

**EDISON MIDDLE SCHOOL  
COMMUNITY UNIT SCHOOL DIST 200  
WHEATON, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES: 6 7 8**

State and federal laws require public school districts to release school report cards to the public each year.

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	89.0	3.9	2.4	4.7	0.0	4.5	0.0		0.6	7.4	96.4	779
<b>District</b>	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
<b>State</b>	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.

**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.

**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

**PARENTAL CONTACT\***

	Percent
<b>School</b>	100.0
<b>District</b>	92.9
<b>State</b>	95.0

**AVERAGE CLASS SIZE** (as of the first school day in May)

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>				25.7	24.7	
<b>District</b>				28.0	26.7	
<b>State</b>				23.6	22.3	

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.0	20.2	13.7	285.4
19.1	18.3	14.0	222.6

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

**TIME DEVOTED TO TEACHING CORE SUBJECTS** (Minutes Per Day)

Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
<b>School</b>		45	45		45	45		90	90		45	45
<b>District</b>		45	45		45	45		90	90		45	45
<b>State</b>		51	49		43	43		107	93		43	44

**TEACHER INFORMATION** (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

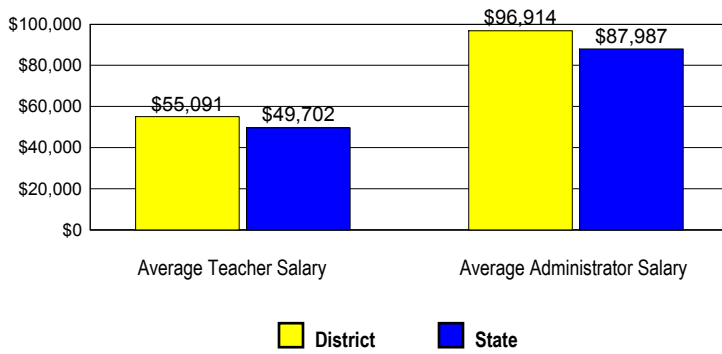
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3	58.6	0.5	0.0
State	14.2	53.9	46.0	2.4	2.3

Most teacher/administrator data are not collected at the school level.

\* Data based on preliminary NCLB definitions.

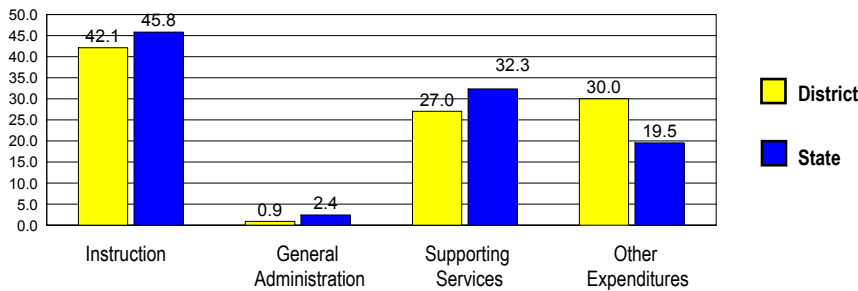
## SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
<b>TOTAL</b>	<b>\$122,377,355</b>		

EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
<b>TOTAL</b>	<b>\$143,037,944</b>		

**OTHER FINANCIAL INDICATORS**

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$134,012	4.74	\$4,616	\$7,782
State	**	**	\$4,667	\$7,926

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.

**Total school tax rate** is a district's total tax rate as it appears on local property tax bills.

**Instructional expenditure per pupil** includes the direct costs of teaching pupils or the interaction between teachers and pupils.

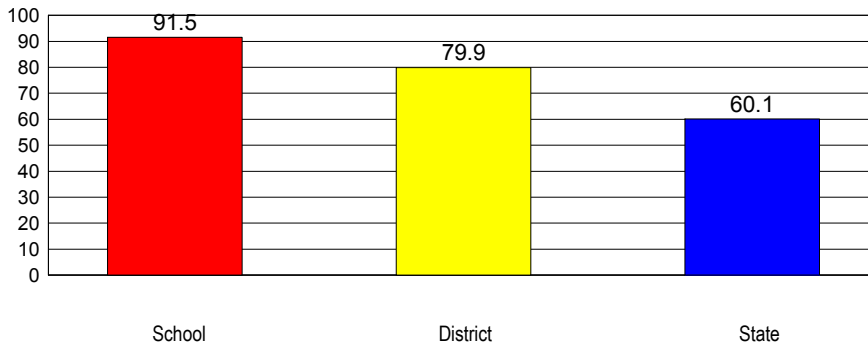
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

**ACADEMIC PERFORMANCE**

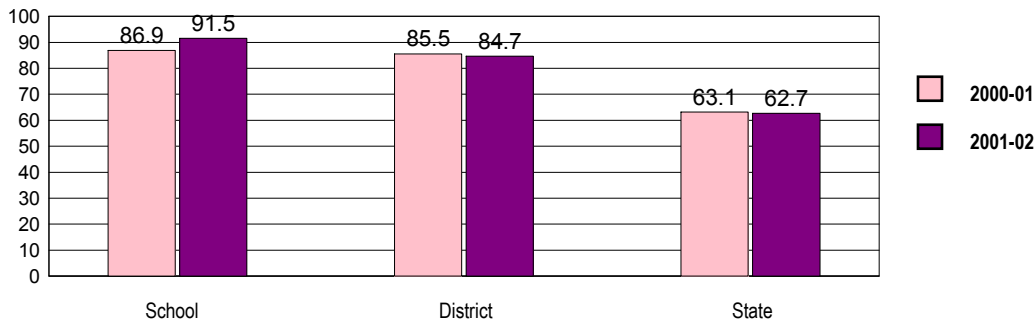
**OVERALL STUDENT PERFORMANCE**

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.

**2001-02 OVERALL PERFORMANCE - ALL STATE TESTS**



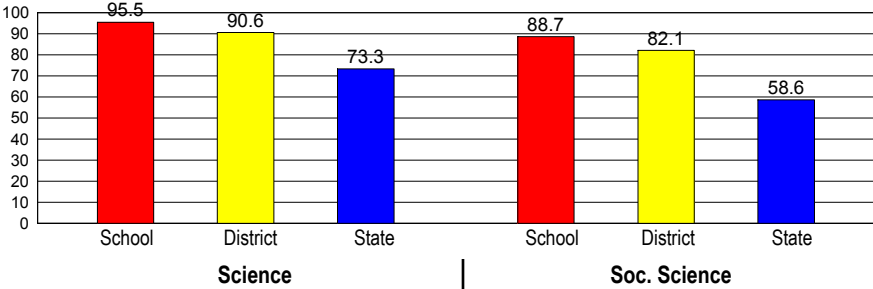
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



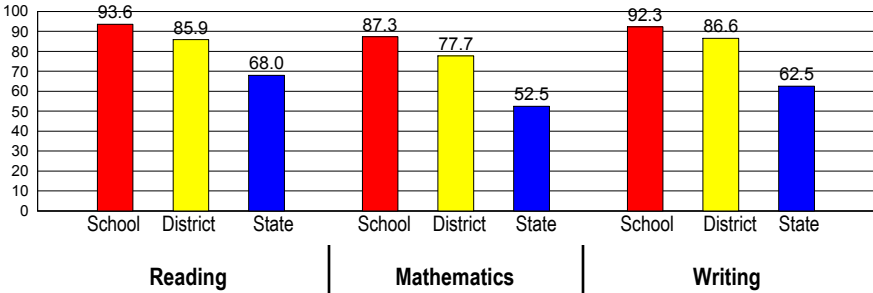
**ISAT PERFORMANCE**

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

Grade 7



Grade 8



## PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for schools providing Title I services be reported to the general public. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the

Students with disabilities have an IEP or Section 504 Plan. An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

In order to protect students' identities, test data for groups of fewer than five students are not reported.

### PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	237	132	105	216	9	4	8				20	7
	Reading	2.1	3.8	0.0	5.1	0.0	0.0	0.0				0.0	14.3
	Mathematics	0.8	2.3	0.0	3.7	0.0	0.0	0.0				0.0	0.0
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203				578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0				5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0				5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444				78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8				0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7				0.6	16.3

\* Enrollment on the first day of state testing.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning -** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards -** Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards -** Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards -** Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

### GRADE 7

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	2.4	2.1	53.8	41.7	0.0	11.3	52.6	36.1
	District	3.7	5.7	53.7	36.9	0.3	17.7	53.5	28.6
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	3.6	0.7	54.0	41.6	0.0	11.6	47.8	40.6
	District	4.5	5.1	50.4	40.0	0.3	18.2	50.9	30.5
	State	10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	School	1.3	3.3	53.3	42.0	0.0	11.2	56.6	32.2
	District	2.9	6.2	57.3	33.5	0.2	16.9	56.2	26.7
	State	9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	1.6	1.6	53.1	43.8	0.0	8.9	54.1	37.1
	District	2.0	4.8	53.0	40.3	0.2	14.6	54.1	31.1
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	School	9.1	9.1	81.8	0.0	0.0	45.5	45.5	9.1
	District	19.6	17.6	54.9	7.8	0.0	49.0	43.1	7.8
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	School	16.7	0.0	33.3	50.0	0.0	33.3	16.7	50.0
	District	15.2	10.9	58.7	15.2	2.2	43.5	41.3	13.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/ Pacific Islander	School	7.1	7.1	50.0	35.7	0.0	21.4	42.9	35.7
	District	4.1	4.1	65.3	26.5	0.0	12.2	65.3	22.4
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	School								
	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	19.0	0.0	76.2	4.8	0.0	47.6	47.6	4.8
	District	21.4	19.3	53.6	5.7	2.1	62.1	32.9	2.9
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	School								
	District	0.0	18.8	62.5	18.8	0.0	25.0	62.5	12.5
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non- disabled	School	1.1	1.9	52.1	44.9	0.0	8.3	53.0	38.7
	District	1.2	3.5	53.5	41.8	0.0	11.1	56.3	32.6
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	21.4	14.3	57.1	7.1	0.0	64.3	28.6	7.1
	District	17.2	12.6	63.2	6.9	1.1	50.0	45.5	3.4
	State	18.0	27.9	49.7	4.4	3.2	60.5	33.9	2.4
Not Eligible	School	1.5	1.5	53.6	43.4	0.0	8.7	53.8	37.5
	District	2.6	5.1	52.9	39.4	0.2	14.9	54.1	30.7
	State	6.2	11.7	59.2	22.9	1.2	30.0	53.7	15.1

**GRADE 8**

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	6.5	69.0	24.6	1.3	11.5	44.3	43.0	0.0	7.7	78.2	14.1
	District	0.1	14.0	65.0	20.9	2.8	19.5	40.4	37.3	1.4	12.0	72.0	14.6
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	6.3	73.2	20.5	0.8	10.1	42.6	46.5	0.0	11.7	80.5	7.8
	District	0.2	14.2	66.2	19.5	4.0	17.6	38.8	39.5	2.3	17.0	73.8	6.8
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	School	0.0	6.7	63.8	29.5	1.9	13.2	46.2	38.7	0.0	2.8	75.5	21.7
	District	0.0	13.8	63.8	22.4	1.5	21.5	42.1	34.9	0.4	6.5	70.0	23.1
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	5.4	68.3	26.3	0.5	11.1	44.2	44.2	0.0	7.2	78.7	14.0
	District	0.1	12.5	65.4	22.0	2.2	17.5	41.6	38.8	1.2	11.0	73.0	14.8
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	School	0.0	11.1	88.9	0.0	11.1	11.1	66.7	11.1	0.0	11.1	88.9	0.0
	District	0.0	29.8	66.0	4.3	10.6	44.7	36.2	8.5	4.3	25.5	63.8	6.4
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	School												
	District	0.0	32.5	62.5	5.0	6.8	43.2	31.8	18.2	2.4	21.4	66.7	9.5
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/ Pacific Islander	School	0.0	15.4	69.2	15.4	7.7	7.7	30.8	53.8	0.0	7.7	69.2	23.1
	District	0.0	11.9	59.5	28.6	4.8	11.9	26.2	57.1	0.0	9.8	68.3	22.0
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	School												
	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	53.3	46.7	0.0	20.0	46.7	20.0	13.3	0.0	25.0	75.0	0.0
	District	0.9	57.3	41.0	0.9	22.0	54.5	20.3	3.3	9.2	37.8	52.9	0.0
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
Section 504	School	0.0	16.7	50.0	33.3	0.0	16.7	83.3	0.0	0.0	33.3	66.7	0.0
	District	0.0	16.7	61.1	22.2	0.0	16.7	55.6	27.8	0.0	17.6	82.4	0.0
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
Non- disabled	School	0.0	2.8	71.1	26.1	0.0	8.9	44.9	46.3	0.0	5.7	78.8	15.6
	District	0.0	8.5	68.1	23.4	0.4	15.0	42.7	41.9	0.4	8.6	74.2	16.7
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	33.3	66.7	0.0	0.0	71.4	28.6	0.0	0.0	28.6	71.4	0.0
	District	0.0	45.6	48.5	5.9	11.3	57.7	23.9	7.0	6.2	35.4	53.8	4.6
	State	1.8	48.2	47.0	3.0	13.4	57.6	25.0	3.9	8.7	44.1	45.6	1.6
Not Eligible	School	0.0	5.8	69.0	25.2	1.3	9.6	44.7	44.3	0.0	7.0	78.4	14.5
	District	0.1	11.8	66.2	21.9	2.2	16.8	41.5	39.4	1.1	10.5	73.2	15.2
	State	0.6	24.2	62.1	13.1	4.8	33.1	42.3	19.8	3.9	27.6	62.0	6.6

Dear Parents,

Recently you received your child's individual ISAT results from the tests administered last spring. The School Report Card provides you with information on how well Edison students, as a whole, are mastering the Illinois Learning Standards. We can also see how Edison compares to other schools in the state. This information is invaluable to us as a staff as we analyze these results to determine if the programs we are providing are successful.

As you can see in our report card, Edison students are performing extremely well. We are proud to report that 88% of our students meet or exceed state standards in every academic area. In Science, 96% of our students met or exceeded, in Reading 94% met or exceeded, and in Writing 92% met or exceeded state standards. These scores are significantly higher than all of the state average scores. While we have much to be proud of, we at Edison must continue to work very hard to challenge ourselves to continue to improve and to ensure continued success.

Throughout September, we spent a great deal of time analyzing these results and using them to guide our School Improvement Plan. We studied each specific subject area and also broke down our scores demographically to make sure that all of our students are performing well. Our ultimate goal is for each and every child at Edison to meet or exceed state standards. This may seem like a lofty goal, however we believe that every child can and should be successful. Specifically we are targeting the areas of math and reading. Our first goal is to increase the percentage of students who are meeting or exceeding state standards in the area of math. We are working on ways to integrate algebra with geometry, problem solving, and data analysis. Our new teachers will be inserviced on the use of Geometer's Sketchpad, which is a computer tool utilized by our veteran teachers, that brings many mathematical concepts to life for the students. Several of our teachers will be attending conferences to continue to learn and enhance their professional skills. With the help of the counselors, we will be monitoring the progress of each student through the team meetings and providing support and assistance for those who may be struggling.

Our second goal is to increase comprehension of nonfiction text and related materials in the content areas. In the overall area of reading, the students perform very well, however when it comes to interpreting material from a subject area textbook, this is an area we could continue to show improvement. Our reading specialist is continuing to work with our subject area teachers modeling and presenting reading strategies for nonfiction material. She will also present and practice strategies with all of the students. Our reading specialist has also attended a conference presented by the Association for Supervision and Curriculum Development on reading and will be presenting this information to the staff. We will also analyze how we teach students to respond in writing to prompts from nonfiction sources. Although this is a reading goal, it really encompasses all subject areas. We will continue to focus much of our staff development time in this area.

School improvement is an ongoing process at Edison Middle School. We have been and will continue to be dedicated to providing the best possible education for all of our students.

Robert W. Wright  
Principal