

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



**ILLINOIS  
SCHOOL  
REPORT  
CARD**

**GRADES : 7 8**

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

**STUDENTS**

**RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION**

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
<b>School</b>	89.7	4.8	1.4	0.0	0.7	3.4	26.7	0.0		0.0	8.9	94.9	146
<b>District</b>	91.4	3.6	1.5	0.6	0.1	2.7	27.5	0.0		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		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>								15.8	12.5	
<b>District</b>								15.8	12.5	
<b>State</b>								22.6	22.7	

**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>			43			43			95			43
<b>District</b>			43			43			95			43
<b>State</b>			51			44			93			45

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

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

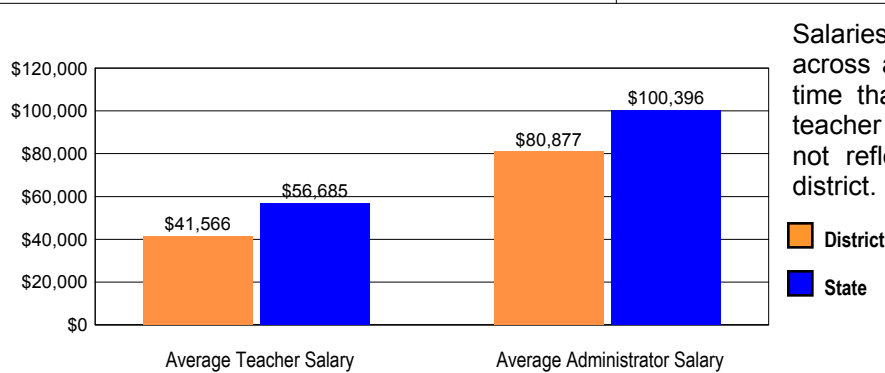
**TEACHER INFORMATION (Continued)**

	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.

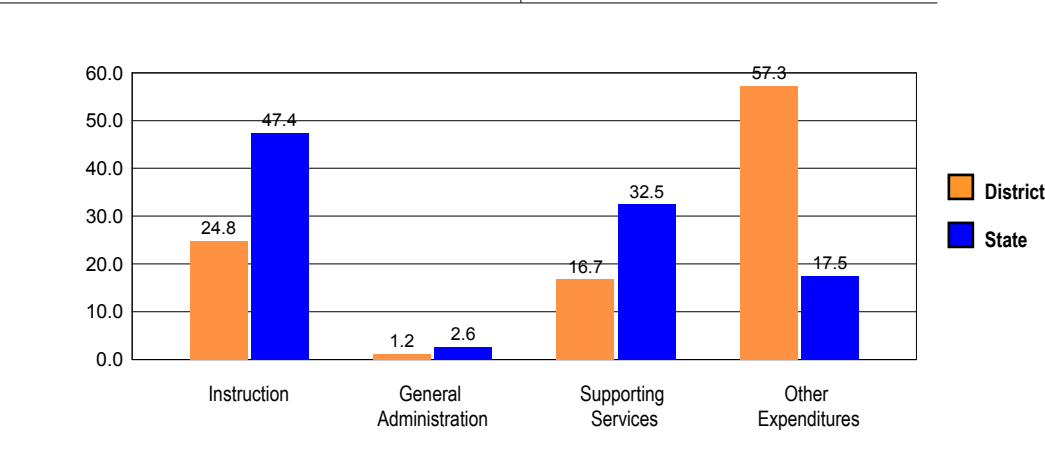
**SCHOOL DISTRICT FINANCES**

**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				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$4,121,327	53.8	58.2	Education	\$5,037,213	36.7	72.2
Other Local Funding	\$505,011	6.6	5.1	Operations & Maintenance	\$632,703	4.6	8.4
General State Aid	\$2,048,192	26.7	18.5	Transportation	\$596,478	4.3	3.6
Other State Funding	\$785,243	10.3	10.1	Bond and Interest	\$616,981	4.5	6.6
Federal Funding	\$198,793	2.6	8.1	Rent	\$0	0.0	0.0
TOTAL	\$7,658,566			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
				TOTAL	\$13,733,359		

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

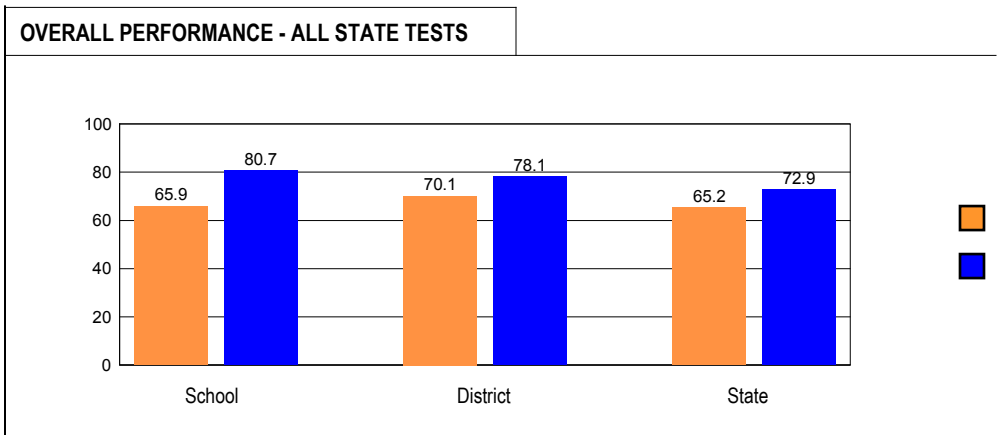
\*\* Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.  
**Equalized assessed valuation** includes all computed property values upon which a district's local tax rate is calculated.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

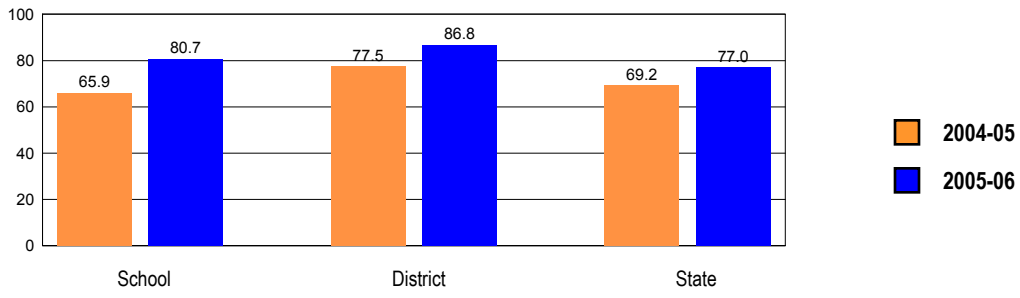
### OVERALL STUDENT PERFORMANCE

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 ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE**

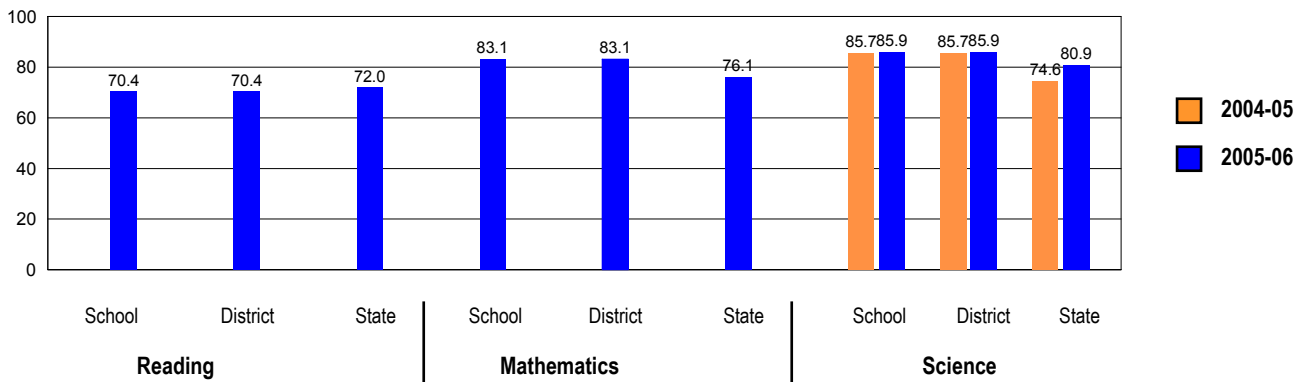


**ISAT PERFORMANCE**

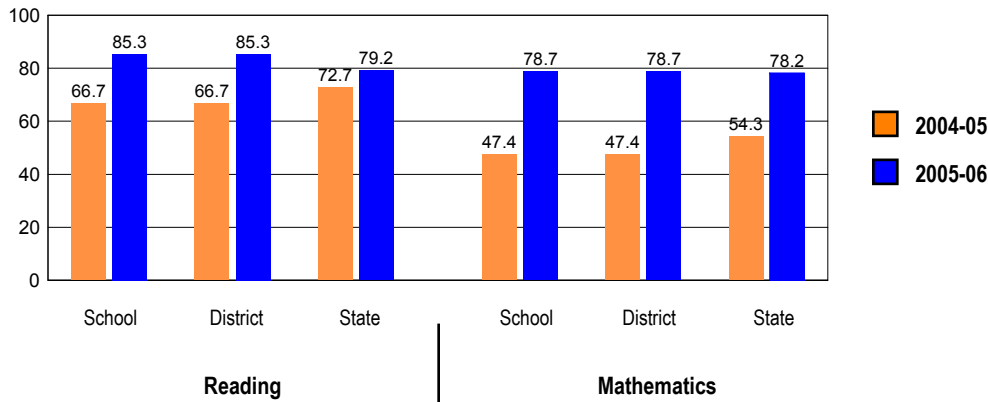
These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.

Data for 2004-05 in reading and mathematics for grades 4, 6, and 7 are not available because testing in these subjects for these grades began in 2005-06.

**ISAT Grade 7**



**ISAT Grade 8**



## PERFORMANCE ON STATE ASSESSMENTS

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

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

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	148	78	70	131	9	2		1	5			21	37
	Reading	0.7	1.3	0.0	0.8								0.0	0.0
	Mathematics	0.7	1.3	0.0	0.8								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.

### 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**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.4	28.2	63.4	7.0	1.4	15.5	50.7	32.4	2.8	11.3	59.2	26.8
District	1.4	28.2	63.4	7.0	1.4	15.5	50.7	32.4	2.8	11.3	59.2	26.8
State	0.5	27.5	60.0	12.0	2.7	21.3	55.4	20.6	6.3	12.8	61.7	19.2

**Grade 7 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	27.5	65.0	7.5	0.0	12.5	55.0	32.5	5.0	5.0	57.5	32.5
	District	0.0	27.5	65.0	7.5	0.0	12.5	55.0	32.5	5.0	5.0	57.5	32.5
	State	0.8	31.0	57.7	10.5	3.3	22.1	53.0	21.6	7.5	12.8	58.3	21.4
Female	School	3.2	29.0	61.3	6.5	3.2	19.4	45.2	32.3	0.0	19.4	61.3	19.4
	District	3.2	29.0	61.3	6.5	3.2	19.4	45.2	32.3	0.0	19.4	61.3	19.4
	State	0.3	23.9	62.3	13.5	2.0	20.4	58.0	19.6	5.1	12.8	65.2	16.9

**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	27.0	65.1	7.9	0.0	14.3	50.8	34.9	3.2	9.5	57.1	30.2
	District	0.0	27.0	65.1	7.9	0.0	14.3	50.8	34.9	3.2	9.5	57.1	30.2
	State	0.3	18.9	64.6	16.2	1.3	12.9	57.5	28.2	3.1	7.3	61.8	27.9
Black	School												
	District												
	State	1.2	46.2	48.8	3.8	6.5	41.1	47.5	4.9	14.1	24.2	58.0	3.6
Hispanic	School												
	District												
	State	0.5	36.3	57.6	5.7	2.8	27.1	60.6	9.5	8.2	18.8	66.8	6.3
Asian/Pacific Islander	School												
	District												
	State	0.1	11.7	65.5	22.7	0.6	6.5	45.3	47.6	2.0	4.6	57.7	35.7
Native American	School												
	District												
	State	0.8	20.8	63.8	14.8	3.0	17.8	58.0	21.3	4.8	10.3	62.7	22.3
Multiracial/Ethnic	School												
	District												
	State	0.3	27.3	58.7	13.7	2.7	21.8	55.6	19.9	5.7	12.7	63.2	18.4

**Grade 7 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	8.3	50.0	41.7	0.0	8.3	58.3	33.3	0.0	8.3	33.3	58.3	0.0
	District	8.3	50.0	41.7	0.0	8.3	58.3	33.3	0.0	8.3	33.3	58.3	0.0
	State	3.0	67.3	27.9	1.7	13.3	50.5	32.8	3.4	24.6	26.8	44.1	4.5
Non-IEP	School	0.0	23.7	67.8	8.5	0.0	6.8	54.2	39.0	1.7	6.8	59.3	32.2
	District	0.0	23.7	67.8	8.5	0.0	6.8	54.2	39.0	1.7	6.8	59.3	32.2
	State	0.1	20.9	65.3	13.7	0.9	16.4	59.2	23.5	3.3	10.5	64.6	21.6

**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	5.0	55.0	40.0	0.0	5.0	35.0	30.0	30.0	10.0	25.0	50.0	15.0	
District	5.0	55.0	40.0	0.0	5.0	35.0	30.0	30.0	10.0	25.0	50.0	15.0	
State	0.9	41.9	52.7	4.5	4.8	34.0	54.0	7.3	11.0	20.8	62.2	6.0	
Not Eligible													
School	0.0	17.6	72.5	9.8	0.0	7.8	58.8	33.3	0.0	5.9	62.7	31.4	
District	0.0	17.6	72.5	9.8	0.0	7.8	58.8	33.3	0.0	5.9	62.7	31.4	
State	0.3	17.5	65.1	17.2	1.2	12.4	56.4	30.0	3.0	7.2	61.3	28.4	

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

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	14.7	84.0	1.3	2.7	18.7	61.3	17.3
District	0.0	14.7	84.0	1.3	2.7	18.7	61.3	17.3
State	0.2	20.6	70.2	9.0	2.1	19.7	52.7	25.5

**Grade 8 - Gender**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male									
School	0.0	22.2	77.8	0.0	5.6	22.2	50.0	22.2	
District	0.0	22.2	77.8	0.0	5.6	22.2	50.0	22.2	
State	0.3	23.6	68.3	7.8	2.4	20.8	50.8	26.0	
Female									
School	0.0	7.7	89.7	2.6	0.0	15.4	71.8	12.8	
District	0.0	7.7	89.7	2.6	0.0	15.4	71.8	12.8	
State	0.1	17.5	72.1	10.3	1.7	18.5	54.8	25.0	

**Grade 8 - Racial/Ethnic Background**

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White									
School	0.0	14.9	83.6	1.5	3.0	14.9	64.2	17.9	
District	0.0	14.9	83.6	1.5	3.0	14.9	64.2	17.9	
State	0.1	13.5	73.9	12.4	1.0	12.0	52.9	34.1	
Black									
School									
District									
State	0.5	35.9	61.7	1.9	5.2	38.6	49.1	7.1	
Hispanic									
School									
District									
State	0.2	28.7	67.5	3.6	2.0	25.8	59.3	12.9	
Asian/Pacific Islander									
School									
District									
State	0.0	9.0	71.9	19.0	0.5	6.4	40.0	53.1	
Native American									
School									
District									
State	0.3	18.0	73.5	8.2	0.8	17.3	58.4	23.6	
Multiracial/Ethnic									
School									
District									
State	0.4	19.4	70.9	9.3	1.9	19.7	55.1	23.3	

**Grade 8 - Economically Disadvantaged**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
<b>Free/Reduced Price Lunch</b>								
<b>School</b>	0.0	17.6	82.4	0.0	0.0	35.3	58.8	5.9
<b>District</b>	0.0	17.6	82.4	0.0	0.0	35.3	58.8	5.9
<b>State</b>	0.4	32.8	63.9	2.9	3.8	32.2	53.7	10.4
<b>Not Eligible</b>								
<b>School</b>	0.0	13.8	84.5	1.7	3.4	13.8	62.1	20.7
<b>District</b>	0.0	13.8	84.5	1.7	3.4	13.8	62.1	20.7
<b>State</b>	0.1	12.7	74.2	12.9	1.0	11.6	52.1	35.3

## 2006 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		No
2006-07 Federal Improvement Status		
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>	99.3	Yes	99.3	Yes	77.0		Yes	81.0		Yes	94.9	Yes		
<b>White</b>	99.2	Yes	99.2	Yes	78.8		Yes	83.1		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:

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 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. \*\*\*
3. 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.
4. 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**

The percentages below represent how our students performed in reading, mathematics and science on the state tests. The following percentages are combined data of students meeting and exceeding the Illinois Learning Standards.

**Gr. 7**

	<b>A-O</b>	<b>State</b>
Reading	71.0%	72.0%
Math	84.0%	76.0%
Science	87.0%	81.0%

**Gr. 8**

	<b>A-O</b>	<b>State</b>
Reading	85.0%	79.0%
Math	78.0%	79.0%

The Argenta-Oreana Middle School's mission is to provide each student with the opportunity to achieve to his/her potential. This year school improvement days have been scheduled to in-service staff in the following areas: Curriculum Mapping, Grade Level Departmental Meetings. Within the Grade 6-12 departmental meetings, math sequencing, student progression, and math textbook needs were discussed.

It is our hope and goal to continue a joint effort between school and home to create a complete education for the middle school student. Parental involvement and support are extremely important components in our mutual goal to improve student performance. Teachers and administrators must continue to strive for excellence to provide the best possible education.