CRETE-MONEE MIDDLE SCHOOL
CRETE MONEE C U SCHOOL DIST 201U
UNIVERSITY PARK, ILLINOIS

GRADES : 7 8

2004 ILLINOIS SCHOOL REPORT CARD

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	Low-Income Rate	Limited-English-Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	38.7	56.9	3.6	0.6	0.3	47.4	0.0		0.8	22.3	92.6	726
District	40.4	54.0	4.7	0.9	0.1	43.5	0.4		1.9	21.8	91.6	4,837
State	57.7	20.8	17.7	3.6	0.2	39.0	6.7		2.1	16.8	94.2	2,060,048

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	97.7
State	96.3

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

	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School
School					20.7	
District					20.7	
State					23.1	

STAFF-TO-STUDENT RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	21.5	23.0	15.9	182.0
State	19.4	18.8	14.1	208.7

* 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)

	Mathematics			Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School			54			54			54			54
District			54			54			54			54
State			50			44			93			44

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	91.4	7.4	1.2	0.0	0.0	24.6	75.4	256
State	85.0	9.8	4.0	1.0	0.1	23.4	76.6	125,702

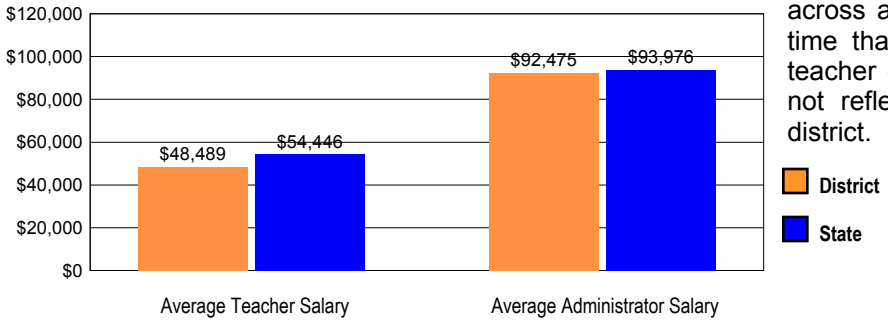
TEACHER INFORMATION (Continued)

	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	--	--	--	7.3	0.0
District	11.5	66.7	33.3	4.3	5.5
State	13.8	51.3	48.6	1.7	1.8

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

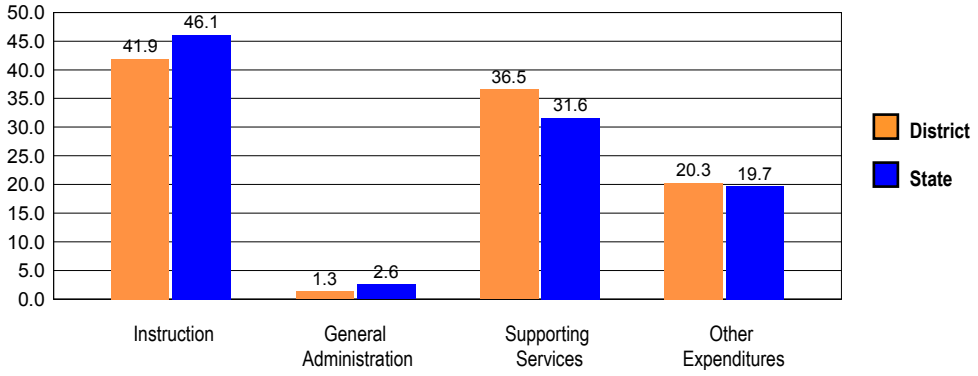
SCHOOL DISTRICT FINANCES

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 2002-03 (Percentages)



REVENUE BY SOURCE 2002-03

	District	District %	State %
Local Property Taxes	$25,898,888	62.8	56.6
Other Local Funding	$2,208,696	5.4	5.4
General State Aid	$5,280,828	12.8	17.9
Other State Funding	$5,451,348	13.2	12.1
Federal Funding	$2,392,691	5.8	8.0
TOTAL	$41,232,451		

EXPENDITURE BY FUND 2002-03

	District	District %	State %
Education	$31,298,088	73.1	70.1
Operations & Maintenance	$3,165,933	7.4	8.9
Transportation	$3,435,199	8.0	3.5
Bond and Interest	$4,181,658	9.8	6.0
Rent	$0	0.0	0.0
Municipal Retirement/ Social Security	$676,333	1.6	1.5
Fire Prevention & Safety	$48,441	0.1	0.9
Site & Construction/ Capital Improvement	$12,718	0.0	9.0
TOTAL	$42,818,370		

OTHER FINANCIAL INDICATORS

	2001 Equalized Assessed Valuation per Pupil	2001 Total School Tax Rate per $100	2002-03 Instructional Expenditure per Pupil	2002-03 Operating Expenditure per Pupil
District	$106,032	5.25	$4,002	$7,781
State	**	**	$5,022	$8,482

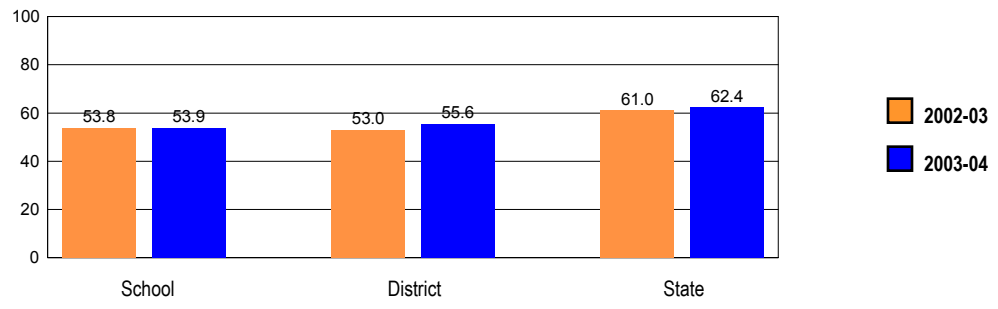
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

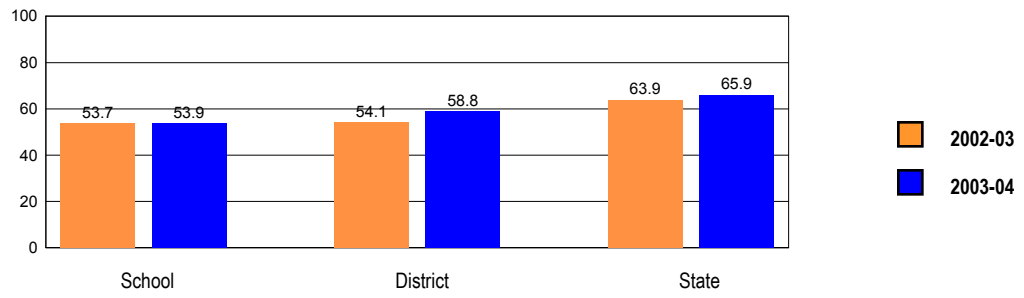
OVERALL STUDENT PERFORMANCE

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

OVERALL PERFORMANCE - ALL STATE TESTS



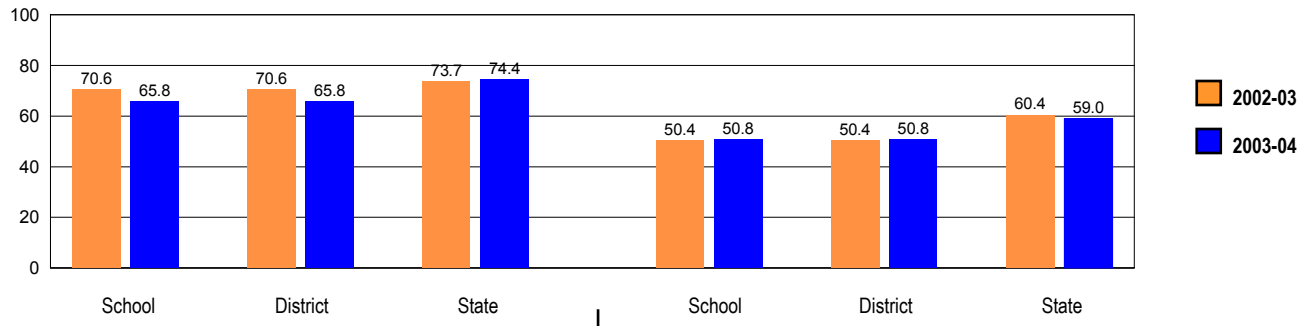
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



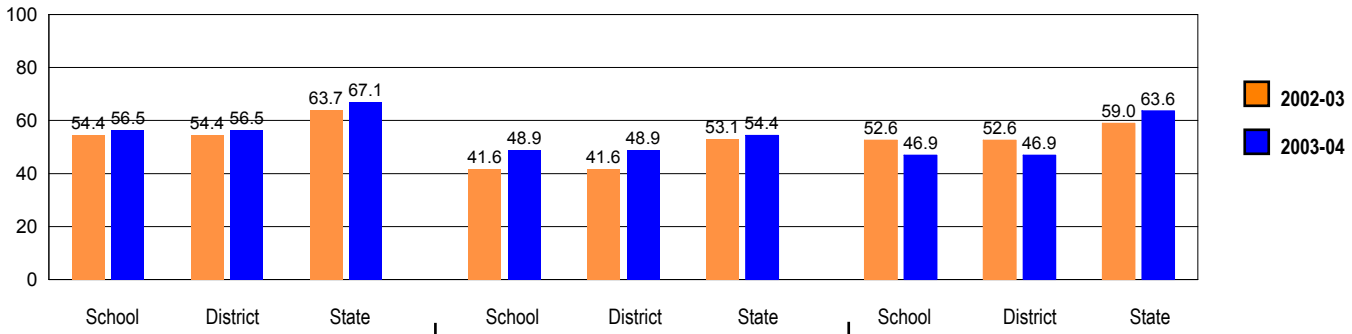
ISAT PERFORMANCE

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

ISAT Grade 7



ISAT Grade 8



PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3, 4, 5, 7, and 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to students in state-approved transitional bilingual programs. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (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									
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	373	185	188	141	215	12	4	1	0	0	0	55	124
	Reading	0.5	0.0	4.3	0.7	0.0	8.3						0.0	0.8
	Mathematics	0.5	0.0	4.3	0.7	0.0	8.3						0.0	0.8
District	*Enrollment	1,431	729	702	552	795	68	11	1	4	8	0	207	499
	Reading	1.1	0.8	1.9	0.9	1.0	4.4	0.0					2.4	0.4
	Mathematics	1.1	0.8	1.9	0.9	1.0	4.4	0.0					2.9	0.4
State	*Enrollment	618,424	315,149	303,275	362,539	126,432	103,851	22,724	1,038	1,840	43,501	259	89,417	239,386
	Reading	0.9	1.0	0.8	0.4	2.2	1.2	0.6	2.2	0.9	0.9	7.3	2.4	1.4
	Mathematics	0.9	1.1	0.9	0.4	2.3	1.3	0.6	1.9	1.0	1.3	6.9	2.4	1.5

* Enrollment on the first day of state testing.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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

Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.

Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 7

Grade 7 - All

	Science				Social Science			
Levels	1	2	3	4	1	2	3	4
School	15.7	18.5	59.3	6.5	2.1	47.2	43.5	7.3
District	15.7	18.5	59.3	6.5	2.1	47.2	43.5	7.3
State	10.4	15.2	57.8	16.6	1.7	39.3	44.3	14.7

Grade 7 - Gender

	Science				Social Science			
Levels	1	2	3	4	1	2	3	4
Male								
School	17.7	16.7	57.0	8.6	2.7	45.2	42.6	9.6
District	17.7	16.7	57.0	8.6	2.7	45.2	42.6	9.6
State	11.4	14.3	55.1	19.2	2.1	37.7	43.1	17.1
Female								
School	13.7	20.3	61.4	4.6	1.5	49.0	44.4	5.1
District	13.7	20.3	61.4	4.6	1.5	49.0	44.4	5.1
State	9.4	16.1	60.6	13.9	1.3	41.0	45.6	12.1

Grade 7 - Racial/Ethnic Background

	Science				Social Science			
Levels	1	2	3	4	1	2	3	4
White								
School	7.7	10.6	68.3	13.4	2.1	26.8	54.9	16.2
District	7.7	10.6	68.3	13.4	2.1	26.8	54.9	16.2
State	5.0	9.3	62.2	23.6	0.8	26.2	51.9	21.2
Black								
School	21.7	24.0	52.5	1.8	2.2	60.3	36.2	1.3
District	21.7	24.0	52.5	1.8	2.2	60.3	36.2	1.3
State	22.8	27.5	46.9	2.8	4.1	67.3	26.3	2.3
Hispanic								
School	5.6	16.7	72.2	5.6	0.0	50.0	44.4	5.6
District	5.6	16.7	72.2	5.6	0.0	50.0	44.4	5.6
State	15.8	22.7	55.8	5.7	2.1	55.5	37.8	4.5
Asian/Pacific Islander								
School								
District								
State	3.0	6.8	58.8	31.4	0.3	17.9	55.3	26.5
Native American								
School								
District								
State	11.7	15.0	58.6	14.7	1.3	45.1	45.1	8.4
Multiracial/Ethnic								
School								
District								
State	8.6	15.2	59.2	17.0	1.0	38.2	46.3	14.4

Grade 7 - Students with Disabilities

	Science				Social Science			
Levels	1	2	3	4	1	2	3	4
IEP								
School	43.3	25.0	28.3	3.3	11.7	75.0	11.7	1.7
District	43.3	25.0	28.3	3.3	11.7	75.0	11.7	1.7
State	32.9	24.4	38.8	3.9	7.9	67.2	21.8	3.0
Non-IEP								
School	10.5	17.3	65.0	7.1	0.3	42.0	49.4	8.3
District	10.5	17.3	65.0	7.1	0.3	42.0	49.4	8.3
State	6.6	13.6	61.1	18.8	0.6	34.5	48.2	16.7

Grade 7 - Economically Disadvantaged

	Science				Social Science			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	21.3	26.2	50.6	1.8	3.0	63.4	29.9	3.7
District	21.3	26.2	50.6	1.8	3.0	63.4	29.9	3.7
State	18.6	24.2	52.2	5.0	3.1	60.7	32.5	3.7
Not Eligible								
School	11.4	12.8	65.8	10.0	1.4	35.1	53.6	9.9
District	11.4	12.8	65.8	10.0	1.4	35.1	53.6	9.9
State	5.3	9.6	61.3	23.8	0.8	26.0	51.7	21.5

Grade 8

Grade 8 - All

	Reading				Mathematics				Writing			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	2.8	40.7	52.9	3.6	7.5	43.6	38.4	10.5	5.6	47.5	43.5	3.4
District	2.8	40.7	52.9	3.6	7.5	43.6	38.4	10.5	5.6	47.5	43.5	3.4
State	1.6	31.3	57.4	9.7	5.6	40.0	37.5	16.9	4.9	31.5	58.7	4.9

Grade 8 - Gender

	Reading				Mathematics				Writing			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	3.9	41.9	51.4	2.8	9.4	41.1	37.2	12.2	8.5	55.7	34.7	1.1
District	3.9	41.9	51.4	2.8	9.4	41.1	37.2	12.2	8.5	55.7	34.7	1.1
State	2.3	35.2	54.6	7.9	6.7	39.4	36.0	17.8	7.5	38.8	50.7	3.0
Female												
School	1.7	38.8	55.1	4.5	5.0	46.1	40.0	8.9	2.8	39.4	52.2	5.6
District	1.7	38.8	55.1	4.5	5.0	46.1	40.0	8.9	2.8	39.4	52.2	5.6
State	0.8	27.3	60.3	11.5	4.4	40.5	39.0	16.1	2.2	24.0	66.8	6.9

Grade 8 - Racial/Ethnic Background

	Reading				Mathematics				Writing			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	1.5	27.0	63.5	8.0	3.6	21.2	54.7	20.4	5.9	41.2	45.6	7.4
District	1.5	27.0	63.5	8.0	3.6	21.2	54.7	20.4	5.9	41.2	45.6	7.4
State	0.9	22.8	63.2	13.1	3.1	30.2	43.8	22.9	3.6	26.4	63.6	6.4
Black												
School	3.9	49.0	46.1	1.0	10.0	58.9	27.3	3.8	5.4	51.7	42.0	1.0
District	3.9	49.0	46.1	1.0	10.0	58.9	27.3	3.8	5.4	51.7	42.0	1.0
State	3.4	48.3	45.7	2.6	13.3	62.1	21.6	3.0	9.1	44.7	45.0	1.3
Hispanic												
School	0.0	45.5	54.5	0.0	9.1	27.3	54.5	9.1	0.0	63.6	36.4	0.0
District	0.0	45.5	54.5	0.0	9.1	27.3	54.5	9.1	0.0	63.6	36.4	0.0
State	2.0	46.7	48.3	3.0	6.2	55.1	32.7	6.0	5.3	38.2	54.5	2.0
Asian/Pacific Islander												
School												
District												
State	0.4	18.1	62.1	19.4	1.2	17.8	39.4	41.6	1.4	16.7	69.9	12.0
Native American												
School												
District												
State	0.8	27.2	61.9	10.1	5.8	38.8	43.5	11.9	7.3	30.9	57.1	4.6
Multiracial/Ethnic												
School												
District												
State	1.8	31.7	57.7	8.8	6.2	47.4	31.3	15.1	4.4	33.4	59.1	3.1

Grade 8 - Students with Disabilities

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP													
	School	18.4	67.3	14.3	0.0	40.8	49.0	10.2	0.0	34.1	45.5	20.5	0.0
	District	18.4	67.3	14.3	0.0	40.8	49.0	10.2	0.0	34.1	45.5	20.5	0.0
	State	9.0	66.8	23.1	1.1	27.2	59.0	11.9	2.0	25.2	51.6	22.9	0.4
Non-IEP													
	School	0.3	36.5	59.0	4.2	2.2	42.8	42.8	12.1	1.6	47.8	46.8	3.8
	District	0.3	36.5	59.0	4.2	2.2	42.8	42.8	12.1	1.6	47.8	46.8	3.8
	State	0.3	25.2	63.4	11.2	1.9	36.7	42.0	19.5	1.5	28.2	64.6	5.7

Grade 8 - Economically Disadvantaged

		Reading				Mathematics				Writing			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch													
	School	4.3	50.4	44.3	0.9	13.4	50.4	32.8	3.4	5.9	55.9	38.1	0.0
	District	4.3	50.4	44.3	0.9	13.4	50.4	32.8	3.4	5.9	55.9	38.1	0.0
	State	2.9	47.3	47.1	2.7	10.3	57.2	27.5	5.0	8.3	42.3	47.8	1.6
Not Eligible													
	School	2.0	36.1	57.0	4.9	4.5	40.3	41.2	14.0	5.5	43.3	46.2	5.0
	District	2.0	36.1	57.0	4.9	4.5	40.3	41.2	14.0	5.5	43.3	46.2	5.0
	State	0.8	22.3	63.2	13.7	2.9	30.2	43.2	23.7	3.0	25.4	64.7	6.8

2004 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

Is this School making Adequate Yearly Progress (AYP)?	No
Is this School making AYP in Reading?	Yes
Is this School making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		40.0			40.0			89.0		66.0	
All	99.5	Yes	99.5	Yes	58.4		Yes	51.3		Yes	92.6	Yes		
White	99.3	Yes	99.3	Yes	74.4		Yes	78.2		Yes				
Black	100.0	Yes	100.0	Yes	48.2		Yes	32.8	31.2	Yes	92.9			
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	19.2	16.1	Yes	13.5	18.2	No	90.1			
Economically Disadvantaged	99.2	Yes	99.2	Yes	46.2		Yes	37.2		Yes				

Three Conditions Are Required For Making Adequate Yearly Progress (AYP)

1. At least 95.0% tested for Reading and Mathematics for the All Group and Subgroups. 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 40.0% Meeting/Exceeding Standards for Reading and Mathematics for the All Group, and at least 37.0% for all Subgroups to compensate for error in measurement for smaller subgroup sizes, or meet Safe Harbor requirements***

3. At least 89.0% Attendance Rate for Non-High Schools or at least 66.0% Graduation Rate for High Schools

*** Includes only students enrolled as of 9/30/03.**

**** Safe Harbor Targets of 37% or above are not printed.**

***** Subgroups with fewer than 40 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.**

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.
(For report cards disseminated electronically, this information may be provided in a separate document due to differences in the software used. If you are unable to locate this document, please contact your local school or district office.)