

**Annual Report of
Delaware's English Language Learners,
Staff, and Programs**



Delaware Department of Education

2005 - 2006

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TABLE OF CONTENTS

	Page
Introduction	1
Background	1-2
Data Sources, Purpose, Design, and Guiding Questions.....	2-4
The 2005-2006 Delaware Student Population.....	5-6
Findings.....	7-22
Summary.....	23 -25
Appendix	
A.....	26
Appendix	
B.....	27

Introduction

This report provides information on English Language Learners (ELLs) previously known as Limited English proficient (LEP) students, staff, and programs in Delaware schools during the 2005-2006 school year. ELLs are identified through a home language survey and an English proficiency assessment. The focus of this report is on data that is entered into the Delaware Department of Education's (DOE) LMS/ELL webpage in the Delaware Student Information System (DELSIS) database.

The following section of the report provides some background information, and is followed by the data sources, purpose, design, and guiding questions that structure the report. Later sections of the report describe the Delaware student population, findings, conclusions, and some general implications based on these findings and conclusions.

Background

An ELL student, as defined by the U. S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for ELLs is:

A. An individual who:

1) was not born in the United States or whose native language is a language other than English, and comes from an environment where a language other than English is dominant; or

2) is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or

3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B. An individual who:

1) has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The number of students from non-English language backgrounds is a rapidly growing segment of the United States K-12 student population. These linguistically and culturally diverse students present a new challenge for our education system; that is, the challenge of enabling linguistically diverse students, from a wide variety of cultural

heritages, to achieve the same challenging content and performance standards as English-proficient students.

This report documents Delaware school districts' ELLs, instructional programs, and staff information during the 2005-2006 school year. It also includes a summary of performance on the Delaware Student Testing Program (DSTP) for ELLs.

Data Sources, Purpose, Design, and Guiding Questions

A brief description of the data sources, purpose, design, and guiding questions that structure the report follows.

Data Sources

The data collected on ELLs, as well as teachers providing ESL and bilingual instruction are based on seven areas: 1) student background, 2) type of instruction, 3) other services received, 4) entry ACCESS (Assessing Comprehension and Communication in English State to State) results, 5) ACCESS annual test data, 6) English proficiency level, and 7) transition information. These data are to be entered electronically directly into DELSIS. Electronic updates are to be done throughout the school year as changes occur. For the 2005-2006 school year, 19 school districts and 6 Charter schools identified ELLs. Descriptive data regarding ELLs (see Guiding Questions 1-3 below) and the students' transition to full English proficiency (see Guiding Question 5 below) is based on a snapshot of all ELLs enrolled as of April 30, 2006.

The data regarding teacher certification are entered directly into DELSIS by each district and charter school. (See Guiding Question 4 below).

DSTP data (see Guiding Question 6 below) reflect the performance of ELLs for the DSTP test administration (Reading, Writing, and Mathematics in March 2006 for grades 3, 5, 8, and 10; Science and Social Studies in May 2006 for grades 8 and 11; and Science and Social Studies in October 2006 for grades 4 and 6).

Finally, summary enrollment data shown on page 5-6 reflects the April 30, 2006 enrollment count.

Purpose

The purpose of this annual report of ELLs, staff, and programs, is threefold. First, documentation, analysis, and reporting of ELLs, staff, and programs are required by state and federal regulations. Second, these findings inform the Delaware constituency on demographics and instruction provided to ELLs. And third, the report provides districts and schools with information to support their planning and ongoing decision-making on issues related to ELLs, thus enabling them to be proactive in meeting these students' needs and providing them with the opportunity to learn successfully in classrooms where instruction is in English.

Design

The data were summarized to describe ELLs, staff, and instructional programs both within Delaware school districts, charter schools, counties, and statewide. In addition, the results of the Delaware Student Testing Program (DSTP) were examined to compare academic outcomes of ELLs and non-ELLs.

Consistent with the state's emphasis on meeting state standards, the DSTP data are reported here as the percent of students meeting or exceeding state standards¹, which tell how well ELLs are performing relative to the state's content standards in that subject area. DSTP scores are aggregated statewide rather than by district as, in most cases, the ELL groups tested in the district were below the minimum N of 15 for reporting.

¹ There are five performance levels on the DSTP. They are: 1) well below the standard, 2) below the standard, 3) meets the standard, 4) exceeds the standard, and 5) distinguished performance.

Guiding Questions

A number of guiding questions were used to structure the report; five of these questions were descriptive and two addressed ELL student outcomes.

Descriptive Questions

Questions one and two address the ELL student population.

1. Was there a change in the reported number of ELLs being served by Delaware school districts and counties, from 2004-2005 to 2005-2006?
2. What are the characteristics of the ELLs being served in Delaware school districts (i.e., grade levels, languages spoken) and how do they compare to the previous year?

Question three addresses ELL student instruction.

3. What type of instruction did ELLs receive?

Question four addresses teacher certification.

4. Did the school districts assign ESL and/or bilingual certified teachers to instruct ELLs?

Outcome Questions

Question five addresses the transition² of ELL students.

5. Was there a change in the reported number of ELLs being transitioned to Level 6 – Reaching during the 2005-2006 school year, when compared to the previous school year?³

Question six addresses ELLs student academic performance.

6. To what extent do ELLs meet or exceed the standards on the DSTP assessments?

² Transition: ELL students who have passed the English Proficiency Assessment are considered proficient and are transitioned out of ESL or bilingual programs into the mainstream classroom.

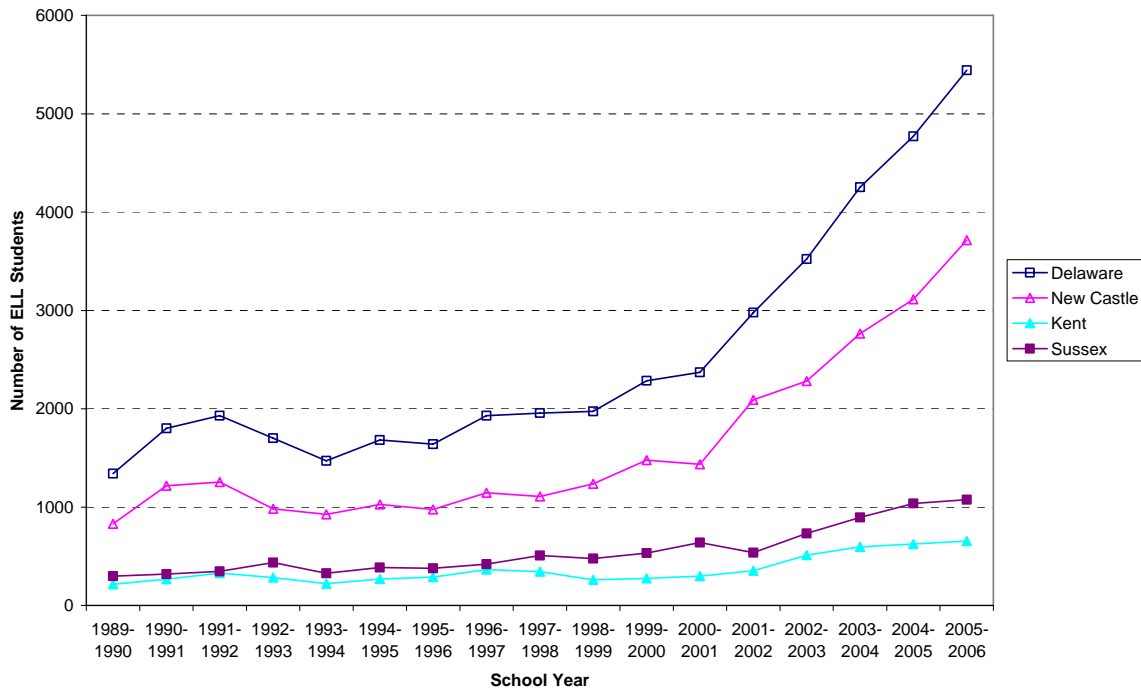
³ Due to a change in the assessment tool from LAS (Language Assessment Scales) to ACCESS (Assessing Comprehension and Communication in English State to State) comparison can not be made between 2004-2005 and 2005-2006.

The 2005-2006 Delaware Student Population

The following section of the report disaggregates Delaware student enrollment by grade, by county, and by race/ethnicity. These numbers are as reported on April 30, 2006. They are included here for reference as they are used in comparisons in later sections of the report.

The growth in the ELL population for the state and counties since 1989 was as follows:

Number of ELL Students, Delaware and Counties, School Years 1989-1990 to 2005-2006



- The number of ELLs has increased dramatically since the 1999-2000 school year.

The Delaware student enrollment, including both regular and ELL students, for 2005-2006, was as follows:

Grades	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
Pre-K & K	10,122	8.4%	749	13.0%	7.4
1-3	27,767	23.0%	2,418	42.1%	8.7
4-8	47,797	39.5%	1,682	29.3%	3.5
9-12	35,302	29.2%	894	15.6%	2.5
Total	120,988	100.0%	5,743	100.0%	4.7

- The percent of ELLs total enrollment was highest in the early grades and steadily decreased throughout the later grades.

The Delaware student enrollment, by county, for 2005-2006, was as follows:

County (Number of districts)	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
New Castle (6)	67,047	55.5%	3,848	67.0%	5.7
Kent (6)	25,688	21.2%	720	12.5%	2.8
Sussex (7)	21,699	17.9%	1,155	20.1%	5.3
Charter (13)	6,471	5.4%	20	0.3%	0.3
Total (32)	120,905	100.0%	5,743	100.0%	4.8

- New Castle County had the highest percent of ELLs as percent of total enrollment at 5.7%.

The Delaware student enrollment, by race/ethnicity, for 2005-2006, was as follows:

Race/Ethnicity	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
American Indian	400	0.3%	2	0.0%	0.5
Asian American	3,526	2.9%	692	12.0%	19.6
Hispanic	11,168	9.2%	4,356	75.8%	39.0
Black/African-American	39,491	32.6%	494	8.6%	1.3
Caucasian	66,403	54.9%	199	3.5%	0.3
Total	120,988	100.0%	5,743	100.0%	4.7

- Among Hispanic students enrolled in 2005-2006, nearly 39% were ELLs.

Findings

The findings presented in this section relate to each of the seven guiding questions previously cited.

Question 1: Was there a change in the reported number of ELLs being served by Delaware school districts and counties, from 2004-2005 to 2005-2006?

Table 1 presents the reported number of ELLs enrolled during the 2004-2005 and 2005-2006 school years, ELLs as a percent of total enrollment, and the number and percent change in the number of ELLs from year-to-year. As indicated in the table:

- There were 5,743 ELLs reported being enrolled and served in Delaware school districts in 2005-2006.
- Overall, there was a 20.4% increase, from 2004-2005 to 2005-2006, in the number of ELLs reported enrolled and served by Delaware school districts.

Table 1. Reported number of ELLs enrolled in and served by Delaware districts by English Proficiency Level - 2005-2006.

Students	2005-2006	Number and Percent Change +/-
Level 1 - Entering	1,095	N/A
Level 2 - Beginning	1,055	N/A
Level 3 - Developing	2,064	N/A
Level 4 - Expanding	1,081	N/A
Level 5 - Bridging	322	N/A
Level 6 - Reaching	106	N/A
Unknown	20	N/A
Total	5,743	N/A

*There was a change in the assessment instrument used in 2005 so last year's data cannot be compared to this year's data.

Table 2 presents a summary of the number of ELLs in 2004-2005 and 2005-2006, by district and county, along with the change from 2004-2005 to 2005-2006. As the table illustrates:

- In 2005-2006, New Castle County reported 3,848 ELLs, an increase of 24% from 2004-2005. Only Brandywine reported a decrease (-38) in the number of ELLs.
- In 2005-2006, Kent County reported 720 ELLs, an increase of 16% from 2004-2005. Five out of six districts reported increases in the number of ELLs. Capital reported a decrease (-39).

- In 2005-2006, Sussex County reported 1,155 ELLs, an increase of 12% from 2004-2005. Six out of seven districts reported increases in the number of ELLs and Delmar reported a slight decrease (-3).
- In 2005-2006, Charters reported 20 ELLs. Nine ELL students were reported by Thomas Edison in New Castle County.

Table 2. ELLs by District and County- 2004-2005 and 2005-2006.

District	No. of ELLs		Number and Percent Change	
	2004-2005	2005-2006	+/-	%
New Castle County				
Appoquinimink	115	131	16	13.9%
Brandywine	384	346	-38	-9.9%
Christina	723	1,176	453	62.7%
Colonial	636	753	117	18.4%
NCC VoTech	19	35	16	84.2%
Red Clay	1,228	1,407	179	14.6%
Total New Castle County	3,105	3,848	743	23.9%
% of Total Enrollment*	4.20%	5.8		
Kent County				
Caesar Rodney	90	126	36	40.0%
Capital	190	151	-39	-20.5%
Lake Forest	45	117	183	160.0%
Milford	239	253	14	5.9%
Polytech	0	1	1	--
Smyrna	56	72	16	28.6%
Total Kent County	620	831	211	34.0%
% of Total Enrollment *	2.40%	3.35		

Table 2 (continued). ELLs by District and County- 2004-2005 and 2005-2006.

District	No. of ELLs		Number and Percent Change	
	2004-2005	2005-2006	+/-	%
Sussex County				
Cape Henlopen	129	155	26	20.2%
Delmar	7	4	-3	-42.9%
Indian River	528	594	66	12.5%
Laurel	80	88	8	10.0%
Seaford	201	208	7	3.5%
Sussex Tech	0	2	2	--
Woodbridge	91	104	13	14.3%
Total Sussex County	1,036	1,155	119	11.5%
% of Total Enrollment*	4.10%	5.34		
Charter				
Academy of Dover	4	3	-1	-25.0%
Providence Creek	1	1	--	--
Chrt Sch Wilm	0	1	1	0
Kuumba	2	2	--	--
Marion T. Academy	3	4	1	33.3%
MOT	--	--	--	--
Newark	2	0	-2	-100.0%
Thomas Edison	10	9	-1	-10.0%
Charter Total	22	20	-2	-9.1%
% of Total Enrollment*	0.20%	0.31		
State				
TOTAL STATE	4,771	5,743	972	20.4%
% of Total Enrollment**	3.60%	4.82		

* based on county/charter enrollment

** based on state enrollment

Table 3 summarizes each county's percent of Delaware's total ELL population, for 2004-2005 and 2005-2006, as well as the change from year-to-year.

As shown in Table 3:

- New Castle County, with 67% of the state's ELL population, had an increase of 743 ELLs or 24%.
- Kent County, with 13.0% of the state's ELL population, had an increase of 100 ELLs or 16.1%.
- Sussex County, with 20.1% of the state's ELL population, had an increase of 119 ELLs or 11.5%.
- Charter Schools with .3% of the state's ELL population, had an increase of 10 ELLs or 100%.

**Table 3. Distribution of ELLs across counties
2004-2005 and 2005-2006.**

County	No. (%) of ELLs		No.	%
	2004-2005	2005-2006		
New Castle	3,105	3,848	743	67.0%
Kent	620	720	100	12.5%
Sussex	1,036	1,155	119	20.1%
Charters	10	20	10	0.3%
Total	4,771	5,743	972	

Question 2: What are the characteristics of the ELLs being served in Delaware school districts (i.e., grade levels, languages spoken) and how do they compare to the previous year?

Tables 4 and 5 present summaries of the characteristics of the ELLs reported being served in 2004-2005 and 2005-2006, along with changes from year-to-year.

The data in Table 4 on the grade levels of the ELLs show:

- In 2005-2006, the largest number of ELLs reported were enrolled in Grade 1 (982 students), followed by Grade 2 (831 students), Kindergarten (740 students), and Grade 3 (605 students). This pattern was similar to that of the previous year.

- In 2005-2006, pre-kindergarten reported the smallest number of ELLs (9 ELLs), followed by Grade 11 (151 ELLs), and Grade 12 (150 ELLs). This pattern was similar to that of the previous year.

The increase of 972 ELLs from 2004-2005 to 2005-2006 was distributed across grades from +201 ELLs in Grade 2 to +12 ELLs in Grade 12. After Grade 2, grade levels with the largest increase were Grade 3 (177 ELLs) and Grade 1 (160 ELLs). The only grades to show a decrease were PreK and Kindergarten.

Table 4. Number of ELLs by grade 2004-2005 and 2005-2006.

Grade	No. of ELLs		No.	%
	2004-2005	2005-2006		
Pre-K	23	9	-14	-60.9%
K	777	740	-37	-4.8%
1	822	982	160	19.5%
2	630	831	201	31.9%
3	428	605	177	41.4%
4	274	423	149	54.4%
5	266	351	85	32.0%
6	243	278	35	14.4%
7	241	282	41	17.0%
8	308	348	40	13.0%
9	311	363	52	16.7%
10	175	230	55	31.4%
11	135	151	16	11.9%
12	138	150	12	8.7%
TOTAL	4,771	5,743	972	20.4%

Table 5 summarizes the reported frequency of the various languages spoken by ELLs. Percents are listed in parentheses for each language spoken by seven or more students. (See Appendix A for a list of all languages spoken by ELLs).

As shown in Table 5:

- Sixty-six (66) different languages were reported to be spoken by Delaware's ELLs.

- The majority (4,406 students or 77%) reported Spanish to be their primary language, followed by Creole (241 students or 4%), Chinese (134 students or 2%), and Korean (113 students or 2%).

Table 5. Frequency of reported languages spoken by ELLs- 2005-2006.

No. of ELLs	% ELLs	Languages spoken by 10 or more ELLs	No. of ELLs	% ELLs	Languages spoken by 10 or more ELLs
4406	77%	Spanish	31	1%	Bengali
241	4%	Creole	30	1%	Pashto, Northern
134	2%	Chinese (includes Cantonese and Mandarin)	29	1%	Tagalog
			28	<1%	Telugu
113	2%	Korean	27	<1%	Russian
70	1%	Arabic	26	<1%	Panjabi
64	1%	Turkish	15	<1%	Portuguese
63	1%	Gujarati	14	<1%	Japanese
48	1%	French	13	<1%	Tamil
47	1%	English (Non-US)	13	<1%	Twi
42	1%	Vietnamese	12	<1%	Yoruba
40	1%	Urdu	11	<1%	German
37	1%	Hindi	10	<1%	Amharic
34	1%	Swahili			

38 other languages were spoken by at least one student (See Appendix A).

Question 3. What type of instruction did ELLs receive?

Districts were asked which type of ESL or bilingual instruction was provided to ELLs, or whether they were in regular classroom instruction (RCI). District responses are presented in table 6.

Table 6 summarizes the number and percent of ELLs receiving ESL or bilingual instruction, or regular classroom instruction in 2005-2006. As the table shows:

- In 2005-2006, most of the ELLs (2,378 or 41%) were provided with one of the types of ESL instruction.
- In 2005-2006, 1,104 (19%) were provided with one of the types of bilingual instruction.
- Approximately 1,521 (27%) of ELLs received regular classroom instruction.

Table 6. Types of instruction provided to ELLs- 2005-2006

Types of Instruction and Program	No. of ELLs		No.	%
	2004-2005	2005-2006		
ESL	2,439	2,378	-61	
Content-Based Immersion	10	0	-10	0.0%
Dual Instruction	16	0	-16	0.0%
ESL Push-In	302	244	-58	4.2%
ESL Pull-Out	1709	1,728	19	30.1%
Sheltered English	395	406	11	7.1%
Structured Immersion	7	0	-7	0.0%
Bilingual	1,056	1,104	48	
Two-Way Bilingual/Dual Language	398	273	-125	4.8%
Developmental/Maintenance	203	344	141	6.0%
Transitional	455	487	32	8.5%
Regular Class Instruction (RCI)	1263	1,521	258	26.5%
Not Specified	13	740	727	12.9%
Total	4,758	5,003	972	

*percents are rounded, See Appendix B for definitions of the programs above.

By linking the ELL student data to other DOE databases, the number of ELLs who were provided with one or more of the following additional services was determined: Title I, Extra Time, Special Education, Supplemental Services or 21st Century. Table 7 summarizes the findings by grade level. As indicated in the table:

- A total of 3,827 (67%) of ELLs were provided with at least one additional service.
- The most frequently reported additional instructional services provided to ELLs were Title I (51.2%) and Extra Time (21.1%).

Table 7. Services provided to ELLs- 2005-2006.

Grade	No. (%) of ELLs Receiving Additional Services*					Any Additional Service
	Title I	Extra Time	Special Education	Supplemental Services	21st Century	
Pre-K	6	0	9	0	0	9
K	531	115	37	1	0	593
1	657	115	69	1	8	738
2	595	146	71	2	11	662
3	452	228	77	5	30	530
4	310	105	48	0	21	367
5	225	138	44	1	19	292
6	105	49	30	1	1	160
7	21	52	31	1	1	96
8	32	131	33	0	3	182
9	4	60	26	0	0	84
10	4	42	20	0	0	65
11	0	14	12	0	0	26
12	0	15	8	0	0	23
Total	2,942	1,210	515	12	94	3,827
%**	51.2%	21.1%	9.0%	0.2%	1.6%	66.6%

* students may have received more than one of these additional services

** based on a 2005-2006 ELL enrollment of 5,743

Question 4. Did the school districts assign ESL and/or bilingual certified teachers to instruct ELLs?

Table 8 presents data on ESL and bilingual certified teachers by district and county for the 2005-2006 school year. Included in the table are the number of certified ESL teachers assigned to teach ELLs, the number of certified bilingual teachers assigned to teach ELLs, the total number of certified teachers assigned to teach ELLs, the certified teacher/ELLs student ratio for 2004-2005 and 2005-2006, and the change in the ratio from year-to-year. As shown in Table 8:

- Overall, Delaware districts reported 107 certified teachers assigned to ELLs, 77 were ESL certified, 30 were bilingual certified teachers.

- New Castle County reported the largest number of certified teachers assigned to ELLs (78), 49 were ESL certified and 29 were bilingual certified. Most of these teachers were in Red Clay School District (34 teachers), Christina School District (23) and Colonial School District (15 teachers).
- Kent County reported 7 certified teachers assigned to ELLs, all 7 were ESL certified none were bilingual certified. Most of these teachers were in the Capital (3 teachers) and Milford (3 teachers) School Districts.
- Sussex County reported 22 certified teachers assigned to ELLs, 21 were ESL certified and one was bilingual certified. The majority of these teachers (13) were in the Indian River School District.
- There was wide variation in the ratio of certified teachers to ELLs across school districts, ranging from 1 certified teacher to 41 ELLs in the Red Clay District, to 1 certified teacher to 346 ELLs in the Brandywine District.
- Compared to the 2004-2005 school year, certified teacher/ELLs student ratio was smaller in 3 out of 5 New Castle County districts, in 2 out of 5 Kent County districts, and in 1 out of 6 Sussex County districts.

Table 8. Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELL student/certified teacher ratio by district and county- 2004-2005 & 2005-2006.

District	No. of ELL Students	Certified teachers & ELLs assigned			Certified teacher/ ELL student ratio		Ratio Change
		ESL	Bilingual	Total	04-05	05-06	
New Castle County							
Appoquinimink	131	3	0	3	1:29	1:44	larger
Brandywine	346	1	0	1	1:384	1:346	smaller
Christina	1,176	13	10	23	1:43	1:51	larger
Colonial	753	15	0	15	1:53	1:50	smaller
NCC Votech	35	2	0	2	0:19	1:18	smaller
Red Clay	1,407	15	19	34	N/R	1:41	--
Total New Castle Cty	3,848	49	29	78			

Table 8 (Continued). Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELL student/certified teacher ratio by district and county- 2004-2005 & 2005-2006.

District	No. of ELL Students	Certified teachers & ELLs assigned			Certified teacher/ ELL student ratio		Ratio Change
		ESL	Bilingual	Total	04-05	05-06	
Kent County							
Caesar Rodney	126	0	0	0	0:90	0:126	larger
Capital	151	3	0	3	1:63	1:50	smaller
Lake Forest	117	0	0	0	0:45	0:117	larger
Milford	253	3	0	3	1:120	1:84	smaller
Smyrna	72	1	0	1	1:56	1:72	larger
Total Kent County	719	7	0	7			
Sussex County							
Cape Henlopen	155	2	0	2	1:65	1:78	larger
Delmar	4	0	0	0	0:7	0:4	smaller
Indian River	594	12	1	13	1:38	1:46	larger
Laurel	88	1	0	1	1:80	1:88	larger
Seaford	208	3	0	3	1:67	1:69	larger
Sussex Technical	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Woodbridge	104	3	0	3	1:30	1:35	larger
Total Sussex County	1,153	21	1	22			
Charter							
Academy of Dover	3	0	0	0	N/R	0:3	--
Marion T. Academy	4	0	0	0	N/R	0:4	--
MOT	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Newark Charter	N/R	N/R	N/R	N/R	2:1	N/R	--
Thomas Edison	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Total Charter	7	0	0	0			
State							
TOTAL STATE	5,727	77	30	107			

N/R – District/Charter School did not report any data.

Question 5. Was there a change in the reported number of ELLs being transitioned to Level 6 – Reaching during the 2005-2006 school year, when compared to the previous school year?

Students were transitioned in the Fall of 2006 based on an ACCESS score of 5.0 or higher on the Tier C assessment in the Spring of 2006. The results are summarized by grade level in Table 9. See page 4 or 24 for the definition of transition.

As shown in the table:

- Overall, 378 ELLs attained Level 5 or higher during the 2005-2006 school year.
- In 2005-2006, grade 2 had the largest numbers of students transitioned (153 students), followed by grade 1 (65 students) and grade 5 (40 students).

Table 9. Number of ELLs that attained Level 5 or higher on ACCESS Tier C during 2005-2006.

Grade	ELLs attaining Level 5 or higher 2005-2006
1	65
2	153
3	20
4	23
5	40
6	9
7	8
8	20
9	10
10	10
11	7
12	13
TOTAL	378

*Unable to compare prior year data due to change in assessment tool from LAS (Language Assessment Scales) to ACCESS (Assessing Comprehension and Communication in English State to State)

Question 6. To what extent do ELLs meet or exceed the standards on the DSTP assessments?

The following three tables show the percent of ELLs in grades 3, 5, 8, and 10 meeting or exceeding the standard (PL3, PL4, and PL5) on the DSTP in reading (Table 10), math (Table 11), and writing (Table 12). Scores are aggregated statewide and are not presented by district as, in most cases, the ELL district groups tested were small, and numbers smaller than 15 are not reported to the public. For comparison, the tables also include scores for non-ELLs and for the Spring 2005 testing.

As shown in Table 10:

- In 2005, the percent of tested ELLs meeting/exceeding the reading standard in grades 3, 5 and 10 decreased as grade level increased from 75% for grade 3 to 25% for grade 10. However, 48% of ELLs in eighth grade meet/exceeded the standard as opposed to 45% of the ELLs in fifth grade.
- The percent of ELLs meeting/exceeding the reading standard were from 75% (grade 3) to 25% (grade 10) lower than the percents for non-ELLs.
- Compared to 2005, the percent of ELLs meeting/exceeding the reading standard decreased only for grade 5 and increased for grades 3, 8, and 10.

Table 10. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Reading Assessment-Spring 2005 and 2006.

Grade/ Group	Meeting/Exceeding Reading Standards				
	2004-2005		2005-2006		+/-
	#	%	#	%	
3 (ELLs)	113	65%	138	75%	10%
3 (non-ELLs)	6,346	85%	6,391	84%	-1%
5 (ELLs)	44	49%	38	45%	-4%
5 (non-ELLs)	6,780	86%	6,601	85%	-1%
8 (ELLs)	39	32%	46	48%	16%
8 (non-ELLs)	7,377	80%	7,753	84%	4%
10 (ELLs)	12	19%	18	25%	6%
10 (non-ELLs)	5,276	71%	5,301	72%	1%

- DSTP numbers smaller than 15 are not reported to the public

Analysis of the DSTP math scores in Table 11 shows:

- In 2005, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 3 (62%) and lowest at grade 8 (31%).
- The percent of ELLs meeting/exceeding the math standard were from 62% (grade 3) to 33% (grade 10) lower than the percents for non-ELLs.
- Compared to 2005, the percent of ELLs meeting/exceeding the math standard decreased only in grades 5 (-2%) and increased for grades 3, 8 and 10

Table 11. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Math Assessment-Spring 2005 and 2006.

Grade/ Group	<u>Meeting/Exceeding Math Standards</u>				
	2004-2005		2005-2006		+/-
	#	%	#	%	
3 (ELLs)	150	57%	146	62%	5%
3 (non-ELLs)	6,555	80%	6,609	79%	-1%
5 (ELLs)	60	54%	56	52%	-2%
5 (non-ELLs)	6,769	78%	6,639	78%	N/A
8 (ELLs)	32	25%	43	31%	6%
8 (non-ELLs)	5,262	54%	6,174	63%	9%
10 (ELLs)	19	26%	29	33%	7%
10 (non-ELLs)	4,023	53%	4,369	60%	7%

- DSTP numbers smaller than 15 are not reported to the public

Analysis of the DSTP writing scores in Table 12 shows:

- In 2005, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 8 (47%) and lowest at grade 5 (34%).
- The percent of ELLs meeting/exceeding the writing standard were from 46% (grade 3) to 43% (grade 10) lower than the percents for non-ELLs.
- Compared to 2005, the percent of ELLs meeting/exceeding the writing standard increased for grades 5, 8 and 10, and decreased for grade 3.

Table 12. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Writing Assessment-Spring 2005 and 2006.

Grade/ Group	<u>Meeting/Exceeding Writing Standards</u>				
	2004-2005		2005-2006		+/-
	#	%	#	%	
3 (ELLs)	121	58%	107	46%	-12%
3 (non-ELLs)	5,715	70%	5,097	61%	-9%
5 (ELLs)	32	29%	35	34%	5%
5 (non-ELLs)	4,969	57%	4,386	51%	-6%
8 (ELLs)	59	45%	48	47%	2%
8 (non-ELLs)	7,352	77%	7,697	79%	2%
10 (ELLs)	24	38%	35	43%	5%
10 (non-ELLs)	6,096	80%	6,013	77%	-3%

- DSTP numbers smaller than 15 are not reported to the public

The following two tables present a statewide summary of the percent of ELLs in grades 4, 6, 8 and 11 meeting or exceeding the standard (PL3, PL4, and PL5) in science (Table 13) and social studies (Table 14). For comparison purposes, scores are included for non-ELLs and for the school year 2004 testing.

Analysis of the DSTP science scores in Table 13 shows:

- In 2005, among tested ELLs, 76% in grade 4, 49% in grade 6, 11% of in grade 8, and 32% in grade 11 met/ exceeded the science standard.
- The percent of ELLs meeting/exceeding the science standard was 17% lower than the percent for non-ELLs for grade 4, 32% lower for grade 6, 44% lower for grade 8 and 30% lower for grade 11.

Table 13. Number and Percent of ELLs in grades 4, 6, 8 and 11 meeting/exceeding the standard on the DSTP Science Assessments, Fall (Grades 4 and 6) or Spring (Grades 8 and 11) - 2005 and 2006.

Grade/ Group	Meeting/Exceeding Science Standards				
	2004-2005		2005-2006		+/-
	#	%	#	%	
4 (ELLs)	187	71%	233	76%	5%
4 (non-ELLs)	7,581	91%	7,694	93%	2%
6 (ELLs)	70	40%	73	49%	9%
6 (non-ELLs)	6,944	77%	7,348	81%	4%
8 (ELLs)	20	13%	13	11%	-2%
8 (non-ELLs)	5,139	54%	5,254	55%	1%
11 (ELLs)	16	24%	22	32%	8%
11 (non-ELLs)	4,087	60%	4,047	62%	2%

- DSTP numbers smaller than 15 are not reported to the public

Analysis of the DSTP social studies scores in Table 14 shows:

- In 2005, among tested ELLs, 32% in grade 4, 29% in grade 6, 19% of in grade 8, and 19% in grade 11 met/ exceeded the social studies standard.
- The percent of ELLs meeting/exceeding the social studies standard was 34% lower than the percent for non-ELLs for grade 4, 32% lower for grade 6, 33% lower for grade 8 and 33% lower for grade 11.

Table 14. Number and Percent of ELLs in grades 4, 6, 8 and 11 meeting/exceeding the standard on the DSTP Social Studies Assessments, Fall (Grades 4 and 6) or Spring (Grades 8 and 11) - 2005 and 2006.

Grade/ Group	<u>Meeting/Exceeding Social Studies Standards</u>				
	2004-2005		2005-2006		+/-
	#	%	#	%	
4 (ELLs)	107	41%	99	32%	-9%
4 (non-ELLs)	5,818	70%	5,466	66%	-4%
6 (ELLs)	46	27%	43	29%	2%
6 (non-ELLs)	5,248	58%	5,512	61%	3%
8 (ELLs)	30	19%	23	19%	N/A
8 (non-ELLs)	5,257	55%	4,916	52%	-3%
11 (ELLs)	17	25%	12	19%	-6%
11 (non-ELLs)	3,668	54%	3,388	52%	-2%

- DSTP numbers smaller than 15 are not reported to the public

Summary

The following section summarizes the findings related to each of the seven questions that are presented in the report.

Question 1. Was there a change in the reported number of ELLs being served by Delaware school districts and counties, from 2004-2005 to 2005-2006?

In the Spring of 2006, Delaware school districts/ charter schools reported 5,743 ELLs enrolled and being served, an increase of 972 students, or 20.4% from the previous year.

- New Castle County, with more than half of the state's enrollment (55.5%), reported 3,848 ELLs or 67% of Delaware's ELLs population, an increase of 743 ELLs (24%) from 2004-2005. All districts reported increases in the number of ELLs.
- Kent County, with a little more than one-fifth of the state's enrollment (21.2%), reported 720 ELLs or 13% of Delaware's ELLs population, an increase of 100 ELLs (16.1%) from 2004-2005. Five out of six districts reported increases in the number of ELLs and one district had a decrease.
- Sussex County, with almost one-fifth of the state's enrollment (18%), reported 1,155 ELLs or 20.1% of Delaware's ELLs population, a increase of 119 students (12%) from 2004-2005. Six out of seven districts reported increases in the number of ELLs and one reported a slight decrease (-3).
- Six charter schools reported ELLs. Nine ELL students were reported by Thomas Edison, four by Marion T. Academy, three by the Academy of Dover, two by Kuumba, and one each by Providence Creek and the Charter School of Wilmington.

Question 2. What are the characteristics of the ELLs being served in Delaware school districts (i.e., grade levels, languages spoken) and how do they compare to the previous year?

- In 2005-2006, the largest number of ELLs reported were enrolled in grade 1 (982 students), followed by grade 2 (831 students), kindergarten (740 students), and grade 3 (605 students). This pattern was similar to that of the previous year. Pre-kindergarten reported the smallest number of ELLs (9 ELLs), followed by grade 12 (1150 ELLs), and grade 11 (151 ELLs). This pattern was also similar to that of the previous year.

- Sixty-six (66) different languages were reported to be spoken by Delaware's ELLs. The majority (4,406 students or 77%) reported Spanish to be their primary language, followed by Creole (241 students or 4%), Chinese (134 students or 2%), and Korean (113 students or 2%).

Question 3. What type of instruction did ELLs receive?

- Of the 5,003 students that were reported in Table 6, 2,378 students receive some form of ESL instruction. Seventy percent (47.5%) receive ESL pull-out instruction.
- Of the 4,758 students that were reported in Table 6, 1,056 students receive some form of bilingual instruction. Forty-three percent (43.1%) receive transitional bilingual instruction while 37.7% receive Two-way bilingual instruction. See Appendix B for definitions.
- Of the 4,758 students that were reported in Table 6, 1,263 are in the regular classroom and not receiving ESL or bilingual instruction.

Question 4. Did the school districts assign ESL and/or bilingual certified teachers to instruct ELLs?

- Overall, Delaware districts reported 107 certified teachers assigned to ELLs, 77 were ESL certified, 30 were bilingual certified teachers. Four districts did not report.
- New Castle County reported the largest number of certified teachers assigned to ELLs (78), 49 were ESL certified and 29 were bilingual certified. Most of these teachers were in Red Clay School District (34 teachers) and Christina School District (23 teachers).
- Kent County reported 7 certified teachers assigned to ELLs, all 7 were ESL certified. Most of these teachers were in the Capital (3 teachers) and Milford (3 teachers) School Districts.
- Sussex County reported 22 certified teachers assigned to ELLs, 21 of whom were ESL certified. The majority of these teachers (13) were in the Indian River School District.

Question 5. Was there a change in the reported number of ELLs being *transitioned to fully English proficient (FEP) during the 2005-2006 school year, when compared to the previous school year?

- During the 2005-2006 school year the ACCESS (Assessing Comprehension and Communication in English State to State) test was used to identify students who met the criteria for transition to English proficiency. Overall, 378 ELLs were transitioned during the 2005-2006 school year. Grade 2 had the highest number of transitioned 153 (ELLs) followed by Grade 1 (65 ELLs) and Grade 5 (40 ELLs).

*Transitioned is when ELL students have passed the English Proficiency Assessment taken the previous spring. They are considered proficient and are transitioned out of ESL or bilingual programs into the mainstream classroom.

Question 6. To what extent do ELLs meet or exceed the standards on the DSTP assessments?

- In 2005, the percent of tested ELLs meeting/exceeding the reading standard decreased as grade level increased from 75% for grade 3 to 25% for grade 10. The difference between ELLs meeting/exceeding the reading standard and non-ELLs meeting/exceeding standard ranged from 9% in grade 3 to 47% in grade 10.
- In 2005, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 3 (62%) and lowest at grade 8 (31%). The difference between ELLs meeting/exceeding the reading standard and non-ELLs meeting/exceeding standard ranged from 17% in grade 3 to 27% in grade 10.
- In 2005, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 3 (46%) and lowest at grade 5 (34%). The difference between ELLs meeting/exceeding the reading standard and non-ELLs meeting/exceeding standard ranged from 15% in grade 3 to 34% in grade 10.
- In 2005, among tested ELLs, 76% in grade 4, 49% in grade 6, 11% of in grade 8, and 32% in grade 11 met/exceeded the science standard. The percent of ELLs meeting/exceeding the science standard was 17% lower than the percent for non-ELLs for grade 4, 32% lower for grade 6, 44% lower for grade 8 and 30% lower for grade 11.
- In 2005, among tested ELLs, 32% in grade 4, 29% in grade 6, 19% of in grade 8, and 19% in grade 11 met/ exceeded the social studies standard. The percent of ELLs meeting/exceeding the social studies standard was 34% lower than the percent for non-ELLs for grade 4, 32% lower for grade 6, 33% lower for grade 8 and 33% lower for grade 11.

Appendix A

Languages Spoken by ELLs 2005-2006

Afrikaans	Krio
Akan	Laotian
Albanian	Malay
Amharic	Mandinka
Arabic	Manya
Basa	Marathi
Bengali	Mende
Bulgarian	Panjabi
Burmese	Pashto, Northern
Cambodian	Polish
Chinese	Portuguese
Chinese, Cantonese	Romanian
Chinese, Mandarin	Russian
Creole	Samoan
English (Non-US)	Serbo-Croatian
Farsi	Sinhala
Filipino	Slovak
French	Spanish
German	Sudanese
Greek	Swahili
Guarani	Swedish
Gujarati	Tagalog
Gujari	Tamil
Hebrew	Telugu
Hindi	Thai
Ibu	Tigrinya
Icelandic	Turkish
Indonesian	Twi
Italian	Ukrainian
Japanese	Urdu
Khmer	Vai
Korean	Vietnamese
Krahn	Yoruba