

SUMMARY REPORT OF THE SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS AND AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES, 1997-98

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION SEPTEMBER 2000

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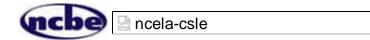
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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98. NCBE, 2000.

PART I

- I. How many LEP students are there in the nation?
- II. How are LEP students faring in the nation's schools?
- III. How are the needs of LEP students being met?

This report summarizes information on the number of limited English proficient (LEP) students in the United States (including the Freely Associated States and Insular Areas) and the educational services provided or available to them. The U.S. Department of Education, Office for Bilingual Education and Minority Languages Affairs (OBEMLA) conducts an annual survey of State Educational Agencies (SEAs) called the Survey of States' Limited English Proficient Students and Available Educational Programs and Services (SEA Survey). This annual survey is authorized by Title VII of the Elementary and Secondary Education Act of 1965 (reauthorized in 1994). The results of the survey are publicly disseminated and used in policy and budgetary deliberations.

Survey responses for 1997-98 were received from 52 states or jurisdictions. The survey provides information in three areas: (1) the estimate of the non-and limited English proficient student enrollment in the country; (2) the educational condition of these LEP students; and (3) the services received by these students.

A revised questionnaire (see Appendix) was used to collect data for 1997-98, which asked different questions than in prior years. The language backgrounds and distribution of the LEP student enrollment by grade was included in the survey for the first time in 1997-98. The revised survey also included new questions relating to the number of credentialed teachers for English as-a-second language and bilingual education. The new questionnaire did not collect data about students in non-public schools. Comparisons of trends related to linguistic minorities in non-public schools are no longer possible at the collective national level.

A number of states had already completed their annual data collection (using the earlier version of the OBEMLA survey or state-developed instruments) before receiving the revised questionnaire. Seventeen (17) states indicated they had used the old questionnaire for their data collection, while 10 states indicated they collected data using their own forms and procedures and then answered the SEA questionnaire from these state databases. Consequently data input and analysis for 1997-98 reflects data collection that is uneven across the questions that were asked from the different questionnaires. When considering the data presented in this report, readers are strongly encouraged to keep these inconsistencies and gaps in data reporting in mind.

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

The reported number of LEP students enrolled in public schools continued to increase in 1997-98, but only slightly. The 52 states and outlying jurisdictions reported 3,452,875 LEP public school students in 1997-98, which represented an increase of 46,960 LEP students (1.4%) over 1996-97 (for which there were 54 jurisdictions reporting) (see Tables 1 and 2 below).

As of 1997-98, the total reported number of public school LEP students comprised 7.8% (3,452,875 out of a reported 44,207,251) of the reported public school enrollment of students in grades K-12. California enrolled the largest number of public school LEP students, with 1,406,166, followed by Texas (507,262), Florida (243,764), and New York (219,868). California, alone, represented 41% of the total reported national public school LEP enrollment. Texas was the only other state with a double-digit portion of the nation's LEP students (15%).

The Freely Associated States had the highest percentages of LEP students, with the Marshall

Islands identifying 98.4% of its students as LEP, Micronesia identifying 96%, and Palau identifying 95% as LEP. The states with the highest percentages of LEP students were Alaska (26.9%), New Mexico (23.9%), California (22-2%), and Texas (12.7%).

The regional distribution of LEP students remained the same as in previous years, amongst the states in the Sun Belt, a few industrial states in the Northeast, and around the Great Lakes. The SEAS with the higher concentrations (as opposed to numbers) of LEP students tended to be in the outlying areas.

Table 1. Summary of Public School Total Student and LEP Enrollments, by Level of Schooling, 1997-98 (N=52)

Jurisdiction & Level of School	Total Enrollment	LEP Students			
Jurisdiction & Level of School	Total Enrollment	Number	%		
States and DC*					
Public Elementary grades pre-K to 6	22,544,664	2,095,130	9.3%		
Public Secondary grades 7 to 12 & ungraded/other	18,259,711	845,091	4.6%		
Public School Students	44,288,601	3,379,772	7.6%		
Outlying Jurisdictions*					
Public Elementary grades pre-K to 6	55,510	50,462	90.9%		
Public Secondary grades 7 to 12 & ungraded/other	31,144	22,641	72.7%		
Public School Students	118,650	73,103	61.6%		
States, DC and Outlying Jurisdictions *					
Public Elementary grades pre-K to 6	22,600,174	2,145,592	9.5%		
Public Secondary grades 7 to 12 & ungraded/other	18,290,855	867,732	4.7%		
Total Public School Students	44,407,251	3,452,875	7.8%		

^{*} Since the data for the grades were not uniformly submitted by the states, these data do not add to totals.

Supplementary Sources:

NCES (1999) Public School Student, Staff, and Graduate Counts by State, School Year 1997-98

Indiana Department of Education (n.d.) Language Minority Enrollment Summary for School Year 1997-98, (URL: www.doe.state.in.us/Immp/language.html)

Table 2. Total & LEP Enrollment, by state, 1997-98 (N=52)

		Public LEP enrollment					
	Public Enrollment	N	%				
Alabama	739,321	5,751	0.8%				
Alaska*	132,123	22,087	16.7%				
Arizona*	814,113	112,522	13.8%				
Arkansas	454,822	6,717	1.5%				

California	5,727,303	1,406,166	24.6%
Colorado	_	-	-
Connecticut	526,430	19,503	3.7%
Delaware	111,960	1,957	1.7%
District of Columbia	71,955	5,073	7.1%
Florida	2,526,796	243,764	9.6%
Georgia	1,346,623	20,944	1.6%
Hawaii	189,281	12,869	6.8%
Idaho	244,403	13,188	5.4%
Illinois	1,995,289	136,186	6.8%
Indiana	986,860	9,114	0.9%
lowa*	501,054	8,044	1.6%
Kansas	496,900	15,215	3.1%
Kentucky*	669,322	3,878	0.6%
Louisiana	-	-	-
Maine*	212,526	2,752	1.3%
Maryland	830,144	17,282	2.1%
Massachusetts	963,761	45,287	4.7%
Michigan	1,614,217	35,328	2.2%
Minnesota	844,410	27,337	3.2%
Mississippi*	504,792	3,149	0.6%
Missouri	895,304	7,266	0.8%
Montana*	162,335	8,938	5.5%
Nebraska	334,900	7,396	2.2%
Nevada	294,719	30,425	10.3%

New Hampshire	204,713	1,748	0.9%
New Jersey	1,230,700	47,415	3.9%
New Mexico	315,407	71,429	22.6%
New York	2,829,926	219,868	7.8%
North Carolina*	1,236,083	28,709	2.3%
North Dakota	125,589	6,567	5.2%
Ohio	1,846,903	13,867	0.8%
Oklahoma	633,813	33,089	5.2%
Oregon	542,809	30,768	5.7%
Pennsylvania	1,815,151	21,819	1.2%
Rhode Island*	153,321	8,970	5.9%
South Carolina	666,485	3,077	0.5%
South Dakota	131,090	7,586	5.8%
Tennessee	897,645	8,465	0.9%
Texas	3,900,488	507,262	13.0%
Utah	477,061	38,269	8.0%
Vermont	105,984	812	0.8%
Virginia	1,110,815	24,876	2.2%
Washington*	991,235	56,921	5.7%
West Virginia	-	-	-
Wisconsin	881,720	20,117	2.3%
Wyoming	-	-	-
Totals-mainland	44,288,601	3,379,772	7.6%
American Samoa	-	-	-
Guam	32,444	5,327	16.4%

Marshall Islands	10,254	10,254	100.0%
Micronesia	51,007	52,992	103.9%
Northern Marianas	-	-	-
Palau	3,203	3,203	100.0%
Puerto Rico	-	-	-
Virgin Islands	21,742	1,327	6.1%
Total-FAS/Insular Areas	118,650	73,103	61.6%
Total-Nation	44,407,251	3,452,875	7.8%

Supplementary Sources:

Non-English language backgrounds

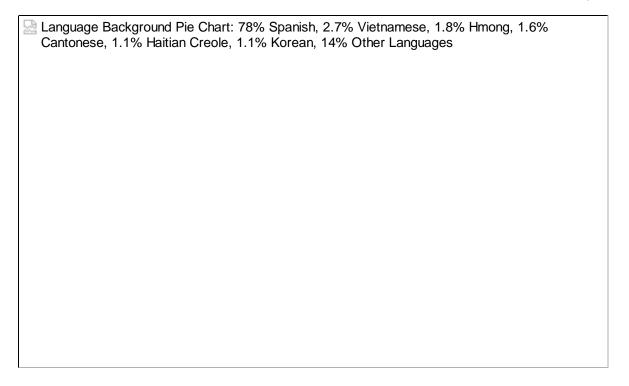
Although only 45 SEAs provided detailed language data, this nevertheless offers a useful insight into the language diversity in U. S. schools. The reported data (Figure 1) indicated that the great majority of limited English proficient students claimed Spanish (78%) as their non-English language background, followed by Vietnamese (2.7%), Hmong (1.8%). Cantonese (1.6%) French (Haitian) Creole (1.1%), and Korean (1.1%). Over 100 languages were reported as spoken by LEP Students. All other language groups represented less than 1% of the LEP student population.

The reported number of non-English language background students exceeded the total reported number of LEP students for several states. Some states indicated that language background information was reported for Language Minority (LM) students rather than LEP students; in other cases, this discrepancy was not explained. (For detailed subtotals by state, please refer to Part 2, Tables 4 and 5).

Figure 1. Students' Non-English Language Background (1997-98)

^{*} State enrollment totals from NCES (1999) Public School Student, Staff, and Graduate Counts by State, School Year 1997-98.

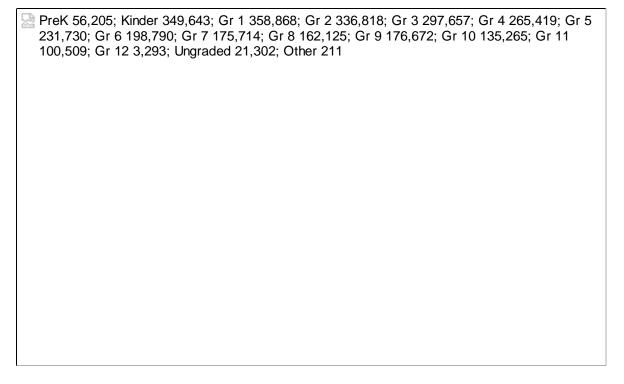
^{**} From Indiana Department of Education (ND) Language Minority Enrollment Summary for School Year 1997-98, (URL: www.doe.state.in.us/lmmp/language.html)



Enrollment distribution by grade

The limited English proficient enrollment for the nation was principally concentrated in the elementary grades (71.3% of those states reporting separate grades; 2,940,221). The highest numbers were in kindergarten through the third grades, with a decreasing number of LEP students in the succeeding grades (Figure 2).

Figure 2. Number of LEP Students, by Grade (1997-98)



LEP Identification criteria and methods

States were asked to provide their definitions if they differed from one provided in the questionnaire,

which was modeled on the federal definition:

DEFINITION:

A limited English proficient student shall be defined as an individual

A) who -

- 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
- 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
- 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)

Many states seem to be converging their definitions with that of the federal definition.

When asked about the methods used to apply the definition of limited English proficient, most states reported an average use of eight (8) methods or procedures to identify and classify limited English proficient students. Fifty (98%) of the SEAs identified the use of a home language survey, while 45 (88.2%) of them also reported they used teacher observation and 43 (84.3%) states reported they used parent information. Language proficiency tests were used by 42 states (82.4%), a drop to fourth place from the previous year's second place and near universal use (94.2% in 1996-97).

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 survey collected data on drop-outs, grade retention and the number of LEP students who fared above state norms on standardized achievement tests. These data included the number of LEP students who were tested in English reading and reading in other languages, how many were deferred for this testing, as well as the number of students who were reclassified from limited English proficient to English proficient. In general, the survey data reflected a low drop-out rate, a low rate of grade retention, and small proportions of LEP students scoring above state norms on standardized tests.

Generating an accurate national picture of the educational condition of LEP students from this survey is not possible for several reasons: not all of the SEAs responded to the survey, not all those who responded to the survey answered all the questions, the assessment instruments used varied across the states, and there was a wide range of educational programs serving these students. SEAS faced substantial problems in obtaining data on student performance classified by LEP status because many times LEP students were excluded from testing, or the data were not reported by the category of "LEP students." Also, such indicators of their educational condition as "the number of LEP students who drop out," were problematic because their definition varied within and across the states.

Assessment

The information on academic achievement as measured in performance on standardized tests was reported unevenly by states, making generalization to the nation very difficult.

- Thirty (30) states reported the number of LEP students who were assessed for English language reading comprehension (1,065,437).
- Twenty-four (24) states reported the number deferred from such testing (119,6 13).
- Fifteen (15) states reported the number of LEP students who scored above the state standard (174,573 out of 905,993, or 19.3% of LEPs tested).
- Eleven (11) states reported the number of LEP students who were assessed for non-English language reading comprehension (125,708).
- Only eight (8) states reported the number deferred from such testing (3.978).
- Of those 11 states who tested, only 3 states reported the number of LEP students who scored above the state standard as 22,179 (representing 44%of the 50,400 LEPs tested).

Grade retention & dropouts

Even fewer states responded to the questions regarding grade retention and drop-outs of LEP students.

- Twenty-four (24) SEAS reported that 1.7% (5,641) of their LEP students were retained one
 or more grades the previous year (1996-97). These 24 states repotted a total of 336,061 LEP
 students collectively.
- Three (3) SEAS (Arkansas, Nevada & Virgin Islands) reported that .6% (288) of their LEP students dropped out of school during the year before the survey (1996-97). These states, collectively, had 38,469 LEP students.

Reclassification

The survey asked for the number of students who had been reclassified from limited English proficient to English proficient the previous academic year. Twenty-two (22) states provided reclassification information (totaling 200,977). Thirteen (13) of these states provided this information by various combinations of grades.

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

The SEA questionnaire for 1997-98 inquired about the language of instruction used with LEP students. Also, the survey included several questions about the credentialing, training and assignment of teachers. These two areas of native language instruction and the number of credentialed teachers provide a glimpse of the services received by, and the resources available to, LEP students.

Language of Instruction

Twenty-six (26) states provided information on the language of instruction, reporting on about 40% of the total LEP enrollment for the nation. These states indicated that 883,634 LEP students were receiving native language instruction along with English (see Table 3). This represents 64% of those students for whom the language of instruction was reported, and constituted only 25.6% of the total LEP enrollment for the nation. The native (non-English) language was used for instruction mainly in the elementary grades and decreased in frequency of use in the succeeding grades. Between the 6th and 12th grades, less than 50% of the students for whom language of instruction was reported, received any instruction through their native language.

Table 3. Language of Instruction for LEP Students, by Grade (1997-98)

	National LEP Enrollment	LEPs w/ Native		LEPs w/o Nativ Instruc		LEPs: Lang of Instruction Not Reported			
Grade	N	N	%	N	%	N	%		

Pre-K	57,122	36,189	63.4%	11,060	19.4%	9,873	17.3%
Kinder	355,676	82,201	23.1%	29,961	8.4%	243,514	68.5%
Grade 1	366,281	91,718	25.0%	32,652	8.9%	241,911	66.0%
Grade 2	344,596	84,791	24.6%	31,033	9.0%	228,772	66.4%
Grade 3	305,359	75,879	24.8%	28,349	9.3%	201,131	65.9%
Grade 4	272,899	62,883	23.0%	27,244	10.0%	182,772	67.0%
Grade 5	238,806	51,593	21.6%	26,001	10.9%	161,212	67.5%
Grade 6	204,853	31,210	15.2%	34,087	16.6%	139,556	68.1%
Grade 7	182,246	22,727	12.5%	32,567	17.9%	126,952	69.7%
Grade 8	168,009	21,448	12.8%	30,092	17.9%	116,469	69.3%
Grade 9	179,676	18,011	10.0%	36,294	20.2%	125,371	69.8%
Grade 10	137,812	14,494	10.5%	23,561	17.1%	99,757	72.4%
Grade 11	102,513	11,058	10.8%	16,191	15.8%	75,264	73.4%
Grade 12	75,001	8,279	11.0%	11,097	14.8%	55,625	74.2%
Ungraded	21,664	1,631	7.5%	507	2.3%	19,526	90.1%
Other	811	70	8.6%	50	6.2%	691	85.2%
Total	3,452,875	883,634	25.6%	494,564	14.3%	2,074,677	60.1%

Teacher certification to teach students limited in their English proficiency

The 1997-98 survey was the first time information on teachers was solicited from the states. There were four questions related to teachers that give an idea of how LEP students were being served by instructional personnel:

- number of teachers certified for English as a second language (106,801; 35 states responding);
- number of teachers certified for bilingual education (42,702; 30 states responding);
- number of teachers that were assigned to teach LEP students (93,684; 29 states responding); and
- number of teachers who received pre-or in-service training related to teaching LEP students in 1997-98 (104,289; 29 states responding)

These numbers may be misleading since not all of the states responding to this section provided answers to all the questions. Therefore comparison of data across categories is not possible.

IV. Summary

The SEA survey results for 1997-98 indicated that the number and percentage of students with non-and limited English proficiency in the national enrollment continued to grow in 36 states, with 18 states experiencing more than 10% growth. Growth was evident nationally, even while 4 states and territories experienced a decline in LEP percentage enrollment of over 10% from the prior year.

The education condition of non- and limited English proficient students is difficult to assess. Caution is urged in generalizing these results because of low reporting rates by the SEAs, inconsistent data reporting, and other data collection problems.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98. NCBE, 2000.

PART II

About the 1997-98 SEA Survey

- Questionnaire
- Enrollments
- Notes on Data Analysis
- Suggestions

About the 1997-98 SEA Survey

The survey was conducted in the winter and early spring of 1999. A newly designed questionnaire was sent out by the U.S. Office for Bilingual Education and Minority Languages Affairs (OBEMLA) to all State Education Agencies (SEAs) in the fifty dates, the District of Columbia, and the Freely Associated States and Insular Areas (FAS/IA), formerly referred to as "territories" or "outlying areas". Fifty-two (52) SEAs returned questionnaires, which were transmitted to the National Clearinghouse for Bilingual Education and then to the UC Linguistic Minority Research Institute for analysis and reporting. A number of states had already completed their annual data collection (using the old OBEMLA survey or state-developed instruments) before receiving the revised questionnaire. Consequently the data input and analysis reflects data collection that is uneven across the questions that were asked from the two questionnaires. Seventeen (17) states indicated they had used the old questionnaire for their data collection, while 10 states indicated they collected data using their own forms and procedures and then answered the SEA questionnaire from these state databases. When considering the data presented in this report, readers are strongly encouraged to keep these inconsistencies in mind.

Questionnaire

The questionnaire is divided into two parts: Local Education Agency Report; and State Educational Agency Report. The first part is divided into three sections (enrollment; educational status of the students; and teacher qualifications). The second part is subdivided into three sections (identification criteria; number of districts receiving the survey; and number of districts responding).

The overlap between the old and new questionnaires was substantial, however, there were also some important differences. One significant difference between the revised questionnaire and its predecessor, for those who would compare these results across years, was that the new questionnaire did not ask for data from non-public schools. This had the immediate result of lowering the numbers across the board in the various categories used for analysis. Any trend analyses, especially of the number of non- and limited English proficient students in the nation should take this into account. The new questionnaire also did not ask about the services and programs received by limited English proficient students divided into federal, state and local programs-nor the specific federal programs identified in years past.

On the other hand, the new questionnaire asked for information that had not been collected in prior years. Most important in these new questions was the language backgrounds of the LEP students. Thirteen (13) languages were specifically identified and other specific data was asked to be appended to the questionnaire. In addition to

the language background of the students, a grade distribution of the LEP enrollments was solicited. The states were also asked to report the number of LEP students who were taught using their native language. Questions were added that asked about the teacher certification and assignments, and the number of districts reporting on the survey within the state. States were also asked to report on the number of LEP students reclassified to fluent English proficient the previous year, as a new indicator of student educational performance.

The questions regarding the performance of LEP students on standardized tests were redesigned. Instead of asking for the number below state norms, the new questionnaire solicited information on those above the state norms. The states were asked only about reading comprehension-in English and the non-English language. Other subjects were dropped from the new questionnaire.

Enrollments

The enrollments for the total student body and the students with limited English proficiency were collected in Part 1 Tables A1, A2, and B3, and Part 2 Table A1. These data collection tables did not include all the grades, varying in the inclusion of the categories of "pre-kindergarten", "ungraded", and "other". This affected both the determination of aggregate totals for the nation, and grade distribution totals for the nation. It could not be determined if states placed these numbers in other categories or did not report them.

The four tables/questions asking for grade enrollment data resulted in slightly different totals for comparison purposes (see table below). For example, total enrollments and LEP enrollments could not be compared without eliminating the pre-kindergarten enrollments. Several states provided this data for pre-kindergarten enrollments even though the questionnaire did not provide for it. In addition, many states combine their grades (and therefore their grade-data) in a large number of combinations. In some instances states did not provide for a grade breakdown, and did provide a total enrollment number. This situation left the aggregate totals for the grades (nationally) different from the aggregate reported total enrollments.

Grade distributions of data tables, SEA Questionnaire, 1997-98

Grades	Table A1 (Part 1) LEP Enrollments	Table A2 (Part 1) Language Backgrounds	Table B3 (Part 1) Reclassification	Table A1 (Part 2) Total Enrollment
Pre-K	•	•		
Kindergarten	•	•	•	•
Grade 1	•	•	•	•
Grade 2	•	•	•	•
Grade 3	•	•	•	•
Grade 4	•	•	•	•
Grade 5	•	•	•	•
Grade 6	•	•	•	•
Grade 7	•	•	•	•
Grade 8	•	•	•	•
Grade 9	•	•	•	•
Grade 10	•	•	•	•
Grade 11	•	•	•	•
Grade 12	•	•	•	•
Ungraded	•		•	combined
Other	•			
Total	•	•	•	•

Notes on Data Analysis

Ten (10) states did not provide data for their total school enrollments. In order to compare these data with LEP student data, survey data was supplemented with data collected by the National Center for Education Statistics. Although Indiana did not

return its SEA questionnaire, total enrollment and LEP data was obtained from the Indiana Department of Education's website. Besides these additions to the data set, the limited responses from Puerto Rico were not used. The data responses for Puerto Rico historically have been for Limited *Spanish* Proficient (LSP) students. The questionnaire submitted for 1997-98 included data for the entire student enrollment on the island as limited *English* proficient. Including this data would have resulted in a distortion of the numbers of LEP/LSP students and would have been inconsistent with previous submissions.

Several observations should be made here regarding accuracy of the data. It is customary to verify the presumed addition of totals in the returned questionnaires. It is not uncommon to find errors in addition, and these were corrected as they were found. However, it was more difficult to change a total number provided by a state when there was no clear indication it was a computational error. Some states, for example, reported having more LEP students than they did total enrollments for some grades (e.g., Micronesia). Some states reported a larger number of LEP students of a particular language background than they did of LEP students altogether (e.g., Texas). Some of the states indicated they reported the language background of "Language Minority" students rather than only those with "Limited English Proficiency," a broader category of students (Arizona, Minnesota and North Carolina documented the language background data submitted as for language minority students). Where these differences in reporting could be documented they were noted in the tables. Making additions across tables in this report, then, should be done with caution. These numbers were not changed/corrected if no reason or documentation for the variance could be found in the state response. In limited instances, substitute sources for some of the data points were used. These alternate sources needed to have come from the SEA and be for the same information asked in questionnaire, and for which the state did not provide an answer. The number of total enrollments and the number of LEP students within the state were the two data points for which used these alternative sources were used. In addition, alternate data sources were used to clarify and explain reporting anomalies.

Suggestions

Some of the following recommendations may improve and facilitate data collection.

- Re-order questions in the questionnaire, and renumber them to reduce the redundancy of the section and table numbering outline.
- Standardize the tables on grades/enrollment, so that they all collect the same information; preferably the widest scope of grades, including the totals at the end of columns and rows.
- For the language by grade table (Table A2, Part 1), require that the grade totals equal or be less than the grade totals for LEP students (Table A1, Part 1).
- Eliminate the "retention" and "drop-out" questions. Most states are unable to
 provide accurate information for these two questions. Their lack of coverage
 leaves the available data very incomplete for the nation. This makes their utility
 very low, certainly for any national policy considerations.
- Send questionnaires to Indian reservations. This would improve the coverage for the survey.

TABLE OF CONTENTS PART I PART II SUPPLEMENTARY TABLES





Table 1 -Total & LEP Enrollment, by State, 1997-98

State /toit	Dublic School Free lives of	Public School LEP	Enrollment
State / territory	Public School Enrollment	N	%
Alabama	739,321	5,751	0.8%
Alaska*	132,123	22,087	16.7%
Arizona*	814,113	112,522	13.8%
Arkansas	454,822	6,717	1.5%
California	5,727,303	1,406,166	24.6%
Connecticut	526,430	19,503	3.7%
Delaware	111,960	1,957	1.7%
District of Columbia	71,955	5,073	7.1%
Florida	2,526,796	243,764	9.6%
Georgia	1,346,623	20,944	1.6%
Hawaii	189,281	12,869	6.8%
Idaho	244,403	13,188	5.4%
Illinois	1,995,289	136,186	6.8%
Indiana**	986,860	9,114	0.9%
lowa*	501,054	8,044	1.6%
Kansas	496,900	15,215	3.1%
Kentucky*	669,322	3,878	0.6%
Maine*	212,526	2,752	1.3%
Maryland	830,144	17,282	2.1%
Massachusetts	963,761	45,287	4.7%
Michigan	1,614,217	35,328	2.2%
Minnesota	844,410	27,337	3.2%
Mississippi*	504,792	3,149	0.6%
Missouri	895,304	7,266	0.8%
Montana*	162,335	8,938	5.5%
Nebraska	334,900	7,396	2.2%
Nevada	294,719	30,425	10.3%
New Hampshire	204,713	1,748	0.9%
New Jersey	1,230,700	47,415	3.9%
New Mexico	315,407	71,429	22.6%
New York	2,829,926	219,868	7.8%
North Carolina*	1,236,083	28,709	2.3%
North Dakota	125,589	6,567	5.2%
Ohio	1,846,903	13,867	0.8%
Oklahoma	633,813	33,089	5.2%
Oregon	542,809	30,768	5.7%
Pennsylvania	1,815,151	21,819	1.2%
Rhode Island*	153,321	8,970	5.9%
South Carolina	666,485	3,077	0.5%
South Dakota	131,090	7,586	5.8%
Tennessee	897,645	8,465	0.9%
Texas	3,900,488	507,262	13.0%
Utah	477,061	38,269	8.0%
Vermont	105,984	812	0.8%
Virginia	1,110,815	24,876	2.2%
Washington*	991,235	56,921	5.7%
Wisconsin	881,720	20,117	2.3%

Totals-mainland	44,288,601	3,379,772	7.6%
Guam	32,444	5,327	16.4%
Marshall Islands	10,254	10,254	100.0%
Micronesia	51,007	52,992	103.9%
Palau	3,203	3,203	100.0%
Virgin Islands	21,742	1,327	6.1%
Total-FAS/IA	118,650	73,103	61.6%
Total-Nation	44,407,251	3,452,875	7.8%

 TABLE OF CONTENTS
 PART II
 SUPPLEMENTARY TABLES



Supplementary Sources:

* State enrollment totals from NCES (1999) Public School Student, Staff, and Graduate Counts by State, School Year 1997-98.

** From Indiana Department of Education (ND) Language Minority Enrollment Summary for School Year 1997-98,

⁽URL: www.doe.state.in.us/lmmp/language.html)



Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98. NCBE, 2000.

Table 2-Total Public School Enrollments by Grade, 1997-98

State	Total	Pre-K	Kinder	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	ELEM	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Ungrd	SECD
Alabama	739,321		58,326	63,553	60,682	58,969	57,431	57,360	57,154	413,475	59,488	58,210	63,707	52,780	47,389	44,272		325,846
Alaska	132,123	2,183	10,249	10,596	10,625	10,544	10,473	10,185	10,298	75,153	10,542	9,954	10,671	9,561	8,471	7,771	0	56,970
Arizona	814,113	4,674	63,857	70,928	68,478	66,045	65,170	63,429	64,243	466,824	64,019	60,138	66,357	58,472	48,676	44,259	5,368	347,289
Arkansas	454,822		35,761	36,984	35,899	35,001	34,067	33,695	34,451	245,858	36,585	36,229	37,038	35,332	31,873	29,203	2,704	208,964
California	5,727,303		463,648	488,429	489,070	463,034	451,069	434,280	426,302	3,215,832	412,604	458,650	458,650	423,865	378,819	317,595	93,657	2,543,840
Connecticut	526,430		42,420	45,426	44,716	43,909	42,487	41,221	40,777	300,956	40,202	38,773	41,544	36,650	32,725	29,660	5,920	225,474
Delaware	111,960	572	8,039	9,114	8,707	8,441	8,758	8,405	8,746	60,782	9,085	8,905	10,259	8,807	7,381	6,741		51,178
Dist. Columbia	71,955		6,982	7,756	6,972	6,644	5,357	4,850	4,713	43,274	4,802	4,376	4,913	4,473	3,549	2,961	3,607	28,681
Florida	2,526,796	59,790	199,108	206,693	205,738	202,580	197,895	193,591	200,463	1,465,858	198,794	189,420	228,978	180,760	140,412	122,574		1,060,938
Georgia	1,346,623		111,081	115,462	114,559	111,495	108,023	106,114	106,131	772,865	105,222	103,107	121,511	94,881	79,682	69,355		573,758
Hawaii	189,281		14,915	15,617	15,642	14,489	13,813	13,376	12,908	100,760	12,227	12,345	14,742	12,660	11,527	9,459	15,561	88,521
Idaho	244,403		17,499	18,584	18,648	18,398	18,527	18,238	18,077	127,971	19,048	19,696	20,431	19,957	18,171	17,020		114,323
Illinois	1,995,289	55,835	150,934	161,992	159,328	157,765	146,478	145,916	159,902	1,138,150	148,381	145,853	156,022	142,442	130,581	129,084	4,776	857,139
lowa	501,054	4,757	36,486	35,982	36,314	35,521	34,950	34,921	36,680	255,611	38,136	37,631	40,806	39,679	38,235	36,808	14,148	245,443
Indiana	986,860																	
Kansas	496,900																	
Kentucky	669,322	22,065	48,324	52,193	51,086	49,965	47,241	47,589	48,502	366,965	50,740	50,385	57,537	49,963	44,440	40,153	9,139	302,357
Maine	212,526	969	15,543	16,433	16,550	16,596	16,834	16,553	17,431	116,909	17,631	17,203	16,629	15,101	14,020	12,781	2,252	95,617
Maryland	830,144	19,739	60,385	67,742	67,998	66,482	64,763	63,554	62,145	472,808	62,200	60,010	66,172	57,711	51,580	46,532	3,731	347,936
Massachusetts	963,761		71,390	78,873	78,112	79,612	77,943	75,873	74,131	535,934	73,148	72,101	74,688	66,456	61,200	55,369	24,885	427,847
Michigan	1,614,217		133,465	137,467	136,191	128,849	123,263	122,695	122,919	904,849	125,385	119,477	129,254	116,472	102,995	92,689	23,096	709,368
Minnesota	844.410		62.126	62.339	64.122	63.628	63,494	63,436	65,640	444,785	67.536	66,585	68.806	68,475	64.792	63,431		399,625
Mississippi	504,792	1.289	39,378	43,764	40,774	38,716	38,266	37,085	37,645	276,917	39,982	38,455	41,768	35,246	29,499	26,788	16,137	227,875
Missouri	895,304	291	853	863	660	610	594	566	444	4,881	432	435	459	426	376	317	-, -	2,445
Montana	162,335	484	11,553	12,092	12,030	11,866	12,165	12,417	12,867	85,474	13,196	13,035	13,753	13,094	12,140	11,301	342	76,861
Nebraska	334,900		24,880	25,256	25,574	24,825	24,670	24,889	25,501	175,595	26,017	26,279	27,008	25,739	24,311	22,947		152,301
Nevada	294,719		23,809	26,377	26,083	24,963	23,936	23,476	23.072	171,716	22,643	21,910	22,037	21,344	18,638	15,782	649	123,003
New Hampshire	204,713	2,842	10,592	18,188	17,997	18,613	18,292	18,219	18,436	123,179	18,147	18,205	18,497	17,118	16,081	14,046	2,417	104,511
New Jersev	1,230,700	,-	92,170	103.002	100.961	98,719	94.806	91.352	89.003	670.013	88,201	83,954	85,855	78,772	71,320	66,642	85,942	560,686
New Mexico	315,407		26,691	26,101	25,935	25,677	25,701	25,446	25,458	181,009	25,760	25,716	29,414	26,245	21,885	18,724		147,744
New York	2,829,926		206,478	229,094	227,536	219,282	210,396	203,519	201,652	1,497,957	203,120	197,323	245,390	215,170	168,884	146,793	115,289	1,291,969
North Carolina	1,236,083	8,195	102,951	107,437	104,724	102,937	98,688	96,086	95,917	716,935	96,266	93,033	106,559	87,549	72,987	62,552	202	519,148
North Dakota	125,589	-,	9.055	9.203	9,131	9,298	9.348	9.344	9.733	65,112	10,142	10,067	10.593	10,438	9.896	9,264	96	60,496
Ohio	1,846,903		140,831	148,820	143,616	141,817	138,293	137,714	140,432	991,523	143,853	138,611	156,839	140,650	130,260	120,062	24,905	855,180
Oklahoma	633,813	5.190	51.822	55.614	48,153	47.337	47.426	48,567	49,599	353,708	49,764	49,997	52,725	46,990	41.643	36,843	,	277,962
Oregon	542,809	4,.00	37,530	41,912	42,764	43,005	42,784	41,966	41,828	291,789	42,598	42,825	45,260	42,838	39,095	35,079	2,778	250,473
Pennsylvania	1,815,151		132,177	146,168	141,752	139,156	138,585	137,087	139,804	974,729	139,877	135,882	151,930	130,180	126,527	117,432	29.594	831,422
Rhode Island	153,321	629	11,397	12,831	12,839	12,382	12,083	11,814	11,595	85,570	11,735	11,272	12,362	10,971	9,407	8,633	3,371	67,751
South Carolina	666,485		48,910	57,412	50,128	55,286	53,580	52,421	53,775	371,512	54,328	52,485	62,842	49,016	39,161	37,141	-,-	294,973
South Dakota	131,090		9,475	9,729	9,532	9,775	9,923	9,811	10,211	68,456	10,666	10,744	11,120	10,378	10,130	9,484	112	62,634
Tennessee	897,645		72,483	77,745	73,460	71,538	68,963	67,040	67,901	499,130	68,910	65,932	74,736	65,704	56,737	50,460	16,036	398,515
Texas	3,900,488		289,982	313,385	307,298	300,139	297,029	296,183	298,033	2,102,049	303,371	292,711	348,093	270,634	234,187	207,226	142,217	1,798,439
Utah	477,061		34,529	36,336	35,901	35,988	35,008	35,304	34,356	247,422	35,151	35,559	36,598	37,415	38,138	35,706	11,072	229,639
Vermont	105,984		7,281	7,882	8,063	8,198	8,029	8,116	8,237	55,806	8,290	8,375	8,827	7,908	7,270	6,831	2,677	50,178
Virginia	1,110,815		,		-,	-,	-,	-,	-,	,	-,	-,	-,	,	,	.,	,	
Washington	991,235	6,671	72,922	77,762	78,135	76,876	75,322	75,660	76,684	540,032	77,795	76,664	83,616	78,155	70,242	64,731	0	451,203
Wisconsin	881,720	19,627	60,932	64,115	64,297	64,032	63,662	65,120	66,746	468,531	68,581	66,601	75,863	71,522	67,503	63,119		413,189
Total- mainland	44,288,601		3,129,219		3,296,780	3,219,002		3,084,483						2,987,999		2,365,620	662,680	18,259,711
Guam	32,444		2,765	2,809	2,919	2,761	2,697	2,549	2,559	19,059	2,281	2,173	3,310	2,321	1,528	1,309	463	13,385
Marshall Islands	10,254		2,100	2,009	2,519	2,101	2,031	2,049	2,009	19,009	2,201	2,173	3,310	2,021	1,520	1,509	403	10,360
Micronesia	51,007		947	5,762	5,469	5,701	5,701	5,623	5,344	34,547	5,066	4,496	2,124	1,742	1,430	1,228	374	16,460
Palau	3,203		347	356	343	336	297	287	285	1,904	301	4,496	2,124	205	1,430	1,228	314	1,299
Virgin Islands	21.742			336	343	330	291	207	205	1,904	301	201	210	205	140	140		1,298
Total-FAS/IA	118.650	0	3,712	8,927	8,731	8.798	8.695	8.459	8,188	55,510	7,648	6,956	5,644	4.268	3,106	2,685	837	31,144
	-,					-,	-,	-,		,				,	,			
Total-Nation	44,407,251	215,802	3,132,931	3,362,178	ა,305,511	3,227,800	3,144,280	3,092,942	3,118,730	22,600,174	3,122,248	3,092,074	3,416,503	2,992,267	2,035,941	2,368,305	003,517	10,290,855

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Table 3 - LEP Public School Enrollments by State & by Grade, 1997-98

State	Total LEP	Pre-K	Kinder	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	ELEM	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Ungrd	Other	SECD
Alabama	5,751	142	847	846	602	599	495	420	330	4,281	325	310	250	195	150	110	130		1,470
Alaska	22,087		2,196	2,238	2,130	2,156	2,038	1,854	1,882	14,494	1,592	1,506	1,453	1,134	952	956			7,593
Arizona	112,522		13,195	14,195	12,989	12,029	10,508	9,390	8,665	80,971	7,588	6,693	5,993	4,822	3,308	2,621	526		31,551
Arkansas	6,717																		
California	1,406,166		166,682	169,146	160,052	141,605	129,505	114,202	97,962	979,154	88,275	80,432	84,647	67,764	51,170	36,509	18,215		427,012
Connecticut	19,503																		
Delaware	1,957																		
Dist. Columbia	5,073	352	619	564	577	419	363	286	212	3,392	231	264	412	328	252	143	22	29	1,681
Florida	243,764	7,284	29,276	28,221	27,668	24,254	20,359	16,883	15,319	169,264	14,631	13,484	16,838	12,730	9,138	7,679	0	0	
Georgia	20,944		2,735	2,911	2,226	1,937	1,766	1,624	1,454	14,653	1,330	1,363	1,495	993	699	411			6,291
Hawaii	12,869	35	1,610	1,447	1,113	949	992	871	826	7,843	768	843	1,097	906	739	607	1	65	5,026
Idaho	13,188		1,010	.,	.,					1,010			1,001						-,,,,
Illinois	136,186	903	18,909	19,139	17,406	15,007	12,358	10,047	8,710	102,479	6,859	6,728	6,582	5,398	4,153	3,311	676		33,707
Indiana	9,114	000	10,505	10,100	17,400	10,007	12,000	10,047	0,7 10	102,470	0,000	0,720	0,002	0,000	4,100	0,011	0.0		00,707
lowa	8,044	104	1,029	1,010	793	702	649	616	559	5,462	495	485	522	445	358	277	<u> </u>		2,582
Kansas	15,215	1,428	1,762	1,726	2,383	1,406	1,160	1,048	925	11,838	783	795	627	530	373	269	0	0	3,377
Kentucky	3,878	1,420	1,702	1,720	2,505	1,400	1,100	1,040	323	11,000	703	733	021	330	3/3	203			3,377
Maine	2,752	102	255	224	225	208	207	193	168	1,582	157	183	174	183	237	201	35		1,170
Maryland	17,282	102	255	224	223	206	207	193	100	1,362	157	103	174	103	231	201	33		1,170
Massachusetts	45,287	906	4,438	4,973	4,720	4,494	3,776	3,503	2,708	29,518	2,604	2,423	3,224	2,730	2,403	1,826	509	50	15,769
	35,328	300	4,430	4,973	4,720	4,434	3,770	3,303	2,700	29,310	2,004	2,423	3,224	2,730	2,403	1,020	309	30	13,709
Michigan Minnesota	27,337		2,281	3,089	3,247	2,862	2,635	2,387	2,227	18,728	1,960	1,817	1,681	1,296	1,047	808			8,609
	3,149		311	346	342	309	284	2,367	257	2,109	266	226	223	123	114	88	<u> </u>		1,040
Mississippi			311	346	342	309	204	200	257	2,109	200	220	223	123	114	00			1,040
Missouri	7,266																		—
Montana	8,938		4.405	4.004	000	040	600	F 4 4	445	F 00F	407	400	400	252	250	407			0.474
Nebraska	7,396		1,135	1,001	828	643	632	541	445	5,225	467	482	432	353	250	187			2,171
Nevada	30,425		4,448	4,037	3,700	3,302	2,600	2,548	1,940	22,575	1,805	1,656	1,595	1,239	979	576			7,850
New Hampshire	1,748					0.010		0.040			0.400								
New Jersey	47,415		7,898	7,226	5,566	3,942	2,932	2,640	2,304	32,508	2,429	2,411	3,144	2,976	2,350	1,597			14,907
New Mexico	71,429		5,627	6,853	7,515	7,019	7,389	6,378	5,670	46,451	4,824	4,847	5,484	4,190	3,123	2,287	168	55	24,978
New York	219,868				0.440	0.700	0.404	0.00=				. ===	. ===						
No. Carolina	28,709	229	4,270	3,807	3,116	2,783	2,491	2,227	1,853	20,776	1,744	1,752	1,767	1,146	768	592	164		7,933
North Dakota	6,567																		-
Ohio	13,867																		
Oklahoma	33,089																		
Oregon	30,768	266	2,335	2,772	2,537	2,243	1,875	1,729	1,558	15,315	1,437	1,250	1,409	1,251	973	777	444	12	7,553
Pennsylvania	21,819	605	1,805	2,525	2,369	2,009	1,812	1,499	1,428	14,052	1,371	1,284	1,684	1,318	968	735	407		7,767
Rhode Isl.	8,970	0	1,164	1,191	1,202	1,008	865	666	577	6,673	533	476	451	357	300	180			2,297
So. Carolina	3,077		463	445	348	282	259	244	273	2,314	156	128	204	117	84	74	0	0	763
So. Dakota	7,586		805	809	746	687	756	661	613	5,077	568	558	464	384	280	250	5	0	2,509
Tennessee	8,465	40.0=	00.00-	04.07	50.00	F0 = 15	40.000	40.04	00.11-	000 70	05 :==	00.015	07.51	45	0.0=-	F =0.0	<u> </u>		107.50
Texas	507,262	42,277	60,663	64,274	59,664	53,712	46,688	40,311	32,142	399,731	25,477	23,017	27,544	15,775	9,958	5,760			107,531
Utah	38,269	699	3,025	3,475	3,651	3,327	3,341	3,036	2,898	23,452	2,656	2,639	2,524	2,529	2,203	2,266			14,817
Vermont	812	15	67	68	72	71	68	54	70	485	44	46	65	67	48	57			327
Virginia	24,876		7.740	7.004	0.707	5 500	4.770	0.000	0.457	40.400	0.400	0.000	0.554	0.005	0.440	4 574			40.750
Washington	56,921	050	7,716	7,931	6,727	5,599	4,770	3,969	3,457	40,169	3,186	2,969	3,551	3,035	2,440	1,571	<u> </u>		16,752
Wisconsin	20,117	858	2,077	2,379	2,304	2,094	1,846	1,643	1,358	14,559	1,153	1,058	1,136	951	692	568			5,558
Total- mainland	3,379,772	56,205			336,818					2,095,130		<u> </u>		135,265					845,091
Guam	5,327		301	384	646	678	661	542	201	3,413	184	190	363	267	160	153	0	597	1,914
Marshall Isls	10,254			1,198	1,138	1,128	1,262	1,246	1,148	7,120	1,058	1,006	301	306	284	179			3,134
Micronesia	52,992	917	5,566	5,283	5,507	5,434	5,162	4,892	4,337	37,098	4,894	4,337	2,052	1,683	1,381	1,186	361		15,894
Palau	3,203			356	343	336	297	287	285	1,904	301	287	210	205	148	148			1,299
Virgin Isls	1,327		166	192	144	126	98	109	92	927	95	64	78	86	31	42	1	3	
Total-FAS/IA	73,103		6,033	7,413	7,778	7,702	7,480	7,076	6,063	50,462	6,532	5,884	3,004	2,547	2,004	_	362	600	
Total-Nation	3,452,875	57,122	355,676	366,281	344,596	305,359	272,899	238,806	204,853	2,145,592	182,246	168,009	179,676	137,812	102,513	75,001	21,664	811	867,732





Table 4 - Reported Language Backgrounds for LEP Students, by State, 1997-98

State	Computed Total	SPN	VTM	НМС	CAN	CAM	KOR	LAO	NAV	TAG	RUS	FR CR	ARA	PTG	JPN	OTH LG
Alabama	5,660	4,374	458	0	73	107	107	85	2	23	76	12	118	29	89	107
Alaska	29,288	697	21	0	0	0	180	0	0	150	508	0	0	0	0	27,732
Arizona**	191,262	161,890	1,668	0	781	362	934	227	11,760	0	471	373	946	192	369	0
Arkansas	10,630	7,867	636	0	228	0	122	745	0	0	0	0	0	0	0	1,032
California	1,397,815	1,140,197	43,008	30,551	25,360	18,697	15,521	8,343	0	20,062	7,598	0	5,900	2,207	4,967	75,404
Colorado																
Connecticut	19,366	14,443	351	36	19	109	135	122	0	36	168	327	124	638	232	2,626
Delaware	1,956	1,501	17	0	2	0	43	1	0	4	2	180	36	7	6	157
Dist of Col.	5,073	3,663	337	0	103	0	7	4	0	23	46	17	43	17	6	807
Florida	208,555	168,755	2,898	22	141	263	743	274	1	791	1,060	27,509	1,359	4,501	238	0
Georgia	20,944	13,650	1,923	0	0	172	608	315	0	54	315	0	138	230	240	3,299
Hawaii	11,272	476	610	0	650	26	558	255	1	1,314	13	12	6	14	491	6,846
ldaho	13,188	11,447	95	0	0	0	14	38	0	5	76	8	20	20	14	1,451
Illinois	136,186	105,141	1,374	0	1,531	394	1,702	325	1	1,024	1,358	124	2,216	156	832	20,008
Indiana																
lowa	6,172	759	390	662	0	493	721	436	0	0	0	0	0	0	0	2,711
Kansas	15,213	12,046	945	411	37	90	65	729	0	48	156	0	85	41	21	539
Kentucky	4,131	2,333	519	0	122	6	110	54	0	23	147	1	60	35	255	466
Louisiana	, , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , ,														
Maine	3,685	387	184	0	200	465	111	12	0	46	166	7	23	26	76	1,982
Maryland	13,513	8,522	765	0	1,074	1	1,141	22	2	283	388	528	241	279	267	0
Massachusetts	44,728	26,297	1,929	0	2,274	1,939	239	169	0	16	982	1,102	289	3,006	287	6,199
Michigan	35,328	15,922	610	1,675	1	13	221	150	0	0	466	0	10,021	27	778	5,444
Minnesota**	45,752	11,029	2,692	17,099	1,193	1,760	494	2,354	0	248	1,198	0	527	112	196	6,850
Mississippi	2,842	645	367	0	6	0	14	18	0	3	8	2	24	7	11	1,737
Missouri	4,828	3,066	863	0	11	4	156	59	0	44	217	0	320	23	65	0
Montana	8,938	127	11	128	0	0	9	0	29	6	188	0	7	4	17	8,412
Nebraska	7,396	5,763	709	0	67	7	25	141	0	13	83	0	105	22	16	445
Nevada	30,401	27,496	0	0	0	0	0	0	0	0	0	0	0	0	0	2,905
New Hamp.	1,496	709	169	0	91	41	66	64	0	0	63	10	0	44	11	228
New Jersey	48,111	31,758	530	0	522	38	1,682	11	0	487	537	163	959	1,589	542	9,293
New Mexico	71,429	52,572	379	0	25	8	54		12,727	25	37	4	39	30	60	5,431
New York	184,099	124,956	1,914	-		280	3,454	258	0	149	8,514	6,732	2,695	1,224	632	19,279
No. Carolina**	49,473	30,881	1,967	3,980	303	724	984	1,019	0	322	470	88	1,001	186	495	7,053
No. Dakota	43,473	30,001	1,307	3,300	303	124	304	1,013		322	470	00	1,001	100	433	7,000
Ohio												<u> </u>				
Oklahoma																
Oregon	22,404	13,977	1,265	0	432	220	348	205	3	122	1,851	12	74	17	167	3,711
Pennsylvania	21,814	11,649	1,371	75	618	1,260	688	141	0	81	975	219	501	130	159	3,947
Rhode Island		5,753	-	0	100	_	12		0	0		-	-	910		
So. Carolina	8,785		22	17		231		188	0		44	605	27	11	128 50	765 516
	3,075	2,096	125		33	11	86	20		21	71		33			
So. Dakota	7,371	184	54	1	11	5	5	20	3	6	82	3	28	2	14	6,953
Tennessee	705.07.1	650 10-	47.07.		6.070	4 440	2.000	4.000	007			010			704	24.00=
Texas	725,874	659,427	17,374	0	6,076	1,413	3,298	1,828	224	0	0	616	0	0	721	34,897
Utah	040	0.0	401			4.	0.4	10			2.		<u> </u>		00	40.1
Vermont	812	93	164	0	6	11	21	13	0	6	34	1	7	2	23	431
Virginia	24,876	13,085	1,651	0	0	381	1,341	107	0	405	403	0	755	217	282	6,249
Washington	48,456	34,099	3,585	342	918	1,685	1,514	471	0	910	4,089	5	311	50	477	0
West Virginia																
Wisconsin	20,117	8,516	112	9,617	42	0	39	355	0	31	136	0	142	12	29	1,086
Wyoming																

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Total-mainId	3,512,314	2,738,248	94,062	64,616	57,062	31,216	37,572	19,598	24,753	26,781	44,285	38,663	29,180	16,017	13,263	276,998
Amer Samoa																
Guam	5,848	6	19	0	11	0	74	0	0	1,150	0	0	0	0	37	4,551
Marshall Isl.	10,254	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10,254
Micronesia																
No. Marianas																
Palau	3,203	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3,203
Virgin Isl	1,630	1,559	0	0	0	0	0	0	0	0	0	0	20	1	0	50
Total- FAS/IA	20,935	1,565	19	0	11	О	74	0	0	1,150	0	0	20	1	37	18,058
Total	3,521,960	2,739,813	94,081	64,616	57,073	31,216	37,646	19,598	24,753	27,931	32,996	38,663	29,200	16,018	13,300	295,056

Note: SPN--SPANISH; VTM--VIETNAMESE; HMG--HMONG; CAN--CANTONESE; CAM--CAMBODIAN; KOR--KOREAN; LAO--LAOTIAN; NAV--NAVAJO; TAG--TAGALOG; RUS--RUSSIAN; FRCR--CREOLE (FRENCH); ARA--ARABIC; PTG--PORTUGUESE; JPN--JAPANESE; OTHLG--OTHER LANGUAGES.

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^{**} These States indicated on their questionnaires that the data returned for these language backgrounds was for "Language Minority" (LM) students not limited English proficient (LEP) students. This increases the number of students with these language backgrounds, and contributes to the discrepancy with the LEP enrollment totals for each state.



Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98. NCBE, 2000.

Table 5 - Reported Language Backgrounds of LEP Students by Grade in the U.S. & FAS/IA, 1997-98

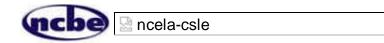
Grade	SPN	VTM	нмс	CAN	KOR	NAV	RUS	CAM	LAO	TAG	FRCR	ARA	JPN	OTHLG	Computed Total	Total LEP
Pre-K	52,860	1,354	528	450	282	36	46	106	222	20	708	95	57	2,520	55,380	58,714
Kinder	337,386	7,828	5,931	6,940	3,320	1,583	2,113	2,302	1,505	1,899	3,341	2,013	1,238	22,954	360,340	393,709
Grade 1	349,505	8,075	6,284	6,158	3,504	2,073	2,320	2,783	1,536	2,213	3,355	1,902	1,294	24,130	373,635	417,536
Grade 2	330,227	7,590	6,300	5,653	3,217	2,913	2,480	2,800	1,587	2,380	3,613	1,843	1,135	24,450	354,677	395,302
Grade 3	296,083	7,329	5,802	4,687	2,642	2,313	2,232	2,722	1,579	2,397	3,271	1,536	950	22,715	318,798	355,873
Grade 4	274,178	6,760	5,385	4,112	2,197	2,527	2,232	2,646	1,514	2,122	2,823	1,408	768	20,511	294,689	322,552
Grade 5	249,214	5,787	5,028	3,366	1,927	2,172	2,087	2,362	1,361	1,897	2,374	1,165	729	19,724	268,938	288,094
Grade 6	224,527	5,192	4,801	2,799	1,599	2,099	1,952	2,170	1,248	1,675	2,165	968	613	18,078	242,605	252,602
Grade 7	211,259	5,720	4,113	2,811	1,651	1,787	1,875	2,036	1,186	1,598	2,080	903	532	16,738	227,997	233,302
Grade 8	192,637	6,001	3,964	2,901	1,811	1,609	1,838	1,888	1,178	1,537	1,905	797	467	16,653	209,290	213,863
Grade 9	211,500	6,606	3,550	4,097	2,217	2,149	2,013	1,838	1,199	1,899	3,301	981	446	19,468	230,968	223,332
Grade 10	165,213	5,929	2,872	3,565	2,201	1,477	1,862	1,587	1,092	1,672	3,017	801	479	15,735	180,948	182,389
Grade 11	126,457	4,589	2,129	3,239	1,882	1,039	1,626	1,276	772	1,560	2,656	646	491	14,245	140,702	140,613
Grade 12	97,746	3,914	1,681	2,508	1,464	945	1,002	884	601	1,186	2,310	500	418	11,127	108,873	107,433
ungraded	16,973	189	70	159	123	0	48	118	25	179	1	48	34	645	17,618	21,664
other	14,418	4	0	4	3	0	3	2	0	5	0	24	0	92	14,510	46,502
TOTAL**	3,356,968	94,081	64,616	57,073	37,646	24,753	44,285	31,216	19,598	27,931	38,663	29,200	13,300	295,056	3,652,024	3,432,192

Note: SPN--SPANISH; VTM--VIETNAMESE; HMG--HMONG; CAN--CANTONESE; CAM--CAMBODIAN; KOR--KOREAN; LAO--LAOTIAN; NAV--NAVAJO; TAG--TAGALOG; RUS--RUSSIAN; FRCR--CREOLE (FRENCH); ARA--ARABIC; PTG--PORTUGUESE; JPN--JAPANESE; OTHLG--OTHER LANGUAGES.

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98. NCBE, 2000.

Table 6 - Number of States & FAS/IA Reporting Language Background of LEP Students by Grade, 1997-98

Grade	SPN	VTM	HMG	CAN	KOR	NAV	RUS	CAM	LAO	TAG	FRCR	ARA	JPN	OTH LG
Pre-K	17	15	5	13	14	4	11	8	12	9	7	10	12	12
Kinder	27	25	9	20	24	8	22	19	23	19	15	23	23	21
Grade 1	27	25	8	20	23	9	22	20	23	17	13	22	21	23
Grade 2	27	25	8	21	25	7	22	19	22	18	13	23	22	23
Grade 3	27	25	8	19	23	9	22	19	22	18	13	22	21	23
Grade 4	27	25	8	19	23	7	21	18	22	18	12	22	18	23
Grade 5	27	24	8	21	24	8	21	21	22	17	12	21	22	23
Grade 6	27	24	8	20	24	7	22	19	21	20	12	22	19	23
Grade 7	27	25	8	19	22	7	22	19	23	17	14	22	20	22
Grade 8	27	24	8	19	22	8	20	20	22	18	13	21	20	23
Grade 9	27	25	8	20	23	7	20	18	20	20	12	19	20	23
Grade 10	27	25	8	20	22	7	22	18	20	20	13	20	18	22
Grade 11	27	25	7	19	22	7	20	18	21	19	14	21	21	23
Grade 12	27	25	7	22	24	7	21	20	20	19	12	20	20	22
ungraded	2	2	2	2	2	0	2	2	2	2	1	2	2	3
other	2	1	0	1	1	0	1	1	0	1	0	1	0	1
TOTAL	44	41	16	35	41	17	37	33	38	35	27	36	38	40

Note: SPN--SPANISH; VTM--VIETNAMESE; HMG--HMONG; CAN--CANTONESE; CAM--CAMBODIAN; KOR--KOREAN; LAO--LAOTIAN; NAV--NAVAJO; TAG--TAGALOG; RUS--RUSSIAN; FRCR--CREOLE (FRENCH); ARA--ARABIC; PTG--PORTUGUESE; JPN--JAPANESE; OTHLG--OTHER LANGUAGES.

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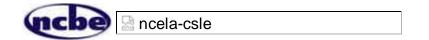


Table 7 - LEP Grade retentions and drop outs by State, 1997-98

State / territory	Public LEP Enrollment (N=52)	LEP Grade Retention (N=24)	LEP Drop Outs (N=3)
Alabama	5,751	İ	
Alaska	22,087	107	
Arizona	112,522	İ	
Arkansas	6,717	237	148
California	1,406,166	İ	
Colorado		İ	
Connecticut	19,503	İ	
Delaware	1,957	43	
District of Columbia	5,073	İ	
Florida	243,764	İ	
Georgia	20,944	İ	
Hawaii	12,869	593	
ldaho	13,188	İ	
Illinois	136,186	İ	
Indiana	9,114	İ	
lowa	8,044		
Kansas	15,215	62	
Kentucky	3,878	9	
Louisiana			
Maine	2,752	23	
Maryland	17,282	474	
Massachusetts	45,287		
Michigan	35,328		
Minnesota	27,337	200	
Mississippi	3,149		
Missouri	7,266	157	
Montana	8,938	157	
Nebraska	7,396	190	
Nevada	30,425		56
New Hampshire	1,748		
New Jersey	47,415		
New Mexico	71,429		
New York	219,868		
North Carolina	28,709	1,378	
North Dakota	6,567	34	
Ohio	13,867		
Oklahoma	33,089		
Oregon	30,768	<u> </u>	
Pennsylvania	21,819		
Rhode Island	8,970		
South Carolina	3,077	17	
South Dakota	7,586	39	
Tennessee	8,465	233	
Texas	507,262	200	
Utah	38,269		
Vermont	812		
Virginia	24,876		

Washington	56,921	1,437	
West Virginia		ĺ	
Wisconsin	20,117	186	
Wyoming			
Total-Mainland	3,379,772	5,576	204
American Samoa			
Guam	5,327		
Marshall Islands	10,254	0	
Micronesia	52,992	0	
Northern Marianas			
Palau	3,203	0	
Puerto Rico			
Virgin Islands	1,327	65	24
Totals-FAS/IA	73,103	65	24
Total-Nation	3,452,875	5,641	228

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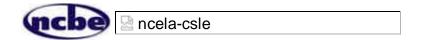


Table 8 - LEP Student English Reading Comprehension Testing, by State, 1997-98

	Numbers of LEP Students									
State / territory	ERCLEPs assessed (N=30)	ERCLEPs deferred (N=24)	ERCLEPs abv st. stand (N=15)							
Alabama	4,401	1,350	350							
Alaska	22,087	0	4,630							
Arizona	29,273	12,913								
Arkansas	6,717	0								
California	703,360		57,298							
Colorado										
Connecticut	993	2,555	80							
Delaware	i i	· · · · · · · · · · · · · · · · · · ·								
District of Columbia	1,596	2,431	0							
Florida	,,,,,,	, -	40,673							
Georgia	i		-,							
Hawaii	7,917	2,844	2,279							
Idaho	6,198	6,990	0							
Illinois	5,:55	0,000								
Indiana										
lowa	3,012	1,611								
Kansas	13,787	1,011								
Kentucky	13,767									
Louisiana	 									
Maine	2,165									
		2.026								
Maryland Massachusetts	17,282	3,036								
	25 229									
Michigan	35,328									
Minnesota	554	444								
Mississippi	551	114	10							
Missouri	701	266	42							
Montana	1 007	5.000	400							
Nebraska	1,997	5,399	432							
Nevada	5,447									
New Hampshire		71								
New Jersey	4,244									
New Mexico	37,982	1,243	1,377							
New York	15,947	35,202								
North Carolina	1,099	226	203							
North Dakota	6,567									
Ohio	4,434		2,300							
Oklahoma										
Oregon										
Pennsylvania										
Rhode Island										
South Carolina										
South Dakota	867	44	13							
Tennessee	1,958		310							
Texas	115,947	41,615	64,134							
Utah										
Vermont										
Virginia	ĺ									
Washington										
West Virginia										
Wisconsin										
Wyoming	<u> </u>									

American Samoa			
Guam	2,250	445	452
Marshall Islands	10,254		
Micronesia		1,258	
Northern Marianas			
Palau	1,076	0	
Puerto Rico			
Virgin Islands			
TOTAL	1,065,437	119,613	174,573

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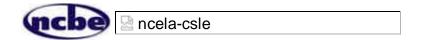


Table 9 - LEP Student Non-English Reading Comprehension Testing, by State, 1997-98

		Numbers of LEP Students	
State / territory	NERCLEP assessed (N=11)	NERCLEP deferred (N=8)	NERCLEP abv st. stand (N=3)
Alabama			
Alaska	15,976	0	
Arizona	11,730		
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia	64	0	
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
lowa			
Kansas	378	0	
Kentucky			
Louisiana			
Maine	502		
Maryland	112		
Massachusetts			
Michigan	35,328		
Minnesota	30,020		
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico	14,476	94	542
New York	, •	<u> </u>	0.2
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas	35,924	3,884	21,637
Utah	35,924	3,004	21,037
J.C.I.I	1		

Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			
American Samoa			
Guam			
Marshall Islands	10,254	0	
Micronesia			
Northern Marianas			
Palau	1,076	0	
Puerto Rico			
Virgin Islands			
TOTAL	125,708	3,978	22,179

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Table 10-Reclassification of Students from limited English proficient to English proficient, by State, 1997-98

State	Pub LEP Enrollment	Kinder	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Ungrd	other	total
Alabama	5,751																
Alaska	22,087																736
Arizona	112,522				565	699	695	660	527	433	630	487	382	455	0	0	5,533
Arkansas	6,717																
California	1,406,166																96,545
Colorado																	
Connecticut	19,503	45	65	107	190	127	165	110	50	71	42	62	73	11	0	0	1,118
Delaware	1,957																
Dist. of Col.	5,073	61	47	42	139	48	53	54	8	6	3	3	8	9	3	0	484
Florida	243,764	894	815	911	1,471	814	724	668	491	512	564	315	227	282	0	0	8,738
Georgia	20,944																
Hawaii	12,869	210	303	200	139	116	113	78	80	57	65	41	44	33	0	0	1,479
Idaho	13,188																611
Illinois	136,186	290	525	671	2,060	2,105	1,662	1,306	776	657	524	381	508	1,635	41	0	13,144
Indiana	9,114				· ·			<u> </u>									
lowa	8,044														! 		1,314
Kansas	15,215	0	13	29	37	54	14	19	32	31	42	77	16	29	0	0	393
Kentucky	3,878																
Louisiana												<u> </u>					
Maine	2,752											<u> </u>					
Maryland	17,282																3,036
Massachusetts	45,287																-,
Michigan	35,328											<u> </u>					
Minnesota	27,337											<u> </u>					908
Mississippi	3,149																
Missouri	7,266											<u> </u>					
Montana	8,938											<u> </u>					
Nebraska	7,396																
Nevada	30,425											<u> </u>					
New Hamp.	1,748																
New Jersey	47,415																
New Mexico	71,429	542	393	340	374	402	356	449	396	460	476	429	414	478	0	0	5,507
New York	219,868																,
North Carolina	28,709																2,502
North Dakota	6,567											<u> </u>					,
Ohio	13,867														! 		
Oklahoma	33,089																
Oregon	30,768																
Pennsylvania	21,819											<u> </u>					
Rhode Island	8,970																l .
South Carolina	3,077																
South Dakota	7,586	8	6	6	5	2	10	1	1	0	2	1	1	1	0	0	44
Tennessee	8,465							<u> </u>	†	<u> </u>		<u> </u>					· · ·
Texas	507,262	0	3,269	4,900	8,435	7,250	7.555	5,987	3,607	3,389	2,111	2,685	2,115	144	0	0	51,447
Utah	38,269		,_,_	, , , , , ,	-, .55	,_55	,,,,,,,	.,	, - , - 5 .	, . ,	ļ ,	,	,			٣	,
Vermont	812	0	0	4	2	2	2	4	1	3	1	2	5	8	0	0	34
Virginia	24,876							<u>_</u>	<u> </u>		<u> </u>	-					
Washington	56,921																5,007

																<u> </u>	
West Virginia																	
Wisconsin	20,117	23	42	61	85	113	150	166	112	103	116	109	101	116	0	2	1,299
Wyoming																	
MainId totals	3,379,772	2,073	5,478	7,271	13,502	11,732	11,499	9,502	6,081	5,722	4,576	4,592	3,894	3,201	44	2	199,879
Amer. Samoa																	
Guam	5,327																934
Marshall Isls.	10,254																
Micronesia	52,992																
No. Marianas																	
Palau	3,203																
Puerto Rico																	
Virgin Islands	1,327	0	0	6	4	35	49	48	11	11	0	0	0	0	0	0	164
FAS/IA totals	73,103	0	0	6	4	35	49	48	11	11	0	0	0	0	0	0	1,098
Nat'l Totals	3,452,875	2,073	5,478	7,277	13,506	11,767	11,548	9,550	6,092	5,733	4,576	4,592	3,894	3,201	44	2	200,977

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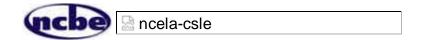


Table 11- Native Language Instruction for LEP students, by State, 1997-98

01-1-11	Public School LEP	LEPs w/ native L	LEPs w/o native Lang		
State / territory	Enrollment	N	%	instruction	
Alabama	5,751	0	0.0%	5,751	
Alaska	22,087	15,976	72.3%	6,111	
Arizona	112,522	41,344	36.7%	59,691	
Arkansas	6,717				
California	1,406,166	İ			
Colorado		Ì			
Connecticut	19,503				
Delaware	1,957				
District of Columbia	5,073	150	3.0%	4,923	
Florida	243,764	ĺ			
Georgia	20,944	0	0.0%	20,944	
Hawaii	12,869	5,846	45.4%	7,023	
Idaho	13,188	13,188	100.0%	0	
Illinois	136,186	107,589	79.0%	28,597	
Indiana	9,114	Ì			
lowa	8,044				
Kansas	15,215	7,744	50.9%	7,471	
Kentucky	3,878	Ì			
Louisiana					
Maine	2,752	502	18.2%	2,250	
Maryland	17,282	Ì			
Massachusetts	45,287	41,981	92.7%	3,306	
Michigan	35,328	35,328	100.0%	0	
Minnesota	27,337	Ì			
Mississippi	3,149				
Missouri	7,266	İ			
Montana	8,938				
Nebraska	7,396	1,483	20.1%	5,913	
Nevada	30,425				
New Hampshire	1,748				
New Jersey	47,415	41,934	88.4%	5,481	
New Mexico	71,429	57,676	80.7%	13,753	
New York	219,868	149,701	68.1%	24,955	
No. Carolina	28,709				
No. Dakota	6,567				
Ohio	13,867	3,272	23.6%	7,386	
Oklahoma	33,089	1,902	5.7%	31,187	
Oregon	30,768				
Pennsylvania	21,819				
Rhode Island	8,970	678	7.6%	0	
So. Carolina	3,077	286	9.3%	2,791	
So. Dakota	7,586	6	0.1%	7,587	
Tennessee	8,465				
Texas	507,262	261,461	51.5%	199,513	
Utah	38,269				
Vermont	812	0	0.0%	812	
Virginia	24,876				

Washington	56,921	20,384	35.8%	39,303
West Virginia				
Wisconsin	20,117	14,877	74.0%	5,240
Wyoming				
Total-mainland	3,379,772	823,308	24.4%	489,988
American Samoa				
Guam	5,327	110	2.1%	3,960
Marshall Islands	10,254	10,254	100.0%	0
Micronesia	52,992	49,271	93.0%	0
Northern Marianas				
Palau	3,203			
Puerto Rico				
Virgin Islands	1,327	691	52.1%	616
Total-FAS/IA	73,103	60,326	82.5%	4,576
Totals-Nation	3,452,875	883,634	25.6%	494,564

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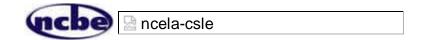
Table 12 - Teachers certified to Teach ESL & Bilingual Education, Assignments & Training, 1997-98

State / territory	ESL certified teachers (N=35)	Bilingual certified teachers (N=30)	Assigned to teach LEP students (N=29)	Pre- & in-service for LEP students (N=29)
Alabama	98	20	21	1,935
Alaska	62	201	220	320
Arizona	2,358	1,484	3,842	
Arkansas		· · · · · · · · · · · · · · · · · · ·		160
California	42,653	15,783	58,436	45,333
Colorado				
Connecticut				
Delaware	21	21	39	43
D. of Columbia	149	12	161	1,132
Florida	34,260			17,351
Georgia				
Hawaii	326	7	316	2,397
Idaho	365		89	639
Illinois				
Indiana				
lowa	101	0	153	
Kansas	517	32	532	3,099
Kentucky	200		74	38
Louisiana				
Maine	75	4	75	160
Maryland	641			
Massachusetts				
Michigan		536		
Minnesota	1,052	69		
Mississippi				
Missouri	172		69	
Montana				
Nebraska				
Nevada	745	605	605	300
New Hamp.				61
New Jersey	1,226	1,037	2,263	
New Mexico	576	1,282	1,518	10,436
New York	920	785	4,626	4,693
No. Carolina	547	7	554	1,594
No. Dakota	20	20	11	350
Ohio	1,478	566		
Oklahoma				
Oregon	191	118	221	2,262
Pennsylvania				
Rhode Island				
So. Carolina				
So. Dakota	9	0	9	349
Tennessee	362			
Texas	12,148	18,752	14,849	9,591
Utah	819	38		585

Vermont	32	2	21	76
Virginia				
Washington	325	215	540	0
West Virginia				
Wisconsin	453	344	504	314
Wyoming				
Am. Samoa				
Guam	31	11	38	216
Marshall Isls		546		300
Micronesia				
No. Marianas				
Palau	170	170	170	170
Puerto Rico	3,682		3,682	300
Virgin Islands	17	35	46	85
TOTAL	106,801	42,702	93,684	104,289

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98. NCBE, 2000.

Table 13-SEA Survey Within State Responses, 1997-98

State /	LEAs	LEAs	Ret	urns	Barrana and a community		
territory:	in State	sent Q	N	%	Response rate comments		
Alabama	129	129	120	93.0%	Old survey was used New data will be collected next year.		
Alaska	53	53	51	96.2%			
Arizona	520	520	478	91.9%	Total districts includes 225 districts plus 295 Charter Schools (LEAs), for a total of 520. The responding districts were 92%.		
Arkansas	311	311	311	100.0%			
California	1,052	1,052	904	85.9%	Each year the Language Census data are reported on Form R30-LC, as required by federal case law The data reported here are as of March 1, 1998.		
Connecticut	166			0.0%	Departmental policies do not permit the distribution of this type of data gathering instrument to all local and regional school districts in the State. In general, only data gathering forms required by State statutes and regulations may be sent out. Therefore, reported in this survey are data available through existing State databases.		
Delaware	22	0	0	0.0%	Total districts includes 3 Charter Schools Data already collected for 97-98 when this survey was received.		
District of Columbia	1	1	1	100.0%			
Florida	75			0.0%	All data in this report was compiled through the State of Florida Dept. of Education Information Database System. This system is electronically integrated throughout the State and obviates the necessity of doing paper surveys.		
Georgia	180	180	158	87.8%	All districts received a State-generated survey. The responding districts returned the State-generated survey.		
Hawaii	7	7	7	100.0%			
Idaho	112	77	77	68.8%			
Illinois	900	900	394	43.8%	Total school districts includes 2 special education cooperatives. School districts responding includes two special education cooperatives.		
lowa	377	377	117	31.0%	lowa 1997-1998 survey.		
Kansas	304	304	304	100.0%			
Kentucky	176	176	176	100.0%	Return survey sent by Kentucky.		
Maine	235	235	235	100.0%			
Maryland	24			0.0%	This survey was not sent for 1997-98 school year. The 24 school systems completed information on a State form. The information has been compiled into the Limited English Proficient Student Data Report 1997-98. The Maryland form will be revised based on the SEA survey form and data will be collected in this format for the 1998-99 school year.		
Massachusetts	360			0.0%	Data was collected from each school district in the Fall of 1998. The OMB survey was not used this year We will incorporate the required information in future year's reports.		

Michigan	663		100	15.1%	Data collected from 100 districts. These districts submitted an application form to access the State bilingual education funds.
Minnesota	381	191	117	30.7%	
Mississippi	153	153	64	41.8%	The survey was administered using the old form.
Missouri	525	525	438	83.4%	
Montana	350	350	85	24.3%	All 350 districts responded, but only 85 enrolled LEP students.
Nebraska	615	615	540	87.8%	
Nevada	17	17	15	88.2%	This survey form was not used this year. Nevada received this form too late to be used for this year's survey.
New Hampshire	177	177	172	97.2%	Data not available except for schools on responses (Questionnaire, p. 11, PTII-C2). For the 1997-98 school year, data was collected for an October 1, 1997 count. This count was therefore taken before the changes to the Federal ID Survey form were completed in January 1999. In this report, where applicable, footnotes explain any discrepancies between the old survey form and the new form. (p. 1 of appended report)
New Jersey					Our office did not have the requested data for some items due to the change in the survey this year. To be better able to supply the data currently being requested on the Title VII Survey, we have made changes to our district data collection forms to coincide with the information requested on this year's survey. (cover letter, 4-29-99). The (NJ) Office of Bilingual education and Equity Issues collected data from the 422 school districts serving Limited English Proficient (LEP) students at various times during the 1997-98 school year. For that reason, Part I of this survey was not sent directly to the districts, but completed by the Office of Bilingual Education and Equity Issues based on the data collected. (Q. Pt II-C2)
New Mexico	89	89	83	93.3%	
New York					
North Carolina	117	117	117	100.0%	This year's OBEMLA survey was not sent out but last year's survey was. Total districts in the State and sent the survey were 117 plus 86 Charter Schools. Districts completing all the questions in the old survey were 117.
North Dakota	233	233	163	70.0%	The survey I had sent during the 1997-1998 school year did not contain the same questions as the survey you have designed. I tried to get some of the correct data for the form you used. I will use the new survey with school districts in the coming year, 1999-2000 The difficulty in getting data from school districts is further complicated by the fact that North Dakota has no State requirements for the identification of LEP students and school districts are not consistent in their methods of identification and assessment. School districts in North Dakota are also not consistent in responding to the survey. (cover letter, 6-10-99)
Ohio	611	611	611	100.0%	All of Ohio's 611 school districts provided information regarding LEP-related items via the State's Educational Management Information System (EMIS). However, information provided by the districts was based on previous OBEMLA LEP survey forms, not on this newly revised form, because the districts had already entered LEP-related data via EMIS for school year 1997-1998, by the time this revised survey form was made available to State Education Agencies.
Oklahoma	549	549	288	52.5%	due to the late receipt of the new LEP survey, we used the 1996-97 LEP survey form. (cover letter 4-30-99)
Oregon	198	198	128	64.6%	
Pennsylvania	501			0.0%	We did not mail this survey to districts. We use our own data collection form.

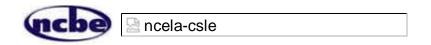
Rhode Island	36	25	12	33.3%	Part I questionnaires were submitted, unaggregated, 12 school districts. Part II was submitted once, but to State enrollment was given as 9,247, while it was 150,556 for 1996-97.	
South Carolina	86	86	86	100.0%		
South Dakota	196	196	169	86.2%	169 districts of 196 receiving the survey responded, but only a small handful completed all of the questions on the survey. The survey was extremely confusing to LEAs. I received a number of calls about it.	
Tennessee	138	138	130	94.2%	Because the new survey instrument was not available at the end of the 1997-98 school year, the State of Tennessee mailed the survey that had been used for previous years reflecting the data that was formerly required by the U.S. Dept. of Ed The new survey instrument will be used for the 1998-99 school year.	
Texas	1,061		1,061	100.0%	The Texas Education Agency collects data from school districts and charter schools through an automated system called Public Education Information Management System (PEIMS). Therefore, the survey was not mailed to districts because the information was collected electronically.	
Utah	40	40	40	100.0%		
Vermont	61			0.0%	The Vermont Title VII State Grant Program did not send the Part I of the Survey to all LEAs in the State. Information that has been required for compiling the survey is collected in a different manner. Contact people have been identified in all 61 of the school districts in Vermont. They received Non-English Language Background (NELB) Student Update forms at the end of the 1997-98 and early in the 1998-99 school years, asking them to update information on the enrollment numbers, languages spoken, grade and proficiency levels, educational services and personnel serving LEP students With the changes in the survey form, we will design additional methods to ensure all requested information is obtained for the 1998-99 survey.	
Virginia	134			0.0%	I have enclosed both Part I and Part II of the OBEMLA LEP survey for the 1997-98 school year Virginia did not participate in Title VII funding during 1997-98 school year. Therefore, complete LEP data from the LEAs were not collected for that year. This survey was not distributed to the LEAs (cover letter, 4-27-99)	
Washington	296	296	0	0.0%		
Wisconsin	426	426	111	26.1%	The responding districts includes only districts identifying LEP students. Please note that the 1997-98 school year marked a transition in Wisconsin from a "paper" collection of data to one in which most data was collected electronically (on a diskette). As a result, the data we received from districts was often incomplete or inaccurate as LEAs sometimes struggled with the new collection system. In addition, the data was collected in compliance with the previous USDE format, so some data required for the 1997-98 school year survey is not available, or available in a slightly different format. We have incorporated the new format into our data collection instrument for the current school year and will therefore be able to better report to you next year.	
Totals- mainland	12,657	9,354	7,863	62.1%		
Guam	1	1	1	100.0%	Out of the thirty-eight (38) schools who participated in the survey, only twenty (20) schools were able to submit the information needed in a timely manner. (cover letter, 9-13-99) These 20 questionnaires were submitted, unaggregated, to OBEMLA.	
Marshall Islands	1	1	1	100.0%		
Micronesia	4	4	0	0.0%		
Palau	1	1	1	100.0%		

Puerto Rico	84	84	84	100.0%	
Virgin Islands	2	2	2	100.0%	These two questionnaires were submitted, unaggregated, to OBEMLA.
Totals-FAS/IA	93	93	89	95.7%	
Totals-Nation	25,407	18,801	15,815	62.2%	

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Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-98. NCBE, 2000.

Table 14. Change in LEP Enrollment, by State, between 1996-97 and 1997-98

01-1 11 11	1997 Public LEP	1998 Public LEP	LEP Change			
State / territory	enrollment	enrollment	N	%		
Alabama	5,565	5,751	186	3.2%		
Alaska	34,942	22,087	(12,855)	-58.2%		
Arizona	93,528	112,522	18,994	16.9%		
Arkansas	5,282	6,717	1,435	21.4%		
California	1,381,393	1,406,166	24,773	1.8%		
Colorado	24,675		(24,675)			
Connecticut	19,819	19,503	(316)	-1.6%		
Delaware	1,928	1,957	29	1.5%		
District of Columbia	4,911	5,073	162	3.2%		
Florida	288,603	243,764	(44,839)	-18.4%		
Georgia	14,339	20,944	6,605	31.5%		
Hawaii	12,349	12,869	520	4.0%		
Idaho	12,210	13,188	978	7.4%		
Illinois	118,246	136,186	17,940	13.2%		
Indiana	9,195	9,114	(81)	-0.9%		
lowa	7,304	8,044	740	9.2%		
Kansas	12,843	15,215	2,372	15.6%		
Kentucky	3,194	3,878	684	17.6%		
Louisiana	6,494		(6,494)			
Maine	2,386	2,752	366	13.3%		
Maryland	16,186	17,282	1,096	6.3%		
Massachusetts	44,394	45,287	893	2.0%		
Michigan	25,988	35,328	9,340	26.4%		
Minnesota	28,237	27,337	(900)	-3.3%		
Mississippi	1,594	3,149	1,555	49.4%		
Missouri	6,514	7,266	752	10.4%		
Montana	8,846	8,938	92	1.0%		
Nebraska	6,252	7,396	1,144	15.5%		
Nevada	27,977	30,425	2,448	8.0%		
New Hampshire	1,590	1,748	158	9.0%		
New Jersey	49,300	47,415	(1,885)	-4.0%		
New Mexico	78,107	71,429	(6,678)	-9.3%		
New York	220,840	219,868	(972)	-0.4%		
North Carolina	24,771	28,709	3,938	13.7%		
North Dakota	6,340	6,567	227	3.5%		
Ohio	12,391	13,867	1,476	10.6%		
Oklahoma	31,941	33,089	1,148	3.5%		
Oregon	33,559	30,768	(2,791)	-9.1%		
Pennsylvania	0	21,819	21,819	100.0%		
Rhode Island	10,009	8,970	(1,039)	-11.6%		
South Carolina	3,202	3,077	(125)	-4.1%		
South Dakota	6,515	7,586	1,071	14.1%		
Tennessee	7,223	8,465	1,242	14.7%		
Texas	513,634	507,262	(6,372)	-1.3%		
Utah	35,286	38,269	2,983	7.8%		
Vermont	750	812	62	7.6%		
Virginia	0	24,876	24,876	100.0%		

Total-Nation	3,405,915	3,452,875	46,960	1.4%
Total-FAS/IA	64,370	73,103	8,733	11.9%
Virgin Islands	1,264	1,327	63	4.7%
Puerto Rico	16,618		(16,618)	
Palau	2,756	3,203	447	14.0%
No. Marianas	0		0	
Micronesia	28,089	52,992	24,903	47.0%
Marshall Islands	10,878	10,254	(624)	-6.1%
Guam	4,765	5,327	562	10.6%
Amer. Samoa	0		0	
Totals-mainland	3,341,545	3,379,772	38,227	1.1%
Wyoming	1,850		(1,850)	
Wisconsin	23,270	20,117	(3,153)	-15.7%
West Virginia	0		0	
Washington	55,773	56,921	1,148	2.0%

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OMB No. 1885-0543 Exp. 01/31/2002

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

NOTE: This form must be completed by applicants under the following program: State Grant Program

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.

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.

(SY 1997-1998) LE	EA:	State:
(DI 1)) 1)) DI	Ji I.	State:

PART I: Local Educational Agency Report: 1997-98 School Year

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 Affaires at the U.S. Department of Education (202) 205-9907.

Part I: Instructions

Use information compiled for the 1997-98 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

(Note A1 and A3 were combined from last year's Survey)

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
- 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 1997-1998)	I E A.	C 4. 4	
(NY 1997-199X	LEA:	State:	
(01 1/// 1///	LLII.	State.	

A. Student Enrollment

Table A1 (Part1): How many LEP students are taught in each of the following instruction models?

Grade	LEP Enrollment	Instruction incorporates student's native language	Instruction does not incorporate student's native language
Pre-Kindergarten			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Other			
TOTAL			

(SY 1997-1998	TTA.	C4-4-	
(5 Y 1997-1998) 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. For ease of use the appendix has the most common languages listed in descending order.

For ungraded school systems, simply list each language spoken and the number of students who speak that language.

Attach additional sheets if necessary.

Table A2 (Part I): List all the languages spoken by LEP students at each grade level. (Refer to Appendix A for abbreviations.)

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															
Others															

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.

(SY 1997- 1998) LEA:	State:

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

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

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

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 tests and other methods.

Table B3 (Part I): Number of LEP Students Reclassified & Methods/Tests Used for Reclassification

Table B3 (Part I):	Number of LEP Students Reclassified & Methods/Tests Used for Reclassification				
Grade	Reclassified	Method Used₁	Test Used₂		
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Ungraded					
Totals					

In the "Methods" column include the following: Student Records, Teacher Interview, Parent Information, Home Language Survey, Teacher Observation, Referral, Student Grades, Informal Assessment.

In the "Test" column include Language Proficiency Test (specify), Achievement Test (specify), Criterion Referenced Test (specify), Other (specify).

1	_

(SY 1997- 1998) LEA:	State:
C. Teacher Qualifications	
C1. <u>Teacher Certification</u> Include only those teachers who have completed a full creder state's requirements for certification/licensing. Emergency creertification.	ntialing/licensing program; that is, they have met all of the redentials and other temporary licensing do not qualify as
Table C1 (Part I): Teachers Certified to teach ESL or Bilin	ngual education.
ESL teachers:	Bilingual teachers:
C2. <u>Teacher Assignment</u> Include only those teachers who are certified to teach LEP st have LEP students in their classroom.	tudents (meet the qualifications in question C1) and who
Table C2 (Part I): Bilingual or ESL certified teacher	ers (from C1) assigned to teach LEP students?
Teachers:	

C3. <u>Teacher Training</u>
Include all teachers, certified or not. The training must be specific to the needs resulting from students' English language proficiency.

Number of Teachers who received in-service or pre-service training in 1997-1998 Table C3 (Part I):

specific to ESL or bilingual education.

(SY 1997- 1998) LEA:	State:	

PART II: State Educational Agency Report: 1997-98 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 US Department of Education, (202) 205-9907.

Part II: Instructions

Use information compiled for the 1997-1998 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 disegregating the data by grade is not possible.

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

Grade	Enrolled
Kindergarten	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded/ Other	
TOTAL	

(SY 1997-1998) LE	EA:	State:
(DI 1)) 1)) DI	Ji I.	State:

A2. (Part II): State Definition 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
 - is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
 - 4) 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

r lease check each method that is used in your state to identify		y LLi Students.		
Student Records			Teacher Observation	
Teacher Interview			Referral	
Parent Information			Student Grades	
Home Language Survey			Informal Assessment	

		50
(SY 1997- 1998) LEA:	State:	50
List A3 (Part II): Tests Used		
List the tests used to identify LEP students and specify cut-o as specific as possible when specifying the Language profici Test(s) and other tests used to identify LEP students. <i>Special identification</i> .	ff scores or other measures of identification ency Test(s), Achievement Test(s), Criterify cut-off scores and other measures of the cut-off scores and other measures of the cut-off scores and other measures of the cut-off scores and other measures of the cut-off scores and other measures of the cut-off scores and other measures of the cut-off scores and other measures of the cut-off scores and other measures of identification encounters.	on. Please be on-reference f
Language Proficiency Tests:		
Achievement Tests:		
Criterion-referenced tests:		
Other:		

			_
(SY 1997-1998)) LEA:	State:	

B. <u>Districts Receiving the Survey</u>

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 receiving the Survey	

C. <u>Districts Responding</u>

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

Table C2. School districts completing and returning Part I of this survey?

Districts		
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
Districts		

APPENDIX A - 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 PORTUGESE

JPN JAPANESE

OTHER (PLEASE NAME)