October 2007

Dear Oak Park Families:

Oak Park Elementary School District 97 has established a strong tradition of educational excellence for all children. We are proud of our collaborative efforts to create a learning environment in which all students are challenged to perform to their highest potential. One measure of our success is our performance on the Illinois Standard Achievement Test, ISAT, which measures individual student achievement and shows how well students and schools are performing relative to the state's learning standards.

Each year the Illinois State Board of Education publishes an Illinois School Report Card for parents and community. This report contains information on ISAT tests taken in the spring of 2007. Also included in this report is information that compares our district and schools to other districts and schools in Illinois in the areas of per pupil expenditures, class size, instructional setting and finances.

This year's report card is a direct result of the support of our community, the dedication of our professional staff, and the efforts of our students and families. All of you have shared in District 97's accomplishments, and together we can move our district to a higher level of excellence.

You can access the state report card by logging on to the District 97 website at www.op97.org. Click on State Report Cards and then click on your child's school. If you prefer, you may request a printed copy of the report card by contacting Penny Sylvester at 524-3017.

Working on behalf of the children,

Constance R. Collins, Ph.D.
Superintendent

Oliver Wendell Holmes School
508 N. Kenilworth Avenue
Oak Park, Illinois 60302
Phone: 708-524-3100
FAX: 708-524-7622
Ms. Suzie Hackmiller, Principal

October 2007

Dear Holmes Families:

Each year students across the state complete the Illinois Standards Achievement Test. This assessment shows how well students and schools are performing relative to the state's learning standards. These tests are one form of program assessment in our schools and one of several measures which determine individual school needs. The School Report Card provides you with valuable information about Holmes School. The demographics help describe characteristics of Holmes School and compare our profile with other schools in District 97 and the State of Illinois.

We are proud of our student achievement and recognize the efforts of our dedicated and talented staff. For the 2007-2008 school year, Holmes has made a commitment to make significant improvements in the areas of reading and math. This commitment will be realized by the continued efforts to expand our educational programming to provide intense, prescriptive approaches in reading and math for all students who are scoring below standards, as well as examining the alignment of our state standards and Illinois Assessment Frameworks with rigorous daily instruction. An academically challenging curriculum and success for all students remains our top priority.

In addition to our instructional day, our students have many opportunities for cultural enrichment and extended learning opportunities through programs offered by our staff and parents sponsored through our PTO. We are looking forward to a very rewarding year.

Sincerely,

Suzie Hackmiller
Principal

OLIVER W HOLMES ELEM SCHOOL
OAK PARK ESD 97
OAK PARK, 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.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low-Income Rate	Limited-English-Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	55.7	24.8	4.2	6.6	0.0	8.7	14.9	4.0		0.3	12.0	95.8	424
District	56.5	28.2	3.8	3.7	0.1	7.8	18.4	1.6		0.0	6.8	95.5	5,001
State	54.9	19.6	19.3	3.8	0.2	2.2	40.9	7.2		2.5	15.2	93.7	2,077,856

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.

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	99.8
State	96.1

STUDENT-TO-STAFF RATIOS

	Pupil-Teacher Elementary	Pupil-Teacher Secondary	Pupil-Certified Staff	Pupil-Administrator
School	--	--	--	--
District	16.1		11.5	161.3
State	18.8		13.9	230.6

* 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	18.3	19.3	17.8	16.8	19.5	18.3				
District	18.9	18.9	18.9	17.4	19.6	19.4				
State	20.9	21.0	21.3	21.8	22.5	22.8				

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	60			30			150			30		
District	60			30			150			30		
State	58			30			145			31		

TEACHER INFORMATION (Full-Time Equivalents)

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	79.4	14.4	2.8	3.1	0.3	18.7	81.3	355
State	85.1	8.8	4.6	1.2	0.2	23.0	77.0	127,010

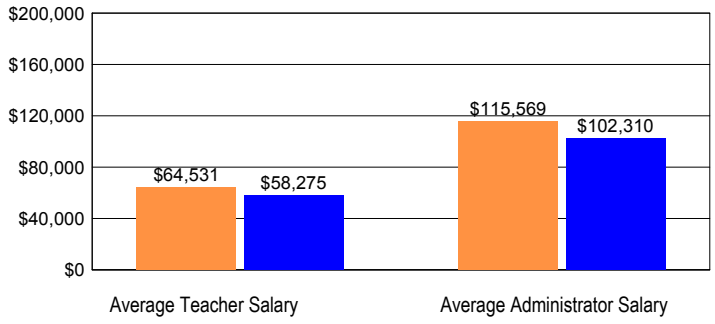
TEACHER INFORMATION (Continued)

	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	13.4	29.9	70.1	1.1	0.0
State	12.9	47.6	52.3	1.5	3.2

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

SCHOOL DISTRICT FINANCES

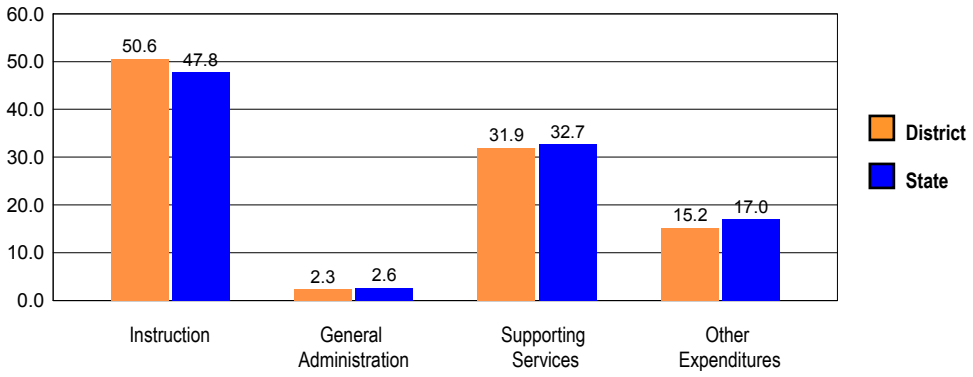
TEACHER/ADMINISTRATOR SALARIES (Full-Time Equivalents)



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.

District
State

EXPENDITURE BY FUNCTION 2005-06 (Percentages)



REVENUE BY SOURCE 2005-06

	District	District %	State %
Local Property Taxes	$47,281,978	77.0	58.8
Other Local Funding	$2,426,349	4.0	6.0
General State Aid	$5,093,818	8.3	18.2
Other State Funding	$4,177,240	6.8	9.3
Federal Funding	$2,391,255	3.9	7.7
TOTAL	$61,370,640		

EXPENDITURE BY FUND 2005-06

	District	District %	State %
Education	$45,604,091	70.5	73.0
Operations & Maintenance	$5,663,921	8.8	8.6
Transportation	$2,321,886	3.6	3.9
Bond and Interest	$7,520,503	11.6	6.2
Rent	$0	0.0	0.0
Municipal Retirement/ Social Security	$1,461,203	2.3	1.8
Fire Prevention & Safety	$1,893,857	2.9	1.1
Site & Construction/ Capital Improvement	$178,942	0.3	5.4
TOTAL	$64,644,403		

OTHER FINANCIAL INDICATORS

	2004 Equalized Assessed Valuation per Pupil	2004 Total School Tax Rate per $100	2005-06 Instructional Expenditure per Pupil	2005-06 Operating Expenditure per Pupil
District	$256,451	3.73	$7,285	$12,213
State	**	**	$5,567	$9,488

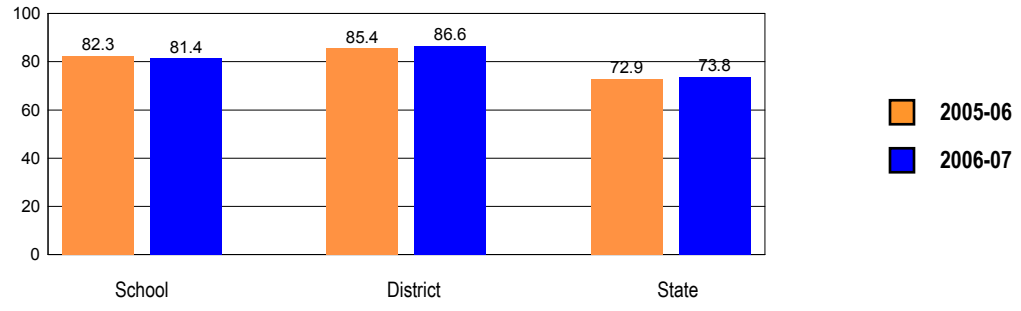
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per $100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school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

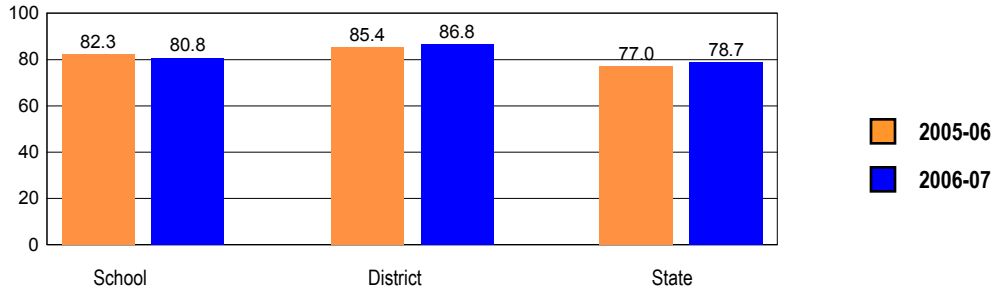
OVERALL STUDENT PERFORMANCE

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



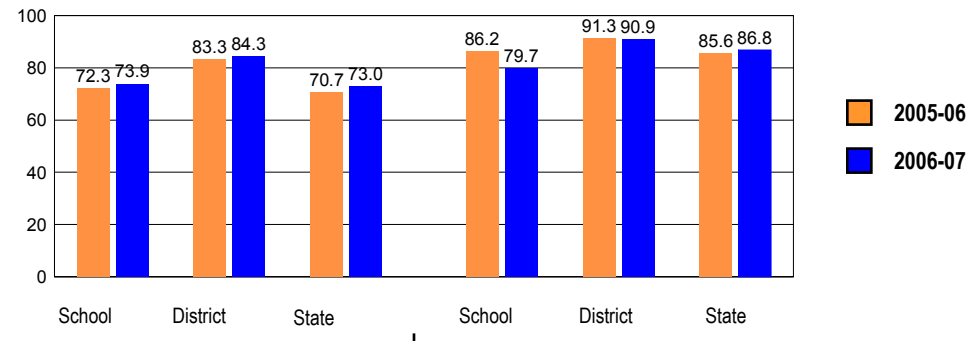
OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



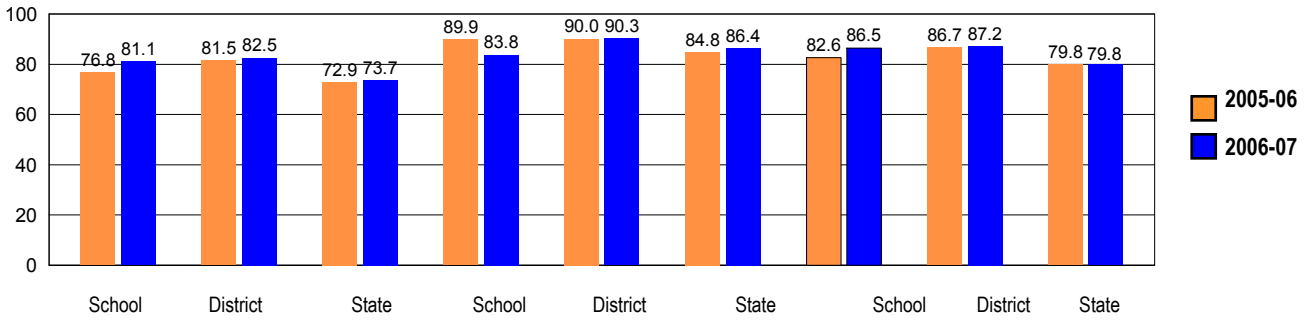
ISAT PERFORMANCE

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.

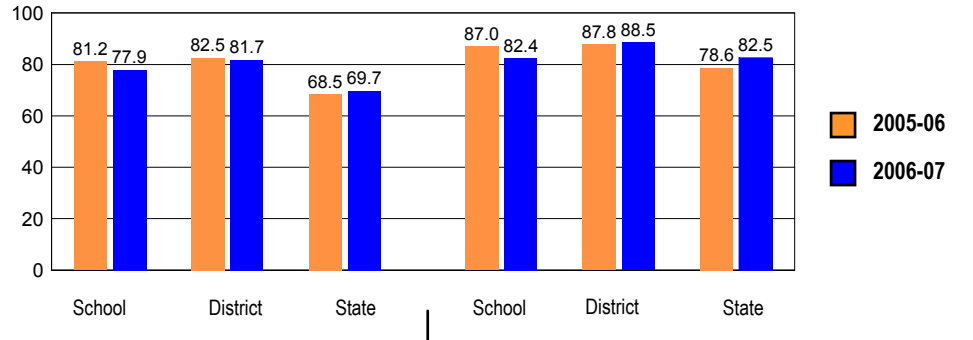
ISAT **Grade 3**



ISAT **Grade 4**



ISAT **Grade 5**



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 Measure of Annual Growth in English (IMAGE) is administered to limited-English-proficient students. 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.

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

			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	220	115	105	117	60	14	13		16	9		39	36
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.00			0.0	0.0
District	*Enrollment	3,303	1,706	1,597	1,807	1,024	135	109	3	225	39		608	649
	Reading	0.0	0.0	0.0	0.0	0.0	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	0.0		0.0	0.0		0.0	0.0
State	*Enrollment	1,084,882	553,532	530,308	595,977	214,100	206,359	41,730	1,757	23,196	84,125	548	158,457	455,494
	Reading	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1
	Mathematics	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.2	0.2	0.5	0.1

* Enrollment as reported during the testing windows.

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	2.9	23.2	39.1	34.8	2.9	17.4	31.9	47.8
District	1.7	13.9	37.5	46.8	1.9	7.2	28.2	62.7
State	5.3	21.7	48.8	24.1	3.7	9.5	44.7	42.0

Grade 3 - Gender

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	2.7	21.6	45.9	29.7	2.7	13.5	32.4	51.4
District	2.3	17.4	40.3	39.9	2.7	7.4	30.6	59.3
State	7.0	24.3	47.5	21.2	4.3	9.4	43.2	43.1
Female								
School	3.1	25.0	31.3	40.6	3.1	21.9	31.3	43.8
District	1.2	10.4	34.7	53.7	1.2	6.9	25.9	66.0
State	3.6	19.0	50.2	27.2	3.1	9.7	46.4	40.9

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	2.6	10.3	38.5	48.7	0.0	7.7	28.2	64.1
District	0.6	6.5	31.8	61.0	0.3	2.9	22.0	74.8
State	2.7	14.9	50.5	31.9	1.2	4.9	41.6	52.3
Black								
School	0.0	53.8	46.2	0.0	15.4	38.5	46.2	0.0
District	4.3	33.6	47.4	14.7	7.0	19.1	46.1	27.8
State	12.3	37.2	42.4	8.1	10.8	21.0	49.7	18.4
Hispanic								
School								
District	0.0	17.2	62.1	20.7	0.0	6.9	34.5	58.6
State	6.1	28.2	52.2	13.5	3.5	11.7	53.8	31.0
Asian/Pacific Islander								
School								
District	5.3	15.8	47.4	31.6	0.0	5.3	21.1	73.7
State	1.1	9.2	48.4	41.4	0.5	2.4	27.8	69.2
Native American								
School								
District								
State	4.7	16.4	56.9	22.0	1.7	7.8	50.2	40.3
Multiracial/Ethnic								
School								
District	2.2	11.1	31.1	55.6	2.2	6.7	24.4	66.7
State	4.9	22.3	50.0	22.8	2.8	9.9	47.9	39.5

Grade 3 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
School	7.7	61.5	15.4	15.4	7.7	61.5	7.7	23.1
District	7.5	37.6	32.3	22.6	6.5	22.6	40.9	30.1
State	19.9	37.2	32.7	10.2	11.2	18.8	47.0	23.0
Non-IEP								
School	1.8	14.3	44.6	39.3	1.8	7.1	37.5	53.6
District	0.5	8.7	38.7	52.1	0.9	3.8	25.5	69.8
State	3.0	19.2	51.5	26.4	2.5	8.0	44.4	45.1

Grade 3 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch								
School	0.0	60.0	40.0	0.0	13.3	46.7	26.7	13.3
District	4.9	42.0	43.2	9.9	8.6	25.9	42.0	23.5
State	9.8	33.1	46.4	10.8	7.2	16.5	51.6	24.6
Not Eligible								
School	3.7	13.0	38.9	44.4	0.0	9.3	33.3	57.4
District	1.1	8.7	36.5	53.7	0.7	3.7	25.7	70.0
State	2.2	13.5	50.6	33.8	1.1	4.5	39.8	54.6

Grade 4

Grade 4 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	0.0	18.9	43.2	37.8	0.0	16.2	56.8	27.0	2.7	10.8	64.9	21.6
District	0.6	16.9	40.1	42.4	1.0	8.8	44.4	45.9	2.1	10.7	56.6	30.5
State	1.1	25.2	48.3	25.4	1.2	12.5	56.9	29.5	3.5	16.7	61.5	18.2

Grade 4 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
School	0.0	32.5	42.5	25.0	0.0	25.0	52.5	22.5	5.0	17.5	62.5	15.0
District	0.8	19.6	41.2	38.5	1.5	10.4	43.8	44.2	2.7	12.7	51.2	33.5
State	1.5	27.9	47.2	23.5	1.5	13.1	55.2	30.3	4.0	16.5	59.0	20.5
Female												
School	0.0	2.9	44.1	52.9	0.0	5.9	61.8	32.4	0.0	2.9	67.6	29.4
District	0.4	14.2	39.0	46.5	0.4	7.1	44.9	47.6	1.6	8.7	62.2	27.6
State	0.6	22.5	49.5	27.4	0.8	11.9	58.7	28.7	3.0	17.0	64.2	15.8

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
School	0.0	2.4	41.5	56.1	0.0	2.4	61.0	36.6	0.0	0.0	65.9	34.1
District	0.3	5.8	34.4	59.4	0.6	1.3	34.7	63.3	0.6	1.6	52.6	45.1
State	0.5	17.0	49.4	33.2	0.5	6.8	55.1	37.6	1.1	8.6	64.4	25.8
Black												
School	0.0	36.4	54.5	9.1	0.0	40.9	50.0	9.1	9.1	27.3	59.1	4.5
District	1.4	35.2	48.6	14.8	1.4	20.4	61.3	16.9	4.2	28.9	59.9	7.0
State	2.7	47.1	41.9	8.3	3.4	28.7	58.2	9.8	10.8	37.4	48.5	3.2
Hispanic												
School												
District												
State	1.1	30.5	53.7	14.8	0.9	13.5	66.4	19.1	3.3	21.9	67.8	7.0
Asian/Pacific Islander												
School												
District	0.0	16.7	66.7	16.7	0.0	0.0	66.7	33.3	0.0	0.0	91.7	8.3
State	0.2	9.2	48.6	42.0	0.2	3.1	40.6	56.1	0.6	6.1	64.5	28.8
Native American												
School												
District												
State	1.7	27.1	47.6	23.6	0.9	14.4	57.6	27.1	3.1	14.9	65.8	16.2
Multiracial/Ethnic												
School												
District	0.0	32.6	44.2	23.3	2.3				7.0	16.3	60.5	16.3
State	1.0	25.7	49.4	23.9	1.2	12.9	59.8	26.1	3.2	16.3	65.4	15.1

Grade 4 - Students with Disabilities

	Levels	Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	0.0	66.7	25.0	8.3	0.0	58.3	41.7	0.0	16.7	41.7	41.7	0.0
	District	2.0	43.1	34.3	20.6	3.9	27.5	48.0	20.6	7.8	25.5	47.1	19.6
	State	5.1	53.8	31.8	9.3	5.4	30.1	52.5	12.0	9.4	28.9	53.2	8.5
Non-IEP	School	0.0	9.7	46.8	43.5	0.0	8.1	59.7	32.3	0.0	4.8	69.4	25.8
	District	0.2	10.4	41.5	47.8	0.2	4.1	43.4	52.2	0.7	7.0	59.0	33.3
	State	0.4	20.4	51.2	28.1	0.4	9.5	57.7	32.5	2.5	14.7	63.0	19.9

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	36.4	54.5	9.1	0.0	18.2	72.7	9.1	9.1	18.2	72.7	0.0
	District	1.0	43.7	48.5	6.8	1.9	23.3	63.1	11.7	7.8	28.2	59.2	4.9
	State	2.0	40.0	46.6	11.4	2.2	21.4	62.1	14.3	7.0	28.8	57.9	6.3
Not Eligible	School	0.0	15.9	41.3	42.9	0.0	15.9	54.0	30.2	1.6	9.5	63.5	25.4
	District	0.5	10.2	38.0	51.3	0.7	5.1	39.7	54.5	0.7	6.3	56.0	37.0
	State	0.4	15.0	49.6	35.1	0.4	6.3	53.3	40.0	1.1	8.4	64.1	26.5

Grade 5

Grade 5 - All

	Levels	Reading				Mathematics			
		1	2	3	4	1	2	3	4
	School	1.5	20.6	33.8	44.1	0.0	17.6	54.4	27.9
	District	0.7	17.6	38.2	43.6	0.2	11.3	52.1	36.4
	State	0.8	29.6	44.1	25.6	0.5	17.0	62.8	19.7

Grade 5 - Gender

	Levels	Reading				Mathematics			
		1	2	3	4	1	2	3	4
Male	School	3.0	30.3	30.3	36.4	0.0	21.2	57.6	21.2
	District	1.0	22.3	37.0	39.7	0.0	13.7	51.7	34.6
	State	1.0	33.0	42.8	23.2	0.7	18.0	60.7	20.7
Female	School	0.0	11.4	37.1	51.4	0.0	14.3	51.4	34.3
	District	0.4	12.8	39.4	47.5	0.4	8.9	52.5	38.3
	State	0.5	26.0	45.5	28.1	0.4	15.9	64.9	18.8

Grade 5 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	0.0	9.1	30.3	60.6	0.0	3.0	60.6	36.4
District	0.3	4.6	33.0	62.0	0.0	2.3	45.5	52.1
State	0.4	20.5	45.3	33.8	0.2	9.7	64.3	25.8
Black								
School	4.3	43.5	39.1	13.0	0.0	47.8	47.8	4.3
District	1.6	39.2	46.8	12.4	0.5	26.3	62.4	10.8
State	2.0	53.2	36.6	8.2	1.6	38.2	55.1	5.1
Hispanic								
School								
District	0.0	15.6	59.4	25.0	0.0	9.4	81.3	9.4
State	0.7	35.0	49.6	14.7	0.3	18.1	70.5	11.1
Asian/Pacific Islander								
School								
District	0.0	13.3	26.7	60.0	0.0	6.7	26.7	66.7
State	0.1	12.2	44.8	42.8	0.1	3.7	49.7	46.5
Native American								
School								
District								
State	0.0	29.6	43.5	26.9	0.4	18.8	67.3	13.5
Multiracial/Ethnic								
School								
District	0.0	18.4	23.7	57.9	0.0	13.2	39.5	47.4
State	0.8	28.9	45.7	24.7	0.4	16.6	64.7	18.3

Grade 5 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
IEP								
School	10.0	60.0	0.0	30.0	0.0	70.0	20.0	10.0
District	3.7	48.6	30.3	17.4	0.0	35.8	51.4	12.8
State	4.2	62.2	26.1	7.6	2.6	41.5	50.0	5.9
Non-IEP								
School	0.0	13.8	39.7	46.6	0.0	8.6	60.3	31.0
District	0.0	10.3	40.0	49.7	0.2	5.6	52.3	41.9
State	0.2	24.1	47.1	28.6	0.2	12.9	64.9	22.0

2007 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes
Is this school making AYP in Reading?	Yes
Is this school making AYP in Mathematics?	Yes

Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
2007-08 Federal Improvement Status	
2007-08 State Improvement Status	

	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		55.0			55.0			90.0		72.0	
All	100.0	Yes	100.0	Yes	80.6		Yes	83.3		Yes	95.8	Yes		
White	100.0	Yes	100.0	Yes	93.2		Yes	96.1		Yes				
Black	100.0	Yes	100.0	Yes	57.1		Yes	53.1		Yes				
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

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 55.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 55.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***

3. For schools not making AYP solely because the IEP group fails to have 55.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4. At least 90% attendance rate for non-high schools and at least 72% graduation rate for high schools.

*** Includes only students enrolled as of 05/01/2006.**

**** Safe Harbor Targets of 55.0% 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.**