
English Language Learners (ELLs) in Illinois

FY 2007 STATISTICAL REPORT

**Illinois State Board of Education
Data Analysis and Progress Reporting Division**

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English Language Learners in Illinois—FY 2007

INTRODUCTION

This statistical report describes the English language learners (ELLs), or limited English proficient (LEP) students, who were enrolled in Illinois public schools in school year 2006-2007 in terms of their grade levels, native languages spoken, concentration of ELL/LEP population in counties across the state, and participation of ELL/LEP students in school district programs designed to serve their educational needs. The report also includes ELL/LEP student proficiency on Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), a standards-based English language proficiency assessment, and on the Illinois Measure of Annual Growth in English (IMAGE), a state achievement test designed for ELL/LEP students. In addition, the performance of ELL/LEP students who were transitioned out of or mainstreamed from district state-funded bilingual programs on the state achievement tests, such as the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) are presented in this report.

BACKGROUND

The Illinois School Code requires that one of two types of programs be provided for all K-12 ELL/LEP students to help them become proficient in English to assist in their transition into the mainstream education curriculum.

Transitional Bilingual Education

Legislation passed in 1973 requires Illinois school districts to offer a TBE program if 20 or more ELL/LEP students with a common native language enroll in an attendance center. Students in TBE programs must be taught by certified teachers with a bilingual and/ESL approval who have a near-native level of proficiency in the native language spoken by the students.

Transitional Program of Instruction

A TPI may be provided in lieu of a TBE program if there are fewer than 20 ELL/LEP students of the same native language enrolled in an attendance center. A TPI must always be made available to any ELL/LEP student if a TBE program is not otherwise available. TPIs may provide a wide range of services. Examples of TPI services include ESL instruction and classroom tutors, aides, and others who serve as a native language resource.

With the passage of NCLB, school districts with state-funded TBE programs and/or TPIs may apply for and receive additional supplemental funding from NCLB, Title III: Language Instruction Programs for Limited English Proficient Students (LIPLEPS) and the Immigrant Education Program (IEP).

IDENTIFICATION OF ELL/LEP STUDENTS

The rules and regulations governing the Illinois TBE programs were amended in October 2006 to reflect changes in the criteria for identifying ELL/LEP students following the acquisition of a new statewide English language proficiency assessment. The rules still require that school districts administer a home language survey to determine the languages spoken in the student's home and the languages spoken by the student. Once a student with a non-English language background is identified, school districts are required to conduct individual language assessments using the screening instruments required by the

Illinois State Board of Education to determine whether or not the student is ELL/LEP. The assessment is required to take place within 30 days after the student's enrollment in the school district for the purpose of determining the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student. Each student scoring on the required screening instrument as not "proficient," as defined by the state superintendent of education, shall be considered as ELL/LEP and, therefore be eligible for bilingual education services. The rules further clarified that even if a student scores at the "proficient" level, the school district may consider additional indicators, such as:

- results of criterion-referenced or locally developed tests,
- teacher evaluations of performance,
- samples of the student's work, or
- information received from family members and/or school personnel,

in order to determine if the student has limited English proficiency and is eligible for services. For more information on the TBE rules and regulations go to:

http://www.isbe.net/bilingual/htmls/legislation_rules.htm.

Annual Examinations of ELL/LEP Students

The law (105 ILCS 5/14C-3) also requires that students identified as ELL/LEP are to be tested annually for oral comprehension, speaking, reading, and writing of English. The law further stipulates that no school district shall transfer a child of limited English-speaking ability out of a TBE program prior to the third year of enrollment therein unless the parents of the child approve the transfer in writing and unless the child has received a score on said examination reflecting a level of English language competencies appropriate to his or her grade level.

In FY05 and prior years, school districts used one of four state-approved, norm-referenced commercial English language proficiency assessments—the Language Proficiency Test Series (LPTS), the Language Assessment Scale (LAS), the Idea Proficiency Test (IPT), or the Maculaitis II (MACII)—to annually assess their LEP students. In FY06, however, school districts could use only the ACCESS for ELLs®, a statewide, standards-based, criterion-referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English, for annual assessments of ELL/LEP students.

SOURCES OF DATA

This statistical report uses five data sources: the Bilingual Census, the Annual Student Report, and IMAGE, ISAT, and PSAE results.

Bilingual Census

The Bilingual Census, which is part of the Fall Housing Report, provides information on the number of students with a non-English language background and the number of students with a non-English language background who have been identified as having limited English proficiency. The Bilingual Census is collected by each attendance center at the beginning of the school year and submitted to ISBE annually by the end of September. Students with limited English proficiency are referred to as LEP (ELL) students and are eligible to be served through TBE programs and/or TPIs. School districts that enroll ELL/LEP students are required to submit an Annual Student Report.

Annual Student Report

The Annual Student Report collects demographic information on each ELL/LEP student enrolled in a

school district, including a student's native language, grade level, gender, birth date, other services, entry or enrollment dates, exit dates, and/or reason for exiting bilingual education programs. The Annual Student Report is due to ISBE annually by June 30 of.

Because the Bilingual Census is collected at the beginning of the school year and the Annual Student Report is collected at the end of the school year, there are many instances in which the number of ELL/LEP students reported in the Annual Student Report is higher than the number reported through the Bilingual Census.

ACCESS for ELLs®

ACCESS for ELLs® is a standards-based, criterion-referenced English language proficiency test designed to measure the social and academic proficiency in English of ELL/LEP students. Illinois uses this test to annually assess the English language proficiency of ELL/LEP students.

IMAGE

IMAGE measures individual student achievement of ELL/LEP students relative to the *Illinois Learning Standards* in mathematics, reading, and writing. In 2007, IMAGE was administered to ELL/LEP students in grades 3-8 and 11. ELL/LEP students who are eligible to take IMAGE should not take ISAT or PSAE.

ISAT and PSAE

ISAT and PSAE measure individual student achievement in mathematics, reading, writing, and science relative to the *Illinois Learning Standards*. ISAT and PSAE are not administered to ELL/LEP students, except for those ELL/LEP students who have been in ELL/LEP programs longer than five years, or whose levels of English proficiency indicate that ISAT/PSAE would be better measures to yield valid information regarding what the students know and can do in the academic content areas. In addition, ISAT and PSAE are not administered to students with disabilities for whom the Illinois Alternate Assessment is deemed appropriate. In 2007 ISAT was administered to students in grades 3-8 and PSAE to students in grade 11.

Section 1: ELL/LEP STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

ELL/LEP STUDENT DEMOGRAPHICS

FY07 ELL/LEP STUDENT ENROLLMENT

Illinois public schools enrolled and/or served 186,484 ELL/LEP students in 2006-2007, 18 percent more than were served in 2005-2006, with the majority (61.1 percent) enrolled and/or served by Cook County school districts.

Table 1. Number and Percentage of ELL/LEP Students Served Through Bilingual Education Programs, by County: FY07

County	Number	Percentage	County	Number	Percentage
ADAMS	15	0.01	LAWRENCE	11	0.01
BOONE	1,061	0.57	LEE	14	0.01
BUREAU	117	0.06	LOGAN	2	0.00
CARROLL	1	0.00	MACON	76	0.04
CASS	540	0.29	MACOUPIN	4	0.00
CHAMPAIGN	1,434	0.77	MADISON	339	0.18
CHRISTIAN	2	0.00	MARION	1	0.00
CLARK	9	0.01	MARSHALL	4	0.00
CLAY	1	0.00	MASON	3	0.00
CLINTON	49	0.03	MCDONOUGH	22	0.01
COLES	42	0.02	MCHENRY	3,301	1.77
COOK	113,943	61.10	MCLEAN	522	0.28
CRAWFORD	5	0.01	MONROE	1	0.00
DEKALB	817	0.44	MORGAN	11	0.01
DEWITT	6	0.01	OGLE	438	0.24
DOUGLAS	53	0.03	PEORIA	484	0.26
DUPAGE	13,353	7.16	PERRY	1	0.00
EFFINGHAM	12	0.01	ROCK ISLAND	1,064	0.57
FORD	3	0.00	SANGAMON	72	0.04
FRANKLIN	1	0.00	SCHUYLER	25	0.01
FULTON	12	0.01	SHELBY	1	0.00
GRUNDY	275	0.15	ST CLAIR	187	0.10
HANCOCK	6	0.01	STEPHENSON	62	0.03
HENRY	132	0.07	TAZEWELL	22	0.01
IROQUOIS	75	0.04	UNION	133	0.07
JACKSON	186	0.10	VERMILION	43	0.02
JEFFERSON	15	0.01	WABASH	2	0.00
JERSEY	4	0.00	WARREN	102	0.06
JODAVIESS	38	0.02	WASHINGTON	7	0.00
JOHNSON	10	0.01	WAYNE	2	0.00
KANE	18,859	10.11	WHITESIDE	120	0.06
KANKAKEE	250	0.13	WILL	6,183	3.32
KENDALL	1,062	0.57	WILLIAMSON	39	0.02
KNOX	10	0.01	WINNEBAGO	2,257	1.21
LAKE	18,127	9.72	WOODFORD	28	0.02
LASALLE	376	0.20	Totals	186,484	100.00

As shown in Table 2, more than 100 percent of students identified as ELL/LEP were served. The number of students served exceeds the number identified as eligible because Fall Housing Report data are collected and reported annually in fall, while data on the number of students served are collected throughout the year. Chicago Public School District 299 served 38.4 percent of ELL/LEP students.

Table 2. Number and Percentage of Students Identified as ELL/LEP and Served Though Bilingual Education Programs, by School District*: FY07

SCHOOL DISTRICT	Number Identified	Number Served	Pct Served to Identified	Pct to Total Served
CHICAGO PUBLIC SCHL DIST 299	57,591	71,555	124.2	38.4
SCHOOL DISTRICT U-46 (ELGIN)	7,966	8,586	107.8	4.6
WAUKEGAN CUSD 60	4,955	7,815	157.7	4.2
CICERO SD 99	6,005	6,725	112.0	3.6
AURORA EAST USD 131	4,393	4,844	110.3	2.6
CUSD 300	2,308	2,976	128.9	1.6
WHEELING CCSD 21	2,537	2,699	106.4	1.5
PALATINE CCSD 15	2,118	2,514	118.7	1.4
WEST CHICAGO ESD 33	---	2,016	---	1.1
ROCKFORD SD 205	3,445	2,008	58.3	1.1
PLAINFIELD SD 202	1,758	1,907	108.5	1.0
COMM CONS SD 59	1,626	1,904	117.1	1.0
SCHAUMBURG CCSD 54	1,850	1,870	101.1	1.0
VALLEY VIEW CUSD 365U	1,035	1,724	166.6	0.9
ROUND LAKE CUSD 116	1,352	1,717	127.0	0.9
AURORA WEST USD 129	899	1,625	180.8	0.9
COOK COUNTY SD 130	791	1,622	205.1	0.9
CCSD 62	1,487	1,555	104.6	0.8
JOLIET PSD 86	1,058	1,254	118.5	0.7
MAYWOOD-MELROSE PARK-BROADVIEW 89	928	1,168	125.9	0.6
INDIAN PRAIRIE CUSD 204	904	1,088	120.4	0.6
ADDISON SD 4	842	1,003	119.1	0.5
WOODSTOCK CUSD 200	725	972	134.1	0.5
CUSD 200	778	930	119.5	0.5
BELVIDERE CUSD 100	834	921	110.4	0.5
TOWNSHIP HSD 214	710	909	128.0	0.5
SD 45 DUPAGE COUNTY	832	903	108.5	0.5
BENSENVILLE SD 2	746	837	112.2	0.5
CHAMPAIGN CUSD 4	690	822	119.1	0.4
BURBANK SD 111	285	816	286.3	0.4
BERWYN SOUTH SD 100	463	798	172.4	0.4
NORTH CHICAGO SD 187	647	794	122.7	0.4
J S MORTON HSD 201	418	744	178.0	0.4
WOODLAND CCSD 50	532	723	135.9	0.4
EAST MAINE SD 63	514	720	140.1	0.4
GLENVIEW CCSD 34	---	679	---	0.4
HARVARD CUSD 50	455	670	147.3	0.4
MANNHEIM SD 83	480	644	134.2	0.4
TOWNSHIP HSD 211	525	638	121.5	0.3
OSWEGO CUSD 308	508	610	120.1	0.3
EVANSTON CCSD 65	502	608	121.1	0.3
ALL OTHER DISTRICTS	32,126	41,571	129.4	22.3
TOTAL	148,618	186,484	125.5	100.0

*School districts served 600 or more ELL/LEP students.

FY07 NATIVE LANGUAGES OF ELL/LEP STUDENTS

As shown in Table 3, ELL/LEP students spoke 139 non-English native languages, with Spanish being spoken by 81.33 percent of students.

Table 3. Number and Percentage of Native Languages Spoken by ELL/LEP Students Served Through Bilingual Education Programs, by Language: FY07

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
AFRIKAANS (TAAL)	79	0.04	GUYANESE	8	0.00	NORWEGIAN	6	0.00
AKAN (FANTE,ASANTI,TWI)	37	0.02	HAITIAN-CREOLE	114	0.06	ONEIDA	1	0.00
ALBANIAN,GHEG (KOSOVO/MACEDONIA)	325	0.17	HAKKA (CHINESE)	6	0.00	ORIYA	1	0.00
ALBANIAN/TOSK (ALBANIA)	140	0.08	HAUSA	4	0.00	OTHER	1,456	0.78
ALGONQUIN	17	0.01	HAWAIIAN	4	0.00	OULOF (WOLOF)	4	0.00
AMHARIC	130	0.07	HEBREW	67	0.04	PALAUAN	1	0.00
APACHE	1	0.00	HINDI	434	0.23	PAMPANGAN	2	0.00
ARABIC	3,322	1.78	HMONG	17	0.01	PANJABI (PUNJABI)	176	0.09
ARMENIAN	22	0.01	HOPÍ	2	0.00	PASHTO (PUSHTO)	29	0.02
ASSAMESE	1	0.00	HUNGARIAN	31	0.02	PILIPINO (TAGALOG)	1,793	0.96
ASSYRIAN (SYRIAC, ARAMAIC)	464	0.25	IBO/IGBO	44	0.02	POLISH	6,868	3.68
BALINESE	3	0.00	ILOCANO	8	0.00	PORTUGUESE	135	0.07
BEMBA	12	0.01	ILONGGO (HILIGAYNON)	16	0.01	ROMANIAN	434	0.23
BENGALI	108	0.06	INDONESIAN	37	0.02	ROMANY (GYPSY)	5	0.00
BISAYA (MALAYSIA)	5	0.00	ITALIAN	147	0.08	RUSSIAN	1,113	0.60
BOSNIAN	544	0.29	JAMAICAN	7	0.00	SAMOAN	4	0.00
BULGARIAN	582	0.31	JAPANESE	718	0.39	SERBIAN	491	0.26
BURMESE	32	0.02	KANJOBAL	1	0.00	SHANGHAI (CHINESE)	4	0.00
CAMBODIAN (KHMER)	162	0.09	KANNADA (KANARESE)	25	0.01	SHONA	7	0.00
CANTONESE (CHINESE)	1,755	0.94	KANURI	1	0.00	SINDHI	6	0.00
CEBUANO (VISAYAN)	41	0.02	KASHMIRI	1	0.00	SINHALESE	11	0.01
CHALDEAN	3	0.00	KIKAMBA (KAMBA)	2	0.00	SIOUX (DAKOTA)	2	0.00
CHAMORRO	1	0.00	KONKANI	8	0.00	SLOVAK	57	0.03
CHAOCHOW/TEOCHIU (CHINESE)	45	0.02	KOREAN	1,911	1.02	SLOVENIAN	5	0.00
CHECHEN	1	0.00	KRAHN	32	0.02	SOMALI	185	0.10
CHEROKEE	1	0.00	KRIO	33	0.02	SOURASHTRA (SAURASHTRA)	5	0.00
CHICHEWA (NYANJA)	2	0.00	KURDISH	18	0.01	SPANISH	151,676	81.33
CHIPPEWA/OJIBAWA/OTTAWA	9	0.00	LAO	145	0.08	SWAHILI	79	0.04
CHOCTAW	2	0.00	LATVIAN	13	0.01	SWEDISH	15	0.01
CREEK	2	0.00	LINGALA	19	0.01	TAIWANESE/FORMOSAN/MIN NAN (CHINESE)	32	0.02
CROATIAN	46	0.02	LITHUANIAN	757	0.41	TAMIL	106	0.06
CROW	3	0.00	LUGANDA / BANTU	9	0.00	TELUGU (TELEGU)	267	0.14
CZECH	48	0.03	LUNDA	1	0.00	THAI	140	0.08
DANISH	6	0.00	LUO	5	0.00	TIBETAN	20	0.01
DUTCH/FLEMISH	25	0.01	MAAY MAAY (MAYMAY)	102	0.05	TIGRINYA (TIGRIGNA)	10	0.01
ESTONIAN	17	0.01	MACEDONIAN	53	0.03	TONGAN	65	0.03
EWE	39	0.02	MALAY	29	0.02	TULU	5	0.00
FARSI (PERSIAN)	216	0.12	MALAYALAM	400	0.21	TURKISH	165	0.09
FINNISH	9	0.00	MALTESE	1	0.00	UKRAINIAN	601	0.32
FRENCH	624	0.33	MANDARIN (CHINESE)	737	0.40	URDU	2,311	1.24
FUKIEN/HOKKIEN (CHINESE)	6	0.00	MANDINGO (MANDINKA)	10	0.01	UZBEK	14	0.01
GA	4	0.00	MARATHI	34	0.02	VIETNAMESE	1,231	0.66
GAELIC (IRISH)	2	0.00	MENDE	3	0.00	WELSH	1	0.00
GBAYA	1	0.00	MINA (GESER-GORAM)	11	0.01	YIDDISH	6	0.00
GERMAN	181	0.10	MONGOLIAN	98	0.05	YORUBA	174	0.09
GREEK	243	0.13	NAVAJO	3	0.00	STATE TOTALS	186,484	100.00
GUJARATI	1,271	0.68	NEPALI	50	0.03			

As shown in Table 4, the top 10 languages spoken by ELL/LEP students were Spanish, Polish, Arabic, Urdu, Korean, Pilipino (Tagalog), Cantonese (Chinese), Gujarati, Vietnamese, and Russian.

Table 4. Number of ELL/LEP Students Enrolled in Bilingual Education Programs, by Language and Illinois Location: FY07

Language	East Central	West Central	Northern	Southern	Suburbs*	City of Chicago	Total
SPANISH	1,489	1,032	9,881	734	78,484	60,056	151,676
POLISH	6	2	121	8	4,091	2,640	6,868
ARABIC	68	53	121	37	2,020	1,023	3,322
URDU	12	8	42	10	1,282	957	2,311
KOREAN	197	8	14	38	1,503	151	1,911
PILIPINO (TAGALOG)	28	14	57	2	1,156	536	1,793
CANTONESE (CHINESE)	31	21	31	8	305	1,359	1,755
GUJARATI	31	12	22	17	1,003	186	1,271
VIETNAMESE	114	29	67	6	454	561	1,231
RUSSIAN	45	9	63	8	858	130	1,113
LITHUANIAN	2	1	13	0	688	53	757
MANDARIN (CHINESE)	115	23	33	27	370	169	737
JAPANESE	26	9	7	28	617	31	718
FRENCH	79	32	115	3	179	216	624
UKRAINIAN	3	3	13	0	317	265	601
BULGARIAN	0	0	5	1	415	161	582
BOSNIAN	0	0	28	0	187	329	544
SERBIAN	1	1	47	0	212	230	491
ASSYRIAN (SYRIAC, ARAMAIC)	1	1	0	0	241	221	464
HINDI	24	5	10	7	298	90	434
ROMANIAN	0	3	5	1	241	184	434
MALAYALAM	1	1	6	2	350	40	400
ALBANIAN,GHEG (KOSOVO/MACEDONIA)	6	0	24	6	181	108	325
TELUGU (TELEGU)	39	9	7	1	170	41	267
GREEK	0	1	11	0	176	55	243
FARSI (PERSIAN)	7	0	33	4	122	50	216
OTHER (UNIDENTIFIED)	46	22	75	17	753	543	1,456
OTHER (IDENTIFIED)	153	59	284	37	2,236	1,170	3,940
TOTAL	2,524	1,358	11,135	1,002	98,909	71,555	186,484

*Includes Cook (excluding Chicago), DuPage, Kane, Lake, and Will counties.

ENROLLMENT IN TRANSITIONAL BILINGUAL EDUCATION (TBE) PROGRAMS AND/OR TRANSITIONAL PROGRAMS OF INSTRUCTION (TPIs)

As shown in Table 5, 67.4 percent of Illinois ELL/LEP students were served in TBE programs and 32.6 percent were served in TPIs. In particular, 85.8 percent of ELL/LEP students in City of Chicago Public School District 299 (CPS) were served in TBE programs, in contrast to 55.9 percent of non-CPS students served in TBE programs. More than three times as many non-CPS ELL/LEP students were served in TPIs compared with CPS students (44.1 percent vs. 14.2 percent). Of all ELL/LEP students in Illinois, 88.6 percent are enrolled in grades K-8.

Table 5. Number and Percentage of ELL/LEP Students Enrolled in TBE/TPI, by Grade Level and Location: FY07

Grade Level	Chicago SD 299 (CPS)						Outside of CPS						Illinois					
	TBE		TPI		Total		TBE		TPI		Total		TBE		TPI		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
PK							1,981	77.7	570	22.3	2,551	2.2	1,981	77.7	570	22.3	2,551	1.4
K	8,639	85.7	1,438	14.3	10,077	14.1	9,380	53.1	8,293	46.9	17,673	15.4	18,019	64.9	9,731	35.1	27,750	14.9
1	8,807	87.4	1,265	12.6	10,072	14.1	9,888	56.4	7,651	43.6	17,539	15.3	18,695	67.7	8,916	32.3	27,611	14.8
2	8,034	87.9	1,111	12.1	9,145	12.8	8,699	58.5	6,174	41.5	14,873	12.9	16,733	69.7	7,285	30.3	24,018	12.9
3	7,748	88.5	1,007	11.5	8,755	12.2	7,209	59.2	4,967	40.8	12,176	10.6	14,957	71.5	5,974	28.5	20,931	11.2
4	7,658	89.0	944	11.0	8,602	12.0	6,170	56.6	4,732	43.4	10,902	9.5	13,828	70.9	5,676	29.1	19,504	10.5
5	5,565	88.4	729	11.6	6,294	8.8	4,894	56.7	3,745	43.3	8,639	7.5	10,459	70.0	4,474	30.0	14,933	8.0
6	4,270	87.4	616	12.6	4,886	6.8	3,889	55.6	3,108	44.4	6,997	6.1	8,159	68.7	3,724	31.3	11,883	6.4
7	2,262	82.3	488	17.7	2,750	3.8	2,946	51.1	2,820	48.9	5,766	5.0	5,208	61.2	3,308	38.8	8,516	4.6
8	2,159	81.0	508	19.0	2,667	3.7	2,299	49.3	2,367	50.7	4,666	4.1	4,458	60.8	2,875	39.2	7,333	3.9
9	2,389	76.4	738	23.6	3,127	4.4	2,188	53.0	1,940	47.0	4,128	3.6	4,577	63.1	2,678	36.9	7,255	3.9
10	1,699	75.7	546	24.3	2,245	3.1	1,894	52.7	1,701	47.3	3,595	3.1	3,593	61.5	2,247	38.5	5,840	3.1
11	1,236	75.3	406	24.7	1,642	2.3	1,531	50.2	1,518	49.8	3,049	2.7	2,767	59.0	1,924	41.0	4,691	2.5
12	953	73.7	340	26.3	1,293	1.8	1,231	52.1	1,134	47.9	2,365	2.1	2,184	59.7	1,474	40.3	3,658	2.0
13							2	20.0	8	80.0	10	0.0	2	20.0	8	80.0	10	0.0
Total	61,419	85.8	10,136	14.2	71,555	100.0	64,201	55.9	50,728	44.1	114,929	100.0	125,620	67.4	60,864	32.6	186,484	100.0

YEARS ENROLLED IN BILINGUAL EDUCATION PROGRAMS AND PROGRAM EXITS

As shown in Table 6, 11.9 percent of FY07 ELL/LEP students exited bilingual services. More than three-fourths of the ELL/LEP students who exited from CPS were enrolled in bilingual education programs for more than three years (75.7 percent). In contrast, 65.2 percent of non-CPS ELL/LEP students exited bilingual education programs within three years. Of all ELL/LEP students, 88.1 percent remained in bilingual education programs to receive services in the following school year.

Table 6. Number and Percentage of ELL/LEP Students Exiting Bilingual Education Programs, by Number of Years in the Program and Location: FY07

Years in the Program	CPS		Non-CPS		Illinois	
	Number	Row Pct	Number	Row Pct	Number	Row Pct
Three Years and Fewer	1,453	24.3	10,601	65.2	12,054	54.2
More than Three Years	4,533	75.7	5,661	34.8	10,194	45.8
Total Exited	5,986	8.4	16,262	14.1	22,248	11.9
Total Not Exited	65,569	91.6	98,667	85.9	164,236	88.1
Total Served	71,555	100.0	114,929	100.0	186,484	100.0

As shown in Table 7, more ELL/LEP students remained in TBE programs longer than three years than did students in TPIs.

Table 7. Number and Percentage of ELL/LEP Students Exiting Bilingual Education Programs, by Number of Years in the Program and Program Type: FY07

Years in the Program	TBE		TPI		Illinois	
	Number	Row Pct	Number	Row Pct	Number	Row Pct
Three Years and Fewer	6,831	44.5	5,223	75.7	12,054	54.2
More than Three Years	8,521	55.5	1,673	24.3	10,194	45.8
Total Exited	15,352	12.2	6,896	11.3	22,248	11.9
Total Not Exited	110,268	87.8	53,968	88.7	164,236	88.1
Total Served	125,620	100.0	60,864	100.0	186,484	100.0

As shown in Table 8, 56.5 percent of students who exited from bilingual programs were transitioned or mainstreamed.

Table 8. Number and Percentage of ELL/LEP Students Exiting Bilingual Education Programs, by Exit Reason and Number of Years in the Program: FY07

Reason for Exiting	=/ Three Years		> Three Years		Total Exits		Percentage of Exits to Total Served
	Number	Col Pct	Number	Col Pct	Number	Col Pct	
Transitioned	4,886	40.5	7,686	75.4	12,572	56.5	6.7
Withdrawn	2,511	20.8	975	9.6	3,486	15.7	1.9
Graduated	1,013	8.4	799	7.8	1,812	8.1	1.0
Dropped out	236	2.0	72	0.7	308	1.4	0.2
Transferred	2,283	18.9	388	3.8	2,671	12.0	1.4
Other	1,125	9.3	274	2.7	1,399	6.3	0.8
Total Exited	12,054	54.2	10,194	45.8	22,248	100.0	12.0

As shown in Table 9, the rate of student transition was higher for CPS (72.9 percent) than for non-CPS bilingual programs (50.5 percent).

Table 9. Number and Percentage of ELL/LEP Students Exiting Bilingual Education Programs, by Exit Reason and Location: FY07

Reason for Exiting	CPS		Non-CPS		Illinois	
	Number	Row Pct	Number	Row Pct	Number	Row Pct
Transitioned	4,361	72.9	8,211	50.5	12,572	56.5
Withdrawn	1,437	24.0	2,049	12.6	3,486	15.7
Graduated	0	0.0	1,812	11.1	1,812	8.1
Dropped out	0	0.0	308	1.9	308	1.4
Transferred	55	0.9	2,616	16.1	2,671	12.0
Other	133	2.2	1,266	7.8	1,399	6.3
Total Exited	5,986	26.9	16,262	73.1	22,248	100.0

As shown in Table 10, the percentage of CPS transitioned students remaining in bilingual education programs longer than three years was almost double the percentage for non-CPS transitioned students (90.2 percent vs. 45.7 percent).

Table 10. Number and Percentage of ELL/LEP Students Exiting Bilingual Education Programs, by Exit Reason, Location, and Number of Years in the Program: FY07

Reason for Exiting	CPS				Non-CPS				Total Exited	
	≤/ < Three Years		> Three Years		≤/ < Three Years		> Three Years		CPS	Non-CPS
	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.		
Transitioned	426	9.8	3,935	90.2	4,460	54.3	3,751	45.7	4,361	8,211
Withdrawn	923	64.2	514	35.8	1,588	77.5	461	22.5	1,437	2,049
Graduated	0	0.0	0	0.0	1,013	55.9	799	44.1	0	1,812
Dropped out	0	0.0	0	0.0	236	76.6	72	23.4	0	308
Transferred	30	54.5	25	45.5	2,253	86.1	363	13.9	55	2,616
Other	74	55.6	59	44.4	1,051	83.0	215	17.0	133	1,266
Total Exited	1,453	24.3	4,533	75.7	10,601	65.2	5,661	34.8	5,986	16,262

As shown in Table 11, students transitioned out of TPIs in fewer years than from TBE programs.

Table 11. Number and Percentage of Transitioned ELL/LEP Students, by Number of Years in the Program, Location, and Program Type: FY07

Years in the Program	CPS		Non-CPS		Illinois	
	TBE	TPI	TBE	TPI	TBE	TPI
	Number	Row Pct	Number	Row Pct	Number	Row Pct
Three Years and Fewer	312	8.2	114	20.8	2,025	40.5
More than Three Years	3,502	91.8	433	79.2	2,971	59.5
Total	3,814	100.0	547	100.0	4,996	100.0

Section 2: ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS ELL/LEP STUDENTS

Section 14C-3 of the School Code requires school districts to annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all ELL/LEP students enrolled in public school districts until they achieve a “proficient” score on the statewide English language proficiency assessments. In addition to scores obtained on the statewide English language proficiency assessment, school districts may use any established district indicator(s) to determine the continuing need for these ELL/LEP students to receive bilingual education services.

Through its membership in the World-class Instructional Design and Assessment (WIDA) consortium, Illinois adopted ACCESS for ELLs® as the new English language proficiency assessment in 2006. ACCESS for ELLs® is a large-scale test and is aligned with English language proficiency standards developed by WIDA. This test assesses four language domains: speaking, listening, reading, and writing, with scale scores ranging from 100 to 600 and proficiency levels ranging from 1.0 to 6.0. These proficiency levels describe the spectrum of a learner’s progression from knowing little to no English, to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. The final level is the exit stage for ELL status, designated as Level 6 (formerly ELL). (Source: “*Understanding the ACCESS for ELLs® Test*,” published by WIDA).

Level 1–Entering: pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support.

Level 2–Beginning: general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with visual and graphic support.

Level 3–Developing: general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative, or expository descriptions with occasional visual and graphic support.

Level 4–Expanding: specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support.

Level 5–Bridging: the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability with that of English-proficient peers when presented with grade-level material.

Level 6–Reaching: descriptive of those ELLs/LEPs who have successfully moved through the entire second language acquisition continuum.

ACCESS for ELLs® replaced all local English language proficiency assessments used by school districts in previous years. For more information on WIDA-ACCESS: <http://www.wida.us/ACCESSForELLs/>.

As shown in Table 12, more ELL students in Illinois are proficient (proficient has been considered 4.0 level of proficiency or higher) in listening (about 65.9 percent) than in writing (14.0 percent).

Table 12. Number and Percentage of ELL/LEP Students Enrolled in Bilingual Education Programs, by ACCESS Proficiency Level and Domain: FY07

Proficiency Level*	Listening		Speaking		Reading		Writing		Composite	
	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.
1	12,421	7.8	41,392	25.7	35,803	22.5	29,910	18.8	28,119	17.7
2	14,342	9.0	19,904	12.4	26,411	16.6	55,055	34.6	32,922	20.7
3	27,418	17.2	13,202	8.2	32,797	20.6	51,737	32.5	51,191	32.2
4	45,762	28.8	16,664	10.4	18,202	11.4	20,351	12.8	36,022	22.6
5	51,738	32.5	16,563	10.3	38,434	24.2	1,755	1.1	9,237	5.8
6	7,389	4.6	53,121	33.0	7,389	4.6	141	0.1	1,579	1.0
> = 4.0	104,889	65.9	86,348	53.7	64,025	40.3	22,247	14.0	46,838	29.4

*ISBE established a 4.0 proficiency level from composite scores as the minimum criterion for transitioning ELL/LEP students. Numbers include kindergarten students.

As shown in Table 13, the highest percentage of students achieving a composite proficiency level of 4 or greater was in grade cluster 3-5, while the lowest percentage was in grade cluster 1-2.

Table 13. Number and Percentage of ELL/LEP Students Enrolled in Bilingual Education Programs, by ACCESS Composite Proficiency Level and Grade Cluster: FY07

Composite Proficiency Level*	Grade Cluster								Total	
	1-2		3-5		6-8		9-12			
	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.
1	4,911	10.5	1,925	4.0	2,107	9.2	2,457	15.7	11,400	8.5
2	11,680	24.9	6,530	13.5	4,415	19.3	4,312	27.6	26,937	20.2
3	19,453	41.4	16,642	34.5	7,834	34.3	4,556	29.2	48,485	36.3
4	9,389	20.0	17,316	35.9	6,233	27.3	3,084	19.7	36,022	27.0
5	1,375	2.9	4,909	10.2	1,987	8.7	966	6.2	9,237	6.9
6	180	0.4	870	1.8	277	1.2	252	1.6	1,579	1.2
Total	46,988	100.0	48,192	100.0	22,853	100.0	15,627	100.0	133,660	100.0
> = 4.0	10,944	23.3	23,095	47.9	8,497	37.2	4,302	27.5	46,838	35.0

*To allow for valid comparisons, kindergarten students were not included in this analysis because the maximum overall English language proficiency level that a student can receive on the kindergarten version of ACCESS for ELLs® is 3.7.

As shown in Table 14, ELL/LEP students who remained in bilingual programs for more than three years before exiting attained higher levels of English language proficiency and students enrolled in TPIs attained higher rates of proficiency than those enrolled in TBE programs.

Table 14. Number and Percentage of ELL/LEP Students Exiting Bilingual Education Programs, by ACCESS Composite Proficiency Level, Program Type, and Number of Years in the Program: FY07

Composite Proficiency Level*	TBE				TPI				Program Totals			
	<= Three Years		> Three Years		<= Three Years		> Three Years		TBE		TPI	
	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.	Number	Pct.
1	313	8.3	81	1.8	121	3.5	15	1.5	394	4.8	136	3.1
2	476	12.6	278	6.3	240	7.0	53	5.2	754	9.2	293	6.6
3	879	23.2	823	18.7	632	18.5	172	16.9	1,702	20.8	804	18.1
4	1,401	37.0	1,942	44.2	1,368	40.0	414	40.6	3,343	40.8	1,782	40.1
5	615	16.2	1,076	24.5	805	23.5	285	27.9	1,691	20.7	1,090	24.5
6	106	2.8	198	4.5	258	7.5	81	7.9	304	3.7	339	7.6
Total	3,790	100.0	4,398	100.0	3,424	100.0	1,020	100.0	8,188	100.0	4,444	100.0
> = 4.0	2,122	56.0	3,216	73.1	2,431	71.0	780	76.5	5,338	65.2	3,211	72.3

*To allow for valid comparisons, kindergarten students were not included in this analysis because the maximum overall English language proficiency level that a student can receive on the kindergarten version of ACCESS for ELLs® is 3.7.

Chart 1. Percentage of ELL/LEP Students at 4.0 Proficiency Level, by Grade Cluster and Domain: FY07

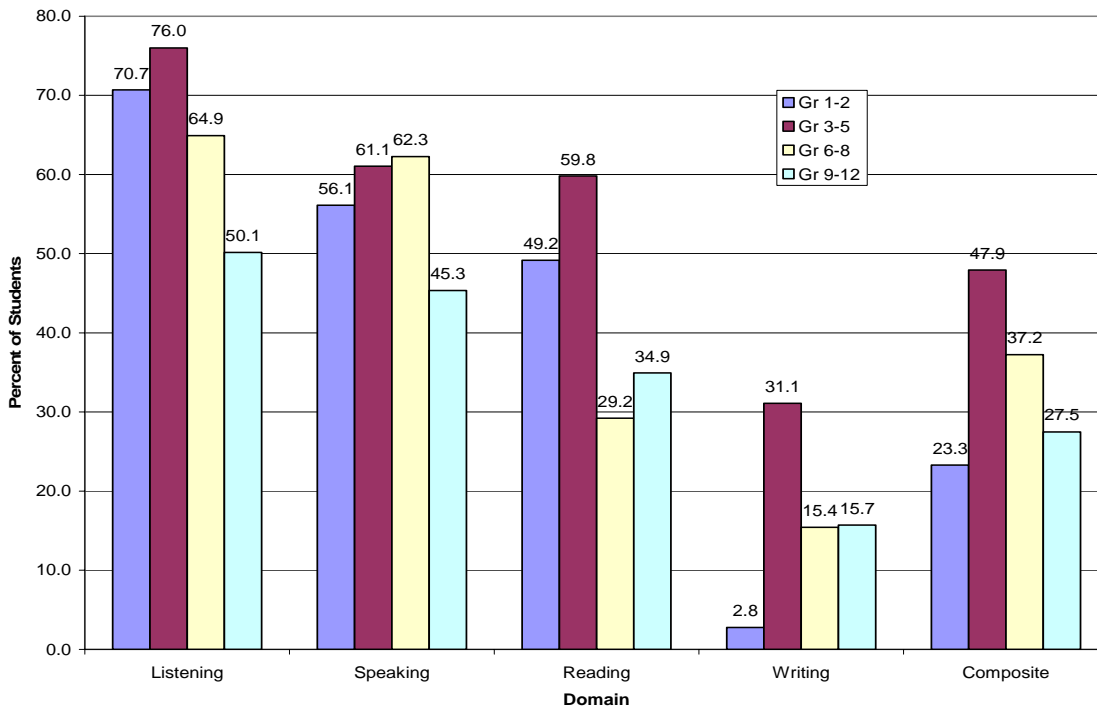
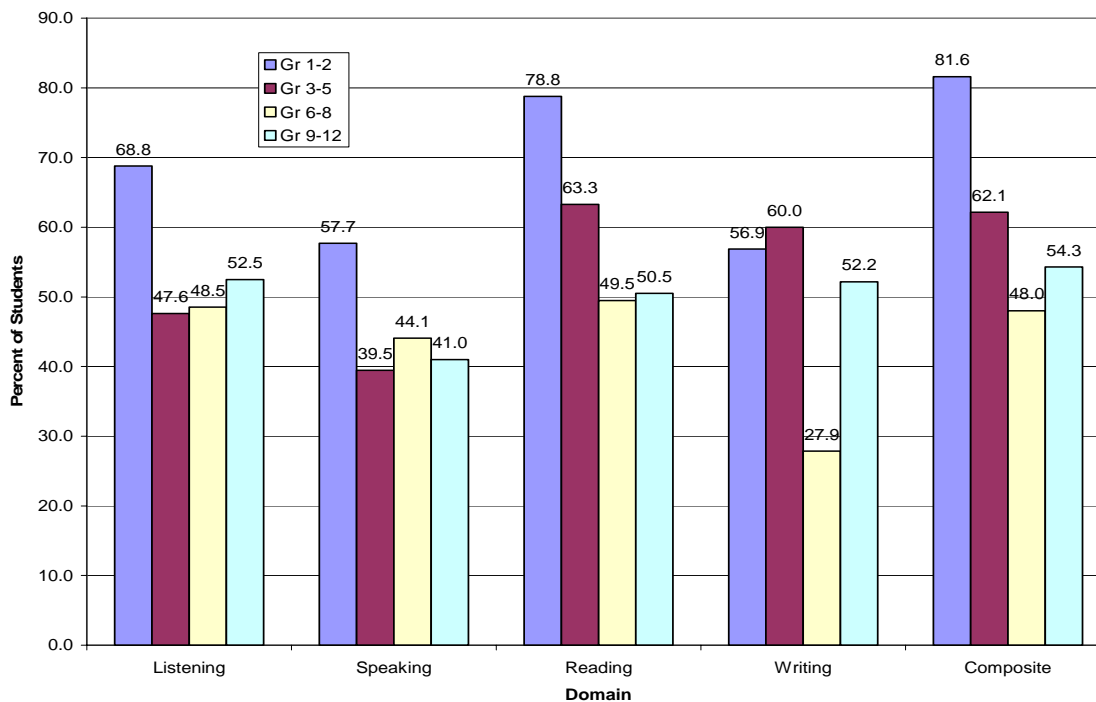


Chart 2. Percentage of ELL/LEP Students Making a 0.5 or More Increase in Proficiency Level from FY06, by Grade Cluster and Domain: FY07



ENGLISH LANGUAGE PROFICIENCY LEVELS OF ELL/LEP-TRANSITIONED STUDENTS

As shown in Table 15, only half (50.2 percent) of ELL/LEP students who were transitioned achieved proficiency levels of 4.0 or higher on their ACCESS for ELLs® composite scores and 40.8 percent of transitioned students were missing ACCESS for ELLs® scores. The highest number and percentage of transitioned ELL/LEP students achieved proficiency in listening, while the lowest number and percentage achieved proficiency in writing.

Table 15. Number and Percentage of ELL/LEP Students Transitioned or Mainstreamed, by ACCESS Proficiency Level and Domain: FY07

Proficiency Level	Listening		Speaking		Reading		Writing		Composite*	
	Number	Col Pct.	Number	Col Pct.	Number	Col Pct.	Number	Col Pct.	Number	Col Pct.
1	52	0.4	291	2.3	167	1.3	133	1.1	86	0.7
2	89	0.7	352	2.8	363	2.9	596	4.7	202	1.6
3	496	3.9	323	2.6	1,036	8.2	3,290	26.2	836	6.6
4	1,324	10.5	943	7.5	781	6.2	3,039	24.2	3,564	28.3
5	3,509	27.9	1,057	8.4	2,895	23.0	350	2.8	2,211	17.6
6	1,971	15.7	4,500	35.8	2,201	17.5	30	0.2	542	4.3
Valid Cases	7,441	59.2	7,466	59.4	7,443	59.2	7,438	59.2	7,441	59.2
Missing Scores	5,131	40.8	5,106	40.6	5,129	40.8	5,134	40.8	5,131	40.8
Total	12,572	100.0	12,572	100.0	12,572	100.0	12,572	100.0	12,572	100.0
> = 4.0	6,804	54.1	6,500	51.7	5,877	46.7	3,419	27.2	6,317	50.2

*Composite or overall scores are calculated only for students who completed all four domains.

Section 3: ACHIEVEMENT LEVELS OF ELL/LEP STUDENTS ON THE ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)

IMAGE is the state assessment for students identified as LEP and who are not eligible for the Illinois Alternative Assessment and/or ELL students who have been in TBE programs//TPIs for more than five years. In 2007, IMAGE was administered to ELL/LEP students in grades 3-8 and 11 in the reading and mathematics. Information on some exceptions to taking IMAGE can be found in the IMAGE coordination manuals at <http://www.isbe.net/assessment/image.htm>.

IMAGE Performance Levels–Reading

Exceeds Standards (E): Readers at this level understand familiar words and consistently understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; consistently apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can consistently make inferences and identify main ideas, depending on the content and the language complexity; consistently connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; consistently understand the author’s point of view based upon their background and experience; and can create meaning from knowledge of text.

Meets Standards (M): Readers at this level understand familiar words and usually understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; usually apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can usually make inferences and identify main ideas, depending on the content and the language complexity; usually connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; usually understand the author’s point of view based upon their background and experience; and can create meaning from knowledge of text.

Below Standards (B): Readers at this level understand familiar words and occasionally understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; occasionally apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can occasionally make inferences and identify main ideas, depending on the content and the language complexity; occasionally connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; and occasionally understand the author’s point of view based upon their background and experience.

Academic Warning (W): Readers at this level understand familiar words and seldom understand words in context, words with multiple meanings, and context-specific vocabulary, idioms, and figurative language related to everyday experiences; seldom apply reading strategies with accuracy and connect ideas from short, age-appropriate selections; can seldom make inferences and identify main ideas, depending on the content and the language complexity; seldom connect ideas from various sources, including tables, illustrations, maps, and graphs to enhance understanding of text; and seldom understand the author’s point of view based upon their background and experience.

IMAGE Performance Levels–Mathematics

Exceeds Standards (E): Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards (M): Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards (B): Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning (W): Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Performance of ELL/LEP Students on IMAGE, by Grade Level

Table 16. ELL/LEP Student Performance on IMAGE–Reading, by Grade Level and Number and Percentage of Students: FY07

Grade Level	Performance Level						Valid Cases	Met/Exceeded Standards	
	Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct.
	Number	Pct.	Number	Pct.					
3	1,347	8.4	4,640	28.8	6,843	3,301	16,131	10,144	62.9
4	1,165	8.1	3,296	22.9	6,738	3,181	14,380	9,919	69.0
5	437	4.3	1,827	17.9	4,301	3,616	10,181	7,917	77.8
6	441	9.7	935	20.5	1,895	1,294	4,565	3,189	69.9
7	602	15.8	1,026	27.0	1,602	577	3,807	2,179	57.2
8	704	20.8	935	27.6	1,089	664	3,392	1,753	51.7
11	263	11.6	577	25.5	846	578	2,264	1,424	62.9

Table 17 ELL/LEP Student Performance on IMAGE–Mathematics, by Grade Level and Number and Percentage of Students: FY07

Grade Level	Performance Level						Valid Cases	Met/Exceeded Standards	
	Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct.
	Number	Pct.	Number	Pct.					
3	1,016	6.2	3,982	24.2	8,664	2,812	16,474	11,476	69.7
4	481	3.3	3,971	27.2	9,025	1,119	14,596	10,144	69.5
5	162	1.6	4,644	44.9	5,267	268	10,341	5,535	53.5
6	230	4.9	2,078	44.4	2,150	223	4,681	2,373	50.7
7	224	5.7	1,504	38.5	1,938	237	3,903	2,175	55.7
8	287	8.2	1,504	43.1	1,447	248	3,486	1,695	48.6
11	266	11.7	1,352	59.5	587	67	2,272	654	28.8

Performance of ELL/LEP Students on IMAGE, by Years in the Program

As shown in Charts 3-10, most ELL/LEP students performed at their peak during their third year in a bilingual education program, especially lower grade students (grades 3 and 4). There were some instances, however, in which ELL/LEP students at middle (grades 6-8) and higher grade levels (grade 11) performed at their peak in reading during their fifth year in a bilingual education program. The performance of these students in mathematics, however, is the opposite, as performance appears low in mathematics for ELL/LEP students in grades 7, 8, and 11 who are in their fifth program year. In terms of years in the program, the more years in the program benefits ELL/LEP students in grades 6-8 and 11 in reading, but not necessarily in mathematics.

Chart 3. Percentage of ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Grade Level and Subject: FY07

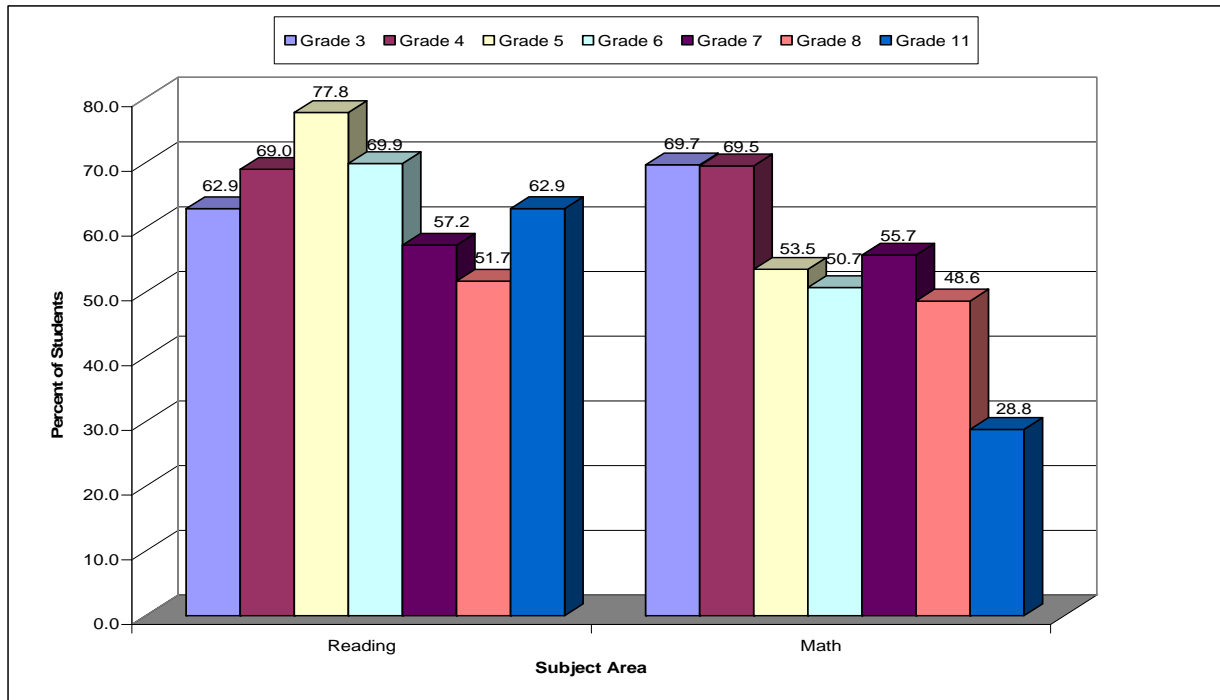


Chart 4. Percentage of Grade 3 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

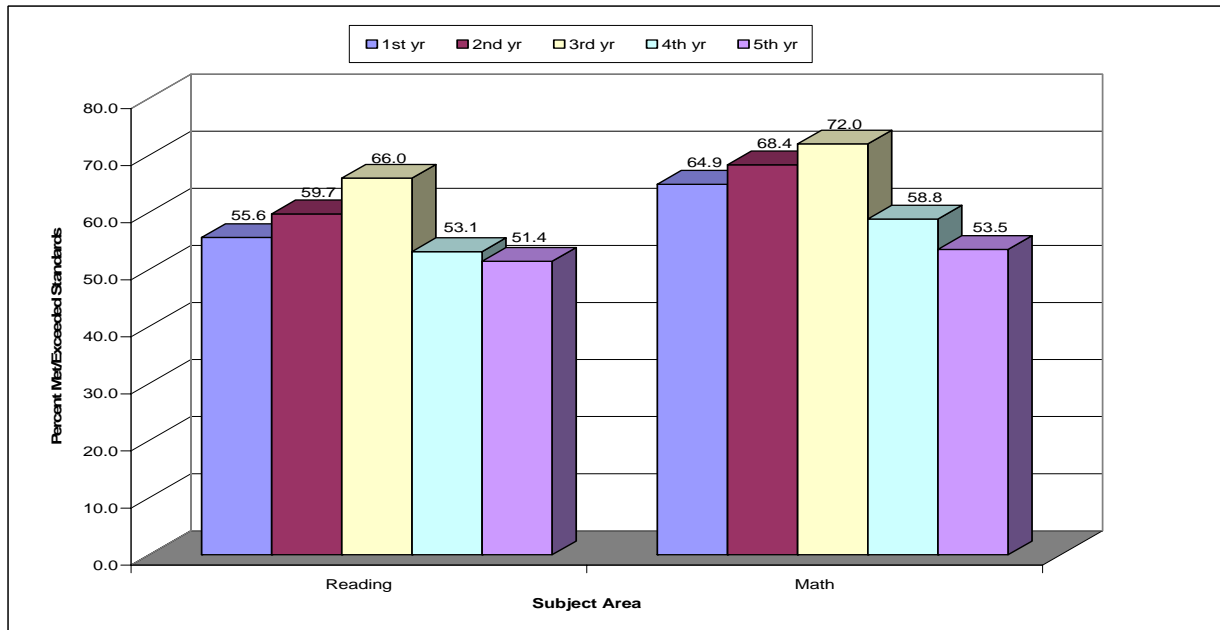


Chart 5 Percentage of Grade 4 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

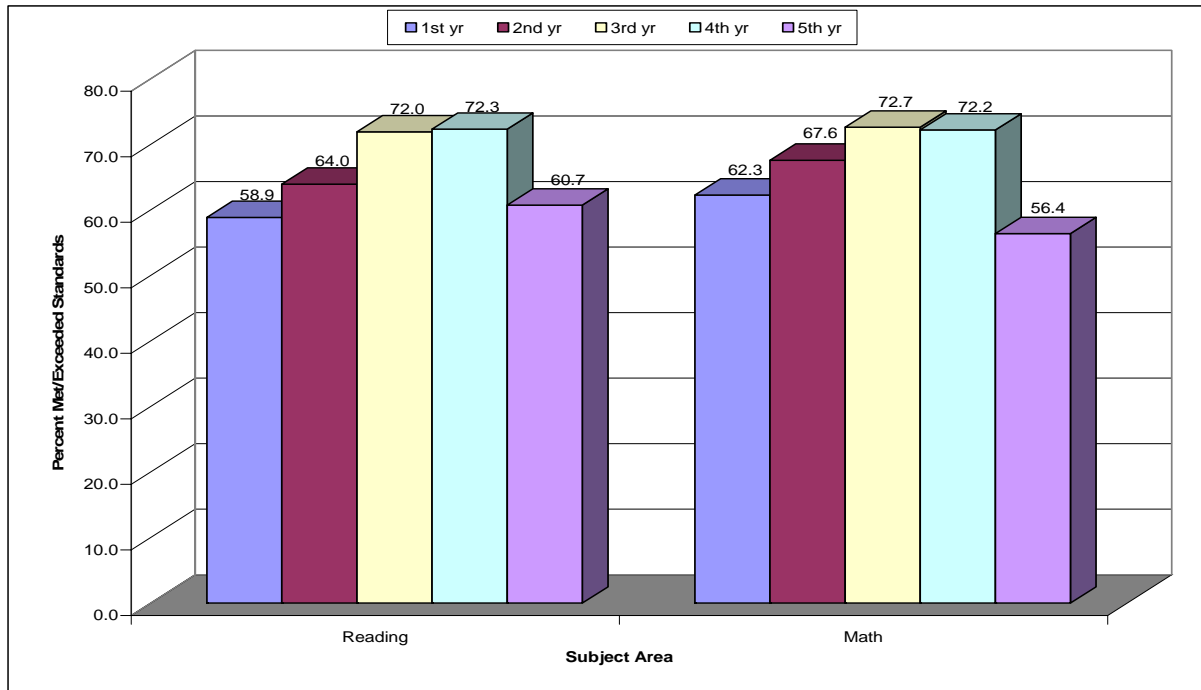


Chart 6 Percentage of Grade 5 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

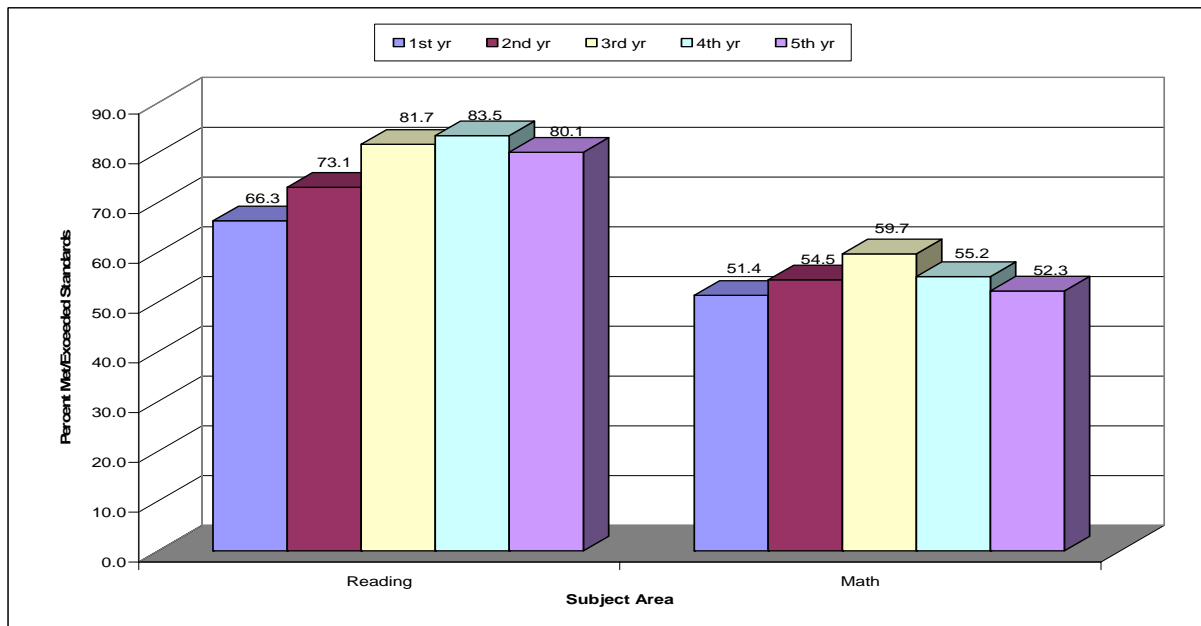


Chart 7 Percentage of Grade 6 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

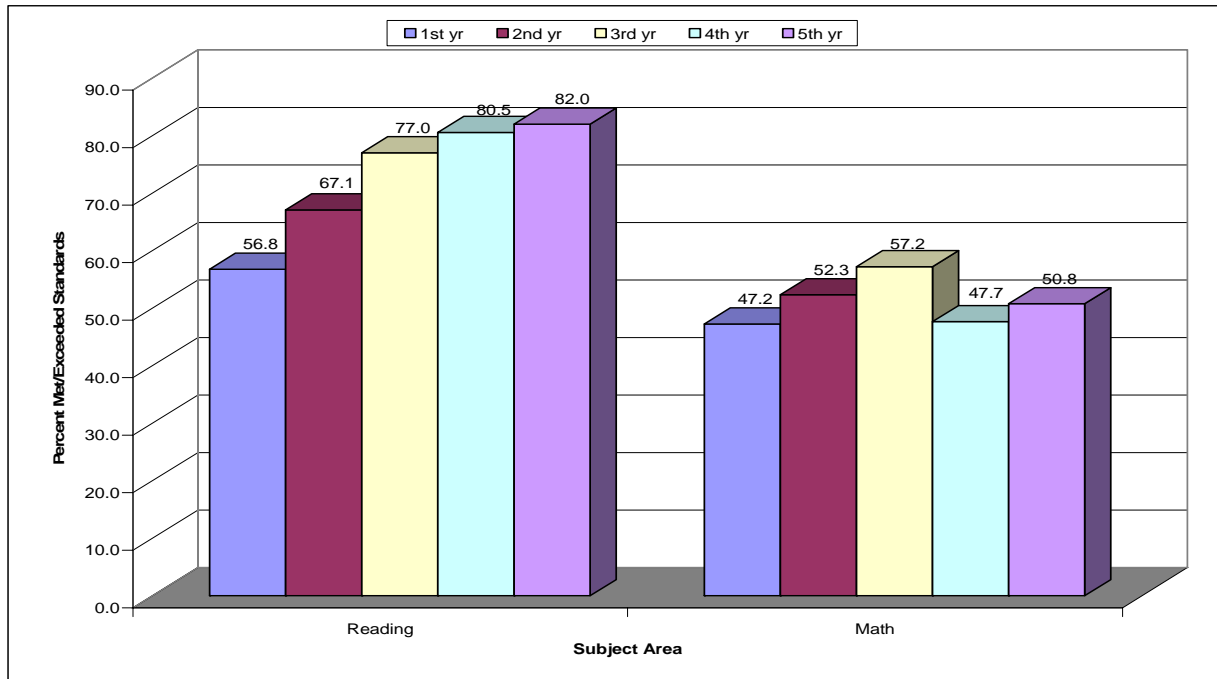


Chart 8 Percentage of Grade 7 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

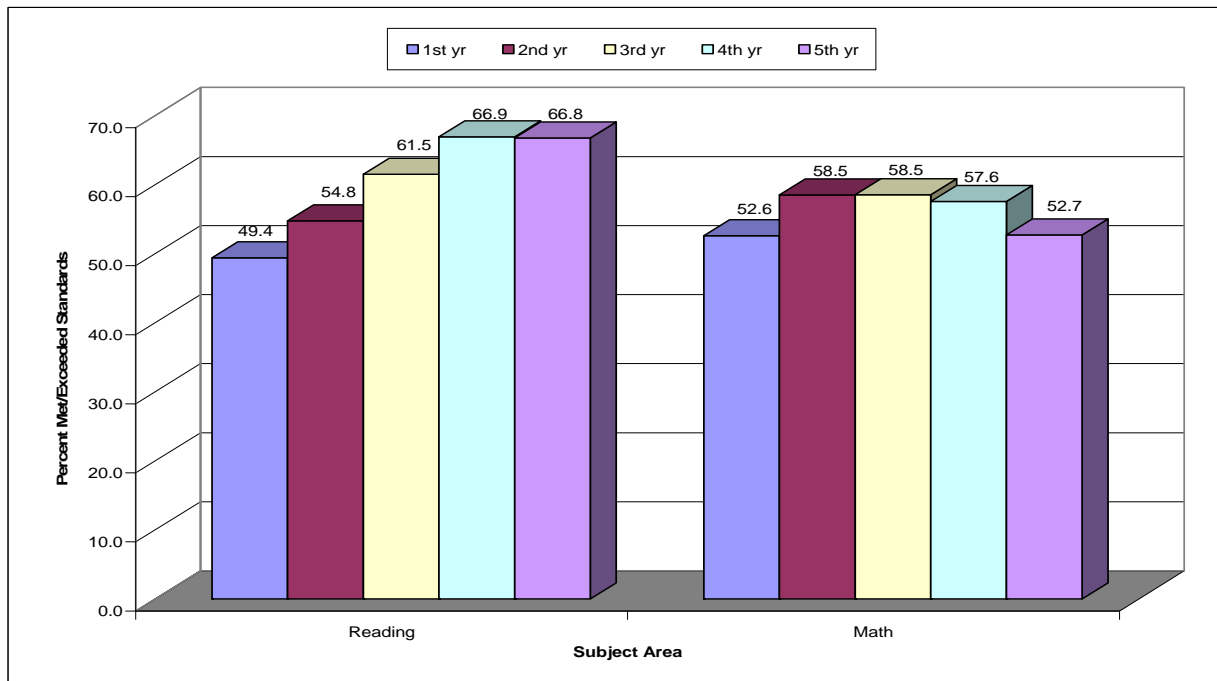


Chart 9 Percentage of Grade 8 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07

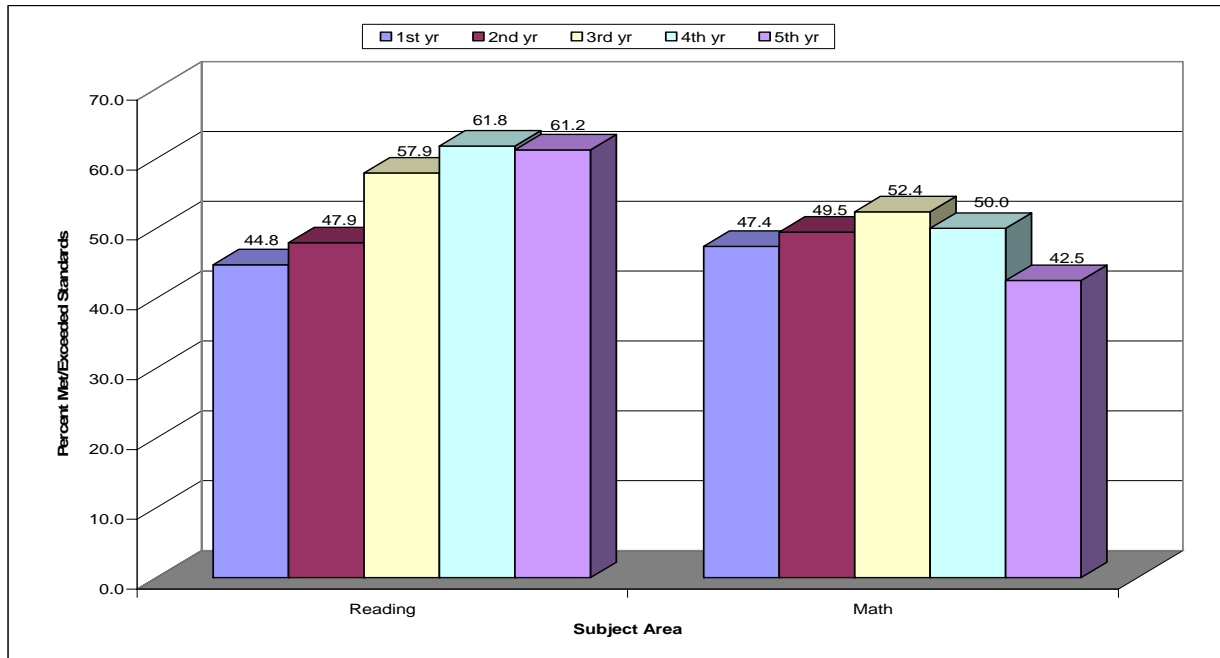
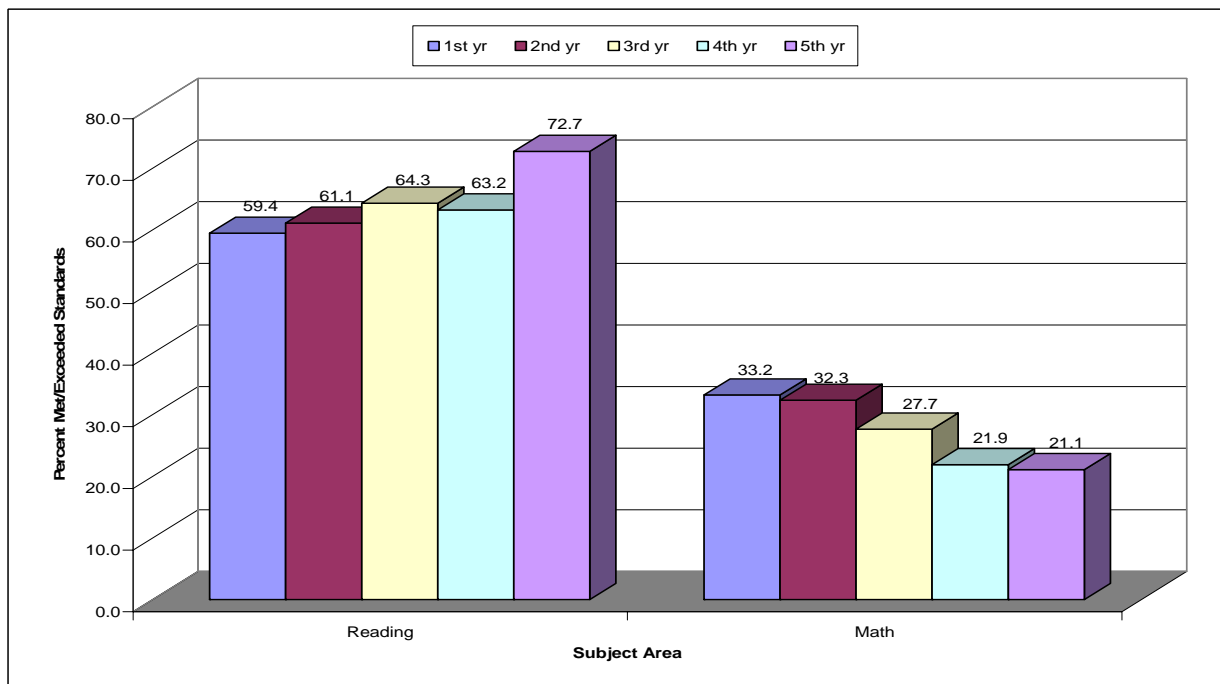


Chart 10 Percentage of Grade 11 ELL/LEP Students Meeting/Exceeding Standards on IMAGE, by Year in TBE/TPI and Subject: FY07



Comparison of CPS and Non-CPS ELL/LEP Student Performance on IMAGE

As shown in Charts 11 and 12, ELL/LEP students enrolled in school districts other than CPS performed significantly better than ELL/LEP students in CPS in both reading and mathematics on IMAGE. Specifically, 68.5 percent of non-CPS ELL/LEP students met/exceeded standards in reading, compared with 62.9 percent of CPS ELL/LEP students, and 62.7 percent of non-CPS ELL/LEP students met/exceeded standards in mathematics, compared with 57.0 percent of CPS ELL/LEP students.

Chart 11 Comparison of ELL/LEP Student Performance on IMAGE–Reading, by Percentage of Students and Location: FY07

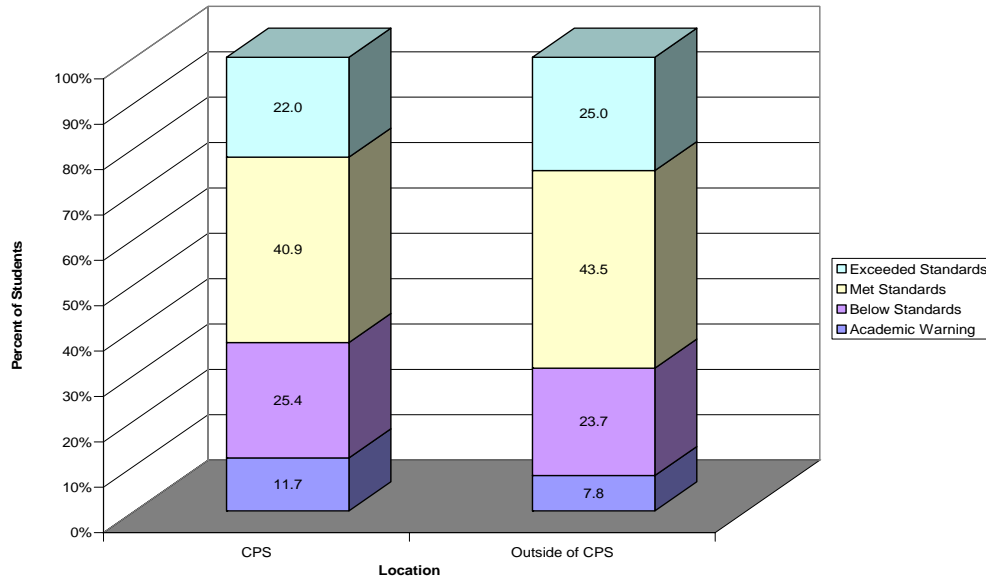
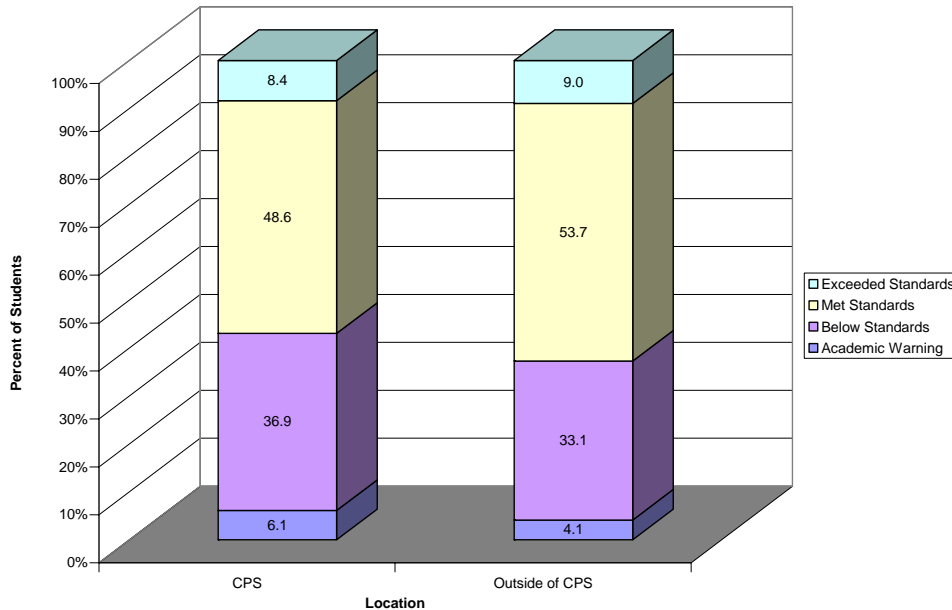


Chart 12 Comparison of ELL/LEP Student Performance on IMAGE–Mathematics, by Percentage of Students and Location: FY07



Section 4: ACHIEVEMENT LEVELS OF ELL/LEP STUDENTS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) AND THE PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

ISAT and PSAE measure individual student achievement relative to the *Illinois Learning Standards*. ELL/LEP students who were transitioned (from ELL program services) to the regular or mainstream school programs, or ELL/LEP students who have been in TBE programs/TPIs for more than five years, are administered one of these tests, depending on their grade levels. In 2007, ISAT reading and mathematics were administered to grades 3-8 and science was administered to grades 4 and 7. PSAE, which is the statewide high school achievement test, was administered to grade 11 students in the subject areas of reading, mathematics, and science.

ISAT and PSAE have four performance levels:

Exceeds Standards (E): Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

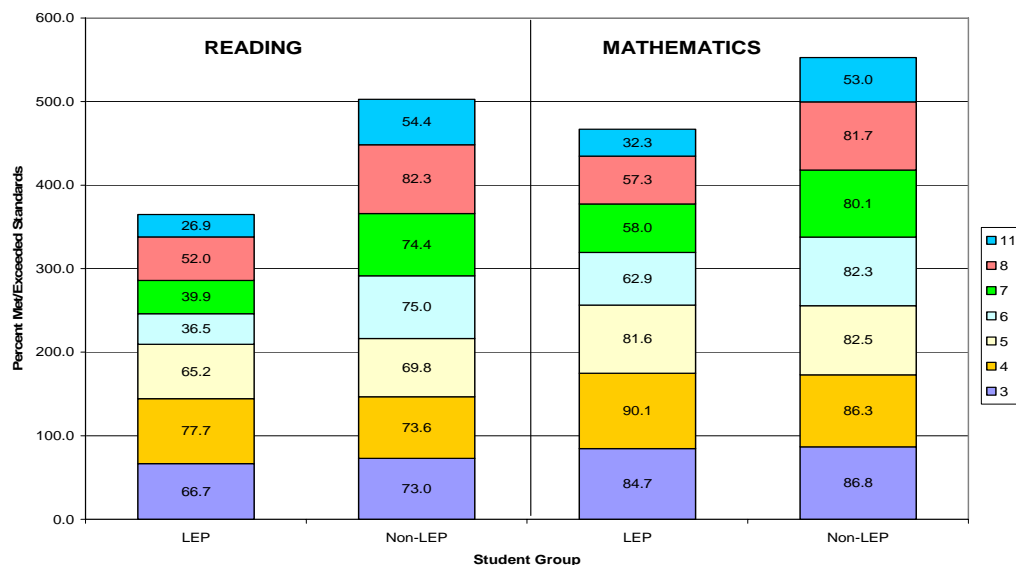
Meets Standards (M): Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards (B): Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning (W): Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

As shown in Chart 13, non-ELL/LEP students performed significantly better than ELL/LEP students in reading and mathematics, with the exception of grade 4. The difference is particularly pronounced in grade 7 reading and grade 8 mathematics.

Chart 13 Percentage of ELL/LEP Students Meeting/Exceeding Standards, by Subject, Grade Level, and Student Group: FY07



As shown in Chart 14, CPS ELL/LEP students performed better than non-CPS ELL/LEP students in reading, according to ISAT results. However, they performed less well in reading and mathematics according to PSAE results. The gaps in reading in favor of CPS ranged from one percentage point to ten percentage points. CPS ELL/LEP students also performed better than non-CPS ELL/LEP students in mathematics, as measured by ISAT, with the exception of grade 6 students.

Chart 14 Percentage of ELL/LEP Students Meeting/Exceeding Standards, by Subject, Grade Level, and Location: FY07

