

MCHENRY HIGH SCHOOL-WEST CAMPUS
MC HENRY CHSD 156
MC HENRY, ILLINOIS
GRADES : 9 10 11 12



ILLINOIS
SCHOOL
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
School	89.3	0.6	8.2	1.2	0.4	0.3	6.0	2.9	2.1	1.8	13.0	93.0	1,458
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	55.7	19.9	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*

	Percent
School	97.2
District	97.9
State	96.6

STUDENT-TO-STAFF RATIOS

	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	--	--	--	--
District		21.3	15.6	224.1
State		18.9	13.9	221.9

* 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
School										20.0
District										19.2
State										19.7

TEACHER INFORMATION (Full-Time Equivalents)

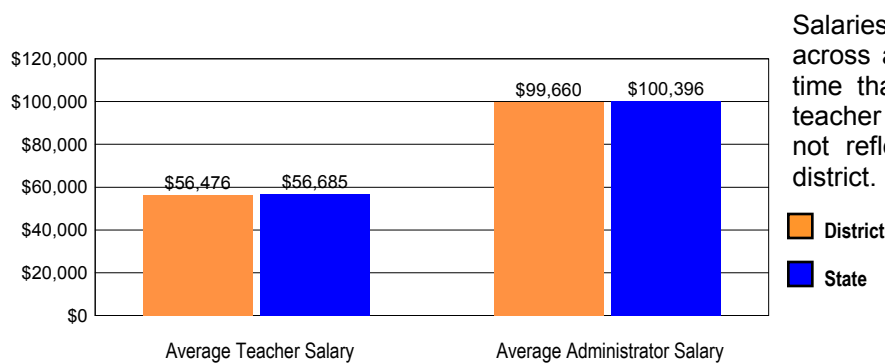
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	99.2	0.0	0.8	0.0	0.0	51.0	49.0	131
State	84.9	9.2	4.6	1.2	0.2	23.1	76.9	127,010

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	--	--	--	2.3	0.0
District	10.6	44.7	55.3	1.4	0.0
State	13.0	49.3	50.6	1.6	1.4

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

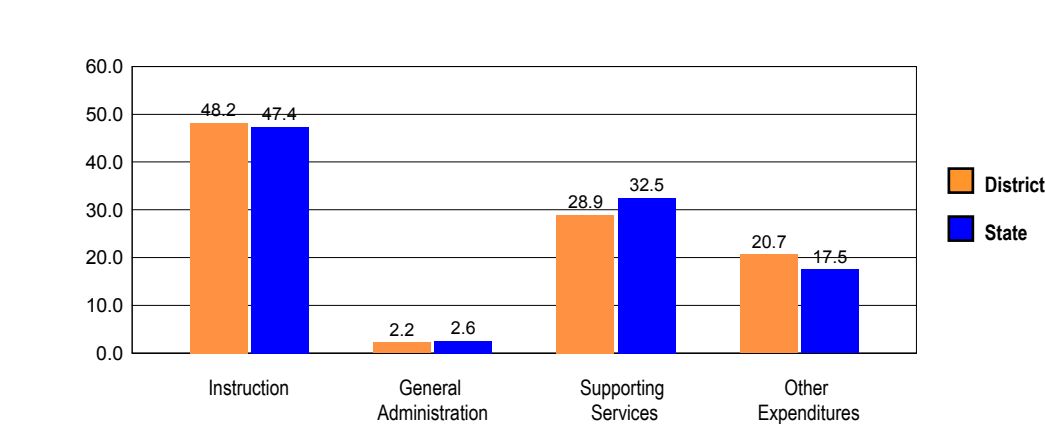
SCHOOL DISTRICT FINANCES

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 2004-05 (Percentages)



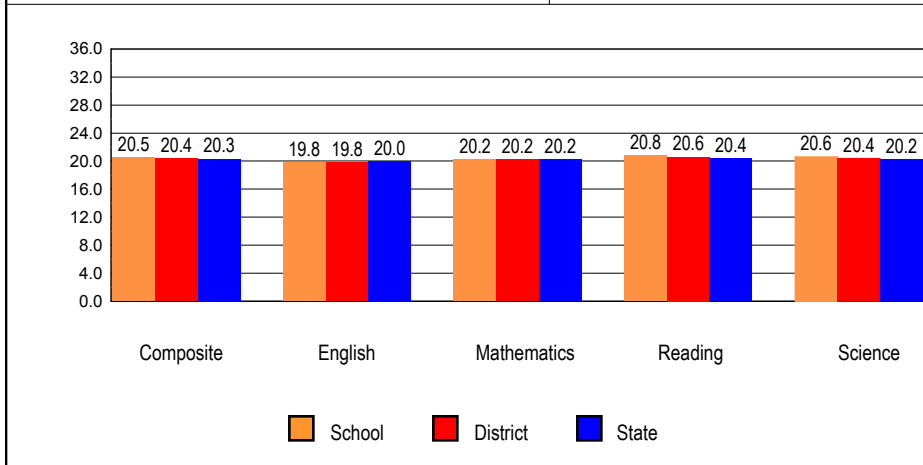
REVENUE BY SOURCE 2004-05				EXPENDITURE BY FUND 2004-05			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$17,845,583	73.7	58.2	Education	\$15,835,483	67.0	72.2
Other Local Funding	\$2,639,379	10.9	5.1	Operations & Maintenance	\$2,776,994	11.7	8.4
General State Aid	\$1,848,579	7.6	18.5	Transportation	\$738,503	3.1	3.6
Other State Funding	\$1,215,462	5.0	10.1	Bond and Interest	\$2,523,269	10.7	6.6
Federal Funding	\$680,773	2.8	8.1	Rent	\$0	0.0	0.0
TOTAL	\$24,229,776			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

ACT ASSESSMENT: GRADUATING CLASS OF 2006 *



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

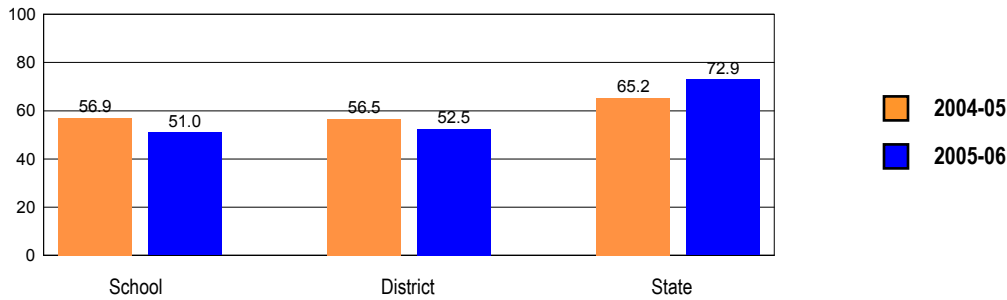
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	95.3	94.3	96.3	98.7	50.0	57.7	100.0			57.1		95.1	75.0
District	94.8	92.7	97.2	97.0	50.0	62.1	88.9			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

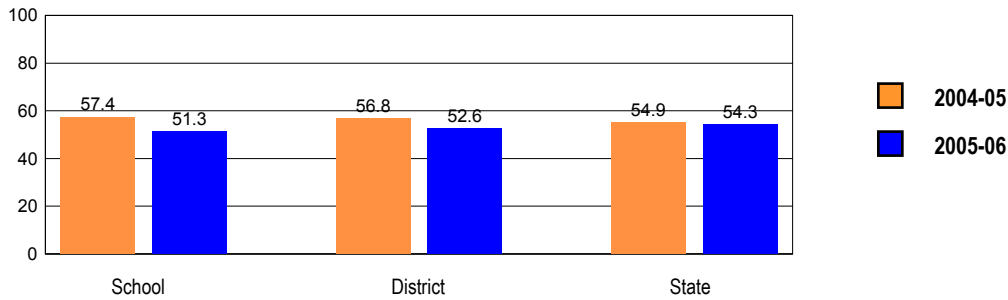
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics and science.

Caution: Data for 2004-05 should not be compared to data for 2005-06 because substantial changes were made to the state test 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. Although there were no changes in high school testing, data in high school report cards at the state level (and also at the district level for unit districts) are not comparable between the two years because of changes in elementary school testing mentioned above.

OVERALL PERFORMANCE - ALL STATE TESTS



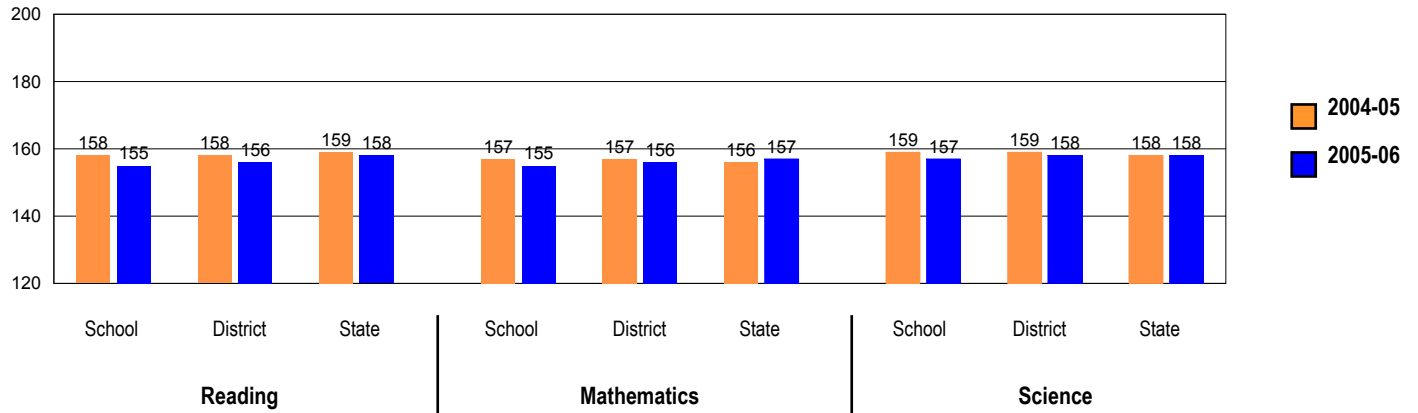
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

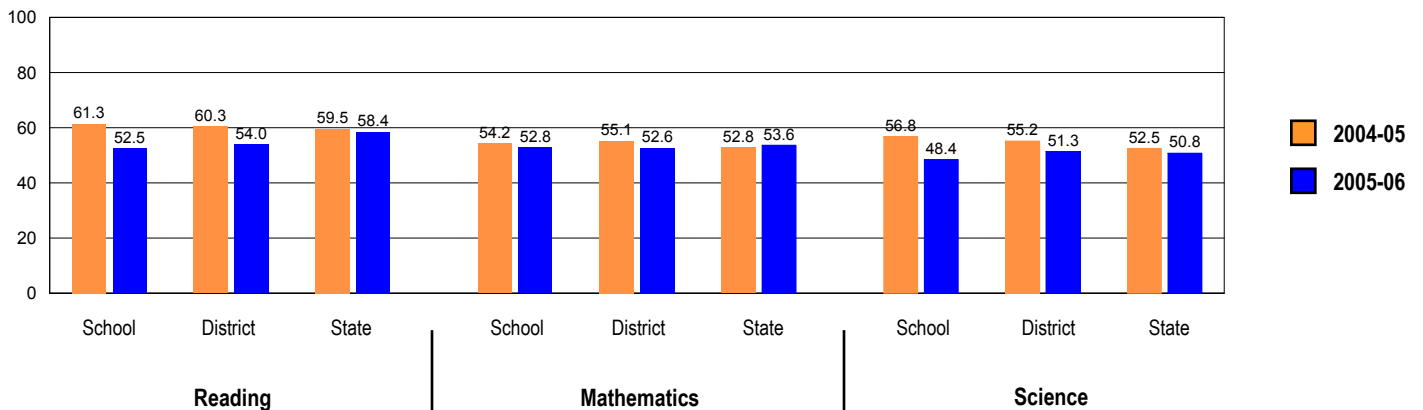
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics and science on PSAE.

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 school with PSAE scores in 2006: 316

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				
School	*Enrollment	327	153	174	291	3	29	1	2	1	12		53	19
	Reading	0.6	0.7	0.6	0.3		3.4				8.3		0.0	0.0
	Mathematics	0.6	0.7	0.6	0.3		3.4				8.3		0.0	0.0
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	1,098,045	561,165	536,855	610,423	220,763	201,615	41,305	2,480	19,623	67,463	368	160,118	461,218
	Reading	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3
	Mathematics	0.7	0.7	0.7	0.5	1.7	0.8	0.6	1.0	1.0	0.4	1.9	1.2	1.3

* 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
School	13.6	33.9	41.5	11.1	11.4	35.8	46.8	6.0	10.4	41.1	39.6	8.9
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												
School	20.0	37.3	36.0	6.7	14.7	36.0	41.3	8.0	11.3	38.0	40.0	10.7
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												
School	7.8	30.7	46.4	15.1	8.4	35.5	51.8	4.2	9.6	44.0	39.2	7.2
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												
School	12.6	32.3	42.8	12.3	10.2	34.4	48.8	6.7	9.8	39.3	41.8	9.1
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												
School												
District												
State	15.8	50.9	30.6	2.7	25.0	54.2	20.2	0.6	21.0	61.7	16.4	0.9
Hispanic												
School	20.8	58.3	20.8	0.0	25.0	50.0	25.0	0.0	16.7	62.5	20.8	0.0
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												
School												
District												
State	4.4	22.8	48.0	24.8	3.2	20.1	53.9	22.8	3.2	28.0	48.1	20.7
Native American												
School												
District												
State	9.4	37.2	41.5	12.0	10.7	40.2	45.7	3.4	7.7	46.2	38.5	7.7
Multiracial/Ethnic												
School												
District												
State	8.1	33.6	46.7	11.6	11.5	38.9	42.8	6.8	8.8	44.8	36.2	10.2

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
IEP												
School	51.0	38.8	8.2	2.0	36.7	55.1	8.2	0.0	38.8	55.1	6.1	0.0
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												
School	6.7	33.0	47.6	12.7	6.7	32.2	53.9	7.1	5.2	38.6	45.7	10.5
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													
School	23.5	52.9	23.5	0.0	29.4	41.2	29.4	0.0	17.6	64.7	17.6	0.0	
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													
School	13.0	32.8	42.5	11.7	10.4	35.5	47.8	6.4	10.0	39.8	40.8	9.4	
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	52.6	10.2	5.0	34.5	46.8	13.7	

2006 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		No
2006-07 Federal Improvement Status		
2006-07 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		69.0	
All	99.4	Yes	99.4	Yes	52.9		Yes	53.2		Yes			95.3	Yes
White	99.7	Yes	99.7	Yes	55.2		Yes	55.6		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	17.0		No	12.8		No				
Economically Disadvantaged														

The four conditions 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 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. 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.

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 High School – West Campus 2006 School Report Card

Data from the 2006 Illinois School Report Card indicated that McHenry High School – West Campus did not continue the trend of improved scores in reading, math, and science. Although the school as a whole was able to achieve the state standard for “safe harbor,” our scores were at or slightly below the average of all state high schools in all areas tested. This data clearly indicates a need to continue to focus school improvement efforts in the basic skill areas including reading, mathematics, and science.

West Campus and District 156 have made changes in the curriculum to better prepare our students to meet or exceed state standards on the PSAE test. These changes include the following:

- Adding geometry to the math curriculum. Students will take geometry after completing algebra 1.
- Adding a two-year course in algebra 1 for those students who struggle with achievement in math.
- Adding a reading course for both freshmen and sophomores whose achievement test scores indicate they are below grade level in reading mastery.
- Scheduling students into earth science after they have completed ninth grade biology. Earth science will become part of the science curriculum sequence for non-honors students.

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 2007-2008 school year, our school improvement plan will be reviewed by all department coordinators. 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.

Both the science and mathematics departments have recently completed the process of review and revision of required courses, course sequence, and textbook material. The result of this review process has been a change in the textbooks used in both departments. New textbooks will be introduced at the beginning of the 2007-2008 school year.

Our Pupil Personnel Services department is in the process of developing a "Pyramid of Intervention" that identifies prevention, early intervention and "safety net" programming that will help to ensure academic success for all of our students. One part of the pyramid, initiated this year, is the 11th Hour Homework Help program. This program provides after-school homework help in math, science, English, and social studies for any student enrolled in our school. To date this program has recorded over 800 student visits. The goal of the program is to prevent student failure.

The 2006 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.

One bright indicator on the 2006 School Report Card is the graduation rate at West Campus. We continue to have a graduation rate of over 95%. This is an outstanding accomplishment and an indicator that the entire faculty and administration regards with great pride.

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 closely aligned with those departments charged with curriculum delivery in the areas of reading, math, and science, and instructional support of our minority students.