



Report to the Legislature:
English Language Acquisition Professional Development

Pursuant to line item 7027-1004 and M.G.L. ch. 69 § 9I,
March 2010

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Mitchell D. Chester, Ed.D.
Commissioner

March 2010

Dear Members of the General Court:

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature: *English Language Acquisition Professional Development* pursuant to Chapter 27 of the Acts of 2009, line item 7027-1004, addressing professional development to improve the academic performance of English language learners and effectively implement sheltered English immersion as outlined in Chapter 386 of the Acts of 2002. It also responds to the requirements of M.G.L. ch.69 § 1I to annually analyze and publish data reported by school districts regarding English language learners programs and limited English proficient students.

According to the Department's FY10 Student Information Management System (SIMS) data collection on October 1, 2009, there were 59,158 limited English proficient (LEP) students enrolled in the Commonwealth's public school districts. This number represents an increase of 2,156 LEP students since last year, while the total enrollment of public school students in the Commonwealth decreased by 1,857 from 958,910 to 957,053. In 59 districts in the Commonwealth there are 100 or more English language learners (ELL) enrolled ranging from 104 ELLs in Chelmsford and Weymouth to 11,271 ELLs in Boston. There are 315 "low incidence" districts that report at least one English language learner. More districts throughout the Commonwealth have English language learners in their classrooms than ever before. See Attachments 1 and 2 for district details and trends from school year 2006 to school year 2010.

The demand for quality educator training and student services is growing. The change in law in 2002 from Transitional Bilingual Education (TBE) to Sheltered English Immersion (SEI) has resulted in a substantial impact on the skills and knowledge needed by elementary and secondary content teachers of English language learners. Under TBE, most English language learners had the opportunity to learn content (e.g., mathematics and science) through instruction in their first language while they took classes to develop proficiency in English. With the Commonwealth's SEI mandate, most English language learners must now learn content through instruction delivered in English, with all printed materials in English. Classroom content teachers must adjust, or "shelter," their instruction to make it comprehensible to students not yet proficient in English. Few teachers in Massachusetts knew how to do this when the new law took effect.

SEI has two components: English as a Second Language (ESL) instruction and sheltered content instruction taught in English. This change calls for an emphasis on improving the quality and quantity of ESL instruction, and has led to the recognition that we continue to have a *critical* shortage of licensed ESL teachers in the Commonwealth.

There is growing consensus in the literature regarding both the elements of effective professional development for *all teachers* and the additional elements necessary for teachers of English language learners. To be effective, professional development must provide an opportunity for timely application of new skills and knowledge and integration in the context of the daily experience of a teacher's work. Department staff have identified the most common gaps in the knowledge and skills of educators implementing Sheltered English Immersion, and organized them into four categories with the appropriate number of hours of professional development needed to cover each topic in sufficient depth to be successful.

Over the six-year history of the state grant, the Department has offered professional development to teachers of English language learners. These funds have been used to design professional development curricula, to train teams of teachers to deliver these curricula in their home districts through "Training of Trainer" (ToT) opportunities, and to train teachers to become certified in ESL. To date, nearly 22,000 trainers and teachers have participated in one or more of the category trainings representing 459 individual teachers and administrators.

In FY10, in order to increase the capacity of districts to provide Sheltered English Immersion professional development, the Department developed and implemented the largest-ever ToT effort. Educators from across the Commonwealth were selected to become trainers; each successfully completed approximately 20-40 hours of ToT professional development. These trained educators have been delivering category trainings to teachers across the Commonwealth during the current school year. Attachments 4 and 5 list the districts and collaboratives that have participated in these professional development opportunities since 2004. Thirteen more trainings are expected to occur before the end of the school year with capacity for 40 teachers at each session. It is anticipated that over 1,000 total teachers and administrators will have received training by June 30, 2010.

The Department piloted the *first* administrators' SEI professional development training during the 2009-2010 academic year. The module was based on the skills and knowledge and incorporated data review on English language learners' MEPA and MCAS performance. Principals learned about the factors that influence second language acquisition, research-based strategies specifically designed for ELLs, and lessons based on content and language objectives. This training also facilitated communication between ELL directors and principals regarding equitable education for ELLs.

The future need for category training to comply with the requirement that each elementary and secondary educator who teaches English language learners have the knowledge and skills to effectively support English language development and deliver sheltered content instruction is estimated to be at least 50,000 teachers. In addition to receiving sheltered content by qualified teachers, all English language learners must receive instruction based on English language development delivered by a teacher licensed in ESL or ELL. There is a need to increase access to daily ESL instruction for English language learners and consequently a need in most districts for additional licensed ESL teachers. In September 2009 the Department updated its *Guidance on Using MEPA Results to Plan Sheltered English Immersion Instruction and Make Reclassification Decisions for Limited English Proficient (LEP) Students* and made recommendations for the number of hours of ESL instruction English language learners ought to receive at each of the five levels of English proficiency.

To address professional development for ESL teachers, the Department has used a combination of state and federal funds to support four cohorts of the Massachusetts English Language Teacher Initiative (MELT) which is designed to provide instruction, support and mentoring to licensed teachers who wish to become licensed ESL teachers. Teachers from Boston and Worcester Public Schools have participated. The first cohort took the Massachusetts Test for Educator Licensure (MTEL) in spring 2007 with 73 percent of those who participated obtaining a passing rate and becoming licensed ESL teachers. Of the most recent cohort 92 percent of the teachers who completed the training and took the MTEL in ESL passed.

The future need for ESL teachers is approximately an additional 1,300 ESL or ELL licensed teachers based on the assumption that one ESL teacher is needed for every 30 ESL students. We estimate approximately 2,000 ESL teachers to teach the nearly 60,000 ELLs in our public schools. To close the achievement gap with our English language learners, professional development for *all teachers* of English language learners along with increasing the number of ESL licensed teachers is a key component to achieving success.

In short, the need for teacher training, ESL certification, and ELL services is growing at a time when fiscal support is declining. The Department has advocated for increased resources to serve the growing population of ELLs. In the meantime, we continue to pursue initiatives that maximize the impact of the limited resources available.

If you would like to discuss this further, I would be happy to do so.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature: *English Language Acquisition Professional Development* pursuant to Chapter 27 of the Acts of 2009, line item 7027-1004, and pursuant to M.G.L C. 69 s.9I, addressing the following provisions:

“For English language acquisition professional development to improve the academic performance of English language learners and effectively implement sheltered English immersion as outlined in chapter 386 of the acts of 2002; provided, that the department shall only approve professional development courses and offerings with proven, replicable results in improving teacher performance, and which shall have demonstrated the use of best practices, as determined by the department, including data comparing pre-training and post-training knowledge; provided further, that the department shall, not later than February 15, 2010, provide a report on the number of educators who have received such training since passage of said chapter 386, the estimated number who need such additional training, and a review and analysis of the most effective types of professional development and the most common gaps in the knowledge base of educators implementing English immersion and teaching English language acquisition, along with legislative or regulatory recommendations of the department; provided further, that said report shall be provided to the secretary of administration and finance, the senate president, the speaker of the house, the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education; and provided further, that no funds shall be expended for personnel costs.” (Line-item 7027-1004)

and,

“The commissioner annually shall analyze and publish data reported by school districts under this section regarding English language learners programs and limited English proficient students. Publication shall include, but need not be limited to, availability on the department’s worldwide web site. The commissioner shall submit annually a report to the joint committee on education, arts and humanities on such data on a statewide and school district basis, including, but not limited to, by language group and type of English language learners program. (M.G.L. ch.69 § 1I)

In FY10 the legislature appropriated \$397,937 in Chapter 27 of the Acts of 2009, line-item 7027-1004 to support professional development for educators of English language learners to implement Sheltered English Immersion and to teach English language acquisition. In FY09 and FY08, the legislature appropriated \$470,987, and in FY07 \$500,000 was appropriated. In FY06 and FY05 \$1,000,000 was appropriated each year for similar purposes.

Background

Sheltered English Immersion is the program model that has been required for most English language learners in Massachusetts public schools since a change in the state law in 2002. This change in law resulted from Chapter 386 of the Acts of 2002 (known as "Question 2"), an initiative petition on the November 5, 2002 ballot approved by Massachusetts voters. Question 2

amended in its entirety the Transitional Bilingual Education (TBE) statute, G.L. c. 71A, the state statute which governs the education of English language learners (ELLs). In July 2003, the legislature passed further amendments to G. L. c. 71A as part of the FY04 budget. The new law was implemented in school districts beginning in September 2003. Sheltered English Immersion (SEI) is defined in Chapter 71A as:

“an English language acquisition process for young children in which nearly all classroom instruction is in English, with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child’s native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English. This educational methodology represents the standard definition of ‘sheltered English’ or ‘structured English’ found in educational literature.”
See M.G.L. ch. 71A, § 2.

SEI has two components: English as a Second Language (ESL) instruction and sheltered content instruction taught in English.

The change from TBE to SEI has resulted in a substantial impact on the skills and knowledge needed by elementary and secondary content teachers of English language learners. Under TBE, most English language learners had the opportunity to learn content (e.g., mathematics and science) through instruction in their first language while they took classes to develop proficiency in English. With the Commonwealth’s SEI mandate, most English language learners must now learn content through instruction delivered in English, with all printed materials in English. Content teachers must adjust, or “shelter,” their instruction to make it comprehensible to students not yet proficient in English. Few teachers in Massachusetts knew how to do this when the new law took effect.

Another consequence of the new law has been that English language learners must acquire academic levels of English proficiency more quickly than before. If they do not, their ability to successfully comprehend content instruction delivered in English will be compromised. This calls for an emphasis on improving the quality and quantity of ESL instruction, and has led to the recognition that we continue to have a *critical* shortage of licensed ESL teachers in the Commonwealth.

I. English Language Learners in Massachusetts

According to the Department’s Student Information Management System (SIMS) data collection October 1, 2009 report, there were then 59,158 limited English proficient (LEP) students enrolled in the Commonwealth’s public school districts. This number represents an increase of 2,156 LEP students since last year, while the total enrollment of public school students in the Commonwealth decreased from 958,910 to 957,053 (a 1,857 difference) since last year. As of October 1, 2009, 59 districts in the Commonwealth reported an enrollment of 100 or more English language learners while 315 districts report at least one English language learner.¹ The LEP student population has continued to grow while the overall student population has decreased in Massachusetts. Table 1 compares the growth in the LEP population to the decrease in the student population overall since SY 2006.

Table 1: Increase in LEP population in MA public school districts compared to overall student population

	SY 2006		SY 2010		Change	
	All	LEP	All	LEP	All	LEP
State	972,371	51,618	957,053	59,158	-15,318	7,540

Source: The Department Student Information Management System, 2009

As the number of LEP students has increased, the number of districts in which LEP students are enrolled has also increased. Of the public school districts in the Commonwealth who currently enroll LEP students, 62 reported zero enrolled LEP students in SY 2006. Currently, 53 of these districts report between 1 and 10 LEP students and 9 of these districts enroll between 11 and 35 LEP students. Districts that enroll fewer than 100 English language learners are often referred to as “low incidence” districts, and within these low-incidence districts English language learners may be distributed across all grades and all schools within the district. Of the 59 public school districts that enrolled more than 100 LEP students as of the October 1, 2009 SIMS data collection, these numbers range from 104 in Chelmsford and Weymouth to 11,271 in Boston. See Attachment 2 for more detail.

Table 3 details the districts with the highest percentage of LEP students (as a percentage of the overall student population), according to 2010 SIMS data. Table 4 details the twenty districts with the largest numbers of LEP students. Of note is that the districts with the top ten LEP student populations only include eight of the ten Commissioner’s urban districts.

¹ Per last year’s legislative report, in FY09 303 districts reported at least one LEP student and 57 districts reported over 100 LEP students.

Table 2: MA public school districts with the highest percentage of LEP enrollment and change in LEP enrollment from SY 2006 to SY 2010

District	2010 Student Enrollment			LEP Change 2006-10	
	All	LEP	LEP %	#	%
Lawrence Family Development Charter School	596	252	42%	28	13%
Lowell	13,331	4,321	32%	463	12%
Community Day Charter Public School	331	98	30%	-5	-5%
Worcester	23,988	6,388	27%	2,768	76%
Lowell Community Charter Public School	946	247	26%	48	24%
Lynn	13,373	3,465	26%	468	16%
Holyoke	5,901	1,377	23%	-153	-10%
Lawrence	12,284	2,835	23%	83	3%
Boston	55,371	11,271	20%	2,071	23%
Brockton	15,502	2,737	18%	995	57%
Chelsea	5,638	922	16%	-236	-20%
Seven Hills Charter Public School	673	110	16%	65	144%
Somerville	4,842	777	16%	-107	-12%
Framingham	8,153	1,271	16%	-128	-9%
Phoenix Charter Academy	164	25	15%	25	
Conservatory Lab Charter School	153	21	14%	-1	-5%
Amherst	1,321	175	13%	-18	-9%
Springfield	25,141	3,288	13%	-164	-5%
Fitchburg	4,997	593	12%	-564	-49%
Quincy	8,969	1,044	12%	37	4%

Source: The Department Student Information Management System, 2009

Table 3: MA public school districts with the largest numbers of LEP students and change from SY 2006 to SY 2010

District	2006		2010		Change # 2006-10		Change % 2006-10	
	All	LEP	All	LEP	All	LEP	All	LEP
Boston*	57,349	9,200	55,371	11,271	-1,978	2,071	-3%	23%
Worcester*	24,023	3,620	23,988	6,388	-35	2,768	0%	76%
Lowell*	14,096	3,858	13,331	4,321	-765	463	-5%	12%
Lynn*	13,955	2,997	13,373	3,465	-582	468	-4%	16%
Springfield*	25,206	3,452	25,141	3,288	-65	-164	0%	-5%
Lawrence*	12,273	2,752	12,284	2,835	11	83	0%	3%
Brockton*	15,896	1,742	15,502	2,737	-394	995	-2%	57%
Holyoke*	6,485	1,530	5,901	1,377	-584	-153	-9%	-10%
Framingham	8,124	1,399	8,153	1,271	29	-128	0%	-9%
Quincy	8,763	1,007	8,969	1,044	206	37	2%	4%
Chelsea	5,495	1,158	5,638	922	143	-236	3%	-20%
Somerville	5,136	884	4,842	777	-294	-107	-6%	-12%
Malden	6,287	601	6,332	706	45	105	1%	17%
Newton	11,567	565	11,765	688	198	123	2%	22%
Revere	5,839	658	6,145	625	306	-33	5%	-5%
Fitchburg	5,682	1,157	4,997	593	-685	-564	-12%	-49%
Everett	5,262	604	5,889	580	627	-24	12%	-4%
Fall River*	10,969	684	9,886	514	-1,083	-170	-10%	-25%
Marlborough	4,662	509	4,539	509	-123	0	-3%	0%
New Bedford*	13,441	591	12,636	461	-805	-130	-6%	-22%

Source: The Department Student Information Management System, 2009

* denotes Commissioner's districts

Finally, the change in LEP student populations in some of the Commonwealth's largest and smallest districts is of note including increases and decreases in numbers of LEP students as a percentage of districts' student populations. Table 4 below details the districts with the largest changes in LEP student population since SY 2006. For a listing of all Massachusetts school districts and changes in LEP student enrollment, please see Attachment 1. For a listing of additional districts with large changes in enrollment, please see Attachment 2.

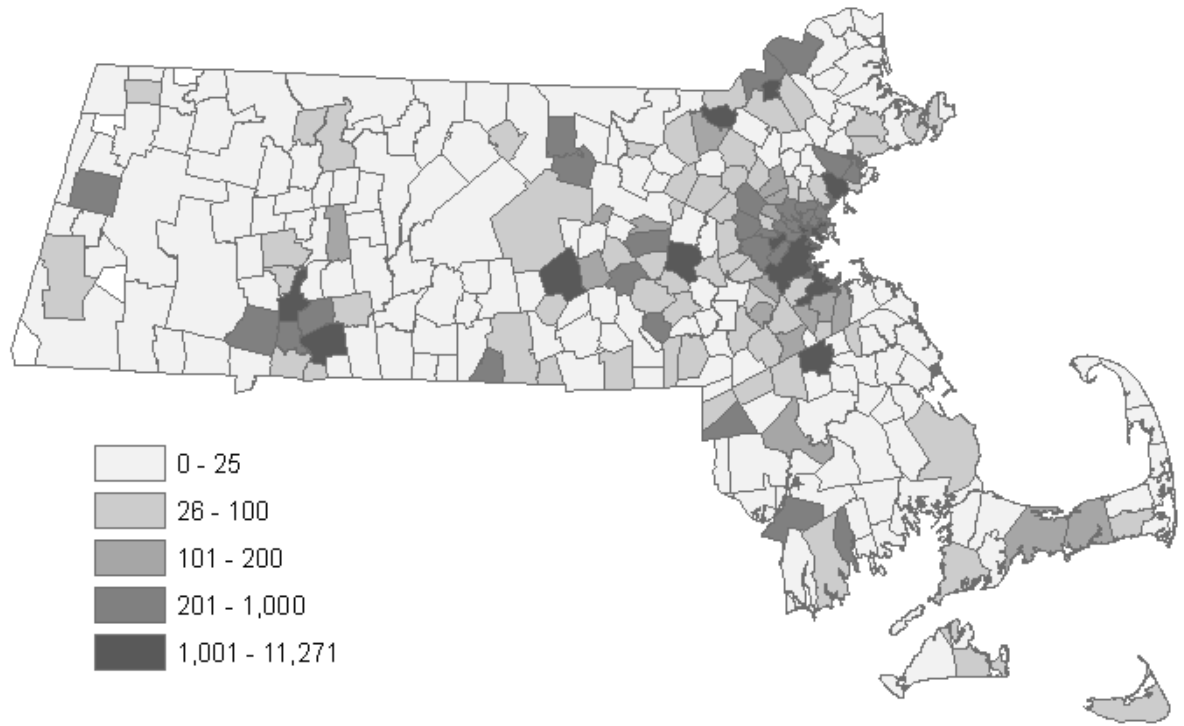
Table 4: MA public school districts with the largest changes in LEP student enrollment

District	Student Enrollment 2006		2010		Change		Change % 2006	
	All	LEP	All	LEP	All	LEP	All	LEP
Saugus	3,188	5	2,866	68	-322	63	-10%	1260%
Holliston	2,971	3	2,864	37	-107	34	-4%	1133%
Harwich	1,441	4	1,334	48	-107	44	-7%	1100%
Leicester	1,950	2	1,881	21	-69	19	-4%	950%
Lunenburg	1,836	1	1,702	10	-134	9	-7%	900%
Hopedale	1,302	1	1,308	9	6	8	0%	800%
Hamilton-Wenham	2177	5	2026	43	-151	38	-7%	760%
Westport	1,905	2	1,895	15	-10	13	-1%	650%
Lenox	850	1	829	7	-21	6	-2%	600%
Sabis International Charter School	1,374	4	1,573	25	199	21	14%	525%
Auburn	2,310	9	2,399	56	89	47	4%	522%
Boston Renaissance Charter Public School	1268	10	1206	58	-62	48	-5%	480%
Wilmington	3,828	4	3,783	22	-45	18	-1%	450%
Blackstone-Millville	2177	2	2064	11	-113	9	-5%	450%
Melrose	3,537	14	3,767	76	230	62	7%	443%
Hadley	635	3	714	16	79	13	12%	433%
Hingham	3,764	2	4,058	10	294	8	8%	400%

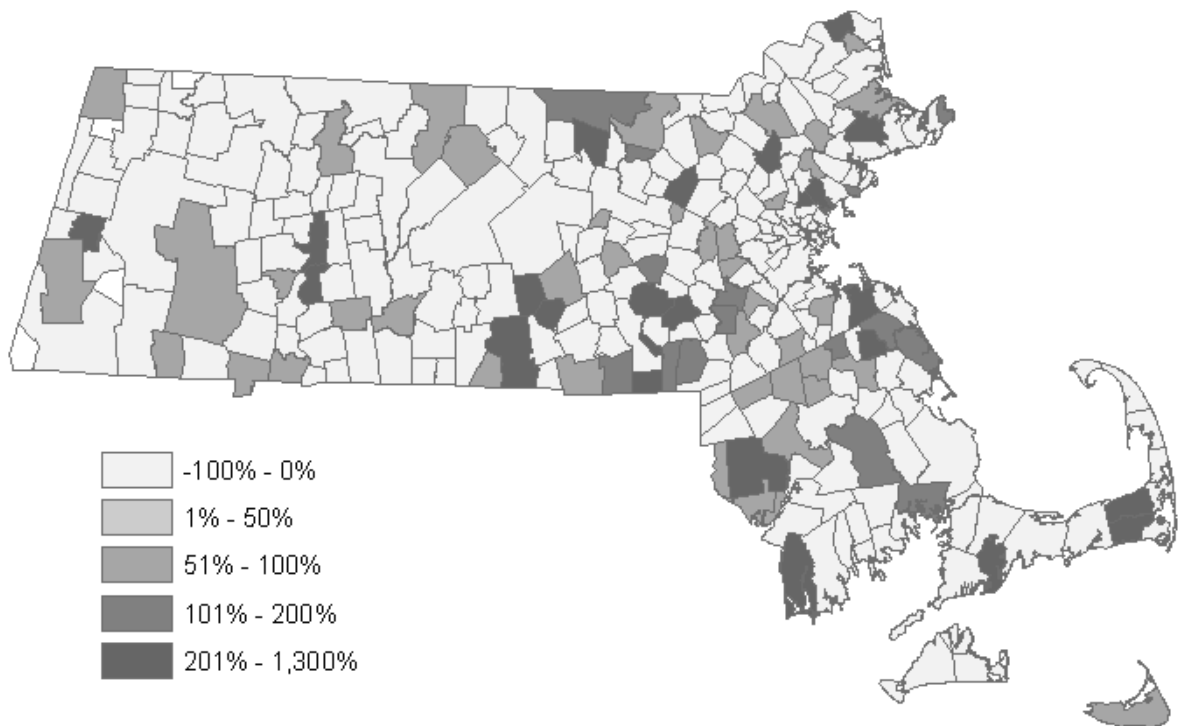
Source: The Department Student Information Management System, 2009

The maps on the next page illustrate the Commonwealth's LEP student enrollment, and illustrate the changes in the LEP student population throughout the Commonwealth. As is indicated, LEP student is widespread.

Number of ELL Students in 2010



Percent Change in ELLs 2006-10



Attachment 7 displays English language learners by number, district and program type using October 2009 SIMS data. A brief summary appears below.

Table 5: English Language Learners Program Enrollment

No ELL Program (not enrolled)	Sheltered English Immersion	Two-way Bilingual Education	Other Bilingual Education	Parental opt-out (No ELL Program)	Total LEP Students
1,113	49,096	1,229	1,342	6,378	59,158

Source: The Department Student Information Management System, 2009

Attachment 8 displays data on English language learners by number, district, and first language. Discrete numbers are provided for the five most common first languages of English language learners in Massachusetts. All other languages are aggregated in the “Other” column. A complete file with all languages, disaggregated by district, is available from the Massachusetts Department of Elementary and Secondary Education. A brief summary appears below.

Table 6: English Language Learners’ Most Common First Languages

Spanish	Portuguese	Cape Verdean	Haitian Creole	Vietnamese	Other
31,793	4,209	2,458	2,433	2,423	15,842

Source: The Department Student Information Management System, 2009

II. Educators Implementing Sheltered English Immersion: Elementary and Secondary Content Teachers of English Language Learners

Most classroom teachers in Massachusetts did not acquire the skills and knowledge required to effectively teach English language learners and shelter content instruction during their teacher preparation programs. The change in our state law mandating that schools adopt a sheltered English Immersion instructional model and the legal requirement that English language learners be taught by teachers with appropriate qualifications created an urgent need for teachers of English language learners to acquire new skills and knowledge.

Research on Professional Development for Educators of English Language Learners

There is growing consensus in the literature regarding both the elements of effective professional development for all teachers and the additional elements necessary for teachers of English language learners. To be effective, professional development must provide an opportunity for timely application of new skills and knowledge and integration into the context of the daily experience of a teacher’s work. Also, high quality professional development must be internally coherent, rigorous, and aligned with the principles of effective teaching and learning.

In addition to embodying these more universal characteristics of high quality professional development, professional development for teachers of English language learners must include specific knowledge relevant to teaching English language learners, including the basic tenets of bilingualism and second language acquisition, definitions of language proficiency, the role of first language and culture in learning and teaching, and the demands of academic language, spoken and written, in content classrooms (Clair, 1993). A short bibliography of this research is included as Attachment 3.

Gaps in Knowledge

After reviewing relevant research and consulting with leaders in the field of English language learners, educators in Massachusetts and nationally, Department staff identified the most common gaps in the knowledge and skills of educators implementing Sheltered English Immersion. In a memorandum issued in June 2004, *Qualifications of Teachers of Limited English Proficient (LEP) Students in Sheltered English Immersion (SEI) Classrooms*, the Commissioner of Education described the skills and knowledge required to effectively shelter content instruction. See Attachment 2. Skills and knowledge were organized into four categories, and the appropriate number of hours of professional development needed to cover each topic in sufficient depth was identified:

- Category 1** Second Language Learning and Teaching
10-15 hours of professional development
- Category 2** Sheltering Content Instruction
30-40 hours of professional development
- Category 3** Assessing Speaking and Listening
10 hours of professional development
- Category 4** Reading and Writing in the Sheltered Content Classroom
15-20 hours of professional development

III. Use of Funds for Category Training

Over the six-year period FY05 to FY10, the Department received a total of nearly \$3.7 million through the state budget to offer professional development to teachers of English language learners. These funds have been used to design professional development curricula, to train teams of teachers to deliver these curricula in their home districts through “Training of Trainer” (ToT) opportunities, and to train teachers to become certified in ESL. The funds have also provided category training for additional teachers (including those conducted at the Commonwealth’s regional educational collaboratives). All of the professional development designed and delivered with these funds has been aligned with the categories of teacher knowledge and skills described above. A chart detailing the professional development delivered to date is presented below.

Table 7: Category Training²

SEI Professional Development Categories ³	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Total Participants (by Category)
Category 1							
Teachers	516	1,338	2,567	2,998	1,873	1,529	10,821
Trainers	35	43	43	39	0	0	160
Total	551	1,381	2,610	3,037	1,873	1,529	10,981
Category 2							
Teachers	712	1,199	1,378	1,373	1,000	1,119	6,781
Trainers	0	36	92	48	0	82	258
Total	712	1,235	1,470	1,421	1,000	1,201	7,039
Category 4							
Teachers	36	202	276	447	598	2,124	3,683
Trainers	0	0	41	46	42	66	195
Total	36	202	317	493	640	2,190	3,878
Total (by Year)⁴	1,299	2,818	4,397	4,951	3,513	4,920	21,898
Total Teachers Trained (2004-2010)³		Total Trainers Trained (2004-2010)³		Total³			
21,285		613		21,898			

Source: The Department Office of Language Acquisition and Academic Achievement, 2010

In FY10, the Department was able to offer professional development through all of the aforementioned initiatives. In order to increase the capacity of districts to provide their own trainings in the four categories of SEI professional development, the Department developed and implemented the largest-ever ToT effort. Through a Department application process, educators from across the Commonwealth were selected to become trainers for categories 2 and 4. Each successfully completed approximately 20-40 hours of ToT professional development in these categories. These trained educators have been delivering category trainings to teachers across the Commonwealth during the current school year.

In addition, during FY10 thus far, professional development in categories 1, 2 and 4 has been delivered to teachers in 52 school districts in association with 17 educational collaboratives.

² Note that this chart reflects trainings that have resulted from the expenditure of this line item. Additional category trainings have been provided through universities, colleges, district-based professional development groups, and other agencies. The syllabi for most of these courses have been submitted to the Department for determination that they are aligned with the skills and knowledge for SEI category training.

³ These data represent both completed category trainings as well as a small number of category trainings that are scheduled during the remainder of this school year at individual districts and through the collaborative training initiative by June 30, 2010. The numbers are expected to increase, as the Department requires data to be submitted only after category training has been completed.

⁴ These totals do not signify that 21,285 different teachers or 613 different trainers have been trained. Many teachers and trainers participated in more than one category training.

Attachments 4 and 5 list the districts and collaboratives that have participated in these professional development opportunities since 2004. Thus far, 459 teachers and administrators have received training through this initiative. Thirteen more trainings are expected to occur before the end of the school year through this initiative, with capacity for 40 teachers at each. It is anticipated that over 1,000 total teachers and administrators will have received Category training through this initiative by June 30, 2010.

The Department has also used a combination of state and federal funds to support English as a Second Language (ESL) curriculum development. ESL curriculum development workshops were also offered in Malden and Northampton to educators from 19 districts during FY10. These two and one-half day workshops were designed to assist teachers in developing plans for content-based ESL instruction.

In response to the need for district and school administrators' understanding of and support for Sheltered English Immersion and related professional development, the Department piloted the first administrators' SEI professional development training during the 2009-2010 academic year. The module was based on the skills and knowledge of the four categories and incorporated data review on English language learners' MEPA and MCAS performance. Principals learned about the factors that influence second language acquisition, research-based strategies specifically designed for ELLs, and lessons based on content and language objectives. The texts, activities and structure of this training also facilitated communication between ELL directors and principals regarding equitable education for ELLs. The training was well-received and a second pilot has begun. The Department has developed an application process for lead instructors to conduct the first administrators' SEI professional development ToT in order to continue and advance the initiative.

Future Need for Category Training

As has been detailed in section I of the report, English language learners are widely distributed in schools and districts throughout Massachusetts. As has been mentioned, there were 59,158 limited English proficient (LEP) students enrolled in the Commonwealth as of the October 1, 2009 SIMS data collection. As has also been mentioned, as of October 1, 2009, 59 districts in the Commonwealth reported an enrollment of 100 or more English language learners while 315 districts report at least one English language learner. Again, districts that enroll fewer than 100 English language learners are often referred to as "low incidence" districts, and within these low-incidence districts English language learners may be distributed across all grades and all schools within the district. It is within this complex context that we must attempt to estimate future need for SEI professional development.

We base our estimate on the following data and assumptions:

- 1) Each elementary and secondary educator who teaches English language learners must complete all four categories of professional development in order to develop the knowledge and skills required to effectively support English language development and deliver sheltered content instruction.

- 2) In order for an educator to be qualified to teach sheltered content and prepared for an English language learner to enter his or her classroom, each educator must complete all four categories of professional development.
- 3) The acquisition of the knowledge and skills on which the four categories are based on average requires approximately 65 to 85 hours of training.
- 4) There are 70,395 educators in the Commonwealth.
- 5) To date, approximately 20,000 teachers have received or will receive training in one or more categories by the end of the 2009-2010 school year.
- 6) At least 50,000 teachers need to be trained in one or more of the four categories in order to be prepared for an English language learner entering their classroom.

To address the need for future category training, the budget requested below seeks state funds to continue regional category trainings, and to continue ToT initiatives in categories 2 and 4, and a ToT for administrators. In addition, the budget requested below seeks state funds to design the remaining module of Category 4 (Teaching Reading and Writing in Sheltered Content Classes). The original blueprint for the Department-created Category 4 included three distinct modules. Category 4C was designed in 2007 for secondary students. Category 4B was likewise designed in 2009 for teaching reading and writing in elementary sheltered content classes. Category 4A will be designed to address the unique reading and writing needs of beginning ELLs at the preschool level and preliterate ELLs in early elementary grades.

IV. Educators Implementing Sheltered English Immersion: English as a Second Language (ESL) Teachers

ESL Teacher Shortage

Most English language learners in Massachusetts must now learn all subject matter content in English as they acquire English language and literacy skills. In addition to receiving sheltered content by qualified (trained in categories 1-4) teachers, all English language learners must receive instruction based on English language development delivered by a teacher licensed in ESL or ELL. There is a need to increase the hours of daily ESL instruction for English language learners and consequently a need in most districts of the Commonwealth for additional licensed ESL teachers.⁵ Some districts employ no teachers licensed in ESL or ELL.

The Department has previously emphasized this need for more ESL instruction in a memorandum of guidance in June 2005. The document stated appropriate recommendations for the number of hours of ESL instruction English language learners ought to receive at each level of English proficiency.⁶ This guidance was updated in September 2009 to consider newly developed proficiency levels of the Massachusetts English Proficiency Assessment (MEPA), the state's annual assessment of English language proficiency for English language learners in

⁵ Additionally, Section 24 of Chapter 218 of the Acts of 2002 mandates that by July 2008, each school district will have at least one teacher who is certified in English as a second language, bilingual education.

⁶ *Guidelines for Using MEPA Results to Plan SEI Instructional Programming*, June 2005.

kindergarten through grade 12. See *Guidance on Using MEPA Results to Plan Sheltered English Immersion Instruction and Make Reclassification Decisions for Limited English Proficient (LEP) Students*, available at <http://www.doe.mass.edu/mcas/mepa/2009/guidance.pdf>.

An excerpt from this guidance appears below.

Recommended Instructional Programming for LEP Students at Each MEPA Performance Level

Level 1 and Level 2

Students at *Level 1 and Level 2* MEPA performance levels generally produce and understand very little, if any, spoken or written English, or may have only very basic English skills. It is important that these students receive English language development instruction for a substantial portion of their school day because sheltered content instruction, the other component of SEI, will be challenging for students at lower levels of English proficiency.

Recommended Instruction for LEP Students at *Level 1 and Level 2* (Elementary, Middle, and High School)

- English as a Second Language (ESL) instruction: 2.5 hours/day to a full day of direct ESL instruction, delivered by a licensed ESL teacher;
- Content instruction: other hours as available outside of ESL instruction, delivered by a teacher qualified⁷ to teach LEP students and licensed in the appropriate content area;
- Specials/electives, e.g., physical education, art, music: same schedule as for other students in the grade level.

Level 3

Students at *Level 3* MEPA performance level generally demonstrate a range of mid-level English proficiency in speaking, listening, reading and writing, but have not yet developed academic proficiency in English. Sheltered content instruction should be tailored to provide comprehensive content instruction and engaging learning tasks to students at *Level 3* who have wide ranging English proficiency. Students at *Level 3* should also receive ESL instruction as outlined below.

Recommended Instruction for LEP Students at *Level 3* (Elementary, Middle, and High School)

- English as a Second Language (ESL) instruction: 1-2 hours of direct ESL instruction per day, delivered by a licensed ESL teacher;
- ELA or reading instruction: 1-2 hours per day, delivered by a teacher qualified to teach LEP students and licensed in ELA or reading;
- Content instruction: other available hours outside of ESL instruction, delivered by a teacher qualified to teach LEP students and licensed in the appropriate content area;
- Specials/electives, e.g., physical education, art, music: same schedule as for other students in the grade level

⁷ See Commissioner's June 15, 2004 memo www.doe.mass.edu/ell/sei/qualifications.pdf, which discusses the four categories of skills and knowledge applicable to teachers of LEP students. The language "a teacher qualified to teach LEP students," when used in this report, and in the cited guidance, refers to teachers meeting the criteria set forth in the Commissioner's June 15, 2004 memo.

Level 4 and Level 5 (for students not yet reclassified as non-LEP)

Students at *Level 4* and in the low range of *Level 5* MEPA performance levels generally demonstrate good English proficiency. However, a student performing overall at *Level 5* may not have all the skills associated with a *Level 5* student in all four areas of the MEPA. A student should either be “At or Above” or “Approaching” in all four areas before being considered for reclassification (see MEPA parent/guardian reports or electronic data files to obtain this information about each student). Increasingly complex and varied language demands on LEP students in late elementary, middle, and high school may also support the decision by school-based teams to delay the reclassification of certain students at *Level 4* and *Level 5* who are aspiring to achieve academic parity with English-speaking peers.

Recommended Instruction for LEP Students at *Level 4* and *Level 5* (Elementary, Middle, and High School)

- English as a Second Language (ESL) instruction: a minimum of 2.5 hours of direct ESL instruction per week, delivered by a licensed ESL teacher;
- Content instruction: other available hours outside of ESL instruction, delivered by a teacher qualified to teach LEP students and licensed in the appropriate content area;
- Specials/electives, e.g., physical education, art, music: same schedule as for other students in the grade level.

In addition to this guidance concerning recommended hours of ESL instruction, the provisions of Section 24 of Chapter 218 of the Acts of 2002, which took effect in July of 2008, mandate that districts "shall have at least one teacher who is certified in English as a second language, bilingual education or other English language learners program(s) under Section 38G of Chapter 71 or regulations promulgated thereto."

V. Use of Funds: ESL Teachers and ESL Curriculum Development

Massachusetts English Language Teacher Initiative (MELT)

The Department has used a combination of state and federal funds to support four cohorts of the Massachusetts English Language Teacher Initiative (MELT). MELT is designed to provide instruction, support and mentoring to licensed teachers who wish to become licensed ESL teachers. The MELT curriculum is based on the competencies as outlined in the Massachusetts teacher licensure regulations: linguistics, second language acquisition, sociolinguistics, second language pedagogy, literacy instruction and assessment of English language learners over a period of 10 months. Participants spend a total of 13 days in face-to-face classes, do weekly assigned readings, and submit weekly online summaries of reading and responses to reflective prompts. There are also formal written assignments. At the conclusion of the training programs each participating teacher engages in a mentored practicum, followed by a clinical classroom evaluation.

Teachers from Boston Public Schools and Worcester Public Schools have participated in the Department's MELT initiatives to date. The first cohort of MELT participants took the Massachusetts Test for Educator Licensure (MTEL) in spring 2007. Seventy-three percent of those who participated obtained a passing rate and became licensed ESL teachers. The second cohort took the MTEL in March 2008, and 75 percent obtained a passing score. A third cohort

was run during FY 09, and 92 percent of the teachers who completed the training and took the MTEL in ESL passed. A fourth cohort began in July 2009 and will conclude in June 2010. Fourteen teachers from the Boston Public Schools are participating in this cohort, and most of these teachers are expected to take the MTEL in June or July 2010. There has been a very positive response to this initiative at both the district and teacher levels.

Improvement of Sheltered English Immersion: Content-based ESL Instruction

As stated above, most of the over 59,000 English language learners in Massachusetts are required to learn subject matter content in English. The Department has determined a need to provide more hours of daily ESL instruction to English language learners, and consequently a need for more licensed ESL teachers throughout the state. MEPA results and the number of years students actually need to acquire English proficiency have placed urgency on reexamining and defining the role of the ESL teacher and the exact content of ESL instruction. Mastery of subject matter standards depends on students having a relatively high level of English language proficiency. Therefore, English language teaching (i.e., ESL instruction) must be intentionally curriculum-based and must develop academic vocabulary and language structures. It is essential that content-based ESL instruction become the orientation to most ESL instruction in Massachusetts.

During FY09 the Department completed a web-based tool that supports districts as they develop their district ESL Curriculum. This tool, *Guidelines for Developing a Content-based ESL Curriculum* can be found at the following link: <http://www.doe.mass.edu/ell/cdguide/>. In addition, and as was mentioned previously, the Department used a combination of state and federal funds to offer ESL Curriculum Development workshops during FY10.

Future Need for ESL teachers

As reported earlier in this document, there are currently 59,158 limited English proficient students in the Commonwealth. Though 315 school districts report at least one English language learner, ESL teachers are employed in only 129 districts. Again, the provisions of Section 24 of Chapter 218 of the Acts of 2002, which took effect in July of 2008, mandate that districts "shall have at least one teacher who is certified in English as a second language, bilingual education or other English language learners program(s) under Section 38G of Chapter 71 or regulations promulgated thereto." Due to steadily increasing numbers of English language learners in Massachusetts, changing demographics, and the requirements of the law, more districts need ESL teachers.

To estimate future need, the Department examined two data sets that look at this issue from two different perspectives.

The first data set comes from the Educator Personnel Information Management System (EPIMS). The Department uses EPIMS to collect demographic data and work assignment information on individual public school educators. The first statewide EPIMS data collection period was from October 1–December 31, 2007.

In order to teach English as a second language (ESL), a teacher must be licensed in ESL or ELL. EPIMS data indicates that there are approximately 882.5 FTE teachers in Massachusetts that

report their assignment as ESL teacher.⁸ Of these FTEs, 206.8 (or 23 percent) do not have ESL or ELL licenses.⁹

If we assume that one ESL teacher is needed for every 30 ESL students, then the Commonwealth needs approximately 1,972 teachers certified in ESL or ELL (or, approximately 1,300 additional ESL or ELL licensed teachers assigned to teach ESL).

The second data set comes from districts reporting 100 or more English language learners and that receive Title III/NCLB funds. In FY10, 58 districts were eligible for Title III funds. As part of their Title III grant applications for the 2009-2010 school year, the Department asked these 58 districts to report the number of hours of ESL instruction received by ELL students at different levels of English language proficiency at different grades. According to these reports:

- Approximately 11,409 English language learners receive no ESL instruction.¹⁰
- Approximately 1,757 English language learners at the lowest levels of English proficiency (beginning and early intermediate) receive no ESL instruction.¹¹

It is important to note that these numbers do not reflect any potential deficiencies in the ESL instruction provided to English language learners in the Commonwealth's low incidence districts.

If the expectation is that all English language learners will achieve academic levels of English proficiency that enable them to reach high academic performance, there is a critical need to provide robust programs of ESL instruction. At present, this is not happening in many districts and for many students in the Commonwealth.

To address the shortage of licensed ESL teachers, and by extension the lack of adequate ESL instruction in our state, the budget requested below seeks state funds to expand the MELT initiative to additional school districts with high populations of English language learners.

⁸ This number includes teachers whose primary assignment is reported as "ESL teacher" (292.8 FTEs at the elementary level and 290.4 FTEs at the secondary level) as well as teachers who hold an ESL or ELL license but are reported as teaching sheltered content work assignments (and who may not be teaching ESL) (212.8 FTEs).

⁹ An additional 212.8 teachers who hold licensure in ESL or ELL are reported as having job assignments as sheltered content teachers.

¹⁰ These students are from the following public school districts: Attleboro, Boston, Brockton, Haverhill, Lawrence, Lynn, Norwood, Peabody, Pittsfield, Quincy, Salem, Springfield, Taunton and Worcester. Numbers of ESL students who do not receive ESL instruction range from 15 students in Taunton to 3,791 students in Boston.

¹¹ These students are from the following public school districts: Attleboro, Boston, Brockton, Haverhill, Lynn, Springfield and Worcester. Numbers of beginner ESL students who reportedly do not receive ESL instruction range from four students in Attleboro to 397 students in Boston.

VI. Budget

The Board of Elementary and Secondary Education in its FY10 budget proposal recommended funding this line item at \$470,987. The legislature funded the line item at \$397,937. The Board of Education has identified English learner education as a high priority area for funding, given the growing need for teachers to work with the growing population of English language learners. Funding from the legislature will enable the Department to continue training elementary and secondary content teachers of English language learners to shelter content instruction as required by state law, and would also permit the Department to continue and expand the ESL teacher training initiative and prepare 40 additional licensed teachers to become qualified ESL teachers. A proposal for expenditure of level funding follows:

SEI Professional Development:	\$277,937
Category 4B Training of Trainers (2).....	\$30,000
Category 4C Training of Trainers.....	\$15,000
Category 1 Training of Trainers (2).....	\$30,000
Category 4A – Development of Training.....	\$15,000
Administrators SEI PD Training of Trainers...	\$15,000
Regional trainings for teachers in Categories 1, 2 and 4.....	\$172,937
ESL Teacher Licensure Initiative	\$120,000
Training of 40 licensed ESL Teachers	
Total	\$397,937

Attachments

Attachment 1: All Massachusetts public school districts and changes in LEP population compared to changes in overall student population - SY 2006-SY 2010

Attachment 2: Public school districts with large changes in LEP population compared to changes in overall student population - SY 2006-SY 2010

Attachment 3: Bibliography: Professional Development for Teachers of English Language Learners

Attachment 4: Excerpts from the Commissioner's Memorandum of June 2004, Guidance on Qualifications for Teachers of Limited English Proficient Students in Sheltered English Immersion Classrooms

Attachment 5: Districts Receiving Sheltered English Immersion Professional Development, 2004-2010

Attachment 6: Collaboratives that have received grants for Sheltered English Immersion Professional Development, 2004-2010

Attachment 7: English Language Learners in Massachusetts: District and Program Type, October 2009

Attachment 8: English Language Learners in Massachusetts: District and First Language, October 2009

Attachment 1: Massachusetts public school districts and changes in LEP population compared to changes in overall student population - SY 2006-SY 2010

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
State	972,371	51,618	957,053	59,158	-15,318	7,540	-2%	15%
Abington	2,358	4	2,189	10	-169	6	-7%	150%
Acton	2,546	19	2,614	81	68	62	3%	326%
Acushnet	1,087	0	996	1	-91	1	-8%	
Agawam	4,364	60	4,273	97	-91	37	-2%	62%
Amesbury	2,503	5	2,424	21	-79	16	-3%	320%
Amherst	1,470	193	1,321	175	-149	-18	-10%	-9%
Andover	6,017	48	6,163	83	146	35	2%	73%
Arlington	4,522	249	4,713	192	191	-57	4%	-23%
Ashland	2,654	61	2,640	67	-14	6	-1%	10%
Attleboro	6,196	407	5,933	267	-263	-140	-4%	-34%
Auburn	2,310	9	2,399	56	89	47	4%	522%
Avon	757	0	748	1	-9	1	-1%	
Ayer	1,325	19	1,197	60	-128	41	-10%	216%
Barnstable	4,728	195	4,293	176	-435	-19	-9%	-10%
Bedford	2,282	35	2,429	49	147	14	6%	40%
Belchertown	2,602	20	2,610	24	8	4	0%	20%
Bellingham	2,599	9	2,635	27	36	18	1%	200%
Belmont	3,694	99	3,974	92	280	-7	8%	-7%
Berkley	1,009	0	921	0	-88	0	-9%	
Berlin	249	1	212	1	-37	0	-15%	0%
Beverly	4,459	45	4,269	39	-190	-6	-4%	-13%
Billerica	6,406	61	5,940	81	-466	20	-7%	33%
Boston	57,349	9,200	55,371	11,271	-1,978	2,071	-3%	23%
Bourne	2,602	5	2,372	1	-230	-4	-9%	-80%
Boxborough	560	0	495	6	-65	6	-12%	
Boxford	988	0	917	4	-71	4	-7%	
Boylston	383	0	377	10	-6	10	-2%	
Braintree	5,195	56	5,377	111	182	55	4%	98%
Brewster	478	2	503	9	25	7	5%	350%
Brimfield	366	0	344	0	-22	0	-6%	
Brockton	15,896	1,742	15,502	2,737	-394	995	-2%	57%
Brookfield	296	0	304	0	8	0	3%	
Brookline	6,014	357	6,472	496	458	139	8%	39%
Burlington	3,551	57	3,711	64	160	7	5%	12%
Cambridge	5,803	547	5,950	303	147	-244	3%	-45%
Canton	3,073	34	3,125	36	52	2	2%	6%
Carlisle	808	0	698	11	-110	11	-14%	
Carver	2,043	5	1,847	2	-196	-3	-10%	-60%
Chatham	700	19	674	19	-26	0	-4%	0%
Chelmsford	5,693	48	5,418	104	-275	56	-5%	117%
Chelsea	5,495	1,158	5,638	922	143	-236	3%	-20%
Chicopee	7,527	404	7,845	354	318	-50	4%	-12%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Clarksburg	196	0	175	0	-21	0	-11%	
Clinton	2,046	92	1,996	144	-50	52	-2%	57%
Cohasset	1,515	0	1,496	0	-19	0	-1%	
Concord	1,930	26	1,894	36	-36	10	-2%	38%
Conway	158	0	175	0	17	0	11%	
Danvers	3,592	23	3,617	16	25	-7	1%	-30%
Dartmouth	4,295	33	4,017	39	-278	6	-6%	18%
Dedham	2,897	100	2,910	114	13	14	0%	14%
Deerfield	468	0	490	7	22	7	5%	
Douglas	1,746	2	1,771	3	25	1	1%	50%
Dover	619	3	572	9	-47	6	-8%	200%
Dracut	4,211	66	4,107	43	-104	-23	-2%	-35%
Duxbury	3,345	0	3,298	0	-47	0	-1%	
East Bridgewater	2,522	8	2,375	0	-147	-8	-6%	-100%
Eastham	207	0	225	1	18	1	9%	
Easthampton	1,611	18	1,575	40	-36	22	-2%	122%
East Longmeadow	2,818	0	2,850	2	32	2	1%	
Easton	3,875	16	3,906	37	31	21	1%	131%
Edgartown	350	23	328	26	-22	3	-6%	13%
Erving	185	0	174	0	-11	0	-6%	
Everett	5,262	604	5,889	580	627	-24	12%	-4%
Fairhaven	2,180	5	1,986	3	-194	-2	-9%	-40%
Fall River	10,969	684	9,886	514	-1,083	-170	-10%	-25%
Falmouth	4,144	35	3,750	44	-394	9	-10%	26%
Fitchburg	5,682	1,157	4,997	593	-685	-564	-12%	-49%
Florida	115	0	115	0	0	0	0%	
Foxborough	2,991	18	2,867	14	-124	-4	-4%	-22%
Framingham	8,124	1,399	8,153	1,271	29	-128	0%	-9%
Franklin	6,136	21	6,120	55	-16	34	0%	162%
Freetown	542	0	533	0	-9	0	-2%	
Gardner	3,067	100	2,600	95	-467	-5	-15%	-5%
Georgetown	1,723	0	1,688	2	-35	2	-2%	
Gloucester	3,803	63	3,372	75	-431	12	-11%	19%
Gosnold	2	0	4	0	2	0	100%	
Grafton	2,675	17	2,902	14	227	-3	8%	-18%
Granby	1,154	0	1,125	13	-29	13	-3%	
Granville	256	1	163	0	-93	-1	-36%	-100%
Greenfield	1,861	98	1,496	54	-365	-44	-20%	-45%
Hadley	635	3	714	16	79	13	12%	433%
Halifax	718	0	654	0	-64	0	-9%	
Hancock	44	0	41	0	-3	0	-7%	
Hanover	2,794	2	2,698	8	-96	6	-3%	300%
Harvard	1,300	0	1,277	2	-23	2	-2%	
Harwich	1,441	4	1,334	48	-107	44	-7%	1100%
Hatfield	459	2	456	0	-3	-2	-1%	-100%
Haverhill	7,590	426	6,845	461	-745	35	-10%	8%
Hingham	3,764	2	4,058	10	294	8	8%	400%
Holbrook	1,398	43	1,161	26	-237	-17	-17%	-40%
Holland	269	0	251	1	-18	1	-7%	
Holliston	2,971	3	2,864	37	-107	34	-4%	1133%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Holyoke	6,485	1,530	5,901	1,377	-584	-153	-9%	-10%
Hopedale	1,302	1	1,308	9	6	8	0%	800%
Hopkinton	3,432	9	3,453	38	21	29	1%	322%
Hudson	2,820	125	3,071	114	251	-11	9%	-9%
Hull	1,255	0	1,202	3	-53	3	-4%	
Ipswich	2,085	10	2,137	18	52	8	2%	80%
Kingston	1,175	0	1,180	3	5	3	0%	
Lakeville	797	2	742	0	-55	-2	-7%	-100%
Lanesborough	303	0	270	2	-33	2	-11%	
Lawrence	12,273	2,752	12,284	2,835	11	83	0%	3%
Lee	895	29	839	18	-56	-11	-6%	-38%
Leicester	1,950	2	1,881	21	-69	19	-4%	950%
Lenox	850	1	829	7	-21	6	-2%	600%
Leominster	6,114	654	6,290	398	176	-256	3%	-39%
Leverett	165	0	165	0	0	0	0%	
Lexington	6,253	240	6,182	296	-71	56	-1%	23%
Lincoln	1,256	24	1,050	26	-206	2	-16%	8%
Littleton	1,562	0	1,607	15	45	15	3%	
Longmeadow	3,318	28	3,102	39	-216	11	-7%	39%
Lowell	14,096	3,858	13,331	4,321	-765	463	-5%	12%
Ludlow	3,124	27	3,050	42	-74	15	-2%	56%
Lunenburg	1,836	1	1,702	10	-134	9	-7%	900%
Lynn	13,955	2,997	13,373	3,465	-582	468	-4%	16%
Lynnfield	2,202	2	2,353	4	151	2	7%	100%
Malden	6,287	601	6,332	706	45	105	1%	17%
Mansfield	4,839	24	4,888	44	49	20	1%	83%
Marblehead	3,115	48	3,232	19	117	-29	4%	-60%
Marion	463	0	441	1	-22	1	-5%	
Marlborough	4,662	509	4,539	509	-123	0	-3%	0%
Marshfield	4,679	7	4,746	23	67	16	1%	229%
Mashpee	2,007	5	1,856	18	-151	13	-8%	260%
Mattapoisett	520	0	514	2	-6	2	-1%	
Maynard	1,363	22	1,328	33	-35	11	-3%	50%
Medfield	3,063	2	3,020	6	-43	4	-1%	200%
Medford	4,727	236	4,854	299	127	63	3%	27%
Medway	2,879	6	2,693	8	-186	2	-6%	33%
Melrose	3,537	14	3,767	76	230	62	7%	443%
Methuen	7,441	445	7,230	413	-211	-32	-3%	-7%
Middleborough	3,676	4	3,506	13	-170	9	-5%	225%
Middleton	857	6	858	13	1	7	0%	117%
Milford	4,192	187	4,122	227	-70	40	-2%	21%
Millbury	1,973	0	1,893	13	-80	13	-4%	
Millis	1,325	0	1,435	2	110	2	8%	
Milton	3,651	24	3,952	34	301	10	8%	42%
Monson	1,595	9	1,419	10	-176	1	-11%	11%
Nahant	201	0	239	0	38	0	19%	
Nantucket	1,243	41	1,234	67	-9	26	-1%	63%
Natick	4,620	51	4,734	36	114	-15	2%	-29%
Needham	4,914	42	5,311	50	397	8	8%	19%
New Bedford	13,441	591	12,636	461	-805	-130	-6%	-22%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Newburyport	2,374	8	2,251	12	-123	4	-5%	50%
Newton	11,567	565	11,765	688	198	123	2%	22%
Norfolk	1,109	0	1,071	0	-38	0	-3%	
North Adams	1,819	30	1,612	28	-207	-2	-11%	-7%
Northampton	2,940	68	2,692	50	-248	-18	-8%	-26%
North Andover	4,671	59	4,614	49	-57	-10	-1%	-17%
North Attleborough	4,748	50	4,750	38	2	-12	0%	-24%
Northborough	1,924	41	1,883	66	-41	25	-2%	61%
Northbridge	2,629	14	2,539	12	-90	-2	-3%	-14%
North Brookfield	759	0	627	3	-132	3	-17%	
North Reading	2,780	14	2,735	11	-45	-3	-2%	-21%
Norton	3,161	0	2,829	5	-332	5	-11%	
Norwell	2,217	1	2,345	3	128	2	6%	200%
Norwood	3,616	202	3,437	175	-179	-27	-5%	-13%
Oak Bluffs	397	21	406	20	9	-1	2%	-5%
Orange	810	0	840	0	30	0	4%	
Orleans	215	3	189	2	-26	-1	-12%	-33%
Oxford	2,193	11	2,042	5	-151	-6	-7%	-55%
Palmer	1,960	11	1,748	17	-212	6	-11%	55%
Peabody	6,548	260	6,093	356	-455	96	-7%	37%
Pelham	118	0	125	0	7	0	6%	
Pembroke	3,298	2	3,441	0	143	-2	4%	-100%
Petersham	129	0	107	0	-22	0	-17%	
Pittsfield	6,472	233	6,072	233	-400	0	-6%	0%
Plainville	863	0	823	0	-40	0	-5%	
Plymouth	8,451	44	8,240	47	-211	3	-2%	7%
Plympton	234	0	245	0	11	0	5%	
Provincetown	236	9	152	7	-84	-2	-36%	-22%
Quincy	8,763	1,007	8,969	1,044	206	37	2%	4%
Randolph	3,643	240	2,851	184	-792	-56	-22%	-23%
Reading	4,282	17	4,392	16	110	-1	3%	-6%
Revere	5,839	658	6,145	625	306	-33	5%	-5%
Richmond	177	0	172	0	-5	0	-3%	
Rochester	581	0	599	0	18	0	3%	
Rockland	2,609	27	2,278	28	-331	1	-13%	4%
Rockport	1,030	2	977	5	-53	3	-5%	150%
Rowe	61	0	65	0	4	0	7%	
Salem	4,638	364	4,496	507	-142	143	-3%	39%
Sandwich	3,951	4	3,579	1	-372	-3	-9%	-75%
Saugus	3,188	5	2,866	68	-322	63	-10%	1260%
Savoy	76	0	42	0	-34	0	-45%	
Scituate	3,243	41	3,278	14	35	-27	1%	-66%
Seekonk	2,282	11	2,154	23	-128	12	-6%	109%
Sharon	3,498	30	3,426	44	-72	14	-2%	47%
Sherborn	475	0	450	1	-25	1	-5%	
Shirley	662	4	533	5	-129	1	-19%	25%
Shrewsbury	5,873	130	5,841	144	-32	14	-1%	11%
Shutesbury	165	0	154	0	-11	0	-7%	
Somerset	2,841	1	2,729	2	-112	1	-4%	100%
Somerville	5,136	884	4,842	777	-294	-107	-6%	-12%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Southampton	518	0	559	3	41	3	8%	
Southborough	1,607	18	1,556	47	-51	29	-3%	161%
Southbridge	2,286	115	2,166	232	-120	117	-5%	102%
South Hadley	2,291	4	2,132	15	-159	11	-7%	275%
Springfield	25,206	3,452	25,141	3,288	-65	-164	0%	-5%
Stoneham	2,952	49	2,650	58	-302	9	-10%	18%
Stoughton	3,980	97	3,776	166	-204	69	-5%	71%
Sturbridge	871	0	920	3	49	3	6%	
Sudbury	3,246	48	3,164	18	-82	-30	-3%	-63%
Sunderland	228	4	186	3	-42	-1	-18%	-25%
Sutton	1,668	0	1,643	0	-25	0	-1%	
Swampscott	2,395	20	2,256	52	-139	32	-6%	160%
Swansea	2,123	6	2,078	10	-45	4	-2%	67%
Taunton	8,245	96	7,920	159	-325	63	-4%	66%
Tewksbury	4,838	14	4,217	12	-621	-2	-13%	-14%
Tisbury	309	32	305	28	-4	-4	-1%	-13%
Topsfield	713	0	660	2	-53	2	-7%	
Truro	119	0	146	0	27	0	23%	
Tyngsborough	2,247	2	2,031	0	-216	-2	-10%	-100%
Uxbridge	2,106	11	2,002	30	-104	19	-5%	173%
Wakefield	3,473	26	3,360	18	-113	-8	-3%	-31%
Wales	180	0	169	1	-11	1	-6%	
Walpole	3,851	39	3,954	82	103	43	3%	110%
Waltham	4,731	322	4,763	475	32	153	1%	48%
Ware	1,263	9	1,309	11	46	2	4%	22%
Wareham	3,399	5	3,142	17	-257	12	-8%	240%
Watertown	2,447	255	2,613	268	166	13	7%	5%
Wayland	2,925	9	2,738	15	-187	6	-6%	67%
Webster	1,879	50	1,942	49	63	-1	3%	-2%
Wellesley	4,559	33	4,868	71	309	38	7%	115%
Wellfleet	136	0	147	0	11	0	8%	
Westborough	3,490	216	3,581	256	91	40	3%	19%
West Boylston	1,137	0	1,013	3	-124	3	-11%	
West Bridgewater	1,165	1	1,292	2	127	1	11%	100%
Westfield	6,482	251	6,100	211	-382	-40	-6%	-16%
Westford	5,216	32	5,273	33	57	1	1%	3%
Westhampton	146	0	140	0	-6	0	-4%	
Weston	2,355	30	2,388	51	33	21	1%	70%
Westport	1,905	2	1,895	15	-10	13	-1%	650%
West Springfield	3,998	266	3,954	276	-44	10	-1%	4%
Westwood	2,915	19	3,100	31	185	12	6%	63%
Weymouth	6,881	74	6,919	104	38	30	1%	41%
Whately	123	0	132	0	9	0	7%	
Williamsburg	202	0	165	2	-37	2	-18%	
Williamstown	484	5	426	9	-58	4	-12%	80%
Wilmington	3,828	4	3,783	22	-45	18	-1%	450%
Winchendon	1,754	11	1,626	11	-128	0	-7%	0%
Winchester	3,802	62	4,198	141	396	79	10%	127%
Winthrop	2,052	73	1,970	66	-82	-7	-4%	-10%
Woburn	4,667	139	4,769	196	102	57	2%	41%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Worcester	24,023	3,620	23,988	6,388	-35	2,768	0%	76%
Wrentham	1,271	0	1,274	8	3	8	0%	
Northampton-Smith Vocational	457	0	464	5	7	5	2%	
Excel Academy Charter School	170	4	212	9	42	5	25%	125%
Academy of the Pacific Rim Charter Public School	352	4	482	5	130	1	37%	25%
Four Rivers Charter Public School	138	0	193	0	55	0	40%	
Berkshire Arts and Technology Charter School	143	0	216	0	73	0	51%	
Academy of Strategic Learning HM Charter School	50	0	50	0	0	0	0%	
Boston Preparatory Charter Public School	147	0	335	5	188	5	128%	
Christa McAuliffe Regional Charter Public School	260	9	202	2	-58	-7	-22%	-78%
Smith Leadership Academy Charter Public School	208	1	165	1	-43	0	-21%	0%
Benjamin Banneker Charter Public School	300	31	326	22	26	-9	9%	-29%
Barnstable Horace Mann Charter School	919	25	793	31	-126	6	-14%	24%
Boston Day and Evening Academy Charter School	311	0	279	0	-32	0	-10%	
Marstons Mills East Horace Mann Charter School	434	0	335	35	-99	35	-23%	
Edward Brooke Charter School	276	6	440	3	164	-3	59%	-50%
KIPP Academy Lynn Charter School	153	2	352	4	199	2	130%	100%
Advanced Math and Science Academy Charter School	239	0	801	0	562	0	235%	
Cape Cod Lighthouse Charter School	196	0	228	0	32	0	16%	
Innovation Academy Charter School	266	0	536	1	270	1	102%	
Community Charter School of Cambridge	161	5	279	10	118	5	73%	100%
City On A Hill Charter Public School	269	0	285	4	16	4	6%	
Codman Academy Charter Public School	107	0	126	1	19	1	18%	
Conservatory Lab Charter School	127	22	153	21	26	-1	20%	-5%
Community Day Charter Public School	306	103	331	98	25	-5	8%	-5%
Sabis International Charter School	1,374	4	1,573	25	199	21	14%	525%
Neighborhood House Charter School	322	0	400	9	78	9	24%	
Abby Kelley Foster Charter Public School	1,175	15	1,426	28	251	13	21%	87%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Foxboro Regional Charter School	984	0	1,139	29	155	29	16%	
Benjamin Franklin Classical Charter Public School	384	0	432	0	48	0	13%	
Boston Collegiate Charter School	381	0	510	0	129	0	34%	
Hilltown Cooperative Charter Public School	154	0	162	1	8	1	5%	
Robert M. Hughes Academy Charter School	182	1	186	0	4	-1	2%	-100%
Health Careers Academy Charter Public School	203	0	211	2	8	2	4%	
Holyoke Community Charter School	617	0	705	32	88	32	14%	
Lawrence Family Development Charter School	517	224	596	252	79	28	15%	13%
Hill View Montessori Charter Public School	156	0	272	7	116	7	74%	
Lowell Community Charter Public School	703	199	946	247	243	48	35%	24%
Lowell Middlesex Academy Charter School	111	8	121	0	10	-8	9%	-100%
Marblehead Community Charter School	230	1	230	0	0	-1	0%	-100%
Martha's Vineyard Charter School	158	0	181	4	23	4	15%	
MA Academy for Math and Science	92	0	91	0	-1	0	-1%	
Media and Technology Charter Public High School	187	0	382	0	195	0	104%	
Mystic Valley Regional Charter School	1,144	0	1,352	0	208	0	18%	
New Leadership Charter School	419	0	450	4	31	4	7%	
North Central Charter Essential School	368	0	375	3	7	3	2%	
Dorchester Collegiate Academy Charter	0	0	40	0	40	0		
Silver Hill Horace Mann Charter School	0	0	561	31	561	31		
Francis W Parker Charter Essential School	362	0	393	0	31	0	9%	
Pioneer Valley Performing Arts Charter School	403	0	410	1	7	1	2%	
Boston Renaissance Charter Public School	1268	10	1206	58	-62	48	-5%	480%
River Valley Charter School	288	0	287	0	-1	0	0%	
Rising Tide Charter Public School	274	0	312	0	38	0	14%	
Roxbury Preparatory Charter School	195	4	246	6	51	2	26%	50%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Salem Academy Charter School	174	10	311	16	137	6	79%	60%
Seven Hills Charter Public School	661	45	673	110	12	65	2%	144%
Prospect Hill Academy Charter School	784	12	975	29	191	17	24%	142%
South Shore Charter Public School	464	0	524	0	60	0	13%	
Sturgis Charter Public School	326	0	401	0	75	0	23%	
Atlantis Charter School	684	0	733	0	49	0	7%	
Martin Luther King Jr. Charter School of Excellence	0	0	376	20	376	20		
Phoenix Charter Academy	0	0	164	25	164	25		
Pioneer Charter School of Science	0	0	235	7	235	7		
Global Learning Charter Public School	0	0	436	1	436	1		
Pioneer Valley Chinese Immersion Charter School	0	0	151	1	151	1		
Hampden Charter School of Science	0	0	191	0	191	0		
Acton-Boxborough	2797	11	2930	20	133	9	5%	82%
Adams-Cheshire	1687	0	1554	3	-133	3	-8%	
Amherst-Pelham	1893	56	1661	67	-232	11	-12%	20%
Ashburnham-Westminster	2434	0	2388	15	-46	15	-2%	
Athol-Royalston	2057	10	1682	15	-375	5	-18%	50%
Berkshire Hills	1466	16	1377	29	-89	13	-6%	81%
Berlin-Boylston	475	1	444	1	-31	0	-7%	0%
Blackstone-Millville	2177	2	2064	11	-113	9	-5%	450%
Bridgewater-Raynham	5790	0	5804	22	14	22	0%	
Chesterfield-Goshen	166	0	187	0	21	0	13%	
Central Berkshire	2167	12	1987	1	-180	-11	-8%	-92%
Concord-Carlisle	1243	2	1245	3	2	1	0%	50%
Dennis-Yarmouth	3956	151	3349	146	-607	-5	-15%	-3%
Dighton-Rehoboth	3396	2	3235	8	-161	6	-5%	300%
Dover-Sherborn	1053	2	1150	3	97	1	9%	50%
Dudley-Charlton	4392	14	4348	50	-44	36	-1%	257%
Nauset	1766	5	1535	13	-231	8	-13%	160%
Farmington River	171	0	148	0	-23	0	-13%	
Freetown-Lakeville	1882	2	1922	1	40	-1	2%	-50%
Frontier	727	2	705	9	-22	7	-3%	350%
Gateway	1391	7	1202	11	-189	4	-14%	57%
Groton-Dunstable	2966	7	2798	11	-168	4	-6%	57%
Gill-Montague	1225	28	1085	45	-140	17	-11%	61%
Hamilton-Wenham	2177	5	2026	43	-151	38	-7%	760%
Hampden-Wilbraham	3793	21	3600	24	-193	3	-5%	14%
Hampshire	865	0	814	0	-51	0	-6%	
Hawlemont	129	0	109	1	-20	1	-16%	
King Philip	2008	0	2079	2	71	2	4%	
Lincoln-Sudbury	1577	6	1615	4	38	-2	2%	-33%
Manchester Essex	1308	0	1457	3	149	3	11%	

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Marthas Vineyard	810	30	699	16	-111	-14	-14%	-47%
Masconomet	2159	2	2085	2	-74	0	-3%	0%
Mendon-Upton	2809	7	2856	10	47	3	2%	43%
Mount Greylock	667	1	641	2	-26	1	-4%	100%
Mohawk Trail	1314	0	1130	7	-184	7	-14%	
Narragansett	1748	2	1575	3	-173	1	-10%	50%
Nashoba	3226	22	3433	17	207	-5	6%	-23%
New Salem-Wendell	147	0	144	0	-3	0	-2%	
Northboro-Southboro	1341	6	1409	7	68	1	5%	17%
North Middlesex	4560	6	4074	16	-486	10	-11%	167%
Old Rochester	1216	0	1151	1	-65	1	-5%	
Pentucket	3457	4	3226	3	-231	-1	-7%	-25%
Pioneer Valley	1094	0	1167	0	73	0	7%	
Quabbin	3253	0	3012	4	-241	4	-7%	
Ralph Mahar	710	0	778	8	68	8	10%	
Silver Lake	1835	0	1903	1	68	1	4%	
Southern Berkshire	914	3	900	4	-14	1	-2%	33%
Southwick-Tolland	1931	7	1797	14	-134	7	-7%	100%
Spencer-East Brookfield	2218	5	1957	7	-261	2	-12%	40%
Tantasqua	1880	4	1782	0	-98	-4	-5%	-100%
Triton	3416	26	3171	24	-245	-2	-7%	-8%
Up-Island	348	8	320	5	-28	-3	-8%	-38%
Wachusett	7085	39	7428	47	343	8	5%	21%
Quaboag	1478	1	1452	1	-26	0	-2%	0%
Whitman-Hanson	4483	4	4463	9	-20	5	0%	125%
Assabet Valley RVTSD	916	7	963	9	47	2	5%	29%
Blackstone Valley RVSD	923	1	1136	0	213	-1	23%	-100%
Blue Hills RVTSD	826	4	842	5	16	1	2%	25%
Bristol-Plymouth RVTSD	1079	0	1206	2	127	2	12%	
Cape Cod RVTSD	721	8	685	5	-36	-3	-5%	-38%
Franklin County RVTSD	543	0	512	0	-31	0	-6%	
Greater Fall River RVTSD	1311	0	1352	2	41	2	3%	
Greater Lawrence RVTSD	1485	54	1195	34	-290	-20	-20%	-37%
Greater New Bedford RVTSD	1994	13	2106	20	112	7	6%	54%
Greater Lowell RVTSD	1940	28	2014	46	74	18	4%	64%
South Middlesex RVTSD	717	43	642	40	-75	-3	-10%	-7%
Minuteman RVTSD	703	0	583	3	-120	3	-17%	
Montachusett RVTSD	1269	28	1355	8	86	-20	7%	-71%
Northern Berkshire RVTSD	491	0	500	0	9	0	2%	
Nashoba Valley RVTSD	561	0	662	0	101	0	18%	
Northeast Metropolitan RVTSD	1209	75	1249	57	40	-18	3%	-24%
North Shore RVTSD	457	2	451	3	-6	1	-1%	50%
Old Colony RVTSD	558	0	583	0	25	0	4%	
Pathfinder RVTSD	669	0	660	0	-9	0	-1%	
Shawsheen Valley RTSD	1226	0	1300	0	74	0	6%	
Southeastern RVTSD	1219	16	1257	9	38	-7	3%	-44%
South Shore RVTSD	592	0	595	0	3	0	1%	
Southern Worcester County RVTSD	1061	3	1115	4	54	1	5%	33%
Tri-County RVTSD	851	0	964	1	113	1	13%	

District	Student Enrollment SY 2006		Student Enrollment SY 2010		# Change		% Change	
	All	LEP	All	LEP	All	LEP	All	LEP
Upper Cape Cod Regional Technical District	627	0	672	0	45	0	7%	
Whittier RVTSD	1145	12	1206	6	61	-6	5%	-50%
Bristol County Agricultural School District	430	0	441	0	11	0	3%	
Essex Agricultural and Technical District	420	0	462	0	42	0	10%	
Norfolk County Agricultural School District	457	0	470	0	13	0	3%	

Attachment 2: Massachusetts public school districts with large changes in LEP population compared to changes in overall student population - SY 2006-SY 2010

District	Student Enrollment SY 2006		Student Enrollment SY 2010		Change		Change %	
	All	LEP	All	LEP	All	LEP	All	LEP
Saugus	3,188	5	2,866	68	-322	63	-10%	1260%
Holliston	2,971	3	2,864	37	-107	34	-4%	1133%
Harwich	1,441	4	1,334	48	-107	44	-7%	1100%
Leicester	1,950	2	1,881	21	-69	19	-4%	950%
Lunenburg	1,836	1	1,702	10	-134	9	-7%	900%
Hopedale	1,302	1	1,308	9	6	8	0%	800%
Hamilton-Wenham	2177	5	2026	43	-151	38	-7%	760%
Westport	1,905	2	1,895	15	-10	13	-1%	650%
Lenox	850	1	829	7	-21	6	-2%	600%
Sabis International Charter School	1,374	4	1,573	25	199	21	14%	525%
Auburn	2,310	9	2,399	56	89	47	4%	522%
Boston Renaissance Charter Public School	1268	10	1206	58	-62	48	-5%	480%
Wilmington	3,828	4	3,783	22	-45	18	-1%	450%
Blackstone-Millville	2177	2	2064	11	-113	9	-5%	450%
Melrose	3,537	14	3,767	76	230	62	7%	443%
Hadley	635	3	714	16	79	13	12%	433%
Hingham	3,764	2	4,058	10	294	8	8%	400%
Brewster	478	2	503	9	25	7	5%	350%
Frontier	727	2	705	9	-22	7	-3%	350%
Acton	2,546	19	2,614	81	68	62	3%	326%
Hopkinton	3,432	9	3,453	38	21	29	1%	322%
Amesbury	2,503	5	2,424	21	-79	16	-3%	320%
Hanover	2,794	2	2,698	8	-96	6	-3%	300%
Dighton-Rehoboth	3396	2	3235	8	-161	6	-5%	300%
South Hadley	2,291	4	2,132	15	-159	11	-7%	275%
Mashpee	2,007	5	1,856	18	-151	13	-8%	260%
Dudley-Charlton	4392	14	4348	50	-44	36	-1%	257%
Wareham	3,399	5	3,142	17	-257	12	-8%	240%
Marshfield	4,679	7	4,746	23	67	16	1%	229%
Middleborough	3,676	4	3,506	13	-170	9	-5%	225%
Ayer	1,325	19	1,197	60	-128	41	-10%	216%
Bellingham	2,599	9	2,635	27	36	18	1%	200%
Dover	619	3	572	9	-47	6	-8%	200%
Medfield	3,063	2	3,020	6	-43	4	-1%	200%
Norwell	2,217	1	2,345	3	128	2	6%	200%
Uxbridge	2,106	11	2,002	30	-104	19	-5%	173%
North Middlesex	4560	6	4074	16	-486	10	-11%	167%
Franklin	6,136	21	6,120	55	-16	34	0%	162%
Southborough	1,607	18	1,556	47	-51	29	-3%	161%
Swampscott	2,395	20	2,256	52	-139	32	-6%	160%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		Change		Change %	
	All	LEP	All	LEP	All	LEP	All	LEP
Nauset	1766	5	1535	13	-231	8	-13%	160%
Abington	2,358	4	2,189	10	-169	6	-7%	150%
Rockport	1,030	2	977	5	-53	3	-5%	150%
Seven Hills Charter Public School	661	45	673	110	12	65	2%	144%
Prospect Hill Academy Charter School	784	12	975	29	191	17	24%	142%
Easton	3,875	16	3,906	37	31	21	1%	131%
Winchester	3,802	62	4,198	141	396	79	10%	127%
Excel Academy Charter School	170	4	212	9	42	5	25%	125%
Whitman-Hanson	4483	4	4463	9	-20	5	0%	125%
Easthampton	1,611	18	1,575	40	-36	22	-2%	122%
Chelmsford	5,693	48	5,418	104	-275	56	-5%	117%
Middleton	857	6	858	13	1	7	0%	117%
Wellesley	4,559	33	4,868	71	309	38	7%	115%
Walpole	3,851	39	3,954	82	103	43	3%	110%
Seekonk	2,282	11	2,154	23	-128	12	-6%	109%
Southbridge	2,286	115	2,166	232	-120	117	-5%	102%
Lynnfield	2,202	2	2,353	4	151	2	7%	100%
Somerset	2,841	1	2,729	2	-112	1	-4%	100%
West Bridgewater	1,165	1	1,292	2	127	1	11%	100%
KIPP Academy Lynn Charter School	153	2	352	4	199	2	130%	100%
Community Charter School of Cambridge	161	5	279	10	118	5	73%	100%
Mount Greylock	667	1	641	2	-26	1	-4%	100%
Southwick-Tolland	1931	7	1797	14	-134	7	-7%	100%
Edward Brooke Charter School	276	6	440	3	164	-3	59%	-50%
Freetown-Lakeville	1882	2	1922	1	40	-1	2%	-50%
Whittier RVTSD	1145	12	1206	6	61	-6	5%	-50%
Oxford	2,193	11	2,042	5	-151	-6	-7%	-55%
Carver	2,043	5	1,847	2	-196	-3	-10%	-60%
Marblehead	3,115	48	3,232	19	117	-29	4%	-60%
Sudbury	3,246	48	3,164	18	-82	-30	-3%	-63%
Scituate	3,243	41	3,278	14	35	-27	1%	-66%
Montachusett RVTSD	1269	28	1355	8	86	-20	7%	-71%
Sandwich	3,951	4	3,579	1	-372	-3	-9%	-75%
Christa McAuliffe Regional Charter Public School	260	9	202	2	-58	-7	-22%	-78%
Bourne	2,602	5	2,372	1	-230	-4	-9%	-80%
Central Berkshire	2167	12	1987	1	-180	-11	-8%	-92%
East Bridgewater	2,522	8	2,375	0	-147	-8	-6%	-100%
Granville	256	1	163	0	-93	-1	-36%	-100%
Hatfield	459	2	456	0	-3	-2	-1%	-100%
Lakeville	797	2	742	0	-55	-2	-7%	-100%
Pembroke	3,298	2	3,441	0	143	-2	4%	-100%
Tyngsborough	2,247	2	2,031	0	-216	-2	-10%	-100%

District	Student Enrollment SY 2006		Student Enrollment SY 2010		Change		Change %	
	All	LEP	All	LEP	All	LEP	All	LEP
Robert M. Hughes Academy Charter School	182	1	186	0	4	-1	2%	-100%
Lowell Middlesex Academy Charter School	111	8	121	0	10	-8	9%	-100%
Marblehead Community Charter School	230	1	230	0	0	-1	0%	-100%
Tantasqua	1880	4	1782	0	-98	-4	-5%	-100%
Blackstone Valley RVSD	923	1	1136	0	213	-1	23%	-100%

Attachment 3: Bibliography: Professional Development for Teachers of English Language Learners

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Attachment 4: Excerpts from the Commissioner’s Memorandum of June 2004, Guidance on Qualifications for Teachers of Limited English Proficient Students in Sheltered English Immersion Classrooms

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Memorandum Attachment 1: Skills and Knowledge for Teachers of Limited English Proficient Students in sheltered English immersion Classrooms¹²

Part A: For all teachers of limited English proficient students in Sheltered English Immersion classrooms.

Category 1: Second Language Learning and Teaching

Knowledge

- a. Key factors affecting second language acquisition.
- b. Implications of these factors on classroom organization and instruction.
- c. The implications of cultural difference for classroom organization and instruction.
- d. Organization, content, and performance levels in the *Massachusetts English Language Proficiency Benchmarks and Outcomes*.*

Skills/Observable Outcomes

- Teacher can analyze his/her own classroom as a site for second language acquisition and make appropriate adjustments.
- Teacher can use knowledge of factors affecting second language acquisition to modify instruction for students who are having difficulty in learning English and/or subject matter content.

Note: Suggested number of professional development hours for Category 1 is 10-15.

Category 2: Sheltering Content Instruction

Knowledge

a. Curriculum and Lesson Planning. Teachers will be able to:

1. Plan lessons appropriate for LEP students at the four levels of proficiency described in the Massachusetts English Language Proficiency Benchmarks and Outcomes.
2. Plan lessons that are guided by both language and content objectives appropriate for LEP students who are at different grade levels and different English proficiency levels, and that are aligned with the Massachusetts Curriculum Frameworks and the Massachusetts English Language Proficiency Benchmarks and Outcomes.
3. Plan lessons that are characterized by student interaction, students' questions, and appropriate group work.

b. Instructional Strategies. While teaching, teachers will be able to:

1. make language objectives, content objectives, and academic tasks explicit.

¹² <http://www.doe.mass.edu/ell/sei/qualifications.pdf>

2. use supplementary materials, including graphic organizers, visuals, and manipulatives to make content more comprehensible.
3. group students so that all LEP students can participate.
4. integrate language instruction and content instruction.

c. Student Tasks. Teachers will be able to:

1. plan learning tasks that have a product and that enable all students, including LEP students, to work and ask questions in small groups.
2. provide opportunities for students to display their knowledge in various ways.

d. Lesson Delivery. While teaching, teachers will be able to:

1. assess student comprehension and learning throughout the lesson.
2. pace and organize learning activities so that students are engaged 90-100% of the time.

Skills/Observable Outcomes

- Teacher can plan and conduct content classes that are based on standards contained in the Massachusetts Curriculum Frameworks and that engage LEP students who are at different levels of English proficiency in learning throughout the duration of the class.
- Teacher can assess content learning of students who are at different levels of English proficiency.

Note: Suggested number of professional development hours for Category 2 is 30-40. Teachers with ESL and TBE licenses may possess these skills, but this cannot be assumed solely from the possession of either license.

Category 3: Assessment of Speaking and Listening

Knowledge

- a. Multiple dimensions of oral proficiency: comprehension, production, fluency, pronunciation, grammar, and vocabulary.
- b. Concept of communicative competence and its role in assessment.
- c. The six levels of oral proficiency assessed by the MELA-O and their relation to the four levels of English language proficiency as described in the *Massachusetts English Language Proficiency Benchmarks and Outcomes*.

Skills/Observable Outcomes

- Teacher can place students in the six-level continuum of oral proficiency as assessed by the MELA-O.
- Teacher is a Qualified MELA-O Administrator (QMA).

Note: Teachers who have participated in 8-10 hours of MELA-O training and passed the calibration test have met all Category 3 components.

Part B: For teachers who teach English language arts to LEP students at any grade level in Sheltered English Instruction classrooms.

Category 4: Reading and Writing in the Sheltered Content Classroom

Knowledge

- a. Basic concepts of linguistics, including phonology and syntax of English.
- b. Significant theories and practices for developing reading skills and reading comprehension in English for limited English proficient students who are at different English proficiency levels.
- c. A variety of strategies for teaching vocabulary.
- d. Approaches and practices for developing writing skills in limited English proficient students.
- e. Initial reading instruction, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The differences in initial reading instruction in English designed for those students who have no or limited oral proficiency in English compared to those who do have oral proficiency in English.
- f. The performance criteria and scoring system used in the MEPA (Massachusetts English Proficiency Assessment) and based on the *Massachusetts English Language Proficiency Benchmarks and Outcomes*.*

Skills/Observable Outcomes

- Teacher can plan and deliver reading instruction appropriate for limited English proficient students who are at different levels of English language proficiency.
- Teacher can plan and deliver writing instruction and activities appropriate for limited English proficient students who are at different levels of English language proficiency.
- Teacher can use the scoring rubric and test results of the MEPA to plan reading and writing instruction for limited English proficient students who are at different proficiency levels.
- Teacher can plan and deliver early literacy instruction for students who have no or limited oral proficiency or literacy in English.

Note: Suggested number of professional development hours for Category 4 is 30-40.

Attachment 5: Districts Receiving Sheltered English Immersion Professional Development, 2004-2010

Abby Kelley Foster Charter	Abington	Acad. Of the Pacific Rim Charter
Acton	Acton-Boxborough	Acushnet
Adams-Cheshire	Agawam	Amesbury
Amherst Pelham	Amherst Pelham RVT	Ashburnham-Westminster
Andover	Arlington	Athol/Royalston
Ashland	Assabet Valley	Atlantis Charter
Belmont	Benjamin Banneker Charter	Berlin
Berlin-Boylston	Berkshire Hills	Beverly
Billerica	Blackstone Valley Reg	Blackstone-Millville
Blue Hills Voc	Boston	Boston Renaissance Charter
Bourne	Boylston	Boxborough
Braintree	Bridgewater	Bridgewater-Raynham
Bristol-Plymouth Voc Tech	Brockton	Brookline
Burlington	Cambridge	Canton
Cape Cod Region Voc Tech	Carlisle	Carver
Central Berkshire	Charlton	Chatham
Chelmsford	Chelsea	Christa McAuliffe Regional Charter
Chicopee	Clarksburg	Clinton
Cohasset	Concord	Concord-Carlisle
Danvers	Dartmouth	Dedham
Dennis-Yarmouth	Dighton	Dighton-Rehoboth
Douglas	Dover	Dover-Sherborn
Dudley	Dudley Charlton	Duxbury
East Bridgewater	East Longmeadow	Easthampton
Edgartown	Essex	Everett
Fall River	Fitchburg	Foxboro Regional Charter
Foxborough	Framingham	Franklin
Gardner	Georgetown	Gloucester
Grafton	Granby	Greater Fall River
Greater Lawrence RVT	Greater Lowell Technical	Greater New Bedford
Greenfield	Groton-Dunstable	Hamilton-Wenham
Hanover	Harvard	Hampden-Wilbraham
Haverhill	Hill View Montessori Charter	Harwich
Holbrook	Hopkinton	Hingham
Hyde Park	Ipswich	Hudson
Kingston	Lawrence	King Philip
Lee	Leicester	Lawrence Family Dev. Charter
Leominster	Lexington	Lenox
Lincoln-Sudbury	Littleton	Lincoln
Lowell	Lowell Community Charter	Longmeadow
Lunenburg	Lynn	Ludlow
Malden	Manchester Essex Regional	Marlborough
Marblehead	Marion	Mansfield
Marshfield	Martha's Vineyard	Marlboro

Masconomet	Mashpee	Martha's Vineyard Charter
Maynard	Medfield	Mattapoissett
Medway	Melrose	Medford
Methuen	Middleboro	Mendon-Upton
Milford	Millbury	Middleton
Milton	Monson	Millis
Nantucket	Narragansett	Montachusett Reg Voc Tech
Natick	Nauset	Nashoba
New Bedford	New Bedford Global Learning Charter	Needham
Newburyport	Newton	New Leadership Charter
Norfolk	North Adams	North Andover
North Attleborough	North Central Charter Essential School	North Middlesex
North Quincy	Northampton	Northbridge
Northern Berkshire Voc	Northeast Metro Voc	North Shore Reg Voc
Northboro-Southboro	Northborough	Norton
Norwell	Norwood	Oak Bluffs
Orange	Oxford	Peabody
Pembroke	Pentucket	Petersham
Pittsfield	Plainville	Plymouth
Prospect Hill Academy Charter	Provincetown	Quabbin
Quincy	Randolph	Raynham
Reading	Rehoboth	Revere
Rochester	Rockland	Rockport
Richmond	Saugus	Salem
Scituate	Seven Hills Charter	Sherborn
Shirley	Shrewsbury	Silver Lake
Smith Leadership Acad.Charter	So Middlesex Voc Tech Reg	Somerset
Somerville	South Shore Charter	Southborough
Southbridge	Southeastern Reg Voc Tech	Southern Berkshire
Southwick	Southwick-Tolland	Spencer-E. Brookfield
Springfield	Stoneham	Sturgis Charter
Sudbury	Sutton	Swampscott
Swansea	Tantasqua	Taunton
Tisbury	Townsend	Tri County
Triton	Tyngsborough	Up-Island Regional
Upper Cape Cod Voc Tech	Uxbridge	Wachusett
Walpole	Waltham	Ware
Wareham	Wayland	Watertown
Webster	Wellesley	West Boylston
West Bridgewater	West Springfield	Westborough
Westfield	Westminster	Weston
Westport	Westwood	Weymouth
Whitman-Hanson	Wilbraham	Williamstown
Wilmington	Winchendon	Winchester
Winthrop	Woburn	Worcester
Wrentham		

-Source: The Department Office of Language Acquisition and Academic Achievement, 2010

Attachment 6: Collaboratives that have received grants for Sheltered English Immersion Professional Development, 2004-2010

ACCEPT Collaborative
Assabet Valley Collaborative
Bi-County Collaborative
Cape Cod Collaborative
CHARMS Collaborative
Greater Lawrence Educational Collaborative
EDCO Collaborative
FLLAC Collaborative
Merrimack Education Collaborative
North River Collaborative
Pilgrim Area Collaborative
Shore Educational Collaborative
South Coast Collaborative
South Shore Educational Collaborative
Southern Berkshire Educational Collaborative
Southeastern MA Educational Collaborative
The Education Cooperative (TEC)

Source: The Department Office of Language Acquisition and Academic Achievement, 2010

Attachment 7: English Language Learners in Massachusetts: District and Program Type, October 2009

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Abington	0	10	0	0	0	10
Acton	0	80	0	0	1	81
Acushnet	0	1	0	0	0	1
Agawam	1	96	0	0	0	97
Amesbury	0	21	0	0	0	21
Amherst	0	175	0	0	0	175
Andover	0	83	0	0	0	83
Arlington	3	184	0	0	5	192
Ashland	0	67	0	0	0	67
Attleboro	1	266	0	0	0	267
Auburn	0	56	0	0	0	56
Avon	0	1	0	0	0	1
Ayer	0	60	0	0	0	60
Barnstable	14	162	0	0	0	176
Bedford	0	49	0	0	0	49
Belchertown	0	24	0	0	0	24
Bellingham	0	27	0	0	0	27
Belmont	5	83	0	0	4	92
Berkley	0	0	0	0	0	0
Berlin	0	1	0	0	0	1
Beverly	10	29	0	0	0	39
Billerica	0	69	0	0	12	81
Boston	0	5,856	357	386	4,672	11,271
Bourne	0	1	0	0	0	1
Boxborough	0	6	0	0	0	6
Boxford	0	4	0	0	0	4
Boylston	0	10	0	0	0	10
Braintree	0	111	0	0	0	111
Brewster	0	9	0	0	0	9
Brimfield	0	0	0	0	0	0
Brockton	207	1,851	88	422	169	2,737
Brookfield	0	0	0	0	0	0

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Brookline	0	494	0	0	2	496
Burlington	1	63	0	0	0	64
Cambridge	0	266	37	0	0	303
Canton	3	33	0	0	0	36
Carlisle	0	11	0	0	0	11
Carver	0	2	0	0	0	2
Chatham	0	19	0	0	0	19
Chelmsford	0	90	0	10	4	104
Chelsea	0	922	0	0	0	922
Chicopee	2	351	0	0	1	354
Clarksburg	0	0	0	0	0	0
Clinton	1	117	0	0	26	144
Cohasset	0	0	0	0	0	0
Concord	0	36	0	0	0	36
Conway	0	0	0	0	0	0
Danvers	6	9	0	0	1	16
Dartmouth	1	38	0	0	0	39
Dedham	0	114	0	0	0	114
Deerfield	4	3	0	0	0	7
Douglas	2	1	0	0	0	3
Dover	1	8	0	0	0	9
Dracut	0	43	0	0	0	43
Duxbury	0	0	0	0	0	0
East Bridgewater	0	0	0	0	0	0
Eastham	0	1	0	0	0	1
Easthampton	40	0	0	0	0	40
East Longmeadow	2	0	0	0	0	2
Easton	0	37	0	0	0	37
Edgartown	0	26	0	0	0	26
Erving	0	0	0	0	0	0
Everett	72	251	0	0	257	580
Fairhaven	0	3	0	0	0	3
Fall River	0	339	0	175	0	514
Falmouth	0	44	0	0	0	44

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Fitchburg	2	591	0	0	0	593
Florida	0	0	0	0	0	0
Foxborough	0	14	0	0	0	14
Framingham	0	822	248	85	116	1,271
Franklin	0	54	0	0	1	55
Freetown	0	0	0	0	0	0
Gardner	0	95	0	0	0	95
Georgetown	0	2	0	0	0	2
Gloucester	2	73	0	0	0	75
Gosnold	0	0	0	0	0	0
Grafton	0	14	0	0	0	14
Granby	0	13	0	0	0	13
Granville	0	0	0	0	0	0
Greenfield	0	54	0	0	0	54
Hadley	2	14	0	0	0	16
Halifax	0	0	0	0	0	0
Hancock	0	0	0	0	0	0
Hanover	0	7	0	0	1	8
Harvard	1	0	1	0	0	2
Harwich	0	48	0	0	0	48
Hatfield	0	0	0	0	0	0
Haverhill	2	457	0	0	2	461
Hingham	0	10	0	0	0	10
Holbrook	0	26	0	0	0	26
Holland	0	1	0	0	0	1
Holliston	0	37	0	0	0	37
Holyoke	0	1,372	1	0	4	1,377
Hopedale	3	6	0	0	0	9
Hopkinton	0	36	0	0	2	38
Hudson	0	114	0	0	0	114
Hull	2	1	0	0	0	3
Ipswich	13	4	0	1	0	18
Kingston	3	0	0	0	0	3
Lakeville	0	0	0	0	0	0

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Lanesborough	0	0	0	0	2	2
Lawrence	0	2,835	0	0	0	2,835
Lee	0	18	0	0	0	18
Leicester	4	16	1	0	0	21
Lenox	0	7	0	0	0	7
Leominster	0	398	0	0	0	398
Leverett	0	0	0	0	0	0
Lexington	0	286	0	0	10	296
Lincoln	0	26	0	0	0	26
Littleton	2	13	0	0	0	15
Longmeadow	1	36	0	0	2	39
Lowell	17	4,228	0	3	73	4,321
Ludlow	0	42	0	0	0	42
Lunenburg	1	9	0	0	0	10
Lynn	1	3,071	0	35	358	3,465
Lynnfield	0	4	0	0	0	4
Malden	0	675	12	0	19	706
Mansfield	0	44	0	0	0	44
Marblehead	18	1	0	0	0	19
Marion	0	1	0	0	0	1
Marlborough	68	441	0	0	0	509
Marshfield	4	15	1	0	3	23
Mashpee	3	15	0	0	0	18
Mattapoisett	0	2	0	0	0	2
Maynard	0	33	0	0	0	33
Medfield	0	6	0	0	0	6
Medford	0	299	0	0	0	299
Medway	0	8	0	0	0	8
Melrose	43	32	1	0	0	76
Methuen	0	408	0	0	5	413
Middleborough	0	13	0	0	0	13
Middleton	0	13	0	0	0	13
Milford	0	227	0	0	0	227
Millbury	11	2	0	0	0	13

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Millis	2	0	0	0	0	2
Milton	2	32	0	0	0	34
Monson	0	10	0	0	0	10
Nahant	0	0	0	0	0	0
Nantucket	5	61	0	0	1	67
Natick	1	35	0	0	0	36
Needham	0	50	0	0	0	50
New Bedford	0	461	0	0	0	461
Newburyport	0	12	0	0	0	12
Newton	7	680	0	0	1	688
Norfolk	0	0	0	0	0	0
North Adams	0	28	0	0	0	28
Northampton	0	50	0	0	0	50
North Andover	0	45	0	0	4	49
North Attleborough	0	38	0	0	0	38
Northborough	0	66	0	0	0	66
Northbridge	0	12	0	0	0	12
North Brookfield	0	3	0	0	0	3
North Reading	0	11	0	0	0	11
Norton	0	5	0	0	0	5
Norwell	1	2	0	0	0	3
Norwood	2	169	0	0	4	175
Oak Bluffs	20	0	0	0	0	20
Orange	0	0	0	0	0	0
Orleans	0	2	0	0	0	2
Oxford	0	5	0	0	0	5
Palmer	3	14	0	0	0	17
Peabody	0	356	0	0	0	356
Pelham	0	0	0	0	0	0
Pembroke	0	0	0	0	0	0
Petersham	0	0	0	0	0	0
Pittsfield	0	233	0	0	0	233
Plainville	0	0	0	0	0	0
Plymouth	2	45	0	0	0	47

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Plympton	0	0	0	0	0	0
Provincetown	0	7	0	0	0	7
Quincy	0	1,044	0	0	0	1,044
Randolph	4	179	1	0	0	184
Reading	0	16	0	0	0	16
Revere	2	623	0	0	0	625
Richmond	0	0	0	0	0	0
Rochester	0	0	0	0	0	0
Rockland	0	28	0	0	0	28
Rockport	0	5	0	0	0	5
Rowe	0	0	0	0	0	0
Salem	6	418	72	0	11	507
Sandwich	0	0	0	0	1	1
Saugus	18	50	0	0	0	68
Savoy	0	0	0	0	0	0
Scituate	0	14	0	0	0	14
Seekonk	0	23	0	0	0	23
Sharon	0	44	0	0	0	44
Sherborn	0	1	0	0	0	1
Shirley	0	5	0	0	0	5
Shrewsbury	0	144	0	0	0	144
Shutesbury	0	0	0	0	0	0
Somerset	1	0	0	1	0	2
Somerville	6	612	124	35	0	777
Southampton	0	3	0	0	0	3
Southborough	0	47	0	0	0	47
Southbridge	6	225	0	0	1	232
South Hadley	14	1	0	0	0	15
Springfield	0	2,926	0	0	362	3,288
Stoneham	0	58	0	0	0	58
Stoughton	0	129	0	0	37	166
Sturbridge	0	3	0	0	0	3
Sudbury	0	18	0	0	0	18
Sunderland	0	3	0	0	0	3

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Sutton	0	0	0	0	0	0
Swampscott	25	27	0	0	0	52
Swansea	0	10	0	0	0	10
Taunton	0	159	0	0	0	159
Tewksbury	0	12	0	0	0	12
Tisbury	0	28	0	0	0	28
Topsfield	2	0	0	0	0	2
Truro	0	0	0	0	0	0
Tyngsborough	0	0	0	0	0	0
Uxbridge	0	28	1	0	1	30
Wakefield	0	17	0	0	1	18
Wales	0	0	0	0	1	1
Walpole	0	82	0	0	0	82
Waltham	1	383	0	0	91	475
Ware	0	11	0	0	0	11
Wareham	1	14	0	0	2	17
Watertown	1	264	0	0	3	268
Wayland	0	13	0	0	2	15
Webster	1	48	0	0	0	49
Wellesley	1	53	0	0	17	71
Wellfleet	0	0	0	0	0	0
Westborough	2	253	0	0	1	256
West Boylston	0	3	0	0	0	3
West Bridgewater	0	2	0	0	0	2
Westfield	25	185	0	0	1	211
Westford	0	31	0	0	2	33
Westhampton	0	0	0	0	0	0
Weston	0	51	0	0	0	51
Westport	0	15	0	0	0	15
West Springfield	0	276	0	0	0	276
Westwood	6	25	0	0	0	31
Weymouth	0	101	0	0	3	104
Whately	0	0	0	0	0	0
Williamsburg	0	0	0	0	2	2

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Williamstown	0	9	0	0	0	9
Wilmington	0	22	0	0	0	22
Winchendon	0	11	0	0	0	11
Winchester	1	140	0	0	0	141
Winthrop	0	66	0	0	0	66
Woburn	1	195	0	0	0	196
Worcester	206	5,922	27	177	56	6,388
Wrentham	7	1	0	0	0	8
Northampton-Smith Voc. Agr.	0	0	0	5	0	5
Excel Academy CS	4	5	0	0	0	9
Four Rivers Charter Public	0	5	0	0	0	5
Berkshire Arts and Tech.CS	0	0	0	0	0	0
Amesbury Academy CS	0	0	0	0	0	0
Boston Preparatory CS	0	0	0	0	0	0
Christa McAuliffe Reg.	0	5	0	0	0	5
Smith Leadership Academy CS	0	0	0	0	2	2
Benjamin Banneker CS	0	1	0	0	0	1
Barnstable Horace Mann CS	0	22	0	0	0	22
Boston Day and Eve CS	4	25	1	1	0	31
Barnstable Com. Hrce Mann CS	0	35	0	0	0	35
Edward Brooke Charter	0	3	0	0	0	3
KIPP Academy Lynn Charter	0	3	0	0	1	4
Advanced Math and Science CS	0	0	0	0	0	0
Cape Cod Lighthouse Charter	0	0	0	0	0	0
Innovation Academy Charter	0	1	0	0	0	1
Community CS of Cambridge	0	7	0	0	3	10
City On A Hill Charter Public	0	4	0	0	0	4
Codman Academy CS	1	0	0	0	0	1
Conservatory Lab Charter	0	21	0	0	0	21
Community Day Charter Public	0	98	0	0	0	98
Sabis International Charter	25	0	0	0	0	25
Neighborhood House Charter	0	9	0	0	0	9
Abby Kelley Foster CS	0	27	0	0	1	28
Foxborough Regional CS	0	29	0	0	0	29

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Benjamin Franklin Classical CS	0	0	0	0	0	0
Boston Collegiate Charter	0	0	0	0	0	0
Hilltown Cooperative CS	0	1	0	0	0	1
Robert M. Hughes Acad. CS	0	0	0	0	0	0
EM Kennedy Acad. Health Careers Horace Mann CS	0	2	0	0	0	2
Holyoke Community Charter	0	32	0	0	0	32
Lawrence Family Dev. CS	0	0	252	0	0	252
Hill View Montessori CS	0	7	0	0	0	7
Lowell Community CS	0	247	0	0	0	247
Lowell Middlesex Acad. CS	0	0	0	0	0	0
Marblehead Community CS	0	0	0	0	0	0
Martha's Vineyard CS	0	4	0	0	0	4
Ma Acad for Math and Science	0	0	0	0	0	0
MATCH Charter Public High	0	0	0	0	0	0
Mystic Valley Regional Charter	0	0	0	0	0	0
New Leadership Charter	0	4	0	0	0	4
North Central Charter Essential	0	3	0	0	0	3
Dorchester Collegiate Acad CS	0	0	0	0	0	0
Silver Hill Horace Mann Charter	0	31	0	0	0	31
Francis W. Parker Ch Essential	0	0	0	0	0	0
Pioneer Valley Perf Arts CS	0	1	0	0	0	1
Boston Renaissance CS	0	58	0	0	0	58
River Valley Charter	0	0	0	0	0	0
Rising Tide Charter Public	0	0	0	0	0	0
Roxbury Preparatory Charter	0	6	0	0	0	6
Salem Academy Charter	0	16	0	0	0	16
Seven Hills Charter Public	0	108	0	0	2	110
Prospect Hill Academy Charter	0	29	0	0	0	29
South Shore Charter Public	0	0	0	0	0	0
Sturgis Charter Public	0	0	0	0	0	0
Atlantis Charter	0	0	0	0	0	0
MLK Jr. CS of Excellence	0	20	0	0	0	20
Phoenix Charter Academy	0	25	0	0	0	25
Pioneer CS of Science	0	7	0	0	0	7

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Global Learning Charter Public	1	0	0	0	0	1
Pioneer Valley Chinese Imm CS	0	0	0	0	1	1
Hampden CS of Science	0	0	0	0	0	0
Acton-Boxborough	0	20	0	0	0	20
Adams-Cheshire	0	3	0	0	0	3
Amherst-Pelham	0	67	0	0	0	67
Ashburnham-Westminster	0	15	0	0	0	15
Athol-Royalston	0	13	0	2	0	15
Berkshire Hills	0	29	0	0	0	29
Berlin-Boylston	0	1	0	0	0	1
Blackstone-Millville	0	10	0	0	1	11
Bridgewater-Raynham	13	9	0	0	0	22
Chesterfield-Goshen	0	0	0	0	0	0
Central Berkshire	1	0	0	0	0	1
Concord-Carlisle	0	3	0	0	0	3
Dennis-Yarmouth	0	146	0	0	0	146
Dighton-Rehoboth	0	8	0	0	0	8
Dover-Sherborn	0	3	0	0	0	3
Dudley-Charlton Reg	2	47	0	0	1	50
Nauset	3	10	0	0	0	13
Farmington River Reg	0	0	0	0	0	0
Freetown-Lakeville	1	0	0	0	0	1
Frontier	0	9	0	0	0	9
Gateway	0	11	0	0	0	11
Groton-Dunstable	0	11	0	0	0	11
Gill-Montague	43	2	0	0	0	45
Hamilton-Wenham	35	5	0	1	2	43
Hampden-Wilbraham	0	24	0	0	0	24
Hampshire	0	0	0	0	0	0
Hawlemont	0	0	1	0	0	1
King Philip	0	2	0	0	0	2
Lincoln-Sudbury	0	4	0	0	0	4
Manchester Essex Regional	0	3	0	0	0	3
Marthas Vineyard	0	16	0	0	0	16

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
Masconomet	2	0	0	0	0	2
Mendon-Upton	0	10	0	0	0	10
Mount Greylock	0	2	0	0	0	2
Mohawk Trail	2	4	1	0	0	7
Narragansett	0	3	0	0	0	3
Nashoba	0	17	0	0	0	17
New Salem-Wendell	0	0	0	0	0	0
Northboro-Southboro	1	6	0	0	0	7
North Middlesex	7	5	0	0	4	16
Old Rochester	1	0	0	0	0	1
Pentucket	0	3	0	0	0	3
Pioneer Valley	0	0	0	0	0	0
Quabbin	1	1	0	0	2	4
Ralph C Mahar	1	7	0	0	0	8
Silver Lake	1	0	0	0	0	1
Southern Berkshire	0	4	0	0	0	4
Southwick-Tolland	0	14	0	0	0	14
Spencer-E Brookfield	0	7	0	0	0	7
Tantasqua	0	0	0	0	0	0
Triton	0	24	0	0	0	24
Up-Island Regional	0	5	0	0	0	5
Wachusett	0	47	0	0	0	47
Quaboag Regional	0	1	0	0	0	1
Whitman-Hanson	0	9	0	0	0	9
Assabet Valley Reg. Voc. Tech	0	9	0	0	0	9
Blackstone Val Reg. Voc. Tech	0	0	0	0	0	0
Blue Hills Regional Voc. Tech	0	5	0	0	0	5
Bristol-Plym Reg. Voc. Tech	0	2	0	0	0	2
Cape Cod Regional Voc Tech	0	5	0	0	0	5
Franklin County Reg. Voc. Tech	0	0	0	0	0	0
Grtr. Fall River Reg. Voc. Tech.	2	0	0	0	0	2
Grtr. Lawrence Reg. Voc. Tech	0	31	2	0	1	34
Grtr. Nw Bdfrd Reg. Voc. Tech.	0	20	0	0	0	20
Grtr. Lowell Reg. Voc. Tech.	0	46	0	0	0	46

District Name	No ELL Program	Sheltered English Immersion	Two-Way Bilingual	Other Bilingual Education	Parental Opt Out	Total LEP Population
S. Middlesex Reg. Voc. Tech.	0	40	0	0	0	40
Minuteman Reg. Voc. Tech.	0	3	0	0	0	3
Montachusett Reg. Voc. Tech.	0	8	0	0	0	8
N. Berkshire Reg. Voc. Tech.	0	0	0	0	0	0
Nashoba Valley Reg. Voc.	0	0	0	0	0	0
N.E. Metro. Reg. Voc. Tech.	0	57	0	0	0	57
North Shore Reg. Voc. Tech.	0	3	0	0	0	3
Old Colony Reg. Voc. Tech.	0	0	0	0	0	0
Pathfinder Reg. Voc. Tech.	0	0	0	0	0	0
Shawsheen Val. Reg. Voc. Tech.	0	0	0	0	0	0
Southeastern Reg. Voc. Tech.	0	9	0	0	0	9
South Shore Reg. Voc. Tech.	0	0	0	0	0	0
S. Worcester C. Reg. Voc. Tech.	1	0	0	3	0	4
Tri County Reg. Voc. Tech.	0	1	0	0	0	1
Uppr Cape Cod Reg. Voc. Tech.	0	0	0	0	0	0
Whittier Reg. Voc. Tech.	0	6	0	0	0	6
Bristol County Agricultural	0	0	0	0	0	0
Essex Agricultural Technical	0	0	0	0	0	0
Norfolk County Agricultural	0	0	0	0	0	0
TOTALS	1,113	49,096	1,229	1,342	6,378	59,158

Source: The Department Student Information Management System, 2009

Attachment 8: English Language Learners in Massachusetts: District and First Language, October 2009

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Abington	3	3	0	0	0	4	10
Acton	8	7	0	0	0	66	81
Acushnet	0	1	0	0	0	0	1
Agawam	15	0	0	0	1	81	97
Amesbury	5	8	0	0	0	8	21
Amherst	60	4	2	0	2	107	175
Andover	12	3	0	0	1	67	83
Arlington	26	17	2	11	1	135	192
Ashland	9	35	0	0	1	22	67
Attleboro	170	9	1	1	2	84	267
Auburn	12	5	0	3	12	24	56
Avon	0	0	0	1	0	0	1
Ayer	36	13	0	0	0	11	60
Barnstable	39	111	0	2	0	24	176
Bedford	9	0	0	0	2	38	49
Belchertown	7	1	0	0	1	15	24
Bellingham	8	3	0	0	3	13	27
Belmont	5	2	0	0	0	85	92
Berlin	0	1	0	0	0	0	1
Beverly	6	8	0	0	1	24	39
Billerica	13	6	0	2	3	57	81
Boston	6,434	210	900	947	723	2,057	11,271
Bourne	1	0	0	0	0	0	1
Boxborough	1	2	0	0	0	3	6
Boxford	1	0	0	0	0	3	4
Boylston	1	0	0	0	1	8	10
Braintree	13	3	4	1	13	77	111
Brewster	6	0	0	0	0	3	9
Brockton	484	131	1465	453	37	167	2,737

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Brookline	43	16	2	2	6	427	496
Burlington	2	3	0	2	0	57	64
Cambridge	58	23	6	67	2	147	303
Canton	4	1	0	3	5	23	36
Carlisle	0	0	0	0	0	11	11
Carver	0	0	0	0	0	2	2
Chatham	10	2	0	3	0	4	19
Chelmsford	9	5	0	0	8	82	104
Chelsea	766	29	2	13	9	103	922
Chicopee	201	4	0	0	1	148	354
Clinton	106	17	0	11	0	10	144
Concord	13	1	0	0	2	20	36
Danvers	4	0	0	1	0	11	16
Dartmouth	2	19	0	0	0	18	39
Dedham	47	3	0	13	9	42	114
Deerfield	4	0	0	0	2	1	7
Douglas	0	2	0	0	0	1	3
Dover	0	0	0	2	0	7	9
Dracut	13	6	0	0	0	24	43
Eastham	1	0	0	0	0	0	1
Easthampton	12	0	0	0	1	27	40
East Longmeadow	0	0	0	0	0	2	2
Easton	4	7	1	3	4	18	37
Edgartown	2	24	0	0	0	0	26
Everett	308	119	1	96	12	44	580
Fairhaven	1	2	0	0	0	0	3
Fall River	297	122	16	2	10	67	514
Falmouth	5	12	0	0	4	23	44
Fitchburg	487	2	0	2	11	91	593
Foxborough	5	3	0	0	1	5	14
Framingham	589	553	0	17	3	109	1,271

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Franklin	13	5	0	1	4	32	55
Gardner	80	1	0	3	2	9	95
Georgetown	0	0	0	0	0	2	2
Gloucester	38	20	0	0	4	13	75
Grafton	3	0	0	0	0	11	14
Granby	3	0	0	0	0	10	13
Greenfield	18	0	0	0	1	35	54
Hadley	8	0	0	0	0	8	16
Hanover	1	0	0	0	1	6	8
Harvard	1	0	0	0	0	1	2
Harwich	12	3	0	8	1	24	48
Haverhill	407	11	0	3	7	33	461
Hingham	0	1	0	0	0	9	10
Holbrook	8	4	0	5	1	8	26
Holland	0	1	0	0	0	0	1
Holliston	7	14	0	0	0	16	37
Holyoke	1,361	0	0	0	2	14	1,377
Hopedale	2	2	0	0	0	5	9
Hopkinton	7	1	0	0	0	30	38
Hudson	32	67	0	1	1	13	114
Hull	0	1	1	0	0	1	3
Ipswich	5	3	0	0	0	10	18
Kingston	0	2	0	0	0	1	3
Lanesborough	0	0	0	0	0	2	2
Lawrence	2,732	3	0	5	32	63	2,835
Lee	13	1	0	0	0	4	18
Leicester	7	0	0	0	6	8	21
Lenox	1	0	0	0	0	6	7
Leominster	277	44	0	2	3	72	398
Lexington	21	5	0	4	0	266	296
Lincoln	4	0	0	1	0	21	26

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Littleton	1	3	1	0	0	10	15
Longmeadow	5	2	0	0	1	31	39
Lowell	1,595	324	3	14	131	2,254	4,321
Ludlow	6	11	0	0	0	25	42
Lunenburg	2	4	0	0	0	4	10
Lynn	2,662	30	1	67	62	643	3,465
Lynnfield	1	0	0	0	0	3	4
Malden	120	99	0	116	51	320	706
Mansfield	10	6	0	0	0	28	44
Marblehead	3	1	0	0	0	15	19
Marion	0	0	0	0	0	1	1
Marlborough	261	211	0	2	4	31	509
Marshfield	3	11	0	0	0	9	23
Mashpee	0	0	0	0	1	17	18
Mattapoissett	0	0	0	0	0	2	2
Maynard	14	11	0	2	0	6	33
Medfield	0	2	0	0	0	4	6
Medford	28	80	0	96	12	83	299
Medway	3	0	0	1	0	4	8
Melrose	4	5	0	7	2	58	76
Methuen	340	3	0	7	11	52	413
Middleborough	7	0	0	0	1	5	13
Middleton	2	1	0	0	0	10	13
Milford	100	101	0	0	2	24	227
Millbury	2	4	0	0	3	4	13
Millis	0	0	0	0	0	2	2
Milton	3	3	0	15	3	10	34
Monson	0	0	0	0	0	10	10
Nantucket	60	5	0	0	0	2	67
Natick	4	2	0	0	2	28	36
Needham	13	1	2	1	1	32	50

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
New Bedford	289	31	1	2	5	133	461
Newburyport	4	3	0	0	0	5	12
Newton	112	22	0	7	11	536	688
North Adams	19	2	0	0	0	7	28
Northampton	40	0	0	0	0	10	50
North Andover	18	1	0	0	4	26	49
North Attleborough	19	0	0	0	1	18	38
Northborough	16	13	0	0	0	37	66
Northbridge	6	0	0	0	0	6	12
North Brookfield	0	0	0	0	0	3	3
North Reading	2	0	0	0	0	9	11
Norton	0	0	0	0	0	5	5
Norwell	2	0	0	0	0	1	3
Norwood	38	39	0	11	5	82	175
Oak Bluffs	0	19	0	0	0	1	20
Orleans	0	0	0	0	0	2	2
Oxford	3	0	0	0	0	2	5
Palmer	4	2	0	0	0	11	17
Peabody	175	100	0	0	11	70	356
Pittsfield	168	1	0	0	8	56	233
Plymouth	9	26	0	1	2	9	47
Provincetown	7	0	0	0	0	0	7
Quincy	41	31	0	6	126	840	1,044
Randolph	17	6	3	71	54	33	184
Reading	1	3	0	0	1	11	16
Revere	392	39	0	8	31	155	625
Rockland	3	22	0	0	2	1	28
Rockport	1	0	0	0	0	4	5
Salem	430	9	0	5	7	56	507
Sandwich	0	0	0	0	0	1	1
Saugus	22	15	0	6	6	19	68

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Scituate	1	5	6	0	0	2	14
Seekonk	5	1	0	0	2	15	23
Sharon	1	0	0	5	6	32	44
Sherborn	0	0	0	0	0	1	1
Shirley	2	1	0	0	0	2	5
Shrewsbury	15	39	0	0	6	84	144
Somerset	0	0	0	0	0	2	2
Somerville	372	170	5	73	5	152	777
Southampton	1	0	0	0	0	2	3
Southborough	5	4	0	0	0	38	47
Southbridge	219	0	0	0	0	13	232
South Hadley	11	0	0	0	1	3	15
Springfield	2,970	2	0	4	87	225	3,288
Stoneham	17	11	0	1	3	26	58
Stoughton	21	60	8	17	9	51	166
Sturbridge	1	2	0	0	0	0	3
Sudbury	8	2	0	0	1	7	18
Sunderland	2	0	0	0	0	1	3
Swampscott	8	4	1	2	2	35	52
Swansea	3	2	0	0	0	5	10
Taunton	72	43	5	9	1	29	159
Tewksbury	2	1	0	0	2	7	12
Tisbury	0	26	0	0	0	2	28
Topsfield	0	0	0	0	0	2	2
Uxbridge	11	3	0	0	0	16	30
Wakefield	8	2	0	0	2	6	18
Wales	0	0	0	0	0	1	1
Walpole	18	14	0	13	1	36	82
Waltham	333	27	0	26	3	86	475
Ware	7	0	0	0	0	4	11
Wareham	4	2	0	0	2	9	17

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Watertown	52	32	0	2	0	182	268
Wayland	1	0	0	0	0	14	15
Webster	32	4	0	0	1	12	49
Wellesley	16	0	0	0	0	55	71
Westborough	43	38	0	1	0	174	256
West Boylston	0	1	0	0	0	2	3
West Bridgewater	0	0	0	2	0	0	2
Westfield	34	0	0	0	0	177	211
Westford	3	0	0	1	2	27	33
Weston	5	0	1	3	1	41	51
Westport	1	9	0	0	4	1	15
West Springfield	29	2	0	0	3	242	276
Westwood	3	0	0	0	0	28	31
Weymouth	12	49	0	1	4	38	104
Williamsburg	0	2	0	0	0	0	2
Williamstown	2	3	0	0	0	4	9
Wilmington	1	3	0	0	4	14	22
Winchendon	4	2	0	0	0	5	11
Winchester	10	10	0	2	2	117	141
Winthrop	18	9	0	1	0	38	66
Woburn	27	44	0	8	8	109	196
Worcester	3,636	297	4	44	703	1,704	6,388
Wrentham	2	3	0	0	0	3	8
Northampton-Smith Voc. Agr.	5	0	0	0	0	0	5
Excel Academy CS	9	0	0	0	0	0	9
Academy Of the Pacific Rim CS	3	1	0	1	0	0	5
Boston Preparatory CS	3	0	0	2	0	0	5
Christa McAuliffe Regional CS	2	0	0	0	0	0	2
Smith Leadership Academy CS	1	0	0	0	0	0	1
Benjamin Banneker CS	5	0	0	16	0	1	22
Barnstable Horace Mann CS	6	16	0	0	0	9	31

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Barnstable Com. Horace Mann CS	17	17	0	0	0	1	35
Edward Brooke CS	3	0	0	0	0	0	3
KIPP Academy Lynn CS	4	0	0	0	0	0	4
Innovation Academy CS	1	0	0	0	0	0	1
Community CS of Cambridge	3	0	0	5	0	2	10
City On A Hill CS	3	0	0	0	0	1	4
Codman Academy CS	1	0	0	0	0	0	1
Conservatory Lab Charter (District)	14	4	0	0	0	3	21
Community Day CS	96	0	0	2	0	0	98
Sabis International CS	17	0	0	0	4	4	25
Neighborhood House CS	3	0	1	1	3	1	9
Abby Kelley Foster CS	12	5	0	0	0	11	28
Foxborough Reg. CS	2	0	0	5	0	22	29
Hilltown Cooperative CS	0	0	0	0	0	1	1
EM Kennedy Acad. Health Careers HMCS	1	0	1	0	0	0	2
Holyoke Com. CS	32	0	0	0	0	0	32
Lawrence Family Development CS	251	0	0	0	0	1	252
Hill View Montessori CS	6	0	0	0	0	1	7
Lowell Community CS	100	19	0	4	3	121	247
Martha's Vineyard CS	0	3	0	0	0	1	4
New Leadership Charter	3	0	0	0	0	1	4
North Central Charter Essential	2	0	0	0	0	1	3
Silver Hill Horace Mann Charter	25	1	0	1	0	4	31
Pioneer Valley Performing Arts CS	1	0	0	0	0	0	1
Boston Renaissance CS	43	1	2	4	1	7	58
Roxbury Preparatory CS	3	0	3	0	0	0	6
Salem Academy CS	13	0	0	0	0	3	16
Seven Hills CS	89	0	0	0	0	21	110
Prospect Hill Academy CS	9	4	0	11	0	5	29
MLK Jr. CS of Excellence	19	0	0	1	0	0	20
Phoenix Charter Academy	23	0	0	1	0	1	25

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Pioneer Charter School of Science	2	3	0	2	0	0	7
Global Learning Charter Public	1	0	0	0	0	0	1
Pioneer Valley Chinese Imm. CS	0	0	0	0	0	1	1
Acton-Boxborough	4	6	0	0	0	10	20
Adams-Cheshire	0	0	0	0	0	3	3
Amherst-Pelham	24	3	3	0	1	36	67
Ashburnham-Westminster	8	0	0	2	0	5	15
Athol-Royalston	8	0	0	0	0	7	15
Berkshire Hills	23	0	0	0	0	6	29
Berlin-Boylston	0	0	0	0	0	1	1
Blackstone-Millville	4	1	0	0	0	6	11
Bridgewater-Raynham	2	2	0	2	1	15	22
Central Berkshire	0	0	0	0	0	1	1
Concord-Carlisle	0	0	0	1	0	2	3
Dennis-Yarmouth	34	62	1	13	3	33	146
Dighton-Rehoboth	5	1	0	0	0	2	8
Dover-Sherborn	0	1	0	0	0	2	3
Dudley-Charlton Reg	14	4	0	0	0	32	50
Nauset	5	1	0	0	0	7	13
Freetown-Lakeville	0	1	0	0	0	0	1
Frontier	3	1	0	0	1	4	9
Gateway	1	0	0	0	0	10	11
Groton-Dunstable	6	1	0	0	0	4	11
Gill-Montague	24	0	0	1	0	20	45
Hamilton-Wenham	0	1	0	0	0	42	43
Hampden-Wilbraham	1	0	0	0	2	21	24
Hawlemont	0	1	0	0	0	0	1
King Philip	1	0	0	0	0	1	2
Lincoln-Sudbury	0	0	0	0	0	4	4
Manchester Essex Regional	0	0	0	0	0	3	3
Marthas Vineyard	0	16	0	0	0	0	16

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Masconomet	0	0	0	0	0	2	2
Mendon-Upton	1	1	0	0	0	8	10
Mount Greylock	0	0	0	0	0	2	2
Mohawk Trail	0	0	0	0	2	5	7
Narragansett	0	0	0	0	0	3	3
Nashoba	7	4	0	1	0	5	17
Northboro-Southboro	1	1	0	1	0	4	7
North Middlesex	11	1	0	0	0	4	16
Old Rochester	0	0	0	0	0	1	1
Pentucket	1	0	0	0	0	2	3
Quabbin	0	0	0	0	0	4	4
Ralph C Mahar	1	0	0	0	0	7	8
Silver Lake	0	0	0	0	0	1	1
Southern Berkshire	4	0	0	0	0	0	4
Southwick-Tolland	0	0	0	0	0	14	14
Spencer-E Brookfield	5	0	0	0	0	2	7
Triton	4	2	0	0	10	8	24
Up-Island Regional	2	1	0	0	0	2	5
Wachusett	3	3	0	0	7	34	47
Quaboag Regional	0	0	0	0	0	1	1
Whitman-Hanson	5	1	0	0	0	3	9
Assabet Valley Reg. Voc. Tech.	8	1	0	0	0	0	9
Blue Hills Regional Vocational Technical	1	2	0	2	0	0	5
Bristol-Plymouth Reg. Voc. Tech.	0	2	0	0	0	0	2
Cape Cod Reg. Voc. Tech.	2	2	0	0	0	1	5
Greater Fall River Reg. Voc. Tech.	1	1	0	0	0	0	2
Greater Lawrence Reg. Voc. Tech.	33	0	0	0	0	1	34
Gr.New Bedford Reg. Voc. Tech.	14	6	0	0	0	0	20
Greater Lowell Reg. Voc. Tech.	20	8	0	0	0	18	46
South Middlesex Reg. Voc. Tech.	23	14	0	0	0	3	40
Minuteman Reg. Voc. Tech.	2	0	0	0	0	1	3

District Name	Spanish	Portuguese	Cape Verdean	Creole Haitian	Vietnamese	Other	LEP
Montachusett Reg. Voc. Tech.	4	0	0	0	0	4	8
Northeast Metro. Reg. Voc. Tech.	55	0	0	0	0	2	57
North Shore Reg. Voc. Tech.	3	0	0	0	0	0	3
Southeastern Reg. Voc. Tech.	0	2	3	3	0	1	9
Southern Worcester County Reg. Voc. Tech.	3	0	0	0	0	1	4
Tri County Reg. Voc. Tech.	0	1	0	0	0	0	1
Whittier Reg. Voc. Tech.	6	0	0	0	0	0	6
TOTALS	31,793	4,209	2,458	2,433	2,423	15,842	59,158

Source: The Department Student Information Management System, 2009