

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

**LIMITED ENGLISH PROFICIENT STUDENTS AND THEIR
ACADEMIC PROGRESS: 2006-2007**

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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.

An inspection of the high school graduation figures shows that the graduation rate of ELL students increases as students acquire English proficiency. However, the graduation rate of ELL students remains lower than that of non-ELL students. In addition, the retention rate of ELL students is higher than that of non-ELL students.

INTRODUCTION

This report is intended to accomplish the following six tasks. First, it will describe the demographic characteristics of students classified as English Language Learners (ELL). Second, 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). Third, it will describe the progress made by ELL students in the area of English proficiency during the 2006-2007 period. Fourth, it will offer a longitudinal view on the academic achievement of ELL students beginning with the 2003 school year, through 2007. Fifth, the report will contrast 2006 high school graduation percentages for ELL and non-ELL students. Finally, the report will examine 2007 retention rates for ELL students.

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 describes certain demographic characteristics of ELL, former ELL and non-ELL students in the District.
- The second 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 third section shows the progression of students within the ESOL program from October 2006 to June 2007.

- The fourth section shows the progress made by the District in reaching goals set in the application for Title III funds.
- The fifth section shows 2007 high school graduation percentages for ELL and non-ELL students and the 2007 retention rates for ELL students.

SECTION I
2007 STUDENTS' DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL and non-ELL students in the District 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.

Table 1
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

Table 1 shows 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.

Table 2 shows 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 2
2007 Language Characteristics by ELL Status of Students in Grades K-12

	ELL		Formerly ELL		Non-ELL	
	n	%	n	%	n	%
Region Center 1						
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
Region Center 2						
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
Region Center 3						
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
Region Center 4						
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
Region Center 5						
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
Region Center 6						
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
Zone Schools						
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

Table 2 shows 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 (40%) and the Zone schools (29%).

SECTION II

2006 AND 2007 FCAT-SSS READING AND MATHEMATICS DISTRICTWIDE STUDENT ACHIEVEMENT RESULTS BY ESOL/ELL STATUS

This part of Section II contrasts student academic performance on the reading and mathematics subtests of the 2006 and 2007 FCAT-SSS. Table 3 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 2007¹. 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.

¹ 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 3

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

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

Note: In 2006, an anomaly occurred with regard to the calculation of scale scores for the FCAT-SSS reading component in the 3rd 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 3rd graders.

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

This part of Section II contrasts student academic performance on the writing components of the 2006 and 2007 FCAT-SSS. Table 4 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 4
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	21	465	124	27
	ESOL 2	415	247	60	387	222	57
	ESOL 3	397	313	79	426	326	77
	ESOL 4	406	330	81	473	363	77
	Formerly ELL	3,805	3,255	86	4,226	3,534	84
	Non-ELL	17,336	14,841	86	17,972	15,144	84
Grade 8	ESOL 1	655	84	13	563	99	18
	ESOL 2	551	227	41	432	214	50
	ESOL 3	298	192	64	299	207	69
	ESOL 4	489	320	65	491	345	70
	Formerly ELL	1,119	903	81	994	816	82
	Non-ELL	20,596	18,499	90	21,151	18,543	88
Grade 10	ESOL 1	538	39	7	453	48	11
	ESOL 2	653	131	20	514	135	26
	ESOL 3	453	169	37	388	190	49
	ESOL 4	666	382	57	535	304	57
	Formerly ELL	1,180	805	68	1,055	738	70
	Non-ELL	21,265	17,785	84	22,301	18,011	81

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

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 igher 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 II 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 5

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

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

Regional Center 4													
	ESOL 1	376	9	2	319	8	3	375	35	9	320	25	8

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

		Regional Center 6											
es	ESOL 1	281	11	4	276	15	5	282	50	18	275	45	16
	ESOL 2	148	31	21	143	23	16	149	46	31	142	38	27

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

Zone Schools													
Grade s 9-10	ESOL 1	377	4	1	349	0	0	369	43	12	345	20	6
	ESOL 2	210	0	0	182	3	2	202	41	20	178	33	19
	ESOL 3	112	0	0	94	1	1	109	21	19	90	25	28

	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	%
ESOL 4	128	1	1	132	7	5	126	30	24	133	35	26
Formerly ELL	284	11	4	273	13	5	278	80	29	269	65	24
Non-ELL	6,898	1,094	16	6,135	977	16	6,803	2,55	37	6,057	2,329	38

SECTION III
PROGRESSION OF ELL STUDENTS WITHIN THE ESOL PROGRAM
FROM 2006 TO 2007

This section illustrates the advancement in acquiring English proficiency made by students enrolled in the ESOL program in October 2006. The percentages of students advancing by at least one ESOL level and exiting the ESOL program by grade are presented below in Table 6. 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 6
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	53	2,161	20
1	9,850	6,590	67	3,321	34
2	6,274	4,727	75	3,142	50
3	3,267	2,417	74	1,668	51
4	1,822	1,390	76	589	32
5	1,755	1,323	75	553	32
6	1,682	1,097	65	335	20
7	1,853	1,303	70	380	21
8	2,038	1,436	70	506	25
9	2,223	1,397	63	344	15
10	2,285	1,565	68	432	19
11	1,670	1,173	70	384	23
12	313	195	62	70	22
OVERALL	45,888	30,417	66	13,885	30

Table 7 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 7

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
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

October 2006		June 2007 ESOL Level									
Grade	ESOL Level	ESOL 1		ESOL 2		ESOL 3		ESOL 4		Formerly ELL	
		n	%	n	%	n	%	n	%	n	%
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 IV 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.

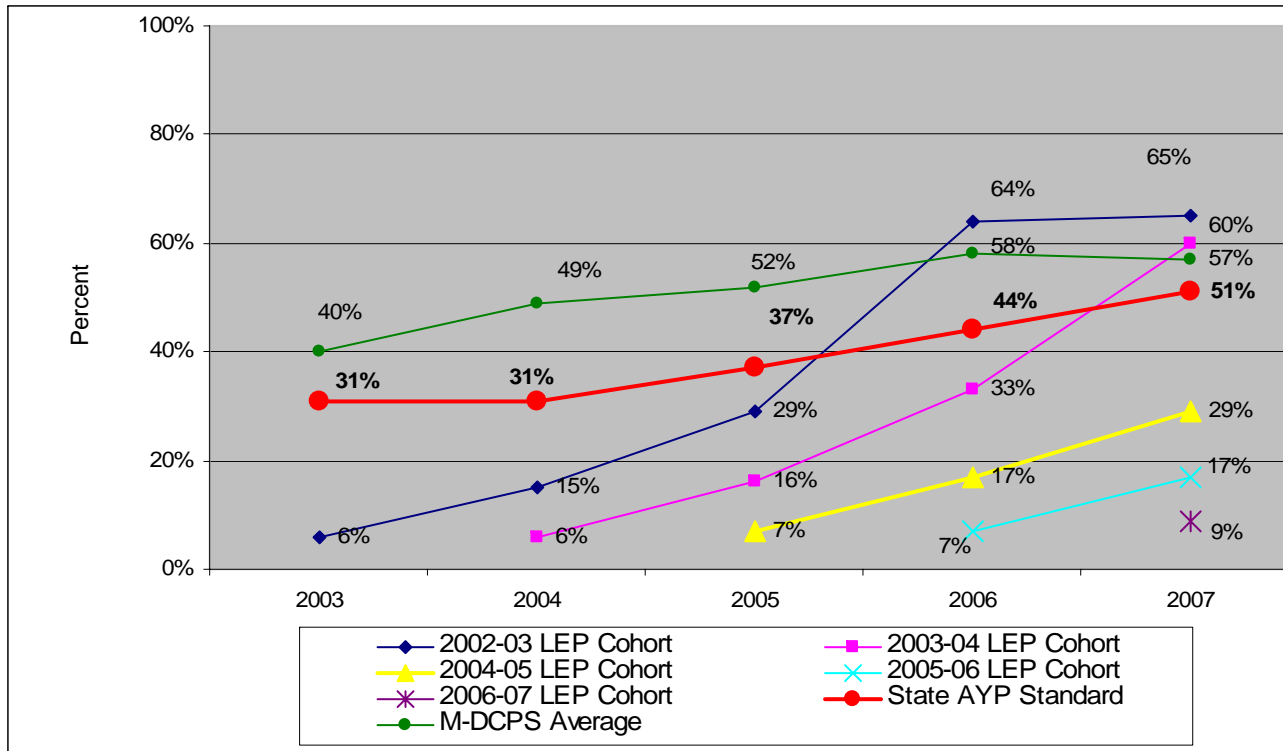


Figure 1. Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Reading Component of the FCAT-SSS and Florida’s AYP Benchmark (in Red)

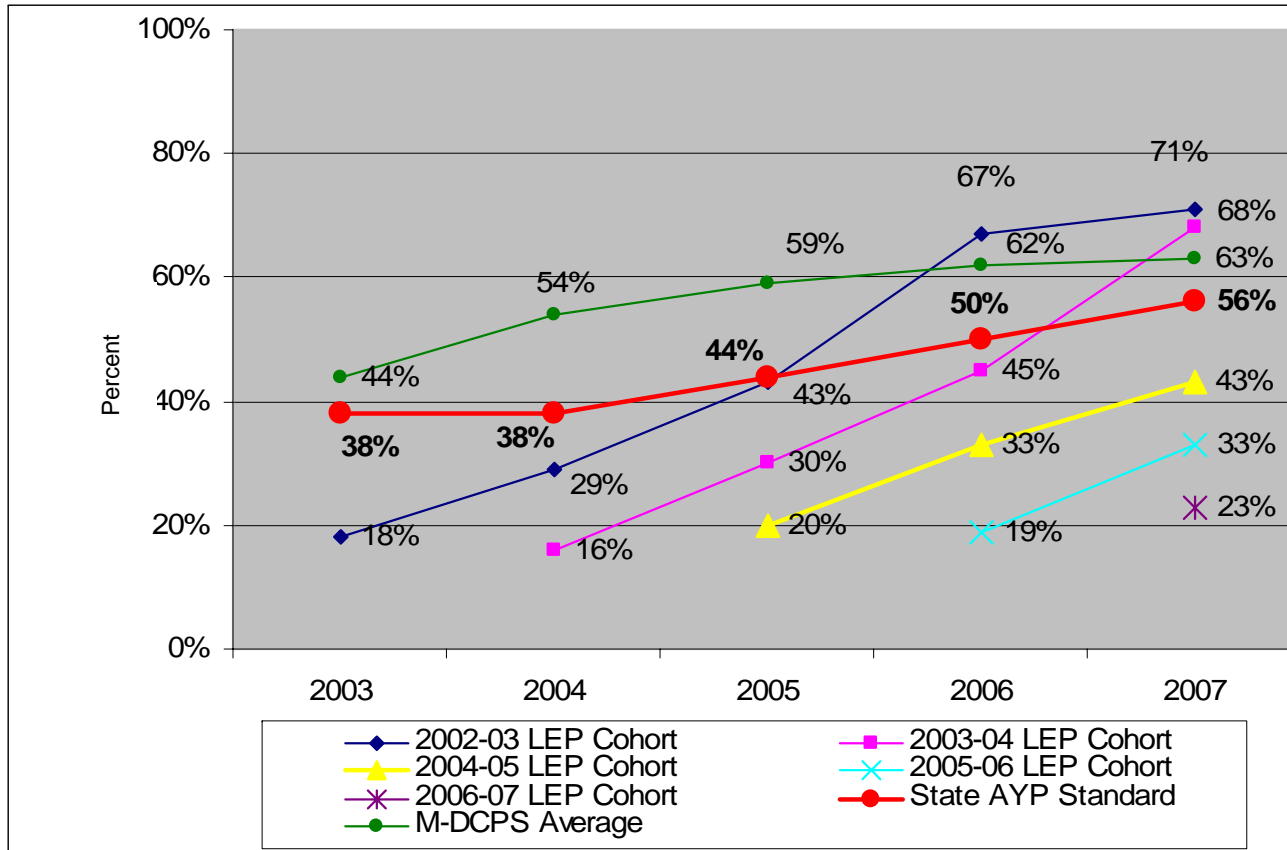


Figure 2. Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Mathematics Component of the FCAT-SSS and Florida's AYP Benchmark (in Red)

SECTION V
2006 GRADUATION RATES

This section contrasts graduation rates for students classified as ELL and former ELL with the graduation rates for M-DCPS students as a whole. The 4-year graduation rates for the various groups of students were computed longitudinally by the Office of Assessment, Research, and Data Analysis (in press). Their analysis tracks a cohort of students through high school and retrospectively determines the percentage of students that graduated. In this analysis, a particular student is defined as ELL, former ELL or non-ELL based on their ELL status in June of the graduating year. As such, students labeled as ELL are still classified as ESOL level 1-4 during June 2006. Students labeled as Former ELL exited the ESOL program sometime between 10th and 12th grades. The M-DCPS total rate listed below includes all students regardless of ELL status. As this analysis is longitudinal, students that withdraw from M-DCPS are removed from the analysis and transfers into the district are added in. The data presented in Table 8 focus on the cohort of students that began high school as 9th graders during the 2002-03 school year who would be scheduled to graduate in June of 2006.

Table 8
Longitudinal Graduation Rate for the 2002-03 cohort group disaggregated by ELL status

ELL Status	2005-06 ^a				
	Final Cohort Membership	Dropouts ^b		Graduates	
		n	%	n	%
ELL	1,666	519	31.2	237	14.2
Former-ELL	2,232	186	8.3	1,356	60.8
M-DCPS Total	27,068	3,697	13.7	15,898	58.7

^a. The most recent data available for graduation rates as computed by the Office of Assessment, Research and data analysis is for the 4 year period ending with the 2005-06 school year.

^b. Dropout rates are calculated in the same way that graduation rates are calculated.

Table 8 shows that the graduation rate for students that are still classified as ELL at the end of 12th grade is rather low. However, the data indicate that graduation rates for ELL students increase as the students gain English proficiency as evidenced by the increase in graduation rates for former ELL students. In 2006, only 14% of students classified as ELL graduated from high school. By comparison, the standard graduation rate for M-DCPS students in 2006 was 59%. The graduation rate for former ELL students was slightly higher than the overall rate for the district at 61%.

2007 RETENTION RATES

This part of Section V examines student retention rates 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, greater percentages of students classified as ELL are retained than those who are classified as former or non-ELL. Overall, 2,808 ELL students were retained across the various grade levels and the retention rate of ELL students (7.8%) is higher than that of non-ELL students (4.6%).

It is important to note that beginning in the 2002-03 school year, the revised Florida School Code required 3rd grade students to demonstrate reading proficiency by scoring at Level 2 or higher on the reading portion of the Florida Comprehensive Assessment Test (FCAT). Students scoring at Level 1 must be retained in 3rd grade for another year, unless exempted from mandatory retention for special circumstances. One of these special circumstances pertains to ELL students in particular. If a student has been classified as ELL for less than 2 years, they may be promoted to 4th grade with “good cause.” In 2007, 664 3rd graders classified as ELL were promoted to the 4th grade under this provision. The majority (approximately 75%) of ELL 3rd graders promoted with “good cause” was classified as ESOL levels 1 & 2.

*Table 9
Number and Percentage of Students Retained by ELL status: 2006 -07*

Grade	June 2007 ESOL LEVEL	Total n	Retained	
			n	%
K	ESOL 1	914	147	16.1%
	ESOL 2	1,766	127	7.2%
	ESOL 3	2,066	95	4.6%
	ESOL 4	4,527	119	2.6%
	Formerly ELL	2,671	27	1.0%
	Non-ELL	11,540	492	4.3%
1	ESOL 1	350	58	16.6%
	ESOL 2	956	88	9.2%
	ESOL 3	1,682	108	6.4%
	ESOL 4	3,778	214	5.7%
	Formerly ELL	6,017	115	1.9%
	Non-ELL	11,559	405	3.5%
2	ESOL 1	380	28	7.4%
	ESOL 2	372	28	7.5%
	ESOL 3	683	65	9.5%
	ESOL 4	2,041	159	7.8%
	Formerly ELL	8,281	226	2.7%
	Non-ELL	12,179	383	3.1%

Grade	June 2007 ESOL LEVEL	Total n	Retained	
			n	%
3	ESOL 1	387	25	6.5%
	ESOL 2	394	37	9.4%
	ESOL 3	576	129	22.4%
	ESOL 4	585	174	29.7%
	Formerly ELL	7,591	1032	13.6%
	Non-ELL	14,762	1552	10.5%
4	ESOL 1	387	17	4.4%
	ESOL 2	379	9	2.4%
	ESOL 3	425	11	2.6%
	ESOL 4	397	7	1.8%
	Formerly ELL	4,259	48	1.1%
	Non-ELL	17,049	134	0.8%
5	ESOL 1	348	8	2.3%
	ESOL 2	414	6	1.4%
	ESOL 3	397	3	0.8%
	ESOL 4	311	3	1.0%
	Formerly ELL	1,835	10	0.5%
	Non-ELL	18,397	63	0.3%
6	ESOL 1	481	58	12.1%
	ESOL 2	412	14	3.4%
	ESOL 3	284	6	2.1%
	ESOL 4	452	17	3.8%
	Formerly ELL	1,392	37	2.7%
	Non-ELL	19,678	536	2.7%
7	ESOL 1	471	36	7.6%
	ESOL 2	459	14	3.1%
	ESOL 3	325	5	1.5%
	ESOL 4	519	17	3.3%
	Formerly ELL	1,159	30	2.6%
	Non-ELL	18,073	493	2.7%
8	ESOL 1	436	42	9.6%
	ESOL 2	508	22	4.3%
	ESOL 3	320	9	2.8%
	ESOL 4	487	15	3.1%
	Formerly ELL	1,298	40	3.1%
	Non-ELL	19,713	589	3.0%
9	ESOL 1	674	204	30.3%
	ESOL 2	670	82	12.2%
	ESOL 3	401	28	7.0%
	ESOL 4	637	48	7.5%
	Formerly ELL	1,367	115	8.4%
	Non-ELL	21,100	1,384	6.6%
10	ESOL 1	436	86	19.7%
	ESOL 2	594	90	15.2%
	ESOL 3	476	52	10.9%
	ESOL 4	660	86	13.0%

Grade	June 2007 ESOL LEVEL	Total n	Retained	
			n	%
	Formerly ELL	1,438	103	7.2%
	Non-ELL	21,076	1,972	9.4%
11	ESOL 1	238	58	24.4%
	ESOL 2	367	37	10.1%
	ESOL 3	341	22	6.5%
	ESOL 4	571	36	6.3%
	Formerly ELL	1134	45	4.0%
	Non-ELL	17,312	833	4.8%