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Connecticut State Department of Education
Division of Evaluation and Research
School Year 2000-2001

DATA BULLETIN

Bureau of Student Assessment and Research
July 2001

Connecticut's English Language Learners

Table 1. ELL by Language

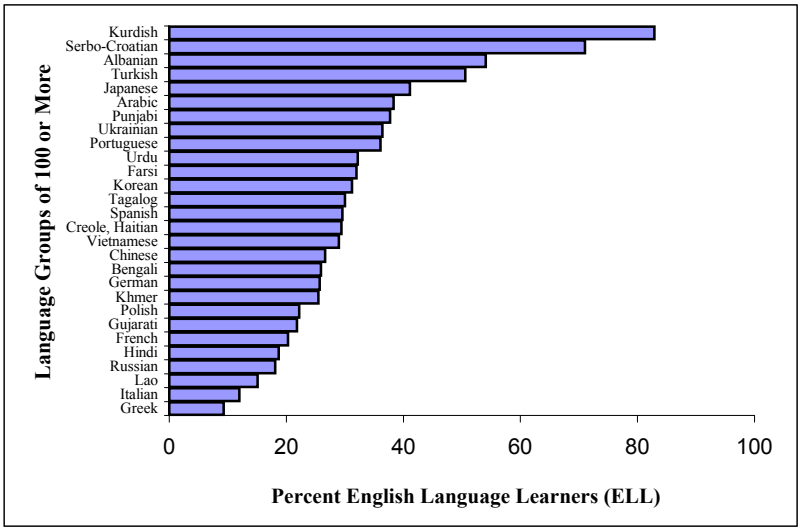
Language	# Students
Afrikaans	3
Akan	2
Albanian	565
Amharic	7
Arabic	241
Armenian	3
Assyrian	2
Bangla	13
Basa	1
Basque	4
Benba	1
Bengali	57
Bulgarian	17
Cantonese	29
Cebuano	4
Chinese	438
Chuukese	3
Creole, Cape Verdean	13
Creole, Haitian	393
Czech	1
Danish	10
Dari	1
Dutch	23
Edo	1
Efik	1
Estonian	4
Ewe	3
Fante	1
Farsi	32
Filipino (Pilipino)	19
Finnish	4
Flemish	3
French	148
Fujianese	1
Ga	2
Ganda	1
German	59
Gilbertese	1
Greek	45
Gujarati	119
Hebrew	20
Hindi	60
Hmong	37
Hungarian	12
Icelandic	3
Igbo	2
Ilongot	3
Indonesian	15
Italian	71
Japanese	200
Kannada	2
Khmer	112
Korean	181
Kurdish	116
Lao	100

In October 2000, Connecticut's K-12 public school student population was speaking a total of 140 different languages, representing six continents. The percentage of all public school students with English not being the primary language used in the home has risen 1.1 percentage points, from 11.3% in 1990 to 12.4% in 2000.

This information was taken from data collected on the ED-228 Assessment of Dominant Language Survey. This yearly data collection gathers information about Connecticut students' dominant home language, whether or not students are English Language Learners (ELL) and the type of instruction ELL students are provided in each Connecticut school. This data bulletin summarizes the Assessment of Dominant Language Survey for the 2000-2001 school year and compares it to previous years.

Table 1 includes all of the languages that are reported as the dominant language for English language learners. Spanish represents the largest language group, followed by Portuguese, Polish, Chinese and Haitian Creole. While these are the largest language groups in terms of the number of students, they are not the largest in terms of the percentage of students with English not being the primary language used in the home who are also ELL. Of this group (with 100 or more students), Kurdish has the highest percentage of ELL students (82.9%) compared to Spanish with 29.6 % ELL students.

Figure 1. Percent ELL in Dominant Language Groups of 100 or More



Latvian	2
Lithuanian	14
Luganda	2
Macedonian	8
Malayalam	24
Mandarin	24
Marathi	5
Mende	5
Mongolian	2
Nepali	5
Norwegian	8
Onaloff	1
Pashto	8
Persian	17
Polish	573
Ponapean	1
Portuguese	1054
Punjabi	66
Pushto	4
Rumanian	14
Russian	150
Serbo-Croatian	413
Sgaw	2
Sindhi	6
Singhalese	1
Slovak	5
Somali	27
Sotho	1
Spanish	13953
Swahili	8
Swedish	25
Syriac	5
Tagalog	40
Taiwanese	3
Tamil	10
Telugu	25
Thai	25
Tibetan	15
Toma	1
Turkish	119
Twi	24
Ukrainian	52
Urdu	222
Vietnamese	315
Visayan	1
Wolof	1
Zande	3

For more information about the ED-228 Assessment of Dominant Language Survey, contact Sarah Ellsworth, Connecticut State Department of Education, P.O. Box 2219, Hartford, CT 06145, by phone (860) 713-6872, or by e-mail sarah.ellsworth@po.state.ct.us.

The second highest percentage of ELL students is in the language group Serbo-Croatian. Figure 1 shows all language groups of 100 or more students and the percentage of those students who are ELL.

Of the students with English not being the primary language used in the home, only 30% are English language learners, this represents 3.6% of the total student population. Stated another way, 96.4% of Connecticut's students are proficient in the English language. This number has remained constant over the past ten years (96.2% were English proficient in 1990).

Schools that have a language group of 20 or more ELL students are required by law to provide a bilingual education program. Schools with language groups of less than 20 ELL students are not required by law to provide such a program, but because they must meet the educational needs of these students, many provide some form of English as a second language (ESL) service for their ELL students. During the 2000-2001 school year, 54.3% of the ELL population received bilingual education services and 42.4% of the ELL population received ESL services. Since 1995 (the first year data about type of services provided were collected) the percentage of ELL students receiving bilingual services has been decreasing while the percentage receiving ESL services has been increasing (see Figure 2). This may be in part due to an increase in the number of smaller language groups. In 1995 there were 75 language groups with less than 20 ELL students in any one school and in 2000 that number had increased to 85.

In the 2000-2001 school year, 18 districts were required to provide a bilingual program for their students. There were 128 districts with language groups of less than 20 ELL students.

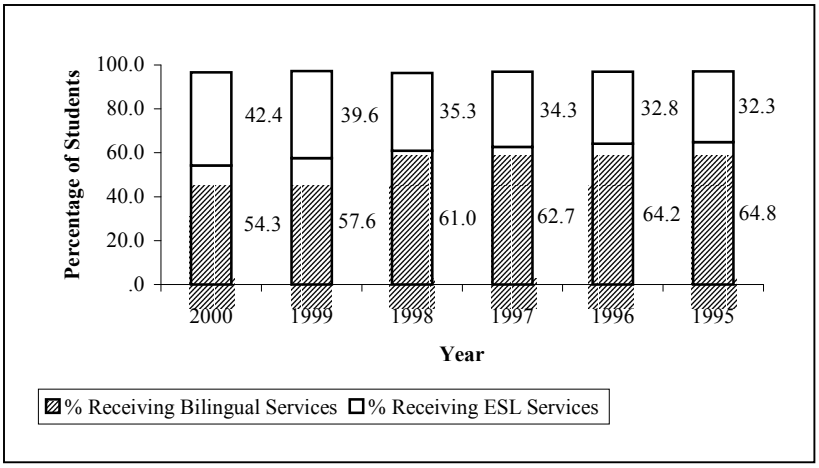



Figure 2. Students Receiving Bilingual and ESL Services