

Districts and schools

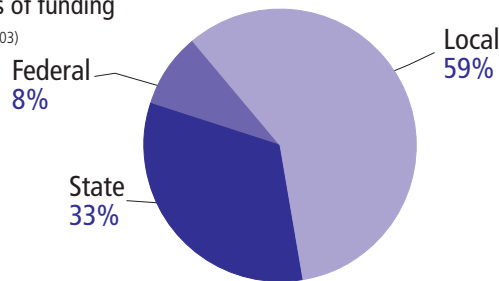
	1993-94	2003-04
Number of districts (CCD)	922	894
Number of public schools (CCD)		
Elementary	2,618	2,605
Middle	707	744
High	645	759
Combined	27	123
Other	181	36
Total	4,178	4,267
Number of charter schools (CCD)		23

Finances

Total current expenditures (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	1993-94	2002-03
Instructional	\$7,727,518	\$10,320,227
Noninstructional	435,870	557,826
Support	4,676,585	6,393,248
Total	12,839,973	17,271,301
Per-pupil expenditures (CCD, adjusted for inflation to 2002-03)	\$6,783	\$8,287

Sources of funding

(CCD, 2002-03)



Title I allocation 2002-03 (ED; Includes Title I, Part A) \$478,793,210

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

Students

Public school enrollment (CCD)	1993-94	2003-04
Pre-K	42,359	66,885
K-8	1,259,393	1,423,026
9-12	503,024	606,531
Total (K-12)	1,762,417	2,029,557

Race/ethnicity (CCD)	1993-94	2003-04
American Indian/Alaskan Native	*	*
Asian/Pacific Islander	3%	4%
Black, non-Hispanic	21	21
Hispanic	11	18
White, non-Hispanic	65	57

Students with disabilities (OSEP) 11% 13%

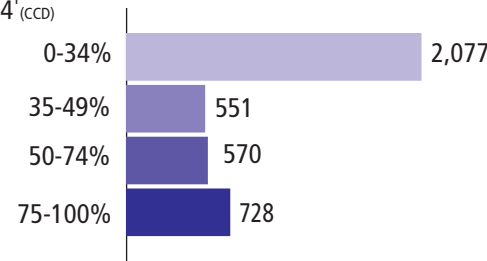
Students with limited English proficiency (NCELA) 5% 8%

Migrant students (OME) * *

Eighth-grade students enrolled in Algebra I for high school credit (NAEP) 1996 2003
- 23%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04 (CCD) 775,198

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04[†] (CCD)



[†]341 schools did not report.

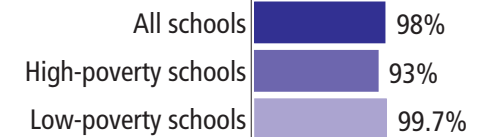
Staff

Number of FTE teachers (CCD)	1993-94	2003-04
Elementary	56,285	63,013
Middle	17,322	22,336
High	29,551	35,687
Combined	956	1,789
Other	1,868	296
Total	105,982	123,121

Number of FTE non-teacher staff (CCD)	1993-94	2003-04
Instructional aides	17,609	33,295
Instructional coordinators	1,507	833
Administrators	6,031	10,483
Other	63,201	81,839
Total	88,348	126,450

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, 2003-04 (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)	1994	2005
Reading, Grade 4		
Proficient level or above	-	30%
Basic level or above	-	63
Math, Grade 8		
Proficient level or above	-	28%
Basic level or above	-	68

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 (2003-04)
Grade 3	Reading	40%	40%
	Mathematics	40	40
Grade 8	Reading	40	40
	Mathematics	40	40
Grade 11	Reading	40	40
	Mathematics	40	40

2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	1,536 (66%)	2,717 (70%)	551 (62%)
Identified for improvement:			
Year 1	201 (9%)	201 (5%)	0
Year 2	197 (9%)	197 (5%)	0
Corrective action	240 (11%)	240 (6%)	0
Restructuring	22 (1%)	22 (1%)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	Meet or progress toward 88%	Met
Middle school 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	6%

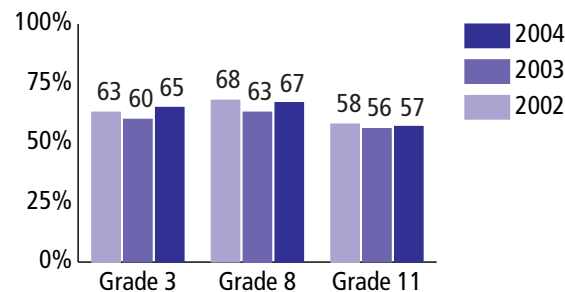
Student Achievement 2003-04

Illinois Standards Achievement Test, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	65%	67%	57%
Economically disadvantaged students	46	50	33
Migrant students	50	37	14
Students with disabilities	36	24	16
Students with limited English proficiency	61	29	13
Black, non-Hispanic	39	48	32
Hispanic students	56	51	34
White, non-Hispanic	77	76	65

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	Grade 11
All students	79%	54%	53%
Economically disadvantaged students	63	32	25
Migrant students	62	33	36
Students with disabilities	60	14	12
Students with limited English proficiency	79	25	26
Black, non-Hispanic	54	25	21
Hispanic students	76	39	31
White, non-Hispanic	90	67	62

Student achievement trend: Mathematics percent proficient level or above

