

**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.

Starting in 2009, charter school information is included in district statistics.

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	79.0	7.2	8.3	3.3	0.0	2.1	19.9	4.5		0.4	6.6	95.8	749
District	75.0	7.0	10.6	4.3	0.0	3.1	20.5	7.4		0.9	12.5	95.2	13,299
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

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
School	96.0	--	--	--	--
District	98.7	17.2	19.1	12.1	249.7
State	96.7	18.4	18.0	13.3	201.8

* 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
School							26.1	26.8	25.4	
District							20.0	22.1	20.0	
State							22.0	21.1	21.4	

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		54	51		43	44		104	92		43	44

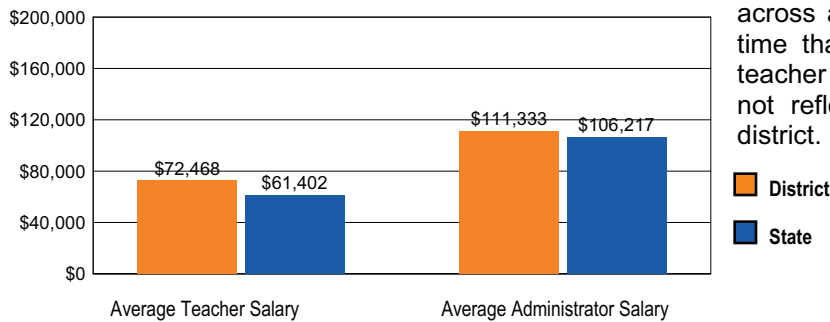
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	96.5	0.5	1.9	1.0	0.1	23.5	76.5	894
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	--	--	--	1.8	0.0
District	13.2	20.1	79.8	0.2	0.0
State	12.5	44.1	55.8	0.6	1.2

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

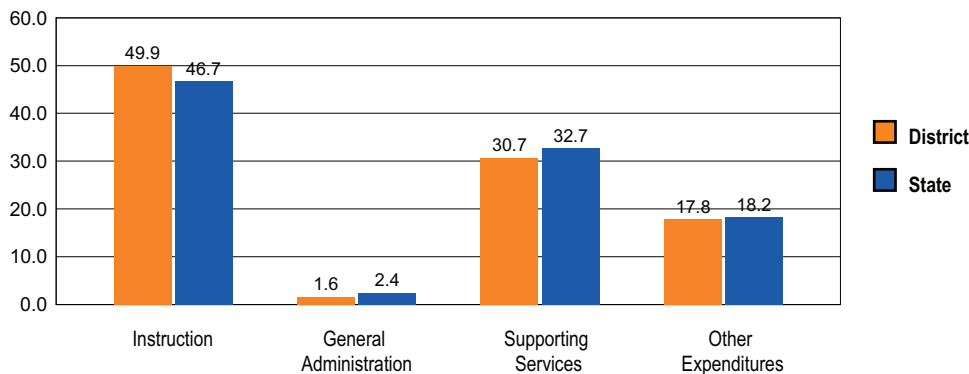
SCHOOL DISTRICT FINANCES

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 2007-08 (Percentages)



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$114,265,925	75.2	58.7	Education	\$118,459,078	69.9	71.5
Other Local Funding	\$8,187,723	5.4	6.3	Operations & Maintenance	\$11,868,148	7.0	8.6
General State Aid	\$9,636,410	6.3	18.6	Transportation	\$8,170,636	4.8	3.9
Other State Funding	\$13,544,472	8.9	9.0	Bond and Interest	\$12,415,133	7.3	6.3
Federal Funding	\$6,357,884	4.2	7.4	Rent	\$0	0.0	0.0
TOTAL	\$151,992,414			Municipal Retirement/ Social Security	\$3,303,540	1.9	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$15,251,163	9.0	6.8
				TOTAL	\$169,467,698		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$228,016	3.88	\$6,780	\$11,189
State	**	**	\$6,103	\$10,417

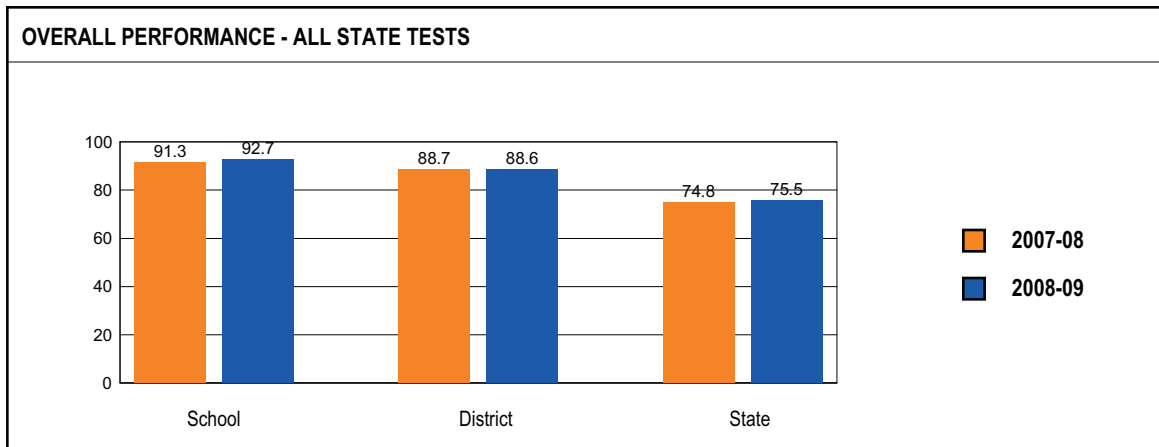
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

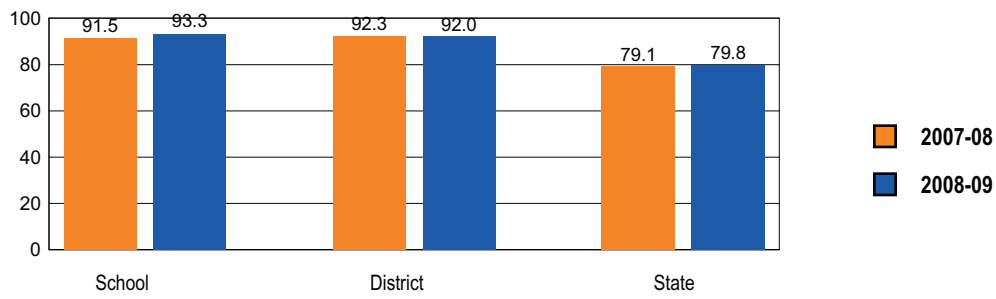
OVERALL STUDENT PERFORMANCE

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.

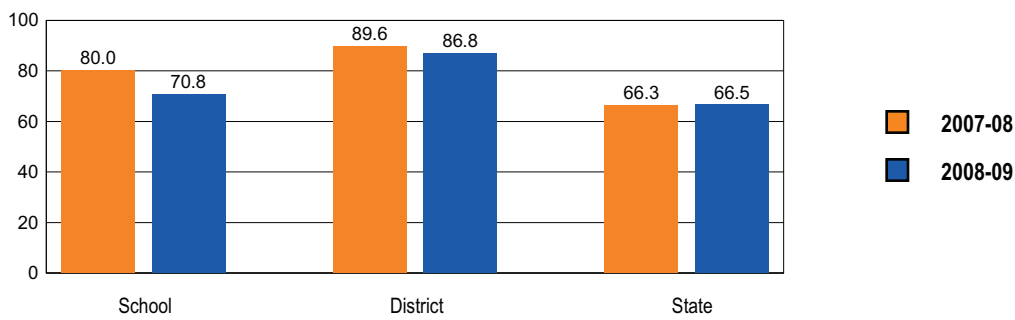
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAT (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE

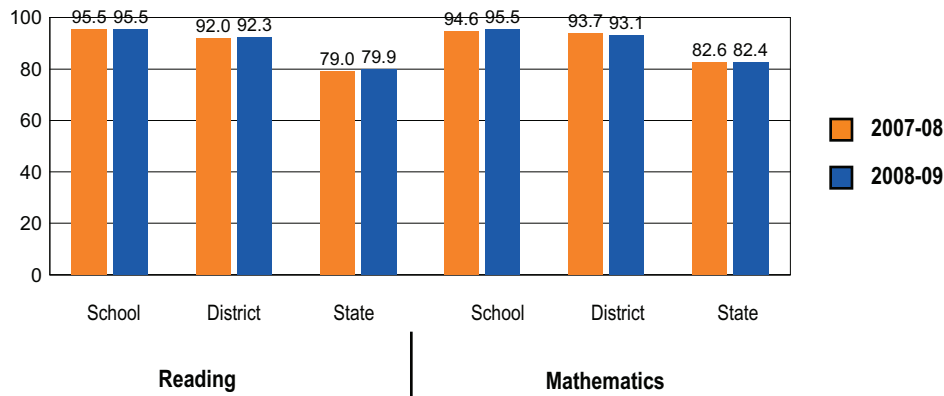


IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

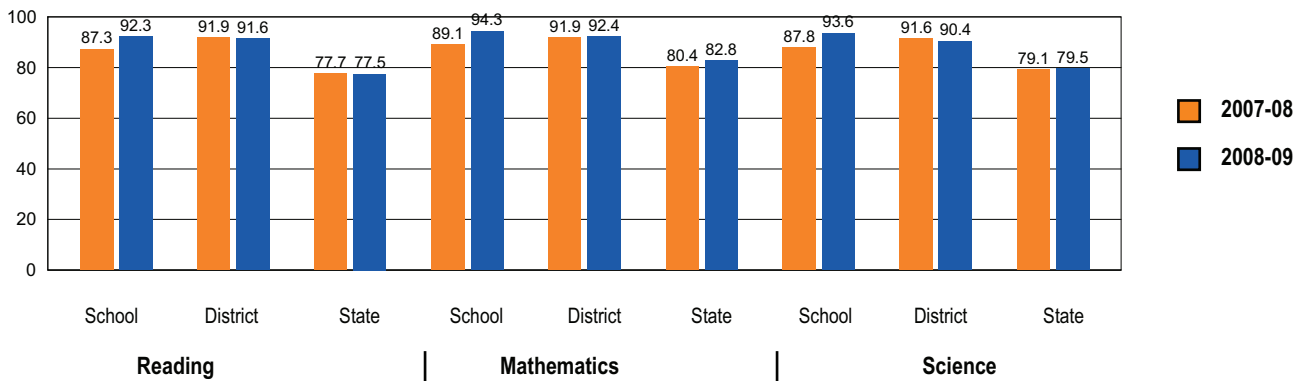
ISAT PERFORMANCE

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.

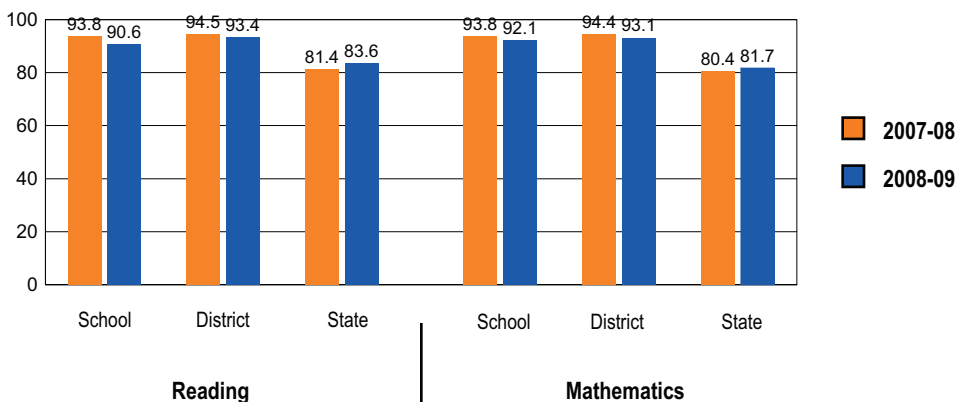
ISAT Grade 6



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 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	760	390	370	599	55	63	27	0	16	37	0	127	154
	Reading	0.1	0.3	0.0	0.2	0.0	0.0	0.0		0.00	0.0		0.0	0.0
	Mathematics	0.1	0.3	0.0	0.2	0.0	0.0	0.0		0.00	0.0		0.0	0.0
District	*Enrollment	7,088	3,632	3,456	5,328	486	726	329	1	218	548	0	1,057	1,502
	Reading	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
	Mathematics	0.1	0.1	0.1	0.1	0.0	0.3	0.0		0.0	0.2		0.1	0.2
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
	Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	239	120	119	192	16	15	10	0	6	6	0	38	40
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0					0.0	0.0
District	Enrollment	3,071	1,591	1,480	2,335	198	305	152	0	81	196	0	464	624
	Science	0.1	0.2	0.1	0.1	0.0	0.7	0.0		0.0	0.5		0.2	0.3
State	Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

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	4.5	48.9	46.6	0.0	4.5	52.5	43.0
District	0.1	7.6	45.8	46.5	0.2	6.7	49.0	44.0
State	0.2	19.9	52.7	27.2	0.6	17.1	58.9	23.5

Grade 6 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	7.0	50.0	43.0	0.0	2.6	54.4	43.0
	District	0.2	9.8	44.2	45.8	0.2	5.5	48.8	45.5
	State	0.3	22.9	51.1	25.7	0.7	18.5	57.2	23.6
Female	School	0.0	1.8	47.7	50.5	0.0	6.4	50.5	43.1
	District	0.0	5.5	47.4	47.2	0.2	7.9	49.3	42.6
	State	0.1	16.8	54.3	28.8	0.4	15.5	60.8	23.3

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	3.8	44.3	51.9	0.0	2.2	51.9	45.9
	District	0.1	4.2	42.0	53.6	0.1	4.0	45.0	50.9
	State	0.1	11.5	51.5	36.9	0.2	9.6	58.9	31.3
Black	School	0.0	7.7	84.6	7.7	0.0	30.8	69.2	0.0
	District	0.0	25.4	67.8	6.8	1.7	27.1	69.5	1.7
	State	0.4	34.7	54.4	10.5	1.5	33.2	57.1	8.3
Hispanic	School	0.0	10.0	70.0	20.0	0.0	10.0	50.0	40.0
	District	0.0	22.7	57.7	19.6	0.0	12.2	74.5	13.3
	State	0.2	30.3	55.6	13.8	0.6	23.5	63.7	12.2
Asian/Pacific Islander	School								
	District	0.0	10.0	45.0	45.0	0.0	9.8	31.7	58.5
	State	0.0	8.0	44.8	47.1	0.3	5.2	43.2	51.3
Native American	School								
	District								
	State	0.0	20.2	53.1	26.8	1.8	16.7	59.9	21.6
Multiracial/Ethnic	School								
	District	0.0	6.7	60.0	33.3	0.0	13.3	50.0	36.7
	State	0.2	18.9	52.7	28.2	0.4	17.7	59.3	22.6

Grade 6 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	25.9	59.3	14.8	0.0	18.5	77.8	3.7
	District	1.0	29.8	59.6	9.6	0.0	28.8	64.4	6.7
	State	1.0	55.1	37.0	6.9	2.7	46.6	44.8	5.8
Non-IEP	School	0.0	1.5	47.4	51.0	0.0	2.6	49.0	48.5
	District	0.0	5.0	44.1	50.9	0.2	4.1	47.2	48.5
	State	0.1	14.5	55.1	30.3	0.2	12.5	61.1	26.2

Grade 6 - Economically Disadvantaged

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	5.7	77.1	17.1	0.0	14.3	74.3	11.4
	District	0.0	22.9	58.5	18.5	1.0	16.5	71.8	10.7
	State	0.3	31.7	55.2	12.7	1.0	27.1	61.1	10.8
Not Eligible	School	0.0	4.3	43.6	52.1	0.0	2.7	48.4	48.9
	District	0.1	3.6	42.4	53.9	0.0	4.1	43.0	52.9
	State	0.1	10.2	50.5	39.3	0.2	8.6	57.2	34.0

Grade 7**Grade 7 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	7.7	48.5	43.8	0.4	5.2	36.2	58.1	2.3	4.1	43.6	50.0
	District	0.1	8.3	47.0	44.6	0.5	7.1	39.6	52.8	4.0	5.6	41.1	49.3
	State	0.5	22.0	56.8	20.7	1.6	15.6	55.0	27.7	7.0	13.6	55.7	23.8

Grade 7 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	6.7	49.6	43.7	0.0	7.7	31.6	60.7	3.6	4.5	39.3	52.7
	District	0.2	8.8	50.5	40.5	0.4	8.1	37.1	54.4	4.0	6.0	40.0	50.0
	State	0.7	26.1	55.4	17.9	2.1	17.1	52.8	28.0	7.9	13.0	52.8	26.4
Female	School	0.0	8.8	47.4	43.9	0.9	2.7	41.1	55.4	0.9	3.7	48.1	47.2
	District	0.0	7.7	43.3	49.0	0.6	5.9	42.2	51.2	3.9	5.3	42.2	48.6
	State	0.3	17.8	58.2	23.7	1.2	14.0	57.4	27.4	6.0	14.2	58.7	21.1

Grade 7 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	0.0	2.7	48.4	48.9	0.0	1.6	34.8	63.6	0.0	1.1	42.6	56.3
	District	0.0	3.5	44.7	51.8	0.4	3.3	35.8	60.5	1.1	3.0	38.4	57.5
	State	0.2	14.2	57.6	28.0	0.7	9.1	53.4	36.7	2.9	7.1	55.2	34.8
Black	School	0.0	60.0	33.3	6.7	6.7	33.3	40.0	20.0	26.7	26.7	40.0	6.7
	District	1.7	35.6	55.9	6.8	3.3	28.3	58.3	10.0	16.1	23.2	53.6	7.1
	State	1.0	35.9	54.7	8.4	4.1	31.3	55.4	9.3	15.3	25.4	54.1	5.3
Hispanic	School	0.0	13.3	66.7	20.0	0.0	13.3	53.3	33.3	7.1	7.1	57.1	28.6
	District	0.0	28.1	60.4	11.5	0.0	20.8	60.4	18.8	14.6	13.5	55.1	16.9
	State	0.8	32.4	57.5	9.3	1.9	20.0	62.4	15.7	10.8	21.4	59.0	8.7
Asian/Pacific Islander	School												
	District	0.0	14.3	46.9	38.8	0.0	14.0	36.0	50.0	12.8	6.4	44.7	36.2
	State	0.2	9.4	51.3	39.2	0.5	4.9	37.8	56.8	2.8	5.4	51.0	40.8
Native American	School												
	District												
	State	0.0	19.1	56.4	24.5	0.8	12.8	60.3	26.0	5.0	11.2	55.6	28.2
Multiracial/Ethnic	School												
	District	0.0	4.3	47.8	47.8	0.0	5.0	40.0	55.0	0.0	11.1	27.8	61.1
	State	0.5	19.6	57.3	22.6	1.8	14.9	55.5	27.8	6.2	12.0	58.4	23.4

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	32.4	55.9	11.8	3.0	24.2	54.5	18.2	13.3	13.3	50.0	23.3
	District	0.8	30.9	58.5	9.8	2.5	28.9	56.2	12.4	10.1	20.2	51.4	18.3
	State	2.7	59.0	34.6	3.7	8.3	44.0	42.0	5.7	24.1	26.5	42.5	6.8
Non-IEP	School	0.0	3.5	47.2	49.2	0.0	2.0	33.2	64.8	0.5	2.6	42.6	54.2
	District	0.0	5.1	45.4	49.4	0.2	4.1	37.3	58.4	3.1	3.6	39.6	53.6
	State	0.2	16.4	60.1	23.3	0.6	11.3	57.0	31.1	4.4	11.6	57.7	26.3

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	25.6	48.7	25.6	2.6	13.2	52.6	31.6	13.2	10.5	57.9	18.4
	District	0.5	30.2	53.8	15.6	1.5	21.3	55.9	21.3	17.2	14.5	51.6	16.7
	State	0.9	34.1	56.3	8.8	2.9	24.7	59.3	13.1	12.2	21.9	57.1	8.7
Not Eligible	School	0.0	4.1	48.5	47.4	0.0	3.7	33.0	63.4	0.0	2.7	40.7	56.6
	District	0.0	2.9	45.4	51.7	0.2	3.5	35.5	60.8	0.6	3.3	38.3	57.8
	State	0.2	12.6	57.1	30.1	0.7	8.4	51.7	39.3	2.9	7.0	54.6	35.6

Grade 8

Grade 8 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	9.4	70.1	20.5	0.4	7.6	44.6	47.5
District	0.0	6.6	69.4	24.0	0.3	6.6	39.1	54.0
State	0.4	16.0	74.6	9.0	0.8	17.5	54.5	27.2

Grade 8 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	8.3	72.9	18.8	0.0	8.3	42.4	49.3
	District	0.0	6.9	70.4	22.8	0.0	7.3	36.4	56.3
	State	0.5	19.0	72.5	7.9	0.9	18.6	53.1	27.4
Female	School	0.0	10.4	67.2	22.4	0.7	6.7	47.0	45.5
	District	0.0	6.3	68.3	25.4	0.6	5.8	42.1	51.5
	State	0.2	12.9	76.7	10.2	0.6	16.4	56.0	27.0

Grade 8 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	6.0	70.7	23.3	0.5	4.2	39.5	55.8
	District	0.0	4.0	68.3	27.7	0.3	3.2	34.8	61.7
	State	0.2	10.0	77.2	12.6	0.4	10.3	53.4	35.9
Black	School	0.0	31.6	63.2	5.3	0.0	26.3	63.2	10.5
	District	0.0	20.0	74.3	5.7	0.0	26.1	56.5	17.4
	State	0.7	28.6	68.7	2.1	1.9	34.5	54.4	9.2
Hispanic	School	0.0	17.1	74.3	8.6	0.0	17.1	65.7	17.1
	District	0.0	14.7	79.4	5.9	0.0	17.6	55.9	26.5
	State	0.5	22.2	73.6	3.7	0.8	22.9	61.3	15.0
Asian/Pacific Islander	School								
	District	0.0	7.5	57.5	35.0	2.6	2.6	38.5	56.4
	State	0.2	6.3	72.5	21.0	0.4	5.7	36.0	57.9
Native American	School								
	District								
	State	0.0	17.9	75.3	6.8	1.3	16.6	58.3	23.8
Multiracial/Ethnic	School								
	District	0.0	17.4	65.2	17.4	0.0	17.4	60.9	21.7
	State	0.2	14.6	75.5	9.6	0.5	16.7	56.0	26.7

Grade 8 - Limited-English-Proficient

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
School		0.0	47.8	52.2	0.0	4.3	56.5	34.8	4.3
District		0.0	45.7	54.3	0.0	5.7	48.6	37.1	8.6
State		1.4	51.9	46.3	0.5	2.3	43.3	48.8	5.6

Grade 8 - Students with Disabilities

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	0.0	34.9	60.5	4.7	0.0	20.9	67.4	11.6
	District	0.0	30.3	64.8	4.9	0.7	30.0	51.4	17.9
	State	2.0	51.8	44.9	1.3	4.0	51.3	40.0	4.7
Non-IEP	School	0.0	4.7	71.9	23.4	0.4	5.1	40.4	54.0
	District	0.0	2.8	70.1	27.1	0.2	2.8	37.2	59.8
	State	0.1	10.6	79.1	10.2	0.3	12.4	56.7	30.6

Grade 8 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	24.3	67.1	8.6	1.4	20.0	60.0	18.6
District	0.0	19.4	71.4	9.2	1.5	20.0	56.4	22.1
State	0.6	25.8	70.5	3.0	1.3	28.1	58.1	12.4
Not Eligible								
School	0.0	4.3	71.2	24.5	0.0	3.4	39.4	57.2
District	0.0	3.6	68.9	27.6	0.0	3.3	35.0	61.7
State	0.1	8.6	77.7	13.6	0.4	9.4	51.8	38.4

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.

Level 2 --Foundational - Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.

Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.

Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 6**Grade 6 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	10.0	10.0	20.0	60.0	0.0	20.0	30.0	50.0
District	3.6	7.1	21.4	67.9	0.0	7.1	25.0	67.9
State	14.1	18.2	35.7	32.0	13.7	15.2	32.8	38.3

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School								
District	0.0	13.3	13.3	73.3	0.0	6.7	26.7	66.7
State	13.6	19.4	36.4	30.7	12.3	16.7	33.3	37.6
Female								
School								
District	7.7	0.0	30.8	61.5	0.0	7.7	23.1	69.2
State	14.8	16.1	34.3	34.8	15.9	12.8	31.5	39.8

Grade 6 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School								
	District	0.0	9.1	45.5	45.5	0.0	0.0	54.5	45.5
	State	12.4	17.5	35.9	34.2	11.5	14.3	34.2	40.0
Black	School								
	District								
	State	14.8	17.9	35.6	31.7	16.8	14.7	32.7	35.8
Hispanic	School								
	District								
	State	14.8	18.8	35.5	30.9	13.4	17.1	27.6	41.9
Asian/Pacific Islander	School								
	District								
	State	29.9	22.4	31.3	16.4	24.2	22.7	31.8	21.2
Native American	School								
	District								
	State								
Multiracial/Ethnic	School								
	District								
	State	12.5	23.2	37.5	26.8	12.7	20.0	36.4	30.9

2009 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	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 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
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	99.9	Yes	99.9	Yes	92.8		Yes	94.2		Yes	95.8	Yes		
White	99.8	Yes	99.8	Yes	95.1		Yes	96.9		Yes				
Black	100.0	Yes	100.0	Yes										
Hispanic	100.0	Yes	100.0	Yes	89.1		Yes	87.3		Yes				
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	67.9		Yes	77.5		Yes				
Economically Disadvantaged	100.0	Yes	100.0	Yes	80.8		Yes	81.7		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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% 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 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% 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.

2009 SCHOOL ADDEMDUM IMPROVEMENT PLAN

James Howard Monroe Middle School

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

READING

The school report data concerning our 2009 AYP in reading shows many positive results, along with areas that will require more specific attention. We currently have 92.8% percent of our students meeting and/or exceeding Illinois State Standards. This is a 0.6% improvement in our Reading scores from last year. Along with this number each of our subgroups: IEP, SES, White and Hispanic have all met the target of annual yearly progress for the 2009/2010 school year, with all but White having an increase in scores. We have shown great growth in our reading scores in the following areas: All students 0.6%, IEP students 4.2%, SES students 7.8%, and Hispanic students 13.3%. Although not a subgroup, Monroe's Black population tested quite lower then all other subgroups, and even had lower reading scores than the prior year. Their score of 67.6% is lower then the district's average and the other three middle schools in our district.

Looking through item analysis data in Reading, Monroe's current strengths are in the areas of distinguishing between main ideas and supporting details, character motivation and theme, and passage message. Our current weaknesses rest in the areas of being able to write for cause and effect, strategies for approaching fiction and nonfiction reading, background knowledge and continued continuity for extended response replies.

MATH

The school report data concerning our 2009 AYP in math shows growth in many our subgroups, as well as some areas for targeted interventions for the 2009/2010 school year. We currently have 94.2% percent of all students meeting and exceeding Illinois State Standards, a growth of 1.6%. Along with this number each of our subgroups: IEP, SES, Hispanic and White have all met the target of annual yearly progress for the 2009/2010 school year. We have shown growth in our math scores in the following areas: IEP students 4.7%, SES students 7.4%, Hispanic 7.6% and White students 1.4%. Although not a subgroup, Monroe's Black population tested quite lower then all other subgroups, and even had lower math scores than the prior year. Their score of 64.9% is lower then the district's average and the other three middle schools in our district, and shows close to a 10% drop from the previous year's scores.

Researching item analysis data in Math, Monroe's current strengths are in the areas of data analysis and probability, and extended and short response. Areas of growth are in problem solving, number sense, algebra and measurement.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

There are multiple factors that are to have likely contributed to the success and struggles concerning James Howard Monroe's report card data. These factors are both external and internal in the areas of Reading, Math and our subgroup populations.

External and internal factors that have likely contributed to our results concerning students individual scores in their subgroups are: a language barrier concerning a common vocabulary, home environment, school attendance, access to technology, physical distance from the school, non-differentiation of assignments, social/emotional connection to school, identification of struggling students, communication between school and parents.

External and internal factors that have likely contributed to our results in the area of reading are: communities' high expectations, experiences that develop prior knowledge, dedicated staff, silent sustained reading, grouping students on performance during their academic skills, current co-teaching model, and building ownership of students' performance.

External and internal factors that have likely contributed to our results in the area of math are: prior exposure of math topics, cultural values towards math, awareness of math goals, department communication, and reliance of calculators, varied needs of all students, and the grouping of student on performance during their academic skills classes.

Conclusions - What do these factors imply for next steps in improvement planning?

Based on the data from our Illinois School Report Card and looking at our external and internal factors of our school, our School Improvement Planning Committee has concluded the following:

- That a sustained effort must be made in identifying students not currently performing
- A better understanding of our "at risk" student's home lives
- School and class attendance needs to be a continued priority
- A deeper look into the support we offer to students newly moving into our school
- Investigate the support we currently offer to our African American students
- Investigate our usage of and current co-teaching model
- Continue to celebrate our academic success
- Address the gap of background knowledge between our groups of students
- Conclusions in Reading centers around applying strategies for reading fiction versus non-fiction, being able to write for cause-n-effect, common word root strengthening and continued area of growth in extended response consistency
- Conclusions in Math centers around a continued focus in the areas of number sense, measurement and algebra

Section II-Action Plan

Decrease the overall percentage of students at the cusp and not meeting state standards in reading and math by 25%.

Describe Action:

James Howard Monroe Middle School will look to decrease the overall percentage of students at the cusp of meeting state standards, as well as those students currently not meeting state standards in the areas of reading and math by 10%. Our current Illinois School Report Card data suggests the following in these areas:

- In the area of reading, 140 students out of 653 (21%) are at the area of CUSP watch, CUSP ready or Intense Interventions.
- In the area of math, 146 students out of 649 (22%) are at the area of CUSP watch, CUSP ready or Intense Interventions.

In order to decrease these percentages by 25%, we will do the following in the areas of:

- Math
 - o Increase the use of number sense across the curriculum by introducing fractions, decimals and percents in unit lessons.
 - o Increase the use of measurement across the curriculum by introducing formulas and units in unit lessons.
 - o Increase the use of algebra across the curriculum by introducing tables and charts in unit lessons.
 - o Continue to emphasize math vocabulary.
- Reading
 - o Emphasize lessons and create new lessons in unit plans that increase student's ability to differentiate between fiction and non-fiction texts using the strategies of author purpose, theme and genres.
 - o Continue to emphasize reading vocabulary.
- Students just meeting and students not meeting standards
 - o Identify the above mentioned students in our objective and share that information with their assigned teachers
 - o Discuss, strategize and develop lessons for students who may be at risk of academic failure.
 - o Investigate success differences between subgroups, looking for common variables.

Strategies and Activities for Students

	Timeline			Budget	
Strategies and Activities	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Teachers will meet in grade level departments and create an individual smart goal in the area of Reading that addresses specific strategies to target the growth of differentiation of fiction and non-fiction text.	October 2009	May 2010	Before School During School After School	Local Funds	
Teachers will meet in grade level departments and create an individual smart goal in the area of Math that addresses specific strategies to target the growth of number sense, measurement, and algebra.	October 2009	May 2010	Before School During School After School	Local Funds	
Teachers will be given copies of Illinois Assessment Framework relative to the areas of differentiating between fiction vs. non-fiction text	October 2009	October 2009	During School	Local Funds	
Teachers will be given copies of Illinois Assessment Framework relative to the areas number sense, measurement and algebra	October 2009	October 2009	During School	Local Funds	
Administration will work with	October 2009	May 2010	Before School During School	Local Funds	

individual teachers in goal creation for school objective 1			After School		
Creation of reading labs, math labs, and RtI Language Art courses offered during the school day	August 2009	June 2010	During School	Local Funds	
Data collection of students involved in reading labs, math labs and RtI LA Course	August 2009	June 2010	During School	Local Funds	
Administration and support staff will work with the local outreach center and families to help communicate and identify needs of black students not currently meeting standards	October 2009	April 2010	During School	Local Funds	
Identify students using report card data who are barely meeting and not meeting standards	October 2009	October 2009	During School	Local Funds	

Professional Development Strategies and Activities

Strategies and Activities	Timeline			Budget	
	Start Date	End Date	<i>On this worksheet type in the info. On-line use the drop down boxes for below and for the funding source.</i>	Fund Source	Amount
Complete three ½ day in-services to cover goal completion of objective 1.	October 23, 09 February 5, 10 April 23, 10	October 23, 09 February 5, 10 April 23, 10	During School	Local Funds	
Administration will meet individually with departmental grades to discuss SMART goals relative to objective 1, using “Learning by Doing” model	October 2009	May 2010	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School	Local Funds	
Continue to train staff in Project CRISS reading strategies	October 2009	August 2010	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School	Local Funds	
Approve and send staff to Professional Development directly linked to SIP goal.	August 2009	August 2010	<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School	Local Funds	
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		
			<input type="checkbox"/> Before School <input type="checkbox"/> During School <input type="checkbox"/> After School <input type="checkbox"/> Summer School		

