

# **SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS & AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES 1999-2000 SUMMARY REPORT**

by

Anneka L. Kindler

National Clearinghouse for English Language Acquisition  
and Language Instruction Educational Programs

THE GEORGE WASHINGTON UNIVERSITY  
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Principal Investigator: Joel Gómez, Ed.D.

Director: Minerva Gorena, Ed.D.

Deputy Director: Nancy Zelasko, PhD.

The George Washington University  
Graduate School of Education & Human Development  
Institute for Education Policy Studies  
Center for the Study of Language & Education  
National Clearinghouse for English Language Acquisition  
and Language Instruction Educational Programs  
2121 K Street, NW, Suite 260  
Washington, DC 20037  
(202) 467-0867

[www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)

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## Introduction

The U.S. Department of Education's Office for Bilingual Education and Minority Languages Affairs (OBEMLA)<sup>1</sup> conducts an annual survey of State Educational Agencies (SEAs) in the United States, including the Insular Areas and Freely Associated States (Outlying Areas). The *Survey of States' Limited English Proficient Students and Available Educational Programs and Services* (SEA Survey) gathers information in three areas: (1) the enrollment levels of limited English proficient (LEP) students; (2) the educational condition of reported LEP students; and (3) the services received by LEP students. The SEA Survey is authorized by Title VII of the *Elementary and Secondary Education Act*, as amended in 1994. Survey results are publicly disseminated and used in state and federal policy and budgetary deliberations.

The current report is based primarily on the SEA Survey responses for the 1999-2000 school year, which were received from 55 states and jurisdictions<sup>2</sup>. Data and estimates from earlier SEA surveys and other state and federal sources have been incorporated to provide a more complete picture of the number of LEP students in the nation. Nationwide survey results were not reported for the 1998-99 school year, since only 26 jurisdictions submitted SEA Surveys. Comparisons to earlier LEP data refer to the 1997-98 school year.

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<sup>1</sup> Pursuant to the No Child Left Behind Act of 2001, signed into law on January 8, 2002, the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) has been officially redesignated the Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA).

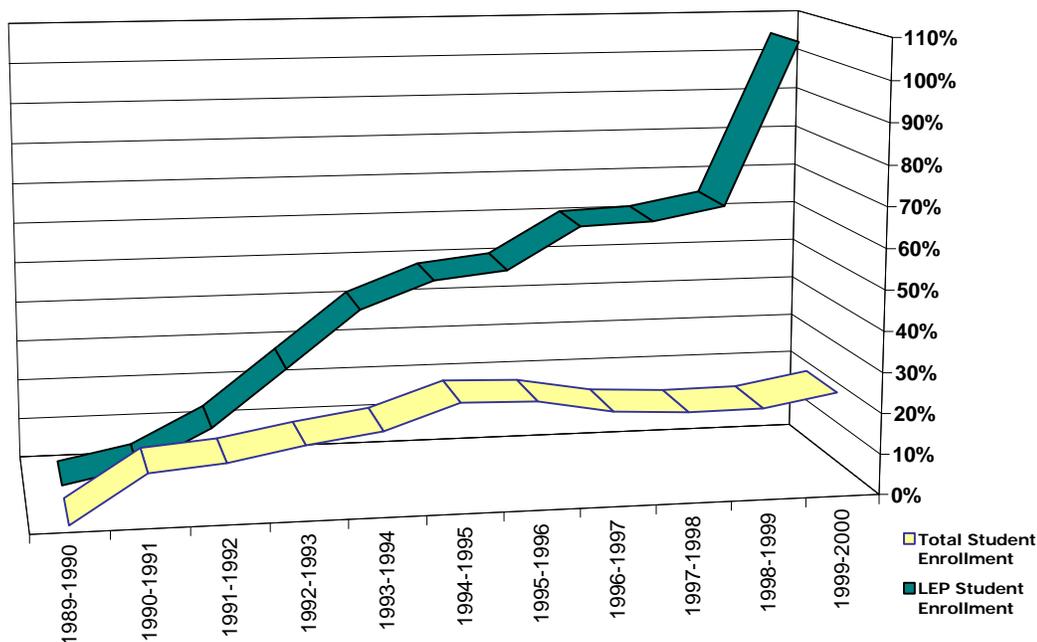
<sup>2</sup> Colorado, Puerto Rico, and the Republic of the Marshall Islands did not submit a 1999-2000 survey.

# I. How many LEP students are there in the nation?

## National Overview

The reported LEP public school enrollment level in the U.S. continued to increase in 1999-2000, both in absolute numbers and as a percentage of the total student enrollment (see Figure 1). An estimated 4,416,580 LEP students were enrolled in public schools, representing approximately 9.3% of the total public school enrollment of students in Pre-Kindergarten through Grade 12. The reported number of LEP students enrolled grew by 27% since the 1997-98 school year<sup>3</sup>, and their representation as a percentage of total school enrollment increased by 1.6%. Nearly 70% of all LEP students were enrolled at the elementary level, where they accounted for more than 10% of the total enrollment (See Table 1).

**Figure 1. Growth in Elementary and Secondary LEP Student Population and Total Student Population, School Years 1989-1990 through 1999-2000**



<sup>3</sup> The total for 1999-2000 includes the reported enrollments from the 55 jurisdictions submitting reports, plus estimates for three non-reporting jurisdictions. The 1997-98 total includes only reported enrollments from the 55 reporting jurisdictions. Refer to Appendix A Table 1.

**Table 1. Summary of Public School PreK-12 Total and LEP Enrollments, by Level of Schooling, 1999-2000 (n=58)**

Jurisdiction & Level of School	LEP Enrollment	Total Enrollment*	% LEP
<b>U.S. Total</b>			
Elementary (PreK - Grade 6) **	2,614,557	25,101,855	10.4%
Secondary (Grades 7 to 12)	1,053,207	19,654,667	5.4%
Ungraded, Other, Not Specified	748,816	2,599,567	28.8%
<b>Total</b>	<b>4,416,580</b>	<b>47,356,089</b>	<b>9.3%</b>
<b>States and DC</b>			
Elementary (PreK - Grade 6) **	2,577,350	25,044,104	10.3%
Secondary (Grades 7 to 12)	1,030,589	19,614,269	5.3%
Ungraded, Other, Not Specified	123,027	1,973,682	6.2%
<b>Total</b>	<b>3,730,966</b>	<b>46,632,055</b>	<b>8.0%</b>
<b>Outlying Jurisdictions</b>			
Elementary (PreK - Grade 6) **	37,207	57,751	64.4%
Secondary (Grades 7 to 12)	22,618	40,398	56.0%
Ungraded, Other, Not Specified	625,789	625,885	100.0%
<b>Total</b>	<b>685,614</b>	<b>724,034</b>	<b>94.7%</b>

\* Total Enrollment data from *Statistics in Brief: Public School Student, Staff, and Graduate Counts by State, School Year 1999-2000*, NCES (2001).

\*\* Some States did not report Pre-K enrollments. Please refer to Appendix A, Table 1.

## In the States

California enrolled the largest number of public school LEP students, with 1,480,527, followed by Puerto Rico (613,019), Texas (554,949), Florida (235,181), New York (228,730), Illinois (143,855), and Arizona (125,311). California alone represented one third of the total national LEP enrollment. The Outlying Areas had the highest overall percentages of LEP students, with Marshall Islands, Micronesia, Palau, and Puerto Rico identifying 100% of their students as having limited proficiency in English. The states with the highest percentages of LEP students were California (24.9%), New Mexico (23.6%), Alaska (14.8%), Arizona (14.7%), Texas (13.9%), and Nevada (12.4%).

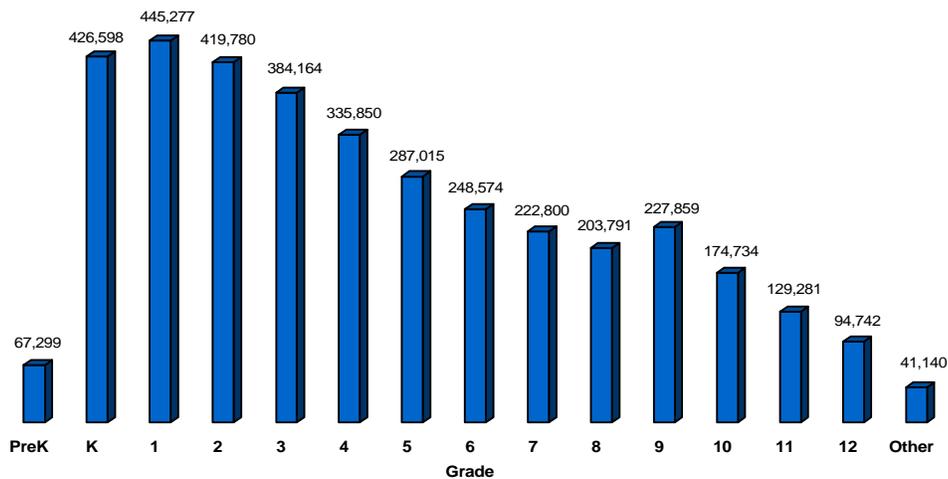
Many states reported significant changes in the number of LEP students enrolled. Forty-two jurisdictions reported increases in LEP enrollments from the 1997-98 school year. Guam claimed the most marked increase in LEP enrolment (162%), while among the states, the greatest growth in LEP enrollment occurred in South Carolina (82% increase) followed by Minnesota

(67% increase). Jurisdictions reporting an increase of 40% or more include Georgia, Indiana, Missouri, New Hampshire, North Carolina, Oregon, and the Marshall Islands. Twenty-two jurisdictions reported increases between 10% and 40%. Only four states (Alaska, Mississippi, Montana, and South Dakota) reported decreases in LEP enrollments of 10% or more from the 1997-98 school year. Montana<sup>4</sup> reported the sharpest decrease in LEP enrollment at 55% (see Appendix A, Table 1).

## By Grade

The limited English proficient enrollment for the nation is principally concentrated in the early elementary grades. In the 53 jurisdictions reporting enrollments by grade, nearly half (47%) of all LEP students are enrolled in grades K through 3, with a decreasing number of LEP students in the succeeding grades. Just over a quarter (26%) of LEPs are enrolled in the middle grades (4-8), and only 17% are enrolled at the high school level. Only a very small proportion (1%) of LEP students are designated as enrolled in ungraded or other types of classrooms, which can include special education settings, vocational education programs, and other specialized or alternative programs (see Figure 2 and Table 3).

**Figure 2. Number of LEP Students, by Grade, 1999-2000 (n=53)**



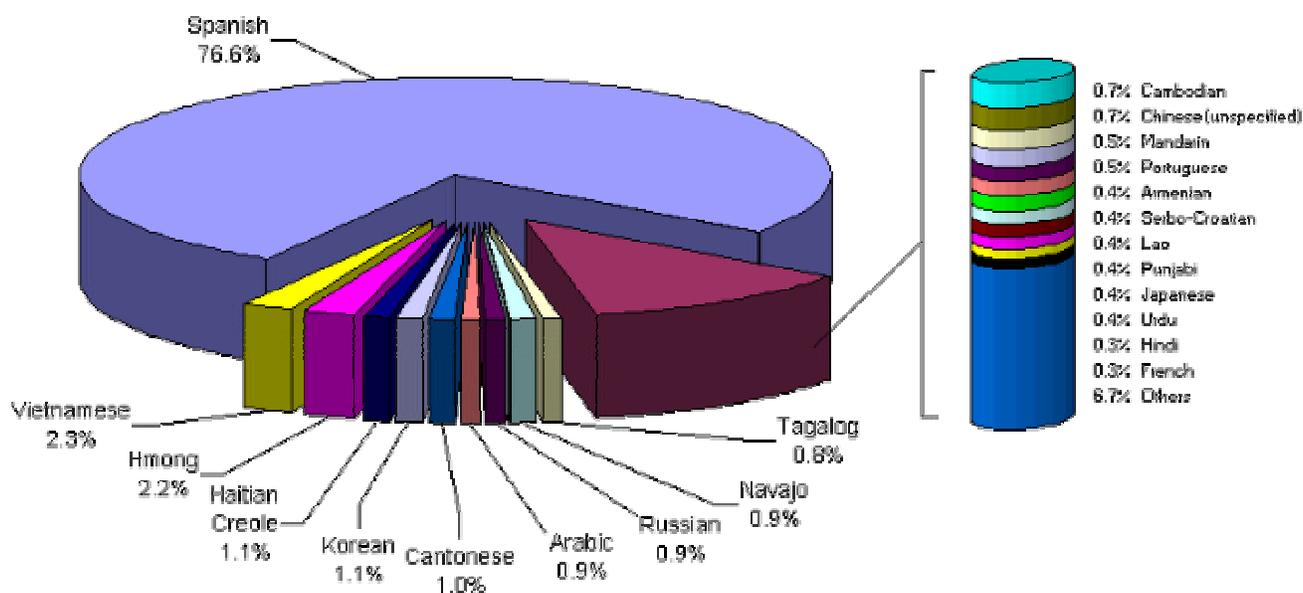
Note: This figure reflects totals only from the 53 jurisdictions reporting LEP enrollments by grade. The five jurisdictions that did not report enrollments by grade account for 707,676 LEP students.

<sup>4</sup> This apparent drop may simply represent an undercount. Montana indicated that survey data was not received from several school districts.

## Non-English Language Backgrounds

In 1999-2000, states reported more than 400 languages spoken by LEP students nationwide (53 jurisdictions reporting). The data submitted indicate that Spanish is the native language of the great majority of limited English proficient (77%), followed by Vietnamese (2.3%), Hmong (2.2%), Haitian Creole (1.1%), Cantonese (1.0%), and Korean (1.0%). All other language groups each represented less than 1% of the LEP student population (Figure 3).

**Figure 3. Students' Non-English Language Background, 1999-2000 (n=53)**



The national figures, however, mask very substantial regional variations in linguistic diversity. For example, in ten jurisdictions — Alaska, Hawaii, Maine, Minnesota, Montana, South Dakota, Vermont, Guam, the Northern Mariana Islands, and Palau — Spanish was not the dominant language among LEPs<sup>5</sup>. While Vietnamese ranks second nationally, a great many states show other languages in the number two position: Arabic is second in Illinois and

<sup>5</sup> The reported top language groups other than Spanish are: Yup'ik (Alaska), Ilocano (Hawaii), French (Maine), Hmong (Minnesota), Salish (Montana), Lakota (South Dakota), Serbo-Croatian (Vermont), Tagalog (Guam), Chamorro (Northern Mariana Islands), and Palauan (Palau).

Michigan; Korean in Maryland; Lao in Arkansas; Navajo in Arizona, New Mexico, and Utah; Portuguese in Connecticut, Massachusetts and Rhode Island; and Serbo-Croatian in Iowa and Kentucky, to name a few. Appendix A, Table 3 provides a listing of top languages by state.

## **LEP Identification Criteria and Methods**

According to the survey, nearly all states have adopted the federal definitions of "limited English proficient" and "limited English proficiency", as set forth in Title VII of the ESEA as amended (see Appendix B). Three states (Minnesota, New Mexico, and New York) define "limited English proficiency" in terms of standardized testing results, among other qualitative criteria.

The survey also indicated a clear consistency across states in terms of methods for identifying LEP students, though there was a greater divergence with respect to testing for placement. Among the 55 jurisdictions responding to this question, over 90% made use of home language surveys, teacher observation, teacher interviews, and parent information in the identification of LEP students, and 80% or more used student records, student grades, informal assessments, and referrals. Of the 52 jurisdictions (95%) reporting the use of tests for LEP student identification and placement, all used some type of language proficiency test. In addition, 76% of states made use of achievement tests, 56% used criterion referenced tests, and 40% used other assessments, including portfolios, reading/writing evaluations, and locally-designed tests.

## **II. How are LEP students faring in the nation's schools?**

The academic status of limited English proficient students in the nation is difficult to comprehensively assess. The current survey collects data on LEP student retention (in Grades 7-12), reclassification (from LEP to English proficient), and on the participation and performance of LEP students on standardized achievement tests. Policies and regulations concerning student

retention, classification, and assessment can vary greatly across states and districts; therefore generalizing to the nation is very difficult. The available data are summarized below.

**Table 2. Summary of Educational Status Indicators for LEP Students, 1999-2000**

Indicator	Results from Responding States	No. of States Responding
<b>LEP Students Retained (Grades 7-12)</b>	8.7%	42
<b>LEP Students Reclassified</b>	9.8%	41
<b>English language reading comprehension</b>		
LEPs Assessed *	42.8%	50
LEPs Deferred *	3.6%	40
Assessed LEPs scoring above State Norm	16.3%	39
<b>Native Language Reading Comprehension</b>		
LEPs Assessed *	6.7%	33
LEPs Deferred *	0.2%	28
Assessed LEPs scoring above State Norm	30.4%	9

\* The numbers of LEP assessed and deferred from assessment do not equal the total of LEPS since standardized assessments are generally only conducted in selected grades. The format of the questionnaire does not permit States to specify which grades are tested, therefore, the number of LEP students eligible for assessment is not known.

## Retention

The current SEA questionnaire inquires only about retention of LEP students at the secondary level (grades 7-12). Based on the 42 responses received, approximately 8.7 percent of secondary LEP students were not promoted to the next grade. North Carolina reported the highest retention rate at nearly 25%. Other states retaining over 10% of LEP students include Alabama, Delaware, Florida, Hawaii, Ohio, Virginia, and Washington. Jurisdictions with very low rates of LEP retention (less than 1%) include New Hampshire, North Dakota, Vermont, West Virginia, and Guam. (See Appendix A, Table 4.)

## Reclassification

In 1999-2000, approximately one out of every ten students who was once classified as LEP was determined to have adequate proficiency in English to participate fully in all-English mainstream classrooms (i.e. reclassified) through processes involving teacher observations,

interviews, and both formal and informal evaluations. Forty-one states provided information about LEP student reclassification. New Jersey reported the greatest proportion of LEP students reclassified at just over 24%. Additional states with high reclassification rates (15% or more) include Georgia, Hawaii, Idaho, Iowa, and Kansas. States with relatively low reclassification rates (under 4%) include Alaska, Maryland, Minnesota, Oklahoma, and South Dakota. (See Appendix A, Table 5.)

## **English and Native Language Reading Comprehension**

With an increased focus on academic standards nationwide, reporting on LEP students' participation and achievement on statewide English and native language reading assessments in 1999-2000 has improved significantly since the 1997-98 survey. Fifty jurisdictions (up from 30 in 1997-98) provided information on testing in English; and 33 jurisdictions (up from 11) provided information on native language testing. Nevertheless, the currently available data does not offer a clear picture of LEP reading success. The assessment instruments used – as well as testing policies and cut-off scores – vary from state to state; therefore, results across states are not strictly comparable. Further difficulties in data interpretation stem from the fact that statewide assessments are generally only conducted in selected grades. Since the states are not required to specify which grades are tested, it is not possible to define the population of LEP students eligible for assessment. The calculated rates of participation and deferral with respect to the total LEP student population (43% tested in English, 7% tested in the native language) should be viewed as under-estimates.

Within the 39 jurisdictions reporting on both participation and success of LEP students in English reading comprehension assessments, 16% of LEP students assessed scored above the state-established norm. Of the 33 states that provided information about student assessment in the native language, 15 indicated that native language tests were either not available or not administered statewide. Only nine jurisdictions were able to report on both LEP student

participation and success in native language reading comprehension assessments; in these jurisdictions, 30% of LEP students assessed scored above the state-established norm. Appendix A, Tables 6 and 7 provide detailed results by state.

### III. How are the needs of LEP students being met?

The SEA Survey inquired about the language of instruction used with LEP students and as well as the credentialing, training and assignment of teachers. These two areas provide a glimpse of the services received by, and the instructional resources available to, LEP students.

#### Language of Instruction

Language of instruction was reported for under half (41%) of LEP students nationwide. Data indicate that 848,072 LEP students (19%) were receiving instruction that incorporated the student's native language. English was the exclusive language of instruction for 976,840 LEP students, representing 22% of the national LEP enrollment. The native language was incorporated more frequently in the elementary grades, with English becoming more prevalent in the later grades (see Table 3).

**Table 3. Language of Instruction for LEP Students, by Grade, 1999-2000**

Grade	National LEP Enrollment	Instruction Incorporates Native Language		Instruction does not Incorporate Native Language		Language of Instruction Not Reported	
	N	N	%	N	%	N	%
Pre-Kinder	67,299	38,547	57.3%	18,247	27.1%	10,505	15.6%
Kinder	426,598	114,985	27.0%	98,080	23.0%	213,533	50.1%
Grade 1	445,277	119,423	26.8%	103,493	23.2%	222,361	49.9%
Grade 2	419,780	110,617	26.4%	93,393	22.2%	215,770	51.4%
Grade 3	384,164	100,660	26.2%	83,072	21.6%	200,432	52.2%
Grade 4	335,850	76,789	22.9%	79,327	23.6%	179,734	53.5%
Grade 5	287,015	62,051	21.6%	71,551	24.9%	153,413	53.5%
Grade 6	248,574	39,451	15.9%	75,473	30.4%	133,650	53.8%
Grade 7	222,800	31,692	14.2%	70,874	31.8%	120,234	54.0%
Grade 8	203,791	28,782	14.1%	65,226	32.0%	109,783	53.9%
Grade 9	227,859	31,465	13.8%	75,054	32.9%	121,340	53.3%
Grade 10	174,734	26,648	15.3%	53,780	30.8%	94,306	54.0%
Grade 11	129,281	18,062	14.0%	39,628	30.7%	71,591	55.4%
Grade 12	94,742	14,010	14.8%	28,993	30.6%	51,739	54.6%
Ungraded/Other	41,140	9,479	23.0%	5,885	14.3%	25,776	62.7%
Not Specified	707,676	25,411	3.6%	14,764	2.1%	667,501	94.3%
<b>Total</b>	<b>4,416,580</b>	<b>848,072</b>	<b>19.2%</b>	<b>976,840</b>	<b>22.1%</b>	<b>2,591,668</b>	<b>58.7%</b>

Since thirteen (13) states — including high-LEP jurisdictions such as California, Puerto Rico, and Florida — did not include information on the language of instruction, the reader should note that available data do not necessarily paint an accurate picture of the instructional models used with LEP students.

## **Teachers, Certification & Training**

Survey questions related to teachers give an idea of how LEP students are being served by instructional personnel. Based on data submitted by 48 jurisdictions, the average teacher to LEP student ratio is about 1:28 (123,160 teachers assigned to 3,389,653 students). The numbers vary dramatically from state to state: New Jersey has the most favorable ratio at 1:17; in North and South Dakota, the ratio is over 1:400.

As in most disciplines, not all instructors of LEP students are certified in their field. There is an average of one teacher certified in ESL for approximately every 30 LEP students (48 states reporting), and an average of one teacher certified in bilingual education for every 76 LEP students (50 states reporting). The total number of teachers certified to teach LEP students is not known, since many teachers have dual certifications in bilingual education and ESL. The States reported significant numbers of teachers receiving pre-or in-service training related to teaching LEP students: one teacher for every 17 LEP students received training in 1999-2000<sup>6</sup>. (See Appendix A, Table 8)

## **IV. Technical Notes**

The current SEA Survey Questionnaire (revised in 1997-98) included substantive differences from earlier surveys<sup>7</sup>. Readers should note in particular that the current survey collects data only on LEP student enrolled in public schools, and that reliable comparisons of the

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<sup>6</sup> Since the survey item does not allow specification, it is not known how many of the trained teachers are in mainstream classrooms and how many are teaching in specialized programs for LEP students.

current data to pre 1997-98 SEA Survey data (which included information on linguistic minorities in non-public schools) are no longer possible at the national level. While overall, reporting by states using the new questionnaire has greatly improved since 1997-98, there continue to be inconsistencies in data reporting among the states as they adapt their state data collection procedures to conform to the new requirements. When considering the data presented in this report, readers are strongly encouraged to keep these inconsistencies and gaps in data reporting in mind.

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<sup>7</sup> For a discussion of SEA questionnaire changes, see NCBE (2001) *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98*; available online at: <http://www.ncbe.gwu.edu/ncbepubs/seareports/97-98/>.

## Appendix A: Tables

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Table 1– PreK-12 LEP Public School Enrollment, by State, 1999-2000, and Change in Enrollment from 1997-98 (n=58)

Jurisdiction	LEP Enrollment 1999-2000	Total Enrollment 1999-2000 *	Percent LEP 1999-2000	LEP Enrollment 1997-98	% Change from 1997-98
<b>TOTAL – United States</b>	<b>4,416,580</b>	<b>47,356,089</b>	<b>9.3%</b>	<b>3,470,268</b>	<b>27.3%</b>
<b>Subtotal – States &amp; DC</b>	<b>3,730,966</b>	<b>46,632,055</b>	<b>8.0%</b>	<b>3,388,507</b>	<b>10.1%</b>
Alabama	7,260	740,732	1.0%	5,751	26.2%
** Alaska	19,721	133,047	14.8%	22,087	-10.7%
** Arizona	125,311	850,840	14.7%	112,522	11.4%
Arkansas	9,102	451,034	2.0%	6,717	35.5%
** California	1,480,527	5,952,598	24.9%	1,406,166	5.3%
Colorado	*** 60,031	708,109	8.5%	-	-
** Connecticut	20,190	553,993	3.6%	19,503	3.5%
Delaware	2,284	112,836	2.0%	1,957	16.7%
District of Columbia	5,177	77,194	6.7%	5,073	2.1%
Florida	235,181	2,381,396	9.9%	243,766	-3.5%
** Georgia	30,491	1,391,403	2.2%	20,944	45.6%
Hawaii	12,879	185,860	6.9%	12,869	0.1%
Idaho	17,732	245,331	7.2%	13,188	34.5%
Illinois	143,855	2,027,600	7.1%	136,186	5.6%
Indiana	13,079	988,702	1.3%	9,114	43.5%
Iowa	10,120	497,301	2.0%	8,044	25.8%
Kansas	18,672	472,188	4.0%	15,215	22.7%
Kentucky	4,847	648,180	0.7%	3,878	25.0%
Louisiana	6,906	756,579	0.9%	6,949	-0.6%
Maine	2,748	209,253	1.3%	2,752	-0.1%
Maryland	20,855	846,582	2.5%	17,282	20.7%
Massachusetts	45,065	971,425	4.6%	45,287	-0.5%
** Michigan	44,471	1,701,044	2.6%	35,328	25.9%
** Minnesota	45,640	844,800	5.4%	27,337	67.0%
Mississippi	1,799	500,716	0.4%	3,149	-42.9%
Missouri	10,238	914,110	1.1%	7,266	40.9%
** Montana	4,016	157,058	2.6%	8,938	-55.1%
Nebraska	9,144	288,261	3.2%	7,396	23.6%
Nevada	40,469	325,610	12.4%	30,425	33.0%
** New Hampshire	2,471	205,072	1.2%	1,748	41.4%
** New Jersey	49,847	1,275,062	3.9%	47,415	5.1%
New Mexico	76,661	324,495	23.6%	71,429	7.3%
** New York	228,730	2,850,163	8.0%	219,868	4.0%
North Carolina	41,667	1,275,925	3.3%	28,709	45.1%
** North Dakota	8,324	112,104	7.4%	6,567	26.8%
Ohio	16,841	1,836,554	0.9%	13,867	21.4%
Oklahoma	38,823	627,032	6.2%	33,089	17.3%
Oregon	43,845	545,033	8.0%	30,768	42.5%
Pennsylvania	28,540	1,816,716	1.6%	21,819	30.8%
Rhode Island	10,245	156,454	6.5%	8,970	14.2%
** South Carolina	5,577	650,450	0.9%	3,077	81.2%
South Dakota	5,495	131,037	4.2%	7,586	-27.6%
Tennessee	11,039	916,202	1.2%	8,465	30.4%
Texas	554,949	3,991,783	13.9%	507,262	9.4%
Utah	41,306	480,255	8.6%	38,269	7.9%
Vermont	936	104,559	0.9%	812	15.3%
Virginia	31,675	1,133,994	2.8%	24,876	27.3%
Washington	55,709	1,003,714	5.6%	56,921	-2.1%
West Virginia	1,039	291,811	0.4%	-	-
Wisconsin	27,184	877,753	3.1%	20,117	35.1%
** Wyoming	2,253	92,105	2.4%	1,784	26.3%
<b>Subtotal – Outlying Areas</b>	<b>685,614</b>	<b>724,034</b>	<b>94.7%</b>	<b>81,761</b>	<b>738.6%</b>
** Guam	13,971	32,367	43.2%	5,327	162.3%
** Marshall Islands	*** 12,183	12,183	100.0%	10,254	18.8%
** Micronesia	32,802	32,802	100.0%	52,992	-38.1%
N. Mariana Islands	9,351	9,732	96.1%	8,658	8.0%
** Palau	3,065	3,065	100.0%	3,203	-4.3%
** Puerto Rico	*** 613,019	613,019	100.0%	-	-
** Virgin Islands	1,223	20,866	5.9%	1,327	-7.8%

\* Total Enrollment data from *Statistics in Brief: Public School Student, Staff, and Graduate Counts by State, School Year 1999-2000*, NCES (2001).

\*\* Includes K-12 data only (Pre-K either not available or not reported).

\*\*\* Jurisdictions did not respond to 1999-2000 SEA Survey. Total LEP enrollment figures are imputed from the most recently available data from SEAs. Puerto Rico figure refers to students enrolled in English as a second language (ESL) programs.

- A dash [-] indicates that data was either missing or not available from the state.

Table 2—Language Backgrounds of LEP Students, 1999-2000

Language	LEP Students (estimate*)	Percent of LEPs (estimate*)	Dialects, variants, alternate names
Spanish	2,820,005	76.58%	
Vietnamese	86,365	2.35%	
Hmong	81,119	2.20%	
Haitian Creole	39,867	1.08%	<i>includes 'French Creole'</i>
Korean	38,984	1.06%	
Cantonese	36,826	1.00%	
Arabic	34,326	0.93%	regional Arabic dialects
Russian	34,083	0.93%	
Navajo	33,936	0.92%	Dine
Tagalog	30,303	0.82%	Pilipino, Filipino
Cambodian	27,012	0.73%	Khmer
Chinese (unspecified)	24,222	0.66%	
Mandarin	20,104	0.55%	
Portuguese	18,693	0.51%	
Armenian	15,896	0.43%	
Serbo-Croatian	15,788	0.43%	Serbian, Croatian, Bosnian, Montenegrin, Hrvatski
Lao	15,776	0.43%	Laotian
Punjabi	14,611	0.40%	Panjabi
Japanese	13,683	0.37%	
Urdu	13,044	0.35%	
Hindi	10,540	0.29%	
French	10,089	0.27%	
Ukrainian	9,982	0.27%	
Farsi	8,696	0.24%	Persian, Parsi, Dari
Cherokee	8,647	0.23%	Tsalagi, Elati
Albanian	7,571	0.21%	
Yup'ik	7,477	0.20%	Regional Yup'ik dialects
Ilocano	7,431	0.20%	Iloko, Ilokano
Bengali	6,807	0.18%	Bangla
Gujarati	6,521	0.18%	
Mien	6,521	0.18%	
Polish	6,211	0.17%	
German	6,101	0.17%	
Samoan	5,253	0.14%	
Chamorro	5,169	0.14%	
<i>Other Languages</i>	<i>154,590</i>	<i>4.20%</i>	
<b>Total Reported</b>	<b>3,682,249</b>		

\* Note that data are estimates and not actual counts. Rather than submitting comprehensive language data for all LEP students as required by the survey, many states compiled language data using only the survey's sample list of thirteen common languages. Totals have been adjusted to compensate for the bias towards the thirteen pre-selected languages. In addition, for unspecified reasons, the totals for LEP students reported under the language item of the survey did not equal the total LEP enrollment reported for many states.

**Table 3—Top Five Languages Spoken by LEP Students, by State, 1999-2000**

Jurisdiction	#1 Language	#2 Language	#3 Language	#4 Language	#5 Language
<b>United States</b>	<b>Spanish</b>	<b>Vietnamese</b>	<b>Hmong</b>	<b>Haitian Creole</b>	<b>Korean</b>
Alabama	Spanish	Vietnamese	Cambodian	Korean	Arabic
Alaska	Yup'ik	Inupiak	Spanish	Russian	Korean
Arizona	Spanish	Navajo	Apache	Vietnamese	O'Odham
Arkansas	Spanish	Lao	Vietnamese	Arabic	Korean
California	Spanish	Vietnamese	Hmong	Cantonese	Tagalog
Colorado	-	-	-	-	-
Connecticut	Spanish	Portuguese	Polish	Chinese (unspec.)	Albanian
Delaware	Spanish	Haitian Creole	Korean	Arabic	Cantonese
District of Columbia	Spanish	Vietnamese	Chinese (unspec.)	Russian	Arabic
Florida	Spanish	Haitian Creole	Portuguese	Vietnamese	French
Georgia	Spanish	Vietnamese	Korean	Chinese (unspec.)	Russian
Hawaii	Ilocano	Samoan	Tagalog	Marshallese	Cantonese
Idaho	Spanish	Native American	Serbo-Croatian	Russian	Vietnamese
Illinois	Spanish	Arabic	Korean	Cantonese	Russian
Indiana	Spanish	Japanese	Arabic	Vietnamese	Korean
Iowa	Spanish	Serbo-Croatian	Vietnamese	Lao	German
Kansas	Spanish	Vietnamese	Lao	Cambodian	Korean
Kentucky	Spanish	Serbo-Croatian	Vietnamese	Japanese	Arabic
Louisiana	Spanish	Vietnamese	Arabic	Cantonese	Korean
Maine	French	Spanish	Passamaquoddy	Cambodian	Somali
Maryland	Spanish	Korean	English Creole	Vietnamese	Cantonese
Massachusetts	Spanish	Portuguese	Cambodian	Vietnamese	Haitian Creole
Michigan	Spanish	Arabic	Chaldean	Hmong	Albanian
Minnesota	Hmong	Spanish	Vietnamese	Lao	Cambodian
Mississippi	Spanish	Vietnamese	Arabic	Korean	Tagalog
Missouri	Spanish	Serbo-Croatian	Vietnamese	Arabic	Somali
Montana	Salish	Cree	Crow	Dakota	Assiniboine
Nebraska	Spanish	Vietnamese	Arabic	Omaha	Navajo
Nevada	Spanish	Tagalog	Chinese (unspec.)	Vietnamese	Korean
New Hampshire	Spanish	Vietnamese	Portuguese	Lao	Russian
New Jersey	Spanish	Korean	Portuguese	Haitian Creole	Gujarati
New Mexico	Spanish	Navajo	Vietnamese	Arabic	Korean
New York	Spanish	Chinese (unspec.)	Russian	Haitian Creole	Urdu
North Carolina	Spanish	Hmong	Vietnamese	Chinese (unspec.)	Arabic
North Dakota	-	-	-	-	-
Ohio	Spanish	Somali	Arabic	Pennsylvania Dutch	Japanese
Oklahoma	Spanish	Cherokee	Native American	Vietnamese	Choctaw
Oregon	Spanish	Russian	Vietnamese	Hmong	Ukrainian
Pennsylvania	Spanish	Vietnamese	Cambodian	Russian	Korean
Rhode Island	Spanish	Portuguese	Haitian Creole	Cambodian	Lao
South Carolina	Spanish	Vietnamese	Russian	Japanese	Korean
South Dakota	Lakota	German	Spanish	Dakota	Hutterite
Tennessee	Spanish	Vietnamese	Kurdish	Arabic	Japanese
Texas	Spanish	Vietnamese	Cantonese	Korean	Lao
Utah	Spanish	Navajo	Vietnamese	Lao	Portuguese
Vermont	Serbo-Croatian	Vietnamese	Spanish	Chinese (unspec.)	French
Virginia	Spanish	Vietnamese	Korean	Arabic	Tagalog
Washington	Spanish	Russian	Vietnamese	Ukrainian	Cambodian
West Virginia	Spanish	Arabic	Japanese	Russian	Korean
Wisconsin	Spanish	Hmong	Lao	Russian	Albanian
Wyoming	Spanish	Vietnamese	Russian	-	-
Guam	Tagalog	Chamorro	Chuukese	Pohnpeian	Palauan
Marshall Islands	-	-	-	-	-
Micronesia	-	-	-	-	-
N. Mariana Islands	Chamorro	Carolinian	Tagalog	Chuukese	Korean
Palau	Palauan	Filipino	Yapese	Tagalog	Carolinian
Puerto Rico	-	-	-	-	-
Virgin Islands	Spanish	Haitian Creole	Arabic	-	-

- A dash [-] indicates that data was either missing or not available from the state.

**Table 4—LEP Retentions by State, Grades 7-12, 1999-2000** (n=42)

Jurisdiction	Secondary LEP Students (Gr. 7-12)	LEP Students Retained (Gr. 7-12)	Percent Retained
<b>Total Reported</b>	<b>430,727</b>	<b>37,389</b>	<b>8.7%</b>
Alabama	1,818	352	19.4%
Alaska	7,287	376	5.2%
Arizona	-	-	-
Arkansas	2,621	110	4.2%
California	-	-	-
Colorado	-	-	-
Connecticut	-	-	-
Delaware	671	70	10.4%
District of Columbia	-	-	-
Florida	65,479	10,688	16.3%
Georgia	8,758	647	7.4%
Hawaii	4,828	855	17.7%
Idaho	6,052	494	8.2%
Illinois	-	-	-
Indiana	4,083	64	1.6%
Iowa	3,133	122	3.9%
Kansas	4,509	394	8.7%
Kentucky	1,842	28	1.5%
Louisiana	1,950	169	8.7%
Maine	1,174	22	1.9%
Maryland	7,438	278	3.7%
Massachusetts	-	-	-
Michigan	13,865	905	6.5%
Minnesota	16,705	273	1.6%
Mississippi	459	29	6.3%
Missouri	3,618	137	3.8%
Montana	1,578	39	2.5%
Nebraska	2,454	85	3.5%
Nevada	9,960	782	7.9%
New Hampshire	888	3	0.3%
New Jersey	16,051	644	4.0%
New Mexico	25,314	681	2.7%
New York	-	-	-
North Carolina	10,708	2,646	24.7%
North Dakota	3,186	0	0.0%
Ohio	6,154	936	15.2%
Oklahoma	13,550	565	4.2%
Oregon	13,716	243	1.8%
Pennsylvania	-	-	-
Rhode Island	2,532	40	1.6%
South Carolina	-	-	-
South Dakota	1,638	25	1.5%
Tennessee	3,106	101	3.3%
Texas	120,137	11,067	9.2%
Utah	-	-	-
Vermont	328	0	0.0%
Virginia	10,163	1,267	12.5%
Washington	15,924	1,848	11.6%
West Virginia	342	0	0.0%
Wisconsin	7,576	221	2.9%
Wyoming	-	0	-
Guam	4,991	14	0.3%
Marshall Islands	-	-	-
Micronesia	-	-	-
N. Mariana Islands	3,653	156	4.3%
Palau	-	-	-
Puerto Rico	-	-	-
Virgin Islands	488	13	2.7%

- A dash [-] indicates that data was either missing or not available from the state.

**Table 5—Reclassification of Students from limited English proficient to English proficient, by State, 1999-2000 (n=42)**

Jurisdiction	Total LEP Students	Students Reclassified	% Reclassified
<b>Total Reported</b>	<b>3,301,518</b>	<b>323,986</b>	<b>9.8%</b>
Alabama	-	-	-
Alaska	19,721	681	3.5%
Arizona	125,311	12,839	10.2%
Arkansas	-	-	-
California	1,480,527	112,214	7.6%
Colorado	-	-	-
Connecticut	20,190	935	4.6%
Delaware	2,284	238	10.4%
District of Columbia	5,177	588	11.4%
Florida	235,181	27,797	11.8%
Georgia	30,491	5,436	17.8%
Hawaii	12,879	2,402	18.7%
Idaho	17,732	4,196	23.7%
Illinois	143,855	19,586	13.6%
Indiana	-	-	-
Iowa	10,120	1,940	19.2%
Kansas	18,672	2,953	15.8%
Kentucky	4,847	270	5.6%
Louisiana	6,906	654	9.5%
Maine	2,748	119	4.3%
Maryland	20,855	560	2.7%
Massachusetts	-	-	-
Michigan	44,471	4,913	11.0%
Minnesota	45,640	1,759	3.9%
Mississippi	1,799	210	11.7%
Missouri	10,238	1,418	13.9%
Montana	-	-	-
Nebraska	9,144	1,040	11.4%
Nevada	40,469	5,703	14.1%
New Hampshire	2,471	141	5.7%
New Jersey	49,847	12,177	24.4%
New Mexico	76,661	6,914	9.0%
New York	-	-	-
North Carolina	41,667	3,491	8.4%
North Dakota	8,324	530	6.4%
Ohio	16,841	1,292	7.7%
Oklahoma	38,823	709	1.8%
Oregon	43,845	2,377	5.4%
Pennsylvania	28,540	4,179	14.6%
Rhode Island	10,245	1,341	13.1%
South Carolina	-	-	-
South Dakota	5,495	79	1.4%
Tennessee	11,039	780	7.1%
Texas	554,949	70,972	12.8%
Utah	-	-	-
Vermont	936	64	6.8%
Virginia	31,675	4,042	12.8%
Washington	55,709	5,070	9.1%
West Virginia	-	-	-
Wisconsin	-	-	-
Wyoming	-	-	-
Guam	13,971	1,290	9.2%
Marshall Islands	-	-	-
Micronesia	-	-	-
N. Mariana Islands	-	-	-
Palau	-	-	-
Puerto Rico	-	-	-
Virgin Islands	1,223	87	7.1%

- A dash [-] indicates that data was either missing or not available from the state.

**Table 6—LEP Student English Reading Comprehension Testing, Participation and Results, by State, 1999-2000**

Jurisdiction	LEP Students	English Reading Comprehension Testing					
		LEPs Assessed (n=50)		LEPs Deferred (n=40)		Assessed LEPS Above Norm (n=39)	
		N	%	N	%	N	%
<b>Total Reported</b>	3,649,177	1,560,758	42.8%	130,133	3.6%	254,394	16.3%
Alabama	7,260	665	9.2%	1,309	18.0%	383	57.6%
Alaska	19,721	14,189	71.9%	–	–	2,745	19.3%
Arizona	125,311	52,670	42.0%	11,351	9.1%	–	–
Arkansas	9,102	7,377	81.0%	1,725	19.0%	–	–
California	1,480,527	905,627	61.2%	–	–	109,512	12.1%
Colorado	–	–	–	–	–	–	–
Connecticut	20,190	860	4.3%	2,836	14.0%	97	11.3%
Delaware	2,284	295	12.9%	312	13.7%	58	19.7%
District of Columbia	5,177	2,908	56.2%	1,761	34.0%	–	–
Florida	235,181	35,305	15.0%	8,597	3.7%	5,537	15.7%
Georgia	30,491	27,805	91.2%	391	1.3%	4,976	17.9%
Hawaii	12,879	9,031	70.1%	2,873	22.3%	3,560	39.4%
Idaho	17,732	4,716	26.6%	6,294	35.5%	0	0.0%
Illinois	143,855	33,897	23.6%	2,093	1.5%	–	–
Indiana	–	–	–	–	–	–	–
Iowa	10,120	3,502	34.6%	1,204	11.9%	1,996	57.0%
Kansas	18,672	11,300	60.5%	194	1.0%	–	–
Kentucky	4,847	1,975	40.7%	770	15.9%	209	10.6%
Louisiana	6,906	2,649	38.4%	494	7.2%	369	13.9%
Maine	2,748	227	8.3%	129	4.7%	8	3.5%
Maryland	20,855	8,298	39.8%	740	3.5%	–	–
Massachusetts	45,065	44,828	99.5%	–	–	–	–
Michigan	44,471	5,059	11.4%	1,584	3.6%	1,272	25.1%
Minnesota	45,640	6,503	14.2%	3,946	8.6%	–	–
Mississippi	1,799	1,166	64.8%	124	6.9%	116	9.9%
Missouri	10,238	3,464	33.8%	2,231	21.8%	–	–
Montana	–	–	–	–	–	–	–
Nebraska	9,144	5,732	62.7%	1,330	14.5%	169	2.9%
Nevada	40,469	16,644	41.1%	2,607	6.4%	1,631	9.8%
New Hampshire	2,471	463	18.7%	120	4.9%	–	–
New Jersey	49,847	7,863	15.8%	–	–	989	12.6%
New Mexico	76,661	32,102	41.9%	4,432	5.8%	6,914	21.5%
New York	228,730	8,834	3.9%	13,962	6.1%	811	9.2%
North Carolina	41,667	14,820	35.6%	6,312	15.1%	3,292	22.2%
North Dakota	8,324	2,648	31.8%	350	4.2%	0	0.0%
Ohio	16,841	3,368	20.0%	1,089	6.5%	747	22.2%
Oklahoma	38,823	25,407	65.4%	8,594	22.1%	5,772	22.7%
Oregon	43,845	14,315	32.6%	–	–	2,977	20.8%
Pennsylvania	–	–	–	–	–	–	–
Rhode Island	10,245	7,409	72.3%	547	5.3%	437	5.9%
South Carolina	5,577	1,329	23.8%	–	–	945	71.1%
South Dakota	5,495	3,590	65.3%	170	3.1%	430	12.0%
Tennessee	11,039	7,039	63.8%	1,127	10.2%	625	8.9%
Texas	554,949	157,623	28.4%	24,214	4.4%	91,727	58.2%
Utah	41,306	24,142	58.4%	4,402	10.7%	–	–
Vermont	936	185	19.8%	103	11.0%	70	37.8%
Virginia	31,675	6,116	19.3%	3,069	9.7%	3,645	59.6%
Washington	55,709	28,370	50.9%	5,898	10.6%	540	1.9%
West Virginia	1,039	412	39.7%	–	–	303	73.5%
Wisconsin	–	–	–	–	–	–	–
Wyoming	2,253	167	7.4%	–	–	22	13.2%
Guam	13,971	4,557	32.6%	819	5.9%	1,080	23.7%
Marshall Islands	–	–	–	–	–	–	–
Micronesia	32,802	1,484	4.5%	–	–	–	–
N. Mariana Islands	–	–	–	–	–	–	–
Palau	3,065	1,294	42.2%	–	–	418	32.3%
Puerto Rico	–	–	–	–	–	–	–
Virgin Islands	1,223	529	43.3%	30	2.5%	12	2.3%

- A dash [-] indicates that data was either missing or not available from the state.

**Table 7– LEP Student Native Language Reading Comprehension Testing, Participation and Results, by State, 1999-2000**

Jurisdiction	LEP Students	Native Reading Comprehension Testing					
		LEPs Assessed (n=33)		LEPs Deferred (n=28)		Assessed LEPS Above Norm (n=9)	
		N	%	N	%	N	%
<b>Total Reported</b>	1,398,959	94,113	6.7%	3,451	0.2%	28,635	30.4%
Alabama	7,260	0	0.0%	0	0.0%	-	-
Alaska	19,721	946	4.8%	-	-	641	67.8%
Arizona	125,311	42,396	33.8%	-	-	-	-
Arkansas	9,102	872	9.6%	-	-	-	-
California	-	-	-	-	-	-	-
Colorado	-	-	-	-	-	-	-
Connecticut	-	-	-	-	-	-	-
Delaware	-	-	-	-	-	-	-
District of Columbia	5,177	58	1.1%	-	-	-	-
Florida	-	-	-	-	-	-	-
Georgia	30,491	0	0.0%	0	0.0%	-	-
Hawaii	12,879	0	0.0%	0	0.0%	-	-
Idaho	-	-	-	-	-	-	-
Illinois	143,855	0	0.0%	0	0.0%	-	-
Indiana	-	-	-	-	-	-	-
Iowa	10,120	149	1.5%	155	1.5%	80	53.7%
Kansas	18,672	1,315	7.0%	2	0.0%	-	-
Kentucky	4,847	2	0.0%	34	0.7%	-	-
Louisiana	6,906	0	0.0%	0	0.0%	-	-
Maine	2,748	0	0.0%	0	0.0%	-	-
Maryland	-	-	-	-	-	-	-
Massachusetts	-	-	-	-	-	-	-
Michigan	-	-	-	-	-	-	-
Minnesota	45,640	0	0.0%	0	0.0%	-	-
Mississippi	-	-	-	-	-	-	-
Missouri	10,238	0	0.0%	0	0.0%	-	-
Montana	-	-	-	-	-	-	-
Nebraska	9,144	94	1.0%	52	0.6%	49	52.1%
Nevada	40,469	3,397	8.4%	0	0.0%	-	-
New Hampshire	2,471	0	0.0%	0	0.0%	-	-
New Jersey	49,847	585	1.2%	-	-	583	99.7%
New Mexico	76,661	4,435	5.8%	0	0.0%	4,435	100.0%
New York	-	-	-	-	-	-	-
North Carolina	41,667	0	0.0%	0	0.0%	-	-
North Dakota	8,324	0	0.0%	0	0.0%	-	-
Ohio	-	-	-	-	-	-	-
Oklahoma	38,823	867	2.2%	75	0.2%	171	19.7%
Oregon	43,845	1,087	2.5%	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-
Rhode Island	10,245	3,446	33.6%	0	0.0%	222	6.4%
South Carolina	5,577	0	0.0%	0	0.0%	-	-
South Dakota	5,495	4	0.1%	17	0.3%	-	-
Tennessee	-	-	-	-	-	-	-
Texas	554,949	33,847	6.1%	2,861	0.5%	22,447	66.3%
Utah	41,306	117	0.3%	209	0.5%	-	-
Vermont	936	0	0.0%	0	0.0%	-	-
Virginia	-	-	-	-	-	-	-
Washington	-	-	-	-	-	-	-
West Virginia	1,039	0	0.0%	0	0.0%	-	-
Wisconsin	-	-	-	-	-	-	-
Wyoming	-	-	-	-	-	-	-
Guam	13,971	0	0.0%	0	0.0%	-	-
Marshall Islands	-	-	-	-	-	-	-
Micronesia	-	-	-	-	-	-	-
N. Mariana Islands	-	-	-	-	-	-	-
Palau	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-
Virgin Islands	1,223	496	40.6%	46	3.8%	7	1.4%

- A dash [-] indicates that data was either missing or not available from the state.

**Table 8—Teachers Certified to Teach ESL & Bilingual Education, Assignments and Training, 1999-2000**

Jurisdiction	LEP Enrollment	Certified Bilingual Teachers (n=50)		Certified ESL Teachers (n=48)		Certified Teachers, Assigned to LEPs (n=48)		Teachers, Received Training (n=47) *	
		Teachers	LEPs Per	Teachers	LEPs Per	Teachers	LEPs Per	Teachers	LEPs Per
<b>Total reported</b>	**	45,203	76	115,957	30	123,160	28	198,205	17
Alabama	7,260	0	—	35	207	35	207	2,675	3
Alaska	19,721	73	270	92	214	160	123	1,147	17
Arizona	125,311	2,064	61	3,373	37	5,437	23	—	—
Arkansas	9,102	102	89	133	68	96	95	1,708	5
California	1,480,527	10,063	147	59,907	25	69,970	21	37,902	39
Colorado	—	—	—	—	—	—	—	—	—
Connecticut	20,190	792	25	721	28	846	24	—	—
Delaware	2,284	26	88	37	62	62	37	145	16
District of Columbia	5,177	—	—	—	—	—	—	1,739	3
Florida	235,181	—	—	—	—	—	—	53,280	4
Georgia	30,491	0	—	946	32	709	43	6,123	5
Hawaii	12,879	57	226	126	102	140	92	1,479	9
Idaho	17,732	134	132	408	43	103	172	161	110
Illinois	143,855	2,464	58	2,697	53	1,352	106	3,912	37
Indiana	13,079	184	71	337	39	—	—	—	—
Iowa	10,120	0	—	—	—	192	53	600	17
Kansas	18,672	14	1,334	726	26	740	25	1,500	12
Kentucky	4,847	52	93	75	65	77	63	174	28
Louisiana	6,906	27	256	613	11	90	77	673	10
Maine	2,748	19	145	85	32	97	28	252	11
Maryland	20,855	2	10,428	432	48	534	39	534	39
Massachusetts	45,065	3,661	12	738	61	—	—	—	—
Michigan	44,471	405	110	57	780	462	96	3,005	15
Minnesota	45,640	87	525	613	74	808	56	3,134	15
Mississippi	1,799	10	180	17	106	17	106	319	6
Missouri	10,238	0	—	175	59	144	71	1,493	7
Montana	4,016	20	201	8	502	28	143	448	9
Nebraska	9,144	6	1,524	196	47	163	56	2,150	4
Nevada	40,469	243	167	909	45	1,080	37	4,083	10
New Hampshire	2,471	5	494	85	29	89	28	517	5
New Jersey	49,847	755	66	1,691	29	2,995	17	0	—
New Mexico	76,661	1,464	52	725	106	2,129	36	9,549	8
New York	228,730	1,292	177	883	259	2,175	105	8,000	29
North Carolina	41,667	0	—	445	94	731	57	12,039	3
North Dakota	8,324	22	378	22	378	20	416	370	22
Ohio	16,841	74	228	242	70	251	67	1,816	9
Oklahoma	38,823	88	441	90	431	100	388	2,961	13
Oregon	43,845	37	1,185	388	113	301	146	4,670	9
Pennsylvania	28,540	0	—	0	—	0	—	—	—
Rhode Island	10,245	64	160	508	20	403	25	196	52
South Carolina	5,577	0	—	—	—	140	40	—	—
South Dakota	5,495	5	1,099	12	458	10	550	235	23
Tennessee	11,039	16	690	225	49	204	54	1,455	8
Texas	554,949	19,691	28	34,131	16	27,607	20	21,607	26
Utah	41,306	82	504	1,333	31	1,145	36	3,457	12
Vermont	936	77	12	108	9	41	23	150	6
Virginia	31,675	0	—	865	37	789	40	2,547	12
Washington	55,709	345	161	748	74	688	81	2,624	21
West Virginia	—	—	—	—	—	—	—	—	—
Wisconsin	27,184	681	40	1,071	25	856	32	1,538	18
Wyoming	2,253	4	563	12	188	12	188	220	10
Guam	13,971	25	559	34	411	59	237	253	55
Marshall Islands	—	—	—	—	—	—	—	—	—
Micronesia	—	—	—	—	—	—	—	—	—
N. Mariana Islands	9,351	—	—	—	—	—	—	17	550
Palau	3,065	133	23	133	23	133	23	133	23
Puerto Rico	—	—	—	—	—	—	—	—	—
Virgin Islands	1,223	39	31	17	72	44	28	41	30

\* Includes all teachers, certified or not, who received in-service or pre-service training in 1999-2000 specific to ESL or bilingual education.

\*\* Different states responded to different questions in this section. The national numbers of LEPs per Teacher were computed using the LEP Enrollments only for the states responding to each question. LEP Enrollment subtotals by item are: Certified Bilingual Teachers: 3,447,797 (n=50); Certified ESL Teachers: 3,432,100 (n=48) Certified, Assigned to LEPs 3,389,653 (n=48), Teachers Received Training: 3,459,744 (n=47).

- A dash [-] indicates that data was either missing or not available from the state.

## **Appendix B: Definition of Limited English Proficient**

'Limited English Proficiency' and 'Limited English Proficient' mean an individual –

A) Who –

- 1) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- 2) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- 3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B) who –

has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

(OMB No. 1885-0543. Survey of State's Limited English Proficient Students and Available Educational Programs and Services)

**Appendix C:  
Survey of the States' Limited English Proficient Students &  
Available Educational Programs and Services, 1999-2000**

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## Survey of State's Limited English Proficient Students and Available Educational Programs and Services

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**NOTE: This form must be completed by grantees under the Title VII Sate Grant Program.**

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This survey is a part of the activities required under Section 7134 of the Bilingual Education Act (20 U.S.C. 7454). The purpose of this survey is to collect information on the number of limited English proficient (LEP) students in the State and on the educational programs and services provided or available to them.

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### General Instructions

All items on this survey form must be completed. If the information is not available please indicate why on an additional sheet, referring the appropriate page number and survey item.

Use additional sheets when necessary, referring the appropriate page number and survey item.

Part I of this survey should be sent to all Local Educational Agencies (LEAs) in the State. Completed Part I forms should be returned by the LEAs to the State Educational Agency (SEA). The SEA should compile the results and include the information on this form.

Part II of the survey should be completed by the SEA only.

## **PART I: Local Educational Agency Report: 1999-2000 School Year**

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See accompanying instructions for answers on how to complete each question. Any additional questions should be directed to the Office of Bilingual Education and Minority Language Affairs at the U. S. Department of Education (202) 205-5530.

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State: \_\_\_\_\_

LEA: \_\_\_\_\_

### **Part I: Instructions**

Use information compiled for the 1999-2000 school year.

In answering the questions outlined in Part I, include only those students enrolled in public school. Charter Schools should be included. DO NOT include private school counts.

#### **A. Student Enrollment and Instructional Model Enrollment**

- A1. Enrollment is defined as the count of all LEP students enrolled (that is, all LEP students present plus all absent) on October 1. If unable to collect data on October 1, use the closest day possible.

#### **DEFINITION:**

A limited English proficient student shall be defined as an individual

A) who—

- 1) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- 2) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- 3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B) who—

has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. ***(Include the total number of LEP students whether or not they receive services or what the funding source is.)***

(SY 1999-2000) LEA: \_\_\_\_\_ State: \_\_\_\_\_

**A. Student Enrollment**

**Table A1 (Part 1):** How many LEP students are taught in each of the following instruction models?

<b>GRADE</b>	<b>LEP ENROLLMENT</b>	<b>INSTRUCTION INCORPORATES STUDENT'S NATIVE LANGUAGE</b>	<b>INSTRUCTION DOES NOT INCORPORATE STUDENT'S NATIVE LANGUAGE</b>
<b>Pre-Kindergarten</b>			
<b>Kindergarten</b>			
<b>Grade 1</b>			
<b>Grade 2</b>			
<b>Grade 3</b>			
<b>Grade 4</b>			
<b>Grade 5</b>			
<b>Grade 6</b>			
<b>Grade 7</b>			
<b>Grade 8</b>			
<b>Grade 9</b>			
<b>Grade 10</b>			
<b>Grade 11</b>			
<b>Grade 12</b>			
<b>Ungraded</b>			
<b>Other</b>			
<b>TOTAL</b>			

(SY 1999-2000) LEA: \_\_\_\_\_ State: \_\_\_\_\_

**A2. Languages Spoken by Grade Level**

List **ALL** the languages spoken at each grade level and the number of students in that particular grade who speak that language. The abbreviations in Table A2 below are explained in the Appendix. Languages not listed in the table should be specified in the "Other" category, along with the number of LEP students at each grade level who speak each of those languages. Attach additional sheets if necessary.

For ungraded school systems, list each language spoken and the number of LEP students speaking the language.

**Table A2 (Part I): List all the non-English languages spoken by LEP students at each grade level.**

GRADE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT
SPN															
VTM															
CAN															
CAM															
KOR															
LAO															
NAV															
TAG															
RUS															
CRE															
ARA															
PTG															
JPN															
Other															

(SY 1999-2000) LEA: \_\_\_\_\_ State: \_\_\_\_\_

**B. Educational Status of LEP Students**

B1. Include all LEP students. If LEP students are not assessed via state norms/standards, use the assessment instrument that has been recognized by the LEA. Make sure to include the name of the instrument on the following line.

**Table B1 (Part I): Enter** the number of LEP students in grades K-12 in each of the following categories.

	<b>English Reading Comprehension</b>	<b>Native Language Reading Comprehension</b>
<b>Number of LEP Students Assessed</b>		
<b>Number of LEP Students Deferred</b>		
<b>Measures (Instruments) Used</b>		
<b>Standardized Cut-off Score Used (State Standard)</b>		
<b>Number of LEP Students Above the State Standard</b>		

**B2. LEP students retained (grades 7-12)**

**Table B2 (Part I).** How many LEP (grades 7-12) students were retained (failed to be promoted) following the completion of the school year?

Students	
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(SY 1999-2000) LEA: \_\_\_\_\_ State: \_\_\_\_\_

**B3. Reclassification of LEP Students**

Include all LEP students, in each grade, who were reclassified as non-LEP at some point during, or at the end of, the school year for which the data are being collected. Please note the distinction being made between test and other methods.

**Table B3 (Part I):**

<b>GRADE</b>	<b>RECLASSIFIED</b>	<b>METHOD USED<sup>1</sup></b>	<b>TEST USED<sup>2</sup></b>
<b>Kindergarten</b>			
<b>Grade 1</b>			
<b>Grade 2</b>			
<b>Grade 3</b>			
<b>Grade 4</b>			
<b>Grade 5</b>			
<b>Grade 6</b>			
<b>Grade 7</b>			
<b>Grade 8</b>			
<b>Grade 9</b>			
<b>Grade 10</b>			
<b>Grade 11</b>			
<b>Grade 12</b>			
<b>Ungraded</b>			
<b>Totals</b>			

1. In this column include the following: Student Records, Teacher Interview, Parent Information, Home Language Survey, Teacher Observation, Referral, Student Grades, Informal Assessment.
2. In this column include Language Proficiency Test (specify), Achievement Test (specify), Criterion Referenced Test (specify), Other (specify).

(SY 1999-2000) LEA: \_\_\_\_\_ State: \_\_\_\_\_

**C. Teacher Qualifications**

**C1. Teacher Certification**

Include only those teachers who have completed a full credentialing/licensing program; that is, they have met all of the state's requirements for certification/licensing. Emergency credentials and other temporary licensing does not qualify as certification.

**Table C1 (Part I): Teachers Certified to teach ESL or Bilingual education.**

ESL teachers:	
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Bilingual teachers:	
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**C2. Teacher Assignment**

Include only those teachers who are certified to teach LEP students (meet the qualifications in question C1) and who have LEP students in their classroom.

**Table C2 (Part I):  
Bilingual or ESL certified teachers (from C1) assigned to teach LEP students?**

Teachers:	
-----------	--

**C3. Teacher Training**

Include all teachers, certified or not. The training must be specific to the needs resulting from students' English language proficiency.

**Table C3 (Part I):  
Number of Teachers who received in-service or pre-service training in 1999-2000  
Specific to ESL or bilingual education.**

Teachers:	
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**PART II: State Education Agency Report: 1999-2000 School Year**

See accompanying instructions on how to complete each question. Any additional questions should be directed to the Office of bilingual Education and Minority Language Affairs at the U.S. Department of Education, (202) 205-9907.

State: \_\_\_\_\_

**Part II: Instructions**

Use information compiled for the 1999-2000 school year.

**A. Identification Criteria**

A1. Enrollment is defined as the count of all students enrolled (that is, all students present plus all absent) on October 1. *If unable to collect data on October 1, use the closest day Possible.*

Enrollment should be entered by grade. Ungraded school systems should compile their information and simply list the total number of students. Other categories of students, such as incarcerated students, can be entered in the "Other" category if desegregating the date by grade is not possible.

**Table A1 (Part II)  
Total Students enrolled in each grade level**

<b>GRADE</b>	<b>ENROLLED</b>
<b>Kindergarten</b>	
<b>Grade 1</b>	
<b>Grade 2</b>	
<b>Grade 3</b>	
<b>Grade 4</b>	
<b>Grade 5</b>	
<b>Grade 6</b>	
<b>Grade 7</b>	
<b>Grade 8</b>	
<b>Grade 9</b>	
<b>Grade 10</b>	
<b>Grade 11</b>	
<b>Grade 12</b>	
<b>Ungraded/Other</b>	
<b>TOTAL</b>	

**A2. (Part II): State Definitions for LEP**

Only include your state's alternate definition, on a separate sheet, if it differs significantly from the Federal definition below.

The following is the definition of limited English proficiency and limited English proficient used by the Office of Bilingual Education and Minority Language Affairs.

**Title VII: LEP Definition**

Limited English Proficiency and Limited English Proficient mean an individual –

A) Who–

- 1) was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- 2) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- 3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;

**and**

B) Who–

has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

**A3. (Part II) Identification of LEP**

**Table A3: How LEP students are identified**  
**Please check each method that is used in your state to identify LEP students.**

Student Records	
Teacher Interview	
Parent Information	
Home Language Survey	

Teacher Observation	
Referral	
Student Grades	
Informal Assessment	

**List A3 (Part II): Tests Used**

List the tests used to identify LEP students. Please be as specific as possible when specifying the Language Proficiency Test(s), Achievement Test(s), Criterion-reference Test(s) and other tests used to identify LEP students. *Specify cut-off scores and other measures of identification.*

Language Proficiency Tests

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Achievement Tests

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Criterion-reference Tests

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Other

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(SY 1999-2000) LEA: \_\_\_\_\_ State: \_\_\_\_\_

**B. Districts Receiving the Survey**

Include the total number of school districts in the state to whom Part I of this survey was sent.

**Table B1 (Part II): School District Data**

Total Districts in state	
Districts to which the survey was sent	

**C. Districts Responding**

Count only those districts that have completed all the questions in the survey.

**Table C2 (Part II). School districts completing and returning Part I of this survey**

Districts	
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APPENDIX  
MOST COMMON LANGUAGES

SPN	SPANISH
VTM	VIETNAMESE
HMG	HMONG
CAN	CANTONESE
CAM	CAMBODIAN
KOR	KOREAN
LAO	LAOTIAN
NAV	NAVAJO
TAG	TAGALOG
RUS	RUSSIAN
CRE	CREOLE (FRENCH)
ARA	ARABIC
PTG	PORTUGUESE
JPN	JAPANESE
OTHER (PLEASE NAME)	



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2121 K Street, NW, Suite 260  
Washington, DC 20037  
phone: (202) 467-0867

fax: (202) 467-4283 or (800) 531-9347  
email: [askncbe@ncbe.gwu.edu](mailto:askncbe@ncbe.gwu.edu)  
URL: [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)