INTRODUCTION

This statistical report describes the English language learners (ELL) or limited English proficient (LEP) students enrolled in Illinois public schools in school year 2005-2006, in terms of their grade levels, native languages spoken, concentration of ELL population in counties across the state, and participation of ELL students in district programs designed to serve their educational needs. This report also includes the proficiencies of ELL students on the ACCESS for ELLs (a standards-based English language proficiency assessment), and IMAGE (Illinois Measure of Annual Growth in English), a state achievement test designed for ELL students. In addition, the performance of ELL students (who were transitioned out of or mainstreamed from district state-funded bilingual programs) on the state achievement tests, such as the ISAT (Illinois Standards Achievement Test), and the PSAE (Prairie State Achievement Examination) are presented in this report. The terms ELL and LEP are used interchangeably in this report.

BACKGROUND

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

Transitional Bilingual Education (TBE)

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

Transitional Program of Instruction (TPI)

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

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

How are ELL (LEP) students identified?

The rules and regulations governing the transitional bilingual education programs in Illinois were amended in October 2006 to reflect the changes in the criteria for identifying LEP students now that the state has acquired a new statewide English language proficiency assessment. The rules still maintain, however, that districts administer a home language survey to determine the languages spoken in the student’s home and the languages the student speaks. Once students with non-English language backgrounds are identified, districts are then required to conduct individual language assessments using the assessments prescribed by the State Board to determine whether or not the students are limited English proficient. The assessment has to take place within 30 days after the student’s enrollment in the district, for the purpose of determining the student’s eligibility for bilingual education services and, if eligible, the appropriate placement for the student. Each student scoring on the prescribed screening instrument as not “proficient,” as defined by the State Superintendent of Education, shall be considered to
have limited English proficiency and, therefore, is (or be) eligible for bilingual education services. The rules further added that even if the student scores at the "proficient" level, the school district may consider additional indicators such as the results of criterion-referenced or locally developed tests, teachers’ evaluations of performance, samples of a student’s work, or information received from family members and school personnel, in order to determine whether the student’s proficiency in English is limited and the student is eligible for services. For more information on the TBE rules and regulations, go to http://www.isbe.net/bilingual/htmls/legislation_rules.htm.

Annual Examinations of ELL Students

The law (105 ILCS 5/14C-3) (from Ch. 122, par. 14C-3, Sec. 14C-3) also requires that these students, identified as LEP, are to be tested for their oral comprehension, speaking, reading, and writing of English, annually. The law further stipulates that no school district shall transfer a child of limited-English-speaking ability out of a program in TBE prior to his third year of enrollment therein, unless the parents of the child approve the transfer in writing, and unless the child has received a score on said examination reflecting a level of English language competencies appropriate to his or her grade level.

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

Sources of Data

This statistical report has five sources of data: 1) Bilingual Census, 2) Annual Student Report, 3) Illinois Measure of Annual Growth in English (IMAGE), 4) ISAT, and 5) PSAE.

Bilingual Census

The Bilingual Census, which provides information on: a) the number of non-English language background students, and b) the number of non-English language background students identified as having limited English proficiency, is collected by each attendance center at the beginning of the school year and submitted to ISBE by the end of September of each year. The students having limited English proficiency are referred to as LEP students and are eligible to be served in TBE/TPI programs. Districts that enroll ELL or LEP students are required to submit the Annual Student Report.

Annual Student Report

The ASR collects demographic information on each of the ELL students enrolled in districts. This demographic information includes the student’s native language, grade level, gender, birthdate, other services, entry or enrollment dates, exit dates, and/or reason for exiting bilingual education programs. The ASR is due annually to ISBE by June 30.

Since the bilingual census is collected at the beginning of the school year and the ASR at the end of the school year, there are many instances where the number of ELL students reported in the ASR is more than the number reported in the bilingual census.

Illinois Measure of Annual Growth in English (IMAGE)

The IMAGE measures individual student achievement of ELL or LEP students relative to the Illinois Learning Standards. In 2006, IMAGE was administered to ELL/LEP students in grades 3, 4, 5, 6, 7, 8, and 11. ELL students who are eligible to take the IMAGE should not take the ISAT or PSAE.
The Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE) measure individual student achievement in reading, mathematics, and science relative to the Illinois Learning Standards. In particular, ISAT and PSAE are not administered to students who are identified as ELL, except for those ELL students who had been in ELL/LEP programs longer than five years, or those ELL students whose levels of English proficiency would indicate that ISAT/PSAE are better measures to yield valid information regarding what the students know and can do in the academic content areas. In addition, ISAT or PSAE is not administered to students by whom the Illinois Alternate Assessment (IAA) is deemed appropriate. In 2006, ISAT was administered to students in grades 3 through 8 and the PSAE to grade 11 students. The results provide one measure of student learning and school performance.

This statistical report is presented in four sections:

1. ELL Student Demographics and Program Participation
   a. Enrollments in TBE and/or TPI Programs
   b. Years in ELL Programs and Program Exits

2. English Language Proficiency Levels of Illinois ELL (LEP) Students
   a. English Language Proficiency Levels of ELL-Transitioned Students

3. Achievement Levels of ELL (LEP) Students on IMAGE

4. Achievement Levels of ELL (LEP) Students on ISAT and PSAE

Questions about this ELL statistical report may be referred to the ISBE-Data Analysis and Progress Reporting Division at 217/782-3950.
Section 1.  ELL Student Demographics and Program Participation

Table 1.  LEP Students Identified and Served in Bilingual Education Programs, 2005-2006

<table>
<thead>
<tr>
<th>SCHOOL DISTRICT</th>
<th>Number Identified*</th>
<th>Number Served**</th>
<th>Percent Served to Identified</th>
<th>Percent to Total Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY OF CHICAGO SCHOOL DIST 299</td>
<td>56,465</td>
<td>66,479</td>
<td>117.7</td>
<td>41.1</td>
</tr>
<tr>
<td>SCHOOL DISTRICT U-46</td>
<td>5,849</td>
<td>6,879</td>
<td>117.6</td>
<td>4.3</td>
</tr>
<tr>
<td>CICERO SCHOOL DISTRICT 99</td>
<td>6,199</td>
<td>5,903</td>
<td>95.2</td>
<td>3.6</td>
</tr>
<tr>
<td>AURORA EAST UNIT SCHOOL DIST 131</td>
<td>1,019</td>
<td>5,107</td>
<td>501.2</td>
<td>3.2</td>
</tr>
<tr>
<td>WAUKEGAN C U SCHOOL DIST 60</td>
<td>4,048</td>
<td>4,996</td>
<td>123.4</td>
<td>3.1</td>
</tr>
<tr>
<td>COMM UNIT SCH DIST 300</td>
<td>2,112</td>
<td>2,530</td>
<td>119.8</td>
<td>1.6</td>
</tr>
<tr>
<td>WHEELING C C SCHOOL DIST 21</td>
<td>2,149</td>
<td>2,344</td>
<td>109.1</td>
<td>1.4</td>
</tr>
<tr>
<td>PALATINE C C SCHOOL DIST 15</td>
<td>1,819</td>
<td>2,093</td>
<td>115.1</td>
<td>1.3</td>
</tr>
<tr>
<td>WEST CHICAGO ELEM SCHOOL DIST 33</td>
<td>1,549</td>
<td>1,987</td>
<td>123.4</td>
<td>1.2</td>
</tr>
<tr>
<td>COMM UNIT SCH DIST 59</td>
<td>1,473</td>
<td>1,667</td>
<td>113.2</td>
<td>1.0</td>
</tr>
<tr>
<td>SCHAUMBURG C C SCHOOL DIST 54</td>
<td>1,157</td>
<td>1,533</td>
<td>132.5</td>
<td>0.9</td>
</tr>
<tr>
<td>PLAINFIELD SCHOOL DIST 202</td>
<td>405</td>
<td>1,058</td>
<td>372.3</td>
<td>0.9</td>
</tr>
<tr>
<td>ROUND LAKE AREA SCHS - DIST 116</td>
<td>1,532</td>
<td>1,375</td>
<td>89.8</td>
<td>0.9</td>
</tr>
<tr>
<td>COMM CONSOLIDATED SCH DIST 62</td>
<td>1,293</td>
<td>1,347</td>
<td>104.2</td>
<td>0.8</td>
</tr>
<tr>
<td>VALLEY VIEW CUSD #365U</td>
<td>995</td>
<td>1,310</td>
<td>131.7</td>
<td>0.8</td>
</tr>
<tr>
<td>AURORA WEST UNIT SCHOOL DIST 129</td>
<td>1,011</td>
<td>1,236</td>
<td>122.3</td>
<td>0.8</td>
</tr>
<tr>
<td>TOWNSHIP HIGH SCHOOL DIST 214</td>
<td>827</td>
<td>1,125</td>
<td>136.0</td>
<td>0.7</td>
</tr>
<tr>
<td>JOLIET PUBLIC SCH DIST 86</td>
<td>952</td>
<td>1,054</td>
<td>110.7</td>
<td>0.7</td>
</tr>
<tr>
<td>INDIAN PRAIRIE C U SCH DIST 204</td>
<td>844</td>
<td>1,012</td>
<td>119.9</td>
<td>0.6</td>
</tr>
<tr>
<td>COMMUNITY UNIT SCHOOL DIST 200</td>
<td>708</td>
<td>899</td>
<td>125.6</td>
<td>0.5</td>
</tr>
<tr>
<td>MAYWOOD-MELROSE PARK-BROADVIEW-89</td>
<td>793</td>
<td>827</td>
<td>104.3</td>
<td>0.5</td>
</tr>
<tr>
<td>SCH DISTRICT 45 DUPAGE COUNTY</td>
<td>724</td>
<td>827</td>
<td>114.2</td>
<td>0.5</td>
</tr>
<tr>
<td>BENSENVILLE SCHOOL DISTRICT 2</td>
<td>644</td>
<td>818</td>
<td>127.0</td>
<td>0.5</td>
</tr>
<tr>
<td>ADDISON SCHOOL DIST 4</td>
<td>867</td>
<td>777</td>
<td>89.6</td>
<td>0.5</td>
</tr>
<tr>
<td>COOK COUNTY SCHOOL DIST 130</td>
<td>814</td>
<td>772</td>
<td>94.8</td>
<td>0.5</td>
</tr>
<tr>
<td>WOODSTOCK C U SCHOOL DIST 200</td>
<td>706</td>
<td>766</td>
<td>108.5</td>
<td>0.5</td>
</tr>
<tr>
<td>BERWYN SOUTH SCHOOL DISTRICT 100</td>
<td>604</td>
<td>710</td>
<td>117.5</td>
<td>0.4</td>
</tr>
<tr>
<td>BELVIDERE C U SCH DIST 100</td>
<td>544</td>
<td>699</td>
<td>128.5</td>
<td>0.4</td>
</tr>
<tr>
<td>HARVARD C U SCHOOL DIST 50</td>
<td>564</td>
<td>682</td>
<td>120.9</td>
<td>0.4</td>
</tr>
<tr>
<td>BURBANK SCHOOL DISTRICT 111</td>
<td>463</td>
<td>681</td>
<td>147.1</td>
<td>0.4</td>
</tr>
<tr>
<td>GLENVIEW C C SCHOOL DIST 34</td>
<td>493</td>
<td>625</td>
<td>126.8</td>
<td>0.4</td>
</tr>
<tr>
<td>WOODLAND C C SCHOOL DIST 50</td>
<td>444</td>
<td>617</td>
<td>139.0</td>
<td>0.4</td>
</tr>
<tr>
<td>TOWNSHIP H S DIST 211</td>
<td>470</td>
<td>594</td>
<td>126.4</td>
<td>0.4</td>
</tr>
<tr>
<td>BARRINGTON C U SCHOOL DIST 220</td>
<td>508</td>
<td>569</td>
<td>112.0</td>
<td>0.4</td>
</tr>
<tr>
<td>NORTH CHICAGO SCHOOL DIST 187</td>
<td>522</td>
<td>557</td>
<td>106.7</td>
<td>0.3</td>
</tr>
<tr>
<td>BERKELEY SCHOOL DIST 87</td>
<td>608</td>
<td>547</td>
<td>90.0</td>
<td>0.3</td>
</tr>
<tr>
<td>BERWYN NORTH SCHOOL DIST 98</td>
<td>533</td>
<td>525</td>
<td>98.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Moline Unit School District 40</td>
<td>396</td>
<td>516</td>
<td>130.3</td>
<td>0.3</td>
</tr>
<tr>
<td>SUMMIT SCHOOL DIST 104</td>
<td>459</td>
<td>509</td>
<td>110.9</td>
<td>0.3</td>
</tr>
<tr>
<td>EAST MAINE SCHOOL DIST 63</td>
<td>500</td>
<td>502</td>
<td>100.4</td>
<td>0.3</td>
</tr>
<tr>
<td>ALL OTHER DISTRICTS</td>
<td>28,383</td>
<td>34,148</td>
<td>120.3</td>
<td>21.1</td>
</tr>
</tbody>
</table>

**STATE TOTALS**  
135,771 161,734 119.1 100.0

*from School Year 2005-2006 Bilingual Census; **from 2005-2006 Annual Student Report
<table>
<thead>
<tr>
<th>Name of County</th>
<th>Number</th>
<th>Pct</th>
<th>Name of County</th>
<th>Number</th>
<th>Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADAMS</td>
<td>11</td>
<td>0.01</td>
<td>LOGAN</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>BOONE</td>
<td>774</td>
<td>0.48</td>
<td>MACON</td>
<td>69</td>
<td>0.04</td>
</tr>
<tr>
<td>BUREAU</td>
<td>95</td>
<td>0.06</td>
<td>MACOUPIN</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>CASS</td>
<td>244</td>
<td>0.15</td>
<td>MADISON</td>
<td>220</td>
<td>0.14</td>
</tr>
<tr>
<td>CHAMPAIGN</td>
<td>885</td>
<td>0.55</td>
<td>MASON</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>CHRISTIAN</td>
<td>1</td>
<td>0.00</td>
<td>MCDONOUGH</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>CLINTON</td>
<td>38</td>
<td>0.02</td>
<td>MCHENRY</td>
<td>2,792</td>
<td>1.73</td>
</tr>
<tr>
<td>COLES</td>
<td>39</td>
<td>0.02</td>
<td>MCLEAN</td>
<td>518</td>
<td>0.32</td>
</tr>
<tr>
<td>COOK</td>
<td>102,385</td>
<td>63.30</td>
<td>MONROE</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>DEKALB</td>
<td>621</td>
<td>0.38</td>
<td>MONTGOMERY</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>DEWITT</td>
<td>1</td>
<td>0.00</td>
<td>MORGAN</td>
<td>20</td>
<td>0.01</td>
</tr>
<tr>
<td>DOUGLAS</td>
<td>50</td>
<td>0.03</td>
<td>MOULTRIE</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>DUPAGE</td>
<td>12,304</td>
<td>7.61</td>
<td>OGLE</td>
<td>388</td>
<td>0.24</td>
</tr>
<tr>
<td>EDGAR</td>
<td>1</td>
<td>0.00</td>
<td>PEORIA</td>
<td>290</td>
<td>0.18</td>
</tr>
<tr>
<td>EFFINGHAM</td>
<td>15</td>
<td>0.01</td>
<td>RICHLAND</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>FORD</td>
<td>9</td>
<td>0.01</td>
<td>ROCK ISLAND</td>
<td>918</td>
<td>0.57</td>
</tr>
<tr>
<td>FRANKLIN</td>
<td>1</td>
<td>0.00</td>
<td>SANGAMON</td>
<td>73</td>
<td>0.05</td>
</tr>
<tr>
<td>GRUNDY</td>
<td>142</td>
<td>0.09</td>
<td>SHELBY</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>HENRY</td>
<td>142</td>
<td>0.09</td>
<td>ST. CLAIR</td>
<td>146</td>
<td>0.09</td>
</tr>
<tr>
<td>IROQUOIS</td>
<td>56</td>
<td>0.03</td>
<td>STEPHENSON</td>
<td>35</td>
<td>0.02</td>
</tr>
<tr>
<td>JACKSON</td>
<td>137</td>
<td>0.08</td>
<td>TAZEWELL</td>
<td>14</td>
<td>0.01</td>
</tr>
<tr>
<td>JEFFERSON</td>
<td>2</td>
<td>0.00</td>
<td>UNION</td>
<td>74</td>
<td>0.05</td>
</tr>
<tr>
<td>JODAVIESS</td>
<td>18</td>
<td>0.01</td>
<td>VERMILION</td>
<td>50</td>
<td>0.03</td>
</tr>
<tr>
<td>JOHNSON</td>
<td>8</td>
<td>0.00</td>
<td>WARREN</td>
<td>66</td>
<td>0.04</td>
</tr>
<tr>
<td>KANE</td>
<td>16,304</td>
<td>10.08</td>
<td>WASHINGTON</td>
<td>4</td>
<td>0.00</td>
</tr>
<tr>
<td>KANKAKEE</td>
<td>252</td>
<td>0.16</td>
<td>WAYNE</td>
<td>5</td>
<td>0.00</td>
</tr>
<tr>
<td>KENDALL</td>
<td>590</td>
<td>0.36</td>
<td>WHITESIDE</td>
<td>110</td>
<td>0.07</td>
</tr>
<tr>
<td>KNOX</td>
<td>16</td>
<td>0.01</td>
<td>WILL</td>
<td>4,623</td>
<td>2.86</td>
</tr>
<tr>
<td>LAKE</td>
<td>13,554</td>
<td>8.38</td>
<td>WILLIAMSON</td>
<td>26</td>
<td>0.02</td>
</tr>
<tr>
<td>LASALLE</td>
<td>368</td>
<td>0.23</td>
<td>WINNEBAGO</td>
<td>2,168</td>
<td>1.34</td>
</tr>
<tr>
<td>LAWRENCE</td>
<td>11</td>
<td>0.01</td>
<td>WOODFORD</td>
<td>33</td>
<td>0.02</td>
</tr>
<tr>
<td>LEE</td>
<td>5</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STATE TOTALS</strong></td>
<td><strong>161,734</strong></td>
<td><strong>100.00</strong></td>
<td><strong>STATE TOTALS</strong></td>
<td><strong>161,734</strong></td>
<td><strong>100.00</strong></td>
</tr>
<tr>
<td>Language</td>
<td>Count</td>
<td>Pct</td>
<td>Language</td>
<td>Count</td>
<td>Pct</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-----</td>
<td>----------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>Afrikaams (Taal)</td>
<td>57</td>
<td>0.00</td>
<td>Hakka (Chinese)</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>Akan (Fante, Asante)</td>
<td>44</td>
<td>0.00</td>
<td>Hausa</td>
<td>4</td>
<td>0.00</td>
</tr>
<tr>
<td>Albanian, Gheg (Kosovo/Macedon)</td>
<td>354</td>
<td>0.20</td>
<td>Hebrew</td>
<td>77</td>
<td>0.00</td>
</tr>
<tr>
<td>Albanian, Tosk (Albania)</td>
<td>131</td>
<td>0.10</td>
<td>Hembra</td>
<td>6</td>
<td>0.00</td>
</tr>
<tr>
<td>Algonquin</td>
<td>9</td>
<td>0.00</td>
<td>Hindi</td>
<td>334</td>
<td>0.20</td>
</tr>
<tr>
<td>Amharic</td>
<td>112</td>
<td>0.10</td>
<td>Hmong</td>
<td>14</td>
<td>0.00</td>
</tr>
<tr>
<td>Apache</td>
<td>1</td>
<td>0.00</td>
<td>Hopi</td>
<td>4</td>
<td>0.00</td>
</tr>
<tr>
<td>Arabic</td>
<td>2,724</td>
<td>1.70</td>
<td>Hungarian</td>
<td>27</td>
<td>0.00</td>
</tr>
<tr>
<td>Armenian</td>
<td>27</td>
<td>0.00</td>
<td>Ibo/lgbo</td>
<td>45</td>
<td>0.00</td>
</tr>
<tr>
<td>Assamese</td>
<td>5</td>
<td>0.00</td>
<td>Ilocano</td>
<td>7</td>
<td>0.00</td>
</tr>
<tr>
<td>Assyrian (Syriac, Aramaic)</td>
<td>421</td>
<td>0.30</td>
<td>Illoeggo (Hiligaynon)</td>
<td>16</td>
<td>0.00</td>
</tr>
<tr>
<td>Balinese</td>
<td>5</td>
<td>0.00</td>
<td>Indonesian</td>
<td>31</td>
<td>0.00</td>
</tr>
<tr>
<td>Bemba</td>
<td>5</td>
<td>0.00</td>
<td>Italian</td>
<td>120</td>
<td>0.10</td>
</tr>
<tr>
<td>Bengali</td>
<td>75</td>
<td>0.00</td>
<td>Jamaican</td>
<td>6</td>
<td>0.00</td>
</tr>
<tr>
<td>Bisaya (Malaysia)</td>
<td>2</td>
<td>0.00</td>
<td>Japanese</td>
<td>705</td>
<td>0.45</td>
</tr>
<tr>
<td>Bosnian</td>
<td>539</td>
<td>0.30</td>
<td>Kaché (Kaje,Ju)</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>551</td>
<td>0.30</td>
<td>Kanjobal</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>Burmese</td>
<td>24</td>
<td>0.00</td>
<td>Kannada (Kanarese)</td>
<td>13</td>
<td>0.00</td>
</tr>
<tr>
<td>Cambodian (Khmer)</td>
<td>147</td>
<td>0.10</td>
<td>Kashmiri</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>Cantonese (Chinese)</td>
<td>1,610</td>
<td>1.00</td>
<td>Kikamba (Kamba)</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>Cebuano (Visayan)</td>
<td>14</td>
<td>0.00</td>
<td>Konkani</td>
<td>4</td>
<td>0.00</td>
</tr>
<tr>
<td>Chamorro</td>
<td>1</td>
<td>0.00</td>
<td>Korean</td>
<td>1,602</td>
<td>1.00</td>
</tr>
<tr>
<td>Chaochow/Teochiu (Chinese)</td>
<td>31</td>
<td>0.00</td>
<td>Kpelle</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>Cherokee</td>
<td>3</td>
<td>0.00</td>
<td>Krahn</td>
<td>35</td>
<td>0.00</td>
</tr>
<tr>
<td>Chichewa (Nyanja)</td>
<td>3</td>
<td>0.00</td>
<td>Krio</td>
<td>24</td>
<td>0.00</td>
</tr>
<tr>
<td>Choctaw</td>
<td>1</td>
<td>0.00</td>
<td>Kurdish</td>
<td>22</td>
<td>0.00</td>
</tr>
<tr>
<td>Creek</td>
<td>5</td>
<td>0.00</td>
<td>Lao</td>
<td>98</td>
<td>0.10</td>
</tr>
<tr>
<td>Croatian</td>
<td>55</td>
<td>0.00</td>
<td>Latvian</td>
<td>11</td>
<td>0.00</td>
</tr>
<tr>
<td>Crow</td>
<td>2</td>
<td>0.00</td>
<td>Lingala</td>
<td>18</td>
<td>0.00</td>
</tr>
<tr>
<td>Czech</td>
<td>53</td>
<td>0.00</td>
<td>Lithuanian</td>
<td>827</td>
<td>0.50</td>
</tr>
<tr>
<td>Danish</td>
<td>7</td>
<td>0.00</td>
<td>Luganda</td>
<td>10</td>
<td>0.00</td>
</tr>
<tr>
<td>Dinle (Turkish)</td>
<td>1</td>
<td>0.00</td>
<td>Luo</td>
<td>5</td>
<td>0.00</td>
</tr>
<tr>
<td>Dutch/Flemish</td>
<td>33</td>
<td>0.00</td>
<td>Maay</td>
<td>131</td>
<td>0.10</td>
</tr>
<tr>
<td>Estonian</td>
<td>5</td>
<td>0.00</td>
<td>Macedonian</td>
<td>44</td>
<td>0.00</td>
</tr>
<tr>
<td>Ewe</td>
<td>27</td>
<td>0.00</td>
<td>Malay</td>
<td>52</td>
<td>0.00</td>
</tr>
<tr>
<td>Farsi (Persian)</td>
<td>185</td>
<td>0.10</td>
<td>Malayalam</td>
<td>349</td>
<td>0.20</td>
</tr>
<tr>
<td>Finnish</td>
<td>4</td>
<td>0.00</td>
<td>Maltese</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>French</td>
<td>434</td>
<td>0.30</td>
<td>Mandarin (Chinese)</td>
<td>607</td>
<td>0.40</td>
</tr>
<tr>
<td>Fukien/Hokkien (Chinese)</td>
<td>8</td>
<td>0.00</td>
<td>Mandingo (Mandinka)</td>
<td>12</td>
<td>0.00</td>
</tr>
<tr>
<td>Ga</td>
<td>3</td>
<td>0.00</td>
<td>Maori</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>Gbe</td>
<td>1</td>
<td>0.00</td>
<td>Marathi</td>
<td>18</td>
<td>0.00</td>
</tr>
<tr>
<td>German</td>
<td>137</td>
<td>0.10</td>
<td>Mende</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>Greek</td>
<td>153</td>
<td>0.10</td>
<td>Mina (Geser-Goram)</td>
<td>11</td>
<td>0.00</td>
</tr>
<tr>
<td>Gujarati</td>
<td>1,160</td>
<td>0.70</td>
<td>Mongolian</td>
<td>130</td>
<td>0.10</td>
</tr>
<tr>
<td>Guyanese</td>
<td>5</td>
<td>0.00</td>
<td>Navajo</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>Hainanese (Chinese)</td>
<td>1</td>
<td>0.00</td>
<td>Nepali</td>
<td>34</td>
<td>0.00</td>
</tr>
<tr>
<td>Haitian-Creole</td>
<td>103</td>
<td>0.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STATE TOTALS** | 161,734 | 100.00
Table 4. Number of LEP Students in Bilingual Education Programs by Language Spoken and Location, 2005-2006

<table>
<thead>
<tr>
<th>Language</th>
<th>East Central</th>
<th>Northern</th>
<th>Southern</th>
<th>Suburbs*</th>
<th>City of Chicago</th>
<th>West Central</th>
<th>Total</th>
<th>Pct of State Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>1,215</td>
<td>8,233</td>
<td>533</td>
<td>64,953</td>
<td>55,506</td>
<td>576</td>
<td>131,016</td>
<td>81.0</td>
</tr>
<tr>
<td>Polish</td>
<td>4</td>
<td>97</td>
<td>0</td>
<td>3,760</td>
<td>2,807</td>
<td>0</td>
<td>6,668</td>
<td>4.1</td>
</tr>
<tr>
<td>Arabic</td>
<td>46</td>
<td>80</td>
<td>19</td>
<td>1,600</td>
<td>951</td>
<td>28</td>
<td>2,724</td>
<td>1.7</td>
</tr>
<tr>
<td>Urdu</td>
<td>3</td>
<td>28</td>
<td>2</td>
<td>1,140</td>
<td>912</td>
<td>4</td>
<td>2,089</td>
<td>1.3</td>
</tr>
<tr>
<td>Cantonese (Chinese)</td>
<td>14</td>
<td>21</td>
<td>3</td>
<td>241</td>
<td>1,314</td>
<td>17</td>
<td>1,610</td>
<td>1.0</td>
</tr>
<tr>
<td>Korean</td>
<td>118</td>
<td>13</td>
<td>15</td>
<td>1,296</td>
<td>155</td>
<td>5</td>
<td>1,602</td>
<td>1.0</td>
</tr>
<tr>
<td>Filipino (Tagalog)</td>
<td>12</td>
<td>50</td>
<td>2</td>
<td>771</td>
<td>465</td>
<td>11</td>
<td>1,311</td>
<td>0.8</td>
</tr>
<tr>
<td>Gujarati</td>
<td>15</td>
<td>23</td>
<td>14</td>
<td>920</td>
<td>179</td>
<td>9</td>
<td>1,160</td>
<td>0.7</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>84</td>
<td>50</td>
<td>3</td>
<td>440</td>
<td>538</td>
<td>18</td>
<td>1,133</td>
<td>0.7</td>
</tr>
<tr>
<td>Russian</td>
<td>39</td>
<td>51</td>
<td>7</td>
<td>775</td>
<td>116</td>
<td>4</td>
<td>992</td>
<td>0.6</td>
</tr>
<tr>
<td>Others (Unidentified)</td>
<td>37</td>
<td>71</td>
<td>10</td>
<td>501</td>
<td>270</td>
<td>3</td>
<td>892</td>
<td>0.6</td>
</tr>
<tr>
<td>Lithuanian</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>781</td>
<td>35</td>
<td>1</td>
<td>827</td>
<td>0.5</td>
</tr>
<tr>
<td>Japanese</td>
<td>29</td>
<td>6</td>
<td>14</td>
<td>613</td>
<td>38</td>
<td>5</td>
<td>705</td>
<td>0.4</td>
</tr>
<tr>
<td>Mandarin (Chinese)</td>
<td>77</td>
<td>30</td>
<td>20</td>
<td>323</td>
<td>139</td>
<td>18</td>
<td>607</td>
<td>0.4</td>
</tr>
<tr>
<td>Serbian</td>
<td>2</td>
<td>42</td>
<td>0</td>
<td>222</td>
<td>299</td>
<td>0</td>
<td>565</td>
<td>0.3</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>305</td>
<td>242</td>
<td>0</td>
<td>557</td>
<td>0.3</td>
</tr>
<tr>
<td>Bulgarian</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>388</td>
<td>158</td>
<td>0</td>
<td>551</td>
<td>0.3</td>
</tr>
<tr>
<td>Bosnian</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>178</td>
<td>330</td>
<td>1</td>
<td>539</td>
<td>0.3</td>
</tr>
<tr>
<td>French</td>
<td>46</td>
<td>32</td>
<td>6</td>
<td>154</td>
<td>184</td>
<td>12</td>
<td>434</td>
<td>0.3</td>
</tr>
<tr>
<td>Assyrian (Syriac, Aramaic)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>206</td>
<td>215</td>
<td>0</td>
<td>421</td>
<td>0.3</td>
</tr>
<tr>
<td>Romanian</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>205</td>
<td>187</td>
<td>3</td>
<td>398</td>
<td>0.2</td>
</tr>
<tr>
<td>Albanian, Gheg (Kosovo/Macedon)</td>
<td>6</td>
<td>14</td>
<td>2</td>
<td>199</td>
<td>127</td>
<td>6</td>
<td>354</td>
<td>0.2</td>
</tr>
<tr>
<td>Malayalam</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>304</td>
<td>35</td>
<td>2</td>
<td>349</td>
<td>0.2</td>
</tr>
<tr>
<td>Hindi</td>
<td>18</td>
<td>11</td>
<td>1</td>
<td>231</td>
<td>72</td>
<td>1</td>
<td>334</td>
<td>0.2</td>
</tr>
<tr>
<td>Telugu (Telegu)</td>
<td>43</td>
<td>6</td>
<td>2</td>
<td>146</td>
<td>27</td>
<td>4</td>
<td>228</td>
<td>0.1</td>
</tr>
<tr>
<td>Farsi (Persian)</td>
<td>6</td>
<td>17</td>
<td>3</td>
<td>112</td>
<td>47</td>
<td>0</td>
<td>185</td>
<td>0.1</td>
</tr>
<tr>
<td>Turkish</td>
<td>21</td>
<td>15</td>
<td>0</td>
<td>94</td>
<td>36</td>
<td>0</td>
<td>166</td>
<td>0.1</td>
</tr>
<tr>
<td>Panjabi (Punjabi)</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>138</td>
<td>12</td>
<td>1</td>
<td>158</td>
<td>0.1</td>
</tr>
<tr>
<td>Greek</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>102</td>
<td>44</td>
<td>1</td>
<td>153</td>
<td>0.1</td>
</tr>
<tr>
<td>Cambodian (Khmer)</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>62</td>
<td>80</td>
<td>0</td>
<td>147</td>
<td>0.1</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>102</td>
<td>20</td>
<td>0</td>
<td>137</td>
<td>0.1</td>
</tr>
<tr>
<td>Portuguese</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>78</td>
<td>34</td>
<td>4</td>
<td>133</td>
<td>0.1</td>
</tr>
<tr>
<td>Albanian, Tosk (Albania)</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>110</td>
<td>5</td>
<td>0</td>
<td>131</td>
<td>0.1</td>
</tr>
<tr>
<td>Maay</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>87</td>
<td>0</td>
<td>131</td>
<td>0.1</td>
</tr>
<tr>
<td>Mongolian</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>56</td>
<td>62</td>
<td>7</td>
<td>130</td>
<td>0.1</td>
</tr>
<tr>
<td>Yoruba</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>31</td>
<td>93</td>
<td>0</td>
<td>127</td>
<td>0.1</td>
</tr>
<tr>
<td>Italian</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>81</td>
<td>29</td>
<td>1</td>
<td>120</td>
<td>0.1</td>
</tr>
<tr>
<td>Amharic</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>31</td>
<td>76</td>
<td>0</td>
<td>112</td>
<td>0.1</td>
</tr>
<tr>
<td>Thai</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>59</td>
<td>32</td>
<td>2</td>
<td>111</td>
<td>0.1</td>
</tr>
<tr>
<td>Haitian-Creole</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>59</td>
<td>0</td>
<td>103</td>
<td>0.1</td>
</tr>
<tr>
<td>All Other Languages (Identified)</td>
<td>82</td>
<td>150</td>
<td>20</td>
<td>895</td>
<td>462</td>
<td>15</td>
<td>1,624</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**STATE TOTALS**

|                | 1,950 | 9,166 | 689 | 82,691 | 66,479 | 759 | 161,734 | 100.0 |

*Includes Cook, DuPage, Kane, Lake, and Will counties.*
### Section 1a. ENROLLMENTS IN TBE AND/OR TPI PROGRAMS

**Table 5. Number of LEP Students Served by Grade Level, Type of Program Grant, and Location, 2005-2006**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Chicago Public SD 299</th>
<th>Rest of the State</th>
<th>Illinois</th>
<th>Pct of State Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO GRANT</td>
<td>TBE and/or TPI Only</td>
<td>TBE and/or TPI with TITLE III</td>
<td>Sub-total</td>
</tr>
<tr>
<td>Pre-K</td>
<td>23</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinder</td>
<td>10,673</td>
<td>10,673</td>
<td>297</td>
<td>664</td>
</tr>
<tr>
<td>1st</td>
<td>9,266</td>
<td>9,266</td>
<td>291</td>
<td>649</td>
</tr>
<tr>
<td>2nd</td>
<td>8,502</td>
<td>8,502</td>
<td>227</td>
<td>565</td>
</tr>
<tr>
<td>3rd</td>
<td>8,366</td>
<td>8,366</td>
<td>235</td>
<td>511</td>
</tr>
<tr>
<td>4th</td>
<td>8,054</td>
<td>8,054</td>
<td>190</td>
<td>432</td>
</tr>
<tr>
<td>5th</td>
<td>5,310</td>
<td>5,310</td>
<td>150</td>
<td>327</td>
</tr>
<tr>
<td>6th</td>
<td>4,036</td>
<td>4,036</td>
<td>126</td>
<td>253</td>
</tr>
<tr>
<td>7th</td>
<td>2,349</td>
<td>2,349</td>
<td>138</td>
<td>245</td>
</tr>
<tr>
<td>8th</td>
<td>2,309</td>
<td>2,309</td>
<td>123</td>
<td>231</td>
</tr>
<tr>
<td>9th</td>
<td>2,538</td>
<td>2,538</td>
<td>70</td>
<td>255</td>
</tr>
<tr>
<td>10th</td>
<td>1,984</td>
<td>1,984</td>
<td>92</td>
<td>235</td>
</tr>
<tr>
<td>11th</td>
<td>1,367</td>
<td>1,367</td>
<td>74</td>
<td>192</td>
</tr>
<tr>
<td>12th</td>
<td>1,702</td>
<td>1,702</td>
<td>81</td>
<td>163</td>
</tr>
<tr>
<td>13th</td>
<td>1</td>
<td>5</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>NR*</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Totals</th>
<th>Chicago Public SD 299</th>
<th>Rest of the State</th>
<th>Illinois</th>
<th>Program Pct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66,479</td>
<td>66,479</td>
<td>2,097</td>
<td>4,731</td>
</tr>
<tr>
<td></td>
<td>88,427</td>
<td>95,255</td>
<td>2,247</td>
<td>92.83</td>
</tr>
<tr>
<td></td>
<td>2,097</td>
<td>154,906</td>
<td>95.78</td>
<td>100.00</td>
</tr>
</tbody>
</table>

*Not Reported
Table 6. LEP Enrollments by Type of Program and Location, 2005-2006

<table>
<thead>
<tr>
<th>Bilingual Education Program</th>
<th>Chicago</th>
<th>Rest of the State</th>
<th>Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Col Pct</td>
<td>Number</td>
</tr>
<tr>
<td>Transitional Bilingual Education (TBE)</td>
<td>60,907</td>
<td>91.6</td>
<td>64,979</td>
</tr>
<tr>
<td>Transitional Program of Instruction (TPI)</td>
<td>5,572</td>
<td>8.4</td>
<td>30,276</td>
</tr>
<tr>
<td>TOTAL</td>
<td>66,479</td>
<td>41.1</td>
<td>95,255</td>
</tr>
</tbody>
</table>

Section 1b. YEARS IN THE PROGRAM AND PROGRAM EXITS

Table 7. Years in the Program by Location, 2005-2006

<table>
<thead>
<tr>
<th>Years in the Program</th>
<th>Chicago</th>
<th>Rest of the State</th>
<th>Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Col Pct</td>
<td>Number</td>
</tr>
<tr>
<td>Three Years and Fewer</td>
<td>7,623</td>
<td>45.2</td>
<td>11,896</td>
</tr>
<tr>
<td>More than Three Years</td>
<td>9,252</td>
<td>54.8</td>
<td>5,637</td>
</tr>
<tr>
<td>Total Exited</td>
<td>16,875</td>
<td>25.4</td>
<td>17,533</td>
</tr>
<tr>
<td>Have not Exited</td>
<td>49,604</td>
<td>74.6</td>
<td>77,722</td>
</tr>
<tr>
<td>Total Served</td>
<td>66,479</td>
<td>100.0</td>
<td>95,255</td>
</tr>
</tbody>
</table>

Table 8. Years in the Program by Type of Program, 2005-2006

<table>
<thead>
<tr>
<th>Years in the Program</th>
<th>Transitional Bilingual Education (TBE)</th>
<th>Transitional Program of Instruction (TPI)</th>
<th>ILLINOIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Three Years and Fewer</td>
<td>12,889</td>
<td>6,630</td>
<td>19,519</td>
</tr>
<tr>
<td>More than Three Years</td>
<td>12,664</td>
<td>2,225</td>
<td>14,889</td>
</tr>
<tr>
<td>Total Exited</td>
<td>25,553</td>
<td>8,855</td>
<td>34,408</td>
</tr>
<tr>
<td>Have not Exited</td>
<td>100,333</td>
<td>26,993</td>
<td>127,326</td>
</tr>
<tr>
<td>Total Served</td>
<td>125,886</td>
<td>35,848</td>
<td>161,734</td>
</tr>
</tbody>
</table>

Table 9. Reason for Exiting the Program by Years of Participation in the Program, 2005-2006

<table>
<thead>
<tr>
<th>Reason for Exiting</th>
<th>Three Years and Fewer</th>
<th>More than Three Years</th>
<th>Total Exits</th>
<th>Percent of exits to total served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Row Pct</td>
<td>Number</td>
<td>Row Pct</td>
</tr>
<tr>
<td>Transitioned</td>
<td>5,158</td>
<td>41.0</td>
<td>7,432</td>
<td>59.0</td>
</tr>
<tr>
<td>Withdrawn by Parents</td>
<td>2,514</td>
<td>76.6</td>
<td>767</td>
<td>23.4</td>
</tr>
<tr>
<td>Graduated</td>
<td>1,089</td>
<td>53.3</td>
<td>955</td>
<td>46.7</td>
</tr>
<tr>
<td>Dropped Out</td>
<td>311</td>
<td>74.0</td>
<td>109</td>
<td>26.0</td>
</tr>
<tr>
<td>Transferred</td>
<td>7,790</td>
<td>77.6</td>
<td>2,247</td>
<td>22.4</td>
</tr>
<tr>
<td>Other Reasons</td>
<td>2,857</td>
<td>44.0</td>
<td>3,379</td>
<td>56.0</td>
</tr>
<tr>
<td>Total</td>
<td>19,519</td>
<td>56.7</td>
<td>14,889</td>
<td>43.3</td>
</tr>
</tbody>
</table>
Table 10. Reason for Exiting the Program by Location, 2005-2006

<table>
<thead>
<tr>
<th>Reason for Exiting the Program</th>
<th>Chicago</th>
<th>Rest of the State</th>
<th>Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitioned</td>
<td>4,963</td>
<td>29.4</td>
<td>7,627</td>
</tr>
<tr>
<td>Withdrown by parents</td>
<td>2,227</td>
<td>13.2</td>
<td>1,054</td>
</tr>
<tr>
<td>Graduated</td>
<td>0.0</td>
<td>0.0</td>
<td>2,044</td>
</tr>
<tr>
<td>Dropped out</td>
<td>103</td>
<td>0.6</td>
<td>317</td>
</tr>
<tr>
<td>Transferred</td>
<td>5,894</td>
<td>34.9</td>
<td>4,143</td>
</tr>
<tr>
<td>Other reasons</td>
<td>3,688</td>
<td>21.9</td>
<td>2,348</td>
</tr>
<tr>
<td>Total Exited</td>
<td>16,875</td>
<td>100.0</td>
<td>17,533</td>
</tr>
</tbody>
</table>

Table 11. Reason for Exiting the Program by Years of Participation and Location, 2005-2006

<table>
<thead>
<tr>
<th>Reason for Exiting the Program</th>
<th>Chicago</th>
<th>Rest of the State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Three Years or Fewer</td>
<td>More than Three Years</td>
</tr>
<tr>
<td>Transitioned</td>
<td>714</td>
<td>14.4</td>
</tr>
<tr>
<td>Withdrown by parents</td>
<td>1,660</td>
<td>74.5</td>
</tr>
<tr>
<td>Graduated</td>
<td>1,089</td>
<td>53.3</td>
</tr>
<tr>
<td>Dropped out</td>
<td>76</td>
<td>73.8</td>
</tr>
<tr>
<td>Transferred</td>
<td>4,330</td>
<td>73.5</td>
</tr>
<tr>
<td>Other reasons</td>
<td>843</td>
<td>22.9</td>
</tr>
<tr>
<td>Total Exited</td>
<td>7,623</td>
<td>45.2</td>
</tr>
</tbody>
</table>

Table 12. Transitioned Students: Years of Participation in the Program by Program Type and Location, 2005-2006

<table>
<thead>
<tr>
<th>Years in the Program</th>
<th>Chicago</th>
<th>Rest of the State</th>
<th>Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TBE</td>
<td>TPI</td>
<td>TBE</td>
</tr>
<tr>
<td>Three Years and Fewer</td>
<td>576</td>
<td>43.7</td>
<td>138</td>
</tr>
<tr>
<td>More than Three Years</td>
<td>3,831</td>
<td>56.3</td>
<td>418</td>
</tr>
<tr>
<td>Total</td>
<td>4,407</td>
<td>100.0</td>
<td>556</td>
</tr>
</tbody>
</table>
Section 2. ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS ELL (LEP) STUDENTS

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

In 2006, Illinois acquired a new English language proficiency assessment [as part of its membership in the WIDA (World-class Instructional Design and Assessment) consortium], called the ACCESS for ELLs™, which stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. ACCESS for ELLs™ is a large-scale test and is aligned with English language proficiency standards developed by WIDA, as well. This test assesses four language domains: speaking, listening, reading, and writing, with scale scores ranging from 100 to 600 and proficiency levels ranging from 1.0 to 6.0. These proficiency levels describe the spectrum of a learner’s progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support demonstrated in the chart and definition of each level below. The final level is the exit stage for ELL status designated Level 6 (formerly ELL). (Source: “Understanding the ACCESS for ELLs™ Test”, published by WIDA).

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
<td>Formerly ELL</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Level 6 (Formerly ELL)—student is no longer classified as ELL and has obtained proficiency that would likely lead to meeting the state academic content standards

ACCESS for ELLs™ replaces all local English language proficiency assessments used by districts in previous years. For more information on WIDA-ACCESS, go to http://www.wida.us/ACCESSForELLs/.

The following tables and charts show the performance of Illinois ELL students in ACCESS for ELLs in 2006.
### Table 13. Levels of English Language Proficiency of ELL Students in ACCESS by Domain, 2005-2006

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>LISTENING</th>
<th></th>
<th></th>
<th>SPEAKING</th>
<th></th>
<th></th>
<th>READING</th>
<th></th>
<th></th>
<th>WRITING</th>
<th></th>
<th></th>
<th>COMPOSITE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Col Pct</td>
<td></td>
<td></td>
<td>Number</td>
<td>Col Pct</td>
<td></td>
<td></td>
<td>Number</td>
<td>Col Pct</td>
<td></td>
<td></td>
<td>Number</td>
<td>Col Pct</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>16,517</td>
<td>12.1</td>
<td></td>
<td></td>
<td>40,130</td>
<td>29.4</td>
<td></td>
<td></td>
<td>44,467</td>
<td>32.7</td>
<td></td>
<td></td>
<td>38,729</td>
<td>28.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>18,630</td>
<td>13.7</td>
<td></td>
<td></td>
<td>16,421</td>
<td>12.0</td>
<td></td>
<td></td>
<td>35,637</td>
<td>26.2</td>
<td></td>
<td></td>
<td>40,817</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>31,040</td>
<td>22.8</td>
<td></td>
<td></td>
<td>18,190</td>
<td>13.3</td>
<td></td>
<td></td>
<td>20,890</td>
<td>15.4</td>
<td></td>
<td></td>
<td>45,835</td>
<td>33.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>31,655</td>
<td>23.3</td>
<td></td>
<td></td>
<td>11,356</td>
<td>8.3</td>
<td></td>
<td></td>
<td>13,119</td>
<td>9.6</td>
<td></td>
<td></td>
<td>9,485</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>34,725</td>
<td>25.5</td>
<td></td>
<td></td>
<td>15,322</td>
<td>11.2</td>
<td></td>
<td></td>
<td>18,984</td>
<td>14.0</td>
<td></td>
<td></td>
<td>4,058</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3,449</td>
<td>2.5</td>
<td></td>
<td></td>
<td>35,281</td>
<td>25.8</td>
<td></td>
<td></td>
<td>2,942</td>
<td>2.2</td>
<td></td>
<td></td>
<td>127</td>
<td>0.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>136,016</td>
<td>100.0</td>
<td></td>
<td></td>
<td>136,700</td>
<td>100.0</td>
<td></td>
<td></td>
<td>136,039</td>
<td>100.0</td>
<td></td>
<td></td>
<td>136,037</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source of Data: 2006 ACCESS data file received from Metri-tech

### Table 14. Proficiency Levels of ELL Students on ACCESS-Composite by Grade Cluster, 2006

<table>
<thead>
<tr>
<th>Composite Proficiency Level</th>
<th>K-2</th>
<th>3rd-5th</th>
<th>6th-8th</th>
<th>9th-12th</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Col Pct</td>
<td>Number</td>
<td>Col Pct</td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>23,142</td>
<td>40.3</td>
<td>3,710</td>
<td>9.6</td>
<td>2,424</td>
</tr>
<tr>
<td>2</td>
<td>12,052</td>
<td>21.0</td>
<td>10,001</td>
<td>25.8</td>
<td>3,250</td>
</tr>
<tr>
<td>3</td>
<td>15,003</td>
<td>26.1</td>
<td>15,044</td>
<td>38.9</td>
<td>6,050</td>
</tr>
<tr>
<td>4</td>
<td>6,168</td>
<td>10.7</td>
<td>8,332</td>
<td>21.5</td>
<td>3,066</td>
</tr>
<tr>
<td>5</td>
<td>940</td>
<td>1.6</td>
<td>1,461</td>
<td>3.8</td>
<td>638</td>
</tr>
<tr>
<td>6</td>
<td>169</td>
<td>0.3</td>
<td>152</td>
<td>0.4</td>
<td>104</td>
</tr>
<tr>
<td>Total</td>
<td>57,474</td>
<td>100.0</td>
<td>38,700</td>
<td>100.0</td>
<td>15,532</td>
</tr>
<tr>
<td>&gt;= 4.0 prof level</td>
<td>7,277</td>
<td>12.7</td>
<td>9,945</td>
<td>25.7</td>
<td>3,808</td>
</tr>
</tbody>
</table>

Note: ISBE has set proficiency level of 4.0 from composite scores as minimum criterion for exiting students from program services.
Chart 1. Percent of ELL Students at 4.0 Level of Proficiency or Higher on Each Domain in ACCESS by Grade Cluster, 2006
## Section 2a. ENGLISH LANGUAGE PROFICIENCY LEVELS OF ELL-TRANSITIONED STUDENTS

Table 15. Number and percent of students who were transitioned or mainstreamed in school year 2005-2006 and their proficiency levels on each domain (including the proficiency levels on their composite scores) on the 2006 ACCESS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>208 1.7</td>
<td>105 0.8</td>
<td>375 3.0</td>
<td>415 3.3</td>
<td>315 2.5</td>
</tr>
<tr>
<td>2</td>
<td>537 4.3</td>
<td>264 2.1</td>
<td>407 3.2</td>
<td>960 7.6</td>
<td>818 6.5</td>
</tr>
<tr>
<td>3</td>
<td>1,599 12.7</td>
<td>768 6.1</td>
<td>646 5.1</td>
<td>996 7.9</td>
<td>2,812 22.3</td>
</tr>
<tr>
<td>4</td>
<td>2,009 16.0</td>
<td>1,296 10.3</td>
<td>555 4.4</td>
<td>837 6.6</td>
<td>1,255 10.0</td>
</tr>
<tr>
<td>5</td>
<td>853 6.8</td>
<td>2,079 16.5</td>
<td>922 7.3</td>
<td>1,424 11.3</td>
<td>157 1.2</td>
</tr>
<tr>
<td>6</td>
<td>188 1.5</td>
<td>880 7.0</td>
<td>2,461 19.5</td>
<td>761 6.0</td>
<td>31 0.2</td>
</tr>
<tr>
<td>Valid Cases</td>
<td>5,394 42.8</td>
<td>5,392 42.8</td>
<td>5,366 42.6</td>
<td>5,393 42.8</td>
<td>5,388 42.8</td>
</tr>
</tbody>
</table>

Table 15-A. Number and percent of students who were transitioned or mainstreamed in school year 2005-2006, who have no test scores in 2006 ACCESS, with their 2005 proficiency levels* on each domain

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>114 1.6</td>
<td>40 0.6</td>
<td>174 2.4</td>
<td>157 2.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>45 0.6</td>
<td>123 1.7</td>
<td>464 6.4</td>
<td>566 7.9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>189 2.6</td>
<td>185 2.6</td>
<td>603 8.4</td>
<td>3,941 54.7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>263 3.7</td>
<td>253 3.5</td>
<td>516 7.2</td>
<td>882 12.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>196 2.7</td>
<td>212 2.9</td>
<td>405 5.6</td>
<td>20 0.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>132 1.8</td>
<td>45 0.6</td>
<td>262 3.6</td>
<td>1 0.0</td>
<td></td>
</tr>
<tr>
<td>Valid Cases</td>
<td>939 13.0</td>
<td>858 11.9</td>
<td>2,424 33.7</td>
<td>5,567 77.3</td>
<td></td>
</tr>
<tr>
<td>No test scores reported in 2005</td>
<td>6,259 87.0</td>
<td>6,366 88.1</td>
<td>4,773 66.3</td>
<td>1,635 22.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,198 100.0</td>
<td>7,224 100.0</td>
<td>7,197 100.0</td>
<td>7,202 100.0</td>
<td></td>
</tr>
</tbody>
</table>

*See Table 15-A below.

*The students’ 2005 local English language proficiency test scores were converted to ACCESS using the regression equations generated from the Bridge Study.
Section 3. ACHIEVEMENT LEVELS OF ELL (LEP) STUDENTS ON IMAGE (Illinois Measure of Annual Growth in English)

IMAGE is the state assessment for students identified as LEP and who are not eligible for the Illinois Alternative Assessment (IAA). In 2006, IMAGE was administered to grades 3 through 8 and grade 11 ELL students in the subjects of reading and mathematics. Information on some exceptions in taking the IMAGE can be found in the IMAGE coordination manuals at http://www.isbe.net/assessment/image.htm.

Following are the four performance levels in IMAGE-Reading and IMAGE-Math, respectively:

**IMAGE PERFORMANCE LEVELS IN READING**

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

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

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

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

**IMAGE PERFORMANCE LEVELS IN MATHEMATICS**

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

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

**Below Standards (B):** Student work demonstrates basic knowledge and skills in the subject. However, 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.
### Table 16. Performance of ELL Students on IMAGE-Reading, 2006

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Number Met Standards</th>
<th>Number Exceeded Standards</th>
<th>Valid Cases</th>
<th>Met/Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Number</td>
<td>Pct</td>
<td>Number</td>
<td>Pct</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1,474</td>
<td>8.9</td>
<td>4,191</td>
<td>25.3</td>
<td>7,285</td>
<td>45.0</td>
</tr>
<tr>
<td>Grade 4</td>
<td>1,034</td>
<td>8.5</td>
<td>2,668</td>
<td>20.8</td>
<td>5,606</td>
<td>45.0</td>
</tr>
<tr>
<td>Grade 5</td>
<td>786</td>
<td>7.8</td>
<td>1,742</td>
<td>17.2</td>
<td>4,467</td>
<td>45.0</td>
</tr>
<tr>
<td>Grade 6</td>
<td>346</td>
<td>7.7</td>
<td>1,209</td>
<td>26.8</td>
<td>2,212</td>
<td>45.0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>487</td>
<td>12.3</td>
<td>1,119</td>
<td>28.2</td>
<td>1,668</td>
<td>45.0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>449</td>
<td>12.2</td>
<td>1,101</td>
<td>29.9</td>
<td>1,520</td>
<td>45.0</td>
</tr>
<tr>
<td>Grade 11</td>
<td>385</td>
<td>14.1</td>
<td>852</td>
<td>31.3</td>
<td>911</td>
<td>45.0</td>
</tr>
</tbody>
</table>

### Table 17. Performance of ELL Students on IMAGE-Math, 2006

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Academic Warning</th>
<th>Below Standards</th>
<th>Number Met Standards</th>
<th>Number Exceeded Standards</th>
<th>Valid Cases</th>
<th>Met/Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Number</td>
<td>Pct</td>
<td>Number</td>
<td>Pct</td>
</tr>
<tr>
<td>Grade 3</td>
<td>1,226</td>
<td>7.2</td>
<td>4,272</td>
<td>25.0</td>
<td>9,580</td>
<td>1,184</td>
</tr>
<tr>
<td>Grade 4</td>
<td>664</td>
<td>5.1</td>
<td>4,115</td>
<td>31.3</td>
<td>7,590</td>
<td>765</td>
</tr>
<tr>
<td>Grade 5</td>
<td>325</td>
<td>3.1</td>
<td>5,067</td>
<td>48.8</td>
<td>4,795</td>
<td>199</td>
</tr>
<tr>
<td>Grade 6</td>
<td>357</td>
<td>7.5</td>
<td>2,182</td>
<td>46.0</td>
<td>2,070</td>
<td>131</td>
</tr>
<tr>
<td>Grade 7</td>
<td>371</td>
<td>8.9</td>
<td>1,847</td>
<td>44.1</td>
<td>1,749</td>
<td>221</td>
</tr>
<tr>
<td>Grade 8</td>
<td>515</td>
<td>13.4</td>
<td>1,542</td>
<td>40.1</td>
<td>1,518</td>
<td>266</td>
</tr>
<tr>
<td>Grade 11</td>
<td>324</td>
<td>11.8</td>
<td>1,729</td>
<td>63.1</td>
<td>621</td>
<td>67</td>
</tr>
</tbody>
</table>
Chart 2. Percent of ELL Students Meeting and Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Grade Level, 2006

Chart 3. Percent of Grade 3 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006
Chart 4. Percent of Grade 4 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

Chart 5. Percent of Grade 5 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006
Chart 6. Percent of Grade 6 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

Chart 7. Percent of Grade 7 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006
Chart 8. Percent of Grade 8 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

Chart 9. Percent of Grade 11 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006
Comparing the Performance of ELL Students in Chicago SD 299 on IMAGE with ELL Students from the Rest of the State

Chart 10. Comparison of Performance of ELL Students on IMAGE-Reading: Chicago SD 299 versus Rest of the State, 2006

Chart 11. Comparison of Performance of ELL Students on IMAGE-Mathematics: Chicago SD 299 versus Rest of the State, 2006
Section 4. ACHIEVEMENT LEVELS OF ELL (LEP) STUDENTS ON ISAT (Illinois Standards Achievement Test) and PSAE (Prairie State Achievement Examination)

Both the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) measure individual student achievement relative to the Illinois Learning Standards. ELL students who were transitioned (from ELL program services) to the regular or mainstream school programs are administered either one of these tests depending on their grade levels. In 2006, ISAT-reading and ISAT-mathematics were administered to grades 3 through 8. ISAT-science was administered to grades 4 and 7 only. PSAE, which is the statewide high school achievement test, was administered to grade 11 students only. Subject areas covered by PSAE for 2005-2006 were reading, mathematics, and science.

ISAT and PSAE have four performance levels:

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

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

- **Below Standards (B)**—Student work demonstrates basic knowledge and skills in the subject. However, 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.

The following tables and charts compare the performance of LEP-transitioned students with the performance of non-LEP students on the ISAT and PSAE.
Table 18. Performance of Transitioned-LEP and Non-LEP Students on ISAT and PSAE Reading, 2006

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Comparison Groups</th>
<th>Performance Level</th>
<th>Valid Cases</th>
<th>Met/Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic Warning</td>
<td>Below Standards</td>
<td>Number Met Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Pct</td>
<td>Number</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Transitioned-LEP</td>
<td>65</td>
<td>6.1</td>
<td>298</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>7,655</td>
<td>5.7</td>
<td>31,884</td>
</tr>
<tr>
<td></td>
<td>Grade3-total</td>
<td>7,720</td>
<td>5.7</td>
<td>32,182</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Transitioned-LEP</td>
<td>26</td>
<td>2.4</td>
<td>367</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>2,153</td>
<td>1.6</td>
<td>35,245</td>
</tr>
<tr>
<td></td>
<td>Grade4-total</td>
<td>2,179</td>
<td>1.6</td>
<td>35,612</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Transitioned-LEP</td>
<td>48</td>
<td>3.7</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>1,675</td>
<td>1.1</td>
<td>44,036</td>
</tr>
<tr>
<td></td>
<td>Grade5-total</td>
<td>1,723</td>
<td>1.2</td>
<td>44,636</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Transitioned-LEP</td>
<td>42</td>
<td>1.5</td>
<td>1,883</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>547</td>
<td>0.4</td>
<td>39,981</td>
</tr>
<tr>
<td></td>
<td>Grade6-total</td>
<td>589</td>
<td>0.4</td>
<td>41,864</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Transitioned-LEP</td>
<td>37</td>
<td>1.7</td>
<td>1,421</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>756</td>
<td>0.5</td>
<td>40,853</td>
</tr>
<tr>
<td></td>
<td>Grade7-total</td>
<td>793</td>
<td>0.5</td>
<td>42,274</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Transitioned-LEP</td>
<td>13</td>
<td>0.8</td>
<td>1,025</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>335</td>
<td>0.2</td>
<td>30,900</td>
</tr>
<tr>
<td></td>
<td>Grade8-total</td>
<td>348</td>
<td>0.2</td>
<td>31,925</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Transitioned-LEP</td>
<td>199</td>
<td>30.4</td>
<td>322</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>10,214</td>
<td>8.2</td>
<td>41,169</td>
</tr>
<tr>
<td></td>
<td>Grade11-total</td>
<td>10,413</td>
<td>8.3</td>
<td>41,491</td>
</tr>
</tbody>
</table>
Table 19. Performance of Transitioned-LEP and Non-LEP Students on ISAT and PSAE Math, 2006

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Comparison Groups</th>
<th>Performance Level</th>
<th>Valid Cases</th>
<th>Met/Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Academic Warning</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below Standards</td>
<td>Number</td>
<td>Pct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>Transitioned-LEP</td>
<td>52</td>
<td>4.9</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>5,191</td>
<td>3.8</td>
<td>14,243</td>
</tr>
<tr>
<td></td>
<td>Grade3-total</td>
<td>5,243</td>
<td>3.9</td>
<td>14,349</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Transitioned-LEP</td>
<td>21</td>
<td>2.0</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>2,174</td>
<td>1.6</td>
<td>18,808</td>
</tr>
<tr>
<td></td>
<td>Grade4-total</td>
<td>2,195</td>
<td>1.6</td>
<td>19,000</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Transitioned-LEP</td>
<td>12</td>
<td>0.9</td>
<td>409</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>907</td>
<td>0.6</td>
<td>30,148</td>
</tr>
<tr>
<td></td>
<td>Grade5-total</td>
<td>919</td>
<td>0.6</td>
<td>30,557</td>
</tr>
<tr>
<td>Grade 6</td>
<td>Transitioned-LEP</td>
<td>66</td>
<td>2.3</td>
<td>1,241</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>1,253</td>
<td>0.8</td>
<td>30,034</td>
</tr>
<tr>
<td></td>
<td>Grade6-total</td>
<td>1,319</td>
<td>0.8</td>
<td>31,275</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Transitioned-LEP</td>
<td>172</td>
<td>7.9</td>
<td>1,015</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>3,935</td>
<td>2.6</td>
<td>31,638</td>
</tr>
<tr>
<td></td>
<td>Grade7-total</td>
<td>4,107</td>
<td>2.7</td>
<td>32,653</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Transitioned-LEP</td>
<td>118</td>
<td>7.0</td>
<td>754</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>3,098</td>
<td>2.0</td>
<td>29,710</td>
</tr>
<tr>
<td></td>
<td>Grade8-total</td>
<td>3,216</td>
<td>2.1</td>
<td>30,464</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Transitioned-LEP</td>
<td>161</td>
<td>24.6</td>
<td>299</td>
</tr>
<tr>
<td></td>
<td>Non-LEP</td>
<td>12,049</td>
<td>9.7</td>
<td>45,433</td>
</tr>
<tr>
<td></td>
<td>Grade11-total</td>
<td>12,210</td>
<td>9.7</td>
<td>45,732</td>
</tr>
</tbody>
</table>
Chart 12. Comparison of Performance of Transitioned-LEP Students with Non-LEP Students on ISAT/PSAE READING, Percent Met and Exceeded Standards, by Grade Level, 2006

Chart 13. Comparison of Performance of Transitioned-LEP Students with Non-LEP Students on ISAT/PSAE MATHEMATICS, Percent Met and Exceeded Standards, by Grade Level, 2006
Comparing the Performance of ELL-Transitioned Students in Chicago SD 299 on ISAT with ELL-Transitioned Students from the Rest of the State

Chart 14. Comparison of Performance of LEP-Transitioned Students on ISAT-Reading: Chicago SD 299 vs. Rest of the State, 2006

Chart 15. Comparison of Performance of LEP-Transitioned Students on ISAT-Mathematics: Chicago SD 299 vs. Rest of the State, 2006
Direct questions about this report to the ISBE Data Analysis and Progress Reporting Division at 217/782-3950.