

Illinois

<http://www.isbe.state.il.us>

School and Teacher Demographics

Per pupil expenditures \$7,133
(CCD, 1999-2000)

Number of Districts 897
(CCD, 2000-01)

Number of Charter Schools 19
(CCD, 2000-01)

Number of Public Schools (CCD)

	1993-94	2000-01
Elementary	2,616	2,628
Middle	707	720
High	641	755
Combined	27	143
Total	3,991	4,246

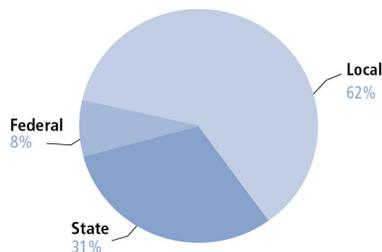
Number of FTE Teachers (CCD)

	1993-94	2000-01
Elementary	56,172	65,846
Middle	17,322	20,854
High	29,424	34,669
Combined	956	2,288
Total	103,874	123,657

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)

	1994	2000
English	89%	70%
Math	82	65
Science	77	93
Social Studies	80	90

Sources of Funding District Average (CCD, 1999-2000)



Student Demographics

Public school enrollment

(CCD)

	1993-94	2000-01
Pre-K	42,359	60,712
K-8	1,259,394	1,410,648
9-12	503,024	573,246
Total (K-12)	1,762,418	1,983,894

Race/ethnicity

(CCD)

	1993-94	2000-01
American Indian/Alaskan Natives	*	*
Asian/Pacific Islander	3%	3%
Black	21	21
Hispanic	11	15
White	65	60
Other	-	-

Students with disabilities

(OSEP)

1993-94	2000-01
11%	12%

Students with limited

English proficiency

(ED/NCBE)

1993-94	2000-01
5%	7%

Migratory students

(OME)

1993-94	2000-01
*	*

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program (CCD, 2000-01)

Data Not Available

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year.)

Statewide Goal for Schools on State Assessment

All student scores above the 50th percentile level for a school composite score.

Expected School Improvement on Assessment

Gains to meet 50th percentile in five years; currently working on changing the definition to meet the new AYP requirements of NCLB.

Title I Adequate Yearly Progress (AYP) for Schools

Annual gain to 90 percent proficient by 2007.

Key

* = Less than 0.5 percent
 — = Not applicable

n/a = Not available

= Sample size too small to calculate

High Poverty Schools = 75-100% of students qualify for lunch subsidies

Title I 2000-01

(ED Consolidated Report, 2000-01)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	921	1,324	2,245
	41%	59%	100%
Schools meeting AYP Goal	558	1,284	1,842
	61%	97%	82%
Schools identified for Improvement	363	40	403
	39%	3%	18%

Title I Allocation \$341,790,202

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2000-01)

NAEP State Results

	Grade 4	Grade 8
Reading, 2002		
Proficient level and above	-	-
Basic level and above	-	-
Math, 2000		
Proficient level and above	22%	27%
Basic level and above	66	68

Illinois**Student Achievement 2000-01**

Assessment:

Illinois Standards Achievement Test.

State Definition of Proficient:

Meets Standards.

Key

* = Less than 0.5 percent
 — = Not applicable

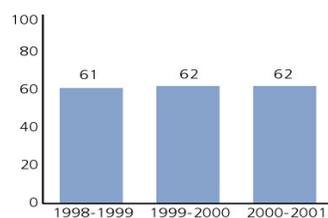
n/a = Not available
 # = Sample size too small to calculate
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

Elementary School
Grade 3 Reading

Students in:	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All schools	7%	31%	43%	19%
Title I schools	9	35	41	15
High poverty Schools	18	50	28	4
Students with limited English proficiency	16	48	30	6
Migratory students	22	43	26	9
Students with Disabilities	23	46	25	6

Grade 3 Mathematics

Students in:	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All schools	8%	18%	46%	28%
Title I schools	10	22	46	21
High poverty Schools	22	35	38	6
Students with limited English proficiency	12	30	47	11
Migratory students	20	33	35	13
Students with Disabilities	21	29	39	12

Student Achievement TrendReading 3rd grade meets or exceeds Standards**Key**

* = Less than 0.5 percent
 — = Not applicable

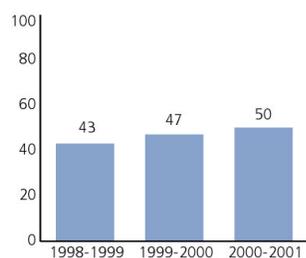
n/a = Not available
 # = Sample size too small to calculate
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

Middle School
Grade 8 Reading

Students in:	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All schools	1%	34%	56%	10%
Title I schools	1	44	49	6
High poverty Schools	1	58	40	1
Students with limited English proficiency	2	78	19	1
Migratory students	0	47	47	6
Students with Disabilities	4	73	22	1

Grade 8 Mathematics

Students in:	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All schools	7%	42%	37%	13%
Title I schools	11	52	30	8
High poverty Schools	17	65	17	1
Students with limited English proficiency	21	62	15	3
Migratory students	14	59	23	4
Students with Disabilities	32	56	11	2

Student Achievement TrendMathematics 8th grade meets or exceeds Standards**Key**

* = Less than 0.5 percent
 — = Not applicable

n/a = Not available
 # = Sample size too small to calculate
 High Poverty Schools = 75-100% of students qualify for lunch subsidies

High School
**Grade 11
Reading**

Students in:	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All schools	8%	34%	46%	12%
Title I schools	10	40	41	9
High poverty Schools	17	59	23	1
Students with limited English proficiency	39	47	15	2
Migratory students	35	44	17	4
Students with Disabilities	39	43	15	2

**Grade 11
Mathematics**

Students in:	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
All schools	9%	37%	45%	9%
Title I schools	12	42	38	7
High poverty Schools	23	62	14	0
Students with limited English proficiency	22	50	24	4
Migratory students	28	46	22	4
Students with Disabilities	40	46	13	1

High School Indicators	1993-94	2000-01
High school dropout rate (CCD, event)	7%	6%
	1994-95	2000-01
Postsecondary enrollment (NCES, High school grads enrolled in college)	64%	60%

Key

* = Less than 0.5 percent
— = Not applicable

n/a = Not available
= Sample size too small to calculate
High Poverty Schools = 75-100% of students qualify for lunch
subsidies