

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



Delaware Department of Education

2006 - 2007

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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 2006-2007 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. Other 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 academic content standards as English-proficient students.

This report documents data on ELLs, instructional program information, and assessment and staff information during the 2006-2007 school year, and also some data comparisons to 2005-06.

Data Sources, Purpose, Design, and Guiding Questions

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

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 into DELSIS. Electronic updates are to be done throughout the school year as changes occur. For the 2006-2007 school year, 19 school districts and 13 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, 2007.

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 2007 for grades 3, 5, 8, and 10; Science and Social Studies in May 2007 for grades 8 and 11; and Science and Social Studies in October 2007 for grades 4 and 6).

Finally, summary enrollment data shown on page 5-6 reflects the April 30, 2007 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 the 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 2005-2006 to 2006-2007?
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 (exited) during the 2006-2007 school year, when compared to the previous school year?

Question six addresses ELLs student academic performance.

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

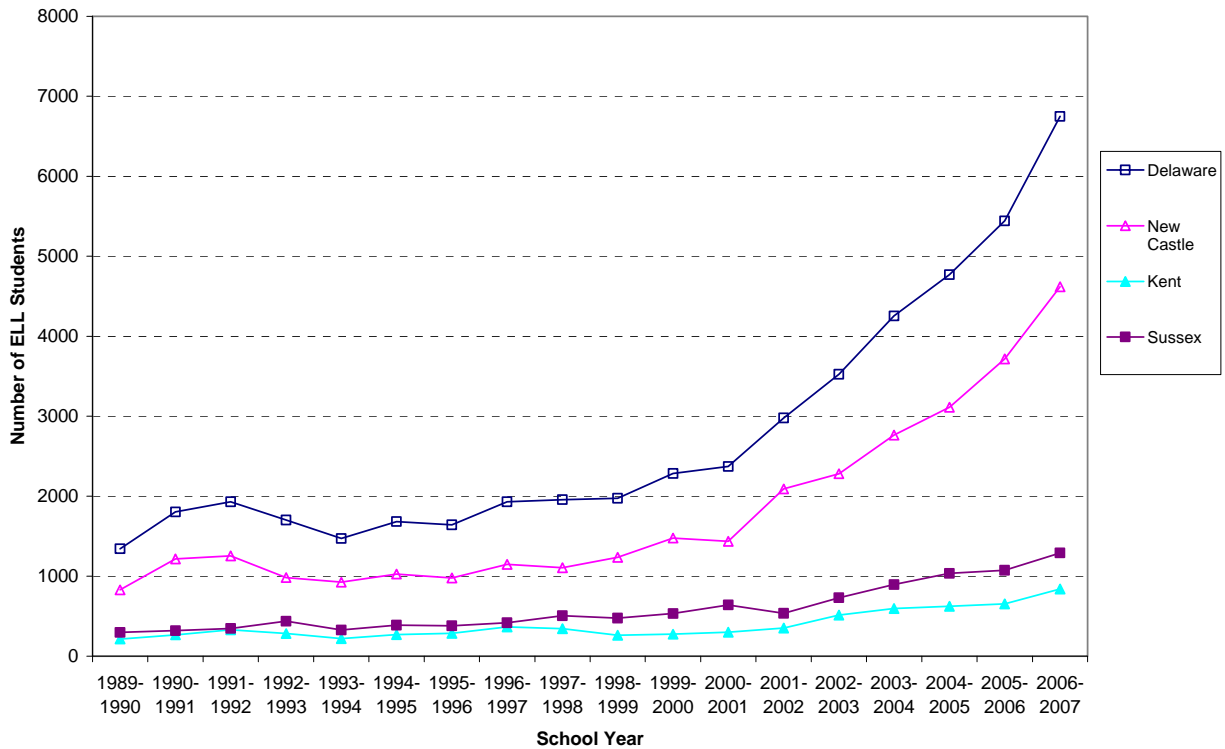
² Transition: ELL students who have passed the English Proficiency Assessment are considered proficient and are transitioned out of ESL or bilingual programs into the mainstream classroom.

The 2006-2007 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, 2007. 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 2006-2007



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

The Delaware student enrollment, including both regular and ELL students, for 2006-2007, was as follows:

Grades	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
Pre-K & K	9,913	8.1	1,077	16.0	10.9
1-3	28,401	23.3	2,735	40.5	9.6
4-8	47,561	39.0	1,975	29.3	4.2
9-12	35,983	29.5	961	14.2	2.7
Total	121,858	100.0	6,748	100.0	5.5

- 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 2006-2007, 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)	66,016	54.2	4,588	68.0	6.9
Kent (6)	26,456	21.7	820	12.2	3.1
Sussex (7)	21,948	18.0	1,290	19.1	5.9
Charter (17)	7,438	6.1	50	0.7	0.7
Total (36)	121,858	100.0	6,748	100.0	5.5

- New Castle County had the highest percent of ELLs at 6.9% of the total enrollment.

The Delaware student enrollment, by race/ethnicity, for 2006-2007, was as follows:

Race/Ethnicity	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
American Indian	420	0.3	7	0.1	1.7
Asian American	3,715	3.0	790	11.7	21.3
Hispanic	11,870	9.7	5,163	76.5	43.5
Black/African-American	40,410	33.2	551	8.2	1.4
Caucasian	65,443	53.7	237	3.5	0.4
Unknown					
Total	121,858	100.0	6,748	100.0	5.5

- The highest percent at 43.5% is Hispanic with Asian Americans the second highest at 21.3%.

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 2005-2006 to 2006-2007?

Table 1 presents the reported number of ELLs enrolled and served during the 2005-2006 and 2006-2007 school years by proficiency levels 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. The largest number had a proficiency level of 3, Developing.

There were 6,747 ELLs reported being enrolled and served in Delaware school districts in 2006-07. The largest number had a proficiency level of 3, Developing.

- Overall, there was a 17.5% increase, from 2005-2006 to 2006-2007, 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 & 2006-2007

Students	2005-2006	2006-2007	Number and	
			Percent Change +/-	%
Level 1 - Entering	1,095	742	-353	-32.2%
Level 2 - Beginning	1,055	956	-99	-9.4%
Level 3 - Developing	2,064	2,042	-22	-1.1%
Level 4 - Expanding	1,081	1,785	704	65.1%
Level 5 - Bridging	322	992	670	208.1%
Level 6 - Reaching	106	224	118	111.3%
No proficiency level*	20	6	-14	-70.0%
Total	5,743	6,747	1,004	17.5%

*To receive a proficiency level students had to take all 4 parts of the test.

Table 2 presents a summary of the number of ELLs in 2005-2006 and 2006-2007, by district and county, along with the change from 2005-2006 to 2006-2007. As the table illustrates:

- In 2006-2007, New Castle County reported 4,588 ELLs, an increase of 19.2% from 2005-2006. Every district had an increase of ELLs.

- In 2006-2007, Kent County reported 820 ELLs, an increase of 13.9% from 2005-2006. Smyrna School District had a decrease in ELLs.
- In 2006-2007, Sussex County reported 1,290 ELLs, an increase of 11.7% from 2005-2006. Delmar and Laurel School Districts had a decrease in ELLs.
- In 2006-2007, Charter schools reported 50 ELLs, an increase of 150%. Kuumba and Thomas Edison Charter Schools had a decrease in ELLs.

Table 2. ELLs by District and County- 2005-2006 and 2006-2007.

District	No. of ELLs		Number and Percent Change	
	2005-2006	2006-2007	+/-	%
New Castle County				
Appoquinimink	131	154	23	17.6%
Brandywine	346	406	60	17.3%
Christina	1,176	1,335	159	13.5%
Colonial	753	849	96	12.7%
NCC VoTech	35	67	32	91.4%
Red Clay	1,407	1,777	370	26.3%
Total New Castle County	3,848	4,588	740	19.2%
% of Total Enrollment*	4.20%	6.9%		
Kent County				
Caesar Rodney	126	144	18	14.3%
Capital	151	210	59	39.1%
Lake forest	117	120	3	2.6%
Milford	253	274	21	8.3%
Polytech	1	2	1	100.0%
Smyrna	72	70	-2	-2.8%
Total Kent County	720	820	100	13.9%
% of Total Enrollment *	2.40%	3.10%		

Table 2 (continued). ELLs by District and County- 2005-2006 and 2006-2007.

District	No. of ELLs		Number and Percent Change	
	2005-2006	2006-2007	+/-	%
Sussex County				
Cape Henlopen	155	176	21	13.5%
Delmar	4	3	-1	-25.0%
Indian River	594	664	70	11.8%
Laurel	88	76	-12	-13.6%
Seaford	208	248	40	19.2%
Sussex Tech	2	4	2	100.0%
Woodbridge	104	119	15	14.4%
Total Sussex County	1,155	1,290	135	11.7%
% of Total Enrollment*	4.10%	5.88%		
Charter Schools				
Academy of Dover	3	9	6	200.0%
Campus Community	0	7	7	N/R
Chrt Sch Wilm	1	2	1	100.0%
East Side	0	1	1	N/R
Family Foundation	0	5	5	N/R
Kuumba	2	0	-2	-100.0%
Marion T. Academy	4	11	7	175.0%
MOT	0	0	0	N/R
Moyer	0	1	1	N/R
Newark	0	3	3	N/R
Odyssey Charter	0	1	1	N/R
Pencader Charter	0	1	1	N/R
Providence Creek	1	3	2	200.0%
Sussex Academy	0	1	1	N/R
Thomas Edison	9	5	-4	-44.4%
Charter Total	20	50	30	150.0%
% of Total Enrollment*	0.20%	0.67%		
State				
TOTAL STATE	5,743	6,748	1,005	17.5%
% of Total Enrollment**	4.71%	5.54%		

* based on county/charter enrollment

** based on state enrollment

Table 3 summarizes each county's percent of Delaware's total ELL population, for 2005-2006 and 2006-2007, as well as the change from year-to-year.

As shown in Table 3:

- New Castle County, with 68% of the state's ELL population, had an increase of 740 ELLs, the largest increase.
- Kent County, with 12.2% of the state's ELL population, had an increase of 100 ELLs, the smallest increase.
- Sussex County, with 19.1% of the state's ELL population, had an increase of 135 ELLs, the second largest increase.
- Charter Schools with .7% of the state's ELL population, had an increase of 30 ELLs, a significant increase from 2005-06.

**Table 3. Distribution of ELLs across counties
2005-2006 and 2006-2007**

County	No. (%) of ELLs		No.	%
	2005-2006	2006-2007		
New Castle	3,848	4,588	740	68.0%
Kent	720	820	100	12.2%
Sussex	1,155	1,290	135	19.1%
Charters	20	50	30	0.7%
Total	5,743	6,748	1,005	

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 2005-2006 and 2006-2007, along with changes from year-to-year.

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

- In 2006-2007, the largest number of ELLs reported were enrolled in Grade 1 (1,114 students), followed by Kindergarten (1,069 students), and grade 2(908 students), and Grade 3 (713 students). This pattern was similar to that of the previous year with the largest being grade1, followed by grade 2 and kindergarten.

- In 2006-2007, pre-kindergarten reported the smallest number of ELLs (8), followed by Grade 12 (169), and Grade 11 (175). This pattern was similar to that of the previous year.

The increase of 1,005 ELLs or 17.5% from 2005-2006 to 2006-2007 was distributed across all the grades with the exception of pre-K (-1), grade 8(-13), and grade 9 (-3) that had a decrease.

**Table 4. Number of ELLs by grade
2005-2006 and 2006-2007.**

Grade	No. of ELLs		No.	%
	2005-2006	2006-2007		
Pre-K	9	8	-1	11.1%
K	740	1,069	329	44.5%
1	982	1,114	132	13.4%
2	831	908	77	9.3%
3	605	713	108	17.9%
4	423	577	154	36.4%
5	351	441	90	25.6%
6	278	322	44	15.8%
7	282	300	18	6.4%
8	348	335	-13	-3.7%
9	363	360	-3	-0.8%
10	230	257	27	11.7%
11	151	175	24	15.9%
12	150	169	19	12.7%
TOTAL	5,743	6,748	1,005	17.5%

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 (5,230 students or 78%) reported Spanish to be their primary language, followed by Creole (251 students or 4%), Chinese (148 students or 2%), and Korean (108 students or 2%). Thirty-eight (38) other languages were spoken by at least one student (See Appendix A).

Table 5. Frequency of reported languages spoken by ELLs- 2006-2007.

No. of ELLs	% ELLs	Languages spoken by 10 or more ELLs	No. of ELLs	% ELLs	Languages spoken by 10 or more ELLs
5230	78%	Spanish	31	<1%	Pashto, Northern
251	4%	Creole	45	1%	Tagalog
148	2%	Chinese	31	<1%	Telugu
108	2%	Korean	36	1%	Russian
100	1%	Arabic	26	<1%	Panjabi
61	1%	Turkish	18	<1%	Portuguese
83	1%	Gujarati	16	<1%	Japanese
55	1%	French	17	<1%	Tamil
72	1%	English (Non-US)	12	<1%	Afrikaans
43	1%	Vietnamese	16	<1%	Yoruba
48	1%	Urdu	13	<1%	German
35	1%	Hindi	11	<1%	Amharic
39	1%	Swahili	10	<1%	Italian
43	1%	Bengali	10	<1%	Twi

Question 3. What type of instruction did ELLs receive?

The type of instruction; ESL (English as a Second Language), bilingual, or regular classroom is entered into the statewide database, DELSIS. The results 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 and 2006-07. As the table shows:

- In 2006-2007, 2,821 ELLs received one of the types of ESL instruction with the majority receiving ESL pull-out instruction.
- In 2006-2007, 1,345 ELLs received one of the types of bilingual instruction with the majority receiving Transitional bilingual instruction.
- In 2006-2007, 2,139 ELLs received regular classroom instruction.

Table 6. Types of instruction provided to ELLs- 2005-2006 and 2006-07

Types of Instruction and Program	No. of ELLs		% of ELLs
	2005-2006	2006-2007	
ESL*	2,378	2,821	
ESL Push-In	244	547	8.1%
ESL Pull-Out	1,728	2,001	29.7%
Sheltered English	406	273	4.0%
Bilingual*	1,104	1,345	
Two-Way Bilingual/Dual Language	273	332	4.9%
Developmental/Maintenance	344	352	5.2%
Transitional	487	661	9.8%
Regular Class Instruction (RCI)	1,521	2,139	31.7%
Not Specified	740	443	6.6%
Total	5,743	6,748	

*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 6,168 ELLs were provided with at least one additional service.
- The most frequently reported additional instructional services provided to ELLs were Title I (64.3%) and Extra Time (after school) programs (16.7%).

Table 7. Services provided to ELLs- 2006-2007.

Grade	No. (%) of ELLs Receiving Additional Services*				
	Title I	Extra Time	Special Education	Supplemental Services	21st Century*
Pre-K	8	0	8	0	N/R
K	938	45	57	5	N/R
1	940	101	73	7	N/R
2	757	120	82	5	N/R
3	615	205	86	5	N/R
4	521	106	88	24	N/R
5	370	133	50	7	N/R
6	115	48	48	0	N/R
7	30	33	38	0	N/R
8	23	118	36	0	N/R
9	10	58	43	0	N/R
10	9	36	12	0	N/R
11	3	118	16	0	N/R
12	0	7	11	0	N/R
Total	4,339	1,128	648	53	N/R
%	64.3	16.7	9.6	0.8	N/R

* 21st Century not captured in eSchool for 2006-2007 (N/R-not reported)

Students may have received more than one of these additional services

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 2006-2007 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 2005-2006 and 2006-2007, and the change in the ratio from year-to-year. As shown in Table 8:

- Overall, in 2006-2007 Delaware districts reported 89 certified teachers assigned to ELLs, 68 were ESL certified, 21 were bilingual certified teachers.

- New Castle County reported the largest number of certified teachers (52 teachers) assigned to ELLs, 33 were ESL certified and 19 were bilingual certified. Most of these teachers were in Red Clay School District (35 teachers) and Colonial School District (16 teachers). Appoquinimink and Christina did not report this information for 2006-07.
- Kent County reported 10 certified teachers assigned to ELLs, all 10 were ESL certified. Most of these teachers were in the Capital School District (3 teachers) and Milford School District (3 teachers). Polytech reported having no ESL or bilingual certified teachers.
- Sussex County reported 24 certified teachers assigned to ELLs, 23 were ESL certified and 1 was bilingual certified. The majority of these teachers were in the Indian River School District (16 teachers). Sussex Tech did not report this information.
- The Charter Schools reported no certified teachers in 2005-2006. In 2006-2007 they had 3 certified teachers; 2 in ESL (Academy of Dover and Moyer) and 1 in bilingual (Academy of Dover).
- There was wide variation in the ratio of certified teachers to ELLs across school districts, ranging from 1 certified teacher to 42 ELLs in the Indian River School District, to 1 certified teacher to 406 ELLs in the Brandywine School District.
- Compared to the 2005-2006 school year, the ELL teacher to student ratio was larger in the 4 reported New Castle County districts, in 3 out of 5 Kent County districts, in 3 out of 6 Sussex County districts, and in 2 charter schools.

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

Table 8. Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELL certified teacher/student ratio by district and county- 2005-06 & 2006-07.

District	2006-07 # of ELL Students	Certified teachers & ELLs assigned			Certified teacher/ ELL student ratio		
		ESL	Bilingual	Total	05-06	06-07	Ratio Change
New Castle County							
Appoquinimink	154	N/R	N/R	N/R	1:44	N/R	--
Brandywine	406	1	0	1	1:346	1:406	larger
Christina	1,335	N/R	N/R	N/R	1:51	N/R	--
Colonial	849	15	1	16	1:50	1:57	larger
NCC Votech	67	0	0	0	1:18	0:67	larger
Red Clay	1,777	17	18	35	1:41	1:51	larger
Total New Castle	4,588	33	19	52			

Table 8 (Continued). Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELL certified teacher/student ratio by district and county-2005-06 & 2006-07.

District	2006-07 # of ELL Students	Certified teachers & ELLs assigned			Certified teacher/ ELL student ratio		Ratio Change
		ESL	Bilingual	Total	05-06	06-07	
Kent County							
Caesar Rodney	144	1	0	1	0:126	1:144	larger
Capital	210	3	0	3	1:50	1:70	larger
Lake Forest	120	2	0	2	0:117	1:60	smaller
Milford	274	3	0	3	1:84	1:91	larger
Polytech	2	0	0	0	N/R	0:2	--
Smyrna	70	1	0	1	1:72	1:70	smaller
Total Kent County	820	10	0	10			
Sussex County							
Cape Henlopen	176	3	0	3	1:78	1:59	smaller
Delmar	3	0	0	0	0:4	0:3	smaller
Indian River	664	15	1	16	1:46	1:42	smaller
Laurel	76	1	0	1	1:88	1:76	larger
Seaford	248	3	0	3	1:69	1:83	larger
Sussex Technical	4	N/R	N/R	N/R	N/R	N/R	N/R
Woodbridge	119	1	0	1	1:35	1:119	larger
Total Sussex County	1,290	23	1	24			
Charter							
Academy of Dover	9	1	1	2	0:3	1:5	larger
Campus Community	7	0	0	0	N/R	0:7	--
Charter of Wilmington	2	0	0	0	N/R	0:2	--
Eastside	1	0	0	0	N/R	0:1	--
Family Foundations	5	0	0	0	N/R	0:5	--
Kuumba	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Marion T. Academy	11	0	0	0	0:4	0:11	larger
Moyer Academy	1	1	0	1	N/R	1:1	--
Newark Charter	3	0	0	0	N/R	0:3	--
Odyssey	1	0	0	0	N/R	0:1	--
Pencader	1	0	0	0	N/R	0:1	--
Providence Creek	3	0	0	0	N/R	0:3	--
Sussex Academy	1	0	0	0	N/R	0:1	--
Thomas Edison	5	0	0	0	N/R	0:5	--
Total Charter	50	2	1	3			
State							
TOTAL STATE	6,748	68	21	89			

Question 5. Was there a change in the reported number of ELLs being transitioned (exited) during the 2006-2007 school year, when compared to the previous school year?

Students were transitioned (exited) from ESL or bilingual instruction in the fall of 2006 and 2007 based on the annual ACCESS (criteria: tier C with a proficiency level of 5.0 or higher). The results are summarized by grade level in Table 9.

NOTE: Kindergarten students cannot be transitioned.

As shown in the table:

- Overall, 378 ELLs were transitioned in 2006 and 1,135 were transitioned in 2007. A possible reason for the difference in numbers could be attributed to the ACCESS test being administered for the first time in 2006. It is more comprehensive than the previous test, the LAS.
- In 2005-2006, grade 2 had the largest number of students transitioned (153 students), followed by grade 1 (65 students), and grade 5 (40 students).
- In 2006-2007, grade 2 had the largest number of students transitioned (248 students), followed by grade 3 (233 students), and grade 4 (187 students).

Table 9. Number of ELLs transitioned (exited) in 2006 and 2007

Grade	ELLs reaching Level 2005-2006	ELLs reaching Level 2006-2007
1	65	142
2	153	248
3	20	233
4	23	187
5	40	91
6	9	48
7	8	45
8	20	25
9	10	33
10	10	38
11	7	24
12	13	21
TOTAL	378	1135

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 for spring 2006 and 2007 testing.

As shown in Table 10:

- In 2006, the percent of tested ELLs meeting/exceeding the reading standard was highest in grade 3 (75%) and lowest in grade 10 (25%). In 2007, the percent of tested ELLs meeting/exceeding the reading standard was highest in grade 3 (82%) and lowest in grade 10 (28%).
- The percent of ELLs meeting/exceeding the reading standard decreased from 2006 to 2007 in grade 8 and increased in grades 3, 5, 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 in spring 2006 and 2007

Grade/ Group	Meeting/Exceeding Reading Standards				
	2006		2007		+/-
	#	%	#	%	
3 (ELLs)	138	75	210	82	7.0
3 (non-ELLs)	6,391	84	6,192	81	-3.0
5 (ELLs)	38	45	83	70	25.0
5 (non-ELLs)	6,601	85	6,506	85	0.0
8 (ELLs)	46	48	46	43	-5.0
8 (non-ELLs)	7,753	84	7,555	83	-1.0
10 (ELLs)	18	25	32	28	3.0
10 (non-ELLs)	5,301	72	5,893	74	2.0

DSTP numbers smaller than 15 are not reported to the public

Analysis of the DSTP math scores in Table 11 shows:

- In 2006, the percent of tested ELLs meeting/exceeding the math standard was highest in grade 3 (62%) and lowest in grade 8 (31%). In 2007, the percent of tested ELLs meeting/exceeding the math standard was highest in grade 3 (75%) and lowest in grade 8 (22%).
- The percent of ELLs meeting/exceeding the math standard decreased from 2006 to 2007 in grade 8 and increased in grades 3, 5, 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 in spring 2006 and 2007

Grade/ Group	<u>Meeting/Exceeding Math Standards</u>				
	2006		2007		+/-
	#	%	#	%	
3 (ELLs)	146	62	233	75	13.0
3 (non-ELLs)	6,609	79	6,550	78	-1.0
5 (ELLs)	56	52	96	60	8.0
5 (non-ELLs)	6,639	78	6,504	77	-1.0
8 (ELLs)	43	31	31	22	-9.0
8 (non-ELLs)	6,174	63	6,049	62	-1.0
10 (ELLs)	29	33	44	38	5.0
10 (non-ELLs)	4,369	60	4,735	58	-2.0

DSTP numbers smaller than 15 are not reported to the public

Analysis of the DSTP writing scores in Table 12 shows:

- In 2006, the percent of tested ELLs meeting/exceeding the writing standard was highest in grade 8 (47%) and lowest in grade 5 (34%). In 2007, the percent of tested ELLs meeting/exceeding the writing standard was highest in grade 3 (69%) and lowest in grade 10 (33%).
- The percent of ELLs meeting/exceeding the writing standard from 2006 to 2007 decreased in grades 8 and 10 and increased in grades 3 and 5.

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 in spring 2006 and 2007

Grade/ Group	Meeting/Exceeding Writing Standards				
	2006		2007		+/-
	#	%	#	%	
3 (ELLs)	107	46	208	69	23.0
3 (non-ELLs)	5,097	61	5,641	67	6.0
5 (ELLs)	35	34	68	44	10.0
5 (non-ELLs)	4,386	51	5,232	62	11.0
8 (ELLs)	48	47	62	46	-1.0
8 (non-ELLs)	7,697	79	7,643	79	0.0
10 (ELLs)	35	43	38	33	-10.0
10 (non-ELLs)	6,013	77	5,456	67	-10.0

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 spring or fall 2006 and 2007 testing.

Analysis of the DSTP science scores in Table 13 shows:

- In 2006, among tested ELLs meeting/exceeding the science standard was highest in grade 4 (76%) and lowest in grade 8 (11%). In 2007, among tested ELLs meeting/exceeding the science standard was highest in grade 4 (83%) and lowest in grade 8 (16%).
- The percent of ELLs meeting/exceeding the science standard decreased from 2006 to 2007 in grade 11 and increased in grades 4, 6, and 8.

Table 13. Number and Percent of ELLs in grades 4, 6, 8, and 11 meeting/exceeding the standard on the DSTP Science Assessments 2006 and 2007, fall (Grades 4 and 6) or spring (Grades 8 and 11)

Grade/ Group	Meeting/Exceeding Science Standards				
	2006		2007		+/-
	#	%	#	%	
4 (ELLs)	233	76	183	83	7.0
4 (non-ELLs)	7,694	93	7,677	92	-1.0
6 (ELLs)	73	49	62	53	4.0
6 (non-ELLs)	7,348	81	7,023	79	-2.0
8 (ELLs)	13	11	20	16	5.0
8 (non-ELLs)	5,254	55	5,670	59	4.0
11 (ELLs)	22	32	23	24	-8.0
11 (non-ELLs)	4,047	62	4,604	66	4.0

DSTP numbers smaller than 15 are not reported to the public

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

- In 2006, among tested ELLs meeting/ exceeding the social studies standard was highest in grade 4 (32%) and lowest in grades 8 and 11 at 19%. In 2007, among tested ELLs meeting/exceeding the social studies standard was highest in grade 4 (48%) and lowest in grade 8 (17%).
- The percent of ELLs meeting/exceeding the social studies standard decreased from 2006 to 2007 in grade 8 and increased in grades 4, 6, and 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 2006 and 2007, fall (Grades 4 and 6) or spring (Grades 8 and 11)

Grade/ Group	Meeting/Exceeding Social Studies Standards				
	2006		2007		+/-
	#	%	#	%	
4 (ELLs)	99	32	107	48	16.0
4 (non-ELLs)	5,466	66	5,919	71	5.0
6 (ELLs)	43	29	43	37	8.0
6 (non-ELLs)	5,512	61	5,472	62	1.0
8 (ELLs)	23	19	22	17	-2.0
8 (non-ELLs)	4,916	52	4,878	51	-1.0
11 (ELLs)	12	19	20	21	2.0
11 (non-ELLs)	3,388	52	3,772	54	2.0

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 2005-2006 to 2006-2007?

In the spring of 2007, Delaware school districts/ charter schools reported 6,747 ELLs enrolled and being served, an increase of 1,004 students, or 17.5% from 2006.

- New Castle County, with more than half of the state's enrollment (54.2%), reported 68% of Delaware's ELL population in 2006-07, an increase of 740 ELLs or 19.2 % from 2005-06.
- Kent County, with 21.7% of the state's enrollment, reported 12.2% of Delaware's ELL population in 2006-07, an increase of 100 ELLs or 13.9% from 2005-2006.
- Sussex County, with 15.1% of the state's enrollment, reported 19.1% of Delaware's ELL population in 2006-07, an increase of 135 ELLs or 11.7% from 2005-2006.
- Charter schools reported 50 ELLs in 2006-07 or .7% of Delaware's ELL population, an increase of 30 ELLs or 150% from 2005-2006.
- There were 5,743 ELLs reported being enrolled and served in Delaware school districts in 2005-2006. The largest number had a proficiency level of 3, Developing.

There were 6,747 ELLs reported being enrolled and served in Delaware school districts in 2006-07. The largest number had a proficiency level of 3, Developing.

- Overall, there was a 17.5% increase, from 2005-2006 to 2006-2007, in the number of ELLs reported enrolled and served by Delaware school districts.

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 2006-2007, the largest number of ELLs reported were enrolled in grade 1 (1,114 students), followed by kindergarten (1,069 students), grade 2 (908 students), and grade 3 (713 students). In 2005-2006 the largest number of students was in grade 1, followed by grade 2 and kindergarten.
- In 2006-2007 sixty-six (66) different languages were reported to be spoken by Delaware's ELLs. The majority (5,230 students or 78%) reported Spanish to be their primary language, followed by Creole (251 students or 4%), Chinese (148 students or 2%), and Korean (108 students or 2%).

Question 3. What type of instruction did ELLs receive?

- In 2005-2006, of the 5,743 students that were reported in Table 6, 2,378 students received some form of ESL instruction; the largest number (1,728) received ESL pull-out instruction.
Of the 5,743 students 1,104 received some form of bilingual instruction; the largest number (487) received Transitional bilingual instruction.
There were 1,521 students placed in the regular classroom and not receiving ESL or bilingual instruction.
- In 2006-07, of the 6,748 students that were reported in Table 6, 2,821 students received some form of ESL instruction; the largest number (2,001) received ESL pull-out instruction.
Of the 6,748 students 1,345 received some form of bilingual instruction; the largest number (661) received Transitional bilingual instruction.
There were 2,139 students placed in the regular classroom and not receiving ESL or bilingual instruction.

See Appendix B for definitions of the ESL and bilingual programs.

- In 2006-07, 4,339 students received additional services through Title I; 1,128 students received services in extra time programs after school; 648 received special education services; and 53 received services through the supplemental service providers contracted by districts. Students could receive more than one of the additional services.

These services cover different needs depending on the district's identified needs for the student and different areas of content instruction, e.g.; Title I- reading.

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

- In 2006-07, Delaware districts reported 89 certified teachers assigned to ELLs; 68 were ESL certified and 21 were bilingual certified.
- In 2006-07 New Castle County reported the largest number of certified teachers assigned to ELLs (52), 33 were ESL certified and 19 were bilingual certified. Most of these teachers were in Red Clay School District (35 teachers) and Colonial School District (16 teachers). Christina School District did not report this information in 2006-07.
- In 2006-07 Kent County reported 10 certified teachers assigned to ELLs, all 10 were ESL certified. Most of these teachers were in the Capital School District (3 teachers) and Milford School District (3 teachers). Polytech reported having no ESL or bilingual certified teachers.
- In 2006-07 Sussex County reported 24 certified teachers assigned to ELLs, 23 of whom were ESL certified and 1 was bilingual certified. The majority of these teachers (16) were in the Indian River School District. Sussex Technical School District did not report this information in 2005-06 or 2006-07.
- In 2006-07 Charter Schools reported 3 certified teachers; 2 teachers were certified in ESL and 1 in bilingual. Two of the teachers were in Academy of Dover and 1 in Moyer Academy.

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?

- In 2005-2006 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 ELLs (153), followed by Grade 1 (65 ELLs), and Grade 5 (40 ELLs).
- In 2006-07 1,135 ELLs were transitioned. Grade 2 had the highest number of transitioned ELLs (248), followed by grade 3 (233 ELLs), and grade 4 (187 ELLs).

The difference could be attributed to 2006 being the first year for the new test. It is more comprehensive than the previous test, the LAS.

In order to transition a student, the student has to meet the criteria, which is reaching a proficiency level of 5.0 or above in tier C to be exited from ESL or bilingual programs into the mainstream classroom where they must be monitored for 2 years.

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

- In 2007, the percent of tested ELLs meeting/exceeding the reading standard ranged from 82% in grade 3 to 28% in grade 10. The percent of ELLs meeting/exceeding the reading standard decreased from 2006 to 2007 in grade 8 and increased in grades 3, 5, and 10.
- In 2007 the percent of tested ELLs meeting/exceeding the math standard ranged from 75% in grade 3 to 22% in grade 8. The percent of ELLs meeting/exceeding the math standard decreased from 2006 to 2007 in grade 8 and increased in grades 3, 5, and 10.
- In 2007, the percent of tested ELLs meeting/exceeding the writing standard ranged from 69% in grade 3 to 33% in grade 10. The percent of ELLs meeting/exceeding the writing standard from 2006 to 2007 decreased in grades 8 and 10 and increased in grades 3 and 5.
- In 2007, the percent of tested ELLs meeting/exceeding the science standard ranged from 83% in grade 4 to 16% in grade 8. The percent of ELLs meeting/exceeding the science standard decreased from 2006 to 2007 in grade 11 and increased in grades 4, 6, and 8.*
- In 2007, the percent of tested ELLs meeting/exceeding the social studies standard ranged from 48% in grade 4 to 17% in grade 8. The percent of ELLs meeting/exceeding the social studies standard decreased from 2006 to 2007 in grade 8 and increased in grades 4, 6, and 11.*

* The grades tested in science and social studies are grades 8 and 11 in May and grades 4 and 6 in October.

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