

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

---

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Melinda McMahon

Official School Name: Madison Elem School

School Mailing Address:  
611 S Madison St  
Hinsdale, IL 60521-3982

County: Dupage State School Code Number\*: 19-022-1810-04-2003

Telephone: (630) 887-1390 Fax: (630) 655-9742

Web site/URL: d181.org E-mail: mmcmahon@d181.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Robert Sabatino

District Name: Hinsdale CCSD 181 Tel: (630) 887-1070

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Lisa Armonda

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 7        | Elementary schools  |
| 2        | Middle schools      |
|          | Junior high schools |
|          | High schools        |
|          | Other               |
| <b>9</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7243

Average State Per Pupil Expenditure: 5808

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 17 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			0
K	29	25	54	8			0
1	49	30	79	9			0
2	33	35	68	10			0
3	30	49	79	11			0
4	32	33	65	12			0
5	39	36	75	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							420

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
4 % Asian  
0 % Black or African American  
3 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
90 % White  
2 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1.	439
(5)	Total transferred students in row (3) divided by total students in row (4).	0.048
(6)	Amount in row (5) multiplied by 100.	4.784

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 6

Specify languages:

Amharic, Lithuanian, Mandarin, Serbian, Spanish, Ukranian

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 11

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>23</u>	<u>7</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>1</u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>50</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	94%	93%	95%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

School District 181 began keeping teacher attendance records by building during the 2006-07 school year. Data for 2005-06 and 2004-05 is based upon district wide average daily teacher attendance. Data from 2003-04 is interpolated by averaging of all five years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

---

Madison School is a public elementary school located in Hinsdale, Illinois, a suburb of Chicago, with approximately 18,000 residents. Madison School is a part of Community Consolidated School District 181, which is comprised of seven elementary schools and two middle schools. As one of the larger K-5 elementary schools in the district, Madison serves 420 students with varying academic needs. Students come from predominantly middle to high income families that stress the importance of quality education. Even when families move out of the Madison School area, but within the district boundaries, they routinely request open enrollment to remain at Madison. This highlights how the community perceives our school and how students love coming to school every day. Furthermore, Madison attracts new families from surrounding communities because of our outstanding educational excellence and our emphasis on the individual child.

Madison School has been recognized as being a leader in educational excellence. We consistently score on Illinois Standards Assessment Tests (ISAT) as one of the top ten public schools in the state. The schools that surpass us are gifted magnet schools that self-select their student population. Madison prides itself on the home-school connection, as children, parents, and teachers are all an integral part of the education process. The teachers and staff value the individual student and actively work to provide each child with instruction focused on his/her needs to help each child reach his/her greatest potential. The parents of Madison School are an important part of their children's overall success. Our Parent Teacher Organization (PTO) provides our school with resources to better facilitate learning endeavors and also provide programs to promote a well-rounded educational experience. Madison parents are further involved in designing and executing enrichment programs that provide students with unique experiences outside the school day.

The staff of Madison School practices differentiating instruction to meet the needs of every child, from special education, to general education, to gifted. We believe each child is able to continually grow throughout his/her years at Madison by receiving focused instruction on a daily basis. Whether it be whole group instruction, small group instruction, or individual re-teaching, each child receives instruction that compliments his/her style. Since all children have varying abilities and learning styles, teachers routinely collaborate with support staff to meet these diverse needs.

Our district's mission statement is to "educate each child in an environment of excellence that provides a foundation for living in a complex world." At Madison, we fulfill this mission by teaching our students to embrace their differences and recognize how they learn so they can continue to thrive. By giving each child what he/she needs in order to learn, everyone is seen as an individual with his/her own unique needs. This belief is the essence of NCLB.

At Madison, teachers have high expectations for themselves and each other to provide the best instruction. The high expectations filter through to the classroom resulting in our students achieving great things. We celebrate teacher successes together as a staff and celebrate student successes in the classroom. We provide immediate feedback to the parents to support home/school connections. These experiences promote our ideology of lifelong learning, continual discovery, and working for the common good. This educational experience is how we "make magic" at Madison.

The staff embraces our district's ideology by:

- Providing each child with a challenging and safe learning environment
- Developing lifelong learners and productive citizens
- Building self-confidence and developing character
- Working with the community in a spirit of collaboration, trust and respect

We take pride in our students, parents, teachers, and our school. Collaboratively, our work ethic has shown everyone that with focused and hard work, success is inevitable. We are proud to be a nominee for the prestigious Blue Ribbon Award and are equally proud of our feeder middle school, recipient of our students, which was also nominated.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. Assessment Results:

For the last five years, Madison students have achieved some of the highest pass rates on the Illinois Standards Achievement Tests (ISAT) in reading and math. While the pass rates have always been high, there has been a noticeable trend upward since the 2004 school year. Eighty-eight percent (88%) of Madison's third and fifth grade students scored in the meets and/or exceeds range in reading in the 2003-2004 school year. Last year 2007-2008, ninety-seven percent (97%) of our third grade students and ninety-nine percent (99%) of fifth grade students scored in the meets/exceeds range on the ISAT reading test. Madison's students' scores were even higher on the ISAT mathematics tests. In 2003-2004, ninety-five percent (95%) of all third grades students and one hundred percent (100%) of all fifth grade students met or exceeded standards. By 2007-2008, ninety-eight percent (98%) of third grade students and one hundred percent (100%) of fifth grade students met or exceeded on ISAT mathematics. The fourth grade ISAT math test was first administered to students in Illinois in 2004. Since that first administration, one hundred percent (100%) of Madison's fourth graders have passed this test. These results include students with Individual Education Plans. As all school districts deal with the requirements of the No Child Left Behind Act of 2001, Madison Elementary School works diligently to effectively address the learning needs of the whole population and our subgroups through targeted small group instruction.

The ISAT performance level descriptors are stated as follows by the Illinois State Board of Education (Guide to the 2008 Illinois State Assessment, p. 1):

\* 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.

\* Meets Standards: Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

(See also the website: [www.isbe.net/assessment/default.htm](http://www.isbe.net/assessment/default.htm) & [www.isbe.net/isat.htm](http://www.isbe.net/isat.htm))

It should be noted that in 2008, LEP students in Illinois were required for the first time to take the ISAT rather than the alternate assessment, Illinois Measure of Annual Growth in English (IMAGE).

Also important to note is that in 2005-2006, after undertaking statistical "bridge studies," the Illinois State Board of Education made several changes in the ISAT. The changes included using a vertical or continuous scale score that enables educators and parents to see growth from grades 3-8. New "cut scores" were established to align the same performance standards with the vertical scoring system.

The upward trend of student achievement success at Madison School is due to a shared professional standard of excellence and longevity of staff and site leadership. The School Improvement Team guides teachers yearly to analyze student results on state standards, identifying ones we should improve student performance. Curriculum and assessment personnel also regularly conduct a gap analysis. The completed analysis allows teachers and administration to identify instructional resources that are scientifically research-based and the best ones for addressing deficits of our targeted population. Our School Improvement Team goal is aligned across the district and directed by the 2014 NCLB requirement that one hundred percent (100%) of all students meet or exceed performance standards. Through our integral involvement with Response to Intervention process and collaboration among general and special education staff we implement interventions to students and monitor their progress. We also seek to identify students who are meeting, but should be exceeding, so all students are working to their fullest potential. Special education, gifted, and general education teachers participate in professional growth opportunities and identification of resources that are critical to student achievement.

School report cards may be viewed on the District 181 website at [www.d181.org](http://www.d181.org) or on the Illinois School Report Card website at <http://webprod.isbe.net/ereportcard>

## **2. Using Assessment Results:**

Madison staff uses classroom based, criterion based, and norm-referenced assessments to monitor and improve student performance. Three times per year all students are assessed on their ability to read fluently. Also, students in second-fifth grades are assessed twice a year in reading comprehension, language usage, and math. Once each year students in third-fifth grades take the state standards assessment. Each of these formal assessments is used to ensure student growth. We identify students who are potentially at risk in reading or math using formal assessments, classroom performance and teacher observation. For example, a first grade student at the beginning of the year who did not reach the 50th% locally identifying letter sounds and reading nonsense words is identified needing support. A collaborative problem-solving approach is implemented and parents informed. The team of classroom teacher, reading specialist, speech pathologist, principal, and other related specialists consult to identify targeted interventions, which are provided to the student in addition to classroom instruction. Ongoing progress monitoring and team meetings take place to ensure the effectiveness of the intervention and class instruction. If insufficient growth, the team will change to a more intensive intervention. The problem-solving team continues to monitor and if adequate progress is not shown, we consult with the special education team and parents to determine if specialized assessments are necessary.

Beginning in first grade, students are given a pretest for math units. This data guides the flexible grouping of students. A particular student, who has mastered the skills, might qualify for accelerated lessons with the gifted specialist in addition to differentiated classroom instruction. Another student who has not mastered the skills will receive additional targeted small group instruction from the classroom teacher and other support staff. Once the required skills have been taught, assessments are given to ensure student learning. This cycle repeats as necessary until all students are successful. Instructional groups are flexible as students show strengths or needs in the various strands of math.

## **3. Communicating Assessment Results:**

Our ongoing communication of student performance to stakeholders is an integral component of building a culture of high student achievement. Our local community expects large percentages of students will exceed expectations on the Illinois Standards Achievement Tests. The message conveyed from Madison School staff is that examining trend data of individual students and identifying sub groups can lead to greater improvement with attention to refining curriculum and instructional practices.

Board of Education meetings are one avenue to inform the community about assessment results and our plan of action. Our Assistant Superintendent presents district assessment results and consults with our Chief Accountability Officer and curriculum committees to identify groups of students needing improvement. Parents are also offered time to dialogue about the significance of district assessment results so they are more informed of how data is used to improve student achievement as related to their own child.

On the school level, the principal presents school results at PTO meetings or meets with parents as requested. The principal answers questions about how student results are used to plan interventions. The principal also presents data to the School Improvement Team, which is comprised of parents, and teachers, to inform them and elicit their theories. The School Improvement Team meets regularly to discuss data trends and examine curriculum to make a positive impact on student achievement. Special education teachers, gifted specialist, reading specialist, and response-to-intervention teams also align interventions so that all students have opportunities to succeed.

Teachers analyze assessment data and review anecdotal notes on a daily basis identifying grade level trends and curriculum or instructional needs. Trends and student results are shared with parents and students through newsletters, class websites, and parent conferences. Ongoing and informative communication with parents demonstrates the value of working together so that a child's target areas for growth are achieved.

Communication is a continuous process in the education community at Madison School. From attending a School Board meeting to conferencing with a teacher, stakeholders hear the message of continuous improvement, which inspires positive change.

#### **4. Sharing Success:**

The Madison community prides itself on sharing the knowledge and expertise of its staff and students with others. Within our school, students and staff share successes at assemblies. Students, teachers, and parents come together to celebrate learning, accomplishments inside and outside school, and to promote school-wide endeavors.

Currently, our Madison community is purchasing desks for a school in Zambia that has none. Students share successful ways they have raised money and celebrate our progress. Another way we share successes is with parents through our newsletters and websites thus allowing them to be proud speaking in the community. Staff also shares success at professional conferences, PTO, and Board of Education meetings.

Madison staff contributes to the overall professional growth of our district by expressing our expertise at district grade level meetings, staff development sessions, and district committees. Our teachers regularly lead professional sessions and present information, including curriculum materials we have designed, to improve classroom instruction throughout the district. For example, our School Improvement Team created a phonics scope and sequence that included a variety of resources to complement our current language arts program. This product has been shared with administrators and reading specialists throughout the district to support the continuum of learners. We are working with Alliance for School-Based Problem Solving and Intervention Resources in Education (ASPIRE) to engage in productive problem solving and our consultant, Dr. Madi Phillips shares our success within the organization and other school districts.

Madison staff shares its professional expertise with teachers from surrounding districts. We host a National Board cohort that supports candidates working towards certification. One of our teachers is a leader of the cohort guiding candidates through the process. Once certified, these teachers will become mentors to future candidates and continue the sharing process.

We believe that by sharing successes and observing others we continue to develop. Whether we are awarded the Blue Ribbon or not, Madison teachers remain passionate about sharing our knowledge and expertise with educators locally and nationally. We feel compelled to share our expertise so others can guide students to achieve academic success.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Madison School offers a comprehensive K-5 curriculum including the areas of language arts, mathematics, science, social science, physical education, health, art, and music. Much of the curriculum is designed by teachers and is aligned with state and national standards. Materials chosen to support learning are developmentally appropriate and scientifically research-based. Technology is infused in the curriculum to enhance student achievement. To support the district's vision of being a place where all children experience success and exhibit excellence, Madison offers a continuum of services to meet the needs of students with diverse educational needs, including special and gifted education.

**Reading/Language Arts:** Systematic planning is based on a variety of assessment tools and teacher observations to ensure every student learns to read. Classroom teachers, reading specialist, gifted specialist, special education teachers, and support staff deliver differentiated lessons to meet the varying needs of all learners. Daily instruction is designed around phonemic awareness, phonics, vocabulary, fluency, and comprehension. Literature appreciation is stressed through storytelling and book talks to enrich classroom instruction. Students develop a command of language and demonstrate knowledge through speaking and writing for a variety of audiences and purposes. Unique to Madison, students have public speaking opportunities at all school assemblies and school wide intercom announcements.

Fifth graders are offered Spanish or French as a foreign language.

**Mathematics:** Teachers engage students in mathematical thinking by applying learned skills to daily life. Mathematics is a language we use to communicate, identify, describe, and investigate in order to solve problems in everyday situations. The curriculum stresses number sense, measurement, algebra, geometry, data analysis and probability. It also emphasizes a common vocabulary to encourage speaking in mathematical terms. This interactive program builds students' knowledge from the basics to higher order thinking and critical problem solving.

**Social Studies:** Our curriculum is organized around the essential strands of social science. Concepts are brought to life through historical character reenactments, interactive experiences, simulations, debates, and field trips. Community and extended family members participate in our Veterans' Day assembly recognizing the significance of service to our country. Current events are woven throughout instruction using a variety of media. The study of social science leads students to make informed decisions focused on citizenship. Another component emphasizes social-emotional learning stressing character development and respect for diversity.

**Science:** Our locally developed, hands-on curriculum engages students in investigations of earth, physical science, and life concepts, including environmental issues. Our program encourages students to be active participants as they develop logical thinking, providing a model for life-long learning. Science is taught in an environment that supports critical thinking, curiosity, decision-making, investigation and inquiry.

**Physical Education:** The physical education program offers students the opportunity to strengthen their minds and bodies daily. Students develop movement skills through physical activity and learn team-building strategies. Differentiated instruction provides children with choices that challenge them regardless of skill level.

**Health:** Our health curriculum is integrated into physical education and classroom instruction. It focuses on health promotion, safety, and understanding the human body and how it grows. Healthy minds and bodies are basic to academic success and promote healthy lifestyles. Unique to Madison, we emphasize fresh fruits and

vegetables for daily snacks and special celebrations.

**Music:** The music curriculum exposes students to a variety of musical concepts, skills, knowledge, and styles. Children have experiences in singing, playing instruments, moving expressively, listening, reading, writing, and creating music. General music is enhanced by opportunities to participate in a choral, orchestral, and band experience.

**Visual Arts:** The visual arts curriculum addresses sensory elements, organizational principles, expressive qualities, and how they relate to one another. Our art teacher focuses students of all ages on interpreting visual images, sounds, movement, and story. Teachers expose students to a variety of media and art production techniques including computer arts. Differentiation strategies are used to excite all learners.

## **2a. (Elementary Schools) Reading:**

At Madison School, our goal is to provide focused reading instruction for students across the learning spectrum. Benchmark data guides us to teach students in flexible small groups, while on-going assessments and classroom performance contributes to us regularly reorganizing instructional groups. Classroom teachers, reading specialist, special education teacher, gifted specialist, media resource teacher, and support staff provides targeted instruction. One way we teach comprehension of fiction and non-fiction text is through an examination and discussion of text structure and organization in all subject areas. We expose students to author's purpose and voice through daily read-aloud. Collaborative time is infused into our program in order for staff to discuss each child, set new goals, and plan for future instruction. Although we use a core-reading program to guide our scope and sequence, we include the best practices in reading instruction from a wide variety of experts and apply their work throughout an integrated curriculum. We use Michael Heggerty's work to enhance phonemic awareness instruction and Debbie Miller and Stephanie Harvey guide our comprehension instruction. Because of the materials we use and the structure of the program, children are continually engaged and learning is purposeful and authentic.

Small group instruction provides students a safe, risk-free learning environment. Children are challenged at their level and gains are consistently made. Students take ownership of their learning as they reflect and celebrate their progress. Students are taught to select reading material at their level to assume ownership of their reading achievement. These approaches lead our children to become aware of their strengths and areas to improve, as well as instill the enjoyment of reading.

Our methods of instruction were chosen in order to meet the needs of all children as expected in No Child Left Behind. Our students drive our instruction and we have high expectations for all, from gifted to special education students. We have designed a program in which all children succeed and grow to their greatest potential. Most importantly, we have students who love to read!

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

In compliance with No Child Left Behind, Madison School's science curriculum is aligned with state learning standards and follows an inquiry based, hands-on approach to learning. Our hands-on approach emphasizes scientific inquiry to investigate questions, conduct experiments, and solve problems. This approach is

achieved through the use of district designed science kits focusing on the big ideas in life, physical, and earth/space sciences. These kits include lessons encouraging students to explore, investigate, and discover new ideas while immersing students in the process of scientific investigation. After conducting experiments, students are challenged to design their own experiment using the scientific method, preferred materials, and technology. For example, students may use high-powered microscopes or computers to show their results. Through experimentation students learn to question, follow procedural text, and formulate hypotheses.

The curriculum spirals throughout the elementary grades and units are revisited in the intermediate grades to build on students' prior knowledge and experiences. To promote continual learning and support student inquiry at Madison, the season of science was designed by teachers and parents 17 years ago and continues. The Season of Science kicks off with an interactive, in-class science camp and an assembly to encourage student participation in the K-5 science fair. Through teacher promotion and parental support, students create and design their own experiments of choice based on their own curiosity. Student participation is not mandatory, however, over 80% of students participate each year. Students also participate by writing feedback on other students' comment sheets. Past participants act as student leaders to enlist younger scientists. Our science fair has been so successful that other area schools have adopted our model.

Madison's mission is "to educate each child in an environment of excellence that provides a foundation for living in a complex world." In order to be successful in the real world, students must be able to solve problems by creating an action plan and following through to find a solution. We believe an environment of excellence focuses on student driven discovery.

#### **4. Instructional Methods:**

When you walk into any classroom at Madison School, you will see students actively engaged in learning as teachers are implementing data-driven, research-based instruction. While some students are utilizing technology, others are learning individually or in small groups taught by teachers and support staff such as instructional assistants or resource teachers. In another classroom, you might see a teacher delivering a whole-group hands-on lesson co-taught by our reading or gifted specialist to meet individual student needs. No matter which classroom you visit, students and teachers are working collaboratively to make magic.

"Best practice" in education is not just a buzz phrase; it is a way of life for Madison staff and students. Through differentiated instruction, all students, including special education, gifted education, and general education students, are actively engaged in individualized instruction. For example, lessons and materials are modified through a collaborative effort with the special education team. By emphasizing social/emotional growth, students are sensitive to each other's diverse needs and embrace instructional practices that support everyone's learning style. Student needs are met by using small flexible groups taught by a variety of staff. Students are engaged in higher level thinking activities and solving real life applications. Staff and students are continually assessing and reflecting to ensure every student is growing as a learner. Integrating content area curriculum allows special education and gifted students to be challenged on a daily basis. For example use of leveled non-fiction texts into our science curriculum, allows students to apply reading strategies and skills to comprehend the information.

To more consistently and effectively instruct our students, the Madison staff has made it a priority to align curriculum expectations and content area vocabulary across grade levels. For example, each staff member has a writing binder that has a consistent progression of skills across grades and highlights a spiraling vocabulary so students and teachers are able to communicate using a common language. Through the maintenance of high expectations and explicit teaching, students are able to meet and exceed state learning standards.

## **5. Professional Development:**

At Madison School, we don't wait to be told what to do, but rather ask, "What do we need to do next?" We have many professional development opportunities from which to choose. Our district's teacher evaluation process is designed as a four-year cycle that fosters collaboration and peer observation. Teachers set high goals aligned with the School Improvement Plan, develop their plan for achieving these goals, and proceed with the support, guidance, and encouragement of the building principal and colleagues. The district provides financial support to contribute to these goals becoming a reality. Additionally, the district provides professional growth through Institute Days, summer staff development, and paid staff development at the district, building, and individual levels. Formal mentor training ensures that experienced, knowledgeable and caring colleagues support teachers new to our district.

We typically self impose high standards and expectations for our performance. Most of our teachers hold masters degrees with many additional graduate hours. We have one National Board Certified Teacher and three current candidates. In collaboration with Aurora University, our school hosts a National Board Cohort Class supporting 32 candidates from our district and surrounding districts. In the summer of 2008, one of our teachers taught at the university level while another taught English to children in Thailand.

Specifically, teachers regularly attend presentations by leading scholars for best practice in reading such as Two Sisters, Stephanie Harvey, and Debbie Miller. Teachers also visit successful and innovative reading delivery models at schools in our region. The district provides yearly ongoing curriculum in-service to teachers new to the district or new to their grade level.

After attending workshops, conferences, and classes, we share our newly acquired skills, beliefs, and knowledge with colleagues, thereby benefiting not only students in our own classrooms, but also students throughout our school. This type of collaboration is typical at Madison and is largely responsible for our success.

## **6. School Leadership:**

The leadership structure at Madison School has cultivated an educational community that supports a vision of achievement for all students. The principal, teachers, support staff, assistant principal, students, parents, and local residents all contribute to the synergy of "Making Magic" at Madison School. Central to the leadership structure is the role of the principal. The principal articulates the school's vision and facilitates connections among the stakeholders of the education community.

"Making Magic" guides the focus of the school culture to create more effective ways of helping all students achieve. Parents "make magic" by bringing their time, talents, and resources to the students with programs such as after-school enrichment classes, art awareness lessons, an ABC community garden, Girls on the Run, Variety Show, Junior Great Books, and library volunteers. Residents "make magic" with weekly Senior Reader visits in many classroom, Veterans' stories told and songs sung at assemblies, and Eagle Scout projects which enhance the facility. Students "make magic" in the classroom with goal-setting and achievement and by developing leadership and service skills through Student Council, Kids Care Club, Learning Buddies, recess helpers, and Safety Patrol. Teachers "make magic" in the classroom by using a toolbox filled with best-practice, research-based instructional practices and instilling positive behavior and social-emotional wellness in the building. The support staff "make magic" by creating a safe environment for all students and showing resourcefulness in supporting diverse student needs. The assistant principal "makes magic" by ensuring support for Response-To-Intervention programs and the addressing the diverse needs of special education students.

The principal "makes magic" by guiding the focus of the school culture and entrusting stakeholders to

collaborate to support how students learn best. Teachers are encouraged to become leaders and reach out to other schools with reading/writing instruction and through a National Board cohort group. The principal's vision and trust inspire a synergy at Madison School that results in rich community engagement and high student achievement.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2007-08

Publisher: NCS Pearson, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	98	97	100	99	95
% Advanced	77	58	72	75	72
Number of students tested	61	72	79	70	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subgroups are not reported because the number of students in each category was less than ten students.

Subject: Reading

Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2007-08

Publisher: NCS Pearson, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	96	98	90	88
% Advanced	51	44	59	54	63
Number of students tested	61	72	80	70	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subgroups for free and reduced meals, and racial/ethnic groups were fewer than 10 students.

Subject: Mathematics

Grade: 4 Test: Illinois Standards Achievement Test

Edition/Publication Year: 2007-08

Publisher: NCS Pearson, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	73	78	86	0	0
Number of students tested	74	82	66	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Fewer than ten students were in the economically disadvantaged subgroup and the racial/ethnic subgroup, so no percentages were reported.

The Illinois Standard Achievement Tests did not assess 4th grade mathematics prior to 2005-06.

Subject: Reading  
Edition/Publication Year: 2007-08

Grade: 4 Test: Illinois Standards Achievement Test  
Publisher: NCS Pearson, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	98	99	0	0
% Advanced	72	67	73	0	0
Number of students tested	74	82	66	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Illinois Standard Achievement Tests did not evaluate 4th graders in reading prior to the 2005-06 school year.

Subgroups for economically disadvantaged and racial/ethnic numbered fewer than ten students and therefore are not reported.

Subject: Mathematics                      Grade: 5 Test: Illinois Standards Achievement Test  
Edition/Publication Year: 2007-08    Publisher: NCS Pearson, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	100	99	97	100	100
% Advanced	64	60	59	57	59
Number of students tested	84	72	63	60	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The number of students in the each subgroup was fewer than ten, so they are not reported.

Subject: Reading  
Edition/Publication Year: 2007-08

Grade: 5 Test: Illinois Standards Achievement Test  
Publisher: NCS Pearson, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	99	97	92	90	88
% Advanced	70	60	59	60	66
Number of students tested	84	72	63	60	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Socio-economically diasadvantaged students and racial/ethnic students numbers under ten and are not reported.

----- **END OF DOCUMENT** -----