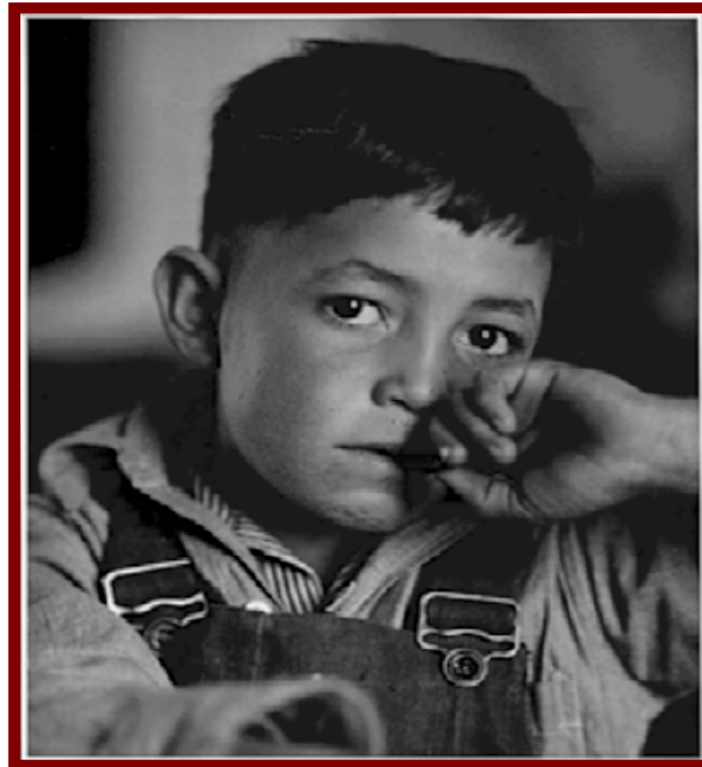


**Arkansas Department of Education**  
**Programs for Language Minority**  
**Students**

**2005-2006**



- **Language Minority Student Enrollment**
- **Limited English Proficient Student Enrollment**
- **Language Groups**
- **Percentage Growth of Language Minority Student Enrollment**

# ARKANSAS DEPARTMENT OF EDUCATION

## Programs for Language-Minority Students

### 2005-2006

**History and Purpose:** Families whose native language is not English have been arriving in Arkansas seeking employment opportunities in agriculture-related and other industries, such as Tyson Foods, ConAgra, Pilgrim Pride, Walmart, etc. School-age children from these families are relatively new to most of our school districts, and the educational programs necessary to meet their needs in many school districts are relatively new. Over the last six years the population of language-minority children enrolled in Arkansas public schools has increased over 116%. A yearly survey (the Home Language Survey) of all school districts is conducted to determine the number, distribution, grade-level, specific language background and degree of English proficiency of language-minority students. The 2005-2006 school year enrollment for this population is 30,734 pupils, distributed among 154 school districts. Of this number, over 20,181 are not proficient in English. ADE has identified 83 home languages other than English spoken in homes with school-age children; 84% speak Spanish, 2.4% speak Marshallese 2.3% speak Laotian, 2.3% speak Vietnamese, with the remaining 12% speaking one of the 80 languages other than English as identified by the Home Language Survey. Limited English Proficient (LEP) Students are provided instructional support to learn English and to make adequate academic progress in all core content subjects as they are learning English. Provision of these services is mandated by Federal civil rights Title VI protections afforded National Origin/language minority students, by Federal No Child Left Behind (NCLB) legislation, and by state (school accreditation) requirements.

**Issues:** 1. As the language-minority population increases, schools have requested increased state funding, arguing that it costs more to serve LEP students, who may require special tutoring, materials, assessments, and staff trained in ESL. 2. With the demographic profile of communities changing as the number of language minority residents increase, there has been some hostility generated against “foreign/ Latino/Mexican” residents. Our public schools have been a courageous first line of defense against this hostility and have been a source of inclusion and support for non-English speaking children and their families. 3. Public discourse (especially the printed media) periodically focuses attention on the dangers/failures of bilingual education: THERE IS NO BILINGUAL EDUCATION IN ARKANSAS. PUBLIC SCHOOLS (ONLY) PROVIDE ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION, WHICH FOCUSES ON DEVELOPING ENGLISH PROFICIENCY AS QUICKLY AS POSSIBLE.

**Funding:** \$195.00 in State funding is being provided directly to LEAs, based on the LEP “head count,” (as reported to ADE in the annual Home Language Survey). This year, approx. \$1.9 mil. in Federal Title III funds has been received, and will be distributed (pro-rated) based on LEP enrollment.

**Trends:** LEP enrollment has increased 122% since ‘99; For the 2005-2006 academic year, 64% of this enrollment is in grades K-5, and 36 % is in grades 6-12.

# Terms and Definitions

## LIMITED ENGLISH PROFICIENT (LEP)

(Title IX Part A Section 9101 Definitions (25)(A-D))

The term “limited English proficient”, when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school
- (C)(i) who was not born in the United States or whose native language is a language other than English
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
- (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);•(ii) the ability to successfully achieve in classrooms where the language of instruction is English
- (iii) the opportunity to participate fully in society.

## **LANGUAGE MINORITY STUDENT (LMS)**

A person or language community that is not from the dominant language group. In the U.S., a language-minority child may be bilingual, limited-English proficient, or English monolingual (Lessow-Hurley, 1991).

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).

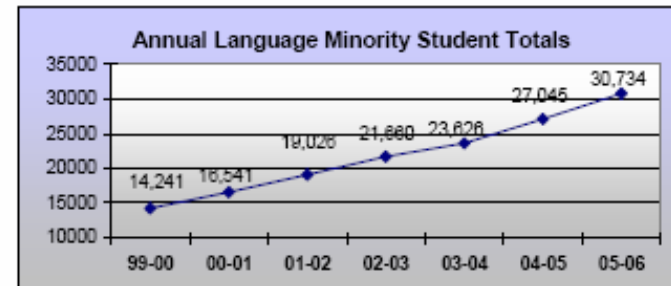
# 2005-2006 ANNUAL HOME LANGUAGE SURVEY STATE TOTALS

## ANNUAL LANGUAGE MINORITY STUDENT TOTALS

99-00	00-01	01-02	02-03	03-04	04-05	05-06
14,241	16,541	19,026	21,660	23,626	27,045	30,734

**% Of Increase**  
99/00 - 05/06  
**115.81%**

**Number Increase**  
99/00 - 05/06  
**16,493**

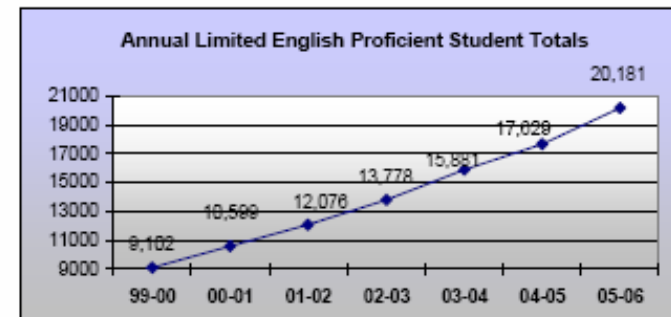


## ANNUAL LIMITED ENGLISH PROFICIENT STUDENT TOTALS

99-00	00-01	01-02	02-03	03-04	04-05	05-06
9,102	10,599	12,076	13,778	15,881	17,629	20,181

**% Of Increase**  
99/00 - 05/06  
**121.72%**

**Number Increase**  
99/00 - 05/06  
**11,079**

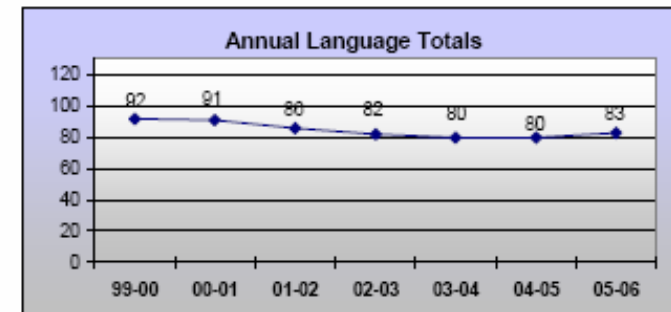


## ANNUAL HOME LANGUAGES TOTALS

99-00	00-01	01-02	02-03	03-04	04-05	05-06
92	91	86	82	80	80	83

**% Of Decrease**  
99/00 - 05/06  
**9.78%**

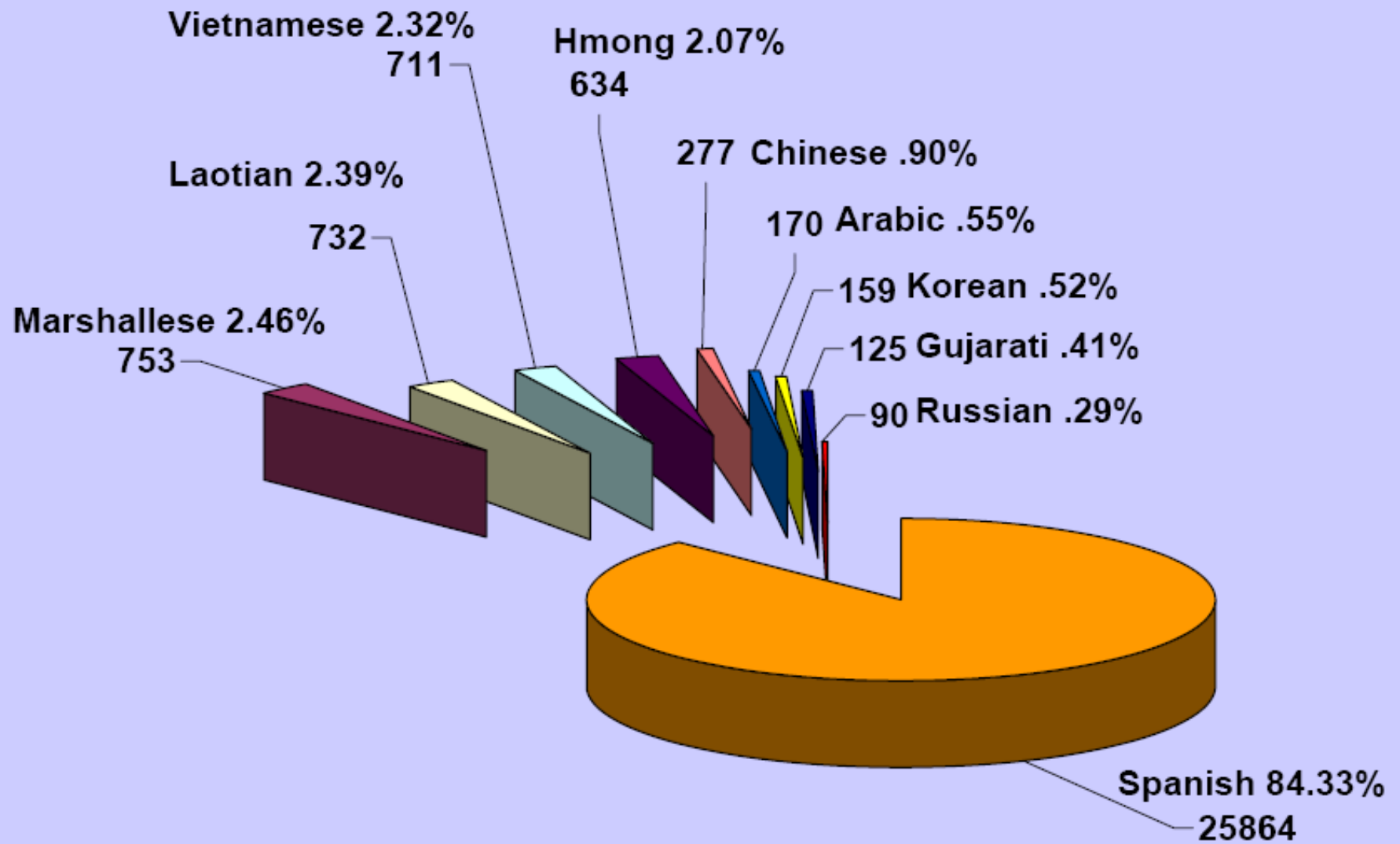
**Number Decrease**  
99/00 - 05/06  
**9**



## 2005-2006 HOME LANGUAGE SURVEY ANNUAL PERCENT OF DIFFERENCE

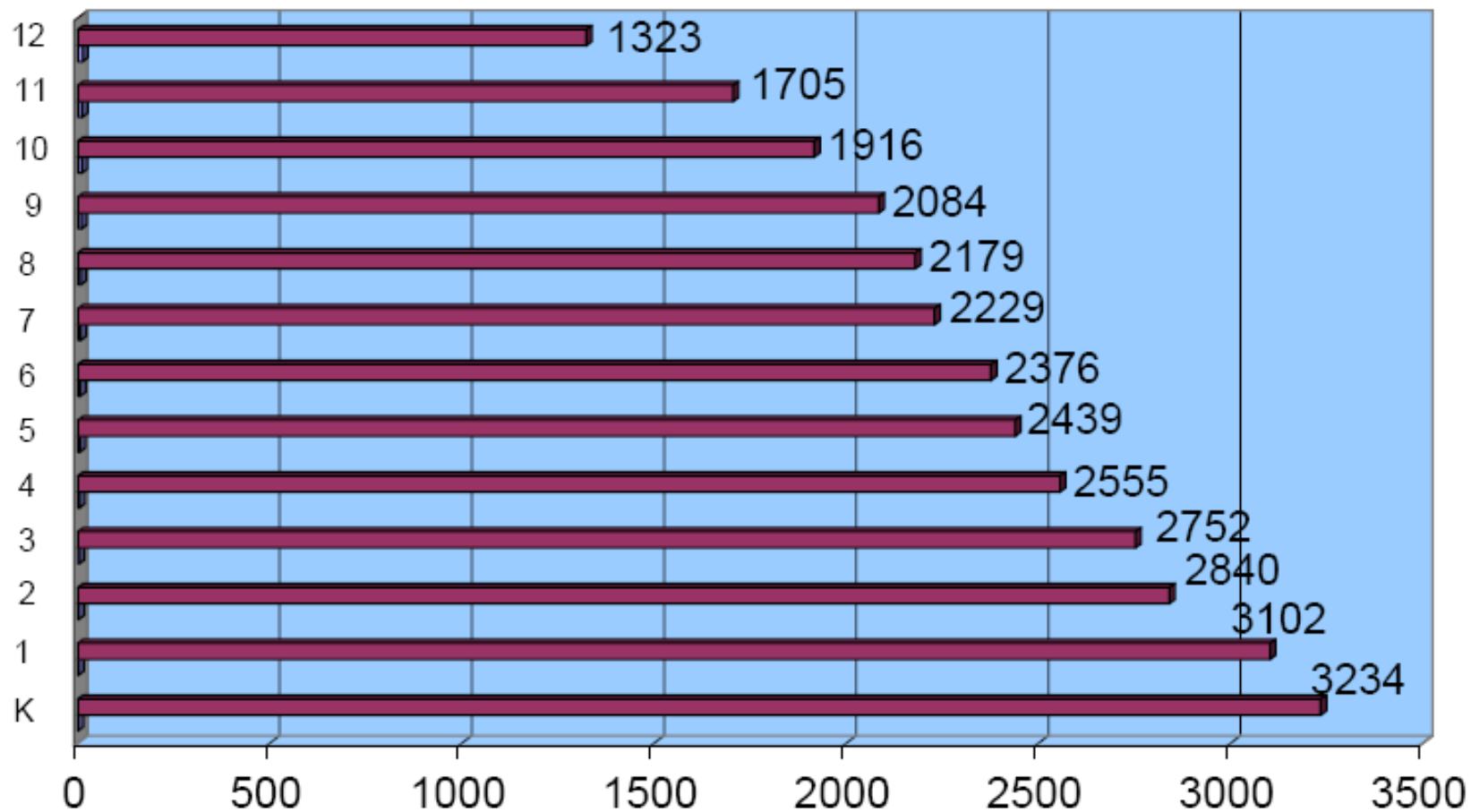
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	% Of Difference 98 To 05
Total number of K-12 students enrolled in all school districts (Enrollment as of October 1st of school year)	450,781	447,352	447,958	448,246	449,171	452,000	455,515	463,922	2.92%
1 Total number language minority students	12,449	14,241	16,541	19,026	21,660	23,626	27,045	30,734	146.88%
2 Total number of K-5 language minority students	6,801	7,950	9,307	10,711	12,291	13,168	15,073	16,922	148.82%
3 Total number of 6-12 language minority students	5,648	6,291	7,234	8,315	9,369	10,458	11,972	13,812	144.55%
4 Total number of students identified as LEP	7,914	9,102	10,599	12,076	13,778	15,881	17,629	20,181	155.00%
5 Total number of K-5 LEP students	5,005	5,820	6,848	7,841	9,009	10,098	11,464	13,011	159.96%
6 Total number of 6-12 LEP students	2,909	3,282	3,751	4,235	4,769	5,783	6,165	7,170	146.48%
7 Total number of LEP students enrolled in instructional programs specifically designed to meet their educational needs.	7,437	8,281	9,753	11,572	13,225	14,954	17,194	19,430	161.26%
8 Total number of LEP students NOT enrolled in instructional programs specifically designed to meet their educational needs.	477	821	845	504	557	494	420	623	30.61%
9 Number of LEP students who dropped out during previous school year.	186	194	148	201	218	135	181	201	8.06%
10 Number of LEP students who were referred to special education during previous school year.	246	214	249	304	388	452	378	382	55.28%
11 Number of LEP students who were placed in special education during previous school year.	166	180	198	204	239	303	266	322	93.98%
12 Number of LEP students participating in Title I programs	3,958	4,629	5,403	6,333	7,892	9,628	11,709	12,986	228.09%
13 Number of students participating in Migrant programs	3,615	3,710	4,382	4,669	4,916	4,484	3,511	3,318	-8.22%
14 Number of LEP students identified and placed in Gifted and Talented (GT)		281	256	161	173	200	189	189	-32.74%
<b>EDUCATIONAL STATUS OF LEP STUDENTS</b>							<b>Percent of Difference</b>		
15 Number of LEP students (Grades 1 - 6) who were retained during the previous school year for 2003-04:	256								
16 Number of LEP students (Grades 1 - 6) who were retained during the previous school year for 2004-05:	264								
17 Number of LEP students (Grades 1 - 6) who were retained during the previous school year for 2005-06:	274								7.03%
18 Number of LEP students (Grades 7 - 12) who were retained during the previous school year for 2003-04:	244								
19 Number of LEP students (Grades 7 - 12) who were retained during the previous school year for 2004-05:	270								
20 Number of LEP students (Grades 7 - 12) who were retained during the previous school year for 2005-06:	235								-3.69%

# TEN LARGEST HOME LANGUAGE GROUPS 2005-2006



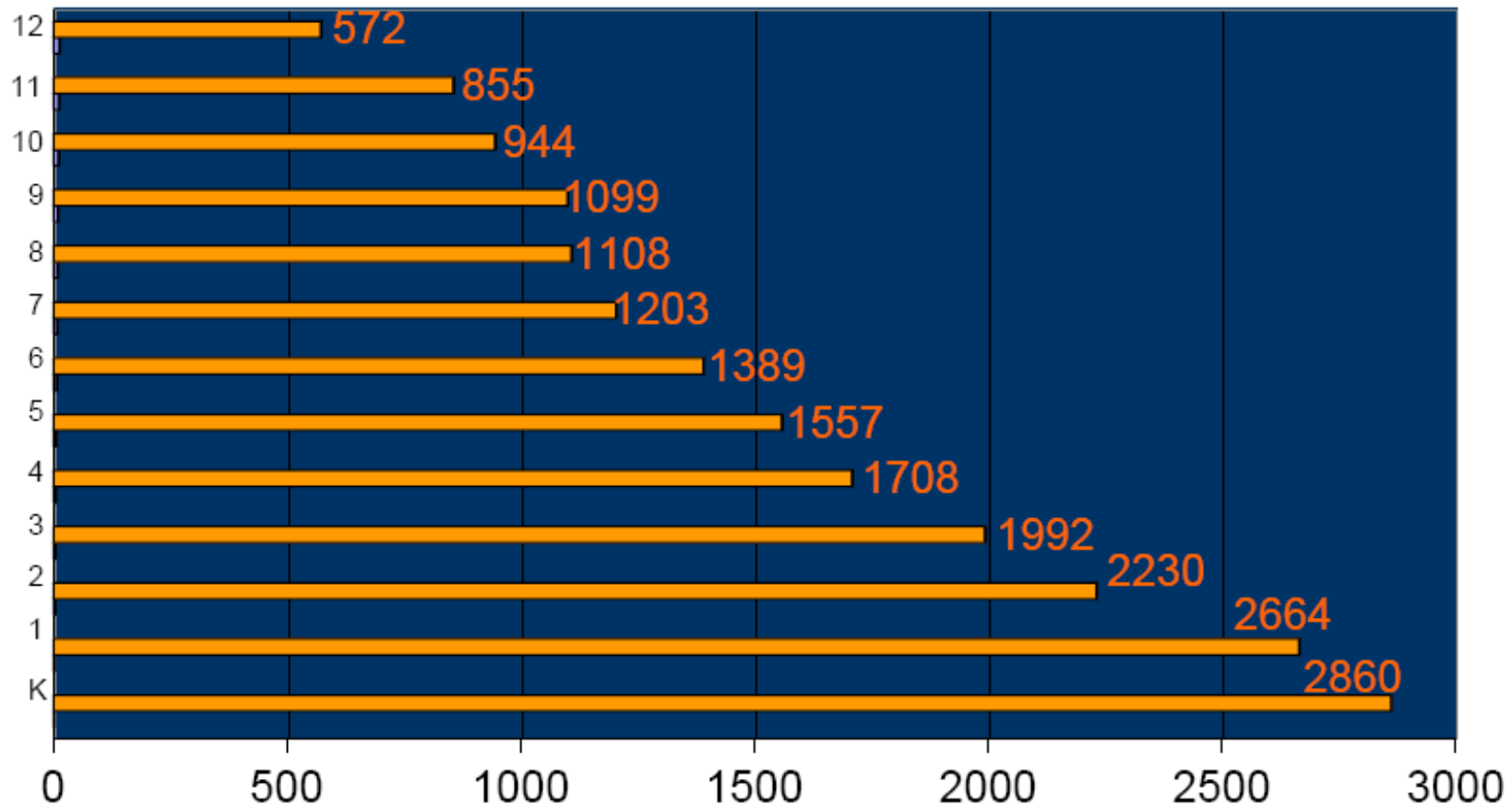


## Language Minority Student (LMS) Enrollment Grades K-12 2005-2006



Source: Dr. Andre Guerrero, Arkansas Department of Education, Tel. (501) 682-5014; 02/17/06

## Limited English Proficient (LEP) Student Enrollment Grades K-12 2005-2006



Source: Dr. Andre Guerrero, Arkansas Department of Education, Tel. (501) 682-5014; 02/17/06

# School Districts with Largest Number of LEP Students 2005-2006

