

ENGLISH LANGUAGE LEARNERS (ELL) IN ILLINOIS

2005 STATISTICAL REPORT

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

INTRODUCTION

This statistical report describes the English language learners (ELL) or LEP students enrolled in Illinois public schools in school year 2004-2005, 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 local English language proficiency assessments 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 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. English language learners (ELL) and limited-English proficient (LEP) are used interchangeably in this report.

BACKGROUND

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

Transitional Bilingual Education (TBE)

In 1973, legislation was passed requiring school districts to offer a Transitional Bilingual Education program whenever there are 20 or more LEP students with a common native language enrolled in an attendance center. TBE programs must be taught by certificated teachers who are fluent in the native languages spoken by the students.

Transitional Program of Instruction (TPI)

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

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

How are ELL (LEP) students identified?

At the time of enrollment, school districts are required to identify students who may be limited English proficient. Districts are required to 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 to determine whether or not the students are limited English proficient.

The individual English language proficiency assessment measures students' listening, speaking, reading, and writing skills. Students are considered limited English proficient and eligible for bilingual education services if their individual language assessment indicates that:

- a) their performance on a nationally normed English-language-proficiency test is below the 50th percentile (or its equivalent), or

- b) their performance is at or above the 50th percentile on a test equivalent to a nationally normed English language proficiency test, but other performance indicators such as results of criterion-referenced or locally developed tests, teachers' evaluations of performance, samples of a student's work, and/or information received from family members and school personnel show that they are unable to succeed in English-only classes, or
- c) when no nationally normed English language proficiency test can be administered, a review of other performance indicators shows they are unable to succeed in English-only classes, or they are more than one year behind the average of district/grade level peers in any required subject.

Students identified as LEP from these tests are eligible for placement in bilingual education programs.

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 transitional bilingual education 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 in prior years, districts could use 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. Starting in FY06, however, districts can 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.

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 (ASR).

Annual Student Report (ASR)

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, birthdates, other services, entry or enrollment dates, exit dates, and/or reason for exiting bilingual education programs. In 2004-2005, the ASR also collects English proficiency data of ELL students for school years 2003-2004 and 2004-2005. The ASR is due to ISBE the end of the fiscal year, specifically, June 30 of each year.

Numbers reported in Bilingual Census compared to numbers reported in the Annual Student Report

Since the bilingual census is collected at the beginning of the school year and the annual student report (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.

I. Student Demographics and Program Participation

Table 1. ELL Students Identified and Served in Bilingual Education Programs, 2004-2005

SCHOOL DISTRICT	Number Identified*	Number Served**	Percent Served to Identified	Percent to Total Served
CITY OF CHICAGO SCHOOL DIST 299	58,410	67,466	115.5	43.2
CICERO SCHOOL DISTRICT 99	6,016	6,210	103.2	4.0
SCHOOL DISTRICT U-46	5,823	6,060	104.1	3.9
AURORA EAST UNIT SCHOOL DIST 131	4,007	4,913	122.6	3.1
WAUKEGAN C U SCHOOL DIST 60	4,051	4,565	112.7	2.9
COMM UNIT SCH DIST 300	2,016	2,579	127.9	1.6
ROCKFORD SCHOOL DIST 205	3,300	2,219	67.2	1.4
WHEELING C C SCHOOL DIST 21	2,147	2,132	99.3	1.4
WEST CHICAGO ELEM SCHOOL DIST 33	1,647	1,953	118.6	1.2
PALATINE C C SCHOOL DIST 15	1,747	1,941	111.1	1.2
ROUND LAKE AREA SCHS - DIST 116	1,492	1,590	106.6	1.0
SCHAUMBURG C C SCHOOL DIST 54	1,246	1,577	126.6	1.0
COMM CONS SCH DIST 59	1,128	1,570	139.2	1.0
COMM CONSOLIDATED SCH DIST 62	1,132	1,346	118.9	0.9
AURORA WEST UNIT SCHOOL DIST 129	895	1,125	125.7	0.7
VALLEY VIEW CUSD #365U	851	1,112	130.7	0.7
INDIAN PRAIRIE C U SCH DIST 204	969	1,068	110.2	0.7
PLAINFIELD SCHOOL DIST 202	674	1,013	150.3	0.6
JOLIET PUBLIC SCH DIST 86	908	988	108.8	0.6
TOWNSHIP HIGH SCHOOL DIST 214	846	971	114.8	0.6
COMMUNITY UNIT SCHOOL DIST 200	713	808	113.3	0.5
BERWYN SOUTH SCHOOL DISTRICT 100	557	784	140.8	0.5
ADDISON SCHOOL DIST 4	715	784	109.7	0.5
SCH DISTRICT 45 DUPAGE COUNTY	585	761	130.1	0.5
COOK COUNTY SCHOOL DIST 130	681	745	109.4	0.5
BENSENVILLE SCHOOL DISTRICT 2	671	733	109.2	0.5
WOODSTOCK C U SCHOOL DIST 200	717	730	101.8	0.5
MAYWOOD-MELROSE PARK-BROADVIEW-89	680	701	103.1	0.4
BURBANK SCHOOL DISTRICT 111	524	633	120.8	0.4
TOWNSHIP H S DIST 211	482	605	125.5	0.4
BERWYN NORTH SCHOOL DIST 98	547	595	108.8	0.4
BERKELEY SCHOOL DIST 87	531	593	111.7	0.4
EAST MAINE SCHOOL DIST 63	501	546	109.0	0.3
WOODLAND C C SCHOOL DIST 50	219	544	248.4	0.3
SUMMIT SCHOOL DIST 104	450	543	120.7	0.3
MANNHEIM SCHOOL DIST 83	561	539	96.1	0.3
J S MORTON H S DISTRICT 201	595	529	88.9	0.3
GLENVIEW C C SCHOOL DIST 34	547	523	95.6	0.3
HARVARD C U SCHOOL DIST 50	461	502	108.9	0.3
OTHER DISTRICTS	27,903	31,754	113.8	20.3
Grand Total	137,945	156,350	113.3	100.0

*from School Year 2004-2005 Bilingual Census; **from 2004-2005 Annual Student Report (ASR)

Table 2. Number and Percent of ELL Students Served by County, 2004-2005

Name of County	Number	Pct	Name of County	Number	Pct
Adams	17	0.0	Macon	59	0.0
Boone	527	0.3	Macoupin	2	0.0
Bureau	129	0.1	Madison	181	0.1
Cass	242	0.2	Mason	1	0.0
Champaign	808	0.5	McDonough	6	0.0
Clinton	9	0.0	McHenry	2,116	1.4
Coles	21	0.0	McLean	457	0.3
Cook	102,332	65.5	Mercer	2	0.0
Crawford	4	0.0	Montgomery	2	0.0
DeKalb	545	0.3	Morgan	20	0.0
Douglas	48	0.0	Ogle	303	0.2
DuPage	11,747	7.5	Peoria	303	0.2
Effingham	12	0.0	Pulaski	5	0.0
Ford	8	0.0	Rock Island	878	0.6
Fulton	2	0.0	Saline	1	0.0
Grundy	60	0.0	Sangamon	75	0.0
Hamilton	1	0.0	Schuyler	7	0.0
Henry	120	0.1	Shelby	4	0.0
Iroquois	37	0.0	St. Clair	148	0.1
Jackson	124	0.1	Stephenson	5	0.0
Jefferson	3	0.0	Tazewell	22	0.0
Jersey	2	0.0	Union	61	0.0
Jo Daviess	4	0.0	Vermilion	42	0.0
Johnson	2	0.0	Wabash	3	0.0
Kane	15,148	9.7	Warren	70	0.0
Kankakee	206	0.1	Wayne	12	0.0
Kendall	479	0.3	Whiteside	103	0.1
Knox	21	0.0	Will	3,684	2.4
Lake	12,464	8.0	Williamson	50	0.0
LaSalle	229	0.1	Winnebago	2,351	1.5
Lawrence	10	0.0	ROE 27	5	0.0
Lee	10	0.0			
Livingston	1	0.0	Total	156,350	100.0

Table 3. Native Languages Spoken by Students Served in Bilingual Education Programs in Illinois Schools, 2004-2005

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
AFRIKAANS (TAAL)	57	0	HAUSA	2	0	NORWEGIAN	14	0.0
AKAN (FANTE,ASANTI,TWI)	54	0	HEBREW	57	0	ONEIDA	1	0.0
ALBANIAN,GHEG (KOSOVO/MACEDONI)	408	0	HINDI	349	0	ORIYA	3	0.0
ALBANIAN/TOSK (ALBANIA)	109	0	HMONG	20	0	OTHER	712	0.5
ALGONQUIN	8	0	HOPI	1	0	OULOF (WOLOF)	5	0.0
AMHARIC	94	0	HUNGARIAN	21	0	PAMPANGAN	2	0.0
APACHE	1	0	IBO/IGBO	38	0	PANJABI (PUNJABI)	156	0.1
ARABIC	2,597	2	ICELANDIC	1	0	PASHTO (PUSHTO)	28	0.0
ARMENIAN	28	0	ILOCANO	1	0	PILIPINO (TAGALOG)	1,248	0.8
ASSAMESE	7	0	ILONGGO (HILIGAYNON)	15	0	PIMA	1	0.0
ASSYRIAN (SYRIAC, ARAMAIC)	439	0	INDONESIAN	36	0	POLISH	6,525	4.2
BALINESE	6	0	ITALIAN	132	0	PORTUGUESE	129	0.1
BEMBA	2	0	JAMAICAN	4	0	ROMANIAN	444	0.3
BENGALI	79	0	JAPANESE	681	0	ROMANY (GYPSY)	8	0.0
BISAYA (MALAYSIA)	3	0	KACHE (KAJE,JJU)	1	0	RUSSIAN	876	0.6
BOSNIAN	593	0	KANJOBAL	1	0	SAMOAN	7	0.0
BULGARIAN	565	0	KANNADA (KANARESE)	6	0	SERBIAN	706	0.5
BURMESE	18	0	KASHMIRI	1	0	SHANGHAI (CHINESE)	8	0.0
CAMBODIAN (KHMER)	132	0	KIKAMBA (KAMBA)	1	0	SHONA	5	0.0
CANTONESE (CHINESE)	1,623	1	KONKANI	1	0	SINDHI	5	0.0
CEBUANO (VISAYAN)	8	0	KOREAN	1,610	1	SINHALESE	9	0.0
CHAMORRO	1	0	KPELLE	3	0	SIOUX (DAKOTA)	5	0.0
CHAOCHOW/TEOCHIU (CHINESE)	30	0	KRAHN	18	0	SLOVAK	65	0.0
CHOCTAW	1	0	KRIO	10	0	SLOVENIAN	8	0.0
COMANCHE	1	0	KURDISH	17	0	SOMALI	10	0.0
CREEK	4	0	LAO	107	0	SPANISH	126,092	80.6
CROATIAN	62	0	LATVIAN	14	0	SWAHILI	58	0.0
CROW	1	0	LINGALA	22	0	SWEDISH	20	0.0
CZECH	61	0	LITHUANIAN	887	1	TAIWANESE/FORMOSAN	38	0.0
DANISH	9	0	LUGANDA / BANTU	8	0	TAMIL	59	0.0
DUTCH/FLEMISH	33	0	LUNDA	1	0	TELUGU (TELEGU)	176	0.1
ESKIMO	1	0	LUO	4	0	THAI	105	0.1
ESTONIAN	7	0	MAAY MAAY (MAYMAY)	115	0	TIBETAN	17	0.0
EWE	18	0	MACEDONIAN	61	0	TIGRINYA (TIGRIGNA)	8	0.0
FARSI (PERSIAN)	198	0	MALAY	44	0	TONGAN	2	0.0
FINNISH	7	0	MALAYALAM	331	0	TURKISH	123	0.1
FRENCH	438	0	MALTESE	1	0	UKRAINIAN	535	0.3
FUKIEN/HOKKIEN (CHINESE)	5	0	MANDARIN (CHINESE)	619	0	URDU	2,135	1.4
GA	2	0	MANDINGO (MANDINKA)	13	0	UZBEK	8	0.0
GBAYA	2	0	MAORI	2	0	VIETNAMESE	1,115	0.7
GERMAN	112	0	MARATHI	19	0	WELSH	1	0.0
GREEK	161	0	MENDE	1	0	WINNEBAGO	2	0.0
GUJARATI	1,183	1	MENOMINEE	2	0	YIDDISH	2	0.0
GUYANESE	2	0	MINA (GESER-GORAM)	6	0	YOMBE	1	0.0
HAINANESE (CHINESE)	1	0	MONGOLIAN	97	0	YORUBA	132	0.1
HAITIAN-CREOLE	147	0	NAVAJO	2	0			
HAKKA (CHINESE)	3	0	NEPALI	37	0	Total	156,350	100.0

Table 4. Number of ELL Students in Bilingual Education Programs, by Language Spoken and Location, 2004-2005

Language	East Central	Northern	Southern	Chicago Suburbs*	City of Chicago	West Central	Total	Pct of Total
SPANISH	1,102	7,029	456	61,136	55,803	566	126,092	80.6
POLISH	3	59	2	3,386	3,075		6,525	4.2
ARABIC	39	87	27	1,424	992	28	2,597	1.7
URDU		23		1,089	1,021	2	2,135	1.4
CANTONESE (CHINESE)	13	18	8	261	1,312	11	1,623	1.0
KOREAN	119	13	11	1,286	177	4	1,610	1.0
PILIPINO (TAGALOG)	10	45	7	741	439	6	1,248	0.8
GUJARATI	15	22	12	935	190	9	1,183	0.8
VIETNAMESE	57	49	17	462	515	15	1,115	0.7
LITHUANIAN		4	1	827	53	2	887	0.6
RUSSIAN	27	38	10	688	103	10	876	0.6
OTHER (Unidentified)	21	41	12	365	258	15	712	0.5
SERBIAN	2	66		238	400		706	0.5
JAPANESE	29	7	16	591	36	2	681	0.4
MANDARIN (CHINESE)	70	27	15	329	153	25	619	0.4
BOSNIAN		35		175	382	1	593	0.4
BULGARIAN	1	2	2	372	188		565	0.4
UKRAINIAN	1	6		271	255	2	535	0.3
ROMANIAN		3		194	245	2	444	0.3
ASSYRIAN (SYRIAC, ARAMAIC)				218	221		439	0.3
FRENCH	34	29	6	155	191	23	438	0.3
ALBANIAN,GHEG (KOSOVO/MACEDONI	4	19	3	220	161	1	408	0.3
HINDI	16	13		238	77	5	349	0.2
MALAYALAM		2		295	32	2	331	0.2
FARSI (PERSIAN)	5	28	2	110	53		198	0.1
TELUGU (TELEGU)	28	4	1	110	24	9	176	0.1
GREEK	2	1		110	47	1	161	0.1
PANJABI (PUNJABI)	3	5		134	13	1	156	0.1
HAITIAN-CREOLE	3			72	72		147	0.1
CAMBODIAN (KHMER)	2	1		50	79		132	0.1
ITALIAN	1	11	1	96	21	2	132	0.1
YORUBA	1	3		37	91		132	0.1
PORTUGUESE	4	6	1	71	41	6	129	0.1
TURKISH	22	10		61	30		123	0.1
MAAY MAAY (MAYMAY)				37	78		115	0.1
GERMAN	3		2	91	16		112	0.1
ALBANIAN/TOSK (ALBANIA)		4		101	4		109	0.1
LAO	5	57		36	9		107	0.1
THAI	3	4	2	53	39	4	105	0.1
Other (Identified)	67	88	12	844	570	24	1,605	1.0
TOTAL	1,712	7,859	626	77,909	67,466	778	156,350	100.0

*Includes Cook, DuPage, Kane, Lake and Will counties.

ENROLLMENTS IN TBE OR TPI PROGRAMS

Table 5. Number of ELL Students Served, by Grade Level, Type of Program Grant, and Location, 2004-2005

Grade Level	Chicago Public SD 299				Rest of the State				Illinois				
	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Total	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Total	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Total	Pct
Pre-K			1,259	1,259	43	20	1,324	1,387	43	20	2,583	2,646	1.7
Kinder			9,290	9,290	143	678	12,185	13,006	143	678	21,475	22,296	14.3
1st			9,511	9,511	173	606	12,058	12,837	173	606	21,569	22,348	14.3
2nd			8,895	8,895	152	546	10,692	11,390	152	546	19,587	20,285	13.0
3rd			8,609	8,609	140	478	9,635	10,253	140	478	18,244	18,862	12.1
4th			7,816	7,816	94	362	8,316	8,772	94	362	16,132	16,588	10.6
5th			5,169	5,169	86	348	6,611	7,045	86	348	11,780	12,214	7.8
6th			3,840	3,840	74	248	4,650	4,972	74	248	8,490	8,812	5.6
7th			2,484	2,484	75	211	3,732	4,018	75	211	6,216	6,502	4.2
8th			2,488	2,488	69	220	3,236	3,525	69	220	5,724	6,013	3.8
9th			2,662	2,662	77	155	3,288	3,520	77	155	5,950	6,182	4.0
10th			2,007	2,007	77	151	3,180	3,408	77	151	5,187	5,415	3.5
11th			1,439	1,439	88	135	2,427	2,650	88	135	3,866	4,089	2.6
12th			1,944	1,944	73	106	1,862	2,041	73	106	3,806	3,985	2.5
13th			53	53	1	1	50	52	1	1	103	105	0.1
NR*						7	1	8				8	0.0
Total			67,466	67,466	1,365	4,272	83,247	88,884	1,365	4,265	150,712	156,350	100.0
Pct			100.0	100.0	1.5	4.8	93.7	100.0	0.9	2.7	96.4	100.0	

*Not Reported

Table 6. ELL Enrollments, by Type of Program and Location, 2004-2005

Bilingual Education Program	Chicago		Downstate		Illinois	
	Number	Pct	Number	Pct	Number	Pct
TBE	61,785	91.6	61,201	68.9	122,986	78.7
TPI	5,681	8.4	27,683	31.1	33,364	21.3
Total	67,466	43.2	88,884	56.8	156,350	

Table 7. Number and Percent of ELL Students with Years of Participation in a Program, by Location, 2004-2005

Years in the Program	Chicago		Downstate		Illinois	
	Number	Pct	Number	Pct	Number	Pct
Three years and less	6,375	43.2	13,204	69.3	19,579	57.9
More than three years	8,387	56.8	5,857	30.7	14,244	42.1
Total Exited	14,762	21.9	19,061	21.4	33,823	21.6
Have not Exited	52,704	78.1	69,823	78.6	122,527	78.4
Total Served	67,466	100.0	88,884	100.0	156,350	100.0

Table 8. Number and Percent of ELL Students with Years of Participation in a Type of Program, 2004-2005

Years in the Program	TBE		TPI		Illinois	
	Number	Pct	Number	Pct	Number	Pct
Three years and less	12,807	52.0	6,772	73.5	19,579	57.9
More than three years	11,805	48.0	2,439	26.5	14,244	42.1
Total Exited	24,612	20.0	9,211	27.6	33,823	21.6
Have not Exited	98,374	80.0	24,153	72.4	122,527	78.4
Total Served	122,986	100.0	33,364	100.0	156,350	100.0

Table 9. Number and Percent of ELL Students with Reason for Exiting the Program and Years of Participation in the Program, 2004-2005

Reason for Exiting	Three Years and Fewer		More Than Three Years		Total Exits	
	Number	Row Pct	Number	Row Pct	Number	Col Pct
Transitioned	6,155	45.2	7,462	54.8	13,617	40.3
Withdrawn by Parents	2,526	76.0	798	24.0	3,324	9.8
Graduated	1,057	63.8	599	36.2	1,656	4.9
Dropped Out	356	76.9	107	23.1	463	1.4
Transferred	6,353	76.0	2,007	24.0	8,360	24.7
Other Reasons	3,132	48.9	3,271	51.1	6,403	18.9
Total	19,579	57.9	14,244	42.1	33,823	100.0

Table 10. Reason for Exiting the Program, by Years of Participation and Location, 2004-2005

Reason for Exiting the Program	Chicago				Downstate			
	Three Years or Fewer		More than Three Years		Three Years or Fewer		More Than Three Years	
	No.	Row Pct.	No.	Row Pct.	No.	Row Pct.	No.	Row Pct.
Transitioned	770	16.2	3,994	83.8	5,385	60.8	3,468	39.2
Withdrawn by parents	1,589	75.0	529	25.0	937	77.7	269	22.3
Graduated					1,057	63.8	599	36.2
Dropped out	97	81.5	22	18.5	259	75.3	85	24.7
Transferred	3,240	74.5	1,109	25.5	3,113	77.6	898	22.4
Other reasons	679	19.9	2,733	80.1	2,453	82.0	538	18.0
Total Exited	6,375	43.2	8,387	56.8	13,204	69.3	5,857	30.7

Table 11. Reason for Exiting the Program, by Location, 2004-2005

Reason for Exiting the Program	Chicago		Downstate		Illinois	
	Number	Col Pct.	Number	Col Pct.	Number	Col Pct.
Transitioned	4,764	32.3	8,853	46.4	13,617	40.3
Withdrawn by parents	2,118	14.3	1,206	6.3	3,324	9.8
Graduated	0	0.0	1,656	8.7	1,656	4.9
Dropped out	119	0.8	344	1.8	463	1.4
Transferred	4,349	29.5	4,011	21.0	8,360	24.7
Other reasons	3,412	23.1	2,991	15.7	6,403	18.9
Total Exited	14,762		19,061		33,823	100.0

Table 12. Years of Participation of Transitioned Students in the Program, by Type of Program and Location, 2004-2005

Years in the Program	Chicago				Downstate				State			
	TBE		TPI		TBE		TPI		TBE		TPI	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Three years and fewer	595	14.2	175	30.1	2,580	51.2	2,805	73.5	3,175	34.4	2,980	67.8
More than three years	3,588	85.8	406	69.9	2,459	48.8	1,009	26.5	6,047	65.6	1,415	32.2
Total Transitioned	4,183	87.8	581	12.2	5,039	56.9	3,814	43.1	9,222	67.7	4,395	32.3

II. 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 TBE and/or TPI programs. To implement this mandate, ISBE identified and approved four norm-referenced English proficiency tests that school districts must use to assess the English language proficiency of its LEP students: IPT (Idea Proficiency Test), LAS (Language Assessment Scale), LPTS (Language Proficiency Test Series), and Maculaitis II (MACII). The ELPTS (English Language Proficiency Test Series) which for some portions of the test are IMAGE-to-LPTS converted test and is only used by Chicago 299, was also one of those local tests used to assess English language proficiency. Each of these tests are scaled differently from each other, but in general, the scale scores of these four tests could be converted into three proficiency levels: non-English speaker, reader or writer; limited English speaker, reader or writer; and full/competent English speaker, reader, or writer. These annual tests are generally administered by school districts in the spring.

Table 13. English Language Proficiency Levels of All ELL Students, by Domain, 2004-2005*

English Language Proficiency Level	Oral		Reading		Writing		Comprehension		Composite	
	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct
FULL	59,718	47.9	39,122	34.3	28,839	27.3	49,420	41.4	40,672	35.8
LIMITED	46,278	37.1	33,647	29.5	38,514	36.5	39,963	33.5	38,508	33.9
NON-ENGLISH	18,672	15.0	41,217	36.2	38,235	36.2	29,945	25.1	34,537	30.4
TOTAL	124,668	100.0	113,986	100.0	105,588	100.0	119,327	100.0	113,717	100.0

*Only includes students with reported English Language Proficiency data

Table 14. Performance of Transitioned Students in English Language Proficiency Tests, 2004-2005

	Number	Pct
Total Transitioned	13,617	100.0
Proficient in at least one domain	8,840	64.9
Proficient in all domains	3,455	25.4
Not proficient in all domains	1,384	10.2
No data reported in any domain	3,393	24.9

III. ACHIEVEMENT LEVELS OF ELL (LEP) STUDENTS ON IMAGE (Illinois Measure of Annual Growth in English)

IMAGE is the appropriate state assessment for LEP students in the first three years of bilingual/ESL services (not counting Pre-K or kindergarten), who are not eligible for the IAA. Following are the four performance levels in IMAGE:

Beginning (B) or Warning (W) – Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.

Strengthening (S) or Below (B) – Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.

Expanding (E) or Meeting (M) – Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.

Transitioning (T) or Exceeding (E) – Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Beginning, Strengthening, Expanding, and Transitioning describe reading performance levels; while Academic Warning, Below Standards, Meeting, and Exceeding describe mathematics performance levels, which are parallel to that of the ISAT/PSAE performance levels. (For more information on ISAT and PSAE, see page 14). At a minimum, an ELL student meets the learning standards at the Expanding (E) or Meeting (M) level.

Table 15. Number of ELL Students at Each Performance Level on IMAGE-Reading, by Grade, 2004-2005

Grade level	Performance Level				Total	Met/ Exceeded Standards	Pct Met/ Exceeded Standards
	Beginning	Strengthening	Expanding	Transitioning			
3	1,958	4,898	7,071	2,366	16,293	9,437	57.9
5	1,101	2,014	4,290	2,257	9,662	6,547	67.8
8	882	1,040	1,438	563	3,923	2,001	51.0
11	435	987	1,063	353	2,838	1,416	49.9
Total	4,376	8,939	13,862	5,539	32,716	19,401	59.3

Table 16. Number of ELL Students at Each Performance Level on IMAGE-mathematics, by Grade, 2004-2005

Grade level	Performance Level				Total	Met/ Exceeded Standards	Pct Met/ Exceeded Standards
	Academic Warning	Below Standards	Meeting	Exceeding			
3	2,457	6,007	7,140	1,169	16,773	8,309	49.5
5	947	5,500	3,288	81	9,816	3,369	34.3
8	715	2,424	703	166	4,008	869	21.7
11	388	1,791	628	58	2,865	686	23.9
Total	4,507	15,722	11,759	1,474	33,462	13,233	39.5

Chart 1. Percent of ELL Students at the Transitioning Level on IMAGE-Reading by Year in the Program and by Grade, 2004-2005

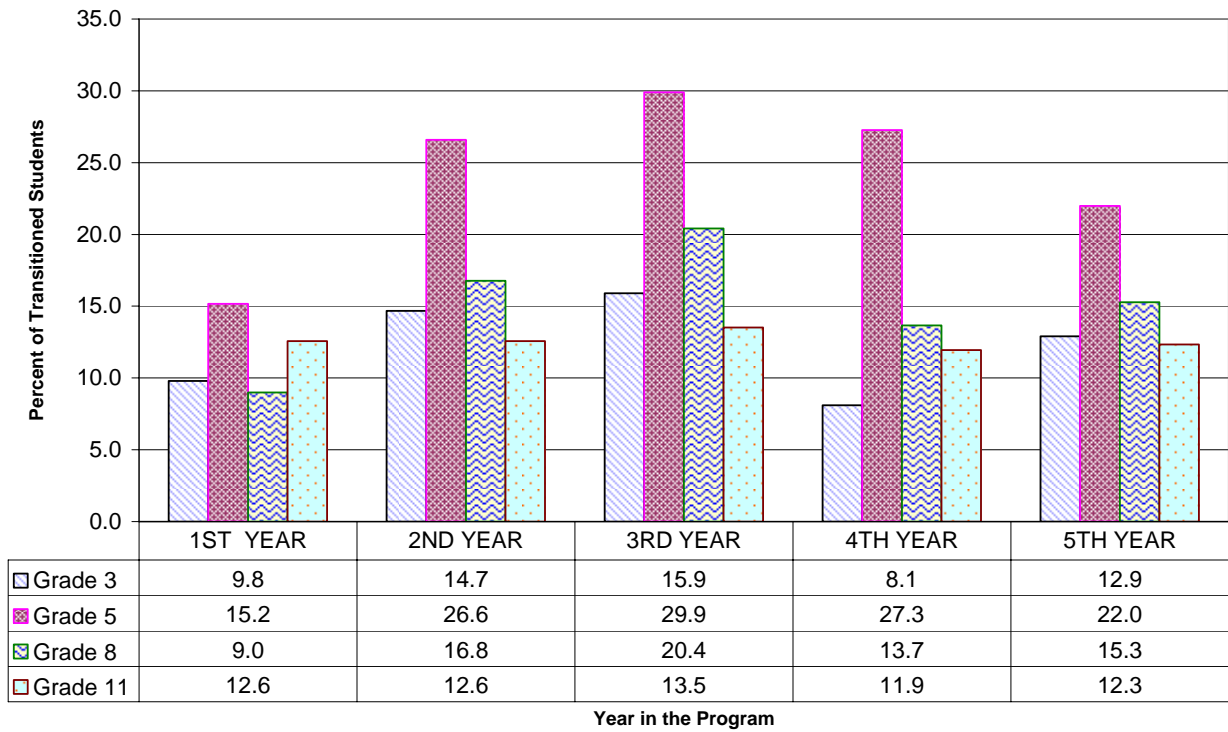
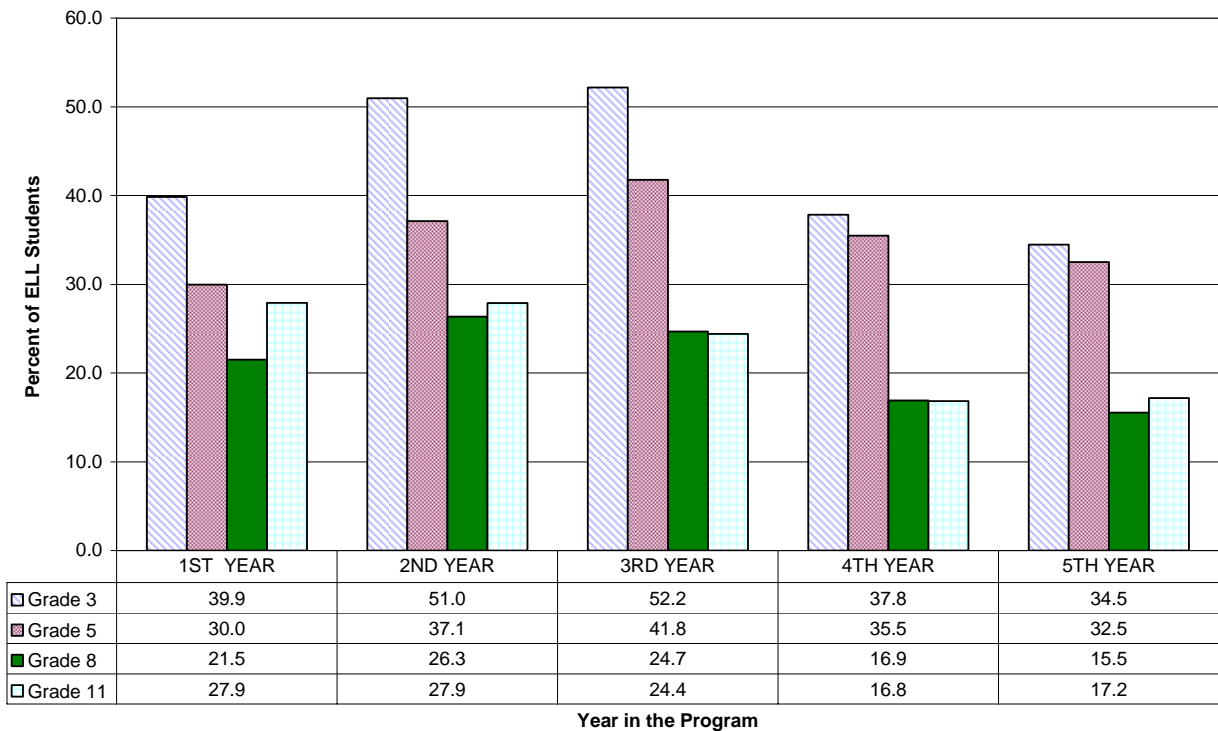


Chart 2. Percent of ELL Students Who Met/Exceeded Standards in IMAGE-Math by Year in the Program and Grade Level, 2004-2005



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 transitioned to the regular or mainstream school program are administered either of these tests depending on their grade levels. In 2004-2005, grades 3, 5, and 8 were administered the ISAT-reading and ISAT-mathematics, while grades 4 and 7 were administered the ISAT-science. PSAE is the statewide high school achievement test administered to grade 11 students only. Subject areas covered by PSAE for 2004-2205 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.

Table 17. Performance of Non-LEP and Transitioned-LEP Students on ISAT & PSAE Reading, 2004-2005

Grade level	Comparison Groups	Performance Level						Valid Cases	Met/ Exceeded Standards	Pct Met/ Exceeded Standards
		Academic Warning	Pct	Below Standards	Pct	Met Standards	Exceeded Standards			
Grade 3	Non-LEP	9,039	6.6	36,381	26.7	61,497	29,396	136,313	90,893	66.7
	Transitioned-LEP	83	8.3	335	33.6	449	129	996	578	58.0
	Grade3-total	9,122	6.6	36,716	26.7	61,946	29,525	137,309	91,471	66.6
Grade 5	Non-LEP	2,632	1.8	50,457	35.1	62,339	28,352	143,780	90,691	63.1
	Transitioned-LEP	94	1.9	2,179	44.9	2,054	522	4,849	2,576	53.1
	Grade5-total	2,726	1.8	52,636	35.4	64,393	28,874	148,629	93,267	62.8
Grade 8	Non-LEP	989	0.6	39889	26.1	94192	17731	152,801	111,923	73.2
	Transitioned-LEP	40	1.9	1351	63.1	718	32	2,141	750	35.0
	Grade8-total	1029	0.7	41240	26.6	94910	17763	154,942	112,673	72.7
Grade 11	Non-LEP	9,627	7.7	40,357	32.4	58,039	16,418	124,441	74,457	59.8
	Transitioned-LEP	295	32.1	465	50.6	152	7	919	159	17.3
	Grade11-total	9,922	7.9	40,822	32.6	58,191	16,425	125,360	74,616	59.5

Table 18. Performance of Non-LEP and Transitioned-LEP Students on ISAT& PSAE Math, 2004-2005

Grade level	Comparison Groups	Performance Level						Valid Cases	Met/ Exceeded Standards	Pct Met/ Exceeded Standards
		Academic Warning	Pct	Below Standards	Pct	Met Standards	Exceeded Standards			
Grade 3	Non-LEP	7,274	5.3	21,084	15.4	61,681	46,520	136,559	108,201	79.2
	Transitioned-LEP	56	5.5	149	14.8	475	330	1,010	805	79.7
	Grade3-total	7,330	5.3	21,233	15.4	62,156	46,850	137,569	109,006	79.2
Grade 5	Non-LEP	4,703	3.3	33,848	23.5	87,339	18,079	143,969	105,418	73.2
	Transitioned-LEP	129	2.7	1,310	27.0	3,095	311	4,845	3,406	70.3
	Grade5-total	4,832	3.2	35,158	23.6	90,434	18,390	148,814	108,824	73.1
Grade 8	Non-LEP	8874	5.8	60382	39.5	57596	26189	153,041	83,785	54.7
	Transitioned-LEP	338	15.7	1252	58.3	444	113	2,147	557	25.9
	Grade8-total	9212	5.9	61634	39.7	58040	26302	155,188	84,342	54.3
Grade 11	Non-LEP	12,062	9.7	46,488	37.3	57,019	8,956	124,525	65,975	53.0
	Transitioned-LEP	242	26.3	441	47.9	211	27	921	238	25.8
	Grade11-total	12,304	9.8	46,929	37.4	57,230	8,983	125,446	66,213	52.8

Table 19. Performance of Non-LEP and Transitioned-LEP Students on ISAT& PSAE Science, 2004-2005

Grade level	Comparison Groups	Performance Level						Valid Cases	Met/ Exceeded Standards	Pct Met/ Exceeded Standards
		Academic Warning	Pct	Below Standards	Pct	Met Standards	Exceeded Standards			
Grade 4	Non-LEP	7,021	5.0	33,015	23.5	77,399	23,288	140,723	100,687	71.5
	Transitioned-LEP	149	4.0	1,126	30.2	2,260	198	3,733	2,458	65.8
	Grade4-total	7,170	5.0	34,141	23.6	79,659	23,486	144,456	103,145	71.4
Grade 7	Non-LEP	14,931	9.9	22,006	14.6	82,663	31,370	150,970	114,033	75.5
	Transitioned-LEP	1,234	29.5	1,285	30.7	1,569	96	4,184	1,665	39.8
	Grade7-total	16,165	10.4	23,291	15.0	84,232	31,466	155,154	115,698	74.6
Grade 11	Non-LEP	12,540	10.1	46,277	37.2	51,737	13,952	124,506	65,689	52.8
	Transitioned-LEP	283	30.8	491	53.4	136	10	920	146	15.9
	Grade11-total	12,823	10.2	46,768	37.3	51,873	13,962	125,426	65,835	52.5

If you have questions about this report, contact the Data Analysis and Progress Reporting Division at 217/782-3950.