

**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	84.3	7.2	3.3	4.9	0.3	14.5	0.0		0.0	20.0	93.1	696
District	82.7	5.7	7.0	4.5	0.1	10.9	3.2		1.0	10.0	93.2	14,183
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3		1.9	16.4	94.0	2,044,539

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	Grade 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				23.8	21.0		--	--	--	--
District	97.6				23.8	22.3		17.5	20.1	13.4	288.8
State	95.9				23.6	22.8		18.4	18.2	13.8	221.1

* 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		52	49		43	44		107	94		43	44

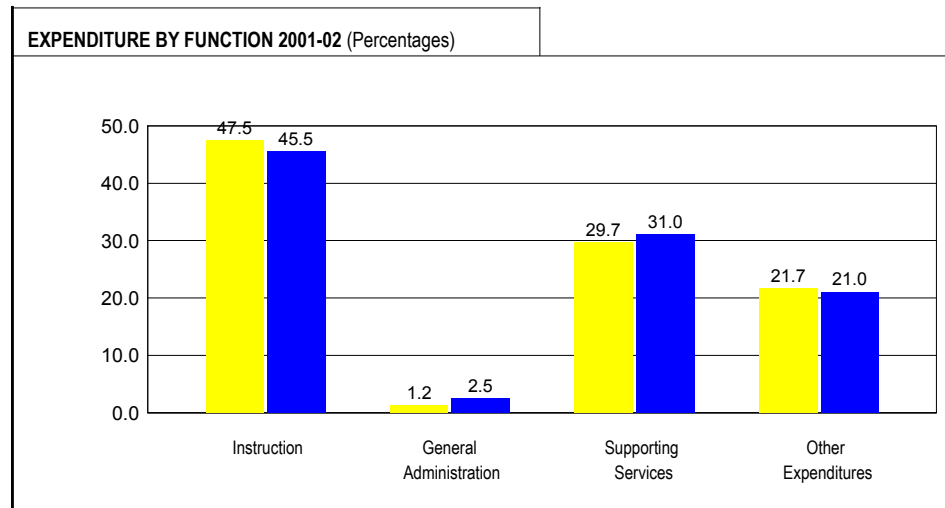
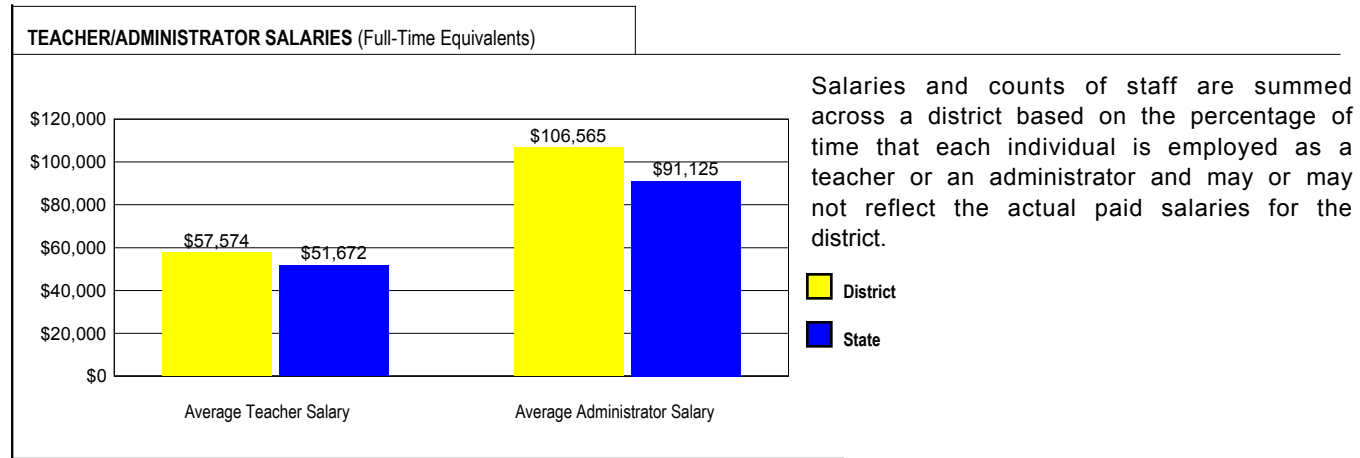
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.9	0.5	0.8	0.0	22.9	77.1	914
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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	13.1	40.3	59.5	0.5	0.1
State	13.9	53.9	46.0	2.5	2.1

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

* Data based on No Child Left Behind (NCLB) definition.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$88,842,949	72.8	55.4	Education	\$94,097,779	67.6	69.7
Other Local Funding	\$5,509,666	4.5	6.1	Operations & Maintenance	\$20,135,171	14.5	8.9
General State Aid	\$9,986,492	8.2	18.7	Transportation	\$6,745,245	4.8	3.4
Other State Funding	\$13,287,246	10.9	12.5	Bond and Interest	\$8,082,178	5.8	5.7
Federal Funding	\$4,409,128	3.6	7.3	Rent			0.0
TOTAL	\$122,035,481			Municipal Retirement/ Social Security	\$2,419,351	1.7	1.5
				Fire Prevention & Safety			1.0
				Site & Construction/ Capital Improvement	\$7,703,163	5.5	9.8
				TOTAL	\$139,182,887		

OTHER FINANCIAL INDICATORS				
	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$138,255	4.70	\$4,990	\$8,293
State	**	**	\$4,842	\$8,181

** 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.

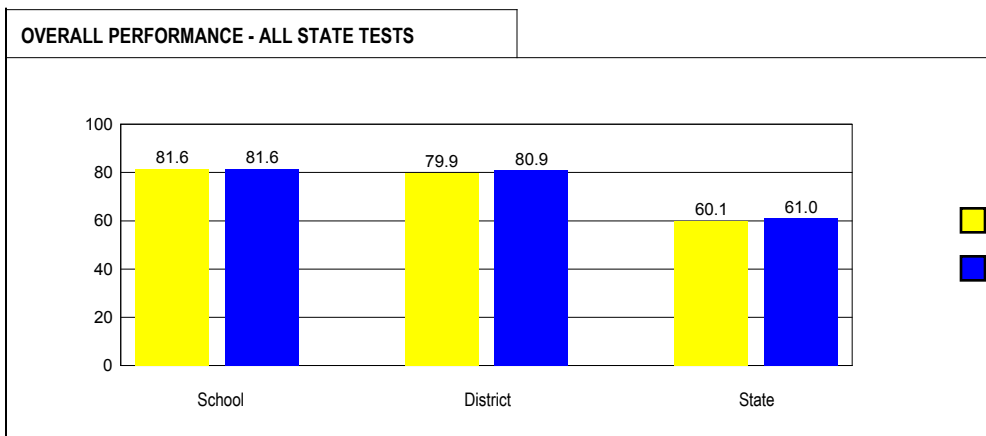
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

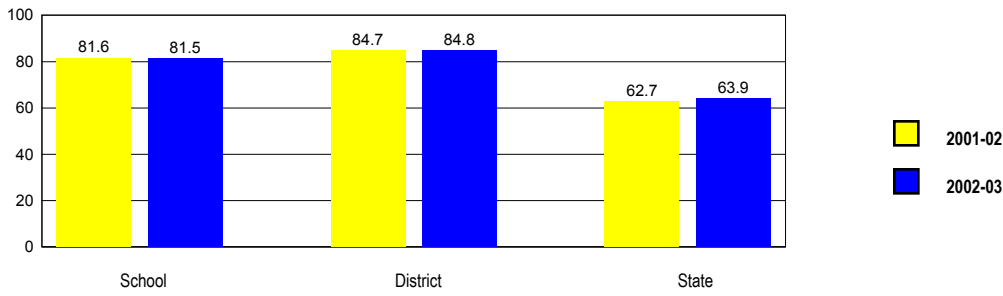
ACADEMIC PERFORMANCE

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.



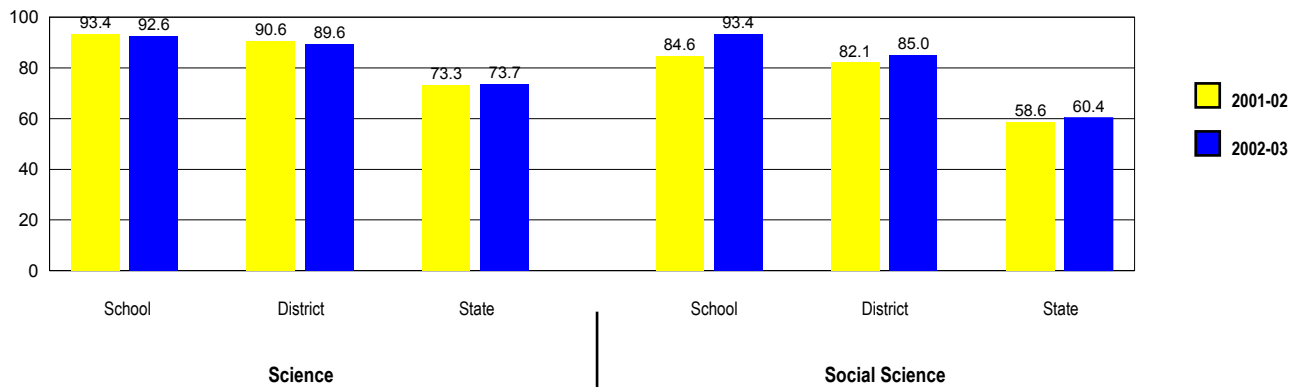
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



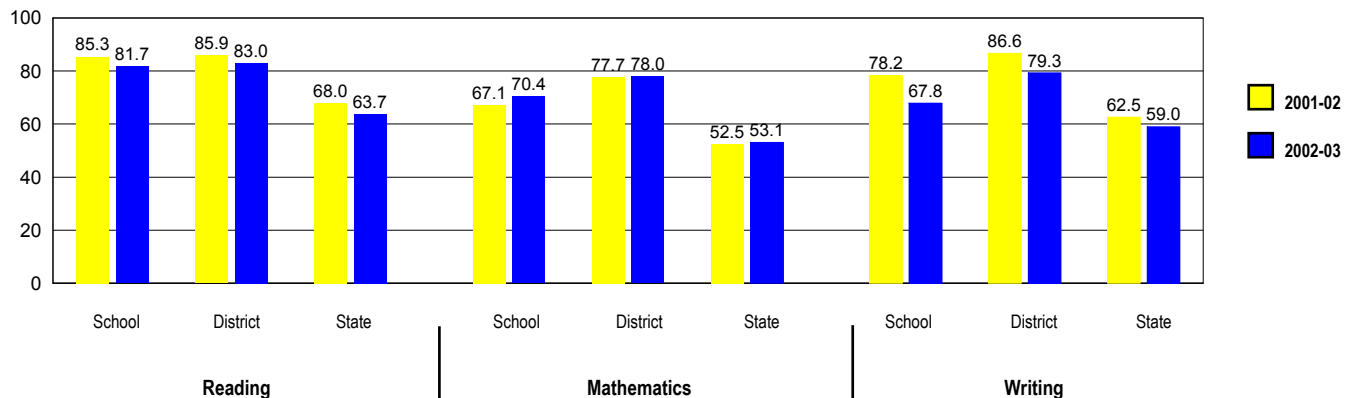
ISAT PERFORMANCE

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.

ISAT Grade 7



ISAT 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.

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 ISAT or PSAE would not be appropriate.

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.

Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS													
		Gender			Racial/Ethnic Background					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American				
School	*Enrollment	229	126	103	196	17	5	11	0	0	0	28	29
	Reading	0.0	0.0	0.0	1.5	0.0		0.0				0.0	0.0
	Mathematics	0.0	0.0	0.0	1.5	0.0		0.0				0.0	0.0
District	*Enrollment	4,398	2,316	2,082	3,616	235	294	218	1	150	0	556	527
	Reading	1.6	2.0	1.2	1.7	7.2	4.4	0.0		0.0		0.0	7.6
	Mathematics	1.8	2.3	1.2	1.8	8.9	4.4	0.5		0.0		0.0	8.2
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6

* 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

Grade 7 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	1.6	5.7	50.0	42.6	0.4	6.1	44.7	48.8
District	3.6	6.9	51.9	37.7	0.4	14.6	46.8	38.2
State	9.7	16.6	56.2	17.5	1.5	38.1	45.7	14.7

Grade 7 - Gender

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Male								
School	0.9	2.8	48.6	47.7	0.0	6.5	43.9	49.5
District	4.3	6.6	47.0	42.1	0.2	14.6	43.6	41.7
State	10.6	15.7	53.6	20.2	1.9	36.7	44.1	17.3
Female								
School	2.2	8.0	51.1	38.7	0.7	5.8	45.3	48.2
District	2.7	7.1	57.0	33.1	0.5	14.7	50.2	34.6
State	8.7	17.6	58.9	14.8	1.1	39.5	47.4	12.0

Grade 7 - Racial/Ethnic Background

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
White								
School	1.0	3.4	47.5	48.0	0.5	4.4	41.2	53.9
District	1.9	5.1	51.7	41.3	0.3	11.5	46.7	41.5
State	5.0	10.7	59.8	24.5	0.7	26.6	52.0	20.6
Black								
School	6.3	25.0	62.5	6.3	0.0	25.0	62.5	12.5
District	16.1	25.0	51.8	7.1	0.0	42.1	49.1	8.8
State	20.5	29.8	46.9	2.8	3.5	64.5	29.6	2.4
Hispanic								
School	9.1	27.3	54.5	9.1	0.0	9.1	72.7	18.2
District	20.0	16.7	55.0	8.3	1.7	35.0	51.7	11.7
State	15.4	25.0	53.9	5.7	2.1	53.4	39.9	4.5
Asian/Pacific Islander								
School	0.0	0.0	66.7	33.3	0.0	8.3	50.0	41.7
District	2.4	7.3	48.8	41.5	0.0	12.2	41.5	46.3
State	3.2	8.0	57.2	31.6	0.2	17.5	55.1	27.2
Native American								
State	10.9	21.1	54.7	13.3	1.6	43.2	47.5	7.7

ISAT continued**Grade 7 - Students with Disabilities**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
IEP								
School	13.8	24.1	58.6	3.4	3.4	24.1	62.1	10.3
District	17.1	25.6	48.8	8.5	2.4	46.7	41.2	9.7
State	32.2	28.3	36.0	3.5	7.2	67.4	22.4	3.1
Section 504								
State	9.5	19.5	54.1	16.9	1.2	38.7	42.8	17.2
Non-disabled								
School	0.0	3.3	48.8	47.9	0.0	3.7	42.3	54.0
District	1.3	3.7	52.3	42.8	0.0	9.1	47.7	43.3
State	5.9	14.7	59.5	19.8	0.5	33.2	49.6	16.7

Grade 7 - Economically Disadvantaged

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	7.1	14.3	57.1	21.4	3.6	17.9	60.7	17.9
District	16.7	16.7	58.3	8.3	1.8	40.4	49.5	8.3
State	17.2	26.8	50.9	5.1	2.8	59.0	34.5	3.7
Not Eligible								
School	0.9	4.6	49.1	45.4	0.0	4.6	42.6	52.8
District	2.2	5.8	51.2	40.8	0.2	11.8	46.5	41.5
State	6.0	11.6	58.8	23.6	0.9	27.7	51.3	20.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.4	17.8	58.3	23.5	3.9	25.7	40.4	30.0	3.5	28.6	60.4	7.5
District	0.2	16.9	58.8	24.2	1.9	20.1	41.1	36.9	2.5	18.2	66.4	12.9
State	0.5	35.8	54.0	9.7	6.3	40.6	37.6	15.5	6.2	34.8	54.8	4.2

Grade 8 - Gender

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.8	22.0	58.3	18.9	4.7	26.8	35.4	33.1	3.2	38.4	54.4	4.0
District	0.2	21.7	60.9	17.3	2.8	20.6	41.4	35.1	3.4	25.5	63.1	8.0
State	0.7	40.6	51.5	7.2	7.5	39.7	36.5	16.3	9.4	41.5	46.7	2.4
Female												
School	0.0	12.6	58.3	29.1	2.9	24.3	46.6	26.2	3.9	16.7	67.6	11.8
District	0.2	11.6	56.5	31.7	1.0	19.5	40.8	38.7	1.5	10.2	69.9	18.3
State	0.2	30.8	56.6	12.3	5.1	41.6	38.6	14.7	2.9	27.9	63.2	6.0

ISAT continued**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	13.5	58.9	27.6	0.5	21.4	43.2	34.9	2.1	25.9	64.0	7.9
	District	0.0	13.9	59.5	26.6	0.7	16.8	43.4	39.1	1.8	16.5	68.7	13.0
	State	0.3	26.8	59.9	13.1	3.3	30.9	44.9	21.0	4.6	29.3	60.6	5.5
Black	School	0.0	50.0	50.0	0.0	25.0	60.0	15.0	0.0	15.0	55.0	25.0	5.0
	District	0.0	46.0	54.0	0.0	13.2	60.4	20.8	5.7	5.8	50.0	40.4	3.8
	State	1.0	53.7	42.6	2.7	15.1	61.9	20.2	2.8	10.7	47.7	40.6	1.0
Hispanic	District	4.3	41.3	47.8	6.5	8.9	44.4	31.1	15.6	9.5	23.8	54.8	11.9
	State	0.8	52.3	43.8	3.1	7.7	56.8	30.4	5.1	7.4	43.5	47.7	1.3
Asian/Pacific Islander	School	0.0	27.3	72.7	0.0	9.1	36.4	45.5	9.1	0.0	18.2	72.7	9.1
	District	0.0	13.5	63.5	23.1	1.9	15.4	30.8	51.9	0.0	9.6	67.3	23.1
	State	0.1	20.1	59.6	20.3	1.3	19.7	40.6	38.3	1.8	20.7	67.1	10.4
Native American	State	0.6	45.1	48.2	6.1	7.2	49.3	32.0	11.6	6.5	44.9	45.2	3.4

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	2.8	66.7	30.6	0.0	22.2	63.9	13.9	0.0	16.7	75.0	8.3	0.0
	District	1.4	69.8	28.1	0.7	11.2	65.0	21.7	2.1	12.8	56.7	30.5	0.0
	State	2.7	77.8	18.6	0.9	28.8	58.2	11.2	1.8	30.1	51.0	18.4	0.4
Section 504	State	0.2	40.0	52.8	7.1	4.0	45.9	38.0	12.0	7.0	42.3	47.4	3.3
	Non-disabled	School	0.0	8.3	63.5	28.1	0.5	18.2	45.3	35.9	1.1	20.1	69.8
District		0.0	9.0	63.3	27.7	0.5	13.2	44.1	42.2	1.0	12.4	71.7	14.9
State		0.1	28.8	59.9	11.2	2.6	37.7	42.0	17.8	2.3	32.2	60.7	4.8

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	3.3	33.3	60.0	3.3	10.0	46.7	36.7	6.7	10.3	51.7	37.9	0.0
	District	2.1	42.6	53.2	2.1	7.1	52.0	30.6	10.2	8.3	40.6	49.0	2.1
	State	0.9	53.1	43.3	2.7	11.3	58.5	26.0	4.2	9.8	46.6	42.5	1.1
Not Eligible	School	0.0	15.5	58.0	26.5	3.0	22.5	41.0	33.5	2.5	25.3	63.6	8.6
	District	0.0	14.4	59.3	26.3	1.4	16.9	42.1	39.5	1.9	16.0	68.1	14.0
	State	0.3	27.6	59.0	13.0	4.0	32.2	43.0	20.8	4.5	29.3	60.6	5.6

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	Yes
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Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
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	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			88.0		65.0	
All	100.0	Yes	100.0	Yes	82.7		Yes	71.7		Yes	93.1	Yes		
White	98.5	Yes	98.5	Yes	86.5		Yes	78.1		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% Tested for Reading and Mathematics for the All Group and Subgroups
2. At least 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***
3. At least 88.0% Attendance Rate for Non-High Schools or at least 65.0% Graduation Rate for High Schools

* Includes only students enrolled as of 9/30/02.

** Safe Harbor Targets of 37% or above are not printed.

*** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)

The information below is taken from Franklin's School Improvement Plan. A complete copy of Franklin's School Improvement Plan is available for review in the school office.

Target Areas for Student Improvement

- 85 % of eighth grade students will meet/exceed state standards in reading on the 2004 ISAT.
- 75% of eighth grade students will meet/exceed state standards in math on the 2004 ISAT.
- 73% of eighth grades students will meet/exceed state standards in writing on the 2004 ISAT.
- A minimum of 50% of eighth grade students identified as *black, non-Hispanic, disabled, or low income* will meet/exceed state standards in reading, math, and writing.

Rationale for Target Selection

- Eighth grade reading scores have dropped slightly over the past 3 years.
- Eighth grade math scores improved from 67% in 2002 to 70 % in 2003.
- Eighth grade writing scores dropped from 78% in 2002 to 67.9 % in 2003.
- The students in the subgroups of *black, non-Hispanic, disabled, and low income* have 50% or less meeting/exceeding state standards in reading, math, and writing.

Strategies for Improvement

- All teachers will focus on reading comprehension skills for students identified with deficiencies.
- Title One and Reading Specialist will provide additional support in reading comprehension for students meeting criteria.
- Math teachers will develop intervention strategies and hands-on activities to place focus on geometric concepts and relationships, algebraic concepts, and measurement.
- All teachers will collaborate on specific strategies on which to focus on writing across curricular areas.
- Use "flex" time in 6th and 7th grades for additional remediation/interventions.
- Collaborate with Outreach Community Center for additional support with students outside of school.

Professional Development Opportunities

- Building in-service days will be used for training/sharing effective strategies that work for teaching comprehension.
- Monthly faculty meetings will be used for professional development by identifying staff who can train/share effective strategies across curricular areas.
- Building staff development funds will be used specifically for training in target areas.

Quantifiable Measures of Success

- Increase in percent of students meeting/exceeding standards in reading, math, and writing on ISAT 2004.

Quality Improvement Team

- Principal, School Improvement Team, All Franklin Teachers, Parents

Auditors

- School Improvement Team

Reporting Method

- Semi-annual updates will be provided the Superintendent and Assistant Superintendent of Curriculum and Instruction.
- Identification of goals and progress toward meeting them will be reported to parents at least twice during the year.