

**MONROE MIDDLE SCHOOL  
CUSD 200  
WHEATON, ILLINOIS**



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : 6 7 8**

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

**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
<b>School</b>	74.8	8.2	12.3	3.8	0.0	0.8	25.4	11.8		0.1	8.1	93.9	885
<b>District</b>	77.7	6.4	9.6	4.1	0.0	2.3	16.9	5.7		0.9	9.8	95.1	13,597
<b>State</b>	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

**Low-income** students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

**Limited-English-proficient** students are those students eligible for transitional bilingual programs.  
**Mobility rate** is based on the number of times students enroll in or leave a school during the school year.  
**Chronic truants** are students who are absent from school without valid cause for 18 or more of the last 180 school days.

**INSTRUCTIONAL SETTING**

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	94.0	--	--	--	--
<b>District</b>	98.3	17.9	20.2	12.9	274.0
<b>State</b>	96.1	18.8	18.8	13.9	230.6

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
<b>School</b>							29.3	30.8	29.4	
<b>District</b>							22.3	21.5	24.6	
<b>State</b>							22.6	21.8	21.9	

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
<b>School</b>		45	45		45	45		90	90		45	45
<b>District</b>		45	45		45	45		90	90		45	45
<b>State</b>		53	51		43	44		104	93		43	44

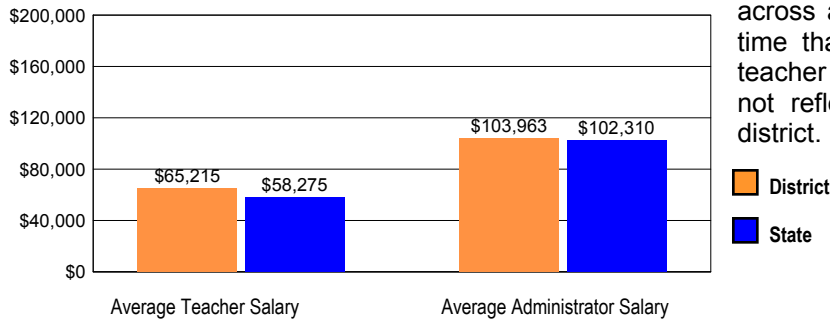
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.6	0.5	1.8	0.9	0.1	23.8	76.2	868
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

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	12.2	25.4	74.5	0.7	0.0
State	12.9	47.6	52.3	1.5	3.2

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

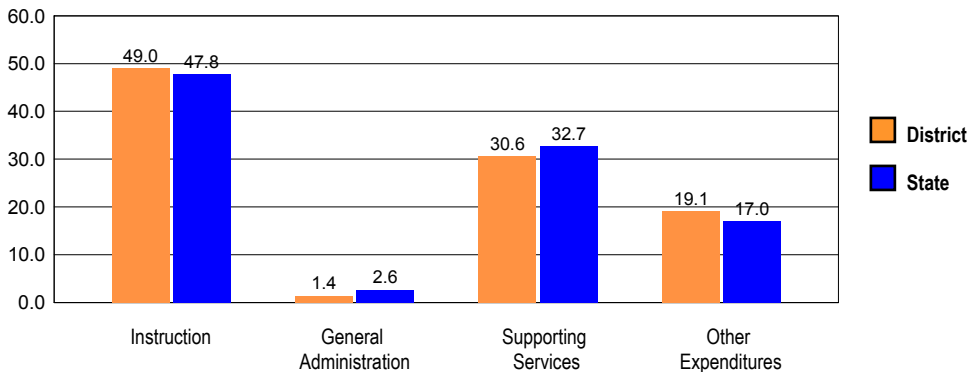
## SCHOOL DISTRICT FINANCES

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 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06				EXPENDITURE BY FUND 2005-06			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$103,658,526	74.0	58.8	Education	\$106,607,192	68.7	73.0
Other Local Funding	\$8,317,011	5.9	6.0	Operations & Maintenance	\$11,302,348	7.3	8.6
General State Aid	\$9,341,206	6.7	18.2	Transportation	\$7,471,604	4.8	3.9
Other State Funding	\$12,119,620	8.6	9.3	Bond and Interest	\$11,193,379	7.2	6.2
Federal Funding	\$6,697,573	4.8	7.7	Rent	\$0	0.0	0.0
TOTAL	\$140,133,936			Municipal Retirement/ Social Security	\$3,007,892	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	1.1
				Site & Construction/ Capital Improvement	\$15,563,785	10.0	5.4
				TOTAL	\$155,146,200		

OTHER FINANCIAL INDICATORS				
	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per \$100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	\$190,562	4.14	\$5,934	\$9,996
State	**	**	\$5,567	\$9,488

\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

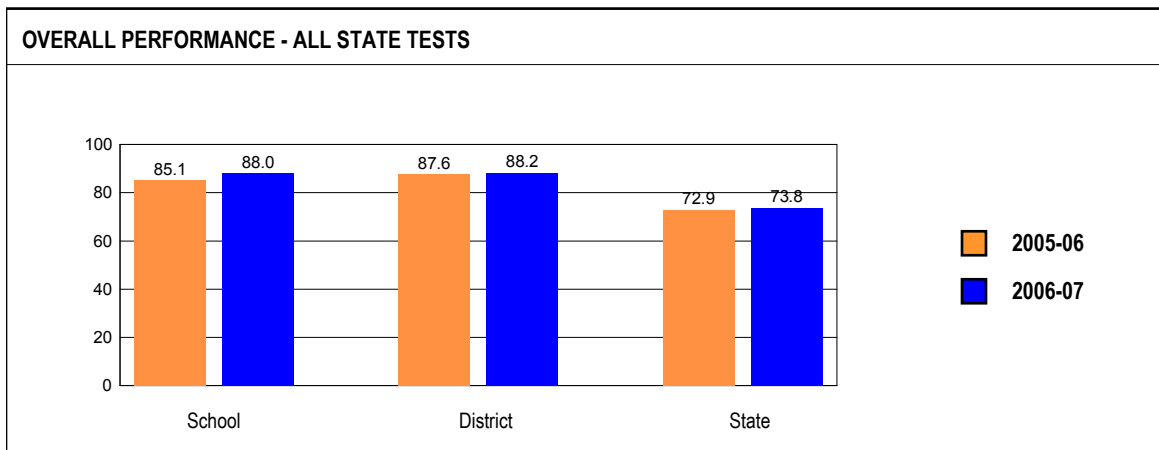
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

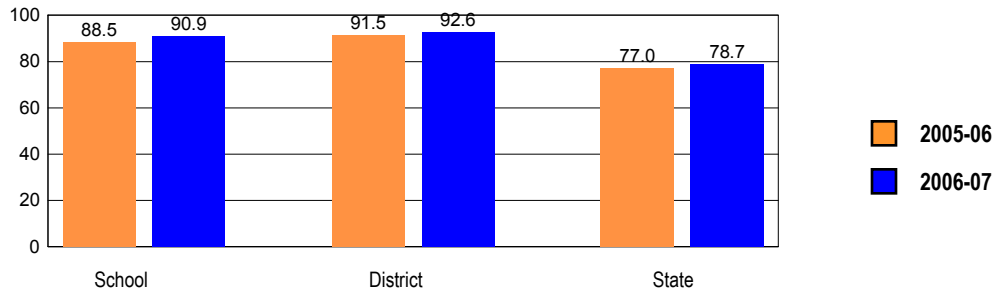
## ACADEMIC PERFORMANCE

### OVERALL STUDENT PERFORMANCE

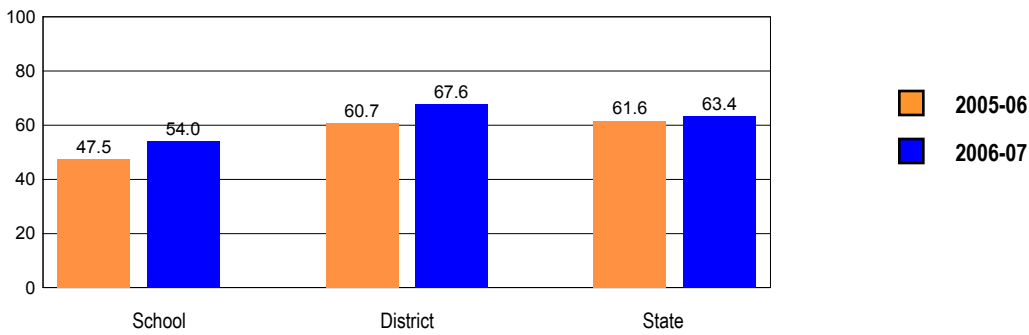
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.



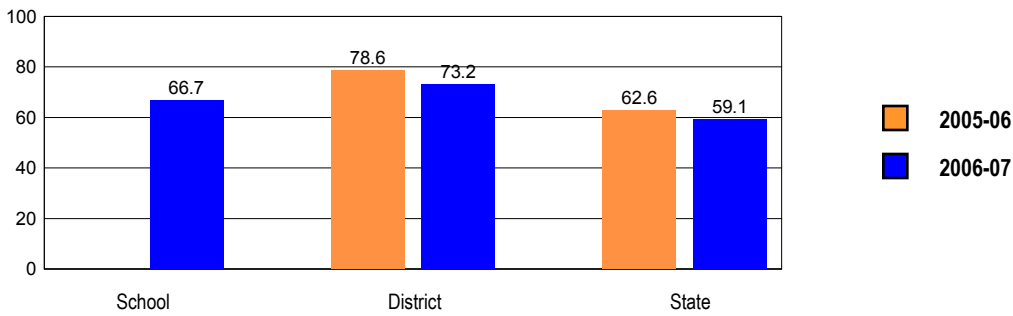
**OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**



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



**OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

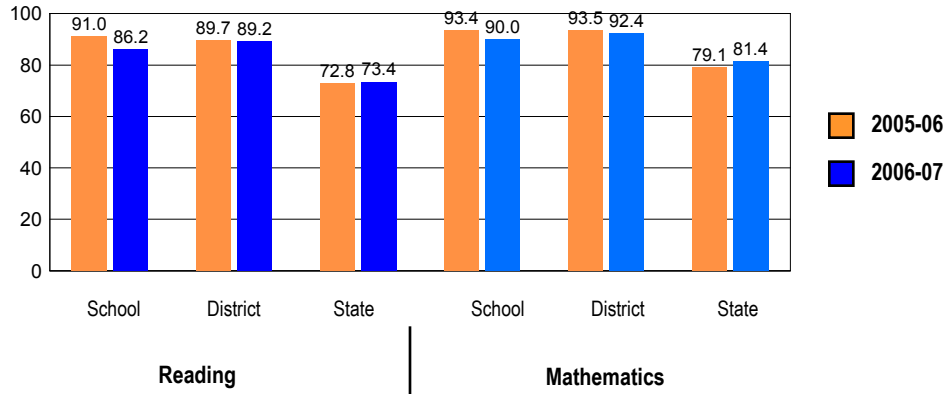


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

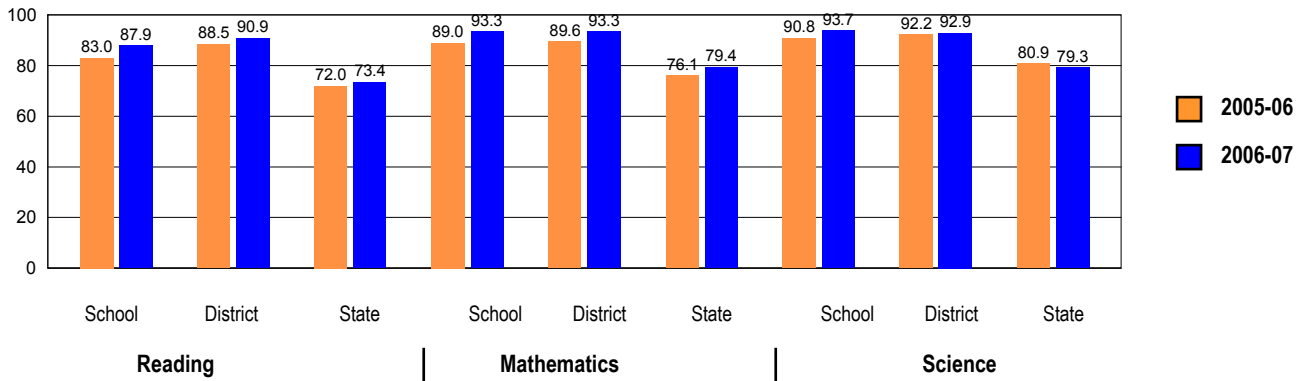
**ISAT PERFORMANCE**

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

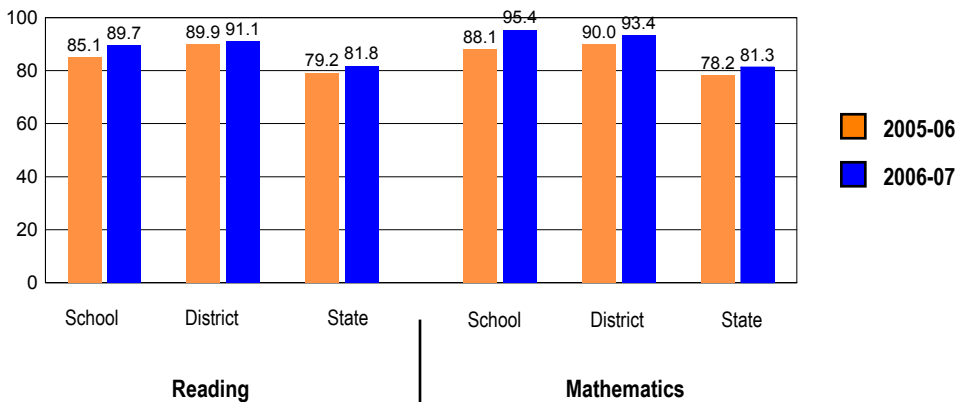
**ISAT Grade 6**



**ISAT Grade 7**



**ISAT Grade 8**



## PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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	879	467	412	663	71	107	31		7	109		125	228
	Reading	0.1	0.2	0.0	0.0	0.0	0.9	0.0			0.9		0.0	0.4
	Mathematics	0.1	0.2	0.0	0.0	0.0	0.9	0.0			0.9		0.0	0.4
District	*Enrollment	7,306	3,763	3,543	5,718	471	684	292	2	138	393		1,146	1,300
	Reading	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.1	0.0		0.0	0.3		0.0	0.1
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

\* Enrollment as reported during the testing windows.

### ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	13.8	52.4	33.8	0.0	10.0	58.4	31.6
District	0.1	10.7	49.3	39.9	0.2	7.3	54.3	38.2
State	0.2	26.4	54.3	19.1	0.5	18.0	62.2	19.2

**Grade 6 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	15.3	52.1	32.6	0.0	11.8	53.5	34.7
	District	0.2	12.6	48.3	39.0	0.2	8.0	50.5	41.4
	State	0.3	29.9	53.7	16.2	0.7	19.5	60.1	19.7
Female	School	0.0	12.0	52.8	35.2	0.0	8.0	64.0	28.0
	District	0.0	8.6	50.5	40.9	0.2	6.7	58.5	34.6
	State	0.1	22.8	54.9	22.2	0.3	16.5	64.4	18.7

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	8.4	53.5	38.1	0.0	6.5	57.7	35.8
	District	0.0	6.1	47.7	46.2	0.0	4.2	51.8	44.0
	State	0.1	16.5	57.1	26.2	0.3	10.1	64.2	25.5
Black	School	0.0	38.9	50.0	11.1	0.0	27.8	66.7	5.6
	District	1.3	32.9	56.6	9.2	1.3	25.0	63.2	10.5
	State	0.4	46.2	46.8	6.5	1.4	37.9	54.9	5.9
Hispanic	School	0.0	41.4	44.8	13.8	0.0	27.6	55.2	17.2
	District	0.0	29.9	57.5	12.6	0.0	20.7	60.9	18.4
	State	0.3	37.6	53.8	8.4	0.4	22.1	67.1	10.3
Asian/Pacific Islander	School								
	District	0.0	8.6	51.4	40.0	0.0	2.9	68.6	28.6
	State	0.1	9.3	53.7	36.9	0.1	3.9	48.2	47.8
Native American	School								
	District								
	State	0.0	22.9	62.2	14.9	1.1	16.0	67.9	14.9
Multiracial/Ethnic	School								
	District	0.0	21.1	47.4	31.6	5.3	10.5	63.2	21.1
	State	0.2	23.7	56.9	19.2	0.4	16.8	65.2	17.6

**Grade 6 - Students with Disabilities**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
IEP	School	0.0	52.8	44.4	2.8	0.0	36.1	63.9	0.0
	District	0.8	40.6	51.1	7.5	0.8	33.1	58.6	7.5
	State	1.2	64.6	30.6	3.6	2.7	48.2	45.1	4.1
Non-IEP	School	0.0	7.7	53.6	38.6	0.0	6.0	57.5	36.5
	District	0.0	6.0	49.1	44.9	0.1	3.3	53.6	43.0
	State	0.0	20.3	58.1	21.6	0.2	13.2	65.0	21.7

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
School	0.0	38.6	54.4	7.0	0.0	28.1	66.7	5.3
District	0.6	31.9	57.8	9.6	1.2	21.8	66.1	10.9
State	0.4	41.7	50.5	7.4	0.9	29.5	61.6	8.0
<b>Not Eligible</b>								
School	0.0	7.1	51.9	41.0	0.0	5.2	56.1	38.7
District	0.0	6.4	47.6	46.0	0.0	4.4	51.9	43.7
State	0.1	15.0	57.1	27.9	0.2	9.4	62.6	27.7

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	12.1	56.3	31.7	0.4	6.3	40.4	52.9	0.8	5.4	46.0	47.7
District	0.0	9.1	58.5	32.4	0.5	6.2	42.5	50.8	1.8	5.3	42.9	50.1
State	0.5	26.1	58.3	15.0	2.3	18.3	54.2	25.2	7.0	13.7	55.2	24.1

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
<b>Male</b>												
School	0.0	17.5	52.5	30.0	0.8	9.2	34.2	55.8	0.8	9.2	36.7	53.3
District	0.0	12.6	61.4	26.0	0.6	7.5	41.7	50.2	2.0	5.6	40.2	52.3
State	0.7	29.9	56.3	13.1	2.8	18.8	52.0	26.3	7.7	13.3	52.5	26.5
<b>Female</b>												
School	0.0	6.7	60.0	33.3	0.0	3.3	46.7	50.0	0.8	1.7	55.5	42.0
District	0.0	5.5	55.5	39.0	0.4	4.9	43.4	51.3	1.6	4.9	45.7	47.7
State	0.3	22.2	60.5	17.1	1.7	17.8	56.5	24.0	6.2	14.3	58.1	21.4

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
<b>White</b>												
School	0.0	6.8	56.0	37.2	0.0	2.6	35.6	61.8	0.0	2.1	42.1	55.8
District	0.0	5.2	58.2	36.6	0.1	3.5	39.0	57.4	0.5	2.5	39.6	57.3
State	0.3	17.4	61.5	20.8	1.1	10.8	53.8	34.3	3.0	7.3	54.7	35.0
<b>Black</b>												
School	0.0	38.1	57.1	4.8	4.8	28.6	57.1	9.5	9.5	19.0	61.9	9.5
District	0.0	29.7	65.6	4.7	3.1	28.1	54.7	14.1	12.9	19.4	56.5	11.3
State	1.2	44.2	50.0	4.6	5.5	36.3	51.2	7.0	16.3	26.8	51.9	5.0
<b>Hispanic</b>												
School	0.0	43.8	56.3	0.0	0.0	18.8	75.0	6.3	0.0	31.3	68.8	0.0
District	0.0	32.9	53.9	13.2	2.6	18.4	65.8	13.2	6.6	25.0	57.9	10.5
State	0.5	35.1	57.7	6.7	2.3	22.8	61.8	13.1	9.5	20.3	61.2	9.1
<b>Asian/Pacific Islander</b>												
School												
District	0.0	7.1	61.9	31.0	0.0	2.4	42.9	54.8	2.4	2.4	50.0	45.2
State	0.1	9.3	61.4	29.3	0.5	4.3	39.1	56.0	1.5	4.5	50.9	43.0
<b>Native American</b>												
School												
District												
State	0.4	21.1	69.1	9.3	3.3	19.1	57.3	20.3	5.7	9.0	60.8	24.5
<b>Multiracial/Ethnic</b>												
School												
District	0.0	15.4	61.5	23.1	0.0	8.3	66.7	25.0	0.0	0.0	66.7	33.3
State	0.5	23.4	61.0	15.1	1.9	17.8	57.1	23.2	5.9	11.6	60.0	22.5

**Grade 7 - Limited-English-Proficient**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	63.6	36.4	0.0	0.0	36.4	54.5	9.1	9.1	36.4	54.5	0.0
District	0.0	66.7	33.3	0.0	8.3	33.3	50.0	8.3	16.7	33.3	50.0	0.0
State	1.1	59.0	38.1	1.7	4.7	37.4	53.0	5.0	19.8	32.4	45.2	2.6

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	0.0	56.7	40.0	3.3	0.0	26.7	63.3	10.0	3.3	23.3	66.7	6.7
	District	0.0	42.9	51.6	5.6	3.2	29.6	56.8	10.4	9.6	20.0	52.0	18.4
	State	2.9	65.4	29.6	2.1	11.3	46.8	37.1	4.8	25.3	26.5	41.8	6.4
Non-IEP	School	0.0	5.7	58.6	35.7	0.5	3.3	37.1	59.0	0.5	2.9	43.1	53.6
	District	0.0	4.2	59.5	36.2	0.1	2.9	40.5	56.5	0.7	3.1	41.6	54.6
	State	0.1	19.6	63.1	17.2	0.8	13.6	57.0	28.6	4.0	11.6	57.4	27.0

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	0.0	40.0	53.3	6.7	2.2	24.4	60.0	13.3	4.4	17.8	68.9	8.9
	District	0.0	31.3	59.7	9.0	1.4	25.2	59.4	14.0	7.9	19.3	60.0	12.9
	State	0.9	40.1	53.4	5.6	3.9	29.6	56.2	10.3	12.5	22.6	56.4	8.5
Not Eligible	School	0.0	5.6	56.9	37.4	0.0	2.1	35.9	62.1	0.0	2.6	40.7	56.7
	District	0.0	5.4	58.3	36.3	0.4	3.0	39.7	56.9	0.8	2.9	40.0	56.2
	State	0.2	15.9	62.0	21.9	1.0	10.1	52.7	36.1	3.0	7.3	54.4	35.4

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	10.3	63.8	25.9	0.0	4.6	37.6	57.8
District	0.0	8.9	62.7	28.4	0.4	6.2	37.9	55.5
State	0.6	17.7	69.9	11.8	1.2	17.5	52.3	29.0

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	10.1	62.4	27.5	0.0	5.4	30.2	64.4
	District	0.0	11.0	65.2	23.8	0.4	7.3	34.1	58.2
	State	0.8	21.6	67.8	9.8	1.5	18.8	50.1	29.6
Female	School	0.0	10.5	65.4	24.1	0.0	3.8	45.9	50.4
	District	0.0	6.7	60.1	33.3	0.4	5.1	41.9	52.6
	State	0.3	13.6	72.2	14.0	0.9	16.2	54.5	28.4

**Grade 8 - Racial/Ethnic Background**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	6.1	63.5	30.4	0.0	1.7	33.0	65.2
	District	0.0	5.8	61.7	32.5	0.2	3.5	34.4	61.8
	State	0.3	12.6	71.1	16.0	0.6	10.4	50.8	38.2
Black	School	0.0	42.1	57.9	0.0	0.0	36.8	63.2	0.0
	District	0.0	28.8	68.2	3.0	0.0	28.8	60.6	10.6
	State	1.3	28.9	66.1	3.7	3.0	35.4	52.3	9.2
Hispanic	School	0.0	20.0	76.0	4.0	0.0	0.0	64.0	36.0
	District	0.0	18.7	71.4	9.9	2.2	9.9	58.2	29.7
	State	0.6	23.2	70.8	5.4	1.0	22.2	60.4	16.4
Asian/Pacific Islander	School								
	District	0.0	11.1	59.3	29.6	0.0	7.4	22.2	70.4
	State	0.2	6.2	70.3	23.4	0.2	4.3	35.5	60.0
Native American	School								
	District								
	State	0.0	17.7	73.2	9.1	1.5	20.0	51.3	27.2
Multiracial/Ethnic	School								
	District	0.0	33.3	46.7	20.0	0.0	33.3	40.0	26.7
	State	0.5	16.5	70.6	12.4	1.2	16.3	54.8	27.7

**Grade 8 - Limited-English-Proficient**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	57.1	35.7	7.1	0.0	21.4	71.4	7.1
District		0.0	57.1	35.7	7.1	0.0	21.4	71.4	7.1
State		2.0	46.0	49.7	2.3	2.7	40.0	48.7	8.6

**Grade 8 - Students with Disabilities**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	41.9	58.1	0.0	0.0	18.6	69.8	11.6
	District	0.0	40.6	55.2	4.2	2.4	32.1	52.1	13.3
	State	3.4	55.9	39.4	1.3	6.3	51.7	37.2	4.8
Non-IEP	School	0.0	4.6	64.9	30.5	0.0	2.1	31.8	66.1
	District	0.0	3.0	64.1	33.0	0.0	1.4	35.2	63.4
	State	0.1	11.3	75.0	13.6	0.3	11.8	54.8	33.0

**Grade 8 - Economically Disadvantaged**

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	34.0	62.0	4.0	0.0	22.0	62.0	16.0
	District	0.0	26.3	66.3	7.4	1.7	19.4	56.6	22.3
	State	1.0	27.2	67.4	4.4	2.1	28.9	56.1	13.0
Not Eligible	School	0.0	5.2	64.2	30.6	0.0	0.9	32.3	66.8
	District	0.0	5.4	62.0	32.6	0.1	3.6	34.1	62.2
	State	0.3	11.3	71.6	16.9	0.6	9.9	49.7	39.8

**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 --Academic Warning -	Students work demonstrates limited knowledge and skills in the subject. Due to 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. Student creatively apply knowledge and skills to solve probelms and evalaute the results.

**Grade 6****Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	5.0	30.0	40.0	25.0	8.7	52.2	34.8	4.3
District	4.8	28.6	38.1	28.6	8.3	50.0	33.3	8.3
State	9.6	20.8	41.7	27.8	4.9	44.5	45.7	4.8

**Grade 6 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Male</b>								
School	0.0	20.0	50.0	30.0	9.1	36.4	45.5	9.1
District	0.0	18.2	45.5	36.4	8.3	33.3	41.7	16.7
State	10.2	20.4	40.6	28.8	5.3	43.6	46.0	5.1
<b>Female</b>								
School	10.0	40.0	30.0	20.0	8.3	66.7	25.0	0.0
District	10.0	40.0	30.0	20.0	8.3	66.7	25.0	0.0
State	9.0	21.3	43.0	26.8	4.5	45.6	45.4	4.6

**Grade 6 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District								
	State	5.5	15.7	34.3	44.5	3.6	30.3	55.5	10.7
Black	School								
	District								
	State	15.9	25.6	40.2	18.3	16.1	51.7	29.9	2.3
Hispanic	School	7.7	15.4	46.2	30.8	0.0	46.2	53.8	0.0
	District	7.7	15.4	46.2	30.8	0.0	46.2	53.8	0.0
	State	10.5	22.2	43.0	24.3	5.2	49.0	43.2	2.6
Asian/Pacific Islander	School								
	District								
	State	5.5	14.5	41.7	38.3	2.7	23.1	58.1	16.2
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State	6.9	17.2	37.9	37.9	3.4	55.2	31.0	10.3

**Grade 6 - Economically Disadvantaged**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	5.0	30.0	40.0	25.0	8.7	52.2	34.8	4.3
	District	4.8	28.6	38.1	28.6	8.3	50.0	33.3	8.3
	State	10.9	23.2	41.8	24.2	5.5	48.0	43.0	3.5
Not Eligible	School								
	District								
	State	5.1	13.0	41.6	40.3	3.2	33.0	54.7	9.1

**Grade 7****Grade 7 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	10.7	17.9	60.7	10.7	0.0	31.0	65.5	3.4
District	10.3	17.2	62.1	10.3	0.0	30.0	66.7	3.3
State	16.2	26.8	41.8	15.2	5.9	38.6	49.2	6.3

**Grade 7 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	12.5	31.3	56.3	0.0	0.0	47.1	52.9	0.0
	District	11.8	29.4	58.8	0.0	0.0	44.4	55.6	0.0
	State	18.2	27.3	39.6	14.9	6.7	37.5	48.7	7.1
Female	School	8.3	0.0	66.7	25.0	0.0	8.3	83.3	8.3
	District	8.3	0.0	66.7	25.0	0.0	8.3	83.3	8.3
	State	13.8	26.3	44.3	15.6	5.0	39.9	49.8	5.3

**Grade 7 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>White</b>								
School								
District	30.0	20.0	40.0	10.0	0.0	40.0	50.0	10.0
State	8.6	17.4	47.3	26.6	2.9	22.1	63.8	11.2
<b>Black</b>								
School								
District								
State	24.3	19.4	43.7	12.6	13.1	42.1	41.1	3.7
<b>Hispanic</b>								
School					0.0	40.0	60.0	0.0
District					0.0	40.0	60.0	0.0
State	18.6	29.5	39.8	12.1	6.7	44.3	46.6	2.5
<b>Asian/Pacific Islander</b>								
School								
District								
State	6.4	21.9	48.2	23.5	2.0	19.9	51.8	26.3
<b>Native American</b>								
School								
District								
State								
<b>Multiracial/Ethnic</b>								
School								
District								
State	10.0	15.0	35.0	40.0	15.0	20.0	50.0	15.0

**Grade 7 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
School	12.0	20.0	60.0	8.0	0.0	34.6	65.4	0.0
District	12.0	20.0	60.0	8.0	0.0	34.6	65.4	0.0
State	18.9	29.4	39.9	11.9	6.9	42.3	47.0	3.8
<b>Not Eligible</b>								
School								
District								
State	8.7	19.7	47.0	24.5	3.0	28.7	55.4	12.9

**Grade 8****Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	20.0	40.0	26.7	13.3	31.8	40.9	22.7	4.5
District	25.0	37.5	25.0	12.5	34.8	39.1	21.7	4.3
State	21.4	27.4	31.8	19.4	8.5	43.4	41.2	6.9

**Grade 8 - Gender**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Male</b>								
School	25.0	50.0	25.0	0.0	31.3	50.0	18.8	0.0
District	25.0	50.0	25.0	0.0	31.3	50.0	18.8	0.0
State	24.4	27.4	31.1	17.1	9.5	44.0	40.2	6.3
<b>Female</b>								
School								
District								
State	18.0	27.5	32.6	21.9	7.4	42.7	42.2	7.6

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>White</b>								
School								
District								
State	10.6	16.7	39.0	33.7	5.5	25.5	53.0	16.0
<b>Black</b>								
School								
District								
State	14.8	32.1	32.1	21.0	17.4	51.2	31.4	0.0
<b>Hispanic</b>								
School					9.1	72.7	18.2	0.0
District					16.7	66.7	16.7	0.0
State	25.0	29.9	29.6	15.5	9.3	49.6	38.3	2.8
<b>Asian/Pacific Islander</b>								
School								
District								
State	11.9	22.5	38.1	27.5	4.4	24.2	47.6	23.8
<b>Native American</b>								
School								
District								
State								
<b>Multiracial/Ethnic</b>								
School								
District								
State	25.0	41.7	33.3	0.0	41.7	41.7	16.7	0.0

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
School	21.4	42.9	28.6	7.1	33.3	42.9	23.8	0.0
District	21.4	42.9	28.6	7.1	33.3	42.9	23.8	0.0
State	23.8	30.3	30.4	15.4	9.3	46.9	39.3	4.5
<b>Not Eligible</b>								
School								
District								
State	13.9	18.3	36.2	31.6	6.1	32.6	46.9	14.4

## 2007 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	2007-08 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2007-08 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
<b>State AYP Minimum Target</b>	95.0		95.0		55.0			55.0			90.0		72.0	
<b>All</b>	99.9	Yes	99.9	Yes	87.7		Yes	91.1		Yes	93.9	Yes		
<b>White</b>	100.0	Yes	100.0	Yes	92.0		Yes	95.7		Yes				
<b>Black</b>	100.0	Yes	100.0	Yes	63.6		Yes	65.5		Yes				
<b>Hispanic</b>	99.1	Yes	99.1	Yes	71.3		Yes	76.3		Yes				
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>	99.1	Yes	99.1	Yes	51.4		Yes	56.9		Yes				
<b>Students with Disabilities</b>	100.0	Yes	100.0	Yes	53.0		Yes	72.2		Yes				
<b>Economically Disadvantaged</b>	99.6	Yes	99.6	Yes	64.2		Yes	68.8		Yes				

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2006.

\*\* Safe Harbor Targets of 55.0% or above are not printed.

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

# Monroe Middle School

1855 Manchester Road  
Wheaton, IL 60187

Telephone: 630.682.2285

Fax: 630.682.2331

web site: [www.monroeschool.org](http://www.monroeschool.org)

Dr. Wayne P. Spsychala, Principal

Mr. David Uhrig, Assistant Principal

## Monroe School Improvement Plan Building Addendum – Fall, 2007

### **Target Areas for Student Improvement**

The Monroe School Improvement Plan (SIP) committee has identified target areas in math and reading. This team is comprised of teachers from all departments and grade levels along with an administrator. As indicated by achievement data from the 2007 state testing program (ISAT), students as a whole scored very well; as grade level groups, no less than 86% of students had met/exceeded in reading and not less than 90% of students met/exceeded in math. Smaller demographic subgroups were both above and below the whole group values. The SIP committee is working to maximize learning for all students; from those not meeting expectations to students currently exceeding. A minimum of 62.5% of students meeting/exceeding standards for each of the identified subgroups will be accomplished on the Illinois Standards Achievement Test (ISAT).

### **Rationale for Target Selection**

The School Improvement Plan Committee has been reviewing the academic performance of students on the state tests as well as other tests of academic achievement. The committee's goals are to identify academic improvement areas in general, look at the demographic subgroups of students, and plan for necessary improvements. Certain demographic groups had shown through testing to be more challenged in the areas of math and reading than other groups, specifically those students receiving special education support and those with limited English proficiency. The SIP committee has worked with various building instructional intervention teacher committees to identify target groups with specific learning needs.

### **Strategies for Improvement**

Reading and math small group targeted instruction in addition to regular classroom instruction will be conducted throughout the school year. Separate reading and math classes, in addition to the regular language arts and math classes, use focused, intense, proven programs of instruction for struggling students. Continual assessment of the growth of students in all instructional programs will be measured regularly throughout the year. All regular classroom teachers will be responsible for designated strategies and activities in the SIP, such as, "increasing the number of problem solving activities," and, "pre-reading comprehension strategies will be emphasized." The School Improvement Plan is for all teachers and all students, no matter what subject, program, level, or grade.

### **Professional Development**

Staff development programs throughout the year will focus on instructional and therefore learning improvement in the areas of math and reading. This occurs during in-service and institute days as well as department and faculty meetings throughout the year. One example would be the reading specialist presentation on reading across the curriculum. There are identified strategies for improvement in academic areas, with short-term and long-range goals. Building level staff development money for workshops and conferences directly related to SIP goals are used specifically for this purpose.