

Brownell Elem School
City of Chicago SD 299
Chicago, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4 5 6

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	0.0	99.7	0.3	0.0	0.0	0.0	0.0	97.8	0.0	10.9		1.1	34.0	93.7	313
Subregion	0.7	92.1	6.1	0.3	0.0	0.1	0.6	92.4	3.0	13.1		24.4	28.1	94.1	14,386
District	8.8	41.7	44.3	3.3	0.1	0.4	1.4	86.6	16.6	13.2		29.5	18.4	92.5	400,931
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		--	--	--	--
Subregion	89.7	--	--	--	--
District	80.3	23.3	19.2	15.4	211.1
State	95.3	18.9	18.8	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	21.0	14.3	17.5	20.5	18.0	11.0	10.3			
Subregion	23.8	21.7	23.0	22.9	21.6	21.4	22.2			
District	24.6	23.9	23.8	24.2	24.5	24.3	25.1			
State	20.9	21.2	21.5	22.0	22.4	22.8	22.4			

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	48	53		24	40		144	103		28	40	
Subregion	49	54		25	41		143	103		28	41	
District	55	59		30	45		140	103		30	42	
State	61	56		31	44		143	103		30	43	

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
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
Subregion	--	--	--	0.3	0.3
District	11.9	35.4	63.5	1.3	4.3
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





REVENUE BY SOURCE 2010-11			
	District	District %	State %
Local Property Taxes	\$2,134,417,013	38.6	58.2
Other Local Funding	\$374,470,436	6.8	5.1
General State Aid	\$1,163,411,894	21.0	17.1
Other State Funding	\$743,397,572	13.4	9.5
Federal Funding	\$1,118,967,501	20.2	10.1
TOTAL	\$5,534,664,416		

EXPENDITURE BY FUND 2010-11			
	District	District %	State %
Education	\$4,721,442,101	83.1	73.7
Operations & Maintenance	\$0	0.0	5.9
Transportation	\$0	0.0	3.8
Debt Service	\$332,095,783	5.8	7.4
Tort	\$67,846,865	1.2	1.2
Municipal Retirement/ Social Security	\$0	0.0	2.0
Fire Prevention & Safety	\$0	0.0	0.8
Capital Projects	\$558,715,048	9.8	5.1
TOTAL	\$5,680,099,797		

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	\$241,123	2.37	\$8,235	\$13,616
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.

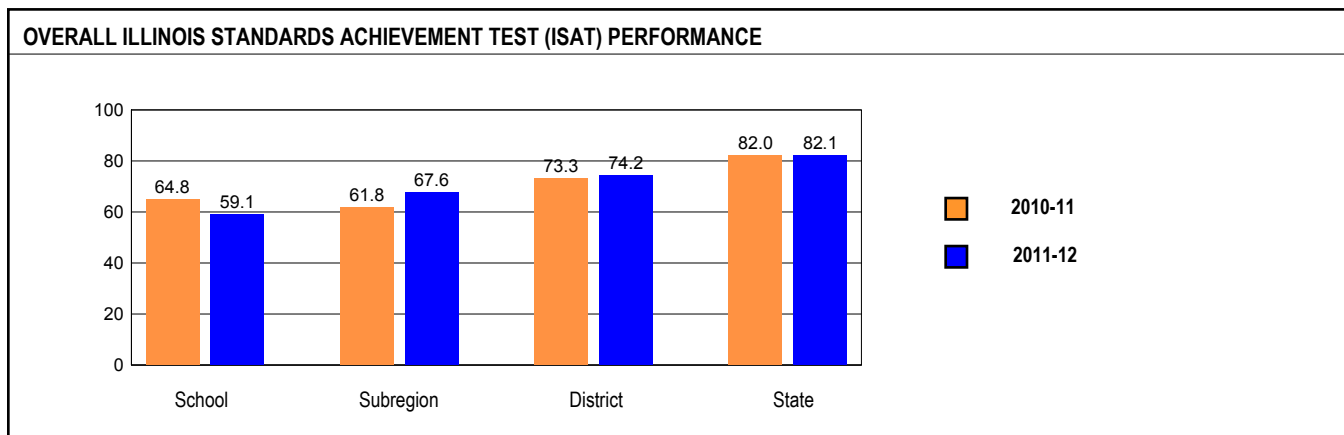
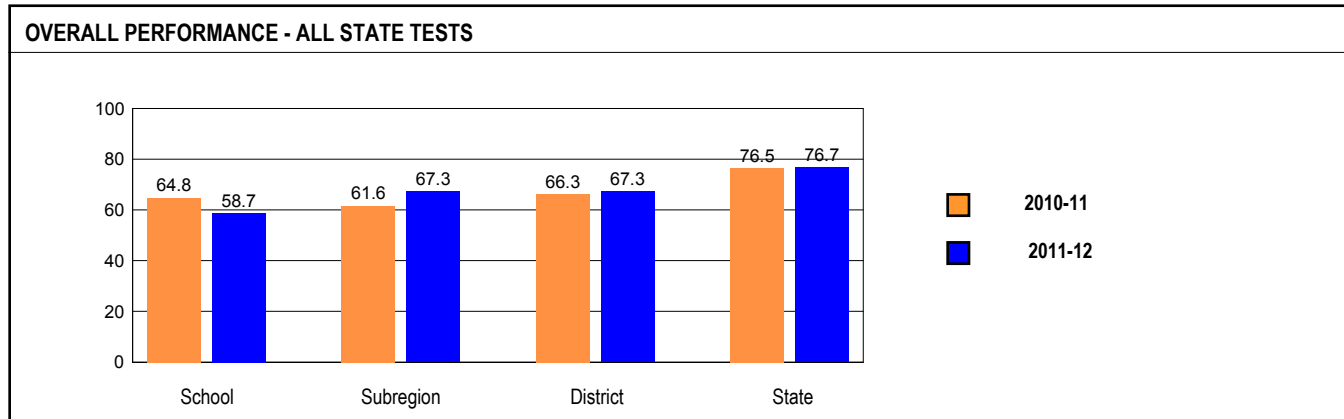
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

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

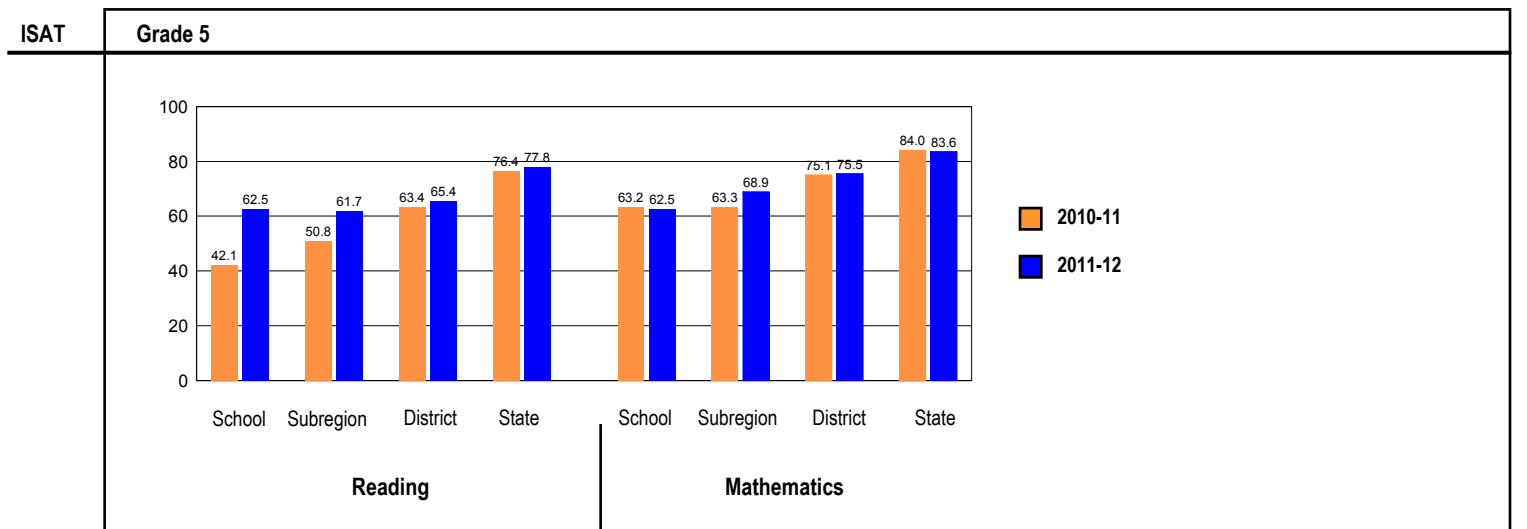
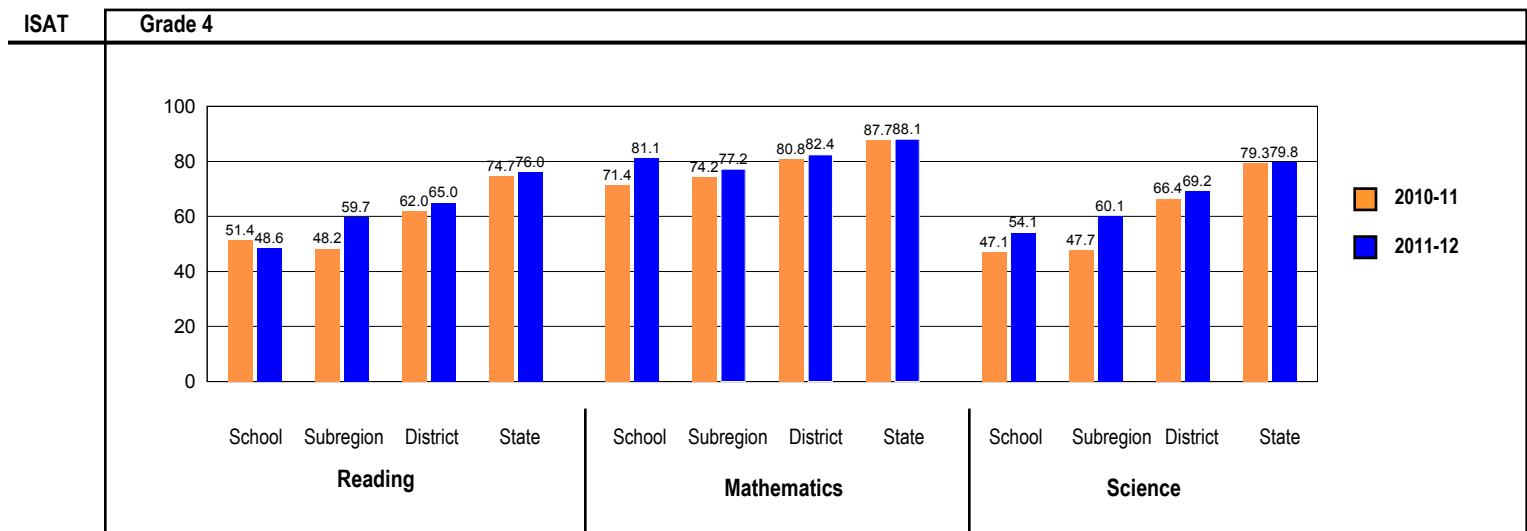
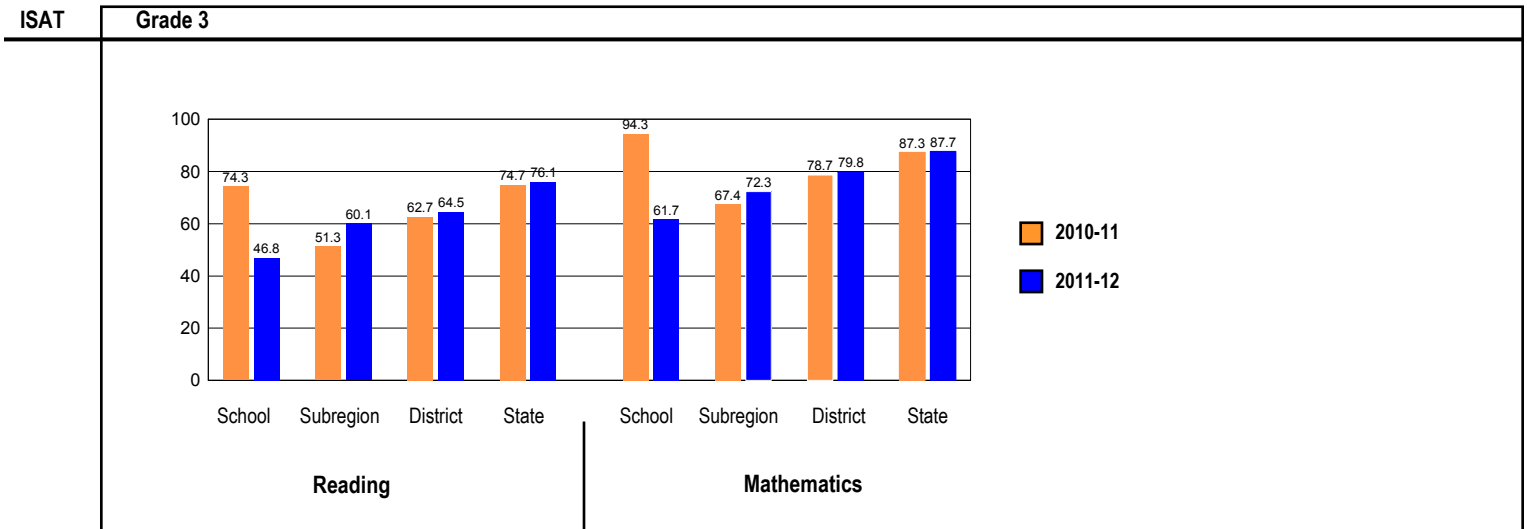
OVERALL STUDENT PERFORMANCE

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

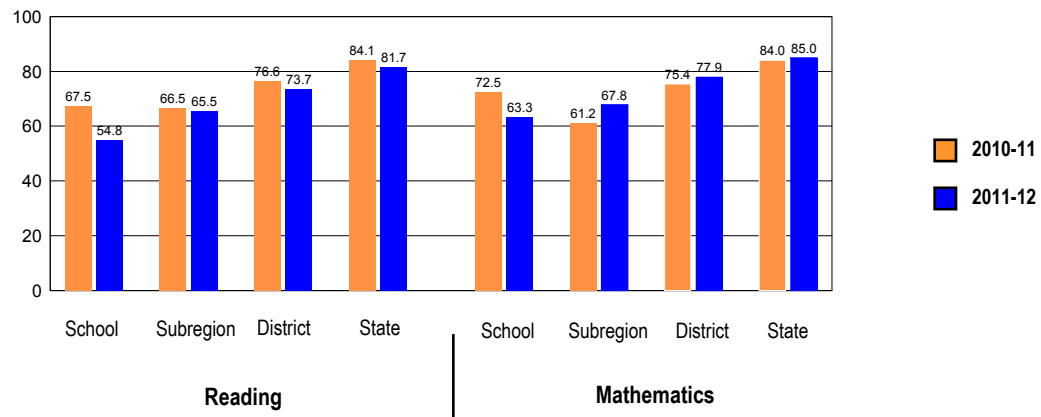


ISAT PERFORMANCE

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.



ISAT Grade 6



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	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	149	78	71	0	149	0	0	0	0	0	0	0	18	149
	Reading	0.0	0.0	0.0		0.0								0.0	0.0
Subregion	*Enrollment	9,164	4,567	4,597	60	8,500	508	26	2	11	57	189	0	1,381	8,560
	Reading	0.3	0.3	0.2	0.0	0.3	0.2	0.0		9.1	0.0	0.5		0.7	0.2
District	*Enrollment	201,039	101,186	99,853	16,705	84,875	89,562	6,501	164	731	2,501	23,585	0	27,796	177,779
	Reading	0.5	0.6	0.5	0.4	0.7	0.3	0.5	0.6	0.4	0.5	0.6		1.2	0.5
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	149	78	71	0	149	0	0	0	0	0	0	0	18	149
	Mathematics	0.0	0.0	0.0		0.0								0.0	0.0
Subregion	*Enrollment	9,169	4,568	4,601	60	8,501	512	26	2	11	57	195	0	1,381	8,565
	Mathematics	0.3	0.3	0.2	0.0	0.3	0.0	0.0		9.1	0.0	0.0		0.8	0.2
District	*Enrollment	201,532	101,455	100,077	16,791	84,898	89,809	6,631	168	732	2,503	24,090	0	27,798	178,233
	Mathematics	0.5	0.5	0.4	0.3	0.7	0.3	0.3	0.6	0.4	0.4	0.3		1.1	0.5
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	37	20	17	0	37	0	0	0	0	0	0	0	2	37
	Science	0.0	0.0	0.0		0.0									0.0
Subregion	*Enrollment	3,004	1,494	1,510	23	2,779	176	5	1	4	16	61	0	461	2,808
	Science	0.7	0.8	0.7	0.0	0.8	0.0				0.0	0.0		1.7	0.7
District	*Enrollment	83,535	41,370	42,165	6,924	35,579	36,681	2,855	75	328	1,093	7,997	0	11,710	73,689
	Science	1.0	1.2	0.9	0.5	1.6	0.6	0.5	2.7	0.9	0.8	0.6		2.2	1.1
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	25.5	27.7	36.2	10.6	17.0	21.3	31.9	29.8
Subregion	12.1	27.8	43.1	17.0	9.0	18.7	49.7	22.6
District	9.5	26.0	45.1	19.5	5.7	14.4	50.0	29.8
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	18.2	31.8	40.9	9.1	9.1	18.2	40.9	31.8
	Subregion	13.7	30.8	41.6	13.9	10.1	19.5	49.3	21.1
	District	11.6	27.5	43.6	17.4	6.3	14.6	48.7	30.3
	State	6.4	20.8	46.1	26.7	3.2	9.3	44.0	43.5
Female	School	32.0	24.0	32.0	12.0	24.0	24.0	24.0	28.0
	Subregion	10.7	25.3	44.4	19.7	8.1	18.1	49.9	23.9
	District	7.3	24.5	46.6	21.7	5.1	14.2	51.4	29.2
	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	18.2	9.1	9.1	63.6	9.1	0.0	27.3	63.6
Subregion	3.6	9.7	37.8	48.9	1.9	4.1	30.5	63.5
District	2.5	11.7	45.9	39.9	1.1	4.6	39.2	55.0
State								
Black								
School	25.5	27.7	36.2	10.6	17.0	21.3	31.9	29.8
Subregion	11.2	28.0	44.1	16.7	8.5	18.8	50.6	22.1
District	11.1	28.2	45.8	15.0	8.1	17.7	52.7	21.4
State	9.3	28.3	46.9	15.4	7.1	17.9	53.8	21.2
Hispanic								
School	27.4	33.3	33.3	6.0	18.8	24.7	41.2	15.3
Subregion	9.6	28.6	46.3	15.5	4.7	14.4	53.5	27.4
District	8.3	28.0	47.6	16.1	3.8	13.8	54.7	27.7
State								
Asian								
School								
Subregion								
District	4.0	11.5	41.2	43.2	2.2	4.3	27.8	65.7
State	2.0	7.4	36.7	53.9	1.0	3.0	25.1	70.8
Native Hawaiian/Pacific Islander								
School								
Subregion								
District	6.5	6.5	29.0	58.1	0.0	3.2	25.8	71.0
State	3.4	7.4	45.9	43.2	2.0	3.4	37.8	56.8
American Indian								
School								
Subregion								
District	2.9	28.8	41.3	26.9	1.9	12.6	52.4	33.0
State	3.9	24.8	45.1	26.2	2.0	12.3	51.0	34.8
Two or More Races								
School								
Subregion	15.4	7.7	38.5	38.5	7.7	7.7	46.2	38.5
District	5.1	13.6	39.7	41.6	2.1	8.3	35.1	54.4
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	25.5	27.7	36.2	10.6	17.0	21.3	31.9	29.8
Subregion	12.7	29.1	44.0	14.2	9.5	19.6	51.2	19.8
District	10.4	28.6	46.1	14.8	6.3	15.9	53.0	24.8
State	8.3	27.4	48.5	15.9	4.7	14.5	54.3	26.4
Not Eligible								
School								
Subregion	2.0	8.1	29.3	60.6	1.0	6.1	26.3	66.7
District	2.1	6.3	37.0	54.5	1.5	3.3	27.9	67.4
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	51.4	43.2	5.4	2.7	16.2	70.3	10.8	5.4	40.5	51.4	2.7
Subregion	2.3	37.9	43.8	16.0	2.9	19.8	60.3	17.0	7.6	32.3	52.0	8.1
District	1.9	33.1	45.7	19.3	2.1	15.5	60.1	22.3	4.8	26.0	57.1	12.1
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 5**Grade 5 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	37.5	50.0	12.5	0.0	37.5	53.1	9.4
Subregion	0.3	38.0	45.1	16.6	1.9	29.2	61.9	7.0
District	0.3	34.3	46.0	19.4	1.3	23.2	64.9	10.6
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	41.2	47.1	11.8	0.0	41.2	52.9	5.9
	Subregion	0.6	43.6	44.5	11.4	2.6	34.1	57.3	6.0
	District	0.4	38.4	44.4	16.7	1.5	24.7	63.0	10.8
	State	0.2	25.5	47.4	26.9	0.8	16.8	64.3	18.1
Female	School	0.0	33.3	53.3	13.3	0.0	33.3	53.3	13.3
	Subregion	0.1	32.5	45.6	21.8	1.1	24.5	66.3	8.1
	District	0.2	30.0	47.7	22.2	1.1	21.6	66.9	10.5
	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								
	Subregion	0.0	18.2	18.2	63.6	0.0	27.3	18.2	54.5
	District	0.0	14.2	38.6	47.1	0.4	9.5	59.6	30.4
	State	0.1	12.7	46.3	41.0	0.3	9.1	66.6	24.0
Black	School	0.0	37.5	50.0	12.5	0.0	37.5	53.1	9.4
	Subregion	0.4	37.4	46.2	16.1	1.9	29.0	62.8	6.3
	District	0.4	40.2	46.0	13.3	1.8	29.3	63.3	5.6
	State	0.4	38.1	48.0	13.5	1.5	30.3	63.1	5.1
Hispanic	School								
	Subregion	0.0	58.2	32.9	8.9	2.5	40.0	55.0	2.5
	District	0.3	34.4	48.0	17.3	1.1	21.7	68.3	9.0
	State	0.2	32.5	49.8	17.5	0.8	21.0	69.6	8.6
Asian	School								
	Subregion								
	District	0.0	16.7	38.0	45.3	0.7	7.8	53.4	38.0
	State	0.1	9.2	39.1	51.7	0.3	5.3	49.5	44.9
Native Hawaiian/Pacific Islander	School								
	Subregion								
	District	0.0	9.1	50.0	40.9	0.0	0.0	63.6	36.4
	State	0.0	12.6	50.5	36.9	0.0	9.1	69.1	21.8
American Indian	School								
	Subregion								
	District	0.0	25.8	47.2	27.0	1.1	20.2	60.7	18.0
	State	0.2	26.3	53.8	19.6	0.5	20.6	67.2	11.7
Two or More Races	School								
	Subregion	0.0	18.2	45.5	36.4	0.0	9.1	63.6	27.3
	District	0.0	14.7	41.8	43.5	0.6	11.5	60.8	27.1
	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	37.5	50.0	12.5	0.0	37.5	53.1	9.4
Subregion	0.4	39.9	46.4	13.3	1.9	30.6	62.5	5.0
District	0.3	37.3	47.0	15.4	1.4	25.1	65.7	7.8
State	0.3	33.5	49.7	16.5	1.0	24.0	67.6	7.4
Not Eligible								
School								
Subregion	0.0	12.0	27.0	61.0	1.0	11.0	53.0	35.0
District	0.1	10.4	38.0	51.5	0.4	7.5	58.8	33.3
State	0.1	10.0	44.5	45.5	0.2	7.1	64.2	28.4

Grade 6**Grade 6 -All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	45.2	54.8	0.0	0.0	36.7	56.7	6.7
Subregion	0.5	34.0	54.4	11.1	1.1	31.1	57.7	10.1
District	0.3	26.0	57.4	16.3	0.7	21.4	60.6	17.3
State	0.2	18.1	56.5	25.2	0.4	14.6	58.9	26.0

Grade 6 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	0.0	52.9	47.1	0.0	0.0	31.3	62.5	6.3
Subregion	0.9	38.5	50.3	10.3	1.2	33.7	55.7	9.4
District	0.5	30.0	55.0	14.5	0.8	23.4	58.6	17.2
State	0.3	21.2	55.3	23.1	0.5	15.8	56.8	26.9
Female								
School	0.0	35.7	64.3	0.0	0.0	42.9	50.0	7.1
Subregion	0.1	29.4	58.6	11.9	0.9	28.5	59.8	10.8
District	0.2	21.8	59.9	18.1	0.5	19.5	62.5	17.5
State	0.1	14.8	57.8	27.3	0.3	13.4	61.2	25.1

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	Restructuring Implementation
Is this school making AYP in Mathematics?	No	2012-13 State Improvement Status	Academic Watch Status Year 9

	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	50.0		No	66.3		No	93.7	Yes		
White														
Black	100.0	Yes	100.0	Yes	50.0	67.1	No	66.3	78.8	No	93.7			
Hispanic														
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	50.0	67.1	No	66.3	78.8	No	93.7			

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 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?	No

In 2008, the Illinois State Board of Education 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.