

**Office of English Language Acquisition, Language
Enhancement and Academic Achievement for
Limited English Proficient Students**

**Survey of the States'
Limited English Proficient Students
and Available Educational
Programs and Services
2000-2001 Summary Report**

by Anneka L. Kindler

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The George Washington University
National Clearinghouse for English Language Acquisition &
Language Instruction Educational Programs
2121 K Street, NW, Suite 260
Washington, DC 20037
(202) 467-0867

www.ncela.gwu.edu

www.ed.gov/offices/OELA

SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS & AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES 2000-2001 SUMMARY REPORT

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SURVEY OF THE STATES' LIMITED ENGLISH PROFICIENT STUDENTS & AVAILABLE EDUCATIONAL PROGRAMS AND SERVICES 2000-2001 SUMMARY REPORT

Introduction

The U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA)¹ 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 Survey is authorized under Title III, of the *Elementary and Secondary Education Act* as amended in 2001.

The 2000-2001 SEA Survey questionnaire included some modifications from earlier surveys. To meet new data collection requirements under the reauthorized ESEA (the *No Child Left Behind Act of 2001*), the survey was amended to collect separate data on the enrollment of immigrant students² in the U.S. (both LEP and English proficient). The revised survey also requested that the SEAs include data from both public and non-public schools, whereas surveys from 1997-98 through 1999-2000 requested data only with regard to public school districts.

¹ Formerly the Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

² In the *No Child Left Behind Act*, Section 3301, "immigrant children and youth" defined as "individuals who—(A) are aged 3 through 21; (B) were not born in any State; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years."

Since SEAs did not have sufficient lead time to implement data collection from non-public sources, the current report includes only public school data.

The current report is based primarily on the SEA Survey responses for the 2000-2001 school year, which were received from all 50 States, the District of Columbia, the Commonwealth of the Northern Mariana Islands, Guam, and Puerto Rico³. Data on total student enrollments were obtained from the National Center for Education Statistics. For non-reporting SEAs and missing data, estimates and data 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.

³ The Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, and the Virgin Islands did not submit a 2000-01 survey. The states of Hawaii, Massachusetts, Utah, and Wyoming submitted only Part II of the SEA survey (see Appendix B).

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

National Overview

Reported LEP enrollment levels in the U.S. continued to increase in 2000-2001, both in absolute numbers and as a percentage of the total student enrollment. An estimated 4,584,946 LEP students were enrolled in public schools, representing approximately 9.6% of the total school enrollment of students (47,665,483) in Pre-Kindergarten (PreK) through Grade 12. Over 67% of all LEP students were enrolled at the elementary level, where they accounted for more than 11% of the total school enrollment (See Table 1).

Table 1. Summary of Public School PreK-12 Total and LEP Enrollments, by Level of Schooling, 2000-2001 (n=58)

Jurisdiction & Level of School	LEP Enrollment	Total Enrollment*	% LEP
U.S. Total			
Elementary (PreK - Grade 6) **	3,086,204	26,365,875	11.7%
Secondary (Grades 7 to 12)	1,424,329	20,780,160	6.9%
Ungraded, Other, Not Specified	74,413	519,448	14.3%
Total	4,584,946	47,665,483	9.6%
States and DC			
Elementary (PreK - Grade 6) **	2,719,284	25,973,182	10.5%
Secondary (Grades 7 to 12)	1,146,154	20,481,527	5.6%
Ungraded, Other, Not Specified	42,657	487,226	8.8%
Subtotal	3,908,095	46,941,935	8.3%
Outlying Jurisdictions			
Elementary (PreK - Grade 6) **	366,920	392,693	93.4%
Secondary (Grades 7 to 12)	278,175	298,633	93.1%
Ungraded, Other, Not Specified	31,756	32,222	98.6%
Subtotal	676,851	723,548	93.5%

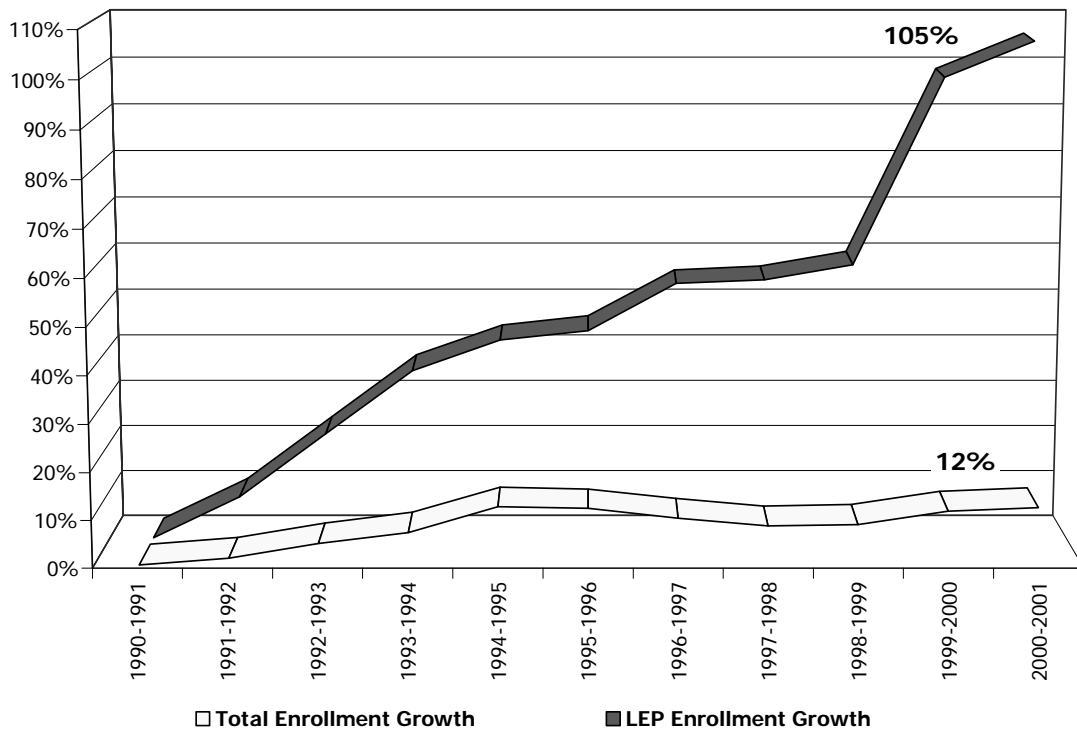
* Total Enrollment data from *Public School Student, Staff, and Graduate Counts by State, School Year 2000-01*, NCES (2002).

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

The reported number of LEP students enrolled grew by 3.8% from the 1999-2000 school year, and their representation as a percentage of total school enrollment increased by 3.1%. Since the 1990-91 school year, the LEP population has grown approximately 105%, while the general school population has grown only 12% (see Figure 1).

SEAs counted 1,127,172 immigrant students enrolled in PreK-12, about 2.4% of total enrollment in 2000-2001. Appendix A, Table 1 provides detail on LEP and immigrant enrollment by State.

Figure 1. Growth in Elementary and Secondary LEP Student Population and Total Student Population, School Years 1990-1991 through 2000-2001



In the States

California enrolled the largest number of public school LEP students, with 1,511,646, followed by Puerto Rico (598,063), Texas (570,022), Florida (254,517), New York (239,097), Illinois (140,528), and Arizona (135,248). California alone represented one third of the total national LEP enrollment. The Outlying Areas have the highest overall percentages of LEP students, with Marshall Islands, Micronesia, the Northern Mariana Islands, Palau, and Puerto Rico each reporting over 95% of their students as having limited proficiency in English. The

states with the highest percentages of total enrollments being LEP students were California (25%), New Mexico (19.9%), Arizona (15.4%), Alaska (15.0%), Texas (14.0%), and Nevada (11.8%).

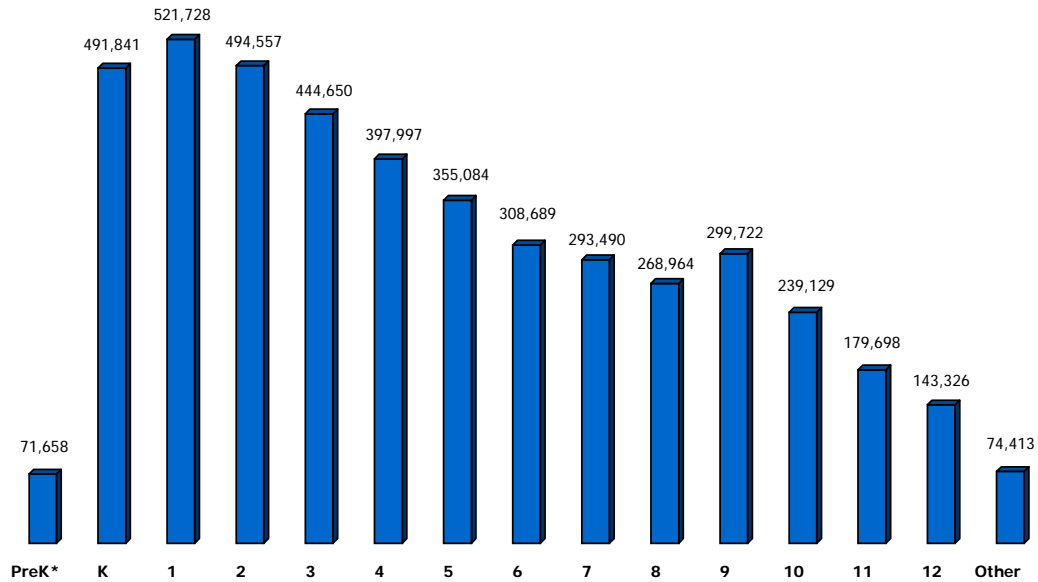
Many states reported significant changes in the number of LEP students enrolled. Forty-two SEAs reported increases in LEP enrollments from the 1999-2000 school year. Georgia claimed the most marked increase in LEP enrollment (113%), with Montana⁴ (88%) and Mississippi (79%) also reporting significant LEP growth. Other SEAs reporting an increase of 20% or more include Guam, Indiana, Wisconsin, North Carolina, South Carolina, and Kentucky. Twenty-five SEAs reported increases between 5% and 20%. Only three states (Alabama, Kansas, and New Mexico) reported decreases in LEP enrollments of 5% or more from the 1999-2000 school year.

By Grade

The LEP enrollment for the nation is principally concentrated in the early elementary grades. Over 44 % of all LEP students are enrolled in PreK through Grade 3, with a decreasing number of LEP students in the succeeding grades. Over a third (35%) of LEPs are enrolled in the middle grades (4-8), and only 19% are enrolled at the high school level. Less than 2% 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).

⁴ In 1999-2000, Montana indicated that survey data was not received from several key districts, contributing to a notable decline in the reported total LEP enrollment for that year. The large reported increase in the 2000-2001 school year is likely due at least in part to a better participation rate by school districts.

Figure 2. Number of LEP Students, by Grade, 2000-2001 (n=58)

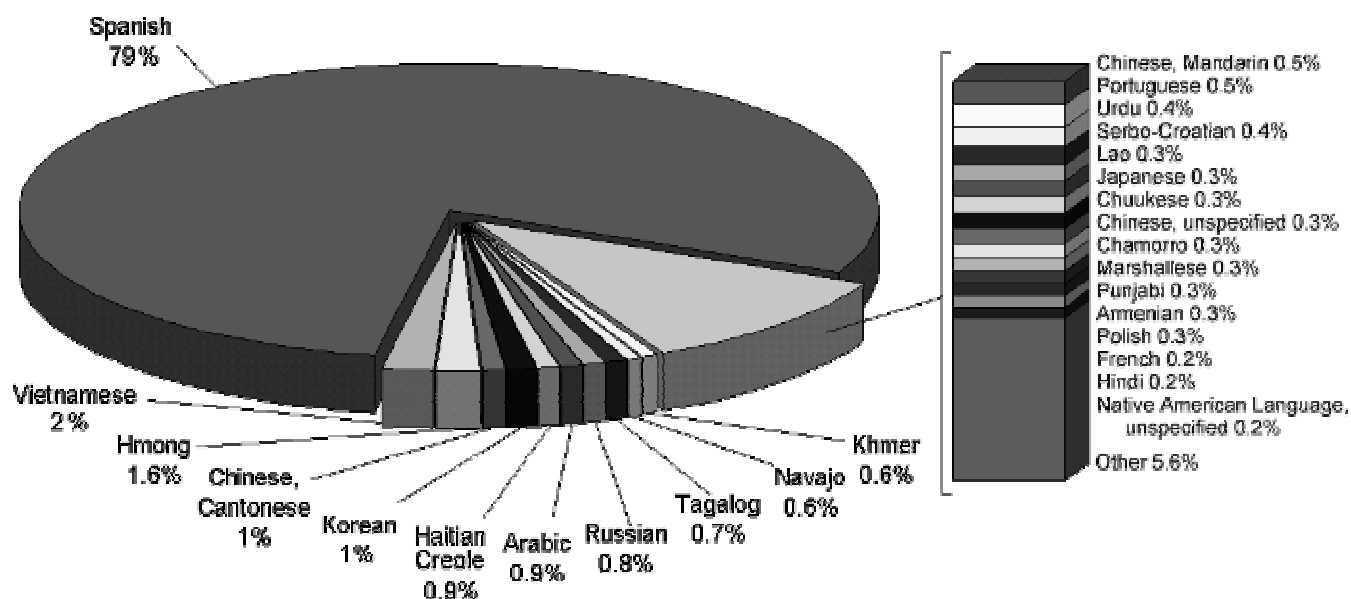


* Some SEAs did not report Pre-K enrollments. Please refer to Appendix A, Table 1.

Non-English Language Backgrounds

In 2000-2001, states reported more than 460 languages spoken by LEP students nationwide. The data submitted indicate that Spanish is the native language of the great majority of limited English proficient students (79.2%), followed by Vietnamese (2%), Hmong (1.6%), Cantonese (1%), and Korean (1%). All other language groups each represented less than 1% of the LEP student population. Languages with more than 10,000 speakers included Arabic, Armenian, Chuukese, French, Haitian Creole, Hindi, Japanese, Khmer, Lao, Mandarin, Marshallese, Navajo, Polish, Portuguese, Punjabi, Russian, Serbo-Croatian, Tagalog, and Urdu. Students whose native languages were identified by SEAs only as “Chinese” and “Native American” also numbered over 10,000 (Figure 3 and Appendix A, Table 2).

**Figure 3. Students' Non-English Language Background, 2000-2001 (n=58)
Languages with over 10,000 Speakers**



The national figures, however, mask substantial regional variations in linguistic diversity. For example, in nine states, Spanish was not the dominant language among LEPs. Blackfoot was the top language in Montana; French in Maine; Hmong in Minnesota; Ilocano in Hawaii; Lakota in South Dakota; "Native American" in North Dakota; Serbo-Croatian in Vermont; and Yup'ik in Alaska⁵. Though Vietnamese ranks second nationally, a great many languages are found in the number two position nationwide: Native American languages in Arizona, Idaho, Montana, New Mexico, Oklahoma, and Utah; Arabic in Michigan, Ohio, and West Virginia; Chinese languages in New York and Kentucky; Haitian Creole in Delaware, Florida, and the Virgin Islands; Korean in Maryland and Virginia; Portuguese in Connecticut, Massachusetts, New Jersey, and Rhode Island; and Tagalog in Nevada, Guam, and Palau. Appendix A, Table 3 provides a listing of top languages by state.

⁵ In the Outlying Areas other top languages included Chamorro (Guam and Northern Marianas), Chuukese (Micronesia), Marshallese (Marshall Islands), and Palauan (Palau).

Identification of LEP Students

The survey indicated a clear consistency across states in terms of methods for identifying LEP students. Among the 56 SEAs responding to this question, over 80% made use of home language surveys, teacher observation, teacher interviews, and parent information in the identification of LEP students, and 60% or more used student records, student grades, informal assessments, and referrals.

Of the 54 SEAs reporting the use of tests for LEP student identification and placement, 51 used some type of language proficiency test. The most commonly used language proficiency tests were the Language Assessment Scales (LAS), the IDEA Language Proficiency Tests (IPT), and the Woodcock-Muñoz Language Survey (Woodcock-Muñoz). In addition, 41 states made use of achievement tests in the identification of LEP students. The most common single tests were the Stanford Achievement Test (SAT9) and Iowa Tests of Basic Skills (ITBS). Sixteen states used state-developed achievement tests. Criterion referenced tests were used in 21 states, and 19 used other assessments, including portfolios, cognitive assessments, reading/writing evaluations, and a variety of locally-designed tests (See Table 2).

Table 2. Methods and Top Tests used to Identify LEP Students, 2000-2001 (n=54)

Identification of LEP Students		No. of SEAs	% of SEAs
METHODS	Home Language	50	89%
	Parent Info	48	86%
	Teacher Observation	46	82%
	Student Records	45	80%
	Teacher Interview	45	80%
	Referral	44	79%
	Student Grades	43	77%
	Other Methods	32	57%
TESTS	Language Proficiency Test	51	94%
	Language Assessment Scales (LAS)	46	85%
	IDEA Language Proficiency Tests (IPT)	38	70%
	Woodcock-Muñoz Language Survey	28	52%
	Language Assessment Battery (LAB)	13	24%
	Basic Inventory of Natural Languages (BINL)	6	11%
	Maculaitis Assessment (MAC)	6	11%
	Secondary Level English Proficiency (SLEP)	6	11%
	Woodcock Language Proficiency Battery	6	11%
	Achievement Test	41	76%
	State Achievement Test	16	30%
	Stanford Achievement Test (SAT)	15	28%
	Iowa Tests of Basic Skills (ITBS)	14	26%
	Comprehensive Test of Basic Skills (CTBS)	11	20%
	Gates-MacGinitie Reading Tests	11	20%
	Terra Nova	11	20%
	Criterion Referenced Test (CRT)	21	39%
	State CRT	11	20%
	NWEA Assessment	4	7%
	District CRT/Benchmark	3	6%
	Qualitative Reading Inventory (QRI)	3	6%
	Other CRT	15	28%
	Other Tests	19	35%

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, summarized in Table 3, are discussed below.

Table 3. Summary of Educational Status Indicators for LEP Students, 2000-2001

Indicator	Results from Responding SEAs	No. of SEAs Responding
LEP Students Retained (Grades 7-12)	48,060 (9.1%)	45
LEP Students Reclassified	363,720 (10.4%)	45
English language reading comprehension		
LEPs Assessed *	1,760,773 (44.8%)	54
LEPs Deferred *	136,813 (3.5%)	46
Assessed LEPs scoring above State Norm	288,655 (18.7%)	41
Native Language Reading Comprehension		
LEPs Assessed *	111,146 (4.3%)	23
LEPs Deferred *	11,763 (0.5%)	14
Assessed LEPs scoring above State Norm	59,227 (57.4%)	13

* The number of LEPs assessed and deferred from assessment do not equal the total number 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 45 responses received, approximately 9.1% of secondary LEP students were not promoted to the next grade. Oregon reported the highest retention rate at nearly 21 percent. Other states retaining over 10% of LEP students include

Florida, Hawaii, Illinois, Nevada, North Carolina, Pennsylvania, Texas, and Virginia. Jurisdictions with very low rates of LEP retention (less than 1%) include the District of Columbia, Maryland, Montana, New Hampshire, Rhode Island, Vermont, and Guam. (See Appendix A, Table 4.)

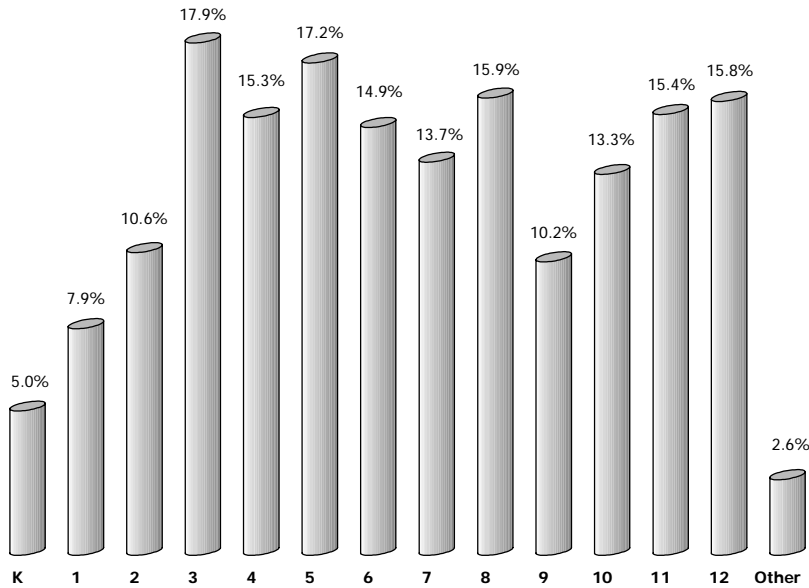
Reclassification

In 2000-2001, more than 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). Forty-eight SEAs provided information about LEP student reclassification rates and practices. States and districts relied on several methods and tests to evaluate a student's readiness to enter mainstream classrooms. More than half of the responding SEAs indicated the use of student grades, teacher observation, informal assessment, and student records in the reclassification process, and over one third of states made use of teacher interviews, parent information, referrals, and home language surveys. Nearly all reporting SEAs also indicated the use of some type of formal assessment in the reclassification process. The most common tests, used by more than half of reporting SEAs, were the same tests commonly used for LEP identification: LAS, IPT, and Woodcock-Muñoz. Other commonly used tests for reclassification were the SAT9, the CTB Terra Nova, and various state achievement tests, used by more than a quarter of the SEAs responding.

Rates of reclassification vary noticeably by grade. Reclassification rates are lowest in grades K-2 and in grade 9, when many LEP students are entering school systems and may have little or no experience with academic English. The highest proportion of LEP students nationwide are reclassified in the third and fifth grades (more than 1 out of every 6 LEP students

is reclassified), with relatively high rates of reclassification from late elementary grades through grade 12, except in grade 9 (see Figure 4).

Figure 4. Percent of LEPs Reclassified, by Grade, 2000-2001 (n=46)



Maryland reported the greatest proportion of LEP students reclassified at over 31 percent. Additional states with high reclassification rates (15% or more) include New Jersey, Hawaii, Iowa, Kansas, New Mexico, and Virginia. States with relatively low reclassification rates (under 5%) include Idaho, Mississippi, Montana, Oklahoma, Vermont, West Virginia, and Wisconsin. (See Appendix A, Table 5.)

English and Native Language Reading Comprehension

Although a very high proportion of SEAs (54 out of 58) submitted information on LEP reading assessment in English in 2000-2001, unfortunately, the currently available data do not offer a clear picture of LEP reading success. This survey year, fewer SEAs submitted data with respect to reading assessment in the native language (only 23 SEAs, down from 33 in 1999-2000). Meaningful interpretation of the available data is challenging for several reasons. The assessment instruments used – as well as testing policies and cut-off scores – vary from state to

state and even among districts within a state; therefore, results across jurisdictions 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 SEAs 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 (44.8% tested in English, 4.3% tested in the native language) should be viewed as under-estimates.

Within the 41 SEAs reporting on both participation and success of LEP students in English reading comprehension assessments, 18.7% of LEP students assessed scored above the state-established norm. Only thirteen SEAs were able to report on both LEP student participation and success in native language reading comprehension assessments; in these states, 57.4% of LEP students assessed scored above the state-established norm. No single test was used in a majority of states. Twenty-five SEAs indicated that state-designed tests were used to assess English reading comprehension; other commonly used tests were the LAS⁶, used in 15 states, and Terra Nova, used in 11 states. The following native language reading comprehension tests were used in three states: Spanish LAS, Spanish Assessment of Basic Education (SABE), and Supera. Most SEAs that reported on LEP participation in state testing but not on testing outcomes indicated the state had no standard or cut-off score, and therefore could not identify the number of LEP students scoring above a given standard. Appendix A, Tables 6 and 7 provide detailed results by state.

⁶ The Language Assessment Scales (LAS) is a test of language proficiency, and therefore is not a reliable measure of reading comprehension.

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

The SEA Survey inquired about the language of instruction used with LEP students 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 over three quarters (77%) of LEP students nationwide. Data indicate that 1,035,058 LEP students (22.7%) were receiving instruction that incorporated the student's native language. English was the exclusive language of instruction for 2,470,584 LEP students, representing 53.9% 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 Figure 5 and Table 4).

Figure 5. Percentage of LEP Students Receiving Instruction Incorporating the Native Language, by Grade, 2000-2001

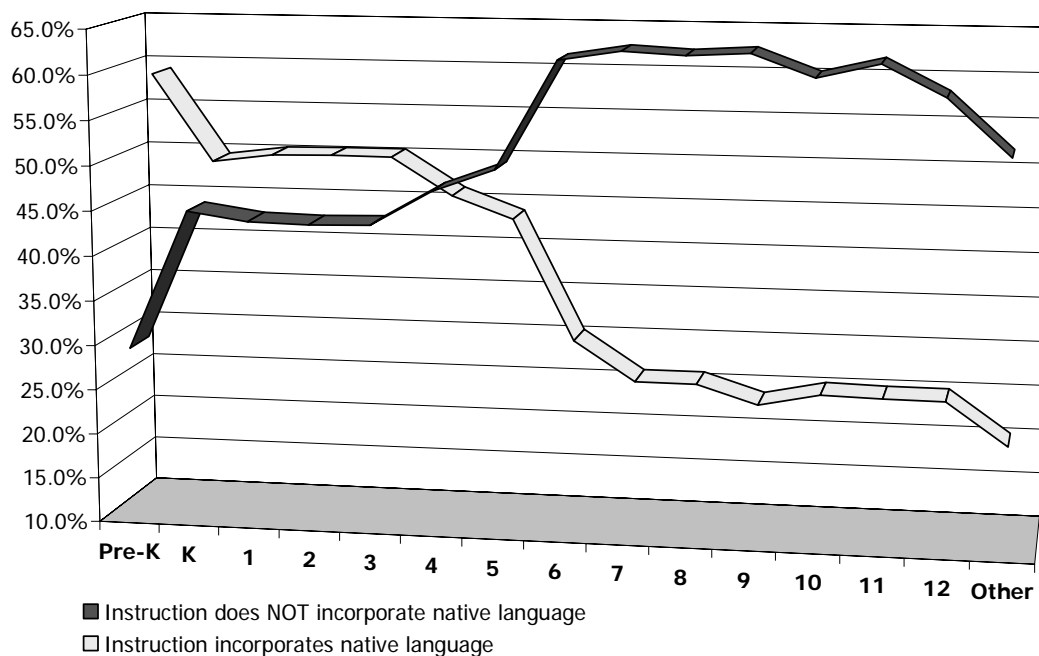


Table 4. Language of Instruction for LEP Students, by Grade, 2000-2001

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	70,591	41,254	58.4%	21,214	30.1%	8,123	11.5%
Kinder	233,122	114,331	49.0%	105,318	45.2%	13,473	5.8%
Grade 1	246,939	123,738	50.1%	108,723	44.0%	14,478	5.9%
Grade 2	224,455	112,731	50.2%	98,473	43.9%	13,251	5.9%
Grade 3	201,008	100,925	50.2%	88,321	43.9%	11,762	5.9%
Grade 4	169,421	78,069	46.1%	81,037	47.8%	10,315	6.1%
Grade 5	144,778	63,190	43.6%	72,826	50.3%	8,762	6.1%
Grade 6	123,543	37,366	30.2%	76,778	62.1%	9,399	7.6%
Grade 7	118,618	30,683	25.9%	74,972	63.2%	12,963	10.9%
Grade 8	108,994	28,140	25.8%	68,542	62.9%	12,312	11.3%
Grade 9	133,124	30,970	23.3%	84,800	63.7%	17,354	13.0%
Grade 10	100,451	24,782	24.7%	61,407	61.1%	14,262	14.2%
Grade 11	69,570	17,018	24.5%	43,722	62.8%	8,830	12.7%
Grade 12	55,820	13,639	24.4%	33,177	59.4%	9,004	16.1%
Other/Ungraded	22,274	4,405	19.8%	11,811	53.0%	6,058	27.2%
Not Specified	2,562,238	218,467	8.5%	1,439,463	56.2%	904,308	35.3%
Total	4,584,946	1,039,708	22.7%	2,470,584	53.9%	1,074,654	23.4%

Policy decisions relating to the language of instruction are made at the state and district levels. States where more than half of LEP students receive instruction incorporating in the native language include Connecticut, Idaho, Illinois, Kansas, Massachusetts, Michigan, New Jersey, and New Mexico. States where English is the exclusive language of instruction for more than 95% of LEP students include Alabama, Georgia, Maryland, Missouri, Nebraska, Oklahoma, South Carolina, Vermont, Virginia, and West Virginia. For state-by-state detail, refer to Appendix A, Table 8.

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 49 SEAs, the average teacher to LEP student ratio is about 1:24 (147,362 certified teachers assigned to 3,592,308 students). The

numbers vary dramatically from state to state: Kansas has the most favorable ratio at 1:12, and Arizona, California, and New Jersey have teacher to LEP student ratio of 1:20 or better. Teachers are most scarce in North Dakota, South Dakota, and South Carolina, where the ratio is over 1:600.

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 44 LEP students (51 SEAs reporting), and an average of one teacher certified in bilingual education for every 47 LEP students (40 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 SEAs reported significant numbers of teachers (both mainstream and specialized teachers) receiving pre-or in-service training related to teaching English language learners: one teacher for every 10 LEP students received training in 2000-2001⁷. (See Appendix A, Table 9.)

⁷ 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.

IV. Technical Notes

The data from the first SEA Survey Questionnaire was collected by the U.S. Department of Education in the 1990-91 school year. The survey underwent a substantive revision⁸ in 1996 (for the 1997-98 school year data) to reflect new data collection requirements under the *Improving America's Schools Act of 1994*. New requirements under the *No Child Left Behind Act of 2001* further necessitated modifications to the survey in 2002.

Readers should note in particular that survey summary reports from 1997-98 through 2000-2001 contain data only on LEP student enrolled in public schools, and that reliable comparisons of the current data to pre 1997-98 SEA Survey data (which included information on LEPs in non-public schools) are no longer possible at the national level. Though the 2000-2001 SEA questionnaire requests data on students enrolled in non-public schools, follow-up with SEAs indicated that only public school data was available for the given time period.

There continue to be inconsistencies in data reporting among the states as they adapt their state data collection procedures to conform to new and changing requirements. When considering the data presented in this report, readers are strongly encouraged to keep these inconsistencies and gaps in mind.

⁸ For a discussion of SEA questionnaire changes, see Macías, R. (2001). *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1997-1998*; available online at: <http://www.ncele.gwu.edu/ncbepubs/seareports/97-98/>.

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Table 1. PreK-12 LEP and Immigrant Enrollment, by State, 2000-2001, and Change in Enrollment from 1999-2000

Jurisdiction	Total Enrollment 2000-01 *	LEP Enrollment 2000-01	% LEP 2000-01	Immigrant Enrollment 2000-01	% Immigrant 2000-01	LEP Enrollment 1999-2000	% LEP Change from 1999-2000
USA	47,665,483	4,584,946	9.6%	1,127,172	2.4%	4,416,580	3.8%
States + DC	46,941,935	3,908,095	8.3%	1,092,644	2.3%	3,730,966	4.7%
Alabama	740,176	6,877	0.9%	4,464	0.6%	7,260	-5.3%
Alaska	133,356	20,057	15.0%	1,302	1.0%	19,721	1.7%
** Arizona	875,659	135,248	15.4%	31,503	3.6%	125,311	7.9%
Arkansas	449,959	10,599	2.4%	1,764	0.4%	9,102	16.4%
** California	6,050,895	1,511,646	25.0%	205,421	3.4%	1,480,527	2.1%
Colorado	724,508	59,018	8.1%	18,006	2.5%	60,031	-1.7%
Connecticut	562,179	20,629	3.7%	13,185	2.3%	20,190	2.2%
Delaware	114,676	2,371	2.1%	1,327	1.2%	2,284	3.8%
District of Columbia	68,925	5,554	8.1%	2,711	3.9%	5,177	7.3%
** Florida	2,379,701	254,517	10.7%	173,412	7.3%	235,181	8.2%
Georgia	1,444,937	64,949	4.5%	30,503	2.1%	30,491	113.0%
** Hawaii	183,520	12,897	7.0%	2,201	1.2%	12,879	0.1%
** Idaho	242,943	20,968	8.6%	4,482	1.8%	17,732	18.2%
Illinois	2,048,792	140,528	6.9%	60,554	3.0%	143,855	-2.3%
Indiana	989,225	17,193	1.7%	7,146	0.7%	13,079	31.5%
Iowa	495,080	11,436	2.3%	5,759	1.2%	10,120	13.0%
Kansas	470,610	16,088	3.4%	10,725	2.3%	18,672	-13.8%
Kentucky	665,850	6,017	0.9%	1,195	0.2%	4,847	24.1%
Louisiana	743,089	7,268	1.0%	4,684	0.6%	6,906	5.2%
Maine	207,037	2,737	1.3%	942	0.5%	2,748	-0.4%
Maryland	852,920	23,891	2.8%	11,246	1.3%	20,855	14.6%
Massachusetts	975,150	44,747	4.6%	21,796	2.2%	45,065	-0.7%
** Michigan	1,717,381	47,252	2.8%	10,309	0.6%	44,471	6.3%
** Minnesota	845,040	45,012	5.3%	13,889	1.6%	45,640	-1.4%
Mississippi	497,871	3,225	0.6%	2,119	0.4%	1,799	79.3%
Missouri	912,744	11,535	1.3%	6,913	0.8%	10,238	12.7%
** Montana	154,338	7,567	4.9%	170	0.1%	4,016	88.4%
Nebraska	286,199	10,301	3.6%	6,244	2.2%	9,144	12.7%
Nevada	340,706	40,131	11.8%	7,059	2.1%	40,469	-0.8%
New Hampshire	208,461	2,727	1.3%	1,981	1.0%	2,471	10.4%
New Jersey	1,240,602	52,890	4.3%	53,783	4.3%	49,847	6.1%
New Mexico	320,306	63,755	19.9%	8,794	2.7%	76,661	-16.8%
New York	2,882,188	239,097	8.3%	118,563	4.1%	228,730	4.5%
North Carolina	1,293,638	52,835	4.1%	27,156	2.1%	41,667	26.8%
** North Dakota	108,500	8,874	8.2%	668	0.6%	8,324	6.6%
Ohio	1,835,049	19,868	1.1%	12,120	0.7%	16,841	18.0%
Oklahoma	623,110	43,670	7.0%	7,873	1.3%	38,823	12.5%
** Oregon	545,545	47,382	8.7%	8,948	1.6%	43,845	8.1%
Pennsylvania	1,814,311	31,353	1.7%	13,085	0.7%	28,540	9.9%
** Rhode Island	156,292	10,161	6.5%	4,986	3.2%	10,245	-0.8%
** South Carolina	660,071	7,004	1.1%	7,031	1.1%	5,577	25.6%
South Dakota	128,603	5,883	4.6%	484	0.4%	5,495	7.1%
Tennessee	909,388	12,475	1.4%	7,777	0.9%	11,039	13.0%
Texas	4,059,619	570,022	14.0%	96,225	2.4%	554,949	2.7%
** Utah	475,269	44,030	9.3%	16,899	3.6%	41,306	6.6%
Vermont	102,049	997	1.0%	574	0.6%	936	6.5%
Virginia	1,144,915	37,385	3.3%	15,914	1.4%	31,675	18.0%
Washington	1,004,770	58,455	5.8%	21,416	2.1%	55,709	4.9%
West Virginia	286,367	1,139	0.4%	-	-	1,039	9.6%
Wisconsin	879,476	35,312	4.0%	6,855	0.8%	27,184	29.9%
Wyoming	89,940	2,523	2.8%	481	0.5%	2,253	12.0%
Outlying Areas	723,548	676,851	93.5%	17,264	2.4%	685,614	-1.3%
** Guam	31,903	19,523	61.2%	-	-	13,971	39.7%
Marshall Islands ***	12,183	12,183	100.0%	-	-	12,183	0.0%
Micronesia ***	32,802	32,802	100.0%	-	-	32,802	0.0%
N. Mariana Islands	10,004	9,992	99.9%	2,602	26.0%	9,351	0.0%
Palau ***	3,065	3,065	100.0%	-	-	3,065	0.0%
Puerto Rico	612,725	598,063	97.6%	14,662	2.4%	613,019	-2.4%
Virgin Islands ***	20,866	1,223	5.9%	-	-	1,223	0.0%

* Total Enrollment data from *Public School Student, Staff, and Graduate Counts by State, School Year 2000-01*, NCES (2002)

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

*** Figures are from 1999-2000. Jurisdictions did not respond to 2000-2001 SEA Survey.

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

Table 2. Language Backgrounds of LEP Students Nationwide, 2000-2001 (over 5,000 Speakers)

Language	LEP Students (estimate*)	Percent of LEPs (estimate*)	Dialects, variants, alternate names
Spanish	3,598,451	79.0%	
Vietnamese	88,906	2.0%	
Hmong	70,768	1.6%	
Chinese, Cantonese	46,466	1.0%	Yue
Korean	43,969	1.0%	
Haitian Creole	42,236	0.9%	Haitian, French Creole
Arabic	41,279	0.9%	regional Arabic dialects
Russian	37,157	0.8%	
Tagalog	34,133	0.7%	Pilipino, Filipino
Navajo	27,029	0.6%	Dine
Khmer	26,815	0.6%	Cambodian
Chinese, Mandarin	22,374	0.5%	
Portuguese	20,787	0.5%	
Urdu	18,649	0.4%	
Serbo-Croatian	17,163	0.4%	Serbian, Croatian, Bosnian, Montenegrin, Hrvatski
Lao	15,549	0.3%	Laotian
Japanese	15,453	0.3%	
Chuukese	15,194	0.3%	Truk, Trukese
Chinese, unspecified	14,817	0.3%	
Chamorro	14,354	0.3%	
Marshallese	13,808	0.3%	
Punjabi	13,200	0.3%	Panjabi
Armenian	13,044	0.3%	
Polish	11,847	0.3%	
French	11,328	0.2%	
Hindi	10,697	0.2%	
Native American, unspecified	10,174	0.2%	
Ukrainian	9,746	0.2%	
Pohnpeian	9,718	0.2%	Ponapean
Farsi	9,670	0.2%	
Somali	9,230	0.2%	
Cherokee	9,229	0.2%	Tsalagi, Elati
Gujarati	7,943	0.2%	
Albanian	7,874	0.2%	
German	7,705	0.2%	
Yup'ik	7,678	0.2%	regional Yup'ik dialects
Bengali	6,587	0.1%	Bangla
Romanian	5,898	0.1%	Moldavian
Ilocano	5,770	0.1%	Iloko, Ilokano
Other Languages	159,708	3.5%	
Total Reported	4,552,403		

* 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 reasons not specified by the States, 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, 2000-2001

Jurisdiction	Reported LEPS *	#1 Language		#2 Language		#3 Language		#4 Language		#5 Language	
		Language	%	Language	%	Language	%	Language	%	Language	%
USA	4,552,403	Spanish	79.0%	Vietnamese	2.0%	Hmong	1.6%	Cantonese	1.0%	Korean	1.0%
Alabama	7,434	Spanish	74.7%	Vietnamese	5.8%	Korean	1.9%	Arabic	1.7%	Lao	1.6%
Alaska	19,896	Yup'ik	38.6%	Inupiak	11.2%	Spanish	10.0%	Tagalog	5.6%	Russian	3.4%
Arizona	198,477	Spanish	85.6%	Navajo	7.8%	Apache	1.3%	Vietnamese	1.0%	Arabic	0.7%
Arkansas	10,600	Spanish	87.6%	Lao	2.4%	Vietnamese	2.2%	Arabic	0.7%	Korean	0.5%
California	1,511,299	Spanish	83.4%	Vietnamese	2.5%	Hmong	1.8%	Cantonese	1.7%	Tagalog	1.2%
Colorado	71,199	Spanish	81.8%	Vietnamese	2.6%	Asian (unsp)	2.2%	Korean	1.8%	Russian	1.8%
Connecticut	21,492	Spanish	67.6%	Portuguese	5.3%	Polish	2.8%	Albanian	2.6%	Serbo-Croatian	2.6%
Delaware	2,371	Spanish	72.3%	Haitian Creole	7.6%	Korean	3.3%	Chinese (unsp)	2.7%	Afrikaans	1.3%
Dist. of Columbia	5,435	Spanish	76.4%	Vietnamese	3.9%	Amharic	2.5%	English Creole	1.4%	French	1.3%
Florida	249,821	Spanish	75.8%	Haitian Creole	12.4%	Portuguese	2.2%	French	1.1%	Vietnamese	1.0%
Georgia	64,849	Spanish	70.1%	Vietnamese	4.4%	African (unsp)	4.2%	European (unsp)	3.1%	Korean	2.4%
Hawaii	11,687	Ilocano	31.8%	Samoan	12.4%	Marshallese	9.1%	Cantonese	6.3%	Japanese	5.3%
Idaho	19,298	Spanish	78.8%	Native American (unsp)	5.6%	Serbo-Croatian	3.0%	Vietnamese	1.0%	Kurdish	1.0%
Illinois	140,540	Spanish	77.6%	Polish	4.4%	Arabic	1.7%	Urdu	1.6%	Serbo-Croatian	1.5%
Indiana	20,467	Spanish	64.4%	Penn. Dutch	3.7%	Japanese	1.5%	Korean	1.3%	Arabic	1.2%
Iowa	11,402	Spanish	62.3%	Serbo-Croatian	11.6%	Vietnamese	6.7%	Lao	3.6%	German	1.3%
Kansas	19,075	Spanish	81.3%	Vietnamese	4.4%	Lao	1.6%	Cantonese	0.8%	Korean	0.8%
Kentucky	5,119	Spanish	47.3%	Serbo-Croatian	13.0%	Vietnamese	6.4%	Japanese	5.5%	Arabic	3.6%
Louisiana	6,346	Spanish	48.5%	Vietnamese	25.1%	Arabic	4.4%	Chinese (unsp)	3.7%	French	2.3%
Maine	2,737	French	16.8%	Spanish	12.9%	Passamaquoddy	10.7%	Somali	9.2%	Khmer	8.9%
Maryland	12,183	Spanish	53.0%	Korean	6.0%	Haitian Creole	3.4%	Vietnamese	3.0%	French	2.9%
Massachusetts **	24,165	Spanish	69.4%	Portuguese	10.0%	Khmer	5.1%	Vietnamese	4.9%	Haitian Creole	3.0%
Michigan	36,463	Spanish	44.8%	Arabic	22.5%	Chaldean	5.0%	Hmong	3.4%	Albanian	3.0%
Minnesota	46,601	Hmong	34.1%	Spanish	28.3%	Somali	6.6%	Vietnamese	4.4%	Lao	3.6%
Mississippi	63,116	Spanish	60.4%	Vietnamese	18.8%	Choctaw	7.1%	Arabic	2.2%	Sudanese	2.0%
Missouri	2,954	Spanish	44.2%	Serbo-Croatian	19.2%	Vietnamese	6.6%	Arabic	3.9%	Somali	3.3%
Montana	11,525	Blackfoot	25.2%	Crow	15.6%	Dakota	10.6%	Salish	8.1%	Assiniboine	7.5%
Nebraska	7,575	Spanish	76.8%	Vietnamese	6.1%	Nuer	3.3%	Arabic	2.7%	Serbo-Croatian	1.8%
Nevada	10,301	Spanish	91.5%	Tagalog	1.9%	Chinese (unsp)	1.0%	Vietnamese	0.6%	Korean	0.5%
New Hampshire	38,902	Spanish	38.7%	Serbo-Croatian	10.5%	Portuguese	5.1%	Arabic	4.1%	Vietnamese	3.8%
New Jersey	3,321	Spanish	67.3%	Portuguese	3.8%	Korean	3.3%	Haitian Creole	2.5%	Arabic	2.5%
New Mexico	52,701	Spanish	78.8%	Navajo	14.6%	Vietnamese	0.5%	Arabic	0.1%	Russian	0.1%
New York	58,308	Spanish	62.2%	Cantonese	5.2%	Russian	3.0%	Chinese (unsp)	2.7%	Urdu	2.7%
North Carolina	165,238	Spanish	77.6%	Hmong	5.6%	Vietnamese	2.2%	Arabic	1.4%	Chinese (unsp)	1.2%
North Dakota	52,482	Native American (unsp)	85.9%	Serbo-Croatian	4.5%	Spanish	2.2%	Sudanese	1.6%	Somali	1.1%
Ohio	7,190	Spanish	39.2%	Arabic	8.2%	Somali	8.0%	Penn. Dutch	5.4%	Japanese	4.9%
Oklahoma	19,814	Spanish	51.7%	Cherokee	20.2%	Choctaw	4.2%	Vietnamese	4.2%	Muskogee	3.5%

Jurisdiction	Reported LEPS *	#1 Language		#2 Language		#3 Language		#4 Language		#5 Language	
		Language	%	Language	%	Language	%	Language	%	Language	%
Oregon	43,410	Spanish	72.5%	Russian	8.4%	Vietnamese	3.6%	Ukrainian	1.7%	Hmong	1.4%
Pennsylvania	44,126	Spanish	52.9%	Vietnamese	5.0%	Khmer	3.6%	Russian	3.4%	Korean	3.2%
Rhode Island	31,277	Spanish	69.8%	Portuguese	6.7%	Kabuverdianu	4.9%	Khmer	2.5%	Lao	1.8%
South Carolina***	10,164	Spanish	77.3%	Russian	2.8%	Vietnamese	2.4%	Hmong	1.5%	Korean	1.5%
South Dakota	6,900	Lakota	57.4%	Spanish	8.8%	German	8.6%	Hutterite	4.2%	Dakota	3.7%
Tennessee	5,848	Spanish	61.2%	Vietnamese	4.8%	Arabic	4.2%	Korean	2.2%	Japanese	2.0%
Texas***	12,350	Spanish	93.4%	Vietnamese	1.9%	Cantonese	0.7%	Urdu	0.5%	Korean	0.4%
Utah**	558,773	Spanish	65.3%	Navajo	6.7%	Vietnamese	2.5%	Lao	1.3%	Portuguese	1.0%
Vermont	41,057	Serbo-Croatian	26.7%	Vietnamese	16.7%	Spanish	12.3%	Chinese (unsp)	6.4%	French	4.2%
Virginia	998	Spanish	60.4%	Korean	5.2%	Vietnamese	4.8%	Urdu	3.9%	Arabic	3.9%
Washington	35,298	Spanish	60.9%	Russian	7.5%	Vietnamese	6.4%	Ukrainian	4.7%	Korean	2.5%
West Virginia	57,409	Spanish	26.3%	Arabic	8.6%	Khmer	8.5%	Japanese	4.2%	Korean	2.7%
Wisconsin	1,139	Spanish	47.8%	Hmong	40.1%	Lao	1.1%	Serbo-Croatian	1.0%	Albanian	1.0%
Wyoming**	29,037	Spanish	90.4%	Vietnamese	6.0%	Russian	3.6%	-	-	-	-
Guam	634	Chamorro	45.4%	Tagalog	32.2%	Chuukese	11.1%	Palauan	2.4%	Pohnpeian	2.3%
Marshall Islands ^	19,523	Marshallese	100.0%								
Micronesia ^	32,470	Chuukese	37.5%	Pohnpeian	27.1%	Kosraean	6.7%	Yapese	6.4%	Mortlockese	5.8%
N. Mariana Islands	7,926	Chamorro	67.1%	Tagalog	15.1%	Palauan	5.1%	Chuukese	4.7%	Pohnpeian	2.0%
Palau**	2,651	Palauan	98.8%	Tagalog	0.6%	Yapese	0.3%	Carolinian	0.1%	Chamorro	0.0%
Puerto Rico	598,063	Spanish	100.0%								
Virgin Islands**	959	Spanish	89.4%	Haitian Creole	4.6%	Arabic	1.3%	-	-	-	-

* For unspecified reasons, the totals for LEP students reported under the language item of the survey did not equal the total LEP enrollment reported in many states.

** Data from 1999-2000.

*** Data from 2001-2002.

^ Estimate based on data from *Ethnologue: Languages of the World, 14th Edition*. Dallas: SIL International. 2002. Available online: www.sil.org/ethnologue.

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

Table 4. LEP Retentions by State, Grades 7-12, 2000-2001 (n=45)

Jurisdiction	LEP Students, Gr. 7-12 in reporting States	LEP Students Retained (Gr. 7-12)	Percent Retained
Total Reported	528,967	48,060	9.1%
Alabama	1,586	87	5.5%
Alaska	7,688	241	3.1%
Arizona	-	-	-
Arkansas	2,992	174	5.8%
California	-	-	-
Colorado	15,727	342	2.2%
Connecticut	-	-	-
Delaware	685	58	8.5%
District of Columbia	1,692	1	0.1%
Florida	75,561	13,737	18.2%
Georgia	21,037	1,029	4.9%
Hawaii*	4,770	855	17.9%
Idaho	7,754	371	4.8%
Illinois	29,595	3,081	10.4%
Indiana	5,319	83	1.6%
Iowa	-	-	-
Kansas	3,736	202	5.4%
Kentucky	2,289	96	4.2%
Louisiana	1,981	134	6.8%
Maine	1,141	30	2.6%
Maryland	6,673	11	0.2%
Massachusetts	-	-	-
Michigan	14,671	830	5.7%
Minnesota	17,679	990	5.6%
Mississippi	781	27	3.5%
Missouri	3,900	169	4.3%
Montana	3,101	21	0.7%
Nebraska	2,712	130	4.8%
Nevada	11,387	1,368	12.0%
New Hampshire	971	7	0.7%
New Jersey	16,917	997	5.9%
New Mexico	21,374	260	1.2%
New York	-	-	-
North Carolina	13,788	2,074	15.0%
North Dakota	3,118	120	3.8%
Ohio	6,868	317	4.6%
Oklahoma	15,645	564	3.6%
Oregon	14,255	2,969	20.8%
Pennsylvania	9,982	1,070	10.7%
Rhode Island**	2,539	24	0.9%
South Carolina	1,923	46	2.4%
South Dakota	1,803	116	6.4%
Tennessee	3,738	201	5.4%
Texas	120,945	12,574	10.4%
Utah	-	-	-
Vermont	345	1	0.3%
Virginia	10,371	1,518	14.6%
Washington	16,125	838	5.2%
West Virginia	-	-	-
Wisconsin	10,150	109	1.1%
Wyoming	-	-	-
Guam	9,752	3	0.0%
Marshall Islands	-	-	-
Micronesia	-	-	-
N. Mariana Islands	3668	172	4.7%
Palau	-	-	-
Puerto Rico	-	-	-
Virgin Islands	233	13	5.6%

* Retention data from 1999-2000.

** Reflects partial count. Data was unavailable from RI's largest district.

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

Table 5. Reclassification of Students from Limited English Proficient to English Proficient, by State, 2000-2001 (n=45)

Jurisdiction	Total LEP Students in reporting States	Students Reclassified	% Reclassified
Total Reported	3,488,669	363,720	10.4%
Alabama	6,877	782	11.4%
Alaska	20,057	2,385	11.9%
Arizona	135,248	13,830	10.2%
Arkansas	10,599	1,113	10.5%
California	1,511,646	133,964	8.9%
Colorado	59,018	6,607	11.2%
Connecticut	-	-	-
Delaware	2,371	243	10.2%
District of Columbia	5,554	757	13.6%
Florida	254,517	35,407	13.9%
Georgia	-	-	-
Hawaii*	12,897	2,402	18.6%
Idaho	20,968	1,030	4.9%
Illinois	140,528	10,438	7.4%
Indiana	-	-	-
Iowa	11,436	1,974	17.3%
Kansas	16,088	2,961	18.4%
Kentucky	6,017	606	10.1%
Louisiana	7,268	638	8.8%
Maine	2,737	162	5.9%
Maryland	23,891	7,494	31.4%
Massachusetts	-	-	-
Michigan	47,252	4,769	10.1%
Minnesota	45,012	3,381	7.5%
Mississippi	3,225	137	4.2%
Missouri	11,535	855	7.4%
Montana	7,567	311	4.1%
Nebraska	10,301	988	9.6%
Nevada	40,131	5,163	12.9%
New Hampshire	2,727	266	9.8%
New Jersey	52,890	12,167	23.0%
New Mexico	63,755	11,997	18.8%
New York	-	-	-
North Carolina	52,835	3,491	6.6%
North Dakota	8,874	710	8.0%
Ohio	19,868	1,618	8.1%
Oklahoma	43,670	959	2.2%
Oregon	47,382	2,858	6.0%
Pennsylvania	31,353	4,179	13.3%
Rhode Island	10,161	1,487	14.6%
South Carolina	-	-	-
South Dakota	5,883	429	7.3%
Tennessee	12,475	1,475	11.8%
Texas	570,022	69,460	12.2%
Utah	-	-	-
Vermont	997	39	3.9%
Virginia	37,385	5,757	15.4%
Washington	58,455	4,979	8.5%
West Virginia	1,139	33	2.9%
Wisconsin	35,312	1,642	4.6%
Wyoming	-	-	-
Guam	19,523	1,690	8.7%
Marshall Islands	-	-	-
Micronesia	-	-	-
N. Mariana Islands	-	-	-
Palau	-	-	-
Puerto Rico	-	-	-
Virgin Islands*	1,223	87	7.1%

* Reclassification data from 1999-2000.

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

Table 6—LEP Student English Reading Comprehension Testing, Participation and Results, by State, 2000-2001

Jurisdiction	LEP Students in reporting States	English Reading Comprehension Testing					
		LEPs Assessed (n=54)		LEPs Deferred (n=46)		Assessed LEPS Above Norm (n=41)	
		N	%	N	%	N	%
Total Reported	3,933,355	1,760,773	44.8%	136,813	3.5%	288,655	18.7%
Alabama	6,877	2,723	39.6%	1,311	19.1%	503	18.5%
Alaska	20,057	12,869	64.2%	685	3.4%	3,578	27.8%
Arizona	135,248	106,054	78.4%	29,194	21.6%	13,830	13.0%
Arkansas	10,599	10,599	100.0%	0	0.0%	774	7.3%
California	1,511,646	910,457	60.2%	-	-	110,075	12.1%
Colorado	59,018	40,433	68.5%	8,351	14.1%	4,886	12.1%
Connecticut	20,629	1,035	5.0%	3,043	14.8%	82	7.9%
Delaware	2,371	657	27.7%	1	0.0%	12	1.8%
District of Columbia	5,554	4,227	76.1%	7	0.1%	30	0.7%
Florida	254,517	38,151	15.0%	-	-	-	-
Georgia	64,949	43,391	66.8%	1,180	1.8%	6,682	15.4%
Hawaii*	12,897	9,031	70.0%	2,873	22.3%	3,560	39.4%
Idaho	20,968	5,603	26.7%	-	-	-	-
Illinois	140,528	43,975	31.3%	2,676	1.9%	-	-
Indiana	17,193	6,659	38.7%	1,863	10.8%	1,574	23.6%
Iowa	11,436	8,231	72.0%	3,123	27.3%	-	-
Kansas	16,088	13,415	83.4%	952	5.9%	-	-
Kentucky	6,017	3,592	59.7%	658	10.9%	212	5.9%
Louisiana	7,268	2,999	41.3%	917	12.6%	1,127	37.6%
Maine	2,737	195	7.1%	100	3.7%	-	-
Maryland	23,891	10,796	45.2%	837	3.5%	-	-
Massachusetts*	44,747	44,747	100.0%	0	0.0%	-	-
Michigan	47,252	5,212	11.0%	1,604	3.4%	1,236	23.7%
Minnesota	45,012	9,844	21.9%	600	1.3%	2,029	20.6%
Mississippi	3,225	1,364	42.3%	337	10.4%	149	10.9%
Missouri	11,535	4,314	37.4%	1,042	9.0%	-	-
Montana	7,567	3,330	44.0%	69	0.9%	836	25.1%
Nebraska	10,301	2,425	23.5%	266	2.6%	-	-
Nevada	40,131	20,791	51.8%	3,117	7.8%	1,675	8.1%
New Hampshire	2,727	1,032	37.8%	190	7.0%	74	7.2%
New Jersey	52,890	6,020	11.4%	-	-	1,278	21.2%
New Mexico	63,755	33,638	52.8%	4,531	7.1%	8,562	25.5%
New York	239,097	25,755	10.8%	2,128	0.9%	11,536	44.8%
North Carolina*	52,835	14,820	28.0%	6,312	11.9%	-	-
North Dakota	8,874	4,576	51.6%	949	10.7%	1,063	23.2%
Ohio	19,868	4,600	23.2%	1,420	7.1%	1,143	24.8%
Oklahoma	43,670	23,647	54.1%	5,750	13.2%	6,324	26.7%
Oregon	47,382	10,917	23.0%	4,038	8.5%	3,763	34.5%
Pennsylvania	-	-	-	-	-	-	-
Rhode Island	10,161	1,198	11.8%	290	2.9%	-	-
South Carolina	7,004	1,113	15.9%	1,223	17.5%	657	59.0%
South Dakota	5,883	3,319	56.4%	88	1.5%	792	23.9%
Tennessee	12,475	8,869	71.1%	1	0.0%	1,099	12.4%
Texas	570,022	147,790	25.9%	25,609	4.5%	87,890	59.5%
Utah*	44,030	24,142	54.8%	4,402	10.0%	-	-
Vermont	997	290	29.1%	-	-	106	36.6%
Virginia	37,385	7,498	20.1%	2,405	6.4%	3,563	47.5%
Washington	58,455	58,411	99.9%	9,031	15.4%	4,209	7.2%
West Virginia	1,139	582	51.1%	557	48.9%	401	68.9%
Wisconsin	35,312	3,133	8.9%	2,299	6.5%	1,336	42.6%
Wyoming*	2,523	167	6.6%	-	-	22	13.2%
Guam	19,523	8,830	45.2%	754	3.9%	1,557	17.6%
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%

* Assessment data from 1999-2000.

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

Table 7. LEP Student Native Language Reading Comprehension Testing, Participation and Results, by State, 2000-2001

Jurisdiction	LEP Students in reporting States	Native Reading Comprehension Testing					
		LEPs Assessed (n=23)		LEPs Deferred (n=14)		Assessed LEPS Above Norm (n=13)	
		N	%	N	%	N	%
Total Reported	2,606,777	111,146	4.3%	11,763	0.5%	59,227	57.4%
Alabama	-	-	-	-	-	-	-
Alaska	20,057	2,778	13.9%	15	0.1%	934	33.6%
Arizona	-	-	-	-	-	-	-
Arkansas	10,599	1,512	14.3%	-	-	-	-
California	1,511,646	47,075	3.1%	-	-	24,637	52.3%
Colorado	59,018	7,424	12.6%	624	1.1%	2,902	39.1%
Connecticut	-	-	-	-	-	-	-
Delaware	-	-	-	-	-	-	-
District of Columbia	5,554	118	2.1%	3,906	70.3%	-	-
Florida	-	-	-	-	-	-	-
Georgia	-	-	-	-	-	-	-
Hawaii	-	-	-	-	-	-	-
Idaho	-	-	-	-	-	-	-
Illinois	-	-	-	-	-	-	-
Indiana	-	-	-	-	-	-	-
Iowa	11,436	880	7.7%	555	4.9%	-	-
Kansas	16,088	825	5.1%	343	2.1%	-	-
Kentucky	6,017	18	0.3%	13	0.2%	-	-
Louisiana	7,268	18	0.2%	-	-	-	-
Maine	2,737	195	7.1%	100	3.7%	-	-
Maryland	-	-	-	-	-	-	-
Massachusetts	-	-	-	-	-	-	-
Michigan	-	-	-	-	-	-	-
Minnesota	-	-	-	-	-	-	-
Mississippi	-	-	-	-	-	-	-
Missouri	-	-	-	-	-	-	-
Montana	7,567	142	1.9%	-	-	60	42.3%
Nebraska	-	-	-	-	-	-	-
Nevada	40,131	1,163	2.9%	-	-	-	-
New Hampshire	-	-	-	-	-	-	-
New Jersey	52,890	739	1.4%	-	-	738	99.9%
New Mexico	63,755	4,531	7.1%	-	-	3,287	72.5%
New York	-	-	-	-	-	-	-
North Carolina	-	-	-	-	-	-	-
North Dakota	8,874	84	0.9%	-	-	63	75.0%
Ohio	-	-	-	-	-	-	-
Oklahoma	43,670	1,215	2.8%	17	0.0%	253	20.8%
Oregon	47,382	3,104	6.6%	-	-	-	-
Pennsylvania	-	-	-	-	-	-	-
Rhode Island	-	-	-	-	-	-	-
South Carolina	-	-	-	-	-	-	-
South Dakota	5,883	4	0.1%	21	0.4%	4	100.0%
Tennessee	12,475	125	1.0%	25	0.2%	39	31.2%
Texas	570,022	36,046	6.3%	4,503	0.8%	26,276	72.9%
Utah*	44,030	117	0.3%	209	0.5%	-	-
Vermont	-	-	-	-	-	-	-
Virginia	-	-	-	-	-	-	-
Washington	58,455	2,537	4.3%	1,386	2.4%	27	1.1%
West Virginia	-	-	-	-	-	-	-
Wisconsin	-	-	-	-	-	-	-
Wyoming	-	-	-	-	-	-	-
Guam	-	-	-	-	-	-	-
Marshall Islands	-	-	-	-	-	-	-
Micronesia	-	-	-	-	-	-	-
N. Mariana Islands	-	-	-	-	-	-	-
Palau	-	-	-	-	-	-	-
Puerto Rico	-	-	-	-	-	-	-
Virgin Islands*	1,223	496	40.6%	46	3.8%	7	1.4%

* Assessment data from 1999-2000.

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

Table 8. Language of Instruction for LEP Students, by State, 2000-2001 (N=58)

Jurisdiction	LEP Students	Instruction Incorporates Native Language		Instruction Does Not Incorporate Native Language		Language of Instruction Not Reported	
		N	%	N	%	N	%
Total Reported	4,584,946	1,039,708	22.7%	2,470,584	53.9%	1,074,654	23.4%
Alabama	6,877	0	0.0%	6,877	100.0%	0	0.0%
Alaska	20,057	8,565	42.7%	10,801	53.9%	691	3.4%
Arizona	135,248	24,683	18.3%	100,980	74.7%	9,585	7.1%
Arkansas	10,599	4,026	38.0%	6,573	62.0%	0	0.0%
California	1,511,646	181,455	12.0%	1,329,844	88.0%	347	0.0%
Colorado	59,018	17,510	29.7%	38,629	65.5%	2,879	4.9%
Connecticut	20,629	11,322	54.9%	8,659	42.0%	648	3.1%
Delaware	2,371	650	27.4%	1,721	72.6%	0	0.0%
District of Columbia	5,554	483	8.7%	5,071	91.3%	0	0.0%
Florida	254,517	-	-	-	-	254,517	100.0%
Georgia	64,949	0	0.0%	64,949	100.0%	0	0.0%
Hawaii*	12,897	4,441	34.4%	8,357	64.8%	99	0.8%
Idaho	20,968	12,329	58.8%	8,639	41.2%	0	0.0%
Illinois	140,528	106,791	76.0%	33,755	24.0%	0	0.0%
Indiana	17,193	2,168	12.6%	15,025	87.4%	0	0.0%
Iowa	11,436	4,968	43.4%	6,468	56.6%	0	0.0%
Kansas	16,088	8,959	55.7%	6,745	41.9%	384	2.4%
Kentucky	6,017	1,579	26.2%	4,128	68.6%	310	5.2%
Louisiana	7,268	2,283	31.4%	2,627	36.1%	2,358	32.4%
Maine	2,737	660	24.1%	1,692	61.8%	385	14.1%
Maryland	23,891	258	1.1%	23,633	98.9%	0	0.0%
Massachusetts*	44,747	38,166	85.3%	5,862	13.1%	719	1.6%
Michigan	47,252	41,682	88.2%	5,570	11.8%	0	0.0%
Minnesota	45,012	11,204	24.9%	33,808	75.1%	0	0.0%
Mississippi	3,225	415	12.9%	1,114	34.5%	1,696	52.6%
Missouri	11,535	403	3.5%	11,132	96.5%	0	0.0%
Montana	7,567	-	-	-	-	7,567	100.0%
Nebraska	10,301	186	1.8%	10,115	98.2%	0	0.0%
Nevada	40,131	6,450	16.1%	33,641	83.8%	40	0.1%
New Hampshire	2,727	0	0.0%	2,462	90.3%	265	9.7%
New Jersey	52,890	36,675	69.3%	15,183	28.7%	1,032	2.0%
New Mexico	63,755	35,826	56.2%	27,929	43.8%	0	0.0%
New York	239,097	68,250	28.5%	96,995	40.6%	73,852	30.9%
North Carolina	52,835	843	1.6%	48,928	92.6%	3,064	5.8%
North Dakota	8,874	3,956	44.6%	4,918	55.4%	0	0.0%
Ohio	19,868	4,625	23.3%	12,440	62.6%	2,803	14.1%
Oklahoma	43,670	165	0.4%	43,505	99.6%	0	0.0%
Oregon	47,382	20,623	43.5%	25,419	53.6%	1,340	2.8%
Pennsylvania	31,353	7,595	24.2%	23,758	75.8%	0	0.0%
Rhode Island*	10,161	2,465	24.3%	7,736	76.1%	0	0.0%
South Carolina	7,004	0	0.0%	7,004	100.0%	0	0.0%
South Dakota	5,883	1,146	19.5%	3,310	56.3%	1,427	24.3%
Tennessee	12,475	915	7.3%	11,760	94.3%	0	0.0%
Texas	570,022	284,557	49.9%	223,484	39.2%	61,981	10.9%
Utah*	44,030	4,055	9.2%	37,099	84.3%	2,876	6.5%
Vermont	997	0	0.0%	997	100.0%	0	0.0%
Virginia	37,385	1,059	2.8%	36,326	97.2%	0	0.0%
Washington	58,455	20,279	34.7%	34,476	59.0%	3,700	6.3%
West Virginia	1,139	0	0.0%	1,139	100.0%	0	0.0%
Wisconsin	35,312	15,209	43.1%	14,048	39.8%	6,055	17.1%
Wyoming	2,523	-	-	-	-	2,523	100.0%
Guam	19,523	-	-	-	-	19,523	100.0%
Marshall Islands**	12,183	-	-	-	-	12,183	100.0%
Micronesia**	32,802	31,075	94.7%	0	0.0%	1,727	5.3%
N. Mariana Islands	9,992	4,650	46.5%	5,220	52.2%	122	1.2%
Palau**	3,065	3,031	98.9%	33	1.1%	1	0.0%
Puerto Rico	598,063	-	-	-	-	598,063	100.0%
Virgin Islands**	1,223	1,073	87.7%	0	0.0%	150	12.3%

* Language of instruction data is from 1999-2000.

** All data is from 1999-2000.

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

Table 9. Teachers Certified to Teach ESL & Bilingual Education, Assignments and Training, 2000-2001

Jurisdiction	LEP Enrollment	Certified ESL Teachers (n=51)		Certified Bilingual Teachers (n=40)		Certified Teachers, Assigned to LEPs (n=49)		Teachers, Received Training (n=47) *	
		Teachers	LEPs Per	Teachers	LEPs Per	Teachers	LEPs Per	Teachers	LEPs Per
Total reported	**	48,791	44	40,108	47	147,362	24	332,765	10
Alabama	6,877	52	132	-	-	52	132	3,421	2
Alaska	20,057	73	275	40	501	101	199	1,134	18
Arizona	135,248	4,726	29	1,977	68	6,703	20	-	-
Arkansas	10,599	219	48	91	116	150	71	4	2,650
California	1,511,646	-	-	-	-	87,666	17	37,085	41
Colorado	59,018	706	84	990	60	1,072	55	4,738	12
Connecticut	20,629	755	27	815	25	798	26	-	-
Delaware	2,371	40	59	31	76	63	38	317	7
District of Columbia	5,554	125	44	27	206	145	38	1,298	4
Florida	-	-	-	-	-	-	-	-	-
Georgia	64,949	1,318	49	0	-	968	67	10,828	6
Hawaii***	12,897	126	102	57	226	140	92	769	17
Idaho	20,968	491	43	155	135	91	230	699	30
Illinois	140,528	2,236	63	2,418	58	861	163	20,068	7
Indiana	17,193	345	50	180	96	-	-	-	-
Iowa	11,436	186	61	0	-	221	52	-	-
Kansas	16,088	1,317	12	15	1,073	1,332	12	1,500	11
Kentucky	6,017	110	55	66	91	95	63	366	16
Louisiana	7,268	224	32	77	94	183	40	703	10
Maine	2,737	97	28	18	152	112	24	308	9
Maryland	23,891	558	43	0	-	530	45	2,842	8
Massachusetts***	44,747	738	61	3,361	13	-	-	-	-
Michigan	47,252	116	407	471	100	587	80	4,603	10
Minnesota	45,012	886	51	85	530	925	49	5,844	8
Mississippi	3,225	22	147	3	1,075	21	154	353	9
Missouri	11,535	110	105	0	-	56	206	3,457	3
Montana	7,567	11	688	30	252	28	270	596	13
Nebraska	10,301	291	35	-	-	291	35	2,781	4
Nevada	40,131	1,028	39	274	146	884	45	2,812	14
New Hampshire	2,727	96	28	5	545	100	27	653	4
New Jersey	52,890	2,240	24	1,304	41	2,895	18	99,718	1
New Mexico	63,755	1,392	46	1,072	59	1,701	37	5,637	11
New York	239,097	2,063	116	2,713	88	4,776	50	35,000	7
North Carolina	52,835	541	98	-	-	541	98	16,364	3
North Dakota	8,874	45	197	45	197	12	740	903	10
Ohio	19,868	467	43	153	130	323	62	1,867	11
Oklahoma	43,670	143	305	91	480	126	347	2,793	16
Oregon	47,382	825	57	1,198	40	1,133	42	4,249	11
Pennsylvania	-	-	-	-	-	-	-	-	-
Rhode Island	10,161	506	20	90	113	486	21	347	29
South Carolina	7,004	45	156	-	-	8	876	472	15
South Dakota	5,883	9	654	-	-	9	654	209	28
Tennessee	12,475	231	54	15	832	217	57	3,230	4
Texas	570,022	17,816	32	20,935	27	27,377	21	37,382	15
Utah***	44,030	1,333	33	82	537	1,145	38	3,457	13
Vermont	997	117	9	77	13	45	22	337	3
Virginia	37,385	1,891	20	-	-	754	50	2,091	18
Washington	58,455	767	76	383	153	738	79	7,920	7
West Virginia	1,139	5	228	-	-	-	-	-	-
Wisconsin	35,312	1,137	31	542	65	672	53	2,965	12
Wyoming***	2,523	12	210	4	631	12	210	220	11
Guam	19,523	54	362	46	424	40	488	234	83
Marshall Islands	-	-	-	-	-	-	-	-	-
Micronesia	-	-	-	-	-	-	-	-	-
N. Mariana Islands***	-	-	-	-	-	-	-	17	550
Palau ***	3,065	133	23	133	23	133	23	133	23
Puerto Rico	-	-	-	-	-	-	-	-	-
Virgin Islands***	1,223	17	72	39	31	44	28	41	30

* Includes all teachers, certified or not, who received in-service or pre-service training in 2000-2001 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 ESL Teachers: 2,134,390 (n=51) Certified Bilingual Teachers: 1,901,155 (n=40); Certified, Assigned to LEPs 3,592,308 (n=47), Teachers Received Training: 3,424,995 (n=47).

*** Teacher data from 1999-2000.

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

Appendix B:
Survey of the States' Limited English Proficient Students & Available Educational Programs and Services, 2000-2001

U.S. Department of Education
Form Approved

OMB No. 1885-0543

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

2000-2001 School Year

The purpose of this survey is to collect information on the number of limited English proficient (LEP) and immigrant children in the State and on the educational programs and services provided or available to these students, as authorized under Title III of the Elementary and Secondary Education Act as amended.

General Instructions

- All items in this survey must be completed. If the information is not available, please indicate the reason on an additional sheet, referring to the number of the applicable survey item.

- Use additional sheets as necessary, referring to the number of the applicable survey item.

- Part I of this survey is to be sent by the State Educational Agency (SEA) to each local educational agency (LEA) in the State. Part I is to be completed by each LEA and returned to the SEA. The SEA should compile the data provided by the LEAs on the Part I forms and include the compiled data on Part II of the survey.

- Only Part II of the survey is to be completed by the SEA and returned to the U.S. Department of Education. The deadline date and mailing address for submitting Part II are specified at the end of the Part II form on page 11 of this survey.

PART I: Local Educational Agency Report: 2000-2001 School Year

Part I is to be completed by the local educational agency (LEA). For further information contact your State educational agency.

LEA: _____ State: _____

Part I: Instructions

Use information compiled for the 2000-2001 school year.

In answering the questions in Part I, include all limited English proficient (LEP) and immigrant children enrolled in public and nonpublic elementary and secondary schools in the geographic area under the jurisdiction of, or served by, the local educational agency (LEA).

A. Student Enrollment

A1. Enrollment refers to the number of students enrolled on October 1, 2000. *If unable to collect data for October 1, use the closest day possible.*

DEFINITIONS:

The term "limited English proficient child" means an individual--

(A) who --

- (1) is aged 3 through 21;
- (2) 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
- (3) 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
- (4) 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.

(SY 2000-2001) LEA: _____ State: _____

The term “immigrant child” means an individual who--

- (A) is aged 3 through 21;
- (B) was not born in any State; and
- (C) has not been attending one or more schools in any one or more States for more than 3 full academic years.

Table A1: 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 2000-2001) LEA: _____ State: _____

A2. Languages Spoken by Grade Level

List **ALL** the non-English languages spoken by LEP students and the number of LEP students at each grade level who speak each of those languages. 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 as necessary.

For school districts with ungraded schools, list each language and the number of LEP students speaking the language.

Table A2: 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 2000-2001) LEA: _____ State: _____

A3. Immigrant Students

Specify the total number of immigrant students (**both** limited English proficient and English proficient immigrant students) enrolled in public and nonpublic elementary and secondary schools in the geographic area under the jurisdiction of, or served by, the LEA:

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: 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: How many LEP students (grades 7-12) were retained (failed to be promoted) following the completion of the school year?

Students	
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(SY 2000-2001) 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 tests and other methods.

Table B3:

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			
TOTAL			

-
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 2000-2001) 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 do not qualify as certification.

Table C1: 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 item C1) and who have LEP students in their classrooms.

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

Teachers:	
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C3. Teacher Training

Include all teachers, certified or not. The training must be specific to student needs related to English language proficiency.

**Table C3:
Number of teachers who received in-service or pre-service training in 2000-2001 specific to ESL or bilingual education**

Teachers:	
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TRANSMITTAL INSTRUCTIONS

This Part I form is to be submitted by the local educational agency to its State educational agency in accordance with any additional instructions provided by the State educational agency.

PART II: State Educational Agency Report: 2000-2001 School Year

Part II is to be completed by the State educational agency. For further information contact Harry Logel, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, U.S. Department of Education: (202) 205-5530; harry.logel@ed.gov

State: _____

Part II: Instructions

Use information compiled for the 2000-2001 school year.

A. Student Enrollment and Identification Criteria

A1. Enrollment refers to the number of students enrolled on October 1, 2000. *If unable to collect data for October 1, use the closest day possible.* Enrollment of limited English proficient (LEP) students should be entered by grade. Ungraded school systems should compile their information and simply list the total number of LEP students. Other categories of LEP students, such as incarcerated students, can be entered in the "Other" category if disaggregating the data by grade is not possible.

**Table A1:
Total Number of LEP Students Enrolled in Each Grade Level**

Grade	Enrolled
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	

A2. Immigrant Students

Specify the total number of immigrant students (both limited English proficient and English proficient immigrant students) enrolled in public and nonpublic elementary and secondary schools in the State:

A3. Definitions

The term “limited English proficiency child” means an individual—

(A) who --

- (1) is aged 3 through 21;
- (2) 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
- (3) is a Native American or Alaska Native or 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
- (4) 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.

The term “immigrant child” means an individual who—

- (A) is aged 3 through 21;
- (B) was not born in any State; and
- (C) has not been attending one or more schools in any one or more States for more than 3 full academic years.
- (D)

A4. Identification of LEP Students

Table A4: 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	
Other (specify)	

A5. 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-Referenced Test(s), and other tests used to identify LEP students. *Specify cut-off scores and other measures of identification.*

Language Proficiency Tests

Achievement Tests

Criterion-Referenced Tests

Other Tests

B. Districts Receiving the Survey

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

Table B1: 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 items in the survey.

Table C1: Number of School Districts Completing and Returning Part I of This Survey

Districts	
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TRANSMITTAL INSTRUCTIONS

The State educational agency must submit **two** copies of this Part II form. Please do not submit the Part I form. The Part II form must be submitted no later than **April 30, 2002**, to the following address:

U.S. Department of Education
Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students
Attention: Harry Logel
330 C Street, SW.
Switzer Building, Room 5631
Washington, DC 20024

APPENDIX

MOST COMMON LANGUAGES

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