

T E Culbertson Elem School
Joliet PSD 86
Joliet, ILLINOIS

GRADES : K 1 2 3 4 5



ILLINOIS
SCHOOL
REPORT
CARD

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	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	23.4	28.6	42.2	0.0	0.0	0.3	5.5	74.4	10.8	13.6		20.3	24.8	94.5	398
District	14.9	28.1	51.1	0.6	0.0	0.2	5.1	77.1	19.1	13.2		23.5	18.5	94.5	11,103
State	51.0	18.0	23.6	4.2	0.1	0.3	2.8	49.0	9.4	13.6		8.6	13.1	94.4	2,066,692

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.

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 9 or more of the last 180 school days.

Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	100.0	--	--	--	--
District	98.1	22.3		15.3	171.3
State	95.3	18.9		13.7	205.0

* 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	26.3	26.7	26.3	25.3	23.7	23.3				
District	22.7	22.0	21.9	21.9	22.6	23.2				
State	20.9	21.2	21.5	22.0	22.4	22.8				

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	50			24			140			24		
District	69			33			130			33		
State	61			31			143			30		

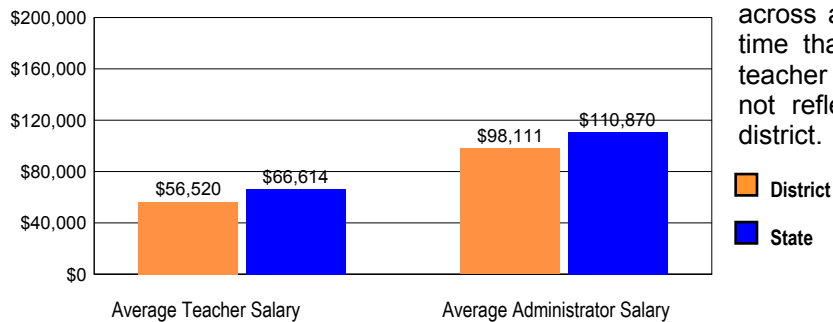
TEACHER INFORMATION (Full-Time Equivalents)											
	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific islander	American Indian	Two or More Races	Unknown	Male	Female	Total Number
District	77.7	10.4	10.5	1.2	0.0	0.0	0.2	0.0	12.4	87.6	624
State	83.3	7.1	5.3	1.3	0.1	0.2	0.8	2.0	23.1	76.9	127,830

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	10.5	59.0	40.6	0.7	0.0
State	12.9	37.8	61.7	0.6	0.7

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

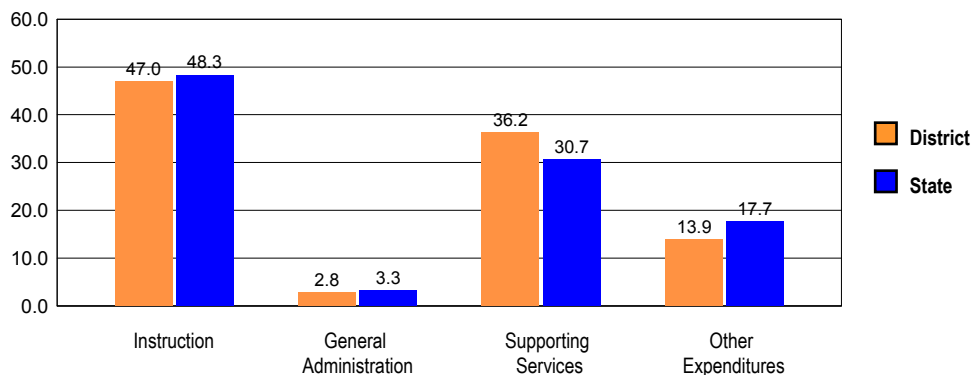
SCHOOL DISTRICT FINANCES

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 2010-11 (Percentages)



REVENUE BY SOURCE 2010-11				EXPENDITURE BY FUND 2010-11			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$35,199,673	25.1	58.2	Education	\$83,927,261	70.1	73.7
Other Local Funding	\$2,955,800	2.1	5.1	Operations & Maintenance	\$8,969,956	7.5	5.9
General State Aid	\$49,114,094	35.0	17.1	Transportation	\$7,261,014	6.1	3.8
Other State Funding	\$33,225,069	23.6	9.5	Debt Service	\$6,034,409	5.0	7.4
Federal Funding	\$19,998,772	14.2	10.1	Tort	\$125,000	0.1	1.2
TOTAL	\$140,493,408			Municipal Retirement/ Social Security	\$2,823,654	2.4	2.0
				Fire Prevention & Safety	\$240,276	0.2	0.8
				Capital Projects	\$10,262,889	8.6	5.1
				TOTAL	\$119,644,459		

OTHER FINANCIAL INDICATORS				
	2009 Equalized Assessed Valuation per Pupil	2009 Total School Tax Rate per \$100	2010-11 Instructional Expenditure per Pupil	2010-11 Operating Expenditure per Pupil
District	\$121,325	2.61	\$5,453	\$9,746
State	**	**	\$6,824	\$11,664

** 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.

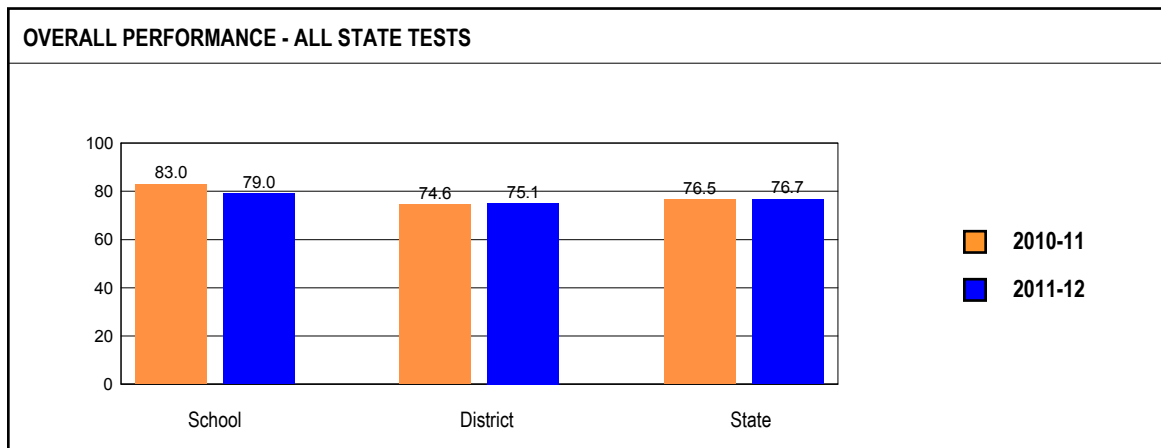
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

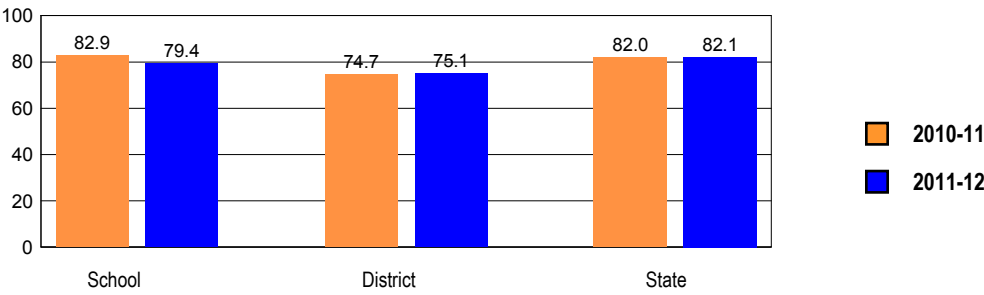
ACADEMIC PERFORMANCE

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.

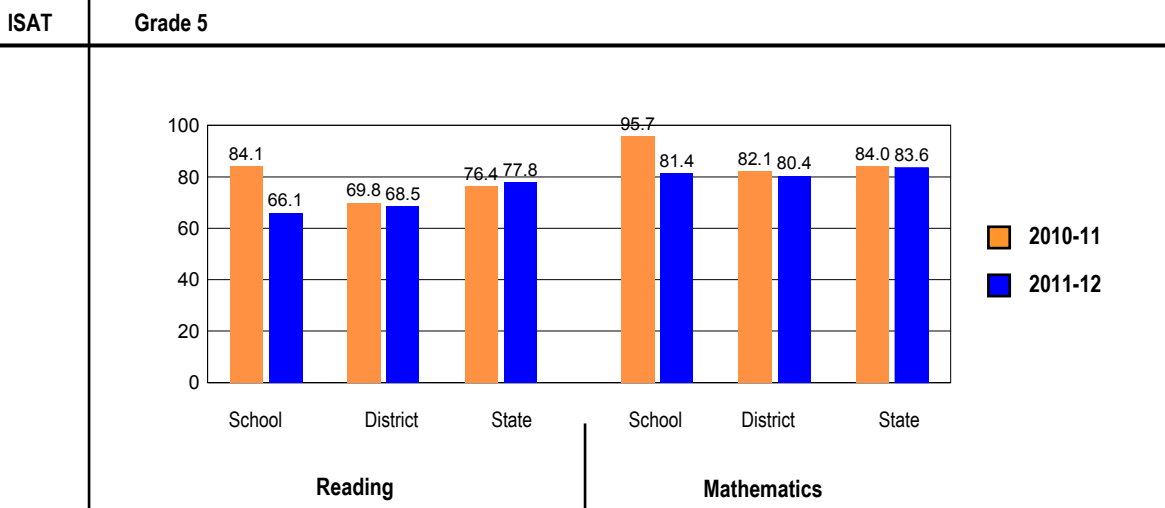
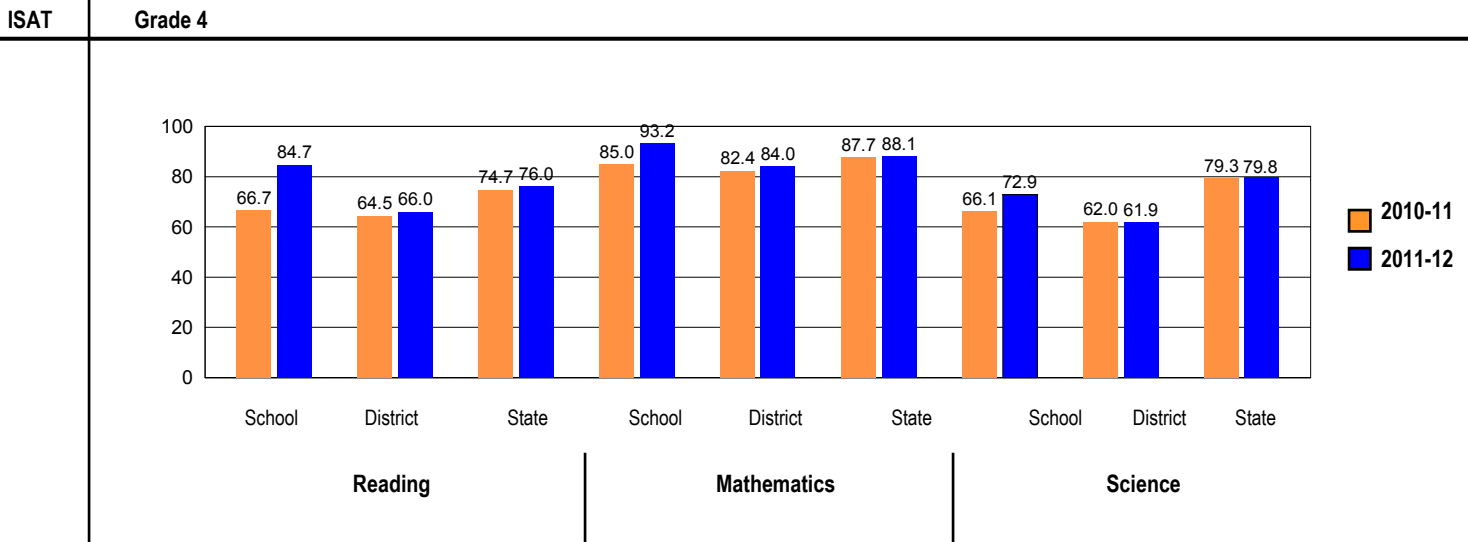
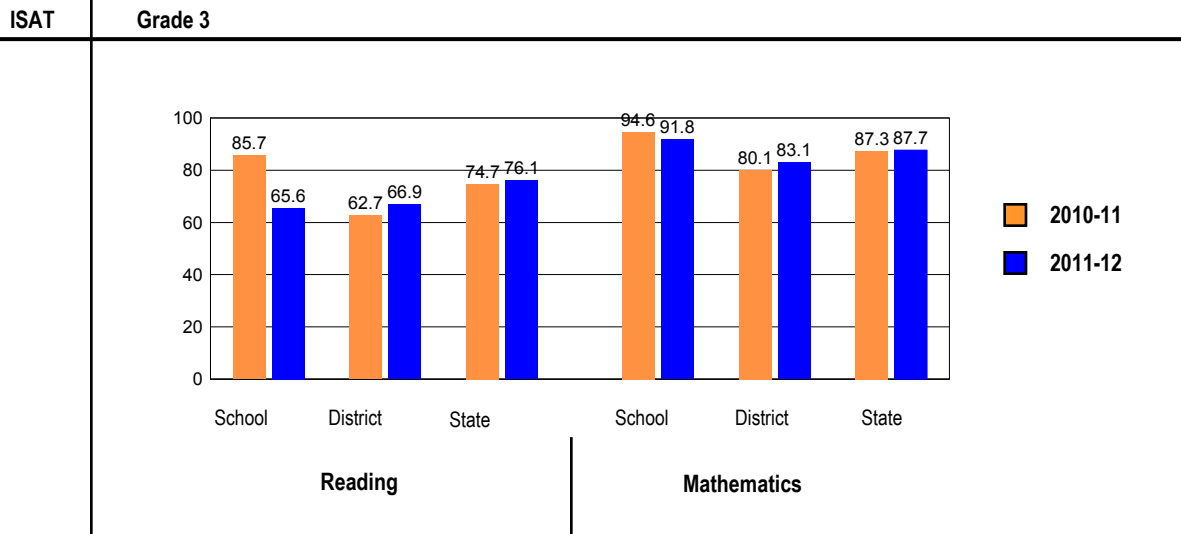


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



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															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	184	93	91	37	57	81	0	0	1	8	9	0	29	145
	Reading	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	6,909	3,563	3,346	1,057	2,028	3,423	45	0	8	348	783	0	1,012	5,504
	Reading	0.2	0.2	0.2	0.3	0.2	0.2	0.0			0.0	0.4		0.5	0.2
State	*Enrollment	1,072,304	548,690	523,352	547,900	192,977	251,440	45,188	977	3,177	29,968	75,031	261	146,113	531,157
	Reading	0.4	0.5	0.3	0.3	0.7	0.4	0.3	0.6	0.6	0.4	0.6	2.3	0.9	0.5

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

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	184	93	91	37	57	81	0	0	1	8	9	0	29	145
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0
District	*Enrollment	6,916	3,566	3,350	1,057	2,029	3,428	45	0	8	349	789	0	1,012	5,512
	Mathematics	0.2	0.1	0.2	0.3	0.1	0.1	0.0			0.0	0.3		0.4	0.1
State	*Enrollment	1,073,764	549,462	524,040	548,234	193,064	252,013	45,638	983	3,180	29,975	76,502	271	146,133	532,214
	Mathematics	0.4	0.4	0.3	0.3	0.7	0.4	0.2	0.5	0.5	0.4	0.3	1.1	0.9	0.5

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

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		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	61	31	30	8	23	25	0	0	1	4	3	0	8	51
	Science	0.0	0.0	0.0		0.0	0.0								0.0
District	*Enrollment	2,266	1,164	1,102	347	669	1,104	20	0	5	121	234	0	327	1,819
	Science	0.7	0.8	0.6	1.2	1.0	0.4	0.0			0.8	0.4		0.9	0.6
State	*Enrollment	456,721	232,992	223,651	237,912	81,780	103,594	19,211	393	1,359	12,254	25,859	107	61,941	217,988
	Science	0.7	0.8	0.6	0.5	1.4	0.7	0.3	1.0	0.9	0.7	0.8	0.9	1.6	1.0

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

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

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 3**Grade 3 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	3.3	31.1	44.3	21.3	1.6	6.6	59.0	32.8
District	7.6	25.5	48.3	18.6	3.2	13.6	53.8	29.3
State	5.2	18.7	46.1	29.9	2.9	9.3	45.2	42.5

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	3.1	37.5	46.9	12.5	3.1	3.1	59.4	34.4
District	9.5	28.0	46.6	15.9	3.6	14.2	53.6	28.6
State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female								
School	3.4	24.1	41.4	31.0	0.0	10.3	58.6	31.0
District	5.6	22.8	50.1	21.5	2.9	13.0	54.1	30.1
State	3.9	16.6	46.2	33.3	2.6	9.4	46.6	41.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	7.1	28.6	50.0	14.3	0.0	7.1	64.3	28.6
District	8.3	15.4	41.4	34.9	0.6	8.9	42.6	47.9
State	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
Black								
School	5.3	36.8	42.1	15.8	5.3	5.3	63.2	26.3
District	8.8	29.9	47.8	13.5	6.7	19.9	53.7	19.6
State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic								
School	0.0	28.0	40.0	32.0	0.0	4.0	52.0	44.0
District	6.9	27.3	50.1	15.7	2.1	12.0	57.4	28.5
State	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
Asian								
School								
District								
State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Native Hawaiian/Pacific Islander								
School								
District								
State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American Indian								
School								
District								
State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or More Races								
School								
District	7.4	13.2	51.5	27.9	2.9	8.8	52.9	35.3
State	3.7	15.0	46.7	34.6	2.0	7.9	44.0	46.1

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	4.3	31.9	44.7	19.1	2.1	6.4	63.8	27.7
District	8.7	27.8	48.2	15.3	3.6	15.4	56.6	24.4
State	8.3	27.4	48.5	15.9	4.7	14.5	54.3	26.4
Not Eligible								
School	0.0	28.6	42.9	28.6	0.0	7.1	42.9	50.0
District	3.6	16.4	48.8	31.2	1.6	6.8	43.2	48.4
State	1.7	9.1	43.5	45.7	0.9	3.5	35.1	60.5

Grade 4**Grade 4 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	15.3	59.3	25.4	0.0	6.8	67.8	25.4	0.0	27.1	61.0	11.9
District	1.5	32.5	49.7	16.2	1.3	14.7	66.3	17.7	6.2	31.9	54.1	7.7
State	1.0	23.0	47.1	28.9	1.2	10.7	57.1	31.0	2.6	17.6	59.7	20.1

Grade 4 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	0.0	6.9	65.5	27.6	0.0	6.9	58.6	34.5	0.0	13.8	65.5	20.7
	District	2.3	37.8	47.1	12.8	1.7	16.1	66.3	15.9	6.6	31.9	53.6	7.9
	State	1.3	26.7	46.8	25.2	1.5	11.4	56.0	31.1	2.9	17.4	57.4	22.3
Female	School	0.0	23.3	53.3	23.3	0.0	6.7	76.7	16.7	0.0	40.0	56.7	3.3
	District	0.7	27.3	52.3	19.7	1.0	13.3	66.2	19.5	5.9	31.9	54.7	7.5
	State	0.6	19.2	47.4	32.8	0.9	9.9	58.4	30.8	2.3	17.9	62.0	17.8

Grade 4 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School												
	District	0.5	21.1	52.4	25.9	1.6	9.1	58.6	30.6	3.3	19.0	60.9	16.8
	State	0.5	14.3	46.9	38.3	0.6	6.0	53.6	39.8	1.0	9.6	61.2	28.2
Black	School	0.0	17.4	56.5	26.1	0.0	8.7	69.6	21.7	0.0	30.4	65.2	4.3
	District	2.0	40.1	46.2	11.7	2.3	20.6	67.7	9.3	9.4	40.5	46.6	3.5
	State	2.0	39.0	45.6	13.5	3.0	20.9	61.8	14.3	6.1	33.8	54.1	6.0
Hispanic	School	0.0	8.7	56.5	34.8	0.0	0.0	60.9	39.1	0.0	8.7	65.2	26.1
	District	1.7	31.1	50.8	16.4	0.5	12.1	68.3	19.1	4.9	31.6	56.0	7.5
	State	1.3	32.3	50.0	16.4	1.4	14.5	64.7	19.4	3.8	24.6	61.8	9.9
Asian	School												
	District	0.0	27.3	54.5	18.2	9.1	9.1	45.5	36.4	18.2	9.1	54.5	18.2
	State	0.4	9.1	38.2	52.3	0.6	3.3	35.9	60.2	1.4	7.3	52.6	38.7
Native Hawaiian/Pacific Islander	School												
	District												
	State	0.8	14.4	48.8	36.0	0.0	6.3	50.0	43.8	0.8	13.4	58.3	27.6
American Indian	School												
	District												
	State	1.0	25.5	51.6	22.0	1.4	10.5	64.2	23.9	3.3	21.5	60.4	14.8
Two or More Races	School												
	District	0.0	38.2	50.0	11.8	1.5	22.1	66.2	10.3	7.4	30.9	57.4	4.4
	State	0.6	19.4	46.7	33.3	0.8	9.1	55.8	34.3	1.9	15.1	58.6	24.4

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch													
	School	0.0	18.4	57.1	24.5	0.0	8.2	65.3	26.5	0.0	32.7	55.1	12.2
	District	1.9	36.3	49.2	12.6	1.5	16.4	68.4	13.7	7.1	35.6	51.7	5.6
	State	1.6	34.2	49.0	15.2	2.0	16.5	64.2	17.4	4.3	26.7	59.7	9.4
Not Eligible													
	School	0.0	0.0	70.0	30.0	0.0	0.0	80.0	20.0	0.0	0.0	90.0	10.0
	District	0.0	16.3	52.0	31.7	0.4	7.5	57.5	34.6	2.2	16.3	64.8	16.7
	State	0.3	10.9	45.1	43.7	0.4	4.5	49.5	45.6	0.8	7.9	59.7	31.6

Grade 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	33.9	57.6	8.5	3.4	15.3	74.6	6.8
District	0.1	31.4	52.3	16.3	0.7	18.9	73.6	6.8
State	0.2	22.0	47.2	30.6	0.6	15.7	65.9	17.7

Grade 5 - Gender

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	0.0	48.3	44.8	6.9	6.9	20.7	58.6	13.8
	District	0.2	38.8	46.2	14.8	1.2	20.8	70.7	7.3
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	School	0.0	20.0	70.0	10.0	0.0	10.0	90.0	0.0
	District	0.0	23.6	58.6	17.8	0.2	16.9	76.7	6.2
	State	0.1	18.4	47.0	34.5	0.5	14.6	67.6	17.2

Grade 5 - Racial/Ethnic Background

Levels		Reading				Mathematics			
		1	2	3	4	1	2	3	4
White	School	0.0	21.4	64.3	14.3	0.0	21.4	71.4	7.1
	District	0.0	18.0	52.3	29.7	0.0	9.3	76.2	14.5
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black	School	0.0	42.9	50.0	7.1	7.1	21.4	64.3	7.1
	District	0.3	41.8	48.2	9.7	1.5	31.0	63.8	3.6
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School	0.0	36.7	56.7	6.7	3.3	10.0	80.0	6.7
	District	0.0	30.6	54.9	14.5	0.3	15.6	77.9	6.2
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian	School								
	District								
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaiian/Pacific Islander	School								
	District								
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American Indian	School								
	District								
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or More Races	School								
	District	0.0	20.4	49.0	30.6	2.0	14.3	79.6	4.1
	State	0.2	16.5	46.9	36.4	0.5	13.1	64.9	21.4

Grade 5 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	37.8	57.8	4.4	2.2	17.8	73.3	6.7
District	0.1	34.3	53.4	12.1	0.7	21.3	72.4	5.6
State	0.3	33.5	49.7	16.5	1.0	24.0	67.6	7.4
Not Eligible								
School	0.0	21.4	57.1	21.4	7.1	7.1	78.6	7.1
District	0.0	16.7	46.4	37.0	0.5	7.3	79.7	12.5
State	0.1	10.0	44.5	45.5	0.2	7.1	64.2	28.4

2012 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?	Yes
Is this school making AYP in Reading?	No	2012-13 Federal Improvement Status	Choice SES
Is this school making AYP in Mathematics?	Yes	2012-13 State Improvement Status	Academic Early Warning Year 2

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		5-YEAR 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		85.0			85.0			91.0		82.0	
All	100.0	Yes	100.0	Yes	71.7		No	88.9		Yes	94.5	Yes		
White														
Black	100.0	Yes	100.0	Yes	67.3		No	85.5		Yes				
Hispanic	100.0	Yes	100.0	Yes	74.7	81.3	No	93.7		Yes	95.1			
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	69.0	81.1	No	87.3		Yes	94.2			

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 85% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 85% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 91% attendance rate for non-high schools and at least 82% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2011.

** Safe Harbor Targets of 85% 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.

2012 DIFFERENTIATED ACCOUNTABILITY CLASSIFICATION

The Differentiated Accountability classification for the school is:	Comprehensive
Is this school making (AYP) in the "ALL" subgroup in reading ?	No
Is this school making (AYP) in the "ALL" subgroup in math ?	Yes

In 2008, the Illinois State Board of Education (ISBE) was one of 6 states to be chosen by the US Department of Education to participate on the Differentiated Accountability Pilot Program. The Differentiated Accountability classification **applies only to schools in federal improvement status that do not make AYP**.

The classification is a descriptor (i.e., focused or comprehensive) that is added to a school's improvement status. Current Title I requirements do not change. The classification assists in distinguishing between schools that need focused supports verses more comprehensive interventions.

If a school does make AYP in ALL-student group in both reading and math, this school will be classified as a focused school; otherwise, the school will be identified as a comprehensive school.