

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

ILLINOIS STATE BOARD OF EDUCATION
Student Assessment Division

October 2012

FOREWORD

State and federal laws require public schools to release report cards to the public each year. This report provides an overview of the condition of education in Illinois public schools. The data contained herein were selected from school report card files for 2003 through 2012. State averages reported are based only on information from regular public schools (including charter schools). Excluded are data from private schools and special-purpose public schools, including vocational education, special education, university laboratory, and other state-funded schools.

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EXECUTIVE SUMMARY

SCHOOLS AND STUDENTS

Number of school districts declined. The number of operating school districts declined from 891 in 2003 to 866 in 2012; there were 378 elementary districts, 100 high school districts, and 388 unit districts.

Number of public schools declined significantly. The number of public schools declined significantly from 3,919 in 2003 to 3,873 in 2012. 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 2 percent, from 522 in 2003 to 534 in 2012.

Student enrollment decreased in 2012 from 2011. Student enrollment in regular Illinois public schools increased steadily from in 2003 to 2007, then declined to 2,064,312 in 2010. Beginning in 2011, student enrollment is reported based on home school; the enrollment decreased from 2,074,806 in 2011 to 2,066,692 in 2012. (Enrollment reported here includes only students in regular public schools.)

Increase in low-income students. Low-income students increased from 37.9 percent of the enrollment in 2003 to 49.0 percent in 2012. Pupils are considered low-income if they receive or live in households that receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF); are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the United States Department of Agriculture (USDA) income guidelines to receive free or reduced-price meals.

Mobility rate declined. The mobility rate declined from 16.4 percent in 2003 to 13.1 percent in 2012. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. A student may be counted more than once, depending on the number of transfers the student makes in the year.

Minority percentage increased. With new definition of race/ethnicity, http://www.isbe.net/sis/pdf/race_code11.pdf, students who are Black, Hispanic, Asian, Native Hawaiian /Pacific Islander, Native American, or Two or More Races made up 49.0 percent of the enrollment in 2012, up from 41.4 percent in 2003. The increase in minority percentage is accounted for mainly by increases among Hispanic students.

LEP students increased in last decade. The number of Limited-English-proficient (LEP) students increased from 6.3 percent in 2003 to 9.4 percent in 2012. LEP students

include those who are eligible for bilingual education.

Dropout rate declined since 2003. The dropout rate declined from 4.9 percent in 2003 to 2.5 percent in 2012. Dropouts include students in grades 9-12 whose names have been removed from the district roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another school, or expulsion.

Increase in chronic truancy rate. The chronic truancy rate was 8.6 percent in 2012, compared with 1.9 percent reported for 2003 and 3.2 percent reported for 2011. Beginning in 2012, chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the regular attendance days, which is a more stringent criterion than the 10 percent used previously.

Average class size generally declined at the middle school level but increased at the high school level. Between 2003 and 2012, the average class size for

- Kindergarten increased from 20.6 to 20.9
- Grade 1 declined from 21.3 to 21.2
- Grade 3 declined from 22.5 to 22.0
- Grade 6 declined from 23.6 to 22.4
- Grade 8 declined from 22.8 to 21.5
- High School (grades 9-12) increased from 17.6 to 19.2.

STUDENT PERFORMANCE

Between 2007 and 2012, ISAT reading performance increased at all tested grades, 3 through 8. In 2012, the percentage of students meeting or exceeding state standards in reading at

- Grade 3 was 76.1 percent
- Grade 4 was 76.0 percent
- Grade 5 was 77.8 percent
- Grade 6 was 81.7 percent
- Grade 7 was 78.1 percent
- Grade 8 was 86.2 percent.

Between 2007 and 2012, ISAT mathematics performance increased at all tested grades, 3 through 8. In 2012, the percentage of students meeting or exceeding state standards in mathematics at

- Grade 3 was 87.7 percent
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- Grade 5 was 83.6 percent
- Grade 6 was 85.0 percent
- Grade 7 was 84.6 percent
- Grade 8 was 85.0 percent.

Between 2007 and 2012, ISAT science performance remained the same at grade 4

and increased slightly at grade 7. In 2012, the percentage of students meeting or exceeding state standards in science at

Grade 4 was 79.8 percent

Grade 7 was 79.9 percent.

Between 2007 and 2012, student performance declined in PSAE reading and mathematics, but increased in science. Beginning in 2011, the Illinois State Board of Education (ISBE) has amended its rules governing the State Assessment to define “grade 11” for the purpose of administering the Prairie State Achievement Examination (PSAE) or the Illinois Alternative Assessment (IAA).

http://www.isbe.net/assessment/pdfs/2011/rule_grade_11_2011.pdf. In 2012, the percentage of students meeting or exceeding state standards in

Reading was 50.7 percent

Mathematics was 51.6 percent

Science was 51.7 percent.

Between 2008 and 2012, IAA reading performance declined at grades 3, 4, 5, 6, and 11, but increased at grade 7. In 2012, the percentage of students at the Satisfactory or Mastery performance level in reading at

Grade 3 was 48.6 percent

Grade 4 was 52.8 percent

Grade 5 was 54.3 percent

Grade 6 was 62.5 percent

Grade 7 was 65.1 percent

Grade 8 was 69.5 percent

Grade 11 was 71.3 percent.

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

Between 2008 and 2012, IAA mathematics performance declined at grades 3 and 5, but increased at grades 4, 6, 7, 8, and 11. In 2012, the percentage of students at the Satisfactory or Mastery performance level in mathematics at

Grade 3 was 57.6 percent

Grade 4 was 67.9 percent

Grade 5 was 63.4 percent

Grade 6 was 74.0 percent

Grade 7 was 73.8 percent

Grade 8 was 72.0 percent

Grade 11 was 74.1 percent.

Between 2008 and 2012, IAA science performance increased at grade 7 and decreased slightly at grade 11. In 2012, the percentage of students at the Satisfactory or Mastery performance level in science at

Grade 4 was 65.5 percent

Grade 7 was 75.1 percent

Grade 11 was 76.3 percent.

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

- White and Asian, Native Hawaiian/Pacific Islander, and Two or More Races students performed better than Black, Hispanic, and Native American students, as measured by the percentage of students meeting or exceeding state standards in ISAT reading at grade 5.
- Students with at-risk characteristics—including those who are limited English proficient (LEP), migrant, or from a low-income family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be at risk.
- Between 2011 and 2012, student performance increased for all categories of students.

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

- White and Asian students performed better than Black, Hispanic, Native Hawaiian/Pacific Islander, Native American, and Two or More Races students, as measured by the percent of students meeting or exceeding state standards in PSAE reading at grade 11.
- Students with at-risk characteristics—including those who are limited English proficient (LEP), migrant, or from a low-income family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be at risk.
- Between 2011 and 2012, student performance slightly declined for all categories of students except for Hispanic, Asian, Native Hawaiian/Pacific Islander, Native American, IEP, and Low Income students.

Illinois ACT scores increased since 2003. The ACT Composite Score for Illinois public school students (report card schools) increased from 20.0 in 2003 to 20.6 in 2012.

[The reported data include graduating students' most recent ACT scores from ACT national or state testing.]

Graduation rate declined in 2012. Based on the new federal definition of graduation calculation, the graduation rate declined from 87.8 percent in 2010 to 82.3 percent in 2012.

[According to 2008 Regulations, states are required to calculate a four-year adjusted-cohort graduation rate, starting school year 2010-2011. The graduation rate is calculated based on the federal guidance of NCLB High School Graduation Rate, <http://www2.ed.gov/policy/elsec/guid/hsgguidance.pdf>.]

Schools not making Adequate Yearly Progress (AYP) increased between 2007 and 2012. The percent of schools not making AYP increased from 23.0 percent in 2007 to

65.7 percent in 2012.

Districts not making Adequate Yearly Progress (AYP) increased between 2007 and 2012. The percent of districts not making AYP increased from 28.1 percent in 2007 to 82.3 percent in 2012.

[The targets for performance, attendance, and graduation increase each year. However, in 2012, Illinois received approval from USDE to use the same AYP targets as in the 2010-11 school year. Therefore, the targets in 2012 were 85 percent, 91 percent, and 82 percent, respectively.]

TEACHER INFORMATION

Increase in the percentage of Non-White teachers in the last decade. Non-White teachers account for 16.7 percent of the classroom teachers in 2012 compared to 15.4 percent in 2003. Non-White teachers include those who are Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, Native American, Two or More Races, or unknown.

[Beginning in 2011, teachers do not have to report race/ethnicity code.]

Little change in the percentage of male classroom teachers. There is a downward trend in the percentage of male teachers, declining from 23.4 percent of the teaching force in 2003 to 23.1 percent in 2012.

Percentage of teachers with graduate degrees increased. In 2012, teachers who had a master's degree or higher accounted for 61.7 percent of the classroom teachers in Illinois public schools, up from 46.0 percent in 2003.

Compared to 2003, pupil-teacher ratio increased slightly both at the elementary level and secondary level. Between 2003 and 2012, the pupil-teacher ratio slightly increased from 18.4:1 to 18.9:1 at the elementary level and slightly increased from 18.2:1 to 18.8:1 at the secondary level.

Teaching experience (years) slightly decreased from 2011. The average teaching experience of Illinois public school teachers declined from 13.9 years in 2003 to 12.4 years in 2008 and has increased to 13.2 in 2011, then slightly decreased to 12.9 in 2012.

FINANCIAL INFORMATION

Average teacher salary with benefits increased by 29 percent since 2003. The average teacher salary increased from \$51,672 in 2003 to \$66,614 in 2012. But in terms of constant FY2003 dollars, average teacher salary with benefits declined from \$51,672 to \$47,157 during the same period.

Average administrator salary with benefits increased by 22 percent since 2003. The average administrator salary increased from \$91,125 in 2003 to \$110,870 in 2012. But in

terms of constant FY2003 dollars, average administrator salary with benefits declined from \$91,125 to \$78,486 during the same period.

Operating expenditure per pupil (OEPP) increased in the last decade. The statewide OEPP increased by 42.6 percent from \$8,181 in 2002 to \$11,664 in 2011. In terms of constant FY2002 dollars, the OEPP increased by 0.3 percent from \$8,181 in 2002 to \$8,202 in 2011.

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

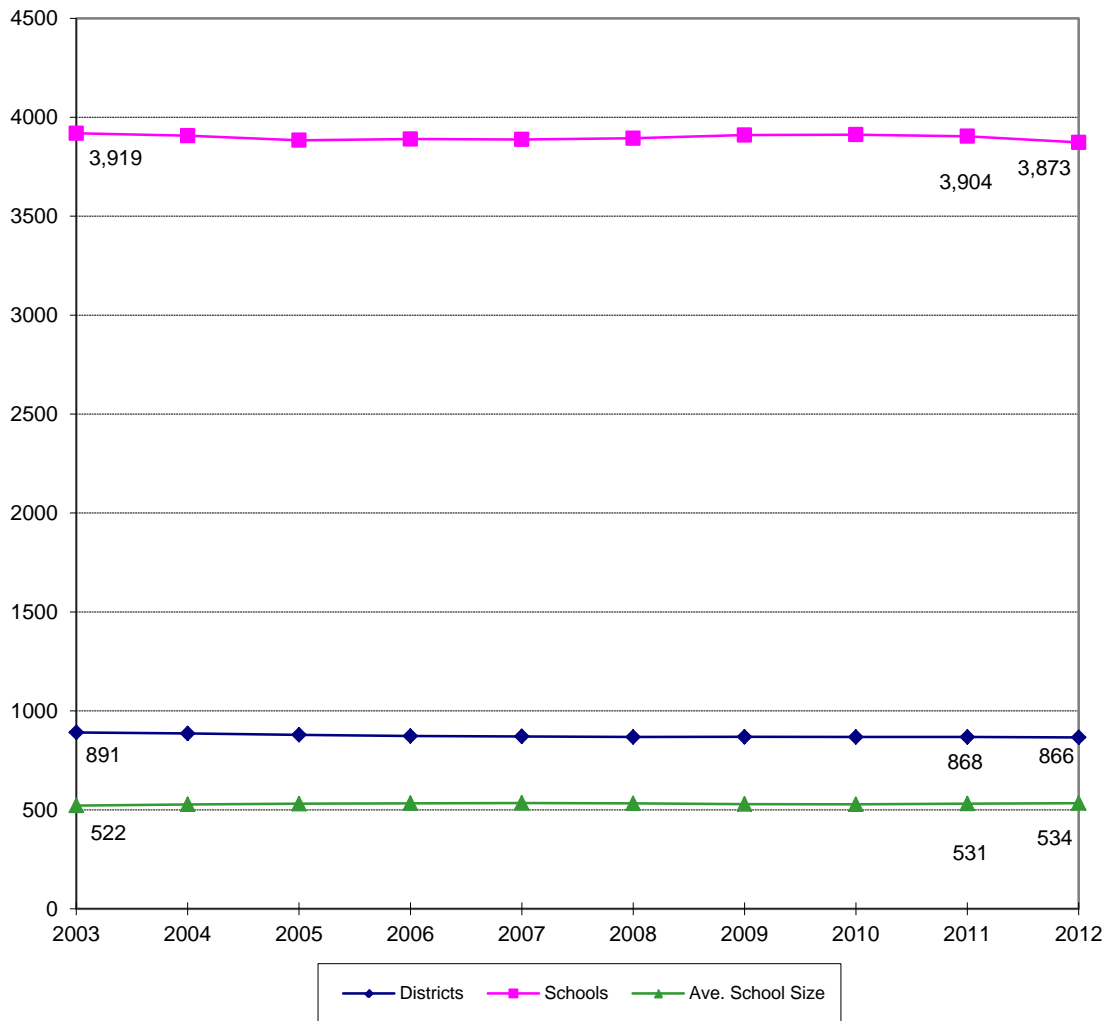
High school OEPP substantially higher than elementary and unit OEPP. In 2011, the OEPP for high school districts (\$14,681) was at least 30 percent more than the elementary OEPP of \$11,190 and the unit OEPP of \$11,262.

Education system revenues from the state declined as revenues from local and federal sources increased. This trend is evident in between 2008 and 2010. However, compared to 2010, the state funding clearly increased while local and federal funding decreased in terms of percentage. Between 2002 and 2011, state support for the public school system declined from 31.2 percent to 26.6 percent while local funding increased from 61.5 percent to 63.3 percent, and federal funding increased from 7.3 percent to 10.1 percent.

GRAPHICAL PRESENTATIONS OF TREND DATA

The graphs that follow illustrate trend data between 2003 and 2012 for selected report card indicators. Analysis of these trends can provide the reader with useful information about the Illinois public K-12 education system.

Figure 1: Number of Illinois Public Districts and Schools

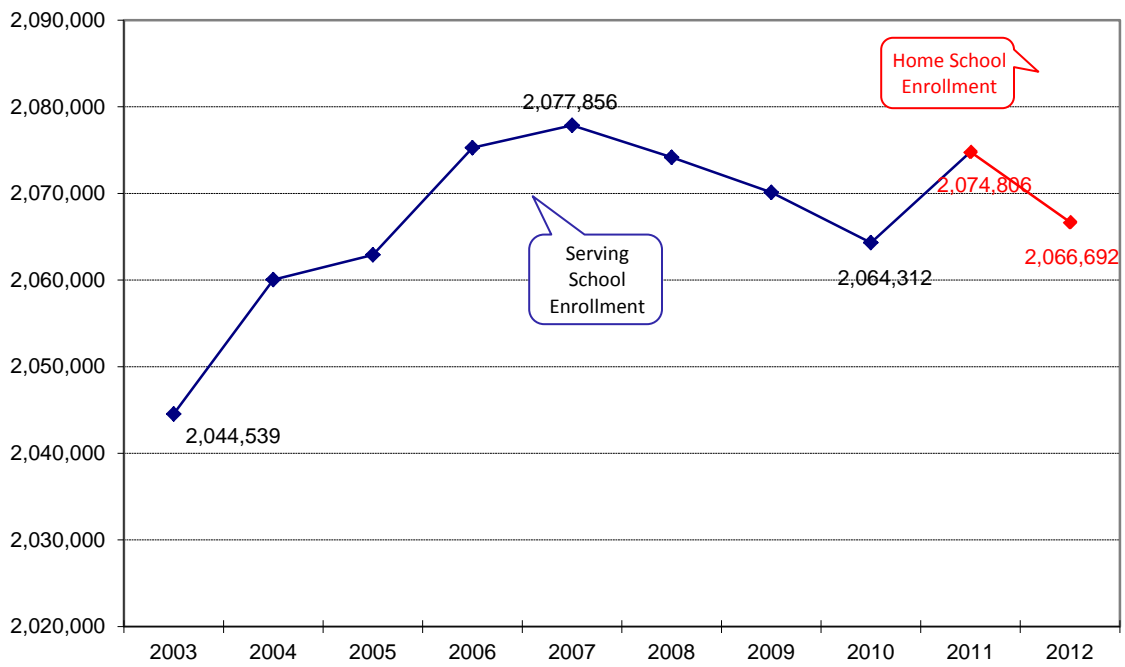


Number of school districts declined. The number of operating school districts declined from 891 in 2003 to 866 in 2012; there were 378 elementary districts, 100 high school districts, and 388 unit districts.

Significant decrease in the number of public schools. The number of public schools decreased from 3,919 in 2003 to 3,873 in 2012. These figures include charter schools and regular public schools which issue school report cards.

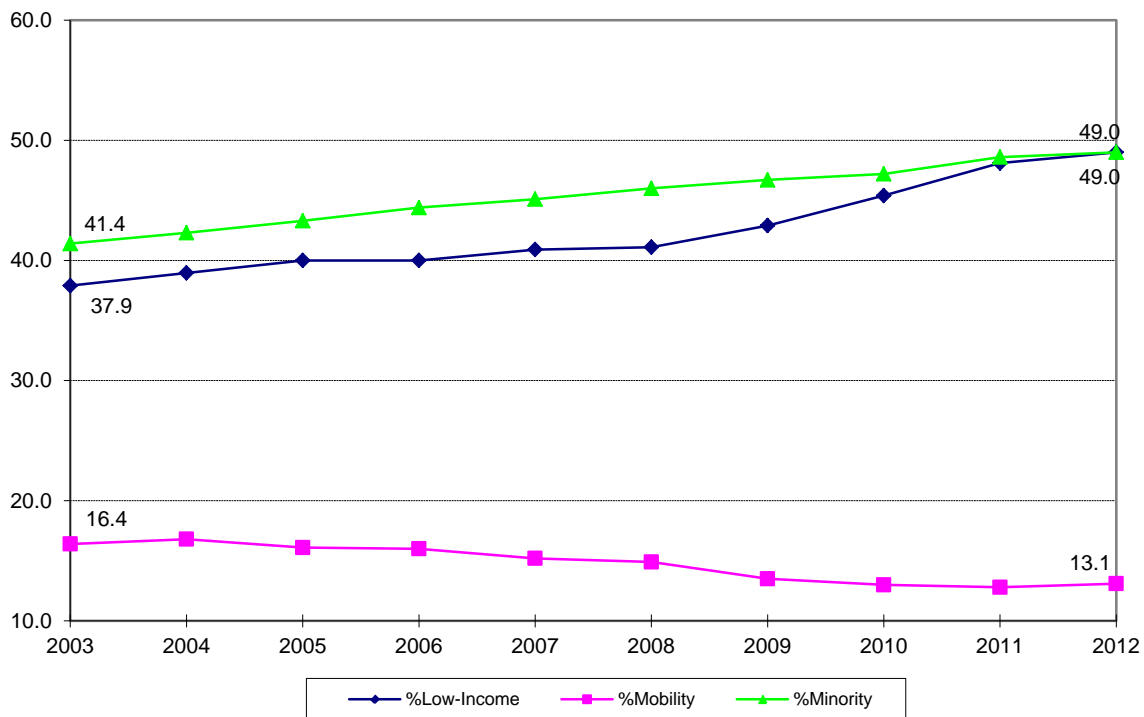
Increase in average school size. The average school size increased by about 2 percent, from 522 in 2003 to 534 in 2012.

Figure 2: Student Enrollment



Student enrollment decreased in 2012 from 2011. Student enrollment in regular Illinois public schools increased steadily from 2,044,539 in 2003 to 2,077,856 in 2007, then declined to 2,064,312 in 2010. Beginning in 2011, student enrollment is reported based on home school; the enrollment decreased from 2,074,806 in 2011 to 2,066,692 in 2012. (Enrollment reported here includes only students in regular public schools.)

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

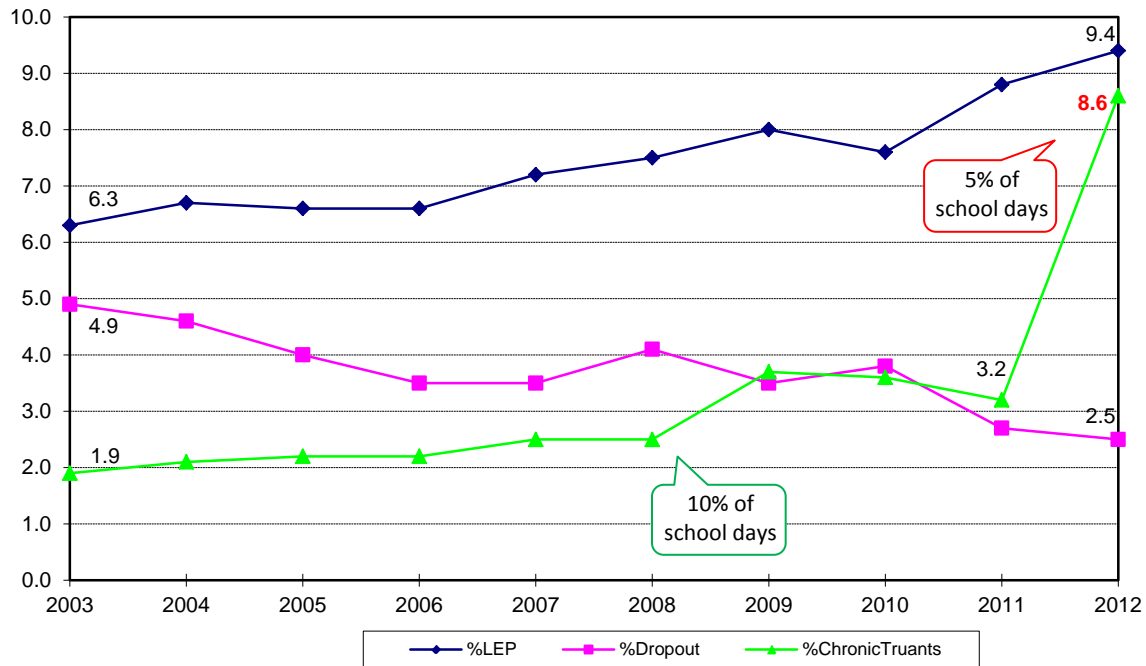


Increase in low-income students. Low-income students increased from 37.9 percent of the enrollment in 2003 to 49.0 percent in 2012. Pupils are considered low-income if they receive or live in households that receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF); are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the United States Department of Agriculture (USDA) income guidelines to receive free or reduced-price meals.

Mobility rate declined. The mobility rate declined from 16.4 percent in 2003 to 13.1 percent in 2012. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. A student may be counted more than once, depending on the number of transfers the student makes in the year.

Minority percentage increased. Students who are Black, Hispanic, Asian, Native Hawaiian /Pacific Islander, Native American, or Two or More Races made up 49.0 percent of the enrollment in 2012, up from 41.4 percent in 2003. The increase in minority percentage is accounted for mainly by increases among Hispanic students.

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

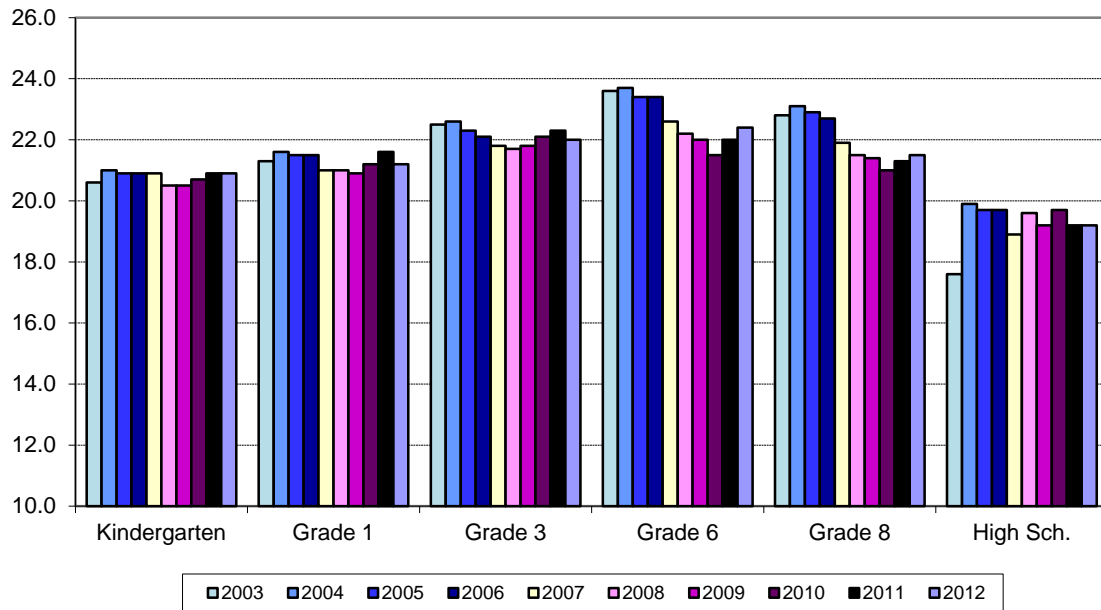


LEP students increased in last decade. The number of Limited-English-proficient (LEP) students increased from 6.3 percent in 2003 to 9.4 percent in 2012. LEP students include those who are eligible for bilingual education.

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Increase in chronic truancy rate. The chronic truancy rate was 8.6 percent in 2012, compared to 1.9 percent reported for 2003 and 3.2 percent reported for 2011. Beginning in 2012, chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the regular attendance days, which is a more stringent criterion than the 10 percent used previously.

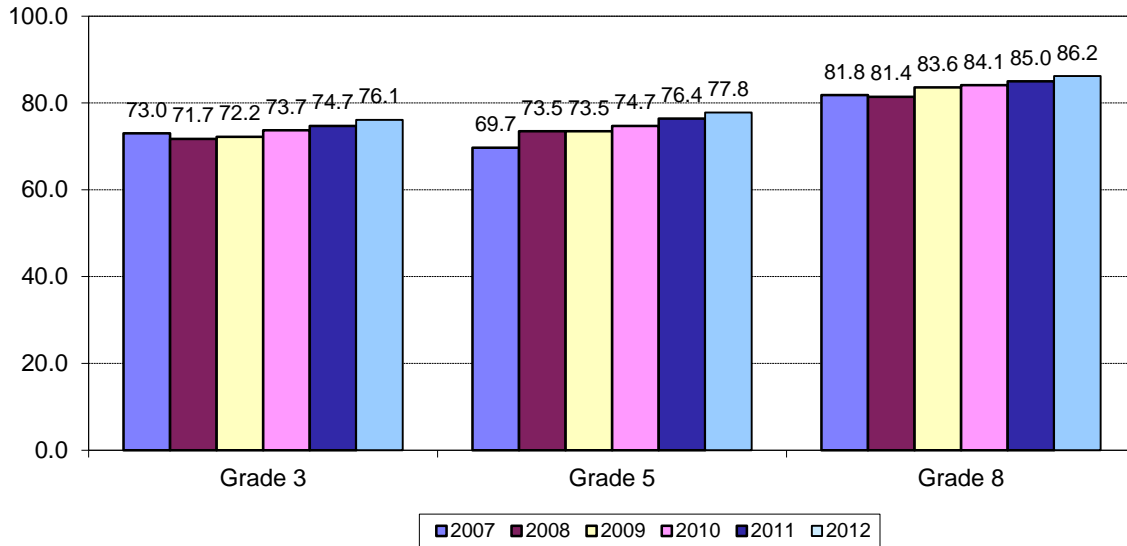
Figure 5: Average Class Size



In the last decade, average class size generally declined at the middle school level but increased at the high school level. Between 2003 and 2012, the average class size for

- Kindergarten increased from 20.6 to 20.9
- Grade 1 declined from 21.3 to 21.2
- Grade 3 declined from 22.5 to 22.0
- Grade 6 declined from 23.6 to 22.4
- Grade 8 declined from 22.8 to 21.5
- High School (grades 9-12) increased from 17.6 to 19.2.

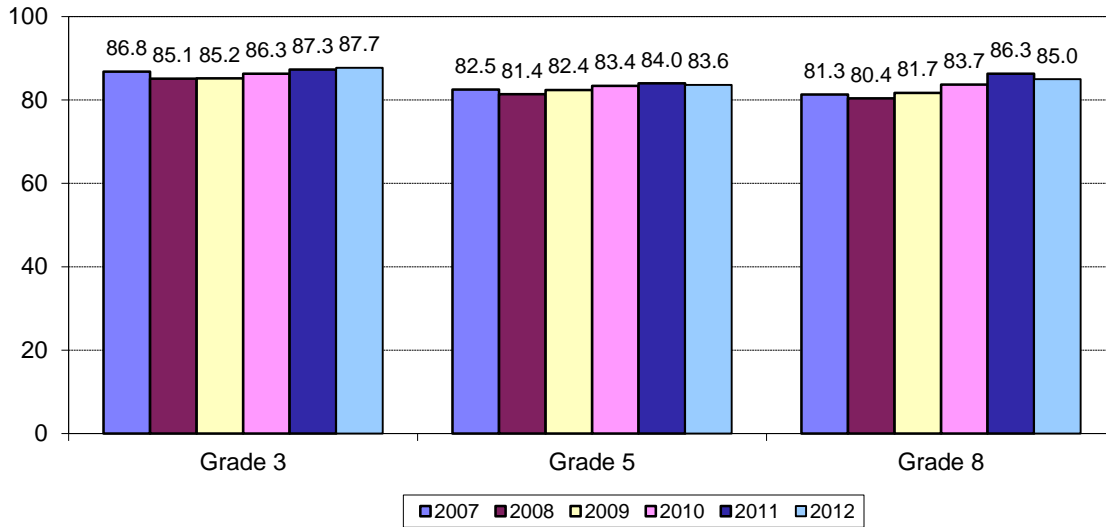
**Figure 6: ISAT Reading—
Percentage of Students Meeting or Exceeding Standards**



Between 2007 and 2012, ISAT reading performance increased at all tested grades, 3 through 8. In 2012, the percentage of students meeting or exceeding state standards in reading at

- Grade 3 was 76.1 percent
- Grade 4 was 76.0 percent
- Grade 5 was 77.8 percent
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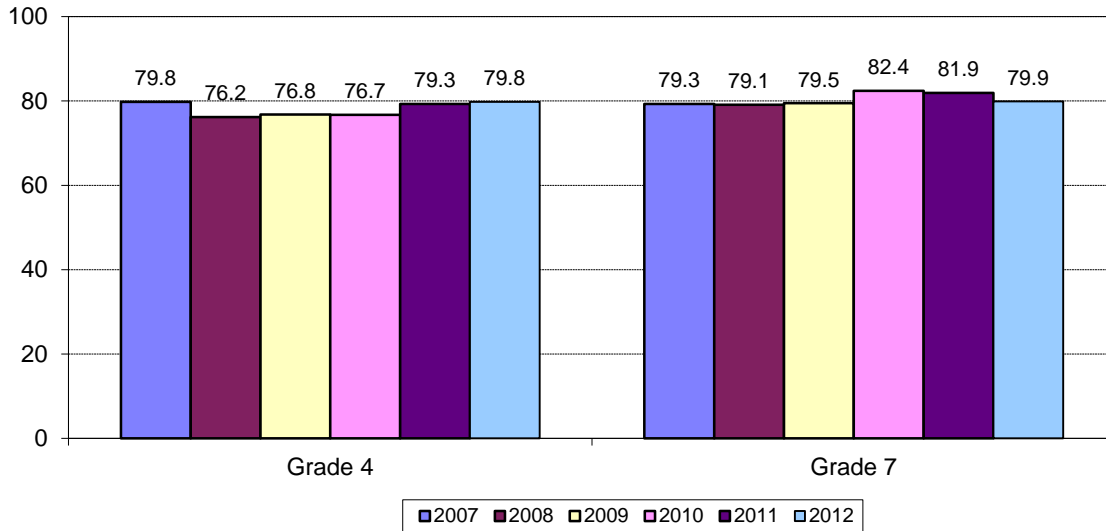
**Figure 7: ISAT Mathematics—
Percentage of Students Meeting or Exceeding Standards**



Between 2007 and 2012, ISAT mathematics performance increased at all tested grades, 3 through 8. In 2012, the percentage of students meeting or exceeding state standards in mathematics at

- Grade 3 was 87.7 percent
- Grade 4 was 88.1 percent
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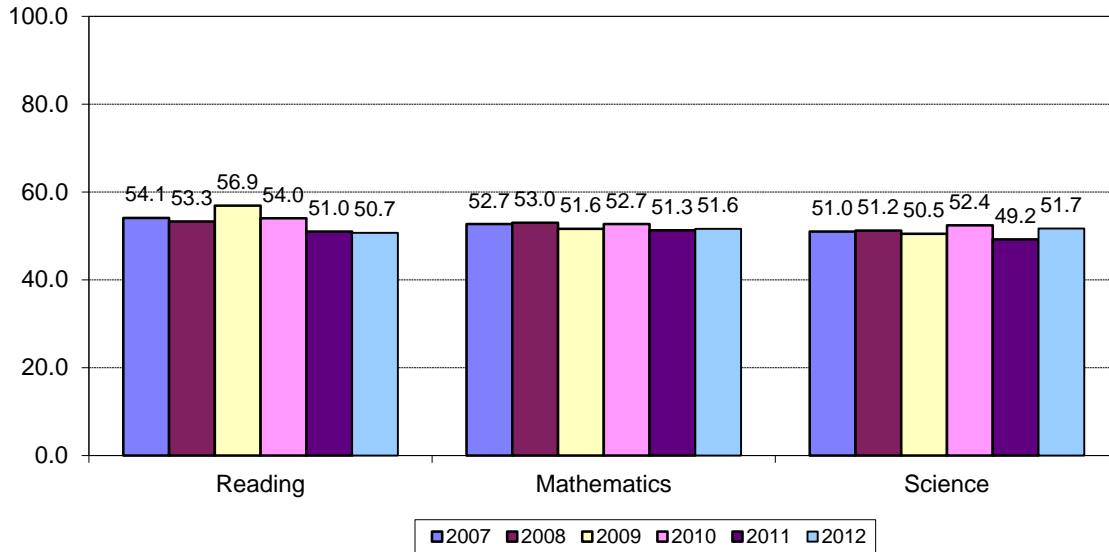
**Figure 8: ISAT Science—
Percentage of Students Meeting or Exceeding Standards**



Between 2007 and 2012, ISAT science performance remained the same at grade 4 and increased slightly at grade 7. In 2012, the percentage of students meeting or exceeding state standards in science at

Grade 4 was 79.8 percent
Grade 7 was 79.9 percent.

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

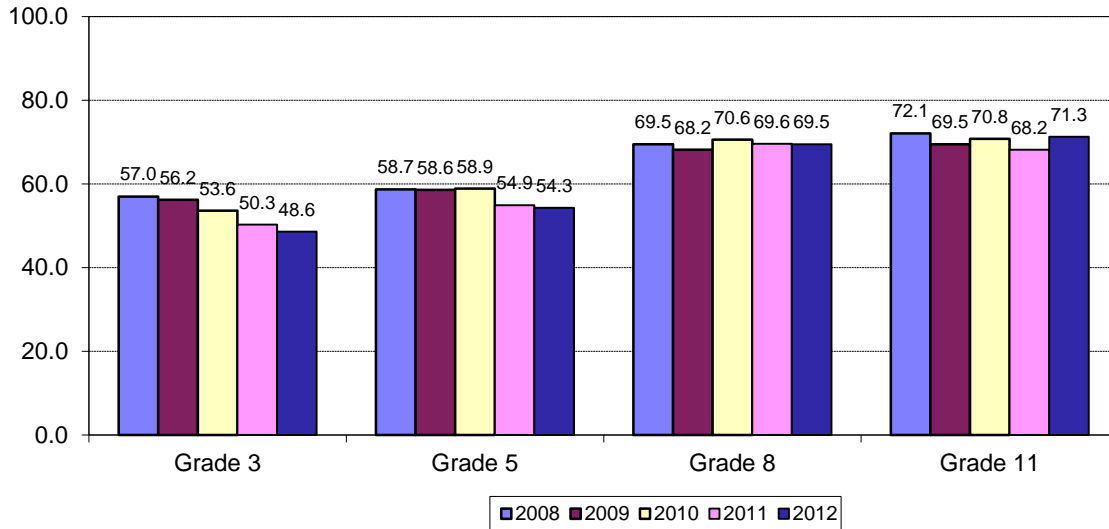


Between 2007 and 2012, student performance declined in PSAE reading and mathematics, but increased in science. In 2012, the percentage of students meeting or exceeding state standards in

Reading was 50.7 percent
 Mathematics was 51.6 percent
 Science was 51.7 percent.

Starting 2011, the Illinois State Board of Education (ISBE) has amended its rules governing the State Assessment to define “grade 11” for the purpose of administering the Prairie State Achievement Examination (PSAE) or the Illinois Alternative Assessment (IAA).
http://www.isbe.net/assessment/pdfs/2011/rule_grade_11_2011.pdf.

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

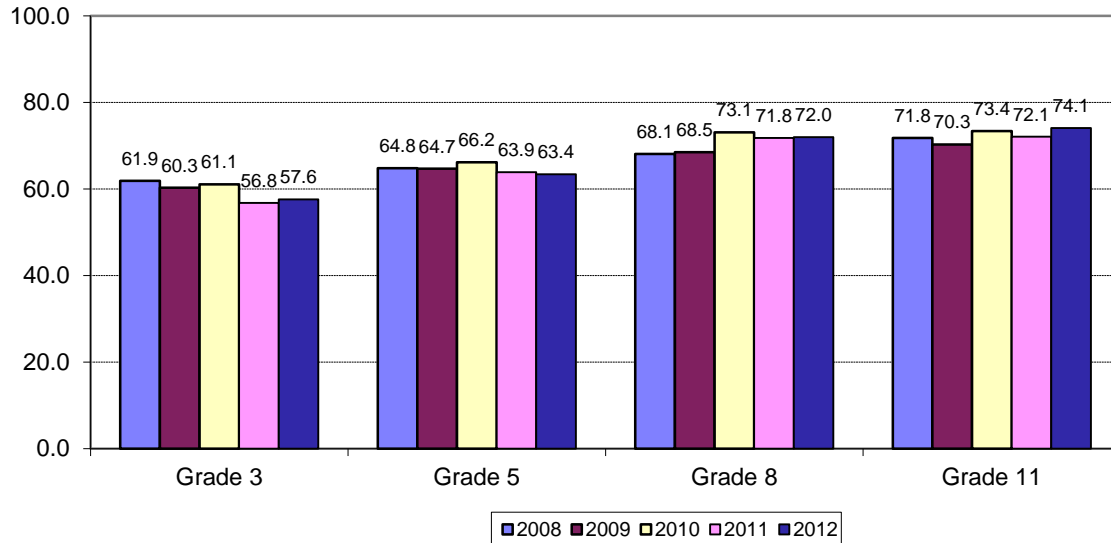


Between 2008 and 2012, IAA reading performance declined at grades 3, 4, 5, 6, and 11, but increased at grade 7. In 2012, the percentage of students at the Satisfactory or Mastery performance level in reading at

- Grade 3 was 48.6 percent
- Grade 4 was 52.8 percent
- Grade 5 was 54.3 percent
- Grade 6 was 62.5 percent
- Grade 7 was 65.1 percent
- Grade 8 was 69.5 percent
- Grade 11 was 71.3 percent.

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

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

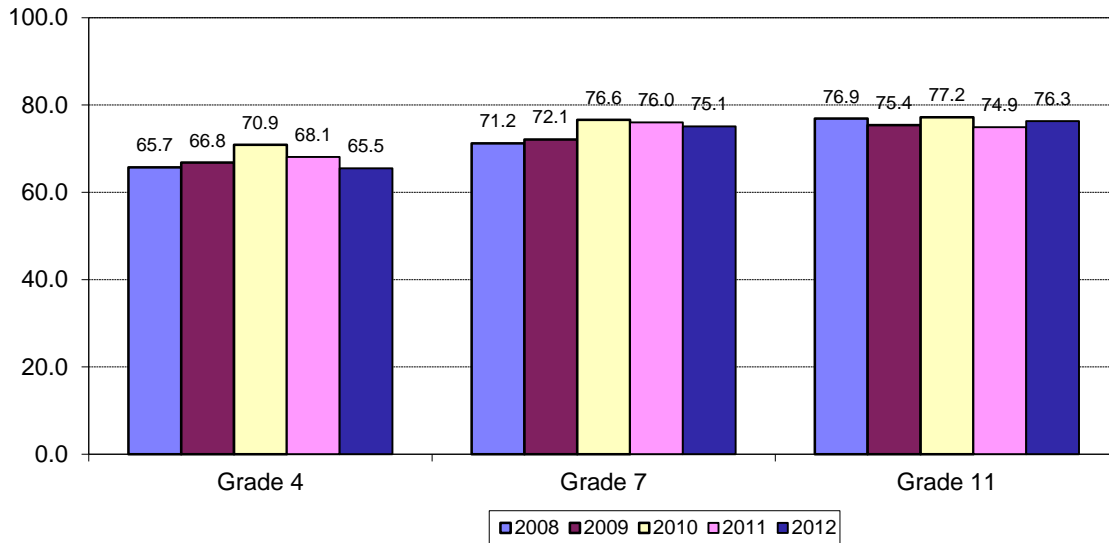


Between 2008 and 2012, IAA mathematics performance declined at grades 3 and 5, but increased at grades 4, 6, 7, 8, and 11. In 2012, the percentage of students at the Satisfactory or Mastery performance level in mathematics at

Grade 3 was 57.6 percent
 Grade 4 was 67.9 percent
 Grade 5 was 63.4 percent
 Grade 6 was 74.0 percent
 Grade 7 was 73.8 percent
 Grade 8 was 72.0 percent
 Grade 11 was 74.1 percent.

IAA scores in Satisfactory and Mastery performance levels correspond, respectively, to scores on other state assessments that meet and exceed standards.

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

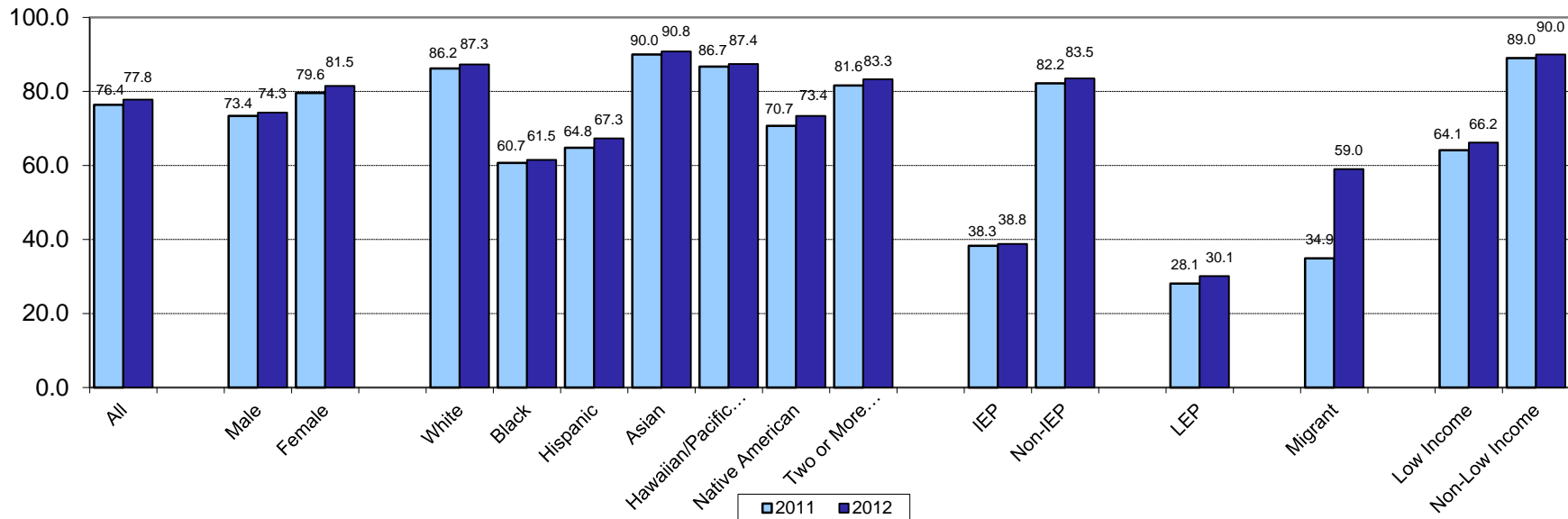


Between 2008 and 2012, IAA science performance increased at grade 7 and decreased slightly at grade 11. In 2012, the percentage of students at the Satisfactory or Mastery performance level in science at

Grade 4 was 65.5 percent
Grade 7 was 75.1 percent
Grade 11 was 76.3 percent.

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

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

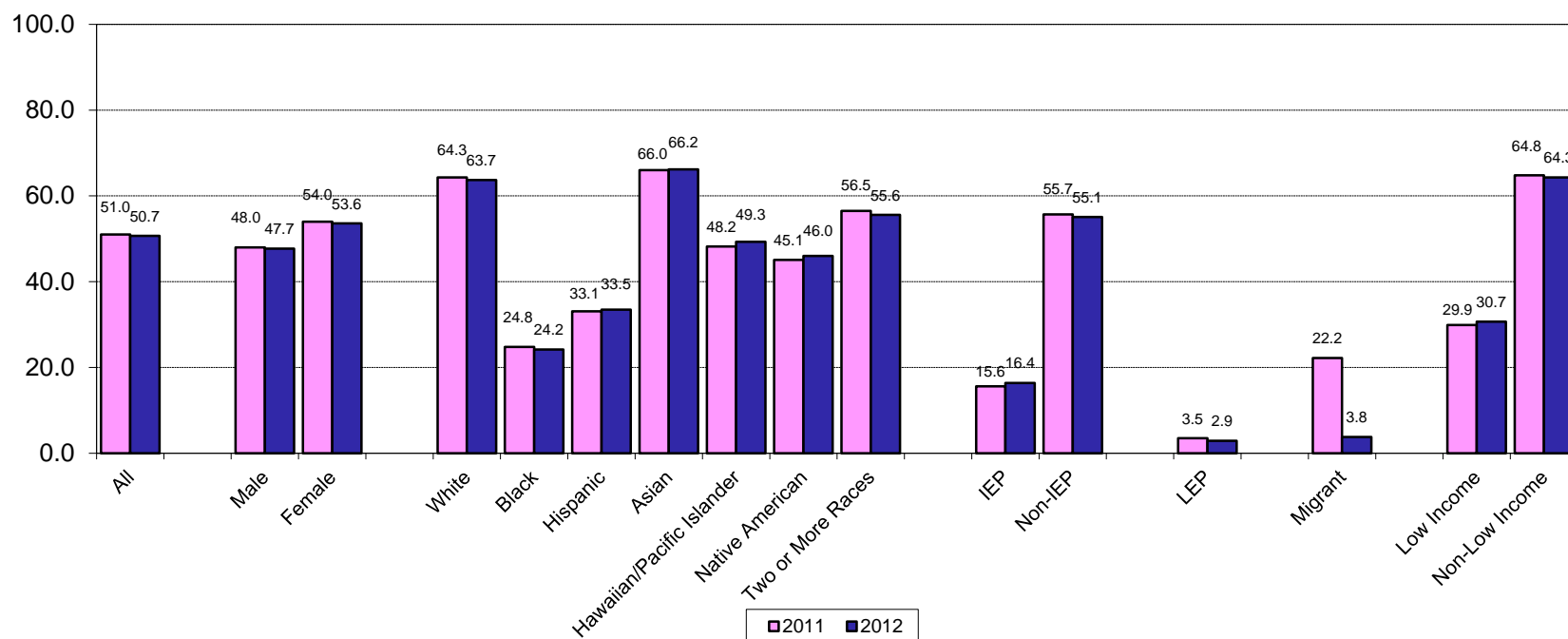


See Appendix A for definitions of student characteristics.

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

- White and Asian, Native Hawaiian/Pacific Islander, and Two or More Races students performed better than Black, Hispanic, and Native American students, as measured by the percentage of students meeting or exceeding state standards in ISAT reading at grade 5.
- Students with at-risk characteristics—including those who are limited English proficient (LEP), migrant, or from a low-income family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be at risk.
- Between 2011 and 2012, student performance increased for all categories of students.

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

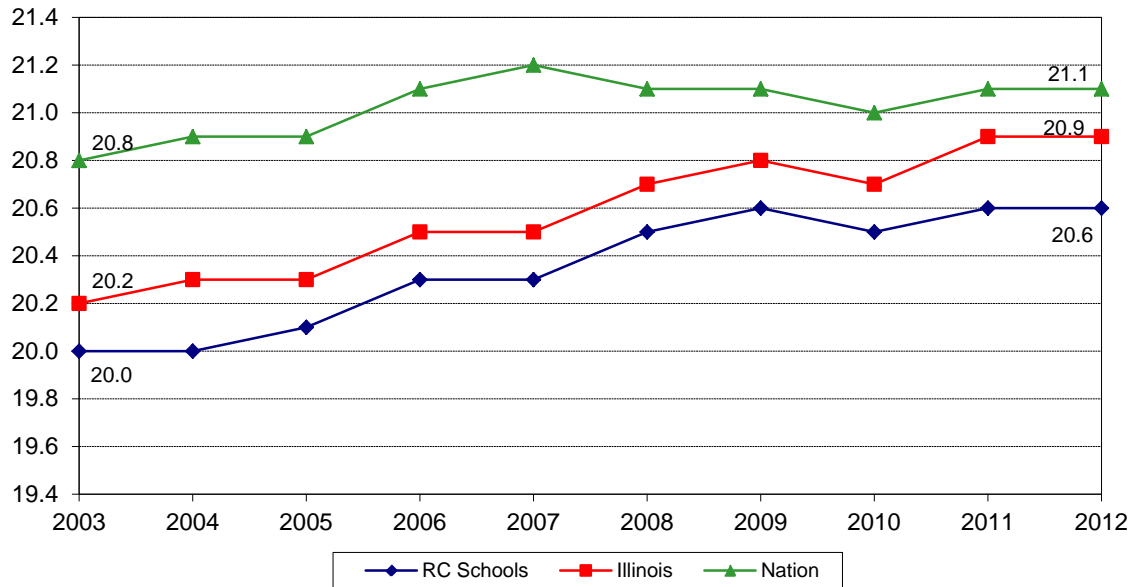


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Differences among various groups of grade 11 students are evident in the PSAE reading results.

- White and Asian students performed better than Black, Hispanic, Native Hawaiian/Pacific Islander, Native American, and Two or More Races students, as measured by the percent of students meeting or exceeding state standards in PSAE reading at grade 11.
- Students with at-risk characteristics—including those who are limited English proficient (LEP), migrant, or from a low-income family, or who have an IEP—had considerably lower percentages meeting or exceeding state standards than students not considered to be at risk.
- Between 2011 and 2012, student performance slightly declined for all categories of students except for Hispanic, Asian, Native Hawaiian/Pacific Islander, Native American, IEP, and Low Income students.

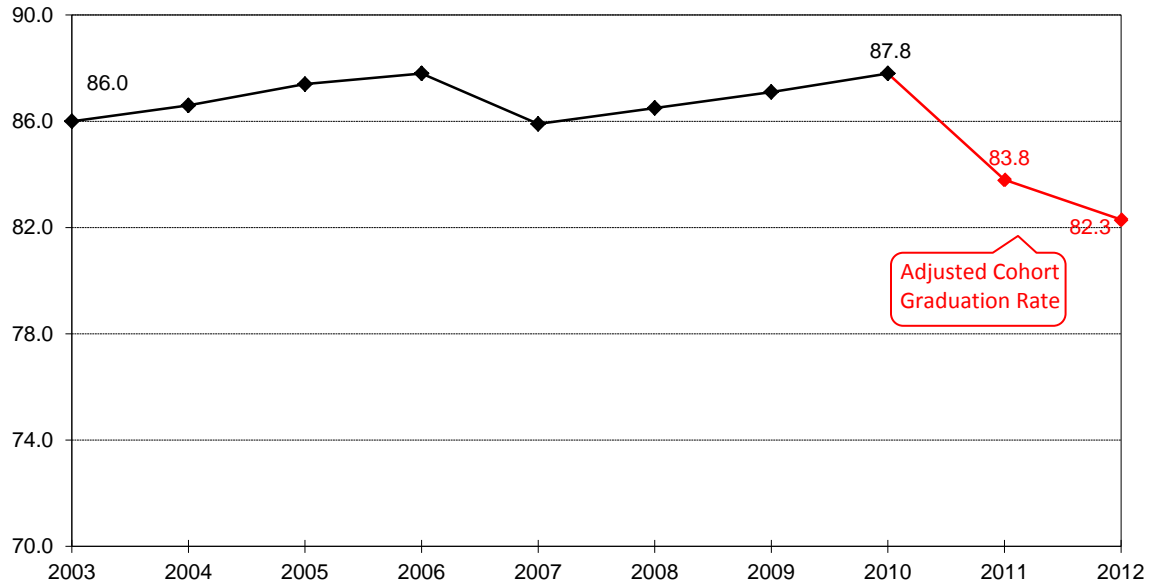
Figure 15: ACT Composite Scores



Illinois ACT scores increased since 2003. The ACT Composite Score for Illinois public school students (report card schools) increased from 20.0 in 2003 to 20.6 in 2012.

Note: ACT scores range from a low of 1 to a high of 36. The reported data include graduating students' most recent ACT scores from ACT national or state testing. "RC Schools" are regular public schools that must release school report cards. Data for "Illinois" and the "Nation" include all respective schools, public as well as nonpublic.

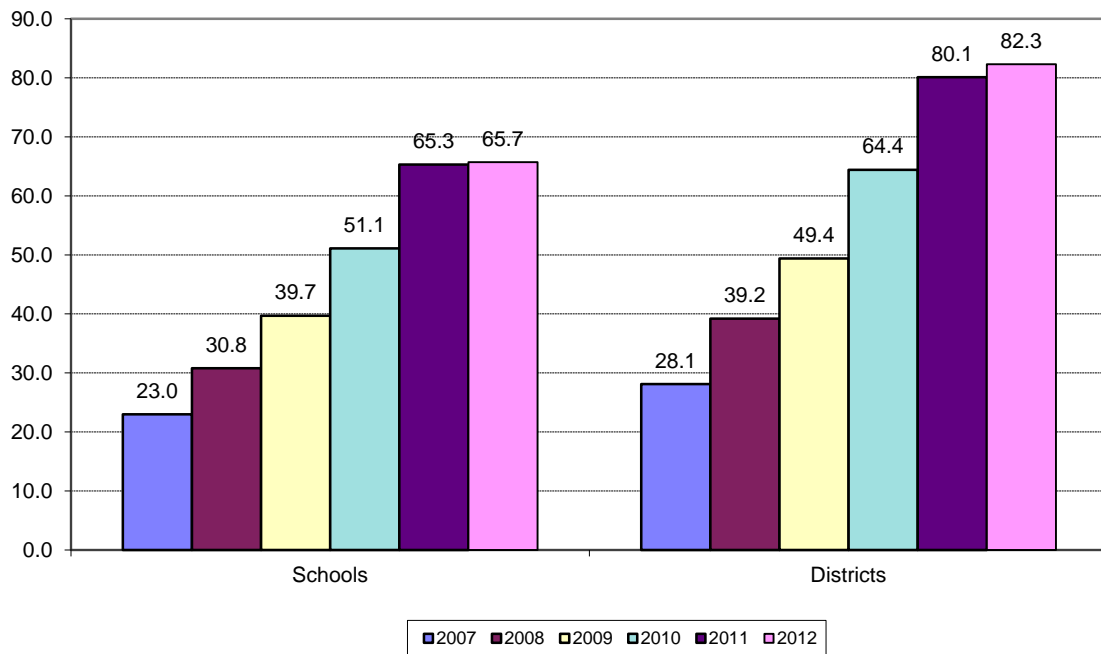
Figure 16: High School Graduation Rates



Graduation rate declined in 2012. Based on the new federal definition of graduation calculation, the graduation rate declined from 87.8 percent in 2010 to 82.3 percent in 2012.

According to 2008 Regulations, states are required to calculate a four-year adjusted-cohort graduation rate, starting school year 2010-2011. The graduation rate is calculated based on the federal guidance of NCLB High School Graduation Rate, <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

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

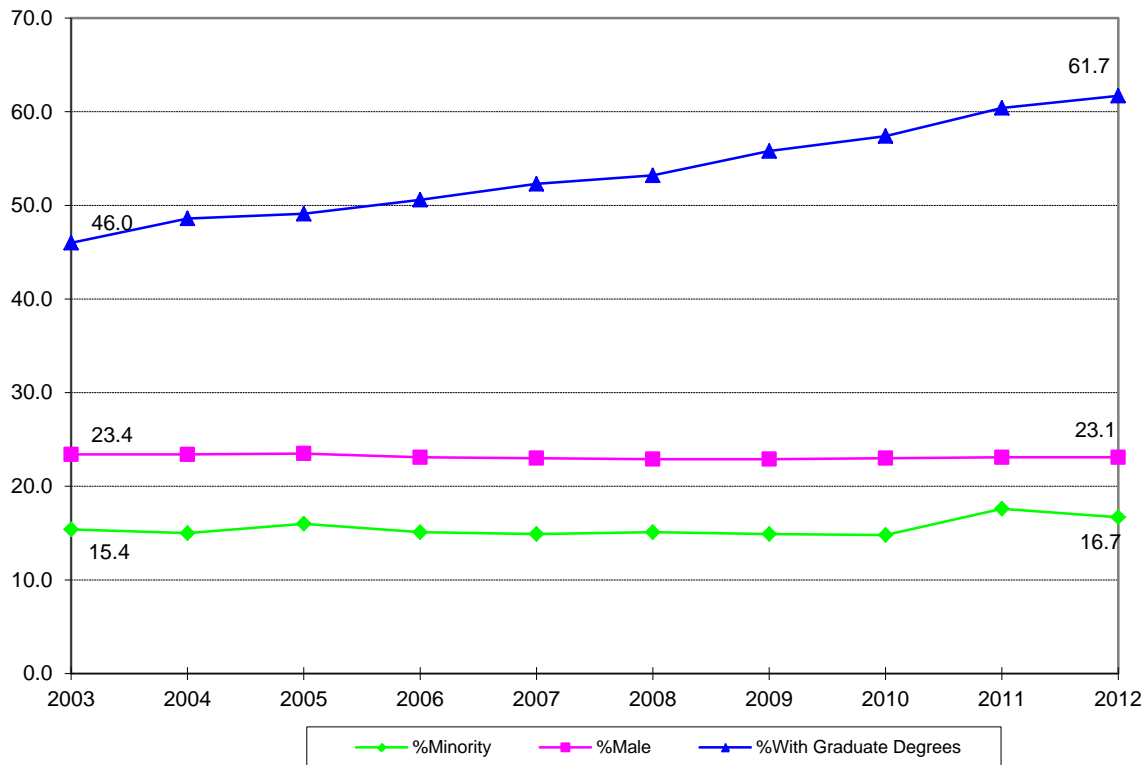


Schools not making Adequate Yearly Progress (AYP) increased between 2007 and 2012. The percent of schools not making AYP increased from 23.0 percent in 2007 to 65.7 percent in 2012.

Districts not making Adequate Yearly Progress (AYP) increased between 2007 and 2012. The percent of districts not making AYP increased from 28.1 percent in 2007 to 82.3 percent in 2012.

Note: The targets for performance, attendance, and graduation increase each year. However, in 2012, Illinois received approval from USDE to use the same AYP targets as in the 2010-11 school year. Therefore, the targets in 2012 were 85 percent, 91 percent, and 82 percent, respectively.

Figure 18: Teacher Demographics



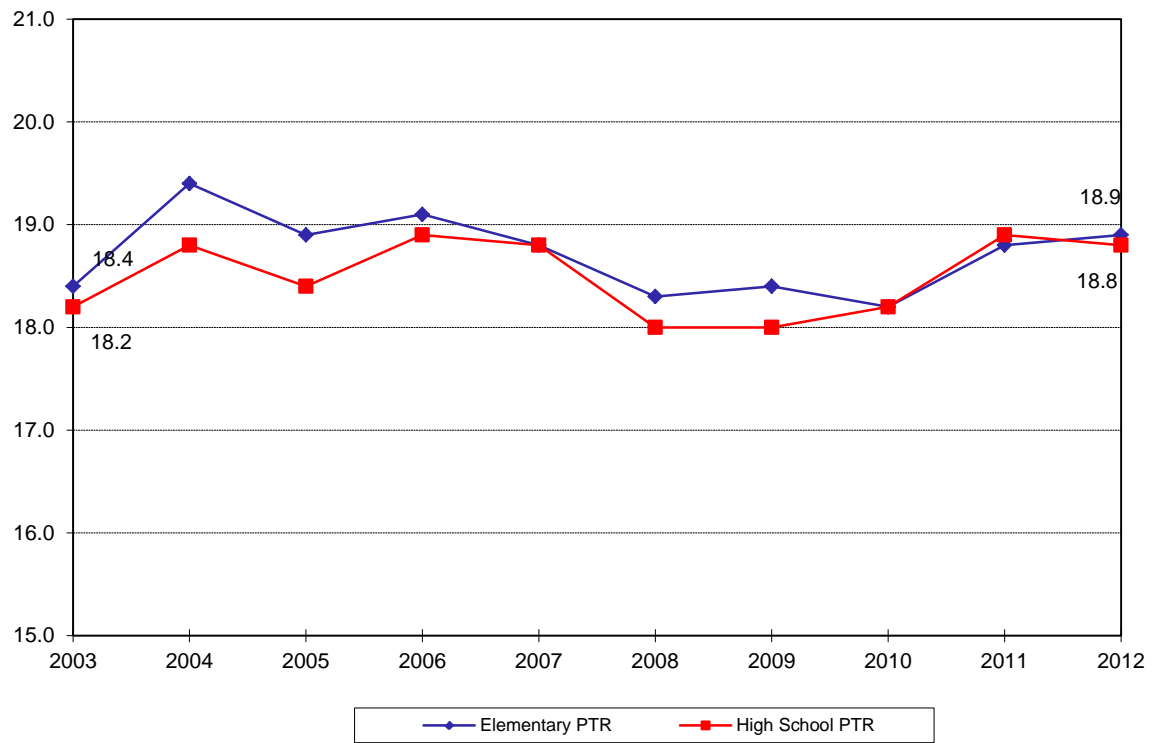
Increase in the percentage of Non-White teachers in the last decade. Non-White teachers account for 16.7 percent of the classroom teachers in 2012 compared to 15.4 percent in 2003. Non-White teachers include those who are Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, Native American, Two or More Races, or unknown.

[Beginning in 2011, teachers do not have to report race/ethnicity code.]

Little change in the percentage of male classroom teachers. There is a downward trend in the percentage of male teachers, declining from 23.4 percent of the teaching force in 2003 to 23.1 percent in 2012.

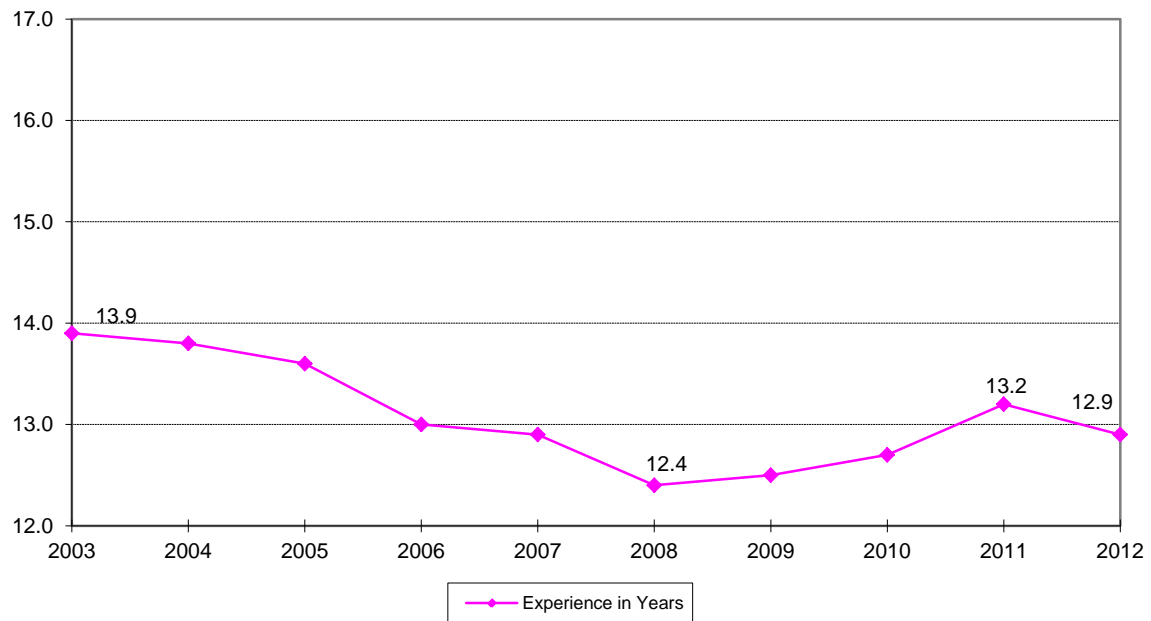
Percentage of teachers with graduate degrees increased. In 2012, teachers who had a master's degree or higher accounted for 61.7 percent of the classroom teachers in Illinois public schools, up from 46.0 percent in 2003.

Figure 19: Pupil-Teacher Ratios (PTR)



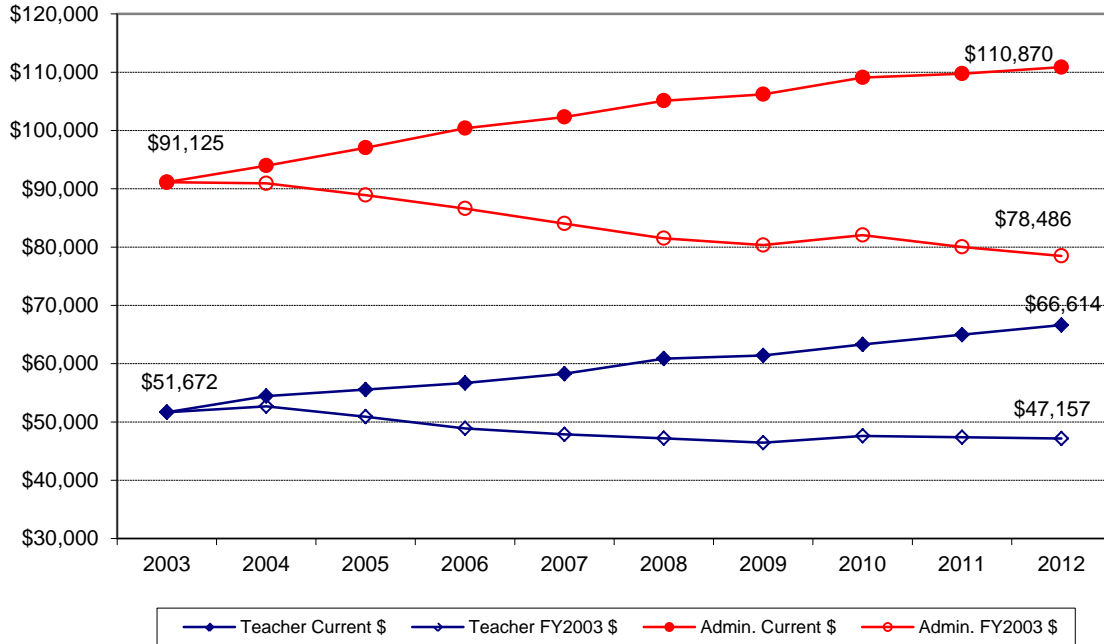
Compared to 2003, pupil-teacher ratio increased slightly both at the elementary level and secondary level. Between 2003 and 2012, the pupil-teacher ratio slightly increased from 18.4:1 to 18.9:1 at the elementary level and slightly increased from 18.2:1 to 18.8:1 at the secondary level.

Figure 20: Teaching Experience



Teaching experience (years) slightly decreased from 2011. The average teaching experience of Illinois public school teachers declined from 13.9 years in 2003 to 12.4 years in 2008 and has increased to 13.2 in 2011, then slightly decreased to 12.9 in 2012.

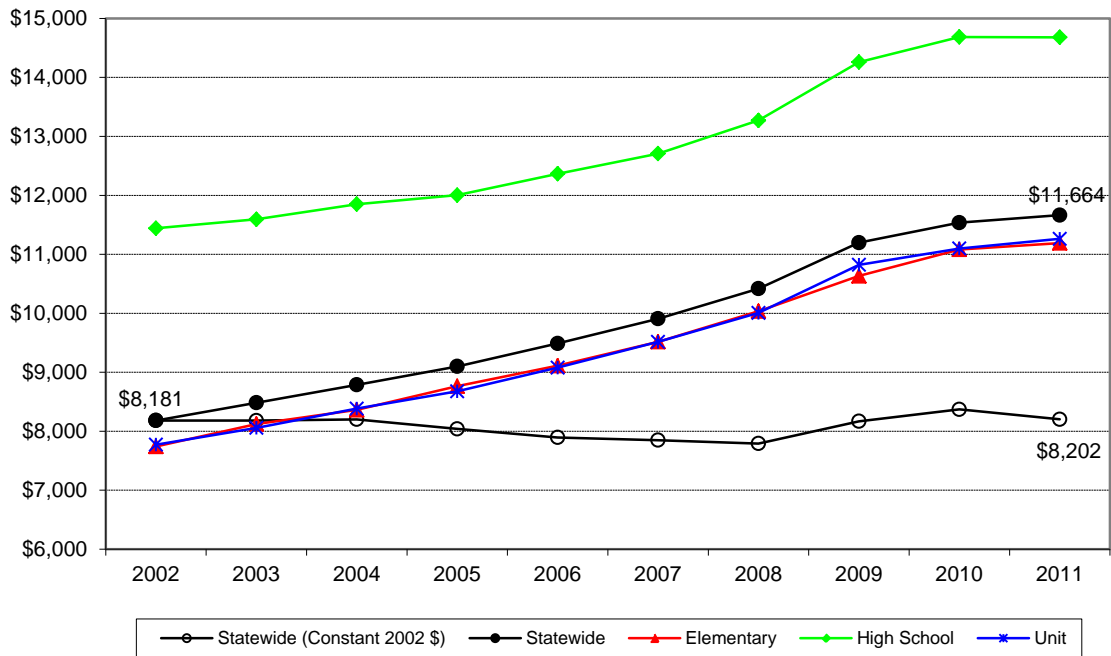
Figure 21: Average Teacher and Administrator Salaries



Average teacher salary with benefits increased by 29 percent since 2003. The average teacher salary increased from \$51,672 in 2003 to \$66,614 in 2012. But in terms of constant FY2003 dollars, average teacher salary with benefits declined from \$51,672 to \$47,157 during the same period.

Average administrator salary with benefits increased by 22 percent since 2003. The average administrator salary increased from \$91,125 in 2003 to \$110,870 in 2012. But in terms of constant FY2003 dollars, average administrator salary with benefits declined from \$91,125 to \$78,486 during the same period.

Figure 22: Operating Expenditure Per Pupil (OEPP)



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

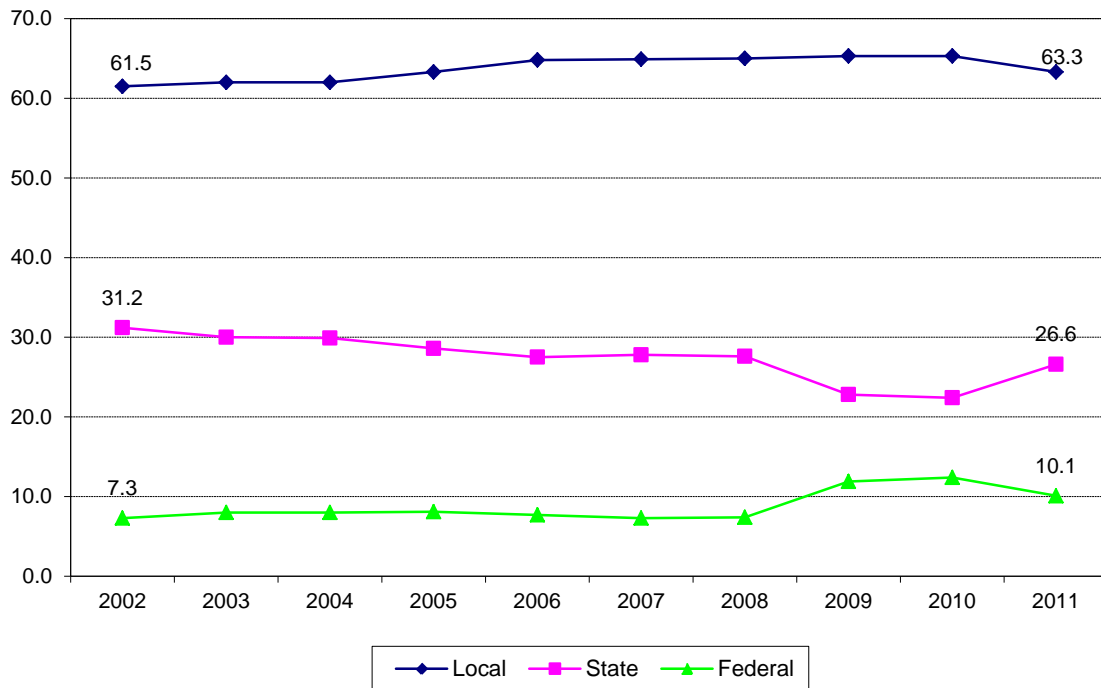
Operating expenditure per pupil (OEPP) increased in the last decade. The statewide OEPP increased by 42.6 percent from \$8,181 in 2002 to \$11,664 in 2011. In terms of constant FY2002 dollars, the OEPP increased by 0.3 percent from \$8,181 in 2002 to \$8,202 in 2011.

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

High school OEPP substantially higher than elementary and unit OEPP. In 2011, the OEPP for high school districts (\$14,681) was at least 30 percent more than the elementary OEPP of \$11,190 and the unit OEPP of \$11,262.

[Prior-year data are reported for OEPP in the school report cards, e.g., 2011 data are reported in the 2012 school report cards.]

Figure 23: Revenue Sources (Percentage)



Education system revenues from the state declined as revenues from local and federal sources increased. This trend is evident in between 2008 and 2010. However, compared to 2010, the state funding clearly increased while local and federal funding decreased in terms of percentage. Between 2002 and 2011, state support for the public school system declined from 31.2 percent to 26.6 percent while local funding increased from 61.5 percent to 63.3 percent, and federal funding increased from 7.3 percent to 10.1 percent.

[Prior year data are reported for revenue data in the school report cards, e.g., 2011 data are reported in the 2012 school report cards.]

Appendix A

Student Characteristics

All includes students in every category.

Two or More Races includes all students who represent more than one racial or ethnic group.

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

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

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

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

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

Non-Low Income refers to students who are not from low-income families.