

## STUDENT PROFILE

The following section provides a statistical and descriptive overview of the demographic, social, socioeconomic, and student performance levels of the Chicago Public Schools (CPS) student population. Additionally, it provides a trend analysis of staffing levels and school facilities inventory. The narrative is divided into the following subsections: student characteristics, student enrollment, average daily enrollment and attendance, student attendance trends, student test data, school facilities, distribution of staff positions, trend analysis of positions, and position data by fund and unit group.

### STUDENT CHARACTERISTICS

It is important to note the concentration of minority, low-income, and English Language Learner (ELL) students in the CPS as compared to the rest of the state of Illinois. The proportion of low-income and ELL students in a school district is important because those students generally have greater educational and supportive needs that may require additional resources.

The following data is based on the 2004 – 2005 Fiscal Year

	<b>Chicago</b>	<b>Illinois (including Chicago)</b>	<b>Illinois (except Chicago)</b>
<b>Low-Income Students</b>	85.4%	40.0%	23.0%
<b>Student Mobility Rate</b>	24.0%	16.1%	14.1%
<b>English Language Learner Students</b>	14.0%	6.6%	3.9%
<b>High School Graduation Rate</b>	74.0%	87.4%	90.1%
<b>Chronic Truancy Rate</b>	3.9%	2.2%	1.4%
<b>Dropout Rate</b>	10.4%	4.0%	2.5%

Data source: [Department of Research, Evaluation and Accountability](#)

#### *Low-income Students*

“Low-income” students are pupils, aged 3 through 17, from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, and/or eligible to receive free or reduced-price lunch. Overall, the number of low-income students increased by 0.2% from the previous year (2003-2004). Approximately 85.4% of CPS students came from low-income families, compared to 40.0% of students statewide. Excluding Chicago, 23.0% of Illinois public school students were classified as low-income.

#### *Student Mobility Rate*

The student mobility rate is based on the number of students that enroll in or leave school during the school year. Unlike socioeconomic status of the family, mobility is a secondary factor that negatively impacts a child’s academic achievement. In schools with high mobility rates, all children may be affected due to the continual readjustments of the school staff to accommodate the influx of new students. The mobility rate of students in the CPS was 24.0%, of which students that left more than once being counted multiple times.

#### *English Language Learner Students*

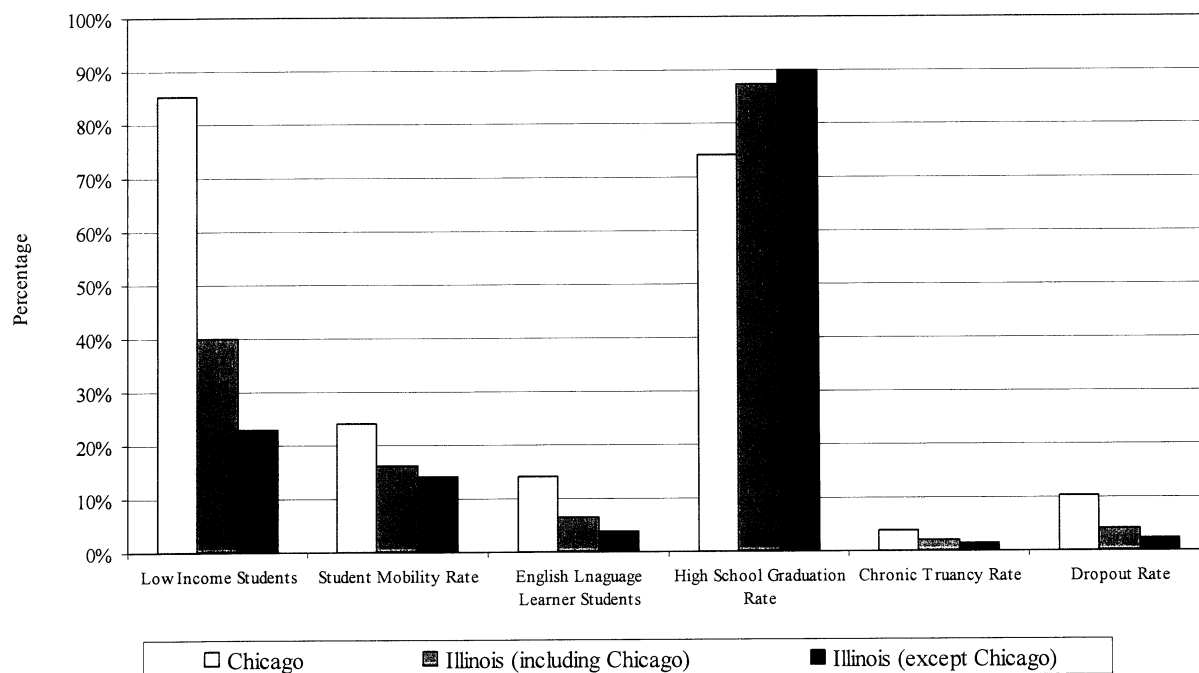
English Language Learner (ELL) students are those students that have been determined eligible for bilingual education, and for which English is not considered the student’s native language. Of

the students enrolled in the CPS, 14.0% were identified as ELLs. In the state of Illinois, 6.6% of the students in public schools were ELLs. When Chicago is excluded, the state's percentage of ELL students drops to 3.9%.

#### *High School Graduation Rate (1 year)*

The 2004-2005 CPS graduation rate was 74.0%, a 3.3% increase from 2003-2004. This was below the statewide percentage of 90.1%. CPS implemented various programs to promote graduation among its students. The High School Improvement Initiative was implemented in FY2004 to address program needs such as the 8<sup>th</sup> grade transition into 9<sup>th</sup> grade, extended summer support and post-secondary programs. The Evening School Program will continue to offer evening classes to decrease the dropout rate. Additionally, the Bill and Melinda Gates foundation has awarded CPS a grant to support a broad effort to improve Chicago public high schools and advance the Mayor's school reform program. The grant funds development of a comprehensive strategy to oversee district-wide high school reform, help create new high schools, and support principal development initiatives. Coupled with the continued support of other truancy initiatives, CPS anticipates an upward trend in the graduation rate.

### **Student Characteristics Fiscal Year 2004-2005**



#### *Chronic Truancy Rate*

Chronically truant students are those students with low attendance. The CPS chronic truancy rate was 3.9%, which was higher than the Illinois rate of 2.2%. This data is used to help assess the need for special programs that target students with low attendance as these students have a tendency to drop out of school or fail courses.

#### *Dropout Rate*

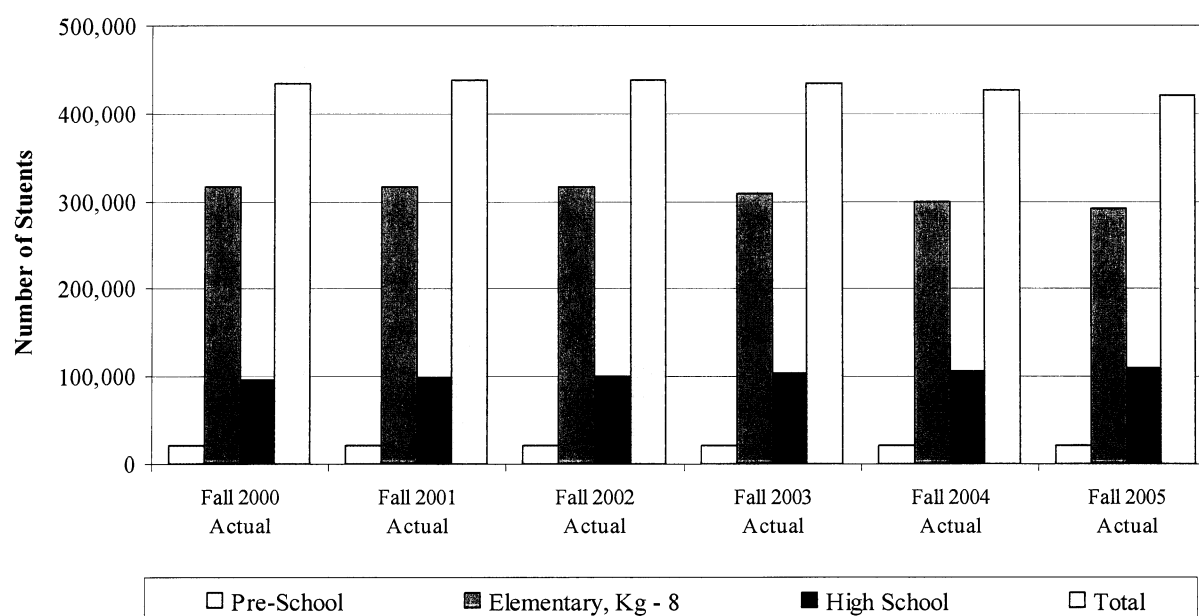
Dropouts include students in grades 9-12 whose names have been removed from the district-housed roster for any reason other than death, extended illness, graduation/completion of a program of study, transfer to another public/private school, or expulsion. The dropout rate for the CPS is 10.4%, a decrease of 1.5% from the previous year (2003-2004).

## STUDENT MEMBERSHIP

Factors that may contribute to the changes in current membership trends include the following:

- Transfers from/to public and nonpublic schools
- Changes in Hispanic, Asian, and European migration rates
- Changes in birth rates
- Changes in administrative and educational policies that affect grade progression, retention, and graduation rates
- Public perception of school reform initiatives

### Student Membership

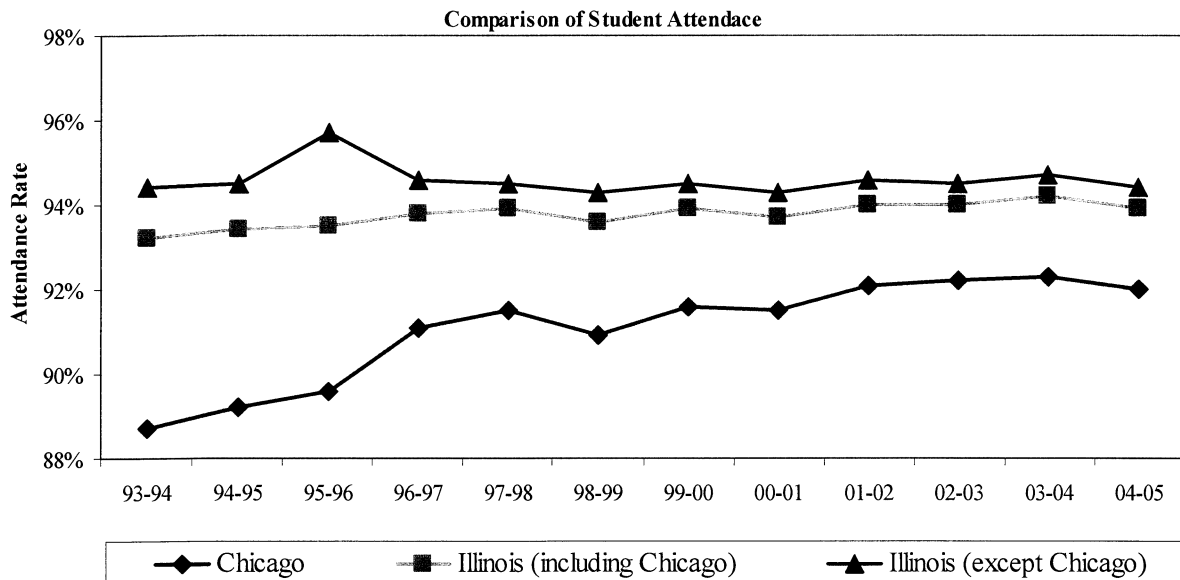


	Actual	Actual	Actual	Actual	Actual	Actual
	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Preschool	21,793	21,109	21,788	22,085	21,712	21,205
Elementary, Kg - 8	317,488	317,336	315,671	308,111	299,007	290,645
High School	96,189	99,173	101,064	104,223	106,093	109,132
Total	435,618	437,618	438,523	434,419	426,812	420,982

## STUDENT ATTENDANCE TRENDS

For the ninth time in 12 years, the CPS achieved an average student attendance rate of over 90%. The state's attendance rate remained relatively stable over the same period. These rates did not include students at preschools or special schools.

**Student Attendance Rates  
School Years 1994 through 2005**



**School Years 1994 through 2005**

School Year	Chicago	Illinois (including Chicago)	Illinois (except Chicago)
93-94	88.7%	93.2%	94.4%
94-95	89.2%	93.4%	94.5%
95-96	89.6%	93.5%	95.7%
96-97	91.1%	93.8%	94.6%
97-98	91.5%	93.9%	94.5%
98-99	90.9%	93.6%	94.3%
99-00	91.6%	93.9%	94.5%
00-01	91.5%	93.7%	94.3%
01-02	92.1%	94.0%	94.6%
02-03	92.2%	94.0%	94.5%
03-04	92.3%	94.2%	94.7%
04-05	92.0%	93.9%	94.4%

**Percent of Chicago Students in Attendance  
School Years 1999-00 to 2004-05**

	High School Students	Elementary Students
School Year 2004-05	86.0%	93.9%
School Year 2003-04	86.4%	94.1%
School Year 2002-03	86.6%	93.8%
School Year 2001-02	86.6%	93.7%
School Year 2000-01	85.3%	92.6%
School Year 1999-00	84.8%	92.8%

## CHICAGO PUBLIC SCHOOLS STUDENT TEST DATA

Achievement tests provide a standard measure of performance in which academic goals may be formulated. The tests assist in evaluating the school system on an inter-school, statewide, and national basis. Additionally, the results determine the instructional materials used in schools, particularly in recommending textbooks and formulating curricula. These tests have evolved in content and in application over a span of 50 years.

The data below profiles the trend for CPS student performances on the Iowa Tests of Basic Skills (ITBS). These are scholastic tests administered to students in elementary schools (grades 3-8).

### ITBS

The scores on the ITBS measure a student's ability to:

- understand factual information
- deduce the meanings of words and phrases
- draw conclusions, make inferences, or deduce meanings that are not explicitly stated in the text; infer the traits, feelings, or motivations of characters
- apply information from the text to a new situation or represent it in another form
- determine the main idea or topic of a passage; identify the author's viewpoint in a passage
- recognize aspects of the mood, tone, style or structure of a passage; and interpret non-literal language.

Students in grades three through eight are required to take the ITBS. The scores are used to determine those students in the third, sixth, and eighth grades that need to attend Summer Bridge programs<sup>1</sup>. Those students will be required to attend six weeks of summer school before being promoted to the next grade. On the following page are the composite testing results for grades three through eight.

The median grade equivalent indicates the grade-level equivalent of how CPS students performed compared to their actual grade level in the system. Since testing occurs in the spring or at the end of the seventh month of instruction, a student in the third grade is expected to score at national norms for third grade students or at a grade equivalent of 3.7.

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<sup>1</sup> Grades four, five, and seven were not reported, but if additional information is needed contact the Department of Research, Analysis, and Assessment in the Office of Research, Evaluation, and Accountability

## ITBS Results

		READING		MATHEMATICS	
Grade	Year	Mean Standard Score	% At or Above National Norms	Mean Standard Score	% At or Above National Norms
3	2005	181.2	37.2	182.7	43.8
	2004	180.8	38.8	182.9	44.0
	2003	180.3	34.5	182.7	45.0
	2002	180.7	39.0	182.3	42.8
	2001	181.6	37.5	181.5	41.6
	2000	180.2	35.6	182.7	44.6
	1999	179.9	35.3	181.0	39.5
	1998	180.2	35.2	181.1	40.3

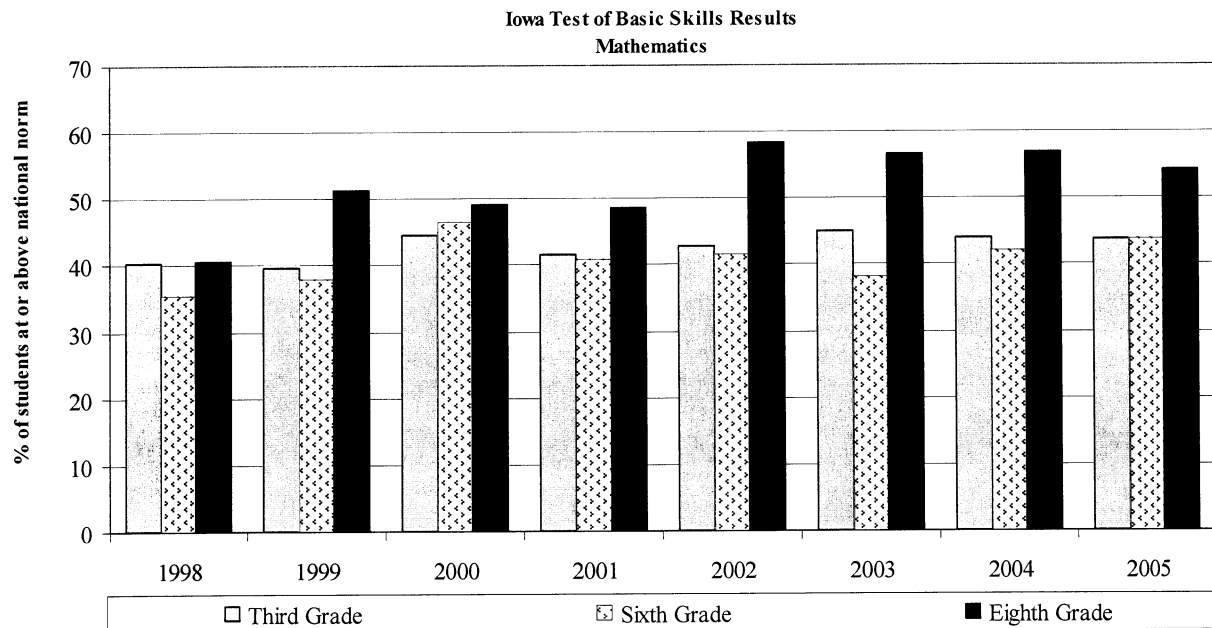
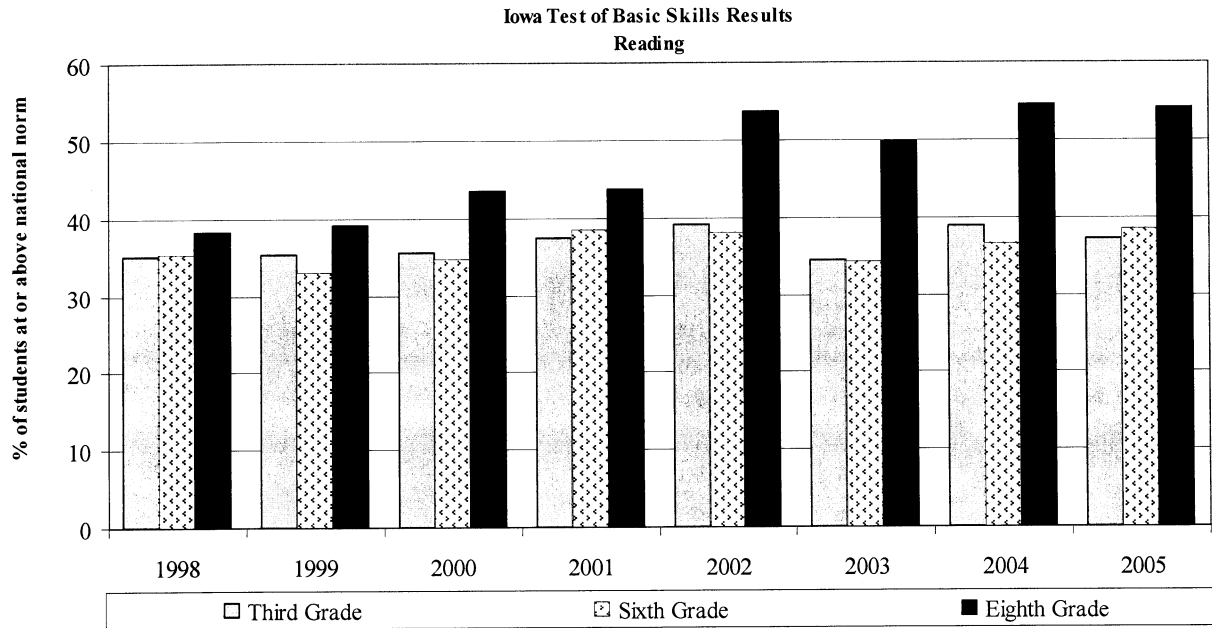
6	2005	218.5	38.4	226.5	43.7
	2004	219.3	36.6	225.0	42.1
	2003	217.8	34.2	222.4	38.2
	2002	220.5	38.0	224.9	41.6
	2001	219.2	38.4	224.3	40.8
	2000	216.5	34.6	227.3	46.4
	1999	213.7	33.1	222.1	37.8
	1998	215.6	35.3	220.1	35.5

8	2005	250.8	54.1	254.6	54.3
	2004	252.5	54.5	256.1	56.9
	2003	251.2	49.8	255.3	56.6
	2002	251.5	53.8	256.7	58.3
	2001	245.9	43.7	250.6	48.5
	2000	244.3	43.4	251.6	49.2
	1999	243.0	39.0	252.0	51.2
	1998	240.6	38.3	244.7	40.6

*Third Grade:* In FY2005, the data on the mathematics portion of the ITBS shows that 43.8% of CPS third graders scored at or above the national norm for the grade level, a decrease of 0.2 percentage points from the previous year. On the reading portion, 37.2% of third graders scored at or above the national norm, a decrease of 1.6 percentage points from FY2003.

*Sixth Grade:* On the mathematics portion of the ITBS, the data shows that 43.7% of all CPS sixth grade students scored at or above the national norm for sixth grade. This reflects an increase of 1.6 percentage points from last year. On the reading portion, 38.4% of sixth grade students scored at or above the national norm, a 1.8 percentage point increase.

*Eighth Grade:* The ITBS mathematics scores show that 54.3% of eighth grade students scored at or above the national norm for the grade level, which represents a decrease of 2.6 percentage points from the prior year. On the reading portion, 54.1% of eighth grade students scored at or above the national norm, a decrease of 0.4 percentage points when compared to the year before.



## The State Assessment Program: ISAT and PSAE

CPS students participate in the state assessment program that measures students' performance against the Illinois Learning Standards. Most students take the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE), although some students with disabilities or students from non-English language backgrounds may take the Illinois Alternate Assessment (IAA) or the Illinois Measure of Annual Growth in English (IMAGE).

The state assessment scores are used to measure adequate yearly progress (AYP) for all public schools. All students' reading and math scores, including the scores of LEP students and students with disabilities, are part of the AYP measure. Students must score at the top two performance levels of an assessment to make AYP.

NCLB Title I schools that fail to make AYP for two consecutive years are identified for school improvement and are required to offer choice (students may transfer to a non-school improvement school). Schools that fail to meet state standards for more than two consecutive years face increasingly harsher sanctions that may include offering supplemental educational services to students, implementation of a specific curriculum, governance changes, or dismissal of staff.

### ISAT

The ISAT measures elementary school students' performance against the Illinois Learning Standards. Students in grades 3, 5, and 8 take ISAT in reading, writing, and mathematics. Students in grades 4 and 7 take ISAT science and social studies<sup>2</sup>. The ISAT includes both multiple-choice and open-ended items.

#### ISAT Results

		% Students Meeting or Exceeding State Standards		
Grade	Year	READING	MATHEMATICS	<sup>†</sup> WRITING
3	2005	42	55	
	2004	41	56	45
	2003	36	49	36
	2002	35	46	33
	2001	36	47	34
	2000	33	37	32
5	2005	40	50	
	2004	43	51	52
	2003	39	44	47
	2002	37	36	38
	2001	34	32	49
	2000	33	28	50
8	2005	59	32	
	2004	55	33	51
	2003	51	31	45
	2002	55	31	50
	2001	48	25	41
	2000	57	20	52

<sup>2</sup> Grades four and seven were not reported, but if additional information is needed contact the Department of Research, Analysis, and Assessment in the Office of Research, Evaluation, and Accountability.

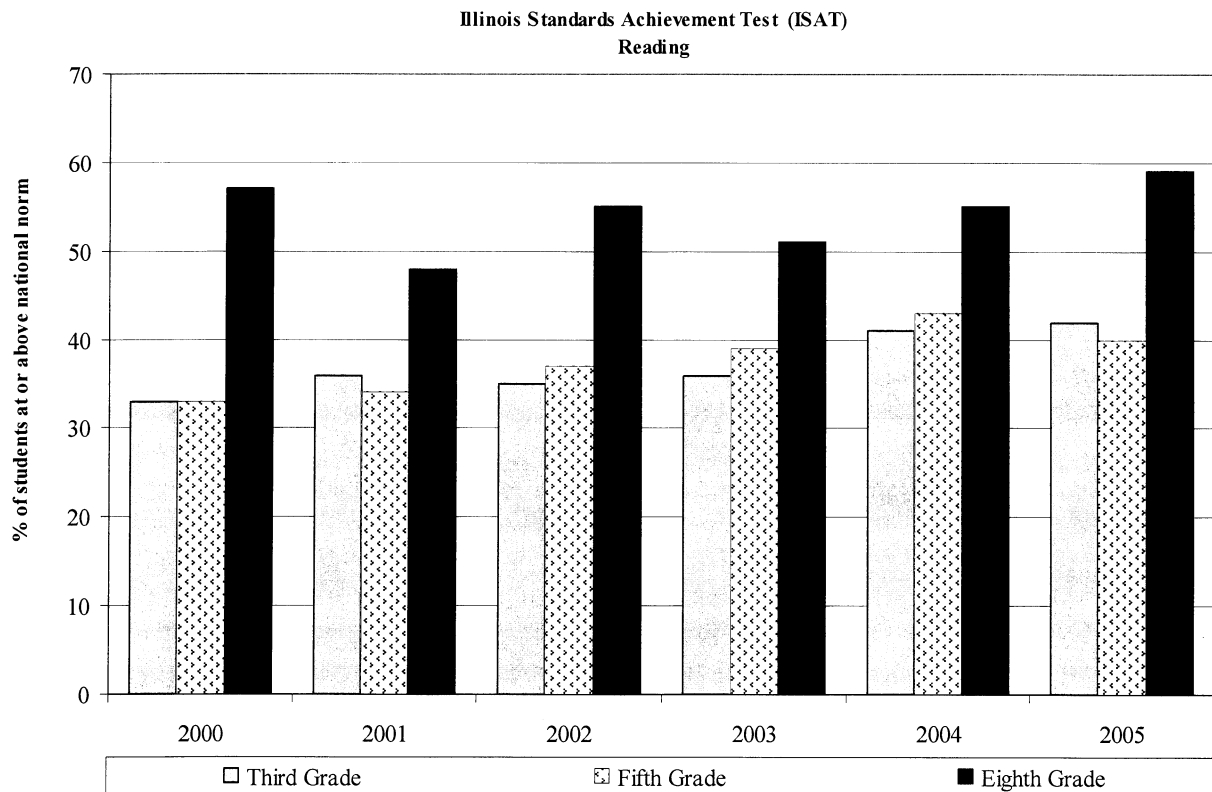


† Beginning with the 2004-2005 school year, the Illinois State Board of Education, no longer administers the Writing section of the ISAT.

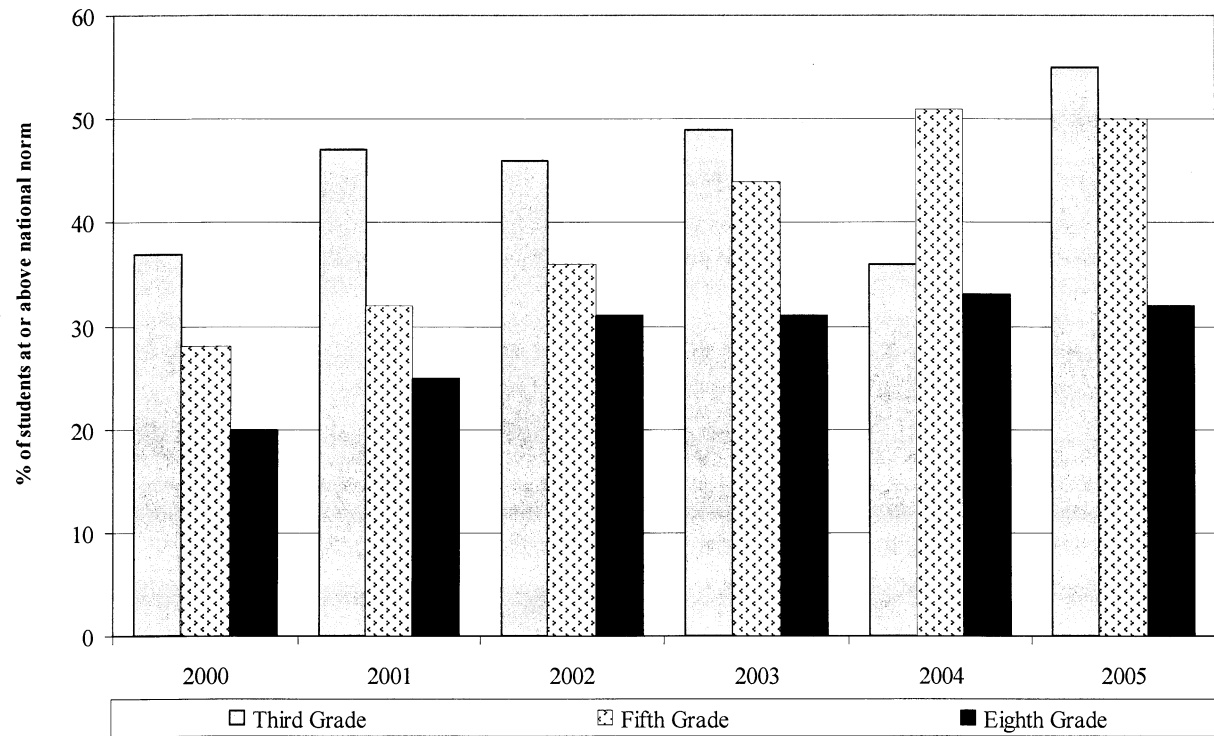
*Third Grade:* In FY 2005, the data on the mathematics portion of the ISAT shows that 55% of third graders met or exceeded standards, and on the reading portion, 42% met or exceeded standards.

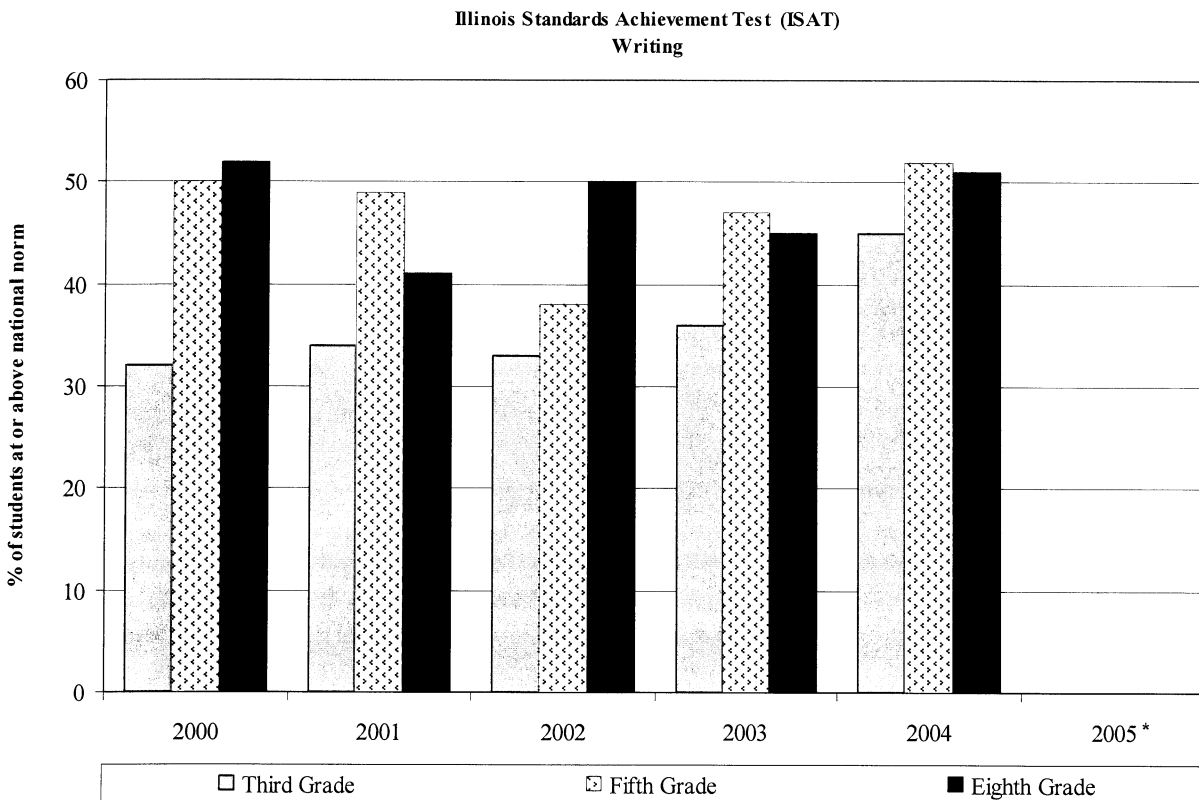
*Fifth Grade:* The fifth grade mathematics scores on the ISAT suggest steady improvement over the past five years, with 50% of students meeting or exceeding standards in FY2005. On the reading portion of the test, 40% of students met or exceeded standards.

*Eighth Grade:* In FY 2005, the data shows that 32% of students met or exceeded standards in math, 59% met or exceeded standards in reading.



Illinois Standards Achievement Test (ISAT)  
Mathematics





## **PSAE**

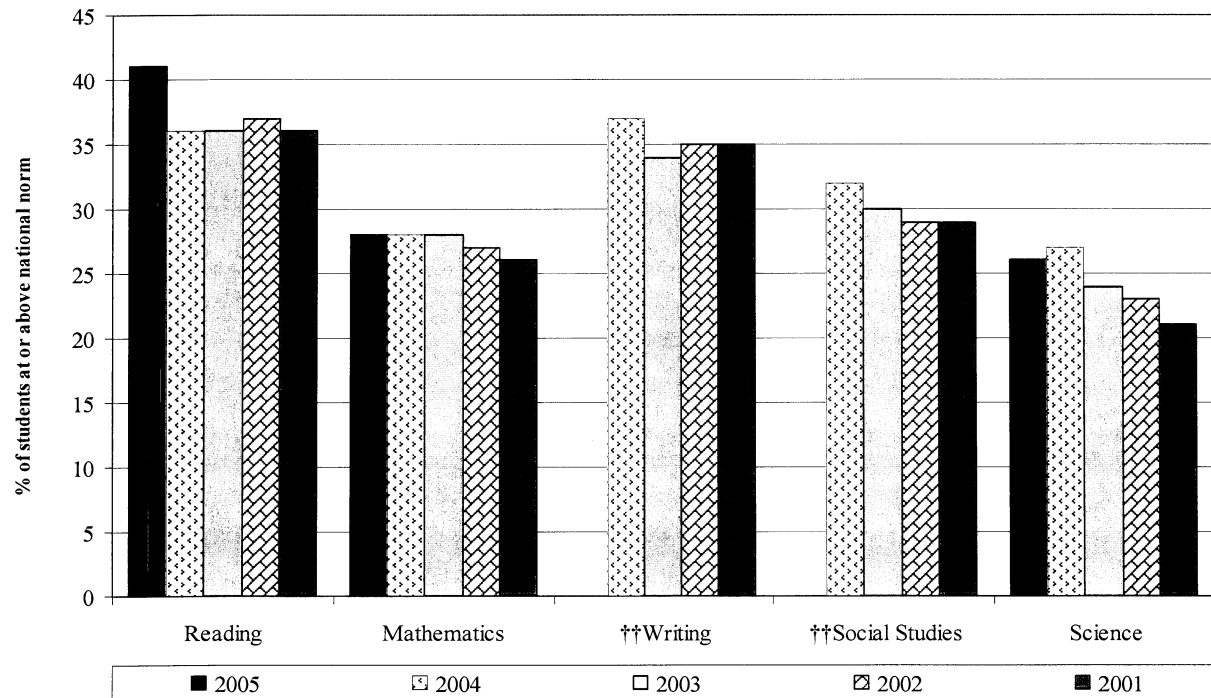
The PSAE measures the performance of grade 11 students in reading, writing, mathematics, science, and social studies. The PSAE includes three components:

- 1) The *ACT* assessment which covers reading, English, mathematics, and science reasoning
- 2) Two Work Keys assessments (*Reading for Information* and *Applied Mathematics*)
- 3) ISBE-developed writing, science, and social science assessments.

% Students Meeting or Exceeding State Standards					
Year	READING	MATHEMATICS	<sup>††</sup> WRITING	<sup>††</sup> SOCIAL STUDIES	SCIENCE
2005	41	28			26
2004	36	28	37	32	27
2003	36	28	34	30	24
2002	37	27	35	29	23
2001	36	26	35	29	21

In FY2005, the data on the PSAE shows a slight improvement over time in math, science, writing and social studies. In 2005, 28% of students met or exceeded standards in math, up two points from 2001. In science, 26% of students are meeting or exceeding norms, up from 21% in 2001. In reading, 41% of students meeting or exceeding standards in reading in 2005, up from 36% in 2004..

**Prairie State Achievement Examination  
(PSAE)**



†† Beginning with the 2004-2005 school year, the Illinois State Board of Education, no longer administers the Writing and Social Studies section of the PSAE.

## SCHOOL FACILITIES

Attendance centers include schools under the administration of a principal and a Local School Council (including all its branches and special programs), and charter schools (independently operated but receive public funds from CPS). With the advent of small schools, the number of schools exceeds the number of attendance centers.

As of June 2005, the school system is comprised of 625 attendance centers:

ELEMENTARY SCHOOLS		HIGH SCHOOLS		CHARTER SCHOOLS	
411	Regular Elementary Schools	35	General/Technical Schools	14	Elementary Charter Schools
40	Elementary Magnet Schools	12	Vocational Schools	8	High School Charters
8	Gifted Centers	14	Magnet Schools	<b>22 Total Charter Schools</b>	
16	Middle Schools	8	Math/Sci/Tech Academies		
9	Special Schools	4	Military Schools		
<b>484</b>	<b>Total Elementary</b>	25	Small Schools/CHSRI		
		9	Achievement Academies		
		3	Alternative Schools		
		9	Special Schools		
		<b>119</b>	<b>Total High Schools</b>		

**GRAND TOTAL: 625**

The Board has three support facilities: The Central Office at 125 South Clark; the Medill Training Facility at 1326 West 14<sup>th</sup> Place; and the Warehouse at 4720 South St. Louis Avenue.

### TYPES OF SCHOOLS:

**Magnet Schools** offer a curriculum organized around a specific theme, such as math/science, fine arts, foreign language, or humanities, and enroll students from throughout the city.

**Alternative Schools** are for students with disruptive behavior who have been expelled and students who are re-enrolling in school.

**Specialty Schools** also offer specialized programs but admit students from outside their attendance areas if space is available.

**Vocational Schools** are regular high schools with specialized programs integrating academic and industrial training.

**Charter Schools** are independently operated public schools. They are open to all students, receive public funds from CPS, and are accountable to the Chicago Board of Education.

**Achievement Academies** offer intensive remedial curriculum in a small setting for students 15 years and older who do not yet demonstrate the skills needed to do high school-level work.

## PER-PUPIL SPENDING INFORMATION

The standard per-pupil cost measures available for all districts in Illinois are the Operating Expenses Per-Pupil and the Per-Capita Tuition Charge. When comparing Chicago with other districts, a third measure, the Adjusted Per-Capita Tuition Charge, is also needed. Definitions and comparison of these costs are presented below:

**Operating Expense Per-Pupil:** Total operating cost of regular K-12 programs divided by the nine-month average daily attendance. This measure excludes expenditures related to preschool, summer school, adult education, capital expenditures, and bond principal and interest.

**Per-Capita Tuition Charge:** The amount a local school district charges as tuition to nonresident students. It is a reasonable measure of basic education program costs. Per-capita tuition is calculated by deducting the costs of supplemental programs from operating expenses and dividing the result by the nine-month average daily attendance.

**Adjusted Per-Capita Tuition:** The per-capita tuition charge is adjusted to exclude the costs of Supplemental General State Aid programs (which are not basic programs). Chicago is the only Illinois district for which this adjustment is necessary.

FY05 Illinois Public School Per Capita Cost for Actual Operating Expense by District						
Components of Operating Expenses Per Pupil	Chicago	Suburban Cook	State Average With CPS	Average Without CPS	Highest Per Capita District	Lowest Per Capita District
Operating Expense Per Pupil	\$ 9,758	\$ 10,555	\$ 9,099	\$ 8,933	\$ 22,508	\$ 4,281
Less Supplemental Programs	\$ (2,883)	\$ (1,067)	\$ (1,503)	\$ (1,156)	\$ 12	\$ (955)
Per Capita Tuition Charge	\$ 6,875	\$ 9,488	\$ 7,596	\$ 7,777	\$ 22,520	\$ 3,326
Less Supplemental General State Aid	\$ (697)	\$ -	\$ (140)	\$ -	\$ -	\$ -
<b>=Basic Cost Per Pupil</b>	<b>\$ 6,178</b>	<b>\$ 9,488</b>	<b>\$ 7,456</b>	<b>\$ 7,777</b>	<b>\$ 22,520</b>	<b>\$ 3,326</b>
<b>(Adjusted Per Capita Tuition)</b>						

Source: Illinois State Board of Education ILEARN website

## Distribution of Staff Positions

	<u>FY06 Budget</u>	<u>FY07 Proposed</u>	<u>Difference</u>
<b>Administrative Positions</b>	1,650	1,582	(68)
<b>School Based Positions</b>	44,481	42,755	(1,726)
<b>Subtotal Positions (Operating Funds)</b>	<b>46,131</b>	<b>44,337</b>	<b>(1,794)</b>
<b>Capital Funded Positions</b>	80	80	0
<b>Total Positions</b>	<b>46,211</b>	<b>44,417</b>	<b>(1,794)</b>

The FY2007 budget shows a net decrease in full-time equivalent positions of 2,062. Although some teaching positions were reduced due to lower enrollment, the impact on our teachers is expected to be minimal as a result of new positions that were added, expected retirement and attrition.