

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



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES: 6 7 8

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

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	84.4	6.4	4.0	5.3	0.0	10.9	0.0		0.0	21.3	96.6	723
District	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
State	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

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

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Mobility rate is based on the number of times students enroll in or leave a school during the school year.
Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		AVERAGE CLASS SIZE (as of the first school day in May)					STAFF-TO-STUDENT RATIOS				
	Percent	K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil-Teacher: Elementary	Pupil-Teacher: Secondary	Pupil-Certified Staff	Pupil-Administrator
School	80.0				35.4	29.8		--	--	--	--
District	92.9				28.0	26.7		18.0	20.2	13.7	285.4
State	95.0				23.6	22.3		19.1	18.3	14.0	222.6

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

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		45	45		45	45		90	90		45	45
District		45	45		45	45		90	90		45	45
State		51	49		43	43		107	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
State	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

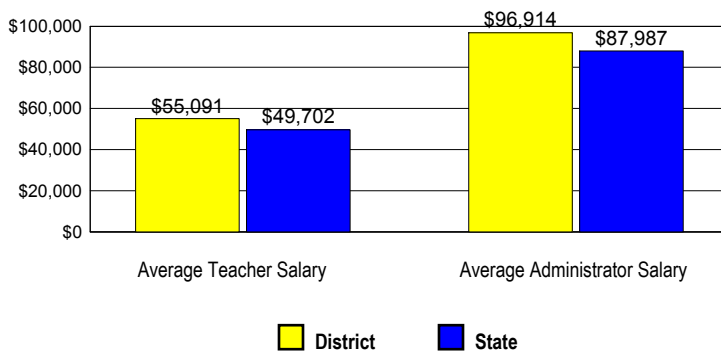
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.0	0.0
District	13.3	41.3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

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

* Data based on preliminary NCLB definitions.

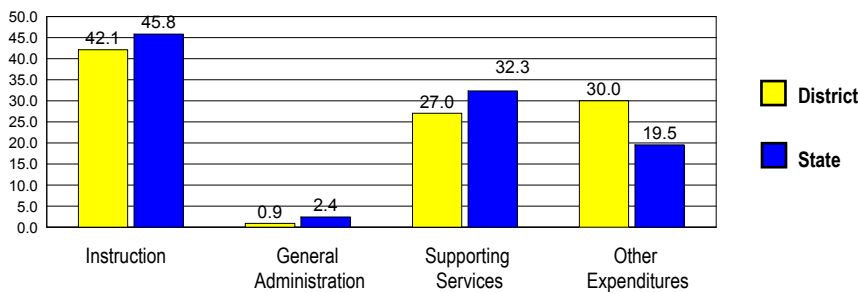
SCHOOL DISTRICT FINANCES

TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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

EXPENDITURE BY FUNCTION 2000-01 (Percentages)



REVENUE BY SOURCE 2000-01

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

EXPENDITURE BY FUND 2000-01

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

OTHER FINANCIAL INDICATORS

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

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

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

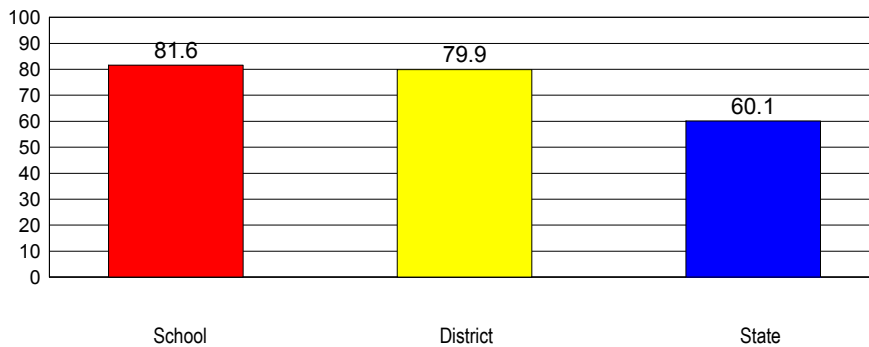
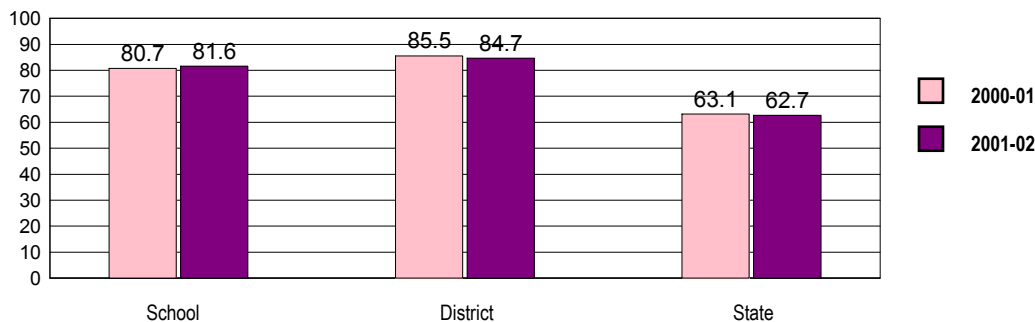
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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

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

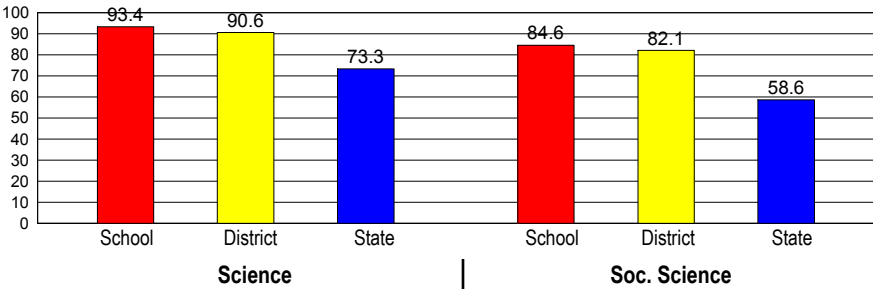
ACADEMIC PERFORMANCE**OVERALL STUDENT PERFORMANCE**

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

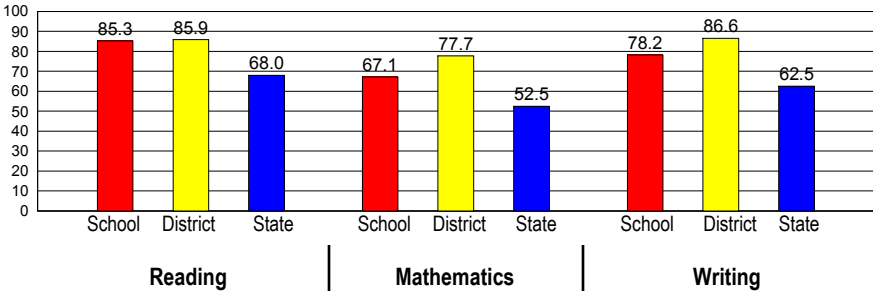
2001-02 OVERALL PERFORMANCE - ALL STATE TESTS**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE****ISAT PERFORMANCE**

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

Grade 7



Grade 8



PERFORMANCE ON STATE ASSESSMENTS

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

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

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

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	239	124	115	210	13	10	6				31	27
	Reading	0.8	0.8	0.9	1.4	0.0	0.0	0.0		0.0		0.0	7.4
	Mathematics	0.8	0.8	0.9	1.4	0.0	0.0	0.0		0.0		0.0	7.4
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203				578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0		0.0		5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0		0.0		5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444				78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8		6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7		6.9		0.6	16.3

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

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

GRADE 7

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	2.2	4.4	55.8	37.6	0.0	15.4	49.8	34.8
	District	3.7	5.7	53.7	36.9	0.3	17.7	53.5	28.6
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	2.4	4.8	49.6	43.2	0.0	14.3	49.2	36.5
	District	4.5	5.1	50.4	40.0	0.3	18.2	50.9	30.5
	State	10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	School	2.0	4.0	63.6	30.3	0.0	17.2	49.5	33.3
	District	2.9	6.2	57.3	33.5	0.2	16.9	56.2	26.7
	State	9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	1.1	3.7	53.4	41.8	0.0	12.1	48.9	38.9
	District	2.0	4.8	53.0	40.3	0.2	14.6	54.1	31.1
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	School	6.3	18.8	62.5	12.5	0.0	37.5	50.0	12.5
	District	19.6	17.6	54.9	7.8	0.0	49.0	43.1	7.8
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	School	16.7	0.0	50.0	33.3	0.0	66.7	0.0	33.3
	District	15.2	10.9	58.7	15.2	2.2	43.5	41.3	13.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/ Pacific Islander	School	8.3	0.0	91.7	0.0	0.0	16.7	75.0	8.3
	District	4.1	4.1	65.3	26.5	0.0	12.2	65.3	22.4
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	School								
	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	11.1	22.2	63.0	3.7	0.0	59.3	37.0	3.7
	District	21.4	19.3	53.6	5.7	2.1	62.1	32.9	2.9
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	School								
	District	0.0	18.8	62.5	18.8	0.0	25.0	62.5	12.5
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non- disabled	School	1.0	2.0	54.1	42.9	0.0	9.6	50.8	39.6
	District	1.2	3.5	53.5	41.8	0.0	11.1	56.3	32.6
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	9.5	9.5	71.4	9.5	0.0	33.3	57.1	9.5
	District	17.2	12.6	63.2	6.9	1.1	50.0	45.5	3.4
	State	18.0	27.9	49.7	4.4	3.2	60.5	33.9	2.4
Not Eligible	School	1.5	3.9	54.1	40.5	0.0	13.6	49.0	37.4
	District	2.6	5.1	52.9	39.4	0.2	14.9	54.1	30.7
	State	6.2	11.7	59.2	22.9	1.2	30.0	53.7	15.1

GRADE 8

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.4	14.3	68.8	16.5	4.6	28.3	38.4	28.7	1.7	20.2	70.0	8.2
	District	0.1	14.0	65.0	20.9	2.8	19.5	40.4	37.3	1.4	12.0	72.0	14.6
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.8	13.8	66.7	18.7	5.7	23.6	35.8	35.0	2.5	27.0	67.2	3.3
	District	0.2	14.2	66.2	19.5	4.0	17.6	38.8	39.5	2.3	17.0	73.8	6.8
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	School	0.0	14.9	71.1	14.0	3.5	33.3	41.2	21.9	0.9	12.6	73.0	13.5
	District	0.0	13.8	63.8	22.4	1.5	21.5	42.1	34.9	0.4	6.5	70.0	23.1
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5
Racial/Ethnic Background		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.5	12.1	70.5	16.9	3.9	25.6	41.1	29.5	1.5	17.6	72.5	8.3
	District	0.1	12.5	65.4	22.0	2.2	17.5	41.6	38.8	1.2	11.0	73.0	14.8
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	School	0.0	61.5	30.8	7.7	15.4	69.2	7.7	7.7	0.0	61.5	30.8	7.7
	District	0.0	29.8	66.0	4.3	10.6	44.7	36.2	8.5	4.3	25.5	63.8	6.4
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	School	0.0	10.0	80.0	10.0	10.0	40.0	20.0	30.0	11.1	11.1	66.7	11.1
	District	0.0	32.5	62.5	5.0	6.8	43.2	31.8	18.2	2.4	21.4	66.7	9.5
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/ Pacific Islander	School	0.0	0.0	66.7	33.3	0.0	16.7	33.3	50.0	0.0	16.7	83.3	0.0
	District	0.0	11.9	59.5	28.6	4.8	11.9	26.2	57.1	0.0	9.8	68.3	22.0
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	School												
	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2
Students with Disabilities		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	3.4	48.3	48.3	0.0	34.5	51.7	13.8	0.0	10.7	53.6	35.7	0.0
	District	0.9	57.3	41.0	0.9	22.0	54.5	20.3	3.3	9.2	37.8	52.9	0.0
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
Section 504	School	0.0	14.3	57.1	28.6	0.0	14.3	42.9	42.9	0.0	0.0	100.	0.0
	District	0.0	16.7	61.1	22.2	0.0	16.7	55.6	27.8	0.0	17.6	82.4	0.0
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
Non- disabled	School	0.0	9.5	72.1	18.4	0.5	25.4	41.8	32.3	0.5	16.2	73.7	9.6
	District	0.0	8.5	68.1	23.4	0.4	15.0	42.7	41.9	0.4	8.6	74.2	16.7
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9
Economically Disadvantaged		Reading				Mathematics				Writing			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	44.0	52.0	4.0	8.0	64.0	20.0	8.0	0.0	39.1	60.9	0.0
	District	0.0	45.6	48.5	5.9	11.3	57.7	23.9	7.0	6.2	35.4	53.8	4.6
	State	1.8	48.2	47.0	3.0	13.4	57.6	25.0	3.9	8.7	44.1	45.6	1.6
Not Eligible	School	0.5	10.8	70.8	17.9	4.2	24.1	40.6	31.1	1.9	18.1	71.0	9.0
	District	0.1	11.8	66.2	21.9	2.2	16.8	41.5	39.4	1.1	10.5	73.2	15.2
	State	0.6	24.2	62.1	13.1	4.8	33.1	42.3	19.8	3.9	27.6	62.0	6.6

A school is a product that is never truly finished. It is a growing vibrant organization with a focus on the development of the whole person. Constant vigilance of our programs is necessary to be responsive to the needs of students. Recently, President Bush signed into law the “No Child Left Behind” legislation. At Franklin this means an even closer look at the data on student performance.

District 200 uses various methods to gather information about teaching and learning. In the fall, students take the Terra Nova tests to determine their individual achievement. These scores are reported back to the district in November. After careful examination of this information teachers can adjust to student curricular needs and attempt to correct problematic areas.

In the early spring the ISAT testing administered. This battery of tests is given to seventh and eighth grade students providing information as to how well our school is meeting state standards. Again, this is a place to look at the delivery of our curriculum and make adjustments as necessary.

Finally, District 200 has developed and continues to work on the development of local assessments. These assessments are administered throughout the school year in an effort to determine the depth of student understanding of important concepts. This information is shared with teachers so that adjustments can take place once again to improve learning.

Each school has a School Improvement Team. The job of this group is to interpret information and make recommendations for improvement when appropriate. At Franklin, our SIP Team consists of teachers, support staff, parent and administration. In the past we have identified four target areas. They are:

- ◆ To improve student performance in reading.
- ◆ To improve student performance in math.
- ◆ To improve student application of universal traits.
- ◆ To integrate career exploration activities to help students understand the relationship to learning and life skills.

Al though, we are currently meeting to update this year’s plan, we continue these targets. Since we began to focus on reading we have seen an improvement in overall scores. We will continue to maintain our current strategies in this area and monitor results. We have established the Gates-McGinitie Reading test as a yearly baseline to measure student reading progress. Not only will we have current information on each student’s reading performance, but also we will be able to track their reading progress while at Franklin. However, we recognize the need to look further at writing and math.

Our character program is exceptional. A representative group from our Character Education Committee, including a student and a parent, presented at the National Character Conference this past July in St.Louis. Discipline referrals are diminishing. The bullying survey that went out to students last year showed that 90% of our students felt safe here at school. This puts Franklin right on the national average. We are constantly working to help the remaining 10% of our

students raise their comfort level. The Developmental Team, which addresses the social/emotional aspects of our learning program, will continue to focus its energy in this area.

Finally, career exploration continues to move ahead. The eighth grade Job Shadowing program has grown and improved the last two years. Franklin was the first middle school to venture into this experience. The Wheaton Chamber of Commerce is the main source of job sites for our students to visit. Two years ago they offered almost 100 businesses. This past year they offered 200 sites and Monroe Middle School is now part of the program. Also, some teachers have attended summer programs in an effort to better integrate career information in their lessons.

This briefly summarizes where our thinking is at this time. As mentioned above, our School Improvement Team is comprised of a cross section of Franklin staff covering many disciplines in partnership with parent representatives. We meet on a monthly basis to analyze data, review planning, and set goals. Communication regarding our progress is accomplished through our monthly newsletter, The Franklin Almanac, and reports to our PTS at their monthly meeting.

Sincerely,

Dennis Rosy
Principal