

**ARGENTA-OREANA HIGH SCHOOL**  
**ARGENTA-OREANA CUSD 1**  
**ARGENTA, ILLINOIS**



**ILLINOIS**  
**SCHOOL**  
**REPORT**  
**CARD**

**GRADES : 9 10 11 12**

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>	94.7	2.0	0.0	1.3	0.0	2.0	20.3	0.0	4.0	0.7	13.5	92.8	300
<b>District</b>	91.4	3.6	1.5	0.6	0.1	2.7	27.5	0.0	4.0	0.2	12.7	94.2	994
<b>State</b>	55.7	19.9	18.7	3.8	0.2	1.8	40.0	6.6	3.5	2.2	16.0	94.0	2,075,277

**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>	100.0
<b>District</b>	100.0
<b>State</b>	96.6

**STUDENT-TO-STAFF RATIOS**

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
<b>School</b>	--	--	--	--
<b>District</b>	15.4	15.0	13.6	198.8
<b>State</b>	19.1	18.9	13.9	221.9

\* 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>										16.8
<b>District</b>										16.8
<b>State</b>										19.7

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

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	98.5	0.0	1.5	0.0	0.0	24.6	75.4	65
<b>State</b>	84.9	9.2	4.6	1.2	0.2	23.1	76.9	127,010

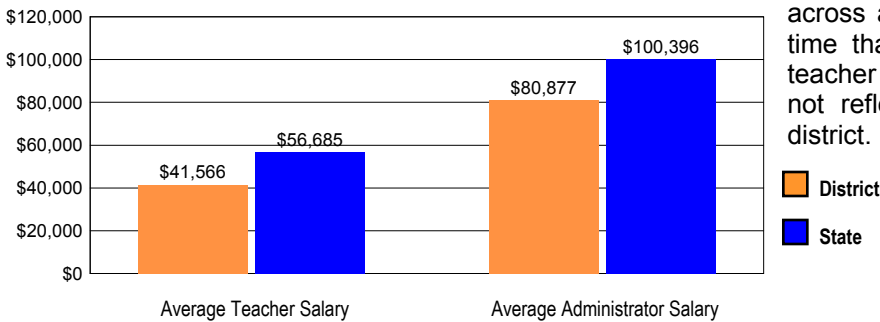
**TEACHER INFORMATION (Continued)**

	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	15.6	66.2	33.8	1.5	0.0
State	13.0	49.3	50.6	1.6	1.4

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

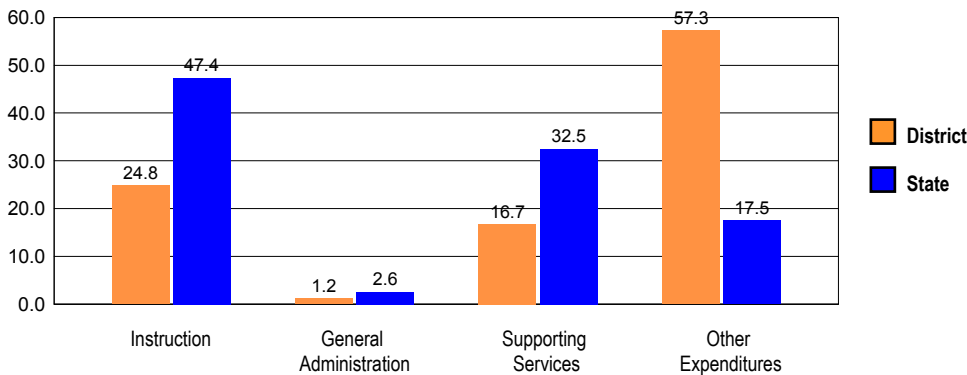
**SCHOOL DISTRICT FINANCES**

**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 2004-05 (Percentages)**



REVENUE BY SOURCE 2004-05			
	District	District %	State %
Local Property Taxes	\$4,121,327	53.8	58.2
Other Local Funding	\$505,011	6.6	5.1
General State Aid	\$2,048,192	26.7	18.5
Other State Funding	\$785,243	10.3	10.1
Federal Funding	\$198,793	2.6	8.1
<b>TOTAL</b>	<b>\$7,658,566</b>		

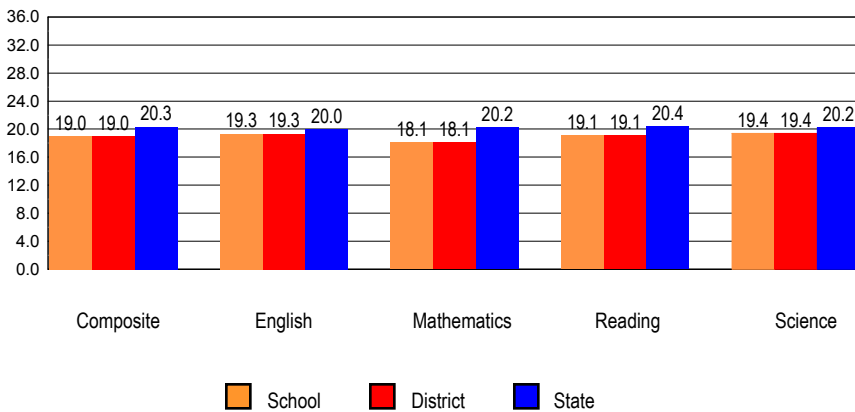
EXPENDITURE BY FUND 2004-05			
	District	District %	State %
Education	\$5,037,213	36.7	72.2
Operations & Maintenance	\$632,703	4.6	8.4
Transportation	\$596,478	4.3	3.6
Bond and Interest	\$616,981	4.5	6.6
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$114,840	0.8	1.7
Fire Prevention & Safety	\$9,147	0.1	1.1
Site & Construction/ Capital Improvement	\$6,725,997	49.0	6.5
<b>TOTAL</b>	<b>\$13,733,359</b>		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$110,525	4.19	\$3,927	\$7,075
State	**	**	\$5,366	\$9,099

\*\* 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

### ACT ASSESSMENT: GRADUATING CLASS OF 2006 \*



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

### HIGH SCHOOL GRADUATION RATE

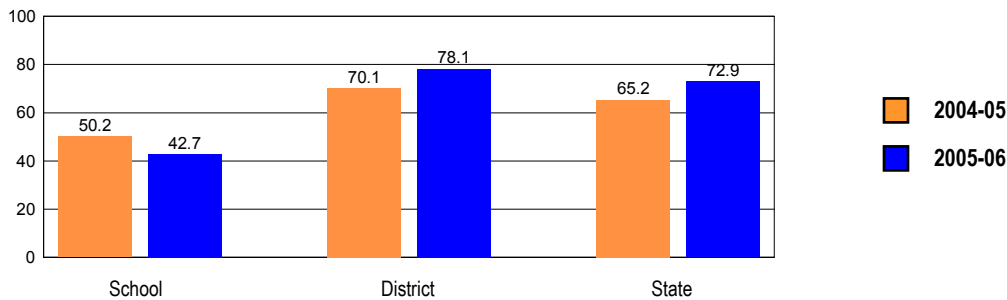
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	78.5	76.9	80.0	81.9	33.3		100.0				100.0	47.1
District	78.5	76.9	80.0	81.9	33.3		100.0				100.0	47.1
State	87.8	85.6	89.9	92.3	78.3		94.1				77.2	76.5

## OVERALL STUDENT PERFORMANCE

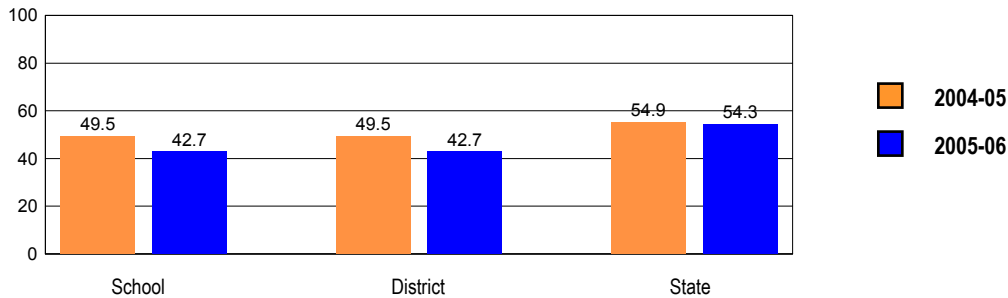
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.

Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades. Although there were no changes in high school testing, data in high school report cards at the state level ( and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.

### OVERALL PERFORMANCE - ALL STATE TESTS



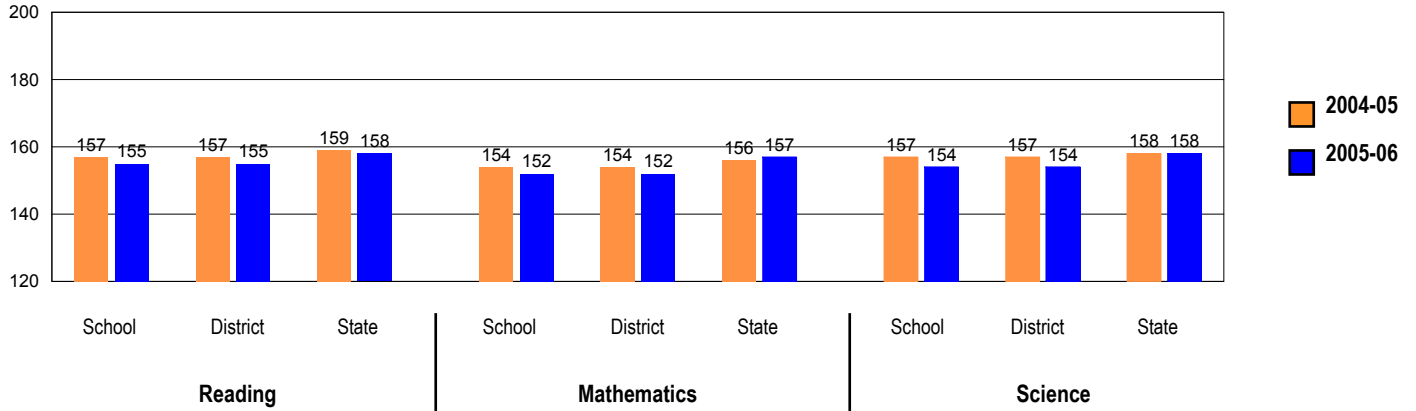
### OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



**PSAE PERFORMANCE**

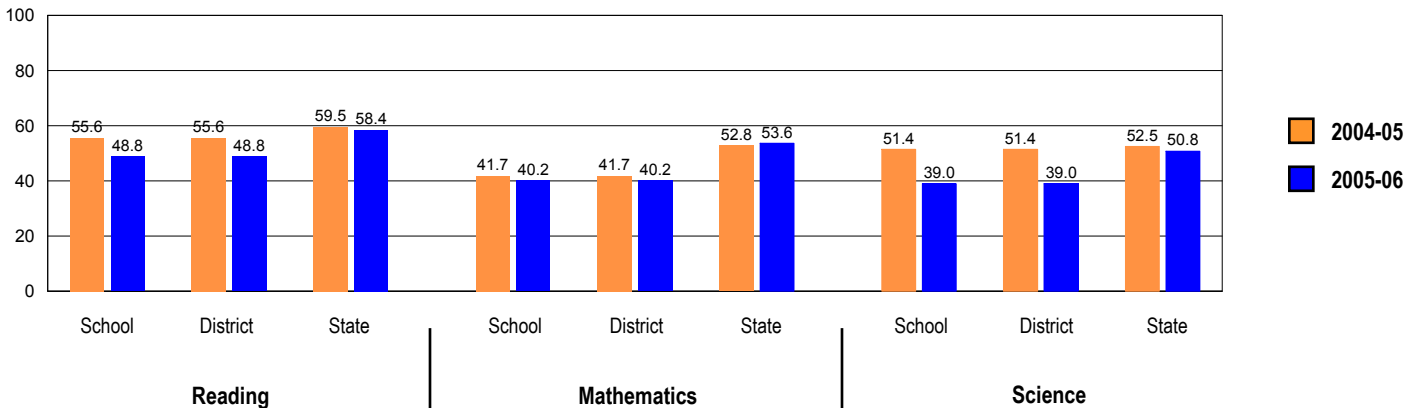
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores**



PSAE scores range from 120 to 200.

**PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards**



Number of students in this school with PSAE scores in 2006: 82

## 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.

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

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

### PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS

		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	82	46	36	76	3		2		1	2		9	14
	Reading	0.0	0.0	0.0	0.0									0.0
	Mathematics	0.0	0.0	0.0	0.0									0.0
District	*Enrollment	523	275	248	468	27	8	2	1	17	3		33	138
	Reading	0.2	0.4	0.0	0.2	0.0				0.0			0.0	0.0
	Mathematics	0.2	0.4	0.0	0.2	0.0				0.0			0.0	0.0
State	*Enrollment	1,098,045	561,165	536,855	610,423	220,763	201,615	41,305	2,480	19,623	67,463	368	160,118	461,218
	Reading	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3
	Mathematics	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3

\* Enrollment as reported during the testing windows.

### PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11****Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	6.1	45.1	46.3	2.4	9.8	50.0	39.0	1.2	8.5	52.4	36.6	2.4
District	6.1	45.1	46.3	2.4	9.8	50.0	39.0	1.2	8.5	52.4	36.6	2.4
State	8.4	33.2	44.4	14.0	9.8	36.6	45.8	7.9	8.3	40.9	40.1	10.7

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	4.3	52.2	43.5	0.0	8.7	52.2	37.0	2.2	4.3	58.7	34.8	2.2
	District	4.3	52.2	43.5	0.0	8.7	52.2	37.0	2.2	4.3	58.7	34.8	2.2
	State	10.8	33.5	41.7	14.0	9.8	34.1	46.4	9.7	8.5	36.6	41.0	13.9
Female	School	8.3	36.1	50.0	5.6	11.1	47.2	41.7	0.0	13.9	44.4	38.9	2.8
	District	8.3	36.1	50.0	5.6	11.1	47.2	41.7	0.0	13.9	44.4	38.9	2.8
	State	6.0	32.9	47.0	14.1	9.8	38.9	45.2	6.1	8.2	45.1	39.2	7.6

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	6.6	42.1	48.7	2.6	10.5	47.4	40.8	1.3	6.6	52.6	38.2	2.6
	District	6.6	42.1	48.7	2.6	10.5	47.4	40.8	1.3	6.6	52.6	38.2	2.6
	State	5.9	27.0	49.3	17.8	5.8	30.6	53.8	9.8	4.7	33.6	47.8	13.9
Black	School												
	District												
	State	15.8	50.9	30.6	2.7	25.0	54.2	20.2	0.6	21.0	61.7	16.4	0.9
Hispanic	School												
	District												
	State	13.5	48.0	34.3	4.2	14.6	51.9	32.2	1.3	13.7	58.7	25.5	2.1
Asian/Pacific Islander	School												
	District												
	State	4.4	22.8	48.0	24.8	3.2	20.1	53.9	22.8	3.2	28.0	48.1	20.7
Native American	School												
	District												
	State	9.4	37.2	41.5	12.0	10.7	40.2	45.7	3.4	7.7	46.2	38.5	7.7
Multiracial/Ethnic	School												
	District												
	State	8.1	33.6	46.7	11.6	11.5	38.9	42.8	6.8	8.8	44.8	36.2	10.2

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	7.1	50.0	42.9	0.0	7.1	64.3	28.6	0.0	14.3	64.3	21.4	0.0
	District	7.1	50.0	42.9	0.0	7.1	64.3	28.6	0.0	14.3	64.3	21.4	0.0
	State	15.6	49.3	31.5	3.6	20.3	52.1	26.4	1.1	17.9	59.1	21.0	2.0
Not Eligible	School	5.9	44.1	47.1	2.9	10.3	47.1	41.2	1.5	7.4	50.0	39.7	2.9
	District	5.9	44.1	47.1	2.9	10.3	47.1	41.2	1.5	7.4	50.0	39.7	2.9
	State	5.8	27.6	48.9	17.7	6.1	31.1	52.6	10.2	5.0	34.5	46.8	13.7

## 2006 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	2006-07 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2006-07 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		47.5			47.5			89.0		69.0	
<b>All</b>	100.0	Yes	100.0	Yes	51.4		Yes	39.2		Yes			78.5	Yes
<b>White</b>	100.0	Yes	100.0	Yes	52.1		Yes	40.8		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

The four conditions for making Adequate Yearly Progress (AYP) are:

- 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.
- At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. \*\*\*
- For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
- At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

\* Includes only students enrolled as of 5/01/2005.

\*\* Safe Harbor Targets of 47.5% or above are not printed.

\*\*\* Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. 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.

**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.)

**Planned Improvement for the School and District**

As we strive to continuously improve the education of our students, it is of the utmost importance to utilize appropriate data. In addition to the Prairie State Achievement Exam that our juniors take, we also utilize the PLAN test, which is taken during student's sophomore year. The PLAN is designed by ACT and gives us a clearer view of how students may perform on the ACT, which is an important part of the PSAE. We have been able to identify areas where improvement is needed, and focus on them. We have made large strides in addressing our need to improve the overall math abilities of our students. Through data analysis, we were able to identify specific areas to address. Additionally, curriculum alignment and mapping have been a large part of the overall school improvement process.

Listed below are actions that have been taken or are currently being implemented to improve the educational development of our students:

- Gathered and compared / contrasted our math curriculum with other area schools
- Curriculum Mapping / Alignment process has been implemented across the district
- Math instructors in grades 6-12 evaluated two text book series and agreed on a series from Prentice – Hall that will help provide an aligned math curriculum for grades 6-12 (to be implemented in the 07-08 school year)
- Math instructors in grades 6-12 cooperatively developed a sequenced math curriculum that students and parents will be able to reference.
- Teachers, throughout the high school, have implemented test taking strategies into the everyday curriculum
- Teachers have implemented the “PSAE Question of the Week” to generate awareness among students and expose students to the format of PSAE test questions
- Writing rubrics have been adjusted to match the scoring of the ACT writing test
- PSAE (ACT and WorkKeys) preparatory material has been purchased and used to prepare students
- The Late Stay program has been implemented – after school tutoring available to all students twice a week and a ride home is provided if needed
- Juniors have been assembled together on SIP days (half day of attendance for students) to take PSAE Math and Reading practice tests
- Included School Improvement Personnel from the Regional Office of Education in the School Improvement process – specifically in Math and Reading