

**Characteristics of Students  
By Place of Birth  
&  
Language Spoken in the Home**

**Florida Public Schools  
Grades PK-12  
2003-04 School Year**



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**Characteristics of Students by Place of Birth  
& Language Spoken in the Home  
Florida Public Schools  
Grades PK-12, 2003-04**

**Rationale**

Florida education planners must provide for a rapidly growing and mobile school population. The demographic characteristics of students are important to state and school district planners as they allocate resources among programs and services.

Recently, the demographic characteristics of Florida public school district enrollments have become more difficult to forecast. Traditional models that forecast the total enrollment had very low forecast errors from 1980 through 1999. These same models failed to provide the same level of accuracy for the period from 2000 through 2004, even when controlling for changes in educational policy during that time period. The recent decreased accuracy of the forecast models is an indicator that the current growth trends differ from the historical growth trends (Florida Public Schools Education Estimating Conference).

State and district planners are also interested in the number and location of students in programs that are more costly to provide, such as programs for disabled or limited English proficient (LEP)<sup>1</sup> students. The programs for disabled students have fairly stable growth and the current forecasting process provides adequate forecasts of these programs. However, the ESOL program which provides instruction to LEP students has been more difficult to forecast (Florida Public Schools Education Estimating Conference).

This report provides basic information about the demographic characteristics of students in Florida public schools that can be used by state and district planners to refine the forecasting models and to direct more accurate resource allocations.

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<sup>1</sup> The state of Florida uses the term, "Language Enriched Pupils" instead of "Limited English Proficient". The term ELL referring to "English Language Learners" is also sometimes used. These three terms refer to the same population.

## Background

Sixty-seven percent of the persons living in Florida in 2000 were born outside of Florida: 16.7 percent were foreign-born<sup>2</sup> and 50.6 percent were born in another U.S. state, Puerto Rico or U.S. island area (Table 1). The statistics in Table 1 reflect decades of domestic and foreign migration patterns since the place of birth is reported, not where the person was living five or ten years prior.

Year 2000	Florida		U.S.	
	Population	Percent	Population	Percent
Total, all ages	15,982,378	100%	281,421,906	100%
Place of Birth				
U.S. Citizen At Birth	13,311,550	83.3%	248,393,100	88.3%
U.S. State	12,890,489	80.7%	246,786,466	87.7%
Florida	5,231,906	32.7%		
Other U.S. State	7,658,583	47.9%		
Puerto Rico	264,627	1.7%	1,439,674	0.5%
U.S. Island Areas	17,578	0.1%	166,960	0.1%
Abroad of American parent(s)	138,856	0.9%	1,920,914	0.7%
Foreign Born	2,670,828	16.7%	31,107,889	11.1%
Source: U.S. Census Bureau, <a href="http://www.census.gov/population/cen2000/phc-t38/phc-t38.xls">http://www.census.gov/population/cen2000/phc-t38/phc-t38.xls</a> .				

### **Foreign Immigration**

The top ten countries of birth of the foreign-born population in the U.S. in 2000, listed in order of size of the immigrant population, were Mexico, China, Philippines, India, Cuba, Vietnam, El Salvador, Korea, Dominican Republic and Canada. In 1990 the top countries were Mexico, China, Philippines, Canada, Cuba, Germany, United Kingdom, Italy, Korea and Vietnam. Notice that between 1990 and 2000 Germany, Italy and the United Kingdom dropped out of the list of the top ten countries, while the countries of India, El Salvador and the Dominican Republic joined the top ten list (U.S. Census Bureau, December 2001).

Almost 65 percent of the growth in the foreign-born population in the U.S. from 1960 through 2000 occurred in California, Florida and Texas. During this time period, Florida's foreign-born population grew from 0.3 million to 2.8 million. From 1990 to 2000 the foreign-born population in the Miami-Ft. Lauderdale CMSA<sup>3</sup> grew from 1.1 million to 1.6 million persons (U.S. Census Bureau, December 2001). Thus, increase in the foreign-born population should have had a larger effect on Florida school enrollment growth than on the total U.S. school enrollment growth.

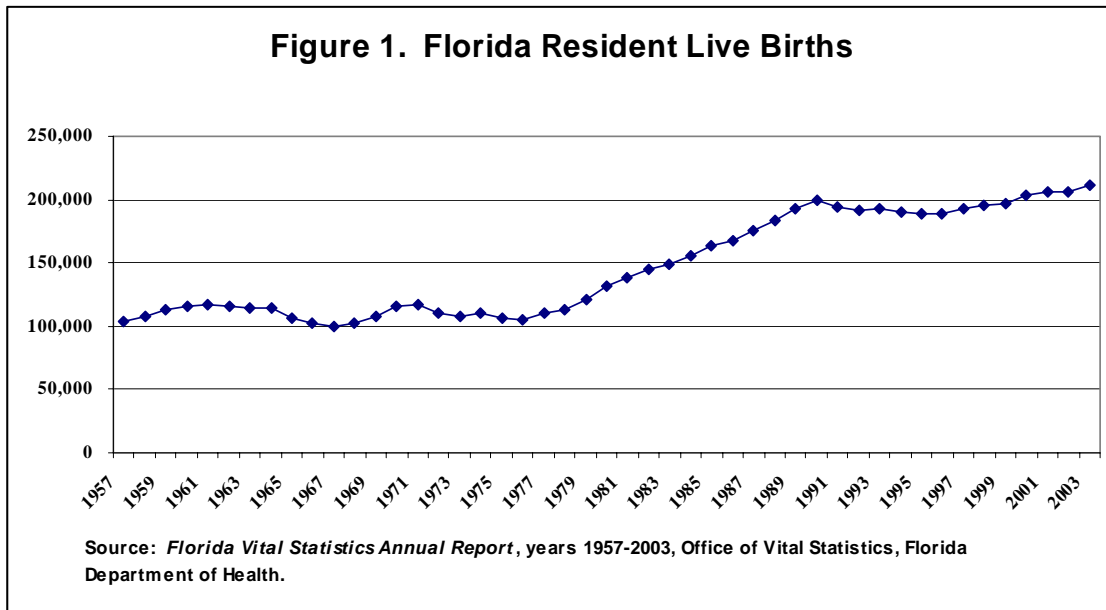
<sup>2</sup> Not a U.S. citizen at birth. This definition excludes those persons born in a foreign country who are U.S. citizens at birth. Persons born in Puerto Rico and U.S. island areas are U.S. citizens at birth and are not foreign-born <<http://www.census.gov/prod/2002pubs/p23-206.pdf>>.

<sup>3</sup> Consolidated Metropolitan Statistical Area.

## **Florida Births**

The number of births in Florida increased from 1976 to 1990 after staying fairly level for the previous nineteen years from 1957 to 1976. After a slight decline from 1990 to 1996, the number of births again began to climb (Figure 1).

Foreign immigration affects the number of births, since babies are born in the U.S. to U.S.-born and foreign-born women. Births to immigrant mothers comprised 27.9 percent of all births in Florida in 2002 (Camarota).



## **Hispanic<sup>4</sup> Population**

From 1990 to 2000 the Hispanic population in the U.S. grew much faster than the total U.S. population. The growth rate during that period was 57.9 percent for Hispanics and 13.2 percent for the total U.S. population (Guzman).

Florida has a large Hispanic population that has been growing. In 1990 the Hispanic population in Florida comprised 12.2 percent of the state population; in 2000 Hispanics comprised 16.8 percent of the population (Guzman).

In 2000 the Hispanic population was younger than the total U.S. population. The median age for all Hispanics was 25.9 years; the median age for the total U.S. was 35.3 years (Guzman).

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<sup>4</sup> “Hispanic” refers to ethnicity. Hispanic persons may be either U.S.-born or foreign-born. Hispanic persons may be of any race.

### Cubans

From 1990 to 2000 the U.S. Cuban population increased 18.9 percent. In 2000 fifty-two percent of the U.S. Cubans lived in the Florida county of Miami-Dade. About another fifteen percent lived in other Florida counties. Thus, in 2000 about two-thirds of all Cubans living in the U.S. were in Florida (Guzman).

In 2000 Cubans were on the average older than other Hispanic groups in the U.S. and older than the total U.S. population. The median age for Cubans was 40.7 years (Guzman).

### Puerto Ricans

Part of the recent growth in the Florida's Hispanic population can be attributed to an increase in the Puerto Rican population. From 1990 to 2000 the Puerto Rican population in the U.S. increased 24.9 percent. The number of Puerto Ricans in Florida has been increasing since 1960 when the state had two percent of the Puerto Ricans living in the U.S. In 2000 Florida had 14 percent of the Puerto Ricans living in the U.S. and five of the ten main locations occupied by recent Puerto Rican migrants were here; Orange and Osceola counties in Florida became the two leading destinations, displacing counties in the Northeast U.S. (Duany and Matos-Rodriguez).

In 2003 Puerto Ricans were living in three main areas of Florida: 206,000 in Central Florida (primarily Orange, Osceola, Volusia, Seminole and Polk counties); 155,000 in South Florida (primarily Miami-Dade and Broward counties); and 68,000 in the Tampa Bay area (primarily Hillsborough County);(Duany and Matos-Rodriguez).

In 2000 Puerto Ricans were only slightly older than all Hispanics and were much younger than the total U.S. population. The median age for Puerto Ricans was 27.3 years (Guzman).

The Puerto Ricans living in Central Florida are better educated and speak English better<sup>5</sup> than Puerto Ricans living elsewhere in the United States or in Puerto Rico. However, they have lower family incomes and educational levels than other Hispanics and non-Hispanics in the Central Florida area (Duany and Matos-Rodriguez).

### **Language Other Than English At Home**

#### U.S.

The population of persons speaking a language other than English at home increased between 1990 and 2000. The growth rate for persons aged 5 and over who spoke a language other than English at home was 47 percent between 1990 and 2000. The proportion of the population aged 5 and over that spoke English less than "Very Well" was 6.1 percent in 1990, and 8.1 percent in 2000 (Shin and Bruno).

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<sup>5</sup> 73.5 % completed high school; 63.2% could speak English very well.



## Florida

The percent of the population in Florida age 5 and over who spoke a language other than English at home in 1990 was 17.3; the percentage rose to 23.1 by 2000. Ten percent of the persons aged 5 and older in Florida in 2000 spoke English less than “Very Well” which was slightly higher than the U.S. percentage (Shin and Bruno).

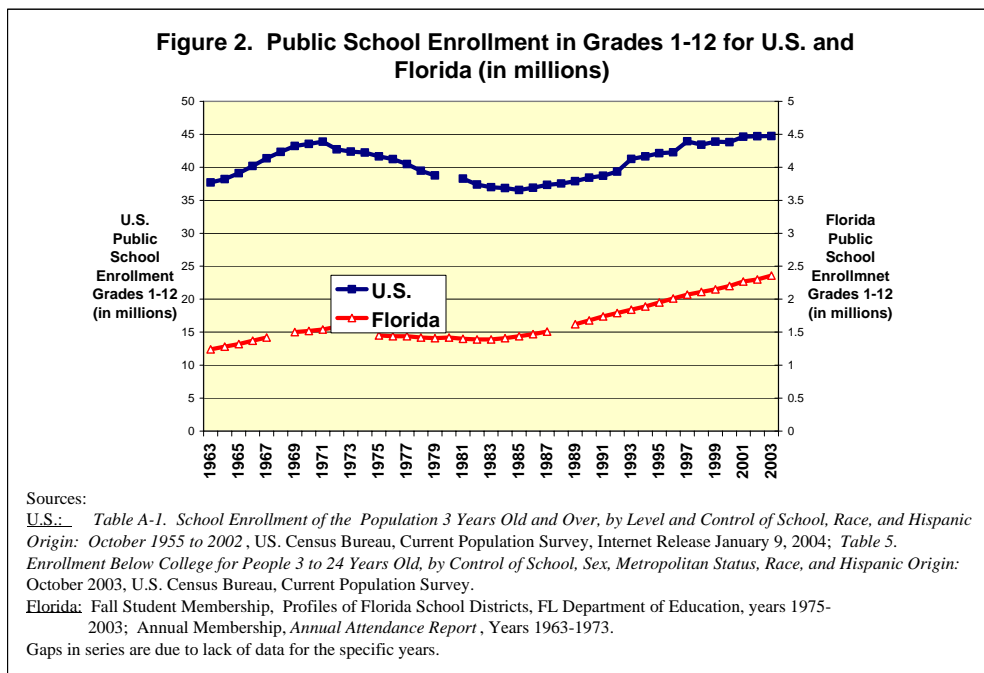
## **School Enrollment**

### U.S. School Enrollment

Enrollment in U.S. public schools in the fall of 2003 peaked at a level equal to that of the early 1970s. Between the two peaks, enrollment declined and then increased (Figure 2). The U.S. Census Bureau attributes this pattern primarily to the number of births, with the enrollment in the 1970s of the children of the post-WWII Baby Boomer generation and in the 2000s to the enrollment of the Boomers’ grandchildren. A secondary factor given for the enrollment increases is immigration from foreign countries. In October 2003, twenty-two percent of public and private school elementary and secondary students in the U.S. were estimated to be foreign-born or to have at least one foreign-born parent (Shin, 2005).

### Florida Public School Enrollment

Enrollment in Florida public schools has had a different pattern than the nation. The peak in enrollment in the 2000s was much higher than the 1970s peak. When the nation’s schools were declining in enrollment, Florida’s enrollment decline was not as steep with only a slight dip that leveled off (Figure 2).



### LEP Enrollment

LEP students often do not perform as well as non-LEP students in school. Florida LEP students in 2004:

- had the lowest pass rate (13 percent) of any group for first-time test takers of the grade ten Reading/Language Arts FCAT<sup>6</sup>;
- had a first-time pass rate of 48 percent for the grade ten Math FCAT<sup>7</sup>; and
- had a 47 percent graduation rate<sup>8</sup> (Sullivan, et al.)

Additionally, in 2004<sup>9</sup> in Florida public schools:

- 30 percent of LEP students were reading at or above grade level and
- 38 percent of LEP student were scoring at or above grade level in math (FLDOE, 2004 AYP Report).

The effect of migration patterns on school programs for LEP students may persist for several generations. Michael Fix and Jeffrey Passel have estimated that more LEP children are U.S.-born than are foreign-born. Their estimates are 35 percent foreign-born, 46 percent U.S.-born with immigrant parents and 19 percent U.S.-born to U.S.-born parents.

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<sup>6</sup> Other group pass rates were White (66%), Black (32%), Hispanic (43%), Asian (66%), Native American (59%), Multiracial (61%), Free or reduced-price lunch (38%), students with disabilities (18%). Students may be in more than one group.

<sup>7</sup> Other group pass rates were White (86%), Black (55%), Hispanic (70%), Asian (90%), Native American (81%), Multiracial (80%), Free or reduced-price lunch (64%), students with disabilities (39%). Students may be in more than one group.

<sup>8</sup> Other group graduation rates were White (80%), Black (57%), Hispanic (64%), Asian (82%), Native American (73%), Multiracial (78%), Free or reduced-price lunch (53%), students with disabilities (64%), migrant (46%). Students may be in more than one group.

<sup>9</sup> The year 2004 is used here since it matches the 2003-04 year of study for this report. For statistics on other groups and for the 2005 statistics, refer to the detailed reports on the FLDOE website at <<http://web.fldoe.org/nclb>>.

## **The Data**

### **Source**

This report analyzes individual student-level data in the Florida Department of Education (FLDOE) student database for the 2003-04 school year. This data is a census of all students; information is entered at individual schools for all students as they enroll or change their enrollment status. The Florida Department of Education collects information on the birth location and home language spoken in addition to school district, grade, date of birth, Limited English Proficient status, race/ethnicity, eligibility for free or reduced-price lunch, and many other data elements.

School year 2003-04 data were used since it was the latest year that had all surveys completed. Another consideration is that data for 2003-04 school year covers the time period prior to the summer and fall of 2004 when four hurricanes hit Florida.

The data are from an end-of-the-year survey which includes any student enrolled during the school year regardless of the length of time enrolled. Thus, the number of students reported in this report is larger than the number of students enrolled at any one specific time. The number of unduplicated students reported in the end-of-the-year survey was 2,803,444. For comparison, the October 2003 fall membership was 2,598,231 (FLDOE, Profile, 2003); the FTE student membership for 2003-04 was 2,557,438.44 (FLDOE, minutes). These figures indicate that the Florida public school population is very mobile.

### **Student Population Categories**

#### **Born Abroad**

This category includes foreign-born students and students born in a foreign country who are U.S. citizens at birth. This definition differs from that used by the U.S. Census Bureau which includes persons born in Puerto Rico and U.S. island areas.

Based on census figures from Table 1, the vast majority of the students in this category are foreign-born. Although the percentage of born-abroad students who are U.S. citizens may be very small at the state-level, this sub-population may make up a larger percentage of the born-abroad population for districts that have students who are military dependents, such as the Okaloosa School District.

#### **U.S.-Born**

This category consists of students born in one of the U.S. states, in Puerto Rico or in a U.S. island area. The U.S. Census Bureau includes persons born abroad of U.S. citizens in its definition.

English Home Language:

This category consists of students whose speak primarily or only English at home.

Home Language Other Than English.

This category consists of students whose speak a language other than English at home. Such students may also speak English in the home.

**Student Characteristics**

Characteristics reported are LEP status, eligibility for free or reduced-price lunch, migrant student<sup>10</sup> status, race/ethnic category and an indicator of whether the student was two or more grades below modal grade. All, except the last, came directly from the FLDOE database.

The race/ethnic categories used in this report are White Non-Hispanic, Black Non-Hispanic, Hispanic and Other. “Other” includes Asian or Pacific Islander, American Indian or Alaskan Native and multi-racial.<sup>11</sup>

The indicator, “two or more grades below modal grade,” was derived from the grade and birth date database elements. “Modal grade” refers to a student’s expected grade if the student enrolled in kindergarten at age 5 and progressed one grade level each year. Thus, a student age 5 in kindergarten would be at modal grade; a student age 6 in kindergarten would be one grade below modal grade; and a student age 7 in kindergarten would be two grades below modal grade.

The modal grade indicator consists of students who are two, three or four grades below modal grade. This characteristic indicates whether the student has been academically unsuccessful. A student may become one grade below modal grade and still be academically successful. The student may have moved from a location that had school entrance requirements that differed from Florida’s; thus, the student became one grade below modal grade, but still progressed one grade each year. One grade below modal grade is not necessarily indicative of a problem, but when a student falls two or more grades behind, it is a signal of a lack of progress.

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<sup>10</sup> “Migrant student” refers to children of migrant farm workers.

<sup>11</sup> The database definitions for these codes can be found at the Florida Department of Education website at “[http://www.firm.edu/doe/eias/dataweb/database\\_0506/student\\_0506/st129\\_1.pdf](http://www.firm.edu/doe/eias/dataweb/database_0506/student_0506/st129_1.pdf)”.

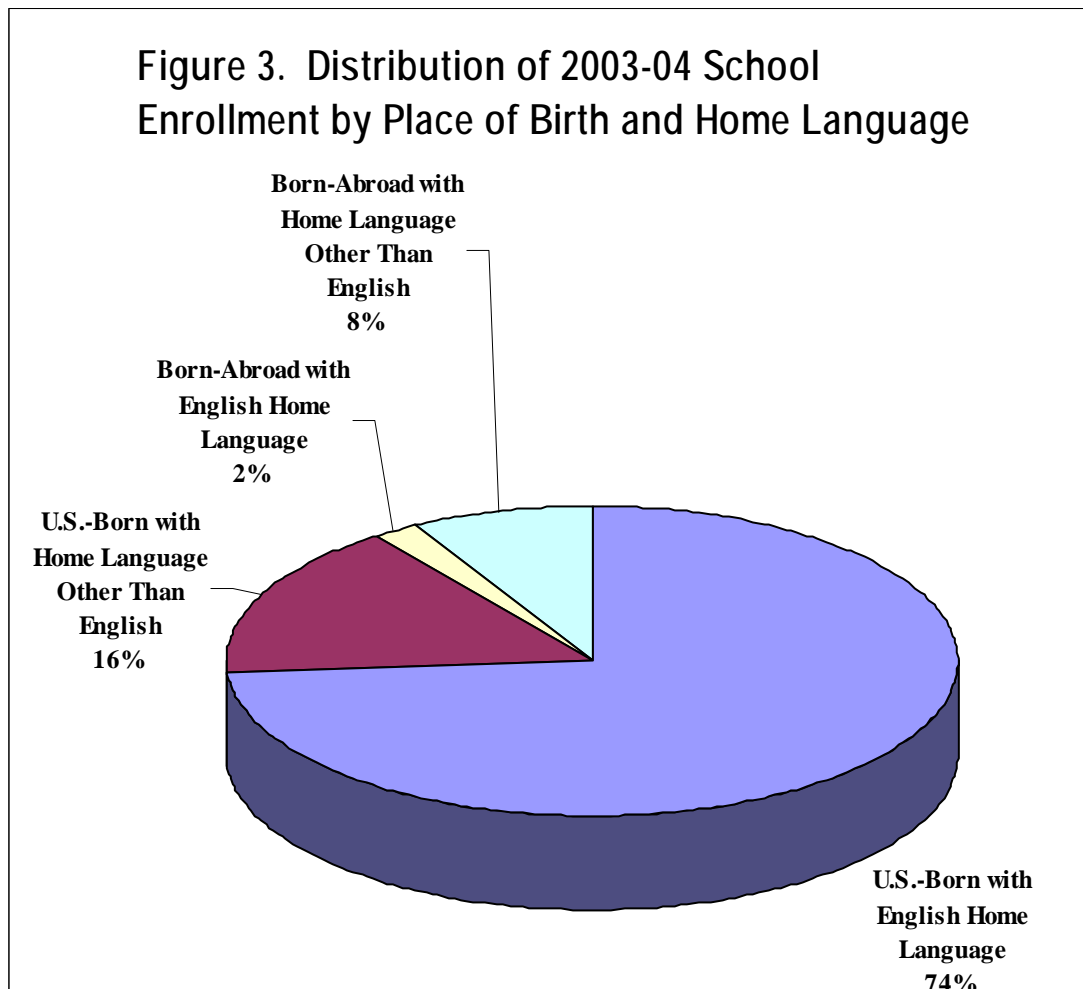
## Results

### Place of Birth and Home Language

In 2003-04 ninety percent of the students were born in the U.S.; ten percent were born abroad.

Seventy-six percent of the students reported English as the language spoken in the home; twenty-four percent reported a language other than English.

Figure 3 shows the distribution by four student population groups categorized by place of birth and home language. These four student population groups are used in the discussions of the student characteristics.



U.S.-Born with English Home Language

This group was the largest with 2,075,078 students, comprising seventy-four percent of the student enrollment.

U.S.-Born with Home Language Other Than English

This group was the second largest with 447,725 students comprising sixteen percent of the population. These students are some of the children and grandchildren of foreign immigrants and migrants from Puerto Rico and U.S. island areas. This percentage is twice the percentage of students born abroad who had a home language other than English.

Born-Abroad with Home Language Other than English

This group comprised eight percent of the enrollment with 225,764 students. The vast majority of these students would have been foreign-born.

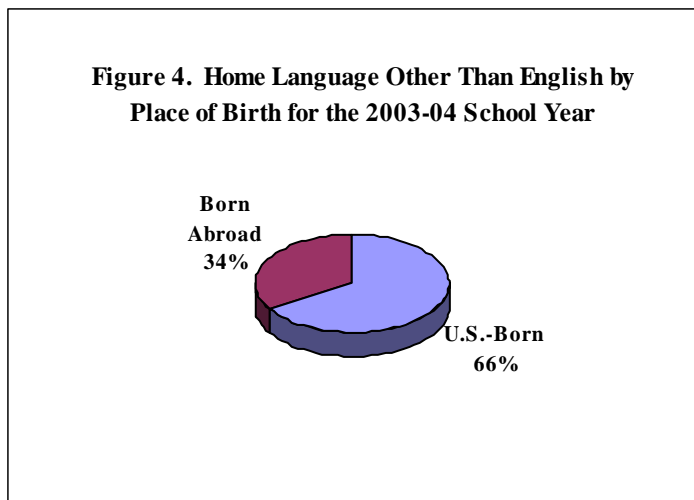
Born-Abroad with English Home Language

This group with 54,877 students was two percent of the enrollment. There were 10,333 Jamaican-born students in this group. Fifty-two percent of these Jamaican-born students were in the Broward school district.

Included in this group are foreign-born students and the majority of the students born abroad to an American parent. These two subgroups cannot be identified separately in the database since school districts do not collect the citizenship status of students. Although the latter group would have been a slight percentage state-wide, the percentage may be significant for some school districts, especially ones that had many military dependents (Map 6).

Students with a home language other than English were more likely to be born in the U.S. than abroad

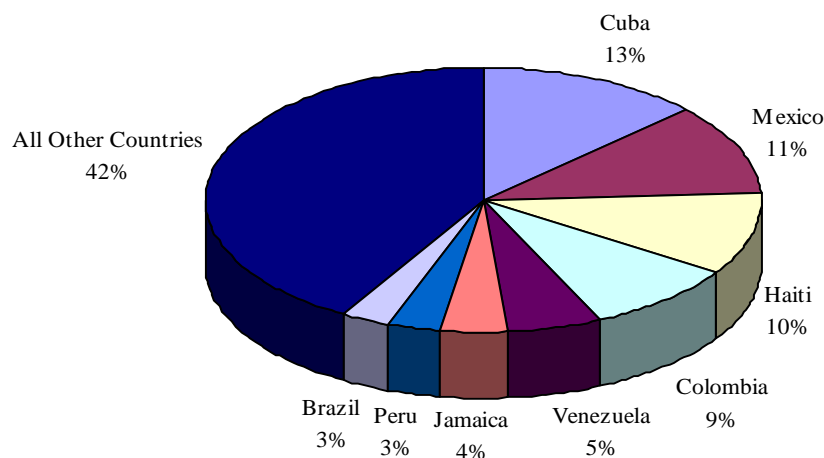
Figure 4 shows that sixty-six percent of the students with a home language other than English were born in the U.S.



*Florida's public schools in 2003-04 taught a very diverse population.*

- Students were born in 274 countries (273 foreign countries and the United States). The top eight foreign countries for birth location accounted for 58 percent of the born-abroad enrollment. See Figure 5 below and Table 7 in the Appendix.

**Figure 5. Distribution of Born-Abroad Students by Country of Birth  
2003-04 School Year**



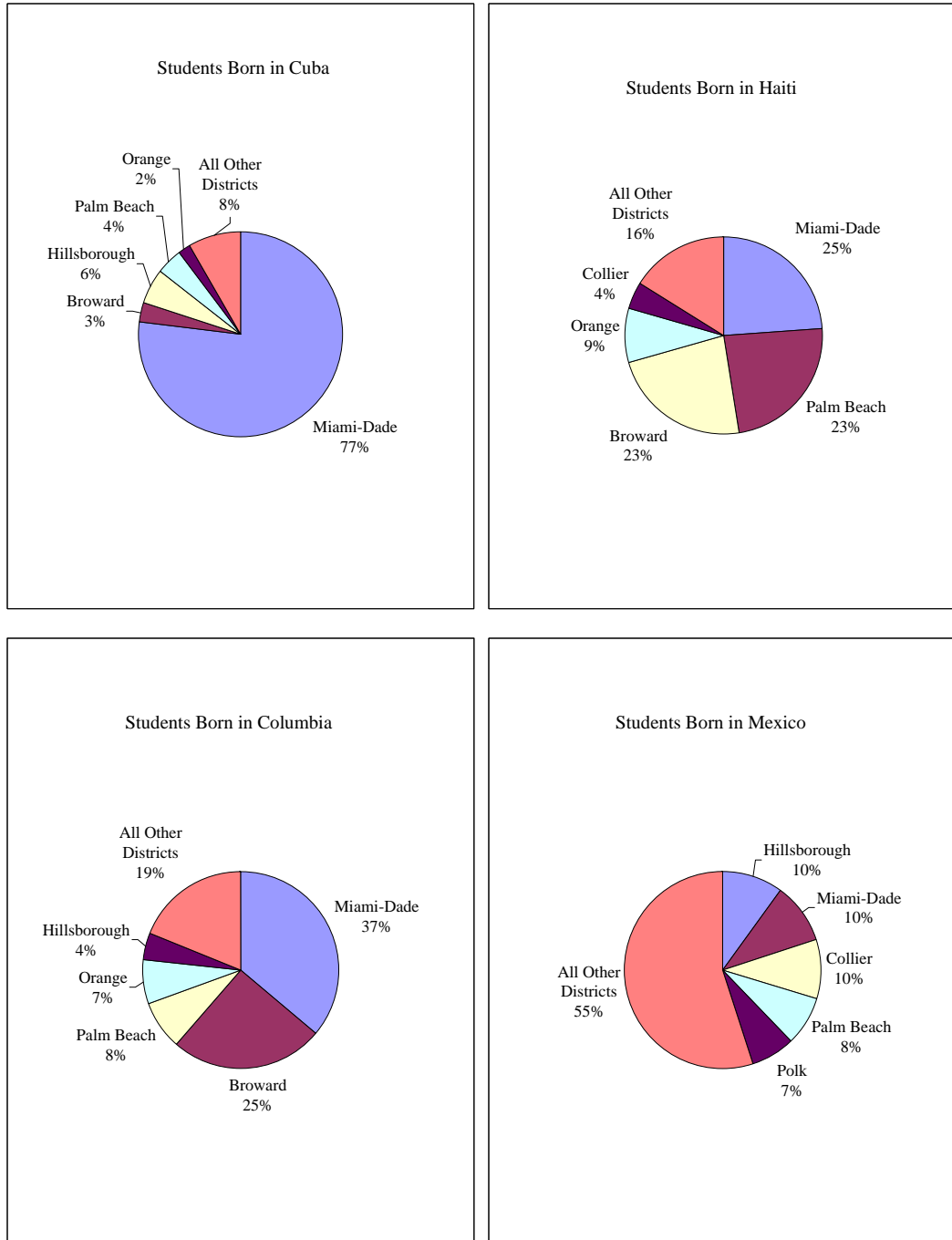
- There were at least 27,159<sup>12</sup> students born in Puerto Rico who comprised 1.1 percent of the U.S.-born category.
- There were 277 languages, including English, spoken in the home. Seventy-six percent of the students spoke only English at home; eighteen percent spoke Spanish; two percent spoke Haitian-Creole/French-Creole. The remaining four percent of the students had one of the other 274 languages as the language spoken at home. See Table 6 in the Appendix for detail by language.

<sup>12</sup> This figure is the number reported with birth country as Puerto Rico. It is an undercount of the island-born Puerto Ricans, since some school districts reported birth country as U.S., instead of Puerto Rico.

Students born abroad were in school districts that had other students from their country of birth.

Seventy-seven percent of the students born in Cuba were enrolled in the Miami-Dade School District (Figure 6).

**Figure 6. Distribution of Students for the 2003-04 School Year by School District for the Four Largest Foreign Countries of Birth**



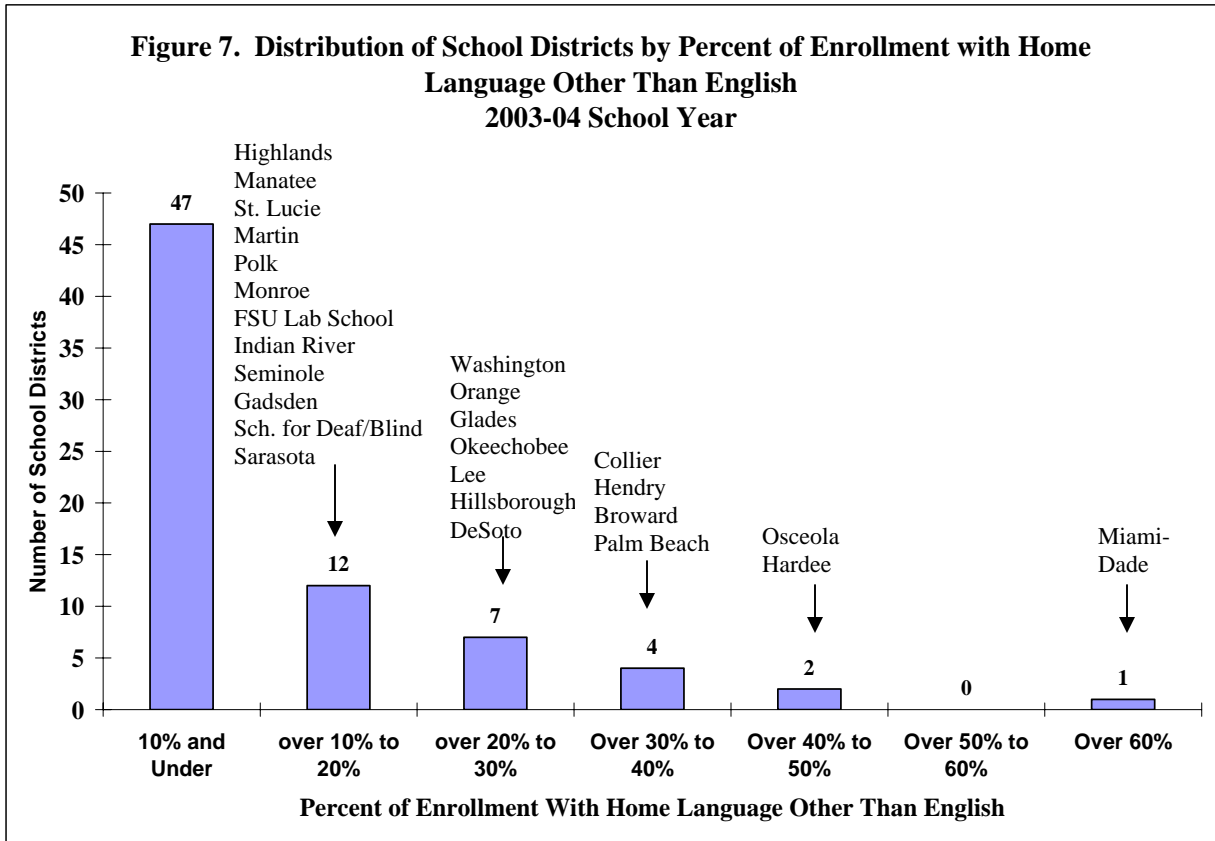


Students born in Columbia and Haiti settled in the counties in the southeast part of the state. Haitians were in Miami-Dade (25 percent), Broward (23 percent), and Palm Beach (23 percent). Columbians were in Miami-Dade (37 percent) and Broward (25 percent).

Students born in Mexico did not follow this pattern and were more dispersed across the state than students from other foreign birth countries. One reason for this distribution is that 39 percent of the students born in Mexico were identified as children of migrant farm workers.

Florida's school districts vary in the percentage of students who speak a language other than English at home.

Three school districts have more than 40 percent of their students with a home language other than English: Miami-Dade with 62.6 percent, Osceola with 43.2 percent and Hardee with 42.9 percent. At the other extreme, 47 school districts have 10 percent or less of their enrollment in this category (Figure 7 and Table 9).



Since Figure 7 compares school districts, a student who was enrolled in two or more districts is included in each district enrolled. The percentage for Washington School District includes 316 migrant students born in other countries who were enrolled in the district only for the summer term. These summer migrant students include 231 Mexican-born students who for the most part were enrolled in Gadsden District Schools during the regular school year.

Spanish was the most prevalent home language other than English for most of the school districts.

Spanish was the most prevalent home language other than English for 57 of the 73 school districts. For 54 of the school districts, students with Spanish home language comprised more than half of the students with home language other than English.

Except for Spanish, home languages other than English clustered in specific school districts.

Students who speak:

- Haitian-Creole (French-Creole) were primarily in the southeast counties of Miami-Dade (32.8 percent), Broward (26.6 percent) and Palm Beach (21.3 percent);
- Portuguese were also primarily in the southeast counties of Broward (35.8), Miami-Dade (17.3 percent) and Palm Beach (17.2 percent);
- French were also primarily in the southeast counties of Miami-Dade (33.0 percent); Broward (22.6 percent) and Palm Beach (13.1 percent);
- Vietnamese were primarily in the central Florida and east coast counties of Orange (20.4 percent), Hillsborough (11.5 percent), Broward (9.1 percent) and Duval (8.6 percent).

See Table 2 for additional detail.

Some school districts had a diverse mixture of home languages.

Eight school districts had more than 100 home languages among their student populations: Broward, Duval, Miami-Dade, Hillsborough, Orange, Palm Beach, Pinellas and Seminole.

. Duval School District had

- 54.2 percent of the Eyak<sup>13</sup> home language speakers,
- 47.5 percent of the Serbo-Croatian home language speakers,
- 43.5 percent of the Kirundi<sup>14</sup> speakers,
- 37.05 percent of the Cambodian/Khmer speakers,
- 31.8 percent of the Tagalog<sup>15</sup> speakers,
- 31.2 percent of the Amharic<sup>16</sup> speakers,
- 30.4 percent of Albanian/Shqip speakers,
- 25.6 percent of the Abkhazian speakers,
- 25.4 percent of the Swahili speakers and
- 23.3 percent of the Farsi/Persian speakers.

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<sup>13</sup> Indigenous language of Alaska.

<sup>14</sup> Primarily spoken in Burundi and Uganda

<sup>15</sup> One of the major languages of the Philippines.

<sup>16</sup> Official language of Ethiopia.

Table 2. Home Language Other Than English for the Top Ten School Districts and the Top Five Languages						
	Number of Students					
	Total Other Than English	Spanish	Haitian-Creole French-Creole	Portuguese	French	Vietnamese
Duplicated State Total	691,105	524,819	69,926	10,770	8,207	7,045
Unduplicated State Total	673,489	511,194	68,462	10,540	8,040	6,506
Miami-Dade	249,784	215,655	22,475	1,823	2,656	190
Broward	95,968	61,715	18,180	3,775	1,821	589
Palm Beach	59,026	34,827	14,568	1,817	1,050	430
Orange	53,163	36,903	5,327	1,226	554	1,329
Hillsborough	45,733	34,949	643	355	407	751
Osceola	22,031	19,660	370	241	165	41
Lee	19,334	15,258	1,651	415	233	132
Collier	18,805	14,680	2,811	117	98	60
Polk	14,423	12,381	883	56	70	101
Duval	13,044	5,824	270	81	232	559
Percent of State Unduplicated Total						
	Total Other Than English	Spanish	Haitian-Creole French-Creole	Portuguese	French	Vietnamese
Unduplicated State Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Miami-Dade	37.1%	42.2%	32.8%	17.3%	33.0%	2.9%
Broward	14.2%	12.1%	26.6%	35.8%	22.6%	9.1%
Palm Beach	8.8%	6.8%	21.3%	17.2%	13.1%	6.6%
Orange	7.9%	7.2%	7.8%	11.6%	6.9%	20.4%
Hillsborough	6.8%	6.8%	0.9%	3.4%	5.1%	11.5%
Osceola	3.3%	3.8%	0.5%	2.3%	2.1%	0.6%
Lee	2.9%	3.0%	2.4%	3.9%	2.9%	2.0%
Collier	2.8%	2.9%	4.1%	1.1%	1.2%	0.9%
Polk	2.1%	2.4%	1.3%	0.5%	0.9%	1.6%
Duval	1.9%	1.1%	0.4%	0.8%	2.9%	8.6%
Percent of District "Total Other Than English"						
	Total Other Than English	Spanish	Haitian-Creole French-Creole	Portuguese	French	Vietnamese
Miami-Dade	100.0%	86.3%	9.0%	0.7%	1.1%	0.1%
Broward	100.0%	64.3%	18.9%	3.9%	1.9%	0.6%
Palm Beach	100.0%	59.0%	24.7%	3.1%	1.8%	0.7%
Orange	100.0%	69.4%	10.0%	2.3%	1.0%	2.5%
Hillsborough	100.0%	76.4%	1.4%	0.8%	0.9%	1.6%
Osceola	100.0%	89.2%	1.7%	1.1%	0.7%	0.2%
Lee	100.0%	78.9%	8.5%	2.1%	1.2%	0.7%
Collier	100.0%	78.1%	14.9%	0.6%	0.5%	0.3%
Polk	100.0%	85.8%	6.1%	0.4%	0.5%	0.7%
Duval	100.0%	44.6%	2.1%	0.6%	1.8%	4.3%

### **Characteristics of Students by Place of Birth and Home Language**

Students varied on the selected characteristics by place of birth and home language. Table 3 shows the number of students by place of birth and home language category and characteristic; Table 4 shows the percentages of each place of birth and home language category by characteristic; Table 5 shows the percentages of each characteristic by place of birth and home language category. A discussion of each characteristic follows the tables.

Characteristic	Total, All Students	U.S. Born			Born Abroad		
		Total, U.S. Born	Home Language		Total, Born Abroad	Home Language	
			English	Other Than English		English	Other Than English
<b>Total, All Students</b>	<b>2,803,444</b>	<b>2,522,803</b>	<b>2,075,078</b>	<b>447,725</b>	<b>280,641</b>	<b>54,877</b>	<b>225,764</b>
<b>LEP Status</b>							
Never LEP	2,303,254	2,221,777	2,062,033	159,744	81,477	53,261	28,216
Formerly LEP	271,549	185,341	13,045	172,296	86,208	1,616	84,592
Currently LEP	228,641	115,685	-	115,685	112,956	-	112,956
<b>Free/Reduced- Price Lunch Eligible</b>	1,261,288	1,101,423	814,548	286,875	159,865	17,064	142,801
<b>Migrant Student</b>	50,847	36,940	9,983	26,957	13,907	485	13,422
<b>Race/Ethnic</b>							
White Non-Hispanic	1,380,843	1,338,492	1,302,310	36,182	42,351	18,680	23,671
Black Non-Hispanic	661,706	608,973	558,496	50,477	52,733	20,678	32,055
Hispanic	625,863	463,947	129,900	334,047	161,916	6,288	155,628
All other Race/Ethnic	135,032	111,391	84,372	27,019	23,641	9,231	14,410
<b>2+ Years Below Modal Grade</b>	115,440	96,743	80,775	15,968	18,697	2,473	16,224

Characteristic	Total, All Students	U.S. Born			Born Abroad		
		Total, U.S. Born	Home Language		Total, Born Abroad	Home Language	
			English	Other Than English		English	Other Than English
<b>Total, All Students</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>LEP Status</b>							
Never LEP	82.2%	88.1%	99.4%	35.7%	29.0%	97.0%	12.5%
Formerly LEP	9.7%	7.4%	0.6%	38.6%	31.0%	3.0%	37.8%
Currently LEP	8.1%	4.6%		25.7%	40.0%		49.7%
<b>Free/Reduced- Price Lunch Eligible</b>	45.0%	43.7%	39.3%	64.1%	57.0%	31.1%	63.3%
<b>Migrant Student</b>	1.8%	1.5%	0.5%	6.0%	5.0%	0.9%	5.9%
<b>Race/Ethnic</b>							
White Non-Hispanic	49.3%	53.1%	62.8%	8.1%	15.1%	34.0%	10.5%
Black Non-Hispanic	23.6%	24.1%	26.9%	11.3%	18.8%	37.7%	14.2%
Hispanic	22.3%	18.4%	6.3%	74.6%	57.7%	11.5%	68.9%
All other Race/Ethnic	4.8%	4.4%	4.1%	6.0%	8.4%	16.8%	6.4%
<b>2+ Years Below Modal Grade</b>	4.1%	3.8%	3.9%	3.6%	6.7%	4.5%	7.2%

Characteristic	Total, All Students	U.S. Born			Born Abroad		
		Total, U.S. Born	Home Language		Total, Born Abroad	Home Language	
			English	Other Than English		English	Other Than English
<b>Total, All Students</b>	100.0%	90.0%	74.0%	16.0%	10.0%	2.0%	8.1%
<b>LEP Status</b>							
Never LEP	100.0%	96.5%	89.5%	6.9%	3.5%	2.3%	1.2%
Formerly LEP	100.0%	68.3%	4.8%	63.4%	31.7%	0.6%	31.2%
Currently LEP	100.0%	50.6%		50.6%	49.4%		49.4%
<b>Free/Reduced-Price Lunch Eligible</b>	100.0%	87.3%	64.6%	22.7%	12.7%	1.4%	11.3%
<b>Migrant Student</b>	100.0%	72.6%	19.6%	53.0%	27.4%	1.0%	26.4%
<b>Race/Ethnic</b>							
White Non-Hispanic	100.0%	96.9%	94.3%	2.6%	3.1%	1.4%	1.7%
Black Non-Hispanic	100.0%	92.0%	84.4%	7.6%	8.0%	3.1%	4.8%
Hispanic	100.0%	74.1%	20.8%	53.4%	25.9%	1.0%	24.9%
All other Race/Ethnic	100.0%	82.5%	62.5%	20.0%	17.5%	6.8%	10.7%
<b>2+ Years Below Modal Grade</b>	100.0%	83.8%	70.0%	13.8%	16.2%	2.1%	14.1%

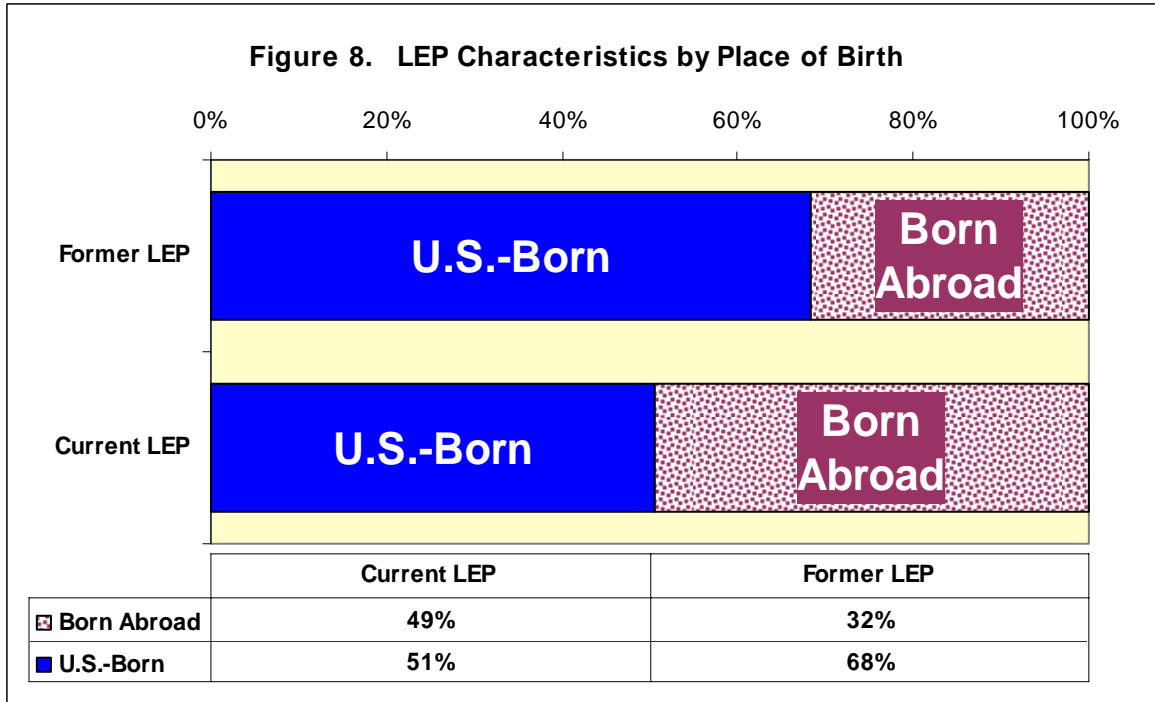
LEP Status Characteristic

Sixty percent of the former and current LEP students were born in the U.S.; forty percent were born abroad.

The number of students currently receiving ESOL services was fairly evenly split between the U.S.-born (51 percent) and the born-abroad (49 percent) populations (Figure 8).

Although the majority of the LEP students were U.S.-born, students born abroad were more likely than U.S.-born students to be LEP: 11.9 percent for U.S.-born students and 71.0 percent for born-abroad students. Generally, U.S.-born students have been in the U.S. their entire lives. Thus, a six-year old student born in the U.S. of immigrant parents would reflect immigration patterns more than six years before. A born-abroad student who is six years old would reflect immigration patterns from several days ago up to six years prior. The longer that a family has been in the U.S., the more likely it is that persons in the home will speak English well. Thus, the reason that born-abroad students were more likely to be LEP is due to the shorter average length of time in this country.

Fifty-seven percent of the students born in Puerto Rico were current or former LEP students.



Free and Reduced-Price Lunch Characteristic

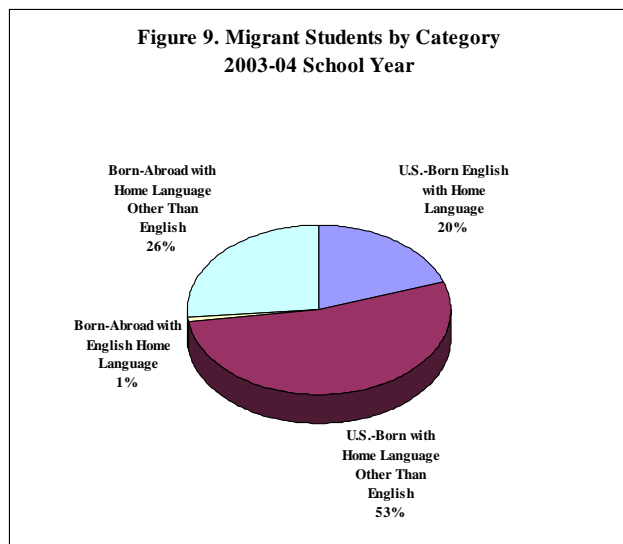
Sixty-five percent of the students eligible for free or reduced-price lunch were U.S.-born with English home language. However, since U.S.-born students with English home language comprised seventy-four percent of the population, this population group is less represented in students eligible for free or reduced-price lunch than it is in the total population.

Students with home language other than English were the most likely to be eligible for free or reduced-price lunch. Sixty-four percent of the U.S.-born students with home language other than English were eligible for free or reduced-price lunch. Sixty-three percent of the born-abroad students with home language other than English were eligible for free or reduced-price lunch

Migrant Student Characteristic

The percentages of students who were children of migrant farm workers were low (6.0 percent for U.S.-born and 5.9 percent for born abroad).

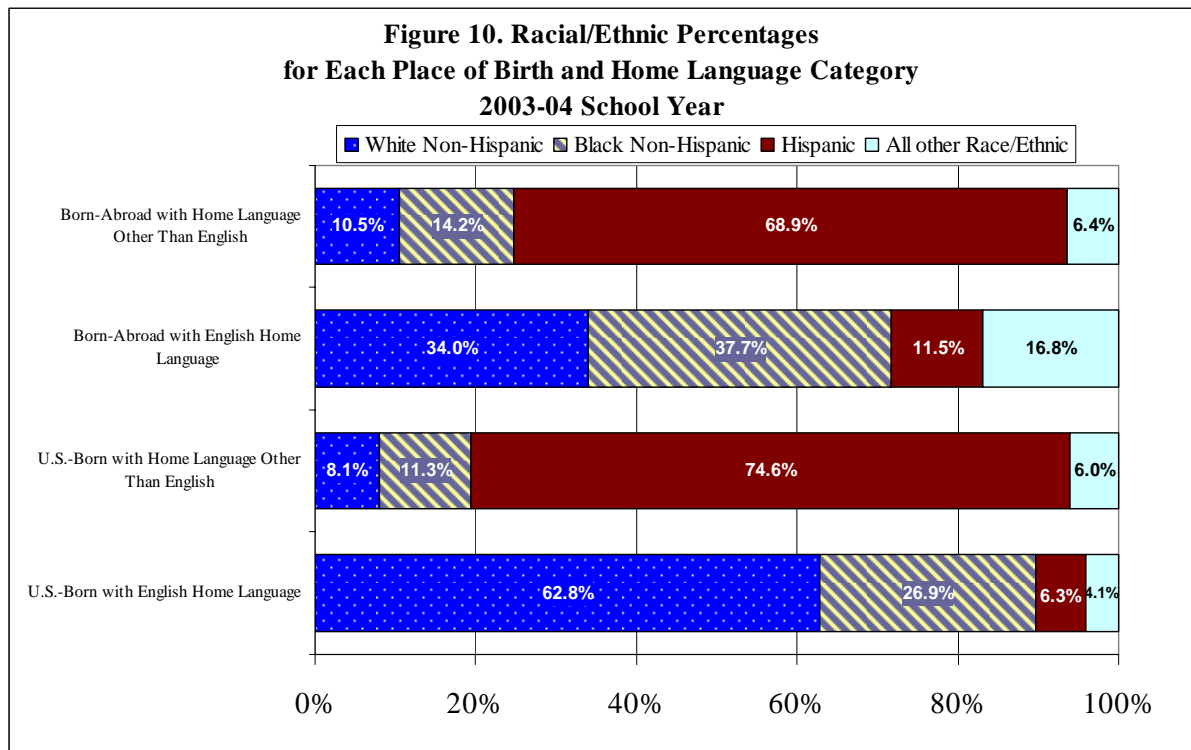
Students with a home language other than English, both born abroad and U.S.-born, were more likely to be migrant students than students with English home language (Figure 9).



Race/Ethnic Characteristic

U.S.-born students with English home language were more likely to be White Non-Hispanic (62.8 percent) or Black Non-Hispanic (26.9 percent).

Students with a home language other than English, both born abroad and U.S.-born, were more likely to be Hispanic than students with English home language.



Modal Grade Characteristic

Being one grade below modal grade is not necessarily an indicator of lack of educational progress. The student may have transferred from a state or country that had different school entrance requirements. A student can be one grade below modal grade and still have been successful and progressed one grade each year. However, being two or more grades below modal grade can be an indicator of lack of educational success.

Seventy percent of the students who were two or more grades below modal grade were U.S.-born with English home language. The remaining thirty percent was comprised of born-abroad students with home language other than English (14%), U.S.-born students with home language other than English (14%) and born-abroad students with English home language (2%).

Since U.S.-born students with English home language comprised seventy-four percent of all students and seventy percent of students two or more grades below modal grade, they were

slightly less represented in the group of students who were two or more grades below modal grade than they were in the population. Only 3.9 percent of the U.S.-born with English home language students were two or more grades below modal grade.

Only 3.6 percent of the U.S.-born students with home language other than English were two or more grades below modal grade. This percentage was lower than the percentage for U.S.-born students with English home language (3.9 percent). These statistics may be affected by the dropout rate. Hispanic students have the highest dropout rate of any racial/ethnic group (FLDOE Information Note). Note on Figure 10 that U.S.-born students with English home language were only 6.3 percent Hispanic, whereas U.S.-born students with home language other than English were 74.6 percent Hispanic. Since students who dropped out of school were not in the school population to be included in this report, the results may be skewed.

Born-abroad students with home language other than English were twice as likely as U.S.-born students with home language other than English to be two or more grades below modal grade. In addition to the finding above, this result is most likely related to fluency in English. Born-abroad students have a shorter average time of living in the U.S. than students born in the U.S., and thus, may have a larger percentage who speak English less than “Very Well.”

The percentage of all students who were two or more grades below modal grade was 4.1 percent. Groups with high percentages include:

- Current LEP students (6.1 percent);
- Born-abroad students (6.7 percent);
- Born-abroad students with home language other than English (7.2 percent).

The percentage of students two or more grades below modal grade rises for all groups as they move from elementary school to middle school to high school (Figure 11 and Table 8 in the Appendix). The reason is that the longer a student is in school, the more chances he or she has to fall behind. It is less likely for an eight-year old to be in grade one than for a sixteen-year old to be in grade nine. The sixteen-year old has had more time to fall behind.

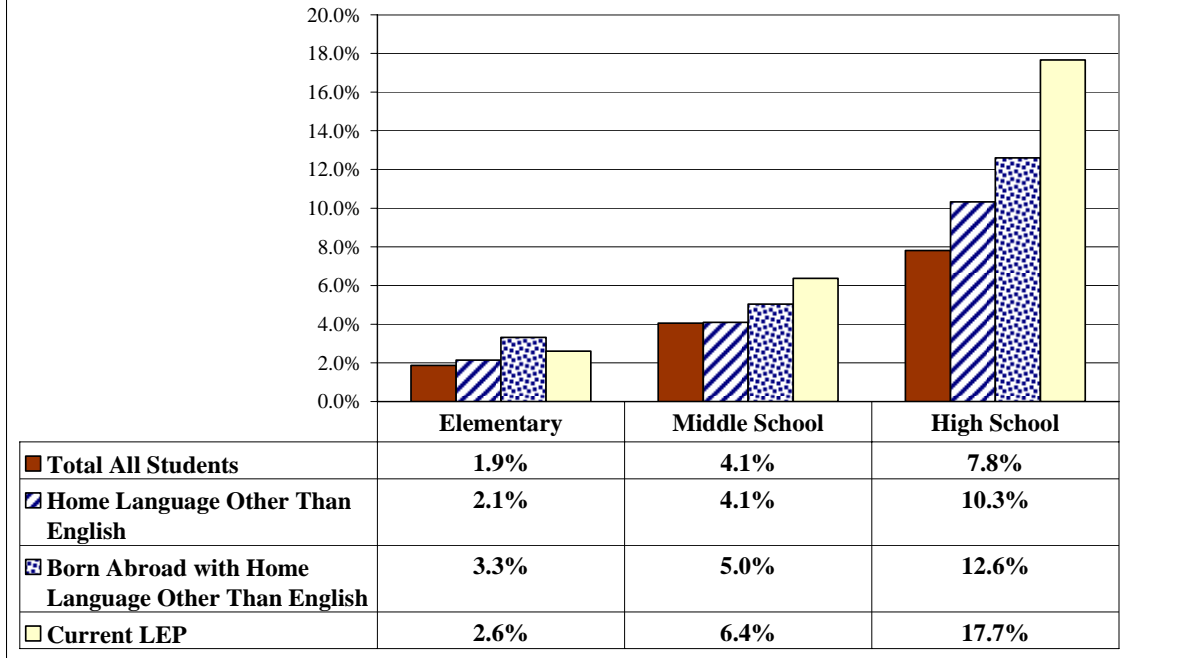
The statistics for high school shows the largest gap among the groups. The population of students who were currently LEP had the largest percentage of its population two or more grades below modal grade in high school (17.7 percent).

For all groups, the ninth grade had the largest percentage of students two or more grades below modal grade. The percentages for grade nine from Table 8 in the Appendix are:

- Total all students with 11.5 percent;
- Students born abroad with 15.0 percent;
- Born-abroad students with home language other than English with 16.1 percent;
- Current LEP students with 20.2 percent.



**Figure 11. Percentage of Students Who Are 2+ Grades Below Modal Grade  
2003-04 School Year**



Possible explanations for grade nine having the largest percentages could be:

- Regardless of credit hours earned, students may not be promoted from grade nine to grade ten if the school district does not consider them ready to take the grade 10 FCAT;
- Students who are born-abroad may also be placed at a lower than modal grade upon enrollment because of limited English proficiency or prior educational experience; and
- Unsuccessful students in grade ten through grade twelve may drop out of school and, thus, not be included in the statistics for those grades.

## Conclusion

Clearly, the Florida public school population is very diverse as to place of birth and language spoken in the home. Ten percent of the student enrollment in the 2003-04 school year was born abroad and twenty-four percent of the student enrollment spoke a language other than English in the home.

Using place of birth and home language, the student population can be divided into four groups: U.S.-born with English home language, born-abroad with English home language, U.S.-born with home language other than English, and born-abroad with home language other than English.

- The group comprising U.S.-born students with English home language was the largest group with 74 percent of the student enrollment. Because of its size, this group comprised over half the students for free or reduced-price lunch and for students who were two or more grades below modal grade. However, students in this group were less likely to be eligible for free or reduced-price lunch or to be two or more years below modal grade than the other three groups. The majority of students in this group were either White Non-Hispanic or Black Non-Hispanic. Only 6.3 percent of the students in this group were Hispanic and only 4.1 percent were in the category of “All Other Race/Ethnic.”
- Born-abroad students with English home language consisted of some foreign-born students and the majority of the students born aboard to an American parent. This group was the smallest group with only two percent of the student enrollment. They were the least likely to be eligible for free or reduced price lunch.
- The two groups with home language other than English comprised twenty-four percent of the student enrollment (U.S.-born, 16 percent; born-abroad, 8 percent). These two groups were over two-thirds Hispanic and had the highest percentages that were eligible for free or reduced-price lunch.

Over two-thirds of the Limited English Proficient students were born in the U.S. The students currently receiving LEP services are fairly evenly divided between U.S.-born and born-abroad students.

Ability to speak English well is important for students to progress through the grades. Students who were born abroad and had a home language other than English were the most likely of the four groups to be two or more grades below modal grade. Almost eighteen percent of the students currently receiving LEP services in high school were two or more grades below modal grade.

The variation among Florida school districts is one of the most important features of public school demographics. Some school districts have been greatly affected by foreign migration and migration from Puerto Rico, while other school districts show little evidence of being affected significantly by these migration patterns. Some districts have a heterogeneous

student population; other school districts have a more homogeneous population tending to be highly U.S.-born with English home language.

## **Areas for Further Research**

Questions unanswered in this report which can become areas for further research include the following:

- How has the demographic profile of Florida's school population changed over time?
- How does migration from other states affect school enrollment growth?
- What are the student migration patterns among school districts?
- What happens to students who become two or more grades below their modal grade? Do these students eventually catch up with their age peers, do they take longer to finish school, or do they drop out of school?
- How does the variation in school demographics among school districts affect resource needs? For example, once a majority of a school's population has a home language other than English, is the cost of educating a LEP child more or less expensive? Is educating five LEP students in a school of 300 students more or less expensive per LEP child than educating 200 LEP students in a school of 300 students?

## **Limitations**

A source of error for this report is the presence of data entry errors. Some of the 2.8 million records have errors in some of the data fields. Examples include a student in grade one in 2003-04 school year who was coded as born in 1980 or a student born in Jamaica given the code "JA" instead of "JM" for birth country.

The data entry errors that most affect the accuracy of this report are those in the fields used to identify the student for matching: student id, birth date, first name, last name, gender, and race/ethnic category. Errors in these fields may affect whether a student's records was properly matched with his or her other records when going from duplicate records for a student to a single record per student. A record that is not matched to other records for the same student will increase the number of unduplicated students reported.

## Technical Notes

1. Matching of student records to eliminate duplicate records was done in a two-step process: first, match on student id and birth date and, secondly, match on birth date, first name, last name, gender, and race.

2. Classification of “English Home Language”

A student was included in this sub-population if the Home Language is reported as English (codes “EN” or “ZZ”) and the student was not reported as currently LEP. If English is the language spoken at home, then a student would not be expected to be currently receiving ESOL services. Reasons given by the Florida Department of Education<sup>17</sup> as to why a student’s record would be coded in error were:

- a. only one parent is fluent in English and that parent is the one who enrolled the student and answered the question;
- b. the parent(s) do not want the school to know that English is not spoken at home;
- c. the parent misunderstood the question and answered inappropriately. The LEP status is assessed by the school district and is a more reliable data source than the self-report of the parent enrolling the student. Thus, with a conflict between the self-report of home language and the school district assessed LEP status, the LEP status is given precedence.

3. Classification of “Home Language Other Than English”

A student was included in this sub-population if:

- a. “Native Language of Parent” was reported as a language other than English; or
- b. “Native Language of Parent” was reported as English (codes “EN” or “ZZ”) and the student was reported as currently LEP (codes “LY” and “LP”).

4. The LEP codes<sup>18</sup> were grouped as follows: Never LEP (code “ZZ”), Former LEP (coders “LF”, “LZ”), and Current LEP (codes “LY”, “LN”, “LP”).

5. Migrant Student Status

The status comes from the database element “Migrant Status Term.” Code “ZZ” denotes a student who is not identified as a migrant student. All other codes are for identified migrant students

6. The indicator, “two or more grades below modal grade,” was derived from the grade and birth date database elements. The age as of September 1, 2003 was computed; then the number of years above or below the modal grade was calculated. For example, a first grade student who was age six on September 1, 2003 would have

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<sup>17</sup> This explanation was provided by Lisa Saavedra, Chief, Bureau of Student Assistance, Florida Department of Education.

<sup>18</sup> The database definitions for these codes can be found at the Florida Department of Education website at <[http://www.firm.edu/doe/eias/dataweb/database\\_0304/student\\_0304/elementu/pdfeeu/st107\\_1.pdf](http://www.firm.edu/doe/eias/dataweb/database_0304/student_0304/elementu/pdfeeu/st107_1.pdf)>.

“Grade Above/Below Modal Grade” calculated as zero. A first grade student aged seven would have a calculated value of -1. Students who were computed to be five or more years below modal grade were recoded as “Unknown Status”.<sup>19</sup>

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<sup>19</sup> This situation usually involves an invalid birth date entered, such as a person born in 1960 enrolled in grade one in the 2003-04 school year.

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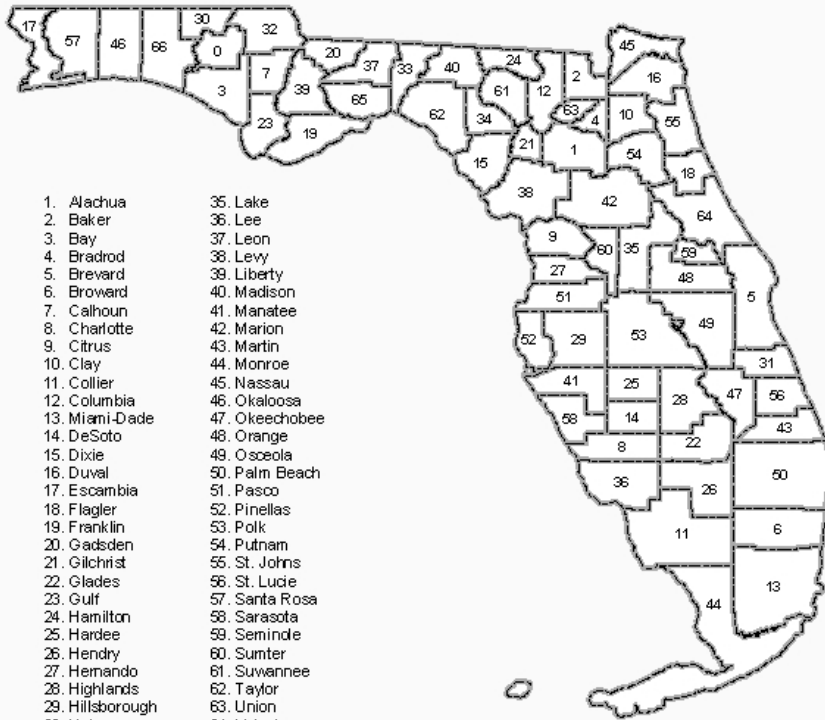
\_\_\_\_\_, Current Population Survey, Table 6. *Enrollment Below College for People 3 to 24 Years Old, by Control of School, Sex, Metropolitan Status, Race, and Hispanic Origin: October 2003*.

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## **Appendix: Maps and Detailed Tables**

Map 1. School District Names (Counties) of Florida

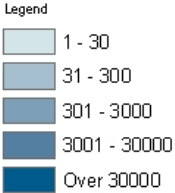
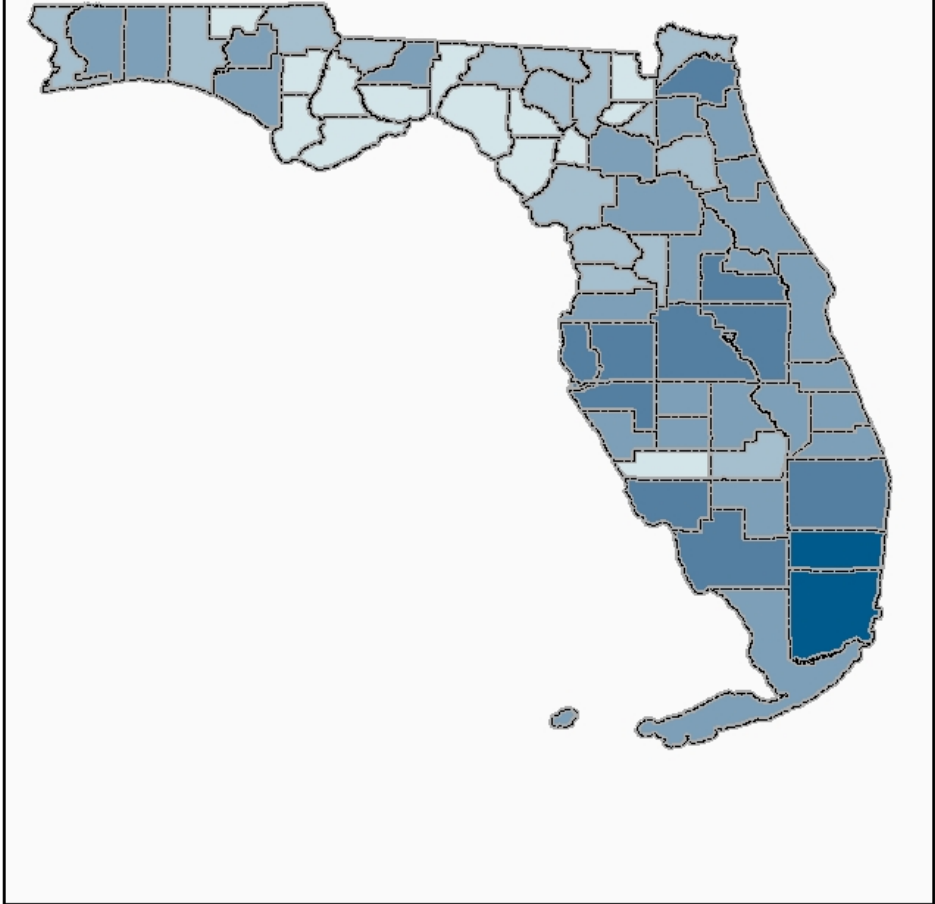


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 August 2005



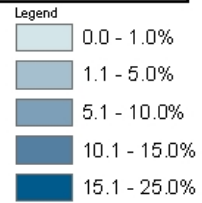
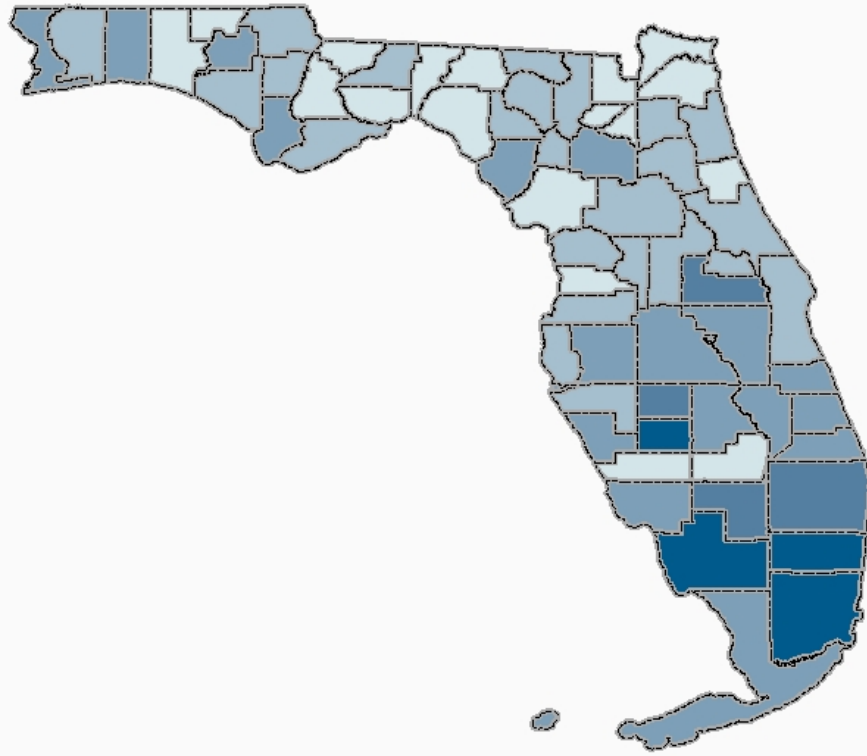
Map 2. 2003 - 2004 Students Born Abroad




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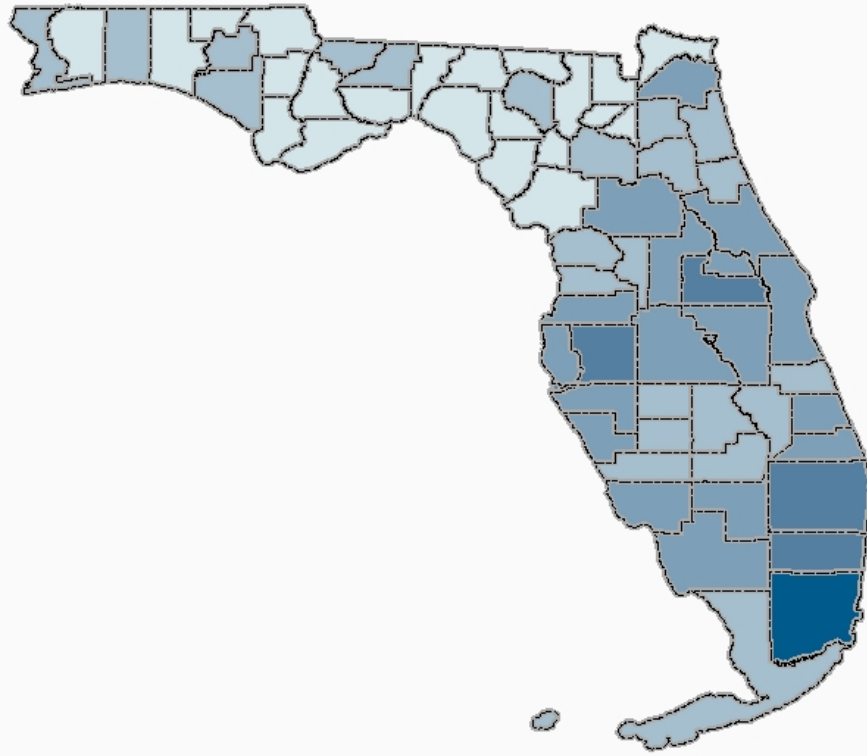
Map 3. 2003 - 2004 Students Born Abroad as Percentage of Total School District Enrollment



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Map 4. 2003 - 2004 Students With Home language Other Than English



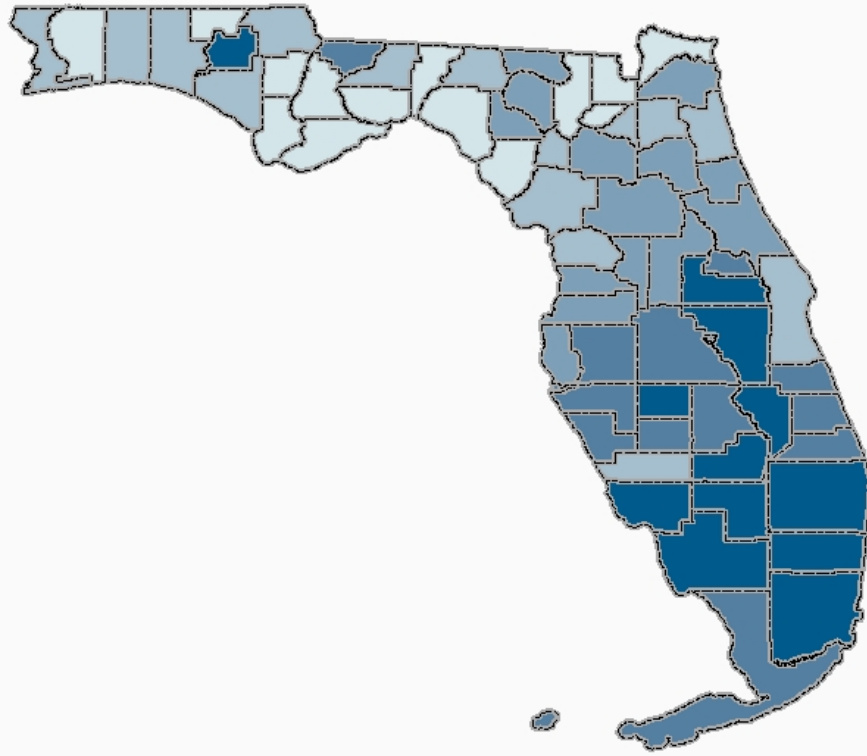
Legend

- 0 - 300
- 301 - 3000
- 3001 - 30000
- 30001 - 100000
- 100001 - 250000

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Map 5. 2003 - 2004 Students With Home Language Other Than English as Percentage of Total School District Enrollment



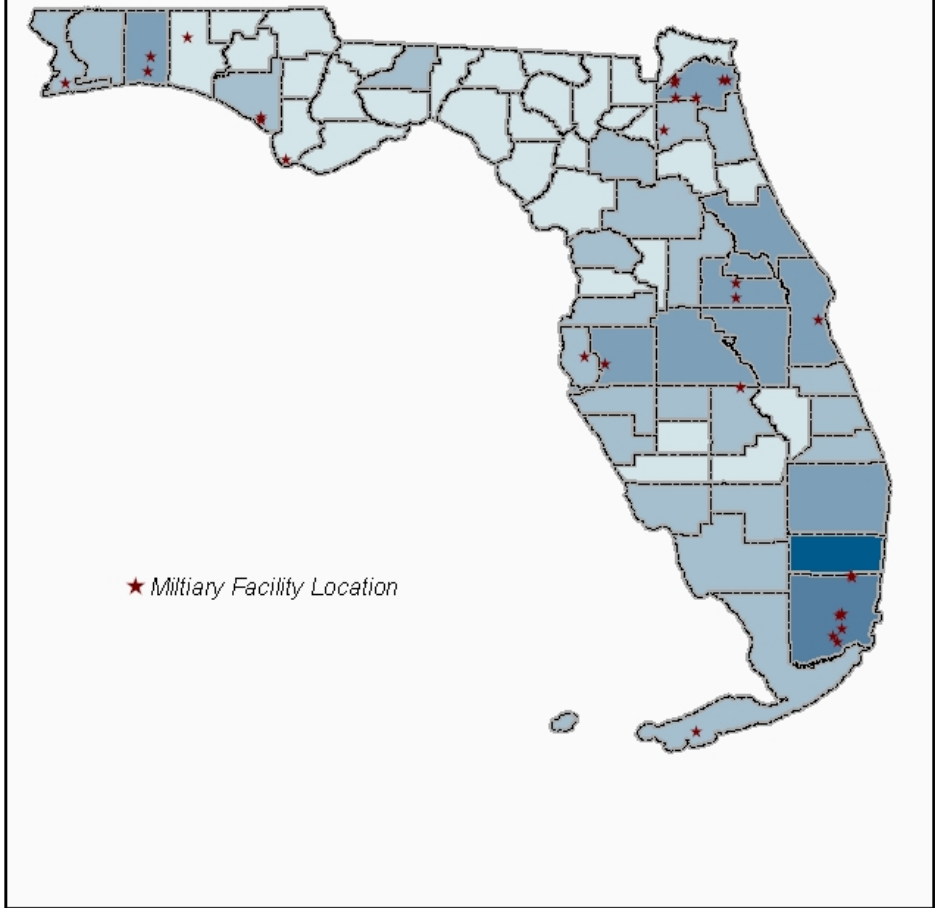
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Tallahassee, FL 32309-1400  
Phone: 904 487 1402  
URL: [www.flnr.edu](http://www.flnr.edu)  
August 2005



Legend

- 0.1 - 1.0%
- 1.1 - 5.0%
- 5.1 - 10.0%
- 10.1 - 25.0%
- Over 25%

Map 6. 2003 - 2004 Students Born Abroad With English Home Language and Military Facility Locations



★ Military Facility Location

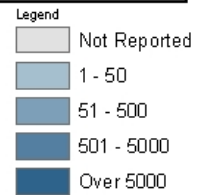
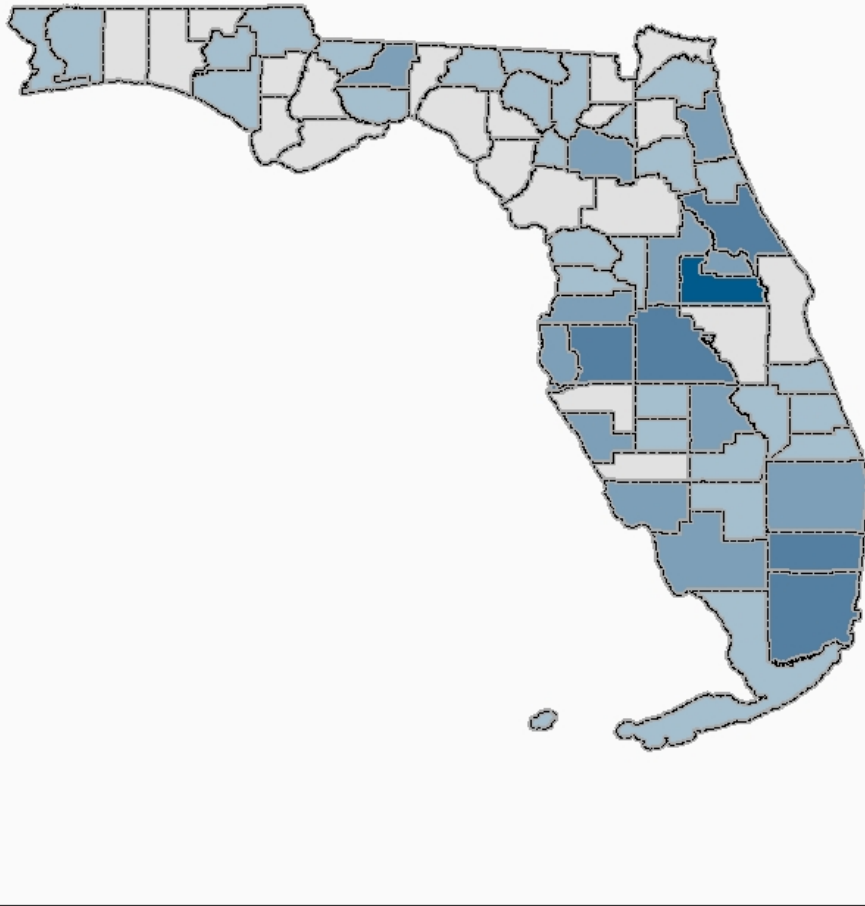
Economic & Demographic Research  
111 W. Mahan St., Box 574  
Tallahassee, FL 32309-1400  
Phone: 904 487 1402  
URL: [www.flnr.edu](http://www.flnr.edu)  
August 2005




Legend

Lightest Blue	0 - 100
Light Blue	101 - 1000
Medium Blue	1001 - 5000
Dark Blue	5001 - 10000
Darkest Blue	Over 10000

Map 7. 2003 - 2004 Students Born in Puerto Rico for School Districts That Reported Puerto Rico as Birth Country

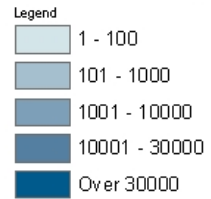
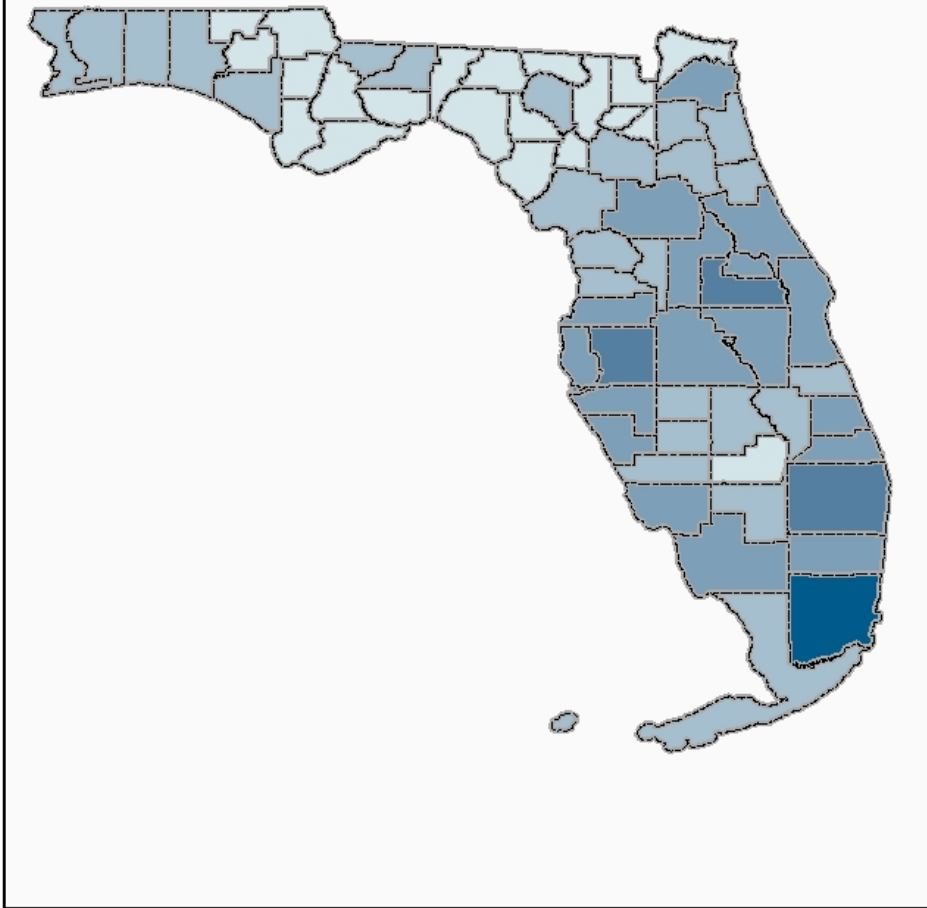


Economic & Data Analytics Research  
 111 W. Mahan St., Box 574  
 Tallahassee, FL 32309-1400  
 Phone: 904.871.1402  
 URL: [www.tdr.fl.gov](http://www.tdr.fl.gov)  
 August 2005







Map 8. 2003 - 2004 Limited English Proficient Students



Economic & Demographic Research  
111 W. Madison St., Box 574  
Tallahassee, FL 32309-1400  
Phone: 904 487 1402  
URL: [www.flnet.edu](http://www.flnet.edu)  
August 2005



Home Language Reported	Total All Students	U.S.-Born			Born Abroad			% Born Abroad
		Total	Current or Former LEP	% LEP	Total	Current or Former LEP	% LEP	
Total, All Students	2,803,444	2,522,803	301,026	12%	280,641	199,164	71%	10%
English	2,129,955	2,075,078	13,045	1%	54,877	1,616	3%	3%
Spanish	511,194	354,386	230,300	65%	156,808	140,639	90%	31%
Haitian-Creole	68,462	40,997	28,978	71%	27,465	25,090	91%	40%
Portuguese	10,540	3,523	1,717	49%	7,017	5,858	83%	67%
French	8,040	4,752	2,039	43%	3,288	2,445	74%	41%
Vietnamese	6,506	4,904	3,186	65%	1,602	1,386	87%	25%
Arabic	5,691	3,771	1,893	50%	1,920	1,485	77%	34%
Chinese, Zhongwen	4,969	3,108	1,691	54%	1,861	1,439	77%	37%
Tagalog	3,760	1,984	582	29%	1,776	1,122	63%	47%
Russian	3,121	950	464	49%	2,171	1,644	76%	70%
Urdu	2,724	1,503	741	49%	1,221	856	70%	45%
Korean, Choson-o	2,385	1,204	565	47%	1,181	921	78%	50%
German	2,346	941	221	23%	1,405	883	63%	60%
Servo-Croatian	2,164	178	122	69%	1,986	1,852	93%	92%
Polish	1,584	880	299	34%	704	489	69%	44%
Gujarati	1,487	880	364	41%	607	359	59%	41%
Italian	1,332	931	254	27%	401	267	67%	30%
Hebrew, Iwrith	1,331	765	163	21%	566	360	64%	43%
Greek	1,223	975	233	24%	248	153	62%	20%
Bengali, Bangla	1,093	490	277	57%	603	454	75%	55%
Albanian, Shqip	1,060	234	121	52%	826	729	88%	78%
Hindi	1,002	503	168	33%	499	275	55%	50%
Fox	968	656	257	39%	312	238	76%	32%
Jamaican Creole	941	393	130	33%	548	255	47%	58%
Farsi, Persian	823	446	160	36%	377	319	85%	46%
Laotian, Pha Xa Lao	753	691	366	53%	62	46	74%	8%
Japanese, Nihongo	720	352	148	42%	368	262	71%	51%
Cambodian, Khmer	714	596	349	59%	118	90	76%	17%
Thai	663	359	176	49%	304	237	78%	46%
Rumanian, Romanian	659	269	97	36%	390	301	77%	59%
Kanjoval	657	491	463	94%	166	158	95%	25%
Dutch, Netherlands	584	256	76	30%	328	211	64%	56%
All Other Languages	23,993	15,357	11,381	74%	8,636	6,725	78%	36%

County of Birth	Number of Students				Percentages of Total		
	Total, All Born Abroad Students	Home Lang. Other Than English	Current LEP	Former LEP	Home Lang. Other Than English	Current LEP	Former LEP
<b>Total</b>	<b>280,641</b>	<b>225,764</b>	<b>112,956</b>	<b>86,208</b>	<b>80%</b>	<b>40%</b>	<b>31%</b>
Cuba	36,900	36,402	18,008	16,701	99%	49%	45%
Mexico	30,570	29,218	16,348	9,533	96%	53%	31%
Haiti	28,335	27,300	17,006	8,248	96%	60%	29%
Colombia	25,256	24,435	12,272	9,424	97%	49%	37%
Venezuela	15,012	14,442	7,387	5,370	96%	49%	36%
Jamaica	11,008	675	195	177	6%	2%	2%
Peru	8,724	8,358	4,469	3,100	96%	51%	36%
Brazil	7,864	7,270	3,164	2,921	92%	40%	37%
Germany	7,725	2,164	569	909	28%	7%	12%
Argentina	7,385	7,209	4,630	2,031	98%	63%	28%
Dominican Republic	6,756	6,216	2,702	2,607	92%	40%	39%
Nicaragua	6,440	6,332	2,298	3,745	98%	36%	58%
Honduras	6,166	5,835	3,220	2,155	95%	52%	35%
Canada	5,643	1,843	421	640	33%	7%	11%
Ecuador	4,045	3,803	1,957	1,362	94%	48%	34%
Philippines	3,448	1,975	519	835	57%	15%	24%
Japan	3,262	573	227	165	18%	7%	5%
Bahamas	3,233	1,315	224	764	41%	7%	24%
Guatemala	3,034	2,817	1,477	975	93%	49%	32%
England	2,714	221	36	56	8%	1%	2%
India	2,248	1,636	486	530	73%	22%	24%
China	2,163	1,644	797	523	76%	37%	24%
Trinidad & Tobago	2,135	46	9	25	2%	0%	1%
Great Britain (unspecified)	2,081	331	70	117	16%	3%	6%
Panama	1,970	1,386	509	561	70%	26%	28%
El Salvador	1,866	1,776	1,023	598	95%	55%	32%
Chile	1,839	1,722	769	769	94%	42%	42%
Russian Federation	1,775	1,251	496	498	70%	28%	28%
Costa Rica	1,739	1,574	689	698	91%	40%	40%
Uruguay	1,732	1,699	1,356	273	98%	78%	16%
Bosnia/ Herzegovina	1,615	1,571	628	837	97%	39%	52%
Korea, South	1,613	1,054	463	376	65%	29%	23%
Vietnam	1,461	1,340	565	645	92%	39%	44%
Spain	1,335	794	268	325	59%	20%	24%
Pakistan	1,289	1,093	384	435	85%	30%	34%
Guyana	1,287	79	37	25	6%	3%	2%
Italy	1,149	454	154	172	40%	13%	15%
Bolivia	1,114	1,039	574	366	93%	52%	33%
France	1,074	884	333	351	82%	31%	33%
Israel	1,045	786	341	194	75%	33%	19%
Ukraine	984	721	294	287	73%	30%	29%
Saudi Arabia	837	487	172	196	58%	21%	23%
Albania	802	756	307	372	94%	38%	46%
South Africa	699	183	40	48	26%	6%	7%
Bangladesh	688	613	215	264	89%	31%	38%
Romania	647	406	128	209	63%	20%	32%
Greece	620	251	58	125	40%	9%	20%
Yugoslavia	557	502	177	254	90%	32%	46%
Thailand	511	394	166	153	77%	32%	30%
All Other Countries	18,246	10,889	4,319	4,264	60%	24%	23%

Table 8. Total Students and Students Two or More Grades Below Modal Grade by Grade for Selected Groups, 2003-04 School Year

GRADE	U.S.- Born Students			Born Abroad Students		
	Total	2+ Grades Below Modal Grade	% 2+ Grades Below Modal Grade	Total	2+ Grades Below Modal Grade	% 2+ Grades Below Modal Grade
PK	72,268	352	0.5%	3,270	24	0.7%
KG	194,427	361	0.2%	13,560	60	0.4%
Grade 1	194,357	1,389	0.7%	14,899	252	1.7%
Grade 2	186,369	2,545	1.4%	15,968	426	2.7%
Grade 3	205,526	8,081	3.9%	18,743	1,009	5.4%
Grade 4	174,689	4,362	2.5%	16,899	607	3.6%
Grade 5	192,356	4,596	2.4%	19,814	697	3.5%
Grade 6	198,422	7,032	3.5%	21,775	883	4.1%
Grade 7	200,312	8,757	4.4%	23,307	1,161	5.0%
Grade 8	196,611	7,868	4.0%	24,227	1,238	5.1%
Grade 9	232,984	25,637	11.0%	32,869	4,925	15.0%
Grade 10	179,486	13,041	7.3%	26,879	3,098	11.5%
Grade 11	151,397	6,540	4.3%	24,699	2,172	8.8%
Grade 12	143,599	6,182	4.3%	23,732	2,145	9.0%
Total	2,522,803	96,743	3.8%	280,641	18,697	6.7%
GRADE	Born-Abroad with Home Language Other Than English			Current LEP (includes U.S.-born and born-abroad)		
	Total	2+ Grades Below Modal Grade	% 2+ Grades Below Modal Grade	Total	2+ Grades Below Modal Grade	% 2+ Grades Below Modal Grade
PK	2,578	21	0.8%	10,496	3	0.03%
KG	11,330	49	0.4%	33,660	78	0.2%
Grade 1	12,493	231	1.8%	29,989	371	1.2%
Grade 2	13,301	394	3.0%	23,072	573	2.5%
Grade 3	15,685	903	5.8%	19,914	1,173	5.9%
Grade 4	13,823	548	4.0%	13,389	642	4.8%
Grade 5	16,252	618	3.8%	13,855	648	4.7%
Grade 6	17,668	751	4.3%	12,569	683	5.4%
Grade 7	18,837	996	5.3%	13,083	861	6.6%
Grade 8	19,373	1,072	5.5%	12,564	889	7.1%
Grade 9	26,295	4,230	16.1%	16,785	3,388	20.2%
Grade 10	21,213	2,705	12.8%	12,057	2,026	16.8%
Grade 11	18,912	1,884	10.0%	9,658	1,443	14.9%
Grade 12	18,002	1,822	10.1%	7,550	1,278	16.9%
Total	225,764	16,224	7.2%	228,641	14,056	6.1%

School District	Number of Students			Percent of total District Enrollment	
	Total Students	Born Abroad	Home Language Other Than English	Born Abroad	Home Language Other Than English
1 Alachua	34,170	1,865	2,131	5.5%	6.2%
2 Baker	5,103	*	*	*	*
3 Bay	29,739	1,182	648	4.0%	2.2%
4 Bradford	4,537	44	67	1.0%	1.5%
5 Brevard	80,086	2,723	3,529	3.4%	4.4%
6 Broward	299,867	50,816	95,968	16.9%	32.0%
7 Calhoun	2,480	*	*	*	*
8 Charlotte	20,022	*	974	*	4.9%
9 Citrus	17,389	267	418	1.5%	2.4%
10 Clay	34,973	1,025	680	2.9%	1.9%
11 Collier	47,204	8,913	18,805	18.9%	39.8%
12 Columbia	10,849	127	96	1.2%	0.9%
13 Miami-Dade	398,825	94,693	249,784	23.7%	62.6%
14 DeSoto	6,426	492	1,299	7.7%	20.2%
15 Dixie	2,511	*	*	*	*
16 Duval	144,527	7,502	13,044	5.2%	9.0%
17 Escambia	49,887	216	810	0.4%	1.6%
18 Flagler	9,652	388	497	4.0%	5.1%
19 Franklin	1,560	*	*	*	*
20 Gadsden	7,661	290	927	3.8%	12.1%
21 Gilchrist	3,149	*	53	*	1.7%
22 Glades	1,319	98	372	7.4%	28.2%
23 Gulf	2,504	*	*	*	*
24 Hamilton	2,516	71	209	2.8%	8.3%
25 Hardee	6,352	701	2,724	11.0%	42.9%
26 Hendry	9,269	937	3,454	10.1%	37.3%
27 Hernando	21,602	152	1,120	0.7%	5.2%
28 Highlands	13,567	778	2,596	5.7%	19.1%
29 Hillsborough	204,241	16,349	45,733	8.0%	22.4%
30 Holmes	3,887	*	*	*	*
31 Indian River	18,381	1,316	2,575	7.2%	14.0%
32 Jackson	7,970	109	103	1.4%	1.3%
33 Jefferson	1,812	*	*	*	*
34 Lafayette	1,161	30	90	2.6%	7.8%
35 Lake	38,818	1,621	3,408	4.2%	8.8%
36 Lee	76,087	6,858	19,334	9.0%	25.4%
37 Leon	35,019	1,002	866	2.9%	2.5%
38 Levy	7,085	53	220	0.7%	3.1%
39 Liberty	1,747	*	*	*	*
40 Madison	3,955	31	88	0.8%	2.2%
41 Manatee	46,340	3,235	8,787	7.0%	19.0%
42 Marion	45,277	1,239	3,525	2.7%	7.8%
43 Martin	19,997	1,027	3,111	5.1%	15.6%
44 Monroe	10,517	1,008	1,563	9.6%	14.9%
45 Nassau	12,143	34	83	0.3%	0.7%
46 Okaloosa	36,055	2,656	675	7.4%	1.9%
47 Okeechobee	9,112	589	2,329	6.5%	25.6%
48 Orange	187,438	19,399	53,163	10.3%	28.4%
49 Osceola	51,015	4,882	22,031	9.6%	43.2%
50 Palm Beach	192,774	26,966	59,026	14.0%	30.6%
51 Pasco	65,340	2,403	5,318	3.7%	8.1%
52 Pinellas	124,698	5,448	12,299	4.4%	9.9%
53 Polk	95,190	5,030	14,423	5.3%	15.2%
54 Putnam	13,607	287	1,328	2.1%	9.8%
55 St. Johns	24,837	643	498	2.6%	2.0%
56 St. Lucie	38,212	1,957	7,012	5.1%	18.4%
57 Santa Rosa	27,408	343	214	1.3%	0.8%
58 Sarasota	43,181	2,598	4,609	6.0%	10.7%
59 Seminole	73,281	2,766	9,566	3.8%	13.1%
60 Sumter	7,922	190	522	2.4%	6.6%
61 Suwannee	7,183	269	574	3.7%	8.0%
62 Taylor	4,041	*	*	*	*
63 Union	2,404	*	*	*	*
64 Volusia	72,044	2,532	5,504	3.5%	7.6%
65 Wakulla	5,344	*	*	*	*
66 Walton	7,572	63	134	0.8%	1.8%
67 Washington	5,378	460	1,538	8.6%	28.6%
68 Sch for Deaf/Blind	783	82	89	10.5%	11.4%
69 Dozier/Okeechobee	705	16	30	2.3%	4.3%
72 FAU Lab Sch	507	*	*	*	*
73 FSU Lab Sch	2,334	35	332	1.5%	14.2%
74 Famu Lab Sch	612	*	*	*	*
75 UF Lab School	1,184	*	49	*	4.1%
Duplicated Total	2,902,344	286,959	691,105	9.9%	23.8%
Unduplicated Total	2,803,444	280,641	673,489	10.0%	24.0%

\*denotes fewer than 30 students

Figures are duplicated across districts. State Total is show as the sum of district figures (duplicated) and as unduplicated. Thus, if a student was enrolled in two districts in 2003-04, the student is included in both districts. The unduplicated state total counts that student only once.

School District	Number of Students			Percent of District Enrollment		
	Never LEP	Former LEP	Current LEP	Never LEP	Former LEP	Current LEP
1 Alachua	33,125	527	518	96.9%	1.5%	1.5%
3 Bay	29,154	327	258	98.0%	1.1%	0.9%
5 Brevard	77,912	845	1,329	97.3%	1.1%	1.7%
6 Broward	241,366	26,501	32,000	80.5%	8.8%	10.7%
8 Charlotte	19,545	316	161	97.6%	1.6%	0.8%
9 Citrus	17,093	180	116	98.3%	1.0%	0.7%
10 Clay	34,445	290	238	98.5%	0.8%	0.7%
11 Collier	34,861	6,131	6,212	73.9%	13.0%	13.2%
12 Columbia	10,786	25	38	99.4%	0.2%	0.4%
13 Miami-Dade	196,802	129,545	72,478	49.3%	32.5%	18.2%
14 DeSoto	5,332	534	560	83.0%	8.3%	8.7%
16 Duval	136,012	5,112	3,403	94.1%	3.5%	2.4%
17 Escambia	49,280	235	372	98.8%	0.5%	0.7%
18 Flagler	9,162	240	250	94.9%	2.5%	2.6%
20 Gadsden	6,861	335	465	89.6%	4.4%	6.1%
21 Gilchrist	3,108	19	22	98.7%	0.6%	0.7%
22 Glades	1,213	43	63	92.0%	3.3%	4.8%
24 Hamilton	2,386	45	85	94.8%	1.8%	3.4%
25 Hardee	4,776	1,037	539	75.2%	16.3%	8.5%
26 Hendry	6,977	1,518	774	75.3%	16.4%	8.4%
27 Hernando	20,771	481	350	96.2%	2.2%	1.6%
28 Highlands	11,804	1,108	655	87.0%	8.2%	4.8%
29 Hillsborough	164,258	19,603	20,380	80.4%	9.6%	10.0%
31 Indian River	16,730	931	720	91.0%	5.1%	3.9%
32 Jackson	7,892	28	50	99.0%	0.4%	0.6%
34 Lafayette	1,089	43	29	93.8%	3.7%	2.5%
35 Lake	36,440	803	1,575	93.9%	2.1%	4.1%
36 Lee	62,177	6,349	7,561	81.7%	8.3%	9.9%
37 Leon	34,662	5	352	99.0%	0.0%	1.0%
38 Levy	6,877	28	180	97.1%	0.4%	2.5%
40 Madison	3,865	3	87	97.7%	0.1%	2.2%
41 Manatee	40,042	3,422	2,876	86.4%	7.4%	6.2%
42 Marion	42,987	657	1,633	94.9%	1.5%	3.6%
43 Martin	17,506	663	1,828	87.5%	3.3%	9.1%
44 Monroe	9,349	478	690	88.9%	4.5%	6.6%
45 Nassau	12,085	21	37	99.5%	0.2%	0.3%
46 Okaloosa	35,609	199	247	98.8%	0.6%	0.7%
47 Okeechobee	7,549	1,080	483	82.8%	11.9%	5.3%
48 Orange	144,504	16,562	26,372	77.1%	8.8%	14.1%
49 Osceola	34,228	8,483	8,304	67.1%	16.6%	16.3%
50 Palm Beach	151,477	21,138	20,159	78.6%	11.0%	10.5%
51 Pasco	61,101	2,428	1,811	93.5%	3.7%	2.8%
52 Pinellas	117,436	3,972	3,290	94.2%	3.2%	2.6%
53 Polk	85,509	3,960	5,721	89.8%	4.2%	6.0%
54 Putnam	12,619	545	443	92.7%	4.0%	3.3%
55 St. Johns	24,568	113	156	98.9%	0.5%	0.6%
56 St. Lucie	33,954	2,403	1,855	88.9%	6.3%	4.9%
57 Santa Rosa	27,206	99	103	99.3%	0.4%	0.4%
58 Sarasota	39,729	1,551	1,901	92.0%	3.6%	4.4%
59 Seminole	68,244	2,336	2,701	93.1%	3.2%	3.7%
60 Sumter	7,505	81	336	94.7%	1.0%	4.2%
61 Suwannee	6,634	154	395	92.4%	2.1%	5.5%
64 Volusia	67,807	1,946	2,291	94.1%	2.7%	3.2%
66 Walton	7,435	35	102	98.2%	0.5%	1.3%
68 Sch for Deaf/Blind	750	6	27	95.8%	0.8%	3.4%
73 FSU Lab Sch	2,240	7	87	96.0%	0.3%	3.7%
Duplicated State Total	2,390,987	275,591	235,766	82.4%	9.5%	8.1%
Unduplicated State Total	2,303,254	271,549	228,641	82.2%	9.7%	8.2%