

**Mulberry Grove Sr High School
Mulberry Grove CUSD 1
Mulberry Grove, 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.

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

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Chronic Truancy Rate	Attendance Rate	Total Enrollment
School	90.4	5.8	1.9	0.0	0.0	0.0	1.9	35.6	0.0	15.4	1.0	3.0	93.0	104
District	89.8	3.6	2.0	0.3	0.3	0.0	4.1	48.6	0.0	18.9	2.0	1.8	94.8	391
State	48.5	17.0	25.7	4.9	0.1	0.4	3.4	50.5	10.7	13.9	2.1	10.8	94.0	2,028,162

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.

Limited-English-proficient students are those students eligible for transitional bilingual programs. Total Enrollment is based on Home School. Homeless students are who do not have permanent and adequate homes. Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Limited-English-Proficient	Percent IEP	Percent Low-Income
School	10.2	14.0	6.9	9.2								11.8	20.0
District	10.6	12.7	8.8	9.8	30.8					6.3		9.5	17.1
State	6.9	7.3	6.5	4.5	13.4	6.8	6.8	8.1	7.5	8.0	9.3	10.1	9.6

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*	
	Percent
School	100.0
District	97.5
State	94.9

TOTAL SCHOOL DAYS	
	Days
School	174
District	174
State	175

8TH GRADERS PASSING ALGEBRA I **	
School	
District	0.0
State	29.1

** For the 8th graders passing algebra I, if the percentage is 0, it means that an Algebra I course is not offered.

* 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

HEALTH AND WELLNESS (days per week)	
School	
	5.0

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14.5	10.4	11.0	195.5
18.7	19.5	11.2	189.6

District	5.0
State	3.9

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										10.9	10.9
District										10.9	14.4
State										19.5	20.2

TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.3	81.7	33
State	83.3	5.9	5.7	1.5	0.1	0.2	0.8	2.6	23.2	76.8	127,310

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	12.4	59.9	40.1
State	12.8	38.4	61.2

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.

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

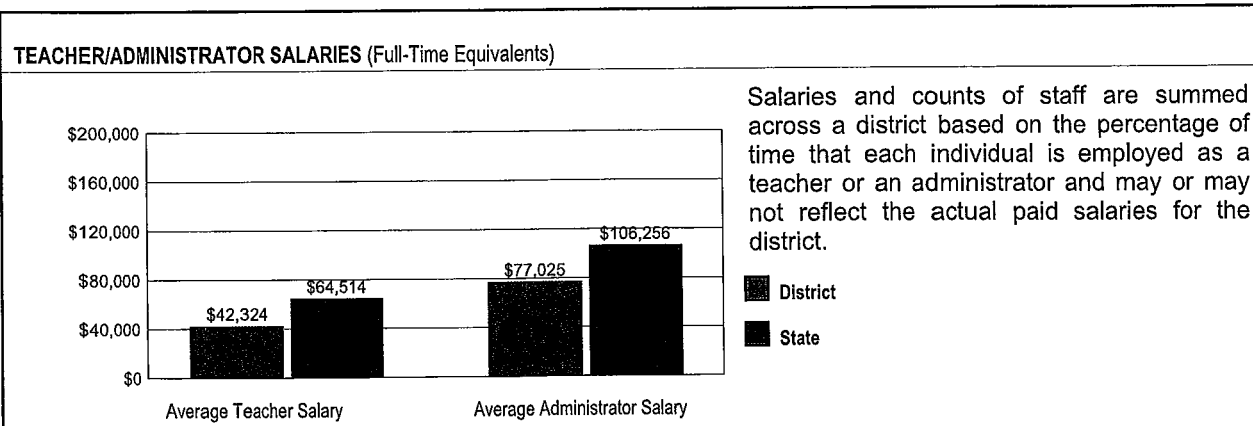
TEACHER RETENTION RATE	
School	82.4
District	85.9
State	86.3

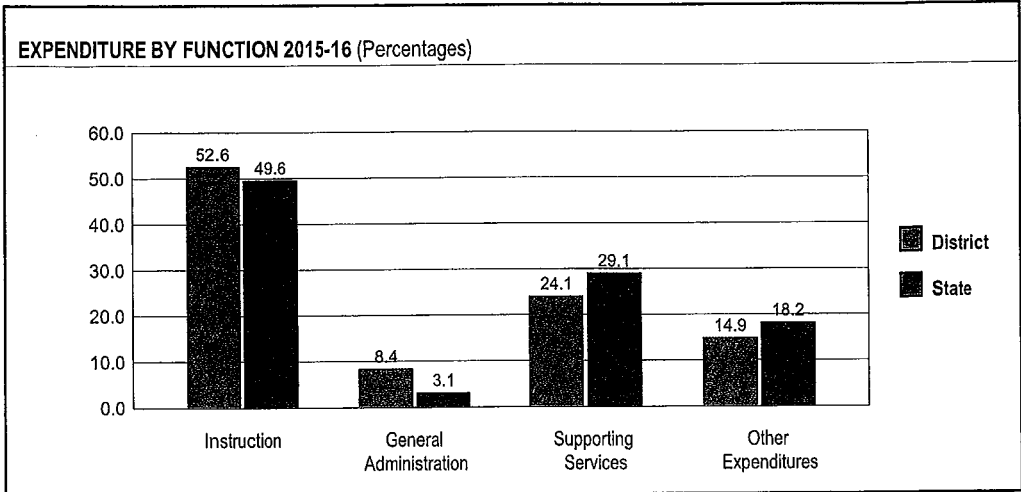
PRINCIPAL TURNOVER (Count)	
School	3.0
District	2.0
State	2.0

TEACHER ATTENDANCE	
School	63.6
District	81.7
State	75.3

Percentage of teachers absent 10 or fewer days
Data from 2013-14 Office of Civil Rights Data Collection, published June 2016

SCHOOL DISTRICT FINANCES





REVENUE BY SOURCE 2015-16

	District	District %	State %
Local Property Taxes	\$1,307,451	33.5	63.2
Other Local Funding	\$141,859	3.6	4.8
General State Aid	\$1,674,437	42.9	17.1
Other State Funding	\$350,003	9.0	7.1
Federal Funding	\$428,555	11.0	7.8
TOTAL	\$3,902,305		

EXPENDITURE BY FUND 2015-16

	District	District %	State %
Education	\$2,875,070	71.7	73.4
Operations & Maintenance	\$163,909	4.1	6.2
Transportation	\$285,378	7.1	3.8
Debt Service	\$333,442	8.3	8.2
Tort	\$219,881	5.5	1.2
Municipal Retirement/ Social Security	\$112,801	2.8	2.1
Fire Prevention & Safety	\$20,538	0.5	0.5
Capital Projects	\$0	0.0	4.6
TOTAL	\$4,011,019		

OTHER FINANCIAL INDICATORS

	2014 Equalized Assessed Valuation per Pupil	2014 Total School Tax Rate per \$100	2015-16 Instructional Expenditure per Pupil	2015-16 Operating Expenditure per Pupil
District	\$25,017,433	4.99	\$5,853	\$9,542
State	**	**	\$7,853	\$12,973

** 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

READY FOR COLLEGE COURSE WORK		PERCENT OF STUDENTS MET ACT BENCHMARKS				
School		English	Math	Read	Science	ALL 4 Subjects
District						
State	50.5	64.5	42.6	46.2	37.7	28.2

COLLEGE ENROLLMENT		
	12 Months	16 Months
School	63.2	65.8
District	63.2	65.8
State	69.5	73.2

FRESHMEN ON TRACK	
School	
District	91.3
State	83.8

CTE ENROLLMENT	
School	
District	71
State	275,524

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)			
	GRADE 10	GRADE 11	GRADE 12
School	0	4	8
District	0	4	8
State	27,086	56,178	71,104

DUAL CREDIT COURSE WORK			
Levels	Grade10	Grade11	Grade12
All			
School	0	4	8
District	0	4	8
State	5,355	15,913	28,735
White			
School	0	4	8
District	0	4	8
State	3,073	10,730	19,459
Black			
School	0	0	0
District	0	0	0
State	758	1,509	2,621
Hispanic			
School	0	0	0
District	0	0	0
State	1,118	2,424	4,510
Asian			
School	0	0	0
District	0	0	0
State	215	736	1,279
Native Hawaiian/Pacific Islander			
School	0	0	0
District	0	0	0
State	5	13	29
American Indian			
School	0	0	0
District	0	0	0
State	25	29	69
Two or More Races			
School	0	0	0
District	0	0	0
State	160	472	768
LEP			
School	0	0	0
District	0	0	0
State	166	204	264
Non LEP			
School	0	4	8
District	0	4	8
State	5,189	15,709	28,471
IEP			
School	0	2	1
District	0	2	1
State	530	1,177	2,003
Non IEP			

School	0	2	7
District	0	2	7
State	4,825	14,736	26,732
Low Income			
School	0	3	3
District	0	3	3
State	2,041	5,050	8,417
Non Low Income			
School	0	1	5
District	0	1	5
State	3,314	10,863	20,318

POST-SECONDARY REMEDIATION (CLASS OF 2015)	
School	63.2
District	63.2
State	46.8

HIGH SCHOOL 4-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
School	84.6	83.3	85.7	84.6										66.7
District	84.6	83.3	85.7	84.6										66.7
State	86.9	84.5	89.3	90.6	78.5	83.7	94.4	82.8	81.5	85.9	74.6	68.8	72.2	79.5

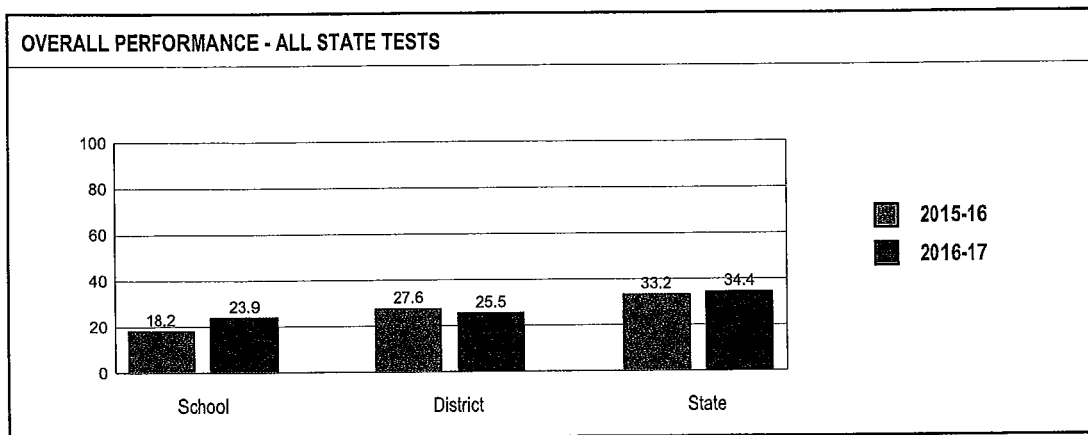
HIGH SCHOOL 5-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
School	90.0	100.0	78.6	92.3										80.0
District	90.0	100.0	78.6	92.3										80.0
State	87.9	85.8	90.2	91.5	79.7	84.9	95.3	86.2	82.6	87.1	78.8	82.6	76.0	81.0

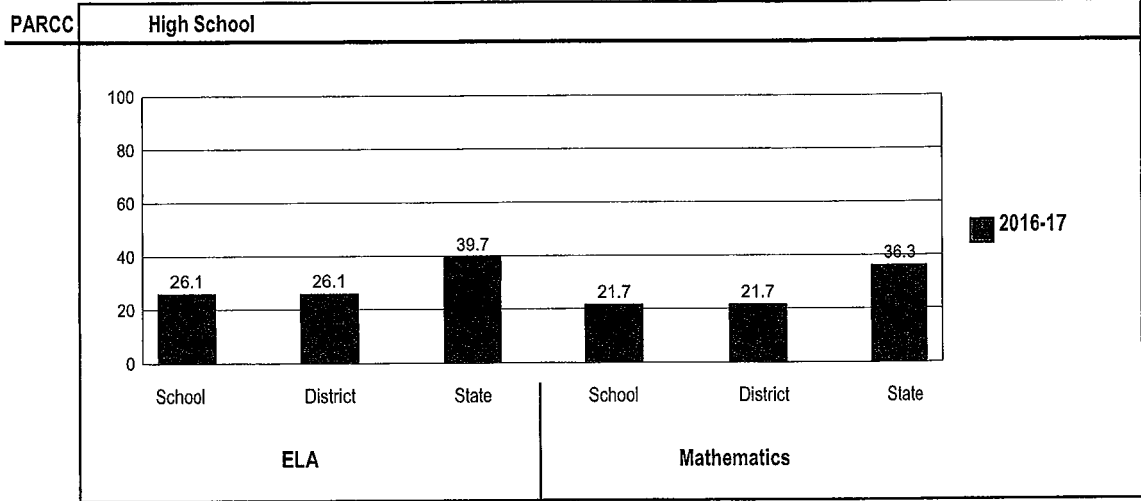
HIGH SCHOOL 6-YEAR GRADUATION RATE														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races				
School	90.0	95.7	82.4	89.2										88.9
District	90.0	95.7	82.4	89.2										88.9
State	88.2	85.9	90.5	91.6	80.0	85.1	95.6	89.7	84.4	87.7	80.4	40.0	77.2	82.6

DROP OUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION														
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	1.9	2.0	1.8	2.1									0.0	5.4
District	1.9	2.0	1.8	2.1									0.0	5.4
State	2.0	2.3	1.8	1.2	4.2	2.7	0.4	1.4	2.7	2.1	3.6	2.5	3.6	3.6

OVERALL STUDENT PERFORMANCE

These charts present the overall percentage of state test scores categorized as meeting or exceeding the PARCC expectations or DLM-AA Standards for your district, and the state.





PERFORMANCE ON STATE ASSESSMENTS

The PARCC is administered to students in grade 3 through 8 and high school. The DLM-AA is administered to students in grade 3 through 8 and 11 with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the PARCC 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.

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 ELA															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	24	11	13	21	2	1	0	0	0	0	0	0	4	9
	Reading	4.2	0.0	7.7	4.8										
District	*Enrollment	218	107	111	201	4	6	0	1	0	6	0	0	40	112
	Reading	0.9	0.9	0.9	1.0									0.0	0.9
State	*Enrollment	1,044,699	534,146	510,536	505,763	175,236	271,935	51,317	1,081	4,731	34,579	90,597	126	143,977	534,082
	Reading	1.8	1.8	1.8	1.7	2.4	1.7	1.2	3.4	1.1	2.1	1.9	1.6	3.0	1.9

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	24	11	13	21	2	1	0	0	0	0	0	0	4	9
	Mathematics	4.2	0.0	7.7	4.8										
District	*Enrollment	218	107	111	201	4	6	0	1	0	6	0	0	40	112
	Mathematics	0.9	0.9	0.9	1.0									0.0	0.9
State	*Enrollment	1,046,855	535,286	511,552	506,360	175,294	272,701	52,007	1,091	4,740	34,602	93,069	127	143,900	535,352
	Mathematics	1.8	1.8	1.8	1.7	2.5	1.7	1.0	2.7	1.1	2.2	1.4	1.6	3.1	1.8

* Enrollment as reported during the testing windows for grades 3 - 8 and high school.

SAT

Each Performance Level is a broad, categorical level defined by a student's 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 scores for the assessment. There are four Performance Levels for SAT:

Level 1 -- Partially Meets Standards	The student has only partially met standards & demonstrates a minimal understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 2 -- Approaching Standards	The student is approaching the proficiency level & demonstrates an incomplete understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meet Standards	The student has met the proficiency level & demonstrates adequate understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 4 -- Exceed Standards	The student has exceeded the proficiency level & demonstrates a thorough understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

SAT**SAT - All**

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	21.7	52.2	26.1	0.0	17.4	60.9	17.4	4.3
District	21.7	52.2	26.1	0.0	17.4	60.9	17.4	4.3
State	22.9	37.4	26.7	13.0	31.1	32.6	28.5	7.8

SAT- Gender

Levels	ELA				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	27.3	63.6	9.1	0.0	18.2	72.7	9.1	0.0
	District	27.3	63.6	9.1	0.0	18.2	72.7	9.1	0.0
	State	26.2	36.4	24.9	12.4	30.8	30.9	28.9	9.5
Female	School	16.7	41.7	41.7	0.0	16.7	50.0	25.0	8.3
	District	16.7	41.7	41.7	0.0	16.7	50.0	25.0	8.3
	State	19.5	38.4	28.5	13.6	31.3	34.3	28.1	6.2

SAT - Racial/Ethnic Background

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
White	School	25.0	55.0	20.0	0.0	20.0	60.0	15.0	5.0
	District	25.0	55.0	20.0	0.0	20.0	60.0	15.0	5.0
	State	14.8	34.2	33.2	17.8	21.0	31.8	36.8	10.4
Black	School								
	District								
	State	41.6	41.7	13.7	3.0	56.4	31.9	10.9	0.8
Hispanic	School								
	District								
	State	31.6	44.3	19.4	4.7	41.2	37.2	19.5	2.1
Asian	School								
	District								
	State	10.2	24.6	33.5	31.8	10.8	22.1	38.8	28.3
Native Hawaiian/Pacific Islander	School								
	District								
	State	16.2	39.7	26.5	17.6	28.7	27.2	33.1	11.0
American Indian	School								
	District								
	State	28.4	41.6	20.4	9.7	41.0	29.5	24.7	4.8
Two or More Races	School								
	District								
	State	19.0	35.8	27.8	17.4	28.2	31.5	29.7	10.6

