

At a Glance

August 2007

Limited English Proficient (LEP) Students

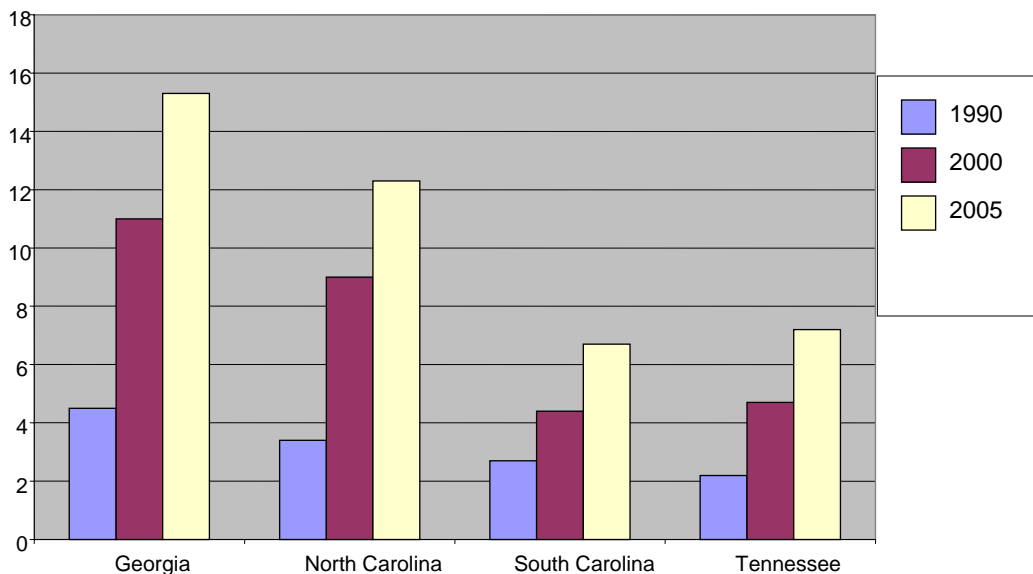
Background

- An LEP student is a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English-speaking classroom as determined by a language assessment instrument.
- South Carolina tops the nation in the growth of the limited English proficient (LEP) population between 2000 and 2005.

Language Characteristics

- South Carolina's foreign-born LEP population age 5 and older increased by 73.6 percent between 2000 and 2005.
- In 2005, 15,639 minors in South Carolina were LEP, representing 2.1 percent of all minors in the state.
- Of all households in South Carolina in 2005, 1.6 percent were linguistically isolated, meaning that all persons age 14 and over were LEP.
- Naturalized citizens in SC were less likely to be LEP than non-citizens.
- Among the foreign born in South Carolina in 2005, 78.1 percent who spoke Spanish at home were LEP, compared to 39.7 percent of students who spoke other Indo-European languages and 58.9 percent of those who spoke Asian and Pacific Island languages and 38.3 percent who spoke any other languages.
- Between 1990 and 2005 South Carolina experienced a 178 percent change in the number of children of immigrants.

Children of Immigrants as a Percentage of All Children, Ages 17 & under



Educational Characteristics

- The number of foreign-born persons in South Carolina with a college degree increased by 28.7 percent between 2000 and 2005.
- The number of foreign-born persons in South Carolina with less than a high school diploma increased by 40.2 percent between 2000 and 2005.
- In 2005, 24.7 percent of foreign-born persons in South Carolina had a college degree, while 27.7 percent never completed high school.

- Concentrations of LEP students vary by school district, ranging from 4,237 in the Greenville School District to none reported in Clarendon School District One. The following districts have the largest numbers of LEP students, with proportions of the total student body noted.

Districts Enrolling the Largest Number of LEP Students in 2006-2007

District	Number of LEP Students	Percentage of District Total Enrollment
Greenville	4,237	6%
Beaufort	2,253	11.5%
Charleston	1,622	3.7%
Horry	1,524	4%
Berkeley	1,622	4%
Richland 2	1,055	4.8%
Spartanburg 6	805	8%
Spartanburg 2	765	8%
Aiken	695	2.7%
Greenwood 50	609	6.4%
York 3	550	3.2%

Additionally, Saluda School district has 227 LEP students with a percentage of district total enrollment of 10.6 percent.

LEP Funding

South Carolina received \$2.5 million for Fiscal Year 2007 through Title III of the Elementary and Secondary Education Act. These funds provided \$121 per student and supported one professional at the State Department of Education. The state publishes ESOL standards to guide schools in serving the students. Once a student becomes English proficient as defined in the State Accountability Workbook, funds are no longer allocated for that student. No state funds are appropriated for LEP. Districts serving the students supplement federal funds with local allocations to serve students at their levels of need, to provide translated materials and bilingual personnel to work with families and to coordinate community outreach services.

South Carolina has received a federal grant award of \$4,287,655 for Fiscal Year 2008, an indication of the growing number of students and the costs of providing services.

Assessments LEP Students

The English Language Development Assessment (ELDA) consists of four tests designed to measure academic and social language proficiency in listening, speaking, reading, and writing. All students in grades K-12 who are determined to have limited English proficiency based upon the completion of a Home Language Survey and the initial assessment of their English proficiency must take the ELDA test. Students must continue to take the ELDA test until they have scored at Level 5, fully English proficient and meet the further definition of a fully English proficient student in the State Accountability Workbook filed in satisfaction of NCL B requirements..

The performance of LEP students on state standards-based assessments (e.g., PACT, HSAP) is reported. These students are achieving AYP targets when data are aggregated at the state level. In 2006, 13 districts failed to meet their AYP target for English language arts, and 5 districts failed to meet the mathematics targets for their LEP students. All other districts in the State either met these AYP targets for their LEP students or had insufficient sample size for them to be counted.

Data Sources: www.ed.sc.gov and data requests to the Office of Technology in SDE; U.S. Department of Education's Survey of the States' Limited English Proficient Students and Available Educational Programs and Services; National Center for the Educational Statistics Core of Common Data, Consolidated State Applications for State Grants under Title IX, Part C, Sec. 9302 of the Elementary and Secondary Act data reported by state. www.ed.us.

For additional information, contact the EOC at (803) 734-6148.