

MCHENRY HIGH SCHOOL-WEST CAMPUS
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
School	90.7	0.3	7.5	1.0	0.4	0.0	3.4	2.9	1.7	1.7	10.4	92.7	1,343
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
School	95.1
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
					18.6
					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

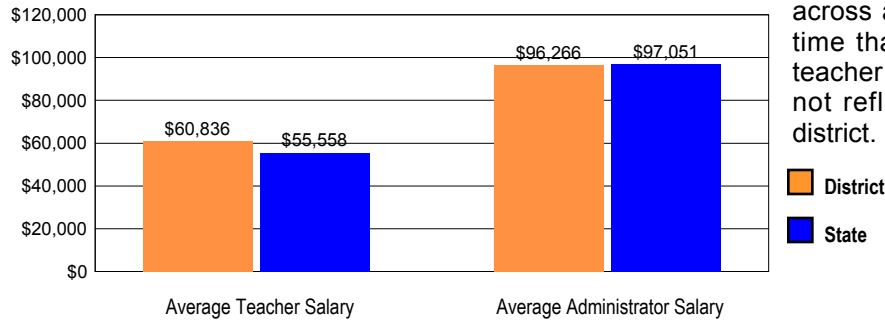
TEACHER INFORMATION (Continued)

	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
School	--	--	--	1.4	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.

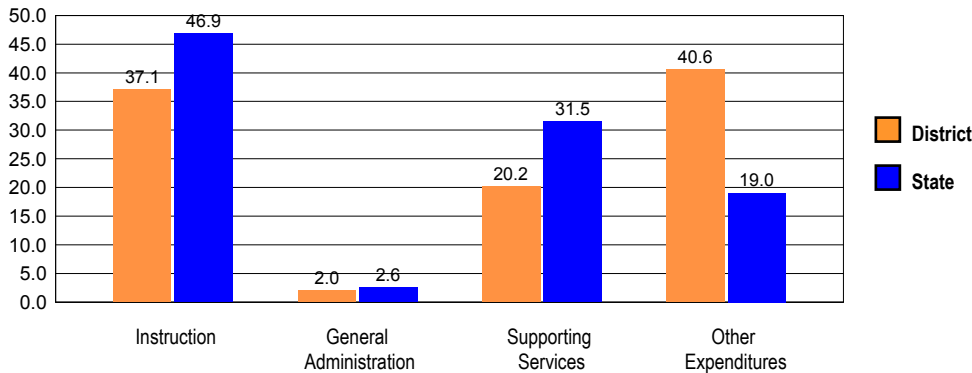
SCHOOL DISTRICT FINANCES

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			
	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		

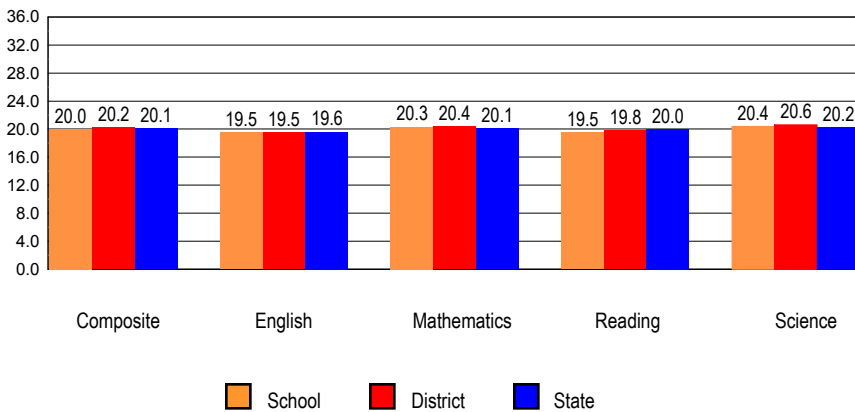
EXPENDITURE BY FUND 2003-04			
	District	District %	State %
Education	\$16,174,163	51.3	71.5
Operations & Maintenance	\$2,867,506	9.1	8.4
Transportation	\$695,322	2.2	3.6
Bond and Interest	\$2,382,744	7.6	6.5
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$267,026	0.8	1.6
Fire Prevention & Safety	\$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
School	235	88.0
District	459	90.4
State	120,729	93.9

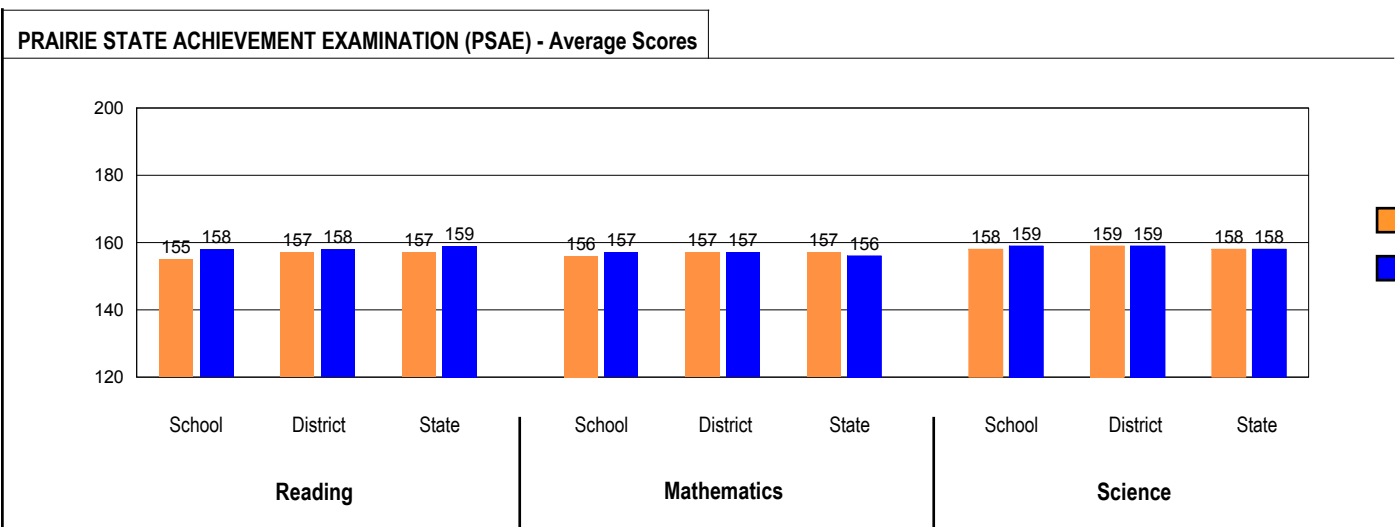
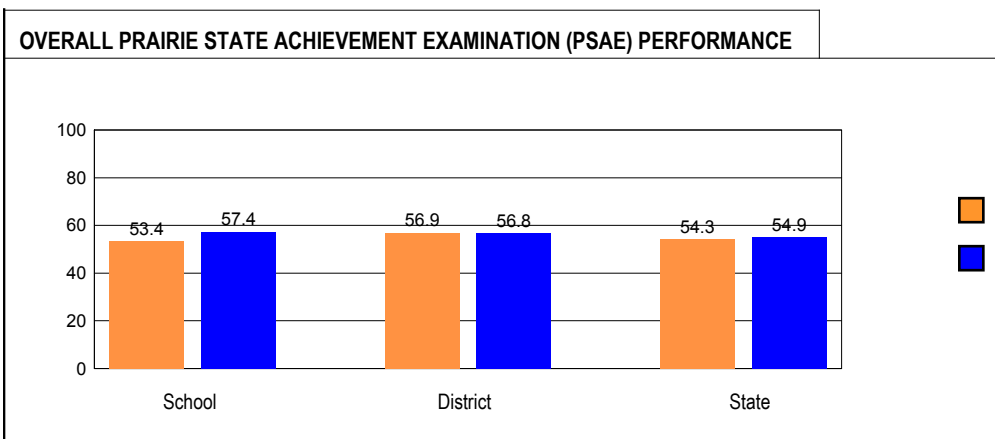
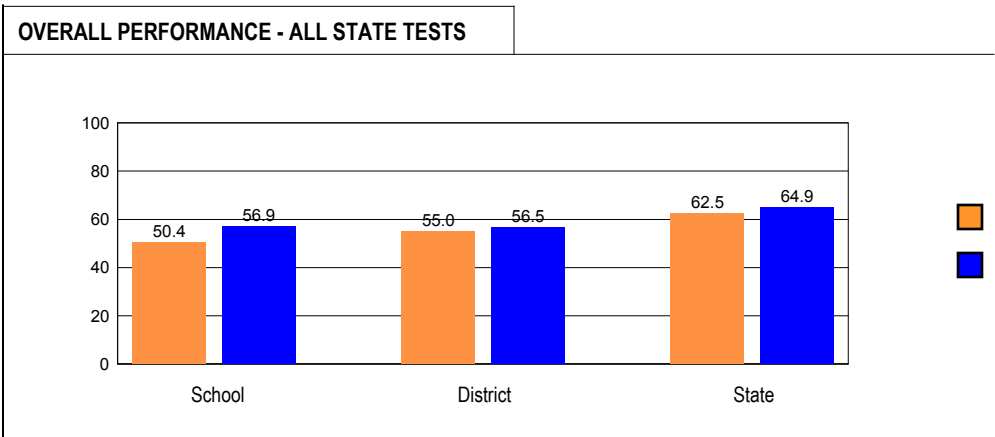
* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

HIGH SCHOOL GRADUATION RATE

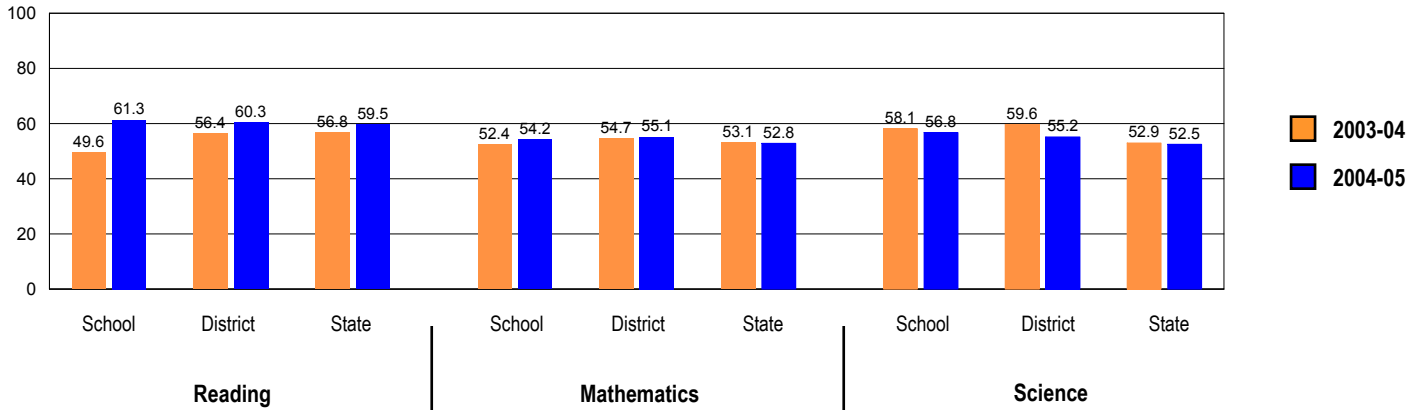
	Gender			Race / Ethnicity					LEP	Migrant	Students with Disabilities	Economically Disadvantaged	
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American					Multi racial /Ethnic
School	93.7	90.3	97.2	93.4		96.0	100.0	100.0		100.0		92.3	50.0
District	89.3	86.7	92.0	89.6		84.2	100.0	100.0		100.0		77.9	64.5
State	87.4	85.4	89.4	92.2		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 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: 324

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	338	177	161	309	2	20	7	0	0	8	0	36	15
	Reading Mathematics	0.0 0.0	0.0 0.0	0.0 0.0	0.0 0.0		0.0 0.0						0.0 0.0	0.0 0.0
District	*Enrollment	542	288	254	508	2	23	9	0	0	8	0	66	20
	Reading Mathematics	0.2 0.2	0.0 0.0	0.4 0.4	0.2 0.2		0.0 0.0						1.5 1.5	0.0 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 Mathematics	0.6 0.6	0.7 0.7	0.5 0.5	0.3 0.3	1.4 1.4	0.7 0.6	0.4 0.4	0.9 0.9	0.6 0.6	0.7 0.6	0.0 1.0	1.2 1.2	0.8 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	7.4	31.3	49.8	11.5	7.1	38.7	47.4	6.8	7.7	35.5	45.7	11.1
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	
Male													
School	9.0	34.9	44.6	11.4	6.6	41.6	43.4	8.4	9.6	34.1	41.3	15.0	
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													
School	5.7	27.4	55.4	11.5	7.6	35.7	51.6	5.1	5.7	36.9	50.3	7.0	
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	
White													
School	6.7	29.0	52.3	12.0	6.7	38.7	47.7	7.0	7.3	33.6	47.2	12.0	
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													
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	
Hispanic													
School	26.7	73.3	0.0	0.0	20.0	53.3	26.7	0.0	20.0	73.3	6.7	0.0	
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													
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	
Native American													
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	
Multiracial/Ethnic													
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	
IEP													
School	30.0	46.7	23.3	0.0	33.3	50.0	13.3	3.3	30.0	53.3	13.3	3.3	
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													
School	5.1	29.7	52.6	12.6	4.4	37.5	50.9	7.2	5.4	33.7	49.0	11.9	
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													
School	21.4	28.6	35.7	14.3	14.3	50.0	28.6	7.1	14.3	50.0	21.4	14.3	
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													
School	6.8	31.4	50.5	11.3	6.8	38.2	48.2	6.8	7.4	34.8	46.8	11.0	
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) 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
State AYP Minimum Target	95.0		95.0		47.5			47.5			89.0		67.0	
All	100.0	Yes	100.0	Yes	61.1		Yes	53.9		Yes			93.7	Yes
White	100.0	Yes	100.0	Yes	64.5		Yes	54.7		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

**McHenry High School – West Campus
2005 School Report Card**

Data from the 2005 Illinois School Report Card indicated that McHenry High School – West Campus showed improvement in the percentage of student meeting or exceeding state standards in both reading and mathematics as measured by the 2005 Prairie State Achievement Exam. The number of students meeting or exceeding standards in science dropped by 1.9%. Our school needs to continue to focus school improvement efforts in the basic skill areas including reading, writing, and mathematics.

West Campus developed a School Improvement Plan in response to data from PSAE scores from the past five years. School improvement goals are as follows:

- Improve student proficiency in applying math skills as measured by the PSAE.
- Improve student proficiency in demonstrating reading comprehension skills, vocabulary recognition, and word usage as measured by the PSAE.
- Improving student proficiency in demonstrating effective writing skills in a variety of contexts as measured by the state writing rubric.
- Provide a learning environment that fosters the development of positive relationships between students and faculty.

During the 2005-2006 school year, the focus of school improvement efforts in reading and math have shifted from instructional strategies which are initiated by all faculty to a more focused approach. The English department has continued a process of curriculum review and revision that has resulted in the development of a consistent core curriculum at all four grade levels. This curriculum is complimented by English electives for those students who wish to augment the basic curriculum with additional literature and writing specialty courses.

Beginning with the 2005-2006 school year, a developmental reading course will be required for those students who do not meet proficiency requirements in reading at the end of eighth grade. This course will be taught within the English department, but will be required in addition to freshman English.

Both the science mathematics departments have begun the process of review and revision of required courses, course sequence, and textbook material. The focus of this review is to 1) reduce the number of failing grades in math and science; 2) increase the number of students taking higher-level math and science courses; and 3) improve student performance on the math and science portions of the PSAE assessment. Both departments will continue this process throughout the current school year.

The 2005 School Report Card continues to point out the growing enrollment of minority students at West Campus. These students have a higher drop-out rate and a lower graduation rate than the student body as a whole. The administration will be working with the Pupil Support Services team and our English as a Second Language staff to find better ways to support these students in our school.

In sum, school improvement efforts in the coming year will target specific areas of concern as highlighted by the School Report Card. Responsibility for the development of improvement strategies will be more closely aligned with those departments charged with curriculum delivery in the areas of reading, math, and science, and instructional support of our minority students.