

December 2008

Our School

- Extended Learning Time for all (7:20 - 4:15)
- Performing Arts theme (music, dance, theater)
- Supportive school team for every student
- Open door policy for family involvement
- Training site for Harvard, BC, BU, Berklee
- Many university, community, business partners
- Leadership and service opportunities for all
- Additional academic classes for all students
- AVI D program for college acceleration
- Boston Teacher Residency Training Site

Uniform Policy: Mandatory - Edwards Middle School has a mandatory school uniform policy. Students are expected to wear the uniform during the length of the whole school day. We have school shirts available for purchase.

Our Partners

- Boston Ballet, Boston Sports Museum
- Boston Partners in Education
- Boston Symphony Orchestra, Berklee Music
- Charlestown Boys and Girls Club
- Charlestown MGH Health Center
- Citizen Schools
- EF Education
- Harvard Univ, Boston College, Boston Univ
- Medicine Wheel, Press Pass
- New England Scores Soccer

Awards, Honors and Distinctions

- Edvestor Grant Recipient, Edvestors, 2005
- Pamela Trefler School Partner Award, Boston Partners in Education, 2005
- BEF Grant Recipient for Extended Learning, Boston Educational Foundation, 2006

- Featured in National Magazine Article, Education Week, 2007

Our Students (SY 2007-2008)

Total enrollment:	313 students		
Black	29.4%	Regular Education	56.2%
Hispanic	39.3%	Special Education	31.9%
White	8.6%	Bilingual Education	11.8%
Asian	21.4%		
Other	1.3%		

Average daily student attendance:	92.8%
Students promoted to next grade:	97.7%
Student mobility rate:	26.2%
Annual student dropout rate:	5.4%
Students suspended:	26

Our Staff (SY 2007-2008)

Total staff:	51	Black	19.6%
Staff-to-student ratio:	1:9	Hispanic	2.0%
Average daily staff attendance:	96.5%	White	66.7%
		Asian	11.8%
		Native American	0.0%

Number of teachers:	33
"Highly qualified" teachers:	96.3%
Teachers licensed in Mass.:	93.9%
Core academic courses taught by "highly qualified" teachers:	84.6%

2008 "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB)

Is our school making AYP in English Language Arts (ELA) and Mathematics for all students and subgroups?

	All Students (Aggregate)	Limited English Proficient	Special Education	Free/Reduced Priced Lunch	Black	Asian/Pacific Islander	Hispanic	White
ELA	No	Yes	Yes	Yes	Yes	Yes	Yes	NA
Math	Yes	Yes	Yes	No	Yes	Yes	Yes	NA

Our school is in the following NCLB category for **ELA**:

No Status	Needs Improvement	Corrective Action	Restructuring ✓
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Our school is in the following NCLB category for **Mathematics**:

No Status	Needs Improvement	Corrective Action	Restructuring ✓★
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*subgroups only

Under this NCLB designation, families in our school are entitled to the following services:

- Option to transfer to another school in the district under the BPS student assignment policy
- Supplemental Education Services (tutoring) for low-income students

What Makes Our School Special?

Edwards Middle School is special because of our Extended Day Program, our skillful and caring faculty, and our extensive performing arts and leadership opportunities. Every student belongs to a team of teachers and students who work together and care for each other. We have a demanding academic program with extra help available for all. We are the school of choice for students interested in the Arts; our curriculum includes instrumental and vocal music, theater, dance, and visual arts. Our Extended Day program allows us to offer extra academic help as well as a range of arts, leadership, and enrichment activities.

What Kinds of Parent Support and Resources Does Our School Provide?

We work closely with parents and families to help every student succeed. Our teacher teams have daily planning times available for meeting with parents, and we encourage parents to visit as frequently as possible. Parents are invited to attend school plays, classroom performances and celebrations, School Site Council meetings, Open Houses, Parent Advisory Council meetings, and other special events. Our Edwards School calendar keeps parents informed of school activities and programs.

How are We Preparing Our Students for Educational Success?

We set high expectations for all students and adults who are part of our school community. We push every student to excel academically and to participate in extra curricular activities. Every student must participate in our Extended Learning Time program, which runs until 4:15 Monday - Thursday.

Our school schedule provides extra time each day for mathematics, reading, and writing, including a second academic class as part of our extended school day. Our science and social studies programs provide opportunities for student research, experiments, and problem solving. Students receive a high level of support from the student support staff, the afternoon tutoring programs, and the

spring and summer academic programs. Our intense academic focus is of course supplemented by our rich Arts Magnet Program.

Many strong partnerships add resources to our school. Harvard University, Boston College, Boston University and the Boston Teacher Residency Program train teachers, counselors and administrators at our school, a testament to the outstanding quality of our faculty. In addition, we have several classroom volunteers tutor students in classrooms and serve as Big Brothers and Big Sisters. Several corporate and community partners, including EF Education, the Charlestown Community Center, and Lead Boston are involved in the school.

Knowing the importance of a wise choice about high school, we collaborate with district high schools to provide school fairs and to assist students in preparing their high school applications. We then help students match their interests with appropriate high school programs.

Our talented and dedicated faculty is the Edwards School's greatest resource. Edwards School teachers work together closely, observing each other's work and sharing ideas. In addition to teaching during the school day, our teachers provide leadership for the Extended Day Program, running tutoring, enrichment, and arts programs four afternoons each week.

Our school motto, printed on school uniforms and displayed throughout the school, best sums up the attitude of our administrators, teachers, and students: "Effort is the Key to Success."

Directions to the School

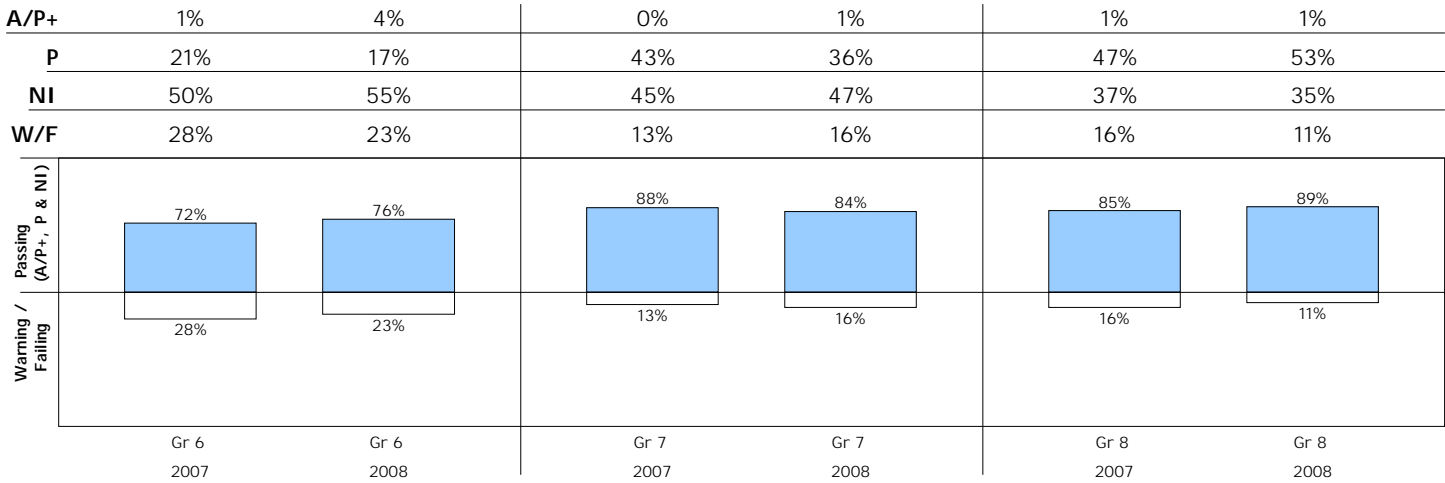
From Sullivan Square Station (Orange Line) take the Main Street bus (Rte. 92). Get off at Corner of Main and Walker Streets. Walk across the street to school. *From Forest Hills, Ruggles or State Street Stations take Orange Line train to Sullivan Square. Proceed as above.

Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

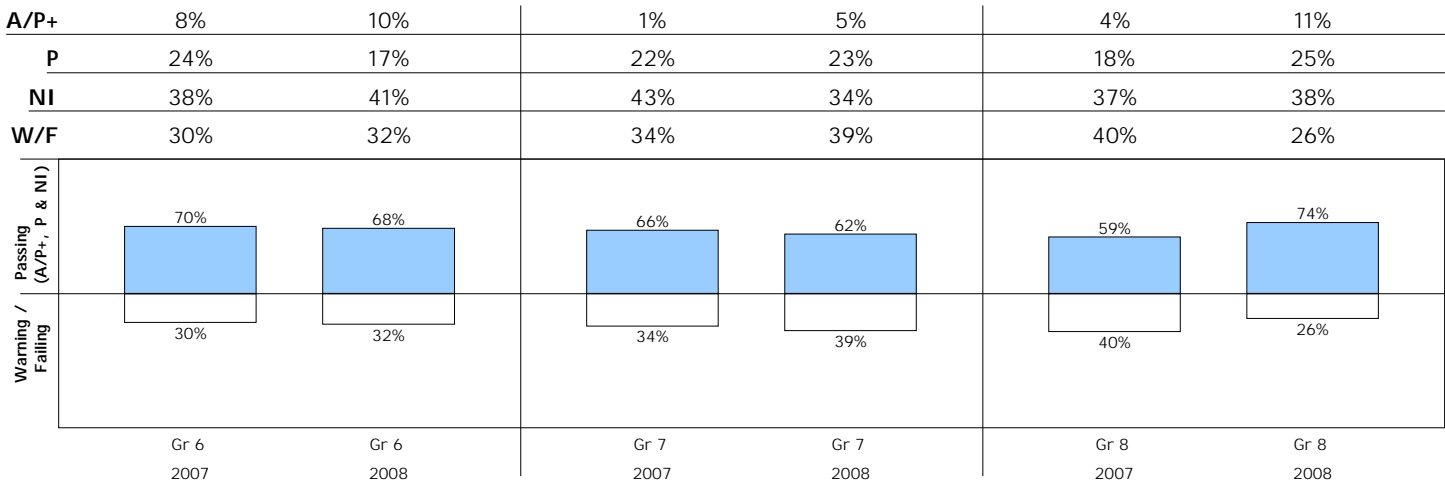
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in the same school since October 2006 are included in school-level results.

A/P+ = Advanced/Above Proficient P=Proficient NI = Needs Improvement W/F = Warning/Failing

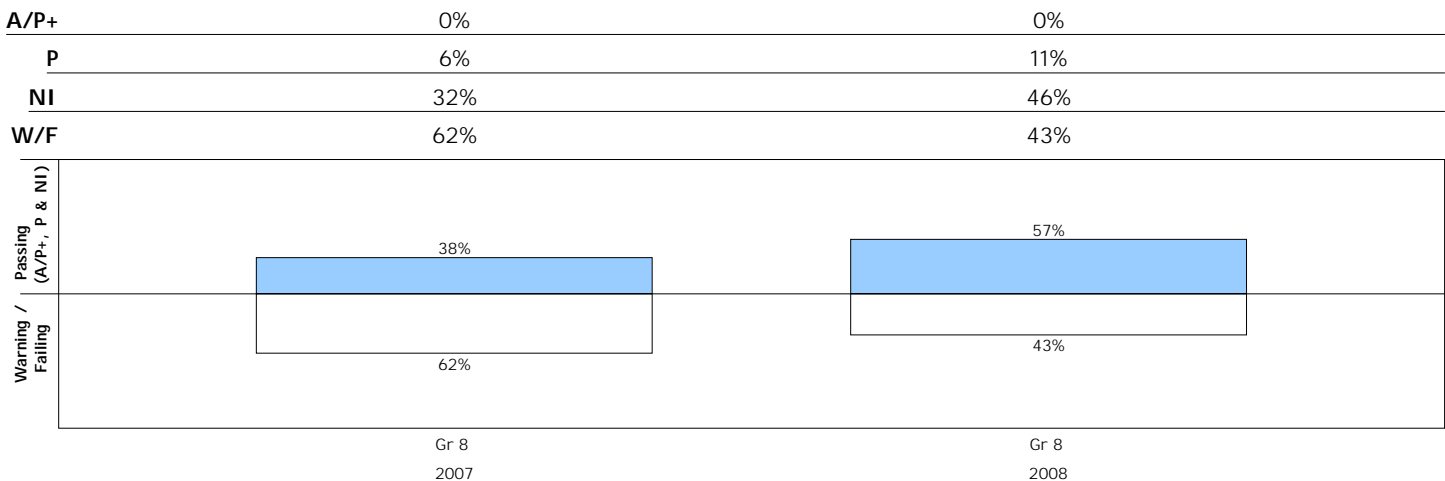
English Language Arts



Mathematics



Science



Performance of Various Student Groups on MCAS Spring 2008: School, District and State

The charts below show Spring 2008 MCAS results in English Language Arts, Mathematics and Science for each grade level tested, compared with district and state averages. Results at the school level include percentages of students (by program, race and income level) scoring at each of the four performance levels:

A/P+ = Advanced/Above Proficient **P** = Proficient **NI** = Needs Improvement **W/F** = Warning/Failing

ELA	Grade 06					Grade 07					Grade 08				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	19	0	5	58	37	36	0	8	53	39	27	0	19	52	30
ELL	18	0	6	61	33	22	0	9	64	27	13	8	54	15	23
RACE/ETHNICITY															
Afr.Am./Black	21	0	19	52	29	33	3	36	48	12	27	0	37	52	11
Asian	14	0	14	50	36	22	0	23	64	14	16	6	63	13	19
White	NA	NA	NA	NA	NA	11	0	55	18	27	NA	NA	NA	NA	NA
Hispanic	26	8	15	65	12	36	0	39	44	17	44	0	59	34	7
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	60	5	15	57	23	95	1	36	47	16	82	1	54	35	10
SCHOOL	69	4	17	55	23	102	1	36	47	16	93	1	53	35	11
DISTRICT	3510	6	37	37	19	3887	4	44	34	18	4022	5	52	28	15
STATE	71575	15	52	24	8	72799	12	57	23	8	73268	12	63	18	7

NA: Fewer than 10 students

Mathematics	Grade 06					Grade 07					Grade 08				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	19	0	16	26	58	35	0	6	23	71	26	0	15	31	54
ELL	17	24	12	47	18	22	9	32	27	32	13	38	31	15	15
RACE/ETHNICITY															
Afr.Am./Black	22	0	14	41	45	33	0	18	24	58	27	0	11	48	41
Asian	13	31	23	31	15	21	14	48	24	14	15	40	40	20	0
White	NA	NA	NA	NA	NA	11	0	36	36	27	NA	NA	NA	NA	NA
Hispanic	26	8	19	50	23	36	6	8	47	39	44	9	27	39	25
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	60	10	17	42	32	94	4	22	35	38	81	12	22	40	26
SCHOOL	69	10	17	41	32	101	5	23	34	39	92	11	25	38	26
DISTRICT	3547	10	22	29	39	3951	7	21	28	43	4059	9	25	26	40
STATE	71679	23	33	26	18	73169	15	32	29	24	73365	19	30	27	24

NA: Fewer than 10 students

Science

Grade 08

	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	26	0	0	23	77
ELL	13	0	38	23	38
RACE/ETHNICITY					
Afr.Am./Black	27	0	0	41	59
Asian	15	0	53	33	13
White	NA	NA	NA	NA	NA
Hispanic	44	0	5	50	45
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	81	0	11	46	43
SCHOOL	92	0	11	46	43
DISTRICT	4020	0	10	38	52
STATE	73203	3	36	39	22

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 224 71.6% of school
 Students receiving ISSP: 1 0.5% of eligible students

Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:
 Our school needs improvement in meeting this district goal.