

**Illinois State Board of Education
Funding and Disbursement Services
Special Education Dec 1 Count and District Enrollment**

School Year	Dec 1 Count	Change	Dist Only Enrollment	Change	% Sp Ed to Enrollment
1988-1989	235,788	-1.72%			
1989-1990	235,251	-0.23%			
1990-1991	239,185	1.67%			
1991-1992	243,541	1.82%			
1992-1993	247,900	1.79%			
1993-1994	250,929	1.22%			
1994-1995	250,524	-0.16%			
1995-1996	257,423	2.75%			
1996-1997	264,507	2.75%			
1997-1998	272,764	3.12%			
1998-1999	281,137	3.07%			
1999-2000	287,475	2.25%			
2000-2001	297,316	3.42%			
2001-2002	305,997	2.92%			
2002-2003	310,260	1.39%			
2003-2004	317,153	2.22%	2,087,838		15.19%
2004-2005	321,501	1.37%	2,091,896	0.19%	15.37%
2005-2006	322,541	0.32%	2,105,628	0.66%	15.32%
2006-2007	326,539	1.24%	2,112,489	0.33%	15.46%
2007-2008	322,683	-1.18%	2,107,439	-0.24%	15.31%
2008-2009	318,461	-1.31%	2,108,702	0.06%	15.10%
2009-2010	312,533	-1.86%	2,100,323	-0.40%	14.88%
2010-2011	302,830	-3.10%	2,082,431	-0.85%	14.54%
2011-2012	292,844	-3.30%	2,075,958	-0.31%	14.11%
2012-2013	292,492	-0.12%	2,064,651	-0.54%	14.17%
2013-2014	289,887	-0.89%	2,055,529	-0.44%	14.10%
2014-2015	294,953	1.75%	2,037,989	-0.85%	14.47%
2015-2016	296,790	0.62%	2,039,726	0.09%	14.55%
2016-2017	294,168	-0.88%	2,020,400	-0.95%	14.56%
2017-2018	295,066	0.31%	2,002,751	-0.87%	14.73%
2018-2019	297,960	0.98%	1,980,369	-1.12%	15.05%
2019-2020	300,356	0.80%			

NOTE: From 1977 through 1993 children were counted either on the federal Chapter I, Section 89-313 count, or the Public Law 94-142 count. In some of these years, birth through three year olds were required by the federal government to be counted. These counts are totaled together on the chart.

Starting with school year 1994-95, students were counted under the Individuals with Disabilities Education Act (IDEA). Students must be in a special education program on December 1, be at least age 3 and not more than 22, and have an individualized education program (IEP) in place to be eligible for the IDEA child count.

Dist Enrollment is reflected from the State Special Education Profile Summary