

Vienna HSD 133

Vienna, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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

The 2007/2008 school year is the first time that Limited English Proficient (LEP) students, who would have taken the IMAGE in the past, took either the ISAT or PSAE with accommodations; therefore, any comparison with previous years' achievement levels for this subgroup and their schools and school districts should be made with appropriate caution.

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
District	96.7	1.0	2.1	0.3	0.0	0.0	49.6	0.0	0.5	3.0	14.5	93.9	389
State	54.0	19.2	19.9	3.9	0.2	2.7	41.1	7.5	4.1	2.5	14.9	93.3	2,074,167

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
District	99.9		17.0	13.5	194.5
State	96.8		18.0	13.5	211.6

* 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
District										17.6
State										19.6

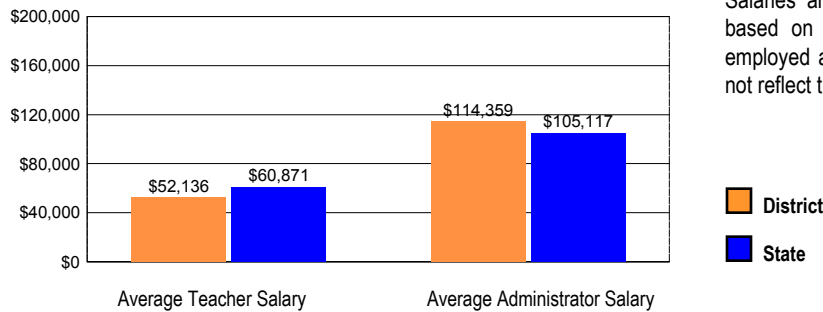
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	49.7	50.3	25
State	84.9	8.7	4.9	1.3	0.2	22.9	77.1	131,488

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
District:	All Schools	13.8	55.5	44.5	0.0	0.0
	High Poverty Schools					
	Low Poverty Schools					
State:	All Schools	12.4	46.7	53.2	0.7	0.7
	High Poverty Schools	11.9	49.3	50.6	1.2	2.0
	Low Poverty Schools	12.0	38.7	61.2	0.3	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

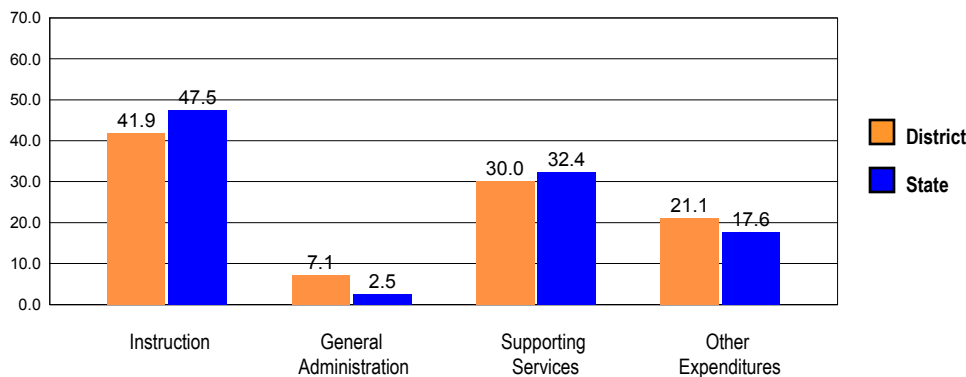
SCHOOL DISTRICT FINANCES

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 2006-07 (Percentages)



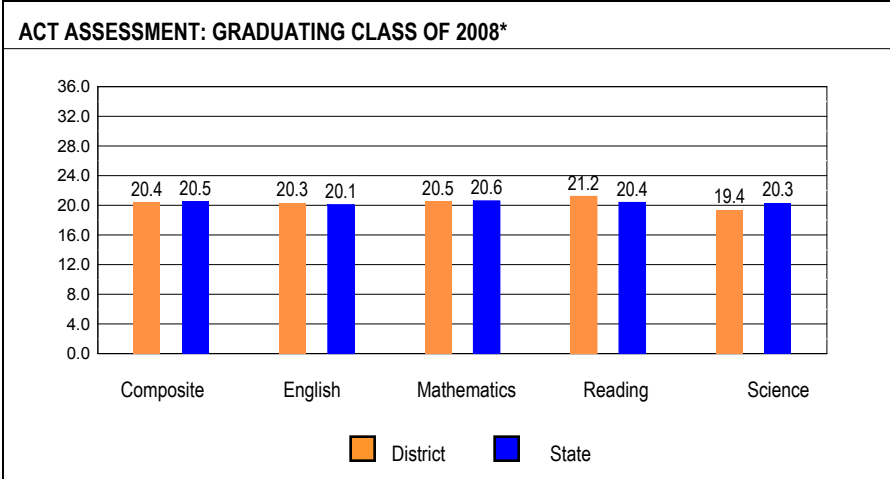
REVENUE BY SOURCE 2006-07			
	District	District %	State %
Local Property Taxes	\$1,356,198	38.7	57.6
Other Local Funding	\$194,381	5.5	7.3
General State Aid	\$1,342,975	38.3	18.1
Other State Funding	\$398,390	11.4	9.7
Federal Funding	\$210,522	6.0	7.3
TOTAL	\$3,502,466		

EXPENDITURE BY FUND 2006-07			
	District	District %	State %
Education	\$2,632,481	72.3	72.6
Operations & Maintenance	\$237,083	6.5	8.5
Transportation	\$203,920	5.6	3.9
Bond and Interest	\$245,997	6.8	6.7
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$88,479	2.4	1.8
Fire Prevention & Safety	\$230,635	6.3	0.9
Site & Construction/ Capital Improvement	\$0	0.0	5.6
TOTAL	\$3,638,595		

OTHER FINANCIAL INDICATORS				
	2005 Equalized Assessed Valuation per Pupil	2005 Total School Tax Rate per \$100	2006-07 Instructional Expenditure per Pupil	2006-07 Operating Expenditure per Pupil
District	\$126,069	2.45	\$4,260	\$8,069
State	**	**	\$5,808	\$9,907

** 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



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.

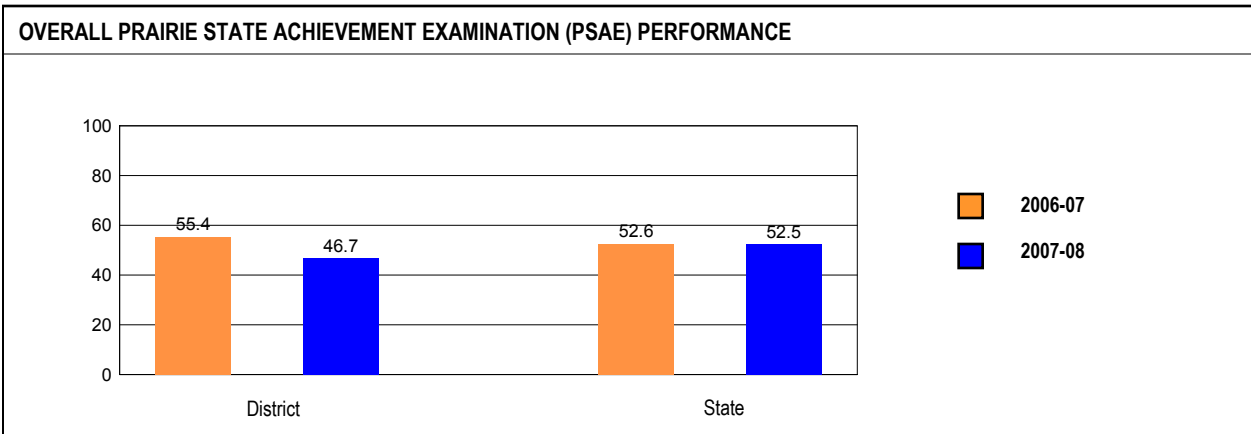
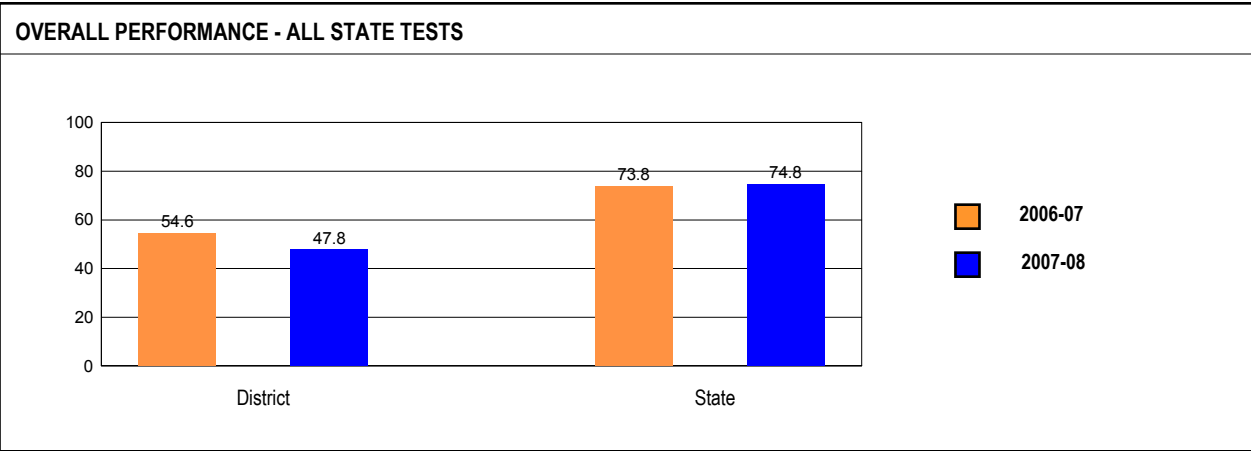
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

HIGH SCHOOL GRADUATION RATE													
	All	Gender		Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economic-ly Disadvantaged
		Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	98.9	100.0	97.6	98.9	100.0							100.0	100.0
State	86.5	84.2	88.8	92.5	74.9							81.2	78.2

OVERALL STUDENT PERFORMANCE

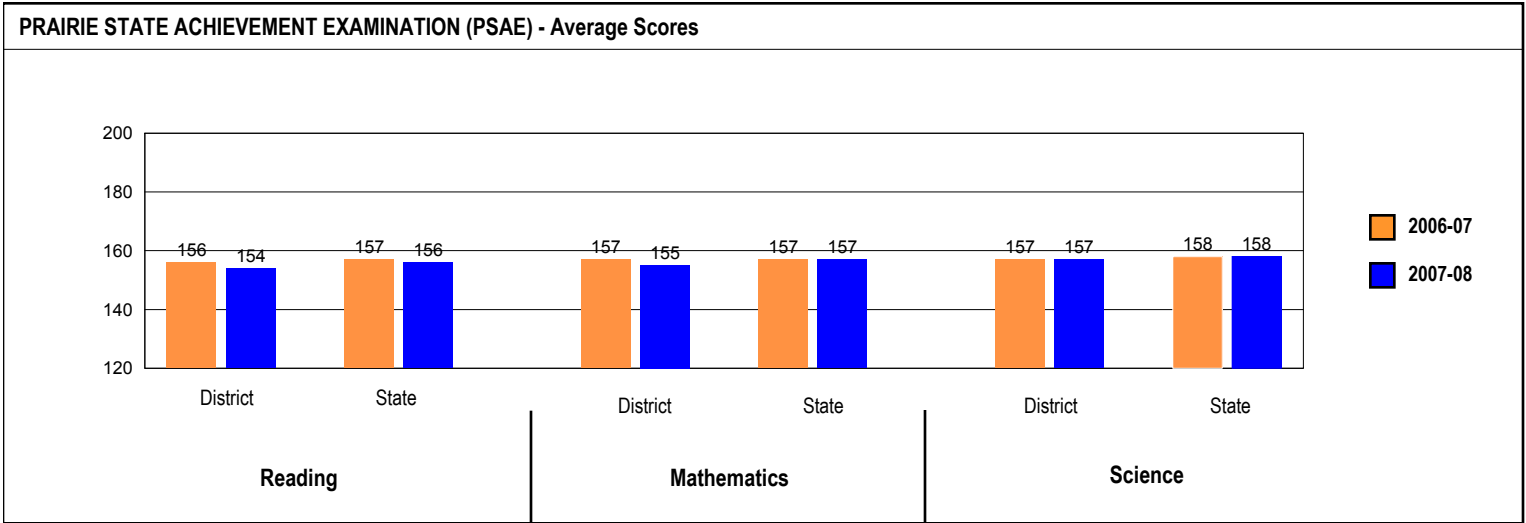
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics, and science.

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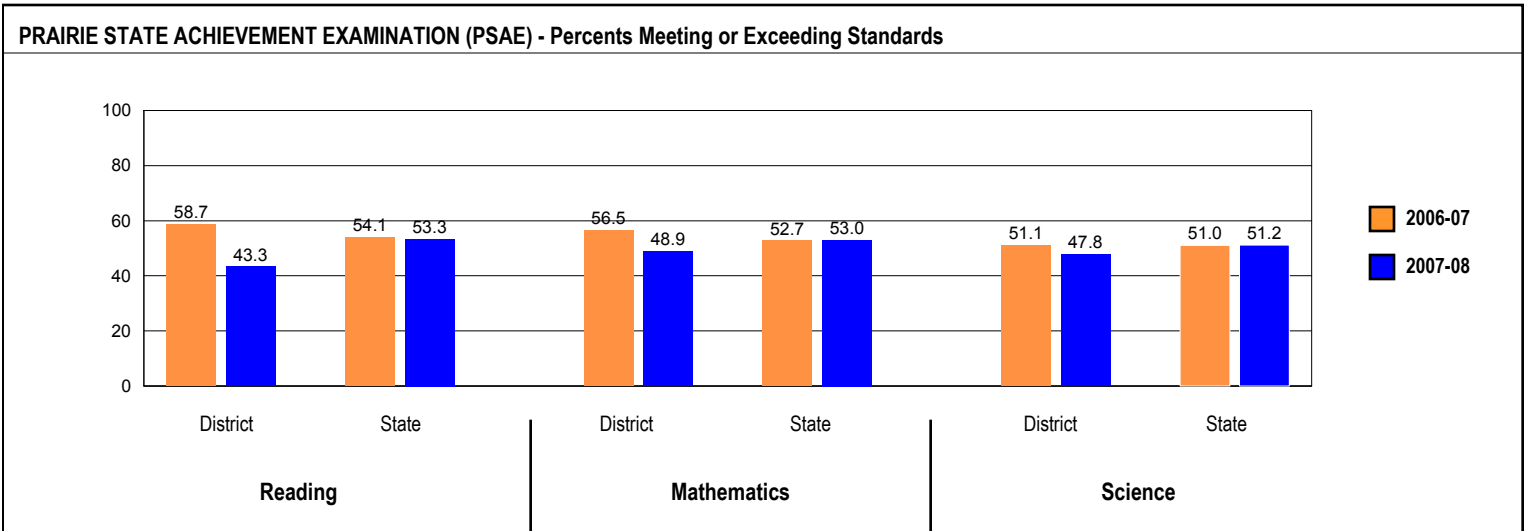


PSAE PERFORMANCE

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.



PSAE scores range from 120 to 200.



Number of students in this District with PSAE scores in 2008: 90

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				
District	*Enrollment	92	51	41	90	1	1						17	35
	Reading	0.0	0.0	0.0	0.0								0.0	0.0
		Mathematics	0.0	0.0	0.0	0.0							0.0	0.0
State	*Enrollment	1,080,912	552,428	528,334	584,551	209,802	211,723	42,677	1,747	28,936	71,592	349	153,444	459,352
	Reading	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5	0.3
		Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.2	0.2	0.3	0.5

* 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				
District	*Enrollment	92	51	41	90	1	1						17	35
	Science	0.0	0.0	0.0	0.0								0.0	0.0
State	*Enrollment	453,766	230,339	223,387	253,443	84,573	85,001	18,167	775	11,107	24,940	141	63,312	180,194
	Science	0.5	0.6	0.4	0.2	1.3	0.6	0.2	0.5	0.4	0.5	0.7	1.1	0.7

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

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
District	11.1	45.6	34.4	8.9	8.9	42.2	46.7	2.2	8.9	43.3	41.1	6.7
State	10.1	36.6	42.9	10.4	11.1	35.9	42.2	10.8	9.5	39.3	40.4	10.8

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	District	14.3	55.1	24.5	6.1	10.2	42.9	42.9	4.1	8.2	44.9	36.7	10.2
	State	12.4	36.3	41.1	10.1	11.0	33.5	42.8	12.7	10.0	35.7	40.7	13.7
Female	District	7.3	34.1	46.3	12.2	7.3	41.5	51.2	0.0	9.8	41.5	46.3	2.4
	State	7.9	36.8	44.6	10.7	11.2	38.2	41.7	8.9	8.9	42.9	40.2	8.0

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	District	11.4	44.3	35.2	9.1	9.1	40.9	47.7	2.3	9.1	42.0	42.0	6.8
	State	6.0	29.3	50.8	13.9	6.0	29.9	50.1	13.9	5.2	31.3	49.0	14.5
Black	District												
	State	20.2	54.9	23.3	1.6	27.5	51.8	19.6	1.0	21.3	60.4	17.3	1.0
Hispanic	District												
	State	18.4	50.7	28.3	2.6	17.6	49.7	30.3	2.3	16.5	55.9	25.3	2.3
Asian/Pacific Islander	District												
	State	6.3	29.8	47.3	16.6	3.7	18.9	49.0	28.5	4.6	25.1	50.1	20.2
Native American	District												
	State	9.3	40.9	40.9	8.9	11.7	40.1	40.5	7.8	12.5	38.5	39.7	9.3
Multiracial/Ethnic	District												
	State	8.0	37.6	43.3	11.1	11.1	36.6	42.4	9.9	8.4	41.1	40.4	10.0

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	District	46.7	53.3	0.0	0.0	40.0	60.0	0.0	0.0	40.0	60.0	0.0	0.0
	State	38.0	43.2	16.7	2.1	42.4	44.3	12.0	1.3	44.3	42.2	11.3	2.1
Non-IEP	District	4.0	44.0	41.3	10.7	2.7	38.7	56.0	2.7	2.7	40.0	49.3	8.0
	State	6.7	35.8	46.1	11.4	7.3	34.9	46.0	11.9	5.2	39.0	44.0	11.8

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	District	18.2	45.5	36.4	0.0	15.2	57.6	24.2	3.0	15.2	51.5	27.3	6.1
	State	19.6	52.0	26.2	2.3	22.3	50.3	25.5	1.9	19.4	57.0	21.7	1.9
Not Eligible	District	7.0	45.6	33.3	14.0	5.3	33.3	59.6	1.8	5.3	38.6	49.1	7.0
	State	6.3	30.4	49.6	13.7	6.6	30.1	49.0	14.3	5.5	32.2	48.0	14.3

2008 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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

Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2008-09 Federal Improvement Status	
2008-09 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		62.5			62.5			90.0		75.0	
All	100.0	Yes	100.0	Yes	44.6		No	50.0		No			98.9	Yes
White	100.0	Yes	100.0	Yes	45.6	62.3	No	51.1	60.3	No			98.9	
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% 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 62.5% 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 75% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2007.

** Safe Harbor Targets of 62.5% 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 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.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 1

Number of Title I schools: 1

Number of Title I schools in School Improvement Status: 0

Percent of schools in School Improvement Status: 0 %

School ID

School Name

**Years in School
Improvement**

2008 School Improvement Plan

During the fall and spring of 2007 and 2008, all students at Vienna High School were given tests to assess their mastery of state and local standards in reading, math, language arts, writing, science, fine arts, social studies, and physical development and health. The students regardless of disability were tested using multiple assessment tools: local assessment for grades 9, 10 and 11 (local tests assessed both what the students know and what they can do--knowledge and performance), the PSAE Prairie State Assessment and various national standardized tests- ACT, PLAN and EXPLORE as well as others. Committees of high school teachers, guidance staff, and district administrators reviewed the results of these assessments, checked actual performance with expectations to identify goals and standards met and not met, set priorities of importance of the goals, reviewed standards, identified areas of strength, identified areas of concern, developed strategies and action plans for improvement, listed all necessary resources for implementation, set timelines for implementation and developed evaluation strategies to assess the strategies that addressed the target areas of concern. Groups of students were identified and categorized. These identified groups were gifted, male/female, Title I, low income, special education, vocational, and other. Scores were analyzed and the information is used to make program improvement in both the content and vocational areas. Ongoing historical data is used to judge improvements over time. The committee members found that VHS students met most of the expectations set for them last year. The committees completed action plans for continuous improvement. VHS plans for continuous improvement includes the development of a Response to Intervention plan that will use curriculum and standard base assessment to identified students which are in need of additional services. VHS in conjunction with Shawnee Community College has implemented many dual credit classes to entice our upper classmen to take more challenging offerings. The projected timeline for further assessment and actions on recommendations will be fall 2008 through spring of 2009 with implementation then and during the 2008–2009 school term. Various groups including students, staff, administrators and community and business leaders identified Indicators of VHS Success. Those success indicators are: Student Achievement, Staff Achievement, School/District Achievement-Climate and Resources, and Connected Learning Community. A significant focus for this year's efforts will be Reading, Math and Science. No Child Left Behind Legislation identifies attendance, graduation rate, parental contact and scores of state tests as indicators of success at the federal level. Comprehensive School Improvement activities assist the staff as they focus on individual student targets, differentiated learning strategies and value added assessments. The community, administration, staff and students recently completed the third phase of the District Strategic Plan. Vienna High School did not meet the Annual Yearly Progress (AYP) federal mandate from No Child Left Behind (NCLB). The State of Illinois High School Test for the NCLB is an ACT based test given only to juniors. NCLB provides school districts with a questionable mandate, because each year the percentage that must meet the ACT based test increases to 100% in 2014. VHS strives to meet those questionable mandates and commits to provide our students with programs and services in the other content and extra curricular areas, as well as provide activities to meet all components of our district's mission.

High School **language arts teachers** analyzed the local assessment results and found that students met or exceeded expectations in 5 of 6 areas based on the local assessment results. The staff feels that the **strengths** of the program include the following: a variety of classes: speech, drama, reading skills/great books, and writing prep, in addition to English I, II, III, IV and English IV Work Keys; college English credit courses at our campus during the school day; extended class periods to allow time in class for researching; extended class periods to allow time to use technology to develop presentations, papers, and other print media; extended class periods to allow time for cooperative learning; extended class periods to enable teachers to incorporate all aspects of language arts (grammar, vocabulary, writing, critical thinking, proofreading, reading, speaking, and listening) in each class period; a computerized reading program (Plato, Standards Assessment, Accelerated Reader, and Scholastic Reading Counts) at multiple grade levels; a written and oral book report: and a wide variety of writing types (narrative, persuasive, expository, informative, creative, literary analysis, comparison, letter & resume writing, etc.) Students met or exceeded the expectation of Goal 1 (Reading) at 82%, and Goal 3 (Opinion Statement) at 71% , and Goal 4 (Listening) at 81%, and Goal 4 (Speaking) at 74%. Expectations of 70% were not met in Goal 2 (Literature) at 58%. Last spring juniors took the PSAE and met or exceeded the Reading section and Annual Yearly Progress at the rate 43.3% while the state target was 62.5%. The staff made the following **action plan strategies** for continued language arts improvement for the upcoming 2008-2009 school year based on a review of assessment results and other data:

1. Develop and incorporate English IV dual credit classes with Shawnee Community College.
2. Continue to encourage and support the incorporation of PSAE writing across the curriculum.
3. Continue sequencing in our department. Arranging classes where one teacher is responsible for teaching all of one level of English. Consistency within the department where each student is receiving the same instruction and is on the same level as the other students in the class.
4. Consider other elective class offerings such as Literature and Cinema, Journalism, Creative writing, Mythology, Adolescent Literature, Novels, etc.

High School **math teachers** analyzed the local assessment results and found that students that student performance met or exceeded expectations levels on all five goals. The respective "meets; does not meet" percentages for the open-ended local assessment are Goal 6 (Estimation) 86%,14%; Goal 7 (Measurement) 75%,25%; Goal 8 (Algebraic Patterns) 61%, 39%; Goal 9 (Geometric Concepts/Relationships) 75%, 25%; Goal 10 (Data Organization) 86%,14 % . Last spring the juniors took the PSAE and met or exceeded the Math section at the rate of 48.9% and did not met Annual Yearly Progress for NCLB. **Action plan strategy** recommendations are to:

1. Continue the use of Work Keys Program and other learning software. (Standard 6-10)
2. Re-implement group meetings with feeder school math teachers to coordinate curriculum decisions & student placements.(Standards 6-10)
3. Continue to encourage students to take more than the required number of math classes. (Standards 6-10)
4. Incorporate Work Keys sample problems and multiple choice sample problems into all math classes. (Standards 6-10)

5. Continue the ACT review workshop and calculator training in spring for all students taking the ACT Test. (Standards 6-10)
6. Use EXPLORE and PLAN scores to identify at risk students. (Standards 6-10)
7. Work with Mr. Hamm to improve student math placement of Freshman. (Standards 6-10)

Vienna High School **Science Teachers** analyzed local assessment results. Science department **strengths** include: Students have the opportunity to take 8 different science courses; Time for engaged learning and laboratory activities; Year-long freshman physical science course; Increased science requirements for graduation.; Continued collaboration between science teachers and vocational science teachers; and Ability to analyze the Plan and Explore tests to monitor student progress, identify student needs, and help meet annual yearly progress under No Child Left Behind. The following are the results of the Freshman Lab Assessment for the 2007-2008 school year. State Goal 11, Exceeds, 76%, Met 19%, and 5% NM; State Goal 12, 62% Exceeds, 23% met, and 15% does not meet; State Goal 13, 80% Exceeds, 14% met, and 6% not meet. The predictions included that students would continue to improve as more experiments were conducted throughout the year and students would gain experience. Standards will be met in all science classes by conducting experiment, doing labs, analyzing data, discussion of topics, video and laser disc use. Guest speakers and field trips will also be incorporated in the classes. The sophomores take a multiple-choice test while most are taking Biology I, Physical Science, and/or Chemistry I. State Goal 11, 68% met or exceeded with 32% not meeting; State Goal 12 70% met or exceeded with 30% not meeting; and State Goal 13 77% met or exceeded with 23% not meeting. Junior students did not meet Annual Yearly Progress with 47.8% meeting or exceeding on the state PSAE test. The staff made the following **action plan strategies** for continued science improvement based on a review of assessment results and other data:

1. Identifying specific individual needs and goals from the Explore and Plan tests. (Standards 11-13)
2. Formulating improvement plans for students. (Standards 11-13)
3. Continuing class emphasis on activities related to Work Keys, PSAE, and ACT to achieve success on No Child Left Behind.
4. Proving student mastery activities for technical science skills and processes, such as graphs (Standards Goal 11-13); &
5. Increasing utilization of Plato, Work Keys, and PSAE Review Programs (Standards 11-13).

High School **social studies teachers** analyzed the 2007-2008 local assessment results and found that students met or exceeded expectations in 5 of 5 standard areas. In political systems (Goal 14), 66% overall met or exceeded standards scoring (65%) on the open ended and (78%) met or exceed on the multiple-choice test. In economic systems, (Goal 15) 65% met or exceed on the open-ended and 69% on the multiple choice, with 74% overall. In History, (Goal 16), 77% met or exceeded overall with 67% meeting or exceeding on the open ended and 90% on the Multiple Choice. In Geography, (Goal 17) 68% of students met or exceeded overall, scoring 48% on the open-ended questions 88% on multiple choice. In Social Systems (Goal 18), 71% of all students met or exceeded overall scoring 60% on open-ended and 80% on the open ended. Open ended tests were administered and graded by social studies staff. The staff feels that the **strengths** of the program include coordination and rapport between teachers, students, and staff and student utilization of the media center, computers and Internet resources. The staff made the following **action plan strategies** for continued social studies improvement in 2008-2009:

1. Develop and incorporate Social Studies dual credit classes with Shawnee Community College.
2. Expand department dialogue time to allow for continuity on coverage of social studies material within the department;
3. Continue and further emphasize social studies related skills (using the internet for research, interpreting maps, charts, graphs, analyzing cause and effect, etc. (Standards 3,4);
4. Incorporate ACT/PSAE writing opportunities using social studies content (Standards 3,4);
5. Utilizing Web quests, interactive websites, lizardpoint.com, more charts and graphs on tests;
6. Complete website, encourage parent involvement.

The Vienna High School **foreign language** program is demanding and challenges students to learn a language and about a culture that most have little or no previous knowledge. This challenges students to study daily. The High School foreign language teacher feels that the **strengths** of the program include: a concerted effort to connect language learning to a new perspective and better understanding of the world—past and present; the target language is the tool for analyzing daily life in various cultures; investigating what is common to all and different from ourselves; incorporating both audio and video activities, various activities such as research projects, group projects, presentations, the use of technology, oral practice in pairs, etc. in addition to traditional lecture and written exercise. The teacher developed the following **action plan strategies** for improvement:

1. Identify students with less than effective study habits and encourage them to improve.
2. Promote cultural awareness through Hispanic cultural traditions and holidays.

High school **special education teachers** analyzed the local assessment materials and found that their students did not meet some of the expectations and goals. The staff feels that the **strengths** of the special education department include:

- 1) The team has a good working relationship.
- 2) The teachers in the department are flexible with their time and use it wisely.
- 3) The team is very tolerant of difficult situations and students.
- 4) The team strives to make instruction individualized for students receiving instruction in the resource.
- 5.) Special education teachers work with parents, general education teachers, and support staff to create an academic program that promotes student success.

The special education department uses the PIAT-R with all students capable of participating in local assessment to compare individual progress over the years. The Illinois Alternate Assessment is used for students not able to participate in state assessment, as determined in the IEP meeting. The IAA has moved from portfolio assessment to a question/answer format. The team hopes to see improved scores in this area. In addition, the department has a goal of seeing improvement of student performance in all classes. They would also like to see an improvement of scores for all students in the local and state assessments.

The staff developed the following **action plan strategies** for special education improvement based on a review of assessment and observation results and other data:

1. Continue to collaborate with regular education teachers and IEP team to develop and provide study guides in different subject areas;
2. Create, deliver, and modify out of grade alternative tests;
3. Coordinate with district staff to assist in the development of individual student goals in math, reading, and science; and
4. Improve on the five state goals results for special needs student achievement.
5. Increase student practice on Work Keys program and ACT review in resource classes.

The **Fine Arts** committee met to analyze their local assessment and found that students have met or exceeded expectations in all three of the Illinois state goals. The staff feels that the strengths of the program are as follows: coursework recognizes the sensory, expressive, formal and technical elements and characteristics of the arts; the current dance curriculum is sequential; there is one performance-based course offering in band which can be repeated all four years of high school and the vocal music course is also offered on alternate days with band along with a one year course of guitar ensemble; there is also two performance-based offering in art which allows students to discover how art is a major influence of our world; the drama and music teachers sponsor many field trips to various exhibitions and performances; many performance opportunities are available to students involved in music and drama at the high school and outside of the high school; art and music activities as well as field trips are provided; the adjustment in the master schedule so that students are able to take both art and band; and the fine arts courses are taught by qualified teachers. Activities include the school play, Regional Choir and Band, Quad State Music Festival, spring music concert, and participation in many parades throughout the fall. The art students entered their work into competition at Harrisburg High School, Mitchell Museum in Mt. Vernon, Shawnee College and at Pope County High School. Line Dance continues to be offered through the P.E. classes. Progress has been made in the fine arts local assessment, even with the limited course offerings currently in place at the school. Student performance reflected that three of the state goals were met. The scores were 88% for Goal 25, 79% met expectations for Goal 26, and 83% met expectation for Goal 27. The staff developed the following action plan strategies:

1. Encouragement of integration of the fine arts elements and principles into the content areas of English, Math, and Social Studies, when feasible and with their continued support (Standard 27);
2. Consider additional coursework for more advanced students. These courses could be pottery, graphics design, music theory, jazz band, private lessons, chamber groups, and a second level drama course to enhance and concentrate on acting skills (Standard 26);
3. A possible "Fine Arts Show" during the Spring Semester, highlighting both the music and art students. This could be done in conjunction with the Spring Concert. (Standard 26)
4. For all advanced art students to be in the same block.
5. Cabinets and storage units that lock.
6. Added supplies to help with the addition of a second art class.
7. Fully MIDI compatible computer.
8. Combine Pep Club with Pep Band to enhance the student experience.

9. Integrate photography into art class and work in conjunction with yearbook staff.

High School **Physical Education and Health Educators** analyzed the 2008-09 local assessment results and found that students met or exceeded expectations in all 6 goals based on the Illinois Learning Standards. The staff feels that the **strengths** of the program include: the cooperation of an experienced staff, the continued diversity of activities, uniform rules and grading system followed by all faculty members, having the extra time in the block schedule allows more opportunity for both fitness activities and games, and the continued use of community facilities, continued strategic planning to provide expanded outdoor opportunities. Student performance reflects the following actual scores: Goal 19 (Movement skills) 88%; Goal 20 (Physical Fitness) 85%; Goal 21 (Team-Building Skills) 99%; Goal 22 (Prevention/Treatment of Illness/Injury) 96%; Goal 23 (Understand Human Body Systems and Growth/Development) 79%; Goal 24 (Effective Communication/Decision-Making Skills) 86%. The staff developed the following **action plan strategies**:

1. Implement new activities to accommodate a wide variety of skills.
2. Investigate placement for students who are in multiple P.E. classes simply because of work release, Driver's Education, or they just don't want to take another class. These students tend to increase already large numbers and/or are discipline problems.
3. Continue to implement individual fitness records of each student in an effort to provide motivation for improvement and success and make it comprehensive over their four years in high school.
4. Continue to implement the wellness plan, investigate the system and staffing numbers for more professional contact opportunities for increased individualized support, supervision, and monitoring activities. Improving class sizes is vitally important toward achieving individual fitness and wellness.
5. Continue to increase awareness of student health, wellness, BMI, and needed healthy lifestyle changes.

Vienna High School met the Annual Yearly Progress (AYP) federal mandate from No Child Left Behind (NCLB). The State of Illinois Test for the NCLB is an ACT based test given only to juniors. The PSAE Test provides school districts with an almost impossible target, because each year the percentage meeting the ACT based test increases with 100% in the year 2014. We will strive to continue to strive to meet those content mandates, but we will also commit to providing the activities and services to educate in the other content, extra curricular areas, while continually integrating work skills and character building. **Thank you for your interest in Vienna High School. Our students' achievements and our school's successes are due to the collaborative efforts of the staff, board of education, community, and parents. Community Members, Staff and Administration met during the fall, winter, spring and summer of 2005 to complete Phase III of the Strategic Plan. After a community hearing, the completed document was presented to the board of education. Strategic planning continues during the Fall of 2007 as the community, staff, administration and students review student academic and district facilities needs.**

Vienna High School Administration & Faculty