ILLINOIS

GOAL 1  Ready to Learn

1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased?  (1990 vs. 1997)?
   - Illinois: 35% (1990) vs. 32% (1997)
   - U.S.: 37% (1990) vs. 33% (1997)
   - Change: ↑

2. Has the percentage of fully immunized 2-year-olds increased?  (1994 vs. 1997)
   - Illinois: 68% (1994) vs. 76% (1997)
   - U.S.: 75% (1994) vs. 79% (1997)
   - Change: ↑

3. Has the percentage of infants born at low birthweight decreased?  (1990 vs. 1997)
   - Illinois: 8% (1990) vs. 8% (1997)
   - U.S.: 7% (1990) vs. 8% (1997)
   - Change: ↔

4. Has the percentage of mothers receiving early prenatal care increased?  (1990 vs. 1997)
   - Illinois: 78% (1990) vs. 82% (1997)
   - U.S.: 76% (1990) vs. 83% (1997)
   - Change: ↑

5. Has the number of children with disabilities in preschool (per 1,000 3- to 5-year-olds) increased?  (1991 vs. 1998)
   - U.S.: — vs. —

GOAL 2  School Completion

6. Has the high school completion rate increased?  (1990 vs. 1997)
   - Illinois: 85% (1990) vs. 87% (1997)
   - U.S.: 86% (1990) vs. 85% (1997)
   - Change: ↔

7. Has the high school dropout rate decreased?  (1992 vs. 1997)
   - Illinois: 7% (1992) vs. 8% (1997)
   - U.S.: 7% (1992) vs. 8% (1997)
   - Change: ↔

GOAL 3  Student Achievement and Citizenship

8. Reading: Has the percentage of students scoring at or above Proficient increased
   • in Grade 4 (1992 vs. 1998)?
     - Illinois: — vs. —
     - U.S.: 29% (1992) vs. 31% (1998)
     - Change: ↔

9. Writing: Has the percentage of students scoring at or above Proficient increased
   • in Grade 8 (1998)
     - Illinois: — vs. —
     - U.S.: 27% (1998)

Comparable national data are not available. See pages 245-246 for an explanation of statistical significance. See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
ILLINOIS

GOAL 3  Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased
   in Grade 4? (1992 vs. 1996)
   — —
   18% 21% 5-27% 3-31%

11. Science: Has the percentage of students scoring at or above Proficient increased
   in Grade 8? (1996)
   — —
   29% — 5-41% —

12. Has the number of Advanced Placement examinations receiving a grade
    of 3 or higher per 1,000 11th and 12th graders increased? (1991 vs. 1999)
    61 96 9-177 19-244

GOAL 4  Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who hold
    a degree in their main teaching assignment increased? (1991 vs. 1994)
    69% 72% 66% 63% 51-85% 50-81%

14. Has the percentage of public school teachers participating in professional
    development programs on 1 or more selected topics increased? (1994)
    81% — 85% — 76-98% —

15. Has the percentage of public school teachers with training to teach limited
    English proficient students increased? (1994)
    19% — 16% — 4-81% —

16. Has the percentage of public school teachers participating in formal
    teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
    18% 20% 22% 27% 6-42% 7-48%

KEY

† Significantly better
‡ Significantly worse
♣ Interpret with caution. Change was not statistically significant.

Since the end of the previous school year.

Data not available.
Baselines and most recent update years may differ by state for this indicator. See Appendix B for more information.
See pages 240-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages. See Appendix B for technical notes and sources.
21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992) 52% — 46-77% —
22. Has the percentage of U.S. citizens who report that they • registered to vote increased? (1988 vs. 1996) 73% 72% — 70% 71% —
• voted increased? (1988 vs. 1996) 64% 59% — 61% 58% —

**KEY**

† Significantly better
‡ Significantly worse
← Interpret with caution. Change was not statistically significant.

* Indicators are not the same at the national and state levels.
Data not available.
* See pages 245-246 for an explanation of statistical significance.
See pages 16-18 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.
23. Has postsecondary enrollment increased? (1992 vs. 1996) 63% 61%

24. Has student marijuana use decreased? (1993 vs. 1995) 14% 25% 7-21% 7-32%

25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1995) 10% 9% 8-15% 7-14%

26. Has the availability of drugs on school property decreased? (1993 vs. 1995) 7% 6% 3-23% 3-16%

27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1995) 8% 9% 6-15% 4-11%

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1995) 18% 16% 13-39% 12-19%

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1995) 12% — 8-26% —

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1995) 40% 49% 23-60% 33-65%

31. Has teacher victimization decreased? (1994) 12% 15% 8-37% 12-50%

32. Has student disruptions that interfere with teaching decreased? (1991 vs. 1994) 40% 49% 23-60% 33-65%

33. Has the percentage of schools with minimal parental involvement decreased, according to the following: public school teachers? (1991 vs. 1994) 27% 25% 9-44% 13-50%

34. Has the influence of parent associations on school policy increased? (1991 vs. 1994) 18% 22% 8-37% 12-50%

**KEY**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Significantly better</th>
<th>Significantly worse</th>
<th>Interpret with caution</th>
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*Indicators are not the same at the national and state levels.

**Notes:**
- Data not available.
- Baseline years and most recent update years may differ by state for this indicator. See Appendices B for more information.
- See pages 249-250 for an explanation of statistical significance.
- See pages 16-19 for a Guide to Reading the State Pages. See Appendices B for technical notes and sources.