

**BENJAMIN FRANKLIN ELEM SCHOOL
GLEN ELLYN SCHOOL DISTRICT 41
GLEN ELLYN, ILLINOIS**



**ILLINOIS
SCHOOL
REPORT
CARD**

GRADES : K 1 2 3 4 5

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	94.7	2.6	1.0	1.3	0.3	0.8	0.3		0.0	5.1	95.7	609
District	84.0	4.3	5.5	6.1	0.1	2.9	3.9		0.0	14.1	95.5	3,434
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*

	Percent
School	100.0
District	100.0
State	95.9

AVERAGE CLASS SIZE (as of the first school day in May)

Grade	Grade	Grade	Grade	Grade	High School
K	1	3	6	8	
22.8	21.6	22.8			
20.2	22.6	23.1			
20.6	21.3	22.5			

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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17.8		13.8	254.4
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	60			38			150			39		
District	60			38			150			39		
State	56			30			146			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.1	0.0	0.9	0.0	0.0	14.7	85.3	214
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

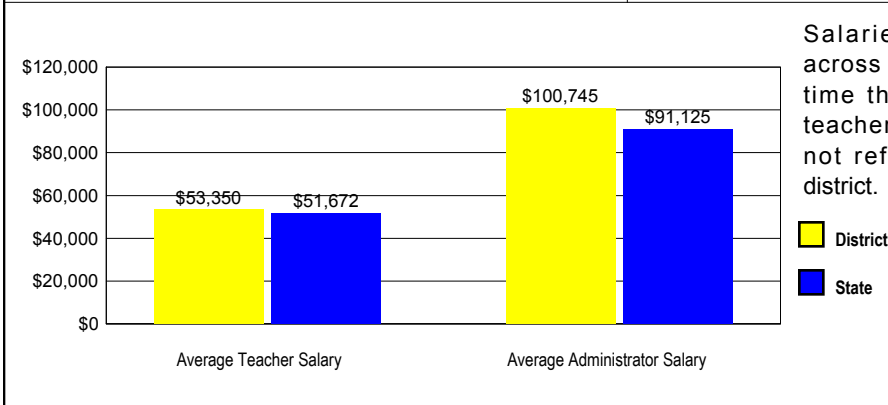
TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	2.8	0.0
District	12.2	47.2	52.8	0.9	0.0
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.

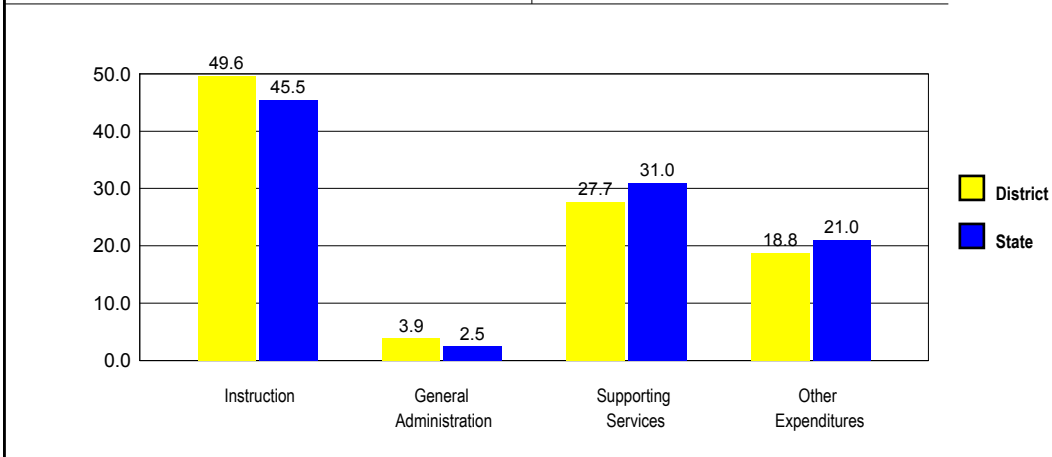
SCHOOL DISTRICT FINANCES

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 2001-02 (Percentages)



REVENUE BY SOURCE 2001-02				EXPENDITURE BY FUND 2001-02			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$24,019,121	84.1	55.4	Education	\$20,817,604	76.5	69.7
Other Local Funding	\$1,539,034	5.4	6.1	Operations & Maintenance	\$3,154,764	11.6	8.9
General State Aid	\$998,177	3.5	18.7	Transportation	\$678,888	2.5	3.4
Other State Funding	\$1,422,843	5.0	12.5	Bond and Interest	\$2,116,988	7.8	5.7
Federal Funding	\$565,370	2.0	7.3	Rent			0.0
TOTAL	\$28,544,545			Municipal Retirement/ Social Security	\$324,863	1.2	1.5
				Fire Prevention & Safety	\$22,665	0.1	1.0
				Site & Construction/ Capital Improvement	\$81,357	0.3	9.8
				TOTAL	\$27,197,129		

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	\$231,785	3.16	\$4,463	\$7,548
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.

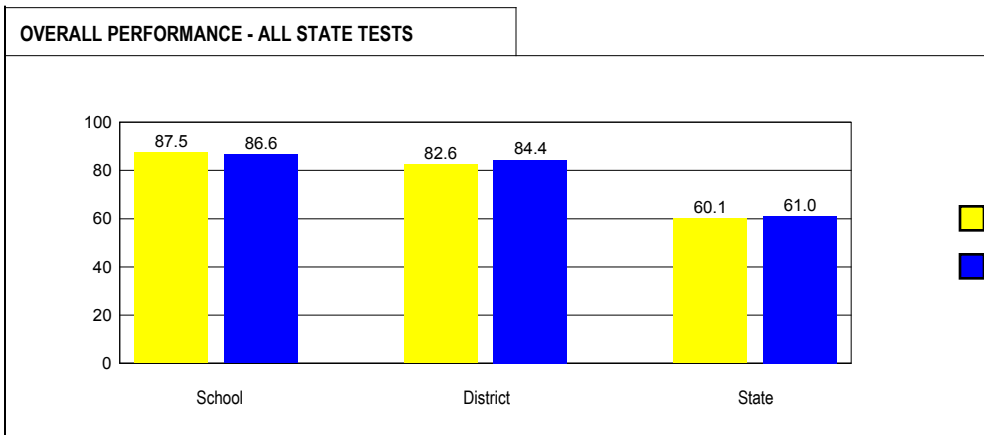
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

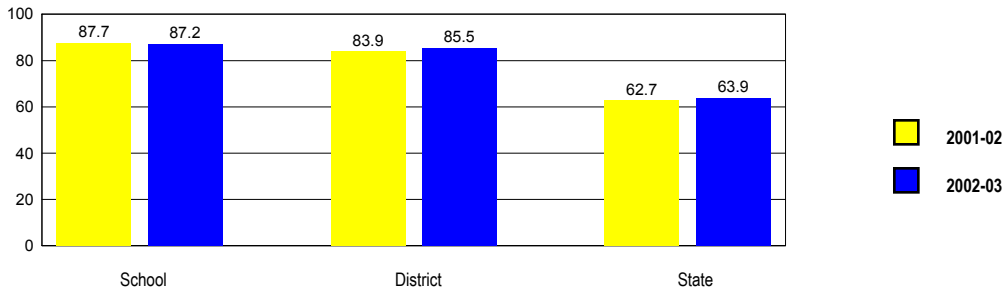
ACADEMIC PERFORMANCE

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.



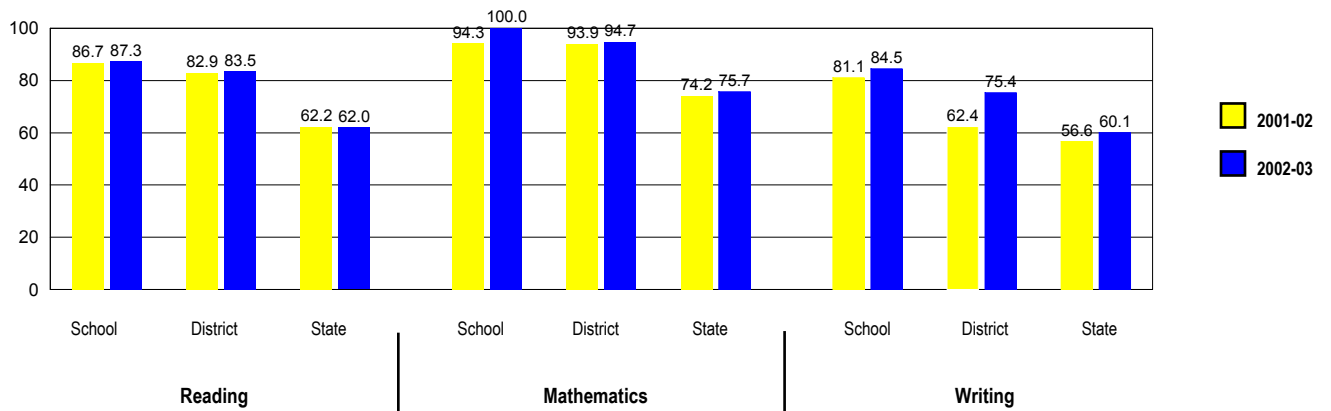
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



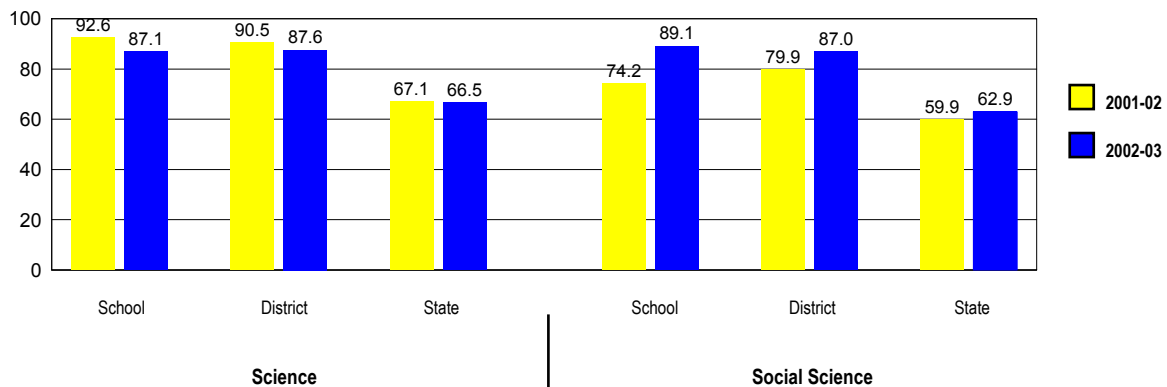
ISAT PERFORMANCE

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.

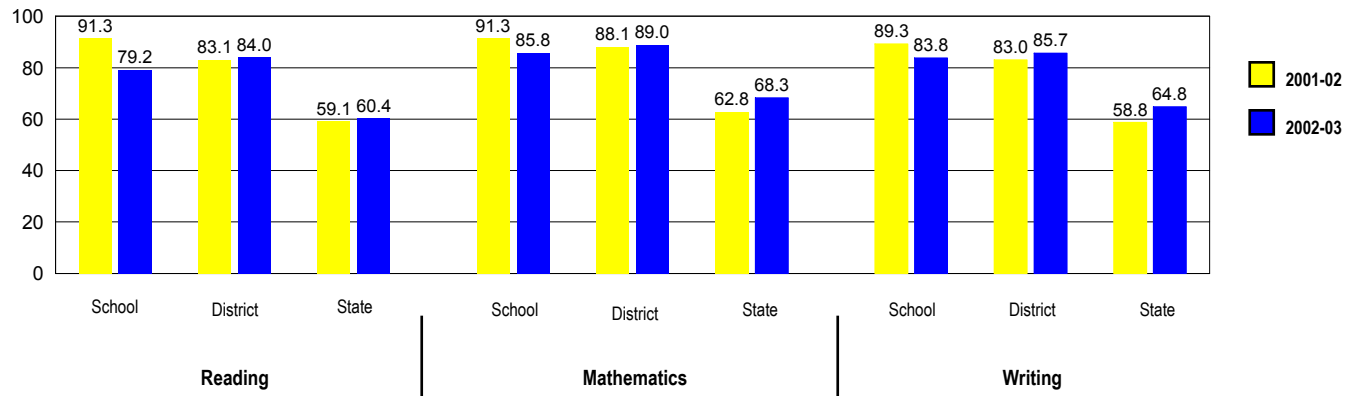
ISAT Grade 3



ISAT Grade 4



ISAT Grade 5



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	219	103	116	207	5	4	3	0	4	0	39	1
	Reading	0.0	0.0	0.9	11.6							10.3	
	Mathematics	0.0	0.0	0.9	11.6							10.3	
District	*Enrollment	1,135	583	552	947	57	60	69	2	46	0	169	44
	Reading	0.0	0.0	0.0	2.9	1.8	1.7	4.3		13.0		14.8	54.5
	Mathematics	0.0	0.0	0.0	3.0	1.8	1.7	4.3		13.0		15.4	54.5
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 3**Grade 3 - All**

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.7	46.4	40.9	0.0	0.0	40.0	60.0	0.0	15.5	82.7	1.8
District	2.1	14.4	44.7	38.8	1.1	4.3	40.8	53.9	2.9	21.7	72.5	2.9
State	8.1	29.8	40.1	21.9	6.8	17.4	44.6	31.1	7.1	32.9	57.3	2.8

Grade 3 - Gender

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	20.4	38.8	40.8	0.0	0.0	34.7	65.3	0.0	20.4	77.6	2.0
	District	3.6	15.0	43.0	38.3	2.1	3.6	36.6	57.7	5.2	26.4	66.3	2.1
	State	9.8	31.4	39.2	19.6	7.6	16.9	43.1	32.4	9.5	35.7	52.9	1.9
Female	School	0.0	6.6	52.5	41.0	0.0	0.0	44.3	55.7	0.0	11.5	86.9	1.6
	District	0.5	13.7	46.4	39.3	0.0	5.0	45.3	49.7	0.6	16.6	79.0	3.9
	State	6.4	28.1	41.1	24.3	6.0	17.9	46.2	29.9	4.5	29.9	61.8	3.8

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	14.3	44.0	41.7	0.0	0.0	38.1	61.9	0.0	11.9	86.9	1.2
	District	1.3	12.5	44.4	41.8	0.7	2.7	39.2	57.4	2.4	18.6	76.6	2.4
	State	3.3	20.7	45.1	30.9	2.0	9.5	45.3	43.1	3.8	25.8	66.3	4.0
Black	District	0.0	45.0	55.0	0.0	0.0	25.0	65.0	10.0	5.0	30.0	60.0	5.0
	State	18.5	46.8	29.2	5.6	17.7	33.5	40.7	8.2	14.4	46.9	38.1	0.7
Hispanic	District	20.0	40.0	40.0	0.0	0.0	20.0	70.0	10.0	10.0	30.0	60.0	0.0
	State	10.5	40.2	39.3	10.0	7.3	23.3	51.8	17.6	8.0	39.2	51.7	1.1
Asian/Pacific Islander	District	0.0	18.2	36.4	45.5	0.0	0.0	36.4	63.6	0.0	45.5	45.5	9.1
	State	1.8	15.6	45.0	37.6	1.2	5.3	36.2	57.3	1.9	21.0	71.4	5.8
Native American	State	6.5	34.8	35.7	23.0	3.0	18.1	52.6	26.3	8.3	39.1	51.3	1.3

ISAT continued

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	38.9	33.3	27.8	0.0	0.0	61.1	38.9	0.0	22.2	77.8	0.0
	District	3.8	28.8	40.4	26.9	2.0	7.8	51.0	39.2	2.0	40.0	58.0	0.0
	State	24.3	43.5	24.4	7.8	17.3	27.7	40.6	14.4	22.1	40.0	36.9	1.0
Section 504	State	7.5	29.5	43.0	20.0	4.1	17.1	48.8	30.0	7.9	35.2	53.9	3.0
	Non-disabled	School	0.0	7.7	48.4	44.0	0.0	0.0	35.2	64.8	0.0	14.3	83.5
District		1.9	12.1	45.0	41.0	0.9	3.7	38.8	56.5	2.8	18.9	74.8	3.4
State		5.6	27.7	42.6	24.1	5.2	15.8	45.2	33.8	4.7	31.8	60.4	3.1

Grade 4

Grade 4 - All

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	3.0	9.9	59.4	27.7	0.0	10.9	81.2	7.9
District	1.7	10.8	55.2	32.3	0.6	12.4	75.7	11.3
State	7.0	26.5	52.2	14.3	7.6	29.5	56.4	6.4

Grade 4 - Gender

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
Male	School	4.3	10.6	51.1	34.0	0.0	12.8	78.7	8.5
	District	2.2	13.1	51.9	32.8	0.5	14.2	72.7	12.6
	State	7.3	24.6	51.6	16.5	8.2	28.1	56.3	7.4
Female	School	1.9	9.4	66.0	22.6	0.0	9.4	83.0	7.5
	District	0.6	8.5	58.8	32.2	0.6	10.2	79.1	10.2
	State	6.7	28.5	52.9	12.0	7.0	31.1	56.6	5.4

Grade 4 - Racial/Ethnic Background

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
White	School	0.0	6.7	61.8	31.5	0.0	4.5	86.5	9.0
	District	0.7	7.7	53.5	38.0	0.0	7.4	78.8	13.8
	State	2.4	15.8	60.5	21.2	2.7	18.8	69.0	9.5
Black	District	21.4	21.4	57.1	0.0	0.0	50.0	50.0	0.0
	State	16.2	46.2	35.1	2.5	17.7	48.3	32.9	1.1
Hispanic	District	0.0	60.0	40.0	0.0	10.0	50.0	40.0	0.0
	State	11.7	39.9	44.5	3.9	12.5	44.5	41.5	1.5
Asian/Pacific Islander	District	0.0	12.5	75.0	12.5	6.3	25.0	68.8	0.0
	State	1.7	13.5	61.2	23.6	1.4	16.5	69.3	12.8
Native American	State	5.9	28.3	53.5	12.2	5.2	35.7	54.5	4.5

Grade 5

Grade 5 - All

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	20.8	40.6	38.7	1.9	12.3	67.0	18.9	1.0	15.2	72.4	11.4
District	0.0	16.0	41.9	42.2	0.9	10.2	66.3	22.7	0.6	13.7	73.3	12.5
State	1.0	38.6	37.3	23.1	3.5	28.1	58.6	9.7	6.2	29.0	61.3	3.5

ISAT continued**Grade 5 - Gender**

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	26.4	37.7	35.8	3.8	17.0	56.6	22.6	1.9	19.2	75.0	3.8
	District	0.0	18.1	42.7	39.2	1.8	11.1	61.4	25.7	1.2	17.0	76.4	5.5
	State	1.4	40.0	37.0	21.6	4.2	28.3	56.9	10.6	8.8	34.3	54.9	2.0
Female	School	0.0	12.0	44.0	44.0	0.0	6.0	78.0	16.0	0.0	8.0	72.0	20.0
	District	0.0	12.4	41.4	46.2	0.0	8.3	71.6	20.1	0.0	9.4	70.6	20.0
	State	0.7	37.1	37.6	24.7	2.8	27.9	60.5	8.8	3.4	23.5	68.0	5.2

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	17.2	41.9	40.9	0.0	10.8	68.8	20.4	1.1	12.8	73.4	12.8
	District	0.0	11.8	41.1	47.1	0.4	6.1	67.9	25.7	0.4	13.0	72.2	14.4
	State	0.5	26.0	41.7	31.8	1.3	17.3	67.6	13.7	4.2	22.8	68.3	4.7
Black	District	0.0	58.8	35.3	5.9	11.8	35.3	47.1	5.9	7.1	28.6	64.3	0.0
	State	2.2	61.9	28.5	7.3	9.1	50.8	38.7	1.5	10.9	42.1	45.9	1.1
Hispanic	District	0.0	18.8	56.3	25.0	0.0	25.0	68.8	6.3	0.0	6.7	86.7	6.7
	State	1.4	56.3	32.4	9.8	4.6	40.1	52.2	3.1	7.7	36.6	54.0	1.7
Asian/Pacific Islander	District	0.0	28.6	52.4	19.0	0.0	23.8	66.7	9.5	0.0	15.0	85.0	0.0
	State	0.2	20.9	40.5	38.4	0.8	10.2	62.7	26.3	1.9	17.3	72.3	8.5
Native American	State	0.7	36.4	43.1	19.9	3.0	29.1	61.1	6.8	7.9	29.0	61.0	2.1

Grade 5 - Students with Disabilities

Levels		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	75.0	6.3	18.8	0.0	56.3	37.5	6.3	6.3	56.3	37.5	0.0
	District	0.0	55.0	27.5	17.5	2.5	40.0	52.5	5.0	2.7	48.6	48.6	0.0
	State	5.2	69.5	19.9	5.4	14.4	50.4	33.0	2.2	25.7	42.4	31.2	0.7
Section 504	State	0.6	39.4	41.1	18.9	1.3	29.6	61.0	8.0	7.0	41.4	49.5	2.1
Non-disabled	School	0.0	11.1	46.7	42.2	2.2	4.4	72.2	21.1	0.0	7.9	78.7	13.5
	District	0.0	10.9	43.9	45.2	0.7	6.3	68.3	24.8	0.3	9.3	76.3	14.1
	State	0.3	33.5	40.1	26.0	1.7	24.4	62.9	10.9	3.1	26.8	66.1	4.0

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)? No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act? No

The "no" designation above is in error. Please turn to page 11 for details.

	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	82.2		Yes	91.8		Yes	95.7	Yes		
White	88.4	No	88.4	No	82.5		Yes	92.5		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.

About Franklin's Adequate Yearly Progress (AYP)

On page 10 of this report card, you may notice that the box for "Is this school making Adequate Yearly Progress" is checked "no." I want to reassure you that Benjamin Franklin School is making Adequate Yearly Progress and that the "no" designation is in error. Here is what happened: There are three criteria for meeting AYP, one of which is that at least 95% of all students be tested. The figure the state posted for Franklin is 88.4%. This figure is incorrect and is the only reason that Franklin received a "no" designation on AYP.

Our records show that all children were tested except for one who was absent for both the test and the makeup. We have filed an appeal and are in the process of gathering our records to provide them to the state. The state may decide to issue revised information at some later date.

I do know that Franklin's overall performance on the state assessments speaks for itself and you can feel confident that your children attend an excellent school.

Please feel free to call me or Principal Susan Miller if you have questions about the report card.

Sincerely,
Jack Barshinger, Superintendent
790-6440

PLANNED IMPROVEMENT FOR THE SCHOOL AND THE 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.

At Benjamin Franklin Elementary School, students continue to score well above the state average and commensurate with all District 41 schools on the Illinois Standards Achievement Test (ISAT). Specifically, in third grade, improvements were noted in reading, and writing, with significant gains in the area of mathematics. Fifth grade scores decreased slightly in math and writing, and more significantly in reading. One of the most important things we do with the ISAT information is to disaggregate it—break it down—so that we can target improvement to those areas and those students who need it most. Franklin staff uses the ISAT information as part of a systemic approach to improvement, including:

❖ **Continue to differentiate instruction.**

In a differentiated classroom, the teacher proactively plans and carries out varied approaches to the *content*, *process* and *product* in anticipation of the response to student differences in *readiness*, *interest* and *learning needs*.

❖ **Continue to improve writing.**

Teachers continue to implement the District 41 Writing Curriculum which is based on the Six Traits of Writing framework. An emphasis on the assessment of student writing will be a focus for our staff.

❖ **Provide an optimal learning environment.**

This goal encompasses Character Counts as well as the collegiality of the Ben Franklin staff as a whole.

Two other areas of focus for the 2003-2004 school year are:

1. Continued implementation of the mathematics curriculum introduced last year.
2. Using classroom assessments to provide timely feedback to improve achievement in all curricular areas.

More detailed information is available by contacting Benjamin Franklin Principal Susan Miller, 630-790-6480.