Bilingual Education Programs and English Language Learners in Illinois

SY 2010 STATISTICAL REPORT

Data Analysis and Progress Reporting Division
Illinois State Board of Education

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Illinois State Board of Education

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This school year 2009-2010 (SY 2010) statistical report has three parts:

Part A – Bilingual Education Programs in Illinois presents information that includes, but is not limited to, the number of certified teachers working with limited English proficient (LEP) students, resources provided to parents/families of LEP students, and types of instructional delivery models and instructional methods used by school districts in educating LEP students. The data for this part were extracted from the SY 2010 Bilingual Education Program Delivery Reports (PDRs) of districts.

Note: English language learner (ELL) is preferred in Illinois and will be used in this report in lieu of LEP.

Part B – English Language Learners (ELL) in Illinois presents the grade levels of and native languages spoken by ELL students, the concentration of the ELL population in counties across the state, and the participation of ELL students in school district ELL programs. This part also includes information about the performance of ELL students 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 state academic assessments, i.e., the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE). The data for this part were extracted from the SY 2010 ELL report on SIS, 2010 ACCESS for ELLs, 2010 ISAT, and 2010 PSAE data bases.

Part C - Annual Measurable Achievement Objectives (AMAO) presents results of the Annual Measurable Achievement Objectives (AMAOs), an NCLB, Title III, accountability piece, for SY 2010. In addition, a seven-year analysis of AMAOs in Illinois is presented.

The interpretations presented in this report do not necessarily reflect the positions or the policies of the Illinois State Board of Education (ISBE). For more information, please contact Dr. Lilibeth Q. Gumia of the ISBE Data Analysis and Progress Reporting Division at 217/782-3950.

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IDENTIFICATION OF ELL STUDENTS

For the purpose of identifying students of a language background other than English, districts administer a Home Language Survey (HLS) to every newly enrolled student. If the survey indicates that a language other than English is spoken in the home, the district must assess the student for English language proficiency using the screening instrument prescribed by ISBE. The screening must take place within 30 days after the student enrolls in the district at the beginning of the school year to determine the student's eligibility for ELL services and the appropriate placement for the student. Each student scoring as not "proficient," as defined by the State Superintendent of Education, is considered an ELL student eligible for ELL services.

Annual Examinations of ELL Students

Section 14C-3 of the Illinois School Code (105 ILCS 5/14C-3) requires that all K-12 students identified as ELL be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. Since SY 2006, ISBE has prescribed the ACCESS for ELLs® for the annual English proficiency assessment of ELL students.

PROGRAM OPTIONS

105 ILSC 5/14C-3 also requires that one of two types of programs be provided for all PK-12 ELL students to help them become proficient in English and transition into the general education curriculum.

Transitional Bilingual Education (TBE)

Legislation passed in 1973 requires Illinois school districts to offer a TBE program when 20 or more ELL students of the same language classification are enrolled in the same attendance center. TBE programs must provide instruction in the home language of students and in English in all required subject areas, as well as instruction in English as a second language (ESL). TBE teachers are required to be certified by the state of Illinois and possess the appropriate bilingual and/or ESL endorsement/approval. Bilingual teachers must demonstrate proficiency in the language(s) spoken by students and in English.

Transitional Program of Instruction (TPI)

If an attendance center has an enrollment of 19 or fewer ELL students from any single non-English language, it may elect to offer a TPI program in lieu of a TBE program. TPI programs must include instruction or other assistance in a student's home language to the extent necessary as determined by the student's level of English proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. Like TBE teachers, TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

Districts that provide at least five periods of TBE/TPI services a week to ELL students may apply for state TBE/TPI funding which reimburses some of the excess costs of providing these services based on a prorated formula.

The No Child Left Behind Act of 2001 (NCLB) enables school districts in Illinois with state-funded TBE and/or TPI programs to apply for supplemental federal funding to support the educational needs of ELL students. This federally-funded program for ELL students is called Title III: Language Instruction Programs for Limited English Proficient and Immigrant Students.

SOURCES OF DATA

Data for this report were extracted and analyzed by the Data Analysis and Progress Reporting Division from four sources: 1) the Annual Student Report (ASR) which was reported by local districts in the ELL section of the ISBE Student Information System (SIS), 2) the Bilingual Education Program Delivery Report (PDR), 3) results of the state-prescribed English proficiency test, ACCESS for ELLs ®, and 4) results of the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE). State test results were reported to ISBE by the respective testing contractors.

A. Demographic and Program Data

Annual Student Report (ASR) or ELL Data - Districts with ELL students are required to submit an ASR to ISBE by June 30. The ASR collects demographic information on each ELL student enrolled in a district, including a student's native language, grade level, gender, birth date, enrollment in language instructional programs, program entry and exit dates, and reasons for exiting the ELL program. The ASR is reported on SIS.

Bilingual Education Program Delivery Report (PDR) - All districts that provide TBE/TPI services are required to submit a PDR to ISBE at the end of the school year. The PDR collects data including, but not limited to program staffing, staff professional development, parent involvement, and types of language instructional services provided to ELL students. The PDR is reported on the ISBE Web Application Security (IWAS) system.

B. ELL Assessment Data

ACCESS for ELLs® - ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a large scale standards-based and criterion-referenced assessment designed to measure the English language proficiency of ELL students. This test is administered annually to all ELL students in Illinois.

ISAT and PSAE - The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) measure individual student achievement in mathematics, reading, writing, and science relative to the *Illinois Learning Standards.* ISAT is administered to children in grades 3-8 and the PSAE is administered to students in grade 11. Beginning in 2008, all ELL students were required to participate in these regular state assessments of academic achievement. In prior years, districts had the option of testing ELL students with the Illinois Measure of Annual Growth in English (IMAGE), a test using simplified English to test ELL students in math and reading. Now students who have been eligible for ELL language support services for fewer than five years (excluding preschool and kindergarten) may receive accommodations on the ISAT or PSAE. The accommodations are provided to allow them to access test content. ISAT and the PSAE are not administered to students with disabilities for whom regular state assessments are not appropriate. These students may take the Illinois Alternate Assessment (IAA) instead.

PART A
BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

Section 1: TYPES OF ILLINOIS SCHOOL DISTRICT PROGRAMS SERVING THE EDUCATIONAL NEEDS OF ELL STUDENTS IN SY 2010

District/Educational Unit ELL Enrollments and Funding

In SY 2010, 579 school districts/educational entities in Illinois enrolled ELL students of which 299 educational entities received state bilingual funds for a total of approximately 77 million dollars for direct student services. The ELL enrollment by district/educational unit ranged from one student to 53,104 students with City of Chicago School District 299 or Chicago Public Schools (CPS), enrolling the most ELL students. The total ELL enrollment for the 299 districts that received State bilingual funds was 180,166 students which represented 98 percent of total ELL enrollment statewide. (See **Appendix A** for ELL enrollment by educational entity.)

Districts that receive State bilingual funds are also eligible to receive federal funds to supplement expenditures in educating ELL students. Of the 299 educational entities that received State bilingual funds, 192 received funds from Title III, a federal program to provide instructional support for limited English proficient and immigrant students.

As indicated on page 1 of this report, there are two types of State funded bilingual education programs in Illinois: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI). The funding formula for these programs is based on the number of ELL students served, periods of service, grade level, and type of program. Table 1 shows the distribution of 579 districts by type of funding and ELL enrollments.

Table 1. Number and Percentage of School Districts by Type of Program Funding and ELL Enrollments: SY 2010

Type of Program Funding	Districts		ELL Enrollments	
	Number	Pct of Total	Number	Pct of Total
State-Funded TBE only	4	0.7%	349	0.2%
State-Funded TPI only	67	11.6%	3,424	1.9%
State-Funded TBE and TPI	36	6.2%	3,589	2.0%
State-Funded TBE and Federal-Funded Title III	9	1.6%	2,534	1.4%
State-Funded TPI and Federal-Funded Title III	27	4.7%	3,619	2.0%
State-Funded TBE and TPI and Federal-Funded Title III	156	26.9%	166,651	90.8%
Non-State-Funded	280	48.4%	3,356	1.8%
Total	579	100.0%	183,522	100.0%

Of the 299 State-funded districts, 156 (52.5 percent) received both TBE and TPI State and Title III funds. These 156 districts enrolled 166,651 ELL students, 92.5 percent of total ELL enrollment of funded districts, and 90.8 percent of total ELL enrollment statewide. *With funded districts enrolling practically all ELL students in Illinois (98.2 percent), the remaining analysis of program related data is limited to the PDRs of these 299 districts.*

Section 2: QUALIFICATIONS OF, AND PROFESSIONAL DEVELOPMENT PROVIDED TO, SCHOOL DISTRICT STAFF WHO WORK WITH ILLINOIS ELL STUDENTS

Bilingual Education Program Information of State-Funded School Districts in SY 2010

Licensures/Certifications of Teachers Who Worked with ELL Students in SY 2010

The SY 2010 PDRs of the 299 State-funded school districts showed that there were more certified teachers qualified to teach ELL students employed in SY 2010 (8,150) than in SY 2009 (7,750). Similar to prior years' data (SY 2008 and SY 2009), the largest percentage of qualified teachers in SY 2010 remains those teachers that had both ESL and bilingual endorsements (33.9 percent). About four percent of teachers who worked with ELL students in SY 2010 may not have ESL/bilingual endorsements or approvals but held other certifications, such as early childhood, elementary, or high school teaching certificates. (See Table 2.)

Table 2. Number and Percentage of Teachers from Funded Districts Who Are Qualified to Teach ELL Students by Type of Certification and Number and Percentage of Teachers Working in Title III Programs: SY 2010

Type of Certificate	All Teachers		Number of Teachers Working in Title III Programs*	
	Number	Pct. of Total	Number	Pct. of all teachers
Certificate with ESL Endorsements and/or Approval	2,094	25.7	1,513	72.3
Certificate with Bilingual Endorsements and/or Approval	1,510	18.5	1,144	75.8
ESL and Bilingual Endorsements	2,764	33.9	2,310	83.6
Type 29 (Transitional Bilingual Certificate)	1,405	17.2	1,141	81.2
English as a New Language (ENL) (Secondary only)	14	0.2	12	85.7
ENL - Bilingual (Secondary only)	1	0.0	1	100.0
Visiting International Teaching Certificate	74	0.9	67	90.5
Other Certification**	288	3.5	184	63.9
Total	8,150	100.0	6,372	78.2

Not all teachers working in Title III programs are paid for by Title III funds.
**Other certification includes but not limited to elementary, high school, and special education teaching certificates.

Qualifications of Bilingual Education Program Directors

23 Illinois Administrative Code 228.35(d)(1), Transitional Bilingual Education, provides that "any person designated to administer a TBE program must hold a valid administrative certificate or a supervisory endorsement issued on an initial or standard teaching certificate by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision). In addition, program directors who administer TBE programs must also hold the bilingual approval or endorsement or the ENL endorsement with a language designation. Program directors who administer only TPI programs must also hold the bilingual or ESL endorsement or approval or the ENL endorsement. However, directors of programs with fewer than 200 ELL students are exempted from this provision when they annually complete two hours of professional development specifically designed to address the needs of students with limited English proficiency. The types of qualifications of program directors administering State-funded bilingual

education programs are shown in Table 3. The PDR shows that the majority of funded districts (253 districts) indicated that their bilingual program directors held an administrative certificate or supervisory endorsement.

Table 3. Number of Funded School Districts Reporting Types of Certification of Bilingual Education Program Directors: SY 2010

Type of Certification of Bilingual Education Program Director	Duplicated Count of Districts*	Pct. of Unduplicated Count of Districts
Administrative certificate or supervisory endorsement	257	86.2%
Bilingual approval or endorsement	77	25.8%
ESL approval or endorsement	107	35.9%
Completed at least two hours of professional development specifically designed to address the needs of ELL students in school year 2009-2010	235	78.9%
Unduplicated Count of Districts	298	100.0%

* A Bilingual Education Program Director may have at least two types of certification which explains the duplicated count of districts.

Professional Development Training Activities for Staff Who Worked with ELL Students in SY 2010

Professional development training activities offered to ELL staff in SY 2010 covered the basic requisites of skills needed to work with ELL students. The training activities provided to ELL staff in SY 2010 include knowing the state standards, the methods of and research in teaching ELL students, technology needed in ELL programs, developing school improvement plans, and understanding ELL assessments.

Of the 299 funded districts, the majority (245 districts) reported offering "Research in teaching ELL students" and another 239 districts reported offering "Technology for ELL programs" to its staff. Of all the professional development activities listed in Chart 1, the "School/Program Improvement Plan" was offered the least with only 53 districts offering such professional development activity.

Chart 1.   Number of Funded School Districts that Offered Professional Development Training Activities to Instructional and Non-Instructional ELL Staff, by Type of Activity: SY 2010

Type of Activity	Number of School Districts
Research in teaching ELL students	245
Technology for ELL programs	239
Methods of teaching LEP students with disabilities	232
Methods of teaching in the native language	179
The culture and history of the United States	154
Assistance to teachers in meeting certification requirements	152
Content area alignment with ELP standards	151
Illinois ELP standards	124
Methods for teaching sheltered English instruction	123
ELP assessments	121
Methods for teaching ESL	97
Illinois Learning Standards	82
Content area knowledge for teachers	58
School/Program Improvement Plan	53

Section 3: TYPES OF INSTRUCTIONAL DELIVERY SYSTEMS AND PROGRAM MODELS USED BY SCHOOL DISTRICTS TO SERVE THE EDUCATIONAL NEEDS OF ELL STUDENTS

Often, districts use multiple program models to address students' diverse needs for language support. The majority of State-funded districts were using an English as a Second Language (ESL) program model to provide language instruction (259 districts). Specifically, the majority of these districts used the pull-out method for instructional delivery (76.1 percent). Pull-out, generally used in non-departmentalized elementary grades, involves taking students out of the general education classroom for part of the day to receive specialized services. Pull-out as an instructional strategy was also adopted by 71.3 percent of districts that used content-area tutoring and 65.1 percent of districts that used content-based ESL. Meanwhile, 77 percent and 76 percent of districts with TBE-full-time and dual-language programs, respectively, provided instruction in a self-contained classroom for more than 50 percent of the day to students in these programs. (See Table 4.)

Table 4. Number and Percentage of Funded School Districts, by Type of Program Model* and Instructional Delivery Method** Used: SY 2010

| Program Model | # School Districts Using Program Model | Percent of Districts Using Instructional Delivery Method | | | | | |
		Self-Contained = > 50% of day	Self-Contained < 50% of day	Departmen-talized	Pull-Out	Push-In	Team Teaching
Content Area Tutoring	164	9.8%	26.8%	17.1%	71.3%	36.0%	11.0%
Content-Based ESL	166	22.3%	33.7%	33.1%	65.1%	43.4%	28.9%
Developmental Bilingual	16	62.5%	18.8%	12.5%	50.0%	25.0%	18.8%
Dual Language/Two-Way Immersion	25	76.0%	12.0%	24.0%	4.0%	12.0%	20.0%
English as a Second Language (ESL)	259	18.9%	36.3%	29.3%	76.1%	55.6%	23.9%
Newcomer Center	16	43.8%	31.3%	25.0%	43.8%	25.0%	18.8%
Sheltered English	126	34.9%	35.7%	43.7%	38.9%	30.2%	19.0%
Transitional Bilingual Education (TBE) – Full-time	135	77.0%	23.7%	25.2%	31.1%	25.9%	17.8%
Transitional Bilingual Education (TBE) – Part-time	147	20.4%	53.7%	29.9%	63.9%	43.5%	23.8%

*The definitions of program models, instruction methods, and extended-day program services are found in **Appendix B.**
**A school district may use multiple methods of delivering instruction given a program model. A school district often use more than one program model.

Extended-Day Program Services

Districts also offered extended-day programs to supplement language instruction received by ELL students during the regular school day. In SY 2010, after-school tutoring, before-school tutoring, and summer school were offered by 217, 90, and 194 State-funded districts, respectively. (See Table 5.)

Table 5. Number and Percentage of Funded School Districts that Offered Extended-Day Programs to ELL Students, by Type of Program and Payment with Title III Funds: SY 2010

| Type of Extended-Day Program | State-Funded School Districts that Offered Program | | State-Funded School Districts that Fully or Partially Fund Programs with Title III Funds | |
	Number	Pct of Total Funded Districts (n=301)	Number	Pct of Funded Districts that Offered Program
After-School Tutoring	217	72.1%	74	34.1%
Before-School Tutoring	90	29.9%	24	26.7%
Summer School	194	64.5%	94	48.5%

Section 4: **INVOLVEMENT OF PARENTS/FAMILIES OF ELL STUDENTS IN PROGRAM ACTIVITIES/SERVICES OF SCHOOL DISTRICTS THAT RECEIVED TRANSITIONAL BILINGUAL EDUCATION STATE FUNDS**

Bilingual Parent Advisory Committee

Section 14C-10 of the School Code (105 ILCS 5/14C-10) requires school districts that have TBE programs to provide parents with opportunities for maximum involvement in school activities. In particular, school districts with TBE programs are required to establish a Bilingual Parent Advisory Committee (BPAC).

BPACs afford parents of bilingual program students the opportunity to express their views and ensure that TBE program planning, operations, and evaluation processes have parental participation.

Of the 205 school districts that have TBE programs, 189 or 92.2 percent reported having a BPAC, with a total membership of 2,769. TBE program BPAC membership information is provided in Table 6. Please note that individuals may have membership in more than one category.

Table 6. TBE BPAC Membership: SY 2010	
Membership Category	**Members**
Parents/legal guardians of ELL students	1,910
TBE teachers	447
Counselors	57
Community leaders	123
Other*	232
TOTAL	2,769

*Includes school administrators, program planners, program liaisons, social workers, and medical staff.

Workshops/Resources Provided to Parents/Families of ELL Students

Of the 270 State-funded districts in SY 2010 that responded to the question related to provision of workshops to parents/families of ELL students, close to 72 percent informed parents/families on assessments taken by ELL students. Moreover, 91 percent of these districts provided parents/families information on State and federal laws related to ELL student participation in bilingual education programs, and 72 percent informed parents/families of the instructional approaches and methods used in teaching their children. (See Table 7.)

Table 7. Number and Percentage of Funded School Districts that Provided Informative Workshops to Parents/Families of ELL Students, by Type of Workshop: SY 2010		
Type of Workshop	**No. of Districts (Duplicated Count)**	**Percent**
Types of assessments that their children take and results of such assessments	193	71.5%
State and federal laws related to their child's participation in bilingual programs	245	90.7%
Information related to instructional approaches and methods used in bilingual education programs	195	72.2%
Total - Responding Districts (Unduplicated Count)	270	

In addition to parent information workshops, parents/families of ELL students were also provided supports by districts. In SY 2010, 287 or 96 percent of State-funded districts reported having provided "document translations into parents' native language," and 277 or 93 percent of districts provided oral native language translations to parents/families of ELL students. (See Chart 3.)

Chart 2. Number and Percentage of Funded School Districts that Provided Resources/ Services to Parents/Families of ELL Students, by Type of Resource/Service: SY 2010

Type of Resource/Service	Percentage	Number
Documents translated into parents' native language	96.0%	287
Native language translators (Oral)	92.6%	277
Service referrals to other social agencies or CBOs	68.2%	204
Parent workshops related to child development and academics	64.9%	194
Family Reading Programs	59.9%	179
ESL classes for parents	42.5%	127
Child Care	40.5%	121
Literacy (including technology) classes	38.8%	116
Transportation	31.1%	93
Health Services	29.1%	87
GED classes for adults/parents	12.7%	38
Even Start Family Literacy	3.7%	11

PART B
THE ENGLISH LANGUAGE LEARNERS (ELL) IN ILLINOIS

Section 5: ELL STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

ELL STUDENT ENROLLMENT

Illinois public school districts enrolled 183,522 ELL students in SY 2010, with the majority (54.8 percent) enrolled in Cook County school districts. (See Table 8.) ELL enrollments dropped by about 12,000 in SY 2010 from SY 2009. For information on SY 2010 ELL student enrollment by district/educational entity, see **Appendix A.**

Table 8. Number and Percentage of ELL Students, by County: SY 2010

County	Number	Percent	County	Number	Percent
ADAMS	14	0.01	LAWRENCE	8	0.00
ALEXANDER	1	0.00	LEE	13	0.01
BOND	4	0.00	LIVINGSTON	2	0.00
BOONE	1,111	0.61	LOGAN	6	0.00
BROWN	8	0.00	MACON	95	0.05
BUREAU	360	0.20	MACOUPIN	10	0.01
CALHOUN	2	0.00	MADISON	684	0.37
CARROLL	1	0.00	MARION	10	0.01
CASS	466	0.25	MASON	1	0.00
CHAMPAIGN	1,393	0.76	MASSAC	2	0.00
CHRISTIAN	5	0.00	MCDONOUGH	43	0.02
CLARK	15	0.01	MCHENRY	3,688	2.01
CLAY	3	0.00	MCLEAN	810	0.44
CLINTON	55	0.03	MENARD	4	0.00
COLES	35	0.02	MONROE	9	0.00
COOK	100,648	54.84	MORGAN	28	0.02
DEKALB	900	0.49	MULTI-COUNTY	3	0.00
DEWITT	15	0.01	OGLE	534	0.29
DOUGLAS	72	0.04	PEORIA	783	0.43
DUPAGE	16,795	9.15	PERRY	7	0.00
EDGAR	5	0.00	PIATT	2	0.00
EFFINGHAM	65	0.04	PIKE	13	0.01
FAYETTE	1	0.00	PUTNAM	7	0.00
FORD	49	0.03	RANDOLPH	9	0.00
FRANKLIN	5	0.00	ROCK ISLAND	1,489	0.81
FULTON	11	0.01	SALINE	1	0.00
GALLATIN	6	0.00	SANGAMON	109	0.06
GRUNDY	229	0.12	SCHUYLER	29	0.02
HAMILTON	1	0.00	ST.CLAIR	148	0.08
HANCOCK	11	0.01	STARK	10	0.01
HENDERSON	3	0.00	STEPHENSON	123	0.07
HENRY	190	0.10	TAZEWELL	51	0.03
IROQUOIS	59	0.03	UNION	62	0.03
JACKSON	309	0.17	VERMILION	123	0.07
JASPER	1	0.00	WABASH	3	0.00
JEFFERSON	11	0.01	WARREN	180	0.10
JO DAVIESS	52	0.03	WASHINGTON	6	0.00
JOHNSON	8	0.00	WAYNE	1	0.00
KANE	20,431	11.13	WHITE	2	0.00
KANKAKEE	741	0.40	WHITESIDE	239	0.13
KENDALL	1,151	0.63	WILL	8,020	4.37
KNOX	43	0.02	WILLIAMSON	46	0.03
LAKE	16,630	9.06	WINNEBAGO	3,573	1.95
LASALLE	611	0.33	WOODFORD	10	0.01
			Total	183,522	100.00

Source: SY 2010 ELL Report (ASR) in SIS

NATIVE LANGUAGES OF ELL STUDENTS

ELL students spoke more than 136 non-English native languages in SY 2010 compared to more than 139 languages spoken in SY 2009. Spanish is being spoken by 80.5 percent of students. (See Table 9.)

Table 9. Number and Percentage of Native Languages Spoken by ELL Students, by Language: SY 2010

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
AFRIKAANS (TAAL)	61	0.03	HAITIAN-CREOLE	133	0.07	NEPALI	236	0.13
AKAN (FANTE/ASANTI/TWI)	69	0.04	HAKKA (CHINESE)	4	0.00	NORWEGIAN	17	0.01
ALBANIAN/GHEG (KOSOVO/MACE	318	0.17	HAUSA	13	0.01	ORIYA	6	0.00
ALBANIAN/TOSK (ALBANIA)	234	0.13	HAWAIIAN	6	0.00	OTHER	681	0.37
AMHARIC	142	0.08	HEBREW	75	0.04	OULOF (WOLOF)	32	0.02
ARABIC	4,225	2.30	HINDI	606	0.33	PANJABI (PUNJABI)	202	0.11
ARMENIAN	35	0.02	HMONG	13	0.01	PASHTO (PUSHTO)	32	0.02
ASSAMESE	4	0.00	HUNGARIAN	25	0.01	PILIPINO (TAGALOG)	1,843	1.00
ASSYRIAN (SYRIAC/ARAMAIC)	656	0.36	IBO/IGBO	91	0.05	POLISH	5,671	3.09
BAGHELI	4	0.00	ICELANDIC	41	0.02	PORTUGUESE	188	0.10
BALINESE	2	0.00	ILOCANO	11	0.01	PUEBLO	6	0.00
BEMBA	10	0.01	ILONGGO (HILIGAYNON)	25	0.01	ROMANIAN	419	0.23
BENGALI	147	0.08	INDONESIAN	62	0.03	ROMANY (GYPSY)	2	0.00
BISAYA (MALAYSIA)	10	0.01	ITALIAN	198	0.11	RUSSIAN	1,259	0.69
BOSNIAN	374	0.20	JAMAICAN	26	0.01	SAMOAN	9	0.00
BULGARIAN	473	0.26	JAPANESE	640	0.35	SERBIAN	350	0.19
BURMESE	356	0.19	KACHE (KAJE/JJU)	2	0.00	SHANGHAI (CHINESE)	24	0.01
CAMBODIAN (KHMER)	151	0.08	KANNADA (KANARESE)	62	0.03	SHONA	6	0.00
CANTONESE (CHINESE)	1,194	0.65	KANURI	12	0.01	SINDHI	10	0.01
CEBUANO (VISAYAN)	37	0.02	KASHI (UYGHUR)	1	0.00	SINHALESE	16	0.01
CHALDEAN	7	0.00	KONKANI	11	0.01	SIOUX (DAKOTA)	1	0.00
CHAOCHOW/TEOCHIU (CHINESE)	41	0.02	KOREAN	1,699	0.93	SLOVAK	71	0.04
CHEROKEE	1	0.00	KPELLE	4	0.00	SLOVENIAN	5	0.00
CHICHEWA (NYANJA)	2	0.00	KRAHN	40	0.02	SOMALI	139	0.08
CHIPPEWA/OJIBAWA/OTTAWA	2	0.00	KRIO	26	0.01	SOURASHTRA (SAURASHTRA	6	0.00
COMANCHE	1	0.00	KURDISH	22	0.01	SPANISH	147,664	80.46
CREEK	3	0.00	LAO	218	0.12	SWAHILI	133	0.07
CROATIAN	52	0.03	LATVIAN	13	0.01	SWEDISH	33	0.02
CROW	3	0.00	LINGALA	11	0.01	TAIWANESE/FORMOSAN/MIN N	22	0.01
CZECH	92	0.05	LITHUANIAN	552	0.30	TAMIL	230	0.13
DANISH	9	0.00	LUGANDA / BANTU	28	0.02	TELUGU (TELEGU)	518	0.28
DINLEA (TURKISH)	4	0.00	LUO	4	0.00	THAI	173	0.09
DUTCH/FLEMISH	37	0.02	MAAY MAAY (MAYMAY)	31	0.02	TIBETAN	15	0.01
ESTONIAN	8	0.00	MACEDONIAN	63	0.03	TIGRINYA (TIGRIGNA)	46	0.03
EWE	70	0.04	MALAY	33	0.02	TONGAN	14	0.01
FARSI (PERSIAN)	216	0.12	MALAYALAM	493	0.27	TULU	2	0.00
FINNISH	6	0.00	MANDARIN (CHINESE)	1,114	0.61	TURKISH	213	0.12
FRENCH	679	0.37	MANDINGO (MANDINKA)	20	0.01	UKRAINIAN	455	0.25
FUKIEN/HOKKIEN (CHINESE)	37	0.02	MAORI	3	0.00	URDU	2,514	1.37
GA	10	0.01	MARATHI	68	0.04	UZBEK	13	0.01
GAELIC (IRISH)	1	0.00	MENDE	6	0.00	VIETNAMESE	1,290	0.70
GERMAN	180	0.10	MENOMINEE	1	0.00	WELSH	1	0.00
GREEK	245	0.13	MIEN (YAO)	1	0.00	YIDDISH	2	0.00
GUJARATI	1,793	0.98	MINA (GESER-GORAM)	19	0.01	YORUBA	246	0.13
GUYANESE	7	0.00	MONGOLIAN	162	0.09			
HAINANESE (CHINESE)	7	0.00	NAVAJO	4	0.00	State Totals	183,522	100.0

Source: SY 2010 ELL Report (ASR) in SIS

Similar to SY 2009, the top ten languages spoken by ELL students were Spanish, Polish, Arabic, Urdu, Pilipino (Tagalog), Korean, Gujarati, Cantonese (Chinese), Vietnamese, and Russian. Spanish is the predominant language spoken by ELL students in all geographic locations. Chicago suburban districts enrolled the highest number of non-English speaking students (59.6 percent). (See Table 10.)

Table 10. Number of ELL Students, by Language and Illinois Location*: SY 2010

LANGUAGE	EAST CENTRAL	NORTHERN	SOUTHERN	CHICAGO SUBURBS	CITY OF CHICAGO	WEST CENTRAL	TOTAL	Pct of TOTAL
SPANISH	2,411	12,276	1,078	84,754	45,903	1,242	147,664	80.5%
POLISH	1	132	3	4,449	1,083	3	5,671	3.1%
ARABIC	71	191	52	2,908	904	99	4,225	2.3%
URDU	11	55	11	1,797	619	21	2,514	1.4%
PILIPINO (TAGALOG)	38	73	18	1,350	343	21	1,843	1.0%
GUJARATI	28	57	26	1,484	174	24	1,793	1.0%
KOREAN	130	36	47	1,411	62	13	1,699	0.9%
VIETNAMESE	94	113	23	663	368	29	1,290	0.7%
RUSSIAN	19	80	17	1,061	62	20	1,259	0.7%
CANTONESE (CHINESE)	28	24	16	321	776	29	1,194	0.7%
MANDARIN (CHINESE)	126	82	39	608	210	49	1,114	0.6%
FRENCH	81	78	8	261	186	65	679	0.4%
ASSYRIAN (SYRIAC/ARAMAIC)	1	6	0	474	175	0	656	0.4%
JAPANESE	27	11	21	555	17	9	640	0.3%
HINDI	30	22	6	477	62	9	606	0.3%
LITHUANIAN	0	19	0	526	7	0	552	0.3%
TELUGU (TELEGU)	84	23	1	367	21	22	518	0.3%
MALAYALAM	7	5	0	454	23	4	493	0.3%
BULGARIAN	0	7	1	419	46	0	473	0.3%
UKRAINIAN	4	12	5	304	126	4	455	0.2%
ROMANIAN	8	4	0	309	92	6	419	0.2%
BOSNIAN	0	19	0	192	163	0	374	0.2%
BURMESE	0	134	1	97	123	1	356	0.2%
SERBIAN	2	41	0	244	62	1	350	0.2%
ALBANIAN/GHEG (KOSOVO/MACEDONIA)	9	41	3	221	31	13	318	0.2%
YORUBA	7	3	1	98	137	0	246	0.1%
GREEK	1	11	0	203	30	0	245	0.1%
NEPALI	2	22	5	65	139	3	236	0.1%
ALBANIAN/TOSK (ALBANIA)	3	18	4	159	46	4	234	0.1%
TAMIL	27	5	0	175	14	9	230	0.1%
LAO	15	68	1	120	6	8	218	0.1%
FARSI (PERSIAN)	6	11	3	165	31	0	216	0.1%
TURKISH	16	20	6	126	43	2	213	0.1%
PANJABI (PUNJABI)	11	10	4	167	9	1	202	0.1%
OTHER (Unidentified)	25	203	6	276	167	4	681	0.4%
OTHER (Identified)	141	353	65	2,170	838	79	3,646	2.0%
TOTAL	3,464	14,265	1,471	109,430	53,098	1,794	183,522	100.0%
Percent of TOTAL	1.9	7.8	0.8	59.6	28.9	1.0	100.0	

Source: SY 2010 ELL Report (ASR) in SIS

***East Central** location includes the counties of CHAMPAIGN, MCLEAN, KANKAKEE, VERMILION, MACON, DOUGLAS, IROQUOIS, COLES, CLARK, KNOX, PIATT, FORD, LIVINGSTON, DEWITT, and EDGAR; **Northern** location includes the counties of MCHENRY, WINNEBAGO, KENDALL, BOONE, ROCK ISLAND, DEKALB, OGLE, LASALLE, GRUNDY, HENRY, BUREAU, WHITESIDE, STEPHENSON, JO DAVIESS, LEE, CARROLL, and STARK; **Southern** location includes the counties of MADISON, JACKSON, ST.CLAIR, UNION, WILLIAMSON, EFFINGHAM, CLINTON, JEFFERSON, SALINE, LAWRENCE, MARION, JOHNSON, FRANKLIN, WASHINGTON, GALLATIN, MONROE, PERRY, PULASKI, RANDOLPH, WABASH, CRAWFORD, EDWARDS, FAYETTE, and HAMILTON; **Chicago Suburb**s includes the collar counties of COOK, KANE, LAKE, DUPAGE, and WILL; and **West Central** location includes the counties of ADAMS, BROWN, CASS, CHRISTIAN, FULTON, HANCOCK, LOGAN, MACOUPIN, MARSHALL, MASON, MCDONOUGH, MERCER, MORGAN, PEORIA, PIKE, PUTNAM, SANGAMON, TAZEWELL, WOODFORD, SCHUYLER, and WARREN.

GRADE LEVEL, RACE/ETHNICITY, GENDER, AND DISABILITY STATUS OF ELL STUDENTS

Most ELL students enrolled in Illinois public schools in SY 2010 were Hispanic (80.5 percent). Other ELL students include 9 percent Asian/Pacific Islander, 9 percent white non-Hispanic, and 1 percent black non-Hispanic. In terms of grade level, 4 percent of ELL students in Illinois were in PK, 57 percent were in grades K through 3, 29 percent were in grades 4 through 8, and 11 percent were in high school. (See Table 11.)

Grade Level and Race/Ethnicity

Table 11. Number and Percentage of ELL Students by Grade Level and Race/Ethnicity: SY 2010

Grade Level	Native American/ Alaskan		Asian/ Pacific Islander		Black Non-Hispanic		Hispanic		White Non-Hispanic		Multi-Racial		Grade Level Totals	
	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Grade Level Totals
PK	1	1.2%	581	3.5%	42	2.0%	5,767	3.9%	855	5.2%	14	2.1%	7,260	4.0%
K	20	24.4%	2,813	16.9%	251	11.9%	23,276	15.8%	2,895	17.7%	117	17.7%	29,372	16.0%
1	7	8.5%	2,386	14.3%	234	11.1%	22,150	15.0%	2,639	16.1%	105	15.9%	27,521	15.0%
2	14	17.1%	2,080	12.5%	249	11.8%	20,859	14.1%	2,164	13.2%	96	14.5%	25,462	13.9%
3	5	6.1%	1,574	9.5%	160	7.6%	17,891	12.1%	1,595	9.7%	68	10.3%	21,293	11.6%
4	5	6.1%	1,222	7.3%	182	8.6%	13,176	8.9%	1,142	7.0%	45	6.8%	15,772	8.6%
5	3	3.7%	920	5.5%	136	6.5%	9,778	6.6%	931	5.7%	36	5.4%	11,804	6.4%
6	1	1.2%	852	5.1%	139	6.6%	7,850	5.3%	724	4.4%	27	4.1%	9,593	5.2%
7	3	3.7%	802	4.8%	120	5.7%	6,573	4.5%	655	4.0%	27	4.1%	8,180	4.5%
8	4	4.9%	700	4.2%	123	5.8%	6,023	4.1%	609	3.7%	19	2.9%	7,478	4.1%
9	5	6.1%	770	4.6%	139	6.6%	5,212	3.5%	618	3.8%	29	4.4%	6,773	3.7%
10	5	6.1%	823	4.9%	147	7.0%	4,037	2.7%	591	3.6%	32	4.8%	5,635	3.1%
11	5	6.1%	620	3.7%	97	4.6%	2,591	1.8%	469	2.9%	29	4.4%	3,811	2.1%
12	4	4.9%	498	3.0%	89	4.2%	2,481	1.7%	478	2.9%	18	2.7%	3,568	1.9%
Race/Ethnicity Totals	82	100%	16,641	100%	2,108	100%	147,664	100%	16,365	100.00%	662	100%	183,522	100%
Pct. of Race/ Ethnicity Total	0.0%		9.1%		1.1%		80.5%		8.9%		0.4%		100.0%	

Disability Status

Table 12 shows that some of the ELL students enrolled in Illinois public schools in SY 2010 had disabilities (14.3 percent). Higher percentages of ELL students with disabilities are found among PK students (21.4 percent) and grades 6-8 students (20.7 percent).

 The same percentage of students with disabilities (14 percent) is found among all students enrolled in Illinois public schools in SY 2010.

Table 12. Number of ELL Students by Disability Status, Gender, and Grade Cluster: SY 2010

Grade Cluster	Disability Status				Grade Cluster Totals	
	No Disability		With Disability			
	No.	Pct. of Grade Cluster Totals	No.	Pct. of Grade Cluster Totals	No.	Pct. of Grade Cluster Totals
PK	5,707	78.6%	1,553	21.4%	7,260	4.0%
Gr K-2	73,677	89.8%	8,400	10.2%	82,077	44.9%
Gr 3-5	40,970	84.1%	7,757	15.9%	48,727	26.6%
Gr 6-8	19,959	79.3%	5,210	20.7%	25,169	13.8%
Gr 9-12	16,484	84.0%	3,138	16.0%	19,622	10.7%
Disability Status Totals	156,797	85.7%	26,058	14.3%	182,855	100.0%

ENROLLMENT IN ELL LANGUAGE INSTRUCTIONAL PROGRAMS

Table 13 shows the number and percentage of ELL students enrolled in various ELL programs. There were at least 13 language instructional program services that districts offered to ELL students in SY 2010 which were either State- or solely locally-funded. An ELL student may enroll in several programs, thus the numbers shown in Table 13 are duplicated counts. The highest concentration of enrollment among these ELL programs was in transitional bilingual (55.5 percent), followed by self-contained programs (36.4 percent). The smallest enrollments are found in developmental bilingual or two way immersion programs with less than 3 percent of ELL students enrolled. "Pull Out ESL" received the highest enrollment (34.7 percent) in a non-State funded program.   For a definition of each program, see **Appendix B**. Students are reported in all categories that apply.

Table 13. Number and Percentage of ELL Students Enrolled in an ELL Program and Type of Program Funding: SY 2010

Type of ELL Program	Type of Funding				ELL Program Totals	
	Non State-Funded		State-Funded			
	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of ELL Program Totals
Content Area Tutoring	747	24.8%	13,171	7.3%	13,918	7.6%
Content Based ESL	540	18.0%	46,355	25.7%	46,895	25.6%
Developmental Bilingual	8	0.3%	4,341	2.4%	4,349	2.4%
Heritage Language	12	0.4%	6,028	3.3%	6,040	3.3%
Inclusionary Support	581	19.3%	16,109	8.9%	16,690	9.1%
Pull Out Individual Support	851	28.3%	18,387	10.2%	19,238	10.5%
Pull Out ESL	1,043	34.7%	38,342	21.2%	39,385	21.5%
Self-Contained	115	3.8%	66,744	37.0%	66,859	36.4%
Sheltered English Instruction	292	9.7%	22,898	12.7%	23,190	12.6%
Structured English Immersion	202	6.7%	12,395	6.9%	12,597	6.9%
Transitional Bilingual	133	4.4%	101,673	56.3%	101,806	55.5%
Two Way Immersion (Dual Language)	52	1.7%	3,888	2.2%	3,940	2.1%
Other ELL Program Services	1,074	35.7%	28,987	16.1%	30,061	16.4%
Type of Funding (Unduplicated Count)	**3,007**	100.0%	**180,515**	100.0%	**183,522**	100.0%

Source: SY 2010 ELL Report (ASR) in SIS

Transitioned Students and Years in an ELL Program

In SY 2010, about 49 percent of students who exited from an ELL program attained proficiency in the English language. These students were transitioned into general education programs and no longer classified ELL in SY 2011. An ELL student who attained proficiency, or who is "proficient" in the English language, achieved a proficiency level (PL) of 4.2 in literacy (composite of reading and writing), **and** a 4.8 overall PL (composite of listening, speaking, reading, and writing) on the ACCESS for ELLs®, the annual state-administered assessment of English language proficiency. The percentages of students attaining proficiency increase as their years in the program increase as shown in Table 14.

Table 14. Number and Percentage of ELL Students Who Attained Proficiency in the English Language, by Number of Years in the Program: SY 2010

Reason for Exiting ELL Program	Years in ELL Program						Total		Pct. of Total ELL Enrollments
	Less than one year		One year to three years		More than three years				
	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total Exited	
Exited and attained proficiency* in the English language (Transitioned)	6,400	27.7%	7,798	33.7%	8,922	38.6%	23,120	49.3%	12.6%
Exited but have not attained proficiency in the English language**	20,952	88.0%	1,786	7.5%	1,062	4.5%	23,800	50.7%	13.0%
Total Exited	27,352	58.3%	9,584	20.4%	9,984	21.3%	46,920	100.0%	

*Attaining a 4.2 proficiency level in literacy and 4.8 proficiency level in the composite scores.
**This includes students who graduated from high school, transferred to another district, dropped out of school, and withdrew from an ELL program at the parent's request.
Source: SY 2010 ELL Report (ASR) in SIS

2010 data on SIS shows that 13 percent of ELL students exited the program but did not attain proficiency including 1.3 percent who graduated from high school, 5 percent who transferred to another district, 0.2 percent who dropped out of school, 5.5 percent who withdrew from an ELL program at the parent's request, and 0.9 percent who exited for other reasons.

 (To learn more about ACCESS for ELLs®, go to http://www.wida.us/assessment/ACCESS/index.aspx.)

Section 6: ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS ELL STUDENTS

The Illinois School Code requires districts to annually assess the English language proficiency [including aural comprehension (listening), speaking, reading, and writing skills] of all enrolled ELL students in grades K-12 until they achieve a "proficient" score. In 2006, Illinois adopted the ACCESS for ELLs® as its statewide English proficiency assessment. ACCESS for ELLs®, which stands for "*Assessing Comprehension and Communication in English State to State for English Language Learners,"* is a large-scale test for K-12 ELL students developed by the World-Class Instructional Design and Assessment (WIDA) Consortium in partnership with the Center for Applied Linguistics (CAL). ACCESS for ELLs® is aligned with the WIDA English language proficiency (ELP) standards. Scale scores on the ACCESS for ELLs® (which range from 100 to 600), are converted to language proficiency levels that span the continuum of the language acquisition process from 1, entering the process, to 6, reaching the end of the continuum. These levels are used to determine expected performance and describe what ELL students can do within each language domain of the ELP standards. The performance definitions of ACCESS for ELLs® language proficiency levels are shown in **Appendix C.**

ACCESS for ELLs® Tiers

The ACCESS for ELLs® test items are arranged in three tiers: A (Beginning ELLS), B (Intermediate), and C (Advanced), and students in grades 1-12 are assigned to take one of these tiers based on their English language proficiency. Kindergarten students are assigned non-tiered tests adaptive to their performance levels. The level of difficulty of the test items increases as the tier level increases. With scoring established on a vertical scale, difficult test items are weighted more than less difficult items. Therefore, the same raw score would receive a lower scale score for the Tier A form and a higher scale score for the Tier C form. Finally, scale scores are assigned "interpretive" scores or proficiency levels (PL). To learn more about which tier is appropriate for which student, please go to:
http://www.wida.us/assessment/access/tier_criteria.aspx

Listening and Reading Caps

Of the four language domains (listening, speaking, reading, and writing), only listening and reading are capped with a 4.0 PL for Tier A and 5.0 PL for Tier B. This means that in listening and reading, students who took the Tier A form could not receive a PL above 4.0, and students who took the Tier B form could not receive a PL above 5.0. For further explanations on capping proficiency levels for listening and reading at Tiers A and B, please go to:
http://www.wida.us/assessment/access/ScoreReports/ACCESS_Interpretive_Guide10.pdf

COMPOSITE AND LITERACY PROFICIENCY LEVELS OF LEP STUDENTS ON THE ACCESS for ELLs® BY GRADE CLUSTER

The highest percentage of students achieving a composite proficiency level (CPL) of 4.8 or greater was in grade cluster 3-5 (49.7 percent), while the lowest percentage was in Kindergarten (3.1 percent). Moreover, 72.2 percent of Kindergarten students were at composite proficiency level 1 (See Table 15.) Kindergarten students took a non-tiered test, while grades 1-12 took tiered tests (A, B, or C).

Among grades 1-12 students, grade cluster 6-8 has the lowest percentage of students attaining the 4.8 CPL (14.2 percent).

Similarly, the highest percentage of tier-tested students achieving a literacy (combination of reading and writing) proficiency level of 4.2 or greater on the *ACCESS for ELLs®* was in grade cluster 3-5 (58.0 percent) and the lowest was in grade cluster 6-8 (9.4 percent) (See Table 16.)

Table 15. Number and Percentage of ELL Students, by Composite Proficiency Level (CPL) on the *ACCESS for ELLs*® **and Grade Cluster: SY 2010**

Composite Proficiency Level (CPL)	Grade Cluster										Composite Proficiency Level (CPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of CPL Total
1 - Entering	19652	72.2%	3224	6.5%	939	2.2%	973	4.7%	1157	8.1%	25945	16.8%
2 - Beginning	3281	12.0%	10975	22.2%	3408	8.0%	3089	15.0%	2488	17.3%	23241	15.1%
3 - Developing	2425	8.9%	21487	43.5%	12875	30.2%	7892	38.3%	4415	30.7%	49094	31.8%
4 - Expanding	1297	4.8%	9681	19.6%	16905	39.6%	6428	31.2%	3938	27.4%	38249	24.8%
5 - Bridging	516	1.9%	3336	6.8%	7124	16.7%	1977	9.6%	1893	13.2%	14846	9.6%
6 - Reaching	62	0.2%	665	1.3%	1425	3.3%	232	1.1%	478	3.3%	2862	1.9%
Grade Cluster Totals	27233	100.0%	49368	100.0%	42676	100.0%	20591	100.0%	14369	100.0%	154237	100.0%
> = 4.8 CPL	*794*	*3.1%*	*5008*	*19.8%*	*12612*	*49.7%*	*3595*	*14.2%*	*3344*	*13.2%*	*25353*	*16.4%*

Table 16. Number and Percentage of ELL Students, by Literacy Proficiency Level (LPL) on the *ACCESS for ELLs*® **and Grade Cluster: SY 2010**

Literacy Proficiency Level (LPL)	Grade Cluster										Literacy Proficiency Level (LPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of LPL Total
1 - Entering	22089	81.1%	4748	9.6%	1021	2.4%	1069	5.2%	997	6.9%	29924	19.4%
2 - Beginning	2169	8.0%	16474	33.3%	3839	9.0%	5153	25.0%	2843	19.6%	30478	19.7%
3 - Developing	1814	6.7%	22682	45.9%	15734	36.8%	10398	50.4%	5179	35.7%	55807	36.1%
4 - Expanding	874	3.2%	3356	6.8%	16390	38.3%	3361	16.3%	3567	24.6%	27548	17.8%
5 - Bridging	290	1.1%	1965	4.0%	4847	11.3%	581	2.8%	1508	10.4%	9191	5.9%
6 - Reaching	0	0.0%	219	0.4%	912	2.1%	68	0.3%	423	2.9%	1622	1.0%
Grade Cluster Totals	27236	100.0%	49444	100.0%	42743	100.0%	20630	100.0%	14517	100.0%	154570	100.0%
> = 4.2 LPL	*1088*	*3.4%*	*4753*	*14.7%*	*18787*	*58.0%*	*3050*	*9.4%*	*4735*	*14.6%*	*32413*	*21.0%*

PROFICIENCY LEVELS OF ELL STUDENTS IN EACH DOMAIN BY TIER ON THE *ACCESS for ELLs*®

Of the total number of K-12 students who took the 2010 ***ACCESS for ELLs®,*** 20 percent took the Tier A form, 37 percent took the Tier B form, 25 percent took the Tier C form, and 18 percent took the non-tiered form.

As a consequence of capping scores for listening and reading, no student obtained a 5.0 in Tier A, the form designed for students with the lowest English proficiency; and no student obtained a 6.0 in Tier B, the form designed for students with middle-range English proficiency. Moreover, the effect of vertical scaling resulted in more students in higher tiers obtaining higher PLs.

Analysis of proficiency levels obtained by ELL students in a domain show that a majority of students achieved higher proficiency levels of 4, 5 or 6 in the domains of listening (70.9 percent), speaking (62.4 percent) and reading (54.3 percent). Fewer students achieved a proficiency level of 4, 5 or 6 in writing (25.1 percent).

- In listening, the largest percentage of students (34.8 percent) were at Level 5 (Bridging), with greater contribution from Tier B test-takers (72.6 percent). All students at Level 6 (Reaching) were Tier C test-takers and represent 10 percent of all students.

- In speaking, the largest percentage of students (41.5 percent) were at Level 6. Close to 43 percent of students at Level 6 took the Tier C form and 45.3 percent took the Tier B form. Sixty-one percent of students who were at Level 1 (Entering) took the Tier A test form.

- In reading, the largest percentage of students (28.7 percent) were at Level 5, and over a fifth of students were at Level 3 (Developing). Among Level 1students, 74.5 percent took the Tier A test form.

- In writing, 75 percent of students were at Level 3. Only 2 percent were at Level 5 and 0.1 percent were at Level 6. At Level 5, close to 79 percent took the Tier C test form.

- In comprehension (composite or combination of listening and reading), most students were at a Level 3 or higher (82.8 percent) with the majority clustered in Levels 3 (27.9 percent), 4 (21.0 percent) and 5 (25.1 percent). Since both reading and listening are capped, only students who took the Tier C form achieved a Level 6 in comprehension, comprising 8.8 percent of all students.

- In the oral composite (combination of listening and speaking), the highest percentage of students (32.6 percent) were at Level 5, including Tier A students who achieved Level 5 (14.2 percent).

- In literacy (composite or combination of reading and writing), over 42 percent of ELL students were at Level 3 and only 7 percent were at Level 5 with 93.9 percent of the Level 5 students taking the Tier C form. About 78 percent of students at Level 1 took the Tier A form.

- Fifty-seven percent of students were at Level 3 or lower, 29.1 percent at Level 4, 11.3 percent at Level 5, and 2.2 percent at Level 6 in their overall PL (composite of listening, speaking, reading, and writing). Practically all students at Level 6 (99.8 percent) took the Tier C test form.

For tabular data of these analyses, please see tables 1-8 in Appendix D.

WIDA Language Proficiency Level and Tier

Chart 3 describes the overall (composite) language proficiency levels of grades 1-12 ELL students within a tier. The proficiency level achievements are inversely proportional within Tier A and directly proportional within Tier C. This means that for Tier A, as proficiency level increases, the percentages of students achieving such levels decrease, and for Tier C, as proficiency level increases so do the percentages of students achieving such levels. As shown in Chart 3, close to 84 percent of students at Level 1 took Tier A but there was no Tier A student at Level 6. In contrast, only 3.1 percent of students at Level 1 took Tier C and 99.8 percent of students at Level 6 took Tier C. On the other hand, proficiency level achievements in Tier B simulate normal distribution, peaking at Level 4 (57.5 percent) and declining at Levels 5 and 6.

Chart 3. Percentage of Grades 1-12 ELL Students, by Overall (Composite) Proficiency Level and Tier: SY 2010 (Source: 2010 ACCESS)
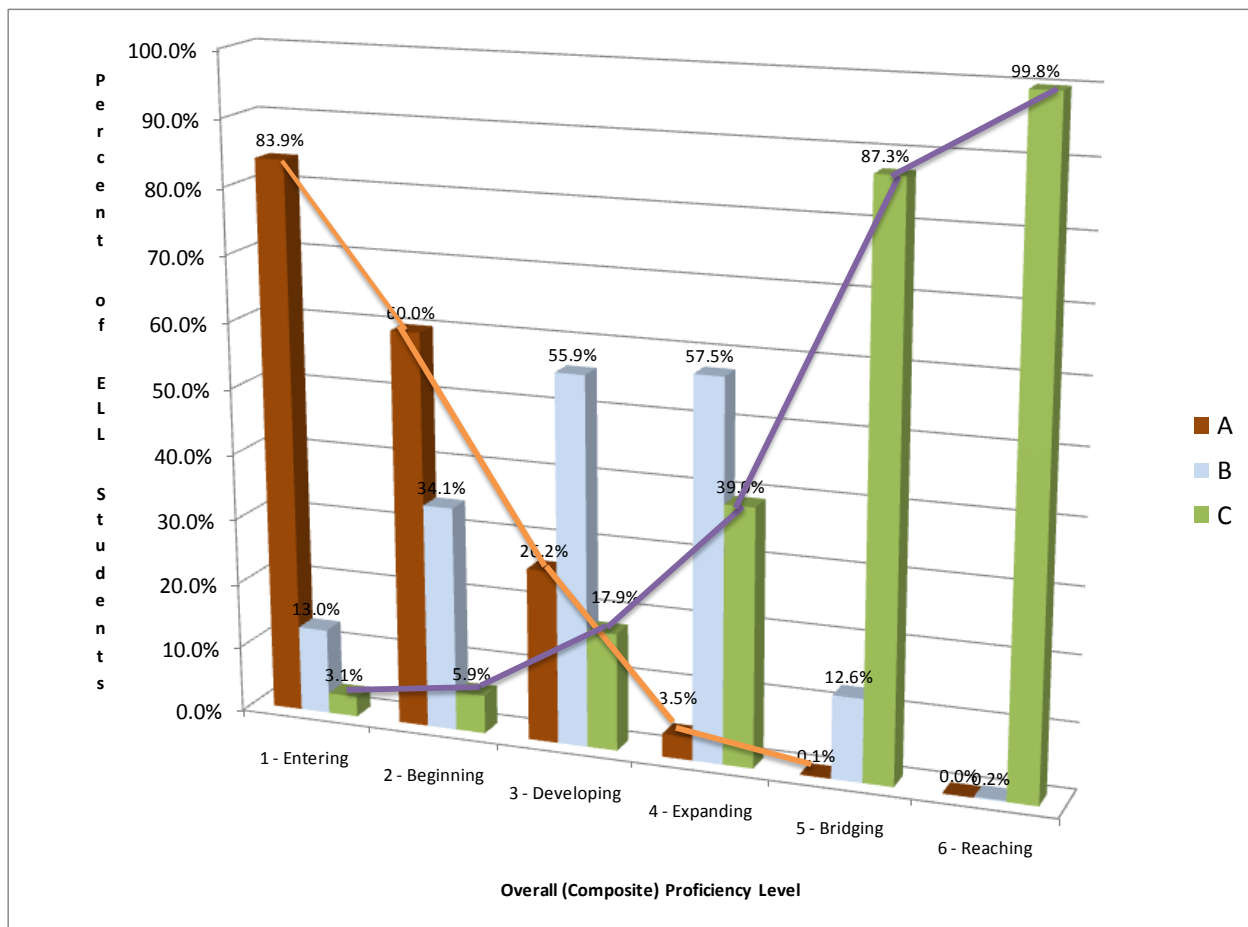
Independent of the type of tier test form that students took, the performance level of grades 1-12 ELL students on the *ACCESS for ELLs®* was greatest in oral language with 32.6 percent of students at Level 5. Meanwhile, the largest percentage of grades 1-12 ELL students are still performing at Level 3 in comprehension and literacy.

The overall proficiency levels of grades 1-12 ELL students showed 57 percent at Level 3 (Developing) or at lower level. The other 43 percent were at Level 4 (Expanding) to Level 6 (Reaching). (See Chart 4.)

Chart 4. Percentage of Grades 1-12 ELL Students, by Language Proficiency Level in Composite Domains: SY 2010 (Source: 2010 ACCESS)
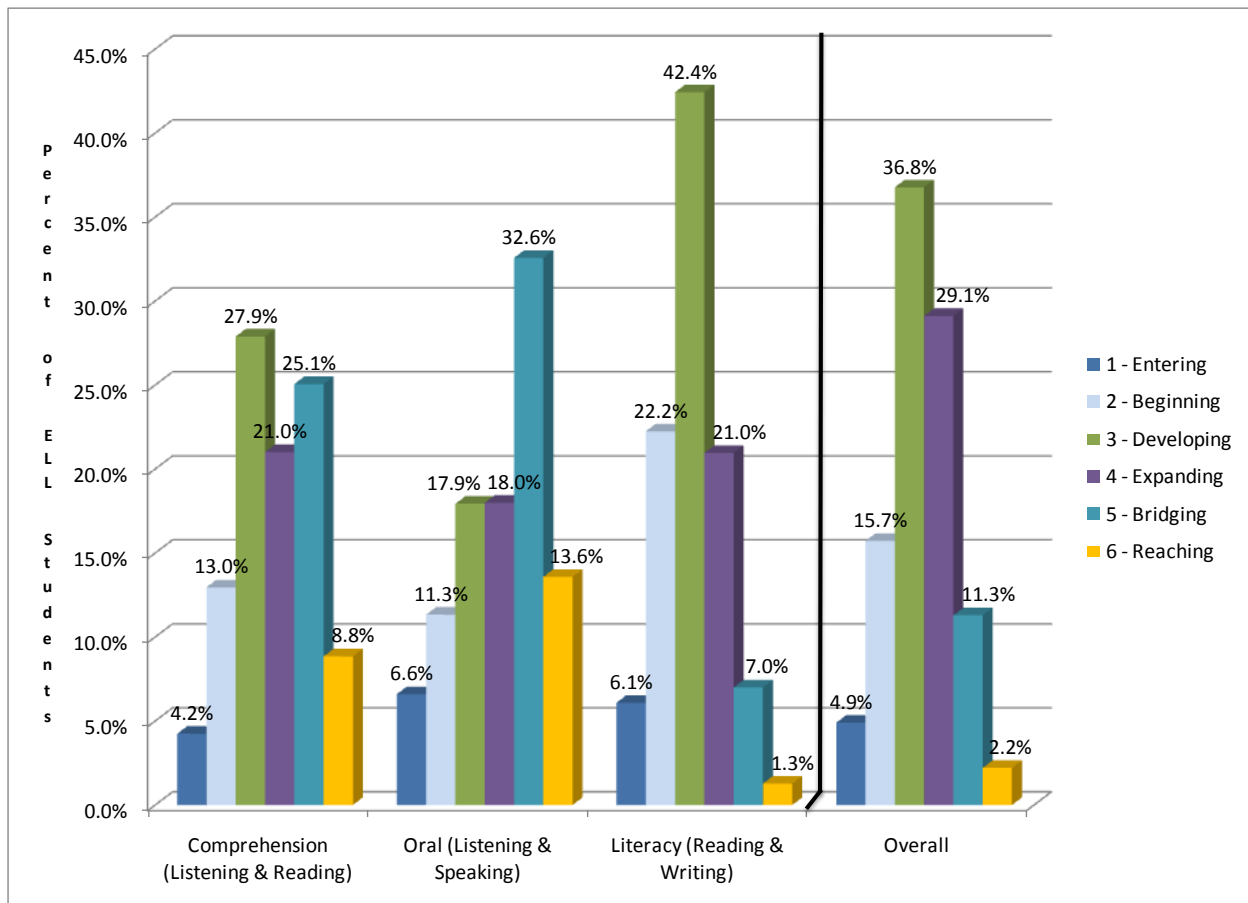
Section 7: PERFORMANCE LEVELS OF ELL STUDENTS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) AND THE PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The ISAT and PSAE measure individual student achievement relative to the *Illinois Learning Standards*. In 2010, the ISAT reading and mathematics tests were administered to students in grades 3-8 and science tests were administered at grades 4 and 7. The PSAE, which is the statewide high school achievement test, was administered to grade 11 students in the subject areas of reading, mathematics, and science. Starting in 2008, these regular state assessments were universally administered to ELL students.

The ISAT and PSAE scores fall in 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.

COMPARISON OF PERFORMANCE OF ELL STUDENTS WITH THE PERFORMANCE OF NON-ELL STUDENTS ON THE ISAT AND PSAE

The ISAT and PSAE performance of ELL students, including those with composite English language proficiency levels of 1 through 6 on the ACCESS for ELLs®, was compared with that of students who are not English language learners (non-ELL). As shown in Charts 5 through 7, ELL students lagged behind non-ELL students on ISAT and PSAE at all tested grades in both reading and mathematics. The achievement gaps between ELL and non-ELL are particularly pronounced in grades 5 to 11 in reading, with achievement gaps of at least 41 percentage points, and with achievement gaps of at least 24 percentage points in mathematics. In particular, the achievement gaps in reading are smallest among grades 3 and 4 students with 38 percentage points and biggest among grade 11 students with 47 percentage points. Overall, the achievement gaps between ELL and non-ELL students in reading on the ISAT and PSAE is expressed as a 1:2 ratio, i.e., for every one ELL student that met/exceeded the State standards, two non-ELL students met/exceeded the State standards

ELL students performed better in mathematics than in reading on the 2010 State assessments resulting in smaller achievement gaps between non-ELL and ELL students in this subject. Specifically, the achievement gaps in mathematics are smallest among grade 3 students, with a gap of 16 percentage points, and the biggest among grade 11 students, with a gap of 34 percentage points.

Chart 5. **Comparison of Performance of ELL Students with Non-ELL Students on the 2010 ISAT-Reading, by Grade Level: SY 2010 (Source: 2010 ISAT)**
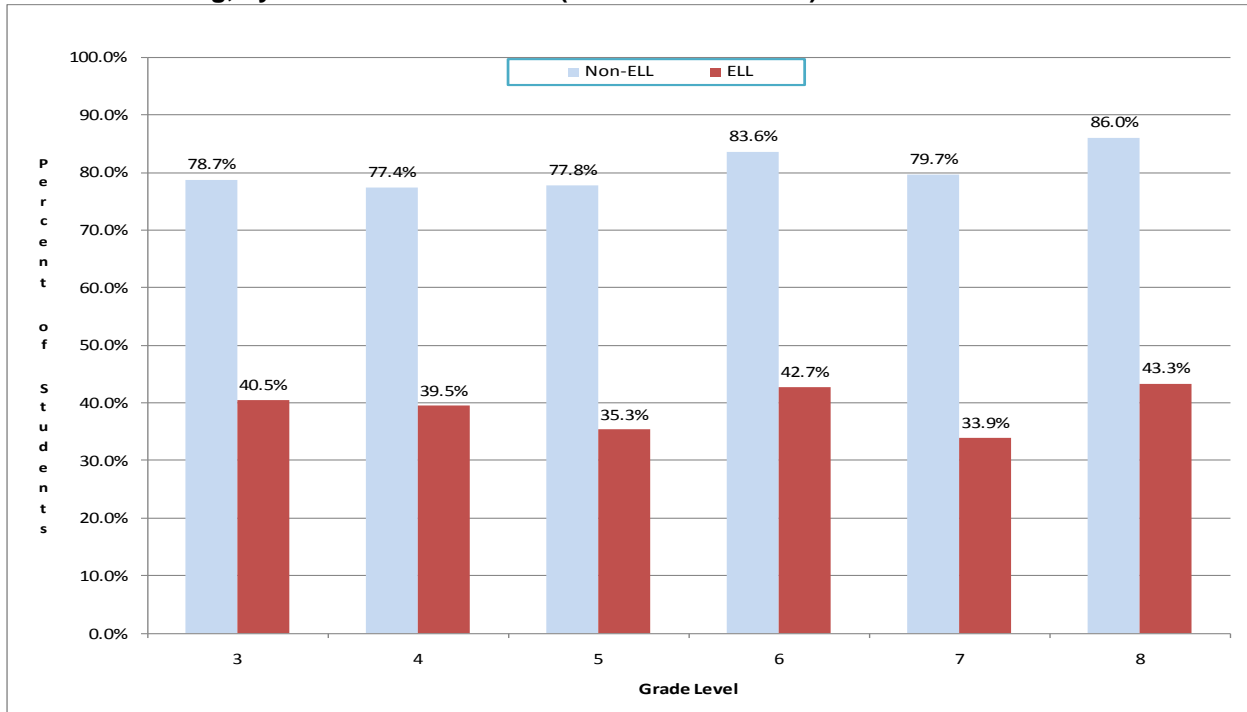
Chart 6. **Comparison of Performance of ELL Students with Non-ELL Students on the 2010 ISAT-Mathematics, by Grade Level: SY 2010 (Source: 2010 ISAT Data)**
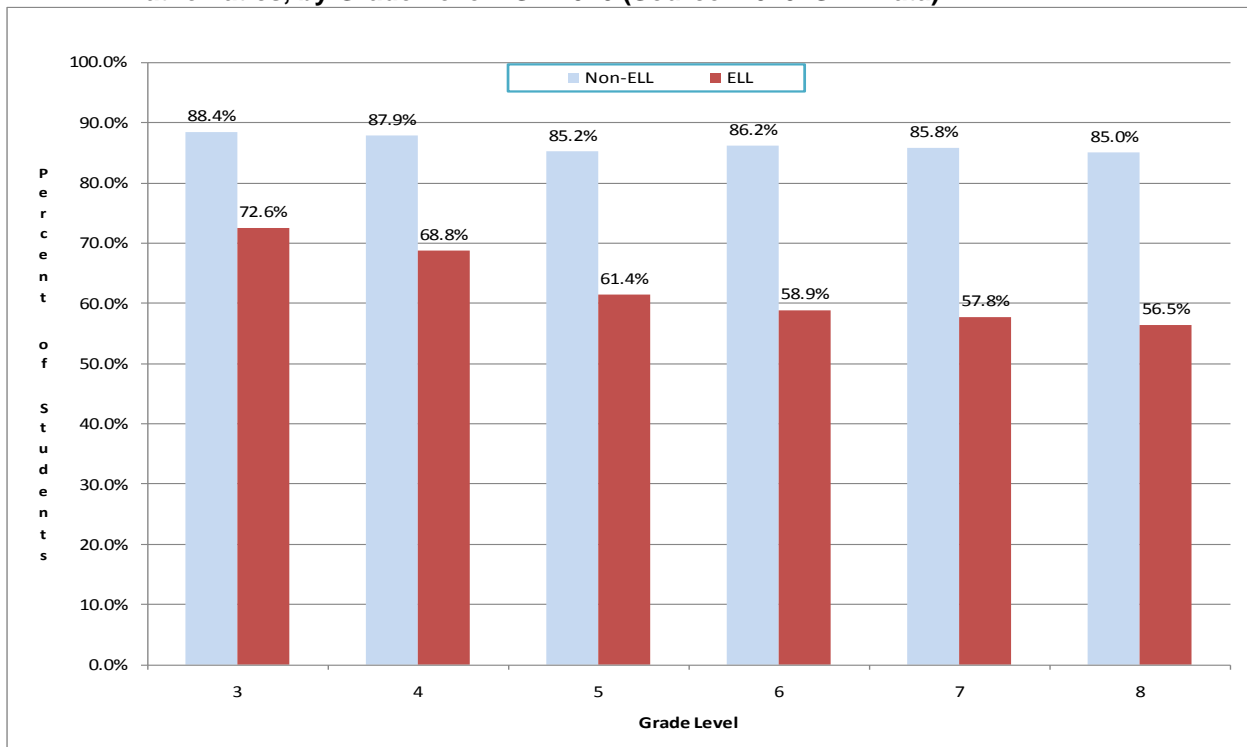
Chart 7. Comparison of Performance of ELL Students with Non-ELL Students on the 2010 PSAE: SY 2010 (Source: 2010 PSAE Data)
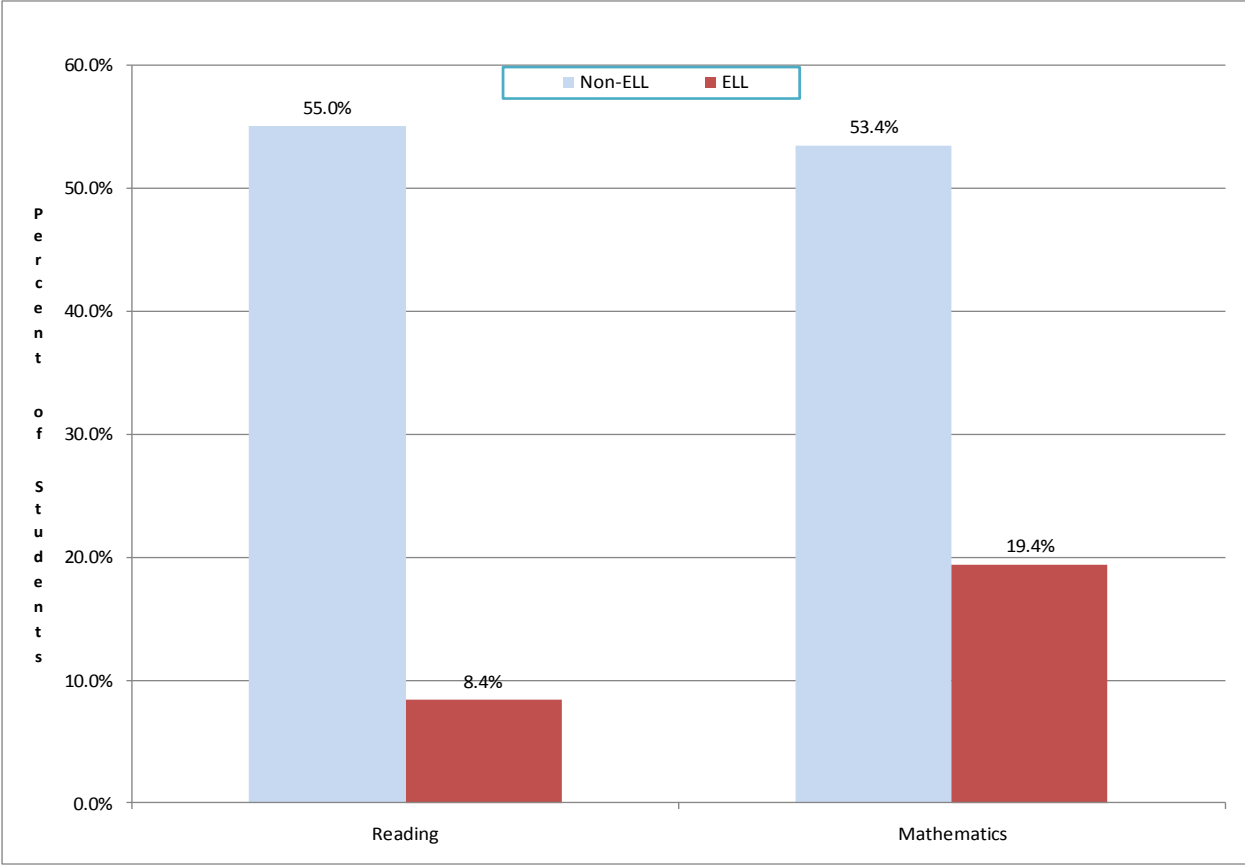
COMPARISON OF PERFORMANCE OF ELL STUDENTS WHO WERE TRANSITIONED (OBTAINED A PROFICIENT SCORE) ON THE ACCESS FOR ELLs® WITH THE PERFORMANCE OF NON-ELL STUDENTS ON THE ISAT AND PSAE

When the performance on the ISAT and PSAE of non-ELL students was compared to transitioned ELL students, the achievement gaps were reversed for some grades in reading and most grades in mathematics. (See Charts 8 to 10.) Not only were the achievement gaps reduced, but transitioned ELL students surpassed the achievement levels of non-ELL students. Specifically, in reading, there were higher percentages of grades 6 to 8 transitioned ELL students that met/exceeded standards compared to non-ELL students at the same grade levels.

Chart 8. **Comparison of Performance of Transitioned ELL Students* with Non-ELL Students on the 2010 ISAT- Reading, by Grade Level: SY 2010 (Sources: 2010 ISAT and 2010 ACCESS Data)**
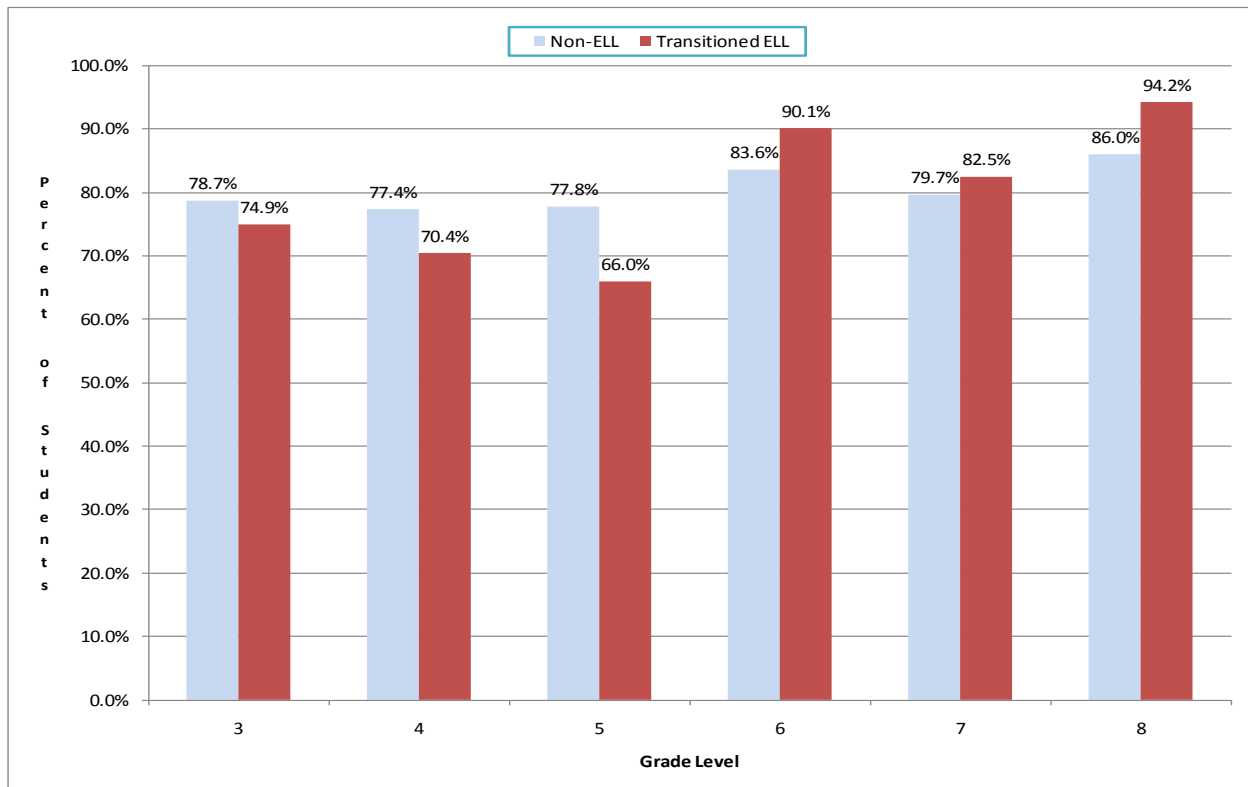
*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 <u>and</u> literacy proficiency level of at least 4.2 on the 2010 ACCESS for ELLs®.

In mathematics, except in grade 11, transitioned ELL students surpassed the achievement levels of non-ELL students. The achievement gap is highest among grade 8 students where 94.6 percent of transitioned ELL students' met/exceeded standards compared to 85 percent of non-ELL students.

Overall, transitioned ELL students performed at 8 percentage points higher than non-ELL students in mathematics.

Chart 9. **Comparison of Performance of Transitioned ELL Students* with Non-ELL Students on the 2010 ISAT- Mathematics, by Grade Level: SY 2010 (Sources: 2010 ISAT and 2010 ACCESS Data)**
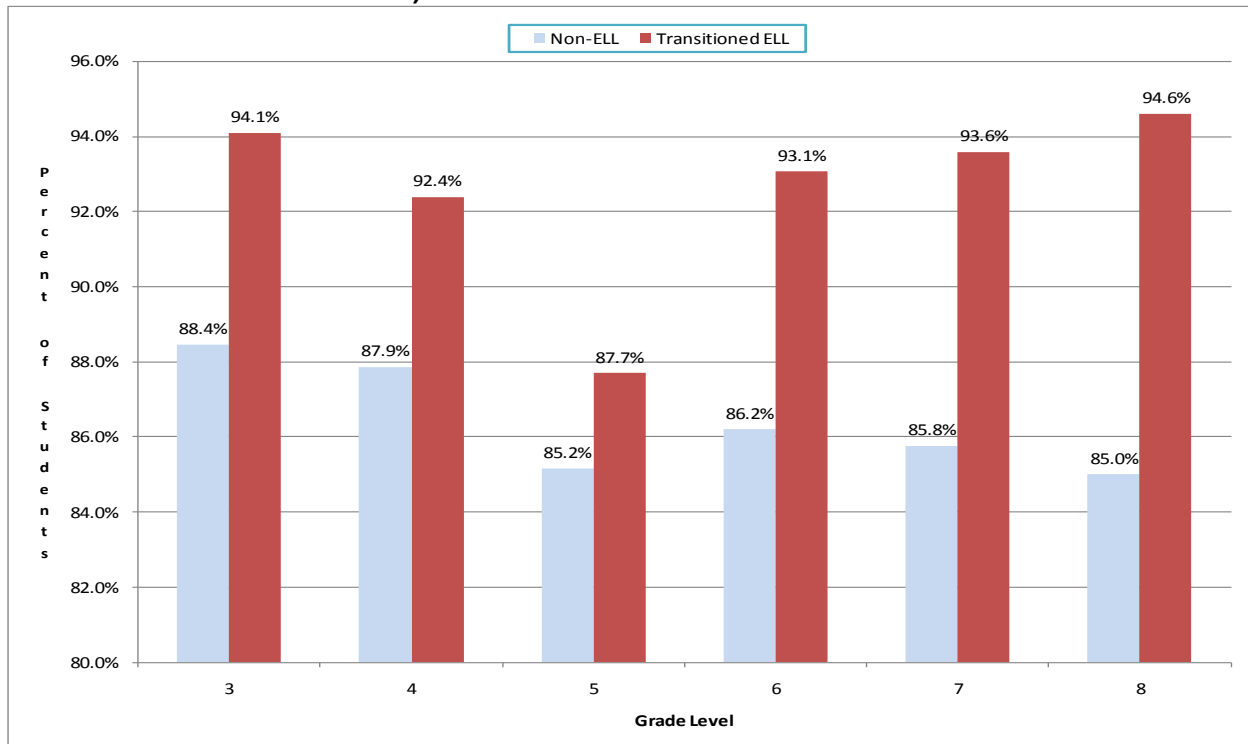
*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2010 ACCESS for ELLs®.

Chart 10. **Comparison of Performance of Transitioned ELL Students* with Non-ELL Students on the 2010 PSAE: SY 2010 (Sources: 2010 PSAE and 2010 ACCESS Data)**
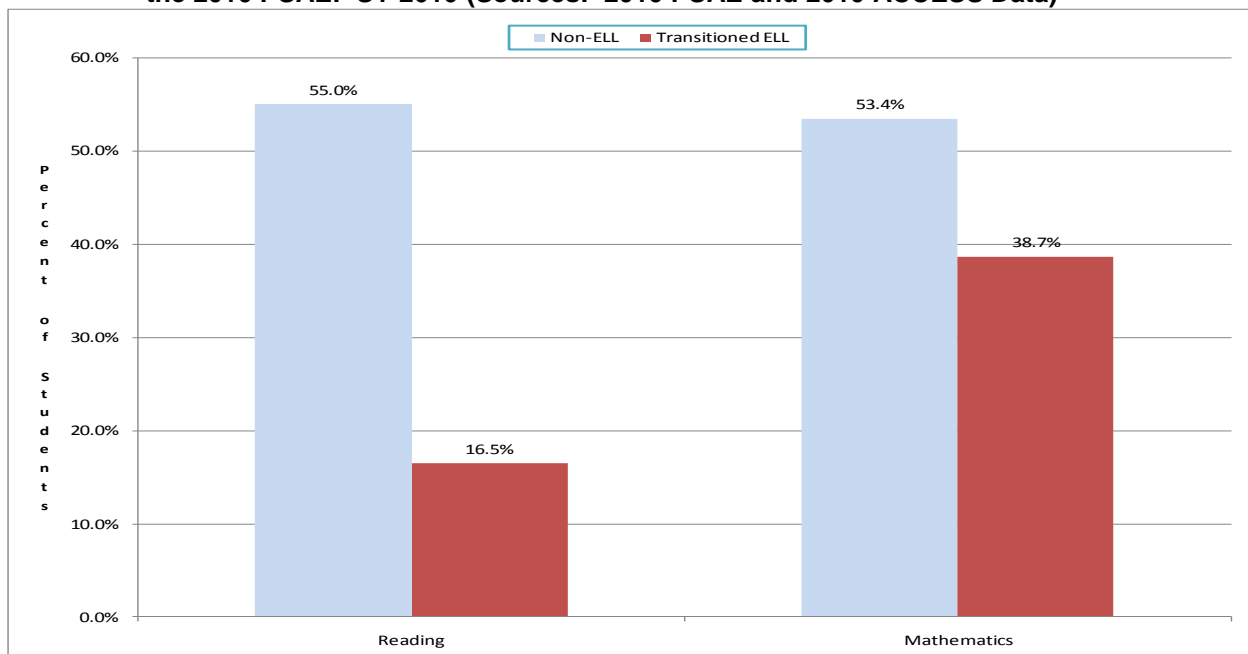
*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2010 ACCESS for ELLs®.

PART C
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)

Section 8: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)—
ACCOUNTABILITY MODEL OF NCLB, TITLE III

Illinois AMAO Criteria and Targets for SY 2010

As required under Title III, Annual Measurable Achievement Objectives (AMAOs) are calculated for each Title III subgrantee to measure district performance in educating ELL students. In SY 2010, 192 Illinois school districts received Title III funds, including 27 districts that participated in 12 consortia. Each multi-district consortium is considered a single subgrantee, so the total number of Title III subgrantees in SY 2010 was 177. Districts lacking the minimum number of ELL students required to receive Title III funds partner with other districts to qualify for these funds. These district partnerships are called "consortia." In the past, AMAOs were calculated for individual districts, regardless of whether a district received funding through a consortium or as a subgrantee. For the first time in SY 2009, AMAOs were calculated for each subgrantee, so AMAOs were calculated for each consortium. AMAOs for consortia are calculated by compiling or combining ELP assessment and other applicable data for consortium members and determining whether the consortium has met the State's AMAOs. Subgrantees that receive Title III funds are held accountable for attaining the State's AMAOs. AMAOs have three criteria: 1) AMAO 1 – ELL students making progress in the English language, 2) AMAO 2 – ELL students attaining proficiency in the English language, and 3) AMAO 3 – Making Adequate Yearly Progress (AYP) for ELL subgroups. The Illinois State Board of Education (ISBE) has set the following targets and performance criteria for each AMAO for SY 2010:

1. <u>Making Progress in the English Language (AMAO 1)</u> — To meet AMAO 1, 91 percent of ELL students in the district/consortium 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 45. ELL students make progress if they make a 6.0 proficiency level in the second of the two years compared, or make at least a 0.50 increase in their proficiency levels in two years in any of the four domains of listening, speaking, reading, or writing. A 95 percent "confidence interval" is applied to the calculation.

2. <u>Attaining English Language Proficiency (AMAO 2)</u> — To meet AMAO 2, 6 percent of ELL students in the district/consortium must attain proficiency in the English language. Students who attained proficiency in the English language achieved a level of 4.2 or higher in literacy <u>and</u> a level of 4.8 or higher on their overall scores in the ACCESS for ELLS®. This objective shall apply provided that the number of students tested is no fewer than 45.

3. <u>Making Adequate Yearly Progress (AYP) for the ELL Subgroup (AMAO 3)</u> — A school district/consortium must make AYP for ELL students served by programs funded under Title III. Calculations are based on similar academic achievement formulas used for Title I AYP using any or all of the State tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, and Illinois Alternate Assessment. AYP is calculated only if the school district has the minimum number (45) of ELL students in tested grades (grades 3 through 8 and/or grade 11).

Title III school districts/consortia must meet all three criteria to attain AMAOs.

Illinois AMAO Results for SY 2010

Of the 177 Title III subgrantees (districts and consortia) in SY 2010, 48.6 percent met all three AMAO criteria and 50.8 percent did not meet at least one of the three AMAO criteria. All subgrantees that met the cohort size of 45 (168 subgrantees) met AMAO 1. Close to 98 percent of subgrantees met AMAO 2 and close to 31 percent of subgrantees met AMAO 3. (See Table 17.)

Table 17. Number and Percentage of Title III Subgrantees Meeting/Not Meeting AMAOs: SY 2010

AMAO Criteria	No Status*		Did Not Meet		Met	
	Number	Pct of Total	Number	Pct of Total	Number	Pct of Total
AMAO 1 - Making Progress in the English Language	9	5.1	0	0.0	168	94.9
AMAO 2 - Attaining English Language Proficiency	1	0.6	3	1.7	173	97.7
AMAO 3 - Making AYP for LEP Subgroup	35	19.8	88	49.7	54	30.5
All Three AMAOs	1	0.6	90	50.8	86	48.6

*Districts that do not have AMAO statuses are districts that did not have the number of ELL student scores required for AMAO calculations. For all three AMAOs, the number of scores required for calculations is 45.

Number of Districts that Received Title III Funds and Number of Times Met AMAOs: SY 2004 - SY 2010

During SY 2004 through SY 2010, 245 school districts received Title III funds of which 132 (53.9 percent) received funds for seven years. In addition, 28 (11.4 percent) of the 245 districts received funds for six years, 22 (9 percent) for five years, and 16 (6.5) percent for four years. Of the 132 districts that received Title III funds for seven years, 16 (12.1 percent) met AMAOs for seven consecutive years. One district did not meet AMAOs for seven consecutive years. (See Table 18.)

Table 18. Number of School Districts that Received Title III Funds, by Number of Years and Number of Times Met AMAO: SY 2004 – SY 2010

Year(s) of Receiving Title III Funds	No Status	Number of Years Met AMAO								Total	Pct. of Total
		0	1	2	3	4	5	6	7		
One Year	8	1	10							19	7.8%
Two Years	2	1	9	7						19	7.8%
Three Years	0	0	5	1	3					9	3.7%
Four Years	0	2	3	1	5	5				16	6.5%
Five Years	0	0	4	3	3	3	9			22	9.0%
Six Years	0	1	0	3	4	4	10	6		28	11.4%
Seven Years	0	1	11	12	23	23	25	21	16	132	53.9%
Total	10	6	42	27	38	35	44	27	16	245	100%

The number of Title III recipients that met AMAOs increased annually from SY 2004 to SY 2007 but dropped significantly in SY 2008 and continued to drop in SY 2010. (See Table 19.) The drops are attributed to not meeting AMAO 3 (making AYP for the ELL subgroup). AMAO longitudinal data show that only 23.9 percent of districts met AMAO 3 in SY 2008 compared to 63.8 percent in SY 2007. There

were some changes in the ELL assessments that started in SY 2008 that may have affected the performance of Title III districts in meeting AMAOs:

1) All ELL students took ISAT or the PSAE (with accommodations) for the first time in 2008. Prior to this year, ELL students were assessed in reading and math using IMAGE, an alternate ELL assessment.
2) The target for making AYP increases annually, from 55 percent in 2007 to 77.5 percent in SY 2010.

Table 19. AMAO Status of Title III Districts/Consortia: SY 2004 - SY 2010

AMAO School Year	No Status		Did not meet		Met		Total
	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total	
2004	4	2.3%	80	46.5%	88	51.2%	172
2005	4	2.0%	64	32.7%	128	65.3%	196
2006	23	11.3%	45	22.2%	135	66.5%	203
2007	14	7.1%	15	7.7%	167	85.2%	196
2008*	15	7.7%	80	40.8%	101	51.5%	196
2009**	0	0.0%	68	40.7%	99	59.3%	167
2010	1	0.6%	90	50.8%	86	48.6%	177

*ELL students were required to take the ISAT or PSAE in lieu of IMAGE.
**SY 2009 is the first year that AMAOs for consortia were calculated.

The Consequences for Not Attaining AMAOs

School districts that do not meet AMAOs must inform all parents of children identified for participation in Title III-funded programs of the failure to meet AMAOs within 30 days of receipt of notification from the Illinois State Board of Education.

School districts that do not meet AMAOs for two consecutive years are required to develop a District Improvement Plan (DIP) to ensure that the district meets these objectives in future years. The Illinois State Board of Education provides technical assistance in developing DIPs.

After four consecutive years of not meeting AMAOs:

1.   A school district is required to modify its curriculum, program, or method(s) of instruction; OR

2a.   The Illinois State Board of Education can make a determination, in relation to the school district's failure to meet the objectives, as to whether the school district shall continue to receive funds; AND

2b.   The Illinois State Board of Education can require the school district to replace educational personnel relevant to the school district's failure to meet the objectives.

SY 2010 was the seventh year of AMAO implementation. In SY 2010, 34 Title III school districts did not meet AMAOs for two consecutive years (SY 2009 and SY 2010), and 4 districts did not meet AMAO for four consecutive years (SY 2007 to SY 2010).

Number and Percentage of ELL Students, by Language and District: SY 2010

DISTRICT/ENTITY NAME	LANGUAGE				District/Entity Total	
	Spanish		Non-English Other Than Spanish			
	No.	Pct. of District/ Entity Total	No.	Pct. of District/ Entity Total	No.	Pct of ELL Enrollment Total
A PLUS DAY SCHOOL INC	6	42.9%	8	57.1%	14	0.01%
ADDISON SD 4	1,299	91.0%	129	9.0%	1,428	0.78%
ADLAI E STEVENSON HSD 125	45	34.6%	85	65.4%	130	0.07%
ALDEN HEBRON SD 19	28	82.4%	6	17.6%	34	0.02%
ALSIP-HAZLGRN-OAKLWN SD 126	174	55.8%	138	44.2%	312	0.17%
ALTAMONT CUSD 10	-	0.0%	1	100.0%	1	0.00%
ALTON CUSD 11	7	30.4%	16	69.6%	23	0.01%
AMERICAN ASSOCATION OF UNIV	23	100.0%	-	0.0%	23	0.01%
ANNA CCSD 37	7	100.0%	-	0.0%	7	0.00%
ANNA JONESBORO CHSD 81	5	100.0%	-	0.0%	5	0.00%
ANNAWAN CUSD 226	-	0.0%	6	100.0%	6	0.00%
ANTIOCH CCSD 34	58	58.0%	42	42.0%	100	0.05%
APTAKISIC-TRIPP CCSD 102	44	12.4%	311	87.6%	355	0.19%
ARBOR PARK SD 145	114	62.0%	70	38.0%	184	0.10%
ARCHDIOCESE OF CHICAGO-SUPERIOR	-	0.0%	2	100.0%	2	0.00%
ARCOLA CUSD 306	68	98.6%	1	1.4%	69	0.04%
ARGO CHSD 217	32	30.8%	72	69.2%	104	0.06%
ARLINGTON HEIGHTS SD 25	129	31.7%	278	68.3%	407	0.22%
ATHENS CUSD 213	2	66.7%	1	33.3%	3	0.00%
ATWOOD HEIGHTS SD 125	45	84.9%	8	15.1%	53	0.03%
AUBURN CUSD 10	-	0.0%	4	100.0%	4	0.00%
AURORA EAST USD 131	5,031	99.6%	22	0.4%	5,053	2.75%
AURORA WEST USD 129	1,957	89.6%	228	10.4%	2,185	1.19%
AVISTON SD 21	2	100.0%	-	0.0%	2	0.00%
AVOCA SD 37	2	10.5%	17	89.5%	19	0.01%
BALL CHATHAM CUSD 5	3	16.7%	15	83.3%	18	0.01%
BANNOCKBURN SD 106	-	0.0%	8	100.0%	8	0.00%
BARRINGTON CUSD 220	675	83.1%	137	16.9%	812	0.44%
BARTONVILLE SD 66	-	0.0%	1	100.0%	1	0.00%
BATAVIA USD 101	175	76.4%	54	23.6%	229	0.12%
BEACH PARK CCSD 3	285	89.3%	34	10.7%	319	0.17%
BEARDSTOWN CUSD 15	432	92.7%	34	7.3%	466	0.25%
BEECHER CUSD 200U	17	85.0%	3	15.0%	20	0.01%
BELLE VALLEY SD 119	-	0.0%	2	100.0%	2	0.00%
BELLEVILLE SD 118	1	33.3%	2	66.7%	3	0.00%
BELLEVILLE TWP HSD 201	-	0.0%	1	100.0%	1	0.00%
BELLWOOD SD 88	464	98.5%	7	1.5%	471	0.26%

Number and Percentage of ELL Students, by Language and District: SY 2010 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				District/Entity Total	
	Spanish		Non-English Other Than Spanish			
	No.	Pct. of District/ Entity Total	No.	Pct. of District/ Entity Total	No.	Pct of ELL Enrollment Total
BELVIDERE CUSD 100	890	97.6%	22	2.4%	912	0.50%
BEMENT CUSD 5	-	0.0%	2	100.0%	2	0.00%
BENJAMIN SD 25	13	24.1%	41	75.9%	54	0.03%
BENSENVILLE SD 2	884	89.2%	107	10.8%	991	0.54%
BENTON CCSD 47	-	0.0%	2	100.0%	2	0.00%
BERKELEY SD 87	927	97.5%	24	2.5%	951	0.52%
BERWYN NORTH SD 98	554	95.2%	28	4.8%	582	0.32%
BERWYN SOUTH SD 100	669	97.0%	21	3.0%	690	0.38%
BETHALTO CUSD 8	2	22.2%	7	77.8%	9	0.00%
BIG HOLLOW SD 38	100	70.9%	41	29.1%	141	0.08%
BISMARCK HENNING CUSD	2	66.7%	1	33.3%	3	0.00%
BLOOM TWP HSD 206	53	98.1%	1	1.9%	54	0.03%
BLOOMINGDALE SD 13	10	38.5%	16	61.5%	26	0.01%
BLOOMINGTON SD 87	260	74.7%	88	25.3%	348	0.19%
BLUE RIDGE CUSD 18	4	80.0%	1	20.0%	5	0.00%
BOND COUNTY CUSD 2	2	50.0%	2	50.0%	4	0.00%
BOURBONNAIS SD 53	21	77.8%	6	22.2%	27	0.01%
BRADLEY BOURBONNAIS CHSD 307	22	84.6%	4	15.4%	26	0.01%
BRADLEY SD 61	99	94.3%	6	5.7%	105	0.06%
BREESE SD 12	22	100.0%	-	0.0%	22	0.01%
BREMEN CHSD 228	57	63.3%	33	36.7%	90	0.05%
BRIMFIELD CUSD 309	-	0.0%	4	100.0%	4	0.00%
BROOKFIELD LAGRANGE PARK SD 95	33	82.5%	7	17.5%	40	0.02%
BROOKWOOD SD 167	161	94.2%	10	5.8%	171	0.09%
BROWN COUNTY CUSD 1	8	100.0%	-	0.0%	8	0.00%
BRUSSELS CUSD 42	2	100.0%	-	0.0%	2	0.00%
BURBANK SD 111	332	44.1%	420	55.9%	752	0.41%
BUTLER SD 53	-	0.0%	2	100.0%	2	0.00%
BYRON CUSD 226	7	58.3%	5	41.7%	12	0.01%
CABOOSE CLUB TOO	12	92.3%	1	7.7%	13	0.01%
CAHOKIA CUSD 187	2	100.0%	-	0.0%	2	0.00%
CALUMET CITY SD 155	217	96.9%	7	3.1%	224	0.12%
CALUMET PUBLIC SD 132	150	99.3%	1	0.7%	151	0.08%
CAMBRIDGE LAKES PRESCHOOL	5	55.6%	4	44.4%	9	0.00%
CANTON UNION SD 66	4	44.4%	5	55.6%	9	0.00%
CARBON CLIFF-BARSTOW SD 36	2	100.0%	-	0.0%	2	0.00%
CARBONDALE CHSD 165	10	62.5%	6	37.5%	16	0.01%

Number and Percentage of ELL Students, by Language and District: SY 2010 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				District/Entity Total	
	Spanish		Non-English Other Than Spanish			
	No.	Pct. of District/ Entity Total	No.	Pct. of District/ Entity Total	No.	Pct of ELL Enrollment Total
CARBONDALE ESD 95	101	77.7%	29	22.3%	130	0.07%
CARLINVILLE CUSD 1	1	100.0%	-	0.0%	1	0.00%
CARMI-WHITE COUNTY CUSD 5	-	0.0%	2	100.0%	2	0.00%
CARTERVILLE CUSD 5	-	0.0%	2	100.0%	2	0.00%
CARTHAGE ESD 317	8	88.9%	1	11.1%	9	0.00%
CARY CCSD 26	228	87.7%	32	12.3%	260	0.14%
CASEY-WESTFIELD CUSD 4C	-	0.0%	2	100.0%	2	0.00%
CASS SD 63	17	30.4%	39	69.6%	56	0.03%
CATHOLIC CHARITIES OF JOLIET	9	100.0%	-	0.0%	9	0.00%
CATLIN CUSD 5	-	0.0%	2	100.0%	2	0.00%
CCSD 168	65	98.5%	1	1.5%	66	0.04%
CCSD 180	7	58.3%	5	41.7%	12	0.01%
CCSD 62	1,366	68.2%	637	31.8%	2,003	1.09%
CCSD 89	62	55.4%	50	44.6%	112	0.06%
CCSD 93	309	50.9%	298	49.1%	607	0.33%
CENTER CASS SD 66	9	45.0%	11	55.0%	20	0.01%
CENTRAL CHSD 71	16	94.1%	1	5.9%	17	0.01%
CENTRAL CUSD 301	92	65.7%	48	34.3%	140	0.08%
CENTRAL CUSD 4	1	100.0%	-	0.0%	1	0.00%
CENTRAL SD 104	4	57.1%	3	42.9%	7	0.00%
CENTRAL STICKNEY SD 110	66	71.0%	27	29.0%	93	0.05%
CENTRALIA HSD 200	1	100.0%	-	0.0%	1	0.00%
CENTRALIA SD 135	1	50.0%	1	50.0%	2	0.00%
CHAMPAIGN COUNTY OF	1	100.0%	-	0.0%	1	0.00%
CHAMPAIGN CUSD 4	301	45.7%	357	54.3%	658	0.36%
CHANEY-MONGE SD 88	20	100.0%	-	0.0%	20	0.01%
CHANNAHON SD 17	13	81.3%	3	18.8%	16	0.01%
CHARLESTON CUSD 1	4	25.0%	12	75.0%	16	0.01%
CHERISHED CHILDREN EARLY LRNG	20	95.2%	1	4.8%	21	0.01%
CHESTER CUSD 139	2	50.0%	2	50.0%	4	0.00%
CHICAGO HEIGHTS SD 170	222	100.0%	-	0.0%	222	0.12%
CHICAGO RIDGE SD 127-5	37	14.9%	212	85.1%	249	0.14%
CHILD CARE RESOURCE & REFERRAL	1	100.0%	-	0.0%	1	0.00%
CHILDCARE NETWORK OF EVANSTON	-	0.0%	1	100.0%	1	0.00%
CHILDRENS HOME AND AID SOCIETY	14	100.0%	-	0.0%	14	0.01%
CHILDTIME CHILDCARE INC	9	52.9%	8	47.1%	17	0.01%
CHRIST UNITED METHODIST CHURCH	-	0.0%	7	100.0%	7	0.00%

Number and Percentage of ELL Students, by Language and District: SY 2010 (Continued)

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	No.	Pct. of District/ Entity Total	No.	Pct. of District/ Entity Total	No.	Pct of ELL Enrollment Total
CHSD 117	1	20.0%	4	80.0%	5	0.00%
CHSD 128	19	34.5%	36	65.5%	55	0.03%
CHSD 155	72	88.9%	9	11.1%	81	0.04%
CHSD 218	110	60.8%	71	39.2%	181	0.10%
CHSD 94	178	94.7%	10	5.3%	188	0.10%
CHSD 99	52	46.0%	61	54.0%	113	0.06%
CICERO SD 99	7,335	99.5%	35	0.5%	7,370	4.02%
CITY OF CHICAGO SD 299	45,911	86.5%	7,193	13.5%	53,104	28.94%
CLINTON CUSD 15	10	100.0%	-	0.0%	10	0.01%
COAL CITY CUSD 1	1	50.0%	1	50.0%	2	0.00%
COBDEN SUD 17	50	100.0%	-	0.0%	50	0.03%
COLLINSVILLE CUSD 10	426	96.8%	14	3.2%	440	0.24%
COLONA SD 190	6	100.0%	-	0.0%	6	0.00%
COLUMBIA CUSD 4	2	28.6%	5	71.4%	7	0.00%
COMM CONS SD 59	1,612	71.3%	650	28.7%	2,262	1.23%
CONS HSD 230	8	6.2%	121	93.8%	129	0.07%
CONS SD 158	166	53.5%	144	46.5%	310	0.17%
COOK COUNTY SD 130	916	97.4%	24	2.6%	940	0.51%
COUNTON LEARNING CENTERS INC	-	0.0%	1	100.0%	1	0.00%
COUNTRY CLUB HILLS SD 160	-	0.0%	1	100.0%	1	0.00%
COUNTY OF WINNEBAGO SD 320	53	96.4%	2	3.6%	55	0.03%
COUNTY OF WOODFORD SCHOOL	1	100.0%	-	0.0%	1	0.00%
CRESTON CCSD 161	1	50.0%	1	50.0%	2	0.00%
CRETE MONEE CUSD 201U	59	75.6%	19	24.4%	78	0.04%
CRYSTAL LAKE CCSD 47	570	86.5%	89	13.5%	659	0.36%
CUSD 200	698	57.5%	516	42.5%	1,214	0.66%
CUSD 201	44	69.8%	19	30.2%	63	0.03%
CUSD 300	2,320	87.2%	340	12.8%	2,660	1.45%
DAKOTA CUSD 201	3	42.9%	4	57.1%	7	0.00%
DANVILLE CCSD 118	102	87.2%	15	12.8%	117	0.06%
DARIEN SD 61	100	47.8%	109	52.2%	209	0.11%
DECATUR SD 61	59	73.8%	21	26.3%	80	0.04%
DEERFIELD SD 109	12	42.9%	16	57.1%	28	0.02%
DEKALB CUSD 428	456	92.5%	37	7.5%	493	0.27%
DEPUE USD 103	285	100.0%	-	0.0%	285	0.16%
DIAMOND LAKE SD 76	354	89.2%	43	10.8%	397	0.22%
DIXON USD 170	7	58.3%	5	41.7%	12	0.01%

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DOLTON SD 148	48	52.2%	44	47.8%	92	0.05%
DOLTON SD 149	1	100.0%	-	0.0%	1	0.00%
DOWNERS GROVE GSD 58	109	57.1%	82	42.9%	191	0.10%
DUNLAP CUSD 323	20	13.2%	132	86.8%	152	0.08%
DUPAGE HSD 88	175	85.0%	31	15.0%	206	0.11%
DUQUOIN CUSD 300	1	100.0%	-	0.0%	1	0.00%
DURAND CUSD 322	1	33.3%	2	66.7%	3	0.00%
EAST DUBUQUE USD 119	-	0.0%	13	100.0%	13	0.01%
EAST MAINE SD 63	431	35.4%	786	64.6%	1,217	0.66%
EAST MOLINE SD 37	187	76.6%	57	23.4%	244	0.13%
EAST PEORIA CHSD 309	2	100.0%	-	0.0%	2	0.00%
EAST PEORIA SD 86	7	46.7%	8	53.3%	15	0.01%
EAST PRAIRIE SD 73	24	17.4%	114	82.6%	138	0.08%
EAST ST LOUIS SD 189	30	100.0%	-	0.0%	30	0.02%
EDWARDSVILLE CUSD 7	18	29.5%	43	70.5%	61	0.03%
EFFINGHAM CUSD 40	55	85.9%	9	14.1%	64	0.03%
EGYPTIAN CUSD 5	1	100.0%	-	0.0%	1	0.00%
ELMHURST SD 205	258	64.8%	140	35.2%	398	0.22%
ELMWOOD CUSD 322	-	0.0%	1	100.0%	1	0.00%
ELMWOOD PARK CUSD 401	126	44.1%	160	55.9%	286	0.16%
ELWOOD CCSD 203	-	0.0%	1	100.0%	1	0.00%
ESD 159	28	100.0%	-	0.0%	28	0.02%
ESWOOD CCSD 269	9	90.0%	1	10.0%	10	0.01%
EUREKA CUD 140	1	100.0%	-	0.0%	1	0.00%
EVANSTON CCSD 65	668	74.7%	226	25.3%	894	0.49%
EVANSTON TWP HSD 202	39	45.3%	47	54.7%	86	0.05%
EVERGREEN PARK CHSD 231	-	0.0%	1	100.0%	1	0.00%
EVERGREEN PARK ESD 124	156	89.7%	18	10.3%	174	0.09%
FAIRMONT SD 89	26	100.0%	-	0.0%	26	0.01%
FAIRVIEW SD 72	19	24.7%	58	75.3%	77	0.04%
FARMINGTON CENTRAL CUSD 265	1	100.0%	-	0.0%	1	0.00%
FENTON CHSD 100	62	87.3%	9	12.7%	71	0.04%
FIELDCREST CUSD 6	7	100.0%	-	0.0%	7	0.00%
FISHER CUSD 1	1	100.0%	-	0.0%	1	0.00%
FLORA CUSD 35	2	100.0%	-	0.0%	2	0.00%
FLOSSMOOR SD 161	62	86.1%	10	13.9%	72	0.04%
FOREST PARK SD 91	49	74.2%	17	25.8%	66	0.04%

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FOREST RIDGE SD 142	70	57.9%	51	42.1%	121	0.07%
FOX LAKE GSD 114	50	89.3%	6	10.7%	56	0.03%
FOX RIVER GROVE CONS SD 3	1	50.0%	1	50.0%	2	0.00%
FRANKFORT CCSD 157C	4	33.3%	8	66.7%	12	0.01%
FRANKFORT CUSD 168	-	0.0%	1	100.0%	1	0.00%
FRANKLIN PARK SD 84	195	77.4%	57	22.6%	252	0.14%
FREEPORT SD 145	103	93.6%	7	6.4%	110	0.06%
FREMONT SD 79	112	48.9%	117	51.1%	229	0.12%
GALENA USD 120	38	100.0%	-	0.0%	38	0.02%
GALESBURG CUSD 205	34	85.0%	6	15.0%	40	0.02%
GALLATIN CUSD 7	6	100.0%	-	0.0%	6	0.00%
GALVA CUSD 224	1	100.0%	-	0.0%	1	0.00%
GAVIN SD 37	106	97.2%	3	2.8%	109	0.06%
GENEVA CUSD 304	50	70.4%	21	29.6%	71	0.04%
GENOA KINGSTON CUSD 424	126	94.7%	7	5.3%	133	0.07%
GERMANTOWN SD 60	9	100.0%	-	0.0%	9	0.00%
GIBSON CITY-MELVIN-SIBLEY CUSD 5	1	100.0%	-	0.0%	1	0.00%
GLEN ELLYN SD 41	194	45.0%	237	55.0%	431	0.23%
GLENBARD TWP HSD 87	174	45.8%	206	54.2%	380	0.21%
GLENCOE SD 35	1	9.1%	10	90.9%	11	0.01%
GLENVIEW CCSD 34	333	48.8%	349	51.2%	682	0.37%
GOLF ESD 67	7	13.2%	46	86.8%	53	0.03%
GOVERNORS STATE UNIVERSITY	1	100.0%	-	0.0%	1	0.00%
GOWER SD 62	9	36.0%	16	64.0%	25	0.01%
GRAND RIDGE CCSD 95	1	50.0%	1	50.0%	2	0.00%
GRANITE CITY CUSD 9	104	88.9%	13	11.1%	117	0.06%
GRANT CCSD 110	1	33.3%	2	66.7%	3	0.00%
GRANT CHSD 124	8	66.7%	4	33.3%	12	0.01%
GRAYSLAKE CCSD 46	266	73.5%	96	26.5%	362	0.20%
GRAYSLAKE CHSD 127	22	81.5%	5	18.5%	27	0.01%
GREENVIEW CUSD 200	-	0.0%	1	100.0%	1	0.00%
GRIGGSVILLE-PERRY CUSD 4	5	100.0%	-	0.0%	5	0.00%
GURNEE SD 56	299	80.4%	73	19.6%	372	0.20%
HALL HSD 502	33	100.0%	-	0.0%	33	0.02%
HAMILTON CO CUSD 10	1	100.0%	-	0.0%	1	0.00%
HAMILTON/JEFFERSON ROE	-	0.0%	3	100.0%	3	0.00%
HAMPTON SD 29	-	0.0%	3	100.0%	3	0.00%

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HAPPI HOUSE DAY KARE	-	0.0%	3	100.0%	3	0.00%
HARLEM UD 122	117	62.6%	70	37.4%	187	0.10%
HARMONY EMGE SD 175	-	0.0%	1	100.0%	1	0.00%
HARRISBURG CUSD 3	-	0.0%	1	100.0%	1	0.00%
HARRISON SD 36	7	100.0%	-	0.0%	7	0.00%
HARVARD CUSD 50	720	99.3%	5	0.7%	725	0.40%
HARVEY SD 152	56	100.0%	-	0.0%	56	0.03%
HAWTHORN CCSD 73	518	70.5%	217	29.5%	735	0.40%
HERRIN CUSD 4	-	0.0%	1	100.0%	1	0.00%
HERSCHER CUSD 2	4	100.0%	-	0.0%	4	0.00%
HEYWORTH CUSD 4	-	0.0%	1	100.0%	1	0.00%
HIGHLAND CUSD 5	2	28.6%	5	71.4%	7	0.00%
HIGHLAND PK COM NUR SCH AND DC	18	94.7%	1	5.3%	19	0.01%
HILLSIDE SD 93	59	93.7%	4	6.3%	63	0.03%
HINCKLEY BIG ROCK CUSD 429	1	100.0%	-	0.0%	1	0.00%
HINSDALE CCSD 181	30	33.3%	60	66.7%	90	0.05%
HINSDALE TWP HSD 86	13	15.5%	71	84.5%	84	0.05%
HOMER CCSD 33C	10	26.3%	28	73.7%	38	0.02%
HOMEWOOD SD 153	9	60.0%	6	40.0%	15	0.01%
HONONEGAH CHD 207	10	55.6%	8	44.4%	18	0.01%
HOOVER-SCHRUM MEMORIAL SD 157	69	98.6%	1	1.4%	70	0.04%
IDJJ SCH DIST 428	4	80.0%	1	20.0%	5	0.00%
IL VALLEY CENTRAL USD 321	10	66.7%	5	33.3%	15	0.01%
ILLINI WEST H S DIST 307	1	100.0%	-	0.0%	1	0.00%
INDIAN CREEK CUSD 425	1	100.0%	-	0.0%	1	0.00%
INDIAN PRAIRIE CUSD 204	912	38.7%	1,442	61.3%	2,354	1.28%
INDIAN SPRINGS SD 109	173	23.6%	559	76.4%	732	0.40%
IROQUOIS COUNTY CUSD 9	13	81.3%	3	18.8%	16	0.01%
IROQUOIS WEST CUSD 10	40	95.2%	2	4.8%	42	0.02%
ISU LABORATORY SCHOOLS	1	100.0%	-	0.0%	1	0.00%
ITASCA SD 10	33	50.0%	33	50.0%	66	0.04%
IUKA CCSD 7	-	0.0%	1	100.0%	1	0.00%
J S MORTON HSD 201	604	98.5%	9	1.5%	613	0.33%
JACKSONVILLE SD 117	17	70.8%	7	29.2%	24	0.01%
JASPER COUNTY CUD 1	1	100.0%	-	0.0%	1	0.00%
JFH ACADEMY INC	6	40.0%	9	60.0%	15	0.01%
JOHN A LOGAN COLLEGE DIST 530	1	100.0%	-	0.0%	1	0.00%

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JOHNSTON CITY CUSD 1	1	100.0%	-	0.0%	1	0.00%
JOLIET PSD 86	2,043	98.4%	33	1.6%	2,076	1.13%
JOLIET TWP HSD 204	209	95.4%	10	4.6%	219	0.12%
JOPPA-MAPLE GROVE UD 38	1	100.0%	-	0.0%	1	0.00%
KANELAND CUSD 302	114	83.2%	23	16.8%	137	0.07%
KANKAKEE SD 111	502	97.9%	11	2.1%	513	0.28%
KANSAS CUSD 3	2	100.0%	-	0.0%	2	0.00%
KEENEYVILLE SD 20	198	72.0%	77	28.0%	275	0.15%
KEITH COUNTRY DAY SCHOOL	-	0.0%	1	100.0%	1	0.00%
KELL CONS SD 2	1	50.0%	1	50.0%	2	0.00%
KEWANEE CUSD 229	174	98.3%	3	1.7%	177	0.10%
KILDEER COUNTRYSIDE CCSD 96	85	27.2%	227	72.8%	312	0.17%
KINNIKINNICK CCSD 131	6	35.3%	11	64.7%	17	0.01%
KIRBY SD 140	21	19.4%	87	80.6%	108	0.06%
KOMAREK SD 94	30	88.2%	4	11.8%	34	0.02%
LA GRANGE SD 102	103	71.0%	42	29.0%	145	0.08%
LA GRANGE SD 105 SOUTH	135	88.8%	17	11.2%	152	0.08%
LA SALLE ESD 122	63	95.5%	3	4.5%	66	0.04%
LA SALLE-PERU TWP HSD 120	4	66.7%	2	33.3%	6	0.00%
LAGRANGE HIGHLANDS SD 106	2	22.2%	7	77.8%	9	0.00%
LAKE BLUFF ESD 65	19	51.4%	18	48.6%	37	0.02%
LAKE FOREST CHSD 115	-	0.0%	1	100.0%	1	0.00%
LAKE FOREST SD 67	6	33.3%	12	66.7%	18	0.01%
LAKE PARK CHSD 108	15	35.7%	27	64.3%	42	0.02%
LAKE VILLA CCSD 41	139	79.0%	37	21.0%	176	0.10%
LAKE ZURICH CUSD 95	104	58.1%	75	41.9%	179	0.10%
LANSING SD 158	161	89.9%	18	10.1%	179	0.10%
LARAWAY CCSD 70C	63	100.0%	-	0.0%	63	0.03%
LAWRENCE COUNTY CUD 20	5	62.5%	3	37.5%	8	0.00%
LEEPERTOWN CCSD 175	1	100.0%	-	0.0%	1	0.00%
LEMONT TWP HSD 210	-	0.0%	3	100.0%	3	0.00%
LEMONT-BROMBEREK CSD 113A	45	22.7%	153	77.3%	198	0.11%
LENA WINSLOW CUSD 202	6	100.0%	-	0.0%	6	0.00%
LEWISTOWN CUSD 97	-	0.0%	2	100.0%	2	0.00%
LEYDEN CHSD 212	98	61.3%	62	38.8%	160	0.09%
LIBERTYVILLE SD 70	19	55.9%	15	44.1%	34	0.02%
LINCOLN ESD 156	270	96.8%	9	3.2%	279	0.15%

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LINCOLN ESD 27	4	66.7%	2	33.3%	6	0.00%
LINCOLN WAY CHSD 210	13	35.1%	24	64.9%	37	0.02%
LINCOLNSHIRE-PRAIRIEVIEW SD 103	3	3.2%	90	96.8%	93	0.05%
LINCOLNWOOD SD 74	26	8.6%	278	91.4%	304	0.17%
LINDOP SD 92	30	93.8%	2	6.3%	32	0.02%
LISBON CCSD 90	9	100.0%	-	0.0%	9	0.00%
LISLE CUSD 202	24	52.2%	22	47.8%	46	0.03%
LOCKPORT SD 91	26	76.5%	8	23.5%	34	0.02%
LOCKPORT TWP HSD 205	29	76.3%	9	23.7%	38	0.02%
LOMBARD SD 44	148	46.0%	174	54.0%	322	0.18%
LUDLOW CCSD 142	5	83.3%	1	16.7%	6	0.00%
LYONS SD 103	396	91.0%	39	9.0%	435	0.24%
LYONS TWP HSD 204	28	66.7%	14	33.3%	42	0.02%
MACOMB CUSD 185	6	14.0%	37	86.0%	43	0.02%
MADISON CUSD 12	8	100.0%	-	0.0%	8	0.00%
MAERCKER SD 60	43	32.8%	88	67.2%	131	0.07%
MAHOMET-SEYMOUR CUSD 3	8	47.1%	9	52.9%	17	0.01%
MAINE TOWNSHIP HSD 207	128	38.3%	206	61.7%	334	0.18%
MANHATTAN SD 114	26	86.7%	4	13.3%	30	0.02%
MANNHEIM SD 83	723	93.7%	49	6.3%	772	0.42%
MANTENO CUSD 5	6	60.0%	4	40.0%	10	0.01%
MARENGO CHSD 154	11	100.0%	-	0.0%	11	0.01%
MARENGO-UNION E CONS D 165	128	92.8%	10	7.2%	138	0.08%
MARION CUSD 2	16	40.0%	24	60.0%	40	0.02%
MAROA FORSYTH CUSD 2	1	12.5%	7	87.5%	8	0.00%
MARQUARDT SD 15	429	75.8%	137	24.2%	566	0.31%
MARSHALL CUSD 2C	7	53.8%	6	46.2%	13	0.01%
MASCOUTAH CUD 19	21	38.9%	33	61.1%	54	0.03%
MASSAC UD 1	1	100.0%	-	0.0%	1	0.00%
MATTESON ESD 162	44	83.0%	9	17.0%	53	0.03%
MATTOON CUSD 2	17	89.5%	2	10.5%	19	0.01%
MAYWOOD-MELROSE PARK-BROADVIEW	1,427	99.0%	15	1.0%	1,442	0.79%
MAZON-VERONA-KINSMAN ESD 2C	4	80.0%	1	20.0%	5	0.00%
MCHENRY CCSD 15	476	93.5%	33	6.5%	509	0.28%
MCHENRY CHSD 156	61	98.4%	1	1.6%	62	0.03%
MCLEAN COUNTY USD 5	232	53.0%	206	47.0%	438	0.24%
MEDINAH SD 11	44	40.0%	66	60.0%	110	0.06%

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MENDOTA CCSD 289	177	99.4%	1	0.6%	178	0.10%
MENDOTA TWP HSD 280	65	97.0%	2	3.0%	67	0.04%
MERIDIAN CUSD 223	91	90.1%	10	9.9%	101	0.06%
METAMORA CCSD 1	1	100.0%	-	0.0%	1	0.00%
MICHELLES PLACE CHILD CARE CTR	1	100.0%	-	0.0%	1	0.00%
MIDLOTHIAN SD 143	4	100.0%	-	0.0%	4	0.00%
MIDWEST CENTRAL CUSD 191	-	0.0%	1	100.0%	1	0.00%
MILLBURN CCSD 24	9	34.6%	17	65.4%	26	0.01%
MINI STEPS LLC	2	33.3%	4	66.7%	6	0.00%
MINOOKA CCSD 201	95	82.6%	20	17.4%	115	0.06%
MINOOKA CHSD 111	39	83.0%	8	17.0%	47	0.03%
MOKENA SD 159	18	41.9%	25	58.1%	43	0.02%
MOLINE USD 40	581	80.0%	145	20.0%	726	0.40%
MOMENCE CUSD 1	37	100.0%	-	0.0%	37	0.02%
MONMOUTH-ROSEVILLE CUSD 238	172	96.6%	6	3.4%	178	0.10%
MORRIS CHSD 101	14	87.5%	2	12.5%	16	0.01%
MORRIS SD 54	36	94.7%	2	5.3%	38	0.02%
MORRISON CUSD 6	3	75.0%	1	25.0%	4	0.00%
MORTON COLLEGE DISTRICT 527	49	96.1%	2	3.9%	51	0.03%
MORTON CUSD 709	2	14.3%	12	85.7%	14	0.01%
MORTON GROVE SD 70	14	20.6%	54	79.4%	68	0.04%
MOSAIC EARLY CHILDHOOD CTR INC	10	29.4%	24	70.6%	34	0.02%
MOTHER GOOSE CC AND LEARNING CT	-	0.0%	1	100.0%	1	0.00%
MOUNT PROSPECT SD 57	38	19.7%	155	80.3%	193	0.11%
MOUNT VERNON SD 80	10	100.0%	-	0.0%	10	0.01%
MT ZION CUSD 3	-	0.0%	4	100.0%	4	0.00%
MUNDELEIN CONS HSD 120	63	87.5%	9	12.5%	72	0.04%
MUNDELEIN ESD 75	374	94.2%	23	5.8%	397	0.22%
MURPHYSBORO CUSD 186	50	92.6%	4	7.4%	54	0.03%
N PEKIN & MARQUETTE HGHT SD 102	-	0.0%	2	100.0%	2	0.00%
NAPERVILLE CUSD 203	270	43.2%	355	56.8%	625	0.34%
NASHVILLE CHSD 99	4	66.7%	2	33.3%	6	0.00%
NEW BERLIN CUSD 16	-	0.0%	3	100.0%	3	0.00%
NEW LENOX SD 122	5	41.7%	7	58.3%	12	0.01%
NEW TRIER TWP HSD 203	9	13.6%	57	86.4%	66	0.04%
NILES ESD 71	6	12.0%	44	88.0%	50	0.03%
NILES TWP CHSD 219	18	6.0%	281	94.0%	299	0.16%

Number and Percentage of ELL Students, by Language and District: SY 2010 (Continued)

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NIPPERSINK SD 2	19	79.2%	5	20.8%	24	0.01%
NORRIDGE SD 80	9	10.8%	74	89.2%	83	0.05%
NORTH BOONE CUSD 200	193	97.0%	6	3.0%	199	0.11%
NORTH CHICAGO SD 187	882	97.5%	23	2.5%	905	0.49%
NORTH CLAY CUSD 25	-	0.0%	1	100.0%	1	0.00%
NORTH PALOS SD 117	45	11.0%	365	89.0%	410	0.22%
NORTH SHORE SD 112	787	96.2%	31	3.8%	818	0.45%
NORTHBROOK ESD 27	1	1.8%	54	98.2%	55	0.03%
NORTHBROOK SD 28	5	8.9%	51	91.1%	56	0.03%
NORTHBROOK/GLENVIEW SD 30	1	0.9%	105	99.1%	106	0.06%
NORTHFIELD TWP HSD 225	39	23.4%	128	76.6%	167	0.09%
NORTHMINISTER PRESBY CHURCH	-	0.0%	3	100.0%	3	0.00%
NORWOOD ESD 63	1	100.0%	-	0.0%	1	0.00%
NW SUBURBAN SPEC EDUC ORG	36	75.0%	12	25.0%	48	0.03%
O FALLON CCSD 90	2	33.3%	4	66.7%	6	0.00%
O FALLON TWP HSD 203	1	25.0%	3	75.0%	4	0.00%
OAK GROVE SD 68	9	40.9%	13	59.1%	22	0.01%
OAK LAWN CHSD 229	11	22.4%	38	77.6%	49	0.03%
OAK LAWN-HOMETOWN SD 123	144	59.0%	100	41.0%	244	0.13%
OAK PARK - RIVER FOREST SD 200	1	10.0%	9	90.0%	10	0.01%
OAK PARK ESD 97	30	33.0%	61	67.0%	91	0.05%
OGLESBY ESD 125	2	100.0%	-	0.0%	2	0.00%
OLYMPIA CUSD 16	-	0.0%	6	100.0%	6	0.00%
OPEN DOOR PRESCHOOL	10	83.3%	2	16.7%	12	0.01%
OPEN SESAME CHILD CARE CENTER	-	0.0%	1	100.0%	1	0.00%
OREGON CUSD 220	24	54.5%	20	45.5%	44	0.02%
ORLAND SD 135	53	27.3%	141	72.7%	194	0.11%
OSWEGO CUSD 308	452	79.4%	117	20.6%	569	0.31%
OTTAWA ESD 141	49	89.1%	6	10.9%	55	0.03%
OTTAWA TWP HSD 140	10	100.0%	-	0.0%	10	0.01%
PALATINE CCSD 15	2,130	78.2%	593	21.8%	2,723	1.48%
PALOS CCSD 118	10	8.4%	109	91.6%	119	0.06%
PALOS HEIGHTS SD 128	17	40.5%	25	59.5%	42	0.02%
PARIS-UNION SD 95	1	50.0%	1	50.0%	2	0.00%
PARK FOREST SD 163	-	0.0%	2	100.0%	2	0.00%
PARK RIDGE CCSD 64	12	13.6%	76	86.4%	88	0.05%
PATOKA CUSD 100	-	0.0%	1	100.0%	1	0.00%

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PAUL KENNEDY C C CTR	1	100.0%	-	0.0%	1	0.00%
PAXTON-BUCKLEY-LODA CUD 10	38	79.2%	10	20.8%	48	0.03%
PEKIN PSD 108	-	0.0%	8	100.0%	8	0.00%
PENNOYER SD 79	5	12.5%	35	87.5%	40	0.02%
PEORIA HEIGHTS CUSD 325	1	100.0%	-	0.0%	1	0.00%
PEORIA ROE	-	0.0%	4	100.0%	4	0.00%
PEORIA SD 150	444	77.4%	130	22.6%	574	0.31%
PEOTONE CUSD 207U	5	100.0%	-	0.0%	5	0.00%
PERU ESD 124	42	71.2%	17	28.8%	59	0.03%
PIKELAND CUSD 10	1	100.0%	-	0.0%	1	0.00%
PINCKNEYVILLE CHSD 101	1	16.7%	5	83.3%	6	0.00%
PLAINFIELD SD 202	1,962	72.1%	760	27.9%	2,722	1.48%
PLANO CUSD 88	247	95.0%	13	5.0%	260	0.14%
PLEASANT VALLEY SD 62	-	0.0%	1	100.0%	1	0.00%
PLEASANTDALE SD 107	3	9.4%	29	90.6%	32	0.02%
PONTIAC-W HOLLIDAY SD 105	1	33.3%	2	66.7%	3	0.00%
POSEN-ROBBINS ESD 143-5	494	99.4%	3	0.6%	497	0.27%
PRAIRIE CENTRAL CUSD 8	1	100.0%	-	0.0%	1	0.00%
PRAIRIE GROVE CSD 46	25	83.3%	5	16.7%	30	0.02%
PRAIRIE-HILLS ESD 144	101	94.4%	6	5.6%	107	0.06%
PRINCEVILLE CUSD 326	25	100.0%	-	0.0%	25	0.01%
PROSPECT HEIGHTS SD 23	114	52.1%	105	47.9%	219	0.12%
PROVISO TWP HSD 209	266	94.3%	16	5.7%	282	0.15%
PUTNAM COUNTY CUSD 535	5	71.4%	2	28.6%	7	0.00%
QUEEN BEE SD 16	427	73.2%	156	26.8%	583	0.32%
QUINCY SD 172	5	35.7%	9	64.3%	14	0.01%
R O W V A CUSD 208	2	66.7%	1	33.3%	3	0.00%
RACCOON CONS SD 1	1	100.0%	-	0.0%	1	0.00%
RANTOUL CITY SD 137	157	95.7%	7	4.3%	164	0.09%
REAVIS TWP HSD 220	60	34.3%	115	65.7%	175	0.10%
RED BUD CUSD 132	1	100.0%	-	0.0%	1	0.00%
RHODES SD 84-5	127	87.0%	19	13.0%	146	0.08%
RICH TWP HSD 227	1	25.0%	3	75.0%	4	0.00%
RICHLAND GSD 88A	189	87.1%	28	12.9%	217	0.12%
RIDGELAND SD 122	106	21.5%	388	78.5%	494	0.27%
RIDGEWOOD CHSD 234	1	1.3%	74	98.7%	75	0.04%
RILEY CCSD 18	9	100.0%	-	0.0%	9	0.00%

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RIVER FOREST SD 90	14	41.2%	20	58.8%	34	0.02%
RIVER GROVE SD 85-5	22	21.8%	79	78.2%	101	0.06%
RIVER RIDGE CUSD 210	-	0.0%	1	100.0%	1	0.00%
RIVER TRAILS SD 26	157	68.6%	72	31.4%	229	0.12%
RIVERSIDE SD 96	48	70.6%	20	29.4%	68	0.04%
RIVERSIDE-BROOKFIELD TWP SD 208	69	84.1%	13	15.9%	82	0.04%
RIVERTON CUSD 14	-	0.0%	2	100.0%	2	0.00%
ROCHELLE CCSD 231	323	96.4%	12	3.6%	335	0.18%
ROCHELLE TWP HSD 212	28	93.3%	2	6.7%	30	0.02%
ROCHESTER CUSD 3A	2	13.3%	13	86.7%	15	0.01%
ROCK FALLS ESD 13	26	92.9%	2	7.1%	28	0.02%
ROCK FALLS TWP HSD 301	4	100.0%	-	0.0%	4	0.00%
ROCK ISLAND SD 41	206	43.8%	264	56.2%	470	0.26%
ROCKDALE SD 84	31	100.0%	-	0.0%	31	0.02%
ROCKFORD SD 205	2,631	82.3%	564	17.7%	3,195	1.74%
ROCKRIDGE CUSD 300	-	0.0%	1	100.0%	1	0.00%
ROCKTON SD 140	18	66.7%	9	33.3%	27	0.01%
ROME CCSD 2	-	0.0%	1	100.0%	1	0.00%
RONDOUT SD 72	11	68.8%	5	31.3%	16	0.01%
ROSELLE SD 12	27	37.0%	46	63.0%	73	0.04%
ROSEMONT ESD 78	25	52.1%	23	47.9%	48	0.03%
ROUND LAKE CUSD 116	1,712	98.0%	35	2.0%	1,747	0.95%
ROXANA CUSD 1	1	100.0%	-	0.0%	1	0.00%
SALT CREEK SD 48	18	47.4%	20	52.6%	38	0.02%
SANDBOX LEARNING CENTER	1	33.3%	2	66.7%	3	0.00%
SANDOVAL CUSD 501	-	0.0%	1	100.0%	1	0.00%
SANDRIDGE SD 172	36	100.0%	-	0.0%	36	0.02%
SANDWICH CUSD 430	144	94.1%	9	5.9%	153	0.08%
SANGAMON VALLEY CUSD 9	1	100.0%	-	0.0%	1	0.00%
SARATOGA CCSD 60C	4	100.0%	-	0.0%	4	0.00%
SCHAUMBURG CCSD 54	1,475	56.4%	1,139	43.6%	2,614	1.42%
SCHILLER PARK SD 81	220	48.5%	234	51.5%	454	0.25%
SCHUYLER-INDUSTRY CUSD 5	5	17.2%	24	82.8%	29	0.02%
SD 45 DUPAGE COUNTY	632	78.0%	178	22.0%	810	0.44%
SD U-46	8,636	92.5%	697	7.5%	9,333	5.09%
SENECA TWP HSD 160	-	0.0%	1	100.0%	1	0.00%
SERENA CUSD 2	4	100.0%	-	0.0%	4	0.00%

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SHILOH CUSD 1	-	0.0%	1	100.0%	1	0.00%
SILVIS SD 34	8	44.4%	10	55.6%	18	0.01%
SKOKIE SD 68	39	16.3%	201	83.8%	240	0.13%
SKOKIE SD 69	51	19.0%	217	81.0%	268	0.15%
SKOKIE SD 73-5	21	12.1%	152	87.9%	173	0.09%
SMALL WORLD CDC INC	-	0.0%	1	100.0%	1	0.00%
SOMONAUK CUSD 432	1	100.0%	-	0.0%	1	0.00%
SOUTH CENTRAL CUD 401	-	0.0%	1	100.0%	1	0.00%
SOUTH HOLLAND SD 151	255	98.5%	4	1.5%	259	0.14%
SOUTHWESTERN CUSD 9	5	55.6%	4	44.4%	9	0.00%
SPANISH COMM CENTER	5	83.3%	1	16.7%	6	0.00%
SPARTA CUSD 140	-	0.0%	4	100.0%	4	0.00%
SPRING VALLEY CCSD 99	41	100.0%	-	0.0%	41	0.02%
SPRINGFIELD SD 186	17	26.6%	47	73.4%	64	0.03%
ST CHARLES CUSD 303	419	69.3%	186	30.7%	605	0.33%
ST CLAIR ROE	4	14.8%	23	85.2%	27	0.01%
ST GEORGE CCSD 258	16	84.2%	3	15.8%	19	0.01%
ST JOSEPH CCSD 169	-	0.0%	1	100.0%	1	0.00%
STARK COUNTY CUSD 100	3	30.0%	7	70.0%	10	0.01%
STEGER SD 194	123	91.1%	12	8.9%	135	0.07%
STEP BY STEP CHILD CARE CTR INC	2	100.0%	-	0.0%	2	0.00%
STERLING CUSD 5	196	96.6%	7	3.4%	203	0.11%
STREATOR ESD 44	133	94.3%	8	5.7%	141	0.08%
STREATOR TWP HSD 40	20	100.0%	-	0.0%	20	0.01%
SUMMIT CENTER	8	100.0%	-	0.0%	8	0.00%
SUMMIT HILL SD 161	33	32.7%	68	67.3%	101	0.06%
SUMMIT SD 104	503	88.7%	64	11.3%	567	0.31%
SUNNYBROOK SD 171	6	100.0%	-	0.0%	6	0.00%
SUNSET RIDGE SD 29	3	13.6%	19	86.4%	22	0.01%
SYCAMORE CHILD CARE INC	1	100.0%	-	0.0%	1	0.00%
SYCAMORE CUSD 427	106	90.6%	11	9.4%	117	0.06%
TAFT SD 90	11	68.8%	5	31.3%	16	0.01%
TAYLORVILLE CUSD 3	1	20.0%	4	80.0%	5	0.00%
THOMASBORO CCSD 130	49	100.0%	-	0.0%	49	0.03%
THOMPSONVILLE CUSD 174	1	100.0%	-	0.0%	1	0.00%
THORNTON FRACTIONAL TWP HSD 215	31	91.2%	3	8.8%	34	0.02%
THORNTON TWP HSD 205	61	85.9%	10	14.1%	71	0.04%

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TINLEY PARK CCSD 146	73	26.6%	201	73.4%	274	0.15%
TOWNSHIP HSD 211	373	55.4%	300	44.6%	673	0.37%
TOWNSHIP HSD 214	501	74.8%	169	25.2%	670	0.37%
TREMONT CUSD 702	1	10.0%	9	90.0%	10	0.01%
TRI VALLEY CUSD 3	2	100.0%	-	0.0%	2	0.00%
TRIAD CUSD 2	7	46.7%	8	53.3%	15	0.01%
TRICO CUSD 176	2	100.0%	-	0.0%	2	0.00%
TRIOPIA CUSD 27	4	100.0%	-	0.0%	4	0.00%
TROY CCSD 30C	162	86.2%	26	13.8%	188	0.10%
TUTOR TIME LEARNING CTRS LLC	10	58.8%	7	41.2%	17	0.01%
TWP HSD 113	70	97.2%	2	2.8%	72	0.04%
UNION RIDGE SD 86	62	23.8%	198	76.2%	260	0.14%
UNITED CUSD 304	1	50.0%	1	50.0%	2	0.00%
UNITED TWP HSD 30	8	32.0%	17	68.0%	25	0.01%
UNITY POINT CCSD 140	28	26.2%	79	73.8%	107	0.06%
URBANA SD 116	255	51.7%	238	48.3%	493	0.27%
VALLEY VIEW CUSD 365U	1,645	85.9%	270	14.1%	1,915	1.04%
VANDALIA CUSD 203	-	0.0%	1	100.0%	1	0.00%
VIENNA SD 55	8	100.0%	-	0.0%	8	0.00%
VILLA GROVE CUSD 302	2	66.7%	1	33.3%	3	0.00%
W HARVEY-DIXMOOR PSD 147	105	100.0%	-	0.0%	105	0.06%
WABASH CUSD 348	1	33.3%	2	66.7%	3	0.00%
WARREN TWP HSD 121	80	72.1%	31	27.9%	111	0.06%
WARRENSBURG-LATHAM CUSD 11	2	100.0%	-	0.0%	2	0.00%
WARSAW CUSD 316	-	0.0%	1	100.0%	1	0.00%
WATERLOO CUSD 5	1	50.0%	1	50.0%	2	0.00%
WAUCONDA CUSD 118	447	88.2%	60	11.8%	507	0.28%
WAUKEGAN CUSD 60	5,402	98.5%	82	1.5%	5,484	2.99%
WAYNE CITY CUSD 100	1	100.0%	-	0.0%	1	0.00%
WESCLIN CUSD 3	2	40.0%	3	60.0%	5	0.00%
WEST CARROLL CUSD 314	1	100.0%	-	0.0%	1	0.00%
WEST CENTRAL CUSD 235	3	100.0%	-	0.0%	3	0.00%
WEST CHICAGO ESD 33	2,864	97.9%	61	2.1%	2,925	1.59%
WEST NORTHFIELD SD 31	25	15.3%	138	84.7%	163	0.09%
WESTCHESTER SD 92-5	115	87.1%	17	12.9%	132	0.07%
WESTERN CUSD 12	6	85.7%	1	14.3%	7	0.00%
WESTVILLE CUSD 2	1	100.0%	-	0.0%	1	0.00%

Number and Percentage of ELL Students, by Language and District: SY 2010 (Continued)

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WHEELING CCSD 21	2,284	78.7%	619	21.3%	2,903	1.58%
WHITESIDE SD 115	-	0.0%	1	100.0%	1	0.00%
WILL COUNTY SD 92	9	21.4%	33	78.6%	42	0.02%
WILLIAMSVILLE CUSD 15	-	0.0%	3	100.0%	3	0.00%
WILLOW SPRINGS SD 108	3	75.0%	1	25.0%	4	0.00%
WILMETTE SD 39	11	10.2%	97	89.8%	108	0.06%
WILMINGTON CUSD 209U	1	100.0%	-	0.0%	1	0.00%
WINFIELD SD 34	20	71.4%	8	28.6%	28	0.02%
WINNEBAGO CUSD 323	50	79.4%	13	20.6%	63	0.03%
WINNETKA SD 36	2	16.7%	10	83.3%	12	0.01%
WINTHROP HARBOR SD 1	15	75.0%	5	25.0%	20	0.01%
WOLF BRANCH SD 113	-	0.0%	3	100.0%	3	0.00%
WOOD DALE SD 7	181	68.3%	84	31.7%	265	0.14%
WOOD RIVER-HARTFORD ESD 15	1	100.0%	-	0.0%	1	0.00%
WOODLAND CCSD 50	508	78.9%	136	21.1%	644	0.35%
WOODLAND CUSD 5	-	0.0%	1	100.0%	1	0.00%
WOODRIDGE SD 68	369	72.1%	143	27.9%	512	0.28%
WOODSTOCK CUSD 200	800	96.7%	27	3.3%	827	0.45%
WORTH SD 127	41	25.5%	120	74.5%	161	0.09%
YORKVILLE CUSD 115	280	89.5%	33	10.5%	313	0.17%
YWCA OF MCLEAN COUNTY	13	92.9%	1	7.1%	14	0.01%
ZEIGLER-ROYALTON CUSD 188	-	0.0%	1	100.0%	1	0.00%
ZION ESD 6	529	98.5%	8	1.5%	537	0.29%
ZION-BENTON TWP HSD 126	78	90.7%	8	9.3%	86	0.05%
ELL ENROLLMENT TOTAL	147,664	80.5%	35,858	19.5%	183,522	100.0%

ELL PROGRAM DEFINITIONS

CONTENT AREA TUTORING - Content area tutoring is individual or small group tutoring to ELLs during the school day. Tutoring may be in such content areas as English language arts, math, science, and social studies. Tutoring is generally provided by teachers other than ESL or bilingual teachers (although teachers with ESL or bilingual approvals may provide such assistance), or may be provided by a paraprofessional under the direction of a teacher.

CONTENT BASED ESL - English is taught in and through the content areas of math, science, English language arts, and social studies. Teachers must be bilingual and/or ESL certified/approved/endorsed depending on the grade levels served.

DEVELOPMENTAL BILINGUAL EDUCATION - Education is in the child's native language for an extended duration, accompanied by education in English. The program develops fluency and literacy in the native language and in English. The program emphasizes the development of full bilingualism in the early grades. The goal is to develop literacy in the child's native language first, and transfer these skills to the second language.

HERITAGE LANGUAGE - Heritage Language (HLA) programs use the non-English language background (heritage language) of the student as the primary language of instruction to renew/reclaim that language (e.g., Native American languages). The program also provides instruction in and through English.

INCLUSIONARY SUPPORT - In-class or Inclusion Instruction - In this approach, ELL students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the ELL students. For example, the ESL or bilingual education specialist may provide guidance to the ELL students as they are working on a group project or individual assignment.

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

PULL OUT INDIVIDUAL SUPPORT – This involves pulling out students from regular classrooms for individual or small-group tutoring sessions. The tutoring sessions may focus on promoting basic English communication skills or focus on English for academic purposes.

PULL OUT ESL - The student is pulled out of the general education classroom for special instruction in ESL, content-based ESL, or in a content area instruction in the native language. In Illinois, pull out may only be done by an appropriately certified teacher.

SELF-CONTAINED - ELLs receive instruction in a self-contained classroom for more or less than 50 percent of the day and may be integrated into the general education classes for art, music, and physical education.

SHELTERED ENGLISH INSTRUCTION - Sheltered English instruction programs represent an approach to make grade level academic content (for example, science and math) more understandable for English Language Learners (ELLs) while promoting their English language development. Such programs serve students from different language backgrounds (generally low incidence languages) together in classes where teachers use English as the medium for providing content based instruction, adapting the English to the proficiency level of the students. Various strategies, techniques, and materials including the use of plain English, structured overviews, clarification, repetition, visual aids, and gestures are used to help the students understand the grade level core content areas. Although the acquisition of English language proficiency is a goal of sheltered English programs, instruction focuses on content rather than language.

ELL PROGRAM DEFINITIONS (Continued)

STRUCTURED ENGLISH IMMERSION - Structured English Immersion are programs in which ESL teachers or bilingual instructional aides provide linguistic and academic support to ELLs. Typically employed in elementary grades, this program attempts to provide students bilingual teachers in a self-contained classroom. *Nevertheless, the language of the classroom is English.* The advantage for the students is that a teacher can rely on the students' native language for explaining and elaborating on key skills and concepts. While an effective approach where there are sufficient numbers of ELL students to comprise a class, structured immersion is not usually implemented with very small (i.e., 1-20) numbers of students, or where students come from many language backgrounds.

TRANSITIONAL BILINGUAL EDUCATION - In Illinois, Transitional Bilingual Education (TBE) programs are mandated if there are 20 or more students of the same language in the same attendance center. The instruction, which includes instruction in the core subjects in the native language, English as a Second Language (ESL), and the culture of the native country and the United States, is in the students' primary language and in English, and is gradually transferred into English only. The program may be conducted in a self-contained classroom all or part of the day. If there are 19 or fewer students of the same language at the same attendance center, a Transitional Program of Instruction (TPI) must be provided. Teachers should have appropriate certification for the grades served and bilingual and/or ESL approvals/endorsements or transitional bilingual certificates.

The goal of transitional bilingual education is to help transition a student into an English-only classroom as quickly as possible. A bilingual teacher instructs children in subjects such as math, science, and social studies in their native language, so that once the transition is made to an English-only classroom, the student has the knowledge necessary to compete with his peers in all other subject areas.

Full-time program:

1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):

A) *Instruction in subjects which are either required by law* (see 23 Ill. Adm. Code 1) *or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science, and social studies must be offered in the student's home language;*
B) *Instruction in the language arts in the student's home language and in English as a second language; and*
C) *Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.*

Part-time program:

Students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program, if an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(c) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.

A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's native language as determined by the student's needs.

ELL PROGRAM DEFINITIONS (Continued)

TWO WAY IMMERSION/DUAL LANGUAGE - This program groups language minority students from a single language background in the same classroom with language majority (native English speaking) students. Ideally, there is a 50/50 balance between the two groups of students who study together in both languages. Both groups of students develop literacy and proficiency in both languages. Dual language programs may be taught by one teacher who has the appropriate certification to teach the grade level and who also has certification, endorsement, or approval in the second language, or may be taught by two teachers, one of whom has a bilingual approval/endorsement.

Performance Definitions for the WIDA Levels of English Language Proficiency

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or 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 to that of English-proficient peers when presented with grade level material
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 sentences or 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 sensory, graphic or interactive support
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 sensory, graphic or interactive support
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 sensory, graphic or interactive support
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-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Proficiency Levels Obtained by ELL Students in Each Domain on the ***ACCESS for ELLs®*, by Tier**

Table 1. **Number and Percentage of ELL Students, by Proficiency Level and Tier on the *ACCESS for ELLs®* - Listening: SY 2010**

LISTENING								
Proficiency Level	ACCESS Tier						Proficieny Level Total	
	A		B		C			
	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	2,537	71.0%	770	21.6%	264	7.4%	3,571	2.8%
2 - Beginning	5,884	52.0%	4,199	37.1%	1,232	10.9%	11,315	8.9%
3 - Developing	7,206	32.3%	9,749	43.7%	5,358	24.0%	22,313	17.5%
4 - Expanding	15,367	46.9%	10,083	30.8%	7,307	22.3%	32,757	25.7%
5 - Bridging	0	0.0%	32,174	72.6%	12,133	27.4%	44,307	34.8%
6 - Reaching	0	0.0%	0	0.0%	13,223	100.0%	13,223	10.4%
ACCESS Tier Total	30,994		56,975		39,517		127,486	100.0%

Table 2. **Number and Percentage of ELL Students, by Proficiency Level and Tier on the *ACCESS for ELLs®* - Speaking: SY 2010**

SPEAKING								
Proficiency Level	ACCESS Tier						Proficieny Level Total	
	A		B		C			
	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	10,079	61.1%	5,127	31.1%	1,295	7.8%	16,501	12.9%
2 - Beginning	6,690	35.0%	9,145	47.9%	3,272	17.1%	19,107	15.0%
3 - Developing	3,223	26.1%	5,749	46.5%	3,387	27.4%	12,359	9.7%
4 - Expanding	3,088	18.8%	8,146	49.7%	5,165	31.5%	16,399	12.9%
5 - Bridging	1,471	14.5%	4,805	47.3%	3,881	38.2%	10,157	8.0%
6 - Reaching	6,444	12.2%	23,962	45.3%	22,499	42.5%	52,905	41.5%
ACCESS Tier Total	30,995		56,934		39,499		127,428	100.0%

Table 3. Number and Percentage of ELL Students, by Proficiency Level and Tier on the *ACCESS for ELLs®* - Reading: SY 2010

READING								
Proficiency Level	**ACCESS Tier**						**Proficieny Level Total**	
	A		**B**		**C**			
	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	7,879	74.5%	1,916	18.1%	775	7.3%	10,570	8.3%
2 - Beginning	8,083	37.0%	9,147	41.9%	4,601	21.1%	21,831	17.1%
3 - Developing	6,201	21.9%	13,519	47.7%	8,604	30.4%	28,324	22.2%
4 - Expanding	8,739	46.4%	6,425	34.1%	3,689	19.6%	18,853	14.8%
5 - Bridging	0	0.0%	25,958	71.0%	10,612	29.0%	36,570	28.7%
6 - Reaching	0	0.0%	0	0.0%	11,230	100.0%	11,230	8.8%
ACCESS Tier Total	30,902		56,965		39,511		127,378	100.0%

Table 4. Number and Percentage of ELL Students, by Proficiency Level and Tier on the *ACCESS for ELLs®* - Writing: SY 2010

WRITING								
Proficiency Level	**ACCESS Tier**						**Proficieny Level Total**	
	A		**B**		**C**			
	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	6,362	68.0%	2,563	27.4%	427	4.6%	9,352	7.3%
2 - Beginning	17,242	48.3%	15,883	44.5%	2,597	7.3%	35,722	28.1%
3 - Developing	6,287	12.5%	26,845	53.3%	17,257	34.2%	50,389	39.6%
4 - Expanding	968	3.3%	11,072	38.0%	17,062	58.6%	29,102	22.9%
5 - Bridging	13	0.5%	549	20.9%	2,062	78.6%	2,624	2.1%
6 - Reaching	0	0.0%	42	31.3%	92	68.7%	134	0.1%
ACCESS Tier Total	30,872		56,954		39,497		127,323	100.0%

Table 5. Number and Percentage of ELL Students, by Proficiency Level and Tier on the *ACCESS for ELLs®* - Comprehension: SY 2010

COMPREHENSION (Composite of Listening and Reading)								
	ACCESS Tier						Proficieny Level Total	
	A		B		C			
Proficiency Level	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	4,228	78.3%	889	16.5%	282	5.2%	5,399	4.2%
2 - Beginning	8,310	50.4%	6,073	36.8%	2,109	12.8%	16,492	13.0%
3 - Developing	11,430	32.2%	16,338	46.0%	7,735	21.8%	35,503	27.9%
4 - Expanding	6,890	25.8%	13,441	50.3%	6,409	24.0%	26,740	21.0%
5 - Bridging	0	0.0%	20,192	63.3%	11,707	36.7%	31,899	25.1%
6 - Reaching	0	0.0%	0	0.0%	11,260	100.0%	11,260	8.8%
ACCESS Tier Total	30,858		56,933		39,502		127,293	100.0%

Table 6. Number and Percentage of ELL Students, Enrolled by Proficiency Level and Tier on the *ACCESS for ELLs®* - Oral: SY 2010

ORAL (Composite of Listening and Speaking)								
	ACCESS Tier						Proficieny Level Total	
	A		B		C			
Proficiency Level	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	6,358	75.8%	1,597	19.0%	436	5.2%	8,391	6.6%
2 - Beginning	7,431	51.6%	5,771	40.1%	1,207	8.4%	14,409	11.3%
3 - Developing	7,113	31.2%	11,905	52.2%	3,786	16.6%	22,804	17.9%
4 - Expanding	4,107	18.0%	12,170	53.2%	6,600	28.8%	22,877	18.0%
5 - Bridging	5,885	14.2%	23,689	57.2%	11,838	28.6%	41,412	32.6%
6 - Reaching	0	0.0%	1,698	9.8%	15,574	90.2%	17,272	13.6%
ACCESS Tier Total	30,894		56,830		39,441		127,165	100.0%

Table 7. Number and Percentage of ELL Students, by Proficiency Level and Tier on the *ACCESS for ELLs® - Literacy: SY 2010*

LITERACY (Composite of Reading and Writing)								
	ACCESS Tier						Proficieny Level Total	
	A		**B**		**C**			
Proficiency Level	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	6,050	78.1%	1,388	17.9%	311	4.0%	7,749	6.1%
2 - Beginning	15,091	53.3%	10,405	36.8%	2,811	9.9%	28,307	22.2%
3 - Developing	8,874	16.4%	32,351	59.9%	12,763	23.6%	53,988	42.4%
4 - Expanding	819	3.1%	12,234	45.9%	13,620	51.1%	26,673	21.0%
5 - Bridging	5	0.1%	537	6.0%	8,359	93.9%	8,901	7.0%
6 - Reaching	0	0.0%	8	0.5%	1,614	99.5%	1,622	1.3%
ACCESS Tier Total	30,839		56,923		39,478		127,240	100.0%

Table 8. Number and Percentage of ELL Students, by Overall Proficiency Level and Tier on the *ACCESS for ELLs®: SY 2010*

OVERALL (Composite of Listening, Speaking, Reading, and Writing)								
	ACCESS Tier						Proficieny Level Total	
	A		**B**		**C**			
Proficiency Level	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of Proficiency Level Total	No.	Pct. of ACCESS Tier Total
1 - Entering	5,216	83.9%	808	13.0%	192	3.1%	6,216	4.9%
2 - Beginning	11,972	60.0%	6,811	34.1%	1,168	5.9%	19,951	15.7%
3 - Developing	12,231	26.2%	26,097	55.9%	8,336	17.9%	46,664	36.8%
4 - Expanding	1,306	3.5%	21,238	57.5%	14,405	39.0%	36,949	29.1%
5 - Bridging	14	0.1%	1,806	12.6%	12,510	87.3%	14,330	11.3%
6 - Reaching	0	0.0%	5	0.2%	2,795	99.8%	2,800	2.2%
ACCESS Tier Total	30,739		56,765		39,406		126,910	100.0%