

## School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$7,643
Number of districts <small>(CCD, 2001-02)</small>	895
Number of charter schools <small>(CCD, 2001-02)</small>	23

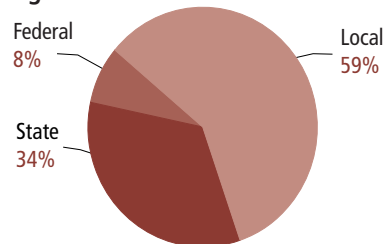
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	2,616	2,634
Middle	707	729
High	641	756
Combined	27	135
Total	3,991	4,254

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	56,172	65,509
Middle School	17,322	21,600
High School	29,424	35,560
Combined	956	2,113
Total	103,874	124,782

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	89%	70%
Math	82	65
Science	77	93
Social Studies	80	90

## Sources of funding

District average  
(CCD, 2000-01)



KEY: \* = Less than 0.5 percent  
 — = Not applicable  
 n/a = Not available  
 # = Sample size too small to calculate

## Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	42,359	1,259,394	503,024	1,762,418
	57,550	1,423,829	585,396	2,009,225

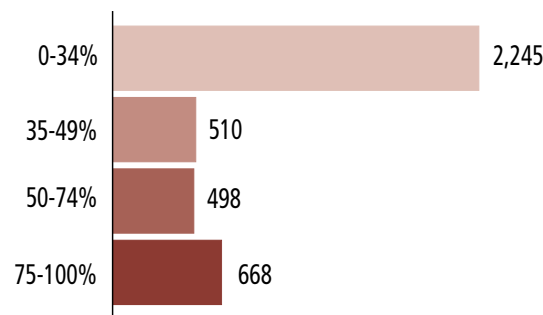
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	*	*	*	*
Asian/Pacific Islander	3%		3%	
Black	21		21	
Hispanic	11		16	
White	65		59	
Other	—		—	

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	#	%	#
	11%		12%	

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	#	%	#
	*		*	

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	#	%	#
	5%		7%	

## All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program† (CCD, 2001-02)



† 371 schools did not report.

## 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 AYP requirements of NCLB.

### Title I Adequate Yearly Progress (AYP) for Schools

Annual gain to 90 percent proficient by 2007.

## Title I 2001-02

(ED Consolidated Report, 2001-02)

	Schoolwide Programs	Targeted Assistance	Total
Number of schools	984	1,424	2,408
Schools meeting AYP goal	41%	59%	100%
Schools in need of improvement	20%	80%	66%
	484	22	506
	96%	4%	21%

## Title I allocation

\$380,502,220

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

## NAEP State Results

### Reading, 2003

	Grade 4	Grade 8
Proficient level and above	31%	34%
Basic level and above	61	76

### Math, 2003

	Grade 4	Grade 8
Proficient level and above	33%	29%
Basic level and above	74	66

## Student Achievement 2001-02

Assessment Illinois Standards Achievement Test.

State Definition of Proficient Meets Standards.

### Elementary School

#### Grade 3

##### Reading

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	7%	31%	44%	19%
Title I Schools	8	35	42	15
Economically Disadvantaged Students	13	47	34	6
Students with Limited English Proficiency	16	47	32	6
Migratory Students	10	29	39	22
Students with Disabilities	21	47	26	6

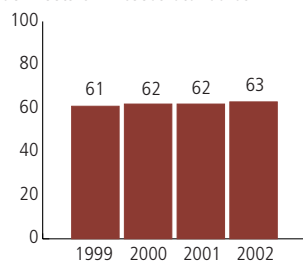
#### Grade 3

##### Mathematics

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	7%	19%	44%	30%
Title I Schools	9	22	44	25
Economically Disadvantaged Students	15	31	42	12
Students with Limited English Proficiency	12	28	45	15
Migratory Students	7	18	37	39
Students with Disabilities	19	29	39	13

##### Student Achievement Trend

Reading 3rd grade Meets or Exceeds Standards



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

### Middle School

#### Grade 8

##### Reading

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	1%	31%	58%	10%
Title I Schools	1	33	49	17
Economically Disadvantaged Students	2	48	47	3
Students with Limited English Proficiency	4	72	24	1
Migratory Students	0	57	36	7
Students with Disabilities	6	68	25	1

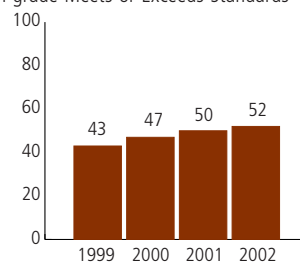
#### Grade 8

##### Mathematics

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	7%	40%	37%	15%
Title I Schools	5	47	41	7
Economically Disadvantaged Students	13	58	25	4
Students with Limited English Proficiency	19	62	15	4
Migratory Students	9	54	32	5
Students with Disabilities	32	54	12	2

##### Student Achievement Trend

Mathematics 8th grade Meets or Exceeds Standards



### High School

#### Grade 11

##### Reading

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	8%	34%	45%	13%
Title I Schools	10	38	41	11
Economically Disadvantaged Students	17	51	30	3
Students with Limited English Proficiency	17	47	31	4
Migratory Students	33	43	21	3
Students with Disabilities	36	45	16	3

#### Grade 11

##### Mathematics

Students in:	Academic Warning	Below Standards	Proficient	
			Meets Standards	Exceeds Standards
All Schools	10%	36%	45%	8%
Title I Schools	14	40	39	7
Economically Disadvantaged Students	24	53	23	1
Students with Limited English Proficiency	17	47	31	4
Migratory Students	25	46	29	0
Students with Disabilities	42	43	14	1

### High School Indicators

High school dropout rate (CCD, event) 1993-94 2000-01  
 7% 6%

Postsecondary enrollment 1994-95 2000-01  
 64% 60%

(NCES, High school graduates enrolled in college)