

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



Delaware Department of Education

2002 - 2003

DEPARTMENT OF EDUCATION

Valerie A. Woodruff
Secretary of Education

Dorcell Spence
Deputy Secretary of Education

Lewis Atkinson III, Ed. D., Associate Secretary
Adult Education and Work Force Development

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Assessment and Accountability

Nancy Wilson, Ph.D., Associate Secretary
Curriculum and Instructional Improvement

Townsend Building
P.O. Box 1402
Dover, Delaware 19903-1402

Doc. No. 95-01/04/02/08

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For further information, please contact:

**Margaret M. Loveland, Education Specialist
ESL/Bilingual/Migrant Programs
School Improvement Group
Department of Education
P.O. Box 1402
Dover, DE 19903-1402
(302) 739-2767**

**Tony Ruggiero, Education Specialist
Data Support
School Improvement Group
Department of Education
P.O. Box 1402
Dover, DE 19903-1402
(302) 739-2767**

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Introduction

This report presents information on English Language Learners (ELLs), also known as limited English proficient (LEP) students, staff, and programs in Delaware schools during the 2002-2003 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 (DOE) LMS/LEP webpage in the Delaware Student Information System (DELSIS).

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, and conclusions.

Background

An ELL, as defined by the U. S. Department of Education, Title III 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. In order to determine if this challenge is being met, it is necessary that these ELLs fully participate in local and state accountability systems. The information provided will then reflect on both the school system and the students.

This report documents information on Delaware school districts' ELLs, programs, and staff during the 2002-2003 school year. It also includes a brief 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 instructional programs for 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 Language Assessment Scales (LAS) results, 5) LAS annual test data, 6) English proficiency level, and 7) reclassification information. These data are to be entered electronically either directly into DELSIS, or through the Data Service Center (DSC) for the four districts in New Castle County. Electronic updates are to be provided throughout the school year as changes occur. For the 2002-2003 school year, data were submitted by all 19 school districts and two Charter schools. Descriptive data regarding ELLs¹ (see Guiding Questions 1-3 below) and the students' progression to full English proficiency (see Guiding Question 6 below) is based on a snapshot of all ELLs enrolled as of April 30, 2003.

The data regarding teacher qualifications are entered directly into DELSIS by each district and represent an annual summary of teacher qualifications and training (see Guiding Questions 4 and 5 below).

DSTP data (see Guiding Question 7 below) reflect the performance of ELLs present at the times of DSTP test administration (Reading, Writing, and Mathematics in March 2003 – Grades 3, 5, 8, and 10; Science and Social Studies in May 2003 – Grades 8 and 11; Science and Social Studies in October 2002 – Grades 4 and 6).

Finally, summary enrollment data shown on page 5 reflects an April 30, 2003 enrollment count.

¹ ELLs include the categories Non-English Proficient (NEP), Limited English Proficient (LEP), Non-English Speaker (NES), Limited English Speaker (LES), and Full English Speaker (FES). Distinctions were not made for the categories NES, LES, and FES prior to the 2002-2003 school year. They were identified in the category of LEP.

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 instructional needs 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, 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 standards², 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 because in most cases the district groups tested were below the minimum N of 15 for reporting.

² 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 are descriptive and two address the ELLs' student outcomes.

Descriptive Questions

Questions one and two address the ELL population.

1. Was there a change in the reported number of ELLs being served by Delaware school districts and counties from 2001-2002 to 2002-2003?
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 the ELLs' instruction.

3. What type of instruction did ELLs receive; specifically, did it incorporate the students' native language?

Questions four and five address teacher qualifications.

4. Did the school districts assign ESL and/or bilingual certified teachers to instruct ELLs?
5. Were teachers provided with in-service or pre-service training specific to ESL or bilingual education?

Outcome Questions

Question six addresses the ELLs' reclassification.

6. Was there a change in the reported number of ELLs being reclassified as fully English proficient (FEP) during the 2002-2003 school year, when compared to the previous school year?

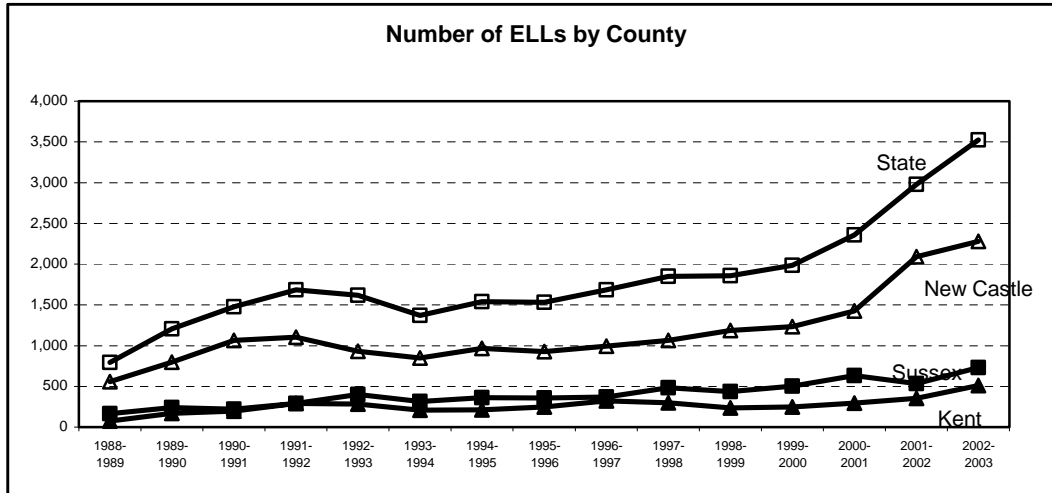
Question seven addresses the ELLs' academic performance.

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

The 2002-2003 Delaware Student Population

The following section of the report disaggregates Delaware student enrollment by grade, by county, and by race/ethnicity. These numbers are reported as of April 30, 2003. 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:



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

The Delaware student enrollment, including both regular and special education students for 2002-2003, was as follows:

| Grades | Enrollment | | | | ELLs as a Percent of Total Enrollment |
|-----------|--------------|---------|--------|---------|---------------------------------------|
| | All Students | | ELLs | | |
| | Number | Percent | Number | Percent | |
| Pre-K & K | 8,879 | 7.6% | 509 | 14.4% | 5.7% |
| 1-3 | 27,051 | 23.2% | 1,300 | 36.9% | 4.8% |
| 4-8 | 47,197 | 40.6% | 1,115 | 31.6% | 2.4% |
| 9-12 | 33,227 | 28.6% | 599 | 17.0% | 1.8% |
| Total | 116,354 | 100.0% | 3,523 | 100.0% | 3.0% |

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

The Delaware student enrollment by county for 2002-2003 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) | 65,651 | 56.4% | 2,277 | 64.6% | 3.5% |
| Kent (6) | 24,263 | 20.9% | 512 | 14.5% | 2.1% |
| Sussex (7) | 21,472 | 18.5% | 731 | 20.7% | 3.4% |
| Charter (12) | 4,968 | 4.3% | 3 | 0.1% | 0.1% |
| Total (31) | 116,354 | 100.0% | 3,523 | 100.0% | 3.0% |

- New Castle County had the highest percent of ELLs as a percent of the total enrollment at 3.5%.

The Delaware student enrollment by race/ethnicity for 2002-2003 was as follows:

| Race/Ethnicity | Enrollment | | | | ELLs as a Percent of Total Enrollment |
|---------------------------|--------------|---------|--------|---------|---|
| | All Students | | ELLs | | |
| | Number | Percent | Number | Percent | |
| American Indian | 363 | 0.3% | 5 | 0.1% | 1.4% |
| Asian American | 3,081 | 2.6% | 447 | 12.7% | 14.5% |
| Hispanic | 8,553 | 7.4% | 2,613 | 74.2% | 30.6% |
| Black/African American | 36,772 | 31.6% | 332 | 9.4% | 0.9% |
| Caucasian | 67,585 | 58.1% | 126 | 3.6% | 0.2% |
| Total | 116,354 | 100.0% | 3,523 | 100.0% | 3.0% |

- Among Hispanic students enrolled in 2002-2003, over 30% 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 2001-2002 to 2002-2003?

Table 1 presents the reported number of ELLs enrolled during the 2001-2002 and 2002-2003 school years, ELLs as a percent of the total enrollment, and the number and percent change in the number of ELLs from year-to-year. As indicated in the table:

- There were 3,523 ELLs reported being enrolled and served in Delaware school districts in 2002-2003.
- Overall, there was an 18.3% increase from 2001-2002 to 2002-2003 in the number of ELLs reported enrolled and served by Delaware school districts.

Table 1. Reported number of ELLs enrolled and served in Delaware districts by English Proficiency Level- 2001-2002 and 2002-2003

| Students | 2001-2002 | 2002-2003 | Number and Percent Change +/- |
|---|-----------|-----------|-------------------------------|
| Non-English Speaker (NES) – (K-1) | *N/A | 61 | N/A |
| Limited English Speaker (LES) – (K-1) | *N/A | 165 | N/A |
| Full English Speaker (FES) – (K-1) | *N/A | 203 | N/A |
| Non-English Proficient (NEP) – (2-12) | 1,026 | 1,276 | N/A |
| Limited English Proficient (LEP) – (2-12) | 1,952 | 1,818 | N/A |
| Total ELLs | 2,978 | 3,523 | N/A |
| % of Total Enrollment | 2.6% | 3.0% | |

N/A – due to change in reporting categories data cannot be reported or compared.

*Students were reported as LEP.

Table 2 presents a summary of the number of ELLs in 2001-2002 and 2002-2003 by district and county, along with the change from 2001-2002 to 2002-2003. As the table illustrates:

- In 2002-2003, New Castle County reported 2,277 ELLs, an increase of 8.9% from 2001-2002. All districts except Christina reported increases in the number of ELLs.
- In 2002-2003, Kent County reported 512 ELLs, an increase of 45.5% from 2001-2002. Four out of six districts reported increases in the number of ELLs and two districts reported no change.

- In 2002-2003, Sussex County reported 731 ELLs, an increase of 36.4% from 2001-2002. Four out of seven districts reported increases in the number of ELLs, two districts reported a decrease, and one district reported no change.
- ELLs were reported in charter schools for the first time. One ELL was reported by Marion T. Academy and two were reported by Thomas Edison.

Table 2. ELLs by District and County- 2001-2002 and 2002-2003

| District | No. of ELLs | | Number and Percent Change +/- |
|--------------------------|-------------|-----------|-------------------------------|
| | 2001-2002 | 2002-2003 | |
| New Castle County | | | |
| Appoquinimink | 34 | 49 | +15 (40%) |
| Brandywine | 280 | 324 | +44 (15.7%) |
| Christina | 623 | 505 | -118 (-18.9%) |
| Colonial | 387 | 454 | +67 (17.3%) |
| NCC VoTech | 10 | 19 | +9 (90.0%) |
| Red Clay | 756 | 926 | +170 (22.5%) |
| Total New Castle County | 2,090 | 2,277 | +187 (8.9%) |
| % of Total Enrollment* | 3.2% | 3.5% | |
| Kent County | | | |
| Caesar Rodney | 28 | 59 | +31 (110.7%) |
| Capital | 116 | 149 | +33 (28.4%) |
| Lake Forest | 15 | 45 | +30 (200.0%) |
| Milford | 160 | 226 | +66 (41.3%) |
| Polytech | 0 | 0 | --- |
| Smyrna | 33 | 33 | 0 (0.0%) |
| Total Kent County | 352 | 512 | +160 (45.5%) |
| % of Total Enrollment* | 1.4% | 2.1% | |

Table 2 (continued). ELLs by District and County- 2001-2002 and 2002-2003

| District | No. of ELLs | | Number and Percent Change +/- |
|-------------------------|-------------|-----------|-------------------------------|
| | 2001-2002 | 2002-2003 | |
| Sussex County | | | |
| Cape Henlopen | 62 | 48 | -14 (-22.6%) |
| Delmar | 11 | 3 | -8 (-72.7%) |
| Indian River | 259 | 394 | +135 (52.1%) |
| Laurel | 40 | 46 | +6 (15.0%) |
| Seaford | 108 | 180 | +72 (66.7%) |
| Sussex Tech | 0 | 0 | --- |
| Woodbridge | 56 | 60 | +4 (7.1%) |
| Total Sussex County | 536 | 731 | +195 (36.4%) |
| % of Total Enrollment* | 2.5% | 3.4% | |
| Charter | | | |
| Marion T. Academy | 0 | 1 | +1 (---) |
| Thomas Edison | 0 | 2 | +2 (---) |
| Charter Total | 0 | 3 | +3 (---) |
| % of Total Enrollment* | 0.0% | 0.1% | |
| State | | | |
| TOTAL STATE | 2,978 | 3,523 | +545 (18.3%) |
| % of Total Enrollment** | 2.6% | 3.0% | |

* based on county/charter enrollment

** based on state enrollment

Table 3 summarizes each county's percent of Delaware's total ELL population for 2001-2002 and 2002-2003, as well as the change from year-to-year.

As shown in Table 3:

- New Castle County, with 65% of the state's ELL population, had an increase of 187 ELLs or 8.9%.
- Kent County, with 15% of the state's ELL population, had an increase of 160 ELLs or 45.5%.

- Sussex County, with 21% of the state's ELL population, had a decrease of 195 ELLs or 36.4%.

Table 3. Distribution of ELLs across counties-2001-2002 and 2002-2003

| County | No. (%) of ELLs | | Number and Percent Change +/- |
|-------------------|-----------------|--------------|-------------------------------|
| | 2001-2002 | 2002-2003 | |
| New Castle County | 2,090 (70%) | 2,277 (65%) | +187 (8.9%) |
| Kent County | 352 (12%) | 512 (15%) | +160 (45.5%) |
| Sussex County | 536 (18%) | 731 (21%) | +195 (36.4%) |
| Charter | 0 (0%) | 3 (<1%) | +2 (---) |
| TOTAL | 2,978 (100%) | 3,523 (100%) | +545 (18.3%) |

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 2001-2002 and 2002-2003, along with changes from year-to-year.

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

- In 2002-2003, the largest number of ELLs reported were enrolled in grade 1 (552 students), followed by kindergarten (501 students), grade 2 (443 students), and grade 3 (305 students). This pattern was similar to that of the previous year.
- In 2002-2003, pre-kindergarten reported the smallest number of ELLs (8 ELLs), followed by grade 12 (94 ELLs), and grade 11 (105 ELLs). This pattern was the same as that of the previous year.

The increase of 545 ELLs from 2001-2002 to 2002-2003 was distributed across grades from +170 ELLs for grade 1 to +3 ELLs for Pre-K. After grade 1, grade levels with the largest increase were grade 2 (95 ELLs) and grade 8 (63 ELLs). The only grade to show a decrease was grade 11 where the change was -3 ELLs.

Table 4. Number of ELLs by grade- 2001-2002 and 2002-2003

| Grade | No. of ELLs | | Change +/- |
|-------|-------------|-----------|------------|
| | 2001-2002 | 2002-2003 | |
| Pre-K | 5 | 8 | +3 |
| K | 448 | 501 | +53 |
| 1 | 382 | 552 | +170 |
| 2 | 348 | 443 | +95 |
| 3 | 278 | 305 | +27 |
| 4 | 235 | 242 | +7 |
| 5 | 184 | 220 | +36 |
| 6 | 195 | 220 | +25 |
| 7 | 187 | 202 | +15 |
| 8 | 168 | 231 | +63 |
| 9 | 230 | 240 | +10 |
| 10 | 136 | 160 | +24 |
| 11 | 108 | 105 | -3 |
| 12 | 74 | 94 | +20 |
| TOTAL | 2,978 | 3,523 | +545 |

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. Languages spoken by less than seven students are included in the “other” category. See Appendix for a list of all languages spoken by ELLs.

As shown in Table 5:

- Sixty (60) different languages were reported to be spoken by Delaware’s ELLs.
- The majority (2,642 students or 75%) reported Spanish to be their primary language, followed by Creole (238 students or 7%), Korean (115 students or 3%), and Chinese (84 students or 2%).
- Ten different languages were reported spoken by 18 to 42 ELLs (approximately 1%) and seven different languages were reported spoken by 7 to 17 ELLs.

Table 5. Frequency of reported languages spoken by ELLs- 2002-2003

| Number of ELLs (%) | Languages spoken by 5 or more ELLs | Number of ELLs (%) | Languages spoken by 5 or more ELLs |
|--------------------|---|--------------------|------------------------------------|
| 2,642 (75%) | Spanish | 19 (1%) | Pashto |
| 238 (7%) | Creole | 18 (1%) | Russian |
| 115 (3%) | Korean | 17 (<1%) | Tagalog |
| 84 (2%) | Chinese (includes Cantonese and Mandarin) | 16 (<1%) | Farsi |
| 42 (1%) | Gujarati | 12 (<1%) | Swahili |
| 42 (1%) | Turkish | 10 (<1%) | Telugu |
| 34 (1%) | French | 7 (<1%) | Akan |
| 30 (1%) | Vietnamese | 7 (<1%) | Panjabi |
| 29 (1%) | Arabic | 7 (<1%) | Serbo-Croatian |
| 24 (1%) | Hindi | | |
| 23 (1%) | Urdu | | |
| 22 (1%) | Bengali | | |

37 other languages were spoken by at least one student (see Appendix).

Question 3: What type of instruction did ELLs receive; specifically, did it incorporate the students' native language?

Districts were asked which of four types of instruction were provided to ELLs; 1) bilingual (instruction in native language and English, 2) ESL (instruction in English), 3) Dual Language (language minority students and language majority students are taught in both languages), or 4) regular class instruction (RCI). District responses are presented in tables 6 and 7.

Table 6 summarizes the number and percent of ELLs receiving the four types of instruction in 2001-2002 and 2002-2003, and the change from year-to-year. As the table shows:

- In 2002-2003, most ELLs (61%) were provided with ESL instruction, up slightly from 2001-2002.
- In 2002-2003, 20% continued to be provided with bilingual instruction. Approximately 11% of ELLs received regular classroom instruction. Approximately 9% of ELLs were provided with dual language instruction.

Table 6. Types of instruction provided to ELLs- 2001-2002 and 2002-2003

| Type of ELLs instruction | No. of ELLs | | % of ELLs* | | Change +/- |
|--------------------------|-------------|-------|------------|-------|------------|
| | 01-02 | 02-03 | 01-02 | 02-03 | |
| ESL | 1,784 | 2,130 | 60% | 61% | +1% |
| Bilingual | 613 | 704 | 21% | 20% | -1% |
| Regular Class (RCI) | 347 | 389 | 12% | 11% | -1% |
| Dual Language | 232 | 300 | 8% | 9% | +1% |
| Not reported | 2 | 0 | <1% | 0% | - |
| Total | 2,978 | 3,523 | 100% | 100% | |

* percents are rounded

Table 7 compares the number and percent of ELLs at each grade level receiving instruction that incorporated their native language (i.e., bilingual instruction or dual language instruction). For comparison purposes, the table includes 2001-2002 data, as well as the change from year-to-year. As indicated in the table:

- The percent of ELLs receiving instruction incorporating their native language was approximately the same as the previous year (28%). The number of ELLs receiving instruction incorporating their native language increased from 845 students in 2001-2002 to 1,004 students in 2002-2003.
- There were increases at five grade levels in the percent of ELLs receiving instruction incorporating their native language, grades 2 (+3%), 4 (+7%), 5 (+4%), 8 (+11%), and grade 9 (+3%).
- Six grade levels showed decreases in the percent of ELLs receiving instruction incorporating their native language, kindergarten (- 5%), grade 1 (- 3%), grade 6 (- 4%), grade 7 (- 3%), grade 10 (- 11%), and grade 12 (- 3%). Pre-K, grade 3, and grade 11 all showed no change.
- In 2002-2003, the grade levels with the highest percent of ELLs receiving instruction incorporating their native language were: grades 5 and 3 (both 37%), grade 2 (34%), grade 6 (33%), and grade 4 (32%). Others ranged from 29% (grade 1) to 12% (grade 12).

Table 7. Instruction provided to ELLs that incorporates students' native language by grade-2001-2002 and 2002-2003

| Grade | ELLs whose instruction incorporates native language* | | Change +/- |
|-------|--|-------------|------------|
| | 2001-2002 | 2002-2003 | |
| Pre-K | 0 (0%) | 0 (0%) | - |
| K | 146 (33%) | 141 (28%) | -5 (-5%) |
| 1 | 123 (32%) | 161 (29%) | +38 (-3%) |
| 2 | 108 (31%) | 150 (34%) | +42 (3%) |
| 3 | 102 (37%) | 113 (37%) | +11 (0%) |
| 4 | 58 (25%) | 78 (32%) | +20 (7%) |
| 5 | 60 (33%) | 81 (37%) | +21 (4%) |
| 6 | 73 (37%) | 73 (33%) | 0 (-4%) |
| 7 | 46 (25%) | 44 (22%) | -2 (-3%) |
| 8 | 26 (16%) | 62 (27%) | +36 (11%) |
| 9 | 42 (18%) | 51 (21%) | +9 (3%) |
| 10 | 32 (24%) | 21 (13%) | -11 (-11%) |
| 11 | 18 (17%) | 18 (17%) | 0 (0%) |
| 12 | 11 (15%) | 11 (12%) | 0 (-3%) |
| TOTAL | 845 (28%)** | 1,004 (28%) | +159 (0%) |

* includes bilingual instruction and dual language instruction

** percents are rounded and approximate; based on grade-level ELL enrollment

The districts were asked if their ELLs were provided with one or more of the following additional services: Title I, Extra Time, Special Education, Basic Skills, Home Bound, other services, or no other services. Table 8 summarizes district responses by grade level. As indicated in the table:

- Districts reported that 70% of ELLs were not provided with additional services.
- The most frequently reported additional instructional services provided to ELLs were Title I (15%), Special Education (7%), and Extra Time (6%).
- Few ELLs were provided with "other" additional services (5%), Home Bound services (2%), or Basic Skills (<1%). No ELLs were reported in Alternative Placement.

Table 8. Services provided to ELLs- 2002-2003

| Grade | No. (%) of ELLs receiving additional services* | | | | | | | No additional services |
|---------------------|--|-------------|-------------|--------------|------------|---------------------|-------------|------------------------|
| | Title I | Extra Time | Special Ed | Basic Skills | Home Bound | Alternate Placement | Other | |
| Pre-K | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 |
| K | 63 | 10 | 29 | 0 | 0 | 0 | 21 | 399 |
| 1 | 113 | 1 | 24 | 0 | 6 | 0 | 36 | 385 |
| 2 | 104 | 19 | 30 | 0 | 5 | 0 | 27 | 293 |
| 3 | 76 | 51 | 25 | 1 | 17 | 0 | 21 | 143 |
| 4 | 53 | 21 | 22 | 0 | 17 | 0 | 20 | 132 |
| 5 | 45 | 33 | 24 | 2 | 9 | 0 | 9 | 123 |
| 6 | 36 | 8 | 20 | 0 | 0 | 0 | 3 | 161 |
| 7 | 16 | 17 | 19 | 0 | 0 | 0 | 3 | 150 |
| 8 | 21 | 30 | 20 | 0 | 0 | 0 | 3 | 160 |
| 9 | 0 | 10 | 8 | 0 | 0 | 0 | 5 | 217 |
| 10 | 0 | 9 | 7 | 0 | 0 | 0 | 9 | 135 |
| 11 | 0 | 3 | 4 | 0 | 0 | 0 | 3 | 96 |
| 12 | 0 | 1 | 2 | 0 | 0 | 0 | 9 | 82 |
| Total/ Percent** | 527 (15%) | 213 (6%) | 234 (7%) | 3 (<1%) | 54 (2%) | 0 (0%) | 170 (5%) | 2,483 (70%) |

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

** based on a 2002-2003 ELL enrollment of 3,523

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

Table 9 presents data on ESL and bilingual certified teachers by district and county for the 2002-2003 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 2001-2002 and 2002-2003, and the change in the ratio from year-to-year. As shown in Table 9:

- Overall, Delaware districts reported 85 certified teachers assigned to ELLs, 58 were ESL certified, 27 were bilingual certified teachers.

- New Castle County reported the largest number of certified teachers assigned to ELLs (55), about half were ESL certified (28) and the other half were bilingual certified (27). Most of these teachers were in Red Clay School District (22 teachers) and Christina School District (17 teachers).
- Kent County reported 8 certified teachers assigned to ELLs, all of whom were ESL certified. Most of these teachers were in the Capital (3 teachers), Caesar Rodney (2 teachers), and Milford (2 teachers) School Districts.
- Sussex County reported 22 certified teachers assigned to ELLs, all of whom were ESL certified. The majority of these teachers (14) 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 16 ELLs in the Cape Henlopen School District, to 1 certified teacher to 180 ELLs in the Seaford District.
- Compared to the 2001-2002 school year, certified teacher/ELL student ratio was smaller in 2 out of 6 New Castle County districts, in 1 out of 6 Kent County districts, and in 2 out of 7 Sussex County districts.

Table 9. Number of certified ESL and bilingual teachers assigned to teach ELLs, and certified teacher/ELL student ratio by district and county- 2001-2002 & 2002-2003

| District | No. of ELLs | Certified teachers assigned | | | Certified teacher/ ELL student ratio | | Ratio change |
|--------------------------|-------------|-----------------------------|-----------|-------|--------------------------------------|-------|--------------|
| | | ESL | Bilingual | Total | 01-02 | 02-03 | |
| New Castle County | | | | | | | |
| Appoquinimink | 49 | 2 | 0 | 2 | 1:4 | 1:25 | larger |
| Brandywine | 324 | 3 | 0 | 3 | 1:93 | 1:108 | larger |
| Christina | 505 | 7 | 10 | 17 | 1:33 | 1:29 | smaller |
| Colonial | 454 | 11 | 0 | 11 | 1:43 | 1:40 | smaller |
| NCC VoTech | 19 | 0 | 0 | 0 | 0:10 | 0:19 | - |
| Red Clay | 926 | 5 | 17 | 22 | 1:34 | 1:41 | larger |
| Total New Castle Cnty | 2,277 | 28 | 27 | 55 | | | |

Table 9 (Continued). Number of certified ESL and bilingual teachers assigned to teach ELLs and certified teacher/ELL student ratio by district and county- 2001-2002 and 2002-2003

| District | No. of ELLs | Certified teachers assigned | | | Certified teacher/ ELL student ratio | | Ratio change |
|----------------------|-------------|-----------------------------|-----------|-------|--------------------------------------|-------|--------------|
| | | ESL | Bilingual | Total | 01-02 | 02-03 | |
| Kent County | | | | | | | |
| Caesar Rodney | 59 | 2 | 0 | 2 | 1:7 | 1:30 | larger |
| Capital | 149 | 3 | 0 | 3 | 1:58 | 1:50 | smaller |
| Lake Forest | 45 | 0 | 0 | 0 | 0:15 | 0:45 | - |
| Milford | 226 | 2 | 0 | 2 | 1:80 | 1:113 | larger |
| Polytech | 0 | 0 | 0 | 0 | - | - | - |
| Smyrna | 33 | 1 | 0 | 1 | 1:33 | 1:33 | same |
| Total Kent County | 512 | 8 | 0 | 8 | | | |
| Sussex County | | | | | | | |
| Cape Henlopen | 48 | 3 | 0 | 3 | 1:31 | 1:16 | smaller |
| Delmar | 3 | 0 | 0 | 0 | 0:11 | 0:3 | - |
| Indian River | 394 | 14 | 0 | 14 | 1:20 | 1:28 | larger |
| Laurel | 46 | 1 | 0 | 1 | 1:40 | 1:46 | larger |
| Seaford | 180 | 1 | 0 | 1 | 1:108 | 1:180 | larger |
| Sussex Tech | 0 | 0 | 0 | 0 | - | - | - |
| Woodbridge | 60 | 3 | 0 | 3 | 1:28 | 1:20 | smaller |
| Total Sussex County | 731 | 22 | 0 | 22 | | | |
| Charter | | | | | | | |
| Marion T. Academy | 1 | 0 | 0 | 0 | - | 0:1 | - |
| Thomas Edison | 2 | 0 | 0 | 0 | - | 0:2 | - |
| Total Charter | 3 | 0 | 0 | 0 | - | | |
| State | | | | | | | |
| TOTAL STATE | 3,523 | 58 | 27 | 85 | | | |

Question 5: Were teachers provided with in-service or pre-service training specific to ESL or bilingual education?

Each district was asked to report the number of teachers who were provided with in-service or pre-service training specific to ESL or bilingual education during the 2002-2003 school year. District responses are summarized in Table 10. The number of ELLs in each district is included for reference. As shown in the table:

- Overall, in 2002-2003, 1,509 teachers participated in in-service or pre-service training specific to ESL or bilingual education, compared to 1,399 teachers in 2001-2002. In 2002-2003, 110 additional teachers received training.
- Five districts trained over 100 teachers in ESL/bilingual-related content. Colonial trained 792 teachers, Red Clay trained 200 teachers, Seaford trained 165 teachers, Christina trained 105 teachers, and Brandywine trained 100 teachers.

Table 10. Number of teachers receiving ESL/bilingual in-service by district and number of ELLs -2002-2003

| District | No. of ELLs | No. of teachers receiving ESL/bilingual in-service* | | |
|--------------------------|-------------|--|-------|------|
| | | 01-02 | 02-03 | +/- |
| New Castle County | | | | |
| Appoquinimink | 49 | 30 | 9 | -21 |
| Brandywine | 324 | 135 | 100 | -35 |
| Christina | 505 | 200 | 105 | -95 |
| Colonial | 454 | 523 | 792 | +269 |
| NCC Vo-Tech | 19 | 0 | 0 | 0 |
| Red Clay | 926 | 150 | 200 | +50 |
| Total New Castle Cnty | 2,277 | 1,038 | 1,206 | +168 |
| Kent County | | | | |
| Caesar Rodney | 59 | 0 | 52 | +52 |
| Capital | 149 | 1 | 4 | +3 |
| Lake Forest | 45 | 1 | 1 | 0 |
| Milford | 226 | 140 | 30 | -110 |
| Smyrna | 33 | 1 | 1 | 0 |
| Total Kent Cnty | 512 | 143 | 88 | -55 |

Table 10 (Continued). Number of teachers receiving ESL/bilingual in-service by district and number of ELLs -2002-2003

| District | No. of ELLs | <u>No. of teachers receiving ESL/bilingual in-service*</u> | | |
|----------------------|-------------|--|-------|------|
| | | 01-02 | 02-03 | +/- |
| Sussex County | | | | |
| Cape Henlopen | 48 | 1 | 30 | +29 |
| Delmar | 3 | 1 | 0 | -1 |
| Indian River | 394 | 13 | 20 | +7 |
| Laurel | 46 | 71 | 0 | -71 |
| Seaford | 180 | 130 | 165 | +35 |
| Woodbridge | 60 | 2 | 0 | -2 |
| Total Sussex Cnty | 731 | 218 | 215 | -3 |
| Charter | | | | |
| Marion T. Academy | 1 | - | 0 | - |
| Thomas Edison | 2 | - | 0 | - |
| Total Charter | 3 | - | 0 | - |
| State | | | | |
| Total State | 3,523 | 1,399 | 1,509 | +110 |

*includes all teachers who received any in-service in this area

Question 6: Was there a change in the reported number of ELLs being reclassified as FEP during the 2002-2003 school year, when compared to the previous school year?

Students were reclassified as fully English proficient (FEP) in the Fall of 2003 for the 2002-2003 school year. These responses are summarized by grade level in Table 11. As shown in the table:

- Overall, 306 ELLs were reclassified as FEP during the 2002-2003 school year, compared to 217 ELLs in 2001-2002, an increase of 89 students or 41 %.
- In 2002-2003, grade 3 had the largest numbers of students reclassified (86 students), followed by grade 2 (75 students), grade 5 (47 students), and grade 6 (43).

Table 11. Number of ELLs reclassified as FEP* based on the LAS³ during 2001-2002 and 2002-2003

| Grade | ELLs reclassified | | Change +/- |
|-------|-------------------|-----------|------------|
| | 2001-2002 | 2002-2003 | |
| 1 | 1 | 4 | +3 |
| 2 | 37 | 75 | +38 |
| 3 | 67 | 86 | +19 |
| 4 | 28 | 34 | +6 |
| 5 | 38 | 47 | +9 |
| 6 | 24 | 43 | +19 |
| 7 | 3 | 1 | -2 |
| 8 | 4 | 0 | -4 |
| 9 | 7 | 4 | -3 |
| 10 | 6 | 6 | 0 |
| 11 | 1 | 4 | +3 |
| 12 | 1 | 2 | +1 |
| TOTAL | 217 | 306 | +89 |

*fully English proficient (FEP)

³ The LAS or Language Assessment Scales test was used to identify students who met the criteria for reclassification to FEP. To be reclassified a student must have an English proficiency index of level 4 or 5 on the annual oral assessment and level 3 on the annual Read/Write assessment.

Question 7: 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 12), math (Table 13), and writing (Table 14). Scores are aggregated statewide and are not presented by district as, in most cases, the ELLs' 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 2002 testing.

As shown in Table 12:

- In 2003, the percent of tested ELLs meeting/exceeding the reading standard decreased as grade level increased from 67% for grade 3 to 15% for grade 10.
- The percent of ELLs meeting/exceeding the reading standard were from 12% (grade 3) to 54% (grade 8) lower than the percents for non-ELLs.
- Compared to 2002, the percent of ELLs meeting/exceeding the reading standard decreased for grades 3, 8, and 10 and increased for grade 5.

Table 12. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Reading Assessment-Spring 2002 and 2003

| Grade/ (Group) | <u>Meeting/Exceeding Reading Standards</u> | | | | |
|-------------------|--|-----|-------|-----|------|
| | 2002 | | 2003 | | +/- |
| | # | % | # | % | |
| 3 (ELLs) | 142 | 73% | 94 | 67% | -6% |
| 3 (non-ELLs) | 8,223 | 79% | 8,135 | 79% | 0% |
| 5 (ELLs) | 119 | 45% | 70 | 51% | 6% |
| 5 (non-ELLs) | 8,126 | 78% | 8,187 | 79% | 1% |
| 8 (ELLs) | 92 | 37% | 83 | 16% | -21% |
| 8 (non-ELLs) | 8,675 | 72% | 9,034 | 70% | -2% |
| 10 (ELLs) | 113 | 32% | 75 | 15% | -17% |
| 10 (non-ELLs) | 7,761 | 67% | 7,451 | 67% | 0% |

Analysis of the DSTP math scores in Table 13 shows:

- In 2003, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 5 (54%) and lowest at grade 8 (23%).
- The percent of ELLs meeting/exceeding the math standard were from 17% (grade 5) to 24% (grade 8) lower than the percents for non-ELLs.
- Compared to 2002, the percent of ELLs meeting/exceeding the math standard decreased for grades 3, 8, and 10 and increased for grade 5.

Table 13. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Math Assessment-Spring 2002 and 2003

| Grade/ (Group) | Meeting/Exceeding Math Standards | | | | |
|-------------------|----------------------------------|-----|-------|-----|------|
| | 2002 | | 2003 | | +/- |
| | # | % | # | % | |
| 3 (ELLs) | 144 | 65% | 129 | 51% | -14% |
| 3 (non-ELLs) | 8,608 | 72% | 8,689 | 74% | 2% |
| 5 (ELLs) | 144 | 44% | 84 | 54% | 10% |
| 5 (non-ELLs) | 8,409 | 68% | 8,681 | 71% | 3% |
| 8 (ELLs) | 95 | 32% | 98 | 23% | -9% |
| 8 (non-ELLs) | 8,750 | 48% | 9,369 | 47% | -1% |
| 10 (ELLs) | 113 | 27% | 79 | 24% | -3% |
| 10 (non-ELLs) | 7,780 | 43% | 7,492 | 45% | 2% |

Analysis of the DSTP writing scores in Table 14 shows:

- In 2003, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 10 (35%) and lowest at grade 3 (23%).
- The percent of ELLs meeting/exceeding the writing standard were from 16% (grade 3) to 47% (grade 8) lower than the percents for non-ELLs.
- Compared to 2002, the percent of ELLs meeting/exceeding the writing standard decreased for grades 3 and 8 and increased for grades 5 and 10.

Table 14. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Writing Assessment-Spring 2002 and 2003

| Grade/ (Group) | Meeting/Exceeding Writing Standards | | | | |
|-------------------|-------------------------------------|-----|-------|-----|------|
| | 2002 | | 2003 | | +/- |
| | # | % | # | % | |
| 3 (ELLs) | 154 | 40% | 120 | 23% | -17% |
| 3 (non-ELLs) | 8,603 | 46% | 8,656 | 39% | -7% |
| 5 (ELLs) | 125 | 30% | 82 | 34% | 4% |
| 5 (non-ELLs) | 8,443 | 50% | 8,679 | 60% | 10% |
| 8 (ELLs) | 94 | 53% | 91 | 31% | -22% |
| 8 (non-ELLs) | 8,851 | 72% | 9,353 | 78% | 6% |
| 10 (ELLs) | 115 | 30% | 80 | 35% | 5% |
| 10 (non-ELLs) | 7,885 | 50% | 7,539 | 73% | 23% |

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 15) and social studies (Table 16). For comparison purposes, scores are included for non-ELLs and for the 2002 testing.

Analysis of the DSTP science scores in Table 15 shows:

- In 2003 among tested ELLs, 79% in grade 4, 39% in grade 6, 22% of in grade 8, and 24% in grade 11 met/ exceeded the science standard.
- The percent of ELLs meeting/exceeding the science standard was 19% lower than the percent for non-ELLs for grade 4, 35% lower for grade 6, 35% lower for grade 8, and 28% lower for grade 11.

Table 15. 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)- 2002 and 2003

| Grade/ (Group) | Meeting/Exceeding Science Standards | | | | +/- |
|-------------------|-------------------------------------|-----|-------|-----|-----|
| | 2002 | | 2003 | | |
| | # | % | # | % | |
| 4 (ELLs) | 189 | 60% | 239 | 79% | 19% |
| 4 (non-ELLs) | 8,615 | 87% | 8,412 | 90% | 3% |
| 6 (ELLs) | 171 | 28% | 204 | 39% | 11% |
| 6 (non-ELLs) | 8,714 | 71% | 8,888 | 74% | 3% |
| 8 (ELLs) | 90 | 22% | 101 | 14% | -8% |
| 8 (non-ELLs) | 8,693 | 44% | 9,247 | 49% | 5% |
| 11 (ELLs) | 77 | 23% | 80 | 24% | 1% |
| 11 (non-ELLs) | 6,421 | 55% | 6,572 | 52% | -3% |

Analysis of the DSTP social studies scores in Table 16 shows:

- In 2003 among tested ELLs, 37% in grade 4, 33% in grade 6, 15% of in grade 8, and 27% in grade 11 met/ exceeded the social studies standard.
- The percent of ELLs meeting/exceeding the social studies standard was 23% lower than the percent for non-ELLs for grade 4, 31% lower for grade 6, 32% lower for grade 8, and 22% lower for grade 11.

Table 16. 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)- 2002 and 2003

| Grade/ (Group) | <u>Meeting/Exceeding Social Studies Standards</u> | | | | |
|-------------------|---|-----|-------|-----|------|
| | 2002 | | 2003 | | +/- |
| | # | % | # | % | |
| 4 (ELLs) | 187 | 25% | 239 | 37% | 12% |
| 4 (non-ELLs) | 8,612 | 56% | 8,408 | 60% | 4% |
| 6 (ELLs) | 171 | 16% | 203 | 33% | 17% |
| 6 (non-ELLs) | 8,691 | 54% | 8,885 | 64% | 10% |
| 8 (ELLs) | 91 | 25% | 100 | 15% | -10% |
| 8 (non-ELLs) | 8,672 | 48% | 9,219 | 47% | -1% |
| 11 (ELLs) | 75 | 9% | 78 | 27% | 18% |
| 11 (non-ELLs) | 6,394 | 44% | 6,532 | 49% | 5% |

Conclusions

The following section summarizes the findings related to each of the seven questions that structured the report.

Question 1: Was there a change in the reported number of ELLs being served by Delaware school districts and counties from 2001-2002 to 2002-2003?

In the Spring of 2003, Delaware school districts reported 3,523 ELLs enrolled and being served, an increase of 545 students, or 18.3% from the previous year.

- New Castle County, with more than half of the state's enrollment (56.4%), reported 2,277 ELLs or 64.6% of Delaware's ELL population, an increase of 187 ELLs (8.9%) from 2001-2002. All districts except Christina reported increases in the number of ELLs.
- Kent County, with a little more than one-fifth of the state's enrollment (20.9%), reported 512 ELLs or 14.5% of Delaware's ELL population, an increase of 160 ELLs (45.5%) from 2001-2002. Four out of six districts reported increases in the number of ELLs and two districts reported no change.
- Sussex County, with almost one-fifth of the state's enrollment (18.5%), reported 731 ELLs or 20.7% of Delaware's ELL population, a increase of 195 students (36.4%) from 2001-2002. Four out of seven districts reported increases in the number of ELLs, two districts reported a decrease, and one district reported no change.
- ELLs were reported in charter schools for the first time. One ELL student was reported by Marion T. Academy and two were reported by Thomas Edison.

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 2002-2003, the largest number of ELLs reported were enrolled in grade 1 (552), followed by kindergarten (501), grade 2 (443), and grade 3 (305). This pattern was similar to that of the previous year. Pre-kindergarten reported the smallest number of ELLs (8), followed by grade 12 (94), and grade 11 (105). This pattern was the same as that of the previous year.
- Sixty (60) different languages were reported to be spoken by Delaware's ELLs. The majority (2,642 students or 75%) reported Spanish to be their primary language, followed by Creole (238 students or 7%), Korean (115 students or 3%), and Chinese (84 students or 2%).

Question 3: What type of instruction did ELLs receive, specifically, did it incorporate the students' native language?

- In 2002-2003, most ELLs (61%) were provided with ESL instruction, up slightly from 2001-2002. Twenty percent (20%) continued to be provided with bilingual instruction. Approximately 11% of ELLs received regular classroom instruction. Approximately 9% of ELLs were provided with dual language instruction. The percent of ELLs receiving instruction incorporating their native language was approximately the same as the previous year (28%). The number of ELLs receiving instruction incorporating their native language increased from 845 students in 2001-2002 to 1,004 students in 2002-2003.
- Districts reported that 70% of ELLs were not provided with additional services. The most frequently reported additional instructional services provided to ELLs were Title I (15%), Special Education (7%), and Extra Time (6%).

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

- Overall, Delaware districts reported 85 certified teachers assigned to ELLs, 58 were ESL certified, 27 were bilingual certified teachers.
- New Castle County reported the largest number of certified teachers assigned to ELLs (55), about half were ESL certified (28) and the other half were bilingual certified (27). Most of these teachers were in Red Clay School District (22 teachers) and Christina School District (17 teachers).
- Kent County reported 8 certified teachers assigned to ELLs, all of whom were ESL certified. Most of these teachers were in the Capital (3 teachers), Caesar Rodney (2 teachers), and Milford (2 teachers) School Districts.
- Sussex County reported 22 certified teachers assigned to ELLs, all of whom were ESL certified. The majority of these teachers (14) were in the Indian River School District.

Question 5: Were teachers provided with in-service or pre-service training specific to ESL or bilingual education?

- Overall, in 2002-2003, 1,509 teachers participated in in-service or pre-service training specific to ESL or bilingual education, compared to 1,399 teachers in 2001-2002. In 2002-2003, 110 additional teachers received training. Five districts trained over 100 teachers in ESL/bilingual-related content. Colonial trained 792 teachers, Red Clay trained 200 teachers, Seaford trained 165 teachers, Christina trained 105 teachers, and Brandywine trained 100 teachers.

Question 6: Was there a change in the reported number of ELLs being reclassified as fully English proficient (FEP) during the 2002-2003 school year, when compared to the previous school year?

- The LAS or Language Assessment Scales test was used to identify students who met the criteria for reclassification to FEP. Overall, 306 ELLs were reclassified as FEP during the 2002-2003 school year, compared to 217 ELLs in 2001-2002, an increase of 89 students or 41%. In 2002-2003, grade 3 had the largest numbers of students reclassified (86 students), followed by grade 2 (75 students), grade 5 (47 students), and grade 6 (43).

Question 7: To what extent do ELLs meet or exceed the standards on the DSTP assessments?

- In 2003, the percent of tested ELLs meeting/exceeding the reading standard decreased as grade level increased from 67% for grade 3 to 15% for grade 10. The percent of ELLs meeting/exceeding the reading standard were from 12% (grade 3) to 54% (grade 8) lower than the percents for non-ELLs.
- In 2003, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 5 (54%) and lowest at grade 8 (23%). The percent of ELLs meeting/exceeding the math standard were from 17% (grade 5) to 24% (grade 8) lower than the percents for non-ELLs.
- In 2003, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 10 (35%) and lowest at grade 3 (23%). The percent of ELLs meeting/exceeding the writing standard were from 16% (grade 3) to 47% (grade 8) lower than the percents for non-ELLs.
- In 2003, among tested ELLs, 79% in grade 4, 39% in grade 6, 22% of in grade 8, and 24% in grade 11 met/ exceeded the science standard. The percent of ELLs meeting/exceeding the science standard was 19% lower than the percent for non-ELLs for grade 4, 35% lower for grade 6, 35% lower for grade 8 and 28% lower for grade 11.
- In 2003, among tested ELLs, 37% in grade 4, 33% in grade 6, 15% in grade 8, and 27% in grade 11 met/ exceeded the social studies standard. The percent of ELLs meeting/exceeding the social studies standard was 23% lower than the percent for non-ELLs for grade 4, 31% lower for grade 6, 32% lower for grade 8 and 22% lower for grade 11.

Appendix

Languages Spoken by ELLs-2002-2003

| | |
|-------------|----------------|
| Afrikaans | Pashto |
| Akan | Philippine |
| Albanian | Polish |
| Amharic | Portuguese |
| Arabic | Romanian |
| Azerbaijani | Russian |
| Bengali | Serbo-Croatian |
| Bulgarian | Soninke |
| Burmese | Spanish |
| Cantonese | Sudaneese |
| Chinese | Swahili |
| Creole | Tagalog |
| Dutch | Tamil |
| Estonian | Telugu |
| Farsi | Thai |
| French | Tigre |
| Ga | Tigrigna |
| German | Turkish |
| Greek | Twi |
| Gujarati | Ukranian |
| Hindi | Urdu |
| Ibu | Vai |
| Ilongo | Vietnamese |
| Indonesian | Yoruba |
| Italian | |
| Japanese | |
| Khmer | |
| Konkani | |
| Korean | |
| Krahn | |
| Mandarin | |
| Mandinka | |
| Manya | |
| Marathi | |
| Panjabi | |
| Papauan | |