer business lab. All classroom teachers are issued a laptop computer which provides flexibility for individual and collaborative planning.

All Edgewood teachers instruct and assign activities that assist students in becoming proficient writers and readers, and all classes are conducted with higher level thinking and inquiry-based learning emphasized. The teachers analyze the FCAT results and design instruction and present information to meet the needs of individual students.

##### **5. Professional Development:**

Edgewood implements school-based professional development in addition to district and state provided professional development. Annually, Edgewood teachers complete a professional development survey to identify trainings they completed and 3 areas where professional development would help them with direct instruction and increased student achievement. During pre-planning, teachers rotate through professional development workshops. The workshops include: 1) how to analyze FCAT student performance data and develop plans aligned with it; 2) teacher's role as leader in our small learning communities (AP Scholars, TRIBE); 3) guiding students in selection of appropriate service learning activities; 4) school safety and evacuation procedures; 5) specific strategies to increase student performance (i.e. Six Traits training, CRISS strategies, etc) as determined from surveys; 6) creating web pages, setting up electronic grade books, and using Inspiration software to design lessons that strengthen critical thinking, comprehension, and writing across the curriculum. Throughout the year, mini-workshops are conducted at faculty meetings and day long workshops are presented to address specific areas identified as areas of need at Edgewood. Mentor teachers, department chairs, and National Board Certified Teachers conduct individual professional development for new faculty and/or anyone requesting assistance. Also, one or two day school based workshops are developed and aligned with teachers' professional development plans each year. These workshops correlate to the professional development plans by providing specific teacher training targeted at increasing student achievement in either reading, math, writing, or science. In addition, teachers are encouraged and given release time to attend district and state workshops and conferences that address specific needs of the school. These teachers come back and present the information gained to the rest of their department or the entire faculty. Teachers attend national conferences and workshops as well. Some of these include Advanced Placement, Pre Advanced Placement, vertical teaming, differentiated instruction, and small learning communities. The knowledge obtained, research based strategies, and best practices are shared with the entire faculty with the purpose of increasing student achievement.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 7 Test Reading  
 Edition/Publication Year 2003-2007 Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Level 3-5	97	93	94	88	75
% "Exceeding" State Standards					
Level 4-5	69	65	64	60	37
Number of students tested	233	216	223	221	271
Percent of total students tested	98	94	93	93	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5				60	48
% "Exceeding" State Standards					
Level 4-5				30	7
Number of students tested				10	29
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5			92		
% "Exceeding" State Standards					
Levels 4-5			84		
Number of students tested			12		
3. Disabled (ESE)					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5			50	40	49
% "Exceeding" State Standards					
Levels 4-5			40	20	15
Number of students tested			10	10	35
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5	100	73	87	60	53
% "Exceeding" State Standards					
Level 4-5	80	40	47	35	19
Number of students tested	15	15	15	20	65

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3-5	89	88	82	68	62
% "Exceeding" State Standards					
Levels 4-5	48	43	36	28	23
Number of students tested	208	218	221	227	254
Percent of total students tested	97	95	93	90	88
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5				39	24
% "Exceeding" State Standards					
Levels 4-5				11	7
Number of students tested				18	29
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5		92			
% "Exceeding" State Standards					
Levels 4-5		33			
Number of students tested		12			
3. Disabled (ESE)					
% "Meeting" plus % "Exceeding" State Standard					
Level 3-5				37	23
% "Exceeding" State Standards					
Levels 4-5				8	0
Number of students tested				24	31
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5	80	80	65	35	50
% "Exceeding" State Standards					
Levels 4-5	10	50	24	8	19
Number of students tested	10	10	17	26	48

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3-5	94	81	75	74	0
% "Exceeding" State Standards					
Levels 4-5	58	48	33	42	0
Number of students tested	175	186	102	121	0
Percent of total students tested	98	97	94	94	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5			60		
% "Exceeding" State Standards					
Levels 4-5			20		
Number of students tested			10		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3-5	79	63	68	0	0
% "Exceeding" State Standards					
Levels 4-5	51	32	44	0	0
Number of students tested	161	84	94	0	0
Percent of total students tested	98	93	82	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5			50		
% "Exceeding" State Standards					
Levels 4-5			50		
Number of students tested			12		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3-5	98	96	96	91	65
% "Exceeding" State Standards					
Levels 4-5	74	76	76	63	36
Number of students tested	233	216	223	221	271
Percent of total students tested	98	94	93	93	86
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5			92		
% "Exceeding" State Standards					
Levels 4-5			92		
Number of students tested			12		
3. Disabled (ESE)					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5				50	23
% "Exceeding" State Standards					
Levels 4-5				30	12
Number of students tested				10	35
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5	100	80	87	65	46
% "Exceeding" State Standards					
Levels 4-5	66	34	73	55	11
Number of students tested	15	15	15	20	65

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3-5	99	98	95	84	75
% "Exceeding" State Standards					
Levels 4-5	88	80	70	48	36
Number of students tested	208	219	221	227	254
Percent of total students tested	97	96	93	90	88
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5		100			
% "Exceeding" State Standards					
Levels 4-5		91			
Number of students tested		12			
3. Disabled (ESE)					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5				41	29
% "Exceeding" State Standards					
Levels 4-5				12	3
Number of students tested				24	31
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5	100	90	71	58	65
% "Exceeding" State Standards					
Levels 4-5	90	90	59	20	30
Number of students tested	10	10	17	26	48

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3-5	99	98	95	92	0
% "Exceeding" State Standards					
Levels 4-5	84	80	66	70	0
Number of students tested	174	176	102	121	0
Percent of total students tested	97	97	94	94	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Levels 3-5			90		
% "Exceeding" State Standards					
Levels 4-5			80		
Number of students tested			10		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels 3-5	99	100	94	0	0
% "Exceeding" State Standards					
Levels 4-5	88	89	81	0	0
Number of students tested	161	84	94	0	0
Percent of total students tested	98	93	83	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3-5			92		
% "Exceeding" State Standards					
Level 4-5			66		
Number of students tested			12		