
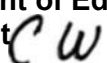


**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**October 29, 2009**

**TO:** Illinois State Board of Education

**FROM:** Christopher A. Koch, Ed.D., State Superintendent of Education   
Connie J. Wise, Ph.D., Assistant Superintendent 

**Agenda Topic:** Report Card Information

**Materials:** A Profile of Illinois Public Schools: Selections from the School Report Card Files  
School Report Card: Fifteen-Year Statewide Trend Data (1995 – 2009)

**Staff Contact(s):** Richard Yong, Ph.D.  
Shuwan Chiu, Ph.D.  
Gayle Johnson, Division Administrator, Data Analysis & Progress Reporting

**Purpose of Agenda Item**

To provide the Board with a summary of findings from the 2009 report card file, as well as statewide trend data from 1995 through 2009.

**Relationship to/Implications for the State Board's Strategic Plan**

The agenda item has linkage to **Goal 1:** Every student will demonstrate academic achievement and be prepared for success after high school.

**Expected Outcome(s) of Agenda Item**

The Board will have an understanding of the condition of education in Illinois as indicated by school, student, and teacher demographics and the academic performance of students.

**Background Information**

School report cards were first produced in 1986, as mandated by state law. The information included in report cards has changed over time, and the amount of information provided has grown substantially. With the passage of No Child Left Behind, states were required to provide information on student achievement—including the most recent two-year trend data for each subject and grade—and the percentage of students tested, as well as comparisons between actual data and the state's minimum targets. States were also required to indicate whether schools, districts, and the state made Adequate Yearly Progress (AYP) and show their status with regard to school improvement.

Some key findings from the report card files for 1995 through 2009 are as follows:

- In 2009, student enrollment declined for the second time in 18 years. During the 1990s and beyond, student enrollment in regular public schools steadily increased, peaking at 2,077,856 in 2007. In 2008, student enrollment declined to 2,074,167—in 2009 it declined to 2,070,125.
- Following the trend of the past ten years, there was yet another increase in 2009 in the percentage of students from low-income families, students who are limited English proficient, and students of Hispanic and Asian/Pacific Islander origin.

- The 2009 attendance rate was 93.7 percent. This means that on any school day, about 130,500 students were not attending school for various reasons.
- In 2009, both the mobility and dropout rates declined; since 2000, the mobility rate has declined from 17.5 percent to 13.5 percent, while the dropout rate has declined from 5.8 percent to 3.5 percent.
- Since 2003, elementary student performance has generally improved, as shown by the percentage of Illinois Standards Achievement Test (ISAT) scores that met or exceeded standards; in 2009, there was a slight decline in reading at grades 5 and 7 and mathematics at grade 6.
- Since 2001, secondary student performance has remained generally unchanged, as indicated by percentage of the Prairie State Achievement Examination (PSAE) scores that met or exceeded standards; in 2009, there was a decline in mathematics and science and a noticeable increase in reading.
- In 2009, the percentage of schools and districts in federal improvement status increased four and three percent, respectively.
- Gaps persist in the academic performance of various groups of students. Students with “at-risk” characteristics—including those who are limited English proficient, migrant, or from a low-income family, or who have an IEP—generally had lower scores.
- For the past decade, the percentage of minority teachers has remained unchanged at about 15 percent of the teaching force. In the same period, the percentage of teachers who have graduate degrees increased from 46.6 percent in 2000 to 55.8 percent in 2009.

### **Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Changing student demographics continue to have implications for the types of services and programs that will need to be funded and offered. The availability of teachers who have the necessary training and skills to provide specialized services will impact directly the ability of districts to provide needed services.

Budget Implications: Additional resources will be required to fund districts’ efforts to provide needed services.

Legislative Action: None at this time.

Communication: Report cards were posted on September 16 to a secure site for district access. The media was provided with an embargoed report card data file on October 5, and that file is embargoed from release until October 30.

### **Pros and Cons of Various Actions**

No action is needed since this is an informational item.

### **Superintendent’s Recommendation**

No recommendation is needed since this is an informational item.

**A PROFILE OF ILLINOIS PUBLIC SCHOOLS: SELECTIONS FROM THE  
SCHOOL REPORT CARD FILES**

ILLINOIS STATE BOARD OF EDUCATION  
Data Analysis and Progress Reporting Division

**October 2009**

## **FOREWORD**

State and federal laws require public schools to release report cards to the public each year. This report provides an overview of the condition of education in Illinois public schools. The data contained herein were selected from school report card files for 2000 through 2009. State averages reported are based only on information from regular public schools (including charter schools). Excluded are data from private schools and special-purpose public schools, including vocational education, special education, university laboratory, and other state-funded schools. This report was prepared by staff in the Data Analysis and Progress Reporting Division.

## CONTENTS

	PAGE
<i>Executive Summary</i>	3
<i>Graphical Presentations of Trend Data</i>	8
<i>Schools and Students</i>	
1: Number of Illinois Public Districts and Schools	9
2: Student Enrollment	10
3: Low-Income, Mobility, and Minority Percentages	11
4: Limited-English-Proficient Students, Dropouts, and Chronic Truancy	12
5: Average Class Size	13
<i>Student Performance</i>	
6: ISAT Reading—Students Meeting or Exceeding Standards	14
7: ISAT Mathematics—Students Meeting or Exceeding Standards	15
8: ISAT Science—Students Meeting or Exceeding Standards	16
9: PSAE—Students Meeting or Exceeding Standards	17
10: IAA Reading—Students at Satisfactory or Mastery Levels	18
11: IAA Mathematics—Students at Satisfactory or Mastery Levels	19
12: IAA Science—Students at Satisfactory or Mastery Levels	20
13: ISAT Grade 5 Reading—Students Meeting or Exceeding Standards, Disaggregated by Student Characteristics	21
14: PSAE Grade 11 Reading—Students Meeting or Exceeding Standards, Disaggregated by Student Characteristics	22
15: ACT Composite Scores	23
16: High School Graduation Rates	24
17: Schools and Districts Not Making Adequate Yearly Progress (AYP)	25
<i>Teacher Information</i>	
18: Teacher Demographics	26
19: Pupil-Teacher Ratios (PTR)	27
20: Teaching Experience	28
<i>Financial Information</i>	
21: Average Teacher and Administrator Salaries	29
22: Operating Expenditure Per Pupil (OEPP)	30
Appendix A – Student Characteristics	31

# A PROFILE OF ILLINOIS PUBLIC SCHOOLS: SELECTIONS FROM THE SCHOOL REPORT CARD FILES

## EXECUTIVE SUMMARY

### *SCHOOLS AND STUDENTS*

**Number of school districts declined.** The number of operating school districts declined from 894 in 2000 to 869 in 2009; in 2009, there were 379 elementary districts, 100 high school districts, and 390 unit districts.

**Slight increase in the number of public schools.** The number of public schools increased slightly from 3,907 in 2000 to 3,910 in 2009. These figures include charter schools and regular public schools which issue school report cards.

**Increase in average school size.** The average school size increased by about 4 percent, from 508 in 2000 to 529 in 2009.

**Student enrollment declined in 2009.** Student enrollment in the regular Illinois public schools increased steadily from 1,983,991 in 2000 to 2,077,856 in 2007, then declined to 2,070,125 in 2009. (Enrollment reported here includes only students in regular public schools.)

**Increase in low-income students.** Low-income students increased from 36.7 percent of the enrollment in 2000 to 42.9 percent in 2009. Pupils are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible for free or reduced-price lunches.

**Mobility rate declined.** The mobility rate declined from 17.5 percent in 2000 to 13.5 percent in 2009. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. A student may be counted more than once, depending on the number of transfers the student makes in the year.

**Minority percentage increased.** Students who are Black, Hispanic, Asian/Pacific Islander, Native American, or Multiracial/Ethnic, made up 46.7 percent of the enrollment in 2009, up from 39.0 percent in 2000. The increase in minority percentage is accounted for mainly by increases among Hispanic students.

**LEP students increased in last decade.** Limited-English-proficient (LEP) students increased from 6.1 percent in 2000 to 8.0 percent in 2009. LEP students include those who are eligible for bilingual education.

**Dropout rate declined since 2000.** The dropout rate declined from 5.8 percent in 2000 to 3.5 percent in 2009. Dropouts include students in grades 9-12 whose names have been removed from the district roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another school, or expulsion.

**Increase in chronic truancy rate.** The chronic truancy rate was 3.7 percent in 2009, compared to 2.4 percent reported for 2000. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 10 percent or more of the previous 180 regular attendance days.

**In the last decade, average class size generally declined at the elementary level but increased at the high school level.** Between 2000 and 2009, the average class size for  
Kindergarten declined from 21.3 to 20.5  
Grade 1 declined from 21.6 to 20.9  
Grade 3 declined from 22.4 to 21.8  
Grade 6 declined from 23.9 to 22.0  
Grade 8 declined from 22.9 to 21.4  
High School (grades 9-12) increased from 18.4 to 19.2.

#### *STUDENT PERFORMANCE*

**Between 2005 and 2009, ISAT reading performance increased at grades 3, 5, and 8.**

In 2009, the percentage of students meeting or exceeding state standards in reading at

- Grade 3 was 72.2 percent
- Grade 4 was 73.8 percent
- Grade 5 was 73.5 percent
- Grade 6 was 79.9 percent
- Grade 7 was 77.5 percent
- Grade 8 was 83.6 percent.

In 2006, reading was tested at grades 4, 6, and 7 for the first time.

**Between 2005 and 2009, ISAT mathematics performance increased at grades 3, 5, and 8.** In 2009, the percentage of students meeting or exceeding state standards in mathematics at

- Grade 3 was 85.2 percent
- Grade 4 was 85.7 percent
- Grade 5 was 82.4 percent
- Grade 6 was 82.4 percent
- Grade 7 was 82.8 percent
- Grade 8 was 81.7 percent.

In 2006, mathematics was tested at grades 4, 6, and 7 for the first time, and the cut scores were changed for grade 8 to more accurately reflect student achievement relative to State Standards.

**Between 2005 and 2009, ISAT science performance increased at grades 4 and 7.** In 2009, the percentage of students meeting or exceeding state standards in science at  
Grade 4 was 76.8 percent  
Grade 7 was 79.5 percent.

**Between 2005 and 2009, student performance declined slightly in PSAE reading, mathematics, and science.** In 2009, the percentage of students meeting or exceeding state standards in  
Reading was 56.9 percent  
Mathematics was 51.6 percent  
Science was 50.5 percent.

**Between 2005 and 2009, IAA reading performance declined at grades 3 and 5 but increased at grades 8, and 11.** In 2009, the percentage of students at the Satisfactory or Mastery performance level in reading at  
Grade 3 was 56.2 percent  
Grade 4 was 59.3percent  
Grade 5 was 58.6 percent  
Grade 6 was 67.7 percent  
Grade 7 was 65.3 percent  
Grade 8 was 68.2 percent  
Grade 11 was 69.5 percent.

[IAA scores in the Satisfactory and Mastery performance levels count the same, respectively, as scores on other state assessments that meet and exceed standards.]

**Between 2005 and 2009, IAA mathematics performance increased at all grades tested.** In 2009, the percentage of students at the Satisfactory or Mastery performance level in mathematics at  
Grade 3 was 60.3 percent  
Grade 4 was 65.2 percent  
Grade 5 was 64.7 percent  
Grade 6 was 71.1 percent  
Grade 7 was 69.9 percent  
Grade 8 was 68.5 percent  
Grade 11 was 70.3 percent.

**Between 2005 and 2009, IAA science performance increased at all grades tested.** In 2009, the percentage of students at the Satisfactory or Mastery performance level in science at  
Grade 4 was 66.8 percent  
Grade 7 was 72.1 percent  
Grade 11 was 75.4 percent.

**Differences among various groups of grade 5 students are evident in the ISAT reading results.**

- White and Asian/Pacific Islander students performed better than Black, Hispanic, Native American, and Multiracial/Ethnic students, as measured by the percentage of students meeting or exceeding state standards in ISAT reading at grade 5.
- Students with “at-risk” characteristics—including those who are limited English proficient, migrant, or from a low-income family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be “at risk.”
- Between 2008 and 2009, student performance increased or remained the same for all categories of students except for Female, White, Black, and IEP students.

**Differences among various groups of grade 11 students are evident in the PSAE reading results.**

- White and Asian/Pacific Islander students performed better than Black, Hispanic, Native American, and Multiracial/Ethnic students, as measured by the percent of students meeting or exceeding state standards in PSAE reading at grade 11.
- Students with “at-risk” characteristics—including those who are limited English proficient, migrant, or from a low-income family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be “at risk.”
- Between 2008 and 2009, student performance increased for all categories of students except for IEP and migrant students.

**Illinois ACT scores increased since 2002.** The ACT Composite Score for Illinois public school students (report card schools) increased steadily from 19.9 in 2002 to 20.6 in 2009.

**Graduation rate increased in 2009.** The graduation rate increased from 85.9 percent in 2007 to 87.1 percent in 2009. Over the most recent ten-year period, the rate increased from 82.6 percent to 87.1 percent.

**Schools not making Adequate Yearly Progress (AYP) increased between 2005 and 2009.** The percent of schools not making AYP declined from 25.5 percent in 2005 to 17.5 percent in 2006, then increased to 39.7 percent in 2009.

**Districts not making Adequate Yearly Progress (AYP) increased between 2005 and 2009.** The percent of districts not making AYP declined from 27.0 percent in 2005 to 22.9 percent in 2006, then increased to 49.4 percent in 2009.

*TEACHER INFORMATION*

**Little change in the percentage of minority teachers in the last decade.** Minorities account for 14.9 percent of the classroom teachers in 2009 compared to 15.0 percent in 2000. Minority teachers include those who are Black, Hispanic, Asian/Pacific Islander, or Native American.

**Slight decline in the percentage of male classroom teachers.** There is a downward trend in the percentage of male teachers, declining from 24.4 percent of the teaching force in 2000 to 22.9 percent in 2009.

**Percentage of teachers with graduate degrees increased.** In 2009, teachers who had a master's degree or higher accounted for 55.8 percent of the classroom teachers in Illinois public schools, up from 46.6 percent in 2000.

**Decline in students per teacher at elementary and secondary levels in 2009.** The elementary pupil-teacher ratio (PTR) declined from 19.3:1 in 2000 to 18.4:1 in 2009. The secondary PTR declined from 18.1:1 in 2000 to 18.0:1 in 2009.

**Teaching experience (years) declined since 2000.** The average teaching experience of Illinois public school teachers declined from 14.8 years in 2000 to 12.5 years in 2009.

#### *FINANCIAL INFORMATION*

**Average teacher salary increased by 32 percent since 2000.** The average teacher salary increased from \$46,584 in 2000 to \$61,402 in 2009. When adjusted for inflation, the average teacher salary decreased by about 9 percent between 2000 and 2009.

**Average administrator salary increased by 32 percent since 2000.** The average administrator salary increased from \$80,495 in 2000 to \$106,217 in 2009. When adjusted for inflation, the average administrator salary decreased by about 9 percent between 2000 and 2009.

**Between 1999 and 2008, the statewide operating expenditure per pupil (OEPP) increased by 46 percent.** The statewide OEPP increased by 46 percent from \$7,146 in 1999 to \$10,417 in 2008. After adjusting for inflation, the OEPP showed a slight decline (less than 1 percent) since 1999.

[The OEPP is the gross operating cost of a school district (excluding summer school, adult education, bond principal retired, and capital expenditures) divided by the Average Daily Attendance for the regular school term.]

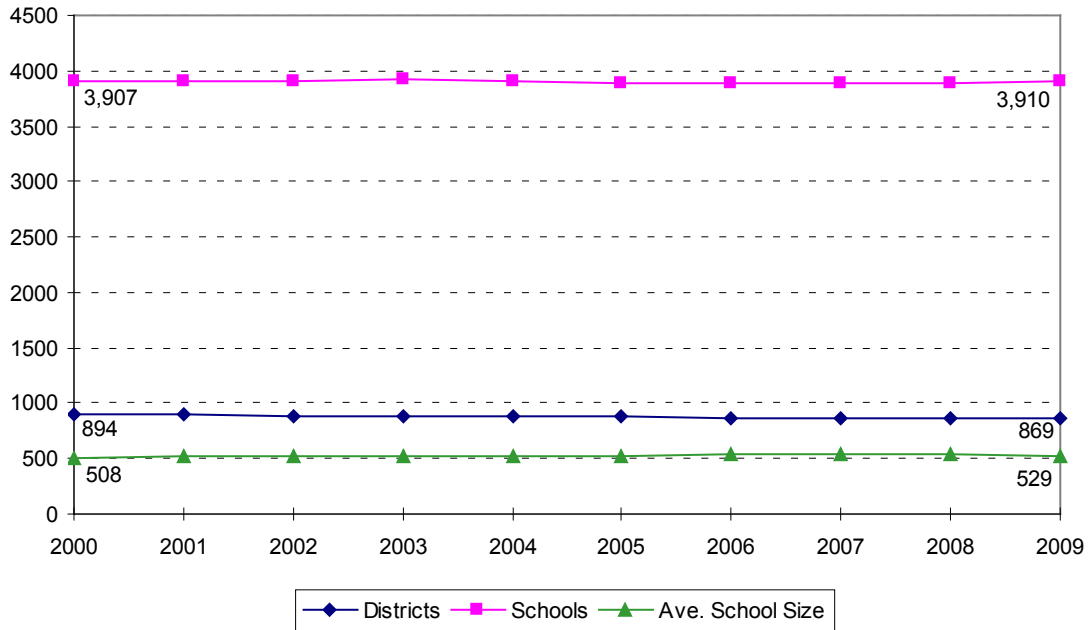
**High school OEPP substantially higher than elementary and unit OEPP.** In 2008, the OEPP for high school districts (\$13,271) was about 32 percent more than the elementary OEPP of \$10,034 and the unit OEPP of \$10,006.

[Prior-year data are reported for OEPP in the school report cards, e.g., 2008 data are reported in the 2009 school report cards.]

## **GRAPHICAL PRESENTATIONS OF TREND DATA**

The graphs that follow illustrate trend data between 2000 and 2009 for selected report card indicators. Analysis of these trends can provide the reader with useful information about the Illinois public K-12 education system.

**Figure 1: Number of Illinois Public Districts and Schools**

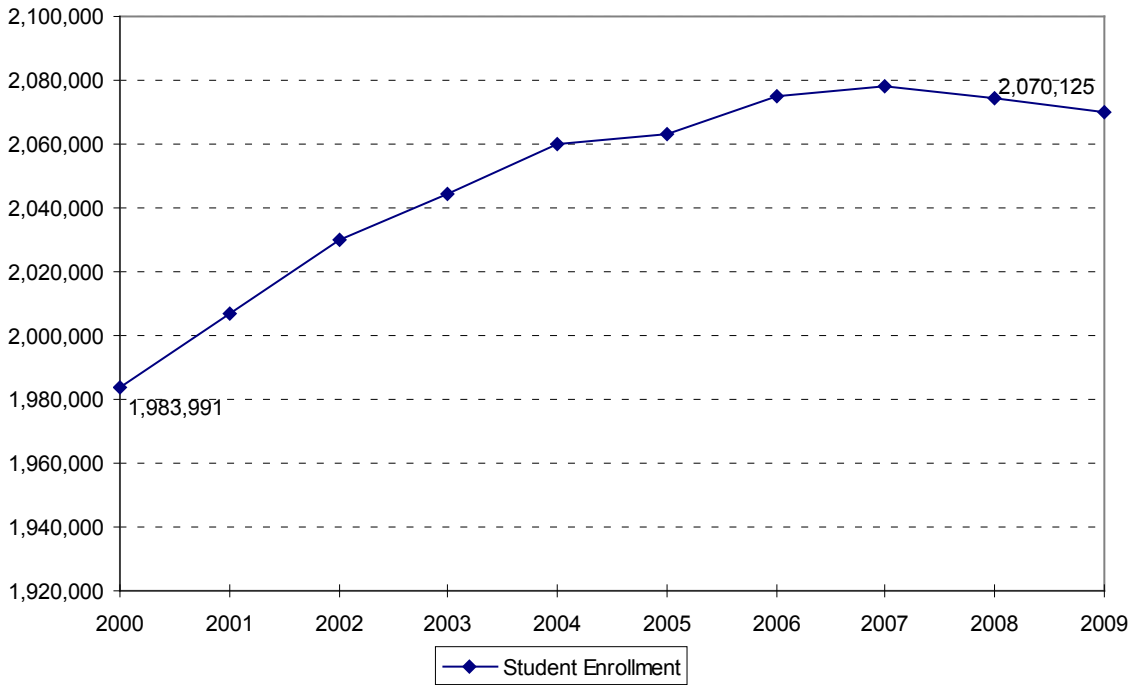


**Number of school districts declined.** The number of operating school districts declined from 894 in 2000 to 869 in 2009; in 2009, there were 379 elementary districts, 100 high school districts, and 390 unit districts.

**Slight increase in the number of public schools.** The number of public schools increased slightly from 3,907 in 2000 to 3,910 in 2009. These figures include charter schools and regular public schools which issue school report cards.

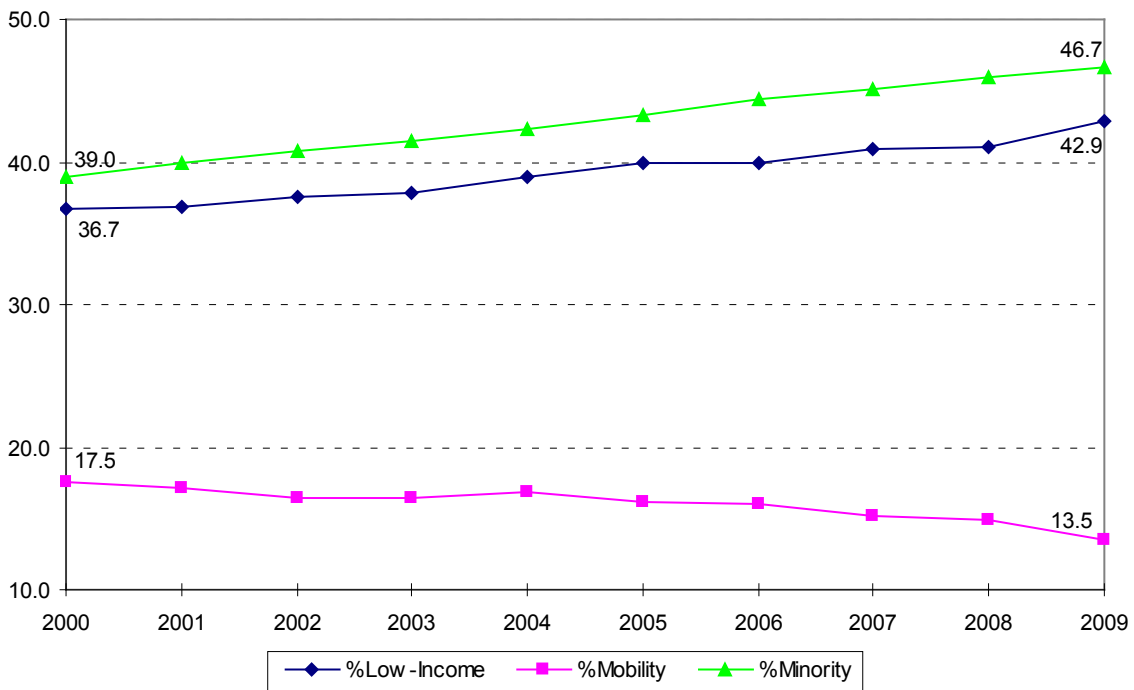
**Increase in average school size.** The average school size increased by about 4 percent, from 508 in 2000 to 529 in 2009.

**Figure 2: Student Enrollment**



**Student enrollment declined in 2009.** Student enrollment in the regular Illinois public schools increased steadily from 1,983,991 in 2000 to 2,077,856 in 2007, then declined to 2,070,125 in 2009. (Enrollment reported here includes only students in regular public schools.)

**Figure 3: Low-Income, Mobility, and Minority Percentages**

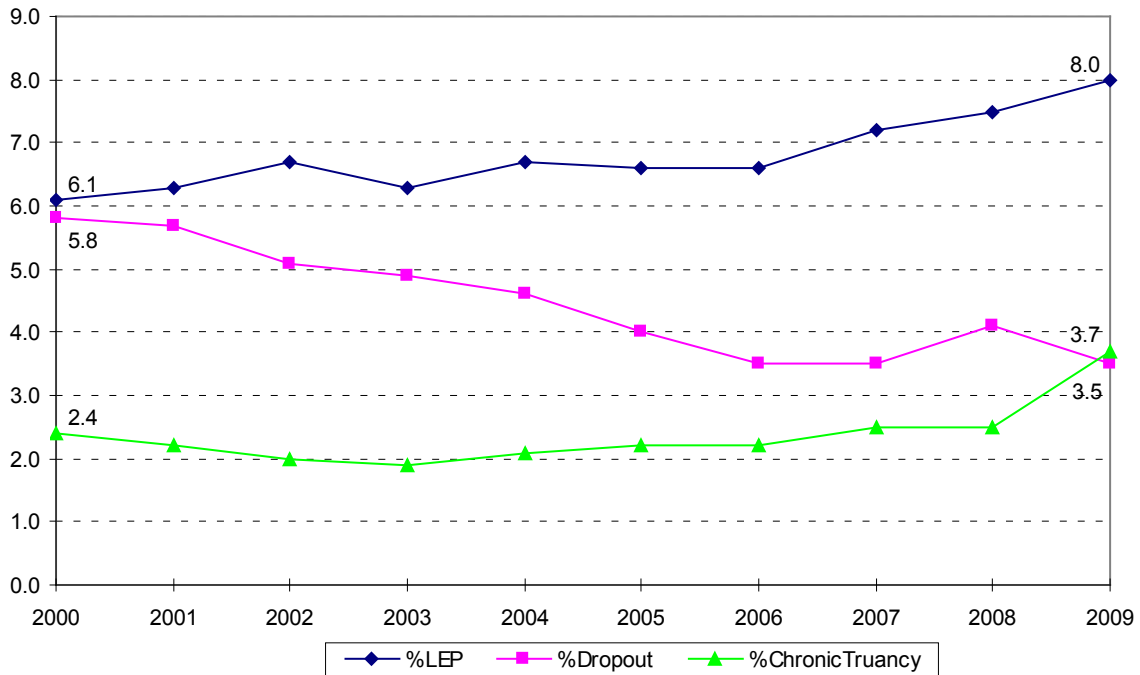


**Increase in low-income students.** Low-income students increased from 36.7 percent of the enrollment in 2000 to 42.9 percent in 2009. Pupils are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible for free or reduced-price lunches.

**Mobility rate declined.** The mobility rate declined from 17.5 percent in 2000 to 13.5 percent in 2009. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. A student may be counted more than once, depending on the number of transfers the student makes in the year.

**Minority percentage increased.** Students who are Black, Hispanic, Asian/Pacific Islander, Native American, or Multiracial/Ethnic, made up 46.7 percent of the enrollment in 2009, up from 39.0 percent in 2000. The increase in minority percentage is accounted for mainly by increases among Hispanic students.

**Figure 4: Limited-English-Proficient Students, Dropouts, and Chronic Truancy**

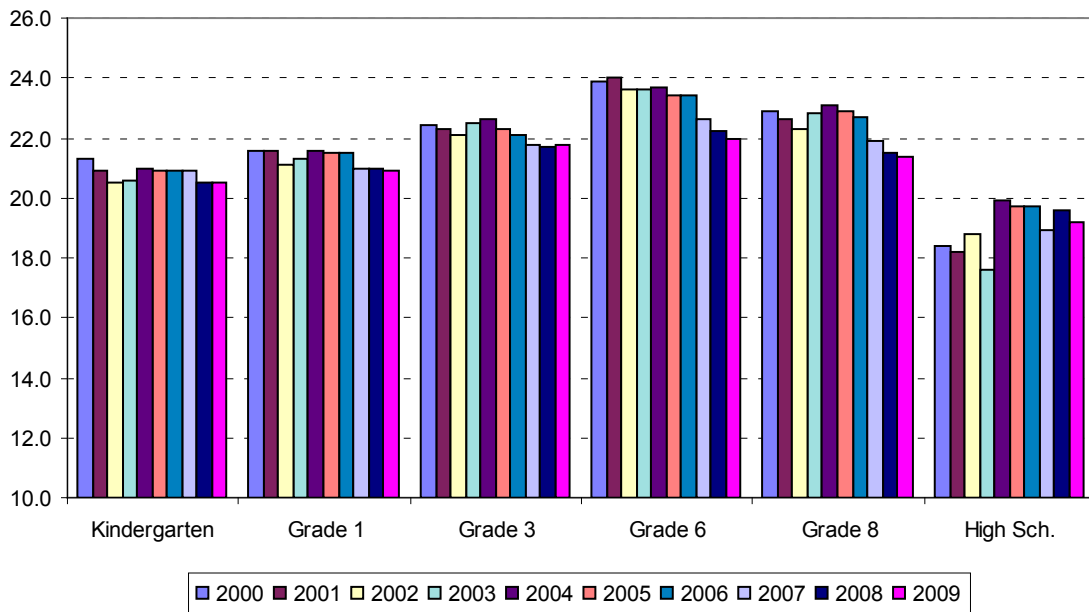


**LEP students increased in last decade.** Limited-English-proficient (LEP) students increased from 6.1 percent in 2000 to 8.0 percent in 2009. LEP students include those who are eligible for bilingual education.

**Dropout rate declined since 2000.** The dropout rate declined from 5.8 percent in 2000 to 3.5 percent in 2009. Dropouts include students in grades 9-12 whose names have been removed from the district roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another school, or expulsion.

**Increase in chronic truancy rate.** The chronic truancy rate was 3.7 percent in 2009, compared to 2.4 percent reported for 2000. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 10 percent or more of the previous 180 regular attendance days.

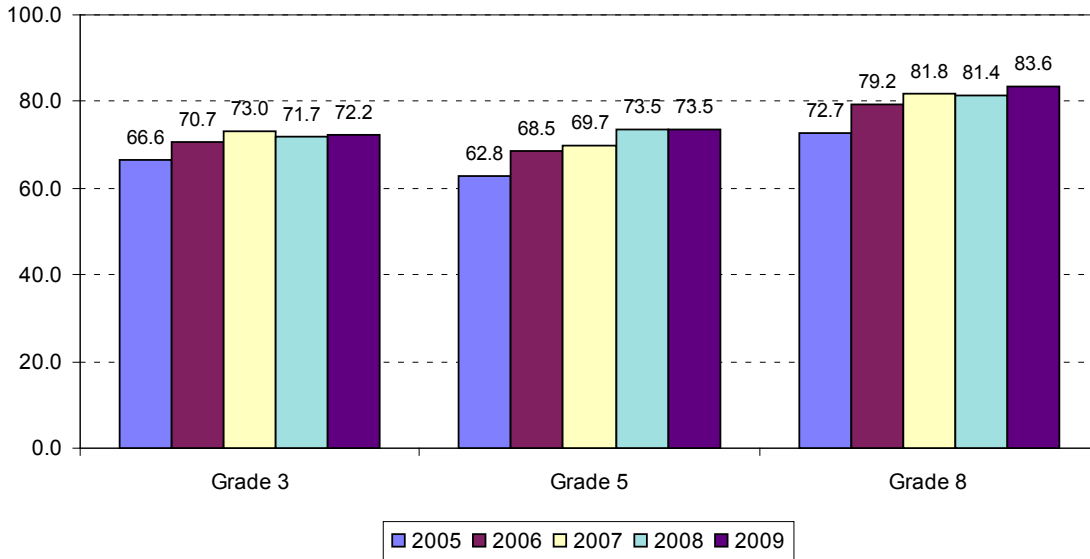
**Figure 5: Average Class Size**



**In the last decade, average class size generally declined at the elementary level but increased at the high school level.** Between 2000 and 2009, the average class size for

- Kindergarten declined from 21.3 to 20.5
- Grade 1 declined from 21.6 to 20.9
- Grade 3 declined from 22.4 to 21.8
- Grade 6 declined from 23.9 to 22.0
- Grade 8 declined from 22.9 to 21.4
- High School (grades 9-12) increased from 18.4 to 19.2.

**Figure 6: ISAT Reading—  
Percentage of Students Meeting or Exceeding Standards**

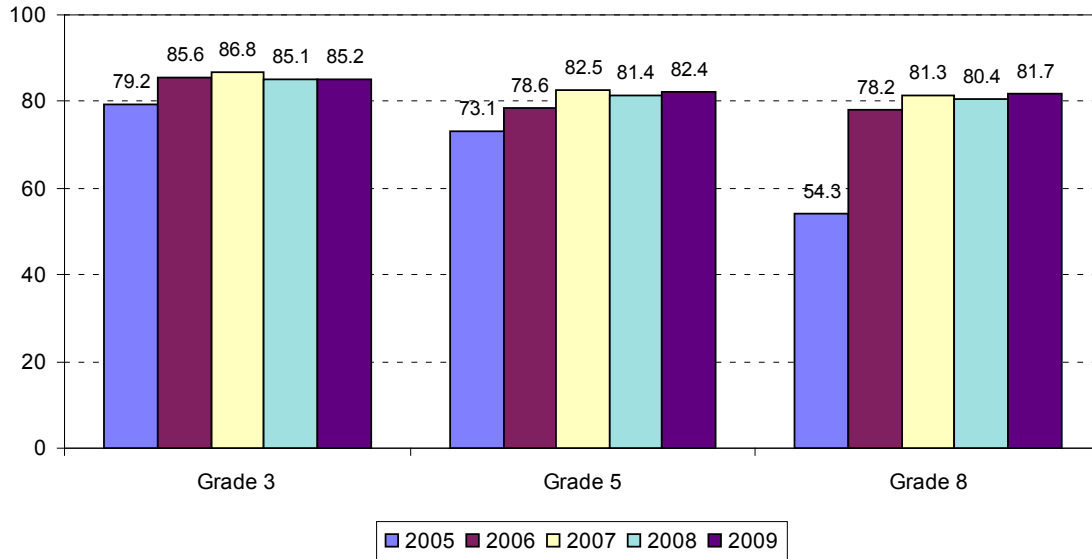


**Between 2005 and 2009, ISAT reading performance increased at grades 3, 5, and 8.**  
In 2009, the percentage of students meeting or exceeding state standards in reading at

- Grade 3 was 72.2 percent
- Grade 4 was 73.8 percent
- Grade 5 was 73.5 percent
- Grade 6 was 79.9 percent
- Grade 7 was 77.5 percent
- Grade 8 was 83.6 percent.

In 2006, reading was tested at grades 4, 6, and 7 for the first time.

**Figure 7: ISAT Mathematics—  
Percentage of Students Meeting or Exceeding Standards**

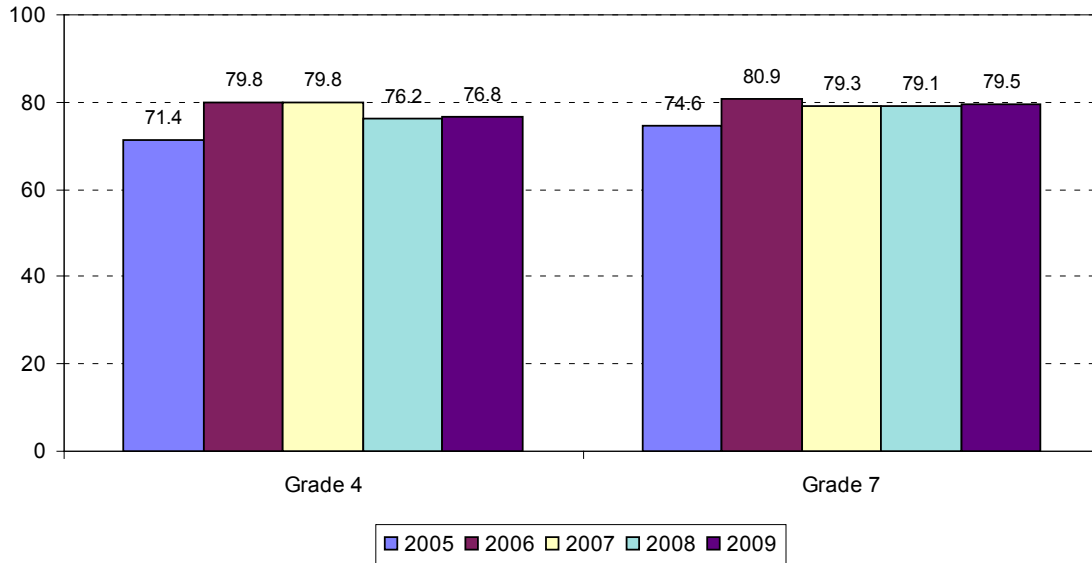


**Between 2005 and 2009, ISAT mathematics performance increased at grades 3, 5, and 8.** In 2009, the percentage of students meeting or exceeding state standards in mathematics at

- Grade 3 was 85.2 percent
- Grade 4 was 85.7 percent
- Grade 5 was 82.4 percent
- Grade 6 was 82.4 percent
- Grade 7 was 82.8 percent
- Grade 8 was 81.7 percent.

In 2006, mathematics was tested at grades 4, 6, and 7 for the first time, and the cut scores were changed for grade 8.

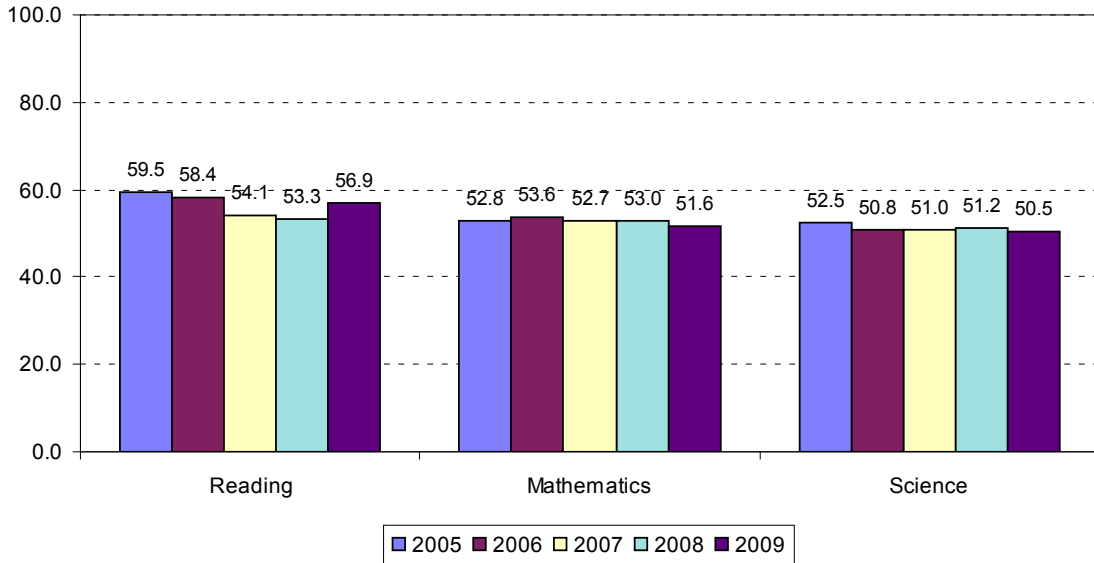
**Figure 8: ISAT Science—  
Percentage of Students Meeting or Exceeding Standards**



**Between 2005 and 2009, ISAT science performance increased at grades 4 and 7. In 2009, the percentage of students meeting or exceeding state standards in science at**

Grade 4 was 76.8 percent  
Grade 7 was 79.5 percent.

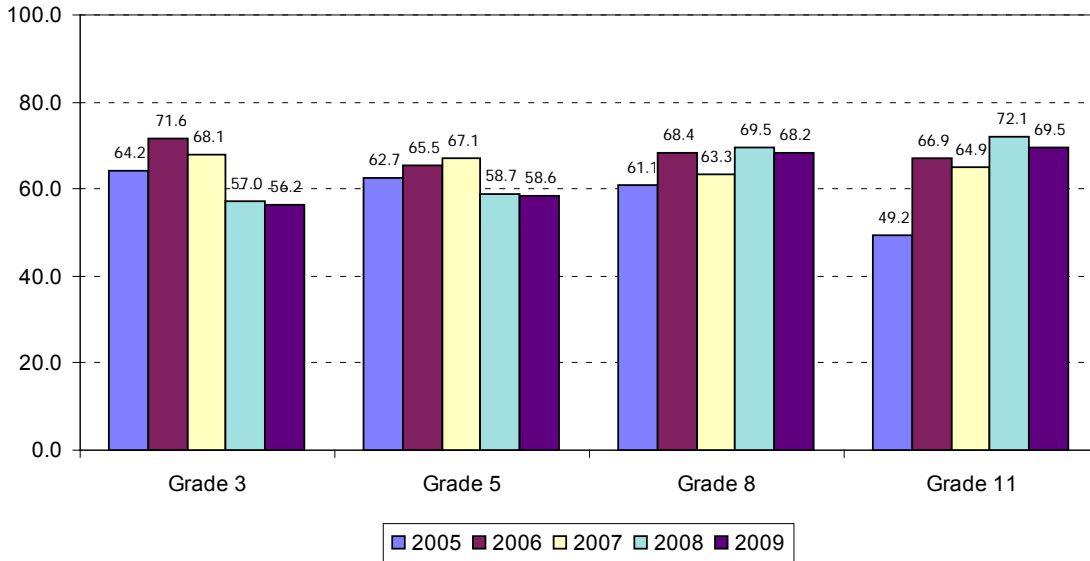
**Figure 9: PSAE—  
Percentage of Students Meeting or Exceeding Standards**



**Between 2005 and 2009, student performance declined slightly in PSAE reading, mathematics, and science.** In 2009, the percentage of students meeting or exceeding state standards in

Reading was 56.9 percent  
 Mathematics was 51.6 percent  
 Science was 50.5 percent.

**Figure 10: IAA Reading—  
Percentage of Students at Satisfactory or Mastery Level**

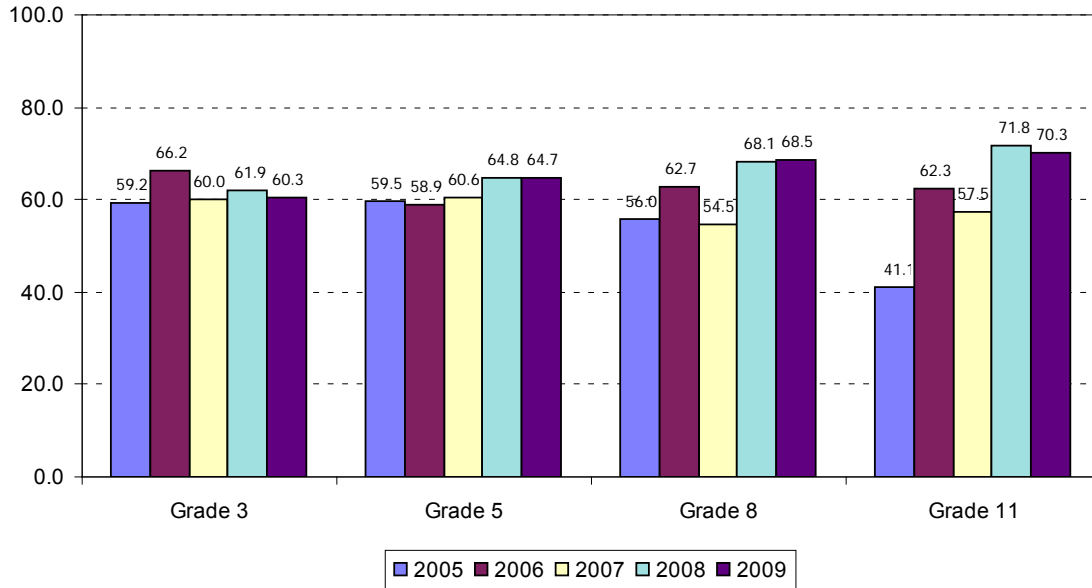


**Between 2005 and 2009, IAA reading performance declined at grades 3 and 5 but increased at grades 8, and 11.** In 2009, the percentage of students at the Satisfactory or Mastery performance level in reading at

- Grade 3 was 56.2 percent
- Grade 4 was 59.3percent
- Grade 5 was 58.6 percent
- Grade 6 was 67.7 percent
- Grade 7 was 65.3 percent
- Grade 8 was 68.2 percent
- Grade 11 was 69.5 percent.

IAA scores in the Satisfactory and Mastery performance levels count the same, respectively, as scores on other state assessments that meet and exceed standards.

**Figure 11: IAA Mathematics—  
Percentage of Students at Satisfactory or Mastery Level**

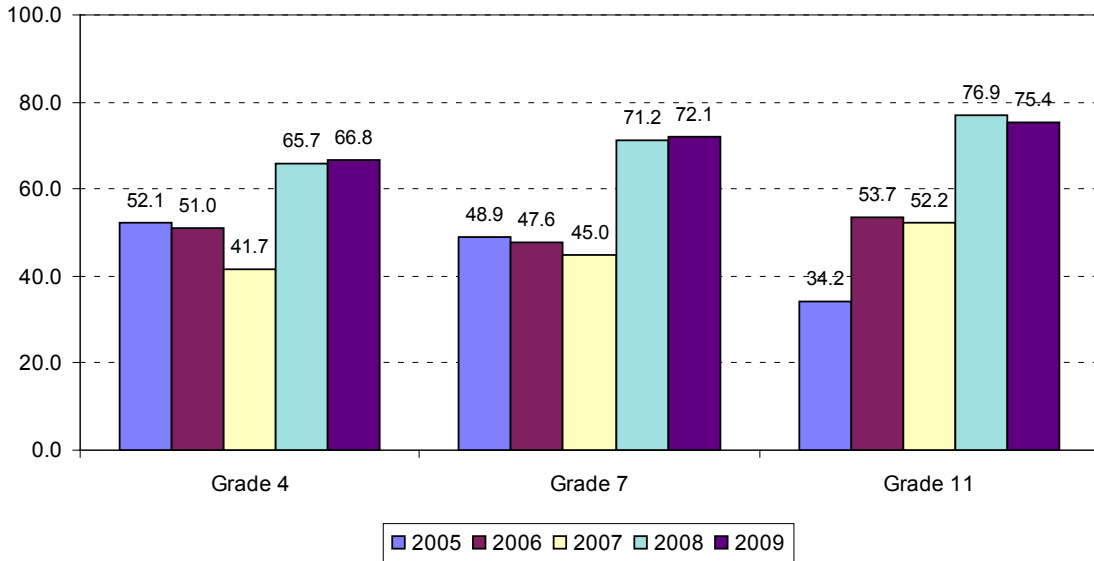


**Between 2005 and 2009, IAA mathematics performance increased at all grades tested.** In 2009, the percentage of students at the Satisfactory or Mastery performance level in mathematics at

- Grade 3 was 60.3 percent
- Grade 4 was 65.2 percent
- Grade 5 was 64.7 percent
- Grade 6 was 71.1 percent
- Grade 7 was 69.9 percent
- Grade 8 was 68.5 percent
- Grade 11 was 70.3 percent.

IAA scores in Satisfactory and Mastery performance levels count the same, respectively, as scores on other state assessments that meet and exceed standards.

**Figure 12: IAA Science—  
Percentage of Students at Satisfactory or Mastery Level**

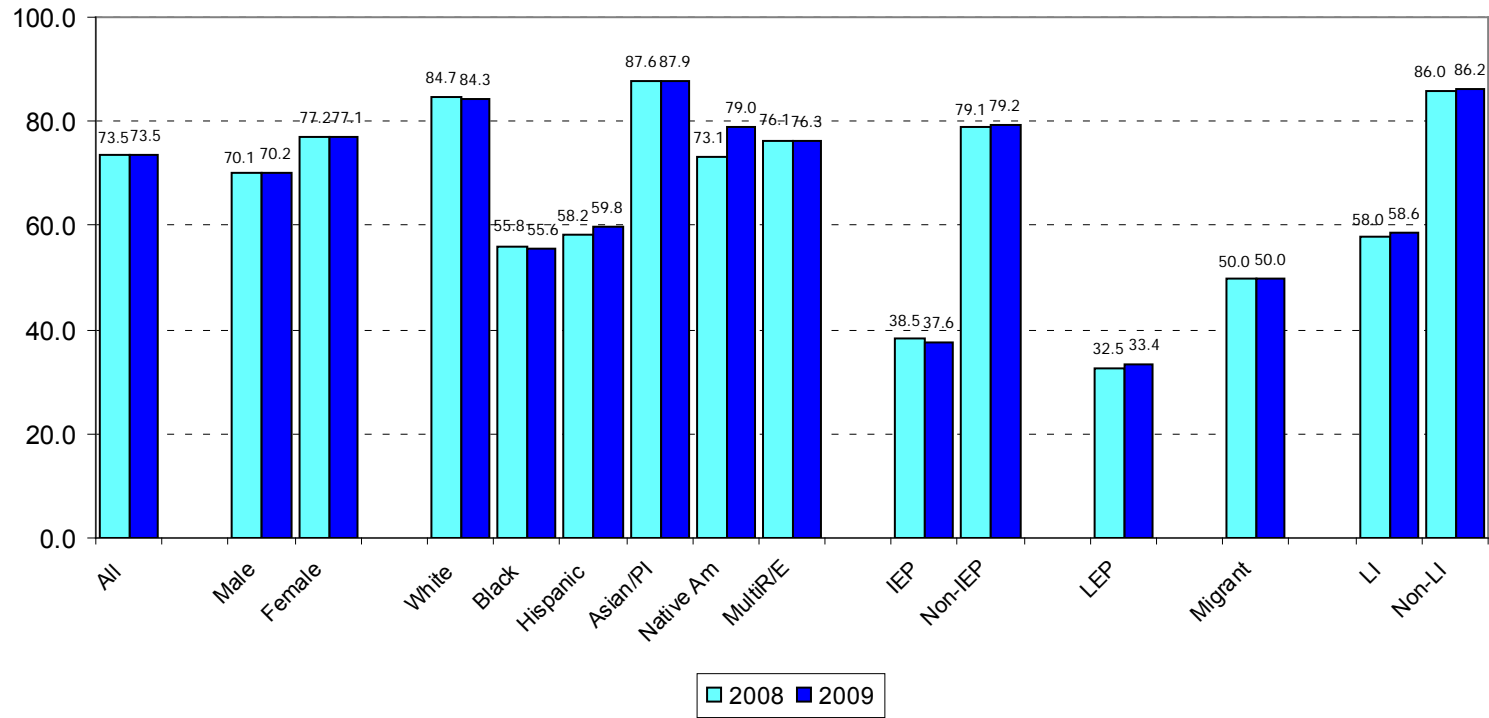


**Between 2005 and 2009, IAA science performance increased at all grades tested.** In 2009, the percentage of students at the Satisfactory or Mastery performance level in science at

- Grade 4 was 66.8 percent
- Grade 7 was 72.1 percent
- Grade 11 was 75.4 percent.

IAA scores in the Satisfactory and Mastery performance levels count the same, respectively, as scores on other state assessments that meet and exceed standards.

**Figure 13: ISAT Grade 5 Reading--Percentage of Students Meeting or Exceeding Standards, Disaggregated by Student Characteristics**

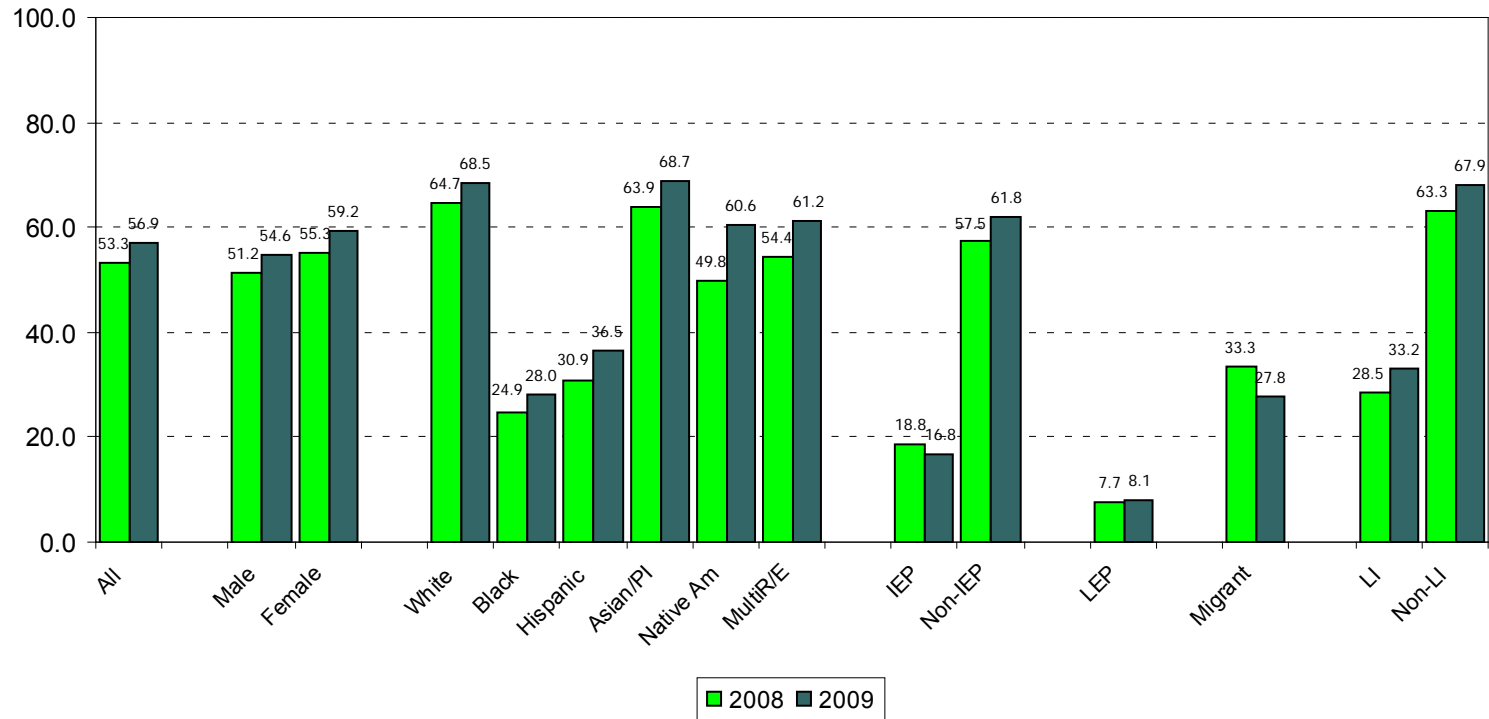


See Appendix A for definitions of student characteristics.

**Differences among various groups of grade 5 students are evident in the ISAT reading results.**

- White and Asian/Pacific Islander students performed better than Black, Hispanic, Native American, and Multiracial/Ethnic students, as measured by the percentage of students meeting or exceeding state standards in ISAT reading at grade 5.
- Students with “at-risk” characteristics—including those who are limited English proficient (LEP), migrant, or from a low-income (LI) family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be “at risk.”
- Between 2008 and 2009, student performance increased or remained the same for all categories of students except for Female, White, Black, and IEP students.

**Figure 14: PSAE Grade 11 Reading--Percentage of Students Meeting or Exceeding Standards, Disaggregated by Student Characteristics**

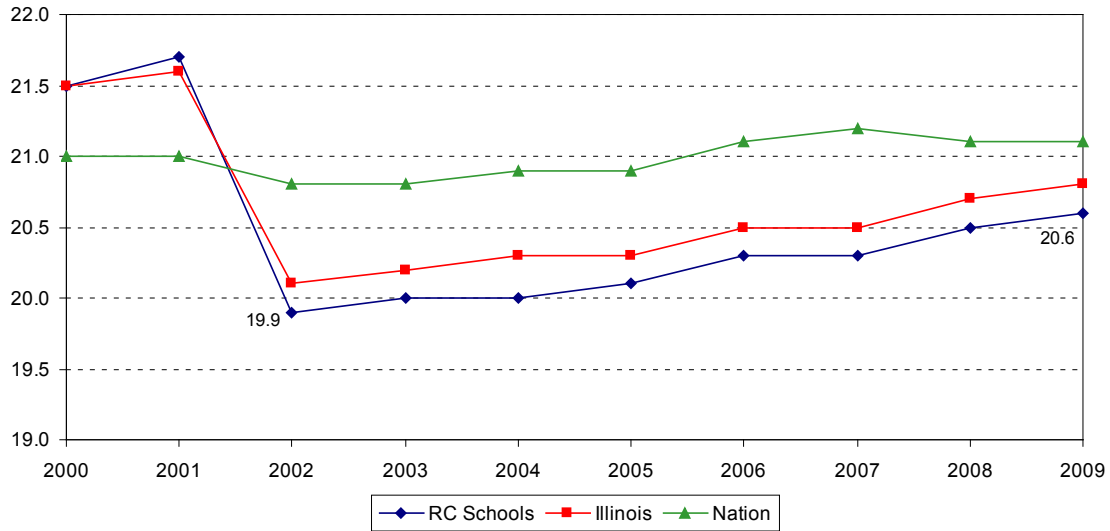


See Appendix A for definitions of student characteristics.

**Differences among various groups of grade 11 students are evident in the PSAE reading results.**

- White and Asian/Pacific Islander students performed better than Black, Hispanic, Native American, and Multiracial/Ethnic students, as measured by the percent of students meeting or exceeding state standards in PSAE reading at grade 11.
- Students with “at-risk” characteristics—including those who are limited English proficient (LEP), migrant, or from a low-income (LI) family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be “at risk.”
- Between 2008 and 2009, student performance increased for all categories of students except for IEP and migrant students.

**Figure 15: ACT Composite Scores**

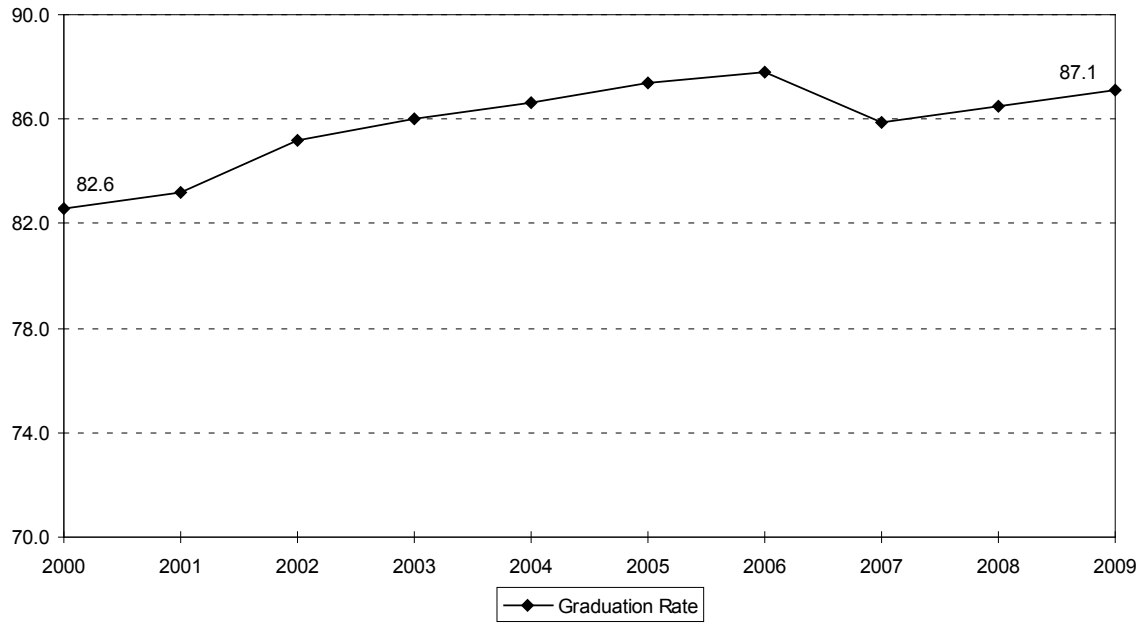


**Illinois ACT scores increased since 2002.** The ACT Composite Score for Illinois public school students (report card schools) increased steadily from 19.9 in 2002 to 20.6 in 2009.

**The impact of the PSAE is evident on ACT scores beginning in 2002.** Illinois ACT averages had been consistently higher than national averages through 2001. In 2002, the Illinois ACT scores declined significantly because this year reflected the administration of the PSAE. The ACT is a component of the PSAE which is taken by virtually every Illinois public school junior, regardless of whether they have any college aspirations.

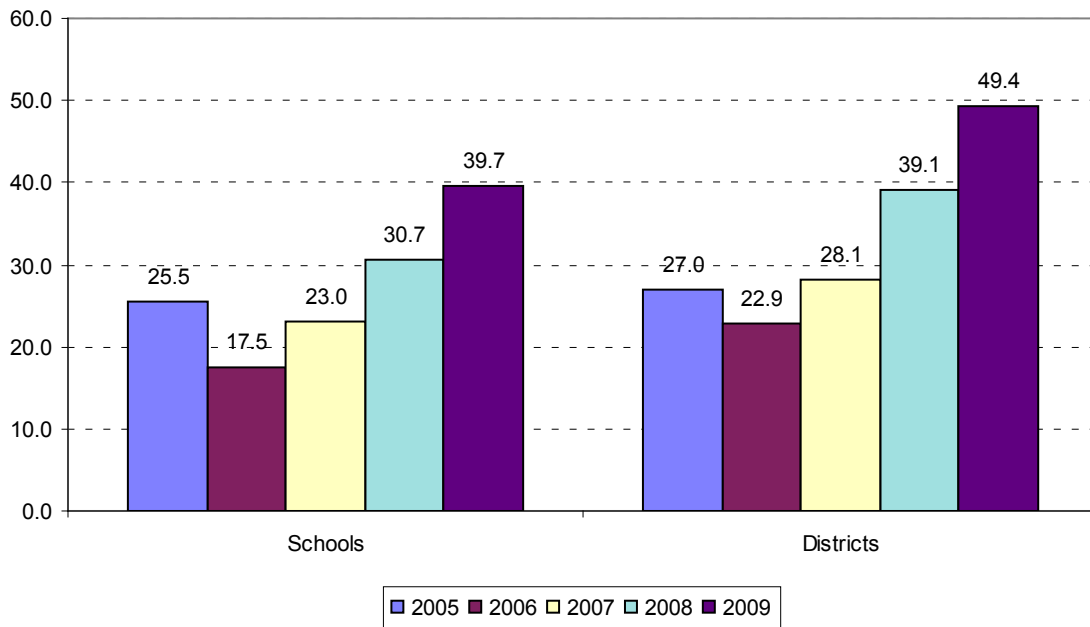
Note: ACT scores range from a low of 1 to a high of 36. “RC Schools” are regular public schools that must release school report cards. Data for “Illinois” include all schools, public as well as nonpublic. Data for “Nation” also include all schools, public as well as nonpublic.

**Figure 16: High School Graduation Rates**



**Graduation rate increased in 2009.** The graduation rate increased from 85.9 percent in 2007 to 87.1 percent in 2009. Over the most recent ten-year period, the rate increased from 82.6 percent to 87.1 percent.

**Figure 17: Schools and Districts Not Making Adequate Yearly Progress (AYP)**

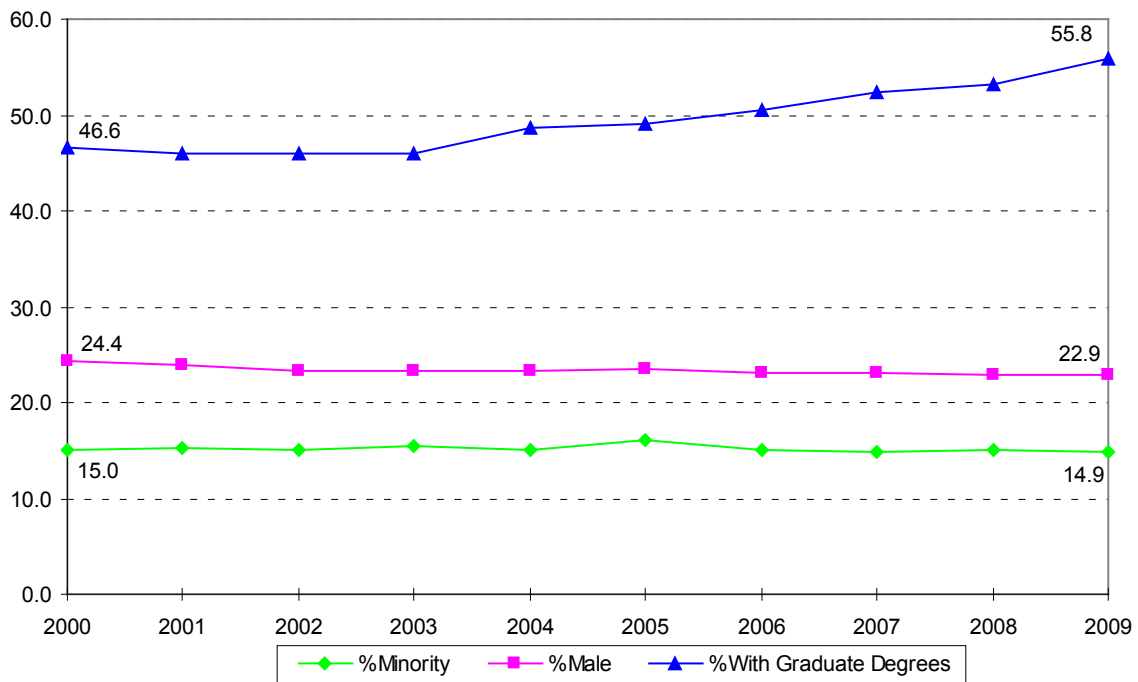


**Schools not making Adequate Yearly Progress (AYP) increased between 2005 and 2009.** The percent of schools not making AYP declined from 25.5 percent in 2005 to 17.5 percent in 2006, then increased to 39.7 percent in 2009.

**Districts not making Adequate Yearly Progress (AYP) increased between 2005 and 2009.** The percent of districts not making AYP declined from 27.0 percent in 2005 to 22.9 percent in 2006, then increased to 49.4 percent in 2009.

Note: A district does not make AYP when any school in that district does not make AYP. Since 2003, the targets for performance, attendance, and graduation have changed. In 2009, the targets were 70 percent, 90 percent, and 78 percent, respectively.

**Figure 18: Teacher Demographics**

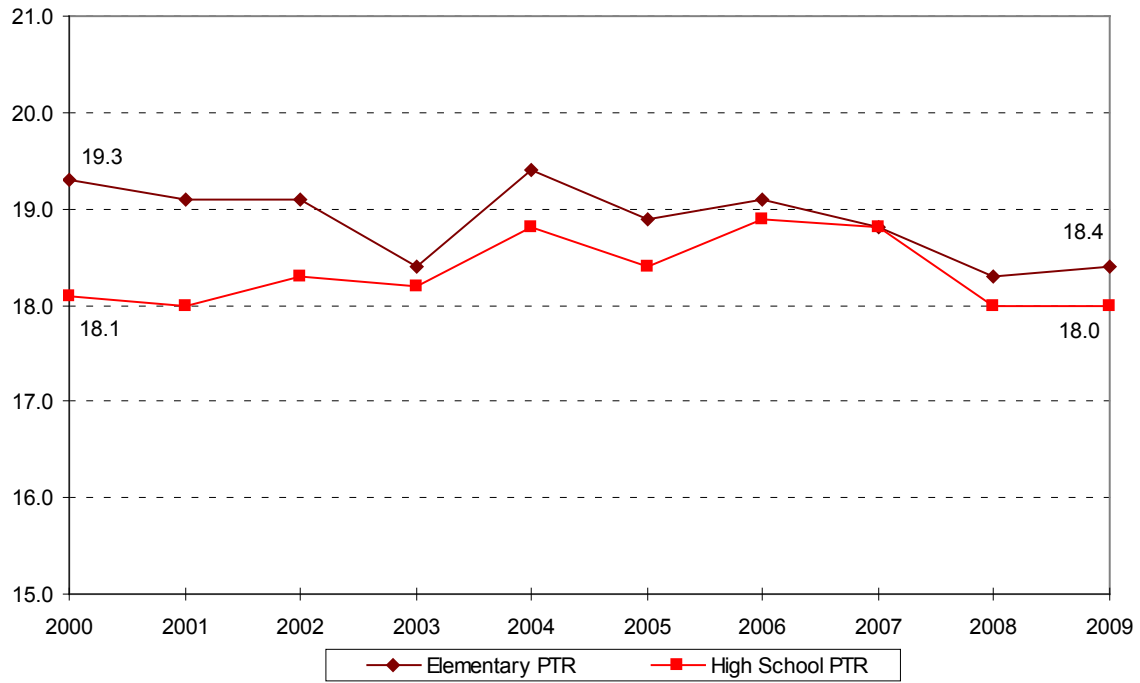


**Little change in the percentage of minority teachers in the last decade.** Minorities account for 14.9 percent of the classroom teachers in 2009 compared to 15.0 percent in 2000. Minority teachers include those who are Black, Hispanic, Asian/Pacific Islander, or Native American.

**Slight decline in the percentage of male classroom teachers.** There is a downward trend in the percentage of male teachers, declining from 24.4 percent of the teaching force in 2000 to 22.9 percent in 2009.

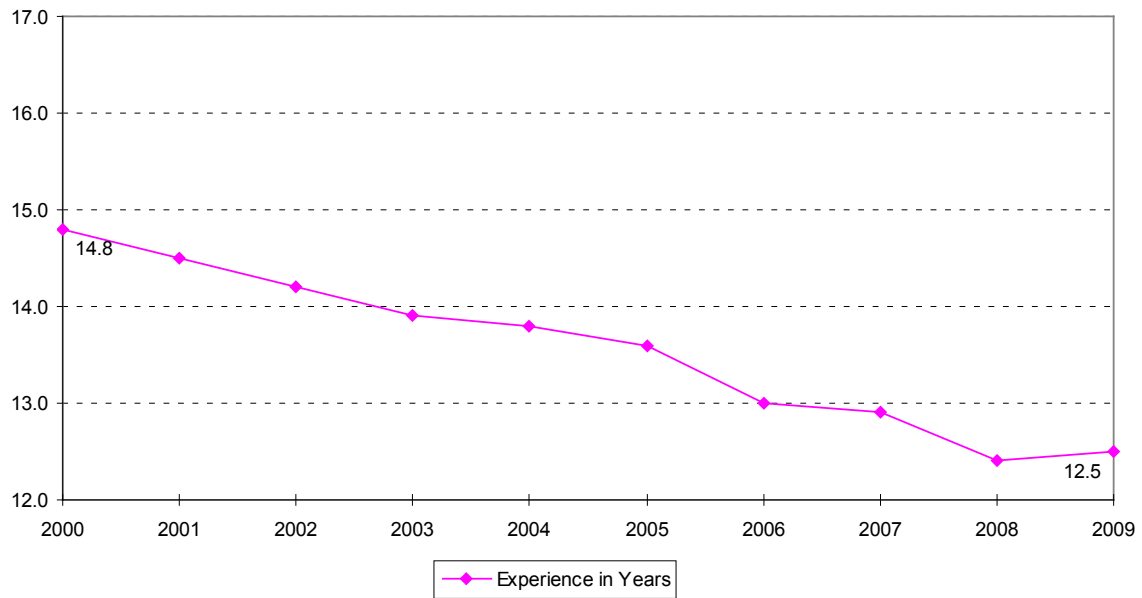
**Percentage of teachers with graduate degrees increased.** In 2009, teachers who had a master's degree or higher accounted for 55.8 percent of the classroom teachers in Illinois public schools, up from 46.6 percent in 2000.

**Figure 19: Pupil-Teacher Ratios (PTR)**



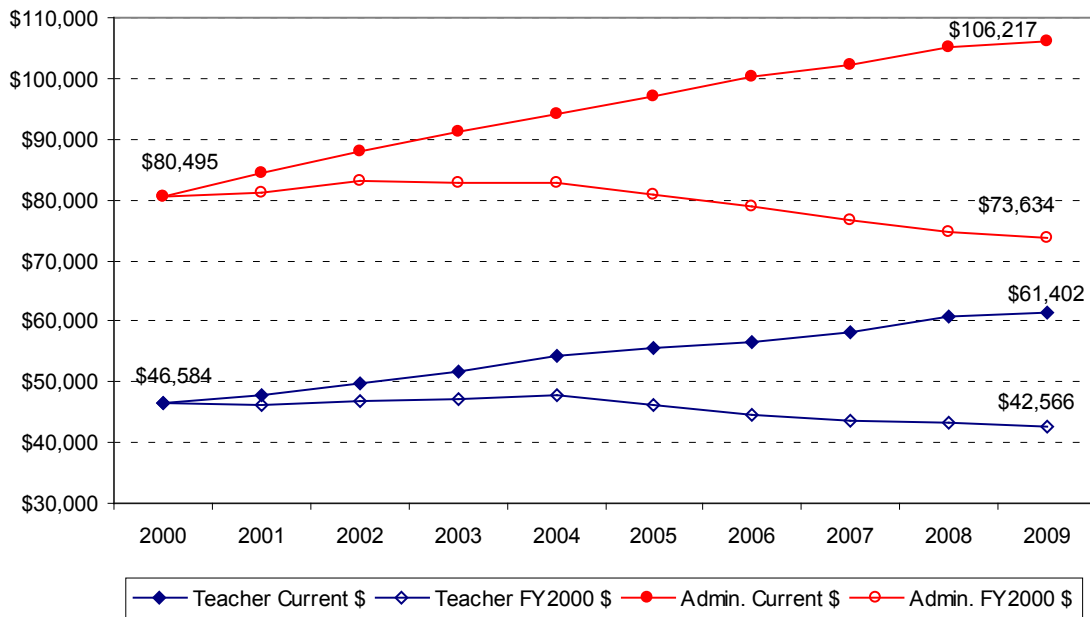
**Decline in students per teacher at elementary and secondary levels in 2009.** The elementary pupil-teacher ratio (PTR) declined from 19.3:1 in 2000 to 18.4:1 in 2009. The secondary PTR declined from 18.1:1 in 2000 to 18.0:1 in 2009.

**Figure 20: Teaching Experience**



**Teaching experience (years) declined since 2000.** The average teaching experience of Illinois public school teachers declined from 14.8 years in 2000 to 12.5 years in 2009.

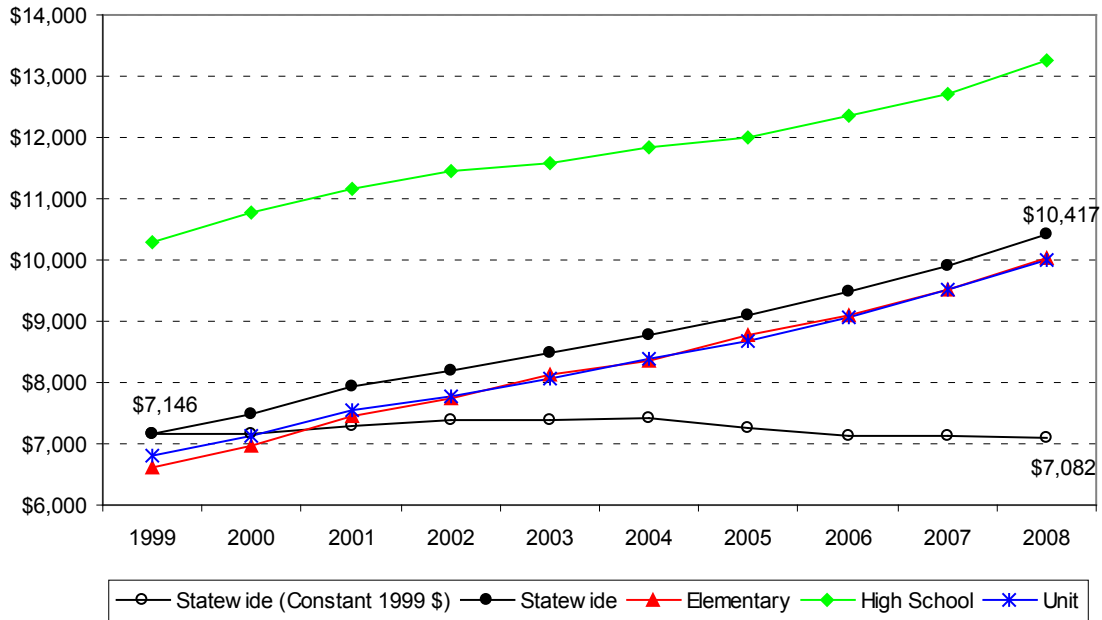
**Figure 21: Average Teacher and Administrator Salaries**



**Average teacher salary increased by 32 percent since 2000.** The average teacher salary increased from \$46,584 in 2000 to \$61,402 in 2009. When adjusted for inflation, the average teacher salary decreased by about 9 percent between 2000 and 2009.

**Average administrator salary increased by 32 percent since 2000.** The average administrator salary increased from \$80,495 in 2000 to \$106,217 in 2009. When adjusted for inflation, the average administrator salary decreased by about 9 percent between 2000 and 2009.

**Figure 22: Operating Expenditure Per Pupil (OEPP)**



[Unless stated otherwise, OEPP data are reported in current dollars.]

**Between 1999 and 2008, the statewide operating expenditure per pupil (OEPP) increased by 46 percent.** The statewide OEPP increased by 46 percent from \$7,146 in 1999 to \$10,417 in 2008. After adjusting for inflation, the OEPP showed a slight decline (less than 1 percent) since 1999.

[The OEPP is the gross operating cost of a school district (excluding summer school, adult education, bond principal retired, and capital expenditures) divided by the Average Daily Attendance for the regular school term.]

**High school OEPP substantially higher than elementary and unit OEPP.** In 2008, the OEPP for high school districts (\$13,271) was about 32 percent more than the elementary OEPP of \$10,034 and the unit OEPP of \$10,006.

[Prior-year data are reported for OEPP in the school report cards, e.g., 2008 data are reported in the 2009 school report cards.]

## Appendix A

### Student Characteristics

**All** includes students in every category.

**Asian/PL** refers to Asian/Pacific Islander.

**Native Am** includes American Indian/Alaskan Native as listed in federal publications.

**MultiR/E** stands for Multiracial/Ethnic and includes all students who represent more than one racial or ethnic group.

**IEP** stands for Individualized Education Program, which is a written plan for a student with a disability who is eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

**Non-IEP** refers to students who do not have an IEP.

**LEP** includes limited-English-proficient students who are eligible for bilingual education.

**Migrant** refers to students who are eligible to participate in a Title 1 Migrant Education Program.

**LI** refers to low-income students, which are students from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.

**Non-LI** refers to students who are not from low-income families.

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Regular Schools/Districts	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number of Schools within:															
Elementary Districts	1,182	1,186	1,192	1,193	1,196	1,208	1,210	1,215	1,219	1,211	1,207	1,203	1,213	1,222	1,228
High Sch. Districts	152	149	148	148	145	144	145	146	146	146	149	149	149	149	152
Unit Districts	2,491	2,486	2,496	2,523	2,538	2,555	2,553	2,550	2,554	2,550	2,528	2,538	2,526	2,523	2,530
Total	3,825	3,821	3,836	3,864	3,879	3,907	3,908	3,911	3,919	3,907	3,884	3,890	3,888	3,894	3,910
Number of Districts															
Elementary	395	392	392	388	385	384	383	383	383	381	379	377	376	378	379
High School	108	105	105	104	102	101	101	101	101	101	101	100	100	100	100
Unit	410	408	406	406	408	409	408	407	407	404	399	396	395	390	390
Total	913	905	903	898	895	894	892	891	891	886	879	873	871	868	869
<b>Report Card Variable</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>NOTE: Blank cells indicate that the data were not available or not reported for that year.</b>															
Enrollment															
White	64.7%	64.0%	63.3%	62.6%	62.0%	61.1%	60.1%	59.3%	58.6%	57.7%	56.7%	55.7%	54.9%	54.0%	53.3%
Black	20.6%	20.6%	20.6%	20.8%	20.8%	20.9%	20.9%	20.8%	20.7%	20.8%	20.3%	19.9%	19.6%	19.2%	19.1%
Hispanic	11.6%	12.2%	12.8%	13.3%	13.9%	14.6%	15.4%	16.2%	17.0%	17.7%	18.3%	18.7%	19.3%	19.9%	20.8%
Asian/Pacific Islander	3.0%	3.1%	3.1%	3.2%	3.2%	3.3%	3.4%	3.5%	3.6%	3.6%	3.7%	3.8%	3.8%	3.9%	4.1%
Native American	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Multiracial/Ethnic											0.7%	1.8%	2.2%	2.7%	2.5%
Total Number	1,880,376	1,906,599	1,931,871	1,951,998	1,962,026	1,983,991	2,007,170	2,029,821	2,044,539	2,060,048	2,062,912	2,075,277	2,077,856	2,074,167	2,070,125
Low-Income Enrollment	34.0%	34.9%	35.7%	36.3%	36.1%	36.7%	36.9%	37.5%	37.9%	39.0%	40.0%	40.0%	40.9%	41.1%	42.9%
LEP Enrollment	5.6%	5.9%	6.1%	6.3%	6.4%	6.1%	6.3%	6.7%	6.3%	6.7%	6.6%	6.6%	7.2%	7.5%	8.0%
Dropout Rate	6.8%	6.5%	6.4%	6.2%	5.9%	5.8%	5.7%	5.1%	4.9%	4.6%	4.0%	3.5%	3.5%	4.1%	3.5%
Chronic Truancy Rate	2.4%	2.3%	2.3%	2.3%	2.3%	2.4%	2.2%	2.0%	1.9%	2.1%	2.2%	2.2%	2.5%	2.5%	3.7%
Mobility Rate	19.3%	18.8%	18.4%	18.2%	18.1%	17.5%	17.2%	16.5%	16.4%	16.8%	16.1%	16.0%	15.2%	14.9%	13.5%
Student Attendance Rate	93.4%	93.5%	93.8%	93.9%	93.6%	93.9%	93.7%	94.0%	94.0%	94.2%	93.9%	94.0%	93.7%	93.3%	93.7%
Parental Contact	93.6%	95.4%	95.3%	95.5%	96.1%	97.2%	94.5%	95.0%	95.9%	96.3%	95.7%	96.6%	96.1%	96.8%	96.7%
Average Class Size															
Kindergarten	22.7	23.0	22.5	22.1	21.8	21.3	20.9	20.5	20.6	21.0	20.9	20.9	20.9	20.5	20.5
Gr 1	23.1	22.7	23.1	22.8	22.3	21.6	21.6	21.1	21.3	21.6	21.5	21.5	21.0	21.0	20.9
Gr 2												21.6	21.3	21.1	21.3
Gr 3	23.5	22.8	23.5	23.2	23.0	22.4	22.3	22.1	22.5	22.6	22.3	22.1	21.8	21.7	21.8
Gr 4												22.9	22.5	22.3	22.2
Gr 5												23.4	22.8	22.7	22.6
Gr 6	24.1	23.8	24.7	24.3	23.8	23.9	24.0	23.6	23.6	23.7	23.4	23.4	22.6	22.2	22.0
Gr 7												22.6	21.8	21.6	21.1
Gr 8	23.5	22.9	23.0	23.5	23.1	22.9	22.6	22.3	22.8	23.1	22.9	22.7	21.9	21.5	21.4
High School	19.7	19.5	19.3	18.9	18.3	18.4	18.2	18.8	17.6	19.9	19.7	19.7	18.9	19.6	19.2

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Report Card Variable	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Minutes Per Day Devoted to:																
Math	Gr 3	52	52	53	54	54	55	55	56	56	57	58	58	58	59	
	Gr 6	50	50	50	50	51	50	51	51	52	52	52	53	53	54	
	Gr 8	47	48	48	48	48	48	48	49	49	50	50	51	51	51	
Science	Gr 3	29	29	30	30	30	30	30	30	30	30	30	31	30	30	
	Gr 6	42	42	42	42	42	43	43	43	43	43	43	43	43	43	
	Gr 8	44	44	44	44	44	44	43	43	44	44	44	44	44	44	
English	Gr 3	147	147	147	147	148	147	147	146	146	146	145	145	145	145	
	Gr 6	109	108	108	108	108	108	107	107	105	104	105	104	104	104	
	Gr 8	91	90	90	90	91	92	92	93	94	93	93	93	93	92	
Social Sc	Gr 3	29	29	30	30	30	30	31	31	31	31	31	31	30	30	
	Gr 6	43	43	43	43	43	43	43	43	43	43	43	43	43	43	
	Gr 8	45	45	45	45	45	44	45	44	44	44	45	44	44	44	
Teacher Information																
White		84.6%	84.6%	84.6%	84.8%	84.9%	85.0%	84.7%	85.0%	84.6%	85.0%	84.3%	84.9%	85.1%	84.9%	85.1%
Black		12.0%	11.8%	11.6%	11.3%	11.0%	10.7%	10.6%	10.2%	10.2%	9.8%	9.9%	9.2%	8.8%	8.7%	8.3%
Hispanic		2.7%	2.8%	3.0%	3.1%	3.3%	3.4%	3.7%	3.7%	4.1%	4.0%	4.5%	4.6%	4.6%	4.9%	5.0%
Asian/Pacific Islander		0.6%	0.7%	0.7%	0.7%	0.7%	0.8%	0.9%	0.9%	1.0%	1.0%	1.2%	1.2%	1.2%	1.3%	1.4%
Native American		0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	
Male		25.5%	25.2%	25.1%	24.8%	24.6%	24.4%	24.0%	23.4%	23.4%	23.5%	23.1%	23.0%	22.9%	22.9%	
Female		74.5%	74.8%	74.9%	75.2%	75.4%	75.6%	76.0%	76.6%	76.6%	76.5%	76.9%	77.0%	77.1%	77.1%	
Total Number		108,557	111,279	113,965	116,574	119,718	122,671	125,735	126,544	129,068	125,702	128,079	127,010	127,010	131,488	133,017
Av. Teaching Exper in Yrs		14.2	14.4	14.8	15.0	15.0	14.8	14.5	14.2	13.9	13.8	13.6	13.0	12.9	12.4	12.5
Bachelor's Degree		56.0%	55.6%	54.2%	53.5%	53.1%	53.2%	53.8%	53.9%	53.9%	51.3%	50.1%	49.3%	47.6%	46.7%	44.1%
Graduate Degree		43.8%	44.2%	45.6%	46.3%	46.7%	46.6%	46.0%	46.0%	46.0%	48.6%	49.1%	50.6%	52.3%	53.2%	55.8%
Teachers Teaching with Emerg/Prov Credentials								2.4%	2.5%	1.7%	1.9%	1.6%	1.5%	0.7%	0.6%	
Classes Not Taught by Highly Qualified Teachers								2.3%	2.1%	1.8%	1.9%	1.4%	3.2%	0.7%	1.2%	
Pupil-Teacher Ratio--Elem		19.6	19.5	20.0	20.0	19.6	19.3	19.1	19.1	18.4	19.4	18.9	19.1	18.8	18.3	18.4
Pupil-Teacher Ratio--Sec		18.2	17.9	18.5	18.5	18.1	18.1	18.0	18.3	18.2	18.8	18.4	18.9	18.8	18.0	18.0
Pupil-Certified Staff Ratio				14.6	14.3	14.1	13.9	14.0	13.8	14.1	13.8	13.9	13.9	13.5	13.3	
Pupil-Administrator Ratio		255.6	253.2	250.8	250.6	243.3	239.3	233.9	222.6	221.1	208.7	209.5	221.9	230.6	211.6	201.8
Teacher Salary		\$39,505	\$41,014	\$42,429	\$43,806	\$45,337	\$46,584	\$47,929	\$49,702	\$51,672	\$54,446	\$55,558	\$56,685	\$58,275	\$60,871	\$61,402
Administrator Salary		\$64,835	\$67,479	\$70,183	\$73,423	\$76,917	\$80,495	\$84,314	\$87,987	\$91,125	\$93,976	\$97,051	\$100,396	\$102,310	\$105,117	\$106,217
Instruct Expend Per Pupil				\$3,747	\$3,990	\$4,291	\$4,425	\$4,667	\$4,842	\$5,022	\$5,216	\$5,366	\$5,567	\$5,808	\$6,103	
Oper Expend Per Pupil		\$5,705	\$5,922	\$6,158	\$6,281	\$6,682	\$7,146	\$7,483	\$7,926	\$8,181	\$8,482	\$8,786	\$9,099	\$9,488	\$9,907	\$10,417
Expenditure by Function:																
Instruction				47.6%	46.9%	47.0%	46.1%	45.8%	45.5%	46.1%	46.9%	47.4%	47.8%	47.5%	46.7%	
General Administration				2.6%	2.7%	2.5%	2.5%	2.4%	2.5%	2.6%	2.6%	2.6%	2.6%	2.5%	2.4%	
Supporting Services				32.0%	32.2%	32.9%	32.0%	32.3%	31.0%	31.6%	31.5%	32.5%	32.7%	32.4%	32.7%	
Other Expenditures				17.8%	18.2%	17.7%	19.3%	19.5%	21.0%	19.7%	19.0%	17.5%	17.0%	17.6%	18.2%	

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Report Card Variable	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Expenditure by Fund:															
Education	77.3%	76.5%	75.3%	73.0%	72.0%	71.3%	70.6%	70.0%	69.7%	70.1%	71.5%	72.2%	73.0%	72.6%	71.5%
Operations & Maint	9.0%	9.3%	8.4%	8.7%	8.7%	8.7%	8.8%	9.2%	8.9%	8.9%	8.4%	8.4%	8.6%	8.5%	8.6%
Transportation	3.6%	3.5%	3.5%	3.4%	3.3%	3.3%	3.4%	3.4%	3.4%	3.5%	3.6%	3.6%	3.9%	3.9%	3.9%
Bond & Interest	4.6%	4.7%	5.0%	4.8%	5.1%	5.0%	5.1%	5.5%	5.7%	6.0%	6.5%	6.6%	6.2%	6.7%	6.3%
Rent	0.4%	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Municipal Ret./Soc. Secu*	1.7%	1.8%	1.7%	1.7%	1.7%	1.7%	1.6%	1.6%	1.5%	1.5%	1.6%	1.7%	1.8%	1.8%	1.8%
Fire Prevention & Safety*	1.6%	1.4%	1.7%	1.8%	1.7%	1.1%	1.2%	1.0%	1.0%	0.9%	0.9%	1.1%	1.1%	0.9%	0.9%
Site & Constr/Cap Impro*	1.8%	2.4%	3.9%	6.3%	7.2%	8.6%	9.0%	9.3%	9.8%	9.0%	7.5%	6.5%	5.4%	5.6%	6.8%

\* Prior to 1995, these funds were listed as Municipal Retirement, Capital Improvement, and Site & Construction, respectively.

Revenue by Source

Local Property Taxes								54.4%	55.4%	56.6%	57.0%	58.2%	58.8%	57.6%	58.7%
Other Local Funding								7.5%	6.1%	5.4%	5.0%	5.1%	6.0%	7.3%	6.3%
General State Aid								17.9%	18.7%	17.9%	18.0%	18.5%	18.2%	18.1%	18.6%
Other State Funding								12.7%	12.5%	12.1%	11.9%	10.1%	9.3%	9.7%	9.0%
Federal Funding								7.4%	7.3%	8.0%	8.0%	8.1%	7.7%	7.3%	7.4%

All expenditure and revenue data listed above are for prior years, e.g., \$7,926 listed in the 2002 report card represents the 2001 OEPP.

ACT State Averages for All Students in Regular Public Schools\*

Composite	21.1	21.2	21.3	21.5	21.5	21.5	21.7	19.9	20.0	20.0	20.1	20.3	20.3	20.5	20.6
English	20.4	20.5	20.6	20.7	20.9	20.8	21.0	19.1	19.3	19.4	19.6	20.0	20.0	20.1	20.2
Mathematics	20.8	20.9	21.1	21.6	21.5	21.6	21.7	20.1	20.1	20.0	20.1	20.2	20.3	20.6	20.6
Reading	21.3	21.5	21.5	21.6	21.5	21.6	21.8	20.0	20.1	20.2	20.0	20.4	20.2	20.4	20.5
Science	21.2	21.3	21.4	21.5	21.4	21.5	21.7	19.8	19.9	20.0	20.2	20.2	20.2	20.3	20.5

\* 2002 data include, for the first time, students' most recent ACT scores from either PSAE testing or national ACT testing.

Graduation Rate	80.7%	80.5%	81.6%	81.8%	81.9%	82.6%	83.2%	85.2%	86.0%	86.6%	87.4%	87.8%	85.9%	86.5%	87.1%
-----------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

Definition of graduation rate changed in 1995 to include students transferred in to the graduating class and students who took more or less than four years to graduate.

Overall Student Performance (Percentage Meeting or Exceeding Standards)

All State Tests**								60.1%	61.0%	62.4%	65.2%	72.9%	73.8%	74.8%	75.5%
Illinois Standards Achievement Test (ISAT)								63.1%	62.7%	63.9%	65.9%	69.2%	77.0%	78.7%	79.1%
Prairie State Achievement Test (PSAE)								55.8%	56.1%	55.2%	56.4%	54.9%	54.3%	52.6%	52.5%
Illinois Alternate Assessment (IAA)								36.4%	46.0%	44.3%	53.7%	62.6%	59.1%	66.3%	66.5%

\*\* 2007-08 is the first year LEP students who would have taken IMAGE in the past, took ISAT or PSAE with accommodations.

ISAT Performance Levels for All Students

Grade 3 - Reading

1. Academic warning					8%	6%	7%	6.8%	8.1%	7.0%	6.6%	5.7%	5.3%	6.8%	4.7%
2. Below standards					31%	32%	31%	31.0%	29.8%	27.9%	26.7%	23.6%	21.7%	21.5%	23.2%
3. Meets standards					44%	41%	43%	43.6%	40.1%	42.4%	45.1%	47.3%	48.8%	47.6%	46.2%
4. Exceeds standards					17%	21%	19%	18.6%	21.9%	22.7%	21.5%	23.4%	24.1%	24.2%	26.0%

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Report Card Variable	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Grade 3 - Mathematics															
1. Academic warning					12%	10%	8%	7.2%	6.8%	6.8%	5.3%	3.9%	3.7%	3.5%	3.3%
2. Below standards					20%	21%	18%	18.6%	17.4%	14.0%	15.4%	10.5%	9.5%	11.4%	11.4%
3. Meets standards					47%	46%	46%	43.9%	44.6%	46.1%	45.2%	47.1%	44.7%	44.1%	44.2%
4. Exceeds standards					21%	23%	28%	30.3%	31.1%	33.0%	34.1%	38.5%	42.0%	41.0%	41.0%
Grade 4 - Reading															
1. Academic warning												1.6%	1.1%	1.8%	1.4%
2. Below standards												25.5%	25.2%	25.0%	24.8%
3. Meets standards												46.6%	48.3%	46.6%	45.9%
4. Exceeds standards												26.3%	25.4%	26.6%	27.9%
Grade 4 - Mathematics															
1. Academic warning												1.6%	1.2%	0.9%	1.1%
2. Below standards												13.6%	12.5%	14.5%	13.1%
3. Meets standards												58.7%	56.9%	58.3%	58.2%
4. Exceeds standards												26.1%	29.5%	26.3%	27.6%
Grade 4 - Science															
1. Academic warning						1%	8%	7.6%	7.0%	6.0%	5.0%	2.8%	3.5%	3.5%	3.1%
2. Below standards						35%	26%	25.2%	26.5%	26.2%	23.6%	17.4%	16.7%	20.3%	20.1%
3. Meets standards						51%	54%	53.3%	52.2%	54.6%	55.1%	64.5%	61.5%	59.1%	59.2%
4. Exceeds standards						13%	11%	13.8%	14.3%	13.2%	16.3%	15.4%	18.2%	17.1%	17.6%
Grade 5 - Reading															
1. Academic warning					1%	0%	1%	1.5%	1.0%	1.7%	1.8%	1.2%	0.8%	0.5%	0.4%
2. Below standards					38%	41%	40%	39.4%	38.6%	37.4%	35.4%	30.4%	29.6%	25.9%	26.0%
3. Meets standards					37%	39%	34%	36.8%	37.3%	35.9%	43.3%	46.5%	44.1%	46.3%	47.6%
4. Exceeds standards					24%	20%	25%	22.3%	23.1%	25.0%	19.4%	22.0%	25.6%	27.3%	25.9%
Grade 5 - Mathematics															
1. Academic warning					6%	6%	4%	5.2%	3.5%	2.9%	3.2%	0.6%	0.5%	0.5%	0.3%
2. Below standards					39%	37%	34%	32.0%	28.1%	25.2%	23.6%	20.8%	17.0%	18.1%	17.3%
3. Meets standards					53%	52%	55%	54.9%	58.6%	59.8%	60.8%	64.0%	62.8%	64.2%	66.2%
4. Exceeds standards					3%	5%	6%	7.9%	9.7%	12.0%	12.4%	14.6%	19.7%	17.1%	16.3%
Grade 6 - Reading															
1. Academic warning												0.4%	0.2%	0.3%	0.2%
2. Below standards												26.9%	26.4%	20.7%	19.9%
3. Meets standards												53.4%	54.3%	53.4%	52.7%
4. Exceeds standards												19.4%	19.1%	25.7%	27.2%
Grade 6 - Mathematics															
1. Academic warning												0.8%	0.5%	0.6%	0.6%
2. Below standards												20.1%	18.0%	16.7%	17.1%
3. Meets standards												62.9%	62.2%	62.0%	58.9%
4. Exceeds standards												16.2%	19.2%	20.7%	23.5%

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Regular Schools/Districts	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Grade 7 - Reading															
1. Academic warning												0.5%	0.5%	0.5%	0.5%
2. Below standards												27.5%	26.1%	21.8%	22.0%
3. Meets standards												60.0%	58.3%	59.1%	56.8%
4. Exceeds standards												12.0%	15.0%	18.6%	20.7%
Grade 7 - Mathematics															
1. Academic warning												2.7%	2.3%	1.8%	1.6%
2. Below standards												21.3%	18.3%	17.8%	15.6%
3. Meets standards												55.4%	54.2%	54.5%	55.0%
4. Exceeds standards												20.6%	25.2%	25.9%	27.7%
Grade 7 - Science															
1. Academic warning						12%	11%	9.9%	9.7%	10.4%	10.4%	6.3%	7.0%	6.4%	7.0%
2. Below standards						16%	17%	16.8%	16.6%	15.2%	15.0%	12.8%	13.7%	14.5%	13.6%
3. Meets standards						54%	52%	56.2%	56.2%	57.8%	54.3%	61.7%	55.2%	55.8%	55.7%
4. Exceeds standards						18%	20%	17.1%	17.5%	16.6%	20.3%	19.2%	24.1%	23.4%	23.8%
Grade 8 - Reading															
1. Academic warning					1%	0%	1%	1.0%	0.5%	1.6%	0.7%	0.2%	0.6%	0.4%	0.4%
2. Below standards					27%	28%	34%	31.1%	35.8%	31.3%	26.6%	20.6%	17.7%	18.2%	16.0%
3. Meets standards					54%	56%	56%	57.8%	54.0%	57.4%	61.3%	70.2%	69.9%	73.0%	74.6%
4. Exceeds standards					18%	16%	10%	10.2%	9.7%	9.7%	11.5%	9.0%	11.8%	8.4%	9.0%
Grade 8 - Mathematics															
1. Academic warning					5%	8%	7%	7.3%	6.3%	5.6%	5.9%	2.1%	1.2%	1.6%	0.8%
2. Below standards					52%	46%	42%	40.2%	40.6%	40.0%	39.7%	19.7%	17.5%	18.0%	17.5%
3. Meets standards					36%	35%	37%	37.3%	37.6%	37.5%	37.4%	52.7%	52.3%	53.1%	54.5%
4. Exceeds standards					7%	12%	13%	15.2%	15.5%	16.9%	16.9%	25.5%	29.0%	27.2%	27.2%
PSAE Performance Levels for All Students															
Grade 11 - Reading															
1. Academic warning							8%	8.0%	7.5%	8.2%	7.9%	8.4%	8.4%	10.1%	8.5%
2. Below standards							34%	33.9%	36.1%	35.0%	32.6%	33.2%	37.5%	36.6%	34.6%
3. Meets standards							46%	45.2%	44.8%	46.8%	46.4%	44.4%	43.1%	42.9%	45.0%
4. Exceeds standards							12%	13.0%	11.6%	10.0%	13.1%	14.0%	10.9%	10.4%	11.9%
Grade 11 - Mathematics															
1. Academic warning							9%	10.0%	9.5%	9.7%	9.8%	9.8%	9.8%	11.1%	11.0%
2. Below standards							37%	36.4%	37.2%	37.1%	37.4%	36.6%	37.5%	35.9%	37.4%
3. Meets standards							45%	45.2%	46.6%	42.8%	45.6%	45.8%	42.8%	42.2%	42.2%
4. Exceeds standards							9%	8.4%	6.7%	10.3%	7.2%	7.9%	9.9%	10.8%	9.4%
Grade 11 - Science															
1. Academic warning							12%	10.6%	10.7%	10.6%	10.2%	8.3%	8.7%	9.5%	8.9%
2. Below standards							38%	36.6%	38.0%	36.5%	37.3%	40.9%	40.3%	39.3%	40.7%
3. Meets standards							39%	41.1%	40.0%	41.0%	41.4%	40.1%	40.3%	40.4%	40.3%
4. Exceeds standards							11%	11.7%	11.3%	11.9%	11.1%	10.7%	10.7%	10.8%	10.2%

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Report Card Variable	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
IAA Performance Levels for All Students															
Grade 3 - Reading															
1. Entry								6.2%	22.5%	24.4%	19.3%	15.4%	15.3%	19.9%	19.8%
2. Foundational								49.0%	18.5%	20.3%	16.5%	13.0%	16.7%	23.1%	24.0%
3. Satisfactory								37.1%	32.4%	37.4%	34.7%	45.1%	47.0%	30.7%	32.5%
4. Mastery								7.6%	26.6%	17.9%	29.5%	26.5%	21.1%	26.3%	23.8%
Grade 3 - Mathematics															
1. Entry								7.0%	20.4%	23.3%	16.3%	9.9%	12.7%	22.3%	22.4%
2. Foundational								51.1%	25.1%	32.0%	24.4%	23.8%	27.3%	15.8%	17.3%
3. Satisfactory								36.1%	30.2%	29.1%	31.5%	35.9%	35.1%	34.7%	34.8%
4. Mastery								5.8%	24.3%	15.6%	27.7%	30.4%	24.9%	27.2%	25.5%
Grade 4 - Reading															
1. Entry												15.2%	18.1%	20.7%	20.7%
2. Foundational												15.1%	16.2%	20.0%	20.0%
3. Satisfactory												47.7%	44.3%	37.4%	34.7%
4. Mastery												22.1%	21.4%	21.9%	24.6%
Grade 4 - Mathematics															
1. Entry												11.5%	13.5%	16.7%	16.9%
2. Foundational												27.3%	26.8%	16.6%	17.9%
3. Satisfactory												35.5%	37.0%	35.5%	35.5%
4. Mastery												25.8%	22.8%	31.2%	29.7%
Grade 4 - Science															
1. Entry								10.4%	22.4%	26.9%	20.9%	20.6%	23.1%	15.1%	15.3%
2. Foundational								57.7%	32.8%	31.7%	27.0%	28.4%	35.1%	19.3%	17.8%
3. Satisfactory								28.5%	27.5%	25.9%	25.5%	29.3%	26.9%	24.9%	26.1%
4. Mastery								3.4%	17.3%	15.4%	26.7%	21.7%	14.8%	40.8%	40.8%
Grade 5 - Reading															
1. Entry								9.9%	21.6%	27.1%	23.3%	19.4%	19.4%	23.3%	23.4%
2. Foundational								47.2%	21.5%	18.7%	14.1%	15.1%	13.6%	18.0%	18.0%
3. Satisfactory								36.9%	32.1%	34.5%	35.0%	40.1%	46.3%	24.6%	23.0%
4. Mastery								6.0%	24.9%	19.7%	27.7%	25.4%	20.8%	34.1%	35.6%
Grade 5 - Mathematics															
1. Entry								8.3%	19.9%	25.4%	17.7%	13.1%	11.6%	15.8%	15.5%
2. Foundational								48.8%	28.8%	30.1%	22.8%	28.0%	27.8%	19.4%	19.8%
3. Satisfactory								37.5%	30.7%	26.5%	30.5%	32.6%	36.9%	38.4%	41.4%
4. Mastery								5.5%	20.5%	18.0%	29.0%	26.3%	23.7%	26.3%	23.3%
Grade 6 - Reading															
1. Entry												18.0%	20.7%	15.2%	14.1%
2. Foundational												16.5%	15.2%	20.5%	18.2%
3. Satisfactory												39.3%	43.2%	32.9%	35.7%
4. Mastery												26.2%	20.9%	31.4%	32.0%

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Report Card Variable	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Grade 6 - Mathematics															
1. Entry												11.1%	12.9%	13.3%	13.7%
2. Foundational												24.9%	30.7%	16.7%	15.2%
3. Satisfactory												36.4%	35.4%	34.8%	32.8%
4. Mastery												27.5%	21.0%	35.3%	38.3%
Grade 7 - Reading															
1. Entry												19.8%	20.6%	15.5%	15.1%
2. Foundational												13.6%	15.5%	23.5%	19.6%
3. Satisfactory												44.7%	43.3%	33.7%	41.5%
4. Mastery												21.9%	20.6%	27.3%	23.9%
Grade 7 - Mathematics															
1. Entry												13.0%	14.6%	16.0%	15.5%
2. Foundational												26.1%	27.4%	15.5%	14.5%
3. Satisfactory												36.0%	38.3%	38.3%	41.3%
4. Mastery												25.0%	19.7%	30.2%	28.6%
Grade 7 - Science															
1. Entry								11.7%	24.0%	28.0%	26.0%	22.3%	21.7%	11.4%	11.3%
2. Foundational								60.0%	32.8%	33.8%	25.0%	30.0%	33.3%	17.4%	16.6%
3. Satisfactory								26.7%	29.0%	24.7%	20.9%	27.0%	29.8%	31.3%	28.6%
4. Mastery								1.5%	14.1%	13.5%	28.0%	20.6%	15.2%	39.9%	43.5%
Grade 8 - Reading															
1. Entry								9.3%	29.5%	29.5%	23.0%	17.0%	21.3%	17.9%	17.9%
2. Foundational								45.5%	22.1%	22.5%	15.9%	14.5%	15.4%	12.6%	13.9%
3. Satisfactory								39.3%	30.6%	32.5%	32.3%	43.1%	42.4%	40.7%	36.6%
4. Mastery								5.8%	17.8%	15.5%	28.8%	25.4%	21.0%	28.7%	31.6%
Grade 8 - Mathematics															
1. Entry								8.3%	23.9%	26.9%	20.1%	11.5%	16.0%	12.4%	12.3%
2. Foundational								47.4%	32.4%	31.5%	23.9%	25.8%	29.6%	19.5%	19.2%
3. Satisfactory								37.4%	27.7%	28.2%	29.3%	37.5%	34.9%	38.3%	37.4%
4. Mastery								6.9%	15.9%	13.4%	26.7%	25.3%	19.5%	29.8%	31.1%
Grade 11 - Reading															
1. Entry								12.6%	32.7%	27.0%	36.6%	21.4%	21.8%	11.8%	13.1%
2. Foundational								55.8%	22.6%	17.7%	14.2%	11.7%	13.2%	16.1%	17.4%
3. Satisfactory								28.0%	30.7%	32.7%	27.3%	42.2%	39.7%	26.4%	30.8%
4. Mastery								3.6%	14.0%	22.6%	21.9%	24.7%	25.3%	45.7%	38.8%
Grade 11 - Mathematics															
1. Entry								13.1%	30.1%	29.4%	27.3%	13.9%	16.2%	14.4%	15.8%
2. Foundational								54.1%	31.0%	25.9%	31.6%	23.8%	26.3%	13.8%	13.9%
3. Satisfactory								30.8%	25.0%	29.3%	23.4%	36.5%	33.1%	40.6%	43.7%
4. Mastery								2.0%	13.9%	15.5%	17.7%	25.8%	24.4%	31.2%	26.7%
Grade 11 - Science															
1. Entry								14.6%	31.4%	33.8%	31.8%	19.3%	19.5%	10.5%	11.4%
2. Foundational								56.2%	31.8%	26.7%	34.0%	27.0%	28.3%	12.6%	13.2%
3. Satisfactory								27.6%	24.6%	23.0%	20.9%	28.6%	29.8%	31.3%	28.4%
4. Mastery								1.6%	12.2%	16.5%	13.3%	25.1%	22.4%	45.6%	47.0%

SCHOOL REPORT CARD: FIFTEEN-YEAR STATEWIDE TREND DATA (1995-2009)

Report Card Variable	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment as reported by schools/districts during the testing window.								610,328	616,170	618,424	621,620	1,098,045	1,084,882	1,080,912	1,073,392
Reading--Percent not tested								2.6%	0.4%	0.9%	0.6%	0.7%	0.2%	0.3%	0.3%
Mathematics--Percent not tested								2.4%	0.5%	0.9%	0.6%	0.7%	0.2%	0.3%	0.3%
Federal School Improvement Status															
Number of Schools								552	562	660	629	573	511	558	721
Percentage of All Schools								14.1%	14.3%	16.8%	16.2%	14.7%	13.1%	14.3%	18.4%
Federal District Improvement Status															
Number of Districts										242	240	175	150	158	184
Percentage of All Districts										27.3%	27.3%	20.1%	17.2%	18.2%	21.2%