



# Illinois State Board of Education



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# Annual Report 2005

# Illinois State Board of Education

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2005  
Annual Report



Illinois State Board of Education

January 2006

To the Citizens of Illinois:

Over the past year education reform has continued at a rapid pace in Illinois. In 2005 Governor Blagojevich's ***High Standards, Better Schools Act*** put in place a plan to better prepare Illinois students for success beyond high school. The State Board developed and implemented a Comprehensive Strategic Plan for Education and launched a new initiative to help schools save money. While pursuing these new initiatives, the Illinois State Board of Education continued its work to eliminate a number of historic problems that have plagued Illinois schools, educators, students and parents for years.

Governor Blagojevich's ***Higher Standards, Better Schools Act (SB 575)*** requires all high school students to take one additional year each of science, English and math by 2012. Students will also be required to take two writing-intensive classes, algebra, and geometry. By creating higher expectations for graduation, students will do better in school and Illinois high school graduates will be better prepared to pursue higher education and to succeed in their careers. Higher standards will also improve the quality of Illinois' workforce, allowing it to meet the demands of current and potential Illinois employers.

In developing the ***Comprehensive Strategic Plan for Elementary and Secondary Education***, the State Board of Education sought input from parents, educators and community leaders throughout the state. Using this input, the Board set forth a clearly defined agenda for Illinois' education system with a focus on supporting schools, thinking creatively and working collaboratively with the more than 870 school districts in Illinois.

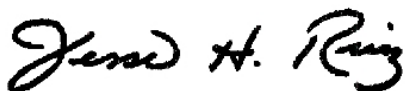
Responding to the Governor's call to create savings opportunities for local school districts, the Illinois State Board of Education (ISBE) launched the ***Illinois School Purchasing Network***. The network offers all school districts in Illinois access to high-quality products at some of the best available government prices. More than 440 Illinois school districts have signed up for the voluntary program.

In 2005, the Illinois State Board of Education issued the ***State Report Card*** on time and with no data errors. In previous years, the Report Cards were issued many months past the deadline and were filled with data errors, causing problems for schools and districts throughout the state. Partnering with the PTA and the Governor's Office, the State Board also designed the new ***Illinois School Profile***, providing key information parents want to know about their schools in an easy-to-read format. These snapshots were designed based on input provided by hundreds of parents who participated in an online survey.

***Over the past year the State Board has also eradicated the teacher certification backlog*** and has identified and proposed the elimination of more than 400 pages of administrative rules that burden schools. School administrators, educators and parents have shared with the Board their ideas on where red tape can be cut, and the agency has already acted on a number of those proposals.

We thank Governor Blagojevich, the members of the General Assembly, and the people of Illinois for their commitment to education, and we will match that commitment in all of our efforts. It's the right thing to do, and it's what our schools, teachers, and children deserve.

Sincerely,



Jesse H. Ruiz  
Chairman



Randy J. Dunn  
State Superintendent

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# *2005 Condition of Education*

Over the past three years Governor Blagojevich and the Illinois General Assembly have provided more than \$2.3 billion in new dollars to Illinois schools. This historic support in a time of unprecedented budget deficits has improved learning for students of all ages across Illinois. This new investment to education has expanded access to high-quality preschool for at-risk three and four-year olds, and increased the K-12 per student annual foundation level by \$604 per pupil.

This year Illinois became a national leader in the monitoring of firms providing supplemental education services (SES) under the federal No Child Left Behind Act. When a school does not make sufficient academic progress for three consecutive years, a student's parents can enroll their child in a State-approved SES tutoring program. Businesses, non-profit groups, and school districts offer such programs. Illinois' regulation of tutoring providers is now among the most rigorous in the country.

## **Learning Outcomes**

The 2005 Report Cards show statewide student assessment results continue to improve, demonstrating good progress in several areas while there is a continued need for work to narrow the achievement gap between student groups.

Analysis of the Illinois State Achievement Test (ISAT) shows improvements including:

- third grade student Reading scores increased or held steady across all student groups;
- fourth grade students showed marked gains in Science across all student groups;
- fifth grade Math scores were up across all student groups; and
- eighth grade Reading scores increased significantly over all student groups.

In addition, analysis of the Prairie State Achievement Examination (PSAE) results showed significant gains in Reading among Hispanic, Black and Low Income students.

Information included in this year's School Report Card also indicates that state's school dropout has continued to decline, a trend that began in 1996. In 1996, the dropout rate was 6.5 percent. In 2005, the dropout rate has declined to 4 percent. 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.

## **Looking to the Future**

The 2005 Report Cards show statewide student assessment results continue to improve, demonstrating good progress in several areas while there is a continued need for work to narrow the achievement gap between student groups. The Illinois State Board of Education will continue to work with schools, educators, parents and education advocates to improve learning outcomes for all students.

# *Demographic, Financial and Statistical Data*

## Accountability Division - Public School Recognition Committee Recognition Status Report 2005-2006 School Year

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Adams	Quincy SD 172 Quincy Senior HS	Pending Further Review <ul style="list-style-type: none"> <li>Several staff members are not properly certified for their teaching assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Ohio SD 17	Pending Further Review <ul style="list-style-type: none"> <li>The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Malden SD 84	Pending Further Review <ul style="list-style-type: none"> <li>One staff person is not properly certified for their teaching assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Cherry SD 92	On Probation <ul style="list-style-type: none"> <li>This is the second school year the district has had an interim superintendent.</li> </ul>	January 2006 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Bureau	Dalzell SD 98	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Bureau	Spring Valley CCSD 99	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.

<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Bureau	DePue USD 103	From Pending Further Review to On Probation <ul style="list-style-type: none"> <li>This is the second school year the district has not had a music program.</li> </ul>	January 2006 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Bureau	Princeton Elem SD 115	Pending Further Review <ul style="list-style-type: none"> <li>Three staff members are not qualified for their teaching positions.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Bureau	Neponset CCSD 307	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Compliance issues cited during March 2004 compliance visit have been resolved.
Bureau	Bureau Valley CUSD 340	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Matters regarding two staff members not certified or qualified for their teaching assignments have been resolved.
Bureau	Hall HSD 502	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Bureau	Ohio SD 505	Pending Further Review <ul style="list-style-type: none"> <li>The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Carroll	West Carroll CUSD 314	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district still employs a full-time superintendent.
Cass	Beardstown SD 15 -Beardstown JHS	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Champaign	Fisher CUSD 1	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.
Champaign	Champaign CUSD 4	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Champaign	Heritage CUSD 8	From On Probation to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.



<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Champaign	Thomasboro CCSD 130	Pending Further Review <ul style="list-style-type: none"> <li>○ One staff member is not certified or qualified for their assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Champaign	Ludlow CCSD 142	Pending Further Review <ul style="list-style-type: none"> <li>• The district has an interim superintendent.</li> <li>• The district has staff members not certified or qualified for their assignments.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Champaign	Rantoul Twp HSD 193	Pending Further Review <ul style="list-style-type: none"> <li>• The district needs an updated school improvement plan.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Champaign	Ogden CCSD 212	From On Probation to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.
Clay	North Clay CUSD 25	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Cook	Northbrook Glenview SD 30 -Maple School	Pending Further Review <ul style="list-style-type: none"> <li>• Two staff members are not properly qualified or certified for their teaching assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	CCSD 62 (Des Plaines)	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.
Cook	Rhodes SD 84-5	Pending Further Review <ul style="list-style-type: none"> <li>• The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Bellwood SD 88	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.

<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Cook	Pleasantdale SD 107	Pending Further Review <ul style="list-style-type: none"> <li>• One staff member is not qualified for their assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Lemont Bromberek CSD 113A	Pending Further Review <ul style="list-style-type: none"> <li>• The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Atwood Heights SD 125	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a permanent full-time superintendent.
Cook	Calumet SD 132	On Probation <ul style="list-style-type: none"> <li>• District is not offering required programs.</li> </ul>	January 2006 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Cook	Prairie Hills SD 144	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.
Cook	South Holland SD 150	Pending Further Review <ul style="list-style-type: none"> <li>• The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	CUSD 168 (Sauk Village)	Pending Further Review <ul style="list-style-type: none"> <li>• The district has an interim superintendent</li> <li>• Financial issues</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Cook	Ford Heights SD 169	Pending Further Review <ul style="list-style-type: none"> <li>The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Sandridge SD 172	Pending Further Review <ul style="list-style-type: none"> <li>The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Cook	Steger SD 194 -Central JHS -Parkview Elem -Eastview Elem	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification matters have been resolved and staff are now properly certified for their positions. Each school has also conducted Internal Reviews as required.
Cook	City of Chicago SD 299 -Julian JHS -Marshall Metropolitan HS	On Probation <ul style="list-style-type: none"> <li>Issues of Special Education noncompliance</li> </ul>	January 2006 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Greene	Carrollton CUSD 1 -Carrollton HS	Pending Further Review <ul style="list-style-type: none"> <li>Two staff people are not properly certified for their assignments.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Hancock	Dallas City CUSD 336	Pending Further Review <ul style="list-style-type: none"> <li>District has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Hancock	Southeastern CUSD 337	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Henderson	Southern CUSD 120	<ul style="list-style-type: none"> <li>This district has been dissolved.</li> </ul>	January 2006 via certified mail	N/A
Henry	Colona SD 190	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Henry	Annawan CUSD 226	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Henry	Cambridge CUSD 227	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Henry	Geneseo CUSD 228	Pending Further Review <ul style="list-style-type: none"> <li>One staff member lacks the proper certification for his teaching assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Henry	Kewanee CUSD 229	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 - All noncompliance issues have been resolved.
Iroquois	Donovan CUSD 3 -Donovan HS	Pending Further Review <ul style="list-style-type: none"> <li>One teacher is not certified for her teaching assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Iroquois	Donovan CUSD 3 -Donovan JHS	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Iroquois	Iroquois County CUSD 9 -Watseka HSI -Glenn Raymond School	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.
Kane	Aurora East CUSD 131 -Aurora East HS -Simmons MS -Waldo MS -Cowherd MS	From On Probation to Pending Further Review <ul style="list-style-type: none"> <li>Several staff members are not properly certified for their assignments.</li> </ul>	January 2006 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.
Kane	Aurora East CUSD 131 -Rollins Elem -Gates Elem -Hermes Elem -Oak Park Elem	From On Probation to Full Recognition	January 2006 via certified mail	Fall 2005 – Certification issues have been resolved.

<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Lake	Waukegan USD 60 -Carman Buckner, Clearview, Cooke Magnet, Glen Flora, Glenwood, Hyde Park, McCall & Washington Elem -Whittier Preschool -Benny MS -Jefferson MS -Ninth Grade Center -Waukegan HS -Alternative Behavior Disordered Student Support Center	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – This district has been granted a waiver by the General Assembly to use substitute teachers due to the district being a federally designated teacher shortage area. The current waiver expires at the end of the 2005- 2006 school year.
Lake	Grayslake CHSD 127	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.
Lake	North Chicago SD 187	Pending Further Review <ul style="list-style-type: none"> <li>The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
LaSalle	Streator Twp HSD 40	Pending Further Review <ul style="list-style-type: none"> <li>District has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
LaSalle	LaSalle Peru HSD 120	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.
LaSalle	Dimmick Elem SD 175	Pending Further Review <ul style="list-style-type: none"> <li>District has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Lee	Paw Paw CUSD 271	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.

<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Lee	Ashton Franklin Center CUSD 275	Pending Further Review <ul style="list-style-type: none"> <li>District has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Macoupin	Girard CUSD 3 -Girard HS	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification issues have been resolved.
Macoupin	Mount Olive CUSD 5 -Mount Olive HS	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification deficiencies have been resolved.
Macoupin	Southwestern CUSD 9 -Southwestern HS	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification deficiencies have been resolved.
Mason	Midwest Central CUSD 191 -Midwest Central MS -Midwest Central Primary	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification deficiencies have been resolved.
McHenry	Nippersink SD 2	Pending Further Review <ul style="list-style-type: none"> <li>The district has a interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
McHenry	Consolidated SD 158	Pending Further Review <ul style="list-style-type: none"> <li>The district has a interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Morgan	Meredosia-Chambersburg CUSD 11 -Meredosia Chambersburg JHS -Meredosia Chambersburg HS	Pending Further Review <ul style="list-style-type: none"> <li>The district needs to employ a fully certified and qualified person to serve as the media specialist.</li> <li>The district also has one staff member not properly certified for their assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Ogle	Polo CUSD 222 -Polo Comm HS	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification issues have been resolved.

<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Ogle	Byron CUSD 226	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has hired a full-time superintendent.
Peoria	Monroe SD 70	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – The district has updated their school improvement plan as required.
Pike	Barry CUSD 1	Pending Further Review <ul style="list-style-type: none"> <li>The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Pike	Pleasant Hill CUSD 3	Pending Further Review <ul style="list-style-type: none"> <li>Two staff members do not have the proper certification for their teaching assignments.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Pike	Pikeland CUSD 10 – Pittsfield HS	Pending Further Review <ul style="list-style-type: none"> <li>One staff member does not have the proper certification for their teaching assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Sangamon	Pawnee CUSD 11 -Pawnee HS	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification issues have been resolved.
Scott	Scott Morgan CUSD 2	Pending Further Review <ul style="list-style-type: none"> <li>The district has an interim superintendent.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Stark	Bradford SD 1	Pending Further Review <ul style="list-style-type: none"> <li>One staff member does not have the proper certification for her teaching assignment.</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.

<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Stark	Stark County CUSD 100	Pending Further Review <ul style="list-style-type: none"> <li>• One staff member lacks the proper certification for their teaching assignments</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Tazewell	Creve Coeur SD 76	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All issues of noncompliance have been resolved.
Vermilion	Potomac CUSD 10	From Pending Further Review to Full Recognition	January 2006 via certified mail	Fall 2005 – All certification issues have been resolved.
Will	Peotone CUSD 207U -Peotone JHS	Pending Further Review <ul style="list-style-type: none"> <li>• One teacher is not certified for their assignment</li> </ul>	January 2006 via certified mail	In the public school recognition cycle schools/districts are notified of compliance deficiencies in December of each year. In general, schools/districts are given until the end of the school year in which they were notified to correct these deficiencies.
Winnebago	Pecatonica CUSD 321	On Probation <ul style="list-style-type: none"> <li>• This is the second year the district has had an interim superintendent.</li> </ul>	January 2006 via certified mail	Districts/schools placed on probation are required to submit to their regional superintendent of schools and the State Superintendent of Education a time-specific plan for removing deficiencies. A school or district which fails to correct cited deficiencies within the time set forth in its plan shall be nonrecognized.



# *State, Federal and Local Resources*

## **State, Local and Federal Resources For Elementary & Secondary Education (Dollars in Millions)**

<b>Year</b>	<b>State \$</b>	<b>State %</b>	<b>Local \$</b>	<b>Local %</b>	<b>Federal \$</b>	<b>Federal %</b>	<b>Total \$</b>
2004-05	\$6,966.2	33.8%	\$11,456.1	55.5%	\$2,219.3	10.7%	\$20,641.6
2003-04	7,206.1	35.9	10,805.3	53.8	2,073.8	10.3	20,085.2
2002-03	6,873.2	36.1	10,226.2	53.7	1,952.1	10.2	19,051.5
2001-02	7,181.1	38.8	9,724.0	52.5	1,623.0	8.8	18,528.0
2000-01	6,785.1	37.7	9,331.6	51.9	1,868.0	10.4	17,984.7
1999-00	6,354.0	37.8	8,907.0	52.9	1,565.8	9.3	16,826.8
1998-99	5,654.4	36.1	8,571.1	54.7	1,434.3	9.2	15,659.8
1997-98	4,849.3	33.9	8,052.0	56.2	1,417.9	9.9	14,319.2
1996-97	4,307.1	32.7	7,700.9	58.5	1,152.9	8.8	13,160.9
1995-96	3,994.8	32.1	7,339.8	58.9	1,123.7	9.0	12,458.3
1994-95	3,792.6	32.4	6,841.0	58.4	1,080.6	9.2	11,714.2
1993-94	3,611.5	32.9	6,453.4	58.9	901.0	8.2	10,965.9
1992-93	3,475.4	33.4	6,078.1	58.4	862.9	8.3	10,416.4
1991-92	3,433.9	35.2	5,555.8	57.0	762.5	7.8	9,752.2
1990-91	3,499.6	37.7	5,060.7	54.5	718.7	7.8	9,279.0
1989-90	3,487.5	39.4	4,709.5	53.1	666.8	7.5	8,863.8
1988-89	3,000.1	37.8	4,308.3	54.2	639.4	8.0	7,947.8
1987-88	2,866.4	39.0	3,910.7	53.2	579.2	7.9	7,356.3
1986-87	2,985.4	41.8	3,634.9	50.9	519.8	7.3	7,140.1
1985-86	2,767.9	41.0	3,481.3	51.6	494.8	7.3	6,744.0
1984-85	2,427.9	39.2	3,323.0	53.6	449.6	7.3	6,200.5
1983-84	2,236.1	38.2	3,182.9	54.3	442.4	7.6	5,861.4
1982-83	2,103.2	38.1	2,974.4	53.9	441.3	8.0	5,518.9

1. Fiscal years and school years start July 1 and end June 30. Tax years start January 1 and end December 31. The state and federal funds shown are based on fiscal years while local funds are based on tax (calendar) years. For example, the 2004-05 year includes actual state and federal appropriations for state Fiscal Year 2005 and local revenues accruing to school districts from the 2003 tax year. 2003 property taxes are payable to the districts in calendar year 2004, usually after July 1st.
2. Includes local real property tax revenues as estimated by the total property tax extension of districts and Corporate Personal Property Replacement Funds. Not included as local revenue are proceeds from investment income, income from school food services, and revenue generated through fees and assessments.
3. Appropriated amount, including original appropriations and supplementals.

## Elementary and Secondary School Income from Local Sources (Dollars in Millions)

Tax Year	Calendar Year Collected	Property Tax Revenues <sup>a</sup>	CPP Replacement Fund	Total Regular Revenues <sup>b</sup>
2003	2004	\$11,001.1 <sup>c</sup>	\$455.0 <sup>d</sup>	\$11,456.1
2002	2003	10,398.8	406.5	10,805.3
2001	2002	9,823.8	402.4	10,226.2
2000	2001	9,220.2	503.8	9,724.0
1999	2000	8,775.2	556.4	9,331.6
1998	1999	8,405.7	501.3	8,907.0
1997	1998	8,057.6	513.5	8,571.1
1996	1997	7,583.6	468.4	8,052.0
1995	1996	7,278.1	422.8	7,700.9
1994	1995	6,914.0	425.8	7,339.8
1993	1994	6,476.9	364.1	6,841.0
1992	1993	6,109.1	344.3	6,453.4
1991	1992	5,773.6	304.5	6,078.1
1990	1991	5,253.2	302.6	5,555.8
1989	1990	4,738.4	322.3	5,060.7
1988	1989	4,361.9	347.6	4,709.5
1987	1988	3,968.9	339.4	4,308.3
1986	1987	3,571.3	339.4	3,910.7
1985	1986	3,334.2	300.7	3,634.9
1984	1985	3,187.0	294.3	3,481.3
1983	1984	3,088.0	235.0	3,323.0
1982	1983	2,980.0	202.9	3,182.9
1981	1982	2,768.0	206.4	2,974.4

<sup>a</sup> Revenues are derived by multiplying the total tax rate times the applicable equalized assessed property base for the tax year.

<sup>b</sup> "Total Regular Revenues" is the sum of "Property Tax Revenues" and "CPP Replacement Fund."

<sup>c</sup> Based upon preliminary 2003 EAVs and 2003 tax rates.

<sup>d</sup> Actual payments to be made by the Illinois Department of Revenue for calendar year 2004.

## State Revenues by Source (Dollars in Millions)

### ALL FUNDS BY SOURCE

	FY04		FY05	
Income Taxes	\$8,209	19.6	\$8,854	20.7
Sales Taxes	6,739	16.1	7,098	16.6
Federal Aid	12,198	29.1	12,505	29.2
Road Taxes	2,586	6.2	2,609	6.1
State Lottery (Gross)	880	2.1	901	2.1
All Other	11,321	27.0	10,813	25.3
<b>Total</b>	<b>\$41,933</b>	<b>100.0%</b>	<b>\$42,780</b>	<b>100.0%</b>

### GENERAL FUNDS BY SOURCE

	FY04		FY05	
Income Taxes	\$8,208	30.6	\$8,854	34.6
Sales Taxes	6,331	23.6	6,530	25.5
Federal Aid	5,189	19.3	4,519	17.6
Public Utility	1,079	4.0	1,101	4.3
State Lottery (Net)	570	2.1	588	2.3
All Other	5,446	20.3	4,030	15.7
<b>Total</b>	<b>\$26,823</b>	<b>100.0%</b>	<b>\$25,622</b>	<b>100.0%</b>

FY04 amounts are actual; FY05 amounts are preliminary actual amounts.  
Data provided by Governor's FY06 Budget Book.

## Appropriations by Major Purpose (Dollars in Millions)

FY05	General Funds	%	All Funds	%
Elementary & Secondary	\$6,811	30.0	\$8,632	21.6
Higher Education	2,175	9.6	2,619	6.5
Department of Transportation	54	0.2	1,731	4.3
Human Services*	10,962	48.3	20,469	51.1
Public Safety	1,386	6.1	1,956	4.9
Environment & Natural Resources	95	0.4	462	1.2
Legislative, Judicial, AG	729	3.2	2,276	5.7
All Other	495	2.2	1,874	4.7
<b>Total</b>	<b>\$22,707</b>	<b>100.0%</b>	<b>\$40,019</b>	<b>100.0%</b>
Education	\$8,986	39.5	\$11,251	28.1
Environment & Natural Resources	95	0.4	462	1.1
Public Safety	1,386	6.1	1,956	4.9
Human Services*	10,962	48.2	20,469	51.1
Department of Transportation	54	0.2	1,731	4.4
All Other	1,224	5.2	4,150	10.4
<b>Total</b>	<b>\$22,707</b>	<b>100.0%</b>	<b>\$40,019</b>	<b>100.0%</b>

FY04	General Funds	%	All Funds	%
Elementary & Secondary	\$6,459	28.4	\$8,165	21.8
Higher Education	2,296	10.1	2,529	6.8
Department of Transportation	56	0.2	1,628	4.4
Human Services*	11,415	50.1	19,707	52.9
Public Safety	1,375	6.0	1,737	4.7
Environment & Natural Resources	97	0.4	401	1.1
Legislative, Judicial, AG	656	2.9	1,887	5.1
All Other	440	1.9	1,190	3.2
<b>Total</b>	<b>\$22,794</b>	<b>100.0%</b>	<b>\$37,244</b>	<b>100.0%</b>
Education	\$8,755	38.5	\$10,694	28.7
Environment & Natural Resources	97	0.4	401	1.0
Public Safety	1,375	6.0	1,737	4.7
Human Services*	11,415	50.1	19,707	52.9
Department of Transportation	56	0.2	1,628	4.4
All Other	1,096	4.8	3,077	8.3
<b>Total</b>	<b>\$22,794</b>	<b>100.0%</b>	<b>\$37,244</b>	<b>100.0%</b>

FY04 amounts are actual; FY05 amounts are preliminary actual amounts.  
Data provided by Governor's FY06 Budget Book.

\* Includes Public Aid

**Net Lottery Proceeds Compared  
To Total Appropriations  
For Elementary and Secondary Education  
Fiscal Years 1983 through 2005  
(Dollars in Millions)**

Fiscal Year	Total Appropriations*	Net Lottery Proceeds Amount	% of Total
2005	\$6,850.0	\$614.0 <sup>a</sup>	9.0%
2004	6,559.1	570.0	8.7
2003	6,176.3	540.0	8.7
2002	7,249.9	555.0	7.7
2001	6,785.1	490.0	7.2
2000	6,354.0	515.0	8.1
1999	5,654.4	540.0	9.6
1998	4,849.3	565.0	11.7
1997	4,307.1	590.2	13.7
1996	3,994.8	594.1	14.9
1995	3,792.7	588.3	15.5
1994	3,611.5	552.1	15.3
1993	3,475.4	587.4	16.9
1992	3,433.9	610.0	17.8
1991	3,499.6	590.0	16.9
1990	3,487.5	594.0	17.0
1989	3,000.1	586.1	19.5
1988	2,866.4	524.4	18.3
1987	2,985.4	553.1	18.5
1986	2,767.9	551.8	19.9
1985 <sup>b</sup>	2,427.9	502.8	20.7
1984	2,236.1	365.4	16.3
1983	2,103.2	216.3	10.3

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\* includes retirement

<sup>a</sup> Net Lottery Proceeds were provided by Illinois Lottery.

<sup>b</sup> Beginning FY85, net lottery proceeds were deposited into the Common School Fund.

## Illinois Public School Finance Statistics

	District Type*	Per Capita Tuition Charge	Operating Expense per Pupil
<b>2003-04 AVERAGES</b>	Elementary	\$7,284	\$8,362
	Secondary	10,902	11,850
	Unit	6,561	8,384
	ALL DISTRICTS	7,264	8,786
	Chicago SD 299 (10 mos.)	6,682	9,564
<b>2002-03 AVERAGES</b>	Elementary	\$7,112	\$8,125
	Secondary	10,731	11,593
	Unit	6,382	8,056
	ALL DISTRICTS	7,076	8,482
	Chicago SD 299 (10 mos.)	6,157	8,786
<b>2001-02 AVERAGES</b>	Elementary	\$6,819	\$7,740
	Secondary	10,623	11,442
	Unit	6,166	7,771
	ALL DISTRICTS	6,846	8,181
	Chicago SD 299 (10 mos.)	5,882	8,482
<b>2000-01 AVERAGES</b>	Elementary	\$6,399	\$7,442
	Secondary	10,157	11,167
	Unit	5,827	7,546
	ALL DISTRICTS	6,466	7,926
	Chicago SD 299	5,561	8,379
<b>1999-00 AVERAGES</b>	Elementary	\$6,014	\$6,959
	Secondary	9,901	10,765
	Unit	5,496	7,124
	ALL DISTRICTS	6,122	7,483
	Chicago SD 299	5,340	8,047

\* Elementary School Districts: Pre-K—8.  
 Secondary (High) School Districts: 9—12.  
 Unit School Districts: Pre-K—12.

**Total Appropriations Per Pupil Enrolled, Current Dollars and Constant Dollars  
Fiscal Years 1984 through 2005**

Fiscal Year	Total Appropriations		Fall Enrollment	Total Appropriations Per Pupil Enrolled		% Change in Constant Dollars Per Pupil Enrolled
	Current Dollars <sup>a</sup>	Constant 2000 Dollars <sup>a</sup>		Current Dollars <sup>b</sup>	Constant 2000 Dollars <sup>b</sup>	
2005	\$20.6	\$17.5	2,097,503	\$9,841	\$8,333	-2.2
2004	20.1	17.9	2,100,961	9,560	8,519	2.0
2003	19.1	17.4	2,084,187	9,141	8,352	-0.9
2002	18.5	17.5	2,071,391	8,945	8,431	-0.1
2001	18.0	17.3	2,051,021	8,769	8,439	1.2
2000	16.8	16.8	2,018,316	8,337	8,337	2.9
1999	15.7	16.3	2,011,814	7,784	8,102	6.3
1998	14.3	15.2	1,996,184	7,173	7,625	5.9
1997	13.2	14.2	1,974,824	6,664	7,199	2.0
1996	12.5	13.7	1,948,089	6,395	7,057	2.5
1995	11.7	13.2	1,920,289	6,100	6,886	2.7
1994	11.0	12.7	1,898,494	5,776	6,708	1.7
1993	10.4	12.4	1,877,785	5,547	6,594	2.5
1992	9.8	11.9	1,843,394	5,290	6,436	1.4
1991	9.3	11.5	1,816,182	5,109	6,349	-1.0
1990	8.9	11.5	1,792,356	4,945	6,412	7.3
1989	7.9	10.7	1,790,566	4,439	5,975	5.5
1988	7.4	10.2	1,806,357	4,072	5,663	0.3
1987	7.1	10.3	1,819,392	3,924	5,648	2.3
1986	6.7	10.1	1,821,278	3,703	5,521	5.8
1985	6.2	9.6	1,829,619	3,389	5,220	2.7
1984	5.9	9.4	1,849,045	3,170	5,085	3.3

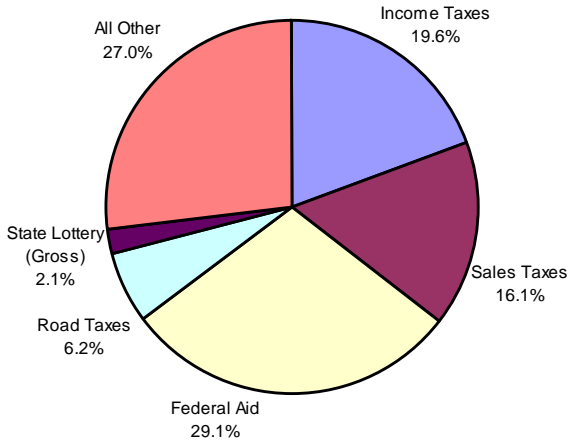
<sup>a</sup> In Billions

<sup>b</sup> In Whole Dollars

## STATE REVENUES BY SOURCE

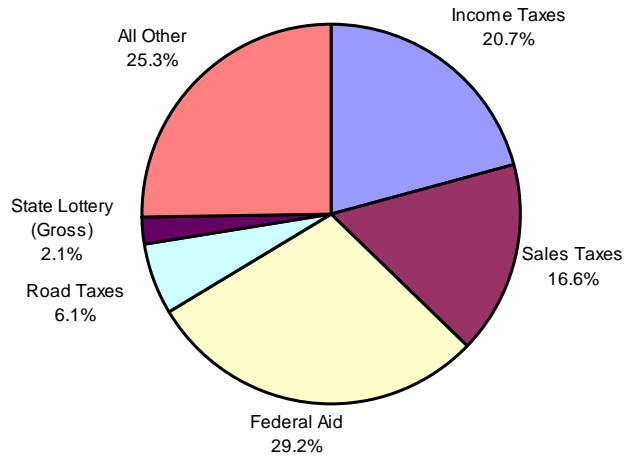
### ALL FUNDS

**FY04**



**TOTAL: \$41.933 Billion  
(Actual)**

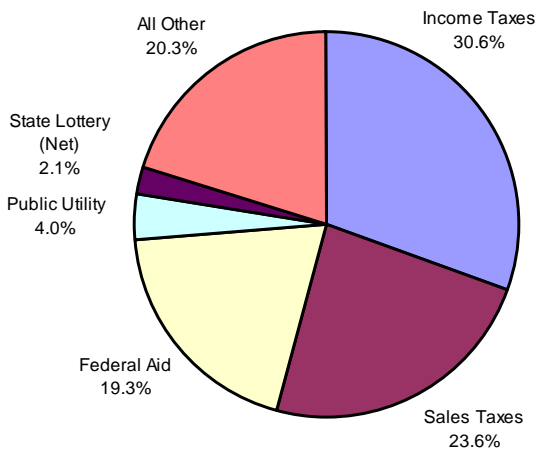
**FY05**



**TOTAL: \$42.780 Billion  
(Preliminary)**

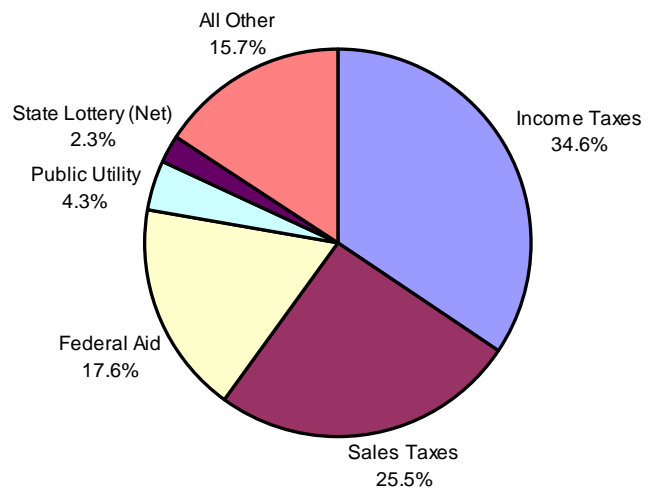
### GENERAL FUNDS

**FY04**



**TOTAL: \$26.823 Billion  
(Actual)**

**FY05**

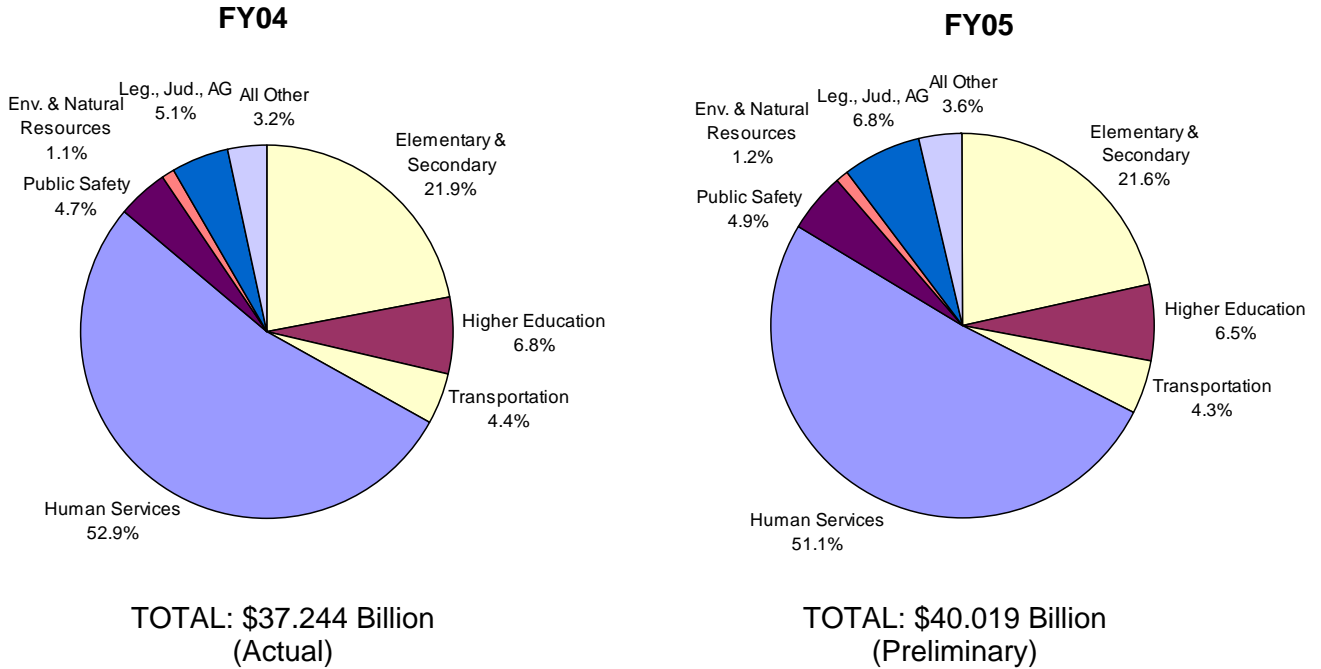


**TOTAL: \$25.622 Billion  
(Preliminary)**

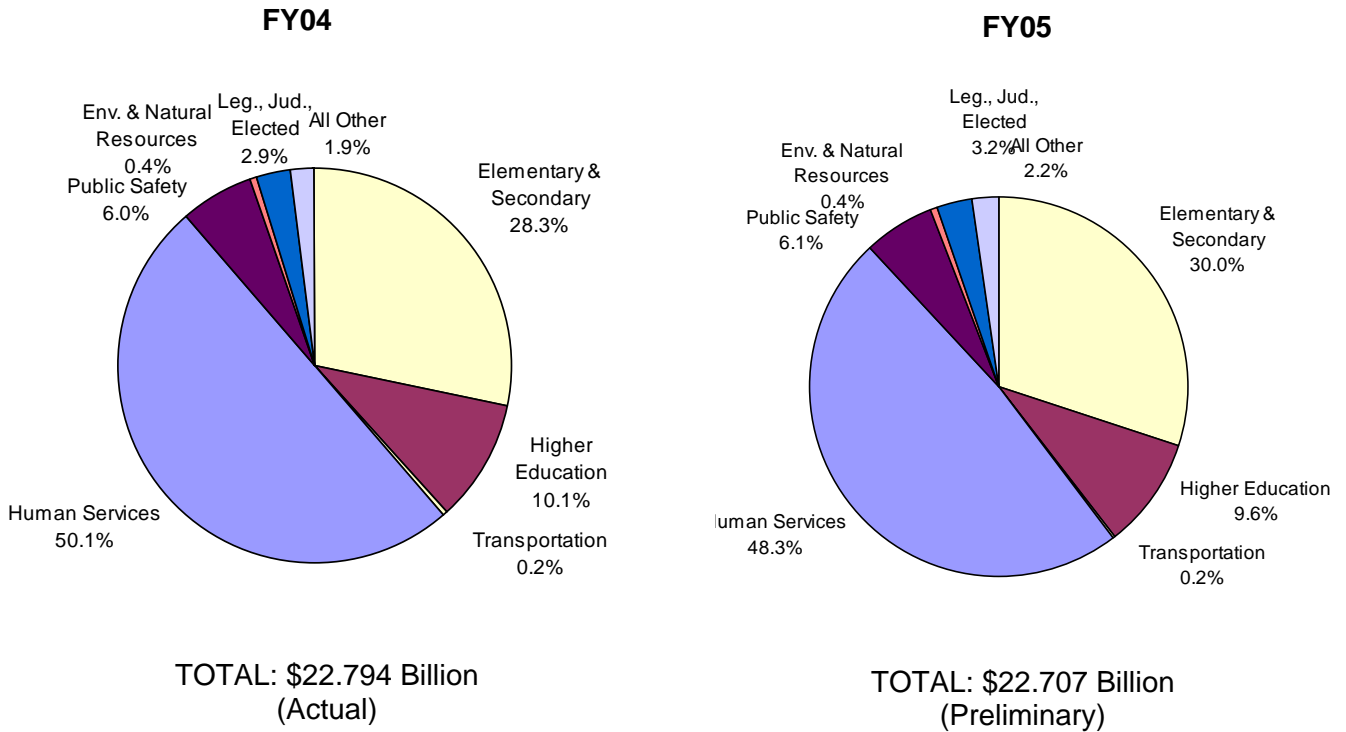


# APPROPRIATIONS BY MAJOR PURPOSE

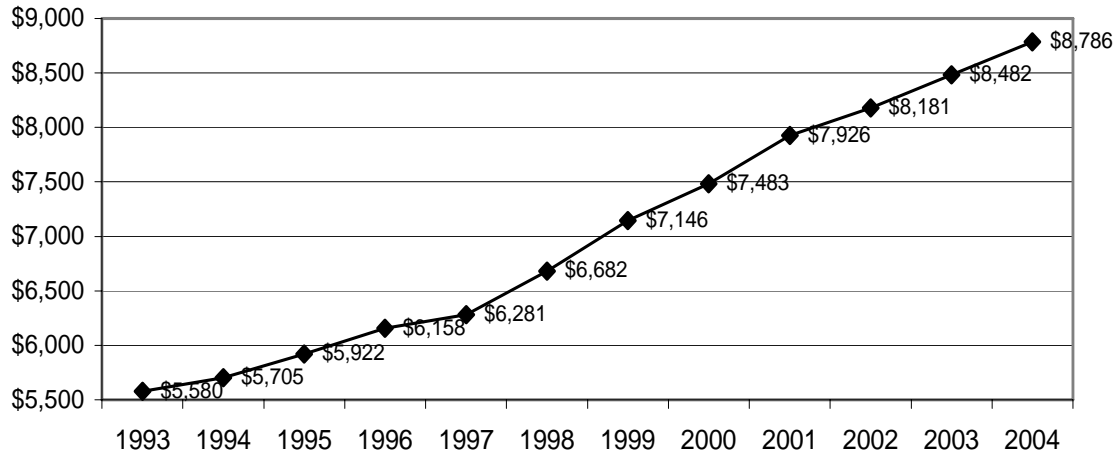
## ALL FUNDS



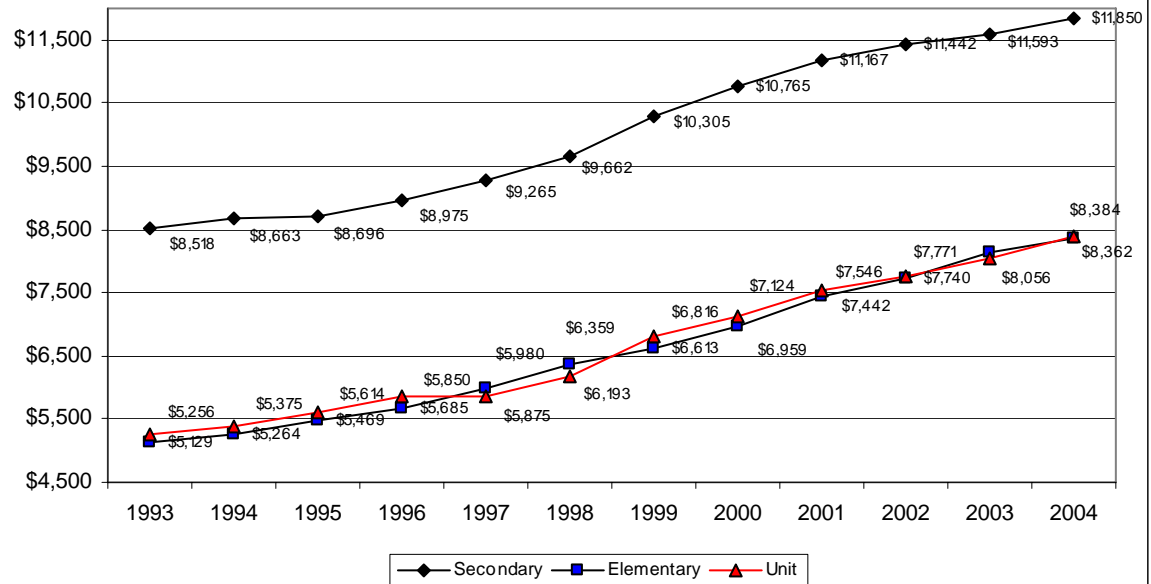
## GENERAL FUNDS

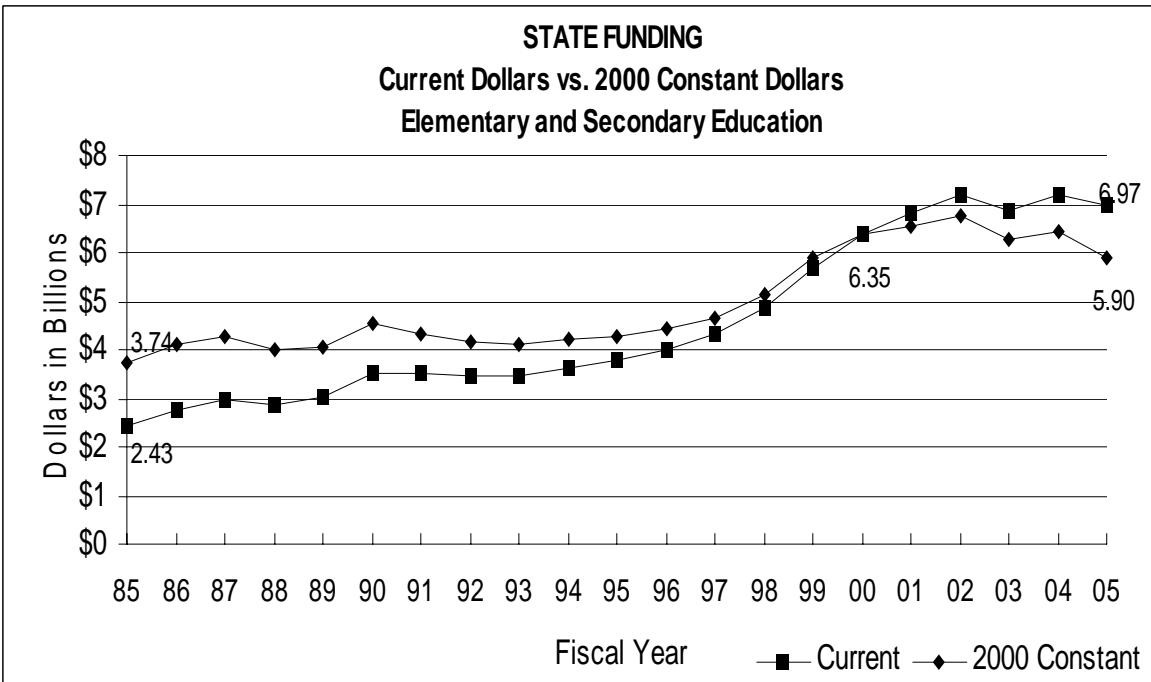
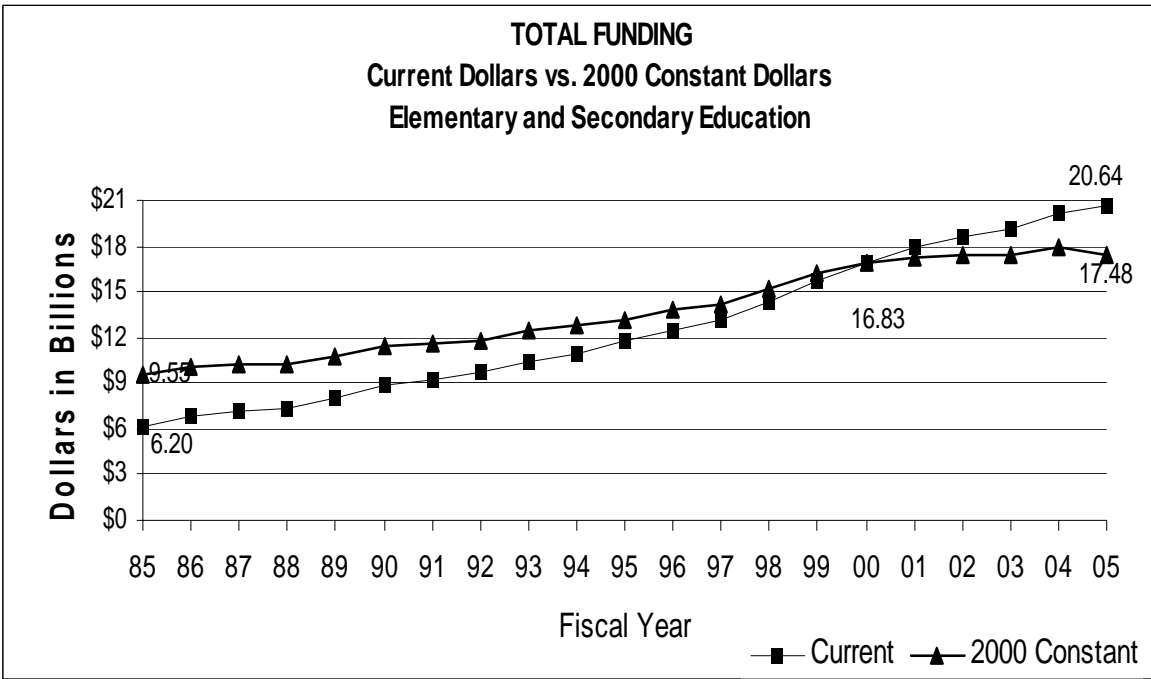


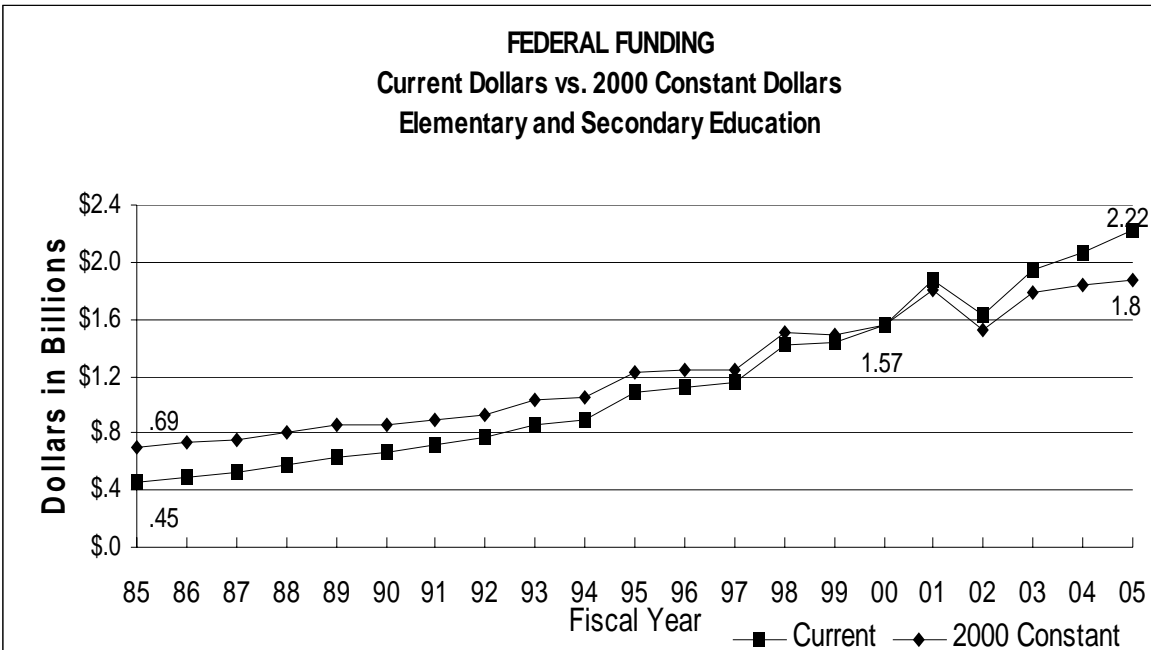
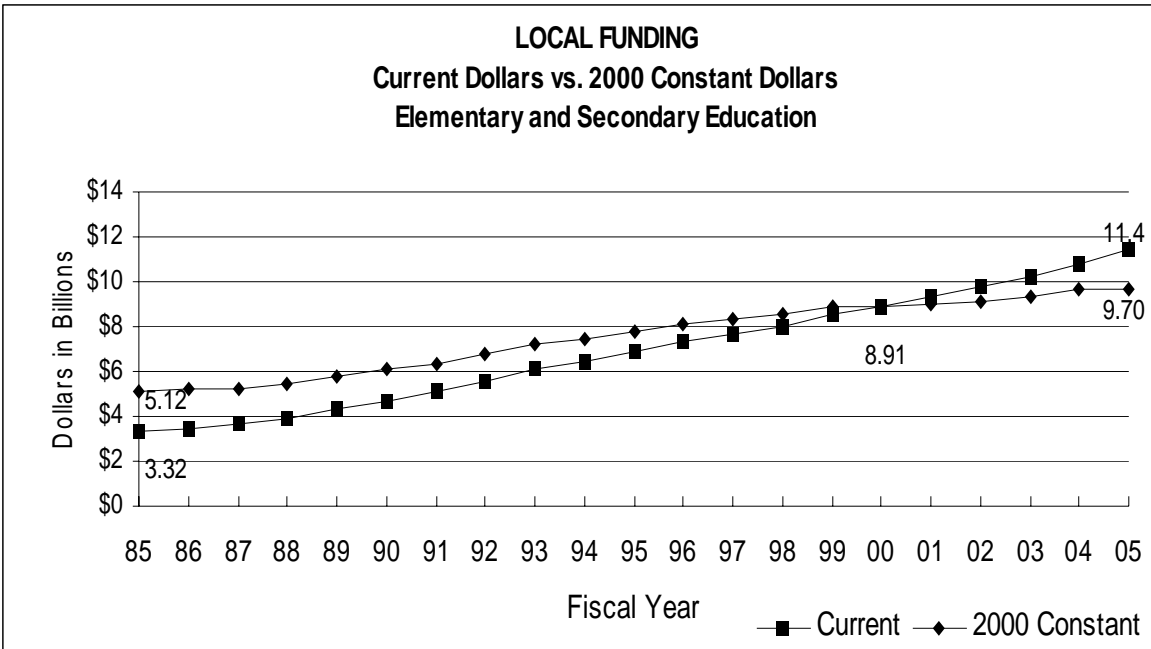
**State Average Operating Expense per Pupil - FY93 to FY04**

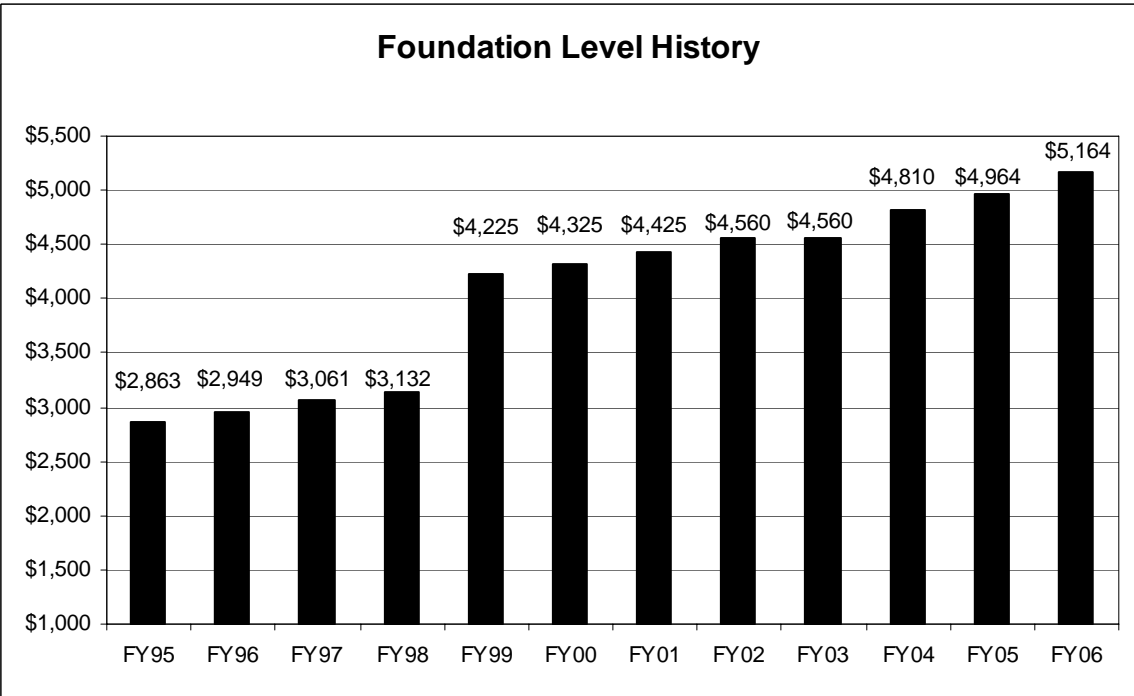
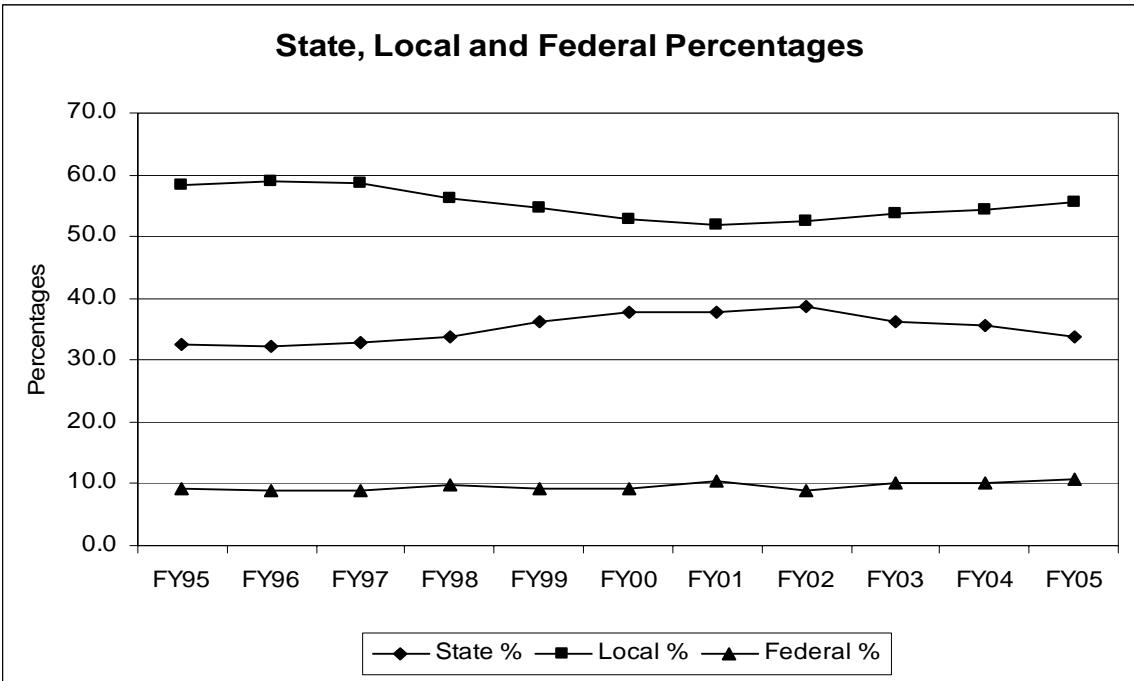


**Average Operating Expense per Pupil by Type of District - FY93 to FY04**









# *Schools and Districts*

## **A Profile of Illinois Public Schools in 2004-2005 Selections from School Report Card Files (regular public schools only)**

### **Summary**

**879 districts (public-regular)**  
**3,884 schools**  
**2,062,912 students**  
**40.0 percent low-income enrollment**

**87.4 percent graduation rate**  
**4.0 percent dropout rate**  
**16.1 percent mobility rate**  
**6.6 percent LEP enrollment**

### **Trends**

**Number of school districts declined:** The number of school districts declined from 905 in 1996 to 879 in 2005; there were 379 elementary districts, 101 high school districts, and 399 unit districts, making a total of 879 public school districts.

**Number of public schools increased:** The number of public schools increased from 3,821 in 1996 to 3,884 in 2005. 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 6 percent from 499 in 1996 to 531 in 2005.

**Student enrollment continued to increase:** Student enrollment in the regular Illinois public schools increased steadily from 1,906,599 in 1996 to 2,062,912 in 2005. In the last decade, student enrollment increased by 156,313 or 8.2%. (Enrollment reported here includes only students in regular public schools.)

**Increase in low-income students:** Low-income students increased from 34.9 percent of the enrollment in 1996 to 40.0 percent in 2005. 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 18.8 percent in 1996 to 16.1 percent in 2005. 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.

**Percent minority increased:** Students who are Black, Hispanic, Asian/Pacific Islander, Native American, or Multiracial/ethnic, make up 43.3 percent of the enrollment in 2005, up from 36.0 percent in 1996. 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 5.9 percent in 1996 to 6.6 percent in 2005. LEP students include those who are eligible for bilingual education.

**Decline in dropout rate since 1996:** The dropout rate declined from 6.5 percent in 1996 to 4.0 percent in 2005. 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.

**Chronic truancy rate generally unchanged:** The chronic truancy rate was 2.2 percent in 2005, compared to 2.3 percent reported for 1996. Chronic truants include students, subject to compulsory attendance, who have been absent without valid cause from such attendance for 18 or more of the previous 180 regular attendance days.

**In the last decade, average class sizes generally declined at the elementary level and increased slightly at the high school level:** Between 1996 and 2005, average class sizes for:

- Kindergarten declined from 23.0 to 20.9
- Grade 1 declined from 22.7 to 21.5
- Grade 3 declined from 22.8 to 22.3
- Grade 6 declined from 23.8 to 23.4
- Grade 8 remained unchanged at 22.9
- High School increased slightly from 19.5 to 19.7 (includes Grades 9-12)

**Minorities account for about 16 percent of the teaching force:** While minorities account for 43.3 percent of the students enrolled, only about 16 percent of the classroom teachers are from minority groups.

**Males account for less than one quarter of teachers:** There is a downward trend in the percent of male teachers, declining from 25.5 percent of the teaching force in 1996 to 23.5 percent in 2005.

**Percent of teachers with graduate degrees increased slightly:** In 2005, teachers who had a master's degree or above accounted for 49.1 percent of the classroom teachers in Illinois public schools, up from 44.2 percent in 1996.

**Elementary and secondary pupil-teacher ratios (PTR) declined in 2005:** The elementary PTR declined from 19.4:1 in 2004 to 18.9:1 in 2005. The secondary PTR declined from 18.8:1 in 2004 to 18:4:1 in 2005. But the 2005 secondary PTR is still higher than the 1996 secondary PTR of 17.9:1. Pupil-teacher ratios in elementary schools are consistently higher than the pupil-teacher ratios in high schools.

**Teaching experience (years) declined since 1999:** The average teaching experience of Illinois public school teachers reached a low of 14.2 years in 1995 largely as a result of the state's Early Retirement Incentive (ERI) program launched two years prior to that year. Since then, the average teaching experience has increased, reaching 15.0 years in 1999 and then declining to 13.6 years in 2005. This declining trend may be expected to continue as teachers from the baby-boomer generation reach retirement age.

**Average teacher salary increased by 35 percent since 1996:** The average teacher salary increased from \$41,014 in 1996 to \$55,558 in 2005. When adjusted for inflation, the average teacher salary increased by about 4 percent between 1996 and 2005.

**Average administrator salary increased by 44 percent since 1996:** The average administrator salary increased from \$67,479 in 1996 to \$97,051 in 2005. When adjusted for inflation, the average administrator salary increased by about 10 percent between 1996 and 2005.

**Between 1995 and 2004, statewide operating expenditure per pupil (OEPP) increased by 48.4 percent:** The statewide OEPP increased by 48.4 percent from \$5,922 in 1995 to \$8,786 in 2004. After adjusting for inflation, the OEPP increased by about 16 percent since 1995.

## Illinois Public School Districts by Type 1982-83 through 2004-05

School Year	Elementary Districts	Secondary Districts	Unit Districts	Total Districts
2004-05	379	101 <sup>a</sup>	399	879 <sup>b</sup>
2003-04	381	101	405	887
2002-03	383	103	407	893
2001-02	383	103	407	893
2000-01	383	103	408	894
1999-00	384	103	409	896
1998-99	385	104	408	897
1997-98	388	106	406	900
1996-97	392	107	405	904
1995-96	392	107	408	907
1994-95	395	110	410	915
1993-94	400	110	414	924
1992-93	406	111	415	932
1991-92	410	113	423	946
1990-91	415	114	424	953
1989-90	418	115	428	961
1988-89	422	117	433	972
1987-88	423	119	439	981
1986-87	428	122	443	993
1985-86	431	122	444	997
1984-85	433	124	448	1,005
1983-84	435	125	447	1,007
1982-83	435	125	448	1,008

<sup>a</sup> Does not include two non-operating districts.

<sup>b</sup> Does not include five state-operated school systems (the Illinois Department of Corrections school district, two state laboratory schools, the Illinois Mathematics and Science Academy, and the Illinois Department of Rehabilitation state schools).

Source: CDS Report, Data Analysis & Progress Reporting Division, ISBE.



## Number of Public School Districts by Type and Enrollment 1994-95 and 2004-05

	Elementary Districts		Secondary Districts		Unit Districts		TOTAL*	
	1994-95	2004-05	1994-95	2004-05	1994-95	2004-05	1994-95	2004-05
25,000 or more	0	0	0	0	3	4	3	4
10,000 to 24,999	2	4	2	2	10	14	14	20
5,000 to 9,999	10	9	6	10	22	24	38	43
2,500 to 4,999	41	53	23	22	33	32	97	107
1,000 to 2,499	103	99	29	30	128	115	260	244
600 to 999	61	56	18	17	95	92	174	165
300 to 599	66	58	14	10	105	94	185	162
Less than 300	112	100	16	10	14	25	142	135
<b>Total</b>	<b>395</b>	<b>379</b>	<b>108</b>	<b>101</b>	<b>410</b>	<b>400</b>	<b>913</b>	<b>880</b>

\* Does not include two (2) non-operating districts, Department of Corrections district, state-operated districts, special education districts, and state charter districts.

Source: Fall Housing Enrollment Report, Data Analysis & Progress Reporting Division, ISBE.

## Number of Public and Nonpublic Attendance Centers 1994-95 and 2004-05

	Public		Nonpublic		
	1994-95	2004-05	1994-95	2004-05	
Elementary	2,597	2,609	Elementary	1,007	1,033
Junior High	587	613	Secondary	118	171
High School	645	665	Unit	144	134
Special Education and Others	264	393	Special Education	112	97
<b>Total</b>	<b>4,093</b>	<b>4,280</b>		<b>1,381</b>	<b>1,435</b>

Sources: Fall Housing Enrollment Report, Data Analysis & Progress Reporting Division, ISBE.  
Data Systems, ISBE

# *Students*

## **Public and Nonpublic Pre-Kindergarten Through Grade 12 Fall Pupil Enrollment 1982-83 through 2004-05**

<u>School Year</u>	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>
2004-05	2,097,045	225,765	2,322,810
2003-04	2,100,961	312,819	2,413,780
2002-03	2,084,187	306,047	2,390,234
2001-02	2,071,391	317,198	2,388,589
2000-01	2,051,021	323,231	2,374,252
1999-00	2,018,316	323,869	2,342,185
1998-99	2,011,814	322,664	2,334,478
1997-98	1,996,184	321,406	2,317,590
1996-97	1,974,824	320,880	2,295,704
1995-96	1,948,089	323,438	2,271,527
1994-95	1,920,289	320,290	2,240,579
1993-94	1,898,494	317,102	2,215,596
1992-93	1,877,785	315,995	2,193,780
1991-92	1,843,394	315,247	2,158,641
1990-91	1,816,182	318,625	2,134,807
1989-90	1,792,356	322,666	2,115,022
1988-89	1,790,566	328,280	2,118,846
1987-88	1,806,357	332,033	2,138,390
1986-87	1,819,392	339,680	2,159,072
1985-86	1,821,278	348,994	2,170,272
1984-85	1,829,619	352,079	2,181,698
1983-84	1,849,045	352,518	2,201,563
1982-83	1,875,770	353,412	2,229,182

Source: Fall Housing Enrollment Report, Data Analysis and Progress Reporting Division, ISBE.

## Public School Enrollment Comparison 1994-95 with 2004-05

Grade Level	1994-95 Enrollment	2004-05 Enrollment	Percent Change
Pre-K	32,327	53,434	65.3
Pre-K Bilingual	760	1,293	70.1
Pre-K Spec. Ed.	9,851	14,037	42.5
Kindergarten	146,314	145,797	-0.3
K-1 Transition	810	N/A	N/A
1 <sup>st</sup> Grade	151,419	154,861	2.3
2 <sup>nd</sup> Grade	143,486	152,864	6.5
3 <sup>rd</sup> Grade	143,029	156,370	9.3
4 <sup>th</sup> Grade	143,030	158,622	10.9
5 <sup>th</sup> Grade	138,902	160,365	15.5
6 <sup>th</sup> Grade	133,142	161,487	21.3
7 <sup>th</sup> Grade	134,518	162,047	20.5
8 <sup>th</sup> Grade	135,134	162,192	20.0
Ungraded Elementary	3,953	*	*
Elem. Spec. Ed	49,201	*	*
Elementary Total	1,365,876	1,483,369	8.6
9 <sup>th</sup> Grade	148,944	178,240	19.7
10 <sup>th</sup> Grade	135,955	159,950	17.6
11 <sup>th</sup> Grade	119,266	142,828	19.7
12 <sup>th</sup> Grade	109,360	132,658	21.3
Ungraded Secondary	3,966	*	*
Sec. Spec. Ed.	28,138	*	*
Post Grad.	4,667	458	-90.2
Secondary Total	550,296	613,676	11.5
<b>Total</b>	<b>1,916,172</b>	<b>2,097,045**</b>	<b>9.4</b>

\* Starting with the 1998-99 school year, the student classifications of elementary and secondary special education and non-graded were not used. These students are reported in appropriate grade levels.

\*\* Includes Regional Office of Education, Department of Corrections, special education and regular education schools.

**Public School Enrollment  
by Racial/Ethnic Distribution Comparison  
1994-95 with 2004-05**

	1994-95		2004-05	
	Number of Students	Percent	Number of Students	Percent
White Non-Hispanic	1,230,001	64.2%	1,186,235	56.6%
Black Non-Hispanic	403,613	21.1%	431,049	20.6%
Hispanic	222,678	11.6%	383,546	18.3%
Asian or Pacific Islander	57,130	3.0%	77,044	3.7%
American Indian or Alaskan native	2,750	0.1%	3,831	0.2%
Multi-Racial	N/A	N/A	15,798	0.8%
Total Students	1,916,172		2,097,503	
Percent of Minority Students		35.8%		43.4%

**Nonpublic School Enrollment\* Comparison  
1994-95 with 2004-05**

Grade Level	1994-95 Enrollment	2004-05 Enrollment	Percent Change
Pre-K	31,834	29,559	-7.1
Kindergarten	28,013	20,827	-25.7
1 <sup>st</sup> Grade	27,185	27,385	0.7
2 <sup>nd</sup> Grade	25,415	26,684	5.0
3 <sup>rd</sup> Grade	24,433	18,407	-24.7
4 <sup>th</sup> Grade	23,875	18,419	-22.9
5 <sup>th</sup> Grade	22,627	18,603	-17.8
6 <sup>th</sup> Grade	21,723	17,421	-19.8
7 <sup>th</sup> Grade	20,951	17,287	-17.5
8 <sup>th</sup> Grade	20,673	17,332	-16.2
Ungraded Elementary	1,543	3,686	138.9
Elem. Spec. Ed. (K-8)	2,325	1,897	-18.4
Elementary Total	250,597	217,507	-13.2
9 <sup>th</sup> Grade	19,039	14,268	-25.1
10 <sup>th</sup> Grade	16,669	13,433	-19.4
11 <sup>th</sup> Grade	14,643	13,246	-9.5
12 <sup>th</sup> Grade	14,385	13,074	-9.1
Ungraded Secondary	1,217	2,066	69.8
Sec. Spec. Ed. (9-12)	2,650	132	-95.0
Reported Total Only**			
Secondary Total	68,603	56,579	-17.5
Ungraded			
Total	320,290	274,086	-14.4

\* Nonpublic schools report data on a voluntary basis. Voluntary registration of nonpublic elementary and secondary schools on an annual basis went into effect July 1, 1977.

\*\* Some nonpublic schools reported total enrollment only, which is included in the "Total."

## Bilingual Education Enrollment 2004-05

By Native Language	Chicago		Non-Chicago		State Total	
	Number	Pct	Number	Pct	Number	Pct
Spanish	55,803	44.3	70,290	55.7	126,093	80.6
Polish	3,075	46.9	3,475	53.1	6,550	4.2
Arabic	992	37.8	1,629	62.2	2,621	1.7
Urdu	1,021	47.9	1,112	52.1	2,133	1.4
Cantonese (Chinese)	1,312	80.7	314	19.3	1,626	1.0
Korean	177	11.0	1,435	89.0	1,612	1.0
Pilipino (Tagalog)	439	35.2	808	64.8	1,247	0.8
Gujarati	190	16.1	993	83.9	1,183	0.8
Vietnamese	515	46.1	602	53.9	1,117	0.7
Lithuanian	53	6.0	834	94.0	887	0.6
Russian	103	11.7	774	88.3	877	0.6
Serbian	400	56.6	307	43.4	707	0.5
Japanese	36	5.3	645	94.7	681	0.4
Mandarin (Chinese)	153	24.7	466	75.3	619	0.4
Bosnian	382	64.4	211	35.6	593	0.4
Bulgarian	188	33.3	377	66.7	565	0.4
Ukrainian	255	47.6	281	52.4	536	0.3
Other (Identified)	2,114	35.0	3,934	65.0	6,048	3.9
Other (Unidentified)	258	32.0	549	68.0	807	0.5
Enrollment Totals	67,466	43.1	89,036	56.9	156,502	100.0

## Reasons for Exiting Bilingual Programs 2004-05

Reason for Exiting the Program	Chicago		Non-Chicago		State Total	
	Number	Pct of Total Exits	Number	Pct of Total Exits	Number	Pct of Total Exits
Transitioned	4,764	32.3	8,812	46.5	13,576	40.3
Withdrawn by Parents	2,118	14.3	1,207	6.4	3,325	9.9
Graduated	0	0.0	1,639	8.6	1,639	4.9
Dropped Out	119	0.8	356	1.9	475	1.4
Transferred	4,349	29.5	4,045	21.3	8,394	24.9
Other	3,412	23.1	2,897	15.3	6,309	18.7
Total Exited	14,762	43.8	18,956	56.2	33,718	21.5
Have Not Exited	52,704	42.9	70,080	57.1	122,784	78.5
Total Served	67,466	43.1	89,036	56.9	156,502	100.0

### New assessment of Limited English Proficient students

Starting in the spring of 2006, a new English language proficiency assessment called the ACCESS will be administered to Limited English Proficient (LEP) students. This assessment is aligned with English language standards and, therefore, would generate valid information on what LEP students need to learn and achieve to prepare them to the rigors of the regular education academic requirements. Moreover, decisions of exiting students from the program could now be based on a more valid and empirical measure.

## School Districts Which Served Over 1,000 Bilingual Students

School District Name	Number	Percent of Total
City of Chicago District 299	67,466	43.1
Cicero S.D. 99	6,214	4.0
School District 46	6,060	3.9
Aurora East Unit S.D. 131	4,913	3.1
Waukegan CUSD 60	4,565	2.9
Community Unit S.D. 300	2,579	1.6
Rockford S.D. 205	2,219	1.4
Wheeling CCSD 21	2,132	1.4
West Chicago Elementary S.D. 33	1,953	1.2
Palatine CCSD 15	1,941	1.2
Round Lake Area SD 116	1,590	1.0
Schaumburg CCSD 54	1,577	1.0
Community Consolidated S.D. 59	1,570	1.0
Community Consolidated S.D. 62	1,346	0.9
Aurora West Unit S.D. 129	1,125	0.7
Valley View CUSD #365U	1,112	0.7
Indian Prairie CUSD 204	1,068	0.7
Plainfield S.D. 202	1,014	0.6

### Need to Continue the Program

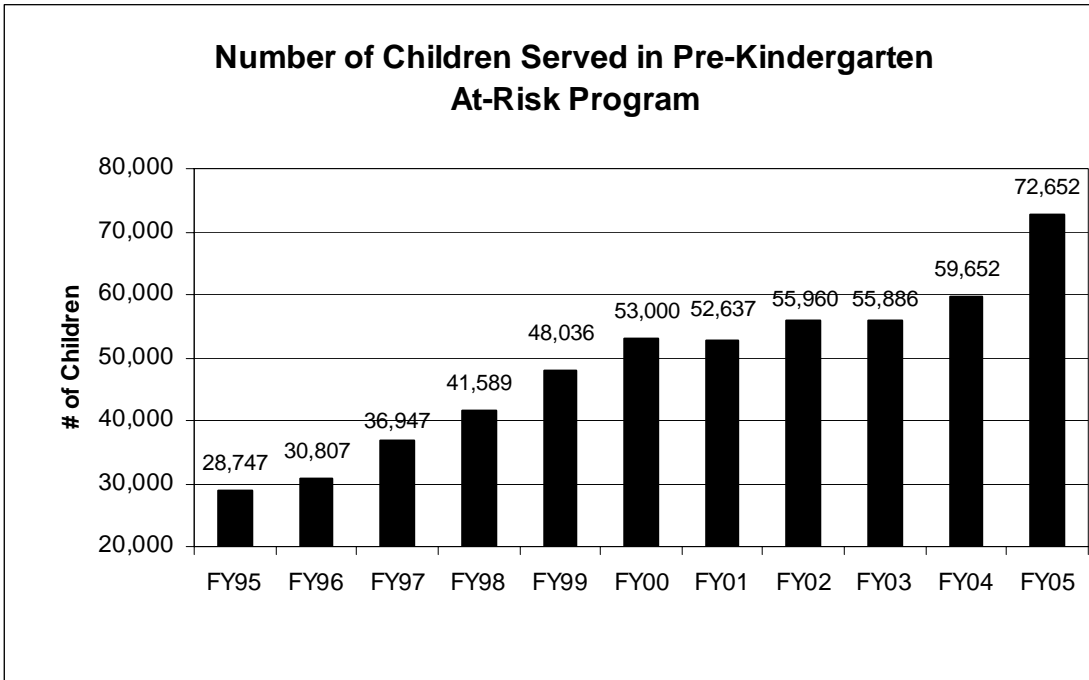
There was a decrease in Limited English Proficient (LEP) enrollments in Chicago while an increase in enrollment was experienced downstate (non-Chicago) (see table below). The importance of bilingual education programs should not be detracted by the mere decrease of 644 student enrollment in FY05 from FY04. Data elsewhere showed that limited English proficient students are actually doing much better both on the ISAT and IMAGE in FY05, and such achievement may have been contributed by rigorous instruction and responsive curriculum adopted by bilingual education programs in meeting the special educational needs of LEP students. Moreover, migration of non-English speaking students continues to increase in suburban and downstate areas that would benefit from expanding bilingual education programs.

### Number of Students Served by Bilingual Education Programs: FY01 - FY05

	Fiscal Year					% change in FY05	
	FY01	FY02	FY03	FY04	FY05	From FY03	From FY04
Chicago District 299	61,610	64,383	67,676*	71,512	67,466	-0.3	-5.7
Non-Chicago	78,918	90,532	85,488	85,634	89,036	4.2	4.0
<b>Total Served</b>	<b>140,528</b>	<b>154,915</b>	<b>153,164</b>	<b>157,146**</b>	<b>156,502</b>	<b>2.2</b>	<b>-0.4</b>

\*This is an adjusted number. 16,250 students in Chicago's FY03 Annual Student Report should have not been included in the report.

\*\*This is also adjusted for students who have exited prior to FY04.



### High School Graduates

	Public	Nonpublic	Total
2003-04	124,763	13,850	138,613
2002-03	117,507	15,179	132,686
2001-02	116,600	15,216	131,816
2000-01	110,624	15,216	125,840
1999-00	111,835	15,114	126,949
1998-99	112,557	15,169	127,726
1997-98	114,611	15,481	130,092
1996-97	110,170	15,036	125,206
1995-96	104,626	14,520	119,146

2004-05 information will be available March 2006.

## 2003 - 04 High School Dropout Rate by Grade Level, Gender and Race

	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade		Total		All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>White Non-Hispanic</b>											
# of Dropouts	1,456	1,148	1,780	1,415	2,126	1,665	2,190	1,561	7,552	5,789	13,341
Statewide Enrollment	52,054	49,163	49,793	46,862	46,678	44,289	46,592	43,812	195,117	184,126	379,243
Dropout Rate	2.80%	2.34%	3.57%	3.02%	4.55%	3.76%	4.70%	3.56%	3.87%	3.14%	3.52%
<b>Black Non-Hispanic</b>											
# of Dropouts	2,223	1,600	1,878	1,531	1,232	1,046	1,023	814	6,356	4,991	11,347
Statewide Enrollment	20,295	18,914	14,848	15,248	11,352	12,462	12,392	11,198	58,887	57,822	116,709
Dropout Rate	10.95%	8.46%	12.65%	10.04%	10.85%	8.39%	8.26%	7.27%	10.79%	8.63%	9.72%
<b>American Indian-Alaskan</b>											
# of Dropouts	12	5	6	11	13	11	12	4	43	31	74
Statewide Enrollment	235	216	195	170	185	184	143	147	758	717	1,475
Dropout Rate	5.11%	2.31%	3.08%	6.47%	7.03%	5.98%	8.39%	2.72%	5.67%	4.32%	5.02%
<b>Asian-Pacific Islander</b>											
# of Dropouts	102	62	104	43	76	55	89	50	371	210	581
Statewide Enrollment	3,132	2,919	3,105	2,856	2,988	2,774	3,030	2,768	12,255	11,317	23,572
Dropout Rate	3.26%	2.12%	3.35%	1.51%	2.54%	1.98%	2.94%	1.81%	3.03%	1.86%	2.46%
<b>Hispanic</b>											
# of Dropouts	1,412	1,040	1,032	777	874	700	744	523	4,062	3,040	7,102
Statewide Enrollment	14,304	13,111	11,596	11,175	9,363	9,229	8,739	8,153	44,002	41,668	85,670
Dropout Rate	9.87%	7.93%	8.90%	6.95%	9.33%	7.58%	8.51%	6.41%	9.23%	7.30%	8.29%
<b>Totals:</b>											
# of Dropouts	5,205	3,855	4,800	3,777	4,321	3,477	4,058	2,952	18,384	14,061	32,445
Statewide Enrollment	90,020	84,323	79,537	76,311	70,566	68,938	70,896	66,078	311,019	295,650	606,669
Dropout Rate	5.78%	4.57%	6.03%	4.95%	6.12%	5.04%	5.72%	4.47%	5.91%	4.76%	5.35%

Data Source:

Number of dropouts by grade level, gender and race -- End of Year Report

Statewide enrollment -- Fall Housing Report



**School Report Card**  
**Selected School Report Card Variables: Statewide Trend Data**  
**(For Regular Public Schools Only)**

<b>Report Card Variable</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Enrollment</b>											
White	64.7%	64.0%	63.3%	62.6%	62.0%	61.1%	60.1%	59.3%	58.6%	57.7%	56.7%
Black	20.6%	20.6%	20.6%	20.8%	20.8%	20.9%	20.9%	20.8%	20.7%	20.8%	20.3%
Hispanic	11.6%	12.2%	12.8%	13.3%	13.9%	14.6%	15.4%	16.2%	17.0%	17.7%	18.3%
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%
Native American	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Multiracial/Ethnic											0.7%
<b>Total Number</b>	<b>1,880,376</b>	<b>1,906,599</b>	<b>1,931,871</b>	<b>1,951,998</b>	<b>1,962,026</b>	<b>1,983,991</b>	<b>2,007,170</b>	<b>2,029,821</b>	<b>2,044,539</b>	<b>2,060,048</b>	<b>2,062,912</b>
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%
LEP Enrollment	5.6%	5.9%	6.1%	6.3%	6.4%	6.1%	6.3%	6.7%	6.3%	6.7%	6.6%
Dropout Rate	6.8%	6.5%	6.4%	6.2%	5.9%	5.8%	5.7%	5.1%	4.9%	4.6%	4.0%
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%
Mobility Rate	19.3%	18.8%	18.4%	18.2%	18.1%	17.5%	17.2%	16.5%	16.4%	16.8%	16.1%
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%
<b>Average Class Size</b>											
Kindergarten	22.7	23.0	22.5	22.1	21.8	21.3	20.9	20.5	20.6	21.0	20.9
Gr 1	23.1	22.7	23.1	22.8	22.3	21.6	21.6	21.1	21.3	21.6	21.5
Gr 3	23.5	22.8	23.5	23.2	23.0	22.4	22.3	22.1	22.5	22.6	22.3
Gr 6	24.1	23.8	24.7	24.3	23.8	23.9	24.0	23.6	23.6	23.7	23.4
Gr 8	23.5	22.9	23.0	23.5	23.1	22.9	22.6	22.3	22.8	23.1	22.9
High School	19.7	19.5	19.3	18.9	18.3	18.4	18.2	18.8	17.6	19.9	19.7
Oper Expend Per Pupil (prior year)	\$5,705	\$5,922	\$6,158	\$6,281	\$6,682	\$7,146	\$7,483	\$7,926	\$8,181	\$8,482	\$8,786
Graduation Rate	80.7%	80.5%	81.6%	81.8%	81.9%	82.6%	83.2%	85.2%	86.0%	86.6%	87.4%

# Student Performance

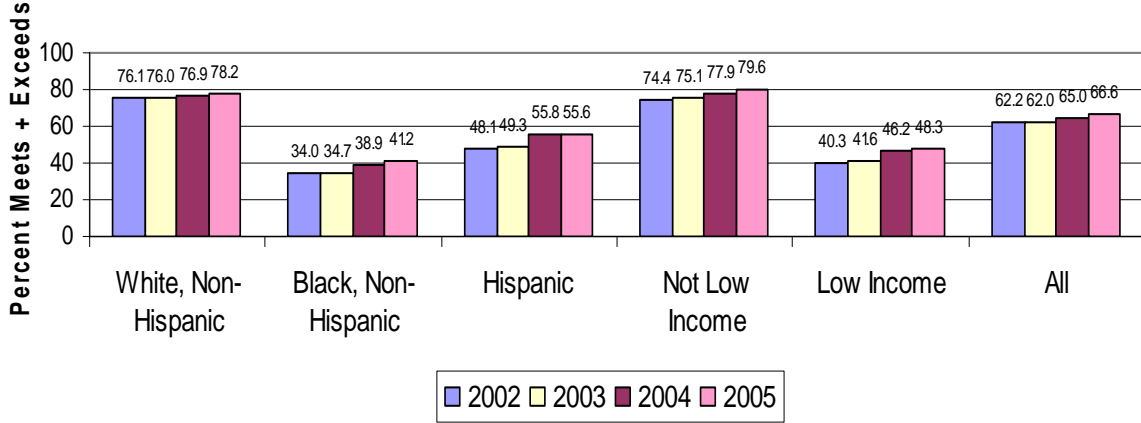
## Illinois Standards Achievement Test (ISAT)

Based on their ISAT scores, students are placed in performance levels. The cut-off scores for these levels were established with the help of Illinois elementary and secondary educators. The distribution (percents) of students at each level is shown below for school years 2001 – 2005. Totals may not equal 100 percent due to rounding.

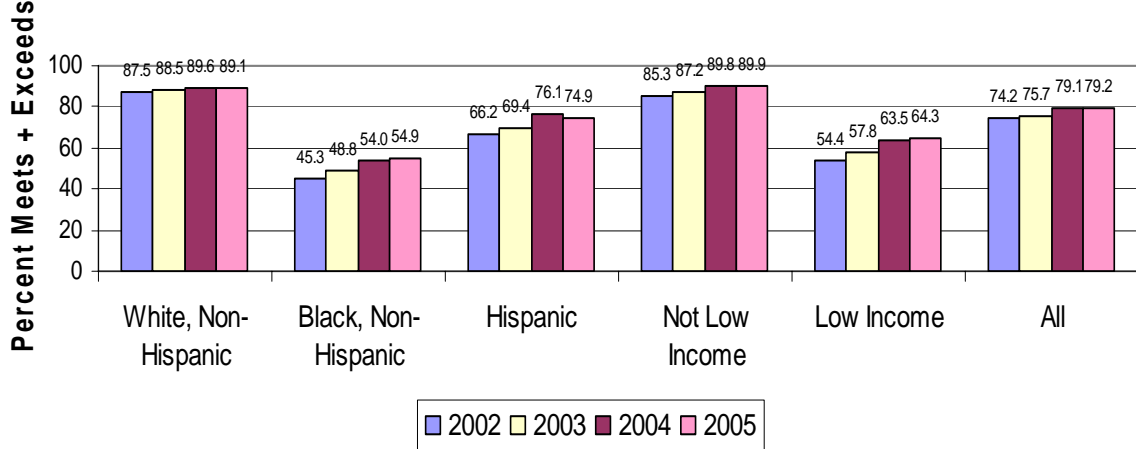
Reading	Grade 3					Grade 5					Grade 8				
	01	02	03	04	05	01	02	03	04	05	01	02	03	04	05
Academic Warning	7	7	8	7	7	1	2	1	2	2	1	1	1	2	1
Below Standards	31	31	30	28	28	40	39	39	37	38	34	31	36	31	27
Meets Standards	43	44	40	42	45	34	37	37	36	40	56	58	54	57	61
Exceeds Standards	19	19	22	23	21	25	22	23	25	19	10	10	10	10	11
Writing	Grade 3					Grade 5					Grade 8				
	01	02	03	04	05	01	02	03	04	05	01	02	03	04	05
Academic Warning	9	9	7	5	*	4	6	6	4	*	6	5	6	5	*
Below Standards	33	34	33	31	*	27	35	29	26	*	32	32	35	32	*
Meets Standards	55	54	57	61	*	58	54	61	66	*	55	57	55	59	*
Exceeds Standards	3	3	3	3	*	12	5	3	4	*	7	5	4	5	*
Mathematics	Grade 3					Grade 5					Grade 8				
	01	02	03	04	05	01	02	03	04	05	01	02	03	04	05
Academic Warning	8	7	7	7	5	4	5	3	3	3	7	7	6	6	6
Below Standards	18	19	17	14	15	34	32	28	25	24	42	40	41	40	40
Meets Standards	46	44	45	46	45	55	55	59	60	61	37	37	38	38	37
Exceeds Standards	28	30	31	33	34	6	8	10	12	12	13	15	15	17	17
Science	Grade 4					Grade 7									
	01	02	03	04	05	01	02	03	04	05					
Academic Warning	8	8	7	6	5	11	10	10	10	10					
Below Standards	26	25	26	26	24	17	17	17	15	15					
Meets Standards	54	53	52	55	55	52	56	56	58	54					
Exceeds Standards	11	14	14	13	16	20	17	17	17	20					
Social Science	Grade 4					Grade 7									
	01	02	03	04	05	01	02	03	04	05					
Academic Warning	11	10	8	10	*	2	2	1	2	*					
Below Standards	28	31	29	29	*	38	40	38	39	*					
Meets Standards	55	54	56	54	*	47	48	46	44	*					
Exceeds Standards	6	6	6	7	*	13	11	15	15	*					

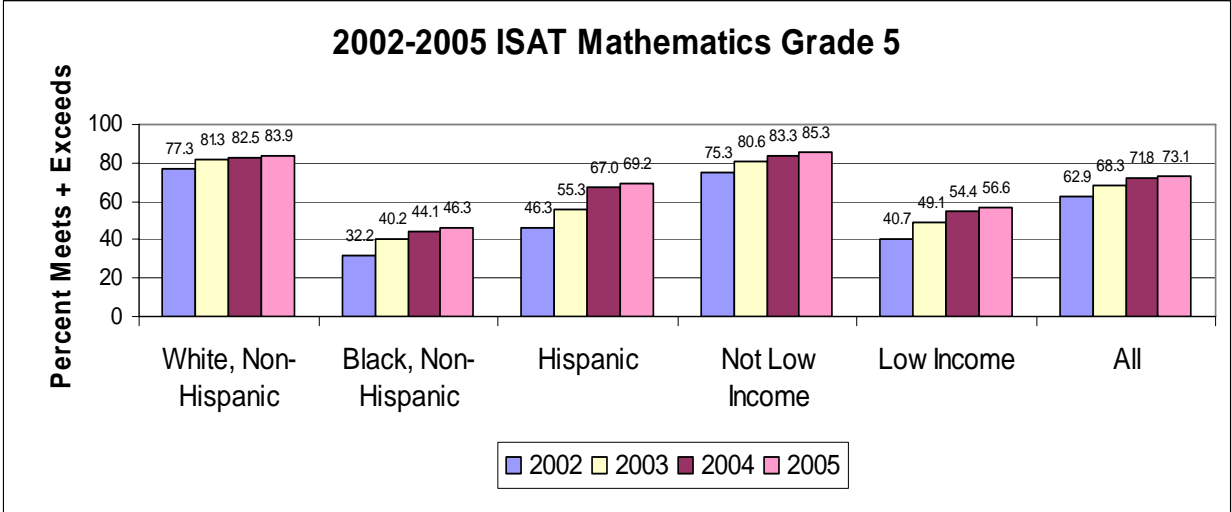
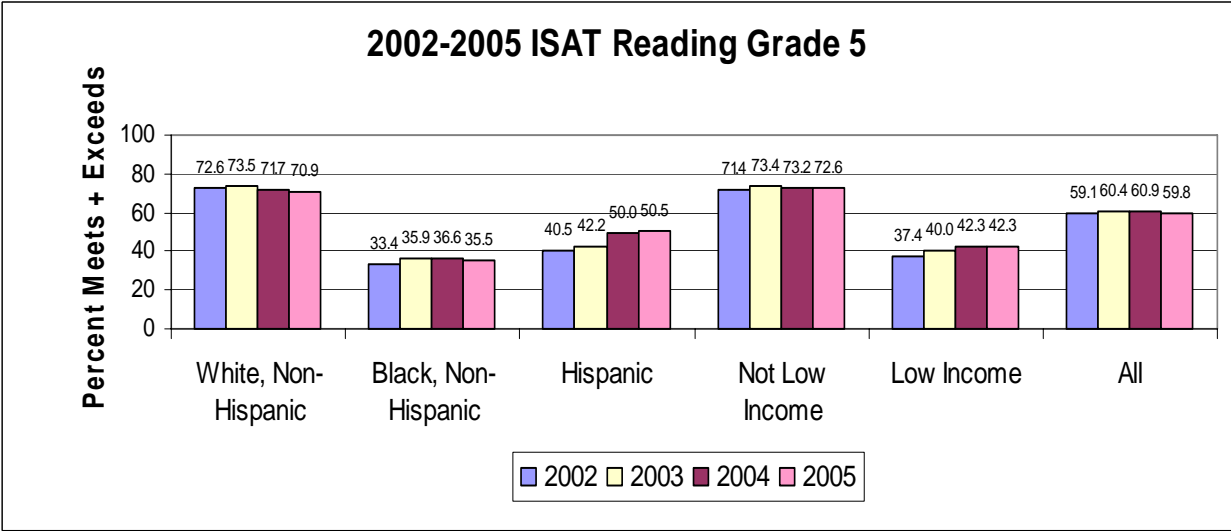
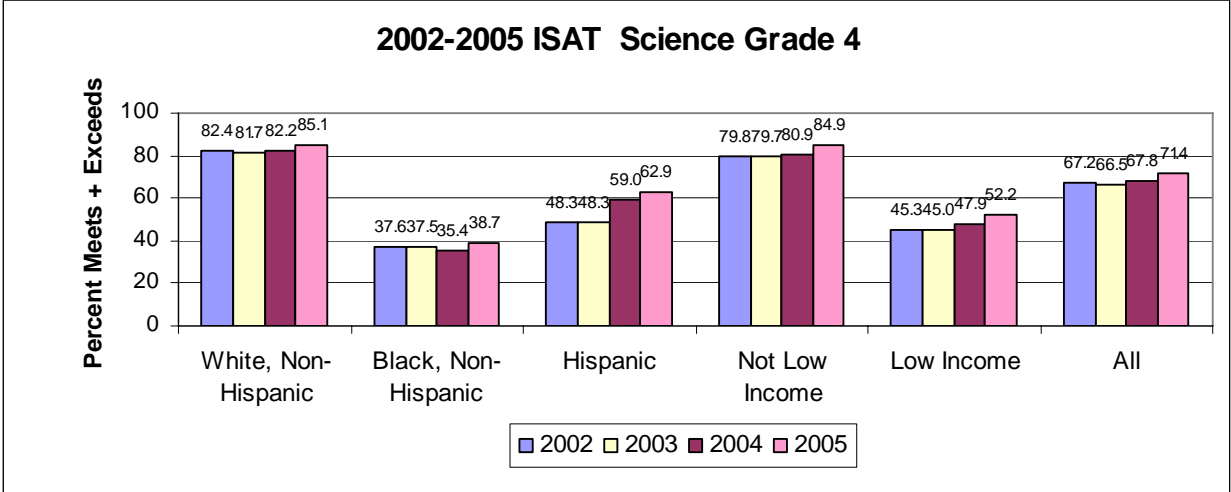
\* Writing and social Science were not tested in FY05.

### 2002-2005 ISAT Reading Grade 3

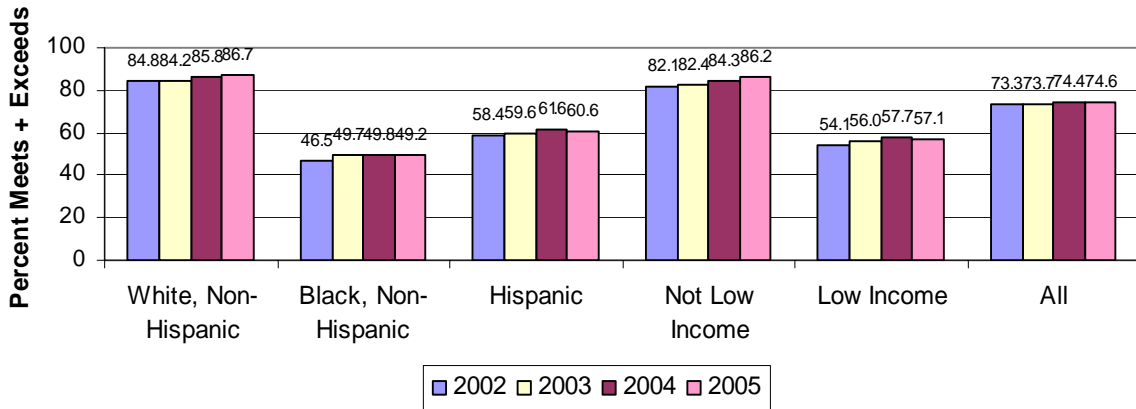


### 2002-2005 ISAT Mathematics Grade 3

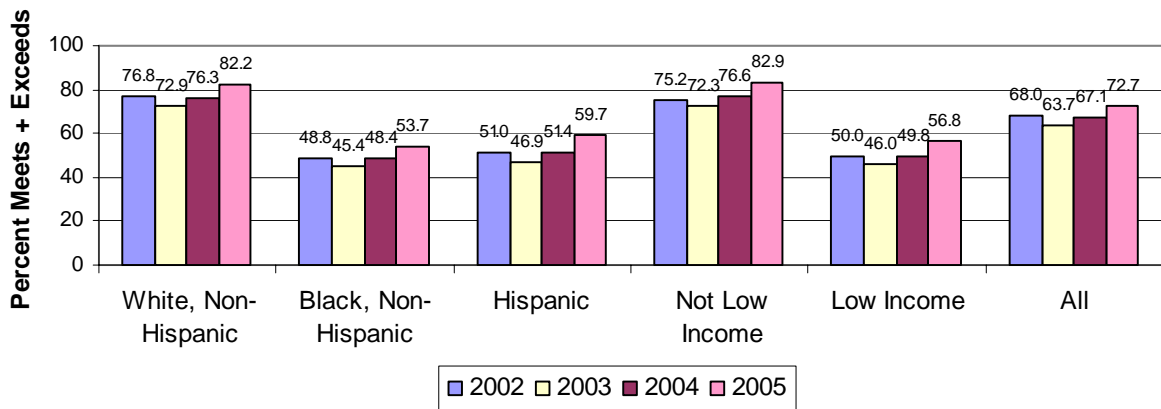




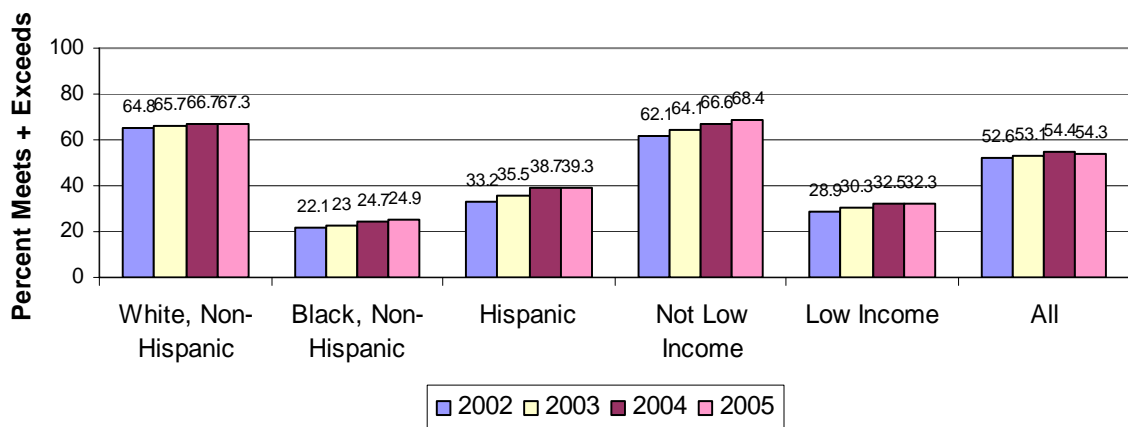
### 2002-2005 ISAT Science Grade 7

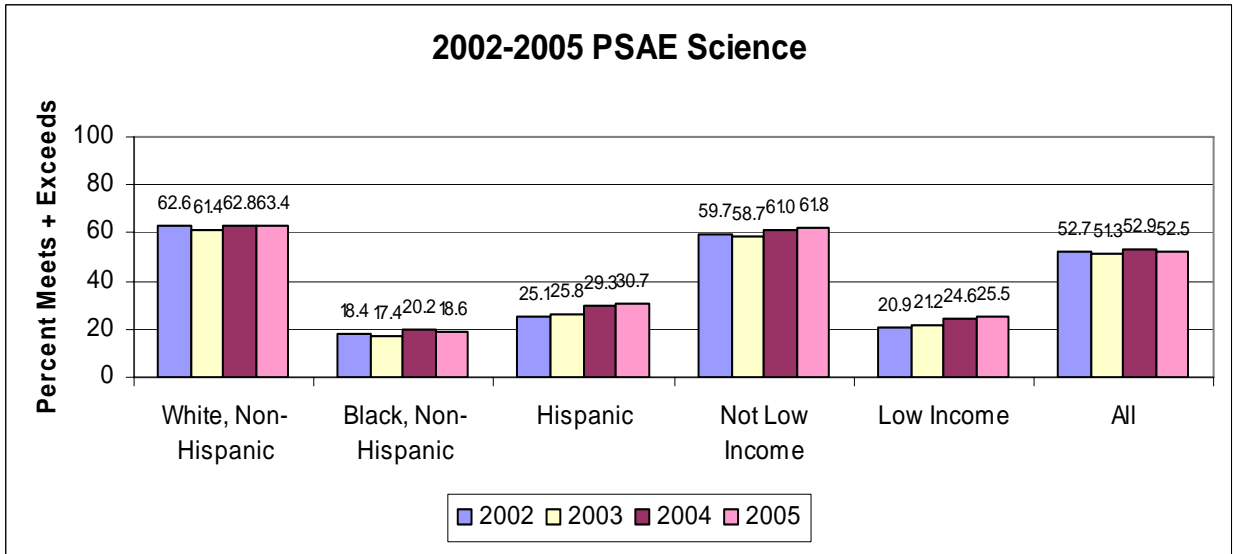
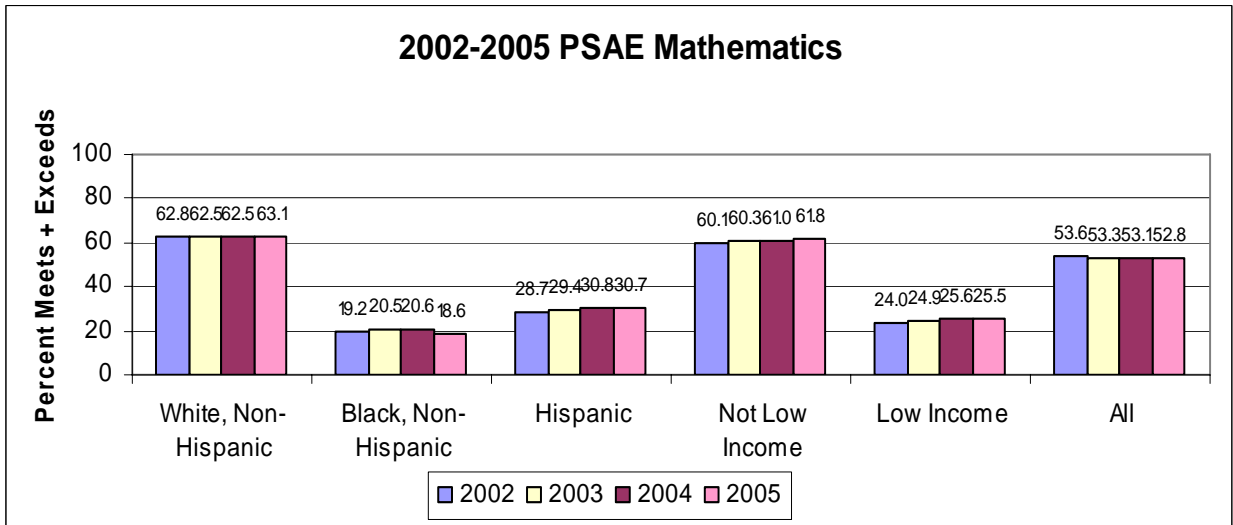
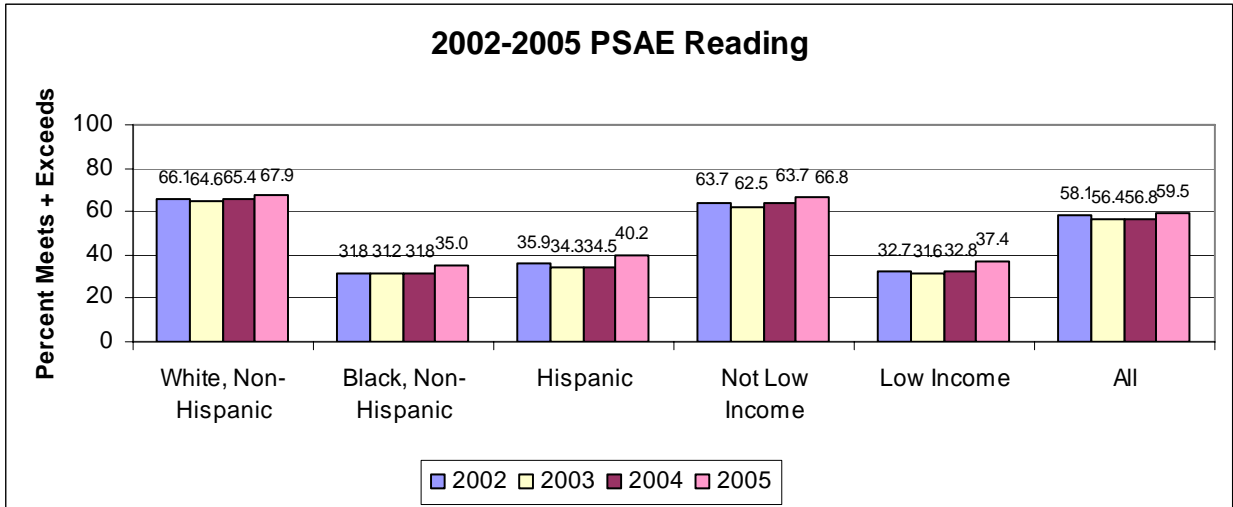


### 2002-2005 ISAT Reading Grade 8

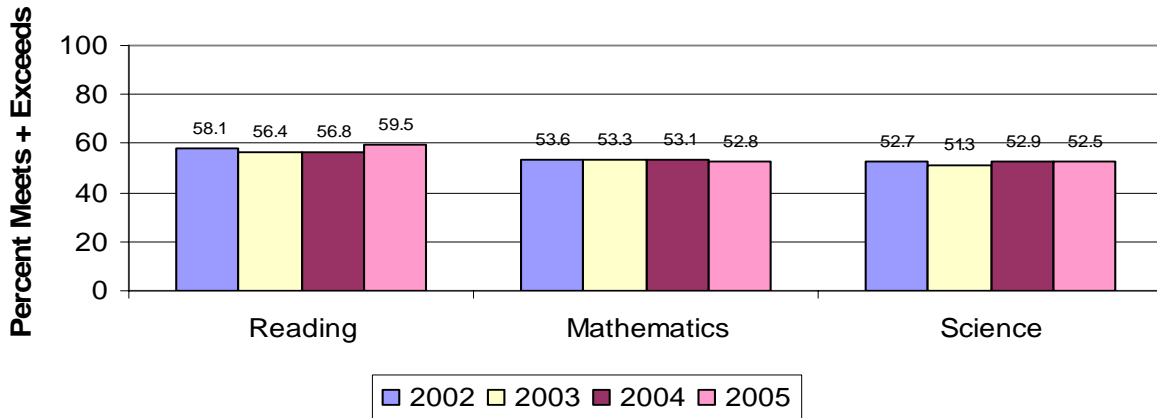


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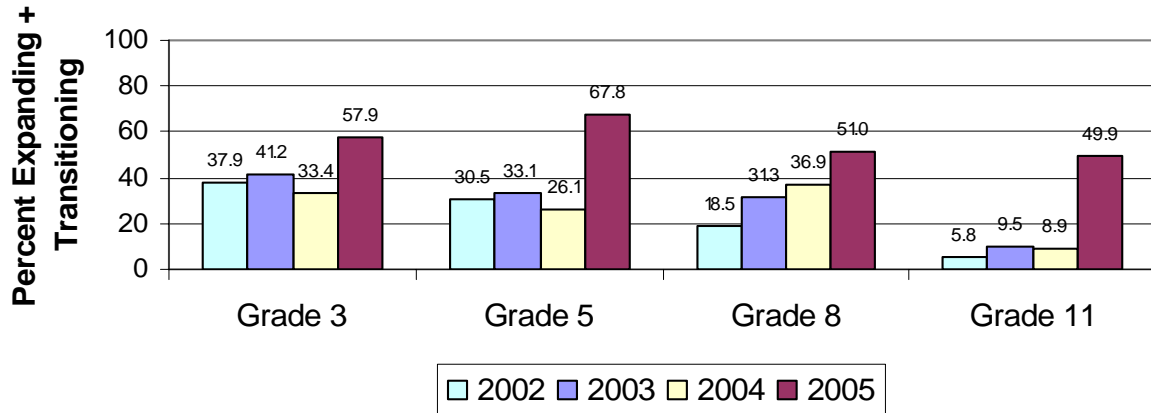




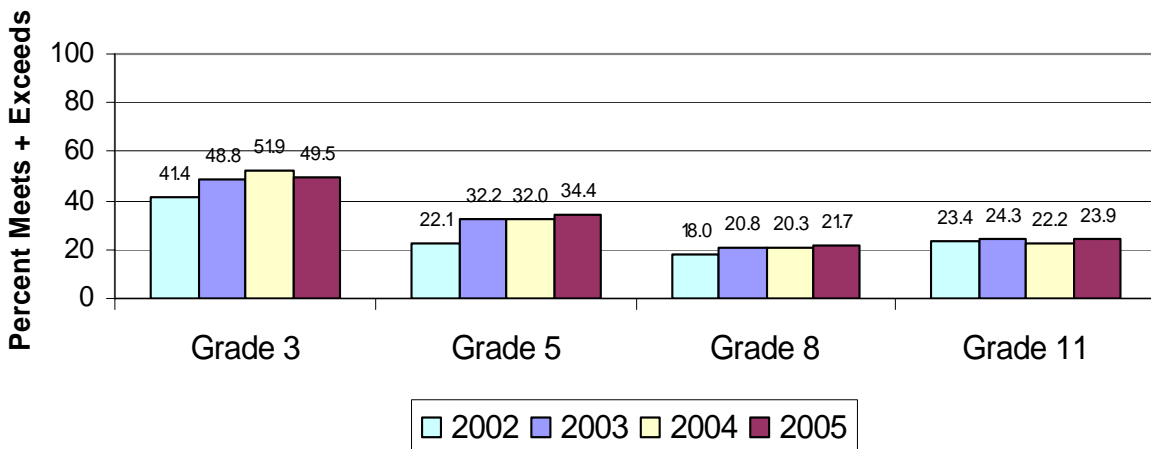
### 2002-2005 PSAE Statewide Results



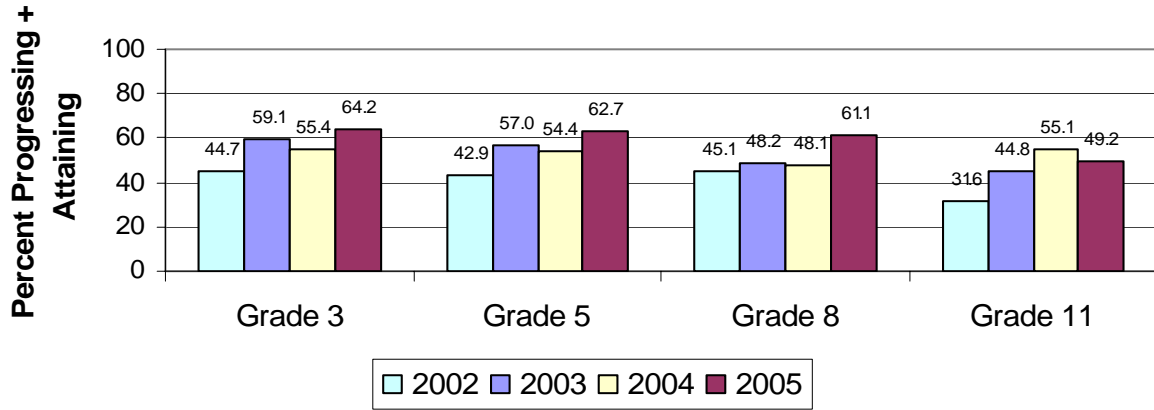
### 2002-2005 IMAGE Reading



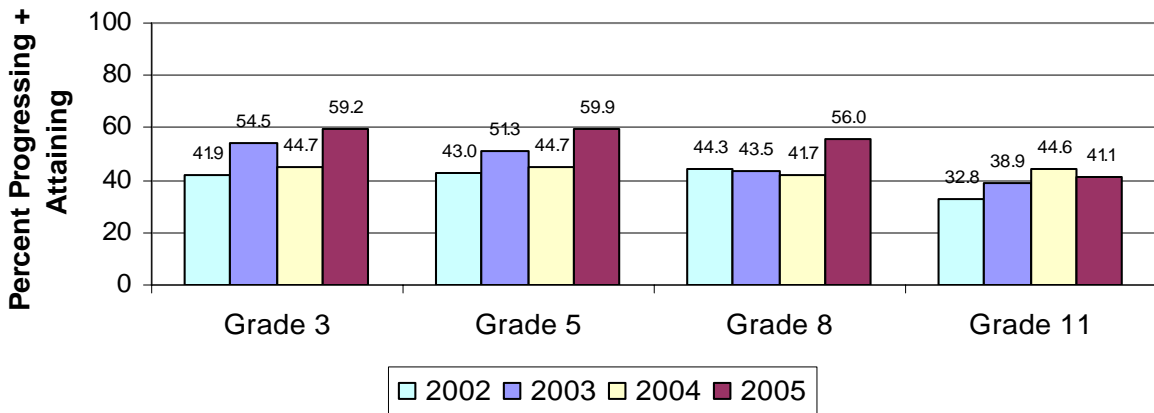
### 2002-2005 IMAGE Mathematics



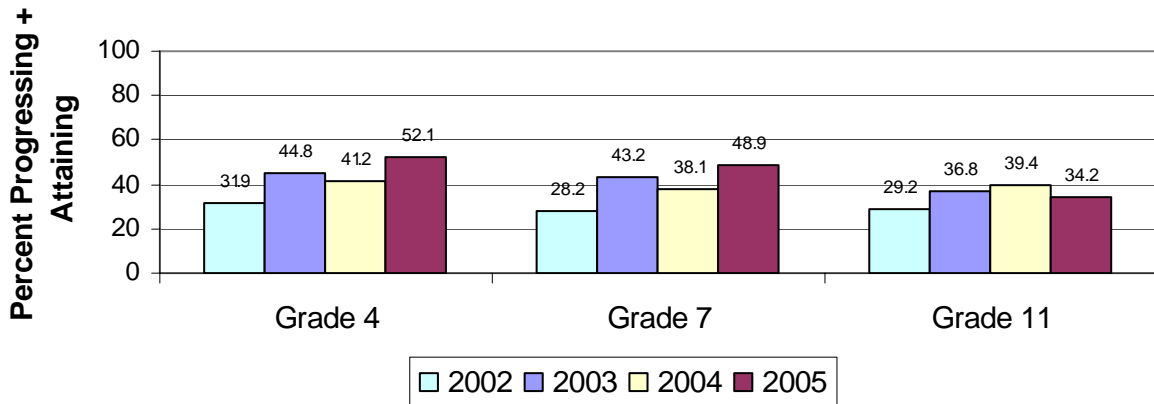
### 2002-2005 IAA Reading



### 2002-2005 IAA Mathematics



### 2002-2005 IAA Science

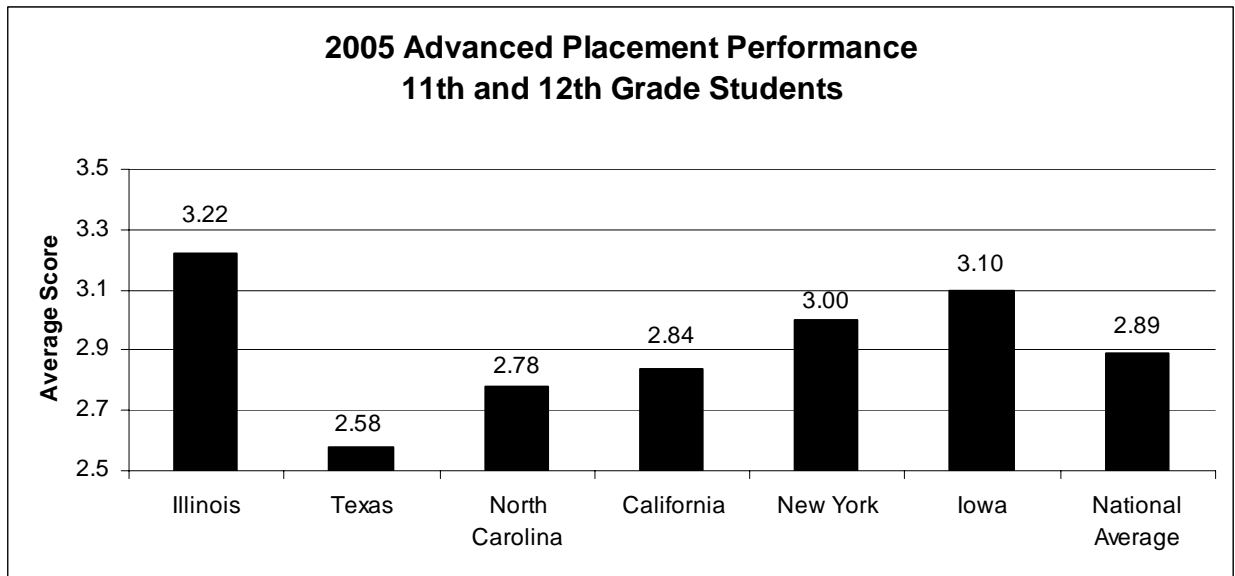




## ACT Assessment Scores

	Composite	English	Mathematics	Reading	Science	Students Tested
<b>Illinois</b>						
2004-05	20.3	19.9	20.2	20.3	20.4	135,967
2003-04	20.3	19.7	20.2	20.5	20.2	132,525
2002-03	20.2	19.6	20.2	20.4	20.1	134,505
2001-02	20.1	19.4	20.2	20.3	20.0	128,753
2000-01	21.6	21.1	21.5	21.8	21.6	89,311
1999-00	21.5	20.9	21.5	21.7	21.4	90,450
1998-99	21.4	20.9	21.4	21.6	21.3	88,026
1997-98	21.4	20.7	21.4	21.5	21.4	89,452
<b>Nation</b>						
2004-05	20.9	20.4	20.7	21.3	20.9	1,186,251
2003-04	20.9	20.4	20.7	21.3	20.9	1,171,460
2002-03	20.8	20.3	20.6	21.2	20.8	1,175,059
2001-02	20.8	20.2	20.6	21.1	20.8	1,116,082
2000-01	21.0	20.5	20.7	21.3	21.0	1,069,772
1999-00	21.0	20.5	20.7	21.4	21.0	1,065,138
1998-99	21.0	20.5	20.7	21.4	21.0	1,019,053
1997-98	21.0	20.4	20.8	21.4	21.1	995,039

NOTE: **Use caution** when comparing Illinois ACT results for the graduating class of 2002 (and later years) to earlier graduating classes, or when comparing Illinois data to national data. Before April 2001, Illinois students took the ACT on a voluntary basis. Beginning in April 2001, all eligible Illinois public school students are required to take the ACT in Grade 11 as part of the Prairie State Achievement Examination (PSAE).

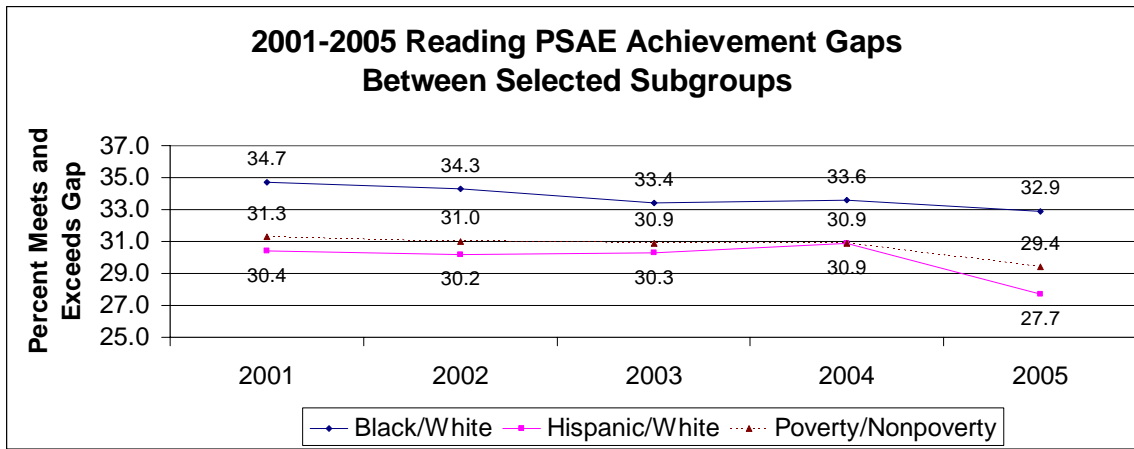


Source: 2005 AP State and National Summary Reports.

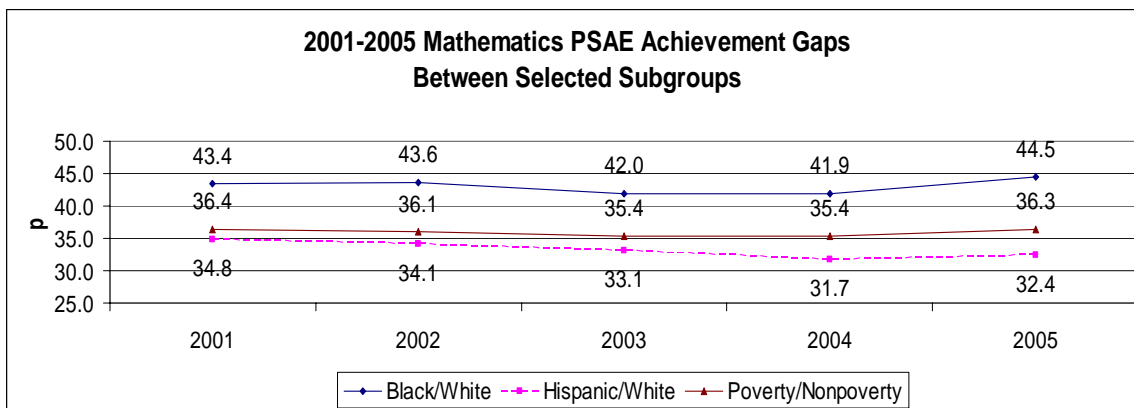
## Achievement Gap

White and Asian/Pacific Islander students consistently outperform black, Hispanic, and American Indian/Alaskan students in all subject areas. Changes in achievement gaps between whites and blacks, whites and Hispanics, and low-income and non-low-income students are mixed across the subject areas.

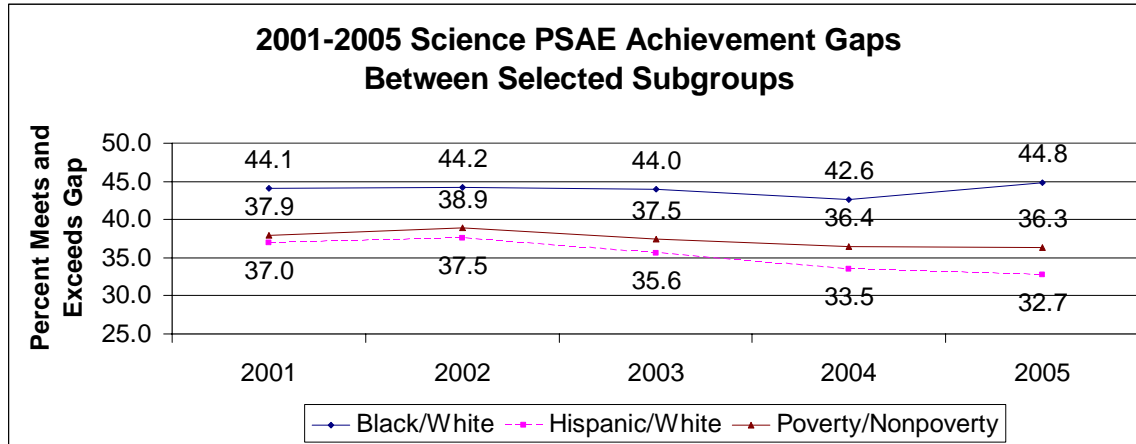
**In reading**, academic performance by racial group mirrors the overall performance across years by remaining stable from 2001 to 2004, with increases in percents meeting and exceeding in 2005 for all racial groups. The achievement gaps between 2001 and 2004 remained fairly flat in all three comparison groups. However, in 2005 there was a narrowing of the gaps for all three groups, with the greatest narrowing occurring between whites and Hispanics. As it occurred in 2005, it is desirable to have achievement gaps narrow at the same time all racial categories increase in performance. The percentage gap between whites and Hispanics went from 30.9 in 2004 to 27.7 in 2005.



**For mathematics**, the achievement gaps remained unchanged between 2001 and 2004, then in 2005 the gaps increased for all three comparison groups. However, the achievement gap trend between 2001 and 2005 is virtually unchanged for whites vs. blacks, and between low-income and non-low-income students. The trend for whites vs. Hispanics during this time shows a slight improvement starting with a gap of 34.8 percentage points in 2001 to 32.4 in 2005. In 2005, achievement gaps increased for all three comparison groups. Hispanics and low-income students have improved in their percentage meeting and exceeding standards since 2001, while the percentage meeting and exceeding standards for blacks has dropped from 19.5 percent in 2001 to 18.6 percent in 2005.



**For science**, the gaps have improved since 2001 for whites vs. Hispanics and poverty vs. non-poverty students, but it has worsened for blacks compared to whites. Academic performance by whites, blacks, Hispanic, and poverty students, has improved since 2001, with Hispanics having the most consistent year-to-year improvements. The gap between whites and blacks has grown due to higher increases in performance for whites.



### Impact/Policy Issues

Illinois raised its graduation requirements for the first time in 21 years by recently requiring more coursework in mathematics, science, writing, social sciences, language arts, and electives. Entering freshmen this year and each of the next three years will have increasingly more stringent graduation requirements. We know from research conducted on the ACT and other tests that students who take the core courses perform much higher on these performance measures.

# *Educators*

## Public and Nonpublic School Personnel (FTE) 2004-05\*

Personnel	Public	Nonpublic
Pre-Kindergarten Teachers	1,312.8	1,756
Kindergarten Teachers	4,211.9	1,328
Elementary Teachers	71,841.9	9,376
Secondary Teachers	33,279.4	4,133
Special Education Teachers	21,328.4	820
Administrators	1,588.9	2,325
Principals and Assistant Principals	5,894.4	a
Pupil Personnel Specialists	11,122.6	1,030
Supervisors	3,029.6	883
Other Certificated Staff	<u>4,097.3</u>	<u>b</u>
<b>Total Personnel</b>	<b>157,707.2</b>	<b>21,651</b>

<sup>a</sup> Included in administrators above.

<sup>b</sup> Not applicable.

## Number of Selected Full-Time Personnel by Gender 2004-05

Staff Category	Male	Female	Total
Regional Supts	31	10	41
District Supts	642	181	823
Other Admin Staff*	326	335	661
Principals	1,737	1,941	3,678
Asst. Principals	968	1,219	2,187

\* Includes Assistant Superintendents, Business Managers, and Administrative Assistants.

## Median/Mean Salaries for Selected Full-Time Personnel 2004-05\*

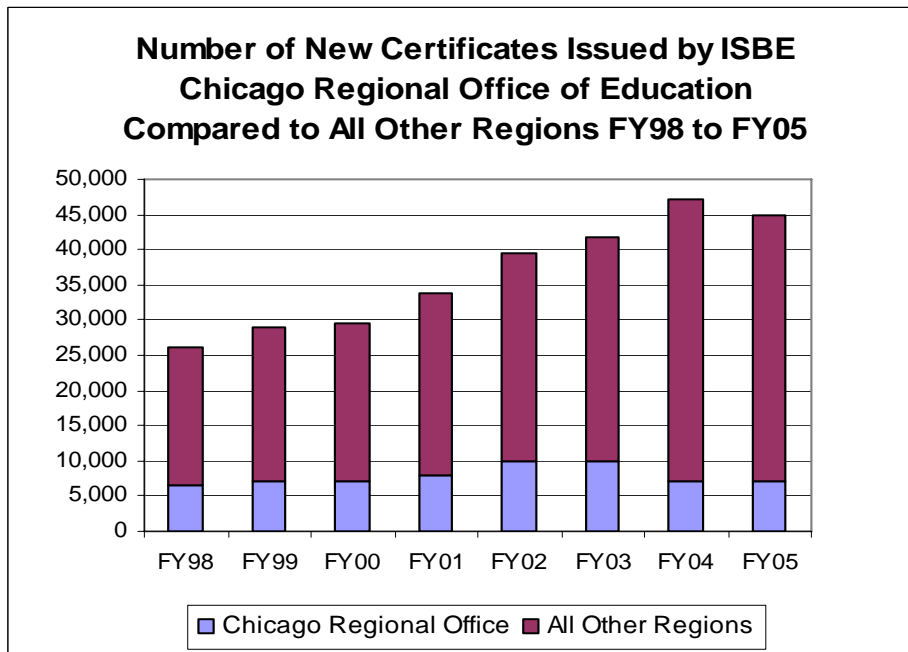
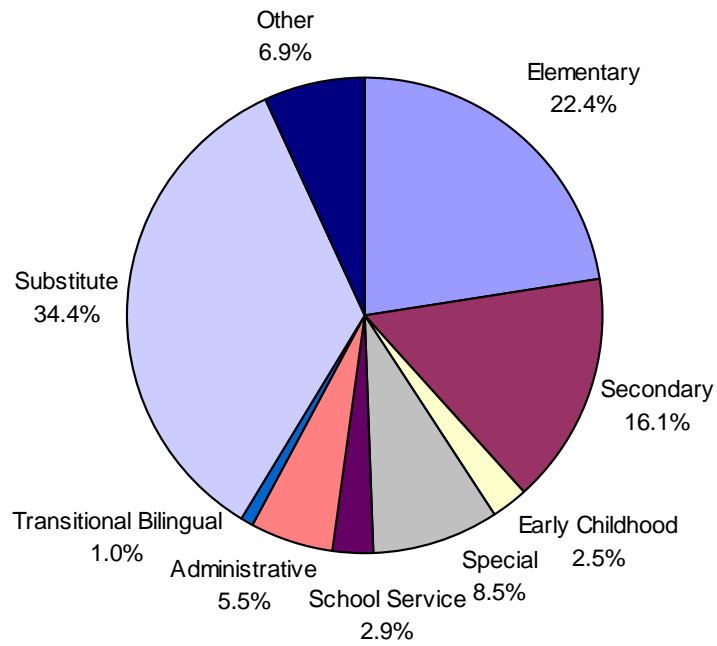
Staff Category	Median	Mean
Regional Superintendents	\$88,126	\$89,231
District Superintendents	\$116,571	\$130,943
District Administrative Staff	\$115,385	\$115,530
Principals	\$92,581	\$96,008
Assistant Principals	\$90,107	\$88,175
Pupil Personnel Specialists	\$61,117	\$63,559
Supervisors	\$88,584	\$89,553
Special Education & Speech Language Staff	\$54,891	\$51,976
Elementary Teachers (Pre-K – 8)	\$49,946	\$53,114
Secondary Teachers (9-12)	\$56,154	\$60,883
All Classroom Teachers (Pre-K – 12)	\$51,774	\$55,549
First Year Teachers	\$37,260	\$37,501

\* Data now include Chicago District 299. Salaries include board-paid retirement, extra duty pay, flexible benefit plans, bonus payments, and retirement incentives.

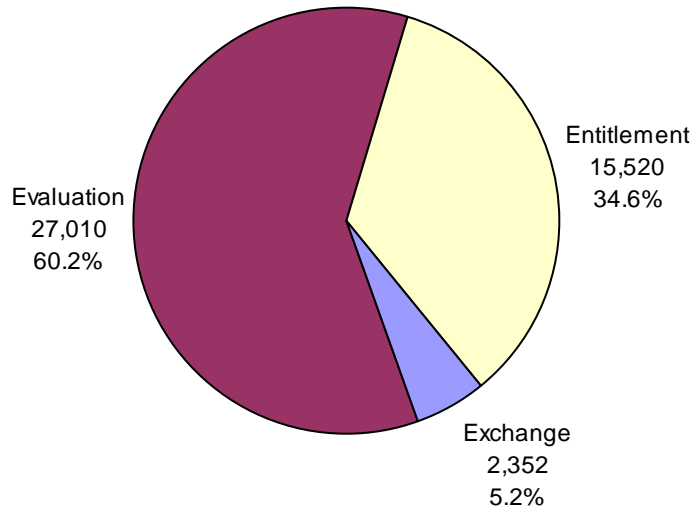
## Public School Pupil-to-Teacher Ratios 1990-91 – 2004-05

School Year	Elementary	Secondary
2004-2005	18.9	18.4
2003-2004	19.4	18.8
2002-2003	18.4	18.2
2001-2002	19.1	18.3
2000-2001	19.1	18.0
1999-2000	19.3	18.1
1998-1999	19.6	18.3
1997-1998	20.0	18.4
1996-1997	20.1	18.7
1995-1996	19.5	17.9
1994-1995	19.7	18.1
1993-1994	19.9	18.0
1992-1993	19.7	17.2
1991-1992	19.8	16.9
1990-1991	19.8	16.7

## Percentages of Types of New Certificates Issued Statewide During FY05



## Number of Certificates Issued Statewide By Evaluation, Entitlement & Exchange During FY05



## Number of Certification Test Administered October 2000 to July 2005

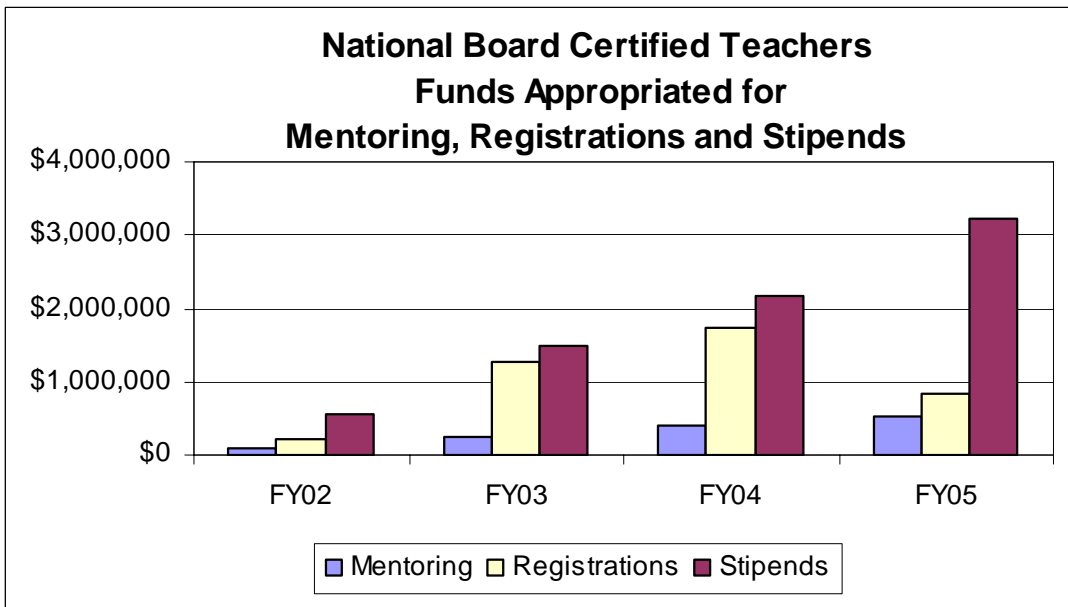
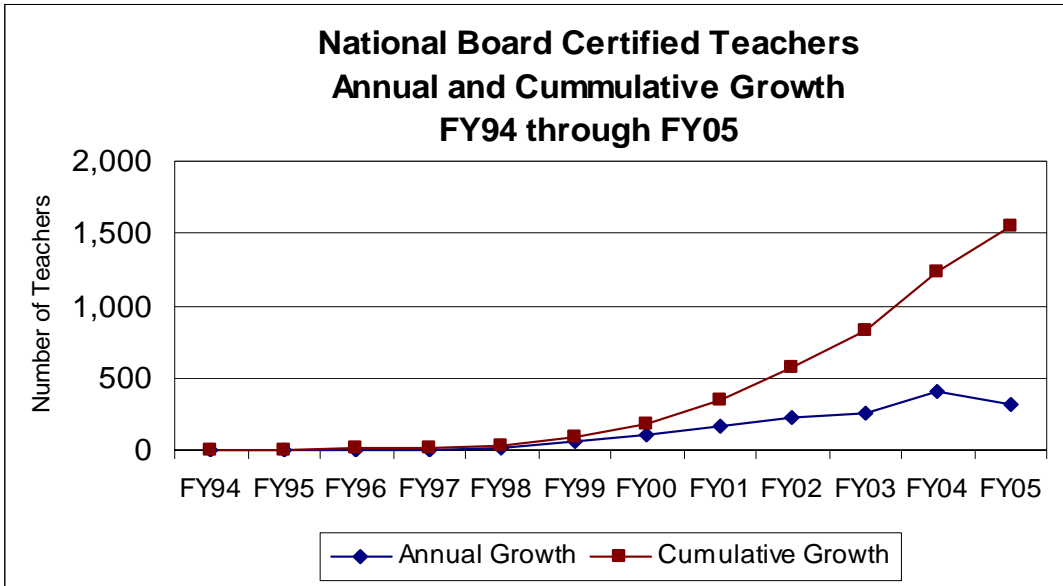
Test Field	FY01	FY02	FY03	FY04	FY05
Basic Skills*	21,755	21,831	30,446	24,925	18,734
Early Childhood	964	860	1,132	940	756
Elementary	6,482	6,657	8,149	7,355	6,037
Special Education - All categories**	3,640	3,896	3,535	2,286	1,922
Sciences - All disciplines	766	935	1,140	1,117	805
Math & Computer Science	553	705	1,137	1,090	833
Foreign Language - All languages	363	388	634	643	440
English, Speech, Media, Reading, ESL	1,444	1,390	2,202	2,125	1,741
History & Social Science	1,213	1,457	1,825	1,768	1,483
Art, Music, Theatre, Dance	861	848	1,025	1,039	773
Vocational/Technical - All fields	331	380	519	525	391
Health & Physical Education	932	897	1,045	983	750
School Service Personnel - All fields	876	784	974	1,048	1,167
Administrative - All types	2,008	1,839	2,778	3,247	1,689
Language Proficiency***	n/a	n/a	882	813	740
Assessment of Professional Teaching****	n/a	n/a	n/a	16,352	13,243
<b>TOTAL</b>	<b>20,433</b>	<b>21,036</b>	<b>26,977</b>	<b>41,331</b>	<b>51,504</b>

\* Beginning July 2002, all applicants to teacher education programs must successfully complete the Basic Skills Test prior to program admission.

\*\* Beginning July 2003, candidates take the Learning Behavior Specialist I (LBSI) which covers all areas of special education, rather than assessments for individual areas.

\*\*\* Beginning FY02, transitional bilingual candidates must pass a new language proficiency test which includes writing.

\*\*\*\* Beginning FY04, teacher candidates are also assessed in pedagogy, Language Arts and technology.





## *Special Education and Categorical Grants*

### Number of Students Receiving Special Education by Disability Ages 3-21 Unduplicated Count

Disability Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Mental Retardation*	27,958	28,607	28,702	28,363	28,338	27,784
Orthopedic Impairment	3,269	3,285	3,135	2,994	2,877	2,713
Specific Learning Disability	131,721	135,022	138,157	139,582	142,042	142,217
Visual Impairment	1,087	1,150	1,176	1,157	1,166	1,165
Hearing Impairment	3,692	3,746	3,838	3,909	3,942	3,976
Deafness***						95
Deaf-Blind	69	86	73	60	72	44
Speech/Language	71,761	73,842	75,029	74,246	74,204	74,103
Emotional Disturbance	30,279	30,585	31,184	30,631	30,410	30,154
Other Health Impairment	7,861	9,776	12,132	14,441	17,169	20,060
Multiple Disabilities**			237	485	761	1,010
Developmental Delay	5,412	6,123	6,379	7,459	8,141	9,010
Autism	3,662	4,330	5,175	6,125	7,193	8,293
Traumatic Brain Injury	<u>704</u>	<u>764</u>	<u>780</u>	<u>808</u>	<u>838</u>	<u>877</u>
Total	287,475	297,316	305,997	310,260	317,153	321,501

\* Changed in 01-02

\*\* Added in 01-02

\*\*\* Added in 04-05

### Number of Students with Disabilities by Gender Ages 3-21 Unduplicated Count

Gender	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Male	191,851	198,011	203,536	206,410	211,137	214,434
Female	<u>95,624</u>	<u>99,305</u>	<u>102,461</u>	<u>103,850</u>	<u>106,016</u>	<u>107,067</u>
Total	287,475	297,316	305,997	310,260	317,153	321,501

### Number of Students with Disabilities by Race/Ethnic Group Ages 3-21 Unduplicated Count

Ethnic Groups	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
White	188,139	191,047	193,945	194,814	196,487	197,126
Black	66,061	69,373	71,286	71,590	73,134	73,659
Hispanic	29,816	33,118	36,662	39,525	42,690	45,552
Asian or Pacific Islander	3,171	3,434	3,759	3,992	4,480	4,738
American Indian/Alaskan Native	<u>288</u>	<u>344</u>	<u>345</u>	<u>339</u>	<u>362</u>	<u>426</u>
Total	287,475	297,316	305,997	310,260	317,153	321,501

## Number of Students with Disabilities by Age Unduplicated Count

Age	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
3	5,056	5,679	6,150	6,661	7,081	7,688
4	9,346	9,662	10,184	11,056	11,561	12,165
5	13,287	13,446	13,312	13,672	14,769	15,114
6	16,098	16,677	16,467	16,095	16,634	17,322
7	19,772	19,678	20,068	19,542	19,406	19,597
8	22,595	22,696	22,667	22,682	22,167	22,106
9	24,598	24,427	24,368	23,945	24,060	23,571
10	24,448	25,235	25,200	24,825	24,698	24,519
11	23,836	24,665	25,365	25,026	24,801	24,658
12	22,690	24,198	24,885	25,306	25,158	24,879
13	21,973	23,090	24,408	24,904	25,755	25,402
14	21,154	21,940	22,902	23,992	24,710	25,429
15	19,780	20,790	21,507	22,159	23,596	24,218
16	17,148	18,499	19,492	20,092	20,768	22,341
17	14,395	14,847	16,333	17,134	17,920	18,542
18	7,890	8,149	8,783	9,296	9,743	9,766
19	2,151	2,274	2,470	2,509	2,801	2,689
20	1,065	1,106	1,173	1,156	1,254	1,296
21	<u>193</u>	<u>258</u>	<u>263</u>	<u>208</u>	<u>271</u>	<u>199</u>
Total	287,475	297,316	305,997	310,260	317,153	321,501

## Number of Students with Disabilities by Primary Language Ages 3-21 Unduplicated Count

Primary Language	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
English	277,825	287,392	294,900	297,848	304,151	307,739
Arabic	216	211	238	250	260	276
Mandarin	16	15	12	12	16	15
Cantonese	48	48	61	69	78	85
French	14	12	17	14	18	15
German	5	3	2	1	3	1
Greek	38	33	23	23	21	20
Kashmiri	1	1	0	0	1	1
Hindustani	5	6	6	6	7	7
Hindi	24	20	26	22	24	21
Italian	29	29	13	15	13	12
Japanese	15	8	8	8	11	11
Korean	66	53	42	34	31	39
Lithuanian	5	11	4	2	2	2
Pilipino	56	51	51	55	64	62
Polish	341	336	351	365	349	355
Serbo-Croatian	53	52	62	69	76	78
Spanish	8,044	8,408	9,549	10,793	11,413	12,141
Vietnamese	57	61	67	70	58	70
Assyrian	70	57	55	65	61	57
Cambodian	17	13	18	14	14	17
Gujarati	80	74	54	50	52	46
Lao	6	6	7	6	6	8
Romanian	27	24	24	27	19	16
Russian	41	40	38	33	27	29
Urdu	124	115	113	136	128	113
Others	<u>252</u>	<u>237</u>	<u>256</u>	<u>273</u>	<u>250</u>	<u>265</u>
Total	287,475	297,316	305,997	310,260	317,153	321,501

## Number of Students Receiving Related and Other Services Ages 3-21 Duplicated Count\*

<b>Related and Other Services</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Adapted Physical Education	9,026	8,567	8,579	8,360	8,427	8,428
Aide-Class	67,237	68,912	70,613	71,595	71,431	70,187
Aide-Individual Student	6,538	7,206	7,602	7,859	8,074	9,066
Art Therapy	678	872	842	802	692	613
Audiology	2,826	2,986	2,999	3,144	3,188	3,120
Braillist/Reader	122	123	91	81	85	101
Counseling Services	10,576	10,266	10,222	10,255	10,289	10,840
Consultant Services	2,113	3,082	3,312	2,434	2,542	2,754
Adapted Drive Education	57	90	73	45	45	61
Interpreter Services	881	952	944	986	1,087	1,120
Assistive Device	1,535	1,677	1,790	1,800	1,828	1,939
Music Therapy	749	773	768	753	678	688
Occupational Therapy	22,464	24,995	27,523	30,159	32,516	34,281
Outdoor Education	493	456	454	397	332	232
Orientation and Mobility	871	976	983	933	946	878
Other Related Services	10,331	10,669	10,639	10,132	9,023	8,702
Parent Counseling	1,137	1,025	973	894	785	613
Psychological Services	8,886	8,657	8,036	6,442	6,592	5,929
Physical Therapy	10,542	11,241	11,646	12,054	12,256	11,974
Psychiatric Services	886	1,126	1,268	1,386	1,547	1,482
Recreation	621	686	599	510	478	444
School Health Services	13,399	14,051	15,214	16,319	16,884	14,317
Speech/Language Services	60,825	62,763	64,011	66,137	68,367	70,043
Social Work Services	52,925	56,697	61,186	63,783	68,659	72,410
Transportation (Special)	71,625	72,377	71,052	68,292	69,042	67,364
Vocational Education**	5,788	5,946	5,642	5,759	6,307	
Vocational/Habilitation/Rehabilitation**	1,798	1,786	1,801	2,015	2,040	
Transition Services**	4,195	4,602	4,930	5,691	5,957	
Rehabilitation Counseling**	14	44	42	24	41	
Behavioral Intervention Plan (added in 02-03)				2,733	4,686	6,864
Career and Technical Education ***						6,147
Transition/STEP by Div. of Reh. Serv. ***						7,715
Competitive Employment***						320
Travel Training***						49
Acquisition of Daily Living Skills***						461
Supported Employment***						244
Supports for Transition to Post-Sec. Ed.***						
Interagency Linkages***						239
Students reported with no related services	127,888	131,609	134,623	135,462	138,078	142,253

\* This chart states the number of related and other services reported for eligible students by school districts. One student could be reported as receiving up to 8 services.

\*\* Category no longer used after the 2003-04 school year.

\*\*\* New related services added in the 2004-05 school year.

## Educational Placement of Special Education Children Ages 3-21 Unduplicated Count

<b>Least Restrictive Environment</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Special education outside the regular class less than 21% of school day	111,490	113,106	124,752	133,811	142,346	155,378
Special education outside the regular class from 21% to no more than 60% of school day	73,972	78,997	79,007	77,075	75,919	77,453
Special education outside regular class for more than 60% of school day	84,074	87,092	83,467	81,011	80,730	70,405
Public separate facility	11,008	11,173	11,272	11,334	11,008	11,049
Private separate facility	5,255	5,441	5,804	5,785	5,956	5,976
Public residential facility	681	495	723	410	393	375
Private residential facility	628	631	591	465	449	449
Homebound/hospital	<u>367</u>	<u>381</u>	<u>381</u>	<u>369</u>	<u>352</u>	<u>416</u>
Total	287,475	297,316	305,997	310,260	317,153	321,501

## Number of Students with Disabilities Exiting School Ages 14-21 Unduplicated Count

<b>Reason for Exiting School</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Returned to Regular Education	2,907	2,262	3,735	1,998	2,593	2,533
High School Diploma	7,784	9,383	9,595	8,660	11,676	12,516
Certificate of Completion	165	273	294	187	152	194
Reached Maximum Age	578	510	372	141	184	242
Died	99	96	123	82	69	76
Moved, Continuing School	6,939	6,926	9,616	5,557	3,661	4,448
Moved, Unknown if Continuing	3,782	2,866	3,938	1,701	1,274	*
Dropped Out of School	<u>5,399</u>	<u>3,989</u>	<u>4,575</u>	<u>3,290</u>	<u>3,131</u>	<u>4,570</u>
Total	27,653	26,305	32,248	21,616	22,740	24,579

\* Office of Special Education Programs has eliminated the category 'Moved, Unknown if Continuing School' and are now reported in the category 'Dropped Out of School.'

## Special Education Personnel by Full-Time Equivalency

### Teachers Employed to Provide Special Education

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05*
Early Childhood	1,108.0	1,155.8	1,227.6	1,217.1	1,227.8	1,255.7
Mental Retardation	2,821.9	3,095.1	3,248.4	2,940.3	3,023.3	2,994.9
Hearing Impaired	719.3	674.5	679.5	713.0	663.0	697.3
Speech/Language	3,256.5	3,313.8	3,538.0	3,479.1	3,511.4	3,565.0
Visually Impaired	268.3	267.2	262.9	256.8	238.0	243.5
Serious Emotional	2,567.7	2,703.3	2,736.9	2,473.0	2,510.5	2,529.0
Orthopedic	414.4	426.5	443.0	366.3	349.5	348.8
Specific Learning Disability	6,496.4	7,015.2	7,551.3	7,147.2	7,552.0	7,926.8
Autism	33.2	39.0	46.6	162.0	180.7	207.6
Traumatic Brain	1.3	1.3	1.7	7.2	7.5	11.2
Cross-Categorical	<u>5,118.4</u>	<u>5,124.5</u>	<u>5,101.1</u>	<u>5,071.5</u>	<u>4,884.8</u>	<u>4,663.6</u>
Total Spec. Ed. Teachers	22,805.4	23,816.2	24,836.8	23,833.5	24,148.4	24,443.2

### Other Special Education and Related Services Personnel

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05*
Voc. Ed. Teachers	153.5	139.0	130.8	140.6	132.6	135.8
Adapted Phys Ed. Teachers	232.0	236.6	226.3	228.7	235.5	218.6
Psychologists	1,783.7	1,834.5	1,886.1	1,888.2	1,927.2	1,977.4
School Social Workers	2,725.5	2,872.5	3,075.2	3,135.8	3,192.4	3,188.7
Occupational Therapists	575.4	715.6	749.5	827.6	830.6	879.5
Audiologists	43.4	43.7	44.0	39.7	36.9	36.7
Teacher Aides	22,937.7	24,908.2	26,586.4	27,278.8	28,130.6	28,671.3
Recreation Specialists	11.0	5.0	2.0	2.0	5.0	6.0
Diagnostic/Evaluation Staff	13.4	13.8	14.7	17.7	19.6	19.6
Physical Therapists	304.1	317.0	343.4	358.7	347.2	368.7
Counselors	1,074.4	1,163.1	1,193.0	1,024.6	1,061.1	969.3
Supervisors/Administrators	905.6	912.7	948.4	965.8	952.4	988.5
Interpreters	173.9	186.4	199.8	213.6	214.6	228.1
Rehabilitation Counselors	3.3	4.0	5.0	7.1	8.0	9.9
Other Professional Staff	1,215.1	1,225.5	1,248.2	1,230.3	1,145.8	1,171.4
Non-Professional Staff	<u>3,887.6</u>	<u>4,055.5</u>	<u>4,331.9</u>	<u>4,449.9</u>	<u>4,523.2</u>	<u>4,703.0</u>
Total Other Spec. Ed. Staff	36,039.6	38,633.1	40,983.9	41,809.0	42,762.7	43,572.5
Total FTE Spec. Ed. Staff	58,845.0	62,449.4	65,820.6	65,642.5	66,911.1	68,015.8

\* 2004-05 reported data is preliminary and will be final in January 2006.

**Illinois State Board Of Education**  
**Categorical Grant Programs - Dollars in Thousands**  
(Dollars in 000's)  
**Appropriation**

	<b>FY 96</b>	<b>FY 97</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>	<b>FY 04</b>	<b>FY 05</b>	<b>FY06</b>
Sp Ed Personnel	209,831.3	209,831.3	220,031.3	228,698.3	283,498.6	300,225.0	314,611.0	303,506.9	346,000.0	360,000.0	363,000.0
Sp Ed Extraordinary	86,826.0	101,071.5	113,616.1	130,761.1	208,419.7	228,367.5	233,969.9	225,712.0	229,502.0	243,048.0	256,836.2
Sp Ed Private Tuition	28,275.0	31,316.2	32,336.9	35,270.6	49,235.6	48,000.0	48,858.9	47,134.4	59,423.0	66,811.5	89,082.0
Sp Ed Summer School	2,818.8	3,131.8	3,131.8	3,395.6	5,600.0	6,500.0	6,043.7	5,830.4	6,370.0	6,762.0	8,114.4
Sp Ed Transportation	120,060.0	125,584.2	132,866.7	141,138.9	181,492.1	205,875.0	226,076.3	218,097.0	289,100.0	317,100.0	317,100.0
Reg/Voc Transportation	132,000.0	132,000.0	134,000.0	155,582.6	195,716.3	215,437.5	227,954.1	219,908.5	242,424.0	261,630.0	261,630.0
Ill Free Lunch/Breakfast	14,551.2	15,650.0	15,650.0	16,516.8	19,500.0	20,500.0	21,500.0	20,741.2	19,565.0	20,500.0	21,000.0
Sp Ed Orphanage (14-7.03)	79,165.0	110,478.6	124,000.0	127,092.2	128,500.0	127,000.0	108,596.4	104,763.2	97,370.0	106,100.0	92,000.0
Reg Ed Orphanage (18-3)	<u>17,200.0</u>	<u>12,453.2</u>	<u>15,200.0</u>	<u>14,410.1</u>	<u>16,000.0</u>	<u>16,000.0</u>	<u>14,500.0</u>	<u>13,988.2</u>	<u>14,651.0</u>	<u>17,400.0</u>	<u>16,000.0</u>
<b>Totals</b>	690,727.3	741,516.8	790,832.8	852,866.2	1,087,962.3	1,167,905.0	1,202,110.3	1,159,681.8	1,304,405.0	1,399,351.5	1,424,762.6
<b>Percentage Growth</b>	9.4%	7.4%	6.7%	7.8%	27.6%	7.3%	2.9%	-3.5%	12.5%	7.3%	1.8%

**100% Claims including Chicago 299**

<b>Appropriation Year</b>	<b>FY 96</b>	<b>FY 97</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>	<b>FY 04</b>	<b>FY 05</b>	<b>FY 06</b>
<b>Reimbursement Programs</b>	<b>94-95</b>	<b>95-96</b>	<b>96-97</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
Sp Ed Personnel	225,527.5	235,784.3	247,691.8	260,592.0	283,566.8	300,216.9	314,424.5	324,339.2	343,894.5	351,913.7	358,912.4
Sp Ed Extraordinary	102,916.2	115,626.1	141,234.1	166,205.4	207,167.9	219,405.7	233,938.2	235,483.8	245,066.9	243,048.0	256,836.2
Sp Ed Private Tuition	31,104.5	35,012.6	37,795.5	41,625.2	46,722.2	45,991.4	48,855.4	53,344.7	62,480.5	78,163.7	97,667.2
Sp Ed Summer School	3,060.4	3,353.2	3,489.1	4,124.7	5,275.1	5,940.1	6,043.6	6,111.4	6,429.5	7,176.2	8,262.5
Sp Ed Transportation	135,530.0	141,093.7	150,251.5	161,437.6	182,846.9	206,884.4	228,706.4	245,764.0	284,769.9	301,701.5	313,050.5
Reg/Voc Transportation	145,128.8	156,424.8	168,466.1	174,870.3	195,075.9	215,485.3	232,809.5	245,346.5	257,640.7	265,669.0	284,052.6
<b>Appropriation Year</b>	<b>FY 96</b>	<b>FY 97</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>	<b>FY 04</b>	<b>FY 05</b>	<b>FY 06</b>
<b>School Year</b>	<b>95-96</b>	<b>96-97</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>
Ill Free Lunch/Breakfast	15,804.4	16,592.9	16,835.0	17,273.4	18,057.8	18,784.0	20,757.2	20,144.9	18,975.2	21,947.0	*
Sp Ed Orphanage (14-7.03)	79,952.9	99,806.6	110,693.6	115,866.8	114,165.2	111,855.7	106,394.3	102,738.8	96,085.7	96,130.4	87,656.9
Reg Ed Orphanage (18-3)	10,304.2	9,732.3	10,017.3	12,824.7	14,356.8	12,819.1	14,874.4	14,946.8	14,901.4	14,120.4	13,439.5
<b>Pro-Ration Reimbursement %</b>	<b>FY 96</b>	<b>FY 97</b>	<b>FY 98</b>	<b>FY 99</b>	<b>FY 00</b>	<b>FY 01</b>	<b>FY 02</b>	<b>FY 03</b>	<b>FY 04</b>	<b>FY 05</b>	<b>FY 06</b>
Sp Ed Personnel	91.8%	86.7%	86.5%	85.2%	100.0%	100.0%	100.0%	92.2%	100.0%	100.0%	100.0%
Sp Ed Extraordinary	79.5%	83.1%	74.5%	72.4%	100.0%	100.0%	100.0%	93.9%	90.6%	92.9%	92.9%
Sp Ed Private Tuition	83.3%	81.3%	75.4%	74.1%	100.0%	100.0%	100.0%	79.5%	90.9%	75.2%	84.3%
Sp Ed Summer School	85.9%	86.6%	80.3%	68.3%	100.0%	100.0%	100.0%	94.4%	97.9%	88.1%	96.1%
Sp Ed Transportation	85.8%	86.2%	85.1%	83.1%	100.0%	100.0%	100.0%	86.1%	100.0%	100.0%	100.0%
Reg/Voc Transportation	94.4%	89.9%	85.6%	92.6%	100.0%	100.0%	100.0%	93.6%	96.3%	99.0%	95.0%
Ill Free Lunch/Breakfast	85.1%	89.1%	86.5%	91.5%	100.0%	100.0%	100.0%	100.0%	100.0%	87.0%	*
Sp Ed Orphanage (14-7.03)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Reg Ed Orphanage (18-3)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**NOTES:**

- (1) \* Final data not yet available
- (2) 100 % Claims do not include audit adjustments
- (3) Current fiscal year appropriations pay previous school year claims except for IL Free Lunch/Breakfast, Orphanage and Bilingual programs
- (4) FY96 was the first year of the Chicago Block Grant
- (5) Approp & claim amounts include amounts funded through Chicago Block Grants
- (6) Approp & claim amounts are adjusted for transfer bill legislation (i.e., FY00, 01 & 02)

## Illinois State Board Of Education Mandated Categorical Grants Rate Analysis

Program	Reimbursement Rate (amount)	School Code Reference	Last Rate Change to School Code
Illinois Free Lunch/ Breakfast	\$0.15 per meal	105 ILCS 5/125	PA76-875, effective August 1969
Orphanage Tuition 18-3 (Regular)	Actual cost	105 ILCS 5/18-3	PA90-644, effective July 1998
Sp. Ed. - Extraordinary Services	17.5% of FLevel times prior year child count	105 ILCS 5/14-7.02 (a)	PA93-1022, effective August 2004
Sp. Ed. - Orphanage Tuition - 14.7	Actual cost	105 ILCS 5/14-7.03	PA79-797, effective July 1973
Sp. Ed. - Personnel Reimbursement	\$8,000 per certified full time worker	105 ILCS 5/14-13.01	PA84-126, effective August 1985
Sp. Ed. - Private Tuition	Actual cost less 2 per capita tuition	105 ILCS 5/14-7.02	PA80-1405, effective August 1978
Sp. Ed. - Summer School	Actual cost	105 ILCS 5/18-4.3	PA79-1350, effective August 1976
Sp. Ed. - Transportation	80% of allowable cost	105 ILCS 5/14-13.01(b)	Laws of 1965, effective July 1965
Transportation - Vocational Education	80% of allowable cost	105 ILCS 5/29-5	Laws of 1961, effective March 1965
Transportation - Regular Education	Actual costs less EAV qualifying amount for eligible students (min \$16 per student)	105 ILCS 5/29-5	Laws of 1961, effective March 1965



## *How Illinois Ranks Among the States\**

### Public School Enrollment (Fall 2003)

1	California	6,298,769
5	Illinois	2,060,048
51	District of Columbia	65,099
	United States	48,132,518

### Number of Teachers (2003-04)

1	California	305,855
5	Illinois	129,965
51	District of Columbia	5,676
	United States	3,044,012

### Average Teacher Salary (2003-04)

1	Connecticut	\$57,337
7	Illinois	\$54,230
51	South Dakota	\$33,236
	United States	\$42,254

### Per Student Expenditure (2003-04)

1	District of Columbia	\$13,317
9	Illinois	\$9,854
51	Utah	\$5,091
	United States	\$7,895

### Pupils Enrolled per Teacher (2003)

1	Utah	22.5
17	Illinois	15.9
51	Vermont	10.9
	United States	15.0

\* Includes the District of Columbia.

Source: National Education Association. *Rankings and Estimates: Rankings of the States 2004 and Estimates of School Statistics 2005.*

# Education Week

“Quality Counts” - January 4, 2006

	Illinois Rank *	Illinois	Nation
Overall grade for Standards and Accountability	15	B+ 88	B-
Overall grade for improving teacher quality	29	C 75	C+
Overall grade for resources equity	41	D+	n/a
Per-pupil expenditure (2003)	28	\$8,030	\$8,041
Taxable resources spent on education (2003)	34	3.5%	3.7%
4 <sup>th</sup> graders scoring at or above proficient on the NAEP Reading exam (2005)	35	29%	30%
8 <sup>th</sup> graders scoring at or above proficient on the NAEP Reading exam (2005)	26	31%	29%
4 <sup>th</sup> graders scoring at or above proficient on the NAEP Math exam (2005)	38	32%	35%
8 <sup>th</sup> graders scoring at or above proficient on the NAEP Math exam (2005)	21	29%	28%
Graduation rate (2002)	17	75%	69%
Average elementary class size for self-contained classes (2000)	42	22.3	21.2
School report cards required to include information on class size (2004-05)	n/a	Yes	n/a
9 <sup>th</sup> – 12 <sup>th</sup> graders who dropped out of school (2002)	38	6.2%	n/a
National Board certified teachers (2005)	8	1,555	47,356
Secondary teachers who majored in the subject they teach (2000)	21	64%	64%
Average teacher salaries, adjusted for cost of living (2004)	8 7	Starting: \$35,114 All: \$53,820	Starting: \$31,704 All: \$46,597

\* smaller = better

# *Appendix*

## Catalogue of Reports to the General Assembly & Governor Calendar Year 2005

REPORT	MONTH SUBMITTED	STATUTORY REQUIREMENT
Charter Schools Annual Report	January	105 ILCS 5/27A-12
2004 Catalogue of Reports to the General Assembly	January	105 ILCS 5/2-3.87
Educator Supply & Demand	January	105 ILCS 5/2-3.11c
2004 State Board Annual Report	January	105 ILCS 5/1A-4(E)
2004 Private Business & Vocational Schools School Visitation Report	January	105 ILCS 425/14.2(5)
Round Lake Financial Oversight Panel	January	105 ILCS 5/1B
Cumulative Mandate Waiver Report	February	105 ILCS 5/2-3.25g
Educational Mandates Enacted in 2004	February	105 ILCS 5/2-3.104
School Breakfast Incentives - Annual Report	February	105 ILCS 125/4
Educational Funding Advisory Board - Interim Report	March	105 ILCS 5/18-8.05
After School Initiative - Joint ISBE & DHS Report	March	HR 63 & SR 70d G.A.
Spring 2004 Mandate Waiver Report	May	105 ILCS 5/2-3.25g
Fall 2004 Mandate Waiver Report	October	105 ILCS 5/2-3.25g
Education Funding Advisory Board - Biennial Report	October	105 ILCS 5/18-8.05

## Congressional Earmarked Requests

Recent "earmarked" or direct request funding to Illinois elementary and secondary education activities is presented below. Although these funds are provided as one-time grant awards, awardees may use the funds to implement projects of one to five years' duration.

### USDE FIE Earmarks Awarded to Illinois in 2001 (School Year 2001-02)

ISBE received earmarked funding in 2001-02 for the first time for education. There were two education area projects funded, with one funded through ISBE. There may have been other education funds to the state, but not part of the request process through ISBE.

<b>Grant Program to LEAs via ISBE</b>	<b>Amount</b>
Increasing Availability of Assistive Technology (ATEN/Coalition Program)	\$553,000
<b>SUBTOTAL</b>	<b>\$553,000</b>
<b>Grants Awarded to LEAs or Other Education Entities Directly</b>	<b>Amount</b>
Project Impact (University of Illinois at Chicago)	\$500,000
<b>SUBTOTAL</b>	<b>\$500,000</b>
<b>TOTAL (2001)</b>	<b>\$1,053,000</b>

### USDE FIE Earmarks Awarded to Illinois in 2002 (School Year 2002-03)

<b>Grant Program to LEAs via ISBE</b>	<b>Amount</b>
Improving Reading Achievement for Grades 7-12 (Freeport #145)	\$250,000
Improving Math Achievement in the Middle Grades (Decatur #61)	\$300,000
Illinois Virtual High School Initiative -- 2 years	\$1,500,000
Improving Reading Achievement for Grades 7-12 (Rockford #205)	\$250,000
Improving Reading Achievement for Grades 7-12 (Champaign #4 and Kankakee #111)	\$200,000
Alternative Learning Opportunities (Aurora East #131)	\$200,000
Improving Reading Achievement for Grades 7-12 (Peoria #150)	\$50,000
Improving Reading Achievement for Grades 7-12 (Springfield #186)	\$50,000
Alternative Learning Opportunities for At-Risk Students (Mt. Vernon #201, Christopher #99, Grayville #1)	\$400,000
Boys and Girls Clubs of America for Community Technology (Springfield and Peoria)	\$300,000
Induction and Mentoring Model Districts Programs (Joliet #86 and Downers Grove #99)	\$500,000
Induction and Mentoring Model Districts Program (Elgin #U46)	\$150,000
<b>SUBTOTAL</b>	<b>\$4,150,000</b>

<b>Grants Awarded to LEAs or Other Education Entities Directly</b>	<b>Amount</b>
Work-study program (Bloom Township District #206)	\$450,000
Quality Teacher Recruitment Model (Lyons Township #204)	\$440,000
Technology (South Cook Consortium)	\$400,000
Challenger Learning Center for Math and Science (Normal)	\$250,000
21st Century Information Fluency Program (IL Math & Science Academy)	\$900,000
Support arts-integrated curriculum development; musical equipment for the Choir Academy (Chicago Children's Choir charter school)	\$225,000
Magnet schools program (Rockford Public School District #205)	\$1,200,000
Assist inner-city and rural high school students prepare for college (Millikin University)	\$200,000
Expand tutoring and mentoring programs (Chicago #299)	\$100,000
Computer lab equipment and professional development for school reform initiatives (Patton School District #133)	\$150,000
Upgrade technology and improve student safety for children with emotional/behavioral problems (Glenn Oaks Therapeutic Day School, Addison)	\$200,000
Jewish Family and Community Service for therapeutic program (Chicago)	\$100,000
Development of hands-on learning activities about the Mississippi River (St. Clair County Educational Cooperative Board of Control, Belleville)	\$700,000
Implement a comprehensive professional development program for teachers and administrators to improve student achievement. (Hazel Crest School District #152½)	\$100,000
<b>SUBTOTAL</b>	<b>\$5,415,000</b>
<b>TOTAL (2002)</b>	<b>\$9,565,000</b>

#### **USDE FIE Earmarks Awarded to Illinois in 2003 (School Year 2003-04)**

<b>Grant Program to LEAs via ISBE</b>	<b>Amount</b>
Improving Mathematics (Elgin #U46)	\$248,375
Beginning Educators Assimilation and Mentoring System (BEAMS) (Orland School District #135)	\$198,700
Extended-Day and Summer School Programs (Canton Union School District #66)	\$173,863
Supporting Principal-Led Teams to Provide Services to All Students (Northern Suburban Special Education District)	\$185,785
Illinois Virtual High School Initiative	\$496,750
Teacher Recruitment/Alternative Routes to Certification (Dolton West School District #148)	\$149,025
Developing Quality Teachers Now – student teaching program (Indian Prairie School District #204)	\$248,375
Implementing the <i>Fast ForWord</i> Reading Program (Pleasant Plains Community Unit School District #8) and Improving Mathematics Achievement (Peoria School District #150 and Jacksonville School District #117)	\$149,025
<b>SUBTOTAL</b>	<b>\$1,849,898</b>

<b>Grants Awarded to LEAs or Other Education Entities Directly</b>	<b>Amount</b>
Chicago Reading Initiative (Chicago #299)	\$99,350
Health and physical education program (Hazel Crest #152½)	\$99,350
Professional development (Thornton Township #205)	\$496,750
Power Up Ed Tech (South Cook County Consortium)	\$173,863
Math in the Middle Grades (Patton #133)	\$149,025
Chicago Teacher Pipeline (Illinois State University)	\$99,350
21st Century Information Fluency (IL Math & Science Academy)	\$397,400
Special education technology and devices for Peoria #150 (Illinois State University)	\$99,350
Early Childhood and before/after school programs (Champions for Change, Flossmoor)	\$99,350
After School Matters Initiative (Chicago #299)	\$496,750
Comer School Development (Youth Guidance of Chicago)	\$24,838
Early intervention, college readiness and parental involvement programs for minority youth (Latino Education Alliance, Chicago)	\$347,725
After school educational services for at-risk students (South Shore Drill Team and Performing Arts Ensemble, Chicago)	\$49,675
Camp Algonquin's Outdoor Education program (Metropolitan Family Services, Chicago)	\$496,750
<b>SUBTOTAL</b>	<b>\$3,129,526</b>
<b>TOTAL (2003)</b>	<b>\$4,979,424</b>

#### **USDE FIE Earmarks Awarded to Illinois in 2004 (School Year 2004-05)**

<b>Grant Program to LEAs via ISBE</b>	<b>Amount</b>
School improvement interventions in low-performing high schools and middle schools (Carpentersville CUSD #300)	\$298,230
Expand instruction related to the Illinois Learning Standards in Career and Technical Education (Elgin #U46)	\$248,525
Flora Career and Technical Education (Flora CUSD #35)	\$124,263
School improvement to low-performing high schools and middle schools (North Chicago #187)	\$89,469
Establish an early learning program (Plainfield CCSD #202)	\$149,115
High school computer program (Robinson CUSD #2)	\$164,027
Improve student achievement through technology- and resource-based instruction (Taft SD #90)	\$149,115
School improvement to low-performing high schools and middle schools (Waukegan CUSD #60)	\$89,469
Implementing Career Academies at West Senior High School (West Aurora Unit SD #129)	\$248,525
Math achievement in the middle grades (Wheeling CCSD #21)	\$69,587
Illinois Virtual High School Initiative	\$497,050
<b>TOTAL (2004)</b>	<b>\$2,127,375</b>

**USDE FIE Earmarks Awarded to Illinois in 2005 (School Year 2005-06)**

<b>Grant Program to LEAs via ISBE</b>	<b>Amount</b>
Professional Growth Opportunities (Elgin #U-46)	\$347,200
Career and Technical Studies (Aurora East Unit SD #131)	\$148,800
School Improvement (Carpentersville CUSD #300)	\$148,800
<b>TOTAL (2005)</b>	<b>\$644,800</b>
<b>TOTAL FUNDING FOR SCHOOL YEARS 2001-2006</b>	<b>\$18,369,599</b>

## Teachers' Retirement Systems

The purpose of these funds are to pay the statutorily required state share of the actuarial liability of the Teachers' Retirement System including the Teachers' Retired Health Insurance Program and to subsidize the Chicago Teachers' Retirement System, Public Act 88-593.

These funds are appropriated directly to the Teacher Retirement System and Chicago Teachers' Retirement Fund. The following represent historical appropriations amounts as shown in the Illinois State Budget Books:

<u>Fiscal Year</u>	<u>Chicago Systems</u>	<u>Downstate Systems</u>	<u>Total Appropriation</u>	<u>Pension Fund</u>
1998	\$65,044,700	\$456,144,700	\$521,189,400	\$37,868,300
1999	65,044,700	546,785,000	611,829,700	44,615,100
2000	65,044,700	613,699,000	678,743,700	55,600,000
2001	65,044,700	709,777,000 *	774,821,700	57,180,000
2002	65,044,700	807,827,000 *	872,871,700	58,600,000
2003	65,044,700	923,501,000 *	988,545,700	63,455,000
2004	0	1,049,951,000 *	1,049,951,000	47,360,000
2005	65,044,700	907,028,000 *	1,041,386,700	44,190,000
2006	74,921,700	610,117,700 *	685,039,400	N/A

\* Teachers' Retirement Insurance Program (TRIP) included in the Downstate Systems above.

2001	\$42,050,000
2002	51,042,000
2003	56,856,000
2004	65,602,000
2005	69,314,000
2006	75,490,000





# **Illinois State Board of Education**

## **2005 Annual Report**