

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



Delaware Department of Education

2003 - 2004

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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 2003-2004 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/ELLs 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. Later sections of the report describe the Delaware student population, findings, conclusions, and some general implications based on these findings and conclusions.

Background

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

A. An individual who:

- 1) was not born in the United States or whose native language is a language other than English, and comes from an environment where a language other than English is dominant; or
- 2) is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- 3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B. An individual who:

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

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

the challenge of enabling linguistically diverse students, from a wide variety of cultural heritages, to achieve the same challenging content and performance standards as English-proficient students.

This report documents Delaware school districts' ELLs, instructional programs, and staff information during the 2003-2004 school year. It also includes a summary of performance on the Delaware Student Testing Program (DSTP) for ELLs.

Data Sources, Purpose, Design, and Guiding Questions

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

Data Sources

The data collected on ELLs, as well as teachers providing ESL and bilingual instruction, are based on seven areas: 1) student background, 2) type of instruction, 3) other services received, 4) entry 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 four districts in New Castle County, Brandywine, Christina, Colonial, and Red Clay. Electronic updates are to be provided throughout the school year as changes occur. For the 2003-2004 school year, data were submitted by all 19 school districts and four 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, 2004.

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 2004 – Grades 3, 5, 8, and 10; Science and Social Studies in May 2004 – Grades 8 and 11; Science and Social Studies in October 2003 – Grades 4 and 6).

Finally, summary enrollment data shown on page 5 reflects the April 30, 2004 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.

Purpose

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

Design

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

Consistent with the state's emphasis on meeting state standards, the DSTP data are reported here as the percent of students meeting or exceeding state 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 as, in most cases, the ELLs 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 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 2002-2003 to 2003-2004?
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; specifically, did it incorporate 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 ELL student reclassification.

6. Was there a change in the reported number of ELLs being reclassified as FEP during the 2003-2004 school year, when compared to the previous school year?

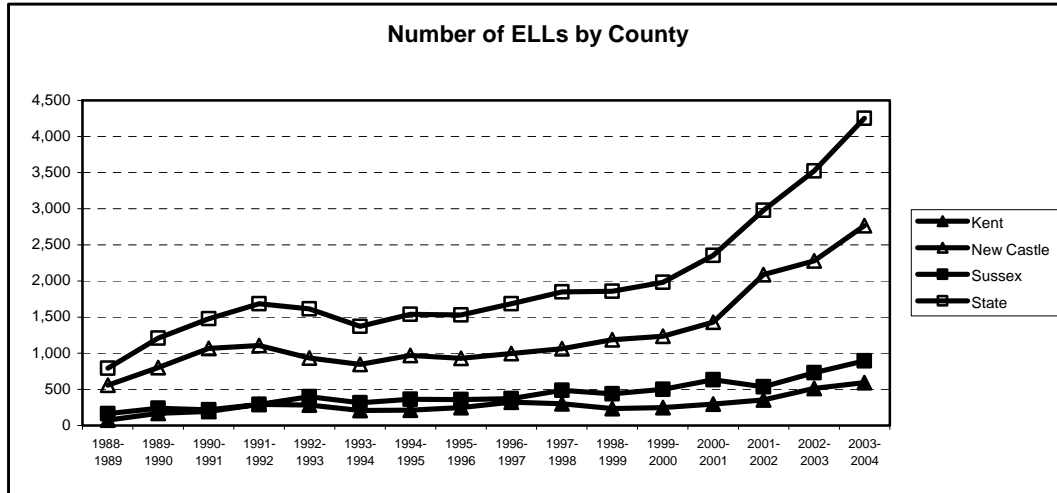
Question seven addresses ELLs student academic performance.

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

The 2003-2004 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, 2004. 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 ELL students, for 2003-2004, was as follows:

Grades	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
Pre-K & K	9,130	7.8%	691	16.2%	7.6%
1-3	26,814	22.8%	1,660	39.0%	6.2%
4-8	47,755	40.7%	1,245	29.3%	2.6%
9-12	33,719	28.7%	658	15.5%	2.0%
Total	117,418	100.0%	4,254	100.0%	3.6%

- 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 2003-2004, 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)	65,614	55.9%	2,765	65.0%	4.2%
Kent (6)	24,026	20.5%	588	13.8%	2.4%
Sussex (7)	21,536	18.3%	890	20.9%	4.1%
Charter (13)	6,242	5.3%	11	0.3%	0.2%
Total (32)	117,418	100.0%	4,254	100.0%	3.6%

- New Castle County had the highest percent of ELLs as percent of total enrollment at 4.2%.

The Delaware student enrollment, by race/ethnicity, for 2003-2004, was as follows:

Race/Ethnicity	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
American Indian	361	0.3%	4	0.1%	1.1%
Asian American	3,151	2.7%	489	11.5%	15.5%
Hispanic	9,370	8.0%	3,207	75.4%	34.2%
Black/African American	37,654	32.1%	414	9.7%	1.1%
Caucasian	66,882	57.0%	140	3.3%	0.2%
Total	117,418	100.0%	4,254	100.0%	3.6%

- Among Hispanic students enrolled in 2003-2004, nearly 35% 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 2002-2003 to 2003-2004?

Table 1 presents the reported number of ELLs enrolled during the 2002-2003 and 2003-2004 school years, ELLs as a percent of total enrollment, and the number and percent change in the number of ELLs from year-to-year. As indicated in the table:

- There were 4,254 ELLs reported being enrolled and served in Delaware school districts in 2003-2004.
- Overall, there was a 20.7% increase, from 2002-2003 to 2003-2004, 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- 2002-2003 and 2003-2004.

Students	2002-2003	2003-2004	Number and Percent Change +/-
Non-English Speaker (NES) – (K-1)	61	499	N/A
Limited English Speaker (LES) – (K-1)	165	478	N/A
Full English Speaker (FES) – (K-1)	203	379	N/A
Non-English Proficient (NEP) – (2-12)	1,276	1,153	N/A
Limited English Proficient (LEP) – (2-12)	1,818	1,745	N/A
Total ELLs	3,523	4,254	+20.7%
% of Total Enrollment	3.0%	3.6%	

N/A – There were substantial misclassifications in 2003 due to change in reporting categories-data cannot be compared.

Table 2 presents a summary of the number of ELLs in 2002-2003 and 2003-2004, by district and county, along with the change from 2002-2003 to 2003-2004. As the table illustrates:

- In 2003-2004, New Castle County reported 2,765 ELLs, an increase of 21.4% from 2002-2003. All districts except Appoquinimink and New Castle County VoTech reported increases in the number of ELLs.
- In 2003-2004, Kent County reported 588 ELLs, an increase of 14.8% from 2002-2003. Four out of six districts reported increases in the number of ELLs and two districts reported no change.

- In 2003-2004, Sussex County reported 890 ELLs, an increase of 21.8% from 2002-2003. Four out of seven districts reported increases in the number of ELLs, two districts reported a decrease, and one district reported no change.
- In 2003-2004, Charters reported 11 ELLs. Seven ELL students were reported by the Academy of Dover.

Table 2. ELLs, by District and County- 2002-2003 and 2003-2004.

District	No. of ELLs		Number and Percent Change +/-
	2002-2003	2003-2004	
New Castle County			
Appoquinimink	49	44	-5 (-10.2%)
Brandywine	324	384	+60 (18.5%)
Christina	505	677	+172 (34.1%)
Colonial	454	497	+43 (9.5%)
NCC VoTech	19	16	-3 (-15.8%)
Red Clay	926	1,147	+221 (23.9%)
Total New Castle County	2,277	2,765	+488 (21.4%)
% of Total Enrollment*	3.5%	4.2%	
Kent County			
Caesar Rodney	59	69	+10 (16.9%)
Capital	149	182	+33 (22.1%)
Lake Forest	45	45	No Change
Milford	226	234	+8 (3.5%)
Polytech	0	0	---
Smyrna	33	58	+25 (75.8%)
Total Kent County	512	588	+76 (14.8%)
% of Total Enrollment*	2.1%	2.4%	

Table 2 (continued). ELLs by District and County- 2002-2003 and 2003-2004.

District	No. of ELLs		Number and Percent Change +/-
	2002-2003	2003-2004	
Sussex County			
Cape Henlopen	48	98	+50 (104.2%)
Delmar	3	7	+4 (133.3%)
Indian River	394	485	+91 (23.1%)
Laurel	46	64	+18 (39.1%)
Seaford	180	166	-14 (-7.8%)
Sussex Tech	0	1	+1 (---)
Woodbridge	60	69	+9 (15.0%)
Total Sussex County	731	890	+159 (21.8%)
% of Total Enrollment*	3.4%	4.1%	
Charter			
Academy of Dover	N/A	7	N/A
Marion T. Academy	1	0	-1 (---)
MOT	0	1	+1 (---)
Newark	0	1	+1 (---)
Thomas Edison	2	2	No Change
Charter Total	3	11	+8 (266.7%)
% of Total Enrollment*	0.1%	0.2%	
State			
TOTAL STATE	3,523	4,254	+731 (20.7%)
% of Total Enrollment**	3.0%	3.6%	

- * based on county/charter enrollment
- ** based on state enrollment

Table 3 summarizes each county's percent of Delaware's total ELL population, for 2002-2003 and 2003-2004, 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 488 ELLs or 21.4%.

- Kent County, with 13.8% of the state's ELL population, had an increase of 76 ELLs or 14.8%.
- Sussex County, with 21% of the state's ELL population, had an increase of 159 ELLs or 21.7%.

**Table 3. Distribution of ELLs across counties
2002-2003 and 2003-2004.**

County	No. (%) of ELLs		Number and Percent Change +/-
	2002-2003	2003-2004	
New Castle County	2,277 (65%)	2,765 (65%)	+488 (21.4%)
Kent County	512 (15%)	588 (13.8%)	+76 (14.8%)
Sussex County	731 (21%)	890 (21%)	+159 (21.7%)
Charter	3 (<1%)	11 (<1%)	+8 (---)
TOTAL	3,523 (100%)	4,254 (100%)	+731 (20.7%)

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 2002-2003 and 2003-2004, along with changes from year-to-year.

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

- In 2003-2004, the largest number of ELLs reported were enrolled in kindergarten (680 students), followed by Grade 1 (679 students), Grade 2 (581 students), and Grade 3 (400 students). This pattern was similar to that of the previous year.
- In 2003-2004, pre-kindergarten reported the smallest number of ELLs (11 ELLs), followed by Grade 12 (95 ELLs), and Grade 11 (139 ELLs). This pattern was the same as that of the previous year.

The increase of 731 ELLs from 2002-2003 to 2003-2004 was distributed across grades from +179 ELLs in kindergarten to +3 ELLs in Pre-K. After kindergarten, grade levels with the largest increase were Grade 2 (138 ELLs) and Grade 1 (127 ELLs). The only grade to show a decrease was Grade 6 where the change was -13 ELLs. Grade 9 had no change.

**Table 4. Number of ELLs by grade
2002-2003 and 2003-2004.**

Grade	No. of ELLs		Change +/-
	2002-2003	2003-2004	
Pre-K	8	11	+3
K	501	680	+179
1	552	679	+127
2	443	581	+138
3	305	400	+95
4	242	259	+17
5	220	290	+70
6	220	207	-13
7	202	209	+7
8	231	280	+49
9	240	240	0
10	160	184	+24
11	105	139	+34
12	94	95	+1
TOTAL	3,523	4,254	+731

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 for a list of all languages spoken by ELLs).

As shown in Table 5:

- Sixty (69) different languages were reported to be spoken by Delaware's ELLs.
- The majority (3,247 students or 76.3%) reported Spanish to be their primary language, followed by Creole (265 students or 6.2%), Chinese (103 students or 2.4%), and Korean (95 students or 2.2%).
- 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- 2003-2004.

Number of ELLs (%)	Languages spoken by 7 or more ELLs	Number of ELLs (%)	Languages spoken by 7 or more ELLs
3,247 (76%)	Spanish	21 (1%)	Russian
265 (6%)	Creole	20 (1%)	Vietnamese
103 (2%)	Chinese (includes Cantonese and Mandarin)	18 (<1%)	Tagalog
95 (2%)	Korean	17 (<1%)	Farsi
44 (1%)	Gujarati	17 (<1%)	Swahili
43 (1%)	French	15 (<1%)	Telugu
38 (1%)	Turkish	12 (<1%)	Panjabi
32 (1%)	Arabic	12 (<1%)	Twi
32 (1%)	Hindi	8 (<1%)	Afrikaans
30 (1%)	Bengali	8 (<1%)	Akan
28 (1%)	Pashto	7 (<1%)	Amharic
25 (1%)	Urdu	7 (<1%)	Greek

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

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

Districts were asked which of four types of instruction were provided to ELLs; 1) bilingual (instruction in native language and English across the curriculum, or native language support, 2) ESL (instruction in English across the curriculum), 3) Dual Language (language minority students and language majority students are taught in Spanish and English across the curriculum), 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 2002-2003 and 2003-2004, and the change from year-to-year. As the table shows:

- In 2003-2004, most ELLs (55%) were provided with ESL instruction, down from 2002-2003.
- In 2003-2004, 19% continued to be provided with bilingual instruction. Approximately 15% of ELLs received regular classroom instruction. Approximately 9% of ELLs were provided with dual language instruction.

Table 6. Types of instruction provided to ELLs- 2002-2003 and 2003-2004.

Type of ELLs instruction	No. of ELLs		% of ELLs		Change +/-
	02-03	03-04	02-03	03-04	
ESL	2,130	2,348	61%	55%	-6%
Bilingual	704	827	20%	19%	-1%
Regular Class (RCI)	389	636	11%	15%	+4%
Dual Language	300	400	9%	9%	0%
Not reported	0	43	0%	1%	-
Total	3,523	4,254	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 2002-2003 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 (29%). The number of ELLs receiving instruction incorporating their native language increased from 1,004 students in 2002-2003 to 1,227 students in 2003-2004.
- There were increases at six grade levels in the percent of ELLs receiving instruction incorporating their native language, kindergarten (+4%), grades 7 (+2%), 8 (+1%), 9 (+3%), 10 (+5%), and grade 12 (+6%).
- Six grade levels showed decreases in the percent of ELLs receiving instruction incorporating their native language, grade 1 (-2%), grade 2 (-1%), grade 3 (-3%), grade 5 (-3%), grade 6 (-7%) and grade 11 (-2%). Pre-K and grade showed no change.
- In 2003-2004, the grade levels with the highest percent of ELLs receiving instruction incorporating their native language were: grades 5 and 3 (both 34%), grade 2 (33%), grade 4 (32%), and kindergarten (32%). Others ranged from 28% (grade 8) to 15% (grade 11).

Table 7. Instruction provided to ELLs that incorporates students' native language by grade 2002-2003 and 2003-2004.

Grade	ELLs whose instruction incorporates native language*		Change +/-
	2002-2003	2003-2004	
Pre-K	0 (0%)	0 (0%)	-
K	141 (28%)	218 (32%)	+77 (+4%)
1	161 (29%)	186 (27%)	+25 (-2%)
2	150 (34%)	194 (33%)	+44 (-1%)
3	113 (37%)	136 (34%)	+23 (-3%)
4	78 (32%)	84 (32%)	+6 (0%)
5	81 (37%)	100 (34%)	+19 (-3%)
6	73 (33%)	54 (26%)	-19 (-7%)
7	44 (22%)	50 (24%)	+6 (+2%)
8	62 (27%)	77 (28%)	+15 (+1%)
9	51 (21%)	57 (24%)	+6 (+3%)
10	21 (13%)	33 (18%)	+12 (+5%)
11	18 (17%)	21 (15%)	+3 (-2%)
12	11 (12%)	17 (18%)	+6 (+6%)
TOTAL	1,004 (28%)	1,227 (29%)	+223 (+1%)

* includes bilingual instruction and dual language instruction

** percents are rounded and approximate; based on grade-level ELLs enrollments

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 74% of ELLs were not provided with any additional services.
- The most frequently reported additional instructional services provided to ELLs were Title I (15%), Special Education (7%), and Extra Time (3%).

- Only 3% of ELLs were provided with “other” additional services, Alternative Placement services (<1%), or Basic Skills (<1%). No ELLs were reported in Home Bound.

Table 8. Services provided to ELLs- 2003-2004.

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	1	0	4	0	0	0	3	4
K	98	16	30	0	0	11	11	545
1	134	9	48	4	0	6	19	487
2	184	4	26	5	0	1	23	358
3	125	21	35	6	0	0	21	217
4	27	19	20	0	0	1	17	181
5	41	10	29	1	0	0	16	206
6	5	13	27	0	0	0	1	168
7	4	1	22	0	0	0	4	176
8	2	19	22	0	0	1	3	235
9	0	14	19	0	0	0	1	207
10	0	4	5	0	0	0	4	171
11	0	4	12	0	0	0	2	121
12	0	3	3	0	0	0	3	86
Total/ Percent**	621 (15%)	137 (3%)	302 (7%)	16 (<1%)	0 (0%)	20 (<1%)	128 (3%)	3,162 (74%)

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

** based on a 2003-2004 ELL enrollment of 4,254

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 2003-2004 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 2002-2003 and 2003-2004, and the change in the ratio from year-to-year. As shown in Table 9:

- Overall, Delaware districts reported 102 certified teachers assigned to ELLs, 70 were ESL certified, 32 were bilingual certified teachers.
- New Castle County reported the largest number of certified teachers assigned to ELLs (67), 40 were ESL certified and 27 were bilingual certified. Most of these teachers were in Red Clay School District (23 teachers) and Christina School District (22 teachers).
- Kent County reported 14 certified teachers assigned to ELLs, 9 were ESL certified and 5 were bilingual certified. Most of these teachers were in the Lake Forest (6 teachers) and Capital (3 teachers) School Districts.
- Sussex County reported 21 certified teachers assigned to ELLs, all of whom were ESL certified. The majority of these teachers (11) 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 1 ELL in the Sussex Tech School District, to 1 certified teacher to 128 ELLs in the Brandywine District.
- Compared to the 2002-2003 school year, certified teacher/ELLs student ratio was smaller in 3 out of 6 New Castle County districts, in 1 out of 6 Kent County districts, and in 1 out of 7 Sussex County districts.

Table 9. Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELLs student/certified teacher ratio by district and county- 2002-2003 & 2003-2004.

District	No. of ELLs students	Certified teachers & ELLs assigned			Certified teacher/ ELLs student ratio		Ratio change
		ESL	Bilingual	Total	02-03	03-04	
New Castle County							
Appoquinimink	44	3	0	3	1:25	1:15	smaller
Brandywine	384	3	0	3	1:108	1:128	larger
Christina	677	12	10	22	1:29	1:31	larger
Colonial	497	13	0	13	1:40	1:38	smaller
NCC VoTech	16	3	0	3	0:19	1:5	smaller
Red Clay	1,147	6	17	23	1:41	1:50	larger
Total New Castle Cty	2,765	40	27	67			

Table 9 (Continued). Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELLs student/certified teacher ratio by district and county- 2002-2003 & 2003-2004.

District	No. of ELLs students	Certified teachers & ELLs assigned			Certified teacher/ ELLs student ratio		Ratio change
		ESL	Bilingual	Total	02-03	03-04	
Kent County							
Caesar Rodney	69	2	0	2	1:30	1:35	larger
Capital	182	3	0	3	1:50	1:61	larger
Lake Forest	45	1	5	6	0:45	1:8	smaller
Milford	234	2	0	2	1:113	1:117	larger
Polytech	0	0	0	0	-	-	-
Smyrna	58	1	0	1	1:33	1:58	larger
Total Kent Cty	588	9	5	14			
Sussex County							
Cape Henlopen	98	3	0	3	1:16	1:33	larger
Delmar	7	0	0	0	0:3	0:7	larger
Indian River	485	11	0	11	1:28	1:44	larger
Laurel	64	1	0	1	1:46	1:64	larger
Seaford	166	2	0	2	1:180	1:83	smaller
Sussex Tech	1	1	0	1	-	1:1	-
Woodbridge	69	3	0	3	1:20	1:23	larger
Total Sussex Cty	890	21	0	21			
Charter							
Academy of Dover	7	0	0	0	-	0:7	-
MOT	1	0	0	0	-	0:1	-
Newark	1	0	0	0	-	0:1	-
Thomas Edison	2	0	0	0	0:2	0:2	same
Total Charter	11	0	0	0	-		
State							
TOTAL STATE	4,254	70	32	102			

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 2003-2004 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 2003-2004, 1,564 teachers participated in in-service or pre-service training specific to ESL or bilingual education, compared to 1,509 teachers in 2002-2003. In 2003-2004, 55 additional teachers received training.
- Four districts trained over 100 teachers in ESL/bilingual-related content. Colonial trained 800 teachers, Red Clay trained 300 teachers, Milford trained 250 teachers, Christina trained 105 teachers, and Seaford trained 150 teachers.

Table 10. Number of teachers receiving ESL/bilingual in-service by district and number of ELLs -2003-2004.

District	No. of ELLs	No. of teachers receiving ESL/bilingual in-service*		
		02-03	03-04	+/-
New Castle County				
Appoquinimink	44	9	11	+2
Brandywine	384	100	4	-96
Christina	677	105	0	-105
Colonial	497	792	800	+8
NCC Vo-Tech	16	0	0	0
Red Clay	1,147	200	300	+100
Total New Castle Cty	2,765	1,206	1,115	-91
Kent County				
Caesar Rodney	69	52	20	-32
Capital	182	4	8	+4
Lake Forest	45	1	1	0
Milford	234	30	250	+220
Smyrna	58	1	1	0
Total Kent Cty	588	88	280	+192

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

Table 10 (Continued). Number of teachers receiving ESL/bilingual in-service by district and number of ELLs -2003-2004.

District	No. of ELLs	No. of teachers receiving ESL/bilingual in-service*		
		02-03	03-04	+/-
Sussex County				
Cape Henlopen	98	30	2	-28
Delmar	7	0	2	+2
Indian River	485	20	11	-9
Laurel	64	0	1	+1
Seaford	166	165	150	-15
Sussex Tech	1	1	1	0
Woodbridge	69	0	2	+2
Total Sussex Cty	890	215	169	-46
Charter				
Academy of Dover	7	-	0	N/A
MOT	1	0	0	0
Newark	1	0	0	0
Thomas Edison	2	0	-	N/A
Total Charter	11	0	0	0
State				
Total State	4,254	1,509	1,564	+55

- did not report

Question 6. Was there a change in the reported number of ELLs being reclassified as Fully English Proficient during the 2003-2004 school year, when compared to the previous school year?

Students were reclassified in the Fall of 2004 for the 2003-2004 school year. These responses are summarized by grade level in Table 11. As shown in the table:

- Overall, 415 ELLs were reclassified as FEP during the 2003-2004 school year, compared to 306 ELLs in 2002-2003, an increase of 109 students or 36%.
- In 2003-2004, grade 2 had the largest numbers of students reclassified (127 students), followed by grade 3 (116 students), grade 5 (52 students), and grade 6 (35).

Table 11. Number of ELLs reclassified as FEP based on the LAS³ during 2003-2003 and 2003-2004.

Grade	ELLs reclassified		Change +/-
	2002-2003	2003-2004	
1	4	16	+12
2	75	127	+52
3	86	116	+30
4	34	30	-4
5	47	52	+5
6	43	35	-8
7	1	1	0
8	0	6	+6
9	4	7	+3
10	6	12	+6
11	4	5	+1
12	2	8	+6
TOTAL	306	415	+109

³ The LAS (Language Assessment Scales) test was used to identify students who met the criteria for reclassification to FEP. To be reclassified a student must score at 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 2003 testing.

As shown in Table 12:

- In 2004, the percent of tested ELLs meeting/exceeding the reading standard decreased as grade level increased from 67% for grade 3 to 23% for grade 10.
- The percent of ELLs meeting/exceeding the reading standard were from 15% (grade 5) to 52% (grade 8) lower than the percents for non-ELLs.
- Compared to 2003, the percent of ELLs meeting/exceeding the reading standard increased for grades 5, 8, and 10 and stayed the same for grade 3.

Table 12. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Reading Assessment-Spring 2003 and 2004.

Grade/ Group	Meeting/Exceeding Reading Standards				
	2003		2004		+/-
	#	%	#	%	
3 (ELLs)	63	67%	141	67%	0%
3 (non-ELLs)	6,464	79%	6,342	83%	+4%
5 (ELLs)	36	51%	50	70%	+19%
5 (non-ELLs)	6,445	79%	6,713	85%	+6%
8 (ELLs)	-	16%	19	19%	+3%
8 (non-ELLs)	6,354	70%	6,592	71%	+1%
10 (ELLs)	-	15%	18	23%	+8%
10 (non-ELLs)	5,002	67%	5,083	72%	+5%

- for DSTP numbers smaller than 15 not reported to public

Analysis of the DSTP math scores in Table 13 shows:

- In 2004, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 3 (70%) and lowest at grade 8 (23%).
- The percent of ELLs meeting/exceeding the math standard were from 7% (grade 3) to 28% (grade 8) lower than the percents for non-ELLs.
- Compared to 2003, the percent of ELLs meeting/exceeding the math standard increased for grades 3, 5, and 10 and stayed the same for grade 8.

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 2003 and 2004.

Grade/ Group	Meeting/Exceeding Math Standards				
	2003		2004		+/-
	#	%	#	%	
3 (ELLs)	66	51%	186	70%	+19%
3 (non-ELLs)	6,424	74%	6,546	77%	+3%
5 (ELLs)	45	54%	71	61%	+7%
5 (non-ELLs)	6,177	71%	6,580	75%	+4%
8 (ELLs)	23	23%	30	23%	0%
8 (non-ELLs)	4,447	47%	4,888	51%	+4%
10 (ELLs)	19	24%	31	30%	+6%
10 (non-ELLs)	3,404	45%	3,885	53%	+8%

- for DSTP numbers smaller than 15 not reported to public

Analysis of the DSTP writing scores in Table 14 shows:

- In 2004, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 3 (44%) and lowest at grade 5 (29%).
- The percent of ELLs meeting/exceeding the writing standard were from 9% (grade 3) to 43% (grade 8) lower than the percents for non-ELLs.
- Compared to 2003, the percent of ELLs meeting/exceeding the writing standard decreased for grade 5 and increased for grades 3, 8 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 2003 and 2004.

Grade/ Group	<u>Meeting/Exceeding Writing Standards</u>				
	2003		2004		+/-
	#	%	#	%	
3 (ELLs)	27	23%	110	44%	+21%
3 (non-ELLs)	3,410	39%	4,411	53%	+14%
5 (ELLs)	28	34%	26	29%	-5%
5 (non-ELLs)	5,228	60%	5,253	60%	0%
8 (ELLs)	28	31%	47	39%	+8%
8 (non-ELLs)	7,316	78%	7,943	82%	+4%
10 (ELLs)	28	35%	34	40%	+5%
10 (non-ELLs)	5,497	73%	5,940	81%	+8%

- for DSTP numbers smaller than 15 not reported to 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 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 2004, among tested ELLs, 71% in grade 4, 40% in grade 6, 6% of in grade 8, and 10% in grade 11 met/ exceeded the science standard.
- The percent of ELLs meeting/exceeding the science standard was 20% lower than the percent for non-ELLs for grade 4, 36% lower for grade 6, 45% lower for grade 8 and 44% 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)- 2003 and 2004.

Grade/ Group	<u>Meeting/Exceeding Science Standards</u>				+/-
	2003		2004		
	#	%	#	%	
4 (ELLs)	188	79%	187	71%	-8%
4 (non-ELLs)	7,576	90%	7,613	91%	+1%
6 (ELLs)	80	39%	70	40%	+1%
6 (non-ELLs)	6,616	74%	6,957	76%	+2%
8 (ELLs)	-	14%	-	6%	-8%
8 (non-ELLs)	4,562	49%	4,824	51%	+2%
11 (ELLs)	19	24%	-	10%	-14%
11 (non-ELLs)	3,396	52%	3,573	54%	+2%

- for DSTP numbers smaller than 15 not reported to public

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

- In 2004, among tested ELLs, 41% in grade 4, 27% in grade 6, 7% of in grade 8, and 16% in grade 11 met/ exceeded the social studies standard.
- The percent of ELLs meeting/exceeding the social studies standard was 29% lower than the percent for non-ELLs for grade 4, 31% lower for grade 6, 41% lower for grade 8 and 30% 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)- 2003 and 2004.

Grade/ Group	<u>Meeting/Exceeding Social Studies Standards</u>				
	2003		2004		+/-
	#	%	#	%	
4 (ELLs)	88	37%	107	41%	+4%
4 (non-ELLs)	5,027	60%	5,836	70%	+10%
6 (ELLs)	66	33%	46	27%	-6%
6 (non-ELLs)	5,681	64%	5,260	58%	-6%
8 (ELLs)	15	15%	-	7%	-8%
8 (non-ELLs)	4,330	47%	4,544	48%	+1%
11 (ELLs)	21	27%	-	16%	-11%
11 (non-ELLs)	3,201	49%	3,009	46%	-3%

- for DSTP numbers smaller than 15 not reported to public

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 2002-2003 to 2003-2004?

In the Spring of 2004, Delaware school districts reported 4,254 ELLs enrolled and being served, an increase of 731 students, or 20.7% from the previous year.

- New Castle County, with more than half of the state's enrollment (55.9%), reported 2,765 ELLs or 65.0% of Delaware's ELLs population, an increase of 488 ELLs (21.4%) from 2002-2003. All districts except Appoquinimink, NCC VoTech, and Seaford reported increases in the number of ELLs.
- Kent County, with a little more than one-fifth of the state's enrollment (20.5%), reported 588 ELLs or 13.8% of Delaware's ELLs population, an increase of 76 ELLs (14.8%) from 2002-2003. 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 (18.3%), reported 890 ELLs or 20.9% of Delaware's ELLs population, a increase of 159 students (21.8%) from 2002-2003. Six out of seven districts reported increases in the number of ELLs and one district reported a decrease.
- Four charter schools reported ELLs. Seven ELL students were reported by the Academy of Dover, two ELL students were reported by Thomas Edison and both MOT and Newark reported one ELL student.

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 2003-2004, the largest number of ELLs reported were enrolled in kindergarten (680 students), followed by grade 1 (679 students), grade 2 (581 students), and grade 3 (400 students). This pattern was similar to that of the previous year. Pre-kindergarten reported the smallest number of ELLs (11 ELLs), followed by grade 12 (95 ELLs), and grade 11 (139 ELLs). This pattern was the same as that of the previous year.
- Sixty-nine (69) different languages were reported to be spoken by Delaware's ELLs. The majority (3,247 students or 76.3%) reported Spanish to be their

primary language, followed by Creole (265 students or 6%), Chinese (103 students or 2.4%), and Korean (95 students or 2%).

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

- In 2003-2004, most ELLs (55%) were provided with ESL instruction, down from 2002-2003 and 19% were provided with bilingual instruction. Approximately 15% 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 slightly higher than the previous year (29%). The number of ELLs receiving instruction incorporating their native language increased from 1,004 students in 2002-2003 to 1,227 students in 2003-2004.
- Districts reported that 74% of ELLs were not provided with any additional services. The most frequently reported additional instructional services provided to ELLs were Title I (15%), Special Education (7%), and Extra Time (3%).

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

- Overall, Delaware districts reported 102 certified teachers assigned to ELLs, 70 were ESL certified, 32 were bilingual certified teachers.
- New Castle County reported the largest number of certified teachers assigned to ELLs (67), 40 were ESL certified and 27 were bilingual certified. Most of these teachers were in Red Clay School District (23 teachers) and Christina School District (22 teachers).
- Kent County reported 14 certified teachers assigned to ELLs, 9 were ESL certified and 5 were bilingual certified. Most of these teachers were in the Lake Forest (6 teachers) and Capital (3 teachers) School Districts.
- Sussex County reported 21 certified teachers assigned to ELLs, all of whom were ESL certified. The majority of these teachers (11) 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 2003-2004, 1,564 teachers participated in in-service or pre-service training specific to ESL or bilingual education, compared to 1,509 teachers in 2002-2003. In 2003-2004, 55 additional teachers received training. Four districts

trained over 100 teachers in ESL/bilingual-related content. Colonial trained 800 teachers, Red Clay trained 300 teachers, Milford trained 250 teachers, and Seaford trained 150 teachers.

Question 6. Was there a change in the reported number of ELLs being reclassified as non-ELLs during the 2003-2004 school year, when compared to the previous school year?

- The LAS (Language Assessment Scales) test was used to identify students who met the criteria for reclassification to FEP. Overall, 415 ELLs were reclassified as FEP during the 2003-2004 school year, compared to 306 ELLs in 2002-2003, an increase of 109 students or 36%. In 2003-2004, grade 2 had the largest number of students reclassified (127 students), followed by grade 3 (116 students), grade 5 (52 students), and grade 6 (35).

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

- In 2004, the percent of tested ELLs meeting/exceeding the reading standard decreased as grade level increased from 67% for grade 3 to 23% for grade 10. The percent of ELLs meeting/exceeding the reading standard were from 15% (grade 5) to 52% (grade 8) lower than the percents for non-ELLs.
- In 2004, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 3 (70%) and lowest at grade 8 (23%). The percent of ELLs meeting/exceeding the math standard were from 7% (grade 3) to 28% (grade 8) lower than the percents for non-ELLs.
- In 2004, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 3 (44%) and lowest at grade 5 (29%). The percent of ELLs meeting/exceeding the writing standard were from 9% (grade 3) to 43% (grade 8) lower than the percents for non-ELLs.
- In 2004, among tested ELLs, 71% in grade 4, 40% in grade 6, 6% of in grade 8, and 10% in grade 11 met/ exceeded the science standard. The percent of ELLs meeting/exceeding the science standard was 20% lower than the percent for non-ELLs for grade 4, 36% lower for grade 6, 45% lower for grade 8 and 44% lower for grade 11.
- In 2004, among tested ELLs, 41% in grade 4, 27% in grade 6, 7% of in grade 8, and 16% in grade 11 met/ exceeded the social studies standard. The percent of ELLs meeting/exceeding the social studies standard was 29% lower than the percent for non-ELLs for grade 4, 31% lower for grade 6, 41% lower for grade 8 and 30% lower for grade 11.

Appendix

Languages Spoken by ELLs-2003-2004

AFRIKAANS	KRAHN
AKAN	KWAMBI
ALBANIAN	LAOTIAN
AMHARIC	MALAYALAM
ARABIC	MANDINKA
ARUMA	MANYA
BABINE	MARATHI
BENGALI	MENDE
BULGARIAN	MONGOLIAN
BURMESE	PANJABI
CANTONESE	PASHTO
CHINESE	PHILIPPINE
CREOLE	POLISH
DUTCH	PORTUGUESE
EDO	ROMANIAN
ENGLISH (non-US)	RUSSIAN
	SERBO-CROATIAN
FANTI	SINHALA
FARSI	SONINKE
FRENCH	SPANISH
FULFULDE	SWAHILI
GA	TAGALOG
GERMAN	TAMIL
GIKUYU	TELUGU
GREEK	THAI
GUJARATI	TIGRE
GUJARI	TIGRIGNA
HEBREW	TURKISH
HINDI	TWI
IBU	UKRANIAN
IGBO	URDU
INDONESIAN	VAI
ITALIAN	VIETNAMESE
JAPANESE	YORUBA
KHMER	
KOREAN	