

**MCHENRY COMM H S DIST 156**  
**MC HENRY, ILLINOIS**



Federal law requires public school districts to release district report cards to the public each year.

**STUDENTS**

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
District	93.7	0.3	4.7	1.1	0.2	4.0	1.0	2.9	1.3	13.0	93.4	2,270
State	58.6	20.7	17.0	3.6	0.2	37.9	6.3	4.9	1.9	16.4	94.0	2,044,539

**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*		AVERAGE CLASS SIZE (as of the first school day in May)					STAFF-TO-STUDENT RATIOS				
	Percent	Grade K	Grade 1	Grade 3	Grade 6	Grade 8	High School	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	90.8						21.3		21.4	15.3	324.3
State	95.9						17.6	18.4	18.2	13.8	221.1

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

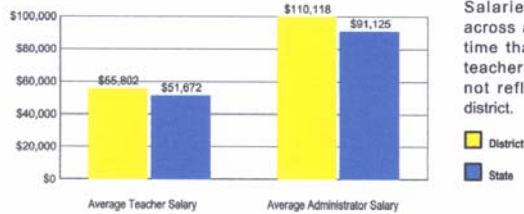
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.0	0.8	0.0	0.0	51.2	48.8	123
State	84.6	10.2	4.1	1.0	0.1	23.4	76.6	129,068

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	14.3	36.6	63.4	0.0	0.0
State	13.9	53.9	46.0	2.5	2.1

\* Data based on No Child Left Behind (NCLB) definition.

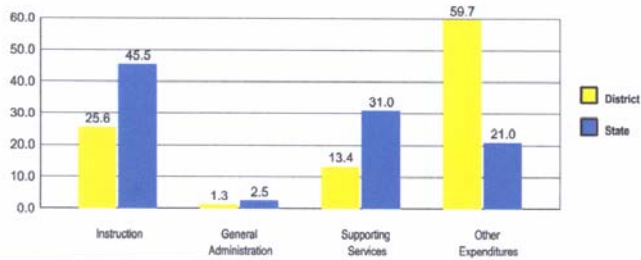
### SCHOOL DISTRICT FINANCES

#### 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 2001-02 (Percentages)



#### REVENUE BY SOURCE 2001-02

	District	District %	State %
Local Property Taxes	\$15,187,582	82.8	55.4
Other Local Funding	\$3,395,532	14.0	6.1
General State Aid	\$1,672,500	6.9	18.7
Other State Funding	\$3,465,288	14.3	12.5
Federal Funding	\$462,032	1.9	7.3
<b>TOTAL</b>	<b>\$24,182,934</b>		

#### EXPENDITURE BY FUND 2001-02

	District	District %	State %
Education	\$13,230,224	34.9	69.7
Operations & Maintenance	\$2,043,811	5.4	8.9
Transportation	\$557,860	1.5	3.4
Bond and Interest	\$2,298,050	6.1	5.7
Rent			0.0
Municipal Retirement/ Social Security	\$210,310	0.6	1.5
Fire Prevention & Safety			1.0
Site & Construction/ Capital Improvement	\$19,520,531	51.6	9.8
<b>TOTAL</b>	<b>\$37,860,786</b>		

#### OTHER FINANCIAL INDICATORS

	2000 Equalized Assessed Valuation per Pupil	2000 Total School Tax Rate per \$100	2001-02 Instructional Expenditure per Pupil	2001-02 Operating Expenditure per Pupil
District	\$376,512	1.90	\$4,852	\$8,368
State	**	**	\$4,842	\$8,181

\*\* 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.

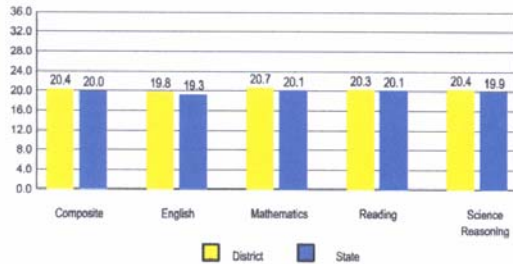
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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 2003\*



## ACT TEST TAKERS

	Number	% Class
District	456	89.8
State	117,197	93.0

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

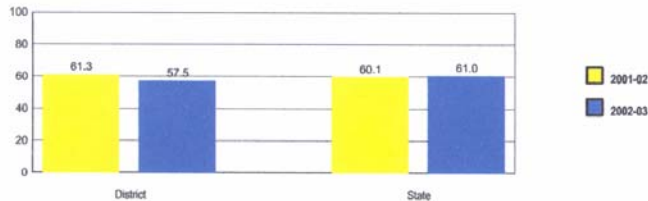
## HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American				
District	89.8	87.9	91.4	90.1		79.4	100.0		100.0		97.2	100.0
State	86.0	83.8	88.3	91.0	73.3	75.5	92.5	77.8	64.5	63.3	71.5	69.9

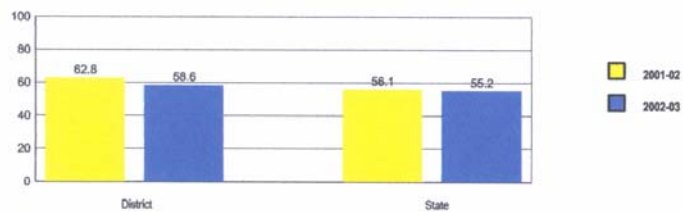
## OVERALL STUDENT PERFORMANCE

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

## OVERALL PERFORMANCE - ALL STATE TESTS



## OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



## OVERALL ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE) PERFORMANCE

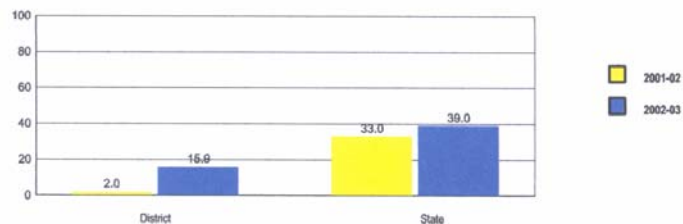
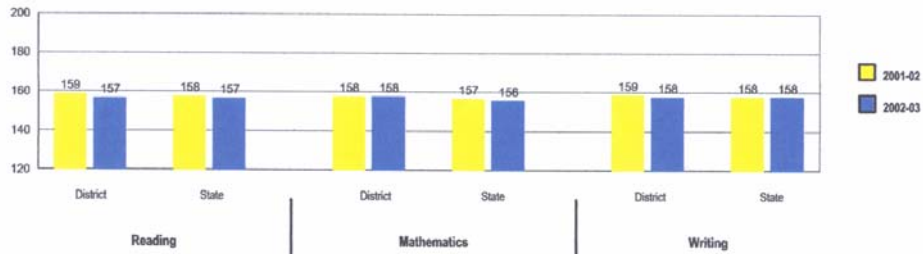


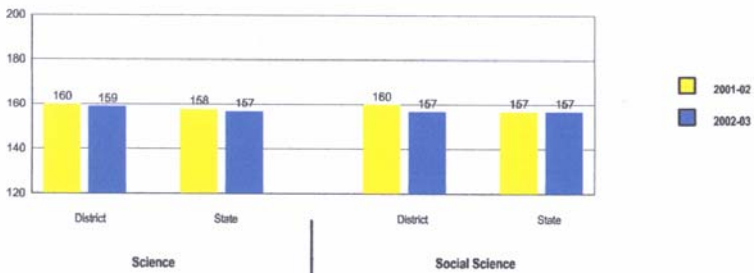
IMAGE scores in the Expanding and Transitioning performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



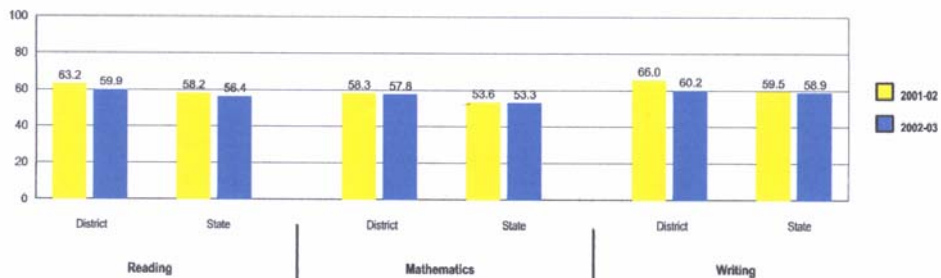
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



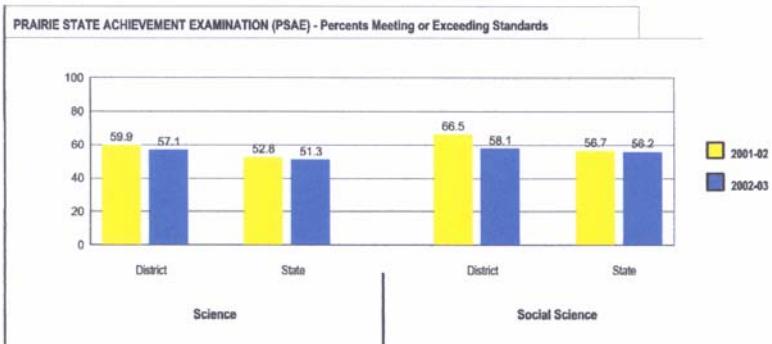
PSAE scores range from 120 to 200.

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



Number of students in this District taking the PSAE in 2003:

524



Number of students in this District taking the PSAE in 2003:

524

### PERFORMANCE ON STATE ASSESSMENTS

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

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

Students with disabilities have an IEP or Section 504 Plan. 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. A Section 504 Plan is developed to provide reasonable accommodations for a child who meets the definition of a qualified person with a disability under Section 504 of the Rehabilitation Act of 1973.

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											Students with Disabilities	Economically Disadvantaged
		Gender			Racial/Ethnic Background					LEP	Migrant			
		All	Male	Female	White	Black	Hispanic	Asian / Pacific Islander	Native American					
District	*Enrollment	543	282	261	511	4	20	8	0	2	0	83	24	
	Reading	1.1	2.5	0.0	2.7		0.0					8.4	4.2	
	Mathematics	1.1	2.5	0.0	2.7		0.0					8.4	4.2	
State	*Enrollment	616,170	313,399	302,581	366,187	127,748	97,933	21,960	936	35,949	310	82,419	234,696	
	Reading	0.4	0.4	0.5	1.4	2.6	2.0	1.2	0.0	4.1	0.0	0.0	10.4	
	Mathematics	0.5	0.6	0.6	1.5	2.8	2.2	1.3	0.0	4.7	0.0	0.0	10.6	

\* Enrollment on the first day of state testing.

### 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.



## PSAE continued

## Grade 11

## Grade 11 - All

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
District	7.5	32.6	51.1	8.8	7.9	34.4	49.9	7.9	5.6	34.2	53.5	8.8	7.1	35.8	46.9	10.2	6.1	35.8	46.1	12.0
State	7.5	36.1	44.8	11.6	9.5	37.2	46.6	6.7	6.3	34.8	49.5	9.4	10.7	38.0	40.0	11.3	8.0	35.8	41.7	14.5

## Grade 11 - Gender

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Male																				
District	9.4	38.2	45.7	6.7	8.2	34.8	47.9	9.0	8.7	41.3	46.6	3.4	6.8	36.8	44.4	12.0	7.8	31.0	48.9	12.3
State	9.9	37.3	42.1	10.7	9.5	34.5	47.8	8.3	8.8	38.5	45.3	7.5	11.0	34.6	40.2	14.1	8.6	31.3	41.6	18.3
Female																				
District	5.5	26.8	56.7	11.0	7.5	33.9	52.0	6.7	2.4	26.8	60.6	10.2	7.5	34.6	49.6	8.3	4.3	40.8	43.1	11.8
State	5.1	34.9	47.5	12.5	9.6	39.7	45.5	5.2	3.9	31.3	53.6	11.3	10.4	41.3	39.7	8.6	7.5	40.1	41.6	10.9

## Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
White																				
District	6.7	31.8	52.5	9.0	7.3	33.2	51.3	8.1	5.3	32.8	54.9	7.0	6.7	34.5	48.2	10.6	6.1	33.9	47.7	12.4
State	5.4	29.9	50.1	14.6	5.8	31.6	54.5	8.2	4.2	28.0	56.1	11.7	6.0	32.5	47.1	14.4	5.1	29.6	47.1	18.2
Black																				
State	13.7	55.2	29.0	2.2	23.8	55.7	20.1	0.4	13.0	56.2	29.5	1.3	27.7	54.9	16.3	1.0	19.7	55.5	22.5	2.2
Hispanic																				
District	21.1	57.9	21.1	0.0	21.1	63.2	15.8	0.0	10.5	63.2	26.3	0.0	21.1	52.6	26.3	0.0	10.5	73.7	15.8	0.0
State	13.1	52.5	31.3	3.0	16.3	54.3	28.4	1.1	11.9	53.9	32.2	2.0	20.2	54.0	23.5	2.3	12.7	52.2	30.9	4.3
Asian/Pacific Islander																				
State	4.5	30.3	48.6	16.5	4.1	22.3	55.6	18.1	2.8	24.7	54.4	18.1	5.1	29.3	46.8	18.7	2.9	28.2	46.5	22.3
Native American																				
State	10.5	37.9	43.0	8.6	12.9	38.2	46.5	2.4	8.2	33.8	50.1	7.9	12.1	37.4	44.1	6.5	10.5	36.8	42.9	9.7

## Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
IEP																				
District	27.4	46.6	24.7	1.4	34.2	50.7	15.1	0.0	26.8	60.6	12.7	0.0	30.6	55.6	12.5	1.4	27.4	54.8	13.7	4.1
State	37.8	46.9	13.6	1.7	41.9	45.3	12.0	0.7	37.1	49.4	12.5	1.0	42.9	44.0	11.3	1.8	32.5	49.8	15.2	2.5
Section 504																				
State	6.3	34.0	44.9	14.8	7.8	36.5	46.8	8.9	2.7	38.4	49.2	9.7	8.2	38.0	39.5	14.4	7.2	33.6	44.2	15.1
Non-disabled																				
District	4.0	30.5	55.6	9.9	3.8	31.6	55.8	9.0	2.2	29.9	60.0	7.9	3.4	32.5	52.7	11.4	2.7	32.6	51.6	13.2
State	4.3	34.9	48.2	12.6	6.1	36.3	50.3	7.3	3.1	33.2	53.4	10.3	7.3	37.4	43.0	12.3	5.3	34.3	44.6	15.8

## Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Writing				Science				Social Science			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch																				
District	23.8	38.1	38.1	0.0	23.8	42.9	33.3	0.0	30.0	35.0	35.0	0.0	33.3	23.8	38.1	4.8	18.2	40.9	36.4	4.5
State	14.9	53.4	29.1	2.6	20.9	54.1	24.0	0.9	14.4	55.4	28.7	1.6	25.3	53.5	19.4	1.9	17.8	54.3	24.6	3.3
Not Eligible																				
District	6.8	32.4	51.6	9.2	7.2	34.0	50.6	8.2	4.6	34.1	54.2	7.0	6.0	36.3	47.3	10.4	5.6	35.5	46.5	12.4
State	5.6	31.7	48.8	13.9	6.7	32.9	52.3	8.1	4.3	29.6	54.7	11.4	7.1	34.1	45.1	13.7	5.5	31.1	46.0	17.4



### 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: 2  
 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
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### McHenry Community High School District 156 2003 Stakeholder-Driven Strategic Plan

#### The Vision

Partnering with the community to achieve excellence

#### The Mission

We are committed to provide all students with the skills they need to be life-long learners and productive citizens

#### The Core Values

Education is essential for success.

Schools must be responsive to the needs of the changing community.

The balance between a high quality educational program and fiscal responsibility needs to be maintained.

Education is a top community priority.

Quality educational programs are an asset to the community.

All students should be Illinois Learning Standards proficient.

Graduates should be prepared to contribute to the business community.

Education should spark curiosity and life-long learning.

Educated citizens are essential to the continuation of a democracy.

#### Action Plan

Communicate the Mission and Vision

Gain staff and community commitment

Develop indicators of quality

Develop short and long-term goals

Determine benchmarks and measurable targets

Allocate resources

Establish timelines

Receive feedback

#### Board of Education

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[www.dist156.org](http://www.dist156.org)