

ENGLISH LANGUAGE LEARNERS (ELL) IN ILLINOIS

2006 ELL STUDENT STATISTICAL REPORT

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

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 (LIPLEPS) 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.

Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (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

SCHOOL DISTRICT	Number Identified*	Number Served**	Percent Served to Identified	Percent to Total Served
CITY OF CHICAGO SCHOOL DIST 299	56,465	66,479	117.7	41.1
SCHOOL DISTRICT U-46	5,849	6,879	117.6	4.3
CICERO SCHOOL DISTRICT 99	6,199	5,903	95.2	3.6
AURORA EAST UNIT SCHOOL DIST 131	1,019	5,107	501.2	3.2
WAUKEGAN C U SCHOOL DIST 60	4,048	4,996	123.4	3.1
COMM UNIT SCH DIST 300	2,112	2,530	119.8	1.6
WHEELING C C SCHOOL DIST 21	2,149	2,344	109.1	1.4
PALATINE C C SCHOOL DIST 15	1,818	2,093	115.1	1.3
WEST CHICAGO ELEM SCHOOL DIST 33	1,549	2,092	135.1	1.3
ROCKFORD SCHOOL DIST 205	3,327	1,987	59.7	1.2
COMM CONS SCH DIST 59	1,473	1,667	113.2	1.0
SCHAUMBURG C C SCHOOL DIST 54	1,157	1,533	132.5	0.9
PLAINFIELD SCHOOL DIST 202	405	1,508	372.3	0.9
ROUND LAKE AREA SCHS - DIST 116	1,532	1,375	89.8	0.9
COMM CONSOLIDATED SCH DIST 62	1,293	1,347	104.2	0.8
VALLEY VIEW CUSD #365U	995	1,310	131.7	0.8
AURORA WEST UNIT SCHOOL DIST 129	1,011	1,236	122.3	0.8
TOWNSHIP HIGH SCHOOL DIST 214	827	1,125	136.0	0.7
JOLIET PUBLIC SCH DIST 86	952	1,054	110.7	0.7
INDIAN PRAIRIE C U SCH DIST 204	844	1,012	119.9	0.6
COMMUNITY UNIT SCHOOL DIST 200	708	889	125.6	0.5
MAYWOOD-MELROSE PARK-BROADVIEW-89	793	827	104.3	0.5
SCH DISTRICT 45 DUPAGE COUNTY	724	827	114.2	0.5
BENSENVILLE SCHOOL DISTRICT 2	644	818	127.0	0.5
ADDISON SCHOOL DIST 4	867	777	89.6	0.5
COOK COUNTY SCHOOL DIST 130	814	772	94.8	0.5
WOODSTOCK C U SCHOOL DIST 200	706	766	108.5	0.5
BERWYN SOUTH SCHOOL DISTRICT 100	604	710	117.5	0.4
BELVIDERE C U SCH DIST 100	544	699	128.5	0.4
HARVARD C U SCHOOL DIST 50	564	682	120.9	0.4
BURBANK SCHOOL DISTRICT 111	463	681	147.1	0.4
GLENVIEW C C SCHOOL DIST 34	493	625	126.8	0.4
WOODLAND C C SCHOOL DIST 50	444	617	139.0	0.4
TOWNSHIP H S DIST 211	470	594	126.4	0.4
BARRINGTON C U SCHOOL DIST 220	508	569	112.0	0.4
NORTH CHICAGO SCHOOL DIST 187	522	557	106.7	0.3
BERKELEY SCHOOL DIST 87	608	547	90.0	0.3
BERWYN NORTH SCHOOL DIST 98	533	525	98.5	0.3
MOLINE UNIT SCHOOL DISTRICT 40	396	516	130.3	0.3
SUMMIT SCHOOL DIST 104	459	509	110.9	0.3
EAST MAINE SCHOOL DIST 63	500	502	100.4	0.3
ALL OTHER DISTRICTS	28,383	34,148	120.3	21.1
STATE TOTALS	135,771	161,734	119.1	100.0

*from School Year 2005-2006 Bilingual Census; **from 2005-2006 Annual Student Report

Table 2. Number and Percent of LEP Students Served by County, 2005-2006

Name of County	Number	Pct	Name of County	Number	Pct
ADAMS	11	0.01	LOGAN	1	0.00
BOONE	774	0.48	MACON	69	0.04
BUREAU	95	0.06	MACOUPIN	1	0.00
CASS	244	0.15	MADISON	220	0.14
CHAMPAIGN	885	0.55	MASON	1	0.00
CHRISTIAN	1	0.00	MCDONOUGH	3	0.00
CLINTON	38	0.02	MCHENRY	2,792	1.73
COLES	39	0.02	MCLEAN	518	0.32
COOK	102,385	63.30	MONROE	1	0.00
DEKALB	621	0.38	MONTGOMERY	1	0.00
DEWITT	1	0.00	MORGAN	20	0.01
DOUGLAS	50	0.03	MOULTRIE	2	0.00
DUPAGE	12,304	7.61	OGLE	388	0.24
EDGAR	1	0.00	PEORIA	290	0.18
EFFINGHAM	15	0.01	RICHLAND	1	0.00
FORD	9	0.01	ROCK ISLAND	918	0.57
FRANKLIN	1	0.00	SANGAMON	73	0.05
GRUNDY	142	0.09	SHELBY	2	0.00
HENRY	142	0.09	ST. CLAIR	146	0.09
IROQUOIS	56	0.03	STEPHENSON	35	0.02
JACKSON	137	0.08	TAZEWELL	14	0.01
JEFFERSON	2	0.00	UNION	74	0.05
JODAVIESS	18	0.01	VERMILION	50	0.03
JOHNSON	8	0.00	WARREN	66	0.04
KANE	16,304	10.08	WASHINGTON	4	0.00
KANKAKEE	252	0.16	WAYNE	5	0.00
KENDALL	590	0.36	WHITESIDE	110	0.07
KNOX	16	0.01	WILL	4,623	2.86
LAKE	13,554	8.38	WILLIAMSON	26	0.02
LASALLE	368	0.23	WINNEBAGO	2,168	1.34
LAWRENCE	11	0.01	WOODFORD	33	0.02
LEE	5	0.00			
			STATE TOTALS	161,734	100.00

Table 3. Native Languages Spoken by Students Served in Bilingual Education Programs in Illinois Schools, 2005-2006

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
Afrikaans (Taal)	57	0.00	Hakka (Chinese)	1	0.00	Norwegian	4	0.00
Akan (Fante, Asante)	44	0.00	Hausa	4	0.00	Oneida	1	0.00
Albanian, Gheg (Kosovo/Macedon)	354	0.20	Hebrew	77	0.00	Oriya	1	0.00
Albanian, Tosk (Albania)	131	0.10	Hemba	6	0.00	Others	892	0.60
Algonquin	9	0.00	Hindi	334	0.20	Oulof (Wolof)	6	0.00
Amharic	112	0.10	Hmong	14	0.00	Palauan	2	0.00
Apache	1	0.00	Hopi	4	0.00	Pampangan	5	0.00
Arabic	2,724	1.70	Hungarian	27	0.00	Panjabi (Punjabi)	158	0.10
Armenian	27	0.00	Ibo/Igbo	45	0.00	Pashto (Pushto)	29	0.00
Assamese	5	0.00	Ilocano	7	0.00	Pilipino (Tagalog)	1,311	0.80
Assyrian (Syriac, Aramaic)	421	0.30	Ilonggo (Hiligaynon)	16	0.00	Pima	3	0.00
Balinese	5	0.00	Indonesian	31	0.00	Polish	6,668	4.10
Bemba	5	0.00	Italian	120	0.10	Portuguese	133	0.10
Bengali	75	0.00	Jamaican	6	0.00	Romanian	398	0.20
Bisaya (Malaysia)	2	0.00	Japanese	705	0.40	Romany (Gypsy)	3	0.00
Bosnian	539	0.30	Kache (Kaje,Jju)	1	0.00	Russian	992	0.60
Bulgarian	551	0.30	Kanjobal	1	0.00	Samoan	5	0.00
Burmese	24	0.00	Kannada (Kanarese)	13	0.00	Serbian	565	0.30
Cambodian (Khmer)	147	0.10	Kashmiri	2	0.00	Shanghai (Chinese)	5	0.00
Cantonese (Chinese)	1,610	1.00	Kikamba (Kamba)	1	0.00	Shona	5	0.00
Cebuano (Visayan)	14	0.00	Konkani	4	0.00	Sindhi	5	0.00
Chamorro	1	0.00	Korean	1,602	1.00	Sinhalese	11	0.00
Chaochow/Teochiu (Chinese)	31	0.00	Kpelle	2	0.00	Sioux (Dakota)	7	0.00
Cherokee	3	0.00	Krahn	35	0.00	Slovak	58	0.00
Chichewa (Nyanja)	3	0.00	Krio	24	0.00	Slovenian	9	0.00
Choctaw	1	0.00	Kurdish	22	0.00	Somali	39	0.00
Creek	5	0.00	Lao	98	0.10	Sotho	1	0.00
Croatian	55	0.00	Latvian	11	0.00	Spanish	131,016	81.00
Crow	2	0.00	Lingala	18	0.00	Swahili	55	0.00
Czech	53	0.00	Lithuanian	827	0.50	Swedish	19	0.00
						Taiwanese/Formosan/ Min Nan	38	0.00
Danish	7	0.00	Luganda	10	0.00	Tamil	74	0.00
Dinlea (Turkish)	1	0.00	Luo	5	0.00	Telugu (Telugu)	228	0.10
Dutch/Flemish	33	0.00	Maay	131	0.10	Thai	111	0.10
Estonian	5	0.00	Macedonian	44	0.00	Tibetan	22	0.00
Ewe	27	0.00	Malay	52	0.00	Tigrinya (Tigrigna)	10	0.00
Farsi (Persian)	185	0.10	Malayalam	349	0.20	Tuluau	1	0.00
Finnish	4	0.00	Maltese	1	0.00	Turkish	166	0.10
French	434	0.30	Mandarin (Chinese)	607	0.40	Ukrainian	557	0.30
Fukien/Hokkien (Chinese)	8	0.00	Mandingo (Mandinka)	12	0.00	Urdu	2,089	1.30
Ga	3	0.00	Maori	2	0.00	Uzbek	23	0.00
Gbaya	1	0.00	Marathi	18	0.00	Vietnamese	1,133	0.70
German	137	0.10	Mende	3	0.00	Welsh	1	0.00
Greek	153	0.10	Mina (Geser-Goram)	11	0.00	Yiddish	2	0.00
Gujarati	1,160	0.70	Mongolian	130	0.10	Yoruba	127	0.10
Guyanese	5	0.00	Navajo	1	0.00			
Hainanese (Chinese)	1	0.00	Nepali	34	0.00			
Haitian-Creole	103	0.10				STATE TOTALS	161,734	100.00

Table 4. Number of LEP Students in Bilingual Education Programs by Language Spoken and Location, 2005-2006

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

Grade Level	Chicago Public SD 299				Rest of the State				Illinois				Pct of State Total
	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Sub-total	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Sub-total	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Total	
Pre-K			23	23					0	0	23	23	0.01
Kinder			10,673	10,673	297	664	14,603	15,564	297	664	25,276	26,237	16.22
1st			9,266	9,266	291	649	13,006	13,946	291	649	22,272	23,212	14.35
2nd			8,502	8,502	227	565	11,519	12,311	227	565	20,021	20,813	12.87
3rd			8,366	8,366	235	511	10,072	10,818	235	511	18,438	19,184	11.86
4th			8,054	8,054	190	432	8,314	8,936	190	432	16,368	16,990	10.50
5th			5,310	5,310	150	327	7,122	7,599	150	327	12,432	12,909	7.98
6th			4,036	4,036	126	253	5,376	5,755	126	253	9,412	9,791	6.05
7th			2,349	2,349	138	245	4,064	4,447	138	245	6,413	6,796	4.20
8th			2,309	2,309	123	231	3,470	3,824	123	231	5,779	6,133	3.79
9th			2,538	2,538	70	255	3,253	3,578	70	255	5,791	6,116	3.78
10th			1,984	1,984	92	235	3,137	3,464	92	235	5,121	5,448	3.37
11th			1,367	1,367	74	192	2,437	2,703	74	192	3,804	4,070	2.52
12th			1,702	1,702	81	163	2,003	2,247	81	163	3,705	3,949	2.44
13th					1	5	46	52	1	5	46	52	0.03
NR*					2	4	5	11	2	4	5	11	0.01
State Totals			66,479	66,479	2,097	4,731	88,427	95,255	2,097	4,731	154,906	161,734	100.00
Program Pct	0.00	0.00	100.00	100.00	2.20	4.97	92.83	100.00	1.30	2.93	95.78	100.00	

*Not Reported

Table 6. LEP Enrollments by Type of Program and Location, 2005-2006

Bilingual Education Program	Chicago		Rest of the State		Illinois	
	Number	Col Pct	Number	Col Pct	Number	Col Pct
Transitional Bilingual Education (TBE)	60,907	91.6	64,979	68.2	125,886	77.8
Transitional Program of Instruction (TPI)	5,572	8.4	30,276	31.8	35,848	22.2
TOTAL	66,479	41.1	95,255	58.9	161,734	100.0

Section 1b. YEARS IN THE PROGRAM AND PROGRAM EXITS**Table 7. Years in the Program by Location, 2005-2006**

Years in the Program	Chicago		Rest of the State		Illinois	
	Number	Col Pct	Number	Col Pct	Number	Col Pct
Three Years and Fewer	7,623	45.2	11,896	67.8	19,519	56.7
More than Three Years	9,252	54.8	5,637	32.2	14,889	43.3
Total Exited	16,875	25.4	17,533	18.4	34,408	21.3
Have not Exited	49,604	74.6	77,722	81.6	127,326	78.7
Total Served	66,479	100.0	95,255	100.0	161,734	100.0

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

Years in the Program	Transitional Bilingual Education (TBE)		Transitional Program of Instruction (TPI)		ILLINOIS	
	Number	Col Pct	Number	Col Pct	Number	Col Pct
Three Years and Fewer	12,889	50.4	6,630	74.9	19,519	56.7
More than Three Years	12,664	49.6	2,225	25.1	14,889	43.3
Total Exited	25,553	20.3	8,855	24.7	34,408	21.3
Have not Exited	100,333	79.7	26,993	75.3	127,326	78.7
Total Served	125,886	100.0	35,848	100.0	161,734	100.0

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

Reason for Exiting	Three Years and Fewer		More than Three Years		Total Exits		Percent of exits to total served
	Number	Row Pct	Number	Row Pct	Number	Col Pct	
Transitioned	5,158	41.0	7,432	59.0	12,590	36.6	7.8
Withdrawn by Parents	2,514	76.6	767	23.4	3,281	9.5	2.0
Graduated	1,089	53.3	955	46.7	2,044	5.9	1.3
Dropped Out	311	74.0	109	26.0	420	1.2	0.3
Transferred	7,790	77.6	2,247	22.4	10,037	29.2	6.2
Other Reasons	2,657	44.0	3,379	56.0	6,036	17.5	3.7
Total	19,519	56.7	14,889	43.3	34,408	100.0	21.3

Table 10. Reason for Exiting the Program by Location, 2005-2006

Reason for Exiting the Program	Chicago		Rest of the State		Illinois	
	No.	Col Pct.	No.	Col Pct.	No.	Col Pct.
Transitioned	4,963	29.4	7,627	43.5	12,590	36.6
Withdrawn by parents	2,227	13.2	1,054	6.0	3,281	9.5
Graduated		0.0	2,044	11.7	2,044	5.9
Dropped out	103	0.6	317	1.8	420	1.2
Transferred	5,894	34.9	4,143	23.6	10,037	29.2
Other reasons	3,688	21.9	2,348	13.4	6,036	17.5
Total Exited	16,875	100.0	17,533	100.0	34,408	100.0

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

Reason for Exiting the Program	Chicago				Rest of the State			
	Three years or fewer		More than three years		Three years or less		More than three years	
	No.	Row Pct.	No.	Row Pct.	No.	Row Pct.	No.	Row Pct.
Transitioned	714	14.4	4,249	85.6	4,444	58.3	3,183	41.7
Withdrawn by parents	1,660	74.5	567	25.5	854	81.0	200	19.0
Graduated					1,089	53.3	955	46.7
Dropped out	76	73.8	27	26.2	235	74.1	82	25.9
Transferred	4,330	73.5	1,564	26.5	3,460	83.5	683	16.5
Other reasons	843	22.9	2,845	77.1	1,814	77.3	534	22.7
Total Exited	7,623	45.2	9,252	54.8	11,896	67.8	5,637	32.2

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

Years in the Program	Chicago				Rest of the State				Illinois			
	TBE		TPI		TBE		TPI		TBE		TPI	
	No.	Col Pct.	No.	Col Pct.	No.	Col Pct.	No.	Col Pct.	No.	Col Pct.	No.	Col Pct.
Three Years and Fewer	576	43.7	138	57.7	2,009	60.2	2,435	79.2	2,585	50.4	2,573	74.9
More than Three Years	3,831	56.3	418	42.3	2,332	39.8	851	20.8	6,163	49.6	1,269	25.1
Total	4,407	100.0	556	100.0	4,341	100.0	3,286	100.0	8,748	100.0	3,842	100.0

Section 2. ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS ELL (LEP) STUDENTS

Section 14C-3 of the School Code requires school districts to annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all 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).

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Formerly ELL

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

Level of Proficiency	LISTENING		SPEAKING		READING		WRITING		COMPOSITE	
	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
1	16,517	12.1	40,130	29.4	44,467	32.7	38,729	28.5	35,688	26.2
2	18,630	13.7	16,421	12.0	35,637	26.2	40,817	30.0	31,449	23.1
3	31,040	22.8	18,190	13.3	20,890	15.4	45,835	33.7	43,223	31.8
4	31,655	23.3	11,356	8.3	13,119	9.6	9,485	7.0	20,941	15.4
5	34,725	25.5	15,322	11.2	18,984	14.0	889	0.7	4,058	3.0
6	3,449	2.5	35,281	25.8	2,942	2.2	127	0.1	678	0.5
Total	136,016	100.0	136,700	100.0	136,039	100.0	135,882	100.0	136,037	100.0

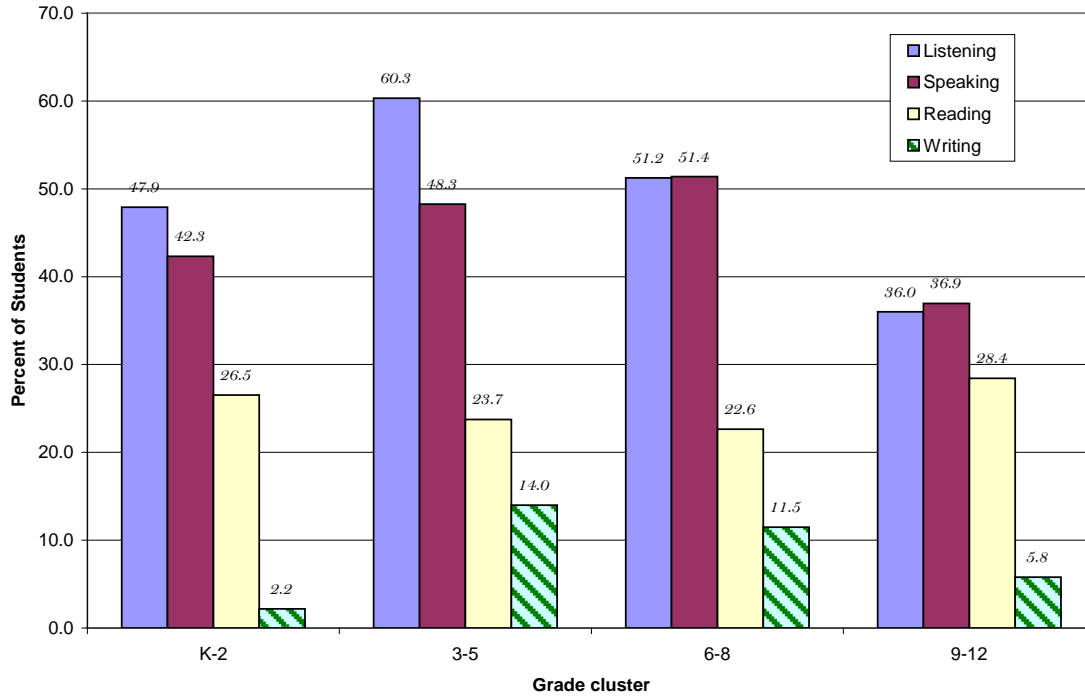
Source of Data: 2006 ACCESS data file received from Metri-tech

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

Composite Proficiency Level	Grade Cluster								Total	
	K-2		3rd-5th		6th-8th		9th-12th			
	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
1	23,142	40.3	3,710	9.6	2,424	15.6	3,374	29.5	32,650	26.5
2	12,052	21.0	10,001	25.8	3,250	20.9	3,318	29.0	28,621	23.2
3	15,003	26.1	15,044	38.9	6,050	39.0	3,083	26.9	39,180	31.8
4	6,168	10.7	8,332	21.5	3,066	19.7	1,233	10.8	18,799	15.3
5	940	1.6	1,461	3.8	638	4.1	344	3.0	3,383	2.7
6	169	0.3	152	0.4	104	0.7	90	0.8	515	0.4
Total	57,474	100.0	38,700	100.0	15,532	100.0	11,442	100.0	123,148	100.0
> = 4.0 prof level	7,277	12.7	9,945	25.7	3,808	24.5	1,667	14.6	22,697	18.4

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

Proficiency Level	COMPOSITE 2006		LISTENING 2006		SPEAKING 2006		READING 2006		WRITING 2006	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct
1	208	1.7	105	0.8	375	3.0	415	3.3	315	2.5
2	537	4.3	264	2.1	407	3.2	960	7.6	818	6.5
3	1,599	12.7	768	6.1	646	5.1	996	7.9	2,812	22.3
4	2,009	16.0	1,296	10.3	555	4.4	837	6.6	1,255	10.0
5	853	6.8	2,079	16.5	922	7.3	1,424	11.3	157	1.2
6	188	1.5	880	7.0	2,461	19.5	761	6.0	31	0.2
Valid Cases	5,394	42.8	5,392	42.8	5,366	42.6	5,393	42.8	5,388	42.8
No test scores in 2006 ACCESS*	7,196	57.2	7,198	57.2	7,224	57.4	7,197	57.2	7,202*	57.2
Total	12,590	100.0	12,590	100.0	12,590	100.0	12,590	100.0	12,590	100.0

*See Table 15-A below.

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

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

*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

Grade level	Performance Level						Valid Cases	Met/Exceeded Standards	
	Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct
	Number	Pct	Number	Pct					
Grade 3	1,474	8.9	4,191	25.3	7,285	3,591	16,541	10,876	65.8
Grade 4	1,084	8.5	2,668	20.8	5,606	3,440	12,798	9,046	70.7
Grade 5	786	7.8	1,742	17.2	4,467	3,134	10,129	7,601	75.0
Grade 6	346	7.7	1,209	26.8	2,212	750	4,517	2,962	65.6
Grade 7	487	12.3	1,119	28.2	1,668	692	3,966	2,360	59.5
Grade 8	449	12.2	1,101	29.9	1,520	607	3,677	2,127	57.8
Grade 11	385	14.1	852	31.3	911	573	2,721	1,484	54.5

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

Grade level	Performance Level						Valid Cases	Met/Exceeded Standards	
	Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct
	Number	Pct	Number	Pct					
Grade 3	1,226	7.2	4,272	25.0	9,580	1,984	17,062	11,564	67.8
Grade 4	664	5.1	4,115	31.3	7,590	765	13,134	8,355	63.6
Grade 5	325	3.1	5,067	48.8	4,795	199	10,386	4,994	48.1
Grade 6	357	7.5	2,182	46.0	2,070	131	4,740	2,201	46.4
Grade 7	371	8.9	1,847	44.1	1,749	221	4,188	1,970	47.0
Grade 8	515	13.4	1,542	40.1	1,518	266	3,841	1,784	46.4
Grade 11	324	11.8	1,729	63.1	621	67	2,741	688	25.1

Chart 2. Percent of ELL Students Meeting and Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Grade Level, 2006

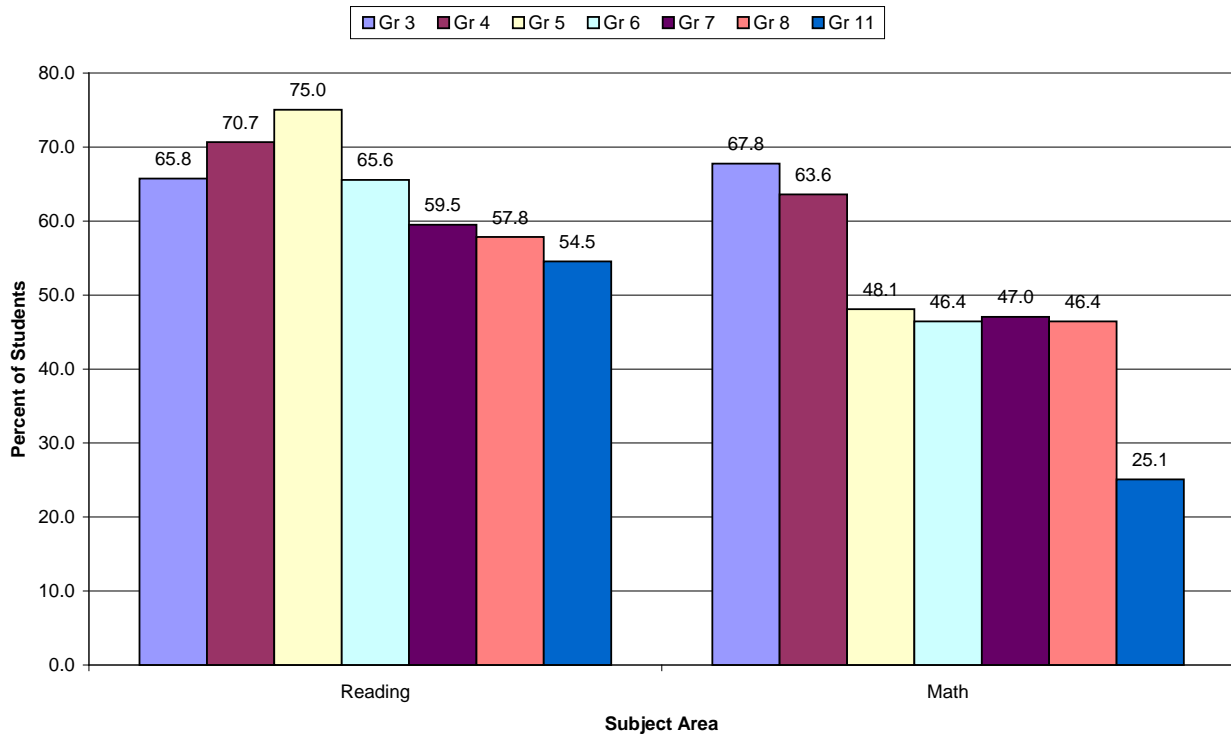


Chart 3. Percent of Grade 3 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

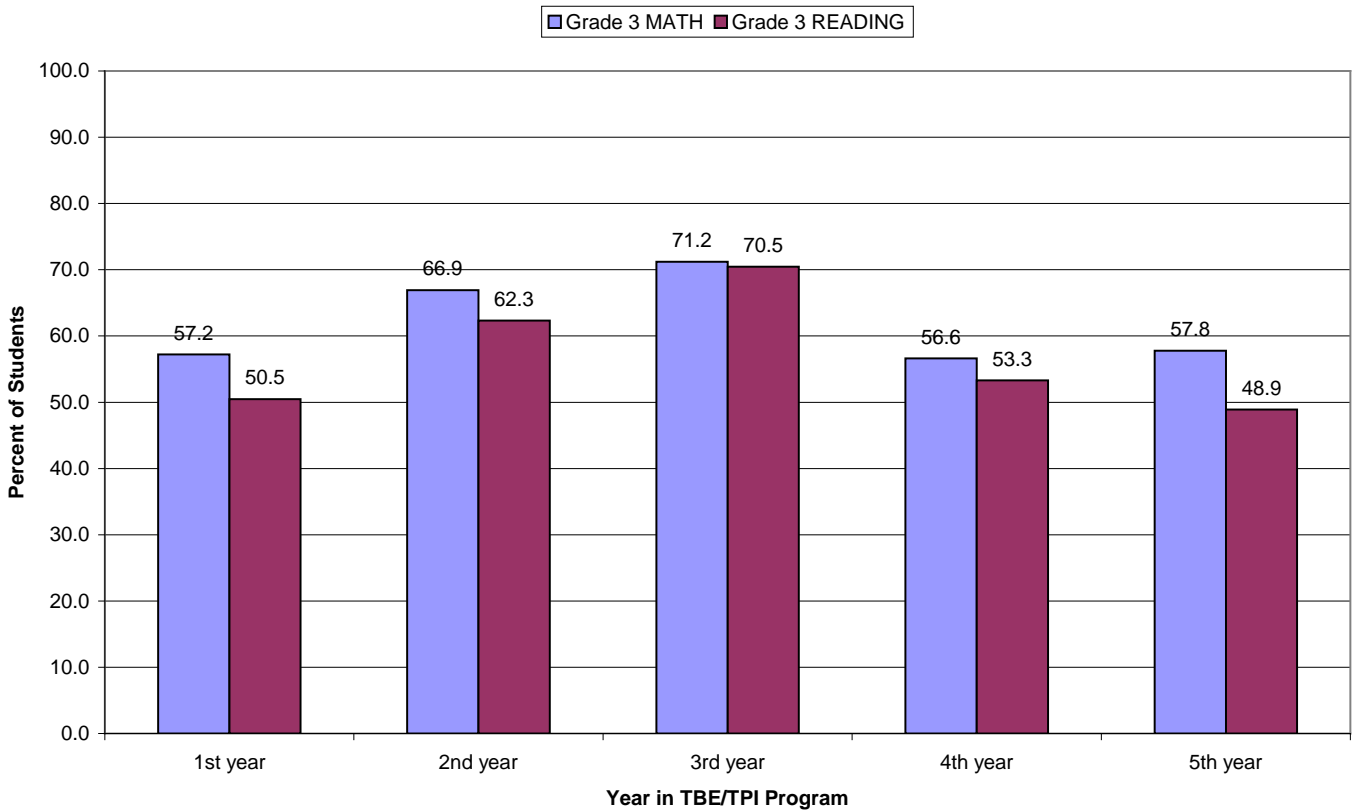


Chart 4. Percent of Grade 4 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

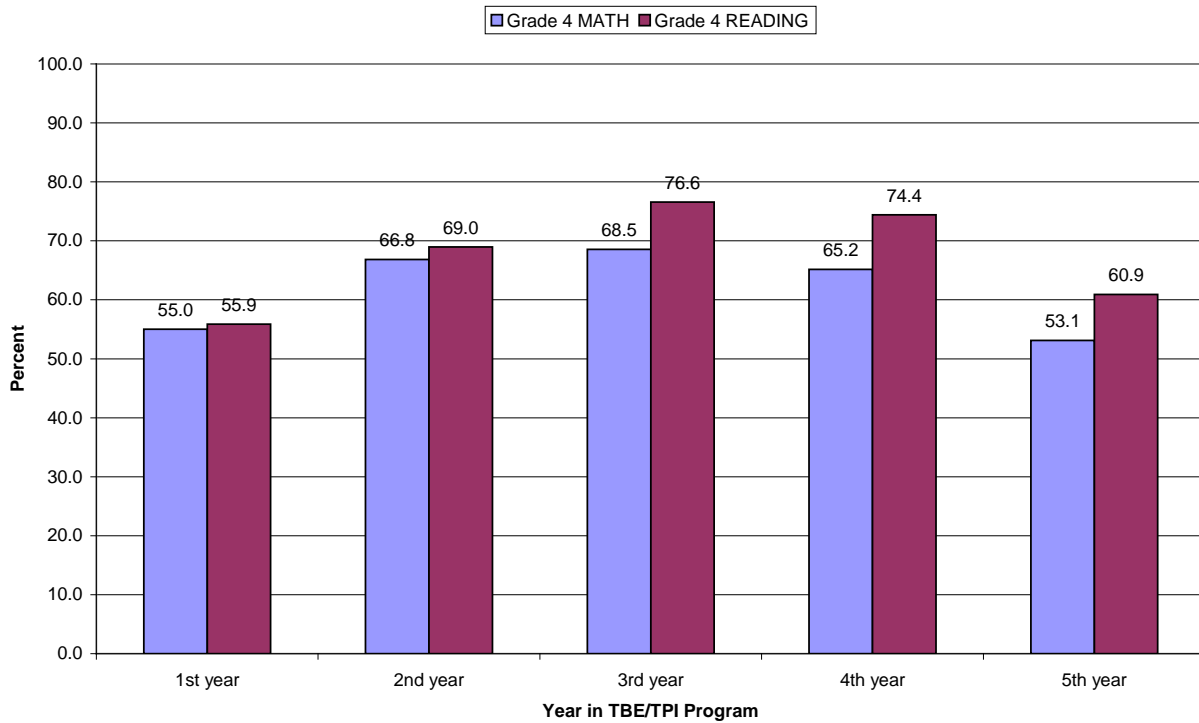


Chart 5. Percent of Grade 5 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

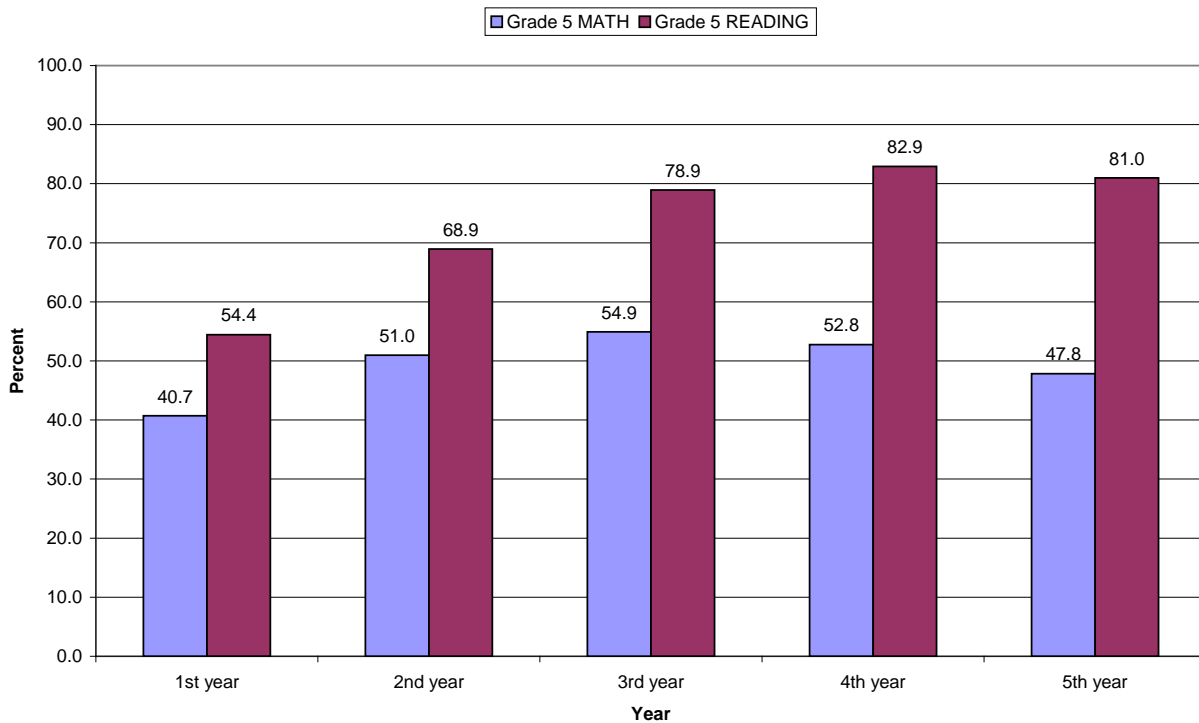


Chart 6. Percent of Grade 6 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

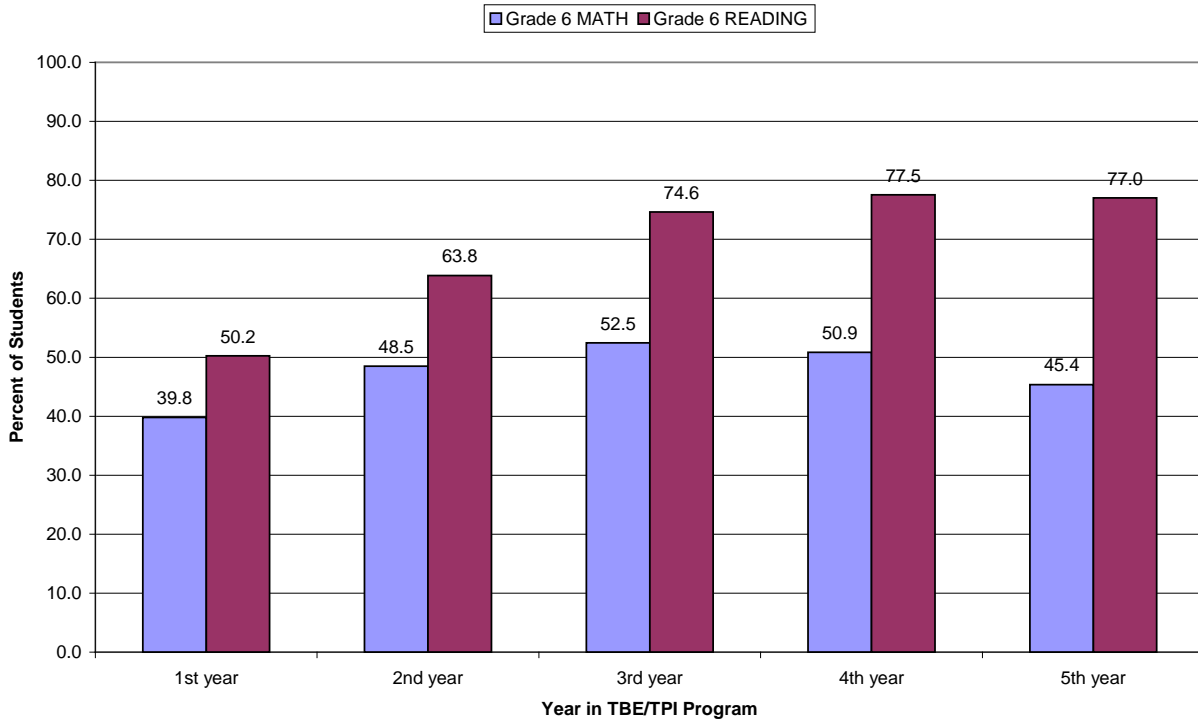


Chart 7. Percent of Grade 7 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

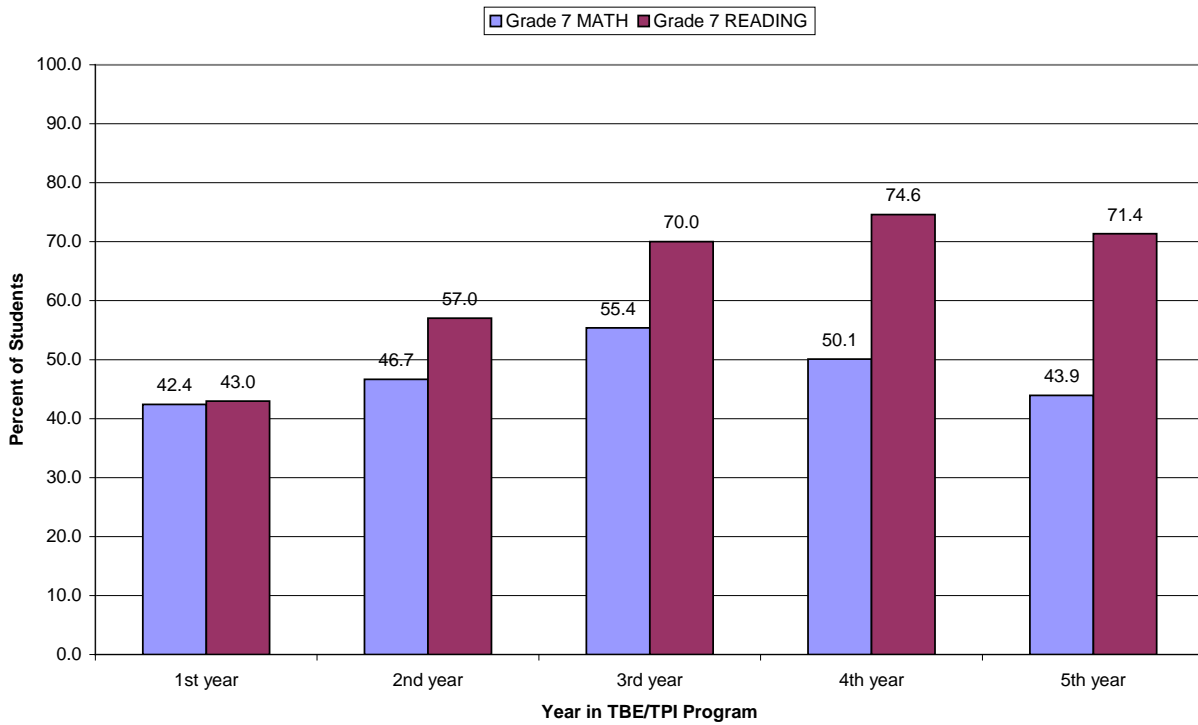


Chart 8. Percent of Grade 8 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006

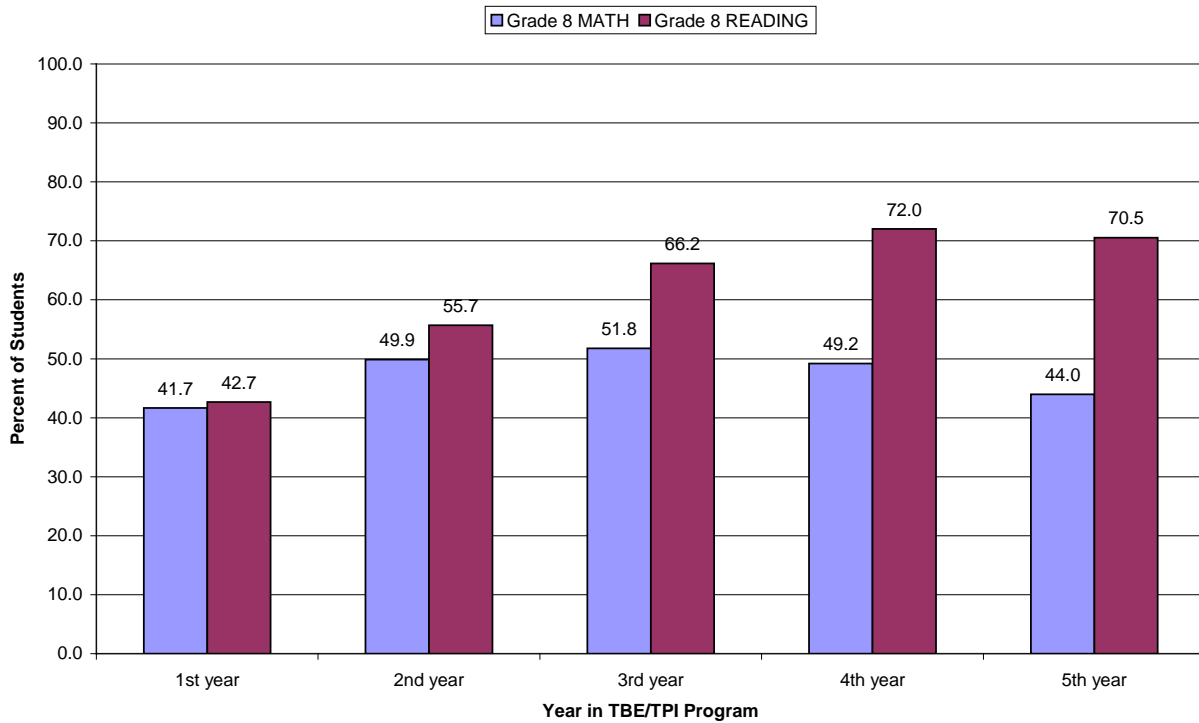
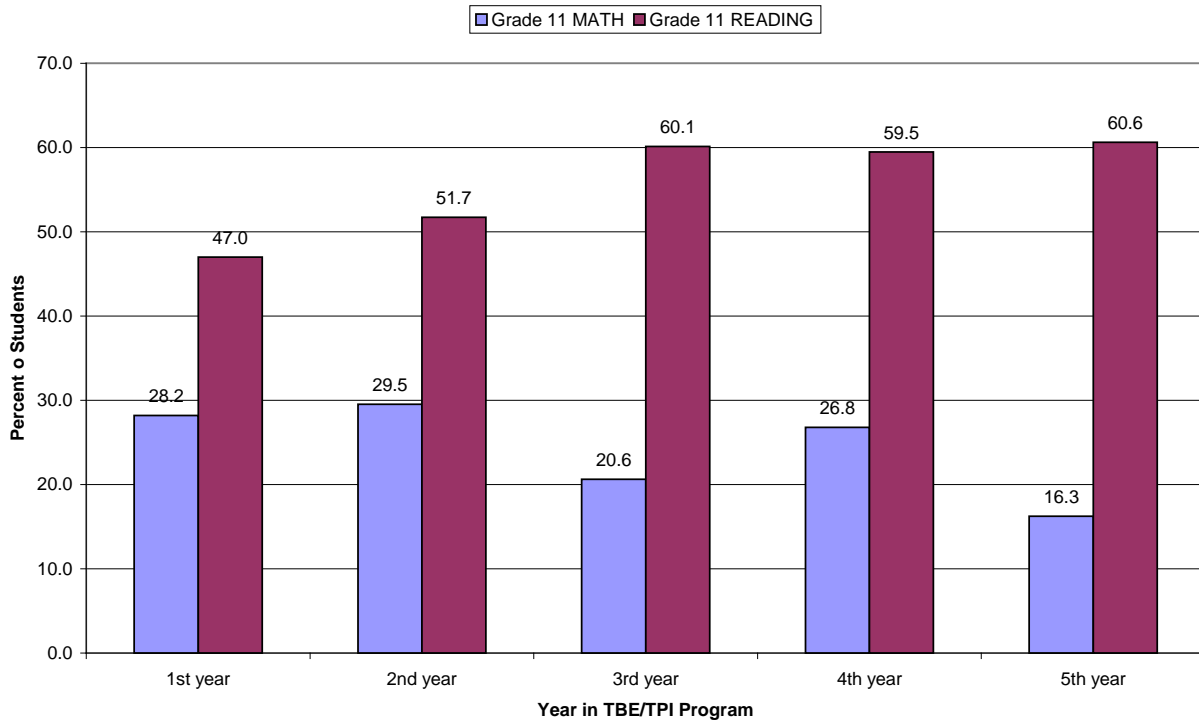


Chart 9. Percent of Grade 11 ELL Students Meeting/Exceeding Standards on IMAGE-Reading and on IMAGE-Math by Year in TBE/TPI Program, 2006



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

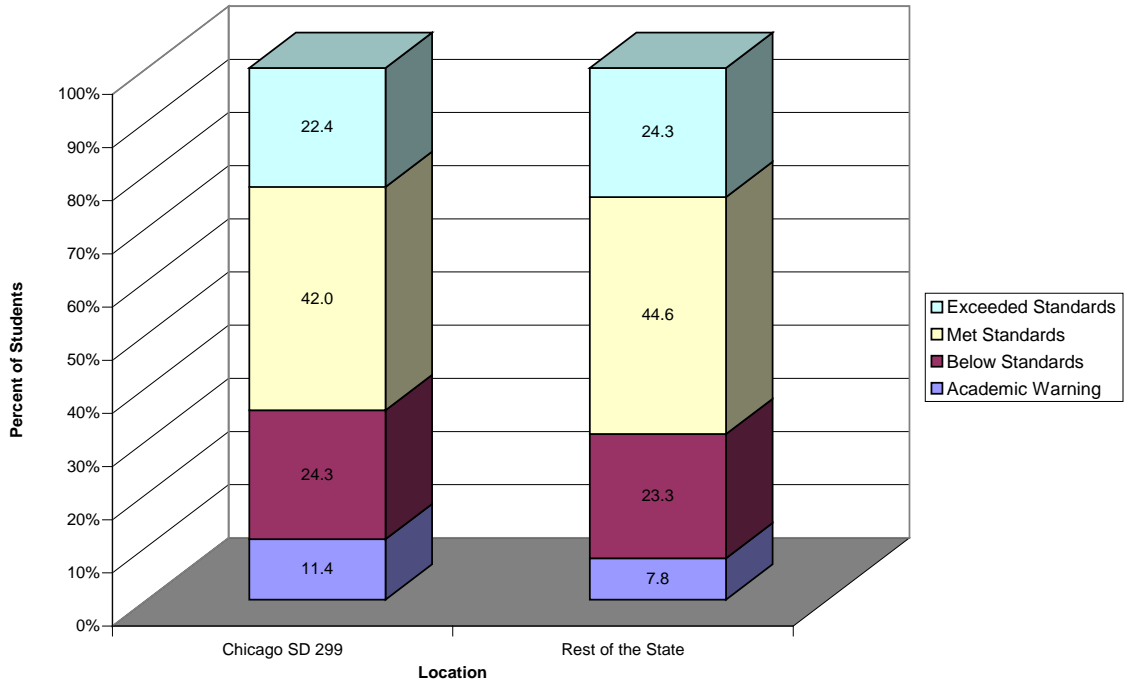
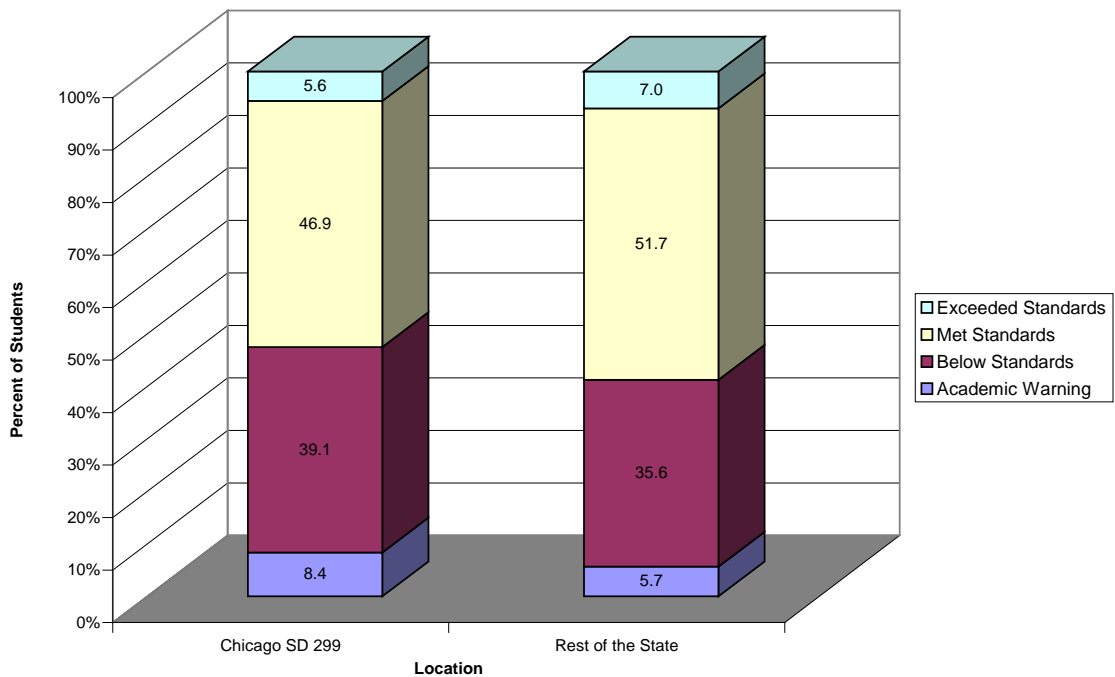


Chart 11. Comparison of Performance of ELL Students on IMAGE-Mathematics: Chicago SD 299 versus Rest of the State, 2006



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

Grade level	Comparison Groups	Performance Level						Valid Cases	Met/Exceeded Standards	
		Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct
		Number	Pct	Number	Pct					
Grade 3	Transitioned-LEP	65	6.1	298	28.1	531	166	1,060	697	65.8
	Non-LEP	7,655	5.7	31,884	23.6	63,903	31,641	135,083	95,544	70.7
	Grade3-total	7,720	5.7	32,182	23.6	64,434	31,807	136,143	96,241	70.7
Grade 4	Transitioned-LEP	26	2.4	367	34.3	539	139	1,071	678	63.3
	Non-LEP	2,153	1.6	35,245	25.4	64,519	36,640	138,557	101,159	73.0
	Grade4-total	2,179	1.6	35,612	25.5	65,058	36,779	139,628	101,837	72.9
Grade 5	Transitioned-LEP	48	3.7	600	46.8	532	101	1,281	633	49.4
	Non-LEP	1,675	1.1	44,036	30.2	67,768	32,191	145,670	99,959	68.6
	Grade5-total	1,723	1.2	44,636	30.4	68,300	32,292	146,951	100,592	68.5
Grade 6	Transitioned-LEP	42	1.5	1,883	66.2	848	70	2,843	918	32.3
	Non-LEP	547	0.4	39,981	26.1	82,380	30,115	153,023	112,495	73.5
	Grade6-total	589	0.4	41,864	26.9	83,228	30,185	155,866	113,413	72.8
Grade 7	Transitioned-LEP	37	1.7	1,421	65.0	688	39	2,185	727	33.3
	Non-LEP	756	0.5	40,853	27.0	91,400	18,379	151,388	109,779	72.5
	Grade7-total	793	0.5	42,274	27.5	92,088	18,418	153,573	110,506	72.0
Grade 8	Transitioned-LEP	13	0.8	1,025	60.5	633	23	1,694	656	38.7
	Non-LEP	335	0.2	30,900	20.2	108,048	13,890	153,173	121,938	79.6
	Grade8-total	348	0.2	31,925	20.6	108,681	13,913	154,867	122,594	79.2
Grade 11	Transitioned-LEP	199	30.4	322	49.2	119	15	655	134	20.5
	Non-LEP	10,214	8.2	41,169	33.1	55,578	17,598	124,559	73,176	58.7
	Grade11-total	10,413	8.3	41,491	33.1	55,697	17,613	125,214	73,310	58.5

Table 19. Performance of Transitioned-LEP and Non-LEP Students on ISAT and PSAE Math, 2006

Grade level	Comparison Groups	Performance Level						Valid Cases	Met/Exceeded Standards	
		Academic Warning		Below Standards		Number Met Standards	Number Exceeded Standards		Number	Pct
		Number	Pct	Number	Pct					
Grade 3	Transitioned-LEP	52	4.9	106	10.0	540	362	1,060	902	85.1
	Non-LEP	5,191	3.8	14,243	10.5	63,610	51,985	135,029	115,595	85.6
	Grade3-total	5,243	3.9	14,349	10.5	64,150	52,347	136,089	116,497	85.6
Grade 4	Transitioned-LEP	21	2.0	192	17.9	684	174	1,071	858	80.1
	Non-LEP	2,174	1.6	18,808	13.6	81,271	36,227	138,480	117,498	84.8
	Grade4-total	2,195	1.6	19,000	13.6	81,955	36,401	139,551	118,356	84.8
Grade 5	Transitioned-LEP	12	0.9	409	31.9	767	96	1,284	863	67.2
	Non-LEP	907	0.6	30,148	20.7	93,169	21,372	145,596	114,541	78.7
	Grade5-total	919	0.6	30,557	20.8	93,936	21,468	146,880	115,404	78.6
Grade 6	Transitioned-LEP	66	2.3	1,241	43.8	1,436	93	2,836	1,529	53.9
	Non-LEP	1,253	0.8	30,034	19.6	96,528	25,094	152,909	121,622	79.5
	Grade6-total	1,319	0.8	31,275	20.1	97,964	25,187	155,745	123,151	79.1
Grade 7	Transitioned-LEP	172	7.9	1,015	46.4	888	114	2,189	1,002	45.8
	Non-LEP	3,935	2.6	31,638	20.9	84,165	31,553	151,291	115,718	76.5
	Grade7-total	4,107	2.7	32,653	21.3	85,053	31,667	153,480	116,720	76.0
Grade 8	Transitioned-LEP	118	7.0	754	44.4	702	123	1,697	825	48.6
	Non-LEP	3,098	2.0	29,710	19.4	80,897	39,337	153,042	120,234	78.6
	Grade8-total	3,216	2.1	30,464	19.7	81,599	39,460	154,739	121,059	78.2
Grade 11	Transitioned-LEP	161	24.6	299	45.6	175	20	655	195	29.8
	Non-LEP	12,049	9.7	45,433	36.5	57,281	9,852	124,615	67,133	53.9
	Grade11-total	12,210	9.7	45,732	36.5	57,456	9,872	125,270	67,328	53.7

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

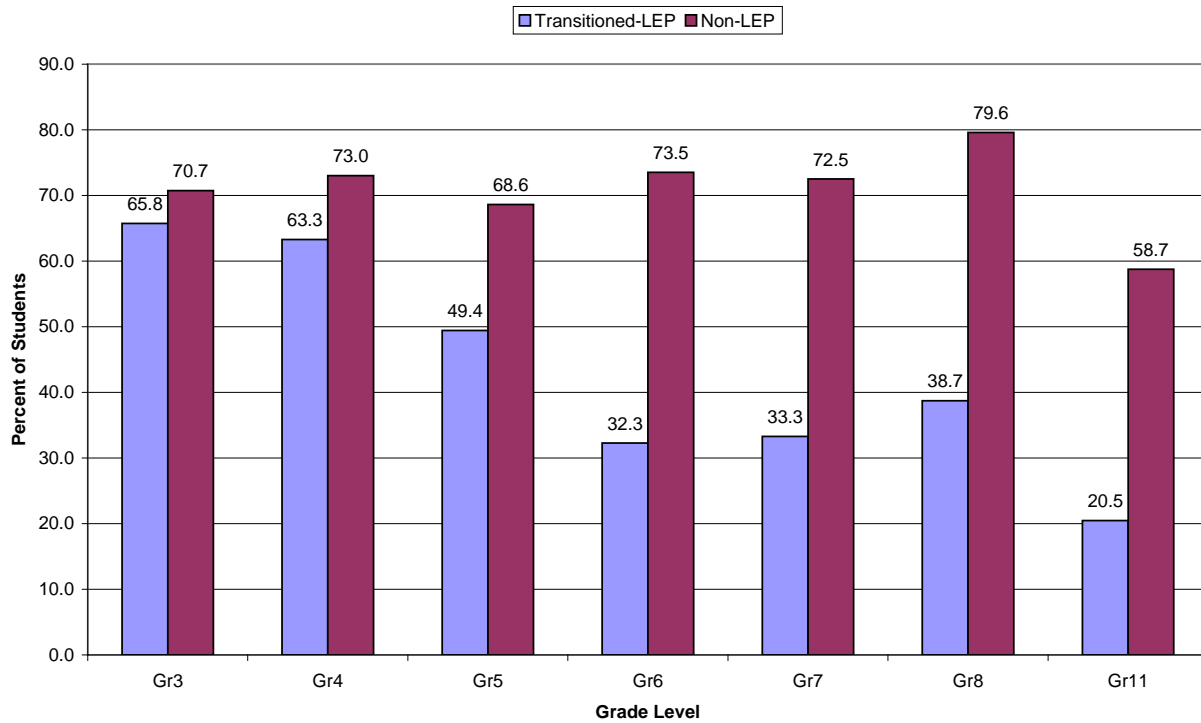
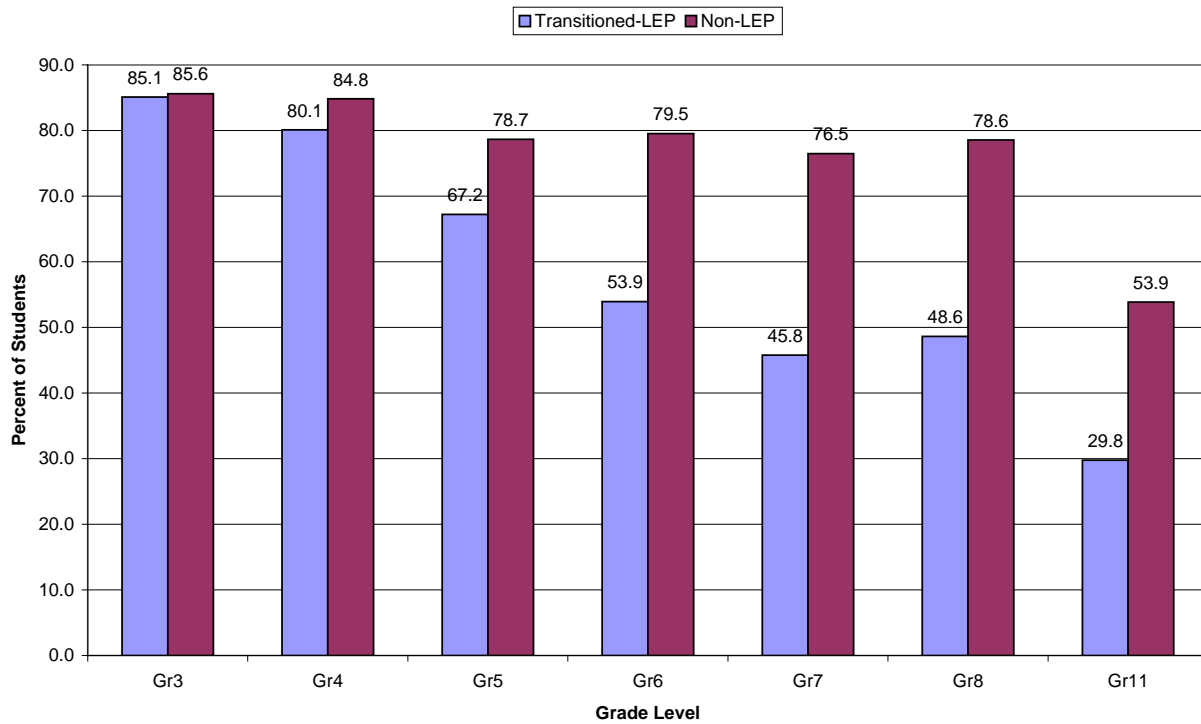


Chart 13. Comparison of Performance of Transitioned-LEP Students with Non-LEP Students on ISAT/PSAE MATHEMATICS, Percent Met and Exceeded Standards, by Grade Level, 2006



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

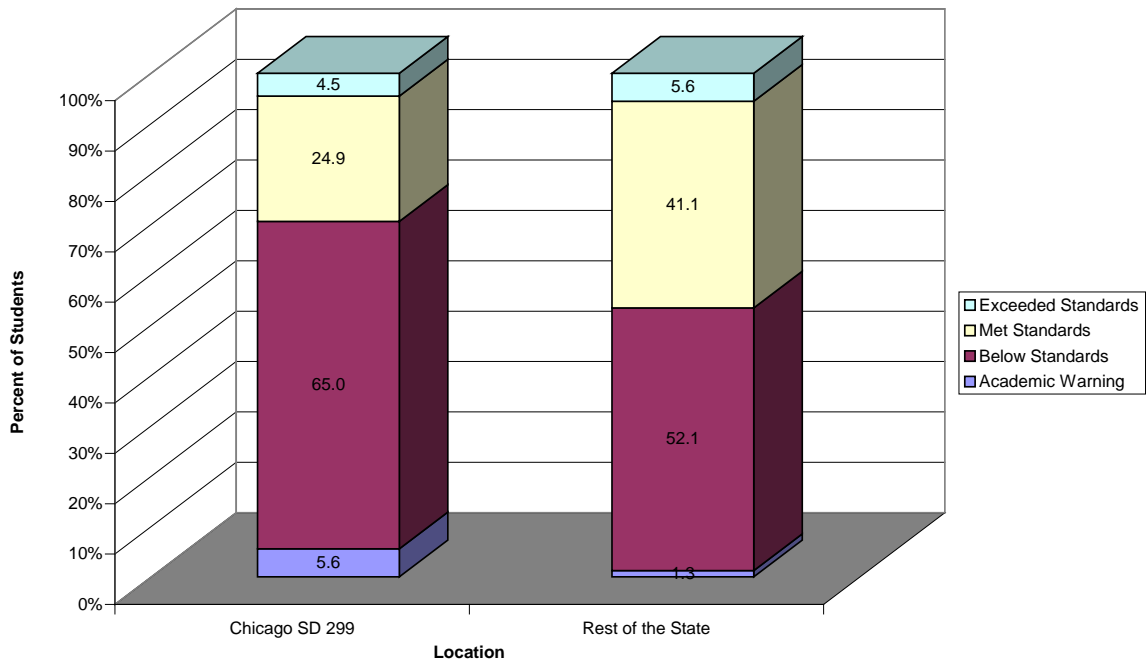
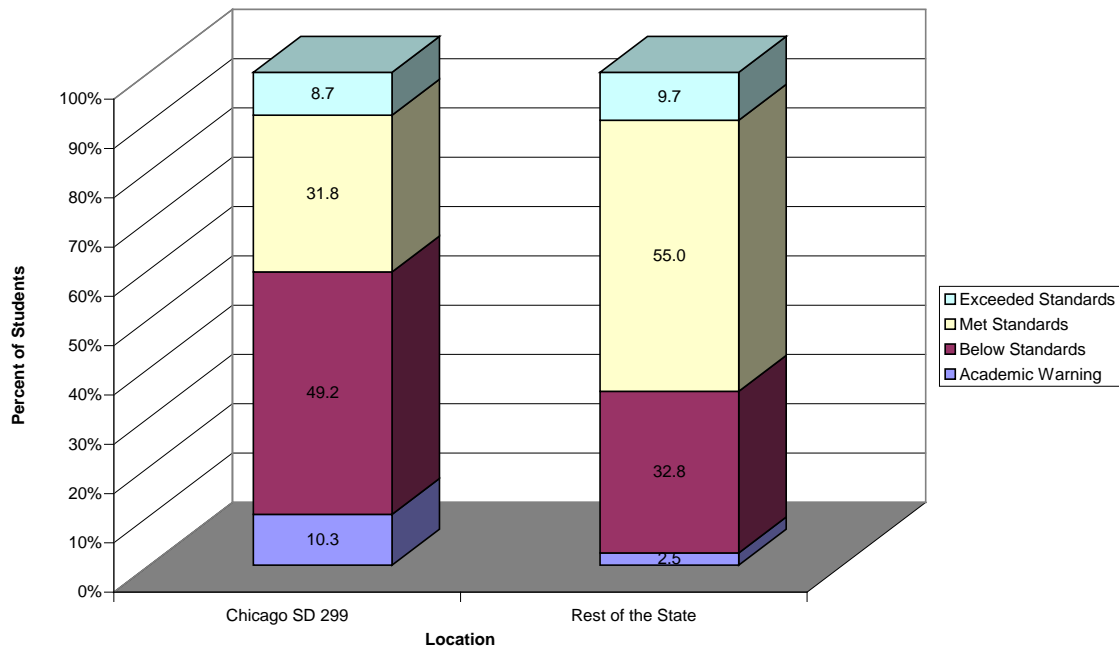


Chart 15. Comparison of Performance of LEP-Transitioned Students on ISAT-Mathematics: Chicago SD 299 vs. Rest of the State, 2006



Direct questions about this report to the ISBE Data Analysis and Progress Reporting Division at 217/782-3950.