

Board Presentation
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Review of ESL Programs &
Mandarin Chinese Program

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ESL Population – Facts & Figures

ESL Enrollment

Level	2005-2006	2006-2007	2007-2008
K-2	167	178	177
3-5	79	89	75
6-8	43	50	50
9-12	100	100	83
Total	389	417	385

Conclusions

- The rate of change in ESL population is quite stable.
- This is due to a “revolving door” phenomenon.
- The rate of mobility of incoming students is about the same as for exiting students.
- The greatest number of ESL students is at the lower elementary level (K-2), followed by the high school, upper elementary (3-5) and middle school.

Nations of Origin

- United States – 48%
- El Salvador – 28%
- Peru – 6%
- Honduras – 3%
- The remaining 15% of ESL students come from all over the world: Mexico, Chile, China, Pakistan, Ecuador, Argentina, Dominican Republic, Poland, Brazil, India, Russia, Belize, Colombia, Philippines, Israel, Japan, Ethiopia, Puerto Rico, Paraguay, Costa Rica, France, Iran, Guatemala and Italy.

Languages Spoken by ESL Students

- Spanish is spoken by 93.8% of ESL students.
- The remaining 6.2% speak languages from all over the world: Chinese, Urdu, Polish, Portuguese, Punjabi, Russian, Tagalog, Hebrew, Japanese, Amharic, French, Farsi and Italian.
- The percentage of ESL students speaking a language other than Spanish has remained very stable over the last three years:

2005: 4.5% 2006: 6.6% 2007: 6.2%

Achievement Gap

Percent of Non-ESL and ESL Students Scoring Level 3 or Above on ELA & Math

School Year & Population	Grade 4 ELA	Grade 8 ELA	Grade 4 Math	Grade 8 Math
05-06 Non-ESL	80	68	84	53
05-06 ESL	55	0	44	0
06-07 Non-ESL	84	75	89	57
06-07 ESL	52	0	73	6

2005-2006 Non-ESL & ESL Students Regents Examinations Average Grade

Regents Examination	Non-ESL	ESL
English	78	52
Math A	76	63
Global History	80	70
US History	89	87
Earth Science	77	72
Living Environment	71	60

2006-2007 Non-ESL & ESL Students Regents Examinations Average Grade

Regents Examination	Non-ESL	ESL
English	86	63
Math A	78	73
Global History	77	68
US History	84	70
Earth Science	75	62
Living Environment	72	59

Review of ESL Programs

- Students with Interrupted Formal Education (SIFE)
- Push-in/Pull-out ESL Program

SIFE

Most SIFE students share the following characteristics:

- They are recent arrivals.
- They have poor or no school socialization.
- They have interrupted or limited schooling.
- They have limited or no English proficiency.
- They lack literacy skills.
- They lack academic knowledge.

Factors in Native Country Contributing to SIFE Status

- Need for student to supplement family's income
- Need for student to help in the home
- Remote location of home from a school setting
- Frequent moves caused by economic needs
- Frequent moves caused by political turmoil in country
- Lack of parental supervision

Steps Taken to Address the SIFE Situation:

- A *SIFE Interview and Questionnaire* has been developed to identify incoming SIFE students.
- Records of existing ESL students have been reviewed to identify existing SIFE students.
- Results show that there are 4 in grade 7, 3 in grade 8, 5 in grade 9 and 1 in grade 10. Next year's high school anticipated number of students is 9 in addition to any incoming students who may fit the SIFE category.
- A current certified ESL teacher with experience in SIFE has been identified to teach the class.

SIFE Course Description

“This course provides students with socialization skills within a school setting, basic English literacy skills through the use of age-appropriate materials in addition to organizational, study, and test-taking skills.”

Organizational Structure of the Program

- It replaces ESL I.
- It consists of two daily periods of instruction, ideally back to back.
- It has a duration of one year.
- Student progress measured through on-going assessment and evaluation built into the instructional program and NYSESLAT scores.
- Program evaluation based on student progress and achievement.
- It is followed by ESL I or ESL II depending on student progress and teacher recommendation.
- Other districts addressing the needs of SIFE are Brentwood, Lawrence and William Floyd.

Instructional Materials for the Class

The *Reading Instructional Goals for Older Readers* (RIGOR) from Benchmark Education is specifically designed for SIFE. The RIGOR program . . .

- Develops phonemic awareness and phonics skills
- Builds vocabulary
- Increases reading comprehension, fluency and content knowledge
- Uses writing to expand and reinforce literacy

Cost to the District

- No additional personnel cost required.
- Cost absorbed within ESL personnel budget.
- The RIGOR program costs \$4,000.00.
- Cost of instructional materials assumed by high school budget.

Push-in/Pull-out ESL Models

- Push-in ESL: Certified ESL teacher goes into the classroom to provide ESL instruction.
- Pull-out ESL: Certified ESL teacher provides ESL instruction in a setting other than the student's classroom.
- The educational trend is to maintain the pull-out model for ESL level 1 (beginners) and increase the push-in model for ESL levels 2 and 3 (intermediate and advanced).

Benefits of Pull-out ESL for Level 1 Students

- It provides specialized instruction by an expert in serving their needs.
- It allows them to acquire the linguistic foundation they lack in English in a small group setting.
- It allows them to receive focused and individualized attention.

Benefits of Push-in ESL for Levels 2 & 3 Students

- It prevents students from falling behind in the acquisition of content knowledge.
- It integrates them with English-speaking classmates.
- It allows everyone to discover that there are more similarities than differences among English-speaking and ESL students.
- It breaks down stereotypes.
- It allows ESL teacher to provide assistance “on the spot”.
- It fosters collaboration between classroom and ESL teachers.

What is it like now?

- At Deasy and Gribbin, push-in ESL is already taking place between 40 and 80 minutes a day. It should be strengthened.
- At Connolly and Landing, the ESL program is pull-out. Push-in should be implemented.
- At the high school, the push-in program is well developed with ESL teachers pushing into English, Math, Social Studies and Science in addition to ESL-subject area classes and ESL scheduled as a class.

At the middle school, there are 2 ESL teachers servicing three grades:

Teacher 1

Pull-out Level 1 students in
grades 6, 7, 8

Push-in 8th grade Science
one period a day

Teacher 2

Pull-out Level 2 & 3
students in grades 6, 7, 8

Push-in 7th & 8th grade
Science 2x/wk and 7th &
8th grade SS 2x/wk

If we added one ESL teacher at the middle school

- There would be one ESL teacher assigned to each grade.
- Each ESL teacher would pull out Level 1 students for a double period daily.
- Each ESL teacher would push into Social Studies, Science and Math for Level 2 and 3 students daily.

Mandarin Chinese



Mandarin Chinese – Facts & Figures

- There are more than 1 billion speakers in the world.
- The number of U.S. public school students taking it as a world language has gone from 5,000 seven years ago to almost 50,000 nationwide.
- More than 550 elementary, middle and high schools offer it nationwide.
- The Nassau County districts that offer it are: Great Neck, Herricks, Hicksville, Jericho, Oceanside, Plainview-Old Bethpage and Roosevelt.

Glen Cove Mandarin Chinese Proposal

- Offer 4 sections based on student selection:
one section in the 7th grade and three sections in the high school (9-12).

Student Selection:

7th grade: 21 High School: 74

Grade 9: 21; Grade 10: 11

Grade 11: 24; Grade 12: 18

- Hire a .8 certified Chinese teacher

Phasing-out of French and Phasing-in of Mandarin Chinese

NOW

.8 French teacher with:

M.S. French 8 (16 students)

H.S. French 3 (23 students)

H.S. French 4 (12 students)

H.S. French 5 (3 students)

YEAR 1

.4 French teacher with:

H.S. French II

H.S. French IV & V
(combined)

.8 Chinese teacher with:

M.S. Chinese 7 (1 section)

H.S. Chinese I (3 sections)

MANDARIN CHINESE

HIGH SCHOOL STUDENT SELECTION

GRADE	# OF STUDENTS SELECTING IT	# OF STUDENTS <i>DROPPING</i> OTHER LANGUAGE	# OF STUDENTS <i>DOUBLING ON</i> LANGUAGES
9	21	21	0
10	11	5	6
11	24	20	4
12	18	15	3
TOTAL	74	61	13

Second and Third Year Projection

YEAR 2

.2 French teacher with:
HS French III

1.0 Chinese teacher with:
MS Chinese 7
MS Chinese 8
HS Chinese I
HS Chinese II
HS Chinese II

YEAR 3

No French teacher

1.0 Chinese teacher with:
MS Chinese 7
MS Chinese 8
HS Chinese I
HS Chinese II
HS Chinese III

Impact on Regents Diploma with Advanced Designation

None!!!!

NYSED accepts a locally developed exam both as Second Language Proficiency (SLP) to be taken at end of 8th grade as well as for the high school Regents to be taken at the completion of level 3 of the language.

THANK YOU