

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
OFFICE OF PROGRAM EVALUATION  
1500 BISCAYNE BOULEVARD  
MIAMI, FL 33132**

**ENGLISH LANGUAGE LEARNERS AND THEIR  
ACADEMIC PROGRESS: 2005-06 AND 2006-07**

**Author: Alex Shneyderman, Ed.D.  
Kristin Nichols-Lopez, M.S.**

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## EXECUTIVE SUMMARY

This report describes the demographic characteristics of students classified as English Language Learners (ELL) in the Miami-Dade County Public Schools (M-DCPS). In addition, this report provides data regarding ELL students' academic performance on the 2006 and 2007 Florida Comprehensive Assessment Test Sunshine State Standards (FCAT-SSS). An analysis of the long-term trends in academic performance of different cohorts of ELL students on the 2003-2007 FCAT-SSS is also included. Furthermore, it describes the progress made by ELL students in English language acquisition. Finally, the report contrasts 2006 high school graduation percentages for ELL and non-ELL students and examines 2007 retention rates for ELL students.

Demographically, ELL students, as a group, are more likely to come from poor households and less likely to be classified as gifted students than formerly ELL and non-ELL students. The majority of ELL and formerly ELL students in the District are of Hispanic origin. A sizable proportion of ELL students in the Regional Center 2 schools and the School Improvement Zone have Haitian Creole backgrounds.

Academic achievement results of ELL students expressed as the percentage of students scoring within achievement levels 3-5 on the reading, writing, and mathematics components of the FCAT-SSS improved between 2006 and 2007. An examination of long-term trends in academic achievement of various cohorts of ELL students shows that as students gain English proficiency, their reading and mathematics performance improves from one year to the next. In addition, data indicate that the majority of ELL students make progress in attaining English proficiency from one year to the next.

## INTRODUCTION

This report is intended to accomplish the following five tasks. First, it will provide a description of the programs and activities conducted by Miami-Dade County Public Schools with Title III funds through the English for Speakers of Other Languages (ESOL) program. Second, it will describe the demographic characteristics of students classified as English Language Learners (ELL). Third, it will compare and contrast the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2006 and 2007 Florida Comprehensive Assessment Test, Sunshine State Standards (FCAT-SSS). Fourth, it will describe the progress made by ELL students in the area of English proficiency during the 2005-06 and 2006-2007 period. Finally, it will offer a longitudinal view on the academic achievement of ELL students beginning with the 2003 school year, through 2007.

When a student enrolls in the Miami-Dade County Public Schools (M-DCPS) for the first time, a language survey inquiring about student and parent language use is completed. If the student's or parents' primary language is not English, the student is tested to determine his/her English proficiency. Based on the results of this assessment, the student is either classified as an English Language Learner (ELL) or deemed to be proficient in English. The English proficiency level for ELL students can range from ESOL 1 (the lowest) to ESOL 4 (the highest). ELL students are enrolled in specific ESOL courses tailored to meet students' language needs. The students' English proficiency levels are reassessed annually, and the appropriate ESOL placement is determined. Once it is ascertained that a student has acquired English proficiency, the student no longer participates in any ESOL course and is considered as having exited the ESOL program. At this point, the student is classified as *formerly ELL*. During the two-year period following the exit from the ESOL program, the student retains this status and the student's academic achievement is monitored.

In this report, the achievement of students in the ESOL program is disaggregated by grade and ESOL level. For comparison purposes, *formerly ELL* and *non-ELL* categories are included in the report. The non-ELL category includes students who have been out of the ESOL program for two years or longer, as well as those who have never been classified as ELL students. The achievement results of ESE students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound.

The report contains five sections.

- The first section provide a description of the programs and activities provided for current and former ELL students in the District.
- The second section describes certain demographic characteristics of ELL, former ELL and non-ELL students in the District.
- The third section shows students' 2006 and 2007 reading, mathematics, and writing FCAT-SSS achievement results disaggregated by grade and ESOL levels. In addition, this section shows reading and mathematics achievement results separately for each Region Center and the School Improvement Zone (SIZ).

- The fourth section shows the progression of students within the ESOL program from June 2005 to June 2007.
- The fifth section shows the progress made by the District in reaching goals set in the application for Title III funds.

**SECTION I**  
**DESCRIPTION OF THE ESOL PROGRAM: 2005-06, 2006-07**

**SECTION II**  
**STUDENTS' DEMOGRAPHIC CHARACTERISTICS: 2005-06, 2006-07**

This section describes certain demographic characteristics of ELL and non-ELL students in the District for 2005-06 as of October 2005 and for 2006-07 as of October 2006. Table 1 below exhibits demographic features for all K-12 students in the District disaggregated by their ELL status, race/ethnicity, free/reduced price lunch (FRL) status, ESE status, and student language in 2005.

Table 1  
*2005-06 Number and Percentage of Students in Grades K-12 by Demographic Characteristics and LEP Status*

		LEP		Formerly LEP		Non-LEP	
		n	%	n	%	n	%
Race/ Ethnicity	Black	5,517	10	3,180	9	88,510	34
	Hispanic	48,044	86	28,806	85	137,425	52
	White	1,560	3	1,245	4	31,344	12
	Other	804	1	510	2	7,222	3
FRL Status	Free	36,912	65	20,133	60	126,096	48
	Reduced	5,530	10	4,024	12	24,206	9
	Non-FRL	14,203	25	9,584	28	114,199	43
Student Language	Spanish	48,893	87	29,713	88	110,322	42
	Haitian Creole	4,957	9	2,811	8	10,728	4
	Other	2,075	4	1,217	4	143,450	54
ESE Status	Speech Impaired or Hospital/Homebound	697	1	427	1	2,682	1
	Gifted	388	1	1,551	5	23,156	9
	Other ESE	3,958	7	3,043	9	30,432	14
	Non-ESE	50,882	91	28,720	85	208,231	79

Table 2 below exhibits demographic features of all K-12 students in the District in the same fashion as Table 1 for the 2006-07 school year.

*Table 2  
2006-07 Demographic Characteristics by ELL Status of Students in Grades K - 12*

		ELL		Formerly ELL		Non-ELL	
		n	%	n	%	n	%
Race/ Ethnicity	Black	5,250	9.2	3,008	9.2	86,615	32.9
	Hispanic	49,515	86.5	27,771	85.4	138,949	52.7
	White	1,620	2.8	1,194	3.7	30,422	11.5
	Other	872	1.5	548	1.7	7,519	2.9
FRL Status	Free	34,370	60.0	17,729	54.5	117,045	44.4
	Reduced	6,673	11.7	4,539	14.0	28,090	10.7
	Non-FRL	16,214	28.3	10,253	31.5	118,370	44.9
Student Language	Spanish	50,343	87.9	28,593	87.9	110,386	41.9
	Haitian Creole	4,700	8.2	2,661	8.2	10,170	3.9
	Other	2,214	3.9	1,267	3.9	142,949	54.2
ESE Status	Speech Impaired or Hospital/Homebound	667	1.2	409	1.3	2,529	1.0
	Gifted	421	0.7	1,796	5.5	28,590	10.8
	Other ESE	4,412	7.7	3,057	9.4	30,007	11.4
	Non-ESE	51,757	90.4	27,259	83.8	202,379	76.8

Tables 1 & 2 show that ELL students, as a group, differ from students in the *formerly* ELL and *non-ELL* groups on some important characteristics. Overall, ELL students are more likely to come from poor households than students in the non-ELL group. (This is evidenced by the percentages of students eligible for free or reduced price lunch.) In addition, ELL students are less likely to be classified as gifted than are students in the other two groups.

Tables 3 & 4 show the proportion of students with a specific language recorded as the student's primary language for each of the six Regional Centers and the School Improvement Zone by students' ELL status. The schools in the School Improvement Zone (SIZ) are excluded from the geographic Regional Centers, and are shown as a separate group.



Table 3  
 2005-06 Number and Percentage of Students in Grades K-12 by Language Characteristics and LEP Status

	LEP		Formerly LEP		Non-LEP	
	n	%	n	%	n	%
<b>Regional Center 1</b>						
Spanish	10,673	98	5,983	98	21,353	53
Haitian Creole	51	0	48	1	317	1
Other	139	1	70	1	18,755	46
<b>Regional Center 2</b>						
Spanish	3,421	50	2,016	50	6,129	19
Haitian Creole	2,733	40	1,627	40	5,189	16
Other	686	10	384	10	20,274	64
<b>Regional Center 3</b>						
Spanish	7,256	93	4,387	93	12,189	50
Haitian Creole	347	4	189	4	669	3
Other	179	2	131	3	11,528	47
<b>Regional Center 4</b>						
Spanish	7,698	93	4,214	95	12,516	56
Haitian Creole	298	4	123	3	368	2
Other	244	3	117	3	9,276	42
<b>Regional Center 5</b>						
Spanish	8,652	96	5,831	96	25,754	50
Haitian Creole	10	0	12	0	161	0
Other	378	4	225	4	26,040	50
<b>Regional Center 6</b>						
Spanish	6,177	94	4,129	95	17,259	40
Haitian Creole	179	3	84	2	414	1
Other	221	3	152	3	25,823	59
<b>Zone Schools</b>						
Spanish	2,861	67	1,430	67	6,923	22
Haitian Creole	1,269	30	652	30	3,105	10
Other	137	3	64	3	22,159	69

Table 4

2006-07 Language Characteristics by ELL Status of Students in Grades K-12

	ELL		Formerly ELL		Non-ELL	
	n	%	n	%	n	%
<b>Region Center 1</b>						
Spanish	11,541	98.2	5,958	98.1	23,609	54.5
Haitian Creole	46	0.4	45	0.7	317	0.7
Other	162	1.4	69	1.1	19,411	44.8
<b>Region Center 2</b>						
Spanish	3,231	48.8	2,038	51.7	6,545	20.0
Haitian Creole	2,664	40.2	1,500	38.0	5,077	15.6
Other	729	11.0	406	10.3	21,022	64.4
<b>Region Center 3</b>						
Spanish	7,800	93.7	4,607	92.6	14,174	50.5
Haitian Creole	316	3.8	221	4.4	689	2.5
Other	211	2.5	148	3.0	13,193	47.0
<b>Region Center 4</b>						
Spanish	8,188	93.5	4,304	93.8	13,273	53.5
Haitian Creole	250	2.9	138	3.0	479	1.9
Other	321	3.7	147	3.2	11,038	44.5
<b>Region Center 5</b>						
Spanish	9,088	95.8	5,544	95.7	26,327	49.8
Haitian Creole	7	0.1	15	0.3	128	0.2
Other	395	4.2	237	4.1	26,364	49.9
<b>Region Center 6</b>						
Spanish	7,447	94.5	4,665	94.1	18,635	39.3
Haitian Creole	181	2.3	107	2.2	401	0.8
Other	256	3.2	187	3.8	28,421	59.9
<b>Zone Schools</b>						
Spanish	2,798	67.6	1,357	66.7	6,480	21.2
Haitian Creole	1,220	29.5	608	29.9	2,856	9.3
Other	124	3.0	69	3.4	21,239	69.5

Tables 3 & 4 show that the majority of ELL and former ELL students in all Regional Centers (RC), except RC 2, were of Hispanic origin. The proportions of ELL and former ELL students for whom district records indicate Haitian Creole as the primary language was high in the RC 2 (around 40% in both years) and the Zone schools (around 30% in both years).

## SECTION III

### 2005-06 AND 2006-07 FCAT-SSS READING AND MATHEMATICS DISTRICTWIDE STUDENT ACHIEVEMENT RESULTS BY ESOL/ELL STATUS

This part of Section III contrasts student academic performance on the reading and mathematics subtests of the 2006 and 2007 FCAT-SSS. Table 5 shows student academic achievement disaggregated by student ESOL/ELL classification status for each of the grade levels. As mentioned earlier, the achievement results of ESE students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound. The results show that, in most cases, the percentages of students at each grade level scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. Note that the charts below exhibit the academic performance of different groups of students for two academic years.

Overall, 23% of ELL students in grades 4 and 5 performed within achievement levels 3-5 on the reading subtest of the 2006 FCAT-SSS compared with 27% in 2007<sup>1</sup>. The corresponding figures for grades 3-5 for the mathematics subtest of the FCAT-SSS were 37.6% and 42.4% for the years 2006 and 2007, respectively. In grades 6-8, 10.5% of ELL students in grades 6-8 performed within achievement levels 3-5 on the reading subtest of the 2006 FCAT-SSS compared with 9.4% in 2007. The corresponding figures for grades 6-8 for the mathematics subtest of the FCAT-SSS were 21.2% and 20.3% for the years 2006 and 2007, respectively. In grades 9 and 10, about 3.7% of ELL students in grades 3-5 performed within achievement levels 3-5 on the reading subtest of the 2006 FCAT-SSS compared with 4.1% in 2007. The corresponding figures for grades 9 and 10 for the mathematics subtest of the FCAT-SSS were 30.7% and 28.7% for the years 2006 and 2007, respectively.

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<sup>1</sup> The scores of third graders were not included in the direct comparison of FCAT-SSS reading subtest scores as done in previous years due to an anomaly that occurred with regard to the calculation of scale scores in testing during 2006.

Table 5

Number and Percentage of Students in Grades 3-10 scoring 3 and above by ELL status on the FCAT-SSS: 2006 and 2007

		Reading						Mathematics					
		2006			2007			2006			2007		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
Grade 3	ESOL 1	793	69	<b>9</b>	748	69	<b>9</b>	797	183	<b>23</b>	748	214	<b>29</b>
	ESOL 2	395	157	<b>40</b>	338	108	<b>32</b>	394	189	<b>48</b>	339	166	<b>49</b>
	ESOL 3	563	288	<b>51</b>	615	239	<b>39</b>	563	288	<b>51</b>	614	327	<b>53</b>
	ESOL 4	1,116	663	<b>59</b>	1,321	681	<b>52</b>	1,116	678	<b>61</b>	1,321	862	<b>65</b>
	Formerly ELL	7,173	5,583	<b>78</b>	6,843	4,709	<b>69</b>	7,170	5,416	<b>76</b>	6,845	5,285	<b>77</b>
	Non-ELL	15,570	12,559	<b>81</b>	14,931	10,902	<b>73</b>	15,582	11,990	<b>77</b>	14,930	11,594	<b>78</b>
Grade 4	ESOL 1	815	38	<b>5</b>	749	55	<b>7</b>	822	154	<b>19</b>	750	171	<b>23</b>
	ESOL 2	426	104	<b>24</b>	411	103	<b>25</b>	428	171	<b>40</b>	412	172	<b>42</b>
	ESOL 3	399	193	<b>48</b>	425	201	<b>47</b>	399	225	<b>56</b>	427	256	<b>60</b>
	ESOL 4	423	217	<b>51</b>	398	212	<b>53</b>	423	222	<b>52</b>	398	240	<b>60</b>
	Formerly ELL	3,800	2,571	<b>68</b>	4,055	2,665	<b>66</b>	3,807	2,642	<b>69</b>	4,056	2,897	<b>71</b>
	Non-ELL	17,404	12,880	<b>74</b>	17,167	12,754	<b>74</b>	17,416	12,820	<b>74</b>	17,147	12,754	<b>74</b>
Grade 5	ESOL 1	760	30	<b>4</b>	752	47	<b>6</b>	759	88	<b>12</b>	766	99	<b>13</b>
	ESOL 2	432	73	<b>17</b>	374	85	<b>23</b>	433	97	<b>22</b>	387	111	<b>29</b>
	ESOL 3	377	138	<b>37</b>	370	164	<b>44</b>	379	147	<b>39</b>	372	161	<b>43</b>
	ESOL 4	300	127	<b>42</b>	346	173	<b>50</b>	301	118	<b>39</b>	350	142	<b>41</b>
	Formerly ELL	1,702	1,091	<b>64</b>	1,557	1,039	<b>67</b>	1,703	906	<b>53</b>	1,563	807	<b>52</b>
	Non-ELL	19,783	14,511	<b>73</b>	19,303	14,563	<b>75</b>	19,777	11,936	<b>60</b>	19,301	11,802	<b>61</b>
Grade 6	ESOL 1	843	29	<b>3</b>	736	13	<b>2</b>	843	75	<b>9</b>	732	58	<b>8</b>
	ESOL 2	428	45	<b>11</b>	419	47	<b>11</b>	427	72	<b>17</b>	422	78	<b>18</b>
	ESOL 3	306	86	<b>28</b>	345	85	<b>25</b>	305	88	<b>29</b>	345	95	<b>28</b>
	ESOL 4	357	101	<b>28</b>	333	77	<b>23</b>	354	89	<b>25</b>	334	72	<b>22</b>
	Formerly ELL	1,209	703	<b>58</b>	1,204	686	<b>57</b>	1,213	591	<b>49</b>	1,204	542	<b>45</b>
	Non-ELL	18,277	12,824	<b>70</b>	19,988	12,909	<b>65</b>	18,250	10,202	<b>56</b>	19,988	10,234	<b>51</b>
Grade 7	ESOL 1	924	20	<b>2</b>	821	14	<b>2</b>	925	108	<b>12</b>	823	108	<b>13</b>
	ESOL 2	506	42	<b>8</b>	505	49	<b>10</b>	506	127	<b>25</b>	503	124	<b>25</b>
	ESOL 3	303	73	<b>24</b>	268	57	<b>21</b>	303	102	<b>34</b>	269	87	<b>32</b>
	ESOL 4	475	109	<b>23</b>	406	91	<b>22</b>	477	145	<b>30</b>	405	132	<b>33</b>
	Formerly ELL	1,116	539	<b>48</b>	960	498	<b>52</b>	1,116	537	<b>48</b>	960	505	<b>53</b>
	Non-ELL	20,868	13,324	<b>64</b>	18,446	12,427	<b>67</b>	20,866	11,628	<b>56</b>	18,431	11,519	<b>62</b>

		Reading						Mathematics					
		2006			2007			2006			2007		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
Grade 8	ESOL 1	856	15	<b>2</b>	854	7	<b>1</b>	858	104	<b>12</b>	861	78	<b>9</b>
	ESOL 2	556	26	<b>5</b>	495	11	<b>2</b>	556	138	<b>25</b>	495	111	<b>22</b>
	ESOL 3	299	44	<b>15</b>	302	32	<b>11</b>	297	124	<b>42</b>	305	99	<b>32</b>
	ESOL 4	495	75	<b>15</b>	485	78	<b>16</b>	495	172	<b>35</b>	488	170	<b>35</b>
	Formerly ELL	1,133	309	<b>27</b>	979	307	<b>31</b>	1,136	511	<b>45</b>	975	516	<b>53</b>
	Non-ELL	20,744	10,213	<b>49</b>	20,629	10,077	<b>49</b>	20,738	12,375	<b>60</b>	20,616	13,040	<b>63</b>
Grade 9	ESOL 1	1,125	8	<b>1</b>	1,092	9	<b>1</b>	1118	169	<b>15</b>	1,085	165	<b>15</b>
	ESOL 2	690	21	<b>3</b>	563	14	<b>2</b>	682	198	<b>29</b>	561	148	<b>26</b>
	ESOL 3	411	35	<b>9</b>	341	32	<b>9</b>	404	154	<b>38</b>	339	114	<b>34</b>
	ESOL 4	552	39	<b>7</b>	511	69	<b>14</b>	549	187	<b>34</b>	509	185	<b>36</b>
	Formerly ELL	1,406	298	<b>21</b>	1,158	258	<b>22</b>	1,416	674	<b>48</b>	1,155	533	<b>46</b>
	Non-ELL	22,493	8,975	<b>40</b>	21,355	8,775	<b>41</b>	22,399	12,853	<b>57</b>	21,300	12,672	<b>59</b>
Grade 10	ESOL 1	871	3	<b>0</b>	891	3	<b>0</b>	863	192	<b>22</b>	881	177	<b>20</b>
	ESOL 2	698	7	<b>1</b>	648	12	<b>2</b>	671	249	<b>37</b>	620	174	<b>28</b>
	ESOL 3	457	23	<b>5</b>	419	31	<b>7</b>	444	196	<b>44</b>	403	189	<b>47</b>
	ESOL 4	662	65	<b>10</b>	578	37	<b>6</b>	635	303	<b>48</b>	563	270	<b>48</b>
	Formerly ELL	1,176	168	<b>14</b>	1,075	136	<b>13</b>	1,141	653	<b>57</b>	1,035	499	<b>48</b>
	Non-ELL	20,946	6,613	<b>32</b>	20,783	6,491	<b>31</b>	20,506	13,013	<b>63</b>	20,298	12,837	<b>63</b>

Note: In 2006, an anomaly occurred with regard to the calculation of scale scores for the FCAT-SSS reading component in the 3<sup>rd</sup> grade such these scores as calculated may have been inflated. This matter is currently being investigated by the Florida Department of Education. As such, direct comparisons should not be made between scores on the 2006 and 2007 FCAT-SSS Reading component for 3<sup>rd</sup> graders.

**2006 AND 2007 FCAT-SSS WRITING  
DISTRICTWIDE STUDENT ACHIEVEMENT RESULTS BY ESOL/ELL STATUS**

This part of Section III contrasts student academic performance on the writing components of the 2006 and 2007 FCAT-SSS. Table 6 shows student writing performance disaggregated by student ESOL/ELL classification status for each of the grade levels. The results show that the percentages of students at each grade level scoring 3.5 or higher increase as students gain English proficiency moving from one ESOL level to the next. Note that the charts below exhibit the academic performance of different groups of students for two academic years.

*Table 6  
Number and Percentage of Students Scoring 3.5 or above on the Writing Component of the FCAT- SSS: 2006 and 2007*

	ESOL/ELL Status	2006			2007		
		Total n	Scored 3.5 or higher n	%	Total n	Scored 3.5 or higher n	%
Grade 4	ESOL 1	555	118	<b>21</b>	465	124	<b>27</b>
	ESOL 2	415	247	<b>60</b>	387	222	<b>57</b>
	ESOL 3	397	313	<b>79</b>	426	326	<b>77</b>
	ESOL 4	406	330	<b>81</b>	473	363	<b>77</b>
	Formerly ELL	3,805	3,255	<b>86</b>	4,226	3,534	<b>84</b>
	Non-ELL	17,336	14,841	<b>86</b>	17,972	15,144	<b>84</b>
Grade 8	ESOL 1	655	84	<b>13</b>	563	99	<b>18</b>
	ESOL 2	551	227	<b>41</b>	432	214	<b>50</b>
	ESOL 3	298	192	<b>64</b>	299	207	<b>69</b>
	ESOL 4	489	320	<b>65</b>	491	345	<b>70</b>
	Formerly ELL	1,119	903	<b>81</b>	994	816	<b>82</b>
	Non-ELL	20,596	18,499	<b>90</b>	21,151	18,543	<b>88</b>
Grade 10	ESOL 1	538	39	<b>7</b>	453	48	<b>11</b>
	ESOL 2	653	131	<b>20</b>	514	135	<b>26</b>
	ESOL 3	453	169	<b>37</b>	388	190	<b>49</b>
	ESOL 4	666	382	<b>57</b>	535	304	<b>57</b>
	Formerly ELL	1,180	805	<b>68</b>	1,055	738	<b>70</b>
	Non-ELL	21,265	17,785	<b>84</b>	22,301	18,011	<b>81</b>

It can be seen that between 2006 and 2007 the percentage of students scoring 3.5 or higher on the writing component of the FCAT-SSS increased for all categories of ELL and former ELL students in grades eight and ten. In addition, the proportion of 4<sup>th</sup> grade ESOL level 1 students scoring 3.5 or higher also increased from 2006 to 2007. On the other hand, for all other categories of ESOL/ELL status classification, the proportion of 4<sup>th</sup> grade students scoring 3.5 or higher decreased between 2006 and 2007. Overall, about 42.0% of ELL students in grades 4, 8, and 10 achieved scores of 3.5 or higher on the writing component of the 2006 FCAT-SSS. In 2007, this proportion increased to 47.5%.

**2007 FCAT-SSS SCIENCE**  
**DISTRICTWIDE STUDENT ACHIEVEMENT RESULTS BY ESOL/ELL STATUS**

This part of Section III describes student academic performance on the science component of the 2007 FCAT-SSS. Table 4 shows student performance on the science subtest disaggregated by student ESOL/ELL classification status for each of the grade levels. The results show that the percentages of students at each grade level scoring 3 or higher increase as students gain English proficiency.

*Table 7*  
*Number and Percentage of Students Scoring 3 or above on the Science Component of the FCAT-SSS: 2007*

	ESOL/ELL Status	2007		
		Total n	Scored 3 or higher n	%
<b>Grade 5</b>	ESOL 1	772	21	<b>3</b>
	ESOL 2	386	28	<b>7</b>
	ESOL 3	372	63	<b>17</b>
	ESOL 4	349	51	<b>15</b>
	Formerly ELL	1,576	399	<b>25</b>
	Non-ELL	19,430	7,986	<b>41</b>
<b>Grade 8</b>	ESOL 1	854	7	<b>1</b>
	ESOL 2	491	14	<b>3</b>
	ESOL 3	302	24	<b>8</b>
	ESOL 4	487	39	<b>8</b>
	Formerly ELL	969	198	<b>20</b>
	Non-ELL	20,535	7,268	<b>35</b>
<b>Grade 11</b>	ESOL 1	534	3	<b>1</b>
	ESOL 2	428	19	<b>4</b>
	ESOL 3	387	29	<b>7</b>
	ESOL 4	495	29	<b>6</b>
	Formerly ELL	871	141	<b>16</b>
	Non-ELL	17,570	5,501	<b>31</b>

Note: In 2007, the Florida Department of Education (FLDOE) began to include scores on the science portion of the FCAT-SSS in the formula used to calculate school grades.

It can be seen that greater percentages of students score a 3 or higher on the science component of the FCAT-SSS in grade 5 than in grades 8 and 11 at each ESOL level. However, the percentages of students achieving proficiency in science is relatively low for all ESOL/ELL students. Overall, only 5.6% of ELL students in grades 5, 8, and 11 achieved scores of 3 or higher on the science component of the 2007 FCAT-SSS.

**2006 AND 2007 FCAT SSS READING AND MATHEMATICS  
STUDENT ACHIEVEMENT RESULTS BY REGION AND ESOL/ELL STATUS**

This part of Section III contrasts student academic performance on the reading and mathematics sections of the 2006 and 2007 FCAT SSS across different Regional Centers (RC). The schools in the School Improvement Zone (SIZ) are excluded from the geographic Regional Centers, and are shown as a separate group. The achievement results of ESE students are not included, except for those of students classified as gifted, speech impaired, or hospital/homebound. Note that the charts below exhibit the academic performance of different groups of students for two academic years.



Table 8

Number and Percentage of Students in Grades 3-10 scoring 3 and above by ELL status on the FCAT-SSS by Regional Center and School Improvement Zone: 2006 and 2007

		Reading						Mathematics					
		2006			2007			2006			2007		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
<b>Regional Center 1</b>													
Grades 3-5	ESOL 1	521	19	<b>4</b>	541	25	<b>5</b>	521	62	<b>12</b>	555	88	<b>16</b>
	ESOL 2	228	46	<b>20</b>	207	37	<b>18</b>	229	70	<b>31</b>	219	63	<b>29</b>
	ESOL 3	260	94	<b>36</b>	295	106	<b>36</b>	260	113	<b>43</b>	298	152	<b>51</b>
	ESOL 4	340	177	<b>52</b>	363	169	<b>47</b>	340	182	<b>54</b>	367	213	<b>58</b>
	Formerly ELL	2,338	1,728	<b>74</b>	2,482	1,669	<b>67</b>	2,337	1,700	<b>73</b>	2,488	1,783	<b>72</b>
	Non-ELL	9,089	6,718	<b>74</b>	9,033	6,582	<b>73</b>	9,101	6,150	<b>68</b>	9,049	6,231	<b>69</b>
Grades 6-8	ESOL 1	612	10	<b>2</b>	596	2	<b>0</b>	613	66	<b>11</b>	596	60	<b>10</b>
	ESOL 2	404	29	<b>7</b>	407	23	<b>6</b>	405	104	<b>26</b>	408	90	<b>22</b>
	ESOL 3	164	34	<b>21</b>	203	35	<b>17</b>	164	58	<b>35</b>	204	68	<b>33</b>
	ESOL 4	189	35	<b>19</b>	200	34	<b>17</b>	189	48	<b>25</b>	200	61	<b>31</b>
	Formerly ELL	605	237	<b>39</b>	549	219	<b>40</b>	607	258	<b>43</b>	547	235	<b>43</b>
	Non-ELL	9,832	5,678	<b>58</b>	11,298	6,358	<b>56</b>	9,831	5,480	<b>56</b>	11,292	6,442	<b>57</b>
Grades 9-10	ESOL 1	351	2	<b>1</b>	334	5	<b>1</b>	352	58	<b>16</b>	326	43	<b>13</b>
	ESOL 2	205	4	<b>2</b>	228	7	<b>3</b>	203	75	<b>37</b>	222	65	<b>29</b>
	ESOL 3	136	12	<b>9</b>	134	8	<b>6</b>	136	57	<b>42</b>	129	45	<b>35</b>
	ESOL 4	179	18	<b>10</b>	184	19	<b>10</b>	175	74	<b>42</b>	176	86	<b>49</b>
	Formerly ELL	385	60	<b>16</b>	317	55	<b>17</b>	382	179	<b>47</b>	310	146	<b>47</b>
	Non-ELL	6,155	1,875	<b>30</b>	6,606	2,102	<b>32</b>	6,095	3,440	<b>57</b>	6,502	3,807	<b>59</b>
<b>Regional Center 2</b>													
Grades 3-5	ESOL 1	251	22	<b>9</b>	235	33	<b>14</b>	252	59	<b>23</b>	236	62	<b>26</b>
	ESOL 2	188	63	<b>34</b>	156	61	<b>39</b>	187	75	<b>40</b>	156	79	<b>51</b>
	ESOL 3	221	98	<b>44</b>	226	98	<b>43</b>	221	104	<b>47</b>	227	122	<b>54</b>
	ESOL 4	263	144	<b>55</b>	283	145	<b>51</b>	262	132	<b>50</b>	284	178	<b>63</b>
	Formerly ELL	1,732	1,170	<b>68</b>	1,662	1,061	<b>64</b>	1,732	1,070	<b>62</b>	1,665	1,120	<b>67</b>
	Non-ELL	7,184	5,296	<b>74</b>	7,183	5,240	<b>73</b>	7,185	4,780	<b>67</b>	7,189	4,963	<b>69</b>
Grades 6-8	ESOL 1	262	8	<b>3</b>	236	10	<b>4</b>	263	49	<b>19</b>	239	29	<b>12</b>
	ESOL 2	162	13	<b>8</b>	136	11	<b>8</b>	162	38	<b>23</b>	135	30	<b>22</b>
	ESOL 3	127	24	<b>19</b>	98	20	<b>20</b>	124	50	<b>40</b>	100	37	<b>37</b>
	ESOL 4	201	35	<b>17</b>	167	27	<b>16</b>	200	70	<b>35</b>	170	58	<b>34</b>
	Formerly ELL	525	227	<b>43</b>	494	245	<b>50</b>	526	243	<b>46</b>	495	259	<b>52</b>
	Non-ELL	6,428	3,943	<b>61</b>	6,731	4,129	<b>61</b>	6,430	3,810	<b>59</b>	6,729	4,151	<b>62</b>

		Reading						Mathematics					
		2006			2007			2006			2007		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
<b>Regional Center 2</b>													
Grades 9-10	ESOL 1	204	0	<b>0</b>	224	1	<b>0</b>	204	39	<b>19</b>	225	31	<b>14</b>
	ESOL 2	184	6	<b>3</b>	155	3	<b>2</b>	180	59	<b>33</b>	150	37	<b>25</b>
	ESOL 3	136	10	<b>7</b>	129	5	<b>4</b>	128	53	<b>41</b>	126	51	<b>40</b>
	ESOL 4	203	16	<b>8</b>	176	4	<b>2</b>	198	87	<b>44</b>	174	51	<b>29</b>
	Formerly ELL	366	77	<b>21</b>	308	52	<b>17</b>	364	204	<b>56</b>	298	140	<b>47</b>
	Non-ELL	4,762	1,709	<b>36</b>	4,661	1,636	<b>35</b>	4,727	2,87	<b>61</b>	4,602	2,875	<b>62</b>
<b>Regional Center 3</b>													
Grades 3-5	ESOL 1	389	31	<b>8</b>	320	27	<b>8</b>	392	89	<b>23</b>	322	79	<b>25</b>
	ESOL 2	203	65	<b>32</b>	210	61	<b>29</b>	203	90	<b>44</b>	210	104	<b>50</b>
	ESOL 3	219	113	<b>52</b>	235	112	<b>48</b>	220	129	<b>59</b>	235	137	<b>58</b>
	ESOL 4	348	203	<b>58</b>	366	212	<b>58</b>	348	213	<b>61</b>	366	255	<b>70</b>
	Formerly ELL	1,903	1,459	<b>77</b>	1,972	1,476	<b>75</b>	1,905	1,45	<b>76</b>	1,975	1,555	<b>79</b>
	Non-ELL	6,329	4,586	<b>72</b>	6,381	4,652	<b>73</b>	6,334	4,36	<b>69</b>	6,374	4,530	<b>71</b>
Grades 6-8	ESOL 1	298	17	<b>6</b>	356	5	<b>1</b>	298	66	<b>22</b>	356	64	<b>18</b>
	ESOL 2	173	16	<b>9</b>	169	31	<b>18</b>	172	55	<b>32</b>	169	67	<b>40</b>
	ESOL 3	120	49	<b>41</b>	143	29	<b>20</b>	119	65	<b>55</b>	143	40	<b>28</b>
	ESOL 4	132	52	<b>39</b>	177	65	<b>37</b>	132	64	<b>48</b>	177	84	<b>47</b>
	Formerly ELL	420	222	<b>53</b>	487	282	<b>58</b>	420	230	<b>55</b>	487	271	<b>56</b>
	Non-ELL	4,140	2,893	<b>70</b>	5,136	3,462	<b>67</b>	4,132	2,71	<b>66</b>	5,134	3,392	<b>66</b>
Grades 9-10	ESOL 1	259	3	<b>1</b>	259	1	<b>0</b>	256	85	<b>33</b>	256	67	<b>26</b>
	ESOL 2	195	6	<b>3</b>	177	5	<b>3</b>	189	100	<b>53</b>	170	64	<b>38</b>
	ESOL 3	151	20	<b>13</b>	127	27	<b>21</b>	151	89	<b>59</b>	121	76	<b>63</b>
	ESOL 4	163	24	<b>15</b>	181	33	<b>18</b>	161	90	<b>56</b>	178	105	<b>59</b>
	Formerly ELL	362	73	<b>20</b>	358	95	<b>27</b>	357	220	<b>62</b>	362	230	<b>64</b>
	Non-ELL	3,771	1,611	<b>43</b>	4,740	2,040	<b>43</b>	3,745	2,70	<b>72</b>	4,681	3,317	<b>71</b>
<b>Regional Center 4</b>													
Grades 3-5	ESOL 1	442	23	<b>5</b>	418	26	<b>6</b>	444	69	<b>16</b>	418	87	<b>21</b>
	ESOL 2	224	57	<b>25</b>	171	42	<b>25</b>	224	74	<b>33</b>	172	65	<b>38</b>
	ESOL 3	201	100	<b>50</b>	205	85	<b>41</b>	202	95	<b>47</b>	205	102	<b>50</b>
	ESOL 4	285	144	<b>51</b>	294	153	<b>52</b>	285	162	<b>57</b>	293	162	<b>55</b>
	Formerly ELL	1,870	1,285	<b>69</b>	2,002	1,215	<b>61</b>	1,871	1,20	<b>64</b>	2,002	1,337	<b>67</b>
	Non-ELL	5,817	4,362	<b>75</b>	6,078	4,484	<b>74</b>	5,824	4,05	<b>70</b>	6,073	4,194	<b>69</b>

		Reading						Mathematics					
		2006			2007			2006			2007		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
<b>Regional Center 4</b>													
Grades 6-8	ESOL 1	376	9	<b>2</b>	319	8	<b>3</b>	375	35	<b>9</b>	320	25	<b>8</b>
	ESOL 2	180	19	<b>11</b>	184	11	<b>6</b>	179	42	<b>23</b>	185	37	<b>20</b>
	ESOL 3	96	18	<b>19</b>	116	21	<b>18</b>	96	30	<b>31</b>	116	38	<b>33</b>
	ESOL 4	138	26	<b>19</b>	148	27	<b>18</b>	139	43	<b>31</b>	148	38	<b>26</b>
	Formerly ELL	412	176	<b>43</b>	432	202	<b>47</b>	415	180	<b>43</b>	433	221	<b>51</b>
	Non-ELL	4,597	2,982	<b>65</b>	5,515	3,518	<b>64</b>	4,603	2,78	<b>61</b>	5,515	3,464	<b>63</b>
Grades 9-10	ESOL 1	225	2	<b>1</b>	238	1	<b>0</b>	223	60	<b>27</b>	237	76	<b>32</b>
	ESOL 2	135	2	<b>1</b>	119	5	<b>4</b>	133	45	<b>34</b>	116	33	<b>28</b>
	ESOL 3	72	1	<b>1</b>	60	5	<b>8</b>	69	29	<b>42</b>	60	29	<b>48</b>
	ESOL 4	123	15	<b>12</b>	123	18	<b>15</b>	115	55	<b>48</b>	121	74	<b>61</b>
	Formerly ELL	235	40	<b>17</b>	197	34	<b>17</b>	235	112	<b>48</b>	189	86	<b>46</b>
	Non-ELL	2,994	1,345	<b>45</b>	3,479	1,508	<b>43</b>	2,936	2,03	<b>69</b>	3,440	2,278	<b>66</b>
<b>Regional Center 5</b>													
Grades 3-5	ESOL 1	357	23	<b>6</b>	371	40	<b>11</b>	360	78	<b>22</b>	369	111	<b>30</b>
	ESOL 2	172	47	<b>27</b>	159	55	<b>35</b>	173	77	<b>45</b>	160	76	<b>48</b>
	ESOL 3	221	113	<b>51</b>	202	105	<b>52</b>	221	128	<b>58</b>	203	118	<b>58</b>
	ESOL 4	216	145	<b>67</b>	276	177	<b>64</b>	216	149	<b>69</b>	276	181	<b>66</b>
	Formerly ELL	2,051	1,642	<b>80</b>	1,967	1,462	<b>74</b>	2,054	1,60	<b>78</b>	1,968	1,537	<b>78</b>
	Non-ELL	10,187	8,806	<b>86</b>	10,186	8,646	<b>85</b>	10,186	8,14	<b>80</b>	10,191	8,182	<b>80</b>
Grades 6-8	ESOL 1	448	15	<b>3</b>	413	7	<b>2</b>	448	53	<b>12</b>	413	45	<b>11</b>
	ESOL 2	255	19	<b>7</b>	215	27	<b>13</b>	254	62	<b>24</b>	215	62	<b>29</b>
	ESOL 3	174	43	<b>25</b>	152	44	<b>29</b>	175	67	<b>38</b>	152	60	<b>39</b>
	ESOL 4	251	71	<b>28</b>	236	52	<b>22</b>	252	92	<b>37</b>	235	71	<b>30</b>
	Formerly ELL	623	351	<b>56</b>	555	316	<b>57</b>	623	377	<b>61</b>	554	351	<b>63</b>
	Non-ELL	13,376	9,899	<b>74</b>	13,507	9,824	<b>73</b>	13,377	9,39	<b>70</b>	13,500	9,625	<b>71</b>
Grades 9-10	ESOL 1	339	0	<b>0</b>	376	4	<b>1</b>	338	39	<b>12</b>	379	82	<b>22</b>
	ESOL 2	238	8	<b>3</b>	195	0	<b>0</b>	228	65	<b>29</b>	192	57	<b>30</b>
	ESOL 3	137	6	<b>4</b>	117	10	<b>9</b>	134	56	<b>42</b>	117	47	<b>40</b>
	ESOL 4	229	12	<b>5</b>	155	13	<b>8</b>	222	76	<b>34</b>	155	51	<b>33</b>
	Formerly ELL	441	105	<b>24</b>	412	90	<b>22</b>	439	266	<b>61</b>	404	214	<b>53</b>
	Non-ELL	8,327	3,883	<b>47</b>	7,990	3,725	<b>47</b>	8,238	5,83	<b>71</b>	7,881	5,647	<b>72</b>

		Reading						Mathematics					
		2006			2007			2006			2007		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
<b>Regional Center 6</b>													
Grades 3-5	ESOL 1	281	11	<b>4</b>	276	15	<b>5</b>	282	50	<b>18</b>	275	45	<b>16</b>
	ESOL 2	148	31	<b>21</b>	143	23	<b>16</b>	149	46	<b>31</b>	142	38	<b>27</b>
	ESOL 3	132	60	<b>45</b>	181	70	<b>39</b>	132	54	<b>41</b>	179	80	<b>45</b>
	ESOL 4	222	112	<b>50</b>	327	137	<b>42</b>	221	109	<b>49</b>	327	179	<b>55</b>
	Formerly ELL	1,584	1,143	<b>72</b>	1,771	1,190	<b>67</b>	1,585	1,13	<b>71</b>	1,769	1,274	<b>72</b>
	Non-ELL	8394	6315	<b>75</b>	9,560	7,026	<b>73</b>	8,376	5,78	<b>69</b>	9,526	6,493	<b>68</b>
Grades 6-8	ESOL 1	236	3	<b>1</b>	191	0	<b>0</b>	236	13	<b>6</b>	188	11	<b>6</b>
	ESOL 2	101	6	<b>6</b>	143	3	<b>2</b>	101	11	<b>11</b>	144	15	<b>10</b>
	ESOL 3	72	12	<b>17</b>	95	15	<b>16</b>	72	15	<b>21</b>	95	26	<b>27</b>
	ESOL 4	156	32	<b>21</b>	160	29	<b>18</b>	157	39	<b>25</b>	160	44	<b>28</b>
	Formerly ELL	313	126	<b>40</b>	362	150	<b>41</b>	312	128	<b>41</b>	362	159	<b>44</b>
	Non-ELL	7,936	4,737	<b>60</b>	9,069	5,313	<b>59</b>	7,927	4,47	<b>56</b>	9,076	5,144	<b>57</b>
Grades 9-10	ESOL 1	175	0	<b>0</b>	175	0	<b>0</b>	174	20	<b>11</b>	174	22	<b>13</b>
	ESOL 2	168	2	<b>1</b>	143	3	<b>2</b>	165	34	<b>21</b>	140	33	<b>24</b>
	ESOL 3	91	5	<b>5</b>	92	7	<b>8</b>	90	30	<b>33</b>	91	30	<b>33</b>
	ESOL 4	134	14	<b>10</b>	126	12	<b>10</b>	131	51	<b>39</b>	124	53	<b>43</b>
	Formerly ELL	371	69	<b>19</b>	343	54	<b>16</b>	368	191	<b>52</b>	333	148	<b>44</b>
	Non-ELL	7,966	3,320	<b>42</b>	7,878	3,244	<b>41</b>	7,858	5,10	<b>65</b>	7,804	5,163	<b>66</b>
<b>Zone Schools</b>													
Grades 3-5	ESOL 1	111	6	<b>5</b>	87	5	<b>6</b>	111	12	<b>11</b>	88	12	<b>14</b>
	ESOL 2	63	17	<b>27</b>	76	17	<b>22</b>	63	13	<b>21</b>	78	24	<b>31</b>
	ESOL 3	53	20	<b>38</b>	63	28	<b>44</b>	53	20	<b>38</b>	63	33	<b>52</b>
	ESOL 4	112	51	<b>46</b>	155	73	<b>47</b>	114	45	<b>39</b>	155	76	<b>49</b>
	Formerly ELL	602	371	<b>62</b>	586	338	<b>58</b>	602	356	<b>59</b>	584	382	<b>65</b>
	Non-ELL	2,925	1,609	<b>55</b>	2,926	1,571	<b>54</b>	2,937	1,48	<b>50</b>	2,925	1,549	<b>53</b>
Grades 6-8	ESOL 1	332	2	<b>1</b>	292	2	<b>1</b>	334	3	<b>1</b>	296	10	<b>3</b>
	ESOL 2	145	3	<b>2</b>	159	1	<b>1</b>	146	8	<b>5</b>	158	12	<b>8</b>
	ESOL 3	115	11	<b>10</b>	106	10	<b>9</b>	115	14	<b>12</b>	107	12	<b>11</b>
	ESOL 4	142	10	<b>7</b>	128	12	<b>9</b>	140	19	<b>14</b>	129	18	<b>14</b>
	Formerly ELL	298	71	<b>24</b>	255	77	<b>30</b>	301	71	<b>24</b>	252	67	<b>27</b>
	Non-ELL	8,228	3,037	<b>37</b>	7,370	2,755	<b>37</b>	8,217	2,58	<b>31</b>	7,353	2,526	<b>34</b>

		Reading						Mathematics					
		2006			2007			2006			2007		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
<b>Zone Schools</b>													
Grades 9-10	ESOL 1	377	4	<b>1</b>	349	0	<b>0</b>	369	43	<b>12</b>	345	20	<b>6</b>
	ESOL 2	210	0	<b>0</b>	182	3	<b>2</b>	202	41	<b>20</b>	178	33	<b>19</b>
	ESOL 3	112	0	<b>0</b>	94	1	<b>1</b>	109	21	<b>19</b>	90	25	<b>28</b>
	ESOL 4	128	1	<b>1</b>	132	7	<b>5</b>	126	30	<b>24</b>	133	35	<b>26</b>
	Formerly ELL	284	11	<b>4</b>	273	13	<b>5</b>	278	80	<b>29</b>	269	65	<b>24</b>
	Non-ELL	6,898	1,094	<b>16</b>	6,135	977	<b>16</b>	6,803	2,55	<b>37</b>	6,057	2,329	<b>38</b>

**SECTION IV**  
**PROGRESSION OF ELL STUDENTS WITHIN THE ESOL PROGRAM**  
**FROM 2005 TO 2007**

This section illustrates the advancement in acquiring English proficiency made by students enrolled in the ESOL program. Table 9 shows the advancement in acquiring English proficiency made by students enrolled in the ESOL program for the 2005-06 school years. For the students classified as ELL in June 2005, Table 9 shows their ESOL level as of June 2005 and the number and percentage of the same students by according to their June 2006 ESOL levels. ESE students are not included except those documented as gifted, speech impaired, or hospital/homebound.

Table 9  
*Students' Advancement within the ESOL Program from June 2005 to June 2006*

2005		2006 ESOL Level									
Grade	ESOL Level	ESOL 1		ESOL 2		ESOL 3		ESOL 4		Formerly LEP	
		n	%	n	%	n	%	n	%	n	%
K	ESOL 1	113	12	370	39	270	29	136	14	53	6
	ESOL 2			377	21	752	42	512	28	164	9
	ESOL 3					606	28	956	45	570	27
	ESOL 4							1,883	46	2,176	53
1	ESOL 1	54	14	123	32	101	26	80	21	31	8
	ESOL 2			127	14	290	32	302	33	195	21
	ESOL 3					328	21	602	38	639	41
	ESOL 4							1,019	31	2,312	69
2	ESOL 1	55	18	152	49	70	23	17	5	16	5
	ESOL 2			87	26	125	37	40	12	86	25
	ESOL 3					181	31	140	24	252	44
	ESOL 4							330	21	1,231	78
3	ESOL 1	61	19	155	48	67	21	24	7	15	5
	ESOL 2			71	16	193	43	96	21	93	21
	ESOL 3					106	21	129	26	265	53
	ESOL 4							143	24	451	76
4	ESOL 1	46	14	169	53	78	24	13	4	14	4
	ESOL 2			69	18	170	45	79	21	64	17
	ESOL 3					70	18	103	27	206	54
	ESOL 4							89	26	249	73
5	ESOL 1	120	36	168	50	33	10	12	4	5	1
	ESOL 2			129	36	122	34	84	24	19	5
	ESOL 3					55	17	155	47	117	36
	ESOL 4							129	42	174	57
6	ESOL 1	151	33	207	45	60	13	30	7	8	2
	ESOL 2			138	28	173	36	132	27	43	9
	ESOL 3					32	10	162	53	111	36
	ESOL 4							164	36	297	64
7	ESOL 1	140	29	222	47	70	15	32	7	11	2
	ESOL 2			142	28	192	37	136	26	45	9

2005		2006 ESOL Level									
Grade	ESOL Level	ESOL 1		ESOL 2		ESOL 3		ESOL 4		Formerly LEP	
		n	%	n	%	n	%	n	%	n	%
	ESOL 3					34	11	144	46	134	43
	ESOL 4							117	22	416	78
8	ESOL 1	144	36	191	47	52	13	13	3	4	1
	ESOL 2			186	36	200	39	104	20	28	5
	ESOL 3					73	20	191	52	101	28
	ESOL 4							179	33	364	67
9	ESOL 1	145	30	233	47	86	18	24	5	3	1
	ESOL 2			185	32	230	40	125	22	33	6
	ESOL 3					86	20	220	52	120	28
	ESOL 4							225	37	384	63
10	ESOL 1	64	24	130	49	50	19	17	6	2	1
	ESOL 2			144	32	181	40	101	22	29	6
	ESOL 3					73	17	226	54	123	29
	ESOL 4							208	39	332	61
11	ESOL 1	24	34	26	37	15	21	4	6	1	1
	ESOL 2			36	44	24	29	16	20	6	7
	ESOL 3					19	33	27	47	11	19
	ESOL 4							56	44	70	55

Note: a few of the cells that are left blank in the table above contained small percentages (less than 1%) of students. These cells correspond to “moving back” in ESOL level.

Overall, about 72% of K-11 students who were classified as ESOL 1-4 in June 2005 advanced by at least one ESOL level during the 2005-2006 period.

The percentages of students advancing by at least one ESOL level and exiting the ESOL program by grade in 2006-07 are presented below in Table 10. Overall, about 66% of K-12 students who were classified as ESOL 1-4 in October 2006 advanced by at least one ESOL level during the 2006-2007 period. In addition, 30% of K-12 students classified as ESOL 1-4 during October 2006 exited the ESOL program by June 2007. The percentages of students advancing one or more ESOL levels range from a low of 53% in grade K to a high of 76% in grade 4. The percentages of student’s exiting the ESOL program range from a low of 15% in grade 9 to a high of 51 % in grade 3. In addition, it is interesting to note that the lowest percentages of students advance through and exit the ESOL program in grades K, 6, 9 and 12.

Table 10

Numbers and Percentages of Students Advancing through and Exiting from the ESOL program by Grade: October 2006 to June 2007

Grade	Total n	Advanced		Exited	
		n	%	n	%
K	10,856	5,804	<b>53</b>	2,161	<b>20</b>
1	9,850	6,590	<b>67</b>	3,321	<b>34</b>
2	6,274	4,727	<b>75</b>	3,142	<b>50</b>
3	3,267	2,417	<b>74</b>	1,668	<b>51</b>
4	1,822	1,390	<b>76</b>	589	<b>32</b>
5	1,755	1,323	<b>75</b>	553	<b>32</b>
6	1,682	1,097	<b>65</b>	335	<b>20</b>
7	1,853	1,303	<b>70</b>	380	<b>21</b>
8	2,038	1,436	<b>70</b>	506	<b>25</b>
9	2,223	1,397	<b>63</b>	344	<b>15</b>
10	2,285	1,565	<b>68</b>	432	<b>19</b>
11	1,670	1,173	<b>70</b>	384	<b>23</b>
12	313	195	<b>62</b>	70	<b>22</b>
<b>OVERALL</b>	<b>45,888</b>	<b>30,417</b>	<b>66</b>	<b>13,885</b>	<b>30</b>

Table 11 shows the number and percentage of students at each ESOL level in June 2007 based on their prior October 2006 ELL classification. ESE students are not included except those documented as gifted, speech impaired, or hospital/homebound.

Table 11

Students' Advancement within the ESOL Program from October 2006 to June 2007

October 2006		June 2007 ESOL Level									
Grade	ESOL Level	ESOL 1		ESOL 2		ESOL 3		ESOL 4		Formerly ELL	
		n	%	n	%	n	%	n	%	n	%
K	ESOL 1	634	23	1106	41	604	22	337	12	51	2
	ESOL 2			578	39	533	36	306	21	60	4
	ESOL 3					841	46	757	42	225	12
	ESOL 4							2,999	62	1,825	38
1	ESOL 1	171	15	501	44	271	24	148	13	43	4
	ESOL 2			435	22	772	40	543	28	200	10
	ESOL 3					630	28	1034	46	591	26
	ESOL 4							2024	45	2487	55
2	ESOL 1	124	20	233	37	129	21	101	16	35	6
	ESOL 2			84	12	229	32	246	34	159	22
	ESOL 3					306	19	647	41	629	40
	ESOL 4							1033	31	2319	69
3	ESOL 1	125	23	262	49	113	21	16	3	20	4
	ESOL 2			65	19	173	50	46	13	60	18
	ESOL 3					275	39	139	20	288	41
	ESOL 4							385	23	1300	77



October 2006		June 2007 ESOL Level									
Grade	ESOL Level	ESOL 1		ESOL 2		ESOL 3		ESOL 4		Formerly ELL	
		n	%	n	%	n	%	n	%	n	%
4	ESOL 1	165	28	252	44	116	20	25	4	21	4
	ESOL 2			74	18	193	48	83	21	52	13
	ESOL 3					83	20	132	31	204	49
	ESOL 4							110	26	312	74
5	ESOL 1	174	28	279	46	115	19	28	5	15	2
	ESOL 2			78	21	176	47	67	18	54	14
	ESOL 3					85	22	105	28	193	50
	ESOL 4							95	25	291	75
6	ESOL 1	261	45	241	42	44	8	26	4	6	1
	ESOL 2			130	31	159	37	101	24	33	8
	ESOL 3					64	18	191	53	107	29
	ESOL 4							130	41	189	59
7	ESOL 1	250	37	325	48	70	10	31	4	6	1
	ESOL 2			97	20	197	42	150	32	30	6
	ESOL 3					40	15	150	55	81	30
	ESOL 4							163	38	263	62
8	ESOL 1	262	36	349	48	78	11	28	4	6	1
	ESOL 2			125	26	184	38	137	29	33	7
	ESOL 3					51	16	154	49	111	35
	ESOL 4							164	32	356	68
9	ESOL 1	305	37	422	51	65	8	35	4	2	0
	ESOL 2			162	31	222	42	108	21	34	6
	ESOL 3					87	25	201	58	57	17
	ESOL 4							272	52	251	48
10	ESOL 1	240	33	366	50	98	14	16	2	7	1
	ESOL 2			154	25	272	45	154	26	24	4
	ESOL 3					84	21	227	56	91	23
	ESOL 4							242	44	310	56
11	ESOL 1	119	29	211	52	61	15	11	3	5	1
	ESOL 2			90	23	172	44	103	27	23	6
	ESOL 3					78	21	231	61	68	18
	ESOL 4							210	42	288	58
12	ESOL 1	14	26	27	49	5	9	9	16	0	0
	ESOL 2			25	36	27	38	18	26	0	0
	ESOL 3					20	30	39	57	9	13
	ESOL 4							59	49	61	51

Note: A small number of the cells that are left blank in the table above contained small percentages (less than 1%) of students. These cells correspond to “moving back” in ESOL level.

## **SECTION V**

### **LONGITUDINAL VIEW OF STUDENT ACADEMIC PROGRESS**

To enable a longitudinal perspective on student achievement, several non-overlapping student cohorts were identified. All students who entered the District's schools in grades K-12 during the 2002-03 school year as ELL students were classified as belonging to the 2002-03 ELL Cohort. Those, who entered the District's schools in grades K-12 as ELL students during the 2003-04 academic year were identified as belonging to the 2003-04 ELL Cohort, and so on. Demographic, native language, and ESOL status characteristics of the 2002-03 and 2003-04 ELL Cohorts were described in the report titled "Limited English Proficient Students and their Academic Achievement: 2005 Cohort Analysis" completed in November 2005. The characteristics of the 2004-05, 2005-06 and 2006-07 ELL Cohorts are very similar to those in the previous two cohorts; therefore, they will not be described here.

Student achievement results on the 2003-2007 reading and mathematics components of the FCAT-SSS were analyzed separately for each ELL Cohort. The outcomes of ESE students were not included except for those of students classified as gifted, hospital/homebound, or speech impaired. The numbers of students in a particular ELL cohort who participated in the FCAT-SSS during the 2003-2007 period are shown in Table 7. It should be noted that although each ELL Cohort is defined so as to include students in all grades (K-12), only the students in grades 3-10 participate in the FCAT-SSS. As such, students in grades K-2 at the time of testing are not included in the number of students assessed via the FCAT-SSS. Assuming students' normal progression from one grade level to the next, students from the 2002-03 cohort who were in the Kindergarten initially (during 2002-03) began participating in the FCAT-SSS in 2006. In a similar way, students from the same 2002-03 Cohort who were first second graders during the 2002-03 school year started participating in the FCAT-SSS in 2005 and 2004, respectively. Similar statements can be made regarding other ELL Cohorts. Table 7 also lists the percentages of students from each original cohort that were still classified as ELL students during a particular FCAT-SSS administration. For example, 5,403 of those students who entered the district as ELLs during the 2002-03 school year were administered the FCAT-SSS and 99% of those 5,403 ( $n = 5,349$ ) were still classified as ELL when they were administered the exam in 2003. During 2006, 9,768 of those students who entered the district as ELLs during the 2002-03 school year were administered the FCAT-SSS but only 25% of the 9,768 ( $n = 2,442$ ) were still classified as ELL when they were administered the exam in 2006, meaning that the majority of these students tested are considered to be proficient in English.

Table 7

Numbers of Students in Various ELL Cohorts who Participated in the FCAT-SSS and Percentages of those Identified as ELL

ELL Cohort	Reading										Mathematics									
	2003		2004		2005		2006		2007		2003		2004		2005		2006		2007	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2002-03	5,403	99	5,536	93	5,034	75	9,768	25	10,542	9	5,382	99	5,510	93	5,019	75	9,745	25	10,528	9
2003-04			5,753	99	6,021	91	5,431	74	10,530	27			5,759	99	6,004	91	5,405	74	10,529	27
2004-05					5,136	97	5,158	90	5,779	77					5,122	97	5,141	90	5,772	77
2005-06							5,367	98	3,454	92							5,347	98	3,456	92
2006-07									4,891	97									4,897	97

Figures 1 and 2 below report the academic achievement of students in different ELL Cohorts as related to Florida’s Adequate Yearly Progress (AYP) benchmark and the average M-DCPS student. These figures demonstrate that the academic performance of students in each of the ELL Cohorts increases rapidly over a period of two or more years. In particular, the 2006 and 2007 academic achievement of students in the 2002-03 ELL Cohort and the 2007 academic achievement of students in the 2003-04 ELL Cohort exceeded both the State AYP benchmark and the average M-DCPS student for this year in both academic areas.

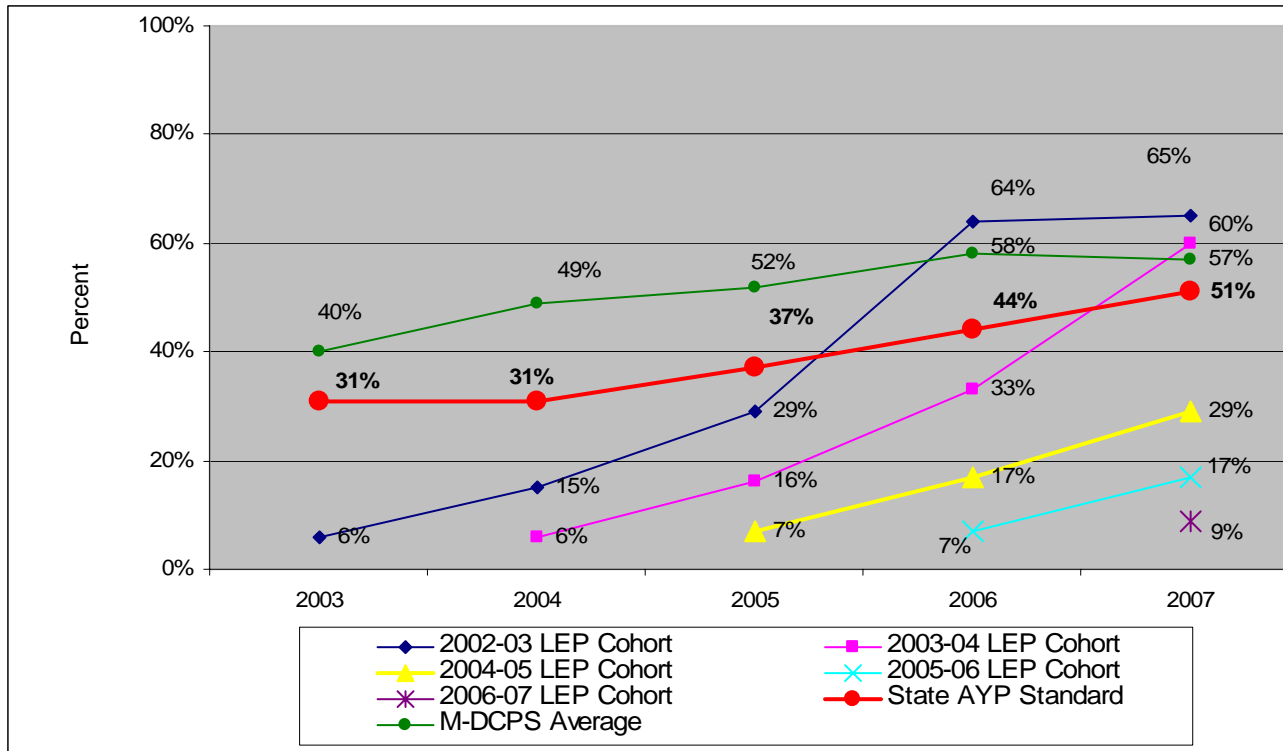


Figure 1. Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Reading Component of the FCAT-SSS and Florida’s AYP Benchmark (in Red)

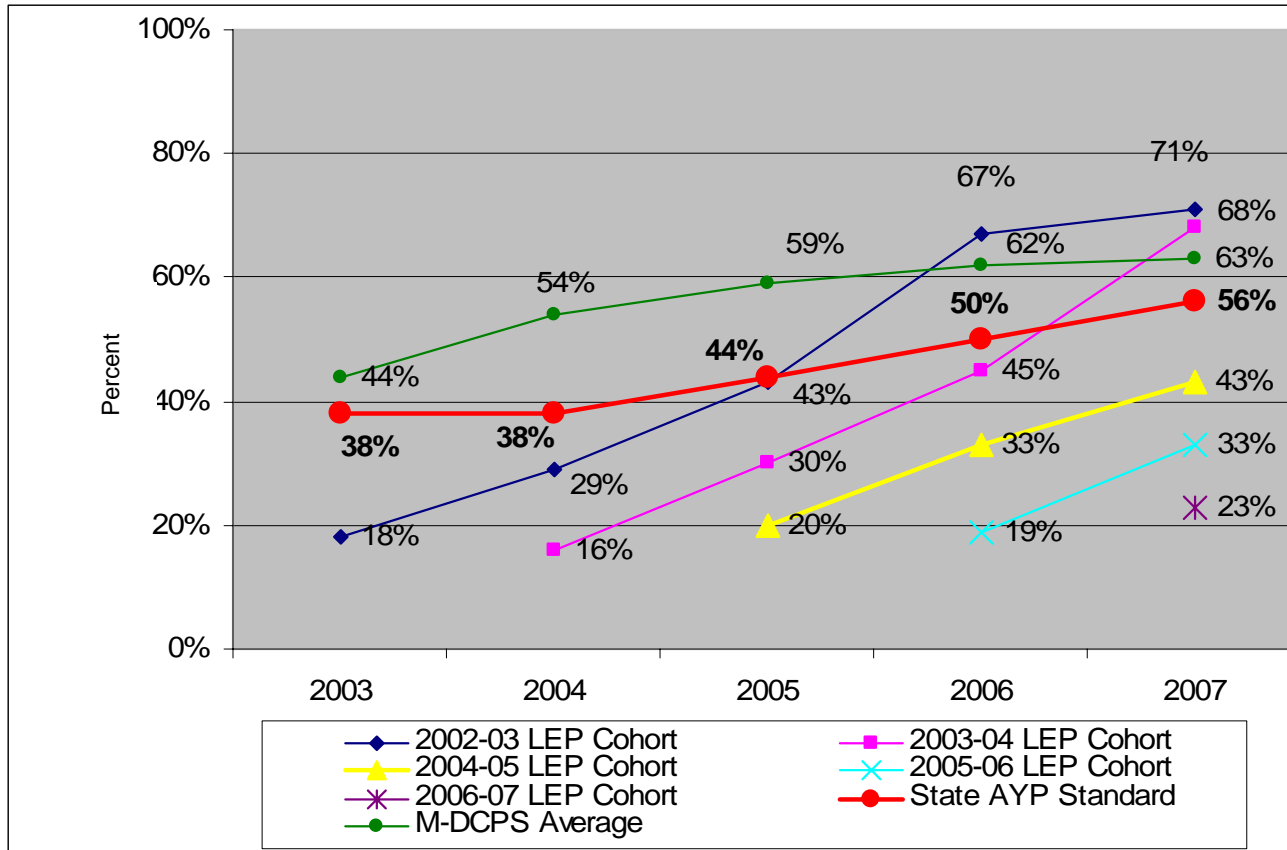


Figure 2. Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Mathematics Component of the FCAT-SSS and Florida's AYP Benchmark (in Red)

