

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



Delaware Department of Education

2004 - 2005

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 2004-2005 school year. ELLs are identified through a home language survey and an English proficiency assessment. The focus of this report is on data that is entered into the Delaware Department of Education's (DOE) LMS/ELL webpage in the Delaware Student Information System (DELSIS) database.

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

Background

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

A. An individual who:

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

B. An individual who:

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

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

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

This report documents Delaware school districts' ELLs, instructional programs, and staff information during the 2004-2005 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) transition information. These data are to be entered electronically directly into DELSIS. Electronic updates are to be done throughout the school year as changes occur. For the 2004-2005 school year, 17 school districts and four Charter schools identified ELLs. Descriptive data regarding ELLs¹ (see Guiding Questions 1-3 below) and the students' transition to full English proficiency (see Guiding Question 5 below) is based on a snapshot of all ELLs enrolled as of April 30, 2005.

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

DSTP data (see Guiding Question 6 below) reflect the performance of ELLs for the DSTP test administration (Reading, Writing, and Mathematics in March 2005 for grades 3, 5, 8, and 10; Science and Social Studies in May 2005 for grades 8 and 11; and Science and Social Studies in October 2005 for grades 4 and 6).

Finally, summary enrollment data shown on page 5-6 reflects the April 30, 2005 enrollment count.

¹ ELLs include the categories Non-English Proficient (NEP), Limited English Proficient (LEP), and for grades K and 1-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 ELL groups tested in the district 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 2003-2004 to 2004-2005?
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?

Questions 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 *transition of ELL students.

5. Was there a change in the reported number of ELLs being transitioned to fully English proficient (FEP) during the 2004-2005 school year, when compared to the previous school year?

Question six addresses ELLs student academic performance.

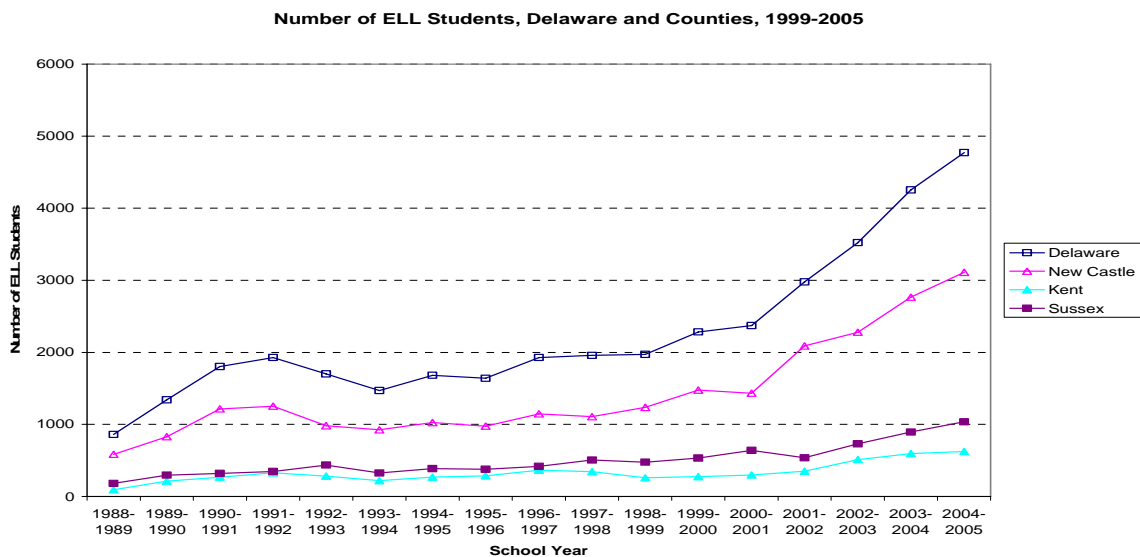
6. To what extent do ELLs meet or exceed the standards on the DSTP assessments?

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

The 2004-2005 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, 2005. 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 2004-2005, was as follows:

Grades	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
Pre-K & K	9,625	8.1%	800	16.8%	8.3%
1-3	27,053	22.7%	1,880	39.4%	6.9%
4-8	48,049	40.3%	1,332	27.9%	2.8%
9-12	34,456	28.9%	759	15.9%	2.2%
Total	119,183	100.0%	4,771	100.0%	4.0%

- 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 2004-2005, was as follows:

County (Number of districts)	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
New Castle (6)	66,309	55.6%	3,105	65.1%	4.7%
Kent (6)	24,783	20.8%	620	13.0%	2.5%
Sussex (7)	21,619	18.1%	1,036	21.7%	4.8%
Charter (13)	6,471	5.4%	10	0.2%	0.2%
Total (32)	119,183	100.0%	4,771	100.0%	4.0%

- New Castle County had the highest percent of ELLs as percent of total enrollment at 4.7%.

The Delaware student enrollment, by race/ethnicity, for 2004-2005, was as follows:

Race/Ethnicity	Enrollment				ELLs as a Percent of Total Enrollment
	All Students		ELLs		
	Number	Percent	Number	Percent	
American Indian	379	0.3%	2	0.0%	0.5%
Asian American	3,320	2.8%	564	11.8%	17.0%
Hispanic	10,254	8.6%	3,583	75.1%	34.9%
Black/African American	38,679	32.5%	440	9.2%	1.1%
Caucasian	66,551	55.8%	182	3.8%	0.3%
Total	119,183	100.0%	4,771	100.0%	4.0%

- Among Hispanic students enrolled in 2004-2005, 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 2003-2004 to 2004-2005?

Table 1 presents the reported number of ELLs enrolled during the 2003-2004 and 2004-2005 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 4,771 ELLs reported being enrolled and served in Delaware school districts in 2004-2005.
- Overall, there was a 12.2% increase, from 2003-2004 to 2004-2005, 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- 2003-2004 and 2004-2005.

Students	2003-2004	2004-2005	Number and Percent Change +/-
Non-English Speaker (NES) – (K-1)	499	411	N/A
Limited English Speaker (LES) – (K-1)	478	485	N/A
Full English Speaker (FES) – (K-1)	379	478	N/A
Non-English Proficient (NEP) – (2-12)	1,153	1,221	N/A
Limited English Proficient (LEP) – (2-12)	1,745	2,176	N/A
Total ELLs	4,254	4,771	+12.2%
% of Total Enrollment	3.6%	4.0%	

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

Table 2 presents a summary of the number of ELLs in 2003-2004 and 2004-2005, by district and county, along with the change from 2003-2004 to 2004-2005. As the table illustrates:

- In 2004-2005, New Castle County reported 3,105 ELLs, an increase of 12.3% from 2003-2004. All districts reported increases in the number of ELLs.
- In 2004-2005, Kent County reported 620 ELLs, an increase of 5.4% from 2003-2004. Three out of six districts reported increases in the number of ELLs and one district reported no change. Smyrna had a slight decrease and Polytech reported no ELLs.

- In 2004-2005, Sussex County reported 1,036 ELLs, an increase of 16.4% from 2003-2004. Five out of seven districts reported increases in the number of ELLs, one district reported a decrease, and one district reported no change.
- In 2004-2005, Charters reported 10 ELLs. Seven ELL students were reported by the Academy of Dover.

Table 2. ELLs by District and County- 2003-2004 and 2004-2005.

District	No. of ELLs		Number and Percent Change +/-
	2003-2004	2004-2005	
New Castle County			
Appoquinimink	44	115	+71 (30.4%)
Brandywine	384	384	No Change
Christina	677	723	+46 (6.8%)
Colonial	497	636	+139 (28.0%)
NCC VoTech	16	19	+3 (18.8%)
Red Clay	1,147	1,228	+81 (23.9%)
Total New Castle County	2,765	3,105	+488 (7.1%)
% of Total Enrollment*	4.2%	4.7	
Kent County			
Caesar Rodney	69	90	+21 (30.4%)
Capital	182	190	+8 (4.4%)
Lake Forest	45	45	No Change
Milford	234	239	+5 (2.1%)
Polytech	0	0	---
Smyrna	58	56	-2 (-3.4%)
Total Kent County	588	620	+32 (5.4%)
% of Total Enrollment*	2.4%	2.5	

Table 2 (continued). ELLs by District and County- 2003-2004 and 2004-2005.

District	No. of ELLs		Number and Percent Change +/-
	2003-2004	2004-2005	
Sussex County			
Cape Henlopen	98	129	+31 (31.6%)
Delmar	7	7	No Change
Indian River	485	528	+43 (8.9%)
Laurel	64	80	+16 (25.0%)
Seaford	166	201	+35 (21.1%)
Sussex Tech	1	0	-1 (---)
Woodbridge	69	91	+22 (31.9%)
Total Sussex County	890	1,036	+146 (16.4%)
% of Total Enrollment*	4.1%	4.8%	
Charter			
Academy of Dover	7	4	-3 (---)
Marion T. Academy	0	1	+1 (---)
MOT	1	0	-1 (---)
Newark	1	2	+1 (---)
Thomas Edison	2	3	+1 (---)
Charter Total	11	10	-1 (-9.1%)
% of Total Enrollment*	0.2%	0.2%	
State			
TOTAL STATE	4,254	4,771	+517 (12.2%)
% of Total Enrollment**	3.6%	4.0%	

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

Table 3 summarizes each county's percent of Delaware's total ELL population, for 2003-2004 and 2004-2005, 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 340 ELLs or 12.3%.

- Kent County, with 13.0% of the state's ELL population, had an increase of 32 ELLs or 5.4%.
- Sussex County, with 21.7% of the state's ELL population, had an increase of 146 ELLs or 16.4%.

**Table 3. Distribution of ELLs across counties
2003-2004 and 2004-2005.**

County	No. (%) of ELLs		Number and Percent Change +/-
	2003-2004	2004-2005	
New Castle County	2,765 (65%)	3,105 (65.1%)	+340 (12.3%)
Kent County	588 (13.8%)	620 (13.0%)	+32 (5.4%)
Sussex County	890 (21%)	1,036 (21.7%)	+146 (16.4%)
Charter	11 (<1%)	10 (<1%)	-1 (---)
TOTAL	4,254 (100%)	4,771 (100%)	+517 (12.2%)

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 2003-2004 and 2004-2005, along with changes from year-to-year.

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

- In 2004-2005, the largest number of ELLs reported were enrolled in Grade 1 (822 students), followed by kindergarten (777 students), Grade 2 (630 students), and Grade 3 (428 students). This pattern was similar to that of the previous year.
- In 2004-2005, pre-kindergarten reported the smallest number of ELLs (23 ELLs), followed by Grade 11 (135 ELLs), and Grade 12 (138 ELLs). This pattern was similar to that of the previous year.

The increase of 517 ELLs from 2003-2004 to 2004-2005 was distributed across grades from +143 ELLs in Grade 1 to +12 ELLs in Pre-K. After Grade 1, grade levels with the largest increase were kindergarten (97 ELLs) and Grade 9 (71 ELLs). The only grades to show a decrease were Grade 5, Grade 10, and Grade 11.

**Table 4. Number of ELLs by grade
2003-2004 and 2004-2005.**

Grade	No. of ELLs		Change +/-
	2003-2004	2004-2005	
Pre-K	11	23	+12
K	680	777	+97
1	679	822	+143
2	581	630	+49
3	400	428	+28
4	259	274	+15
5	290	266	-24
6	207	243	+36
7	209	241	+32
8	280	308	+28
9	240	311	+71
10	184	175	-9
11	139	135	-4
12	95	138	+43
TOTAL	4,254	4,254	+517

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

As shown in Table 5:

- Seventy-two (72) different languages were reported to be spoken by Delaware's ELLs.
- The majority (3,594 students or 75.3%) reported Spanish to be their primary language, followed by Creole (251 students or 5.3%), Chinese (112 students or 2.3%), and Korean (94 students or 2.0%).

Table 5. Frequency of reported languages spoken by ELLs- 2004-2005.

Number of ELLs (%)	Languages spoken by 10 or more ELLs	Number of ELLs (%)	Languages spoken by 10 or more ELLs
3,594 (75%)	Spanish	32 (1%)	Pashto
251 (5%)	Creole	27 (1%)	Swahili
112 (2%)	Chinese (includes Cantonese and Mandarin)	24 (<1%)	Panjabi
94 (2%)	Korean	22 (<1%)	Telugu
53 (1%)	Turkish	21 (<1%)	Russian
51 (1%)	Gujarati	20 (<1%)	Tagalog
50 (1%)	French	14 (<1%)	English (Non-US)
36 (1%)	Bengali	11 (<1%)	Yoruba
36 (1%)	Urdu	10 (<1%)	Amharic
35 (1%)	Vietnamese	10 (<1%)	Farsi
34 (1%)	Arabic	10 (<1%)	Ukrainian
34 (1%)	Hindi		

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

Question 3. What type of instruction did ELLs receive?

Districts were asked which type of ESL or bilingual instruction was provided to ELLs, or whether they were in regular classroom instruction (RCI). This was the first year to collect a specific type of instruction, so year-to-year comparisons are not possible. District responses are presented in table 6.

Table 6 summarizes the number and percent of ELLs receiving ESL or bilingual instruction, or regular classroom instruction in 2004-2005. As the table shows:

- In 2004-2005, most ELLs (2,439 or 51.3%) were provided with one of the types of ESL instruction.
- In 2004-2005, 1,056 (22.2%) were provided with one of the types of bilingual instruction.
- Approximately 1,263 (26.5%) of ELLs received regular classroom instruction.

Table 6. Types of instruction provided to ELLs- 2004-2005

Type of Instruction and Program	No. of ELLs	% of ELLs
ESL	2,439	
Content-Based Immersion	10	0.4%
Dual Instruction	16	0.7%
ESL Push-In	302	12.4%
ESL Pull-Out	1,709	70.1%
Sheltered English	395	16.2%
Structured Immersion	7	0.3%
Bilingual	1,056	
Two-Way Bilingual/Dual Language	398	37.7%
Developmental/Maintenance	203	19.2%
Transitional	455	43.1%
Regular Class (RCI)	1,263	26.5%
Total	4758	

*percents are rounded, 13 cases not reported.
See Appendix B for definitions of the programs above.

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 7 summarizes district responses by grade level. As indicated in the table:

- Districts reported that 78% of ELLs were not provided with any additional services.
- The most frequently reported additional instructional services provided to ELLs were Title I (9%) and Special Education (6%).
- 7% of ELLs were provided with "other" additional services, Alternative Placement services (<1%), or Basic Skills (<1%) or Extra Time (<1%). No ELLs were reported in Home Bound.

Table 7. Services provided to ELLs- 2004-2005.

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	3	0	8	0	0	0	0	14
K	90	6	29	0	0	0	33	633
1	90	0	36	0	0	0	70	635
2	91	2	46	1	0	0	56	443
3	70	0	34	0	0	0	34	295
4	46	0	25	1	0	0	18	186
5	24	2	27	0	0	0	14	200
6	4	0	25	0	0	0	11	205
7	1	2	20	0	0	1	7	210
8	2	19	22	0	0	1	3	235
9	2	9	22	0	0	0	14	266
10	1	0	7	0	0	0	14	153
11	0	0	3	0	0	0	15	116
12	0	3	5	0	0	0	12	110
Total/ Percent**	426 (9%)	27 (<1%)	305 (6%)	2 (<1%)	0 (0%)	2 (<1%)	320 (7%)	3,729 (78%)

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

** based on a 2004-2005 ELL enrollment of 4,771

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 2004-2005 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 2003-2004 and 2004-2005, and the change in the ratio from year-to-year. As shown in Table 8:

- Overall, Delaware districts reported 65 certified teachers assigned to ELLs, 55 were ESL certified, 10 were bilingual certified teachers.

- New Castle County reported the largest number of certified teachers assigned to ELLs (34), 25 were ESL certified and 9 were bilingual certified. Most of these teachers were in Christina School District (17 teachers) and Colonial School District (12 teachers).
- Kent County reported 6 certified teachers assigned to ELLs, 6 were ESL certified None were bilingual certified. Most of these teachers were in the Capital (3 teachers) and Milford (2 teachers) School Districts.
- Sussex County reported 23 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 29 ELL in the Appoquinimink District, to 1 certified teacher to 384 ELLs in the Brandywine District.
- Compared to the 2003-2004 school year, certified teacher/ELLs student ratio was smaller in 1 out of 5 New Castle County districts, in 1 out of 6 Kent County districts, and in 1 out of 6 Sussex County districts.

Table 8. Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELL student/certified teacher ratio by district and county- 2003-2004 & 2004-2005.

District	No. of ELLs students	Certified teachers & ELLs assigned			Certified teacher/ ELLs student ratio		Ratio change
		ESL	Bilingual	Total	03-04	04-05	
New Castle County							
Appoquinimink	115	3	1	4	1:15	1:29	larger
Brandywine	384	1	0	1	1:128	1:384	larger
Christina	723	9	8	17	1:31	1:43	larger
Colonial	636	12	0	12	1:38	1:53	smaller
NCC VoTech	19	0	0	0	1:5	0:19	larger
Red Clay	1,228	N/R	N/R	N/R	1:50	-	-
Total New Castle Cty	3,105	25	9	34			

Table 8 (Continued). Number of certified ESL and bilingual teachers assigned to teach ELLs, and ELL student/certified teacher ratio by district and county- 2003-2004 & 2004-2005.

District	No. of ELLs students	Certified teachers & ELLs assigned			Certified teacher/ ELLs student ratio		Ratio change
		ESL	Bilingual	Total	03-04	04-05	
Kent County							
Caesar Rodney	90	0	0	0	1:35	0:90	larger
Capital	190	3	0	3	1:61	1:63	larger
Lake Forest	45	0	0	0	1:8	0:45	larger
Milford	239	2	0	2	1:117	1:120	larger
Polytech	0	0	0	0	-	-	-
Smyrna	56	1	0	1	1:58	1:56	smaller
Total Kent Cty	620	6	0	6			
Sussex County							
Cape Henlopen	129	2	0	2	1:33	1:65	larger
Delmar	7	0	0	0	0:7	0:7	same
Indian River	528	14	0	14	1:44	1:38	smaller
Laurel	80	1	0	1	1:64	1:80	larger
Seaford	201	3	0	3	1:83	1:67	smaller
Sussex Tech	0	0	0	0	1:1	-	-
Woodbridge	91	2	1	3	1:23	1:30	larger
Total Sussex Cty	1036	22	1	23			
Charter							
Academy of Dover	4	N/R	N/R	N/R	0:7	-	-
MOT	0	0	0	0	0:1	-	-
Newark	1	2	0	2	0:1	2:1	smaller
Thomas Edison	3	0	0	0	0:2		same
Total Charter	10	N/R	N/R	N/R	-	-	-
State							
TOTAL STATE	4,771						

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

Question 5. Was there a change in the reported number of ELLs being transitioned to fully English proficient (FEP) during the 2004-2005 school year, when compared to the previous school year?

Students were transitioned in the Fall of 2004 for the 2004-2005 school year. These responses are summarized by grade level in Table 9. See page 4 or 24 for the definition of transition.

As shown in the table:

- Overall, 503 ELLs were transitioned to FEP during the 2004-2005 school year, compared to 415 ELLs in 2003-2004, an increase of 88 students or 21%.
- In 2004-2005, grade 3 had the largest numbers of students transitioned (153 students), followed by grade 2 (146 students), grade 5 (51 students), and grade 6 (49).

Table 9. Number of ELLs transitioned as FEP based on the LAS³ during 2003-2004 and 2004-2005.

Grade	ELLs reclassified		Change +/-
	2003-2004	2004-2005	
1	16	22	+6
2	127	146	+19
3	116	153	+37
4	30	36	+6
5	52	51	-1
6	35	49	+14
7	1	4	+3
8	6	10	+4
9	7	7	0
10	12	9	-3
11	5	8	+3
12	8	8	0
TOTAL	415	503	+88

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

The following three tables show the percent of ELLs in grades 3, 5, 8, and 10 meeting or exceeding the standard (PL3, PL4, and PL5) on the DSTP in reading (Table 10), math (Table 11), and writing (Table 12). Scores are aggregated statewide and are not presented by district as, in most cases, the ELL district groups tested were small, and numbers smaller than 15 are not reported to the public. For comparison, the tables also include scores for non-ELLs and for the Spring 2004 testing.

As shown in Table 10:

- In 2005, the percent of tested ELLs meeting/exceeding the reading standard decreased as grade level increased from 65% for grade 3 to 19% for grade 10.
- The percent of ELLs meeting/exceeding the reading standard were from 20% (grade 3) to 52% (grade 10) lower than the percents for non-ELLs.
- Compared to 2004, the percent of ELLs meeting/exceeding the reading standard decreased for grades 3, 5, and 10 and increased for grade 8.

Table 10. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Reading Assessment-Spring 2004 and 2005.

Grade/ Group	<u>Meeting/Exceeding Reading Standards</u>				
	2004		2005		+/-
	#	%	#	%	
3 (ELLs)	141	67%	113	65%	-2%
3 (non-ELLs)	6,342	83%	6,346	85%	+2%
5 (ELLs)	50	70%	44	49%	-21%
5 (non-ELLs)	6,713	85%	6,780	86%	+1%
8 (ELLs)	19	19%	39	32%	+13%
8 (non-ELLs)	6,592	71%	7,377	80%	+9%
10 (ELLs)	18	23%	12	19%	-4%
10 (non-ELLs)	5,083	72%	5,276	71%	-1%

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

Analysis of the DSTP math scores in Table 11 shows:

- In 2005, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 3 (57%) and lowest at grade 8 (25%).
- The percent of ELLs meeting/exceeding the math standard were from 23% (grade 3) to 29% (grade 8) lower than the percents for non-ELLs.
- Compared to 2004, the percent of ELLs meeting/exceeding the math standard decreased for grades 3, 5, and 10 and increased for grade 8.

Table 11. Number and Percent of ELLs/non-ELLs in grades 3, 5, 8, and 10 meeting/exceeding the standard on the DSTP Math Assessment-Spring 2004 and 2005.

Grade/ Group	Meeting/Exceeding Math Standards				
	2004		2005		+/-
	#	%	#	%	
3 (ELLs)	186	70%	150	57%	-13%
3 (non-ELLs)	6,546	77%	6,555	80%	+3%
5 (ELLs)	71	61%	60	54%	-7%
5 (non-ELLs)	6,580	75%	6,769	78%	+3%
8 (ELLs)	30	23%	32	25%	+2%
8 (non-ELLs)	4,888	51%	5,262	54%	+3%
10 (ELLs)	31	30%	19	26%	-4%
10 (non-ELLs)	3,885	53%	4,023	53%	0%

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

Analysis of the DSTP writing scores in Table 12 shows:

- In 2005, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 3 (58%) and lowest at grade 5 (29%).
- The percent of ELLs meeting/exceeding the writing standard were from 12% (grade 3) to 42% (grade 10) lower than the percents for non-ELLs.
- Compared to 2004, the percent of ELLs meeting/exceeding the writing standard increased for grades 3 and 8, decreased for grade 10, and stayed the same 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 Writing Assessment-Spring 2004 and 2005.

Grade/ Group	<u>Meeting/Exceeding Writing Standards</u>				+/-
	2004		2005		
	#	%	#	%	
3 (ELLs)	110	44%	121	58%	+14%
3 (non-ELLs)	4,411	53%	5,715	70%	+17%
5 (ELLs)	26	29%	32	29%	0%
5 (non-ELLs)	5,253	60%	4,969	57%	-3%
8 (ELLs)	47	39%	59	45%	+6%
8 (non-ELLs)	7,943	82%	7,352	77%	-5%
10 (ELLs)	34	40%	24	38%	-2%
10 (non-ELLs)	5,940	81%	6,096	80%	-1%

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

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

Analysis of the DSTP science scores in Table 13 shows:

- In 2005, among tested ELLs, 71% in grade 4, 40% in grade 6, 13% of in grade 8, and 24% 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 13. Number and Percent of ELLs in grades 4, 6, 8 and 11 meeting/exceeding the standard on the DSTP Science Assessments, Fall (Grades 4 and 6) or Spring (Grades 8 and 11)- 2004 and 2005.

Grade/ Group	Meeting/Exceeding Science Standards				+/-
	2004		2005		
	#	%	#	%	
4 (ELLs)	136	74%	187	71%	-3%
4 (non-ELLs)	7,648	89%	7,581	91%	+2%
6 (ELLs)	53	46%	70	40%	-6%
6 (non-ELLs)	6,724	75%	6,944	77%	+2%
8 (ELLs)	-	6%	20	13%	+7%
8 (non-ELLs)	4,817	51%	5,139	54%	+3%
11 (ELLs)	-	10%	16	24%	+14%
11 (non-ELLs)	3,570	54%	4,087	60%	+6%

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

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

- In 2005, among tested ELLs, 41% in grade 4, 27% in grade 6, 19% of in grade 8, and 25% 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, 36% lower for grade 8 and 29% lower for grade 11.

Table 14. Number and Percent of ELLs in grades 4, 6, 8 and 11 meeting/exceeding the standard on the DSTP Social Studies Assessments, Fall (Grades 4 and 6) or Spring (Grades 8 and 11)- 2004 and 2005.

Grade/ Group	Meeting/Exceeding Social Studies Standards				
	2004		2005		+/-
	#	%	#	%	
4 (ELLs)	78	42%	107	41%	-1%
4 (non-ELLs)	5,906	69%	5,818	70%	+1%
6 (ELLs)	32	28%	46	27%	-1%
6 (non-ELLs)	5,263	59%	5,248	58%	-1%
8 (ELLs)	-	7%	30	19%	+12%
8 (non-ELLs)	4,532	48%	5,257	55%	+7%
11 (ELLs)	-	16%	17	25%	+9%
11 (non-ELLs)	3,002	46%	3,668	54%	+8%

- 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 2003-2004 to 2004-2005?

In the Spring of 2005, Delaware school districts/ charter schools reported 4,771 ELLs enrolled and being served, an increase of 517 students, or 12.2% from the previous year.

- New Castle County, with more than half of the state's enrollment (55.6%), reported 3,105 ELLs or 65.1% of Delaware's ELLs population, an increase of 340 ELLs (12.3%) from 2003-2004. All districts reported increases in the number of ELLs.
- Kent County, with a little more than one-fifth of the state's enrollment (20.8%), reported 620 ELLs or 13.0% of Delaware's ELLs population, an increase of 32 ELLs (5.4%) from 2003-2004. Three out of six districts reported increases in the number of ELLs and one district reported no change. Smyrna had a slight decrease and Polytech reported no ELLs.
- Sussex County, with almost one-fifth of the state's enrollment (18.1%), reported 1,036 ELLs or 21.7% of Delaware's ELLs population, a increase of 146 students (16.4%) from 2003-2004. Five out of seven districts reported increases in the number of ELLs, one reported a decrease, and one district reported no change.
- Four charter schools reported ELLs. Four ELL students were reported by the Academy of Dover, three ELL students were reported by Thomas Edison, two ELL students were reported by Newark Charter and Marion T. Academy 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 2004-2005, the largest number of ELLs reported were enrolled in grade 1 kindergarten (822 students), followed by kindergarten (777 students), grade 2 (630 students), and grade 3 (428 students). This pattern was similar to that of the previous year. Pre-kindergarten reported the smallest number of ELLs (23 ELLs), followed by grade 11 (135 ELLs), and grade 12 (138 ELLs). This pattern was similar to that of the previous year.
- Sixty-nine (72) different languages were reported to be spoken by Delaware's ELLs. The majority (3,594 students or 75.3%) reported Spanish to be their primary language, followed by Creole (251 students or 5.3%), Chinese (112 students or 2.3%), and Korean (94 students or 2%).

Question 3. What type of instruction did ELLs receive?

- Of the 4,758 students that were reported in Table 6, 2,439 students receive some form of ESL instruction. Seventy percent (70.1%) receive ESL pull-out instruction.
- Of the 4,758 students that were reported in Table 6, 1,056 students receive some form of bilingual instruction. Forty-three percent (43.1%) receive transitional bilingual instruction while 37.7% receive Two-way bilingual instruction. See Appendix B for definitions.
- Of the 4,758 students that were reported in Table 6, 1,263 are in the regular classroom and not receiving ESL or bilingual instruction.

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

- Overall, Delaware districts reported 65 certified teachers assigned to ELLs, 55 were ESL certified, 10 were bilingual certified teachers. Three districts did not report.
- New Castle County reported the largest number of certified teachers assigned to ELLs (34), 25 were ESL certified and 9 were bilingual certified. Most of these teachers were in Christina School District (17 teachers) and Colonial School District (12 teachers).
- Kent County reported 6 certified teachers assigned to ELLs, all 6 were ESL certified. Most of these teachers were in the Capital (3 teachers) and Milford (2 teachers) School Districts.
- Sussex County reported 23 certified teachers assigned to ELLs, 22 of whom were ESL certified. The majority of these teachers (17) were in the Indian River School District.

Question 5. Was there a change in the reported number of ELLs being *transitioned to fully English proficient (FEP) during the 2004-2005 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 transition to FEP. Overall, 503 ELLs were transitioned as FEP during the 2004-2005 school year, compared to 415 ELLs in 2003-2004, an increase of 88 students or 21%. In 2004-2005, grade 3 had the largest number of students transitioned (153 students), followed by grade 2 (146 students), grade 5 (51 students), and grade 6 (49).

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

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

- In 2005, the percent of tested ELLs meeting/exceeding the reading standard decreased as grade level increased from 65% for grade 3 to 19% for grade 10. The percent of ELLs meeting/exceeding the reading standard were from 20% (grade 3) to 52% (grade 10) lower than the percents for non-ELLs.
- In 2005, the percent of tested ELLs meeting/exceeding the math standard was highest at grade 3 (57%) and lowest at grade 8 (25%). The percent of ELLs meeting/exceeding the math standard were from 23% (grade 3) to 29% (grade 8) lower than the percents for non-ELLs.
- In 2005, the percent of tested ELLs meeting/exceeding the writing standard was highest at grade 3 (58%) and lowest at grade 5 (29%). The percent of ELLs meeting/exceeding the writing standard were from 12% (grade 3) to 42% (grade 10) lower than the percents for non-ELLs.
- In 2005, among tested ELLs, 71% in grade 4, 40% in grade 6, 13% of in grade 8, and 24% 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 2005, among tested ELLs, 41% in grade 4, 27% in grade 6, 19% of in grade 8, and 25% 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, 36% lower for grade 8 and 29% lower for grade 11.

Appendix A

Languages Spoken by ELLs-2004-2005

Afrikaans	Korean
AKAN	Krahn
Albanian	KUNYI
AMHARIC	KUWAA
Arabic	MALAYALAM
BASSA	Mandarin
Bengali	Mandinka
BULGARIAN	Manya
Burmese	MARATHI
Cambodian	Mende
Cantonese	PANJABI
Chinese	Pashto
CREOLE	Philippine
Dutch	Polish
ENGLISH (NON-US)	Portuguese
English (Non-US)	ROMANIAN
ESTONIAN	Russian
Fanti	SERBO-CROATIAN
Farsi	Sinhala
FRENCH	SONINKE
GA	Spanish
German	SWAHILI
Greek	Swedish
Gujarati	Tagalog
GUJARI	TAMIL
Hebrew	TELUGU
HINDI	Thai
HUNGARIAN	TIGRIGNA
Ibu	Tigrinya
ICELANDIC	TURKISH
IGBO	TWI
INDONESIAN	Ukrainian
ITALIAN	Urdu
JAPANESE	VAI
Khmer	VIETNAMESE
Kikuyu	YORUBA



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.