

**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
<b>School</b>	82.7	4.5	7.3	5.4	0.1	16.3	0.4		0.1	6.1	95.5	915
<b>District</b>	83.6	5.1	6.5	4.8	0.1	8.4	1.5		0.4	10.0	95.5	14,301
<b>State</b>	59.3	20.8	16.2	3.5	0.2	37.5	6.7		2.0	16.5	94.0	2,029,821

**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
<b>School</b>	96.0
<b>District</b>	92.9
<b>State</b>	95.0

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
<b>School</b>				27.7	26.8	
<b>District</b>				28.0	26.7	
<b>State</b>				23.6	22.3	

**STAFF-TO-STUDENT RATIOS**

Pupil- Teacher: Elementary	Pupil- Teacher: Secondary	Pupil- Certified Staff	Pupil- Administrator
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18.0	20.2	13.7	285.4
19.1	18.3	14.0	222.6

\* 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
<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>		51	49		43	43		107	93		43	44

**TEACHER INFORMATION** (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.4	0.9	1.0	0.6	0.0	23.2	76.8	898
<b>State</b>	85.0	10.2	3.7	0.9	0.1	23.4	76.6	126,544

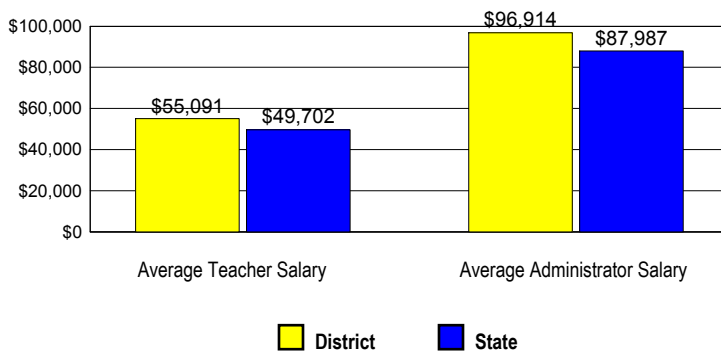
TEACHER INFORMATION ( Continued )					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers *
School	--	--	--	0.8	0.0
District	13.3	41.3	58.6	0.5	0.0
State	14.2	53.9	46.0	2.4	2.3

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

\* Data based on preliminary NCLB definitions.

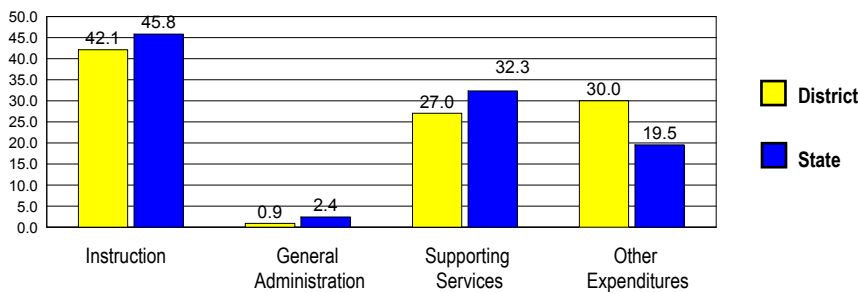
## SCHOOL DISTRICT FINANCES

### 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 2000-01 (Percentages)



### REVENUE BY SOURCE 2000-01

	District	District %	State %
Local Property Taxes	\$86,052,645	70.3	54.4
Other Local Funding	\$6,997,040	5.7	7.5
General State Aid	\$10,409,892	8.5	17.9
Other State Funding	\$15,084,288	12.3	12.7
Federal Funding	\$3,833,490	3.1	7.4
<b>TOTAL</b>	<b>\$122,377,355</b>		

### EXPENDITURE BY FUND 2000-01

	District	District %	State %
Education	\$86,384,397	60.4	70.0
Operations & Maintenance	\$11,323,945	7.9	9.2
Transportation	\$5,515,250	3.9	3.4
Bond and Interest	\$6,734,615	4.7	5.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$2,381,361	1.7	1.6
Fire Prevention & Safety	\$0	0.0	1.0
Site & Construction/ Capital Improvement	\$30,698,376	21.5	9.3
<b>TOTAL</b>	<b>\$143,037,944</b>		

**OTHER FINANCIAL INDICATORS**

	1999 Equalized Assessed Valuation per Pupil	1999 Total School Tax Rate per \$100	2000-01 Instructional Expenditure per Pupil	2000-01 Operating Expenditure per Pupil
District	\$134,012	4.74	\$4,616	\$7,782
State	**	**	\$4,667	\$7,926

\*\* 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.

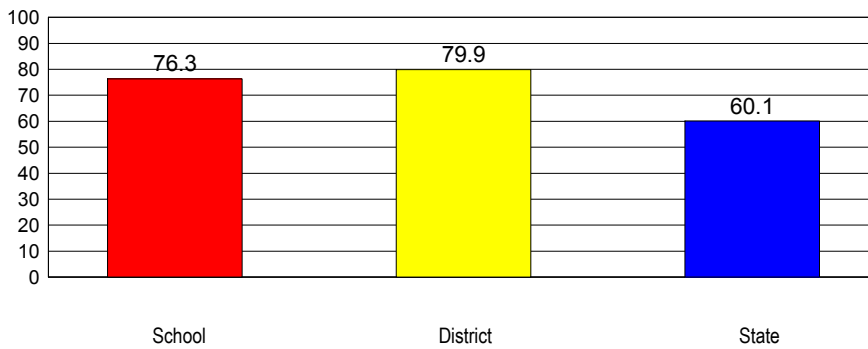
**Operating expenditure per pupil** includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

**ACADEMIC PERFORMANCE**

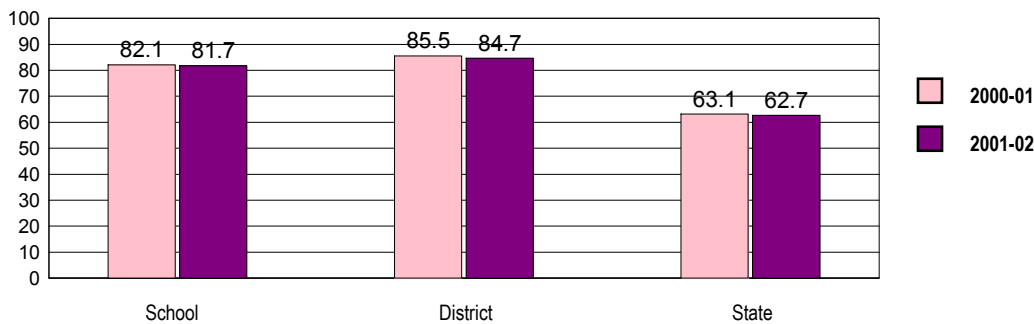
**OVERALL STUDENT PERFORMANCE**

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.

**2001-02 OVERALL PERFORMANCE - ALL STATE TESTS**



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



**OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE 2001-02**

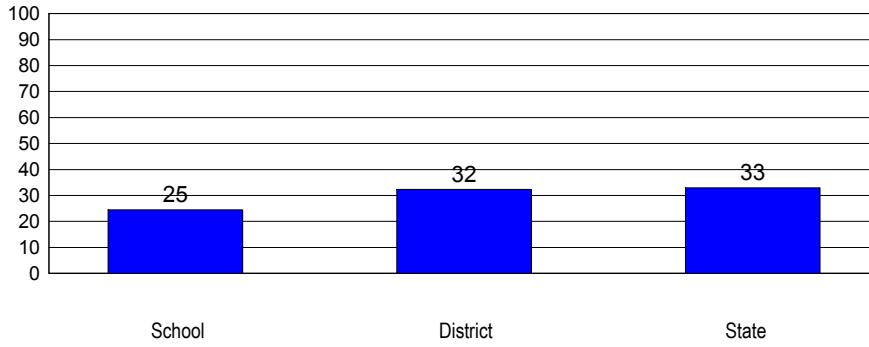
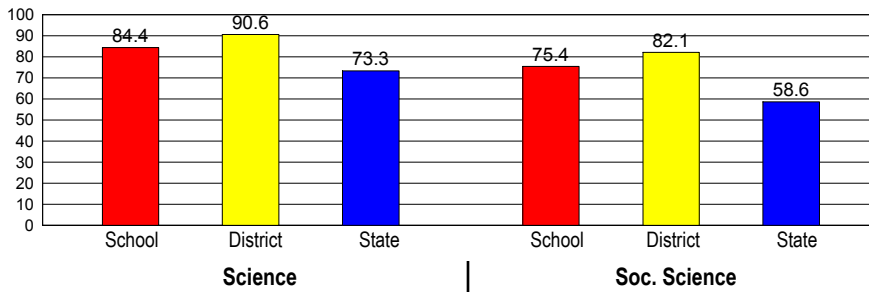


IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

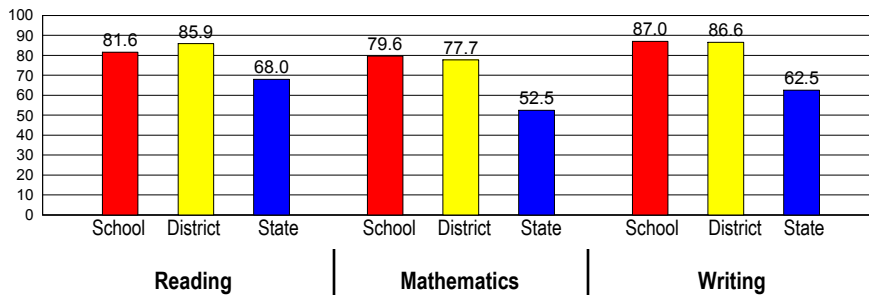
**ISAT PERFORMANCE**

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.

**Grade 7**



**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. Schools with grade 2 as the highest grade in the school use a state-adopted test in reading and mathematics to meet this requirement.

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

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.

In order to protect students' identities, test data for groups of fewer than five 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	321	158	163	277	12	18	13	1	4		60	47
	Reading	0.9	0.0	1.8	0.0	0.0	5.6	23.1	0.0	0.0		20.0	12.8
	Mathematics	1.2	0.6	1.8	0.0	0.0	11.1	23.1	0.0	0.0		20.0	14.9
District	*Enrollment	4,430	2,311	2,119	3,748	214	261	203	4	74		578	406
	Reading	2.2	2.5	1.9	2.2	8.9	8.4	0.0	0.0	0.0		5.9	18.5
	Mathematics	1.7	1.8	1.6	1.7	8.9	7.7	0.0	0.0	0.0		5.2	19.0
State	*Enrollment	610,328	310,180	300,148	369,979	124,787	92,959	21,444	1,216	37,080		78,455	226,724
	Reading	2.6	3.0	2.6	4.1	6.8	5.3	3.8	0.0	6.4		0.9	16.3
	Mathematics	2.4	2.8	2.5	4.0	6.5	5.2	3.7	0.0	6.9		0.6	16.3

\* 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**

All	Levels	Science				Social Science			
		1	2	3	4	1	2	3	4
	School	5.6	10.0	53.5	30.9	0.0	24.5	55.0	20.4
	District	3.7	5.7	53.7	36.9	0.3	17.7	53.5	28.6
	State	9.9	16.8	56.2	17.1	1.8	39.6	47.5	11.1

Gender		Science				Social Science			
		1	2	3	4	1	2	3	4
Male	School	5.3	8.6	52.0	34.2	0.0	23.0	54.6	22.4
	District	4.5	5.1	50.4	40.0	0.3	18.2	50.9	30.5
	State	10.7	15.7	53.5	20.1	2.3	38.8	45.9	13.1
Female	School	6.1	11.3	55.7	27.0	0.0	25.2	56.5	18.3
	District	2.9	6.2	57.3	33.5	0.2	16.9	56.2	26.7
	State	9.1	18.0	59.1	13.9	1.3	40.3	49.2	9.1

Racial/Ethnic Background		Science				Social Science			
		1	2	3	4	1	2	3	4
White	School	2.7	7.7	55.4	34.2	0.0	19.8	57.2	23.0
	District	2.0	4.8	53.0	40.3	0.2	14.6	54.1	31.1
	State	4.8	10.4	60.8	24.0	0.9	28.4	55.0	15.6
Black	School	21.4	35.7	35.7	7.1	0.0	57.1	35.7	7.1
	District	19.6	17.6	54.9	7.8	0.0	49.0	43.1	7.8
	State	22.3	31.2	43.9	2.6	4.2	64.2	29.9	1.7
Hispanic	School	26.7	13.3	53.3	6.7	0.0	53.3	40.0	6.7
	District	15.2	10.9	58.7	15.2	2.2	43.5	41.3	13.0
	State	16.0	25.7	53.3	5.1	2.4	56.7	37.9	3.1
Asian/ Pacific Islander	School	0.0	7.7	53.8	38.5	0.0	7.7	76.9	15.4
	District	4.1	4.1	65.3	26.5	0.0	12.2	65.3	22.4
	State	3.0	9.4	59.8	27.8	0.4	20.9	58.1	20.6
Native American	School								
	District								
	State	11.2	17.3	59.9	11.6	1.2	47.4	43.9	7.4

Students with Disabilities		Science				Social Science			
		1	2	3	4	1	2	3	4
IEP	School	30.6	22.2	41.7	5.6	0.0	72.2	22.2	5.6
	District	21.4	19.3	53.6	5.7	2.1	62.1	32.9	2.9
	State	30.9	28.1	37.2	3.8	7.9	68.0	22.2	2.0
Section 504	School								
	District	0.0	18.8	62.5	18.8	0.0	25.0	62.5	12.5
	State	13.3	20.7	53.5	12.4	1.7	47.8	42.6	7.9
Non- disabled	School	1.7	8.3	54.8	35.2	0.0	17.0	60.0	23.0
	District	1.2	3.5	53.5	41.8	0.0	11.1	56.3	32.6
	State	6.5	15.0	59.3	19.2	0.8	35.0	51.6	12.6

Economically Disadvantaged		Science				Social Science			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	16.0	16.0	64.0	4.0	0.0	60.0	40.0	0.0
	District	17.2	12.6	63.2	6.9	1.1	50.0	45.5	3.4
	State	18.0	27.9	49.7	4.4	3.2	60.5	33.9	2.4
Not Eligible	School	4.5	9.4	52.5	33.6	0.0	20.9	56.6	22.5
	District	2.6	5.1	52.9	39.4	0.2	14.9	54.1	30.7
	State	6.2	11.7	59.2	22.9	1.2	30.0	53.7	15.1

**GRADE 8**

All	Levels	Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
	School	0.0	18.4	59.2	22.4	2.4	18.0	35.4	44.2	1.4	11.6	67.5	19.5
	District	0.1	14.0	65.0	20.9	2.8	19.5	40.4	37.3	1.4	12.0	72.0	14.6
	State	1.0	31.1	57.8	10.2	7.3	40.2	37.3	15.2	5.2	32.3	57.3	5.2

Gender		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	18.4	62.6	19.0	3.4	16.3	34.7	45.6	2.1	15.1	74.7	8.2
	District	0.2	14.2	66.2	19.5	4.0	17.6	38.8	39.5	2.3	17.0	73.8	6.8
	State	1.3	31.6	57.7	9.4	8.6	39.8	35.9	15.8	7.9	39.7	49.5	2.9
Female	School	0.0	18.4	55.8	25.9	1.4	19.7	36.1	42.9	0.7	8.2	60.3	30.8
	District	0.0	13.8	63.8	22.4	1.5	21.5	42.1	34.9	0.4	6.5	70.0	23.1
	State	0.6	30.4	58.0	11.0	5.8	40.5	38.9	14.7	2.4	24.7	65.3	7.5

Racial/Ethnic Background		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	0.0	16.7	59.5	23.9	1.1	16.7	37.1	45.1	1.1	9.8	69.7	19.3
	District	0.1	12.5	65.4	22.0	2.2	17.5	41.6	38.8	1.2	11.0	73.0	14.8
	State	0.5	22.7	63.3	13.5	3.9	31.3	44.4	20.4	3.7	27.1	62.5	6.6
Black	School	0.0	27.3	63.6	9.1	9.1	36.4	36.4	18.2	0.0	27.3	63.6	9.1
	District	0.0	29.8	66.0	4.3	10.6	44.7	36.2	8.5	4.3	25.5	63.8	6.4
	State	2.2	49.0	46.0	2.7	17.2	60.7	19.8	2.3	9.9	46.0	42.7	1.5
Hispanic	School	0.0	50.0	50.0	0.0	20.0	40.0	20.0	20.0	0.0	55.6	22.2	22.2
	District	0.0	32.5	62.5	5.0	6.8	43.2	31.8	18.2	2.4	21.4	66.7	9.5
	State	1.4	47.6	47.6	3.3	10.2	56.6	28.5	4.8	6.4	40.4	50.8	2.3
Asian/ Pacific Islander	School	0.0	12.5	62.5	25.0	12.5	0.0	0.0	87.5	0.0	0.0	57.1	42.9
	District	0.0	11.9	59.5	28.6	4.8	11.9	26.2	57.1	0.0	9.8	68.3	22.0
	State	0.4	16.8	63.1	19.7	1.6	20.8	41.9	35.7	1.6	18.3	68.7	11.5
Native American	School												
	District												
	State	2.0	35.5	54.5	7.9	7.9	47.8	34.1	10.1	6.9	40.4	50.6	2.2

Limited-English-Proficient		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
School	School	0.0	100.	0.0	0.0	28.6	57.1	14.3	0.0	16.7	66.7	16.7	0.0
	District	0.0	80.0	20.0	0.0	20.0	50.0	20.0	10.0	11.1	55.6	33.3	0.0
	State	0.0	57.1	35.7	7.1	8.9	53.6	32.1	5.4	10.5	47.4	38.6	3.5

Students with Disabilities		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	65.1	32.6	2.3	9.3	55.8	30.2	4.7	4.8	35.7	59.5	0.0
	District	0.9	57.3	41.0	0.9	22.0	54.5	20.3	3.3	9.2	37.8	52.9	0.0
	State	5.7	69.1	24.3	1.0	32.7	54.3	11.4	1.6	26.3	50.9	22.3	0.6
Section 504	School												
	District	0.0	16.7	61.1	22.2	0.0	16.7	55.6	27.8	0.0	17.6	82.4	0.0
	State	0.4	39.2	52.9	7.4	9.0	48.1	34.0	8.9	5.8	44.0	48.2	2.0
Non- disabled	School	0.0	10.1	63.6	26.3	1.2	11.3	36.0	51.4	0.8	7.3	68.7	23.2
	District	0.0	8.5	68.1	23.4	0.4	15.0	42.7	41.9	0.4	8.6	74.2	16.7
	State	0.3	25.0	63.1	11.6	3.3	37.9	41.5	17.4	2.1	29.4	62.6	5.9

Economically Disadvantaged		Reading				Mathematics				Writing			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	0.0	52.4	33.3	14.3	19.0	47.6	19.0	14.3	10.0	30.0	50.0	10.0
	District	0.0	45.6	48.5	5.9	11.3	57.7	23.9	7.0	6.2	35.4	53.8	4.6
	State	1.8	48.2	47.0	3.0	13.4	57.6	25.0	3.9	8.7	44.1	45.6	1.6
Not Eligible	School	0.0	15.8	61.2	23.1	1.1	15.8	36.6	46.5	0.7	10.3	68.8	20.2
	District	0.1	11.8	66.2	21.9	2.2	16.8	41.5	39.4	1.1	10.5	73.2	15.2
	State	0.6	24.2	62.1	13.1	4.8	33.1	42.3	19.8	3.9	27.6	62.0	6.6

**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.

- 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.
- 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.
- 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.
- 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.

Grades	Reading				Writing			
	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning	Percent Beginning	Percent Strengthening	Percent Expanding	Percent Transitioning
3 School								
3 District								
3 State								
5 School								
5 District								
5 State								
8 School	34.8	26.1	39.1	0.0	30.4	21.7	34.8	13.0
8 District	34.8	26.1	39.1	0.0	30.4	21.7	34.8	13.0
8 State	49.2	32.2	16.1	2.4	42.1	29.8	23.1	5.1
11 School								
11 District								
11 State								

**Mathematics\***

Grades	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3 School				
3 District				
3 State				
5 School				
5 District				
5 State				
8 School	13.6	68.2	18.2	0.0
8 District	13.6	68.2	18.2	0.0
8 State	25.3	56.6	15.1	2.9
11 School				
11 District				
11 State				

\*See ISAT or PSAE description of the four performance levels.

Dear Parents:

We are pleased to offer to you Monroe Middle School's 2002 School Report Card. The information is from the 2001/2002 school year. The purpose of the School Report Card, which is available for all Illinois Public Schools, is to provide individual school, school district, and statewide grade level information.

The first section is student demographic information. This section gives an overview of the make-up of Monroe's student population, using three main categories. The Monroe student profile changed significantly from 2000/01 to 2001/02, due in part to the addition of District-wide programs being housed at Monroe. These changes have enriched 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 average, and state averages, along with comparisons to Districts similar to CUSD 200.

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 Illinois Standards Assessment Test (ISAT), taken in the spring of 2002. 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 ISAT tests, as well as other tests of academic achievement. The committee is to not only to identify academic improvement areas in general, but also to look at the demographic sub-groups of students and plan for necessary improvements. Some of the SIP Committee recommendations include: 1) identifying recurring themes in social studies; 2) relating social studies' themes to current events; 3) enhancing map reading and graphing skills; 4) increasing the focus on writing across the curriculum; 5) increasing the number of problem solving activities; 6) having students explain the problem solving steps they used for activities; and, 7) increasing the focus on linear relationships and their corresponding representations. The SIP is for all teachers and all students, no matter what subject, program, level, or grade. There are identified strategies for improvement in math, reading, science, social studies, and writing. The short-term and long-range goals are available through the Monroe SIP committee's yearly report with recommendations.

At Monroe we continually challenge students to grow to their greatest potential. ISAT test scores give us a brief view of student progress toward the Illinois Learning Standards. This, along with other assessments and anecdotal records, allows Monroe's educators to plan for high student achievement.

Sincerely,

Wayne P. Spychala