

**Andrea Townsend**  
**Superintendent of Schools (Superintendent 021317)**

[ajtownsend3@email.com](mailto:ajtownsend3@email.com)  
(419) 610-3767

**PERSONAL INFORMATION**

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**Contact Information**

<i>First Name</i>	<b>Andrea</b>	<i>Last Name</i>	<b>Townsend</b>
<i>Middle Name</i>	<b>Jean</b>	<i>Email</i>	<b>ajtownsend3@email.com</b>
<i>Primary Phone</i>	<b>419-610-3767</b>	<i>Alternate Phone</i>	
<i>Preferred Contact Method</i>	<b>Phone</b>		

**Address**

<i>Street</i>	<b>628 Fox St.</b>	<i>City</i>	<b>New Bremen</b>
<i>State</i>	<b>Ohio</b>	<i>Zip Code/Postal Code</i>	<b>45869</b>

**Equal Opportunity Information**

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information. If you choose not to provide this information, please select 'Decline to Identify.'

<i>Ethnicity</i>	<b>Not Hispanic/Latino</b>	<i>American Indian or Alaska Native</i>	<b>No</b>
<i>Asian</i>	<b>No</b>	<i>Black or African American</i>	<b>No</b>
<i>Native Hawaiian or Other Pacific Islander</i>	<b>No</b>	<i>White</i>	<b>Yes</b>

**CERTIFICATION**

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**Certification Information #1**

<i>Certification Area</i>	<b>Ed Leadership</b>	<i>Certification Area Type</i>	<b>Professional Certification</b>
<i>Grade Level</i>	<b>All Grades</b>	<i>Certification State</i>	<b>Florida</b>

**Certification Information #2**

<i>Certification Area</i>	<b>Other: Superintendent</b>	<i>Certification Area Type</i>	<b>Professional Certification</b>
<i>Grade Level</i>	<b>All Grades</b>	<i>Certification State</i>	<b>Ohio</b>

**Certification Information #3**

<i>Certification Area</i>	<b>Other: Superintendent</b>	<i>Certification Area Type</i>	<b>Professional Certification</b>
<i>Grade Level</i>	<b>All Grades</b>	<i>Certification State</i>	<b>Maryland</b>

**Certification Information #4**

<i>Certification Area</i>		<i>Certification Area Type</i>	
<i>Grade Level</i>		<i>Certification State</i>	

**Certification Information #5**

<i>Certification Area</i>		<i>Certification Area Type</i>	
<i>Grade Level</i>		<i>Certification State</i>	

**ADDITIONAL CERTIFICATION AREAS**

*Certification Area*                      **K-8, Administration I and II, Reading**  
*Details*  
*Certification State*

**Computer Skills**

<i>Years of Experience</i>	<b>20</b>	<i>Keyboarding Words Per Minute</i>	<b>100</b>
<i>Word Processing</i>	<b>Yes</b>	<i>Spreadsheets</i>	<b>Yes</b>
<i>Database</i>	<b>Yes</b>	<i>Web / Internet Browser</i>	<b>Yes</b>
<i>E-mail</i>	<b>Yes</b>	<i>Graphics</i>	<b>Yes</b>
<i>Microsoft Windows</i>	<b>Yes</b>	<i>Apple Macintosh</i>	<b>Yes</b>

**EMPLOYMENT HISTORY****Present Position**

<i>Present Title</i>	<b>Superintendent</b>	<i>Name of Employer</i>	<b>New Bremen Local Schools</b>
<i>Start Date</i>	<b>07/01/2015</b>	<i>Supervisor Name</i>	<b>Tom Paul</b>
<i>Supervisor Phone Number</i>	<b>419-629-2306</b>		

*Duties and Responsibilities*

- \* Facilitated the development and growth of teachers, administrators, and students towards higher achievement, increased ownership, and higher performances standards, through increased accountability and support. This includes providing ongoing professional development based on data to improve student achievement through better instruction. Professional development areas include reading in the content area, writing, instructional strategies, and addressing the whole child.
  - \* Development of a district vision that is driving the development of our strategic plan.
  - \* Work with local businesses, legislators, and other superintendents in the state to direct ESSA in our state. Topics include giving back local control, graduation requirements, and school funding.
  - \* Implemented STEM programs, including a FIRST Robotics Team, in order to attract students to STEM activities and programs.
  - \* Active member of our Business Advisory Council, AMBE, and several community organization, and have worked closely with our internship program to increase opportunities for students, prepare them for college and career choices, and developed our Career Roadmap through the Cube. The Cube is the hub in our district that ties careers, community and local colleges together through active partnerships, that provides guidance and mentors to our students.
- Key Accomplishments:**
- \* Increased student achievement in a year where 67% of the districts were "F"s on the state report card.
  - \* Top 10% of the state with district scores on the state report card. Our performance index is one of the few in the state that showed growth.
  - \* Closed the bottom 20% achievement gap.
  - \* Implementing a Problem Based Curriculum to expose students to real world learning and 21st century skills.
  - \* Oversee daily operations of the district, managing employees, and district finances.
  - \* Team building and transparency.
  - \* First time district has not deficient spent since changes in tax collections in the mid 2000's.
  - \* Responsibilities included administrative, program development, personnel issues, policies and procedures, program development, monitoring instructional practice to improve student learning.
  - \* Implemented curriculum plans and program changes that have improved achievement.
  - \* Maintained ongoing communication with parents regarding children's activities, behavior, and development.
  - \* Maintained records and reports on each student that meet state and federal requirements.
  - \* Created community engagement through implementation community forums, online surveys, and active participation with all stakeholder groups.
  - \* Initiated programs to promote college and career readiness, literacy and writing, classroom walkthroughs to monitor consistency in instruction, built relationships with educators, community members, businesses, and local colleges to ensure that all students are offered equitable education experiences.
  - \* Implemented the STEM program that encourages students to solve real problems utilizing 21st Century Skills, non-cognitive skills, and real world applications.
  - \* I lead the Robotics team as the Coach and Mentor for our students.

- \* Increased student achievement through program changes and data monitoring through benchmarking and ongoing progress monitoring. All students are required to have an educational plan for advancement, acceleration, or remediation.
- \* Implementation and monitoring of data driven decision making to improve student achievement.
- \* Work behind the scenes with our Economic Development group to create a vision of the town's new direction that will spur economic growth.

*Reasons for Leaving*

I am still employed. I am seeking a position as a Superintendent. We want to relocate before our son starts college.

May we Contact this Employer **Yes**

**Experience in Education #1**

<i>From (mm/yyyy)</i>	<b>07/2012</b>	<i>To (mm/yyyy)</i>	<b>07/2015</b>
<i>Employer Name</i>	<b>Springfield City Schools</b>	<i>Assignment</i>	<b>Director</b>
<i>Reason For Leaving</i>	<b>Offered a Superintendent job.</b>	<i>Supervisor Name</i>	<b>Dr. David Estrop</b>
<i>Supervisor Phone Number</i>	<b>330-466-4684</b>		

*Duties and Responsibilities*

**Director (Middle Schools, Elementary Education, Student Services, Online Program, Curriculum and Instruction, Alternative Education, Gifted, IB) – K-12 – Manage Athletics, Instruction, College and Career readiness program, Problem Based Learning, professional development, data, elementary and middle school programs, grants and fundraising, Student Services, College and Career Ready. Implemented the new on-line program and revamped Alternative Education, developed a district wide behavior plan and the guidelines for suspensions/expulsions. Conduct multiple professional development activities; work with SINI schools to improve programs with the state team to build capacity within the buildings. Rewriting and developing curriculum to meet the rigor and relevance to prepare our student to be college and career ready. Serve on multiple district committees in order to coordinate our efforts in our blended learning model, and student choice. Interim Superintendent as needed. Conduct multiple community forums and job fairs to select quality candidates. Member of Superintendent's Cabinet. Organized multiple programs in order to have consistency K-12 and increase student achievement.**

May we Contact this Employer **Yes**

**Experience in Education #2**

<i>From (mm/yyyy)</i>	<b>07/2010</b>	<i>To (mm/yyyy)</i>	<b>06/2012</b>
<i>Employer Name</i>	<b>NHA</b>	<i>Assignment</i>	<b>Superintendent and Principal</b>
<i>Reason For Leaving</i>	<b>Wanted to go back to a public school system.</b>	<i>Supervisor Name</i>	<b>Matt Cawood</b>
<i>Supervisor Phone Number</i>	<b>616-706-8516</b>		

*Duties and Responsibilities*

**Principal/Superintendent – Grades K-8 - Manage faculty, professional development, Title I budget, school budget, grant and fundraising, curriculum development, data management, supervising students and staff, data driven leadership, Implemented Response to Intervention. Involved in several changes related to curriculum, differentiated instruction using data, instructional pedagogy, and school improvement. Worked with a cadre of teachers to develop curriculum calendars, model lessons, parent information, and instructional material. SPED and EMIS compliance. Implemented an after school program that includes transportation to meet the needs of our high-risk students. Implement changes that resulted in increases in student scores on benchmark assessments with a school average of 150% of our students showing growth. Implemented a new school wide discipline plan that has decreased referrals by 90%. Increased the use of technology in all classrooms, providing teachers with a new computer lab, ELMOs, laptops, and computerized software. Implemented a system and provided staff development on data driven decision instruction in order to differentiate instruction. Trained teachers in a standard teaching model in order for them to understand the necessary parts of a lesson and how to deliver effective whole group instruction. Trained teachers in 6 Trait Writing and ECR/BCR responses**

May we Contact this Employer **Yes**

**Experience in Education #3**

<i>From (mm/yyyy)</i>	<b>06/2007</b>	<i>To (mm/yyyy)</i>	<b>06/2010</b>
<i>Employer Name</i>	<b>Breavard Public Schools</b>	<i>Assignment</i>	<b>Principal</b>
<i>Reason For Leaving</i>	<b>Moved to Florida when my spouse retired</b>	<i>Supervisor Name</i>	<b>Lisa Rogers</b>
<i>Supervisor Phone Number</i>	<b>321-633-1000</b>		

*Duties and Responsibilities*

**Principal -Manage faculty, professional development, Title I budget, school budget, grants, fund raising curriculum development, data management, supervising students and staff, data driven leadership, PLC and Rtl district committee member. Involved in several district teams related to curriculum and instruction, the District Rtl model, and school improvement. Worked with a cadre of teachers to develop curriculum calendars, model lessons, parent information, and instructional materials in all content areas on Blackboard. Worked with several computer development companies to create the districts Rtl data collection system. Conducted district level trainings on new software and data collection processes. Implement changes that resulted in increases in student scores on assessments as well as FCAT. Nationally recognized Professional Learning Community school. National Honors Society school**

- Implemented the school's first School Improvement Team
- Developed a new Positive Behavior Intervention Model
- Created a new vocational program to meet the needs of the students
- Chaired the IEP/504 team that brought the entire school into legal compliance

*May we Contact this Employer*      **Yes**

**Work Experience #1**

<i>Employed from (mm/yyyy)</i>	<b>05/2006</b>	<i>Employed to (mm/yyyy)</i>	<b>07/2007</b>
<i>Employer</i>	<b>RICA</b>	<i>Title</i>	<b>Chief Academic Officer</b>
<i>Reason For Leaving</i>	<b>Moved to Florida when spouse retired</b>	<i>Supervisor Name</i>	<b>Dr. David Horn</b>
<i>Supervisor Phone Number</i>	<b>410-368-7803</b>	<i>Supervisor Email</i>	<b>dhorn@dhhm.state.md.us</b>

*Duties and Responsibilities*

**Grades K-8 - Evaluating assigned staff, all technology upgrades, support, webpage and repairs, staff development, compile and evaluate data to drive quality instruction-developed a school, grade level based school improvement plan that directed impacted instructional improvement at the specific grade level.**

- Conducted staff development county wide in technology, web page design, 6 Trait Writing, Science, Mathematics and reading which was delivered through various professional development activities for all 26 schools

*May we Contact this Employer*      **Yes**

**Work Experience #2**

<i>Employed from (mm/yyyy)</i>	<b>08/1998</b>	<i>Employed to (mm/yyyy)</i>	<b>02/2002</b>
<i>Employer</i>	<b>BCPS/HCPs/CCPS</b>	<i>Title</i>	<b>Teacher</b>
<i>Reason For Leaving</i>	<b>Promotion</b>	<i>Supervisor Name</i>	
<i>Supervisor Phone Number</i>		<i>Supervisor Email</i>	

*Duties and Responsibilities*

**Science Teacher, East Middle School - Developed digitized science curriculum grades 6-12 and assisted with the curriculum development in Pre-K-5th.**

- **Phoenix Grant** – obtained grant and networked all the science classrooms in the district.
  - **Provided training and staff development with Smart boards, Ecologgers, and digitized curriculum**
  - **Staff development new curriculum and technology integration** – wrote grants to supply technology in all science classrooms
- Elementary, ESY teacher - Curriculum development in reading, writing, social studies, Principal Advisory Committee and School Improvement Team, and mentor teacher for Professional Development School.**
- **Developed county wide benchmark assessments and the template for students in need of interventions**
  - **Provided staff development in the benchmark assessments as well as Gardner's Multiple Intelligence**

### Experience Summary

Actual experience in a scholastic environment (with the exception of non-academic experience).

<i>Years of teaching experience</i>	<b>4</b>	<i>Years of student teaching experience</i>	<b>0</b>
<i>Years of administrative experience</i>	<b>15</b>		

### EDUCATION

#### Secondary/High School Information

<i>School Attended</i>	<b>Westlake High School</b>	<i>City/State</i>	<b>Westlake, Ohio</b>
<i>Activities/Honors</i>			
<i>Degree</i>	<b>High School Diploma or GED</b>		

#### College/University/Vocational Institution #1

<i>Name of School</i>	<b>Other: Walden</b>	<i>Attended From (mm/yyyy)</i>	<b>08/2009</b>
<i>Attended To (mm/yyyy)</i>	<b>04/2015</b>	<i>Degree</i>	<b>Other: EdD</b>
<i>Subject</i>	<b>Educational Leadership</b>		

#### College/University/Vocational Institution #2

<i>Name of School</i>	<b>Other: McDaniel University</b>	<i>Attended From (mm/yyyy)</i>	<b>08/2000</b>
<i>Attended To (mm/yyyy)</i>	<b>05/2003</b>	<i>Degree</i>	<b>Master of Science</b>
<i>Subject</i>	<b>Educational Leadership</b>		

#### College/University/Vocational Institution #3

<i>Name of School</i>	<b>Other: Ohio Dominican</b>	<i>Attended From (mm/yyyy)</i>	<b>08/1994</b>
<i>Attended To (mm/yyyy)</i>	<b>05/1996</b>	<i>Degree</i>	<b>Bachelor of Arts</b>
<i>Subject</i>	<b>Elementary Ed</b>		

#### Student Teaching #1

<i>Name of School</i>	<i>Subject</i>
<i>Grade</i>	<i>Semester</i>
<i>Year</i>	

### REFERENCES

A minimum of two references from a previous supervisor is required. If you are currently attending a college/university, references can be a professors and/or instructor.

**David Estrop**

Title	<b>Superintendent</b>	Relationship	<b>Supervisor</b>
Address	[REDACTED]	City	<b>Springfield</b>
State	<b>Ohio</b>	Zip	<b>45504</b>
Email	[REDACTED]	Phone	[REDACTED]
From	<b>05/2012</b>	To	<b>present</b>
Reference Letter	[REDACTED]		

**David Horn**

Title	<b>Director</b>	Relationship	<b>Supervisor</b>
Address	[REDACTED]	City	<b>Baltimore</b>
State	<b>Maryland</b>	Zip	<b>21229</b>
Email	[REDACTED]	Phone	[REDACTED]
From	<b>05/2006</b>	To	<b>06/2007</b>
Reference Letter	[REDACTED]		

**DISTRICT QUESTIONS****District Questions**

Have you retired from any State of Florida administered retirement plan? You are considered retired if: 1) You have received any benefits under the FRS Pension Plan (including DROP). 2) You have taken any distribution (including a rollover) from the FRS Investment Plan, or alternative retirement programs offered by state universities (SUSORP), state community colleges (CCORP), state government (SMSOAP), or local governments.

**No**

If you have retired from a state of Florida administered retirement plan, is the effective date July 1, 2010 or later?

**Yes**

Have you previously been employed, other than a substitute teaching capacity, with the Flagler County School District?

**No**

If "Yes", please provide the dates of your previous employment with the District and your position.

Is any member of your immediate family employed by the school district of Flagler County? **No**

If "Yes", please provide the name of your family member, School/Dept where they worked, and Position Held.

Been investigated for misconduct related to your employment? **No**

If "Yes", please provide a detailed explanation.

Been arrested or charged (even if no contest or charges dropped or pled down) for a crime? **No**

If you answered "Yes" please provide details including the date of the charge, the court action, and the address of the court involved.

*Are you currently under indictment or subject of any other pending legal proceeding for a criminal offense?*

**No**

*If "Yes", please provide details including the date of the charge, the court action, and the address of the court involved.*

*Are you under investigation by any local, county, state, federal, or international agency for any reason (including any violation of the Florida Code of Ethics)?*

**No**

*If yes, please provide a detailed explanation.*

*Been named by a state agency responsible for child welfare as a perpetrator in an indicated report of child abuse or neglect?*

**No**

*If yes, please provide a detailed explanation.*

*Had a report of child abuse or sexual activities involving a K-12 student or minor filed against you with a school district, a state or federal agency, a police agency, or in court?*

**No**

*If yes, please provide a detailed explanation.*

*Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended, or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards or conduct. Are there any pending adverse actions against you?*

**No**

*If yes, please provide a detailed explanation.*

*Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?*

**No**

*If yes, please provide a detailed explanation.*

*Have you surrendered a professional license of any kind before its expiration?* **No**

*If yes, please provide a detailed explanation.*

*Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?*

**No**

*If yes, please provide a detailed explanation.*

*Have you ever been suspended, terminated, non-reappointed, released during a probationary period or resigned in lieu of termination or non-reappointment from an educational institution, the State of Florida, or any other employer/organization including the military?*

**No**

*If yes, please provide a detailed explanation.*

*Have you ever been placed on leave by your employer or left such employment prior to the end of the contract term due to any reason other than the Family Medical Leave Act or a physical disability?*

**No**

*If yes, please provide a detailed explanation.*

*Is your physical/mental health condition such that you can fulfill the essential job functions of the position for which you are applying (either with or without reasonable accommodations)?*

**Yes**

Are you considered a **No**  
"High Risk" offender,  
according to Senate Bill  
988?

If you answered YES to the question above, please explain in the space provided, including the date of your last conviction.

Have you ever had any record sealed or expunged in which you were convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

**No**

If Yes, you must specify the City Where Arrested, State, Date of Arrest, Charge(s), and Disposition(s). Please NOTE: Sealed or expunged records must be reported pursuant ss. 943.0585 and 943.059, FS. However, the existence of such records will not be disclosed nor made part of your certification file which is public record.

Have you ever been convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

**No**

If Yes, you must specify the city where arrested, state, date of arrest, charge(s), and disposition(s).

Are you a veteran as **No**  
defined by s. 295.07,  
Florida Statutes?

Are you claiming Veteran's Preference? If yes, a DD214 must be submitted and can be submitted under attachments.

**No**

If you are claiming Veteran's Preference, please indicate the provision under which you qualify.

Provision 1 – A veteran of any war who has served on active duty for one day or more during a wartime period, excluding active duty for training, and who was discharged under honorable conditions from the Armed Forces of the United States of America.

Provision 2 – A veteran with a service-connected disability who is eligible for or receiving compensation, disability retirement, or pension under public laws administered by the U.S. Department of Veterans Affairs and the Department of Defense.

Provision 3 – Receipt of any Armed Forces Expeditionary Medal is qualifying for veterans' preference.

Provision 4– The spouse of a veteran who cannot qualify for employment because of a total and permanent service-connected disability, or the spouse of a veteran missing in action, captured, or forcibly detained by a foreign power.

Provision 5 – The unremarried widow or widower of a veteran who died of a service-connected disability.

If you state that you were "A veteran of any war...", please indicate the war, according to these options:

Korean Conflict: June 27, 1950 to January 31, 1955

Vietnam Era: February 28, 1961 to May 7, 1975

Persian Gulf War: August 2, 1990 to January 2, 1992

Operation Enduring Freedom: October 7, 2001 to date to be determined

Operation Iraqi Freedom: March 19, 2003 to date to be determined

## ATTACHMENTS

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### Attachment

Resume

Cover Letter

Transcript

Reference Ltrs (Include  
All)

Other

## DISCLAIMERS AND AFFIRMATION

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### *District Policy*

**We conform to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. We strongly encourage women, minorities, individuals with disabilities and veterans to apply to all of our job openings. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, gender, sexual orientation, gender identity, or national origin, age, disability status, Genetic Information & Testing, Family & Medical Leave, protected veteran status, or any other characteristic protected by law. We prohibit Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.**

### *Application Confirmation Statement*

**I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Flagler County School District, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services. I understand that references may be contacted as soon as I submit an application. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference.**

**I understand that I will be required to take a drug test and that some positions in the district require a physical exam prior to assuming any position for which I may be employed. In the event that I am employed by the District and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information.**

*I agree to the terms  
above*

**Affirm**

*Initials*

**at**

*Affirmation Date*

**02/15/2017**

## **EDUCATIONAL LEADERSHIP**

Educator, visionary leader, and an innovator with the ability to develop clear direction for programs utilizing input from all stakeholders, dedicated to creating and sustaining a positive culture and climate for the success of all. Dynamic, versatile educator, presenter, and strong advocate with experience in celebrating the success of multiple programs. Excellent track record of delivering highly interactive presentations and training to increase involvement and engage students and faculty, building positive educational communities. Ability to forge strong partnerships, through open and honest dialog, with board members. Highly visible and accessible within the educational environment in order to contribute to the value of educational programming with all stakeholders. Ability to build trust and collaboration with internal and external agencies to set, change, and meet program goals.

## **AREAS OF EXPERTISE**

Visionary Leader | Build Strong School Culture & Climate | Problem Based Learning | Educational Leadership | Integrity and Fairness | Building Community Partnerships | Effective Organizational and Management Skills | Grant Writing | Creative Thinker | School Safety | Educational Best Practice Learning Environments | Group Facilitation | Curriculum Development | Large and Small Group Presentation | Strong Budget Management | Strong Team Building and Collaboration | Involving Stakeholders in Consensus Decision Making Process | Strong Knowledge and Understanding of Career Education and Workforce Needs | Program Development | Professional Development Facilitator

## **PROFESSIONAL EXPERIENCE**

**NEW BREMEN LOCAL SCHOOL DISTRICT, NEW BREMEN, OH**  
**Superintendent**

2015 - PRESENT

- Facilitated the development and growth of teachers, administrators, and students towards higher achievement, increased ownership, and higher performances standards, through increased accountability and support. This includes providing ongoing professional development based on data to improve student achievement through better instruction. Professional development areas include reading in the content area, writing, instructional strategies, and addressing the whole child.
- Development of a district vision that is driving the development of our strategic plan.
- Work with local businesses, legislators, and other superintendents in the state to direct ESSA in our state. Topics include giving back local control, graduation requirements, and school funding.
- Implemented STEM programs, including a FIRST Robotics Team, in order to attract students to STEM activities and programs.
- Active member of our Business Advisory Council, AMBE, and several community organization, and have worked closely with our internship program to increase opportunities for students, prepare them for college and career choices, and developed our Career Roadmap through the Cube. The Cube is the hub in our district that ties careers, community and local colleges together through active partnerships, that provides guidance and mentors to our students.

**Key Accomplishments:**

- Increased student achievement in a year where 67% of the districts were “F”s on the state report card.
- Top 10% of the state with district scores on the state report card. Our performance index is one of the few in the state that showed growth.
- Closed the bottom 20% achievement gap.
- Implementing a Problem Based Curriculum to expose students to real world learning and 21<sup>st</sup> century skills.
- Oversee daily operations of the district, managing employees, and district finances.
- Team building and transparency.
- First time district has not deficient spent since changes in tax collections in the mid 2000’s.
- Responsibilities included administrative, program development, personnel issues, policies and procedures, program development, monitoring instructional practice to improve student learning.
- Implemented curriculum plans and program changes that have improved achievement.
- Maintained ongoing communication with parents regarding children’s activities, behavior, and development.
- Maintained records and reports on each student that meet state and federal requirements.
- Created community engagement through implementation community forums, online surveys, and active participation with all stakeholder groups.
- Initiated programs to promote college and career readiness, literacy and writing, classroom walkthroughs to monitor consistency in instruction, built relationships with educators, community members, businesses, and local colleges to ensure that all students are offered equitable education experiences.
- Implemented the STEM program that encourages students to solve real problems utilizing 21st Century Skills, non-cognitive skills, and real world applications.
- I lead the Robotics team as the Coach and Mentor for our students.
- Increased student achievement through program changes and data monitoring through benchmarking and ongoing progress monitoring. All students are required to have an educational plan for advancement, acceleration, or remediation.
- Implementation and monitoring of data driven decision making to improve student achievement.
- Work behind the scenes with our Economic Development group to create a vision of the town’s new direction that will spur economic growth.

**SPRINGFIELD CITY SCHOOL DISTRICT, SPRINGFIELD, OH**

2012 - 2015

**Director**

- Facilitated the development and growth of teachers, administrators, and students towards higher achievement, increased ownership, and higher performances standards, through increased accountability and support. Acted as liaison between departments and the community stakeholders, collaborating to create and sustain positive educational environments. Specifically assessed programmatic needs and developed programs that directly address educational goals.
- Led many professional development activities at the local and state level; focusing specifically on student achievement, new programs, and led the development of our new curriculum on Schoology (K-12).
- Developed our first on line program in SCSD, which provides students increased access to multiple programs, blended learning opportunities, and the ability to take advanced classes or recover credit.
- Aligned programs and regulations K-12 through the Student Service Department.
- Active member of our Business Advisory Council, Combined Health District Student Programs, several community organization, and have worked closely with our internship program to increase opportunities for students.

**Key Accomplishments:**

- Increased enrollment in our GED/ABEL program while facing a decrease in budget.
- Oversee daily operations of 11 buildings, managing 400 employees and 3 departments.
- Responsibilities included administrative, program development, personnel issues, policies and procedures, program development, monitoring instructional practice to improve student learning.
- Implemented curriculum plans and program changes that have improved achievement.
- Maintained ongoing communication with parents regarding children's activities, behavior, and development.
- Maintained records and reports on each student that meet state and federal requirements.
- Created community engagement through implementation of anti-bullying and the Promise Neighborhood Program as well as serving on multiple governmental committees and coalitions to improve community relations.
- Successfully led and participation on Arts Education and Advocacy Committees, managing outreach for diverse student population.
- Initiated programs to promote college and career readiness, literacy and diversity training for students and educators including rapport building within education community to ensure that all students are offered equitable education experiences.
- Published two articles regarding the 3rd Grade Reading Guarantee.
- Implemented the first Problem Based Learning Pilot program that encourages students to solve real problems utilizing 21st Century Skills, non-cognitive skills, and real world applications. Extended this opportunity in conjunction with Wright State University for regional training opportunities.
- Increased student achievement through program changes, quality summer school and tutoring programs.
- Implementation and monitoring of data driven decision making to improve student achievement.

**NATIONAL HERITAGE ACADEMIES DAYTON, OH**

2010-2012

**Superintendent/Principal**

- Created a transparent data driven plan and vision for this turn around school that was shared with the Board of Educated. Monthly updates were provided to the Board that included student progress, staffing, and updates on other initiatives. This method increased student achievement, indicators were met on the state report card, and the doors remained open.
- Teacher growth, retention, and development was facilitated through on-going monthly faculty dialog on aligning practice, instructional practices, and through collaboration with other schools.
- Created best practices for teacher protocols, which were adopted by NHA and presented at several conferences.
- Created opportunities for students to enter into select high school programs through course offerings, application assistance and facilitated partnerships with local high schools.

**Key Accomplishments:**

- Successfully created curriculum for teachers on school culture and climate.
- Thinking outside the box in order to improve practices quickly in order to keep the school open and increase student achievement.
- Led weekly in-services related to instructional practices, collaboration with community partners, lesson studies, and on unpacking the Common Core State Standards in order to improve teaching and learning.
- Built significant community partnerships to support the student population.
- Worked closely with the districts who fed into our program in order to create a seamless transition.

- Moved the ranking of the school culture and climate survey from 70th to 6th in the district. The highest gains in NHA history.
- Created an active parent advisory group to gain input to improve the overall school program.
- Created classes and programs that enabled students to earn high-school credit.
- Created a successful student advisory program in order to support students in their transition into high school.

**BREVARD PUBLIC SCHOOLS, VIERA, FL**  
**Principal**

2007-2010

- Created financial stability within the budget, through good stewardship of funds, balanced the budget and created a reserve.
- Created and led the implementation of Response to Intervention (RtI) program for the district (K-12) in order to provide individualized instructional plans for students.
- Active member of the Florida Department of Education's RtI team.
- Guest Lecturer at Florida State University (FSU) (2008-2010) Conducted lectures on educational theory, principles and leadership for prospective teachers, master and doctoral candidates in administrative, leadership and psychology courses.
- Collaborated with Principals across the state through the PROMISE program and FSU to develop STEM curriculum K-12 for the state of Florida. Guest Lecturer.
- Obtained multiple Grants, including a 2.5 million dollar 21st Century Learning Grant.

**Key Accomplishments:**

- Utilized various best practices, designing, facilitating group discussions and implementing student led activities to model teaching strategies while engaging teacher in critical thinking about education.
- Led several district level teams (K-12 and Special Education) related to curriculum, differentiated instructional practices, data driven decision making, ongoing progress monitoring, professional learning communities.
- Became a Nation Honors Society School.
- Baldrige District
- Successful Robotics program that competed at the state level.
- Nationally recognized Professional Learning Community (PLC) School.
- Worked with the Defour's to develop a district PLC plan.
- Developed software, in collaboration with two companies that monitored student progress, collected student data, and allowed for ongoing progress monitoring. Conducted district training at all levels for the new software.
- Increased student achievement in all areas earning the school an A on the state report card.

**RICA BALTIMORE, BALTIMORE, MD**  
**Educational Executive Director**

2006-2007

- Revamped the entire career center program in order to create current, authentic (hands-on), diverse training opportunities for students that were of high interest. Obtained student feedback, parental feedback, and feeder school input as a springboard for in-demand program development.
- Recruited high-quality teachers who were committed to providing a top-notch education for our students.
- Created an internship program for students so they were able to obtain employment in their program area. This included job readiness skills, surveys, practice interviews, and real employment opportunities.

- Created opportunities for students that were high interest, to keep them in school, and have them graduate.
- Created community partnerships to support opportunities for our students.

#### **Key Accomplishments:**

- Created and maintained quality relationships with all of our feeder schools in order to maintain our partnerships.
- Student programs became self-funding as they learned how to run each program as a business.
- Focused on career-ready skills, soft-skills, and individual needs to ensure students were successful in obtaining employment and focus on future goals.
- Brought the entire IEP/504 program back into legal compliance.
- Increased student attendance and graduation rates.
- Implemented the first on-line school grade book and student management system to ensure accurate tracking of graduation requirements, grades, program requirements.
- Collaborated with local districts to improve programs, attract student center teachers, and multi-district professional development activities.
- Created a student advisory program in order for each student to have an adult that would assist them in finding employment, assist them in completing job applications, and continue contact and support after graduation.
- Created a student first focus that enabled the entire staff to work with students who struggled in their home school.

**CARROLL COUNTY PUBLIC SCHOOLS, WESTMINSTER, MD**

2001-2006

#### **Administrator and Teacher**

- Developed the first digital curriculum in the state of Maryland that won an awarded from the State Department of Education.
- Worked with feeder schools and then transferred information into district wide professional development K-12.
- Obtained the Phoenix Grant that enabled technology to be put into each science classroom in the district.
- Conducted many staff development trainings in web page design, 6+1 Trait Writing, Science and Mathematics which had a direct correlation to improved test scores K-12.

#### **Key Accomplishments:**

- Authored and implemented the grant that introduced technology into the classroom.
- Recruited top quality staff, who was student centered, to improve student achievement.
- Obtained the highest test scores in the district.
- Worked with a cadre of teachers to create a new curriculum writing process that is still utilized today.
- Exposed students and addressed instruction through problem based learning methodologies in order for students to become problem solvers, utilize higher order thinking skills, and utilize skills outside of isolation.

### **EDUCATION**

- **Walden University**, Doctor of Education, Baltimore, MD, Educational Leadership
- **University of Dayton**, License, Dayton, OH, Superintendents License

- **McDaniel University**, Masters of Science, Westminster, MD, Educational Leadership and Supervision
- **Ohio Dominican**, Bachelors of Arts, Columbus, OH, Education

### SELECTED PUBLICATIONS, PRESENTATIONS & GRANTS

- Estrop, D. Starrett, D., Sanchez, C., Townsend, A. Fish, K. (2014) *Springfield City Schools Successfully Implement the Third Grade Reading Guarantee a Year Early*. OAESA Principal Navigator.
- *A Program Evaluation of My Math™: Improving Student Computational Fluency Through Inquiry-Based Instruction* (2015). Walden University.
- Multiple pre-bond presentations and community forums to approve the location of the new elementary school through the consensus model.
- Connect for Success Conference -Acquisition of Academic Vocabulary K-12.
- SCSD-Kindergarten Readiness Assessment - KRA Assessment Training for Teacher.
- SCSD-iCoach -The Role of the Instructional Coach Utilizing Air Macs as an Instructional Tool.
- Springfield High School and Wright State 2013 - Problem Based Learning: Regional Training
- Professional Learning Communities Conference 2010 - Implementing PLC's.
- BPS-Differentiation at the Secondary Level 2010 - Differentiation and Co-Teaching at the Secondary Level
- BPS-RtI at the School Level 2009 - Implementation of RtI with the School Team.
- BPS-RtI at the Leadership Level 2009 - How Building Principals and District Leadership Support RtI.
- 21st Century Grant 2.5 million dollars.
- Phoenix Foundation Grant.
- Several mini grants.

### PROFESSIONAL DEVELOPMENT

- Apple Leadership Training and Apple Foundations Training: Creating the vision and utilizing the technology to roll out a 1:1 initiative and implement it at the district, building, and classroom level.
- Assessment Literacy: Using standards to backwards map curriculum and write assessments with the understanding of quality questions, distractors, and rubrics.
- District Visioning: Team building and development to become a highly effective district leadership team (Board, Superintendent, School Administration).
- 21st Century Leadership: Developing curriculum and utilizing technology in an educational setting to improve student learning.
- Common Core Standards: Train the Trainer model on the new state standards.
- Facilitative Leadership: Developing practical skills and tools for tapping the creativity, experience, and commitment of people with whom they work.
- Ethical Leadership: Understanding and committing to the ethical standards of a school system.
- Interaction Management: Learning and practicing strategies for building commitment, facilitating improved performance, and following-up to support continued improvement.

- Six Sigma for Educators: Understanding and implementing the goals of the district which included: Performance management; the DMAIC Method; Process Management; Performance Management; and Analytical and Decision-Making Tools.
- Creating a High Performance Learning Culture: Explore the concepts of core beliefs (ability and achievement, efficacy and effort) and learning ways to implement them as a team in schools to develop a high-performance learning culture.
- Budget Management: Effectively managing site based budgets as well as program budgets.
- Effective School Improvement: How to utilize your school improvement plan to drive improvement and instruction at the school and district level.
- ASCD – The Whole Child: How to reach every student in your district regardless of subgroup through addressing all student needs that affect education.
- PBIS-Student restraints and de-escalation through positive behavior intervention supports.
- MTSS-Multi-Tier System of Supports with Margaret Searle: Support students through multiple interventions and a team based approach (both instructionally and social/emotional).
- EdSPACES 21: 21<sup>st</sup> century learning and classroom design. Approaching instruction that meets all students needs based on changes in instructional design and physical spaces.
- Mike Schmoker- Leading with Focus. The responsibilities and shared agreements (focus) between the district leadership team and myself that we follow in order to move our district forward. I have hired him to conduct the teacher version of his training entitled Focus in March 2017.

February 15, 2017

To Whom it May Concern:

Please consider me for the position of Superintendent for Flagler Schools. Enclosed are my application materials and a copy of my current resume. I am in my 15<sup>th</sup> year as a public school administrator and a current Superintendent. I have previously served as a K-12 principal, elementary and middle school director, athletic director, and Director of Student Services. I am currently the Superintendent of New Bremen Local Schools in New Bremen, Ohio. We are a high performing district that is in the top 10% of the state. Under my leadership, the district test scores increased, while the majority of the state dropped significantly. We have a 98.9% graduation rate, meet the 3<sup>rd</sup> grade reading guarantee with a 100% passage rate, and have increased our program options significantly over the past two school years. Expanded programs include College Credit Plus, more AP options, expanded our gifted program, and offer more ELL services. Recently, we have started a STEM First Robotics Team, a new video production lab, and the Cube (college, careers, and community) all with local donations and community support. My student first approach has offered new and expanded opportunities that provide options for our students to participate in various activities and programs.

As an instructional leader, I worked diligently to create a culture that encompassed continual learning and data-driven decision making for programmatic change. An important part of fostering such a climate during my tenure was the effort to provide researched based staff development on effective school characteristics and instructional methodologies. Teachers and teacher leaders are given opportunities to participate in professional learning communities that are anchored on student achievement and accountability. Every staff member is trained on researched based instructional practices that supported learning bell to bell. Job imbedded professional development enabled staff to make meaningful connections between their learning and student achievement, goals, and student beliefs. Additionally, regular opportunities for parent's and stakeholders input and feedback are created to improve the school's culture and climate. I develop multiple partnerships with businesses, volunteers, student mentoring, and internships that provided tutoring support and learning opportunities for our students. I replicated this effective formula for increasing student achievement and parental involvement, meeting great success for the districts I have worked in.

My positions in central office leadership have enabled me to facilitate the same commitment to student learning and best practices throughout the district. This included revising and aligning the district discipline guidelines and procedures K-12, revised enrollment procedures, and created a solid instructional program in the middle schools. My flexibility and PK-12 knowledge has allowed me to drive improvement in instructional practices, curriculum changes, and data-driven decisions to support student achievement. School planning and leadership team configurations are structured to provide principals and teachers with autonomy and support, along with professional accountability. The buildings utilize the teacher based teams and building leadership teams to make instructional decisions and differentiate instruction. These efforts include a multi-tiered system of interventions and enrichment, blended learning models, and problem based learning opportunities. Building leaders and teacher-based teams are asked to set meaningful goals designed to enhance teaching and learning. Results and feedback related to these efforts from the state support team are encouraging. Parental support has improved over the past year with our increased efforts of communication and individualized student achievement.

In my last position one of my duties included Director of Elementary Programs in a large urban district. I led instructional changes in our gifted program and elementary curriculum, and was part of the lead team for 1:1 computing. We refined our implementation of the third grade reading guarantee in order to put more interventions in place for our students. During my first year over elementary, only 3% of my 3<sup>rd</sup> grade students were retained out of 584 students. My final year I had similar results. Additionally, I worked with the curriculum coaches and the principals to embrace the new State Standards through a deep understanding of the rigor that is necessary to have our students be successful. We added a computer based short cycle assessment program for our students to start preparing for our online assessments. My role enabled me to provide direct instructional leadership support for all principals and teachers. I was able to accomplish two critical goals. The first was to improve instructional practices and knowledge through ongoing job embedded professional development. The second was to create school-based teams that were able to discuss student achievement, based on data, to improve instructional practices and support student learning, through ongoing progress monitoring. I made tremendous headway in closing the achievement gap in all areas of my diverse population. The district was 10<sup>th</sup> in the state in value added through student progress. My varied experiences across K-12 has enabled me to understand the larger context of education and the need for vertical alignment of our instructional program. I understand the importance right from the beginning with early childhood/PreK foundation through preparing graduates with important college/career readiness skills.

Serving as a Director in the Springfield City School District provided me with a comprehensive leadership opportunity, serving on the Leadership Team of a large urban school district. Working with local and regional groups and various civic associations has enabled me to enhance two-way communication in support of school efforts. I worked to develop goals to guide professional thinking, collaboration, and actions that put our students first. School improvement planning was redesigned to give school teams the freedom and responsibility to create focused and monitored objectives based on individual student data, assessment data, and instructional research. In turn, I utilized these objectives to support schools in their efforts of improving student achievement. As a result, student achievement continued to increase within the district. This is important as my buildings provide the foundation for every student.

My previous positions have helped develop me into the Superintendent I am today. My district has implemented data driven instruction, created benchmark assessments, implemented computer based assessments, and increased programs exponentially. We are using our data to drive change, implement new programs, and develop the necessary professional development programs in order to ensure our staff are lifelong learners. I am a very active participant in the school culture, day-to-day operations, and within the community. You will often see me assisting at events, working with students, and even covering classes when needed. The district is currently running a levy campaign for new K-8 building that will be 21<sup>st</sup> century ready. Additionally, I am preparing for negotiations during a time when I must make some difficult decisions regarding potential cuts. The district leadership team, Board of Education, and other stakeholders have been assisting in the planning and decision making for the necessary changes. Furthermore, I have been actively working with legislators regarding changes to our state regarding ESSA. I actively participate in a group of 200 superintendents that are working with state legislators to improve education in our state, maintain the funding formula, and remove unfunded mandates. I am fortunate to meet with local legislators quarterly in order to discuss issues that affect our education system. Finally, I work with many community stakeholders who support our school, and enable us to add and maintain programs for our students. Without the support of generous donations,

programs would have to be cut which would decrease enrollment and have a negative impact on our student population.

It is with these varied leadership experiences that I have chosen to seek the Superintendent position. I would like to continue to serve in a school district where there is significant opportunity to make a difference in the lives of many children. I would welcome the opportunity and challenge of fostering collaboration and communication amongst the various stakeholders to support a common vision of student achievement and excellence. Current efforts in strategic planning and in connecting best practice to improve methodologies are consistent with my professional beliefs, experiences, and success. If I can answer any additional questions regarding my qualifications, please don't hesitate to contact me. I greatly appreciate your time and consideration.

Sincerely,

Dr. Andrea Townsend

# Unofficial Transcript

A00157626 Andrea J. Townsend  
Dec 16, 2013 06:33 pm  
Your current Institution is Walden University

[Institution Credit](#) [Transcript Totals](#)

**Institution:** Walden University

**Date:** 12/16/2013

## Transcript Data

### STUDENT INFORMATION

**Name:** Andrea J. Townsend

**ID:** A00157626

**Birth Date:** 07-JAN

Unofficial Transcript

\*\*\*Transcript type:Web is NOT Official \*\*\*

Unofficial Transcript

### DEGREE RECEIVED

**In Progress:** Doctor of Education

#### Curriculum Information

**Program:** Doctor of Education

**Major:** Education

**Specialization/Conc:** Admin Ldrshp for Tch  
Learning

**Program Status:** INPROGRESS

Attempted Hours	Earned Hours	GPA Hours	Points	GPA
84.000	84.000	42.000	168.00	4.00

Unofficial Transcript

### INSTITUTION CREDIT [-Top-](#)

2009 Spring Sem 01/05-04/26

Subject	Course Level	Title	Grade	Credit Hours	Points	Start and End Dates	R
EDAD	8040 DS	Foundations: Admin Leadership	A	6.000	24.00	Jan 05, 2009 to Apr 26,	

2009

**Term Totals:**

				<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
	<b>Term:</b>			6.000	6.000	6.000	24.00	4.00
Unofficial Transcript								

**2009 Summer Sem 05/04-08/23**

<b>Subject</b>	<b>Course Level</b>		<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDAD	8140	DS	Leadership for Today's Schools	A	6.000	24.00	May 04, 2009 to Aug 23, 2009	

**Term Totals:**

				<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
	<b>Term:</b>			6.000	6.000	6.000	24.00	4.00
Unofficial Transcript								

**2009 Fall Sem 09/07-12/27**

<b>Subject</b>	<b>Course Level</b>		<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDAD	8141	DS	Applied Research in Education	A	6.000	24.00	Sep 08, 2009 to Dec 27, 2009	
RESI	2001	RE	Jacksonville Ed.D. Residency	S	3.000	0.00	Oct 01, 2009 to Oct 03, 2009	

**Term Totals:**

				<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
	<b>Term:</b>			9.000	9.000	6.000	24.00	4.00
Unofficial Transcript								

**2010 Spring Sem 01/04-04/25**

<b>Subject</b>	<b>Course Level</b>		<b>Title</b>	<b>Grade</b>	<b>Credit</b>	<b>Points</b>	<b>Start</b>	<b>R</b>
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					<b>Hours</b>		<b>and End Dates</b>
EDAD	8142	DS	Leading to Promote Learning	A	6.000	24.00	Jan 04, 2010 to Apr 25, 2010

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	6.000	24.00	4.00

Unofficial Transcript

**2010 Summer Sem 05/03-08/22**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDAD	8143	DS	Leading Learning Communities	A	6.000	24.00	May 03, 2010 to Aug 22, 2010

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	6.000	24.00	4.00

Unofficial Transcript

**2010 Fall Sem 09/07-12/26**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDAD	8144	DS	School Leadership: Trends	A	6.000	24.00	Sep 07, 2010 to Dec 26, 2010

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	6.000	24.00	4.00

Unofficial Transcript

**2011 Spring Sem 01/03-04/24**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDAD	8145 DS	Research in Practice	A	6.000	24.00	Jan 03, 2011 to Apr 24, 2011	
EDUC	8080 DS	Doctoral Study Companion	S	0.000	0.00	Jan 03, 2011 to Apr 24, 2011	

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	6.000	24.00	4.00

Unofficial Transcript

**2011 Summer Sem 05/02-08/21**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDUC	8090 DS	Doctoral Study Intensive	S	6.000	0.00	May 02, 2011 to Aug 21, 2011	

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

**2011 Fall Sem 09/06-12/26**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDUC	8090 DS	Doctoral Study Intensive	S	6.000	0.00	Sep 06, 2011 to Dec 26, 2011	

**Term Totals:**

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
<b>Term:</b>	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

**2012 Spring Sem 01/03-04/22**

Subject	Course Level		Title	Grade	Credit Hours	Points	Start and End Dates	R
EDUC	8090	DS	Doctoral Study Intensive	S	6.000	0.00	Jan 03, 2012 to Apr 22, 2012	

**Term Totals:**

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
<b>Term:</b>	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

**2012 Summer Sem 04/30-08/19**

Subject	Course Level		Title	Grade	Credit Hours	Points	Start and End Dates	R
EDUC	8090	DS	Doctoral Study Intensive	S	6.000	0.00	Apr 30, 2012 to Aug 19, 2012	

**Term Totals:**

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
<b>Term:</b>	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

**2012 Fall Sem 09/04-12/23**

Subject	Course Level		Title	Grade	Credit Hours	Points	Start and End Dates	R
EDUC	8090	DS	Doctoral Study Intensive	S	6.000	0.00	Sep 04, 2012 to Dec 23,	

2012

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

**2013 Spring Sem 01/07-04/28**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDUC	8090 DS	Doctoral Study Intensive	S	6.000	0.00	Jan 07, 2013 to Apr 28, 2013	

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

**2013 Summer Sem 05/06-08/25**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDUC	8090 DS	Doctoral Study Intensive	S	6.000	0.00	May 06, 2013 to Aug 25, 2013	

**Term Totals:**

	<b>Attempted Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Points</b>	<b>GPA</b>
<b>Term:</b>	6.000	6.000	0.000	0.00	0.00

Unofficial Transcript

**2013 Fall Sem 09/03-12/22**

<b>Subject</b>	<b>Course Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Points</b>	<b>Start and End Dates</b>	<b>R</b>
EDUC	8090 DS	Doctoral	In Progress	6.000		Sep 03,	

Study  
Intensive

2013 to  
Dec 22,  
2013

Unofficial Transcript

**2014 Spring Sem 01/06-04/27**

Subject	Course Level	Title	Grade	Credit Hours	Points	Start and End Dates	R
EDUC	8090 DS	Doctoral Study Intensive	In Progress	6.000		Jan 06, 2014 to Apr 27, 2014	

Unofficial Transcript

**CUMULATIVE TOTALS** [-Top-](#)

	Attempted Hours	Earned Hours	GPA Hours	Points	GPA
<b>Institution:</b>	87.000	87.000	42.000	168.00	4.00
<b>Overall:</b>	87.000	87.000	42.000	168.00	4.00



Every Student | Every Opportunity | Every Day

To whom it may concern:

I have known Andrea Townsend for just over four years, the time with the Springfield City School District. She impressed me in the first year as Director of Middle School Students Services and Alternative Education. She was well respected as she led four principals, two of which have long careers with the Springfield City School District. Her dedication and hard work led several successes in just one year.

I was excited and pleased when Andrea accepted the Director of Elementary Education, which I knew meant more leadership and more student success. Andrea accepted the position with excitement and energy to manage ten elementary principals and over 4,300 students towards greater success. In fact, she has led the elementary schools to new level of student success on the testing and greater expectation through staff leadership. She truly takes the approach that equals the best for the Springfield City School District student.

I truly respect the dedication and energy that Andrea Townsend would provide to any organization. She cares about the leadership, staff and more importantly the student that benefit from her leadership. Any organization will benefit from Andrea's involvement.

Thank you for your consideration and good luck in your selection.

Sincerely,

Dale R. Miller, CPA  
Springfield City School District Treasurer/CFO  
1500 W Jefferson St  
Springfield, Ohio 45506  
(937)505-2814

# State of Florida Department of Education

## Professional Educator's Certificate

*This Certifies That*

***ANDREA TOWNSEND***

*Has satisfactorily completed all requirements of Florida Statutes and  
State Board of Education Rules for the coverages or endorsements listed below:*

**EDUCATIONAL LEADERSHIP (ALL LEVELS)**

***July 01, 2016 - June 30, 2021***

Department of Education Number 1050912

**BRIAN DASSLER  
DEPUTY CHANCELLOR FOR EDUCATOR QUALITY**

102515613



**PAM STEWART  
COMMISSIONER OF EDUCATION**

Issued November 08, 2016

## Other

No result available.

# Regional Institute for Children and Adolescents - Baltimore

“Working Together Toward A Bright Future”

Martin O'Malley  
Governor

John M. Colmers  
Secretary, DHMH

Brian Hepburn, M.D.  
Executive Director  
Mental Hygiene Administration

605 South Chapel Gate Lane  
Baltimore, Maryland 21229-3999  
410-368-7800 410-368-7886 FAX  
Toll Free 1-877-203-5179

Penny Makris  
Chief Executive Officer

David S. Horn, M.D.  
Medical Director

Thomas D. Lewis  
Chief Operating Officer

To whom it may concern,

Andrea Townsend was the Principal at Catonsville Education Center (CEC) / RICA Baltimore from May 10, 2006 to June 15, 2007. She is bright, energetic and invested in having the best possible school with our diverse population. She worked well with the multiple school systems referring students to us. She was a leader in having technology brought into the school. The computer program Administrator's Plus is currently used at our school and she was instrumental in having it here. She encouraged our teachers to grow and develop professionally. She worked with the clinical and education staff to improve their presentations at Individual Education Plan meetings. Ms. Townsend was involved with the students and went out of her way to advocate for them. One of her first acts as Principal was to recruit an Assistant Principal, who she had worked with previously. He turned out to be the best assistant Principal the school has ever had, working smoothly with education, clinical and nursing.

As Principal there were many functions that Ms. Townsend did extremely well. A list of these responsibilities demonstrating her competence included:

- Ensures that all CEC school programs maintain accredited status.
- Works with RICA Baltimore Administration in developing and monitoring school budget
- Works cooperatively with DHMH and Dept of Education in implementing educational policies.
- Scheduled Classes, makes staff assignments, reviews reports, and makes recommendations to assure student receive appropriate program.
- Attended regularly scheduled Board meetings of the Regional Directors of Special Education.
- Provided leadership in emergency situations to assure health and safety of students/staff.
- Attended Baltimore County SW Area Meetings/communicates relevant information to staff.

I highly recommend Ms. Townsend.

Sincerely,

David S. Horn, M.D. ( approved DSH)  
Medical Director

## **Conversion Error:**

**Andie%20Townsend%20Ltr%20of%20Rec%20Word%20Dr.%20E.docx**

An error occurred while attempting to convert this file. It may be corrupted or unsupported.

Reference: 593e6fcdcb3ef4db10d115aaa999699

Error: Internal Conversion Error

Time: Thursday, February 16, 2017 8:00:19 AM

You may be able to manually download and print the file by clicking the link below:

[Andie%20Townsend%20Ltr%20of%20Rec%20Word%20Dr.%20E.docx](#)

# Reference Check Form

## David Horn

Name of Candidate	Andrea Townsend
What is your relationship to this candidate?	Supervisor
What position and responsibilities did this candidate hold?	Principal of RICA Baltimore, the school is Catonsville Educational Center. 100 students middle & high school, special ed.
How well would you say this candidate responds to supervision?	Excellent
How would you rate the attendance and punctuality of this candidate?	Excellent
How would you rate the dependability of this candidate?	Excellent
How would you rate the willingness of this candidate to assume responsibility?	Excellent
How would you rate the candidate's ability to follow instructions?	Excellent
How would you rate the quality of work of this candidate?	Excellent
What are the strengths of this candidate?	Bright, energetic, good with computers, enjoys working with students and knew every student personally. Hired a talented Assistant Principal. Brought in a computerized system to track IEPs.
What areas do you feel this candidate could use some improvement?	She has higher expectations than some of our staff were able to reach.
What is the reason for this candidate's separation from employment?	Voluntary
If given the opportunity, would you re-employ this candidate?	Yes
Would you like to add any additional comments?	She left after one year to move to Florida.
How was this reference contacted?	Email
Initials	DSH
Date	01/13/2014

# Reference Check Form

## Monica Fee

Name of Candidate

Andrea Townsend

What is your relationship to this candidate?

Other

What position and responsibilities did this candidate hold?

Andrea has extensive experience in educational leadership. She has held positions as principal at schools ranging from elementary through high school. In these administrative positions she has developed critical relationships with staff, students, parents, and community in order to successfully lead them in making significant improvements in student achievement. In her current role as a district level director, she has the responsibility for several departments, including elementary programs, attendance, safety and security, and virtual programs. She often steps into the role of acting superintendent as needed.

How well would you say this candidate responds to supervision?

Excellent

How would you rate the attendance and punctuality of this candidate?

Excellent

How would you rate the dependability of this candidate?

Excellent

How would you rate the willingness of this candidate to assume responsibility?

Excellent

How would you rate the candidate's ability to follow instructions?

Excellent

How would you rate the quality of work of this candidate?

Excellent

What are the strengths of this candidate?

Andrea is known for identifying needs and applying herself to finding and implementing effective solutions. She has an unwavering work ethic and can always be depended upon.

What areas do you feel this candidate could use some improvement?

Her passion for the job she does and the students she serves sometimes results in a large commitment of her time. She does a good job, however, of recognizing when she needs to dedicate some time to her own rejuvenation.

What is the reason for this candidate's separation from employment?

Unknown

If given the opportunity, would you re-employ this candidate?

Not Applicable

Would you like to add any additional comments?

Andrea's varied experiences throughout her educational career have prepared her well for a position as superintendent.

How was this reference contacted?

Email

Initials

MMF

Date

12/26/2013

## Demographics

**Number of Students: 445**

**Number Eligible for Free and Reduced Lunch: 303 70%**

**Percent of Special Education: 26%**

**Racial/Ethnic Percentages:**

- White – 74%
- Minority -38%

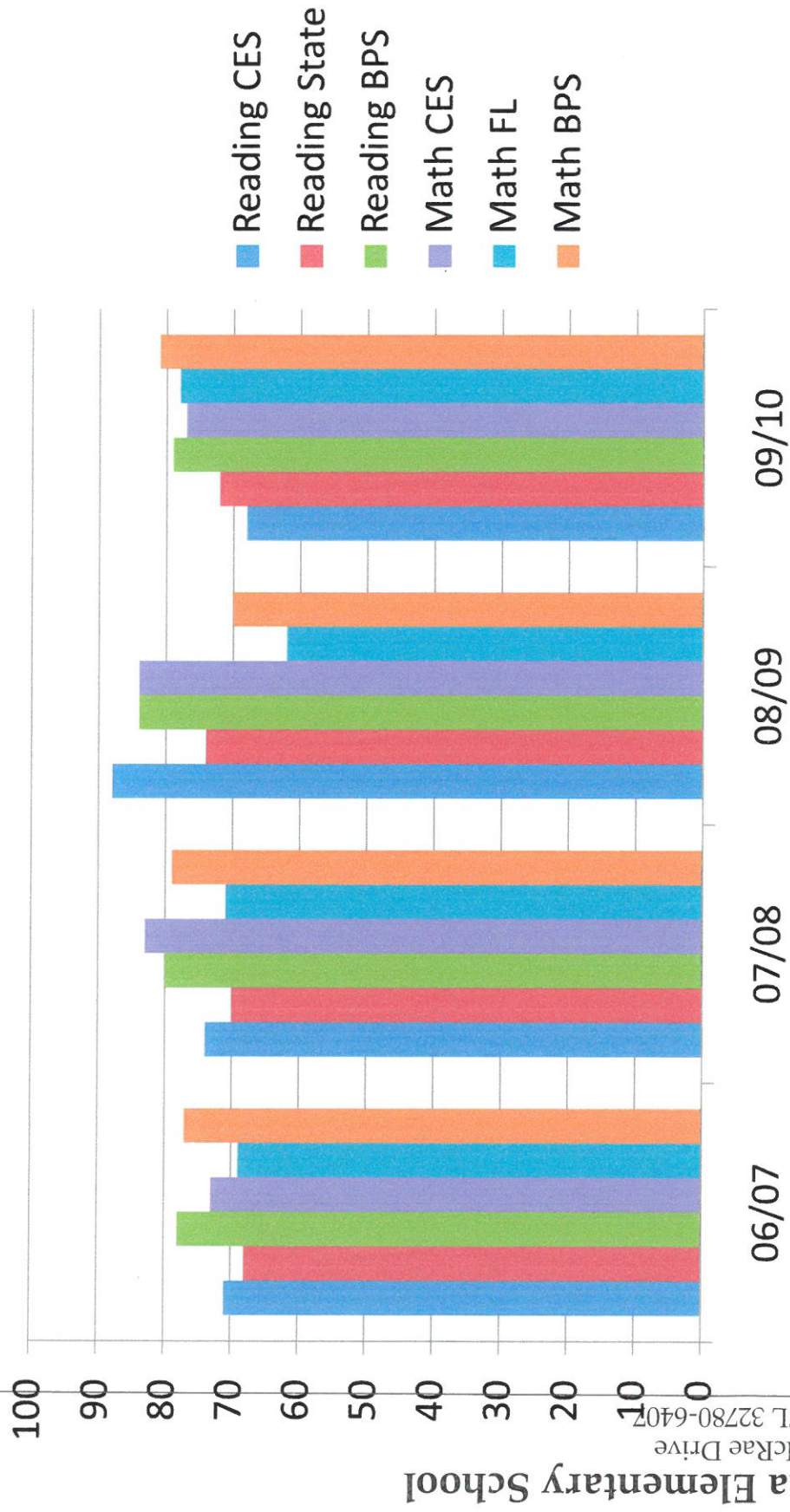
School Grade should remain an A with 547 points. Data shows that over 25% of each grade level has an IEP and some grades have approximately the same % of new students from other schools and states to the grade level. These new students came in over 1 year below grade level and in many cases 2 or more. While these students made growth in our school with RtI and MtI we were unable to get them to grade level within the school year. There should be a large increase in scores next year with the removal of all short and extended responses. Scores could remain the same or drop if staff continues to be cut from this school.

This is the school grade calculations - Please note the significant increase in percentages from the overall school performance. For example – all the level 1's in 3<sup>rd</sup> grade (all but 2) came in from other schools. All the Ex Ed students in grade 6 (but 2) came in from other schools.

Reading (AYP 72%)	Math (AYP 74%)	Writing	Science
Proficient – 73%	Proficient – 76%	Proficient – 95%	Proficient – 63%
Learning gains – 66%	Learning gains 59%	<b>Total 547 = A</b> Most of our Ex. Ed. students not represented in these numbers who we have had for more than one year made learning gains. This is important to note considering we have 25% + special education and our Free and Reduced has increased 15%. The concern is for the large influx in our special education population who continue to come to us several years below grade level.	
Lowest 25% LG 56%	Lowest 25% LG 59%		

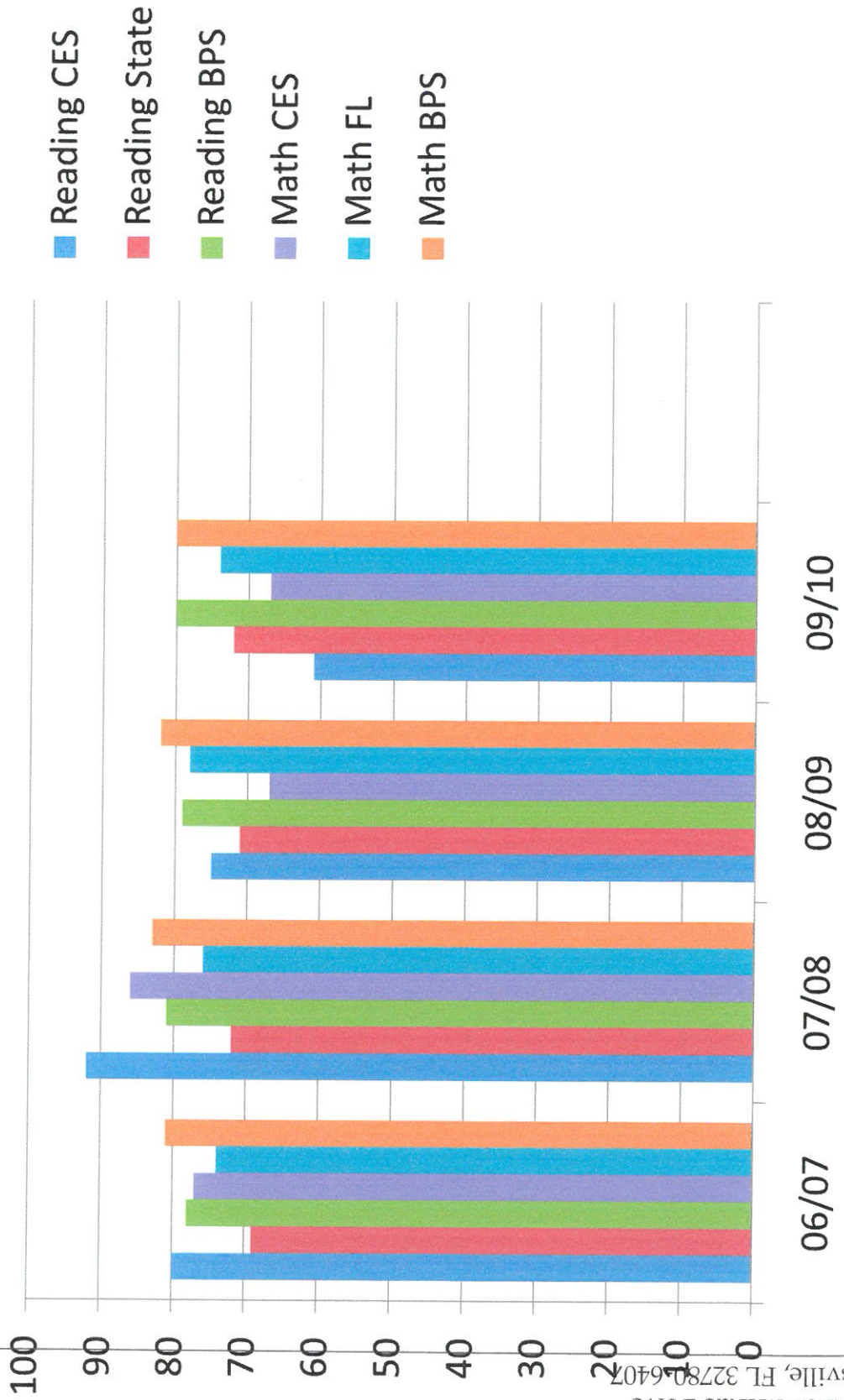


# FCAT Grade 3





# FCAT Grade 4



Cogina Elementary School

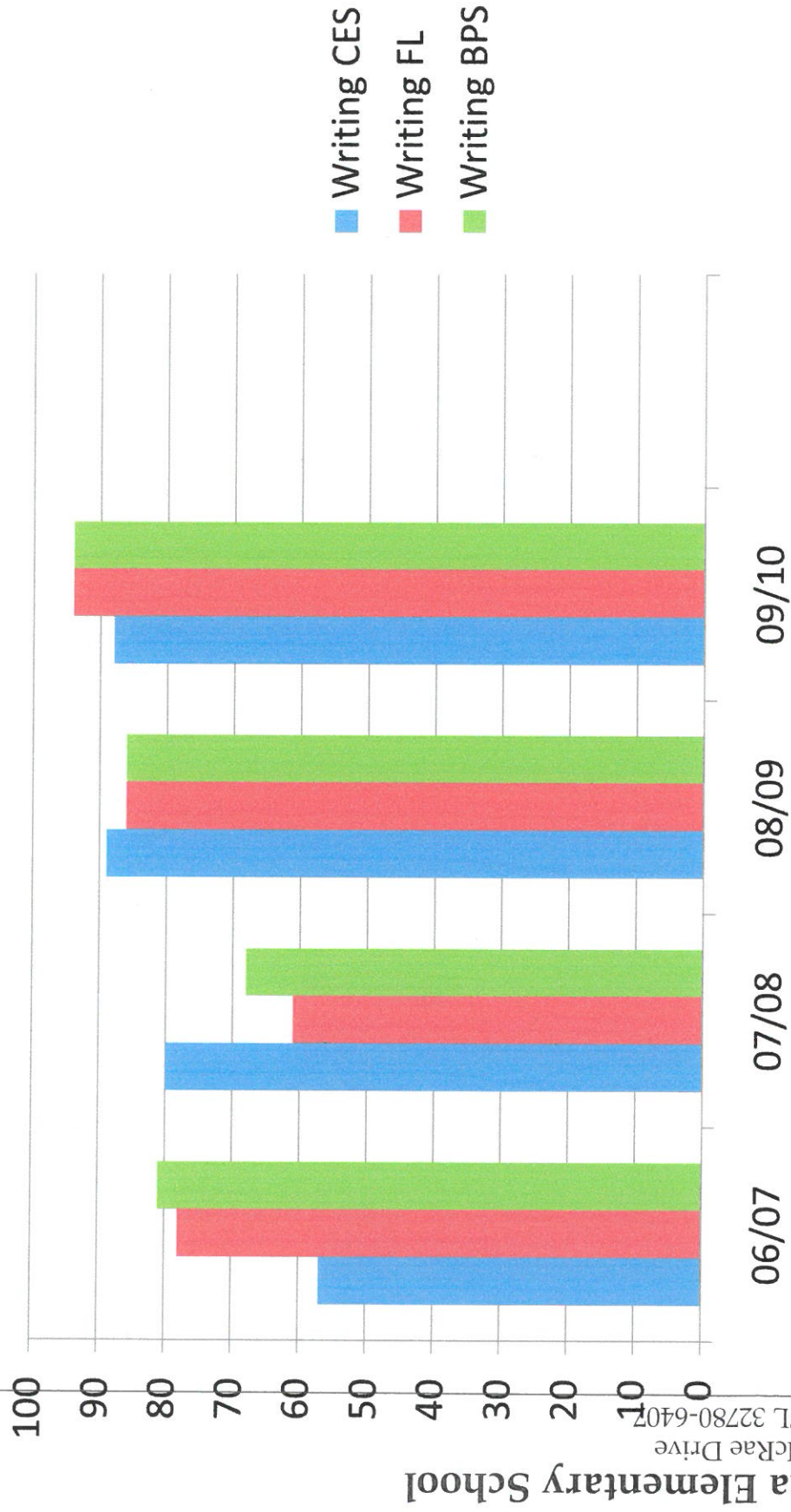
850 Knox McRae Drive

Titusville, FL 32780-6407

Andrea Townsend, Principal  
Brian T. Binggeli, Ed.D., Superintendent  
Phone: (321) 264-3060 • FAX: (321) 264-3062  
An Equal Opportunity Employer



# Writing 4<sup>th</sup> Grade

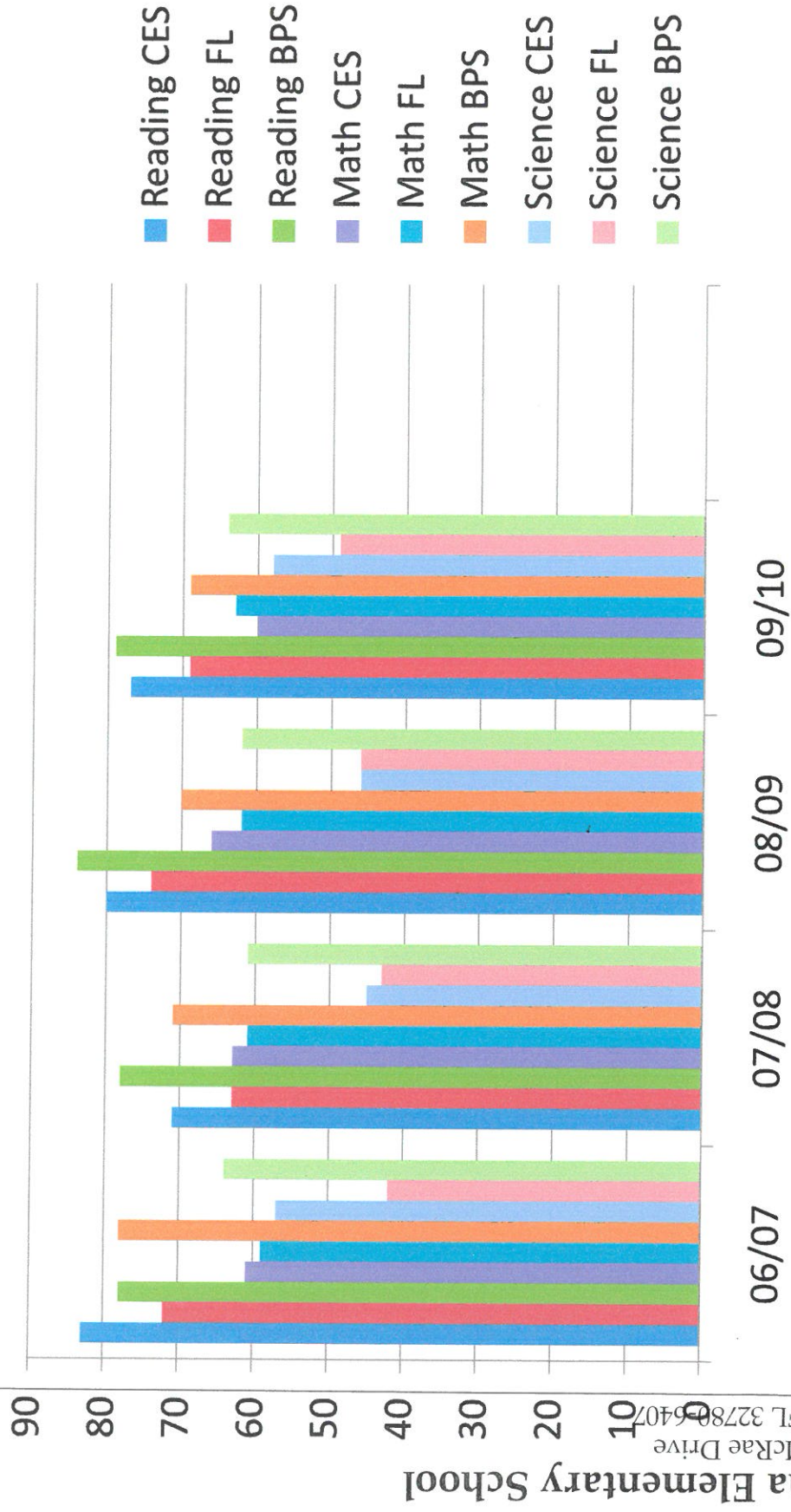


**Cogquina Elementary School**  
850 Knox McRae Drive  
Titusville, FL 32780-6407

**Andrea Townsend, Principal**  
*Brian T. Binggeli, Ed.D., Superintendent*  
Phone: (321) 264-3060 • FAX: (321) 264-3062  
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# 5th Grade



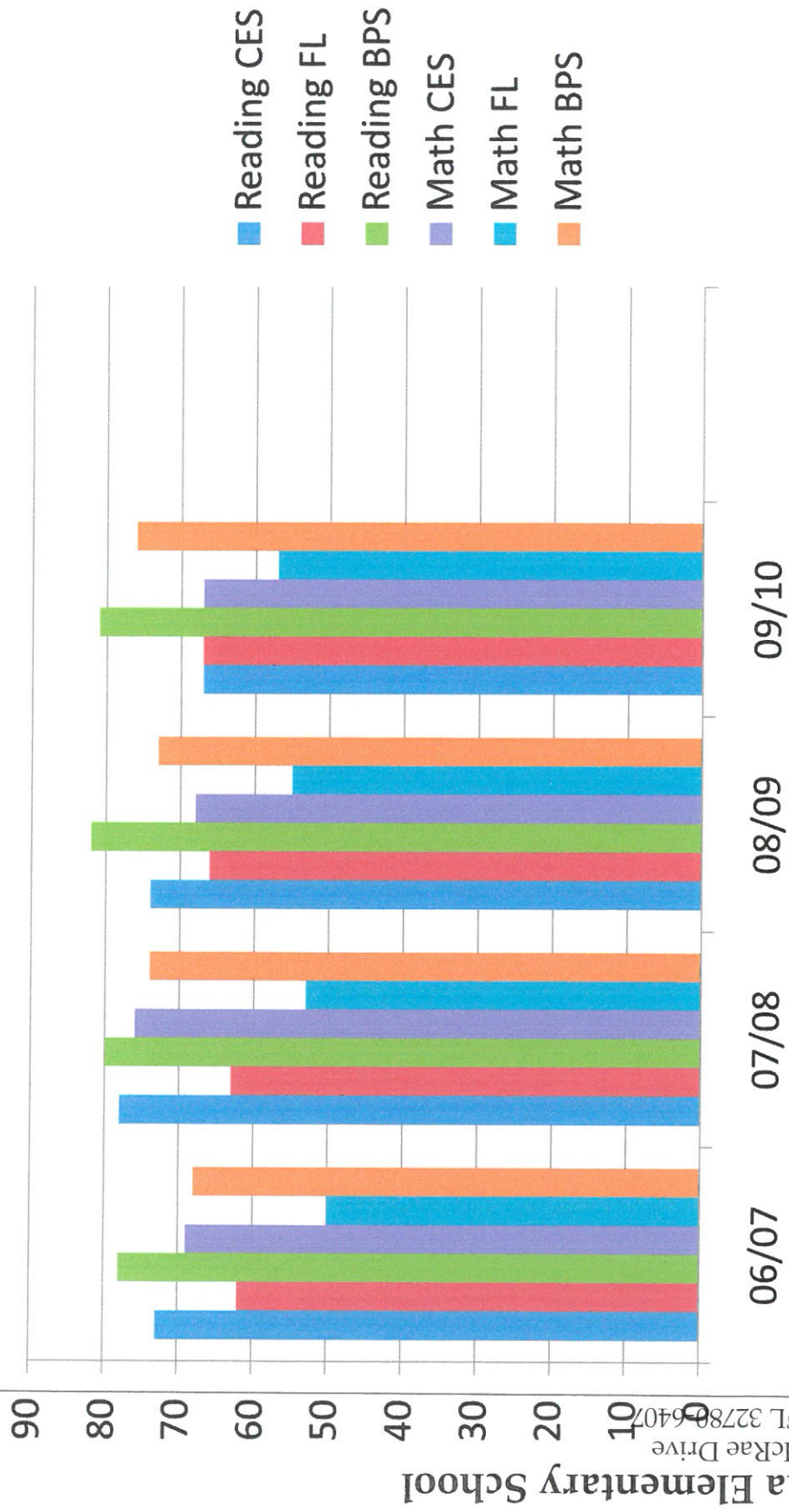
Cogina Elementary School

850 Knox McRae Drive  
Titusville, FL 32780-6407

Andrea Townsend, Principal  
Brian T. Binggeli, Ed.D., Superintendent  
Phone: (321) 264-3060 • FAX: (321) 264-3062  
An Equal Opportunity Employer



# 6th Grade



**Cogquina Elementary School**

850 Knox McRae Drive  
Titusville, FL 32780-6407

Andrea Townsend, Principal  
Brian T. Binggeli, Ed.D., Superintendent  
Phone: (321) 264-3060 • FAX: (321) 264-3062  
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2010 FCAT Results Home

## School Level Report: BREVARD

**You selected:**

**Districts:** BREVARD, Years: 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010  
**Grades:** 3, 4, 5, 6, 7, 8, 9, 10, 11, **Subjects:** Reading, Mathematics, Writing and Science

### Modify Selections

The table below provides School Performance data for FCAT Reading, Mathematics, Writing and Science. Students that score Achievement Level 3 and above in Reading, Mathematics or Science are considered on grade level, proficient, or advanced for the FCAT Writing essay. The table provides the percent scoring 3.5 and above for the years 2002-2009, and the percent of students scoring 3.0 and above for 2010. Students that score 3.0 and above on the essay are considered to have met state standards for purposes of adequate yearly progress (AYP). While the Department and other experts have certified the validity of the 2010 FCAT Writing results, comparisons to previous years' writing scores should be avoided. This caution is given for two reasons. First, in 2010, each essay was scored by one rater. In previous years, two raters were used and the scores were averaged. A student could have received a half-point score, such as 4.5, whereas in 2010 no half-point scores are possible. Second, in 2010, each student within the same grade level was required to write an essay using the same mode of writing (narrative, expository, or persuasive). In previous years, there were two modes assessed at each grade level with half of the students responding to each mode. For example, the 2010 Grade 4 FCAT Writing required all students to write a narrative essay. In 2009 half of the students wrote a narrative essay, and half of the students wrote an expository essay.

Grade Level	School Percent Scoring Three and Above																			Writing Essay (3.0 and above)	Science														
	Reading					Mathematics					Writing Essay (3.5 and above)																								
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2010	2006	2007	2008	2009	2010										
Brevard																																			
COQUINA ELEMENTARY SCHOOL (91)																																			
3	NA	39	57	68	71	67	80	92	75	68	NA	38	59	83	70	85	77	67	77	NA	NA	NA	NA	NA	NA	NA									
4	36	44	38	62	72	71	71	74	88	61	NA	44	38	71	57	69	73	83	84	67	†	21	33	53	67	71	55	80	81	88	NA	NA	NA	NA	
5	NA	42	51	64	63	67	83	71	80	77	32	18	34	44	51	42	61	63	66	60	NA	NA	NA	NA	NA	NA	NA	NA	NA	39	57	45	46	58	NA
6	NA	50	58	78	62	58	73	78	74	67	NA	35	58	70	64	44	69	76	68	67	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
†Indicates data is not available at this time.																																			
‡The State compiled State Percent Scoring 3.5 and Above data from 2002-2009																																			

The State compiled State Percent Scoring

†The State compiled State Percent Scoring 3.5 and Above data from 2002-2009

The table below provides the School mean Scale Scores in Reading, Mathematics, Writing and Science. The Scale Score is a score used to report test results on the entire test. Scale Scores on the FCAT Sunshine State Standards tests range from 100 through 500 for each grade level and content area. A computer program is used to analyze student responses and to compute the Scale Score.

[illegible]

+Indicates data is not available at this time

FCAT Writing was administered from 2000 = 2000. In 2005, the multiple-choice items were removed from the statewide writing assessment; for the statewide writing assessment, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

The table below provides the School average Developmental Scale Score (DSS) in Reading and Mathematics for FCAT and the change in DSS score since last year. The DSS is a score used to determine a student's annual progress from grade to grade. The FCAT Developmental Scales for Reading and Mathematics range from 86 through 3008 across grades 4 through 10.

Grade Level	% of Students Matched to 2009	Reading Scores		School - Mean Developmental Scale Score (DSS)		Mathematics Scores		Mean DSS Change for Matched Students
		Mean DSS (Matched Students 2010)	Mean DSS (Matched Students 2009)	Mean DSS Change for Matched Students	% of Students Matched to 2009	Mean DSS (Matched Students 2010)	Mean DSS (Matched Students 2009)	
COQUINA ELEMENTARY SCHOOL (91)								
4	100	1374	1551	117	100	1437	1556	119
5	86	1708	1639	69	82	1651	1691	40
6	91	1703	1753	50	91	1675	1785	110

Note: Matched DSS data cannot be generated for grade 3 because it is the first year that students take the FCAT

The tables below provide a School Summary of FCAT Reading, Mathematics, Writing and Science, including the percent scoring in each Achievement Level. For FCAT Reading and Mathematics, the data include the number of students tested, mean Scale Scores, mean Developmental Status Scores, and the percentage of students scoring in each achievement level. There are five categories of achievement that describe the success students have with the content tested on the FCAT Reading, Mathematics and Science. Level 5 is the highest, and level 1 is the lowest. Levels 3 and above are considered on or above grade level. Writing is assessed on levels 1 and 2. Writing mean essay scores combined are the result of combining the average scores for each type of writing assessed, in years when multiple prompts per grade level were administered. While the Department and other experts have identified the reliability of the 2010 FCAT Writing results, comparisons to previous years' writing scores should be avoided. This caution is given for two reasons. First, in 2010, each student essay was scored by one rater. In previous years, two raters were used and the scores were averaged. A student could have received a half-point score, such as 4.5, whereas in 2010 no half-point scores are possible. Second, in 2010, each student wrote the same grade level when the same grade level was required to write an essay, using the same mode of writing (narrative/expository, or persuasive). In previous years, there were two students assessed at each grade level with half of the students responding to each mode. For example, the 2010 Grade 4 FCAT Writing required all students to write a narrative essay. In 2009, half of the students wrote a narrative essay, and half of the students were required to write an expository essay.

Reading Scores										
Year	Students Tested	Mean DSS	Mean Scale Score	Percentage of Students by Achievement Level					Level 3 & above**	
				1	2	3	4	5		
COQUINA ELEMENTARY SCHOOL (91)										
2001	72	NA	282	NA	NA	NA	NA	NA	NA	NA
2002	82	1056	280	39	22	32	7	0	39	NA
2003	72	1226	286	29	14	35	22	0	57	NA
2004	41	1333	305	12	20	41	24	2	68	NA
2005	51	1378	313	14	16	27	39	4	71	NA
2006	46	1330	305	22	11	30	30	7	67	NA
2007	60	1420	320	8	12	42	28	10	80	NA
2008	50	1489	331	0	8	50	38	4	92	NA
2009	51	1349	308	14	12	45	24	6	75	NA
2010	53	1349	308	15	17	40	25	4	68	NA
Mathematics Scores										
Year	Students Tested	Mean DSS	Mean Scale Score	Percentage of Students by Achievement Level					Level 3 & above**	
				1	2	3	4	5		
COQUINA ELEMENTARY SCHOOL (91)										
2001	73	NA	274	NA	NA	NA	NA	NA	NA	NA
2002	81	1156	269	31	31	33	4	1	38	NA
2003	72	1284	292	21	21	42	17	0	59	NA
2004	40	1386	319	8	10	60	20	3	83	NA
2005	50	1336	308	14	16	42	28	0	70	NA
2006	46	1388	319	13	2	52	28	4	85	NA
2007	60	1415	325	10	13	42	27	8	77	NA
2008	50	1487	340	4	10	38	34	14	86	NA
2009	52	1417	325	6	27	31	27	10	67	NA
2010	53	1406	323	9	13	47	23	8	77	NA
No data is reported when fewer than ten students were tested.										
** Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.										
Note: FCAT Writing* was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment, therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.										
Grade 4										
Reading Scores										
Year	Students Tested	Mean DSS	Mean Scale Score	Percentage of Students by Achievement Level					Level 3 & above**	
				1	2	3	4	5		
COQUINA ELEMENTARY SCHOOL (91)										
2001	84	NA	280	43	20	27	8	1	36	NA
2002	70	1390	287	43	13	30	11	3	44	NA
2003	69	1317	275	42	20	23	12	3	38	NA
2004	58	1504	306	21	17	40	17	5	62	NA
2005	54	1551	314	20	7	35	35	2	72	NA
2006	51	1506	307	16	14	35	27	8	71	NA
2007	49	1573	318	8	20	39	29	4	71	NA
2008	54	1566	317	22	4	24	43	7	74	NA
2009	51	1614	325	6	6	47	35	6	88	NA
2010	49	1551	314	16	22	22	33	6	61	NA
Mathematics Scores										
Year	Students Tested	Mean DSS	Mean Scale Score	Percentage of Students by Achievement Level					Level 3 & above**	
				1	2	3	4	5		
COQUINA ELEMENTARY SCHOOL (91)										
2001	85	NA	265	0	0	0	0	0	0	NA
2002	70	1351	276	31	24	34	9	1	44	NA
2003	71	1310	267	38	24	34	4	0	38	NA
2004	58	1488	307	17	12	38	29	3	71	NA
2005	54	1436	295	26	17	39	17	2	57	NA
2006	51	1546	321	12	20	27	29	12	69	NA
2007	49	1521	315	8	18	51	16	6	73	NA
2008	54	1586	330	11	6	44	33	6	83	NA

\* No data is reported when fewer than ten students were tested.

\*\* Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.

Note: FCAT Writing\* was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

2009	51	1634	341	6	10	41	33	10	84
2010	49	1556	323	6	27	37	22	8	67
Writing Scores									
Year	Students Tested	Mean Essay Score Combined <sup>†</sup>	Mean Scale Score	1	2	3	4	5	Percentage of Students by Achievement Level
2001	84	2.6	NA	NA	NA	NA	NA	NA	
2002	69	2.7	NA	NA	NA	NA	NA	NA	
2003	71	3.1	NA	NA	NA	NA	NA	NA	
2004	57	3.3	NA	NA	NA	NA	NA	NA	
2005	52	3.5	NA	NA	NA	NA	NA	NA	
2006	49	3.7	286	NA	NA	NA	NA	NA	
2007	49	3.4	274	37	20	37	6	0	
2008	56	3.8	307	13	20	52	16	0	
2009	53	3.9	NA	NA	NA	NA	NA	NA	
2010	49	3.6	NA	NA	NA	NA	NA	NA	
<sup>†</sup> Mean essay score combined is the result of combining the mean scores for each mode of writing assessed. Prior to 2010, with the exception of grade 10 in 2008, two modes were assessed per grade level. In 2010, one mode was assessed per grade level.									
<sup>**</sup> No data is reported when fewer than ten students were tested.									
<sup>***</sup> Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.									
Note: FCAT Writing+ was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.									
Grade 5									
Reading Scores									
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Percentage of Students by Achievement Level
Level 3 & above**									
Brevard									
2001	68	NA	278	NA	NA	NA	NA	NA	
2002	74	1414	268	32	24	34	9	0	NA
2003	67	1508	265	27	21	28	22	1	43
2004	50	1570	266	16	20	40	22	2	51
2005	54	1539	290	22	15	43	17	4	64
2006	51	1551	292	18	16	39	25	2	63
2007	46	1704	320	9	9	43	37	2	67
2008	48	1617	304	8	21	50	17	4	83
2009	41	1713	321	15	5	37	34	10	71
2010	57	1688	317	9	14	33	39	5	80
Mathematics Scores									
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Percentage of Students by Achievement Level
Level 3 & above**									
Brevard									
2001	68	NA	300	32	35	15	16	1	32
2002	74	1403	277	58	23	9	9	0	18
2003	67	1523	302	34	31	24	10	0	34
2004	50	1601	319	18	36	24	20	0	44
2005	55	1535	305	24	25	36	15	0	51
2006	50	1560	310	22	36	26	16	0	42
2007	46	1673	334	13	26	30	26	4	61
2008	48	1639	327	19	40	40	21	2	63
2009	41	1673	334	17	17	24	39	2	66
2010	57	1677	335	9	32	30	23	7	60
Science Scores									
Year	Students Tested	Mean DSS	Mean Scale Score	1	2	3	4	5	Percentage of Students by Achievement Level
Level 3 & above**									
Brevard									
2003	66	NA	283	NA	NA	NA	NA	NA	
2004	48	NA	293	NA	NA	NA	NA	NA	
2005	55	NA	298	NA	NA	NA	NA	NA	
2006	51	NA	295	37	24	31	8	0	39
2007	46	NA	319	13	30	50	7	0	57

2008	47	317	17	36	43	2	0	45
2009	39	326	10	44	31	15	0	46
2010	57	328	16	26	42	14	2	58

\* No data is reported when fewer than ten students were tested.  
\*\* Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.  
Note: FCAT Writing+ was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

Grade 6 Reading Scores													
Year	Students Tested	Mean DSS	Mean Scale Score	Percentage of Students by Achievement Level									
				Brevard					Level 3 & above**				
				1	2	3	4	5					
COQUINA ELEMENTARY SCHOOL (91)													
2001	97	NA	297	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2002	62	1552	283	34	16	37	8	5					50
2003	59	1653	301	20	22	37	19	2					58
2004	46	1722	313	11	11	52	24	2					78
2005	50	1701	310	20	18	36	22	4					62
2006	57	1659	302	18	25	37	18	4					58
2007	49	1727	314	18	8	35	33	6					73
2008	49	1768	322	10	12	37	35	6					78
2009	53	1771	322	4	23	40	34	0					74
2010	45	1721	313	18	16	29	29	9					67

Mathematics Scores

Year	Students Tested	Mean DSS	Mean Scale Score	Percentage of Students by Achievement Level							Level 3 & above**
				1	2	3	4	5			
2001	96	NA	284	Brevard	NA	NA	NA	NA		NA	
2002	63	1575	287		25	40	21	11	3	35	
2003	59	1692	314		20	22	41	15	2	58	
2004	46	1723	321		13	17	46	17	7	70	
2005	50	1717	320		16	16	40	20	4	64	
2006	57	1647	304		25	32	37	5	2	44	
2007	48	1699	316		20	10	41	24	4	69	
2008	49	1786	336		8	16	33	37	6	76	
2009	53	1775	334		9	23	34	26	8	68	
2010	45	1779	334		7	27	31	27	9	67	

NA data is reported when fewer than ten students were tested

\*\* No data is reported when fewer than ten students were tested.  
\*\* Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.  
Note: FCAT Writing+ was administered from 2006 – 2008. In 2009, the multiple-choice items were removed from the statewide writing assessment; therefore, the test name was changed back to FCAT Writing, and Scale Scores are no longer reported for the statewide writing assessment.

Modify Selections | New Query

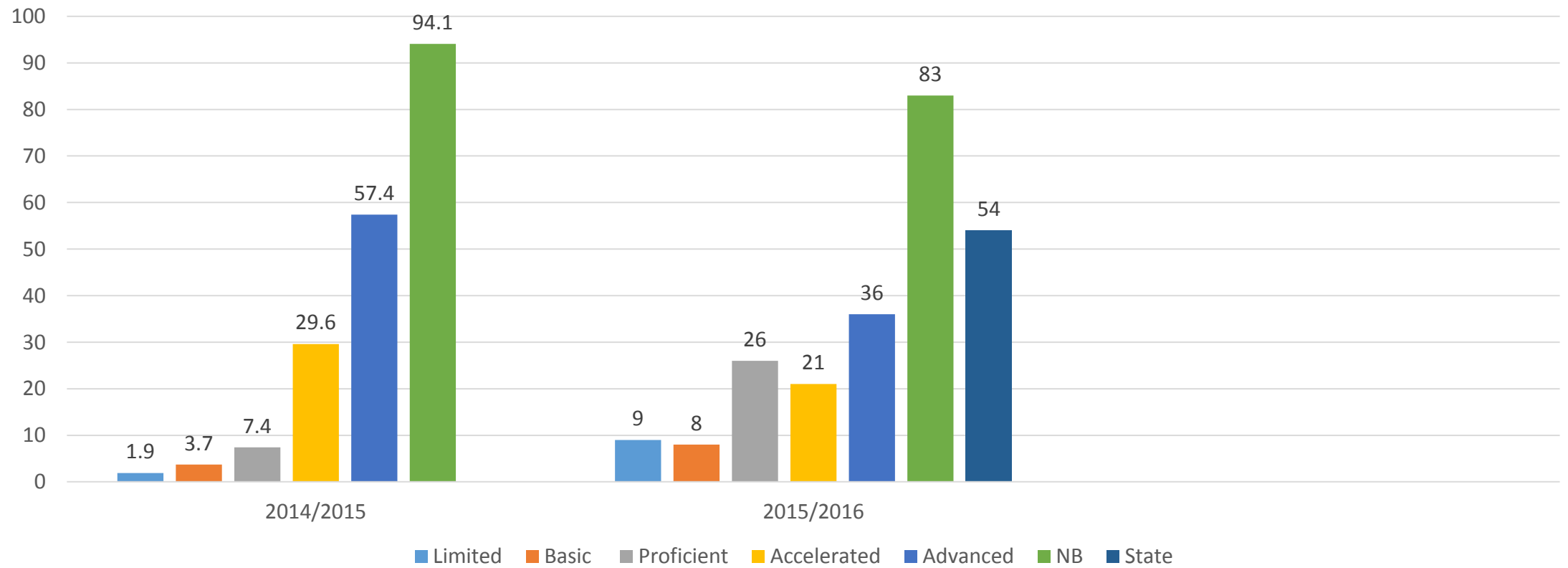


# Data Trends

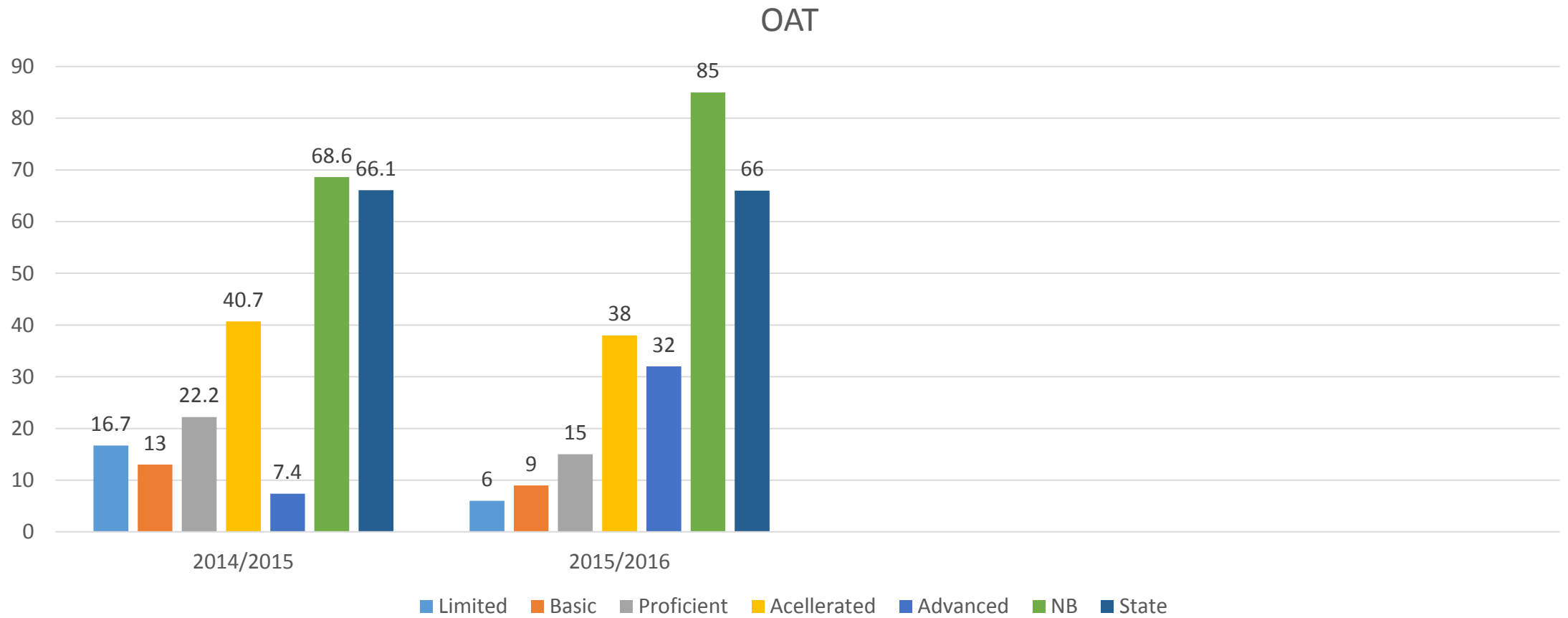
State Test

# 3<sup>rd</sup> Grade ELA %

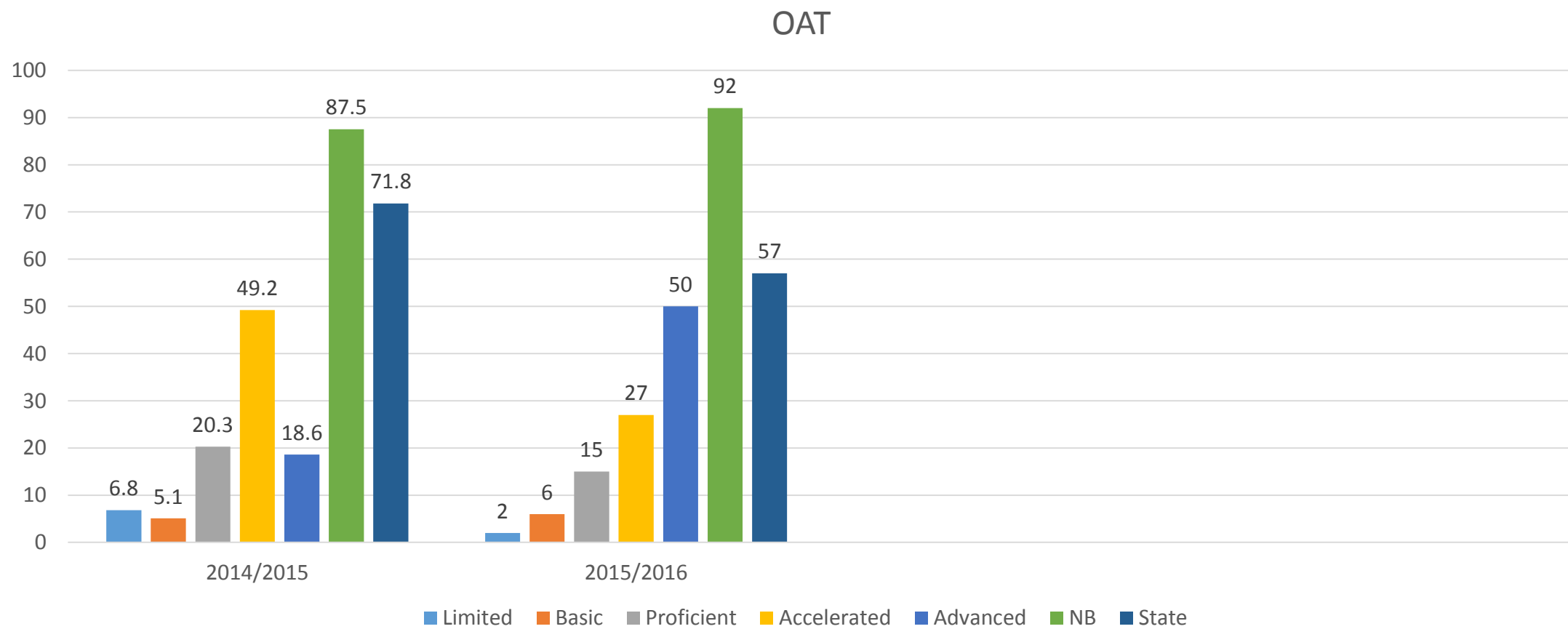
OAT



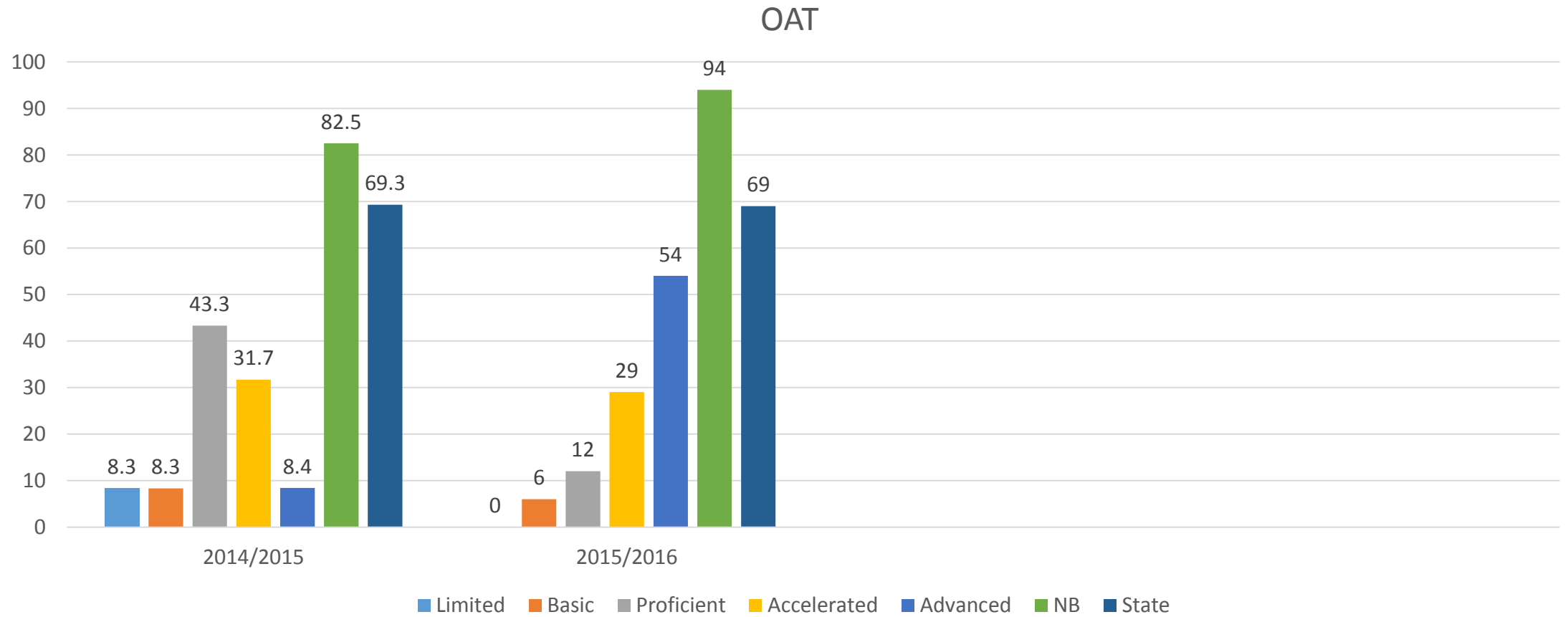
# 3<sup>rd</sup> Grade Math %



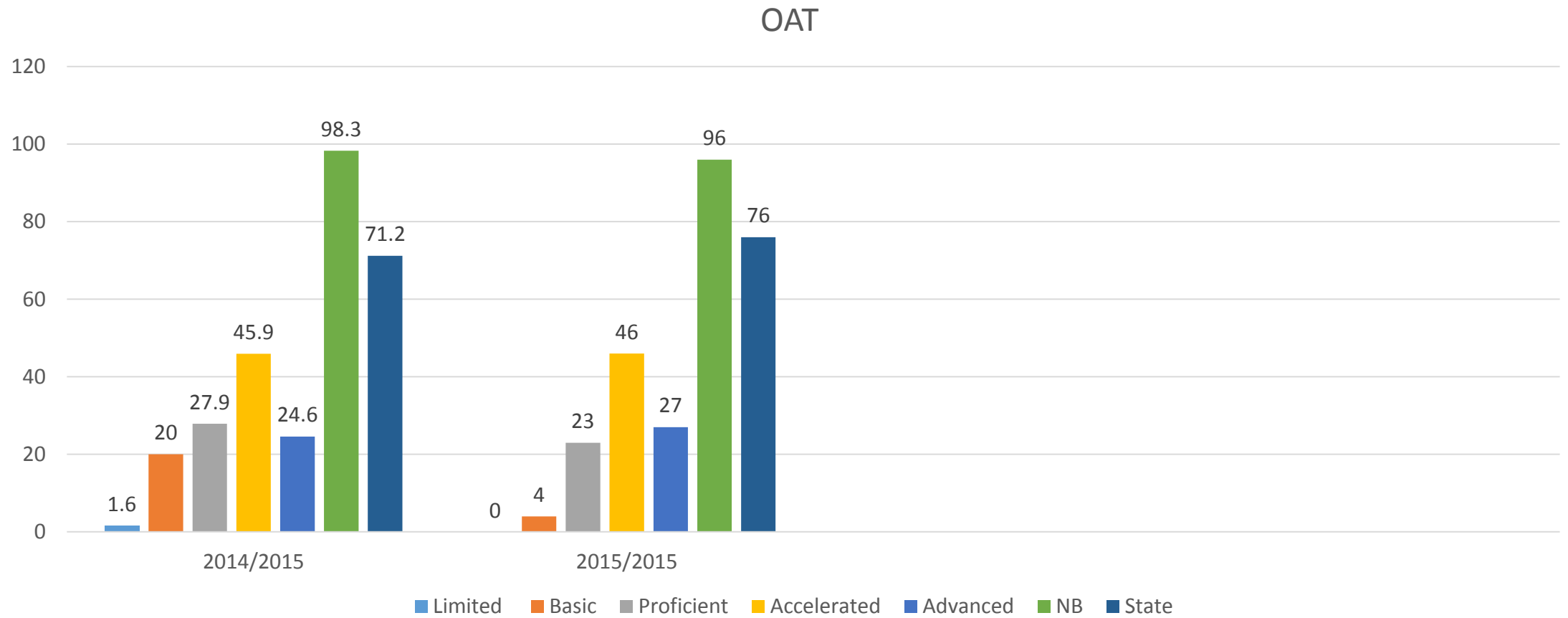
# 4<sup>th</sup> Grade ELA %



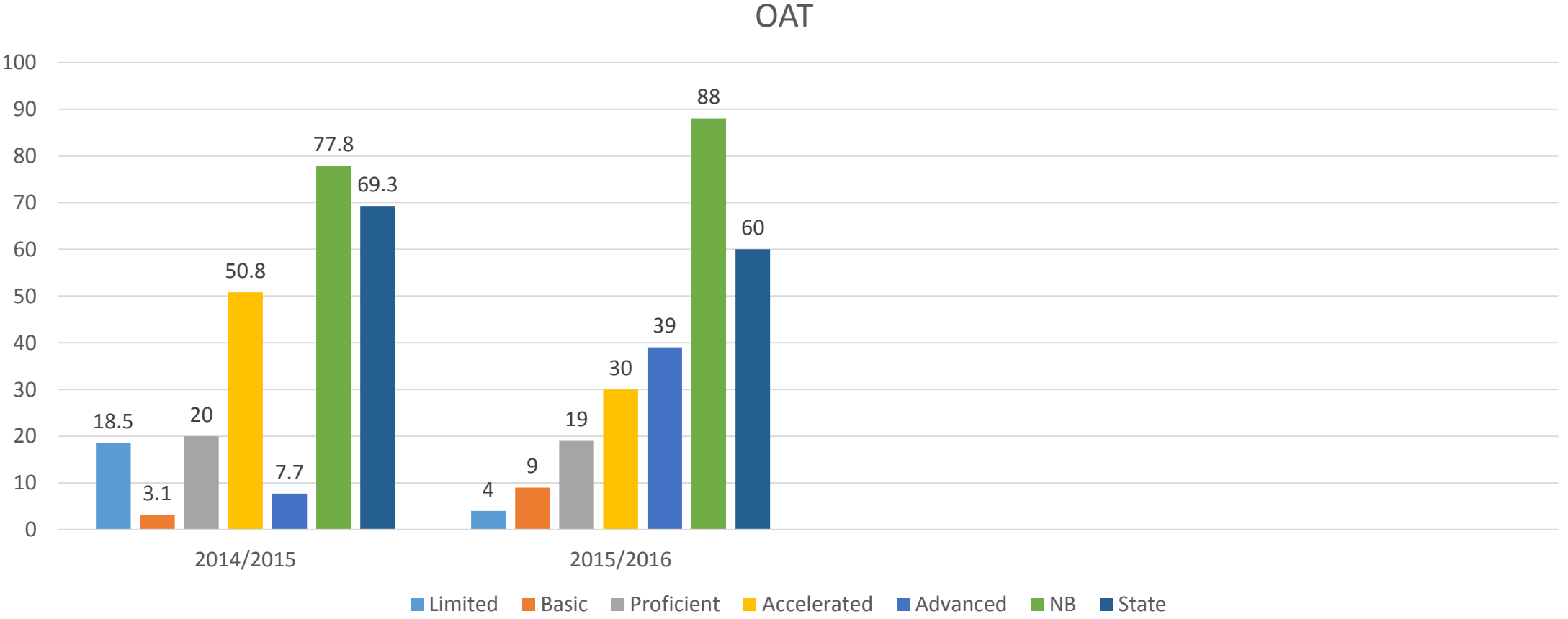
# 4<sup>th</sup> Grade Math %



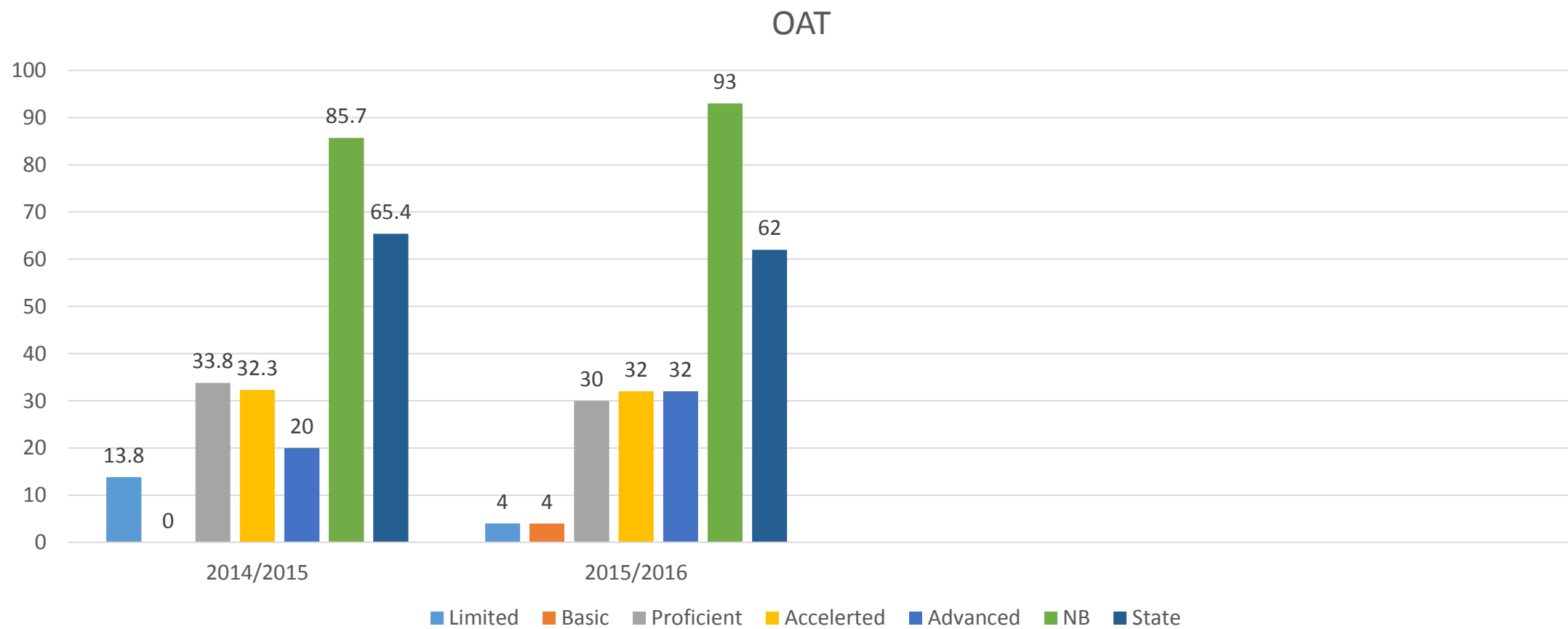
# 4<sup>th</sup> Grade Social Studies %



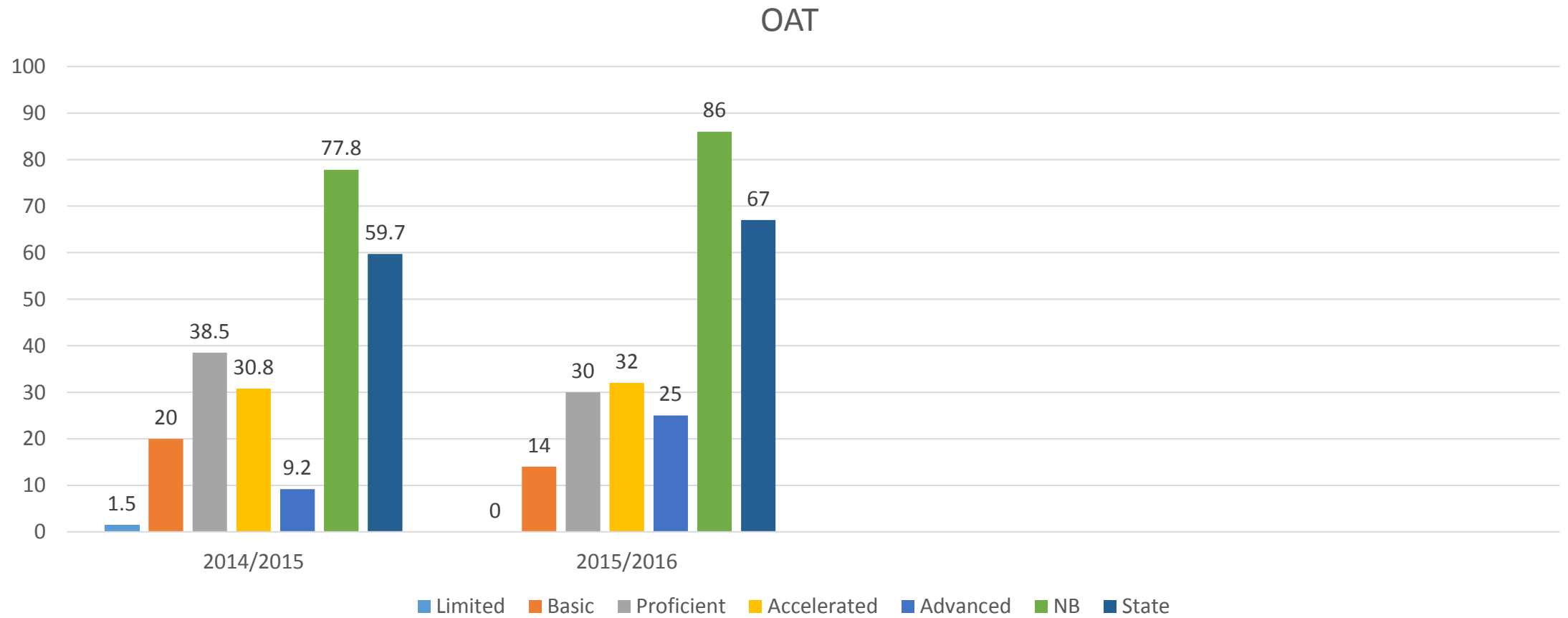
# 5<sup>th</sup> Grade ELA



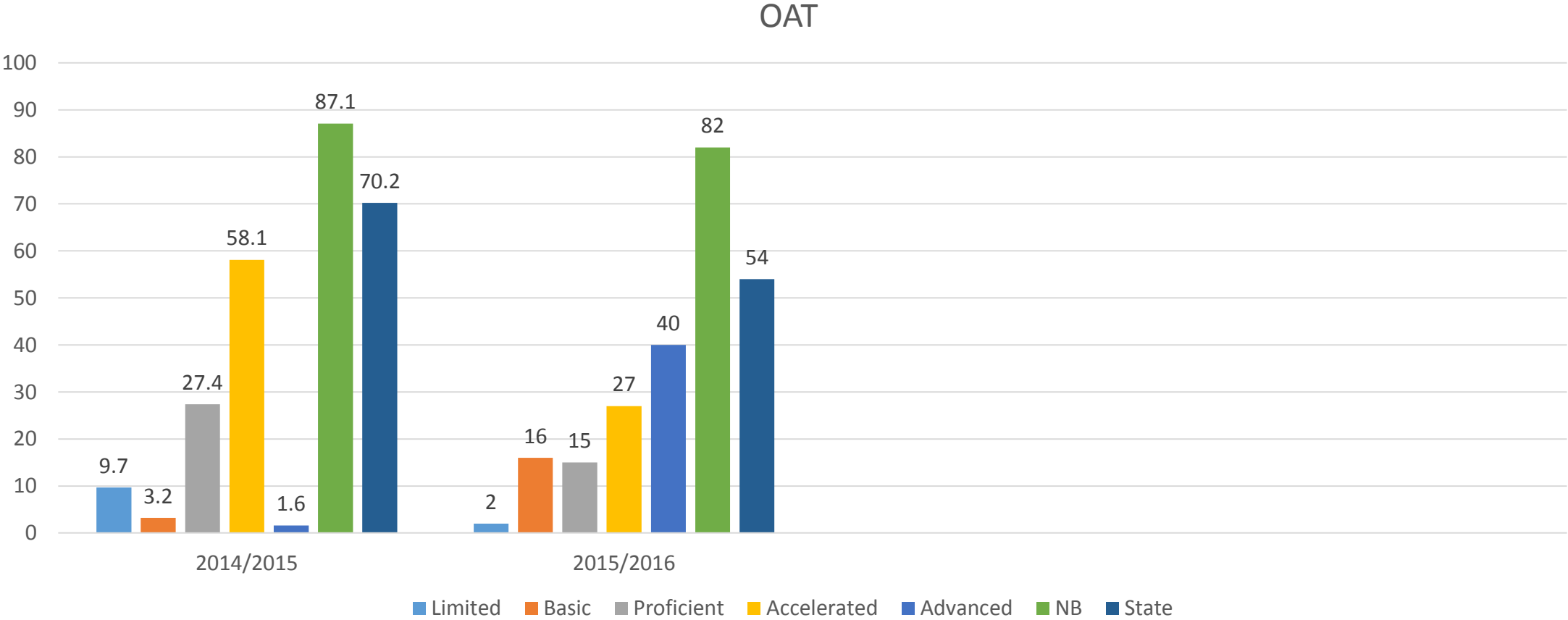
# 5<sup>th</sup> Grade Math



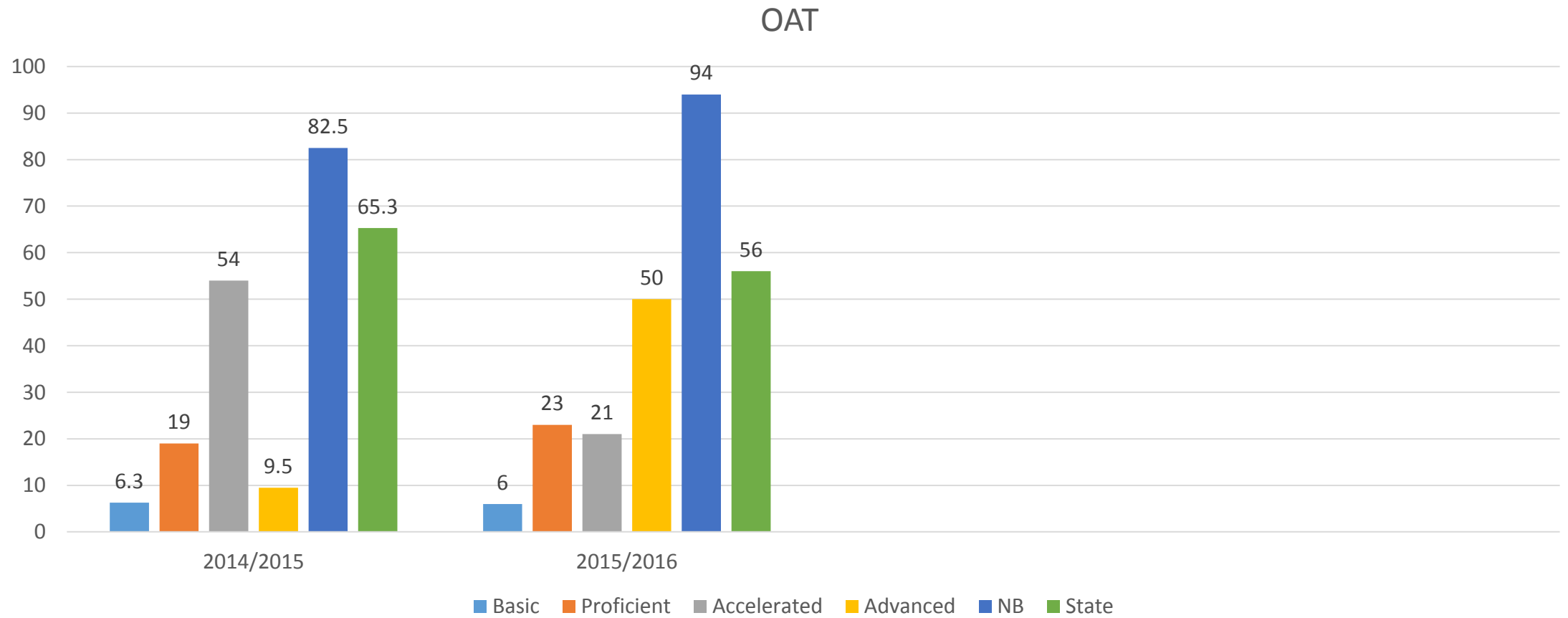
# 5<sup>th</sup> Grade Science %



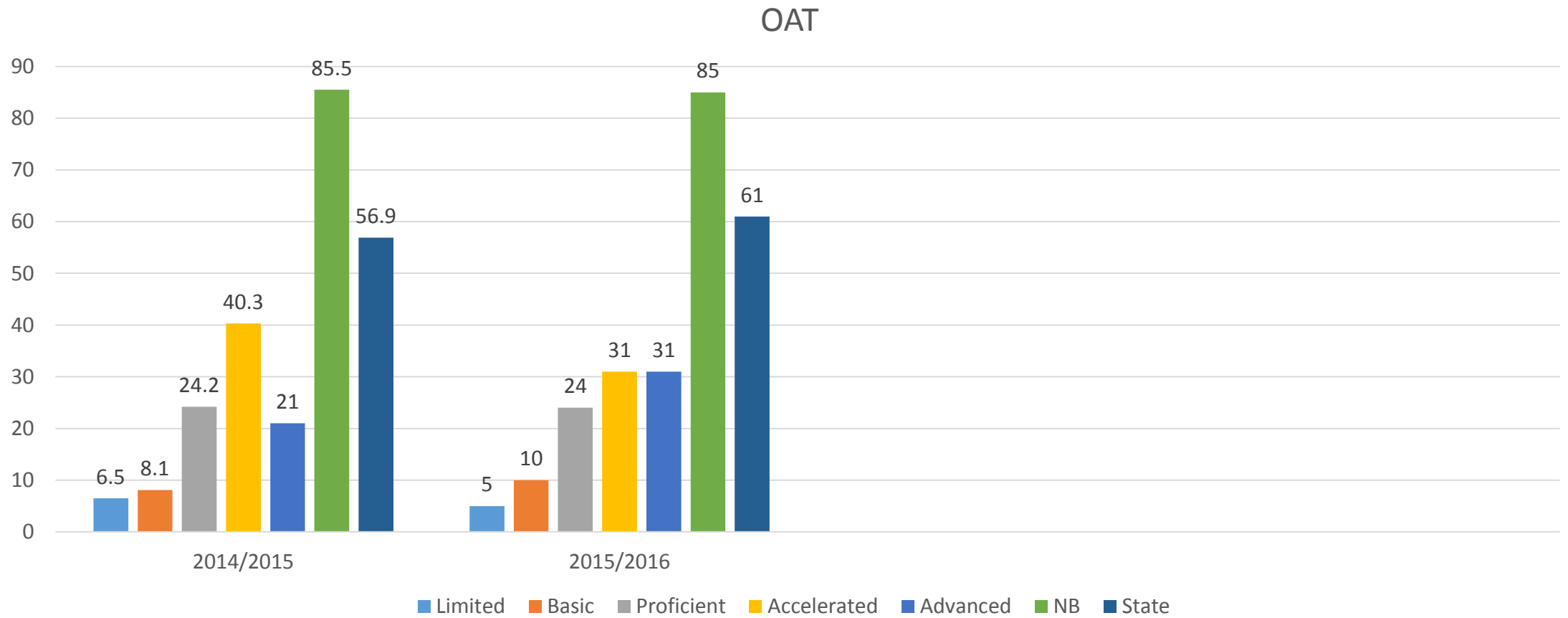
# 6<sup>th</sup> Grade ELA %



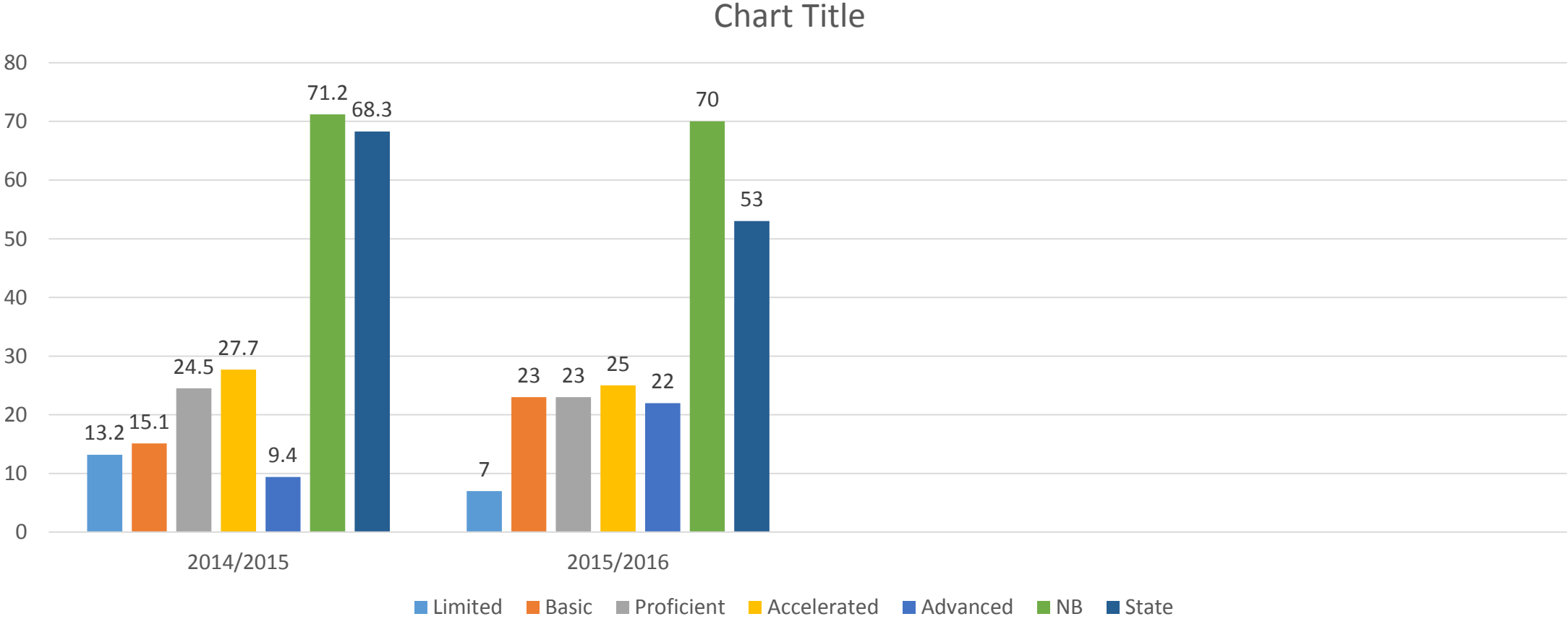
# 6<sup>th</sup> Grade Math %



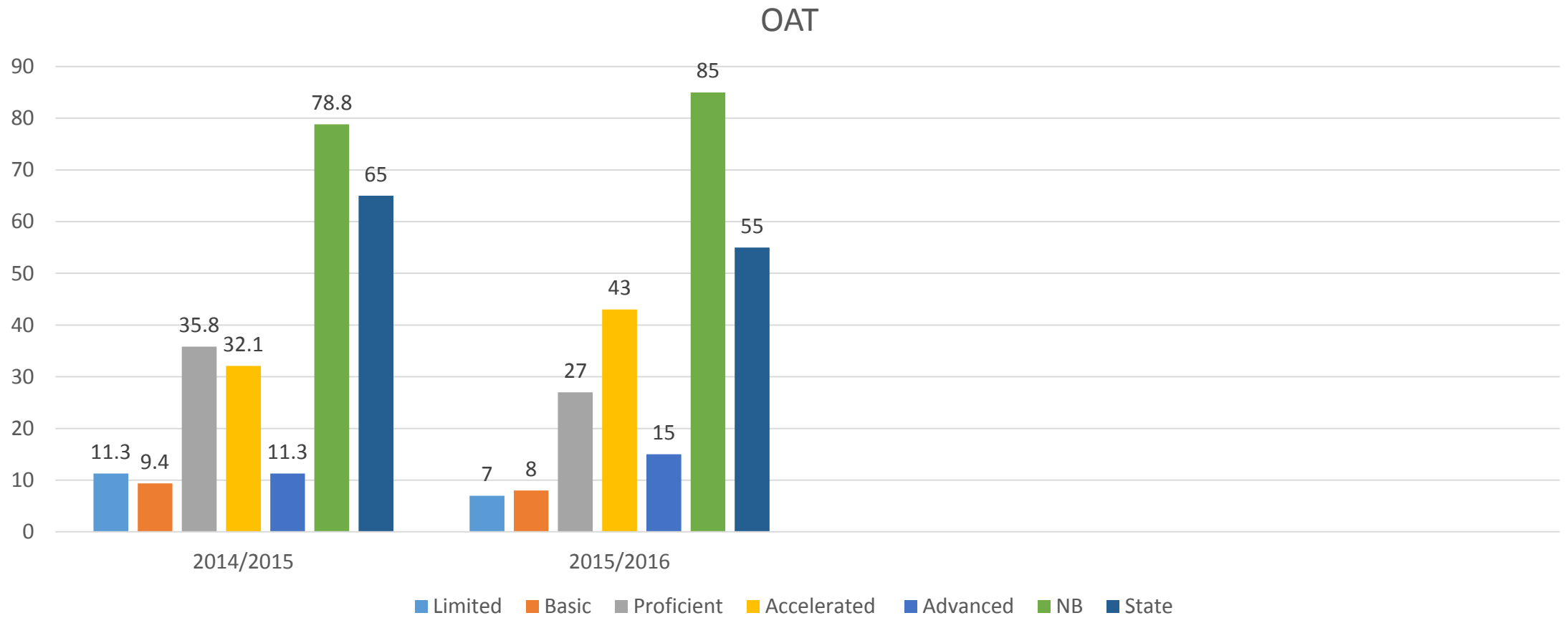
# 6<sup>th</sup> Grade Social Studies %



# 7<sup>th</sup> Grade ELA %

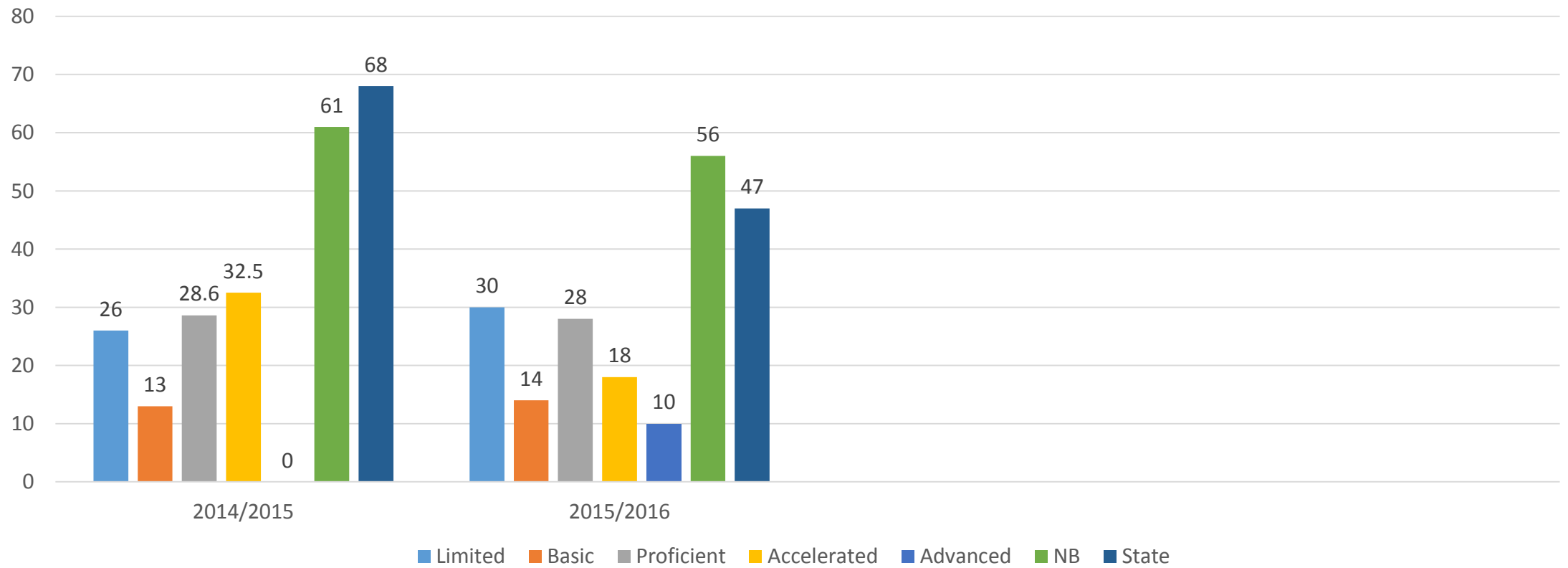


# 7<sup>th</sup> Grade Math %

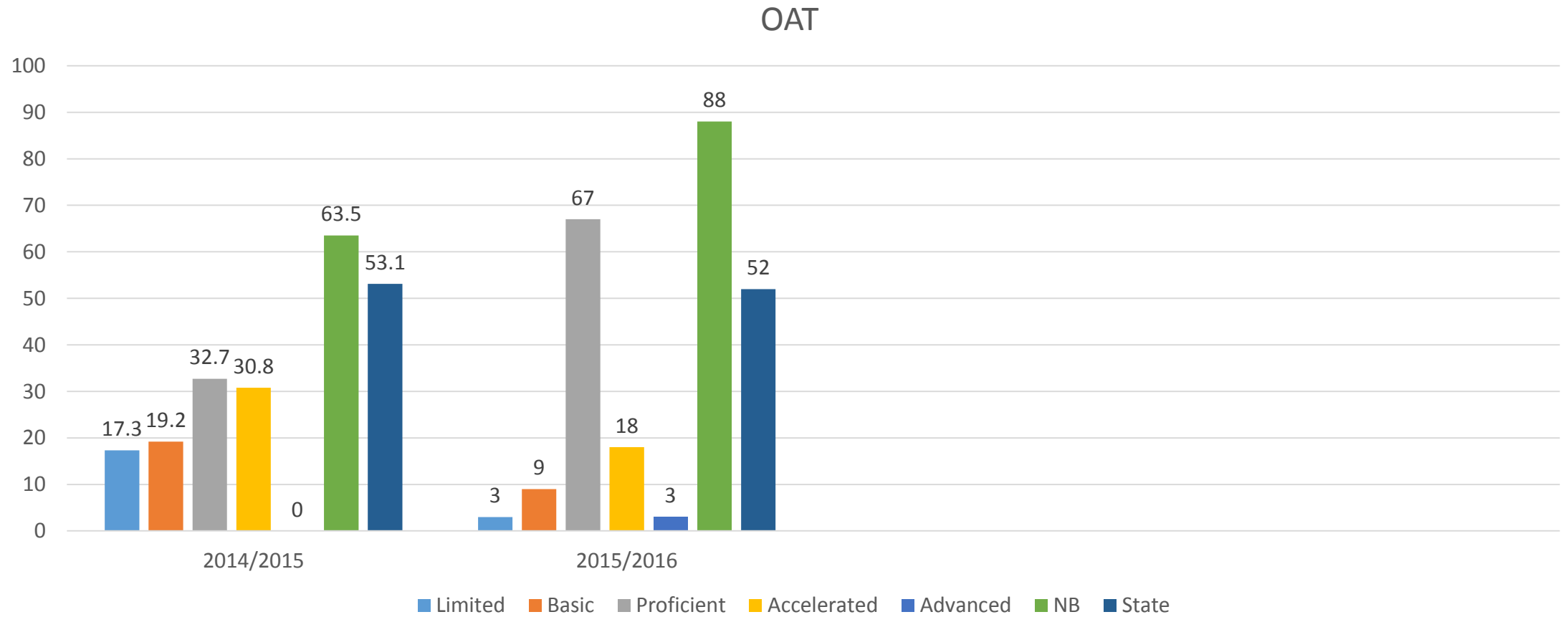


# 8<sup>th</sup> Grade ELA %

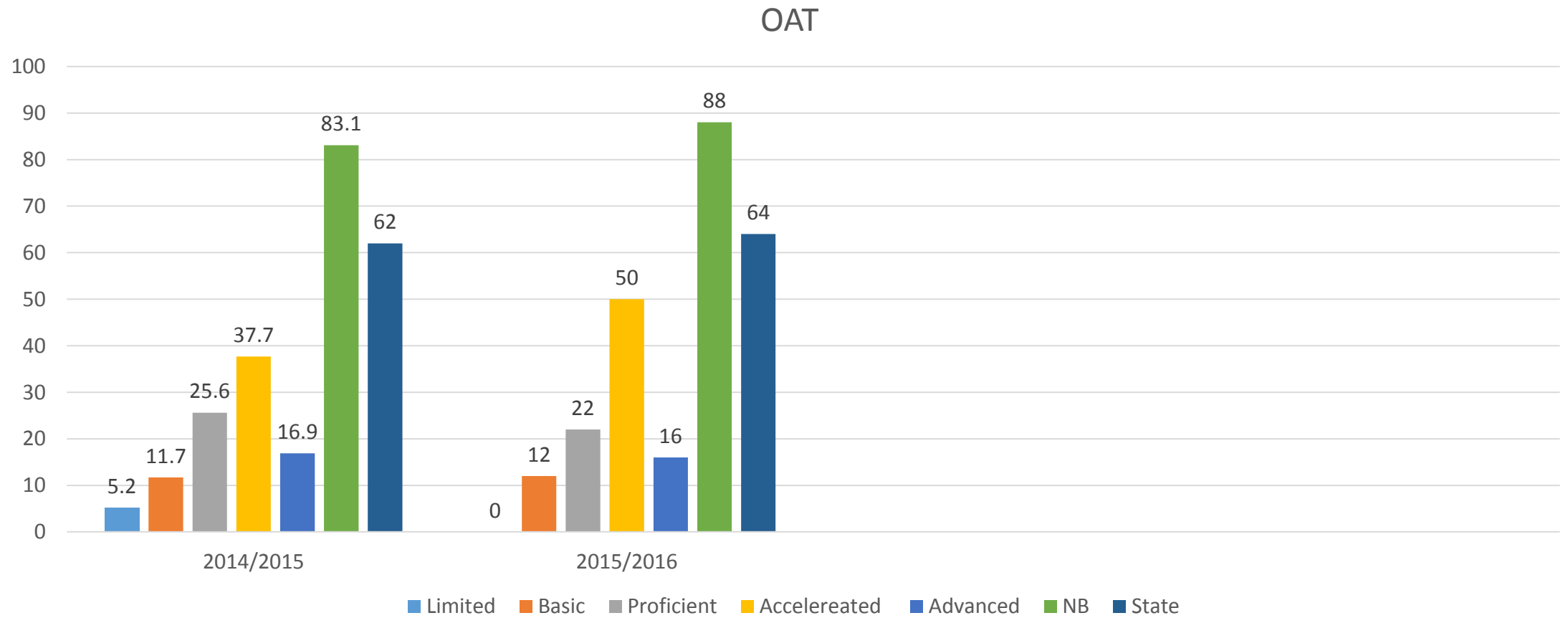
OAT



# 8<sup>th</sup> Grade Math %

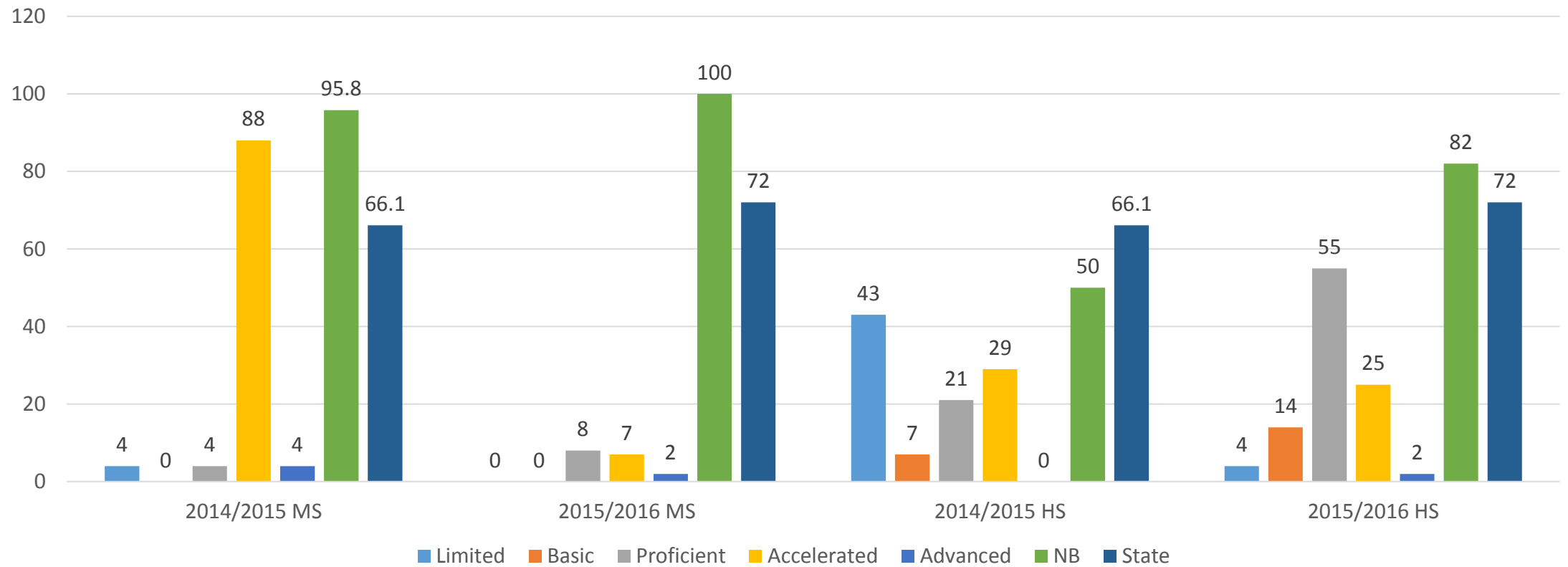


# 8<sup>th</sup> Grade Science %



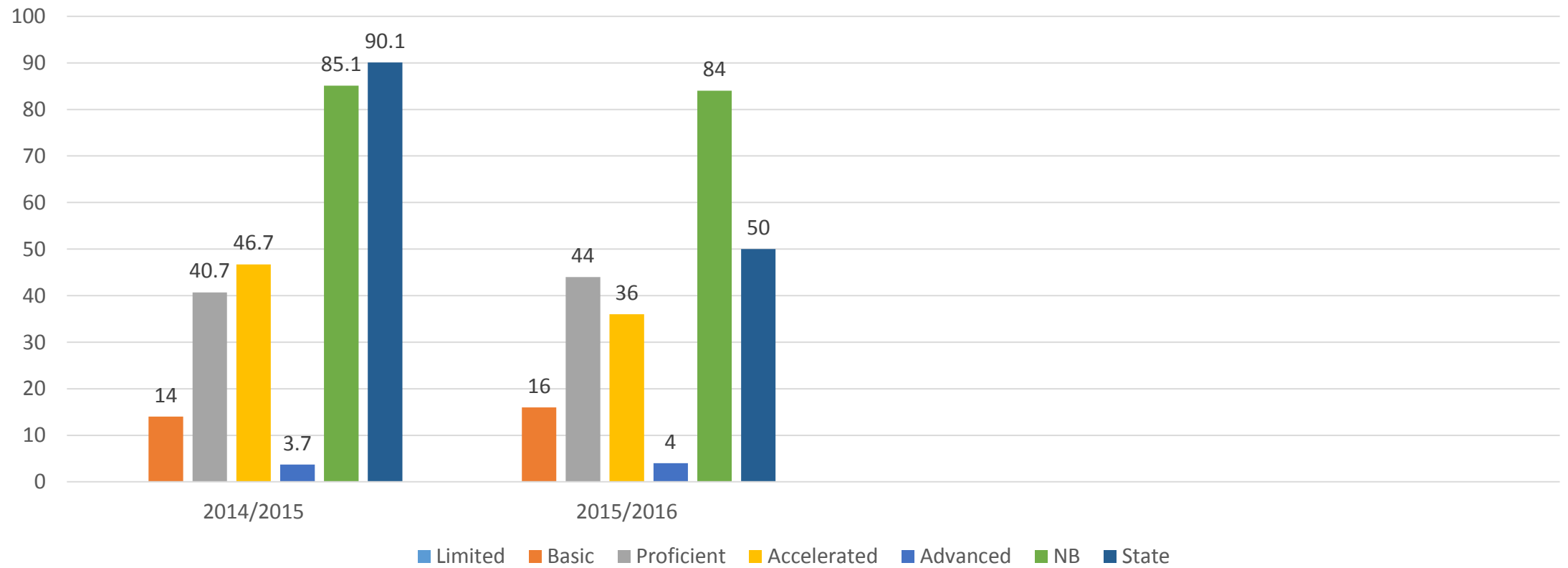
# 8<sup>th</sup> Grade Algebra % HS Algebra %

EOC



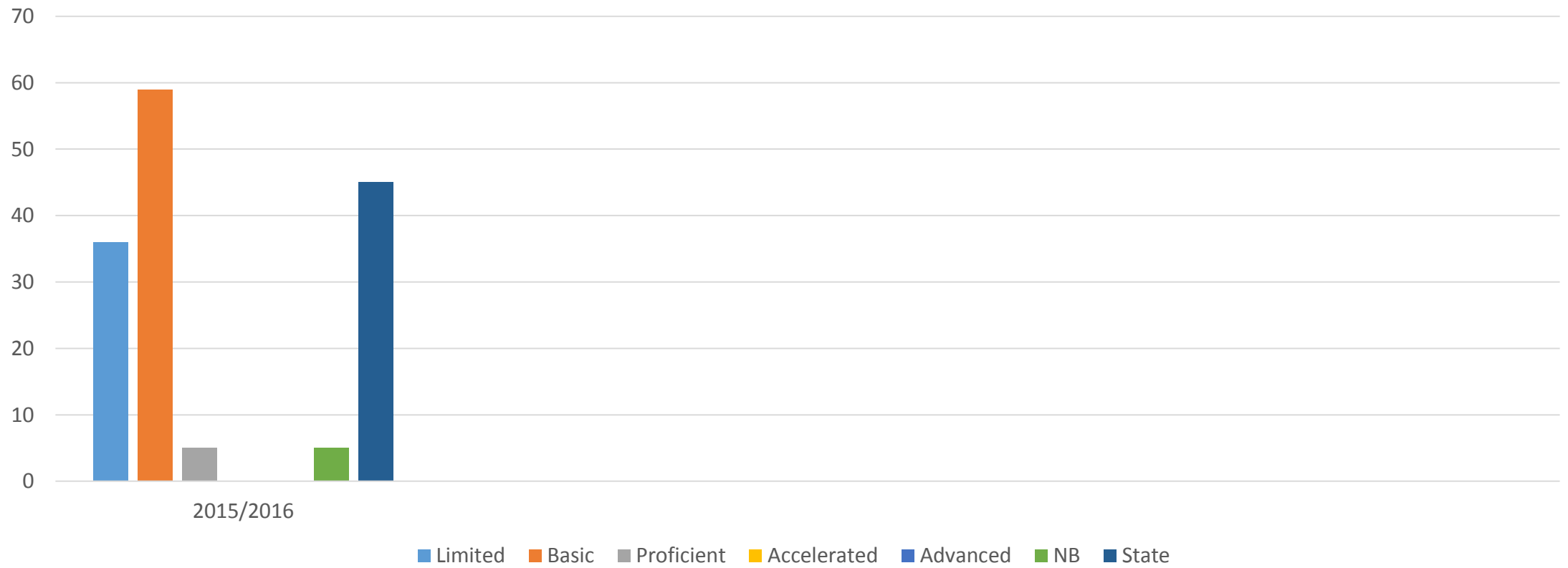
# HS Geometry %

EOC



# HS Math I %

EOC



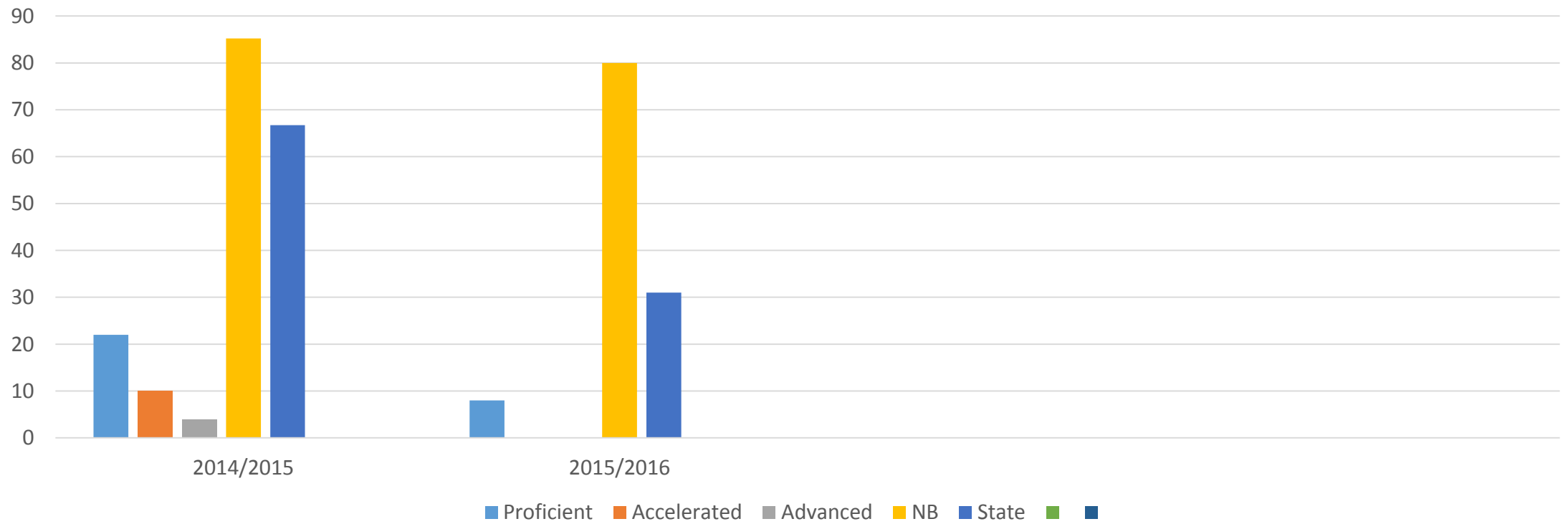
# HS Math II %

EOC



# HS Physical Science %

EOC

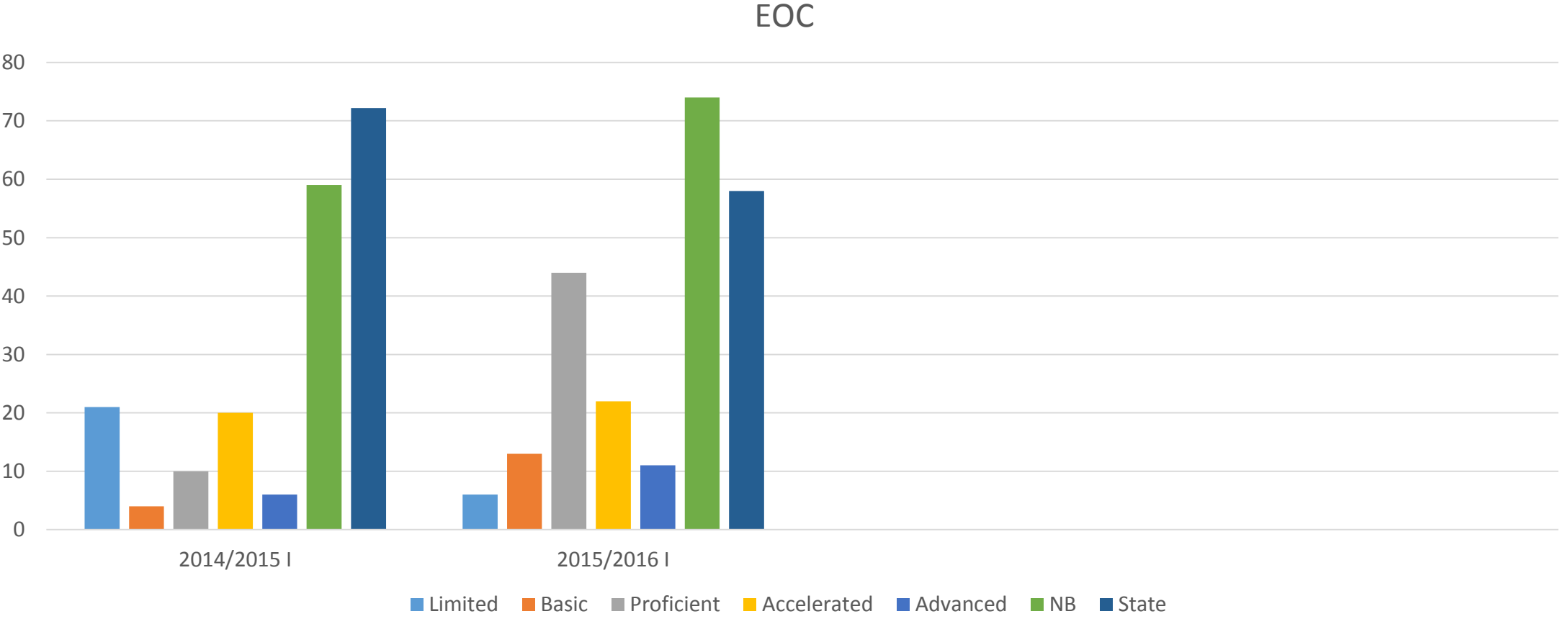


# HS Biology %

EOC



# English I %

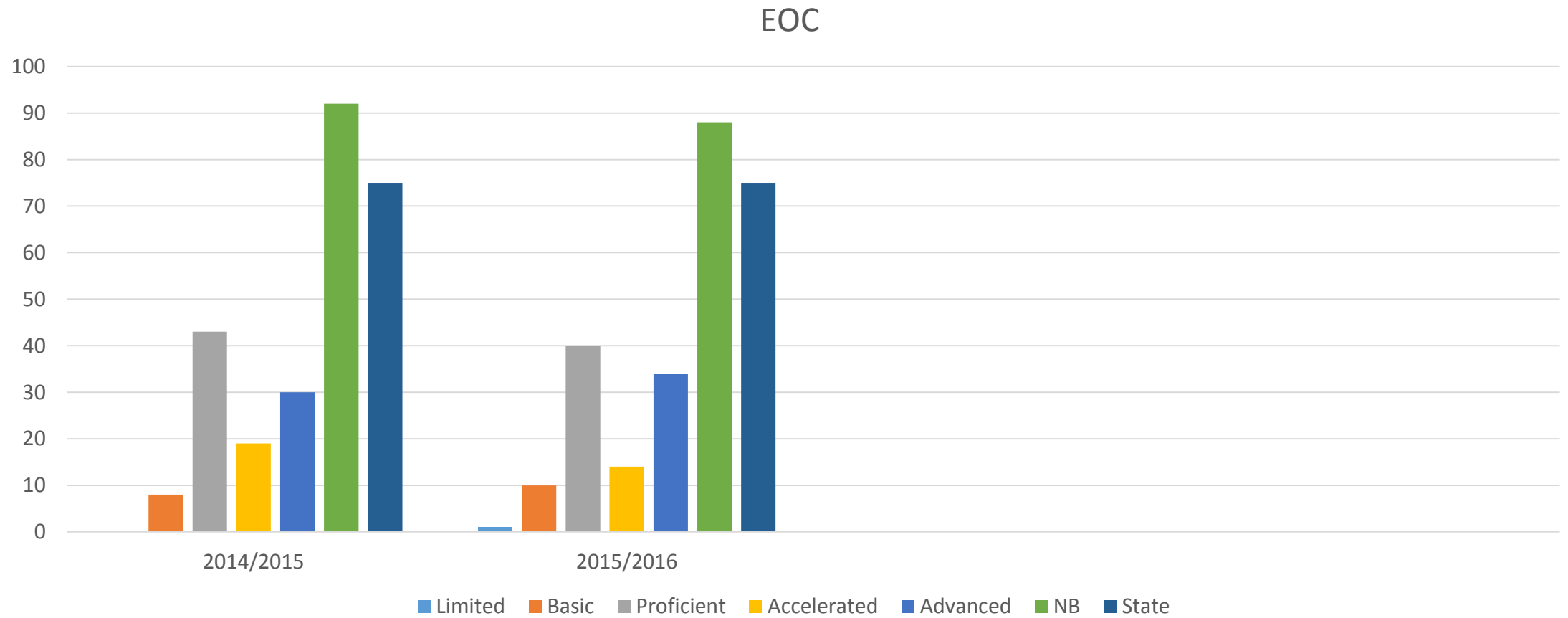


# English II %

EOC



# American History %



# American Government %

EOC

