

MCHENRY COMM H S DIST 156

MC HENRY, ILLINOIS



ILLINOIS DISTRICT REPORT CARD

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
District	92.5	0.3	5.8	1.0	0.3	0.0	3.8	1.7	2.4	1.3	10.0	92.9	2,286
State	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
District	92.1
State	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
					17.8
					19.7

STUDENT-TO-STAFF RATIOS

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
	20.1	14.7	212.7
	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)

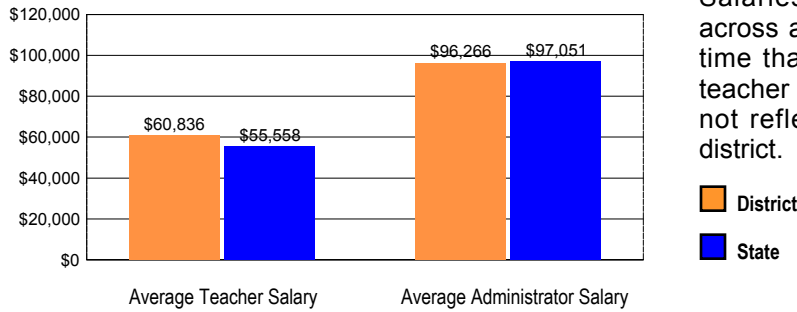
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	97.7	0.0	2.3	0.0	0.0	50.4	49.6	132
State	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

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
District	12.1	45.4	54.6	0.8	0.0
State	13.6	50.1	49.1	1.9	1.9

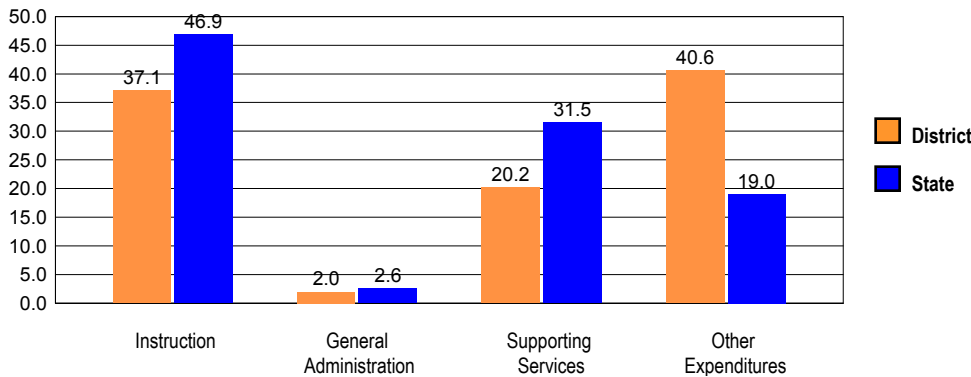
SCHOOL DISTRICT FINANCES

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	\$16,858,925	71.5	57.0
Other Local Funding	\$2,205,034	9.3	5.0
General State Aid	\$1,871,384	7.9	18.0
Other State Funding	\$2,128,625	9.0	11.9
Federal Funding	\$522,933	2.2	8.0
TOTAL	\$23,586,901		

EXPENDITURE BY FUND 2003-04

	District	District %	State %
Education	\$16,174,163	51.3	71.5
Operations & Maintenance	\$2,867,506	9.1	8.4
Transportation	\$695,322	2.2	3.6
Bond and Interest	\$2,382,744	7.6	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$267,026	0.8	1.6
Fire Prevention & Safety	\$0	0.0	0.9
Site & Construction/ Capital Improvement	\$9,163,753	29.0	7.5
TOTAL	\$31,550,514		

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	\$428,758	1.82	\$5,617	\$9,605
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.

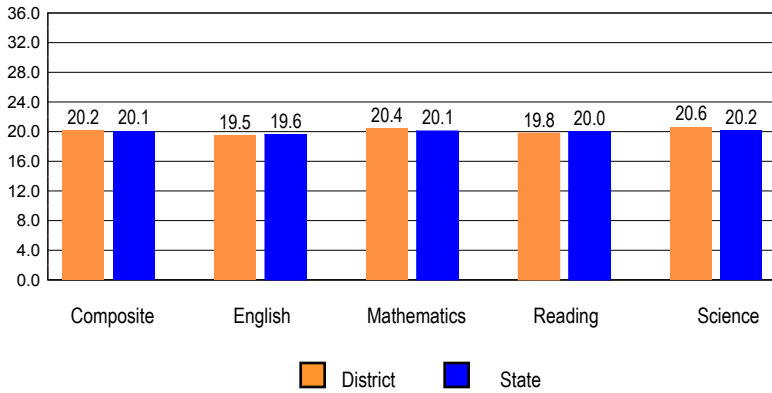
Total school tax rate is a district's total tax rate as it appears on local property tax bills.

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
District	459	90.4
State	120,729	93.9

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

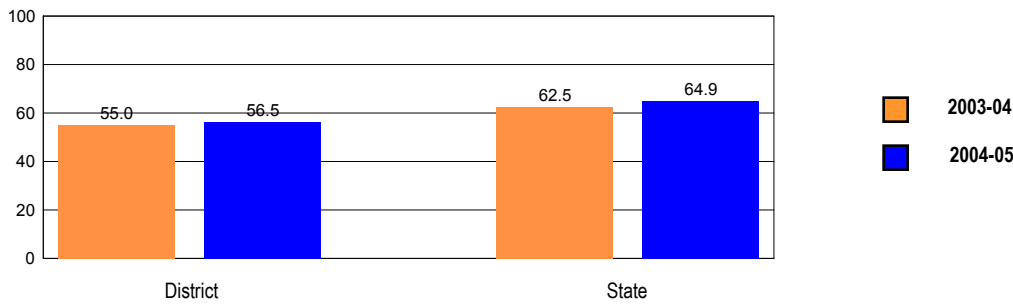
HIGH SCHOOL GRADUATION RATE

	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American					Multi racial /Ethnic
District	89.3	86.7	92.0	89.6	50.0	84.2	100.0	100.0		100.0		77.9	64.5
State	87.4	85.4	89.4	92.2	77.7	76.0	93.4	86.0		62.8		76.1	75.8

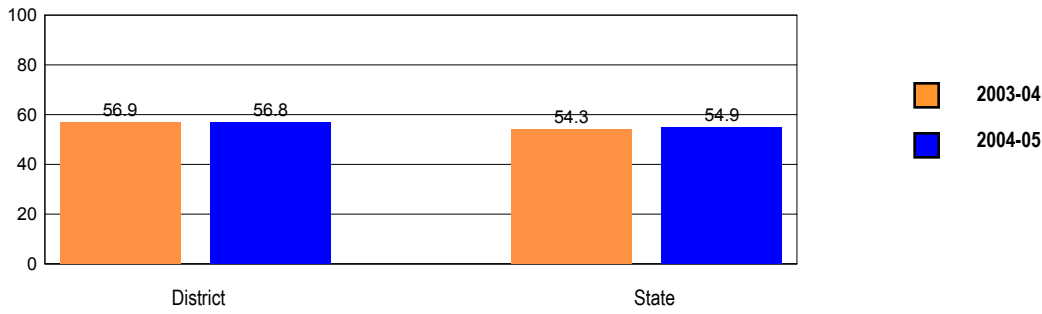
OVERALL STUDENT PERFORMANCE

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 district. The results for 2003-04 were recalculated to reflect only reading, mathematics and science.

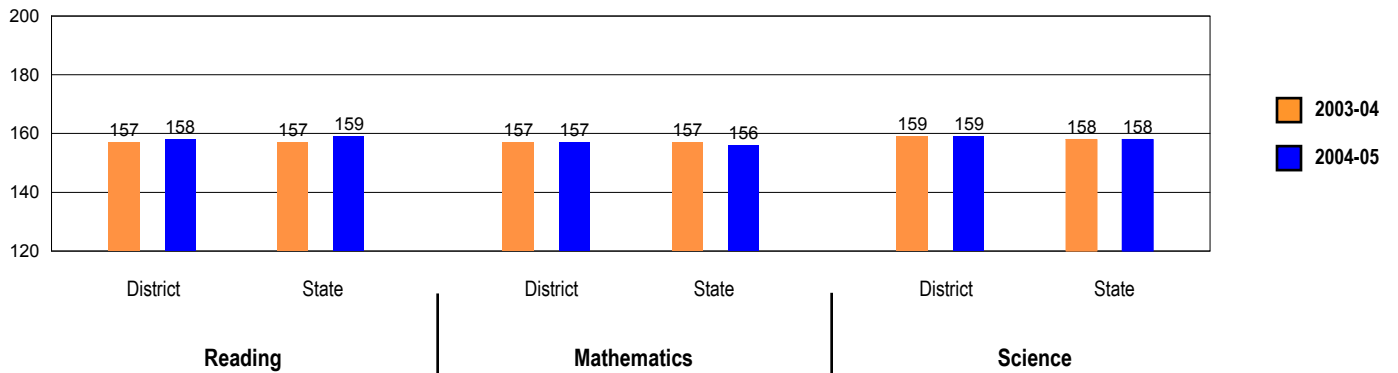
OVERALL PERFORMANCE - ALL STATE TESTS



OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE

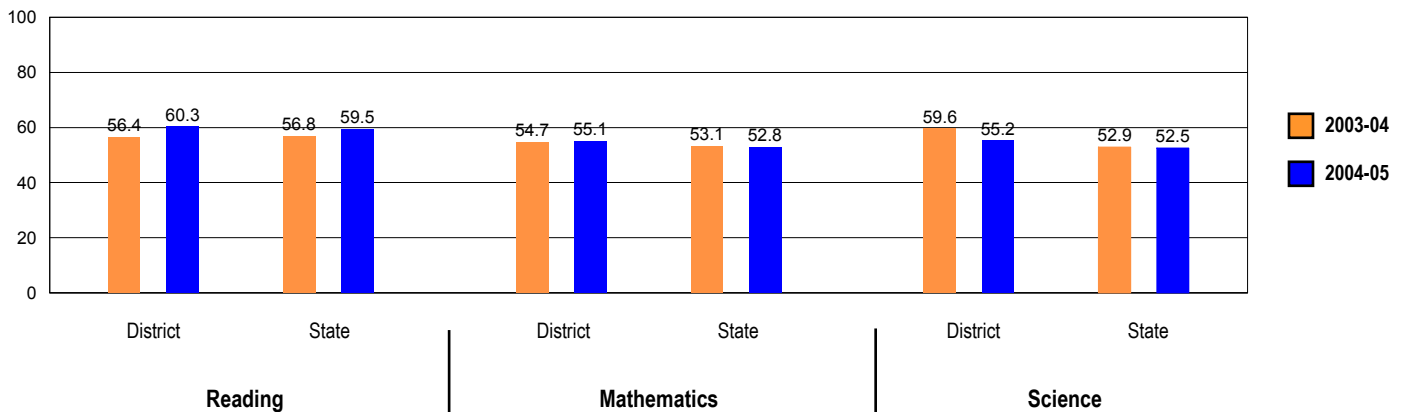


PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



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 2005: 522

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				
District	*Enrollment	542	288	254	508	2	23	9	0	0	8	0	66	20
	Reading	0.2	0.0	0.4	0.2		0.0						1.5	0.0
	Mathematics	0.2	0.0	0.4	0.2		0.0						1.5	0.0
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	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
	Mathematics	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
District	7.5	32.2	48.9	11.3	6.3	38.6	48.9	6.1	8.0	36.8	44.4	10.7
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
Male												
District	8.4	36.3	45.4	9.9	6.2	38.1	49.1	6.6	8.4	35.0	43.8	12.8
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
Female												
District	6.5	27.8	52.8	12.9	6.5	39.1	48.8	5.6	7.7	38.7	45.2	8.5
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
White												
District	7.1	31.0	50.2	11.7	6.1	38.7	49.0	6.3	7.9	35.8	45.1	11.3
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
Black												
District												
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
Hispanic												
District	23.5	64.7	11.8	0.0	17.6	52.9	29.4	0.0	17.6	64.7	17.6	0.0
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
Asian/Pacific Islander												
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
Native American												
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
Multiracial/Ethnic												
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
IEP												
District	32.8	46.6	20.7	0.0	29.3	50.0	19.0	1.7	31.0	50.0	15.5	3.4
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
Non-IEP												
District	4.3	30.5	52.5	12.7	3.5	37.1	52.7	6.7	5.2	35.1	48.1	11.6
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	
Free/Reduced Price Lunch													
District	21.1	31.6	36.8	10.5	10.5	57.9	26.3	5.3	21.1	47.4	21.1	10.5	
State	15.1	47.5	34.1	3.3	20.9	53.6	24.6	0.9	22.2	53.4	22.5	1.9	
Not Eligible													
District	7.0	32.3	49.4	11.4	6.2	37.8	49.8	6.2	7.6	36.4	45.3	10.7	
State	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) 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?		Yes
2005-06 Federal Improvement Status	District Improvement	
2005-06 State Improvement Status	Academic Early Warning	

	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		47.5			47.5			89.0		67.0	
All	99.8	Yes	99.8	Yes	60.3		Yes	54.9		Yes			89.3	Yes
White	99.8	Yes	99.8	Yes	62.3		Yes	55.3		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	98.5	Yes	98.5	Yes	22.0	26.7	No	20.3	23.8	No			77.9	
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP)

- 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.
- 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.***
- 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.
- At least 89.0% Attendance Rate for elementary school districts or at least 67.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

* 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 school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts 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: 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**

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.)

McHenry Community High School District 156

Data from the 2005 school report card indicates that as a school district we did not make adequate yearly progress for our IEP subgroup in the areas of math and reading. A reading course will be taught during the 2005-2006 school year which will remediate reading deficiencies for students with Individualized Educational Plans (IEP). Teachers will be trained in reading strategies and methods including the Wilson Reading System and Lindamood-Bell method for learning processes. PSAE workbooks in math, reading, and science will be utilized for extra instruction and test-taking strategies. Additional strategies are being developed to support math instruction.

The District improvement plan focuses on the areas identified in the Strategic Plan which contain the following elements:

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