Foreman High School
City of Chicago SD 299
Chicago, ILLINOIS

GRADES : 9 10 11 12

2011 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	5.1	17.1	76.2	0.4	0.1	0.5	0.7	93.1	13.5	16.6	0.0	10.1	52.7	84.4	1,935
Subregion	9.0	21.9	64.1	3.2	0.1	0.4	1.3	87.6	10.3	15.2	2.5	7.3	22.3	85.1	26,045
District	8.5	42.9	43.7	3.2	0.1	0.4	1.2	86.0	15.8	13.1	5.5	7.4	17.6	91.4	403,770
State	51.4	18.3	23.0	4.1	0.1	0.3	2.8	48.1	8.8	14.0	2.7	3.2	12.8	94.0	2,074,806

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.
Total Enrollment is based on Home School.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*

	Percent
School	59.5
Subregion	73.1
District	86.7
State	96.0

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
Subregion	--	--	--	--
District	23.2	19.8	15.4	249.1
State	18.8	18.9	13.6	211.3

* 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										17.6
Subregion										18.8
District										19.9
State										19.2

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	42.4	19.5	14.2	3.3	0.1	0.2	1.8	18.6	23.7	76.3	22,257
State	82.4	6.1	5.0	1.2	0.1	0.1	0.7	4.3	23.1	76.9	128,262

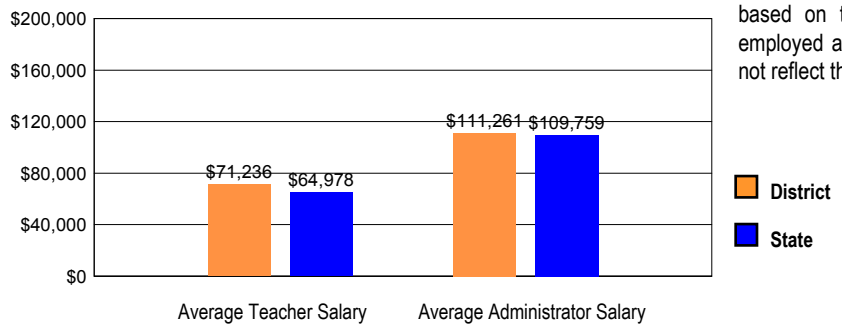
TEACHER INFORMATION (Continued)

	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	1.7
Subregion	--	--	--	0.5	5.9
District	13.7	36.6	63.2	1.3	5.2
State	13.2	39.5	60.4	0.6	0.8

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

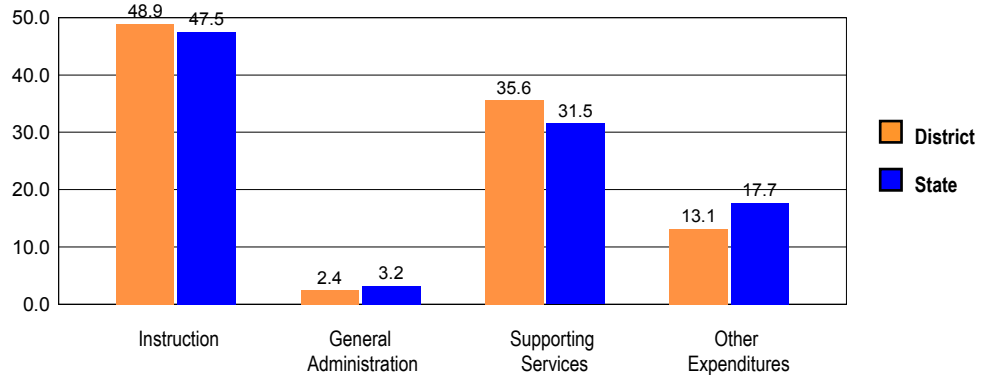
SCHOOL DISTRICT FINANCES

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 2009-10 (Percentages)



REVENUE BY SOURCE 2009-10

	District	District %	State %
Local Property Taxes	$2,123,524,306	40.9	58.9
Other Local Funding	$397,511,113	7.7	6.4
General State Aid	$1,001,777,243	19.3	14.9
Other State Funding	$512,747,269	9.9	7.5
Federal Funding	$1,155,340,249	22.3	12.4
TOTAL	$5,190,900,180		

EXPENDITURE BY FUND 2009-10

	District	District %	State %
Education	$4,716,929,602	80.5	72.9
Operations & Maintenance	$0	0.0	6.0
Transportation	$0	0.0	3.8
Debt Service	$383,887,344	6.6	7.2
Tort	$75,004,040	1.3	1.2
Municipal Retirement/ Social Security	$0	0.0	1.9
Fire Prevention & Safety	$0	0.0	0.7
Site & Construction/ Capital Improvement	$682,845,597	11.7	6.4
TOTAL	$5,858,666,583		

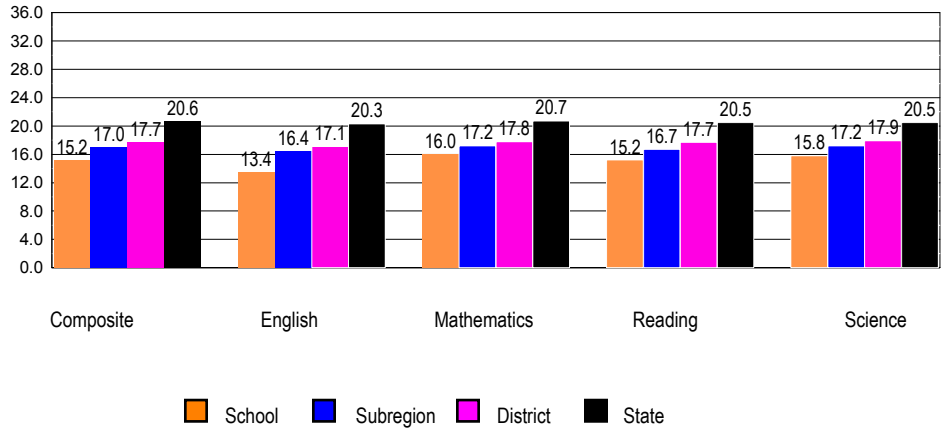
OTHER FINANCIAL INDICATORS

	2008 Equalized Assessed Valuation per Pupil	2008 Total School Tax Rate per $100	2009-10 Instructional Expenditure per Pupil	2009-10 Operating Expenditure per Pupil
District	$224,634	2.47	$7,946	$13,078
State	**	**	$6,773	$11,537

** 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

ACT ASSESSMENT: GRADUATING CLASS OF 2011*



The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. Excludes the scores of students who took the test with special accommodations. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

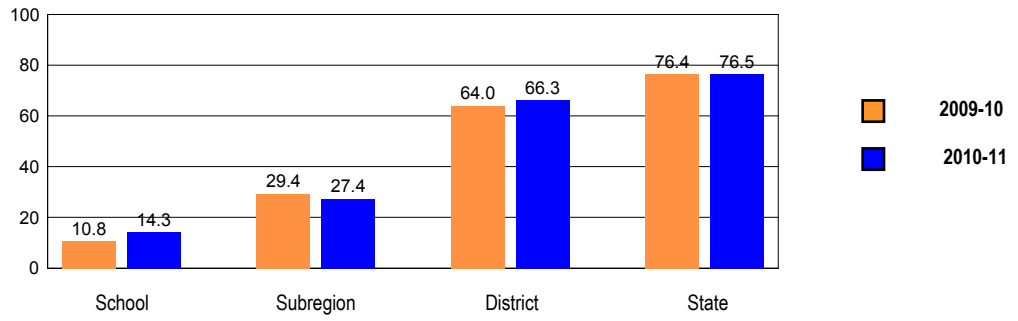
HIGH SCHOOL GRADUATION RATE

		Gender		Race / Ethnicity										
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/ Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disad-vantaged
School	74.3	73.3	75.4	87.0	70.2	74.2	100.0		50.0	66.7	74.0		50.5	78.5
Subregion	74.6	69.3	80.0	79.2	76.5	72.5	89.1		80.0	77.8	65.6		40.4	75.7
District	73.8	68.5	78.7	84.2	70.9	75.2	94.4		78.0	82.3	69.8		43.4	74.5
State	83.8	80.9	86.7	89.1	74.0	76.8	92.3		77.7	81.4	67.7		66.2	75.1

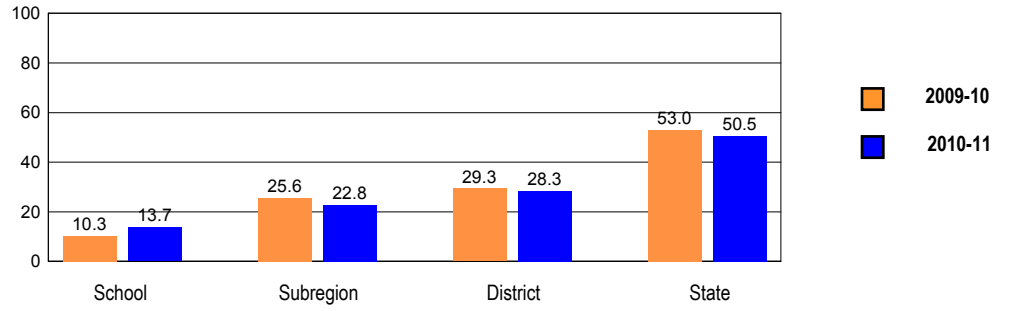
OVERALL STUDENT PERFORMANCE

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.

OVERALL PERFORMANCE - ALL STATE TESTS



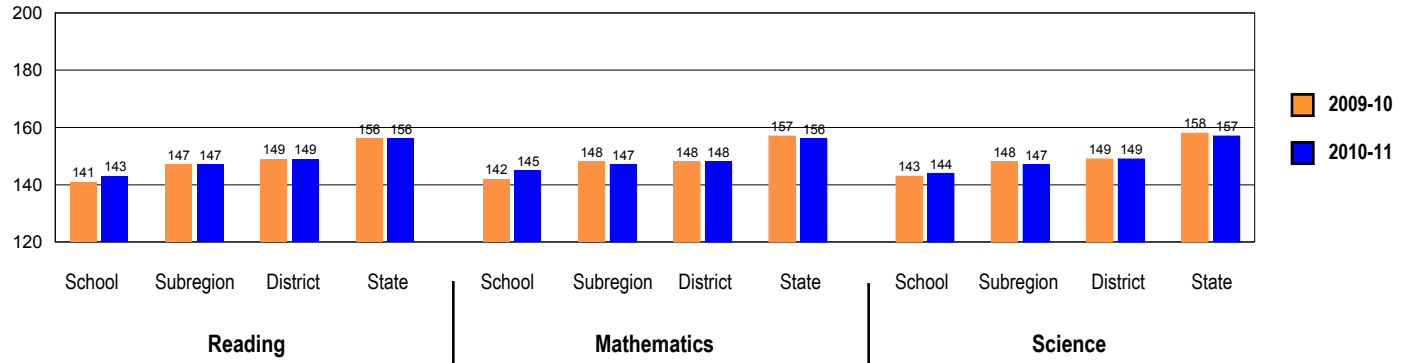
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



PSAE PERFORMANCE

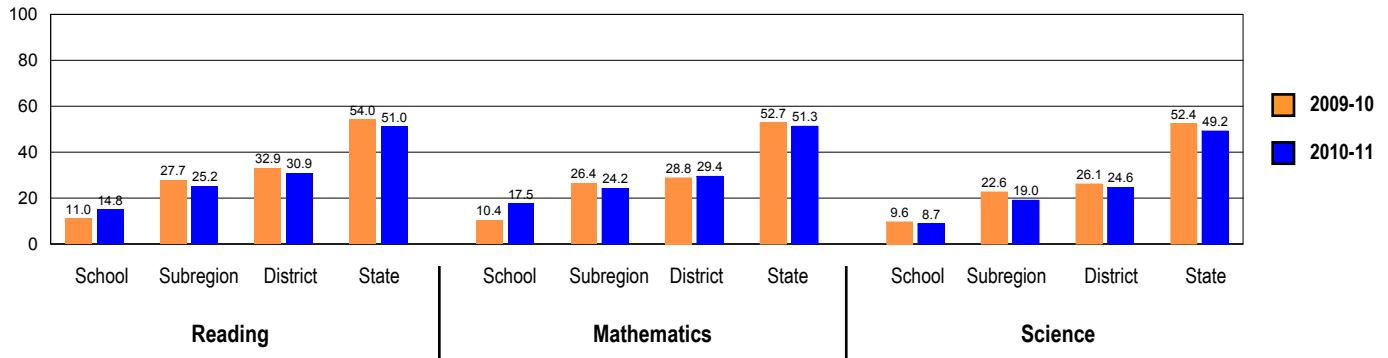
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAE scores in 2011: 412

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										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	453	222	231	23	80	343	1	0	4	2	40	0	68	421
	Reading	2.6	3.6	1.7	4.3	1.3	2.9					5.0		2.9	2.4
Subregion	*Enrollment	5,998	2,992	3,006	618	1,389	3,669	222	7	23	70	434	0	834	5,337
	Reading	1.6	2.1	1.1	0.8	2.6	1.5	0.0		0.0	1.4	1.4		3.5	1.7
District	*Enrollment	200,686	100,993	99,693	16,229	87,193	87,719	6,315	155	785	2,290	16,585	0	27,378	177,310
	Reading	0.4	0.5	0.4	0.3	0.6	0.3	0.1	0.6	0.3	0.3	0.5		0.8	0.4
State	*Enrollment	1,075,993	550,552	525,225	554,770	197,979	244,338	44,033	976	3,305	29,668	65,498	276	150,007	522,525
	Reading	0.5	0.5	0.4	0.4	0.7	0.3	0.9	0.5	0.5	0.4	0.7	0.4	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: 1

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS

			Gender		Racial/Ethnic Background										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	454	222	232	24	80	343	1	0	4	2	41	0	68	422
	Mathematics	2.9	3.6	2.2	8.3	1.3	2.9					7.3		2.9	2.6
Subregion	*Enrollment	6,004	2,996	3,008	620	1,391	3,671	222	7	23	70	436	0	838	5,340
	Mathematics	1.6	2.1	1.1	1.0	2.5	1.5	0.0		0.0	1.4	1.8		3.2	1.6
District	*Enrollment	201,394	101,394	100,000	16,359	87,218	88,059	6,511	156	788	2,303	17,303	0	27,390	177,944
	Mathematics	0.4	0.5	0.3	0.3	0.6	0.3	0.1	0.6	0.3	0.3	0.3		0.8	0.4
State	*Enrollment	1,077,714	551,494	526,004	555,155	198,036	244,999	44,624	980	3,312	29,684	67,235	282	150,024	523,732
	Mathematics	0.4	0.5	0.4	0.4	0.7	0.3	0.7	0.4	0.5	0.4	0.4	0.4	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										
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	LEP	Migrant	Students with Disabilities	Econo-mically Disadv-antaged
School	*Enrollment	454	222	232	24	80	343	1	0	4	2	41	0	68	422
	Science	2.9	3.6	2.2	8.3	1.3	2.9					7.3		2.9	2.6
Subregion	*Enrollment	5,821	2,913	2,908	561	1,323	3,632	208	7	23	67	434	0	832	5,233
	Science	1.7	2.2	1.1	1.1	2.6	1.5	0.0		0.0	1.5	1.8		3.5	1.7
District	*Enrollment	83,243	41,433	41,810	6,657	36,516	35,915	2,817	65	302	971	6,090	0	11,532	73,225
	Science	0.9	1.1	0.7	0.5	1.3	0.7	0.2	1.5	0.7	0.7	0.9		1.7	1.0
State	*Enrollment	460,543	234,564	225,880	241,336	84,536	101,176	19,148	441	1,439	12,080	23,708	123	63,609	214,960
	Science	0.8	0.9	0.7	0.6	1.3	0.7	1.5	0.7	0.8	0.7	0.7	0.0	1.4	0.9

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

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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 11

Grade 11 - All

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	24.3	60.9	14.6	0.2	18.9	63.6	17.5	0.0	21.1	70.1	8.7	0.0
Subregion	16.6	58.1	24.3	1.0	16.7	59.1	23.9	0.3	15.6	65.5	18.6	0.4
District	15.7	53.3	26.8	4.1	18.7	51.9	27.1	2.3	16.2	59.2	21.9	2.7
State	10.1	38.9	40.7	10.4	10.0	38.7	43.1	8.2	8.6	42.2	39.6	9.6

Grade 11 - Gender

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	31.1	56.8	12.1	0.0	20.0	61.6	18.4	0.0	20.0	70.5	9.5	0.0
Subregion	20.1	57.0	21.8	1.1	16.8	55.9	26.9	0.4	16.1	60.9	22.4	0.6
District	19.5	51.9	24.7	4.0	19.7	49.0	28.3	3.0	17.0	55.6	23.8	3.6
State	12.7	39.3	38.2	9.8	10.6	35.9	43.3	10.2	9.0	38.6	40.1	12.3
Female												
School	18.5	64.4	16.7	0.5	18.0	65.3	16.7	0.0	22.1	69.8	8.1	0.0
Subregion	13.3	59.3	26.7	0.8	16.7	62.2	20.9	0.2	15.1	69.9	14.9	0.1
District	12.5	54.6	28.7	4.2	17.9	54.4	26.0	1.7	15.5	62.3	20.2	1.9
State	7.5	38.5	43.2	10.9	9.4	41.5	42.9	6.2	8.1	45.8	39.2	6.9

Grade 11 - Racial/Ethnic Background

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
White	School	31.8	40.9	27.3	0.0	22.7	45.5	31.8	0.0	27.3	50.0	22.7	0.0
	Subregion	18.2	43.8	35.4	2.6	15.9	51.9	31.5	0.6	12.9	54.9	30.7	1.5
	District	8.7	28.7	41.5	21.1	8.6	31.8	46.7	12.9	6.4	34.2	42.6	16.7
	State	6.1	29.6	49.4	14.9	5.3	29.8	53.5	11.4	4.2	31.3	50.4	14.0
Black	School	29.0	63.8	7.2	0.0	30.4	59.4	10.1	0.0	31.9	63.8	4.3	0.0
	Subregion	16.2	60.7	22.8	0.3	21.2	63.2	15.7	0.0	20.5	67.1	12.3	0.1
	District	18.3	58.7	21.4	1.5	25.3	56.8	17.4	0.5	21.7	64.2	13.5	0.6
	State	18.5	56.7	23.2	1.6	23.0	56.8	19.6	0.6	19.9	63.2	16.2	0.7
Hispanic	School	22.6	61.8	15.3	0.3	16.2	65.9	17.8	0.0	18.2	73.2	8.6	0.0
	Subregion	16.6	59.5	23.0	1.0	16.1	59.4	24.3	0.2	14.5	66.7	18.5	0.3
	District	14.8	54.4	28.1	2.7	14.8	53.3	30.9	1.1	13.1	61.1	24.4	1.4
	State	14.7	52.2	30.0	3.1	13.2	51.9	33.0	1.9	11.9	58.1	27.7	2.2
Asian	School												
	Subregion	17.9	54.4	26.7	1.0	6.1	44.9	46.4	2.6	12.3	56.4	31.3	0.0
	District	12.0	32.8	41.7	13.5	4.9	25.2	56.0	13.9	7.3	33.2	47.9	11.6
	State	6.7	27.3	46.3	19.7	3.2	19.0	52.0	25.7	3.9	25.7	49.3	21.2
Native Hawaiian/Pacific Islander	School												
	Subregion												
	District	10.0	70.0	20.0	0.0	10.0	55.0	35.0	0.0	0.0	85.0	15.0	0.0
	State	8.0	43.8	41.6	6.6	5.8	40.1	46.7	7.3	2.9	49.6	38.7	8.8
American Indian	School												
	Subregion	23.8	57.1	19.0	0.0	19.0	52.4	28.6	0.0	23.8	57.1	19.0	0.0
	District	16.7	48.7	29.5	5.1	19.2	44.9	33.3	2.6	10.3	57.7	30.8	1.3
	State	12.5	42.4	36.7	8.4	11.9	42.5	40.3	5.3	8.6	48.1	38.0	5.3
Two or More Races	School												
	Subregion	10.3	55.2	32.8	1.7	10.3	65.5	24.1	0.0	10.3	72.4	15.5	1.7
	District	6.0	38.3	44.9	10.8	8.8	38.2	47.0	6.0	6.6	45.7	39.4	8.2
	State	7.6	35.9	43.6	12.9	8.5	38.6	44.1	8.7	6.5	40.2	41.8	11.5

Grade 11 - Limited-English-Proficient

	Reading				Mathematics				Science			
Levels	1	2	3	4	1	2	3	4	1	2	3	4
School	71.0	25.8	3.2	0.0	45.2	48.4	6.5	0.0	45.2	51.6	3.2	0.0
Subregion	64.6	34.8	0.5	0.0	45.6	47.2	7.2	0.0	47.2	50.7	2.1	0.0
District	64.8	32.8	2.1	0.2	47.7	44.0	7.9	0.5	45.7	50.5	3.6	0.1
State	55.5	41.0	3.3	0.3	35.8	51.3	11.8	1.2	35.9	57.7	6.2	0.2

Grade 11 - Students with Disabilities

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	70.0	28.0	2.0	0.0	74.0	26.0	0.0	0.0	60.0	40.0	0.0	0.0
	Subregion	60.2	35.3	4.1	0.3	62.5	35.1	2.3	0.2	55.0	42.6	2.3	0.2
	District	61.9	32.6	4.7	0.8	65.7	29.8	4.2	0.4	59.6	36.2	3.8	0.5
	State	46.5	37.9	13.4	2.2	46.1	41.8	11.2	0.9	39.6	46.9	11.5	2.1
Non-IEP	School	18.0	65.5	16.3	0.3	11.3	68.8	19.9	0.0	15.7	74.3	9.9	0.0
	Subregion	10.5	61.4	27.1	1.1	10.3	62.4	27.0	0.3	10.0	68.7	20.9	0.4
	District	9.6	56.1	29.8	4.5	12.4	54.9	30.2	2.6	10.4	62.3	24.3	3.0
	State	5.2	39.0	44.3	11.4	5.2	38.3	47.4	9.1	4.5	41.6	43.4	10.6

Grade 11 - Economically Disadvantaged

		Reading				Mathematics				Science			
	Levels	1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	23.8	61.8	14.2	0.3	18.1	64.9	17.1	0.0	20.9	70.8	8.3	0.0
	Subregion	17.1	59.3	22.9	0.7	17.1	59.5	23.1	0.3	15.9	66.6	17.2	0.3
	District	17.1	56.7	24.3	1.9	20.3	54.7	23.9	1.1	17.6	62.6	18.7	1.1
	State	17.1	53.1	27.3	2.6	17.8	53.4	27.3	1.5	15.6	59.0	23.6	1.8
Not Eligible	School	32.0	48.0	20.0	0.0	32.0	44.0	24.0	0.0	24.0	60.0	16.0	0.0
	Subregion	11.7	45.8	39.0	3.5	13.0	53.8	32.7	0.4	12.3	53.3	33.5	0.9
	District	6.8	31.0	43.7	18.6	8.3	33.5	48.0	10.2	7.1	36.7	42.8	13.4
	State	5.5	29.7	49.4	15.4	5.0	29.1	53.4	12.5	4.0	31.3	50.0	14.6

2011 ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

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
2011-12 Federal Improvement Status	Restructuring Implementation
2011-12 State Improvement Status	Academic Watch Status Year 10

	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		85.0			85.0			91.0		82.0	
All	97.4	Yes	97.1	Yes	15.8		No	16.4		No			74.3	No
White														
Black	98.8	Yes	98.8	Yes	6.0		No	8.0		No				
Hispanic	97.1	Yes	97.1	Yes	16.9	21.2	No	17.2	21.2	No			74.2	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	97.1	Yes	97.1	Yes										
Economically Disadvantaged	97.6	Yes	97.4	Yes	15.4	21.1	No	16.0	20.4	No			78.5	

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 05/01/2010.**

**** 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.**

2011 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.