

**MONROE 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	80.4	5.5	7.8	6.3	0.0	17.0	9.3		0.0	13.4	92.8	874
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*

	Percent
School	95.0
District	97.6
State	95.9

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

Grade	Grade 1	Grade 3	Grade 6	Grade 8	High School
K			26.1	21.5	
District			23.8	22.3	
State			23.6	22.8	

STAFF-TO-STUDENT RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
17.5	20.1	13.4	288.8
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)

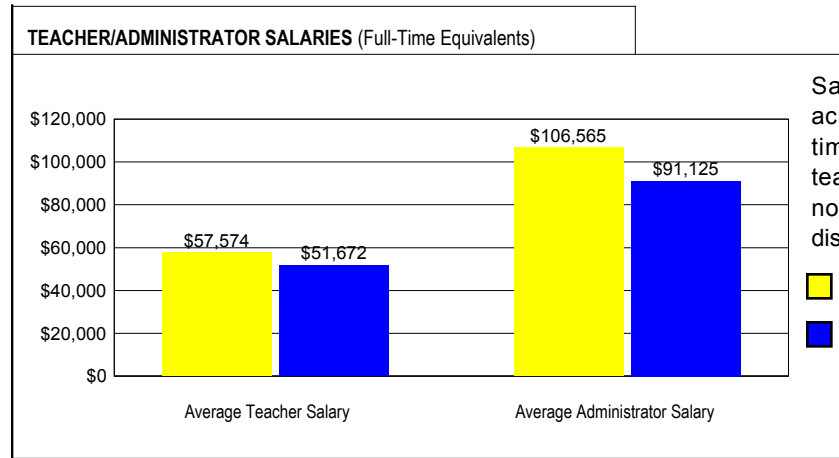
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.9	0.5	0.8	0.0	22.9	77.1	914
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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

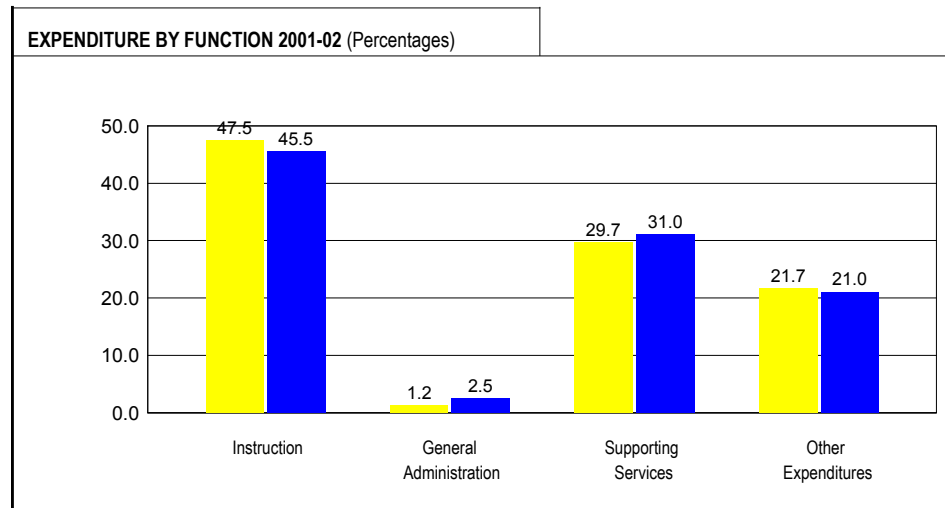
Most teacher/administrator data are not collected at the school level.

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

SCHOOL DISTRICT FINANCES



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.



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.

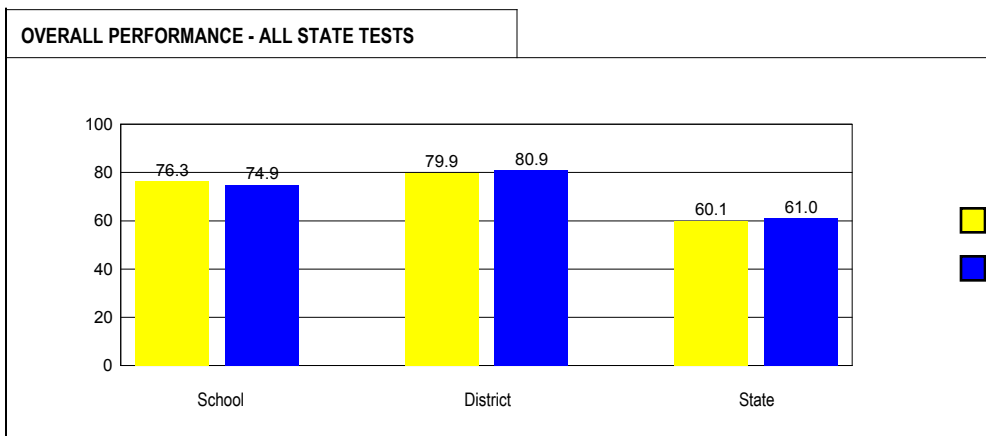
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

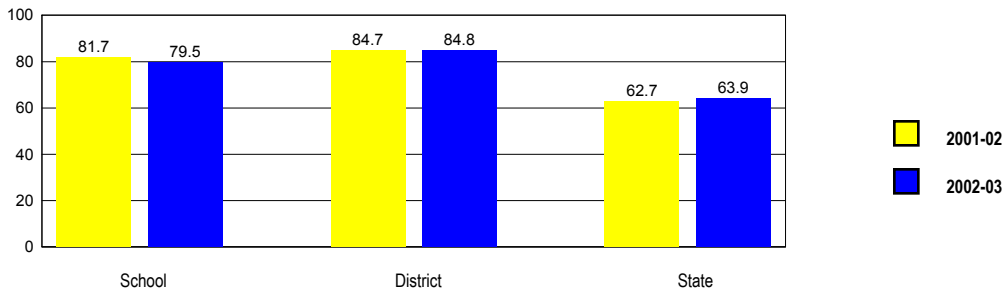
ACADEMIC PERFORMANCE

OVERALL STUDENT PERFORMANCE

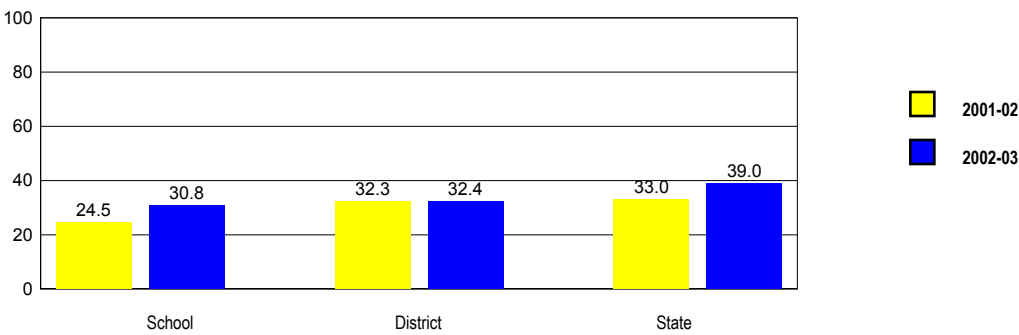
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. These performance measures include only those test scores for the grades and subjects included in your school.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



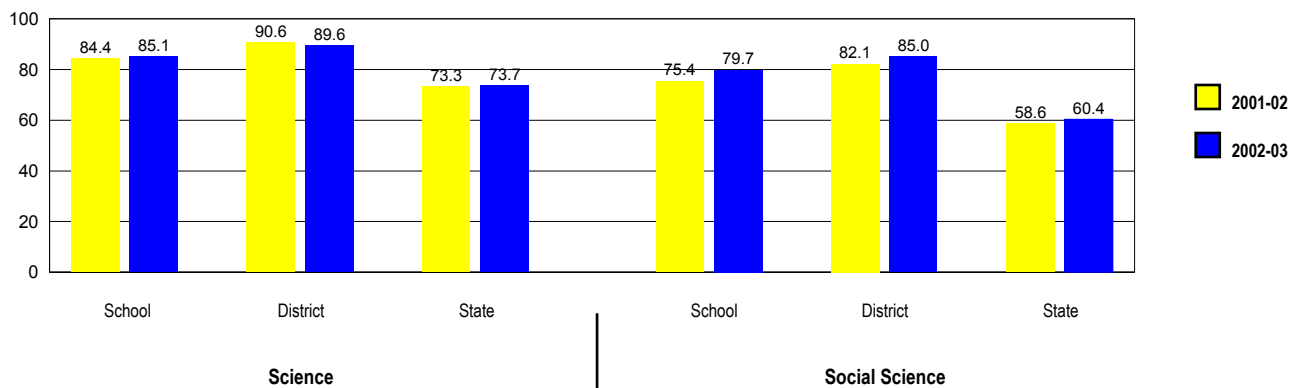
OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE



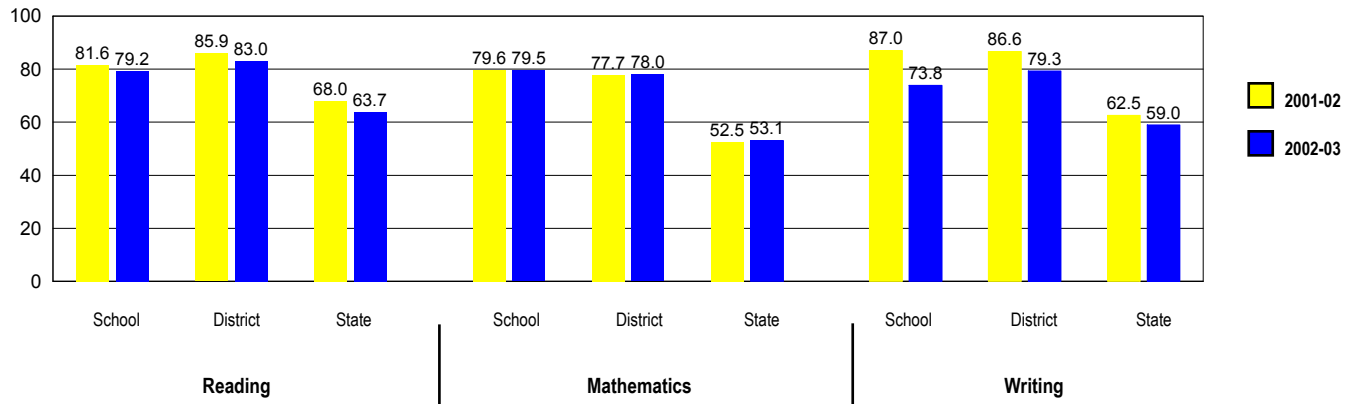
ISAT PERFORMANCE

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	290	161	129	226	14	26	22	0	37	0	34	51
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	5.9
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	5.9
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	7.1	7.8	57.7	27.4	0.4	19.9	50.9	28.8
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	10.2	8.2	51.7	29.9	0.0	20.4	46.9	32.7
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	3.7	7.5	64.2	24.6	0.7	19.4	55.2	24.6
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	2.5	5.9	61.2	30.4	0.0	15.2	53.2	31.6
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	30.8	15.4	46.2	7.7	0.0	53.8	38.5	7.7
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	52.9	17.6	29.4	0.0	5.9	52.9	41.2	0.0
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	7.1	21.4	42.9	28.6	0.0	28.6	35.7	35.7
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 - Limited-English-Proficient**

Levels	Science				Social Science			
	1	2	3	4	1	2	3	4
School	61.5	30.8	7.7	0.0	7.7	76.9	15.4	0.0
District	61.5	30.8	7.7	0.0	7.7	76.9	15.4	0.0
State	43.3	31.8	22.8	2.1	7.4	76.9	14.6	1.1

Grade 7 - Students with Disabilities

Levels	Science				Social Science				
	1	2	3	4	1	2	3	4	
IEP	School	36.4	21.2	39.4	3.0	3.0	63.6	30.3	3.0
	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	3.2	6.0	60.1	30.6	0.0	14.1	53.6
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	27.5	20.0	47.5	5.0	2.5	55.0	35.0	7.5
	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	3.7	5.8	59.3	31.1	0.0	14.1	53.5	32.4
	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	20.4	61.1	18.1	1.1	19.3	45.1	34.5	3.8	22.4	63.5	10.3
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	0.0	21.3	66.7	12.0	1.3	18.1	47.7	32.9	5.4	29.1	60.8	4.7
	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	0.9	19.1	53.9	26.1	0.9	20.9	41.7	36.5	1.7	13.9	67.0	17.4
	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	17.6	62.4	19.9	0.5	15.0	49.5	35.0	2.7	20.5	66.4	10.5	
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	46.2	53.8	0.0	0.0	69.2	23.1	7.7	0.0	61.5	38.5	0.0	
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													
School	7.1	42.9	50.0	0.0	0.0	57.1	21.4	21.4	15.4	23.1	53.8	7.7	
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	6.7	66.7	26.7	0.0	6.7	26.7	66.7	0.0	20.0	60.0	20.0	
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 - Limited-English-Proficient

Levels	Reading				Mathematics				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
School	9.1	63.6	27.3	0.0	18.2	54.5	18.2	9.1	36.4	36.4	27.3	0.0
District	9.1	63.6	27.3	0.0	18.2	54.5	18.2	9.1	36.4	36.4	27.3	0.0
State	3.1	83.0	13.4	0.5	20.9	62.0	14.5	2.7	20.7	55.2	23.8	0.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				Writing				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP													
School	3.0	84.8	12.1	0.0	3.0	81.8	9.1	6.1	18.8	56.3	25.0	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	11.2	68.1	20.7	0.9	10.4	50.2	38.5	1.7	17.7	68.8	11.7	
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	3.1	50.0	46.9	0.0	6.3	56.3	25.0	12.5	15.6	40.6	40.6	3.1	
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	16.3	63.1	20.6	0.4	14.2	47.8	37.5	2.2	19.9	66.7	11.3	
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	

IMAGE continued**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	25.0	43.8	31.3	0.0	25.0	56.3	12.5	6.3	14.3	42.9	42.9	0.0	
District	25.0	43.8	31.3	0.0	25.0	56.3	12.5	6.3	14.3	42.9	42.9	0.0	
State	43.0	29.4	23.8	3.9	20.4	62.3	15.8	1.4	33.5	30.3	31.0	5.3	
Not Eligible													
School	40.0	10.0	40.0	10.0	40.0	20.0	20.0	20.0					
District	40.0	10.0	40.0	10.0	40.0	20.0	20.0	20.0					
State	32.1	30.1	31.7	6.1	16.1	57.1	20.9	5.9	26.4	28.5	37.4	7.8	

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
---	----

	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	76.6		Yes	75.8		Yes	92.8	Yes		
White	100.0	Yes	100.0	Yes	82.0		Yes	84.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
LEP														
Students with Disabilities														
Economically Disadvantaged	94.1	No	94.1	No	43.5		Yes	32.6		No				

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 following information is taken from Monroe's School Improvement Plan (SIP). A complete copy of the SIP is available for review at the school office.

Target Areas for Student Improvement:

- 90% of all students will meet/exceed reading, social studies, writing, math, and science expectations on the ISAT.
- Students in identified subgroups will make adequate yearly progress on the ISAT.

Rationale for Target Selection:

- Adequate yearly progress needs to be made to achieve the target goals of NCLB.
- Most subgroups fall below the total school score.

Strategies for Improvement:

- Teachers will emphasize content area reading and writing in all classes.
- Reading and math specialists will work with identified students.
- Vocabulary term usage will be emphasized in all disciplines.
- Teachers in all areas will enhance student skills in graphing, tables, charts and map use.

Professional Development Opportunities:

- Building staff development money will be available to teachers for SIP related activities.
- Building in-service training will relate directly to the SIP goals.
- District training will emphasize components of the District curriculum.
- Staff will share/develop strategies at monthly department meetings.
- Staff will share/develop strategies at daily team meetings.

Quantifiable Measures of Success:

- The identified adequate yearly progress for each student group will be achieved on the ISAT.

Auditors:

- Monroe's School Improvement Team.

Quality Improvement Team:

- Monroe's School Improvement Team, principal, and identified subject area teachers.

Reporting Methods:

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

Community Unit School District 200

Administration and School Service Center

130 W. Park Avenue
Wheaton, IL 60187

Phone: 630/682-2000

Fax: 630/682-2227

December 2003

Dear Monroe Families:

The 2003 School Report Card contains a lot of useful and interesting information about our students and school. Most of you probably know that we use much of the data in the report card to develop our continuous improvement plans for the year. We believe this effort helps us improve instruction for all students, but especially for those individual students who did not meet the state standards in any of the tested areas.

For the first time, the School Report Card is identifying schools that did not make adequate yearly progress (AYP) based on the requirements of the No Child Left Behind (NCLB) legislation. Page 12 of the report card shows that Monroe did not make AYP in two areas. First, according to the state, fewer than 95 percent of students in the economically disadvantaged subgroup took the ISAT. We believe the state's calculations are incorrect and that Monroe did, in fact, test at least 95 percent of the students in the subgroup. At this time we are waiting to hear from the state whether there is an appeal process which we may use to challenge their data.

The report card also indicates that fewer than 40 percent of the students in the same economically disadvantaged subgroup (determined by a student's participation in the free and reduced lunch program) met or exceeded state standards in math on the ISAT. When we reviewed our test data earlier this fall, we were concerned that many students in this group were not meeting standards. Because of that, we have made it a goal to increase their scores this year by giving them individual help and training teachers in new ways to instruct them.

To make AYP in 2003, schools and school districts must meet the following three requirements:

1. 95 percent of all students in the tested grade and in each subgroup must take the state assessment—ISAT (for third, fourth, fifth, seventh and eighth graders), PSAE (for high school juniors), IMAGE (for students with limited English proficiency) or IAA (for certain special education students).
2. A minimum of 40% of the students in the tested grades and in all subgroups must meet or exceed the state standards in reading and math.
3. Elementary and Middle Schools must have an attendance rate of 88% and high schools must have a graduation rate of 65%.

(The subgroups in NCLB are the white, black, Hispanic, Asian and American Indian ethnic groups; and students identified as limited English proficient, students with disabilities and students who are economically disadvantaged as determined by their free and reduced lunch participation.)

Nearly half of the schools in the state did not make AYP because they failed to meet one of the above requirements, according to the state. Although many of these schools will be challenging their AYP status, media outlets throughout the state will be identifying these schools by name.

As parents at Monroe, you should be aware that District 200 believes the participation rate for Monroe was incorrectly computed. You can therefore be confident that the school is following the requirements of NCLB and making a systematic effort to close the achievement gap among students. We thank you for your understanding and cooperation and invite you to call should you have any questions.

Sincerely,

Wayne Spsychala, Principal
Monroe Middle School

You may access Monroe's 2003 School Report Card on the District 200 web site at www.cusd200.org or review a copy in the school office.