

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



Delaware Department of Education

2008 - 2009

DEPARTMENT OF EDUCATION

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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 2008-2009 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 instructional program and staff data for English Language Learners (ELLs) in Delaware school districts and charter schools during the 2008-2009 school year and compares it to the data from 2007-2008. It also includes a summary of the performance of ELLs on the 2008-2009 Delaware Student Testing Program (DSTP).

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 and 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 done throughout the school year as changes occur. For the 2008-2009 school year, 19 school districts and 10 charter schools identified ELLs.

DSTP data reflect the performance of ELLs on the DSTP test administration in Science and Social Studies for grades 4, 6, 8, and 11; Reading, Writing, and Mathematics for grades 3, 5, 8, and 10.

Purpose

The purpose of this annual report of ELLs, staff, and programs, is to document, report, and inform the districts, staff, and Delaware constituency on demographics and instruction provided to ELLs. 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 2007-2008 to 2008-2009?
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 2008-2009 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 are transitioned (exited) out of ESL or bilingual programs into the mainstream classroom using the annual ACCESS if they are in tier C and receive a composite proficiency level of 5.0 or above.

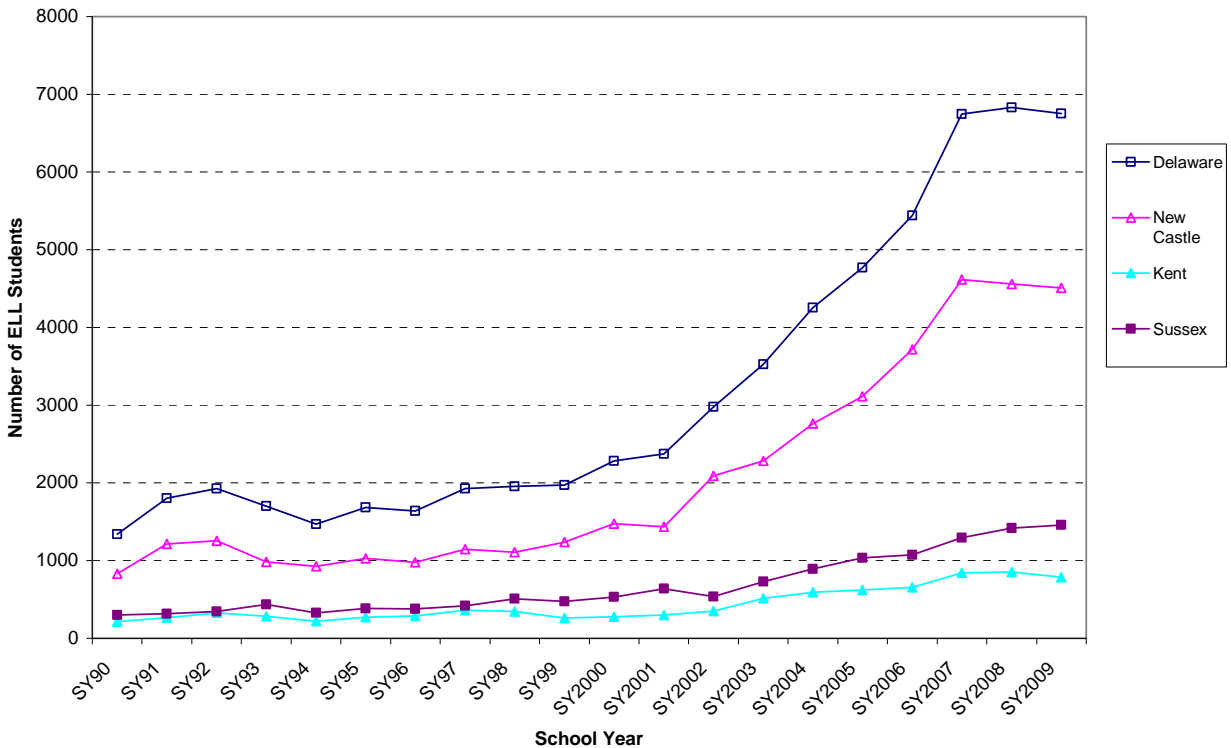
The 2008-2009 Delaware Student Population

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

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

The table below shows the growth of ELLs since 1990-2009 by State and by County.

Number of ELL Students, Delaware and Counties, School Years 1989 to 2009



- The table below shows that ELLs represent 5.4% of the total enrollment with 11.6 % of the total in pre-K and kindergarten, and 2.3% of the total in grades 9-12.

The Delaware student enrollment, including both regular and ELL students, for 2008-2009, was as follows:

Grades	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
Pre-K & K	10,784	8.6	1,252	18.5	11.6
1-3	29,220	23.4	2,865	42.4	9.8
4-8	47,373	37.9	1,772	26.2	3.7
9-12	37,489	30.0	863	12.8	2.3
Total	124,866	100.0	6,752	100.0	5.4

The table below shows that New Castle County had the highest percent of ELLs (66.3%), 6.7% of the total enrollment, and Kent County had the lowest percent of ELLs (11.4%), 2.8% of the total enrollment.

The Delaware student enrollment, by county, for 2008-2009, was as follows:

County & Charter School	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
New Castle	66,433	53.2	4,475	66.3	6.7
Kent	27,166	21.8	770	11.4	2.8
Sussex	22,676	18.2	1,458	21.6	6.4
Charter	8,591	6.9	49	0.7	0.6
Total	124,866	100.0	6,752	100.0	5.4

The table below shows that the highest percent of ELLs is Hispanic (76.4%), 38.1% of the total enrollment; followed by Asian-American (12.1%), 19.2% of the total enrollment.

The Delaware student enrollment, by race/ethnicity, for 2008-2009, was as follows:

Race/Ethnicity	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
American Indian	456	0.4	18	0.3	3.9
Asian American	4,253	3.5	815	12.1	19.2
Hispanic	13,532	11.1	5,155	76.4	38.1
Black/African-American	41,619	34.2	562	8.3	1.4
Caucasian	65,006	53.3	202	3.0	0.3
Unknown					
Total	124,866	102.5	6,752	100.1	5.4

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 2007-2008 to 2008-2009?

Table 1 presents the reported number of ELLs enrolled during the 2007-2008 and 2008-2009 school years by proficiency level as determined by the ACCESS English proficiency test; 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 6,752 ELLs reported being enrolled and served in Delaware school districts in 2008-2009.
- Overall, there was a -1.2% decrease, from 2007-2008 to 2008-2009, in the number of ELLs reported enrolled and served by Delaware school districts. The largest number of students were in proficiency level 4—Expanding.

Table 1 Reported number of ELLs enrolled in and served by Delaware districts by English Proficiency Level - 2007-2008 and 2008-2009

Students	2007-2008	2008-2009	Number and	
			Percent Change +/-	%
Level 1 - Entering	610	783	173	28.4%
Level 2 - Beginning	864	710	-154	-17.8%
Level 3 - Developing	2,041	1,753	-288	-14.1%
Level 4 - Expanding	1,925	1,983	58	3.0%
Level 5 - Bridging	1,129	1,267	138	12.2%
Level 6 - Reaching	260	253	-7	-2.7%
Unknown*	2	3	1	50.0%
Total	6,831	6,752	-79	-1.2%

*To receive a proficiency level students had to take all 4 parts of the test; Speaking, Listening, Reading, and Writing.

Table 2 presents a summary of the number of ELLs by district and county, with the number and percent change from 2007-2008 to 2008-2009. As the table illustrates:

- In 2008-2009, New Castle County reported 4,475 ELLs, a decrease of -0.8% from 2007-2008. Brandywine School District reported an increase in the number of ELLs and Colonial that remained the same. All the other districts had a decrease in the number of ELLs.

- In 2008-2009, Kent County reported 770 ELLs, a decrease of -7.6% from 2007-2008. Four of the school districts reported a decrease in the number of ELLs. Smyrna had an increase of 3.8% and Capital School District had the same number of ELLs.
- In 2008-2009, Sussex County reported 1,458 ELLs, an increase of -2.7% from 2007-2008. All districts but Laurel School District reported an increase in the number of ELLs.
- In 2008-2009, Charter Schools reported 49 ELLs, a decrease of -29% from 2007-2008. Seven Charter Schools reported a decrease in the number of ELLs.
- In 2008-2009 the State total was 6,752 ELLs, a -1.2% decrease from 2007-2008.

Table 2 ELLs by District and County- 2007-2008 and 2008-2009

District	No. of ELLs		Number and Percent Change	
	2007-2008	2008-2009	+/-	%
New Castle County				
Appoquinimink	174	161	-13	-7.5%
Brandywine	392	408	16	4.1%
Christina	1,145	1,142	-3	-0.3%
Colonial	934	934	0	0.0%
NCC VoTech	74	57	-17	-23.0%
Red Clay	1,791	1,773	-18	-1.0%
Total New Castle County	4,510	4,475	-35	-0.8%
% of Total Enrollment*	4.20%	6.7		
Kent County				
Caesar Rodney	138	123	-15	-10.9%
Capital	199	199	0	0.0%
Lake forest	93	71	-22	-23.7%
Milford	320	292	-28	-8.8%
Polytech	3	2	-1	-33.3%
Smyrna	80	83	3	3.8%
Total Kent County	833	770	-63	-7.6%
% of Total Enrollment *	2.40%	2.83		

Table 2 (continued). ELLs by District and County- 2007-2008 and 2008-2009.

District	No. of ELLs		Number and Percent Change	
	2007-2008	2008-2009	+/-	%
Sussex County				
Cape Henlopen	190	197	7	3.7%
Delmar	2	4	2	100.0%
Indian River	721	727	6	0.8%
Laurel	99	87	-12	-12.1%
Seaford	282	303	21	7.4%
Sussex Tech	1	1	0	0.0%
Woodbridge	124	139	15	12.1%
Total Sussex County	1,419	1,458	39	2.7%
% of Total Enrollment*	4.10%	6.43		
Charter				
Academy of Dover	8	4	-4	-50.0%
Campus Community	8	6	-2	N/R
Chrt Sch of Wilm	2		-2	-100.0%
East Side	1		-1	N/R
Family Foundation	4	4	0	N/R
Kuumba	1	1	0	N/R
Marion T. Acad	13	closed	-13	-100%
MOT	4	8	4	N/R
Moyer	0	1	1	N/R
Newark	13	14	1	N/R
Odyssey Charter	0		0	N/R
Pencader Charter	6	4	-2	N/R
Providence Creek	4	3	-1	-25.0%
Sussex Academy	0		0	N/R
Thomas Edison	5	4	-1	-20.0%
Charter Total	69	49	-20	-29.0%
% of Total Enrollment*	0.20%	0.57		
State				
TOTAL STATE	6,831	6,752	-79	-1.2%
% of Total Enrollment**	5.47%	5.41%		

* based on county/charter enrollment

** based on state enrollment

Table 3 summarizes the number and percent of Delaware’s ELLs in each county and by charter school for 2006-2007 and 2007-2008.

As shown in Table 3:

- New Castle County, with 66.3% of the state’s ELL population, had a decrease of 35 ELLs from 2007-2008 to 2008-2009.
- Kent County, with 11.4% of the state’s ELL population, had a decrease of 63 ELLs from 2007-2008 to 2008-2009.
- Sussex County, with 21.6% of the state’s ELL population, had an increase of 39 ELLs from 2007-2008 to 2008-2009.
- Charter Schools with 0.7% of the state’s ELL population, had a decrease of 20 ELLs from 2007-2008 to 2008-2009.

Table 3 Distribution of ELLs across counties 2007-2008 and 2008-2009

County	No. (%) of ELLs		No.	%
	2007-2008	2008-2009		
New Castle	4,510	4,475	-35	66.3%
Kent	833	770	-63	11.4%
Sussex	1,419	1,458	39	21.6%
Charters	69	49	-20	0.7%
Total	6,831	6,752	-79	100.0%

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?

Table 4 summarizes the number of ELLs by grade for 2007-2008 and 2008-2009, with the number and percent change from year-to-year.

As shown in Table 4:

- In 2008-2009, the largest number of ELLs reported were enrolled in grade 1(1,263 ELLs), followed by kindergarten (1,249 ELLs), and Grade 2 (961 ELLs).
- In 2007-2008, the largest number of ELLs reported were in Kindergarten (1,215 ELLs), followed by grade 1(1,157 ELLs), and Grade 2 (922 ELLs).

There was an overall decrease of 79 ELLs or -1.2% from 2007-2008 to 2008-2009.

Table 4 Number of ELLs by grade 2007-2008 and 2008-2009

Grade	No. of ELLs		No.	%
	2007-2008	2008-2009		
Pre-K	0	3	3	
K	1215	1249	34	2.8%
1	1157	1263	106	9.2%
2	922	961	39	4.2%
3	702	641	-61	-8.7%
4	506	472	-34	-6.7%
5	423	362	-61	-14.4%
6	359	310	-49	-13.6%
7	309	320	11	3.6%
8	298	308	10	3.4%
9	367	316	-51	-13.9%
10	255	235	-20	-7.8%
11	149	161	12	8.1%
12	169	151	-18	-10.7%
TOTAL	6,831	6,752	-79	-1.2%

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

As shown in Table 5:

- In 2008-2009 eighty-one (81) different languages were reported to be spoken by Delaware's ELLs. In 2007-2008 sixty-six (66) different languages were spoken by the ELLs.
- The majority (5,214 students or 78%) reported Spanish to be their primary language, followed by Creole (285 students or 4%), Chinese (137 students or 2%), and Gujarati (98 students or 1%).

Table 5 Frequency of reported languages spoken by ELLs- 2008-2009

No. of ELLs	% ELLs	Languages spoken by 10 or more ELLs	No. of ELLs	% ELLs	Languages spoken by 10 or more ELLs
5214	78%	Spanish	41	1%	Bengali
285	4%	Creole	31	<1%	Panjabi
137	2%	Chinese	30	<1%	Russian
98	1%	Gujarati	30	<1%	Swahili
87	1%	English (Non-US)	26	<1%	Twi
83	1%	Arabic	22	<1%	Tamil
72	1%	Korean	18	<1%	Portuguese
64	1%	Turkish	17	<1%	Pashto, Northern
63	1%	Urdu	13	<1%	Italian
55	1%	Telugu	11	<1%	Yoruba
53	1%	French			
53	1%	Vietnamese			
44	1%	Tagalog			
43	1%	Hindi			

See Appendix A for the list of languages.

Question 3. What type of instruction did ELLs receive?

The type of instruction is entered by each district and charter school into the DELSIS database.

Table 6 summarizes the number and percent of ELLs receiving ESL, bilingual, or regular classroom instruction in 2007-2008 and 2008-2009. See Appendix B for definitions of the programs. As the table shows:

- In 2008-2009, 2,957 ELLs were provided with one of the types of ESL instruction with the majority (31.6% or 2,133) receiving ESL pull-out instruction.
- In 2008-2009, 1,350 ELLs were provided with one of the types of bilingual instruction with the majority (9.3% or 625) receiving transitional bilingual instruction.
- In 2008-2009, 2,044 ELLs were placed in the regular classroom. This was 30.3% of the ELLs.

Table 6 Types of instruction provided to ELLs- 2008-2009

Types of Instruction and Program	No. of ELLs		% of ELLs
	2007-2008	2008-2009	
ESL--Total	2,961	2,957	
Dual Instruction	0	0	0.0%
ESL Push-In	661	718	10.6%
ESL Pull-Out	2,125	2,133	31.6%
Sheltered English	175	106	1.6%
Bilingual--Total	1,302	1,350	
Two-Way Bilingual/Dual Language	340	372	5.5%
Developmental/Maintenance	330	353	5.2%
Transitional	632	625	9.3%
Regular Class Instruction (RCI)--Total	2,166	2,044	30.3%
Not Specified	402	401	5.9%
Total	6,831	6,752	

See Appendix B for definitions of the instructional programs.

By linking the ELL student data to other DOE databases, table 7 shows the number of ELLs by grade who were provided with one or more of the following additional services: Title I, Special Education, and Supplemental Services.

Table 7 summarizes the findings by grade level. As indicated in the table:

- In 2008-2009 a total of 3,834 ELLs were provided with at least one additional service.
- Most ELLs (41.7%) were provided Title I services.

Table 7 Additional Services provided to ELLs 2008-2009

No. (%) of ELLs Receiving Additional Services*			
Grade	Title I	Special Education	Supplemental Services
K	652	68	17
1	554	84	20
2	470	89	19
3	386	71	30
4	288	102	39
5	235	79	17
6	172	80	49
7	29	48	16
8	14	46	10
9	11	36	16
10	4	28	10
11	3	25	2
12	2	13	1
Total	2,819	769	246
%**	41.7	11.4	3.6

*Students may have received more than one of these additional services.

**The total percent was based on the 2008-2009 ELL enrollment.

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 2008-2009 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/ELL student ratio for 2007-2008 and 2008-2009, and the change in the ratio from year-to-year. As shown in Table 8:

- Overall, in 2008-2009 Delaware districts reported 131 certified teachers assigned to ELLs, 94 were ESL certified, 37 were bilingual certified.

- In 2008-2009 New Castle County reported the largest number of certified teachers assigned to ELLs (93), 57 were ESL certified and 36 were bilingual certified. Most of these teachers were in the Red Clay School District (45) and the Christina School District (26).
- In 2008-2009 Kent County reported 11 certified teachers assigned to ELLs, all 11 were ESL certified. All districts but Polytech reported having certified teachers.
- In 2008-2009 Sussex County reported 26 certified teachers assigned to ELLs, 25 were ESL certified and 1 was bilingual certified. The majority of these teachers (18) were in the Indian River School District.
- In 2008-2009 Pencader Charter School reported 1 certified teacher in ESL.
- In 2008-2009 there was a wide variation in the ratio of certified teachers to ELLs. Compared to the 2007-2008 school year, the certified teacher/ELL student ratio in 2008-2009 was smaller in 3 out of 6 New Castle County districts, in 5 out of 6 Kent County districts, and in 2 out of 7 Sussex County districts.
- The Charter Schools having reported 1 certified teacher in ESL, and with the number of ELLs per school being so small, the teacher/student ratio is not applicable.

Table 8 Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELL student/certified teacher ratio by district and county- 2007-2008 & 2008-2009

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

District	No. of ELL Students	2008-09 Certified teachers & ELLs assigned			Certified teacher/ ELL student ratio		Ratio Change
		ESL	Bilingual	Total	07-08	08-09	
New Castle County							
Appoquinimink	161	4	0	4	1:58	1:40	smaller
Brandywine	408	1	1	2	1:196	1:204	larger
Christina	1142	10	16	26	1:38	1:44	larger
Colonial	934	16	0	16	1:58	1:58	same
NCC Votech	57	0	0	0	0:74	0:57	smaller
Red Clay	1773	26	19	45	1:51	1:39	smaller
Total New Castle County	4475	57	36	93			

Table 8 (Continued) Number of certified ESL and bilingual teachers and certified teacher/ELL student ratio by district and county - 2007-2008 & 2008-2009

District	No. of ELL Students	2008-09 Certified teachers & ELLs assigned			Certified teacher/ ELL student ratio		Ratio Change
		ESL	Bilingual	Total	07-08	08-09	
Kent County							
Caesar Rodney	123	1	0	1	1:138	1:123	smaller
Capital	19	4	0	4	1:66	1:5	smaller
Lake Forest	71	2	0	2	1:47	1:36	smaller
Milford	292	3	0	3	1:107	1:97	smaller
Polytech	2	0	0	0	0:3	0:2	smaller
Smyrna	83	1	0	1	1:80	1:83	larger
Total Kent County	590	11	0	11			
Sussex County							
Cape Henlopen	197	3	0	3	1:95	1:66	smaller
Delmar	4	0	0	0	0:2	0:4	larger
Indian River	727	17	1	18	1:40	1:40	same
Laurel	87	1	0	1	1:99	1:87	smaller
Seaford	303	3	0	3	1:94	1:101	larger
Sussex Technical	1	0	0	0	0:1	0:1	same
Woodbridge	139	1	0	1	1:41	1:139	larger
Total Sussex County	1458	25	1	26			
Charter							
Academy of Dover	4	0	0	0	1:5	0:4	larger
Campus Community	6	0	0	0	0:7	0:6	smaller
Charter of Wilmington	0	0	0	0	0:2	N/A	N/A
Eastside	0	0	0	0	0:1	N/A	N/A
Family Foundations	4	0	0	0	0:5	0:4	smaller
Kuumba	1	0	0	0	N/R	0:1	N/R
Marion T. Academy	0	0	0	0	0:11	N/A	N/A
MOT	8	0	0	0	N/R	0:8	N/R
Moyer Academy	1	0	0	0	1:1	0:1	larger
Newark Charter	14	0	0	0	0:3	0:14	larger
Odyssey	0	0	0	0	0:1	N/A	N/A
Pencader	4	1	0	1	1:6	1:4	smaller
Providence Creek	3	0	0	0	0:3	0:3	same
Sussex Academy	0	0	0	0	0:1	N/A	N/A
Thomas Edison	4	0	0	0	0:5	N/A	N/A
Total Charter	49	1	0	1			
State							
TOTAL STATE	6572	94	37	131			

Question 5. Was there a change in the reported number of ELLs being transitioned (exited) during the 2008-2009 school year, when compared to the previous school year?

Students were transitioned (exited) in 2008-2009 based on taking the ACCESS test in tier C with a composite score of 5.0 or higher. The results are summarized by grade level in Table 9.

As shown in table 9:

- Overall in 2008-2009, 1,392 ELLs attained Proficiency Level of 5 or higher in tier C. In 2007-2008, 1,391 ELLs attained Proficiency Level of 5 or higher in tier C.
- In 2008-2009, grade 2 had the largest number of ELLs transitioned (365 students), followed by grade 1 (275 students).

In 2007-2008, grade 2 had the largest number of ELLs transitioned (319 students), followed by grade 3 (257 students).

Table 9 Number of ELLs that attained a composite proficiency level of 5 or higher on ACCESS during 2007-2008 and 2008-2009

Grade	# of Transitioned 2007-2008	# of Transitioned 2008-2009
1	185	275
2	319	365
3	257	239
4	182	147
5	127	84
6	72	48
7	48	52
8	49	26
9	60	63
10	52	41
11	22	32
12	18	20
TOTAL	1391	1392

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 the tested 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 2008-2009 testing.

As shown in Table 10:

- In 2008-2009, the percent of tested ELLs meeting/exceeding the reading standard was highest in grades 3 and 5 (82%) and lowest in grade 10 (36%).
- In 2007-2008, the percent of tested ELLs meeting/exceeding the reading standard was highest in grade 3 (81%) and lowest in grade 10 (34%).
- The percent of ELLs meeting/exceeding the reading standard increased in all grades 3, 5, 8, and 10 from 2007-2008 to 2008-2009

Table 10 Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the reading standard on the 2007- 2008 & 2008- 2009 DSTP

Grade/ Group	<u>Meeting/Exceeding Reading Standards</u>				
	2007-2008		2008-2009		+/-
	#	%	#	%	
3 (ELLs)	382	81	410	82	1.0
3 (non-ELLs)	6,279	82	6,330	81	-1.0
5 (ELLs)	252	79	313	82	3.0
5 (non-ELLs)	6,463	87	6,459	85	-2.0
8 (ELLs)	99	56	120	59	3.0
8 (non-ELLs)	7,415	82	7,157	82	0.0
10 (ELLs)	48	34	46	36	2.0
10 (non-ELLs)	5,867	72	5,863	72	0.0

DSTP numbers smaller than 15 are not reported to the public

As shown in Table 11:

- In 2008-2009, the percent of tested ELLs meeting/exceeding the math standard was highest in grade 3 (80%) and lowest in grade 10 (30%).
- In 2007-2008, the percent of tested ELLs meeting/exceeding the math standard was highest in grade 3 (77%) and lowest in grade 10 (39%).
- The percent of ELLs meeting/exceeding the math standard increased in grades 3, 5, and 8 and decreased in grade 10 from 2007-2008 to 2008-2009.

Table 11 Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the math standard on the 2007-2008 & 2008-2009 DSTP

Grade/ Group	Meeting/Exceeding Math Standards				
	2007-2008		2008-2009		+/-
	#	%	#	%	
3 (ELLs)	425	77	440	80	3.0
3 (non-ELLs)	6,596	78	6,698	79	1.0
5 (ELLs)	263	69	330	77	8.0
5 (non-ELLs)	6,423	77	6,472	78	1.0
8 (ELLs)	87	44	116	49	5.0
8 (non-ELLs)	6,420	66	6,214	67	1.0
10 (ELLs)	63	39	45	30	-9.0
10 (non-ELLs)	4,983	59	4,852	58	-1.0

DSTP numbers smaller than 15 are not reported to the public

As shown in Table 12:

- In 2008-2009, the percent of tested ELLs in grades 5, 8, and 10 meeting/exceeding the writing standard was highest in grade 8 (60%) and lowest in grade 5 (57%).
- In 2007-2008, the percent of tested ELLs in grades 3, 5, 8, and 10 meeting/exceeding the writing standard was highest in grade 8 (68%) and lowest in grade 3 (42%).
- *The percent of ELLs meeting/exceeding the writing standard from 2007-2008 to 2008-2009 increased in grades 5 and 10 and decreased in grade 8.

Table 12 Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the writing standard on the 2007-2008 & 2008-2009 DSTP

Grade/ Group	<u>Meeting/Exceeding Writing Standards</u>				
	2007-2008		2008-2009		+/-
	#	%	#	%	
3 (ELLs)*	229	42			
3 (non-ELLs)	3,861	46			
5 (ELLs)	207	55	242	57	2.0
5 (non-ELLs)	5,222	63	4,960	61	-2.0
8 (ELLs)	129	68	149	60	-8.0
8 (non-ELLs)	7,948	82	7,131	79	-3.0
10 (ELLs)	80	54	77	58	4.0
10 (non-ELLs)	6,880	82	6,949	85	3.0

DSTP numbers smaller than 15 are not reported to the public.
 *The writing test was not administered in grade 3 in 2008-2009.

The following two tables present a statewide summary of the percent of ELLs in the tested 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 2007-2008 and 2008-2009.

As shown in Table 13:

- In 2008-2009, the percent of tested ELLs meeting/exceeding the science standard was highest in grade 4(89%) and lowest in grade 8 (25%).
- In 2007-2008, the percent of tested ELLs meeting/exceeding the science standard was highest in grade 4(90%) and lowest in grade 8 (25%).
- The percent of ELLs meeting/exceeding the science standard decreased in grades 4, 6, and 11 and remained the same in grade 8 from 2007-2008 and 2008-2009.

Table 13 Number and Percent of ELLs in grades 4, 6, 8, and 11 meeting/exceeding the science standard on the 2007-2008 & 2008-2009 DSTP

Grade/ Group	<u>Meeting/Exceeding Science Standards</u>				
	2007-2008		2008-2009		+/-
	#	%	#	%	
4 (ELLs)	392	90	533	89	-1.0
4 (non-ELLs)	7,772	93	7,812	92	-1.0
6 (ELLs)	155	67	262	59	-8.0
6 (non-ELLs)	7,018	81	6,761	79	-2.0
8 (ELLs)	49	25	60	25	0.0
8 (non-ELLs)	5,430	56	5,539	61	5.0
11 (ELLs)	39	34	39	29	-5.0
11 (non-ELLs)	4,473	62	4,582	61	-1.0

DSTP numbers smaller than 15 are not reported to the public

As shown in Table 14:

- In 2008-2009, the percent of tested ELLs meeting/exceeding the social studies standard was highest in grade 4 (65%) and lowest in grade 11 (22%).
- In 2007-2008, the percent of tested ELLs meeting/exceeding the social studies standard was highest in grade 4 (56%) and lowest in grade 11 (23%).
- The percent of ELLs meeting/exceeding the social studies standard increased in grades 4, 6, and 8 and decreased in grade 11 from 2007-2008 and 2008-2009.

Table 14 Number and Percent of ELLs in grades 4, 6, 8 and 11 meeting/exceeding the social studies standard on the 2007-2008 & 2008-2009 DSTP

Grade/ Group	<u>Meeting/Exceeding Social Studies Standards</u>				
	2007-2008		2008-2009		+/-
	#	%	#	%	
4 (ELLs)	243	56	390	65	9.0
4 (non-ELLs)	5,777	70	5,961	71	1.0
6 (ELLs)	95	41	201	45	4.0
6 (non-ELLs)	5,774	67	5,714	67	0.0
8 (ELLs)	50	25	64	27	2.0
8 (non-ELLs)	5,096	53	5,118	56	3.0
11 (ELLs)	26	23	29	22	-1.0
11 (non-ELLs)	3,279	45	3,553	48	3.0

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 2007-2008 to 2008-2009?

In 2008-09, Delaware school districts/ charter schools reported 6,752 ELLs enrolled and being served, a decrease of 79 students, or -1.2% from the previous year.

- New Castle County, with more than half of the state's total enrollment (53.2%), reported 4,475 ELLs or 66.3% of Delaware's ELL population, a decrease of 35 ELLs (-0.8%) from 2007-2008. Only Brandywine School District reported an increase in the number of ELLs.
- Kent County, with a little more than one-fifth of the state's total enrollment (21.8%), reported 770 ELLs or 11.4% of Delaware's ELL population, a decrease of 63 ELLs (-7.6%) from 2007-2008. All districts but Smyrna School District (3.8% increase) reported a decrease in the number of ELLs.
- Sussex County, with almost one-fifth of the state's total enrollment (18.2%), reported 1,458 ELLs or 21.6% of Delaware's ELL population, an increase of 39 students (2.7%) from 2007-2008. Six out of seven districts reported an increase in the number of ELLs. Laurel School District reported a decrease.
- Ten out of 14 charter schools reported having ELLs, a total of 49 students. There was a decrease of 20 students (-29%) from 2007-2008.

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 2008-2009, the largest number of ELLs reported were enrolled in grade 1 (1,263 students), followed by kindergarten (1,249 students), and grade 2 (961 students). The previous year, kindergarten reported the largest number of ELLs (1,215 ELLs), followed by grade 1 (1,157 ELLs), and grade 2 (922 ELLs).
- In 2008-09 eighty-one (81) different languages were reported to be spoken by Delaware's ELLs. The majority (5,214 students or 78%) reported Spanish to be their primary language, followed by Creole (285 students or 4%), Chinese (137 students or 2%), and Gujarati (98 students or 1%). In 2007-2008 sixty-six (66) languages were reported to be spoken by ELLs. See Appendix A for the list of all the languages spoken by ELLs.

Question 3. What type of instruction did ELLs receive?

- In 2008-2009, of the 6,752 students that were reported in Table 6, 2,957 students received some form of ESL instruction. The largest number (2,133) received pull-out instruction.
- In 2008-2009, of the 6,752 students that were reported in Table 6, 1,350 students received some form of bilingual instruction. The largest number (625) received transitional bilingual instruction.
- In 2008-2009, of the 6,752 students that were reported in Table 6, 2,044 were in the regular classroom.

See Appendix B for program definitions.

- In 2008-2009 a total of 4,514 ELLs received additional services (Title I, Special Education, Supplemental Services). The largest number, 2,839 received Title I services.

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

- Overall in 2008-2009 Delaware districts reported 131 certified teachers assigned to ELLs, 94 were ESL certified, 37 were bilingual certified teachers.
- New Castle County reported the largest number of certified teachers (93) assigned to ELLs, 57 were ESL certified and 36 were bilingual certified. Most of these teachers were in the Red Clay and Christina School Districts.
- Kent County reported 11 certified teachers assigned to ELLs, all 11 were ESL certified.
- Sussex County reported 26 certified teachers assigned to ELLs, 25 were ESL certified and 1 was bilingual certified. The majority of these teachers were in the Indian River School District.
- One charter school, Pencader Charter School, reported having 1 ESL certified teacher.

Question 5. Was there a change in the reported number of ELLs being *transitioned (exited) during the 2008-2009 school year, when compared to the previous school year?

- In 2008-2009 a total of 1,392 ELLs were transitioned with the largest number in grade 2 (365), followed by Grade 1 (275), and grade 3 (239).
- In 2007-2008 school year 1,391 ELLs were transitioned with the largest number in grade 2 (319), followed by Grade 3 (257), and grade 1 (185).

*Transitioned is when ELL students are exited from ESL or bilingual services due to being in tier C of the ACCESS test and receiving a composite proficiency level of 5.0 or above. They are then monitored for a period of 2 years.

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

- In 2008-2009, the percent of tested ELLs meeting/exceeding the reading standard ranged from 82% in grade 3 and 5 to 36% in grade 10. The percent of ELLs meeting/exceeding the reading standard increased in all grades. 3, 5, 8, and 10 from 2007-2008 to 2008-2009.
- In 2008-2009, the percent of tested ELLs meeting/exceeding the math standard ranged from 80% in grade 3 to 30% in grade 10. The percent of ELLs meeting/exceeding the math standard increased from in grades 3, 5, 8, and decreased in grade 10 from 2007-2008 to 2008-2009.
- In 2008-2009, the percent of tested ELLs in grades 5, 8, and 10 meeting/exceeding the writing standard ranged from 60% in grade 8 to 57% in grade 5. The writing test was not administered in grade 3. The percent of ELLs in grades 5, 8, and 10 meeting/exceeding the writing standard decreased in grade 8 and increased in grades 5 and 10 from 2007-2008 to 2008-2009.
- In 2008-2009, the percent of tested ELLs in grades 4, 6, 8, and 11 meeting/exceeding the science standard ranged from 89% in grade 4 to 25% in grade 8. The percent of ELLs meeting/exceeding the science standard decreased in grades 4, 6, and 11, and remained the same in grade 8 from 2007-2008 to 2008-2009.
- In 2008-2009, the percent of tested ELLs in grades 4, 6, 8, and 11 meeting/exceeding the social studies standard ranged from 65% in grade 4 to 22% in grade 11. The percent of ELLs meeting/exceeding the social studies standard increased in grades 4, 6, and 8, and decreased in grade 11 from 2007-2008 to 2008-2009.

Appendix A

Languages Spoken by ELLs 2008-2009

Afrikaans	Indonesian	Swahili
Akan	Italian	Swedish
Albanian	Japanese	Tagalog
Amhric	Kannada	Tamil
Arabic	Khmer	Telugu
Basa	Kikuyu	Thai
Bengali	Kisii	Tigrinya
Bulgarian	Kiswaheli	Turkish
Burmese	Konkani	Twi
Cambodian	Korean	Ukrainian
Cebuano	Krahn	Urdu
Chinese	Krio	Vietnamese
Chinese, Cantonese	Laotian	Wapishana
Chinese, Mandarin	Luo	Wolof
Creole	Malayalam	Yoruba
Dendi	Mandinka	
Dutch	Marathi	
Efik	Nepali	
English (Non-US)	Not Specified	
Fanti	Panjabi	
Farsi	Pashto, Northern	
Filipino	Pashto, Southern	
French	Persian	
Fulani	Polish	
German	Portuguese	
Greek	Romanian	
Gujarati	Russian	
Gujari	Samoan	
Hausa	Serbo-Croatian	
Hebrew	Shona	
Hindi	Slovak	
Ibu	Spanish	
Igbo	Sudanese	

Appendix B

English Language Learner Program Definitions

ELLs: English Language Learners (aka LEP).

Developmental/Maintenance: Provides mostly native language instruction to ELLs at first, and then instruction in English increases as proficiency increases.

Transitional: Provides structured English instruction and native language support when needed to ELLs.

Two-Way Bilingual/Dual Language: Provides English and native language instruction to both language majority and ELLs.

ESL Pull-Out: ESL teacher pulls ELLs out of regular classroom to provide structured English and content-based instruction for short periods of time.

ESL Push-In: ESL teacher provides structured English and/or native language support in the regular classroom setting.

Sheltered/Structured English/Content-Based Immersion: Provides ESL and content area instruction to ELLs in a classroom setting, or for certain subjects or periods of a day.