Park Elementary School
Dolton SD 148
Riverdale, ILLINOIS

GRADES : K 1 2 3 4 5 6

2010 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/ Pacific Islander	Native American	Multi racial /Ethnic	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	96.9	1.5	0.0	0.0	1.5	92.3	3.8	5.0		0.4	19.1	93.7	261
District	0.4	97.1	1.2	0.1	0.0	1.2	88.5	3.2	8.6		0.0	24.0	93.5	2,495
State	52.8	18.8	21.1	4.2	0.2	2.9	45.4	7.6	13.1		3.6	13.0	93.9	2,064,312

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 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	100.0
District	84.7
State	96.2

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	12.6		9.0	173.5
State	18.2		13.3	203.8

* 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
School	7.5	18.0	16.5	15.0	25.0	19.7	22.5			
District	13.2	17.4	17.3	18.2	18.4	19.5	19.5			
State	20.7	21.2	21.4	22.1	22.6	22.8	21.5			

TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)

	Mathematics			Science			English/Language Arts			Social Science		
Grades	3	6	8	3	6	8	3	6	8	3	6	8
School	45	50		44	45		152	137		40	45	
District	45	50		42	45		152	137		40	45	
State	59	54		30	43		145	103		30	43	

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	54.2	44.5	1.3	0.0	0.0	16.6	83.4	236
State	85.2	8.1	5.2	1.4	0.2	23.0	77.0	132,502

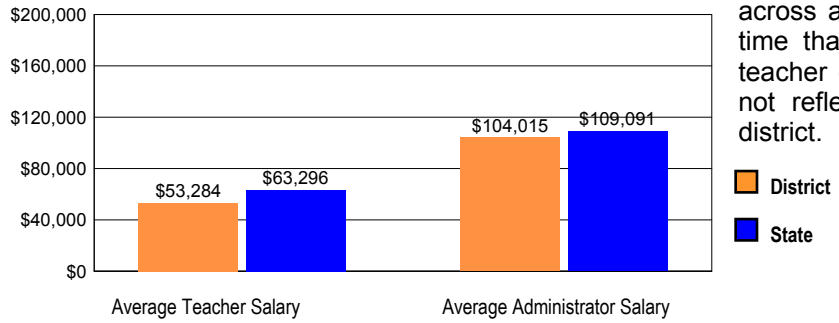
TEACHER INFORMATION (Continued)

	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	10.3	55.6	44.4	0.0	0.0
State	12.7	42.2	57.4	0.5	0.7

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

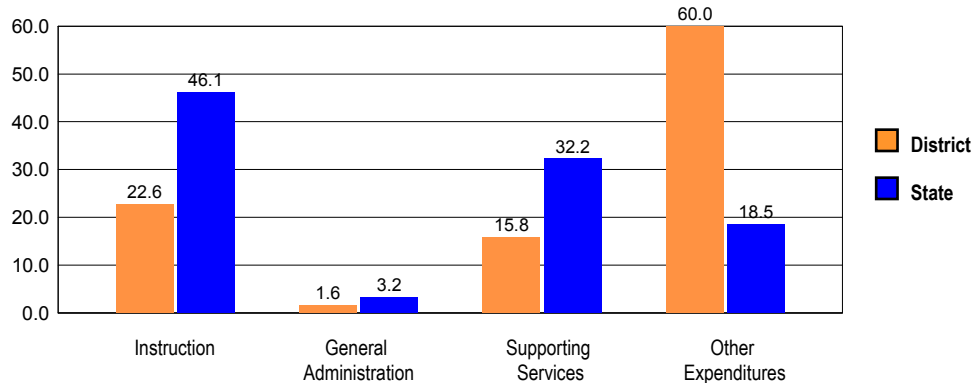
SCHOOL DISTRICT FINANCES

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 2008-09 (Percentages)



REVENUE BY SOURCE 2008-09

	District	District %	State %
Local Property Taxes	$11,076,052	30.4	58.4
Other Local Funding	$1,358,028	3.7	6.9
General State Aid	$12,383,609	34.0	14.5
Other State Funding	$2,135,148	5.9	8.3
Federal Funding	$9,499,114	26.1	11.9
TOTAL	$36,451,951		

EXPENDITURE BY FUND 2008-09

	District	District %	State %
Education	$29,730,307	38.0	69.6
Operations & Maintenance	$2,154,429	2.8	7.9
Transportation	$690,002	0.9	3.8
Debt Service	$36,783,906	47.0	7.0
Tort	$172,800	0.2	1.2
Municipal Retirement/ Social Security	$651,565	0.8	1.8
Fire Prevention & Safety	$0	0.0	0.8
Site & Construction/ Capital Improvement	$8,063,056	10.3	7.9
TOTAL	$78,246,065		

OTHER FINANCIAL INDICATORS

	2007 Equalized Assessed Valuation per Pupil	2007 Total School Tax Rate per $100	2008-09 Instructional Expenditure per Pupil	2008-09 Operating Expenditure per Pupil
District	$95,217	4.96	$7,277	$13,824
State	**	**	$6,483	$11,197

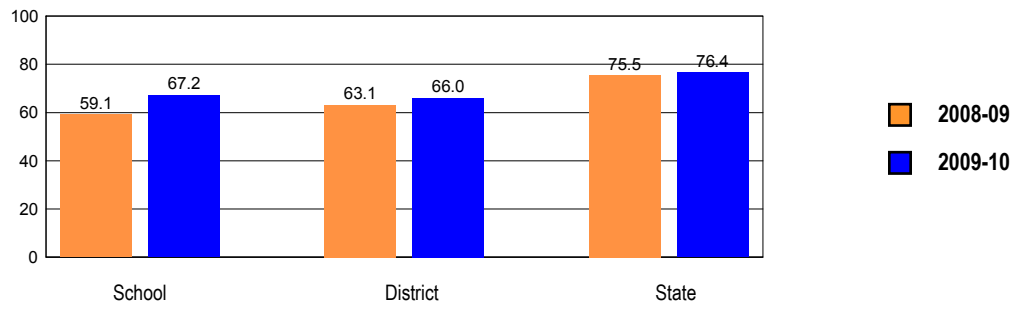
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school 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

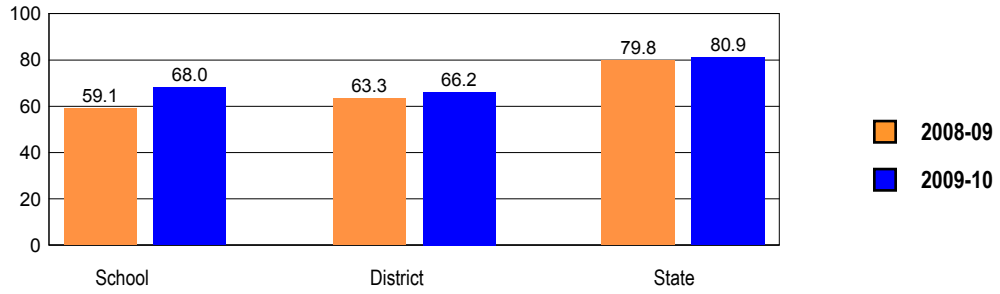
OVERALL STUDENT PERFORMANCE

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 respresent your school's performance in reading, mathematics, and science.

OVERALL PERFORMANCE - ALL STATE TESTS



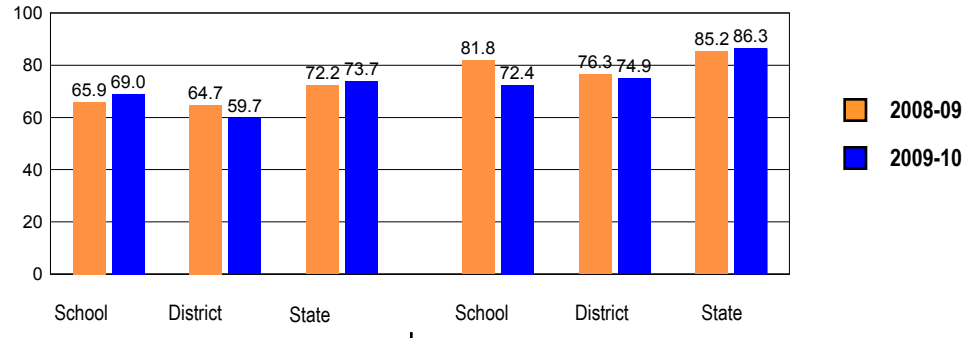
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



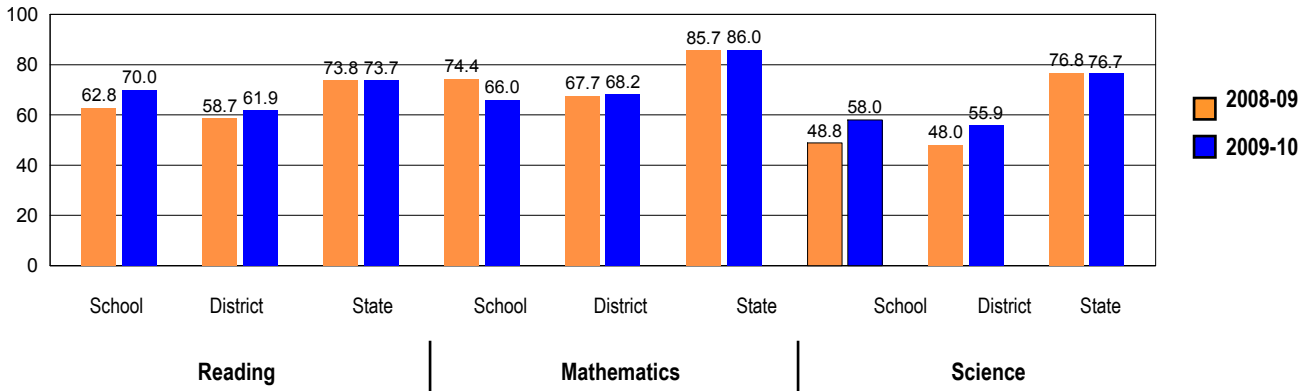
ISAT PERFORMANCE

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.

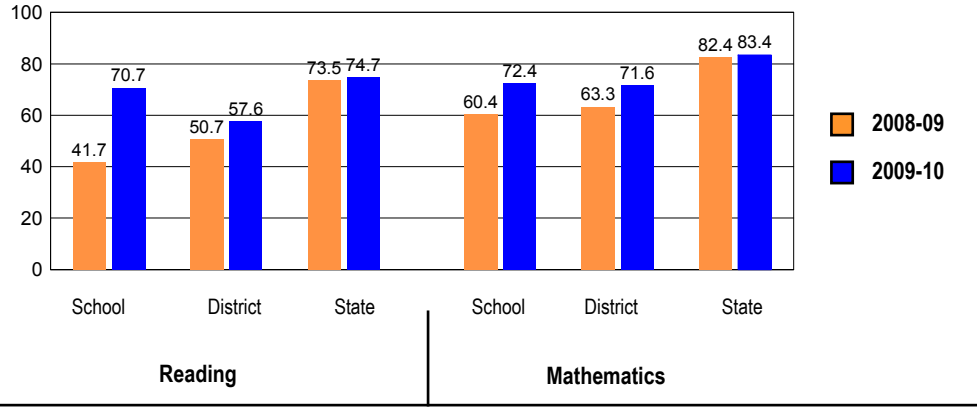
ISAT **Grade 3**



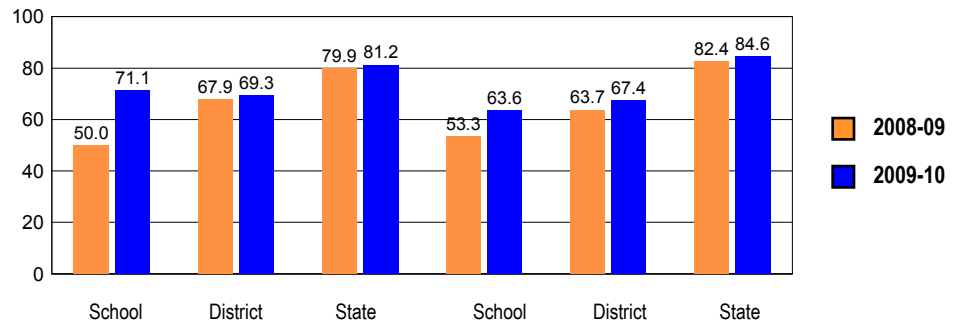
ISAT **Grade 4**



ISAT **Grade 5**



ISAT **Grade 6**



Reading | **Mathematics**

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									
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	184	80	104	0	181	3	0	0	0	5	0	10	171
	Reading	0.0	0.0	0.0		0.0							0.0	0.0
	Mathematics	0.0	0.0	0.0		0.0							0.0	0.0
District	*Enrollment	1,861	931	930	5	1,808	25	2	0	21	36	0	219	1,675
	Reading	0.2	0.4	0.0		0.1	8.0			0.0	2.8		0.9	0.2
	Mathematics	0.2	0.4	0.0		0.1	8.0			0.0	2.8		0.9	0.2
State	*Enrollment	1,068,202	545,784	522,252	565,375	199,071	219,899	44,975	2,039	36,134	67,911	346	150,721	503,002
	Reading	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3
	Mathematics	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.2	0.2	0.3	0.9	0.5	0.3

* 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									
		All	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	51	23	28	0	51	0	0	0	0	3	0	4	49
	Science	0.0	0.0	0.0		0.0								0.0
District	*Enrollment	635	323	312	1	616	11	0	0	7	15	0	78	576
	Science	0.5	0.9	0.0		0.3	9.1				0.0		1.3	0.5
State	*Enrollment	449,149	228,523	220,563	244,235	81,931	88,351	19,309	898	14,165	23,830	105	62,715	201,259
	Science	0.4	0.5	0.3	0.2	1.0	0.5	0.3	0.4	0.3	0.5	1.9	0.9	0.6

* 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

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
School	13.8	17.2	37.9	31.0	3.4	24.1	55.2	17.2
District	6.6	33.7	42.4	17.4	5.9	19.2	55.7	19.2
State	5.4	20.9	45.9	27.8	2.9	10.7	44.7	41.7

Grade 3 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
School	17.6	23.5	29.4	29.4	5.9	23.5	47.1	23.5
District	8.1	39.9	37.2	14.9	4.8	19.7	52.4	23.1
State	6.6	22.7	45.6	25.1	3.1	10.6	43.2	43.0
Female								
School	8.3	8.3	50.0	33.3	0.0	25.0	66.7	8.3
District	5.0	27.1	47.9	20.0	7.1	18.6	59.3	15.0
State	4.1	19.1	46.2	30.7	2.7	10.9	46.2	40.2

Grade 3 - Racial/Ethnic Background

		Reading				Mathematics			
Levels		1	2	3	4	1	2	3	4
White	School								
	District								
	State	2.2	11.9	46.6	39.3	1.0	5.3	39.0	54.7
Black	School	14.3	17.9	39.3	28.6	3.6	25.0	53.6	17.9
	District	6.9	33.9	43.3	15.9	6.2	19.9	55.4	18.5
	State	9.8	31.1	46.2	12.9	7.4	20.0	51.9	20.6
Hispanic	School								
	District								
	State	9.7	35.1	44.2	11.0	4.1	16.7	54.3	24.9
Asian/Pacific Islander	School								
	District								
	State	1.7	10.0	43.5	44.9	0.9	3.5	27.3	68.4
Native American	School								
	District								
	State	3.8	19.8	48.3	28.1	2.3	8.0	46.8	43.0
Multiracial/Ethnic	School								
	District								
	State	3.7	17.3	48.2	30.7	2.1	9.0	45.8	43.1

Grade 3 - Economically Disadvantaged

		Reading				Mathematics			
Levels		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	14.3	17.9	35.7	32.1	3.6	25.0	57.1	14.3
	District	6.7	35.7	41.3	16.4	6.0	20.5	56.3	17.2
	State	9.0	30.9	46.4	13.7	5.0	16.8	52.7	25.5
Not Eligible	School								
	District	5.3	5.3	57.9	31.6	5.3	0.0	47.4	47.4
	State	1.6	10.4	45.3	42.7	0.8	4.3	36.2	58.7

Grade 4

Grade 4 - All

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
	School	4.0	26.0	40.0	30.0	4.0	30.0	54.0	12.0	4.0	38.0	50.0	8.0
	District	3.0	35.1	44.8	17.1	4.7	27.1	54.8	13.4	8.0	36.1	51.2	4.7
	State	1.2	25.1	44.8	28.9	1.1	12.9	57.7	28.2	2.8	20.5	59.6	17.0

Grade 4 - Gender

		Reading				Mathematics				Science			
Levels		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	9.1	27.3	36.4	27.3	4.5	31.8	50.0	13.6	9.1	31.8	45.5	13.6
	District	4.1	37.0	45.2	13.7	5.5	28.8	54.8	11.0	8.2	35.6	51.4	4.8
	State	1.7	27.7	43.9	26.7	1.3	13.3	56.1	29.3	3.2	20.1	57.4	19.4
Female	School	0.0	25.0	42.9	32.1	3.6	28.6	57.1	10.7	0.0	42.9	53.6	3.6
	District	2.0	33.3	44.4	20.3	3.9	25.5	54.9	15.7	7.8	36.6	51.0	4.6
	State	0.7	22.3	45.7	31.2	0.9	12.5	59.5	27.1	2.5	21.0	62.0	14.6

Grade 4 - Racial/Ethnic Background

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School												
	District												
	State	0.5	15.1	45.0	39.4	0.5	6.6	54.4	38.5	0.8	10.2	63.7	25.4
Black	School	4.0	26.0	40.0	30.0	4.0	30.0	54.0	12.0	4.0	38.0	50.0	8.0
	District	3.1	35.5	44.5	16.9	4.8	27.2	54.8	13.1	8.3	36.9	50.0	4.8
	State	2.3	40.9	44.4	12.4	2.7	25.7	61.3	10.3	7.2	39.9	49.2	3.7
Hispanic	School												
	District												
	State	2.1	38.8	45.3	13.9	1.5	18.7	65.5	14.2	4.5	31.2	58.6	5.7
Asian/Pacific Islander	School												
	District												
	State	0.4	10.7	39.6	49.2	0.5	4.2	41.2	54.1	1.3	9.1	57.7	31.9
Native American	School												
	District												
	State	0.7	21.7	44.9	32.6	0.4	13.0	59.8	26.8	3.3	17.4	58.7	20.7
Multiracial/Ethnic	School												
	District												
	State	0.5	21.0	47.2	31.2	0.6	11.4	59.9	28.0	1.7	17.2	63.0	18.1

Grade 4 - Economically Disadvantaged

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	4.2	27.1	39.6	29.2	4.2	31.3	54.2	10.4	4.2	37.5	50.0	8.3
	District	3.3	36.5	44.3	15.9	5.2	28.0	54.6	12.2	8.5	37.3	49.4	4.8
	State	2.1	37.9	45.7	14.2	1.9	20.4	63.9	13.8	5.0	32.3	56.6	6.2
Not Eligible	School												
	District	0.0	21.4	50.0	28.6	0.0	17.9	57.1	25.0	3.6	25.0	67.9	3.6
	State	0.3	12.3	43.9	43.5	0.3	5.4	51.6	42.6	0.7	8.8	62.7	27.8

Grade 5

Grade 5 - All

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
School	0.0	29.3	46.6	24.1	0.0	27.6	67.2	5.2
District	0.0	42.4	45.4	12.2	0.0	28.4	67.7	4.0
State	0.3	25.0	44.7	30.0	0.3	16.3	65.8	17.6

Grade 5 - Gender

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Male								
School	0.0	25.0	60.0	15.0	0.0	20.0	75.0	5.0
District	0.0	48.5	41.7	9.8	0.0	30.7	66.3	3.1
State	0.4	28.5	44.1	27.0	0.4	17.1	64.4	18.0
Female								
School	0.0	31.6	39.5	28.9	0.0	31.6	63.2	5.3
District	0.0	36.4	49.1	14.5	0.0	26.1	69.1	4.8
State	0.2	21.3	45.5	33.1	0.3	15.4	67.3	17.1

Grade 5 - Racial/Ethnic Background

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
White								
School								
District								
State	0.2	14.8	45.1	40.0	0.1	9.1	67.0	23.8
Black								
School	0.0	30.4	44.6	25.0	0.0	26.8	67.9	5.4
District	0.0	42.8	45.0	12.2	0.0	28.4	67.5	4.1
State	0.6	41.8	43.4	14.2	0.9	32.2	61.2	5.7
Hispanic								
School								
District								
State	0.4	38.6	45.9	15.0	0.4	22.5	69.4	7.7
Asian/Pacific Islander								
School								
District								
State	0.0	10.8	38.4	50.8	0.1	4.8	51.1	44.1
Native American								
School								
District								
State	0.0	24.9	44.6	30.5	0.0	13.4	70.6	16.0
Multiracial/Ethnic								
School								
District								
State	0.3	21.4	47.1	31.2	0.2	14.6	68.6	16.5

Grade 5 - Economically Disadvantaged

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
Free/Reduced Price Lunch								
School	0.0	29.6	46.3	24.1	0.0	25.9	68.5	5.6
District	0.0	42.6	45.3	12.2	0.0	28.4	67.6	4.1
State	0.5	38.3	45.8	15.4	0.6	25.5	66.6	7.4
Not Eligible								
School								
District	0.0	40.6	46.9	12.5	0.0	28.1	68.8	3.1
State	0.1	12.2	43.8	43.9	0.1	7.4	65.1	27.4

Grade 6

Grade 6 - All

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
School	0.0	28.9	64.4	6.7	0.0	36.4	52.3	11.4
District	1.1	29.6	63.5	5.8	0.4	32.2	60.4	7.0
State	0.2	18.6	55.1	26.1	0.5	14.9	60.2	24.4

Grade 6 - Gender

Levels	Reading 1	Reading 2	Reading 3	Reading 4	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 4
Male								
School	0.0	30.0	55.0	15.0	0.0	40.0	45.0	15.0
District	2.0	30.4	63.5	4.1	0.0	36.5	56.8	6.8
State	0.3	21.8	54.8	23.1	0.7	16.2	58.2	24.9
Female								
School	0.0	28.0	72.0	0.0	0.0	33.3	58.3	8.3
District	0.0	28.6	63.5	7.9	0.8	27.2	64.8	7.2
State	0.1	15.1	55.5	29.2	0.4	13.5	62.2	23.9

Grade 6 - Racial/Ethnic Background

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
White								
School								
District								
State	0.1	10.9	53.8	35.2	0.2	8.3	59.0	32.4
Black								
School	0.0	28.9	64.4	6.7	0.0	36.4	52.3	11.4
District	1.1	29.6	63.3	5.9	0.4	32.0	61.0	6.7
State	0.5	32.9	56.6	10.0	1.3	30.0	60.3	8.4
Hispanic								
School								
District								
State	0.3	27.0	59.2	13.5	0.7	19.6	66.1	13.6
Asian/Pacific Islander								
School								
District								
State	0.2	7.4	43.3	49.1	0.4	4.5	42.0	53.1
Native American								
School								
District								
State	0.0	20.1	63.3	16.6	0.0	15.7	66.6	17.8
Multiracial/Ethnic								
School								
District								
State	0.2	16.1	56.4	27.3	0.5	13.9	62.1	23.5

Grade 6 - Economically Disadvantaged

	Reading				Mathematics			
Levels	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	33.3	59.0	7.7	0.0	42.1	47.4	10.5
District	1.2	31.0	62.0	5.7	0.4	34.4	58.6	6.6
State	0.4	29.0	58.3	12.3	0.9	23.3	63.9	11.8
Not Eligible								
School								
District	0.0	17.2	75.9	6.9	0.0	13.8	75.9	10.3
State	0.1	8.8	52.2	39.0	0.2	7.0	56.7	36.2

2010 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	No
Is this school making AYP in Reading?	No
Is this school making AYP in Mathematics?	No

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
2010-11 Federal Improvement Status	Choice
2010-11 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
State AYP Minimum Target	95.0		95.0		77.5			77.5			91.0		80.0	
All	100.0	Yes	100.0	Yes	69.7		No	68.8		No	93.7	Yes		
White														
Black	100.0	Yes	100.0	Yes	69.0	61.8	Yes	68.8	71.6	Yes	93.8			
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	67.9	61.0	Yes	67.6	70.6	Yes	93.8			

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 77.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 77.5% 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 80% graduation rate for high schools.

*** Includes only students enrolled as of 05/01/2009.**

**** Safe Harbor Targets of 77.5% 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.**

2010 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 (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.