

**MOUNT VERNON HIGH SCHOOL**  
**MT VERNON TWP H S DIST 201**  
**MOUNT VERNON, 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>	82.5	14.6	1.3	1.0	0.5	0.0	31.6	0.0	5.3	6.8	12.8	90.9	1,366
<b>District</b>	82.5	14.6	1.3	1.0	0.5	0.0	31.6	0.0	5.3	6.8	12.8	90.9	1,366
<b>State</b>	56.7	20.3	18.3	3.7	0.2	0.7	40.0	6.6	4.0	2.2	16.1	93.9	2,062,912

**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>	98.0
<b>District</b>	98.0
<b>State</b>	95.7

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

Grade	Grade	Grade	Grade	Grade	High
K	1	3	6	8	School
					19.1
					19.1
					19.7

**STUDENT-TO-STAFF RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
--	--	--	--
	22.3	15.1	197.1
	18.4	13.8	209.5

\* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

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

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	96.1	3.9	0.0	0.0	0.0	39.7	60.3	78
<b>State</b>	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

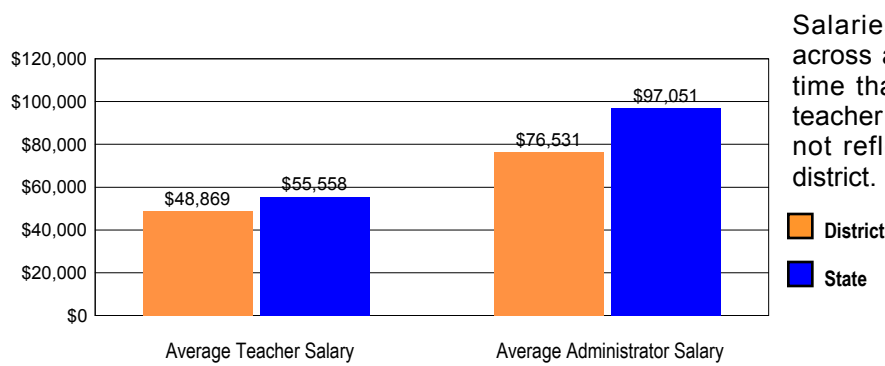
**TEACHER INFORMATION (Continued)**

	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	13.5	62.9	37.1	0.0	0.0
State	13.6	50.1	49.1	1.9	1.9

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

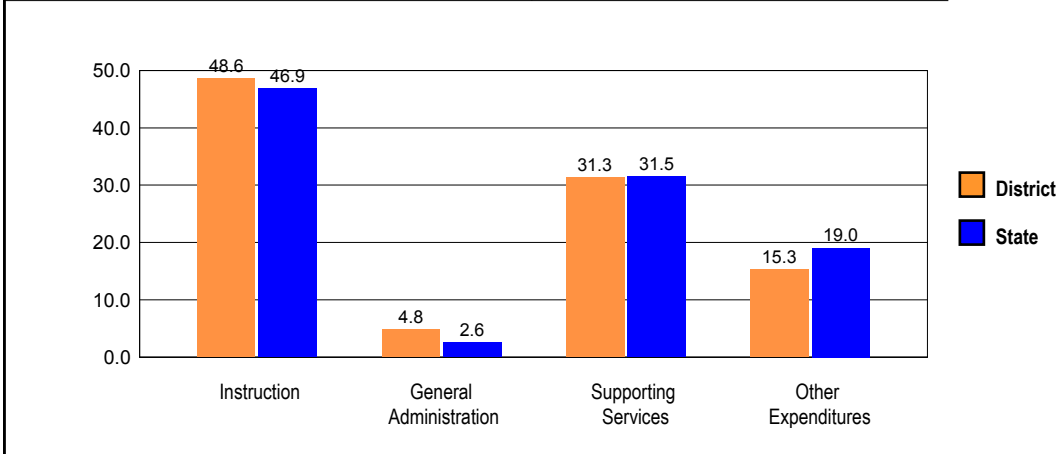
**SCHOOL DISTRICT FINANCES**

**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 2003-04 (Percentages)**



REVENUE BY SOURCE 2003-04			
	District	District %	State %
Local Property Taxes	\$4,825,687	42.4	57.0
Other Local Funding	\$708,282	6.2	5.0
General State Aid	\$4,038,568	35.5	18.0
Other State Funding	\$1,191,111	10.5	11.9
Federal Funding	\$604,329	5.3	8.0
<b>TOTAL</b>	<b>\$11,367,977</b>		

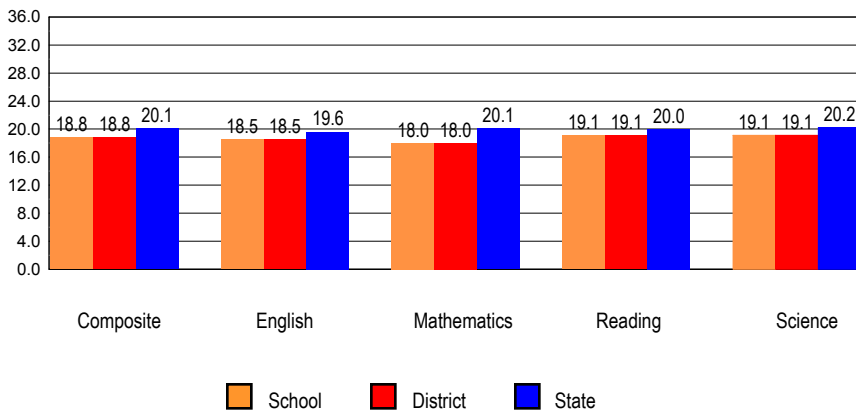
EXPENDITURE BY FUND 2003-04			
	District	District %	State %
Education	\$8,303,426	72.9	71.5
Operations & Maintenance	\$1,697,096	14.9	8.4
Transportation	\$634,260	5.6	3.6
Bond and Interest	\$359,428	3.2	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$243,142	2.1	1.6
Fire Prevention & Safety	\$153,663	1.3	0.9
Site & Construction/ Capital Improvement	\$0	0.0	7.5
<b>TOTAL</b>	<b>\$11,391,015</b>		

OTHER FINANCIAL INDICATORS				
	2002 Equalized Assessed Valuation per Pupil	2002 Total School Tax Rate per \$100	2003-04 Instructional Expenditure per Pupil	2003-04 Operating Expenditure per Pupil
District	\$222,190	1.78	\$5,036	\$8,939
State	**	**	\$5,216	\$8,786

\*\* 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 2005 \*



### ACT TEST TAKERS

	Number	% Class
School	299	94.0
District	299	94.0
State	120,729	93.9

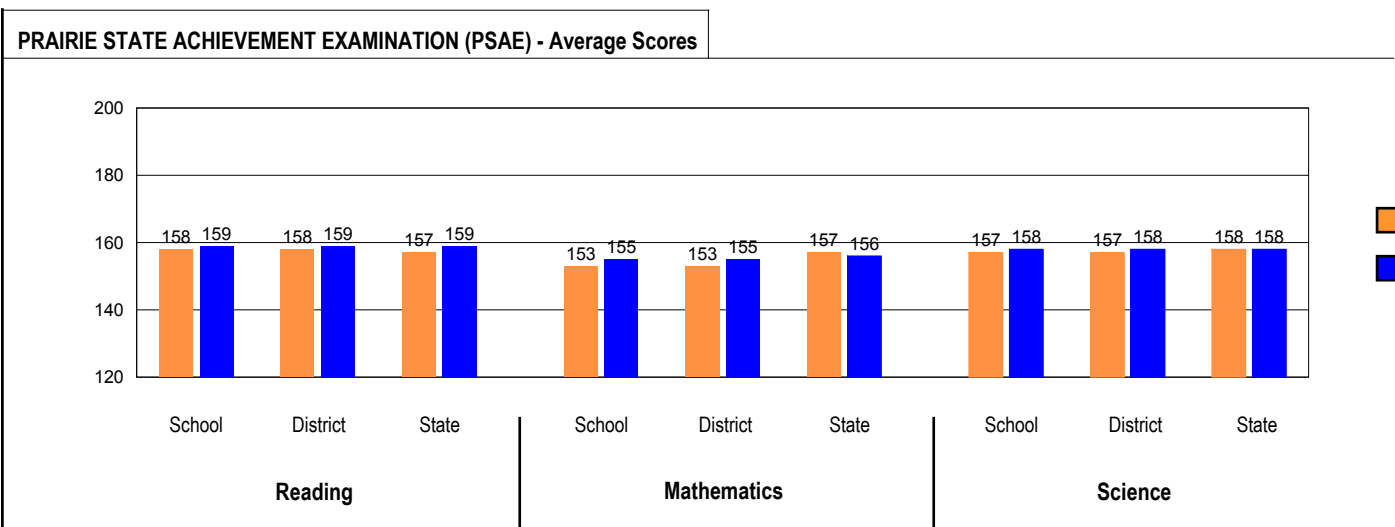
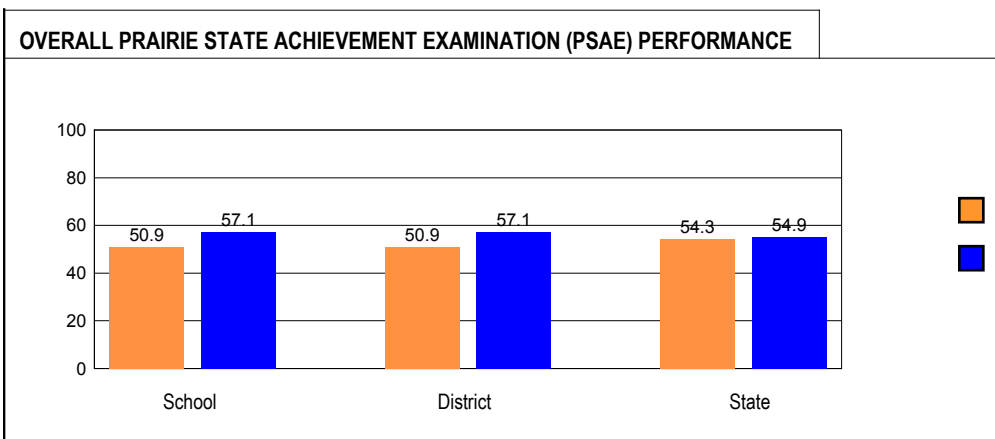
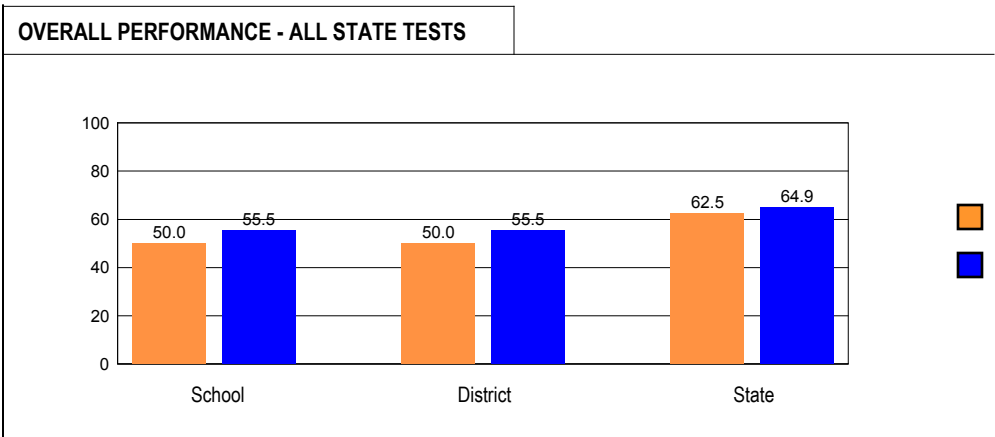
\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

### HIGH SCHOOL GRADUATION RATE

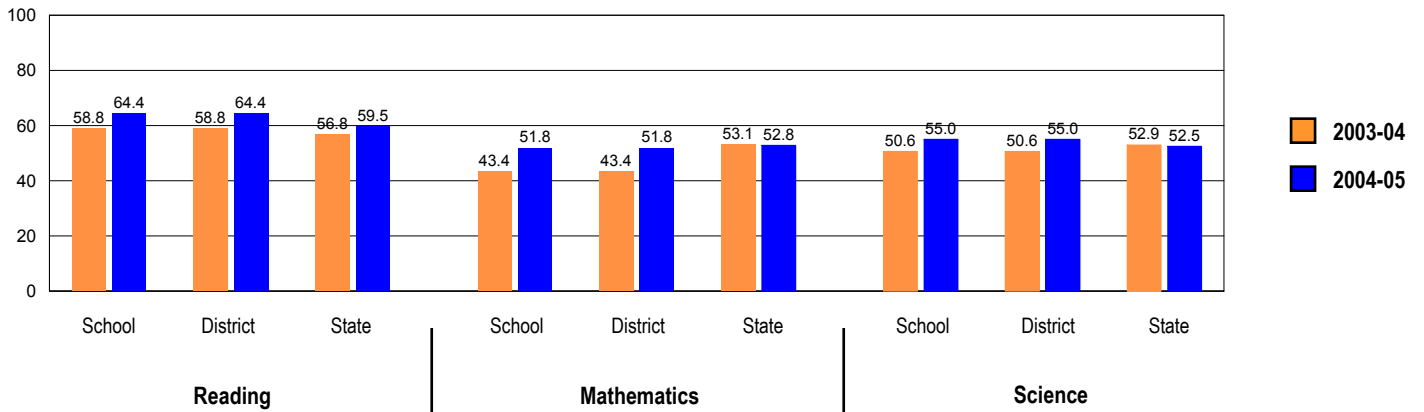
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
School	71.6	67.5	75.9	72.0	73.7	33.3	83.3	50.0			77.9	86.4
District	71.6	67.5	75.9	72.0	73.7	33.3	83.3	50.0			77.9	86.4
State	87.4	85.4	89.4	92.2	77.7	76.0	93.4	86.0			76.1	75.8

### 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 (reading, mathematics and science) included in your school. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.



PSAE scores range from 120 to 200.

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


Number of students in this school taking the PSAE in 2005: 222

**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, 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						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	238	119	119	204	29	3	2	0	0	0	0	36	44
	Reading Mathematics	1.7	1.7	1.7	1.5	3.4							2.8	6.8
District	*Enrollment	238	119	119	204	29	3	2	0	0	0	0	36	44
	Reading Mathematics	1.7	1.7	1.7	1.5	3.4							2.8	6.8
State	*Enrollment	621,620	316,666	304,954	357,742	125,377	109,378	23,147	998	4,978	43,196	194	89,769	248,030
	Reading Mathematics	0.6	0.7	0.5	0.3	1.4	0.7	0.4	0.9	0.6	0.7	0.0	1.2	0.8
		0.6	0.7	0.5	0.3	1.4	0.6	0.4	0.9	0.6	0.6	1.0	1.2	0.9

\* Enrollment as reported by schools/districts during the testing window.

**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	7.2	28.4	52.7	11.7	8.6	39.6	50.5	1.4	8.6	36.5	47.7	7.2
District	7.2	28.4	52.7	11.7	8.6	39.6	50.5	1.4	8.6	36.5	47.7	7.2
State	7.9	32.6	46.4	13.1	9.8	37.4	45.6	7.2	10.2	37.3	41.4	11.1

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>Male</b>													
School	9.1	31.8	48.2	10.9	8.2	37.3	51.8	2.7	9.1	32.7	50.0	8.2	
District	9.1	31.8	48.2	10.9	8.2	37.3	51.8	2.7	9.1	32.7	50.0	8.2	
State	10.5	33.7	43.7	12.2	9.9	35.7	45.8	8.7	10.9	34.4	40.7	14.0	
<b>Female</b>													
School	5.4	25.0	57.1	12.5	8.9	42.0	49.1	0.0	8.0	40.2	45.5	6.3	
District	5.4	25.0	57.1	12.5	8.9	42.0	49.1	0.0	8.0	40.2	45.5	6.3	
State	5.4	31.5	49.0	14.0	9.8	39.1	45.5	5.7	9.6	40.1	42.0	8.3	

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>White</b>													
School	5.1	27.7	53.8	13.3	6.7	36.4	55.4	1.5	6.7	35.4	49.7	8.2	
District	5.1	27.7	53.8	13.3	6.7	36.4	55.4	1.5	6.7	35.4	49.7	8.2	
State	5.5	26.6	51.3	16.5	5.6	31.3	54.1	8.9	5.7	30.9	48.9	14.5	
<b>Black</b>													
School	27.3	31.8	40.9	0.0	22.7	63.6	13.6	0.0	27.3	45.5	27.3	0.0	
District	27.3	31.8	40.9	0.0	22.7	63.6	13.6	0.0	27.3	45.5	27.3	0.0	
State	14.8	50.1	32.4	2.7	25.5	55.9	18.1	0.5	26.0	55.5	17.6	0.9	
<b>Hispanic</b>													
School													
District													
State	13.8	46.0	35.9	4.4	15.3	54.0	29.5	1.3	17.6	53.8	26.3	2.4	
<b>Asian/Pacific Islander</b>													
School													
District													
State	3.9	25.1	50.0	21.0	3.8	20.6	55.4	20.2	3.5	26.9	50.3	19.3	
<b>Native American</b>													
School													
District													
State	8.9	34.6	42.2	14.3	10.5	38.4	46.0	5.1	10.5	37.8	42.0	9.7	
<b>Multiracial/Ethnic</b>													
School													
District													
State	9.1	34.7	41.6	14.7	10.8	41.4	42.0	5.8	11.0	38.0	41.9	9.1	

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>IEP</b>													
School	46.2	42.3	11.5	0.0	46.2	46.2	7.7	0.0	53.8	42.3	3.8	0.0	
District	46.2	42.3	11.5	0.0	46.2	46.2	7.7	0.0	53.8	42.3	3.8	0.0	
State	39.6	44.5	14.0	1.9	43.2	44.4	11.8	0.6	42.6	44.4	11.1	1.8	
<b>Non-IEP</b>													
School	2.0	26.5	58.2	13.3	3.6	38.8	56.1	1.5	2.6	35.7	53.6	8.2	
District	2.0	26.5	58.2	13.3	3.6	38.8	56.1	1.5	2.6	35.7	53.6	8.2	
State	4.1	31.1	50.3	14.4	5.8	36.6	49.7	7.9	6.4	36.4	45.0	12.2	

**Grade 11 - Economically Disadvantaged**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
<b>Free/Reduced Price Lunch</b>													
<b>School</b>	14.3	40.0	45.7	0.0	17.1	65.7	17.1	0.0	22.9	51.4	25.7	0.0	
<b>District</b>	14.3	40.0	45.7	0.0	17.1	65.7	17.1	0.0	22.9	51.4	25.7	0.0	
<b>State</b>	15.1	47.5	34.1	3.3	20.9	53.6	24.6	0.9	22.2	53.4	22.5	1.9	
<b>Not Eligible</b>													
<b>School</b>	5.9	26.2	54.0	13.9	7.0	34.8	56.7	1.6	5.9	33.7	51.9	8.6	
<b>District</b>	5.9	26.2	54.0	13.9	7.0	34.8	56.7	1.6	5.9	33.7	51.9	8.6	
<b>State</b>	5.6	27.6	50.5	16.3	6.2	32.1	52.5	9.2	6.3	32.0	47.5	14.1	

## 2005 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	2005-06 Federal Improvement Status	
Is this School making AYP in Mathematics?	Yes	2005-06 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		67.0	
All	98.3	Yes	98.3	Yes	64.1		Yes	51.6		Yes			71.6	Yes
White	98.5	Yes	98.5	Yes	66.8		Yes	56.6		Yes				
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 95.0% 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 47.5% Meeting/Exceeding Standards for reading and mathematics for the All and each subgroup; for subgroups under the 47.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.\*\*\*
3. For those schools not making AYP because of the IEP subgroup only, 14% was added to the percent Meeting/Exceeding Standards for this subgroup to calculate AYP as provided by the new federal 2% flexibility.
4. At least 89.0% Attendance Rate for non-high schools or at least 67.0% Graduation Rate for high schools

\* Includes only students enrolled as of 9/30/2004.

\*\* 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. Safe harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

### 2004-05 SENIOR STUDENT SUCCESSES

We are proud to report that 9 students earned a perfect 4.0 grade point average. Four students scored 30 or above on the ACT. Prairie State Awards were received by 56 students and 24 are Illinois State Scholars. Thirty students received President's Educational Awards. Over \$60,000 in scholarships were awarded at the Honors Program and at least 38 students received other scholarships.

### EVIDENCE OF STUDENT SUCCESS

The following report summarizes a few of the extra-curricular achievements for students at Mt. Vernon Township High School during 2004-05

#### **MUSIC**

Symphonic Orchestra – Illinois High School Association (IHSA) State Music Contest – Division I Superior Rating

Symphonic Band – Illinois High School Association (IHSA) State Music Contest – Division I Superior Rating -- Chosen to play at the IHSA Girls State Basketball Tournament

Girls Chorus – Illinois High School Association (IHSA) State Music Contest – Division I Superior Rating

Jazz Choir – Illinois High School Association (IHSA) State Music Contest – Division I Superior Rating

A Cappella Choir – Illinois High School Association (IHSA) State Music Contest – Division I Superior Rating

IHSA State Solo & Ensemble Contest – 28 1 Superior Ratings

#### **ART**

Scholastic Regional Art Competition – 1) 2 American Vision Nominations (Best of Show) 2) 7 Gold Key Awards 3) 6 Silver Key Awards 4) 26 Certificate of Achievement Awards

Cedarhurst Art Center Spring & Fall Shows – 1) 2 Best of Youth 2) 6 Blue Ribbons 3) 11 Red Ribbons 4) 13 White Ribbons

Krueger Pottery High School Ceramics Show (St. Louis) – 4 students had work juried into the show

JAVA-MVTHS Art Show – 1) One Best of Show 2) 1<sup>st</sup> place, two-dimensional 3) 1st place, three-dimensional 4) 2<sup>nd</sup> place, two-dimensional 5) 2<sup>nd</sup> place, three-dimensional 6) 3<sup>rd</sup> place, two-dimensional 7) 3<sup>rd</sup> place, three-dimensional 8) 10 Honorable Mentions, three-dimensional

Rend Lake Art Scholarships – 5 scholarships

National Scholastics Art Competition – 1) 1 Gold Award 2) 1 American Visions Award

Benton Art Club Sand Sculpture Contest at Rend Lake – 1) 2<sup>nd</sup> place

#### **ORGANIZATIONS & ACTIVITIES**

Speech and Acting – 1) 1 Event Advanced to Sectional 2) Regional 3<sup>rd</sup> Place in Radio 3) Regional 5<sup>th</sup> Place in Dramatic Interpretation 4) Regional 5<sup>th</sup> Place in Oratorical Declamation 5) Regional 6<sup>th</sup> Place in Dramatic Duet 6) 2 Individual Event Champions 7) 2 Scotie Tournament of Champion Qualifiers 8) 4 Student Judge Key Chain Winners at Scotie Tournament of Champions 9) 1<sup>st</sup> Place Team Small Entry Division, Granite City Tournament Regular Season.

Vernois Yearbook – 1) 2005 Recipient, Southern Illinois Schools Press Association "Golden Dozen" Award 2) 2005 Taylor Yearbook National Award Finalist

3) 2005 SISPA "Best Coverage" Award 4) 2005 W. Marian Rice Adviser of the Year – Mr. Jamey VanZandt

Student Council – 1) 2005 LEDSC Participation Award 2) Hosted 2005 LEDSC Convention 3) Student elected 2005-06 LEDSC President 4) Student elected 2005-06 LEDSC Treasurer

English – 1) IL Assoc. of Teachers of English - State Winner in Prose 2) IL Assoc. of Teachers of English - Prose Winners and Poetry Winners 3) Local

Region Writing Talent Search Winners in Poetry and Prose.

Math Team – 1) Regional Algebra Team 1<sup>st</sup> 2) Regional Pre-Calculus Team 1<sup>st</sup> 3) Regional Pre-Calculus Individual 1<sup>st</sup> 4) Regional 8 Person Jr/Sr Team 1<sup>st</sup> 5) 4 Individual State Qualifiers 6) SIU Math Field Day Honorable Mention

Youth & Government – Conference on National Affairs 1) One Outstanding Statesman 2) One Outstanding Proposal 3) One Proposal Passed 4) Premier Delegation Three Years in a Row

Theater For Kids – 37 students performed Charlotte's Webb for 2,897 K-3 students from 22 area schools.

FBLA – 1) Regional 1<sup>st</sup> Place, Word Processing II 2) Regional 1<sup>st</sup> Place, Accounting 3) Regional 2<sup>nd</sup> Place, Marketing 4) Regional 2<sup>nd</sup> Place, Computer Applications 5) State 1<sup>st</sup> Place, Word Processing II 6) 9<sup>th</sup> Place, Desktop Publishing

#### **ATHLETICS**

Boys Varsity Basketball – 1) 1<sup>st</sup> Place Salem Invitational Tour 2) 2<sup>nd</sup> Place Alton Thanksgiving Tour 3) 2<sup>nd</sup> Place South Seven Conference

Girls Golf – 1) 4<sup>th</sup> Place as a team at Regionals 2) 4<sup>th</sup> Place at Conference 3) Two Advanced to Sectionals 4) Two Placed in Top 10 at Conference

Wrestling Team – 1) 3<sup>rd</sup> Place Conference 2) 2 Individual Conference Champs 3) 6 Sectional Qualifiers 4) 4 All-South Selections

Special Olympics – Gold, Silver, and Bronze individual winners at State Athletics Competitions

Girls Track – 1) 2005 Team Academic Achievement Winner 2) 3200 Meter Relay State Qualifier 3) 400 Meter Dash State Qualifier 4) 300 Meter Low Hurdles State Qualifier 5) 1600 Meter State Qualifier

Girls Cross Country – 1) Conference Champs 2) Regional Champs 3) 22<sup>nd</sup> in State as a Team 4) 2004 Team Academic Achievement Winner

### AREAS FOR PLANNED IMPROVEMENT

As a result of the reported data, Mt. Vernon Township High School identified the following areas on which to focus its resources for improvement:

Chronic Truancy – The Dean of Students and Attendance Teacher are redirecting their efforts to identify and make timely contacts with parents of chronic truants and also, they coordinate contacts with the Attendance Advocate.

Students with Disability – Teachers will be provided with effective teaching strategies for students with disabilities in the content areas of reading and math. The effectiveness of the Resource Class will be evaluated in relation to instruction in the content areas of reading and math.

Economically Disadvantaged – Several strategies have been implemented to improve all student performance, such as using a standard semester exam in core learning areas, peer tutoring, staff tutoring, extended learning opportunity time, School-Within-a-School program, instructional review of PSAT questions, and use of ACT Explore and PLAN tests to identify areas needing improvement.

The *No Child Left Behind* legislation requirements revolve around the percentage of students meeting or exceeding the *Illinois State Standards*, as measured by the *Prairie State Achievement Exam* (PSAE). Therefore, several departments at Mt. Vernon Township High School have developed goals and objectives aimed at improving student performance on the PSAT.

Science Department – 1) To increase the number of students taking our upper level Science classes. This would include Chemistry I, Chemistry II, Physics, Human Physiology, Biology II, and AP Biology. 2) The number of MVTHS students meeting or exceeding state standards on the PSAT will be at or above the state average.

Social Studies Department – 1) Encourage students to voluntarily engage in community service projects. 2) Use Ruby Payne's strategies for educating students in poverty. 3) Continue to encourage students to become active participants in the electoral process.

Communication Arts – 1) Continue to emphasize reading, writing, and discussing as ways to improve reading and writing. 2) Emphasize vocabulary growth through reading and writing. 3) Provide time each week for students to read independently chosen books. 4) Continue to emphasize multi-draft writing in all classes. 5) Emphasize higher level thinking skills (application, synthesis, compare/contrast, and evaluation) in writing and discussion. 6) Focus on non-fiction reading as well as fiction, poetry and drama. 7) Use research-based strategies such as cooperative learning, accommodating individual learners (strategies appropriate for IEP students, students of poverty, and high achieving students), time-on-task, etc. to improve reading and writing. 8) Embed test taking strategies in all English classes. 9) Align all instruction with the Illinois Standards for English/Language Arts. 10) When possible, teachers could team-teach units with other teachers in or outside of the department

Vocational Department – 1) Reading – Weekly integration of reading for information. 2) Work Keys – Weekly implementation of a variety of Work Keys applications. 3) Testing – Implement a variety of testing strategies across the curriculum (vocational) with emphasis upon math.

Math Department – 1) Emphasize strategies that will be instrumental in achieving success on PSAT, ACT, and other state and national tests. 2) Continue coordinated communication between teachers, parents, counselors, and support staff to help at risk students.

### **MISSION STATEMENT**

It is the mission of Mt. Vernon Township High School to provide challenging educational and social experiences that will create in all students lifelong learning and responsible citizenship in a diverse and changing world. The faculty, staff and administration will continue to work together to seek and implement effective techniques and strategies to help our students reach their greatest potential.