

**McHenry East High School**  
**McHenry CHSD 156**  
**McHenry, 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.

Starting in 2009, charter school information is included in district statistics.

**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>	89.6	0.4	4.9	0.4	0.7	4.0	5.7	0.0	1.6	2.2	9.1	93.0	920
<b>District</b>	86.2	0.5	9.1	1.1	0.4	2.7	7.9	2.4	1.6	1.4	9.7	93.7	2,450
<b>State</b>	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0	3.5	3.7	13.5	93.7	2,070,125

**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
<b>School</b>	95.0	--	--	--	--
<b>District</b>	97.1		17.6	13.2	188.5
<b>State</b>	96.7		18.0	13.3	201.8

\* 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
<b>School</b>										19.1
<b>District</b>										18.8
<b>State</b>										19.2

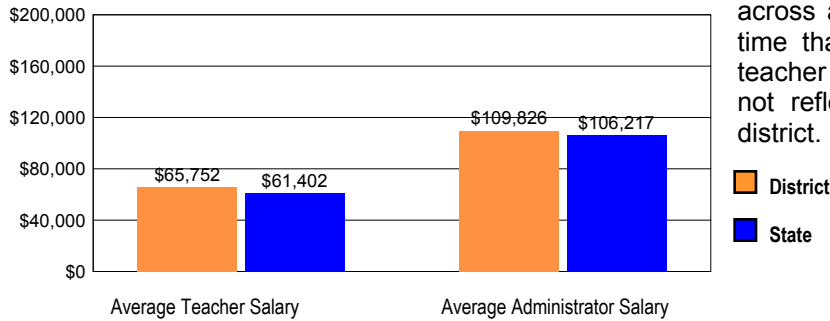
TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
<b>District</b>	97.4	0.0	1.3	1.3	0.0	46.9	53.1	154
<b>State</b>	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

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	9.8	37.0	63.0	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

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

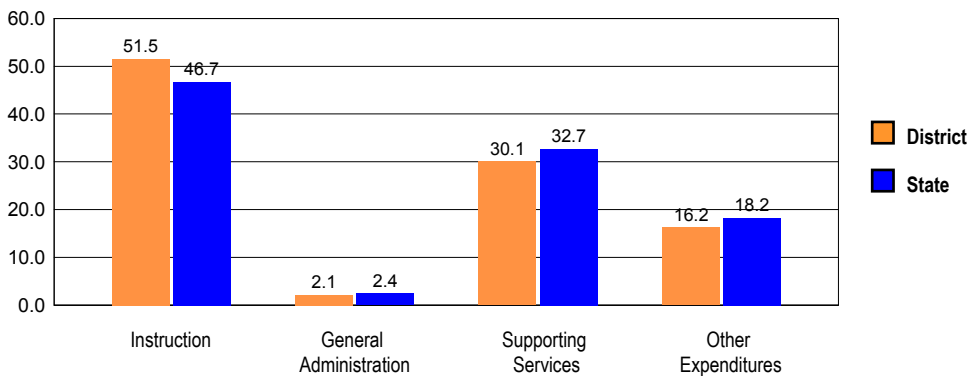
## SCHOOL DISTRICT FINANCES

### 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 2007-08 (Percentages)

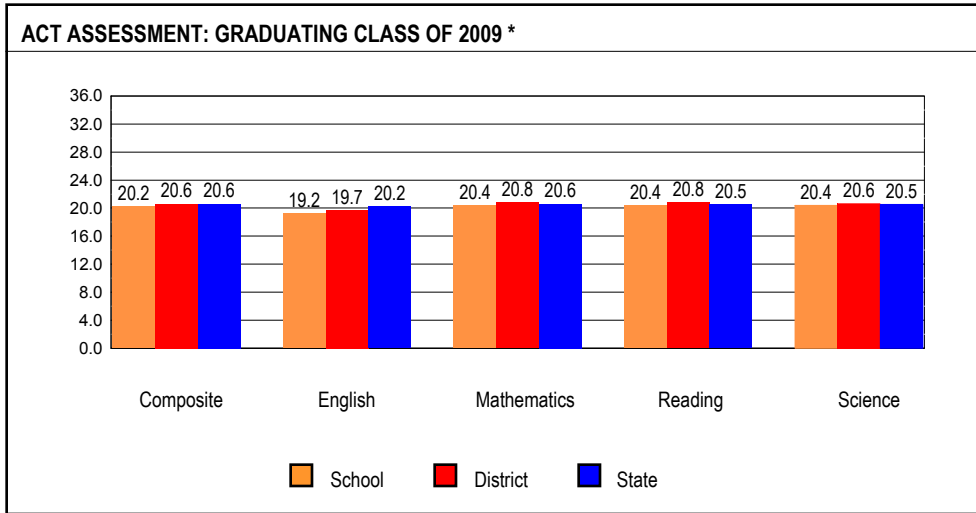


REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$22,881,318	75.4	58.7	Education	\$20,695,937	71.4	71.5
Other Local Funding	\$3,198,190	10.5	6.3	Operations & Maintenance	\$3,358,812	11.6	8.6
General State Aid	\$2,237,432	7.4	18.6	Transportation	\$1,171,915	4.0	3.9
Other State Funding	\$1,402,590	4.6	9.0	Bond and Interest	\$3,114,845	10.7	6.3
Federal Funding	\$615,152	2.0	7.4	Rent	\$0	0.0	0.0
TOTAL	\$30,334,682			Municipal Retirement/ Social Security	\$415,978	1.4	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$221,788	0.8	6.8
				TOTAL	\$28,979,275		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$591,062	1.60	\$6,747	\$11,121
State	**	**	\$6,103	\$10,417

\*\* 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.

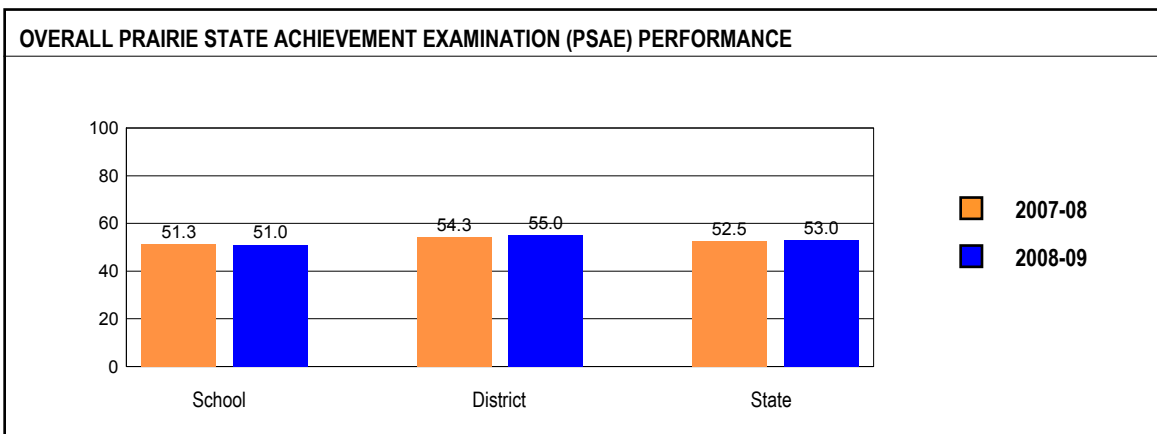
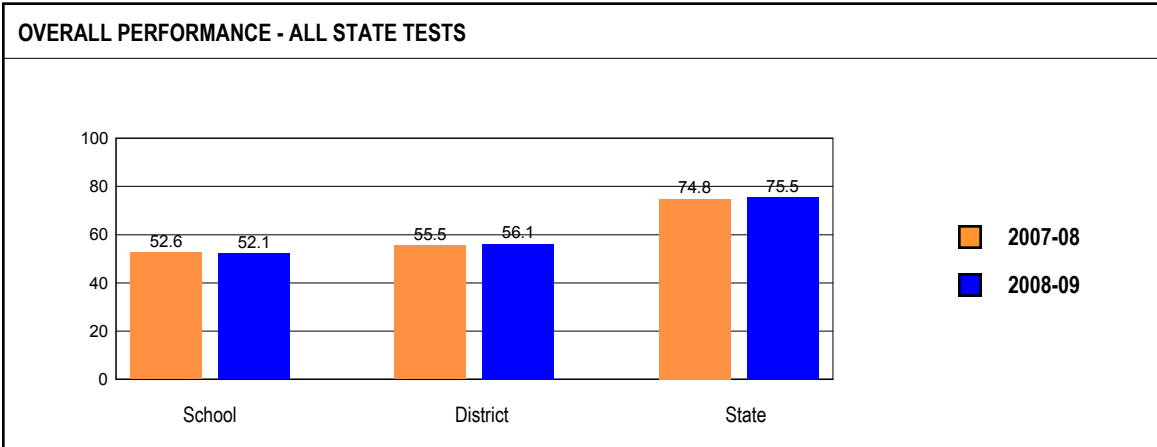
\* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose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

HIGH SCHOOL GRADUATION RATE													
	Gender			Race / Ethnicity						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	89.3	93.5	84.4	88.5	100.0	100.0	100.0		100.0			95.7	61.5
District	92.2	93.1	91.3	91.8	100.0	98.0	83.3		88.9			92.6	64.4
State	87.1	84.5	89.7	92.3	76.7	76.8	94.0		88.9			78.1	76.6

### 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.

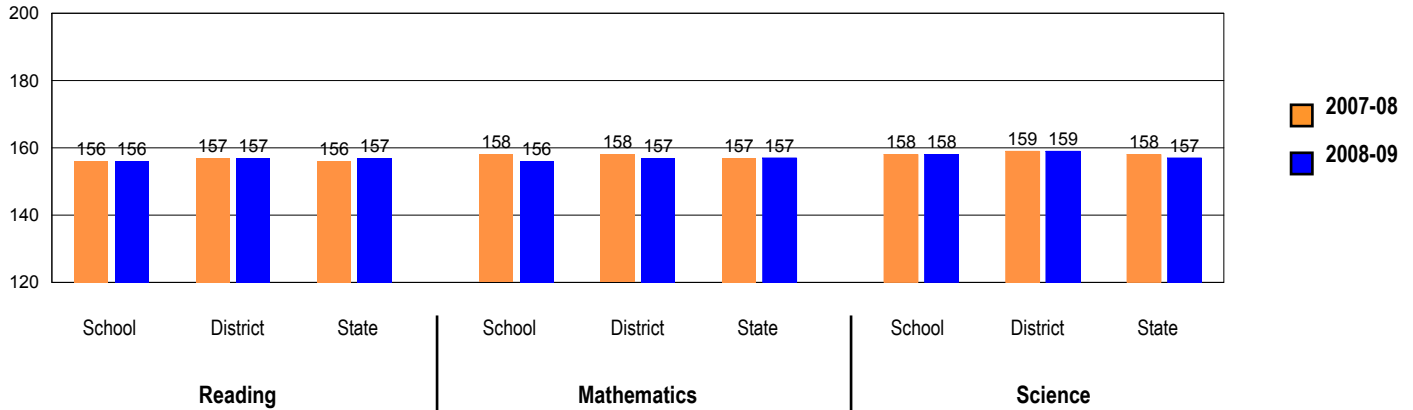
The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.



**PSAE PERFORMANCE**

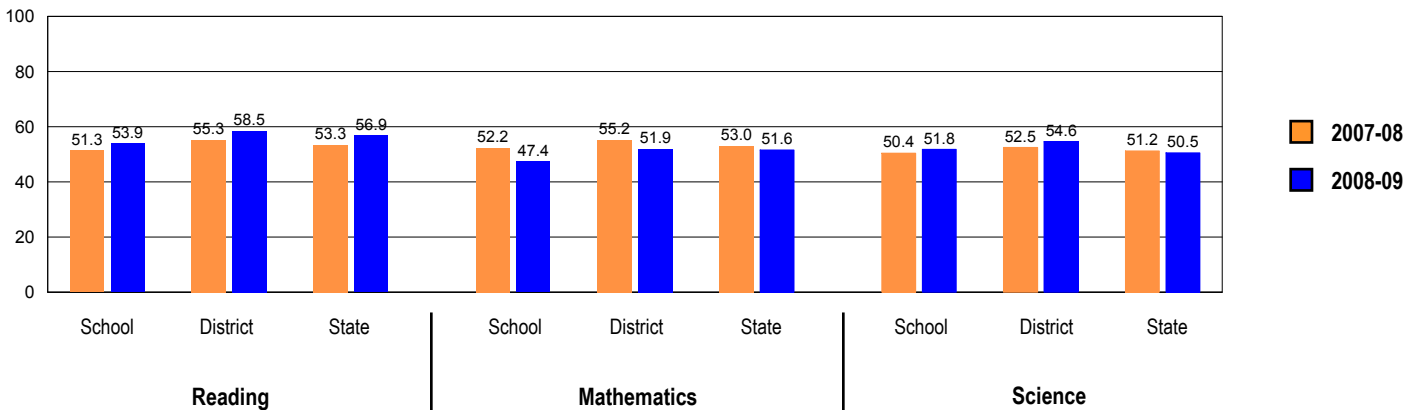
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

**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 2009: 228

**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 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.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

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 FOR READING AND MATHEMATICS														
		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	236	122	114	207	0	14	1	2	12	0	0	36	15
	Reading Mathematics	0.4 0.4	0.0 0.0	0.9 0.9	0.5 0.5		0.0 0.0			0.00 0.00			0.0 0.0	0.0 0.0
District	*Enrollment	593	303	290	510	2	52	9	3	17	15	0	89	55
	Reading Mathematics	0.5 0.5	0.3 0.3	0.7 0.7	0.6 0.6		0.0 0.0			0.0 0.0	0.0 0.0		0.0 0.0	0.0 0.0
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3 0.3	0.3 0.3	0.2 0.2	0.1 0.1	0.6 0.6	0.3 0.3	0.1 0.1	0.2 0.2	0.3 0.3	0.2 0.2	0.8 0.8	0.4 0.4	0.4 0.4

\* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		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	236	122	114	207	0	14	1	2	12	0	0	36	15
	Science	0.4	0.0	0.9	0.5		0.0			0.0			0.0	0.0
District	*Enrollment	593	303	290	510	2	52	9	3	17	15	0	89	55
	Science	0.5	0.3	0.7	0.6		0.0			0.0	0.0		0.0	0.0
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

\* Enrollment as reported during the testing windows for grades 4, 7, and 11.

**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	10.5	35.5	42.1	11.8	10.5	42.1	40.4	7.0	8.3	39.9	44.3	7.5
District	9.0	32.6	47.9	10.6	9.7	38.4	43.3	8.6	6.5	38.9	45.4	9.2
State	8.5	34.6	45.0	11.9	11.0	37.4	42.2	9.4	8.9	40.7	40.3	10.2

**Grade 11 - Gender**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	14.5	35.9	38.5	11.1	11.1	42.7	37.6	8.5	9.4	36.8	42.7	11.1
	District	13.2	34.0	42.4	10.4	11.5	38.9	38.9	10.8	6.9	37.2	43.4	12.5
	State	10.6	34.8	42.8	11.8	11.2	34.5	42.7	11.6	9.2	36.8	40.8	13.2
Female	School	6.3	35.1	45.9	12.6	9.9	41.4	43.2	5.4	7.2	43.2	45.9	3.6
	District	4.6	31.1	53.6	10.7	7.9	37.9	47.9	6.4	6.1	40.7	47.5	5.7
	State	6.3	34.5	47.1	12.1	10.8	40.2	41.8	7.3	8.5	44.4	39.8	7.2

**Grade 11 - Racial/Ethnic Background**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	11.0	35.5	42.0	11.5	10.5	42.5	39.5	7.5	9.0	39.5	43.5	8.0
	District	7.8	30.5	50.8	10.9	8.2	37.1	45.7	9.0	5.9	36.5	47.3	10.2
	State	5.0	26.5	52.5	15.9	5.9	30.6	51.0	12.4	4.5	32.1	49.5	13.9
Black	School												
	District												
	State	16.9	55.1	26.0	2.0	26.9	54.5	18.0	0.6	21.3	61.4	16.5	0.7
Hispanic	School	15.4	38.5	46.2	0.0	23.1	38.5	38.5	0.0	7.7	46.2	46.2	0.0
	District	24.5	51.0	24.5	0.0	28.6	49.0	20.4	2.0	16.3	61.2	22.4	0.0
	State	14.7	48.9	32.9	3.6	17.1	51.3	29.7	1.9	15.1	57.3	25.6	2.0
Asian/Pacific Islander	School												
	District												
	State	5.0	26.3	48.7	20.0	3.7	20.5	50.1	25.7	3.9	28.4	47.1	20.6
Native American	School												
	District												
	State	6.8	32.7	50.2	10.4	9.6	42.6	39.4	8.4	8.0	39.4	42.6	10.0
Multiracial/Ethnic	School	0.0	33.3	41.7	25.0	0.0	41.7	50.0	8.3	0.0	50.0	41.7	8.3
	District	0.0	41.2	35.3	23.5	0.0	47.1	41.2	11.8	0.0	52.9	41.2	5.9
	State	6.3	32.5	47.6	13.6	9.6	38.5	43.5	8.5	7.4	39.8	43.2	9.6

**Grade 11 - Students with Disabilities**

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	41.9	48.4	9.7	0.0	32.3	58.1	9.7	0.0	38.7	41.9	19.4	0.0
	District	34.7	50.0	15.3	0.0	33.3	61.1	5.6	0.0	31.9	50.0	18.1	0.0
	State	40.3	42.8	14.7	2.1	46.7	41.2	10.9	1.2	40.0	46.1	12.1	1.8
Non-IEP	School	5.6	33.5	47.2	13.7	7.1	39.6	45.2	8.1	3.6	39.6	48.2	8.6
	District	5.2	30.0	52.6	12.1	6.3	35.1	48.8	9.9	2.8	37.3	49.4	10.5
	State	4.5	33.6	48.7	13.1	6.6	36.9	46.1	10.4	5.0	40.0	43.8	11.2

**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	42.9	21.4	14.3	0.0	57.1	35.7	7.1	14.3	50.0	28.6	7.1
	District	24.5	45.3	26.4	3.8	20.8	52.8	22.6	3.8	17.0	54.7	26.4	1.9
	State	16.3	50.4	30.2	3.0	21.6	52.1	24.8	1.5	18.0	58.2	22.1	1.7
Not Eligible	School	9.8	35.0	43.5	11.7	11.2	41.1	40.7	7.0	7.9	39.3	45.3	7.5
	District	7.4	31.3	50.1	11.3	8.5	36.9	45.4	9.1	5.4	37.3	47.4	9.9
	State	4.8	27.3	51.8	16.0	6.1	30.5	50.3	13.1	4.6	32.6	48.7	14.1



## 2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	No	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	No	2009-10 State Improvement Status	Academic Early Warning Year 1

	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		70.0			70.0			90.0		78.0	
<b>All</b>	99.6	Yes	99.6	Yes	59.2		No	51.7		No			89.3	Yes
<b>White</b>	99.5	Yes	99.5	Yes	57.7	58.0	Yes	50.3	58.9	No			88.5	
<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% 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 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% 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 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

\* Includes only students enrolled as of 05/01/2008.

\*\* Safe Harbor Targets of 70.0% 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.)

For the second consecutive year, McHenry East High School failed to meet adequate yearly progress in math or reading, and therefore falls into the State Improvement Status of "Academic Early Warning." Amid the discouraging news, it should be noted that East made significant gains in the area of reading, moving from last year's 53.4% of all students meeting or exceeding, to this year's 59.2% (+5.8%). Unfortunately, math scores dipped from 53.8% in 2008, to 51.7% in 2009.

During the 2008-09 school year, District 156, worked with a state-funded consultant to complete an audit of the educational programs and create a program of viable school improvement initiatives. The work of last year built a momentum, which continued into this year.

Goal #1: Establish a system and culture of Professional Learning Communities with related staff development: The department leaders are currently piloting a Professional Learning Community schedule, during which they are being trained to lead teacher teams through the PLC process.

Goal #2: Create a program for student empowerment and the development of learning strategies including time management, note-taking, test-taking, etc.: Approximately half the teaching and administrative staffs have been trained in CRISS strategies. The rest of the staff should be trained by August 2010. CRISS is a nationally-recognized and research-based program of learning strategies. The work is creating a common language for both staff and students.

Goal #3: Continue with the process of curriculum alignment and common-assessment writing, so East Campus educators can identify and articulate (1) what we want students to know, (2) how we will know if they have learned it, and (3) what we will do for students who have not learned it. Curriculum is moving into a revision stage where teachers will align their current course outlines to the ACT College Readiness Standards. This will focus data analysis and conversation on benchmarks provided through the EXPLORE, PLAN, and ACT tests.

Goal #4: Fully deploy a program to meet the special needs of the ninth graders: Half of the current freshman class has been placed into a team with four core teachers. The teachers have been given a common planning time to plan curriculum (including cross-curricular projects), analyze data, plan interventions for under-performing students, differentiate instruction for students who require more challenging curriculum, coordinate the freshman mentoring program, and communicate with families. During the 2010-11 school year, we intend to place all freshmen on teams.

Goal #6: Define a district-wide instructional model, a shared vision of what every lesson should look like. The ITEACH model (Ignite-Tell-Engage-Assess-Close-Honor) based on the work of Madelyn Hunter was created by district 156 staff last year and implemented this year. Teachers are learning to demonstrate all components of the model in each lesson, or each small cluster of lessons.

Goal #7: Create an engagement model of "rigor and relevance" that will challenge students to use higher-order thinking skills, and more true-to-life applications of skills and knowledge. The department leaders are learning how to lead department members through the process of increasing rigor and relevance, as defined by the Rigor and Relevance Model (International Center for Leadership in Education, Inc.)

Goal #8: Solidify a set of common policies related to behavior expectations, homework completion, discipline, attendance, etc. The consistency is most important for freshmen, but should be carried through all grades: The freshmen team teachers have created a set of common policies that have carried over to both teamed and non-teamed students. In addition, a behavior matrix was created that sets a standard of behavior for students in the classrooms, the common areas, the cafeteria, the parking lot, school events and during emergency situations.

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Goal #9: Redesign the Guidance Team to synthesize the Response to Intervention legislation and a four-year post-high school preparation plan for all students. The guidance team offices have been regrouped so that counselors are clustered together, and the social worker and psychologist are located near the Student Service Office. This allows the counselors to focus on transitional services—helping students identify their long-range goals, and developing strategies to achieve them.

Seven additional goals were identified through the audit process, but most fell lower on the list of priorities.

They will be addressed in coming months and years.

All of District 156 is being transformed. We are becoming more data driven and are changing from teachers of content to teachers of students.