

Districts and schools

Number of districts (CCD)	1993-94 922	2002-03 893
Number of public schools (CCD)		
Elementary	2,618	2,619
Middle	707	740
High	645	753
Combined	27	123
Other	181	36
Total	4,178	4,271
Number of charter schools (CCD)		22

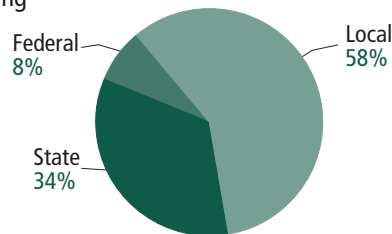
Finances

Total current expenditures 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$7,763,834
Noninstructional	437,918
Support	4,698,564
Total	12,900,315
Total current expenditures 2001-02 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$9,804,430
Noninstructional	536,275
Support	6,140,082
Total	16,480,787

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$6,814	\$7,956
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Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$430,679,234

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	42,359	60,524
K-8	1,259,394	1,425,283
9-12	503,024	595,349
Total (K-12)	1,762,418	2,020,632

Race/ethnicity

American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	4%
Black, non-Hispanic	21	21
Hispanic	11	17
White, non-Hispanic	65	58

Students with disabilities (OSEP)	11%	12%
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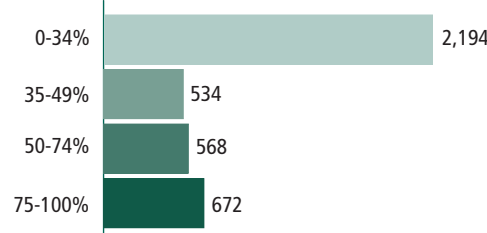
Students with limited English proficiency (NCELA)	5%	8%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996 n/a	2003 23%
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Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	741,954
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]303 schools did not report.

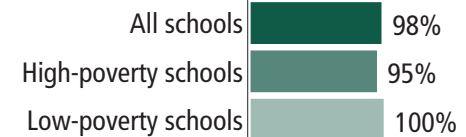
Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	55,317	65,432
Middle	17,322	22,421
High	29,174	36,121
Combined	872	1,959
Other	8,190	5,112
Total	110,874	131,045

Number of FTE non-teacher staff (CCD)		
Instructional aides	17,609	32,902
Instructional coordinators	1,507	1,298
Administrators	6,031	10,333
Other	63,201	82,656
Total	88,348	127,189

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	89%	70%
Mathematics	82	65
Science	77	93
Social studies	80	90

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	6%
Avg. freshman graduation rate (NCES)	76	76
College-going rate (IPEDS/NCES)	64	60

NAEP state results (NCES)		
Reading, Grade 4	1994	2003
Proficient level or above	n/a	31%
Basic level or above	n/a	61
Math, Grade 8	1996	2003
Proficient level or above	n/a	29%
Basic level or above	n/a	66

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for Illinois's definitions of proficient for reading and mathematics for grades 3, 8, and 11.

See <http://webprod1.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx> for more details on the statewide accountability system.

State assessment for NCLB accountability: Illinois Standards Achievement Test (ISAT)

State student achievement levels: Academic Warning, Below Standards, Meets Standards, Exceeds Standards

NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 3	Reading	40%	40%
	Mathematics	40	40
Grade 8	Reading	40	40
	Mathematics	40	40
Grade 11	Reading	40	40
	Mathematics	40	40

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,441 (62%)	2,582 (68%)	455 (51%)
Identified for improvement:			
Year 1	252 (10%)	244 (6%)	0
Year 2	287 (11%)	279 (7%)	0
Corrective action	23 (1%)	240 (1%)	0
Restructuring	22 (1%)	22 (*)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 88%	Met
Middle indicator: Attendance	Meet or progress toward 88%	Met
High school indicator: Graduation rate	Meet or progress toward 65%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	1,313	*
Supplemental educational services:	18,000	3%

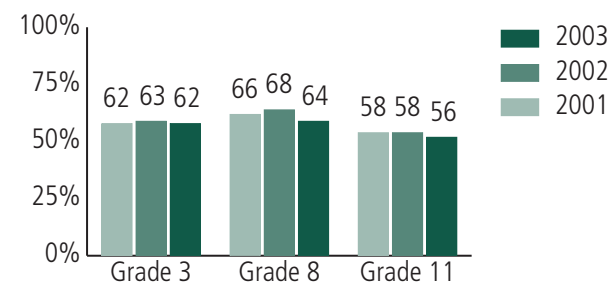
Student Achievement 2002-03

Illinois Standards Achievement Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	62%	64%	56%
Economically disadvantaged students	42	46	32
Migrant students	26	20	18
Students with disabilities	32	20	15
Students with limited English proficiency	38	15	16
Black, non-Hispanic students	35	45	31
Hispanic students	49	47	35
White, non-Hispanic students	76	73	65

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	76%	53%	53%
Economically disadvantaged students	58	30	25
Migrant students	48	22	10
Students with disabilities	55	13	13
Students with limited English proficiency	57	18	24
Black, non-Hispanic students	49	23	21
Hispanic students	69	36	29
White, non-Hispanic students	89	66	63

Student achievement trend: Mathematics percent proficient level or above

