

Franklin Middle School
CUSD 200
Wheaton, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : 6 7 8

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

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	76.4	7.4	7.6	5.5	0.0	3.1	22.4	5.8		0.1	15.4	95.3	740
District	75.0	7.0	10.6	4.3	0.0	3.1	20.5	7.4		0.9	12.5	95.2	13,299
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	98.0	--	--	--	--
District	98.7	17.2	19.1	12.1	249.7
State	96.7	18.4	18.0	13.3	201.8

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School							23.0	21.2	20.7	
District							20.0	22.1	20.0	
State							22.0	21.1	21.4	

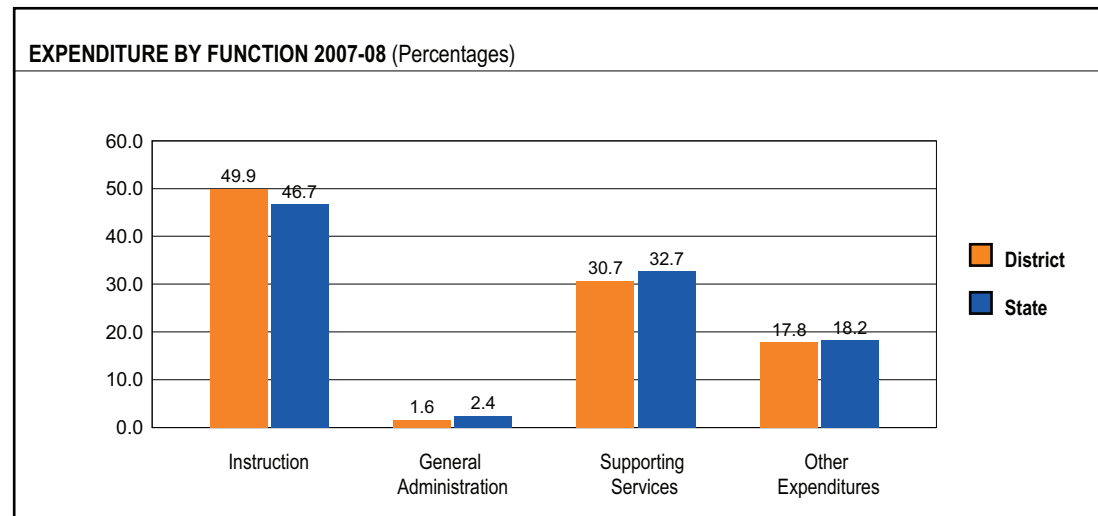
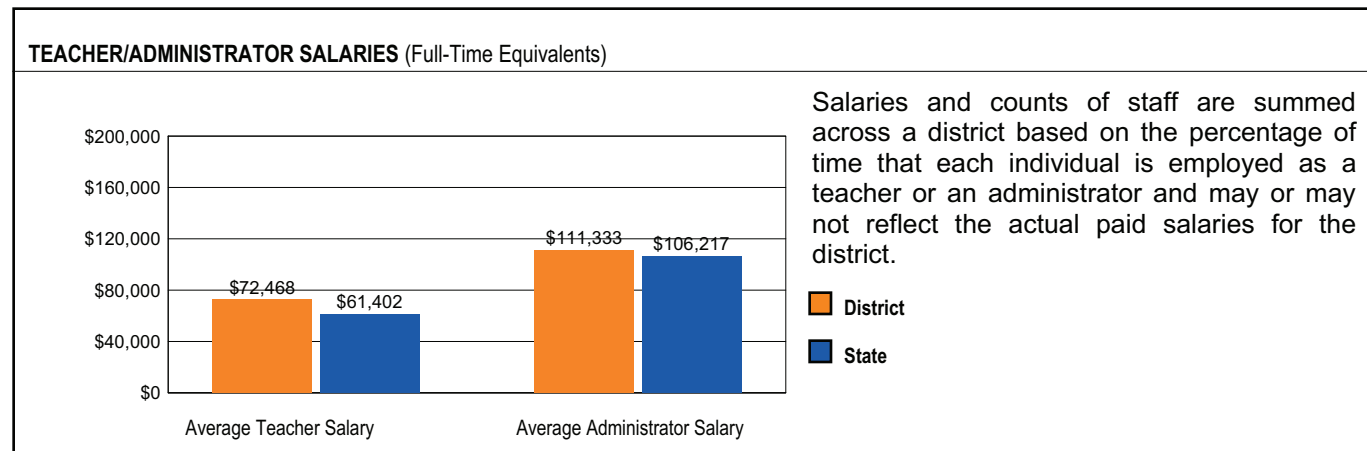
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School		45	45		45	45		90	90		45	45
District		45	45		45	45		90	90		45	45
State		54	51		43	44		104	92		43	44

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.5	0.5	1.9	1.0	0.1	23.5	76.5	894
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	13.2	20.1	79.8	0.2	0.0
State	12.5	44.1	55.8	0.6	1.2

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

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,265,925	75.2	58.7	Education	\$118,459,078	69.9	71.5
Other Local Funding	\$8,187,723	5.4	6.3	Operations & Maintenance	\$11,868,148	7.0	8.6
General State Aid	\$9,636,410	6.3	18.6	Transportation	\$8,170,636	4.8	3.9
Other State Funding	\$13,544,472	8.9	9.0	Bond and Interest	\$12,415,133	7.3	6.3
Federal Funding	\$6,357,884	4.2	7.4	Rent	\$0	0.0	0.0
TOTAL	\$151,992,414			Municipal Retirement/ Social Security	\$3,303,540	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$15,251,163	9.0	6.8
				TOTAL	\$169,467,698		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$228,016	3.88	\$6,780	\$11,189
State	**	**	\$6,103	\$10,417

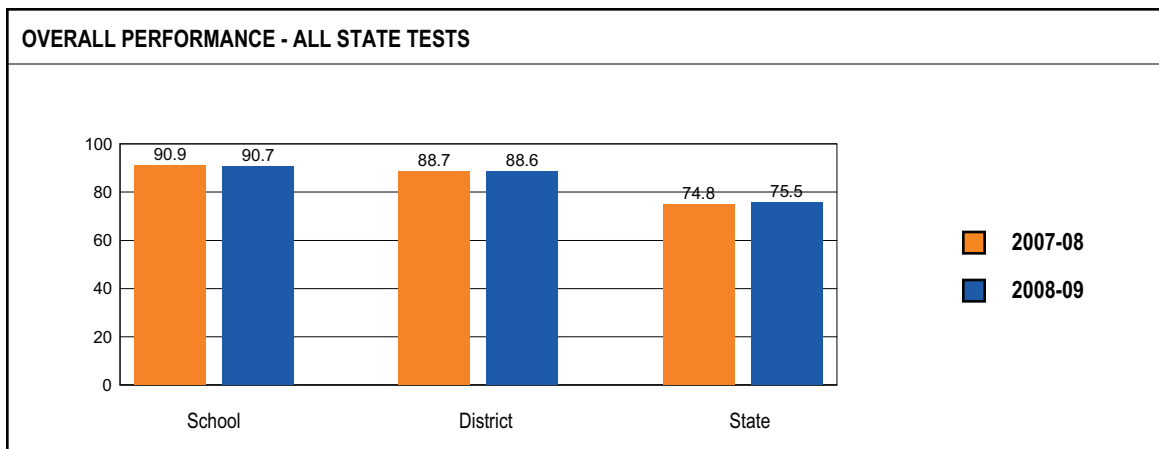
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

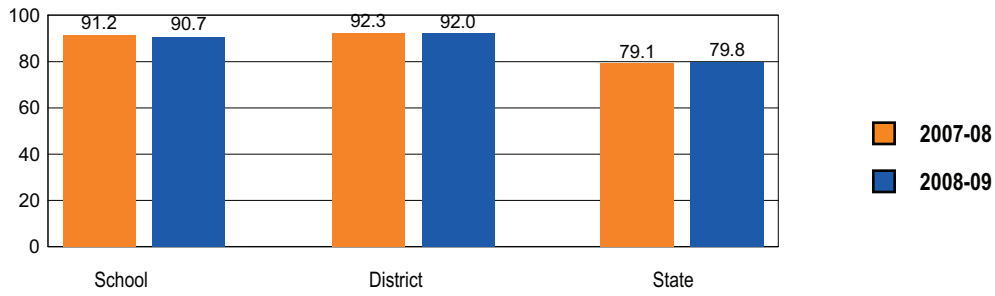
OVERALL STUDENT PERFORMANCE

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

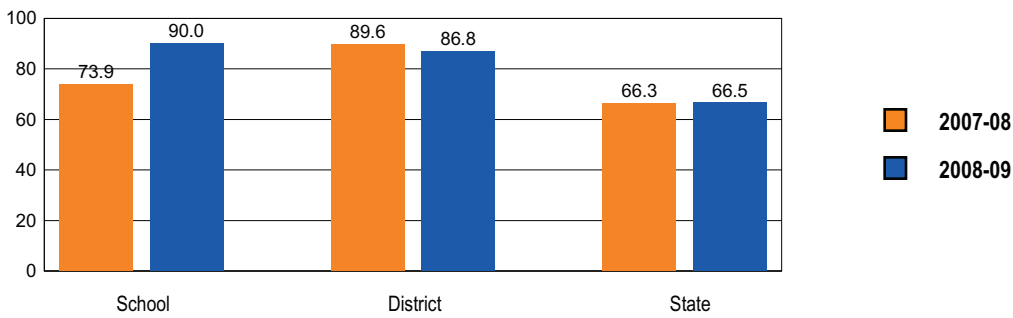
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

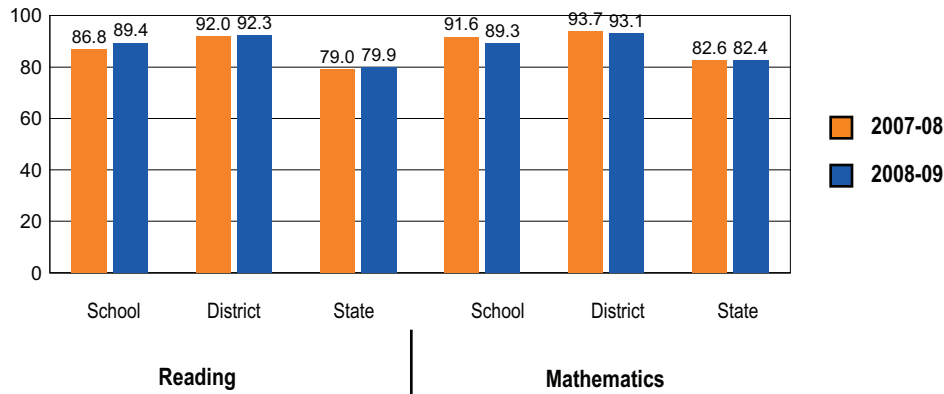


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

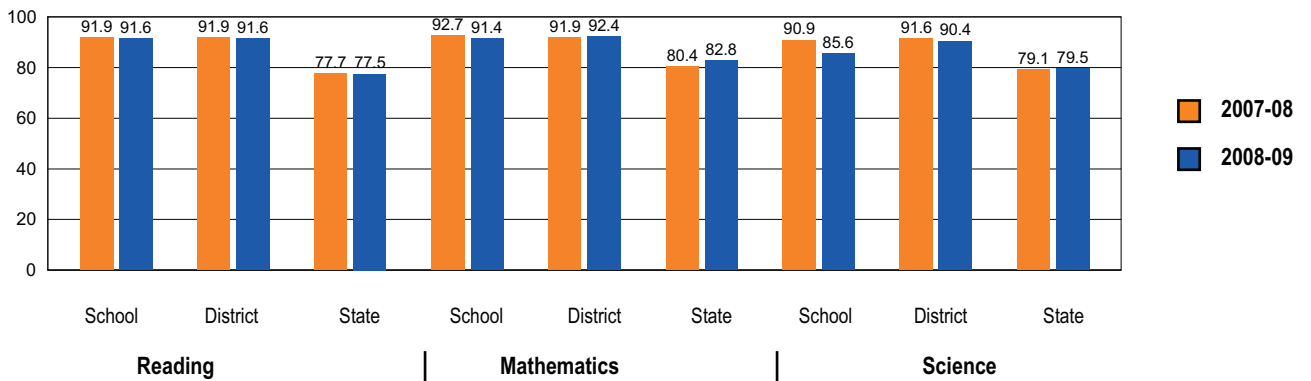
ISAT PERFORMANCE

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

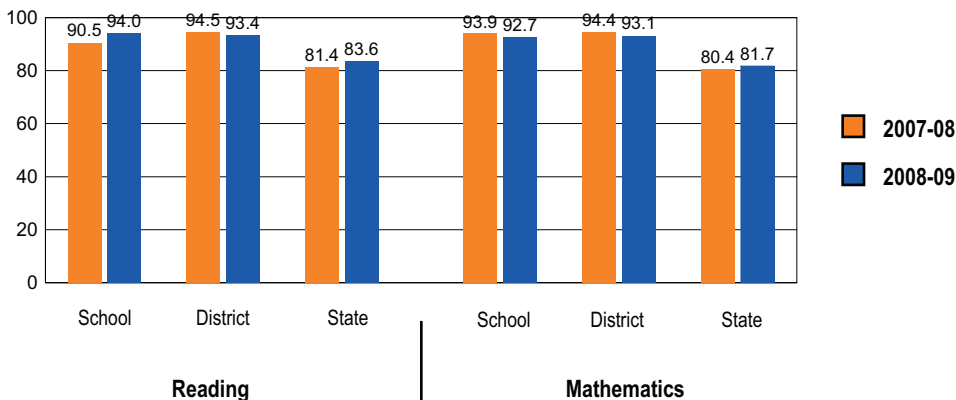
ISAT Grade 6



ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	763	385	378	569	61	62	46	0	25	54	0	97	186
	Reading	0.1	0.0	0.3	0.2	0.0	0.0	0.0		0.00	0.0		0.0	0.5
	Mathematics	0.1	0.0	0.3	0.2	0.0	0.0	0.0		0.00	0.0		0.0	0.5
District	*Enrollment	7,088	3,632	3,456	5,328	486	726	329	1	218	548	0	1,057	1,502
	Reading	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	Enrollment	252	126	126	181	22	24	18	0	7	16	0	39	67
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
District	Enrollment	3,071	1,591	1,480	2,335	198	305	152	0	81	196	0	464	624
	Science	0.1	0.2	0.1	0.1	0.0	0.7	0.0		0.0	0.5		0.2	0.3
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	10.6	39.2	50.2	0.8	10.0	45.6	43.7
District	0.1	7.6	45.8	46.5	0.2	6.7	49.0	44.0
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	14.4	32.6	53.0	0.8	9.2	45.0	45.0
	District	0.2	9.8	44.2	45.8	0.2	5.5	48.8	45.5
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	6.9	45.8	47.3	0.8	10.8	46.2	42.3
	District	0.0	5.5	47.4	47.2	0.2	7.9	49.3	42.6
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.0	37.7	58.3	0.5	3.6	42.9	53.1
	District	0.1	4.2	42.0	53.6	0.1	4.0	45.0	50.9
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	45.0	50.0	5.0	5.0	35.0	55.0	5.0
	District	0.0	25.4	67.8	6.8	1.7	27.1	69.5	1.7
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	27.3	40.9	31.8	0.0	27.3	59.1	13.6
	District	0.0	22.7	57.7	19.6	0.0	12.2	74.5	13.3
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School	0.0	21.4	42.9	35.7	0.0	20.0	53.3	26.7
	District	0.0	10.0	45.0	45.0	0.0	9.8	31.7	58.5
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District	0.0	6.7	60.0	33.3	0.0	13.3	50.0	36.7
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

Grade 6 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	46.2	38.5	15.4	3.6	39.3	53.6	3.6
District	0.0	38.8	52.9	8.2	1.1	23.9	70.5	4.5
State	0.5	58.4	37.6	3.4	1.6	42.6	51.0	4.8

Grade 6 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	46.4	53.6	0.0	0.0	35.7	60.7	3.6
	District	1.0	29.8	59.6	9.6	0.0	28.8	64.4	6.7
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	6.4	37.4	56.2	0.9	6.9	43.8	48.5
	District	0.0	5.0	44.1	50.9	0.2	4.1	47.2	48.5
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

Grade 6 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	32.8	41.0	26.2	3.2	24.2	58.1	14.5
	District	0.0	22.9	58.5	18.5	1.0	16.5	71.8	10.7
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	4.0	38.6	57.4	0.0	5.5	41.7	52.8
	District	0.1	3.6	42.4	53.9	0.0	4.1	43.0	52.9
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

Grade 7

Grade 7 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	8.4	47.3	44.3	0.9	7.7	42.5	48.9	6.3	8.0	37.4	48.3
District	0.1	8.3	47.0	44.6	0.5	7.1	39.6	52.8	4.0	5.6	41.1	49.3
State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	8.5	52.1	39.3	0.0	8.6	42.2	49.1	5.6	9.0	39.3	46.1
	District	0.2	8.8	50.5	40.5	0.4	8.1	37.1	54.4	4.0	6.0	40.0	50.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	8.3	42.5	49.2	1.7	6.8	42.7	48.7	7.1	7.1	35.3	50.6
	District	0.0	7.7	43.3	49.0	0.6	5.9	42.2	51.2	3.9	5.3	42.2	48.6
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

Grade 7 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	3.9	42.1	53.9	1.1	2.8	36.4	59.7	3.1	6.2	31.0	59.7
	District	0.0	3.5	44.7	51.8	0.4	3.3	35.8	60.5	1.1	3.0	38.4	57.5
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	29.4	64.7	5.9	0.0	27.8	66.7	5.6	14.3	21.4	57.1	7.1
	District	1.7	35.6	55.9	6.8	3.3	28.3	58.3	10.0	16.1	23.2	53.6	7.1
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School	0.0	26.3	68.4	5.3	0.0	31.6	57.9	10.5	6.7	13.3	73.3	6.7
	District	0.0	28.1	60.4	11.5	0.0	20.8	60.4	18.8	14.6	13.5	55.1	16.9
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School	0.0	18.8	56.3	25.0	0.0	13.3	60.0	26.7	33.3	0.0	41.7	25.0
	District	0.0	14.3	46.9	38.8	0.0	14.0	36.0	50.0	12.8	6.4	44.7	36.2
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School												
	District	0.0	4.3	47.8	47.8	0.0	5.0	40.0	55.0	0.0	11.1	27.8	61.1
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

Grade 7 - Limited-English-Proficient

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	45.5	54.5	0.0	6.7	46.7	40.0	6.7	50.0	25.0	25.0	0.0
	District	0.0	51.9	44.2	3.8	3.4	31.0	53.4	12.1	30.5	23.7	44.1	1.7
	State	2.3	64.0	32.0	1.7	4.7	38.5	51.0	5.8	25.6	35.2	37.3	1.9

Grade 7 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	43.3	53.3	3.3	3.3	26.7	56.7	13.3	13.6	40.9	31.8	13.6
	District	0.8	30.9	58.5	9.8	2.5	28.9	56.2	12.4	10.1	20.2	51.4	18.3
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	3.4	46.4	50.2	0.5	4.9	40.4	54.2	5.3	3.3	38.2	53.3
	District	0.0	5.1	45.4	49.4	0.2	4.1	37.3	58.4	3.1	3.6	39.6	53.6
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

Grade 7 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	28.3	60.4	11.3	1.8	25.0	53.6	19.6	20.9	18.6	44.2	16.3
	District	0.5	30.2	53.8	15.6	1.5	21.3	55.9	21.3	17.2	14.5	51.6	16.7
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	School	0.0	2.7	43.5	53.8	0.6	2.3	39.0	58.2	1.5	4.6	35.1	58.8
	District	0.0	2.9	45.4	51.7	0.2	3.5	35.5	60.8	0.6	3.3	38.3	57.8
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

Grade 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	6.0	68.4	25.6	0.9	6.5	38.8	53.9
District		0.0	6.6	69.4	24.0	0.3	6.6	39.1	54.0
State		0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	5.9	68.6	25.4	0.0	6.9	35.3	57.8
	District	0.0	6.9	70.4	22.8	0.0	7.3	36.4	56.3
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	School	0.0	6.0	68.1	25.9	1.7	6.0	42.2	50.0
	District	0.0	6.3	68.3	25.4	0.6	5.8	42.1	51.5
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	3.3	65.6	31.1	0.6	2.2	34.4	62.8
	District	0.0	4.0	68.3	27.7	0.3	3.2	34.8	61.7
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	School	0.0	23.5	76.5	0.0	0.0	31.3	56.3	12.5
	District	0.0	20.0	74.3	5.7	0.0	26.1	56.5	17.4
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	School	0.0	6.3	87.5	6.3	0.0	18.8	56.3	25.0
	District	0.0	14.7	79.4	5.9	0.0	17.6	55.9	26.5
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	School	0.0	18.2	63.6	18.2	10.0	10.0	30.0	50.0
	District	0.0	7.5	57.5	35.0	2.6	2.6	38.5	56.4
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	School								
	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	School	0.0	10.0	80.0	10.0	0.0	20.0	70.0	10.0
	District	0.0	17.4	65.2	17.4	0.0	17.4	60.9	21.7
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	36.0	56.0	8.0	4.0	36.0	36.0	24.0
	District	0.0	30.3	64.8	4.9	0.7	30.0	51.4	17.9
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	2.4	69.9	27.8	0.5	2.9	39.1	57.5
	District	0.0	2.8	70.1	27.1	0.2	2.8	37.2	59.8
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	20.4	63.3	16.3	4.2	20.8	54.2	20.8
District	0.0	19.4	71.4	9.2	1.5	20.0	56.4	22.1
State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible								
School	0.0	2.2	69.7	28.1	0.0	2.7	34.8	62.5
District	0.0	3.6	68.9	27.6	0.0	3.3	35.0	61.7
State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.9	Yes	99.9	Yes	92.6		Yes	92.7		Yes	95.3	Yes		
White	99.8	Yes	99.8	Yes	96.8		Yes	96.9		Yes				
Black	100.0	Yes	100.0	Yes	72.3		Yes	74.5		Yes				
Hispanic	100.0	Yes	100.0	Yes	79.2		Yes	77.4		Yes				
Asian/Pacific Islander	100.0	Yes	100.0	Yes										
Native American														
Multiracial /Ethnic														
LEP	100.0	Yes	100.0	Yes										
Students with Disabilities	100.0	Yes	100.0	Yes	62.7		Yes	67.5		Yes				
Economically Disadvantaged	99.5	Yes	99.5	Yes	74.5		Yes	77.7		Yes				

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

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

Franklin Middle School School Improvement Process

The staff of Franklin Middle School pursues continuous improvement by participating in a school improvement process every year. Through this process, the staff analyzes student achievement data and other pertinent information to identify areas of strength and areas for improvement. As measured by the 2009 Illinois State Achievement Test (ISAT), 92.6% of Franklin Middle School students were proficient in reading, and 92.7% of students were proficient in math. Franklin has now added a social/emotional goal to augment our focus on a culture of respect founded on safe, civil interactions, and to address the complicated topic of bullying.

- Math
 - Increase by 10% the number of students exceeding standards and decrease the number of students below or on academic warning by 10%, as measured by the ISAT.
 - Provide increased attention to and remedial assistance for students who have not been proficient in mathematics. We will continue professional development on quality instructional practices in the classroom.
- Reading
 - Increase by 10% the number of students who exceed reading standards and decrease by 4.9% the number of students below or on academic warning, as measured by the ISAT.
 - Implement well defined instructional strategies to support student literacy. Provide immediate, remedial instruction to reduce reading deficits in order to increase the number of students who are proficient in reading.
- Social/Emotional Goal
 - Create more instructional opportunities dedicated to social/emotional learning standards.
 - Focus on bullying by using data gathered from a spring 2009 student survey and improve our instruction and support services related to this issue. Results from the survey showed that 86% of students felt that their teachers cared about them. At the same time, 55% of students who reported bullying to staff felt the situation did not improve. Our goal is to improve this to a 70% remediation rate.

A school culture to support literacy for all has been in place for several years and is centered on student success. Many teachers have received training in the use of intervention strategies to reduce reading deficits. Specific training in Rewards and CRISS will be offered this year. Teachers are provided with opportunities to broaden their teaching approaches in the classroom.

Math professional development provides math teachers instructional support in teaching interactive math courses and developing activities that support problem-solving skills. Teachers are provided with opportunities to broaden their teaching approaches in the classroom.

A “Bullying Committee” is in place to create and implement professional development opportunities, including addressing cyberbullying and applying elements of the positive behavior management strategies for educators presented by Randy Sprick of *Safe and Civil Schools*.