

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. James Pluskota

Official School Name: Edison Elem School

School Mailing Address:
246 Fair St
Elmhurst, IL 60126-4838

County: DuPage State School Code Number*: 190222050262002

Telephone: (630) 834-4272 Fax: (630) 617-8333

Web site/URL: http://edison-elmhurstcusd205-il.schoolloop.com/?ux=6a706c75736b6f7461&tracker_id=18776812875608627 E-mail:
jpluskota@elmhurst205.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Lynn Krizic

District Name: Elmhurst Community Unit School District 205 Tel: (630) 834-4530

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Peggy Ostojic

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.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- | | |
|-----------|-----------------------------------|
| 8 | Elementary schools (includes K-8) |
| 3 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 12 | TOTAL |

2. District Per Pupil Expenditure: 11793

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. 3 Number of years the principal has been in her/his position 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	6			0
K	31	23	54	7			0
1	23	21	44	8			0
2	23	37	60	9			0
3	26	14	40	10			0
4	24	35	59	11			0
5	28	17	45	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							302

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
2 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
1 % 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: 4 %

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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1.	302
(5)	Total transferred students in row (3) divided by total students in row (4).	0.040
(6)	Amount in row (5) multiplied by 100.	3.974

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1

Specify languages:

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

Total number students who qualify: 9

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: 24

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</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>0</u>
Classroom teachers	<u>14</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>9</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>32</u>	<u>11</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 22 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	0%	15%	13%	13%	6%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

We are an elementary school not a 9-12

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

“A school is a building with four walls with tomorrow inside.” Lon Watters. Edison School is a public elementary school located in Elmhurst, Illinois, a western suburb of Chicago, with approximately 43,000 residents. It is part of Elmhurst Community Unit School District 205, which is comprised of eight elementary schools, three middle schools, one high school and an early childhood center. Edison school serves 302 students with varying academic needs, including a multi-needs special education classroom. Edison students bring a wide variety of experiences that support our efforts to create a climate of excellence. We equip our students with 21st century talents and a mindset for leadership.

Edison enjoys a mix of students, parents, and staff who strive for excellence and are committed to our collective vision of Edison as a community of learners and leaders. This commitment allows us to be leaders in fulfilling the district mission “to meet the educational needs of all students, challenging each to his or her full potential and ensuring a foundation for future success in life.”

We are a community of leaders who have anchored ourselves with our compass pointed on student learning even in a climate of change. We are empowered with the autonomy to make choices in the best interests of our students which in turn allows our creativity to be unleashed. Edison school has embraced the power of collaboration by adopting the beliefs and practices associated with Professional Learning Communities (PLCs). As part of a PLC, teachers are better able to meet the needs of all our students, from special education, to general education, academically talented, and gifted. We are leading the district in establishing common language arts and math blocks to capitalize on instructional time.

Parents are an integral part of the Edison community of learners and leaders. Knowing the families of the children we teach and inviting their participation is essential to our student’s education. The PTA provides our school with resources supporting Edison’s learning endeavors and providing the leadership to create programs that provide that extra spark to the curriculum. Whether its an initiative that occurs during lunchtime or one that connects home and school, Edison continues to lead the way. Our PTA /Teacher leadership initiatives include:

Garden/Outdoor classroom – Parents partner with a teacher sponsor and meet bi-weekly with students to care for the outdoor classroom, a garden devoted to the native prairie plants of Illinois. Through hands-on-activities, students work cooperatively to practice patience and responsibility, take pride in their accomplishments and see themselves as stewards of the environment.

Technology Partners – Parents and teachers partnered in a grant which provided AlphaSmarts (a portable, battery powered, word-processing keyboards) to teach keyboarding at home. This program addressed the need to teach keyboarding without sacrificing valuable time at school.

Science Olympiad – Edison’s PTA brings area scientists to Edison to work with students on hands-on experiments, by grade level, one night each spring.

The Edison staff embraces the call to leadership and models life-long learning through their participation and/or leadership in: Task forces: Readers are Leaders, Teacher Professionalism, Student Expectations
Long-term committees: RTI, Organizational Health; District Leadership Initiatives: Power Standards, Language Arts and Math Blocks, Portfolio Morning; Teacher Grants: From reading grants (Earobics), to grants in Music for Integrating literature into the Music curriculum, and Let’s Hear it for the Boys.

Finally, with our compass pointed on student learning we have created a culture of high expectations and a staff committed to modeling life-long learning. We empower our students to develop leadership skills that will take them into the 21st century, equipped to not only be successful, but to become leaders in the global economy.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Over the last five years Edison’s Illinois State Achievement Test (ISAT) overall school performance consistently improved in reading and math. We have achieved a dependable rate of student success in grade levels and as student cohorts. Although individual progress monitoring is most valuable to advance student achievement, observing student progress as a cohort allows us to determine their longitudinal growth.

The chart reflects a high pass rate on the ISAT assessment. More importantly a closer look at the data indicates a significant number of students who moved from the meets category to the exceeds category in Reading when comparing their 4th to 5th grade ISAT results and 3rd to 4th grade ISAT results. In Reading, as 4th grade students the scores reflect 53% exceeds, 39% meets and 8% below with no students in the warning category. As 5th graders, the same students improved their scores to reflect a significant increase in the number of students who moved from the meets to the exceeds category 71% exceeds and 27% meets. This data highlights that in reading, of 25 students who met state standards in 4th grade, 10 of those students moved from the meets category to the exceeds category in Illinois State Standard Proficiencies. Similarly, the student cohort who took the ISAT as third-graders in 2008, 17 students and 18 students met and exceeded state proficiency expectations respectively. In 2009 these same students as 4th graders took the ISAT assessment and increased the number of students to 23 in the exceeds category of state proficiency.

	Meets and Exceeds %	
	Reading	Math
3 rd grade	95	96
4 th grade	91	95
5 th grade	100	98

Last years 3rd grade students scored 95% meets and exceeds in Reading and 96% meets and exceeds in Math. The 4th grade students scored 91% meets and exceeds in Reading and 95% meets and exceeds in Math.

For the last five years our school’s overall performance on the ISAT continued to rise;

2005 meets and exceeds 92
 2006 meets and exceeds 93
 2007 meets and exceeds 94
 2008 meets and exceeds 94
 2009 meets and exceeds 96

There several factors that have provided this noticeable yearly increase including, but not limited to, the new Scott Foresman Reading Series (Reading Street) that was adopted in 2008; the longstanding Everyday Math Program; and our teacher’s insistence on high quality student performance, teacher collegiality along with constant and sustained support of our parent community.

We also believe the early intervention reading program in kindergarten and first grade has made a significant impact in our student achievement. For example, from the fifth-grade students described above nine of them were in a Reading Recovery program or an Early Intervention program when they were in kindergarten or first grade. Of those nine students, 6 students exceeded state standards and 4 students met standards. Additionally, the Edison class of 2007 who scored 93% meets and exceeds in Reading, 11 students met the standards and 2 students exceed the standard.

The below explanations describe the Illinois State guideline for proficiency. This information is provided in the Guide to the 2009 Illinois State Assessment.

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.

Other information regarding the state assessments can be found on the following websites.

<http://www.isbe.state.il.us/assessment/isat.htm>

http://www.isbe.state.il.us/assessment/pdfs/ISAT_Interpr_Guide_2009.pdf

<https://www.iirc.niu.edu>

2. **Using Assessment Results:**

The District 205 Board of Education and teachers are united in understanding the importance of collaboration time to effectively capitalize on assessment data. Our teachers are committed to collaborating in grade level teams to discuss student achievement and instructional delivery. Established collaboration time two times a week allows teachers to dissect formative and summative assessment data, which may include Aimsweb, NWEA – MAP and the Scott Foresman Benchmark tests, as well as other grade-level common assessments, in order to improve student learning in the classroom.

Edison teachers have evolved from working independently in classrooms to working interdependently as grade level teams. This paradigm shift has removed a previous wall of privacy and allowed each teacher to see student data for the entire grade level as useful and meaningful. Meaningful collaboration among classroom teachers, along with early literacy or other resource specialists effectively place, serve and monitor students in RTI's tier structure and has helped focus the team on student improvement, instead of perceiving assessment data as a personal critique of individual teaching styles. Further, we are now able to dissect assessment data with answer itemization. We look for trends in correct and/or incorrect answers to determine the most effective instructional strategies. Close analysis of assessment data has helped us to modify instruction delivery and incorporate other strategic changes in the classroom to increase student learning.

Eight staff members recently attend a three-day Professional Learning Communities (PLC) Conference. Teachers came back energized and ready to spread enthusiasm about all aspects of a PLC. This professional development opportunity helped shift our way of thinking about teaching and learning. We continue to learn about collaboration, use of common assessments, assessment dissection and critiquing our peer's instructional delivery to improve instruction and have learned to use data from our various assessments to improve achievement.

3. **Communicating Assessment Results:**

Edison School's parents are actively involved in their school community. They have high expectations for their children's education and expect regular updates of their progress. We provide parents with updates of student achievement in a variety of ways;

- Student Progress Reports three times per year.
- At the end of the first trimester, parent/ teacher conferences. This is an opportunity for both the parents and teachers to discuss progress and concerns regarding each students.

- Parents are able to access their student’s reading progress through the Scott Foresman Website. They can access their child’s benchmark scores at anytime during the school year.
- Parents can review test questions and answers immediately and can direct any questions to the teacher.
- Kindergarten and First grade students are assessed three times a year using the Aimsweb fluency reads. Aimsweb is a curriculum based progress monitoring tool which provides direct, frequent and continuous student assessment. These results are reported to students, parents, teachers and administrators regularly.
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). Second through fifth-graders are assessed in MAP-math three times a year. MAP is computer driven diagnostic assessment. The difficulty of the test adjusts based on how the student performs on questions. Reports are available to teachers immediately following the assessment and soon after to parents. The MAP parent report is longitudinal growth data that shows each time the child has taken the assessment. The teacher report is much more detailed and breaks the data into math or reading strands.

The school principal provides further information to the community by sending monthly PTA reports to the District PTA Council. The principal also writes a monthly Board of Education report. Our Assistant Superintendent of Curriculum has the responsibility to inform the Board of Education of student achievement progress.

4. Sharing Success:

The surrounding Elmhurst community is well aware of the reputation Edison school has earned. In October, 2006 Chicago Magazine named Edison “one of the best Elementary Schools” in DuPage County. This success was the culmination of many years of collaborative efforts between students, parents, and teachers.

The principal provides a monthly Board of Education Report which highlights activities and accomplishments of our school. Principals and administrators meet bi-monthly to discuss curriculum, goals, and strategies that have helped to improve student performance. Our staff recently teamed with another district elementary school to focus on sharpening instructional writing skills. A writing consultant is shared by both schools and time is spent reviewing skills, student work, and grading procedures. Our teachers have actively piloted reading programs such as Jolly Phonics and have shared the results with district staff. Four “School Improvement Days” are set aside each year for professional development. Our teachers are regular attendees at district wide meetings that offer them opportunities to shape their profession by articulating thoughts and opinions regarding educational practices. The Edison team has also been able to visit surrounding schools to view different models of data dissection. This information is shared at monthly district wide RtI meetings.

“The Edi-Sun” informs parents of upcoming events and provides a calendar that includes testing dates, PTA activities, special events, and a message from the principal. The principal and staff regularly attend PTA meetings and share thoughts on achievement and goals with parents. We also have both a school and district website which informs the community of all events, school goals, and provides links to additional information on a wide range of subjects.

Regardless of being awarded a Blue Ribbon, our staff members will continue to support each other and their student’s achievement through collegial experiences that systematically improve instruction.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Edison school offers a comprehensive curriculum in Language Arts, Math, Music, Art, Foreign Language, Science, Health, Physical Education and Social Studies. Edison provides services in the content areas and in additional programs for student support; English Language Learners (ELL), Instructional Support (Reading Recovery), REACH (Gifted Talented).

Reading/Language Arts:

Students' performance drives the instruction at Edison through the implementation of the Scott Foresman Reading Street program. The K-5 program is designed to help teachers build readers through motivating and engaging literature and scientifically, research-based instruction. The emphasis is on differentiating instruction, progress monitoring, and management of small groups. This differentiated approach is a team effort of classroom teachers, reading specialists, special education teachers, gifted educators and support staff. Literacy across the day would include: shared reading and interactive writing, independent reading and writing, read-aloud, strategy instruction using mini lessons, literature study, and inquiry. As part of our PLC initiative Edison is the pioneer in the district in creating power standards for literacy.

Math:

The Edison Math curriculum follows the Everyday Math curriculum developed by the University of Chicago which incorporates the six strands of knowledge. At each grade level, learning targets are identified for each of the six strands. Reading and writing are integrated into the process as students explain how they solve problems in a step-by-step process. Edison students who are part of the gifted program receive enrichment with a focus on algebra and problem solving.

The MAP test is used in grades 1- 5 to assess student's mathematical competency. Edison teachers are using this data together with the formative and summative assessment data from the Everyday Math program to create clusters of students within grade levels to provide instruction at individual levels.

Music:

The Edison Music curriculum not only provides general music instruction, but also enhances skills in problem solving, communication, team work, and the ability to make connections across disciplines. In 4th and 5th grade students have the opportunity for choral and instrumental music instruction.

Art:

The Edison Art curriculum provides an introduction to various media, focusing on art as a developmentally creative process, and introduces artists' work with an emphasis on the artist's cultural experiences. A teacher sponsored Art club also provides enrichment.

Spanish:

The Spanish curriculum develops skills in comprehension and speaking of Spanish vocabulary, as well as an understanding about the customs and cultures of Spanish speaking countries. Students in grades 2 through 5 receive Spanish instruction four days a week.

Science:

The Edison Science curriculum is a hands-on, locally developed program in kit format. The content encourages students to be engaged learners in the area of Earth and Space, Life and Physical Science. In addition, over a decade ago, Edison teachers pioneered the introduction of Science Olympiad, a state and national program that emphasizes a problem solving, hands-on, constructivist learning philosophy.

Health/Physical Education:

The Edison Health curriculum teaches children to make choices and decisions that will contribute to their health in a positive manner and to avoid choices and activities that will put them at risk. The Edison PE program emphasizes team building skills, health related physical fitness, and developmentally appropriate skill development. Students are benefiting from funds from a PEP (Physical Education Program) grant.

Social Studies:

The Edison Social Studies curriculum is organized around the eight strands of social science. Current events are emphasized and often tied to assemblies recognizing the responsibilities of citizenship. Technology abounds within the social studies curriculum. Virtual field trips, interactive experiences, and the use of primary sources are part of this emphasis. Teachers team with the media specialist to create hands-on, interactive centers.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our school's reading curriculum is the district's standards-based curriculum. The Pearson Scott Foresman Reading Street (2008) program is a research-based, comprehensive literacy program. A committee of teachers representing K-5 and the eight elementary schools in the district, together with input from all elementary teachers and feedback from a 6 week pilot at each grade level, recommended the program's adoption in 2008. The program's overall rigor, differentiated instruction and materials, and multiple assessments influenced their decision and make this a highly effective solution.

District curriculum and materials reflect current best practices in literacy.

1. They are aligned to Illinois State Standards for Learning;
2. They focus on the major components of reading: alphabetics, phonemic awareness, phonics, fluency, vocabulary, and comprehension. We add writing to this list since it involves students as readers/thinkers;
3. Unit lessons are organized using Understanding by Design. Essential questions for inquiry provide the umbrella for oral and written vocabulary development and text readings, discussions, and inquiry projects;
4. Reading instruction is differentiated for learners through guided reading instruction using flexible grouping every six weeks and leveled reader materials. Additional tiered intervention materials challenge and support students who perform above and below grade level norms;
5. Texts reflect a balance of genres; i.e., 60% fiction – 40% nonfiction at the kindergarten level; 50% fiction – 50% nonfiction at third grade; and 40% fiction – 60% nonfiction by fifth grade;
6. Student growth is monitored through targeted and frequent formative and summative assessments including:
 7. Baseline Assessment - Beginning of the year,
 8. Benchmark Unit Tests every six weeks,
 9. End of year assessments

3. **Additional Curriculum Area:**

The technology program at Edison follows a collaborative, hands-on approach to learning which aligns with the 2007 National Education Technology Standards (NETS) which emphasizes collaboration and communication.

Since the inception of the Technology Resource Center (TRC) in 1995 the Edison community has embraced technology and its potential to maximize student learning. It was District 205's vision that the TRCs serve as an extension of the classroom and Edison remains committed to that vision.

10. Collaboration at Edison is evidenced by the teaming of teachers and the library media specialist to create multi-disciplinary units,
11. Collaboration within and between grade levels, collaboration with other district schools and district personnel, collaboration with the parent community and the Elmhurst business community.

With the recognition that today's children are living in a socially connected world the staff is implementing technologies that emphasize the skill of communication. These activities include:

Wikis – a joint effort of teachers and district personnel that allows students to write and edit real-world, community based issues.

Skype – video conferencing software connecting Edison students with their counterparts at Jefferson School. A productive use of a global information network where students shared their interactive Science notebooks.

PowerPoint – intermediate students assist primary students on planning and creating Powerpoints, working with Inspiration and KidPix.

Photo Story - fifth grade students connect with area businesses to “create knowledge” that highlights the business's role in the community.

AlphaSmart keyboarding program – students, teachers and parents partner to learn keyboarding skills at home.

These are just a few examples of the activities that demonstrate the importance that Edison staff places on preparing our students for the 21st century. The technology program at Edison fulfills our mission statement of engaging all children in an active learning environment that encourages innovation and creativity to empower lifelong success.

4. **Instructional Methods:**

The Scott Foresman Reading series, provides a strong focus on student comprehension and analytical skills. It challenges us to work with students in small groups according to skill or reading level. The classroom teacher analyzes data from multiple assessments to periodically divide students into three reading groups: Strategic Intervention, On Level, or Above Level. Flexible groupings and corresponding leveled readers means each student learns at the appropriate level. All students focus on “skills of the week” and teachers use various instructional strategies that improve comprehension, fluency, phonics, phonemic awareness and vocabulary. Teachers motivate students to draw conclusions, examine author's purpose, make predictions, examine similarities and differences, and summarize.

To better meet each student at the appropriate instructional level, we have initiated math grade level flexible groupings. A grade level team uses assessment data to identify specific skills and/or math concepts on which they want the entire grade level to concentrate. They design math centers for the entire grade level to focus on skills and concepts together. Teachers guide, monitor, observe and assess students at these centers. Teachers

then build on these skills and concepts in design of future centers and use flexible groupings to appropriately challenge each student.

Students also receive differentiation support from our REACH (gifted) teacher, reading specialists, and resource teachers who collaborate with classroom teachers to design experiences or modifications for student learning that meet students where they are and appropriately challenge them to learn.

We enlisted our art, music and PE teachers to work with individual or small groups of students by reading with them, using math skill flashcards or otherwise focusing on a skill or concept with students. These teachers operate under the guidance of classroom teachers and serve to provide extra one-on-one or small group time for these students practicing a skill or concept.

5. Professional Development:

Edison staff has led and participated in professional development in areas aligned to the goals and mission of the school and district. In support of continual efforts to engage every learner and support our pursuit of high achievement, Edison staff benefits from district-wide development including

Using differentiation strategies in instruction and behavior management;

Designing learning experiences that engage students and inspire critical thinking;

Using varied authentic assessment methods and common assessments;

Transitioning and implementing a new literacy series, piloted by three Edison teachers.

District-wide curricular and initiative driven committees, like the RTI committee that seeks to improve intervention opportunities for students.

Edison teachers request student teachers and York High School “Invite-to-Teach” students to share in formation of a new generation of teachers. Edison teachers grow professionally and greatly benefit from fresh ideas and self-reflection afforded by these leading and learning opportunities with future teachers.

Edison’s community of leaders saw potential to increase student achievement by embracing all aspects of a professional learning community. Enthusiasm from staff that attended a PLC seminar was contagious. In addition to understanding the sense and simplicity of PLC tenets, the PLC framework has ignited a heightened and renewed focus on efficient, effective collaborating and capitalizing on results to positively impact student learning.

Brian Tracy once said “Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future.” Our teachers are the movers and shakers in our school community. Learners become leaders as ideas, enthusiasm, experiences and information from educational pursuits are disseminated throughout grade levels and at weekly staff meetings so that “no teacher is left behind.”

6. School Leadership:

Edison School successes are the result of the efforts of a strong educational community which includes the principal, teachers, support staff, parents, and students. While the role of the principal as educational leader, administrator and facilitator is a focal point, leadership of Edison School’s role has evolved over time to be shared by all staff members.

Effective and continuous collaboration makes strong unified voices in our grade level teams which are the recognized leaders for issues unique to their grade levels. Since our total certified staff number is small, instead of having a set of standing subcommittees, we have a weekly whole staff meeting led by the principal. At this meeting, we share important information, brainstorm solutions and tackle challenging issues as a collegial group united with a common goal of increasing student learning. Our collective approach assures that when addressing student learning ideas, questions or issues, we can leverage relationships of all staff members within, as well as relationships staff members have outside our walls. We utilize all resources and specialties when designing programs and crafting solutions to further student achievement, including the practical experience and insight from support staff. When it becomes apparent that a topic warrants research or investigation outside of our meetings, we empower an ad-hoc committee. The committee returns to guide the whole staff to a consensus decision. This collegial initiative offers every teacher a chance to fill a leadership role, commensurate with his or her interests, needs, experiences and expertise.

We believe that our approach, as a community of leaders within this strong educational community, virtually guarantees that our decisions, responses, programs and solutions will continue to increase student learning. We are school committed to continuous improvement and are supported by our parents and by our district leaders in our journey.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: ISAT

Edition/Publication Year: 2009

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	95	97	100	98
% Advanced	61	60	66	69	76
Number of students tested	56	41	64	55	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2009

Grade: 3 Test: ISAT
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	95	86	92	89	92
% Advanced	45	41	58	47	38
Number of students tested	56	41	64	55	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 4 Test: ISAT
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	95	97	100	94	
% Advanced	48	55	42	42	
Number of students tested	44	64	60	52	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No 4th grade ISAT for Math 2004-2005

Subject: Reading
Edition/Publication Year: 2009

Grade: 4 Test: ISAT
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	91	92	87	87	
% Advanced	52	53	43	39	
Number of students tested	44	64	60	52	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
No ISAT test for 4th grade 2004-2005

Subject: Mathematics
Edition/Publication Year: 2009

Grade: 5 Test: ISAT
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	98	96	96	95
% Advanced	61	50	33	26	24
Number of students tested	61	53	54	66	59
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					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2009

Grade: 5 Test: ISAT
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	94	93	89	87
% Advanced	71	48	48	39	39
Number of students tested	61	53	54	65	59
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					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: