

McHenry CCSD 15
Hilltop Elem School
2615 W Lincoln Rd
McHenry, ILLINOIS 60051
GRADES - K 1 2 3

Mrs.ChristineBrown
Tenure - 4
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Summative Designation - Commendable

Student Group - All Students

Title 1 Status - Schoolwide Title One Program

<https://www.isbe.net/Documents/ESSAStatePlanforIllinois.pdf>

District Funding Tier - 2

Capacity to meet expectations - 76.4

State Senate District - 32

State Representative District - 063

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

STUDENT ENROLLMENT												
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
School	423	341		60				12	72	73	162	
		80.6%		14.2%				2.8%	17.0%	17.3%	38.3%	
District	4,464	3,237	57	1,004	59			97	775	578	1,570	45
		72.5%	1.3%	22.5%	1.3%			2.2%	17.4%	12.9%	35.2%	1.0%
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	290,659	233,367	988,680	39,267
		47.9%	16.8%	26.1%	5.1%	0.1%	0.3%	3.5%	14.5%	11.6%	49.3%	2.0%

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.

IEP Students are those students eligible to receive special education services.

English Learner students are those students eligible for transitional bilingual programs.

Total Enrollment is based on [Serving School](#).

Homeless students are who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM											
	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	11.8%	12.0%	0.0%	14.8%	0.0%		0.0%	0.0%	0.0%	0.0%	21.4%
District	8.7%	8.3%	14.5%	8.1%	8.6%	0.0%	0.0%	22.9%	12.9%	10.6%	14.6%
State	3.0%	19.7%	16.4%	2.4%	0.0%			11.3%	18.7%	20.9%	12.4%

STUDENT MOBILITY RATE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	7.9%	9.7%	5.9%	7.9%		4.9%				13.3%	10.1%	6.8%	9.6%
District	6.5%	6.7%	5.9%	6.1%	27.1%	6.5%	5.1%		16.7%	7.8%	9.2%	6.5%	10.4%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS	
Days	
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I	
School	
District	37.9
State	30.5

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

STUDENT-TO-STAFF RATIOS				
	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	17.7		8.9	262.6
State	19.0	19.3	11.1	180.6

HEALTH AND WELLNESS (days per week)	
School	2.0
District	3.0
State	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	15.0	19.0	20.0	17.0							18.0
District	17.0	21.0	20.0	20.0	19.0	20.0	27.0	26.0	25.0		22.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			30			150			30		
District	63	58	58	27	58	58	151	58	58	27	58	58
State	73	60	57	35	48	51	129	88	77	30	48	50

TEACHER INFORMATION (Full-Time Equivalents)											
Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown	
											District
State	128,999	23.3	76.7	83.2	5.8	6.2	1.5	0.1	0.2	0.8	2.3

TEACHER INFORMATION (Continued)			
Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	
School	--	--	--
District	14.3	29.4	70.6
State	13.2	38.5	61.0

Educator Qualifications		
	High Poverty Schools	Low Poverty Schools
District Inexperienced		0
District With Emergency Credentials		0
State Inexperienced	2	3
State With Emergency Credentials	0	0

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

TEACHER RETENTION RATE	
School	79.3
District	90.0
State	84.3

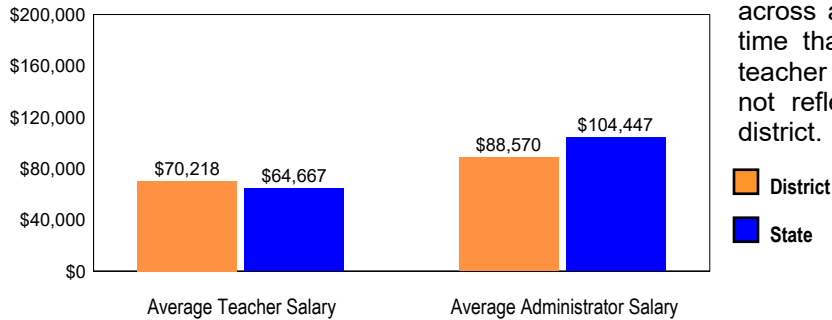
TEACHER ATTENDANCE	
School	--
District	70.2
State	70.2

TEACHER EVALUATION	
School	--
District	100.0
State	97.1

PRINCIPAL TURNOVER (Count)	
School	2.0
District	1.0
State	1.0

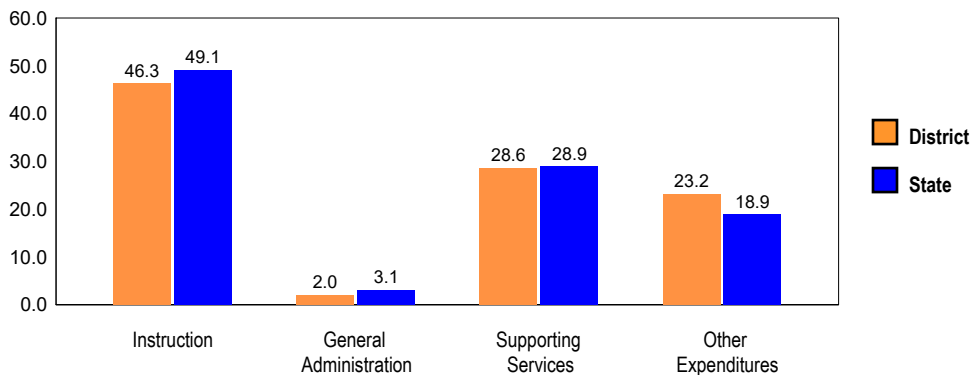
SCHOOL DISTRICT FINANCES

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 2016-17 (Percentages)



REVENUE BY SOURCE 2016-17

	District	District %	State %
Local Property Taxes	\$52,230,808	76.1	63.1
Other Local Funding	\$2,617,555	3.8	5.0
General State Aid	\$6,840,340	10.0	17.6
Other State Funding	\$3,268,185	4.8	6.8
Federal Funding	\$3,672,195	5.4	7.5
TOTAL	\$68,629,083		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$48,123,452	65.8	71.6
Operations & Maintenance	\$10,652,838	14.6	7.1
Transportation	\$4,265,600	5.8	3.8
Debt Service	\$3,592,062	4.9	9.5
Tort	\$631,509	0.9	1.2
Municipal Retirement/ Social Security	\$3,025,492	4.1	2.1
Fire Prevention & Safety	\$0	0.0	0.7
Capital Projects	\$2,832,424	3.9	4.0
TOTAL	\$73,123,377		

OTHER FINANCIAL INDICATORS

	2015 Equalized Assessed Valuation per Pupil	2015 Total School Tax Rate per \$100	2016-17 Instructional Expenditure per Pupil	2016-17 Operating Expenditure per Pupil
District	\$215,301	5.95	\$8,486	\$14,230
State	**	**	\$8,024	\$13,337

** 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

COLLEGE ENROLLMENT		
	12 Months	16 Months
School		
District		
State	74.8	75.6

FRESHMEN ON TRACK	
School	
District	
State	86.6

CTE ENROLLMENT	
School	
District	
State	283,473

POST SECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	74.8%			32.1%	42.7%	0.0%

POST SECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School						
District						
State	75.6%			32.3%	43.3%	0.0%

CLIMATE AND CULTURE													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
In School Suspensions	1	1		1							1		
Out of School Suspensions	0	0		0							0		
Expulsions	0	0		0							0		
Incidents of Violence (including bullying and harassment)	0	0		0							0		

4 YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	85.4	82.5	88.4	90.6	75.0	80.7	93.6	81.0	79.8	84.7	76.5	68.6	77.0

HIGH SCHOOL 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	87.6	85.3	89.9	91.4	78.4	84.6	95.3	84.3	82.6	86.8	83.0	73.5	80.2

HIGH SCHOOL 6-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	87.7	85.3	90.1	91.7	78.3	84.7	95.3	86.9	82.4	86.9	83.0	74.9	80.3

DROP OUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School													
District													
State	2.1	2.5	1.7	1.2	4.0	2.8	0.5	2.4	3.0	2.1	2.9	4.0	3.6

ELA PROFICIENCY													
	All Students	Gender		Race / Ethnicity							Students With IEPs	English Learners	Low Income
		Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School	43	19	24	37		5					0	4	12
District	1,242	514	728	961	12	216	26			25	48	34	306
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
		38.0%	46.2%	45.7%		27.8%					0.0%	26.7%	30.0%
		33.8%	49.8%	44.9%	33.2%	30.4%	66.7%			44.6%	10.7%	10.9%	28.7%
		30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	45	23	22	38		7					0	3	14
		46.9%	42.3%	47.5%		38.9%					0.0%	20.0%	35.9%
District	867	451	416	697	7	134	14			14	23	30	196
		29.6%	28.5%	32.6%	19.4%	18.8%	35.9%			25.0%	5.1%	9.5%	18.4%
State	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476
		31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

ISA PROFICIENCY													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	667	335	332	511	5	124	11			16	38	15	180
		65.9%	68.5%	71.6%	38.5%	53.0%	78.6%			88.9%	28.6%	21.1%	54.2%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
		48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

ELA GROWTH													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	50.7%	49.2%	52.3%	49.6%	54.1%	53.8%	56.8%	22.0%	74.0%	47.0%	48.3%	53.9%	50.4%
State	50.0%	47.5%	52.5%	51.8%	44.5%	48.7%	57.4%	52.4%	49.8%	50.0%	43.5%	48.1%	47.5%

MATH GROWTH													
	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	50.9%	49.1%	52.7%	50.6%	49.5%	52.6%	46.3%	32.0%	60.3%	45.3%	44.1%	47.6%	49.8%
State	50.0%	49.0%	51.0%	51.6%	44.5%	48.9%	58.0%	50.3%	48.5%	49.6%	44.0%	47.6%	47.5%

EL Proficiency on ACCESS						
	# ELS	# Tested	# Proficient	% Proficient	# Long Term EL	% Long Term EL
School	74	74	3	4.1%		
District	550	550	46	8.4%	18	3.3%
State	210,124	207,307	18,810	9.1%	24,957	11.9%

ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	102	50	52	81		18					13	15	40
		100.0%	98.1%	98.8%		100.0%					92.9%	100.0%	100.0%
District	2,983	1,520	1,463	2,138	35	710	39			56	448	313	1,067
		98.5%	98.6%	98.3%	92.1%	99.7%	100.0%			98.2%	97.6%	99.7%	98.7%
State	1,017,260	520,123	497,137	486,626	169,503	271,186	51,039	1,036	2,854	35,016	142,919	106,440	521,722
		98.1%	98.1%	98.3%	97.0%	98.2%	98.9%	97.5%	98.0%	97.8%	96.9%	98.7%	98.0%

Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	101	49	52	80		18					13	15	39
		98.0%	98.1%	97.6%		100.0%					92.9%	100.0%	97.5%
District	2,983	1,522	1,461	2,135	35	713	39			56	448	316	1,066
		98.6%	98.5%	98.2%	92.1%	99.9%	100.0%			98.2%	97.6%	100.0%	98.6%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
		98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School													
District	993	508	485	714	12	234	14			18	132	71	332
		95.8%	97.2%	96.4%	85.7%	97.1%	100.0%			100.0%	93.6%	95.9%	95.7%
State	426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136
		94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (ELA and mathematics), and at each grade level/course. PLDs are available at

