

**EDISON MIDDLE SCHOOL
CUSD 200
WHEATON, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : 6 7 8

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	84.8	5.2	5.0	3.8	0.0	1.2	9.0	0.0		0.0	3.4	95.1	765
District	77.7	6.4	9.6	4.1	0.0	2.3	16.9	5.7		0.9	9.8	95.1	13,597
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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
School	100.0
District	98.3
State	96.1

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District	17.9	20.2	12.9	274.0
State	18.8	18.8	13.9	230.6

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

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

Grades	K	1	2	3	4	5	6	7	8	9 - 12
School							27.9	28.9	31.9	
District							22.3	21.5	24.6	
State							22.6	21.8	21.9	

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
School		45	45		45	45		90	90		45	45
District		45	45		45	45		90	90		45	45
State		53	51		43	44		104	93		43	44

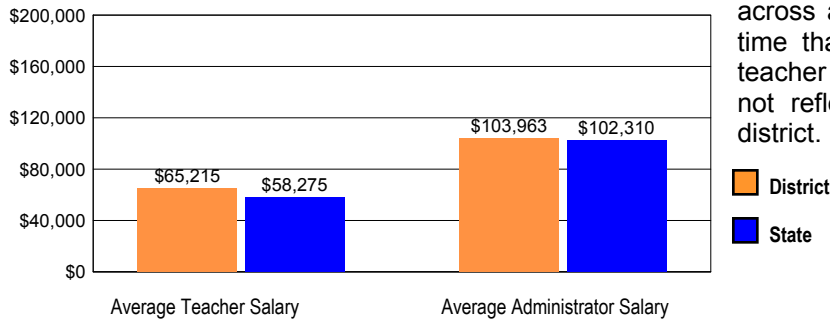
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.6	0.5	1.8	0.9	0.1	23.8	76.2	868
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	12.2	25.4	74.5	0.7	0.0
State	12.9	47.6	52.3	1.5	3.2

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

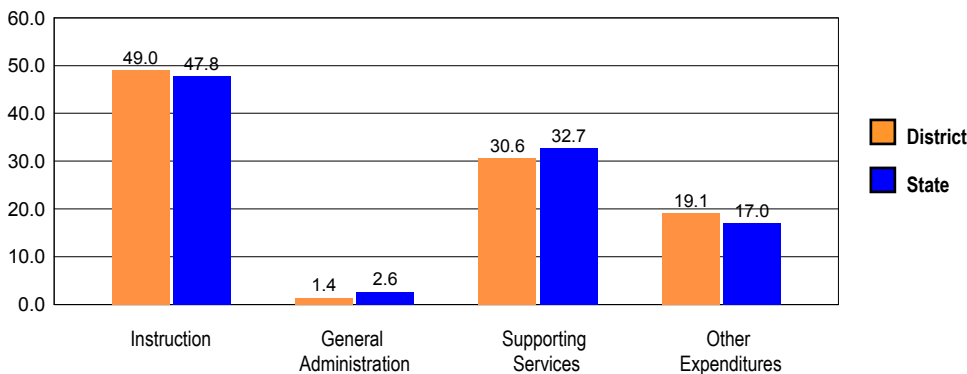
SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06			
	District	District %	State %
Local Property Taxes	\$103,658,526	74.0	58.8
Other Local Funding	\$8,317,011	5.9	6.0
General State Aid	\$9,341,206	6.7	18.2
Other State Funding	\$12,119,620	8.6	9.3
Federal Funding	\$6,697,573	4.8	7.7
TOTAL	\$140,133,936		

EXPENDITURE BY FUND 2005-06			
	District	District %	State %
Education	\$106,607,192	68.7	73.0
Operations & Maintenance	\$11,302,348	7.3	8.6
Transportation	\$7,471,604	4.8	3.9
Bond and Interest	\$11,193,379	7.2	6.2
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$3,007,892	1.9	1.8
Fire Prevention & Safety	\$0	0.0	1.1
Site & Construction/ Capital Improvement	\$15,563,785	10.0	5.4
TOTAL	\$155,146,200		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$190,562	4.14	\$5,934	\$9,996
State	**	**	\$5,567	\$9,488

** 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.

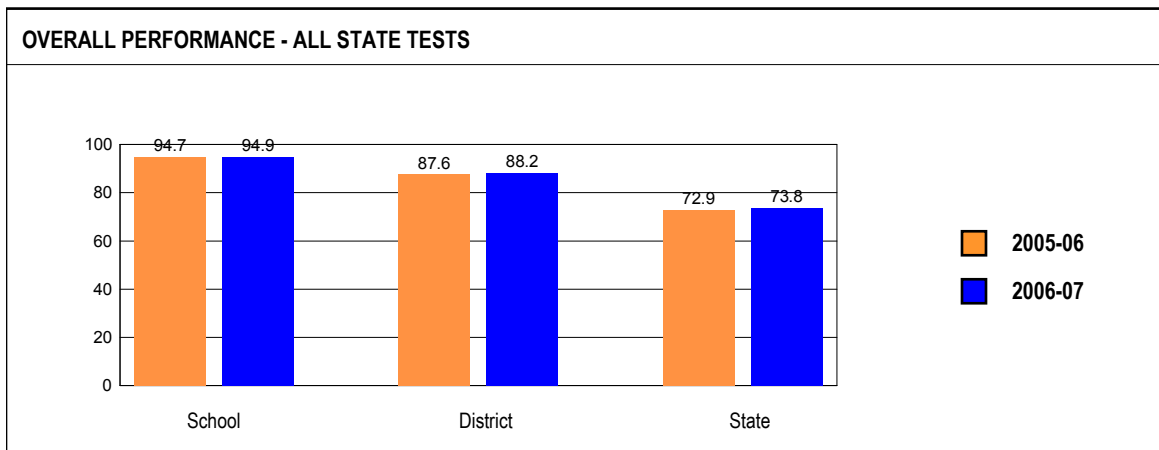
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

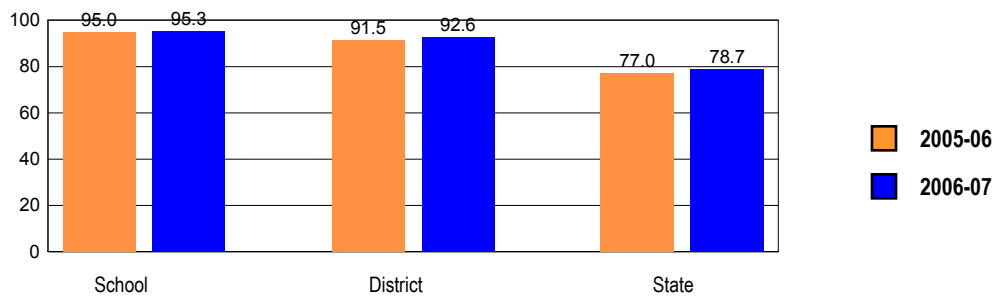
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

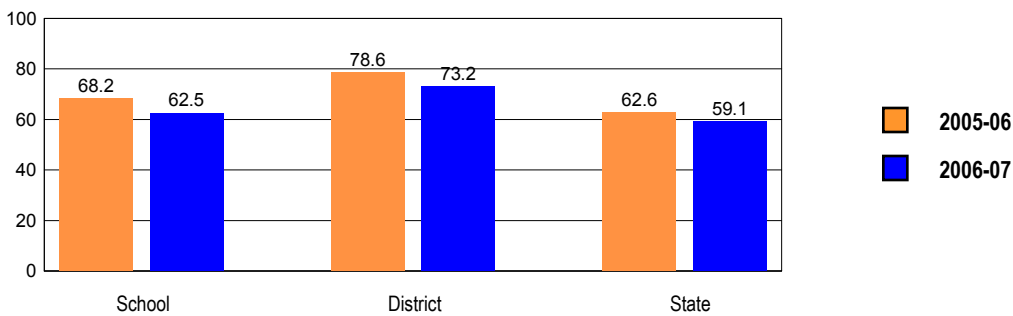
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

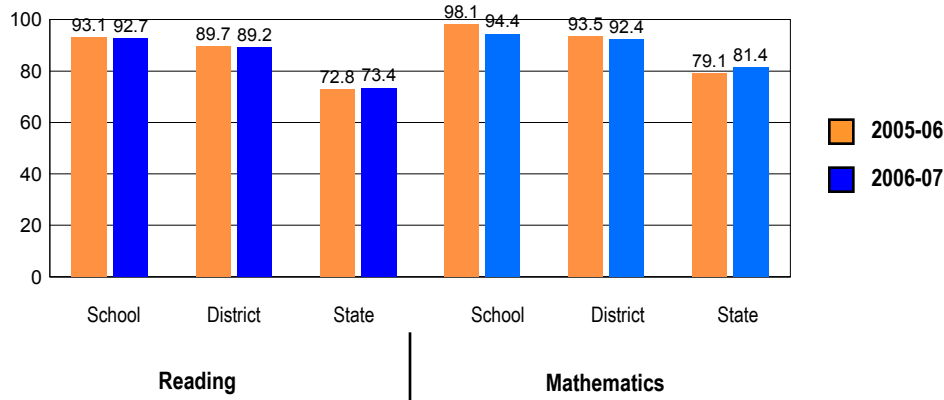


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

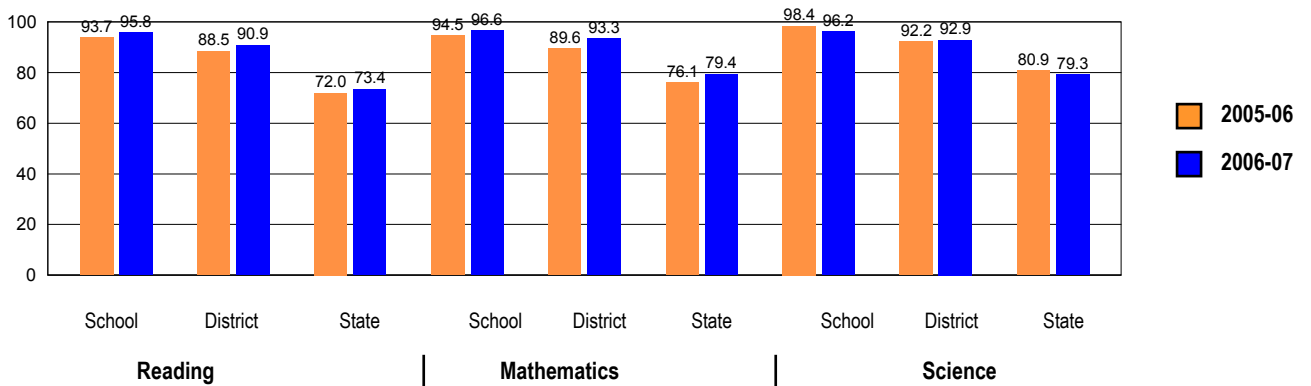
ISAT PERFORMANCE

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.

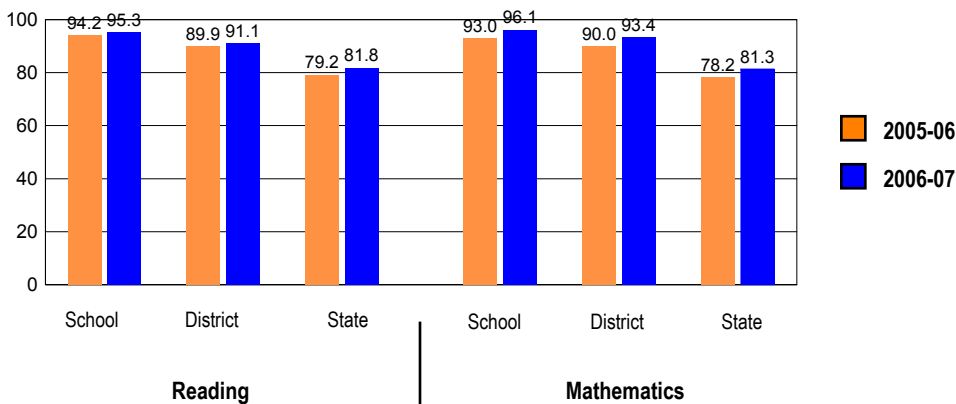
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 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 limited-English-proficient students. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). 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.

In order to protect students' identities, test data for groups of fewer than ten 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	Multi racial /Ethnic				
School	*Enrollment	776	393	383	654	43	40	29		10	2		100	67
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
District	*Enrollment	7,306	3,763	3,543	5,718	471	684	292	2	138	393		1,146	1,300
	Reading	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	7.3	42.7	50.0	0.0	5.6	48.0	46.4
District	0.1	10.7	49.3	39.9	0.2	7.3	54.3	38.2
State	0.2	26.4	54.3	19.1	0.5	18.0	62.2	19.2

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	9.4	40.9	49.6	0.0	4.7	48.0	47.2
	District	0.2	12.6	48.3	39.0	0.2	8.0	50.5	41.4
	State	0.3	29.9	53.7	16.2	0.7	19.5	60.1	19.7
Female	School	0.0	5.0	44.6	50.4	0.0	6.6	47.9	45.5
	District	0.0	8.6	50.5	40.9	0.2	6.7	58.5	34.6
	State	0.1	22.8	54.9	22.2	0.3	16.5	64.4	18.7

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.0	39.4	56.6	0.0	3.0	44.9	52.0
	District	0.0	6.1	47.7	46.2	0.0	4.2	51.8	44.0
	State	0.1	16.5	57.1	26.2	0.3	10.1	64.2	25.5
Black	School	0.0	30.0	45.0	25.0	0.0	10.0	75.0	15.0
	District	1.3	32.9	56.6	9.2	1.3	25.0	63.2	10.5
	State	0.4	46.2	46.8	6.5	1.4	37.9	54.9	5.9
Hispanic	School	0.0	15.4	69.2	15.4	0.0	30.8	23.1	46.2
	District	0.0	29.9	57.5	12.6	0.0	20.7	60.9	18.4
	State	0.3	37.6	53.8	8.4	0.4	22.1	67.1	10.3
Asian/Pacific Islander	School	0.0	8.3	66.7	25.0	0.0	8.3	75.0	16.7
	District	0.0	8.6	51.4	40.0	0.0	2.9	68.6	28.6
	State	0.1	9.3	53.7	36.9	0.1	3.9	48.2	47.8
Native American	School								
	District								
	State	0.0	22.9	62.2	14.9	1.1	16.0	67.9	14.9
Multiracial/Ethnic	School								
	District	0.0	21.1	47.4	31.6	5.3	10.5	63.2	21.1
	State	0.2	23.7	56.9	19.2	0.4	16.8	65.2	17.6

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	34.4	53.1	12.5	0.0	34.4	50.0	15.6
	District	0.8	40.6	51.1	7.5	0.8	33.1	58.6	7.5
	State	1.2	64.6	30.6	3.6	2.7	48.2	45.1	4.1
Non-IEP	School	0.0	3.2	41.2	55.6	0.0	1.4	47.7	50.9
	District	0.0	6.0	49.1	44.9	0.1	3.3	53.6	43.0
	State	0.0	20.3	58.1	21.6	0.2	13.2	65.0	21.7

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	38.9	55.6	5.6	0.0	22.2	72.2	5.6
District	0.6	31.9	57.8	9.6	1.2	21.8	66.1	10.9
State	0.4	41.7	50.5	7.4	0.9	29.5	61.6	8.0
Not Eligible								
School	0.0	4.8	41.7	53.5	0.0	4.3	46.1	49.6
District	0.0	6.4	47.6	46.0	0.0	4.4	51.9	43.7
State	0.1	15.0	57.1	27.9	0.2	9.4	62.6	27.7

Grade 7**Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	4.2	60.5	35.2	0.4	3.1	40.2	56.3	1.5	2.3	37.5	58.6
District	0.0	9.1	58.5	32.4	0.5	6.2	42.5	50.8	1.8	5.3	42.9	50.1
State	0.5	26.1	58.3	15.0	2.3	18.3	54.2	25.2	7.0	13.7	55.2	24.1

Grade 7 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	6.6	66.9	26.4	0.8	2.5	39.7	57.0	2.5	2.5	33.9	61.2
District	0.0	12.6	61.4	26.0	0.6	7.5	41.7	50.2	2.0	5.6	40.2	52.3
State	0.7	29.9	56.3	13.1	2.8	18.8	52.0	26.3	7.7	13.3	52.5	26.5
Female												
School	0.0	2.1	55.0	42.9	0.0	3.6	40.7	55.7	0.7	2.1	40.7	56.4
District	0.0	5.5	55.5	39.0	0.4	4.9	43.4	51.3	1.6	4.9	45.7	47.7
State	0.3	22.2	60.5	17.1	1.7	17.8	56.5	24.0	6.2	14.3	58.1	21.4

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	3.1	58.5	38.4	0.0	1.7	39.3	59.0	0.9	0.9	34.9	63.3
District	0.0	5.2	58.2	36.6	0.1	3.5	39.0	57.4	0.5	2.5	39.6	57.3
State	0.3	17.4	61.5	20.8	1.1	10.8	53.8	34.3	3.0	7.3	54.7	35.0
Black												
School	0.0	29.7	65.6	4.7	3.1	28.1	54.7	14.1	12.9	19.4	56.5	11.3
District	1.2	44.2	50.0	4.6	5.5	36.3	51.2	7.0	16.3	26.8	51.9	5.0
Hispanic												
School	0.0	30.0	50.0	20.0	10.0	20.0	60.0	10.0	10.0	30.0	30.0	30.0
District	0.0	32.9	53.9	13.2	2.6	18.4	65.8	13.2	6.6	25.0	57.9	10.5
State	0.5	35.1	57.7	6.7	2.3	22.8	61.8	13.1	9.5	20.3	61.2	9.1
Asian/Pacific Islander												
School	0.0	9.1	72.7	18.2	0.0	0.0	36.4	63.6	0.0	0.0	72.7	27.3
District	0.0	7.1	61.9	31.0	0.0	2.4	42.9	54.8	2.4	2.4	50.0	45.2
State	0.1	9.3	61.4	29.3	0.5	4.3	39.1	56.0	1.5	4.5	50.9	43.0
Native American												
School												
District												
State	0.4	21.1	69.1	9.3	3.3	19.1	57.3	20.3	5.7	9.0	60.8	24.5
Multiracial/Ethnic												
School												
District	0.0	15.4	61.5	23.1	0.0	8.3	66.7	25.0	0.0	0.0	66.7	33.3
State	0.5	23.4	61.0	15.1	1.9	17.8	57.1	23.2	5.9	11.6	60.0	22.5

Grade 7 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	14.3	75.0	10.7	3.6	14.3	67.9	14.3	7.1	7.1	50.0	35.7
	District	0.0	42.9	51.6	5.6	3.2	29.6	56.8	10.4	9.6	20.0	52.0	18.4
	State	2.9	65.4	29.6	2.1	11.3	46.8	37.1	4.8	25.3	26.5	41.8	6.4
Non-IEP	School	0.0	3.0	58.8	38.2	0.0	1.7	36.9	61.4	0.9	1.7	36.1	61.4
	District	0.0	4.2	59.5	36.2	0.1	2.9	40.5	56.5	0.7	3.1	41.6	54.6
	State	0.1	19.6	63.1	17.2	0.8	13.6	57.0	28.6	4.0	11.6	57.4	27.0

Grade 7 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	11.1	88.9	0.0	5.6	11.1	66.7	16.7	11.1	5.6	72.2	11.1
	District	0.0	31.3	59.7	9.0	1.4	25.2	59.4	14.0	7.9	19.3	60.0	12.9
	State	0.9	40.1	53.4	5.6	3.9	29.6	56.2	10.3	12.5	22.6	56.4	8.5
Not Eligible	School	0.0	3.7	58.4	37.9	0.0	2.5	38.3	59.3	0.8	2.1	35.0	62.1
	District	0.0	5.4	58.3	36.3	0.4	3.0	39.7	56.9	0.8	2.9	40.0	56.2
	State	0.2	15.9	62.0	21.9	1.0	10.1	52.7	36.1	3.0	7.3	54.4	35.4

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	4.7	60.5	34.8	0.0	3.9	37.9	58.2
District	0.0	8.9	62.7	28.4	0.4	6.2	37.9	55.5
State	0.6	17.7	69.9	11.8	1.2	17.5	52.3	29.0

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	5.2	60.0	34.8	0.0	1.5	34.1	64.4
	District	0.0	11.0	65.2	23.8	0.4	7.3	34.1	58.2
	State	0.8	21.6	67.8	9.8	1.5	18.8	50.1	29.6
Female	School	0.0	4.1	61.2	34.7	0.0	6.6	42.1	51.2
	District	0.0	6.7	60.1	33.3	0.4	5.1	41.9	52.6
	State	0.3	13.6	72.2	14.0	0.9	16.2	54.5	28.4

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	3.6	57.7	38.6	0.0	3.2	34.5	62.3
	District	0.0	5.8	61.7	32.5	0.2	3.5	34.4	61.8
	State	0.3	12.6	71.1	16.0	0.6	10.4	50.8	38.2
Black	School	0.0	15.4	84.6	0.0	0.0	7.7	76.9	15.4
	District	0.0	28.8	68.2	3.0	0.0	28.8	60.6	10.6
	State	1.3	28.9	66.1	3.7	3.0	35.4	52.3	9.2
Hispanic	School	0.0	12.5	62.5	25.0	0.0	12.5	50.0	37.5
	District	0.0	18.7	71.4	9.9	2.2	9.9	58.2	29.7
	State	0.6	23.2	70.8	5.4	1.0	22.2	60.4	16.4
Asian/Pacific Islander	School								
	District	0.0	11.1	59.3	29.6	0.0	7.4	22.2	70.4
	State	0.2	6.2	70.3	23.4	0.2	4.3	35.5	60.0
Native American	School								
	District								
	State	0.0	17.7	73.2	9.1	1.5	20.0	51.3	27.2
Multiracial/Ethnic	School								
	District	0.0	33.3	46.7	20.0	0.0	33.3	40.0	26.7
	State	0.5	16.5	70.6	12.4	1.2	16.3	54.8	27.7

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	36.7	60.0	3.3	0.0	30.0	53.3	16.7
	District	0.0	40.6	55.2	4.2	2.4	32.1	52.1	13.3
	State	3.4	55.9	39.4	1.3	6.3	51.7	37.2	4.8
Non-IEP	School	0.0	0.4	60.6	38.9	0.0	0.4	35.8	63.7
	District	0.0	3.0	64.1	33.0	0.0	1.4	35.2	63.4
	State	0.1	11.3	75.0	13.6	0.3	11.8	54.8	33.0

Grade 8 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	17.9	71.4	10.7	0.0	10.7	53.6	35.7
	District	0.0	26.3	66.3	7.4	1.7	19.4	56.6	22.3
	State	1.0	27.2	67.4	4.4	2.1	28.9	56.1	13.0
Not Eligible	School	0.0	3.1	59.2	37.7	0.0	3.1	36.0	61.0
	District	0.0	5.4	62.0	32.6	0.1	3.6	34.1	62.2
	State	0.3	11.3	71.6	16.9	0.6	9.9	49.7	39.8

2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	94.6		Yes	95.3		Yes	95.1	Yes		
White	100.0	Yes	100.0	Yes	96.4		Yes	97.0		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	72.2		Yes	71.1		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	78.3		Yes	81.7		Yes				

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2006.

** Safe Harbor Targets of 55.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Edison Middle School

Present Level of Performance

Based on March 2007 assessment data*, Edison Middle School – and all subgroups at Edison – have met Illinois Learning Standards in reading and mathematics.

* ISAT/IMAGE/IAA Tests

Reading

94.6% of Edison students met or exceeded Illinois standards in the area of Reading achievement across the sixth through eighth grades.

Mathematics

95.3% of Edison students met or exceeded Illinois standards in the area of Mathematics achievement across the sixth through eighth grades.

Rationale for Target Selection

Edison students continue to perform very well on the state standardized tests. Currently, all subgroups of students meet or exceed state requirements. Edison’s School Improvement Plan Team (SIP Team) has determined that strategies can be adopted to improve academic achievement in reading and math for students who are currently “below expectations” and for students who are currently “meeting expectations”.

Edison’s SIP Team studied percentages of students in each of the following four categories: Exceeds, Meets, Below, and Academic Warning.

The following indicates the percentages of students tested in each scoring category for Reading*:

Grade Level	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
6 th	0	7	43	50
7 th	0	4	61	35
8 th	0	5	61	35
School-wide	0	5	54	41

* Percentages may not sum to 100 due to rounding.

The following indicates the percentages of students tested in each scoring category for Mathematics*:

Grade Level	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
6 th	0	6	48	46
7 th	0	3	40	56
8 th	0	4	38	58
School-wide	0	5	41	54

* Percentages may not sum to 100 due to rounding.

Target Areas for Student Improvement

Edison’s goal in the area of Reading is to expand the Exceeds category by 2% and reduce the number of students who are Below or on Academic Warning by 20%.

Edison’s goal in the area of Mathematics is to expand the Exceeds category by 4% and reduce the number of students who are Below or on Academic Warning by 20%.

Strategies for Improvement

Reading

Edison faculty will analyze state standardized test scores and building-level reading test scores to identify students in need of intervention strategies.

Teachers will teach students strategies to enhance reading comprehension in a variety of subject areas. This will be accomplished – in part – through the use of CRISS* instructional strategies (***C**reating **I**ndependence through **S**tudent-owned **S**trategies). CRISS strategies teach students how to integrate new information and actively involve students in discussing, writing, and organizing.

Edison teachers will encourage vocabulary development in Language Arts classrooms in all three grades through the study of word stems.

Parents can be involved in the process in a number of ways: a recommended book list will be made available for at-home reading, new and current literary materials will be made available at Family Literacy Night, and reading strategies will be published in the school newsletter.

Mathematics

Sixth grade math teachers will participate in the MAP testing pilot. The MAP test provides student-achievement data, compares the data to potential performance on the state test, and suggests strategies based upon student performance.

The Mathematics department will review the district curriculum pacing guide, track student performance throughout the year, and develop a differentiated instruction database.

It is believed that greater success with organizational skills and homework completion will help students experience greater success in the math classroom. Math teachers will review and implement the district's Middle School Study Skills Framework.

Math teachers and grade-level counselors will explore the development of a volunteer tutor program for struggling math students.

Professional Development

The Edison faculty will attend in-service sessions on research-based reading strategies.

Teachers will also receive training with an intervention problem-solving model ("Response to Intervention" - or RTI - identifies students with needs, monitors success of students, and suggests possible strategies for improvement).

The professional book club selection for the school year will be What Great Teachers Do Differently by Todd Whitaker. This group will meet weekly throughout the school year.

Mathematics teachers will attend training sessions for differentiated instruction.

Mathematics teachers will continue to work with the district director of assessment to identify specific curricular topics for improvement.