

# Illinois State Board of Education

## 2004 Annual Report

# Illinois State Board of Education

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2004  
Annual Report



Illinois State Board of Education

January 2005

To the Citizens of Illinois:

This past year was a watershed for education in Illinois. In signing Senate Bill 3000, which became law in September of 2004, Governor Blagojevich called on the Illinois State Board of Education to reduce bureaucracy and improve services to local districts. The entire agency is now more accountable to the Governor, legislators, districts, parents and students of this state, and is expected to accomplish great things.

After naming seven new members to the State Board, the Governor gave us a mandate to support and help schools, and to improve educational outcomes for students. He called on us to immediately address some urgent problems that were negatively affecting our schools – including a huge backlog in teacher certifications, more than 2800 pages of rules and regulations that tied the hands of local districts, and an agency that was not giving districts options to help save money.

In our first few months we have made great progress in these areas. We eliminated the teacher certification backlog for teachers in Chicago, the state's largest district, and are nearing that goal for the rest of the state; we have improved the processes for getting accurate School Report Card data out to schools; and we've received meaningful feedback from school administrators, educators and parents relative to what rules and regulations imposed on schools should be repealed, and that process is well underway. In addition, the Board has encouraged the agency to think innovatively about the way we educate students in Illinois, and brainstorm ideas for change.

While we've been working hard on these important initiatives, the Board has also begun the process of developing a Strategic Plan. This plan will set a clearly defined agenda for Illinois' education system, and will include an Illinois State Board of Education that continues to help support schools, thinks creatively, and works collaboratively with its districts.

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* *Randy J. Duan* 4

Jesse H. Ruiz  
Chairman

Randy Dunn  
State Superintendent (Interim)

## *Table of Contents*

2004 Condition of Education .....	1
Demographic, Financial and Statistical Data .....	3
State, Federal and Local Resources .....	14
Selections from School Report Card Files.....	20
Illinois Public School Districts by Type .....	24
Students .....	29
Enrollment.....	31
Improvements in Data Collection.....	34
School Report Card .....	38
Student Performance .....	39
Educators.....	49
Special Education.....	54

# *2004 Condition of Education*

Illinois' commitment to improving education has never been stronger. Despite unprecedented budget deficits, Governor Blagojevich and the Illinois General Assembly have provided funding increases of almost \$800 million in new dollars to Illinois schools over the last two years.

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 foundation level by \$404. This progress lays the groundwork for continued improvement of education in Illinois.

## **Progress**

In many ways this last round of student testing shows that we are moving in the right direction. More schools in Illinois met tough No Child Left Behind (NCLB) standards in 2004 than in 2003. In 2004, 2,714 schools made the grade – 132 more schools than one year ago. 363 schools that missed the mark on student testing last year were able to make the grade this year. In addition, more districts met NCLB standards this year than did the year before; 546 districts made the grade in 2004, which is 100 more districts than the year before.

This year we put steps in place to work with districts and schools to assure that their School Report Card data were accurate and that schools were not incorrectly identified as failing to make Adequate Yearly Progress (AYP). By working closely with schools, we corrected a serious problem that negatively affected almost 500 schools the previous year.

## **Room for Improvement**

The most common reason that districts failed to make AYP for the 2003-2004 school year was the performance of special education students. The State Board of Education does not believe that the current system for testing special education and Limited English Proficiency (LEP) students appropriately measures the progress made by those students, nor does it believe that NCLB properly accounts for their unique needs. Statistics show that 69 percent of the districts that failed to make AYP in Illinois in 2004 fell short because of one or both of these subgroups but no other.

The State Board is committed to working with local school districts and the federal government to ensure that students with unique needs are tested sensibly, and that their performance is appropriately measured. Federal and state laws must demand that local districts stand strong in their commitment to students with unique needs, but also must ensure that special education and bilingual students are not made scapegoats by testing and regulatory schemes that fail to properly measure their progress.

As we move forward, one disturbing trend is the continuation of large gaps in performance between non-minority and minority students in Illinois. Results show that 65 percent of white students met standards in reading, while that number is just under 32 percent for black students. In math, 62 percent of white students met standards, while that number is only 31 percent for Hispanic students. These results require that we do more to reach out to minority students.

## **Looking to the Future**

We have made good progress, but there is much work left to do. We remain committed to work with our education partners at the national, state and local levels to constantly improve education in Illinois.



# *Demographic, Financial and Statistical Data*

## Illinois State Board of Education Accountability Division - Public School Recognition Committee Recognition Status Report 2004-2005 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  One teacher is not properly certified for teaching assignment.	12-22-2004 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	Spring Valley CCSD 99	Pending Further Review  Two staff members are not qualified for their teaching assignments.	12-22-2004 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	DePue USD 103	Pending Further Review  Five staff members are not certified for their teaching assignments.	12-22-2004 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	Princeton Elem SD 115	Pending Further Review  Two staff members are not qualified for their teaching positions.  Staff personnel records have inconsistencies. No official college transcripts could be found for some staff members.	12-22-2004 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	LaMoille CUSD 303	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - Certification deficiencies have been resolved.



County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Bureau	Neponset CCSD 307	Pending Further Review  Compliance issues cited during the March 2004 school evaluation visit.	12-22-2004 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	Bureau Valley CUSD 340	Pending Further Review  Two staff members are not certified or qualified for their teaching assignments.	12-22-2004 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	Hall HSD 502	Pending Further Review  One staff member lacks the qualifications for teaching assignment.	12-22-2004 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	Savanna CUSD 300	From Pending Further Review to Full Recognition  This district will dissolve 7-1-2005. Consolidating with Mt. Carroll CUSD 304 and Thomson CUSD 301 so current certification problems with teaching staff will not be an issue in the future.	12-22-2004 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.
Cass	Beardstown SD 15 -Beardstown Junior Senior HS	Pending Further Review  Five staff members are not properly certified for their teaching assignments.	12-22-2004 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.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Cass	Virginia SD 64 -Virginia JHS -Virginia Senior HS	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Certification issues were resolved – district now has a certified and qualified media specialist.
Champaign	Fisher CUSD 1	Pending Further Review  District has an interim superintendent.	12-22-2004 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	Heritage CUSD 8	From Pending Further Review to On Probation  District has an interim superintendent for the second school year.	12-22-2004 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.
Champaign	Thomasboro CCSD 130	Pending Further Review  District has an interim superintendent.	12-22-2004 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	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Issues of noncompliance have been resolved.
Champaign	Rantoul Twp HSD 193	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 – Certification issues have been resolved.
Champaign	Ogden CCSD 212	From Pending Further Review to On Probation  District has an interim superintendent for the second school year.	12-22-2004 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.

<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	CCSD 62 (Des Plaines)	Pending Further Review  District has an interim superintendent.	12-22-2004 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	Pending Further Review  Several special education classrooms are not filled with certified teachers. The district is currently using substitutes to provide services.	12-22-2004 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	Berwyn South SD 100	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - The district has hired a permanent district superintendent.
Cook	Atwood Heights SD 125	Pending Further Review  District has an interim superintendent.	12-22-2004 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	Calumet SD 132	On Probation  District is not offering required programs.	12-22-2004 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	Pending Further Review  District has an interim superintendent.	12-22-2004 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.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Cook	Ford Heights SD 169	Pending Further Review  District has an interim superintendent.	12-22-2004 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	Pending Further Review  Four staff members are not certified for their teaching assignments.  Schools have also not conducted internal quality reviews.	12-22-2004 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	Rich Twp HSD 227	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	December 2004 - The district has hired a full-time permanent superintendent who will begin 1-1-2005.
Hancock	Dallas City CUSD 336	Pending Further Review  District has an interim superintendent.	12-22-2004 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	Pending Further Review  The district does not have a properly certified individual to serve as the guidance counselor.	12-22-2004 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.
Henderson	Southern CUSD 120	Pending Further Review  District has an interim superintendent.	12-22-2004 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.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Henry	Colona SD 190	Pending Further Review  Three staff members lack the proper certification for their teaching assignments.	12-22-2004 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	Annawan CUSD 226	Pending Further Review  Three staff members lack the proper certification for their teaching assignments.	12-22-2004 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	Cambridge CUSD 227	Pending Further Review  Two staff members lack the proper certification for their teaching assignments.	12-22-2004 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	Geneseo CUSD 228	Pending Further Review  Nine staff members lack the proper certification for their teaching assignments.	12-22-2004 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	12-22-2004 via certified mail	December 2004 – Staff qualification issues have been resolved.
Iroquois	Donovan CUSD 3	Pending Further Review  District has an interim superintendent.	12-22-2004 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>
Iroquois	Iroquois County CUSD 9	Pending Further Review  Two staff members lack the proper certification for their teaching assignments.	12-22-2004 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.
Kane	Aurora East CUSD 131 -Aurora East HS -Simmons Middle School -Waldo Middle School -Rollins Elem -Gates Elem -Hermes Elem -Oak Park Elem	On Probation  Several staff members are not certified for their teaching assignments.	12-22-2004 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 -Bardwell Elem -Dieterich Elem -Brady Elem -O'Donnell Elem -Allen Elem -Beaupre Elem	From On Probation to Full Recognition	12-22-2004 via certified mail	December 2004 - Certification issues at these six elementary schools have been resolved.
Kankakee	Grant Park CUSD 6	From On Probation to Full Recognition	12-22-2004 via certified mail	December 2004 - Certification issues have been resolved.
Kankakee	Kankakee SD 111 -Impact Program -Kankakee HS -Proegler School	Pending Further Review  Three staff members lack the proper certification for their teaching assignments.	12-22-2004 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.
Kankakee	Kankakee SD 111 -Kankakee JHS	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	December 2004 - Staff certification issues have been resolved.
Kankakee	St. Anne CHSD 302	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	December 2004 - Staff 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 Elementary Schools -Whittier Preschool -Benny Middle School -Jefferson Middle School -Ninth Grade Center -Waukegan HS -Alternative Behavior Disorders Student Support Center	Pending Further Review  Twenty-two staff members lack the proper certification for their teaching assignments.	12-22-2004 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.
Lake	Round Lake Area SD 116	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – All matters of noncompliance have been resolved.
Lake	Grayslake CHSD 127	Pending Further Review  District has an interim superintendent.	12-22-2004 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	Allen-Otter Creek CCSD 65	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 – The district has hired a permanent superintendent.
LaSalle	LaSalle Peru HSD 120	Pending Further Review  District has an interim superintendent.	12-22-2004 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.

County	District	Compliance Deficiency	Date of Notification to District	Action taken by District/School
Lee	Paw Paw CUSD 271	Pending Further Review  District has an interim superintendent.	12-22-2004 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.
Madison	Venice CUSD 3	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - All areas of noncompliance have been resolved.
Mason	Midwest Central CUSD 191 -Midwest Central Middle School -Midwest Central Primary School	Pending Further Review  The district cannot find a certified and qualified person to serve as a speech pathologist.	12-22-2004 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	From On Probation to Pending Further Review  The district needs to employ a fully certified and qualified person to serve as the media specialist.	12-22-2004 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	Oregon CUSD 220	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - The district has hired a full-time permanent superintendent.
Ogle	Byron CUSD 226	Pending Further Review  District has an interim superintendent.	12-22-2004 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.
Peoria	Monroe SD 70	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	October 2004 - The district has submitted its school improvement plan as required.



<b>County</b>	<b>District</b>	<b>Compliance Deficiency</b>	<b>Date of Notification to District</b>	<b>Action taken by District/School</b>
Peoria	Peoria SD 150	Pending Further Review  District has an interim superintendent.	12-22-2004 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.
Peoria	Peoria Heights SD 325	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	October 2004 - The district has submitted its school improvement plan as required.
Putnam	Putnam County CUSD 535	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - The district has hired a full-time permanent superintendent.
Sangamon	Pawnee CUSD 11	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - The district has hired a full-time permanent superintendent.
Scott	Winchester CUSD 1	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 - Issues of noncompliance have been resolved.
Stark	Stark County CUSD 100	Pending Further Review  Life safety issues  Certification issues - seven teachers lack the proper certification for their teaching assignments	12-22-2004 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.
St. Clair	East St. Louis SD 189	From On Probation to Full Recognition	12-22-2004 via certified mail	Fall 2004 - Issues of noncompliance with providing special education services 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>
Tazewell	Creve Coeur SD 76	<p>Pending Further Review</p> <p>District needs to conduct a system-wide sex equity evaluation and develop/ implement a sex equity plan.</p> <p>District needs to conduct a comprehensive Pupil Personnel Survey in the areas of Guidance and Counseling, Psychological Services, Social Work Services, and Health Services.</p> <p>The District needs to schedule physical education daily for students. The district has no waiver.</p>	12-22-2004 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	Pekin CHSD 303	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - The district has conducted the required sex equity survey and implemented a satisfactory sex equity plan.
Vermilion	Potomac CUSD 10	<p>Pending Further Review</p> <p>One teacher is not qualified for teaching assignment.</p>	12-22-2004 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.
Vermilion	Armstrong Ellis CUSD 61	From Pending Further Review to Full Recognition	12-22-2004 via certified mail	Fall 2004 - The district has hired a full-time permanent superintendent.
Warren	Alexis CUSD 400	This district was dissolved July 1, 2004. Alexis CUSD 400 consolidated with Warren CUSD 222 to form United CUSD 304.	12-29-2003 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.

# *State, Federal and Local Resources*

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

Year	State \$	State %	Local \$	Local %	Federal \$	Federal %	Total \$
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 2003-04 year includes actual state and federal appropriations for state Fiscal Year 2003 and local revenues accruing to school districts from the 2002 tax year. 2002 property taxes are payable to the districts in calendar year 2003, 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)**

<b>Tax Year</b>	<b>Calendar Year Collected</b>	<b>Property Tax Revenues<sup>a</sup></b>	<b>CPP Replacement Fund</b>	<b>Total Regular Revenues<sup>b</sup></b>
2002	2003	\$10,398.8 <sup>c</sup>	\$406.5 <sup>d</sup>	\$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 2002 EAVs and 2002 tax rates.

<sup>d</sup> Actual payments to be made by the Illinois Department of Revenue for calendar year 2003.

**State Appropriations by Major Purpose  
(Dollars in Millions)**

<b>FY04</b>	<b>General Funds</b>	<b>%</b>	<b>All Funds</b>	<b>%</b>
Elementary & Secondary	\$6,347.0	28.6	\$8,544.0	20.8
Higher Education	2,406.0	10.8	2,831.0	6.9
Department of Public Aid	5,577.0	25.1	10,184.0	24.8
Department of Transportation	61.0	0.3	1,922.0	4.7
Human Services	3,798.0	17.1	5,137.0	12.5
Public Safety	1,305.0	5.9	2,397.0	5.8
Environment & Natural Res.	107.0	0.5	1,350.0	3.3
Legislative, Judicial, AG	483.0	2.2	525.0	1.3
All Other	2,139.0	9.6	8,177.0	19.9
<b>Total</b>	<b>\$22,223.0</b>	<b>100.0%</b>	<b>\$41,067.0</b>	<b>100.0%</b>
Education	\$8,753.0	39.4	\$11,375.0	27.7
Department of Public Aid	5,577.0	25.1	10,184.0	24.8
Environment & Natural Res.	107.0	0.5	1,395.0	3.4
Public Safety	1,305.0	5.8	2,397.0	5.8
Human Services	3,798.0	17.1	5,137.0	12.5
Department of Transportation	61.0	0.3	1,922.0	4.7
All Other	2,622.0	11.8	8,657.0	21.1
<b>Total</b>	<b>\$22,223.0</b>	<b>100.0%</b>	<b>\$41,067.0</b>	<b>100.0%</b>

<b>FY03</b>	<b>General Funds</b>	<b>%</b>	<b>All Funds</b>	<b>%</b>
Elementary & Secondary	\$6,144.0	27.5	\$8,239.0	15.6
Higher Education	2,496.0	11.2	3,809.0	7.2
Department of Public Aid	5,113.0	22.9	8,688.0	16.5
Department of Transportation	90.0	0.4	8,414.0	16.0
Human Services	4,845.0	21.6	7,012.0	13.3
Public Safety	1,446.0	6.5	2,212.0	4.2
Environment & Natural Res.	162.0	0.7	2,120.0	4.0
Legislative, Judicial, AG	454.0	2.0	521.0	1.0
All Other	1,613.0	7.2	11,731.0	22.2
<b>Total</b>	<b>\$22,363.0</b>	<b>100.0%</b>	<b>\$52,746.0</b>	<b>100.0%</b>
Education	\$8,640.0	38.6	12,048.0	22.8
Department of Public Aid	5,113.0	22.9	8,688.0	16.5
Environment & Natural Res.	162.0	0.7	2,120.0	4.0
Public Safety	1,446.0	6.5	2,212.0	4.2
Human Services	4,845.0	21.7	7,012.0	13.3
Department of Transportation	90.0	0.4	8,414.0	16.0
All Other	2,067.0	9.2	12,252.0	23.2
<b>Total</b>	<b>\$22,363.0</b>	<b>100.0%</b>	<b>\$52,746.0</b>	<b>100.0%</b>

Source: Data provided by Governor's FY05 Budget Book.

**Net Lottery Proceeds Compared  
to Total State Appropriations  
for Elementary and Secondary Education  
Fiscal Years 1983 through 2004  
(Dollars in Millions)**

Fiscal Year	Total State Appropriations	Net Lottery Proceeds	
		Amount	% of Total
2004	\$6,558.8	\$570.0 <sup>a</sup>	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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<sup>a</sup>Net Lottery Proceeds were provided by Illinois Lottery.

<sup>b</sup>Beginning FY 1985, 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>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
<b>1998-99 Averages</b>	Elementary	\$5,857	\$6,613
	Secondary	9,567	10,305
	Unit	5,484	6,816
	ALL DISTRICTS	6,032	7,146
	Chicago SD 299	5,622	7,827

\* 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 2004**

Fiscal Year	Total Appropriations			Total Appropriations Per Pupil Enrolled		% Change in Constant Dollars Per Pupil Enrolled
	Current Dollars <sup>a</sup>	Constant 2000 Dollars <sup>a</sup>	Fall Enrollment	Current Dollars <sup>b</sup>	Constant 2000 Dollars <sup>b</sup>	
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



# *A Profile of Illinois Public Schools in 2003-2004*

## **Selections from School Report Card Files (regular public schools only)**

### Summary

886 districts (public-regular)

3,907 schools

2,060,048 students

39.0% low-income enrollment

86.6% graduation rate

4.6% dropout rate

16.8% mobility rate

6.7% LEP enrollment

### Trends

**Number of school districts declined:** The number of school districts declined from 913 in 1995 to 886 in 2004; there were 381 elementary districts, 101 high school districts, and 404 unit districts, for a total of 886 public school districts.

**Number of public schools increased:** The number of public schools increased from 3,825 in 1995 to 3,907 in 2004. These figures include only regular public schools which issue school report cards.

**Increase in average school size:** The average school size increased by about 7 percent from 492 in 1995 to 527 in 2004.

**Student enrollment continued to increase:** Student enrollment in the regular Illinois public schools increased steadily from 1,880,376 in 1995 to 2,060,048 in 2004. In the last decade, student enrollment increased by 179,672 or 9.6 percent. (Regular public school enrollment only.)

**Increase in low-income students:** Low-income students increased from 34.0 percent of the enrollment in 1995 to 39.0 percent in 2004. 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 19.3 percent in 1995 to 16.8 percent in 2004. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. Students may be counted more than once, depending on the number of transfers made in the year.

**Percent minority increased:** Students who are either Black, Hispanic, Asian/Pacific Islander or Native American make up 42.3 percent of the enrollment in 2004, up from 35.3 percent in 1995. 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 5.6 percent in 1995 to 6.7 percent in 2004. LEP students include those who are eligible for bilingual education.

**Decline in dropout rate since 1995:** The dropout rate declined from 6.8 percent in 1995 to 4.6 percent in 2004. 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 2.1 percent in 2004, compared to 2.4 percent reported for 1995. Chronic truants include students, subject to compulsory attendance, who have been absent without valid cause for 18 or more of the previous 180 regular attendance days.

**Since 1995, average class sizes declined at the elementary level and increased at the high school level:** Between 1995 and 2005, the average class sizes for:

- Kindergarten declined from 22.7 to 21.0
- Grade 1 declined from 23.1 to 21.6
- Grade 3 declined from 23.5 to 22.6
- Grade 6 declined from 24.1 to 23.7
- Grade 8 declined from 23.5 to 23.1
- High School increased from 19.7 to 19.9 (includes Grades 9-12)

**Minorities account for about 15 percent of the teaching force:** While minorities account for 42.3 percent of the students enrolled, only about 15 percent of the classroom teachers are from minority groups.

**Declining trend in percent of male teachers:** There is a downward trend in the percent of male teachers, declining from 25.5 percent of the teaching force in 1995 to 23.4 percent in 2004.

**Percent of teachers with graduate degrees increased slightly:** In 2004, teachers who had a master's degree or above accounted for 48.6 percent of the classroom teachers in Illinois public schools, up from 43.8 percent in 1995.

**Elementary and secondary pupil-teacher ratios (PTR) generally declined but increased in 2004:** The elementary PTR declined from 19.6:1 in 1995 to 18.4:1 in 2003 then increased to 19.4:1 in 2004. The secondary PTR remained unchanged at 18.2:1 between 1995 and 2003 but increased to 18.8:1 in 2004. 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 13.8 years in 2004. This declining trend may be expected to continue as teachers from the “baby-boomer” generation approach retirement age.

**Average teacher salary increased by 38 percent since 1995:** The average teacher salary increased from \$39,505 in 1995 to \$54,446 in 2004. When adjusted for inflation, the average teacher salary increased by 8.8 percent between 1995 and 2004.

**Average administrator salary increased by 45 percent since 1995:** The average administrator salary increased from \$64,835 in 1995 to \$93,976 in 2004. When adjusted for inflation, the average administrator salary increased by about 14 percent between 1995 and 2004.

**Between 1994 and 2003, statewide operating expenditure per pupil (OEPP) increased by 48.7 percent:** The statewide OEPP increased by 48.7 percent from \$5,705 in 1994 to \$8,482 in 2003. After adjusting for inflation, the OEPP increased by about 17 percent since 1994.

## How Illinois Ranks Among the States\*

### Public School Enrollment (Fall 2002)

1	California	6,244,403
5	Illinois	2,081,156
51	District of Columbia	67,552
	United States	47,781,413

### Number of Teachers (2002-03)

1	California	309,773
6	Illinois	133,659
51	District of Columbia	4,769
	United States	3,035,249

### Average Teacher Salary (2002-03)

1	California	\$56,283
11	Illinois	\$51,475
51	South Dakota	\$32,416
	United States	\$45,891

### Per Student Expenditure (2001-02)

1	District of Columbia	\$13,993
23	Illinois	\$7,597
51	Utah	\$4,706
	United States	\$7,532

### Pupils Enrolled per Teacher (2001)

1	Utah	20.7
22	Illinois	14.2
51	Vermont	9.8
	United States	14.7

\* Includes the District of Columbia.

Sources for National Perspective: (1) U.S. Census Bureau and (2) National Education Association. 1999. *Rankings and Estimates: Rankings of the States 2003 and Estimates of School Statistics 2004*.

**Illinois Public School Districts by Type  
1982-83 through 2003-04**

School Year	Elementary Districts	Secondary Districts	Unit Districts	Total Districts
2003-04	381	101 <sup>a</sup>	405	887 <sup>b</sup>
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> Includes 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: Fall Housing Enrollment Report, Data Analysis & Progress Reporting Division, ISBE.

**Number of Public School Districts by Type and Enrollment  
1993-94 and 2003-04**

	Elementary Districts		Secondary Districts		Unit Districts		TOTAL*	
	1993-94	2003-04	1993-94	2003-04	1993-94	2003-04	1993-94	2003-04
25,000 or more	0	0	0	0	3	4	3	4
10,000 to 24,999	0	4	0	2	0	14	0	20
5,000 to 9,999	10	9	5	10	22	24	37	43
2,500 to 4,999	38	53	22	22	31	31	91	106
1,000 to 2,499	106	101	28	29	126	118	260	248
600 to 999	61	54	21	17	98	89	180	160
300 to 599	62	58	14	11	108	100	184	169
Less than 300	121	102	16	10	16	25	153	137
<b>Total</b>	<b>398</b>	<b>381</b>	<b>106</b>	<b>101</b>	<b>404</b>	<b>405</b>	<b>908</b>	<b>887</b>

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

**Number of Public and Nonpublic Attendance Centers**

	Public		Nonpublic		
	1993-94	2003-04	1993-94	2003-04	
Elementary	2,647	2,639	Elementary	1,017	913
Junior High	577	609	Secondary	119	117
High School	654	666	Unit	149	142
Special Education and Others	273	359	Special Education	124	78
<b>Total</b>	<b>4,151</b>	<b>4,273</b>		<b>1,409</b>	<b>1,250</b>

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

## Illinois Virtual High School

The Illinois Virtual High School (IVHS) is an Internet educational service delivering a wide range of quality high school class content online to Illinois students by certified Illinois teachers through the IVHS portal platform. The Illinois State Board of Education (ISBE) serves as the fiscal agent for the IVHS and provides oversight for the program in collaboration with the Illinois Board of Higher Education, The Illinois Community College Board and the Governor's Office of Technology. The Illinois Mathematics and Science Academy (IMSA) manages and operates the IVHS on behalf of ISBE, who provides grants from state and federal funds for the operation of the program. In FY05, funds for this program total \$1.45M in state dollars and anticipated federal funds of approximately \$700,000. In addition, the program will utilize approximately \$370,000 from course fees collected directly by IMSA. Federal grants also fund approximately \$250,000 in contracts to IVHS partners.

The IVHS provides classes that may not be available to students at all schools. Classes can be completed at almost any time and students may take or retake classes required for graduation, as well as rigorous advanced coursework that, in some cases, may result in college credit. IVHS offers the ability to work at a more flexible and individualized pace and also offers courses to home-schooled students.

The IVHS offers a mix of prepackaged courses procured from private sector vendors and courses developed by the IVHS and its partners. For the 2004-05 school year, 93 semester courses are available. IVHS anticipates offering 14 Advanced Placement (AP) review courses and an ACT test preparation course in spring 2005. In addition, IVHS offers several online professional development courses for educators. More information can be found at [www.ivhs.org](http://www.ivhs.org).

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Schools enrolling students	36	69	162	213
Credit-based semester registrations*	97	412	1,232	1,960
Students served: credit-based registrations	91	282	937	1,409
Non-credit registrations	195	2,720	165	1,294
Students served: non-credit registrations	163	1,804	158	1,136
Credit-based semester courses offered	16	69	90	102
Non-credit courses offered	10	11	11	15
Credit-based semester courses under development	7	23	8	4

\* Students can enroll in more than one course.

# Illinois Virtual High School

As of November 1, 2004

<u>Term</u>	<u>Schools Requesting Participation</u>	<u>Schools Enrolling Students</u>	<u>Semester Registrations</u>	<u>Courses Offered</u>	<u>Courses Selected for Enrollment</u>	<u>Number of Instructors*</u>	<u>Courses Under Development**</u>	<u>Most Requested Courses</u>
Spring 2001	124	33	97	16	12	16	7	A+ Certification Network+ Certification, English as a Second Language
AP Review 2001	127	36	195	10	10	N/A	N/A	Calculus AB, English Literature & Composition, US History
Fall 2001	167	55	202	69	40	35	15	A+ Certification, Chemistry 1A, Oceanography, Physics 1A
Spring 2002	173	49	191	69	49	38	18	Chemistry 1B, Physics 1B, Psychology, Network + Certification
AP Review 2002	266	68	2720	11	11	N/A	N/A	English Language & Composition, US History, English Literature & Composition, Calculus AB
Summer 2002	282	12	19	4	4	2	N/A	Algebra 1A, Algebra 1B
Fall 2002	302	99	457	86	77	56	8	Web Page Design, Psychology, AP Calculus AB, Spanish IA
Spring 2003	318	120	635	90	76	56	8	Web Page Design, Intro to Technology, Career Planning, Creative Writing
ACT and AP Review 03	318	26	165	15	11	8	N/A	ACT Review, US History
Summer 2003	332	46	140	20	17	15	N/A	Consumer Education, Web Page Design, Psychology, Health 1A
Fall 2003	376	140	745	101	87	60	4	Web Page Design, Psychology,



<b>Term</b>	<b><u>Schools Requesting Participation</u></b>	<b><u>Schools Enrolling Students</u></b>	<b><u>Semester Registrations</u></b>	<b><u>Courses Offered</u></b>	<b><u>Courses Selected for Enrollment</u></b>	<b><u>Number of Instructors*</u></b>	<b><u>Courses Under Development**</u></b>	<b><u>Most Requested Courses</u></b>
								Spanish IIA, English 1A
Spring 2004	395	152	971	102	92	60	4	Consumer Education, Web Page Design, Career Planning, Psychology
ACT and AP Review 04	403	63	1,294	15	13	20	N/A	ACT Review, AP US History, AP English Language & Composition, AP English Literature & Composition
Summer 2004	404	65	240	24	23	17	N/A	Consumer Education, Career Planning, Health 1A, Algebra 1A, Creative Writing
Fall 2004	434	157	1143	89	80	95	6	Spanish IA, Career Planning, Psychology, Web Page Design
*Figures do not include course developers.      **Measured in semester courses.								

# Students

## Public School Enrollment Comparison 1993-94 with 2003-04

Grade Level	1993-94 Enrollment	2003-04 Enrollment	Percent Change
Pre-K	31,640	52,373	65.5
Pre-K Bilingual	839	1,236	47.3
Pre-K Spec. Ed.	9,880	13,539	37.0
Kindergarten	144,757	146,803	1.4
K-1 Transition	981	n/a	n/a
1 <sup>st</sup> Grade	146,167	155,142	6.1
2 <sup>nd</sup> Grade	143,397	154,191	7.5
3 <sup>rd</sup> Grade	143,349	161,329	12.5
4 <sup>th</sup> Grade	138,827	160,246	15.4
5 <sup>th</sup> Grade	132,883	158,367	19.2
6 <sup>th</sup> Grade	134,201	163,901	22.1
7 <sup>th</sup> Grade	136,363	162,933	19.5
8 <sup>th</sup> Grade	138,518	160,271	15.7
Ungraded Elementary	4,706	*	*
Elem. Spec. Ed.	49,432	*	*
<b>Elementary Total</b>	<b>1,355,940</b>	<b>1,490,331</b>	<b>9.9</b>
9 <sup>th</sup> Grade	143,950	174,343	21.1
10 <sup>th</sup> Grade	131,770	155,848	18.3
11 <sup>th</sup> Grade	120,785	139,504	15.5
12 <sup>th</sup> Grade	106,519	136,974	28.6
Ungraded Secondary	3,428	*	*
Sec. Spec. Ed.	27,014	*	*
Post Grad.	3,721	3,961	6.4
<b>Secondary Total</b>	<b>537,187</b>	<b>610,630</b>	<b>13.7</b>
<b>TOTAL</b>	<b>1,893,127</b>	<b>2,100,961**</b>	<b>11.0</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 and Nonpublic Pre-Kindergarten  
Through Grade 12 Fall Pupil Enrollment  
1982-83 through 2003-04**

<u>School Year</u>	<u>Public</u>	<u>Nonpublic</u>	<u>Total</u>
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  
by Racial/Ethnic Distribution Comparison  
1993-94 with 2003-04**

	1993-94		2003-04	
	Number of Students	Percent	Number of Students	Percent
White Non-Hispanic	1,223,832	64.6%	1,205,782	57.4%
Black Non-Hispanic	400,188	21.1%	444,290	21.1%
Hispanic	211,113	11.2%	370,942	17.7%
Asian or Pacific Islander	55,137	2.9%	75,865	3.6%
American Indian or Alaskan Native	2,807	0.1%	4,082	0.2%
<b>Total Students</b>	<b>1,893,077</b>		<b>2,100,961</b>	
<b>Percent of Minority Students</b>		<b>35.4%</b>		<b>42.6%</b>

**Nonpublic School Enrollment\* Comparison  
1993-94 with 2003-04**

Grade Level	1993-94 Enrollment	2003-04 Enrollment	Percent Change from 1993-94 to 2003-04
Pre-K	30,231	35,559	17.6
Kindergarten	27,931	26,225	-6.1
1 <sup>st</sup> Grade	26,538	24,080	-9.3
2 <sup>nd</sup> Grade	25,432	23,684	-6.9
3 <sup>rd</sup> Grade	24,810	22,911	-7.7
4 <sup>th</sup> Grade	23,365	22,353	-4.3
5 <sup>th</sup> Grade	22,377	21,775	-2.7
6 <sup>th</sup> Grade	21,702	21,696	0.0
7 <sup>th</sup> Grade	21,351	21,112	-1.1
8 <sup>th</sup> Grade	21,412	20,260	-5.4
Elem. (K-8) Spec. Ed.	2,929	1,648	-43.7
<b>Elementary Total</b>	<b>248,078</b>	<b>241,303</b>	<b>-2.7</b>
9 <sup>th</sup> Grade	17,928	17,185	-4.1
10 <sup>th</sup> Grade	15,800	15,700	-0.6
11 <sup>th</sup> Grade	15,094	15,086	-0.1
12 <sup>th</sup> Grade	14,070	15,179	7.9
Sec. (9-12) Spec. Ed	2,742	2,066	-24.6
Reported Total Only**	**	**	**
<b>Secondary Total</b>	<b>65,634</b>	<b>65,216</b>	<b>-0.6</b>
Ungraded	3,152	6,300	99.9
<b>TOTAL**</b>	<b>316,864</b>	<b>312,819</b>	<b>-1.3</b>

\* 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  
2003-04**

By Native Language	Chicago		Downstate		State Total	
	Number	Pct	Number	Pct	Number	Pct
Spanish	58,447	46.4	67,495	53.6	125,942	80.1
Polish	3,581	53.0	3,176	47.0	6,757	4.3
Arabic	1,118	41.3	1,588	58.7	2,706	1.7
Urdu	1,115	50.1	1,110	49.9	2,225	1.4
Korean	206	11.8	1,542	88.2	1,748	1.1
Cantonese (Chinese)	1,349	81.8	301	18.2	1,650	1.0
Pilipino (Tagalog)	468	39.2	726	60.8	1,194	0.8
Gujarati	199	17.1	966	82.9	1,165	0.7
Vietnamese	533	47.6	587	52.4	1,120	0.7
Russian	139	15.1	779	84.9	918	0.6
Serbian	591	64.4	327	35.6	918	0.6
Lithuanian	68	8.6	722	91.4	790	0.5
Japanese	36	5.0	679	95.0	715	0.5
Bosnian	432	63.6	247	36.4	679	0.4
Mandarin (Chinese)	141	22.2	493	77.8	634	0.4
Bulgarian	196	34.2	377	65.8	573	0.4
Ukrainian	282	53.0	250	47.0	532	0.3
Romanian	296	57.7	217	42.3	513	0.3
Other (Identified)	2,041	36.1	3,619	63.9	5,660	3.6
Other (Unidentified)	274	38.2	443	61.8	717	0.5
Enrollment Totals	71,512	45.5	85,644	54.5	157,156	100.0

**Reasons for Exiting Bilingual Programs  
2003-04**

Reason for Exiting	Chicago		Downstate		State Totals	
	Number	Pct of Chicago Exits	Number	Pct of Downstate Exits	Number	Pct of Statewide Exits
Transitioned	5,745	31.3	9,114	47.1	14,859	39.4
Withdrawn by Parents	2,597	14.2	1,173	6.1	3,770	10.0
Graduated	0	0.0	2,206	11.4	2,206	5.9
Dropped Out	336	1.8	291	1.5	627	1.7
Transferred	5,438	29.7	4,066	21.0	9,504	25.2
Other	4,223	23.0	2,515	13.0	6,738	17.9
<b>Total Exited</b>	<b>18,339</b>	<b>48.6</b>	<b>19,365</b>	<b>51.4</b>	<b>37,704</b>	<b>24.0</b>
<b>Have Not Exited</b>	<b>53,173</b>	<b>44.5</b>	<b>66,279</b>	<b>55.5</b>	<b>119,452</b>	<b>76.0</b>
<b>Total Served</b>	<b>71,512</b>	<b>45.5</b>	<b>85,644</b>	<b>54.5</b>	<b>157,156</b>	<b>100.0</b>

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

School District Name	Number	Pct
City of Chicago District 299	71,512	45.5
Cicero School District 99	6,120	3.9
School District 46	6,007	3.8
Waukegan CU School District 60	4,557	2.9
Aurora East Unit School District 131	4,209	2.7
Palatine CC School District 15	2,413	1.5
Community Unit School District 300	2,337	1.5
Rockford School District 205	2,276	1.4
Wheeling CC School District 21	2,152	1.4
West Chicago Elementary School District 33	1,753	1.1
Schaumburg CC School District 54	1,588	1.0
Community Consolidated School District 62	1,538	1.0
Community Consolidated School District 59	1,402	0.9
Round Lake Area School District 116	1,381	0.9
Indian Prairie CU School District 204	1,274	0.8
Aurora West Unit School District 129	1,050	0.7

The total enrollment in FY04 increased by 3 percent from FY03. In particular, enrollment in Chicago School District 299 increased by almost 6 percent while downstate enrollment increased by a mere 0.2 percent. (See table below.) Enrollment forecasts indicated that the enrollments in bilingual education programs will increase by three to five percent each year. It is anticipated that both Chicago and downstate programs will enroll more students of limited-English background in the coming years.

### Number of Students Served by Bilingual Education Programs: FY01 - FY04

	Fiscal Year				Percent Increase/ Decrease in FY 04	
	FY01	FY02	FY03	FY04	From FY02	From FY03
Chicago District 299	61,610	64,383	67,676*	71,512	11.1	5.7
Downstate	78,918	90,532	85,488	85,644	-5.4	0.2
<b>Total Served</b>	<b>140,528</b>	<b>154,915</b>	<b>153,164</b>	<b>157,156</b>	<b>1.4</b>	<b>2.6</b>

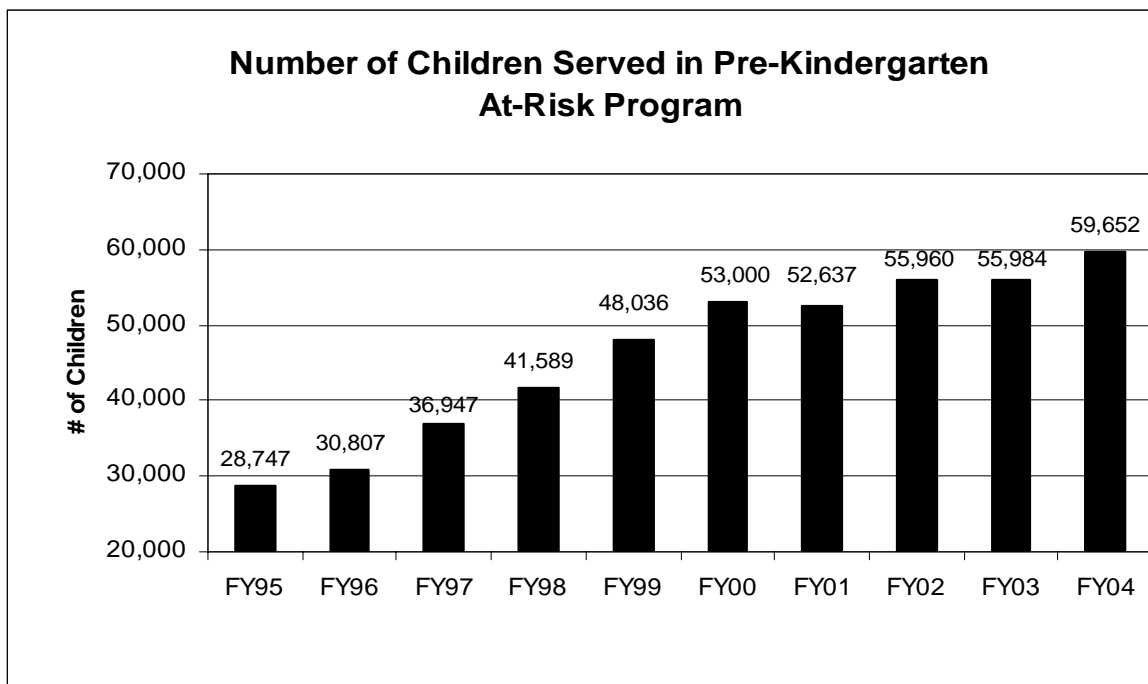
\* This is an adjusted number. 16,250 students in Chicago's FY03 Annual Student Report should not have been included.

### *Improvements in Data Collection*

The Annual Student Report (ASR) was modified to include additional variables recommended from last year's evaluation. Additionally, in view of NCLB, student English proficiency data in oral, reading and writing were collected from programs. The presence of assessment data allowed the program evaluation process to study the impact of bilingual education program services to students' proficiency in English as well as the students' achievements in IMAGE. The additional data variables in the ASR allowed for limited inferential analysis. For three consecutive years (FY02 through FY04) analysis of the data showed a positive relationship

between the students' length of stay with the program and their subsequent performance on the ISAT. Students who stay longer tend to perform better on the ISAT.





The decrease in number of children served in FY01 is due to Chicago serving fewer children and more programs going to all-day and 5-day programs.

### High School Graduates

	Public	Nonpublic	Total
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

2003-04 information will be available March 2005.

**2002-03 Illinois 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	
White Non-Hispanic											
# of Dropouts	1,719	1,341	1,890	1,586	2,343	1,855	2,503	1,822	8,455	6,604	15,059
Statewide Enrollment	51,234	48,139	48,102	45,771	46,309	44,811	45,272	43,566	190,917	182,287	373,204
DROPOUT RATE	3.36%	2.79%	3.93%	3.47%	5.06%	4.14%	5.53%	4.18%	4.43%	3.62%	4.04%
Black Non-Hispanic											
# of Dropouts	2,374	1,802	1,800	1,447	1,235	1,139	857	781	6,266	5,169	11,435
Statewide Enrollment	18,702	17,577	14,057	14,799	10,571	11,886	8,471	10,185	51,801	54,447	106,248
DROPOUT RATE	12.69%	10.25%	12.81%	9.78%	11.68%	9.58%	10.12%	7.67%	12.10%	9.49%	10.76%
Am Indian-Alaskan											
# of Dropouts	12	10	8	9	8	6	10	15	38	40	78
Statewide Enrollment	210	192	179	175	139	138	107	132	635	637	1,272
DROPOUT RATE	5.71%	5.21%	4.47%	5.14%	5.76%	4.35%	9.35%	11.36%	5.98%	6.28%	6.13%
Asian-Pacific Islander											
# of Dropouts	97	67	104	64	97	70	77	55	375	256	631
Statewide Enrollment	3,128	2,748	2,967	2,730	2,937	2,684	2,837	2,536	11,869	10,698	22,567
DROPOUT RATE	3.10%	2.44%	3.51%	2.34%	3.30%	2.61%	2.71%	2.17%	3.16%	2.39%	2.80%
Hispanic											
# of Dropouts	1,528	1,057	1,060	808	856	697	648	513	4,092	3,075	7,167
Statewide Enrollment	13,714	12,381	10,880	10,306	8,614	8,571	7,221	7,458	40,429	38,716	79,145
DROPOUT RATE	11.14%	8.54%	9.74%	7.84%	9.94%	8.13%	8.97%	6.88%	10.12%	7.94%	9.06%
Totals											
# of Dropouts	5,730	4,277	4,862	3,914	4,539	3,767	4,095	3,186	19,226	15,144	34,370
Statewide Enrollment	86,988	81,037	76,185	73,781	68,570	68,090	63,908	63,877	295,651	286,785	582,436
DROPOUT RATE	6.59%	5.28%	6.38%	5.30%	6.62%	5.53%	6.41%	4.99%	6.50%	5.28%	5.90%

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

**School Report Card**  
**Selected School Report Card Variables: Statewide Trend Data**  
**(for regular public schools only)**

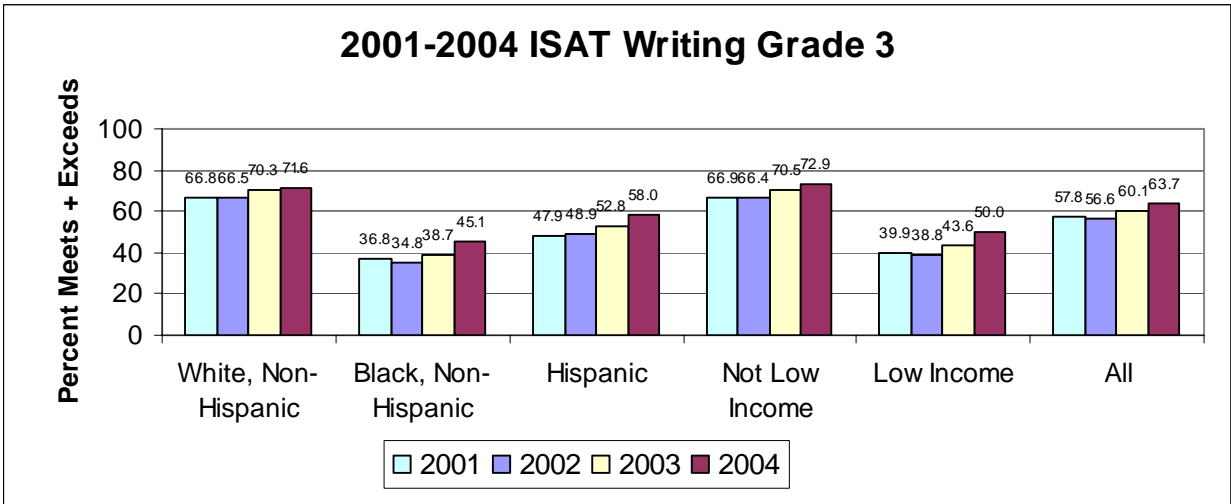
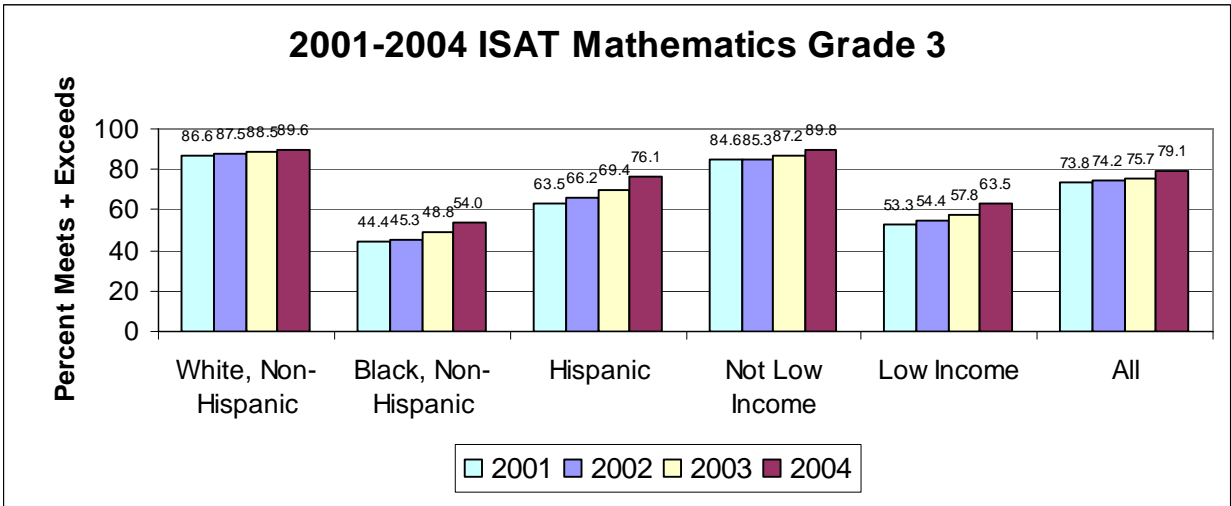
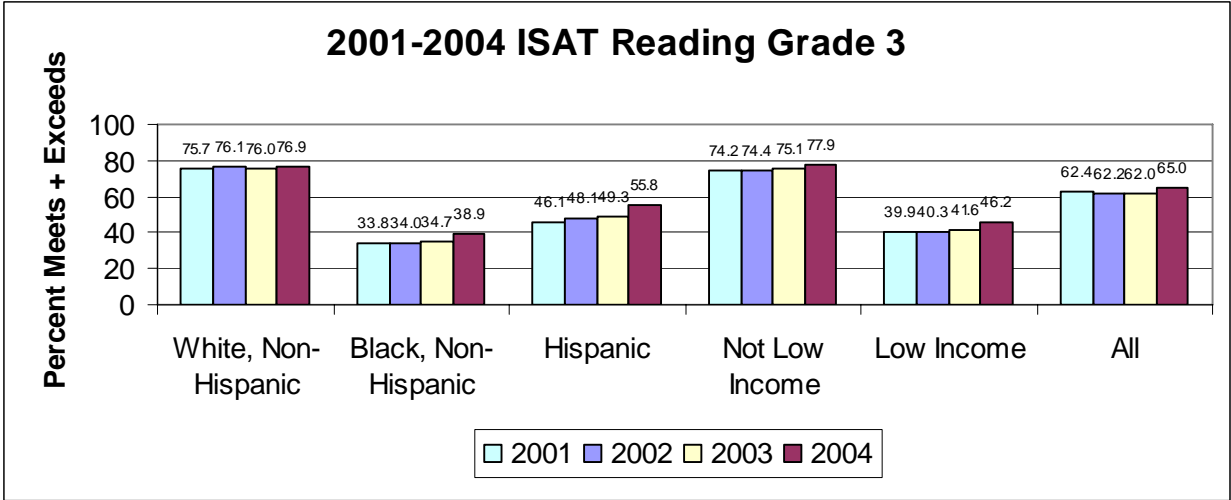
<b>Report Card Variable</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Student Enrollment</b>											
White	65.2%	64.7%	64.0%	63.3%	62.6%	62.0%	61.1%	60.1%	59.3%	58.6%	57.7%
Black	20.7%	20.6%	20.6%	20.6%	20.8%	20.8%	20.9%	20.9%	20.8%	20.7%	20.8%
Hispanic	11.0%	11.6%	12.2%	12.8%	13.3%	13.9%	14.6%	15.4%	16.2%	17.0%	17.7%
Asian/Pacific Islander	2.9%	3.0%	3.1%	3.1%	3.2%	3.2%	3.3%	3.4%	3.5%	3.6%	3.6%
Native American	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
<b>Total Number</b>	<b>1,854,222</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>Low-Income Enrollment</b>	33.5%	34.0%	34.9%	35.7%	36.3%	36.1%	36.7%	36.9%	37.5%	37.9%	39.0%
<b>LEP Enrollment</b>	5.2%	5.6%	5.9%	6.1%	6.3%	6.4%	6.1%	6.3%	6.7%	6.3%	6.7%
<b>Dropout Rate</b>	7.0%	6.8%	6.5%	6.4%	6.2%	5.9%	5.8%	5.7%	5.1%	4.9%	4.6%
<b>Student Attendance Rate</b>	93.2%	93.4%	93.5%	93.8%	93.9%	93.6%	93.9%	93.7%	94.0%	94.0%	96.3%
<b>Student Mobility Rate</b>	18.8%	19.3%	18.8%	18.4%	18.2%	18.1%	17.5%	17.2%	16.5%	16.4%	16.8%
<b>Chronic Truancy Rate</b>	2.4%	2.4%	2.3%	2.3%	2.3%	2.3%	2.4%	2.2%	2.0%	1.9%	2.1%
<b>Average Class Size</b>											
Kindergarten	22.7	22.7	23.0	22.5	22.1	21.8	21.3	20.9	20.5	20.6	21.0
Gr 1	22.9	23.1	22.7	23.1	22.8	22.3	21.6	21.6	21.1	21.3	21.6
Gr 3	23.7	23.5	22.8	23.5	23.2	23.0	22.4	22.3	22.1	22.5	22.6
Gr 6	24.3	24.1	23.8	24.7	24.3	23.8	23.9	24.0	23.6	23.6	23.7
Gr 8	23.9	23.5	22.9	23.0	23.5	23.1	22.9	22.6	22.3	22.8	23.1
High School	19.9	19.7	19.5	19.3	18.9	18.3	18.4	18.2	18.8	17.6	19.9
<b>Oper Expend Per Pupil</b> <i>(Prior year data)</i>	\$5,579	\$5,705	\$5,922	\$6,158	\$6,281	\$6,682	\$7,146	\$7,483	\$7,926	\$8,181	\$8,482
<b>Graduation Rate</b>	78.0%	80.7%	80.5%	81.6%	81.8%	81.9%	82.6%	83.2%	85.2%	86.0%	86.5%

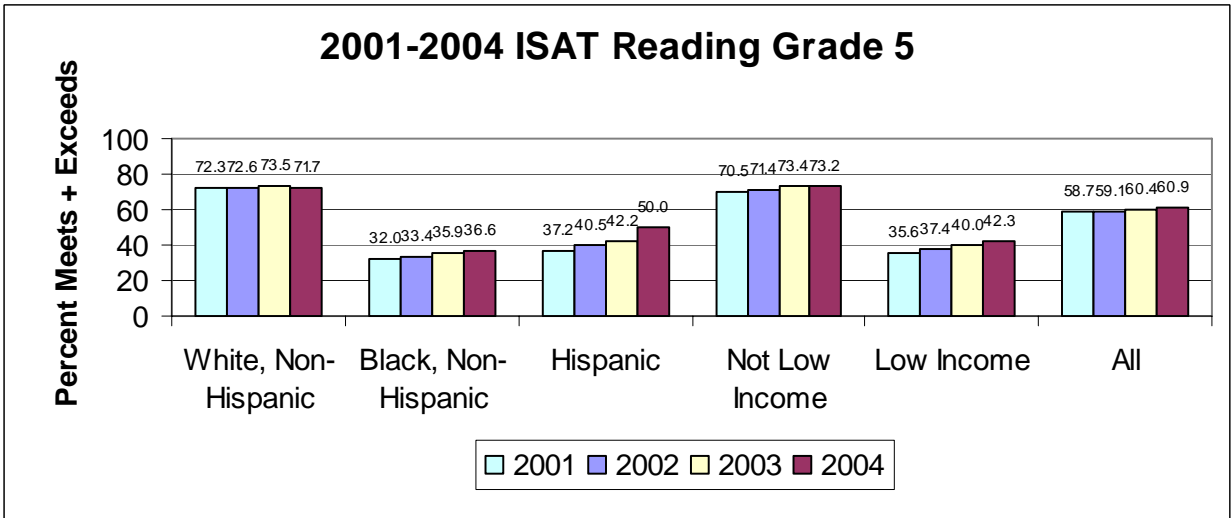
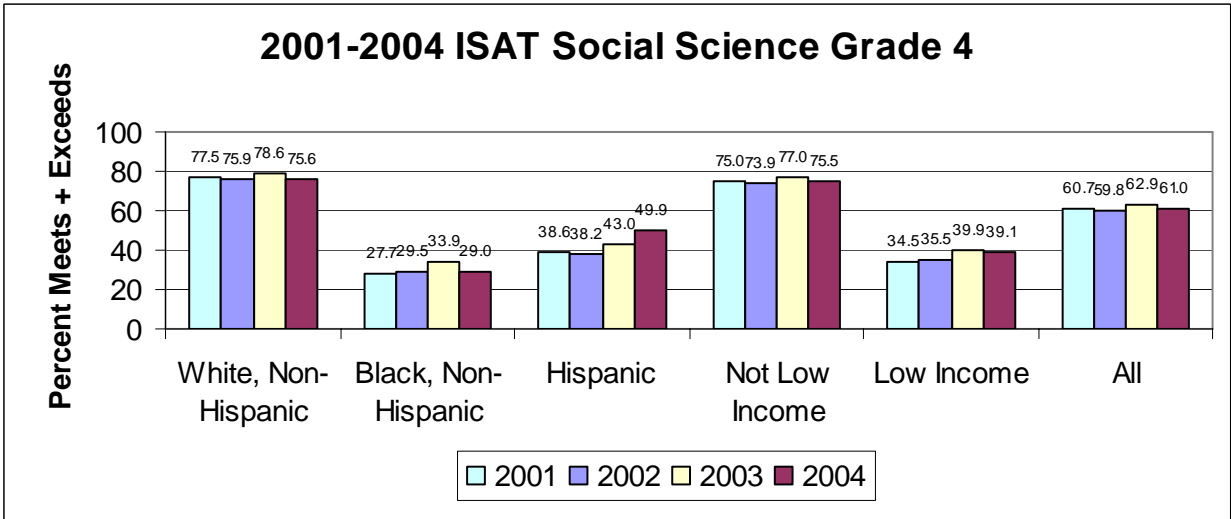
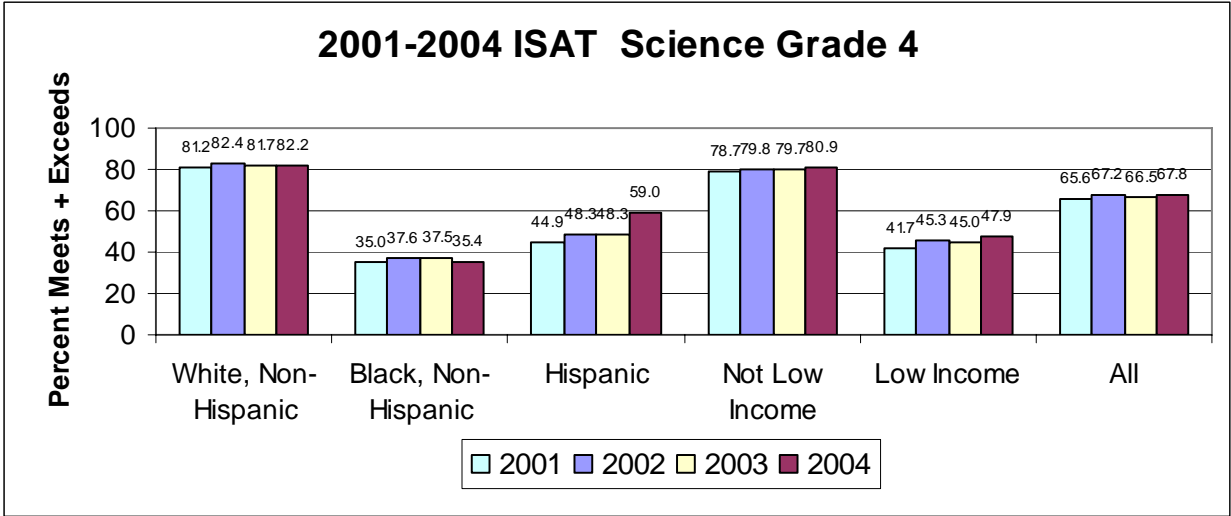
# *Student Performance*

## Illinois Standards Achievement Test (ISAT)

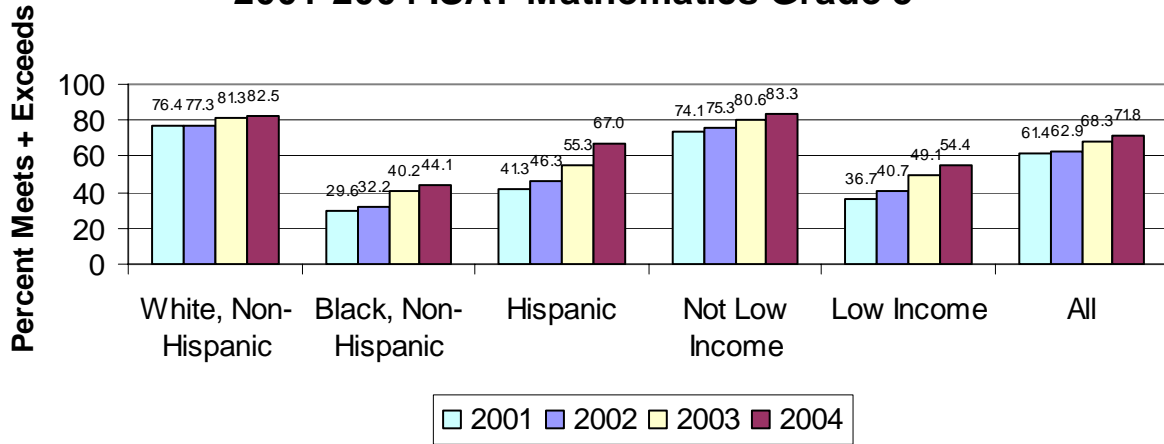
Based on their ISAT scores, students are placed in performance levels. The cut-off scores for these levels were established with the help of Illinois elementary and secondary educators. The distribution (percents) of students at each level is shown below for school years 2000 - 2004.

Reading	Grade 3					Grade 5					Grade 8				
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
Academic Warning	6	7	7	8	7	0	1	2	1	2	0	1	1	1	2
Below Standards	32	31	31	30	28	41	40	39	39	37	28	34	31	36	31
Meets Standards	41	43	44	40	42	39	34	37	37	36	56	56	58	54	57
Exceeds Standards	21	19	19	22	23	20	25	22	23	25	16	10	10	10	10
Writing	Grade 3					Grade 5					Grade 8				
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
Academic Warning	6	9	9	7	5	3	4	6	6	4	3	6	5	6	5
Below Standards	38	33	34	33	31	26	27	35	29	26	27	32	32	35	32
Meets Standards	53	55	54	57	61	57	58	54	61	66	59	55	57	55	59
Exceeds Standards	2	3	3	3	3	14	12	5	3	4	11	7	5	4	5
Mathematics	Grade 3					Grade 5					Grade 8				
	00	01	02	03	04	00	01	02	03	04	00	01	02	03	04
Academic Warning	10	8	7	7	7	6	4	5	3	3	8	7	7	6	6
Below Standards	21	18	19	17	14	37	34	32	28	25	46	42	40	41	40
Meets Standards	46	46	44	45	46	52	55	55	59	60	35	37	37	38	38
Exceeds Standards	23	28	30	31	33	5	6	8	10	12	12	13	15	15	17
Science	Grade 4					Grade 7									
	00	01	02	03	04	00	01	02	03	04					
Academic Warning	1	8	8	7	6	12	11	10	10	10					
Below Standards	35	26	25	26	26	16	17	17	17	15					
Meets Standards	51	54	53	52	55	54	52	56	56	58					
Exceeds Standards	13	11	14	14	13	18	20	17	17	17					
Social Science	Grade 4					Grade 7									
	00	01	02	03	04	00	01	02	03	04					
Academic Warning	11	11	10	8	10	3	2	2	1	2					
Below Standards	30	28	31	29	29	39	38	40	38	39					
Meets Standards	53	55	54	56	54	46	47	48	46	44					
Exceeds Standards	6	6	6	6	7	12	13	11	15	15					

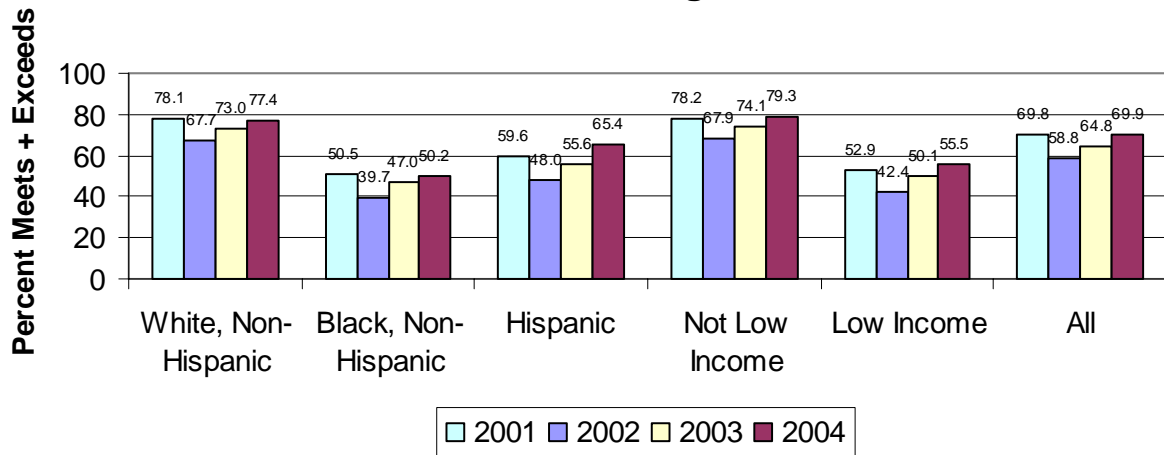




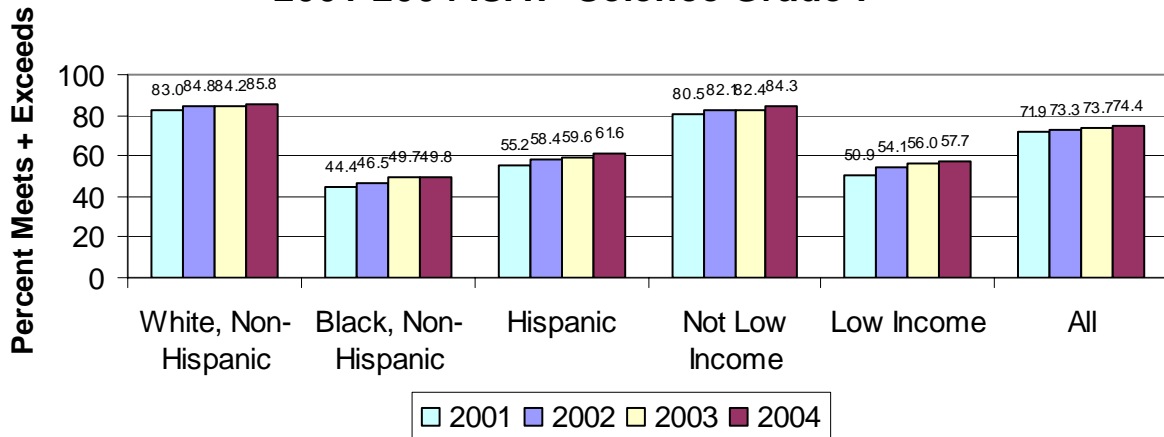
### 2001-2004 ISAT Mathematics Grade 5



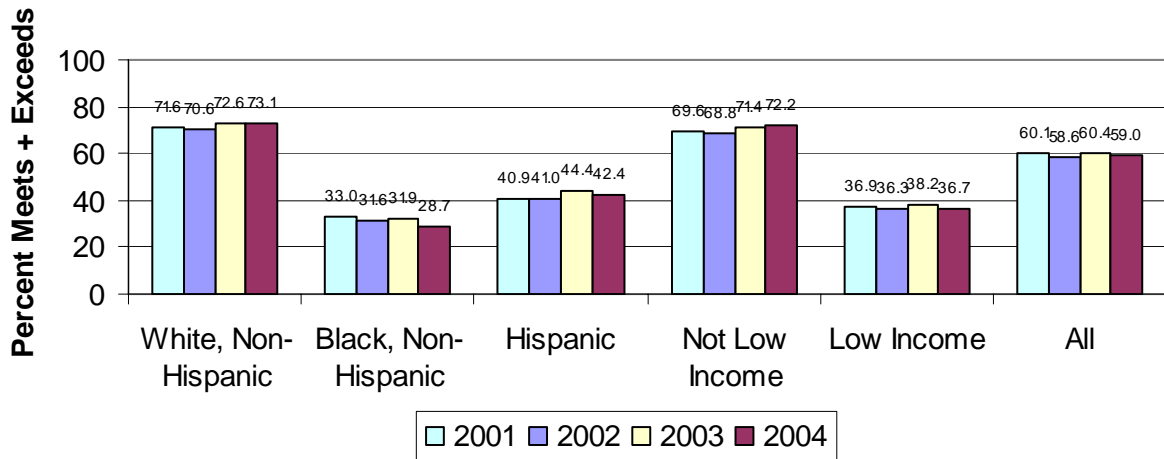
### 2001-2004 ISAT Writing Grade 5



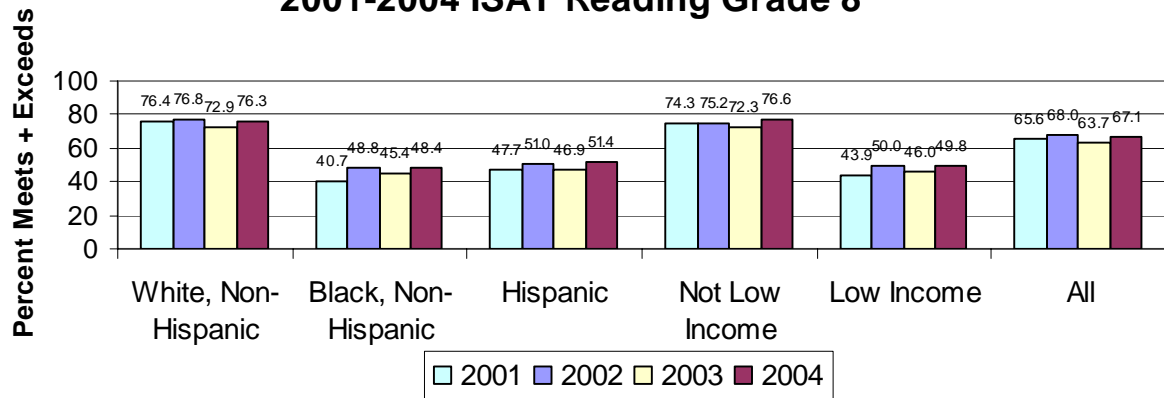
### 2001-2004 ISAT Science Grade 7



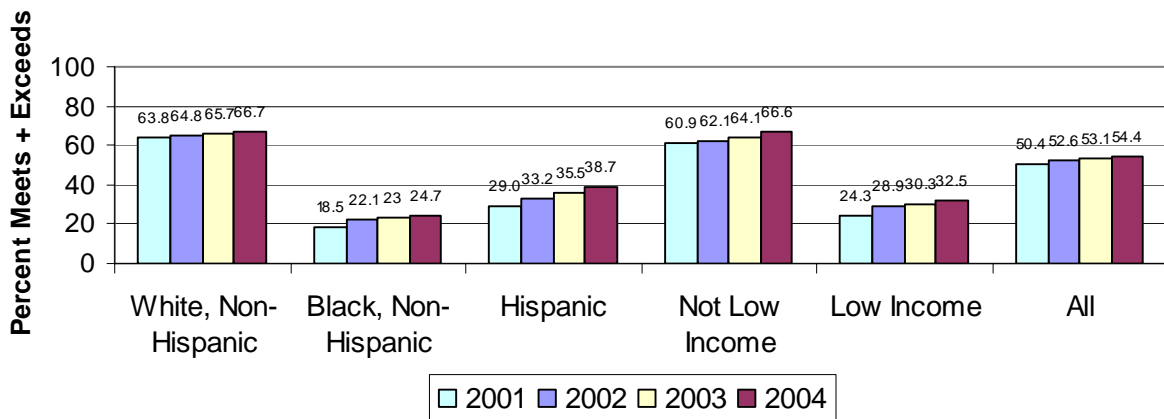
### 2001-2004 ISAT Social Science Grade 7



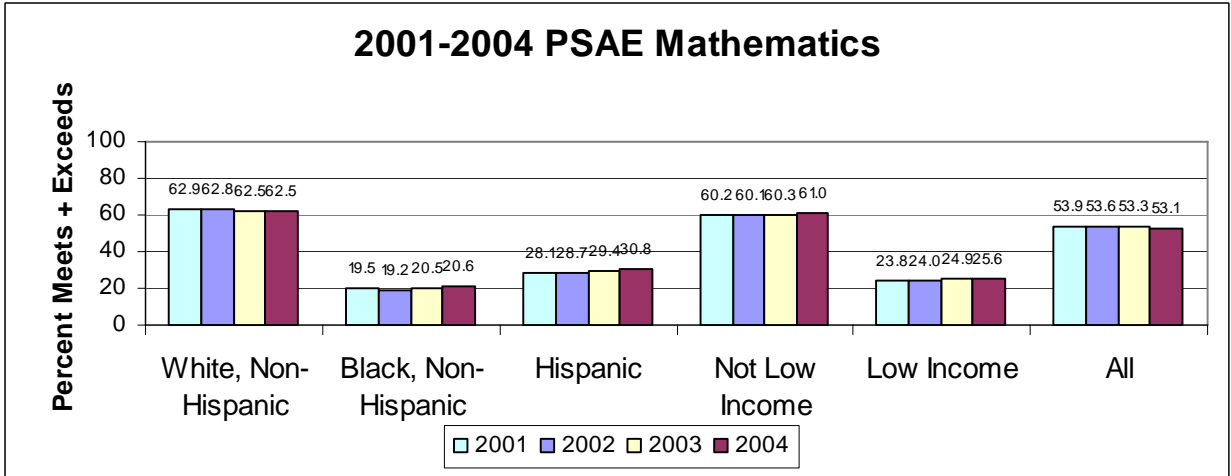
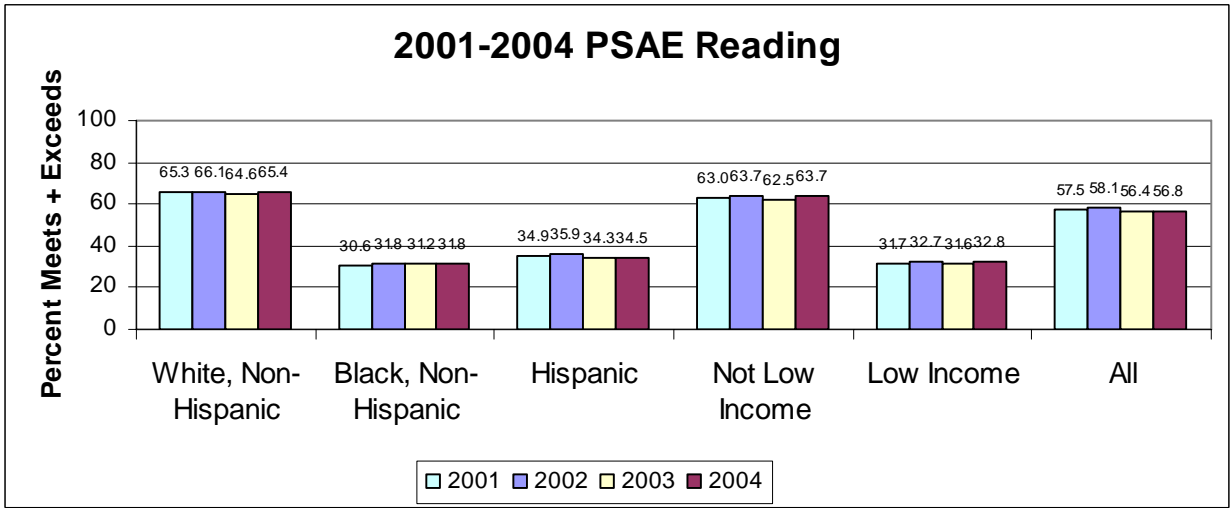
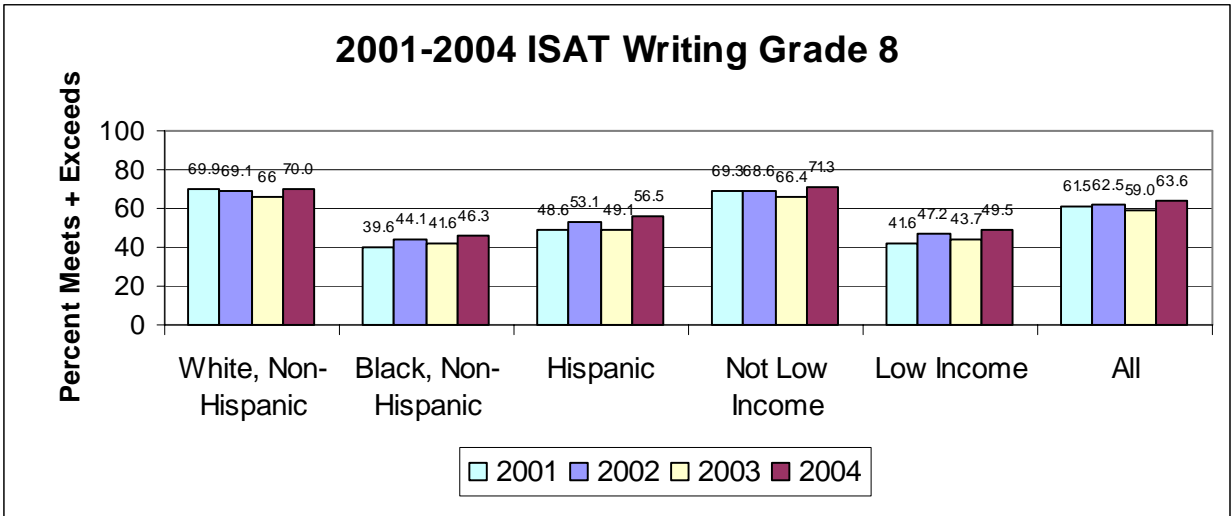
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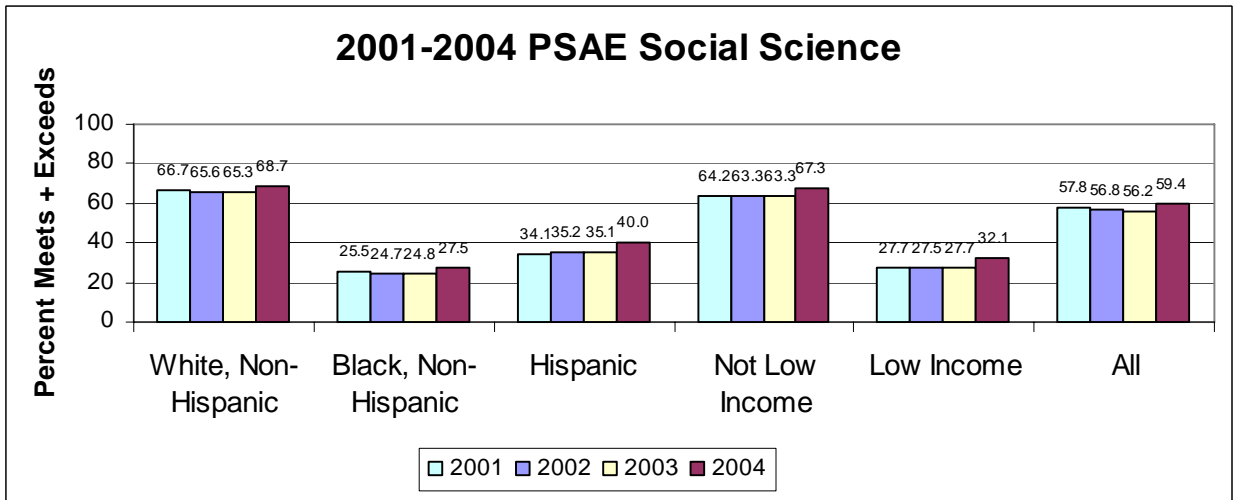
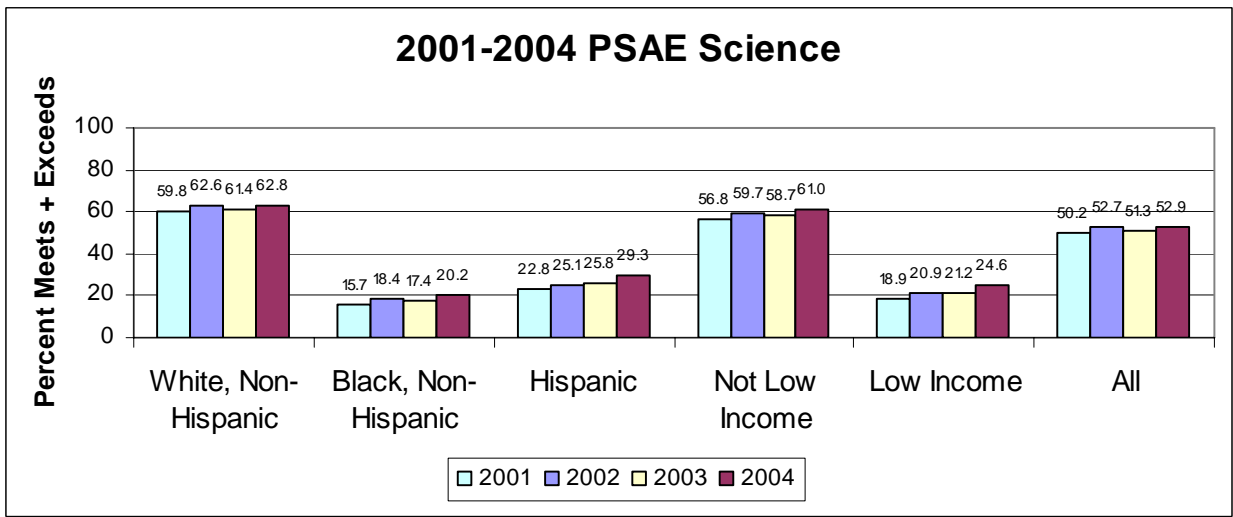
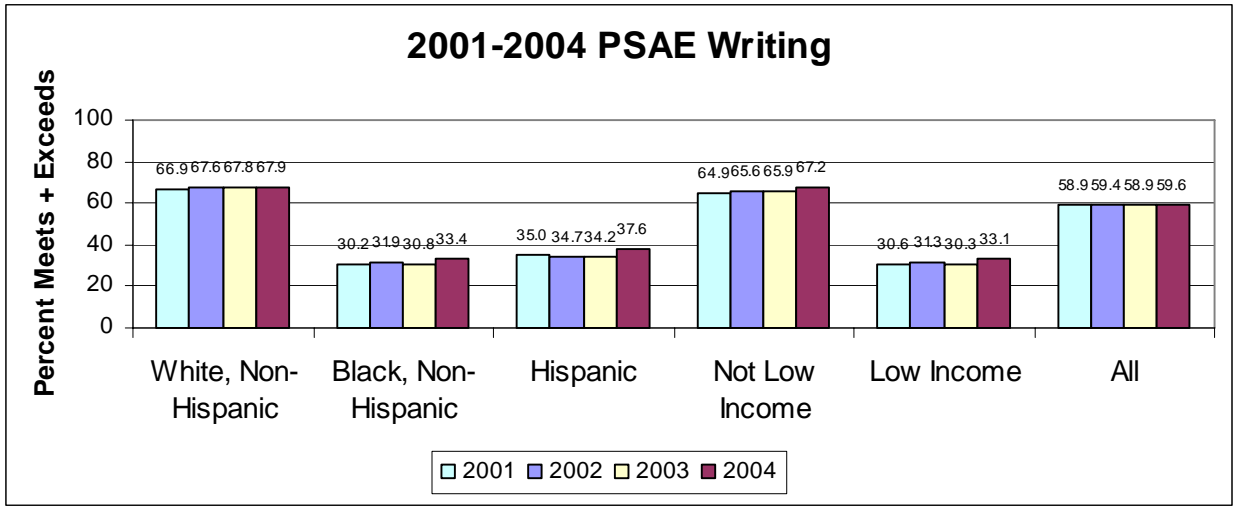


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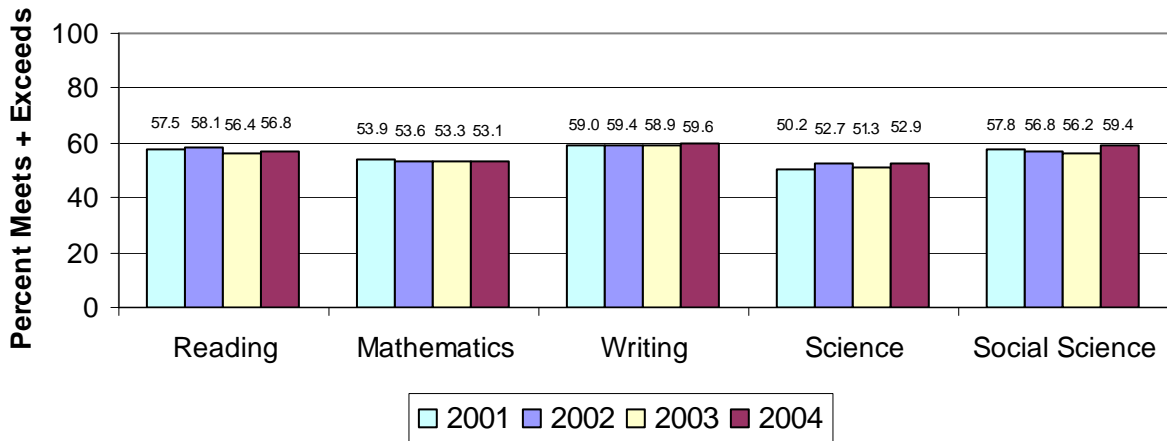




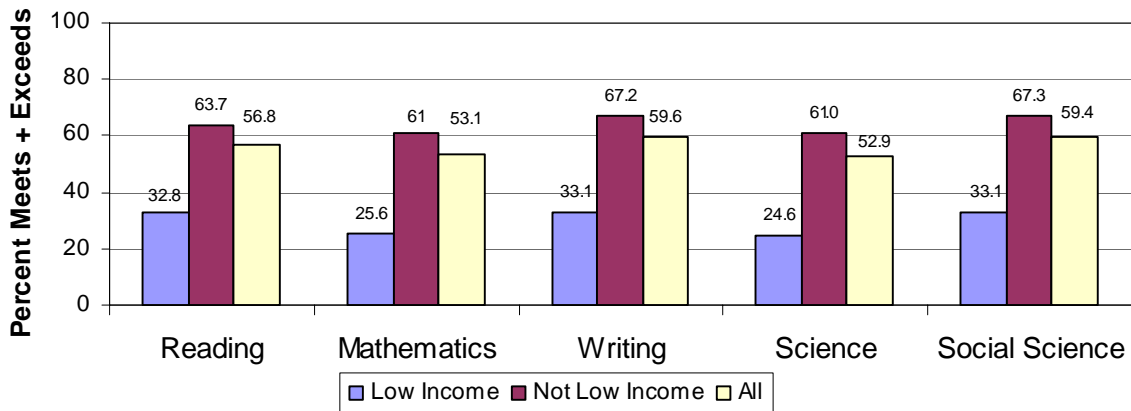




### 2001-2004 PSAE Statewide Results



### 2004 PSAE Statewide Results

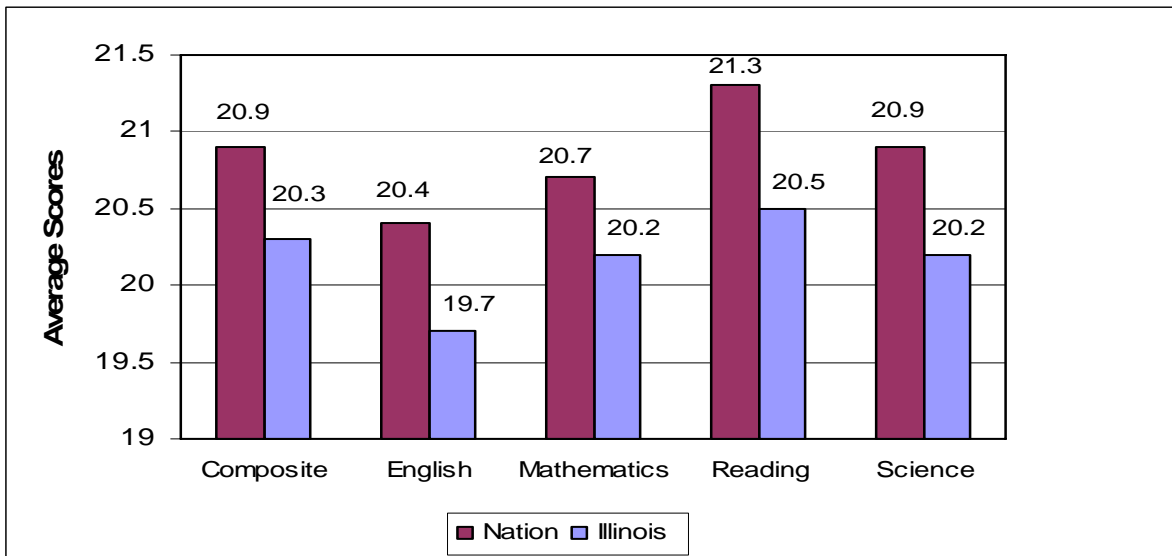


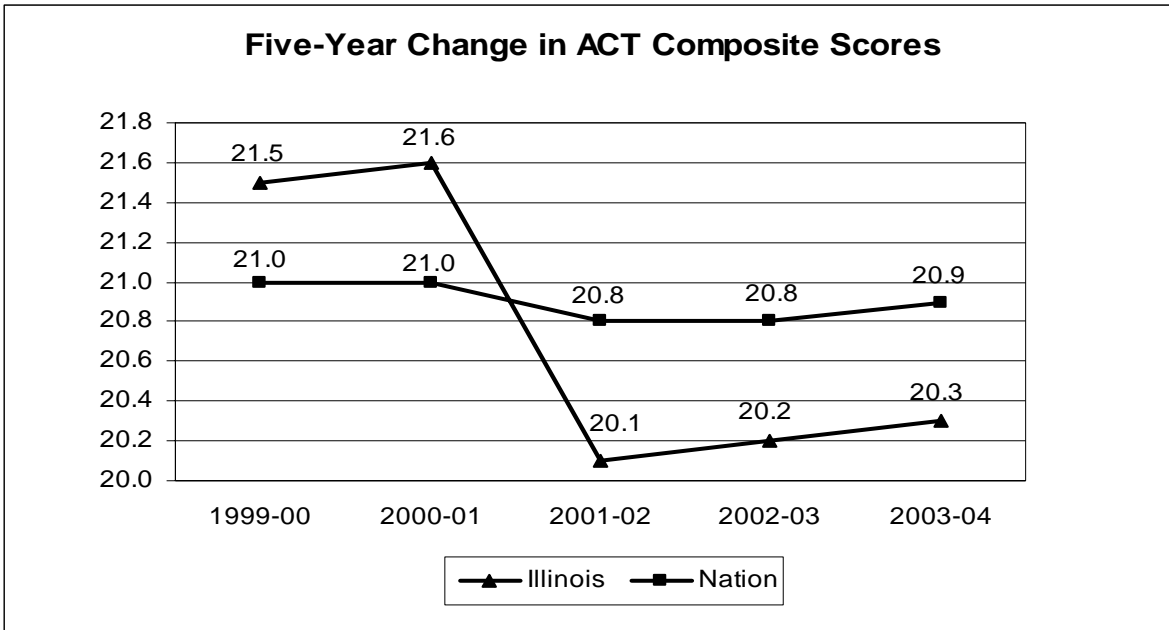
## ACT Assessment Scores

	Composite	English	Mathematics	Reading	Science	Students Tested
<b>Illinois</b>						
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>						
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

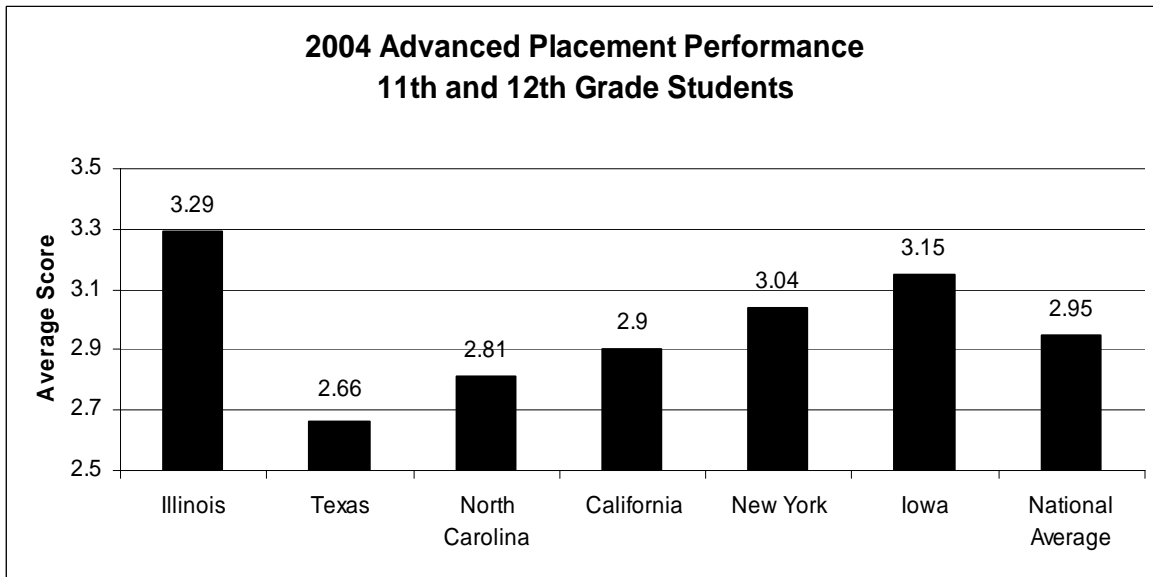
NOTE: **Use caution** when comparing Illinois ACT results for the graduating class of 2002 (and later years) to earlier graduating classes, or when comparing Illinois data to national data. Before April 2001, Illinois students took the ACT on a voluntary basis. Beginning in April 2001, all eligible Illinois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

## 2004 Average ACT Scores





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: 2003 AP State and National Summary Reports.

# *Educators*

## Public and Nonpublic School Personnel (FTE) 2003-04\*

	<u>Public</u>	<u>Nonpublic</u>
Pre-Kindergarten Teachers	1,256.2	1,807.4
Kindergarten Teachers	4,186.1	1,422.3
Elementary Teachers	70,239.1	10,752.4
Secondary Teachers	32,054.4	4,309.3
Special Education Teachers	22,139.0	853.4
Administrators	1,656.8	2,405.1
Principals and Assistant Principals	5,869.4	a
Pupil Personnel Specialists	9,607.8	1,113.4
Supervisors	3,088.8	886.8
Other Certificated Staff	<u>3,540.4</u>	b
<b>Total Personnel</b>	<b>153,638.0</b>	<b>23,550.1</b>

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

<sup>b</sup> Not applicable.

## Number of Selected Full-Time Personnel by Gender 2003-04

<u>Staff Category</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
Regional Supts.	33	9	42
District Supts.	659	169	828
Other Admin Staff*	364	323	687
Principals	1,766	1,922	3,688
Asst. Principals	955	1,198	2,153

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

**Median/Mean Salaries for Selected Full-Time Personnel 2003-04\***

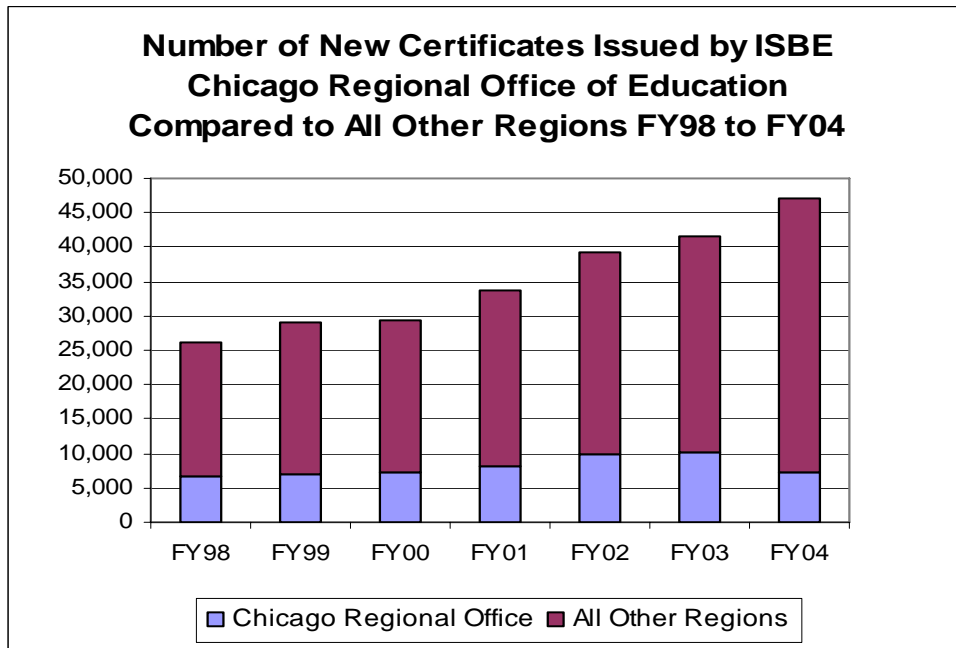
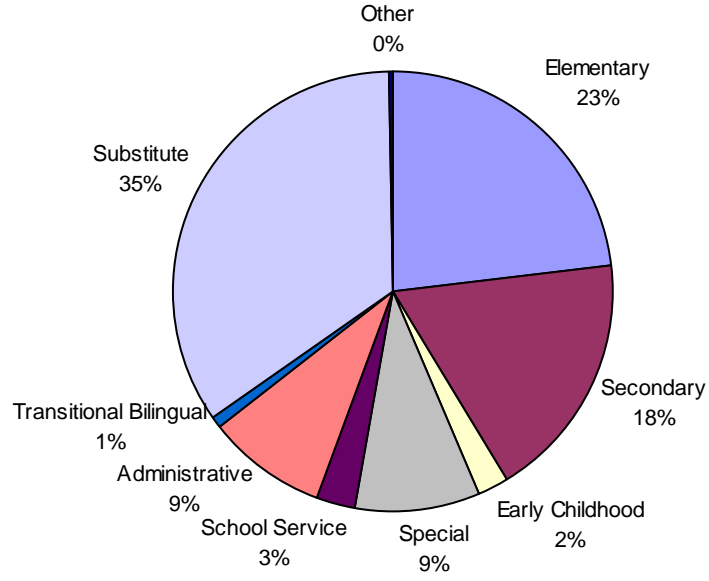
<b><u>Staff Category</u></b>	<b><u>Median</u></b>	<b><u>Mean</u></b>
Regional Superintendents	\$88,126	\$89,738
District Superintendents	\$112,999	\$125,898
District Administrative Staff	\$110,989	\$111,125
Principals	\$89,846	\$92,617
Assistant Principals	\$87,236	\$85,496
Pupil Personnel Specialists	\$58,843	\$60,901
Supervisors	\$86,269	\$87,170
Special Education & Speech Correction Staff	\$50,039	\$52,271
Elementary Teachers (Pre-K-8)	\$49,410	\$51,674
Secondary Teachers (9-12)	\$55,750	\$59,800
All Classroom Teachers (Pre-K-12)	\$50,694	\$53,820
First-Year Teachers	\$34,120	\$35,114

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

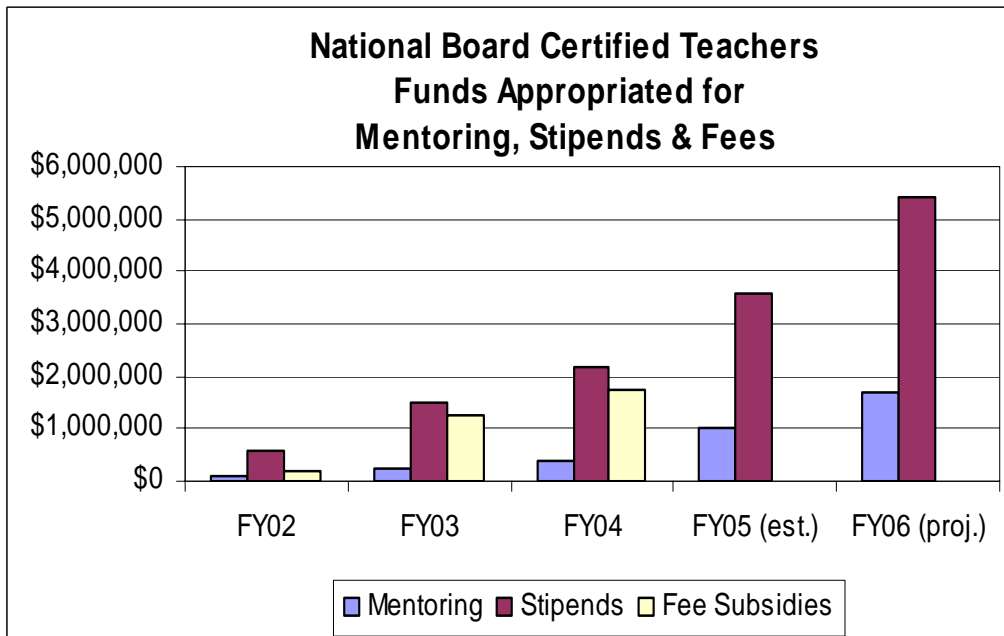
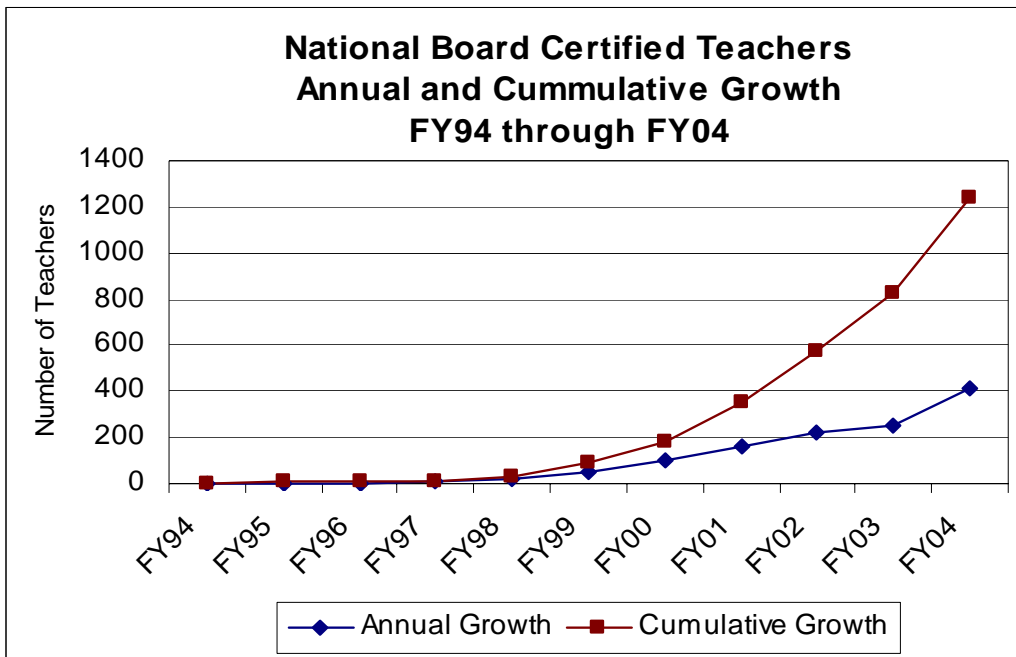
**Public School Pupil-to-Teacher Ratios  
1990-91 - 2003-04**

<b>School Year</b>	<b>Elementary</b>	<b>Secondary</b>
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

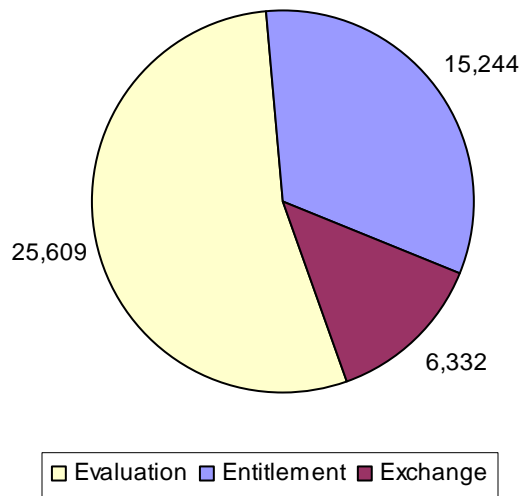
## Percentage of Types of New Certificates Issued Statewide During FY04







**Number of Certificates Issued Statewide  
By Evaluation, Entitlement & Exchange During FY04**



**Number of Certification Tests Administered  
By Test Fields and Test Year**

Test Field	FY99	FY00	FY01	FY02	FY03	FY04
Early Childhood	945	932	964	860	1,132	940
Elementary	6,168	6,151	6,482	6,657	8,149	7,355
Special Education - All categories*	3,938	3,757	3,640	3,896	3,535	2,286
Sciences - All disciplines	674	675	766	935	1,140	1,117
Math & Computer Science	537	561	553	705	1,137	1,090
Foreign Language - All languages	336	382	363	388	634	643
English, Speech, Media, Reading, ESL	1,351	1,361	1,444	1,390	2,202	2,125
History & Social Science	1,196	1,219	1,213	1,457	1,825	1,768
Art, Music, Theatre, Dance	791	826	861	848	1,025	1,039
Vocational/Technical - All fields	303	284	331	380	519	525
Health & Physical Education	860	814	932	897	1,045	983
School Service Personnel - All fields	838	783	876	784	974	1,048
Administrative - All types	2,578	2,564	2,008	1,839	2,778	3,247
Basic Skills**	16,852	17,581	21,755	21,831	30,446	24,925
Language Proficiency***	n/a	n/a	n/a	n/a	882	813
Assessment of Professional Teaching****	n/a	n/a	n/a	n/a	n/a	16,352
<b>TOTAL</b>	<b>37,367</b>	<b>37,890</b>	<b>42,188</b>	<b>42,867</b>	<b>57,423</b>	<b>66,256</b>

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

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

\*\*\* First administered in FY03.

\*\*\*\* First administered in FY04.

# *Special Education*

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

<b>Disability Category</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>
Mental Retardation*	27,552	27,958	28,607	28,702	28,363	28,338
Orthopedic Impairment	3,248	3,269	3,285	3,135	2,994	2,877
Specific Learning Disability	128,827	131,721	135,022	138,157	139,582	142,042
Visual Impairment	1,180	1,087	1,150	1,176	1,157	1,166
Hearing Impairment	3,665	3,692	3,746	3,838	3,909	3,942
Deaf-Blind	74	69	86	73	60	72
Speech/Language	71,389	71,761	73,842	75,029	74,246	74,204
Emotional Disturbance	30,137	30,279	30,585	31,184	30,631	30,410
Other Health Impairment	6,329	7,861	9,776	12,132	14,441	17,169
Multiple Disabilities**				237	485	761
Developmental Delay	5,158	5,412	6,123	6,379	7,459	8,141
Autism	2,904	3,662	4,330	5,175	6,125	7,193
Traumatic Brain Injury	<u>674</u>	<u>704</u>	<u>764</u>	<u>780</u>	<u>808</u>	<u>838</u>
<b>Total</b>	<b>281,137</b>	<b>287,475</b>	<b>297,316</b>	<b>305,997</b>	<b>310,260</b>	<b>317,153</b>

\* Changed in 01-02.

\*\* Added in 01-02.

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

<b>Gender</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>
Male	188,063	191,851	198,011	203,536	206,410	211,137
Female	<u>93,074</u>	<u>95,624</u>	<u>99,305</u>	<u>102,461</u>	<u>103,850</u>	<u>106,016</u>
<b>Total</b>	<b>281,137</b>	<b>287,475</b>	<b>297,316</b>	<b>305,997</b>	<b>310,260</b>	<b>317,153</b>

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

<b>Ethnic Groups</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>
White	185,427	188,139	191,047	193,945	194,814	196,487
Black	64,515	66,061	69,373	71,286	71,590	73,134
Hispanic	27,988	29,816	33,118	36,662	39,525	42,690
Asian or Pacific Islander	2,959	3,171	3,434	3,759	3,992	4,480
American Indian/Alaskan Native	<u>248</u>	<u>288</u>	<u>344</u>	<u>345</u>	<u>339</u>	<u>362</u>
<b>Total</b>	<b>281,137</b>	<b>287,475</b>	<b>297,316</b>	<b>305,997</b>	<b>310,260</b>	<b>317,153</b>

## Number of Students with Disabilities by Age, Unduplicated Count

Age	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
3	5,039	5,056	5,679	6,150	6,661	7,081
4	9,263	9,346	9,662	10,184	11,056	11,561
5	12,918	13,287	13,446	13,312	13,672	14,769
6	16,300	16,098	16,677	16,467	16,095	16,634
7	19,842	19,772	19,678	20,068	19,542	19,406
8	23,086	22,595	22,696	22,667	22,682	22,167
9	24,133	24,598	24,427	24,368	23,945	24,060
10	23,889	24,448	25,235	25,200	24,825	24,698
11	22,803	23,836	24,665	25,365	25,026	24,801
12	21,746	22,690	24,198	24,885	25,306	25,158
13	21,505	21,973	23,090	24,408	24,904	25,755
14	20,386	21,154	21,940	22,902	23,992	24,710
15	18,626	19,780	20,790	21,507	22,159	23,596
16	16,761	17,148	18,499	19,492	20,092	20,768
17	13,891	14,395	14,847	16,333	17,134	17,920
18	7,623	7,890	8,149	8,783	9,296	9,743
19	2,143	2,151	2,274	2,470	2,509	2,801
20	984	1,065	1,106	1,173	1,156	1,254
21	<u>199</u>	<u>193</u>	<u>258</u>	<u>263</u>	<u>208</u>	<u>271</u>
Total	281,137	287,475	297,316	305,997	310,260	317,153

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

<b>Primary Language</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>
English	270,649	277,825	287,392	294,900	297,848	304,151
Arabic	233	216	211	238	250	260
Mandarin	16	16	15	12	12	16
Cantonese	65	48	48	61	69	78
French	9	14	12	17	14	18
German	5	5	3	2	1	3
Greek	41	38	33	23	23	21
Kashmiri	2	1	1	0	0	1
Hindustani	4	5	6	6	6	7
Hindi	27	24	20	26	22	24
Italian	32	29	29	13	15	13
Japanese	8	15	8	8	8	11
Korean	70	66	53	42	34	31
Lithuanian	4	5	11	4	2	2
Pilipino	68	56	51	51	55	64
Polish	404	341	336	351	365	349
Serbo-Croatian	46	53	52	62	69	76
Spanish	8,710	8,044	8,408	9,549	10,793	11,413
Vietnamese	87	57	61	67	70	58
Assyrian	75	70	57	55	65	61
Cambodian	28	17	13	18	14	14
Gujarati	94	80	74	54	50	52
Lao	3	6	6	7	6	6
Romanian	34	27	24	24	27	19
Russian	46	41	40	38	33	27
Urdu	113	124	115	113	136	128
Others	<u>264</u>	<u>252</u>	<u>237</u>	<u>256</u>	<u>273</u>	<u>250</u>
<b>Total</b>	<b>281,137</b>	<b>287,475</b>	<b>297,316</b>	<b>305,997</b>	<b>310,260</b>	<b>317,153</b>

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

<b>Related/Other Services</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>
Adapted Physical Education	9,305	9,026	8,567	8,579	8,360	8,427
Aide-Class	66,011	67,237	68,912	70,613	71,595	71,431
Aide-Individual Student	6,136	6,538	7,206	7,602	7,859	8,074
Art Therapy	547	678	872	842	802	692
Audiology	2,868	2,826	2,986	2,999	3,144	3,188
Braillist/Reader	115	122	123	91	81	85
Counseling Services	10,064	10,576	10,266	10,222	10,255	10,289
Consultant Services	2,012	2,113	3,082	3,312	2,434	2,542
Adapted Driver Education	37	57	90	73	45	45
Interpreter Services	910	881	952	944	986	1,087
Assistive Device	1,611	1,535	1,677	1,790	1,800	1,828
Music Therapy	727	749	773	768	753	678
Occupational Therapy	20,508	22,464	24,995	27,523	30,159	32,516
Outdoor Education	574	493	456	454	397	332
Orientation and Mobility	916	871	976	983	933	946
Parent Counseling	1,496	1,137	1,025	973	894	785
Psychological Services	8,966	8,886	8,657	8,036	6,442	6,592
Physical Therapy	10,184	10,542	11,241	11,646	12,054	12,256
Psychiatric Services	906	886	1,126	1,268	1,386	1,547
Recreation	634	621	686	599	510	478
School Health Services	12,418	13,399	14,051	15,214	16,319	16,884
Speech/Language Services	60,046	60,825	62,763	64,011	66,137	68,367
Social Work Services	50,425	52,925	56,697	61,186	63,783	68,659
Transportation (Special)	72,683	71,625	72,377	71,052	68,292	69,042
Vocational Education	6,365	5,788	5,946	5,642	5,759	6,307
Vocational/Habilitation/Rehabilitation	1,715	1,798	1,786	1,801	2,015	2,040
Transition Services	4,165	4,195	4,602	4,930	5,691	5,957
Rehabilitation Counseling	17	14	44	42	24	41
Behavioral Intervention Plan (added in 02-03)	n/a	n/a	n/a	n/a	2,733	4,686
Other Related Services	5,428	10,331	10,669	10,639	10,132	9,023
Students reported with no related services	127,418	127,888	131,609	134,623	135,462	138,078

\*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.

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

<b>Least Restrictive Environment</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>
Special education outside regular class less than 21 percent of day	107,220	111,490	113,106	124,752	133,811	142,346
Special education outside regular class from 21 percent to no more than 60 percent of school day	73,359	73,972	78,997	79,007	77,075	75,919
Special education outside regular class for more than 60 percent of school day	82,519	84,074	87,092	83,467	81,011	80,730
Public separate facility	11,025	11,008	11,173	11,272	11,334	11,008
Private separate facility	5,164	5,255	5,441	5,804	5,785	5,956
Public residential facility	804	681	495	723	410	393
Private residential facility	651	628	631	591	465	449
Homebound/hospital	<u>395</u>	<u>367</u>	<u>381</u>	<u>381</u>	<u>369</u>	<u>352</u>
<b>Total</b>	<b>281,137</b>	<b>287,475</b>	<b>297,316</b>	<b>305,997</b>	<b>310,260</b>	<b>317,153</b>

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

<b>Reason for Exiting School</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>
Returned to Regular Education	2,873	2,907	2,262	3,735	1,998	1,986
High School Diploma	7,999	7,784	9,383	9,595	8,660	9,523
Certificate of Completion	173	165	273	294	187	148
Reached Maximum Age	533	578	510	372	141	161
Died	93	99	96	123	82	51
Moved, Continuing School	6,110	6,939	6,926	9,616	5,557	2,619
Moved, Unknown if Continuing School	3,879	3,782	2,866	3,938	1,701	1,109
Dropped Out of School	<u>4,544</u>	<u>5,399</u>	<u>3,989</u>	<u>4,575</u>	<u>3,290</u>	<u>2,285</u>
<b>Total</b>	<b>26,204</b>	<b>27,653</b>	<b>26,305</b>	<b>32,248</b>	<b>21,616</b>	<b>17,882</b>

## Special Education Personnel by Full-Time Equivalency

### Teachers Employed to Provide Special Education

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Early Childhood	1,050.2	1,108.0	1,155.8	1,227.6	1,217.1	1,227.8
Mental Retardation	2,548.3	2,821.9	3,095.1	3,248.4	2,940.3	3,023.3
Hearing Impaired	707.5	719.3	674.5	679.5	713.0	663.0
Speech/Language	3,070.2	3,256.5	3,313.8	3,538.0	3,479.1	3,511.4
Visually Impaired	250.8	268.3	267.2	262.9	256.8	238.0
Emotional/Behavior Disorder	2,395.8	2,567.7	2,703.3	2,736.9	2,473.0	2,510.5
Orthopedic Impairment	367.6	414.4	426.5	443.0	366.3	349.5
Specific Learning Disability	5,901.7	6,496.4	7,015.2	7,551.3	7,147.2	7,552.0
Autism	33.6	33.2	39.0	46.6	162.0	180.7
Traumatic Brain Injury	1.3	1.3	1.3	1.7	7.2	7.5
Cross-Categorical	<u>5,007.5</u>	<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>
Total Spec. Ed. Teachers	21,334.5	22,805.4	23,816.2	24,836.8	23,833.5	24,148.4

### Other Special Education and Related Services Personnel

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Voc. Ed. Teachers	158.9	153.5	139.0	130.8	140.6	132.6
Adapted Phys. Ed. Teachers	209.3	232.0	236.6	226.3	228.7	235.5
Psychologists	1,736.9	1,783.7	1,834.5	1,886.1	1,888.2	1,927.2
School Social Workers	2,592.3	2,725.5	2,872.5	3,075.2	3,135.8	3,192.4
Occupational Therapists	511.5	575.4	715.6	749.5	827.6	830.6
Audiologists	43.4	43.4	43.7	44.0	39.7	36.9
Teacher Aides	21,014.2	22,937.7	24,908.2	26,586.4	27,278.8	28,130.6
Recreation Specialists	8.0	11.0	5.0	2.0	2.0	5.0
Diagnostic and Evaluation Staff	15.4	13.4	13.8	14.1	17.7	19.6
Physical Therapists	285.4	304.1	317.0	343.4	358.7	347.2
Counselors	984.4	1,074.4	1,163.1	1,193.0	1,024.6	1,061.1
Supervisors/Administrators	862.0	905.6	912.7	948.4	965.8	952.4
Interpreters	172.4	173.9	186.4	199.8	213.6	214.6
Rehabilitation Counselors	2.0	3.3	4.0	5.0	7.1	8.0
Other Professional Staff	1,205.7	1,215.1	1,225.5	1,248.2	1,230.3	1,145.8
Non-Professional Staff	<u>3,616.1</u>	<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>
Total Other Spec. Ed. Staff	33,417.8	36,039.6	38,633.1	40,984.1	41,809.0	42,762.7
Total Staff	57,752.4	58,845.0	62,449.3	65,821.1	65,642.6	66,911.1



# *Appendix*

## Catalogue of Reports to the General Assembly & Governor Calendar Year 2004

REPORT	MONTH SUBMITTED	STATUTORY REQUIREMENT
Charter Schools Annual Report	January	105 ILCS 5/27A-12
2003 Catalogue of Reports to the General Assembly	January	105 ILCS 5/2-3.87
Educator Supply & Demand	January	105 ILCS 5/2-3.11c
2003 State Board Annual Report	January	105 ILCS 5/1A-4(E)
2003 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 2003	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 2003 Mandate Waiver Report	May	105 ILCS 5/2-3.25g
Fall 2003 Mandate Waiver Report	October	105 ILCS 5/2-3.25g
Education Funding Advisory Board - Biennial Report	October	105 ILCS 5/18-8.05





# Illinois State Board of Education

## 2004 Annual Report