

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 Mr. Marc Wayne Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Edgemont Primary School

(As it should appear in the official records)

School Mailing Address 451 West Park Street

(If address is P.O. Box, also include street address.)

Covington

Virginia

24426-1860

City

State

Zip Code+4(9 digits total)

County Covington City (Indepen State School Code Number* 0260

Telephone (540) 965-1420

Fax (540) 965-5895

Web site/URL www.covington.k12.va.us

E-mail msmith@covington.k12.va.us

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.

Date _____

Principal's Signature

Name of Superintendent Mr. Eddie Graham

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Covington City Public Schools Tel. (540) 965-1400

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.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Joyce O-Dell Persinger

(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.

Date _____

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

**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

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: _____ 1 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 3 TOTAL
2. District Per Pupil Expenditure: _____ 12106
 Average State Per Pupil Expenditure: _____ 9755

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 area
 Rural
4. _____ 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?
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	21	20	41	7			0
K	39	44	83	8			0
1	34	34	68	9			0
2	35	32	67	10			0
3	33	22	55	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							314

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 21 | % Black or African American |
| 1 | % Hispanic or Latino |
| 77 | % 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 19 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	27
(2)	Number of students who transferred from the school after October 1 until the end of the year	34
(3)	Total of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1	314
(5)	Total transferred students in row (3) divided by total students in row (4)	0.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 72 %

Total number students who qualify: 226

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: 18 %
57 Total Number of Students Served

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> </u> Autism	<u> </u>	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>11</u>	<u> </u> Other Health Impairment
<u> </u> Deaf-Blindness	<u>16</u>	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>25</u>	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u>	<u> </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u> </u>	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u>	

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>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support Staff	<u>7</u>	<u>0</u>
Total number	<u>40</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	94 %	93 %	94 %	94 %	94 %
Daily teacher attendance	98 %	95 %	94 %	93 %	94 %
Teacher turnover rate	4 %	12 %	8 %	0 %	4 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Edgemont Primary School is located in western Virginia in the City of Covington. The city is surrounded by Alleghany County and is approximately 180 miles west of Richmond, Virginia. High-paying manufacturing jobs have now been replaced by low paying minimum wage jobs. A high percentage of the population in the community live in low rent or government subsidized housing. Severe rural isolation is a major disadvantage to many citizens of Covington and the Alleghany Highlands who are undereducated, underemployed, and often too insecure to leave the area to find better jobs.

Edgemont Primary School was built in 1929. Only one addition to the building has been made since its construction, and that was in 1965. In the 1990's, two modular units were added to the school campus. One modular is connected by an enclosed entrance and one modular is self-contained near the back entrance to the school. Edgemont has two Prekindergarten classrooms, four kindergarten classrooms, four first grade classroom, three second grade classrooms, four third grade classrooms, and two special education classrooms. Title I shares a room with one of the second grade classes. A special education classroom is shared with occupational therapy. A section of the school library is now a third grade classroom to allow for Edgemont's increased enrollment. The multipurpose room is a cafeteria, gym, auditorium, classroom for gifted and talented students, and a shared space for after school programs. Even though Edgemont has unbelievable space limitations, quality instruction and numerous innovative programs are offered to students not only during the school hours, but after school as well.

Despite several major industries closing with more loss of jobs, the enrollment at Edgemont has increased over the past few years. Currently (2007-2008) enrollment is 334 students in grades prekindergarten through third. Seventy-two percent of our students qualify for free or reduced lunch. Even with this high rate of job loss and students qualifying for free or reduced lunch, the students along with the support of our staff, help to support community programs/projects which include: the Christmas Mother Program, the Salvation Army, the local free clinic, March of Dimes, St. Jude's Research Hospital, the Diabetes Association, and the local humane society. Our community is family oriented and supports our students as they participate not only in school activities, but in Little League sports: football, basketball, baseball, softball, cheerleading, soccer. A Daisy Girl Scout troop and a Brownie Girl Scout troop meet at the school giving our students the opportunity to participate.

Covington City Schools was awarded a 21st Century Community Learning Centers Grant in 2004. This grant funded the Students More Involved in Learning to Enhance Success, SMILES, program. SMILES is a two-hour after school program for both Edgemont Primary School and the intermediate school. Edgemont Primary did not receive the 21st Century Community Learning Centers Grant in its second application; however, our locality has continued to fund the SMILES program in order to provide a continuation of services for its students.

In 2003-2004, Edgemont was awarded one of the first Reading First grants in the state. The Reading First grant has allowed Edgemont students to reap the benefits from additional funding for many different needs: updated books and resources for the library, classroom instructional materials, consistent state-wide reading academies for each grade level, leveled readers, new assessments, textbooks, and other supplemental instructional materials.

Edgemont Primary School has an active Association of Parents and Teachers (APT). The APT supports school programs by volunteering its help with classrooms. They provide tutoring services for students, help teachers prepare needed materials for instruction, and assist with other classroom activities. The APT holds a Christmas Shop with low priced items so the students can shop for their families. A Fall Festival and a Breakfast with Santa are fund-raisers sponsored by the APT to help fund activities at Edgemont. Also, the APT helps with our Field Day each spring.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Standards of Learning (SOL) for Virginia Public Schools were established by the Virginian Department of Education. The standards are based on required knowledge for students at each grade level. The SOL tests are administered in May of each year to third grade students at Edgemont Primary School. The four core areas tested are: English, mathematics, science, and history. The state assessment company scores the tests for each individual student. Scores range from 400 to 600 with 400 being the minimum passing score, 400-499 is pass proficient, and a score of 500-600 being pass advanced. The percentage of students receiving a passing score determines the pass rate for each grade and subject. Edgemont's pass rate is determined solely by its third grade performance, since Virginia students in prekindergarten through second do not take SOL assessments.

Prior to the 2000-2001 school year, Covington City Public Schools did not place a great emphasis or focus on the Standards of Learning tests. Teachers were not aware of the adopted state standards or of the resources that were available to them in order to meet the standards. Due to the lack of emphasis on the adopted state standards, Covington City Public Schools were placed in the position of trying to catch up with the rest of the school systems throughout the state of Virginia. The school system, in many ways, is still trying to catch up.

A change in administration in 2000-2001 marked the beginning point in a shift of thinking among staff, students, and parents regarding the importance of achieving passing scores on the Virginia Standards of Learning assessments. With the hiring of a Director of Instruction in 2003, a concentrated emphasis, through professional development opportunities, was placed on scientifically based research and data driven instructional strategies. The goal to align curriculum and instruction with the requirements of the state standards became the priority of Covington City Schools.

Edgemont Primary School has been highly successful not only in meeting but exceeding the Virginia state target goals for each core area tested. In the spring of 2000, scores in English were 41% and in mathematics 54%. The scores for science were 64% and in history 58%. In comparison, the scores for the same subject areas from the spring 2007 SOL assessments were: English 94%, mathematics 100%, science 100%, and history 100%. Edgemont has been Fully Accredited by the state for three consecutive years and has met all AYP benchmarks required by No Child Left Behind.

Edgemont Primary School has closely monitored and addressed the performance of the subgroups as identified by the No Child Left Behind mandates. This past school year, the percentage of students in the subgroups passing the SOL tests were as follows: English: black 100%, white 92%, disabilities 88%, and disadvantaged 93%. mathematics: black 100%, white 100%, disabilities 100%, and disadvantaged 100%.

Edgemont's goal is to have ALL students far exceed the minimum standards on the Standards of Learning assessments as required by the state. The expectation is for all students to score in the pass advanced (500-600) range on the SOL tests. This past year, the percentage of students scoring a pass advanced in the four core areas tested were: English 47%, mathematics 70%, science 50%, history 85%.

Edgemont Primary School will continue to have very high expectations and seek to improve instructional methods and strategies to meet the diverse learning needs of ALL of our students. Our goal is to leave no child behind.

Virginia Department of Education- www.doe.virginia.gov

2. Using Assessment Results

Each year, Edgemont Primary School uses its Data Team, comprised of administration, faculty, and instructional personnel, to analyze data from all current state and local assessments. The team compiles all of the various data and then presents it to the school as 'school data'. Each

grade level (as a group) and each teacher (individually) examines pertinent information from all data sources, to get a clear picture of the academic strengths and needs of each individual child. After the data have been analyzed completely, the data are used to form flexible groups for reading instruction and early intervention instruction. Students that have been identified with the greatest needs are identified for the Title I program or special education services. Because there had historically been a low performance in reading, the school places emphasis on reading intervention during the school day. Its after-school program focuses on the individual needs of students in all content areas.

Edgemont uses the information gained from the state's 'Student Performance By Question' report, state Standards of Learning (SOL) released test items, Adequate Yearly Progress (AYP) data (by subgroups), Stanford 10 Reading First assessment, Phonological Awareness Literacy Screening (PALS) data, attendance information, QuestionMark assessment (a locally developed measure of the SOL objectives), and other assessments developed by classroom teachers or textbook companies.

Grade level teachers, at Edgemont, are provided the opportunity to meet weekly to plan and discuss differentiated instruction, teaching techniques, student assessment results, data planning, and strategies for meeting the needs of all students.

3. Communicating Assessment Results

Edgemont Primary School communicates its student performance to many different stakeholders. When test results from the Standards of Learning (SOL) assessment are received, the Report to Parents is mailed to each parent. At the beginning of the new year, the school invites parents to schedule a time to come to the school and review their child's test scores from the previous spring test session.

Individual and groups of students have opportunities to not only be recognized by their teachers and principal for high academic performance, but by the superintendent, School Board, and/or the local media. The school uses its Association of Parents and Teachers, advisory groups, and newsletters to inform parents of school assessment results and its state accreditation ratings.

Each year assessment scores and accreditation ratings are shared with the Covington City School Board. Board members, and other stakeholders (including local media) present at the meeting, are informed about assessments taken, the target goals for each content area, the difference between state and No Child Left Behind requirements, and other assessment information.

Edgemont Primary's principal created a front-hall bulletin board that shows the pictures of each student that met the 500 Club (students scoring 'pass advance' on the state SOLs) and the 600 Club (students that made a perfect score). He also worked closely with the superintendent and the intermediate school principal so that, if the target goals/benchmarks were met by the third grade as a whole, all students participating in the state assessments would be taken to a movie (approximately 35 miles away) and dinner.

Parents are invited each year to a night where they experience the SOLs for themselves by taking a practice test made from state released test items. They gain helpful information from this 'real' simulation in order to work more closely and collaboratively with teachers to further the academic success of their child.

4. Sharing Success:

Edgemont Primary Schools' staff has had the opportunity to visit other schools in our geographical region, and have other schools visit them to share strategies and ideas. Instructional methods and other research-based strategies are communicated among the schools in our own school division. In presentations to our local school board and city council, our successes are published through the local media for area school divisions. Regional meetings with focus groups and consortiums allow demonstrations of our instructional practices. A statewide publication called 'Showcase for Success' has highlighted several of Covington City's school programs. Edgemont's SMILES and Virginia Preschool Initiative Prekindergarten classes were two programs featured in that publication. Also, Edgemont's reading program was featured in the state's Reading First Newsletter. Presentations of our successful strategies are demonstrated through workshops at state meetings with the Early Intervention Reading Initiative.

When SOL scores are received from May testing each year, a newsletter is prepared for parents and students with the scores listed. As an extra incentive, if 100% of the students pass any of the four core assessments, they would return to Edgemont in the spring for a fun-filled water day celebration. There is a bulletin board on the front hall of our school that shows the successes of the 3rd grade class on their SOL tests. Also, students in grades 1-3 take a test, based on SOLS, every nine weeks each year. From these tests, the students that score 500 and 600 are highlighted on a bulletin board to demonstrate their successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum for Edgemont Primary School is based on the Virginia Standards of Learning (SOL). All Covington City Public Schools have developed, using those state standards, pacing guides which align what is being taught (SOLs) with the school year calendar for each grade level and each content area. Each pacing guide is created by nine-weeks, using all resources provided by the state department (blueprints, scope and sequence, etc.) in order to confirm that all instructional material was taught before students are tested in the spring.

Edgemont is a Reading First school; therefore, the reading curriculum conforms with Reading First guidelines as well as the state's Standards of Learning. The English curriculum focuses its attention on the five National Reading First pillars: phonemic awareness, fluency, comprehension, phonics, and vocabulary. Edgemont Primary has a take-home reading program through which students read a total of 12,000 books last year. This year's goal is 15,000 books.

The underlying personal mission of every member of the staff at Edgemont is to have every child reading fluently by the end of the third grade. Teachers have had intensive professional development on research-based instructional strategies, differentiated instruction, literacy centers, analysis of data, as well as many other topics of need. The Title I program, Early Intervention Reading Initiative (EIRI) teacher, and special education teachers work cooperatively with classroom teachers in order to provide as much instruction as possible within an inclusive setting. Teachers plan and scaffold lessons in order to meet the ever-changing needs of its students. Classroom teachers also work together with the teachers who provide instruction in Edgemont's after school program. Most of the classroom teachers choose to teach the after-school remediation for students so that there will be a continuation of instruction from the regular school day.

Edgemont Primary's mathematics curriculum is based on the Houghton Mifflin program. Students are involved with a variety of problem solving activities and a wide range of skill-building concepts that are presented in various ways. Teachers use an assortment of manipulatives in order to begin the process of transitioning students from concrete thinking into more abstract thinking.

Edgemont students are required in grades 1-3 to take nine-weeks assessments (in all four core areas) to determine whether the material in the pacing guide has been mastered. The students also practice with these assessments using test-taking strategies that are taught by classroom teachers. All students feel a sense of ownership in the state assessments; because they all work toward common goals to help their school succeed. Students are regularly rewarded for their hard work and effort, in order to strengthen student motivation and school spirit.

The music, art, and instructional technology teachers work diligently with classroom teachers in order to plan and implement, not only lessons that meet their own Standards of Learning objectives, but the Standards of Learning objectives for classroom teachers, as well. These teachers work closely with different curricula to provide interesting, differentiated, interdisciplinary lessons.

2a. (Elementary Schools) Reading:

Before becoming a Reading First school in 2003-2004, Edgemont Primary School had used the same reading program for fifteen years. Though the delivery of the program was not uniform throughout the school, Edgemont felt that it needed a scientifically research-based reading program to meet the needs of all its students. As a part of the Reading first transition, Edgemont adopted the Houghton Mifflin Reading series as its basic, basal, or foundational program. Edgemont also adopted as its supplemental program, Sing, Spell, Read and Write, a phonics-based program for grades kindergarten through grade two, and Quick Reads, with an emphasis on fluency, was adopted for grades two and three.

Edgemont's Title I and Early Intervention Resource Initiative (EIRI) programs use Houghton Mifflin's Early Success for grades one and two and Soar to Success in grade three. The special education classes are also using Houghton Mifflin materials and the adopted supplemental programs to meet the needs of their students. Edgemont teachers use literacy workstations that support the reading program in each classroom. Students receive interventions on skills, as they show weaknesses, whether it is within the classroom, with Title I teachers, E.I.R.I. tutors, or in after school remedial programs.

A Family Literacy Program is also an integral part of the school's reading program. Students take books home to read with their parents and the parents sign and return a slip of paper to show that they read with their child. Edgemont has a celebration at the beginning of each school year to launch its take-home program. At the end of the year, a special program is held to recognize the students' achievements. Each year, the school has a Book Fair (to encourage students reading and owning their own books). The Book Fair is usually held during the end of February and the first part of March. During this time, Edgemont highlights reading with a special family night where the school celebrates Dr. Seuss' birthday.

3. Additional Curriculum Area:

Edgemont Primary School recently adopted a new mathematics series for grades Kindergarten through third. Kindergarten through second grade uses Houghton Mifflin for mathematics instruction. Third grade adopted the Harcourt Series. After the adoptions, the teachers redesigned their pacing guides and also realigned the curriculum to match the Virginia State Standards.

Each grade level has a one-hour mathematics block each day. Students experience mathematics through hands on activities using teacher-made manipulatives and manipulatives provided by the new mathematics series. Mathematics assessments are ongoing: tests, in the format of the state assessment, are administered each nine-weeks. Data, from these tests, allow the teachers and staff to identify areas of strength and weakness for each individual student. Students identified as needing additional instruction, receive small group instruction and after-school remediation/enrichment in identified areas. A gifted program is also offered to students to extend and enrich mathematics skills. Students identified with special needs receive intensive mathematics instruction during the day and in the after-school program as determined by their Individualized Education Plan (IEP).

4. Instructional Methods:

The staff at Edgemont Primary School believes that all students learn in a variety of ways and should be offered different learning activities to meet their academic needs. Based on the continuous and varied assessment data, teachers plan and individualize instruction for students.

To facilitate this individualized differentiation of instruction, each grade level group has a dedicated ninety-minute block of planning each week. The reading coach and support staff meet with the grade level teachers to share activities and strategies based on the data derived from the assessments.

Edgemont Primary School implements an inclusive instructional model with its Title 1 and special education staff. By using an inclusive model, Edgemont's students benefit from teacher/student collaboration and teacher-to-teacher planning. The inclusive model has proven to be one of the most successful moves that Covington City Public Schools has made. Students seem to flourish under the guidance of teachers, willing to differentiate instruction to meet the needs of its students, and willing to work with flexible grouping.

The teachers at Edgemont use whole group instruction, small group instruction, and literacy workstations to meet students' instructional needs. Within the small group instruction, different strategies'buddy reading, peer coaching, collaborative groups are used in working with the students to help them be successful.

5. **Professional Development:**

The faculty and staff at Edgemont Primary School are a group of educators who are always seeking new strategies and new opportunities to increase their knowledge of subject matter to enhance their classroom instructional practices . Teachers are willing to attend workshops on Saturdays to increase their academic and pedagogical skills. Many reading professional development activities have helped teachers gain confidence in assisting students with fluency, comprehension, phonics, and vocabulary. Virginia's Reading Academies are attended by all teachers (in Reading First schools) 'Title I, special education, and classroom teachers. This provides teachers with the opportunity to 'speak the same language' in reading instruction across the state.

Covington City Public Schools, in trying to play 'catch-up' since 2001, has invested a lot of time and energy in trying to provide the most up-to-date, research-based professional development possible for its staff. In the past four years, our professional development efforts have included: Working With At-Risk Students (Dr. Harvey Perkins and John Hodge), Differentiated Instruction (Cindy Strickland and Carol Ann Tomlinson), Instructional Technology (led by college professors, teachers, and technology specialists), Inclusion (VDOE, Steve Sage), Research-based Instructional Strategies (using Robert Marzano and Debra Pickering's materials), and many additional topics.

Our reading coach attends trainings and workshops throughout each year and returns to share these ideas with faculty and staff through grade level meetings and workshops held on workdays. The division supported a workshop in the summer of 2007 held by the reading coach for the Edgemont teachers in Literacy Workstations. Teachers came each Tuesday and Thursday and attended the workshops to gain new information and to make workstations they would be able to use during the next school year.

Edgemont Primary School has a staff of dedicated individuals who are willing to continue to learn and improve their own teaching so their students experience more success. A team atmosphere is apparent, with teachers working together to achieve the high standards that are presented as a challenge each school year.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Reading Standards of Learning Assessment
 Edition/Publication Year State Distribute Publisher Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
'Pass Proficient' plus 'Pass Advanced'	94	80	88	47	64
% "Exceeding" State Standards					
Pass Advanced	47	49	21	11	18
Number of students tested	53	57	66	72	57
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	2	1	2	2	0
Percent of students alternatively assessed	4	2	3	3	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
'Pass Proficient' plus 'Pass Advanced'	100	92	87	43	60
% "Exceeding" State Standards					
Pass Advanced	31	50	20	14	20
Number of students tested	13	12	15	21	10
2. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
'Pass Proficient' plus 'Pass Advanced'	100	36	67	40	34
% "Exceeding" State Standards					
Pass Advanced	38	9	0	10	0
Number of students tested	8	12	6	10	3
3. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
'Pass Proficient' plus 'Pass Advanced'	93	71	78	37	64
% "Exceeding" State Standards					
Pass Advanced	30	42	13	8	9
Number of students tested	30	33		38	22
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Pass Proficient plus Pass Advanced	100	85	97	72	68
% "Exceeding" State Standards					
Pass Advanced	70	53	35	29	29
Number of students tested	53	55	66	72	57
Percent of total students tested	100	98	100	100	98
Number of students alternatively assessed	2	1	2	2	0
Percent of students alternatively assessed	4	2	3	3	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Pass Proficient plus Pass Advanced	100	83	100	62	50
% "Exceeding" State Standards					
Pass Advanced	62	33	27	24	30
Number of students tested	13	12	15	21	10
2. Disabled					
% "Meeting" plus % "Exceeding" State Standard					
Pass Proficient plus Pass Advanced	100	60	83	70	33
% "Exceeding" State Standards					
Pass Advanced	88	20	0	0	33
Number of students tested	8	11	6	10	3
3. Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Pass Proficient plus Pass Advanced	100	76	97	71	59
% "Exceeding" State Standards					
Pass Advanced	63	35	28	26	18
Number of students tested	30	31		38	22
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					