



# SAN DIEGO CITY SCHOOLS

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## CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST RESULTS FOR SAN DIEGO CITY SCHOOLS

### Summary of Findings: District CELDT Results, Fall 2001

- There are currently 39,779 English Learners in the district, comprising 28.4 percent of the student population. These students represent 62 different primary languages.
- 33,762 continuing English Learners took the CELDT Annual Assessment.
- 8,749 newly enrolled students with a home language other than English took the CELDT for Initial Identification.

### Overall Proficiency Levels by Years of District Enrollment

In Grades 1-12, there were 33,762 English Learners who took the CELDT Annual Assessment in Fall 2001 and 11,183 Former English Learners (reclassified); these students do not take the CELDT but are included to appropriately report the progress of students through the levels of English language proficiency. Of these **44,945 students** (see Attachment 1):

- About 27% have been reclassified to fluent English status, and more than 16% scored at the Advanced or Early Advanced level and should be considered for reclassification.
  - (i) For students enrolled in the district **more than 6 years**, slightly over 51% have been reclassified and about 17% more should be considered for reclassification. For students enrolled **5 to 6 years**, over 26% have been reclassified and another 21% are ready to be considered for reclassification.
- About 26% of the ELs tested with the Annual Assessment scored at the Beginning and Early Intermediate levels of proficiency.
  - (i) Slightly over 65% of the ELs enrolled in the district **less than 1 year** and about 50% of the ELs enrolled **1-2 years** scored at these levels. We would expect students who enroll with little or no English proficiency to work at these levels during the first two years.
  - (ii) About 42% of the ELs enrolled **3-4 years**, 27% of those enrolled **4-5 years**, and 18% of those enrolled **5-6 years** scored at the Beginning and Early Intermediate levels. These students need additional support to accelerate their English learning.

### **Attachment 1** - Overall Language Proficiency Level (OPL) by length of district enrollment.

This display provides the percentage of English Learners scoring at each proficiency level in relation to their length of enrollment in the district, and the percentage of former English Learners reclassified to English Fluent status in relation to their length of enrollment in the district.

**Attachment 2 – Annual Assessment Results for Continuing District Students: Overall Language Proficiency Level (OPL) by grade level.**

This display provides the percentage of continuing English Learners scoring at each language proficiency level by grade level. These data offer a baseline summary but cannot be used for comparison purposes.

**Initial Identification Results: Overall Proficiency Levels by Grade**

There were **8,749** newly enrolled students who took the CELDT for initial identification (see Attachment). These students entered the district with a home language other than English.

1. About 65 percent were new Kindergarteners. Of these 5,711 students:
  - About 32% scored at the Beginning level of proficiency, and another 28% scored at Early Intermediate. These students receive English Language Development instruction and teachers will use SDAIE (sheltered) strategies to introduce content area material.
  - Another 25% scored at the Intermediate level of proficiency. These students entered school speaking some English, but need to continue their English language development.
  - About 14% scored at Early Advanced or Advanced. These students will likely be considered initially fluent in English (I-FEP) rather than English learners.
2. The remaining 35 percent entered in Grades 1 through 12. Of these students:
  - About 50% to 60% of these students scored at the Beginning or Early Intermediate level. All of these students need English language development instruction and support in the content areas through appropriate “sheltered” instructional strategies. Those entering at the higher-grade levels need focused instruction to accelerate their English learning.
  - About 16% of the entering first through third graders scored at the Early Advanced or Advanced levels. Between 20% and 30% of the entering fourth through tenth graders scored at these higher proficiency levels. These students will probably be classified as initially fluent in English rather than as English learners.

**Attachment 3 – Initial Identification Results for Newly Enrolled District Students: overall Language Proficiency Level (OPL) by grade level.**

This display provides the percentage of newly enrolled students scoring at each language proficiency level by grade level. These data offer a baseline summary but cannot be used for comparison purposes.