

MC HENRY CHSD 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	91.4	0.5	6.3	1.0	0.3	0.5	5.2	1.8	2.5	1.5	13.4	93.0	2,409
State	55.6	20.0	18.7	3.8	0.2	1.8	40.0	6.6	3.5	2.2	16.0	94.0	2,075,277

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*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
District	97.9		21.3	15.6	224.1
State	96.6		18.9	13.9	222.3

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

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
District										19.2
State										19.7

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	51.0	49.0	131
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	126,996

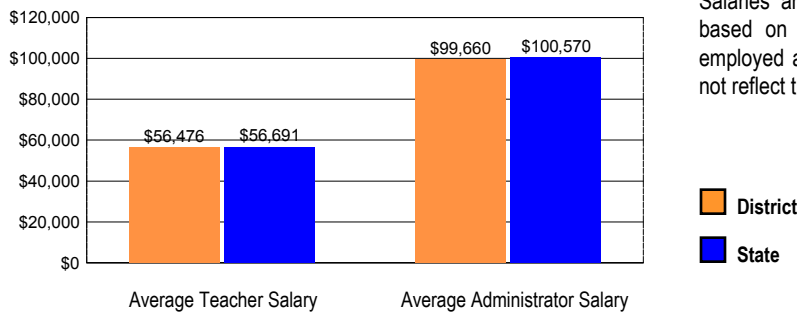
TEACHER INFORMATION (Continued)

		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:	All Schools	10.6	44.7	55.3	1.4	0.0
	High Poverty Schools					
	Low Poverty Schools	10.7	44.8	55.2	1.4	0.0
State:	All Schools	13.0	49.3	50.6	1.6	3.9
	High Poverty Schools	12.6	52.7	47.1	3.1	16.6
	Low Poverty Schools	12.5	41.4	58.5	0.8	0.2

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

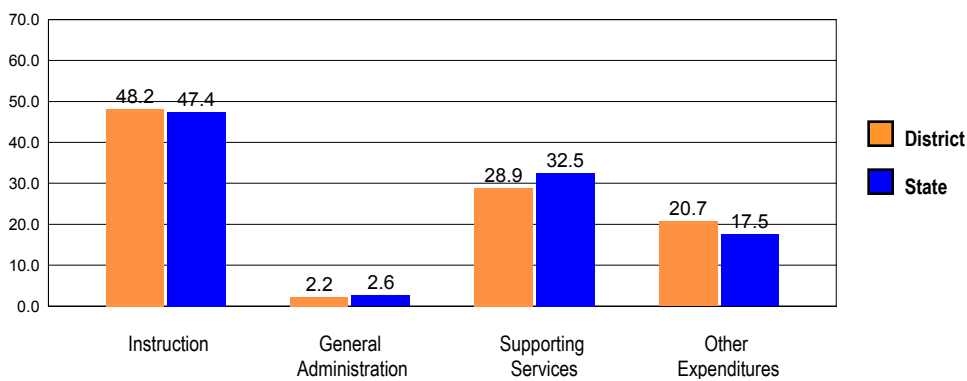
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



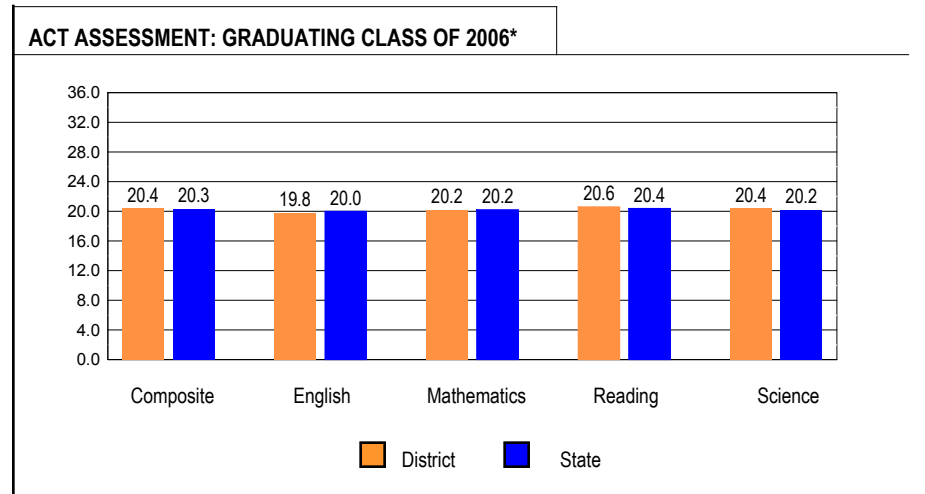
REVENUE BY SOURCE 2004-05			
	District	District %	State %
Local Property Taxes	\$17,845,583	73.7	58.2
Other Local Funding	\$2,639,379	10.9	5.1
General State Aid	\$1,848,579	7.6	18.5
Other State Funding	\$1,215,462	5.0	10.1
Federal Funding	\$680,773	2.8	8.1
TOTAL	\$24,229,776		

EXPENDITURE BY FUND 2004-05			
	District	District %	State %
Education	\$15,835,483	67.0	72.2
Operations & Maintenance	\$2,776,994	11.7	8.4
Transportation	\$738,503	3.1	3.6
Bond and Interest	\$2,523,269	10.7	6.6
Rent	\$0	0.0	0.0
Municipal Retirement/ Social Security	\$290,890	1.2	1.7
Fire Prevention & Safety	\$0	0.0	1.1
Site & Construction/ Capital Improvement	\$1,471,562	6.2	6.5
TOTAL	\$23,636,701		

OTHER FINANCIAL INDICATORS				
	2003 Equalized Assessed Valuation per Pupil	2003 Total School Tax Rate per \$100	2004-05 Instructional Expenditure per Pupil	2004-05 Operating Expenditure per Pupil
District	\$470,716	1.76	\$5,489	\$9,681
State	**	**	\$5,366	\$9,099

** 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



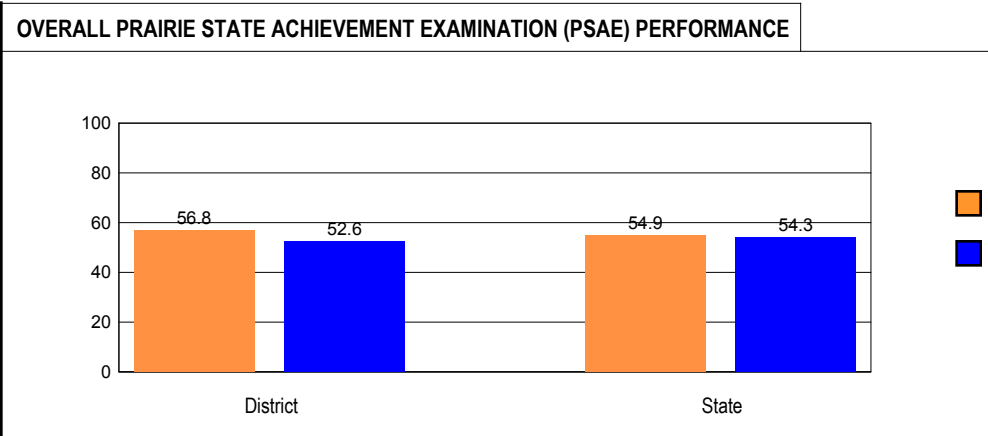
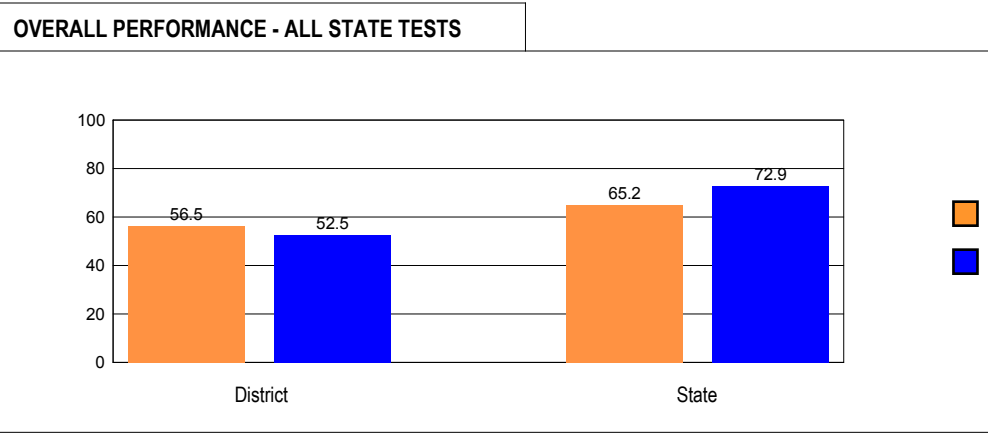
The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* 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	Economic-ly Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
District	94.8	92.7	97.2	97.0	50.0	62.1	88.9			57.1		96.9	79.3
State	87.8	85.6	89.9	92.3	78.3	77.1	94.1			63.2		77.2	76.5

OVERALL STUDENT PERFORMANCE

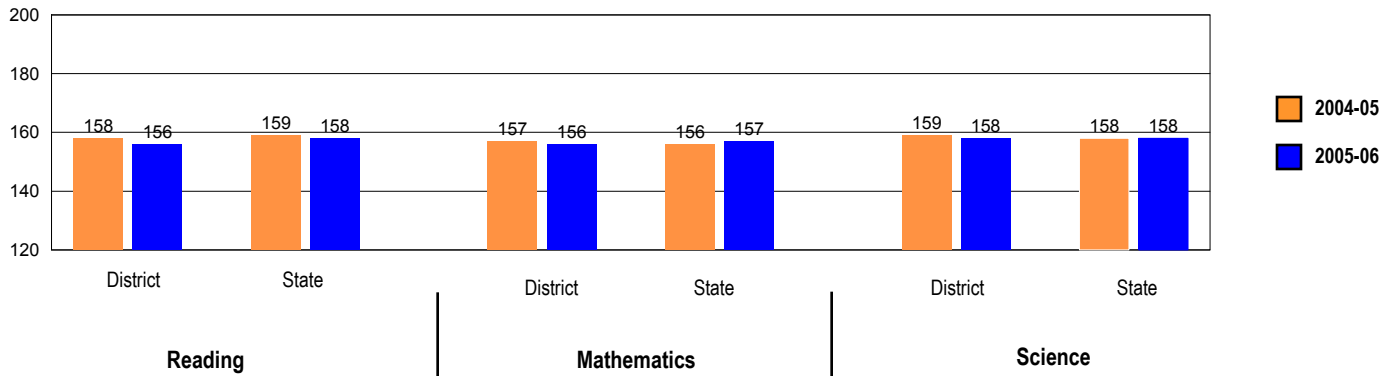
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading, mathematics and science. Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state tests in 2005-06 when testing in reading and mathematics was expanded to include all grades from grade 3 through grade 8. In 2004-05, such testing was limited only to selected grades.



PSAE PERFORMANCE

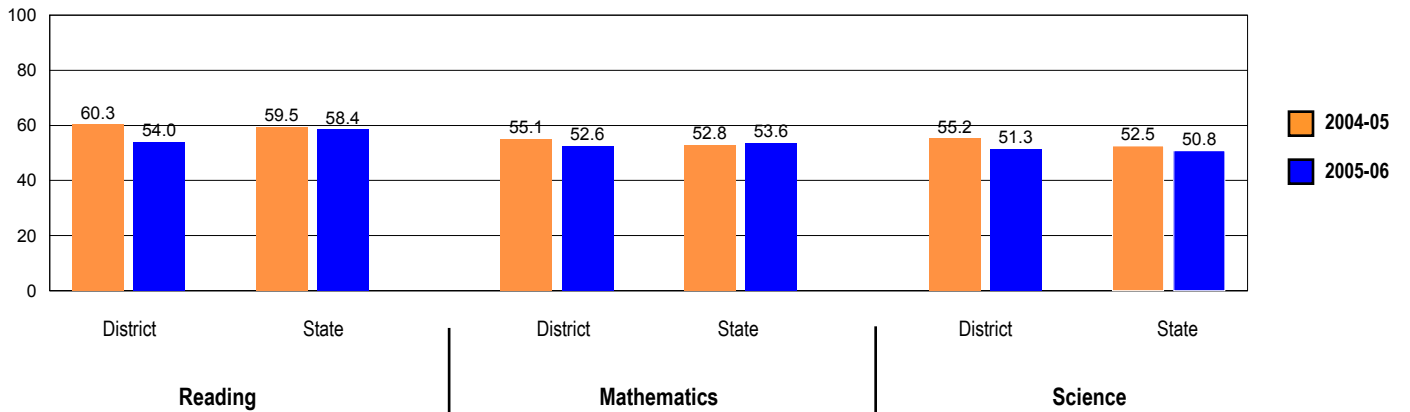
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics and science on PSAE.

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 with PSAE scores in 2006: 515

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 through 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 limited-English-proficient students. 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	533	278	255	488	3	36	2	3	1	12		85	30
	Reading	1.1	1.4	0.8	1.0		2.8				8.3		0.0	0.0
	Mathematics	1.1	1.4	0.8	1.0		2.8				8.3		0.0	0.0
State	*Enrollment	1,097,519	560,894	536,602	610,160	220,827	201,628	41,301	2,481	19,622	67,464	368	160,049	461,179
	Reading	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9
	Mathematics	0.5	0.5	0.4	0.3	1.3	0.7	0.5	0.6	0.4	0.4	1.9	0.9	0.9

* Enrollment as reported during the testing windows.

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	12.0	34.0	43.1	10.9	10.5	36.9	46.4	6.2	7.8	41.0	42.1	9.1
State	8.4	33.2	44.4	14.0	9.8	36.6	45.8	7.9	8.3	40.9	40.1	10.7

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District	17.0	35.2	38.5	9.3	12.6	36.3	43.0	8.1	8.5	37.0	43.0	11.5
State	10.8	33.5	41.7	14.0	9.8	34.1	46.4	9.7	8.5	36.6	41.0	13.9
Female												
District	6.5	32.7	48.2	12.7	8.2	37.6	50.2	4.1	6.9	45.3	41.2	6.5
State	6.0	32.9	47.0	14.1	9.8	38.9	45.2	6.1	8.2	45.1	39.2	7.6

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District	10.9	33.1	44.2	11.8	9.3	36.2	47.8	6.7	7.2	39.6	43.8	9.5
State	5.9	27.0	49.3	17.8	5.8	30.6	53.8	9.8	4.7	33.6	47.8	13.9
Black												
District	15.8	50.9	30.6	2.7	25.0	54.2	20.2	0.6	21.0	61.7	16.4	0.9
State												
Hispanic												
District	25.8	51.6	22.6	0.0	29.0	48.4	22.6	0.0	16.1	64.5	19.4	0.0
State	13.5	48.0	34.3	4.2	14.6	51.9	32.2	1.3	13.7	58.7	25.5	2.1
Asian/Pacific Islander												
District	4.4	22.8	48.0	24.8	3.2	20.1	53.9	22.8	3.2	28.0	48.1	20.7
State												
Native American												
District	9.4	37.2	41.5	12.0	10.7	40.2	45.7	3.4	7.7	46.2	38.5	7.7
State												
Multiracial/Ethnic												
District	8.1	33.6	46.7	11.6	11.5	38.9	42.8	6.8	8.8	44.8	36.2	10.2
State												

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
District	49.4	40.5	7.6	2.5	32.9	58.2	8.9	0.0	32.9	58.2	8.9	0.0
State	38.1	44.4	15.4	2.1	42.3	44.5	12.3	0.8	38.9	48.4	11.1	1.6
Non-IEP												
District	5.3	32.8	49.5	12.4	6.4	33.0	53.2	7.3	3.2	37.8	48.2	10.8
State	4.7	31.8	48.0	15.5	5.8	35.6	49.9	8.7	4.6	40.0	43.7	11.8

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	18.5	40.7	40.7	0.0	25.9	37.0	33.3	3.7	11.1	59.3	29.6	0.0
State	15.6	49.3	31.5	3.6	20.3	52.1	26.4	1.1	17.9	59.1	21.0	2.0
Not Eligible												
District	11.7	33.6	43.2	11.5	9.6	36.9	47.1	6.4	7.6	40.0	42.8	9.6
State	5.8	27.6	48.9	17.7	6.1	31.1	52.5	10.2	5.0	34.5	46.8	13.7

2006 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
2006-07 Federal Improvement Status	District Improvement	
2006-07 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		69.0	
All	98.9	Yes	98.9	Yes	54.6		Yes	53.4		Yes			94.8	Yes
White	99.0	Yes	99.0	Yes	56.5		Yes	55.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	14.7	29.8	No	12.0	28.3	No			96.9	
Economically Disadvantaged														

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

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 47.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 47.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. For schools not making AYP solely because the IEP group fails to have 47.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 89% attendance rate for non-high schools and at least 69% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2005.

** 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 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. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools 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.)

Data from the 2006 School Report Card indicates that District 156 did not make adequate yearly progress for our Students with Disabilities subgroup in the areas of Reading and Math. To address this concern we have taken the following measures:

A new course in Reading was implemented in the 2005-2006 school year. The curriculum emphasis of the Reading course is to remediate reading deficiencies in the areas of comprehension and fluency. This course is designed for students with Individualized Education Plans (IEP). An extension of this course has been approved for implementation in the 2007-2008 school year. The new course is designed for the same population and will further reinforce reading skills and strategies in an attempt to improve student performance for the students with disabilities.

Additionally, teachers in District 156 who serve our students with disabilities have been trained in various reading strategies including the Wilson Reading System and Lindamood-Bell System.

The district Math department, in conjunction with the Learning Management Program has re-structured its course offerings and textbooks. Beginning in the 2007-2008 school year, all incoming freshman, including students with disabilities, will be taught mathematics curriculum that is designed to be more differentiated than in the past. Additionally, students will be experiencing Geometry earlier in their high school education than in previous years.