
English Language Learners (ELLs) in Illinois

SY 2008 ELL STUDENT STATISTICAL REPORT

Prepared by:

the Data Analysis and Progress Reporting Division
for the English Language Learning Division

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FOREWORD

This statistical report describes the English language learners (ELLs), or limited English proficient (LEP) students, who were enrolled in Illinois public schools during school year 2007-2008. The grade levels of and native languages spoken by ELL/LEP students, the concentration of the ELL/LEP population in counties throughout the state, and the participation of ELL/LEP students in school district transitional bilingual education programs are provided in this report. The report also includes information about the performance of ELL/LEP students on Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs[®]), a standards-based English language proficiency assessment. In addition, the performance of ELL/LEP students on state tests of academic achievement, i.e., the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE), are presented in this report. The terms English language learner (ELL) and limited English proficient (LEP) student are used interchangeably in this report. ACCESS for ELLs[®] is sometimes referred to as ACCESS.

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

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English Language Learners in Illinois

BACKGROUND

The Illinois School Code (105 ILCS 5/14C-3) requires that one of two types of programs be provided for all K-12 ELL students to help them become proficient in English and transition into the general education curriculum.

Transitional Bilingual Education (TBE)

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

Transitional Program of Instruction (TPI)

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

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

IDENTIFICATION OF ELL STUDENTS

For the purpose of identifying students of non-English language background, school districts must administer a Home Language Survey to every newly enrolled student. If the survey indicates that a language other than English is spoken in the home, the school district must assess the student for English language proficiency using the screening instrument prescribed by ISBE. The assessment is required to take place within 30 days after the student enrolls in the school district at the beginning of the school year to determine the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student. Each student scoring on the required screening instrument as not "proficient," as defined by the State Superintendent of Education, is considered to be an ELL student eligible for bilingual education services. Furthermore, if a student scores at the "proficient" level, the school district may consider additional indicators, such as results of criterion-referenced or locally developed tests, teacher evaluations of performance, samples of student's work, and information provided by the family or school staff to determine eligibility for bilingual education services.

Annual Examinations of ELL Students

The Illinois School Code (105 ILCS 5/14C-3) requires that students identified as ELL be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. Since SY06, ISBE has prescribed the ACCESS for ELLs[®] for the annual English proficiency assessment of ELL students.

SOURCES OF DATA

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

Annual Student Report

School districts with ELL students were required to submit an Annual Student Report to ISBE by June 30. The Annual Student Report collects demographic information on each ELL student enrolled in a school district, including a student's native language, grade level, gender, birth date, other services, entry or enrollment dates, exit dates, and/or reason for exiting bilingual education program.

Bilingual Education Program Delivery Report

All school districts that provided TBE/TPI services were required to submit a Program Delivery Report to ISBE at the end of the school year. The Program Delivery Report collects information on program staffing, funding, and service provision. This report uses Program Delivery Report data that relate to the types of bilingual education funding received by school districts from the state and/or federal government. The Program Delivery Report was reported through the ISBE Web Application Security (IWAS) system.

ACCESS for ELLs[®]

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

ISAT and PSAE

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

Section 1: ELL STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

ELL STUDENT DEMOGRAPHICS

SY 2008 ELL/LEP STUDENT ENROLLMENT

Illinois public schools enrolled 189,239 ELL/LEP students in SY08, with the majority (61.4 percent) enrolled in Cook County school districts. School districts enrolled 3,000 more ELL/LEP students in SY08 than in SY07. For information on ELL/LEP student enrollment by school district, please see the Appendix.

Table 1. Number and Percentage of ELL Students Served Through Bilingual Education Programs, by County: SY08

County	Number	Percentage	County	Number	Percentage
ADAMS	15	0.01	LEE	20	0.01
BOONE	1,108	0.59	LIVINGSTON	3	0.00
BROWN	2	0.00	LOGAN	5	0.00
BUREAU	160	0.08	MACON	90	0.05
CARROLL	6	0.00	MACOUPIN	9	0.00
CASS	373	0.20	MADISON	374	0.20
CHAMPAIGN	1,274	0.67	MARION	7	0.00
CHRISTIAN	3	0.00	MARSHALL	1	0.00
CLARK	11	0.01	MASON	1	0.00
CLINTON	39	0.02	MCDONOUGH	44	0.02
COLES	39	0.02	MCHENRY	3,192	1.69
COOK	116,174	61.39	MCLEAN	532	0.28
CRAWFORD	1	0.00	MERCER	1	0.00
DEKALB	759	0.40	MONROE	2	0.00
DEWITT	2	0.00	MORGAN	15	0.01
DOUGLAS	78	0.04	OGLE	469	0.25
DUPAGE	13,521	7.14	PEORIA	465	0.25
EDGAR	2	0.00	PERRY	2	0.00
EDWARDS	1	0.00	PIATT	4	0.00
EFFINGHAM	48	0.03	PIKE	3	0.00
FAYETTE	1	0.00	PULASKI	2	0.00
FORD	3	0.00	PUTNAM	4	0.00
FRANKLIN	4	0.00	RANDOLPH	2	0.00
FULTON	15	0.01	ROCK ISLAND	1,056	0.56
GALLATIN	2	0.00	SALINE	11	0.01
GRUNDY	223	0.12	SANGAMON	82	0.04
HAMILTON	1	0.00	SCHUYLER	11	0.01
HANCOCK	1	0.00	ST. CLAIR	171	0.09
HENRY	187	0.10	STARK	2	0.00
IROQUOIS	68	0.04	STEPHENSON	70	0.04
JACKSON	220	0.12	TAZEWELL	35	0.02
JEFFERSON	19	0.01	UNION	68	0.04
JO DAVIESS	37	0.02	VERMILION	121	0.06
JOHNSON	6	0.00	WABASH	2	0.00
KANE	19,225	10.16	WARREN	121	0.06
KANKAKEE	412	0.22	WASHINGTON	3	0.00
KENDALL	1,247	0.66	WHITESIDE	148	0.08
KNOX	8	0.00	WILL	6,629	3.50
LAKE	16,735	8.84	WILLIAMSON	51	0.03
LASALLE	394	0.21	WINNEBAGO	2,961	1.56
LAWRENCE	9	0.00	WOODFORD	17	0.01
			Total	189,239	100.00

Source: SY08 ELL Report (Annual Student Report) in SIS

SY08 NATIVE LANGUAGES OF ELL STUDENTS

ELL students spoke 141 non-English native languages, with Spanish being spoken by 81.25 percent of students. (See Table 2.)

Table 2. Number and Percentage of Native Languages Spoken by ELL Students Served Through Bilingual Education Programs, by Language: SY08

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct	
AFRIKAANS (TAAL)	76	0.04	GUJARATI	1,536	0.81	NEPALI	46	0.02	
AKAN (FANTE/ASANTI/TWI)	36	0.02	GUYANESE	4	0.00	NORWEGIAN	9	0.00	
ALBANIAN/GHEG (KOSOVO/MACEDONIA)	290	0.15	HAINANESE (CHINESE)	10	0.01	OKINAWAN	1	0.00	
ALBANIAN/TOSK (ALBANIA)	160	0.08	HAITIAN-CREOLE	130	0.07	ORIYA	4	0.00	
ALGONQUIN	1	0.00	HAKKA (CHINESE)	5	0.00	OTHER	1,795	0.95	
AMHARIC	125	0.07	HAUSA	9	0.00	OULOF (WOLOF)	6	0.00	
APACHE	1	0.00	HAWAIIAN	2	0.00	PAMPANGAN	4	0.00	
ARABIC	3,500	1.85	HEBREW	51	0.03	PANJABI (PUNJABI)	184	0.10	
ARMENIAN	26	0.01	HINDI	502	0.27	PASHTO (PUSHTO)	25	0.01	
ASSAMESE	3	0.00	HMONG	11	0.01	PILIPINO (TAGALOG)	1,974	1.04	
ASSYRIAN (SYRIAC/ARAMAIC)	513	0.27	HUNGARIAN	29	0.02	POLISH	6,033	3.19	
BAGHELI	1	0.00	IBO/IGBO	54	0.03	PORTUGUESE	171	0.09	
BALINESE	2	0.00	ICELANDIC	614	0.32	PUEBLO	6	0.00	
BEMBA	10	0.01	ILOCANO	11	0.01	ROMANIAN	441	0.23	
BENGALI	105	0.06	ILONGGO (HILIGAYNON)	21	0.01	ROMANY (GYPSY)	5	0.00	
BISAYA (MALAYSIA)	5	0.00	INDONESIAN	47	0.02	RUSSIAN	1,148	0.61	
BOSNIAN	464	0.25	ITALIAN	177	0.09	SAMOAN	12	0.01	
BULGARIAN	486	0.26	JAMAICAN	11	0.01	SERBIAN	405	0.21	
BURMESE	125	0.07	JAPANESE	653	0.35	SHANGHAI (CHINESE)	12	0.01	
CAMBODIAN (KHMER)	185	0.10	KANNADA (KANARESE)	35	0.02	SHONA	3	0.00	
CANTONESE (CHINESE)	1,608	0.85	KANURI	5	0.00	SINDHI	9	0.00	
CEBUANO (VISAYAN)	53	0.03	KASHMIRI	2	0.00	SINHALESE	10	0.01	
CHALDEAN	7	0.00	KONKANI	9	0.00	SLOVAK	62	0.03	
CHAMORRO	5	0.00	KOREAN	1,771	0.94	SLOVENIAN	2	0.00	
CHAOCHOW/TEOCHIU (CHINESE)	32	0.02	KPELLE	3	0.00	SOMALI	54	0.03	
CHEROKEE	1	0.00	KRAHN	31	0.02	SOTHO	2	0.00	
CHICHEWA (NYANJA)	4	0.00	KRIO	33	0.02	SOURASHTRA (SAURASHTRA)	1	0.00	
CHIPPEWA/OJIBAWA/OTTAWA	1	0.00	KURDISH	20	0.01	SPANISH	153,763	81.25	
CHOCTAW	2	0.00	LAO	180	0.10	SWAHILI	107	0.06	
COMANCHE	1	0.00	LATVIAN	10	0.01	SWEDISH	17	0.01	
CROATIAN	45	0.02	LINGALA	9	0.00	TAIWANESE/FORMOSAN/MIN NAN (CHINESE)	30	0.02	
CROW	3	0.00	LITHUANIAN	567	0.30	TAMIL	152	0.08	
CZECH	48	0.03	LUGANDA / BANTU	16	0.01	TELUGU (TELEGU)	362	0.19	
DANISH	6	0.00	LUNDA	2	0.00	THAI	151	0.08	
DUTCH/FLEMISH	44	0.02	LUO	5	0.00	TIBETAN	17	0.01	
EFIK	2	0.00	MAAY MAAY (MAYMAY)	48	0.03	TIGRINYA (TIGRIGNA)	16	0.01	
ESTONIAN	6	0.00	MACEDONIAN	50	0.03	TONGAN	4	0.00	
EWE	34	0.02	MALAY	27	0.01	TULU	1	0.00	
FARSI (PERSIAN)	203	0.11	MALAYALAM	436	0.23	TURKISH	192	0.10	
FINNISH	6	0.00	MANDARIN (CHINESE)	869	0.46	UKRAINIAN	507	0.27	
FRENCH	573	0.30	MANDINGO (MANDINKA)	11	0.01	URDU	2,410	1.27	
FUKIEN/HOKKIEN (CHINESE)	10	0.01	MARATHI	50	0.03	UZBEK	7	0.00	
GA	3	0.00	MENDE	1	0.00	VIETNAMESE	1,308	0.69	
GAELIC (IRISH)	3	0.00	MENOMINEE	1	0.00	WELSH	1	0.00	
GAELIC (SCOTTISH)	2	0.00	MINA (GESER-GORAM)	12	0.01	YIDDISH	3	0.00	
GERMAN	218	0.12	MONGOLIAN	153	0.08	YOMBE	1	0.00	
GREEK	290	0.15	NAVAJO	3	0.00	YORUBA	206	0.11	
							State Totals	189,239	100.00

Source: SY08 ELL Report (Annual Student Report) in SIS

The top 10 languages spoken by ELL students were Spanish, Polish, Arabic, Urdu, Pilipino (Tagalog), Korean, Cantonese (Chinese), Gujarati, Vietnamese, and Russian. Spanish is the predominant language spoken by ELL students in all geographic locations. Chicago suburban school districts enrolled the highest number of non-English speaking students. (See Table 3.)

Table 3. Number of ELL Students Enrolled in a Bilingual Education Program, by Language and Illinois Location*: SY08

Language	East Central	West Central	Northern	Southern	Chicago Suburbs	City of Chicago	Total
SPANISH	1,689	849	10,653	760	76,829	62,983	153,763
POLISH	5	1	116	3	4,025	1,883	6,033
ARABIC	69	54	150	37	2,031	1,159	3,500
URDU	13	10	47	2	1,453	885	2,410
PILIPINO (TAGALOG)	31	19	71	4	1,156	693	1,974
KOREAN	128	12	15	37	1,450	129	1,771
CANTONESE (CHINESE)	25	10	27	19	238	1,289	1,608
GUJARATI	29	10	40	10	1,227	220	1,536
VIETNAMESE	98	28	82	16	507	577	1,308
RUSSIAN	39	13	77	13	902	104	1,148
MANDARIN (CHINESE)	93	36	46	28	484	182	869
JAPANESE	33	10	7	23	555	25	653
ICELANDIC	0	0	0	0	8	606	614
FRENCH	65	44	51	4	209	200	573
LITHUANIAN	0	0	15	0	523	29	567
ASSYRIAN (SYRIAC/ARAMAIC)	1	0	1	0	306	205	513
UKRAINIAN	3	3	16	4	275	206	507
HINDI	20	9	18	15	352	88	502
BULGARIAN	0	0	6	1	385	94	486
BOSNIAN	0	0	26	0	170	268	464
ROMANIAN	3	1	7	1	256	173	441
MALAYALAM	1	3	8	0	373	51	436
SERBIAN	3	0	44	0	209	149	405
TELUGU (TELEGU)	47	10	15	1	244	45	362
ALBANIAN/GHEG (KOSOVO/MACEDONIA)	6	8	26	5	175	70	290
GREEK	0	0	5	0	213	72	290
OTHER (UNIDENTIFIED)	54	13	125	14	442	1,147	1,795
OTHER (IDENTIFIED)	192	80	345	49	2,498	1,257	4,421
TOTAL	2,647	1,223	12,039	1,046	97,495	74,789	189,239

Source: SY08 ELL Report (Annual Student Report) in SIS

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

ENROLLMENT IN STATE- AND/OR FEDERALLY FUNDED BILINGUAL EDUCATION PROGRAMS

As shown in Table 4, 99 percent of Illinois ELL students were served by school districts that received state bilingual education funds. The school district that enrolled the largest number of ELL students, City of Chicago School District 299 (CPS), served 39.5 percent of ELL students and received state TBE and TPI funds, as well as federal Title III funds (LIPLEPS). The majority (54.5 percent) of ELL students in Illinois public schools in SY08 were enrolled in grades K-3. Less than 10 percent were enrolled at the high school level and 7.3 percent were enrolled in prekindergarten.

Table 4. Number and Percentage of ELL/LEP Students Enrolled in State- and/or Federally Funded Programs, by Grade Level and Location: SY08

Grade Level	CPS			Outside CPS									Illinois	
	State-Funded TBE/TPI and Federal-Funded Title III	Total CPS	Pct of Total	Non-State Funded	State-Funded TPI Only	State-Funded TBE Only	State-Funded TBE/TPI	State-Funded TPI and Federal-Funded Title III	State-Funded TBE and Federal-Funded Title III	State-Funded TBE/TPI and Federal-Funded Title III	Total Outside CPS	Pct of Total	Total	Pct of Total
PK	9,448	9,448	12.6	85	68	20	31	166	201	3,763	4,334	3.8	13,782	7.3
K	12,789	12,789	17.1	318	735	915	390	476	323	14,274	17,431	15.2	30,220	16.0
1	10,088	10,088	13.5	377	790	878	431	455	364	15,018	18,313	16.0	28,401	15.0
2	8,917	8,917	11.9	325	606	729	337	427	283	12,489	15,196	13.3	24,113	12.7
3	8,098	8,098	10.8	280	480	521	277	354	190	10,231	12,333	10.8	20,431	10.8
4	5,242	5,242	7.0	222	363	445	209	289	148	8,075	9,751	8.5	14,993	7.9
5	4,499	4,499	6.0	207	301	313	184	243	109	6,939	8,296	7.2	12,795	6.8
6	3,903	3,903	5.2	178	205	215	151	178	66	5,399	6,392	5.6	10,295	5.4
7	3,120	3,120	4.2	146	211	219	114	147	73	4,627	5,537	4.8	8,657	4.6
8	2,235	2,235	3.0	175	186	192	111	154	63	4,125	5,006	4.4	7,241	3.8
9	2,478	2,478	3.3	65	278	55	100	89	13	2,114	2,714	2.4	5,192	2.7
10	1,832	1,832	2.4	131	297	55	94	109	18	2,288	2,992	2.6	4,824	2.5
11	1,349	1,349	1.8	136	361	65	115	153	18	2,959	3,807	3.3	5,156	2.7
12	791	791	1.1	83	193	24	68	103	10	1,867	2,348	2.1	3,139	1.7
Total	74,789	74,789	39.5	2,728	5,074	4,646	2,612	3,343	1,879	94,168	114,450	60.5	189,239	100.0

Sources: SY08 ELL Report (Annual Student Report) in SIS and FY08 Bilingual Education Program Delivery Report

YEARS ENROLLED IN BILINGUAL EDUCATION PROGRAMS AND PROGRAM EXITS

School districts reported that 19.0 percent of ELL students exited bilingual services during SY08. (See Table 5.) Exited students include those who transitioned into general education classes, graduated from high school, transferred to another school district, dropped out, or withdrew from the bilingual education program. All CPS ELL students exited after having been in a program three or fewer years; however, 75.1 percent of non-CPS ELL students exited bilingual education programs in three or fewer years and 24.9 percent exited after more than three years in a program, while 81.0 percent of all ELL students remained in a bilingual education program to receive services in the following school year.

Table 5. Number and Percentage of ELL Students Exiting a Bilingual Education Program, by Number of Years in the Program and Location: SY08

Years in the Program	CPS		Outside CPS		Illinois	
	Number	Row Pct	Number	Row Pct	Number	Row Pct
Three Years or Fewer	18,822	100.0	12,842	75.1	31,664	88.1
More than Three Years	0	0.0	4,261	24.9	4,261	11.9
Total Exited	18,822	25.2	17,103	14.9	35,925	19.0
Total Not Exited	55,967	74.8	97,347	85.1	153,314	81.0
Total Served	74,789	39.5	114,450	60.5	189,239	100.0

Source: SY08 ELL Report (Annual Student Report) in SIS

School districts reported that 17.1 percent of students who exited from a bilingual program were transitioned into general education programs, which represent 3.2 percent of the total number of ELL students served. Most of the students reported as exited transferred to another school district (50.3 percent). (See Table 6.)

Table 6. Number and Percentage of ELL Students Exiting a Bilingual Education Program, by Exit Reason and Number of Years in the Program: SY08

Reason for Exiting	Three Years or Fewer		More than Three Years		Total Exits		Percent of Exits to Total Served
	Number	Col Pct	Number	Col Pct	Number	Row Pct	
Transitioned	4,261	13.0	1,867	59.2	6,128	17.1	3.2
Graduated	82	0.3	22	0.7	104	0.3	0.1
Transferred	18,042	55.1	25	0.8	18,067	50.3	9.5
Dropped out	32	0.1	12	0.4	44	0.1	0.0
Withdrawn	3,362	10.3	288	9.1	3,650	10.2	1.9
Other	6,994	21.3	938	29.8	7,932	22.1	4.2
Total Exited	32,773	91.2	3,152	8.8	35,925	100.0	19.0

Source: SY08 ELL Report (Annual Student Report) in SIS

Section 2: ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS ELL STUDENTS

The School Code requires school districts to annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all ELL students enrolled in a public school district until they achieve a “proficient” score. In 2006, Illinois adopted the ACCESS for ELLs®, a large-scale test that is aligned with the English language proficiency standards developed by the World-Class Instructional Design and Assessment (WIDA) Consortium as its statewide English proficiency assessment. Scores on the ACCESS for ELLs® are converted to language proficiency levels, interpretive scores that span the continuum of the language acquisition process from 1—entering the process, to 6—reaching the end of the continuum. These levels are used to determine expected performance and describe what ELL students can do within each language domain of the English language proficiency standards.

WIDA Performance Definitions

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

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Individual language learners vary in their productive and receptive skills, with receptive language (listening and reading) skills generally developing before productive language (speaking and writing) skills. For this reason, a child may not demonstrate the same level of proficiency in all four language domains. (WIDA English Language Proficiency Standards, 2007)

As shown in Table 7, significantly higher numbers of ELL students in Illinois tested proficient in listening (65.0 percent) than in any other domain. In contrast, 13.4 percent of ELL students in Illinois tested proficient in writing. In 2008, an overall 4.0 composite proficiency level was the minimum level a student was required to achieve to be considered English proficient and eligible to transition into a general education program.

Table 7. Number* and Percentage of ELL Students Enrolled in a Bilingual Education Program, by Proficiency Level on the ACCESS for ELLs® and Domain: SY08

Level of Proficiency	LISTENING		SPEAKING		READING		WRITING		COMPOSITE	
	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Row Pct
1	9,275	6.0	38,755	24.8	30,642	19.7	25,482	16.4	24,235	15.6
2	11,975	7.7	17,252	11.0	26,474	17.1	53,980	34.8	31,010	20.0
3	33,091	21.3	9,673	6.2	32,968	21.2	54,793	35.3	51,478	33.2
4	41,086	26.5	17,000	10.9	18,183	11.7	19,348	12.5	36,716	23.7
5	50,743	32.7	13,615	8.7	38,190	24.6	1,392	0.9	9,498	6.1
6	9,058	5.8	60,280	38.5	8,758	5.6	120	0.1	1,929	1.2
Total	155,228	100.0	156,575	100.0	155,215	100.0	155,115	100.0	154,866	100.0
> = 4.0	100,887	65.0	90,895	58.1	65,131	42.0	20,860	13.4	48,143	31.1

*Numbers include kindergarten students. Source: 2008 ACCESS

The highest percentage of students achieving a composite proficiency level of 4.0 or greater was in grade cluster 3-5 (49.7 percent), while the lowest percentage was in grade cluster 1-2 (25.1 percent). (See Table 8.)

Table 8. Number and Percentage of ELL Students Enrolled in a Bilingual Education Program, by Composite Proficiency Level on the ACCESS for ELLs® and Grade Cluster: SY08

Composite Proficiency Level	Grade Cluster									
	1-2		3-5		6-8		9-12		Total	
	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Row Pct
1	4,533	9.2	1,492	3.4	1,539	6.8	1,835	12.9	9,399	7.2
2	11,729	23.9	5,674	12.7	4,062	18.0	3,581	25.2	25,046	19.2
3	20,524	41.8	15,244	34.2	8,014	35.5	4,122	29.0	47,904	36.7
4	10,235	20.8	16,533	37.1	6,848	30.3	3,097	21.8	36,713	28.1
5	1,757	3.6	4,566	10.3	1,934	8.6	1,240	8.7	9,497	7.3
6	364	0.7	1,012	2.3	196	0.9	356	2.5	1,928	1.5
Total	49,142		44,521		22,593		14,231		130,487	100.0
> = 4.0	12,356	25.1	22,111	49.7	8,978	39.7	4,693	33.0	48,138	36.9

Note: For valid comparisons, kindergarten students were not included in this analysis. Source: 2008 ACCESS

PROFICIENCY LEVELS ON THE ACCESS for ELLs[®] OF ELL STUDENTS WHO EXITED A BILINGUAL EDUCATION PROGRAM

ELL students who remained in a bilingual education program for more than three years before exiting attained higher levels of English language proficiency (75.0 percent) than those who had been in a program three years or fewer (61.5 percent). Overall, 64.3 percent of all exited students obtained a composite proficiency level (CPL) of 4.0 or higher. (See Table 9.)

Table 9. Number and Percentage of ELL Students Exiting a Bilingual Education Program, by Composite Proficiency Level on the ACCESS for ELLs[®] and Number of Years in the Program: SY08

Composite Proficiency Level	Three years or less		More than three years		Total	
	No.	Row Pct	No.	Row Pct	No.	Row Pct
1	350	3.3	34	1.2	384	2.9
2	996	9.5	140	5.1	1,136	8.6
3	2,706	25.7	512	18.6	3,218	24.3
4	3,889	37.0	1,068	38.9	4,957	37.4
5	2,079	19.8	815	29.7	2,894	21.8
6	492	4.7	179	6.5	671	5.1
TOTAL	10,512	100.0	2,748	100.0	13,260	100.0
> = 4.0	6,460	61.5	2,062	75.0	8,522	64.3

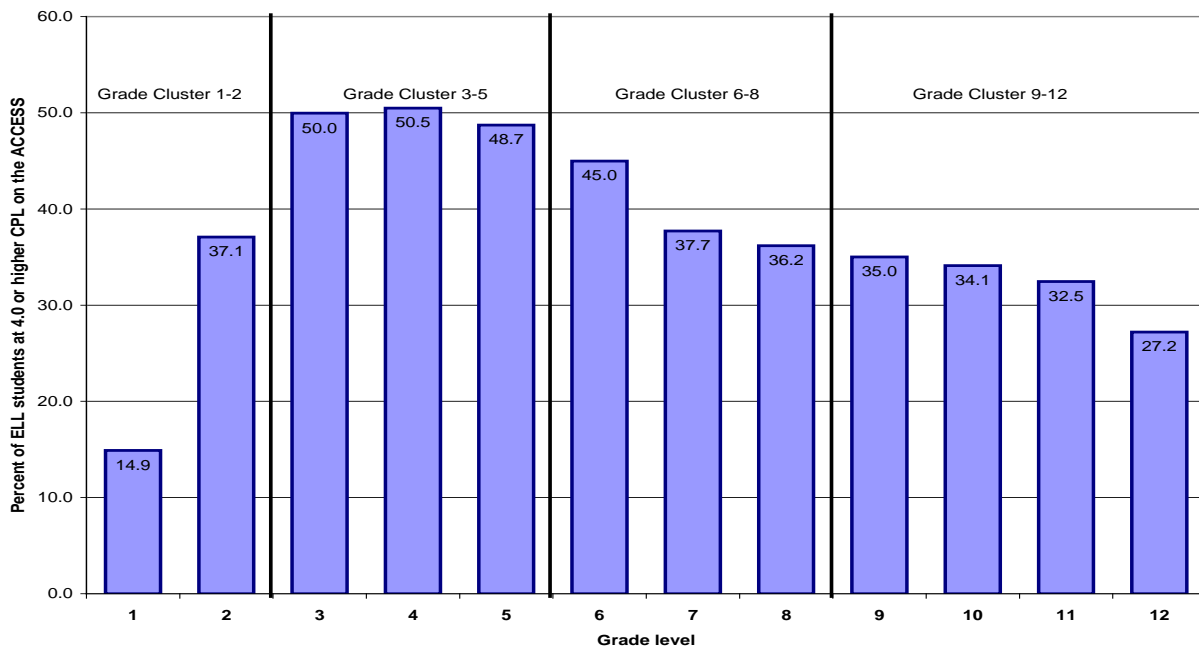
Note: Of the 35,925 students that exited, only 13,260 have CPLs. The remaining 22,655 students may have not been tested in all four domains (listening, speaking, reading, and writing), or were exited for a reason not related to proficiency. Sources: SY08 ELL Report (Annual Student Report) in SIS and 2008 ACCESS

PROFICIENCY LEVELS OF AND PROGRESS MADE BY ELL STUDENTS IN THE ENGLISH LANGUAGE, BY GRADE CLUSTER

ELL students in grade cluster 3-5 obtained the highest percentages of students at 4.0 CPL or higher. In contrast, ELL students in grade cluster 1-2 had the lowest percentage of students obtaining a 4.0 CPL or higher, and a combined percentage of 25.1 percent. (See Chart 1.)

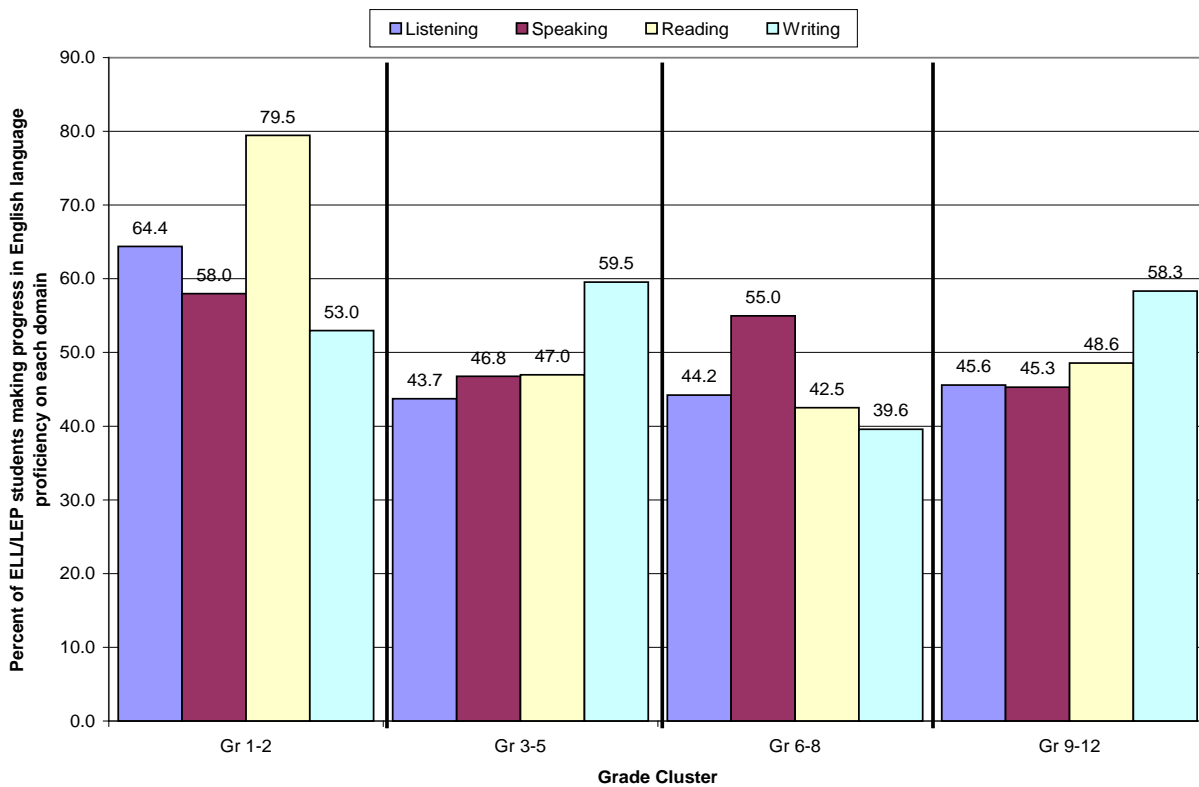
While ELL students at lower grade levels (grades 1-2) may have fewer numbers of students obtaining a 4.0 CPL when compared with other grades, they tend to progress rapidly in attaining English language proficiency when compared with higher grade levels. Progress is defined by a 0.5 increase in the proficiency level in any of the four domains from one year to the next, or a proficiency level of 6.0 in the second year. (See Chart 2.)

Chart 1. Percentage of ELL Students at 4.0 CPL, by Grade and Grade Cluster: SY08



Source: 2008 ACCESS

Chart 2. Percentage of ELL Students Making Progress in the English Language, by Grade Cluster and Domain: SY08



Source: 2008 ACCESS

Section 3: PERFORMANCE OF ELL STUDENTS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) AND THE PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The ISAT and PSAE measure individual student achievement relative to the *Illinois Learning Standards*. In 2008, the reading and mathematics components of ISAT were administered to students in grades 3-8 and the science component was administered to students in grades 4 and 7. The PSAE, which is the statewide high school achievement test, was administered to students in grade 11 in the subject areas of reading, mathematics, and science. Beginning in SY08, these regular state assessments were universally administered to ELL students.

ISAT and PSAE scores fall in four performance levels:

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

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

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

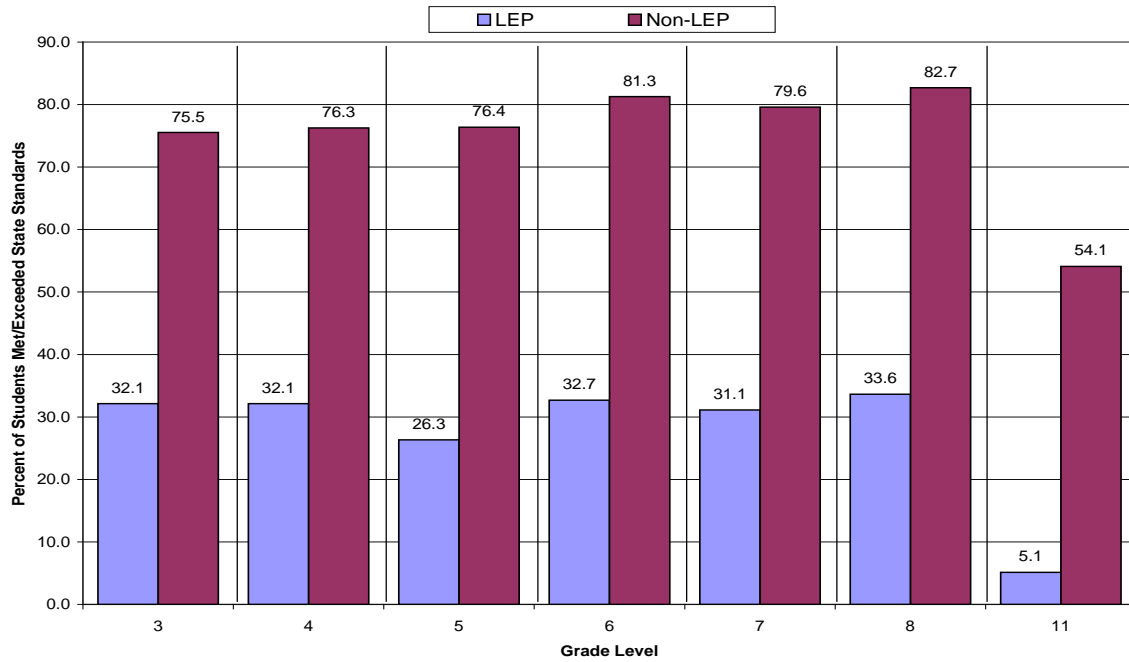
Academic Warning (W): Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

COMPARISON OF THE PERFORMANCE OF LEP STUDENTS WITH THE PERFORMANCE OF NON-LEP STUDENTS ON THE ISAT/PSAE

ISAT/PSAE performance of all LEP students, including those with Composite English language proficiency levels of 1 through 6 on the ACCESS for ELLs[®], was compared with that of students who are not limited English proficient. As shown in Charts 3 and 4, ELL/LEP students significantly lagged behind non-ELL/LEP students in ISAT/PSAE reading and mathematics in all tested grades. The difference in performance is particularly pronounced at grades 5, 8, and 11 in reading and at grade 11 in mathematics. In particular, the achievement gaps in reading are smallest among grade 3 students, with a gap of 43 percentage points, and biggest among grade 5 students, with a gap of 50 percentage points. Overall, the achievement gap between LEP and non-LEP students on ISAT/PSAE in reading is expressed as a 1:3 ratio: for every one LEP student who met/exceeded state standards, three non-LEP students met/exceeded state standards.

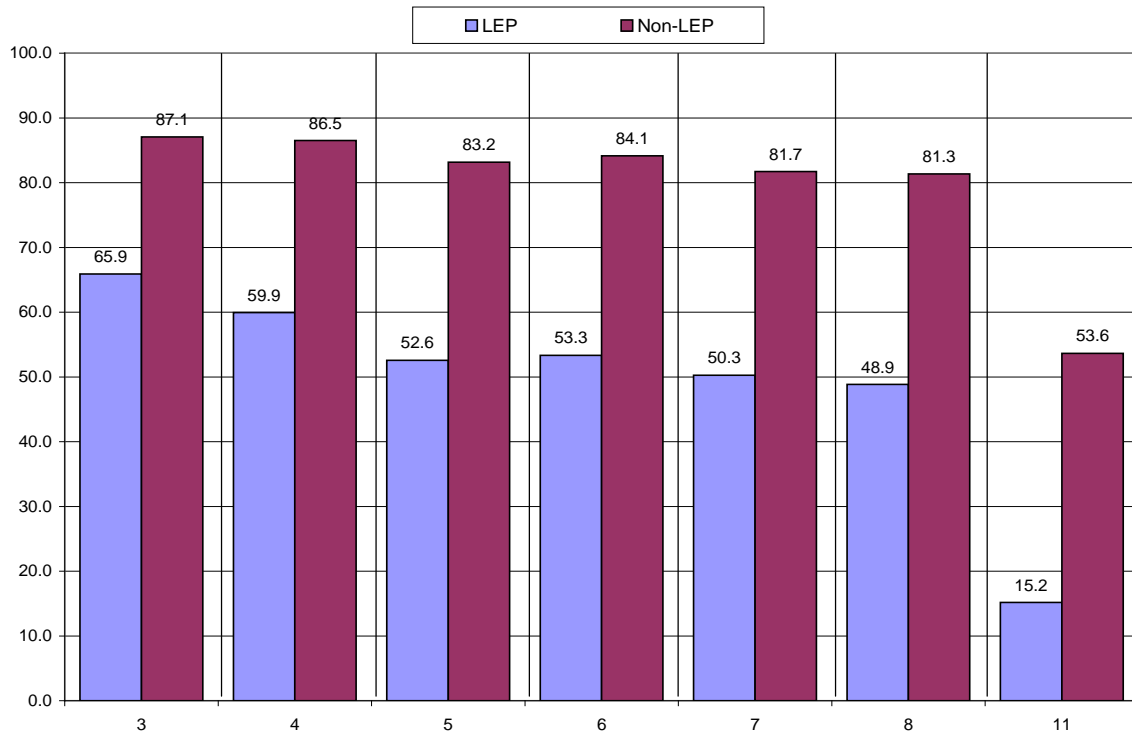
LEP students performed better in mathematics than in reading on the state assessments, resulting in smaller achievement gaps between non-LEP and LEP students in this subject. Specifically, the achievement gaps in mathematics are smallest among grade 3 students, with a gap of 21 percentage points, and the biggest gap is among grade 11 students, with a gap of 39 percentage points.

Chart 3. Comparison of Performance of LEP Students with Non-LEP Students on State Assessments in Reading, by Grade Level: SY08



Source: 2008 ACCESS

Chart 4. Comparison of Performance of LEP Students with Non-LEP Students on State Assessments in Mathematics, by Grade Level: SY08



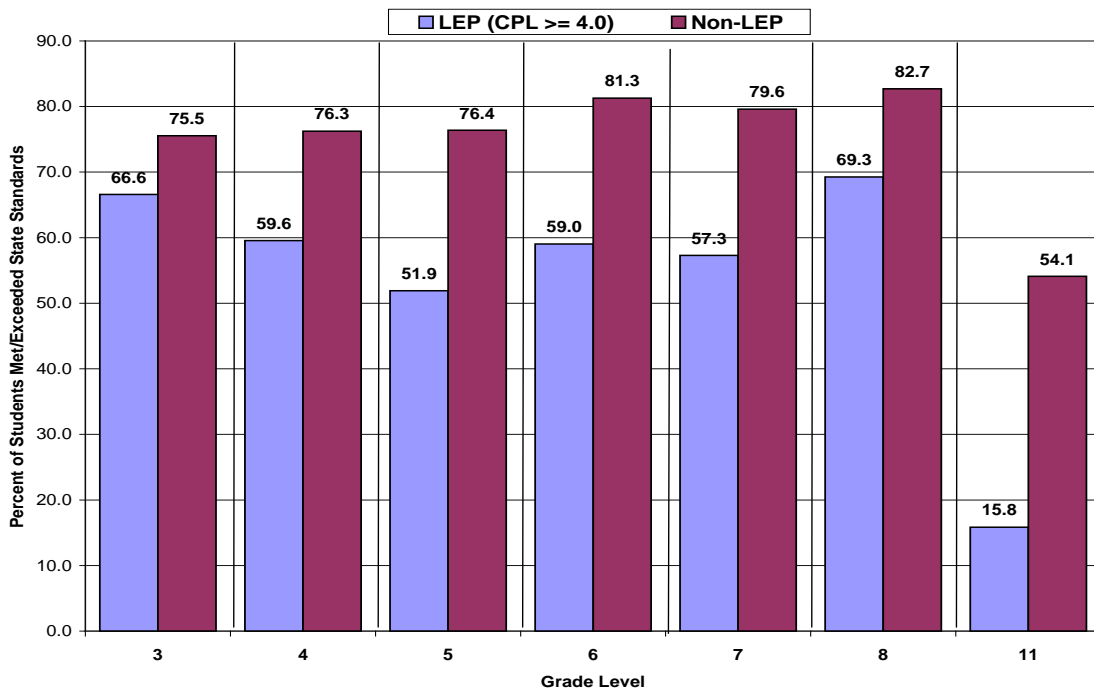
Source: 2008 ACCESS

COMPARISON OF THE PERFORMANCE OF LEP STUDENTS WHO OBTAINED A 4.0 CPL OR HIGHER ON THE ACCESS FOR ELLS[®] WITH THE PERFORMANCE OF NON-LEP STUDENTS ON THE ISAT/PSAE

As shown in Charts 5 and 6, when the performance on ISAT/PSAE of non-LEP students is compared with that of only those LEP students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®], the achievement gaps were significantly reduced. While LEP students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®] may still lag behind non-LEP students on ISAT/PSAE reading, the gaps are considerably smaller than the gaps obtained from comparing all LEP students with non-LEP students. For example, a gap of 43 percentage points for all grade 3 LEP students is reduced to 9 percentage points when comparisons are made with only LEP students who obtained a 4.0 CPL on the ACCESS for ELLs[®]. Similarly, a gap of 50 percentage points for all grade 5 LEP students is reduced to 25 percentage points when comparison is limited to LEP students who obtained a 4.0 CPL on the ACCESS for ELLs[®].

LEP students who obtained a 4.0 CPL on the ACCESS for ELLs[®] fared better on ISAT/PSAE mathematics and the performance gaps with non-LEP students in mathematics are much smaller than the gaps in reading. In fact, grade 3 LEP students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®] outperformed non-LEP students on ISAT mathematics (90.9 percent and 87.1 percent, respectively).

Chart 5. Comparison of Performance of LEP Students Who Obtained \geq 4.0 CPL on the ACCESS for ELLs[®] with Performance of Non-LEP Students on State Assessments in Reading, by Grade Level: SY08

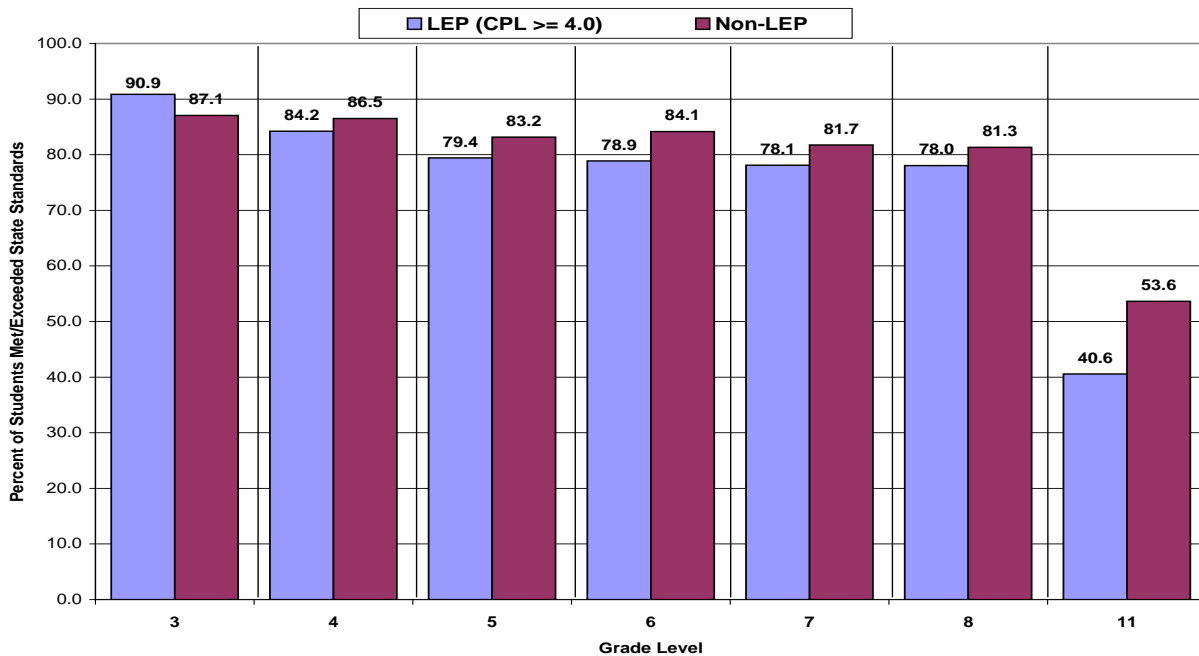


Sources: 2008 ACCESS and ISAT/PSAE data

The performance gaps in reading between LEP students who obtained a 4.0 CPL on the ACCESS for ELLs[®] and non-LEP students ranged from 9 percentage points to 38 percentage points, with non-LEP students performing better at all grade levels. The performance gaps in mathematics were smaller,

ranging from 4 percentage points to 13 percentage points. In one instance, grade 3 LEP students performed almost 4 percentage points better than grade 3 non-LEP students. In summary, the data show that students with higher levels of English language proficiency, as measured on the ACCESS for ELLs[®], performed at higher levels on ISAT/PSAE.

Chart 6. Comparison of Performance of LEP Students Who Obtained ≥ 4.0 CPL on the ACCESS for ELLs[®] with Performance of Non-LEP Students on State Assessments in Mathematics, by Grade Level: SY08



Sources: 2008 ACCESS and ISAT/PSAE data

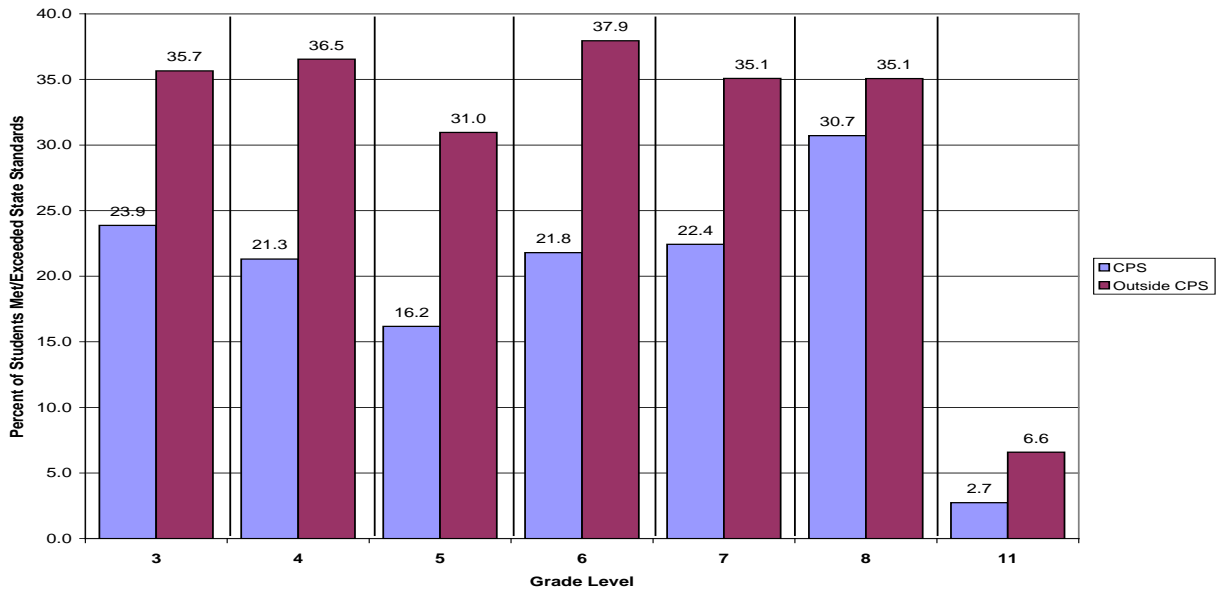
COMPARISON OF THE PERFORMANCE OF CPS LEP STUDENTS WITH NON-CPS LEP STUDENTS ON THE ISAT/PSAE

Given that CPS enrolled the largest number of LEP students at the school district level, it is appropriate to compare the performance of LEP students in CPS on ISAT/PSAE with that of LEP students enrolled in school districts outside of CPS. The numbers used for comparing the two groups include all students marked LEP in SIS, regardless of whether they were tested on the ACCESS for ELLs[®].

The 2008 ISAT/PSAE data show that LEP students enrolled in districts outside of CPS performed better than LEP students enrolled in CPS, in both reading and mathematics at all grade levels. (See Charts 7 and 8.) The biggest achievement gap in reading is found among grade 6 students, with a gap of 16 percentage points, and the biggest gap in mathematics is found among grade 4 and grade 5 students, with a gap of approximately 24 percentage points.

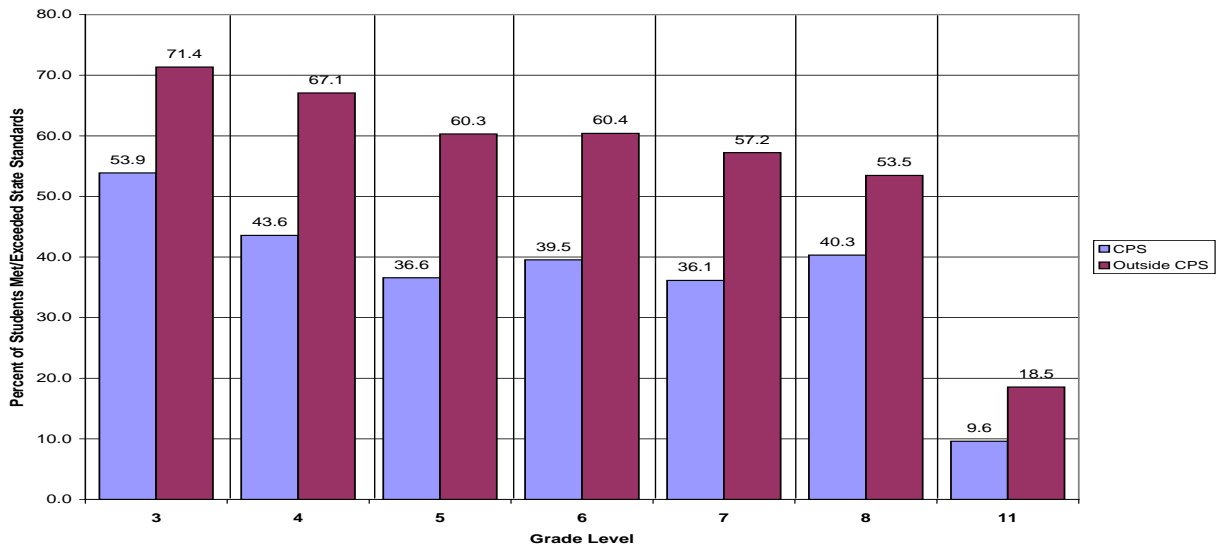
For non-CPS LEP students, the highest performing group in reading was grade 6 students, with 37.9 percent meeting/exceeding state standards, while the highest performing group in mathematics was grade 3 students, with 71.4 percent meeting/exceeding state standards. The lowest performing group in both locations and in both subject areas was grade 11 students.

Chart 7. Percentage of LEP Students Meeting/Exceeding State Standards in Reading, by Grade Level and Location: SY08



Source: 2008 ISAT/PSAE data

Chart 8. Percentage of LEP Students Meeting/Exceeding State Standards in Mathematics, by Grade Level and Location: SY08

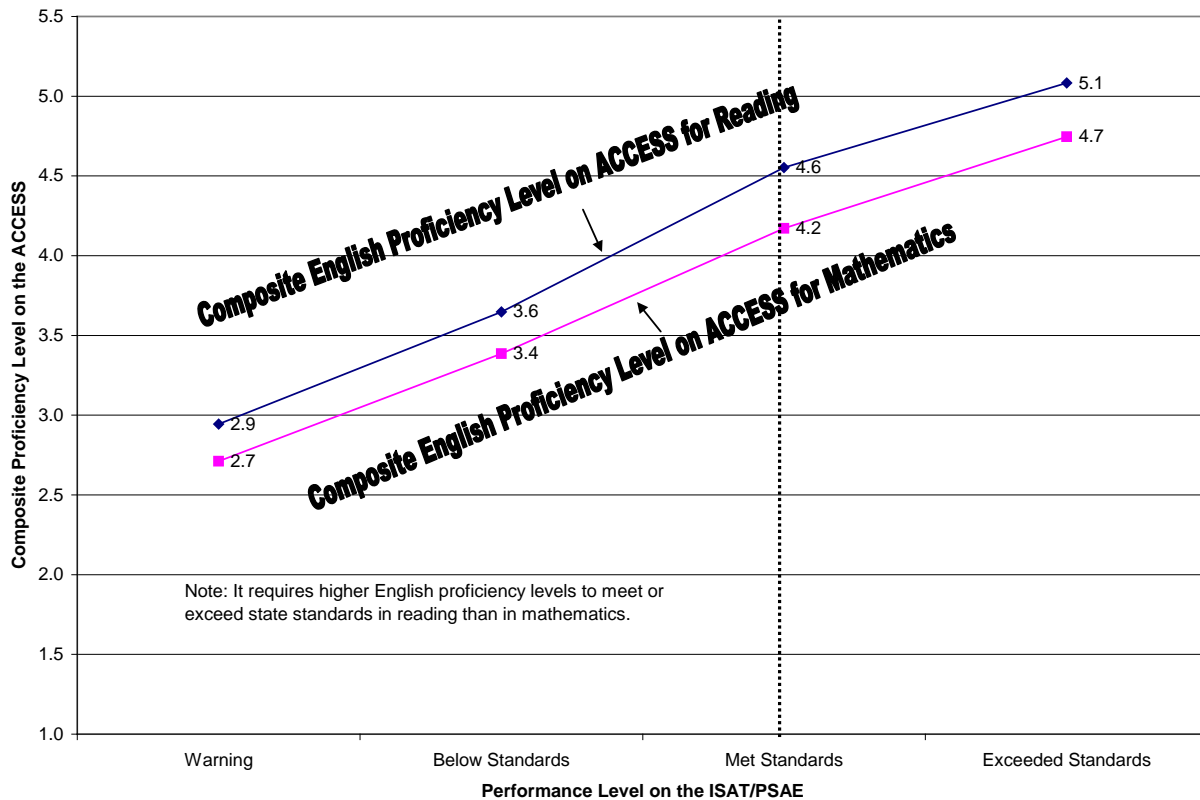


Source: 2008 ISAT/PSAE data

SECTION 4: RELATIONSHIP BETWEEN THE PERFORMANCE OF ELL STUDENTS ON THE ACCESS FOR ELLS[®] AND ON THE ISAT/PSAE

There is a significant positive relationship between levels of performance on the ACCESS for ELLs[®] and performance on the ISAT/PSAE. As shown in Chart 9, students who achieved higher CPLs on the ACCESS for ELLs[®] were more likely to meet or exceed state standards on the ISAT/PSAE in reading and mathematics.

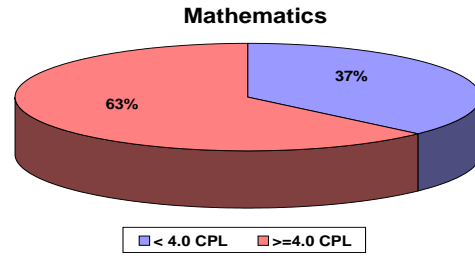
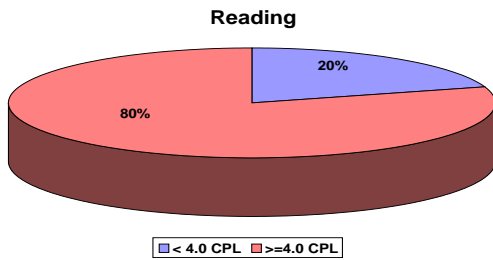
Chart 9. Composite Proficiency Levels on the ACCESS for ELLs[®] and Meeting/Exceeding State Standards in Reading and Mathematics: SY08



Sources: 2008 ACCESS and ISAT/PSAE data

The data in Chart 10 support the findings shown in Chart 9. LEP students who achieved CPLs of 4.0 or higher on ACCESS for ELLs[®] were more than twice as likely to meet or exceed state standards on the ISAT/PSAE, as compared with those who did not achieve a 4.0 CPL. In particular, of all LEP students who met/exceeded state standards in reading, 80 percent were students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®]. Moreover, of all LEP students who met/exceeded state standards in mathematics, 63 percent were students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®].

Chart 10. Percentage of ELL Students Meeting/Exceeding State Standards in Reading and Mathematics and CPLs on the ACCESS for ELLs® : SY08



Appendix

Number and Percentage of LEP Students, by Language and District: SY08

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
A E R O SPEC EDUC COOP	24	49.0	25	51.0	49	0.03
ADDISON SD 4	86	7.6	1,043	92.4	1,129	0.60
ADLAI E STEVENSON HSD 125	84	83.2	17	16.8	101	0.05
ALBERS SD 63	0	0.0	1	100.0	1	0.00
ALDEN HEBRON SD 19	3	12.5	21	87.5	24	0.01
ALEDO CUSD 201	1	100.0	0	0.0	1	0.00
ALSIP-HAZLGRN-OAKLWN SD 126	109	42.4	148	57.6	257	0.14
ALTON CUSD 11	14	77.8	4	22.2	18	0.01
ALWOOD CUSD 225	3	100.0	0	0.0	3	0.00
ANNA CCSD 37	1	9.1	10	90.9	11	0.01
ANNA JONESBORO CHSD 81	1	20.0	4	80.0	5	0.00
ANNAWAN CUSD 226	3	100.0	0	0.0	3	0.00
ANTIOCH CCSD 34	31	36.0	55	64.0	86	0.05
APTAKISIC-TRIPP CCSD 102	246	88.8	31	11.2	277	0.15
ARBOR PARK SD 145	60	33.9	117	66.1	177	0.09
ARCOLA CUSD 306	1	1.3	75	98.7	76	0.04
ARGENTA-OREANA CUSD 1	1	16.7	5	83.3	6	0.00
ARGO CHSD 217	82	65.1	44	34.9	126	0.07
ARLINGTON HEIGHTS SD 25	226	69.1	101	30.9	327	0.17
ATWOOD HEIGHTS SD 125	12	12.5	84	87.5	96	0.05
AURORA EAST USD 131	13	0.3	4,941	99.7	4,954	2.62
AURORA WEST USD 129	131	8.2	1,472	91.8	1,603	0.85
AVOCA SD 37	23	85.2	4	14.8	27	0.01
BALL CHATHAM CUSD 5	7	46.7	8	53.3	15	0.01
BANNOCKBURN SD 106	3	100.0	0	0.0	3	0.00
BARRINGTON CUSD 220	99	15.3	550	84.7	649	0.34
BATAVIA USD 101	24	14.7	139	85.3	163	0.09
BEACH PARK CCSD 3	18	7.4	224	92.6	242	0.13
BEARDSTOWN CUSD 15	22	5.9	350	94.1	372	0.20
BEECHER CUSD 200U	1	7.1	13	92.9	14	0.01
BELLEVILLE SD 118	1	12.5	7	87.5	8	0.00
BELLEVILLE TWP HSD 201	5	71.4	2	28.6	7	0.00
BELLWOOD SD 88	35	8.5	375	91.5	410	0.22
BELVIDERE CUSD 100	27	2.9	898	97.1	925	0.49
BEMENT CUSD 5	3	100.0	0	0.0	3	0.00
BENJAMIN SD 25	28	62.2	17	37.8	45	0.02
BENSENVILLE SD 2	83	8.9	846	91.1	929	0.49
BERKELEY SD 87	5	0.9	581	99.1	586	0.31
BERWYN NORTH SD 98	12	2.5	471	97.5	483	0.26
BERWYN SOUTH SD 100	23	3.0	733	97.0	756	0.40
BETHALTO CUSD 8	7	77.8	2	22.2	9	0.00
BIG HOLLOW SD 38	35	28.9	86	71.1	121	0.06
BLOOM TWP HSD 206	0	0.0	67	100.0	67	0.04
BLOOMINGDALE SD 13	19	73.1	7	26.9	26	0.01
BLOOMINGTON SD 87	64	25.9	183	74.1	247	0.13
BLUE RIDGE CUSD 18	1	100.0	0	0.0	1	0.00
BOURBONNAIS SD 53	4	17.4	19	82.6	23	0.01
BRADLEY BOURBONNAIS CHSD 307	0	0.0	11	100.0	11	0.01

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
BRADLEY SD 61	3	5.3	54	94.7	57	0.03
BREESE SD 12	0	0.0	17	100.0	17	0.01
BREMEN CHSD 228	23	38.3	37	61.7	60	0.03
BRIMFIELD CUSD 309	0	0.0	1	100.0	1	0.00
BROOKFIELD LAGRANGE PARK SD 95	8	26.7	22	73.3	30	0.02
BROOKWOOD SD 167	10	8.7	105	91.3	115	0.06
BROWN COUNTY CUSD 1	0	0.0	2	100.0	2	0.00
BURBANK SD 111	380	56.0	298	44.0	678	0.36
BUREAU VALLEY CUSD 340	1	50.0	1	50.0	2	0.00
BURNHAM SD 154-5	0	0.0	4	100.0	4	0.00
BUTLER SD 53	3	100.0	0	0.0	3	0.00
BYRON CUSD 226	5	83.3	1	16.7	6	0.00
CALUMET CITY SD 155	6	3.3	177	96.7	183	0.10
CALUMET PUBLIC SD 132	3	1.8	168	98.2	171	0.09
CANTON UNION SD 66	10	66.7	5	33.3	15	0.01
CARBON CLIFF-BARSTOW SD 36	0	0.0	3	100.0	3	0.00
CARBONDALE CHSD 165	7	58.3	5	41.7	12	0.01
CARBONDALE ESD 95	24	23.5	78	76.5	102	0.05
CARLINVILLE CUSD 1	0	0.0	3	100.0	3	0.00
CARY CCSD 26	17	7.8	202	92.2	219	0.12
CASEY-WESTFIELD CUSD 4C	2	100.0	0	0.0	2	0.00
CASS SD 63	34	72.3	13	27.7	47	0.02
CCSD 168	0	0.0	15	100.0	15	0.01
CCSD 204	0	0.0	1	100.0	1	0.00
CCSD 62	540	30.5	1,231	69.5	1,771	0.94
CCSD 89	61	52.1	56	47.9	117	0.06
CCSD 93	255	49.3	262	50.7	517	0.27
CENTER CASS SD 66	22	57.9	16	42.1	38	0.02
CENTRAL CHSD 71	0	0.0	6	100.0	6	0.00
CENTRAL CUSD 301	25	22.9	84	77.1	109	0.06
CENTRAL CUSD 4	0	0.0	6	100.0	6	0.00
CENTRAL STICKNEY SD 110	31	32.6	64	67.4	95	0.05
CENTRALIA HSD 200	1	100.0	0	0.0	1	0.00
CENTRALIA SD 135	1	100.0	0	0.0	1	0.00
CERRO GORDO CUSD 100	0	0.0	1	100.0	1	0.00
CHAMPAIGN CUSD 4	400	56.1	313	43.9	713	0.38
CHANNEY-MONGE SD 88	0	0.0	5	100.0	5	0.00
CHANNAHON SD 17	2	33.3	4	66.7	6	0.00
CHARLESTON CUSD 1	5	29.4	12	70.6	17	0.01
CHICAGO HEIGHTS SD 170	0	0.0	237	100.0	237	0.13
CHICAGO RIDGE SD 127-5	135	87.1	20	12.9	155	0.08
CHSD 117	3	100.0	0	0.0	3	0.00
CHSD 128	35	74.5	12	25.5	47	0.02
CHSD 155	9	10.8	74	89.2	83	0.04
CHSD 218	108	35.9	193	64.1	301	0.16
CHSD 94	8	3.6	216	96.4	224	0.12
CHSD 99	53	54.6	44	45.4	97	0.05

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
CICERO SD 99	24	0.3	6,983	99.7	7,007	3.70
CISSNA PARK CUSD 6	3	100.0	0	0.0	3	0.00
CITY OF CHICAGO SD 299	11,805	15.8	62,984	84.2	74,789	39.52
CLINTON CUSD 15	0	0.0	1	100.0	1	0.00
COAL CITY CUSD 1	1	50.0	1	50.0	2	0.00
COBDEN SUD 17	0	0.0	50	100.0	50	0.03
COLLINSVILLE CUSD 10	6	3.2	181	96.8	187	0.10
COLONA SD 190	0	0.0	2	100.0	2	0.00
COMM CONS SD 59	583	29.7	1,378	70.3	1,961	1.04
CONS HSD 230	130	89.7	15	10.3	145	0.08
CONS SD 158	137	45.1	167	54.9	304	0.16
COOK COUNTY SD 130	14	1.6	864	98.4	878	0.46
COUNTY OF WINNEBAGO SD 320	0	0.0	57	100.0	57	0.03
CRETE MONEE CUSD 201U	5	8.5	54	91.5	59	0.03
CRYSTAL LAKE CCSD 47	57	12.3	408	87.7	465	0.25
CUSD 200	410	42.1	565	57.9	975	0.52
CUSD 201	24	36.9	41	63.1	65	0.03
CUSD 300	328	11.5	2,517	88.5	2,845	1.50
DALLAS ESD 327	1	100.0	0	0.0	1	0.00
DANVILLE CCSD 118	34	28.3	86	71.7	120	0.06
DARIEN SD 61	120	55.3	97	44.7	217	0.11
DECATUR SD 61	19	25.0	57	75.0	76	0.04
DEER CREEK-MACKINAW CUSD 701	4	100.0	0	0.0	4	0.00
DEERFIELD SD 109	23	53.5	20	46.5	43	0.02
DEKALB CUSD 428	22	5.1	410	94.9	432	0.23
DEPUE USD 103	0	0.0	126	100.0	126	0.07
DIAMOND LAKE SD 76	38	10.7	316	89.3	354	0.19
DIMMICK CCSD 175	0	0.0	1	100.0	1	0.00
DIXON USD 170	10	52.6	9	47.4	19	0.01
DOWNERS GROVE GSD 58	60	40.0	90	60.0	150	0.08
DUNLAP CUSD 323	60	82.2	13	17.8	73	0.04
DUPAGE HSD 88	56	21.1	209	78.9	265	0.14
DUQUOIN CUSD 300	0	0.0	1	100.0	1	0.00
DURAND CUSD 322	1	25.0	3	75.0	4	0.00
EAST ALTON SD 13	0	0.0	7	100.0	7	0.00
EAST MAINE SD 63	505	62.3	305	37.7	810	0.43
EAST MOLINE SD 37	47	19.8	190	80.2	237	0.13
EAST PEORIA SD 86	4	80.0	1	20.0	5	0.00
EAST PRAIRIE SD 73	122	83.0	25	17.0	147	0.08
EAST ST LOUIS SD 189	0	0.0	88	100.0	88	0.05
EASTLAND CUSD 308	1	100.0	0	0.0	1	0.00
EDWARDS COUNTY CUSD 1	1	100.0	0	0.0	1	0.00
EDWARDSVILLE CUSD 7	29	67.4	14	32.6	43	0.02
EFFINGHAM CUSD 40	7	14.6	41	85.4	48	0.03
ELMHURST SD 205	77	29.1	188	70.9	265	0.14
ELMWOOD PARK CUSD 401	142	71.7	56	28.3	198	0.10
ERIE CUSD 1	2	100.0	0	0.0	2	0.00
ESD 159	0	0.0	26	100.0	26	0.01

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
EVANSTON CCSD 65	198	24.5	611	75.5	809	0.43
EVANSTON TWP HSD 202	34	47.9	37	52.1	71	0.04
EVERGREEN PARK ESD 124	19	13.8	119	86.2	138	0.07
FAIRMONT SD 89	3	9.7	28	90.3	31	0.02
FAIRVIEW SD 72	70	81.4	16	18.6	86	0.05
FENTON CHSD 100	18	19.1	76	80.9	94	0.05
FIELDCREST CUSD 6	0	0.0	17	100.0	17	0.01
FISHER CUSD 1	2	100.0	0	0.0	2	0.00
FLANAGAN CUSD 4	1	100.0	0	0.0	1	0.00
FLOSSMOOR SD 161	7	12.3	50	87.7	57	0.03
FOREST PARK SD 91	16	27.1	43	72.9	59	0.03
FOREST RIDGE SD 142	39	42.9	52	57.1	91	0.05
FOX LAKE GSD 114	6	10.7	50	89.3	56	0.03
FRANKFORT CCSD 157C	5	62.5	3	37.5	8	0.00
FRANKFORT CUSD 168	3	75.0	1	25.0	4	0.00
FRANKLIN PARK SD 84	52	21.8	186	78.2	238	0.13
FREEPORT SD 145	7	10.0	63	90.0	70	0.04
FREMONT SD 79	101	48.8	106	51.2	207	0.11
GALENA USD 120	0	0.0	37	100.0	37	0.02
GALESBURG CUSD 205	5	71.4	2	28.6	7	0.00
GALLATIN CUSD 7	0	0.0	2	100.0	2	0.00
GAVIN SD 37	3	2.2	134	97.8	137	0.07
GENEVA CUSD 304	17	40.5	25	59.5	42	0.02
GENOA KINGSTON CUSD 424	3	2.5	117	97.5	120	0.06
GERMANTOWN SD 60	0	0.0	9	100.0	9	0.00
GLEN ELLYN SD 41	187	60.3	123	39.7	310	0.16
GLENBARD TWP HSD 87	143	51.1	137	48.9	280	0.15
GLENCOE SD 35	7	87.5	1	12.5	8	0.00
GLENVIEW CCSD 34	342	53.2	301	46.8	643	0.34
GOLF ESD 67	32	84.2	6	15.8	38	0.02
GOWER SD 62	18	85.7	3	14.3	21	0.01
GRAND RIDGE CCSD 95	1	100.0	0	0.0	1	0.00
GRANITE CITY CUSD 9	12	12.5	84	87.5	96	0.05
GRANT CCSD 110	1	20.0	4	80.0	5	0.00
GRANT CHSD 124	2	20.0	8	80.0	10	0.01
GRAYSLAKE CCSD 46	109	27.5	287	72.5	396	0.21
GRAYSLAKE CHSD 127	8	25.8	23	74.2	31	0.02
GURNEE SD 56	67	23.3	220	76.7	287	0.15
HALL HSD 502	0	0.0	1	100.0	1	0.00
HAMILTON CO CUSD 10	0	0.0	1	100.0	1	0.00
HARLEM UD 122	66	43.4	86	56.6	152	0.08
HARLEM USD 122	0	0.0	2	100.0	2	0.00
HARRISBURG CUSD 3	10	90.9	1	9.1	11	0.01
HARRISON SD 36	0	0.0	7	100.0	7	0.00
HARVARD CUSD 50	3	0.5	560	99.5	563	0.30
HARVEY SD 152	1	1.3	75	98.7	76	0.04
HAWTHORN CCSD 73	213	31.1	471	68.9	684	0.36

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
HAZEL CREST SD 152-5	0	0.0	1	100.0	1	0.00
HENRY-SENACHWINE CUSD 5	1	100.0	0	0.0	1	0.00
HERITAGE CUSD 8	2	100.0	0	0.0	2	0.00
HERRIN CUSD 4	0	0.0	7	100.0	7	0.00
HERSCHER CUSD 2	0	0.0	8	100.0	8	0.00
HIGHLAND CUSD 5	9	81.8	2	18.2	11	0.01
HILLSIDE SD 93	2	2.7	72	97.3	74	0.04
HINCKLEY BIG ROCK CUSD 429	1	100.0	0	0.0	1	0.00
HINSDALE CCSD 181	48	71.6	19	28.4	67	0.04
HINSDALE TWP HSD 86	100	86.2	16	13.8	116	0.06
HOMER CCSD 33C	59	71.1	24	28.9	83	0.04
HOMEWOOD SD 153	13	48.1	14	51.9	27	0.01
HONONEGAH CHD 207	4	57.1	3	42.9	7	0.00
HOOVER-SCHRUM MEMORIAL SD 157	4	5.0	76	95.0	80	0.04
HUTSONVILLE CUSD 1	1	100.0	0	0.0	1	0.00
IL VALLEY CENTRAL USD 321	1	14.3	6	85.7	7	0.00
INDIAN CREEK CUSD 425	0	0.0	1	100.0	1	0.00
INDIAN PRAIRIE CUSD 204	686	57.6	504	42.4	1,190	0.63
INDIAN SPRINGS SD 109	359	75.6	116	24.4	475	0.25
IROQUOIS COUNTY CUSD 9	1	7.7	12	92.3	13	0.01
IROQUOIS WEST CUSD 10	1	2.2	45	97.8	46	0.02
ITASCA SD 10	23	52.3	21	47.7	44	0.02
IUKA CCSD 7	1	100.0	0	0.0	1	0.00
J S MORTON HSD 201	6	1.1	526	98.9	532	0.28
JACKSONVILLE SD 117	8	61.5	5	38.5	13	0.01
JOHNSBURG CUSD 12	0	0.0	1	100.0	1	0.00
JOLIET PSD 86	20	1.5	1,343	98.5	1,363	0.72
JOLIET TWP HSD 204	9	3.3	264	96.7	273	0.14
KANELAND CUSD 302	30	19.5	124	80.5	154	0.08
KANKAKEE SD 111	4	1.4	273	98.6	277	0.15
KEENEYVILLE SD 20	196	39.0	307	61.0	503	0.27
KENILWORTH SD 38	2	100.0	0	0.0	2	0.00
KEWANEE CUSD 229	4	2.3	172	97.7	176	0.09
KILDEER COUNTRYSIDE CCSD 96	167	70.5	70	29.5	237	0.13
KINNIKINNICK CCSD 131	3	60.0	2	40.0	5	0.00
KIRBY SD 140	124	86.7	19	13.3	143	0.08
KOMAREK SD 94	6	24.0	19	76.0	25	0.01
LA GRANGE SD 102	37	33.9	72	66.1	109	0.06
LA GRANGE SD 105 SOUTH	10	7.6	122	92.4	132	0.07
LA SALLE ESD 122	2	4.7	41	95.3	43	0.02
LA SALLE-PERU TWP HSD 120	2	40.0	3	60.0	5	0.00
LAGRANGE HIGHLANDS SD 106	5	100.0	0	0.0	5	0.00
LAKE BLUFF ESD 65	24	68.6	11	31.4	35	0.02
LAKE FOREST CHSD 115	3	50.0	3	50.0	6	0.00
LAKE FOREST SD 67	8	80.0	2	20.0	10	0.01
LAKE PARK CHSD 108	14	58.3	10	41.7	24	0.01
LAKE VILLA CCSD 41	44	24.2	138	75.8	182	0.10

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
LAKE ZURICH CUSD 95	72	43.9	92	56.1	164	0.09
LANSING SD 158	17	11.1	136	88.9	153	0.08
LARAWAY CCSD 70C	1	2.8	35	97.2	36	0.02
LAWRENCE COUNTY CUD 20	4	50.0	4	50.0	8	0.00
LEMONT TWP HSD 210	5	100.0	0	0.0	5	0.00
LEMONT-BROMBEREK CSD 113A	132	79.0	35	21.0	167	0.09
LEYDEN CHSD 212	98	45.4	118	54.6	216	0.11
LIBERTYVILLE SD 70	26	60.5	17	39.5	43	0.02
LINCOLN CHSD 404	0	0.0	1	100.0	1	0.00
LINCOLN ESD 156	0	0.0	62	100.0	62	0.03
LINCOLN ESD 27	2	50.0	2	50.0	4	0.00
LINCOLN WAY CHSD 210	16	76.2	5	23.8	21	0.01
LINCOLNSHIRE-PRAIRIEVIEW SD 103	62	91.2	6	8.8	68	0.04
LINCOLNWOOD SD 74	239	89.5	28	10.5	267	0.14
LINDOP SD 92	2	9.1	20	90.9	22	0.01
LISBON CCSD 90	0	0.0	5	100.0	5	0.00
LISLE CUSD 202	27	65.9	14	34.1	41	0.02
LOCKPORT SD 91	7	46.7	8	53.3	15	0.01
LOCKPORT TWP HSD 205	16	53.3	14	46.7	30	0.02
LOMBARD SD 44	107	49.1	111	50.9	218	0.12
LUDLOW CCSD 142	0	0.0	5	100.0	5	0.00
LYONS SD 103	34	9.9	311	90.1	345	0.18
LYONS TWP HSD 204	21	39.6	32	60.4	53	0.03
MACOMB CUSD 185	39	88.6	5	11.4	44	0.02
MAERCKER SD 60	83	71.6	33	28.4	116	0.06
MAHOMET-SEYMOUR CUSD 3	1	50.0	1	50.0	2	0.00
MAINE TOWNSHIP HSD 207	241	68.5	111	31.5	352	0.19
MANHATTAN SD 114	5	71.4	2	28.6	7	0.00
MANNHEIM SD 83	44	6.0	694	94.0	738	0.39
MANTENO CUSD 5	8	57.1	6	42.9	14	0.01
MARENGO CHSD 154	0	0.0	11	100.0	11	0.01
MARENGO-UNION E CONS D 165	8	6.6	114	93.4	122	0.06
MARION CUSD 2	30	68.2	14	31.8	44	0.02
MAROA FORSYTH CUSD 2	3	100.0	0	0.0	3	0.00
MARQUARDT SD 15	136	25.0	407	75.0	543	0.29
MARSEILLES ESD 150	0	0.0	1	100.0	1	0.00
MARSHALL CUSD 2C	5	62.5	3	37.5	8	0.00
MARTINSVILLE CUSD 3C	0	0.0	1	100.0	1	0.00
MASCOUTAH CUD 19	12	52.2	11	47.8	23	0.01
MATTESON ESD 162	6	17.1	29	82.9	35	0.02
MATTOON CUSD 2	4	18.2	18	81.8	22	0.01
MAYWOOD-MELROSE PARK-BROADVIEW 8	13	1.1	1,215	98.9	1,228	0.65
MAZON-VERONA-KINSMAN ESD 2C	0	0.0	6	100.0	6	0.00
MCHENRY CCSD 15	24	5.8	391	94.2	415	0.22
MCHENRY CHSD 156	4	7.4	50	92.6	54	0.03
MCLEAN COUNTY USD 5	130	46.3	151	53.7	281	0.15
MEDINAH SD 11	64	58.2	46	41.8	110	0.06

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
MENDOTA CCSD 289	1	0.9	106	99.1	107	0.06
MENDOTA TWP HSD 280	2	8.3	22	91.7	24	0.01
MERIDIAN CUSD 101	2	100.0	0	0.0	2	0.00
MERIDIAN CUSD 15	0	0.0	1	100.0	1	0.00
MERIDIAN CUSD 223	11	12.2	79	87.8	90	0.05
MIDLOTHIAN SD 143	1	16.7	5	83.3	6	0.00
MIDWEST CENTRAL CUSD 191	1	100.0	0	0.0	1	0.00
MILLBURN CCSD 24	22	62.9	13	37.1	35	0.02
MINOOKA CCSD 201	12	9.4	116	90.6	128	0.07
MINOOKA CHSD 111	6	14.0	37	86.0	43	0.02
MOKENA SD 159	20	48.8	21	51.2	41	0.02
MOLINE USD 40	88	15.9	464	84.1	552	0.29
MOMENCE CUSD 1	1	5.9	16	94.1	17	0.01
MONMOUTH-ROSEVILLE CUSD 238	2	1.7	119	98.3	121	0.06
MORRIS SD 54	2	7.4	25	92.6	27	0.01
MORTON CUSD 709	6	75.0	2	25.0	8	0.00
MORTON GROVE SD 70	64	80.0	16	20.0	80	0.04
MOUNT PROSPECT SD 57	62	82.7	13	17.3	75	0.04
MOUNT VERNON SD 80	6	42.9	8	57.1	14	0.01
MT VERNON TWP HSD 201	1	50.0	1	50.0	2	0.00
MT ZION CUSD 3	3	100.0	0	0.0	3	0.00
MUNDELEIN CONS HSD 120	29	24.2	91	75.8	120	0.06
MUNDELEIN ESD 75	27	6.8	368	93.2	395	0.21
MURPHYSBORO CUSD 186	2	5.7	33	94.3	35	0.02
N PEKIN & MARQUETTE HGHT SD 102	1	100.0	0	0.0	1	0.00
NAPERVILLE CUSD 203	444	69.8	192	30.2	636	0.34
NASHVILLE CHSD 99	1	33.3	2	66.7	3	0.00
NEW LENOX SD 122	12	92.3	1	7.7	13	0.01
NEW TRIER TWP HSD 203	74	77.9	21	22.1	95	0.05
NEWARK CHSD 18	0	0.0	1	100.0	1	0.00
NILES ESD 71	30	85.7	5	14.3	35	0.02
NILES TWP CHSD 219	245	94.2	15	5.8	260	0.14
NIPPERSINK SD 2	2	11.8	15	88.2	17	0.01
NORRIDGE SD 80	57	80.3	14	19.7	71	0.04
NORTH BOONE CUSD 200	2	1.1	181	98.9	183	0.10
NORTH CHICAGO SD 187	20	3.4	571	96.6	591	0.31
NORTH PALOS SD 117	191	88.4	25	11.6	216	0.11
NORTH SHORE SD 112	23	3.1	723	96.9	746	0.39
NORTHBROOK ESD 27	36	97.3	1	2.7	37	0.02
NORTHBROOK SD 28	58	87.9	8	12.1	66	0.03
NORTHBROOK/GLENVIEW SD 30	96	98.0	2	2.0	98	0.05
NORTHFIELD TWP HSD 225	148	75.5	48	24.5	196	0.10
NW SUBURBAN SPEC EDUC ORG	8	17.0	39	83.0	47	0.02
O FALLON CCSD 90	4	80.0	1	20.0	5	0.00
O FALLON TWP HSD 203	5	83.3	1	16.7	6	0.00
OAK GROVE SD 68	12	70.6	5	29.4	17	0.01
OAK LAWN CHSD 229	27	81.8	6	18.2	33	0.02

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
OAK LAWN-HOMETOWN SD 123	111	47.0	125	53.0	236	0.12
OAK PARK - RIVER FOREST SD 200	6	66.7	3	33.3	9	0.00
OAK PARK ESD 97	62	67.4	30	32.6	92	0.05
OLYMPIA CUSD 16	1	100.0	0	0.0	1	0.00
OREGON CUSD 220	17	41.5	24	58.5	41	0.02
ORION CUSD 223	2	100.0	0	0.0	2	0.00
ORLAND SD 135	136	73.5	49	26.5	185	0.10
OSWEGO CUSD 308	138	20.8	527	79.2	665	0.35
OTTAWA ESD 141	0	0.0	26	100.0	26	0.01
OTTAWA TWP HSD 140	2	15.4	11	84.6	13	0.01
PALATINE CCSD 15	547	22.8	1,855	77.2	2,402	1.27
PALOS CCSD 118	44	88.0	6	12.0	50	0.03
PALOS HEIGHTS SD 128	29	69.0	13	31.0	42	0.02
PANA CUSD 8	2	66.7	1	33.3	3	0.00
PARIS-UNION SD 95	1	50.0	1	50.0	2	0.00
PARK FOREST SD 163	0	0.0	2	100.0	2	0.00
PARK RIDGE CCSD 64	68	89.5	8	10.5	76	0.04
PAW PAW CUSD 271	0	0.0	1	100.0	1	0.00
PAXTON-BUCKLEY-LODA CUD 10	0	0.0	3	100.0	3	0.00
PEKIN CSD 303	2	100.0	0	0.0	2	0.00
PEKIN PSD 108	10	100.0	0	0.0	10	0.01
PENNOYER SD 79	23	79.3	6	20.7	29	0.02
PEORIA SD 150	110	29.1	268	70.9	378	0.20
PEOTONE CUSD 207U	1	5.6	17	94.4	18	0.01
PERU ESD 124	9	29.0	22	71.0	31	0.02
PLAINFIELD SD 202	574	25.6	1,670	74.4	2,244	1.19
PLANO CUSD 88	11	4.7	223	95.3	234	0.12
PLEASANTDALE SD 107	22	91.7	2	8.3	24	0.01
PONTIAC CCSD 429	0	0.0	1	100.0	1	0.00
PONTIAC-W HOLLIDAY SD 105	0	0.0	1	100.0	1	0.00
POSEN-ROBBINS ESD 143-5	1	0.3	343	99.7	344	0.18
PRAIRIE CROSSING CHARTER SCHOOL	2	100.0	0	0.0	2	0.00
PRAIRIE GROVE CSD 46	5	22.7	17	77.3	22	0.01
PRAIRIE-HILLS ESD 144	16	16.8	79	83.2	95	0.05
PRINCEVILLE CUSD 326	0	0.0	6	100.0	6	0.00
PROSPECT HEIGHTS SD 23	91	58.0	66	42.0	157	0.08
PROVISO TWP HSD 209	16	4.2	366	95.8	382	0.20
PUTNAM COUNTY CUSD 535	0	0.0	4	100.0	4	0.00
QUEEN BEE SD 16	102	22.8	345	77.2	447	0.24
QUINCY SD 172	11	73.3	4	26.7	15	0.01
RACCOON CONS SD 1	0	0.0	4	100.0	4	0.00
RANTOUL CITY SD 137	4	4.2	91	95.8	95	0.05
REAVIS TWP HSD 220	86	78.2	24	21.8	110	0.06
RED HILL CUSD 10	0	0.0	1	100.0	1	0.00
REED CUSTER CUSD 255U	48	98.0	1	2.0	49	0.03
RHODES SD 84-5	8	5.7	133	94.3	141	0.07
RICH TWP HSD 227	4	66.7	2	33.3	6	0.00

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
RICHLAND GSD 88A	49	19.1	208	80.9	257	0.14
RIDGELAND SD 122	230	74.2	80	25.8	310	0.16
RIDGEVIEW CUSD 19	2	100.0	0	0.0	2	0.00
RIDGEWOOD CHSD 234	57	93.4	4	6.6	61	0.03
RILEY CCSD 18	0	0.0	4	100.0	4	0.00
RIVER FOREST SD 90	14	45.2	17	54.8	31	0.02
RIVER GROVE SD 85-5	106	82.8	22	17.2	128	0.07
RIVER TRAILS SD 26	93	33.7	183	66.3	276	0.15
RIVERSIDE SD 96	12	26.1	34	73.9	46	0.02
RIVERSIDE-BROOKFIELD TWP SD 208	21	24.7	64	75.3	85	0.04
RIVERTON CUSD 14	1	100.0	0	0.0	1	0.00
ROBEIN SD 85	1	100.0	0	0.0	1	0.00
ROCHELLE CCSD 231	10	3.6	270	96.4	280	0.15
ROCHELLE TWP HSD 212	4	7.7	48	92.3	52	0.03
ROCHESTER CUSD 3A	6	100.0	0	0.0	6	0.00
ROCK FALLS ESD 13	2	6.9	27	93.1	29	0.02
ROCK FALLS TWP HSD 301	2	66.7	1	33.3	3	0.00
ROCK ISLAND SD 41	96	39.0	150	61.0	246	0.13
ROCKDALE SD 84	2	5.9	32	94.1	34	0.02
ROCKFORD SD 205	366	13.7	2,311	86.3	2,677	1.41
ROCKRIDGE CUSD 300	2	100.0	0	0.0	2	0.00
ROCKTON SD 140	8	72.7	3	27.3	11	0.01
RONDOUT SD 72	2	40.0	3	60.0	5	0.00
ROSELLE SD 12	46	79.3	12	20.7	58	0.03
ROSEMONT ESD 78	22	71.0	9	29.0	31	0.02
ROUND LAKE CUSD 116	26	1.5	1,672	98.5	1,698	0.90
ROXANA CUSD 1	0	0.0	2	100.0	2	0.00
RUTLAND CCSD 230	0	0.0	2	100.0	2	0.00
SALT CREEK SD 48	14	48.3	15	51.7	29	0.02
SANDRIDGE SD 172	0	0.0	2	100.0	2	0.00
SANDWICH CUSD 430	10	8.6	106	91.4	116	0.06
SARATOGA CCSD 60C	0	0.0	17	100.0	17	0.01
SAUNEMIN CCSD 438	0	0.0	1	100.0	1	0.00
SCHAUMBURG CCSD 54	885	43.4	1,154	56.6	2,039	1.08
SCHILLER PARK SD 81	144	56.7	110	43.3	254	0.13
SCHUYLER-INDUSTRY CUSD 5	9	81.8	2	18.2	11	0.01
SD 45 DUPAGE COUNTY	209	23.4	684	76.6	893	0.47
SD U-46	689	7.7	8,246	92.3	8,935	4.72
SERENA CUSD 2	0	0.0	7	100.0	7	0.00
SHAWNEE CUSD 84	0	0.0	2	100.0	2	0.00
SHERRARD CUSD 200	1	100.0	0	0.0	1	0.00
SILVIS SD 34	2	66.7	1	33.3	3	0.00
SKOKIE SD 68	141	87.0	21	13.0	162	0.09
SKOKIE SD 69	152	77.6	44	22.4	196	0.10
SKOKIE SD 73-5	123	84.8	22	15.2	145	0.08
SOMONAUK CUSD 432	0	0.0	2	100.0	2	0.00
SOUTH HOLLAND SD 151	6	2.4	247	97.6	253	0.13

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
SOUTHWESTERN CUSD 9	5	83.3	1	16.7	6	0.00
SPARTA CUSD 140	1	50.0	1	50.0	2	0.00
SPEC EDUC DIST LAKE COUNTY/SEDOL	2	10.5	17	89.5	19	0.01
SPRING VALLEY CCSD 99	0	0.0	31	100.0	31	0.02
SPRINGFIELD SD 186	39	70.9	16	29.1	55	0.03
ST ANNE CCSD 256	0	0.0	5	100.0	5	0.00
ST CHARLES CUSD 303	118	28.1	302	71.9	420	0.22
ST CLAIR COUNTY	18	66.7	9	33.3	27	0.01
ST JOSEPH CCSD 169	0	0.0	3	100.0	3	0.00
STARK COUNTY CUSD 100	2	100.0	0	0.0	2	0.00
STEGER SD 194	3	3.0	96	97.0	99	0.05
STERLING CUSD 5	1	0.9	113	99.1	114	0.06
STREATOR ESD 44	4	3.4	113	96.6	117	0.06
STREATOR TWP HSD 40	0	0.0	15	100.0	15	0.01
SUMMERSVILLE SD 79	3	100.0	0	0.0	3	0.00
SUMMIT HILL SD 161	89	61.8	55	38.2	144	0.08
SUMMIT SD 104	42	10.5	357	89.5	399	0.21
SUNNYBROOK SD 171	1	16.7	5	83.3	6	0.00
SUNSET RIDGE SD 29	17	89.5	2	10.5	19	0.01
SYCAMORE CUSD 427	8	9.2	79	90.8	87	0.05
TAFT SD 90	8	33.3	16	66.7	24	0.01
THOMASBORO CCSD 130	0	0.0	12	100.0	12	0.01
THORNTON FRACTIONAL TWP HSD 215	1	3.1	31	96.9	32	0.02
THORNTON SD 154	0	0.0	1	100.0	1	0.00
THORNTON TWP HSD 205	23	25.6	67	74.4	90	0.05
TINLEY PARK CCSD 146	174	76.7	53	23.3	227	0.12
TOWNSHIP HSD 211	293	45.6	350	54.4	643	0.34
TOWNSHIP HSD 214	270	32.5	561	67.5	831	0.44
TREMONT CUSD 702	2	50.0	2	50.0	4	0.00
TRI VALLEY CUSD 3	0	0.0	1	100.0	1	0.00
TRIAD CUSD 2	1	100.0	0	0.0	1	0.00
TRICO CUSD 176	0	0.0	3	100.0	3	0.00
TRIOPIA CUSD 27	0	0.0	2	100.0	2	0.00
TROY CCSD 30C	15	10.9	122	89.1	137	0.07
TWP HSD 113	4	4.5	85	95.5	89	0.05
UNION RIDGE SD 86	102	71.3	41	28.7	143	0.08
UNITED TWP HSD 30	5	41.7	7	58.3	12	0.01
UNITY POINT CCSD 140	50	73.5	18	26.5	68	0.04
URBANA SD 116	237	53.9	203	46.1	440	0.23
VALLEY VIEW CUSD 365U	218	13.0	1,453	87.0	1,671	0.88
VANDALIA CUSD 203	1	100.0	0	0.0	1	0.00
VIENNA SD 55	0	0.0	6	100.0	6	0.00
VILLA GROVE CUSD 302	1	50.0	1	50.0	2	0.00
VIRGINIA CUSD 64	0	0.0	1	100.0	1	0.00
W HARVEY-DIXMOOR PSD 147	2	3.1	63	96.9	65	0.03
WABASH CUSD 348	2	100.0	0	0.0	2	0.00
WALLACE CCSD 195	0	0.0	1	100.0	1	0.00

Appendix

Number and Percentage of LEP Students, by Language and District: SY08 (Continued)

DISTRICT/FACILITY NAME	LANGUAGE				Total	
	Non-English Other Than Spanish		Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
WARREN TWP HSD 121	29	21.0	109	79.0	138	0.07
WARRENSBURG-LATHAM CUSD 11	1	100.0	0	0.0	1	0.00
WATERLOO CUSD 5	1	50.0	1	50.0	2	0.00
WAUCONDA CUSD 118	33	8.1	376	91.9	409	0.22
WAUKEGAN CUSD 60	114	1.7	6,677	98.3	6,791	3.59
WESCLIN CUSD 3	0	0.0	6	100.0	6	0.00
WEST CARROLL CUSD 314	0	0.0	5	100.0	5	0.00
WEST CHICAGO ESD 33	23	1.2	1,931	98.8	1,954	1.03
WEST NORTHFIELD SD 31	104	84.6	19	15.4	123	0.06
WESTCHESTER SD 92-5	22	16.2	114	83.8	136	0.07
WESTERN CUSD 12	1	33.3	2	66.7	3	0.00
WESTERN SPRINGS SD 101	0	0.0	2	100.0	2	0.00
WESTVILLE CUSD 2	0	0.0	1	100.0	1	0.00
WETHERSFIELD CUSD 230	1	100.0	0	0.0	1	0.00
WHEELING CCSD 21	520	18.9	2,231	81.1	2,751	1.45
WHITESIDE SD 115	0	0.0	1	100.0	1	0.00
WILL COUNTY SD 92	31	68.9	14	31.1	45	0.02
WILLIAMSFIELD CUSD 210	0	0.0	1	100.0	1	0.00
WILLIAMSVILLE CUSD 15	5	100.0	0	0.0	5	0.00
WILMETTE SD 39	80	89.9	9	10.1	89	0.05
WILMINGTON CUSD 209U	1	100.0	0	0.0	1	0.00
WINFIELD SD 34	9	22.0	32	78.0	41	0.02
WINNEBAGO CUSD 323	4	8.7	42	91.3	46	0.02
WINNETKA SD 36	7	77.8	2	22.2	9	0.00
WOOD DALE SD 7	92	35.4	168	64.6	260	0.14
WOODLAND CCSD 50	151	23.0	506	77.0	657	0.35
WOODRIDGE SD 68	134	32.1	283	67.9	417	0.22
WOODSTOCK CUSD 200	26	3.0	855	97.0	881	0.47
WORTH SD 127	64	68.1	30	31.9	94	0.05
YORKVILLE CUSD 115	43	12.6	299	87.4	342	0.18
ZION ESD 6	6	1.3	458	98.7	464	0.25
ZION-BENTON TWP HSD 126	11	13.8	69	86.3	80	0.04
TOTAL	35,475	18.7	153,764	81.3	189,239	100.00