

Purpose

The purpose of this data collection for SY 2007-2008 is to gather student information on **language minority and immigrant students**. This report consolidates all data needs of the Division of Language Minority and Migrant Programs including previous DOE-LM, DOE-EP, and Immigrant collections.

A language minority student is a student for whom at least one of the following is true:

1. The student’s first acquired (learned) language is other than English; regardless of which language is dominant; or
2. The language most often spoken by the student is other than English; or
3. The language spoken by the student in the student’s home is other than English.

Data for language minority students will continue to be submitted in this data collection until a student either leaves the school corporation or graduates high school. For current limited English proficient (LEP) and reclassified fluent English proficient (FEP) students not yet in formal monitoring, English language proficiency assessment data should reflect the results of either the previous spring or current school year’s test only. Data must be collected for all language minority students in the school corporation, independent of a student’s participation in a language development program.

Immigrant students are individuals aged 3-21 (as of this collection period), who were not born in any U.S. State (or Puerto Rico or other U.S. territory) and have **not** been attending one or more schools in any one or more states for more than three full academic years (three years includes kindergarten and home schooling, not preschool). An immigrant student need not be a language minority student to be included in this collection. Native English speaking immigrant students should be reported using Code 3 - *Native English Speaker (Immigrant only)* under Field 4, *Language Minority Status*. Use the Language Codes and the Change History for Language Codes in this document for reference.

Audience

Public schools, accredited nonpublic schools, charter schools and freeway schools should report data on students enrolled at the time of this collection. Available in the Application Center is a Language Minority Input screen, for users that have data transfer privileges. **Use this interactive input screen to report No Language Minority Students to Report** for each school in your corporation that does not have language minority or immigrant students by checking the box and then pressing the save button.

Instructions

Submit the data on all language minority and immigrant students that are enrolled during this collection period only. The required language minority data should be collected, combined into a file, and submitted to the Indiana Department of Education through the Application Center. The file may be any of the formats contained in this document. This file must contain all the fields in the order described in the data layout below. A Language Minority Input screen is also available for interactive input and will allow submitted student data to be edited and deleted.

The required **collection period** will begin on **September 14, 2007** and last until **October 26, 2007**, which is the final date for submission. During this time you are required to transfer the file to the Department of Education using the secure Application Center, check the processing results for errors, and check the reports in the message center for accuracy. If there are any errors or inaccuracies the data file may be corrected and transmitted again until the end of the day on October 26, 2007.

The **required signoff period** begins **October 29, 2007 through September 2, 2007**. The Division of Language Minority and Migrant Programs require the **Language Minority Summary Report** to be signed by the Superintendent or Administrator and mailed to their division (see reference section for address). Click on the Printable View to obtain signature line and mailing address. The signed report must reflect the totals in the Application Center. **Any corrections or additions to the DOE-LM data after the report is mailed will require another signed and returned report**

Language Minority Data Layout

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
1	School Number	4	State Assigned School ID Required Field: YES	School building where the student is located.
2	Student Test Number (STN)	9	Official Student Test Number (STN) assigned to student Required Field: YES	Warning messages will be generated if an STN appears in the same file more than once.
3	Grade Level	2	Allowable Codes Are: PK = Pre-Kindergarten KG = Kindergarten	13 = Post High School. E.g., These may be students who received <i>Certificates of Achievement</i> or <i>Course Completion</i> and who have returned for further education and to

Field Order	Fieldname Description	Length	Data Field Specification and Requirements	Notes
			01 = Grade 1 02 = Grade 2 03 = Grade 3 04 = Grade 4 05 = Grade 5 06 = Grade 6 07 = Grade 7 08 = Grade 8 09 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12 13 = Post High School Required Field: YES	possibly earn a regular or other diploma.
4	Language Minority Status	1	Which proficiency code best describes the student (English-proficiency-level data are to be from the most current testing available)? Allowable Codes Are: 1 = Fluent English Proficient (FEP) 2 = Limited English Proficient (LEP) 3 = Native English Speaker (Immigrant only) Required Field: YES	<p>FEP: A language minority student is considered to be FEP if the student's English language abilities are "near native" or "native-like", as determined by English language proficiency instrument. English Language Proficiency Level 5 only allowed for FEP students. This code is also appropriate for reporting both bilingual and former LEP students, provided that the student was determined to be FEP utilizing an approved proficiency assessment. Data on FEP students must continue to be retained and reported on this collection.</p> <p>LEP: A language minority student is considered to be LEP if the student's English abilities are limited (or non-existent), as determined by an English language proficiency instrument. English Language Proficiency Levels 1 through 4 are allowed for LEP students.</p> <p>Note: LEP student counts are utilized in determining federal and state funding allocations.</p> <p>Native English Speaker: This code is used to only for immigrant students from English speaking countries (i.e., England, Australia). The definition of immigrant is included in Field 10.</p>
5	English Language Proficiency Level	1	What is the attained proficiency level in the English language? Allowable Codes Are: 1 = Level 1 – Beginner 2 = Level 2 – Early Intermediate 3 = Level 3 – Intermediate 4 = Level 4 – Advanced 5 = Level 5 – Fluent 6 = Native English Speaker (Immigrant only) Required Field: YES	<p>Level 1 (Beginner): Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.</p> <p>Level 2 (Early Intermediate): Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.</p> <p>Level 3 (Intermediate): Students performing at this level of English proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.</p> <p>Level 4 (Advanced): Students performing at this level of English language proficiency combine elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning</p>

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				<p>in other academic areas, although some minor errors of conventions are still evident.</p> <p>Level 5 (Fluent English Proficient): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. <u>Level 5 allowed for FEP students only.</u></p> <p>6 = Native English Speaker: This code is used only for immigrant students from English speaking countries (i.e., England, Australia). The definition of immigrant is included in Field 10.</p>
6	Instrument Used	1	<p>What is the instrument used to measure the English proficiency level?</p> <p>Allowable Codes Are:</p> <p>1 = Woodcock - Munoz 2 = Language Assessment Scales (LAS) 3 = Idea Proficiency Test (IPT) 4 = Other 5 = LAS Links (Spring 2007) 6 = LAS Links Placement Test (Fall 2007) 7 = N/A (Field 5, codes 5 or 6)</p> <p>Required Field: YES</p>	<p>Previous spring or current school year test only (refer to Purpose section)</p> <p>Non-Public: Code 1 – 7 is accepted for students in non-public schools.</p> <p>Public and Charter Schools: Code 4, 5, 6, or 7 is accepted on students to reflect testing conducted in Spring 2007 or Fall 2007. Code 1, 2, 3 are no longer accepted for public and charter schools.</p> <p>4 = Other is to be used when applying a score from an instrument used in another state for a recently transferred student.</p> <p>7 = N/A Not Applicable Code 7 is accepted for FEP students not included in proficiency testing (e.g. former LEP students, bilingual students, and fluent foreign exchange students) and native English speaker.</p>
7	Non-U.S. Origin (Immigrant)	1	<p>Was the student born outside of the U.S. or what is considered U.S. province such as Puerto Rico, US Virgin Islands, Marshall Islands or Guam?</p> <p>Allowable Codes Are:</p> <p>Y = Yes N = No</p> <p>Required Field: YES</p>	<p>For language minority students born within the U.S., select No.</p>
8	Country of Origin	3	<p>Code for the country from where the student originated.</p> <p>Allowable Codes Are: 001 – 196</p> <p>Required Field: YES, if the student has a Non-U.S. Origin value of 'Y'.</p>	<p>Please see the country codes table at the end of this document to find out the correct codes for each student.</p> <p>Code 194 indicates a country not listed. Provide the name in the "Other Country" field.</p>
9	Other Country	20	<p>Name of the country of origin if country code is "194 - Other".</p> <p>Required Field: YES, if the country of origin was coded as 194 - Other.</p>	<p>If the country from which the student originated cannot be found in the country codes table at the end of this document, then a country code of 194 is used to indicate "Other" country and the country name is given in this field.</p>
10	Length of U.S. Enrollment	1	<p>How long has the student been enrolled in</p>	<p>Length of enrollment (less than three years in</p>

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			<p>U.S. schools <u>excluding time in Pre-Kindergarten?</u> (<i>Dates in parenthesis indicate time periods which the student enrolled in U.S. schools that correspond with the length of enrollment calculation.</i>)</p> <p>Allowable Codes Are: 0, 1, 2, 3, 4, 5, 6, 7 or blank</p> <p>0 = First year – after Oct 1, 2006 or Pre-Kindergarten students 1 = One year (10/2/05 - 10/01/06) 2 = Two years (10/2/04 – 10/01/05) 3 = Three years (10/2/03 – 10/01/04) 4 = Four years (10/2/02 – 10/01/03) 5 = Five years (10/2/01 – 10/01/02) 6 = Six years or more - prior to 10/01/01 7 or Blank = Not applicable, has always attended U.S. schools</p> <p>Required Field: YES</p>	<p>K-12) is used to determine qualification: (1) as 'immigrant' if the student was also born outside of the U.S. (2) first year of enrollment in U.S. schools for LEP students (ISTEP flexibility).</p> <p>Length of enrollment is cumulative and does not start over for students with interrupted schooling in the U.S.</p>
11	Foreign Exchange	1	<p>Is the student a foreign exchange student?</p> <p>Allowable Codes Are:</p> <p>Y = Yes N = No</p> <p>Required Field: YES</p>	
12	Native Language Code	3	<p>What is the language code for the student's native language?</p> <p>Allowable Codes Are:</p> <p>001 – 999</p> <p>Required Field: YES</p>	<p>Please see the language codes table at the end of this document to find out the correct codes for each student.</p> <p>Examples: 835 (Spanish) 250 (French) 760 (Russian)</p> <p>211 English USA, see Common Scenarios (page 14)</p> <p>999 Other – Language not on Code List – see below for Language Code List. Contact the Division of Language Minority for approval for languages without codes.</p>
13	Instructional Program	1	<p>What English Language education instructional program is providing service?</p> <p>Allowable Codes Are:</p> <p>1 = Transitional Bilingual Education (TBE) 2 = ESL program 3 = Pull-out ESL 4 = Content-based ESL 5 = Regular education program 6 = ESOL 7 = Sheltered English 8 = Structured Immersion</p> <p>Required Field: YES</p>	<p>1. Transitional Bilingual Education: TBE is an instructional program in which subjects are taught through two languages--English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.</p> <p>2. ESL: English as a second language (ESL) is</p>

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				<p>an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994).</p> <p>3. Pull-out ESL: A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).</p> <p>4. Content-based ESL: This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992)</p> <p>5. Regular education program: This code is appropriate for the following situations:</p> <ul style="list-style-type: none"> • A student who has attained the English proficiency level of <i>fluent</i> and performs well within the school district's regular education program. • An LEP student whose parents have declined English language development services. • A language minority student served solely through the special education program (not receiving English development services), due to a documented severe cognitive disability. • Native English speaking immigrants. <p>6. ESOL: English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (ESL), "teaching English to speakers of other languages" (TESOL), or "English for speakers of other languages" (ESOL). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.</p> <p>7. Sheltered English: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in</p>

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				<p>mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).</p> <p>8. Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.</p>
14	Special Education Participant	1	<p>Is this student officially considered to be participating in a Special Education Program?</p> <p>Allowable Codes Are: Y = Yes N = No</p> <p>Required Field: YES</p>	i.e., does this student have an individualized education plan (IEP)?
15	Gifted & Talented Participant	1	<p>Does the student participate in a Gifted and Talented program?</p> <p>Allowable Codes Are: Y = Yes N = No</p> <p>Required Field: YES</p>	
16	ESEA Title I Program	1	<p>What Title I program is providing service to the student?</p> <p>Allowable Codes Are: 1 = Regular Title I, Part A program 2 = Migrant Title I, Part C program 3 = Both regular Title I, Part A program & Migrant Title I, Part C program 4= None</p> <p>Required Field: YES</p>	<p>1 = Regular Title I, Part A: a student receiving services through a regular Title I schoolwide or targeted assistance program (mostly at elementary)</p> <p>2 = Migrant Title I, Part C: a student certified as migrant and receiving services through a Migrant Education project (only at about 30 districts statewide)</p> <p>3 = Both Title I, Part A and Migrant Title I, Part C: a student receiving services through both 1 and 2.</p> <p>4 = None: a student not participating in Title I and not certified as migrant.</p>
17	Time in Program for LEP	1	<p>Length of time the LEP student has been enrolled in an English language development program for LEP students.</p> <p>0 = services refused 1 = not an LEP student 2 = less than three years 3 = 3 years or more</p> <p>Required Field: YES</p>	<p>Time in English language development program should be calculated cumulatively to reflect the student's educational history. To the extent practicable, school corporations should attempt to calculate this data utilizing both local records and previous school records.</p> <p>1 = The default value for the field, LEP student must be 2 or 3.</p> <p>0 = This code is appropriate for LEP students whose parents have declined English language development services.</p>

References:

Legal Guidelines for Serving Limited English Proficient Students <http://www.doe.state.in.us/lmmp/lepguidelines.html>

Mailing Address for the signed **Summary Report for the 2007-2008 School Year**

Division of Language Minority and Migrant Programs
Room 229, State House
Indianapolis, IN 46204-2798

Frequently Asked Questions: <http://www.doe.state.in.us/stn/faq/welcome.html>

Common Scenarios

Scenario #1: A foreign-born child whose first functional language is English (e.g., an immigrant child adopted as a pre-verbal infant from China and brought to the U.S. where she learns to speak English as her first language), grows up in Indiana and is now in Kindergarten.

Reporting Results: Usually students adopted in infancy would not be considered to have a native language other than English and would not be language minority. According to Title III, immigrant status begins at age 2 so students adopted prior to this age would not be considered immigrants. A foreign-born student, aged 3 or older, must also be in the first three years of U.S. schooling to be considered and immigrant.

Scenario #2: The student is born outside the U.S. on a military base.

Reporting Results: If the student is not language minority, do not report this student. If the student's home language survey indicates a language other than English, the English proficiency assessment would be administered to identify language minority status. These students are not considered immigrants.

Example Data File Formats

The following section contains example data files in the allowed comma delimited, positional, and XML formats. Note, the data used in these examples are not meant to be an example of what your data will look like.

Comma Delimited Format

```
0001,000102001,PK,2,2,3,Y,001,,1,N,001,2,N,N,2,2
0001,000102002,10,2,1,2,N,194,Neverland,2,N,001,2,N,N,2,3
0002,000202001,02,1,5,3,N,,N,001,5,Y,Y,1,1
```

Positional Format

10	20	30	40	50	60
0001000102001PK223Y001				1N0012NN22	
000100010200210212N194Neverland				2N0012NN23	
000200020200202153N				N0015YY11	

E(x)tensible Markup Language (XML) Format

```
<XIF_LMData>
  <Corporation Id="8800">
    <School Id="0001">
      <Student STN="000102001">
        <Demographics LanguageMinorityStatus="2" EnglishProficiencyLevel="2"
          InstrumentUsed="3" NonUSOrigin="Y" CountryOfOrigin="001" OtherCountry=""
          LengthOfEnrollment="1" ForeignExchange="N" NativeLanguageCode="001"
          InstructionalProgram="2" SpecialEducation="N"
          GiftedTalented="N" ESEATitleIProgram="2" ProgramTime="2" />
        <SchoolUse Grade="PK" />
      </Student>
      <Student STN="000102002">
        <Demographics LanguageMinorityStatus="2" EnglishProficiencyLevel="1"
          InstrumentUsed="2" NonUSOrigin="N" CountryOfOrigin="194" OtherCountry="Neverland"
          LengthOfEnrollment="2" ForeignExchange="N" NativeLanguageCode="001"
          InstructionalProgram="2" SpecialEducation="N"
          GiftedTalented="N" ESEATitleIProgram="2" ProgramTime="3" />
        <SchoolUse Grade="10" />
      </Student>
    </School >
  </Corporation Id="8800">
</XIF_LMData>
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<School Id="0002">
  <Student STN="000202001">
    <Demographics LanguageMinorityStatus="1" EnglishProficiencyLevel="5"
      InstrumentUsed="3" NonUSOrigin="N" CountryOfOrigin="" OtherCountry=""
      LengthOfEnrollment="" ForeignExchange="N" NativeLanguageCode="001"
      InstructionalProgram="5" SpecialEducation="Y"
      GiftedTalented="Y" ESEATitleIPProgram="1" ProgramTime="1"/>
    <SchoolUse Grade="02" />
  </Student>
</School>
</Corporation>
</XIF_LMData>
```

Country of Origin Codes

Code	Name	Code	Name
001	Afghanistan	054	El Salvador
002	Albania	055	Equatorial Guinea
003	Algeria	056	Eritrea
004	Andorra	057	Estonia
005	Angola	058	Ethiopia
006	Antigua & Barbuda	059	Fiji
007	Argentina	060	Finland
008	Armenia	061	France
195	Aruba	062	Gabon
009	Australia	063	Gambia, The
010	Austria	064	Georgia
011	Azerbaijan	065	Germany
012	Bahamas	066	Ghana
013	Bahrain	067	Greece
014	Bangladesh	068	Grenada
015	Barbados	069	Guatemala
016	Belarus	070	Guinea
017	Belgium	071	Guinea-Bissau
018	Belize	072	Guyana
019	Benin	073	Haiti
020	Bhutan	074	Honduras
021	Bolivia	075	Hungary
022	Bosnia and Herzegovina	076	Iceland
023	Botswana	077	India
024	Brazil	078	Indonesia
025	Brunei	079	Iran
026	Bulgaria	080	Iraq
027	Burkina Faso	081	Ireland
196	Burma	082	Israel
120	Burma (Myanmar)	083	Italy
028	Burundi	046	Ivory Coast
029	Cambodia	084	Jamaica
030	Cameroon	085	Japan
031	Canada	086	Jordan
032	Cape Verde	087	Kazakhstan
033	Central African Republic	088	Kenya
034	Chad	089	Kiribati
035	Chile	090	Korea, North
036	China	091	Korea, South
037	Colombia	092	Kuwait
038	Comoros	093	Kyrgyzstan
039	Congo	094	Laos
040	Congo, Democratic Republic of the	095	Latvia
041	Costa Rica	096	Lebanon
042	Croatia	097	Lesotho
043	Cuba	098	Liberia
044	Cyprus	099	Libya
045	Czech Republic	100	Liechtenstein
046	Côte d'Ivoire (Ivory Coast)	101	Lithuania
047	Denmark	102	Luxembourg
048	Djibouti	103	Macedonia, Former Yugoslav Republic of
049	Dominica	104	Madagascar
050	Dominican Republic	105	Malawi
051	East Timor (Timor Timur)	106	Malaysia
052	Ecuador	107	Maldives
053	Egypt	108	Mali

Code	Name	Code	Name
109	Malta	168	Syria
110	Marshall Islands	169	Taiwan
111	Mauritania	170	Tajikistan
113	Mexico	112	Mauritius
114	Micronesia, Federated States of	171	Tanzania
115	Moldova	172	Thailand
116	Monaco	173	Togo
117	Mongolia	174	Tonga
118	Morocco	175	Trinidad and Tobago
119	Mozambique	176	Tunisia
120	Myanmar (Burma)	177	Turkey
121	Namibia	178	Turkmenistan
122	Nauru	179	Tuvalu
123	Nepal	180	Uganda
124	Netherlands	181	Ukraine
125	New Zealand	182	United Arab Emirates
126	Nicaragua	183	United Kingdom
127	Niger	184	Uruguay
128	Nigeria	185	Uzbekistan
129	Norway	186	Vanuatu
130	Oman	187	Vatican City
131	Pakistan	188	Venezuela
132	Palau	189	Vietnam
133	Panama	190	Western Sahara
134	Papua New Guinea	191	Yemen
135	Paraguay	192	Zambia
136	Peru	193	Zimbabwe
137	Philippines	194	Other
138	Poland		
139	Portugal		
140	Qatar		
141	Romania		
142	Russia		
143	Rwanda		
144	Saint Kitts and Nevis		
145	Saint Lucia		
146	Saint Vincent and The Grenadines		
147	Samoa		
148	San Marino		
149	Sao Tome and Principe		
150	Saudi Arabia		
151	Senegal		
152	Serbia and Montenegro		
153	Seychelles		
154	Sierra Leone		
155	Singapore		
156	Slovakia		
157	Slovenia		
158	Solomon Islands		
159	Somalia		
160	South Africa		
161	Spain		
162	Sri Lanka		
163	Sudan		
164	Suriname		
165	Swaziland		
166	Sweden		
167	Switzerland		

Language Codes

Code	Language	Region
001	Achinese	Indonesia
005	Afar	Africa
007	Afgan	Afghanistan
010	Afrikaans	South Africa
015	Akan	West Africa
020	Albanian	Albania/Greece
025	Alemannic	Leichtenstein
027	American Sign Lang (ASL)	USA
028	American Signed English	USA
030	Amharic	Ethiopia
035	Amoy	China/Taiwan
038	Apache	USA
040	Arabic	Middle East/Africa
043	Argentinean	Argentina
045	Armenian	Eastern Europe
046	Assamese	India
047	Assyrian	Assyria
050	Aymara	Bolivia/Peru
055	Azerbaijani	Azerbaijan/Iran
060	Bahasa Malay	Malaysia
065	Baluchi	Middle East/Oman
068	Bangladasha	Bangladesh
070	Bantu	South Africa/Angola
072	Bambara	Mali
073	Bari	Sudan
075	Basque	Spain/France
077	Bassa	Liberia
080	Batak	Bangladesh/India
083	Bemba (Lunda)	Zambia
085	Bengali	Bangladesh/India
090	Berber	Algeria
091	Bete (Bette)	Nigeria
093	Bosnian	Bosnia
095	Breton	France
100	Bugi	Indonesia
105	Bulgarian	Bulgaria
106	Buli (Panga)	Ghana/Indonesia
110	Burmese	Burma
112	Burundi	Africa
115	Buyi	China
120	Byelorussian (Belorussian)	Belarus
125	Cantonese	China
127	Castellano	Guatemala
130	Catalan	Spain/France/Andorra
133	Cebuano	Philippines
135	Cham	Thailand/Vietnam
137	Chamorro	Central America
138	Chavacano	Philippines
139	Cherokee	USA
140	Chichewa (Chewa)	Malawi
141	Chichewa	USA
143	Chiluba (Tshiluba)	Zaire
144	Cheyenne	USA
145	Chin	Burma
147	Chippewa (Ojibwa)	USA
150	Chuang	China
155	Chuvash	Russia
157	Creek	USA
160	Creole (Patois)	Africa
165	Crioulo	Genia-Bissau
170	Croatian	Austria/Croatia
171	Crow	USA
173	Cutchi	Kenya
175	Czech	Czech Republic
177	Dagaare	Ghana
180	Dagbani	West Africa

Code	Language	Region
183	Dan (Gio)	Liberia, Guinea, Ivory Coast
185	Danish	Denmark
190	Dari	Afghanistan
193	Dhapadhola	
194	Dinka	Sudan
195	Dioula	Africa
200	Djerma	Africa
205	Dutch	Netherlands
210	Dzongkha	Bhutan
211	English	USA – limited , see Common Scenarios
212	English	Not USA
213	Eskimo	USA/Canada
215	Edo	West Africa
217	Efik	Nigeria
220	Estonian	Estonia
225	Ewe	West Africa
230	Fang	Guinea/Africa
233	Fanti (Fante)	Africa
234	Filoco	Portugal
235	Finnish	Finland
240	Flemish	Belgium/France
245	Fon	Benin
250	French	France/Africa/Canada
255	Frisian	Netherlands
260	Friulian	Italy
265	Fukienese	China
270	Fula	West Africa
275	Fulani (Pulaar)	Guinea/West Africa
277	FuZhou	China
279	Ga	Ghana
280	Gaelic	United Kingdom/Ireland
285	Galician	Spain
290	Gallinya	Ethiopia
295	Ganda	East Africa
298	Georgian	Georgia (Russia)
300	German	Germany/Austria
301	German (Amish)	USA/Canada
305	Gheg	Albania
310	Gitaki	Iran
311	Grebo	Liberia
315	Greek (Eretria)	Greece/Cyprus
317	Greenlandic	Greenland
320	Guarani	South America
325	Gujarati	India
330	Haitian Creole	Haiti
335	Hakka	China/Taiwan
340	Hani	Southeast Asia
345	Hausa	West/Central Africa
347	Hawaiian Creole (Pidgin)	Hawaii
350	Hebrew	Israel
355	Hindi	India/Burma
360	Hindustani	India
365	Hmong	Laos
367	Ho-Low	China
370	Hungarian (Magyar)	Hungary/Austria
374	Iban	Indonesia
376	Ibibio	Nigeria
380	Ibo (Igbo)	West Africa
385	Icelandic	Iceland
390	Ijaw (Ijo)	West Africa
395	Ilocano	Philippines
400	Iloko	Philippines
401	Ilonggo	Philippines
405	Indonesian	Indonesia/Malaysia
407	Irish	Ireland
408	Iroquios	USA
410	Italian	Italy
413	Jacobano	
415	Japanese	Japan

Code	Language	Region
417	Jamaican Creole	Jamacia
420	Kachin	Burma
425	Kannada	India
430	Kanarese	India
435	Kanuri	Central Africa
436	Karakalpak	Uzbekistan
437	Kashmiri	India
440	Katchi	India
441	Karen	Burma
442	Kazak (Kazakh)	Afganistan/China/Iran
445	Khmer (Cambodian)	Cambodia/Thailand
450	Kikongo	Manianga
455	Kikuyu	Kenya/East Africa
460	Kingwana	Zaire
465	Kinyarwanda (Ruanda)	Rawanda/Africa
470	Kiribati (Gilbertese)	Kiribati
471	Kirundi	Burandi/Uganda
472	Kira	Ghana
473	Kissi	Guinea/Northern Liberia
475	Kiswahili (Swahili)	Africa
479	Kizigua	Somali
480	Konkani	India
485	Korean	Korea
486	Kosraean	Micronesia
487	Kpelle	Guinea/Liberia
488	Krahn	Liberia
490	Krio	Africa
491	Ku (Kung-Ekoka)	Angola/Namibia
495	Kurdish	Iran/Iraq/Turkey
500	Kurukh	
502	Kyrgyz	Kyrgyzstan
503	Lamsa	Saudia Arabia
505	Ladin	Italy
506	Lakota (Lakhota)	USA
510	Lao (Laotian)	Laos
515	Lappish	Finland/Norway/Sweden
520	Latvian	Latvia
525	Letzeburgish	Luxembourg
530	Lingala	Congo/Africa
535	Lithuanian	Lithuania
536	Lorma	Liberia/Guinea
538	Lozi	Africa
540	Luganda	Africa
545	Luhya	Africa
550	Luo	Kenya/East Africa
555	Luri	Iran
557	Maay (MayMay)	Somalia
560	Macedonian	Yugoslavia/Greece
565	Madurese	Indonesia
567	Maithili	India
570	Makua	Southeast Asia
575	Malagasy (Malgache)	Madagascar
579	Malay	Malaysia, Indonesia
580	Malayalam	Sri Lanka, Malaysia
595	Maltese	Malta
600	Mandarin (Sichuanese)	China
601	Mandinka	Sierra Leone
604	Mano	
612	Maori	New Zealand
605	Marathi	India
607	Marshallese	Marshall Islands
610	Massa	Chad
613	Mangyan	Philippines
614	Maninka (Mandingo)	Guinea
615	Maya	Central America
618	Montonese	
620	Mende	Papua New Guinea
621	Micronesia	Micronesia
622	Miami	USA

Code	Language	Region
625	Min (Hokkien)	China
630	Mina	Benin
635	Moldavian	Romania
637	Mon	Thailand
640	Mongolian	Mongolia
645	Montagnard	Vietnam
650	Mossi (Moore)	Burkina Faso
655	Motu	Papua New Guinea
660	Nahuati	Central America
663	Navajo	USA
665	Ndebele	Africa
670	Ndongo	Angola
675	Nepali	Nepal/Bhutan/India
680	Newari	Nepal
685	Ngala	P.N.G
690	Ngoni	Tanzania
692	Ningbo	China
695	Norwegian	Norway
700	Nyanja (Chinyanja)	Africa
702	Nuer	Sudan
703	Nzema	Ghana
705	Oriya	India
709	Oromiffa	Ethiopia
710	Oromo	Ethiopia
713	Ottawa	USA/Canada
714	Palau	Palauan Islands
715	Persian (Farsi)	Iran/Asia
718	Liberian Pidgin English (Kru)	Liberia
720	Polish	Poland
721	Ponape (Pohnpeian)	Ponape Isles/Micronesia
725	Portuguese	Portugal/Brazil
727	Potawatomi	USA
729	Pulaar	Senegal
730	Punjabi	India/Pakistan
733	Pushtu (Pashto)	Afghanistan
735	Quechua (Kechua)	Central/South America
737	Ramjaki	
740	Rumanian (Romanian)	Rumania
745	Romansch	Switzerland
747	Romany	Yugoslavia
750	Rwanda	Rwanda
753	Runyoro	Uganda/Zaire
755	Rundi	
760	Russian	Russia
763	Samoan	American Samoa
765	Sango	Central Africa
768	Santali	India
769	Seneca	USA, Canada
770	Serbian	Serbia
775	Serbo-Croatian	Croatia/Serbia
780	Sesotho	Lesotho/Africa
785	Setswana (Tswana)	Botswana
790	Shan	Burma
795	Shangzhai	China
800	Shona	East Africa
801	Shughni	Tajikistan
802	Shoshone	USA
805	Siamese	Thailand
810	Sindhi	India/Pakistan
815	Sinhale	Asia/Africa
817	Sioux	USA
820	Slovak	Slovakia
823	Slovenian	Italy/Slovenia
825	Somali	Somalia
830	Songhay	Mali
835	Spanish	Cl & So. America/Spain
837	Supan	Malaysia
840	Swahili	Tanzania
843	Swazi (Siswati)	Swaziland/Africa

Code	Language	Region
845	Swedish	Sweden
847	Tadjik	Isreal
850	Tagalog (Pilipion)	Philippines
853	Taiwanese	Taiwan
855	Taki Taki	Suriname
857	Tangga	Papua New Guinea
860	Tomashek	Niger/Africa
865	Tamil	India/Burma/Africa
870	Tatar (Tartar)	Russia
873	Tegina	Africa
875	Telugu	India
880	Thai	Thailand
885	Tibetan	Tibet
890	Tigrinya	Ethiopia
893	Trinidad English	Trinidad
895	Tiv	Centra/West Africa
897	Tongan	Tonga
898	Trique	Mexico
900	Tosk	
902	Tsonga/Shangan	South Africa
904	Tshiluba	Demo Republic of Congo
905	Tswana	Botswana
910	Tulu	India
915	Tumbuka	India/Africa
920	Turkish	Turkey/Eastern Europe
923	Twi (Twi-Fante)	Northern Africa
930	Ukrainian	Ukraine/Rumania
931	Ukrur	
932	Urhobo	Nigeria
935	Urdu	India/Middle East
937	Uygur	China
940	Uzbek	Uzbekistan
943	Vai	Liberia/Sierre Leone
945	Vietnamese	Vietnam
950	Visayan	Philippines
955	Welsh	United Kingdom
960	Wolof	Senegal
965	Wu	China
970	Xhosa	South Africa
975	Yao	Africa
980	Yi	China
985	Yiddish	Central/Eastern Europe
987	Yocal	
990	Yoruba	Nigeria/Africa
992	Zarna (Zarma)	Niger
995	Zhuang	China
997	Zulu	South Africa
998	Zuni	USA
999	Other	N/A

Change History

Change History for Language Codes

Code	Language	Region	Change	Version
612	Maori	New Zealand		08.13.07
479	Kizigua	Somali		07.02.07
038	Apache	USA		04.24.07
601	Mandinka	Sierre Leone		04.24.07

The following section contains a history of changes made to the Language Minority and Immigrant Data Layout from the prior version.

Version	Change History
08.13.07	Language code 612 added Signoff period added, requires returned report with signature
07.02.07	Language code 479 added
06.27.07	Notes on Field 6 changed to Spring 2007 or Fall 2007
04.24.07	Language code 038 and 601 added

Version	Change History
03.29.07	Date changes for 07-08 collection – moved from Spring to Fall collection period Definitions changed in paragraph 2 and 3, current limited English proficient (LEP) and Native English speaking immigrant student Field 13 Instructional Program, notes changed on Regular education program Scenario #3 removed combined with scenario #1 XML tag changed from GradeLevel to Grade
Start of 07-08 Collection	
03.05.07	Field 4 - code 3 emphasizes immigrant only Field 10 - allowable codes and notes changed to clarify length of enrollment Field 17 - Code 0 added for students who refuse services Common scenarios added for military and adopted students. Frequently asked questions updated on the STN home page.
02.08.07	Field 4, added code 3 native English speaker added notes on code 3. Field 6, changed notes Field 12, added code 211 English –USA added notes for code 211 and changed codes on 999 Other. Add Common Scenarios Section for code 211.
02.02.07	Field 10, added code 7 for Not applicable.
01.31.07	General instructions changed (1 st paragraph). Field 4 changed from current year data to most current data available, note section added information for clarification of Level 5 and LEP students. Field 5 added code 6 Native English speaker. Additional notes. Field 6 added codes 6 and 7. Additional and updated notes. Field 10 changed to first year and one year. Field 12 added 999 for allowable values. Field 13 added notes on code 5. Field 17 required for all students, 1 for students that are not LEP. Note added. Language Code 520 changed from Latvia to Latvia.
01.17.07	Language code 073 added not 074.
01.10.07	Language code 074 added. Reference to Frequently Asked Questions.
01.02.07	Instructions revised. Date change on length of US Enrollment.
10.03.06	New language code 441
09.20.06	Length of US enrollment changed.
08.24.06	Field 10 and Field 17 specification and notes changed
08.14.06	Field 10 Length of US Enrollment changed from Y/N to 1 and 2 for less than 3 years or more than three years. Field 17 added, required by EDEN
06.11.06	Instrument used, field 6 code 5 added and changed for 06-07 school year Native Language code, field 12, note on assistance. Clarification of immigrant students added to instructions. Reporting No LM Students changed under Audience. Non US origin, field 7 Marshall Islands added.
Start of 06-07 Collection	
01.11.06	Instructional programs definitions change. Tutoring sessions are no longer included as an instructional program. ESL breaks down into categories of Pull-out and content based. Sheltered English and Structured Immersion are additional instructional programs. These changes reflect federal definitions.
10.31.05	Language code 436 added.
09.08.05	No trial submission. Language code 83 added. Dates changed for 2005-2006 SY.
Start of 05-06 Collection	
03.04.05	Reference section added. Field 16 note section added. Instructions provided for input form.
02.02.05	First paragraph, #3 changed to "spoken by student"
01.11.05	Audience section added.
01.10.05	Collection dates revised. Change history section added for new Language codes. SU, UG, GR removed from Grade Level. Field 4 and 5 have revised notes about proficiency levels.
03.17.04	Original Version Start of 04-05 Collection