



## **Miami-Dade County Public Schools**

### **ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2012-2013**

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## EXECUTIVE SUMMARY

This is the 2012-2013 annual report on the academic progress of English language learners in Miami-Dade County Public Schools. The purpose of the report is to

- Describe the demographic characteristics of students classified as English Language Learners (ELL) in Miami-Dade County Public Schools (M-DCPS),
- Provide data regarding ELL students' academic performance on the 2012 and 2013 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and End-Of-Course (EOC) Assessments.
- Describe the progress made by ELL students in English language acquisition based on the results of the 2012 and 2013 Comprehensive English Language Learning Assessment (CELLA).

Demographically, ELL students, as a group, were 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 were of Hispanic origin.

Reading, mathematics, and science achievement results of ELL students expressed as the overall percentages of such students scoring within achievement levels 3-5 on the FCAT 2.0 slightly improved between 2012 and 2013. The percentage of ELL students scoring 3.5 or higher on the writing component of the FCAT improved by a sizeable amount between 2012 and 2013. Similarly, the percentage of the 9<sup>th</sup> grade ELL students scoring within achievement levels 3-5 on the Algebra EOC Assessment improved by a large margin between 2012 and 2013. Likewise, the percentages of 10<sup>th</sup> grade ELL students scoring within achievement levels 3-5 on the Geometry and Biology EOC Assessments increased substantially between 2012 and 2013.

The percentages of students scoring at the proficient level on the CELLA increased between 2012 for all three modalities of Listening/Speaking, Reading, and Writing. More than three-fourths of students made progress on the Listening component of CELLA between 2012 and 2013. Close to two-thirds of students made progress on the Reading and Writing components during the 2012 through 2013 period. The overall percentage of students acquiring sufficient English language proficiency and exiting the English for Speakers of Other Languages (ESOL) program remained 13% in both 2011-2012 and 2012-2013.

## INTRODUCTION

This report is intended to address the following three areas. First, it describes the demographic characteristics of students classified as English Language Learners (ELL). Second, it compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2012 and 2013 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and End-of-Course (EOC) assessments. Third, it describes the progress made by ELL students in the area of English proficiency based on the results of the Comprehensive English Language Learning Assessment (CELLA) during the 2012-2013 period. Each of these three areas is described in a separate section of the report.

When a student enrolls in 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 proficient in English. The English proficiency level for ELL students can range from ESOL 1 (lowest) to ESOL 4 (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 (ESOL level 5); 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. In previous editions of this annual report, the achievement results of special education (SPED) students were not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound. In the current edition, academic achievement and English language acquisition results of all ELL students are included. On the other hand, the academic achievement results of high-school students who participated in the FCAT 2.0 retake administration are not included.

## SECTION I

### 2012-2013 STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL and non-ELL students in the District as of October 2012. 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, SPED status, and student language.

Table 1  
2012-2013 Demographic Characteristics of Students in Grades K-12 by ELL Status

		ELL (n = 71,108)		Formerly ELL (n = 17,860)		Non-ELL (n = 255,923)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	623	<b>0.9</b>	204	<b>1.1</b>	3166	<b>1.2</b>
	Black	6,659	<b>9.4</b>	897	<b>5.0</b>	72,389	<b>28.3</b>
	Hispanic	62,070	<b>87.3</b>	16,125	<b>90.3</b>	152,574	<b>59.6</b>
	White	1,596	<b>2.2</b>	601	<b>3.4</b>	25,780	<b>10.1</b>
	Other	160	<b>0.2</b>	33	<b>0.2</b>	2,014	<b>0.8</b>
FRL Status	Free	55,798	<b>78.5</b>	12,365	<b>69.2</b>	154,916	<b>60.5</b>
	Reduced	4,519	<b>6.4</b>	1,679	<b>9.4</b>	23,065	<b>9.0</b>
	Non-FRL	10,791	<b>15.2</b>	3,816	<b>21.4</b>	77,942	<b>30.5</b>
Student Language	Spanish	62,268	<b>87.6</b>	16,295	<b>91.2</b>	104,310	<b>40.8</b>
	Haitian Creole	6,127	<b>8.6</b>	806	<b>4.5</b>	7,695	<b>3.0</b>
	Other	2,713	<b>3.8</b>	759	<b>4.2</b>	143,918	<b>56.2</b>
SPED Status	Gifted	568	<b>0.8</b>	1,792	<b>10.0</b>	34,845	<b>13.6</b>
	Hospital/Homebound	44	<b>0.1</b>	15	<b>0.1</b>	277	<b>0.1</b>
	Speech Impaired	599	<b>0.8</b>	126	<b>0.7</b>	1,546	<b>0.6</b>
	Other SPED	6,164	<b>8.7</b>	760	<b>4.3</b>	24,322	<b>9.5</b>
	Non-SPED	63,733	<b>89.6</b>	15,167	<b>84.9</b>	194,933	<b>76.2</b>

Note: The percentages shown in Table 1 are those for subcategories of a particular demographic characteristic *within* each of the three ELL groups: ELL, formerly ELL, or non-ELL.

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 be eligible for the federal free/reduced price lunch program (the eligibility for which is based on the household income) than students in the non-ELL group. In addition, ELL students are much less likely to be classified as gifted than are students in the other two groups.

## SECTION II

### 2012 AND 2013 FCAT 2.0 AND EOC ASSESSMENT RESULTS BY ELL STATUS

This section compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2012 and 2013 Florida Comprehensive Assessment Test, Sunshine State Standards (FCAT 2.0). In addition, it depicts student results on the End of Course (EOC) exams. It is separated into several subsections dealing with different academic disciplines.

#### 2012 and 2013 FCAT 2.0 Reading and Mathematics Results

Beginning in 2011, the new version of the FCAT, known as the FCAT 2.0 was administered to students in Grades 3-10 in reading and students in Grades 3-8 in mathematics. This version of the FCAT addressed the Next Generation Sunshine State Standards and uses the unified vertical scale designed to measure the academic progress of students as they move from one grade level to the next.

Overall, 25% of current ELL students in Grades 3-5 performed at or above achievement level 3 on the reading subtest of the 2013 FCAT 2.0 compared with 24% in 2012. The corresponding figures for Grades 3-5 for the mathematics subtest of the FCAT 2.0 were 37% and 35% for the years 2013 and 2012, respectively.

In Grades 6-8, 15% of current ELL students performed within achievement levels 3-5 on the reading subtest of the 2013 FCAT 2.0 compared with 13% in 2012. The corresponding figures for Grades 6-8 for the mathematics subtest of the FCAT 2.0 were 21% in 2013 and 24% in 2012.

In Grades 9-10, about 13% of current ELL students performed within achievement levels 3-5 on the reading subtest of the 2013 FCAT 2.0, compared with 10% in 2012.

Table 2 shows student academic achievement disaggregated by student ESOL/ELL classification status for each of the grade levels. 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 following table exhibits the academic performance of different groups of students for two academic years.

Table 2

Number and Percentage of Students in Grades 3-10 scoring at or above achievement level 3 by ELL status on the FCAT 2.0: 2012 and 2013

		Reading						Mathematics					
		2012			2013			2012			2013		
		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %	
Grade 3	ESOL 1	1384	98	<b>7</b>	1293	55	<b>4</b>	1387	334	<b>24</b>	1298	265	<b>20</b>
	ESOL 2	1017	171	<b>17</b>	939	93	<b>10</b>	1017	359	<b>35</b>	940	349	<b>37</b>
	ESOL 3	2387	442	<b>19</b>	1908	272	<b>14</b>	2387	710	<b>30</b>	1909	685	<b>36</b>
	ESOL 4	2196	814	<b>37</b>	2680	934	<b>35</b>	2196	1030	<b>47</b>	2680	1406	<b>52</b>
	Formerly ELL	6330	4907	<b>78</b>	5802	4396	<b>76</b>	6327	5098	<b>81</b>	5800	4812	<b>83</b>
	Non-ELL	13884	8082	<b>58</b>	14089	8376	<b>59</b>	13875	8662	<b>62</b>	14084	9145	<b>65</b>
Grade 4	ESOL 1	1608	112	<b>7</b>	1288	103	<b>8</b>	1608	331	<b>21</b>	1293	282	<b>22</b>
	ESOL 2	1597	272	<b>17</b>	1107	151	<b>14</b>	1596	552	<b>35</b>	1108	321	<b>29</b>
	ESOL 3	2004	825	<b>41</b>	2575	815	<b>32</b>	2004	1050	<b>52</b>	2575	1155	<b>45</b>
	ESOL 4	490	337	<b>69</b>	1352	885	<b>65</b>	490	331	<b>68</b>	1351	891	<b>66</b>
	Formerly ELL	3457	2679	<b>77</b>	3844	2927	<b>76</b>	3456	2588	<b>75</b>	3846	2922	<b>76</b>
	Non-ELL	16214	10873	<b>67</b>	15415	10312	<b>67</b>	16214	10944	<b>67</b>	15418	10860	<b>70</b>
Grade 5	ESOL 1	1301	52	<b>4</b>	1342	68	<b>5</b>	1300	224	<b>17</b>	1332	213	<b>16</b>
	ESOL 2	712	111	<b>16</b>	795	96	<b>12</b>	709	172	<b>24</b>	794	153	<b>19</b>
	ESOL 3	1400	385	<b>28</b>	1811	466	<b>26</b>	1398	431	<b>31</b>	1808	541	<b>30</b>
	ESOL 4	829	435	<b>52</b>	1474	681	<b>46</b>	827	414	<b>50</b>	1467	665	<b>45</b>
	Formerly ELL	847	636	<b>75</b>	1051	745	<b>71</b>	845	615	<b>73</b>	1052	687	<b>65</b>
	Non-ELL	21065	14142	<b>67</b>	19097	12966	<b>68</b>	21051	13286	<b>63</b>	19088	11998	<b>63</b>
Grade 6	ESOL 1	1200	44	<b>4</b>	1340	58	<b>4</b>	1199	123	<b>10</b>	1343	161	<b>12</b>
	ESOL 2	464	45	<b>10</b>	741	92	<b>12</b>	464	77	<b>17</b>	738	119	<b>16</b>
	ESOL 3	736	105	<b>14</b>	1071	209	<b>20</b>	735	162	<b>22</b>	1064	229	<b>22</b>
	ESOL 4	911	276	<b>30</b>	740	268	<b>36</b>	910	291	<b>32</b>	740	256	<b>35</b>
	Formerly ELL	1147	729	<b>64</b>	1394	904	<b>65</b>	1147	647	<b>56</b>	1387	765	<b>55</b>
	Non-ELL	22218	12973	<b>58</b>	20943	13383	<b>64</b>	22220	11993	<b>54</b>	20931	11766	<b>56</b>
Grade 7	ESOL 1	1365	21	<b>2</b>	1275	27	<b>2</b>	1375	172	<b>13</b>	1279	132	<b>10</b>
	ESOL 2	673	66	<b>10</b>	684	47	<b>7</b>	673	153	<b>23</b>	689	110	<b>16</b>
	ESOL 3	689	152	<b>22</b>	844	154	<b>18</b>	687	215	<b>31</b>	834	220	<b>26</b>
	ESOL 4	353	145	<b>41</b>	702	271	<b>39</b>	353	162	<b>46</b>	692	302	<b>44</b>
	Formerly ELL	701	428	<b>61</b>	982	627	<b>64</b>	698	426	<b>61</b>	931	527	<b>57</b>
	Non-ELL	23188	13792	<b>59</b>	22376	14086	<b>63</b>	23173	12942	<b>56</b>	20137	11130	<b>55</b>

Table 2 (continued)

		Reading						Mathematics					
		2012			2013			2012			2013		
		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %	
Grade 8	ESOL 1	1282	34	<b>3</b>	1397	42	<b>3</b>	1268	222	<b>18</b>	1372	179	<b>13</b>
	ESOL 2	613	59	<b>10</b>	591	45	<b>8</b>	609	182	<b>30</b>	550	97	<b>18</b>
	ESOL 3	576	102	<b>18</b>	682	121	<b>18</b>	574	204	<b>36</b>	613	137	<b>22</b>
	ESOL 4	423	143	<b>34</b>	615	233	<b>38</b>	422	218	<b>52</b>	507	195	<b>38</b>
	Formerly ELL	576	346	<b>60</b>	634	405	<b>64</b>	573	371	<b>65</b>	407	167	<b>41</b>
	Non-ELL	23246	13621	<b>59</b>	23147	14185	<b>61</b>	23189	13617	<b>59</b>	14657	5486	<b>37</b>
Grade 9	ESOL 1	1417	26	<b>2</b>	1510	26	<b>2</b>						
	ESOL 2	585	45	<b>8</b>	595	48	<b>8</b>						
	ESOL 3	581	73	<b>13</b>	653	107	<b>16</b>						
	ESOL 4	512	144	<b>28</b>	541	186	<b>34</b>						
	Formerly ELL	540	326	<b>60</b>	647	349	<b>54</b>						
	Non-ELL	23578	12384	<b>53</b>	23028	13233	<b>57</b>						
Grade 10	ESOL 1	1233	18	<b>1</b>	1223	33	<b>3</b>						
	ESOL 2	626	37	<b>6</b>	577	47	<b>8</b>						
	ESOL 3	615	95	<b>15</b>	641	107	<b>17</b>						
	ESOL 4	490	147	<b>30</b>	562	187	<b>33</b>						
	Formerly ELL	378	208	<b>55</b>	537	296	<b>55</b>						
	Non-ELL	21646	11079	<b>51</b>	22325	12677	<b>57</b>						

Note: most students in Grades 9 and 10 participated in the Algebra or Geometry End of Course tests respectively.

## 2012 and 2013 FCAT Writing Results

In the 2011-2012 the State increased the rigor of essay scoring with more emphasis placed on the use of standard English conventions (such as, grammar, spelling, and punctuation) and supporting statements. In that school year, the State used the percentage of those who scored 3 or higher on the writing component of the FCAT SSS as the accountability measure. In the 2012-2013, the percentage of students scoring at or above 3.5 was used. However, in this report, the percentage of students scoring 3.5 or higher is used to make the comparisons between years easier.

Table 3 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 or higher increase as students gain English proficiency moving from one ESOL level to the next.

Approximately 28% of the current ELL students in Grades 4 achieved scores of 3.5 or higher on the writing component of the 2012 FCAT. In 2013, this percentage increased to 35%. The corresponding 2012 figures for students in Grades 8, and 10 were 14% and 25%. In 2013, these increased to 17% and 27% respectively.

Table 3

*Number and Percentage of Students Scoring 3 or Above on the Writing Component of the FCAT-SSS in 2012*

	ESOL/ELL Status	2012		2013	
		Total n	Scored 3.5 or higher n %	Total n	Scored 3.5 or higher n %
Grade 4	ESOL 1	1523	140 <b>9</b>	1199	126 <b>11</b>
	ESOL 2	1597	420 <b>26</b>	1098	271 <b>25</b>
	ESOL 3	2005	782 <b>39</b>	2576	1040 <b>40</b>
	ESOL 4	495	242 <b>49</b>	1356	759 <b>56</b>
	Formerly ELL	3465	1976 <b>57</b>	3824	2603 <b>68</b>
	Non-ELL	16198	8428 <b>52</b>	15388	9937 <b>65</b>
Grade 8	ESOL 1	1200	32 <b>3</b>	1316	55 <b>4</b>
	ESOL 2	614	69 <b>11</b>	603	62 <b>10</b>
	ESOL 3	578	140 <b>24</b>	689	189 <b>27</b>
	ESOL 4	423	146 <b>35</b>	629	234 <b>37</b>
	Formerly ELL	572	288 <b>50</b>	616	293 <b>48</b>
	Non-ELL	23208	11894 <b>51</b>	23121	12486 <b>54</b>
Grade 10	ESOL 1	1200	59 <b>5</b>	1172	89 <b>8</b>
	ESOL 2	642	143 <b>22</b>	602	131 <b>22</b>
	ESOL 3	628	266 <b>42</b>	660	270 <b>41</b>
	ESOL 4	498	281 <b>56</b>	570	330 <b>58</b>
	Formerly ELL	389	235 <b>60</b>	528	346 <b>66</b>
	Non-ELL	22188	14114 <b>64</b>	22643	15987 <b>71</b>

## 2012 and 2013 FCAT 2.0 Science Results

This part of Section II describes student academic performance on the science component of the 2012 and 2013 FCAT. Table 4 shows student performance on the science subtest disaggregated by student ESOL/ELL classification status for each of the grade levels.

Overall, only 16% of current ELL students in Grade 5 scored within achievement levels 3-5 on the science component of the 2012 FCAT 2.0. In 2013, the corresponding figure increased to about 19%. Approximately 10% of the 10<sup>th</sup> grade ELL students scored at or above achievement level 3 in both 2012 and 2013.

The results exhibited in Table 4 reveal that the percentages of students at each grade level scoring 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. Note that the table below exhibits the academic performance of different groups of students for two academic years.

Table 4

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the Science Component of the FCAT 2.0 2012 and 2013*

	ESOL/ELL Status	2012			2013		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 5	ESOL 1	1293	62	<b>5</b>	1340	85	<b>6</b>
	ESOL 2	711	81	<b>11</b>	794	81	<b>10</b>
	ESOL 3	1392	232	<b>17</b>	1811	341	<b>19</b>
	ESOL 4	825	288	<b>35</b>	1473	506	<b>34</b>
	Formerly ELL	848	474	<b>56</b>	1051	667	<b>63</b>
	Non-ELL	21036	11331	<b>54</b>	19091	11409	<b>60</b>
Grade 8	ESOL 1	1263	51	<b>4</b>	1376	57	<b>4</b>
	ESOL 2	612	59	<b>10</b>	587	51	<b>9</b>
	ESOL 3	570	80	<b>14</b>	680	77	<b>11</b>
	ESOL 4	419	104	<b>25</b>	614	152	<b>25</b>
	Formerly ELL	573	272	<b>47</b>	623	301	<b>48</b>
	Non-ELL	23076	10765	<b>47</b>	21725	10183	<b>47</b>

## 2012 and 2013 End of Course Assessment Results

### 1. Algebra

In 2012, the results of the Algebra End of Course (EOC) exam were reported in terms of achievement levels for the first time. Students who took the Algebra I course during the 2012-2013 academic year participated in the exam. In M-DCPS, participants were students in Grades 6-12 and some adult education students. Because the numbers of students participating in the test were small (fewer than 20 students) for certain ELL groups in most grade levels, only the results of students in Grades 9 are reported in Table 5 below.

Of the current 9<sup>th</sup> grade ELL students, approximately 33% scored within achievement levels 3-5 on the 2012 Algebra EOC. In 2013, this figure increased to approximately 40%.

Table 5

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2012 and 2013 Algebra EOC Assessment*

	ESOL/ELL Status	2012			2013		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 9	ESOL 1	1233	300	<b>24</b>	1398	398	<b>28</b>
	ESOL 2	553	189	<b>34</b>	583	234	<b>40</b>
	ESOL 3	547	212	<b>39</b>	619	310	<b>50</b>
	ESOL 4	467	236	<b>51</b>	509	299	<b>59</b>
	Formerly ELL	400	282	<b>71</b>	567	404	<b>71</b>
	Non-ELL	15405	7115	<b>46</b>	15861	8733	<b>55</b>

### 2. Geometry

Although the students in grades 7-12 and some adult education students participated in the Geometry EOC assessment during both 2011-2012 and 2012-2013 school years, the numbers of students participating in the test were small (fewer than 20 students) for certain ELL groups in most grade levels. Consequently, only the results of students in Grades 10 are reported in Table 6 below.

Of the current 10<sup>th</sup> grade ELL students, approximately 21% scored within achievement levels 3-5 on the 2012 Geometry EOC. In 2013, this figure increased to approximately 33%.

Table 6

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2012 and 2013 Geometry EOC Assessment*

	ESOL/ELL Status	2012			2013		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 10	ESOL 1	1154	173	<b>15</b>	1135	238	<b>21</b>
	ESOL 2	598	114	<b>19</b>	552	167	<b>30</b>
	ESOL 3	581	141	<b>24</b>	603	241	<b>40</b>
	ESOL 4	456	157	<b>34</b>	529	280	<b>53</b>
	Formerly ELL	156	81	<b>52</b>	455	288	<b>63</b>
	Non-ELL	15547	6012	<b>39</b>	15105	7880	<b>52</b>

### 3. Biology

Students in grades 8-12 and some adult education students participated in the Biology EOC assessment during both 2011-2012 and 2012-2013 school years. However, the numbers of students participating in the test were small (fewer than 20 students) for certain ELL groups in most grade levels. Consequently, only the results of students in Grades 10 are reported in Table 7 below.

Table 7

*Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2012 and 2013 Biology EOC Assessment*

	ESOL/ELL Status	2012			2013		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 10	ESOL 1	1145	73	<b>6</b>	1123	93	<b>8</b>
	ESOL 2	577	72	<b>12</b>	546	94	<b>17</b>
	ESOL 3	544	109	<b>20</b>	600	184	<b>31</b>
	ESOL 4	427	138	<b>32</b>	498	246	<b>49</b>
	Formerly ELL	298	198	<b>66</b>	440	299	<b>68</b>
	Non-ELL	12818	5174	<b>40</b>	13483	7514	<b>56</b>

Of the current 10<sup>th</sup> grade ELL students, approximately 15% scored within achievement levels 3-5 on the 2012 Biology EOC. In 2013, this figure increased to approximately 22%.

### SECTION III

## PROGRESS OF ELL STUDENTS IN ENGLISH LANGUAGE ACQUISITION

This section illustrates the progress in acquiring English proficiency made by students enrolled in the ESOL program, as measured by the Comprehensive English Language Learning Assessment (CELLA). The CELLA outcomes are reported in three areas: Listening/Speaking, Reading, and Writing. In each of these three areas both the scale scores and proficiency levels are reported. CELLA uses four proficiency levels: Beginning, Low Intermediate, High Intermediate, and Proficient. Table 8 shows the numbers and percentages of ESOL students who made progress in each of the three CELLA areas. “Making progress” is defined as earning a higher proficiency level or staying within the Proficient level. Only the results of those students classified as ELL in 2012 are included in the calculations.

Table 8

*Numbers and Percentages of Students Making Progress in English Language Acquisition Between 2012 and 2013*

2013 Grade	Listening/Speaking			Reading			Writing		
	Total n	Made progress n	%	Total n	Made progress n	%	Total n	Made progress n	%
1	9860	8395	<b>85</b>	9739	8399	<b>86</b>	9901	8325	<b>84</b>
2	7851	7067	<b>90</b>	7789	6459	<b>82</b>	7871	5831	<b>74</b>
3	5757	2475	<b>43</b>	5710	1141	<b>20</b>	5809	1086	<b>19</b>
4	5361	4269	<b>80</b>	5240	3541	<b>68</b>	5343	3572	<b>67</b>
5	4555	3899	<b>86</b>	4459	3364	<b>75</b>	4575	2841	<b>62</b>
6	3221	2075	<b>64</b>	3177	1118	<b>35</b>	3243	1221	<b>38</b>
7	2713	2013	<b>74</b>	2780	1686	<b>61</b>	2727	1746	<b>64</b>
8	2501	1946	<b>78</b>	2550	1659	<b>65</b>	2508	1678	<b>67</b>
9	2266	1745	<b>77</b>	2323	907	<b>39</b>	2267	1288	<b>57</b>
10	2360	1909	<b>81</b>	2406	1444	<b>60</b>	2342	1558	<b>67</b>
11	2256	1836	<b>81</b>	2306	1432	<b>62</b>	2267	1503	<b>66</b>
12	1671	1315	<b>79</b>	1707	1005	<b>59</b>	1675	949	<b>57</b>
<b>OVERALL</b>	<b>50372</b>	<b>38944</b>	<b>77</b>	<b>50186</b>	<b>32155</b>	<b>64</b>	<b>50528</b>	<b>31598</b>	<b>63</b>

The drop in the percentage of students making progress from 2012 to 2013 shown for Grades 3, 6, and 9 students in Reading and Writing and to a smaller degree in Listening/Speaking is likely explained by the fact that proficiency level standards are defined for grade clusters K-2, 3-5, 6-8, and 9-12, but not for individual grades. This means that the standards are likely to be geared toward a student in the middle of the grade span of each cluster: a 1<sup>st</sup> grader for the K-2 cluster, and a 4<sup>th</sup> grader in the 3-5 cluster. Consequently, proficiency standards are likely to be easier to achieve for an average ELL student in the highest grade of a grade cluster than for a student in the lowest grade level of the next grade cluster.

For example, proficiency standards are likely to be easier for a 2<sup>nd</sup> grader than they are for a 3<sup>rd</sup> grader. As a result, many students in grade 3 in 2013 who were at a particular proficiency level in 2012 as grade 2 students did not meet the higher proficiency standards for the next level, thus failing to “make progress”.

Table 9 shows the 2012 and 2013 numbers and percentages of ELL students who scored within the Proficient category in each of the three CELLA areas. The results are disaggregated by grade level.

Table 9

*Numbers and Percentages of ELL Students Scoring in the Proficient Category on the 2012 and 2013 CELLA*

Grade	Listening/Speaking						Reading						Writing					
	2012			2013			2012			2013			2012			2013		
	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%
K	10736	2536	<b>24</b>	10543	2842	<b>27</b>	10627	298	<b>3</b>	10432	248	<b>2</b>	10775	354	<b>3</b>	10616	321	<b>3</b>
1	10253	5853	<b>57</b>	10907	6644	<b>61</b>	10209	2897	<b>28</b>	10878	3027	<b>28</b>	10298	3749	<b>36</b>	11009	3925	<b>36</b>
2	9648	7615	<b>79</b>	8865	6925	<b>78</b>	9653	5739	<b>59</b>	8834	5219	<b>59</b>	9704	5328	<b>55</b>	8919	4571	<b>51</b>
3	6991	1443	<b>21</b>	6791	2192	<b>32</b>	6867	774	<b>11</b>	6648	698	<b>10</b>	6954	649	<b>9</b>	6774	582	<b>9</b>
4	5669	2408	<b>42</b>	6305	3468	<b>55</b>	5577	2169	<b>39</b>	6197	2026	<b>33</b>	5658	2071	<b>37</b>	6311	1858	<b>29</b>
5	4223	2136	<b>51</b>	5461	3614	<b>66</b>	4152	2081	<b>50</b>	5371	2811	<b>52</b>	4235	1696	<b>40</b>	5485	2168	<b>40</b>
6	3346	1546	<b>46</b>	4077	1731	<b>42</b>	3414	683	<b>20</b>	4147	861	<b>21</b>	3349	599	<b>18</b>	4093	802	<b>20</b>
7	3049	1418	<b>47</b>	3613	1694	<b>47</b>	3100	772	<b>25</b>	3692	1137	<b>31</b>	3048	783	<b>26</b>	3632	1012	<b>28</b>
8	2923	1413	<b>48</b>	3423	1604	<b>47</b>	2985	937	<b>31</b>	3468	1207	<b>35</b>	2940	863	<b>29</b>	3408	1057	<b>31</b>
9	3088	1157	<b>37</b>	3386	1428	<b>42</b>	3153	485	<b>15</b>	3485	715	<b>21</b>	3045	570	<b>19</b>	3378	871	<b>26</b>
10	3077	1237	<b>40</b>	3214	1582	<b>49</b>	3134	650	<b>21</b>	3306	923	<b>28</b>	3070	718	<b>23</b>	3212	1040	<b>32</b>
11	2490	1058	<b>42</b>	2876	1536	<b>53</b>	2529	590	<b>23</b>	2926	1038	<b>35</b>	2484	566	<b>23</b>	2872	1015	<b>35</b>
12	1843	814	<b>44</b>	2096	1180	<b>56</b>	1867	432	<b>23</b>	2123	755	<b>36</b>	1845	392	<b>21</b>	2097	686	<b>33</b>
K-12	67336	30634	<b>45</b>	71557	36440	<b>51</b>	67267	18507	<b>28</b>	71507	20665	<b>29</b>	67405	18338	<b>27</b>	71806	19908	<b>28</b>

Table 9 shows that higher percentages of ESOL students scored at the proficient levels on all three components of the 2013 CELLA than on the corresponding parts of the 2012 CELLA for most grade levels. The combined K-12 percentage of students scoring proficient increased from 45% to 51% in Listening/Speaking, from 28% in 2012 to 29% in 2013 in Reading, and from 27% to 28% in the Writing modality.

Table 10 compares ESOL exit rates for 2011-2012 and 2012-2013. The column labeled “Total n” refers to the number of ELLs as of February of a given school year. The figures shown in the next two columns reflect those who exited the ESOL program by the end of the school year.

Table 10

*Numbers and Percentages of Students Exiting the ESOL Program in 2011-2012 and 2012-2013*

Grade	2011-2012			2012-2013		
	Total n	Exited ESOL n	%	Total n	Exited ESOL n	%
K	10966	121	<b>1</b>	10771	113	<b>1</b>
1	10462	1883	<b>18</b>	11140	2026	<b>18</b>
2	9840	4067	<b>41</b>	9082	3713	<b>41</b>
3	7037	128	<b>2</b>	6878	209	<b>3</b>
4	5724	606	<b>11</b>	6333	724	<b>11</b>
5	4248	572	<b>13</b>	5459	791	<b>14</b>
6	3343	177	<b>5</b>	3910	234	<b>6</b>
7	3094	213	<b>7</b>	3536	313	<b>9</b>
8	2917	228	<b>8</b>	3320	326	<b>10</b>
9	3196	137	<b>4</b>	3416	238	<b>7</b>
10	3155	183	<b>6</b>	3225	288	<b>9</b>
11	2532	201	<b>8</b>	2845	384	<b>13</b>
12	1931	157	<b>8</b>	2133	339	<b>16</b>
K-12	68445	8673	<b>13</b>	72048	9698	<b>13</b>

Table 10 shows that the ESOL exit rates for 2012-2013 were equal to or greater than those in 2011-2012 for most grade levels. Overall, the ESOL exit rate remained 13% in both 2011-2012 and 2012-2013.