

**MCHENRY EAST HIGH SCHOOL**  
**MCHENRY COMM H S DIST 156**  
**MC HENRY, 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>	95.1	0.4	3.4	1.0	0.1	0.0	4.5	0.0	3.3	0.6	9.6	93.2	943
<b>District</b>	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
<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>	87.8
<b>District</b>	92.1
<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
					16.8
					17.8
					19.7

**STUDENT-TO-STAFF RATIOS**

Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
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	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
<b>District</b>	97.7	0.0	2.3	0.0	0.0	50.4	49.6	132
<b>State</b>	84.3	9.9	4.5	1.2	0.2	23.5	76.5	128,079

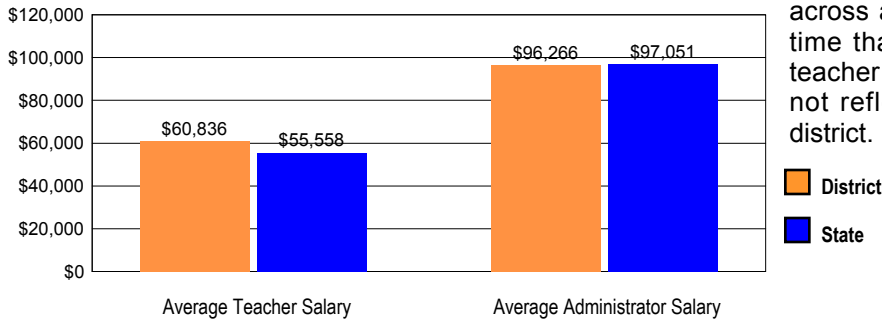
**TEACHER INFORMATION (Continued)**

	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	12.1	45.4	54.6	0.8	0.0
State	13.6	50.1	49.1	1.9	1.9

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

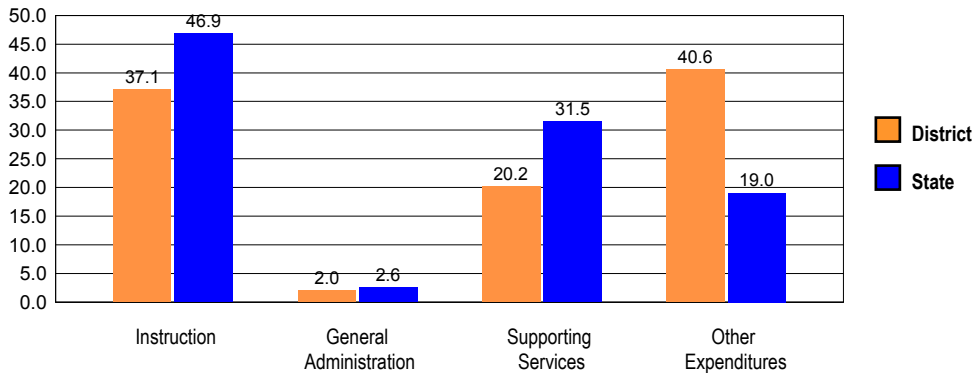
**SCHOOL DISTRICT FINANCES**

**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)**

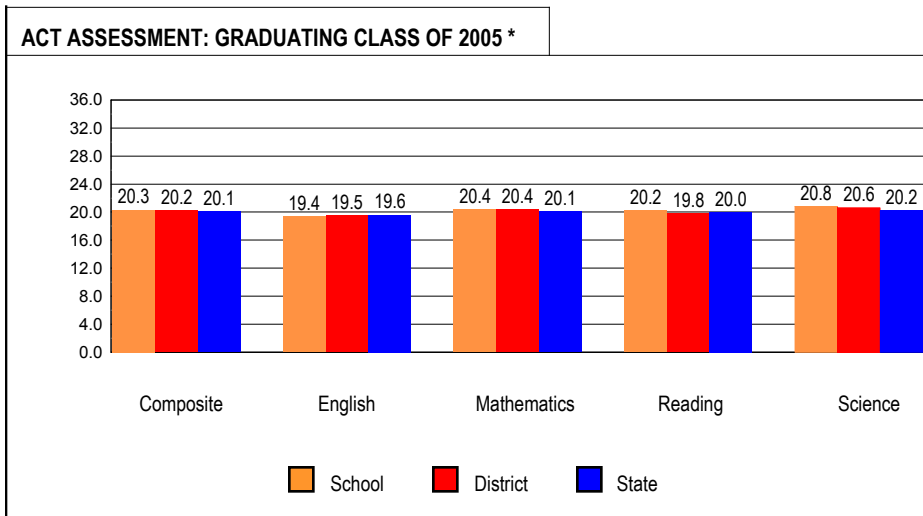


REVENUE BY SOURCE 2003-04				EXPENDITURE BY FUND 2003-04			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$16,858,925	71.5	57.0	Education	\$16,174,163	51.3	71.5
Other Local Funding	\$2,205,034	9.3	5.0	Operations & Maintenance	\$2,867,506	9.1	8.4
General State Aid	\$1,871,384	7.9	18.0	Transportation	\$695,322	2.2	3.6
Other State Funding	\$2,128,625	9.0	11.9	Bond and Interest	\$2,382,744	7.6	6.5
Federal Funding	\$522,933	2.2	8.0	Rent	\$0	0.0	0.0
<b>TOTAL</b>	<b>\$23,586,901</b>			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
				<b>TOTAL</b>	<b>\$31,550,514</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	\$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



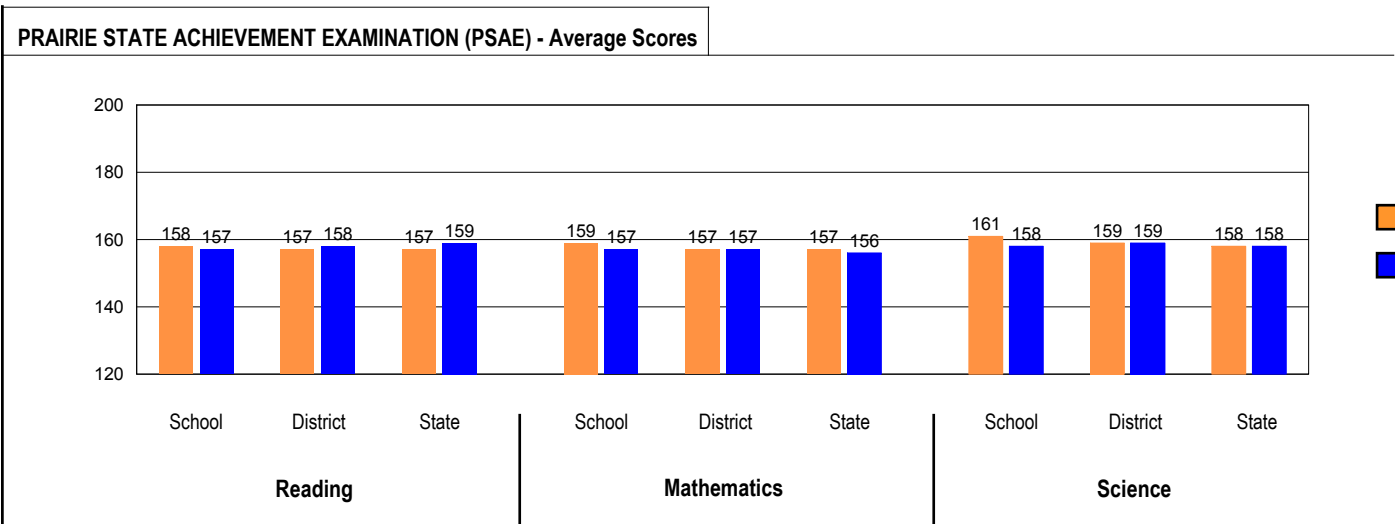
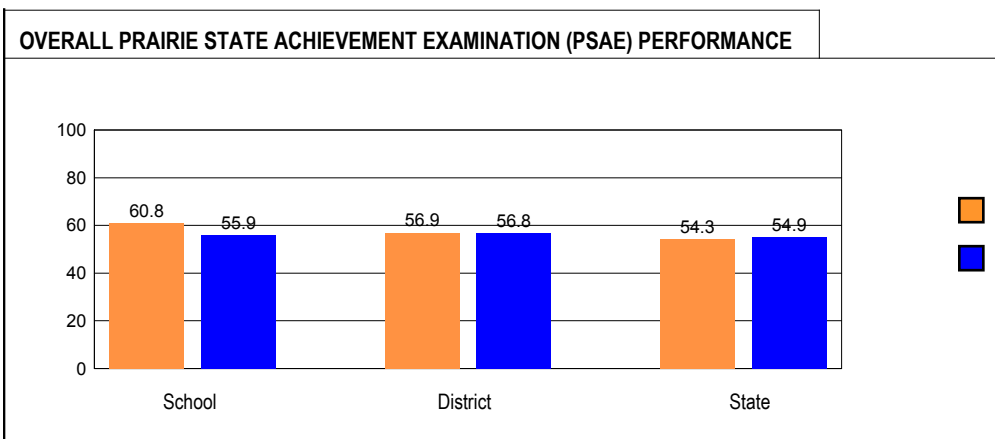
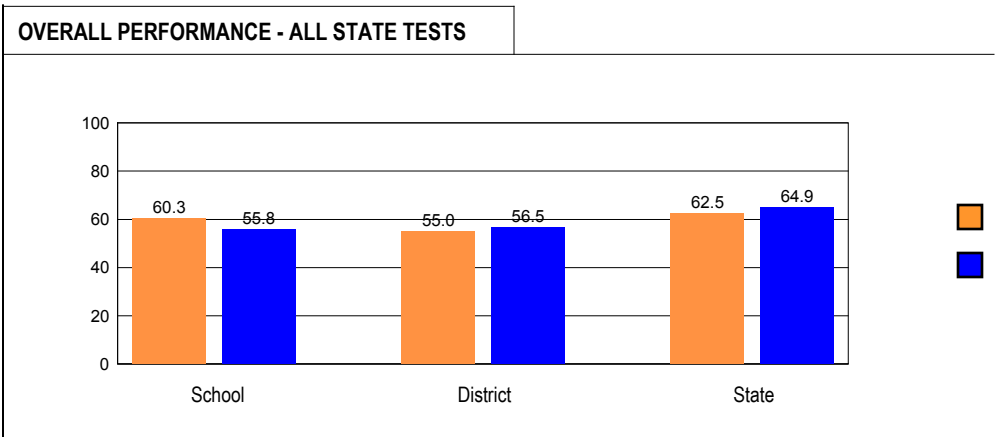
ACT TEST TAKERS		
	Number	% Class
School	224	92.9
District	459	90.4
State	120,729	93.9

\* 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	Multi racial /Ethnic				
School	84.7	83.1	86.5	85.9	50.0	61.5	100.0				69.0	84.6	
District	89.3	86.7	92.0	89.6	50.0	84.2	100.0				77.9	64.5	
State	87.4	85.4	89.4	92.2	77.7	76.0	93.4				76.1	75.8	

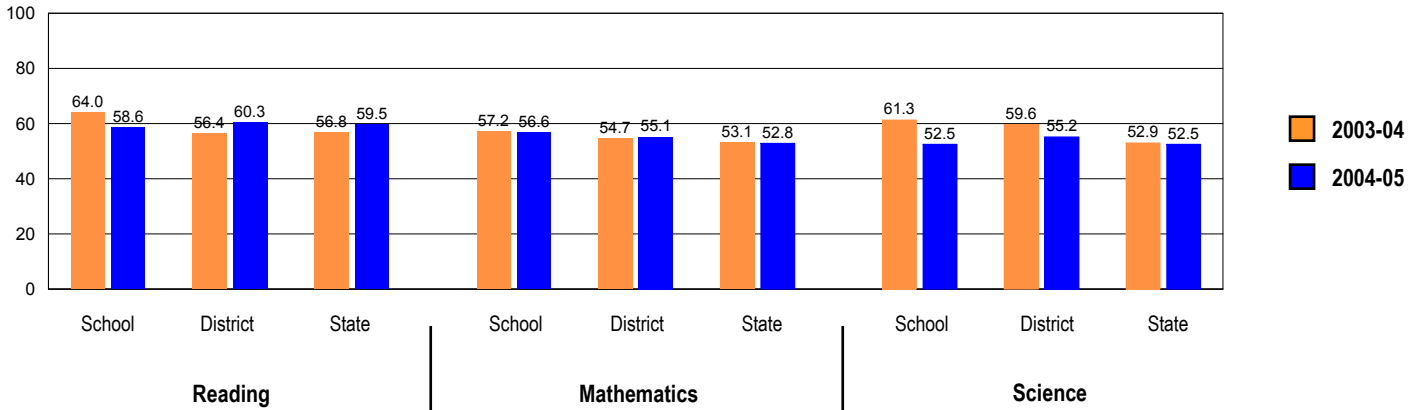
**OVERALL STUDENT PERFORMANCE**

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: 198

**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	204	111	93	199	0	3	2	0	0	0	0	30	5
	Reading	0.5	0.0	1.1	0.5								3.3	
	Mathematics	0.5	0.0	1.1	0.5								3.3	
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
School	7.6	33.8	47.5	11.1	5.1	38.4	51.5	5.1	8.6	38.9	42.4	10.1
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	
<b>Male</b>													
School	7.5	38.3	46.7	7.5	5.6	32.7	57.9	3.7	6.5	36.4	47.7	9.3	
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	
<b>Female</b>													
School	7.7	28.6	48.4	15.4	4.4	45.1	44.0	6.6	11.0	41.8	36.3	11.0	
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	
<b>White</b>													
School	7.7	34.0	46.9	11.3	5.2	38.7	51.0	5.2	8.8	39.2	41.8	10.3	
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	
<b>Black</b>													
School													
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	
<b>Hispanic</b>													
School													
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	
<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	35.7	46.4	17.9	0.0	25.0	50.0	25.0	0.0	32.1	46.4	17.9	3.6	
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	
<b>Non-IEP</b>													
School	2.9	31.8	52.4	12.9	1.8	36.5	55.9	5.9	4.7	37.6	46.5	11.2	
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	

## 2005 ADEQUATE YEARLY PROGRESS (AYP) Status Report

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

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2005-06 Federal Improvement Status	
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	
<b>All</b>	99.5	Yes	99.5	Yes	59.2		Yes	56.6		Yes			84.7	Yes
<b>White</b>	99.5	Yes	99.5	Yes	58.9		Yes	56.3		Yes				
<b>Black</b>														
<b>Hispanic</b>														
<b>Asian/Pacific Islander</b>														
<b>Native American</b>														
<b>Multiracial /Ethnic</b>														
<b>LEP</b>														
<b>Students with Disabilities</b>														
<b>Economically Disadvantaged</b>														

### 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.



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**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT**

McHenry East has collected data on the first year of its writing initiative. A school wide rubric was collaboratively developed, and corresponding staff development on consistently interpreting the rubric was held. Data indicated improvement from first to second semester of last year. It also indicated improvement over four years, as upperclassmen were scoring better than underclassmen. Two years ago, freshmen and sophomores were given a writing prompt on one of the PSAE test days. Their scores last year improved from the previous year. Next year it will be possible to compare all classes as they progress through grade levels.

ACT scores improved .7 points in science to 20.8 and are .4 above the state average, .3 in English to 19.4 and are .2 above the state average, stayed flat (20.2) in reading and are .1 below the state average, and declined .1 in math to 20.4 but remain .2 above the state average. Students in core courses scored exceptionally well and outpaced the state average.

2005 PSAE scores were down in all areas tested last year. However, there was a large spike in 2004 after a steady three-year decline. PSAE scores in math (56.6 meets/exceeds) and reading (58.6 meets/exceeds) still outpace the 2003 scores of 55 (math) and 56 (reading). Science dropped from 61.3 in 2004 to 52.5 in 2005 (the 2003 score was 55). This does not seem logical in light of the ACT data. However, the ACT data that is factored in the PSAE scores includes all students tested on that day only, including students with accommodations, which led to a score of 20, not 20.8 being factored into the formula. 2005 is the second year students with IEP's have been included into regular education science courses. These students will not be tested until spring of 2007. Therefore, some improvement in this area may not be reflected until that time.

The ADA percentage improved .14% to 93.2. While still below the state average of 93.9, it marked improvement after a three-year decline. HS districts are traditionally lower than the state average, but closing the gap continues to be a goal.

There was a great deal of emphasis on improving school climate last year. The administration, faculty, and staff, is proud to report that discipline referrals dropped 40% last year. Another area of improvement from our renewed focus on educating all students is a decline in the failure rate of .6%