



Miami-Dade County Public Schools

ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2015-2016

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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 2015 and 2016 Florida Standards Assessments (FSA), End-of-Course (EOC), and Advanced Academics assessments. Third, it describes the baseline results of ELL students on the new English Language Proficiency assessment known as ACCESS for ELLs 2.0. 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.

SECTION I

2015-2016 STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL and non-ELL students in the District as of February 2016. 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
2015-2016 Demographic Characteristics of Students in Grades K-12 by ELL Status

		ELL (n = 68,329)		Formerly ELL (n = 32,450)		Non-ELL (n = 257,059)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	597	0.9	279	0.9	3096	1.2
	Black	5172	7.6	2321	7.2	70191	27.3
	Hispanic	60573	88.6	28942	89.2	158475	61.6
	White	1895	2.8	851	2.6	23113	9.0
	Other	92	0.1	57	0.1	2184	0.8
FRL Status	Free	55225	80.8	25193	77.6	166188	64.6
	Reduced	2679	3.9	1798	5.5	16051	6.2
	Non-FRL	10425	15.3	5459	16.8	74820	29.1
Student Language	Spanish	59644	87.3	28452	87.7	100820	39.2
	Haitian Creole	4680	6.8	2127	6.6	7063	2.7
	Other	4005	5.9	1871	5.7	149176	58.1
SPED Status	Gifted	790	1.2	2380	7.3	41135	16.0
	Specific Learning Disabled	3058	4.5	2017	6.2	9734	3.8
	Other SPED	3815	5.6	1546	4.8	15471	6.0
	Non-SPED	60666	88.8	26507	81.7	190719	74.2

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

2015 AND 2016 FSA 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 2015 and 2016 state as well as certain national and international exams. It is separated into several subsections dealing with different academic disciplines.

2015 and 2016 FSA English Language Arts (ELA) and Mathematics Results

Overall, 20% of current ELL students in Grades 3-5 performed at or above achievement level 3 on the ELA component of the 2016 FSA, the same percentage as in 2015. The corresponding figures for Grades 3-5 for the mathematics subtest of the FSA were 36% and 32% for the years 2016 and 2015, respectively.

In Grades 6-8, 11% of current ELL students performed within achievement levels 3-5 on the ELA component of the 2016 FSA compared with 12% in 2015. The corresponding figures for Grades 6-8 for the mathematics subtest of the FSA were 24% in 2016 and 23% in 2015.

In Grades 9-10, about 9% of current ELL students performed within achievement levels 3-5 on the ELA component of the 2016 FSA, compared with 8% in 2015.

It is noteworthy that higher percentages of formerly ELL students in Grades 3 and 4 scored within achievement levels 3-5 on both the ELA and mathematics components of the 2016 FSA than non-ELL students.

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 scoring at or above achievement level 3 by ELL status on the FSA in 2015 and 2016

		ELA						Mathematics					
		2015			2016			2015			2016		
		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	1555	79	5	1690	84	5	1557	300	19	1691	392	23
	ESOL 2	937	113	12	714	71	10	934	278	30	712	239	34
	ESOL 3	1856	359	19	1544	269	17	1853	590	32	1543	571	37
	ESOL 4	2552	1010	40	2193	760	35	2550	1264	50	2179	1215	56
	Formerly ELL	5671	4472	79	6151	4620	75	5667	4658	82	6286	5182	82
	Non-ELL	15317	8653	56	15498	9280	60	15287	9699	63	15369	10353	67
Grade 4	ESOL 1	1365	53	4	1483	65	4	1440	251	17	1586	308	19
	ESOL 2	917	71	8	1153	116	10	918	199	22	1165	296	25
	ESOL 3	2073	428	21	2182	471	22	2078	736	35	2192	841	38
	ESOL 4	1191	582	49	1304	722	55	1191	717	60	1307	850	65
	Formerly ELL	3693	2369	64	4309	2870	67	3702	2632	71	6248	4872	78
	Non-ELL	15645	10055	64	16351	10020	61	15664	10891	70	14531	9388	65
Grade 5	ESOL 1	1410	45	3	1700	76	4	1489	219	15	1801	371	21
	ESOL 2	791	63	8	706	75	11	794	149	19	704	189	27
	ESOL 3	1838	322	18	1380	258	19	1839	471	26	1381	475	34
	ESOL 4	1434	500	35	965	412	43	1444	580	40	962	521	54
	Formerly ELL	1477	863	58	1815	746	41	1478	851	58	5087	3046	60
	Non-ELL	18287	11746	64	18711	12102	65	18362	11507	63	15472	10251	66
Grade 6	ESOL 1	1324	41	3	1413	45	3	1419	154	11	1473	186	13
	ESOL 2	733	48	7	571	52	9	741	115	16	565	115	20
	ESOL 3	1376	164	12	746	109	15	1378	269	20	738	179	24
	ESOL 4	1114	237	21	419	128	31	1116	344	31	417	138	33
	Formerly ELL	2555	1095	43	4035	1379	34	2494	1099	44	4167	1443	35
	Non-ELL	18412	10889	59	17936	11134	62	18161	10451	58	17430	10174	58
Grade 7	ESOL 1	1396	34	2	1511	31	2	1491	153	10	1580	189	12
	ESOL 2	733	43	6	579	54	9	731	104	14	579	141	24
	ESOL 3	1122	105	9	671	89	13	1115	184	17	665	167	25
	ESOL 4	1016	226	22	549	158	29	1003	315	31	532	211	40
	Formerly ELL	2057	798	39	3708	1007	27	1953	784	40	4254	1468	35
	Non-ELL	19251	11559	60	18714	11053	59	16457	8866	54	15484	8589	55

Table 2 (continued)

		Reading						Mathematics					
		2015			2016			2015			2016		
		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	1417	20	1	1517	54	4	1436	224	16	1517	352	23
	ESOL 2	677	52	8	643	98	15	637	138	22	606	206	34
	ESOL 3	848	133	16	648	158	24	750	189	25	592	193	33
	ESOL 4	806	266	33	463	187	40	655	252	38	385	142	37
	Formerly ELL	1292	562	43	2794	965	35	918	356	39	2910	1042	36
	Non-ELL	21337	13394	63	19860	13168	66	11328	4732	42	10579	4849	46
Grade 9	ESOL 1	1513	23	2	1672	27	2						
	ESOL 2	579	45	8	667	40	6						
	ESOL 3	717	98	14	577	104	18						
	ESOL 4	733	164	22	412	129	31						
	Formerly ELL	1214	508	42	2151	692	32						
	Non-ELL	21998	13072	59	21050	12814	61						
Grade 10	ESOL 1	1275	9	1	1339	10	1						
	ESOL 2	681	29	4	640	28	4						
	ESOL 3	697	68	10	627	82	13						
	ESOL 4	678	169	25	437	115	26						
	Formerly ELL	877	349	40	1730	499	29						
	Non-ELL	21634	12007	56	21475	11988	56						

Note: in this and other tables of this section, the Formerly ELL group contains students who exited the ESOL program no earlier than on March 1 two years prior to the assessment year.

2015 and 2016 FCAT 2.0 Science Results

This part of Section II describes student academic performance on the science component of the 2015 and 2016 FCAT 2.0. Table 3 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 2015 FCAT 2.0. In 2016, the corresponding figure increased to about 17%. Approximately 12% of the 8th grade ELL students scored at or above achievement level 3 in 2015. This percentage remained approximately 12% in 2016.

The results exhibited in Table 3 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 3

Number and Percentage of Students Scoring at or above Achievement Level 3 on the Science Component of the FCAT 2.0 2015 and 2016

	ESOL/ELL Status	2015			2016		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 5	ESOL 1	1480	85	6	1807	105	6
	ESOL 2	812	77	9	715	94	13
	ESOL 3	1865	293	16	1404	244	17
	ESOL 4	1456	449	31	974	386	40
	Formerly ELL	1433	784	55	5078	2606	51
	Non-ELL	18366	10739	58	15523	9203	59
Grade 8	ESOL 1	1447	61	4	25501	12638	50
	ESOL 2	698	56	8	1556	71	5
	ESOL 3	851	117	14	637	86	14
	ESOL 4	822	206	25	650	111	17
	Formerly ELL	1251	437	35	441	122	28
	Non-ELL	18620	8926	48	3500	1099	31

2015 and 2016 End of Course Assessment Results

Algebra 1

Students in grades 6-12 participated in the Algebra 1 EOC assessment during both 2014-2015 and 2015-2016 school years. However, the numbers of ELL students participating in the test were small in all grades other than Grades 8 or 9. Consequently, only the results of students in Grades 8 and 9 who participated in the spring assessments are reported in Table 4 below.

Table 4

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2015 and 2016 FSA Algebra 1 EOC Assessment

	ESOL/ELL Status	2015			2016		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 8	ESOL 1	29	16	55	44	24	55
	ESOL 2	48	30	63	32	24	75
	ESOL 3	101	61	60	47	31	66
	ESOL 4	161	104	65	66	55	83
	Formerly ELL	317	231	73	410	311	76
	Non-ELL	6998	5455	78	5899	4980	84
Grade 9	ESOL 1	1489	303	20	1600	244	15
	ESOL 2	555	171	31	622	163	26
	ESOL 3	661	205	31	533	183	34
	ESOL 4	618	217	35	331	115	35
	Formerly ELL	857	303	35	1582	451	29
	Non-ELL	11109	3900	35	10833	3740	35

Of the current ELL students in grade 8, approximately 62% scored within achievement levels 3-5 on the Algebra 1 EOC in the spring of 2015. This percentage increased to 71% in 2016. On the other hand, the percentage of current ELL students in Grade 9 scoring within achievement levels 3-5 on the Algebra 1 EOC decreased from 27% in 2015 to 23% in 2016.

Geometry

Students in grades 7-12 participated in the Geometry EOC assessment during both 2014-2015 and 2015-2016 school years. However, the numbers of ELL students participating in the test were small in all grades other than Grades 9 or 10. Consequently, only the results of students in these grades who participated in the spring assessments are reported in Table 5 below.

Table 5

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2015 and 2016 FSA Geometry EOC Assessment

	ESOL/ELL Status	2015			2016		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 9	ESOL 1	28	3	11	20	1	5
	ESOL 2	23	10	43	18	8	44
	ESOL 3	47	25	53	37	17	46
	ESOL 4	94	43	46	60	35	58
	Formerly ELL	350	7233	67	398	244	61
	Non-ELL	8074	5647	70	6774	4833	71
Grade 10	ESOL 1	1212	154	13	1273	160	13
	ESOL 2	648	153	24	596	144	24
	ESOL 3	640	149	23	589	166	28
	ESOL 4	589	181	31	375	109	29
	Formerly ELL	716	272	38	1320	334	25
	Non-ELL	12361	3958	32	10838	2831	26

Of the current ELL students in grade 9, approximately 42% scored within achievement levels 3-5 on the Geometry EOC in the spring of 2015. In 2016, this percentage increased to 45%. The percentage of current ELL students in Grade 10 scoring within achievement levels 3-5 on the Geometry EOC decreased slightly from 21% in 2015 to 20% in 2016.

Algebra 2

Students in grades 8-12 participated in the Algebra 2 EOC assessment during both 2014-2015 and 2015-2016 school years. However, the numbers of ELL students participating in the test were small in all grades other than Grade 11. Consequently, only the results of students in Grades 11 who participated in the spring assessments are reported in Table 6 below.

Table 6

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2015 and 2016 FSA Algebra 2 EOC Assessment

	ESOL/ELL Status	2015			2016		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 11	ESOL 1	547	43	8	291	46	16
	ESOL 2	430	45	10	255	53	21
	ESOL 3	405	52	13	327	71	22
	ESOL 4	484	62	13	251	75	30
	Formerly ELL	642	144	22	844	223	26
	Non-ELL	11527	1525	13	7989	1284	16

Of the current ELL students in grade 11, approximately 18% scored within achievement levels 3-5 on the Algebra 2 EOC in the spring of 2015. This percentage increased to 22% in 2016. It should be noted that formerly ELL students in grade 11, as a group, outperformed the non-ELL students on the 2016 FSA Algebra 2 EOC Assessment.

Biology

Students in grades 8-12 participated in the Biology EOC assessment during both 2014-2015 and 2015-2016 school years. However, the numbers of ELL students participating in the test were small in all grades other than grade 10. Consequently, only the results of students in Grades 10 who participated in the spring assessments are reported in Table 7 below.

Table 7

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2015 and 2016 Biology EOC Assessment

	ESOL/ELL Status	2015			2016		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 10	ESOL 1	1196	84	7	1306	103	8
	ESOL 2	626	121	19	592	120	20
	ESOL 3	624	174	28	569	179	31
	ESOL 4	603	251	42	376	153	41
	Formerly ELL	746	430	58	1404	591	42
	Non-ELL	12427	6720	54	11742	5999	51

Of the current 10th grade ELL students, approximately 21% scored within achievement levels 3-5 on the 2015 Biology EOC. In 2016, this percentage decreased slightly to 20%.

US History

Students in grades 9-12 participated in the US History EOC assessment during both 2014-2015 and 2015-2016 school years. However, the numbers of students participating in the test were

small in all grades other than grade 11. Consequently, only the results of students in Grade 11 who participated in the spring assessment are reported in Table 8 below.

Table 8

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2014 and 2015 US History EOC Assessment

	ESOL/ELL Status	2015			2016		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 11	ESOL 1	893	46	5	877	46	5
	ESOL 2	619	66	11	566	64	11
	ESOL 3	586	119	20	558	137	25
	ESOL 4	607	203	33	377	164	44
	Formerly ELL	755	433	57	1304	673	52
	Non-ELL	18649	12123	65	18654	12457	67

Of the current 11th grade ELL students, approximately 16% scored within achievement levels 3-5 on the 2015 US History EOC. In 2016, this figure increased to approximately 17%.

Civics

The results of students in Grade 7 who participated in the spring assessment by their ELL status are reported in Table 9.

Table 9

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2014 and 2015 Civics EOC Assessment

	ESOL/ELL Status	2014			2015		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 7	ESOL 1	1504	114	8	1659	162	10
	ESOL 2	739	124	17	593	147	25
	ESOL 3	1124	261	23	692	243	35
	ESOL 4	1027	419	41	551	311	56
	Formerly ELL	2052	1144	56	3674	1795	49
	Non-ELL	19392	13695	71	19038	13925	73

Of the current 7th grade ELL students, approximately 21% scored within achievement levels 3-5 on the 2015 Civics EOC. In 2015, this figure increased to approximately 25%.

2015 and 2016 Advanced Academics Results

This section describes student outcomes on the Advanced Placement (AP) and Advanced International Certificate of Education (AICE) examinations. The outcome measure used here is the percentage of students “passing” an exam, where passing means achieving a score of 3 or higher on an AP exam or scores of E through A (or A*) on an AICE exam. The International Baccalaureate (IB) results are not included because neither current nor former ELL students participated in the IB exams in substantial numbers.

AP Results

ELL students, as a group, participated in a variety of AP examinations in both 2015 and 2016. However, for only three AP exams, all in the area of World languages/literature, ELLs participated in substantial numbers. Table 10 shows student AP outcomes on these three exams.

Table 10

Number and Percentage of Students Passing Selected 2015 and 2016 AP Exams

	ELL Status	2015			2016		
		Total n	Passing n	Passing %	Total n	Passing n	Passing %
French Language & Culture	ELL	95	55	58	62	41	66
	Formerly ELL	24	18	75	52	37	71
	Non-ELL	256	170	66	256	163	64
Spanish Language & Culture	ELL	1168	1118	96	998	942	94
	Formerly ELL	369	363	98	646	620	96
	Non-ELL	2592	2472	95	2506	2369	95
Spanish Literature & Culture	ELL	302	215	71	260	219	84
	Formerly ELL	194	171	88	267	239	90
	Non-ELL	486	400	82	611	508	83

AICE Results

There was only one exam taken by ELL or former ELL students in appreciable numbers: Spanish Language. The results are shown in Table 11.

Table 11

Number and Percentage of Students Passing Selected 2015 and 2016 AICE Exam

	ELL Status	2015			2016		
		Total n	Passing n	Passing %	Total n	Passing n	Passing %
Spanish Language	ELL	27	27	100	64	64	100
	Formerly ELL	15	14	93	57	57	100
	Non-ELL	144	128	89	239	237	99

SECTION III

PROGRESS OF ELL STUDENTS IN ENGLISH LANGUAGE ACQUISITION

Academic year 2015-2016 was the first year in which the new English language proficiency test was administered statewide. That test was Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0). The ACCESS for ELLs 2.0 assessments replaced the Comprehensive English Language Learning Assessment (CELLA) testing, which was administered in previous years. ACCESS for ELLs 2.0 is a test of English language proficiency based on the multistate World-class Instructional Design and Assessment (WIDA) consortium English Language Development Standards.

ACCESS for ELLs 2.0 measures students' English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. The assessment provides scale scores and proficiency levels in each of these domains as well as an overall composite scale score and proficiency level. Proficiency levels vary from 1 to 6 and are labeled (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Level 6, or Reaching, is considered by WIDA as indicating proficiency in a particular English language domain. Proficiency level determinations are grade-level specific; proficiency levels prior to level 6 are reported as decimals. For example, proficiency level of 3.4 indicates that a student is at the Developing level of proficiency and has made four tenths of the way to the Expanding level. Tables 12 and 13 show the baseline outcomes on the 2016 ACCESS for ELLs.

Table 12

Numbers and Percentages of Students Scoring in the Levels 5 and 6 in the Listening and Speaking Modalities on the 2016 ACCESS for ELLs 2.0

2016 Grade	Listening			Speaking		
	Total n	In Levels 5-6 n	%	Total n	In Levels 5-6 n	%
K	9189	5014	55	9169	3062	33
1	10400	5751	55	10379	6000	58
2	9270	6350	69	9274	6702	72
3	6040	3670	61	6018	3653	61
4	6183	4050	66	6152	3643	59
5	4863	2669	55	4858	2867	59
6	3218	1274	40	3210	1813	56
7	3388	1268	37	3381	1920	57
8	3293	1165	35	3283	1837	56
9	3489	929	27	3483	1840	53
10	3257	952	29	3253	1802	55
11	2578	728	28	2580	1555	60
12	1572	365	23	1560	1062	68
K-12	66740	34185	51	66600	37756	57

Table 13

Numbers and Percentages of Students Scoring in the Levels 5 and 6 in the Reading and Writing Modalities on the 2016 ACCESS for ELLs 2.0

2016 Grade	Reading			Writing		
	Total n	In Levels 5-6 n	%	Total n	In Levels 5-6 n	%
K	9190	2394	26	9184	254	3
1	10391	5077	49	10451	0	0
2	9275	5161	56	9318	0	0
3	6050	3462	57	6084	369	6
4	6187	3530	57	6199	781	13
5	4868	2386	49	4874	244	5
6	3220	806	25	3227	14	0
7	3395	793	23	3401	1	0
8	3291	870	26	3310	0	0
9	3496	1071	31	3507	745	21
10	3259	1114	34	3273	396	12
11	2588	1018	39	2593	205	8
12	1572	666	42	1577	45	3
K-12	66782	28348	42	66998	3054	5

Table 14 shows ESOL exit rates in 2015-2016. The column labeled “Total n” refers to the number of ELLs as of February of 2016 who participated in the ACCESS for ELLs 2.0. The figures shown in the next two columns reflect those who exited the ESOL program based on the results of ACCESS for ELLs 2.0 and other assessments. The State Board of Education established a rule for exiting the ESOL program. Under that rule, students must have achieved on overall proficiency level of at least 5 and score at least 4 in all modalities of the ACCESS for ELLs 2.0. In addition, students in grades 3 or above had to achieve at least level 3 on the ELA component of the FSA, and students in grades 10-12 had to satisfy the reading graduation requirements.

Table 14
Numbers and Percentages of Students Exiting the ESOL Program in 2015-2016

Grade	2015-2016		
	Total n	Exited ESOL n %	
K	9120	584	6
1	10389	523	5
2	9261	248	3
3	6020	866	14
4	6128	1218	20
5	4798	824	17
6	3182	289	9
7	3370	260	8
8	3292	207	6
9	3428	305	9
10	3219	254	8
11	2582	258	10
12	1601	246	15
K-12	66390	6082	9