

**ILLINOIS PROGRAMS FOR ENGLISH LANGUAGE LEARNERS
(ELL)**

FY06 DFC; F5 A STATISTICAL REPORT

**DATA ANALYSIS AND PROGRESS REPORTING DIVISION
ILLINOIS STATE BOARD OF EDUCATION**

INTRODUCTION

The majority of data presented in this report was extracted from the Bilingual Education Program Delivery Reports (PDR) of 278 school districts that have state funded bilingual education programs [Transitional Bilingual Education (TBE) and/or Transitional Program of Instruction (TPI)] in FY 06. The Program Delivery Reports provide information that includes among others: the number of certified teachers working with limited English proficient students, projected needs for BIL/ESL (Bilingual Education/English as a Second Language) certified/endorsed/approved teachers, resources provided to bilingual student's families, extent of parent/family involvement in bilingual parent advisory committees, types of instructional delivery models and techniques used in educating LEP students, and uses/purposes of LEP student assessments. The other part of this report presents the FY 06 AMAO (Annual Measurable Achievement Objectives) results, an NCLB-Title III accountability piece, of 203 districts that received Title III federal funds in FY 06 to supplement their TBE and/or TPI funds received from the state. In addition, the FY 06 AMAO results are compared with the FY 04 and FY 05 AMAO results. English language learners (ELL) and limited-English proficient (LEP) are used interchangeably in this report.

BACKGROUND

The Illinois School Code requires that one of two types of programs be provided for all K-12 limited English proficient (LEP) students to help them become proficient in English so that they can transition into the mainstream education curriculum.

Transitional Bilingual Education (TBE)

In 1973, legislation was passed requiring school districts to offer a Transitional Bilingual Education program whenever there are 20 or more LEP students with a common native language enrolled in an attendance center. Students in TBE programs must be taught by certified teachers with a bilingual and/or English as a Second Language (ESL) approval, and have near-native level of proficiency in the native language spoken by the students.

Transitional Program of Instruction (TPI)

A Transitional Program of Instruction may be provided in lieu of a TBE program whenever there are fewer than 20 LEP students of the same native language at an attendance center. A TPI program must always be made available to any LEP student if a TBE program is not otherwise available. TPI programs may provide a wide range of services. Examples of TPI services include instruction in English as a Second Language (ESL), the use of tutors and aides in the classroom, and other native language resource persons.

With the passage of No Child Left Behind (NCLB), districts with state-funded TBE and/or TPI programs could also apply for and receive additional supplemental funding from Title III of NCLB [the Language Instruction Programs for Limited English Proficient Students (LIPLEPS) and the Immigrant Education Program (IEP)].

The following tables and charts describe the data from the FY 06 program delivery reports and the AMAO results from FY 04 through FY 06.

Types of bilingual education programs existing in Illinois in FY 06

Bilingual Education Programs by Funding Type

Table 1. Number and Percent of School Districts with State-Funded TBE and/or TPI Programs that Submitted the Bilingual Education Program Delivery Report (PDR) in FY 06*

Type of Program	Number	Percent
State-Funded TBE only	4	1.4
State-Funded TPI only	36	12.9
State-Funded TBE and TPI	38	13.7
State-Funded TBE and Federal Title III	10	3.6
State-Funded TPI and Federal Title III	47	16.9
State-Funded TBE, TPI, and Federal Title III	143	51.4
Total	278	100.0

*The total number of districts that received TBE and/or TPI funds in FY 06 was actually 283; five districts did not submit the PDR.

Licensures/certifications of teachers who worked with LEP students in FY 06

Table 2. Number and Percent of Teachers Who Worked with LEP Students in FY 06 with Their Types of Certification

Type of Certificate	Number	Pct
Certificate with ESL Endorsements and/or Approval	1,067	18.6
Certificate with Bilingual Endorsements and/or Approval	1,080	18.8
ESL and Bilingual Endorsements	836	14.5
Type 29 (Transitional Bilingual Certificate)	1,040	18.1
Other Certification*	1,724	30.0
Total	5,747	100.0

*Teachers with regular education/special education teaching certificates in combination with Type 29 and/or working in getting ESL/bilingual endorsements.

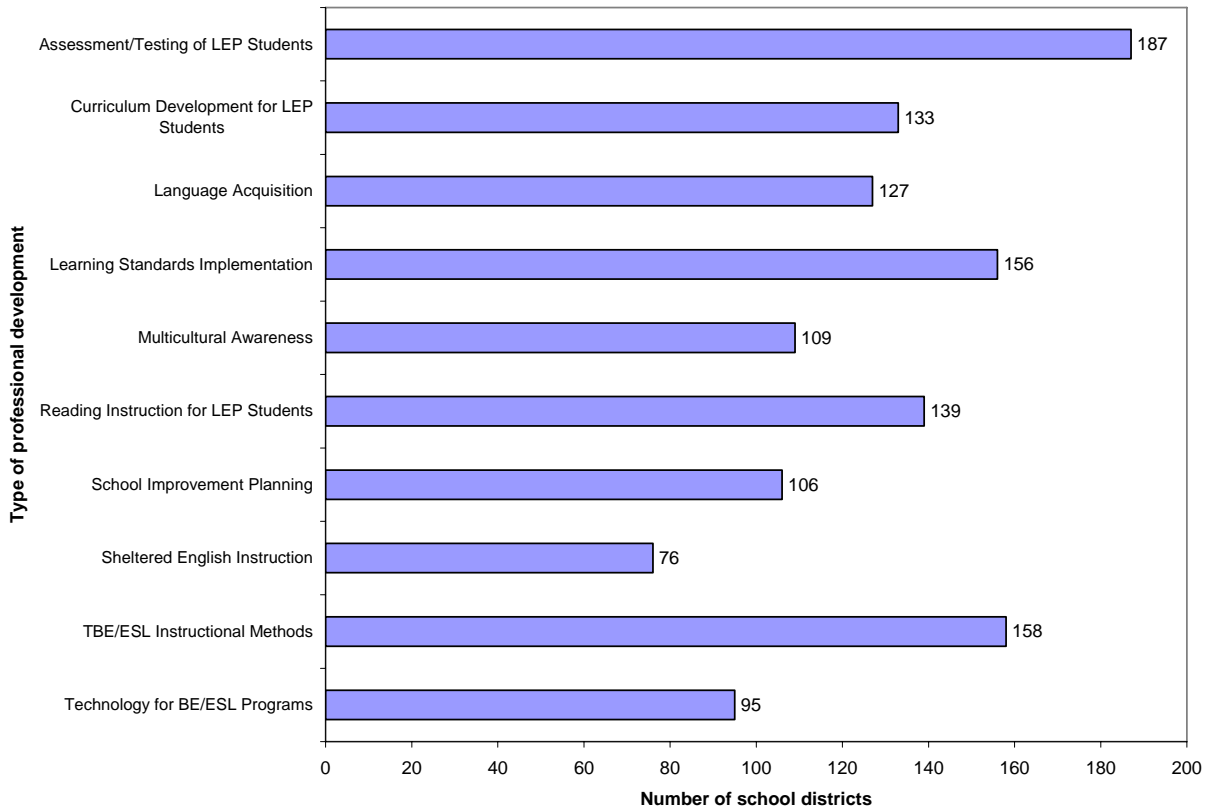
Projected number of certified/approved/endorsed teachers needed within the next five years

Table 3. Projected Number of Teachers Needed to Work with LEP Students For the Next Five Years (FY 07 Through FY 11) by Type of Certificate

Type of Certificate	FY 07	FY 08	FY 09	FY 10	FY 11
Certificate with ESL Endorsements and/or Approval	1,156	1,222	1,283	1,309	1,331
Certificate with Bilingual Endorsements and/or Approval	1,075	1,089	1,136	1,153	1,165
ESL and Bilingual Endorsements	1,315	1,446	1,583	1,762	1,823
Type 29 (Transitional Bilingual Certificate)	592	512	470	452	451
Other Certification	992	1,048	1,087	1,091	1,105
Total	5,130	5,317	5,559	5,767	5,875

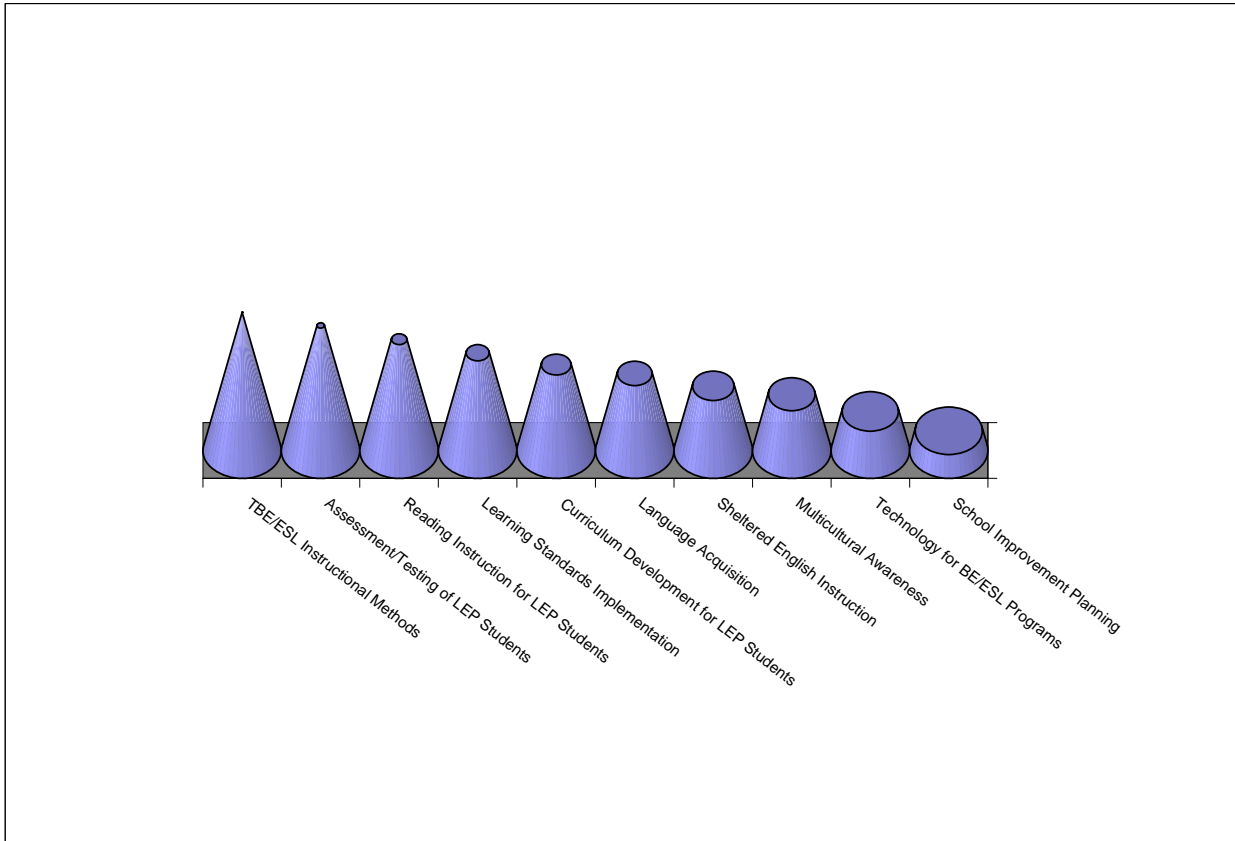
Professional development activities provided by school districts to teachers and parents in bilingual education programs in FY 06

Chart 1. Number of school districts (with state-funded bilingual education programs) that offered a specific type of professional development activity to its LEP instructional staff in FY 06



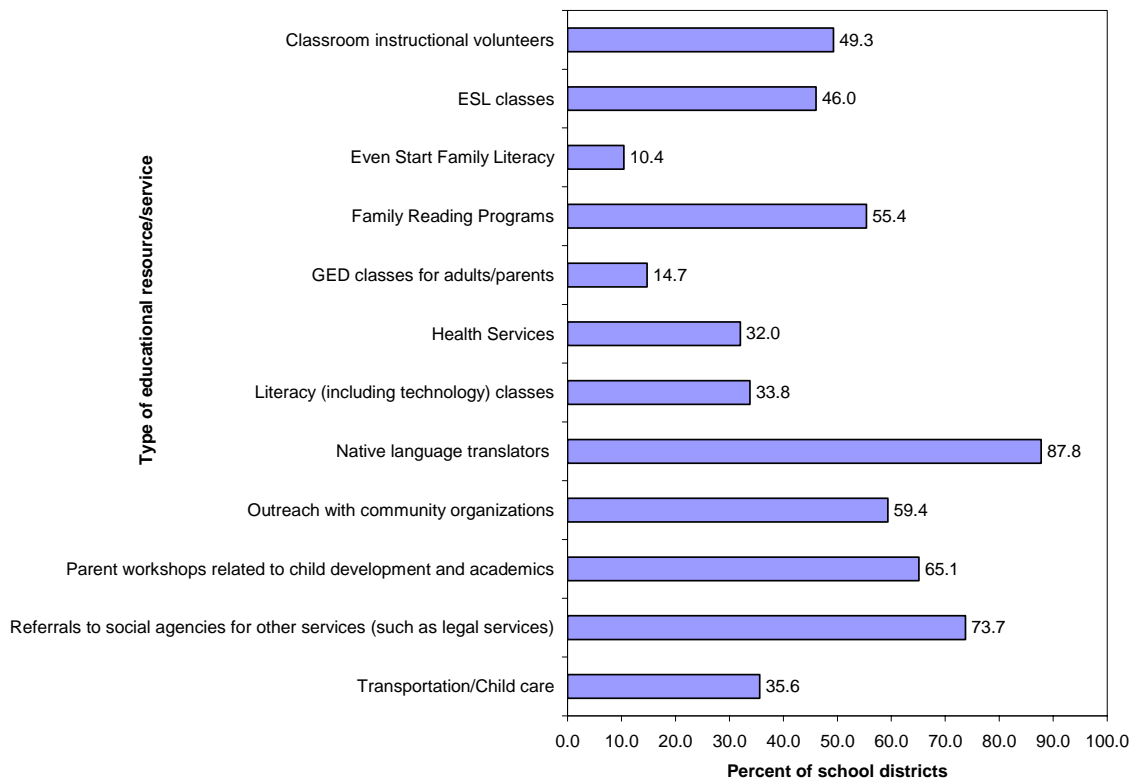
Professional development areas of high priority in FY 06 for school districts with TBE/TPI programs

Chart 2. Type of professional development needed for LEP instructional staff in FY 07, rank-ordered by priority (highest to lowest)



Types of resources/services provided to families and/or parents of students in bilingual education programs in FY 06

Chart 3. Percent of school districts (with TBE/TPI programs) that provided a specific type of educational resource or service to parents/families of LEP students in FY 06



The extent of parent/family involvement in school-based committees and organizations

The School Code (Ref: 105 ILCS 5/14C-100) requires all school districts with TBE programs to provide parents opportunities for maximum involvement in school activities citing; in particular, all districts with TBE programs are required to establish Parent Advisory Councils (PAC).

Parent Advisory Councils (PACs), afford parents of bilingual program students the opportunity to effectively express their views and ensure that through PAC, program planning, operations, and evaluation processes of TBE programs have parental participation.

Table 4. Number of TBE Programs that Reported Operating Parent/Family Committees or Groups and Percent of Districts Reporting the Extent of Involvement of Parents/Families in these Committees or Groups, FY 06

Type of Family/Parent Committee or Group	Number Operating	Level of Involvement		
		Non-Participant	Participant Only	Involved in Decision-Making
Parent Advisory Council (PAC) for BIL/ESL Programs	148	1.4	30.4	68.2
Local School Council	41	26.8	41.5	31.7
PTA/PTO/PFC	154	13.0	53.9	33.1
School Improvement Committee	128	35.9	22.7	41.4
Other	43	9.3	41.9	48.8

Types of instructional delivery systems and program models used by TBE/TPI districts to serve the educational needs of LEP students

Table 5. Percent of School Districts* with TBE/TPI Programs that Used a Specific Instructional Delivery Method Given a Type of Program Model for LEP Students, FY 06

Type of Program Model	Number of school districts using program model	Method of Instructional Delivery					
		Self contained (equal or greater than 50% of the day)	Self contained (less than 50% of the day)	Departmentalized	Pull out	Push in	Team Teaching
Bilingual Education	145	52.4	37.9	36.6	52.4	37.9	29.0
Dual language/Two way Immersion	24	79.2	20.8	4.2	20.8	4.2	33.3
ESL Instruction	251	23.5	35.5	36.3	74.9	51.0	27.9
Sheltered English	105	31.4	27.6	48.6	51.4	30.5	23.8
Newcomer Center	22	40.9	36.4	18.2	45.5	18.2	18.2
Developmental Bilingual	16	43.8	31.3	12.5	37.5	18.8	12.5
Summer School	157	56.1	27.4	22.9	14.6	9.6	15.9
After School Assistance	163	30.1	25.8	20.9	33.1	5.5	10.4
Before School Assistance	71	35.2	18.3	26.8	32.4	1.4	14.1
Teacher Assistant in Class	177	36.7	24.9	25.4	26.6	53.1	18.6
Tutoring	157	25.5	23.6	19.7	52.9	19.1	7.6

*A school district may use multiple methods of instructional delivery given one type of program model.

Number of NEW students identified as LEP from local and state English language proficiency assessments in FY 06

Table 6. Number of NEW students who speak a language other than English and were assessed their language proficiency and the number of LEP students identified from such assessments by type of test, FY 06

Type of Test	Number Assessed	Number Identified as LEP	Pct Identified as LEP
Idea Proficiency Test (IPT)	10,431	7,587	72.7
Language Assessment Scale (LAS)	15,185	10,578	69.7
Language Proficiency Test Series (LPTS)	5,708	4,967	87.0
Maculaitis II (MACII)	3,295	2,435	73.9
English Language Proficiency Test Series	70,009	55,009	78.6
W-APT (ACCESS Screener)	8,487	6,153	72.5
Other	3,299	2,991	90.7
TOTAL	116,414	89,720	77.1

The Annual Measurable Achievement Objectives (AMAO) – Accountability Model of Title III-NCLB

AMAO criteria and targets in Illinois for FY 06

203 school districts received Title III funds in FY06 (see Appendix B for the list of Illinois Title III school districts). As a recipient of Title III monies, these school districts are held accountable for attaining Annual Measurable Achievement Objectives (AMAO). AMAOs include three measures: 1) LEP students making progress in the English language, 2) LEP students attaining proficiency in the English language, and 3) Adequate Yearly Progress (AYP) for LEP subgroups. The Illinois State Board of Education (ISBE), as the state educational agency (SEA), set the following targets for each AMAO measure.

1. **Progress toward English Language Proficiency:** 85 percent of the students must make progress on the ACCESS for ELLs™. This objective shall apply provided that the number of students in the cohort is no fewer than 30. ELL students make progress if they make a 6.0 proficiency level in any of the four domains: listening, speaking, reading, or writing, in any of the two years, FY 05 or FY 06; or make at least a 0.50 increase in their proficiency levels in any of the four domains: listening, speaking, reading, or writing between FY 05 and FY 06. A 95 percent “confidence interval” is applied to the calculation.

2. **Attaining English Language Proficiency:** The percentage of ELL students who attained a proficiency level of 4.0 or higher on their composite scores in the ACCESS for ELLs™. The Illinois AMAO-proficiency objective for the district shall be 10 percent. This objective shall apply provided that the number of students tested is no fewer than 30. Moreover, a 95 percent “confidence interval” is also applied to the calculation.

3. **Adequate Yearly Progress (AYP) for LEP Subgroup:** The district must make Adequate Yearly Progress for LEP students served by programs funded under Title III. Calculations are based upon similar academic achievement formulas used for Title I Adequate Yearly Progress using any or all of the state tests: Illinois Standards Achievement Test (ISAT), Prairie State Achievement Examination (PSAE), the Illinois Measure of Annual Growth in English (IMAGE), and the Illinois Alternate Assessment (IAA). AYP was calculated only if the district had the minimum number (45) of LEP students required from grades 3 through 8 and/or 11.

Title III school districts must meet all three targets to meet the AMAO.

Number of districts meeting the target for each AMAO criterion in FY 06

AMAO Criterion	No Status*		Did not Meet		Met	
	No.	Pct.	No.	Pct.	No.	Pct.
Progress in English	66	32.5	34	16.7	103	50.7
Proficiency in English	24	11.8	9	4.4	170	83.7
AYP-LEP Subgroup	77	37.9	8	3.9	118	58.1
All three AMAO criteria	23	11.3	47	23.2	133	65.5

*Could not be calculated because the number of students with valid scores (n size) in the cohort is less than what is required for calculation. The n size required for calculating “Progress in English” and “Proficiency in English” increased to 30 in FY 06 from an n size of 10 used in fiscal years 04 and 05.

Comparing FY 06 AMAO Results with FY 05 and FY 04 AMAO Results

Since the start of AMAO calculations in FY 04 until FY 06, a total of 223 individual districts have received Title III funds.

Table 8. AMAO results for fiscal years 2004 through 2006

All AMAO Criteria	FY 04		FY 05		FY 06	
	Number	Pct	Number	Pct	Number	Pct
No status*	4	2.3	5	2.5	23	11.3
Did not meet	80	46.5	64	32.5	47	23.2
Met	88	51.2	128	65.0	133	65.5
Total	172	100.0	197	100.0	203	100.0
Criterion 1: Making Progress in the English Language	FY 04		FY 05		FY 06	
	Number	Pct	Number	Pct	Number	Pct
No status*	59	34.3	61	31.0	66	32.5
Did not meet	29	16.9	34	17.3	34	16.7
Met	84	48.8	102	51.8	103	50.7
Total	172	100.0	197	100.0	203	100.0
Criterion 2: Attaining English Language Proficiency	FY 04		FY 05		FY 06	
	Number	Pct	Number	Pct	Number	Pct
No status*	5	2.9	6	3.0	24	11.8
Did not meet	25	14.5	21	10.7	9	4.4
Met	142	82.6	170	86.3	170	83.7
Total	172	100.0	197	100.0	203	100.0
Criterion 3: Meeting AYP for LEP Subgroup	FY 04		FY 05		FY 06	
	Number	Pct	Number	Pct	Number	Pct
No status*	78	45.3	101	51.3	77	37.9
Did not meet	47	27.3	22	11.2	8	3.9
Met	47	27.3	74	37.6	118	58.1
Total	172	100.0	197	100.0	203	100.0

*Districts do not have the n size required for AMAO calculations. The n size required for calculating criteria 1 and 2 was changed in FY 06 to 30 students with valid scores. Previously, in FY 04 and FY 05, the n size required was only 10 students with valid scores.

Since the start of AMAO calculations in FY 04 until FY 06, a total of 223 districts have received Title III funds. The distribution on how many times a district received Title III funds is shown in Table 9.

Table 9. Number of times a district received Title III funds since first calculation of AMAO in FY 04 until FY 06

Number of times a district received Title III funds from FY 04 through FY 06	Number of districts	Percent of total
One time	35	15.7
Two times	27	12.1
Three times	161	72.2
Total	223	100.0

The consequences for not meeting the AMAO

School districts that did not meet AMAO must inform all parents of children identified for participation in Title III funded programs (LIPLEPS and/or IEP) of their failure to meet AMAO within **30 days** of receipt of notification from ISBE.

Districts that do not meet AMAO for two (2) consecutive years will be required to develop a district improvement plan (DIP) to ensure that the district meets such objectives in future years. The ISBE will provide technical assistance in the development of such a plan.

After four (4) consecutive years of not meeting AMAOs: 1) school districts will be required to modify their curriculum, program, or methods of instruction; OR 2) ISBE can make determinations whether the district shall continue to receive funds related to the school district's failure to meet such objectives, AND 3) require the district to replace educational personnel relevant to the district's failure to meet such objectives.

FY 06 is the third year of implementing AMAO. Twenty-nine Title III school districts did not meet AMAO for two consecutive years, FY05 and FY06, hence these districts, apart from notifying their LEP parents that their school district did not meet AMAO, must also develop a district improvement plan (DIP) which will be applied for the 2007-2008 school year. To know which districts are required to submit the DIP, check <http://www.isbe.net/bilingual/htmls/titleIII.htm>.

Data elsewhere also indicated that there are 22 districts that did not meet the AMAO for three consecutive years (FY 04 to FY 06). Conversely, there are 54 districts that met the AMAO for three consecutive years.

For questions about this report, call ISBE-Data Analysis and Progress Reporting Division at 217/782-3950.

Appendix A

Definition of Terms

Program Models

Transitional Bilingual Education: LEP students receive ESL and native language instruction in subject areas with transition into English instruction as their English language proficiency increases.

Dual Language/Two-Way Immersion: LEP students and English-speaking students comprise a class that receives instruction in both English and the language of the LEP students. The instructional goal is to promote bilingualism for all students in the class.

ESL Instruction: LEP students receive specialized instruction in English as a Second Language or with Native Language Support with emphasis on their native language.

Newcomer: Recent immigrants with gaps in their education receive instruction in ESL, acculturation, and academic subjects in a short-term program.

Developmental Bilingual Education: LEP students receive instruction in native language and English with emphasis on developing full bilingualism.

Program Delivery Process

Team Teaching/Co-Teaching: Bilingual or ESL teacher provides instruction together with a mainstream teacher.

Self-Contained (more than 50% of the day): LEP students receive bilingual/ESL instruction from their classroom teacher in an elementary school setting.

Pull-Out: LEP students (usually in an elementary school setting) are pulled out of the mainstream classroom to receive ESL or bilingual content instruction.

Departmentalized: Generally in the middle or secondary school setting, students receive subject area instruction taught bilingually, or in sheltered English, or ESL during a regular class period.

Push-In: Bilingual or ESL teacher goes into the mainstream classroom to provide instruction to LEP students.

Supplemental Instructional Activity

After School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers after the regular school day ends.

Before School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers before the regular school day begins.

Tutorial Support: Students receive tutorial assistance in English or native language.

APPENDIX B : LIST OF TITLE III SCHOOL DISTRICTS, FY 06 (n=203)

Region-County-District Code	DISTRICT NAME	Region-County-District Code	DISTRICT NAME
010011720	QUINCY SCHOOL DISTRICT 172 (ROE 01)	140161020	LA GRANGE 102
020440550	VIENNA S.D. 55	140161030	LYONS S.D. 103
030250400	EFFINGHAM 40	140161040	SUMMIT SD 104
040041000	BELVIDERE 100	140161090	INDIAN SPRINGS S.D.109
041011220	HARLEM 122	140161110	BURBANK SD 111
041012050	ROCKFORD 205	140161170	NORTH PALOS 117
041013200	SOUTH BELOIT 320	140161180	PALOS CSD 118
080891450	FREEPORT S.D. 145	140161220	RIDGELAND 122
090100040	CHAMPAIGN SD 4	140161230	OAKLAWN-HOMETOWN 123
090101160	URBANA 116	140161240	EVERGREEN PARK EL.S.D.124
110150020	MATTOON CUD 2	140161260	ALSIP,HAZLGRN,OAKLAWN 126
140160150	PALATINE COMMUNITY CONS. 15	140161270	WORTH SD 127
140160210	WHEELING CCSD 21	140161275	CHICAGO RIDGE S.D.127.5
140160230	PROSPECT HTS. 23	140161300	COOK COUNTY SD 130
140160250	ARLINGTON HEIGHTS 25	140161350	ORLAND S.D. 135
140160260	RIVER TRAILS 26	140161400	KIRBY 140
140160300	NORTHBROOK/GLENVIEW 30	140161435	POSEN-ROBINS 143-5
140160310	WEST NORTHFIELD 31	140161450	ARBOR PARK 145
140160340	GLENVIEW CCSD 34	140161470	W. HARVEY/DIXMOOR 147
140160370	AVOCA 37	140161510	SOUTH HOLLAND 151
140160390	WILMETTE PUBLIC SCHOOLS 39	140161570	HOOVER -SCHRUM S.D.157
140160540	SCHAUMBURG CCSD. 54	140161700	CHICAGO HEIGHTS 170
140160570	MOUNT PROSPECT 57 (coop.)	140161940	STEGER SD 94
140160590	COM. CONS. 59 (Elk.Gr. V.)	140162010	J.S. MORTON H.S. 201
140160620	COMMUNITY CONS. 62	140162030	NEW TRIER TOWNSHP 203
140160630	EAST MAINE 63	140162040	LYONS TOWNSHIP H.S. 204
140160650	EVANSTON C.C.S.D. 65	140162060	BLOOM TOWNSHIP HS 206
140160670	GOLF 67	140162070	MAINE TOWNSHIP 207
140160680	SKOKIE S.D. 68	140162080	RIVERSIDE-BROOKFIELD HS 208
140160700	MORTON GROVE 70 [Parkview SD]	140162090	PROVISO TOWNSHIP 209
140160710	NILES ELEM. SCHOOL 71	140162110	TOWNSHIP H.S. 211
140160730	EAST PRAIRIE SCHOOL DIST. 73	140162120	LEYDEN COMM. H.S. 212
140160735	SKOKIE 73-5	140162140	TOWNSHIP HS DIST 214
140160740	LINCOLNWOOD 74	140162170	ARGO COMMUNITY 217
140160810	SCHILLER PARK S.D. 81	140162180	COMMUNITY HS 218
140160830	MANNHEIM 83	140162190	NILES TOWNSHIP 219
140160840	FRANKLIN PARK SD 84	140162250	NORTHFIELD TWP HS 225
140160845	RHODES ELEMENTARY 84.5	140162280	BREMEN HS 228
140160855	RIVER GROVE 85.5	140162300	CONSOLIDATED H.S. 230
140160860	UNION RIDGE SD 86	140162340	RIDGEWOOD COMM.H.S. 234
140160870	BERKELEY 87	140164010	ELMWOOD PARK CUSD #401
140160880	BELLWOOD 88	140168050	NSSEO 805
140160890	MAYWOOD MEL. BROAD. 89	150162990	CITY OF CHICAGO SCHOOL DIST. 299
140160900	RIVER FOREST #90	160194240	GENOA-KINGSTON 424
140160925	WESTCHESTER P.S. 92.5	160194280	DEKALB C.U. 428
140160960	RIVERSIDE PUBLIC SCH.96	160194300	SANDWICH C.U. 430
140160980	BERWYN NORTH 98	170640050	MCLEAN COUNTY 5
140160990	CICERO 99	170640870	BLOOMINGTON 87
140161000	BERWYN SOUTH 100	190220020	SENSVILLE ELEM. 2

APPENDIX B : LIST OF TITLE III SCHOOL DISTRICTS, FY 06 (n=203) [Continued]

Region-County-District Code	DISTRICT NAME	Region-County-District Code	DISTRICT NAME
190220040	ADDISON SD 4	340490060	ZION 6
190220070	WOOD DALE 7	340490370	GAVIN S.D. 37
190220100	ITASCA 10	340490380	BIG HOLLOW S.D. #38
190220110	MEDINAH 11	340490410	LAKE VILLA 41
190220120	ROSELLE 12	340490460	GRAYSLAKE CUS.D46
190220150	MARQUARDT 15 (Glendale Hts.)	340490500	WOODLAND C.C.S.D. 50
190220160	QUEEN BEE 16	340490600	WAUKEGAN CUSD 60
190220200	KEENEYVILLE 20	340490730	HAWTHORN C.C.S.D. 73
190220250	BENJAMIN SD 25	340490750	MUNDELEIN 75
190220330	WEST CHICAGO 33	340490760	DIAMOND LAKE 76
190220410	GLEN ELLYN 41	340490950	LAKE ZURICH 95
190220440	LOMBARD ELEMENTARY 44	340490960	KILDEER COUNTRYSIDE 96
190220450	SCHOOL DIST. 45 DUPAGE COUNTY	340491020	APTAKISIC-TRIPP 102
190220610	DARIEN P.S. 61	340491030	LINCOLNSHIRE-PRAIRIEVIEW 103
190220620	GOWER ELEM. DIST. 62	340491090	DEERFIELD 109
190220680	WOODRIDGE 68	340491120	NORTH SHORE S.D.112
190220860	HINSDALE TOWNSHIP 86	340491130	TOWNSHIP H.S. 113
190220870	GLENBARD 87	340491140	FOX LAKE 114
190220880	DUPAGE 88	340491160	ROUNDLAKE 116
190220890	GLEN ELLYN C.C.S.D.89	340491180	WAUCONDA 118
190220930	COMMUNITY CONS. 93	340491200	MUNDELEIN H.S. 120
190220940	COM. HS 94 (W. Chicago)	340491210	WARREN TOWNSHIP H.S. 121
190220990	DOWNERS GROVE HS 99	340491240	GRANT C.H.S. 124
190221080	LAKE PARK HS 108 (Roselle)	340491250	ADLAI E. STEVENSON HS 125
190222000	CUSD. 200 (Wheaton)	340491270	GRAYSLAKE C.H.S. 127
190222030	NAPERVILLE C.U. 203	340492200	BARRINGTON CUSD 220
190222040	INDIAN PRAIRIE 204	340498250	SPED 825
190222050	ELMHURST 205	350501200	LASALLE-PERU HS 120
211000020	MARION CUSD 2	350502890	MENDOTA 289
240470880	PLANO 88	410570100	COLLINSVILLE CUSD 10
240473080	OSWEGO 308	440630150	MCHENRY 15
250412010	Mt VERNON TOWNSHIP 201	440630190	ALDEN HEBRON S.D. 19
270942380	MONMOUTH ROSEVILLE S.D. #238	440630260	CARY 26
280061030	DEPUE 103	440630470	CRYSTAL LAKE 47
280372290	KEWANEE C.U.S.D.229	440630500	HARVARD C.U.S.D. 50
300390950	CARBONDALE 95	440631560	MCHENRY HS 156
300391400	UNITY POINT 140	440631580	HUNTLEY 158
300391650	CARBONDALE HS 165	440631650	MARENGO - UNION 165
310450460	SCHOOL DISTRICT U46	440632000	WOODSTOCK COMM. UNIT 200
310451010	BATAVIA 101	460090150	BEARDSTOWN CUSD 15
310451290	AURORA WEST 129	470712120	ROCHELLE HS 212
310451310	AURORA EAST 131	470712310	ROCHELLE C.C. 231
310453000	CUSD 300 (Carpentersville)	480721500	PEORIA PUBLIC SCHOOLS 150
310453020	KANELAND 302	490810300	UNITED TOWNSHIP 30
310453030	ST. CHARLES 303	490810370	EAST MOLINE 37
310453040	GENEVA CUSD 304	490810400	MOLINE UNIT 40
320380100	IROQUOIS WEST 10	490810410	ROCK ISLAND 41
320461110	KANKAKEE 111	500821890	EAST ST.LOUIS 189
340490030	BEACH PARK 3	550980050	STERLING C.C.U.D. #5

APPENDIX B : LIST OF TITLE III SCHOOL DISTRICTS, FY 06 (n=203) [Continued]

Region-County-District Code	DISTRICT NAME
560990860	JOLIET SD 86
560990890	FAIRMONT SD 89
560992020	PLAINFIELD 202
560992040	JOLIET TOWNSHIP HS 204
560992100	LINCOLN WAY CHSD 210
14016113A	LEMONT C.C.S.D.113A
56099365U	VALLEY VIEW 365 U
Total number of Title III Districts = 203	