

The seal of the U.S. Department of Education is a large, circular emblem in the background. It features a central figure of a woman holding a book, surrounded by a laurel wreath. The outer ring of the seal contains the text "DEPARTMENT OF EDUCATION" at the top and "UNITED STATES OF AMERICA" at the bottom, with two stars on either side.

U.S. DEPARTMENT OF EDUCATION

**The Biennial Report to Congress
On the Implementation of the
Title III State Formula Grant Program**

School Years 2010 – 12

U.S. DEPARTMENT OF EDUCATION

The Biennial Report to Congress
On the Implementation of the
Title III State Formula Grant Program

School Years 2010 – 12

**THE BIENNIAL REPORT TO CONGRESS
ON THE IMPLEMENTATION OF THE
TITLE III STATE FORMULA GRANT PROGRAM**

School Years 2010 – 12

U.S. DEPARTMENT OF EDUCATION

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

October 2015

This report was produced under U.S. Department of Education Contract No. ED-ELA-12-C-0092 with the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA). Melissa Escalante served as the contracting officer's representative. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

U.S. Department of Education

Arne Duncan

Secretary

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

Libia S. Gil

Director

October 2015

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2010 – 12*, Washington, D.C., 2015.

The report is available on the Department of Education's website at <http://www2.ed.gov/about/offices/list/oela/index.html>.

Upon request, this report is available in alternate formats, such as Braille, large print, or CD. For more information, please contact the Department's Alternate Format Center at 1-202-260-0852 or by contacting the 504 coordinator via email at om_eeos@ed.gov.

Notice to Limited English Proficient Persons

If you have difficulty understanding English you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-437-0833), or email us at: Ed.Language.Assistance@ed.gov. Or write to: U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC 20202.

Contents

List of Exhibits	ii
List of Tables	ii
List of Figures	iv
Abbreviations and Definitions	vi
Abbreviations	vi
Definitions	vi
Executive Summary.....	1
Overview	1
Data Limitations	2
<i>Title III</i> State Allocations.....	2
National Overview of English Learners	3
Language Instruction Educational Programs	4
<i>Title III</i> Accountability and Annual Measurable Achievement Objectives.....	4
Monitored Former English Learners	5
Educational Staff Working with English Learners	6
1. Introduction	7
<i>Title III</i> Definition of an English Learner	7
Data Limitations and Reporting	8
Report Objectives and Design.....	9
2. <i>Title III</i> State Allocations.....	11
State Allocations	12
Requirements for Receiving <i>Title III</i> Funds	13
3. National Overview of English Learners	17
Number and Percentage of ELs Identified and Receiving <i>Title III</i> Services	18
Languages Most Commonly Spoken by ELs	24
Spanish	25
Asian/Pacific Islander Languages	28
Native American and/or Alaska Native Languages	29
Immigrant Children and Youth.....	31
4. Language Instruction Educational Programs	37
CSPR Data.....	38
5. <i>Title III</i> Accountability and AMAOs	41
Annual Measurable Achievement Objectives.....	42

Improvement Criteria for Subgrantees	43
AMAO 1: Making Progress in Attaining English Language Proficiency	43
AMAO 2: Attaining English Language Proficiency.....	47
AMAO 3: Making Adequate Yearly Progress in Reading/Language Arts and Mathematics	49
States and Subgrantees Meeting Goals for AMAO 1, AMAO 2, and AMAO 3	54
6. Monitored Former English Learners	56
Number of MFELs.....	57
MFELs and Reading/Language Arts Proficiency	61
MFELs and Mathematics Proficiency	64
7. Educational Staff Working With English Learners.....	67
Teacher Supply and Demand: SYs 2010 – 11 and 2011 – 12	67
Teacher Supply and Demand in the Five States With the Largest Numbers of ELs.....	68
Appendix A: Detailed Data Tables.....	71
Appendix B: Profiles of States, the District of Columbia, and the Commonwealth of Puerto Rico.....	107
Introduction to State Profiles.....	107
References	214

List of Exhibits

Exhibit 1. Process for Distributing <i>Title III</i> Funds to States and Subgrantees	12
Exhibit 2. <i>ESEA's</i> Three AMAO Components.....	42

List of Tables

Table 1. <i>Title III</i> Funding for English Learners, by State: SYs 2010 – 11 and 2011 – 12	14
Table 2. Number of English Learners Identified and Number Served by <i>Title III</i> -Funded Programs, by State: SYs 2010 – 11 and 2011 – 12	20
Table 3. Number of K – 12 Immigrant Children and Youth Enrolled in School, and Number and Percentage Served in <i>Title III</i> -Funded Activities: SYs 2010 – 11 and 2011 – 12	33
Table 4. Data Elements for AMAO 1: SYs 2010 – 11 and 2011 – 12	44
Table 5. Change in AMAO 1 Between SYs 2010 – 11 and 2011 – 12	44
Table 6. Data Elements for AMAO 2: SYs 2010 – 11 and 2011 – 12	47
Table 7. Change in AMAO 2 between SYs 2010 – 11 and 2011 – 12	47
Table 8. Number of Certified or Licensed Teachers Working in <i>Title III</i> -Funded Activities and the Projected Additional Number Needed in Five Years, by Five States With the Largest Numbers of ELs: SYs 2010 – 11 and 2011 – 12	69

Table A-1. Number of Identified English Learners in SYs 2004 – 05 and 2011 – 12, and Percentage Change, by State	71
Table A-2. Top Five Languages Spoken by K – 12 English Learners, as Reported by States: SYs 2010 – 11 and 2011 – 12	72
Table A-3. Number of K-12 Immigrant Children and Youth Enrolled in Schools and Served With <i>Title III</i> Funds, and Percentage Served With <i>Title III</i> Funds, by State: SYs 2010 – 11 and 2011 – 12	74
Table A-4. Languages Offered In Dual Language Programs, by State: SYs 2010 – 11 and 2011 – 12	76
Table A-5. Languages Offered In Two-Way Immersion Programs, by State: SYs 2010 – 11 and 2011 – 12	78
Table A-6. Languages Offered In Transitional Bilingual Programs, by State: SYs 2010 – 11 and 2011 – 12	80
Table A-7. Languages Offered In Developmental Bilingual Programs, by State: SYs 2010 – 11 and 2011 – 12	81
Table A-8. Languages Offered In Heritage Language Programs, by State: SYs 2010 – 11 and 2011 – 12 ..	83
Table A-9. English-Only Programs Offered, by Type and State: SYs 2010 – 11	85
Table A-10. English-Only Programs Offered, by Type and State: SYs 2011 – 12	87
Table A-11. Annual Measurable Achievement Objective 1 Progress Targets and Results Percentages for <i>Title III</i> -Served English Learners in English Language Proficiency, and Percentage Point Differences in Targets and Results, and Between Results and Targets, by State: SYs 2010 – 11 and 2011 – 12	88
Table A-12. Annual Measurable Achievement Objective 2 Progress Targets and Results Percentages for <i>Title III</i> -Served English Learners Attaining English Language Proficiency, and Percentage Point Differences in Targets and Results, and Between Results and Targets, by State: SYs 2010 – 11 and 2011 – 12	90
Table A-13. Percentage of All Students and of English Learners That Scored Proficient or Above on State Reading/Language Arts Assessments, by State: SYs 2010 – 11 and 2011 – 12	92
Table A-14. Percentage of All Students and of English Learners That Scored Proficient or Above on State Mathematics Assessments, by State: SYs 2010 – 11 and 2011 – 12	93
Table A-15. States That Met all Three Annual Measurable Achievement Objectives, by State: SYs 2010 – 11 and 2011 – 12	95
Table A-16. Subgrantees That Met or Did Not Meet <i>Title III</i> Annual Measurable Achievement Objectives, by Type of Annual Measurable Achievement Objective, Number of Years, and State: SY 2010 – 11	97
Table A-17. Subgrantees That Met or Did Not Meet <i>Title III</i> Annual Measurable Achievement Objectives, by Type of Annual Measurable Achievement Objective, Number of Years, and State: SY 2011 – 12	98
Table A-18. Number of Monitored Former English Learners in Year 1 and Year 2, by State: SYs 2010 – 11 and 2011 – 12	100
Table A-19. Percentage of Monitored Former English Learners Scoring Proficient or Above on State Reading and Mathematics Assessments, by State: SYs 2010 – 11 and 2011 – 12	102

Table A-20. Percentage Point Differences Between SYs 2010 – 11 and 2011 – 12 in Monitored Former English Learners Scoring Proficient or Above on State Reading and Mathematics Assessments, by State 103

Table A-21. Number of Certified or Licensed Teachers in *Title III*-Funded Activities, Projected Additional Numbers of Such Teachers Needed in Five Years, and Percentage Change in English Learners Served by *Title III*, by State: SYs 2010 – 11 and 2011 – 12 105

List of Figures

Figure 1. Number of K – 12 ELs Identified and Served in *Title III*-Funded Language Instruction Educational Programs: SYs 2002 – 03 through 2011 – 12 19

Figure 2. Number of Identified ELs, by State: SY 2010 – 11..... 22

Figure 3. Number of Identified ELs, by State: SY 2011 – 12..... 23

Figure 4. Number of *Title III*-Served ELs, by State: SY 2010 – 11 23

Figure 5. Number of *Title III*-Served ELs, by State: SY 2011 – 12 24

Figure 6. Five Most Common Native Languages Spoken Among Public School ELs: SY 2010 – 11 25

Figure 7. Five Most Common Native Languages Spoken Among Public School ELs: SY 2011 – 12 25

Figure 8. Number of Spanish-Speaking ELs, by State: SY 2010 – 11 26

Figure 9. Number of Spanish-Speaking ELs, by State: SY 2011 – 12 26

Figure 10. States With 80 Percent or More Spanish-Speaking ELs: SY 2010 – 11 27

Figure 11. States With 80 Percent or More Spanish-Speaking ELs: SY 2011 – 12 27

Figure 12. Number of the Top Three Asian/Pacific Islander Languages Spoken as Reported by States: SYs 2006 – 07 and 2010 – 11..... 29

Figure 13. States With Native American and/or Alaska Native Languages as One of the Five Most Common EL Languages Spoken: SY 2010 – 11..... 30

Figure 14. States With Native American and/or Alaska Native Languages as One of the Five Most Common Languages Spoken: SY 2011 – 12 31

Figure 15. Number of Immigrant Children and Youth Enrolled in School, by State: SY 2010 – 11..... 34

Figure 16. Number of Immigrant Children and Youth Enrolled in School, by State: SY 2011 – 12..... 34

Figure 17. Number of *Title III*-Served Immigrant Children and Youth, by State: SY 2010 – 11..... 35

Figure 18. Number of *Title III*-Served Immigrant Children and Youth, by State: SY 2011 – 12..... 35

Figure 19. Types of LIEPs Offered, by State: SY 2010 – 11..... 39

Figure 20. Types of LIEPs Offered, by State: SY 2011 – 12..... 40

Figure 21. Percentage of ELs Who Made Progress in Attaining English Language Proficiency, by State: SY 2010 – 11 45

Figure 22. Percentage of ELs Who Made Progress in Attaining English Language Proficiency, by State: SY 2011 – 12 46

Figure 23. Percentage of ELs Who Attained Proficiency in English, by State: SY 2010 – 11.....	48
Figure 24. Percentage of ELs Who Attained Proficiency in English, by State: SY 2011 – 12.....	49
Figure 25. Percentage of ELs Who Scored Proficient or Above on State Reading/Language Arts Assessments, by State: SY 2010 – 11	50
Figure 26. Percentage of ELs Who Scored Proficient or Above on State Reading/Language Arts Assessments, by State: SY 2011 – 12	51
Figure 27. Percentage of ELs Who Scored Proficient or Above on State Mathematics Assessments, by State: SY 2010 – 11	52
Figure 28. Percentage of ELs Who Scored Proficient or Above on State Mathematics Assessments, by State: SY 2011 – 12	53
Figure 29. States That Met All Three AMAOs: SYs 2010 – 11 and 2011 – 12	54
Figure 30. Number of MFELs Reported by States, by School Year: SYs 2004–05 Through 2011 – 12.....	58
Figure 31. Number of MFELs, by Year of Monitoring: SYs 2010 – 11 and 2011 – 12	59
Figure 32. Number of MFELs, by State: SY 2010 – 11	60
Figure 33. Number of MFELs, by State: SY 2011 – 12	61
Figure 34. Percentage of MFELs Scoring Proficient or Above in State Reading/Language Arts Assessments, by State: SY 2010 – 11	62
Figure 35. Percentage of MFELs Scoring Proficient or Above on State Reading/Language Arts Assessments, by State: SY 2011 – 12	63
Figure 36. Percentage of MFELs Scoring Proficient or Above on State Mathematics Assessments, by State: SY 2010 – 11	64
Figure 37. Percentage of MFELs Scoring Proficient or Above on State Mathematics Assessments, by State: SY 2011 – 12	65
Figure 38. Number of Certified or Licensed Teachers Working in <i>Title III</i> -Funded Activities in SYs 2010 – 11 and 2011 – 12, With Projected Additional Numbers Needed in Five Years	68

Abbreviations and Definitions

Abbreviations

ACS	American Community Survey (conducted by U.S. Census Bureau)
AMAO	Annual measurable achievement objective
AMO	Annual measurable objective
AYP	Annual yearly progress
CSPR	Consolidated State Performance Report
Department	U.S. Department of Education
EL	English learner
ELP	English language proficiency
<i>ESEA</i>	<i>Elementary and Secondary Education Act of 1965</i>
ESL	English as a second language
FY	Fiscal year
HLS	Home language survey
LEA	Local education agency
LEP	Limited English proficient
LIEP	Language instruction educational program
MFEL	Monitored former English learner
NCELA	National Clearinghouse for English Language Acquisition
<i>NCLB</i>	<i>No Child Left Behind Act of 2001</i>
OELA	Office of English Language Acquisition
OESE	Office of Elementary and Secondary Education
PP	Percentage point
SEA	State education agency
SY	School year

Definitions

Annual measurable achievement objectives (AMAOs)

According to *Title III (ESEA, §3122(a)(3))*, the AMAOs shall include (1) “at a minimum, annual increases in the number or percentage of children making progress in learning English;” (2) “at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7);” and (3) “making adequate yearly progress for limited English proficient children (English learners) as described in section 1111(b)(2)(B).”

English learner (EL)

According to the *ESEA* section 9101(25), an EL (or “limited English proficient” child, per the *ESEA*) is “an individual—

- 1) who is aged 3 through 21;
- 2) who is enrolled or preparing to enroll in an elementary school or secondary school;
- 3) a) who was not born in the United States or whose native language is a language other than English;

- b) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(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; or
 - c) 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; and
- 4) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
- a) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3) [of the *ESEA*];
 - b) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c) the opportunity to participate fully in society.”

Monitored Former English Learner (MFEL)

According to *Title III (ESEA, §3121)*, students who “have transitioned into classrooms not tailored to” ELs, and “have a sufficient level of English proficiency to permit them to achieve in English and transition into” such classrooms, must have a description provided for them of their progress “in meeting challenging State academic content and student academic standards for each of the 2 years, after such children are no longer receiving” EL services. For the purposes of this report, we refer to these children as monitored former English learners (MFELs).

Immigrant children and youth

According to *Title III (ESEA, §3301(6))*, the term “immigrant children and youth” means individuals who (1) are aged 3 through 21; (2) were not born in any state; and (3) have not been attending one or more schools in any one or more states for more than three full academic years.

Executive Summary

Overview

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2010 – 12* is the fifth report¹ of states' self-reported data about English learners (ELs)² served by *Title III* funds. This report is for members of Congress and also is available for public use.

Title III of the *Elementary and Secondary Education Act (ESEA)* provides formula grants to states to help support the education needs of students identified as ELs. According to the *ESEA* section 9101(25), an EL is “an individual—

- 1) who is aged 3 through 21;
- 2) who is enrolled or preparing to enroll in an elementary school or secondary school;
- 3) a) who was not born in the United States or whose native language is a language other than English;³
 - b) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(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; or
 - c) 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; and
- 4) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - a) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3) [of the *ESEA*];
 - b) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c) the opportunity to participate fully in society.”

¹ Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant* are available at <http://www2.ed.gov/about/offices/list/oela/index.html>.

² *Title III* uses the term “limited English proficient” to describe these children, while the education field generally uses the term “English learner” (EL). EL is intended to emphasize that these children are learning English as a new language as they also acquire proficiency in academic subject matter.

³ In 2007–08, the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) modified the methodology for reporting students in Puerto Rico, from limited English proficiency to limited Spanish proficiency, as instruction in Puerto Rico schools is in Spanish. Thus *Title III* data overwhelmingly reflect students learning English, but always reflect students needing to achieve proficiency in the prevailing language while also mastering academic content in that language. Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds. All references to Puerto Rico in the text refer to limited Spanish proficient students, even if the discussion refers to ELs.

In school year (SY) 2011 – 12, ELs served by *Title III*-funded activities comprised approximately 9 percent of the students in the United States.⁴ As our schools become more linguistically diverse, we must strive to ensure that these students have the knowledge and skills to succeed. ELs graduate at a rate substantially lower than their peers: In SY 2011 – 12, the EL graduation rate was 59 percent, compared to a national rate of 80 percent. It is critical that as a society we provide ELs with the skills and knowledge they need for college and careers because their success affects America’s long-term prosperity.

Data Limitations

This report contains data reported by the 50 states⁵, the District of Columbia, and the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) related to the education of EL students for SYs 2010 – 11 and 2011 – 12. States⁶ submit these data through their annual Consolidated State Performance Report (CSPR).

Many states changed data and information management systems during the period covered by this report. States can update annual data in *EDFacts*, the Department’s initiative to centralize state performance data; however, the CSPR will not reflect these changes. As a result, the CSPR may not always contain the most current information. It should be regarded as a snapshot of state data as of a particular date. **Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.**

Title III State Allocations

The *ESEA*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, stipulated that primary allocations of federal funds for programs that assist EL students in gaining English

⁴ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency (School District) Universe Survey”, 2011 – 12 v.1a; “Public Elementary/Secondary School Universe Survey”, 2011 – 12 v.1a; “State Nonfiscal Public Elementary/Secondary Education Survey”, 2012–13 v.1a.

⁵ The Department also funds the Outlying Areas (including the U.S. Virgin Islands, Guam, Northern Mariana Islands, and American Samoa), but does not collect data on student performance and thus they are not included in this report.

⁶ Henceforth generic use of the term “states”—in reference to the actions, obligations, or requirements of the states—refers to the 50 states as well as the District of Columbia and Puerto Rico. Specific uses (for example, counts of states providing information) may distinguish among states, the District of Columbia, and Puerto Rico.

language proficiency be formula-based.⁷ Eighty percent of the allocations are based on the EL population, and 20 percent on the number of immigrant children and youth. There is a minimum state allocation of \$500,000, and the law requires states to use up to 15 percent of their allotments for local education agencies (LEAs) with significant increases in school enrollment of immigrant children and youth. The Department uses the American Community Survey (ACS), conducted by the U.S. Census Bureau, to determine the allocations to states. In SY 2010 – 11/Fiscal Year (FY) 2010⁸, the Department provided states \$692,500,000 in *Title III* formula funds; in SY 2011 – 12/FY 2011 it provided \$677,182,900 in funds, a decrease of 2.2 percent. New Hampshire experienced the largest increase in *Title III* formula funding—13.1 percent—between SYs 2010 – 11 and 2011 – 12. *Title III* formula funding decreased by more than 10 percent in two states: Delaware (11.8 percent) and New Mexico (13.1 percent).

National Overview of English Learners

Using the CSPR, states reported data about the education of ELs for SYs 2010 – 11 and 2011 – 12. The data may differ from state to state because states use different assessments, procedures, and criteria to determine English language proficiency, eligibility for EL services, and exiting EL programs. Therefore, caution should be exercised when interpreting these data.

Of the 4.6 million ELs enrolled in public schools in the United States in SY 2011 – 12 as reported in states' CSPRs, nearly 95 percent participated in *Title III*-funded activities. Between SYs 2002 – 03 and 2011 – 12, the number of ELs in the United States increased by nearly 7 percent, and the number served by *Title III*-funded activities increased by 20 percent. California, Texas, Florida, New York, Illinois, Colorado, and North Carolina each had more than 100,000 ELs in SYs 2010 – 11 and 2011 – 12. Thirteen states in both school years identified fewer than 10,000 ELs: Delaware, the District of Columbia, Maine, Mississippi, Montana, New Hampshire, North Dakota, Puerto Rico, Rhode Island, South Dakota, Vermont, West Virginia, and Wyoming. In both SYs 2010 – 11 and 2011 – 12, Spanish, Vietnamese, Chinese, Arabic, and

⁷ National Research Council. (2011). *Allocating Federal Funds for State Programs for English Language Learners. Panel to Review Alternative Data Sources for the Limited-English Proficiency Allocation Formula under Title III, Part A, Elementary and Secondary Education Act. Committee on National Statistics and Board on Testing and Assessment. Division of Behavioral and Social Sciences and Education.* Washington, DC: The National Academies Press.

⁸ The federal government's fiscal year (FY) begins on October 1 and ends on September 30, and is designated by the calendar year in which it ends. For example, FY 2010 began on October 1, 2009 and ended on September 30, 2010. The federal government defines School Year (SY) from approximately August through May. Therefore, the federal government allocated *Title III* formula funding for SY 2010 – 11 in FY 2010.

Hmong ranked as the top five languages among ELs nationwide. All but five states⁹ reported Spanish as the most common language among ELs in both school years.

Language Instruction Educational Programs

States report information about the language instruction educational programs (LIEPs) offered by states and subgrantees (LEAs or consortia of LEAs). The CSPR contains a list of program options to select when completing the reporting form.¹⁰ However, *Title III* grantees often consider many variables when designing and implementing LIEPs, making the individual programs hard to characterize by the CSPR definitions. In SYs 2010 – 11 and 2011 – 12, almost all the states offered instruction through both English-only programs and programs in English and another language. In both years, states reported 53 languages and dialects other than English used in the 10 categories of LIEPs. For SYs 2010 – 11 and 2011 – 12, Spanish was the most common language offered in LIEPs in which instruction was offered in English and another language. Other languages offered in such LIEPs included Arabic, Armenian, Cantonese/Chinese/Mandarin, French, Hmong, Japanese, Korean, Russian, and Yup'ik.

Title III Accountability and Annual Measurable Achievement Objectives

All states must report on subgrantees' ability to meet all of the following three annual measurable achievement objectives (AMAOs), according to state-established performance targets, as described in *Title III (ESEA, §3121(a)(3))*:

- AMAO 1: “at a minimum, annual increases in the number or percentage of children making progress in learning English.”
- AMAO 2: “at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7)” [of the *ESEA*].
- AMAO 3: “making adequate yearly progress (AYP) for [the EL subgroup] as described in 1111(b)(2)(B)” [of the *ESEA*].

⁹ States that did not report Spanish as the most common language in both school years include Alaska (Yup'ik languages), Hawaii (Iloko), Maine (Somali), Montana (German), and Vermont (Cushitic in SY 2010 – 11 and Nepali in SY 2011 – 12). Puerto Rico is also exempted, as it provides instruction in Spanish, and identifies and serves limited Spanish proficient student with *Title III* funds. Puerto Rico reported the most common language spoken by its limited Spanish proficient students was Haitian/Haitian Creole in both years.

¹⁰ To access the CSPR from individual states for both SYs 2010 – 11 and 2011 – 12, please visit <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

A state education agency (SEA) or subgrantee must meet all three AMAOs to be designated as “meeting *Title III* AMAOs.” Five SEAs met all three AMAOs in both school years, and fewer than half of subgrantees met all three AMAOs in both school years.

The state-set targets (for percentage of students meeting objectives) for both AMAO 1 and AMAO 2 varied widely among the states. Targets ranged over the two years from lows of 9 percent for AMAO 1 and 1.5 percent for AMAO 2, to highs of 81 percent for AMAO 1 and 43 percent for AMAO 2. During SYs 2010 – 11 and 2011 – 12, states may have increased or decreased AMAO targets if they adopted new standards or assessments. Thus, readers should not assume there was a significant increase or decrease in performance.

In SYs 2010 – 11 and 2011 – 12, the majority of states reported that 55 percent or more of ELs made progress in learning English, per AMAO 1. Missouri, Illinois, and Wisconsin reported the largest increases in the percentage of students meeting AMAO 1, with the percentage of those making progress rising an average of 17 points. Maryland, Texas, and Minnesota had the largest decreases in the percentage of students making progress between the years, which fell an average of 38 points.

In SYs 2010 – 11 and 2011 – 12, the majority of states reported that less than 25 percent of ELs attained proficiency in English, per AMAO 2. Hawaii, the District of Columbia, and Puerto Rico all reported large increases in the percentage of students attaining proficiency between the school years, with an average increase of 19 percentage points. Montana and Oregon reported the largest decreases in the percentage of students attaining proficiency between the school years, with an average decrease of 13 percentage points.

In SY 2010 – 11, the majority of states reported 35 percent or more of ELs scored proficient or above on state reading/language arts assessments, per AMAO 3. In contrast, in SY 2011 – 12, the majority of states reported that less than 35 percent scored proficient or above on reading/language arts assessments. In both SYs 2010 – 11 and 2011 – 12, the majority of states reported less than 45 percent of ELs scoring proficient or above on state mathematics assessments, per AMAO 3.

Monitored Former English Learners

Between SYs 2004–05 and 2011 – 12, the number of monitored former English learners (MFELs) increased by almost 150 percent, from 380,894 to 925,568 students. In total, states reported 944,994 MFELs in SY 2010 – 11 and 925,568 MFELs in SY 2011 – 12. MFELs tend to

be geographically centered in the South and West, in similar patterns to the geographic distribution of ELs.

Approximately half of states reported an increase in the percentage of MFELs scoring proficient or above in reading/language arts between SYs 2010 – 11 and 2011 – 12. In SY 2010 – 11, seven states reported that 95 percent or more of MFEL students scored proficient or above in state reading/language arts assessments; eight states reported that fewer than half of MFELs scored proficient or above on the state’s reading/language arts assessments. In SY 2011 – 12, five states reported that 95 percent or more of MFELs scored proficient or above on reading/language arts assessments. However, eight states reported a decrease of 10 percentage points or more for MFELs scoring proficient or above on the state reading/language arts assessments.

Nearly 45 percent of states reported an increase in the percentage of MFELs scoring proficient or above in mathematics between SYs 2010 – 11 and 2011 – 12. In SY 2010 – 11, two states—Arkansas and South Carolina—reported that 95 percent or more of MFELs scored proficient or above in the state mathematics assessment. One state—Montana—reported that less than 10 percent of MFELs met or exceeded proficiency on the state mathematics assessment in SY 2011 – 12. In SY 2011 – 12, three states—South Carolina, Arkansas, and Indiana—reported that 95 percent or more MFELs scored proficient or above in the state mathematics assessments. However, eight states reported a more than 10 point decrease in the percentage of MFELs scoring proficient on the state mathematics assessment from SYs 2010 – 11 to 2011 – 12.

Educational Staff Working with English Learners

In SY 2010 – 11, states reported 345,640 certified or licensed teachers working in *Title III*-funded activities. States projected needing 52,227 total additional teachers to work with ELs in five years (i.e., by SY 2015 – 16). In SY 2011 – 12, states reported 344,915 certified or licensed teachers in *Title III*-funded activities, and estimated needing a combined total of 46,960 additional teachers to work with ELs in five years (i.e., by SY 2016 – 17).

1. Introduction

Title III of the *Elementary and Secondary Education Act (ESEA)* provides formula grants to states to help support the educational needs of students identified as English learners (ELs).¹¹ In school year (SY) 2011 – 12, ELs served by *Title III*-funded activities comprised approximately 9 percent of the students in the United States.¹² As our schools become more linguistically diverse, we must strive to ensure that these students have the knowledge and skills to succeed. The extent to which ELs graduate from high school with the skills and knowledge they need for college and careers affects America’s long-term prosperity.

This chapter provides background information on the *Title III* formula grant and the purpose of the *Biennial Report*. Subsequent chapters focus on state allocations (Chapter 2); national overview of ELs (Chapter 3); language instruction educational programs (LIEPs) (Chapter 4); *Title III* accountability and annual measurable achievement objectives (AMAOs) (Chapter 5); monitored former ELs (MFELs) (Chapter 6); and educational staff working with ELs (Chapter 7). This report also presents detailed data tables in Appendix A and individual state profiles in Appendix B.

***Title III* Definition of an English Learner**

According to the *ESEA* section 9101(25), an EL is “an individual—

- 1) who is aged 3 through 21;
- 2) who is enrolled or preparing to enroll in an elementary school or secondary school;
- 3) a) who was not born in the United States or whose native language is a language other than English;¹³

¹¹ The *ESEA* uses the term “limited English proficient” to describe these children, while the education field generally uses the term “English learner” (EL). EL is intended to emphasize that these children are learning English as a new language as they also acquire proficiency in academic subject matter.

¹² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency (School District) Universe Survey”, 2011 – 12 v.1a; “Public Elementary/Secondary School Universe Survey”, 2011 – 12 v.1a; “State Nonfiscal Public Elementary/Secondary Education Survey”, 2012 – 13 v.1a..

¹³ In 2007–08, the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico) modified the methodology for reporting students in Puerto Rico, from limited English proficiency to limited Spanish proficiency, as instruction in Puerto Rico schools is in Spanish. Thus *Title III* data overwhelmingly reflect students learning English, but always reflect students needing to achieve proficiency in the prevailing language while also mastering academic content in that language. Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds. All references to Puerto Rico in the text refer to limited Spanish proficient students, even if the discussion refers to ELs.

- b) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (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; or
- c) 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; and
- 4) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - a) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3) [of the *ESEA*];
 - b) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - c) the opportunity to participate fully in society.”

Data Limitations and Reporting

Unless specifically noted otherwise, this report contains self-reported data from the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (henceforth referred to as Puerto Rico¹⁴) related to the education of EL students for SYs 2010 – 11 and 2011 – 12. States¹⁵ submit these data through an annual consolidated state performance report (CSPR). Many states changed data and information management systems during the period covered by this report. States can update annual data in *EDFacts*, the U.S. Department of Education’s (the Department’s) initiative to centralize state performance data; however, the CSPR will not reflect these updates. As a result, the CSPR may not always contain the most current information. It should be regarded as a snapshot of state data as of a particular date.¹⁶ **Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL**

¹⁴ Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

¹⁵ Henceforth generic use of the term “states”—in reference to the actions, obligations, or requirements of the states—refers to the 50 states as well as the District of Columbia and Puerto Rico. Specific uses (for example, counts of states providing information) will distinguish among states, the District of Columbia, and Puerto Rico, as appropriate.

¹⁶ States first submit CSPR data in mid-December. Data submitted are from the prior school year (e.g., the SY 2011 – 12 data were first submitted in December 2012). After states have submitted their data, they are reviewed by staff at the Department. Any questions or comments that come up during the review process are compiled and returned to the states. The states then have an opportunity to update their data files and resubmit them in March of each year. During each submission process, state data are not transmitted to the Department until the states certify that they are correct.

services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.

Not all states provided data for each of the requested areas. States are granted an opportunity to explain the lack of data and provided a variety of explanations. In some cases, they provided explanation(s) for not providing data, or indicated that they discussed the data reporting challenges with the Department. The report identifies the number of states providing data for each CSPR element; it specifies “no data available” when a state provided no information, and lists a “0” (zero) to signify that a state does not have any students in a given category.

Lastly, in this report, year-to-year comparisons of percentages have been calculated and presented as differences in percentage points. Year-to-year comparisons of raw numbers have been calculated and presented either as percentage change over time or as a simple difference in numbers.

Report Objectives and Design

This *Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2010 – 12* is the fifth report¹⁷ of states’ self-reported data about ELs served by *Title III* formula funds. This report is intended for members of Congress but made available for public use. To ensure that the data are clear and useful, all sources of data appear in citations and in the reference list. The report includes data summaries on the following *ESEA* §3123 requirements:¹⁸

- 1) Descriptions of programs and activities carried out to serve ELs, and an assessment of the effectiveness of such programs and activities in improving the academic achievement and English proficiency of [these] children;
- 2) Listing of types of LIEPs for ELs used by local education agencies (LEAs) or other eligible entities receiving *Title III* funding;
- 3) Synthesis of data reported by eligible entities to states under §3121(a), including a description of the progress of children in learning the English language and meeting challenging state academic content and student academic achievement standards;

¹⁷ Prior versions of *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant* are available at <http://www2.ed.gov/about/offices/list/oela/index.html>.

¹⁸ *ESEA* §3123(b)(1–9) also requires a description of technical assistance and other assistance provided by state education agencies, findings of scientifically based research carried out under this part, and other relevant information gathered from other specially qualified agencies and reports. However, this report analyzes data pertaining only to the six variables listed here.

- 4) Estimates of the number of certified or licensed teachers working in *Title III*-funded programs and an estimate of additional staff needed in the succeeding five fiscal years;
- 5) Number of programs or activities, if any, that were terminated because the subgrantees carrying out the programs or activities were not able to reach program goals; and
- 6) Number of ELs who exited from *Title III*-funded programs into classrooms with no EL services.

2. Title III State Allocations

Key Findings

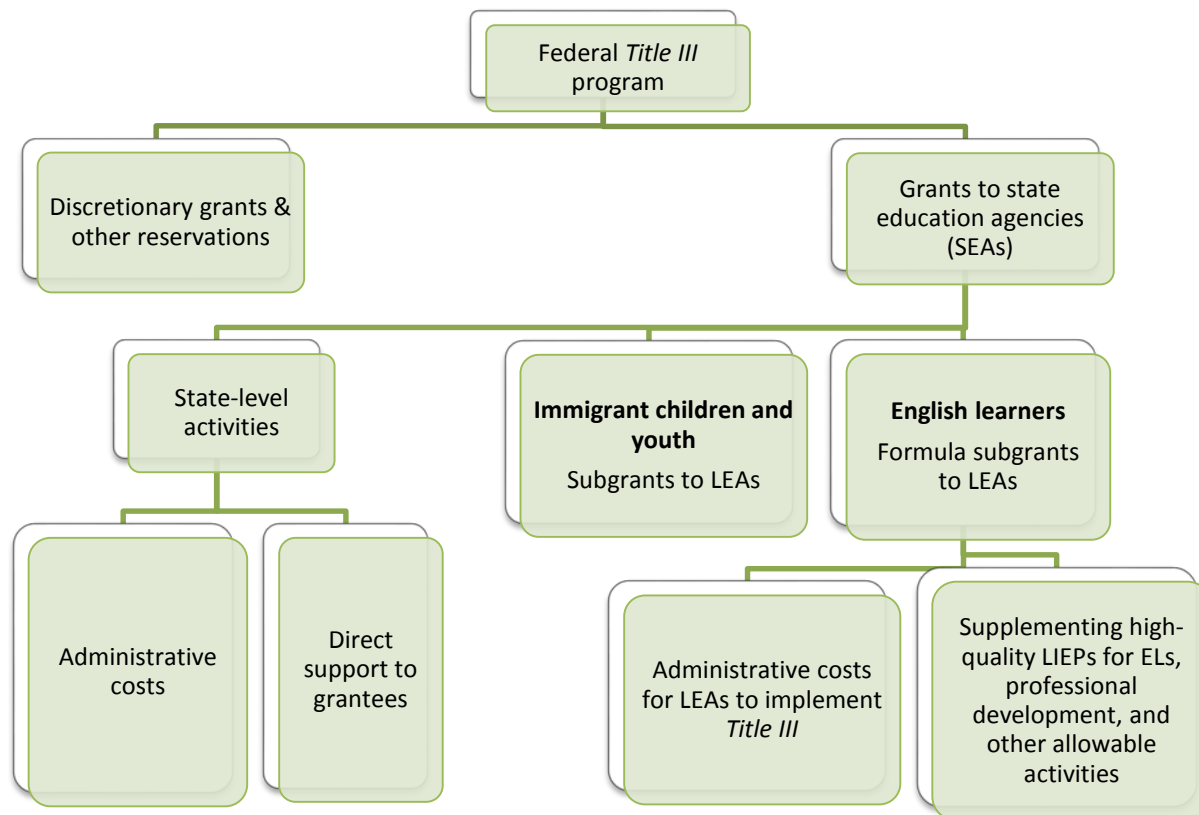
Note: The Department uses data provided by the American Community Survey (ACS), conducted by the U.S. Census Bureau, to determine the allocations, per the ESEA. State data can vary state to state and year to year, not only based on demographic changes in the state but also on changes in the state's identification criteria, assessment, and reclassification policies.

- In SY 2010 – 11, the Department provided states \$692,500,000 in *Title III* funds; and in SY 2011-12, it provided \$677,182,900 in funds, a decrease of 2.2 percent.
- New Hampshire experienced the largest increase in *Title III* funding—13.1 percent—between SYs 2010 – 11 and 2011-12.
- *Title III* funding decreased by more than 10 percent in two states: Delaware (11.8 percent) and New Mexico (13.1 percent).

This chapter discusses how the Department distributes *Title III* funds, and establishes and enforces the requirements for states to receive those funds. Exhibit 1 shows the process for distributing *Title III* funds to states and subgrantees.

At the federal level, the Department reserves some *Title III* funds for Native American and Alaska Native discretionary grants, National Professional Development discretionary grants, allocations to the outlying areas, the National Clearinghouse for English Language Acquisition (NCELA), and evaluation activities (*ESEA* §3111(c)(1)). The Office of English Language Acquisition (OELA) at the Department administers discretionary grants, NCELA, and evaluation activities. The Office of Elementary and Secondary Education (OESE) administers the formula grant program under *Title III*, Part A, which accounts for the vast majority of the *Title III* funding.

Exhibit 1. Process for Distributing Title III Funds to States and Subgrantees



Source: ESEA §3111, as amended. Available at <http://www2.ed.gov/policy/elsec/leg/esea02/index.html>

State Allocations

The ESEA, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, stipulated that any allocations of federal funds for programs that assist EL students in gaining English language proficiency must be formula-based.¹⁹ Eighty percent of the allocations are based on the EL population, and 20 percent on the population of immigrant children and youth.²⁰ There is a minimum state allocation of \$500,000, and the law requires states to use up to 15 percent of their

¹⁹ National Research Council. (2011). *Allocating Federal Funds for State Programs for English Language Learners. Panel to Review Alternative Data Sources for the Limited-English Proficiency Allocation Formula under Title III, Part A, Elementary and Secondary Education Act. Committee on National Statistics and Board on Testing and Assessment. Division of Behavioral and Social Sciences and Education.* Washington, DC: The National Academies Press.

²⁰ The American Community Survey defines “immigrant children and youth” as individuals aged 3-21 who were born abroad and arrived in the United States no more than three years prior to responding to the survey. This is compared to *Title III*, that defines “immigrant children and youth” as individuals who (1) are aged 3 through 21; (2) were not born in any state in the United States; and (3) have not been attending one or more schools in any one or more states for more than three full academic years. Time of school attendance is not part of the ACS’ questions for immigrants.

allotments for LEAs with significant increases in school enrollment of immigrant children and youth. The Department uses data provided by the American Community Survey (ACS), conducted by the U.S. Census Bureau, to determine the allocations, per the *ESEA*.

States then allocate *Title III* funds as subgrants to one or more LEAs, based on the number of ELs and immigrant children and youth in schools the subgrantees serve. States may use up to 5 percent of their *Title III* grant for state-level activities, including professional development of teachers and staff; planning, evaluation, and interagency coordination related to subgrant activities; technical assistance to subgrantees; and recognition of those subgrantees that have exceeded their *Title III* annual measurable achievement objectives (AMAOs).²¹ Up to 60 percent of the 5 percent reserved fund for SEAs, or up to \$175,000, whichever is greater, may be used for administrative expenses.

Requirements for Receiving *Title III* Funds

To be eligible to receive *Title III* funds, the states submit plans to the Department. Within its plan, a state must do the following, as described in *ESEA* §3113(b):

- “Describe the process that the [SEA] will use in making subgrants to eligible entities under section 3114(d)(1);
- Describe how the [SEA] will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging state content and student achievement standards described in section 1111(b)(1); . . .
- Describe how the [SEA] will coordinate its programs and activities under this subpart with its other programs and activities under this act and other acts, as appropriate;
- Describe how the [SEA] will hold [LEAs], eligible entities, elementary schools, and secondary schools accountable for meeting all [AMAOs] described in section 3122; making [AYP for ELs], as described in section 1111(b)(2)(B); and
- Describe how eligible entities in the state will be given the flexibility to teach [ELs] using a language instruction curriculum that is tied to scientifically based research on teaching [ELs] and that has been demonstrated to be effective and in the manner the eligible entities determine to be the most effective.”

²¹ According to *Title III* (*ESEA*, §3122(a)(3)), AMAOs shall include (1) at a minimum, annual increases in the number or percentage of children making progress in learning English; (2) at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and (3) making adequate yearly progress for ELs as described in section 1111(b)(2)(B).

Table 1 lists *Title III* funds allocated to each state in SYs 2010 – 11 and 2011 – 12. In SY 2010 – 11/FY 2010²², the Department provided states \$692,500,000 in *Title III* formula funds; in SY 2011 – 12/FY 2011 it provided \$677,182,900 in funds, a decrease of 2.2 percent. These amounts represent 92.3 percent of the full *Title III* appropriation.²³

In general, increases in *Title III* funding are consistent with increases in ELs in the states, and vice versa. However, since *Title III* funding is determined predominantly by the number of ELs reported in the ACS, in some cases the change in *Title III* funding will not coincide with the change in the number of ELs served by *Title III* funds in individual states. Also, the percentage of the total that goes to one state is affected by the percentages allocated to other states. Thus, the funding is not determined only by individual states' gains or losses in EL population.

Table 1. *Title III* Funding for English Learners, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11/ FY 2010 Funding (\$)	SY 2011 – 12/ FY 2011 Funding (\$)	Difference between SYs (\$)	Percentage change between SYs
Total	692,500,000	\$677,182,900	-15,317,100	-2.2%
Alabama	3,775,906	3,657,569	-118,337	-3.1%
Alaska	1,161,554	1,117,472	-44,082	-3.8%
Arizona	24,081,461	22,400,509	-1,680,952	-7.0%
Arkansas	3,301,528	3,226,326	-75,202	-2.3%
California	173,295,391	164,936,260	-8,359,131	-4.8%
Colorado	11,172,245	10,771,499	-400,746	-3.6%
Connecticut	5,680,977	5,760,399	79,422	1.4%
Delaware	1,170,713	1,032,081	-138,632	-11.8%
District of Columbia	740,158	723,682	-16,476	-2.2%
Florida	44,368,036	42,878,108	-1,489,928	-3.4%
Georgia	16,360,443	15,941,377	-419,066	-2.6%
Hawaii	2,934,485	2,990,877	56,392	1.9%
Idaho	2,236,967	2,252,864	15,897	0.7%
Illinois	30,536,177	29,610,829	-925,348	-3.0%
Indiana	7,108,071	7,438,411	330,340	4.6%

²² The federal government's FY begins on October 1 and ends on September 30, and is designated by the calendar year in which it ends. For example, FY 2010 began on October 1, 2009 and ended on September 30, 2010. The federal government defines SY from approximately August through May. Therefore, the federal government allocated *Title III* formula funding for SY 2010-11 in FY 2010.

²³ The remaining 7.7 percent of funds include non-state allocations, set-asides for Native Americans/Alaska Natives, and funds to U.S. territories other than Puerto Rico—American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands—that are not included in this report.

State	SY 2010 – 11/ FY 2010 Funding (\$)	SY 2011 – 12/ FY 2011 Funding (\$)	Difference between SYs (\$)	Percentage change between SYs
Iowa	3,159,457	2,951,355	-208,102	-6.6%
Kansas	3,791,209	3,722,594	-68,615	-1.8%
Kentucky	3,594,304	3,789,460	195,156	5.4%
Louisiana	3,146,887	2,980,281	-166,606	-5.3%
Maine	802,370	743,263	-59,107	-7.4%
Maryland	9,601,602	9,681,381	79,779	0.8%
Massachusetts	12,776,616	12,582,753	-193,863	-1.5%
Michigan	10,882,518	10,894,290	11,772	0.1%
Minnesota	8,744,729	8,344,163	-400,566	-4.6%
Mississippi	1,755,996	1,829,825	73,829	4.2%
Missouri	4,983,879	5,109,329	125,450	2.5%
Montana	551,467	556,727	5,260	1.0%
Nebraska	2,721,044	2,634,260	-86,784	-3.2%
Nevada	8,401,996	9,019,735	617,739	7.4%
New Hampshire	828,448	937,080	108,632	13.1%
New Jersey	20,018,081	20,156,661	138,580	0.7%
New Mexico	4,926,730	4,280,530	-646,200	-13.1%
New York	54,757,377	53,357,909	-1,399,468	-2.6%
North Carolina	15,134,226	14,708,774	-425,452	-2.8%
North Dakota	505,946	500,000	-5,946	-1.2%
Ohio	8,707,875	8,947,422	239,547	2.8%
Oklahoma	3,939,496	3,870,399	-69,097	-1.8%
Oregon	8,057,559	7,949,580	-107,979	-1.3%
Pennsylvania	13,096,320	13,227,484	131,164	1.0%
Puerto Rico	3,462,500	3,385,915	-76,585	-2.2%
Rhode Island	1,972,530	2,068,174	95,644	4.8%
South Carolina	4,605,018	4,770,758	165,740	3.6%
South Dakota	541,529	532,668	-8,861	-1.6%
Tennessee	5,884,265	5,846,451	-37,814	-0.6%
Texas	101,628,839	101,459,723	-169,116	-0.2%
Utah	5,302,682	5,276,547	-26,135	-0.5%
Vermont	500,000	500,000	0	0.0%
Virginia	11,588,738	11,220,634	-368,104	-3.2%
Washington	16,119,531	16,622,335	502,804	3.1%
West Virginia	783,952	714,535	-69,417	-8.9%
Wisconsin	6,800,172	6,771,642	-28,530	-0.4%

State	SY 2010 – 11/ FY 2010 Funding (\$)	SY 2011 – 12/ FY 2011 Funding (\$)	Difference between SYs (\$)	Percentage change between SYs
Wyoming	500,000	500,000	0	0.0%

Note: Funding is not based on numbers reported by states in the CSPR, but on two categories of youth identified by the ACS: students identified as “not speaking English ‘very well’” (the basis of 80 percent of funds provided) and numbers of immigrant children and youth (the basis of 20 percent of funds provided). Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: U.S. Department of Education, Budget Service, 2014. Retrieved from <http://www2.ed.gov/about/overview/budget/history/index.html>

New Hampshire experienced a 13.1 percent increase in *Title III* funding—the largest increase of any state—between SYs 2010 – 11 and 2011 – 12. Other states with *Title III* funding increases over 5 percent between the two years include Nevada (7.4 percent) and Kentucky (5.4 percent). *Title III* funding decreased more than 10 percent in two states: Delaware (11.8 percent) and New Mexico (13.1 percent).

3. National Overview of English Learners

Key Findings

Note: Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.

- Of the 4.6 million ELs enrolled in public schools in the United States in SY 2011 – 12 as reported in states' CSPRs, nearly 95 percent participated in *Title III*-funded activities.
- California, Texas, Florida, New York, Illinois, Colorado, and North Carolina each had more than 100,000 ELs in both SY 2010 – 11 and SY 2011 – 12.
- Thirteen states in both school years each identified fewer than 10,000 ELs: Delaware, the District of Columbia, Maine, Mississippi, Montana, New Hampshire, North Dakota, Puerto Rico, Rhode Island, South Dakota, Vermont, West Virginia, and Wyoming. (Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.)
- Between SYs 2002 – 03 and 2011 – 12, the number of ELs in the United States increased by nearly 7 percent, and the number served in programs funded by *Title III* increased by 20 percent. While there has been an overall increase in the EL population from SY 2002 – 03 to SY 2011 – 12, there has not been a significant increase in the population between the two most recent years analyzed here (SYs 2010 – 11 and 2011 – 12). There was little year-to-year change in the number of ELs, the languages they speak, or their geographic distribution.
- In SYs 2010 – 11 and 2011 – 12, Spanish, Vietnamese, Chinese, Arabic, and Hmong ranked as the top five languages among ELs nationwide.
- All states but Alaska, Hawaii, Maine, Montana, and Vermont reported Spanish as the most common language among ELs in SYs 2010 – 11 and 2011 – 12. Puerto Rico reported the most common language spoken by its limited Spanish proficient students was Haitian/Haitian Creole in both years.
- More than 50 languages were reported in the CSPR as being spoken by ELs in this country in both school years, indicating that ELs are not a monolithic entity but rather have diverse languages and cultural backgrounds.

This chapter provides an overview of selected characteristics of ELs across the United States.²⁴ The data include (1) number and percentage of ELs identified and receiving services funded by *Title III*,²⁵ and (2) languages most commonly spoken by ELs. In addition, the chapter includes data about the number of immigrant students enrolled in and served by *Title III*-funded programs. Using the CSPR, states reported data about the education of ELs for SYs 2010 – 11 and 2011 – 12. **Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.**

Number and Percentage of ELs Identified and Receiving *Title III* Services

State assessments of English language proficiency identified over 4.6 million ELs in the United States in SY 2011 – 12; of those identified, 94.5 percent (nearly 4.4 million) participated in *Title III*-funded activities. Figure 1 shows that in nearly a decade between SYs 2002 – 03²⁶ and 2011 – 12, the total number of identified ELs increased from 4,340,006 to 4,638,534 (6.9 percent). Total identified EL enrollment had an average increase of 0.8 percent per year since SY 2002 – 03, with peak EL enrollment in SY 2010 – 11. Between SYs 2010 – 11 and 2011 – 12, total EL enrollment decreased 0.6 percent. The number of ELs served in *Title III*-funded programs increased from 3,639,219 to 4,383,179 (20.4 percent) between SYs 2002-03 and 2011-12. Identify

An average of 93.1 percent of ELs participated in *Title III*-funded programs each year since SY 2002 – 03. The number of ELs enrolled in *Title III*-funded activities increased an average of 2.2 percent per year since SY 2002 – 03, with increases in all school years except 2010 – 11. In comparison, over the last near-decade, total k – 12 student enrollment in the states

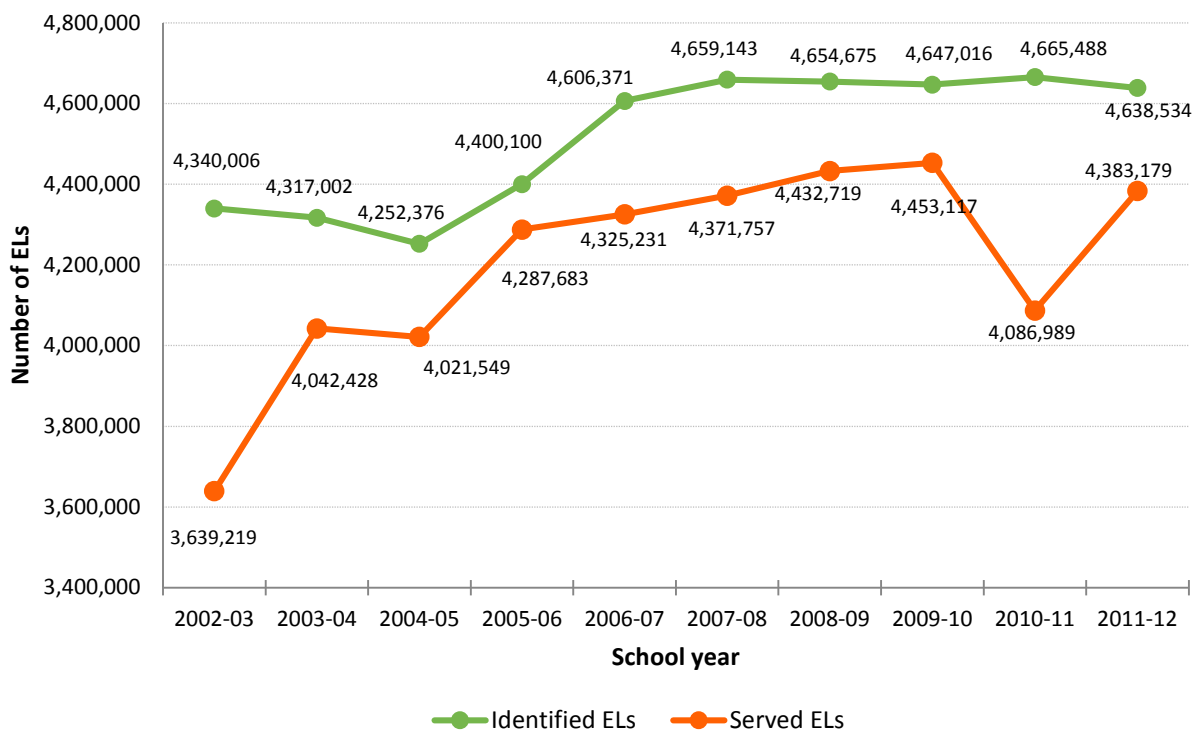
²⁴ Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

²⁵The home language survey (HLS) is a questionnaire given to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require assessment of their English language proficiency to determine whether they are eligible for *Title III*-funded language assistance services. If the results of a valid and reliable assessment determine that a student is eligible for *Title III*-funded EL services, parents have the option of placing them in these services.

²⁶ The Department has collected English learner/*Title III* data for *Biennial Reports to Congress* since SY 2002-03. Prior to the 2001 reauthorization of *ESEA*, states receiving *Title VII* grants from the Department were required to respond to an annual survey (“Survey of the States’ Limited English Proficient Students and Available Education Program and Services”) on the number of ELs enrolled in k – 12 education.

grew 2.4 percent (increasing from 48,779,588 k – 12 students in SY 2002 – 03 to 49,974,409 in SY 2011 – 12).²⁷

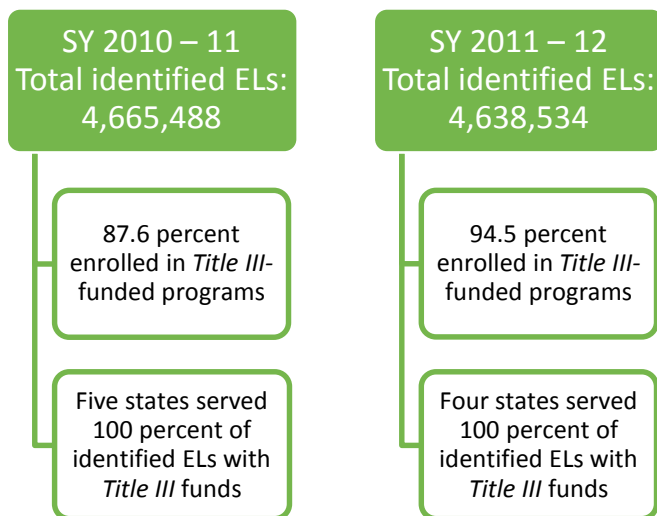
Figure 1. Number of K – 12 ELs Identified and Served in Title III-Funded Language Instruction Educational Programs: SYs 2002 – 03 through 2011 – 12



Note: California reported 410,702 fewer ELs participated in Title III-funded LIEPs in SY 2010 – 11 than in SY 2009–10. In SY 2011 – 12, California reported 287,410 more ELs participated in Title III-funded LIEPs than in SY 2010 – 11. Between SYs 2009–10 and 2011 – 12, there was an overall decrease of 1.6 percent ELs in Title III-funded LIEPs in California. Puerto Rico identifies and serves limited Spanish proficient students with Title III funds.

Source: U.S. Department of Education, 2008–10 Biennial Report to Congress and Consolidated State Performance Reports, SYs 2010 – 11 and 2011 – 12.

²⁷ Total student enrollment retrieved from NCES Build-Your-Own-Table application: <http://nces.ed.gov/ccd/elsi/>
 Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey," 2002 – 03 v.1b and 2011 – 12 v.1a.



In SY 2010 – 11, the states identified 4,665,488 students as ELs; of those, 87.6 percent enrolled in Title III-funded programs (Table 2). In SY 2011 – 12, the states enrolled 94.5 percent of 4,638,534 ELs in Title III-funded programs, an increase of 6.9 percentage points from SY 2010 – 11. Hawaii, Iowa, Kentucky, Maryland, and Puerto

Rico were the only states that reported serving 100 percent of identified ELs with Title III funds in SY 2010 – 11. In SY 2011 – 12, Iowa, Kentucky, Maryland, and Puerto Rico served 100 percent of ELs in Title III-funded programs.

Table 2. Number of English Learners Identified and Number Served by Title III-Funded Programs, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11			SY 2011 – 12			Difference between SYs	
	Identified	Served	% Served	Identified	Served	% Served	Identified	Served
Total	4,665,488	4,086,989	87.6%	4,638,534	4,383,179	94.5%	-26,954	296,190
Alabama	20,124	18,527	92.1%	19,468	18,044	92.7%	-656	-483
Alaska	16,313	14,753	90.4%	16,530	15,500	93.8%	217	747
Arizona	100,683	91,257	90.6%	96,494	85,614	88.7%	-4,189	-5,643
Arkansas	32,743	29,795	91.0%	32,814	29,920	91.2%	71	125
California	1,441,643	1,030,935	71.5%	1,387,665	1,318,345	95.0%	-53,978	287,410
Colorado	110,377	110,206	99.8%	112,529	112,258	99.8%	2,152	2,052
Connecticut	31,121	30,429	97.8%	31,107	31,002	99.7%	-14	573
Delaware	6,864	6,704	97.7%	7,007	6,741	96.2%	143	37
District of Columbia	6,238	5,889	94.4%	5,337	5,007	93.8%	-901	-882
Florida	264,183	235,954	89.3%	269,173	235,848	87.6%	4,990	-106
Georgia	88,144	77,165	87.5%	90,595	78,672	86.8%	2,451	1,507
Hawaii	19,709	19,709	100.0%	19,909	19,848	99.7%	200	139
Idaho	16,280	15,565	95.6%	16,269	15,201	93.4%	-11	-364
Illinois	179,824	160,493	89.3%	187,602	161,018	85.8%	7,778	525
Indiana	49,191	47,749	97.1%	51,240	49,011	95.6%	2,049	1,262
Iowa	21,415	21,415	100.0%	22,425	22,425	100.0%	1,010	1,010
Kansas	43,454	33,093	76.2%	47,040	35,082	74.6%	3,586	1,989

State	SY 2010 – 11			SY 2011 – 12			Difference between SYs	
	Identified	Served	% Served	Identified	Served	% Served	Identified	Served
Kentucky	15,743	15,743	100.0%	18,579	18,579	100.0%	2,836	2,836
Louisiana	13,042	12,398	95.1%	13,952	13,125	94.1%	910	727
Maine	5,183	4,772	92.1%	2,253	4,014	178.2%	-2,930	-758
Maryland	51,911	51,889	100.0%	55,618	55,597	100.0%	3,707	3,708
Massachusetts	70,459	50,666	71.9%	71,626	61,196	85.4%	1,167	10,530
Michigan	73,881	67,773	91.7%	76,953	72,256	93.9%	3,072	4,483
Minnesota	69,681	65,532	94.0%	70,225	66,563	94.8%	544	1,031
Mississippi	6,710	5,710	85.1%	7,044	5,617	79.7%	334	-93
Missouri	22,712	18,444	81.2%	24,891	20,963	84.2%	2,179	2,519
Montana	3,300	830	25.2%	3,319	2,449	73.8%	19	1,619
Nebraska	20,548	20,389	99.2%	20,304	20,169	99.3%	-244	-220
Nevada	87,286	76,571	87.7%	79,347	74,901	94.4%	-7,939	-1,670
New Hampshire	4,697	3,601	76.7%	4,495	3,849	85.6%	-202	248
New Jersey	56,140	54,870	97.7%	57,034	55,712	97.7%	894	842
New Mexico	54,284	54,724	100.8%	59,188	54,724	92.5%	4,904	0
New York	238,792	233,700	97.9%	236,514	213,017	90.1%	-2,278	-20,683
North Carolina	110,086	108,653	98.7%	105,056	103,508	98.5%	-5,030	-5,145
North Dakota	3,687	3,312	89.8%	3,562	3,361	94.4%	-125	49
Ohio	38,312	36,311	94.8%	42,824	40,910	95.5%	4,512	4,599
Oklahoma	39,648	35,275	89.0%	41,405	36,904	89.1%	1,757	1,629
Oregon	62,403	58,925	94.4%	58,580	55,408	94.6%	-3,823	-3,517
Pennsylvania	47,091	44,350	94.2%	49,465	48,043	97.1%	2,374	3,693
Puerto Rico	2,994	2,994	100.0%	3,349	3,349	100.0%	355	355
Rhode Island	7,399	7,257	98.1%	7,906	7,742	97.9%	507	485
South Carolina	36,385	33,297	91.5%	38,553	35,369	91.7%	2,168	2,072
South Dakota	4,921	3,811	77.4%	5,307	4,046	76.2%	386	235
Tennessee	32,142	31,749	98.8%	32,570	32,154	98.7%	428	405
Texas	743,810	742,234	99.8%	747,422	745,899	99.8%	3,612	3,665
Utah	44,845	43,942	98.0%	38,401	37,154	96.8%	-6,444	-6,788
Vermont	1,676	1,326	79.1%	1,573	1,230	78.2%	-103	-96
Virginia	97,033	96,735	99.7%	97,837	97,507	99.7%	804	772
Washington	98,467	97,948	99.5%	97,397	96,437	99.0%	-1,070	-1,511
West Virginia	1,727	1,692	98.0%	1,865	1,829	98.1%	138	137
Wisconsin	48,205	47,910	99.4%	48,164	47,985	99.6%	-41	75
Wyoming	1,982	2,018	101.8%	2,752	2,077	75.5%	770	59

Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

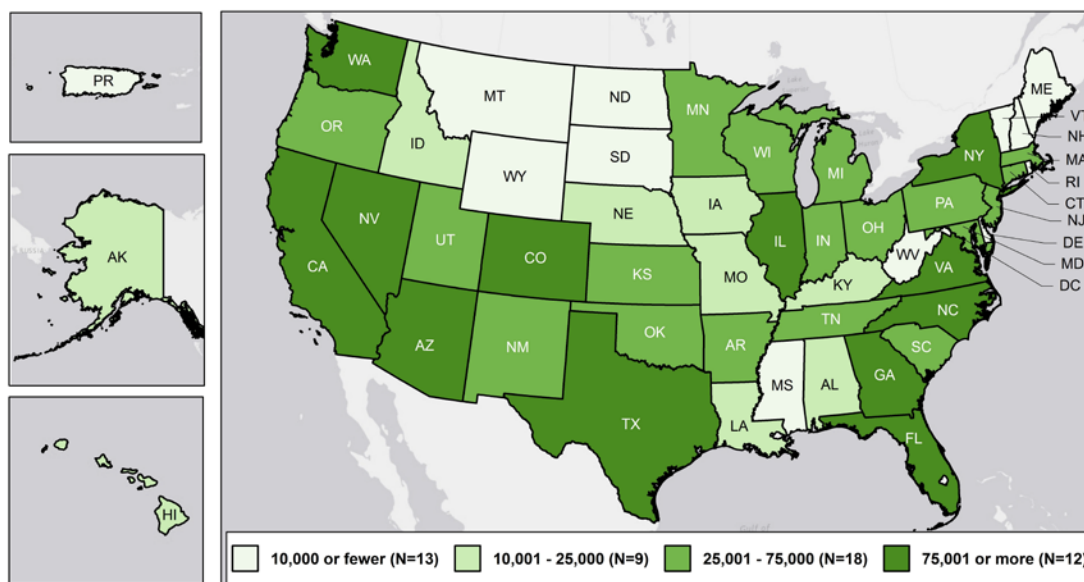
Source: CSPR, SYs 2010 – 11 and 2011 – 12

Three states (New Mexico and Wyoming in SY 2010 – 11 and Maine in SY 2011 – 12) reported more students served by Title III funds than identified as ELs. New Mexico, Wyoming, and Maine all noted a variety of data changes and concerns.

In SY 2010 – 11, the majority of states (N=30) reported serving between 90 and 99.9 percent of identified ELs with Title III funds; in SY 2011 – 12, 33 states reported serving those percentages of ELs with Title III funds. Seven states reported serving less than 80 percent of identified ELs in Title III-funded programs in SY 2010 – 11: California, Kansas, Massachusetts, Montana, New Hampshire, South Dakota, and Vermont. In SY 2011 – 12, six states—Kansas, Mississippi, Montana, South Dakota, Vermont, and Wyoming—served less than 80 percent of identified ELs with Title III funds.

Figures 2 through 5 categorize states by the overall number of identified and Title III-served ELs in SYs 2010 – 11 and 2011 – 12. In rank order, the states with more than 100,000 ELs enrolled in both SYs 2010 – 11 and 2011 – 12 were California, Texas, Florida, New York, Illinois, Colorado, and North Carolina. Thirteen states in both school years identified fewer than 10,000 ELs: Delaware, the District of Columbia, Maine, Mississippi, Montana, New Hampshire, North Dakota, Puerto Rico, Rhode Island, South Dakota, Vermont, West Virginia, and Wyoming.

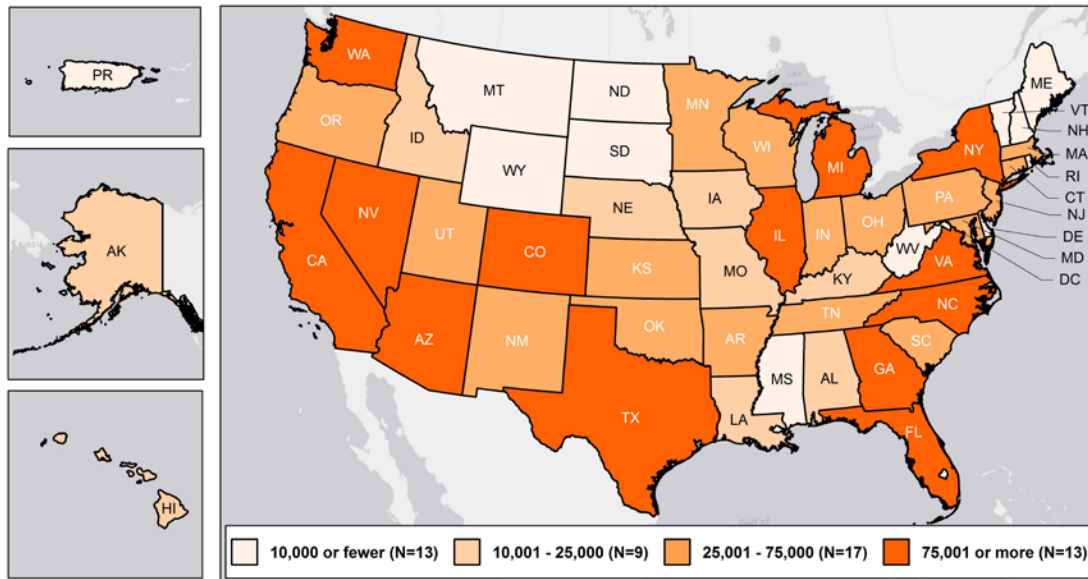
Figure 2. Number of Identified ELs, by State: SY 2010 – 11



Note: Puerto Rico identifies limited Spanish proficient students.

Source: CSPR, SY 2010 – 11

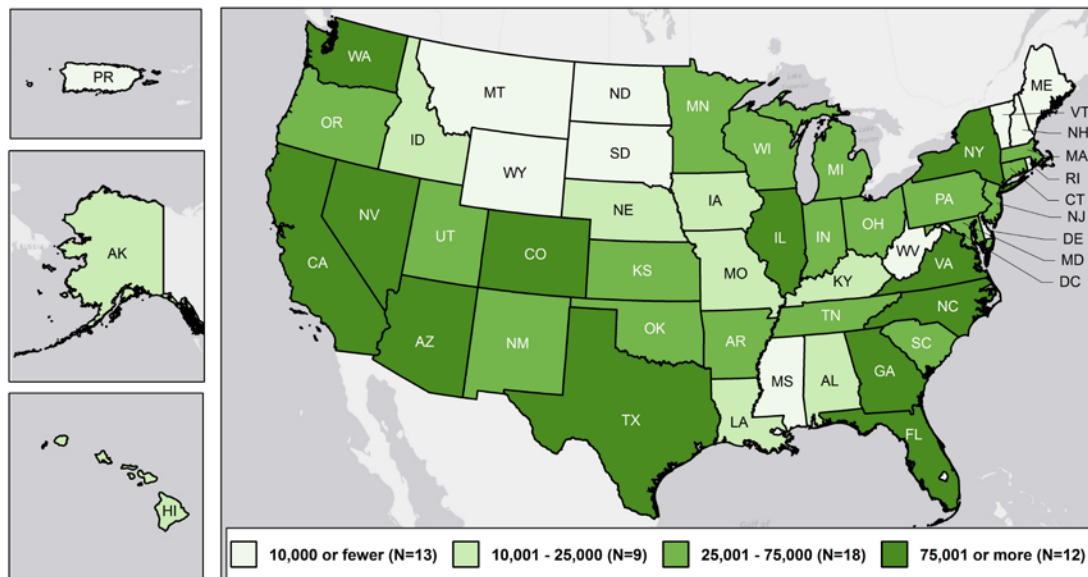
Figure 3. Number of Identified ELs, by State: SY 2011 – 12



Note: Puerto Rico identifies limited Spanish proficient students.

Source: CSPR, SY 2011 – 12

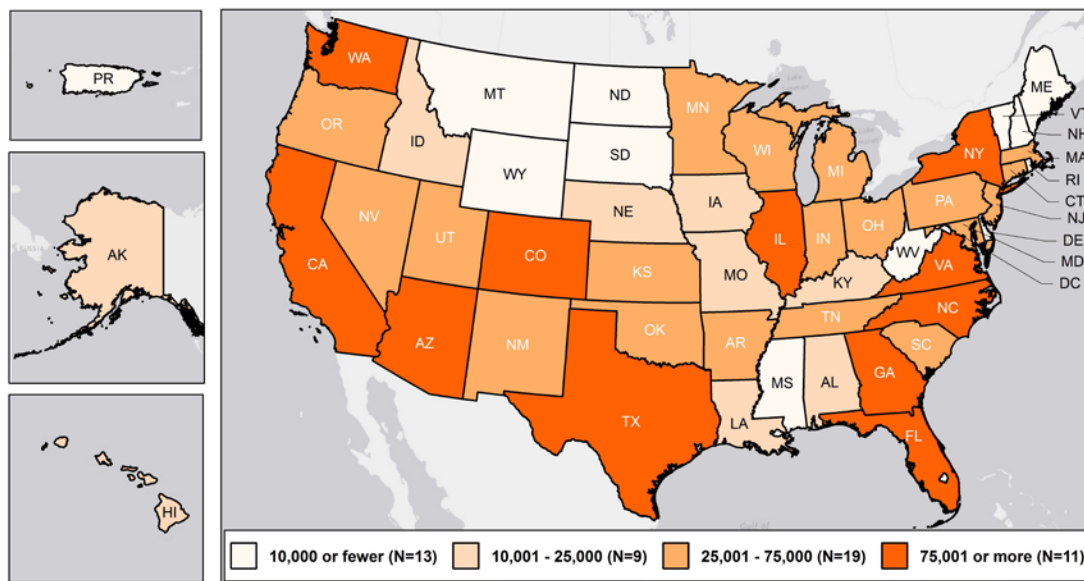
Figure 4. Number of Title III-Served ELs, by State: SY 2010 – 11



Note: Puerto Rico serves limited Spanish proficient students with Title III funds.

Source: CSPR, SY 2010 – 11

Figure 5. Number of Title III-Served ELs, by State: SY 2011 – 12



Note: Puerto Rico serves limited Spanish proficient students with *Title III* funds.

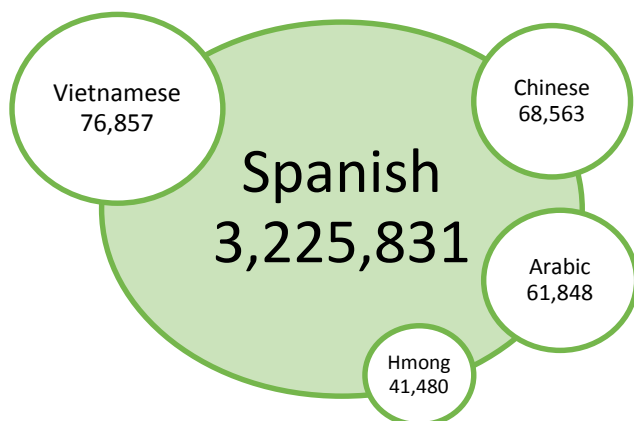
Source: CSPR, SY 2011 – 12

Languages Most Commonly Spoken by ELs

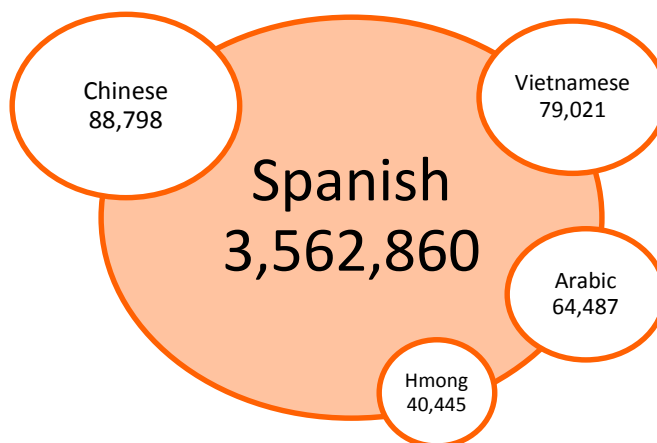
States each reported their five most commonly spoken non-English languages for all k – 12 ELs, not only those served by *Title III* funds. In SY 2010 – 11, states reported a total of 55 different languages spoken by ELs, and in SY 2011 – 12 they reported a total of 51 different languages spoken,²⁸ each of which ranked in one or more states’ top five lists.

In SYs 2010 – 11 and 2011 – 12, Spanish, Vietnamese, Chinese, Arabic, and Hmong ranked as the top five languages among ELs nationwide. Figures 6 and 7 show the numbers of total speakers of the top five languages spoken by all public school ELs in the United States in SYs 2010 – 11 and 2011 – 12. Spanish was the most common native language spoken by ELs, with over 3 million speakers in both SYs 2010 – 11 and 2011 – 12. Chinese replaced Vietnamese as the second most common language in SY 2011 – 12. For a complete list of languages commonly spoken by k–12 students and the number of ELs speaking those languages nationwide, see Table A-2 in Appendix A. For detail on each state’s most common native languages, please see individual State Profiles in Appendix B.

²⁸ In both years, states reported these additional categories: undetermined; reserved for local use; uncoded languages; and no linguistic content, not applicable.

Figure 6. Five Most Common Native Languages Spoken Among Public School ELs: SY 2010 – 11

Source: CSPR, SY 2010 – 11

Figure 7. Five Most Common Native Languages Spoken Among Public School ELs: SY 2011 – 12

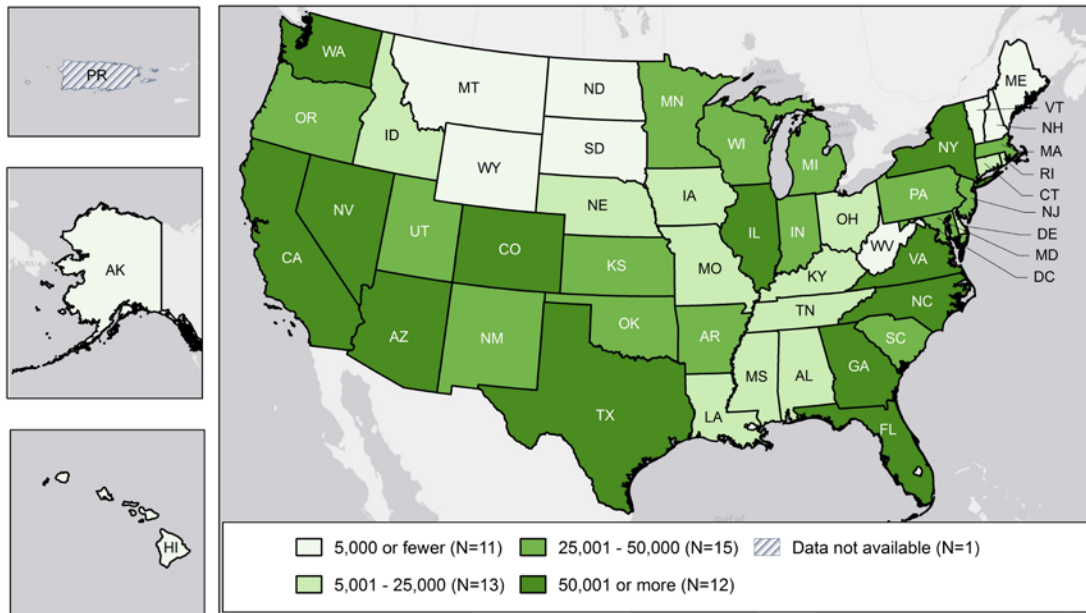
Source: CSPR, SY 2011 – 12

Spanish

All but five states²⁹ reported Spanish as the most common language among ELs in both years. Figures 8 and 9 present the number of Spanish-speaking ELs in both SYs 2010 – 11 and 2011 – 12. Spanish-speaking ELs are concentrated in California, Texas, Florida, New York, and Illinois—the five states with the highest numbers of EL students—and also in Arizona, Colorado, Georgia, Nevada, North Carolina, Virginia, and Washington.

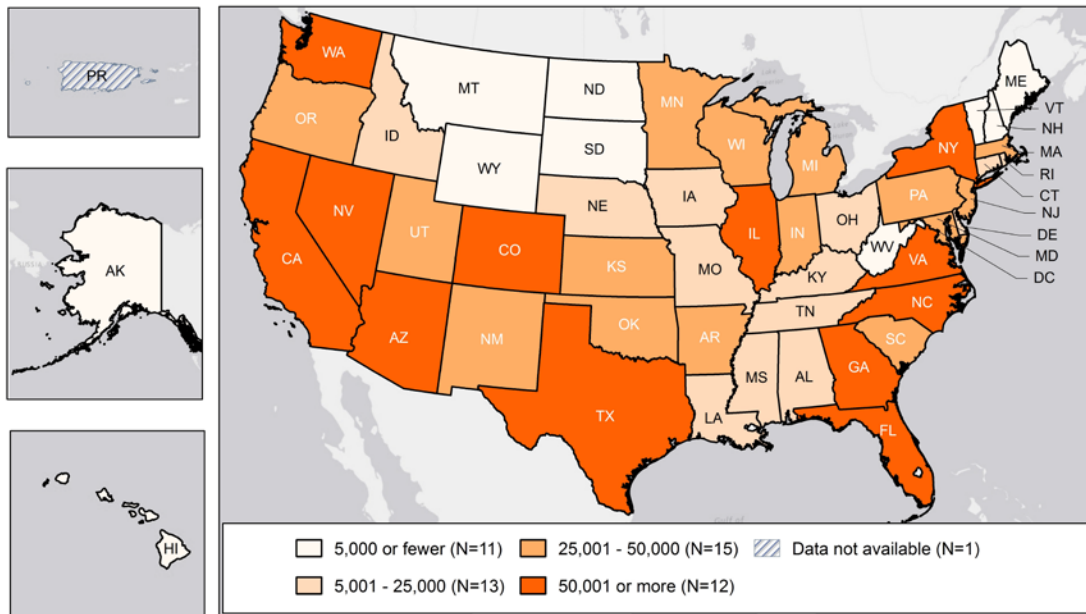
²⁹ States that did not report Spanish as the most common language in both school years include Alaska (Yup'ik languages), Hawaii (Iloko), Maine (Somali), Montana (German), and Vermont (Cushitic in SY 2010 – 11 and Nepali in SY 2011 – 12). Puerto Rico is also exempted, as it provides instruction in Spanish, and identifies and serves limited Spanish proficient student with *Title III* funds. Puerto Rico reported the most common language spoken by its limited Spanish proficient students was Haitian/Haitian Creole in both years.

Figure 8. Number of Spanish-Speaking ELs, by State: SY 2010 – 11



Source: CSPR, SY 2010 – 11

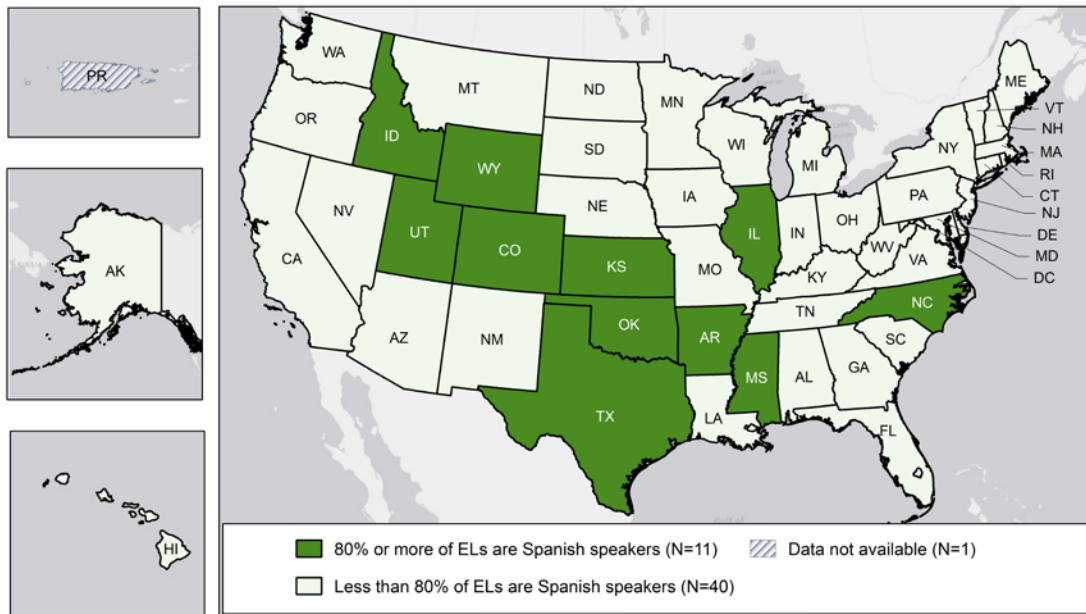
Figure 9. Number of Spanish-Speaking ELs, by State: SY 2011 – 12



Source: CSPR, SY 2011 – 12

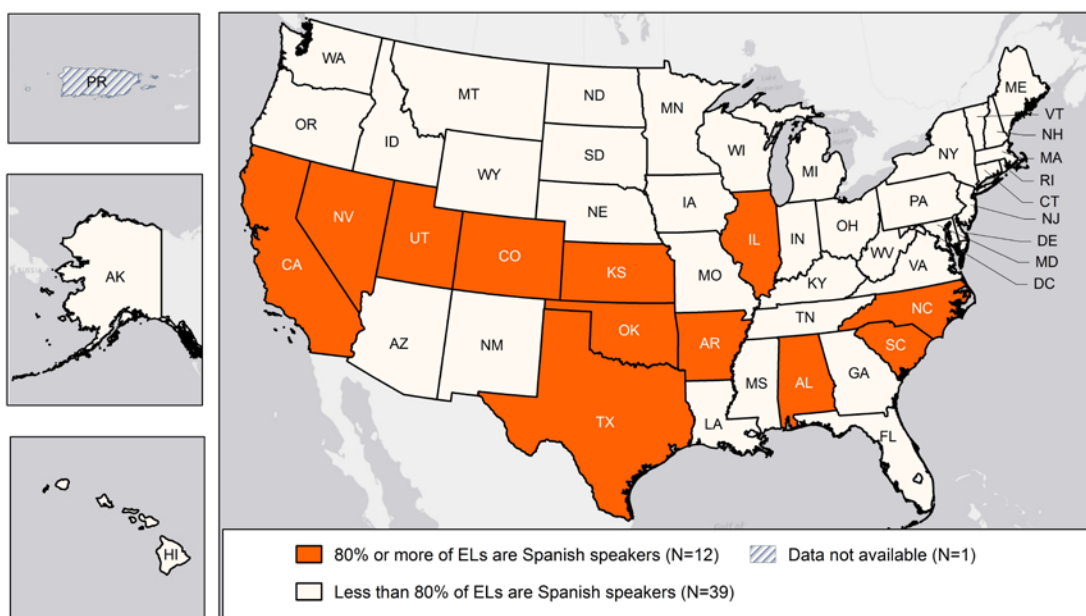
In SYs 2010 – 11 and 2011 – 12, more than 10 states reported that 80 percent or more ELs in the state spoke Spanish. As shown in Figures 10 and 11, these ELs lived in western, central, and southern states. In both years, Arkansas, Colorado, Illinois, Kansas, North Carolina, Oklahoma, Utah, and Texas reported that 80 percent or more ELs spoke Spanish.

Figure 10. States With 80 Percent or More Spanish-Speaking ELs: SY 2010 – 11



Source: CSPR, SY 2010 – 11

Figure 11. States With 80 Percent or More Spanish-Speaking ELs: SY 2011 – 12



Source: CSPR, SY 2011 – 12

In SY 2010 – 11, 14 states—Alaska, District of Columbia, Hawaii, Maine, Michigan, Minnesota, Montana, New Hampshire, North Dakota, Ohio, Puerto Rico, South Dakota, Vermont, and West Virginia—did not report a majority EL language (that is, no one language was spoken by more than 50 percent of ELs; for example, 40 percent of ELs could speak Spanish, 30 percent Arabic, and 30 percent Hmong). In SY 2011 – 12, 13 states reported no one language spoken by the majority of ELs: Alaska, Hawaii, Maine, Michigan, Minnesota, Mississippi, Montana, North Dakota, Ohio, Puerto Rico, South Dakota, Vermont, and West Virginia. For detail on each state’s most common native languages, please see individual State Profiles in Appendix B.

Asian/Pacific Islander Languages

With Spanish as the predominant language spoken by ELs nationwide, three of the top five languages spoken by all ELs in SYs 2010 – 11 and 2011 – 12 as reported by states’ “top five” lists were Asian/Pacific Islander languages (Chinese, Vietnamese, and Hmong). In SY

Asian/Pacific Islander Languages Reported in CSPR:

- Bengali
- Burmese
- Central Khmer
- Chinese/Cantonese/Mandarin
- Chuukese
- Gujarati
- Hmong
- Iloko
- Japanese
- Karen
- Korean
- Maithali
- Marshellese
- Nepali
- Nias
- Tagalog/Filipino
- Thai
- Tonga
- Urdu
- Vietnamese

2010 – 11, all but three states (Montana, North Dakota, and the District of Columbia) reported an Asian/Pacific Islander language as one of the languages most commonly spoken by ELs. In SY 2011 – 12, only one state, Montana, did not report any Asian/Pacific Islander languages (Appendix B includes State Profiles with each state’s most commonly reported languages).

An analysis of Asian/Pacific Islander languages showed that since SY 2006 – 07,³⁰ the number of Chinese speakers increased from 33,788 speakers in SY 2006 – 07 to 88,798 in SY 2011 – 12 (163 percent) (Figure 12).

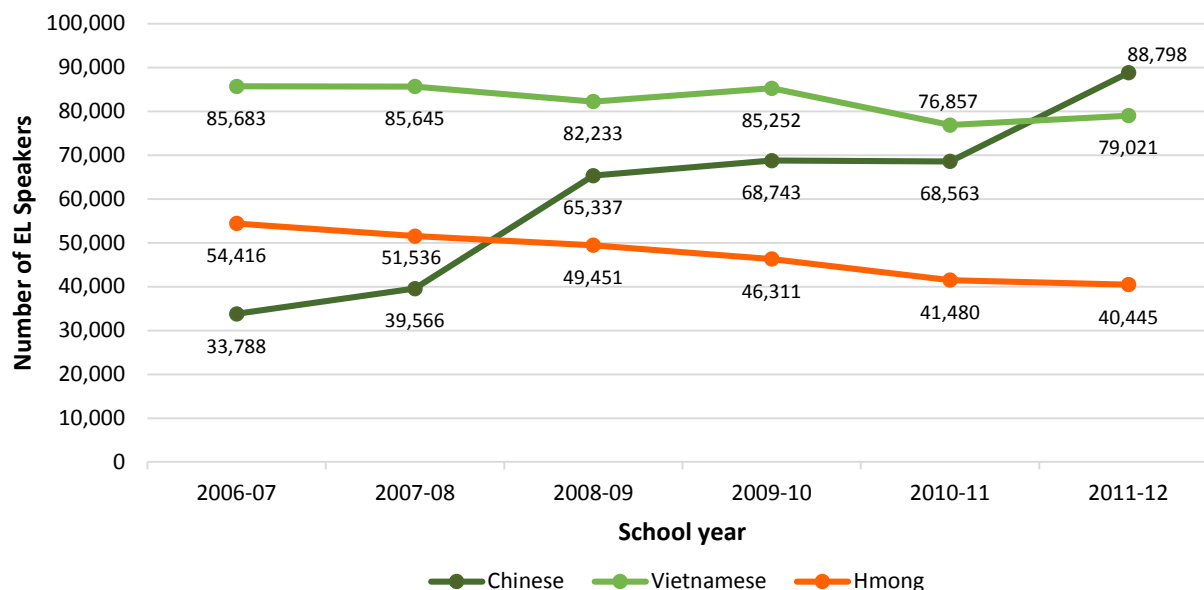
Between SYs 2006 – 07 and 2011 – 12, the

³⁰ SY 2006 - 07 is the earliest year the *Biennial Report* reported the number of ELs speaking Asian/Pacific Islander languages.

number of ELs whose native language was Vietnamese decreased by 8 percent, and Hmong speakers decreased by 26 percent.

Of the total EL population, the percentage of Chinese-speaking ELs increased from 0.7 percent to 1.9 percent between SYs 2006 – 07 and 2011 – 12, while the percentage who spoke Vietnamese decreased from 1.9 percent to 1.7 percent, and the percentage of Hmong speakers decreased from 1.2 percent to 0.9 percent of the total EL population.

Figure 12. Number of the Top Three Asian/Pacific Islander Languages Spoken as Reported by States: SYs 2006 – 07 and 2011 – 12



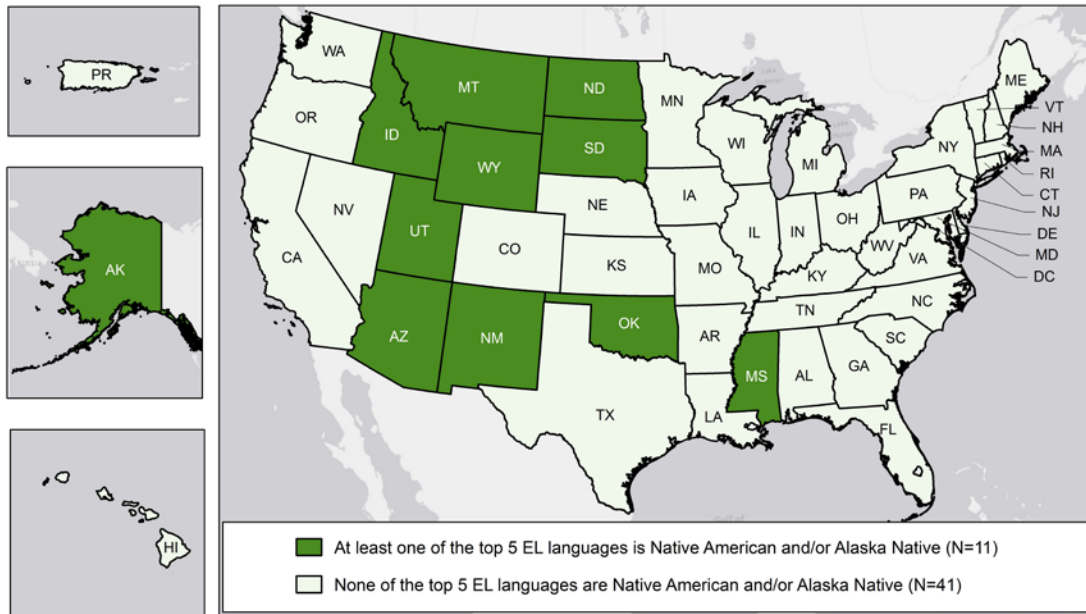
Source: CSPR, SYs 2006 – 07 through 2011 – 12

Native American and/or Alaska Native Languages

- Native American and/or Alaska Native Languages Reported in CSPR:**
- Algonquian languages
 - Arapaho
 - Cherokee
 - Chinook jargon
 - Choctaw
 - Inupiaq
 - Navajo/Navaho
 - North American Indian
 - Ojibwe
 - Siouan languages
 - Yup'ik languages

Figure 13 shows that in SY 2010 – 11, 11 states identified a Native American and/or Alaska Native language among the five most common languages spoken by ELs. These states are Alaska, Arizona, Idaho, Mississippi, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Utah, and Wyoming.

Figure 13. States With Native American and/or Alaska Native Languages as One of the Five Most Common EL Languages Spoken: SY 2010 – 11

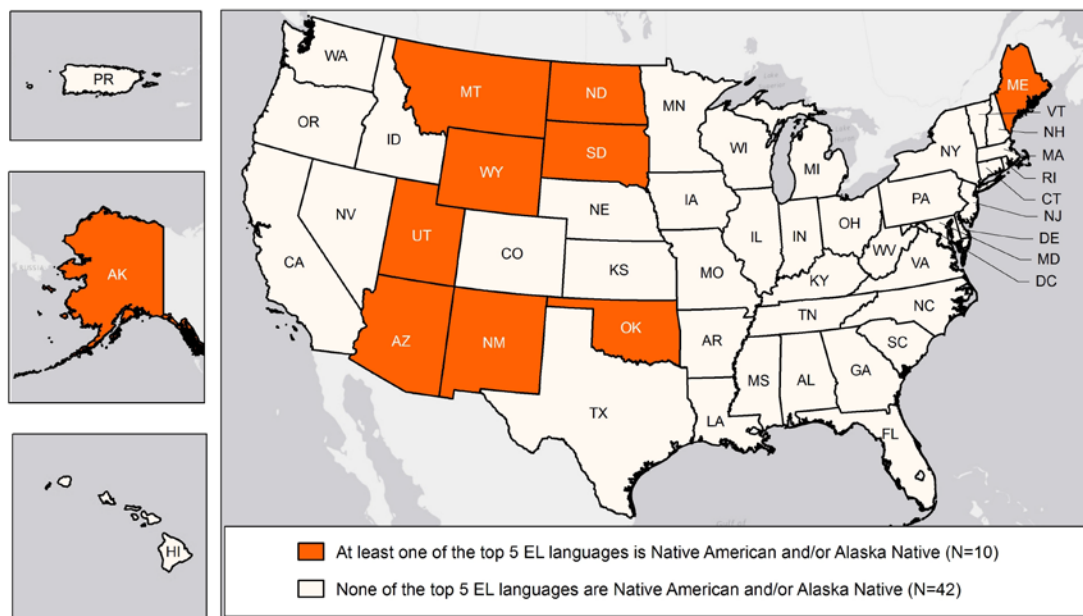


Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2010 – 11

Ten states reported a Native American and/or Alaska Native language as one of the top five most commonly spoken languages by ELs in SY 2011 – 12: Alaska, Arizona, Maine, Montana, New Mexico, North Dakota, Oklahoma, South Dakota, Utah, and Wyoming (Figure 14).

Figure 14. States With Native American and/or Alaska Native Languages as One of the Five Most Common Languages Spoken: SY 2011 – 12



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2011 – 12

Immigrant Children and Youth

Within *Title III* (*ESEA*, §3301(6)), “immigrant children and youth” are defined as “individuals who (1) are aged 3 through 21; (2) were not born in any state; and (3) have not been attending one or more schools in any one or more states for more than three full academic years.”

Section 3114(d) of *Title III* further states that a

“State educational agency receiving a grant under [*Title III*] shall reserve not more than 15 percent of the agency’s allotment . . . to award subgrants to eligible entities in the State that have experienced a significant increase, as compared to the average of the two preceding fiscal years, in the percentage or number of immigrant children and youth, who have enrolled, during the fiscal year preceding the fiscal year for which the subgrant is made, in public and nonpublic elementary and secondary schools in the geographic areas under the jurisdiction of, or served by, such entities,”

and that in awarding these subgrants, the state

“shall equally consider eligible entities that satisfy the requirement [for a significant increase in the number or percentage of immigrant children and youth] but have limited or no experience in serving immigrant children and youth and shall consider the quality of each local plan . . . and ensure that each subgrant is of sufficient size and scope to meet the purposes of [the law]” (*ESEA*, §3114(d)).

Each state determines the definition of “significant increase” within its own jurisdiction. The number and percentage of immigrant children and youth served with these funds within a state may vary from year to year, based on demographic changes in the state and the state’s definition of “significant increase.” There are two issues to consider in reviewing the data on immigrant children and youth: (1) the definition of “immigrant children and youth” does not require that a child or youth be EL for purposes of being counted or served under *ESEA*, §3114(d)(1), and (2) a subgrantee may have large numbers of immigrant children and youth, but unless there has been a “significant increase” in their number or percentage, as defined by the state, that particular subgrantee will not be eligible to receive *Title III* funds for immigrant children and youth.

Table 3 provides the number of k – 12 immigrant children and youth served nationally in *Title III*-funded activities, pursuant to *ESEA*, §3114(d)(1), for SYs 2010 – 11 and 2011 – 12. These local programs may “use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds; . . .
- [basic] instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.” (*ESEA*, §3115(e)).

In SY 2010 – 11, 52 of the states reported that a total of 749,266 k – 12 immigrant children and youth were enrolled in school, of which 161,891 (21.6 percent) were served in programs funded by *Title III*, §3114(d)(1). In SY 2011 – 12, 51 of the states reported 734,426 total k – 12 immigrant children and youth enrolled in school, of which 136,195 (18.5 percent) were served in such *Title III*-funded programs.

Table 3. Number of K – 12 Immigrant Children and Youth Enrolled in School, and Number and Percentage Served in *Title III*-Funded Activities: SYs 2010 – 11 and 2011 – 12

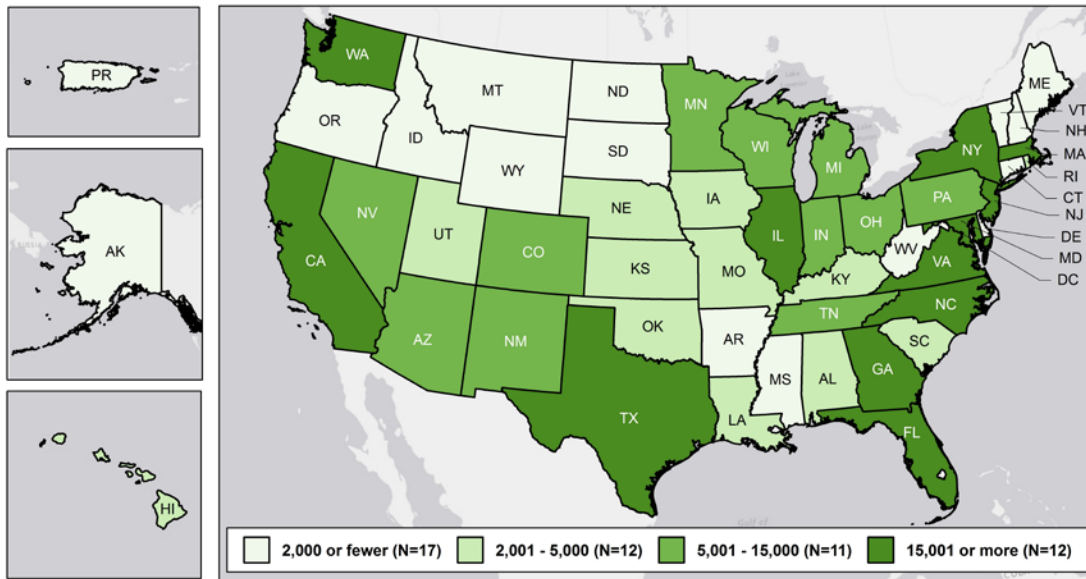
SY 2010 – 11			SY 2011 – 12		
Number of Immigrant children and youth enrolled (N=52 states)	Immigrant children and youth served with <i>Title III</i> funds		Number of Immigrant children and youth enrolled (N=51 states)	Immigrant children and youth served with <i>Title III</i> funds	
	Number served (N=49 states)	Percentage served		Number served (N=48 states)	Percentage served
749,266	161,891	21.6%	734,426	136,195	18.5%

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-3 in Appendix A lists the number of k – 12 immigrant children and youth reported by each state, as well as the number of those children and youth served in *Title III*-funded programs specifically for immigrant children and youth.

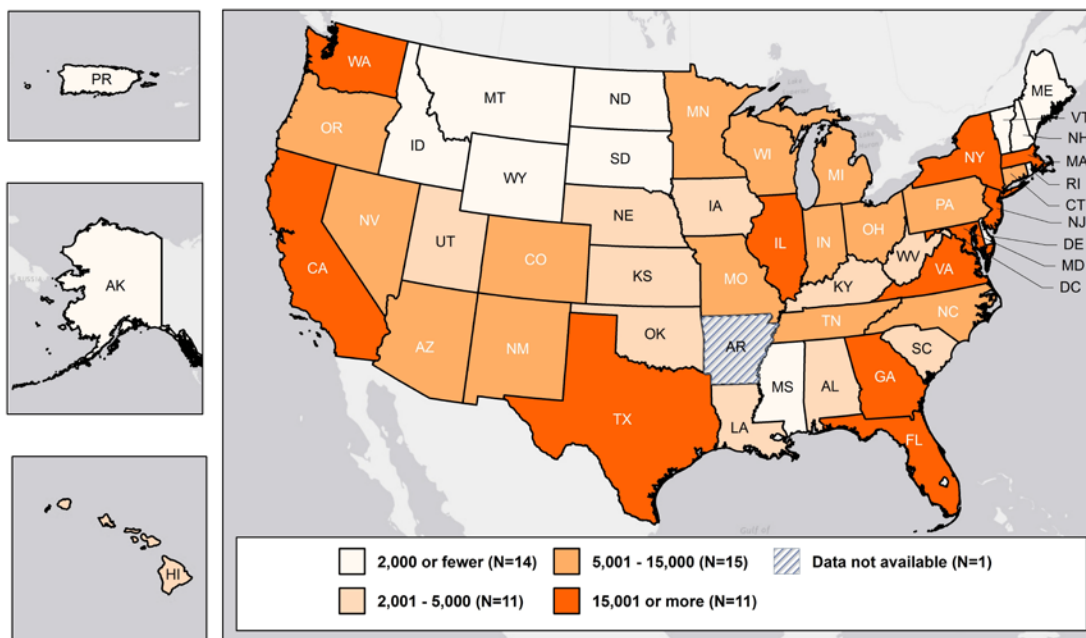
Figures 15 and 16 show the range of school enrollment numbers of k – 12 immigrant children and youth for each state. Twelve states each enrolled over 15,000 immigrant children and youth in school in SY 2010 – 11: California, Florida, Georgia, Illinois, Maryland, Massachusetts, New Jersey, New York, North Carolina, Texas, Virginia, and Washington. In SY 2011 – 12, 11 states each enrolled over 15,000 immigrant children and youth: California, Florida, Georgia, Illinois, Maryland, Massachusetts, New Jersey, New York, Texas, Virginia, and Washington. In both school years, California, Florida, and Texas each enrolled over 50,000 immigrant children and youth.

Figure 15. Number of Immigrant Children and Youth Enrolled in School, by State: SY 2010 – 11



Source: CSPR, SY 2010 – 11

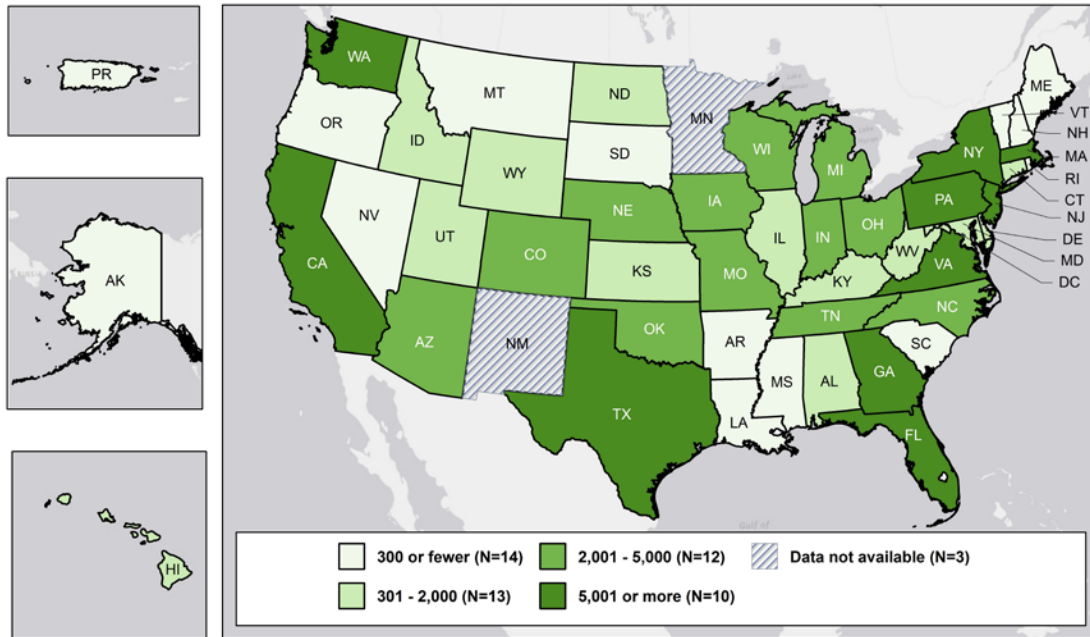
Figure 16. Number of Immigrant Children and Youth Enrolled in School, by State: SY 2011 – 12



Source: CSPR, SY 2011 – 12

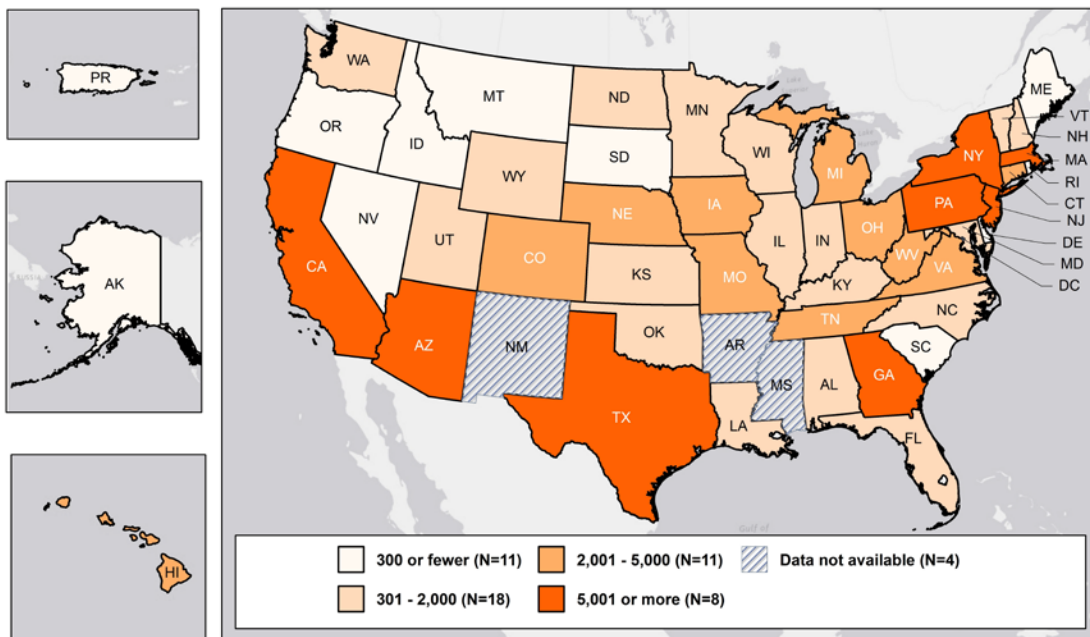
Figures 17 and 18 show the number of k – 12 immigrant children and youth in *Title III*-funded programs designated specifically for that population in SYs 2010 – 11 and 2011 – 12, by state.

Figure 17. Number of *Title III*-Served Immigrant Children and Youth, by State: SY 2010 – 11



Source: CSPR, SY 2010 – 11

Figure 18. Number of *Title III*-Served Immigrant Children and Youth, by State: SY 2011 – 12



Source: CSPR, SY 2011 – 12

In SY 2010 – 11, 10 states each reported serving more than 5,000 immigrant children and youth in *Title III*-funded activities designated for that population specifically: California, Florida, Georgia, Massachusetts, New Jersey, New York, Pennsylvania, Texas, Virginia, and Washington. In SY 2011 – 12, eight states each reported more than 5,000 immigrant students in *Title III*-funded activities for immigrant children and youth: Arizona, California, Georgia, Massachusetts, New Jersey, New York, Pennsylvania, and Texas.

The states with the fewest number of immigrant children and youth in *Title III*-funded activities designated for that population (fewer than 300 students) included Alaska, Maine, Montana, Nevada, Oregon, Puerto Rico, Rhode Island, South Carolina, and South Dakota in both SYs 2010 – 11 and 2011 – 12, with the addition of Louisiana, Mississippi, New Hampshire, Utah, and Vermont in SY 2010 – 11, and Delaware and Idaho in SY 2011 – 12.

In both SYs, 16 states served more than 50 percent of their immigrant children and youth with *Title III* funds designated for this population specifically. In SY 2010 – 11, these states were Connecticut, Delaware, Hawaii, Idaho, Iowa, Massachusetts, Michigan, Missouri, Montana, Nebraska, New York, North Dakota, Oregon, Tennessee, West Virginia, and Wyoming. In SY 2011 – 12, the 16 states were Arizona, Hawaii, Iowa, Massachusetts, Michigan, Missouri, Montana, Nebraska, New York, North Dakota, Pennsylvania, Puerto Rico, Tennessee, Vermont, West Virginia, and Wyoming. In both school years, four states (Massachusetts, New Jersey, New York, and Texas) each served more than 10,000 immigrant children and youth with *Title III* funds for that purpose.

In both schools years, four states served 100 percent of enrolled immigrant students in *Title III*-funded programs whose funding was designated specifically for immigrant children and youth:

- Connecticut, New York, West Virginia, and Wyoming in SY 2010 – 11
- North Dakota, New York, West Virginia, and Wyoming in SY 2011 – 12

Maine, Nevada, and South Dakota served less than 2 percent of immigrant students in both school years with *Title III* funds designated for immigrant children and youth. In SY 2010 – 11, South Carolina also served less than 2 percent, and in SY 2011 – 12, Delaware, Idaho, and Oregon served less than 2 percent of their immigrant students in *Title III*-funded programs designated for immigrant children and youth. (See Table A-3.)

4. Language Instruction Educational Programs

Key Findings

Note: Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.

- In SYs 2010 – 11 and 2011 – 12, almost all the states offered instruction through both English-only programs and programs in English and another language.
- In both years, states reported a total of 53 languages and dialects other than English used in the 10 categories of language instruction educational programs (LIEPs) provided in the CSPR.
- In both years, Spanish was the most common language offered in LIEPs in which instruction was offered in English and another language. Other languages offered included Arabic, Armenian, Cantonese/Chinese/Mandarin, French, Hmong, Japanese, Korean, Russian, and Yup'ik.

This chapter provides information reported by states about the language instruction educational programs (LIEPs) offered by states and subgrantees. The CSPR contains a list of program types to select from when completing the report. However, *Title III* grantees often consider many variables when designing and implementing LIEPs, making the individual programs hard to characterize by the overlapping definitions contained in the CSPR. These considerations and other information are presented below followed by a summary of the CSPR data.

A LIEP, as defined by the *ESEA* (Section 3301), is “an instruction course

- 1) in which [an EL] is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content and student academic achievement standards, as required by 1111(b)(1), and
- 2) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and another language.”

LIEPs are distinct from both curricula and instructional strategies. Curricula indicate what topics to teach and how they are organized, and instructional strategies are sets of methods or activities used to deliver instruction to students. LIEPs use a variety of research-based curricula and instructional strategies according to the needs of their students (Echevarría & Short, 2010; Ovando, Combs, & Collier, 2006). The selection of LIEP features, curricula, and instructional strategies in an LEA reflects the LEA's context, EL population size and diversity, staff preparedness and capacity, and state requirements (Echevarría & Short, 2010; Genesee, 1999).

CSPR Data

The CSPR lists 10 broadly defined LIEPs, categorized as either LIEPs that use English and another language or LIEPs that use English only. The categories are the following:

English and Another Language

- Dual language
- Two-way immersion
- Transitional bilingual
- Developmental bilingual
- Heritage language

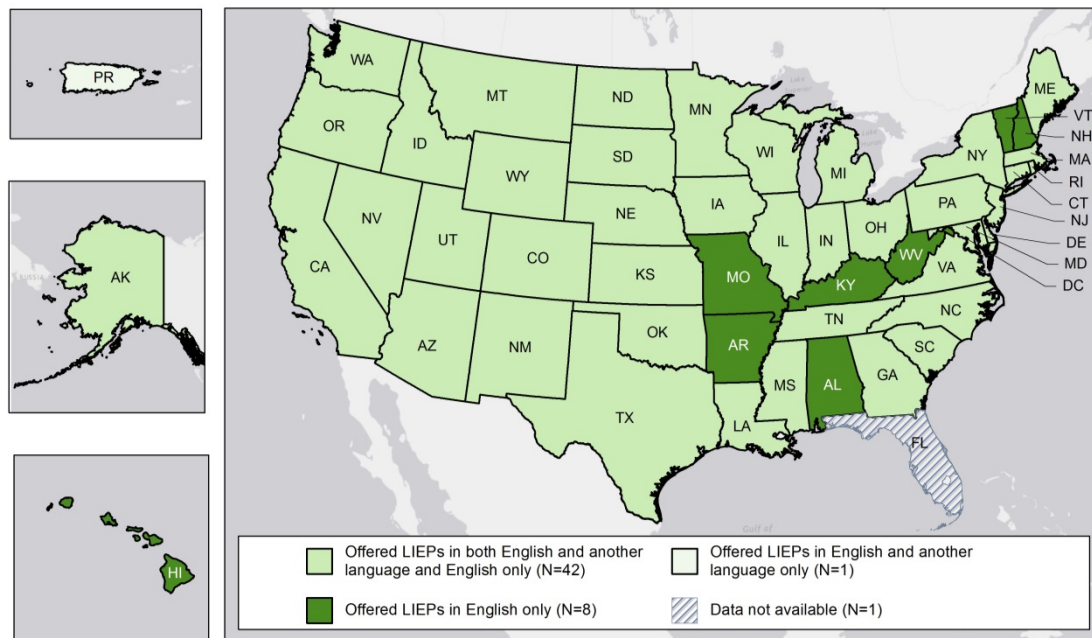
English Only

- Sheltered English instruction
- Structured English immersion
- Specially designed academic instruction delivered in English (SDAIE)
- Content-based English as a second language (ESL)
- Pull-out ESL

States are instructed to report the type(s) of LIEPs offered by subgrantees. A state may report that it offered a particular LIEP if at least one subgrantee offered that program in a reporting year.

Most states' subgrantees offered a variety of LIEPs.³¹ In SY 2010 – 11, all states except Florida reported on the types of LIEPs offered by subgrantees (Figure 19). Eight states (Alabama, Arkansas, Hawaii, Kentucky, Missouri, New Hampshire, Vermont, and West Virginia) offered LIEPs in English only. Forty-two states offered LIEPs in both English only *and* English and another language. Puerto Rico reported offering dual language programs in English and Spanish.

³¹ To access an individual states' completed CSPR for both SYs 2010 – 11 or 2011 – 12, please visit <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

Figure 19. Types of LIEPs Offered, by State: SY 2010 – 11

Source: CSPR, SY 2010 – 11

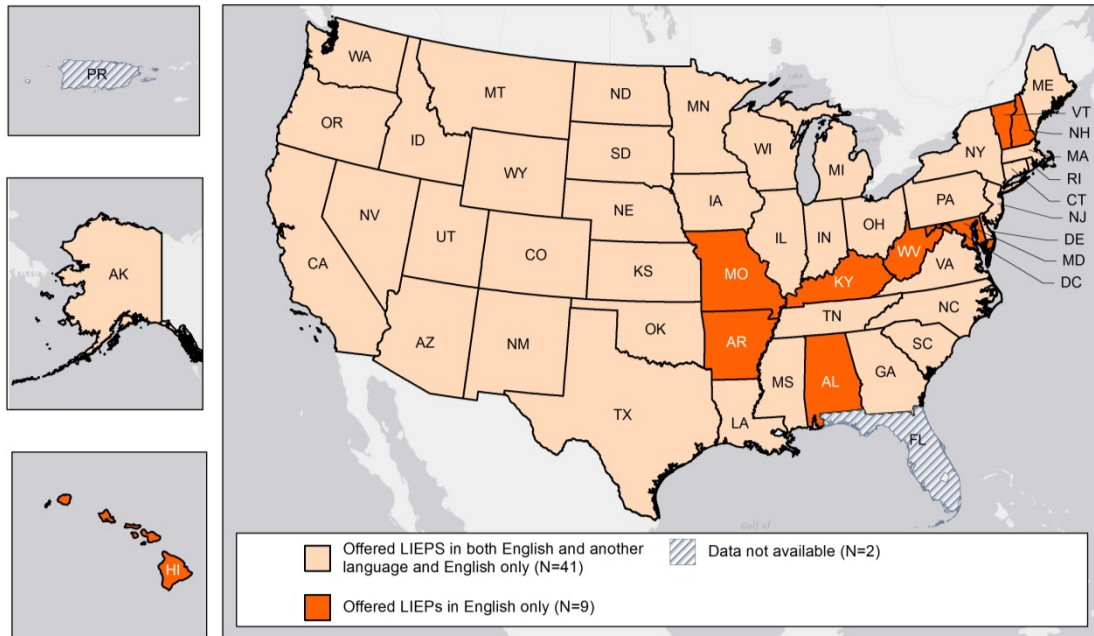
Figure 20 shows that in SY 2011 – 12, all states but Florida and Puerto Rico³² reported on the LIEPs offered by subgrantees. Nine states (Alabama, Arkansas, Hawaii, Kentucky, Maryland, Missouri, New Hampshire, Vermont, and West Virginia) offered LIEPs in English only. Forty-one states offered LIEPs in both English only *and* English and another language.

Tables A-4 through A-10 in Appendix A indicate which states offered which types of LIEPs in English and another language and in English only, and list the specific languages used in the various LIEPs.

In both years, states reported 53 languages and dialects other than English used in the 10 categories of LIEPs provided in the CSPR. In both years, Spanish was the most common language offered in LIEPs in which instruction was offered in English and another language. Other languages offered included: Arabic; Armenian; Cantonese/Chinese/Mandarin; French; Hmong; Japanese; Korean; Russian; and Yup'ik. For a full listing of languages offered in LIEPs by state, visit tables A-4, A-5, A-6, A-7, and A-8 in Appendix A.

³² Puerto Rico checked "Other" and noted in the comments: "The languages of instruction in Puerto Rico's public school system is Spanish and English as a second language, except for some schools that have Bilingual Programs (Spanish - English). ...The current program for most of the schools with Limited Spanish Proficient students is full immersion in Spanish with differentiated instruction."

Figure 20. Types of LIEPs Offered, by State: SY 2011 – 12



Source: CSPR, SY 2011 – 12

5. Title III Accountability and AMAOs

Key Findings

Note: Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.

- States must report on subgrantees' ability to meet all three annual measurable achievement objectives (AMAOs), according to the following state-set performance targets: AMAO 1 (making progress in attaining English), AMAO 2 (attaining ELP), and AMAO 3 (making AYP for ELs in reading/language arts and mathematics).
- An SEA or subgrantee must meet all three AMAOs to be designated as "meeting Title III AMAOs." Less than half of all subgrantees met all three AMAOs.
- The state-set targets (for percentage of students meeting objectives) for both AMAO 1 and AMAO 2 varied widely among the states. They ranged over the two years from lows of 9 percent for AMAO 1 and 1.5 percent for AMAO 2, to highs of 81 percent for AMAO 1 and 43 percent for AMAO 2.
- In SYs 2010 – 11 and 2011 – 12, the majority of states reported that 55 percent or more of ELs made progress in learning English, per AMAO 1.
- In SYs 2010 – 11 and 2011 – 12, the majority of states reported that less than 25 percent of ELs attained proficiency in English in that year, per AMAO 2.
- In SY 2010 – 11, the majority of states reported 35 percent or more of ELs scored proficient or above on state reading/language arts assessments, per AMAO 3. In contrast, in SY 2011 – 12, the majority of states reported that less than 35 percent scored proficient or above on reading/language arts assessments.
- In both SYs 2010 – 11 and 2011 – 12, the majority of states reported less than 45 percent of ELs scoring proficient or above on state mathematics assessments, per AMAO 3.

This chapter reports on states' progress toward meeting the goals of *Title III*: proficiency in English for k – 12 ELs and making AYP in academic subjects for ELs. This is the core purpose of *Title III* for which states are held accountable. AMAO data reported by states for SY 2010 – 11 and 2011 – 12 are presented here. **Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to**

determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.

States set targets for AMAOs 1 and 2 for the number or percentage of ELs who make progress in learning English and the number or percentage that attain English proficiency, respectively.

This section first discusses the *Title III* requirements for states to develop an integrated system of ELP standards, assessments, and accountability. States must establish ELP standards that align with the achievement of state content standards in reading/language arts, mathematics, and science. The ELP standards also must align with the ELP assessments. To determine the extent to which ELs achieve these standards, states also must develop and administer annual valid and reliable assessments to measure the students’ proficiency in English. There is no uniform assessment tool to determine and measure the students’ English proficiency levels across all states.

Annual Measurable Achievement Objectives

States establish AMAO targets (percentage of students meeting AMAOs) with the criteria described in the *ESEA*. As with assessments, the targets developed by states differ across the country. The targets apply to SEAs and *Title III* subgrantees (i.e., LEAs or consortia of LEAs). There are three AMAOs as presented in Exhibit 2.

Exhibit 2. ESEA’s Three AMAO Components

AMA O 1	AMA O 2	AMA O 3
<ul style="list-style-type: none"> • Making progress in attaining English 	<ul style="list-style-type: none"> • Attaining ELP 	<ul style="list-style-type: none"> • Making annual yearly progress (AYP) for EL students in reading/ language arts and mathematics

An SEA or subgrantee must meet all three AMAOs, according to the individual state targets, to receive the designation “meeting *Title III* AMAOs.”

Improvement Criteria for Subgrantees

States use AMAOs to measure the performance of *Title III* subgrantees. AMAOs serve as the vehicle through which both states and subgrantees demonstrate accountability to the Department for ELs' achievements. As stated in *ESEA* §3122(b)(2) and §3122(b)(4), subgrantees and SEAs who do not meet their AMAOs for two consecutive years must develop an improvement plan that addresses the reasons for missing the targets. If a subgrantee does not meet the AMAOs for four consecutive years, the state shall

- 1) require the subgrantee to modify its curriculum, program, and instructional method (§3122(b)(4)(A)), or
- 2) determine whether the subgrantee should continue to receive *Title III* funds (§3122(b)(4)(B)(i)), and require the subgrantee to replace educational staff relevant to the factors that prevented the subgrantee from meeting the AMAOs (§3122(b)(4)(B)(ii)).

In all cases, the subgrantee must inform parents of ELs receiving services about the failure of the LEA to meet its AMAOs and must do so within 30 days after the failure occurs. The information must be in an understandable and uniform format that, to the extent possible, is in a language that the parent can understand. Below is a summary of LEAs' progress in the three AMAOs for SYs 2010 – 11 and 2011 – 12.

ELP assessments vary from state to state, as do determiners of proficiency levels on these assessments, so results cannot be compared from state to state. States define what it means to be “proficient” in English according to state ELP standards and assessments. Note that English language proficiency scores are different from scores received on state achievement assessments in reading/language arts or mathematics as addressed under *Title I*, Part A.

AMAO 1: Making Progress in Attaining English Language Proficiency

AMAO data may differ from state to state and year to year because states may use different assessments, procedures, and criteria to determine English language proficiency, and comparing data across states or years may not be appropriate.

Targets set by states. AMAO 1 measures progress in attaining ELP as defined by the state. Each year, states establish targets to measure AMAOs. Table 4 shows selected data elements about the states' AMAO 1 targets. The states established progress targets within a

broad range in both school years. States reported AMAO 1 targets ranging from 9 to 78 percent in SY 2010-11 and from 21 to 81 percent in SY 2011-12.

Table 4. Data Elements for AMAO 1: SYs 2010 – 11 and 2011 – 12

Data Element for AMAO 1	SY 2010 – 11	SY 2011 – 12
Number and percent of states reporting progress targets ^{33,34,35}	47 (90.4%)	48 (92.3%)
Range of progress targets reported by states	9%–78%	21%–81%

Source: CSPR, SYs 2010 – 11 and 2011 – 12.

From SYs 2010 – 11 to 2011 – 12, 42 states (80.8 percent) increased targets by 0.5 to 35 percentage points, and four states (7.7 percent) lowered targets³⁶ by 5 to 42.4 percentage points (Table 5).

Table 5. Change in AMAO 1 Between SYs 2010 – 11 and 2011 – 12

Data Element for AMAO 1	Between SYs 2010 – 11 and 2011 – 12
Number and percent of states reporting increased progress targets	42 (80.8%)
Range of increases in progress targets (percentage points)	0.5%–37%
Number of states reporting lower progress targets	4 (7.7%)
Range of decreases in progress targets (percentage points)	5%–42.4%

Source: CSPR, SYs 2010 – 11 and 2011 – 12.

Extent that ELs met AMAO 1—Making progress in attaining English. There are several differences between targets and actual results for each school year. In SY 2010 – 11, 16 states fell below their established target for AMAO 1, 32 states exceeded their targets, and four states did not report a target. Puerto Rico exceeded the established target of 21 percent by 54 percentage points. Connecticut’s target for AMAO 1 was 76 percent, but only 41 percent of the students met the AMAO.

In SY 2011 – 12, 24 states fell below their target for AMAO 1, 24 states exceeded their target and four states did not report a target. Arizona exceeded its AMAO 1 target by 47

³³ States reporting targets of 0 percent are thought to have intended an NR, or “Not reported.”

³⁴ Four states did not report targets for AMAO 1 in SY 2010 – 11 (Florida, Maine, Mississippi, and Wyoming). Nebraska reported 0 percent as a target.

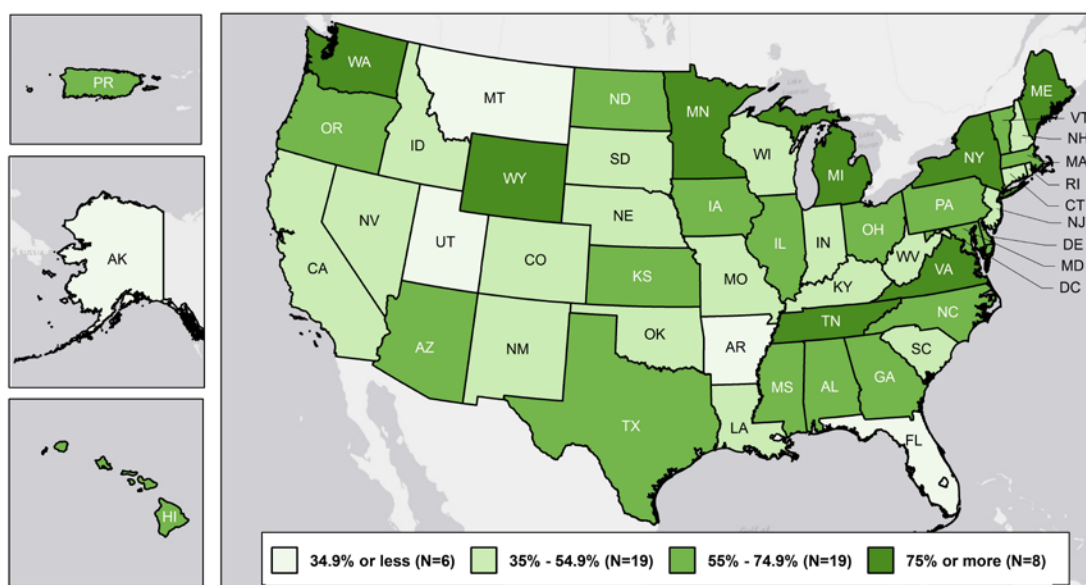
³⁵ Four states did not report targets for AMAO 1 in SY 2011 – 12 (Colorado, Florida, Nebraska, and Wyoming).

³⁶ *Title III* does not allow lowering targets except in the limited circumstance when an SEA adopts new standards or assessments.

percentage points (target, 21 percent; result, 61.8 percent). Connecticut had the lowest success rate; the target was 78 percent but only 36.6 percent of the students met the AMAO.

Figure 21 shows that in SY 2010 – 11, 75 percent or more of ELs in eight states—Maine, Michigan, Minnesota, New York, Tennessee, Virginia, Washington, and Wyoming—made progress toward attaining ELP. In SY 2011 – 12 (Figure 22), 75 percent or more of ELs in seven states—Alabama, Illinois, Maine, Michigan, New York, Tennessee, and Virginia—made progress toward attaining English.

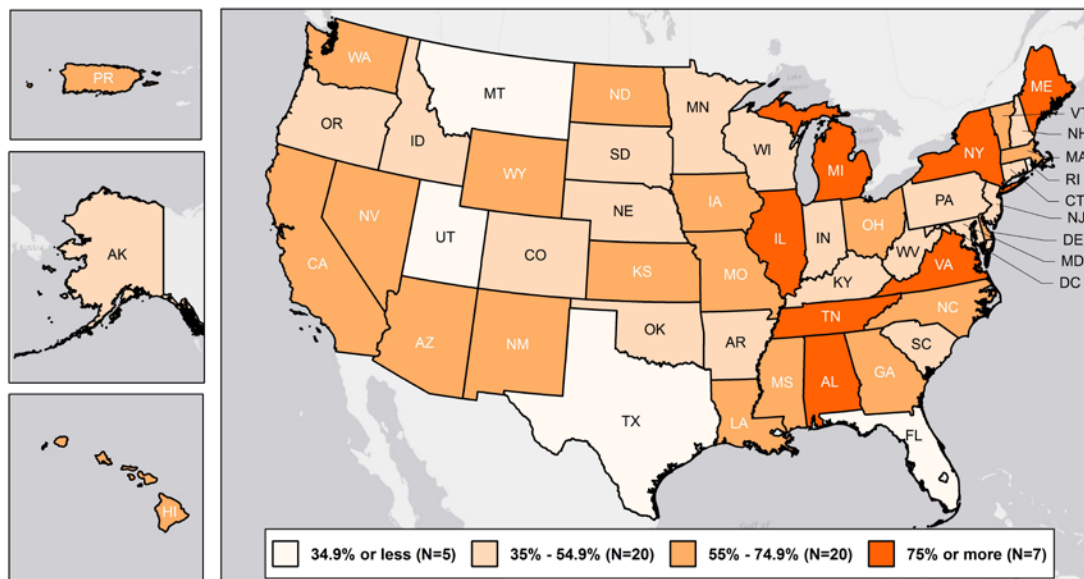
Figure 21. Percentage of ELs Who Made Progress in Attaining English Language Proficiency, by State: SY 2010 – 11



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2010 – 11

Figure 22. Percentage of ELs Who Made Progress in Attaining English Language Proficiency, by State: SY 2011 – 12



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2011 – 12

Twelve states had increases of more than 5 percentage points in the number of ELs who progressed in learning English between SYs 2010 – 11 and 2011 – 12: Alabama, Arizona, California, the District of Columbia, Illinois, Missouri, Nevada, New Mexico, North Dakota, South Dakota, Virginia, and Wisconsin. The three states with the highest increases in the percentage of ELs who made progress in attaining ELP between the two school years were Missouri (16.1 percentage points), Illinois (16.2 percentage points), and Wisconsin (17.5 percentage points).

Ten states, Maryland, Michigan, Minnesota, Montana, New Hampshire, New York, Pennsylvania, Puerto Rico,³⁷ Texas, and Wyoming, recorded decreases of more than 5 percentage points for ELs who made progress in attaining ELP between SYs 2010 – 11 and 2011 – 12. The three states with the largest decreases in the percentage of ELs who made progress in attaining ELP between the two years were Maryland (-19.7 percentage points), Texas (-44.2 percentage points), and Minnesota (-50.6 percentage points). See Table A-11 in Appendix A for detail on states’ AMAO 1 targets and results.

³⁷ Puerto Rico tests Spanish language proficiency.

AMAO 2: Attaining English Language Proficiency

AMAO data may differ from state to state and year to year because states may use different assessments, procedures, and criteria to determine English language proficiency, and comparing data across states or years may not be appropriate.

Targets set by states. AMAO 2 measures how many students attained ELP in a given year. States set their own proficiency targets for AMAO 2, and Table 6 shows the number of states that reported AMAO 2 targets and their ranges. Targets reported for AMAO 2 in SYs 2010 – 11 and 2011 – 12 ranged from 1.5 to 43 percent and from 2 to 40 percent, respectively.

Table 6. Data Elements for AMAO 2: SYs 2010 – 11 and 2011 – 12

Data Element for AMAO 2	SY 2010 – 11	SY 2011 – 12
Number and percent of states reporting proficiency targets ^{38,39}	46 (88.5%)	47 (90.4%)
Range of proficiency targets	1.5–43%	2–40%

Source: CSPR, SYs 2010 – 11 and 2011 – 12

From SY 2010 – 11 to SY 2011-2012, 38 states (73.1 percent) increased targets by 0.2 to 5 percentage points, and six states (11.5 percent)—Alaska, Maryland, Montana, Minnesota, New Mexico, and Washington—lowered targets by 0.7 to 34 percentage points (Table 7).

Table 7. Change in AMAO 2 between SYs 2010 – 11 and 2011 – 12

Data Element for AMAO 2	Between SYs 2010 – 11 and 2011 – 12
Number and percent of states reporting increased proficiency targets	38 (73.1%)
Range of increases in proficiency targets (percentage points)	0.2%–5%
Number of states reporting lower proficiency targets	6 (11.5%)
Range of decreases in proficiency targets (percentage points)	0.7%–34 %

Source: CSPR, SYs 2010 – 11 and 2011 – 12

³⁸ Six states did not report targets for AMAO 2 in SY 2010 – 11 (California, Florida, Maine, Mississippi, New Jersey, and Wyoming).

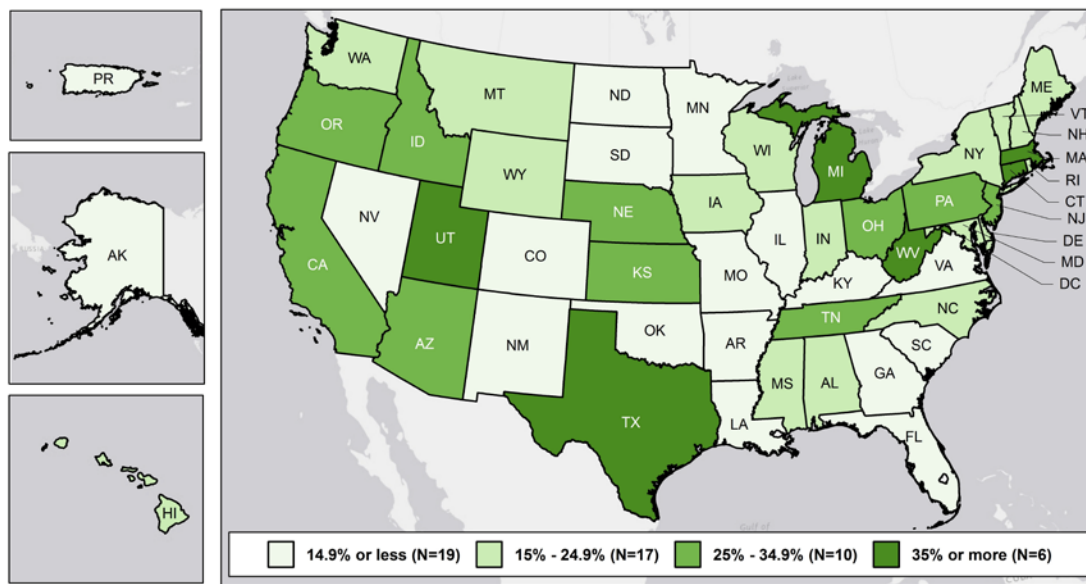
³⁹ Five states did not report targets for AMAO 2 in SY 2011 – 12 (California, Florida, New Jersey, Texas, and Wyoming).

Extent that ELs met AMAO 2 targets. In SY 2010 – 11, 10 states fell below their established targets for AMAO 2, 36 states either met or exceeded their targets, and six states did not report targets. West Virginia exceeded its AMAO 2 target by 48 percentage points (target, 4 percent; result, 52 percent). New Mexico had the lowest achievement rate; its target was 43 percent, but only 10 percent of the students met the standard for AMAO 2.

In SY 2011 – 12, only four states fell below their targets for AMAO 2, while 43 states either met or exceeded their targets and five states did not report targets. West Virginia exceeded its target for AMAO 2 by 48 percentage points (target, 6 percent; result, 54 percent). (See Table A-12 in Appendix A for detail on states’ AMAO 2 targets and results.)

Figure 23 shows that in SY 2010 – 11, 35 or more percent of ELs in six states—Connecticut, Massachusetts, Michigan, Texas, Utah, and West Virginia—attained proficiency in English. Figure 24 shows that in SY 2011 – 12, 35 or more percent of ELs in seven states—Connecticut, Massachusetts, Michigan, Puerto Rico, Texas, Utah, and West Virginia—attained proficiency in English.

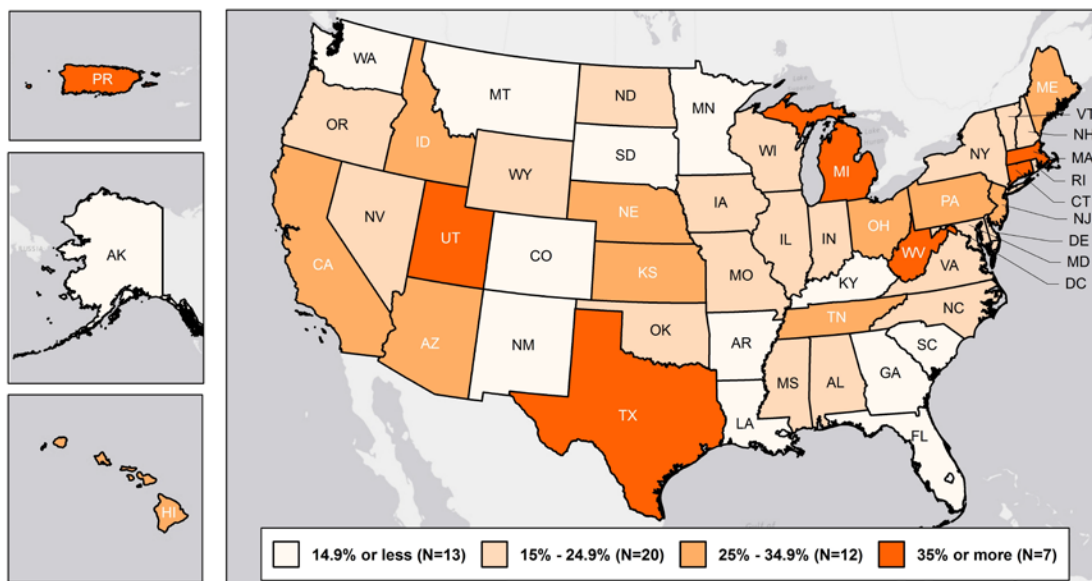
Figure 23. Percentage of ELs Who Attained Proficiency in English, by State: SY 2010 – 11



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2010 – 11

Figure 24. Percentage of ELs Who Attained Proficiency in English, by State: SY 2011 – 12



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2011 – 12

Between SYs 2010 – 11 and 2011 – 12, six states (the District of Columbia, Hawaii, Maine, Missouri, Puerto Rico, and Wyoming) experienced the largest increases, between 5 and 35 percentage points, in the percentage of ELs attaining ELP. Nineteen states recorded decreases in the percentage of ELs who attained proficiency in English between SYs 2010 – 11 and 2011 – 12, with five states experiencing decreases of greater than 5 percentage points (Alaska, Montana, Oregon, New York, and Washington). The three states with the highest increases between the two school years in the percentage of ELs who attained proficiency in English, per AMAO 2, were Hawaii (10.5 percentage points), the District of Columbia (12.3 percentage points), and Puerto Rico (34.5 percentage points). The two states with the largest decreases between the two school years in the percentage of ELs who attained proficiency in English, per AMAO 2, were Montana (-13.1 percentage points) and Oregon (-13.5 percentage points). (See Table A-12 in Appendix A for additional detail on states’ AMAO 2 results.)

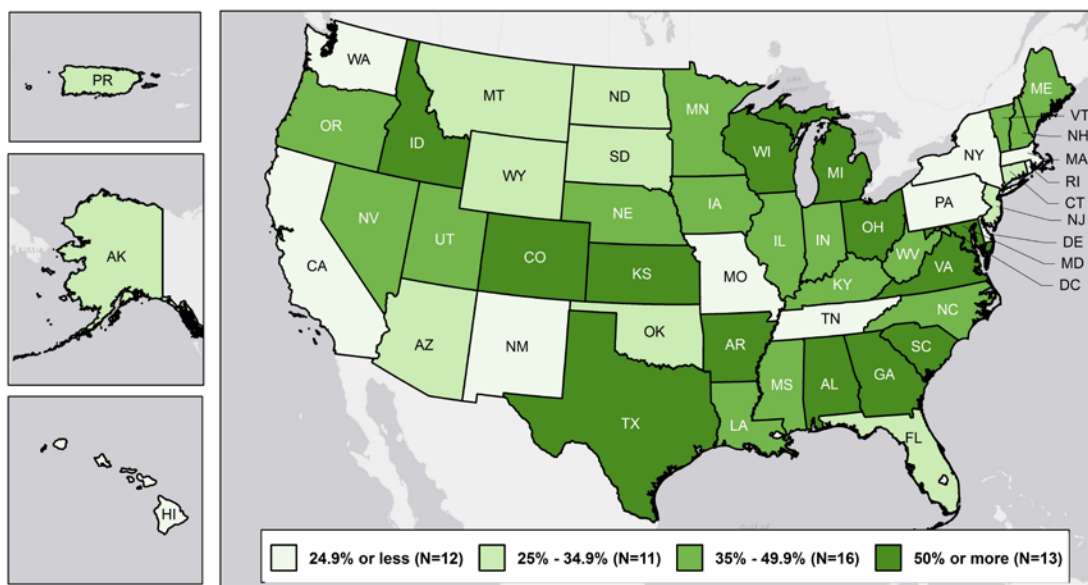
AMAO 3: Making Adequate Yearly Progress in Reading/Language Arts and Mathematics

The *ESEA*, as amended by *NCLB*, requires that all states report adequate yearly progress (AYP) for all students in, at a minimum, reading/language arts and mathematics. To meet annual measurable objectives (AMOs), one of the requirements of making AYP (which also include

participation rates and graduation rates) is that students must score “proficient” or “above proficient” on the state assessment for each content area. *NCLB* also requires that states report separate AYP data for racial/ethnic groups, economically disadvantaged students, students with disabilities, and ELs. There is no uniform tool to measure reading/language arts and mathematics proficiency for the data years reported here, so results are not comparable across states.

Reading/language arts proficiency. Figures 25 and 26 represent the percentage of ELs scoring proficient or above on state reading/language arts assessments in SYs 2010 – 11 and 2011 – 12. In SY 2010 – 11, 50 percent or more of ELs in 13 states, Alabama, Arkansas, Colorado, Georgia, Idaho, Kansas, Maryland, Michigan, Ohio, South Carolina, Texas, Virginia, and Wisconsin, scored proficient or above in reading/language arts assessments. In SY 2011 – 12, 12 states, Alabama, Arkansas, Georgia, Idaho, Indiana, Kansas, Maryland, Nebraska, Ohio, South Carolina, Texas, and Virginia, reported 50 percent or more ELs scored proficient or above in reading/language arts assessments. (See Table A-13.)

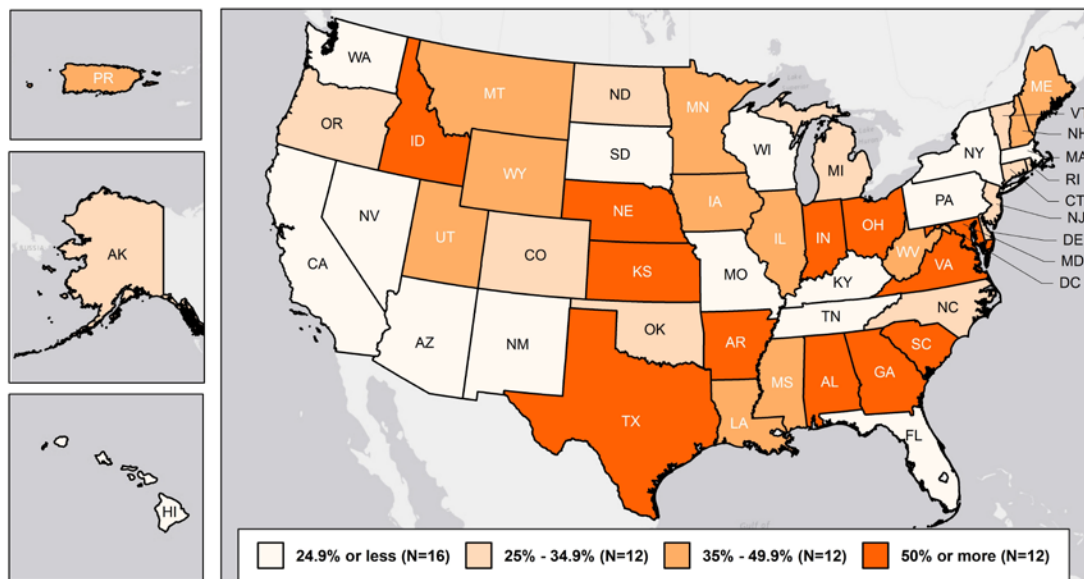
Figure 25. Percentage of ELs Who Scored Proficient or Above on State Reading/Language Arts Assessments, by State: SY 2010 – 11



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2010 – 11

Figure 26. Percentage of ELs Who Scored Proficient or Above on State Reading/Language Arts Assessments, by State: SY 2011 – 12



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

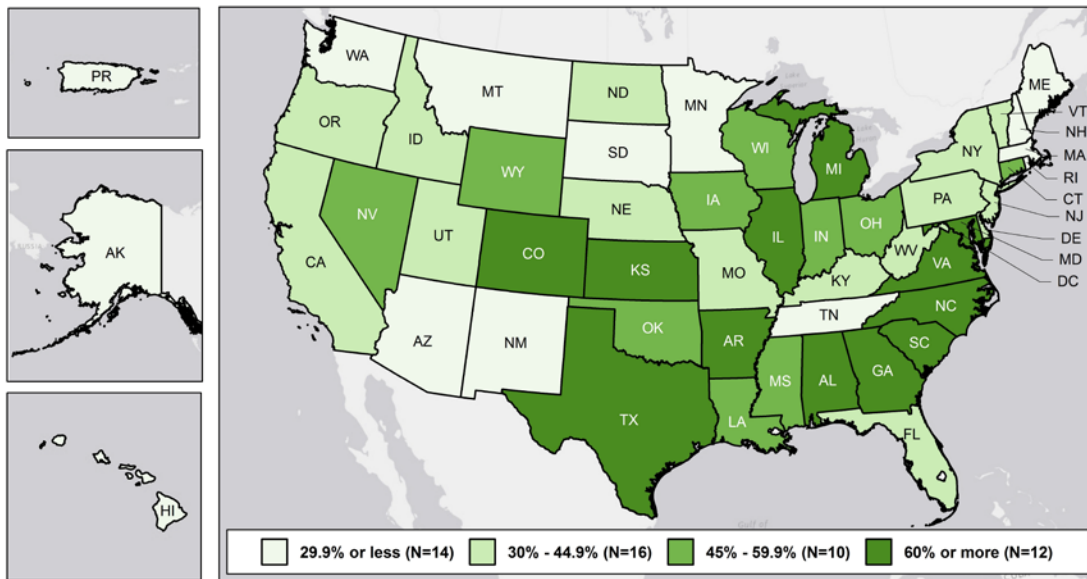
Source: CSPR, SY 2011 – 12

Between SYs 2010 – 11 and 2011 – 12, 13 states, Arkansas, Connecticut, Delaware, Georgia, Idaho, Indiana, Louisiana, Montana, Nebraska, New Hampshire, Ohio, Puerto Rico, and Wyoming, recorded increases of 3 percentage points or more for ELs who scored proficient or above in state reading/language arts assessments. Four states (Colorado, Kentucky, Michigan, and Wisconsin) reported decreases of 25 or more percentage points for ELs who scored proficient or above.

EL academic proficiency gaps. Table A-13 in Appendix A displays the percentage of “all students” and of ELs who scored proficient or above in state reading/language arts assessments during SYs 2010 – 11 and 2011 – 12. In SY 2010 – 11, the percentage of ELs scoring proficient or above in reading/language arts was consistently lower than the percentage of all students scoring proficient or above, with a range from as low as 8 percentage points (South Carolina) to as high as 51.1 percentage points (Montana). In SY 2011 – 12, Wyoming seemed to counter the national trend, with 38.4 percent of ELs scoring proficient or above in reading/language arts as compared to 33.7 percent of all students in that state. In all other states, the percentage of ELs scoring proficient or above was less than the percentage of all students scoring proficient or above, with differences ranging from 6.7 percentage points (Georgia) to 53 percentage points (Arizona).

Mathematics proficiency. Figures 27 and 28 below represent the percentage of ELs who scored proficient or above in state mathematics assessments in SYs 2010 – 11 and 2011 – 12. In SY 2010 – 11, 60 percent or more of ELs in 12 states, Alabama, Arkansas, Colorado, Georgia, Illinois, Kansas, Maryland, Michigan, North Carolina, South Carolina, Texas, and Virginia, scored proficient or above in state mathematics assessments. The five states with the highest percentages of ELs scoring proficient or above on state mathematics assessments in SY 2010 – 11 were Virginia (74.8 percent), Georgia (74.5 percent), Texas (74.4 percent), Kansas (73.7 percent), and Michigan (70 percent). (See Table A-14.)

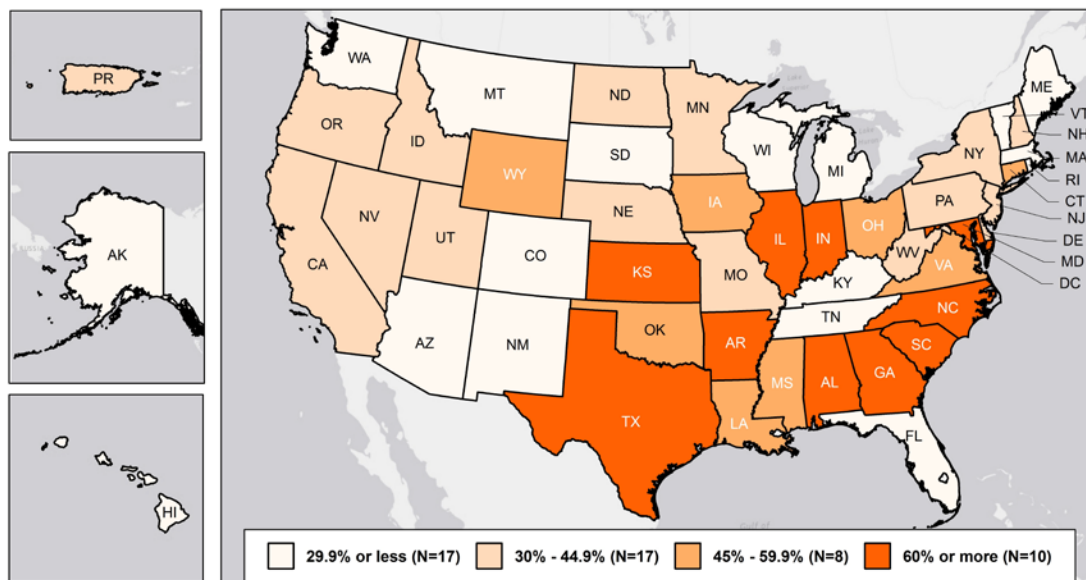
Figure 27. Percentage of ELs Who Scored Proficient or Above on State Mathematics Assessments, by State: SY 2010 – 11



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2010 – 11

Figure 28. Percentage of ELs Who Scored Proficient or Above on State Mathematics Assessments, by State: SY 2011 – 12



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SY 2011 – 12

In SY 2011 – 12, 10 states reported that 60 percent or more of ELs scored proficient or above in state mathematics assessments: Alabama, Arkansas, Georgia, Illinois, Indiana, Kansas, Maryland, North Carolina, South Carolina, and Texas. The three states with the highest percentages of ELs scoring proficient or above on state mathematics assessments in SY 2011 – 12 were Georgia (74.0 percent), Texas (74.7 percent), and Kansas (72.5 percent). (See Table A-14.)

Between SYs 2010 – 11 and 2011 – 12, 11 states, Alabama, Delaware, Idaho, Minnesota, Nebraska, New Hampshire, Ohio, Puerto Rico, South Carolina, Tennessee, and West Virginia, recorded increases of three or more percentage points for ELs who scored proficient or above in state mathematics assessments. Four states (Colorado, Michigan, Virginia, and Wisconsin) reported decreases of 25 or more percentage points for ELs who scored proficient or above. The three states with the highest increases in the percentage points of ELs who scored proficient or above in state mathematics assessments were Delaware (13.2 percentage points), Nebraska (10.7 percentage points), and New Hampshire (10.2 percentage points).

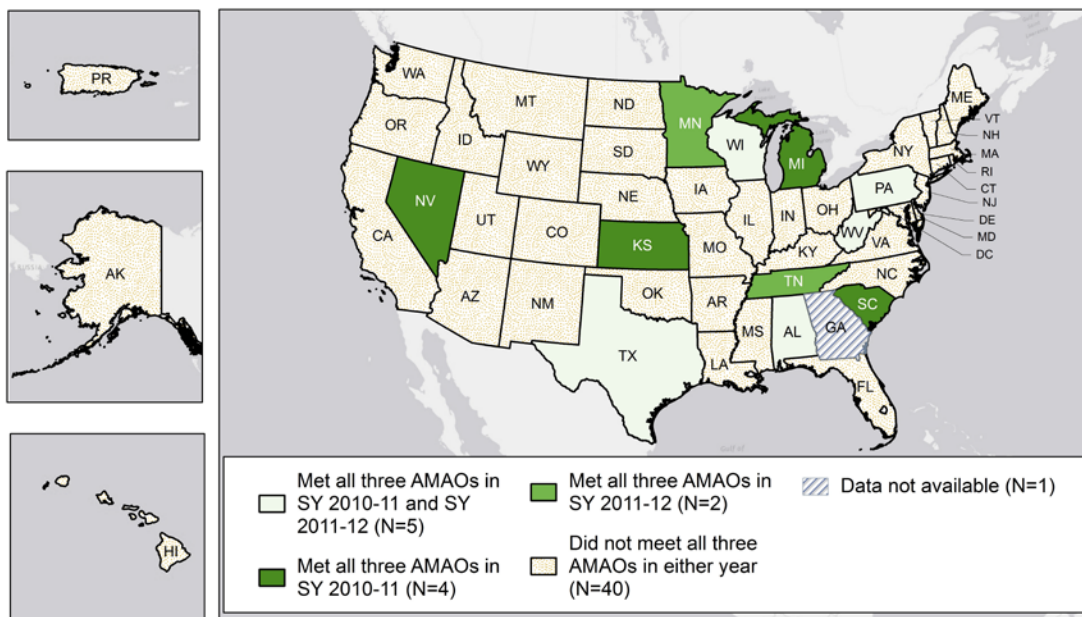
EL academic proficiency gaps. Table A-14 in Appendix A displays the percentage of “all students” and ELs who scored proficient or above in state mathematics assessments during SYs 2010 – 11 and 2011 – 12. In SY 2010 – 11, the percentage of ELs scoring proficient or above in

mathematics was consistently lower than the percentage of all students scoring proficient or above in all states except Puerto Rico, with a range of differences from as low as 2.8 percentage points (West Virginia) to as high as 51.1 percentage points (South Dakota). The same pattern holds true in SY 2011 – 12, with all states but Puerto Rico reporting that the percentage of ELs scoring proficient or above on state mathematics assessments was lower than the percentage of all students who scored proficient or above.

States and Subgrantees Meeting Goals for AMAO 1, AMAO 2, and AMAO 3

In the CSPR, states must report both whether the state as a whole met all three AMAOs, and the number of subgrantees that met all three AMAOs within the state. Figure 29 displays the number of states that met all three AMAOs in SYs 2010 – 11 and 2011 – 12. See Table A-15 for additional detail.

Figure 29. States That Met All Three AMAOs: SYs 2010 – 11 and 2011 – 12



Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Tables A-16 and A-17 in Appendix A present information on the number of subgrantees per state, how many subgrantees met the various AMAOs, and how many subgrantees with improvement plans did not meet AMAOs for two years or have not met AMAOs for four years. The number of subgrantees that met or did not meet all three AMAOs does not determine if a state met its targets for AMAOs.

In SY 2010 – 11, there were 5,267 subgrantees funded by *Title III*, of which 2,534 (48.1 percent) met all three AMAOs. Eight states, Alaska, Hawaii, Kansas, Louisiana, Montana, North Dakota, Puerto Rico, and South Dakota, reported that none of their subgrantees had met all three AMAOs. Only one state, West Virginia, reported that all its subgrantees met all three AMAOs.

In SY 2011 – 12, states reported that 2,647 (47.4 percent) of the 5,585 subgrantees funded by *Title III* met all three AMAOs. In two states, Nevada and West Virginia, all subgrantees met all three AMAOs. Five states (District of Columbia, Hawaii, Kentucky, Oklahoma, and Puerto Rico) reported that no subgrantees met all three AMAOs.

6. Monitored Former English Learners

Key Findings

Note: Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.

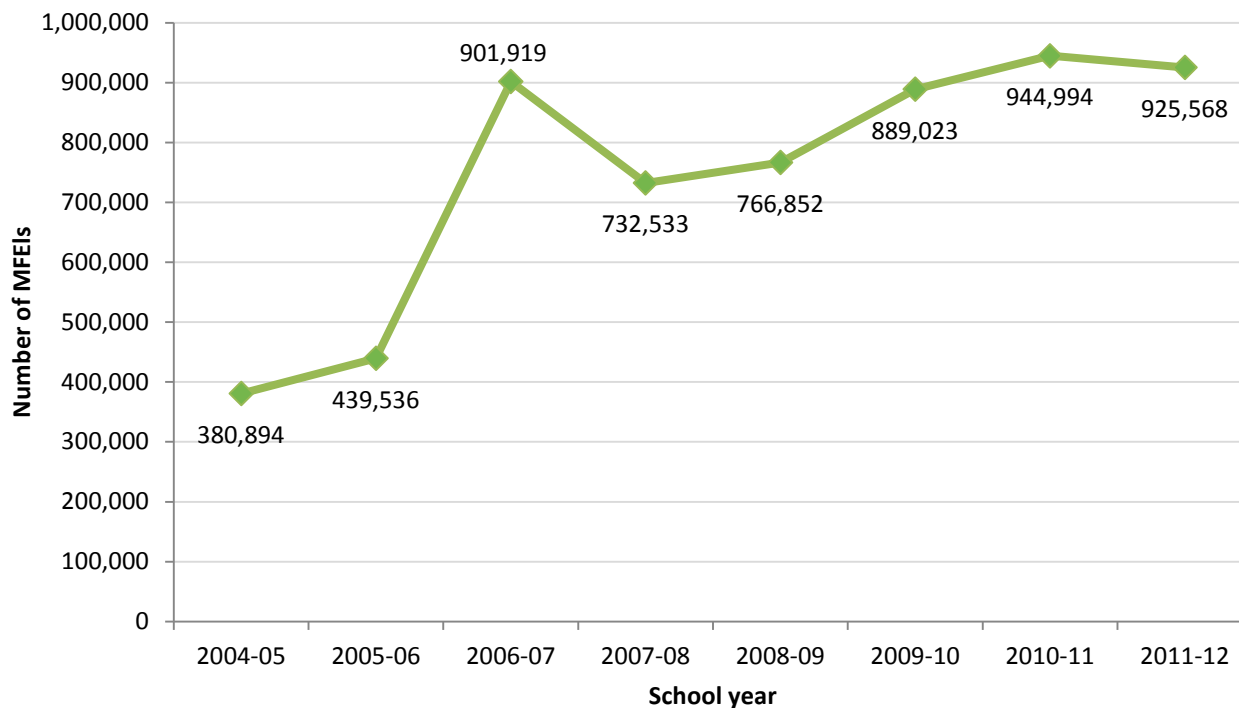
- Between SYs 2004–05 and 2011 – 12, the number of monitored former English learners (MFELs) increased by almost 150 percent, from 380,894 to 925,568 students.
- In total, states reported 944,994 MFELs in SY 2010 – 11 and 925,568 MFELs in SY 2011 – 12.
- MFELs tend to be geographically centered in the South and West, in similar patterns to the geographic distribution of ELs.
- In SY 2010 – 11, seven states reported that 95 percent or more of MFEL students scored proficient or above in state reading/language arts assessments, whereas four states reported that less than half of MFELs scored proficient or above on state reading/language arts assessment.
- In SY 2011 – 12, five states reported that 95 percent or more of MFELs scored proficient or above on reading/language arts assessments.
- Between SYs 2010-11 and 2011-12, seven states reported an increase of five percentage points or more for MFELs scoring proficient or above on the state reading/language arts assessments.
- In SY 2010 – 11, two states reported that 95 percent or more of MFELs scored proficient or above in the state mathematics assessment.
- In SY 2011 – 12, three states reported that 95 percent or more MFELs scored proficient or above in the state mathematics assessments, whereas seven states reported that less than half of MFELs met or exceeded proficiency on the state mathematics assessment.
- Between SYs 2010-11 and 2011-12, seven states reported an increase of 5 percentage points or more on MFELs scoring proficient or above on state mathematics assessments.

This chapter discusses monitored former English learners⁴⁰ (MFELs). States are required to report the number of ELs who have been served by *Title III*-funded programs, have met the criteria for exiting the EL subgroup (as defined by the state), and have transitioned into classrooms not tailored to EL students. *Title III* requires that states monitor these students for two years after exiting the EL subgroup to ensure that they maintain grade-appropriate English language skills and content-area achievement. States are required to report the number of MFELs who are in their first or second year of monitoring, and data on their proficiency on state reading/language arts and mathematics assessments, where applicable. Each state determines its own level and type of monitoring of MFELs. **Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data.**

Number of MFELs

From SYs 2004–05 to 2011 – 12, the number of MFELs increased by almost 150 percent—from 380,894 in SY 2004–05 to 925,568 in SY 2011 – 12 (Figure 30). However, this change masks the variability of reported MFELs from year to year. The number of MFELs climbed to 901,919 students in SY 2006 – 07, dipped to 732,533 in SY 2007–08, and then steadily rose to 766,852 in SY 2008-09; 889,023 in SY 2009–10; and 944,994 in SY 2010 – 11. The fluctuations in the data may reflect the various state data systems and challenges in tracking and reporting MFELs.

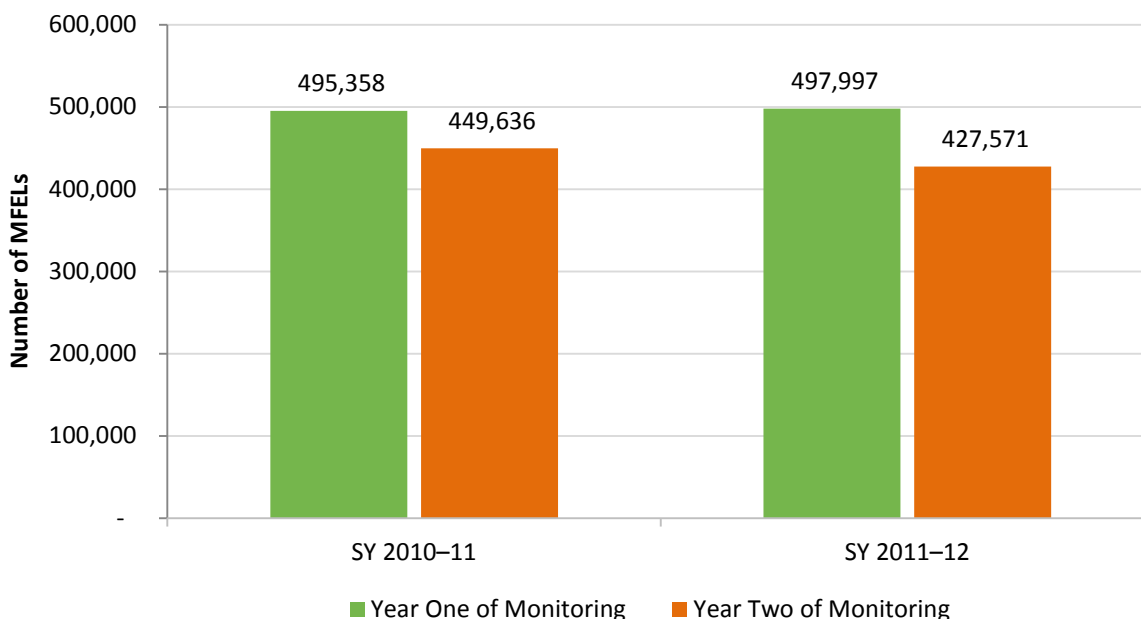
⁴⁰ Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

Figure 30. Number of MFELs Reported by States, by School Year: SYs 2004–05 Through 2011 – 12

Note: The number of states for which data were not available by SY is as follows: 8 (2004 – 05); 7 (2005 – 06); 2 (2006 – 07); 0 (2007 – 08); 1 (2008 – 09); 1 (2009 – 10); 0 (2010 – 11); 0 (2011 – 12)

Source: U.S. Department of Education, *Biennial Report to Congress* and CSPR, SYs 2004 – 05, 2005 – 06, 2006 – 07, 2007 – 08, 2008 – 09, 2009 – 10, 2010 – 11, and 2011 – 12

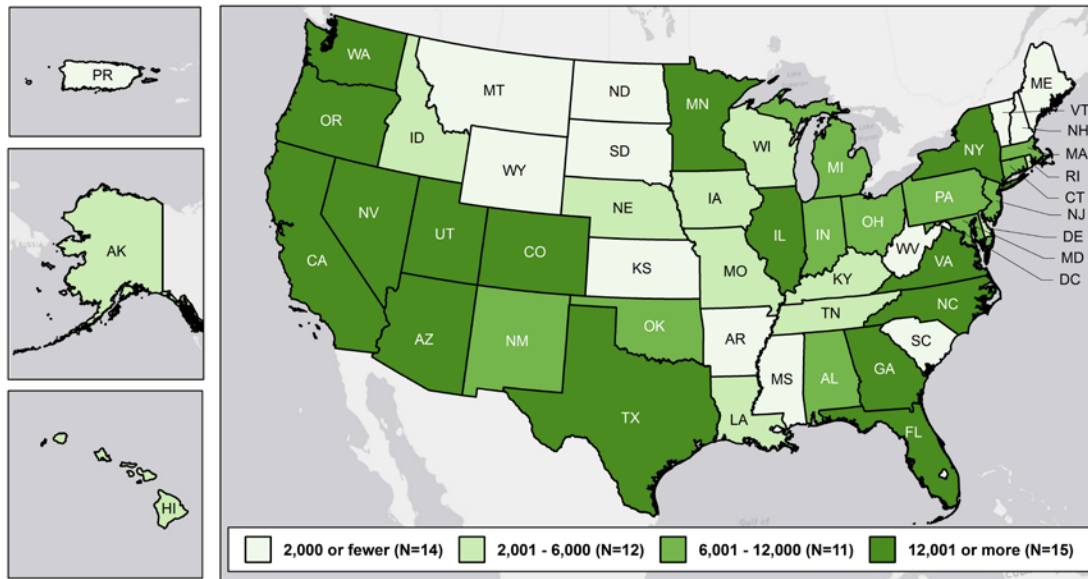
Title III requires that states monitor former EL students for two years after exiting the EL subgroup to ensure that they maintain grade-appropriate English language skills and content-area achievement. For both SYs 2010 – 11 and 2011 – 12, all states provided data on the number of MFEL students, including the numbers of students in each of their first and second years of monitoring (Figure 31; see Table A-18 in Appendix A for more detail). On average, there were fewer MFELs in their second year of monitoring than in their first year of monitoring. This may be due to the increasing challenges of tracking MFELs as they progress through their schooling.

Figure 31. Number of MFELs, by Year of Monitoring: SYs 2010 – 11 and 2011 – 12

Source: CSPR, SYs 2010 – 11 and 2011 – 12

The geographical dispersion of MFELs mirrors other trends discussed in this report; the same states with high concentrations of EL students have high concentrations of MFEL students. Fifteen states each reported 12,000 MFELs or more in SY 2010 – 11. Of those states, eight, Arizona, California, Colorado, Nevada, Oregon, Texas, Utah, and Washington, are located in the West. Four more, Florida, Georgia, North Carolina, and Virginia, are located in the South. Two of the states—Illinois and Minnesota—are in the Midwest, and one, New York, is in the Northeast. In both SYs 2010 – 11 and 2011 – 12, Southern and Western states report, on average, more MFELs than Northeastern or Midwestern states. (See Figure 32.)

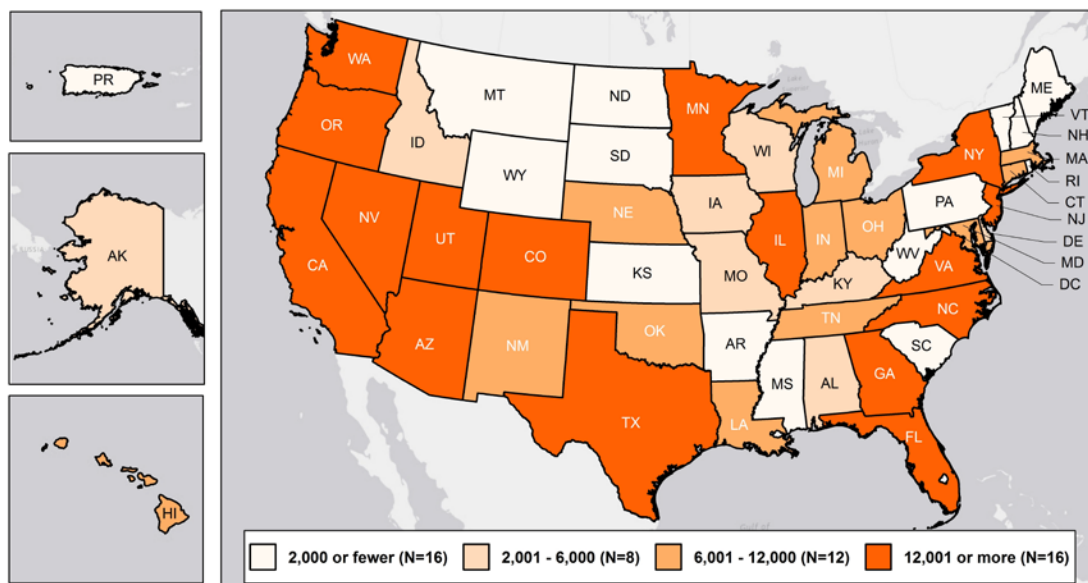
Figure 32. Number of MFELs, by State: SY 2010 – 11



Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

In SY 2011 – 12, the states with the highest numbers of reported MFELs are similar to those in SY 2010 – 11. California, Texas, and Florida had the three highest numbers of MFELs in both years. In SY 2011 – 12, 16 states reported fewer than 2,000 MFELs each: Arkansas, the District of Columbia, Kansas, Maine, Mississippi, Montana, New Hampshire, North Dakota, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia, and Wyoming. (See Figure 33.)

Figure 33. Number of MFELs, by State: SY 2011 – 12

Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

MFELs and Reading/Language Arts Proficiency

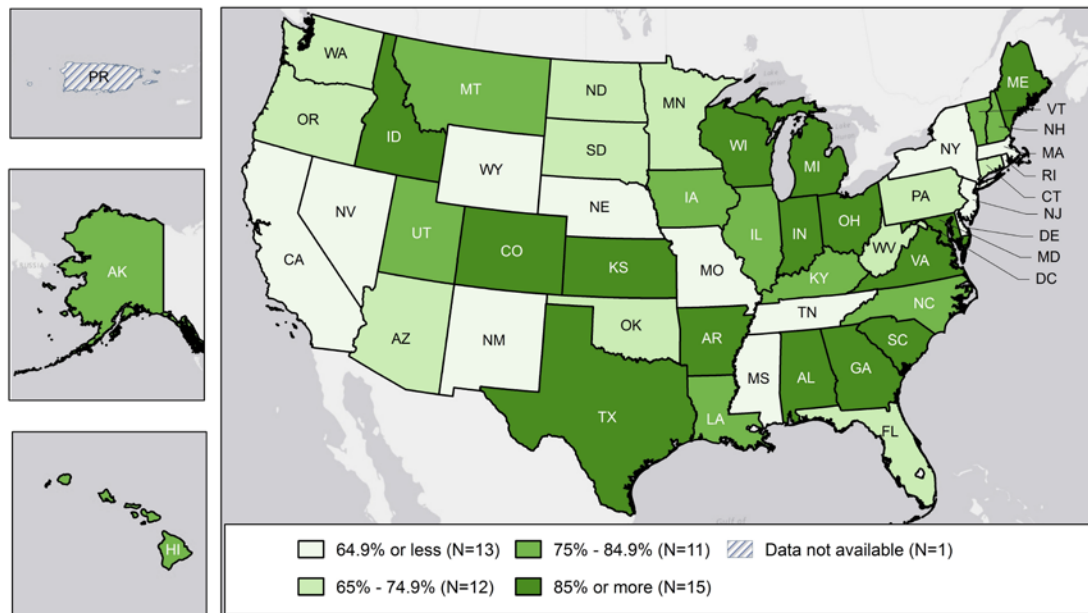
States must also provide achievement data for MFEL students (i.e., reading/language arts and mathematics proficiency data). That said, some states provide data on very few MFELs, and states have varying exit criteria and abilities to track students once they are deemed proficient.

In SY 2010 – 11, all states but Puerto Rico reported data on the percentage of MFELs scoring proficient or above on the state reading/language arts assessments. Of those, 15 states reported that 85 percent or more of MFELs scored proficient or above: Alabama, Arkansas, Colorado, Georgia, Indiana, Idaho, Kansas, Maine, Maryland, Michigan, Ohio, South Carolina, Texas, Virginia, and Wisconsin. (See Figure 34.)

All states but Puerto Rico reported that, in SY 2010 – 11, at least one in three MFELs scored proficient or above on the state reading/language arts assessment. Four states reported less than 50 percent of MFELs scoring proficient or above on the state reading/language arts assessment: Mississippi, New Jersey, New Mexico, and Tennessee. Fifteen states reported that 85 percent or more of MFELs scored proficient or above on the state reading/language arts assessment; of these states, Arkansas, Colorado, Georgia, Ohio, South Carolina, Virginia, and

Wisconsin reported that 95 percent or more of MFELs scored proficient or above in this content area. (See Table A-19.)

Figure 34. Percentage of MFELs Scoring Proficient or Above in State Reading/Language Arts Assessments, by State: SY 2010 – 11



Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

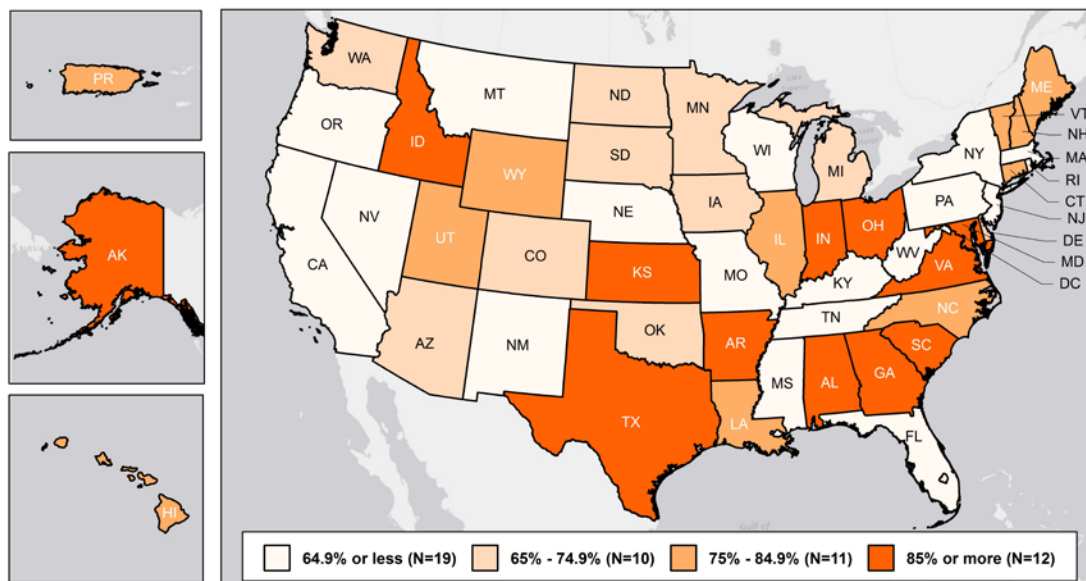
Source: CSPR, SYs 2010 – 11 and 2011 – 12

In SY 2011 – 12, all states reported data on the percentage of MFELs scoring proficient or above on the state reading/language arts assessments. In all, 12 states reported that 85 percent or more of MFELs scored proficient or above on the state reading/language arts assessments: Alabama, Alaska, Arkansas, Georgia, Idaho, Indiana, Kansas, Maryland, Ohio, South Carolina, Texas, and Virginia. (See Figure 35.) Five of those states, Arkansas, Georgia, Ohio, South Carolina, and Virginia, reported that 95 percent or more of MFELs scored proficient or above on the state reading/language arts assessment. (See Table A-19.)

In SY 2011 – 12, 19 states reported that less than 65 percent of MFELs scored proficient or higher on the state reading/language arts assessment. These states were California, District of Columbia, Florida, Kentucky, Massachusetts, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, Oregon, Pennsylvania, Rhode Island, Tennessee, West Virginia, and Wisconsin. (See Figure 35.) Eight states reported that fewer than half of MFELs scored proficient or above on the state’s reading/language arts assessment in SY 2011 –

12: Mississippi (29 percent); Montana (46 percent); New Jersey (44 percent); New Mexico (44 percent); New York (48 percent); Tennessee (41 percent); West Virginia (49 percent); and Wisconsin (44 percent). (See Table A-19.)

Figure 35. Percentage of MFELs Scoring Proficient or Above on State Reading/Language Arts Assessments, by State: SY 2011 – 12



Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

In both school years, about one in four states reported that 85 percent or more of MFELs scored proficient or above on the state reading/language arts assessment.

Between SYs 2010 – 11 and 2011 – 12, 25 states reported a decrease in the percentage of MFELs who scored proficient or above on state reading/language arts assessments: Alabama, Arizona, Colorado, District of Columbia, Florida, Hawaii, Iowa, Kentucky, Maine, Michigan, Mississippi, Montana, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Vermont, West Virginia, and Wisconsin. (See Table A-20.)

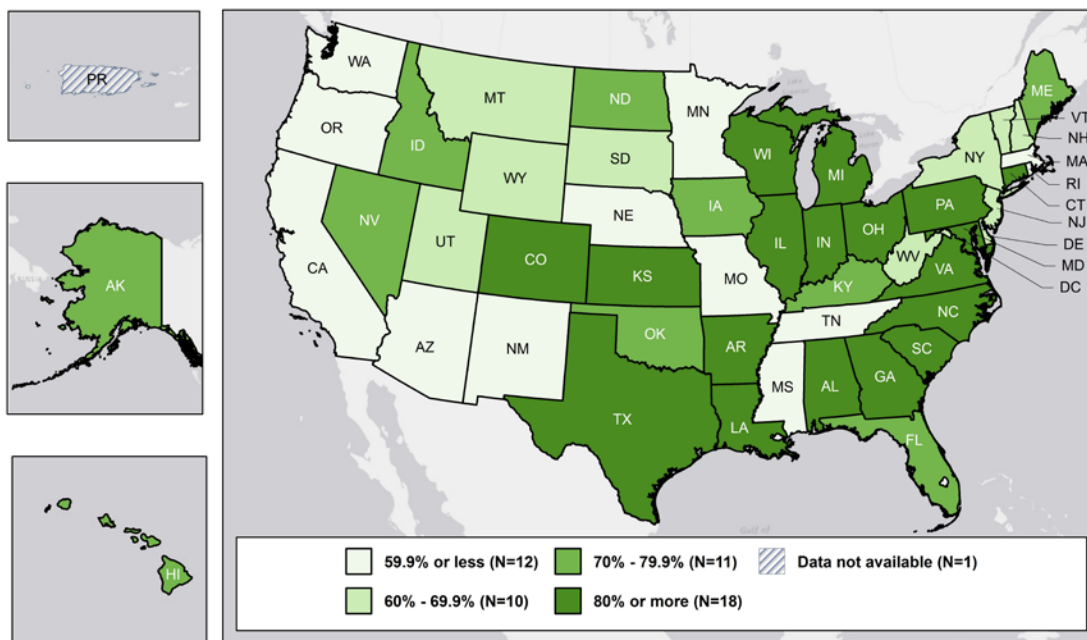
Over the same period (SYs 2010 – 11 to 2011 – 12), 26 states reported an increase in the percentage of MFEL students who scored proficient or above on the state reading/language arts assessment: Alaska, Arkansas, California, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, Nevada, New Mexico, North Carolina, Oklahoma, South Carolina, South Dakota, Tennessee, Virginia,

Washington, and Wyoming. Note that because Puerto Rico did not report data for SY 2010 – 11, year-to-year comparisons could not be calculated. (See Table A-20.)

MFELs and Mathematics Proficiency

States also reported the number of MFELs meeting or exceeding proficiency on the state mathematics assessments. All states but Puerto Rico reported assessment data for SY 2010 – 11, with 18 states reporting that 80 percent or more of MFELs met or exceeded proficiency on the state mathematics assessments: Alabama, Arkansas, Colorado, Connecticut, Georgia, Illinois, Indiana, Kansas, Louisiana, Maryland, Michigan, North Carolina, Ohio, Pennsylvania, South Carolina, Texas, Virginia, and Wisconsin (Figure 36). Of these 18 states, 10 reported that 90 percent or more of MFELs met or exceeded proficiency on state mathematics assessments: Georgia, Kansas, Michigan, North Carolina, Ohio, Texas, Virginia, and Wisconsin, along with Arkansas and South Carolina, which reported that more than 95 percent of MFELs scored proficient or above on state mathematics assessments in SY 2010 – 11. (See Table A-19.)

Figure 36. Percentage of MFELs Scoring Proficient or Above on State Mathematics Assessments, by State: SY 2010 – 11

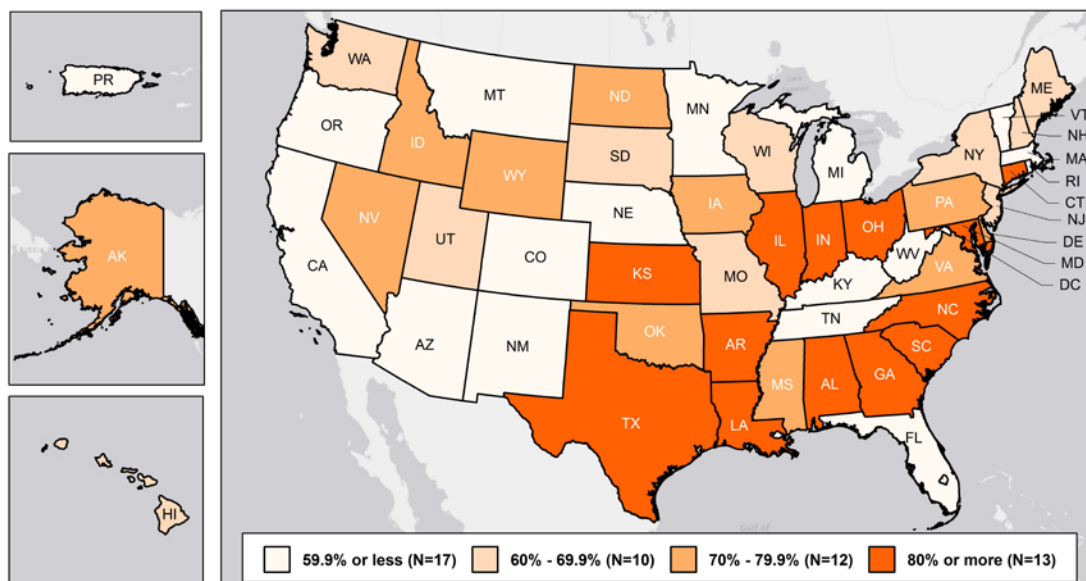


Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

In the following year, SY 2011 – 12, 13 states reported that 80 percent or more of MFELs met or exceeded proficiency on state mathematics assessments: Alabama, Arkansas, Connecticut, Georgia, Illinois, Indiana, Kansas, Louisiana, Maryland, North Carolina, Ohio, South Carolina, and Texas (Figure 37). Of these 13 states, seven reported that 90 percent or more of MFELs scored proficient or above on state mathematics assessments that year: Alabama, Arkansas, Illinois, Indiana, North Carolina, Ohio, and South Carolina. In Arkansas, Indiana, and South Carolina, MFELs scoring proficient or above on mathematics assessments exceeded 95 percent.

Figure 37. Percentage of MFELs Scoring Proficient or Above on State Mathematics Assessments, by State: SY 2011 – 12



Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Seven states reported that less than half of MFELs met or exceeded proficiency on state mathematics assessments in SY 2011 – 12: Arizona, Michigan, Montana, New Mexico, Puerto Rico, Rhode Island, and Tennessee. (See Table A-19.)

Comparing SYs 2010 – 11 to 2011 – 12, 28 states reported a decrease in the percentage of MFELs scoring proficient or above in mathematics: Alaska, Arizona, Colorado, Florida, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Texas, Vermont, Virginia, West Virginia, and Wisconsin. At the same time, seven

states reported an increase of 5 percentage points or more, from SY 2010 – 11 to SY 2011 – 12, for MFELs meeting mathematics proficiency on state assessments: Delaware, Indiana, Minnesota, Mississippi, Missouri, Nebraska, and Tennessee. Because Puerto Rico did not report the percentage of MFELs proficient or above in mathematics for SY 2010 – 11, change over time could not be calculated. (See Table A-20.)

7. Educational Staff Working With English Learners

Key Findings

- Between SYs 2010 – 11 and 2011 – 12,
 - 26 states reported an increase in certified or licensed teachers working with ELs in activities funded by *Title III*; three states reported no change; and 23 states reported fewer teachers in SY 2011 – 12 than in SY 2010 – 11.
 - 17 states increased the projected number of additional teachers needed in five years; 15 states did not change projections; and 20 states decreased projections.

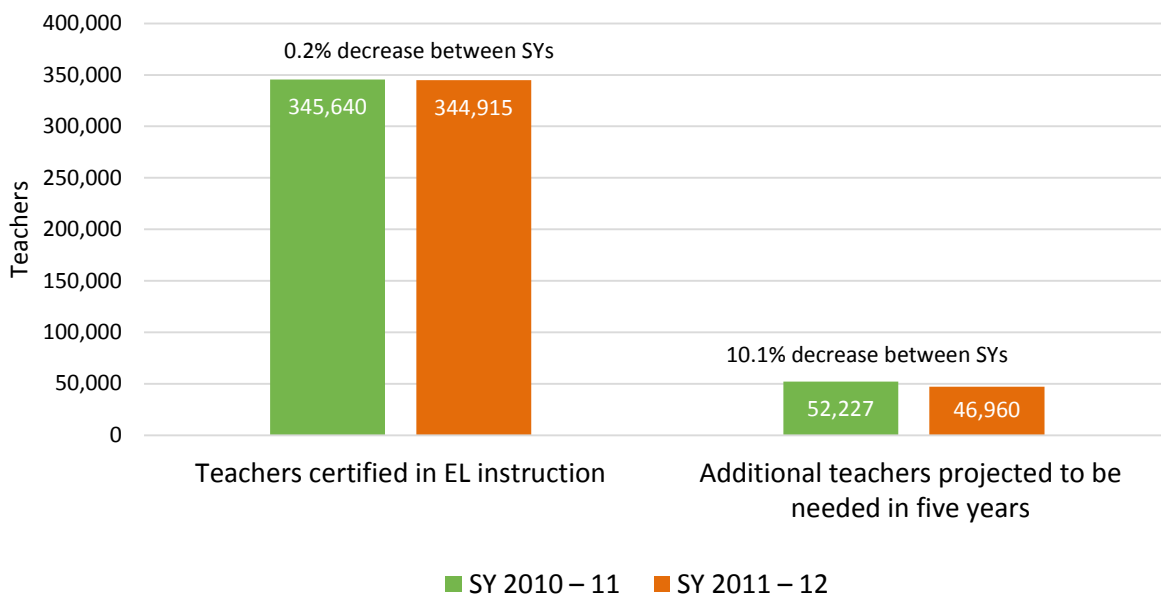
This chapter provides an overview of the number of certified or licensed teachers working with ELs in *Title III*-funded activities in both SYs 2010 – 11 and 2011 – 12, and the projected need for additional staff in five years.⁴¹ The discussion also describes recent trends in employed teachers and the projected need for additional staff in the five states with the largest numbers of ELs: California, Texas, Florida, New York, and Illinois.

Teacher Supply and Demand: SYs 2010 – 11 and 2011 – 12

In SY 2010 – 11, states reported 345,640 certified or licensed teachers in *Title III*-funded activities. All states together, except for Florida, projected needing 52,227 additional teachers in five years (i.e., by SY 2015 – 16). In SY 2011 – 12, states reported 344,915 certified or licensed teachers in *Title III*-funded activities. All states together, except for Florida, projected they would need 46,960 additional teachers in five years (i.e., by SY 2016 – 17). (See Figure 38.)

⁴¹ As defined within the CSPR, “The number should be the total additional teachers needed for the next five years, not the number needed for each year. Do not include the number of teachers currently working in *Title III* English language instruction educational programs.”

Figure 38. Number of Certified or Licensed Teachers Working in Title III-Funded Activities in SYs 2010 – 11 and 2011 – 12, With Projected Additional Numbers Needed in Five Years



Source: CSPR, SYs 2010 – 11 and 2011 – 12

Between SYs 2010 – 11 and 2011 – 12, the total number of certified or licensed teachers working in Title III-funded activities decreased 0.2 percent, or by 725 teachers. The estimated projection of additional teachers needed in the next five years decreased 10.1 percent, or by 5,267 teachers. (See Figure 38.) In the same period, the percentage of Title III-served ELs increased 7.2 percent, from 4,086,989 to 4,383,179 ELs (Figure 1).

For the period between SYs 2010 – 11 and 2011 – 12, 26 states reported an increase in certified or licensed teachers. Three states reported no change, and 23 states reported fewer teachers in SY 2011 – 12 than in SY 2010 – 11. Seventeen states increased the projected number of additional teachers needed in five years, 15 states did not change projections, and 20 states decreased projections. Table A-21 in Appendix A displays each state’s number of certified or licensed teachers and the projected additional teachers needed in five years, for SYs 2010 – 11 and 2011 – 12.

Teacher Supply and Demand in the Five States With the Largest Numbers of ELs

Table 8 shows the number of certified or licensed teachers in the five states with the largest numbers of ELs. The table also displays these states’ projections for additional teachers needed in five years, and the percentage change in the number of Title III-served ELs between

SYs 2010 – 11 and 2011 – 12. Logic suggests that if the number of ELs increased, there should be a corresponding increase in the number of *Title III*-certified or -licensed teachers. However, several states reported a decrease in teachers or projected need for additional teachers, despite serving more ELs with *Title III* funds.

California, the state with the largest EL population, reported a decrease in the number, but not the percentage, of certified or licensed teachers in *Title III*-funded activities between SYs 2010 – 11 and 2011 – 12, and a decrease in the projected number of additional teachers needed in five years. Between the two years, California reported fewer identified ELs; however, the number of *Title III*-served ELs increased by nearly 28 percent, or by approximately 300,000.

Table 8. Number of Certified or Licensed Teachers Working in *Title III*-Funded Activities and the Projected Additional Number Needed in Five Years, by Five States With the Largest Numbers of ELs: SYs 2010 – 11 and 2011 – 12

State	Teachers certified/licensed in <i>Title III</i> instruction			Additional teachers needed in next five years			Percentage change in <i>Title III</i> -served ELs between SYs
	SY 2010 – 11	SY 2011 – 12	Percentage change between SYs	SY 2010 – 11	SY 2011 – 12	Percentage change between SYs	
California	207,434	207,346	0.0%	12,525	10,405	-16.9%	27.9%
Florida	44,623	45,680	2.4%	0	0	NR	0.0%
Illinois	4,617	4,130	-10.5%	2,765	1,089	-60.6%	0.3%
New York	4,766	6,531	37.0%	3,679	1,984	-46.1%	-8.9%
Texas	22,455	22,453	0.0%	11,129	10,811	-2.9%	0.5%

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Florida reported a slight increase in the number of certified or licensed teachers between SYs 2010 – 11 and 2011 – 12, though the number of *Title III*-served ELs stayed constant during that period. Conversely, in Illinois, though the number of *Title III*-served ELs increased slightly in that period (0.3 percent), the percentage of certified or licensed teachers decreased over 10 percent between SYs 2010 – 11 and 2011 – 12, and Illinois projected needing 61 percent fewer additional teachers in five years.

Between the SY 2010 – 11 and SY 2011 – 12 CSPR, New York reported an increase of 37 percent (1,765) in the number of certified or licensed teachers, and a reduction of 46 percent (1,695) in the projected need for additional teachers. New York reported a decrease of nearly 9 percent in *Title III*-served ELs during the same period. Texas maintained essentially the same

number of teachers between the two years (a decrease of two certified or licensed teachers), and decreased the projection for additional teachers needed in five years by nearly 3 percent. Texas's EL enrollment increased minimally (0.5 percent) between SYs 2010 – 11 and 2011 – 12.

States cited many reasons for changes in the number of certified or licensed teachers currently in *Title III*-funded activities and projections for the number of additional teachers necessary in five years:

- States most commonly reported that decreasing numbers of teachers was due to declining enrollment of EL students. This was true for California, which reported that based on declining enrollment patterns, subgrantees were indicating no additional need for teachers in the next five years.
- State budget crises have reduced state funding levels of LEAs in many states. As a result, LEAs have laid off staff, including EL teachers.
- Trends in human resources, such as teachers currently in pre-service training programs and those who plan to retire, may alter projection estimates.
- States indicated that reporting issues, such as subgrantees not reporting estimates, affected the counts of current and additional teachers needed. (For example, the District of Columbia reported that only District of Columbia Public Schools are required to employ certified or licensed teachers, but the growth of the EL population is occurring in charter schools that do not need to employ certified teachers. Therefore, it may be difficult for some states to estimate accurately the number of additional teachers needed in the future.)

Appendix A: Detailed Data Tables

Note: Data may differ from state to state and year to year because states use different (1) assessments and assessment procedures, (2) criteria to determine English language proficiency and eligibility for EL services, (3) criteria for exiting EL programs, and (4) English language proficiency and content-area standards. Caution should be exercised when interpreting these data. Please also note that numbers and percentages reflect rounding. To access each individual state's completed CSPR for SY 2010 – 11 or 2011 – 12, please visit

<http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

Table A-1. Number of Identified English Learners in SYs 2004 – 05 and 2011 – 12, and Percentage Change, by State

State	SY 2004 – 05 Number of ELs	SY 2011 – 12 Number of ELs	Percentage Change in Number of ELs Between SYs
Total	4,247,487	4,635,185	9%
Alabama	15,295	19,468	27%
Alaska	20,140	16,530	-18%
Arizona	155,789	96,494	-38%
Arkansas	17,384	32,814	89%
California	1,591,525	1,387,665	-13%
Colorado	91,308	112,529	23%
Connecticut	27,580	31,107	13%
Delaware	4,949	7,007	42%
District of Columbia	5,555	5,337	-4%
Florida	236,527	269,173	14%
Georgia	50,381	90,595	80%
Hawaii	18,376	19,909	8%
Idaho	15,899	16,269	2%
Illinois	192,764	187,602	-3%
Indiana	32,306	51,240	59%
Iowa	15,452	22,425	45%
Kansas	23,512	47,040	100%
Kentucky	11,181	18,579	66%
Louisiana	5,494	13,952	154%
Maine	2,896	2,253	-22%
Maryland	24,811	55,618	124%
Massachusetts	16,339	71,626	338%
Michigan	25,889	76,953	197%

State	SY 2004 – 05 Number of ELs	SY 2011 – 12 Number of ELs	Percentage Change in Number of ELs Between SYs
Minnesota	58,815	70,225	19%
Mississippi	4,152	7,044	70%
Missouri	16,269	24,891	53%
Montana	6,952	3,319	-52%
Nebraska	13,550	20,304	50%
Nevada	72,117	79,347	10%
New Hampshire	4,035	4,495	11%
New Jersey	41,812	57,034	36%
New Mexico	70,926	59,188	-17%
New York	203,583	236,514	16%
North Carolina	78,395	105,056	34%
North Dakota	4,749	3,562	-25%
Ohio	24,167	42,824	77%
Oklahoma	33,508	41,405	24%
Oregon	58,546	58,580	0%
Pennsylvania	39,847	49,465	24%
Rhode island	10,273	7,906	-23%
South Carolina	15,396	38,553	150%
South Dakota	5,847	5,307	-9%
Tennessee	19,355	32,570	68%
Texas	615,466	747,422	21%
Utah	56,319	38,401	-32%
Vermont	1,393	1,573	13%
Virginia	67,933	97,837	44%
Washington	78,816	97,397	24%
West Virginia	843	1,865	121%
Wisconsin	39,329	48,164	22%
Wyoming	3,742	2,752	-26%

Source: U.S. Department of Education, *Biennial Report to Congress 2004 – 06* and CSPR, SY 2011 – 12

**Table A-2. Top Five Languages Spoken by K – 12 English Learners, as Reported by States:
SYs 2010 – 11 and 2011 – 12**

Languages	Total speakers in	
	SY 2010 – 11	SY 2011 – 12
Total	3,680,173	4,035,536
Albanian	1,741	2,124
Algonquian languages	NR	117
Amharic	13	1,197

Languages	Total speakers in	
	SY 2010 – 11	SY 2011 – 12
Arabic	61,848	64,487
Arapaho	NR	27
Bengali	7,939	8,385
Bosnian	1,928	1,877
Burmese	1,637	1,915
Caucasian (Other)	749	859
Central Khmer	155	286
Cherokee	1,117	1,160
Chinese	68,563	88,798
Chinook jargon	7	NR
Choctaw	71	NR
Chuukese	1,923	1,814
Creoles and pidgins (Other)	378	398
Creoles and pidgins, French-based (Other)	759	767
Creoles and pidgins, Portuguese-based (Other)	3,661	3,785
Cushitic (Other)	166	166
Dakota	304	NR
Filipino; Pilipino	1,301	1,271
French	2,424	2,642
German	3,922	3,028
Gujarati	76	141
Haitian; Haitian Creole	34,944	38,227
Hawaiian	9	7
Hmong	41,480	40,445
Iloko	4,383	3,347
Inupiaq	1,525	1,422
Irish	11	10
Japanese	335	1,007
Karen languages	1,998	3,589
Korean	7,002	5,868
Maithili	342	NR
Marshallese	3,423	3,257
Navajo; Navaho	8,907	9,372
Nepali	660	2,845
Nias	1,037	1,165
Nilo-Saharan (Other)	414	399
North American Indian	657	394

Languages	Total speakers in	
	SY 2010 – 11	SY 2011 – 12
Ojibwe	699	471
Philippine (Other)	478	510
Polish	5,100	5,302
Portuguese	8,373	8,416
Russian	9,555	8,687
Siouan languages	828	774
Somali	20,087	19,514
Spanish; Castilian	3,225,831	3,562,860
Swahili	148	NR
Tagalog	19,788	23,192
Thai	271	239
Tonga (Tonga Islands)	1,021	905
Ukrainian	2,139	NR
Urdu	8,678	8,614
Vietnamese	76,857	79,021
Yupik languages	6,371	7,072
Undetermined	17,941	4,606
Reserved for local use	470	610
Uncoded languages	2,935	2,910
No linguistic content; Not applicable	4,794	5,235

Note: NR means “Not reported.” For more detail on each state’s reported top five languages, see the State Profiles in Appendix B.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-3. Number of K-12 Immigrant Children and Youth Enrolled in Schools and Served With Title III Funds, and Percentage Served With Title III Funds, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11			SY 2011 – 12		
	Immigrant children and youth enrolled	Immigrant children and youth served with Title III funds	Percentage served with Title III funds	Immigrant children and youth enrolled	Immigrant children and youth served with Title III funds	Percentage served with Title III funds
Total	749,266	161,891	21.6%	734,426	136,195	18.5%
Alabama	2,980	1,062	35.6%	2,935	1,104	37.6%
Alaska	1,432	233	16.3%	1,313	83	6.3%
Arizona	13,459	3,737	27.8%	10,545	7,280	69.0%
Arkansas	0	0	NA	NR	NR	NR
California	133,833	7,702	5.8%	176,994	5,862	3.3%

State	SY 2010 – 11			SY 2011 – 12		
	Immigrant children and youth enrolled	Immigrant children and youth served with Title III funds	Percentage served with Title III funds	Immigrant children and youth enrolled	Immigrant children and youth served with Title III funds	Percentage served with Title III funds
Colorado	9,873	4,585	46.4%	8,557	4,193	49.0%
Connecticut	1,917	1,917	100.0%	9,243	3,724	40.3%
Delaware	1,976	1,975	99.9%	1,859	0	0.0%
District of Columbia	58	NR	NR	999	NR	NR
Florida	84,874	7,945	9.4%	58,406	1,679	2.9%
Georgia	20,086	6,042	30.1%	18,290	5,175	28.3%
Hawaii	2,458	1,973	80.3%	2,781	2,016	72.5%
Idaho	1,587	1,436	90.5%	1,713	33	1.9%
Illinois	22,368	1,433	6.4%	18,322	962	5.3%
Indiana	6,795	2,046	30.1%	6,162	1,549	25.1%
Iowa	4,010	2,622	65.4%	4,334	3,135	72.3%
Kansas	3,745	956	25.5%	3,477	568	16.3%
Kentucky	3,635	623	17.1%	4,444	564	12.7%
Louisiana	3,226	291	9.0%	3,173	1,352	42.6%
Maine	438	4	0.9%	465	3	0.6%
Maryland	17,908	1,149	6.4%	17,673	1,154	6.5%
Massachusetts	20,988	14,029	66.8%	20,974	14,460	68.9%
Michigan	6,665	3,369	50.5%	7,910	4,010	50.7%
Minnesota	8,961	NR	NR	10,310	939	9.1%
Mississippi	896	145	16.2%	183	NR	NR
Missouri	4,447	2,277	51.2%	5,081	2,702	53.2%
Montana	134	90	67.2%	170	99	58.2%
Nebraska	4,242	3,210	75.7%	4,433	3,595	81.1%
Nevada	6,732	119	1.8%	6,826	125	1.8%
New Hampshire	1,194	222	18.6%	1,213	422	34.8%
New Jersey	40,363	18,567	46.0%	27,889	10,666	38.2%
New Mexico	10,585	NR	NR	6,425	NR	NR
New York	19,397	19,397	100.0%	19,431	19,431	100.0%
North Carolina	15,060	3,258	21.6%	12,544	995	7.9%
North Dakota	731	436	59.6%	743	743	100.0%
Ohio	12,111	4,642	38.3%	11,374	3,229	28.4%
Oklahoma	4,713	2,255	47.8%	3,897	1,314	33.7%
Oregon	43	41	95.3%	7,730	22	0.3%
Pennsylvania	13,107	6,500	49.6%	13,864	7,110	51.3%

State	SY 2010 – 11			SY 2011 – 12		
	Immigrant children and youth enrolled	Immigrant children and youth served with Title III funds	Percentage served with Title III funds	Immigrant children and youth enrolled	Immigrant children and youth served with Title III funds	Percentage served with Title III funds
Puerto Rico	923	138	15.0%	243	204	84.0%
Rhode island	3,499	70	2.0%	1,893	70	3.7%
South Carolina	4,301	76	1.8%	4,122	166	4.0%
South Dakota	1,459	6	0.4%	1,664	10	0.6%
Tennessee	6,530	3,703	56.7%	6,352	4,474	70.4%
Texas	171,696	15,333	8.9%	153,068	11,785	7.7%
Utah	2,789	317	11.4%	2,541	455	17.9%
Vermont	670	165	24.6%	572	353	61.7%
Virginia	24,612	5,646	22.9%	23,822	3,329	14.0%
Washington	17,727	5,686	32.1%	19,587	724	3.7%
West Virginia	1,923	1,923	100.0%	2,112	2,112	100.0%
Wisconsin	5,727	2,157	37.7%	5,429	1,876	34.6%
Wyoming	383	383	100.0%	339	339	100.0%

Note: NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-4. Languages Offered In Dual Language Programs, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	Dual Language Program	Languages	Dual Language Program	Languages
Total	37		38	
Alabama	No		No	
Alaska	No		Yes	Yupik, Spanish, Inupiaq
Arizona	Yes	Spanish	Yes	Spanish
Arkansas	No		No	
California	Yes	Arabic, Armenian, Cantonese, Chinese, German, Italian, Japanese, Korean, Mandarin, Spanish	Yes	Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	Yes	Spanish	Yes	Spanish
Delaware	Yes	Spanish	Yes	Spanish
District of Columbia	Yes	Spanish and French	Yes	Spanish and French
Florida	NR	NR	NR	
Georgia	Yes	Spanish	Yes	Spanish

State	SY 2010 – 11		SY 2011 – 12	
	Dual Language Program	Languages	Dual Language Program	Languages
Hawaii	No		No	
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish
Iowa	Yes	Spanish	Yes	Spanish
Kansas	Yes	Spanish	Yes	Spanish
Kentucky	No		No	
Louisiana	Yes	Spanish	Yes	Spanish, Vietnamese, French Creole
Maine	Yes	French	Yes	French
Maryland	No		No	
Massachusetts	Yes	Spanish, Portuguese	Yes	Spanish, Portuguese
Michigan	Yes	Spanish	Yes	Spanish
Minnesota	Yes	Arabic, Chinese, French, Hmong, Ojibwe, Spanish	Yes	Spanish, French, Mandarin
Mississippi	Yes	Spanish	Yes	Spanish
Missouri	No		No	
Montana	No		No	
Nebraska	Yes	Spanish	Yes	Spanish
Nevada	Yes	Spanish	Yes	Spanish
New Hampshire	No		No	
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes	Spanish	Yes	Spanish; Native American Languages
New York	Yes	Spanish, Chinese, Haitian-Creole, French, Italian	Yes	Spanish, Chinese, Haitian-Creole, French, Korean, Russian
North Carolina	Yes	Spanish, Chinese (Mandarin), Japanese, German, French	Yes	Spanish, Chinese (Mandarin), Japanese, German, French
North Dakota	No		No	
Ohio	Yes	French, Spanish	Yes	Chinese, French, Russian, Spanish
Oklahoma	Yes	Spanish, Cherokee	Yes	Spanish
Oregon	Yes	Spanish, Russian and Chinese	Yes	Spanish, Russian, Chinese, Japanese
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico	Yes	Spanish	No	
Rhode Island	Yes	Spanish, Portuguese	Yes	Spanish, Portuguese
South Carolina	Yes	Spanish	Yes	Spanish
South Dakota	No		No	
Tennessee	No		Yes	Spanish
Texas	Yes	Spanish	Yes	Spanish, Vietnamese, Chinese

State	SY 2010 – 11		SY 2011 – 12	
	Dual Language Program	Languages	Dual Language Program	Languages
Utah	Yes	Spanish	Yes	Chinese, French, Portuguese, Spanish
Vermont	No		No	
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Spanish, Russian, Chinese	Yes	Spanish, Russian, Chinese
West Virginia	No		No	
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	Yes	Spanish	Yes	Spanish

Note: NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-5. Languages Offered In Two-Way Immersion Programs, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	Two-Way Immersion Program	Languages	Two-Way Immersion Program	Languages
Total	20		23	
Alabama	No		No	
Alaska	Yes	Russian, Japanese, Yup'ik	No	
Arizona	No		No	
Arkansas	No		No	
California	Yes	Arabic, Armenian, Cantonese, Chinese, German, Italian, Japanese, Korean, Mandarin, Spanish	Yes	Armenian, Cantonese, Chinese, French, German, Hmong, Italian, Japanese, Korean, Mandarin, Spanish
Colorado	Yes	Spanish	Yes	Spanish, Chinese
Connecticut	No		No	
Delaware	No		Yes	NR
District of Columbia	Yes	Spanish	Yes	Spanish
Florida	NR	NR	NR	
Georgia	No		No	
Hawaii	No		No	
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish	Yes	Spanish
Indiana	No		Yes	Spanish
Iowa	No		No	
Kansas	No	N/A	NR	
Kentucky	No		No	
Louisiana	No		No	

State	SY 2010 – 11		SY 2011 – 12	
	Two-Way Immersion Program	Languages	Two-Way Immersion Program	Languages
Maine	Yes	French	Yes	French
Maryland	No		No	
Massachusetts	No		No	
Michigan	Yes	Spanish, Mandarin	Yes	Spanish, Arabic, Mandarin
Minnesota	Yes	German, Hmong, Spanish	Yes	Spanish
Mississippi	Yes	Spanish	Yes	Spanish
Missouri	No		No	
Montana	No		No	
Nebraska	No		Yes	Spanish
Nevada	Yes	Spanish	Yes	Spanish
New Hampshire	No		No	
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes	Spanish	No	
New York	No		Yes	Spanish, Chinese, Italian
North Carolina	No		No	
North Dakota	No		No	
Ohio	Yes	French, Spanish	Yes	French, Spanish
Oklahoma	No		Yes	Cherokee, Spanish
Oregon	Yes	Spanish	Yes	Spanish
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico	No		No	
Rhode island	No		No	
South Carolina	No		No	
South Dakota	No		No	
Tennessee	No		No	
Texas	Yes	Spanish	Yes	Spanish, Vietnamese, Chinese
Utah	Yes	Spanish	Yes	Spanish
Vermont	No		No	
Virginia	Yes	Spanish	Yes	Spanish
Washington	No		No	
West Virginia	No		No	
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No		No	

Note: NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-6. Languages Offered In Transitional Bilingual Programs, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	Transitional Bilingual Program	Languages	Transitional Bilingual Program	Languages
Total	30		28	
Alabama	No		No	
Alaska	Yes	Yup'ik	Yes	Yup'ik
Arizona	Yes	Navajo	No	
Arkansas	No		No	
California	Yes	Armenian, Cantonese, Chinese, Dutch, Korean, Spanish, Thai	Yes	Cantonese, Spanish
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	Yes	Spanish, Polish, Chinese, Portuguese, Japanese, Arabic, Haitian-Creole, Serbo-Croatian, Karen	Yes	Spanish, Karen, Albanian, Arabic, Bengali, Creole-Haitian, Polish, Spanish, Portuguese
Delaware	Yes	Spanish	Yes	Spanish
District of Columbia	Yes	Spanish	Yes	Spanish
Florida	NR		NR	
Georgia	No		No	
Hawaii	No		No	
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish, Polish, Arabic, Chinese, Urdu	Yes	Spanish, Polish, Arabic, Chinese, Urdu
Indiana	Yes	Spanish	Yes	Spanish
Iowa	No		No	
Kansas	Yes	Spanish	Yes	Spanish
Kentucky	No		No	
Louisiana	No		No	
Maine	No		No	
Maryland	No		No	
Massachusetts	Yes	NR	Yes	
Michigan	Yes	Albanian, Amharic, Arabic, Armenian, Bengali, Bosnian, Burmese, Chinese, French,	Yes	Spanish, Arabic, Albanian, Bengali, Chinese, French, Urdu, German, Romanian
Minnesota	Yes	Hmong, Somali, Spanish	Yes	Spanish, Hmong
Mississippi	Yes	Spanish	Yes	Spanish
Missouri	No		No	
Montana	No		No	
Nebraska	No		No	
Nevada	Yes	Spanish	Yes	Spanish

State	SY 2010 – 11		SY 2011 – 12	
	Transitional Bilingual Program	Languages	Transitional Bilingual Program	Languages
New Hampshire	No		No	
New Jersey	Yes	Spanish, Haitian-Creole, Portuguese, Gujarati, Arabic	Yes	Spanish, Arabic, Haitian Creole
New Mexico	Yes	Spanish	Yes	Spanish; Native American Languages
New York	Yes	Spanish, Chinese, Haitian-Creole, Polish, Yiddish	Yes	Spanish, Chinese, Haitian-Creole, Korean, Bengali, Arabic, Polish, Yiddish, Urdu
North Carolina	Yes	Spanish, French	Yes	Spanish, Chinese (Mandarin), French
North Dakota	No		No	
Ohio	Yes	Spanish, Chinese, Arabic, Ukrainian, Gujarati	Yes	Arabic, Chinese, French, Nepali, Russian, Somali, Swahili, Vietnamese
Oklahoma	Yes	Spanish, Cherokee	Yes	Spanish
Oregon	Yes	Spanish	Yes	Spanish
Pennsylvania	Yes	Spanish	Yes	Spanish
Puerto Rico	No		No	
Rhode Island	Yes	Spanish	Yes	Spanish
South Carolina	No		No	
South Dakota	No		No	
Tennessee	No		No	
Texas	Yes	Spanish	Yes	Spanish, Vietnamese, Chinese
Utah	Yes	Spanish	No	
Vermont	No		No	
Virginia	Yes	Spanish	Yes	Spanish
Washington	Yes	Spanish	Yes	Spanish
West Virginia	No		No	
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No		No	

Note: NR means "Not reported."

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-7. Languages Offered In Developmental Bilingual Programs, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	Developmental Bilingual Program	Languages	Developmental Bilingual Program	Languages
Total	18		18	
Alabama	No		No	

State	SY 2010 – 11		SY 2011 – 12	
	Developmental Bilingual Program	Languages	Developmental Bilingual Program	Languages
Alaska	Yes	Yup'ik	Yes	Yup'ik
Arizona	No		No	
Arkansas	No		No	
California	Yes	Cantonese, Chinese, Dutch, Filipino, Spanish	Yes	Cantonese, Korean, Spanish
Colorado	Yes	Spanish	Yes	Spanish
Connecticut	No		No	
Delaware	Yes	Spanish	Yes	Spanish
District of Columbia	No	Spanish ⁴²	Yes	Spanish
Florida	NR		NR	
Georgia	No		No	
Hawaii	No		No	
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish, Polish, Arabic, Chinese, Urdu	Yes	Spanish, Polish, Arabic, Chinese, Urdu
Indiana	Yes	Spanish	Yes	
Iowa	No		No	
Kansas	Yes	Spanish	Yes	Spanish
Kentucky	No		No	
Louisiana	No		No	
Maine	No		No	
Maryland	No		No	
Massachusetts	No		No	
Michigan	No		No	
Minnesota	Yes	Hmong, Spanish	Yes	Spanish, Vietnamese, Mandarin
Mississippi	Yes	Spanish	Yes	Spanish
Missouri	No		No	
Montana	No		No	
Nebraska	No		No	
Nevada	No		No	
New Hampshire	No		No	
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes	Spanish	Yes	Spanish; Native American Languages

⁴² The District of Columbia did not report providing developmental bilingual programs, but reported Spanish as the language provided in this program.

State	SY 2010 – 11		SY 2011 – 12	
	Developmental Bilingual Program	Languages	Developmental Bilingual Program	Languages
New York	No		No	
North Carolina	Yes	Spanish, French	Yes	Spanish, Chinese (Mandarin)
North Dakota	No		No	
Ohio	Yes	Arabic, Spanish, Ukrainian	Yes	Spanish
Oklahoma	Yes	Spanish, Cherokee	Yes	Spanish
Oregon	No		No	
Pennsylvania	No		No	
Puerto Rico	No		No	
Rhode island	No		No	
South Carolina	No		No	
South Dakota	No		No	
Tennessee	No		No	
Texas	No		No	
Utah	Yes	Spanish	No	
Vermont	No		No	
Virginia	No	Spanish	No	Spanish
Washington	Yes	Spanish, Russian	Yes	Spanish, Russian
West Virginia	No		No	
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	No		No	

Note: NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-8. Languages Offered In Heritage Language Programs, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	Heritage Language Program	Language	Heritage Language Program	Language
Total	28		28	
Alabama	No		No	
Alaska	No		No	
Arizona	Yes	NR	Yes	Navajo
Arkansas	No		No	
California	Yes	Armenian, Cantonese, Japanese, Khmer, Mandarin, Russian, Spanish, Ukrainian	Yes	Armenian, Filipino, French, Japanese, Khmer, Russian, Spanish, Ukrainian
Colorado	Yes	Spanish	Yes	Spanish

State	SY 2010 – 11		SY 2011 – 12	
	Heritage Language Program	Language	Heritage Language Program	Language
Connecticut	No		No	
Delaware	No		No	N/A
District of Columbia	Yes	Spanish	Yes	Spanish
Florida	NR		NR	
Georgia	Yes	Spanish	Yes	Spanish
Hawaii	No		No	
Idaho	Yes	Spanish	Yes	Spanish
Illinois	Yes	Spanish	Yes	Spanish
Indiana	Yes	Spanish	Yes	Spanish
Iowa	No		No	
Kansas	Yes	Spanish	Yes	Spanish
Kentucky	No		No	
Louisiana	No		No	
Maine	Yes	Passamaquoddy	Yes	Passamaquoddy
Maryland	Yes	Spanish	No	
Massachusetts	No		No	
Michigan	Yes	Arabic, Spanish	Yes	Arabic, Spanish
Minnesota	Yes	Hmong, Ojibwe, Russian, Somali, Spanish	Yes	Spanish, Hmong, Ojibwe
Mississippi	No		Yes	Spanish
Missouri	No		No	
Montana	Yes	Dakota, Crow, Cree, Salish, Kootenai	Yes	Crow; Dakota
Nebraska	No		No	
Nevada	No		No	
New Hampshire	No		No	
New Jersey	Yes	Spanish	Yes	Spanish
New Mexico	Yes	Spanish, Native American Languages	Yes	Spanish; Native American Languages
New York	Yes	Spanish, Chinese	Yes	Spanish, Chinese
North Carolina	Yes	Spanish, Chinese (Mandarin), French	Yes	Spanish, Cherokee
North Dakota	Yes	Ojibwe, Dakota, Lakota, Mandan, Sahnish (Arikara)	Yes	Dakota and Siouan languages (Lakota)
Ohio	Yes	Spanish	Yes	Japanese, Spanish
Oklahoma	Yes	Cherokee	Yes	Cherokee, Spanish
Oregon	Yes	Native American	Yes	Native American
Pennsylvania	No		No	

State	SY 2010 – 11		SY 2011 – 12	
	Heritage Language Program	Language	Heritage Language Program	Language
Puerto Rico	No		No	
Rhode Island	No		No	
South Carolina	No		No	
South Dakota	Yes	Lakota and Dakota	Yes	Lakota
Tennessee	Yes	Spanish	Yes	Spanish
Texas	No		No	
Utah	Yes	Spanish, Navajo, Ute, Goshute	Yes	Navajo, Ute
Vermont	No		No	
Virginia	Yes	Spanish	Yes	Spanish
Washington	No		No	
West Virginia	No		No	
Wisconsin	Yes	Spanish	Yes	Spanish
Wyoming	Yes	Arapaho or Shoshone	Yes	Arapaho or Shoshone

Note: NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-9. English-Only Programs Offered, by Type and State: SY 2010 – 11

State	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Total	48	36	30	45	46
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	No	Yes	Yes
Arizona	No	Yes	No	No	No
Arkansas	Yes	No	Yes	Yes	Yes
California	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	Yes	No	Yes	Yes
Delaware	Yes	Yes	No	No	Yes
District of Columbia	Yes	No	Yes	Yes	No
Florida	NR	NR	NR	NR	NR
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	No	No	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	No	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes
Iowa	Yes	No	Yes	No	Yes
Kansas	Yes	No	Yes	Yes	Yes

State	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes	No	No	No	No
Michigan	Yes	Yes	No	Yes	Yes
Minnesota	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes
Montana	Yes	Yes	No	Yes	Yes
Nebraska	Yes	No	No	Yes	Yes
Nevada	Yes	Yes	No	Yes	Yes
New Hampshire	Yes	Yes	No	Yes	Yes
New Jersey	Yes	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	No	No	No	Yes	Yes
North Carolina	Yes	No	Yes	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	No	Yes	Yes
Oregon	Yes	Yes	No	Yes	Yes
Pennsylvania	Yes	Yes	Yes	Yes	Yes
Puerto Rico	No	No	No	No	No
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	No	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	Yes	No	No	Yes	Yes
Utah	Yes	No	Yes	Yes	Yes
Vermont	Yes	No	No	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	No	No	No	No
West Virginia	Yes	No	No	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	Yes	Yes	Yes	Yes	Yes

Note: NR means “Not reported.”

Source: CSPR, SY 2010 – 11

Table A-10. English-Only Programs Offered, by Type and State: SY 2011 – 12

State	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Total	46	37	29	45	47
Alabama	Yes	Yes	Yes	Yes	Yes
Alaska	Yes	Yes	No	Yes	Yes
Arizona	No	Yes	No	No	No
Arkansas	Yes	No	Yes	Yes	Yes
California	Yes	Yes	Yes	Yes	Yes
Colorado	Yes	Yes	Yes	Yes	Yes
Connecticut	Yes	Yes	No	Yes	Yes
Delaware	Yes	Yes	No	Yes	Yes
District of Columbia	Yes	Yes	No	Yes	Yes
Florida	NR	NR	NR	NR	NR
Georgia	Yes	Yes	Yes	Yes	Yes
Hawaii	Yes	Yes	No	Yes	Yes
Idaho	Yes	Yes	Yes	Yes	Yes
Illinois	Yes	Yes	No	Yes	Yes
Indiana	Yes	Yes	Yes	Yes	Yes
Iowa	Yes	No	Yes	No	Yes
Kansas	Yes	NR	Yes	Yes	Yes
Kentucky	Yes	Yes	Yes	Yes	Yes
Louisiana	Yes	Yes	Yes	Yes	Yes
Maine	Yes	Yes	Yes	Yes	Yes
Maryland	Yes	Yes	Yes	Yes	Yes
Massachusetts	Yes	No	No	No	No
Michigan	NR	NR	NR	NR	NR
Minnesota	Yes	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes	Yes
Missouri	Yes	Yes	Yes	Yes	Yes
Montana	Yes	Yes	No	Yes	Yes
Nebraska	Yes	Yes	No	Yes	Yes
Nevada	Yes	Yes	Yes	Yes	Yes
New Hampshire	Yes	Yes	No	Yes	Yes
New Jersey	Yes	No	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes	Yes
New York	NR	NR	NR	Yes	Yes
North Carolina	Yes	No	No	Yes	Yes
North Dakota	Yes	Yes	Yes	Yes	Yes

State	Sheltered English Instruction	Structured English Immersion	Specially Designed Academic Instruction in English	Content-Based ESL	Pull-Out ESL
Ohio	Yes	Yes	Yes	Yes	Yes
Oklahoma	Yes	Yes	No	Yes	Yes
Oregon	Yes	Yes	No	Yes	Yes
Pennsylvania	Yes	Yes	Yes	Yes	Yes
Puerto Rico	No	No	No	No	No
Rhode Island	Yes	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes	Yes	Yes	Yes
South Dakota	Yes	Yes	No	Yes	Yes
Tennessee	Yes	Yes	Yes	Yes	Yes
Texas	No	No	No	Yes	Yes
Utah	Yes	No	Yes	Yes	Yes
Vermont	Yes	No	No	Yes	Yes
Virginia	Yes	Yes	Yes	Yes	Yes
Washington	Yes	No	No	No	Yes
West Virginia	Yes	No	No	Yes	Yes
Wisconsin	Yes	Yes	Yes	Yes	Yes
Wyoming	Yes	Yes	Yes	Yes	Yes

Note: NR means “Not reported.”

Source: CSPR, SY 2011 – 12

Table A-11. Annual Measurable Achievement Objective 1 Progress Targets and Results Percentages for *Title III*-Served English Learners in English Language Proficiency, and Percentage Point Differences in Targets and Results, and Between Results and Targets, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2010 – 11 (pp)	Difference between Result and Target SY 2011 – 12 (pp)
	Target	Result	Target	Result				
Alabama	44.0%	71.4%	46.0%	82.0%	2.0	10.6	27.4	36.0
Alaska	40.0%	34.1%	31.0%	37.3%	-9.0	3.2	-5.9	6.3
Arizona	19.0%	62.7%	21.0%	68.1%	2.0	5.4	43.7	47.1
Arkansas	28.0%	34.2%	29.0%	35.3%	1.0	1.1	6.2	6.3
California	54.6%	53.7%	56.0%	61.4%	1.4	7.7	-0.9	5.4
Colorado	50.0%	46.5%	NR	48.1%	NR	1.6	-3.5	NR
Connecticut	76.0%	35.4%	78.0%	36.6%	2.0	1.2	-40.6	-41.4
Delaware	52.0%	67.8%	54.0%	67.2%	2.0	-0.7	15.8	13.2
District of Columbia	55.0%	31.1%	60.0%	42.2%	5.0	11.1	-23.9	-17.8
Florida	NR	29.8%	NR	30.4%	NR	0.6	NR	NR

State	SY 2010 – 11		SY 2011 – 12		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2010 – 11 (pp)	Difference between Result and Target SY 2011 – 12 (pp)
	Target	Result	Target	Result				
Georgia	50.0%	64.1%	51.0%	67.8%	1.0	3.7	14.1	16.8
Hawaii	59.0%	56.6%	74.0%	61.0%	15.0	4.4	-2.4	-13.0
Idaho	27.0%	36.8%	28.0%	36.3%	1.0	-0.5	9.8	8.3
Illinois	54.4%	62.6%	57.4%	78.8%	3.0	16.2	8.2	21.4
Indiana	47.0%	45.6%	49.0%	48.4%	2.0	2.8	-1.4	-0.6
Iowa	58.2%	56.9%	59.5%	56.6%	1.3	-0.3	-1.3	-2.9
Kansas	24.0%	67.9%	28.0%	62.9%	4.0	-4.9	43.9	34.9
Kentucky	53.0%	39.4%	54.0%	39.5%	1.0	0.1	-13.7	-14.5
Louisiana	46.0%	54.4%	47.0%	57.8%	1.0	3.4	8.4	10.8
Maine	NR	78.4%	55.7%	79.1%	NR	0.7	NR	23.4
Maryland	60.0%	70.4%	52.0%	50.7%	-8.0	-19.7	10.4	-1.3
Massachusetts	67.0%	70.3%	62.0%	66.2%	-5.0	-4.0	3.3	4.2
Michigan	70.0%	81.1%	79.0%	76.0%	9.0	-5.0	11.1	-3.0
Minnesota	73.0%	95.4%	30.6%	44.8%	-42.4	-50.6	22.4	14.2
Mississippi	NR	56.8%	61.8%	56.4%	NR	-0.5	NR	-5.5
Missouri	50.0%	53.5%	69.4%	69.6%	19.4	16.1	3.5	0.2
Montana	28.0%	27.1%	36.0%	21.5%	8.0	-5.6	-0.9	-14.5
Nebraska	0.0% ⁴³	54.8%	NR	54.1%	NR	-0.6	54.8	NR
Nevada	52.0%	52.1%	53.0%	62.3%	1.0	10.2	0.1	9.3
New Hampshire	57.0%	48.5%	59.0%	42.7%	2.0	-5.8	-8.5	-16.3
New Jersey	77.0%	46.7%	78.0%	51.2%	1.0	4.5	-30.3	-26.8
New Mexico	9.0%	49.5%	46.0%	62.2%	37.0	12.7	40.5	16.2
New York	63.2%	94.1%	64.2%	84.5%	1.0	-9.6	30.9	20.3
North Carolina	55.1%	58.7%	56.1%	59.4%	1.0	0.8	3.6	3.3
North Dakota	51.0%	59.6%	53.0%	70.9%	2.0	11.2	8.6	17.9
Ohio	78.0%	67.5%	81.0%	67.1%	3.0	-0.3	-10.5	-13.8
Oklahoma	60.0%	47.5%	62.0%	49.4%	2.0	1.9	-12.5	-12.6
Oregon	53.0%	58.2%	57.0%	53.9%	4.0	-4.3	5.2	-3.1
Pennsylvania	55.0%	63.1%	57.0%	48.6%	2.0	-14.4	8.1	-8.4
Puerto Rico	21.0%	74.8%	22.0%	62.1%	1.0	-12.7	53.8	40.1
Rhode Island	30.0%	35.3%	33.0%	34.9%	3.0	-0.4	5.3	1.9
South Carolina	21.5%	36.8%	22.0%	40.4%	0.5	3.6	15.3	18.4
South Dakota	52.0%	41.7%	55.0%	49.1%	3.0	7.4	-10.3	-5.9

⁴³ Targets of '0.0%' are not valid; this is likely "Not reported" ("NR").

State	SY 2010 – 11		SY 2011 – 12		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2010 – 11 (pp)	Difference between Result and Target SY 2011 – 12 (pp)
	Target	Result	Target	Result				
Tennessee	64.0%	78.9%	66.0%	75.5%	2.0	-3.4	14.9	9.5
Texas	47.0%	65.5%	49.0%	21.3%	2.0	-44.2	18.5	-27.7
Utah	37.5%	13.2%	40.0%	13.7%	2.5	0.6	-24.4	-26.3
Vermont	53.0%	56.3%	54.5%	58.9%	1.5	2.7	3.3	4.4
Virginia	65.0%	83.8%	66.0%	94.5%	1.0	10.7	18.8	28.5
Washington	66.7%	76.5%	67.2%	72.9%	0.5	-3.6	9.8	5.7
West Virginia	24.5%	39.9%	28.0%	36.4%	3.5	-3.5	15.4	8.4
Wisconsin	35.0%	35.1%	37.0%	52.6%	2.0	17.5	0.1	15.6
Wyoming	NR	83.8%	NR	74.2%	NR	-9.6	NR	NR

Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds. NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-12. Annual Measurable Achievement Objective 2 Progress Targets and Results Percentages for *Title III*-Served English Learners Attaining English Language Proficiency, and Percentage Point Differences in Targets and Results, and Between Results and Targets, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2010 – 11 (pp)	Difference between Result and Target SY 2011 – 12 (pp)
	Target	Result	Target	Result				
Alabama	13.0%	20.8%	14.0%	23.8%	1.0	3.0	7.8	9.8
Alaska	16.0%	12.4%	4.0%	7.1%	-12.0	-5.4	-3.6	3.1
Arizona	19.0%	32.9%	21.0%	31.7%	2.0	-1.2	13.9	10.7
Arkansas	3.5%	7.4%	4.0%	8.3%	0.5	0.8	3.9	4.3
California	NR	29.0%	NR	33.1%	NR	4.1	NR	NR
Colorado	6.0%	8.8%	7.0%	9.4%	NR	0.6	2.8	2.4
Connecticut	26.0%	43.3%	28.0%	40.7%	2.0	-2.5	17.3	12.7
Delaware	15.5%	24.7%	16.0%	24.3%	0.5	-0.4	9.2	8.3
District of Columbia	14.0%	13.4%	15.0%	25.7%	1.0	12.3	-0.6	10.7
Florida	NR	14.9%	NR	14.5%	NR	-0.3	NR	NR
Georgia	6.3%	14.2%	6.8%	12.5%	0.5	-1.7	7.9	5.7
Hawaii	10.0%	16.2%	13.0%	26.6%	3.0	10.5	6.2	13.6
Idaho	15.0%	33.6%	15.0%	32.4%	0.0	-1.2	18.6	17.4
Illinois	8.0%	13.6%	9.0%	16.1%	1.0	2.5	5.6	7.1
Indiana	12.0%	20.7%	13.0%	22.9%	1.0	2.3	8.7	9.9

State	SY 2010 – 11		SY 2011 – 12		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2010 – 11 (pp)	Difference between Result and Target SY 2011 – 12 (pp)
	Target	Result	Target	Result				
Iowa	21.3%	20.6%	22.3%	20.4%	1.0	-0.2	-0.8	-1.9
Kansas	18.0%	32.7%	21.0%	33.5%	3.0	0.8	14.7	12.5
Kentucky	4.4%	13.2%	5.0%	14.1%	0.6	0.9	8.8	9.1
Louisiana	10.2%	11.3%	11.3%	15.0%	1.1	3.7	1.1	3.7
Maine	NR	22.3%	23.9%	27.4%	NR	5.1	NR	3.5
Maryland	17.0%	17.8%	10.0%	15.6%	-7.0	-2.2	0.8	5.6
Massachusetts	35.0%	45.6%	40.0%	43.0%	5.0	-2.5	10.6	3.0
Michigan	13.0%	36.5%	16.0%	36.0%	3.0	-0.5	23.5	20.0
Minnesota	9.0%	10.0%	8.3%	11.5%	-0.7	1.5	1.0	3.2
Mississippi	NR	19.3%	17.8%	18.9%	NR	-0.4	NR	1.1
Missouri	15.0%	9.9%	18.1%	16.6%	3.1	6.6	-5.1	-1.5
Montana	30.0%	18.6%	2.0%	5.5%	-28.0	-13.1	-11.4	3.5
Nebraska	21.0%	31.2%	22.0%	32.0%	1.0	0.8	10.2	10.0
Nevada	14.4%	12.6%	14.6%	15.1%	0.2	2.5	-1.8	0.5
New Hampshire	13.0%	16.0%	17.0%	17.6%	4.0	1.6	3.0	0.6
New Jersey	NR	26.0%	NR	27.4%	NR	1.5	NR	NR
New Mexico	43.0%	10.5%	9.0%	12.8%	-34.0	2.4	-32.5	3.8
New York	12.4%	22.3%	13.1%	16.1%	0.7	-6.2	9.9	3.0
North Carolina	12.4%	16.3%	12.9%	17.6%	0.5	1.3	3.9	4.7
North Dakota	11.0%	14.3%	12.0%	17.6%	1.0	3.2	3.3	5.6
Ohio	27.0%	27.0%	28.0%	31.4%	1.0	4.3	0.0	3.4
Oklahoma	16.0%	12.9%	19.0%	15.6%	3.0	2.8	-3.2	-3.4
Oregon	15.5%	30.2%	17.0%	16.7%	1.5	-13.5	14.7	-0.3
Pennsylvania	20.0%	30.8%	22.0%	30.7%	2.0	-0.1	10.8	8.7
Puerto Rico	9.0%	4.5%	10.0%	39.0%	1.0	34.5	-4.5	29.0
Rhode Island	19.0%	22.9%	20.0%	21.0%	1.0	-1.9	3.9	1.0
South Carolina	1.5%	7.7%	2.0%	9.4%	0.5	1.7	6.2	7.4
South Dakota	5.0%	6.9%	6.0%	10.6%	1.0	3.7	1.9	4.6
Tennessee	17.0%	25.7%	18.0%	26.2%	1.0	0.6	8.7	8.2
Texas	0.0% ⁴⁴	36.8%	NR	36.8%	NR	0.0	36.8	NR
Utah	26.8%	64.2%	28.6%	60.8%	1.8	-3.4	37.4	32.2
Vermont	7.0%	15.4%	8.0%	17.4%	1.0	2.0	8.4	9.4
Virginia	16.0%	13.9%	17.0%	17.4%	1.0	3.5	-2.1	0.4

⁴⁴ Targets of '0.00%' are not valid; this is likely "Not reported" ("NR").

State	SY 2010 – 11		SY 2011 – 12		Difference in Targets between SYs (pp)	Difference in Results between SYs (pp)	Difference between Result and Target SY 2010 – 11 (pp)	Difference between Result and Target SY 2011 – 12 (pp)
	Target	Result	Target	Result				
Washington	13.3%	20.2%	7.1%	11.6%	-6.2	-8.6	6.9	4.5
West Virginia	3.5%	51.7%	6.0%	54.5%	2.5	2.8	48.2	48.5
Wisconsin	6.5%	20.8%	8.0%	24.2%	1.5	3.4	14.3	16.2
Wyoming	NR	16.8%	NR	22.5%	NR	5.7	NR	NR

Note: Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds. NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-13. Percentage of All Students and of English Learners That Scored Proficient or Above on State Reading/Language Arts Assessments, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	All Students	ELs	All Students	ELs
Alabama	85.1%	59.9%	86.0%	58.2%
Alaska	78.1%	30.6%	79.8%	31.8%
Arizona	77.3%	27.2%	77.7%	24.7%
Arkansas	73.5%	60.5%	79.7%	69.6%
California	56.2%	22.9%	58.1%	23.9%
Colorado	89.8%	65.2%	69.5%	26.3%
Connecticut	78.7%	28.6%	80.1%	32.0%
Delaware	62.1%	20.7%	74.2%	33.9%
District of Columbia	45.6%	24.8%	45.4%	22.1%
Florida	61.6%	25.4%	56.7%	17.6%
Georgia	91.8%	82.3%	93.6%	86.9%
Hawaii	66.5%	24.1%	71.1%	19.9%
Idaho	88.5%	50.2%	89.2%	55.3%
Illinois	75.0%	36.2%	75.2%	39.1%
Indiana	77.0%	48.2%	78.4%	52.3%
Iowa	76.1%	43.2%	71.4%	35.1%
Kansas	88.3%	72.1%	87.3%	70.0%
Kentucky	72.0%	45.8%	48.1%	17.7%
Louisiana	67.3%	42.6%	71.9%	49.7%
Maine	66.8%	36.1%	68.3%	37.7%
Maryland	85.3%	68.1%	85.0%	68.2%
Massachusetts	69.4%	22.6%	69.4%	22.6%
Michigan	80.7%	58.0%	63.4%	32.1%
Minnesota	74.1%	37.8%	75.4%	37.9%

State	SY 2010 – 11		SY 2011 – 12	
	All Students	ELs	All Students	ELs
Mississippi	53.1%	35.7%	56.2%	37.5%
Missouri	54.6%	23.0%	55.0%	24.5%
Montana	85.3%	34.2%	86.9%	42.4%
Nebraska	71.9%	37.9%	74.2%	50.1%
Nevada	61.7%	38.7%	62.8%	24.7%
New Hampshire	76.6%	35.2%	78.5%	48.2%
New Jersey	69.6%	25.5%	69.3%	25.2%
New Mexico	49.9%	17.4%	50.8%	18.0%
New York	58.4%	20.2%	60.7%	18.3%
North Carolina	70.4%	36.2%	73.0%	34.5%
North Dakota	75.4%	31.7%	74.3%	25.6%
Ohio	82.6%	55.6%	82.7%	58.6%
Oklahoma	68.5%	34.1%	69.2%	34.0%
Oregon	80.0%	45.1%	73.2%	29.8%
Pennsylvania	72.4%	24.6%	70.6%	19.7%
Puerto Rico	44.4%	30.3%	46.4%	38.2%
Rhode Island	71.2%	24.0%	73.0%	25.6%
South Carolina	71.0%	63.1%	76.5%	66.0%
South Dakota	75.0%	30.3%	74.3%	23.1%
Tennessee	49.8%	10.3%	52.6%	13.1%
Texas	88.4%	72.8%	88.4%	73.7%
Utah	81.3%	36.1%	82.9%	37.2%
Vermont	71.9%	42.2%	73.1%	33.9%
Virginia	88.4%	71.3%	88.9%	70.7%
Washington	69.7%	22.7%	71.8%	23.6%
West Virginia	48.0%	39.2%	48.5%	39.3%
Wisconsin	83.5%	59.9%	36.0%	6.3%
Wyoming	74.7%	33.5%	33.7%	38.4%

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-14. Percentage of All Students and of English Learners That Scored Proficient or Above on State Mathematics Assessments, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	All Students	ELs	All Students	ELs
Alabama	80.6%	62.5%	82.0%	65.9%
Alaska	68.6%	29.1%	68.5%	27.2%
Arizona	61.5%	21.4%	62.8%	21.7%

State	SY 2010 – 11		SY 2011 – 12	
	All Students	ELs	All Students	ELs
Arkansas	76.4%	65.9%	77.7%	68.8%
California	57.5%	38.1%	58.8%	38.4%
Colorado	83.1%	62.9%	56.0%	27.3%
Connecticut	83.6%	46.7%	83.5%	45.8%
Delaware	62.3%	30.8%	73.0%	44.0%
District of Columbia	47.0%	36.0%	48.8%	33.3%
Florida	67.6%	40.3%	56.1%	28.2%
Georgia	84.2%	74.5%	81.2%	74.0%
Hawaii	54.7%	24.9%	59.2%	21.2%
Idaho	80.4%	40.7%	80.6%	44.0%
Illinois	80.7%	60.4%	80.8%	62.0%
Indiana	79.4%	59.4%	80.0%	62.0%
Iowa	77.8%	49.3%	76.5%	49.0%
Kansas	85.3%	73.7%	85.2%	72.5%
Kentucky	66.0%	43.7%	40.4%	20.1%
Louisiana	66.4%	52.9%	71.2%	55.8%
Maine	58.9%	29.0%	60.9%	29.3%
Maryland	80.6%	67.8%	82.3%	69.3%
Massachusetts	58.5%	25.0%	58.7%	23.9%
Michigan	80.8%	70.0%	36.6%	19.7%
Minnesota	56.1%	26.2%	61.4%	31.2%
Mississippi	61.8%	56.8%	64.1%	58.0%
Missouri	54.3%	32.1%	55.0%	34.9%
Montana	67.9%	21.8%	68.3%	21.1%
Nebraska	63.0%	33.7%	67.4%	44.4%
Nevada	68.5%	52.9%	71.3%	42.9%
New Hampshire	65.8%	29.6%	67.1%	39.7%
New Jersey	75.4%	40.4%	75.8%	40.8%
New Mexico	41.9%	16.1%	42.9%	17.1%
New York	67.3%	37.0%	68.8%	39.3%
North Carolina	82.3%	67.7%	82.7%	66.1%
North Dakota	76.6%	35.3%	77.3%	32.9%
Ohio	77.2%	53.8%	78.0%	57.3%
Oklahoma	68.0%	53.4%	68.5%	45.0%
Oregon	62.3%	30.6%	63.5%	31.5%
Pennsylvania	75.4%	41.0%	73.8%	34.5%
Puerto Rico	27.2%	29.3%	29.2%	32.4%

State	SY 2010 – 11		SY 2011 – 12	
	All Students	ELs	All Students	ELs
Rhode Island	55.3%	17.1%	56.6%	16.8%
South Carolina	70.2%	66.2%	74.8%	69.7%
South Dakota	75.9%	29.2%	75.1%	25.5%
Tennessee	41.8%	17.1%	49.0%	22.9%
Texas	84.2%	74.4%	83.2%	74.7%
Utah	73.0%	31.7%	74.8%	30.5%
Vermont	60.5%	34.0%	61.0%	29.1%
Virginia	86.3%	74.8%	68.2%	47.0%
Washington	59.8%	22.0%	63.4%	24.6%
West Virginia	43.9%	41.1%	47.9%	44.6%
Wisconsin	77.5%	55.8%	48.3%	20.7%
Wyoming	75.2%	48.7%	79.1%	51.1%

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-15. States That Met all Three Annual Measurable Achievement Objectives, by State: SYs 2010 – 11 and 2011 – 12

State	State met all three AMAOs in SY 2010 – 11	State met all three AMAOs SY 2011 – 12
Total states that met all three AMAOs	9	7
Alabama	Yes	Yes
Alaska	No	No
Arizona	No	No
Arkansas	No	No
California	No	No
Colorado	No	No
Connecticut	No	No
Delaware	No	No
District of Columbia	No	No
Florida	No	No
Georgia	No	NR
Hawaii	No	No
Idaho	No	No
Illinois	No	No
Indiana	No	No
Iowa	No	No
Kansas	Yes	No
Kentucky	No	No
Louisiana	No	No

State	State met all three AMAOs in SY 2010 – 11	State met all three AMAOs SY 2011 – 12
Maine	No	No
Maryland	No	No
Massachusetts	No	No
Michigan	Yes	No
Minnesota	No	Yes
Mississippi	No	No
Missouri	No	No
Montana	No	No
Nebraska	No	No
Nevada	Yes	No
New Hampshire	No	No
New Jersey	No	No
New Mexico	No	No
New York	No	No
North Carolina	No	No
North Dakota	No	No
Ohio	No	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania	Yes	Yes
Puerto Rico	No	No
Rhode Island	No	No
South Carolina	Yes	No
South Dakota	No	No
Tennessee	No	Yes
Texas	Yes	Yes
Utah	No	No
Vermont	No	No
Virginia	No	No
Washington	No	No
West Virginia	Yes	Yes
Wisconsin	Yes	Yes
Wyoming	No	No

Note: NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-16. Subgrantees That Met or Did Not Meet *Title III* Annual Measurable Achievement Objectives, by Type of Annual Measurable Achievement Objective, Number of Years, and State: SY 2010 – 11

State	Total	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet AMAO for 2 years	Subgrantees that have not met AMAO for 4 years
		All 3 AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	AMAO for 2 years		
Total	5,267	2,534	3,869	3,924	3,329	428	738	497	734
Alabama	52	43	52	47	48	0	5	5	1
Alaska	13	0	6	5	0	7	13	13	13
Arizona	246	168	241	207	207	1	3	3	1
Arkansas	40	24	37	36	27	0	4	4	0
California	673	95	343	305	183	234	127	79	292
Colorado	62	9	39	59	9	0	44	41	36
Connecticut	57	20	36	1	0	0	5	25	18
Delaware	13	12	12	13	13	0	1	0	0
District of Columbia	12	1	4	2	0	1	4	4	0
Florida	48	1	36	21	3	12	40	40	40
Georgia	90	75	88	87	79	0	7	5	0
Hawaii	1	0	0	1	0	0	1	1	1
Idaho	41	11	40	40	12	0	5	0	13
Illinois	194	93	168	186	61	96	56	38	25
Indiana	93	52	92	61	80	0	1	1	0
Iowa	11	4	7	8	4	0	3	3	2
Kansas	49	0	47	47	39	0	2	4	1
Kentucky	37	18	34	36	19	0	0	0	0
Louisiana	35	0	0	0	29	0	0	0	0
Maine	15	6	7	12	15	0	3	2	2
Maryland	22	10	22	15	15	0	6	4	0
Massachusetts	58	9	36	40	6	11	45	0	34
Michigan	251	54	139	154	71	0	17	NR	3
Minnesota	99	19	44	19	37	1	4	4	49
Mississippi	32	10	17	14	26	2	4	4	0
Missouri	71	6	69	45	7	1	4	4	43
Montana	75	0	2	0	48	8	0	0	0
Nebraska	21	8	19	21	9	0	11	11	0
Nevada	9	7	7	8	9	0	0	0	0
New Hampshire	12	8	11	11	9	0	0	0	2
New Jersey	215	86	95	200	215	0	15	4	1

State	Total	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet AMAO for 2 years	Subgrantees that have not met AMAO for 4 years
		All 3 AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	AMAO for 2 years		
New Mexico	59	1	45	41	2	9	50	50	32
New York	190	76	132	170	93	13	66	6	13
North Carolina	90	26	67	84	36	1	12	12	25
North Dakota	8	0	4	4	0	4	8	7	6
Ohio	285	124	147	223	258	9	26	12	22
Oklahoma	93	27	42	42	92	1	5	5	14
Oregon	65	8	25	50	11	12	6	6	11
Pennsylvania	244	231	232	237	244	0	5	20	0
Puerto Rico	1	0	1	0	0	0	0	0	0
Rhode Island	20	14	20	19	11	0	3	1	2
South Carolina	48	45	48	47	45	0	2	2	0
South Dakota	7	0	0	7	7	0	1	1	4
Tennessee	89	71	87	78	84	0	5	0	0
Texas	1030	800	925	914	872	2	29	12	2
Utah	53	41	51	53	44	0	4	1	0
Vermont	10	5	8	9	7	0	0	0	2
Virginia	58	3	58	24	6	0	35	11	2
Washington	168	120	126	127	136	3	46	46	19
West Virginia	13	13	13	13	13	0	0	0	0
Wisconsin	79	78	79	79	78	0	1	1	0
Wyoming	10	2	9	2	10	0	4	5	3

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-17. Subgrantees That Met or Did Not Meet Title III Annual Measurable Achievement Objectives, by Type of Annual Measurable Achievement Objective, Number of Years, and State: SY 2011 – 12

State	Total	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet AMAO for 2 years	Subgrantees that have not met AMAO for 4 years
		All 3 AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	AMAO for 2 years		
Total	5,585	2,647	4,467	4,417	2,529	605	792	801	761
Alabama	58	51	58	56	53	0	2	4	1
Alaska	14	1	11	10	2	0	12	13	12
Arizona	262	147	252	184	215	0	18	18	37
Arkansas	41	16	39	35	20	0	0	0	0
California	706	97	583	416	157	84	61	127	330

State	Total	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet AMAO for 2 years	Subgrantees that have not met AMAO for 4 years
		All 3 AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	AMAO for 2 years		
Colorado	61	10	34	56	19	3	40	40	32
Connecticut	59	31	26	2	0	0	6	25	19
Delaware	13	9	9	13	13	0	1	1	0
District of Columbia	10	0	2	8	0	0	5	5	1
Florida	49	1	21	15	2	20	48	48	44
Georgia	90	36	90	89	54	0	5	4	4
Hawaii	1	0	0	1	0	0	1	1	1
Idaho	39	9	39	39	9	0	15	15	10
Illinois	190	81	188	187	51	107	71	56	24
Indiana	156	90	152	116	64	3	13	4	0
Iowa	12	3	7	9	5	2	3	3	3
Kansas	48	35	48	48	35	0	6	2	1
Kentucky	40	0	37	39	0	0	0	0	0
Louisiana	38	27	36	33	34	0	6	6	0
Maine	13	2	2	12	13	0	5	3	2
Maryland	22	5	11	16	17	1	3	3	5
Massachusetts	64	14	45	47	15	4	45	0	36
Michigan	262	75	128	226	116	0	0	0	0
Minnesota	98	57	83	73	80	2	4	4	29
Mississippi	34	4	10	14	17	0	15	4	0
Missouri	73	17	73	53	25	0	7	56	45
Montana	62	1	16	30	2	7	2	0	0
Nebraska	21	8	17	21	9	0	6	8	3
Nevada	10	10	10	10	10	0	0	0	0
New Hampshire	12	6	9	8	9	0	2	4	2
New Jersey	209	148	160	198	198	3	20	20	0
New Mexico	56	1	42	52	1	5	55	55	0
New York	193	70	110	154	95	27	30	30	3
North Carolina	90	59	74	84	73	0	10	10	14
North Dakota	10	1	7	7	1	3	1	1	5
Ohio	310	79	108	199	287	18	67	26	33
Oklahoma	93	0	29	28	0	56	33	33	20
Oregon	66	2	11	42	5	25	14	14	4
Pennsylvania	310	293	298	305	292	2	5	4	0
Puerto Rico	1	0	1	1	0	0	1	0	0

State	Total	Subgrantees met				Subgrantees did not meet		Subgrantees with improvement plan that did not meet AMAO for 2 years	Subgrantees that have not met AMAO for 4 years
		All 3 AMAOs	AMAO 1	AMAO 2	AMAO 3	Any AMAO	AMAO for 2 years		
Rhode Island	19	8	19	16	8	0	5	5	2
South Carolina	73	48	70	68	53	0	1	1	1
South Dakota	6	3	3	5	3	1	0	0	2
Tennessee	90	71	83	85	80	0	3	3	1
Texas	1037	779	977	894	92	227	82	82	6
Utah	59	26	59	59	27	0	7	4	0
Vermont	11	7	8	11	8	0	1	1	2
Virginia	57	26	57	38	54	0	13	34	5
Washington	157	42	135	132	58	5	38	20	20
West Virginia	12	12	12	12	12	0	0	0	0
Wisconsin	158	126	158	158	126	0	0	0	0
Wyoming	10	3	10	3	10	0	4	4	2

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-18. Number of Monitored Former English Learners in Year 1 and Year 2, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	MFELs Year 1	MFELs Year 2	MFELs Year 1	MFELs Year 2
Total	495,358	449,636	497,997	427,571
Alabama	4,011	2,510	2,601	2,595
Alaska	1,382	1,512	1,692	1,080
Arizona	29,148	30,565	24,578	22,129
Arkansas	998	771	871	923
California	142,902	130,253	141,304	135,180
Colorado	5,560	6,650	10,156	12,009
Connecticut	5,757	4,756	5,265	3,617
Delaware	1,008	1,073	1,028	1,095
District of Columbia	651	442	8	69
Florida	36,794	30,692	39,454	33,528
Georgia	13,001	11,102	11,995	12,743
Hawaii	2,997	1,532	5,663	2,923
Idaho	2,360	1,812	2,392	1,959
Illinois	11,051	14,372	14,800	12,484
Indiana	7,092	2,946	3,594	4,410
Iowa	1,835	1,212	1,658	1,638
Kansas	438	581	300	811

State	SY 2010 – 11		SY 2011 – 12	
	MFELs Year 1	MFELs Year 2	MFELs Year 1	MFELs Year 2
Kentucky	2,052	1,580	1,667	1,744
Louisiana	3,108	2,071	2,683	3,500
Maine	171	89	153	98
Maryland	5,589	4,169	4,827	5,369
Massachusetts	5,740	4,131	7,765	959
Michigan	4,679	1,509	7,829	2,406
Minnesota	8,291	5,997	8,841	6,548
Mississippi	35	103	6	3
Missouri	2,053	1,705	1,953	1,531
Montana	17	7	31	11
Nebraska	2,445	1,545	4,197	1,849
Nevada	7,785	7,490	8,165	7,308
New Hampshire	537	205	619	454
New Jersey	4,996	4,070	7,859	4,981
New Mexico	3,050	6,035	3,781	2,790
New York	21,630	23,627	7,815	8,143
North Carolina	14,590	11,626	15,729	13,235
North Dakota	604	826	196	80
Ohio	2,208	4,070	3,617	3,383
Oklahoma	4,125	4,081	3,701	3,445
Oregon	9,664	6,735	10,144	9,558
Pennsylvania	5,528	3,979	261	22
Puerto Rico	66	NR	1,014	58
Rhode Island	1,392	701	547	551
South Carolina	930	859	932	536
South Dakota	214	71	220	170
Tennessee	2,763	3,159	3,322	3,264
Texas	80,290	73,401	78,087	65,205
Utah	4,458	7,839	8,859	4,235
Vermont	249	145	180	220
Virginia	16,038	8,869	14,697	14,029
Washington	11,009	14,189	18,347	11,044
West Virginia	408	684	158	165
Wisconsin	1,530	1,073	2,132	1,311
Wyoming	129	215	304	173

Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs.

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-19. Percentage of Monitored Former English Learners Scoring Proficient or Above on State Reading and Mathematics Assessments, by State: SYs 2010 – 11 and 2011 – 12

State	SY 2010 – 11		SY 2011 – 12	
	% Proficient or Above Reading	% Proficient or Above Mathematics	% Proficient or Above Reading	% Proficient or Above Mathematics
Alabama	93.8%	89.8%	91.5%	91.7%
Alaska	82.6%	75.8%	85.4%	75.6%
Arizona	72.7%	52.6%	65.6%	48.7%
Arkansas	95.4%	95.0%	97.1%	96.0%
California	61.3%	58.2%	64.5%	59.8%
Colorado	95.9%	86.7%	71.2%	57.3%
Connecticut	73.4%	84.3%	80.8%	87.9%
Delaware	56.9%	65.6%	71.8%	75.9%
District of Columbia	65.1%	73.2%	59.5%	74.0%
Florida	66.8%	70.5%	56.3%	58.3%
Georgia	96.5%	91.2%	97.1%	85.6%
Hawaii	77.8%	71.1%	77.3%	67.9%
Idaho	88.7%	77.2%	88.9%	76.0%
Illinois	81.5%	89.4%	82.7%	90.4%
Indiana	88.9%	89.6%	94.5%	95.0%
Iowa	75.3%	77.2%	65.7%	74.0%
Kansas	91.8%	91.7%	92.7%	88.7%
Kentucky	83.7%	77.0%	55.3%	50.7%
Louisiana	84.0%	84.2%	84.7%	83.4%
Maine	90.3%	74.6%	84.0%	69.3%
Maryland	87.2%	82.5%	89.1%	86.5%
Massachusetts	56.8%	49.4%	61.9%	52.7%
Michigan	93.0%	90.4%	66.5%	41.2%
Minnesota	68.9%	45.4%	69.4%	51.4%
Mississippi	37.3%	56.6%	28.6%	71.4%
Missouri	50.1%	55.7%	58.3%	61.4%
Montana	80.0%	60.0%	46.2%	7.7%
Nebraska	56.0%	45.7%	62.0%	54.9%
Nevada	58.7%	72.1%	60.8%	75.8%
New Hampshire	79.4%	67.6%	75.9%	62.5%
New Jersey	46.4%	69.0%	44.5%	66.9%
New Mexico	43.7%	40.5%	44.5%	38.2%
New York	52.1%	67.8%	48.5%	62.0%
North Carolina	76.7%	92.3%	77.0%	90.9%

State	SY 2010 – 11		SY 2011 – 12	
	% Proficient or Above Reading	% Proficient or Above Mathematics	% Proficient or Above Reading	% Proficient or Above Mathematics
North Dakota	69.1%	70.5%	66.7%	70.7%
Ohio	95.9%	91.6%	95.3%	91.4%
Oklahoma	66.3%	73.3%	69.2%	73.1%
Oregon	72.9%	55.3%	58.1%	54.0%
Pennsylvania	70.8%	80.8%	64.5%	75.9%
Puerto Rico	NR	NR	81.3%	37.5%
Rhode Island	58.8%	44.8%	56.3%	45.7%
South Carolina	96.7%	96.4%	97.6%	97.0%
South Dakota	67.6%	60.3%	69.8%	63.6%
Tennessee	37.3%	40.3%	40.5%	46.6%
Texas	92.5%	90.0%	92.4%	88.5%
Utah	84.9%	68.1%	81.6%	69.5%
Vermont	82.2%	67.3%	77.6%	59.7%
Virginia	95.9%	92.7%	96.1%	79.0%
Washington	68.5%	58.7%	69.3%	61.9%
West Virginia	71.2%	65.3%	48.5%	50.5%
Wisconsin	97.0%	94.2%	44.0%	62.9%
Wyoming	59.8%	65.5%	78.8%	70.4%

Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs. NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-20. Percentage Point Differences Between SYs 2010 – 11 and 2011 – 12 in Monitored Former English Learners Scoring Proficient or Above on State Reading and Mathematics Assessments, by State

State	Difference Between SYs (in Percentage Points) for MFELs Proficient in	
	Reading/Language Arts	Mathematics
Alabama	-2.3	1.9
Alaska	2.8	-0.2
Arizona	-7.1	-3.9
Arkansas	1.7	0.9
California	3.3	1.6
Colorado	-24.8	-29.4
Connecticut	7.4	3.6
Delaware	14.9	10.3
District Of Columbia	-5.7	0.8
Florida	-10.6	-12.2
Georgia	0.6	-5.6

State	Difference Between SYs (in Percentage Points) for MFELs Proficient in	
	Reading/Language Arts	Mathematics
Hawaii	-0.4	-3.3
Idaho	0.2	-1.1
Illinois	1.2	1.0
Indiana	5.7	5.3
Iowa	-9.6	-3.2
Kansas	0.9	-3.0
Kentucky	-28.3	-26.3
Louisiana	0.7	-0.8
Maine	-6.3	-5.4
Maryland	1.9	3.9
Massachusetts	5.2	3.3
Michigan	-26.5	-49.2
Minnesota	0.5	6.0
Mississippi	-8.8	14.8
Missouri	8.1	5.6
Montana	-33.8	-52.3
Nebraska	6.0	9.1
Nevada	2.1	3.7
New Hampshire	-3.5	-5.1
New Jersey	-1.9	-2.1
New Mexico	0.7	-2.4
New York	-3.6	-5.8
North Carolina	0.3	-1.4
North Dakota	-2.5	0.2
Ohio	-0.5	-0.2
Oklahoma	3.0	-0.1
Oregon	-14.8	-1.3
Pennsylvania	-6.3	-4.9
Puerto Rico	NR	NR
Rhode Island	-2.4	0.9
South Carolina	0.9	0.6
South Dakota	2.2	3.2
Tennessee	3.2	6.3
Texas	-0.1	-1.6
Utah	-3.3	1.4
Vermont	-4.6	-7.6
Virginia	0.2	-13.7

State	Difference Between SYs (in Percentage Points) for MFELs Proficient in	
	Reading/Language Arts	Mathematics
Washington	0.9	3.2
West Virginia	-22.7	-14.8
Wisconsin	-53.0	-31.4
Wyoming	19.0	4.9

Note: Puerto Rico reports on monitored former limited Spanish proficient speakers, not MFELs. NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Table A-21. Number of Certified or Licensed Teachers in Title III-Funded Activities, Projected Additional Numbers of Such Teachers Needed in Five Years, and Percentage Change in English Learners Served by Title III, by State: SYs 2010 – 11 and 2011 – 12

State	Teachers certified/licensed in Title III instruction			Additional teachers needed in next five years			Percentage change in Title III-served ELs between SYs
	SY 2010 – 11	SY 2011 – 12	Percentage change between SYs	SY 2010 – 11	SY 2011 – 12	Percentage change between SYs	
Total	345,640	344,915	-0.2%	52,227	46,960	-10.1%	7.2%
Alabama	2,879	2,419	-16.0%	235	204	-13.2%	-2.6%
Alaska	96	93	-3.1%	31	118	280.6%	5.1%
Arizona	6,180	5,929	-4.1%	2,611	872	-66.6%	-6.2%
Arkansas	2,214	2,215	0.0%	700	872	24.6%	0.4%
California	207,434	207,346	0.0%	12,525	10,405	-16.9%	27.9%
Colorado	6,005	6,204	3.3%	1,500	1,500	0.0%	1.9%
Connecticut	715	719	0.6%	8	7	-12.5%	1.9%
Delaware	87	153	75.9%	256	250	-2.3%	0.6%
District of Columbia	77	285	270.1%	150	150	0.0%	-15.0%
Florida	44,623	45,680	2.4%	0	0	NR	0.0%
Georgia	2,066	2,040	-1.3%	350	325	-7.1%	2.0%
Hawaii	163	252	54.6%	237	237	0.0%	0.7%
Idaho	403	384	-4.7%	50	50	0.0%	-2.3%
Illinois	4,617	4,130	-10.5%	2,765	1,089	-60.6%	0.3%
Indiana	847	972	14.8%	990	900	-9.1%	2.6%
Iowa	404	432	6.9%	1,000	1,200	20.0%	4.7%
Kansas	179	211	17.9%	300	312	4.0%	6.0%
Kentucky	180	176	-2.2%	375	375	0.0%	18.0%
Louisiana	246	287	16.7%	449	449	0.0%	5.9%
Maine	87	105	20.7%	42	58	38.1%	-15.9%
Maryland	1,281	1,272	-0.7%	292	337	15.4%	7.1%
Massachusetts	1,262	1,321	4.7%	500	500	0.0%	20.8%

State	Teachers certified/licensed in Title III instruction			Additional teachers needed in next five years			Percentage change in Title III- served ELs between SYs
	SY 2010 – 11	SY 2011 – 12	Percentage change between SYs	SY 2010 – 11	SY 2011 – 12	Percentage change between SYs	
Michigan	457	457	0.0%	250	250	0.0%	6.6%
Minnesota	1,232	1,274	3.4%	205	191	-6.8%	1.6%
Mississippi	76	71	-6.6%	100	108	8.0%	-1.6%
Missouri	381	444	16.5%	731	767	4.9%	13.7%
Montana	205	338	64.9%	5	5	0.0%	195.1%
Nebraska	386	283	-26.7%	190	190	0.0%	-1.1%
Nevada	2,524	2,742	8.6%	500	5,531	1006.2%	-2.2%
New Hampshire	130	124	-4.6%	20	30	50.0%	6.9%
New Jersey	3,494	2,865	-18.0%	200	200	0.0%	1.5%
New Mexico	2,682	2,534	-5.5%	2,882	500	-82.7%	0.0%
New York	4,766	6,531	37.0%	3,679	1,984	-46.1%	-8.9%
North Carolina	1,703	1,686	-1.0%	360	418	16.1%	-4.7%
North Dakota	72	70	-2.8%	40	60	50.0%	1.5%
Ohio	1,450	1,083	-25.3%	580	550	-5.2%	12.7%
Oklahoma	676	1,019	50.7%	313	290	-7.3%	4.6%
Oregon	950	863	-9.2%	300	300	0.0%	-6.0%
Pennsylvania	12,185	10,183	-16.4%	344	348	1.2%	8.3%
Puerto Rico	52	56	7.7%	200	167	-16.5%	11.9%
Rhode Island	355	337	-5.1%	12	20	66.7%	6.7%
South Carolina	471	512	8.7%	555	80	-85.6%	6.2%
South Dakota	30	86	186.7%	75	150	100.0%	6.2%
Tennessee	1,016	1,071	5.4%	611	266	-56.5%	1.3%
Texas	22,455	22,453	0.0%	11,129	10,811	-2.9%	0.5%
Utah	425	442	4.0%	51	52	2.0%	-15.4%
Vermont	79	79	0.0%	30	30	0.0%	-7.2%
Virginia	1,899	1,162	-38.8%	700	700	0.0%	0.8%
Washington	1,180	1,174	-0.5%	1,634	1,632	-0.1%	-1.5%
West Virginia	31	37	19.4%	71	80	12.7%	8.1%
Wisconsin	2,184	2,265	3.7%	1,075	1,030	-4.2%	0.2%
Wyoming	49	49	0.0%	19	10	-47.4%	2.9%

Note: NR means “Not reported.”

Source: CSPR, SYs 2010 – 11 and 2011 – 12

Appendix B: Profiles of States, the District of Columbia, and the Commonwealth of Puerto Rico

Introduction to State Profiles

This section provides information for each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico⁴⁵ (all referred to throughout as “states”) on demographics and programs for k – 12 ELs, MFELs, and immigrant children and youth, as well as on achievement for k – 12 ELs, MFELs, and all students.

Terminology used in the state profiles includes:

- EL—English learner
- MFEL—Monitored former English learner. MFELs are students who no longer receive *Title III* services and have been in regular classrooms, not specifically designed for ELs, for two years or less.
- Immigrant children and youth—These students are (1) aged 3 through 21; (2) were not born in any state; and (3) have not been attending one or more schools in any one or more states for more than three full academic years.
- AMAOs—Annual measurable achievement objectives
- LIEP—Language instruction educational program. These programs for ELs have the purpose of helping them develop and attain English language proficiency (ELP) while meeting challenging academic content standards, and may use both English and a child’s native language.
- All students—The group of “all students,” used when reporting results of content achievement testing, refers to all tested students, including EL and MFEL students.

In addition, when the number “0” is listed, the state reported no students in the category.

If the state did not provide any information, NR is listed to mean “no response.”

Each state provided information that includes the following:

- The number of EL students, number of EL students served in *Title III*-funded programs, and number of MFELs.
- The percentage of EL students making progress in ELP (AMAO 1) and the percentage of students attaining ELP (AMAO 2);

⁴⁵ Puerto Rico identifies and serves limited Spanish proficient students with *Title III* funds.

- The percentage of EL, MFEL, and all students scoring “proficient” or “advanced” on assessments in the subject areas of reading/language arts and mathematics (AMAO 3);
- The number of immigrant children and youth identified and served through Title III funded §3114(d)(1) programs;
- The most commonly used LIEPs and the five most commonly spoken languages of EL students (note that language names are presented as they were reported by the states);
- The number of certified/licensed teachers working in *Title III*-funded activities and the additional teachers the state anticipated would be needed in five years; and
- The number of subgrantees within the state that met all three AMAOs and whether the state met all three AMAOs.

Most information is provided for the state as a whole (e.g., numbers of students, results for AMAOs 1, 2, and 3); some information is provided based on the state’s subgrantees (e.g., LIEPs used, number of subgrantees meeting all three AMAOs). In addition, the profile includes the total *Title III* allocation provided to each state.

Comparison across states is discouraged for the reasons stated earlier in this report. Each state creates its own ELP standards and academic achievement standards; identifies or develops its own assessments; and has its own criteria for language proficiency and academic achievement as well as teacher certification. Comparisons between years (i.e., comparing SY 2010 – 11 with SY 2011 – 12) may be problematic since some states are reviewing and modifying their standards, their assessments, and/or their AMAOs, which could make comparisons between the two years invalid. However, some comparisons within states may be appropriate. Most specifically, within a single state, it is possible to compare different student groups within the same year, for example, the percentage of MFELs and “all students” scoring at least “proficient” on the two content-area assessments (reading/language arts and mathematics).

Finally, there are some occurrences when the total number of subgrantees that meet all three AMAOs exceeds the lowest number that meets one of the AMAOs. This may be due to states that have subgrantees that join consortia to receive *Title III* funds and then report on AMAO I and AMAO II as a consortia, but then may report AMAO III results on individual

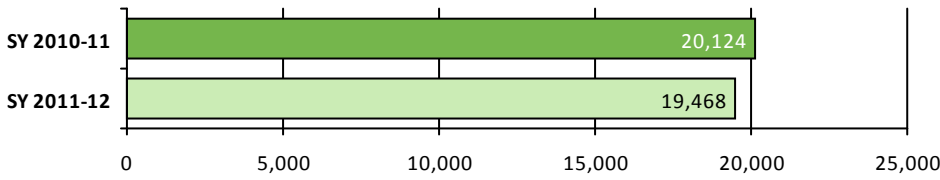
subgrantees. Eight states reported more subgrantees meeting all three AMAOs than meeting them individually, including

- Connecticut (both SY 2010 – 11 and 2011 – 12),
- Illinois (both SYs),
- Indiana (SY 2011 – 12),
- Massachusetts (SY 2010 – 11),
- Pennsylvania (SY 2011 – 12),
- Rhode Island (SY 2010 – 11),
- Texas (SY 2011 – 12), and
- Washington, DC (SY 2010 – 11).

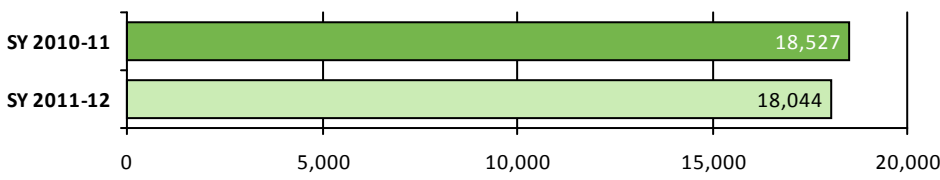
Please also note that numbers and percentages reflect rounding.

Alabama

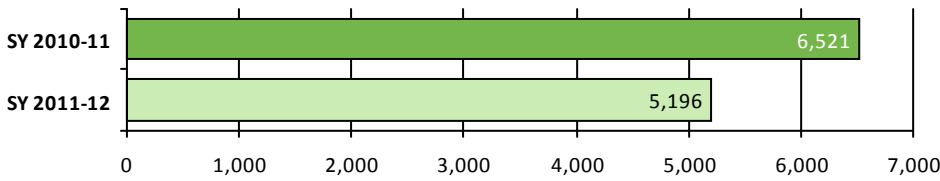
ELs Identified (N)



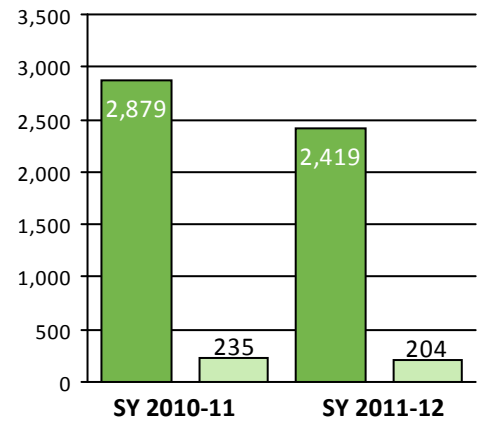
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



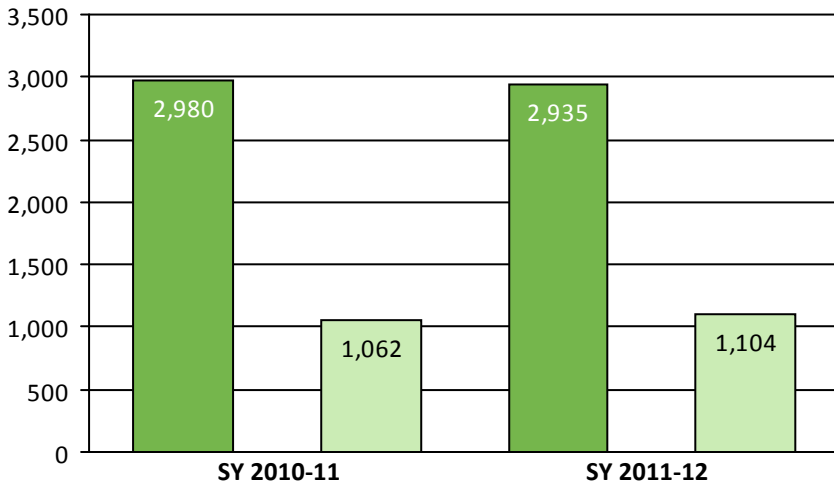
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	14,804
Korean	389
Vietnamese	361
Arabic	357
Chinese	268
SY 2011-12	
Spanish; Castilian	15,520
Arabic	475
Korean	473
Chinese	400
Vietnamese	378

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language		

LIEPs that use English only:

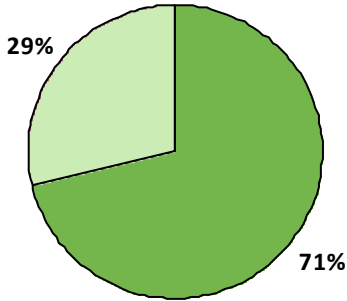
SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

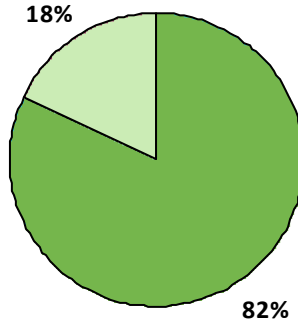
* No LIEPs that use English and another language.

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 44%



SY 2011-12
Target = 46%

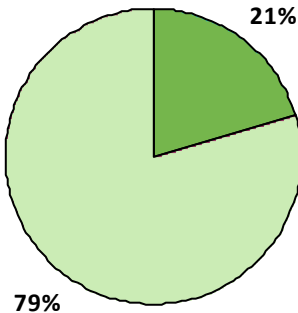


Made progress

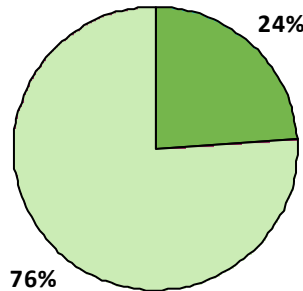
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 13%



SY 2011-12
Target = 14%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	60%	58%
MFELs	94%	92%
All Students	85%	86%

Mathematics

	SY 2010-11	SY 2011-12
ELs	63%	66%
MFELs	90%	92%
All Students	81%	82%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	52
● Met AMAO 1	52
● Met AMAO 2	47
● Met AMAO 3	48
Total meeting all three	43
	SY 2011-12
Total Subgrantees	58
● Met AMAO 1	58
● Met AMAO 2	56
● Met AMAO 3	53
Total meeting all three	51

Additional State Information

Title III funding for the state in SY 2010 11: \$3,775,906

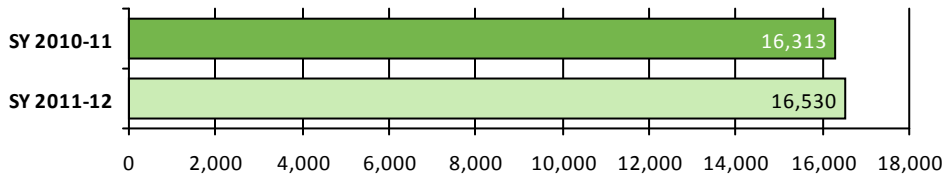
Title III funding for the state in SY 2011 12: \$3,657,569

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

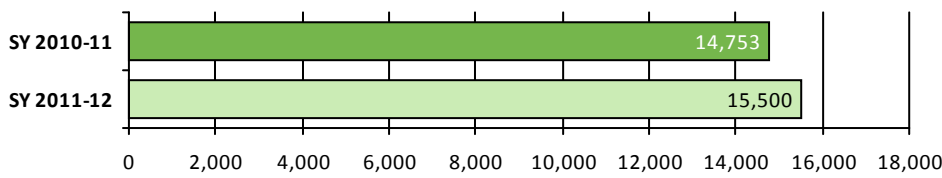
The state reported that it met all three AMAOs in both SY 2010-11 and SY 2011-12.

Alaska

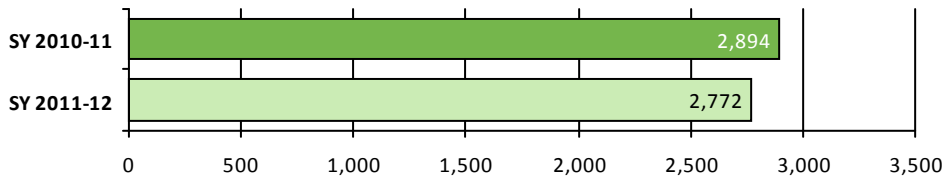
ELs Identified (N)



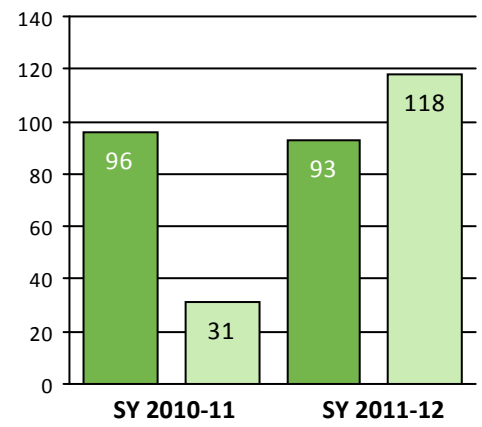
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



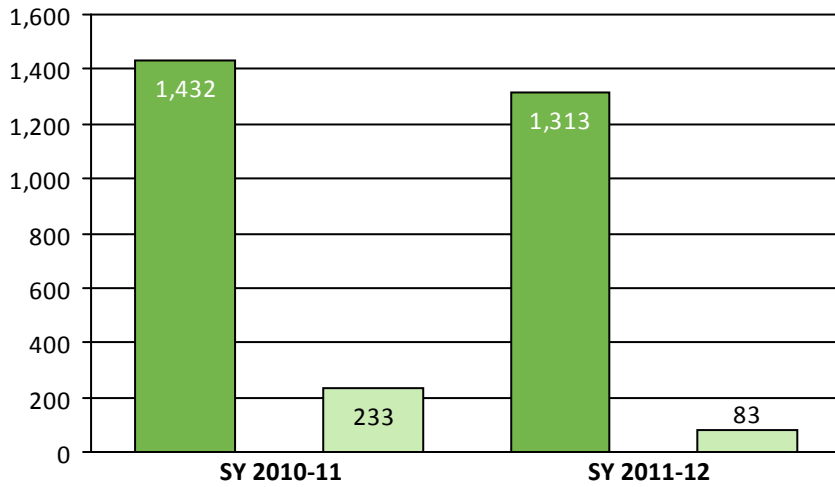
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Yupik languages	6,371
Spanish; Castilian	1,889
Inupiaq	1,525
Filipino; Pilipino	1,301
Hmong	1,201
SY 2011-12	
Yupik languages	7,072
Spanish; Castilian	1,830
Inupiaq	1,422
Filipino; Pilipino	1,271
Hmong	1,236

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion	●	
Transitional bilingual	●	●
Dual language		●
Developmental bilingual	●	●
Heritage language		

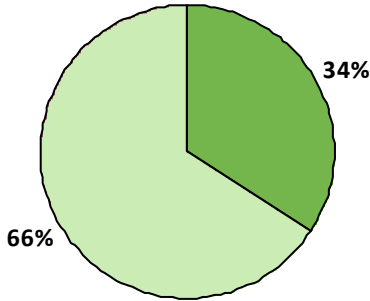
LIEPs that use English only:

SY 2010-11 SY 2011-12

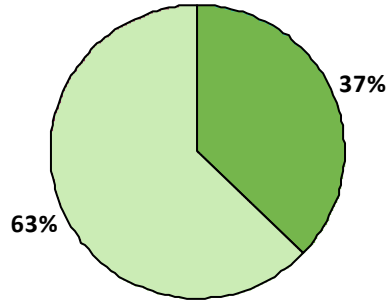
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 40%



SY 2011-12
Target = 31%

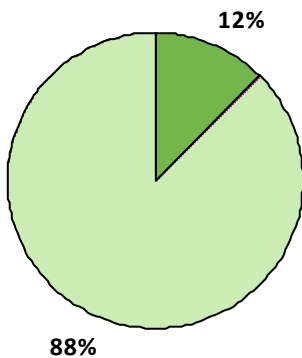


Made progress

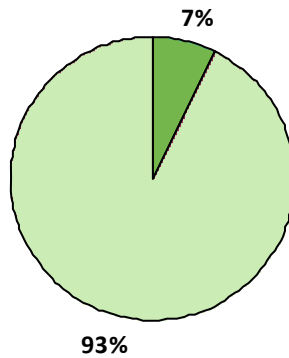
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 16%



SY 2011-12
Target = 4%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	31%	32%
MFELs	83%	85%
All Students	78%	80%

Mathematics

	SY 2010-11	SY 2011-12
ELs	29%	27%
MFELs	76%	76%
All Students	69%	69%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	13
● Met AMAO 1	6
● Met AMAO 2	5
● Met AMAO 3	0
Total meeting all three	0

	SY 2011-12
Total Subgrantees	14
● Met AMAO 1	11
● Met AMAO 2	10
● Met AMAO 3	2
Total meeting all three	1

Additional State Information

Title III funding for the state in SY 2010 11:

\$1,161,554

Title III funding for the state in SY 2011 12:

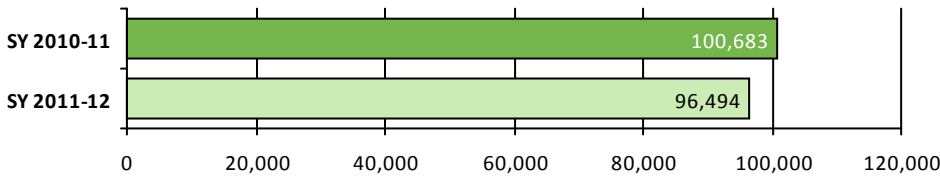
\$1,117,472

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

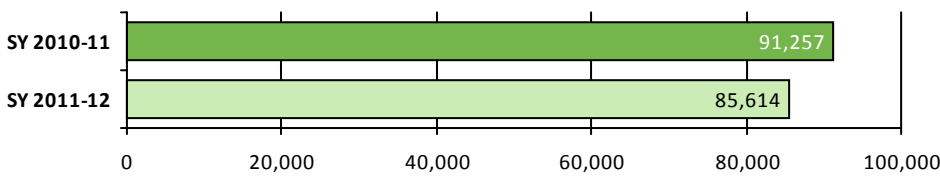
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Arizona

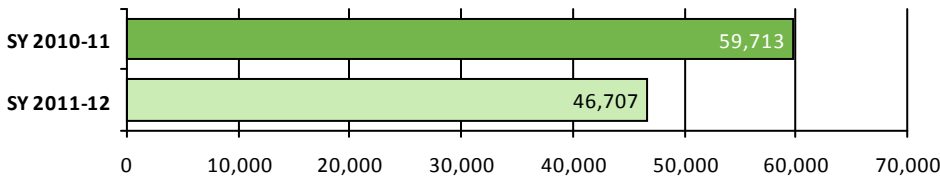
ELs Identified (N)



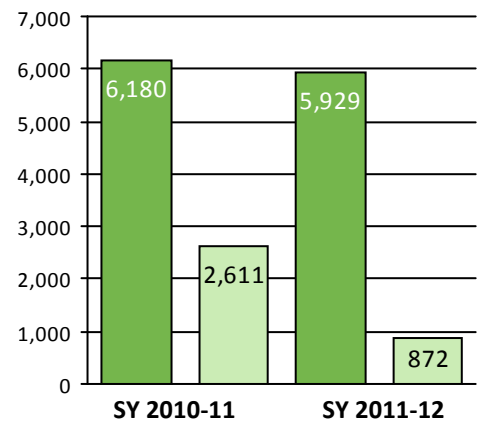
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



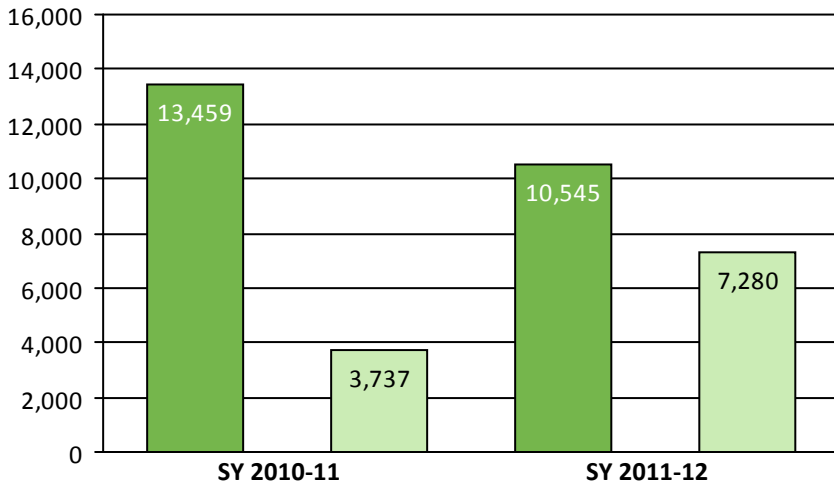
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	76,343
Arabic	1,244
Navajo; Navaho	1,154
Vietnamese	945
Somali	496
SY 2011-12	
Spanish; Castilian	71,844
Arabic	1,202
Navajo; Navaho	1,025
Vietnamese	950
Somali	515

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual	●	
Dual language	●	●
Developmental bilingual		
Heritage language	●	●

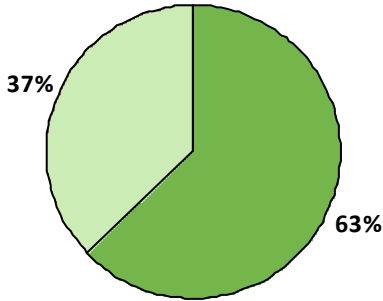
LIEPs that use English only:

SY 2010-11 SY 2011-12

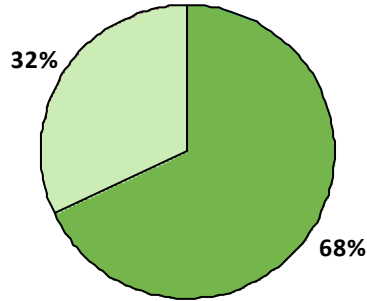
Structured English immersion	●	●
Sheltered English instruction		
Specially designed academic instruction in English		
Content-based ESL		
Pull-out ESL		
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 19%



SY 2011-12
Target = 21%

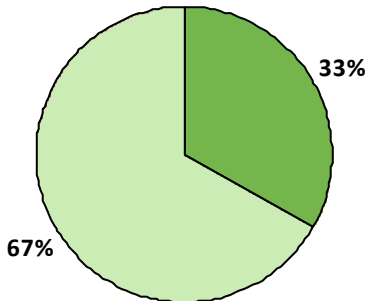


Made progress

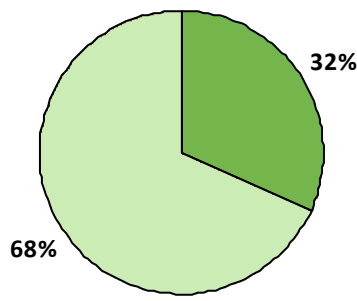
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 19%



SY 2011-12
Target = 21%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	27%	25%
MFELs	73%	66%
All Students	77%	78%

Mathematics

	SY 2010-11	SY 2011-12
ELs	21%	22%
MFELs	53%	49%
All Students	62%	63%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	246
● Met AMAO 1	241
● Met AMAO 2	207
● Met AMAO 3	207
Total meeting all three	168
	SY 2011-12
Total Subgrantees	262
● Met AMAO 1	252
● Met AMAO 2	184
● Met AMAO 3	215
Total meeting all three	147

Additional State Information

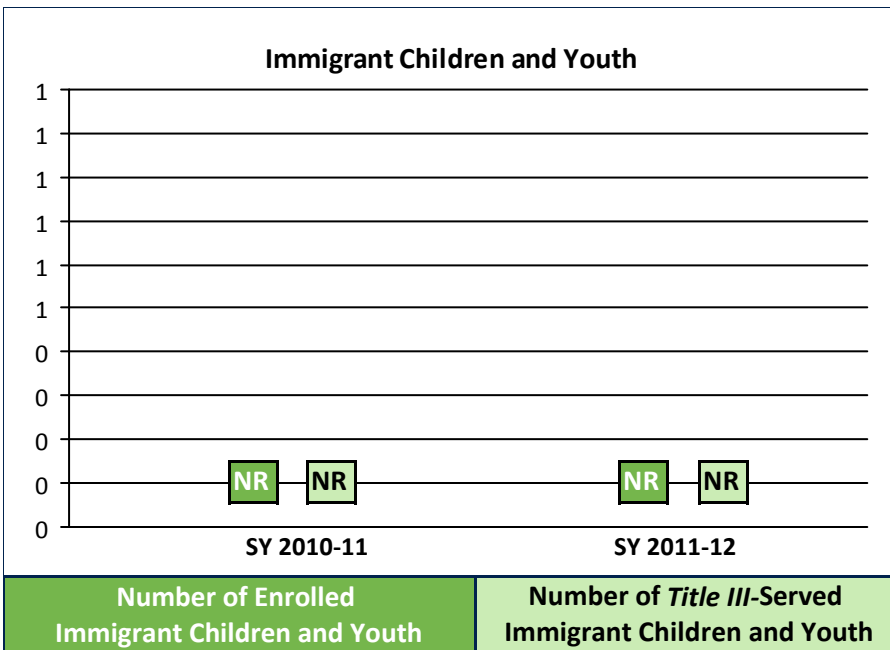
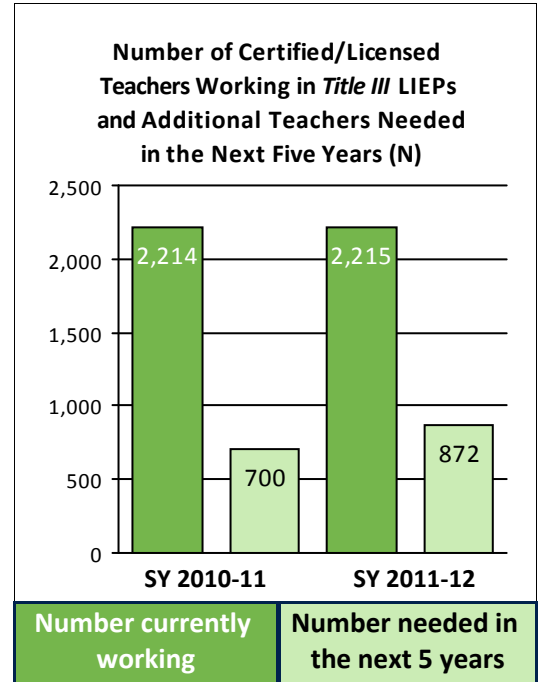
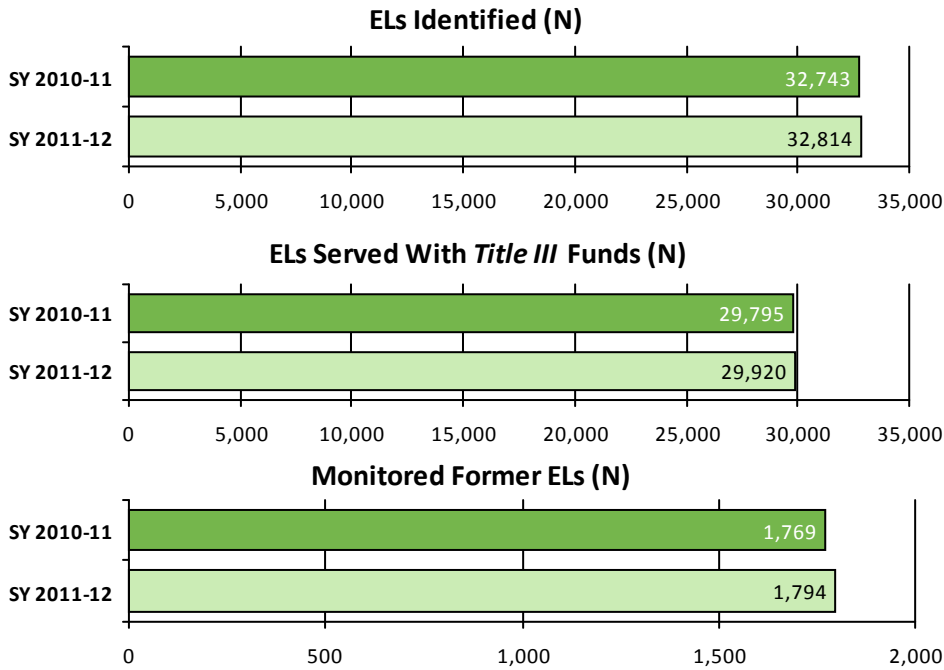
Title III funding for the state in SY 2010 11: **\$24,081,461**

Title III funding for the state in SY 2011 12: **\$22,400,509**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Arkansas

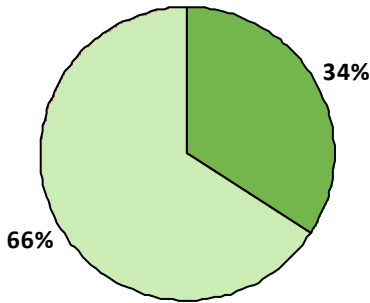


SY 2010-11	
Spanish; Castilian	28,309
Marshallese	1,672
Vietnamese	462
Hmong	341
Arabic	221
SY 2011-12	
Spanish; Castilian	28,379
Marshallese	1,672
Vietnamese	462
Hmong	341
Arabic	221

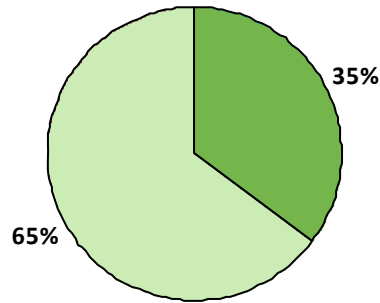
	LIEPs that use English and another language:*		LIEPs that use English only:	
	SY 2010-11	SY 2011-12	SY 2010-11	SY 2011-12
Two-way immersion				
Transitional bilingual				
Dual language				
Developmental bilingual				
Heritage language				
Structured English immersion				
Sheltered English instruction			●	●
Specially designed academic instruction in English			●	●
Content-based ESL			●	●
Pull-out ESL			●	●
Other				

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 28%



SY 2011-12
Target = 29%

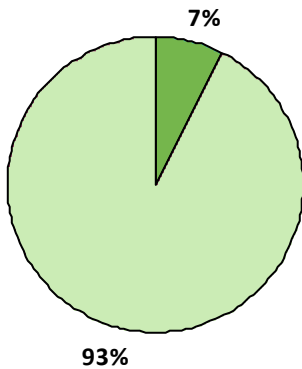


Made progress

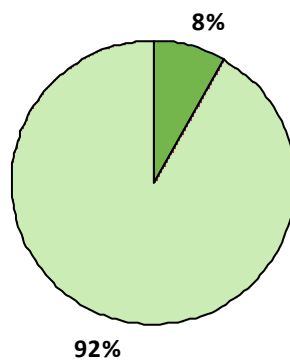
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 4%



SY 2011-12
Target = 4%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	61%	70%
MFELs	95%	97%
All Students	74%	80%

Mathematics

	SY 2010-11	SY 2011-12
ELs	66%	69%
MFELs	95%	96%
All Students	76%	78%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	40
● Met AMAO 1	37
● Met AMAO 2	36
● Met AMAO 3	27
Total meeting all three	24
	SY 2011-12
Total Subgrantees	41
● Met AMAO 1	39
● Met AMAO 2	35
● Met AMAO 3	20
Total meeting all three	16

Additional State Information

Title III funding for the state in SY 2010 11:

\$3,301,528

Title III funding for the state in SY 2011 12:

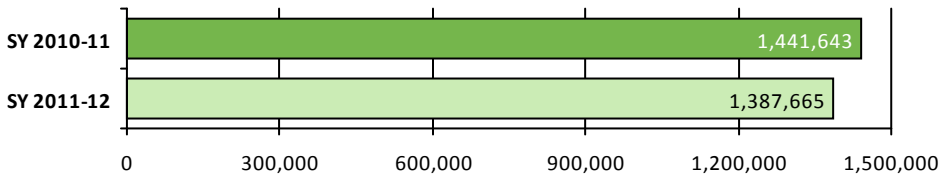
\$3,226,326

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

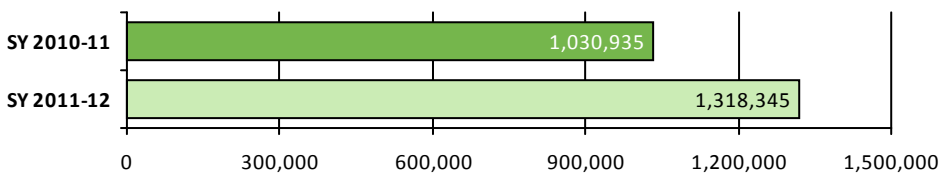
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

California

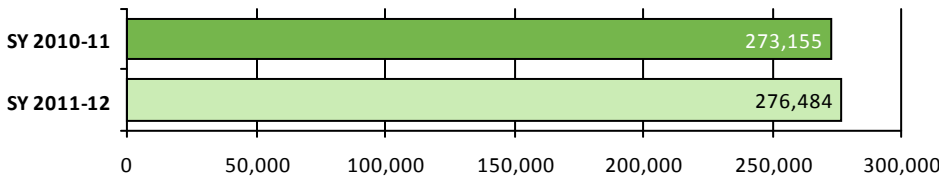
ELs Identified (N)



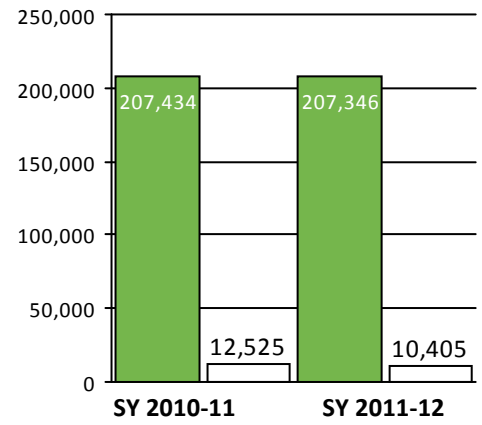
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



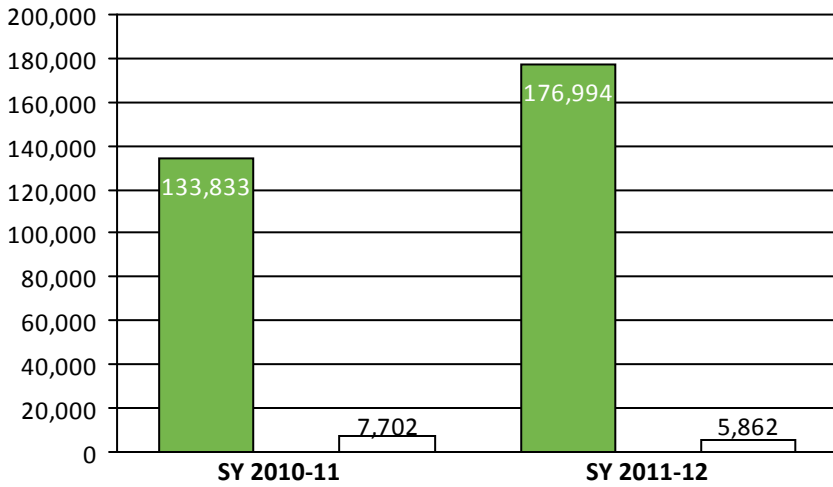
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	874,623
Chinese	30,288
Vietnamese	29,046
Tagalog	16,578
Hmong	13,175
SY 2011-12	
Spanish; Castilian	1,173,839
Chinese	33,151
Vietnamese	33,065
Tagalog	20,203
Hmong	13,465

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

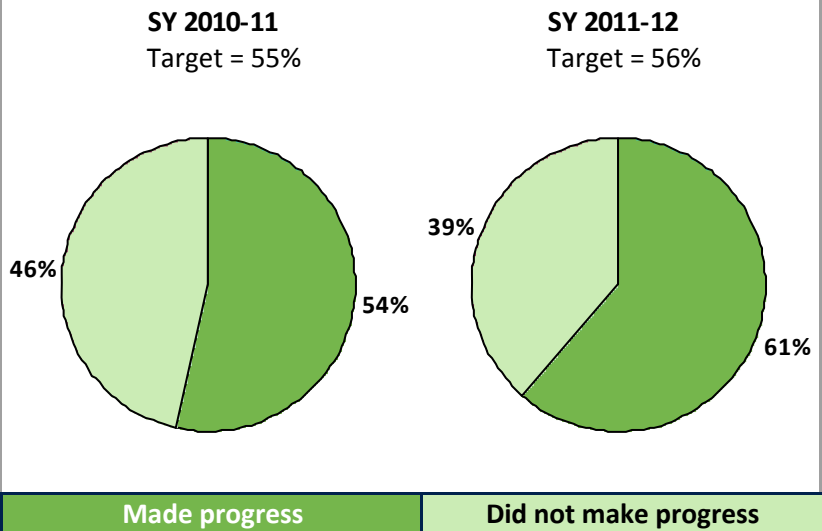
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

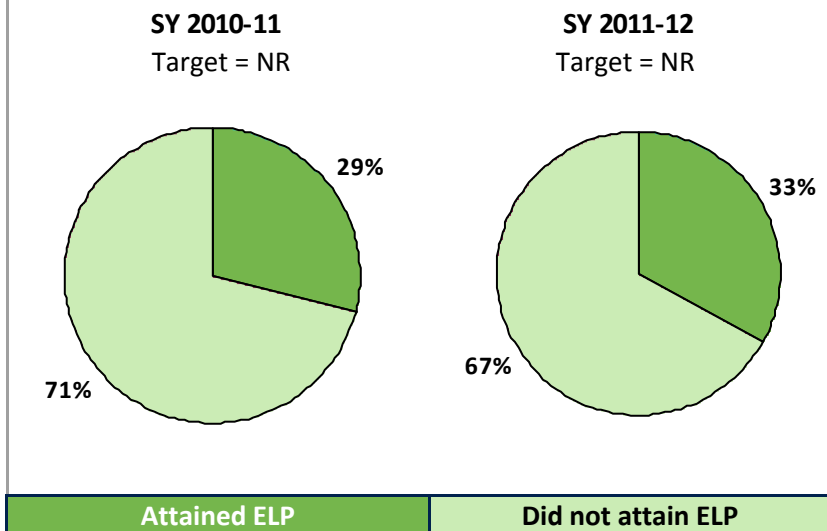


AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts		
	SY 2010-11	SY 2011-12
ELs	23%	24%
MFELs	61%	65%
All Students	56%	58%

Mathematics		
	SY 2010-11	SY 2011-12
ELs	38%	38%
MFELs	58%	60%
All Students	58%	59%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	673
● Met AMAO 1	343
● Met AMAO 2	305
● Met AMAO 3	183
Total meeting all three	95

	SY 2011-12
Total Subgrantees	706
● Met AMAO 1	583
● Met AMAO 2	416
● Met AMAO 3	157
Total meeting all three	97

Additional State Information

Title III funding for the state in SY 2010 11: \$173,295,391

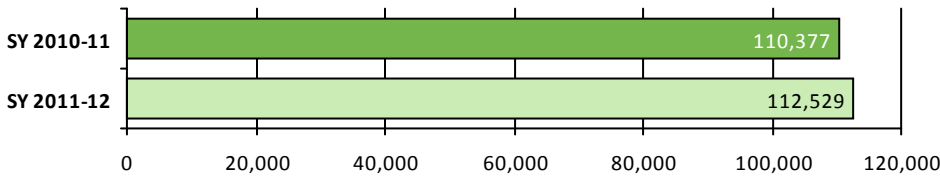
Title III funding for the state in SY 2011 12: \$164,936,260

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

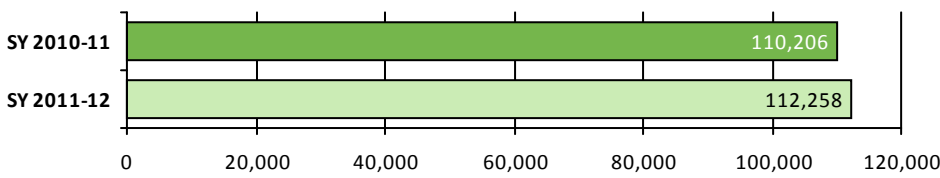
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Colorado

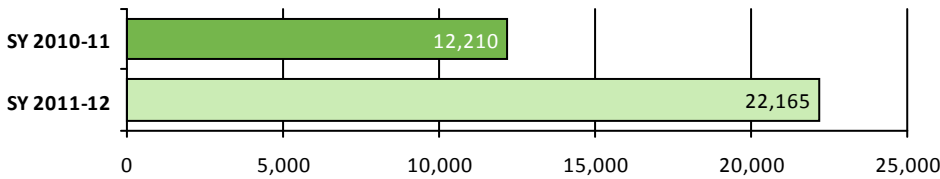
ELs Identified (N)



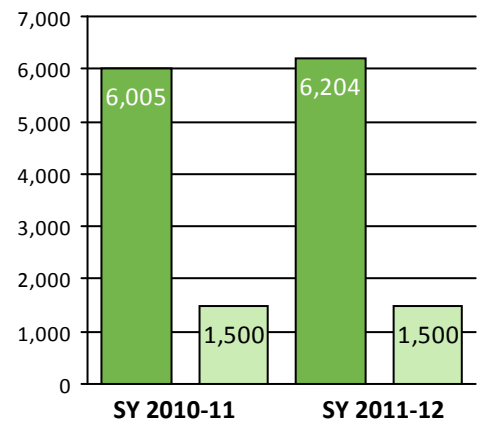
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



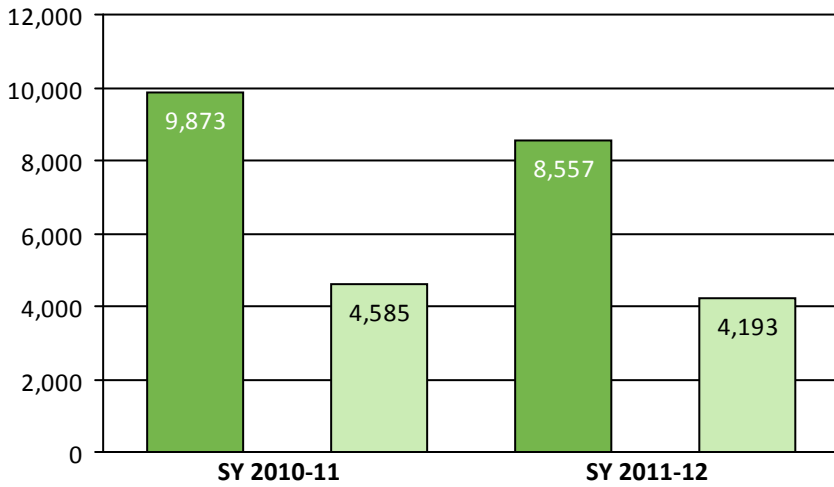
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	93,984
Vietnamese	1,939
Arabic	1,331
Chinese	1,253
Russian	1,063
SY 2011-12	
Spanish; Castilian	95,083
Vietnamese	1,866
Arabic	1,543
Chinese	1,206
Russian	1,049

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

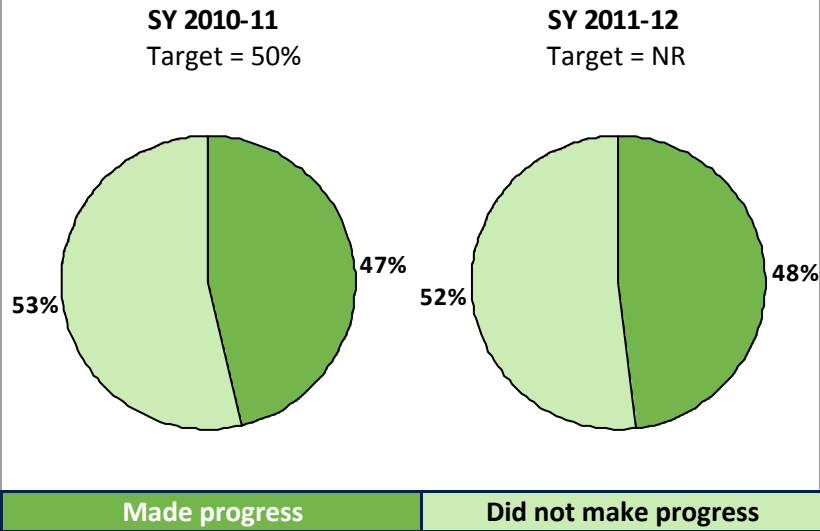
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

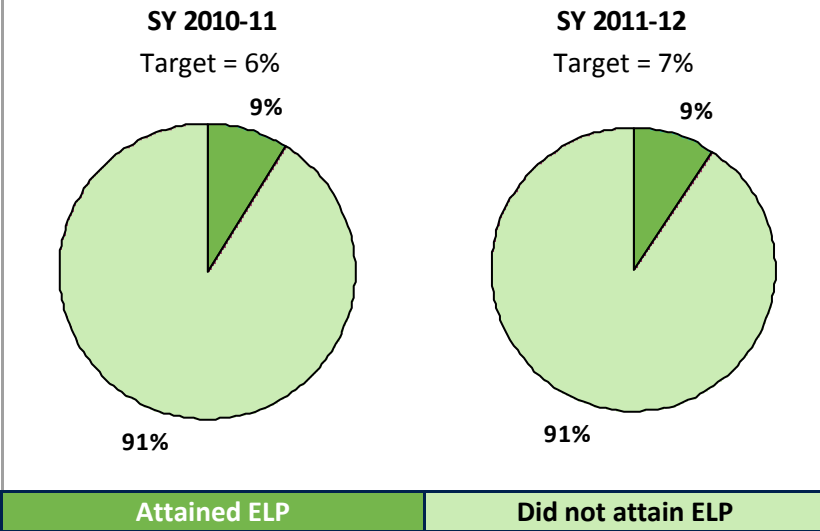
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	65%	26%
MFELs	96%	71%
All Students	90%	70%

Mathematics

	SY 2010-11	SY 2011-12
ELs	63%	27%
MFELs	87%	57%
All Students	83%	56%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	62
● Met AMAO 1	39
● Met AMAO 2	59
● Met AMAO 3	9
Total meeting all three	9
	SY 2011-12
Total Subgrantees	61
● Met AMAO 1	34
● Met AMAO 2	56
● Met AMAO 3	19
Total meeting all three	10

Additional State Information

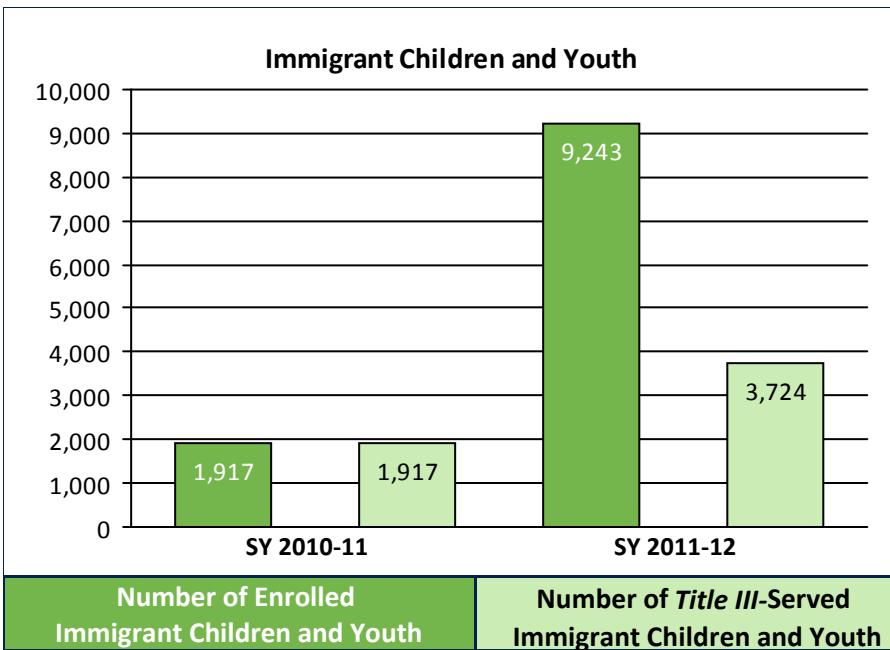
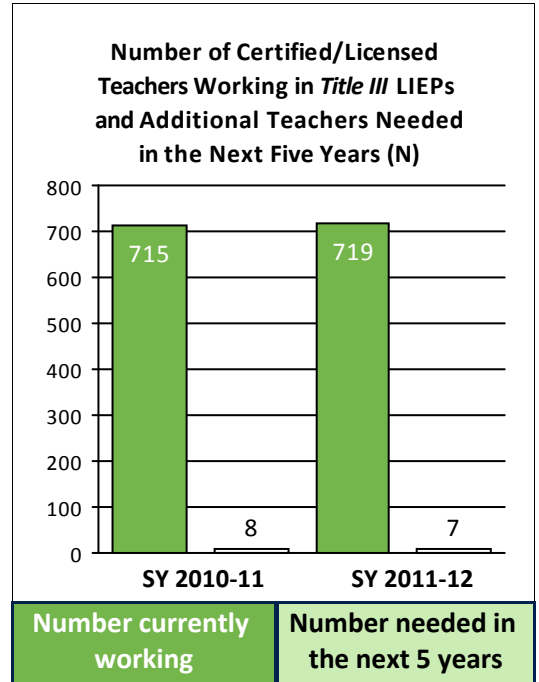
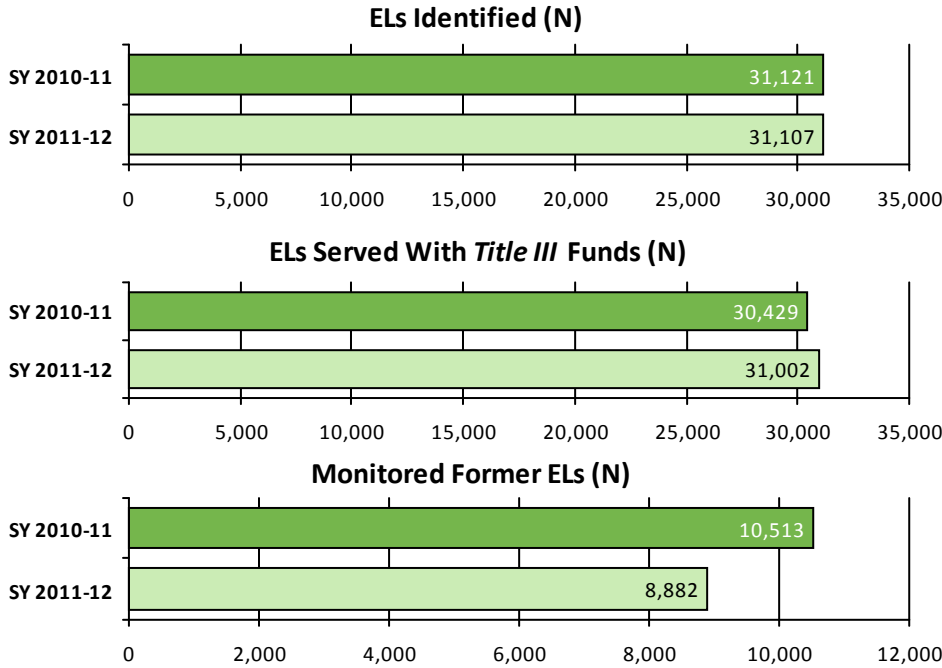
Title III funding for the state in SY 2010 11: **\$11,172,245**

Title III funding for the state in SY 2011 12: **\$10,771,499**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Connecticut



Top 5 Languages Spoken by K-12 ELs

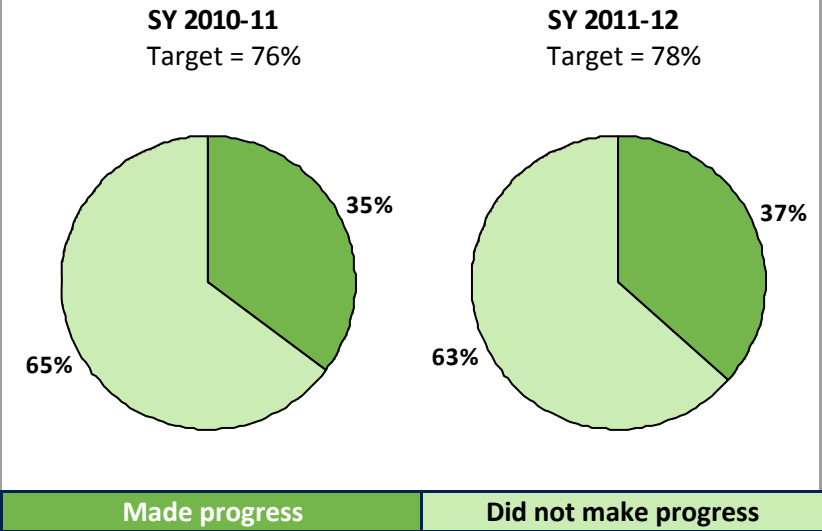
SY 2010-11	
Spanish; Castilian	22,155
Portuguese	937
Chinese	825
Creoles and pidgins, French-based (Other)	759
Arabic	595
SY 2011-12	
Spanish; Castilian	22,252
Portuguese	918
Chinese	788
Creoles and pidgins, French-based (Other)	767
Arabic	715

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

	SY 2010-11		SY 2011-12	
LIEPs that use English and another language:				
Two-way immersion				
Transitional bilingual	●	●		
Dual language	●	●		
Developmental bilingual				
Heritage language				
LIEPs that use English only:				
Structured English immersion			●	●
Sheltered English instruction			●	●
Specially designed academic instruction in English				
Content-based ESL			●	●
Pull-out ESL			●	●
Other			●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

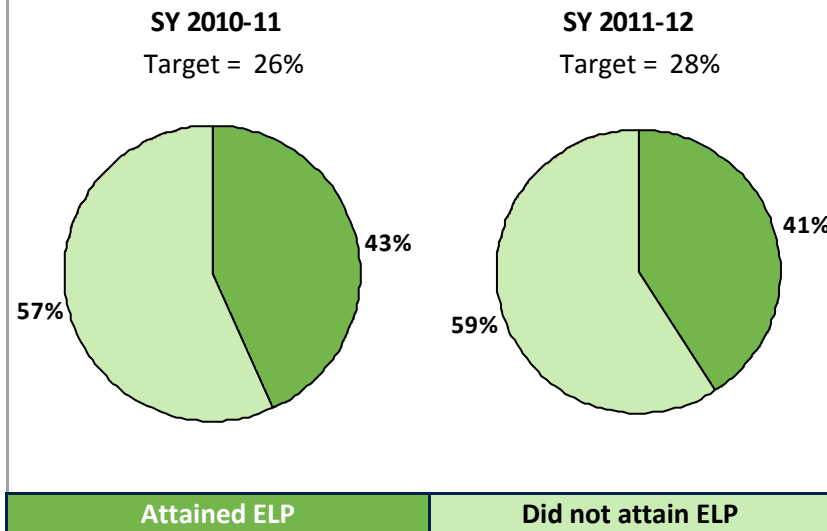
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	29%	32%
MFELs	73%	81%
All Students	79%	80%

Mathematics

	SY 2010-11	SY 2011-12
ELs	47%	46%
MFELs	84%	88%
All Students	84%	84%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	57
● Met AMAO 1	36
● Met AMAO 2	1
● Met AMAO 3	0
Total meeting all three	20

	SY 2011-12
Total Subgrantees	59
● Met AMAO 1	26
● Met AMAO 2	2
● Met AMAO 3	0
Total meeting all three	31

Additional State Information

Title III funding for the state in SY 2010 11: **\$5,680,977**

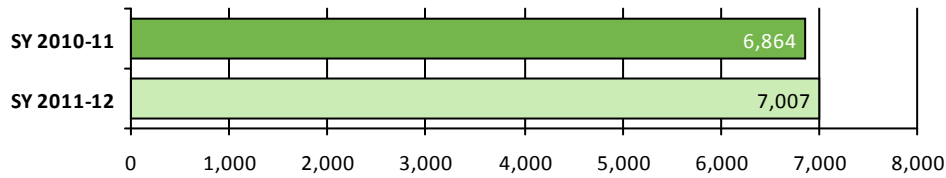
Title III funding for the state in SY 2011 12: **\$5,760,399**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

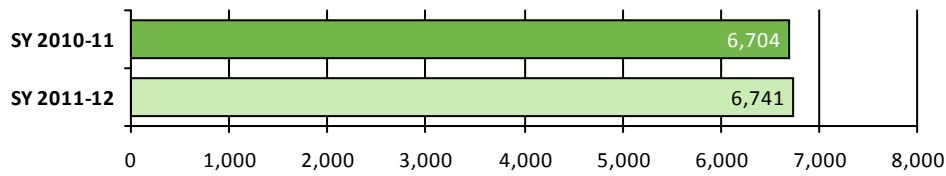
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Delaware

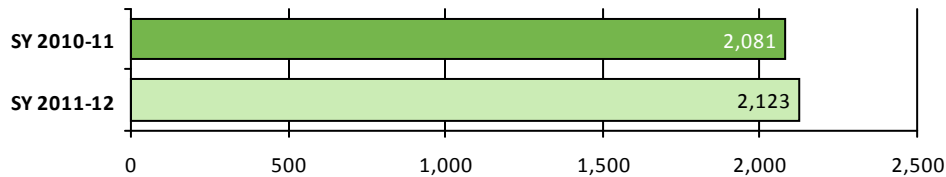
ELs Identified (N)



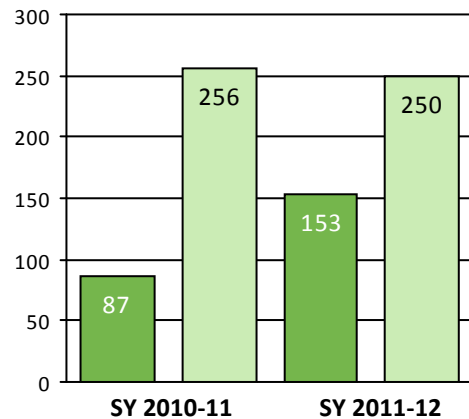
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



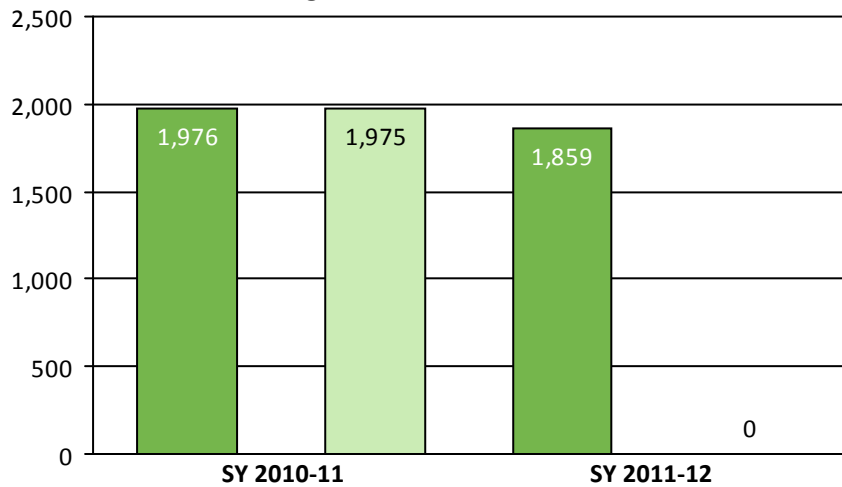
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	5,238
Creoles and pidgins (Other)	378
Chinese	135
Arabic	109
Gujarati	76
SY 2011-12	
Spanish; Castilian	5,368
Creoles and pidgins (Other)	398
Chinese	143
Arabic	109
Gujarati	76

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

	SY 2010-11	SY 2011-12
Two-way immersion		●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language		

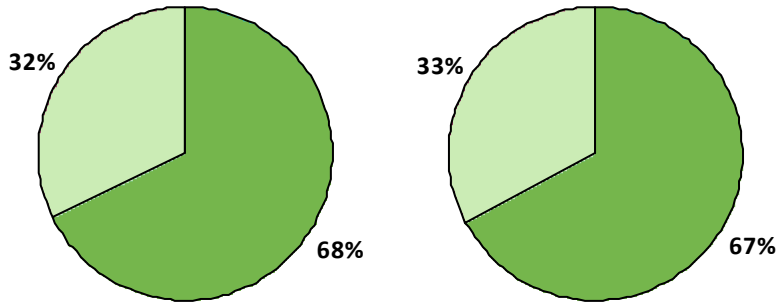
LIEPs that use English only:

	SY 2010-11	SY 2011-12
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL		●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 52%

SY 2011-12
Target = 54%



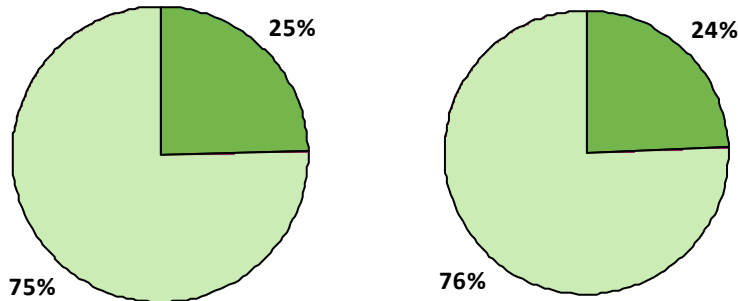
Made progress

Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 16%

SY 2011-12
Target = 16%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	21%	34%
MFELs	57%	72%
All Students	62%	74%

Mathematics

	SY 2010-11	SY 2011-12
ELs	31%	44%
MFELs	66%	76%
All Students	62%	73%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	13
● Met AMAO 1	12
● Met AMAO 2	13
● Met AMAO 3	13
Total meeting all three	12
	SY 2011-12
Total Subgrantees	13
● Met AMAO 1	9
● Met AMAO 2	13
● Met AMAO 3	13
Total meeting all three	9

Additional State Information

Title III funding for the state in SY 2010 11:

\$1,170,713

Title III funding for the state in SY 2011 12:

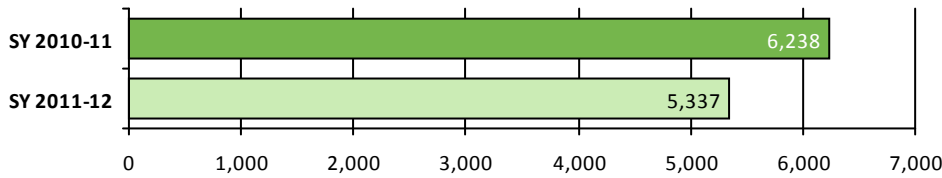
\$1,032,081

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

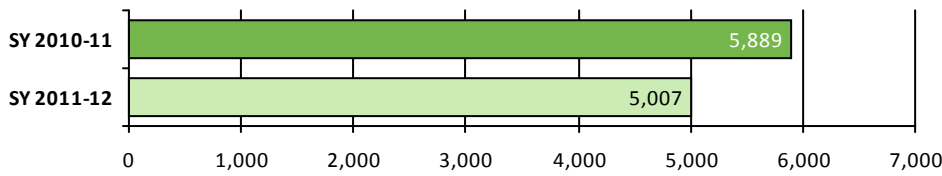
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

District of Columbia

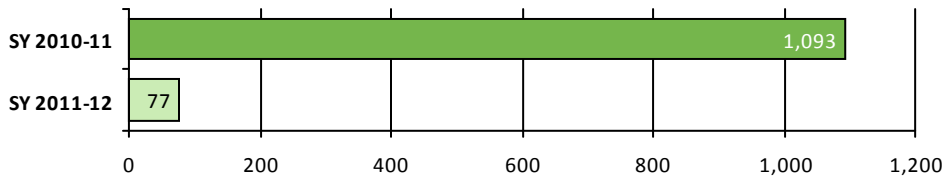
ELs Identified (N)



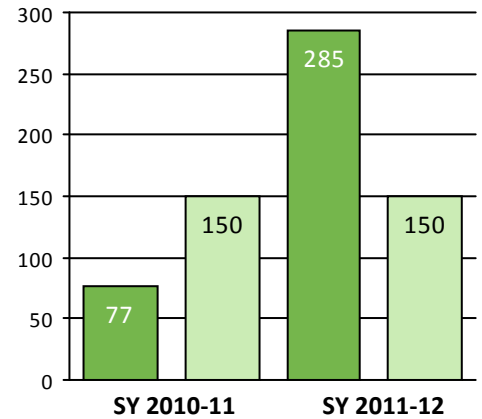
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



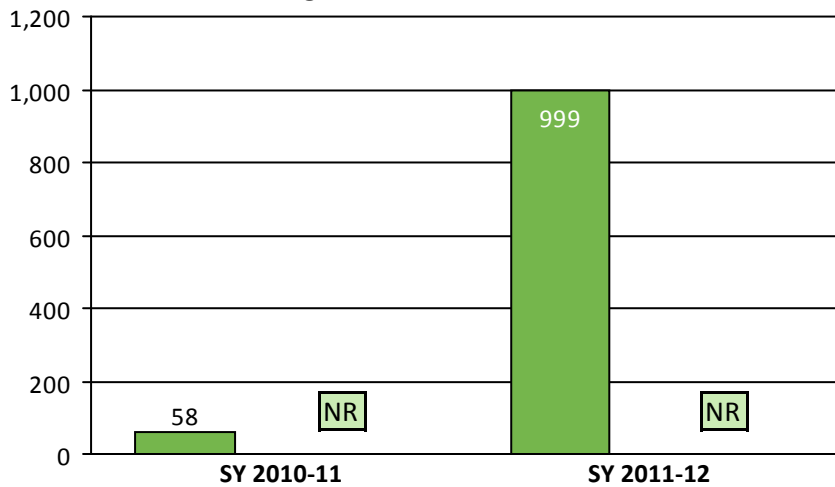
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	389
French	13
Arabic	13
Amharic	13
NR	
SY 2011-12	
Spanish; Castilian	3,467
Amharic	172
French	110
Chinese	92
Vietnamese	75

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

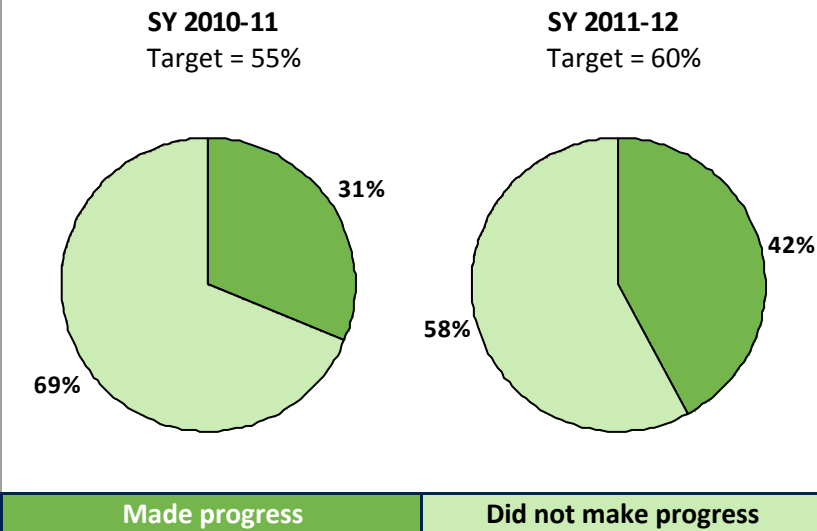
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion		●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	
Content-based ESL	●	●
Pull-out ESL		●
Other	●	

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

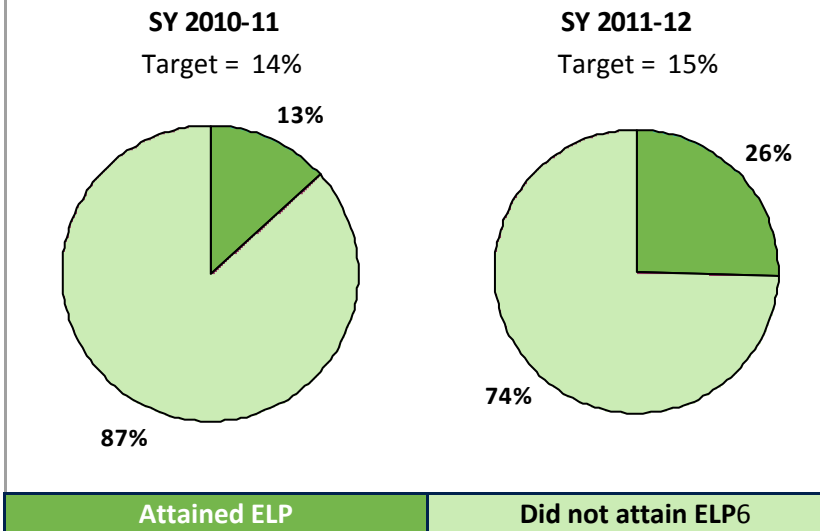
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	25%	22%
MFELs	65%	60%
All Students	46%	45%

Mathematics

	SY 2010-11	SY 2011-12
ELs	36%	33%
MFELs	73%	74%
All Students	47%	49%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	12
● Met AMAO 1	4
● Met AMAO 2	2
● Met AMAO 3	0
Total meeting all three	1

	SY 2011-12
Total Subgrantees	10
● Met AMAO 1	2
● Met AMAO 2	8
● Met AMAO 3	0
Total meeting all three	0

Additional State Information

Title III funding for the state in SY 2010 11: **\$740,158**

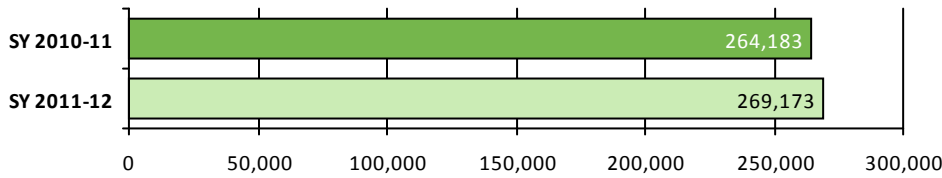
Title III funding for the state in SY 2011 12: **\$723,682**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

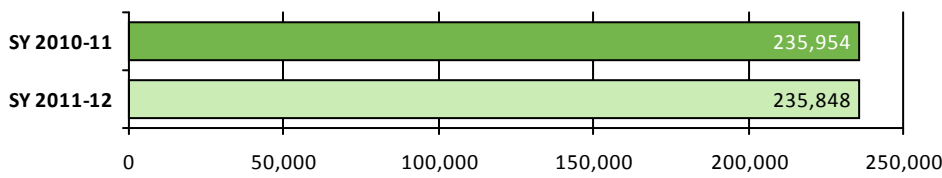
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Florida

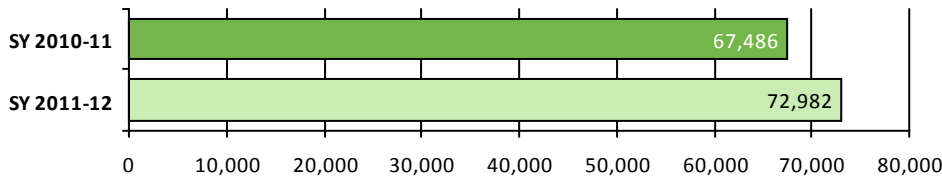
ELs Identified (N)



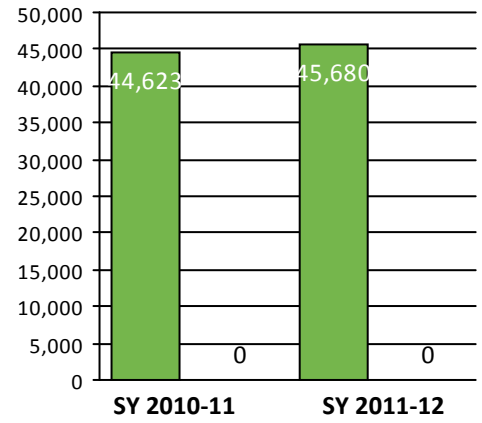
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



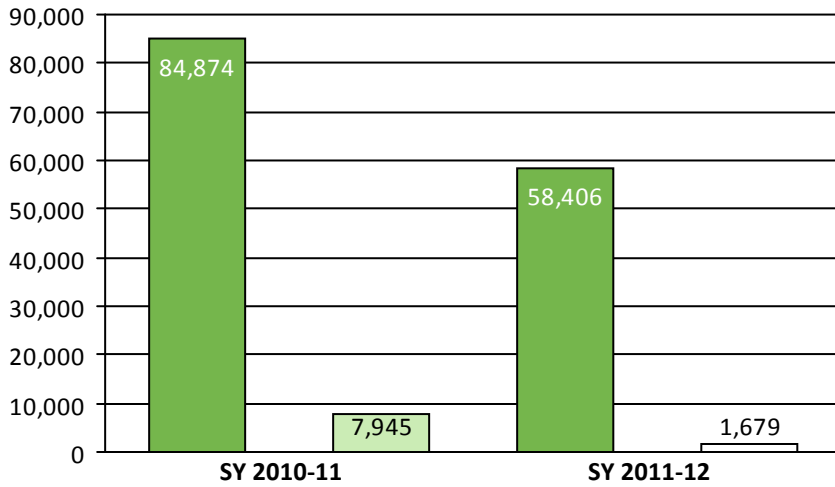
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	188,395
Haitian; Haitian Creole	29,601
Vietnamese	3,033
Portuguese	2,716
Arabic	2,481
SY 2011-12	
Spanish; Castilian	193,032
Haitian; Haitian Creole	28,277
Vietnamese	2,982
Portuguese	2,769
Arabic	2,702

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

- Two-way immersion
- Transitional bilingual
- Dual language
- Developmental bilingual
- Heritage language

LIEPs that use English only:

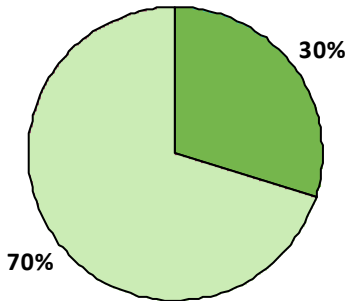
SY 2010-11 SY 2011-12

- Structured English immersion
- Sheltered English instruction
- Specially designed academic instruction in English
- Content-based ESL
- Pull-out ESL
- Other ●

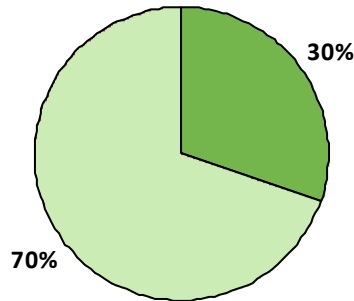
* No LIEPs that use English and another language.

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = NR



SY 2011-12
Target = NR

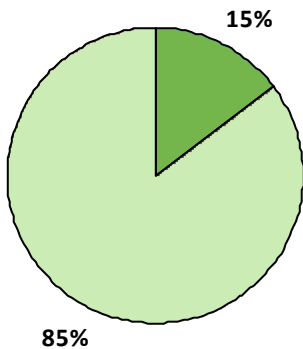


Made progress

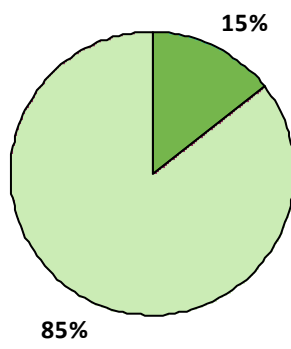
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = NR



SY 2011-12
Target = NR



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	25%	18%
MFELs	67%	56%
All Students	62%	57%

Mathematics

	SY 2010-11	SY 2011-12
ELs	40%	28%
MFELs	71%	58%
All Students	68%	56%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	48
● Met AMAO 1	36
● Met AMAO 2	21
● Met AMAO 3	3
Total meeting all three	1

	SY 2011-12
Total Subgrantees	49
● Met AMAO 1	21
● Met AMAO 2	15
● Met AMAO 3	2
Total meeting all three	1

Additional State Information

Title III funding for the state in SY 2010 11:

\$44,368,036

Title III funding for the state in SY 2011 12:

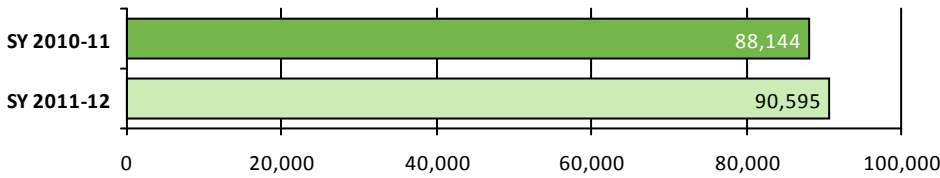
\$42,878,108

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

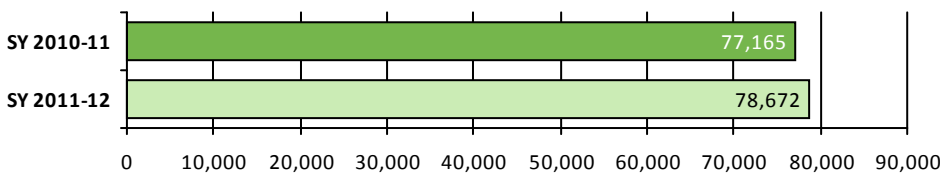
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Georgia

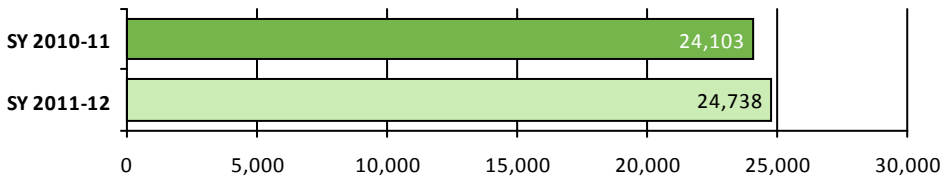
ELs Identified (N)



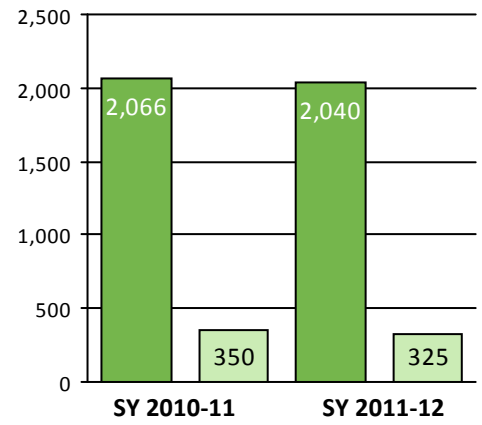
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



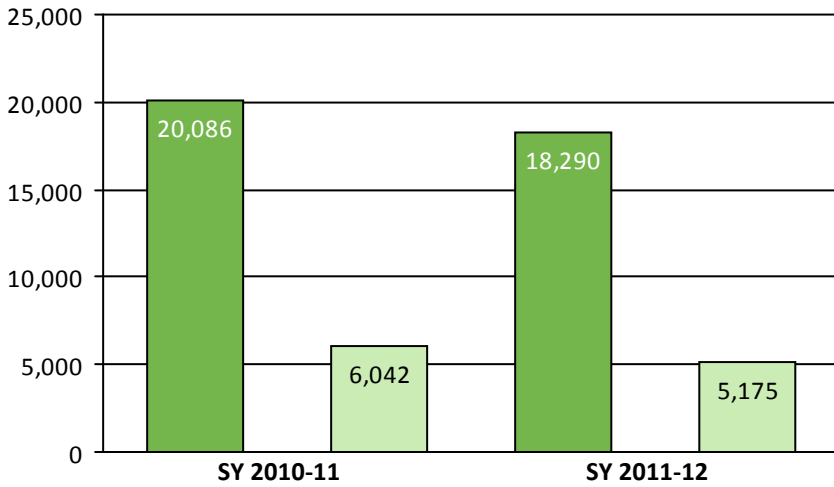
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	68,914
No linguistic content; Not applicable	4,794
Vietnamese	2,504
Korean	1,685
Chinese	1,361
SY 2011-12	
Spanish; Castilian	70,638
No linguistic content; Not applicable	5,235
Vietnamese	2,518
Korean	1,718
Chinese	1,405

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language	●	●
Developmental bilingual		
Heritage language	●	●

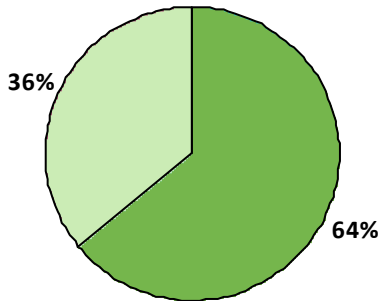
LIEPs that use English only:

SY 2010-11 SY 2011-12

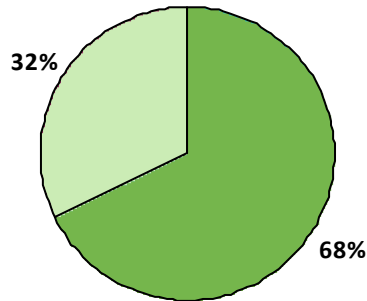
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 50%



SY 2011-12
Target = 51%

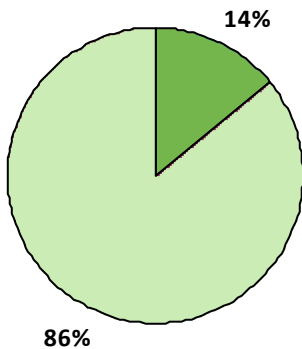


Made progress

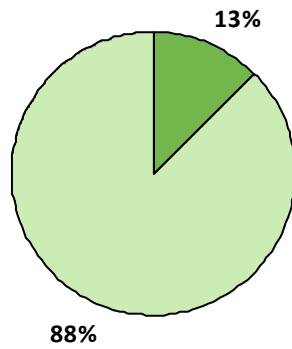
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 6%



SY 2011-12
Target = 7%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	82%	87%
MFELs	97%	97%
All Students	92%	94%

Mathematics

	SY 2010-11	SY 2011-12
ELs	75%	74%
MFELs	91%	86%
All Students	84%	81%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	90
● Met AMAO 1	88
● Met AMAO 2	87
● Met AMAO 3	79
Total meeting all three	75
	SY 2011-12
Total Subgrantees	90
● Met AMAO 1	90
● Met AMAO 2	89
● Met AMAO 3	54
Total meeting all three	36

Additional State Information

Title III funding for the state in SY 2010 11:

\$16,360,443

Title III funding for the state in SY 2011 12:

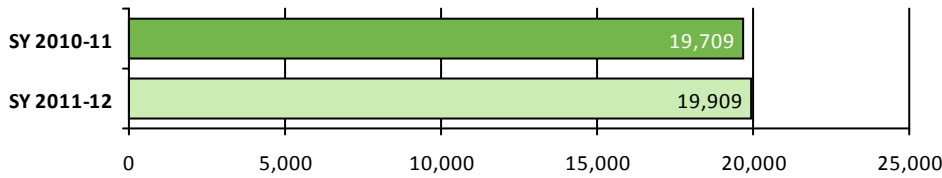
\$15,941,377

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

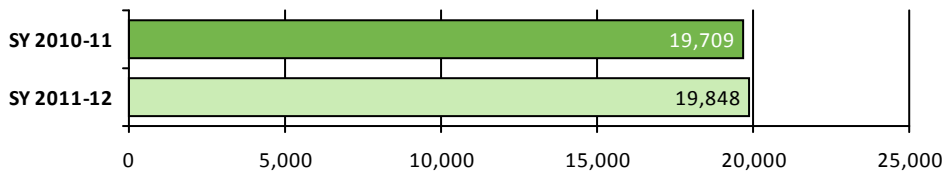
The state reported that it did not meet all three AMAOs in SY 2010-11 and did not report these data for SY 2011-12.

Hawaii

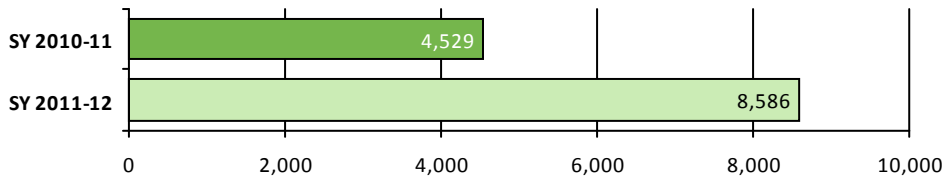
ELs Identified (N)



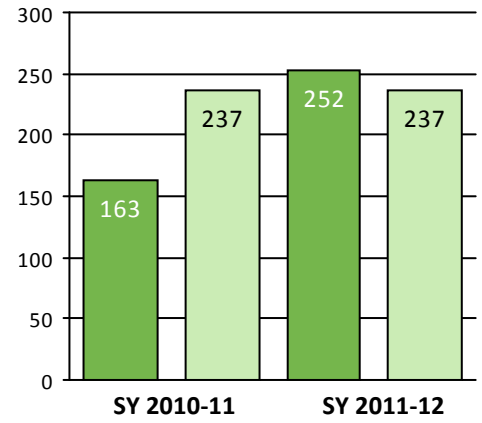
ELs Served With Title III Funds (N)



Monitored Former ELs (N)

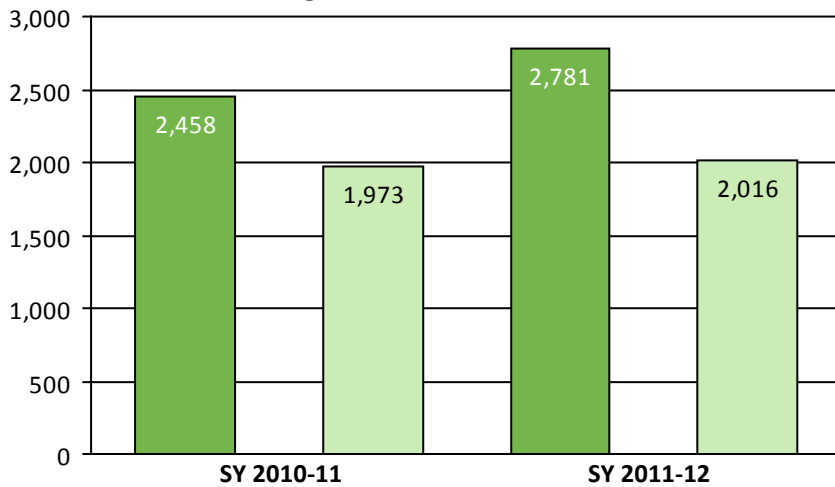


Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working	Number needed in the next 5 years
--------------------------	-----------------------------------

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth	Number of Title III-Served Immigrant Children and Youth
---	---

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Iloko	4,383
Chuukese	1,923
Marshallese	1,751
Tagalog	1,692
Spanish; Castilian	1,046
SY 2011-12	
Iloko	3,347
Chuukese	1,814
Marshallese	1,585
Tagalog	1,296
Spanish; Castilian	819

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language		

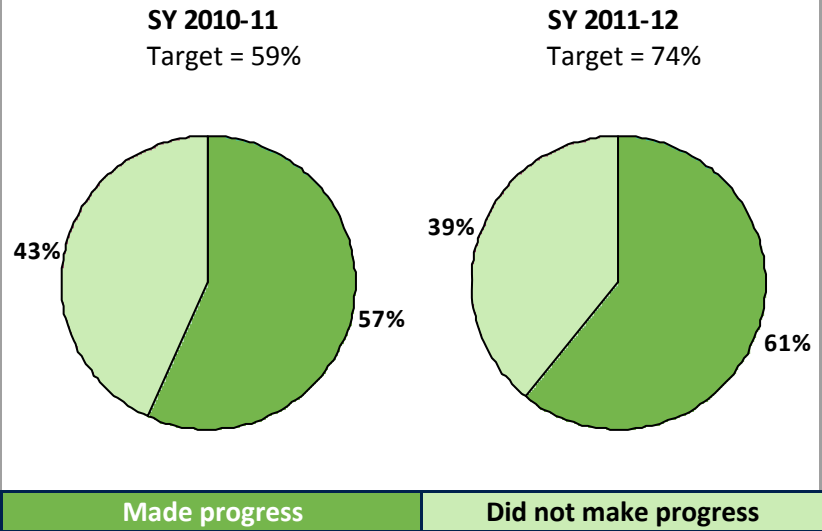
LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion		●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

* No LIEPs that use English and another language.

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

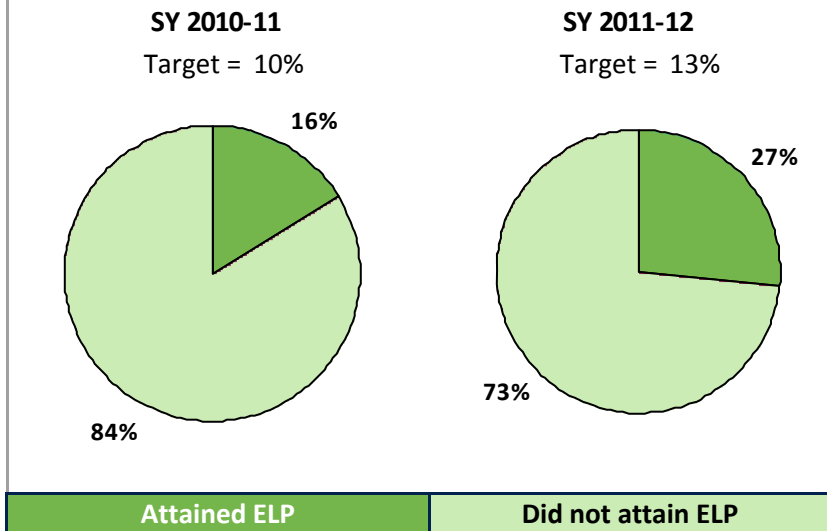


AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts		
	SY 2010-11	SY 2011-12
ELs	24%	20%
MFELs	78%	77%
All Students	67%	71%

Mathematics		
	SY 2010-11	SY 2011-12
ELs	25%	21%
MFELs	71%	68%
All Students	55%	59%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	1
● Met AMAO 1	0
● Met AMAO 2	1
● Met AMAO 3	0
Total meeting all three	0

	SY 2011-12
Total Subgrantees	1
● Met AMAO 1	0
● Met AMAO 2	1
● Met AMAO 3	0
Total meeting all three	0

Additional State Information

Title III funding for the state in SY 2010 11: \$2,934,485

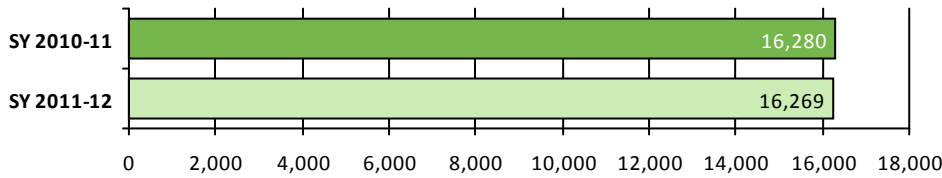
Title III funding for the state in SY 2011 12: \$2,990,877

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

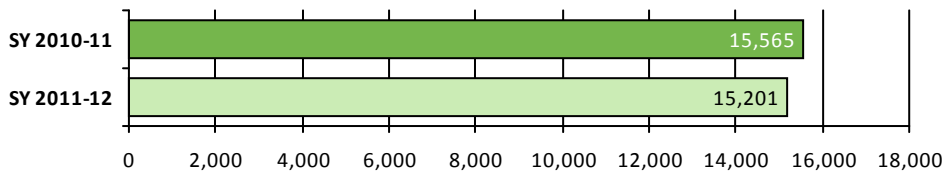
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Idaho

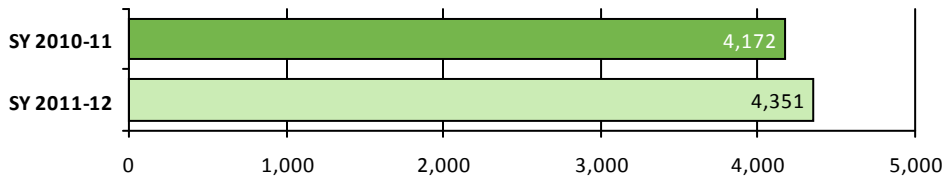
ELs Identified (N)



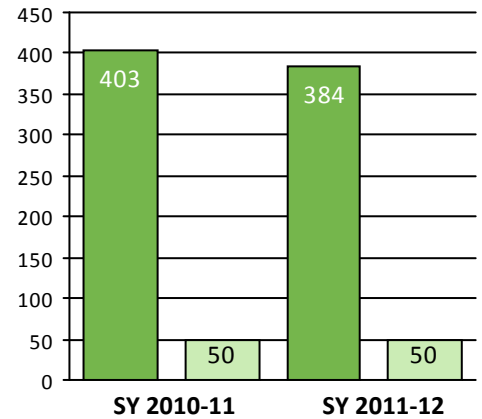
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



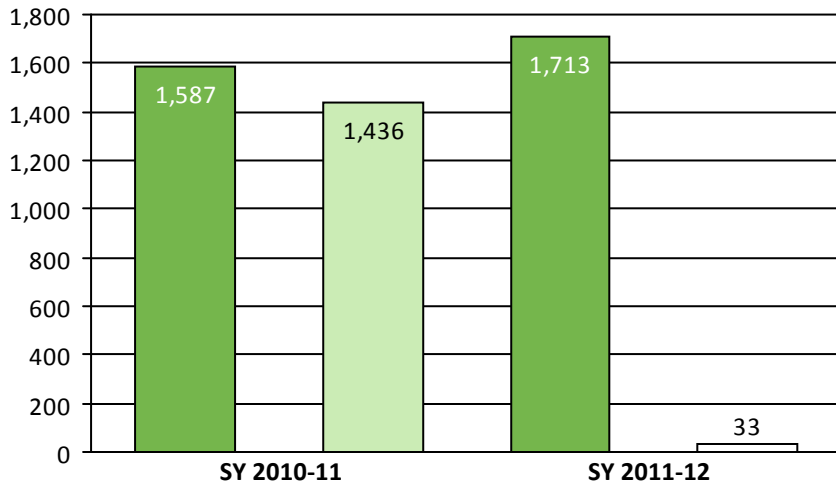
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	13,466
Arabic	279
Russian	214
North American Indian	192
Nepali	182
SY 2011-12	
Spanish; Castilian	10,598
Undetermined	2,168
Arabic	246
Nepali	198
Russian	170

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

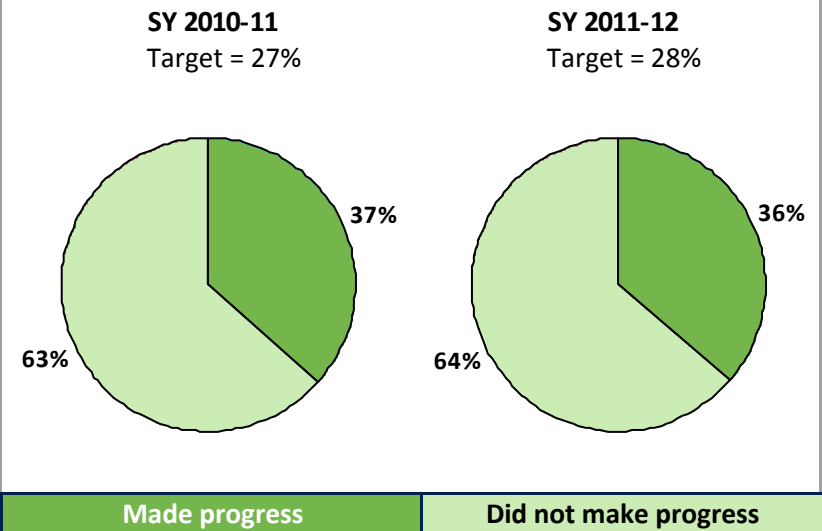
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

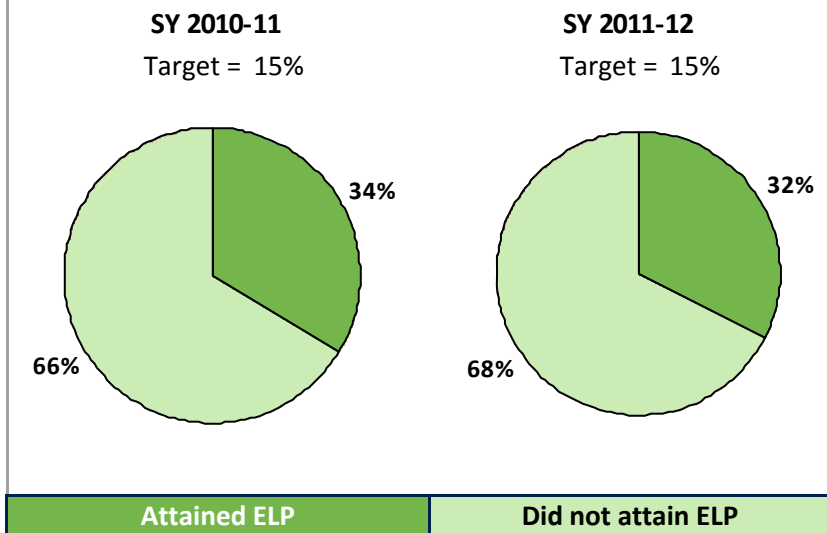
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	50%	55%
MFELs	89%	89%
All Students	89%	89%

Mathematics

	SY 2010-11	SY 2011-12
ELs	41%	44%
MFELs	77%	76%
All Students	80%	81%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	41
● Met AMAO 1	40
● Met AMAO 2	40
● Met AMAO 3	12
Total meeting all three	11

	SY 2011-12
Total Subgrantees	39
● Met AMAO 1	39
● Met AMAO 2	39
● Met AMAO 3	9
Total meeting all three	9

Additional State Information

Title III funding for the state in SY 2010 11: \$2,236,967

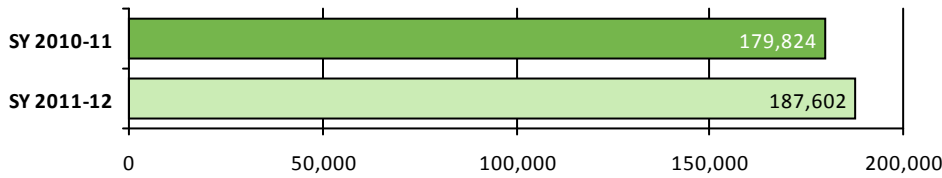
Title III funding for the state in SY 2011 12: \$2,252,864

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

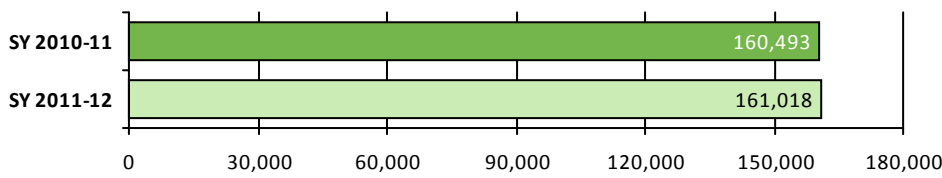
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Illinois

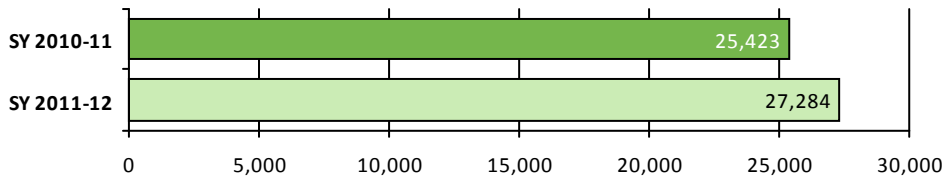
ELs Identified (N)



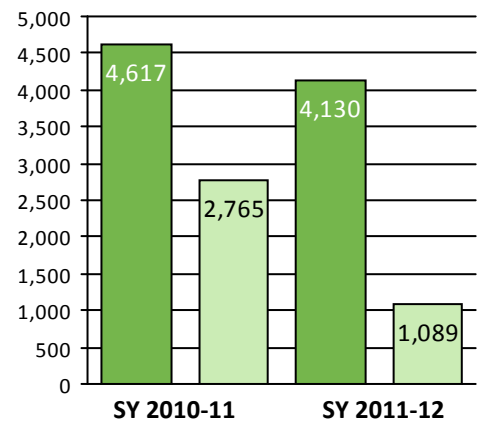
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



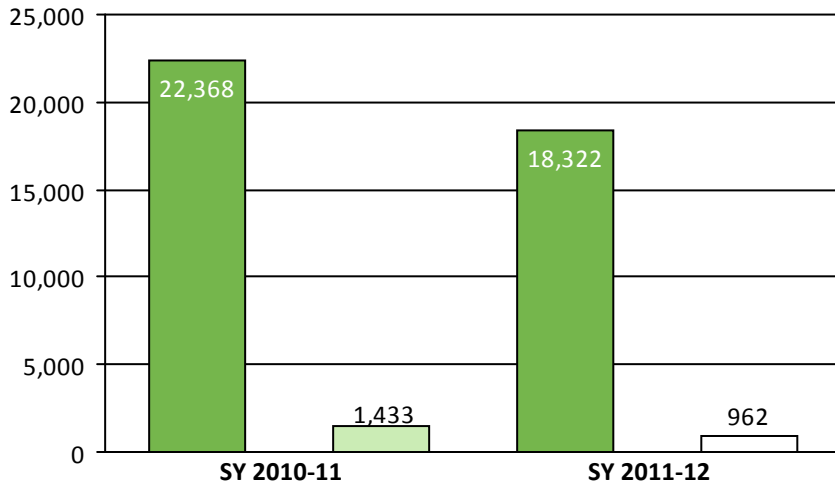
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	145,385
Polish	5,100
Arabic	4,401
Chinese	2,421
Urdu	2,381
SY 2011-12	
Spanish; Castilian	150,664
Polish	5,302
Arabic	5,027
Chinese	2,537
Urdu	2,452

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

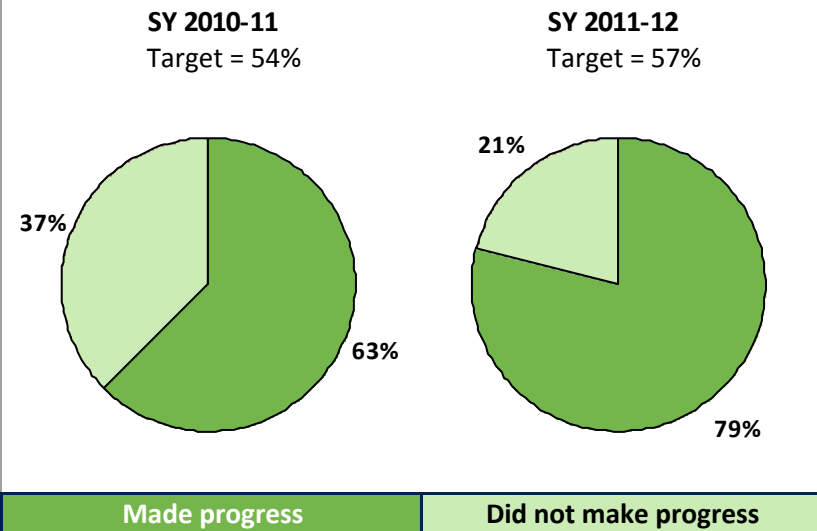
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

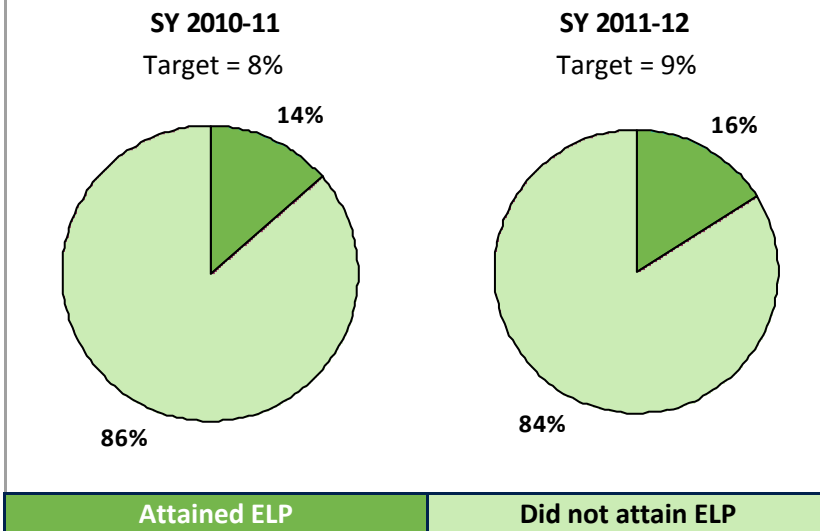


AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts		
	SY 2010-11	SY 2011-12
ELs	36%	39%
MFELs	82%	83%
All Students	75%	75%

Mathematics		
	SY 2010-11	SY 2011-12
ELs	60%	62%
MFELs	89%	90%
All Students	81%	81%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	194
● Met AMAO 1	168
● Met AMAO 2	186
● Met AMAO 3	61
Total meeting all three	93

	SY 2011-12
Total Subgrantees	190
● Met AMAO 1	188
● Met AMAO 2	187
● Met AMAO 3	51
Total meeting all three	81

Additional State Information

Title III funding for the state in SY 2010 11: **\$30,536,177**

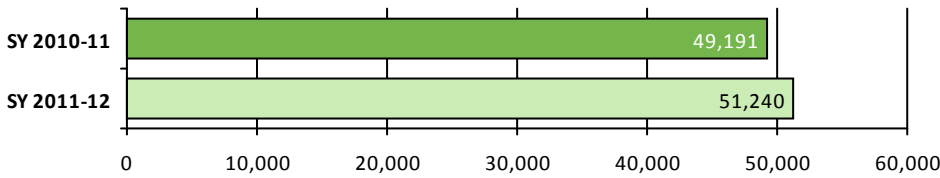
Title III funding for the state in SY 2011 12: **\$29,610,829**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

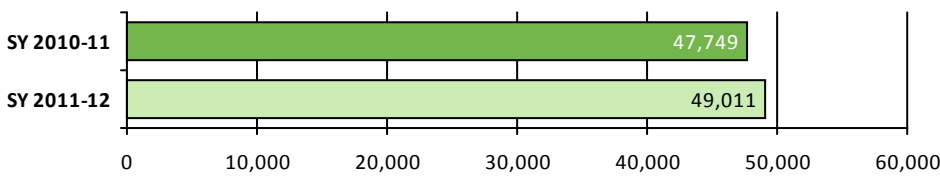
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Indiana

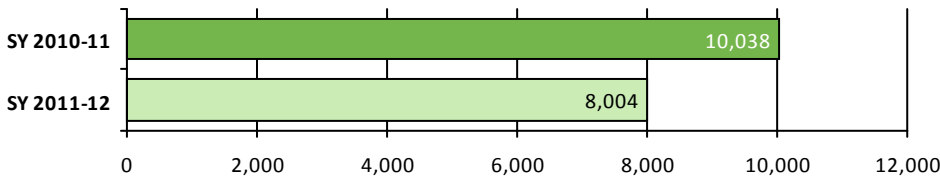
ELs Identified (N)



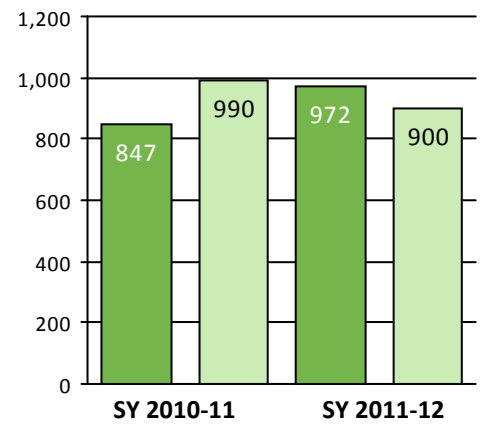
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



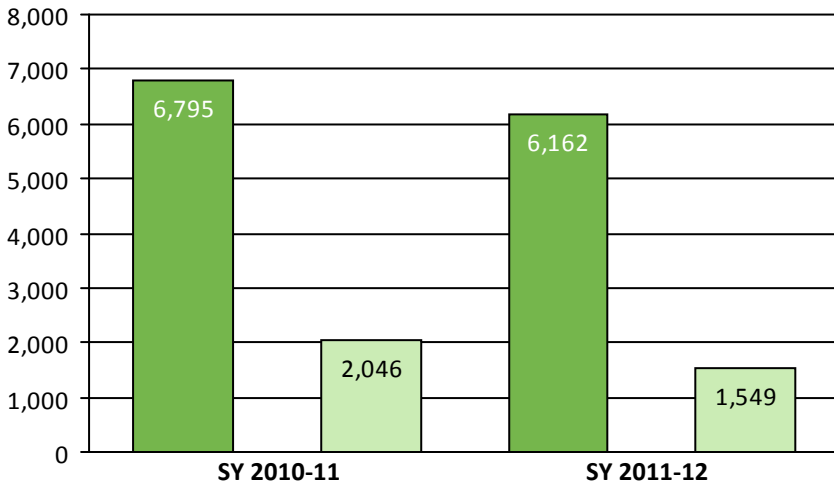
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	38,846
Burmese	1,637
German	1,368
Arabic	788
Chinese	725
SY 2011-12	
Spanish; Castilian	40,018
Burmese	1,915
German	1,537
Arabic	929
Chinese	739

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

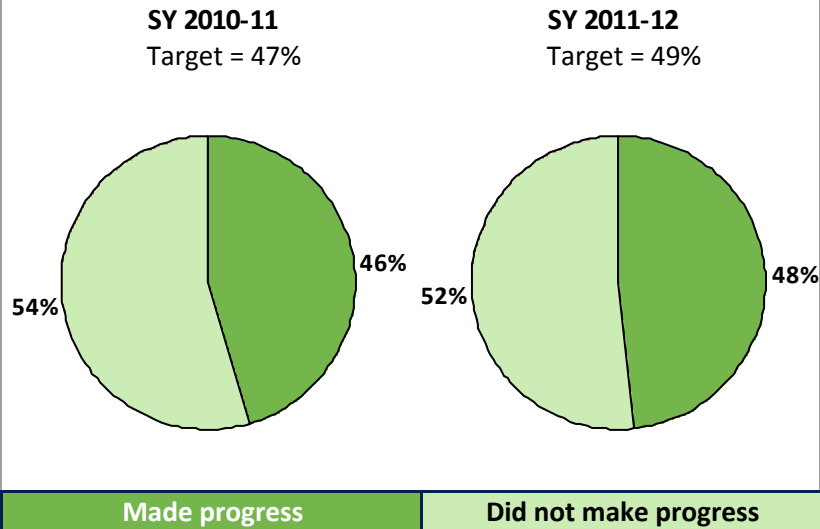
Two-way immersion		●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



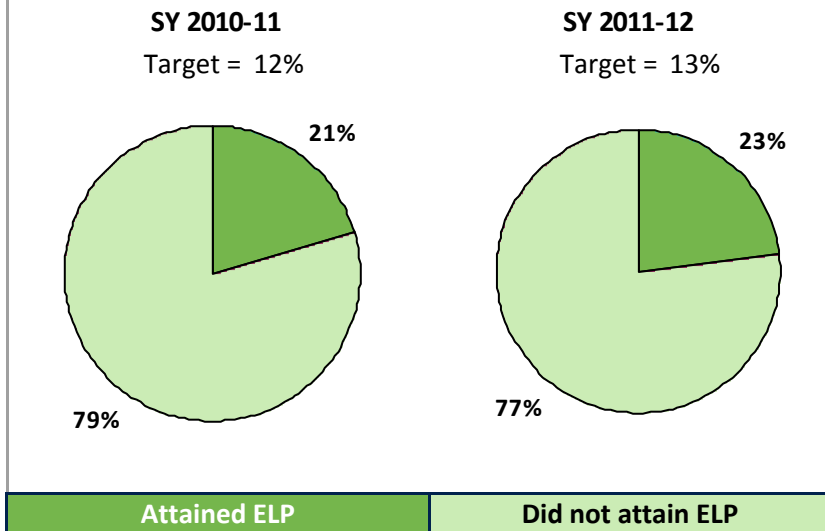
AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

	SY 2010-11	SY 2011-12
Reading/Language Arts		
ELs	48%	52%
MFELs	89%	95%
All Students	77%	78%

Mathematics

	SY 2010-11	SY 2011-12
ELs	59%	62%
MFELs	90%	95%
All Students	79%	80%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	93
● Met AMAO 1	92
● Met AMAO 2	61
● Met AMAO 3	80
Total meeting all three	52
	SY 2011-12
Total Subgrantees	156
● Met AMAO 1	152
● Met AMAO 2	116
● Met AMAO 3	64
Total meeting all three	90

Additional State Information

Title III funding for the state in SY 2010-11: \$7,108,071

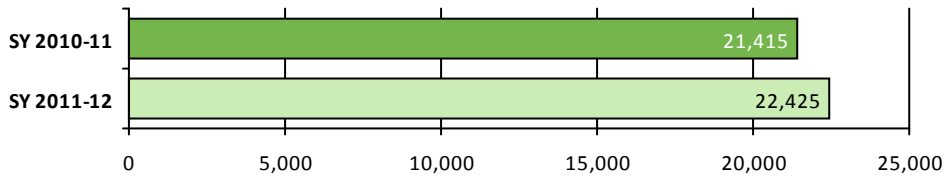
Title III funding for the state in SY 2011-12: \$7,438,411

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

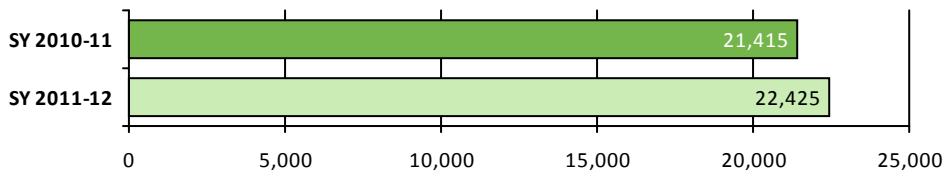
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Iowa

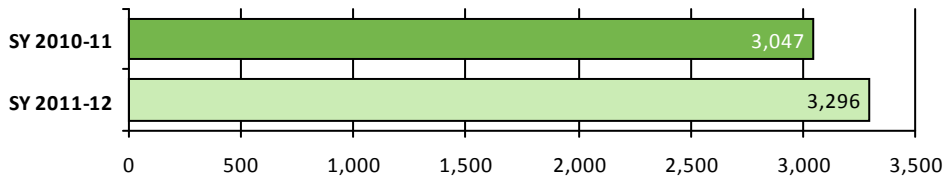
ELs Identified (N)



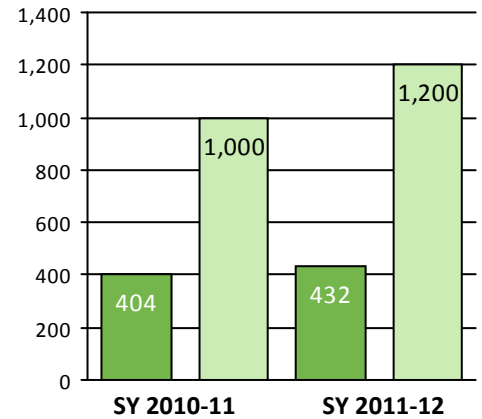
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



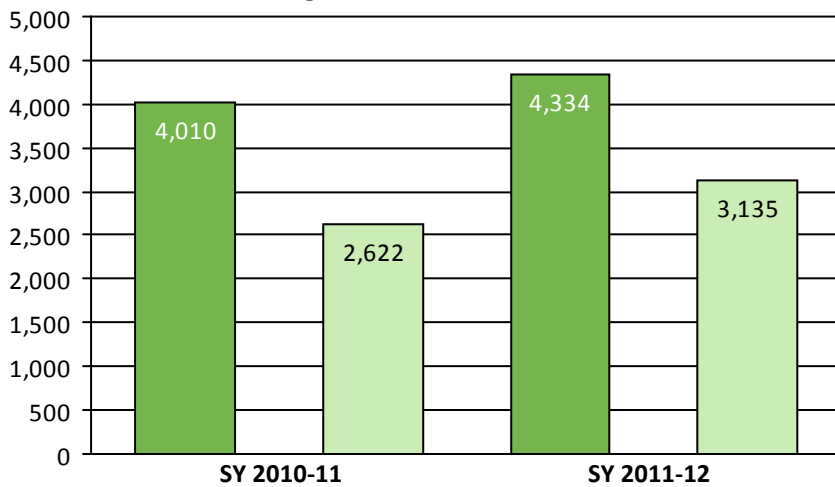
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	14,935
Vietnamese	836
Bosnian	794
Reserved for local use	470
Arabic	374
SY 2011-12	
Spanish; Castilian	15,328
Vietnamese	839
Bosnian	781
Reserved for local use	610
Karen languages	437

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

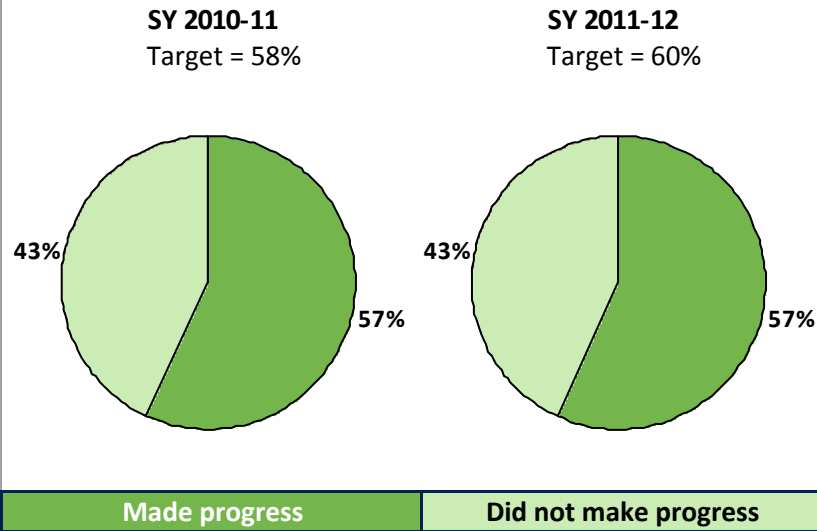
Two-way immersion		
Transitional bilingual		
Dual language	●	●
Developmental bilingual		
Heritage language		

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion		
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL		
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



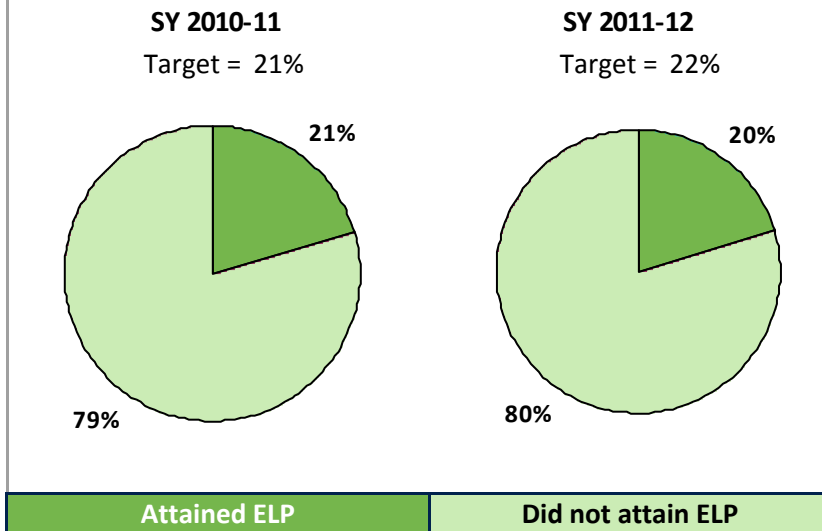
AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

	SY 2010-11	SY 2011-12
Reading/Language Arts		
ELs	43%	35%
MFELs	75%	66%
All Students	76%	71%

Mathematics

	SY 2010-11	SY 2011-12
ELs	49%	49%
MFELs	77%	74%
All Students	78%	77%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	11
● Met AMAO 1	7
● Met AMAO 2	8
● Met AMAO 3	4
Total meeting all three	4
	SY 2011-12
Total Subgrantees	12
● Met AMAO 1	7
● Met AMAO 2	9
● Met AMAO 3	5
Total meeting all three	3

Additional State Information

Title III funding for the state in SY 2010 11: \$3,159,457

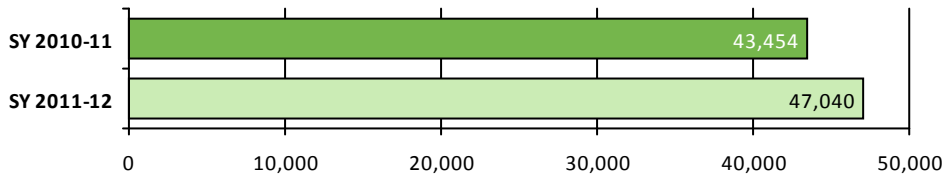
Title III funding for the state in SY 2011 12: \$2,951,355

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

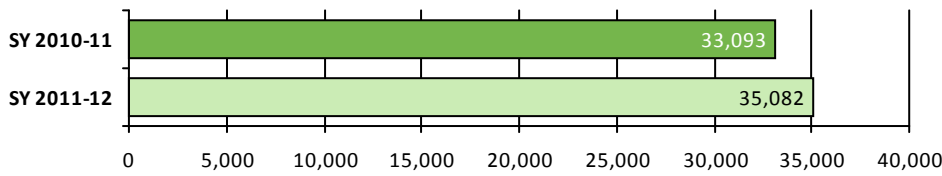
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Kansas

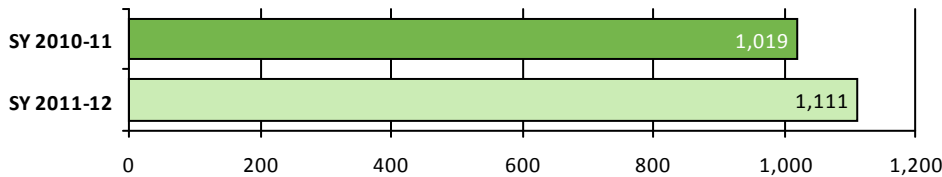
ELs Identified (N)



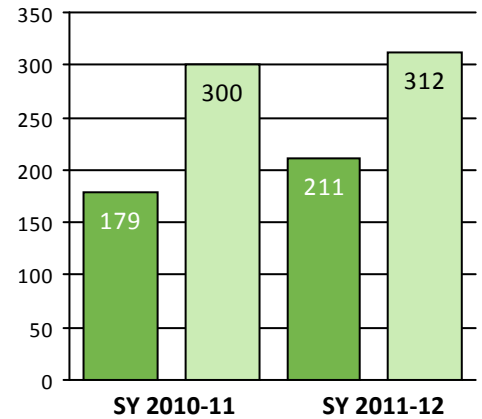
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



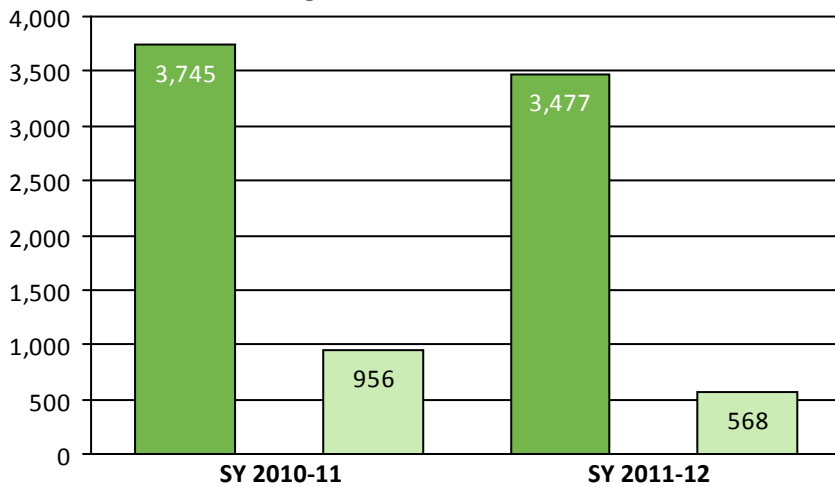
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	35,549
Undetermined	2,808
Vietnamese	1,352
German	590
Chinese	574
SY 2011-12	
Spanish; Castilian	38,375
Undetermined	2,438
Vietnamese	1,397
Chinese	645
German	496

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

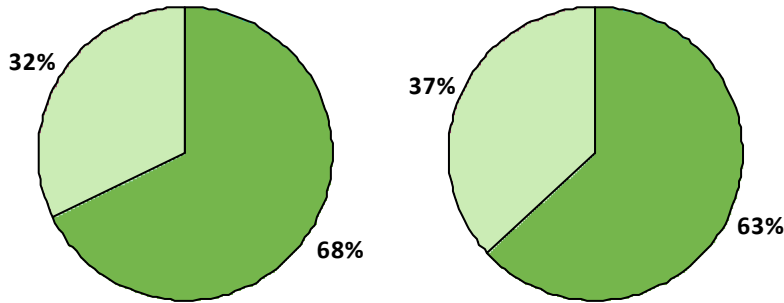
SY 2010-11 SY 2011-12

Structured English immersion		
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 24%

SY 2011-12
Target = 28%



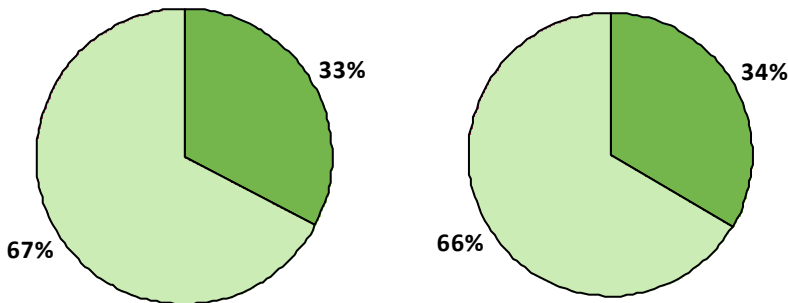
Made progress

Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 18%

SY 2011-12
Target = 21%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	72%	70%
MFELs	92%	93%
All Students	88%	87%

Mathematics

	SY 2010-11	SY 2011-12
ELs	74%	73%
MFELs	92%	89%
All Students	85%	85%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	49
● Met AMAO 1	47
● Met AMAO 2	47
● Met AMAO 3	39
Total meeting all three	0

	SY 2011-12
Total Subgrantees	48
● Met AMAO 1	48
● Met AMAO 2	48
● Met AMAO 3	35
Total meeting all three	35

Additional State Information

Title III funding for the state in SY 2010 11: \$3,791,209

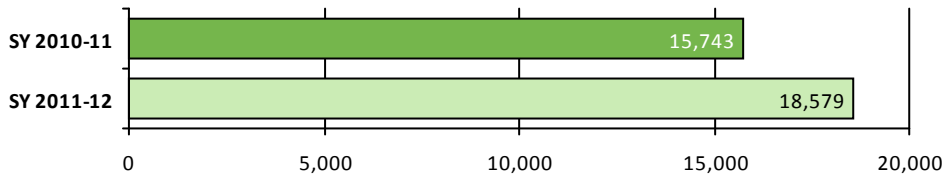
Title III funding for the state in SY 2011 12: \$3,722,594

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

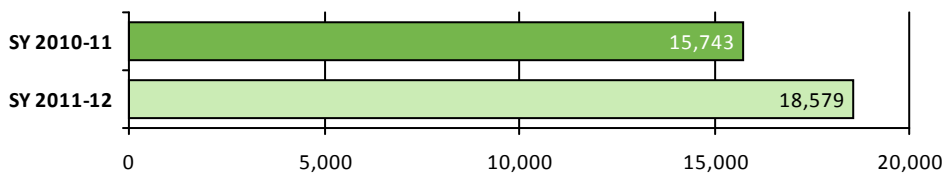
The state reported that it met all three AMAOs for SY 2010-11 but not SY 2011-12.

Kentucky

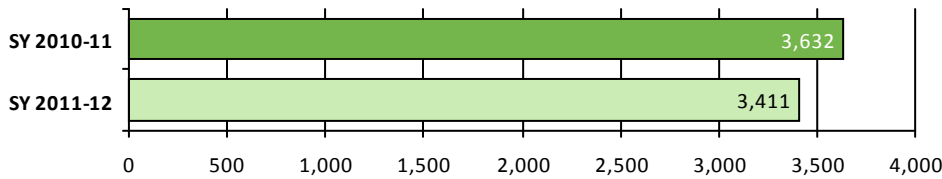
ELs Identified (N)



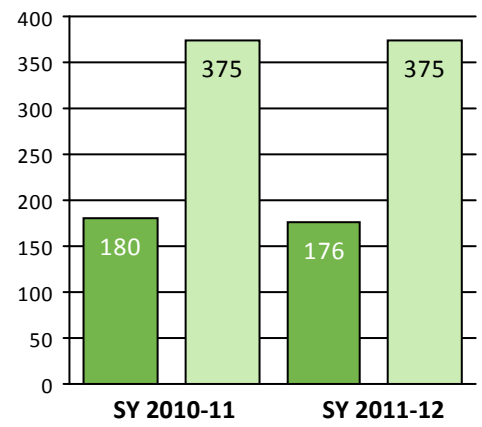
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



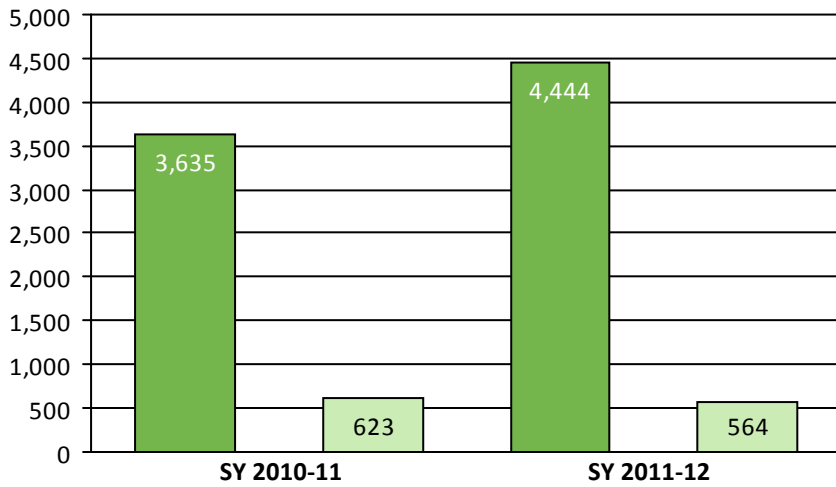
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	9,031
Arabic	585
Chinese	360
Maithili	342
Japanese	335
SY 2011-12	
Spanish; Castilian	11,595
Arabic	750
Somali	720
Chinese	502
Japanese	415

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language		

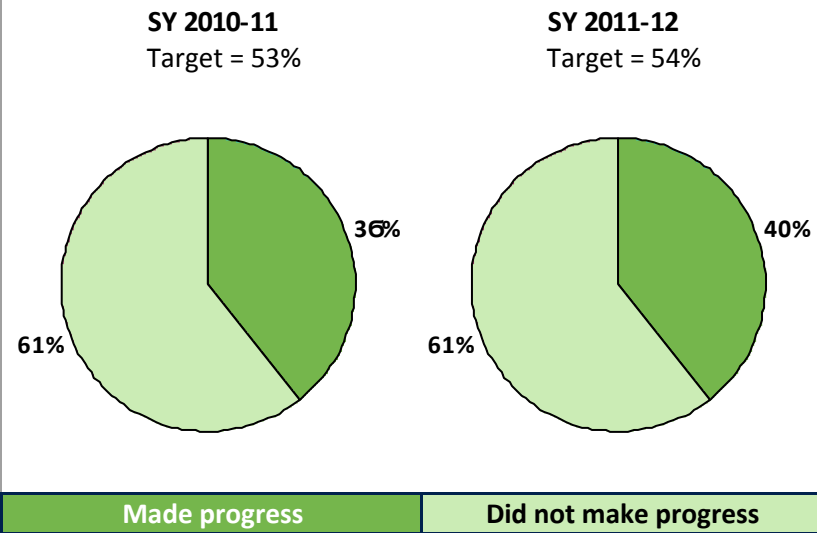
LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

* No LIEPs that use English and another language.

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

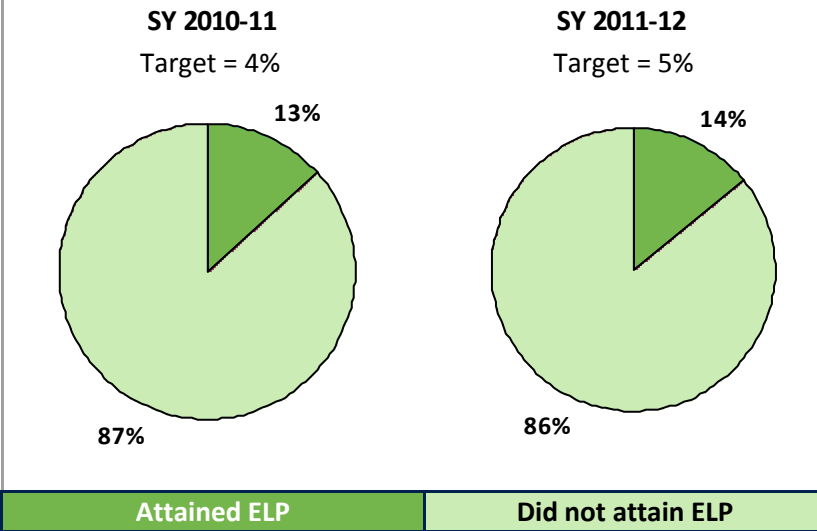
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	46%	18%
MFELs	84%	55%
All Students	72%	48%

Mathematics

	SY 2010-11	SY 2011-12
ELs	44%	20%
MFELs	77%	51%
All Students	66%	40%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	37
● Met AMAO 1	34
● Met AMAO 2	36
● Met AMAO 3	19
Total meeting all three	18

	SY 2011-12
Total Subgrantees	40
● Met AMAO 1	37
● Met AMAO 2	39
● Met AMAO 3	0
Total meeting all three	0

Additional State Information

Title III funding for the state in SY 2010 11: \$3,594,304

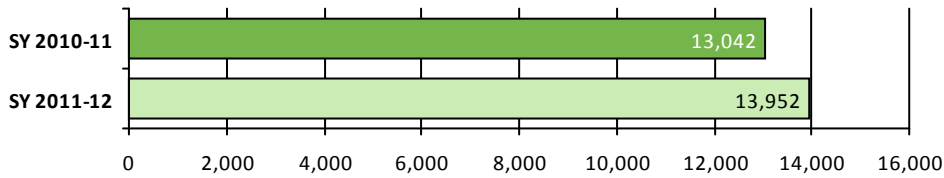
Title III funding for the state in SY 2011 12: \$3,789,460

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

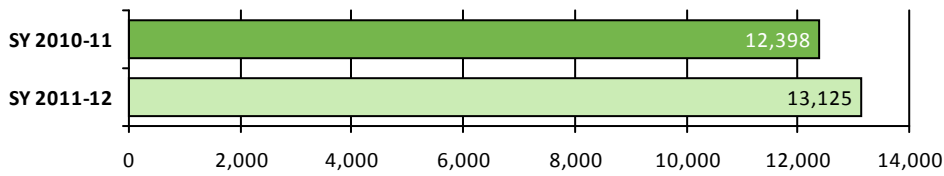
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Louisiana

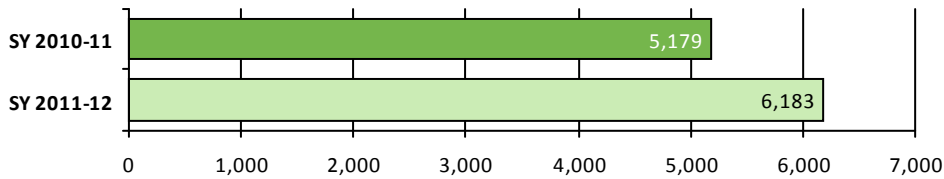
ELs Identified (N)



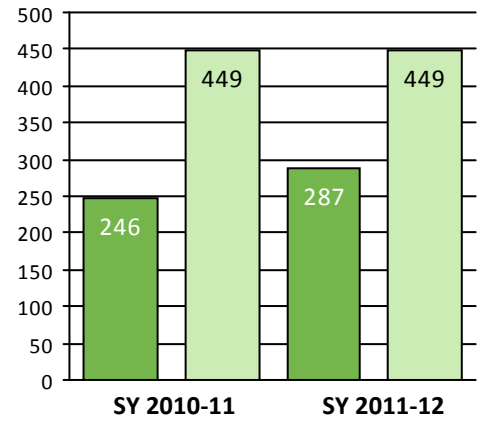
ELs Served With Title III Funds (N)



Monitored Former ELs (N)

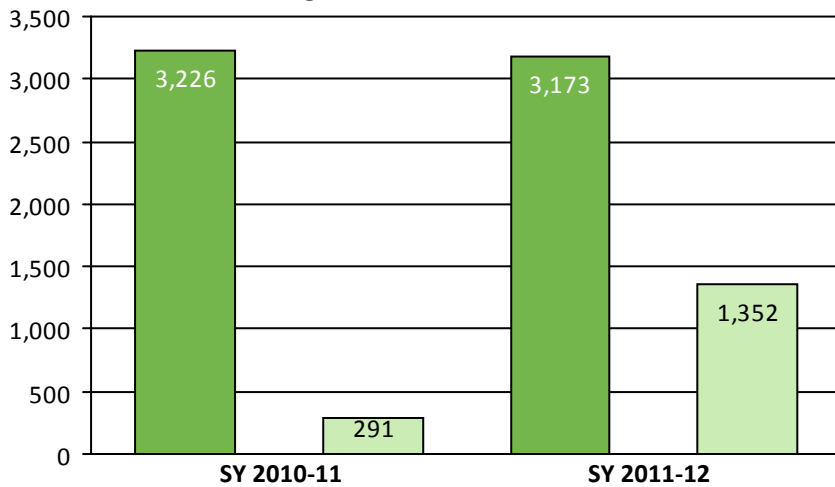


Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working	Number needed in the next 5 years
---------------------------------	--

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth	Number of Title III-Served Immigrant Children and Youth
--	--

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	9,157
Vietnamese	1,410
Arabic	794
Chinese	417
French	238
SY 2011-12	
Spanish; Castilian	9,959
Vietnamese	1,365
Arabic	889
Chinese	432
French	255

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

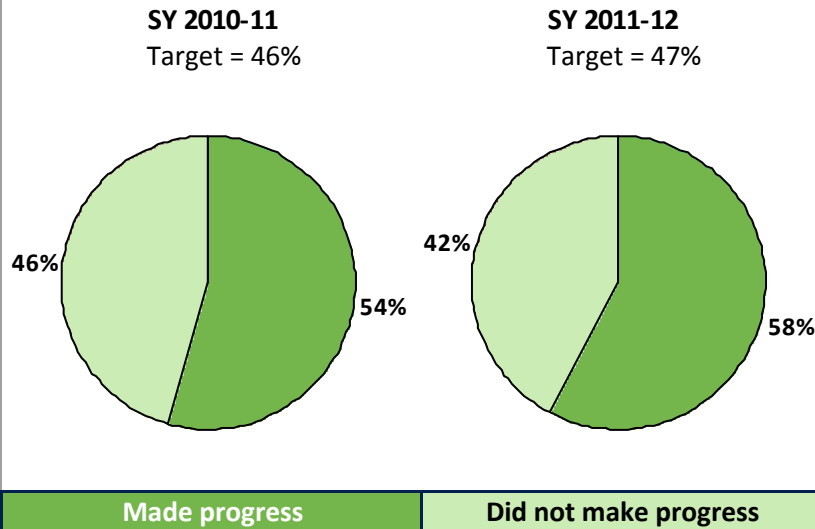
Two-way immersion		
Transitional bilingual		
Dual language	●	●
Developmental bilingual		
Heritage language		

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

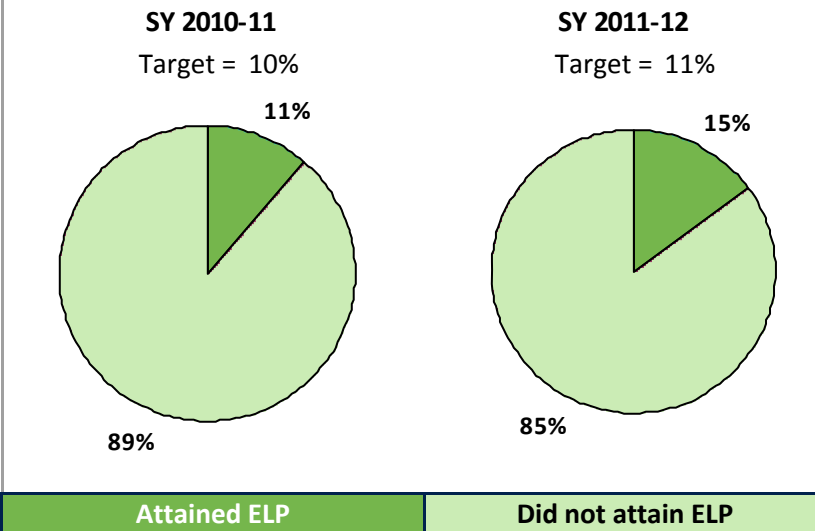
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	43%	50%
MFELs	84%	85%
All Students	67%	72%

Mathematics

	SY 2010-11	SY 2011-12
ELs	53%	56%
MFELs	84%	83%
All Students	66%	71%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	35
● Met AMAO 1	0
● Met AMAO 2	0
● Met AMAO 3	29
Total meeting all three	0

	SY 2011-12
Total Subgrantees	38
● Met AMAO 1	36
● Met AMAO 2	33
● Met AMAO 3	34
Total meeting all three	27

Additional State Information

Title III funding for the state in SY 2010 11: \$3,146,887

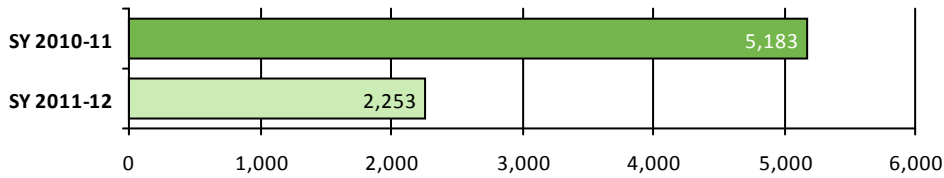
Title III funding for the state in SY 2011 12: \$2,980,281

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

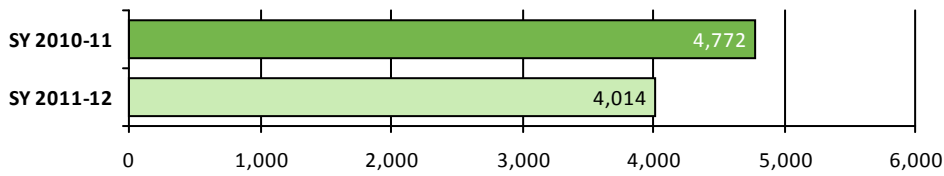
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Maine

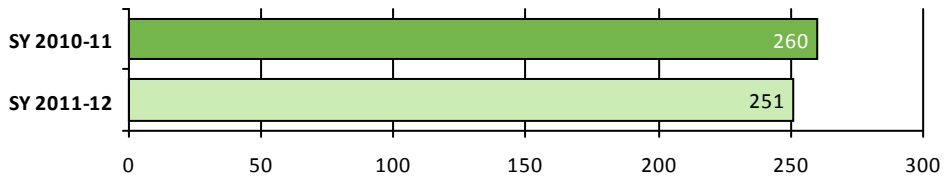
ELs Identified (N)



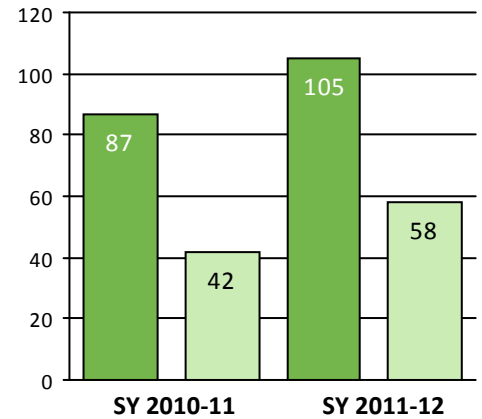
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



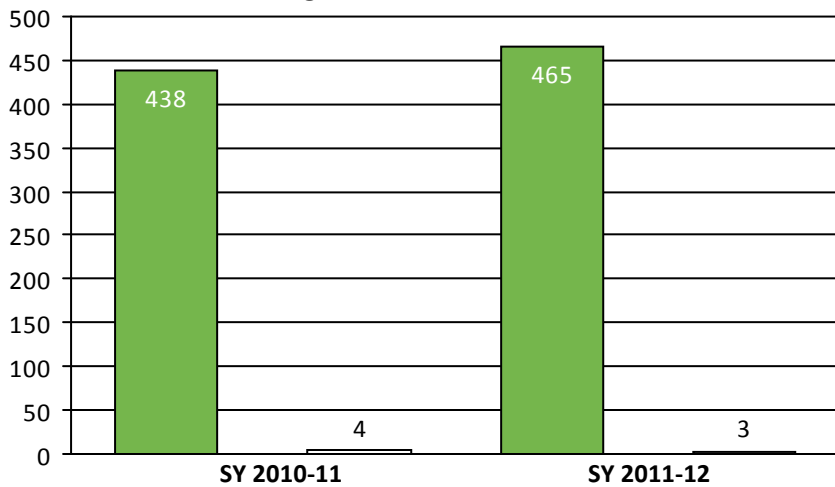
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Somali	1,984
Spanish; Castilian	620
Arabic	446
French	387
Chinese	275
SY 2011-12	
Somali	802
Spanish; Castilian	226
French	191
Central Khmer	130
Algonquian languages	117

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

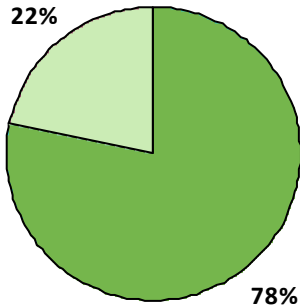
	SY 2010-11	SY 2011-12
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

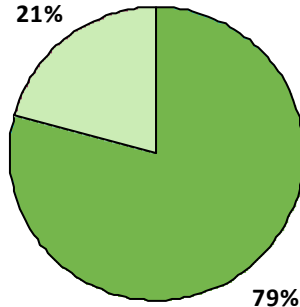
	SY 2010-11	SY 2011-12
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = NR



SY 2011-12
Target = 56%



Made progress

Did not make progress

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

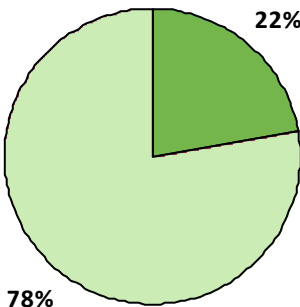
	SY 2010-11	SY 2011-12
ELs	36%	38%
MFELs	90%	84%
All Students	67%	68%

Mathematics

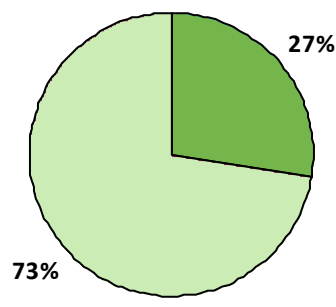
	SY 2010-11	SY 2011-12
ELs	29%	29%
MFELs	75%	69%
All Students	59%	61%

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = NR



SY 2011-12
Target = 24%



Attained ELP

Did not attain ELP

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	15
● Met AMAO 1	7
● Met AMAO 2	12
● Met AMAO 3	15
Total meeting all three	6

	SY 2011-12
Total Subgrantees	13
● Met AMAO 1	2
● Met AMAO 2	12
● Met AMAO 3	13
Total meeting all three	2

Additional State Information

Title III funding for the state in SY 2010-11:

\$802,370

Title III funding for the state in SY 2011-12:

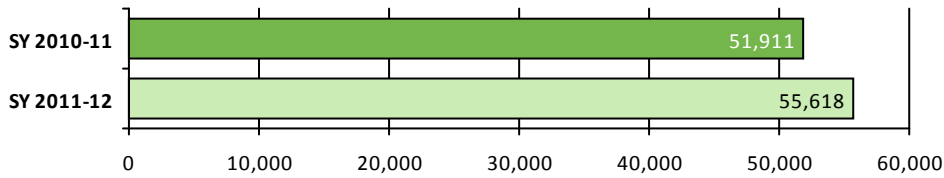
\$743,263

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

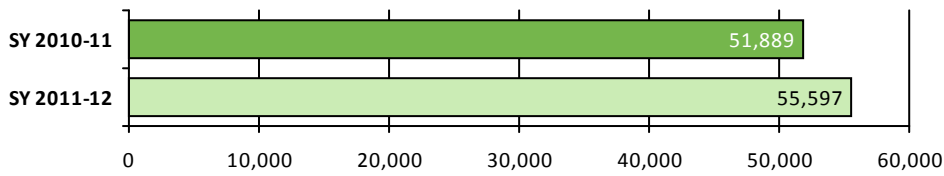
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Maryland

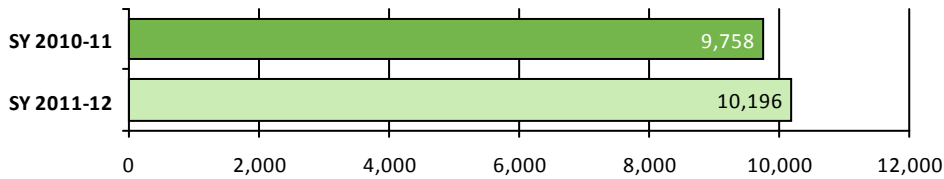
ELs Identified (N)



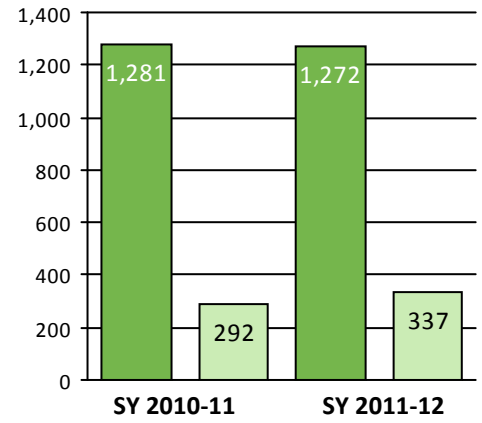
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



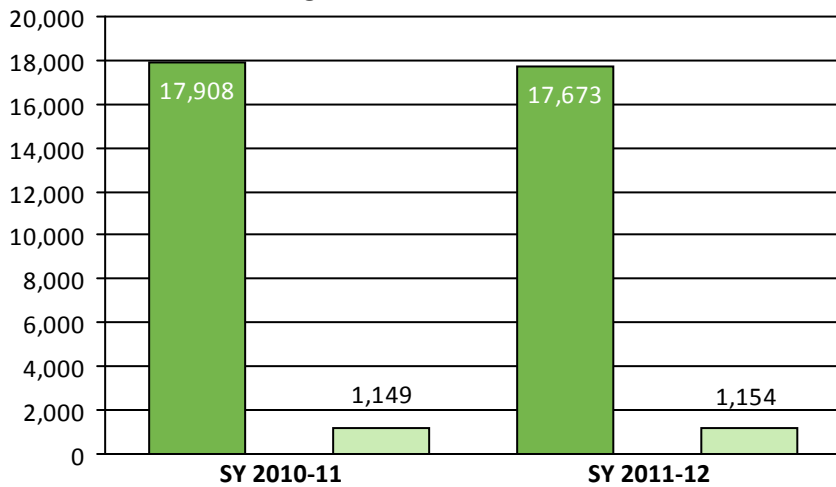
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	31,625
French	1,786
Chinese	1,706
Vietnamese	1,230
Korean	956
SY 2011-12	
Spanish; Castilian	35,376
French	1,998
Chinese	1,863
Vietnamese	1,296
Amharic	1,025

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

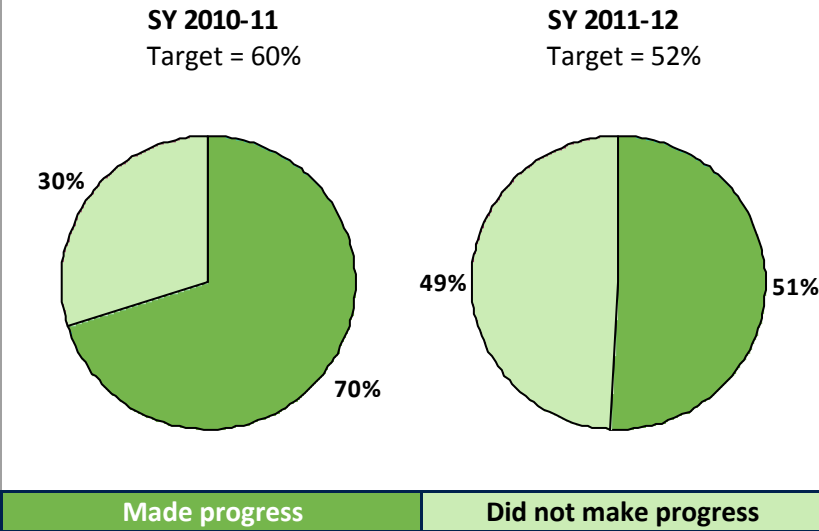
Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language	●	

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

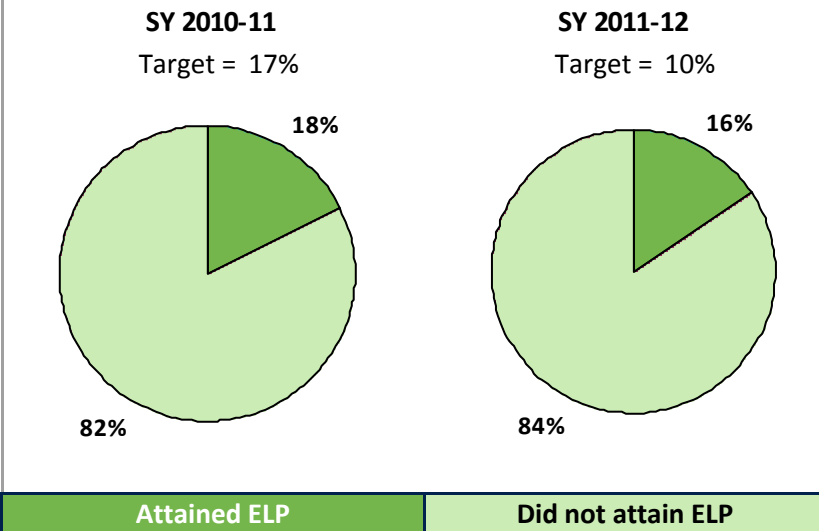


AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts		
	SY 2010-11	SY 2011-12
ELs	68%	68%
MFELs	87%	89%
All Students	85%	85%

Mathematics		
	SY 2010-11	SY 2011-12
ELs	68%	69%
MFELs	83%	87%
All Students	81%	82%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	22
● Met AMAO 1	22
● Met AMAO 2	15
● Met AMAO 3	15
Total meeting all three	10
	SY 2011-12
Total Subgrantees	22
● Met AMAO 1	11
● Met AMAO 2	16
● Met AMAO 3	17
Total meeting all three	5

Additional State Information

Title III funding for the state in SY 2010 11: \$9,601,602

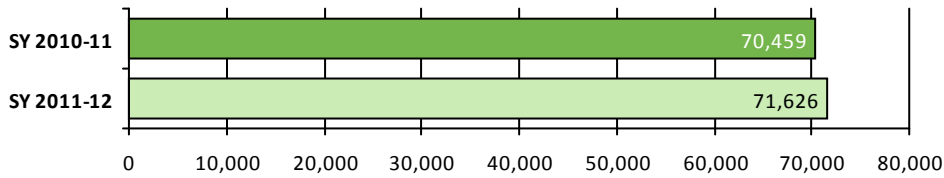
Title III funding for the state in SY 2011 12: \$9,681,381

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

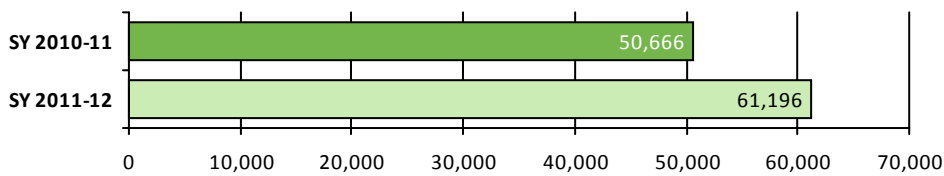
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Massachusetts

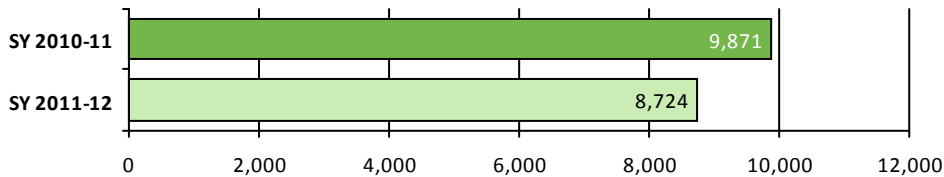
ELs Identified (N)



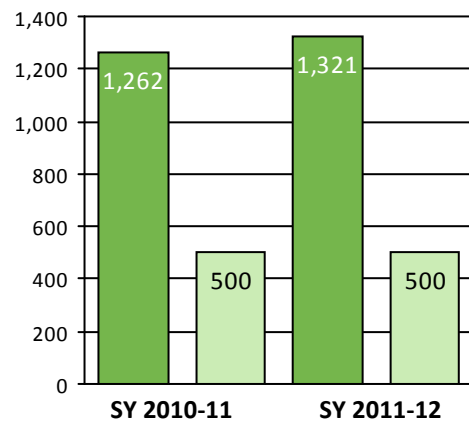
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



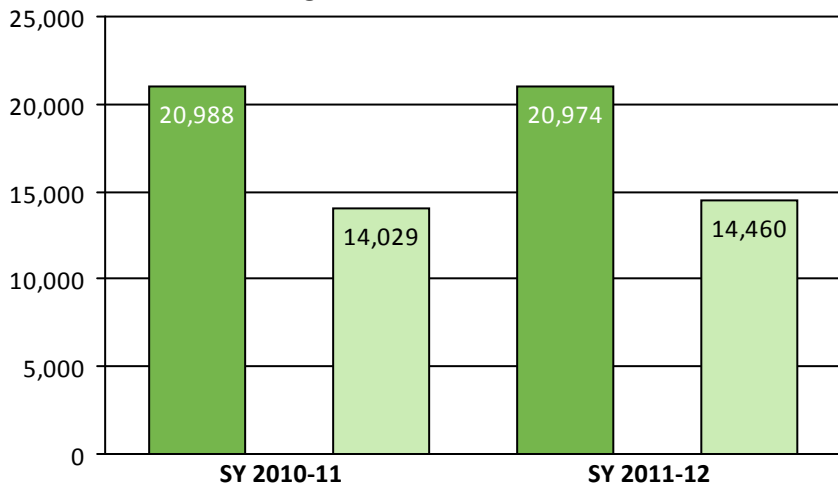
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	36,891
Portuguese	4,441
Haitian; Haitian Creole	3,989
Chinese	3,613
Creoles and pidgins, Portu	3,178
SY 2011-12	
Spanish; Castilian	37,972
Portuguese	4,465
Haitian; Haitian Creole	4,042
Chinese	3,680
Creoles and pidgins, Portu	3,334

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

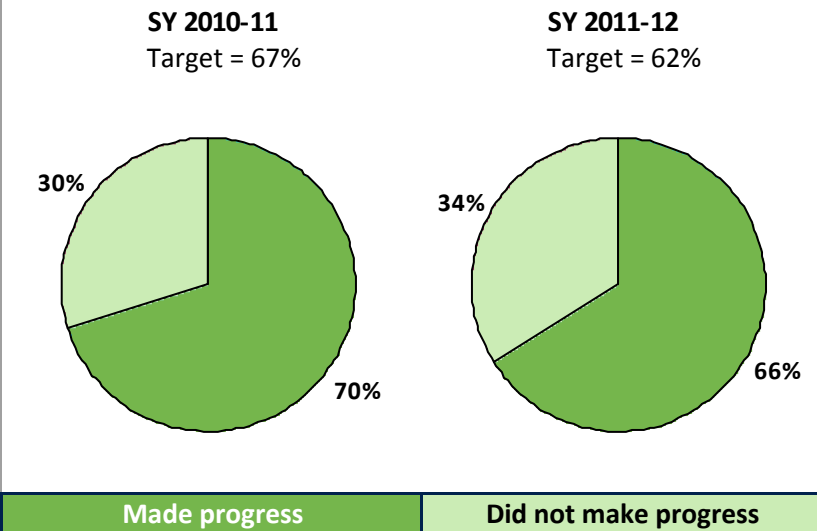
Two-way immersion		
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		
Heritage language		

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion		
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL		
Pull-out ESL		
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

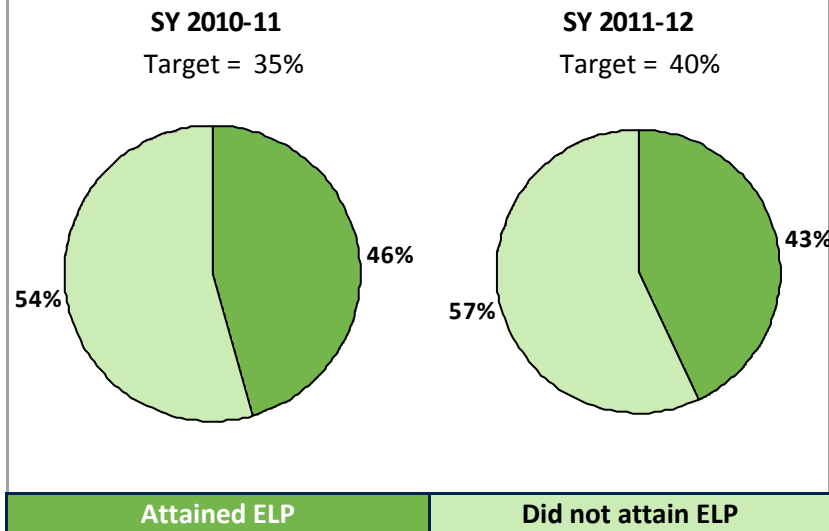
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	23%	23%
MFELs	57%	62%
All Students	69%	69%

Mathematics

	SY 2010-11	SY 2011-12
ELs	25%	24%
MFELs	49%	53%
All Students	59%	59%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	58
● Met AMAO 1	36
● Met AMAO 2	40
● Met AMAO 3	6
Total meeting all three	9

	SY 2011-12
Total Subgrantees	64
● Met AMAO 1	45
● Met AMAO 2	47
● Met AMAO 3	15
Total meeting all three	14

Additional State Information

Title III funding for the state in SY 2010 11: **\$12,776,616**

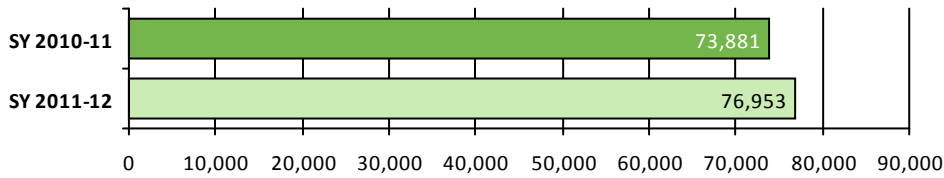
Title III funding for the state in SY 2011 12: **\$12,582,753**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

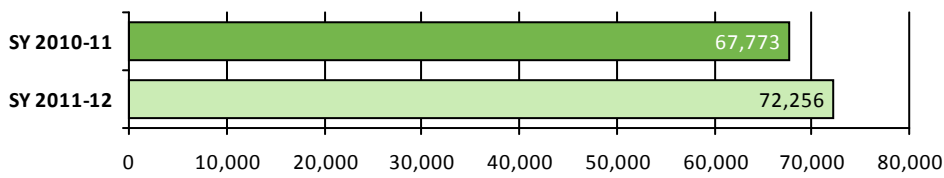
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Michigan

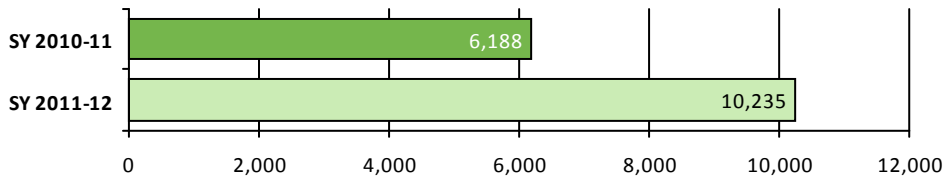
ELs Identified (N)



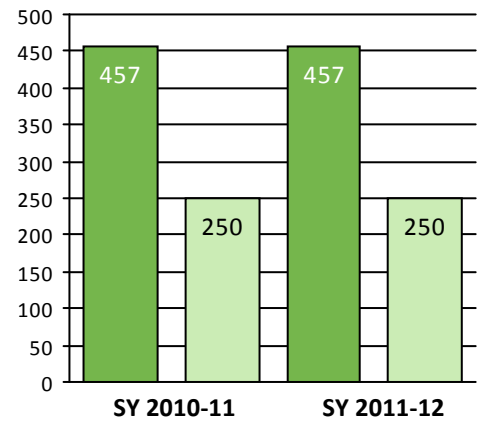
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



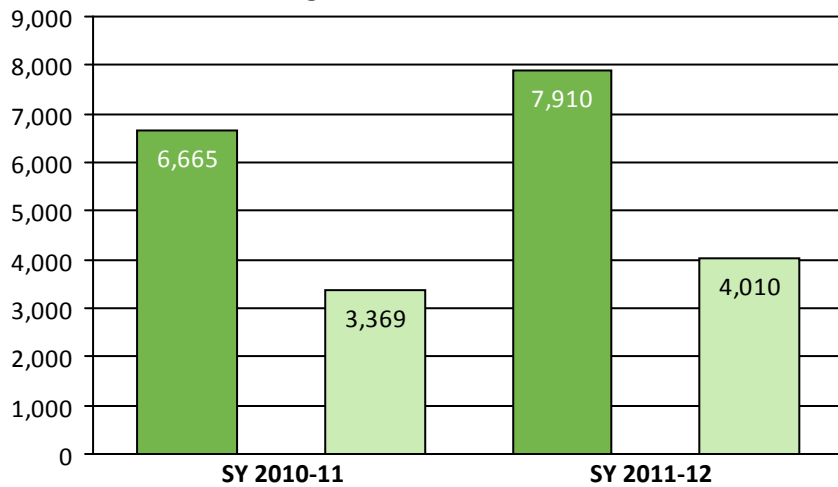
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	33,345
Arabic	18,514
Bengali	1,908
Albanian	1,741
Chinese	1,458
SY 2011-12	
Spanish; Castilian	34,653
Arabic	18,916
Bengali	1,981
Albanian	1,701
Chinese	1,396

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

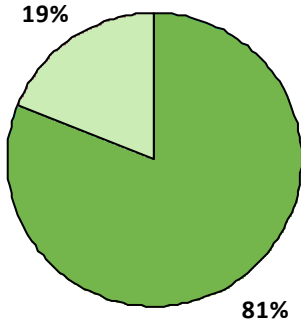
	SY 2010-11	SY 2011-12
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

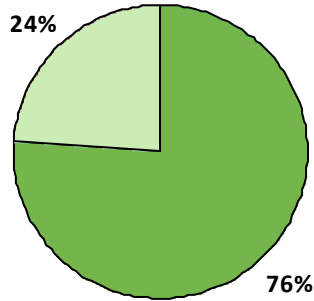
	SY 2010-11	SY 2011-12
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 70%



SY 2011-12
Target = 79%

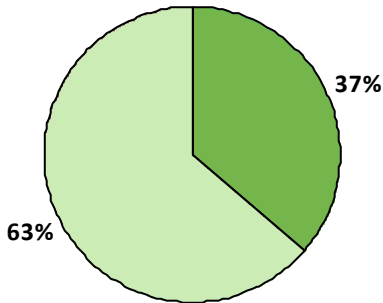


Made progress

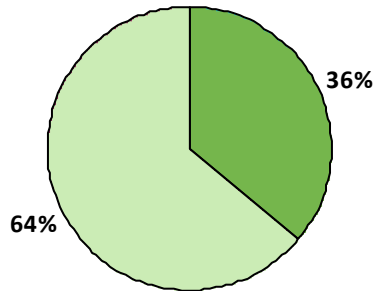
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 13%



SY 2011-12
Target = 16%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	58%	32%
MFELs	93%	67%
All Students	81%	63%

Mathematics

	SY 2010-11	SY 2011-12
ELs	70%	20%
MFELs	90%	41%
All Students	81%	37%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	251
● Met AMAO 1	139
● Met AMAO 2	154
● Met AMAO 3	71
Total meeting all three	54
	SY 2011-12
Total Subgrantees	262
● Met AMAO 1	128
● Met AMAO 2	226
● Met AMAO 3	116
Total meeting all three	75

Additional State Information

Title III funding for the state in SY 2010 11: **\$10,882,518**

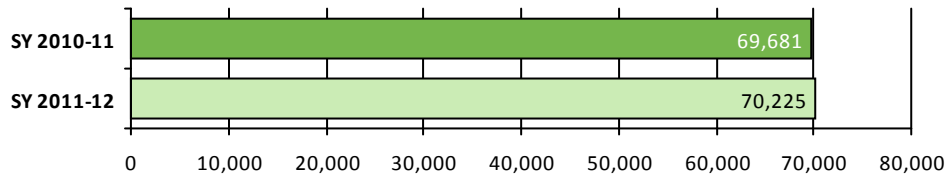
Title III funding for the state in SY 2011 12: **\$10,894,290**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

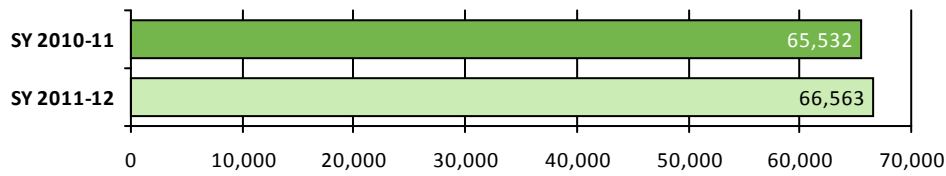
The state reported that it met all three AMAOs for SY 2010-11 but not SY 2011-12.

Minnesota

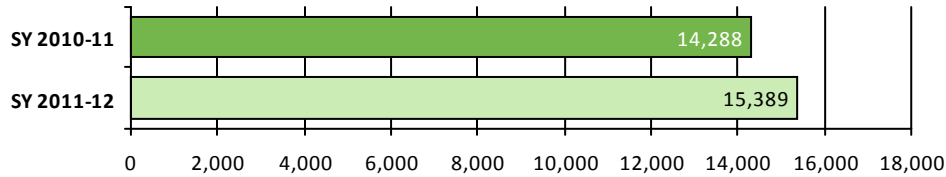
ELs Identified (N)



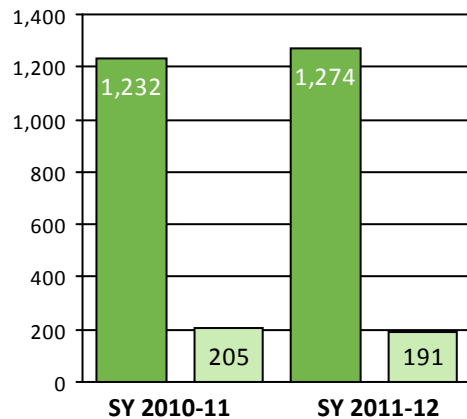
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



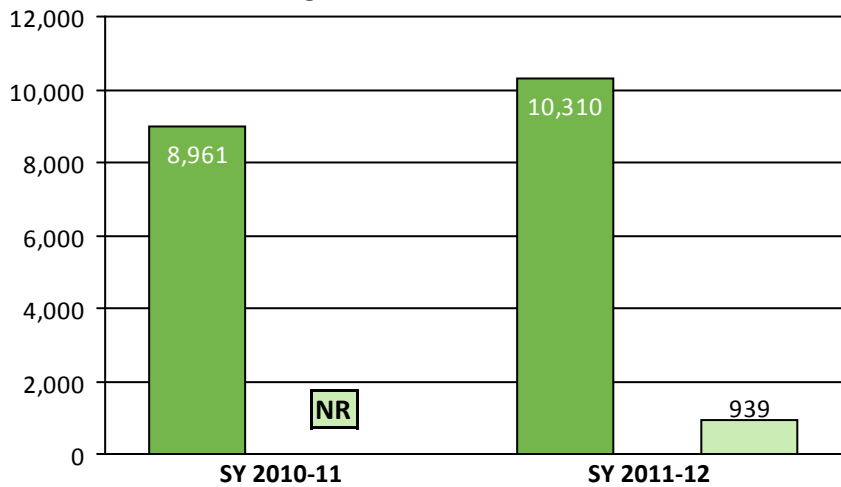
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	27,954
Hmong	15,197
Somali	9,468
Vietnamese	2,032
Karen languages	1,295
SY 2011-12	
Spanish; Castilian	28,258
Hmong	14,384
Somali	9,971
Karen languages	2,212
Vietnamese	1,969

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

	SY 2010-11	SY 2011-12
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

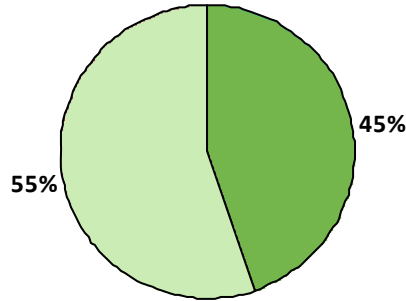
	SY 2010-11	SY 2011-12
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 73%



SY 2011-12
Target = 31%

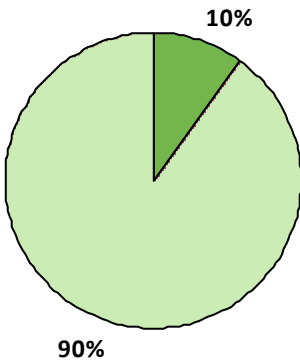


Made progress

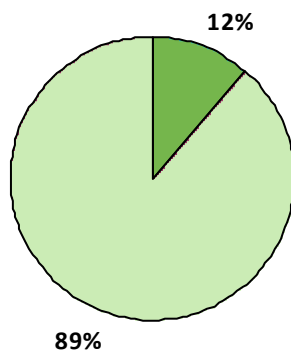
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 9%



SY 2011-12
Target = 8%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	38%	38%
MFELs	69%	69%
All Students	74%	75%

Mathematics

	SY 2010-11	SY 2011-12
ELs	26%	31%
MFELs	45%	51%
All Students	56%	61%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	99
● Met AMAO 1	44
● Met AMAO 2	19
● Met AMAO 3	37
Total meeting all three	19

	SY 2011-12
Total Subgrantees	98
● Met AMAO 1	83
● Met AMAO 2	73
● Met AMAO 3	80
Total meeting all three	57

Additional State Information

Title III funding for the state in SY 2010 11:

\$8,744,729

Title III funding for the state in SY 2011 12:

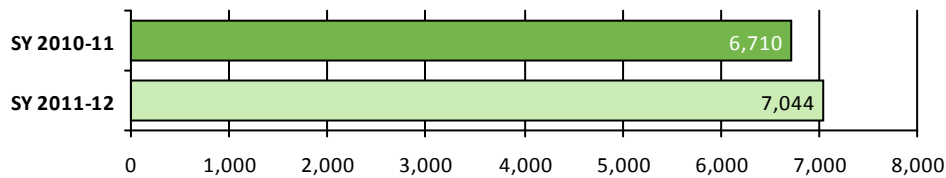
\$8,344,163

Two Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

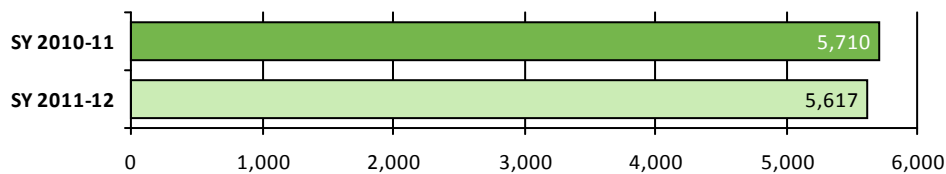
The state reported that it did not meet all three AMAOs for SY 2010-11 but did meet all three AMAOs for SY 2011-12.

Mississippi

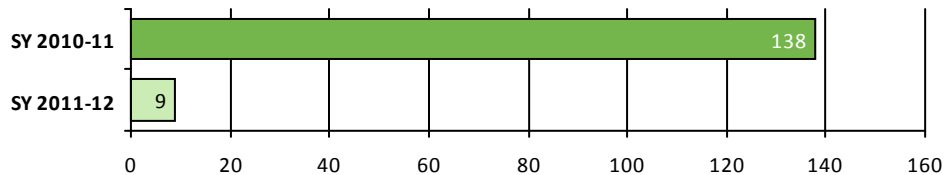
ELs Identified (N)



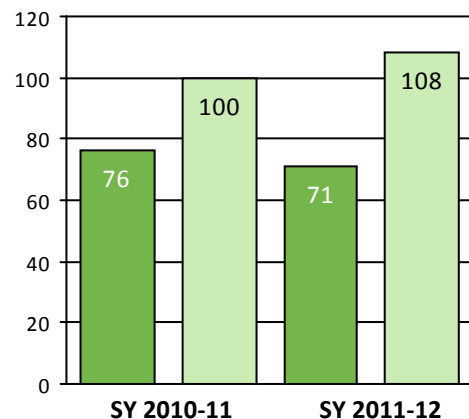
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



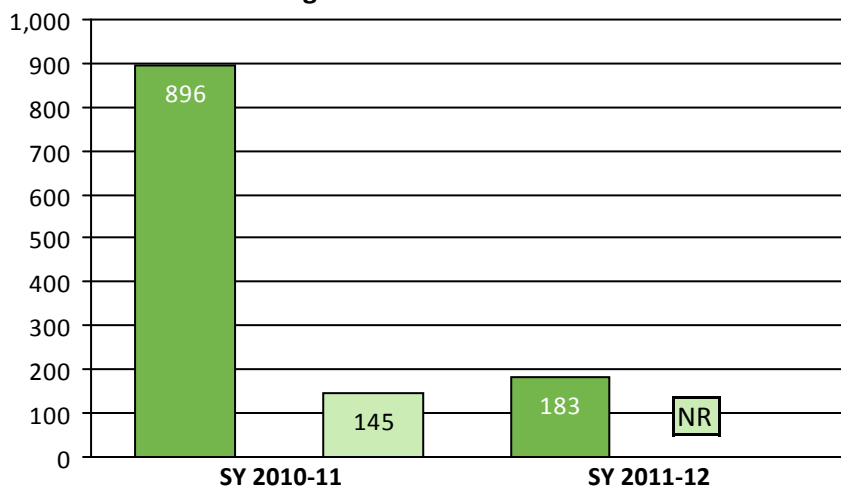
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	5,405
Vietnamese	392
Arabic	208
Chinese	153
Choctaw	71
SY 2011-12	
Spanish; Castilian	5,351
Vietnamese	355
Arabic	265
Chinese	158
Gujarati	65

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

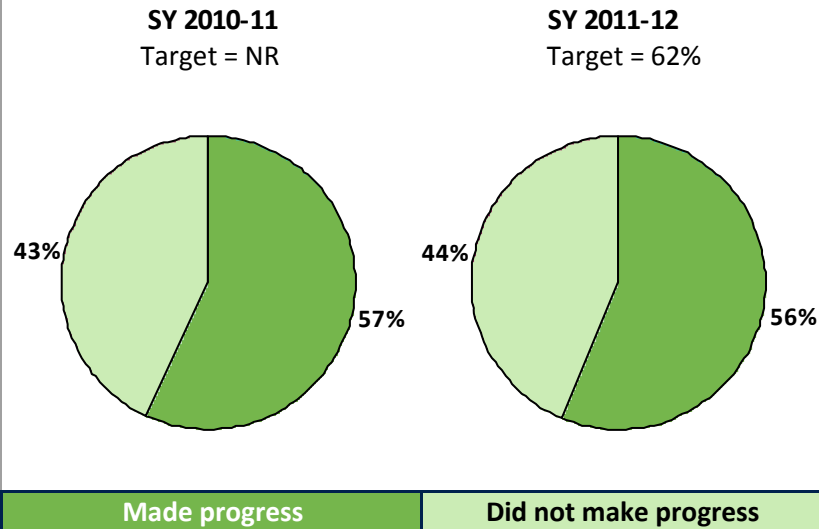
LIEPs that use English and another language:

	SY 2010-11	SY 2011-12
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language		●

LIEPs that use English only:

	SY 2010-11	SY 2011-12
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

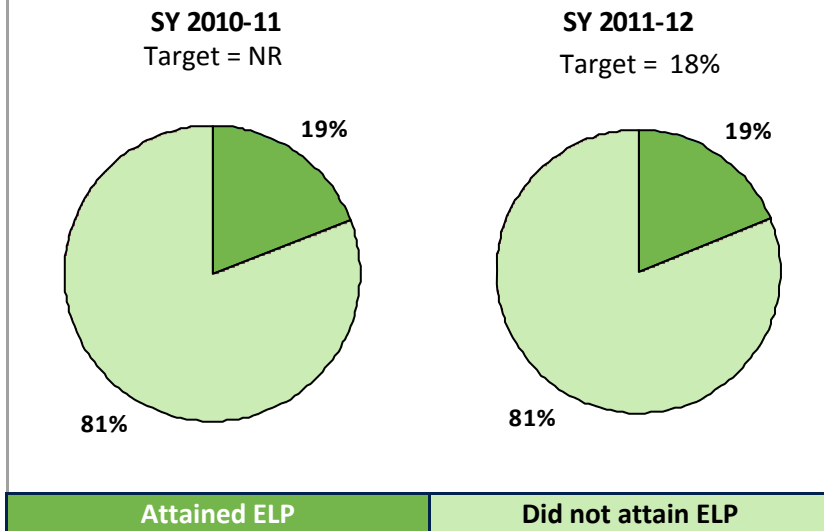
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	36%	38%
MFELs	37%	29%
All Students	53%	56%

Mathematics

	SY 2010-11	SY 2011-12
ELs	57%	58%
MFELs	57%	71%
All Students	62%	64%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	32
● Met AMAO 1	17
● Met AMAO 2	14
● Met AMAO 3	26
Total meeting all three	10

	SY 2011-12
Total Subgrantees	34
● Met AMAO 1	10
● Met AMAO 2	14
● Met AMAO 3	17
Total meeting all three	4

Additional State Information

Title III funding for the state in SY 2010 11: \$1,755,996

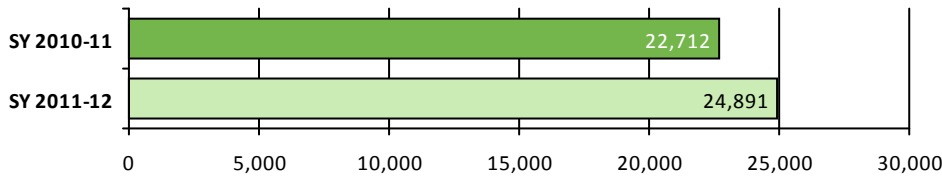
Title III funding for the state in SY 2011 12: \$1,829,825

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

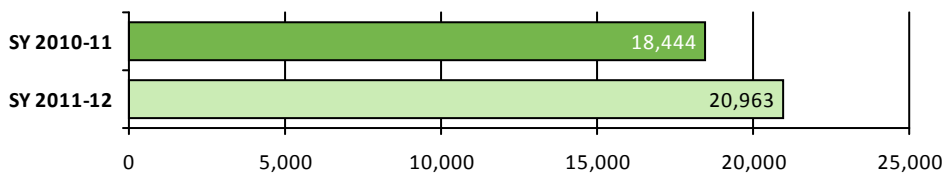
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Missouri

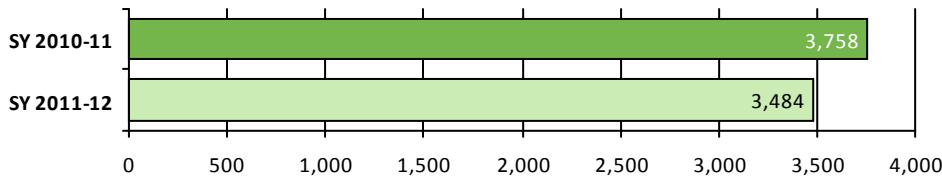
ELs Identified (N)



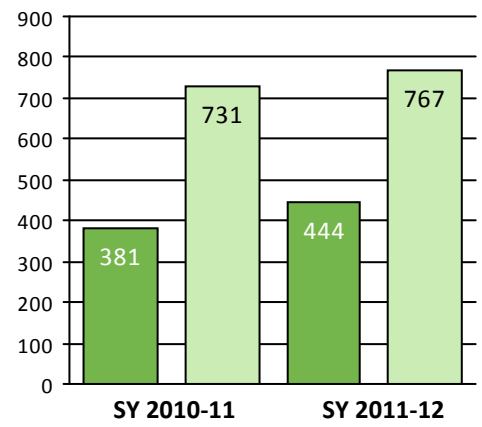
ELs Served With Title III Funds (N)



Monitored Former ELs (N)

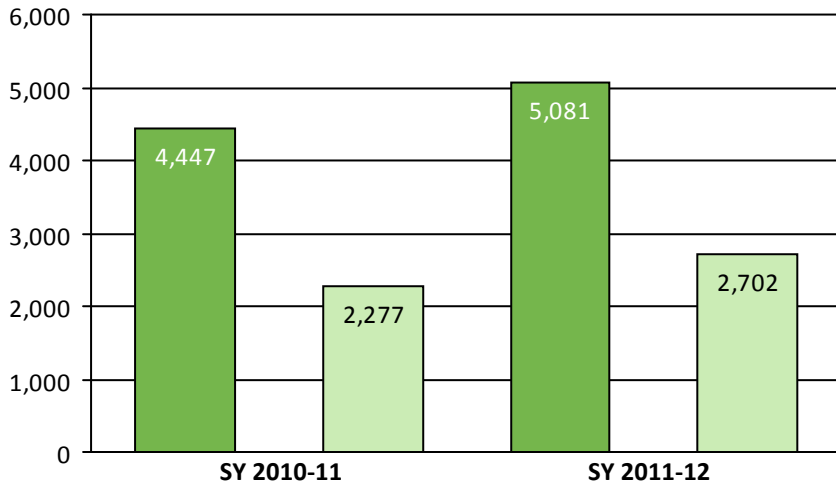


Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working	Number needed in the next 5 years
---------------------------------	--

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth	Number of Title III-Served Immigrant Children and Youth
--	--

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	11,545
Bosnian	1,028
Vietnamese	1,008
Arabic	856
Somali	693
SY 2011-12	
Spanish; Castilian	13,134
Bosnian	1,096
Vietnamese	1,065
Arabic	986
Somali	754

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language		

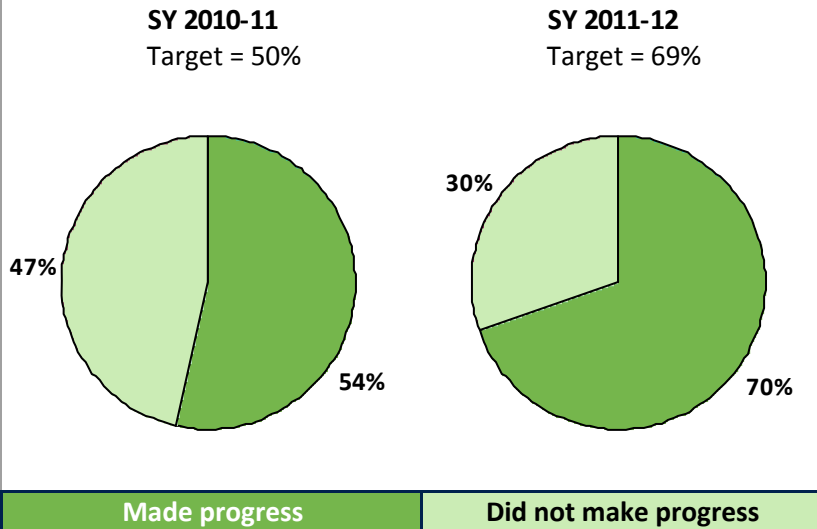
LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

* No LIEPs that use English and another language.

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



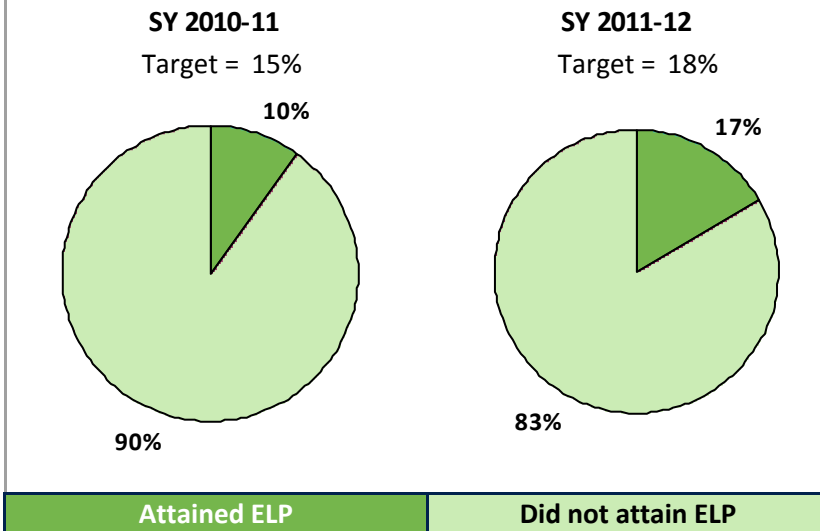
AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

	SY 2010-11	SY 2011-12
Reading/Language Arts		
ELs	23%	25%
MFELs	50%	58%
All Students	55%	55%

Mathematics

	SY 2010-11	SY 2011-12
ELs	32%	35%
MFELs	56%	61%
All Students	54%	55%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	71
● Met AMAO 1	69
● Met AMAO 2	45
● Met AMAO 3	7
Total meeting all three	6
	SY 2011-12
Total Subgrantees	73
● Met AMAO 1	73
● Met AMAO 2	53
● Met AMAO 3	25
Total meeting all three	17

Additional State Information

Title III funding for the state in SY 2010 11: \$4,983,879

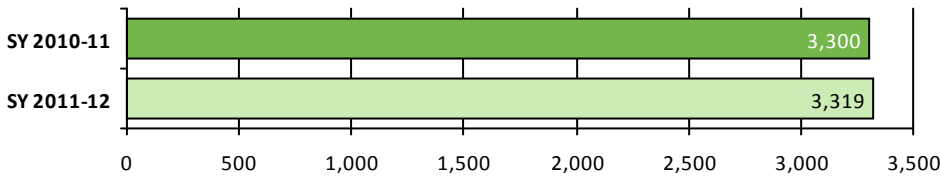
Title III funding for the state in SY 2011 12: \$5,109,329

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

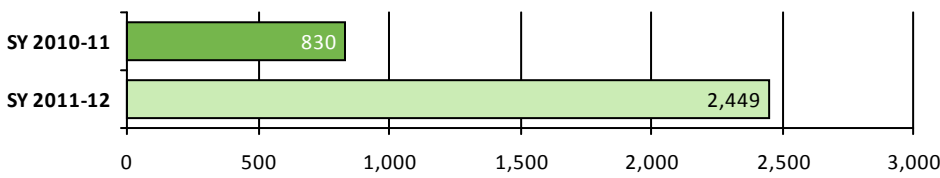
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Montana

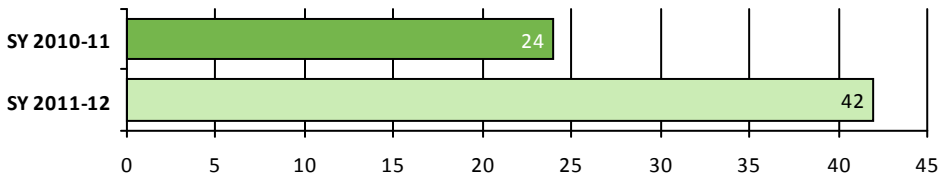
ELs Identified (N)



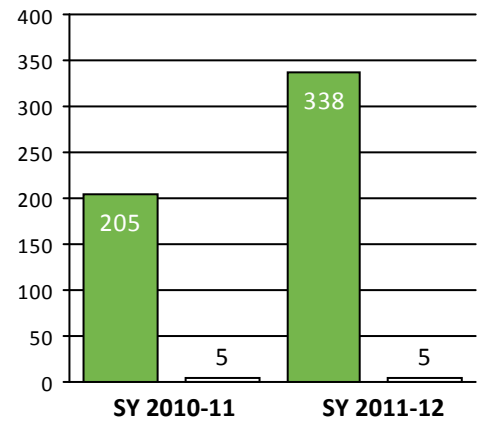
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



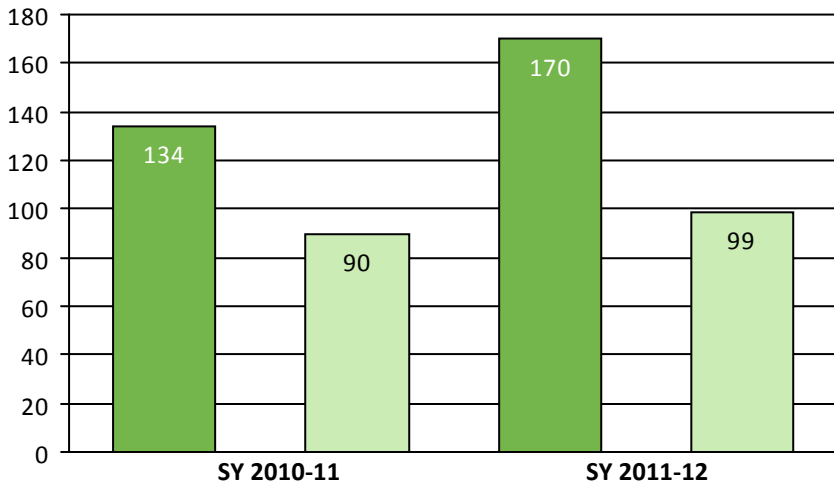
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
German	278
North American Indian	191
Spanish; Castilian	101
Russian	44
Uncoded languages	29
SY 2011-12	
German	273
North American Indian	148
Spanish; Castilian	116
Russian	40
Uncoded languages	29

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language	●	●

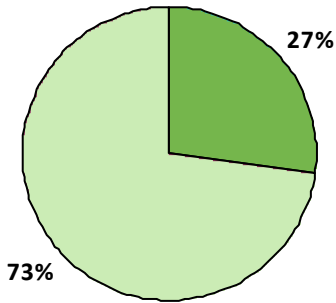
LIEPs that use English only:

SY 2010-11 SY 2011-12

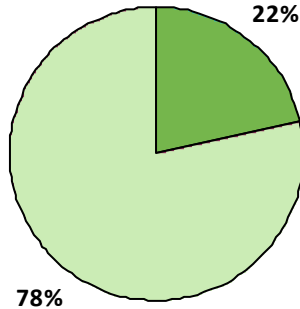
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 28%



SY 2011-12
Target = 36%

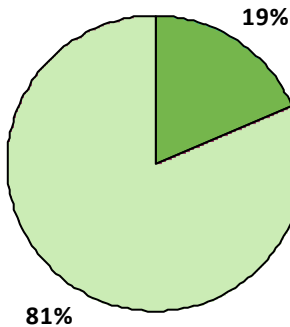


Made progress

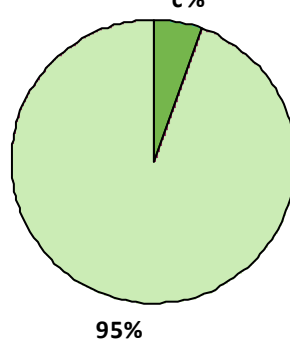
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 30%



SY 2011-12
Target = 2%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	34%	42%
MFELs	80%	46%
All Students	85%	87%

Mathematics

	SY 2010-11	SY 2011-12
ELs	22%	21%
MFELs	60%	8%
All Students	68%	68%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	75
● Met AMAO 1	2
● Met AMAO 2	0
● Met AMAO 3	48
Total meeting all three	0

	SY 2011-12
Total Subgrantees	62
● Met AMAO 1	16
● Met AMAO 2	30
● Met AMAO 3	2
Total meeting all three	1

Additional State Information

Title III funding for the state in SY 2010 11: **\$551,467**

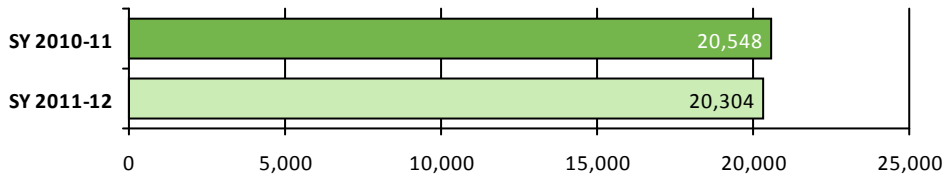
Title III funding for the state in SY 2011 12: **\$556,727**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

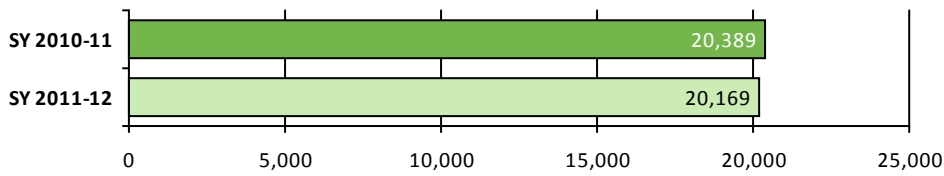
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Nebraska

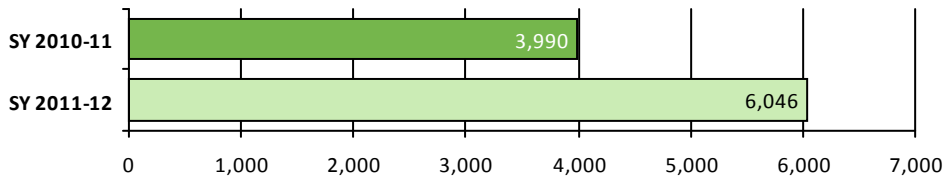
ELs Identified (N)



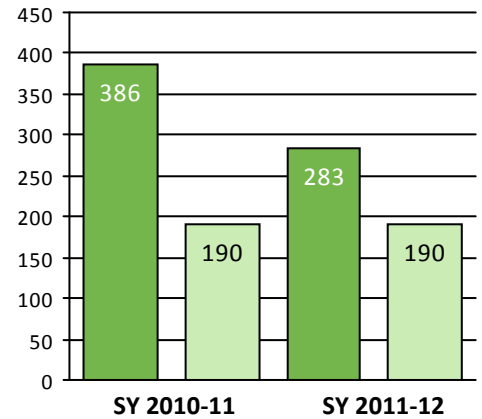
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



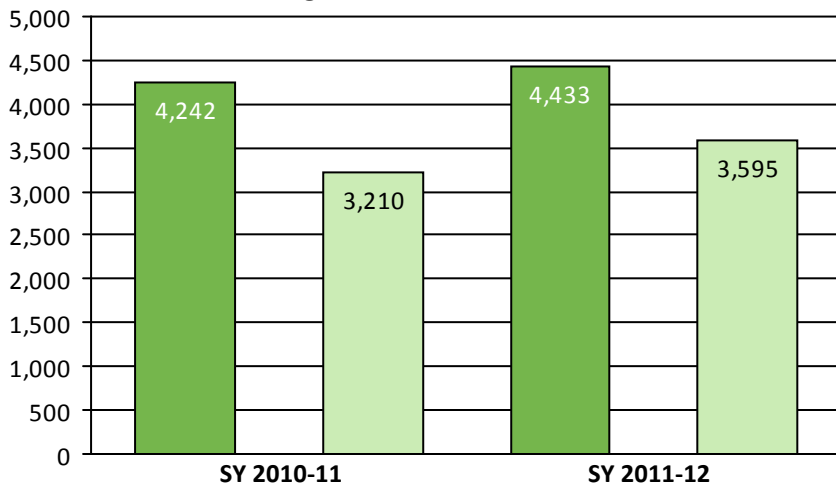
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	15,845
Karen languages	703
Vietnamese	627
Arabic	592
Nilo-Saharan (Other)	414
SY 2011-12	
Spanish; Castilian	15,452
Karen languages	940
Vietnamese	579
Arabic	559
Nilo-Saharan (Other)	399

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

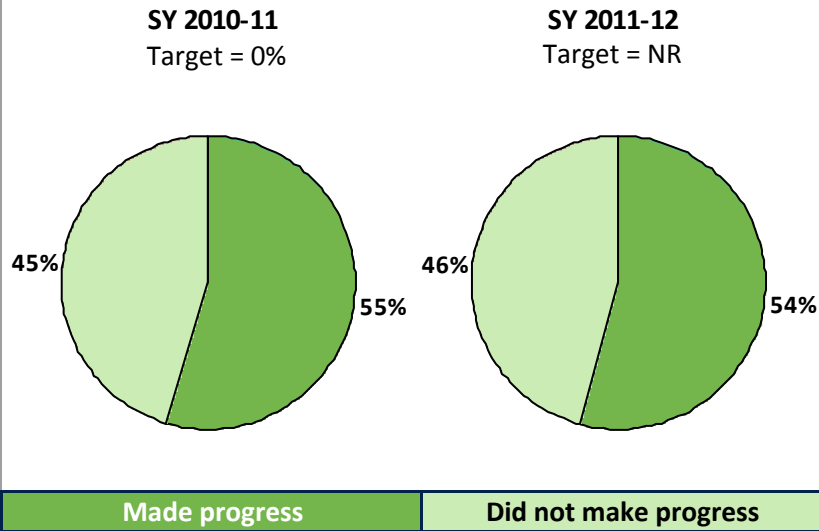
Two-way immersion		●
Transitional bilingual		
Dual language	●	●
Developmental bilingual		
Heritage language		

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion		●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

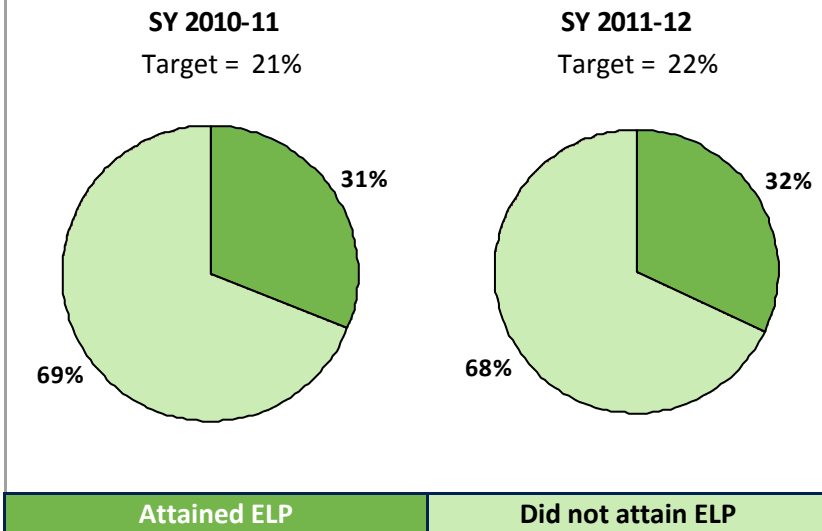
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	38%	50%
MFELs	56%	62%
All Students	72%	74%

Mathematics

	SY 2010-11	SY 2011-12
ELs	34%	44%
MFELs	46%	55%
All Students	63%	67%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	21
● Met AMAO 1	19
● Met AMAO 2	21
● Met AMAO 3	9
Total meeting all three	8

	SY 2011-12
Total Subgrantees	21
● Met AMAO 1	17
● Met AMAO 2	21
● Met AMAO 3	9
Total meeting all three	8

Additional State Information

Title III funding for the state in SY 2010 11: **\$2,721,044**

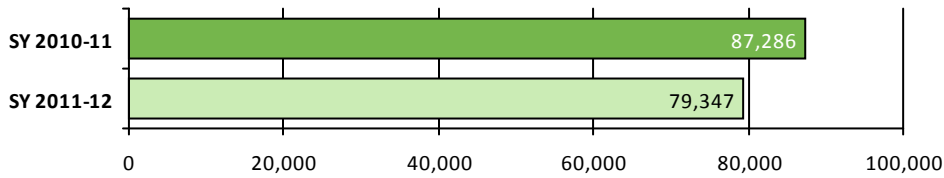
Title III funding for the state in SY 2011 12: **\$2,634,260**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

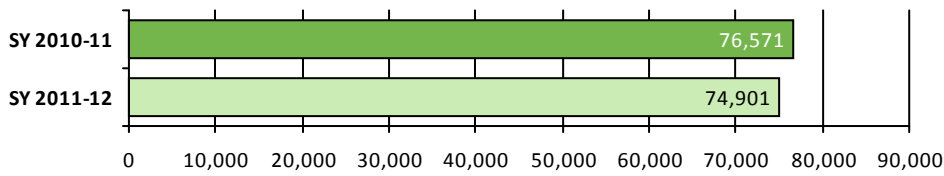
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Nevada

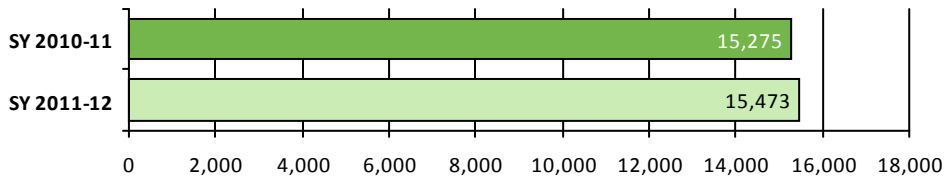
ELs Identified (N)



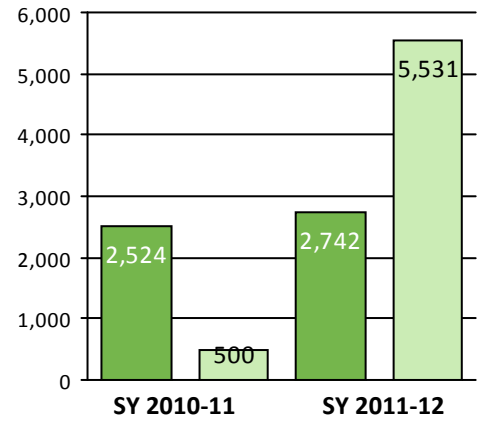
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



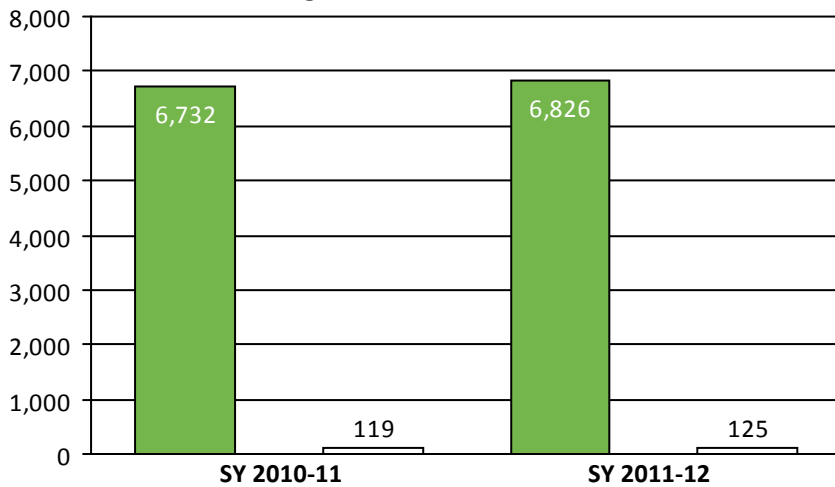
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	63,336
Tagalog	1,518
Chinese	487
Philippine (Other)	478
Vietnamese	477
SY 2011-12	
Spanish; Castilian	67,583
Tagalog	1,693
Chinese	594
Philippine (Other)	510
Vietnamese	487

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

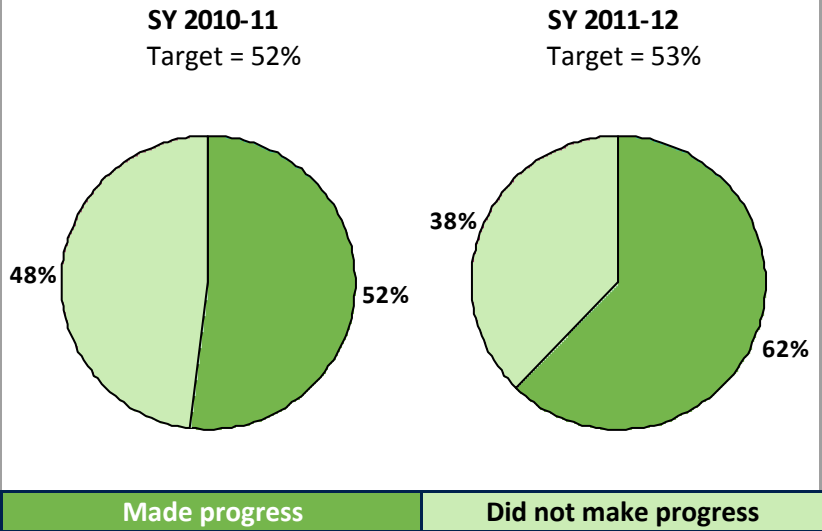
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		
Heritage language		

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

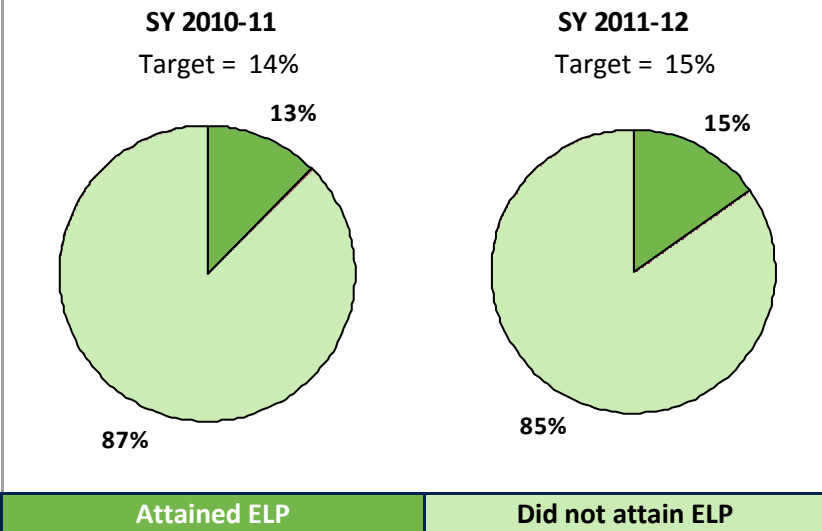
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	39%	25%
MFELs	59%	61%
All Students	62%	63%

Mathematics

	SY 2010-11	SY 2011-12
ELs	53%	43%
MFELs	72%	76%
All Students	69%	71%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	9
● Met AMAO 1	7
● Met AMAO 2	8
● Met AMAO 3	9
Total meeting all three	7

	SY 2011-12
Total Subgrantees	10
● Met AMAO 1	10
● Met AMAO 2	10
● Met AMAO 3	10
Total meeting all three	10

Additional State Information

Title III funding for the state in SY 2010 11: \$8,401,996

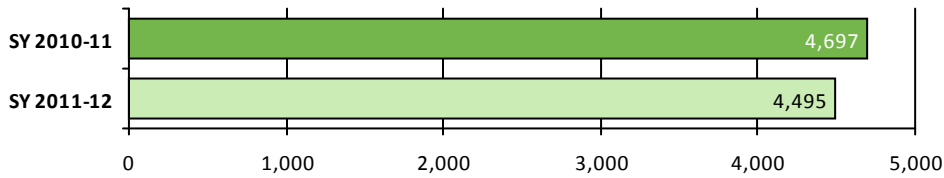
Title III funding for the state in SY 2011 12: \$9,019,735

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

The state reported that it met all three AMAOs for SY 2010-11 but not SY 2011-12.

New Hampshire

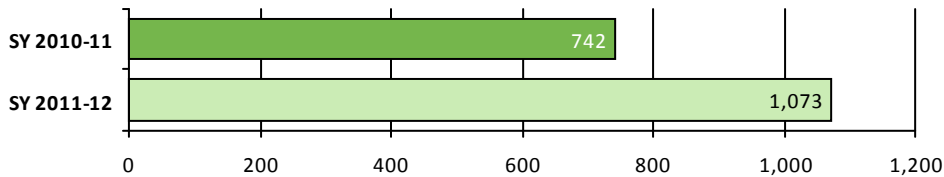
ELs Identified (N)



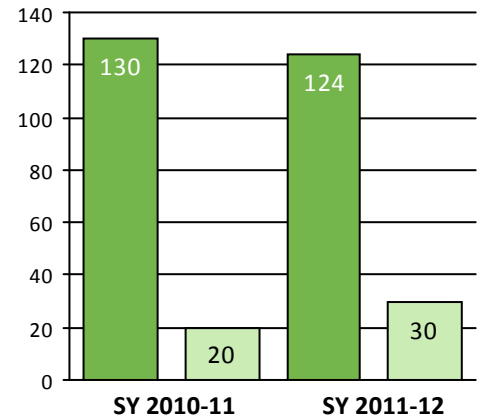
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



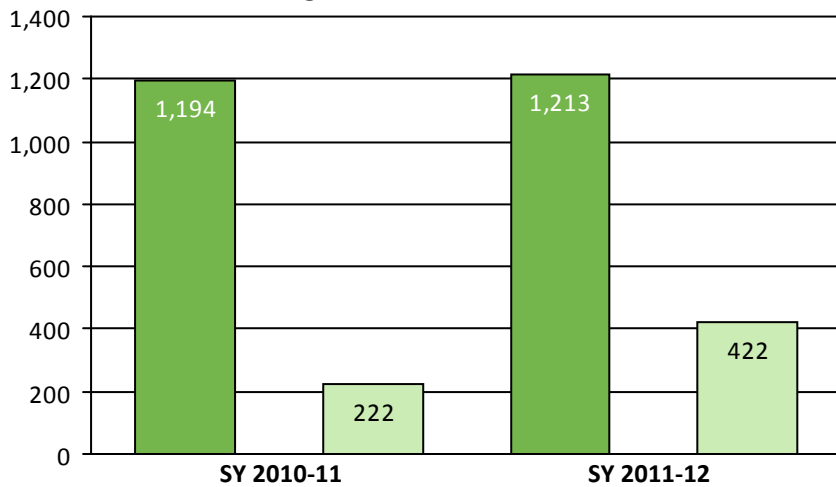
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	1,770
Nepali	331
Arabic	237
Chinese	214
Vietnamese	172
SY 2011-12	
Spanish; Castilian	1,697
Nepali	374
Arabic	226
Chinese	208
Vietnamese	188

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language		

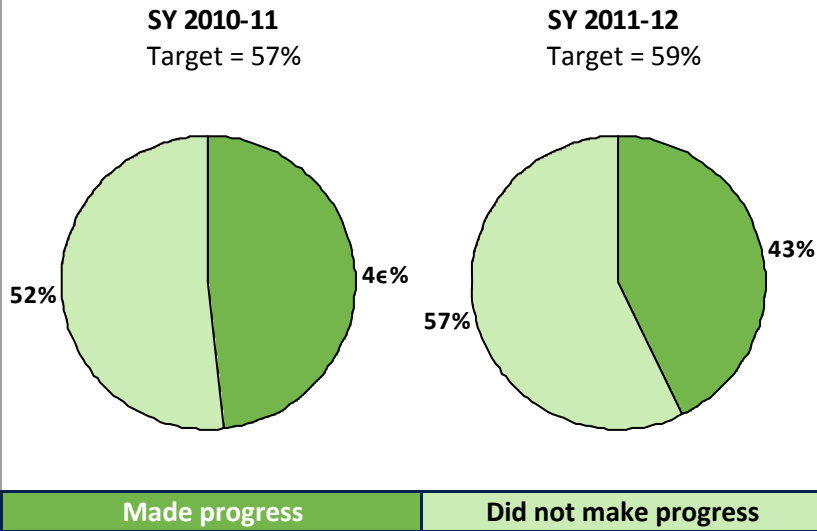
LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

* No LIEPs that use English and another language.

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

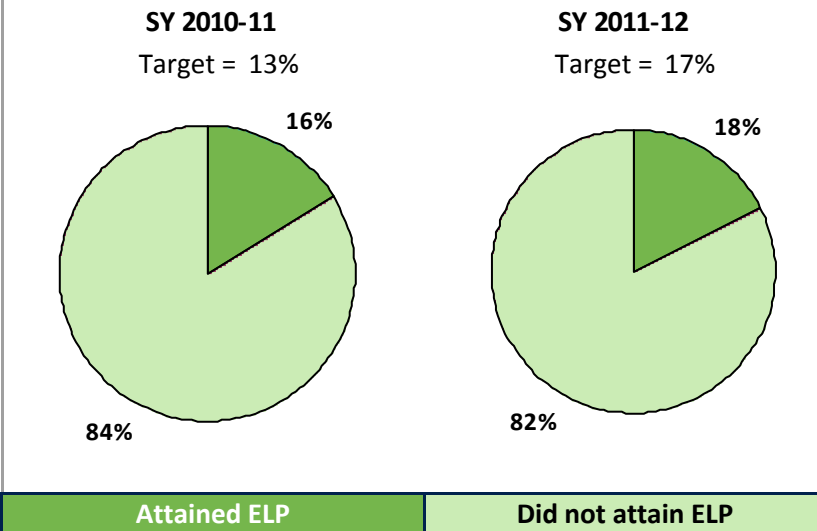
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	35%	48%
MFELs	79%	76%
All Students	77%	79%

Mathematics

	SY 2010-11	SY 2011-12
ELs	30%	40%
MFELs	68%	63%
All Students	66%	67%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	12
● Met AMAO 1	11
● Met AMAO 2	11
● Met AMAO 3	9
Total meeting all three	8

	SY 2011-12
Total Subgrantees	12
● Met AMAO 1	9
● Met AMAO 2	8
● Met AMAO 3	9
Total meeting all three	6

Additional State Information

Title III funding for the state in SY 2010 11: **\$828,448**

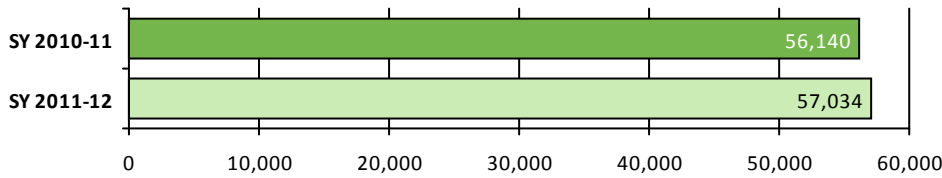
Title III funding for the state in SY 2011 12: **\$937,080**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

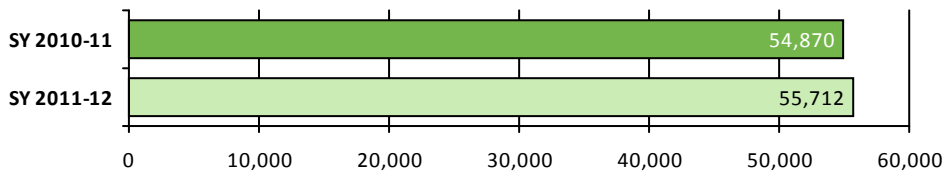
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

New Jersey

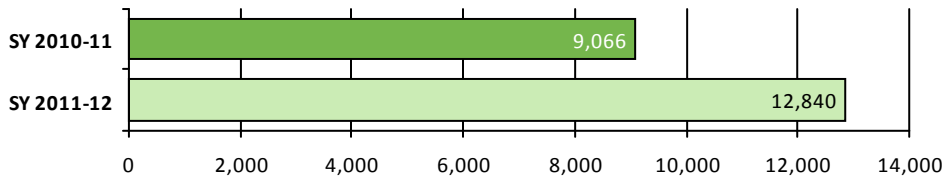
ELs Identified (N)



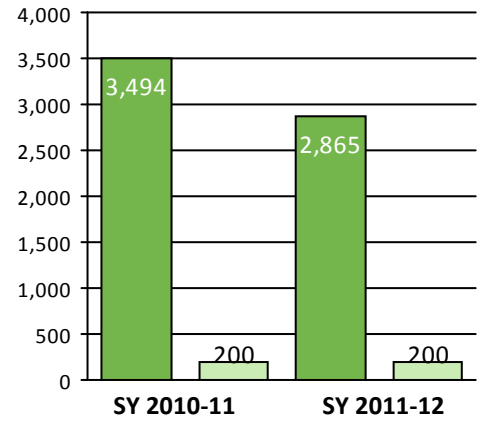
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



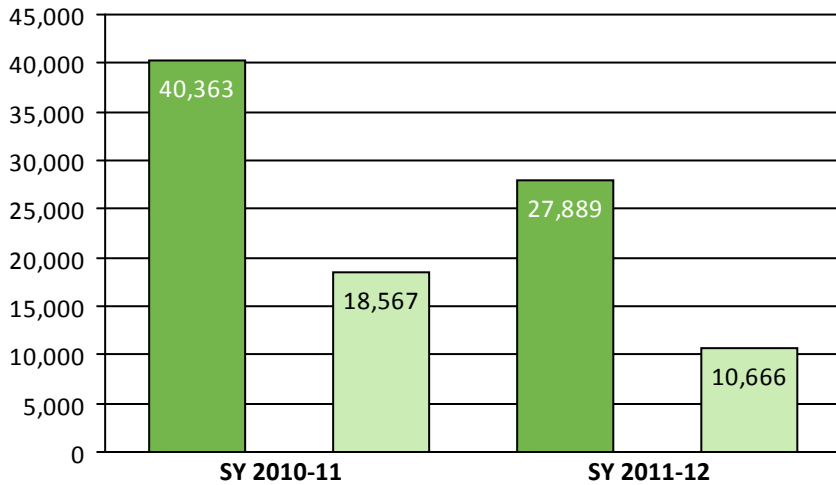
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	37,550
Arabic	1,689
Haitian; Haitian Creole	1,280
Chinese	1,106
Korean	1,106
SY 2011-12	
Spanish; Castilian	38,323
Arabic	1,740
Chinese	1,231
Haitian; Haitian Creole	1,225
Korean	1,150

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

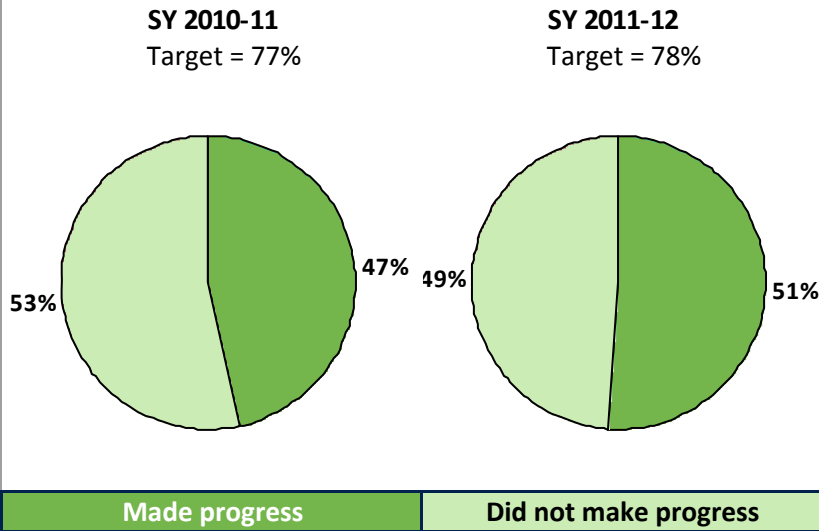
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

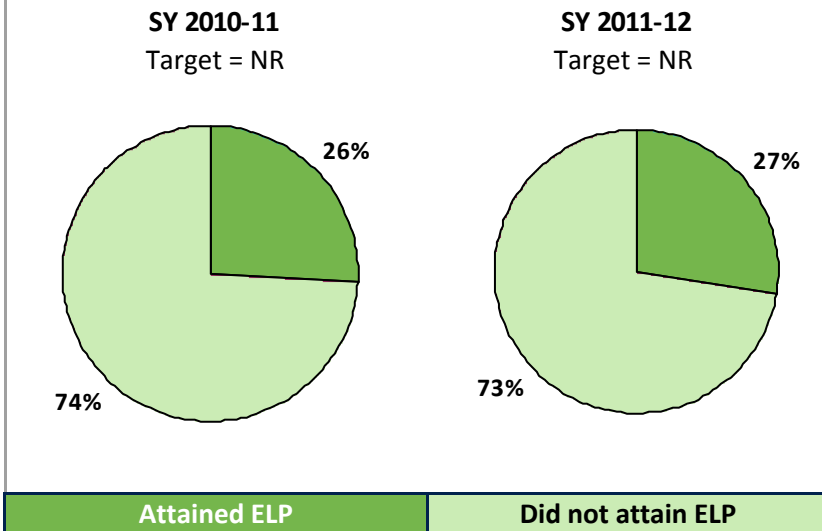
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	26%	25%
MFELs	46%	45%
All Students	70%	69%

Mathematics

	SY 2010-11	SY 2011-12
ELs	40%	41%
MFELs	69%	67%
All Students	75%	76%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	215
● Met AMAO 1	95
● Met AMAO 2	200
● Met AMAO 3	215
Total meeting all three	86
	SY 2011-12
Total Subgrantees	209
● Met AMAO 1	160
● Met AMAO 2	198
● Met AMAO 3	198
Total meeting all three	148

Additional State Information

Title III funding for the state in SY 2010 11: \$20,018,081

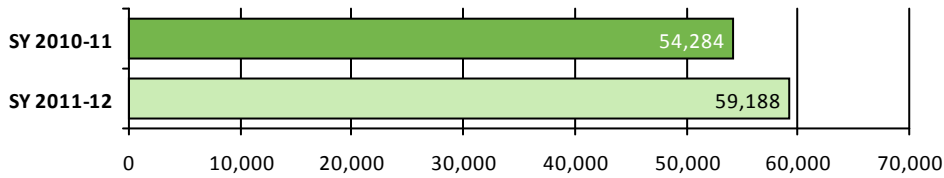
Title III funding for the state in SY 2011 12: \$20,156,661

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

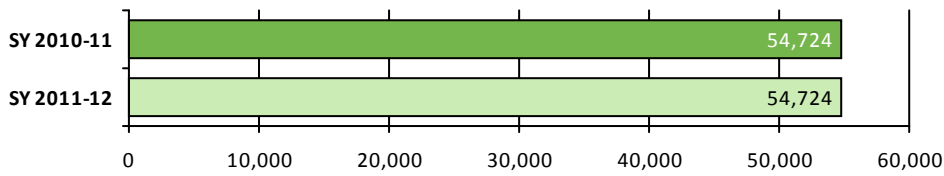
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

New Mexico

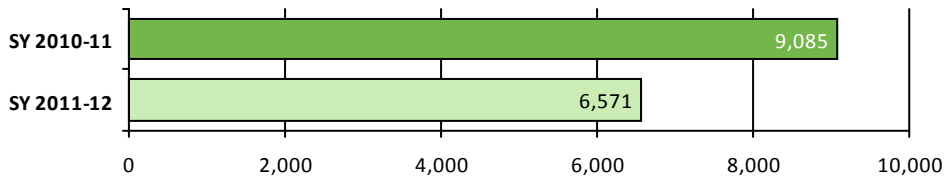
ELs Identified (N)



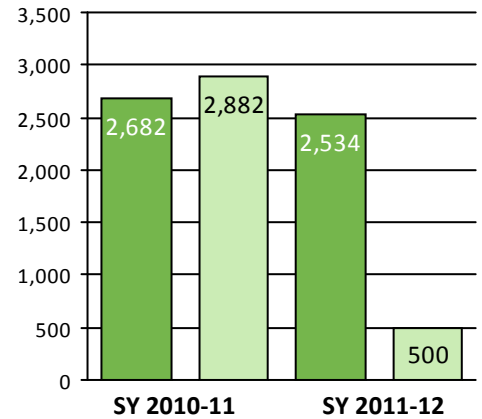
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



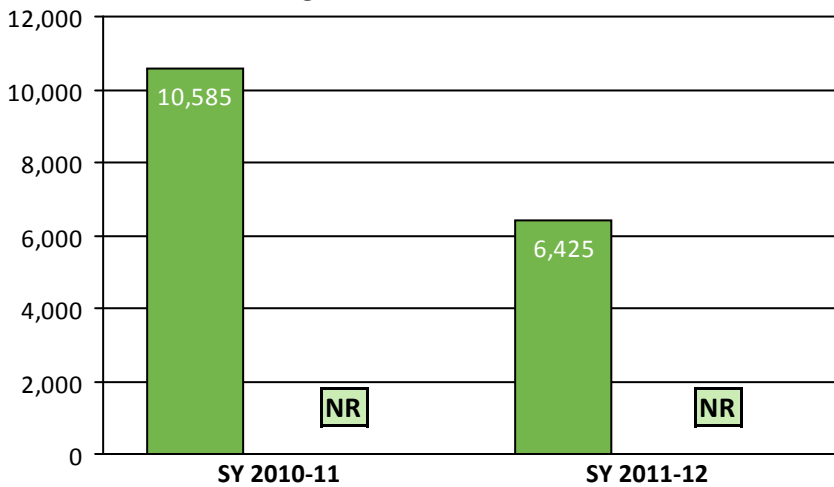
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	40,422
Navajo; Navaho	6,818
Nias	1,037
Caucasian (Other)	749
Vietnamese	283
SY 2011-12	
Spanish; Castilian	42,211
Navajo; Navaho	7,535
Nias	1,165
Caucasian (Other)	859
Vietnamese	321

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

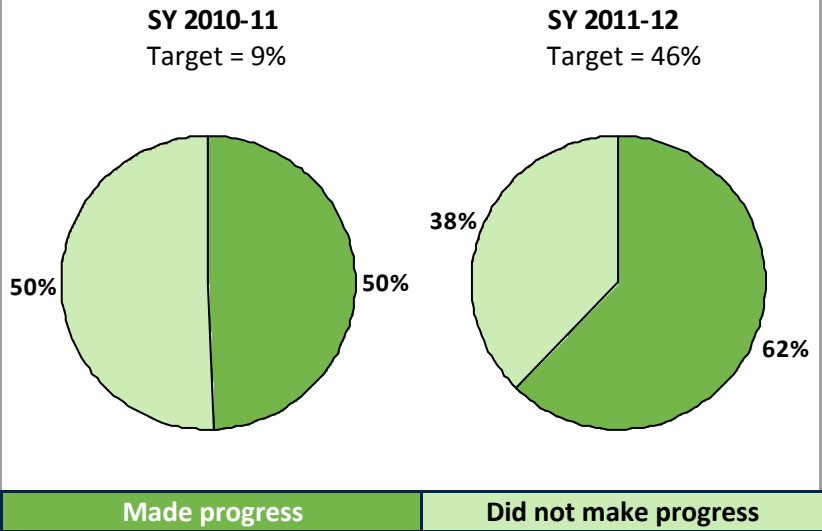
Two-way immersion	●	
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other		●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

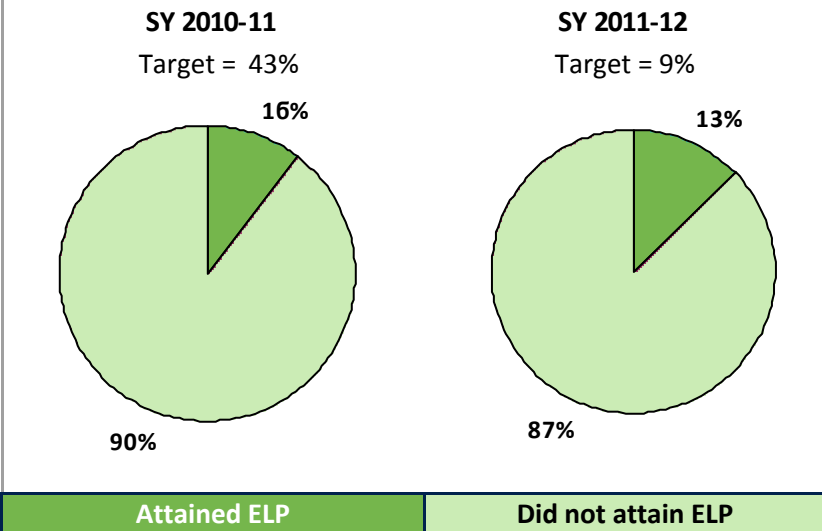
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	17%	18%
MFELs	44%	45%
All Students	50%	51%

Mathematics

	SY 2010-11	SY 2011-12
ELs	16%	17%
MFELs	41%	38%
All Students	42%	43%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	59
● Met AMAO 1	45
● Met AMAO 2	41
● Met AMAO 3	2
Total meeting all three	1

	SY 2011-12
Total Subgrantees	56
● Met AMAO 1	42
● Met AMAO 2	52
● Met AMAO 3	1
Total meeting all three	1

Additional State Information

Title III funding for the state in SY 2010 11: \$4,926,730

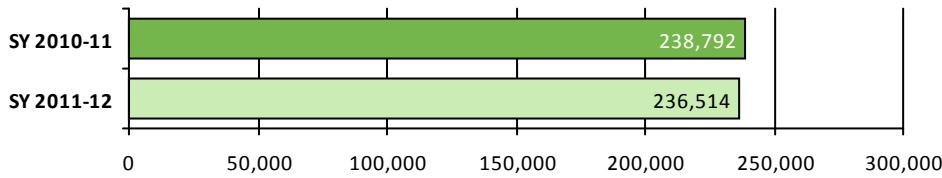
Title III funding for the state in SY 2011 12: \$4,280,530

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

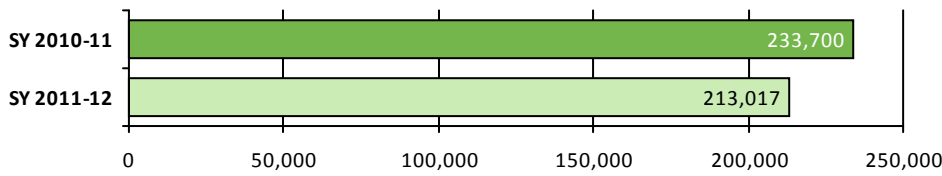
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

New York

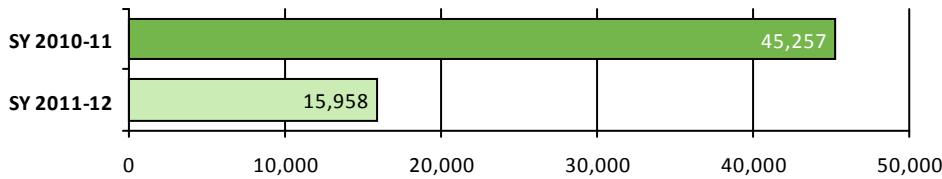
ELs Identified (N)



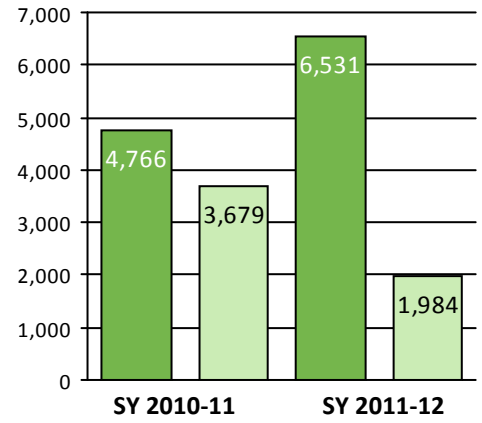
ELs Served With Title III Funds (N)



Monitored Former ELs (N)

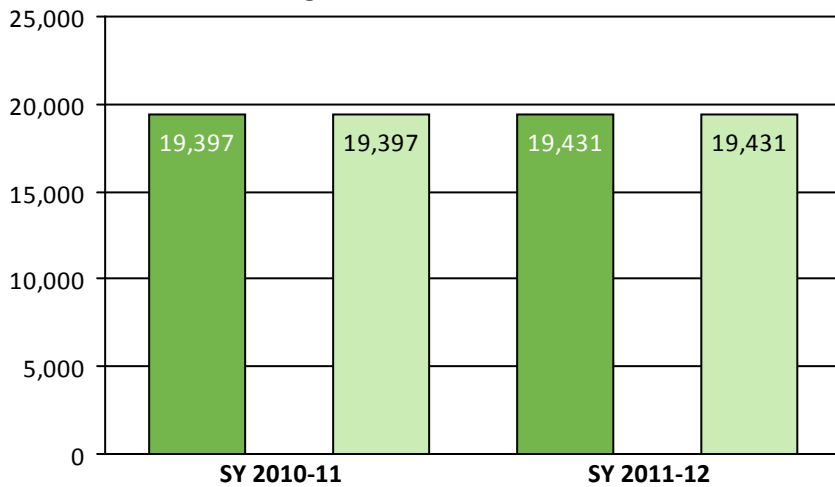


Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working	Number needed in the next 5 years
---------------------------------	--

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth	Number of Title III-Served Immigrant Children and Youth
--	--

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	149,571
Undetermined	15,040
Chinese	9,104
Arabic	7,386
Bengali	6,031
SY 2011-12	
Spanish; Castilian	146,589
Chinese	23,535
Arabic	8,021
Bengali	6,404
Haitian; Haitian Creole	4,586

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		
Heritage language	●	●

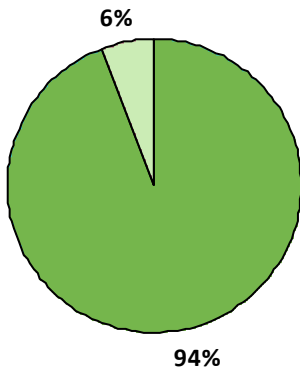
LIEPs that use English only:

SY 2010-11 SY 2011-12

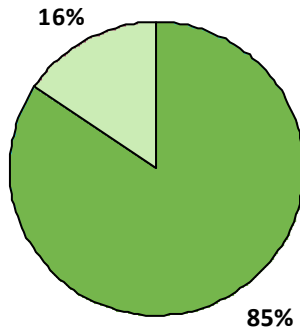
Structured English immersion		
Sheltered English instruction		
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 63%



SY 2011-12
Target = 64%

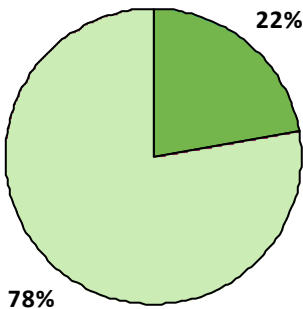


Made progress

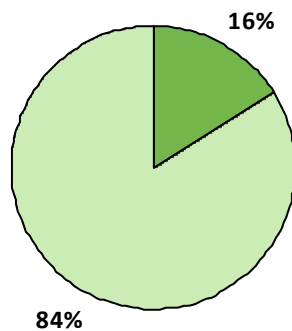
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 12%



SY 2011-12
Target = 13%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	20%	18%
MFELs	52%	49%
All Students	58%	61%

Mathematics

	SY 2010-11	SY 2011-12
ELs	37%	39%
MFELs	68%	62%
All Students	67%	69%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	190
● Met AMAO 1	132
● Met AMAO 2	170
● Met AMAO 3	93
Total meeting all three	76

	SY 2011-12
Total Subgrantees	193
● Met AMAO 1	110
● Met AMAO 2	154
● Met AMAO 3	95
Total meeting all three	70

Additional State Information

Title III funding for the state in SY 2010-11:

\$54,757,377

Title III funding for the state in SY 2011-12:

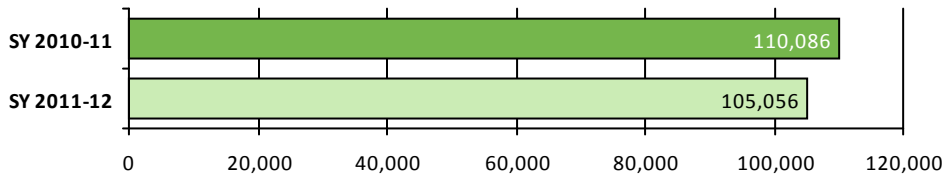
\$53,357,909

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

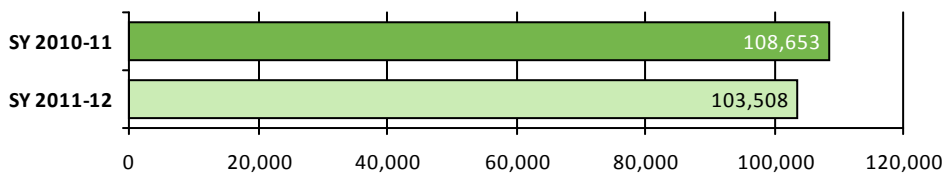
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

North Carolina

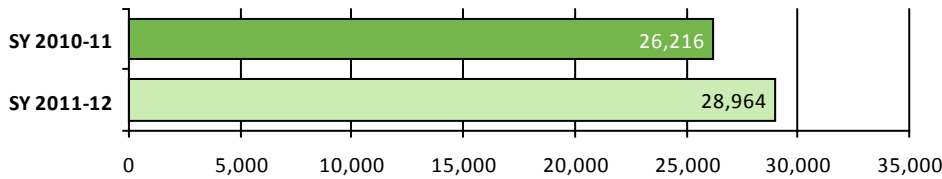
ELs Identified (N)



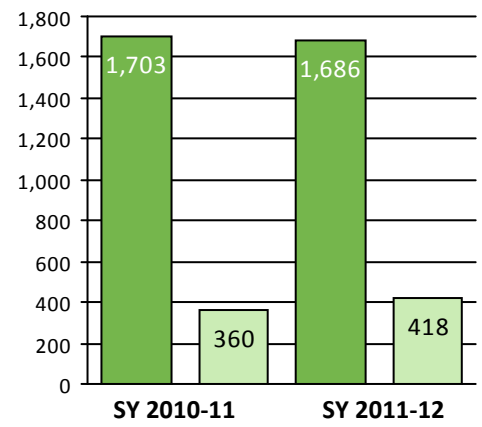
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



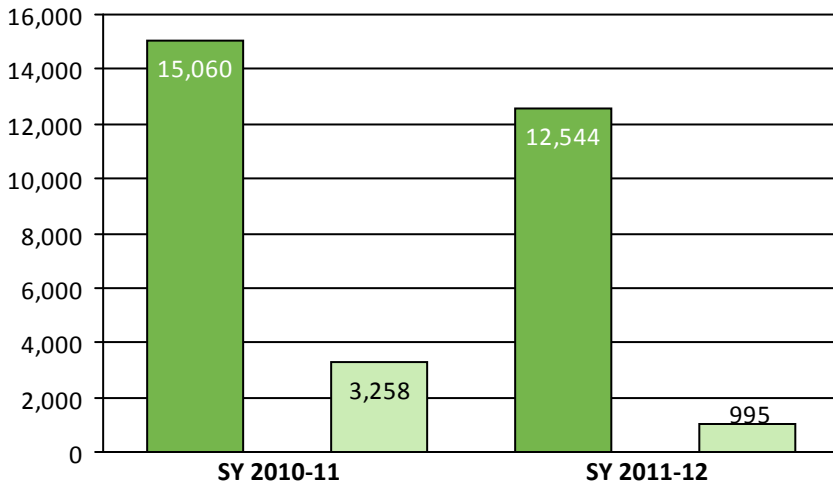
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	92,100
Arabic	1,908
Hmong	1,685
Vietnamese	1,660
Chinese	1,425
SY 2011-12	
Spanish; Castilian	87,879
Arabic	1,838
Vietnamese	1,514
Chinese	1,407
Hmong	1,403

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

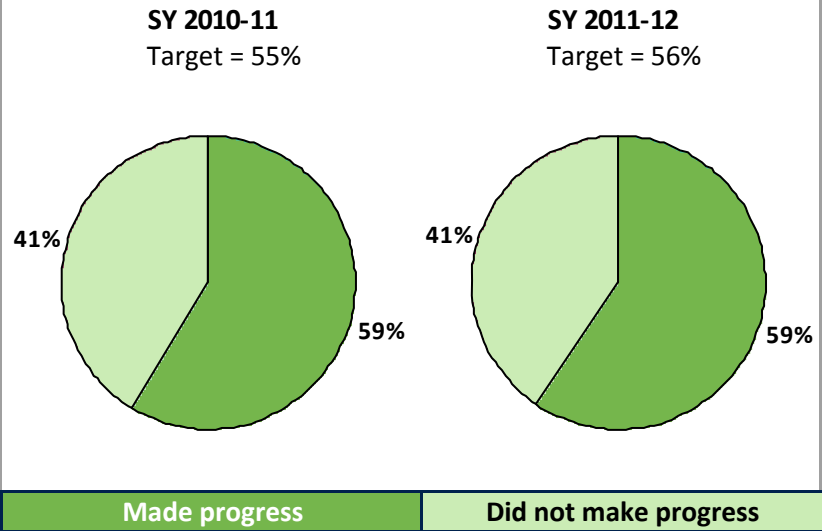
Two-way immersion		
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion		
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

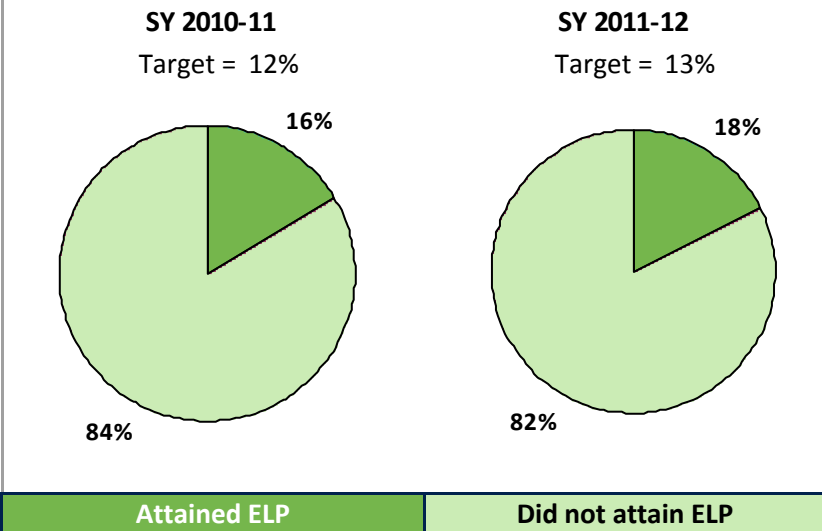
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	36%	35%
MFELs	77%	77%
All Students	70%	73%

Mathematics

	SY 2010-11	SY 2011-12
ELs	68%	66%
MFELs	92%	91%
All Students	82%	83%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	90
● Met AMAO 1	67
● Met AMAO 2	84
● Met AMAO 3	36
Total meeting all three	26

	SY 2011-12
Total Subgrantees	90
● Met AMAO 1	74
● Met AMAO 2	84
● Met AMAO 3	73
Total meeting all three	59

Additional State Information

Title III funding for the state in SY 2010 11: \$15,134,226

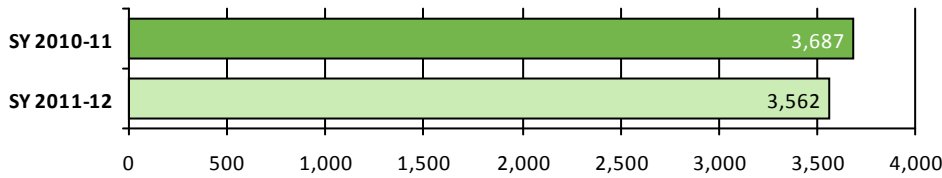
Title III funding for the state in SY 2011 12: \$14,708,774

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

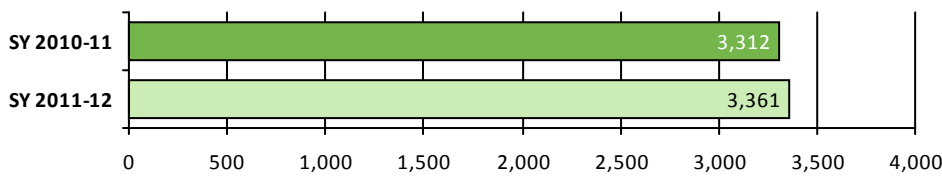
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

North Dakota

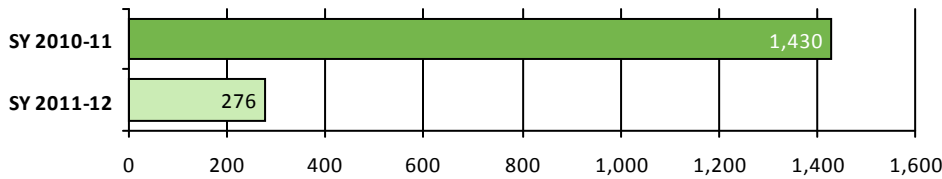
ELs Identified (N)



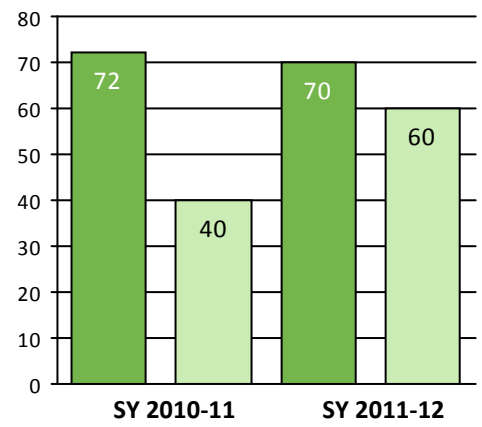
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



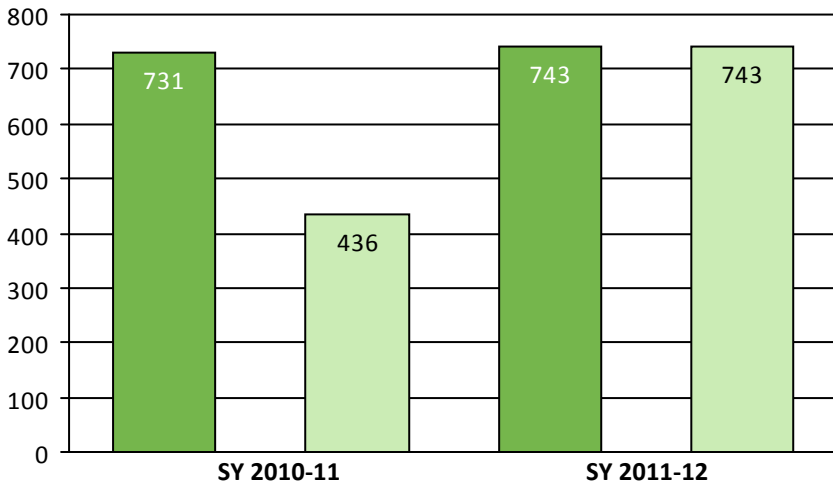
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	736
Ojibwa	699
Dakota	304
Somali	291
North American Indian	274
SY 2011-12	
Spanish; Castilian	837
Ojibwa	471
Nepali	303
Somali	302
North American Indian	246

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

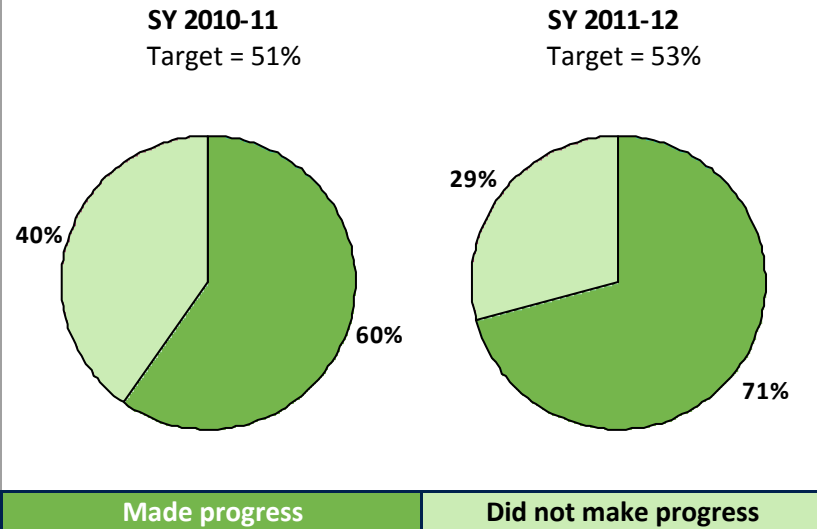
Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

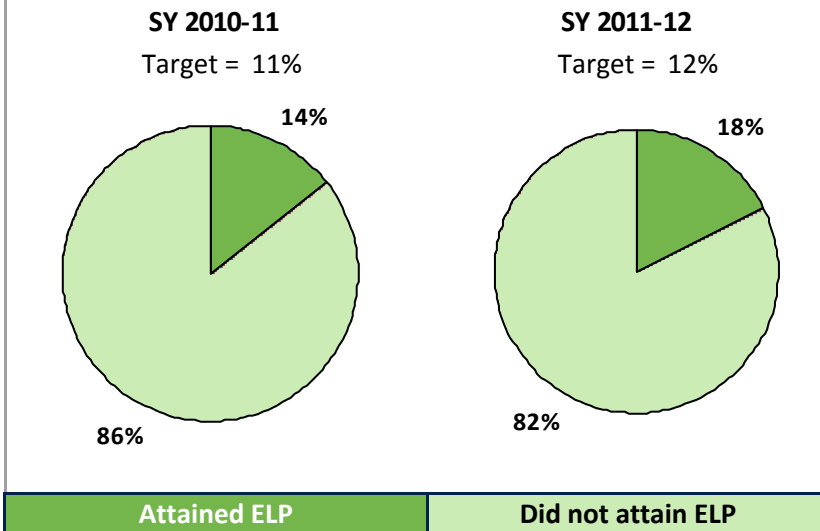
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	32%	26%
MFELs	69%	67%
All Students	75%	74%

Mathematics

	SY 2010-11	SY 2011-12
ELs	35%	33%
MFELs	71%	71%
All Students	77%	77%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	8
● Met AMAO 1	4
● Met AMAO 2	4
● Met AMAO 3	0
Total meeting all three	0

	SY 2011-12
Total Subgrantees	10
● Met AMAO 1	7
● Met AMAO 2	7
● Met AMAO 3	1
Total meeting all three	1

Additional State Information

Title III funding for the state in SY 2010 11: \$505,946

Title III funding for the state in SY 2011 12: \$500,000

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Ohio

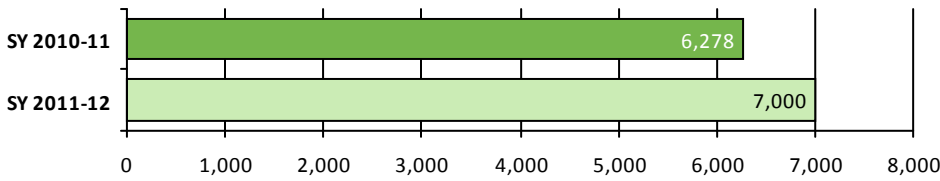
ELs Identified (N)



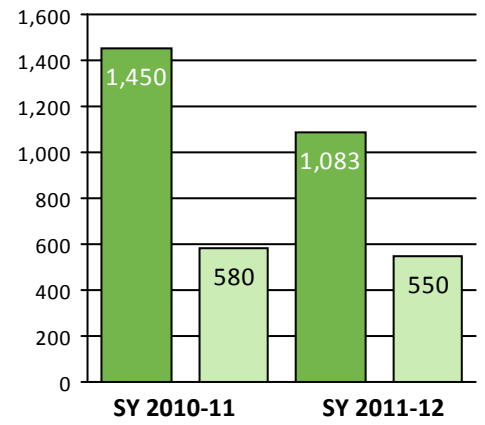
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



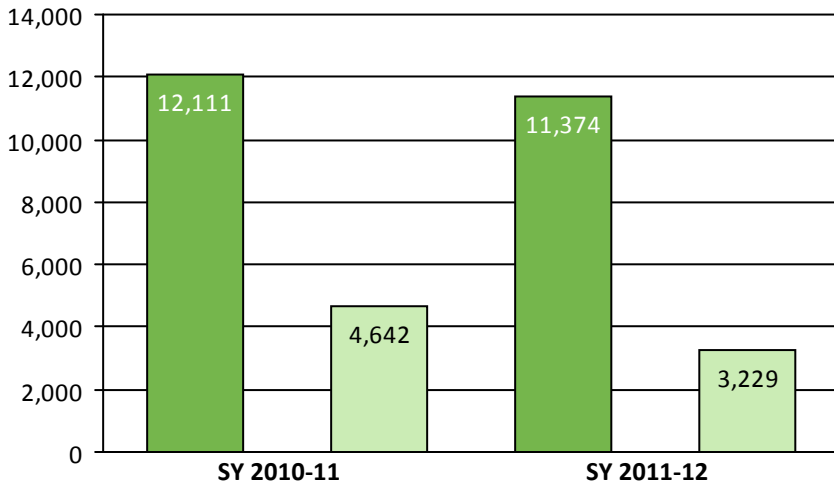
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	14,496
Somali	2,911
Arabic	2,398
German	973
Chinese	801
SY 2011-12	
Spanish; Castilian	8,686
Somali	2,133
Arabic	1,810
Chinese	753
Japanese	592

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

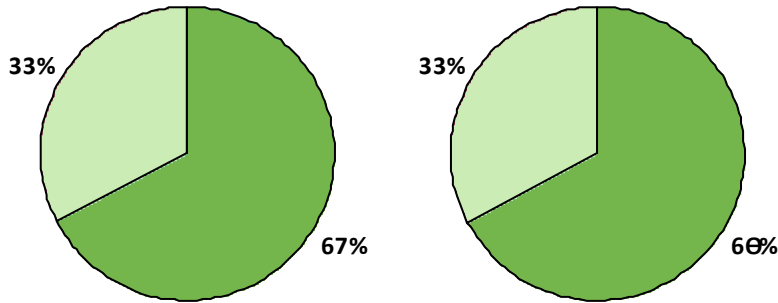
SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 78%

SY 2011-12
Target = 81%



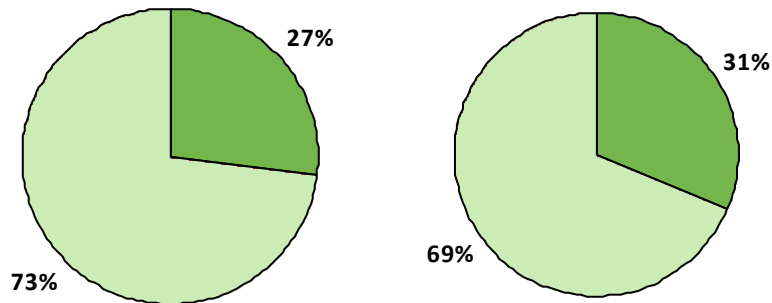
Made progress

Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 27%

SY 2011-12
Target = 28%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	56%	59%
MFELs	96%	95%
All Students	83%	83%

Mathematics

	SY 2010-11	SY 2011-12
ELs	54%	57%
MFELs	92%	91%
All Students	77%	78%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	285
● Met AMAO 1	147
● Met AMAO 2	223
● Met AMAO 3	258
Total meeting all three	124
	SY 2011-12
Total Subgrantees	310
● Met AMAO 1	108
● Met AMAO 2	199
● Met AMAO 3	287
Total meeting all three	79

Additional State Information

Title III funding for the state in SY 2010 11:

\$8,707,875

Title III funding for the state in SY 2011 12:

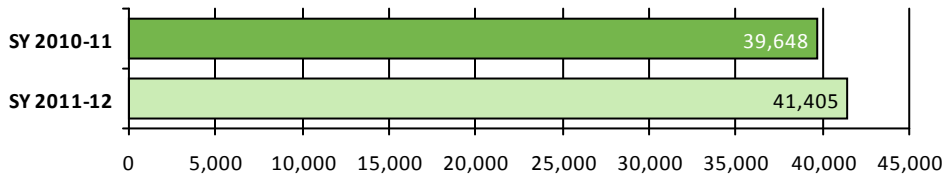
\$8,947,422

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

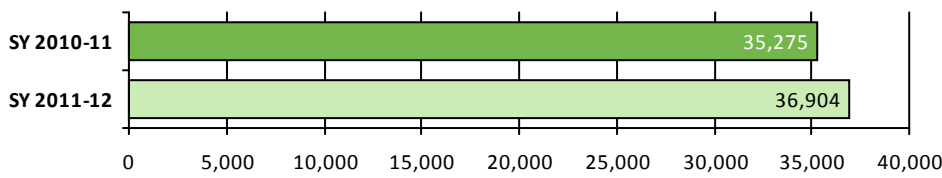
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Oklahoma

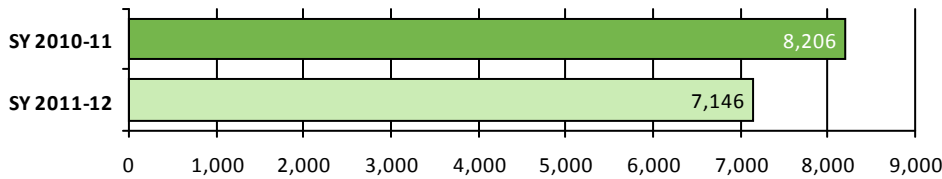
ELs Identified (N)



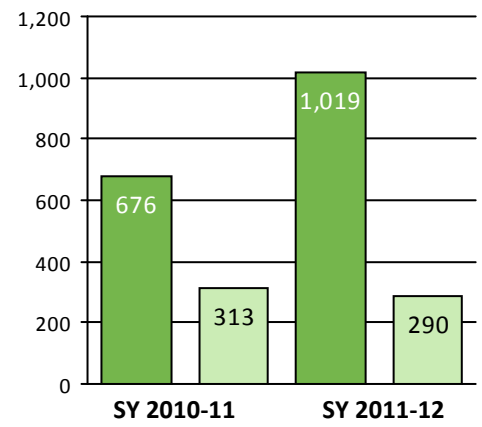
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



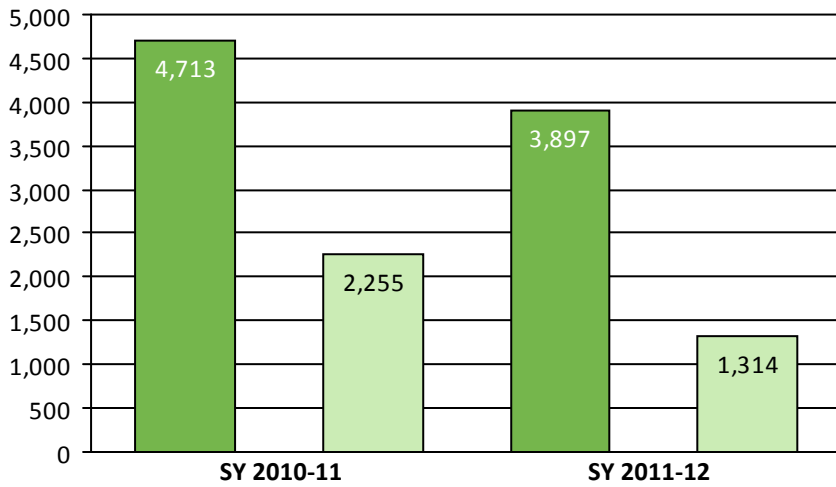
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	33,090
Cherokee	1,117
Vietnamese	942
Hmong	526
Chinese	390
SY 2011-12	
Spanish; Castilian	34,795
Cherokee	1,160
Vietnamese	1,016
Hmong	584
Chinese	393

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

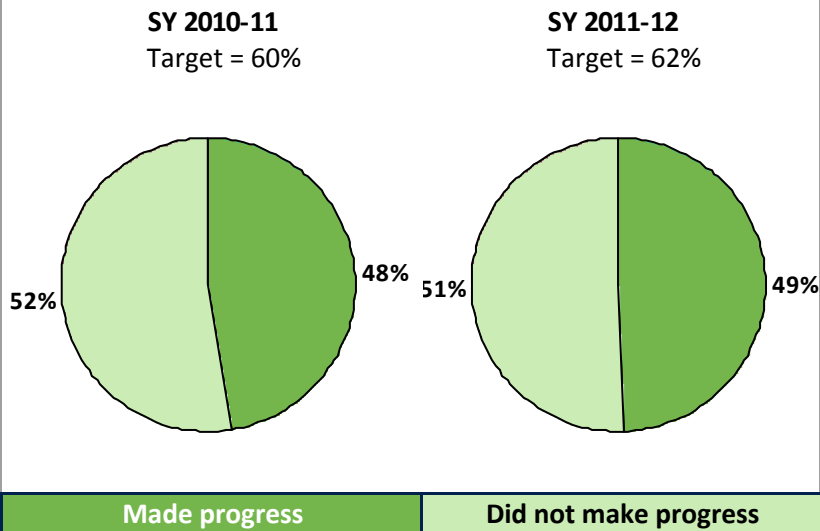
Two-way immersion		●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

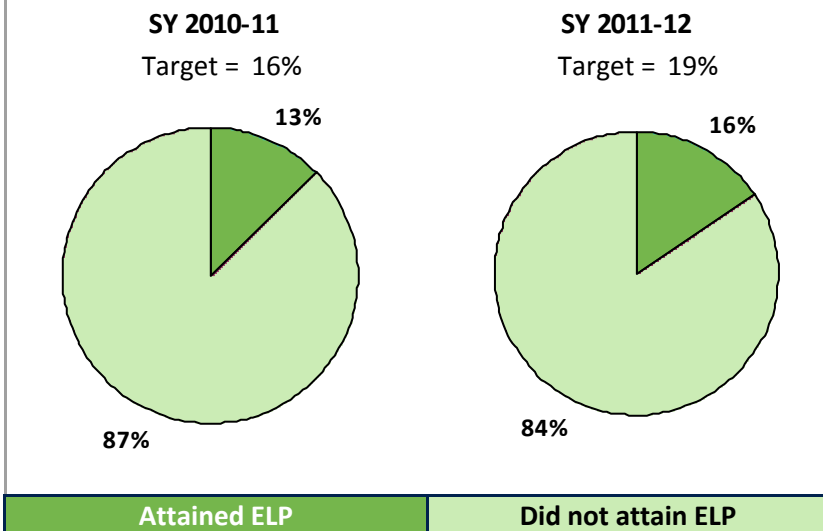
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	34%	34%
MFELs	66%	69%
All Students	69%	69%

Mathematics

	SY 2010-11	SY 2011-12
ELs	53%	45%
MFELs	73%	73%
All Students	68%	69%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	93
● Met AMAO 1	42
● Met AMAO 2	42
● Met AMAO 3	92
Total meeting all three	27

	SY 2011-12
Total Subgrantees	93
● Met AMAO 1	29
● Met AMAO 2	28
● Met AMAO 3	0
Total meeting all three	0

Additional State Information

Title III funding for the state in SY 2010 11: \$3,939,496

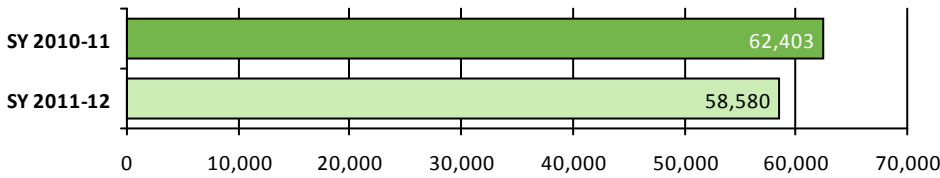
Title III funding for the state in SY 2011 12: \$3,870,399

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

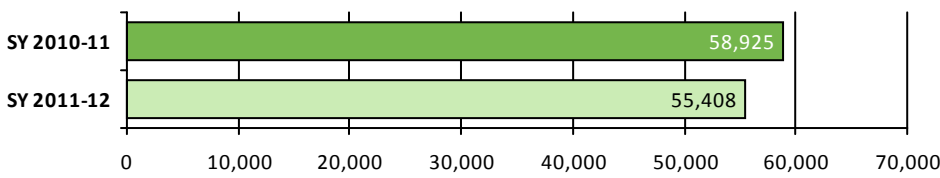
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Oregon

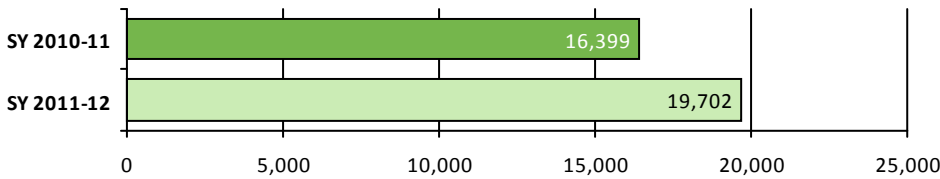
ELs Identified (N)



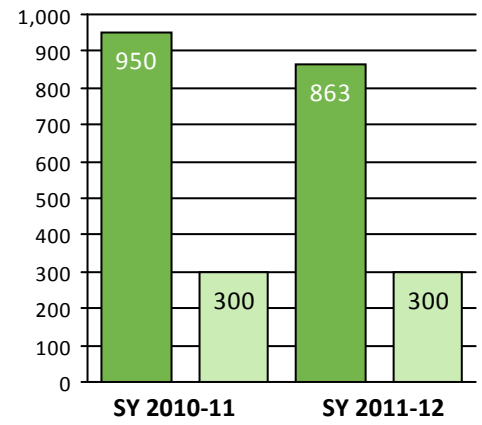
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



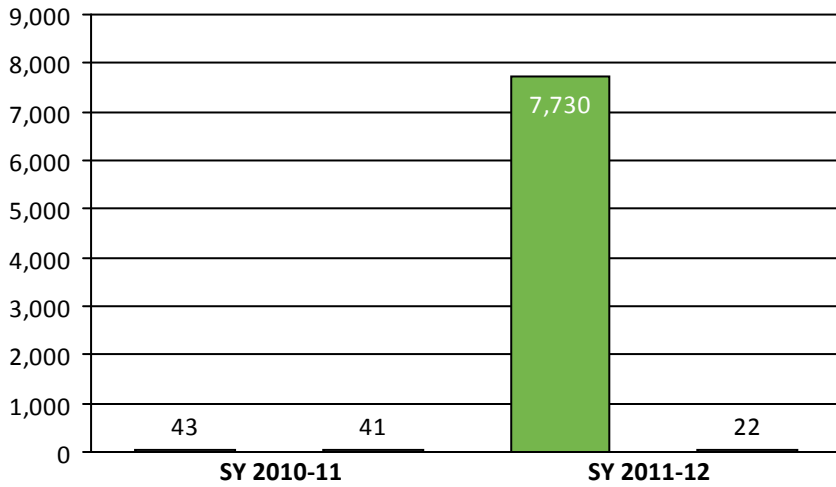
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	48,214
Russian	2,451
Vietnamese	2,018
Chinese	940
Somali	725
SY 2011-12	
Spanish; Castilian	45,157
Russian	2,222
Vietnamese	1,834
Chinese	953
Somali	760

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

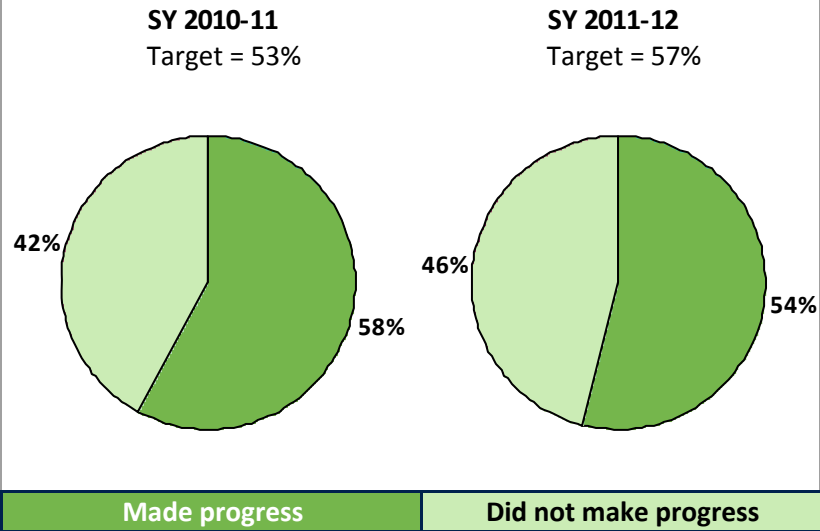
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

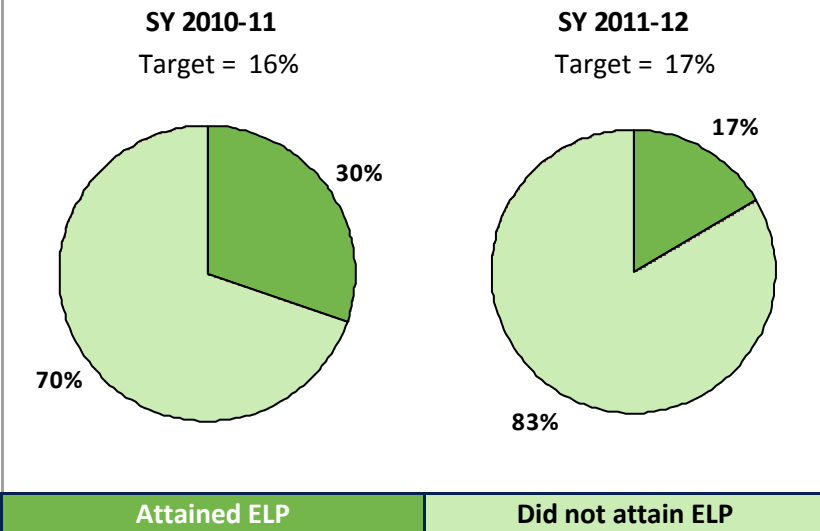


AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts		
	SY 2010-11	SY 2011-12
ELs	45%	30%
MFELs	73%	58%
All Students	80%	73%

Mathematics		
	SY 2010-11	SY 2011-12
ELs	31%	32%
MFELs	55%	54%
All Students	62%	64%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

SY 2010-11	
Total Subgrantees	65
● Met AMAO 1	25
● Met AMAO 2	50
● Met AMAO 3	11
Total meeting all three	8
SY 2011-12	
Total Subgrantees	66
● Met AMAO 1	11
● Met AMAO 2	42
● Met AMAO 3	5
Total meeting all three	2

Additional State Information

Title III funding for the state in SY 2010 11: **\$8,057,559**

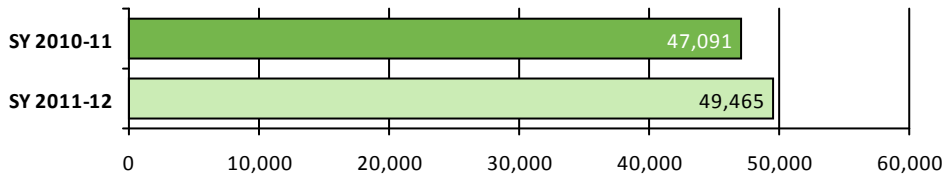
Title III funding for the state in SY 2011 12: **\$7,949,580**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

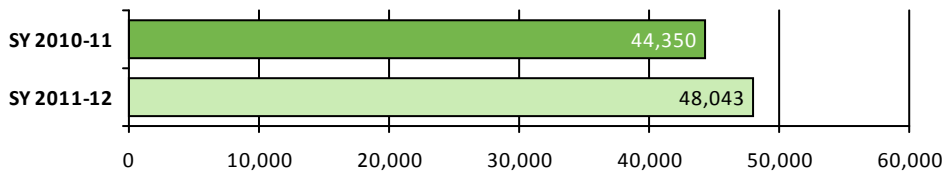
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Pennsylvania

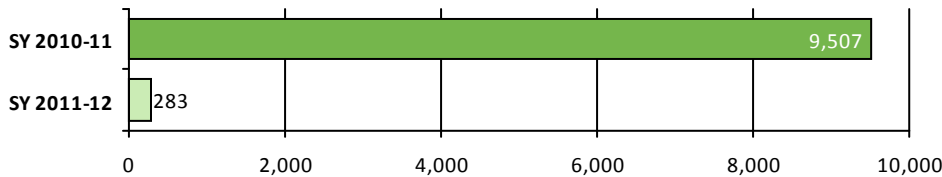
ELs Identified (N)



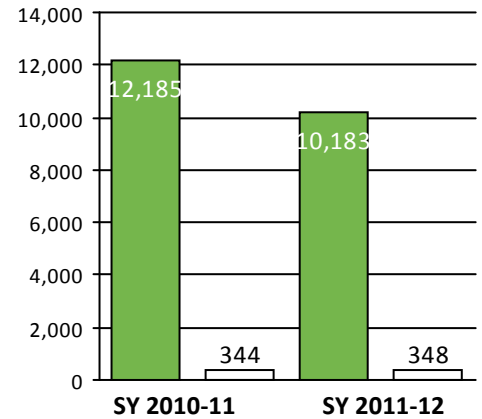
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



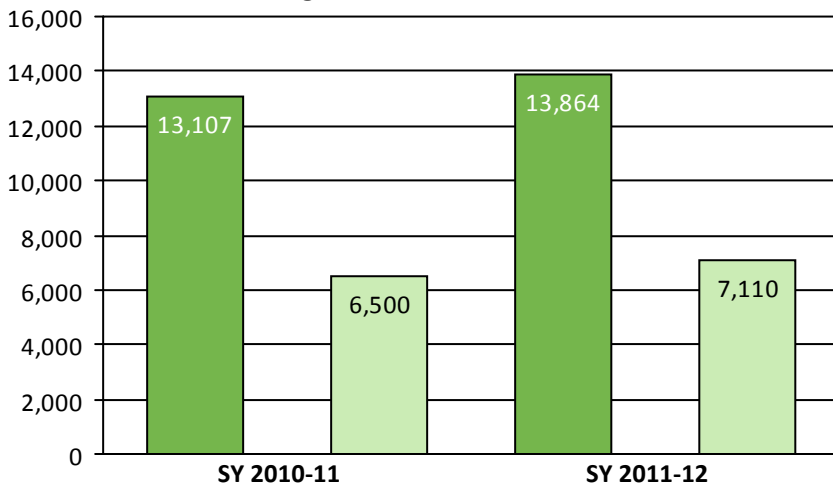
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	26,883
Uncoded languages	2,906
Chinese	2,028
Arabic	1,522
Vietnamese	1,384
SY 2011-12	
Spanish; Castilian	28,358
Uncoded languages	2,881
Chinese	1,994
Arabic	1,710
Nepali	1,608

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

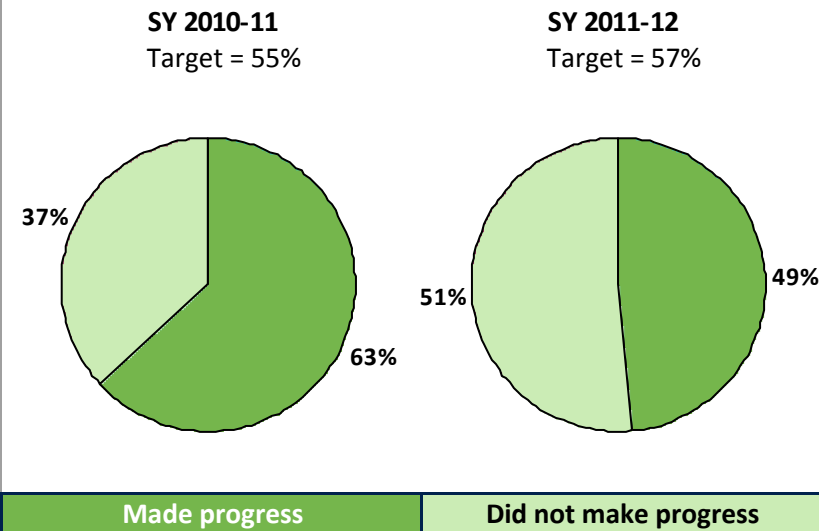
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		
Heritage language		

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

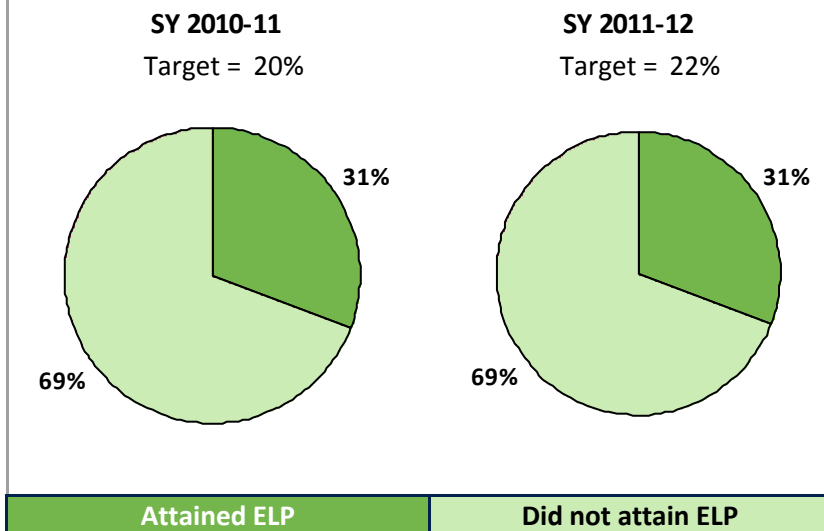


AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts		
	SY 2010-11	SY 2011-12
ELs	25%	20%
MFELs	71%	65%
All Students	72%	71%

Mathematics		
	SY 2010-11	SY 2011-12
ELs	41%	35%
MFELs	81%	76%
All Students	75%	74%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	244
● Met AMAO 1	232
● Met AMAO 2	237
● Met AMAO 3	244
Total meeting all three	231

	SY 2011-12
Total Subgrantees	310
● Met AMAO 1	298
● Met AMAO 2	305
● Met AMAO 3	292
Total meeting all three	293

Additional State Information

Title III funding for the state in SY 2010 11: **\$13,096,320**

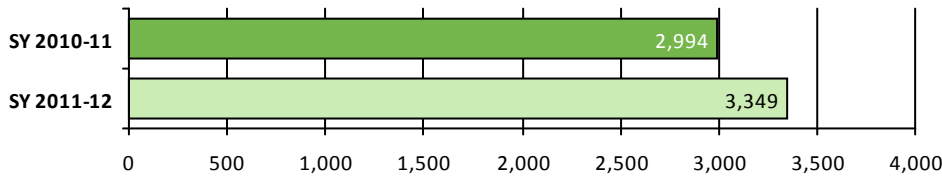
Title III funding for the state in SY 2011 12: **\$13,227,484**

Three Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

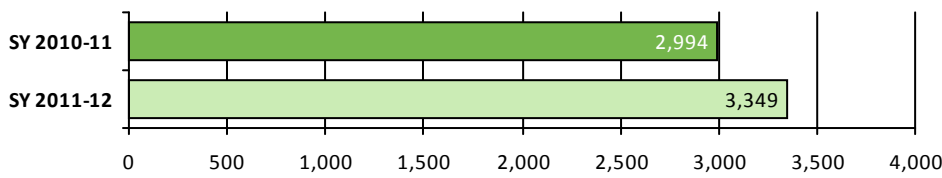
The state reported that it met all three AMAOs in both SY 2010-11 and SY 2011-12.

Puerto Rico*

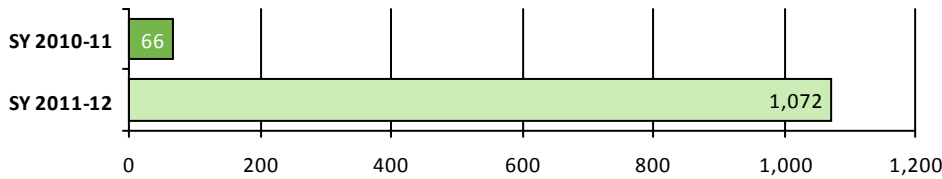
ELs Identified (N)



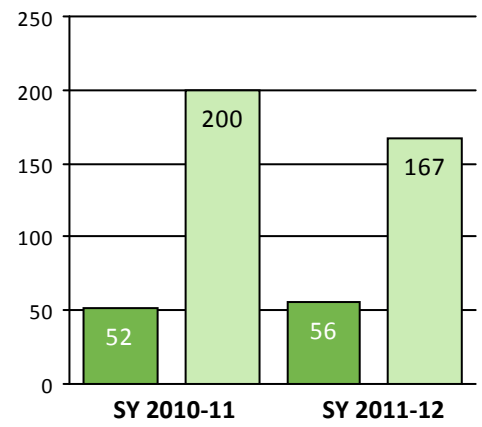
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



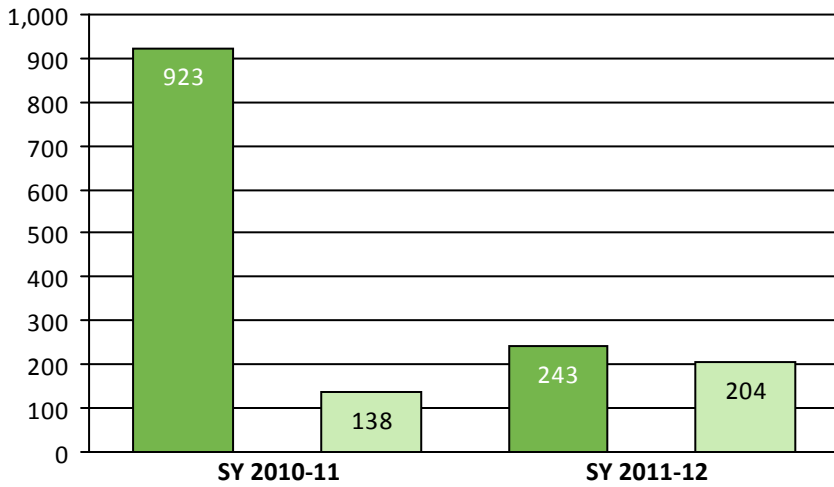
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Haitian; Haitian Creole	74
Chinese	43
Arabic	25
Irish	11
Hawaiian	9
SY 2011-12	
Haitian; Haitian Creole	97
Chinese	50
Arabic	23
Irish	10
Hawaiian	7

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

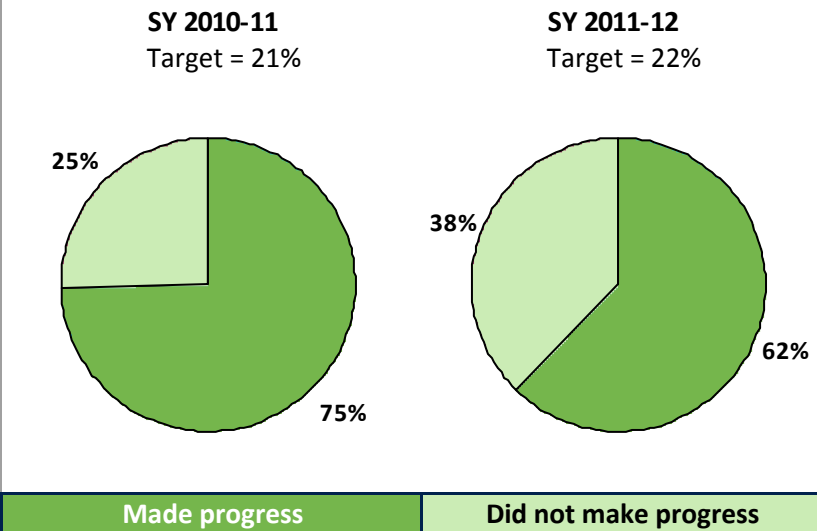
Two-way immersion	
Transitional bilingual	
Dual language	●
Developmental bilingual	
Heritage language	

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	
Sheltered English instruction	
Specially designed academic instruction in English	
Content-based ESL	
Pull-out ESL	
Other	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

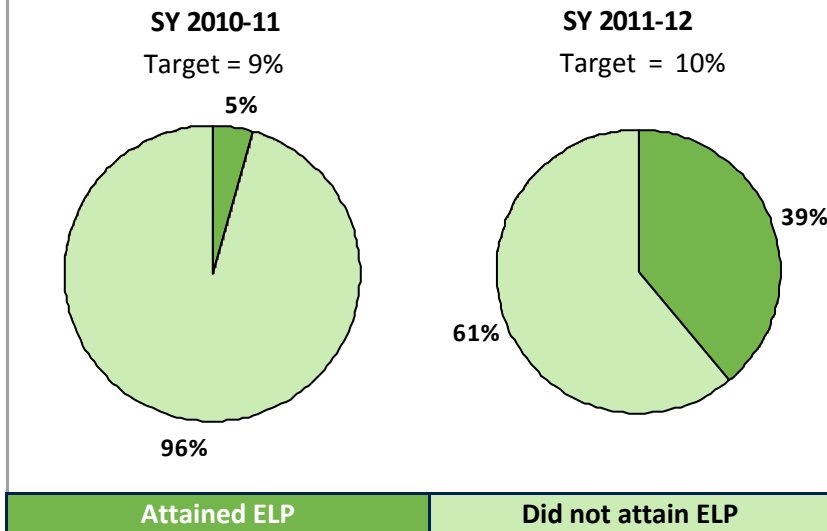
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	30%	38%
MFELs	NR	81%
All Students	44%	46%

Mathematics

	SY 2010-11	SY 2011-12
ELs	29%	32%
MFELs	NR	38%
All Students	27%	29%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	1
● Met AMAO 1	1
● Met AMAO 2	0
● Met AMAO 3	0
Total meeting all three	0

	SY 2011-12
Total Subgrantees	1
● Met AMAO 1	1
● Met AMAO 2	1
● Met AMAO 3	0
Total meeting all three	0

Additional State Information

Title III funding for the state in SY 2010 11: **\$3,462,500**

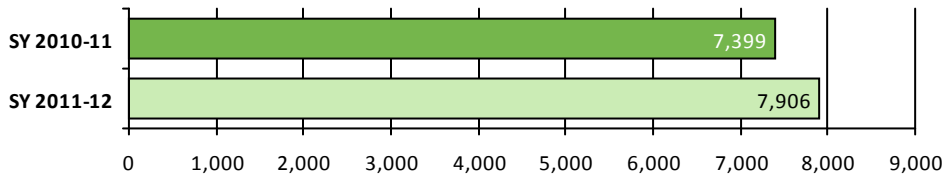
Title III funding for the state in SY 2011 12: **\$3,385,915**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

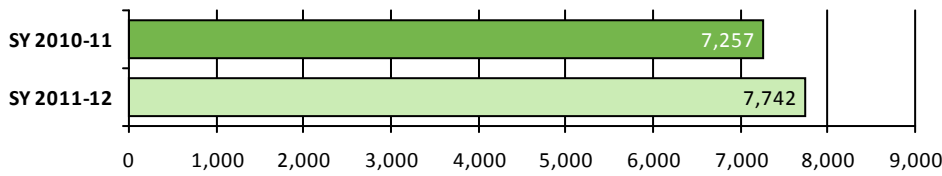
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Rhode Island

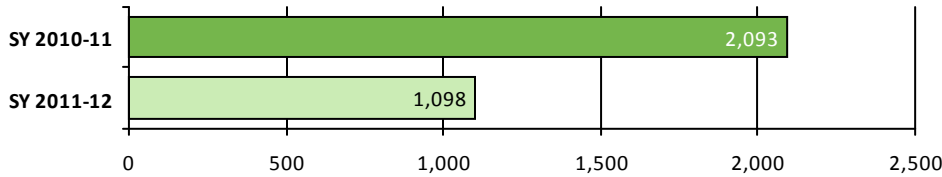
ELs Identified (N)



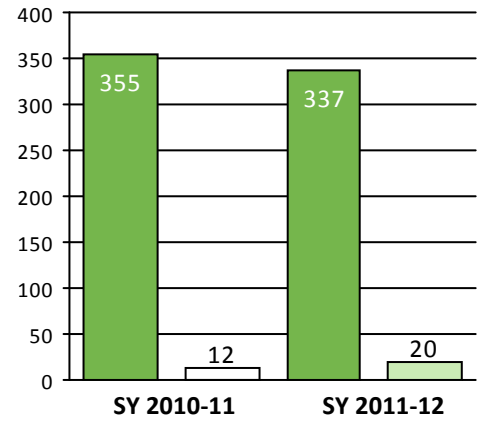
ELs Served With Title III Funds (N)



Monitored Former ELs (N)

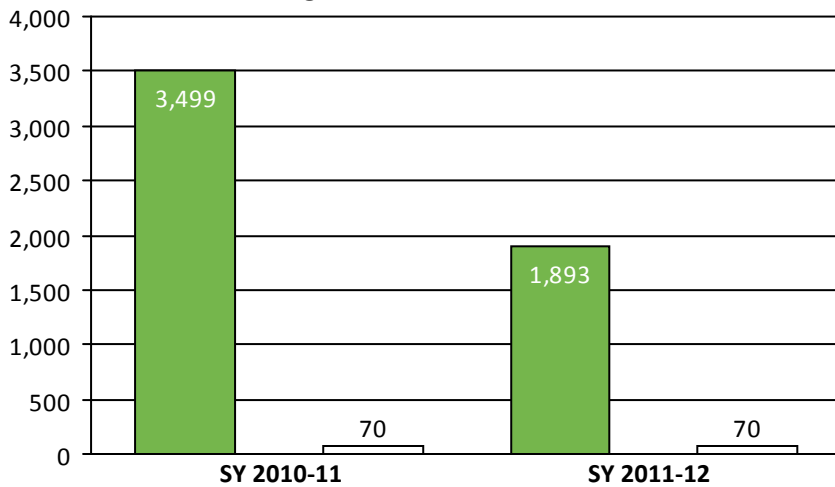


Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working	Number needed in the next 5 years
--------------------------	-----------------------------------

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth	Number of Title III-Served Immigrant Children and Youth
---	---

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	5,492
Creoles and pidgins, Portuguese-based (Other)	483
Portuguese	279
Central Khmer	155
Chinese	144
SY 2011-12	
Spanish; Castilian	5,952
Creoles and pidgins, Portuguese-based (Other)	451
Portuguese	264
Central Khmer	156
Chinese	139

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		
Heritage language		

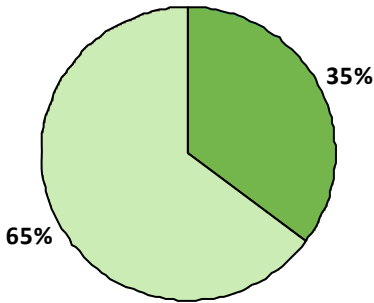
LIEPs that use English only:

SY 2010-11 SY 2011-12

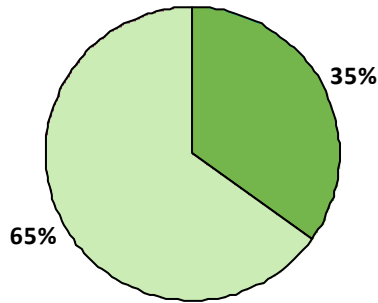
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 30%



SY 2011-12
Target = 33%

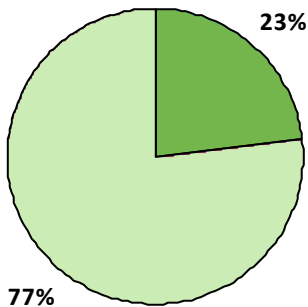


Made progress

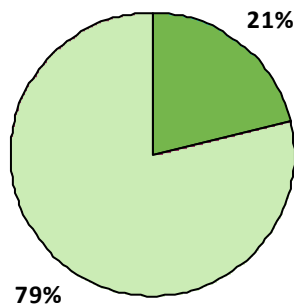
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 19%



SY 2011-12
Target = 20%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	24%	26%
MFELs	59%	56%
All Students	71%	73%

Mathematics

	SY 2010-11	SY 2011-12
ELs	17%	17%
MFELs	45%	46%
All Students	55%	57%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	20
● Met AMAO 1	20
● Met AMAO 2	19
● Met AMAO 3	11
Total meeting all three	14

	SY 2011-12
Total Subgrantees	19
● Met AMAO 1	19
● Met AMAO 2	16
● Met AMAO 3	8
Total meeting all three	8

Additional State Information

Title III funding for the state in SY 2010 11:

\$1,972,530

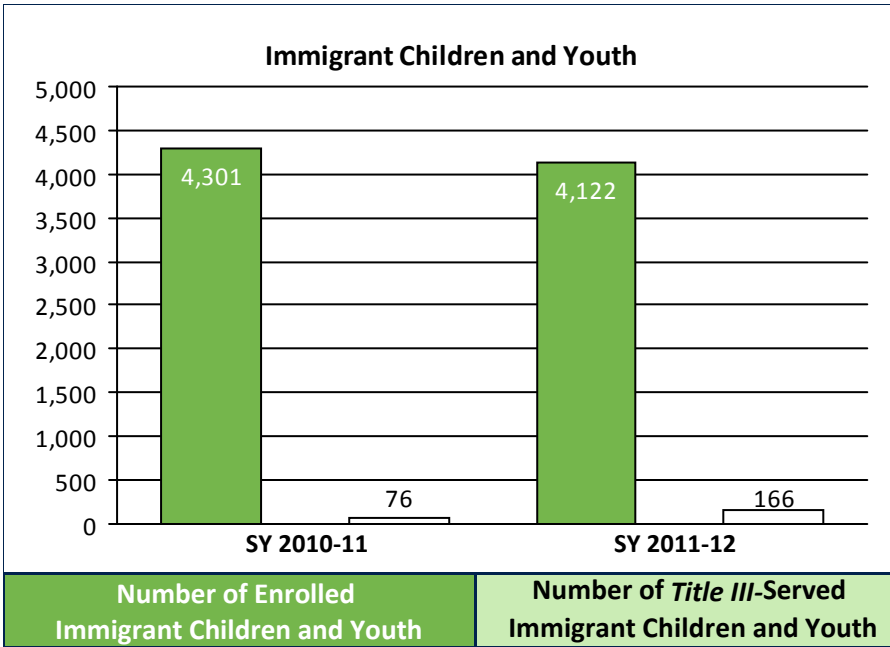
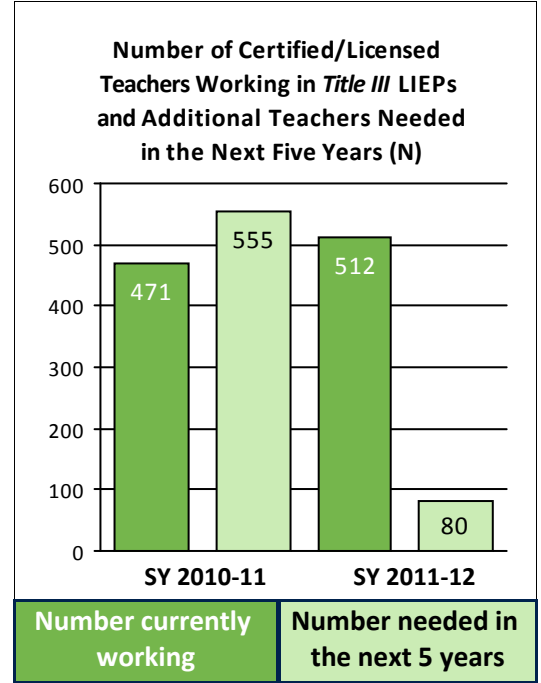
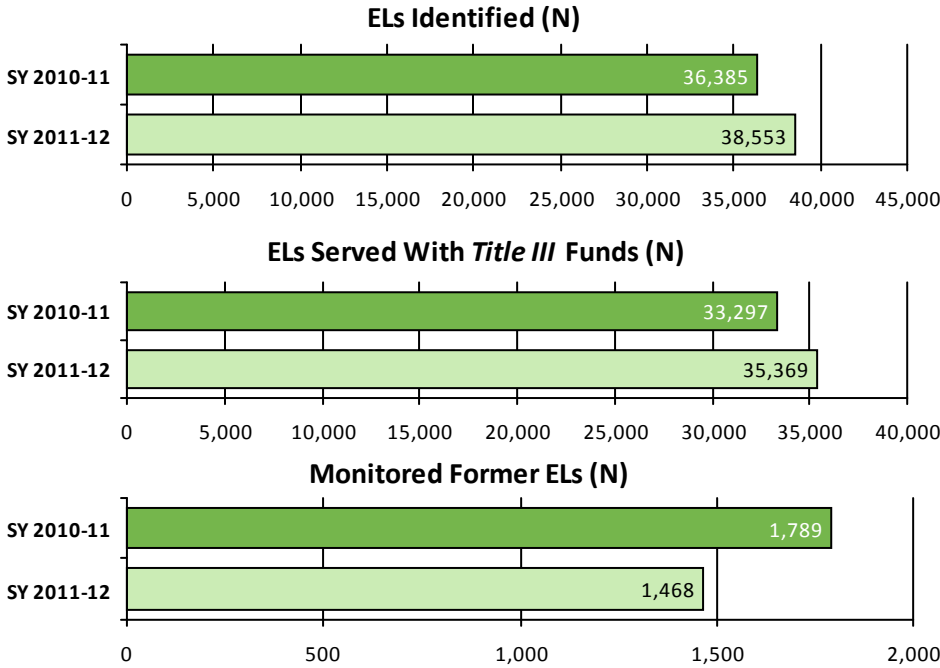
Title III funding for the state in SY 2011 12:

\$2,068,174

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

South Carolina

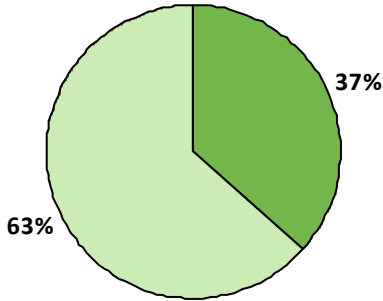


SY 2010-11	
Spanish; Castilian	28,781
Russian	948
Vietnamese	732
Chinese	570
Arabic	496
SY 2011-12	
Spanish; Castilian	30,692
Russian	977
Vietnamese	753
Chinese	637
Arabic	540

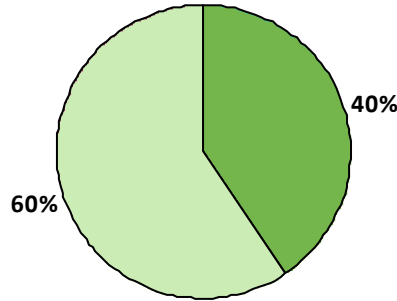
LIEPs that use English and another language:	SY 2010-11		SY 2011-12	
	SY 2010-11	SY 2011-12	SY 2010-11	SY 2011-12
Two-way immersion				
Transitional bilingual				
Dual language	●	●		
Developmental bilingual				
Heritage language				
LIEPs that use English only:	SY 2010-11		SY 2011-12	
	SY 2010-11	SY 2011-12	SY 2010-11	SY 2011-12
Structured English immersion	●	●		
Sheltered English instruction	●	●		
Specially designed academic instruction in English	●	●		
Content-based ESL	●	●		
Pull-out ESL	●	●		
Other				

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 22%



SY 2011-12
Target = 22%

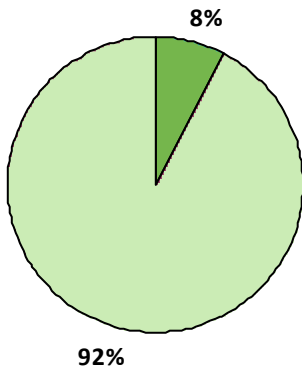


Made progress

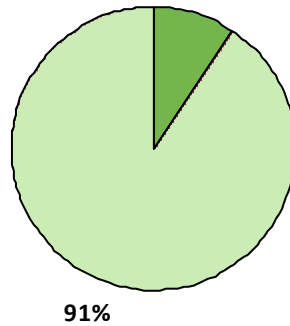
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 2%



SY 2011-12
Target = 2%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	63%	66%
MFELs	97%	98%
All Students	71%	77%

Mathematics

	SY 2010-11	SY 2011-12
ELs	66%	70%
MFELs	96%	97%
All Students	70%	75%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	48
● Met AMAO 1	48
● Met AMAO 2	47
● Met AMAO 3	45
Total meeting all three	45

	SY 2011-12
Total Subgrantees	73
● Met AMAO 1	70
● Met AMAO 2	68
● Met AMAO 3	53
Total meeting all three	48

Additional State Information

Title III funding for the state in SY 2010 11: \$4,605,018

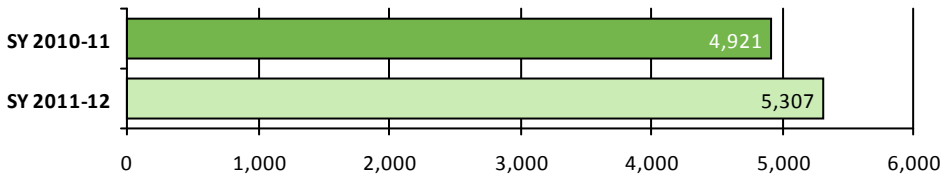
Title III funding for the state in SY 2011 12: \$4,770,758

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

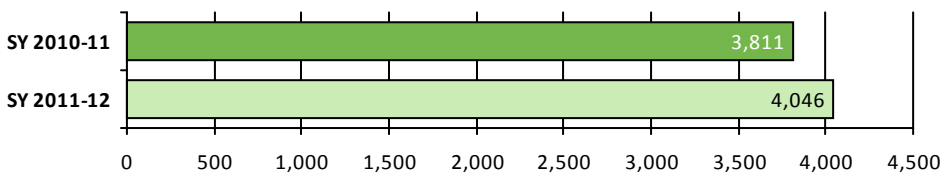
The state reported that it met all three AMAOs for SY 2010-11 but not SY 2011-12.

South Dakota

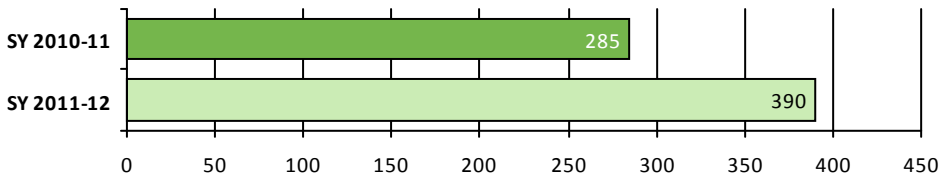
ELs Identified (N)



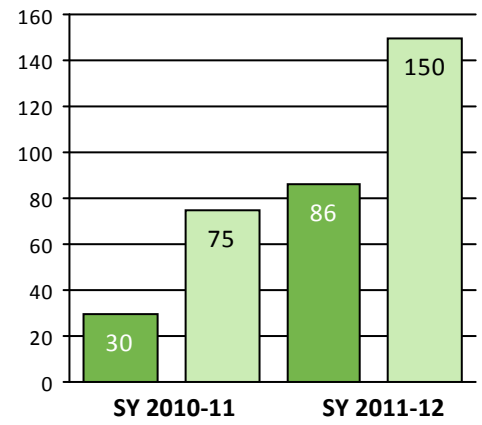
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



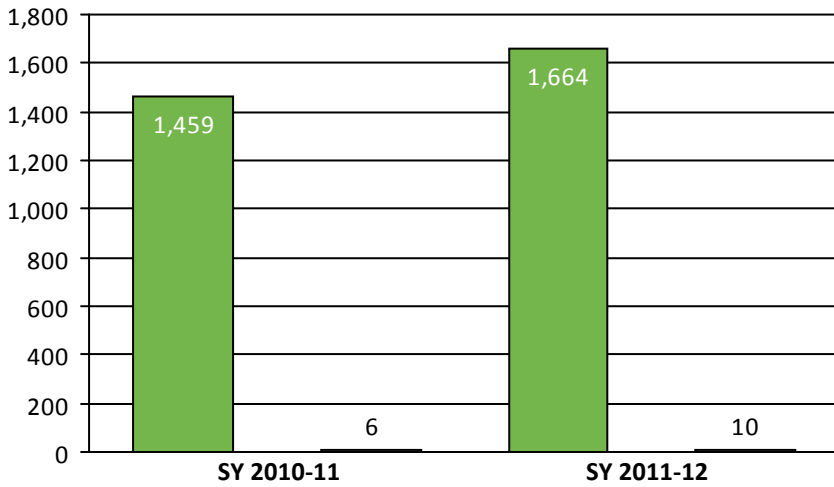
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	1,055
Siouan languages	828
German	713
Thai	271
Swahili	148
SY 2011-12	
Spanish; Castilian	1,165
Siouan languages	774
German	722
Thai	239
Nepali	179

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

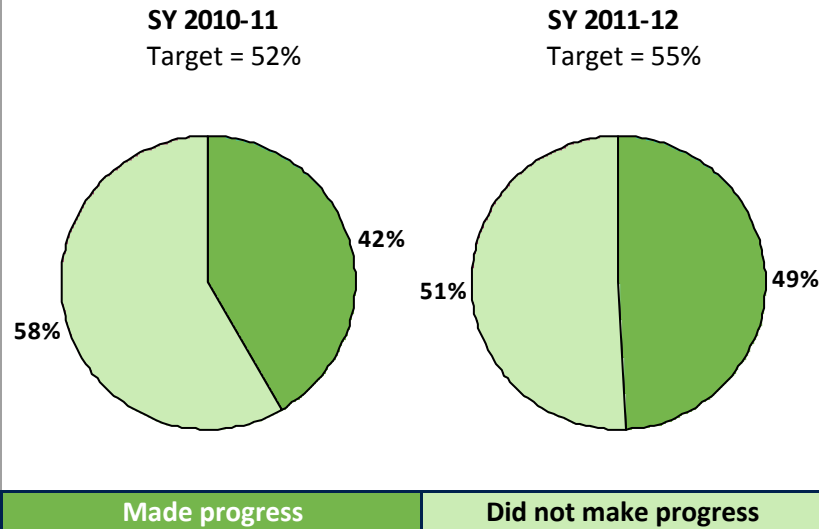
Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

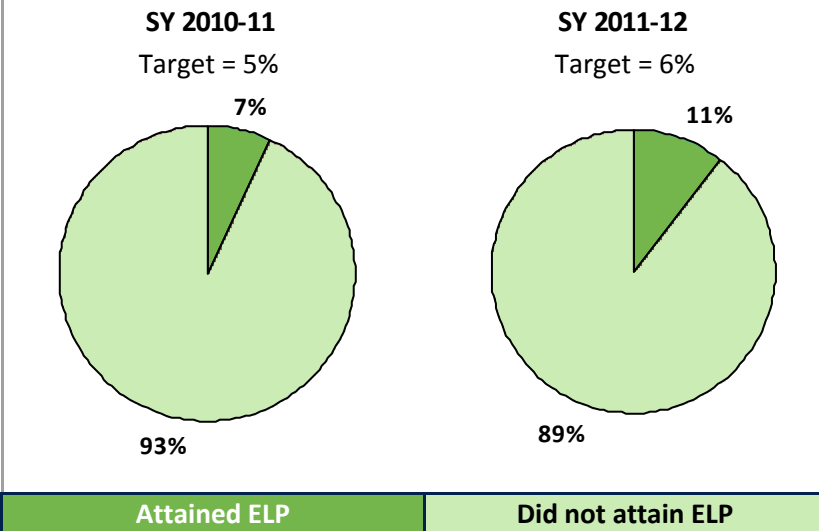
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	30%	23%
MFELs	68%	70%
All Students	75%	74%

Mathematics

	SY 2010-11	SY 2011-12
ELs	29%	26%
MFELs	60%	64%
All Students	76%	75%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	7
● Met AMAO 1	0
● Met AMAO 2	7
● Met AMAO 3	7
Total meeting all three	0

	SY 2011-12
Total Subgrantees	6
● Met AMAO 1	3
● Met AMAO 2	5
● Met AMAO 3	3
Total meeting all three	3

Additional State Information

Title III funding for the state in SY 2010 11: **\$541,529**

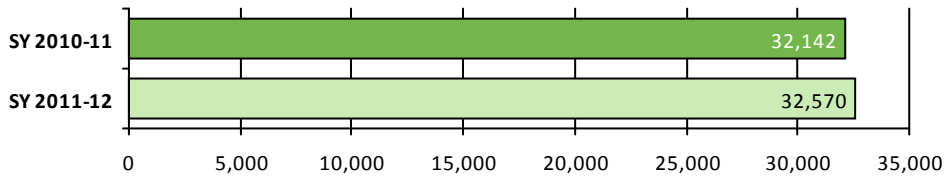
Title III funding for the state in SY 2011 12: **\$532,668**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

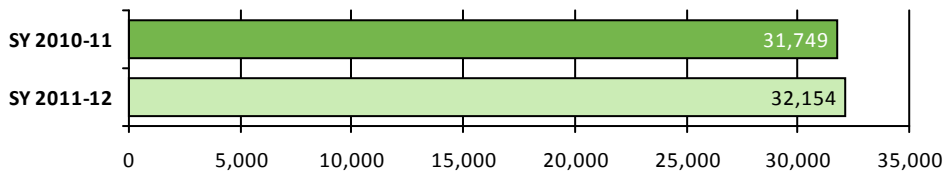
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Tennessee

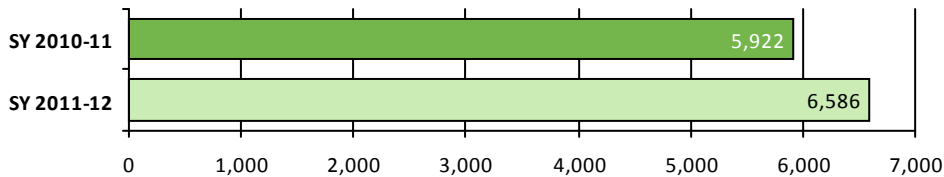
ELs Identified (N)



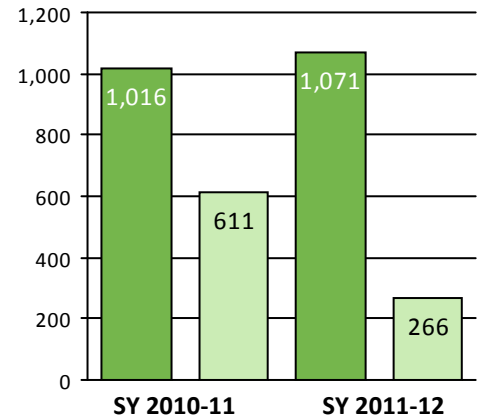
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



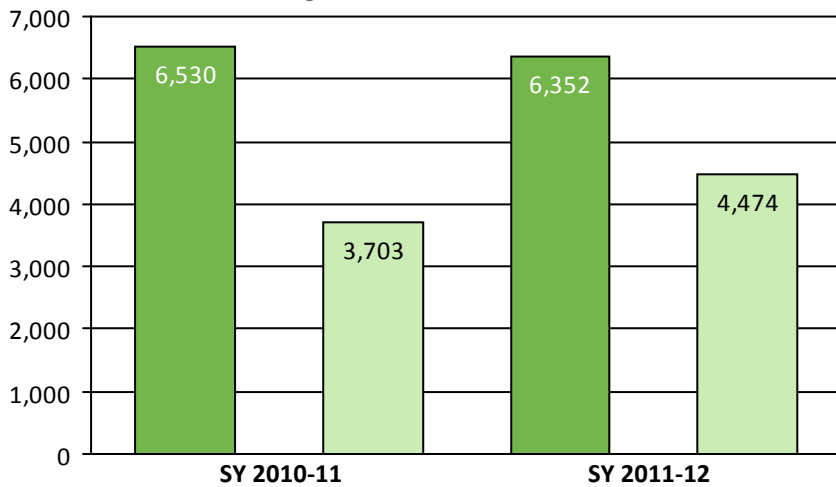
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	23,414
Arabic	1,960
Vietnamese	582
Chinese	580
Somali	483
SY 2011-12	
Spanish; Castilian	23,734
Arabic	2,119
Chinese	555
Vietnamese	541
Somali	516

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		●
Developmental bilingual		
Heritage language	●	●

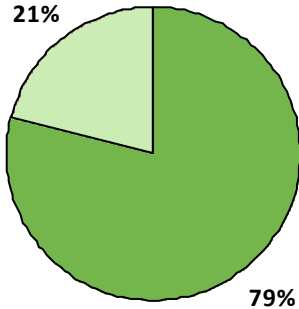
LIEPs that use English only:

SY 2010-11 SY 2011-12

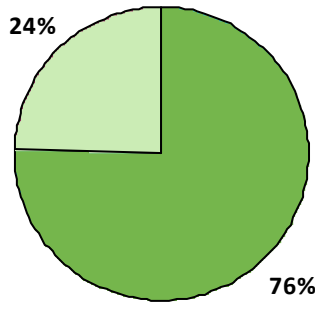
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 64%



SY 2011-12
Target = 66%

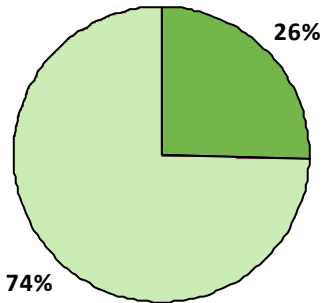


Made progress

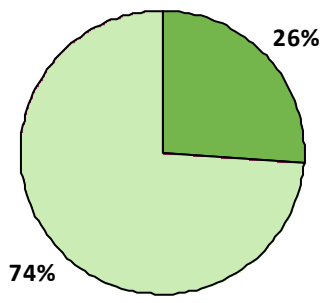
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 17%



SY 2011-12
Target = 18%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	10%	13%
MFELs	37%	41%
All Students	50%	53%

Mathematics

	SY 2010-11	SY 2011-12
ELs	17%	23%
MFELs	40%	47%
All Students	42%	49%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	89
● Met AMAO 1	87
● Met AMAO 2	78
● Met AMAO 3	84
Total meeting all three	71

	SY 2011-12
Total Subgrantees	90
● Met AMAO 1	83
● Met AMAO 2	85
● Met AMAO 3	80
Total meeting all three	71

Additional State Information

Title III funding for the state in SY 2010 11:

\$5,884,265

Title III funding for the state in SY 2011 12:

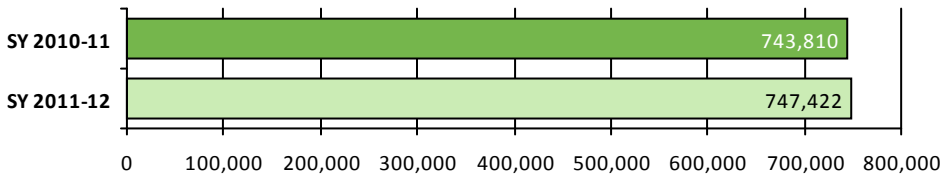
\$5,846,451

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

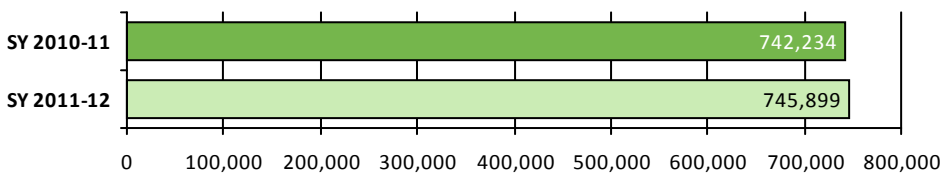
The state reported that it did not meet all three AMAOs for SY 2010-11 but did meet all three AMAOs for SY 2011-12.

Texas

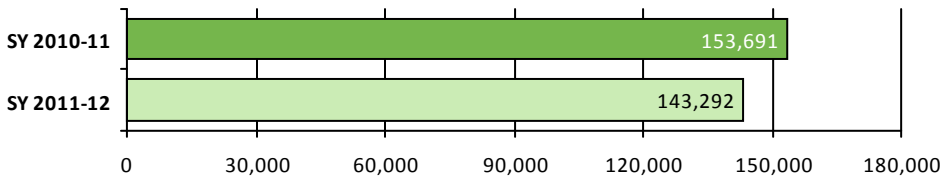
ELs Identified (N)



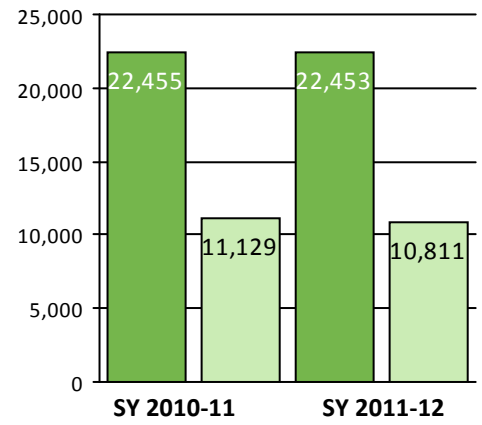
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



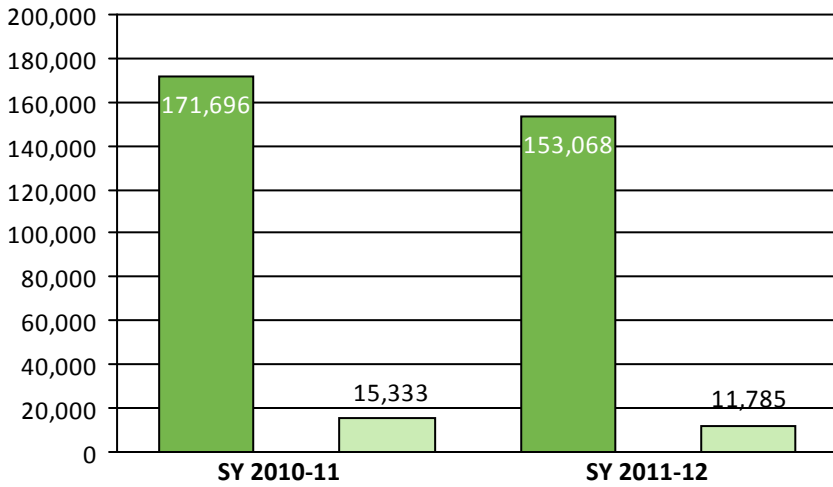
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	657,433
Vietnamese	13,365
Arabic	4,668
Chinese	3,975
Urdu	3,455
SY 2011-12	
Spanish; Castilian	677,614
Vietnamese	13,587
Arabic	5,228
Chinese	4,185
Urdu	3,472

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual		
Heritage language		

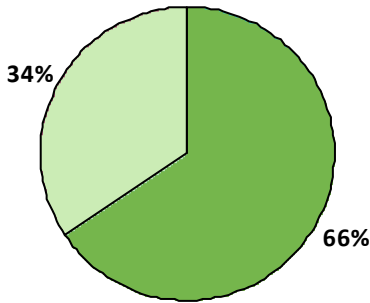
LIEPs that use English only:

SY 2010-11 SY 2011-12

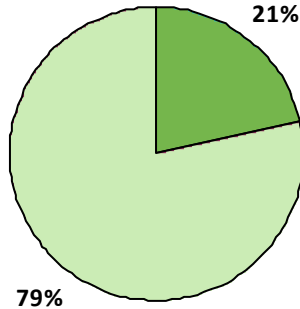
Structured English immersion		
Sheltered English instruction	●	
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 47%



SY 2011-12
Target = 49%

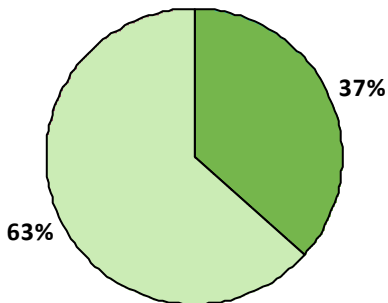


Made progress

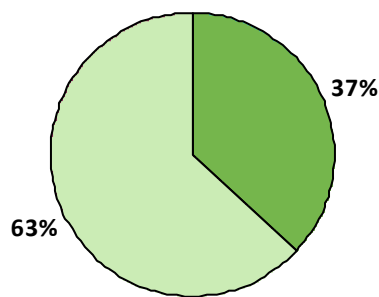
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = NR



SY 2011-12
Target = NR



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	73%	74%
MFELs	93%	92%
All Students	88%	88%

Mathematics

	SY 2010-11	SY 2011-12
ELs	74%	75%
MFELs	90%	89%
All Students	84%	83%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	1,030
● Met AMAO 1	925
● Met AMAO 2	914
● Met AMAO 3	872
Total meeting all three	800
	SY 2011-12
Total Subgrantees	1,037
● Met AMAO 1	977
● Met AMAO 2	894
● Met AMAO 3	92
Total meeting all three	779

Additional State Information

Title III funding for the state in SY 2010 11: \$101,628,839

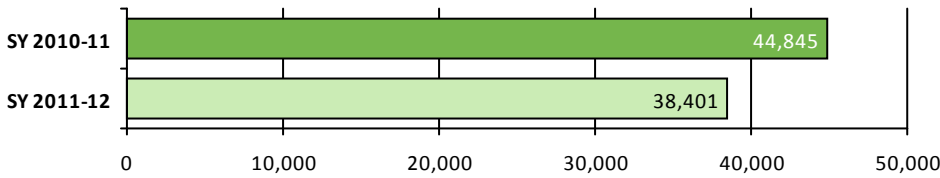
Title III funding for the state in SY 2011 12: \$101,459,723

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

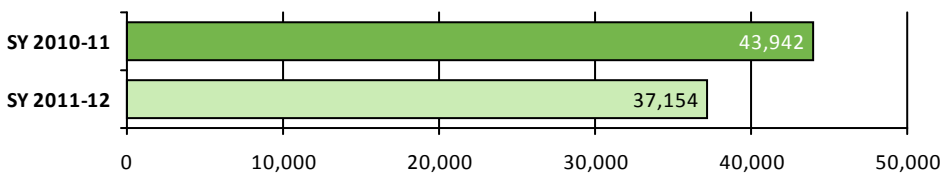
The state reported that it met all three AMAOs in both SY 2010-11 and SY 2011-12.

Utah

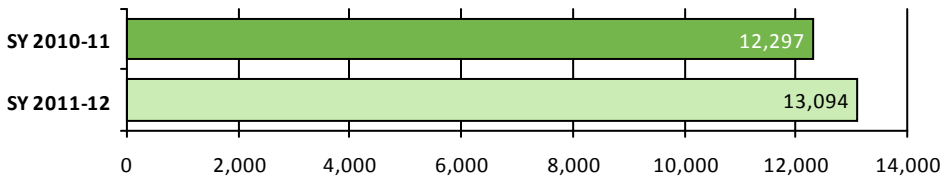
ELs Identified (N)



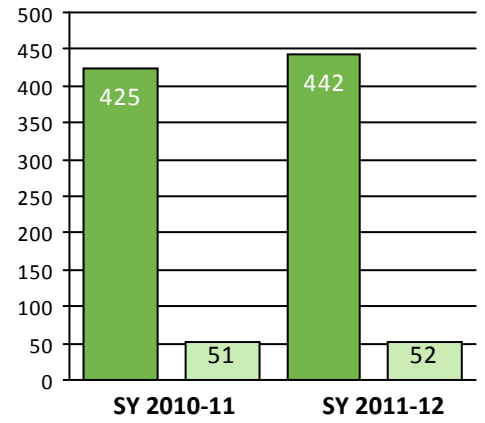
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



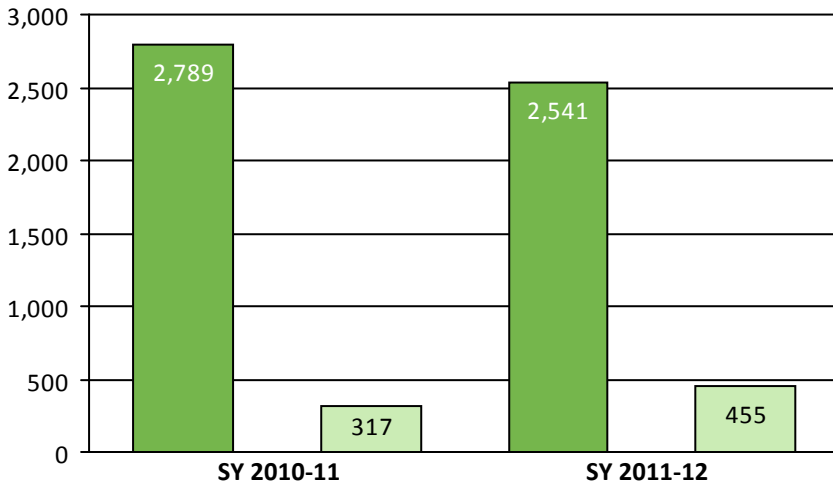
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	36,589
Tonga (Tonga Islands)	1,021
Navajo; Navaho	935
Vietnamese	538
Somali	530
SY 2011-12	
Spanish; Castilian	31,275
Tonga (Tonga Islands)	905
Navajo; Navaho	812
Vietnamese	471
Somali	469

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

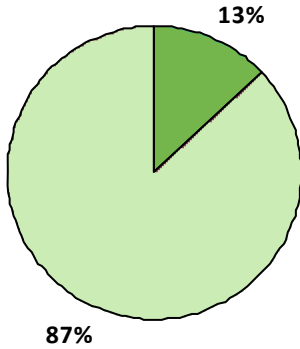
LIEPs that use English only:

SY 2010-11 SY 2011-12

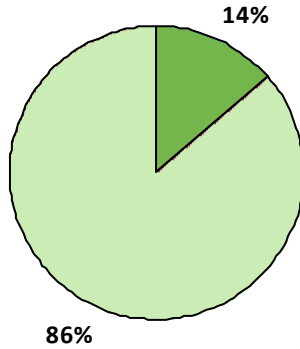
Structured English immersion		
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 38%



SY 2011-12
Target = 40%

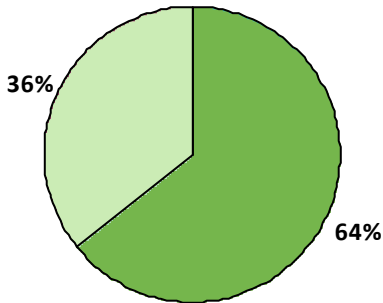


Made progress

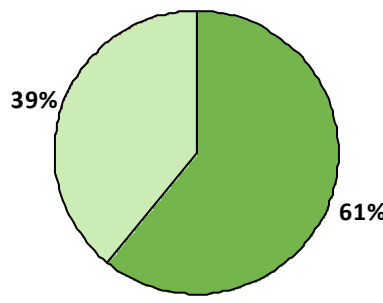
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 27%



SY 2011-12
Target = 29%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	36%	37%
MFELs	85%	82%
All Students	81%	83%

Mathematics

	SY 2010-11	SY 2011-12
ELs	32%	31%
MFELs	68%	70%
All Students	73%	75%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	53
● Met AMAO 1	51
● Met AMAO 2	53
● Met AMAO 3	44
Total meeting all three	41

	SY 2011-12
Total Subgrantees	59
● Met AMAO 1	59
● Met AMAO 2	59
● Met AMAO 3	27
Total meeting all three	26

Additional State Information

Title III funding for the state in SY 2010 11:

\$5,302,682

Title III funding for the state in SY 2011 12:

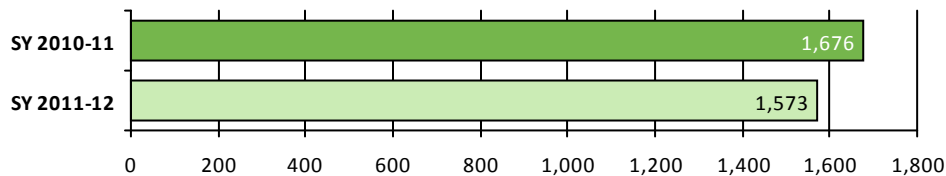
\$5,276,547

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

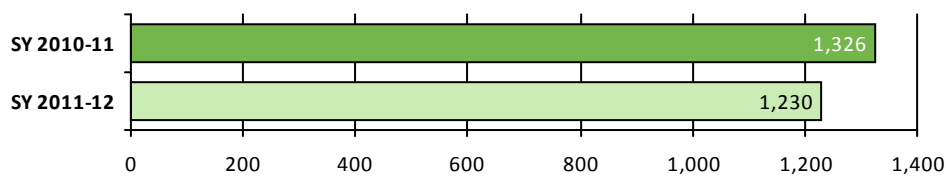
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Vermont

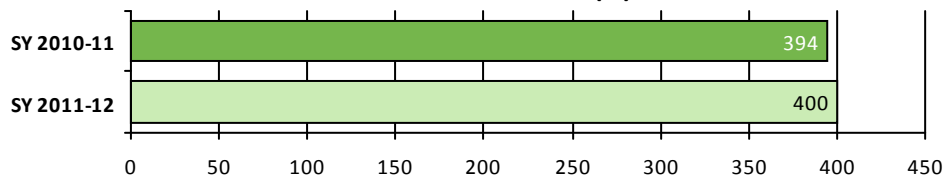
ELs Identified (N)



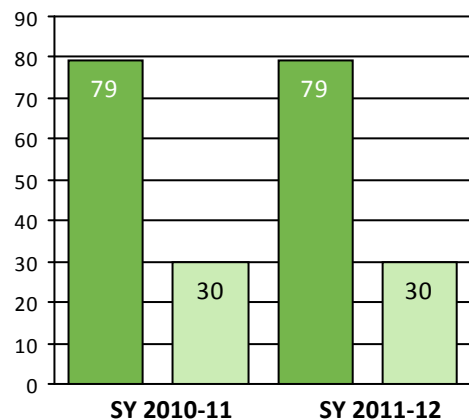
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



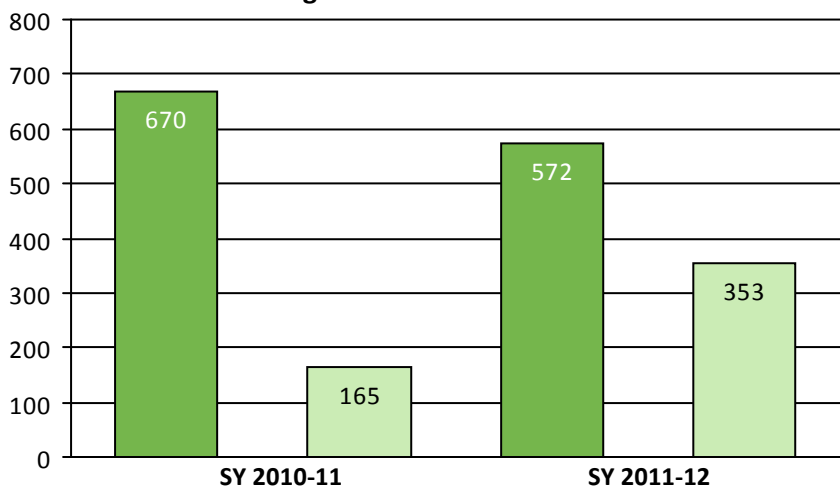
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Cushitic (Other)	166
Spanish; Castilian	156
Nepali	147
Chinese	126
Bosnian	106
SY 2011-12	
Nepali	183
Spanish; Castilian	172
Cushitic (Other)	166
Chinese	113
French	88

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual		
Dual language		
Developmental bilingual		
Heritage language		

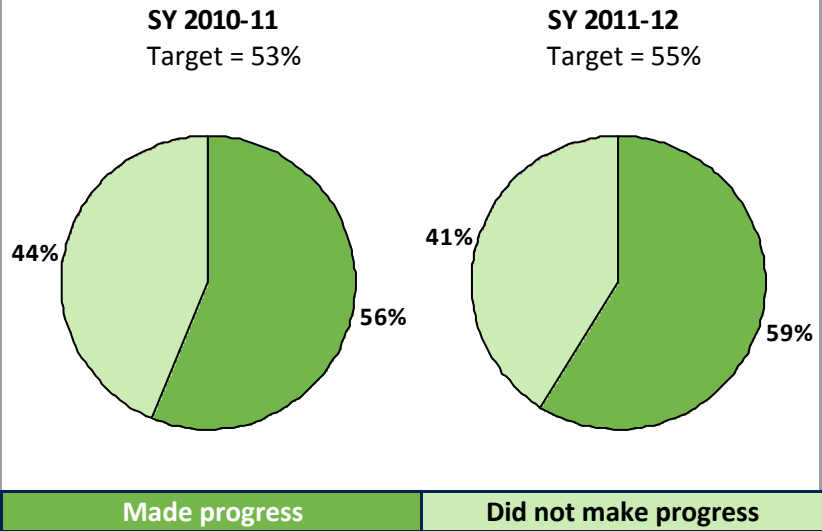
* No LIEPs that use English and another language.

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion		
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL	●	●
Pull-out ESL	●	●
Other		●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

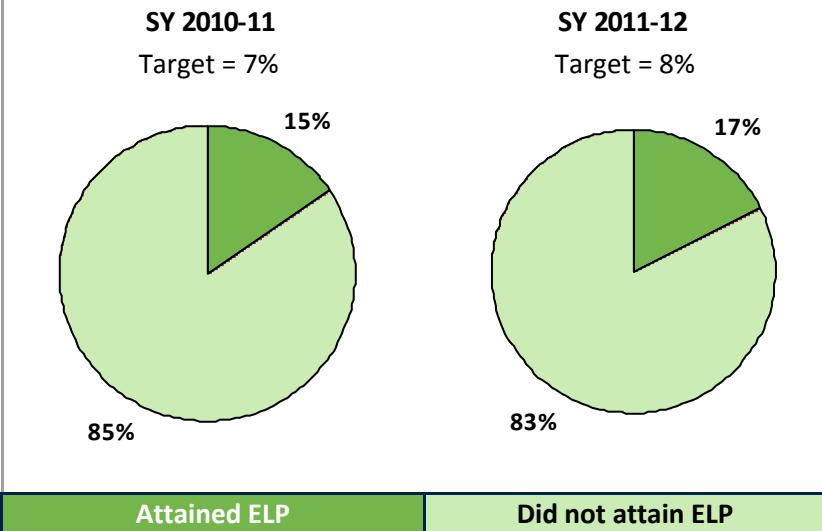
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	42%	34%
MFELs	82%	78%
All Students	72%	73%

Mathematics

	SY 2010-11	SY 2011-12
ELs	34%	29%
MFELs	67%	60%
All Students	61%	61%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	10
● Met AMAO 1	8
● Met AMAO 2	9
● Met AMAO 3	7
Total meeting all three	5

	SY 2011-12
Total Subgrantees	11
● Met AMAO 1	8
● Met AMAO 2	11
● Met AMAO 3	8
Total meeting all three	7

Additional State Information

Title III funding for the state in SY 2010 11: \$500,000

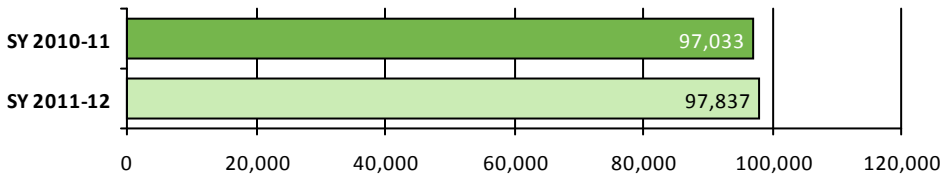
Title III funding for the state in SY 2011 12: \$500,000

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

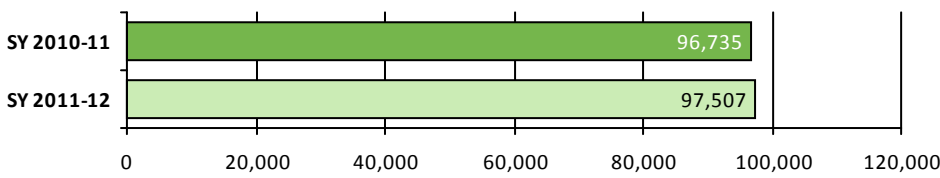
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Virginia

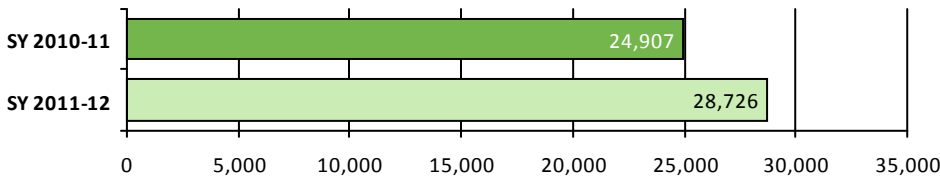
ELs Identified (N)



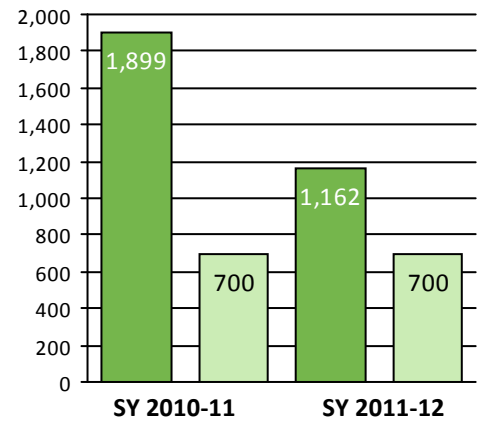
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



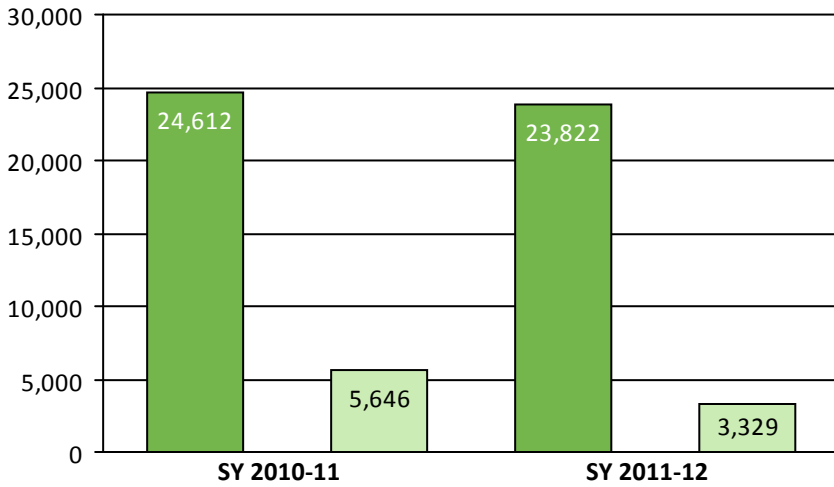
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	60,728
Arabic	4,704
Vietnamese	3,410
Korean	2,858
Urdu	2,842
SY 2011-12	
Spanish; Castilian	62,068
Arabic	4,979
Vietnamese	3,291
Urdu	2,690
Korean	2,527

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

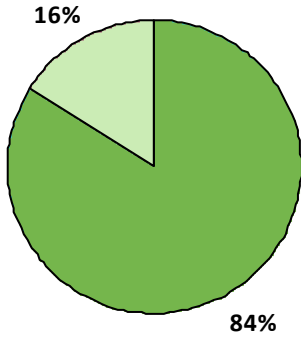
LIEPs that use English only:

SY 2010-11 SY 2011-12

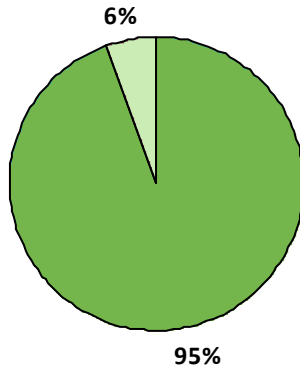
Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 65%



SY 2011-12
Target = 66%

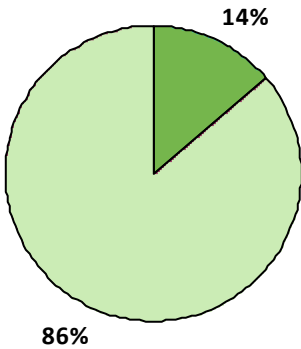


Made progress

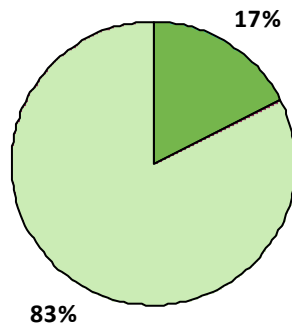
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 16%



SY 2011-12
Target = 17%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	71%	71%
MFELs	96%	96%
All Students	88%	89%

Mathematics

	SY 2010-11	SY 2011-12
ELs	75%	47%
MFELs	93%	79%
All Students	86%	68%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	58
● Met AMAO 1	58
● Met AMAO 2	24
● Met AMAO 3	6
Total meeting all three	3

	SY 2011-12
Total Subgrantees	57
● Met AMAO 1	57
● Met AMAO 2	38
● Met AMAO 3	54
Total meeting all three	26

Additional State Information

Title III funding for the state in SY 2010 11: **\$11,588,738**

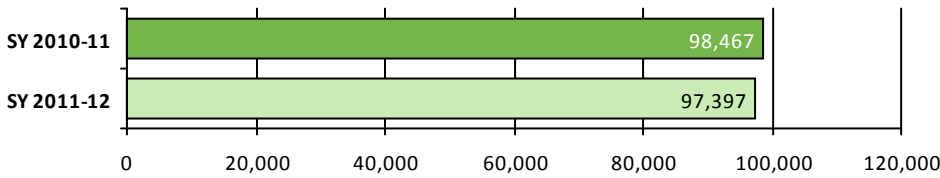
Title III funding for the state in SY 2011 12: **\$11,220,634**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

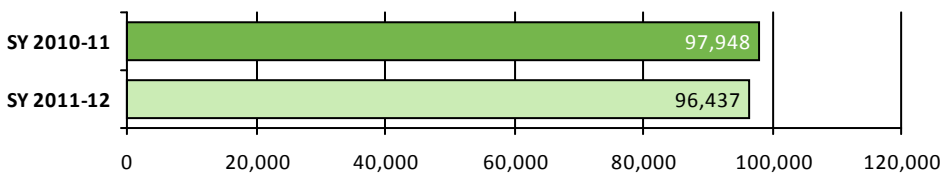
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

Washington

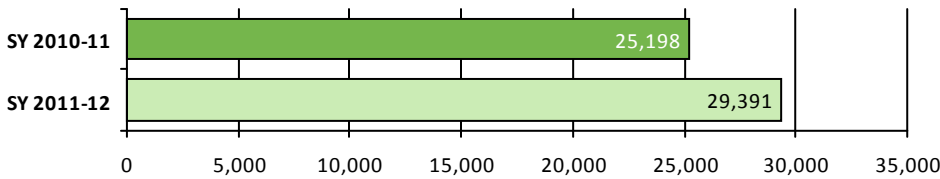
ELs Identified (N)



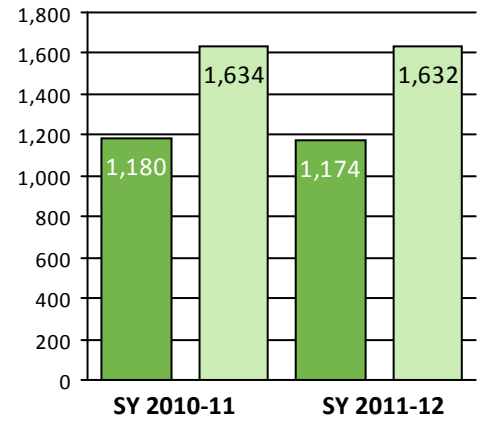
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



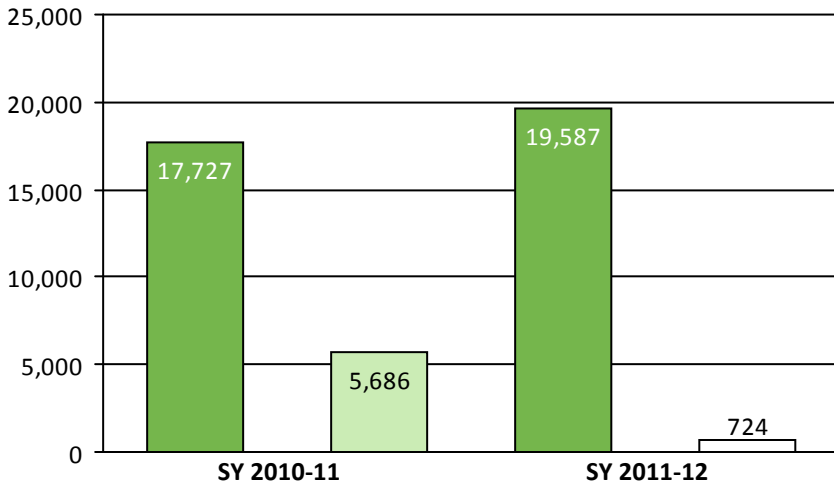
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	65,772
Russian	4,395
Vietnamese	4,033
Somali	2,506
Ukrainian	2,139
SY 2011-12	
Spanish; Castilian	64,886
Russian	4,178
Vietnamese	3,776
Somali	2,572
Chinese	2,077

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

Two-way immersion		
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language		

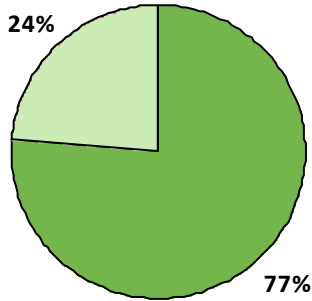
LIEPs that use English only:

SY 2010-11 SY 2011-12

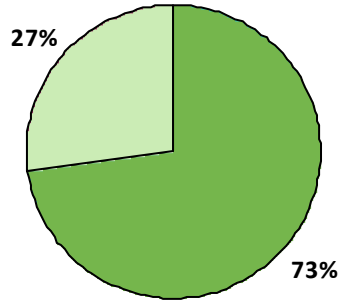
Structured English immersion		
Sheltered English instruction	●	●
Specially designed academic instruction in English		
Content-based ESL		
Pull-out ESL		●
Other	●	

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency

SY 2010-11
Target = 67%



SY 2011-12
Target = 67%

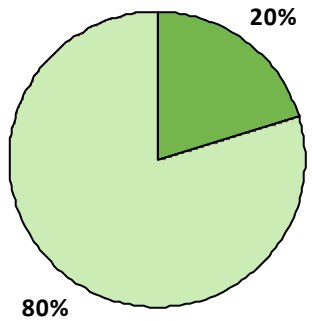


Made progress

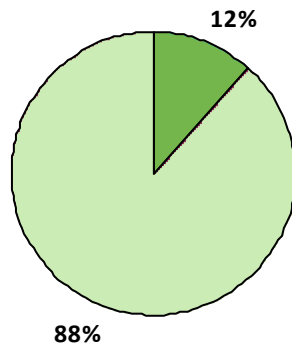
Did not make progress

AMAO 2: Percentage of ELs Attaining English Language Proficiency

SY 2010-11
Target = 13%



SY 2011-12
Target = 7%



Attained ELP

Did not attain ELP

AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	23%	24%
MFELs	69%	69%
All Students	70%	72%

Mathematics

	SY 2010-11	SY 2011-12
ELs	22%	25%
MFELs	59%	62%
All Students	60%	63%

AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	168
● Met AMAO 1	126
● Met AMAO 2	127
● Met AMAO 3	136
Total meeting all three	120

	SY 2011-12
Total Subgrantees	157
● Met AMAO 1	135
● Met AMAO 2	132
● Met AMAO 3	58
Total meeting all three	42

Additional State Information

Title III funding for the state in SY 2010 11: \$16,119,531

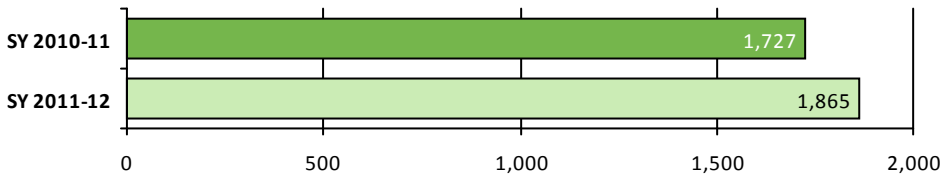
Title III funding for the state in SY 2011 12: \$16,622,335

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

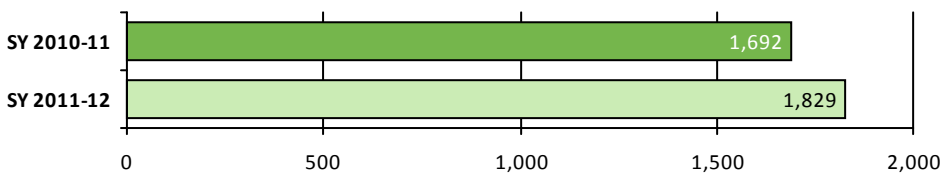
The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

West Virginia

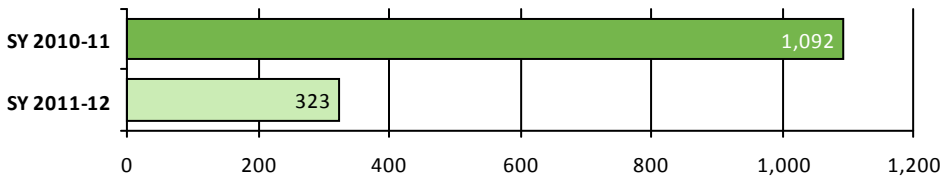
ELs Identified (N)



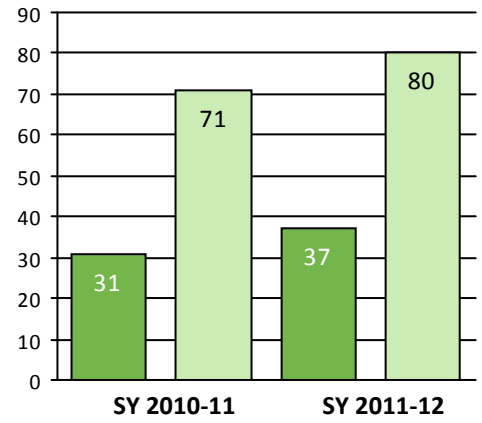
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



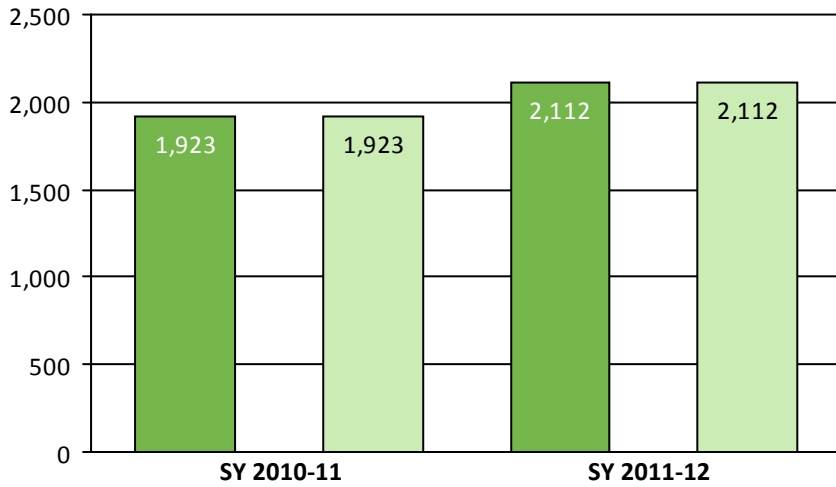
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	840
Chinese	197
Arabic	158
Undetermined	93
Vietnamese	84
SY 2011-12	
Spanish; Castilian	896
Chinese	196
Arabic	177
Vietnamese	81
Russian	37

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:*

SY 2010-11 SY 2011-12

Two-way immersion

Transitional bilingual

Dual language

Developmental bilingual

Heritage language

* No LIEPs that use English and another language.

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion

Sheltered English instruction ● ●

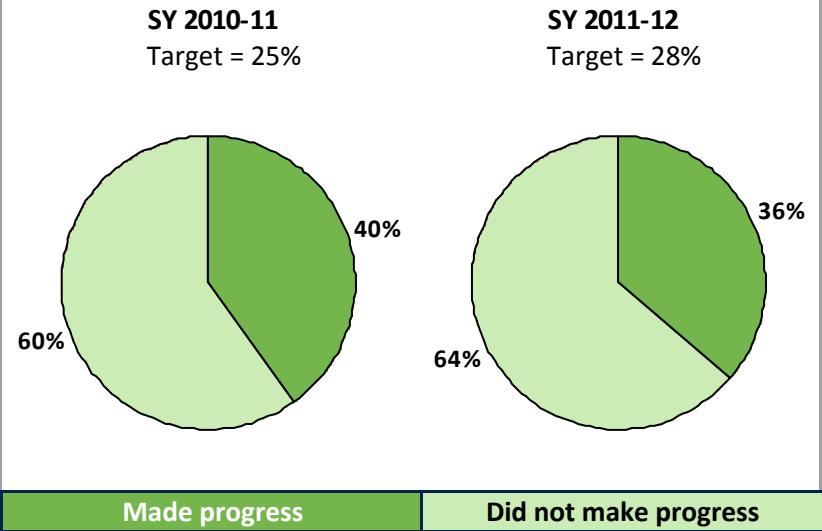
Specially designed academic instruction in English

Content-based ESL ● ●

Pull-out ESL ● ●

Other

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

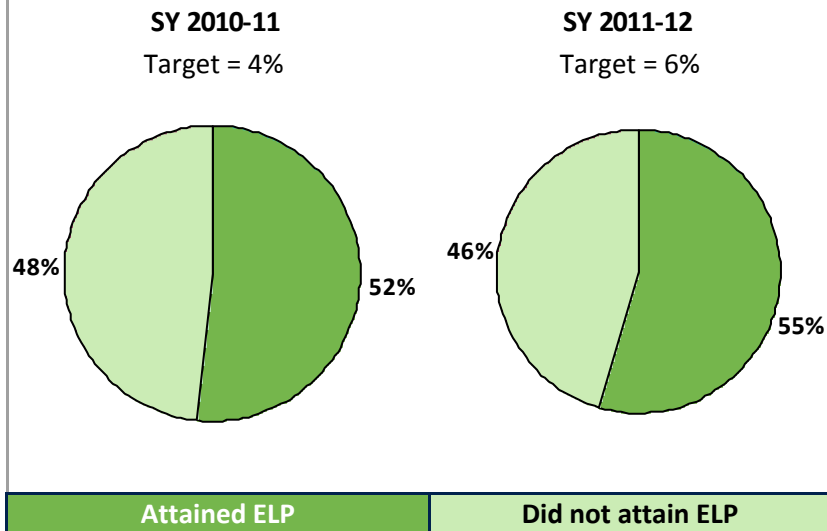
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	39%	39%
MFELs	71%	49%
All Students	48%	49%

Mathematics

	SY 2010-11	SY 2011-12
ELs	41%	45%
MFELs	65%	51%
All Students	44%	48%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	13
● Met AMAO 1	13
● Met AMAO 2	13
● Met AMAO 3	13
Total meeting all three	13

	SY 2011-12
Total Subgrantees	12
● Met AMAO 1	12
● Met AMAO 2	12
● Met AMAO 3	12
Total meeting all three	12

Additional State Information

Title III funding for the state in SY 2010-11: **\$783,952**

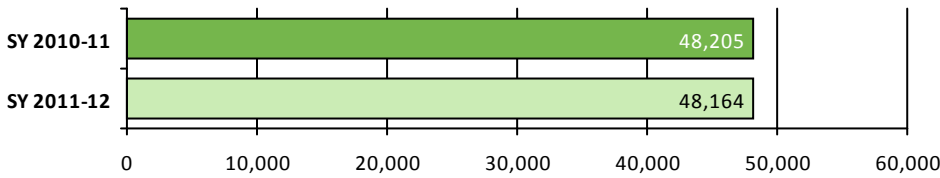
Title III funding for the state in SY 2011-12: **\$714,535**

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

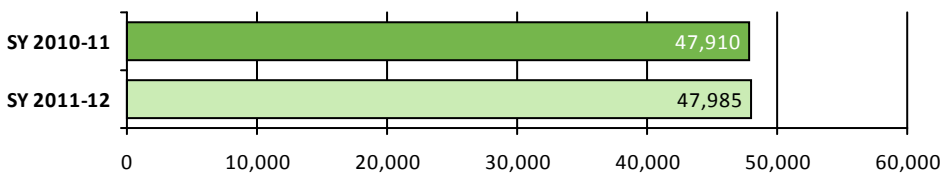
The state reported that it met all three AMAOs in both SY 2010-11 and SY 2011-12.

Wisconsin

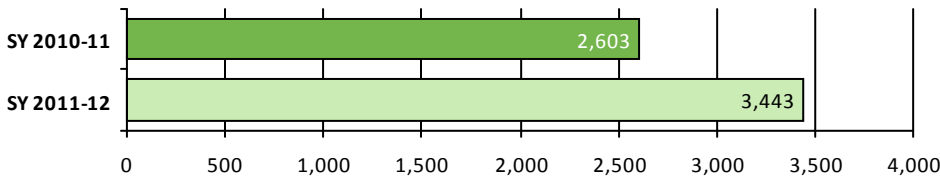
ELs Identified (N)



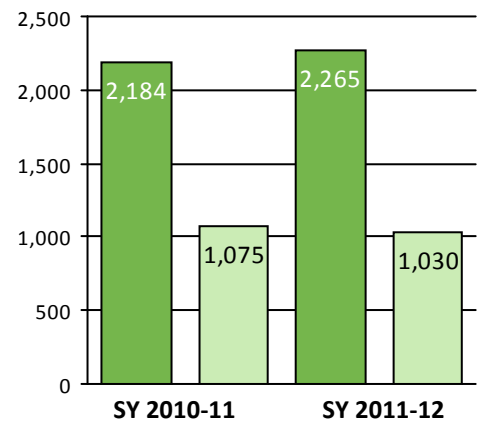
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



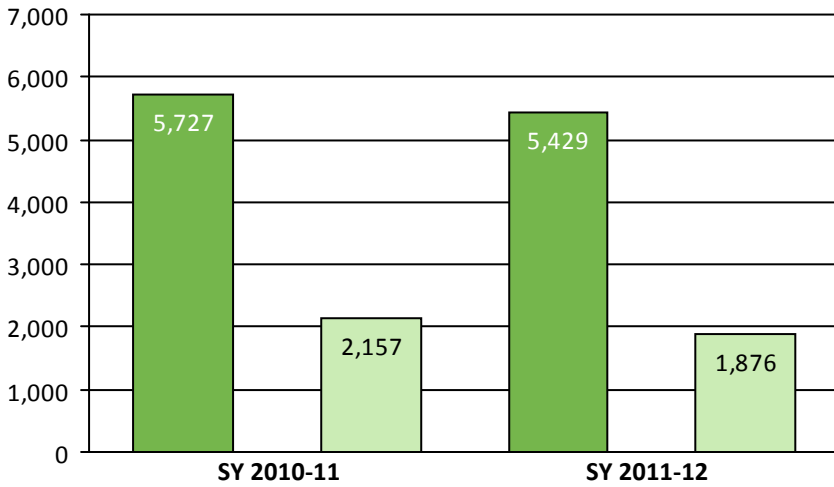
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	29,825
Hmong	9,355
Chinese	582
Arabic	492
Russian	440
SY 2011-12	
Spanish; Castilian	31,003
Hmong	9,032
Chinese	617
Arabic	519
Albanian	423

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

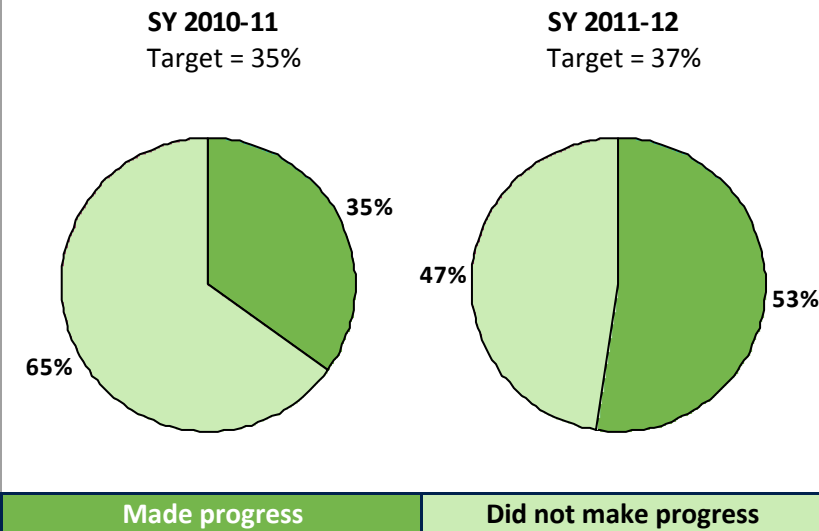
Two-way immersion	●	●
Transitional bilingual	●	●
Dual language	●	●
Developmental bilingual	●	●
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other	●	●

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

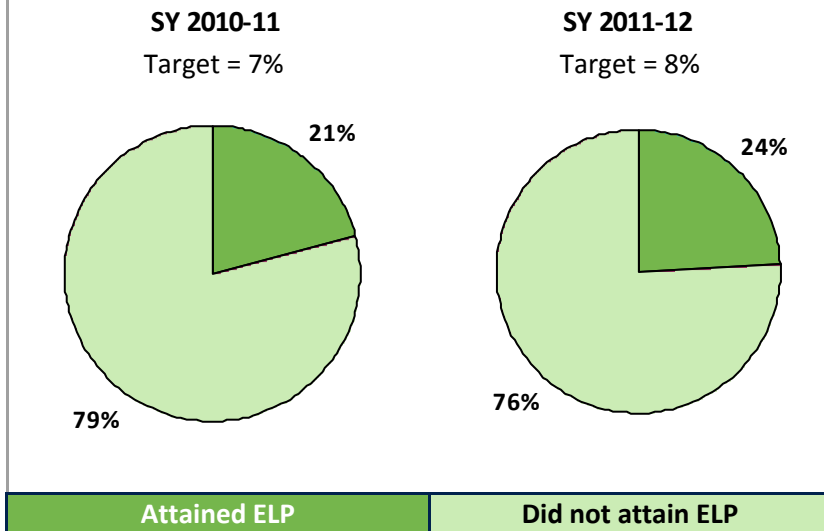
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	60%	6%
MFELs	97%	44%
All Students	84%	36%

Mathematics

	SY 2010-11	SY 2011-12
ELs	56%	21%
MFELs	94%	63%
All Students	78%	48%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	79
● Met AMAO 1	79
● Met AMAO 2	79
● Met AMAO 3	78
Total meeting all three	78

	SY 2011-12
Total Subgrantees	158
● Met AMAO 1	158
● Met AMAO 2	158
● Met AMAO 3	126
Total meeting all three	126

Additional State Information

Title III funding for the state in SY 2010 11: \$6,800,172

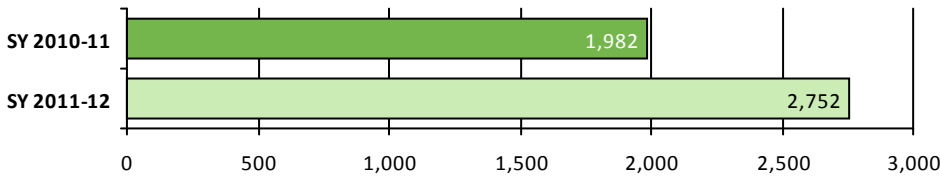
Title III funding for the state in SY 2011 12: \$6,771,642

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

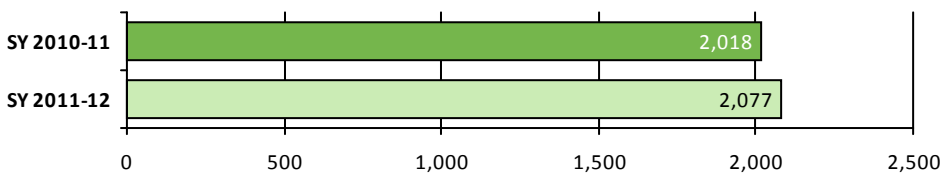
The state reported that it met all three AMAOs in both SY 2010-11 and SY 2011-12.

Wyoming

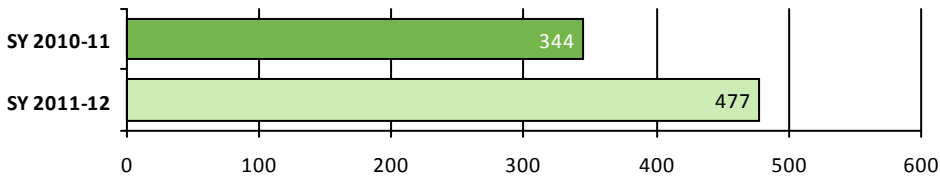
ELs Identified (N)



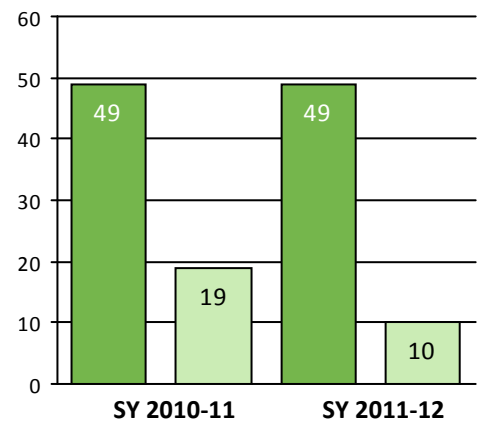
ELs Served With Title III Funds (N)



Monitored Former ELs (N)



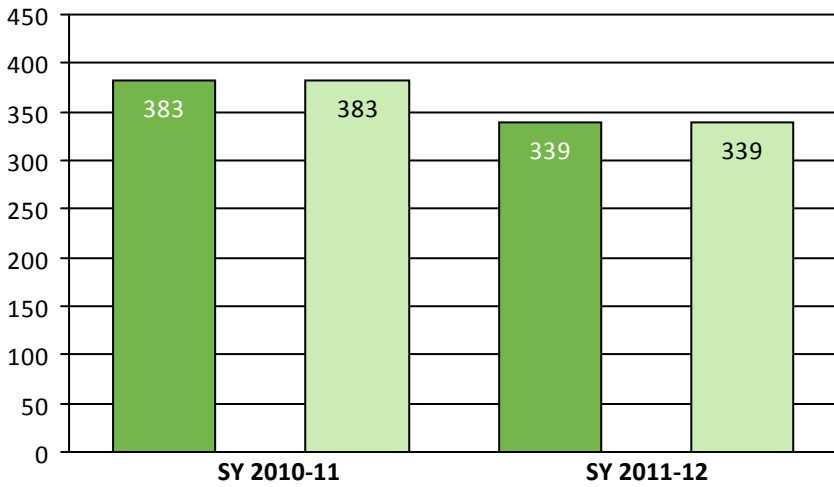
Number of Certified/Licensed Teachers Working in Title III LIEPs and Additional Teachers Needed in the Next Five Years (N)



Number currently working

Number needed in the next 5 years

Immigrant Children and Youth



Number of Enrolled Immigrant Children and Youth

Number of Title III-Served Immigrant Children and Youth

Top 5 Languages Spoken by K-12 ELs

SY 2010-11	
Spanish; Castilian	1,789
Chinese	19
Arabic	17
Korean	8
Chinook jargon	7
SY 2011-12	
Spanish; Castilian	2,142
Arapaho	27
Chinese	24
Arabic	23
Russian	14

Language Instruction Educational Programs

The symbol ● indicates an LIEP was in place during the school year.

LIEPs that use English and another language:

SY 2010-11 SY 2011-12

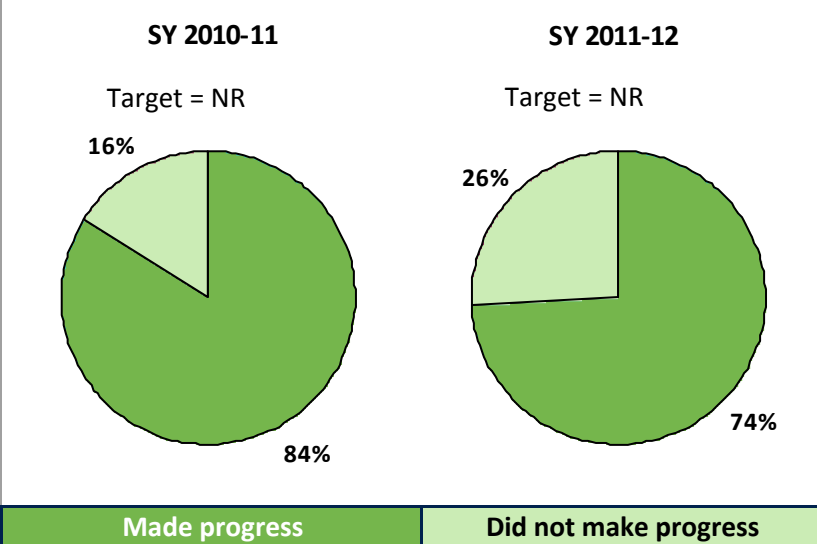
Two-way immersion		
Transitional bilingual		
Dual language	●	●
Developmental bilingual		
Heritage language	●	●

LIEPs that use English only:

SY 2010-11 SY 2011-12

Structured English immersion	●	●
Sheltered English instruction	●	●
Specially designed academic instruction in English	●	●
Content-based ESL	●	●
Pull-out ESL	●	●
Other		

AMAO 1: Percentage of ELs Making Progress in English Language Proficiency



AMAO 3: Percentage of ELs, MFELs, and All Students Scoring Proficient or Above on State Assessments

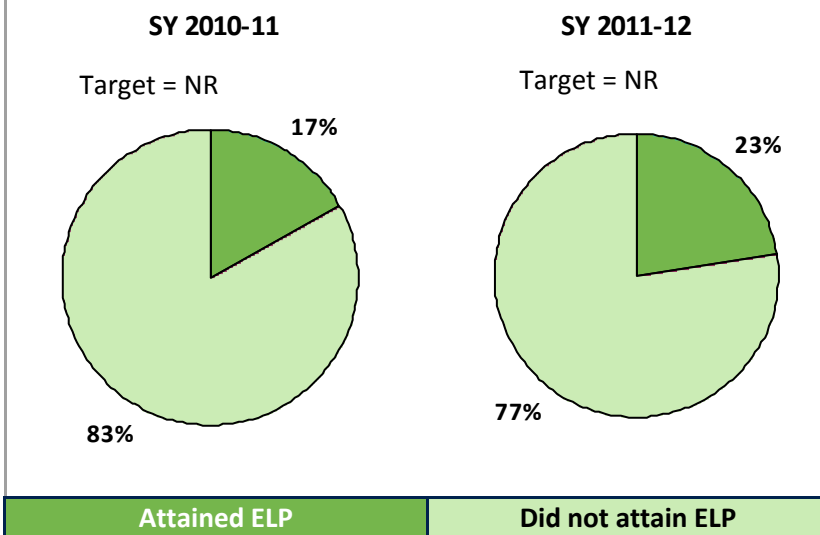
Reading/Language Arts

	SY 2010-11	SY 2011-12
ELs	34%	38%
MFELs	60%	79%
All Students	75%	34%

Mathematics

	SY 2010-11	SY 2011-12
ELs	49%	51%
MFELs	66%	70%
All Students	75%	79%

AMAO 2: Percentage of ELs Attaining English Language Proficiency



AMAO Subgrantee Status

	SY 2010-11
Total Subgrantees	10
● Met AMAO 1	9
● Met AMAO 2	2
● Met AMAO 3	10
Total meeting all three	2

	SY 2011-12
Total Subgrantees	10
● Met AMAO 1	10
● Met AMAO 2	3
● Met AMAO 3	10
Total meeting all three	3

Additional State Information

Title III funding for the state in SY 2010-11: \$500,000

Title III funding for the state in SY 2011-12: \$500,000

No Title III programs or activities were terminated by the state for failure to reach program goals during the report years.

The state reported that it did not meet all three AMAOs in either SY 2010-11 or SY 2011-12.

References

Echevarría, J., & Short, D. (2010). *Improving education for English learners: Research-based approaches*. Sacramento, CA: California Department of Education.

Genesee, F. (1999). *Program alternatives for linguistically diverse students*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence.

Ovando, C. J., Combs, M. C., & Collier, V. P. (2006). *Bilingual & ESL classrooms: Teaching in multicultural contexts* (4th ed.). New York: McGraw Hill.

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

www.ed.gov