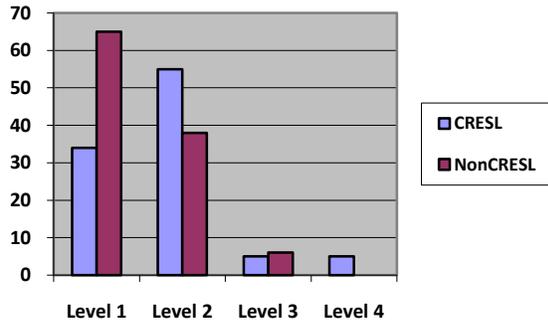


DATA: 2010-2011

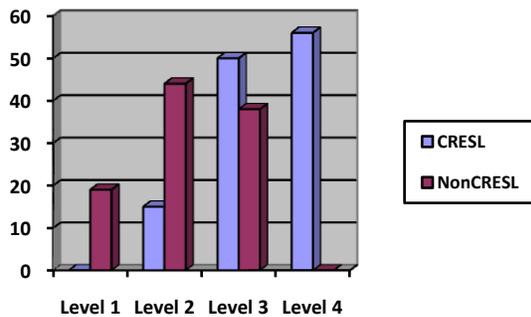
Describe any evidence of measureable increases in student success.

**ESL Level 3 (Mecom):** The graph shows that students under the grant placed higher than those not under the grant.



	Level 1	Level 2	Level 3	Level 4
% of CRESL students	34	55	5	5
% of NonCRESL students	65	38	6	0

**ESL Level 4 (Mayer):** The graph shows that students under the grant placed markedly higher than those not under the grant. In fact, 56% percent of the students in the grant placed into Credit ESL level 4, while 0% of those students not under the grant did. This marked difference may be due to the cumulative effects of having the grant start with Level 3.



	Level 1	Level 2	Level 3	Level 4
% of CRESL	0	15	50	56
% of NonCRESL	19	44	38	0