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Table 1. English or Non-English Languages Spoken at Home by Persons, Aged 5 Years and Over, Percentage of Total Estimated U.S. Population, Percentage of Population of Home Speakers of Non-English Languages: 1990 (Ranked by Total Number of Speakers)

Language or language group	Total number of speakers	Percentage of total population	Percentage of HSNL population
Total US Population	230,445,777	100.00	
Speak only English	198,600,798	86.18	
Speak non-English language	31,844,979	13.82	
Spanish or Spanish Creole	17,345,064	7.53	54.47
French or French Creole	1,930,404	0.84	6.06
German	1,547,987	0.67	4.86
Chinese	1,319,462	0.57	4.14
Italian	1,308,648	0.57	4.11
Tagalog	843,251	0.37	2.65
Polish	723,483	0.31	2.27
Korean	626,478	0.27	1.97
Other Indo-European language	578,076	0.25	1.82
Indic	555,126	0.24	1.74
Vietnamese	507,069	0.22	1.59
Portuguese or Portuguese Creole	430,610	0.19	1.35
Japanese	427,657	0.19	1.34
Greek	388,260	0.17	1.22
Arabic	355,150	0.15	1.12
Native North American languages	331,758	0.14	1.04
Other Slavic language	270,863	0.12	0.85
Russian	241,798	0.10	0.76
Other West Germanic language	232,461	0.10	0.73
Yiddish	213,064	0.09	0.67
Scandinavian	198,904	0.09	0.62
South Slavic	170,449	0.07	0.54
Hungarian	147,902	0.06	0.46
Mon-Khmer	127,441	0.06	0.40
Other and unspecified languages	1,023,614	0.44	3.21

Note. The data in column 2 are from "Language Use Data, Table 4. Languages Spoken at Home by Persons 5 years and Over, by State: 1990" [online], published May 1997. Available: http://www.census.gov/population/www/socdemo/lang_use.html [7 July 1998].

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Table 2. U.S. States with Highest Total Estimated Populations, Language Use by Persons, Aged 5 Years and Over: 1990 (Ranked by Total Population)

State	Total	Speaks only English	Speaks non-English language at home	
			N	%
California	27,383,547	18,764,213	8,619,334	31.48
New York	16,743,048	12,834,328	3,908,720	23.35
Texas	15,605,822	11,635,518	3,970,304	25.44
Florida	12,095,284	9,996,969	2,098,315	17.35
Pennsylvania	11,085,170	10,278,294	806,876	7.28
Illinois	10,585,838	9,086,726	1,499,112	14.16
Ohio	10,063,212	9,517,064	546,148	5.43
Michigan	8,594,737	8,024,930	569,807	6.63
New Jersey	7,200,696	5,794,548	1,406,148	19.53

Note. The data in columns 2 - 4 are from "Language Use Data, Table 4. Languages Spoken at Home by Persons 5 years and Over, by State: 1990" [online], published May 1997. Available: http://www.census.gov/population/www/socdemo/lang_use.html [7 July 1998].

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Table 3. Estimated Numbers of Home Speakers of Non-English Languages, Aged 5 Years and Over, in 1980 and 1990, and Percentage Change, by Selected Language

Language	1980	1990	Percentage change
Total, all languages	23,060,000	31,845,000	+38.1
Arabic	218,000	355,000	+63.3
Chinese languages	631,000	1,319,000	+109.2
French	1,551,000	1,930,000	+24.5
German	1,587,000	1,548,000	-2.4
Greek	401,000	388,000	-3.3
Hungarian	179,000	148,000	-17.4
Italian	1,618,000	1,309,000	-19.1
Japanese	336,000	428,000	+27.2
Korean	266,000	626,000	+135.3
Polish	821,000	723,000	-11.8
Portuguese	352,000	431,000	+22.4
Russian	173,000	242,000	+39.6
Spanish	11,116,000	17,345,000	+56.0
Vietnamese	195,000	507,000	+160.6
Yiddish	316,000	213,000	-32.6

Note. From "Four in Five Home Speakers of Non-English Languages in the U.S. Speak One of Eight Languages," by D. Waggoner, September 1992, *Numbers and Needs*, 2(5), p. 2. Copyright 1992 by Dorothy Waggoner. Reprinted with permission. Data are from Bureau of the Census, 1992, "Education and Language Data by State" (1990 CPH-L-96).

Table 4. Estimated Numbers of People Born in Countries in Which Non-English Languages Are Spoken, 1980 and 1990; and Percentage Change by Country of Birth

Country of birth	1980	1990	Percent change
A. Countries in which Spanish is spoken:			
Total	3,834,000	7,395,000	+92.9
Mexico	2,199,000	4,298,000	+95.4
Cuba	608,000	737,000	+21.2
El Salvador	94,000	465,000	+392.8
Dominican Republic	169,000	348,000	+105.7
Colombia	144,000	286,000	+99.4
Guatemala	63,000	226,000	+257.9
Nicaragua ^a	44,000	169,000	+281.9
Peru	55,000	144,000	+159.8
Ecuador	86,000	143,000	+66.4
Honduras	39,000	109,000	+178.2
Other countries	332,000	469,000	+41.4
B. Countries in which Asian languages are spoken:			
Total	2,129,000	4,339,000	+103.8
China, Hong Kong, and Taiwan	442,000	921,000	+108.5
Philippines	501,000	913,000	+82.0
Korea	290,000	568,000	+96.1
Vietnam	231,000	543,000	+135.1
India	206,000	450,000	+118.6
Japan	222,000	290,000	+30.8
Laos	55,000	172,000	+212.6
Cambodia	20,000	119,000	+489.0
Thailand	55,000	107,000	+95.1
Other countries	107,000	256,000	+138.5
C. Countries in which European languages^a are spoken:			
Total	4,526,000	3,899,000	-13.8
Germany and Austria	995,000	750,000	-24.7
Italy	832,000	581,000	-30.2
Poland	418,000	388,000	-7.1

(table continues)

^a Except English and Spanish.

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Country of birth	1980	1990	Percent change
Soviet Union	406,000	334,000	-17.8
Portugal and Brazil	253,000	293,000	+15.9
Haiti	92,000	225,000	+143.9
Greece	211,000	177,000	-15.9
Canada ^b	173,000	153,000	-11.6
Yugoslavia	153,000	142,000	-7.5
France	120,000	119,000	-0.8
Hungary	144,000	110,000	-23.6
Other countries	728,000	628,000	-13.8

Note. From "Census Issues Information on Countries of Birth of Foreign-Born Populations," by D. Waggoner, May 1993, *Numbers and Needs*, 3(3), p. 2. Copyright 1993 by Dorothy Waggoner. Reprinted with permission. Data are from *The Foreign Born Population in the United States: 1990*, by S. J. Lapham (CPH-L-98).

^b Number estimated to speak a language other than English at home, based on 1980 proportion.

Table 5. Bilingual Abilities of Non-English Language Speakers, by Age: United States, 1990

	Total NEL Speakers		Bilinguals		NEL Monolinguals	
	N	% (Col/Row)	N	% (Col/Row)	N	% (Col/Row)
5-17 yrs.	6,322,934	19.9% 100.0%	5,415,371	21.5% 85.6%	907,563	13.6% 14.4%
18+ yrs.	25,522,045	80.1% 100.0%	19,757,407	78.5% 77.4%	5,764,638	86.4% 22.6%
5+ yrs.	31,844,979	100.0% 100.0%	25,172,778	100.0% 79.0%	6,672,201	100.0% 21.0%

Note. *Bilinguals* were constructed by taking those who "speak a language other than English at home" and also "speak English well or very well." *Non-English monolinguals* were constructed by taking those who "speak a language other than English at home" and also "speak English not well or not at all."

From "Inheriting Sins While Seeking Absolution: Language Diversity and Natural Data Sets," by R. Macías, 1994, in D. Spener (Ed.), *Adult Biliteracy in the United States* (p. 17). McHenry, IL: Center for Applied Linguistics and Delta Systems. Copyright 1994 by the Center for Applied Linguistics and by Delta Systems Co., Inc. Reprinted with permission. Data are from Bureau of the Census, 1992, Special tabulation 1990 CPH-L-96. Tables ED90-3, 4, and 5; Language use and English ability, Persons 5 years and over; 5-17 years; and 18 years and over, by state: 1990 Census. Washington, DC: Author.

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Table 6. Estimated Numbers of Non-English Speakers, Aged 5 Years and Over, by Language or Language Group: 1990

Language	N	%
Total, all languages	1,845,200	100.0
Spanish	1,460,200	79.1
Chinese languages	111,800	6.1
Korean	33,800	1.8
Portuguese	27,000	1.5
Vietnamese	25,000	1.4
Italian	17,100	0.9
Russian	14,900	0.8
Mon-Khmer (Cambodian)	13,700	0.7
Armenian	13,300	0.7
Polish	13,100	0.7
Hmong	13,100	0.7
Asian Indian languages	12,000	0.7
Thai and Laotian	10,500	0.6
American Indian/Alaskan Native languages	9,100	0.5
French	8,200	0.4
Japanese	7,800	0.4
Haitian Creole	6,200	0.3
Arabic	5,900	0.3
Filipino languages	5,800	0.3
Farsi	5,500	0.3
Greek	5,200	0.3
German	4,400	0.2
Romanian	2,500	0.1
Yiddish	2,000	0.1
Serbo-Croatian	1,800	0.1
Aramaic	1,400	0.1
Ukrainian	1,200	0.1
Hungarian	1,100	0.1
Turkish	1,000	0.1

Note. Percentages calculated on unrounded numbers. From "Majority of Non-English Speakers Speak Spanish but Others Have More Difficulty with English," by D. Waggoner, September 1993, *Numbers and Needs* 3(5), p. 3. Copyright 1993 by Dorothy Waggoner. Reprinted with permission. Data are from *Language Spoken at Home and Ability to Speak English for the United States, Regions and States* (CPH-L-133).

Table 7. Estimated Numbers of Home Speakers of Non-English Languages, Aged 5 Years and Over, Percentages of Total Population, and Numbers and Percentages with English-Speaking Difficulty, by Nativity and Recency of Immigration: 1990

Nativity and recency of immigration	Total		E-speaking diff	
	N	%	N	%
Total	31,845,000	13.8	13,983,000	43.9
Native-born	16,415,000	7.8	4,823,000	29.4
Foreign-born	15,430,000	79.1	9,160,000	59.4
Pre-1980 immigrants	8,037,000	72.4	4,126,000	51.3
1980-90 immigrants	7,393,000	88.0	5,004,000	67.7

Note. From "Native-born Constitute Half of U.S. Multilingual Population," by D. Waggoner, November 1993, *Numbers and Needs*, 3(6), p. 2. Copyright 1993 by Dorothy Waggoner. Reprinted with permission. Data are from 1990 *Profiles of the Foreign-born Populations, Selected Characteristics by Place of Birth*, by S. J. Lapham (CPH-L-148).

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Table 8. Estimated Language Minority Population, by Age Group, Home Language Usage, and Language Group: United States, 1990 (Numbers in thousands)

Language group	Total	Under 5	Aged 5-17			Aged 18 and older		
			Total	Eng	Non-Eng	Total	Eng	Non-Eng
Total	47,122	3,856	9,985	3,662	6,323	33,281	7,759	25,522
American Indian/ Alaska Native languages	538	62	145	72	74	331	73	258
Arabic	518	56	103	38	66	359	69	289
Armenian	181	11	30	5	25	141	15	125
Asian Indian languages	817	71	174	55	119	572	45	528
Chinese languages	1,580	106	271	52	219	1,203	103	1,100
Czech	139	3	14	9	5	122	34	88
Dutch	250	17	41	27	14	192	64	128
Farsi	263	24	49	13	36	191	25	166
French	3,391	197	688	420	269	2,506	1,065	1,441
German	2,922	167	496	313	183	2,259	894	1,365
Greek	537	29	83	32	51	426	88	338
Haitian Creole	263	27	64	20	44	172	28	144
Hebrew	222	23	52	19	33	148	36	111
Hmong	107	23	42	1	41	42	1	41
Hungarian	216	8	24	14	10	185	46	138
Italian	2,143	90	263	169	94	1,791	576	1,215
Japanese	664	38	96	46	49	531	153	378
Korean	833	64	171	55	116	599	88	510
Mon-Khmer	154	21	52	3	49	82	3	79
Norwegian	141	6	17	12	6	118	43	75
Polish	1,072	39	116	61	55	917	248	669
Portuguese	584	40	111	35	76	432	78	355
Russian	316	17	52	15	37	248	43	205
Serbo-Croatian	198	10	28	11	17	161	36	125
Slovak	128	3	10	7	3	115	38	77
Spanish	24,782	2,390	5,954	1,786	4,168	16,438	3,260	13,177
Swedish	135	6	18	11	7	111	41	70
Tagalog and Ilocano	1,328	103	275	173	102	951	168	782
Thai/Lao	275	24	75	19	57	175	26	149
Ukrainian	141	6	17	10	6	119	28	90
Vietnamese	622	52	159	25	135	412	39	372
West African languages	114	16	24	16	7	74	16	58
Yiddish	288	17	43	11	32	227	46	181
Other languages	1,258	94	229	109	121	935	242	693

Note. Detail may not add to total because of rounding. From "Language Minority Population Increased by More than a Third Between 1980 and 1990," by D. Waggoner, September 1995, *Numbers and Needs*, 5(5), p. 2. Copyright 1995 by Dorothy Waggoner. Reprinted with permission. Data are from "Detailed Cross-tabulations of Selected Language Groups for States: 1990" [CD-ROM].

Table 9. School Enrollment and Educational Attainment Rates of Monolingual English Speakers, Bilinguals, and People with English-Speaking Difficulty: 1990

Characteristic	Speak English only	Speak NEL at home	
		Speak English very well	English difficulty
School enrollment			
Ages 5-14	92.7	93.7	89.2
Ages 15-17	92.9	92.3	83.7
Ages 18-19	65.8	70.2	53.6
Educational attainment, population 25 and older			
Fewer than 5 years	1.5	3.2	17.9
5-8 years	6.6	9.6	21.4
9-12 years, not graduate	14.1	15.0	18.0
High school graduate only	31.3	23.8	18.2
Some college	43.1	44.9	22.2
High school graduation rate	77.8	72.2	42.7

Note. From "New Language Information Reveals Differences by English-Speaking Ability," by D. Waggoner, July 1995, *Numbers and Needs*, 5(4), p. 1. Copyright 1995 by Dorothy Waggoner. Reprinted with permission. Data are from "Social and Economic Characteristics of Selected Language Groups for U.S. and States: 1990" (PH-L 159).

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Table 10. Labor Force Participation Rates and Distribution by Occupation of Monolingual English Speakers, Bilinguals, and People with English-Speaking Difficulty, Aged 16 Years and Over: 1990

Characteristic	Speak English only	Speak NEL at home	
		Speak English very well	English difficulty
Labor force participation			
In civilian labor force	64.7	64.2	59.4
Employed	60.9	59.4	53.4
Unemployed	3.9	4.8	6.0
Not in labor force	34.3	34.9	40.2
Occupation of employed population			
[1] Managerial and professional specialty	27.2	27.6	12.2
[2] Technical, sales, and administrative support	32.4	33.0	20.3
[3] Service	12.6	14.2	22.0
[4] Farming, forestry, and fishing	2.3	2.1	5.8
[5] Precision production, craft and repair	11.3	9.9	14.1
[6] Operators, fabricators, and laborers	14.3	13.2	25.7

Note. From "New Language Information Reveals Differences by English-Speaking Ability," by D. Waggoner, July 1995, *Numbers and Needs*, 5(4), p. 2. [Numbers added.] Copyright 1995 by Dorothy Waggoner. Reprinted with permission. Data are from "Social and Economic Characteristics of Selected Language Groups for U.S. and States: 1990" (PH-L 159).

Table 11. Estimated Numbers of High School Graduates and High School Graduation Rates of the Total Population and Non-English Speakers, Aged 25 Years and Older, by Gender, Nativity, and Selected Home Language: United States, 1990 (Numbers in thousands)

Nativity and home language	Total		Men		Women	
	N	%	N	%	N	%
Total	119,525	75.2	56,939	75.7	62,586	74.8
Native-born	110,516	77.0	52,567	77.4	57,949	76.6
Foreign-born	9,008	58.8	4,372	60.0	4,636	57.6
Non-English speakers	217	15.2	90	16.5	127	14.4
Native-born	51	19.4	22	23.3	29	17.3
Foreign-born	166	14.3	69	15.1	97	13.8
Armenian-speaking	3	21.4	1	23.5	1	20.0
Asian Indian language-speaking	2	14.9	1	27.6	1	11.9
Chinese-speaking	21	19.7	9	25.5	12	16.7
Italian-speaking	2	13.8	1	17.4	1	12.2
Korean-speaking	12	37.2	4	52.8	8	32.1
Mon-Khmer-speaking	1	10.5	*	14.1	1	9.0
Polish-speaking	5	44.2	3	50.3	3	39.7
Portuguese-speaking	3	10.6	1	12.4	1	9.3
Russian-speaking	7	49.1	3	53.8	4	46.4
Spanish-speaking	138	12.8	58	13.4	80	12.4
Vietnamese-speaking	4	17.1	2	25.4	2	13.6

Note. Detail may not add to total because of rounding. From "Educational Attainment of Non-English Speakers Varies," by D. Waggoner, July 1996, *Numbers and Needs*, 6(4), p. 2. Copyright 1996 by Dorothy Waggoner. Reprinted with permission. Data are from "Detailed Cross-tabulations of Selected Language Groups for States: 1990" [CD-ROM].

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Table 12. Estimated Numbers and Percentages of the Total Population and Non-English Speakers, Aged 25 Years and Older, with Fewer than Five Years of Schooling, by Gender, Nativity, and Selected Home Language: United States, 1990* (Numbers in thousands)

Nativity and Home language	Total		Men		Women	
	N	%	N	%	N	%
Total	4,272	2.7	2110	2.8	2161	2.6
Native-born	2,526	1.8	1,306	1.9	1,220	1.6
Foreign-born	1,746	11.4	804	11.0	941	11.7
Non-English speakers	607	42.6	223	40.8	383	43.7
Native-born	66	25.1	19	20.6	47	27.6
Foreign-born	540	46.6	204	45.0	337	47.6
Armenian-speaking	5	38.2	2	36.2	3	39.5
Asian Indian language-speaking	5	44.4	1	36.2	4	46.3
Chinese-speaking	47	43.8	12	34.3	34	48.7
Italian-speaking	8	48.4	2	42.5	6	51.0
Korean-speaking	8	24.0	1	13.8	7	27.2
Mon-Khmer-speaking	9	78.9	2	71.6	7	81.9
Polish-speaking	1	12.1	*	7.4	1	15.6
Portuguese-speaking	17	65.8	7	63.7	10	67.3
Russian-speaking	2	18.1	1	17.4	2	18.5
Spanish-speaking	463	42.9	185	42.5	277	43.2
Vietnamese-speaking	10	46.6	2	37.0	7	50.6

Note. Detail may not add to total because of rounding. From "Educational Attainment of Non-English Speakers Varies," by D. Waggoner, July 1996, *Numbers and Needs*, 6(4), p. 3. Copyright 1996 by Dorothy Waggoner. Reprinted with permission. Data are from "Detailed Cross-tabulations of Selected Language Groups for States: 1990" [CD-ROM].

Table 13. Trends in Enrollment of LEP Students: United States, 1986-87 to 1996-97

Year	SEAs participating	LEP enrollment	LEP change from prior year	
			N	%
1986-87	-	1,553,918	-	-
1987-88	-	1,656,180	102,262	6.6%
1988-89	-	1,946,107	289,927	17.5%
1989-90	-	2,154,781	208,674	10.7%
1990-91	51 of 57	2,232,500	77,719	3.6%
1991-92	52 of 57	2,430,712	198,212	8.9%
1992-93	54 of 59	2,735,952	305,240	12.6%
1993-94	55 of 59	3,037,922	301,970	11.0%
1994-95	53 of 59	3,184,696	146,774	4.8%
1995-96	55 of 60	3,228,799	44,103	1.4%
1996-97	54 of 60	3,452,073	223,259	6.9%

Note. From "How Has the Limited English Proficient Student Population Changed in Recent Years?" by R. Macías, 1998, *AskNCBE* [Online], 8, Table 1. Available: <http://www.ncbe.gwu.edu/askncbe/faqs/08leps.htm> [19 November, 1998]. Reprinted with permission from the National Clearinghouse for Bilingual Education (NCBE), The George Washington University, Washington, DC.

Data for 1994-95 through 1996-97 are from *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1996-97*, by R. Macías, et al., 1998, Washington, DC: National Clearinghouse for Bilingual Education. Data for 1991-92 and 1993-94 are from *Summary Report of the Survey of the States' Limited-English Proficient Students and Available Educational Programs and Services, 1993-94*, by the Special Issues and Analysis Center, 1995, Washington, DC: Development Associates. Data for 1986-87 are from *Summary of Bilingual Education State Educational Agency Program Survey of States and Available Educational Services, 1993-94*, by Donly et al., 1995, prepared under contract for the U.S. Department of Education by Development Associates, Inc., in Arlington, VA.

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Table 14. Summary of Total Student and LEP Enrollments, by Type of Schooling, 1994-95

Jurisdiction and type of school enrollment	Total enrollment	LEP students	
		N	%
States and DC^a			
Public school students	42,508,820	2,968,915	7.0
Nonpublic school students	4,421,794	49,127	1.1
Total students	46,930,614	3,018,042	6.4
Outlying Jurisdictions^b			
Public school students	660,011	163,286	24.7
Nonpublic school students	155,210	3,368	2.2
Total students	815,221	166,654	20.4
States, DC and Outlying Jurisdictions			
Public school students	43,168,831	3,132,201	7.3
Nonpublic school students	4,577,004	52,495	1.1
Totals	47,745,835	3,184,696	6.7

Note. From *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995* (Table 2.1), by R. Macías and C. Kelly, 1996. Available: <http://www.ncbe.gwu.edu/ncbepubs/seareports/94-95/index.html#TOC> [5 August 1998]. Reprinted with permission from the National Clearinghouse for Bilingual Education (NCBE), The George Washington University, Washington, DC. Data is from the State Educational Agencies Survey forms submitted by the SEAs.

^a These data do not include Virginia and West Virginia.

^b Not including Guam, Marshall Islands, Micronesia, and the Northern Marianas.

Table 15. States with the Highest Percentage of LEP Enrollments, 1994-95

Rank	State	LEP enrollment	Percentage of state LEP enrollment	Cumulative LEP enrolled
1	American Samoa	14,458	96.9	14,458
2	Palau	2,823	82.0	17,281
3	New Mexico	84,457	23.8	101,738
4	Alaska	29,929	23.2	131,667
5	California	1,262,982	21.3	1,394,649
6	Virgin Islands	5,604	18.9	1,400,253
7	Puerto Rico ^a	143,769	18.7	1,544,022
8	Arizona	98,128	12.8	1,642,150
9	Texas	457,437	12.1	2,099,587
10	Nevada	23,390	8.9	2,122,977

Note. From *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995* (Table 2.5), by R. Macías and C. Kelly, 1996. Available: <http://www.ncbe.gwu.edu/ncbepubs/seareports/94-95/index.html#TOC> [5 August 1998]. Reprinted with permission from the National Clearinghouse for Bilingual Education (NCBE), The George Washington University, Washington, DC. Data is from the State Educational Agencies Survey forms submitted by the SEAs.

^a Limited Spanish proficient is used in place of limited English proficient for Puerto Rico.

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Table 16. Number of the LEP Students in Twenty Most Common Language Groups (District Mail Survey)

Language groups	Number of LEP students	Percentage of LEP students
Spanish	1,682,560	72.9
Vietnamese	90,922	3.9
Hmong	42,805	1.8
Cantonese	38,693	1.7
Cambodian	37,742	1.6
Korean	36,568	1.6
Laotian	29,838	1.3
Navajo	28,913	1.3
Tagalog	24,516	1.1
Russian	21,903	0.9
Creole (French)	21,850	0.9
Arabic	20,318	0.9
Portuguese	15,298	0.7
Japanese	13,913	0.6
Armenian	11,916	0.5
Chinese (unspec.)	11,540	0.5
Mandarin	11,020	0.5
Farsi	8,563	0.4
Hindi	7,905	0.3
Polish	6,747	0.3

Note. The number of respondents to the item was 733; this was 98.4 percent of those who responded to the survey. The results are weighted to be nationally representative. From *Descriptive Study of Services to Limited English Proficient Students: Vol. 1. Summary of Findings and Conclusions* (Table II-5), by H. L. Fleischman and P. J. Hopstock, 1993, prepared for the U.S. Department of Education by Development Associates, Inc., Arlington, VA.

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Table 17. Number of LEP Students in Each Grade Level (District Mail Survey)

Grade Level	Number of LEP students	Percentage of LEP students in grade level	Total students in U.S.	Percentage LEP of total students
Kindergarten	277,914	12.1	3,305,619	8.4
1st grade	279,257	12.1	3,554,274	7.9
2nd grade	246,979	10.7	3,359,193	7.4
3rd grade	221,936	9.6	3,333,285	6.7
4th grade	197,211	8.6	3,312,443	6.0
5th grade	177,412	7.7	3,268,381	5.4
6th grade	150,421	6.5	3,238,095	4.6
7th grade	134,907	5.9	3,180,120	4.2
8th grade	125,849	5.5	3,019,826	4.2
9th grade	159,208	6.9	3,310,290	4.8
10th grade	137,101	5.9	2,913,951	4.7
11th grade	103,337	4.5	2,642,554	3.9
12th grade	75,423	3.3	2,390,329	3.2
Ungraded	16,469	0.7	—	—
Total	2,303,425	100.0	42,000,343	5.5

Note. The number of respondents to the item was 735; this was 98.7 percent of those who responded to the survey. The results are weighted to be nationally representative. From *Descriptive Study of Services to Limited English Proficient Students: Vol. 1. Summary of Findings and Conclusions* (Table II-4), by H. L. Fleischman and P. J. Hopstock, 1993, prepared for the U.S. Department of Education by Development Associates, Inc., Arlington, VA.

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Table 18. Methods Used by State Educational Agencies for Identifying LEP Students, 1994 - 95

Rank	Method	Number of states using method
1	Language proficiency test	52
2	Home language survey	48
3	Teacher observations	41
4	Parent information	40
5	Referral	36
6	Achievement test	36
7	Student records	35
8	Student grades	33
9	Teacher interview	32
10	Informal assessment	30
11	Criterion referenced test	21
—	Other methods	22

Note. From *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995* (Table 2.7), by R. Macías and C. Kelly, 1996. Available: <http://www.ncbe.gwu.edu/ncbepubs/seareports/94-95/index.html#TOC> [5 August 1998]. Reprinted with permission from the National Clearinghouse for Bilingual Education (NCBE), The George Washington University, Washington, DC. Data is from the State Educational Agencies Survey forms submitted by the SEAs.

Table 19. LEP Students Enrolled in Special Programs, by Type of Program, 1991-92 to 1994-95 (multiple participation allowed)

Type of Program	1991-92		1992-93		1993-94		1994-95	
	N	%	N	%	N	%	N	%
Title VII federal programs								
Transitional bilingual ed.	188,344	7.7	207,953	7.9	249,001	8.2	190,770	6.0
Developmental bilingual ed.	6,085	0.3	8,587	0.3	8,389	0.3	9,855	0.3
Special alt. instruction program	46,528	1.9	79,714	3.0	73,715	2.4	64,540	2.0
Recent arrivals	6,764	0.3	13,312	0.5	11,276	0.4	—	—
Magnet schools	1,054	0.0	656	0.0	—	—	—	—
Family English literacy program	9,169	0.4	8,481	0.3	6,828	0.2	2,701	0.1
Special populations	4,103	0.2	13,972	0.5	2,859	0.1	30,921	1.0
Total Title VII programs	262,047	10.8	332,675	12.7	352,068	11.6	298,787	9.4
Other federal programs								
Chapter I	764,599	31.5	794,994	30.3	942,687	31.0	1,482,943	46.9
Migrant	182,366	7.5	226,653	8.6	332,775	11.0	333,142	10.5
Even start	13,408	0.6	8,570	0.3	6,956	0.2	3,017	0.1
Emergency immigrant ed. asst. Act	725,820	29.9	705,825	26.9	756,521	24.9	757,918	23.9
Special education	153,170	6.3	165,187	6.3	188,107	6.2	185,945	5.9
Vocational education	72,008	3.0	72,341	2.8	186,314	6.1	182,004	5.8
"Other" federal programs	—	—	—	—	—	—	108,018	3.4

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Total ALL federal programs	2,173,418	69.4	2,306,245	88.0	2,765,428	91.0	3,351,774	105.9
State and local programs								
State and local bilingual ed.	1,181,794	48.6	1,320,787	50.4	1,437,138	47.3	1,214,817	38.4
State and local ESL-only	647,338	26.6	601,201	22.9	757,203	24.9	946,210	29.9
"Other" state and local programs*	—	0.0	—	0.0	—	0.0	276,696	8.7
Total state and local programs	1,829,132	75.3	1,921,988	73.3	2,194,341	72.2	2,437,723	77.0
Total federal and state programs	4,002,550	164.7	4,228,233	161.3	4,959,769	163.3	5,789,497	182.9

Note. From *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995* (Table 4.2), by R. Macías and C. Kelly, 1996. Available: <http://www.ncbe.gwu.edu/ncbepubs/seareports/94-95/index.html#IOC> [5 August 1998]. Reprinted with permission from the National Clearinghouse for Bilingual Education (NCBE), The George Washington University, Washington, DC.

The data for 1994-95 were taken from State Educational Agency survey forms. The data for 1991-1994 were taken from *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1993-94*, by the Special Issues and Analysis Center (SIAC), 1995, Washington, DC; Development Associates, and from SAIC (1993), Tables B8 and B7 respectively. The percentages were calculated on the total enrollment number of LEP students in the same sources, Tables B1 and Tables B1A respectively. The percentages in some of the programs totals are greater than 100 percent because of multiple participation in programs.

*New York does not separate bilingual education and English as a second language programs. Since this was a condition of answering the question, it is reported as "other programs."

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Table 20. Special Instructional Services Provided by Schools and Special Instructional Services Received by Students

	Service type	Percentage of schools providing the service ^a	Percentage of students receiving the service ^b
1.	No special services	6.5	1.9
2.	Non-LEP designed services	7.7	1.3
3.	Some LEP services in English	48.9	17.4
4.	Some LEP services; some use of student's native language	14.0	6.4
5.	Some LEP services; significant use of student's native language	5.6	2.8
6.	Intensive LEP services; provided in English	20.0	13.3
7.	Intensive LEP services; some use of student's native language	14.2	14.4
8.	Intensive LEP services; significant use of student's native language	20.4	33.7
9.	Unknown	20.5	9.0

Note. The number of respondents to these items was 1677; this was 100 percent of those who responded to the survey. From *Descriptive Study of Services to Limited English Proficient Students: Vol. 1. Summary of Findings and Conclusions*, by H. L. Fleischman and P. J. Hopstock, 1993, prepared for the U.S. Department of Education by Development Associates, Inc., Arlington, VA. The data in column 2 are from Table IV-6; the data in column 3 are from Table IV-7.

^a A school may provide more than one type of instructional service; multiple responses are possible.

^b A student receives only one type of service.

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Table 21. U.S. Elementary, Bilingual and ESL Program Structures Implementing a Transitional Model for Language Minority Speakers

Type of program	Language used in the classroom	Typical type of student	Type of instruction	Goal of program
Submersion with English as a second language (ESL) [A & H 1]	English	ELLs from mixed or similar language background	Pull-out English language instruction focused on grammar, vocabulary, and communication.	English language proficiency
Submersion with content-based ESL ^a [A & H 2]	English	ELLs from mixed or similar language background	Specific periods of English language instruction, structured around academic content.	English language proficiency
Sheltered instruction [A & H 3], also called Structured immersion [A & H 4]	English	ELLs from mixed or similar language background	Subject matter instruction in English, modified so that it is accessible to students' levels of English proficiency.	English language proficiency
Transitional bilingual education (TBE), Early-Exit or Late-Exit ^a [A & H 5]	Some use of the minority language and English	ELLs from similar language background	Some instruction through the native language; exposure to increasing amounts of English over a short period of time. Early Exit = 1 to 3 years Late Exit = 3 to 6 years	English language proficiency

Note. Types of programs are numbered to correspond with the typology offered by August and Hakuta, 1997, pp. 19-20, which is reproduced on pages 30-31 of this report. The label [A & H 1] corresponds to their label *English as a Second Language (ESL)*, [A & H 2] to their *Content-based ESL*, and so on.

^a Illustrated with a vignette in the text.

Table 22. U.S. Elementary Bilingual and ESL Program Structures Implementing a Maintenance Model for Language Minority Speakers

Type of program	Language used in the classroom	Typical type of student	Type of instruction	Goal of program
TBE with a second language component*	Minority language and English	ELLs from similar language background and some native speakers of English	Same as TBE (see Table 21) except that minority language speakers continue to receive limited instruction in the minority language and native speakers of English are offered limited instruction in the minority language as well.	Bilingualism and biliteracy
Maintenance bilingual education (MBE) [A & H 6]	Minority language and English	ELLs from similar language background	Significant amounts of subject matter instruction in the native language; exposure to increasing amounts of English over many years of schooling (from 7 to 13 years).	Bilingualism and biliteracy

Note. Types of programs are numbered to correspond with the typology offered by August and Hakuta, 1997, pp. 19-20, which is reproduced on pages 30-31 of this report. The label [A & H 1] corresponds to their label *English as a Second Language (ESL)*, [A & H 2] to their *Content-based ESL*, and so on.

* Illustrated with a vignette in the text.

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Table 23. U.S. Elementary Bilingual and ESL Program Structures Implementing an Enrichment Model for Language Majority and Minority Speakers

Type of program	Language used in the classroom	Typical type of student	Type of instruction	Goal of program
Two-way bilingual programs [A & H 7]	Minority language and English	Approximately half of the students are native speakers of English and half are language minorities from a similar language background	Approximately half of the instructional content is taught in English and half in the minority language. Programs vary according to exact proportions of language teaching and timeline for development.	Bilingualism and biliteracy
a) Dual Immersion ^a				
b) Two-way maintenance (Hornberger, 1991, 227-233).				
Immersion	Minority language and English	Most or all students are native speakers of English	Instruction in early years immerses students in minority language	Bilingualism and biliteracy

Note. Types of programs are numbered to correspond with the typology offered by August and Hakuta, 1997, pp. 19-20, which is reproduced on pages 30-31 of this report. The label [A & H 1] corresponds to their label *English as a Second Language (ESL)*, [A & H 2] to their *Content-based ESL*, and so on.

^a Illustrated with a vignette in the text.