

**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 report cards to the public each year.

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	75.8	7.6	12.0	4.1	0.0	0.4	23.7	12.6		0.0	10.8	93.8	918
District	80.1	5.7	8.6	4.2	0.1	1.4	15.2	5.1		0.6	8.0	94.0	13,920
State	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6		2.2	16.1	93.9	2,062,912

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	97.3
State	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
			23.3	24.3	
			22.8	24.5	
			23.4	22.9	

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.2	20.3	13.4	267.8
18.9	18.4	13.8	209.5

* 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	50		43	44		104	93		43	44

TEACHER INFORMATION (Full-Time Equivalents)

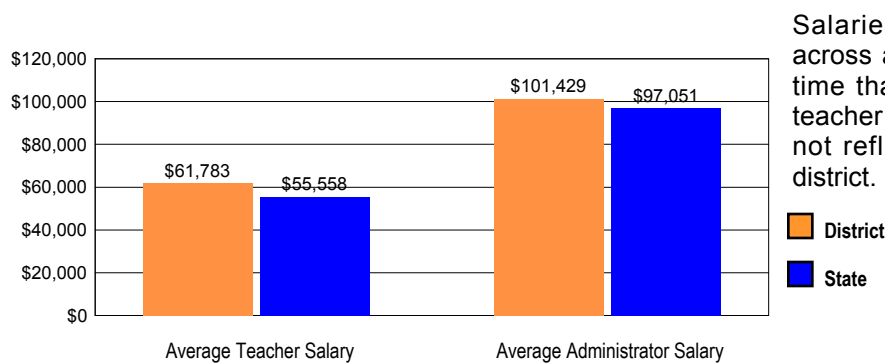
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.4	0.5	0.9	1.2	0.0	24.0	76.0	863
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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	12.3	36.3	63.6	0.6	0.1
State	13.6	50.1	49.1	1.9	1.9

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

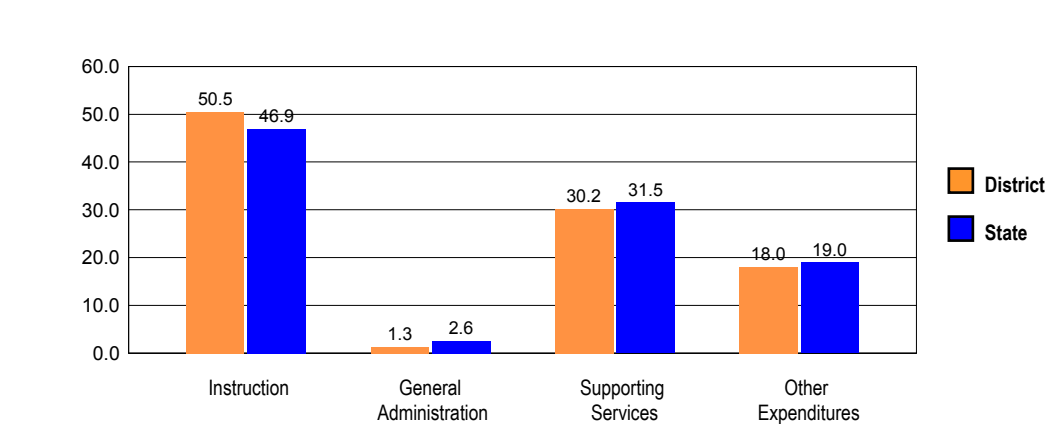
SCHOOL DISTRICT FINANCES

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 2003-04 (Percentages)



REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$96,160,669	74.8	57.0	Education	\$101,626,786	70.9	71.5
Other Local Funding	\$6,480,154	5.0	5.0	Operations & Maintenance	\$10,676,086	7.4	8.4
General State Aid	\$8,528,244	6.6	18.0	Transportation	\$6,676,573	4.7	3.6
Other State Funding	\$11,751,727	9.1	11.9	Bond and Interest	\$7,588,197	5.3	6.5
Federal Funding	\$5,704,498	4.4	8.0	Rent	\$0	0.0	0.0
TOTAL	\$128,625,292			Municipal Retirement/ Social Security	\$2,684,479	1.9	1.6
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$14,058,994	9.8	7.5
				TOTAL	\$143,311,115		

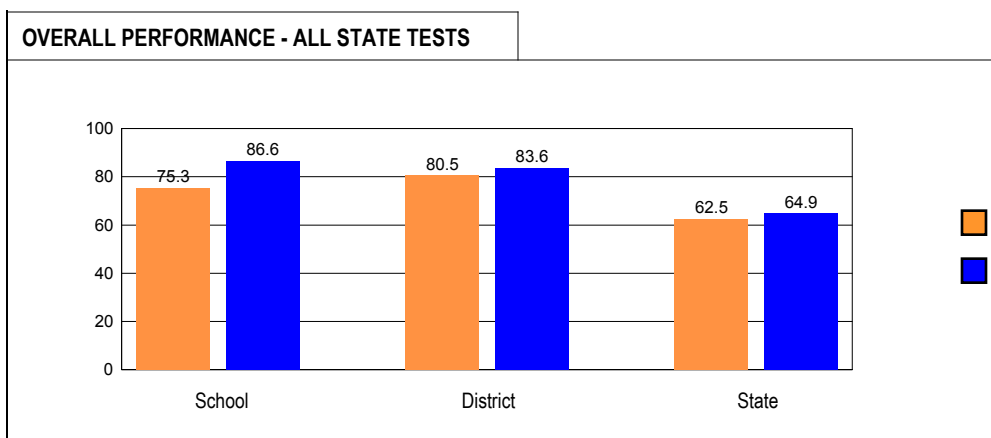
OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$161,389	4.36	\$5,556	\$9,133
State	**	**	\$5,216	\$8,786

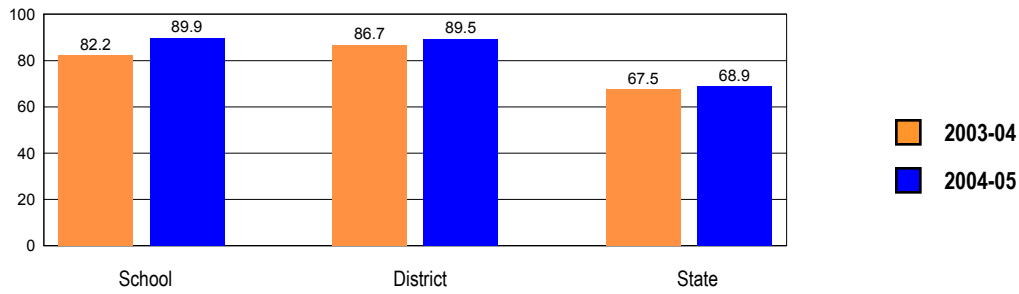
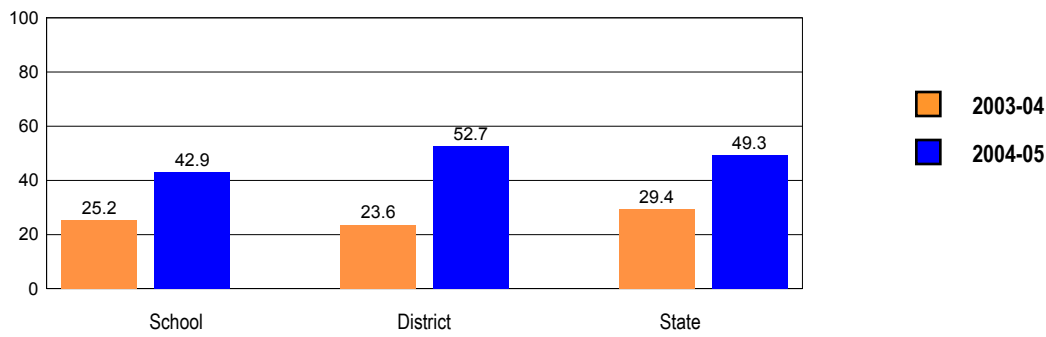
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.

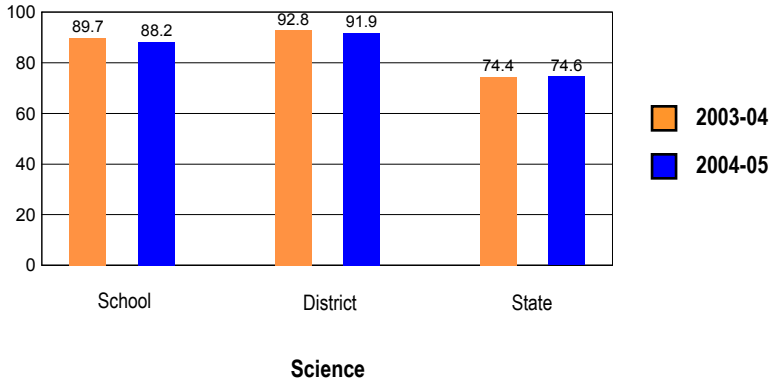


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE**

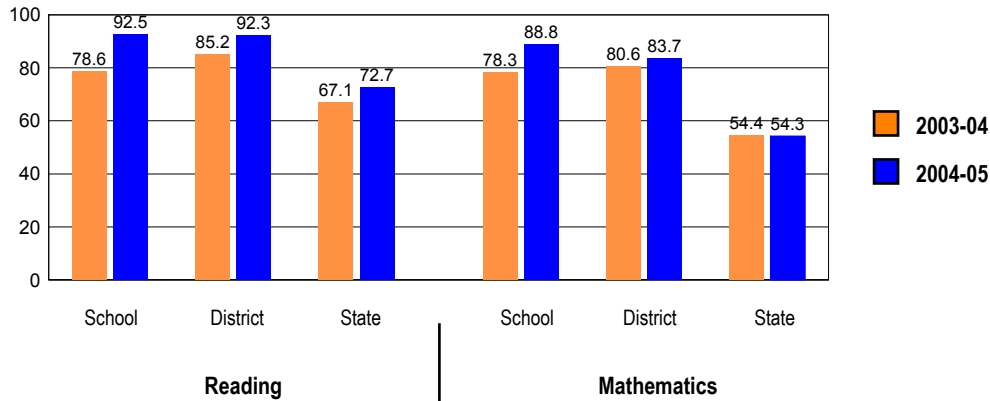
ISAT PERFORMANCE

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 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, 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 (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.

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	Multi racial /Ethnic				
School	*Enrollment	301	164	137	236	17	34	13	0	1	43	0	40	65
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0		0.0	0.0
District	*Enrollment	4,298	2,193	2,105	3,504	219	353	180	1	41	225	0	614	617
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.2	0.0
	Mathematics	0.0	0.0	0.1	0.1	0.0	0.0	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
	Mathematics	0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

* Enrollment as reported by schools/districts during the testing window.

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			
		1	2	3	4
School		4.3	7.5	43.9	44.3
District		2.7	5.4	45.0	46.9
State		10.4	15.0	54.3	20.3

Grade 7 - Gender

Levels		Science			
		1	2	3	4
Male	School	5.2	7.5	42.5	44.8
	District	2.9	5.6	39.4	52.1
	State	11.1	14.0	51.9	23.0
Female	School	3.3	7.4	45.5	43.8
	District	2.5	4.9	51.6	41.0
	State	9.7	16.1	56.8	17.4

Grade 7 - Racial/Ethnic Background

Levels		Science			
		1	2	3	4
White	School	3.0	4.5	41.0	51.5
	District	1.7	2.9	42.9	52.5
	State	4.4	8.9	57.7	29.0
Black	School	9.5	14.3	61.9	14.3
	District	10.2	20.3	64.4	5.1
	State	23.7	27.1	45.5	3.7
Hispanic	School	14.3	23.8	47.6	14.3
	District	10.0	18.8	53.8	17.5
	State	16.3	23.1	53.4	7.2
Asian/Pacific Islander	School	0.0	20.0	40.0	40.0
	District	0.0	7.3	36.6	56.1
	State	3.0	6.7	54.7	35.5
Native American	School				
	District				
	State	10.1	15.9	51.9	22.1
Multiracial/Ethnic	School				
	District	0.0	7.1	57.1	35.7
	State	7.4	12.6	61.3	18.8

Grade 7 - Students with Disabilities

Levels		Science			
		1	2	3	4
IEP	School	18.8	25.0	41.7	14.6
	District	14.7	24.7	49.3	11.3
	State	31.1	24.0	39.9	5.0
Non-IEP	School	1.0	3.4	44.4	51.2
	District	0.7	2.1	44.2	53.0
	State	6.9	13.5	56.7	22.9

Grade 7 - Economically Disadvantaged

Levels		Science			
		1	2	3	4
Free/Reduced Price Lunch	School	5.9	26.5	52.9	14.7
	District	6.3	23.0	58.7	11.9
	State	19.0	23.9	50.6	6.5
Not Eligible	School	4.1	4.5	42.5	48.9
	District	2.2	2.9	43.0	51.8
	State	4.7	9.1	56.8	29.4

Grade 8**Grade 8 - All**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	7.5	64.0	28.5	0.4	10.9	41.9	46.8
	District	0.1	7.6	61.2	31.1	0.8	15.4	45.0	38.7
	State	0.7	26.6	61.3	11.5	5.9	39.7	37.4	16.9

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	8.9	67.1	24.0	0.0	11.6	40.4	47.9
	District	0.2	8.0	62.3	29.5	0.9	14.2	44.1	40.8
	State	1.0	28.4	60.5	10.1	7.3	38.9	36.0	17.8
Female	School	0.0	5.8	60.3	33.9	0.8	9.9	43.8	45.5
	District	0.0	7.3	60.0	32.7	0.8	16.7	46.0	36.6
	State	0.3	24.7	62.1	12.8	4.6	40.6	38.8	16.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	3.1	66.5	30.4	0.0	6.3	42.9	50.9
	District	0.0	5.6	61.9	32.5	0.4	12.6	46.1	40.8
	State	0.4	17.5	66.4	15.7	3.1	29.6	44.1	23.2
Black	School	0.0	26.7	73.3	0.0	6.7	46.7	33.3	13.3
	District	0.0	22.9	66.7	10.4	4.2	39.6	43.8	12.5
	State	1.6	44.8	50.3	3.4	14.2	61.0	21.6	3.2
Hispanic	School	0.0	47.4	36.8	15.8	0.0	42.1	42.1	15.8
	District	1.6	21.0	61.3	16.1	3.2	34.9	42.9	19.0
	State	0.7	39.6	55.7	4.0	6.6	54.1	32.7	6.6
Asian/Pacific Islander	School								
	District	0.0	12.5	40.0	47.5	2.5	15.0	27.5	55.0
	State	0.1	13.0	64.6	22.2	1.1	16.7	40.7	41.6
Native American	School								
	District								
	State	1.3	25.0	65.9	7.8	6.8	42.4	33.9	16.9
Multiracial/Ethnic	School								
	District								
	State	0.7	25.9	61.3	12.1	7.3	39.8	38.0	14.8

Grade 8 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School	School	0.0	72.7	27.3	0.0	0.0	54.5	45.5	0.0
	District	0.0	66.7	33.3	0.0	0.0	50.0	50.0	0.0
	State	1.9	63.1	33.5	1.5	15.7	58.3	20.7	5.3

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	24.3	70.3	5.4	2.7	37.8	48.6	10.8
	District	0.7	33.6	60.6	5.1	5.8	51.8	37.4	5.0
	State	4.0	65.1	29.5	1.4	27.3	57.6	12.9	2.2
Non-IEP	School	0.0	4.8	63.0	32.2	0.0	6.5	40.9	52.6
	District	0.0	3.8	61.3	34.9	0.1	9.9	46.2	43.8
	State	0.1	19.9	66.8	13.2	2.2	36.6	41.7	19.5

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	30.6	61.1	8.3	2.8	47.2	38.9	11.1
	District	0.8	20.0	68.0	11.2	4.7	38.6	42.5	14.2
	State	1.2	42.0	53.3	3.5	10.7	57.0	27.2	5.1
Not Eligible	School	0.0	3.9	64.5	31.6	0.0	5.2	42.4	52.4
	District	0.0	6.0	60.3	33.7	0.3	12.3	45.4	42.0
	State	0.3	16.8	66.3	16.5	2.9	28.7	43.9	24.5

ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

Students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The table below presents IMAGE results for these students. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Beginning - Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
- Level 2 --Strengthening - Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
- Level 3 -- Expanding - Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
- Level 4 -- Transitioning - Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

For Mathematics see ISAT or PSAE descriptions of the performance levels.

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	25.0	16.7	37.5	20.8	34.4	34.4	18.8	12.5
District	24.0	16.0	40.0	20.0	33.3	33.3	21.2	12.1
State	22.5	26.5	36.7	14.4	17.8	60.5	17.5	4.1

Grade 8 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	28.6	14.3	42.9	14.3	29.4	47.1	17.6	5.9
	District	26.7	13.3	46.7	13.3	27.8	44.4	22.2	5.6
	State	23.3	27.5	37.1	12.1	19.1	59.2	17.8	3.9
Female	School	20.0	20.0	30.0	30.0	40.0	20.0	20.0	20.0
	District	20.0	20.0	30.0	30.0	40.0	20.0	20.0	20.0
	State	21.6	25.4	36.2	16.8	16.5	61.8	17.3	4.4

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School				9.1	45.5	27.3	18.2	
	District				9.1	45.5	27.3	18.2	
	State	7.6	16.6	45.3	30.4	6.6	46.8	37.6	9.0
Black	School								
	District								
	State	15.4	27.7	44.6	12.3	28.4	56.7	13.4	1.5
Hispanic	School	25.0	25.0	50.0	0.0	53.3	20.0	20.0	6.7
	District	23.1	23.1	53.8	0.0	50.0	18.8	25.0	6.3
	State	27.6	29.4	33.3	9.7	21.6	65.3	12.3	0.8
Asian/Pacific Islander	School								
	District								
	State	10.1	20.5	45.9	23.4	7.2	48.8	24.8	19.2
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State								

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	27.3	18.2	31.8	22.7	39.3	32.1	17.9	10.7
	District	26.1	17.4	34.8	21.7	37.9	31.0	20.7	10.3
	State	24.6	28.9	35.0	11.6	20.0	62.6	15.1	2.3
Not Eligible	School								
	District								
	State	16.2	19.4	41.6	22.8	11.5	54.4	24.6	9.5

2005 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	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2005-06 State Improvement Status	Academic Early Warning

	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		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	89.7		Yes	83.8		Yes	93.8	Yes		
White	100.0	Yes	100.0	Yes	96.5		Yes	92.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	64.4		Yes	42.4		Yes				

Four 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. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.***
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

* Includes only students enrolled as of 9/30/2004.

** Safe Harbor Targets of 47.5% 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. 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.)

Monroe Middle School

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Dr. Wayne P. Spsychala, Principal

Mr. David Uhrig, Assistant Principal

Fall, 2005

Dear Monroe Families:

The 2005 School Report Card contains 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 the tested areas.

The first section is student demographic information. This section gives an overview of the make-up of Monroe's student population. Monroe houses a few district-wide programs that enrich our school community in numerous ways.

The instructional setting section (section two) makes reference to classes and subjects, information about teachers, and administrator data. This is a way to learn about class size, minutes devoted to subjects, and teacher and administrator information. Comparisons can be made between Monroe, the District 200 average, and the state average using this information.

Following the instructional setting information is a section on district finances. Information on the taxing district, tax rates, and expenditures by fund are found here. Dollars spent at the district level and the state averages are identified in this section.

The final section of the Monroe School Report Card is devoted to academic performance. The data found there is directly from the state tests, taken in the spring of 2005. As can be seen at the school and district level, District 200 schools do very well academically, as measured against the Illinois standards. Evidence for growth and improvement can also be inferred from the information in this section.

Monroe's School Improvement Plan (SIP) Committee has been reviewing the academic performance of students on the state tests, as well as other tests of academic achievement. The committee is to not only identify academic improvement areas in general, but also look at the demographic sub-groups of students and plan for necessary improvements

The first few charts in the Academic Achievement section are used to show how Monroe students, as a whole, performed on the State tests. Students in grade 7 (those currently in grade 8) took a test in science. Students in grade 8 (who are now in high school) took tests in math and reading. Some Monroe students took a different State test commonly called IMAGE (Illinois Measure of Annual Growth in English). This test is given to students who have been in an Illinois English as a Second Language program for 5 years or less. Following the general information are tables with data broken down by the mandated demographic categories. Our School Improvement Committee was pleased to see that all groups of students at Monroe made Adequate Yearly Progress (AYP) as defined by the No Child Left Behind (NCLB) act.

The School Improvement Plan (SIP) is for all teachers and all students, no matter what subject, program, level, or grade. There are identified strategies for improvement in academic areas, with short-term and long-range goals. At Monroe, we continually challenge students to grow to their greatest potential. All data collected allows Monroe educators to plan for high student achievement.

Sincerely,

