

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Ms. Cyndee Hurst
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Franklin Elementary School
(As it should appear in the official records)

School Mailing Address 352 East Franklin Street
(If address is P.O. Box, also include street address)

Jacksonville Illinois 62650-4009
City State Zip Code+4 (9 digits total)

Tel. (217) 245-7005 Fax (217) 243-2535

Website/URL www.jax117.morgan.k12.il.us E-mail churst@jax117.morgan.k12.il.us

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

(Principal's Signature) Date January 21, 2004

Name of Superintendent* Dr. Gary Allison
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jacksonville School District #117 Tel. (217) 243-9411

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

(Superintendent's Signature) Date January 21, 2004

Name of School Board President/Chairperson Mr. Steve Todd
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date January 21, 2004

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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: 8 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other (Briefly explain)
- 10 TOTAL
2. District Per Pupil Expenditure: \$4,294
- Average State Per Pupil Expenditure: \$4,842

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. 15 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	24	13	37	7			
1	23	20	43	8			
2	15	24	39	9			
3	23	18	41	10			
4	23	22	45	11			
5	19	16	35	12			
6	13	13	26	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							266

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>80.5</u> % White |
| <u>16.5</u> % Black or African American |
| <u>1.5</u> % Hispanic or Latino |
| <u>.4</u> % Asian/Pacific Islander |
| <u>1.1</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 16.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	272
(5)	Subtotal in row (3) divided by total in row (4)	.165
(6)	Amount in row (5) multiplied by 100	16.5

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 67 %
178 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch 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: $\frac{13.9}{37}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>15</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> </u>
Classroom teachers	<u>13</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>1</u>	<u> </u>
Total number	<u>24</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 20.5:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.5%	94.8%	94.7%	94.9%	95.2%
Daily teacher attendance	95%	84.5%	95%	96%	96%
Teacher turnover rate	7.7%	0%	0%	0%	0%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Franklin Elementary School is located in Jacksonville, Illinois, and is one of eight elementary neighborhood schools in Jacksonville School District #117. Franklin is a K-6 building with a current enrollment of 266 students. There are usually two classrooms at each grade level; however, due to movement at the 6th grade level, there is only one section of 6th grade this school year. Grades 1-6 are housed in the main school building on 352 East Franklin Street. The two kindergarten classes are housed in the Central Office Administrative building on 516 Jordan Street, along with one kindergarten classroom of South School students and one kindergarten classroom of Washington School students. This move was necessary when the district began offering a full-day kindergarten program, and there was a lack of space at three of the elementary school buildings.

Franklin's student population includes families who live in one of the older sections of town. This southeast section of Jacksonville contains many Section 8 housing units and four mobile home parks. These forms of housing offer affordable rent to many low socioeconomic status families. There is also a history of mobility in this area. It is not uncommon for a family to move into this section of town, move out of town within six months to a year, and return within the next year or two. The remaining portion of this area includes mostly blue-collar workers who are employed at the various factories in town. Due to stressful experiences in the low socioeconomic families, many of the children in these families are also stressed. Incidents of child abuse and neglect have risen during the past several years. Alcohol and drug abuse within families has significantly increased which places added stress on children. Several of these families have been separated due to jail and prison sentences and rehabilitation efforts of parents. Children are usually placed with relatives or placed in foster homes for extended periods of time. We have also experienced an increase in the number of homeless families who have children attending in our school. With the high incidence of low-income families come children who are severely lacking in proper nutrition, adequate parenting, and a background of enriching experiences. In the school setting, it is a constant struggle to obtain the parental support and involvement needed to best meet the needs of the students. A large number of parents dropped out of school before graduating and view the school as a negative setting. Many did not have a successful school experience and education is not highly valued. This is communicated to their children by their lack of support.

The Franklin staff and community groups have worked to increase the number of learning resources available to our students. Family programs on parenting, prevention of drug and alcohol abuse, after-school programs, summer school opportunities, summer camps, and summer library programs are regularly provided to help meet the needs of the children and their families. Our business-education partner, the Jacksonville Rotary Club, provides support in the form of school supplies, winter clothing, and rewards and incentives. Outside agencies such as the Morgan County Health Department, the Wells Center, the Department of Human Resources, Community Counseling, the Homeless Task Force, child therapists, medical doctors, the courts, and the police department are also utilized as community resources for families in need.

Franklin Elementary School is a Title I Schoolwide program with a low-income level of 67%. We currently have 13 regular classroom teachers, three Title I teachers, one special education teacher, and one physical education/health teacher employed full-time at our school. A school counselor and a school social worker provide services three days per week. A speech and language therapist is at our building two days per week. A general music instructor provides music instruction one day per week. Orchestra and band instruction is offered to our 5th and 6th grade students.

The Franklin faculty and staff have a "no excuses" philosophy when it comes to teaching and educating our students. We firmly believe that all children can learn. The mission of Franklin Elementary School is to ensure that all students experience success in a positive and safe learning environment. Students will develop the skills needed to become productive, life-long learners in an ever-changing diverse society. The Franklin faculty and staff work together cooperatively to meet the academic, as well as the emotional needs of our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS:

1. The Illinois Standards Achievement Test (ISAT), a criterion-referenced test, is used to determine how students throughout the state are progressing toward the achievement of the Illinois Learning Standards. Students in grades 3 and 5 are tested in the areas of reading and mathematics. Both of these tests contain extended response items, as well as traditional multiple choice items. The performance levels used in Illinois are listed as follows:

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.

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

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 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.

In 2001, the state of Illinois began including the scores of students with Individualized Education Plans (IEP's). Percentages also began reflecting the extended response scores in the areas of reading and mathematics. Percentages and scores reported prior to 2001 did not include this data.

Analysis of the ISAT data indicates that Franklin 3rd grade students have scored significantly above the state level in the area of reading during the past four years with 75% meeting and/or exceeding the state average in 2003.

In the area of mathematics at the 3rd grade level, scores increased 21% during a four-year period. Scores increased from 73% in 2000 to 94% in 2003.

At the 5th grade level, students have also scored at or above the state level in the area of reading during the past four years with 59% of students meeting and/or exceeding the state average in 2003. It is important to note that this particular group of students was comprised of a large number of students with a slow-learner range of intelligence. It is not uncommon for Franklin students who have limited intelligence to perform above their ability level.

In the area of mathematics, a tremendous increase in 5th grade mathematics scores occurred in 2003. The percentage of students scoring at and/or above the state level increased from 59% in 2000 to 82% in 2003.

Subgroup data began to be reported on ISAT in 2001. Prior to 2001, only data for students with disabilities was reported. In Illinois, the number of students in each subgroup taking the test indicates whether it is reported as a subgroup. These numbers have changed over the years. For example, "students with disabilities" was not reported as a subgroup at Franklin during the year 2003 because the number that delineates a subgroup changed at the state level. Even though not all subgroups are reported on the ISAT reports, we continue to analyze the scores of all of the students who fall into a specific subgroup to ensure that we are meeting their learning needs.

Franklin's major subgroup that is analyzed each year is "economically disadvantaged." ISAT test scores indicate that students who are in this subgroup are making significant adequate yearly progress (AYP) based upon the current state standards. In 2003, 67.9% of 3rd graders who are economically disadvantaged met or exceeded the state's reading standards compared to 41.3% at the state level. During the same year, 89.3% of 3rd graders who are economically disadvantaged met or exceeded the state's standards compared to 57.6% at the state level. In grade 5 during 2003, 46.2% economically disadvantaged students met or exceeded the state level compared to 39.9% at the state level, while in mathematics, 84.6% met or exceeded compared to 49% at the state level.

2. Data collection and analysis is a high priority at Franklin Elementary School. It occurs consistently throughout the school year. We strongly believe that we must constantly monitor student achievement in order to be successful in meeting the diverse learning needs of our students. The Franklin teachers and principal meet on a regular basis in order to discuss the effectiveness of instructional programs and methods of instruction, as well as the specific needs of individual students. Individual student progress is frequently monitored using multiple measures against content and performance standards. Skill problems in reading and mathematics are isolated quickly and receive immediate attention. Strategies are in place at Franklin to assure that students who experience difficulty mastering standards get timely, effective, and additional assistance.

At the end of each school year, the Franklin faculty, staff, and principal meet to examine ISAT and Iowa Test of Basic Skill (ITBS) test results, as well as local assessment data. Grade level strengths and weaknesses, subgroup and individual student strengths and weaknesses, instructional programs and methods, the behavioral and emotional needs of students, parental and community involvement, the school climate, and staff development needs are also analyzed. Entire faculty and small group discussion groups are utilized. Assessment data is utilized to determine strengths and weaknesses at each grade level and to identify common weaknesses across grade levels and in certain subgroups of students. We then decide upon areas of focus based on the analysis of data for our School Improvement Plan. Goals are established and prioritized and action plans are then developed. Parents and community members are also included in this process through scheduled meetings with the PTO and our business-education partner, the Jacksonville Rotary Club.

Since there is a high mobility rate at Franklin, with many students moving out of our attendance area over the summer months and new students moving into the area, we reexamine and review all data and goals at the beginning of each school year. This enables us to assure that all students begin receiving the resources and assistance that is needed as early as possible in the school year.

3. Communicating with parents, students, and the community is always a goal at Franklin Elementary School. We firmly believe that we must communicate regularly and have the support of all stakeholders. For this reason, we provide a variety of ways to communicate student performance and achievement.

Student performance data is communicated to parents throughout the school year through weekly and/or mid-term academic reports, as well as quarterly report cards at all grade levels. Easy Grade Pro computer software is utilized by Franklin teachers to house students' grades. This enables teachers to readily retrieve and share information regarding their students' progress. Teachers send local assessments and work samples home to parents on a regular basis. A parent's signature is often required to ensure that the parent has reviewed their child's performance on a particular test or assignment. ISAT and ITBS parent reports are issued following the administering of these tests, along with instructions to help them understand the reports. Parent/teacher conferences are also utilized on a regular basis throughout the school year, as well as telephone and written communications. In addition, at each monthly PTO meeting, information is shared with parents regarding the school program, goals, and overall student performance.

Students receive daily feedback from their teachers regarding their performance. The teachers at Franklin understand that timely, effective feedback to students is crucial in helping students improve their performance. Students at Franklin are always aware of how they are performing and what they need to do to improve.

Community members receive information regarding student performance at a spring and fall School Board Meeting where ISAT and ITBS scores are reported to the public. These scores are also published in our district School Report Card that is issued each fall by the Illinois State Board of Education. Test scores are also published in our district calendar each year. The Jacksonville Journal Courier, our local newspaper, reports on ISAT and ITBS scores, as well.

4. During the 2001-2002 school year, Franklin Elementary School was designated as an Illinois “Golden Spike” school. This award was granted to us for being a high-achieving school in spite of having a high poverty level. Following this award, we received requests from schools across the state of Illinois to visit our school, observe classrooms, and meet with the principal and teachers to discuss our school program and what makes us successful in meeting the needs of our students. We have also been visited and interviewed by a team from the Illinois State Board of Education in order to share our successful practices. The teachers and principal at Franklin readily welcome visitors and fellow educators. We take great pride in what we do and are always willing to share our successes with others inside and outside of our school district.

In addition, several Franklin teachers routinely present at conferences, workshops, and inservices at the local and state level. The principal at Franklin has been asked to provide a presentation at a regional school board association meeting in March of this year due to being nominated for the No Child Left Behind – Blue Ribbon Schools award. We plan to continue providing information regarding our school program through professional development activities.

PART V – CURRICULUM AND INSTRUCTION

The curriculum at Franklin Elementary School is designed to meet the diverse learning needs of all of our students. Franklin Elementary School is considered to be a leader in the district for offering programs that are diverse, relevant, and risk-taking. The teachers at Franklin are always willing to try new teaching techniques and programs for the benefit of students. Scientifically research-based programs, materials, and strategies are adopted and utilized in all curricular areas. All curriculum programs and materials are aligned with the Illinois State Learning Standards.

It is our firm belief that all students must experience success in order to remain motivated and willing to put forth their best effort at all times. For this reason, all teachers at Franklin adapt and modify academic materials in an effort to ensure that all students are learning and experience success. This requires much more planning time on the part of the teachers; however, they are committed to taking all students to their highest level of performance. Students are also regularly rewarded for their successes, achievements, and efforts through a variety of recognition programs. Students at Franklin believe that they are part of a school community where all children are expected to learn and achieve to higher standards of performance. In addition, both the quality and amount of learning time are extended at school and in the home whenever possible. Interruptions to learning time are held to a minimum in order to make efficient use of learning time.

Integrating the curriculum is a standard goal and readily accomplished at Franklin. Reading, math, and writing skills are integrated into all aspects of the curriculum. Higher-order thinking and problem-solving skills are utilized in all academic areas. Teaching these skills in the content areas, such as science, and social science, is a regular practice at Franklin. Skills and concepts taught in each academic area are also spiraled through all grade levels. Whenever possible, common vocabulary and terminology are utilized in order to aid students in their understanding and to achieve at higher levels as they move into each grade level. Assessments, such as rubrics and checklists, are designed to build on skills that are taught at each grade level; thus, eliminating gaps in instruction and learning. Consistent review and practice of basic skills and concepts are critical in enabling our students to reach mastery levels in the content areas. The teachers at Franklin have developed a variety of motivating techniques and strategies to accomplish this practice while making it enjoyable and stimulating for the students.

Some basic components of our curriculum include the following:

- The language arts curriculum includes the teaching of reading, writing, listening, and speaking and forms the foundation for all curricular areas.
- The mathematics curriculum enables students to utilize inquiry, discovery, and problem-solving strategies in order to master presented concepts and skills. Students learn to speak and write about mathematics allowing them to strengthen their language arts skills.

- The science curriculum utilizes inquiry-based instruction and hands-on learning experiences. The scientific-method is taught at all grade levels. A literacy component is included in order to enable teachers to integrate the teaching of reading skills. Mathematics skills and concepts are reinforced in every unit of instruction.
- The social science curriculum is enriched with a variety of literature that reinforces key content taught at each grade level. Political systems, history, geography, economics, and social systems are addressed throughout the grade levels. Writing is integrated into this curricular area in order to reinforce language arts skills.
- The physical education and health curriculum is comprised of teaching students gross motor skills, as well as proper nutrition and the body system. Cooperative learning and team skills are regularly used to teach students how to work together effectively.
- All students receive instruction in art and music. Concepts and skills in these areas are spiraled throughout the grade levels.
- Technology is utilized and integrated into all of the core curriculum areas. This is accomplished through the use of the school computer lab and individual computers housed in each classroom.

2. Franklin's reading curriculum is the heart of our school program. Our goal is work toward every student reading at or above grade level by the end of 3rd grade. We adopted a balanced literacy approach to teaching reading four years ago. After extensive research and staff development, this approach was selected because we felt that it would best meet the diverse learning needs of our students. Due to our high mobility rate and a high incidence of slow-learners in our student population, we determined that our old basal reader program was not reaching all of our learners. It did not account for students who were functioning behind or above grade level. The balanced literacy model allows us to provide reading instruction to each child at his/her current functioning level and continue to move each student along to higher levels of performance.

Working with words, shared, guided, and independent reading, fluency, and writing instruction are covered each day in our reading program at all grade levels. Jolly Phonics, a highly effective program developed in England, is utilized at the kindergarten and 1st grade levels. Reading Recovery is implemented at the 1st grade level. Three Title I reading specialists and a certified reading aide work side-by-side all regular classroom teachers. Flexible scheduling allows this to occur at all grade levels. Primary reading instruction is scheduled in the morning and intermediate level reading instruction is scheduled in the afternoon. DRA leveled books, including fiction and nonfiction titles, are utilized at the primary and intermediate levels enabling teachers to provide instruction at each student's reading level. Running records, a reading assessment method, are taken on a weekly and, when needed, daily basis with primary level students. This allows teachers to be consistently aware of each student's reading level. As students master a level, they are moved to the next level. It is not uncommon to have students reading above grade level at Franklin due to this approach to teaching reading.

3. The math curriculum at Franklin includes a wide variety of teaching materials and techniques. We firmly believe that one single program will not meet the needs of all students. With this in mind, we research and review scientifically research-based programs, materials, and teaching techniques, pilot them in the classrooms, and adopt those that are proven successful. All programs and materials are aligned to the Illinois State Learning Standards and the National Council of Teachers of Mathematics Standards. Spiraling skills and concepts across the grade levels is accomplished through consistent communication among teachers and the principal.

Each math period begins with Daily Math exercises. This enables teachers to provide review and practice of previously learned skills and concepts and to introduce students to new concepts and skills. Math instruction at all grade levels focuses on helping students master basic skills and concepts, learn higher-order and problem-solving skills, and how to speak and write about mathematics. Manipulatives and hands-on activities are utilized, as well as cooperative learning groups and independent work.

4. The auditory, visual, and tactile modes of instruction are incorporated into every learning activity presented at Franklin School. Our teachers truly understand that children learn differently, and in order to meet the diverse needs of all students, you must teach to all modalities. As teachers plan lessons for their students, they take their students' strengths and weaknesses into account. Franklin teachers readily enrich their instruction with quality, motivating learning materials. In addition, they are experts at adapting and modifying learning activities in order to ensure that every student experiences success in their learning.

Review of previously learned concepts and skills, anticipatory sets, statement of objectives, modeling, guided and independent practice, and appropriate closure are instructional methods routinely used at Franklin. Teachers realize that students do not always master skills and concepts at the same time, so ample opportunities for review and practice are provided in each classroom. Consistent checking for student understanding is crucial in providing quality instruction. Students are encouraged to ask questions and request additional assistance if needed. Teachers readily re-teach concepts and skills when students do not demonstrate understanding. Positive redirects, prompts, cues, and verbal reinforcement are used effectively to ensure that all students feel comfortable and successful in their participation in the tasks presented to them. Questioning techniques used in the classrooms include higher-order thinking skills, as well as basic recall. Making connections to the real world and other curricular areas and integrating skills and concepts are utilized in instruction. Teachers also consistently monitor for on-task behavior and redirect students when needed. Efficient use of learning time is accomplished through smooth transitioning between activities and effective pacing of instruction.

5. The majority of Franklin's professional development program is accomplished at the building-level. This enables us to focus on areas that are pertinent to our school program. We have come to realize that staff development opportunities that extend throughout the school year are more beneficial than a single session workshop. Topics for professional growth are determined when we develop our School Improvement Plan. In addition, we are constantly reviewing and researching new materials, programs, and techniques in order to provide the best school program. We are currently reviewing the 6 + 1 Writing Trait program, extended-response strategies in reading and mathematics, working with words strategies, and supplemental materials for mathematics instruction. Past topics have included balanced literacy instruction, teaching reading in the content areas, problem-solving techniques in mathematics, Ruby Payne's Aha! Program, and alternative assessment.

In addition to our building-level staff development program, teachers are also encouraged to attend pertinent conferences, workshops, and district and regional staff development courses in order to keep abreast of new programs, materials, and teaching techniques. Teachers readily share information that they receive, and this often leads to additional review and research of topics at the building level. Kindergarten, 1st, and 2nd grade teachers are currently attending a series of Reading First workshops offered at the district level. Grades 3-6 teachers will be attending a workshop on Focused Learning in February. Teachers are also provided on-going professional development whenever the district adopts a new textbook or curriculum program.

Professional reading and review of the literature consistently occurs at Franklin. A wide variety of teacher resource books and journals are available for use by teachers. The entire faculty reads and reviews many of these publications; however, individual teachers are encouraged to read materials on their own and share information that is pertinent and useful to others.

Illinois Standards Achievement Test
NCS Pearson/Illinois State Board of Education
Franklin School – Grade 3
Reading

Testing month	2002-2003 March	2001-2002 April	2000-2001 April	1999-2000 Feb.	1998-1999
SCHOOL SCORES FOR ALL STUDENTS					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	97.9%	98%	96%	100%	
At or above Meeting Standards	75%	74%	72%	73%	
At or above Exceeds Standards	33.3%	32%	28%	27%	
Number of Students Tested	48	38	25	41	
Percent of total students tested	100%	100%	100%	89%	
Number of students excluded	0	0	0	5 *	
Percent of students excluded	0%	0%	0%	11%	
SUBGROUP SCORES					
1. Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	96.5%	95%	100%	**	
At or above Meeting Standards	67.9%	59%	67%	**	
At or above Exceeds Standards	28.6%	27%	25%	**	
Percent of students tested	100%	100%	100%	**	
2. Not Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	100%	100%	92%	**	
At or above Meeting Standards	85%	94%	77%	**	
At or above Exceeds Standards	40%	38%	31%	**	
Percent of students tested	100%	100%	100%	**	
STATE SCORES					
Total – Percent of Students					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	91.9%	94%	93%	94%	
At or above Meeting Standards	62%	63%	62%	62%	
At or above Exceeds Standards	21.9%	19%	19%	21%	

Performance Levels:

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.

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.

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

* Students with disabilities could be excluded from testing during the 2000 testing year if it was noted on their Individualized Education Plan. Pre- and post-testing was administered to indicate growth.

** Subgroup data was not reported by the Illinois State Board of Education during the 2000 testing year.

Illinois Standards Achievement Test
NCS Pearson/Illinois State Board of Education
Franklin School – Grade 3
Mathematics

Testing month	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
	March	April	April	Feb.	
SCHOOL SCORES FOR ALL STUDENTS					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	100%	97%	100%	100%	
At or above Meeting Standards	93.7%	84%	88%	73%	
At or above Exceeds Standards	33.3%	45%	36%	29%	
Number of Students Tested	48	38	25	41	
Percent of total students tested	100%	100%	100%	89%	
Number of students excluded	0	0	0	5 *	
Percent of students excluded	0%	0%	0%	11%	
SUBGROUP SCORES					
1. Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	100%	96%	100%	**	
At or above Meets Standards	89.3%	73%	92%	**	
At or above Exceeds Standards	25%	32%	25%	**	
Percent of students tested	100%	100%	100%	**	
2. Not Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	100%	100%	100%	**	
At or above Meets Standards	100%	100%	84%	**	
At or above Exceeds Standards	45%	63%	46%	**	
Percent of students tested	100%	100%	100%	**	
STATE SCORES					
Total – Percent of Students					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	93.1%	93%	92%	90%	
At or above Meets Standards	75.7%	74%	74%	69%	
At or above Exceeds Standards	31.1%	30%	28%	23%	

Performance Levels:

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.

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.

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

* Students with disabilities could be excluded from testing during the 2000 testing year if it was noted on their Individualized Education Plan. Pre- and post-testing was administered to indicate growth.

** Subgroup data was not reported by the Illinois State Board of Education during the 2000 testing year.

Illinois Standards Achievement Test
NCS Pearson/Illinois State Board of Education
Franklin School – Grade 5
Reading

Testing month	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
	March	April	April	Feb.	
SCHOOL SCORES FOR ALL STUDENTS					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	96.2%	100%	97%	100%	
At or above Meets Standards	59.2%	63%	50%	63%	
At or above Exceeds Standards	29.6%	14%	16%	16%	
Number of Students Tested	27	37	38	43	
Percent of total students tested	100%	100%	100%	90%	
Number of students excluded	0	0	0	5 *	
Percent of students excluded	0%	0%	0%	5%	
SUBGROUP SCORES					
1. Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	100%	100%	100%	**	
At or above Meets Standards	46.2%	56%	40%	**	
At or above Exceeds Standards	15.4%	6%	5%	**	
Percent of students tested	100%	100%	100%	**	
2. Not Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	92.9%	100%	94%	**	
At or above Meets Standards	71.5%	67%	61%	**	
At or above Exceeds Standards	42.9%	19%	28%	**	
Percent of students tested	100%	100%	100%	**	
STATE SCORES					
Total – Percent of Students					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	99%	99%	99%	100%	
At or above Meets Standards	60.4%	59%	59%	59%	
At or above Exceeds Standards	23.1%	22%	25%	20%	

Performance Levels:

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.

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.

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

* Students with disabilities could be excluded from testing during the 2000 testing year if it was noted on their Individualized Education Plan. Pre- and post-testing was administered to indicate growth.

** Subgroup data was not reported by the Illinois State Board of Education during the 2000 testing year.

Illinois Standards Achievement Test
 NCS Pearson/Illinois State Board of Education
 Franklin School – Grade 5
 Mathematics

Testing month	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
	March	April	April	Feb.	
SCHOOL SCORES FOR ALL STUDENTS					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	96.3%	97%	97%	100%	
At or above Meeting Standards	81.5%	59%	47%	59%	
At or above Exceeds Standards	11.1%	5%	0%	9%	
Number of Students Tested	27	37	38	44	
Percent of total students tested	100%	100%	100%	92%	
Number of students excluded	0	0	0	4 *	
Percent of students excluded	0%	0%	0%	8%	
SUBGROUP SCORES					
1. Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	100%	100%	100%	**	
At or above Meeting Standards	84.6%	50%	35%	**	
At or above Exceeds Standards	7.7%	0%	0%	**	
Percent of students tested	100%	100%	100%	**	
2. Not Low Income					
At or above Academic Warning	100%	100%	100%	**	
At or above Below Standards	92.9%	96%	94%	**	
At or above Meeting Standards	78.6%	67%	61%	**	
At or above Exceeds Standards	14.3%	10%	0%	**	
Percent of students tested	100%	100%	100%	**	
STATE SCORES					
Total – Percent of Students					
At or above Academic Warning	100%	100%	100%	100%	
At or above Below Standards	96.5%	95%	96%	94%	
At or above Meeting Standards	68.3%	63%	61%	57%	
At or above Exceeds Standards	9.7%	8%	6%	5%	

Performance Levels:

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.

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.

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