

Adlai E Stevenson High School
Adlai E Stevenson HSD 125
Lincolnshire, 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	Total Enrollment
School	69.7	1.4	6.6	19.2	0.1	0.0	3.0	4.9	1.3	11.7	0.0	3,947
District	69.7	1.4	6.6	19.2	0.1	0.0	3.0	4.9	1.3	11.7	0.0	3,947
State	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

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.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School	0.4	0.2	2.5	95.3
District	0.4	0.2	2.5	95.3
State	2.4	9.8	12.8	94.2

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.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		Total School Days	
	Percent		Days
School	100.0	School	177
District	100.0	District	177
State	95.5	State	176

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

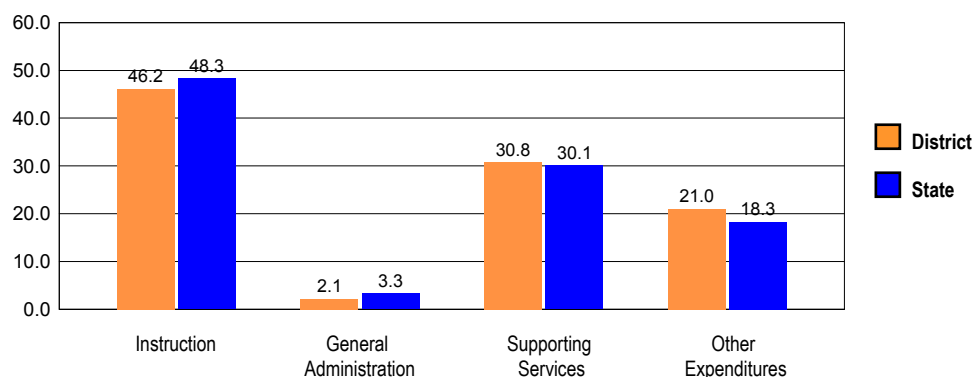
AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School										19.1	19.1
District										19.1	19.1
State										19.3	21.2

TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

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

SCHOOL DISTRICT FINANCES

EXPENDITURE BY FUNCTION 2011-12 (Percentages)



REVENUE BY SOURCE 2011-12				EXPENDITURE BY FUND 2011-12			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$84,938,012	88.2	61.1	Education	\$64,698,567	73.2	73.4
Other Local Funding	\$4,935,725	5.1	4.8	Operations & Maintenance	\$11,391,121	12.9	6.2
General State Aid	\$1,509,180	1.6	16.4	Transportation	\$4,544,641	5.1	3.7
Other State Funding	\$3,890,210	4.0	9.7	Debt Service	\$4,461,582	5.0	7.6
Federal Funding	\$1,016,118	1.1	8.1	Tort	\$680,667	0.8	1.2
TOTAL	\$96,289,245			Municipal Retirement/ Social Security	\$2,618,009	3.0	2.0
				Fire Prevention & Safety	\$0	0.0	0.7
				Capital Projects	\$0	0.0	5.2
				TOTAL	\$88,394,587		

OTHER FINANCIAL INDICATORS

	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$908,583	2.31	\$10,175	\$16,839
State	**	**	\$6,974	\$11,842

** 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.

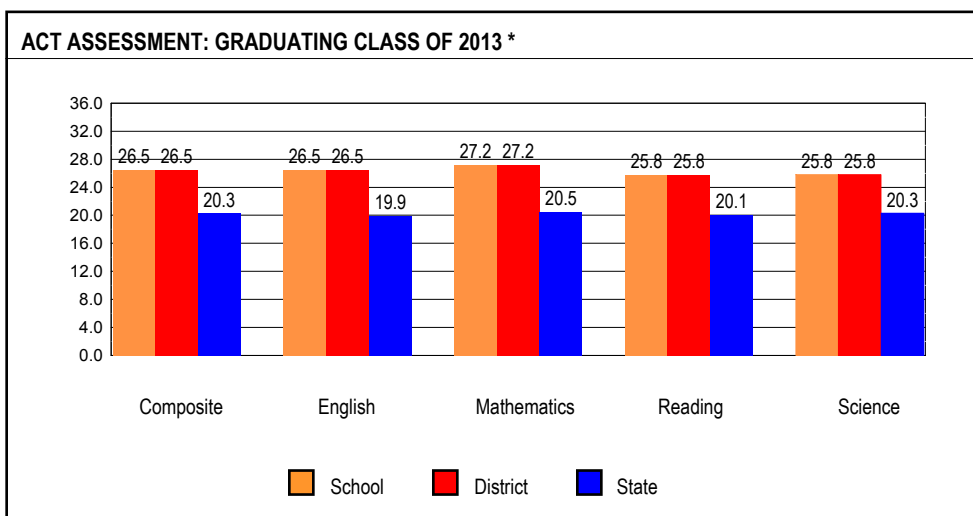
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

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



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. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

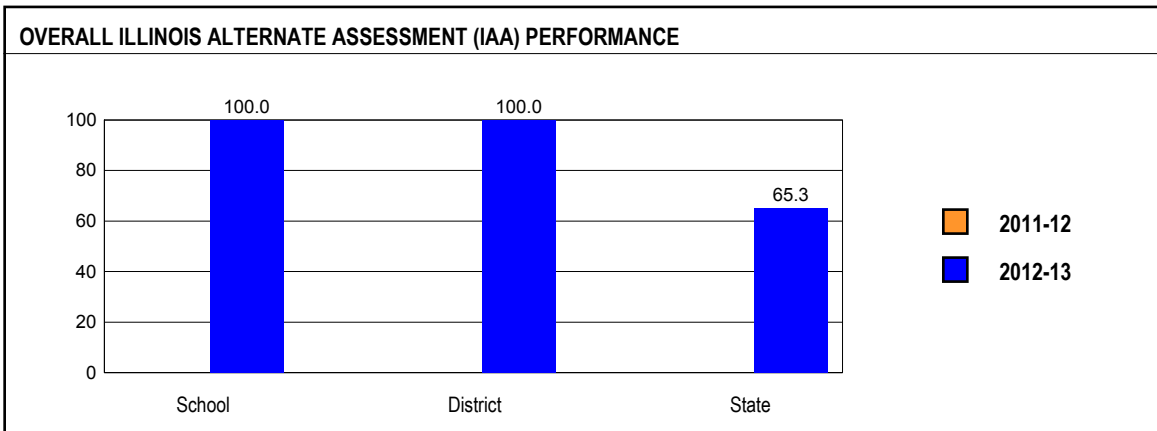
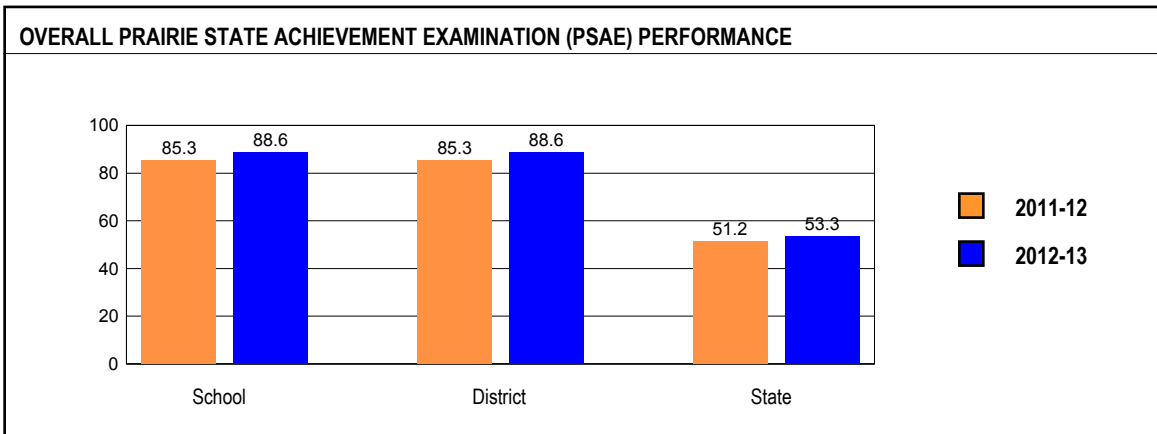
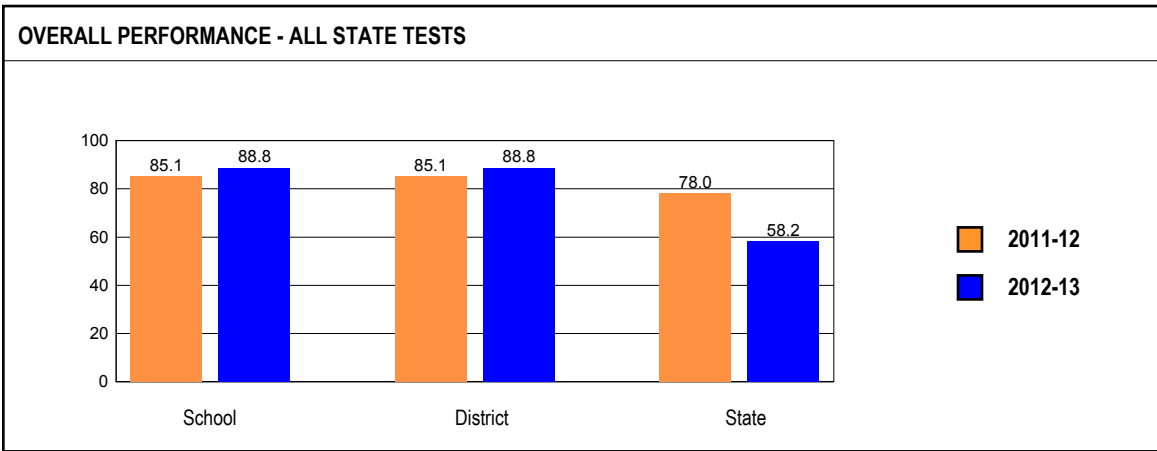
READY FOR COLLEGE COURSE WORK	
School	87.4
District	87.4
State	45.7

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	94.6	94.5	94.6	96.9	69.6	85.3	93.3			89.2	71.4		91.2	79.6
District	94.6	94.5	94.6	96.9	69.6	85.3	93.3			89.2	71.4		91.2	79.6
State	83.2	80.3	86.1	89.3	70.9	76.3	92.0			83.1	63.7		70.1	73.0

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	92.6	93.4	91.8	94.8	79.2	85.4	87.7		0.0	97.3	71.7		81.0	80.0
District	92.6	93.4	91.8	94.8	79.2	85.4	87.7		0.0	97.3	71.7		81.0	80.0
State	87.0	84.9	89.1	90.7	78.4	83.2	94.9		83.0	86.5	76.5		76.8	80.6

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 and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.

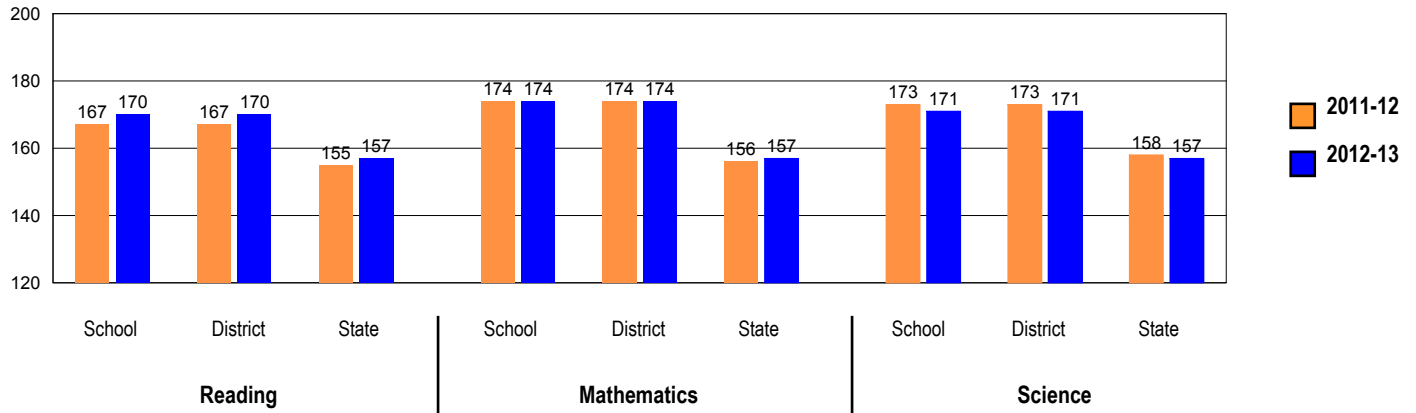


IAA scores in the Progressing and Attaining performance levels count the same, respectfully, as scores on other state assessments that meet or exceed Standards.

PSAE PERFORMANCE

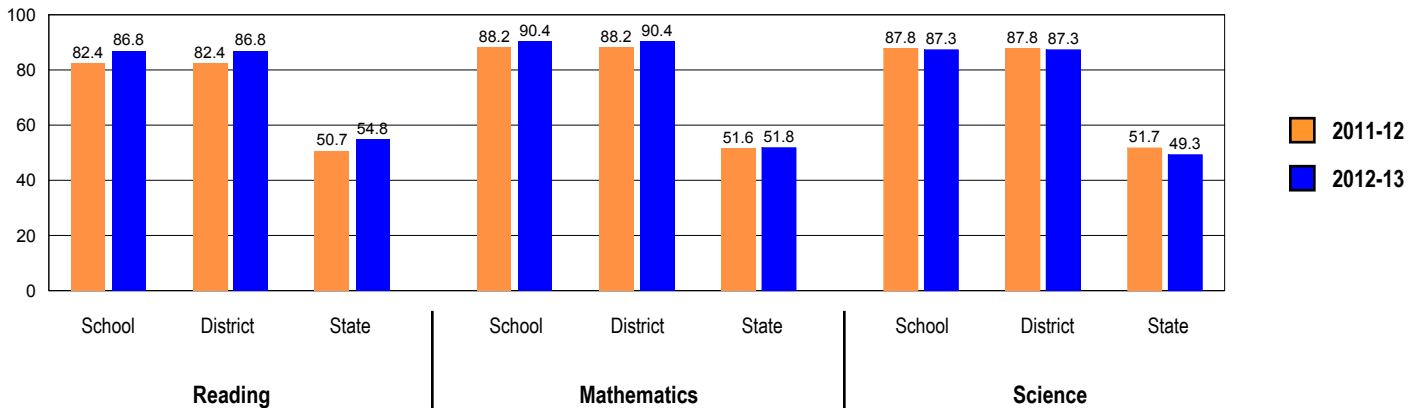
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

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 PSAT scores in 2013: 920

IAA 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 IAA.

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	949	468	481	665	15	62	185	1	0	21	11	0	109	59
	Reading	0.5	0.6	0.4	0.5	0.0	3.2	0.0			0.0	0.0		2.8	1.7
District	*Enrollment	949	468	481	665	15	62	185	1	0	21	11	0	109	59
	Reading	0.5	0.6	0.4	0.5	0.0	3.2	0.0			0.0	0.0		2.8	1.7
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	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	949	468	481	665	15	62	185	1	0	21	11	0	109	59
	Mathematics	0.5	0.6	0.4	0.5	0.0	3.2	0.0			0.0	0.0		2.8	1.7
District	*Enrollment	949	468	481	665	15	62	185	1	0	21	11	0	109	59
	Mathematics	0.5	0.6	0.4	0.5	0.0	3.2	0.0			0.0	0.0		2.8	1.7
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	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	949	468	481	665	15	62	185	1	0	21	11	0	109	59
	Science	0.5	0.6	0.4	0.5	0.0	3.2	0.0			0.0	0.0		2.8	1.7
District	*Enrollment	949	468	481	665	15	62	185	1	0	21	11	0	109	59
	Science	0.5	0.6	0.4	0.5	0.0	3.2	0.0			0.0	0.0		2.8	1.7
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* 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**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.2	12.0	53.4	33.5	1.3	8.3	52.1	38.4	1.3	11.4	51.3	36.0
District	1.2	12.0	53.4	33.5	1.3	8.3	52.1	38.4	1.3	11.4	51.3	36.0
State	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	2.0	11.9	49.6	36.5	2.2	7.3	46.9	43.6	2.0	10.0	43.4	44.7
	District	2.0	11.9	49.6	36.5	2.2	7.3	46.9	43.6	2.0	10.0	43.4	44.7
	State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9
Female	School	0.4	12.0	57.1	30.6	0.4	9.2	57.1	33.3	0.6	12.8	59.0	27.6
	District	0.4	12.0	57.1	30.6	0.4	9.2	57.1	33.3	0.6	12.8	59.0	27.6
	State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.2	11.2	56.1	31.5	1.4	7.0	57.8	33.9	1.1	11.0	54.5	33.4
	District	1.2	11.2	56.1	31.5	1.4	7.0	57.8	33.9	1.1	11.0	54.5	33.4
	State	4.8	27.5	50.9	16.9	4.9	30.0	52.1	12.9	4.3	31.3	47.9	16.5
Black	School	7.1	21.4	71.4	0.0	7.1	35.7	42.9	14.3	7.1	28.6	50.0	14.3
	District	7.1	21.4	71.4	0.0	7.1	35.7	42.9	14.3	7.1	28.6	50.0	14.3
	State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1
Hispanic	School	3.6	23.2	60.7	12.5	3.6	25.0	55.4	16.1	5.4	28.6	55.4	10.7
	District	3.6	23.2	60.7	12.5	3.6	25.0	55.4	16.1	5.4	28.6	55.4	10.7
	State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4
Asian	School	0.0	11.4	40.2	48.4	0.0	5.4	33.2	61.4	0.5	7.1	40.2	52.2
	District	0.0	11.4	40.2	48.4	0.0	5.4	33.2	61.4	0.5	7.1	40.2	52.2
	State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1
American Indian	School												
	District												
	State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0
Two or More Races	School	0.0	4.8	52.4	42.9	0.0	9.5	42.9	47.6	0.0	4.8	38.1	57.1
	District	0.0	4.8	52.4	42.9	0.0	9.5	42.9	47.6	0.0	4.8	38.1	57.1
	State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4

Grade 11 - Limited-English-Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	18.2	45.5	36.4	0.0	9.1	18.2	63.6	9.1	18.2	36.4	45.5	0.0
District	18.2	45.5	36.4	0.0	9.1	18.2	63.6	9.1	18.2	36.4	45.5	0.0
State	49.0	46.3	4.7	0.1	43.6	47.6	8.3	0.5	49.9	45.6	4.3	0.2

Grade 11 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	10.5	43.2	35.8	10.5	10.5	37.9	40.0	11.6	11.6	46.3	31.6	10.5
	District	10.5	43.2	35.8	10.5	10.5	37.9	40.0	11.6	11.6	46.3	31.6	10.5
	State	32.3	49.9	15.5	2.3	41.0	44.8	12.7	1.4	38.8	44.8	13.5	2.9
Non-IEP	School	0.1	8.4	55.4	36.1	0.2	4.8	53.5	41.5	0.1	7.4	53.6	38.9
	District	0.1	8.4	55.4	36.1	0.2	4.8	53.5	41.5	0.1	7.4	53.6	38.9
	State	5.2	35.5	46.3	13.1	6.1	37.5	46.1	10.3	5.6	41.0	41.0	12.4

Grade 11 - Economically Disadvantaged

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Free/Reduced Price Lunch	School	3.8	22.6	52.8	20.8	3.8	22.6	49.1	24.5	5.7	28.3	43.4	22.6
	District	3.8	22.6	52.8	20.8	3.8	22.6	49.1	24.5	5.7	28.3	43.4	22.6
	State	13.8	51.1	31.6	3.5	17.3	51.5	29.3	2.0	16.5	56.2	24.4	2.8
Not Eligible	School	1.0	11.3	53.4	34.3	1.2	7.4	52.2	39.2	1.0	10.4	51.8	36.8
	District	1.0	11.3	53.4	34.3	1.2	7.4	52.2	39.2	1.0	10.4	51.8	36.8
	State	4.1	26.9	51.0	17.9	4.6	28.8	51.9	14.7	4.0	30.7	47.7	17.5

ILLINOIS ALTERNATE ASSESSMENT (IAA)

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. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 -- Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 -- Foundational - Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 -- Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 -- Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	0.0	60.0	40.0	0.0	0.0	100.0	0.0	0.0	0.0	40.0	60.0
District	0.0	0.0	60.0	40.0	0.0	0.0	100.0	0.0	0.0	0.0	40.0	60.0
State	15.4	17.0	52.6	15.0	13.2	10.3	58.4	18.1	11.8	11.7	27.5	49.0

Grade 11 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male													
School													
District													
State	14.2	17.3	53.0	15.5	12.2	10.4	57.5	19.9	11.1	11.4	27.0	50.5	
Female													
School													
District													
State	17.1	16.4	52.2	14.3	14.9	9.7	60.2	15.2	12.9	12.2	28.0	46.9	

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White													
School													
District													
State	14.5	16.7	52.5	16.3	11.8	10.1	60.1	18.0	10.1	12.6	24.5	52.8	
Black													
School													
District													
State	15.7	14.7	53.0	16.6	14.2	11.4	55.8	18.5	12.7	10.9	29.1	47.2	
Hispanic													
School													
District													
State	13.8	21.8	53.8	10.8	12.3	8.5	60.5	18.8	11.8	10.8	32.3	45.3	
Asian													
School													
District													
State	32.8	19.0	37.9	10.3	29.3	12.1	43.1	15.5	27.6	17.2	25.9	29.3	
Native Hawaiian/Pacific Islander													
School													
District													
State													
American Indian													
School													
District													
State													
Two or More Races													
School													
District													
State	17.2	10.3	58.6	13.8	17.2	6.9	58.6	17.2	10.3	3.4	24.1	62.1	

2013 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?	No
2013-14 Federal Improvement Status	
2013-14 State Improvement Status	Academic Watch Status 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		92.5			92.5			92.0		85.0	
All	99.5	Yes	99.5	Yes	87.2	84.7	Yes	90.5	89.9	Yes			94.6	Yes
White	99.5	Yes	99.5	Yes	88.2	86.8	Yes	91.7		Yes			96.9	
Black														
Hispanic	96.8	Yes	96.8	Yes	72.7	65.9	Yes	70.9	74.1	Yes			85.4	
Asian	100.0	Yes	100.0	Yes	88.4	87.8	Yes	94.5		Yes			93.3	
Native Hawaiian/ Pacific Islander														
American Indian Two or More Races														
LEP														
Students with Disabilities	97.2	Yes	97.2	Yes	51.0	61.8	No	55.9	64.7	No			91.2	
Economically Disadvantaged	98.3	Yes	98.3	Yes	76.4		No	74.5		No				

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 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% 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.