

DATA BULLETIN

CONNECTICUT'S LIMITED ENGLISH PROFICIENT STUDENTS

Connecticut's public school students come from a variety of ethnic backgrounds, and speak a number of different languages. Most are proficient in English; some are not. All school districts assess what is often referred to as the student's dominant home language, that language used by the student or student's family in their home. Districts with students who have dominant home languages other than English perform further evaluations to determine whether those students are limited English proficient (LEP). The assessment methods are specified by law when there are 20 or more students with the same non-English dominant language in a school.

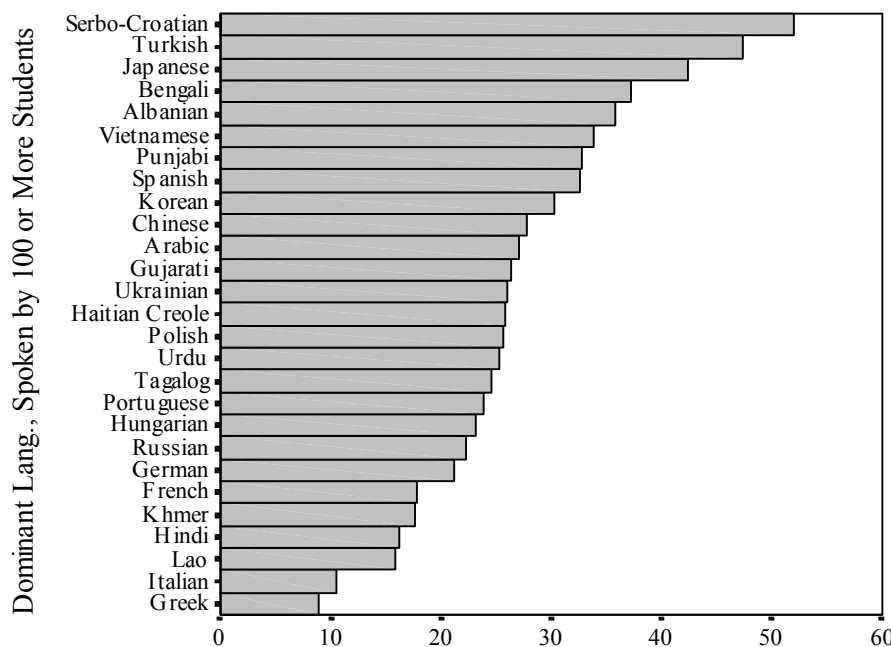
Counts of students with non-English dominant languages, LEP students, and students receiving bilingual or English as a Second Language (ESL) services are reported on the Assessment of Dominant Language Form ED228. Data are reported as of October 1, and include kindergarten through grade 12 students. The data reported in this document were derived from the 1997-98 data collection.

LEP as % of K-12 Enrollment	
Statewide	3.7
Hartford	18.0
New Britain	14.0
Windham	12.6
Bridgeport	11.3
New Haven	10.6

The table to the left shows, for the state and the five school districts with the highest percentages, the percentage of kindergarten through grade 12 students who were reported to be LEP.

The table that runs down the right side of this page and continues on the next shows the number of LEP students statewide by their dominant languages. Two facts stand out: (1) in 1997, there were far and away more LEP students who spoke Spanish than all other languages combined; and (2) there were a wide variety of languages spoken by LEP students.

The overwhelming number of Spanish-speaking LEP students can mask the fact that there are other dominant languages, spoken by fewer students, with similar or higher proportions of LEP students. In the bar chart below, for each dominant home language spoken by 100 or more students, the percent of students who are LEP is represented.

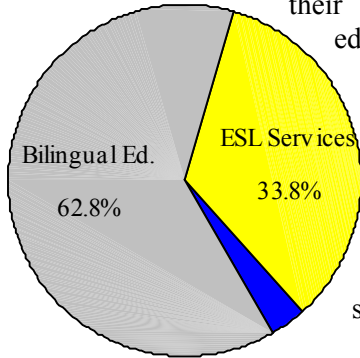


% of Students with Dominant Home Lang. who are LEP

Count of LEP Statewide	
Spanish	14,517
Portuguese	639
Polish	621
Chinese	420
Vietnamese	353
Haitian Creole	330
Japanese	232
Albanian	207
Russian	168
Korean	151
Urdu	143
Gujarati	129
Arabic	124
Lao	123
French	110
Khmer	109
Italian	88
Serbo-Croatian	77
Bengali	66
Greek	56
Turkish	55
Kurdish	46
Hindi	45
Punjabi	41
Somali	39
German	37
Hmong	36
Tagalog	36
Mandarin	34
Ukrainian	31
Hungarian	27
Twi	26
Rumanian	24

Although Hartford had the largest percentage of LEP students in 1997, it was not the district with the largest number of different dominant languages spoken by LEP students. The LEP population in both Bridgeport and West Hartford had 35 different dominant languages. The school districts with the next highest number of languages were New Haven (31), New Britain (29), and Danbury (27).

Most of the limited English proficient (LEP) students in Connecticut receive services in their schools. A school is required to provide bilingual education if it has 20 or more LEP students with the same dominant language. Usually, some form of English as a Second Language (ESL) services is provided for smaller groups of LEP students. The pie chart on the left shows the percent of students reported as being enrolled in mandated bilingual education programs and the percent receiving other services as of October 1, 1997. The remaining slice, 3.3%, represents students for whom no services were reported.



The table below shows, for each language for which there is a bilingual program in the state, the number enrolled in the program, the percent of LEP students speaking that language who were enrolled, and the school districts that offered the program.

Language of Students in Bilingual Prog.	Bilingual Prog. Enrollment as of 10/97	% of LEP in Bilingual Prog. as of 10/97	Districts with Bilingual Program in Language as of 10/97
Haitian Creole	137	41.5	Bridgeport, Norwalk, Stamford
Lao	43	35.0	Bridgeport, New Britain
Polish	114	18.4	New Britain, Vocational-Technical Schools
Portuguese	170	26.6	Bridgeport, Naugatuck
Spanish	11,728	80.8	Bridgeport, Danbury, East Hartford, Groton, Hartford, Meriden, New Britain, New Haven, New London, Norwalk, Stamford, Waterbury, West Haven, Windham, LEARN, Vocational-Technical Schools
Vietnamese	61	17.3	Bridgeport, Hartford

Note that Naugatuck was the only district with a bilingual program that did not have a program in Spanish. The large number of Spanish-speaking LEP students makes it more likely that there will be 20 or more of these students in a single school than for other languages. Bridgeport had bilingual programs in five different languages.

Although student enrollment has been rising, as the table below shows, the percentage of kindergarten through grade 12 students who are LEP has shown a slight decrease in the last three years. It remains to be seen whether this is a trend that will continue.

	1995	1996	1997
K-12 Enrollment	509,842	518,034	525,496
% with Non-English Home Language	11.9	12.2	12.2
% LEP	3.9	3.8	3.7

LEP Count, cont.	
Swedish	23
Cantonese	19
Thai	19
Cape Verdean	
Creole	18
Malayalam	18
Norwegian	16
Hebrew	14
Lithuanian	14
Bangla	13
Filipino	13
Indonesian	12
Tamil	12
Farsi	10
Nepali	9
Slovak	9
Amharic	8
Akan	7
Armenian	7
Persian	7
Dutch	6
Taiwanese	6
Igbo	5
Marathi	5
Assyrian	4
Danish	4
Icelandic	4
Macedonian	4
Pushto	4
Telugu	4
Tibetan	4
Afrikaans	3
Bulgarian	3
Dari	3
Fante	3
Ganda	3
Latvian	3
Swahili	3
Basque	2
Czech	2
Hausa	2
Malinke	2
Pashtu	2
Sotho	2
Finnish	1
Flemish	1
Ibibio	1
Ilocano	1
Ilongot	1
Kannada	1
Sindhi	1
Tigrinya	1
Other Languages	24
State Total	19,503