ARIZONA STATE LIBRARY, ARCHIVES AND PUBLIC RECORDS

English as a Second Language (ESL) and Bilingual Education Study Committee

Final Report

December 1, 1999

Accession number: LSC99_5

Note: Portions of original document of poor quality. best possible microfilm.

Microfilm produced by the Records Management Center, Arizona State Library, Archives and Public Records.

LEGISLATIVE STUDY COMMITTEE REPORTS

LG 1.2:E53/3
Copy 2

Arizona Legislature

English as a Second Language (ESL)
and Bilingual Education Study Committee

FINAL REPORT

Submitted to the Governor & Legislature
As required by Laws 1999, Chapter 249
December 1, 1999

Committee Members:

Senator John Huppenthal, Co-Chair
Senator Linda Aguirre
Senator Ken Bennett
Senator Joe Eddie Lopez
Senator Tom Smith

Representative Dan Schottel, Co-Chair
Representative Sally Ann Gonzales
Representative Karen Johnson
Representative Laura Knaperek
Representative Sylvia Laughter

Arizona State Legislature

1700 West Washington
Phoenix, Arizona 85007

December 21, 1999

The Honorable Jane D. Hull
Governor, State of Arizona
1700 West Washington
Phoenix, AZ 85007

The Honorable Brenda Burns
President of the Senate
1700 West Washington
Phoenix, AZ 85007

ARIZONA STATE LIBRARY
ARCHIVES & PUBLIC RECORDS

APR 5 - 2001

The Honorable Jeff Groscost
Speaker of the House
1700 West Washington
Phoenix, AZ 85007

Dear Governor Hull, President Burns and Speaker Groscost:

Laws 1999, Chapter 249 (H.B. 2387) established the English as a Second Language (ESL) and Bilingual Education Study Committee. The Committee was charged with conducting hearings, reviewing and studying issues related to bilingual and ESL programs and issuing a report to the Governor and Legislature by December 1, 1999. The attached report was prepared to comply with the provisions of Laws 1999, Chapter 249.

As chairmen of the Committee, we would like to thank the members of the Committee for their diligent work and participation on the Committee. We would also like to recognize the number of public citizens, stakeholders and nationally recognized bilingual education experts who came before the Committee to testify and provide input on this very important and evolving state and national issue. It is our hope that the State of Arizona move forward to ensure that limited English proficient children are provided quality academic educational programs, are successful in the state's high academic standards and are promoted towards English proficiency expeditiously.

Sincerely,

Senator John Huppenthal
Co-Chairman
ESL & Bilingual Education Study Committee

Representative Dan Schottel
Co-Chairman
ESL & Bilingual Education Study Committee

JH/DS/cmh

Table of Contents

I.	Committee Overview and Recommendations	Attachment A
II.	Minority Report	Attachment B
III.	Agenda for Meeting October 26, 1999	Attachment C
IV.	Minutes for Meeting October 26, 1999	Attachment D
V.	Agenda for Meeting November 17, 1999	Attachment E
VI.	Minutes for Meeting November 17, 1999	Attachment F
VII.	Agenda for Meeting December 7, 1999	Attachment G
VIII.	Minutes for Meeting December 7, 1999	Attachment H
IX.	Agenda for Meeting December 13, 1999	Attachment I
X.	Minutes for Meeting December 13, 1999	Attachment J

All materials submitted to the Committee and tapes of the meetings are on file with the Senate Resource Center.

ATTACHMENT
A

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE FINAL REPORT

MEMBERS:

Senator John Huppenthal, Co-Chair
Senator Linda Aguirre
Senator Ken Bennett
Senator Joe Eddie Lopez
Senator Tom Smith

Representative Dan Schottel, Co-Chair
Representative Sally Ann Gonzales
Representative Karen Johnson
Representative Laura Knaperek
Representative Sylvia Laughter

ESTABLISHMENT:

The English as a Second Language (ESL) and Bilingual Education Study Committee was established by the Legislature of the State of Arizona in the Forty-fourth Legislature, First Regular Session (Laws 1999, Chapter 249).

COMMITTEE CHARGE:

The purpose of the Committee is to conduct hearings, review and study the following issues:

- Academic research, including longitudinal studies, on the length of time it takes students to become proficient in English and the types of bilingual and English as a Second Language (ESL) programs that are most effective in promoting the greatest long-term academic achievement;
- The availability of sufficient teachers with a bilingual or ESL endorsement in school districts with significant populations of limited English proficient pupils;
- The amount of funding provided by the state and federal governments for English instruction of limited English proficient (LEP) pupils and the amount of money being spent by schools to educate these pupils;
- The reclassification rate in this state for continuing students who have taken the statewide standardized norm-referenced achievement test and have received instruction from a certified teacher with a bilingual or ESL endorsement;
- The types of programs currently offered in this state to limited English proficient pupils, including the methods of instruction for each program, how closely the programs comply with the program descriptions in A.R.S. 15-754, and the statewide norm-referenced achievement test results for pupils in each type of program compared to non-limited English proficient pupils and former limited English proficient pupils;
- Federal and state requirements for the education of limited English proficient pupils and the extent to which school districts and the Department of Education are in compliance with those laws.

REQUIREMENTS:

The Committee shall submit its report to the Governor, the Speaker of the House and the President of the Senate by December 1, 1999. A copy of the report shall also be provided to the Secretary of State and the Director of the Department of Library, Archives and Public Records.

TERMINATION:

June 30, 2000

PUBLIC MEETINGS:

The Committee held four public meetings. Proceedings of these meetings were recorded for the public and minutes, attachments and tapes are on file in the Senate Resource Center.

October 26, 1999 (Minutes-Attachment A)
November 17, 1999 (Minutes-Attachment B)
December 7, 1999 (Minutes-Attachment C)
December 13, 1999 (Minutes-Attachment D)

RECOMMENDATIONS:

The Committee adopted the following recommendations:

Intent

- Amend the statutory purpose of bilingual education and ESL programs to include intent that these programs shall be used to promote English proficiency as expeditiously as possible.

Teachers and Endorsement Issues

- Request the Arizona Board of Regents to work with the Center for K-12 Excellence to (1) institute a task force to examine the shortage of K-12 teachers among the educational disciplines and to (2) research performance pay based on pupil academic achievement using data from Arizona school districts and other states. The task force shall also look at the unique teaching needs of students including LEP students.

- Request the universities to conduct a labor market study on the availability of endorsed teachers.*

- Encourage the universities to promote distance learning and onsite classes necessary to get an endorsement and to report to the Legislature on the success of those programs.*

- Request the universities to allow students to fulfill the requirements for both a Bachelor's degree in Education and a bilingual education or an ESL endorsement without having to take additional coursework.*

Reporting and Compliance Issues

- Require the Arizona Department of Education to (1) review LEP data submitted by districts serving LEP students, (2) determine whether districts are in compliance with state and federal laws, (3) document the indicators of the efficiency and effectiveness of district programs by reporting the following:
  a) total number of LEP students in the district;
  b) total number of LEP students served by each approved program and the number of LEP students who are not in approved programs;
  c) total number of non-LEP students participating in each approved program;
  d) the time required for students to attain English proficiency in each of the programs;
  e) the reclassification rate only for those students in approved programs who are eligible for reassessment, and
  f) additional information on program efficiency and effectiveness obtained through on-site visits.

  and (4) determine the time required for students to attain English proficiency in each of the programs.

- Allow the State Board of Education the power to impose a progressive system of financial penalties on schools that remain out of compliance with state laws, but require the Arizona Department of Education to provide technical assistance to help schools come into compliance.

Program Offerings

- Require school districts with LEP programs to be informed of and participate in the scientifically validated research conducted by the National Institute of Child Health and Human Development that determines best practices for the most effective LEP programs. In addition, encourage the development of a study to determine which types of programs are the most effective at promoting English acquisition and high academic achievement as measured by test scores, reclassification rates, promotion rates, dropout rates and graduation rates.

- Add a fifth program option of a dual language acquisition program for grades K-12 that consists of a system that promotes a high level of proficiency in a second language and academic performance at or above grade level in both languages.

- Request the State Board of Education to develop requirements for a bilingual high school diploma for those students who have demonstrated competency in English and one other language.

Legal Descriptions

- Require the Arizona Department of Education to annually review, for up to two years, the legal descriptions of programs for limited English proficient pupils with those programs actually in use at the time. The Arizona Department of Education shall report to the Legislature about any necessary changes in the legal descriptions.

* *Representative Knaperek requested that it be noted for the record that she did not participate in the consensus determination of this recommendation.*

ATTACHMENT
B

Minority Report

We appreciate the time that the chairmen and committee members have committed to this very important topic. This committee took an important first step by beginning the discussion on bilingual education and ESL programs. The legislature will debate this issue further next session when we pass legislation complying with the decision and settlement agreement in the Flores vs. Arizona case.

The committee did not sufficiently address two important areas: funding and monitoring. Those two issues are linked. We cannot expect schools to adopt quality programs if we don't give them enough money to do so, and we should not provide funding without asking for legislative or Department of Education oversight on the use of the money.

Funding:

Federal law is quite specific. States are required to provide schools with the resources necessary to provide educational programs to help children learn English. A federal judge is expected to rule shortly that Arizona is not in compliance with federal law and to order us to properly fund it. Although the committee ignored a recommendation to conduct a financial study to determine the true costs of these programs, the judge will not allow us to stick our head in the sand.

The ALCAP Report:

An unsigned memo from the Arizona Department of Education indicates that in addition to the $15 M allocated via the group B weight for LEP programs, there is $240 M in other district funds used for these purposes. If they believed these figures, the Department *should* be arguing for a funding increase, because the state would be providing less than 6% of the amount that schools actually spend on these programs.

The Department is not demanding a funding increase because, despite their representations in the committee, they don't believe their own numbers. A quick look tells us why. Let's compare the ALCAP amounts of three districts with their total budget, as reported in the ADE annual report.

	Per ALCAP - $ for LEP Programs	# LEP Students	Total Budget Inc. LEP Programs	Total ADM
Paradise Valley Unified	$110,863,548	1,449	$179,637,45	32,453
Roosevelt Elementary	$ 57,556,618	2,534	$60,509,218	11,195
Littleton Elementary	$ 37,567,222.	356	$7,041,211	1,404
TOTAL	$ 205,987,388			

Clearly Paradise Valley Unified is not spending $111 M for LEP programs for 1,449 students and allowing only $68 M for the remaining 31,000 students. Nor is Roosevelt going to spend $57.5 M of its $60.5 M budget on programs for LEP students. It would have been impossible for Littleton to spend $37 M on LEP programs when their total budget was only $7 M.

If these three obvious errors are thrown out, the $240 M in funds that the Department touts as being spent on LEP programs, is reduced to $34 M.

It is *disturbing* that the agency which issues more than a billion dollars annually in checks to schools does not seem to have the capability to recognize gross errors. It is *alarming* that the Department of Education believes that it is not their responsibility to do so.

The 1988 Study:

While we have no useful financial data from the current administration, in 1988 the Department of Education conducted a cost study of LEP programs. The study was conducted in a manner similar to how they now determine the true cost of special education programs. The study showed that it cost schools $424 per child. That figure would have increased to $621, if adjusted for inflation. The current school funding formula provides only $159 per LEP student.

Compliance Audits and Funding:

The committee recommended that the Department of Education determine whether districts are in compliance with state and federal laws. The settlement agreement in the Flores vs. Arizona lawsuit will be more specific. It will require the Department of Education to conduct a minimum of 30 audits a year. Schools with large LEP populations will be audited every four years. Schools that are not in compliance must submit corrective action plans and be subject to financial penalties. *It is unfair to penalize schools for not complying with state and federal law when the legislature is providing only 25% of the funding they need to do so.*

RECOMMENDATION

We recommend that the Legislature increase the funding for FY 2001 to $621 per LEP student, as indicated by the 1988 study. We also recommend that in the year 2000, and every two years thereafter, the Department of Education update its 1988 study. Finally, we recommend that the Group B weight for LEP students be automatically updated in FY 2002 and every two years thereafter to reflect the latest figures in the cost study.

Joe E. Lopez
Senator Joe Eddie Lopez

Linda Aguirre
Senator Linda Aguirre

Sally Gonzales
Representative Sally Gonzales

Sylvia Laughter
Representative Sylvia Laughter

ATTACHMENT
C

ARIZONA STATE LEGISLATURE

MEETING NOTICE

OPEN TO THE PUBLIC

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

DATE: **Tuesday, October 26, 1999**

TIME: **3:00 p.m.-5:00 p.m.**

PLACE: **Senate Majority Caucus Room**

AGENDA

CALL TO ORDER AND INTRODUCTION OF COMMITTEE MEMBERS

PRESENTATION ON THE STATUTORY CHARGE OF THE COMMITTEE
LEGISLATIVE STAFF

PRESENTATION AND OVERVIEW OF CURRENT ESL AND BILINGUAL EDUCATION SERVICES
CATHERINE A. MAYORGA
PROGRAM DIRECTOR, ENGLISH ACQUISITION SERVICES
ARIZONA DEPARTMENT OF EDUCATION

DISCUSSION AND RECOMMENDATIONS BY COMMITTEE MEMBERS

CONCLUDING REMARKS

PUBLIC TESTIMONY

MEMBERS

SENATOR HUPPENTHAL, CO-CHAIR
SENATOR AGUIRRE, MEMBER
SENATOR BENNETT, MEMBER
SENATOR LOPEZ, MEMBER
SENATOR SMITH, MEMBER

REPRESENTATIVE SCHOTTEL, CO-CHAIR
REPRESENTATIVE GONZALES, MEMBER
REPRESENTATIVE JOHNSON, MEMBER
REPRESENTATIVE KNAPEREK, MEMBER
REPRESENTATIVE LAUGHTER, MEMBER

KY/cmh
10/14/99

ATTACHMENT
D

ARIZONA STATE LEGISLATURE
Forty-fourth Legislature – First Regular Session

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Minutes of Meeting
Tuesday, October 26, 1999
Senate Majority Caucus Room – 3:00 p.m.

(Tape 1, Side A)

The meeting was called to order at 3:17 p.m. by Co-Chairman Huppenthal. The attendance was noted by the secretary.

Members Present

Senator Huppenthal, Co-Chairman
Senator Aguirre
Senator Lopez
Senator Smith

Co-Chairman Schottel, Co-Chairman
Representative Gonzales
Representative Johnson
Representative Knaperek
Representative Laughter

Members Absent

Senator Bennett

Speakers

Eileen Klein, House Research Analyst
Catherine A. Mayorga, Program Director, English Acquisition Services, Arizona Department of Education (DOE)
Jay Kaprosy, Legislative Liaison, Arizona Department of Education (DOE)
Leonard E. Basurto, PhD., Director, Bilingual Education, representing himself, Tucson
Dan Wagener, Director, Bilingual Education, representing himself, Peoria
Santino Bernasconi, representing himself, Guadalupe
Marilyn Sandy Ayala, Director, Educational Services
April Bojorquez, Student, Arizona State University (ASU)
Mark J. Hernandez, Student, Arizona State University (ASU)

Guest list (Attachment 1)

Presentation on the Statutory Charge of the Committee

Eileen Klein, House Research Analyst, presented the charge of the Committee as outlined in H.B. 2387 (bilingual education), Chapter 249 (Attachments 2 and 3).

Senator Aguirre asked if there was a schedule of upcoming Committee meetings available. Ms. Klein noted that this is the first scheduled meeting and that it would be up to the Committee Members to schedule additional meetings. She confirmed, for Senator Smith, that the Committee has a reporting requirement of December 1, 1999 and that it must include specific points in its recommendations.

With regard to the stack of materials placed in front of each Member (Attachments 4, 5 and 6, on file in the Chief Clerk's Office only), Senator Smith requested that such voluminous materials be distributed to Members before, and not at, the meeting; ideally, a few days before the meeting. In this way, Members will have an opportunity to review the materials and ask meaningful questions.

Senator Lopez asked Ms. Klein, for the benefit of the attendees, to review the specific reporting requirements of the Committee. Ms. Klein complied. Senator Lopez asked Co-Chairman Huppenthal to disclose his intentions, with regard to scheduling future meetings. Co-Chairman Huppenthal indicated that it is important to first develop specific aims and then schedule an adequate number of meetings to accomplish these aims. He committed to schedule the number of meetings necessary to "get the job done." Senator Lopez expressed appreciation for the Co-Chairman's commitment and echoed his sentiments, and he suggested that three meetings would be sufficient.

Presentation and Overview of Current ESL and Bilingual Education Services

Catherine A. Mayorga, Program Director, English Acquisition Services, Arizona Department of Education (DOE) briefly introduced and commented on the following reports in order to place them in context for her presentation:

- *Report of the Superintendent of Public Instruction to the Arizona Legislature – English Acquisition Programs: a summary of Bilingual Programs and English as a Second Language Programs for School Year 1997-98* (Attachment 5)
- *Bilingual Programs and English as a Second Language Programs Monitoring Guide* (Attachment 6)

Ms. Mayorga presented an overview of H.B. 2387, as implemented by DOE (Attachment 4). The following discussions took place during the course of Ms. Mayorga's presentation.

Senator Aguirre asked if DOE assisted school districts by notifying them of what grants are available, as well as providing some support in the writing process. Ms. Mayorga indicated that notices are made and that English Acquisitions Services (EAS) does provide workshops on how to apply for and submit applications for such grants. She added that EAS has the responsibility of reviewing and recommending grant applications prior to submittal.

Co-Chairman Huppenthal stated his understanding that DOE receives a grant of $4.8 million. Ms. Mayorga confirmed this information and explained that the grant is reserved for the implementation of emergency immigration student programs. Emergency immigration students are those children who arrive into the district and require greater resources for assimilation, accommodation, language instruction, etc. There is no restriction on the manner in which these monies may be spent.

Senator Smith asked for the definition or framework that dictates the way emergency immigration student program monies can be disbursed by DOE. Ms. Mayorga stated that she would forward that information to him after the meeting. She noted that most any district can apply for and be awarded these monies and that there is a broad definition for disbursement. However, within that definition, there is a framework as to how a district would receive the funds and how they may disburse them.

Representative Knaperek asked Ms. Mayorga to speak to the new definitions arrived at by DOE. Ms. Mayorga indicated that they could be found at the end of the packet that she is currently over-viewing. Representative Knaperek asked if there were DOE rules that accompanied the statutes on bilingual/English as a Second Language (ESL) programs. Ms. Mayorga indicated that there were not.

Co-Chairman Schottel asked if the per-pupil cost of $154.77 is the average amount for every pupil or for limited English proficiency (LEP) pupils. Ms. Mayorga indicated that it is the average amount per LEP pupil.

Senator Lopez asked Ms. Mayorga to comment on the level of adequacy of State funding for EAS. Ms. Mayorga characterized EAS as struggling to carry out its responsibilities under the current level of funding.

Jay Kaprosy, Legislative Liaison, Arizona Department of Education (DOE) stated that DOE seeks to fund EAS sufficiently to carry out its charge.

Senator Lopez asked that if the Legislature mandated a certain level of monitoring, then would EAS be capable of providing it. Mr. Kaprosy indicated that funding would have be raised to a level commensurate with any new requirements imposed on/required by EAS. Senator Lopez asserted that EAS is currently under-funded to carry out its statutory obligations and that the Committee ought to pursue this issue.

Representative Knaperek asked how long EAS has been at its current level of funding. Ms. Mayorga indicated that EAS has been at its current level of funding for as long as she's been at DOE. She added that many excellent staff members have left over the years because DOE cannot offer competitive salaries. She noted that EAS is staffed with one program specialist, an administrative assistant, and herself. This staff is responsible for data collection, data monitoring, fulfilling reporting requirements, technical writing assistance, service workshops, etc.

Ms. Mayorga also indicated that the demands on EAS are growing due to the consistent population growth and the influx of LEP pupils. Representative Knaperek asked Ms. Mayorga how long she has served DOE in her current position. Ms. Mayorga indicated that she began her current assignment on February 1, 1998. Representative Knaperek asked if EAS has had its funding decreased recently. Mr. Kaprosy indicated that he is unaware of any decrease to EAS funding.

Discussion and Recommendations by Committee Members

Senator Aguirre asked how reliable the unverified data is in the 1997-98 *Report* (Attachment 5). Mr. Kaprosy indicated that DOE does not have the resources to audit all 1,400 schools and is, therefore, reliant on self-reporting. That said, Mr. Kaprosy indicated that the majority of school districts accurately report to DOE.

Ms. Mayorga indicated that 92 percent of the schools self-reported for the 1997-98 Report. She added that all reporting was to have been submitted by September 30, 1999; however, in moving this year to electronic reporting, many schools encountered difficulties and problems in reporting to DOE. For this reason and to accommodate schools, DOE extended the reporting deadline four times. She explained that, foreseeing complications, DOE started allowing districts to test the system of electronic reporting in August. Additionally, DOE provided electronic assistance, as well as training and workshops.

Senator Lopez asked how much total grant monies were awarded. Ms. Mayorga indicated that $5,270,408,451 was awarded in federal grants. Senator Lopez asked if the total amount of Title 7 grants was known. Mr. Kaprosy stated that he would seek out that information for the Senator. Sentor Lopez noted that DOE is reporting $16 million for Group B weights and he speculated that Title 7 grants did not amount to more than $17 million. He stated his belief that all of these grant monies do not go towards satisfying law requirements. He asserted that such reporting does not serve the funding of bilingual/ESL education from the perspective of the public eye, who will form opinions and make decisions based on this information as reported.

Ms. Mayorga clarified that, of those schools that failed to report to DOE, many had either no Internet capabilities or had no LEP student information to report. She added that, in these cases, the obligation to report was typically handled via letter and after the fact.

Senator Lopez noted the list of program options following Superintendent Lisa Graham Keegan's letter at the back of the packet. He asked if these options reflected current State or federal law. Ms. Mayorga indicated that they did not. He asked why the letter with the program options was sent out from the Superintendent. Mr. Kaprosy indicated that a provision of H.B. 2387 was that DOE create a standardized list of potential programs so that future discussions in the realm of bilingual education would not be clouded by undefined language. Mr. Kaprosy stressed that the list is not law.

Senator Lopez suggested that DOE may have only "muddied the water more" by its list of potential program options. He stated that DOE may be called on for assistance if the Committee finds that it must develop another list of options. Mr. Kaprosy insisted that DOE did its best to fulfill its obligations under H.B. 2387. Ms. Mayorga noted that the feedback she has received from school districts indicates confusion and frustration with a list that appears to have more options yet fewer parameters.

Co-Chairman Huppenthal asked if EAS developed the options. Ms. Mayorga stated that EAS aided Superintendent Keegan in developing them. Mr. Kaprosy explained that the Superintendent conducted meetings throughout the State to gather input from all stakeholders in developing the list of options. Senator Smith suggested that any person who is a district superintendent should have the intelligence to determine which of the options their bilingual

programs fit into. Ms. Mayorga stated that in her experience, superintendents often defer to the language coordinators and directors and, in fact, know little about the language programs over which they preside.

Representative Laughter asked who the participants were in the forums. Mr. Kaprosy indicated that invitations were made to a considerable number of representatives in the bilingual community in Phoenix and Tucson, where the forums were held. He noted that he could make a list of participants available to the Members. Mr. Kaprosy iterated that the list of program options is not law but rather a requirement made of DOE, as a provision of H.B. 2387 for the purpose of creating uniform definitions to facilitate debate and discussion in the realm of bilingual education.

(Tape 1, Side B)

Co-Chairman Huppenthal noted that there is a need to reach a consensus within the ESL community on a set of program definitions, and that this issue will continue to challenge DOE until it is accomplished.

Representative Knaperek suggested adopting an umbrella title of "bilingual education," under which all other program options/definitions would fall.

Representative Gonzales acknowledged that the list of program options is not law; however, she noted, it is the responsibility of DOE to monitor bilingual programs and verify that they do conform to current law. She asked how the program options relate to current law. Ms. Mayorga explained that EAS monitors the compliance of dual language programs against their own definitions and current law.

Co-Chairman Huppenthal asked how many districts EAS monitored in the previous year. Ms. Mayorga indicated that EAS, with a staff of two, monitored nine districts, and that each visit takes three to five days.

Senator Lopez commented on dual language programs, namely, programs in which students are instructed in two languages and become proficient in both. He noted that many districts would not be able to carry out such a program because they may have an 80 percent Latino population. He suggested that the definition be expanded and further clarified. Senator Aguirre concurred. Mr. Kaprosy stated that DOE continues to invite input, with regard to the program options/definitions.

Senator Aguirre stressed that the list of program options/definitions is lacking and that, in her own experience, she had tremendous success with a dual language program that could not be reduced into one of the options. Mr. Kaprosy iterated that the intent and process of DOE in hosting its forums was to arrive at consensus language and definitions. Senator Aguirre stated that such consensus language could probably be achieved by going around the room and getting input from the attendees of the current meeting. Mr. Kaprosy stated that a number of individuals attending the current meeting also participated in the forums.

Co-Chairman Schottel suggested that there may simply be a need for more definitions/options and that the Committee might attend to that at its next meeting. Senator Smith noted that

statutory language typically begins with definitions so that people can communicate effectively. He suggested that a decision be reached on how changes can be made to these existing definitions and that the conversation move forward from there. Co-Chairman Huppenthal urged all attendees to make any suggestions, with regard to program options/definitions, in writing and forward them to EAS.

Co-Chairman Huppenthal invited Ms. Mayorga to comment on any concerns she would like to see addressed in the upcoming legislative session. Ms. Mayorga suggested that the Committee work on adopting a set of program definitions/options that districts can work within, as well as revisiting the monitoring and compliance procedures for the purpose of reporting back to the Legislature. She added that funding is a "huge issue." Ms. Mayorga noted that, of the nine districts that were monitored during the previous year, approximately 22 schools were visited. She stated that, under EAS's current level of funding, it would take approximately 40 years to visit all of Arizona's 1,400 schools just one time. Co-Chairman Huppenthal explained that the Committee is looking to EAS for direction and specific recommendations with regard to adequate funding. He added that he would like to have copies of the reports generated by EAS as a result of its monitoring, as they might assist in determining what full and adequate funding might be.

Senator Lopez suggested that program definitions/options be limited, at first, to the four programs outlined in A.R.S. § 15-754 and that, at a future time, the Committee may choose to add to them. He noted that the recent bilingual lawsuit is approaching a resolution and asked if it might be possible to have the attorneys from both sides speak to the issues for the Members at their next meeting. Mr. Kaprosy indicated that Senator Lopez might be referring to the Flores case in Tucson, which he understands pertained to English acquisition. He stated that he would do what he could to grant the Senator's request.

Although it would make for an interesting meeting, Senator Smith suggested that merely providing the Committee with the Court's ruling or decision would be much more fruitful than staging a debate. Senator Lopez indicated that, to his knowledge, a consent decree had been reached. Mr. Kaprosy stated that he would do what he could for the Committee on this issue before its December 1, 1999 reporting deadline.

Public Testimony

Co-Chairman Huppenthal noted that public testimony would be limited to the subjects discussed at the meeting.

Leonard E. Basurto, PhD., Director, Bilingual Education, representing himself, Tucson, noted that definitions for second-language learners have already been developed by a variety of entities and that it seems unnecessary for Arizona to attempt to develop new definitions. Dr. Basurto stated that the six distinct definitions delineated by Thomas Collier would adequately serve Arizona and help the stakeholders achieve consensus.

Dan Wagener, Director, Bilingual Education, representing himself, Peoria, countered the characterization of the "definition" meetings/forums, as stated by Mr. Kaprosy and Ms. Mayorga. He encouraged the Committee Members to request the records, the minutes, and

the audio records of the meetings and see for themselves if they proceeded in the manner characterized by Mr. Kaprosy.

Mr. Wagener indicated that there has been a history of confrontation between DOE and the bilingual instructing community going back to the first forum, which posed the question of whether or not the State should have bilingual education. He expressed gratitude that the Committee is "far beyond" such questions and he encouraged the Members to not get "hung up" on definitions of programs. He suggested that if the Committee focuses on adopting an appropriate philosophical stance, with regard to bilingual education, then it will be in compliance with whatever consent is reached with regard to the recent litigation on bilingual education. Mr. Wagener indicated, with regard to the strong showing of bilingual/ESL instructors, that the educational community is willing to do what it can to move the process along.

Representative Knaperek conceded that DOE experienced difficulties in conducting the forums and that it was because of the emotionally charged nature of the subject. She commented that the experience was a learning process for her and that DOE did work to diffuse the emotions and achieve its aim. Additionally, she insisted that a discussion as to whether or not there should be bilingual education did not take place; the issue at hand was how will the State reform bilingual education.

Senator Smith made an appeal to the stakeholders to move away from blaming and trying to change the past, and instead move forward. He insisted that there is nothing to be gained by looking back at the forum records.

Santino Bernasconi, representing himself, Guadalupe, explained that he is an instructor in a trilingual community, namely, English, Spanish, and dialects of Native American. He stated that the Committee has before it a tremendous opportunity to correct the difficulties spawned from emotional and reactionary opposition to ESL education, especially from taxpayers. He attested to the success of ESL education and encouraged the Committee to make parents and taxpayers cognizant of its benefits, so that they will more fully participate. He explained that the benefit and detriment of the Committee's charge is whether or not the Native American and Spanish-speaking youth will, collectively, rise to university-level education. Mr. Bernasconi further encouraged the Committee to seek the standardization necessary to make Arizona's ESL educational programs successful as they have been throughout the country.

Marilyn Sandy Ayala, Director, Educational Services, concurred with the sentiments expressed by Dr. Basurto; specifically, that the Thomas Collier definitions be adopted so that DOE may effectively monitor its programs and quality programming may be ensured.

Co-Chairman Schottel encouraged two students in attendance to share their input and experiences with regard to the issues at hand.

April Bojorquez, Student, Arizona State University (ASU), stated, from speaking with bilingual education students, that whole language bilingual education did not appear to be as effective as a gradual-immersion approach. In the latter, students learn in their own language and then bring that knowledge over into English with their ESL classes, thereby reinforcing the initial education.

Mark J. Hernandez, Student, Arizona State University (ASU), shared with the Committee that he personally experienced whole language bilingual education and that he learned well from it. However, he felt that he lost something by not having the opportunity to incorporate his original language, namely Spanish, into his formal education. Only after years of Spanish language studies, does he feel a degree of confidence with his original language. Mr. Hernandez stated his belief that learning one language without abandoning one's original language is a manageable educational pursuit.

Ms. Bojorquez asserted that to fully immerse a Spanish-speaking child into an all-English learning environment can be very harsh and stressful for the student. She suggested that, in this case, it would be more effective to begin the student's education in Spanish and then crossover into English skills, that is, it is more productive to teach an educated child English than educate a child in English. She stated that there are other conditions to consider. When the student returns each day to a Spanish-speaking household, total immersion education truly puts the child at the risk of being lost in both environments, in which case their confidence will certainly suffer, they will become easily intimidated and their educational career will suffer.

Without objection, the meeting adjourned at 4:54 p.m.

Seth Goodman, Committee Secretary

(Original minutes, attachments, and tape are on file in the Chief Clerk's Office.)

sg
11/2/99

Hearing Room No. Majority Caucus
Date: 10/26/99
Time: 3-5pm

MEETING OF COMMITTEE ON

ESL & Bilingual Education Study Committee

NAME	REPRESENTING	BILL NO.
Mary Kay Devilard	Ag Ed Ass'n	
Barbara Lafford	ASU	
Elena Varenik	ASU	
Richard J Lugo II	Friendly House Inc	
Yolanda Olibarria	Dysart Unified Sch Dist.	
Panfilo Contreras	CABO	
Terry Forthun	AFT	
Santino Bernasconi	Centro de Amistad, Inc.	
Eva Midobude	ASU - West	
Carol Beckett	ASU - West	
Mary Kay Ayala	Creighton	
Rosa Muñoz	Pascua Yaqui Tribe	
Jesus Enriquez	Washington S.D.	
Wendy Cohen	Isaac Sch Dist	
Elena Hernandez	Creighton School (A.S.U)	
ANTONIO BANDA	ROOSEVELT SCH DIST.	
Sylvia Bernal	PESD / ASU	
Alfredo H. Benavides	ASU - Main	
Patricia A. Phillips		
[illegible]	[illegible]	
Kristina Stelle	ASU West Student	
[illegible]	AZ Hispanic Community Forum	2387
Rosie López	AZ Hisp. Com. Forum	

ATTACHMENT 1

Hearing Room No. [illegible]
Date: 10/26/99
Time: 3-5 pm

MEETING OF COMMITTEE ON

ESL & Bilingual Education
Study Committee

NAME	REPRESENTING	BILL NO.
Rep Carlos Avelino	AZ House of Rep #23	
Dora Hernandez	ASU	
M.V. Gomez	ASU	
Theresa Molina-Lerma	(ASU) + Roosevelt	2387
Martha C. Chávez	Valley View Sch. School ASU Main + Roosevelt Sch. Dist	
Linda Delgadillo	ASU main ESL ED	
Esmeralda Calderon	ASU - Bilingual Ed.	
Barbara Robey	Az School Boards Assoc.	

Conference Engrossed

State of Arizona
House of Representatives
Forty-fourth Legislature
First Regular Session
1999

CHAPTER 249

HOUSE BILL 2387

AN ACT

AMENDING SECTIONS 15-752, 15-753 AND 15-756, ARIZONA REVISED STATUTES; RELATING TO BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE INSTRUCTION.

Be it enacted by the Legislature of the State of Arizona:

Section 1. Section 15-752, Arizona Revised Statutes, is amended to read:

15-752. Conducting of schools in English language; bilingual or English as second language programs; voluntary participation; parental notification

A. All classes shall be conducted in English except classes of bilingual instruction or foreign language instruction. THE DEPARTMENT OF EDUCATION SHALL ANNUALLY DISTRIBUTE TO EACH SCHOOL DISTRICT BY OCTOBER 1 A LISTING AND DESCRIPTION OF COMMON BILINGUAL INSTRUCTION PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS AS PRESCRIBED IN SECTION 15-754. SCHOOL DISTRICTS SHALL ATTEMPT TO ENSURE THAT THE NAME OF EACH BILINGUAL EDUCATION PROGRAM AND ENGLISH AS A SECOND LANGUAGE PROGRAM OFFERED BY THE SCHOOL DISTRICT COMPLIES WITH THE STANDARDIZED PROGRAM NAMES PRESCRIBED BY THE DEPARTMENT OF EDUCATION.

B. In any school district in which there are pupils who are limited English proficient, the governing board of the school district shall provide programs of bilingual instruction or English as a second language instruction as provided in this article. The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English. The governing board shall determine if a pupil is limited English proficient by assessing the pupil's language proficiency in

ATTACHMENT 2

comprehension, speaking, reading and writing, in both English and the primary home language.

C. PUPIL PARTICIPATION IN ANY BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION IS VOLUNTARY AND REQUIRES PARENTAL NOTIFICATION PURSUANT TO THIS SUBSECTION. WITHIN THIRTY DAYS OF THE SCHOOL'S ENROLLING NEW PUPILS IN A BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION, AND ANNUALLY FOR CONTINUING PUPILS ENROLLED IN A BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION, THE SCHOOL SHALL PROVIDE TO THE PARENTS OR GUARDIAN OF EACH PUPIL:

1. A COMPARISON OF THE PUPIL'S LATEST ASSESSED READING, WRITING AND ORAL SCORES TO THE SCORES THAT DENOTE ENGLISH PROFICIENCY.

2. A PARENTAL NOTIFICATION PAMPHLET THAT DESCRIBES THE VARIOUS INSTRUCTIONAL PROGRAMS OFFERED BY THE SCHOOL DISTRICT TO LIMITED ENGLISH PROFICIENT PUPILS AND THE GOALS OF EACH PROGRAM.

3. NOTICE OF THE SCHOOL DISTRICT RECOMMENDATION OF THE PROGRAM INTO WHICH THE PUPIL IS BEING PLACED.

4. A DESCRIPTION OF THE RECOMMENDED PROGRAM INTO WHICH THE PUPIL IS BEING PLACED INCLUDING THE AMOUNT OF INSTRUCTION THAT WILL OCCUR IN THE ENGLISH LANGUAGE.

5. A STATEMENT OF WHETHER OR NOT THE PERSONNEL THAT WILL BE INSTRUCTING THE PUPIL HAVE A TEACHING CERTIFICATE AND A BILINGUAL OR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT. MIDDLE SCHOOLS AND HIGH SCHOOLS MAY FULFILL THIS REQUIREMENT BY PROVIDING A LIST OF CERTIFIED TEACHERS WITH A BILINGUAL OR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT.

6. DIRECTIONS ON HOW A PARENT OR GUARDIAN CAN EXCLUDE A PUPIL FROM THE ASSIGNED PROGRAM.

7. INFORMATION ON HOW TO OBTAIN A COPY OF THE SELF-ASSESSMENT CONDUCTED PURSUANT TO SECTION 15-755, SUBSECTION C.

8. INFORMATION ON HOW TO REQUEST A MEETING TO REVIEW THE PUPIL'S PROGRESS IN ACADEMIC STANDARDS OR ENGLISH PROFICIENCY PURSUANT TO SUBSECTION G OF THIS SECTION.

~~C. Pupil participation in any program of bilingual instruction or English as a second language instruction is voluntary and requires parental notification. Parents or guardians who do not wish their child to participate in a bilingual program or English as a second language program shall so indicate in writing to the principal of the school in which the pupil is enrolled.~~

9. A PARENTAL NOTIFICATION FORM OUTLINING PROGRAMS OFFERED BY THE SCHOOL DISTRICT TO LIMITED ENGLISH PROFICIENT PUPILS. THE PARENTAL NOTIFICATION FORM SHALL REQUIRE A SIGNATURE OF THE PUPIL'S PARENT OR LEGAL GUARDIAN PURSUANT TO SUBSECTION E OF THIS SECTION.

D. THE PRINCIPAL SHALL REMOVE THE PUPIL FROM THE PROGRAM WITHIN FIVE DAYS AFTER RECEIVING A WRITTEN REQUEST FOR WITHDRAWAL.

E. AFTER A PARENT RECEIVES NOTICE PURSUANT TO SUBSECTION C OF THIS SECTION, THE PARENT SHALL CHOOSE ONE OF THE FOLLOWING OPTIONS, AS AVAILABLE:

1. THE CHILD WILL PARTICIPATE IN ENGLISH AS A SECOND LANGUAGE INSTRUCTION OFFERED BY THE SCHOOL DISTRICT.

2. THE CHILD WILL PARTICIPATE IN A BILINGUAL EDUCATION PROGRAM OFFERED BY THE SCHOOL DISTRICT.

3. THE CHILD WILL NOT PARTICIPATE IN EITHER ENGLISH AS A SECOND LANGUAGE INSTRUCTION OR A BILINGUAL EDUCATION PROGRAM OFFERED BY THE SCHOOL DISTRICT.

~~D.~~ F. Pupils who are not limited English proficient may participate in bilingual programs if space is available.

Sec. 2. Section 15-753, Arizona Revised Statutes, is amended to read:

15-753. Census procedures; diagnostic assessment and reassessment

A. Each school district shall identify the number of pupils who have a primary home language other than English as follows:

1. Initial identification of such pupils from school enrollment forms.

2. By October 1 of each year, completion of home language surveys for all new pupils identified as having a primary home language other than English on school enrollment forms.

B. By December 1 of each year, the school district shall determine the language proficiency in both English and the primary home language of all new pupils identified as having a primary home language other than English.

C. A school district in which limited English proficient pupils are enrolled shall adopt language ASSESSMENT AND reassessment criteria and procedures as prescribed by the ~~state board~~ SUPERINTENDENT OF PUBLIC INSTRUCTION PURSUANT TO SECTION 15-756, PARAGRAPH 7 for the purpose of reclassification of pupils. The language reassessment criteria and procedures shall:

1. Be used at least once every ~~two years~~ YEAR with all limited English proficient pupils enrolled in bilingual programs or English as a second language programs to determine if the pupils have developed the English language skills necessary to succeed in English only instruction. ~~A reclassified pupil may continue in a bilingual program or be placed in an all English program.~~

2. ~~Be multi faceted and shall~~ Include the following criteria:

(a) A teacher evaluation of the pupil's English language proficiency and an assessment of the pupil's readiness to succeed in an English language course of study.

(b) An objective assessment of the pupil's oral language proficiency, writing skills and literacy skills in English.

(c) Parent opinion and consultation.

2. Methods to improve the accuracy and usefulness of the report issued pursuant to section 15-755, Arizona Revised Statutes, in order to assist in the evaluation of the success of bilingual and English as a second language programs.

3. Measures to ensure that schools are in compliance with state and federal laws and are offering programs that promote high academic achievement.

4. Necessary changes to conform legal descriptions of programs for limited English proficient pupils with those programs actually in use.

5. Methods to encourage schools to adopt those programs that have been proven most effective in promoting academic achievement.

6. The level of funding necessary to support the programs that are determined to be the most effective pursuant to paragraph 5 of this subsection.

Sec. 5. Delayed repeal

Section 4 of this act is repealed from and after June 30, 2000.

APPROVED BY THE GOVERNOR MAY 17, 1999.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 18, 1999.

ARIZONA STATE SENATE

Phoenix, Arizona

FINAL REVISED
FACT SHEET FOR H.B. 2387

bilingual education

Purpose

Makes reforms to bilingual and English as a Second Language (ESL) programs relating to noticing and reporting requirements to parents and criteria for the assessment and reassessment of limited English proficient students. Establishes a legislative study committee.

Background

Arizona law requires all public school districts, including charters, to provide instructional services to address the needs of English learners. Bilingual programs (teaching students in two languages during instruction) or English as a Second Language (ESL) programs (teaching English learners generally in English, with some instruction in the student's native language) are required to be provided when a school district identifies at least ten students in a class who are tested as a limited English proficient (LEP) student, pursuant to state law. School districts with fewer than ten LEP students may provide such student an individualized education plan (IEP), intended to promote English acquisition and sustain normal academic progress through instruction in the student's native language.

In Arizona, approximately $15 million was spent by the state, in addition to millions of dollars made available through federal grants as well as millions in other grants, desegregation monies or contributions by public and private entities for programs relating to bilingual education and ESL programs in FY 1997-1998, according to a Department of Education report published in January 1999. The report also indicated that less than 12 percent of reassessed LEP students were declared proficient in English and less than five percent of *all* LEP students were declared proficient in English in the 1997-1998 academic school year. The information published is a universal evaluation of LEP students in grades kindergarten through grade 12 and determined from self-reported data by school districts and charter schools statewide that has not been tested for validity and reliability to date.

H.B. 2387 makes reforms to ESL and bilingual education programs, expands the reporting and notification requirements to parents of pupils in those programs and modifies the criteria for assessment and reassessment of limited English proficient students. In addition, the bill creates a legislative study committee to review issues pertaining to bilingual and ESL education.

ATTACHMENT 3

Provisions

Noticing and Reporting Requirements to Parents/Guardians

1. Requires parents of bilingual or ESL pupils to be notified upon participation in such programs and specifies that participation is voluntary on behalf of the pupil.

   Specifies the following information to be provided within 30 days of a new pupil's enrollment into a bilingual or ESL program or annually for continuing pupils in such programs:

2. Requires a school to provide a bilingual or ESL pupil's parent or guardian the latest reading, writing and oral test scores compared to the scores that denote English proficiency.

3. Requires a school to provide a bilingual or ESL pupil's parent or guardian a notification pamphlet that describes the programs offered by a school district for LEP pupils.

4. Requires a school to provide a bilingual or ESL pupil's parent or guardian notice of the school district's recommendation of the pupil's placement into a program.

5. Requires a school to provide a bilingual or ESL pupil's parent or guardian a description of the program to which the pupil is placed and information on the amount of English language instruction in the program.

6. Requires a school to provide a bilingual or ESL pupil's parent or guardian information on the certification (or non-certification) status of the bilingual or ESL teacher instructing the pupil in the program. Specifies that middle and high schools may distribute a list of certified bilingual or ESL teachers at that school to fulfill the requirement.

7. Requires a school to provide a bilingual or ESL pupil's parent or guardian information on the process for requesting a pupil out of a placed program. Eliminates the provision that requires parents or guardians to specify to a school principal in writing when requesting a pupil out of a placed program.

8. Requires a school to provide a bilingual or ESL pupil's parent or guardian information on how to obtain a copy of the school's self assessment of its bilingual and ESL programs.

9. Requires a school to provide a bilingual or ESL pupil's parent or guardian information on how to request a meeting with school personnel to review the pupil's progress in the state's academic standards and progress towards English proficiency.

10. Requires a school to provide a bilingual or ESL pupil's parent or guardian a parental notification form outlining the programs offered by a school district to LEP pupils.

11. Requires a school principal to remove a pupil from a placed bilingual or ESL program within five days after a parent's request to have the pupil removed from the program and upon a parent's signature that directs this request on the parental notification form.

12. Establishes options for a LEP pupil's parent to choose the type of program to which the pupil is placed:

    a) A district's ESL instruction program.
    b) A district's bilingual education program.
    c) Neither an ESL or bilingual instruction program.

State Superintendent of Public Instruction and Department of Education Requirements

13. Requires the Superintendent of Public Instruction to enforce the compliance of schools and school districts.

14. Requires the Superintendent of Public Instruction to annually send complete copies of the school district self-assessment of bilingual and ESL programs to the Director of the Legislative Council by July 1.

15. Requires the Superintendent of Public Instruction to develop criteria for determining whether a pupil is LEP.

16. Requires the Superintendent of Public Instruction to develop the criteria, relating to LEP pupils, to include a list of tests that a school district is required to select in testing a pupil's oral, reading and writing skills. Requires the Superintendent to determine a score on each recommended test that denotes a level of English proficiency. Prohibits the criteria from allowing the scores for the initial determination of a pupil as LEP to be higher than the scores for the reassessment of whether a pupil is LEP.

17. Requires the Superintendent of Public Instruction to develop criteria, relating to LEP pupils, to include teacher observations and parental approval upon determining when a pupil is proficient in English.

18. Requires the Arizona Department of Education to annually distribute to each school district a list and description of common bilingual and ESL instruction programs statewide by October 1.

19. Requires school districts to ensure that the bilingual and ESL program names reported and offered by a school district comply with the standardized list of common bilingual and ESL instruction programs developed by the State Department of Education.

Assessment and Reassessment of LEP pupils

20. Requires a school district to adopt assessment and reassessment criteria and procedures for Limited English Proficient (LEP) pupils in bilingual or ESL programs as prescribed by the Superintendent of Public Instruction.

21. Requires a school district to reassess whether an LEP pupil is English proficient every year instead of once every two years.

22. Requires the reassessment criteria to include an examination of a pupil's scores on the nationally standardized norm-referenced test adopted by the State Board of Education.

23. Requires the Superintendent of Public Instruction to send complete copies of school district statistical data on LEP students and self-assessments of bilingual and ESL programs to the Director of the Legislative Council on an annual basis.

24. Requires the Superintendent of Public Instruction to develop criteria for determining whether a pupil is LEP, including a list of tests from which a school district is required to select in testing a pupil's oral, reading and writing skills.

25. Specifies that the Superintendent of Public Instruction determine a score on each recommended test that denotes English proficiency and requires the criteria to include factors such as teacher observations and parental approval.

26. Requires the Department of Education to distribute a list and description of common bilingual and ESL programs to all school districts on an annual basis.

Legislative Study Committee

27. Establishes a legislative study committee, including membership and issues for review. Specifies reporting recommendations and requirements.

28. Repeals the legislative study committee after June 30, 2000.

General

29. Makes technical and conforming changes.

30. Contains a general effective date.

Amendments Adopted by Committee of the Whole

Appropriations

1. Appropriates $160,000 from the state general fund to the Department of Education for four FTEs in each of fiscal years 1999-2000 and 2000-2001 for providing on-site evaluations of school districts' bilingual and ESL programs.

Definitions

2. Changes the term "limited English proficient" to "English language learner" and "individual education program" to "individual language program."

School Councils

3. Requires individual school councils to review the programs offered to English language learners, including dual language programs.

4. Requires the Superintendent of Public Instruction to provide the individual school data relating to English language learners to each school council on an annual basis.

Graduation Requirements

5. Allows the State Board of Education to prescribe requirements, including competency tests, for high school graduates to receive a bilingual distinction diploma. Requires recipients of a bilingual distinction diploma to prove academic proficiency in English and at least one additional language.

Noticing and Reporting Requirements to Parents

6. Specifies the goal of bilingual and ESL programs that identifies the importance of a pupil's maintenance and achievement of the state's high academic standards as well as a pupil's mastery of the English language.

7. Requires a school to provide an English language learner's parents or guardian the following within 30 days after a new pupil has been enrolled or annually for continuing pupils

   - the pupil's test scores compared to the scores required for English proficiency.

- the type of English learner program which the pupil will be placed and a description of the program, including the amount of English language classroom instruction.
- the type and amount of services and instruction for pupils with an individual language program.
- the certification of the instructor for the English learner program.
- the average number of years pupils in similar English learner programs have remained in such programs.
- the exiting process of transferring pupils out of English learner programs.
- the school's self-assessment of its bilingual programs.
- information on the process for requesting a meeting to review the progress of the pupil.

8. Requires a principal to remove a pupil from a English learner program within five days after receiving a parental request for withdrawal.

9. Requires schools to provide individual language programs to pupils whose parents have requested exemption from bilingual or ESL programs.

10. Requires principals to convene a meeting with the student's parents or guardians and the pupil's instructor to review the pupil's proficiency in English or academic achievement pursuant to the state's academic standards, if a request is made by the pupil's parents or guardians.

Assessment and Reassessment of English Learners

11. Requires school districts of newly enrolled English learners to request from the pupil's previous in-state school district information relating to the academic records and progress reports.

12. Requires school districts to monitor achievement levels twice each academic year for English learners in the first two years after a former English learner has been determined as having attained proficiency in English. After the first two years, school districts are required to monitor these students annually. Requires compensatory instruction to former English learners who are identified as failing to progress toward academic proficiency in the state's academic standards.

Bilingual and ESL Teachers

13. Requires ESL teachers to have a basic or standard certificate to teach with a bilingual education or ESL endorsement and requires the instruction taught by these teachers to be appropriate to the level of English proficiency.

14. Requires the Superintendent of Public Instruction to develop a program for the purpose of increasing the number of bilingual and ESL endorsed teachers in the state and providing

technical assistance to schools relating to the recruitment and retention of bilingual and ESL teachers.

15. Requires the Board of Regents to develop and implement programs that increase the number of qualified bilingual and ESL teachers in the state and to provide an annual report to the Legislature regarding the progress of the programs.

Bilingual, ESL, Individual Language and Dual Language Program Requirements

16. Specifies that a program for high school pupils does not qualify as an ESL program if it does not provide instruction by a certified teacher with a bilingual or ESL endorsement for every course of the minimum course of study required for the graduation of pupils from high school.
17. Requires additional compensatory instruction to assist pupils who are not moving toward proficiency in the state's academic standards as evidenced by test scores that are below the level of proficiency.

18. Requires volunteer pupils who are English learners and who are English proficient to be given priority for bilingual-bicultural and dual language acquisition programs.

19. Eliminates the requirement that pupils may participate in bilingual programs who are not English learners.

20. Adds an optional dual language acquisition program for grades kindergarten through twelve that consists of a system promoting proficiency in an additional language other than English and academic performance at or above grade level.

21. Eliminates the requirement of ESL programs to develop an understanding of the history and culture of the United States and the customs and values associated with the primary home language of the pupils in the program.

22. Requires English acquisition programs to contain daily instruction in basic subject areas that are understandable to English learners and appropriate to the level of academic achievement, consistent with accepted strategies for teaching English learners.

23. Specifies that individual education programs for English learners are not required to be developed by teachers that have a bilingual or ESL endorsement.

24. Requires the curriculum of all English acquisition programs to be aligned with the state's academic standards.

25. Requires the school district of a new pupil identified as an English learner to adopt language reassessment criteria and procedures that are used annually to determine if pupils have developed English proficiency.

Reporting, Assessment and Evaluation Procedures

26. Changes the submittal date of school district reports to the Department of Education relating to English acquisition programs.

27. Expands the reporting requirements by schools relating to retention, graduation and dropout rates, grade point averages and test scores.

28. Requires the Department of Education to audit the reports submitted by school districts to ensure validity and accuracy.

29. Expands the requirements for a school district's biennial self-assessment program. Requires the assessments to include classroom observations, curriculum reviews, individual language program reviews and faculty interviews to determine if school districts are complying with state and federal laws. Establishes a date for district self assessments and/or corrective action plans to be submitted to the state and a date for the Department of Education to review the assessments and/or plans and make recommendations to school districts.

30. Requires the Department of Education to conduct an on-site evaluation of school districts with English language learners to determine compliance with state and federal laws at least once every three years. Specifies the process for the on-site evaluations and requires the Department of Education to issue a report of the evaluation within 30 days following the on-site visit.

31. Requires school districts to submit a corrective action plan to the Department of Education if the state evaluation identifies a district's noncompliance with state and federal laws. Requires the Department of Education to conduct a follow-up evaluation of the school district within one year after a corrective action plan is accepted.

32. Establishes a system of financial penalties if a school district remains out of compliance. Prohibits school districts from receiving funding for English language learners when continued noncompliance with state and federal laws exists.

33. Allows a school district to appeal a Department of Education's determination of non-compliance to the Office of Administrative Hearings.

34. Specifies that the Superintendent of Public Instruction may waive school district penalties when appropriate and prohibits school districts from being waived of penalties unless there are effective faculty training and recruitment programs, when a school is out of compliance due to lack of qualified faculty.

35. Requires the Board of Regents to direct one or more university education departments to review and analyze data submitted to the Department of Education and make

recommendations to the Legislature, relating to effective English language learner programs that promote academic achievement.

State Superintendent Responsibilities

36. Requires the Superintendent of Public Instruction to develop criteria to determine whether a child is an English language learner. Specifies the required criteria.

37. Requires the Superintendent of Public Instruction to develop criteria to evaluate the achievement levels of former English language learners that have been determined to be proficient in English. Specifies the required criteria.

38. Requires the Superintendent of Public Instruction to develop standardized forms and procedures for individual language programs.

Group B Weight Funding for English Language Learners

39. Allows the Group B weight only for pupils who are in qualified English learner programs taught by bilingual or ESL endorsed teachers, from and after June 30, 2003.

40. Requires the Superintendent of Public Instruction to complete a cost study of the qualified English language programs to determine any additional costs of providing such programs, including a calculation of the support level weight necessary to fund such programs. The study is required to be conducted by December 1, 1999 and every two years thereafter.

41. Changes the Group B weight funding calculation. Aligns the Group B weight calculations with the amounts determined in the Superintendent of Public Instruction's cost study.

General

42. Contains technical and conforming changes.

43. Contains a delayed effective date of June 30, 2000 relating to Group B weight funding.

44. Contains a general effective date.

<u>Amendments Adopted by Conference Committee</u>

Retained the bill as introduced with the following amendments:

1. Removes the three-year limit for state funding of bilingual or ESL students and related provisions.

2. Removes the foreign language requirement in the K-12 curriculum statewide and related provisions.

3. Requires schools to provide specified information within 30 days to parents or guardians of newly enrolled students in bilingual or ESL programs or continuing students in these programs.

4. Reinstates statutory language relating to the process by which school districts identify pupils who are non-English proficient.

5. Requires a school district to adopt assessment and reassessment criteria as prescribed by the Superintendent of Public Instruction and specifies that the reassessment criteria include an examination of a pupil's scores on a nationally standardized norm-referenced test adopted by the State Board of Education.

6. Establishes a legislative study committee on bilingual and ESL education.

House Action				Senate Action			
ED	2/10/99	DPA	8-4-0-0	ED	3/25/99	DP	8-1-0-0
3rd Read	3/10/99		33-26-1	3rd Read	4/26/99		29-0-1-0
Final Read	5/6/99		52-2-6	Final Read	5/6/99		29-0-1

Signed by the Governor 5/17/99
Chapter 249

Prepared by Senate Staff
June 10, 1999

HISTORY

The Bilingual Education Act in 1968 was in recognition of the growing number of linguistically and culturally diverse children enrolled in schools who, because of their limited English proficiency, were not receiving an education equal to their English-proficient peers. The purpose of this Act was, and continues to be, aligned with Title VI of the Civil Rights Act of 1964, which the Department interprets as follows:

> *Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.*

An Overview of
Federal Law

TITLE VII – BILINGUAL EDUCATION, LANGUAGE ENHANCEMENT, AND LANGUAGE ACQUISITION PROGRAMS

(c) Purpose – The purpose of this part is to educate limited English proficient children and youth to meet the same rigorous standards for academic performance expected of all children and youth, including meeting challenging State content standards and challenging State student performance standards in academic areas by –

1.) developing systemic improvement and reform of educational programs serving limited English proficient students through the development and implementation of exemplary bilingual education programs and special alternative instruction programs;
2.) developing bilingual skills and multicultural understanding;
3.) developing the English of such children and youth and, to the extent possible, the native language skills of such children and youth;
4.) providing similar assistance to Native Americans with certain modifications relative to the unique status of Native American languages under Federal law;
5.) developing data collection and dissemination, research, materials development, and technical assistance which is focused on school improvement for limited English proficient students; and
6.) Developing programs, which strengthen and improve the professional training of educational personnel who work with limited English proficient students.

SEC. 7103. Authorization of Appropriations.

(a) IN GENERAL – For the purpose of carrying out this part, there are authorized to be appropriated $215,000,000 for the fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.
(b) DISTRIBUTION – From the sums appropriated under sub-section (a) for any fiscal year, the Secretary shall reserve not less than 25 percent of such funds for such year to carry out subpart 3.

FEDERAL FUNDING
for
Arizona Department of Education
English Acquisition Services Unit

The English Acquisition Services (EAS) of the Arizona Department of Education applied for a state Bilingual Education grant. This grant was awarded for the purpose of adequately preparing and training educators to better educate these students. The criteria of the project are focussed on specific goals and objectives that address the needs of limited English proficient students throughout the state.

The goals of the EAS grant are as follows:

(1.) To assist local educational agencies (LEA and charter schools) in the state with program design, capacity building, assessment of student performance, and program evaluation;
(2.) To collect data on the State's limited English proficient populations and the educational programs and services available to such populations.

The Arizona Department of Education, English Acquisition Services Unit, has identified the following objectives for the 1999 Bilingual Education State Grant Program:

(1.) To assist local education agencies on program design by providing technical assistance in planning and developing educational programs such as those assisted by the grant;
(2.) To build the capacity of the SEA, LEAs and charter schools in Arizona to meet the needs of limited English proficient persons;
(3.) To provide assistance in the development of procedures for assessment of student performance;
(4.) To provide assistance to LEAs and charter schools in the development of their programmatic evaluation design;
(5.) To collect, aggregate, analyze and publish data and information on the limited English proficient population in Arizona.

The amount of this grant is $148,435. This grant award is for budget period 9-1-99 through 8-31-2000.

Federal Title VII Funding for Local Education Agencies

Bilingual Education Grant Funding

Title VII Grants are awarded to LEAs (Local Education Agencies) to provide training for educators developing new applications for programs under Title VII Bilingual Education of the Improving America Schools ACT (IASA). These are competitive grants.

The grants are for three to five years and are awarded on a nationally competitive basis. A list of these grant programs are listed below. The Arizona Department of Education is required to review the grant applications before submittal to the United States Department of Education Application Control Center.

Program Development and Implementation Projects
Comprehensive School Grants
Systemwide Improvement Grants
Training Grants
Teachers/Personnel
Enhancement
Comprehensive School
System-wide
Foreign Language Assistance

PR Numbers
195 - Training grants
195A - Teachers/Personnel
T288 - Teachers/personnel
289 - Enhancement
290 - Comprehensive School
291 - System wide
293B - Foreign Language Assistance

CD = Congressional District

FEDERAL TITLE VII GRANTS AWARDED TO ARIZONA

PR Number	Name	Address	City	ST	Zip	Director Name	Phone	Oblig Am	CD
T162A990022	ARIZONA DEPARTMENT OF EDUCATION -- ENGLISH ACQUISITION UNIT	1535 WEST JEFFERSON	PHOENIX	AZ	85007	CATHERINE MAYORGA	6025425510	4780793	02
T194Q980004	ARIZONA DEPARTMENT OF EDUCATION -- ACADEMIC SUPPORT DIVISION	1535 WEST JEFFERSON STREET	PHOENIX	AZ	85007	RALPH ROMERO	6025427462	148435	02
T195A980001	UNIV OF ARIZONA -- COLLEGE OF EDUCATION - 425	P. O. BOX #210069	TUCSON	AZ	85721	Shilala P Mishra	5206215817	232368	05
T195A980026	ISAAC SCHOOL DISTRICT #5	3348 WEST MCDOWELL ROAD	PHOENIX	AZ	85009	Clementina Salinas	6024844700	249420	02
T195A980074	NORTHERN ARIZONA UNIVERSITY	P. O. BOX #4130	FLAGSTAFF	AZ	86011	Louise Lockard	5205238213	211852	99
T195A990016	COLLEGE OF EDUCATION	PO BOX 210066	TUCSON	AZ	85621	CAROL A EVANS	5206211674	202089	05
T195B990022	WASHINGTON ELEMENTARY SCHOOL DISTRICT #6	8610 NORTH 19TH AVENUE	PHOENIX	AZ	85021	JANICE K JOHNSON	6023472603	268279	04
T195C980001	NORTHERN ARIZONA UNIVERSITY -- CTR FOR EXCELLENCE IN EDUCATION	BOX #5774	FLAGSTAFF	AZ	86011	GINA CANTONI	5205234842	37137	99
T195C980029	ARIZONA STATE UNIVERSITY -- COLLEGE OF ED/MULTICULTURAL ED	OFFICE OF RESEARCH- BOX # 871603	TEMPE	AZ	85287	CARLOS VALLEJO	6029656988	105236	01
T195C980030	ARIZONA STATE UNIVERSITY -- COL OF EDUCATION/INDIAN ED CENTER	OFFICE OF RESEARCH, BOX # 871603	TEMPE	AZ	85287	OCTAVIANA TRUJILLO	6029651878	81354	01
T195E990036	ARIZONA BOARD OF REGENTS	BOX 510	TUCSON	AZ	85721	ARMINDA R FUENTEVILLA	5206217256	198443	05
T288S980118	BENSON ELEMENTARY SCHOOL DIST #9	360 SOUTH PATAGONIA STREET	BENSON	AZ	85602	Yvonne Shay	5205862213	160749	05
T288S980158	ROUGH ROCK SCHOOL BOARD, INC. -- ROUGH ROCK CMTY HIGH SCHOOL	ROUGH ROCK TRADING POST PTT	CHINLE	AZ	86503	Galena Dick	5207283540	174204	06
T288S980241	ALHAMBRA SCHOOL DISTRICT #68 -- C/O PROJECT C. A. R. E.	4510 NORTH 37TH AVENUE	PHOENIX	AZ	85019	PATTI WILLIAMS	6023362959	166325	04
T288S990077	PARADISE VALLEY UNIFIED SCHOOL DISTRICT	15002 NORTH 32ND STREET	PHOENIX	AZ	85032	LAURA ANDERSON	6028675122	163393	04
T289P990066	NOGALES UNIFED SCHOOL DISTRICT #1	310 W. PLUM	NOGALES	AZ	85621	MARCELA PARRA	5202870820	150000	02
T290U950013	LAVEEN ELEMENTARY SCHOOL DIST #59	3851 W. ROESER ROAD	PHOENIX	AZ	85041	Bonnie Middleton	6022768704	83838	02
T290U950024	ROOSEVELT ELEMENTARY SCH DIST 66	6000 S 7TH STREET	PHOENIX	AZ	85040	Wann John	6022324980	94441	02
T290U950100	NOGALES UNIFIED SCHO DISTRICT 1	310 W PLUM STREET	NOGALES	AZ	85621	MARCELINO VARONA	5202870900	283828	02
T290U950191	NOGALES UNIFIED SCHOOL DIST #1	310 W PULM STREET	NOGALES	AZ	85621	RINA GOTSIS	5202870870	393239	02
T290U950215	PINON UNIFIED SCHOOL DISTRICT #4 -- Att. Mary Robertson Begay	P. O. BOX 839	PINON	AZ	86510	FRANK WHITE	5207253414	294042	06
T290U950272	NOGALES UNIFIED SCH DISTRICT #1	310 W. PLUM STREET	NOGALES	AZ	85621	SPEASL RAQUEL	5207613528	159016	02
T290U960012	CREIGHTON ELEMENTARY S. D. #14	2702 EAST FLOWER STREET	PHOENIX	AZ	85016	ROSEMARY AGNEESSENS	6023816047	225341	01
T290U960064	PIMERIA ALTA LEARNING CENTER -- Att. Sandra Potter	Box 250	Nogales	AZ	85628	PIERCEALL POTTER	5202873540	148625	02
T290U960162	RED MESA UNIFIED SCHOOL DISTRICT	HCR #6100, BOX #40	TEEC NOS POS	AZ	86514	PATRICIA A MCCLAIN	5206563519	299940	06
T290U970002	CHINLE UNIFIED SCHOOL DISTRICT -- CHINLE PRIMARY SCHOOL	P. O. BOX #587	CHINLE	AZ	86503	TED FADLER	5206749600	289173	06
T290U970046	AMPHITHEATER PUBLIC SCHOOL -- LANGUAGE ACQUISITION PROGRAM DEPT	435 EAST GLENN STREET	TUCSON	AZ	85705	KOHL BARBARA	5202925991	69041	05
T290U970068	CREIGHTON ELEMEN SCH DIST #14	2702 EAST FLOWER STREET	PHOENIX	AZ	85016	PAMELA A BURKHARDT	6023816000	349831	01
T290U970092	OSBORN SCHOOL DISTRICT #8	1226 WEST OSBORN ROAD	PHOENIX	AZ	85013	ANITA RIEHM	5027072000	349716	04
T290U970128	FLAGSTAFF UNIFIED SCH DIST #1 -- Att. Michael Fillerup	3285 EAST SPARROW AVENUE	FLAGSTAFF	AZ	86004	MICHAEL FILLERUP	5205276108	316963	06
T290U970414	NOGALES UNIFIED SCHOOL DISTRICT	301 WEST PLUM STREET	NOGALES	AZ	85621	MICHAEL HART	5202870915	349993	02
T290U970440	WASHINGTON ELEMENTARY SCH DIST	8610 NORTH 19TH AVENUE	PHOENIX	AZ	85021	SYLVIA TORREZ	6023474162	316369	04
T290U980022	INDIAN OASIS-BABQUIVARI USD -- PUBLIC SCHOOL	PO BOX 248	SELLS	AZ	85634	LORRAINE ST GERMAIN	5203836721	51466	02
T290U980195	WASHINGTON ELEMENTARY SCH DIST -- SUNNYSLOPE ELEMENTARY SCHOOL	8610 N 19TH AVENUE	PHOENIX	AZ	85021	JANICE JOHNSON	6023472603	299884	04
T290U980201	ROUGH ROCK SCHOOL BOARD INC -- ROUGH ROCK ELEMENTARY SCHOOL	HC61, BOX 1480	CHINLE	AZ	86503	GALENA DICK	5207283502	300000	06
T290U980360	MEXICAYOTL CHARTER SCHOOL -- CHARTER SCHOOL DISTRICT	165 E HUDGINS STREET	NOGALES	AZ	85621	BALTAZAR GARCIA	5202877565	299280	02
T290U980369	WINDOW ROCK UNIFIED SCHOOL DISTRICT -- Att Daisy Thompson	P O BOX 559	FORT DEFIANCE	AZ	85003	LARRY WATSON	5207297544	[illegible]78744	06
T290U990031	[illegible]ULIA A LEARNING COMMOUNTY	812 SUTH 6TH AVENUE	PHOENIX	AZ	85003	JESUS AGUIRRE	602262[illegible]	220536	01

[illegible] in FY '99

PR Numbers
195 - Training
195A - Teachers/personnel
T288 - Teachers/personnel
289 - Enhancement
290 - Comprehensive School
291 - System wide
293B - Foreign Language Assistance

CD = Congressional District

T291R950024	TUCSON UNIFIED SCHOOL DISTRICT	1010 E 10TH ST PO BOX 40400	TUCSON	AZ	85717	LEONARD E BASURTO	5206177341	243259	05
T291R970013	PIMERIA ALTA DISTRICT #24	P. O. BOX #250	NOGALES	AZ	85628	SANDRA POTTER	5202873540	238242	02
T291R970126	CREIGHTON ELEMENTARY SCHOOL #14	2702 EAST FLOWER STREET	PHOENIX	AZ	85016	PAMELA BURKHARDT	6023816000	654255	01
T291R990005	FORT DEFIANCE AGENCY	PO BOX 619	FT DEFIANCE	AZ	86504	Dr. Kyril CALSOVAS	5206573208	621524	06
T293B970002	PIMA CTY SCHOOLS EDUCL DEV CENTER	130 WEST CONGRESS ST 4TH FLOOR	TUCSON	AZ	85701	ANITA LOHR	5207408451	53782	02
T293B990144	CENTER FOR EDUCATIONAL DEVELOPMENT -- PIMA COUNTY SCHOOLS	130 WEST CONGRESS STREET	TUCSON	AZ	85701	LUCILLE SCHONBRUN	5207408451	174096	02

An Overview of Arizona State Law

ARS 15-751 Definitions

ARS 15-752 Conducting of schools in English language; bilingual or English as a second language programs; voluntary participation; parental notification

ARS 15-753 Census procedures; diagnostic assessment and reassessment

ARS 15-754 Bilingual programs and English as a second language programs; requirements

ARS 15-755 Reporting procedures; self assessment; noncompliance

ARS 15-756 Powers and duties of superintendent of public instruction

15-741 . Assessment of pupils

A. The state board of education shall:

1. Adopt rules for purposes of this article pursuant to title 41, chapter 6.

2. Adopt and implement an Arizona instrument to measure standards tests to measure pupil achievement of the state board adopted academic standards in reading, writing, and mathematics in at least four grades designated by the board. The board shall determine the manner of implementation. The board may administer assessments of the academic standards in social studies and science. Prior to the administration of the tests to pupils and following the statewide piloting of the tests, the board shall approve, at a public meeting, the Arizona instrument to measure standards test.

3. Adopt and implement a statewide nationally standardized norm-referenced achievement test for grades three through twelve in reading, language arts and mathematics. The tests shall be consistent with the state standards and shall be administered during the spring of each year between April 1 and May 1.

4. Ensure that the tests prescribed in this section are uniform throughout the state.

5. Ensure that the tests prescribed in this section are able to be scored in an objective manner and that the tests are not intended to advocate any sectarian, partisan or denominational viewpoint.

6. Ensure that the results of the nationally standardized norm-referenced achievement tests established as provided in this article are comparable to associated grade equivalents, percentiles and stanines derived from a multistate sample.

7. Include within its budget all costs pertaining to the tests prescribed in this article. If sufficient monies are appropriated, the state board may provide norm-referenced achievement test services to school districts which request assistance in testing pupils in grades additional to those required by this section.

8. Use subtests of the statewide nationally standardized norm-referenced achievement test as designated by the state board to assess pupils in grades three through twelve in reading, language arts and mathematics, at a level appropriate for their grade level.

9. Survey teachers, principals and superintendents on achievement related nontest indicators, including information on graduation rates by ethnicity and dropout rates by ethnicity for each grade level. Prior to the survey, the state board of education shall approve at a public meeting the nontest indicators on which data will be collected. In conducting the survey and collecting data, the state board of education shall not violate the provisions of the family educational rights and privacy act (P.L. 93-380), as amended, nor disclose personally identifiable information.

10. Require and review district assessment plans that include a detailed description of each district's measures of annual and ongoing pupil progress required pursuant to subsection C, paragraph 3, subdivision (b) of this section and each district's report of the numbers of pupils who have accomplished the essential skills.

11. Establish a fair and consistent method and standard by which norm-referenced test scores from schools in a district may be evaluated taking into consideration demographic data. The board shall establish intervention strategies to assist schools with scores below the acceptable standard. The board shall annually review district and school scores and shall offer assistance to school districts in analyzing data and

implementing intervention strategies. The board shall use the adopted norm-referenced test and methods of data evaluation for a period of at least ten years.

2. Participate in other assessments that provide national comparisons as needed.

B. The standardized norm-referenced achievement tests adopted by the state board as provided in subsection A shall be given annually. The tests shall be administered over a one week period between April 1 and May 1. Nontest indicator data and other information shall be collected at the same time as the collection of standardized norm-referenced achievement test data.

C. Local school district governing boards shall:

1. Administer the tests prescribed in subsection A.

2. Survey teachers, principals and superintendents on achievement related nontest indicator data as required by the state board including information related to district graduation and dropout rates. In conducting the survey and collecting data, the governing board shall not violate the provisions of the family educational rights and privacy act (P.L. 93-380), as amended, nor disclose personally identifiable information.

3. File a district assessment plan describing:

(a) How the district governing board will assess pupils in the academic standards. This plan shall describe how districts will report and utilize scores from district tests, the Arizona instrument to measure standards test, standardized norm- referenced tests and the data collected in the survey of teachers, principals and superintendents on achievement related nontest indicators.

(b) How the district governing board will assess pupil progress on an ongoing and annual basis, showing the trends in gain or loss in pupil achievement over time in at least the subjects of reading, language arts and mathematics for all years for which pupils are enrolled in the district during the entire school year and for which the information is available. The plan shall also describe how the district governing board will assess pupil progress pursuant to this subdivision for pupils who are not enrolled in the district for an entire school year.

4. File a report on how many pupils in the grades designated by the state board of education have accomplished the academic standards as required by the state board. This report may contain other information as required by the state board.

D. A test for penmanship shall not be required pursuant to this article.

15-744 . Exemptions

A. A pupil may be exempt from parts or all of the testing requirement prescribed by this article if the pupil is disabled as defined in section 15-761 and the pupil's individual educational plan states that specific parts or all of the testing requirement prescribed by this article would be detrimental to the pupil.

B. The governing board of a school district may exempt pupils who are limited English proficient and who are enrolled in an instructional program as prescribed in section 15-754 from the nationally standardized norm- referenced achievement testing requirement prescribed by this article for not to exceed three consecutive school years. The first year of the exemption is the first academic year in which the pupil is enrolled in a school district in this state in grade two or above. The instructional program for limited English proficient pupils who are exempt from the nationally standardized norm-referenced achievement testing requirement as provided in this subsection shall include an alternative assessment of achievement to be administered annually.

C. School districts shall annually report the number of pupils by category and by grade level which were exempt as provided in this section to the department of education. The department shall include this information in its annual report to the legislature pursuant to section 15-743.

D. At the request of a pupil's parent or guardian, the governing board of a school district shall administer any test required by this article to pupils exempted from the testing requirement pursuant to this section. Test results for these pupils shall not be included in the summary results of tests prescribed in section 15-743, but individual results shall be sent to the school and to the parent or guardian.

ALIS Online

15-751 . Definitions

In this article, unless the context otherwise requires:

1. "Limited English proficient" means having a low level of skill in comprehending, speaking, reading or writing the English language because of being from an environment in which another language is spoken.

2. A "pupil whose primary home language is other than English" means any pupil who identifies a home language other than English on the school enrollment form and home language survey.

Bills | Members | FloorCalendars | CommitteeAgendas | Session Laws| Statutes| Arizona Constitution

Click here to return to the A.L.I.S. Home Page.

ALIS Online

15-752 . Conducting of schools in English language; bilingual or English as second language programs; voluntary participation; parental notification

A. All classes shall be conducted in English except classes of bilingual instruction or foreign language instruction.

B. In any school district in which there are pupils who are limited English proficient, the governing board of the school district shall provide programs of bilingual instruction or English as a second language instruction as provided in this article. The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English. The governing board shall determine if a pupil is limited English proficient by assessing the pupil's language proficiency in comprehension, speaking, reading and writing, in both English and the primary home language.

C. Pupil participation in any program of bilingual instruction or English as a second language instruction is voluntary and requires parental notification. Parents or guardians who do not wish their child to participate in a bilingual program or English as a second language program shall so indicate in writing to the principal of the school in which the pupil is enrolled.

D. Pupils who are not limited English proficient may participate in bilingual programs if space is available.

ALIS Online

15-753 . Census procedures; diagnostic assessment and reassessment

A. Each school district shall identify the number of pupils who have a primary home language other than English as follows:

1. Initial identification of such pupils from school enrollment forms.

2. By October 1 of each year, completion of home language surveys for all new pupils identified as having a primary home language other than English on school enrollment forms.

B. By December 1 of each year, the school district shall determine the language proficiency in both English and the primary home language of all new pupils identified as having a primary home language other than English.

C. A school district in which limited English proficient pupils are enrolled shall adopt language reassessment criteria and procedures as prescribed by the state board for the purpose of reclassification of pupils. The language reassessment criteria and procedures shall:

1. Be used at least once every two years with all limited English proficient pupils enrolled in bilingual programs or English as a second language programs to determine if the pupils have developed the English language skills necessary to succeed in English only instruction. A reclassified pupil may continue in a bilingual program or be placed in an all English program.

2. Be multi-faceted and shall include the following criteria:

(a) A teacher evaluation of the pupil's English language proficiency and an assessment of the pupil's readiness to succeed in an English language course of study.

(b) An objective assessment of the pupil's oral language proficiency, writing skills and literacy skills in English.

(c) Parent opinion and consultation.

15-754 . Bilingual programs and English as a second language programs; requirements

A. Each school district which has ten or more limited English proficient pupils in any kindergarten program or grade in any school shall provide a bilingual program or English as a second language program for the limited English proficient pupils. Beginning with fiscal year 1987-1988, classes of bilingual instruction shall be taught by teachers who possess a basic or standard certificate to teach with a bilingual education endorsement. A school district may meet the requirements of this subsection by implementing any of the following programs:

1. A transitional bilingual program consisting of an organized program of instruction which is conducted in kindergarten programs and grades one through six in which participating pupils receive instruction in and through English and the primary home language of the pupils. The principal goal of a transitional bilingual program is to increase the English language proficiency and academic achievement of the pupils in order to transfer them to all English instruction when they meet the reassessment criteria as prescribed in section 15-753, subsection C.

2. A language learning program for grades seven through twelve consisting of a structured bilingual program to promote English language proficiency and academic achievement through the use of the pupil's primary home language for instruction in the elective and nonelective content courses required for graduation.

3. A bilingual-bicultural program for kindergarten programs and grades one through eight or for kindergarten programs and grades one through twelve consisting of a system of instruction which uses two languages, one of which is English, as a means of instruction. It is a means of instruction which builds on and expands the existing language skills of each participating pupil which will enable the pupil to achieve competency and literacy in both languages. This instruction shall include the history and culture of this state and the United States, as well as customs and values of the cultures associated with the languages being taught.

4. A formal English as a second language program consisting of:

(a) Daily instruction in English language development including:

(i) Listening and speaking skills.

(ii) Reading and writing skills.

(iii) Cognitive and academic skill development in English.

(b) A plan to develop an understanding of the history and culture of the United States, as well as an understanding of customs and values of the cultures associated with the primary home language of the pupils in the program.

B. Each school district which has nine or fewer limited English proficient pupils in any kindergarten program or grade in any school shall provide these limited English proficient pupils with either a bilingual program or English as a second language program as prescribed in subsection A of this section or shall provide an individual education program for each of these pupils which provides a plan for meeting the cultural and linguistic needs of the pupil. An individual education program must be provided for all limited English proficient pupils who are not enrolled in one of the programs described in subsections A and B of this section. An individual education program consists of a systematic, individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction, to the extent possible. Individual education programs do not require teachers who

have the bilingual endorsement to their teaching certificate. Under the supervision of a certificated teacher, primary home instruction may be given by paraprofessionals, community members or pupils with proficiency in the primary home language serving as tutors.

Click here to return to the A.L.I.S. Home Page.

15-755 . Reporting procedures; self-assessment; noncompliance

A. Each school district shall submit a report to the department of education by June 15 of each year which shall include the following information:

1. The number of pupils identified as having a primary home language other than English by grade level by school.

2. The identification and assessment procedures used to determine if the pupils identified in paragraph 1 of this subsection are limited English proficient.

3. The number of pupils identified as limited English proficient by grade level by school.

B. Each school district which enrolls limited English proficient pupils shall submit a report on its bilingual programs and English as a second language programs to the department of education by June 15 of each year which shall include the following information:

1. A description of program services.

2. The number of pupils participating in each program by grade level by school.

3. The language proficiency of pupils participating in the program by grade level by school.

4. Achievement test data on participating pupils, if available.

5. Reassessment criteria and procedures.

6. The source and amount of monies expended.

7. The number and qualifications of program staff and the name of the person responsible for management of the program.

8. Any additional information which the superintendent of public instruction deems necessary for the proper and efficient administration of program services.

C. Each school district which enrolls limited English proficient pupils who receive the group B weight prescribed in section 15-943 shall conduct a biennial self-assessment program and shall maintain records of the assessment and any corrective measures taken.

D. A school district which enrolls limited English proficient pupils who receive the group B weight prescribed in section 15-943 and which is found to be in noncompliance with the requirements of this article by the state board of education shall not include the limited English proficient student count in determining its budget unless the school district demonstrates to the superintendent of public instruction that monies resulting from the group B weight will be expended only for limited English proficient programs and demonstrates that the school district is undertaking measures to comply with the provisions of this article.

ALIS Online

15-756 . Powers and duties of superintendent of public instruction

The superintendent of public instruction shall:

1. Enforce the compliance of school districts with the requirements of this article and report to the state board of education those districts which appear to be in noncompliance.

2. Monitor and review all requirements for fiscal and programmatic reporting of bilingual programs and English as a second language programs.

3. Prescribe the procedures for self-assessment as prescribed in section 15-755.

4. Present a summary of the reports specified in section 15-755 and the superintendent's recommendations to the legislature in January of each year.

5. Prescribe the method of counting limited English proficient pupils enrolled in a program to promote English proficiency for the group B weight as prescribed in section 15-943. This method shall require that pupils in kindergarten programs be counted as full-time students.

Bills | Members | FloorCalendars | CommitteeAgendas | Session Laws| Statutes| Arizona Constitution

Click here to return to the A.L.I.S. Home Page.

HB2387 - 441R - C Ver

Reference Title: bilingual education

AN ACT
AMENDING SECTIONS 15-752, 15-753 AND 15-756, ARIZONA REVISED STATUTES; RELATING TO BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE INSTRUCTION.

Be it enacted by the Legislature of the State of Arizona:

Section 1. Section 15-752, Arizona Revised Statutes, is amended to read:

15-752 . Conducting of schools in English language; bilingual or English as second language programs; voluntary participation; parental notification

A. All classes shall be conducted in English except classes of bilingual instruction or foreign language instruction. THE DEPARTMENT OF EDUCATION SHALL ANNUALLY DISTRIBUTE TO EACH SCHOOL DISTRICT BY OCTOBER 1 A LISTING AND DESCRIPTION OF COMMON BILINGUAL INSTRUCTION PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS AS PRESCRIBED IN SECTION 15-754. SCHOOL DISTRICTS SHALL ATTEMPT TO ENSURE THAT THE NAME OF EACH BILINGUAL EDUCATION PROGRAM AND ENGLISH AS A SECOND LANGUAGE PROGRAM OFFERED BY THE SCHOOL DISTRICT COMPLIES WITH THE STANDARDIZED PROGRAM NAMES PRESCRIBED BY THE DEPARTMENT OF EDUCATION.

B. In any school district in which there are pupils who are limited English proficient, the governing board of the school district shall provide programs of bilingual instruction or English as a second language instruction as provided in this article. The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English. The governing board shall determine if a pupil is limited English proficient by assessing the pupil's language proficiency in comprehension, speaking, reading and writing, in both English and the primary home language.

C. PUPIL PARTICIPATION IN ANY BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION IS VOLUNTARY AND REQUIRES PARENTAL NOTIFICATION PURSUANT TO THIS SUBSECTION. WITHIN THIRTY DAYS OF THE SCHOOL'S ENROLLING NEW PUPILS IN A BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION, AND ANNUALLY FOR CONTINUING PUPILS ENROLLED IN A BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION, THE SCHOOL SHALL PROVIDE TO THE PARENTS OR GUARDIAN OF EACH PUPIL:

1. A COMPARISON OF THE PUPIL'S LATEST ASSESSED READING, WRITING AND ORAL SCORES TO THE SCORES THAT DENOTE ENGLISH PROFICIENCY.

2. A PARENTAL NOTIFICATION PAMPHLET THAT DESCRIBES THE VARIOUS INSTRUCTIONAL PROGRAMS OFFERED BY THE SCHOOL DISTRICT TO LIMITED ENGLISH PROFICIENT PUPILS AND THE GOALS OF EACH PROGRAM.

3. NOTICE OF THE SCHOOL DISTRICT RECOMMENDATION OF THE PROGRAM INTO WHICH THE PUPIL IS BEING PLACED.

4. A DESCRIPTION OF THE RECOMMENDED PROGRAM INTO WHICH THE PUPIL IS BEING PLACED INCLUDING THE AMOUNT OF INSTRUCTION THAT WILL OCCUR IN THE ENGLISH LANGUAGE.

5. A STATEMENT OF WHETHER OR NOT THE PERSONNEL THAT WILL BE INSTRUCTING THE PUPIL HAVE A TEACHING CERTIFICATE AND A BILINGUAL OR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT. MIDDLE SCHOOLS AND HIGH SCHOOLS MAY FULFILL THIS REQUIREMENT BY PROVIDING A LIST OF CERTIFIED TEACHERS WITH A BILINGUAL OR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT.

6. DIRECTIONS ON HOW A PARENT OR GUARDIAN CAN EXCLUDE A PUPIL FROM THE ASSIGNED PROGRAM.

7. INFORMATION ON HOW TO OBTAIN A COPY OF THE SELF-ASSESSMENT CONDUCTED PURSUANT TO SECTION 15-755, SUBSECTION C.

8. INFORMATION ON HOW TO REQUEST A MEETING TO REVIEW THE PUPIL'S PROGRESS IN ACADEMIC STANDARDS OR ENGLISH PROFICIENCY PURSUANT TO SUBSECTION G OF THIS SECTION.

C. *Pupil participation in any program of bilingual instruction or English as a second language instruction is voluntary and requires parental notification. Parents or guardians who do not wish their child to participate in a bilingual program or English as a second language program shall so indicate in writing to the principal of the school in which the pupil is enrolled.*

9. A PARENTAL NOTIFICATION FORM OUTLINING PROGRAMS OFFERED BY THE SCHOOL DISTRICT TO LIMITED ENGLISH PROFICIENT PUPILS. THE PARENTAL NOTIFICATION FORM SHALL REQUIRE A SIGNATURE OF THE PUPIL'S PARENT OR LEGAL GUARDIAN PURSUANT TO SUBSECTION E OF THIS SECTION.

D. THE PRINCIPAL SHALL REMOVE THE PUPIL FROM THE PROGRAM WITHIN FIVE DAYS AFTER RECEIVING A WRITTEN REQUEST FOR WITHDRAWAL

E. AFTER A PARENT RECEIVES NOTICE PURSUANT TO SUBSECTION C OF THIS SECTION, THE PARENT SHALL CHOOSE ONE OF THE FOLLOWING OPTIONS, AS AVAILABLE:

1. THE CHILD WILL PARTICIPATE IN ENGLISH AS A SECOND LANGUAGE INSTRUCTION OFFERED BY THE SCHOOL DISTRICT.

2. THE CHILD WILL PARTICIPATE IN A BILINGUAL EDUCATION PROGRAM OFFERED BY THE SCHOOL DISTRICT.

3. THE CHILD WILL NOT PARTICIPATE IN EITHER ENGLISH AS A SECOND LANGUAGE INSTRUCTION OR A BILINGUAL EDUCATION PROGRAM OFFERED BY THE SCHOOL DISTRICT.

D. F. Pupils who are not limited English proficient may participate in bilingual programs if space is available.

Sec. 2. Section 15-753, Arizona Revised Statutes, is amended to read:

15-753 . Census procedures; diagnostic assessment and reassessment

A. Each school district shall identify the number of pupils who have a primary home language other than English as follows:

1. Initial identification of such pupils from school enrollment forms.

2. By October 1 of each year, completion of home language surveys for all new pupils identified as having a primary home language other than English on school enrollment forms.

B. By December 1 of each year, the school district shall determine the language proficiency in both English and the primary home language of all new pupils identified as having a primary home language other than English .

C. A school district in which limited English proficient pupils are enrolled shall adopt language ASSESSMENT AND reassessment criteria and procedures as prescribed by the *state board* SUPERINTENDENT OF PUBLIC INSTRUCTION PURSUANT TO SECTION 15-756, PARAGRAPH 7 for the purpose of reclassification of pupils. The language reassessment criteria and procedures shall:

1. Be used at least once every two years YEAR with all limited English proficient pupils enrolled in bilingual programs or English as a second language programs to determine if the pupils have developed the English language skills necessary to succeed in English only instruction. *A reclassified pupil may continue in a bilingual program or be placed in an all English program.*

2. *Be multi-faceted and shall* Include the following criteria:

(a) A teacher evaluation of the pupil's English language proficiency and an assessment of the pupil's readiness to succeed in an English language course of study.

(b) An objective assessment of the pupil's oral language proficiency, writing skills and literacy skills in English.

(c) Parent opinion and consultation.

(d) AN EXAMINATION OF THE PUPIL'S SCORES ON A NATIONALLY STANDARDIZED NORM REFERENCED ACHIEVEMENT TEST ADOPTED BY THE STATE BOARD OF EDUCATION URSUANT TO SECTION 15-741, SUBSECTION A, PARAGRAPH 3.

Sec. 3. Section 15-756, Arizona Revised Statutes, is amended to read:

15-756 . Powers and duties of superintendent of public instruction and legislative council

The superintendent of public instruction shall:

1. Enforce the compliance of SCHOOLS AND school districts with the requirements of this article and report to the state board of education those SCHOOLS OR SCHOOL districts which appear to be in noncompliance.

2. Monitor and review all requirements for fiscal and programmatic reporting of bilingual programs and English as a second language programs.

3. Prescribe the procedures for self-assessment as prescribed in section 15-755.

4. Present a summary of the reports specified in section 15-755 and the superintendent's recommendations to the legislature in January of each year.

5. Prescribe the method of counting limited English proficient pupils enrolled in a program to promote English proficiency for the group B weight as prescribed in section 15-943. This method shall require that pupils in kindergarten programs be counted as full-time students.

6. SEND COMPLETE COPIES OF THE REPORTS SPECIFIED IN SECTION 15-755 TO THE DIRECTOR OF THE LEGISLATIVE COUNCIL BY JULY 1 OF EACH YEAR.

7. DEVELOP CRITERIA FOR DETERMINING WHETHER A CHILD IS LIMITED ENGLISH PROFICIENT. THE CRITERIA SHALL INCLUDE A LIST OF TESTS FROM WHICH A SCHOOL DISTRICT SHALL SELECT IN ORDER TO ASSESS THE PUPIL'S ORAL, READING AND WRITING SKILLS. THE SUPERINTENDENT SHALL DETERMINE A SCORE ON EACH TEST THAT DENOTES ENGLISH PROFICIENCY. THE CRITERIA SHALL NOT ALLOW THE SCORES FOR THE INITIAL DETERMINATION OF WHETHER A PUPIL IS ENGLISH PROFICIENT TO BE HIGHER THAN THE SCORES FOR THE REASSESSMENT OF WHETHER A PUPIL IS LIMITED ENGLISH PROFICIENT. IN ADDITION TO THE MINIMUM SCORES ON THE SELECTED TESTS, THE CRITERIA SHALL ALSO INCLUDE OTHER FACTORS, SUCH AS TEACHER OBSERVATIONS AND PARENTAL APPROVAL, THAT MUST BE SATISFIED BEFORE A PUPIL IS DETERMINED TO BE PROFICIENT IN ENGLISH.

Sec. 4. English as a second language and bilingual education study committee

A. The English as a second language and bilingual education study committee is established consisting of:

1. Five members of the house of representatives who are appointed by the speaker of the house of representatives, no more than three of whom may be from the same political party. One member shall be the chairman of the education committee of the house of representatives.

2. Five members of the senate who are appointed by the president of the senate, no more than three of whom may be from the same political party. One member shall be the chairman of the senate education committee.

B. The chairmen of the senate and house education committees shall be co-chairmen of the study committee.

C. The committee shall conduct hearings and review and study the following:

1. Academic research, including longitudinal studies, on the length of time it takes students to become proficient in English and the types of bilingual and English as a second language programs that are most effective in promoting the greatest long-term academic achievement.

2. The availability of sufficient teachers with a bilingual or an English as a second language endorsement in school districts with significant populations of limited English proficient pupils.

3. The amount of funding provided by the state and federal government for English instruction of limited English proficient pupils and the amount of money being spent by schools to educate these pupils.

4. The reclassification rate in this state for continuing students who have taken the statewide standardized norm-referenced achievement test and have received instruction from a certified teacher with a bilingual or English as a second language endorsement.

5. The types of programs currently offered in this state to limited English proficient pupils, including the methods of instruction for each program, how closely the programs comply with the program descriptions in section 15-754, Arizona Revised Statutes, and the statewide norm-referenced achievement test results for pupils in each type of program compared to non-limited English proficient pupils and former limited English proficient pupils.

6. Federal and state requirements for the education of limited English proficient pupils and the extent to which school districts and the department of education are in compliance with those laws.

D. The legislature shall provide staff for the committee and the department of education shall provide the committee with requested data, except that the information provided shall not disclose confidential information about individual pupils.

E. The committee shall submit a report that contains the committee's recommendations by December 1, 1999 to the governor, the speaker of the house of representatives and the president of the senate. The committee shall provide a copy of the report to the secretary of state and the director of the department of library, archives and public records. The report shall include recommendations on the following:

1. If it is determined that there is a shortage of teachers with a bilingual or English as a second language endorsement, measures that can be taken to increase the number of teachers with those endorsements.

2. Methods to improve the accuracy and usefulness of the report issued pursuant to section 15-755, Arizona Revised Statutes, in order to assist in the evaluation of the success of bilingual and English as a second language programs.

3. Measures to ensure that schools are in compliance with state and federal laws and are offering programs that promote high academic achievement.

4. Necessary changes to conform legal descriptions of programs for limited English proficient pupils with those programs actually in use.

5. Methods to encourage schools to adopt those programs that have been proven most effective in promoting academic achievement.

6. The level of funding necessary to support the programs that are determined to be the most effective pursuant to paragraph 5 of this subsection.

Sec. 5. Delayed repeal

Section 4 of this act is repealed from and after June 30, 2000.

STATE FUNDING
OF
ENGLISH ACQUISITION SERVICES

The English Acquisition Services unit has been funded under the "General Services Account", index number 01024, in the amount of $80,129.00 for Fiscal Year 1999. This fund finances the personnel services of two FTEs, as well as the $600.00 for "other" expenditures.

GROUP B ADD-ON
STATE FUNDING
For
Arizona Department of Education
Limited English Proficiency

Limited English Proficiency (LEP) funding in Arizona is based on a statutory formula (in part defined by A.R.S. 15-943). This formula, influenced by district participation in certain programs (e.g. Teacher Compensation A.R.S. 15-952, Career Ladder A.R.S. 15-918 or OPIP A.R.S. 15-919) generates a base amount for LEP funding of $149.97 per pupil (excluding Teacher Compensation, Career Ladder & OPIP) or an average per pupil amount of $154.77 (including Teacher Compensation, Career Ladder & OPIP). This enables each district to receive approximately the same level of funding per student from local and state sources combined. Some districts that have a high level of assessed valuation do not receive revenue from the state but rely on the local tax base only.

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
010201	ST JOHNS UNIFIED DISTRICT	45.000	2.700	$2,530.77	1.0263	$ 7,012.79	$ 155.84
010208	WINDOW ROCK UNIFIED DISTRICT	704.900	42.294	$2,669.97	1.0144	$ 114,549.81	$ 162.51
010210	ROUND VALLEY UNIFIED DISTRICT	27.800	1.668	$2,530.77	1.0189	$ 4,301.11	$ 154.72
010218	SANDERS UNIFIED DISTRICT	485.700	29.142	$2,530.77	1.0000	$ 73,751.70	$ 151.85
010220	GANADO UNIFIED DISTRICT	730.700	43.842	$2,669.97	1.0000	$ 117,056.82	$ 160.20
010224	CHINLE UNIFIED DISTRICT	2,663.400	159.804	$2,530.77	1.0000	$ 404,427.17	$ 151.85
010227	RED MESA UNIFIED DISTRICT	372.700	22.362	$2,530.77	1.0000	$ 56,593.08	$ 151.85
010306	CONCHO ELEMENTARY DISTRICT	4.000	0.240	$2,530.77	1.0575	$ 642.31	$ 160.58
010307	ALPINE ELEMENTARY DISTRICT	-	-	$2,530.77	1.1142	$ -	$ -
010309	VERNON ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
010323	MCNARY ELEMENTARY DISTRICT	55.700	3.342	$2,530.77	1.0000	$ 8,457.83	$ 151.85
020100	FT HUACHUCA ACCOMMODATION DIST	31.600	1.896	$2,530.77	1.0423	$ 5,001.31	$ 158.27
020201	TOMBSTONE UNIFIED DISTRICT	13.700	0.822	$2,530.77	1.0076	$ 2,096.10	$ 153.00
020202	BISBEE UNIFIED DISTRICT	137.000	8.220	$2,530.77	1.0000	$ 20,802.93	$ 151.85
020213	WILLCOX UNIFIED DISTRICT	149.000	8.940	$2,530.77	1.0007	$ 22,640.92	$ 151.95
020214	BOWIE UNIFIED DISTRICT	62.900	3.774	$2,530.77	1.0000	$ 9,551.13	$ 151.85
020218	SAN SIMON UNIFIED DISTRICT	36.300	2.178	$2,530.77	1.0000	$ 5,512.02	$ 151.85
020221	ST DAVID UNIFIED DISTRICT	6.000	0.360	$2,530.77	1.0102	$ 920.37	$ 153.40
020227	DOUGLAS UNIFIED DISTRICT	2,428.000	145.680	$2,530.77	1.0124	$ 373,254.24	$ 153.73
020268	SIERRA VISTA UNIFIED DISTRICT	198.300	11.898	$2,530.77	1.0375	$ 31,240.27	$ 157.54
020323	NACO ELEMENTARY DISTRICT	71.700	4.302	$2,530.77	1.0335	$ 11,252.10	$ 156.93
020326	COCHISE ELEMENTARY DISTRICT	-	-	$2,499.53	1.0022	$ -	$ -
020342	APACHE ELEMENTARY DISTRICT	-	-	$2,530.77	1.1322	$ -	$ -
020345	DOUBLE ADOBE ELEMENTARY DISTR	5.000	0.300	$2,530.77	1.0647	$ 808.35	$ 161.67
020349	PALOMINAS ELEMENTARY DISTRICT	27.200	1.632	$2,530.77	1.0000	$ 4,130.22	$ 151.85
020355	MCNEAL ELEMENTARY DISTRICT	-	-	$2,530.77	1.1322	$ -	$ -
020366	RUCKER ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
020381	FORREST ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
020409	BENSON ELEMENTARY DISTRICT	28.700	1.722	$2,544.69	1.0027	$ 4,393.79	$ 153.09
020412	ELFRIDA ELEMENTARY DISTRICT	31.000	1.860	$2,530.77	1.0000	$ 4,707.23	$ 151.85
020422	PEARCE ELEMENTARY DISTRICT	8.700	0.522	$2,530.77	1.0000	$ 1,321.06	$ 151.85
020453	ASH CREEK ELEMENTARY DISTRICT	10.000	0.600	$2,530.77	1.0000	$ 1,518.46	$ 151.85
020464	POMERENE ELEMENTARY DISTRICT	-	-	$2,530.77	1.0545	$ -	$ -

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
020509	BENSON UNION HIGH SCH DISTRICT	12.600	0.756	$2,546.46	1.0000	$ 1,925.12	$ 152.79
020522	VALLEY UNION HIGH SCH DISTRICT	16.000	0.960	$2,530.77	1.0337	$ 2,511.41	$ 156.96
030201	FLAGSTAFF UNIFIED DISTRICT	745.500	44.730	$2,669.97	1.0262	$ 122,556.77	$ 164.40
030202	WILLIAMS UNIFIED DISTRICT	42.700	2.562	$2,530.77	1.0000	$ 6,483.83	$ 151.85
030204	GRAND CANYON UNIFIED DISTRICT	48.900	2.934	$2,530.77	1.0000	$ 7,425.28	$ 151.85
030206	FREDONIA MOCCASIN UNIFIED DIST	5.800	0.348	$2,530.77	1.0057	$ 885.73	$ 152.71
030208	PAGE UNIFIED DISTRICT	901.300	54.078	$2,564.18	1.0034	$ 139,137.19	$ 154.37
030215	TUBA CITY UNIFIED DISTRICT	1,442.800	86.568	$2,530.77	1.0324	$ 226,182.01	$ 156.77
030305	CHEVELON BUTTE ELEMENTARY DIST	-	-	$2,499.53	1.0000	$ -	$ -
030310	MAINE CONSOL ELEMENTARY DIST	-	-	$2,530.77	1.0394	$ -	$ -
040201	GLOBE UNIFIED SCHOOL DISTRICT	96.600	5.796	$2,530.77	1.0163	$ 14,907.44	$ 154.32
040210	PAYSON UNIFIED DISTRICT	0.300	0.018	$2,669.97	1.0000	$ 48.06	$ 160.20
040220	SAN CARLOS UNIFIED DISTRICT	1,144.800	68.688	$2,530.77	1.0000	$ 173,833.53	$ 151.85
040240	MIAMI UNIFIED DISTRICT	103.000	6.180	$2,530.77	1.0423	$ 16,301.74	$ 158.27
040241	HAYDEN-WINKLEMAN UNIFIED DIST	24.000	1.440	$2,530.77	1.0071	$ 3,670.18	$ 152.92
040305	YOUNG ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
040312	PINE/STRAWBERRY ELEM DIST	-	-	$2,530.77	1.0384	$ -	$ -
040333	TONTO BASIN ELEMENTARY DIST	-	-	$2,530.77	1.0366	$ -	$ -
050201	SAFFORD UNIFIED DISTRICT	11.000	0.660	$2,669.97	1.0226	$ 1,802.01	$ 163.82
050204	THATCHER UNIFIED SCHOOL DIST	7.300	0.438	$2,530.77	1.0431	$ 1,156.25	$ 158.39
050206	PIMA UNIFIED SCHOOL DISTRICT	40.100	2.406	$2,530.77	1.0161	$ 6,187.07	$ 154.29
050207	FT THOMAS UNIFIED DISTRICT	74.300	4.458	$2,530.77	1.0032	$ 11,318.28	$ 152.33
050305	SOLOMON ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
050309	KLONDYKE ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
050316	BONITA ELEMENTARY DISTRICT	5.600	0.336	$2,530.77	1.0004	$ 850.68	$ 151.91
060100	GREENLEE COUNTY ALTERNATIVE	-	-	$2,499.53	1.0000	$ -	$ -
060202	DUNCAN UNIFIED DISTRICT	11.700	0.702	$2,530.77	1.0222	$ 1,816.04	$ 155.22
060203	CLIFTON UNIFIED DISTRICT	-	-	$2,530.77	1.0072	$ -	$ -
060218	MORENCI UNIFIED DISTRICT	-	-	$2,530.77	1.0114	$ -	$ -
060322	BLUE ELEMENTARY DISTRICT	-	-	$2,499.53	1.1322	$ -	$ -
060345	EAGLE ELEMENTARY DISTRICT	-	-	$2,530.77	1.1322	$ -	$ -
070199	MARICOPA CO REGIONAL DIST	-	-	$2,530.77	1.0000	$ -	$ -
070204	MESA UNIFIED SCHOOL DISTRICT	2,941.800	176.508	$2,669.97	1.0317	$ 486,210.36	$ 165.28

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
070209	WICKENBURG UNIFIED DISTRICT	63.400	3.804	$2,556.59	1.0384	$ 10,098.72	$ 159.29
070211	PEORIA UNIFIED DISTRICT	893.400	53.604	$2,669.97	1.0000	$ 143,121.07	$ 160.20
070224	GILA BEND UNIFIED DISTRICT	119.700	7.182	$2,530.77	1.0000	$ 18,175.99	$ 151.85
070241	GILBERT UNIFIED DISTRICT	340.600	20.436	$2,530.77	1.0000	$ 51,718.82	$ 151.85
070248	SCOTTSDALE UNIFIED DISTRICT	1,138.900	68.334	$2,669.97	1.0081	$ 183,927.57	$ 161.50
070269	PARADISE VALLEY UNIFIED DISTR	1,182.500	70.950	$2,530.77	1.0374	$ 186,273.61	$ 157.53
070280	CHANDLER UNIFIED DISTRICT	2,777.300	166.638	$2,669.97	1.0000	$ 444,918.46	$ 160.20
070289	DYSART UNIFIED DISTRICT	1,174.300	70.458	$2,669.97	1.0051	$ 189,080.16	$ 161.02
070293	CAVE CREEK UNIFIED DISTRICT	80.400	4.824	$2,669.97	1.0000	$ 12,879.94	$ 160.20
070295	QUEEN CREEK UNIFIED DISTRICT	196.000	11.760	$2,530.77	1.0000	$ 29,761.86	$ 151.85
070297	DEER VALLEY UNIFIED DISTRICT	467.600	28.056	$2,530.77	1.0000	$ 71,003.28	$ 151.85
070298	FOUNTAIN HILLS UNIFIED DIST	31.400	1.884	$2,530.77	1.0000	$ 4,767.97	$ 151.85
070360	HIGLEY ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
070363	AGUILA ELEMENTARY DISTRICT	107.300	6.438	$2,530.77	1.0000	$ 16,293.10	$ 151.85
070371	SENTINEL ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
070375	MORRISTOWN ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
070381	NADABURG ELEMENTARY DISTRICT	34.400	2.064	$2,530.77	1.0230	$ 5,343.65	$ 155.34
070386	MOBILE ELEMENTARY DISTRICT	-	-	$2,499.53	1.0197	$ -	$ -
070390	RUTH FISHER ELEMENTARY DIST	35.300	2.118	$2,530.77	1.0000	$ 5,360.17	$ 151.85
070394	PALOMA ELEMENTARY DISTRICT	32.000	1.920	$2,530.77	1.0000	$ 4,859.08	$ 151.85
070401	PHOENIX ELEMENTARY DISTRICT	5,040.600	302.436	$2,530.77	1.0000	$ 765,395.96	$ 151.85
070402	RIVERSIDE ELEMENTARY DISTRICT	52.400	3.144	$2,530.77	1.0000	$ 7,956.74	$ 151.85
070403	TEMPE ELEMENTARY DISTRICT	2,524.400	151.464	$2,550.01	1.0000	$ 386,234.71	$ 153.00
070405	ISAAC ELEMENTARY DISTRICT	3,987.900	239.274	$2,530.77	1.0000	$ 605,547.46	$ 151.85
070406	WASHINGTON ELEMENTARY DISTRICT	2,200.600	132.036	$2,530.77	1.0004	$ 334,286.41	$ 151.91
070407	WILSON ELEMENTARY DISTRICT	987.700	59.262	$2,530.77	1.0000	$ 149,978.49	$ 151.85
070408	OSBORN ELEMENTARY DISTRICT	1,161.400	69.684	$2,530.77	1.0000	$ 176,354.18	$ 151.85
070414	CREIGHTON ELEMENTARY DISTRICT	3,688.800	221.328	$2,669.97	1.0000	$ 590,939.12	$ 160.20
070417	TOLLESON ELEMENTARY DISTRICT	316.200	18.972	$2,669.97	1.0000	$ 50,654.67	$ 160.20
070421	MURPHY ELEMENTARY DISTRICT	954.200	57.252	$2,530.77	1.0129	$ 146,760.75	$ 153.81
070425	LIBERTY ELEMENTARY DISTRICT	134.000	8.040	$2,530.77	1.0000	$ 20,347.39	$ 151.85
070428	KYRENE ELEMENTARY DISTRICT	456.200	27.372	$2,669.97	1.0000	$ 73,082.42	$ 160.20
070431	BALSZ ELEMENTARY DISTRICT	908.400	54.504	$2,530.77	1.0000	$ 137,937.09	$ 151.85

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
070433	BUCKEYE ELEMENTARY DISTRICT	212.700	12.762	$2,530.77	1.0000	$ 32,297.69	$ 151.85
070438	MADISON ELEMENTARY DISTRICT	507.000	30.420	$2,530.77	1.0000	$ 76,986.02	$ 151.85
070440	GLENDALE ELEMENTARY DISTRICT	1,721.300	103.278	$2,530.77	1.0000	$ 261,372.86	$ 151.85
070444	AVONDALE ELEMENTARY DISTRICT	867.600	52.056	$2,530.77	1.0054	$ 132,453.17	$ 152.67
070445	FOWLER ELEMENTARY DISTRICT	354.900	21.294	$2,530.77	1.0000	$ 53,890.22	$ 151.85
070447	ARLINGTON ELEMENTARY DISTRICT	20.300	1.218	$2,530.77	1.0140	$ 3,125.63	$ 153.97
070449	PALO VERDE ELEMENTARY DISTRICT	46.500	2.790	$2,530.77	1.0079	$ 7,116.63	$ 153.05
070459	LAVEEN ELEMENTARY DISTRICT	459.100	27.546	$2,530.77	1.0000	$ 69,712.59	$ 151.85
070462	UNION ELEMENTARY DISTRICT	9.000	0.540	$2,499.53	1.0000	$ 1,349.75	$ 149.97
070465	LITTLETON ELEMENTARY DISTRICT	442.700	26.562	$2,530.77	1.0000	$ 67,222.31	$ 151.85
070466	ROOSEVELT ELEMENTARY DISTRICT	3,290.700	197.442	$2,530.77	1.0000	$ 499,680.29	$ 151.85
070468	ALHAMBRA ELEMENTARY DISTRICT	3,490.400	209.424	$2,530.77	1.0000	$ 530,003.98	$ 151.85
070479	LITCHFIELD ELEMENTARY DISTRICT	133.800	8.028	$2,669.97	1.0000	$ 21,434.52	$ 160.20
070483	CARTWRIGHT ELEMENTARY DISTRICT	3,711.000	222.660	$2,530.77	1.0000	$ 563,501.25	$ 151.85
070492	PENDERGAST ELEMENTARY DISTRICT	551.400	33.084	$2,669.97	1.0000	$ 88,333.29	$ 160.20
070501	BUCKEYE UNION HIGH SCH DIST	71.000	4.260	$2,530.77	1.0000	$ 10,781.08	$ 151.85
070505	GLENDALE UNION HIGH SCH DIST	421.400	25.284	$2,530.77	1.0558	$ 67,558.52	$ 160.32
070510	PHOENIX UNION HIGH SCH DIST	3,381.400	202.884	$2,530.77	1.0104	$ 518,792.65	$ 153.43
070513	TEMPE UNION HIGH SCH DISTRICT	243.000	14.580	$2,530.77	1.0141	$ 37,418.90	$ 153.99
070514	TOLLESON UNION HIGH SCH DIST	184.600	11.076	$2,530.77	1.0000	$ 28,030.81	$ 151.85
070516	AGUA FRIA UNION HIGH SCH DIST	106.900	6.414	$2,669.97	1.0000	$ 17,125.19	$ 160.20
070801	EAST VALLEY INSTITUTE OF TECHN	-	-	$2,669.97	1.0565	$ -	$ -
080201	LAKE HAVASU UNIFIED DISTRICT	126.500	7.590	$2,530.77	1.0000	$ 19,208.54	$ 151.85
080208	PEACH SPRINGS UNIFIED	251.000	15.060	$2,530.77	1.0000	$ 38,113.40	$ 151.85
080214	COLORADO CITY UNIFIED DISTRICT	-	-	$2,530.77	1.0364	$ -	$ -
080403	HACKBERRY ELEMENTARY DISTRICT	-	-	$2,530.77	1.0272	$ -	$ -
080404	KINGMAN ELEMENTARY DISTRICT	56.700	3.402	$2,530.77	1.0000	$ 8,609.68	$ 151.85
080406	OWENS WHITNEY ELEM DIST	-	-	$2,530.77	1.0347	$ -	$ -
080409	LITTLEFIELD ELEMENTARY DIST	34.300	2.058	$2,530.77	1.0000	$ 5,208.32	$ 151.85
080411	CHLORIDE ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
080412	TOPOCK ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
080413	YUCCA ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
080415	BULLHEAD CITY ELEMENTARY DIST	350.000	21.000	$2,530.77	1.0000	$ 53,146.17	$ 151.85

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
080416	MOHAVE VALLEY ELEMENTARY DIST	35.000	2.100	$2,530.77	1.0000	$ 5,314.62	$ 151.85
080422	VALENTINE ELEMENTARY DISTRICT	-	-	$2,530.77	1.0497	$ -	$ -
080502	COLORADO RIVER UNION HIGH DIST	74.600	4.476	$2,644.66	1.0000	$ 11,837.50	$ 158.68
080530	MOHAVE UNION HIGH SCHOOL DIST	10.400	0.624	$2,530.77	1.0000	$ 1,579.20	$ 151.85
090201	WINSLOW UNIFIED DISTRICT	102.200	6.132	$2,530.77	1.0135	$ 15,728.18	$ 153.90
090202	JOSEPH CITY UNIFIED DISTRICT	42.400	2.544	$2,669.97	1.0000	$ 6,792.40	$ 160.20
090203	HOLBROOK UNIFIED DISTRICT	837.000	50.220	$2,530.77	1.0000	$ 127,095.27	$ 151.85
090204	PINON UNIFIED DISTRICT	1,012.900	60.774	$2,539.88	1.0000	$ 154,358.67	$ 152.39
090205	SNOWFLAKE UNIFIED DISTRICT	68.300	4.098	$2,545.96	1.0022	$ 10,456.30	$ 153.09
090206	HEBER-OVERGAARD UNIFIED DIST	4.100	0.246	$2,530.77	1.0000	$ 622.57	$ 151.85
090210	SHOW LOW UNIFIED DISTRICT	23.200	1.392	$2,669.97	1.0322	$ 3,836.27	$ 165.36
090220	WHITERIVER UNIFIED DISTRICT	2,025.100	121.506	$2,530.77	1.0000	$ 307,503.74	$ 151.85
090225	CEDAR UNIFIED DISTRICT	341.600	20.496	$2,530.77	1.0000	$ 51,870.66	$ 151.85
090227	KAYENTA UNIFIED DISTRICT	1,438.500	86.310	$2,530.77	1.0000	$ 218,430.76	$ 151.85
090232	BLUE RIDGE UNIFIED DISTRICT	61.300	3.678	$2,530.77	1.0056	$ 9,360.30	$ 152.70
100100	PIMA ACCOMMODATION DISTRICT	4.000	0.240	$2,530.77	1.0097	$ 613.28	$ 153.32
100201	TUCSON UNIFIED DISTRICT	7,533.100	451.986	$2,530.77	1.0250	$ 1,172,469.42	$ 155.64
100206	MARANA UNIFIED DISTRICT	219.200	13.152	$2,530.77	1.0190	$ 33,917.10	$ 154.73
100208	FLOWING WELLS UNIFIED DISTRICT	177.000	10.620	$2,669.97	1.0000	$ 28,355.08	$ 160.20
100210	AMPHITHEATER UNIFIED DISTRICT	1,139.400	68.364	$2,669.97	1.0088	$ 184,136.09	$ 161.61
100212	SUNNYSIDE UNIFIED DISTRICT	4,034.400	242.064	$2,669.97	1.0155	$ 656,321.32	$ 162.68
100213	TANQUE VERDE UNIFIED DISTRICT	5.000	0.300	$2,669.97	1.0063	$ 806.04	$ 161.21
100215	AJO UNIFIED DISTRICT	72.000	4.320	$2,530.77	1.0697	$ 11,694.95	$ 162.43
100216	CATALINA FOOTHILLS UNIF DIST	43.700	2.622	$2,669.97	1.0000	$ 7,000.66	$ 160.20
100230	SAHUARITA UNIFIED DISTRICT	180.900	10.854	$2,530.77	1.0000	$ 27,468.98	$ 151.85
100240	INDIAN OASIS-BABO UNIF DIST	-	-	$2,530.77	1.0000	$ -	$ -
100320	VAIL ELEMENTARY DISTRICT	26.400	1.584	$2,530.77	1.0000	$ 4,008.74	$ 151.85
100335	SAN FERNANDO ELEMENTARY DIST	9.400	0.564	$2,499.53	1.1097	$ 1,564.38	$ 166.42
100337	EMPIRE ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
100339	CONTINENTAL ELEMENTARY DIST	20.300	1.218	$2,530.77	1.0237	$ 3,155.53	$ 155.44
100344	REDINGTON ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
100351	ALTAR VALLEY ELEMENTARY DIST	97.000	5.820	$2,530.77	1.0063	$ 14,821.87	$ 152.80
110100	MARY C O'BRIEN ACCOM DISTRICT	33.000	1.980	$2,499.53	1.0000	$ 4,949.07	$ 149.97

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
110201	FLORENCE UNIFIED SCHOOL DIST	25.000	1.500	$2,530.77	1.0000	$ 3,796.16	$ 151.85
110203	RAY UNIFIED DISTRICT	9.000	0.540	$2,530.77	1.0026	$ 1,370.17	$ 152.24
110208	MAMMOTH-SAN MANUEL UNIF DIST	85.500	5.130	$2,530.77	1.0243	$ 13,298.33	$ 155.54
110215	SUPERIOR UNIFIED DISTRICT	16.300	0.978	$2,530.77	1.0202	$ 2,525.09	$ 154.91
110220	MARICOPA UNIFIED SCHOOL DIST	215.000	12.900	$2,530.77	1.0000	$ 32,646.93	$ 151.85
110221	COOLIDGE UNIFIED DISTRICT	323.800	19.428	$2,530.77	1.0000	$ 49,167.80	$ 151.85
110243	APACHE JUNCTION UNIFIED DIST	36.100	2.166	$2,669.97	1.0000	$ 5,783.16	$ 160.20
110302	ORACLE ELEMENTARY DISTRICT	15.700	0.942	$2,530.77	1.0009	$ 2,386.13	$ 151.98
110344	J O COMBS ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
110404	CASA GRANDE ELEMENTARY DIST	368.700	22.122	$2,530.77	1.0000	$ 55,985.69	$ 151.85
110405	RED ROCK ELEMENTARY DISTRICT	2.000	0.120	$2,530.77	1.0327	$ 313.62	$ 156.81
110411	ELOY ELEMENTARY DISTRICT	363.600	21.816	$2,530.77	1.0000	$ 55,211.28	$ 151.85
110418	SACATON ELEMENTARY DISTRICT	6.700	0.402	$2,530.77	1.0000	$ 1,017.37	$ 151.85
110422	TOLTEC ELEMENTARY DISTRICT	49.900	2.994	$2,530.77	1.0000	$ 7,577.13	$ 151.85
110424	STANFIELD ELEMENTARY DISTRICT	182.400	10.944	$2,530.77	1.0000	$ 27,696.75	$ 151.85
110433	PICACHO ELEMENTARY DISTRICT	25.000	1.500	$2,530.77	1.0000	$ 3,796.16	$ 151.85
110502	CASA GRANDE UNION HIGH DIST	56.400	3.384	$2,530.77	1.0231	$ 8,761.96	$ 155.35
110540	SANTA CRUZ VLY UN HIGH DISTR	59.400	3.564	$2,669.97	1.0000	$ 9,515.77	$ 160.20
120201	NOGALES UNIFIED DISTRICT	4,621.300	277.278	$2,530.77	1.0000	$ 701,726.84	$ 151.85
120235	SANTA CRUZ VLY UNIFIED DIST	1,050.500	63.030	$2,530.77	1.0000	$ 159,514.43	$ 151.85
120328	SANTA CRUZ ELEMENTARY DISTRICT	33.600	2.016	$2,530.77	1.0394	$ 5,303.05	$ 157.83
120406	PATAGONIA ELEMENTARY DISTRICT	32.000	1.920	$2,530.77	1.0579	$ 5,140.42	$ 160.64
120425	SONOITA ELEMENTARY DISTRICT	1.400	0.084	$2,530.77	1.0000	$ 212.58	$ 151.85
120520	PATAGONIA UNION HIGH DISTRICT	18.000	1.080	$2,632.01	1.0000	$ 2,842.57	$ 157.92
130201	PRESCOTT UNIFIED DISTRICT	151.300	9.078	$2,530.77	1.0474	$ 24,063.31	$ 159.04
130209	SEDONA OAK CREEK UNIFIED DIST	120.900	7.254	$2,669.97	1.0000	$ 19,367.96	$ 160.20
130220	BAGDAD UNIFIED DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
130222	HUMBOLDT UNIFIED DISTRICT	115.100	6.906	$2,530.77	1.0000	$ 17,477.50	$ 151.85
130228	CAMP VERDE UNIFIED DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
130231	ASH FORK UNIFIED DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
130240	SELIGMAN UNIFIED DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
130243	MAYER UNIFIED DISTRICT	13.000	0.780	$2,530.77	1.0000	$ 1,974.00	$ 151.85
130251	CHINO VALLEY UNIFIED DISTRICT	73.400	4.404	$2,530.77	1.0000	$ 11,145.51	$ 151.85

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
130302	WILLIAMSON VALLEY ELEM DIST	-	-	$2,499.53	1.0000	$ -	$ -
130307	WALNUT GROVE ELEMENTARY DIST	-	-	$2,499.53	1.0000	$ -	$ -
130314	CHAMPIE ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
130315	SKULL VALLEY ELEMENTARY DIST	-	-	$2,499.53	1.0000	$ -	$ -
130317	CONGRESS ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
130323	KIRKLAND ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
130326	BEAVER CREEK ELEMENTARY DIST	-	-	$2,530.77	1.0176	$ -	$ -
130335	HILLSIDE ELEMENTARY DISTRICT	-	-	$2,499.53	1.1322	$ -	$ -
130341	CROWN KING ELEMENTARY DISTRICT	-	-	$2,499.53	1.0000	$ -	$ -
130350	CANON ELEMENTARY DISTRICT	-	-	$2,530.77	1.0101	$ -	$ -
130352	YARNELL ELEMENTARY DISTRICT	-	-	$2,530.77	1.0000	$ -	$ -
130403	CLARKDALE-JEROME ELEM DISTRICT	3.000	0.180	$2,530.77	1.0220	$ 465.56	$ 155.19
130406	COTTONWOOD-OAK CREEK ELEM DIST	165.000	9.900	$2,530.77	1.0166	$ 25,470.53	$ 154.37
130504	MINGUS UNION HIGH SCHOOL DIST	40.300	2.418	$2,530.77	1.0471	$ 6,407.63	$ 159.00
140199	YUMA CTY ACCOMMODATION	-	-	$2,499.53	1.0000	$ -	$ -
140401	YUMA ELEMENTARY DISTRICT	2,685.500	161.130	$2,530.77	1.0000	$ 407,782.97	$ 151.85
140411	SOMERTON ELEMENTARY DISTRICT	1,659.000	99.540	$2,530.77	1.0000	$ 251,912.85	$ 151.85
140413	CRANE ELEMENTARY DISTRICT	1,742.900	104.574	$2,669.97	1.0000	$ 279,209.44	$ 160.20
140416	HYDER ELEMENTARY DISTRICT	84.400	5.064	$2,530.77	1.0000	$ 12,815.82	$ 151.85
140417	MOHAWK VALLEY ELEMENTARY DIST	106.300	6.378	$2,530.77	1.0237	$ 16,523.80	$ 155.44
140424	WELLTON ELEMENTARY DISTRICT	37.000	2.220	$2,530.77	1.0000	$ 5,618.31	$ 151.85
140432	GADSDEN ELEMENTARY DISTRICT	1,848.200	110.892	$2,530.77	1.0000	$ 280,642.15	$ 151.85
140550	ANTELOPE UNION HIGH SCH DIST	51.300	3.078	$2,530.77	1.0000	$ 7,789.71	$ 151.85
140570	YUMA UNION HIGH SCHOOL DIST	654.600	39.276	$2,530.77	1.0000	$ 99,398.52	$ 151.85
150227	PARKER UNIFIED SCHOOL DISTRICT	232.400	13.944	$2,530.77	1.0000	$ 35,289.06	$ 151.85
150404	QUARTZSITE ELEMENTARY DISTRICT	36.300	2.178	$2,530.77	1.0000	$ 5,512.02	$ 151.85
150419	WENDEN ELEMENTARY DISTRICT	15.300	0.918	$2,530.77	1.0000	$ 2,323.25	$ 151.85
150426	BOUSE ELEMENTARY DISTRICT	-	-	$2,530.77	1.0557	$ -	$ -
150430	SALOME CONSOLIDATED ELEM DIST	12.000	0.720	$2,530.77	1.0000	$ 1,822.15	$ 151.85
150576	BICENTENNIAL UNION HIGH DIST	10.000	0.600	$2,530.77	1.0000	$ 1,518.46	$ 151.85
	STATE WIDE TOTALS	**105,269.500**	**6,316.170**			**$ 16,292,873.21**	**$ 154.77**

Fiscal Year 1997-98 Limited English Group B Add-on Budget Capacity

CTD	District Name	LEP	Weighted LEP	Base Level Amount	Adj. TEI	Budget Capacity	Budget Capacity per Pupil
	Base Amount Per Pupil						$ 149.97

ALCAP Summary
(as of A/Y 97-98)

LANGUAGE

Students reported as primary speakers of English Language	550,298
Students reported as having home language other than English	192,874
Primary speakers of Spanish	163,465
Primary speakers of Navajo	11,837
Speakers of other than Spanish or Navajo	17,572

PROGRAMS

LEP students reported in programs	112,522

REASSESSMENT

Students reported as reassessed	38,478
Met reclassified criterion as English proficient	4,527
Percent of all LEP students in a program reclassified as English proficient this year	4%
Percent of reassessed* students reclassified as English proficient this year	11.7%
Percent of reclassified students reclassified within four years of service	75.3%

PROGRAM STAFFING

Teachers reported holding ESL or Bilingual Endorsement	4,843
ESL Endorsement (Permanent)	2,358
Bilingual Endorsement (Permanent)	1,484
ESL or Bilingual Endorsement (Provisional)	1,001
Teachers providing services reported as not holding required endorsements	2,297
Non-certified staff reported as assisting delivery of services to LEP students	2,490

PROGRAM FUNDING

Program funds reported from Federal Sources	$106,102,059
Program funds reported from LEP Group B Weighted Funds	$15,137,939
Program funds reported from other Sources**	$239,959,450

Source of Funding	Amount
State LEP Group B Weighted Funds	$15,137,239
Other District Funds (Not Including Federal Funds)***	$242,674,548

* *School districts are required to reassess LEP students every two years (per A.R.S. §15-753.C.1.)*

** *Other funding may come from such additional sources as local grant monies, donations, desegregation monies, in-kind monies, or local contributions by public and private entities*

*** *District Funds: those costs which would not have been incurred except for the implementation of programs pursuant to ARS 15-751-756. Examples include:*

(a) Conducting the identification of the primary/home language of students.

(b) Conducting the English and native language assessments.

(c) Training staff for ARS 15-751-756.

(d) Purchase of supplementary instructional materials, supplies, and equipment.

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
7	87	38	101	ABC Alternative Learning Center, Inc						
7	86	5	1	Accelerated Learning Center						
7	87	1	101	ACCLAIM Charter School						
7	5	16	201	Agua Fria Union High School District	35	54		both	bil	ESL
7	3	63	101	Aguila Elementary District		140				ESL
10	2	15	1	Ajo Unified District		58	16			ESL
7	4	68	101	Alhambra Elementary District						
7	4	68	102	Alhambra Elementary District						
7	4	68	103	Alhambra Elementary District						
7	4	68	104	Alhambra Elementary District						
7	4	68	106	Alhambra Elementary District						
7	4	68	107	Alhambra Elementary District						
7	4	68	109	Alhambra Elementary District						
7	4	68	110	Alhambra Elementary District						
7	4	68	111	Alhambra Elementary District						
7	4	68	113	Alhambra Elementary District						
7	4	68	112	Alhambra Elementary District						
7	4	68	114	Alhambra Elementary District	5701				bil	
1	3	7	101	Alpine Elementary District						
10	3	51	103	Altar Valley Elementary District						
10	3	51	102	Altar Valley Elementary District						
10	3	51	101	Altar Valley Elementary District		97				ESL
13	87	54	1	American Heritage Academy						
10	2	10	520	Amphitheater Unified District						
10	2	10	166	Amphitheater Unified District						
10	2	10	282	Amphitheater Unified District						
10	2	10	118	Amphitheater Unified District						
10	2	10	115	Amphitheater Unified District						
10	2	10	110	Amphitheater Unified District						
10	2	10	108	Amphitheater Unified District						
10	2	10	109	Amphitheater Unified District						
10	2	10	111	Amphitheater Unified District						
10	2	10	165	Amphitheater Unified District						
10	2	10	167	Amphitheater Unified District						
10	2	10	112	Amphitheater Unified District						
10	2	10	106	Amphitheater Unified District						
10	2	10	116	Amphitheater Unified District						
10	2	10	168	Amphitheater Unified District						
10	2	10	125	Amphitheater Unified District						
10	2	10	117	Amphitheater Unified District						
10	2	10	107	Amphitheater Unified District	89	1250	145	both	bil	ESL
14	5	50	201	Antelope Union High School District	10	150	17	both	bil	ESL
11	2	43	201	Apache Junction Unified District						
11	2	43	151	Apache Junction Unified District						
11	2	43	104	Apache Junction Unified District						
11	2	43	102	Apache Junction Unified District						
11	2	43	103	Apache Junction Unified District						
11	2	43	101	Apache Junction Unified District						
11	2	43	152	Apache Junction Unified District			51			
7	87	7	201	Arizona Agribusiness & Equine Center Inc						
7	87	23	201	Arizona Call-A-Teen Center For Excellence			20			
7	86	6	2	Arizona Career Academy						
7	86	6	1	Arizona Career Academy			26			
7	87	22	1	Arizona School for the Arts						
7	4	47	101	Arlington Elementary District			27			
13	2	31	101	Ash Fork Joint Unified District	5	15	25	both	bil	ESL
7	4	44	102	Avondale Elementary District						
7	4	44	101	Avondale Elementary District						
7	4	44	105	Avondale Elementary District						
7	4	44	104	Avondale Elementary District						
7	4	44	103	Avondale Elementary District	618	440		both	bil	ESL
7	4	31	101	Balsz Elementary District						
7	4	31	102	Balsz Elementary District						
7	4	31	103	Balsz Elementary District		999				ESL
13	3	26	101	Beaver Creek Elementary District						
2	4	9	102	Benson Elementary District						
2	4	9	101	Benson Elementary District	27	11	7	both	bil	ESL
2	5	9	201	Benson Union High School District		8	4			ESL
2	2	2	201	Bisbee Unified District						
2	2	2	103	Bisbee Unified District						
2	2	2	105	Bisbee Unified District	62	48		both	bil	ESL
9	2	32	101	Blue Ridge Unified District						
9	2	32	204	Blue Ridge Unified District						
9	2	32	103	Blue Ridge Unified District						
9	2	32	102	Blue Ridge Unified District			57			

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
5	3	16	101	Bonita Elementary District			16			
2	2	14	200	Bowie Unified District			36			
7	4	33	101	Buckeye Elementary District		224				ESL
7	5	1	201	Buckeye Union High School District						
8	4	15	130	Bullhead City Elementary District						
8	4	15	103	Bullhead City Elementary District						
8	4	15	105	Bullhead City Elementary District						
8	4	15	115	Bullhead City Elementary District		153	125			ESL
13	2	28	101	Camp Verde Unified District						
13	2	28	203	Camp Verde Unified District						
13	2	28	102	Camp Verde Unified District		95				ESL
7	87	3	1	Career Pathways						
7	87	9	1	Carmel Community Integrated Arts		1				ESL
7	4	83	117	Cartwright Elementary District						
7	4	83	101	Cartwright Elementary District						
7	4	83	108	Cartwright Elementary District						
7	4	83	109	Cartwright Elementary District						
7	4	83	114	Cartwright Elementary District						
7	4	83	110	Cartwright Elementary District						
7	4	83	102	Cartwright Elementary District						
7	4	83	112	Cartwright Elementary District						
7	4	83	105	Cartwright Elementary District						
7	4	83	103	Cartwright Elementary District						
7	4	83	104	Cartwright Elementary District						
7	4	83	115	Cartwright Elementary District						
7	4	83	113	Cartwright Elementary District						
7	4	83	116	Cartwright Elementary District						
7	4	83	107	Cartwright Elementary District						
7	4	83	106	Cartwright Elementary District						
7	4	83	118	Cartwright Elementary District	680	3908	77	both	bil	ESL
11	87	1	1	Casa Blanca Elementary						
11	4	4	106	Casa Grande Elementary District						
11	4	4	107	Casa Grande Elementary District						
11	4	4	101	Casa Grande Elementary District						
11	4	4	102	Casa Grande Elementary District						
11	4	4	108	Casa Grande Elementary District						
11	4	4	109	Casa Grande Elementary District						
11	4	4	103	Casa Grande Elementary District						
11	4	4	104	Casa Grande Elementary District						
11	4	4	105	Casa Grande Elementary District	269	278		both	bil	ESL
7	86	31	1	CASY Country Day School	2				bil	
10	2	16	104	Catalina Foothills Unified District						
10	2	16	206	Catalina Foothills Unified District						
10	2	16	107	Catalina Foothills Unified District						
10	2	16	102	Catalina Foothills Unified District						
10	2	16	103	Catalina Foothills Unified District						
10	2	16	101	Catalina Foothills Unified District						
10	2	16	108	Catalina Foothills Unified District			75			
7	2	93	102	Cave Creek Unified District						
7	2	93	204	Cave Creek Unified District						
7	2	93	103	Cave Creek Unified District						
7	2	93	106	Cave Creek Unified District		84				ESL
9	2	25	5	Cedar Unified District						
9	2	25	1	Cedar Unified District	208	307	80	both	bil	ESL
7	87	24	101	Center for Educational Excellence						
7	2	80	112	Chandler Unified District						
7	2	80	120	Chandler Unified District						
7	2	80	202	Chandler Unified District						
7	2	80	114	Chandler Unified District						
7	2	80	122	Chandler Unified District						
7	2	80	106	Chandler Unified District						
7	2	80	111	Chandler Unified District						
7	2	80	107	Chandler Unified District						
7	2	80	108	Chandler Unified District						
7	2	80	116	Chandler Unified District						
7	2	80	118	Chandler Unified District						
7	2	80	109	Chandler Unified District						
7	2	80	117	Chandler Unified District						
7	2	80	521	Chandler Unified District						
7	2	80	105	Chandler Unified District						
7	2	80	113	Chandler Unified District			1			
7	2	80	119	Chandler Unified District						
7	2	80	115	Chandler Unified District						
7	2	80	104	Chandler Unified District	3700				bil	
13	2	51	203	Chino Valley Unified District						
13	2	51	101	Chino Valley Unified District						
13	2	51	102	Chino Valley Unified District			80			
13	4	3	101	Clarkdale-Jerome Elementary District		3	3			ESL
2	3	26	101	Cochise Elementary District			2			
1	3	6	101	Concho Elementary District						
10	3	39	1	Continental Elementary District			20			

C	T	D	S	ENTITY	in Programs			Programs Offered		
					Bi-lin-gual	ESL	IEP	Bil and ESL	Bil	ESL
13	4	6	101	Cottonwood-Oak Creek Elementary District						
13	4	6	102	Cottonwood-Oak Creek Elementary District						
13	4	6	104	Cottonwood-Oak Creek Elementary District						
13	4	6	103	Cottonwood-Oak Creek Elementary District		170	54			ESL
14	4	13	3	Crane Elementary District						
14	4	13	103	Crane Elementary District						
14	4	13	203	Crane Elementary District						
14	4	13	303	Crane Elementary District						
14	4	13	105	Crane Elementary District						
14	4	13	1	Crane Elementary District						
14	4	13	2	Crane Elementary District						
14	4	13	4	Crane Elementary District						
14	4	13	104	Crane Elementary District						
14	4	13	204	Crane Elementary District						
14	4	13	304	Crane Elementary District						
14	4	13	106	Crane Elementary District		2052	53			ESL
7	87	2	101	D. W. Higgins Institute						
10	86	64	1	Davis Educational Center						
7	2	97	127	Deer Valley Unified District						
7	2	97	224	Deer Valley Unified District						
7	2	97	122	Deer Valley Unified District						
7	2	97	115	Deer Valley Unified District						
7	2	97	134	Deer Valley Unified District						
7	2	97	219	Deer Valley Unified District						
7	2	97	111	Deer Valley Unified District						
7	2	97	132	Deer Valley Unified District						
7	2	97	129	Deer Valley Unified District						
7	2	97	121	Deer Valley Unified District						
7	2	97	118	Deer Valley Unified District						
7	2	97	130	Deer Valley Unified District						
7	2	97	123	Deer Valley Unified District						
7	2	97	128	Deer Valley Unified District						
7	2	97	131	Deer Valley Unified District						
7	2	97	120	Deer Valley Unified District						
7	2	97	233	Deer Valley Unified District						
7	2	97	125	Deer Valley Unified District						
7	2	97	113	Deer Valley Unified District						
7	2	97	114	Deer Valley Unified District						
7	2	97	117	Deer Valley Unified District						
7	2	97	99	Deer Valley Unified District						
7	2	97	112	Deer Valley Unified District		387	153			ESL
2	2	27	101	Douglas Unified District						
2	2	27	102	Douglas Unified District						
2	2	27	213	Douglas Unified District						
2	2	27	210	Douglas Unified District						
2	2	27	108	Douglas Unified District						
2	2	27	112	Douglas Unified District						
2	2	27	105	Douglas Unified District						
2	2	27	104	Douglas Unified District						
2	2	27	11	Douglas Unified District						
2	2	27	109	Douglas Unified District						
2	2	27	106	Douglas Unified District						
2	2	27	107	Douglas Unified District		2267	46			ESL
7	2	89	205	Dysart Unified District						
7	2	89	101	Dysart Unified District						
7	2	89	102	Dysart Unified District						
7	2	89	106	Dysart Unified District						
7	2	89	103	Dysart Unified District						
7	2	89	104	Dysart Unified District	1583	576	3	both	bil	ESL
7	87	64	1	EcoTech Agricultural Charter School						
7	86	34	101	Edu-Prize						
14	87	58	201	Educational Opportunity Center						
2	4	12	101	Elfrida Elementary District			32			
11	4	11	102	Eloy Elementary District						
11	4	11	103	Eloy Elementary District						
11	4	11	104	Eloy Elementary District						
11	4	11	105	Eloy Elementary District	1208				bil	
3	86	50	201	Flagstaff Arts And Leadership Academy						
3	87	52	101	Flagstaff Junior Academy						
3	2	1	117	Flagstaff Unified District						
3	2	1	282	Flagstaff Unified District						
3	2	1	113	Flagstaff Unified District						
3	2	1	281	Flagstaff Unified District						
3	2	1	123	Flagstaff Unified District						
3	2	1	118	Flagstaff Unified District						
3	2	1	120	Flagstaff Unified District						
3	2	1	112	Flagstaff Unified District						
3	2	1	110	Flagstaff Unified District						
3	2	1	124	Flagstaff Unified District						
3	2	1	119	Flagstaff Unified District						
3	2	1	66	Flagstaff Unified District						
3	2	1	125	Flagstaff Unified District						
3	2	1	283	Flagstaff Unified District						
3	2	1	115	Flagstaff Unified District						
3	2	1	111	Flagstaff Unified District						
3	2	1	122	Flagstaff Unified District						
3	2	1	116	Flagstaff Unified District						

C	T	D	S	ENTITY	in Programs			Programs Offered		
					Bi-lin-gual	ESL	IEP	Bil and ESL	Bil	ESL
3	2	1	114	Flagstaff Unified District		768	708			ESL
11	2	1	101	Florence Unified School District						
11	2	1	201	Florence Unified School District						
11	2	1	150	Florence Unified School District			61			
10	2	8	110	Flowing Wells Unified District						
10	2	8	210	Flowing Wells Unified District						
10	2	8	170	Flowing Wells Unified District						
10	2	8	120	Flowing Wells Unified District						
10	2	8	140	Flowing Wells Unified District						
10	2	8	150	Flowing Wells Unified District						
10	2	8	160	Flowing Wells Unified District						
10	2	8	130	Flowing Wells Unified District		199				ESL
7	87	55	101	Fountain Hills Charter School						
7	4	45	101	Fowler Elementary District						
7	4	45	103	Fowler Elementary District						
7	4	45	102	Fowler Elementary District	14	446	28	both	bil	ESL
3	2	6	101	Fredonia-Moccasin Unified District						
3	2	6	203	Fredonia-Moccasin Unified District						
3	2	6	102	Fredonia-Moccasin Unified District			18			
2	1	0	102	Ft Huachuca Accommodation District						
2	1	0	103	Ft Huachuca Accommodation District						
2	1	0	101	Ft Huachuca Accommodation District		61				ESL
5	2	7	101	Ft Thomas Unified District		40	12			ESL
14	4	32	101	Gadsden Elementary District						
14	4	32	102	Gadsden Elementary District						
14	4	32	103	Gadsden Elementary District	1138	1207	148	both	bil	ESL
1	2	20	101	Ganado Unified District		1251				ESL
7	86	47	201	GateWay Community High School		3				ESL
7	2	24	1	Gila Bend Unified District						
7	2	24	2	Gila Bend Unified District		107	50			ESL
7	2	41	230	Gilbert Unified District						
7	2	41	147	Gilbert Unified District						
7	2	41	156	Gilbert Unified District						
7	2	41	140	Gilbert Unified District						
7	2	41	210	Gilbert Unified District						
7	2	41	120	Gilbert Unified District						
7	2	41	232	Gilbert Unified District						
7	2	41	141	Gilbert Unified District						
7	2	41	122	Gilbert Unified District						
7	2	41	150	Gilbert Unified District						
7	2	41	211	Gilbert Unified District						
7	2	41	146	Gilbert Unified District						
7	2	41	145	Gilbert Unified District						
7	2	41	149	Gilbert Unified District						
7	2	41	121	Gilbert Unified District						
7	2	41	143	Gilbert Unified District						
7	2	41	142	Gilbert Unified District						
7	2	41	144	Gilbert Unified District						
7	2	41	151	Gilbert Unified District						
7	2	41	154	Gilbert Unified District						
7	2	41	155	Gilbert Unified District						
7	2	41	152	Gilbert Unified District						
7	2	41	148	Gilbert Unified District	79	513	91	both	bil	ESL
7	4	40	109	Glendale Elementary District						
7	4	40	112	Glendale Elementary District						
7	4	40	111	Glendale Elementary District						
7	4	40	114	Glendale Elementary District						
7	4	40	113	Glendale Elementary District						
7	4	40	106	Glendale Elementary District						
7	4	40	108	Glendale Elementary District						
7	4	40	101	Glendale Elementary District						
7	4	40	107	Glendale Elementary District						
7	4	40	103	Glendale Elementary District						
7	4	40	110	Glendale Elementary District						
7	4	40	102	Glendale Elementary District						
7	4	40	104	Glendale Elementary District						
7	4	40	105	Glendale Elementary District	2293				bil	
7	5	5	206	Glendale Union High School District						
7	5	5	204	Glendale Union High School District						
7	5	5	201	Glendale Union High School District						
7	5	5	208	Glendale Union High School District						
7	5	5	209	Glendale Union High School District						
7	5	5	205	Glendale Union High School District						
7	5	5	202	Glendale Union High School District						
7	5	5	207	Glendale Union High School District						
7	5	5	203	Glendale Union High School District	7	700	35	both	bil	ESL
4	2	1	3	Globe Unified District						
4	2	1	1	Globe Unified District						
4	2	1	4	Globe Unified District						
4	2	1	2	Globe Unified District	15	16	64	both	bil	ESL
3	2	4	1	Grand Canyon Unified District						
3	2	4	2	Grand Canyon Unified District		29	18			ESL
8	4	3	2	Hackberry School District						
4	2	41	4	Hayden-Winkelman Unified District						

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
4	2	41	3	Hayden-Winkelman Unified District						
4	2	41	2	Hayden-Winkelman Unified District						
4	2	41	1	Hayden-Winkelman Unified District			36			
9	2	6	102	Heber-Overgaard Unified District						
9	2	6	201	Heber-Overgaard Unified District						
9	2	6	103	Heber-Overgaard Unified District			5			
7	87	12	1	Heritage Academy Inc						
7	3	60	701	Higley Elementary District						
7	3	60	703	Higley Elementary District						
7	3	60	704	Higley Elementary District						
7	3	60	101	Higley Elementary District						
7	3	60	714	Higley Elementary District						
7	3	60	719	Higley Elementary District			66			
13	3	35	101	Hillside Elementary District						
9	2	3	207	Holbrook Unified District						
7	86	53	1	Horizon Charter School						
14	4	16	101	Hyder Elementary District		126				ESL
10	2	40	204	Indian Oasis-Baboquivari Unified District						
10	2	40	103	Indian Oasis-Baboquivari Unified District						
10	2	40	101	Indian Oasis-Baboquivari Unified District						
10	2	40	102	Indian Oasis-Baboquivari Unified District	1222				bil	
7	4	5	103	Isaac Elementary District						
7	4	5	110	Isaac Elementary District						
7	4	5	108	Isaac Elementary District						
7	4	5	101	Isaac Elementary District						
7	4	5	102	Isaac Elementary District						
7	4	5	105	Isaac Elementary District						
7	4	5	106	Isaac Elementary District						
7	4	5	104	Isaac Elementary District						
7	4	5	111	Isaac Elementary District	2547	1912		both	bil	ESL
11	3	44	1	J O Combs Elementary District			57			
9	2	27	103	Kayenta Unified District						
9	2	27	102	Kayenta Unified District						
9	2	27	104	Kayenta Unified District						
9	2	27	201	Kayenta Unified District	111	2067		both	bil	ESL
8	86	20	102	Kingman Academy Of Learning						
8	86	20	103	Kingman Academy Of Learning						
8	86	20	101	Kingman Academy Of Learning						
8	4	4	116	Kingman Elementary District						
8	4	4	115	Kingman Elementary District						
8	4	4	110	Kingman Elementary District						
8	4	4	114	Kingman Elementary District						
8	4	4	111	Kingman Elementary District						
8	4	4	112	Kingman Elementary District						
8	4	4	113	Kingman Elementary District			65			
7	4	28	142	Kyrene Elementary District						
7	4	28	138	Kyrene Elementary District						
7	4	28	137	Kyrene Elementary District						
7	4	28	136	Kyrene Elementary District						
7	4	28	139	Kyrene Elementary District						
7	4	28	148	Kyrene Elementary District						
7	4	28	155	Kyrene Elementary District						
7	4	28	150	Kyrene Elementary District						
7	4	28	154	Kyrene Elementary District						
7	4	28	147	Kyrene Elementary District						
7	4	28	153	Kyrene Elementary District						
7	4	28	156	Kyrene Elementary District						
7	4	28	144	Kyrene Elementary District						
7	4	28	159	Kyrene Elementary District						
7	4	28	157	Kyrene Elementary District						
7	4	28	151	Kyrene Elementary District						
7	4	28	145	Kyrene Elementary District						
7	4	28	146	Kyrene Elementary District						
7	4	28	143	Kyrene Elementary District						
7	4	28	140	Kyrene Elementary District						
7	4	28	149	Kyrene Elementary District						
7	4	28	141	Kyrene Elementary District						
7	4	28	152	Kyrene Elementary District		243	308			ESL
8	87	50	1	Lake Havasu Charter School						
8	2	1	103	Lake Havasu Unified District						
8	2	1	207	Lake Havasu Unified District						
8	2	1	105	Lake Havasu Unified District						
8	2	1	106	Lake Havasu Unified District						
8	2	1	101	Lake Havasu Unified District						
8	2	1	104	Lake Havasu Unified District						
8	2	1	102	Lake Havasu Unified District		40	118			ESL
3	87	35	101	Lake Powell Academy			1			
10	87	65	1	Laurent Clerc Elementary School						
7	4	59	101	Laveen Elementary District						
7	4	59	102	Laveen Elementary District						
7	4	59	103	Laveen Elementary District	48	393		both	bil	ESL
7	4	25	102	Liberty Elementary District						

C	T	D	S	ENTITY	in Programs			Programs Offered		
					Bi-lin-gual	ESL	IEP	Bil and ESL	Bil	ESL
7	4	25	101	Liberty Elementary District		133	24			ESL
7	86	1	1	Life School College Preparatory						
7	86	1	3	Life School College Preparatory						
7	86	1	4	Life School College Preparatory						
7	4	79	101	Litchfield Elementary District						
7	4	79	104	Litchfield Elementary District						
7	4	79	102	Litchfield Elementary District						
7	4	79	103	Litchfield Elementary District		201	16			ESL
8	4	9	1	Littlefield Elementary District		54				ESL
7	4	65	101	Littleton Elementary District	132	263		both	bil	ESL
7	4	38	110	Madison Elementary District						
7	4	38	180	Madison Elementary District						
7	4	38	160	Madison Elementary District						
7	4	38	150	Madison Elementary District						
7	4	38	130	Madison Elementary District						
7	4	38	140	Madison Elementary District		398				ESL
10	2	6	114	Marana Unified District						
10	2	6	119	Marana Unified District						
10	2	6	111	Marana Unified District						
10	2	6	116	Marana Unified District						
10	2	6	117	Marana Unified District						
10	2	6	240	Marana Unified District						
10	2	6	130	Marana Unified District						
10	2	6	112	Marana Unified District						
10	2	6	241	Marana Unified District						
10	2	6	120	Marana Unified District						
10	2	6	118	Marana Unified District						
10	2	6	115	Marana Unified District						
10	2	6	113	Marana Unified District						
10	2	6	131	Marana Unified District		104	237			ESL
7	1	99	6	Maricopa Co Regional District						
7	1	99	1	Maricopa Co Regional District						
7	1	99	5	Maricopa Co Regional District						
7	1	99	150	Maricopa Co Regional District						
7	1	99	2	Maricopa Co Regional District			118			
11	2	20	101	Maricopa Unified School District						
11	2	20	202	Maricopa Unified School District						
11	2	20	133	Maricopa Unified School District		220				ESL
13	2	43	101	Mayer Unified District						
13	2	43	2	Mayer Unified District			18			
7	86	13	101	Mesa Arts Academy (Boys & Girls Club)	38		18		bil	
7	2	4	101	Mesa Unified District						
7	2	4	102	Mesa Unified District						
7	2	4	261	Mesa Unified District						
7	2	4	149	Mesa Unified District						
7	2	4	252	Mesa Unified District						
7	2	4	133	Mesa Unified District						
7	2	4	274	Mesa Unified District						
7	2	4	103	Mesa Unified District						
7	2	4	120	Mesa Unified District						
7	2	4	104	Mesa Unified District						
7	2	4	147	Mesa Unified District						
7	2	4	144	Mesa Unified District						
7	2	4	125	Mesa Unified District						
7	2	4	105	Mesa Unified District						
7	2	4	152	Mesa Unified District						
7	2	4	114	Mesa Unified District						
7	2	4	254	Mesa Unified District						
7	2	4	138	Mesa Unified District						
7	2	4	119	Mesa Unified District						
7	2	4	106	Mesa Unified District						
7	2	4	188	Mesa Unified District						
7	2	4	259	Mesa Unified District						
7	2	4	143	Mesa Unified District						
7	2	4	132	Mesa Unified District						
7	2	4	107	Mesa Unified District						
7	2	4	180	Mesa Unified District						
7	2	4	108	Mesa Unified District						
7	2	4	140	Mesa Unified District						
7	2	4	109	Mesa Unified District						
7	2	4	136	Mesa Unified District						
7	2	4	130	Mesa Unified District						
7	2	4	128	Mesa Unified District						
7	2	4	146	Mesa Unified District						
7	2	4	253	Mesa Unified District						
7	2	4	150	Mesa Unified District						
7	2	4	110	Mesa Unified District						
7	2	4	111	Mesa Unified District						
7	2	4	122	Mesa Unified District						
7	2	4	112	Mesa Unified District						
7	2	4	113	Mesa Unified District						
7	2	4	129	Mesa Unified District						
7	2	4	141	Mesa Unified District						
7	2	4	194	Mesa Unified District						
7	2	4	139	Mesa Unified District						
7	2	4	271	Mesa Unified District						
7	2	4	251	Mesa Unified District						
7	2	4	184	Mesa Unified District						
7	2	4	273	Mesa Unified District						
7	2	4	137	Mesa Unified District						
7	2	4	131	Mesa Unified District						

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
7	2	4	145	Mesa Unified District						
7	2	4	256	Mesa Unified District						
7	2	4	255	Mesa Unified District						
7	2	4	181	Mesa Unified District						
7	2	4	275	Mesa Unified District						
7	2	4	148	Mesa Unified District						
7	2	4	123	Mesa Unified District						
7	2	4	257	Mesa Unified District						
7	2	4	134	Mesa Unified District						
7	2	4	121	Mesa Unified District						
7	2	4	183	Mesa Unified District						
7	2	4	124	Mesa Unified District						
7	2	4	260	Mesa Unified District						
7	2	4	135	Mesa Unified District						
7	2	4	142	Mesa Unified District						
7	2	4	262	Mesa Unified District						
7	2	4	127	Mesa Unified District						
7	2	4	277	Mesa Unified District						
7	2	4	190	Mesa Unified District						
7	2	4	118	Mesa Unified District						
7	2	4	182	Mesa Unified District						
7	2	4	258	Mesa Unified District						
7	2	4	126	Mesa Unified District						
7	2	4	115	Mesa Unified District						
7	2	4	272	Mesa Unified District						
7	2	4	117	Mesa Unified District						
7	2	4	116	Mesa Unified District		3593	208			ESL
4	2	40	101	Miami Unified District						
4	2	40	102	Miami Unified District						
4	2	40	105	Miami Unified District						
4	2	40	103	Miami Unified District						
4	2	40	206	Miami Unified District	224		17		bil	
13	5	4	201	Mingus Union High School District		54				ESL
7	3	86	101	Mobile Elementary District						
8	5	30	202	Mohave Union High School District						
8	5	30	201	Mohave Union High School District						
8	5	30	204	Mohave Union High School District			14			
8	4	16	104	Mohave Valley Elementary District						
8	4	16	101	Mohave Valley Elementary District						
8	4	16	103	Mohave Valley Elementary District			45			
7	3	75	101	Morristown Elementary District			1			
7	4	21	104	Murphy Elementary District						
7	4	21	101	Murphy Elementary District						
7	4	21	102	Murphy Elementary District						
7	4	21	103	Murphy Elementary District	236	988		both	bil	ESL
12	2	1	114	Nogales Unified District						
12	2	1	119	Nogales Unified District						
12	2	1	104	Nogales Unified District						
12	2	1	113	Nogales Unified District						
12	2	1	115	Nogales Unified District						
12	2	1	210	Nogales Unified District						
12	2	1	99	Nogales Unified District						
12	2	1	103	Nogales Unified District						
12	2	1	209	Nogales Unified District						
12	2	1	108	Nogales Unified District						
12	2	1	111	Nogales Unified District	1108	4246	146	both	bil	ESL
9	87	45	203	Northern AZ Academy/ Career Development						
9	87	45	204	Northern AZ Academy/ Career Development						
9	87	45	201	Northern AZ Academy/ Career Development						
3	87	1	1	Northland Preparatory Academy						
7	86	3	1	Omega Academy						
11	3	2	102	Oracle Elementary District						
11	3	2	101	Oracle Elementary District		46				ESL
7	4	8	102	Osborn Elementary District						
7	4	8	103	Osborn Elementary District						
7	4	8	107	Osborn Elementary District						
7	4	8	104	Osborn Elementary District						
7	4	8	106	Osborn Elementary District	235	1277		both	bil	ESL
8	4	6	101	Owens-Whitney Elementary District						
3	2	8	209	Page Unified District		890				ESL
2	3	49	102	Palominas Elementary District						
2	3	49	101	Palominas Elementary District		45	9			ESL
7	2	69	157	Paradise Valley Unified District						
7	2	69	179	Paradise Valley Unified District						
7	2	69	110	Paradise Valley Unified District						
7	2	69	144	Paradise Valley Unified District						
7	2	69	127	Paradise Valley Unified District						
7	2	69	115	Paradise Valley Unified District						
7	2	69	128	Paradise Valley Unified District						
7	2	69	125	Paradise Valley Unified District						
7	2	69	130	Paradise Valley Unified District						
7	2	69	170	Paradise Valley Unified District						
7	2	69	159	Paradise Valley Unified District						
7	2	69	138	Paradise Valley Unified District						
7	2	69	292	Paradise Valley Unified District						

C	T	D	S	ENTITY	in Programs			Programs Offered		
					Bi-lin-gual	ESL	IEP	Bil and ESL	Bil	ESL
7	2	69	176	Paradise Valley Unified District						
7	2	69	123	Paradise Valley Unified District						
7	2	69	146	Paradise Valley Unified District						
7	2	69	177	Paradise Valley Unified District						
7	2	69	121	Paradise Valley Unified District						
7	2	69	120	Paradise Valley Unified District						
7	2	69	175	Paradise Valley Unified District						
7	2	69	124	Paradise Valley Unified District						
7	2	69	293	Paradise Valley Unified District						
7	2	69	135	Paradise Valley Unified District						
7	2	69	140	Paradise Valley Unified District						
7	2	69	143	Paradise Valley Unified District						
7	2	69	145	Paradise Valley Unified District						
7	2	69	294	Paradise Valley Unified District						
7	2	69	122	Paradise Valley Unified District						
7	2	69	150	Paradise Valley Unified District						
7	2	69	290	Paradise Valley Unified District						
7	2	69	0	Paradise Valley Unified District						
7	2	69	296	Paradise Valley Unified District						
7	2	69	126	Paradise Valley Unified District						
7	2	69	55	Paradise Valley Unified District						
7	2	69	156	Paradise Valley Unified District						
7	2	69	295	Paradise Valley Unified District						
7	2	69	180	Paradise Valley Unified District						
7	2	69	129	Paradise Valley Unified District						
7	2	69	178	Paradise Valley Unified District						
7	2	69	158	Paradise Valley Unified District						
7	2	69	171	Paradise Valley Unified District						
7	2	69	139	Paradise Valley Unified District		1680	118			ESL
15	2	27	101	Parker Unified School District						
15	2	27	103	Parker Unified School District						
15	2	27	204	Parker Unified School District						
15	2	27	102	Parker Unified School District		261				ESL
4	2	10	105	Payson Unified District						
4	2	10	103	Payson Unified District						
4	2	10	700	Payson Unified District						
4	2	10	104	Payson Unified District						
4	2	10	201	Payson Unified District						
4	2	10	102	Payson Unified District		8				ESL
8	2	8	1	Peach Springs Unified District	289				bil	
2	4	22	1	Pearce Elementary District			6			
7	4	92	18	Pendergast Elementary District						
7	4	92	13	Pendergast Elementary District						
7	4	92	17	Pendergast Elementary District						
7	4	92	16	Pendergast Elementary District						
7	4	92	12	Pendergast Elementary District						
7	4	92	15	Pendergast Elementary District						
7	4	92	14	Pendergast Elementary District	233	105	665	both	bil	ESL
7	2	11	106	Peoria Unified District						
7	2	11	118	Peoria Unified District						
7	2	11	261	Peoria Unified District						
7	2	11	119	Peoria Unified District						
7	2	11	263	Peoria Unified District						
7	2	11	124	Peoria Unified District						
7	2	11	109	Peoria Unified District						
7	2	11	111	Peoria Unified District						
7	2	11	123	Peoria Unified District						
7	2	11	107	Peoria Unified District						
7	2	11	113	Peoria Unified District						
7	2	11	108	Peoria Unified District						
7	2	11	104	Peoria Unified District						
7	2	11	102	Peoria Unified District						
7	2	11	262	Peoria Unified District						
7	2	11	103	Peoria Unified District						
7	2	11	120	Peoria Unified District						
7	2	11	112	Peoria Unified District						
7	2	11	115	Peoria Unified District						
7	2	11	122	Peoria Unified District						
7	2	11	101	Peoria Unified District						
7	2	11	260	Peoria Unified District						
7	2	11	105	Peoria Unified District						
7	2	11	114	Peoria Unified District						
7	2	11	121	Peoria Unified District						
7	2	11	117	Peoria Unified District						
7	2	11	116	Peoria Unified District						
7	2	11	110	Peoria Unified District						
7	2	11	264	Peoria Unified District	1136	4		both	bil	ESL
7	4	1	124	Phoenix Elementary District						
7	4	1	123	Phoenix Elementary District						
7	4	1	102	Phoenix Elementary District						
7	4	1	108	Phoenix Elementary District						
7	4	1	115	Phoenix Elementary District						
7	4	1	118	Phoenix Elementary District						
7	4	1	109	Phoenix Elementary District						
7	4	1	112	Phoenix Elementary District						
7	4	1	101	Phoenix Elementary District						
7	4	1	122	Phoenix Elementary District						
7	4	1	104	Phoenix Elementary District						
7	4	1	110	Phoenix Elementary District						
7	4	1	26	Phoenix Elementary District						
7	4	1	106	Phoenix Elementary District						
7	4	1	113	Phoenix Elementary District						
7	4	1	105	Phoenix Elementary District						
7	4	1	125	Phoenix Elementary District	5211				bil	

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
7	5	10	210	Phoenix Union High School District						
7	5	10	214	Phoenix Union High School District						
7	5	10	225	Phoenix Union High School District						
7	5	10	245	Phoenix Union High School District						
7	5	10	230	Phoenix Union High School District						
7	5	10	238	Phoenix Union High School District						
7	5	10	206	Phoenix Union High School District						
7	5	10	250	Phoenix Union High School District						
7	5	10	212	Phoenix Union High School District						
7	5	10	255	Phoenix Union High School District						
7	5	10	260	Phoenix Union High School District						
7	5	10	220	Phoenix Union High School District		3661				ESL
11	4	33	133	Picacho Elementary District	5	33		both	bil	ESL
10	1	0	203	Pima Accommodation District						
10	1	0	2	Pima Accommodation District						
10	1	0	204	Pima Accommodation District						
10	1	0	101	Pima Accommodation District		66				ESL
5	2	6	101	Pima Unified District						
5	2	6	202	Pima Unified District			44			
9	2	4	101	Pinon Unified District						
9	2	4	203	Pinon Unified District						
9	2	4	102	Pinon Unified District		807				ESL
2	4	64	101	Pomerene Elementary District						
10	87	44	202	PPEP and Affiliates						
10	87	44	211	PPEP and Affiliates						
10	87	44	204	PPEP and Affiliates						
10	87	44	203	PPEP and Affiliates						
10	87	44	205	PPEP and Affiliates						
10	87	44	209	PPEP and Affiliates						
10	87	44	206	PPEP and Affiliates						
10	87	44	208	PPEP and Affiliates						
10	87	44	207	PPEP and Affiliates						
10	87	44	201	PPEP and Affiliates						
10	87	44	210	PPEP and Affiliates						
10	87	44	214	PPEP and Affiliates						
10	87	44	212	PPEP and Affiliates						
10	87	44	213	PPEP and Affiliates		233				ESL
13	2	1	116	Prescott Unified District						
13	2	1	11	Prescott Unified District						
13	2	1	160	Prescott Unified District						
13	2	1	112	Prescott Unified District						
13	2	1	113	Prescott Unified District						
13	2	1	200	Prescott Unified District						
13	2	1	150	Prescott Unified District						
13	2	1	114	Prescott Unified District						
13	2	1	115	Prescott Unified District		20	138			ESL
15	4	4	101	Quartzsite Elementary District						
15	4	4	102	Quartzsite Elementary District			114			
7	2	95	102	Queen Creek Unified District						
7	2	95	101	Queen Creek Unified District						
7	2	95	201	Queen Creek Unified District						
7	2	95	106	Queen Creek Unified District		212				ESL
11	2	3	101	Ray Unified District						
11	2	3	202	Ray Unified District						
11	2	3	103	Ray Unified District		25				ESL
1	2	27	102	Red Mesa Unified District		58				ESL
7	4	2	101	Riverside Elementary District			46			
7	4	66	8	Roosevelt Elementary District						
7	4	66	7	Roosevelt Elementary District						
7	4	66	16	Roosevelt Elementary District						
7	4	66	2	Roosevelt Elementary District						
7	4	66	10	Roosevelt Elementary District						
7	4	66	17	Roosevelt Elementary District						
7	4	66	14	Roosevelt Elementary District						
7	4	66	18	Roosevelt Elementary District						
7	4	66	11	Roosevelt Elementary District						
7	4	66	19	Roosevelt Elementary District						
7	4	66	3	Roosevelt Elementary District						
7	4	66	9	Roosevelt Elementary District						
7	4	66	5	Roosevelt Elementary District						
7	4	66	15	Roosevelt Elementary District						
7	4	66	20	Roosevelt Elementary District						
7	4	66	4	Roosevelt Elementary District						
7	4	66	12	Roosevelt Elementary District						
7	4	66	13	Roosevelt Elementary District						
7	4	66	6	Roosevelt Elementary District	1392	1387	2	both	bil	ESL
1	2	10	210	Round Valley Unified District						
1	2	10	102	Round Valley Unified District						
1	2	10	103	Round Valley Unified District						
1	2	10	101	Round Valley Unified District	69		35		bil	
7	3	90	101	Ruth Fisher Elementary District		32				ESL
5	2	1	100	Safford Unified District						
5	2	1	101	Safford Unified District						
5	2	1	200	Safford Unified District			9			
10	2	30	101	Sahuarita Unified District						

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
10	2	30	204	Sahuarita Unified District						
10	2	30	103	Sahuarita Unified District						
10	2	30	102	Sahuarita Unified District		210	7			ESL
4	2	20	101	San Carlos Unified District						
4	2	20	202	San Carlos Unified District						
2	2	18	1	San Simon Unified District			22			
12	2	35	130	Santa Cruz Valley Unified District						
12	2	35	120	Santa Cruz Valley Unified District						
12	2	35	200	Santa Cruz Valley Unified District						
12	2	35	110	Santa Cruz Valley Unified District		1388				ESL
11	5	40	1	Santa Cruz Valley Union High School District		45	12			ESL
7	87	34	101	Scottsdale Horizons School						
7	87	34	102	Scottsdale Horizons School			2			
7	2	48	22	Scottsdale Unified District						
7	2	48	292	Scottsdale Unified District						
7	2	48	108	Scottsdale Unified District						
7	2	48	126	Scottsdale Unified District						
7	2	48	295	Scottsdale Unified District						
7	2	48	121	Scottsdale Unified District						
7	2	48	127	Scottsdale Unified District						
7	2	48	102	Scottsdale Unified District						
7	2	48	169	Scottsdale Unified District						
7	2	48	293	Scottsdale Unified District						
7	2	48	164	Scottsdale Unified District						
7	2	48	296	Scottsdale Unified District						
7	2	48	114	Scottsdale Unified District						
7	2	48	112	Scottsdale Unified District						
7	2	48	165	Scottsdale Unified District						
7	2	48	107	Scottsdale Unified District						
7	2	48	123	Scottsdale Unified District						
7	2	48	167	Scottsdale Unified District						
7	2	48	166	Scottsdale Unified District						
7	2	48	113	Scottsdale Unified District						
7	2	48	110	Scottsdale Unified District						
7	2	48	120	Scottsdale Unified District						
7	2	48	294	Scottsdale Unified District						
7	2	48	124	Scottsdale Unified District						
7	2	48	161	Scottsdale Unified District						
7	2	48	103	Scottsdale Unified District						
7	2	48	109	Scottsdale Unified District						
7	2	48	115	Scottsdale Unified District						
7	2	48	125	Scottsdale Unified District		1146	122			ESL
13	2	9	130	Sedona-Oak Creek Joint Unified District						
13	2	9	701	Sedona-Oak Creek Joint Unified District						
13	2	9	210	Sedona-Oak Creek Joint Unified District						
13	2	9	120	Sedona-Oak Creek Joint Unified District						
13	2	9	702	Sedona-Oak Creek Joint Unified District		23	82			ESL
9	87	46	1	Shonto Governing Board of Education, Inc.	561				bil	
2	2	68	155	Sierra Vista Unified District						
2	2	68	110	Sierra Vista Unified District						
2	2	68	260	Sierra Vista Unified District						
2	2	68	115	Sierra Vista Unified District						
2	2	68	120	Sierra Vista Unified District						
2	2	68	125	Sierra Vista Unified District						
2	2	68	150	Sierra Vista Unified District						
2	2	68	130	Sierra Vista Unified District						
2	2	68	135	Sierra Vista Unified District		180	3			ESL
13	3	15	100	Skull Valley Elementary District						
13	87	52	101	Skyview School						
9	2	5	708	Snowflake Unified District						
9	2	5	6	Snowflake Unified District						
9	2	5	5	Snowflake Unified District						
9	2	5	1	Snowflake Unified District						
9	2	5	3	Snowflake Unified District						
9	2	5	705	Snowflake Unified District						
9	2	5	2	Snowflake Unified District						
9	2	5	4	Snowflake Unified District	2	22	56	both	bil	ESL
5	3	5	101	Solomon Elementary District	1				bil	
14	4	11	103	Somerton Elementary District						
14	4	11	102	Somerton Elementary District						
14	4	11	101	Somerton Elementary District						
14	4	11	104	Somerton Elementary District		1659				ESL
1	2	1	102	St Johns Unified District						
1	2	1	205	St Johns Unified District						
1	2	1	104	St Johns Unified District			50			
11	4	24	1	Stanfield Elementary District		194				ESL
10	2	12	555	Sunnyside Unified District						
10	2	12	106	Sunnyside Unified District						
10	2	12	132	Sunnyside Unified District						
10	2	12	109	Sunnyside Unified District						
10	2	12	108	Sunnyside Unified District						
10	2	12	211	Sunnyside Unified District						
10	2	12	112	Sunnyside Unified District						
10	2	12	114	Sunnyside Unified District						
10	2	12	115	Sunnyside Unified District						

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
10	2	12	117	Sunnyside Unified District						
10	2	12	116	Sunnyside Unified District						
10	2	12	119	Sunnyside Unified District						
10	2	12	118	Sunnyside Unified District						
10	2	12	120	Sunnyside Unified District						
10	2	12	122	Sunnyside Unified District						
10	2	12	513	Sunnyside Unified District						
10	2	12	134	Sunnyside Unified District						
10	2	12	113	Sunnyside Unified District						
10	2	12	126	Sunnyside Unified District						
10	2	12	131	Sunnyside Unified District						
10	2	12	123	Sunnyside Unified District						
10	2	12	230	Sunnyside Unified District	3964		58		bil	
11	2	15	101	Superior Unified District						
11	2	15	102	Superior Unified District						
11	2	15	205	Superior Unified District		17				ESL
10	2	13	105	Tanque Verde Unified District						
10	2	13	103	Tanque Verde Unified District			2			
7	4	3	123	Tempe Elementary District						
7	4	3	113	Tempe Elementary District						
7	4	3	124	Tempe Elementary District						
7	4	3	111	Tempe Elementary District						
7	4	3	144	Tempe Elementary District						
7	4	3	122	Tempe Elementary District						
7	4	3	119	Tempe Elementary District						
7	4	3	145	Tempe Elementary District						
7	4	3	114	Tempe Elementary District						
7	4	3	130	Tempe Elementary District						
7	4	3	198	Tempe Elementary District						
7	4	3	143	Tempe Elementary District						
7	4	3	115	Tempe Elementary District						
7	4	3	120	Tempe Elementary District						
7	4	3	117	Tempe Elementary District						
7	4	3	142	Tempe Elementary District						
7	4	3	118	Tempe Elementary District						
7	4	3	126	Tempe Elementary District						
7	4	3	129	Tempe Elementary District						
7	4	3	121	Tempe Elementary District						
7	4	3	127	Tempe Elementary District	292				bil	
7	5	13	97	Tempe Union High School District						
7	5	13	94	Tempe Union High School District						
7	5	13	96	Tempe Union High School District						
7	5	13	99	Tempe Union High School District						
7	5	13	93	Tempe Union High School District						
7	5	13	92	Tempe Union High School District						
7	5	13	95	Tempe Union High School District						
7	5	13	91	Tempe Union High School District		275	26			ESL
2	87	50	202	The Center For Academic Success						
2	87	50	201	The Center For Academic Success	59				bil	
10	86	53	1	The Edge School			11			
7	4	17	101	Tolleson Elementary District	396				bil	
7	5	14	201	Tolleson Union High School District						
7	5	14	202	Tolleson Union High School District	248				bil	
11	4	22	101	Toltec Elementary District	35				bil	
2	2	1	101	Tombstone Unified District						
2	2	1	207	Tombstone Unified District						
2	2	1	102	Tombstone Unified District			11			
4	3	33	101	Tonto Basin Elementary District						
8	4	12	12	Topock Elementary District						
5	86	50	101	Triumphant Learning Center						
3	2	15	111	Tuba City Unified District						
3	2	15	120	Tuba City Unified District						
3	2	15	112	Tuba City Unified District						
3	2	15	240	Tuba City Unified District						
3	2	15	130	Tuba City Unified District						
3	2	15	110	Tuba City Unified District	154	1346		both	bil	ESL
10	2	1	578	Tucson Unified District						
10	2	1	555	Tucson Unified District						
10	2	1	238	Tucson Unified District						
10	2	1	277	Tucson Unified District						
10	2	1	275	Tucson Unified District						
10	2	1	673	Tucson Unified District						
10	2	1	125	Tucson Unified District						
10	2	1	128	Tucson Unified District						
10	2	1	131	Tucson Unified District						
10	2	1	137	Tucson Unified District						
10	2	1	510	Tucson Unified District						
10	2	1	140	Tucson Unified District						
10	2	1	143	Tucson Unified District						
10	2	1	149	Tucson Unified District						
10	2	1	371	Tucson Unified District						
10	2	1	161	Tucson Unified District						
10	2	1	503	Tucson Unified District						
10	2	1	610	Tucson Unified District						
10	2	1	167	Tucson Unified District						
10	2	1	615	Tucson Unified District						
10	2	1	170	Tucson Unified District						

C	T	D	S	ENTITY	in Programs			Programs Offered		
					Bi-lin-gual	ESL	IEP	Bil and ESL	Bil	ESL
10	2	1	173	Tucson Unified District						
10	2	1	179	Tucson Unified District						
10	2	1	185	Tucson Unified District						
10	2	1	191	Tucson Unified District						
10	2	1	197	Tucson Unified District						
10	2	1	505	Tucson Unified District						
10	2	1	203	Tucson Unified District						
10	2	1	209	Tucson Unified District						
10	2	1	211	Tucson Unified District						
10	2	1	218	Tucson Unified District						
10	2	1	221	Tucson Unified District						
10	2	1	440	Tucson Unified District						
10	2	1	225	Tucson Unified District						
10	2	1	228	Tucson Unified District						
10	2	1	230	Tucson Unified District						
10	2	1	511	Tucson Unified District						
10	2	1	413	Tucson Unified District						
10	2	1	266	Tucson Unified District						
10	2	1	513	Tucson Unified District						
10	2	1	239	Tucson Unified District						
10	2	1	233	Tucson Unified District						
10	2	1	122	Tucson Unified District						
10	2	1	245	Tucson Unified District						
10	2	1	680	Tucson Unified District						
10	2	1	682	Tucson Unified District						
10	2	1	251	Tucson Unified District						
10	2	1	502	Tucson Unified District						
10	2	1	215	Tucson Unified District						
10	2	1	263	Tucson Unified District						
10	2	1	449	Tucson Unified District						
10	2	1	461	Tucson Unified District						
10	2	1	269	Tucson Unified District						
10	2	1	281	Tucson Unified District						
10	2	1	401	Tucson Unified District						
10	2	1	287	Tucson Unified District						
10	2	1	515	Tucson Unified District						
10	2	1	290	Tucson Unified District						
10	2	1	520	Tucson Unified District						
10	2	1	293	Tucson Unified District						
10	2	1	295	Tucson Unified District						
10	2	1	522	Tucson Unified District						
10	2	1	299	Tucson Unified District						
10	2	1	305	Tucson Unified District						
10	2	1	308	Tucson Unified District						
10	2	1	311	Tucson Unified District						
10	2	1	317	Tucson Unified District						
10	2	1	288	Tucson Unified District						
10	2	1	525	Tucson Unified District						
10	2	1	323	Tucson Unified District						
10	2	1	672	Tucson Unified District						
10	2	1	620	Tucson Unified District						
10	2	1	527	Tucson Unified District						
10	2	1	674	Tucson Unified District						
10	2	1	671	Tucson Unified District						
10	2	1	329	Tucson Unified District						
10	2	1	630	Tucson Unified District						
10	2	1	231	Tucson Unified District						
10	2	1	338	Tucson Unified District						
10	2	1	341	Tucson Unified District						
10	2	1	640	Tucson Unified District						
10	2	1	347	Tucson Unified District						
10	2	1	351	Tucson Unified District						
10	2	1	353	Tucson Unified District						
10	2	1	359	Tucson Unified District						
10	2	1	377	Tucson Unified District						
10	2	1	595	Tucson Unified District						
10	2	1	645	Tucson Unified District						
10	2	1	383	Tucson Unified District						
10	2	1	535	Tucson Unified District						
10	2	1	650	Tucson Unified District						
10	2	1	257	Tucson Unified District						
10	2	1	655	Tucson Unified District						
10	2	1	389	Tucson Unified District						
10	2	1	677	Tucson Unified District						
10	2	1	537	Tucson Unified District						
10	2	1	410	Tucson Unified District						
10	2	1	678	Tucson Unified District						
10	2	1	580	Tucson Unified District						
10	2	1	195	Tucson Unified District						
10	2	1	676	Tucson Unified District						
10	2	1	417	Tucson Unified District						
10	2	1	545	Tucson Unified District						
10	2	1	660	Tucson Unified District						
10	2	1	419	Tucson Unified District						
10	2	1	675	Tucson Unified District						
10	2	1	286	Tucson Unified District						
10	2	1	550	Tucson Unified District						
10	2	1	557	Tucson Unified District						
10	2	1	431	Tucson Unified District						
10	2	1	433	Tucson Unified District						
10	2	1	435	Tucson Unified District						
10	2	1	395	Tucson Unified District						
10	2	1	455	Tucson Unified District						
10	2	1	560	Tucson Unified District						
10	2	1	443	Tucson Unified District						
10	2	1	467	Tucson Unified District	15437	1512	601	both	bil	ESL
7	4	62	101	Union Elementary District			12			
10	3	20	102	Vail Elementary District						
10	3	20	105	Vail Elementary District						
10	3	20	104	Vail Elementary District			17			

C	T	D	S	ENTITY	in Programs: Bi-lin-gual	in Programs: ESL	in Programs: IEP	Programs Offered: Bil and ESL	Programs Offered: Bil	Programs Offered: ESL
8	4	22	1	Valentine Elementary District						
2	5	22	201	Valley Union High School District			21			
7	4	6	167	Washington Elementary District						
7	4	6	114	Washington Elementary District						
7	4	6	116	Washington Elementary District						
7	4	6	118	Washington Elementary District						
7	4	6	120	Washington Elementary District						
7	4	6	122	Washington Elementary District						
7	4	6	124	Washington Elementary District						
7	4	6	126	Washington Elementary District						
7	4	6	128	Washington Elementary District						
7	4	6	130	Washington Elementary District						
7	4	6	131	Washington Elementary District						
7	4	6	132	Washington Elementary District						
7	4	6	134	Washington Elementary District						
7	4	6	136	Washington Elementary District						
7	4	6	138	Washington Elementary District						
7	4	6	150	Washington Elementary District						
7	4	6	140	Washington Elementary District						
7	4	6	141	Washington Elementary District						
7	4	6	142	Washington Elementary District						
7	4	6	144	Washington Elementary District						
7	4	6	146	Washington Elementary District						
7	4	6	148	Washington Elementary District						
7	4	6	152	Washington Elementary District						
7	4	6	154	Washington Elementary District						
7	4	6	156	Washington Elementary District						
7	4	6	160	Washington Elementary District						
7	4	6	162	Washington Elementary District						
7	4	6	164	Washington Elementary District						
7	4	6	165	Washington Elementary District						
7	4	6	163	Washington Elementary District						
7	4	6	166	Washington Elementary District						
7	4	6	168	Washington Elementary District		3257	383			ESL
15	4	19	101	Wenden Elementary District			251			
9	2	20	204	Whiteriver Unified District						
9	2	20	102	Whiteriver Unified District						
9	2	20	101	Whiteriver Unified District						
9	2	20	103	Whiteriver Unified District		2182				ESL
7	2	9	101	Wickenburg Unified District		24	10			ESL
2	2	13	101	Willcox Unified District						
2	2	13	201	Willcox Unified District						
2	2	13	102	Willcox Unified District		147	39			ESL
7	4	7	101	Wilson Elementary District						
7	4	7	102	Wilson Elementary District	110	1528		both	bil	ESL
1	2	8	110	Window Rock Unified District						
1	2	8	115	Window Rock Unified District						
1	2	8	112	Window Rock Unified District						
1	2	8	105	Window Rock Unified District		196				ESL
9	2	1	102	Winslow Unified District						
9	2	1	103	Winslow Unified District						
9	2	1	104	Winslow Unified District						
9	2	1	206	Winslow Unified District						
9	2	1	105	Winslow Unified District		87				ESL
14	4	1	101	Yuma Elementary District						
14	4	1	103	Yuma Elementary District						
14	4	1	121	Yuma Elementary District						
14	4	1	102	Yuma Elementary District						
14	4	1	122	Yuma Elementary District						
14	4	1	111	Yuma Elementary District						
14	4	1	110	Yuma Elementary District						
14	4	1	104	Yuma Elementary District						
14	4	1	112	Yuma Elementary District						
14	4	1	105	Yuma Elementary District						
14	4	1	106	Yuma Elementary District						
14	4	1	107	Yuma Elementary District						
14	4	1	108	Yuma Elementary District						
14	4	1	123	Yuma Elementary District						
14	4	1	109	Yuma Elementary District	100	2792	57	both	bil	ESL
14	5	70	203	Yuma Union High School District						
14	5	70	202	Yuma Union High School District						
14	5	70	201	Yuma Union High School District		805				ESL
					53538 tot	64035 tot	6734 tot	51 both	98 bil	92 ESL

PROGRAM STAFFING

County	Type	District	District or Charter School	A Teachers with Bilingual Endorsement	B Teachers with ESL Endorsement	C Teachers with Provisional Bilingual Endorsement	D Teachers with Provisional ESL Endorsement	E Bilingual Staff (col A + col C)	F ESL Staff (col B + col D)	I	J	K	L	N	O	P
07	05	010	Agua Fria Union High School District	1	9	0	6	1	15		bil	ESL		both		
10	02	015	Ajo Unified District	0	2	0	0	0	2			ESL		ESL only		
07	04	000	Alhambra Elementary District	3	54	0	14	3	68		bil	ESL		both		
10	03	001	Altar Valley Elementary District	0	2	0	0	0	2			ESL		ESL only		
07	05	006	American Grade Schools	0	0	0	0	0	0							
10	02	010	Amphitheater Unified District	4	40	0	0	4	40		bil	ESL		both		
11	02	043	Apache Junction Unified District	0	0	0	2	0	2			ESL		ESL only		
07	07	023	Arizona Call-A-Teen Center For Excellence	0	0	0	1	0	1			ESL		ESL only		
07	05	000	Arizona Career Academy	0	0	0	0	0	0							
13	02	031	Ash Fork Joint Unified District	1	1	0	0	1	1		bil	ESL		both		
07	04	044	Avondale Elementary District	18	30	1	15	19	45		bil	ESL		both		
07	04	031	Balsz Elementary District	1	24	1	14	2	38		bil	ESL		both		
02	04	000	Benson Elementary District	0	0	1	1	1	1		bil	ESL		both		
02	05	000	Benson Union High School District	0	0	2	1	2	1		bil	ESL		both		
02	02	002	Bisbee Unified District	1	6	0	2	1	8		bil	ESL		both		
00	02	032	Blue Ridge Unified District	0	0	0	0	0	0							
02	02	014	Bowie Unified District	0	0	0	1	0	1			ESL		ESL only		
07	04	033	Buckeye Elementary District	1	4	0	12	1	16		bil	ESL		both		
07	05	001	Buckeye Union High School District	0	6	0	0	0	6			ESL		ESL only		
13	02	026	Camp Verde Unified District	0	2	0	0	0	2			ESL		ESL only		
07	07	000	Carmel Community Integrated Arts	0	0	0	0	0	0							
07	04	003	Cartwright Elementary District	35	84	5	86	40	170		bil	ESL		both		
11	04	004	Casa Grande Elementary District	2	7	1	1	3	8		bil	ESL		both		
11	05	002	Casa Grande Union High School District	0	2	0	0	0	2			ESL		ESL only		
10	02	016	Catalina Foothills Unified District	0	1	0	0	0	1			ESL		ESL only		
07	02	003	Cave Creek Unified District	0	5	0	0	0	5			ESL		ESL only		
00	02	025	Cedar Unified District	6	9	0	11	6	20		bil	ESL		both		
07	02	000	Chandler Unified District	12	17	0	0	12	17		bil	ESL		both		
13	02	001	Chino Valley Unified District	0	0	0	0	0	0							
02	03	026	Cochise Elementary District	1	0	0	0	1	0							
11	02	021	Coolidge Unified District	0	0	2	2	2	2		bil	ESL		both		
13	04	005	Cottonwood-Oak Creek Elementary District	0	2	0	0	0	2			ESL		ESL only		
14	04	013	Crane Elementary District	2	42	0	3	2	45		bil	ESL		both		
07	04	014	Creighton Elementary District	48	27	14	7	62	34		bil	ESL		both		
07	02	007	Deer Valley Unified District	1	12	0	0	1	12		bil	ESL		both		
01	07	001	Discovery Academy Of St Johns	0	0	0	0	0	0							
02	02	027	Douglas Unified District	25	100	0	20	25	120		bil	ESL		both		
07	02	000	Dysart Unified District	20	20	2	14	22	34		bil	ESL		both		
03	02	001	Flagstaff Unified District	7	77	0	10	7	87		bil	ESL		both		
11	02	001	Florence Unified School District	0	1	0	0	0	1			ESL		ESL only		
10	02	000	Flowing Wells Unified District	0	1	0	0	0	1			ESL		ESL only		
07	02	000	Fountain Hills Unified District	0	0	0	2	0	2			ESL		ESL only		
07	04	045	Fowler Elementary District	1	18	0	16	1	34		bil	ESL		both		
07	05	011	Friendly House Academia Del Pueblo Elem	0	0	0	0	0	0							
02	01	000	Ft Huachuca Accommodation District	1	0	0	0	1	0							
05	02	007	Ft Thomas Unified District	0	13	0	2	0	15			ESL		ESL only		
14	04	032	Gadsden Elementary District	25	25	7	6	32	31		bil	ESL		both		
01	02	020	Ganado Unified District	11	30	0	5	11	35		bil	ESL		both		
07	02	041	Gilbert Unified District	3	7	3	4	6	11		bil	ESL		both		
07	04	040	Glendale Elementary District	78	76	13	22	91	98		bil	ESL		both		
04	02	001	Globe Unified District	2	5	2	3	4	8		bil	ESL		both		
03	02	004	Grand Canyon Unified District	0	1	0	0	0	1			ESL		ESL only		
04	02	041	Hayden-Winkelman Unified District	0	0	0	0	0	0							
09	02	000	Heber-Overgaard Unified District	0	0	0	0	0	0							
13	02	022	Humboldt Unified District	0	3	0	0	0	3			ESL		ESL only		
14	04	016	Hyder Elementary District	0	3	0	0	0	3			ESL		ESL only		
10	02	040	Indian Oasis-Baboquivari Unified District	7	17	0	0	7	17		bil	ESL		both		
07	04	005	Isaac Elementary District	0	0	0	0	0	0							
11	03	044	J O Combs Elementary District	0	0	0	0	0	0							
00	02	002	Joseph City Unified District	0	0	0	2	0	2			ESL		ESL only		
09	02	027	Kayenta Unified District	16	51	0	5	16	56		bil	ESL		both		
09	04	004	Kingman Elementary District	0	0	0	0	0	0							
07	04	020	Kyrene Elementary District	1	5	1	2	2	7		bil	ESL		both		
09	02	001	Lake Havasu Unified District	0	4	0	2	0	6			ESL		ESL only		
03	07	035	Lake Powell Academy	0	5	0	0	0	5			ESL		ESL only		
07	04	004	Laveen Elementary District	2	19	0	12	2	31		bil	ESL		both		
07	04	075	Liberty Elementary District	0	6	0	3	0	9			ESL		ESL only		
07	04	079	Litchfield Elementary District	0	2	0	0	0	2			ESL		ESL only		
00	04	000	Littlefield Elementary District	0	0	0	1	0	1			ESL		ESL only		
07	04	005	Littleton Elementary District	5	17	1	5	6	22		bil	ESL		both		
07	04	030	Madison Elementary District	0	14	0	8	0	22			ESL		ESL only		
11	02	000	Mammoth-San Manuel Unified District	0	2	0	0	0	2			ESL		ESL only		

County	Type	District	District or Charter School	Teachers with Bilingual Endorsement	Teachers with ESL Endorsement	Teachers with Provisional Bilingual Endorsement	Teachers with Provisional ESL Endorsement		Bilingual Staff (col A + col C)	ESL Staff (col B + col D)			
10	02	000	Marana Unified District	0	3	0	0		0	3		ESL	ESL only
07	01	000	Maricopa Co Regional District	6	0	0	0		6	0			
11	02	020	Maricopa Unified School District	2	18	0	7		2	25	bil	ESL	both
13	02	040	Mayer Unified District	0	0	0	0		0	0			
07	02	004	Mesa Unified District	45	36	6	32		51	68	bil	ESL	both
04	02	040	Miami Unified District	0	2	0	0		0	2		ESL	ESL only
08	04	016	Mohave Valley Elementary District	0	0	0	0		0	0			
07	03	075	Morristown Elementary District	0	1	0	0		0	1		ESL	ESL only
07	04	021	Murphy Elementary District	13	30	7	13		20	43	bil	ESL	both
07	03	041	Nadaburg Elementary District	0	0	1	0		1	0			
12	02	001	Nogales Unified District	74	74	10	20		84	94	bil	ESL	both
11	03	002	Oracle Elementary District	0	1	0	0		0	1		ESL	ESL only
07	04	005	Osborn Elementary District	10	53	1	24		11	77	bil	ESL	both
03	02	000	Page Unified District	0	82	81	4		81	86	bil	ESL	both
07	04	040	Palo Verde Elementary District	0	1	0	0		0	1		ESL	ESL only
02	03	040	Palominas Elementary District	0	1	0	0		0	1		ESL	ESL only
07	02	000	Paradise Valley Unified District	17	37	0	8		17	45	bil	ESL	both
15	02	027	Parker Unified School District	1	11	0	0		1	11	bil	ESL	both
12	04	000	Patagonia Elementary District	1	1	0	1		1	2	bil	ESL	both
04	02	010	Payson Unified District	0	0	0	0		0	0			
02	04	022	Pearce Elementary District	0	0	0	0		0	0			
07	04	002	Pendergast Elementary District	9	16	0	4		9	20	bil	ESL	both
07	02	011	Peoria Unified District	18	39	3	4		21	43	bil	ESL	both
07	04	001	Phoenix Elementary District	185	81	8	13		193	94	bil	ESL	both
07	05	016	Phoenix Union High School District	46	79	0	0		46	79	bil	ESL	both
11	04	033	Picacho Elementary District	0	1	0	0		0	1		ESL	ESL only
10	01	000	Pima Accommodation District	0	0	0	0		0	0			
05	02	000	Pima Unified District	0	0	0	0		0	0			
12	07	024	Pimena Alta High School	4	4	0	1		4	5	bil	ESL	both
08	02	004	Pinon Unified District	18	9	7	23		25	32	bil	ESL	both
10	07	044	PPEP and Affiliates	0	0	0	0		0	0			
13	02	001	Prescott Unified District	0	0	0	1		0	1		ESL	ESL only
15	04	004	Quartzsite Elementary District	0	0	0	0		0	0			
07	02	005	Queen Creek Unified District	6	18	0	15		6	33	bil	ESL	both
11	02	003	Ray Unified District	0	0	0	0		0	0			
01	02	027	Red Mesa Unified District	2	8	0	11		2	19	bil	ESL	both
07	04	000	Roosevelt Elementary District	69	70	4	65		73	135	bil	ESL	both
01	02	010	Round Valley Unified District	3	3	1	3		4	6	bil	ESL	both
05	02	001	Safford Unified District	0	0	0	0		0	0			
10	02	030	Sahuarita Unified District	0	5	0	1		0	6		ESL	ESL only
15	04	030	Salome Consolidated Elementary District	0	0	0	0		0	0			
04	02	020	San Carlos Unified District	0	15	1	9		1	24	bil	ESL	both
02	02	010	San Simon Unified District	0	0	0	0		0	0			
12	02	035	Santa Cruz Valley Unified District	7	44	1	3		8	47	bil	ESL	both
11	05	040	Santa Cruz Valley Union High School Dist	0	2	0	0		0	2		ESL	ESL only
07	07	024	Scottsdale Horizons School	0	1	0	0		0	1		ESL	ESL only
07	02	040	Scottsdale Unified District	4	98	2	16		6	114	bil	ESL	both
13	02	000	Sedona-Oak Creek Joint Unified District	0	1	0	1		0	2		ESL	ESL only
08	07	040	Shonto Governing Board of Education Inc	9	8	1	0		10	8	bil	ESL	both
08	02	010	Show Low Unified District	0	1	0	0		0	1		ESL	ESL only
02	02	000	Sierra Vista Unified District	0	1	0	0		0	1		ESL	ESL only
09	02	005	Snowflake Unified District	0	7	0	0		0	7		ESL	ESL only
14	04	011	Somerton Elementary District	15	36	0	9		15	45	bil	ESL	both
02	02	021	St David Unified District	0	0	0	1		0	1		ESL	ESL only
01	02	001	St Johns Unified District	0	0	0	0		0	0			
11	04	024	Stanfield Elementary District	0	2	0	3		0	5		ESL	ESL only
10	02	012	Sunnyside Unified District	114	45	8	0		122	45	bil	ESL	both
11	02	015	Superior Unified District	0	0	0	1		0	1		ESL	ESL only
10	02	013	Tanque Verde Unified District	0	0	0	0		0	0			
07	04	003	Tempe Elementary District	22	40	0	0		22	40	bil	ESL	both
07	05	013	Tempe Union High School District	4	6	0	2		4	8	bil	ESL	both
07	07	047	Teruha A Learning Community	1	0	0	0		1	0			
05	02	004	Thatcher Unified District	0	0	0	0		0	0			
07	05	016	Tolleson Union High School District	5	2	1	0		6	2	bil	ESL	both
11	04	022	Toltec Elementary District	0	0	0	0		0	0			
02	02	001	Tombstone Unified District	1	0	0	0		1	0			
03	02	015	Tuba City Unified District	32	75	2	16		34	91	bil	ESL	both
10	02	001	Tucson Unified District	345	83	23	33		368	116	bil	ESL	both
07	04	002	Union Elementary District	0	0	0	0		0	0			
10	03	020	Vail Elementary District	0	0	0	0		0	0			
02	05	022	Valley Union High School District	0	0	0	0		0	0			
07	04	000	Washington Elementary District	0	45	0	0		0	45		ESL	ESL only
09	02	020	Whiteriver Unified District	2	73	0	29		2	102	bil	ESL	both

County	Type	District	District or Charter School	Teachers with Bilingual Endorsement	Teachers with ESL Endorsement	Teachers with Provisional Bilingual Endorsement	Teachers with Provisional ESL Endorsement		Bilingual Staff (col A + col C)	ESL Staff (col B + col D)			
07	02	000	Wickenburg Unified District	0	2	0	0		0	2		ESL	ESL only
02	02	013	Willcox Unified District	2	2	2	0		4	2	bil	ESL	both
03	02	002	Williams Unified District	0	1	0	0		0	1		ESL	ESL only
07	04	007	Wilson Elementary District	20	33	1	5		21	38	bil	ESL	both
00	02	001	Winslow Unified District	0	3	0	0		0	3		ESL	ESL only
14	04	001	Yuma Elementary District	25	88	7	45		32	133	bil	ESL	both
14	05	070	Yuma Union High School District	6	50	0	21		6	71	bil	ESL	both
				1484	2358	234	767		1718	3125	67	115	

County	Type	District	Site	District or Charter School	School or Site	bilingual pgms	K-12 ESL	IEP pgms	reclassed	reclassed	reclassed	tot biling	tot ESL	tot IEP	% biling	% ESL	% IEP
7	4	68	101	Alhambra Elem	Alhambra Traditional School	0	0	0	0								
7	4	68	102		Andalucia Middle School	0	0	0	0								
7	4	68	103		Andalucia Primary School	714	0	0	0								
7	4	68	104		Barcelona Middle School	242	0	0	0								
7	4	68	105		Catalina Ventura School	225	0	0	0								
7	4	68	107		Cordova Middle School	744	0	0	0								
7	4	68	109		Granada East School	713	0	0	0								
7	4	68	110		Granada Primary School	1020	0	0	0								
7	4	68	111		Montebello School	331	0	0	0								
7	4	68	113		R E Simpson School	666	0	0	0								
7	4	68	112		Sevilla School	0	0	0	0								
7	4	68	114		Westwood Primary School	1046	0	0	0								
					Total	5701	0	0	66			5701			1.2		
11	2	43	201	Apache Junctio	Apache Junction High School	0	0	5	0								
11	2	43	151		Desert Shadows Middle School	0	0	9	0								
11	2	43	104		Desert Vista Elementary School	0	0	4	0								
11	2	43	102		Four Peaks Elementary School	0	0	10	0								
11	2	43	103		Gold Canyon Elementary School	0	0	14	0								
11	2	43	101		Superstition Mountain Elementary S	0	0	9	0								
11	2	43	152		Thunder Mountain Middle School	0	0	0	0								
					Total	0	0	51	0		8			51			15.7
10	2	16	104	Catalina Foothi	Canyon View Elementary School	0	0	14	0								
10	2	16	206		Catalina Foothills High School	0	0	21	0								
10	2	16	107		Esperero Canyon Middle School	0	0	11	0								
10	2	16	102		Manzanita School	0	0	6	0								
10	2	16	103		Orange Grove Middle School	0	0	8	0								
10	2	16	101		Sunrise Drive Elementary School	0	0	8	0								
10	2	16	108		Ventana Vista Elementary School	0	0	7	0								
					Total	0	0	75	0		4			75			5.3
7	2	80	112	Chandler Unifie	Anna Marie Jacobson Elementary S	66	0	0	0								
7	2	80	120		Bogle Junior High School	202	0	0	0								
7	2	80	202		Chandler High School	443	0	0	0								
7	2	80	114		Clifford J Goodman Elementary Sch	41	0	0	0								
7	2	80	122		Dr Howard K Conley Elementary Sc	154	0	0	0								
7	2	80	106		Ene Elementary School	70	0	0	0								
7	2	80	111		Frye Elementary School	445	0	0	0								
7	2	80	107		Galveston Elementary School	580	0	0	0								
7	2	80	108		Hartford Elementary School	301	0	0	0								
7	2	80	116		John M Andersen Elementary Schoo	48	0	0	0								
7	2	80	118		John M Andersen Jr High School	137	0	0	0								
7	2	80	109		Knox Elementary School	146	0	0	0								
7	2	80	117		Marshall Humphrey II Elementary S	151	0	0	0								
7	2	80	521		Pathways Learning Center	0	0	0	0								
7	2	80	105		San Marcos Elementary School	405	0	0	0								
7	2	80	113		Sanborn Elementary School	127	0	0	0								
7	2	80	119		Shumway Elementary School	24	0	0	0								
7	2	80	115		Weinberg Elementary School	153	0	0	0								
7	2	80	104		Willis Junior High School	207	0	0	0								
					Total	3700	0	0	154			3700			4.2		
14	4	13	3	Crane Element	Crane Jr High School - Blue Track	0	97	0	0								
14	4	13	103		Crane Jr High School - Green Track	0	81	0	0								
14	4	13	203		Crane Jr High School - Red Track	0	98	0	0								
14	4	13	303		Crane Jr High School - Yellow Track	0	88	0	0								
14	4	13	105		H L Suverkrup Elementary School	0	301	0	0								
14	4	13	1		Pueblo Elementary School	0	196	0	0								
14	4	13	2		Rancho Viejo Elementary School	0	914	0	0								
14	4	13	4		Ronald Reagan Fundamental Schoo	0	0	6	0								
14	4	13	104		Ronald Reagan Fundamental Schoo	0	0	16	0								
14	4	13	204		Ronald Reagan Fundamental Schoo	0	0	12	0								
14	4	13	304		Ronald Reagan Fundamental Schoo	0	0	19	0								
14	4	13	106		Valley Horizon Elementary School	0	277	0	0								
					Total	0	2052	53	0	45			2052			2.2	
2	2	27	101	Douglas Unified	A Avenue Elementary School	0	187	45	0								
2	2	27	102		Clawson School	0	317	1	0								
2	2	27	213		Douglas East Campus	0	0	0	0								
2	2	27	210		Douglas High School	0	247	0	0								
2	2	27	108		Douglas Junior High School	0	253	0	0								
2	2	27	112		Early Learning Center	0	49	0	0								
2	2	27	105		Faras Elementary School	0	192	0	0								
2	2	27	104		Joe Carlson Elementary School	0	236	0	0								
2	2	27	11		Manyvale School	0	4	0	0								
2	2	27	109		Paul H Huber Jr High School	0	274	0	0								
2	2	27	106		Sarah Marley School	0	310	0	0								
2	2	27	107		Stevenson Elementary School	0	198	0	0								
					Total	0	2267	46	0	123			2267			5.4	
7	2	41	230	Gilbert Unified	Alternative Center for Education	0	0	0	0								
7	2	41	147		Burk Elementary School	0	14	0	0								
7	2	41	156		Finley Farms Elementary	0	12	0	0								
7	2	41	140		Gilbert Elementary School	79	103	0	0								
7	2	41	210		Gilbert High School	0	94	0	0								
7	2	41	120		Gilbert Junior High School	0	0	0	0								
	2	41	232		Gilbert Night School	0	0	3	0								
7	2	41	141		Greenfield Elementary School	0	84	1	0								
7	2	41	122		Greenfield Junior High School	0	0	0	0								
7	2	41	150		Harris Elementary School	0	18	0	0								

County	Type	District	Site	District or Charter School	School or Site	bilingual pgms	K-12 ESL	IEP pgms	reclassed	reclassed	reclassed	tot biling	tot ESL	tot IEP	% biling	% ESL	% IEP
7	2	41	211		Highland High School	0	0	1	0								
7	2	41	146		Houston Elementary School	0	7	0	0								
7	2	41	145		Islands Elementary School	0	17	0	0								
7	2	41	149		Mesquite Elementary School	0	9	0	0								
7	2	41	121		Mesquite Jr High School	0	36	0	0								
7	2	41	143		Neely Elementary School	0	25	2	0								
7	2	41	142		Patterson Elementary School	0	0	1	0								
7	2	41	144		Pioneer Elementary School	0	7	0	0								
7	2	41	151		Playa Del Rey Elementary School	0	40	0	0								
7	2	41	154		Sonoma Ranch Elementary School	0	15	1	0								
7	2	41	155		Superstition Springs Elementary	0	15	0	0								
7	2	41	152		Towne Meadows Elementary Schoo	0	8	0	0								
7	2	41	148		Val Vista Lakes Elementary School	0	9	0	0								
					Total	79	513	9	0	42			513			8.2	
7	4	40	109	Glendale Eleme	Bicentennial North School	100	0	0	0								
7	4	40	112		Bicentennial South School	116	0	0	0								
7	4	40	111		Challenger Middle School	54	0	0	0								
7	4	40	114		Desert Garden Elementary School	142	0	0	0								
7	4	40	113		Discovery School	125	0	0	0								
7	4	40	106		Don Menseridick School	117	0	0	0								
7	4	40	108		Glendale American School	59	0	0	0								
7	4	40	101		Glendale Landmark Middle School	213	0	0	0								
7	4	40	107		Glenn F Burton School	141	0	0	0								
7	4	40	103		Harold W Smith School	392	0	0	0								
7	4	40	110		Horizon School	135	0	0	0								
7	4	40	102		Isaac E Imes School	234	0	0	0								
7	4	40	104		Melvin E Sine School	152	0	0	0								
7	4	40	105		William C Jack School	313	0	0	0								
					Total	2293	0	0	373			2293			16.3		
7	2	4	101	Mesa Unified D	Adams Elementary School	0	0	0	0								
7	2	4	102		Alma Elementary School	0	56	13	0								
7	2	4	261		Brimhall Junior High School	0	7	8	0								
7	2	4	149		Bush Elementary School	0	7	0	0								
7	2	4	252		Carson Junior High School	0	68	1	0								
7	2	4	133		Crismon Elementary School	0	6	4	0								
7	2	4	274		Dobson High School	0	39	0	0								
7	2	4	103		Edison Elementary School	0	84	0	0								
7	2	4	120		Eisenhower Elementary School	0	175	8	0								
7	2	4	104		Emerson Elementary School	0	219	2	0								
7	2	4	147		Entz Elementary School	0	3	3	0								
7	2	4	144		Falcon Hill Elementary School	0	3	0	0								
7	2	4	125		Field Elementary School	0	70	5	0								
7	2	4	105		Franklin Elementary School	0	0	0	0								
7	2	4	152		Franklin Northeast School	0	0	0	0								
7	2	4	114		Franklin West Elementary	0	0	0	0								
7	2	4	254		Fremont Junior High School	0	6	2	0								
7	2	4	138		Frost Elementary School	0	2	2	0								
7	2	4	119		Hale Elementary School	0	7	1	0								
7	2	4	106		Hawthorne Elementary School	0	62	1	0								
7	2	4	188		Headstart/Preschool	0	0	0	0								
7	2	4	259		Hendrix Junior High School	0	13	0	0								
7	2	4	143		Hermosa Vista Elementary School	0	0	1	0								
7	2	4	132		Highland Elementary School	0	3	1	0								
7	2	4	107		Holmes Elementary School	0	146	1	0								
7	2	4	180		Homebound	0	0	0	0								
7	2	4	108		Irving Elementary School	0	6	1	0								
7	2	4	140		Ishikawa Elementary School	0	32	2	0								
7	2	4	109		Jefferson Elementary School	0	93	9	0								
7	2	4	136		Johnson Elementary School	0	13	2	0								
7	2	4	130		Jordan Elementary School	0	3	4	0								
7	2	4	128		Keller Elementary School	0	63	0	0								
7	2	4	146		Kerr Elementary School	0	59	0	0								
7	2	4	253		Kino Junior High School	0	61	2	0								
7	2	4	150		Las Sendas Elementary School	0	0	0	0								
7	2	4	110		Lehi Elementary School	0	56	2	0								
7	2	4	111		Lincoln Elementary School	0	376	2	0								
7	2	4	122		Lindbergh Elementary School	0	67	6	0								
7	2	4	112		Longfellow Elementary School	0	231	10	0								
7	2	4	113		Lowell Elementary School	0	363	3	0								
7	2	4	129		MacArthur Elementary School	0	10	2	0								
7	2	4	141		Madison Elementary School	0	18	1	0								
7	2	4	194		McKellips Learning Center	0	0	0	0								
7	2	4	139		Mendoza Elementary School	0	4	4	0								
7	2	4	271		Mesa High School	0	132	0	0								
7	2	4	251		Mesa Junior High School	0	137	0	0								
7	2	4	184		Mesa Vista High School	0	0	0	0								
7	2	4	273		Mountain View High School	0	10	1	0								
7	2	4	137		O'Connor Elementary School	0	8	2	0								
7	2	4	131		Pomeroy Elementary School	0	11	2	0								
7	2	4	145		Porter Elementary School	0	18	3	0								
7	2	4	256		Poston Junior High School	0	6	0	0								
7	2	4	255		Powell Junior High School	0	84	9	0								
7	2	4	181		Power Learning Center	0	0	0	0								
7	2	4	275		Red Mountain High School	0	21	1	0								
7	2	4	148		Red Mountain Ranch Elementary	0	2	1	0								

County	Type	District	Site	District or Charter School	School or Site	bilingual pgms	K-12 ESL	IEP pgms	reclassed	reclassed	reclassed	tot biling	tot ESL	tot IEP	% biling	% ESL	% IEP
7	2	4	123		Redbird Elementary School	0	91	21	0								
7	2	4	257		Rhodes Junior High School	0	12	0	0								
7	2	4	134		Robson Elementary School	0	11	1	0								
7	2	4	121		Roosevelt Elementary School	0	119	8	0								
7	2	4	183		SHARP	0	0	0	0								
7	2	4	124		Salk Elementary School	0	38	2	0								
7	2	4	260		Shepherd Junior High School	0	5	1	0								
7	2	4	135		Simme Elementary School	0	6	2	0								
7	2	4	142		Sousa Elementary School	0	2	0	0								
7	2	4	262		Stapley Junior High School	0	9	0	0								
7	2	4	127		Stevenson Elementary School	0	58	2	0								
7	2	4	277		Sundown High School	0	0	0	0								
7	2	4	190		Sunridge Learning Center	0	1	0	0								
7	2	4	118		Taft Elementary School	0	18	0	0								
7	2	4	182		TAPP	0	0	0	0								
7	2	4	258		Taylor Junior High School	0	18	0	0								
7	2	4	126		Washington Elementary School	0	22	9	0								
7	2	4	115		Webster Elementary School	0	82	6	0								
7	2	4	272		Westwood High School	0	132	29	0								
7	2	4	117		Whitman Elementary School	0	84	1	0								
7	2	4	116		Whittier Elementary School	0	25	4	0								
					Total	0	3593	208	0	269			3593			7.5	
7	2	69	157	Paradise Valley	Ara Libre Elementary School	0	18	1	0								
7	2	69	179		Alternative Education Center	0	3	0	0								
7	2	69	110		Arrowhead Elementary School	0	117	18	0								
7	2	69	144		Boulder Creek Elementary School	0	57	0	0								
7	2	69	127		Cactus View Elementary School	0	3	5	0								
7	2	69	115		Campo Bello Elementary School	0	44	2	0								
7	2	69	128		Copper Canyon Elementary School	0	2	1	0								
7	2	69	125		Desert Cove Elementary School	0	18	2	0								
7	2	69	130		Desert Shadows Elementary School	0	1	2	0								
7	2	69	170		Desert Shadows Middle School	0	1	3	0								
7	2	69	159		Desert Springs Elementary School	0	4	8	0								
7	2	69	138		Desert Trails Elementary School	0	12	1	0								
7	2	69	292		Discovery High School	0	0	0	0								
7	2	69	176		Discovery Middle School	0	0	0	0								
7	2	69	123		Eagle Ridge Elementary School	0	3	5	0								
7	2	69	146		Echo Mountain Elementary School	0	24	2	0								
7	2	69	177		Explorer Middle School	0	4	0	0								
7	2	69	121		Foothills Elementary School	0	4	11	0								
7	2	69	120		Gold Dust Elementary School	0	7	3	0								
7	2	69	175		Greenway Middle School	0	148	2	0								
7	2	69	124		Hidden Hills Elementary School	0	15	0	0								
	2	69	293		Horizon High School	0	20	2	0								
7	2	69	135		Indian Bend Elementary School	0	47	3	0								
7	2	69	140		Larkspur Elementary School	0	13	0	0								
7	2	69	143		Liberty Elementary School	0	1	0	0								
7	2	69	145		Mercury Mine Elementary School	0	58	0	0								
7	2	69	294		North Canyon High School	0	0	0	0								
7	2	69	122		North Ranch Elementary School	0	2	4	0								
7	2	69	150		Palomino Elementary School	0	914	10	0								
7	2	69	290		Paradise Valley High School	0	81	5	0								
7	2	69	296		Polaris High School	0	2	2	0								
7	2	69	126		Quail Run Elementary School	0	4	4	0								
7	2	69	55		Roadrunner School	0	0	0	0								
7	2	69	156		Sandpiper Elementary School	0	1	3	0								
7	2	69	295		Shadow Mountain High School	0	0	0	0								
7	2	69	180		Shea Middle School	0	1	2	0								
7	2	69	129		Sonoran Sky Elementary School	0	3	2	0								
7	2	69	178		Sunrise Middle School	0	1	3	0								
7	2	69	158		Village Vista Elementary School	0	42	0	0								
7	2	69	171		Vista Verde Middle School	0	5	2	0								
7	2	69	139		Whispering Wind School	0	0	10	0								
					Total	0	1680	118	0	80			1680			4.8	
7	2	11	106	Peoria Unified	Dixie Loma School	109	1	0	0								
7	2	11	118		Apache Elementary School	22	0	0	0								
7	2	11	261		Cactus High School	16	0	0	0								
7	2	11	119		Canyon Elementary School	6	0	0	0								
7	2	11	263		Centennial High School	30	0	0	0								
7	2	11	124		Cheyenne Elementary School	124	0	0	0								
7	2	11	109		Coppenwood School	17	0	0	0								
7	2	11	111		Cotton Boll School	58	0	0	0								
7	2	11	123		Desert Harbor Elementary School	23	0	0	0								
7	2	11	107		Desert Palms School	38	0	0	0								
7	2	11	113		Desert Valley Elementary School	4	0	0	0								
7	2	11	108		Foothills Elementary School	24	0	0	0								
7	2	11	104		Heritage School	22	0	0	0								
7	2	11	102		Ira A Murphy School	38	0	0	0								
7	2	11	262		Ironwood High School	22	0	0	0								
7	2	11	103		Kachina School	16	0	0	0								
7	2	11	120		Marshall Ranch Elementary School	28	0	0	0								
	2	11	112		Oakwood Elementary School	13	0	0	0								
7	2	11	115		Oasis Elementary School	18	0	0	0								
7	2	11	122		Paseo Verde Elementary School	24	0	0	0								
7	2	11	101		Peoria Elementary School	159	3	0	0								

County	Type	District	Site	District or Charter School	School or Site	3 bilingual pgms	K-12 ESL	2 IEP pgms	bilingual reclassed	ESL reclassed	IEP reclassed	tot biling	tot ESL	tot IEP	% biling	% ESL	% IEP
7	2	11	260		Peoria High School	123	0	0	0								
7	2	11	105		Pioneer School	28	0	0	0								
7	2	11	114		Sahuaro Ranch School	29	0	0	0								
7	2	11	121		Santa Fe Elementary School	76	0	0	0								
7	2	11	117		Sky View Elementary School	19	0	0	0								
7	2	11	116		Sun Valley School	18	0	0	0								
7	2	11	110		Sundance Elementary School	26	0	0	0								
7	2	11	264		Sunrise Mountain High School	6	0	0	0								
					Total	1136	4	0	59			1136			5.2		
7	4	1	124	Phoenix Eleme	Alternative Center for Education	85	0	0	0								
7	4	1	123		Augustus H Shaw Jr School	512	0	0	0								
7	4	1	102		Capitol Elementary School	0	0	0	0								
7	4	1	108		Garfield School	787	0	0	0								
7	4	1	115		Kenilworth Elementary School	343	0	0	0								
7	4	1	118		Lowell School	327	0	0	0								
7	4	1	109		Magnet Traditional School	83	0	0	0								
7	4	1	112		Mae Bertlett Heard School	414	0	0	0								
7	4	1	101		Mary McLeod Bethune School	275	0	0	0								
7	4	1	122		Ott, Ann School	232	0	0	0								
7	4	1	104		Paul Dunbar Lawrence School	193	0	0	0								
7	4	1	110		Phoenix Prep Academy	562	0	0	0								
7	4	1	26		Phx Elem Admin Bldg	0	0	0	0								
7	4	1	106		Ralph Waldo Emerson Elementary S	393	0	0	0								
7	4	1	113		Silvestre S Herrera School	322	0	0	0								
7	4	1	105		Thomas A Edison School	388	0	0	0								
7	4	1	125		Whittier Elementary School	295	0	0	0								
					Total	5211	0	0	0								
7	5	10	210	Phoenix Union	Alhambra High School	0	423	0	0								
7	5	10	214		Bostrom Alternative Center	0	0	0	0								
7	5	10	225		Camelback High School	0	632	0	0								
7	5	10	245		Carl Hayden High School	0	751	0	0								
7	5	10	230		Central High School	0	0	0	0								
7	5	10	238		Desidenata	0	0	0	0								
7	5	10	206		Homebound	0	0	0	0								
7	5	10	250		Maryvale High School	0	428	0	0								
7	5	10	212		Metro Tech Vocational Institute of Ph	0	26	0	0								
7	5	10	255		North High School	0	586	0	0								
7	5	10	260		South Mountain High School	0	543	0	0								
7	5	10	220		Trevor Browne High School	0	272	0	0								
					Total	0	3661	0	0	495			3661			13.5	
7	2	48	22	Scottsdale Unif	Anasazi Elementary School	0	0	5	0								
7	2	48	292		Arcadia High School	0	59	5	0								
7	2	48	108		Arcadia Neighborhood Learning Cer	0	89	0	0								
7	2	48	126		Aztec Elementary School	0	0	2	0								
7	2	48	295		Chaparral High School	0	21	0	0								
7	2	48	121		Cherokee Elementary School	0	0	4	0								
7	2	48	127		Cheyenne Traditional Elementary Sc	0	0	9	0								
7	2	48	102		Cochise Elementary School	0	0	4	0								
7	2	48	169		Cocopah Middle School	0	7	1	0								
7	2	48	293		Coronado High School	0	51	21	0								
7	2	48	164		Desert Canyon Middle School	0	16	1	0								
7	2	48	296		Desert Mountain High School	0	36	0	0								
7	2	48	114		Hohokam Elementary School	0	56	0	0								
7	2	48	112		Hopi Elementary School	0	0	7	0								
7	2	48	165		Ingleside Middle School	0	42	0	0								
7	2	48	107		Kiva Elementary School	0	0	18	0								
7	2	48	123		Laguna Elementary School	0	56	0	0								
7	2	48	167		Mohave Middle School	0	40	1	0								
7	2	48	166		Mountainside Middle School	0	0	8	0								
7	2	48	113		Navajo Elementary School	0	84	1	0								
7	2	48	110		Pima Elementary School	0	56	2	0								
7	2	48	120		Pueblo Elementary School	0	41	6	0								
7	2	48	294		Saguaro High School	0	34	11	0								
7	2	48	124		Sequoya Elementary School	0	18	2	0								
7	2	48	161		Supai Middle School	0	56	0	0								
7	2	48	103		Tavan Elementary School	0	157	0	0								
7	2	48	109		Tonalea Elementary School	0	57	0	0								
7	2	48	115		Yavapai Elementary School	0	170	2	0								
7	2	48	125		Zuni Elementary School	0	0	12	0								
					Total	0	1146	122	0	84			1146			7.3	
14	4	11	103	Somerton Elem	Desert Sonora Elementary School	0	435	0	0								
14	4	11	102		Orange Grove Elementary School	0	348	0	0								
14	4	11	101		Somerton Middle School	0	414	0	0								
14	4	11	104		Somerton Primary School	0	462	0	0								
					Total	0	1659	0	0	12			1659			0.7	
10	2	12	555	Sunnyside Unif	Alternative Program	1	0	0	0								
10	2	12	106		Apollo Middle School	306	0	0	0								
10	2	12	132		Challenger Middle School	121	0	0	0								
10	2	12	109		Chaparral Middle School	148	0	0	0								
10	2	12	108		Craycroft Elementary School	140	0	0	0								
10	2	12	211		Desert View High School	220	0	0	0								
10	2	12	112		Drexel Elementary School	349	0	0	0								
10	2	12	114		Elvira Elementary School	189	0	0	0								
10	2	12	115		Esperanza Elementary School	181	0	0	0								
10	2	12	117		Gallego Basic Elementary School	0	0	58	0								

County	Type	District	Site	District or Charter School	School or Site	3 bilingual pgms	K-12 ESL	2 IEP pgms	bilng. reclassed	ESL reclassed	IEP reclassed	tot bilng	tot ESL	tot IEP	% bilng	% ESL	% IEP
10	2	12	116		Liberty Elementary School	322	0	0	0								
10	2	12	119		Los Amigos Elementary School	320	0	0	0								
10	2	12	118		Los Ninos Elementary School	170	0	0	0								
10	2	12	120		Los Ranchitos School	242	0	0	0								
10	2	12	122		Mission Manor Elementary School	253	0	0	0								
10	2	12	513		Multi Educational Learning Center	8	0	0	0								
10	2	12	134		Ocotillo Elementary School	150	0	0	0								
10	2	12	113		Preschool Handicap Program	0	0	0	0								
10	2	12	126		Santa Clara Elementary School	135	0	0	0								
10	2	12	131		Sierra Middle School	204	0	0	0								
10	2	12	123		Summit View Elementary	100	0	0	0								
10	2	12	230		Sunnyside High School	405	0	0	0								
					Total	3964	0	58	56			3964			1.4		
7	4	3	123	Tempe Elemen	Arredondo Elementary School	0	0	0	0								
7	4	3	113		Broadmor Elementary School	9	0	0	0								
7	4	3	124		Bustoz School	1	0	0	0								
7	4	3	111		Carminati School	3	0	0	0								
7	4	3	144		Connolly Middle School	15	0	0	0								
7	4	3	122		Curry Elementary School	11	0	0	0								
7	4	3	119		Evans Elementary School	16	0	0	0								
7	4	3	145		Fees Middle School	17	0	0	0								
7	4	3	114		Flora Thew Elementary School	47	0	0	0								
7	4	3	130		Fuller Elementary School	1	0	0	0								
7	4	3	198		Getz School	0	0	0	0								
7	4	3	143		Gililand Middle School	22	0	0	0								
7	4	3	115		Holdeman Elementary School	10	0	0	0								
7	4	3	120		Hudson Elementary School	16	0	0	0								
7	4	3	117		Laird Elementary School	43	0	0	0								
7	4	3	142		McKemy Middle School	14	0	0	0								
7	4	3	118		Meyer Elementary School	3	0	0	0								
7	4	3	126		Nevitt Elementary School	18	0	0	0								
7	4	3	129		Rover Elementary School	3	0	0	0								
7	4	3	121		Scales Professional Development S	13	0	0	0								
7	4	3	127		Wood School	30	0	0	0								
					Total	292	0	0	105			292			36.0		
3	2	15	111	Tuba City Unifie	Dzil Libei Elementary School	6	74	0	0								
3	2	15	120		Eagles Nest Intermediate School	54	308	0	0								
3	2	15	112		Gap Primary School	3	14	0	0								
3	2	15	240		Tuba City High School	0	431	0	0								
3	2	15	130		Tuba City Junior High School	69	309	0	0								
3	2	15	110		Tuba City Primary School	22	210	0	0								
					Total	154	1346	0	0	10			1346			0.7	
10	2	1	578	Tucson Unified	Accommodation Middle School	0	0	0	0								
10	2	1	555		Alice Vail Middle School	0	11	13	0								
10	2	1	238		Anna Henry Elementary School	0	0	0	0								
10	2	1	277		Anna Lawrence Intermediate Schoo	122	37	0	0								
10	2	1	275		Annie Kellond Elementary School	55	1	0	0								
10	2	1	673		Aztec Middle College	0	0	0	0								
10	2	1	125		Blenman Elementary School	52	68	1	0								
10	2	1	128		Bloom Elementary School	0	0	0	0								
10	2	1	131		Bonitas Elementary Basic Curriculum	0	0	0	0								
10	2	1	137		Booth Magnet Elementary School	0	0	8	0								
10	2	1	510		Booth-Fickett Math/Science Magnet	0	0	14	0								
10	2	1	140		Borman Elementary School	0	0	0	0								
10	2	1	143		Borton Primary Magnet School	151	0	0	0								
10	2	1	149		Brichta Elementary School	80	15	0	0								
10	2	1	371		C E Rose Elementary School	521	0	1	0								
10	2	1	161		Camilo Intermediate Magnet School	146	0	0	0								
10	2	1	503		Carson Middle School	0	0	29	0								
10	2	1	610		Catalina High Magnet School	164	4	0	0								
10	2	1	167		Cavett Elementary School	489	25	2	0								
10	2	1	615		Chotta High Magnet School	0	209	0	0								
10	2	1	170		Collier Elementary School	0	0	0	0								
10	2	1	173		Corbett Elementary School	92	25	20	0								
10	2	1	179		Cragin Elementary School	201	42	0	0								
10	2	1	185		Davidson Elementary School	0	44	0	0								
10	2	1	191		Davis Bilingual Magnet School	249	0	0	0								
10	2	1	197		Dietz Elementary School	0	0	21	0								
10	2	1	505		Doolen Middle School	0	50	39	0								
10	2	1	203		Drachman Primary Magnet School	175	0	1	0								
10	2	1	209		Duffy Elementary School	0	0	5	0								
10	2	1	211		Dunham Elementary School	0	0	6	0								
10	2	1	218		Ford Elementary School	0	0	25	0								
10	2	1	221		Fort Lowell Elementary School	79	31	0	0								
10	2	1	440		Frances J Warren Elementary Scho	194	0	2	0								
10	2	1	225		Fruchthendler Elementary School	0	0	9	0								
10	2	1	228		Gale Elementary School	0	0	1	0								
10	2	1	230		Ganoung Elementary School	0	0	0	0								
10	2	1	511		Gridley Middle School	0	0	9	0								
10	2	1	413		Harold Steele Elementary School	0	0	20	0								
10	2	1	266		Harriet Johnson Primary School	230	42	0	0								
10	2	1	513		Hohokam Middle School	359	0	0	0								
10	2	1	239		Holladay Intermediate Magnet Scho	85	0	4	0								
10	2	1	233		Hollinger Elementary School	677	61	0	0								
10	2	1	122		Homebound/Teleteaching	0	0	0	0								

County	Type	District	Site	District or Charter School	School or Site	3 bilingual pgms	K-12 ESL	2 IEP pgms	bilingual reclassed	ESL reclassed	IEP reclassed	tot biling	tot ESL	tot IEP	% biling	% ESL	% IEP
10	2	1	245		Howell, Peter Elementary School	137	0	0	0								
10	2	1	680		Howenstine High School	0	0	0	0								
10	2	1	682		Howenstine Inclusion Project	0	0	0	0								
10	2	1	251		Hudlow Elementary School	0	0	16	0								
10	2	1	502		Ida Flood Dodge Traditional Middle M	0	0	13	0								
10	2	1	215		Irene Erickson Elementary School	0	0	0	0								
10	2	1	263		Jefferson Park Elementary School	26	47	3	0								
10	2	1	449		John E White Elementary School	200	0	7	0								
10	2	1	461		John E Wright Elementary School	32	51	0	0								
10	2	1	269		Julia Keen Elementary School	291	13	0	0								
10	2	1	281		Lineweaver Elementary School	0	0	8	0								
10	2	1	401		Lowell H Smith Elementary School	0	0	0	0								
10	2	1	287		Lynn Elementary School	257	0	4	0								
10	2	1	515		Magee Middle School	0	0	0	0								
10	2	1	290		Maldonado, Amelia Elementary Sch	129	1	0	0								
10	2	1	520		Mansfeld Middle School	296	0	0	0								
10	2	1	293		Manzo Elementary School	298	3	0	0								
10	2	1	295		Marshall Elementary School	0	0	6	0								
10	2	1	522		Maxwell Middle School	102	0	1	0								
10	2	1	299		Menlo Park Elementary School	329	7	0	0								
10	2	1	305		Miles-Exploratory Learning Center	0	0	19	0								
10	2	1	308		Miller Elementary School	192	2	0	0								
10	2	1	311		Mission View Elementary School	460	14	0	0								
10	2	1	317		Myers Elementary School	137	1	41	0								
10	2	1	288		Nan Lyons Elementary School	0	0	20	0								
10	2	1	525		Naylor Middle School	712	2	0	0								
10	2	1	323		Ochoa Elementary School	190	24	0	0								
10	2	1	672		P.A.C.E. Alternative	0	0	0	0								
10	2	1	620		Palo Verde High Magnet School	0	0	37	0								
10	2	1	527		Pistor Middle School	608	0	3	0								
10	2	1	674		Project MORE	0	0	0	0								
10	2	1	671		Project PASS	0	0	0	0								
10	2	1	329		Pueblo Gardens Elementary School	209	16	0	0								
10	2	1	630		Pueblo High Magnet School	1002	153	13	0								
10	2	1	231		Raul Grijalva Elementary School	247	0	13	0								
10	2	1	338		Reynolds Elementary School	82	27	2	0								
10	2	1	341		Richey Elementary School	128	0	0	0								
10	2	1	640		Rincon High School	0	126	0	0								
10	2	1	347		Roberts Elementary School	501	29	0	0								
10	2	1	351		Robins Elementary School	0	0	0	0								
10	2	1	353		Robison Elementary School	201	0	0	0								
10	2	1	359		Rogers Elementary School	0	0	0	0								
10	2	1	377		Roskruge Bilingual Elementary Sch	91	14	0	0								
10	2	1	595		Roskruge Bilingual Magnet Middle S	333	0	0	0								
10	2	1	645		Sabino High School	0	0	0	0								
10	2	1	383		Safford Elementary School	192	0	0	0								
10	2	1	535		Safford Engineering/Technology Mag	514	0	0	0								
10	2	1	650		Sahuaro High School	0	2	26	0								
10	2	1	257		Sam Hughes Elementary School	0	0	14	0								
10	2	1	655		Santa Rita High School	0	15	13	0								
10	2	1	389		Schumaker Elementary School	0	0	17	0								
10	2	1	677		Second Chance High School	0	0	0	0								
10	2	1	537		Secrest Middle School	0	0	11	0								
10	2	1	410		Soleng Tom Elementary School	0	0	12	0								
10	2	1	678		Southwest Alternative High School	0	0	0	0								
10	2	1	580		Southwest Alternative Middle Schoo	0	0	0	0								
10	2	1	195		Student Learning Intervention Cente	0	0	0	0								
10	2	1	676		Teenage Parent Program - TAPP	0	7	0	0								
10	2	1	417		Tolson Elementary School	295	8	0	0								
10	2	1	545		Townsend Middle School	0	119	0	0								
10	2	1	660		Tucson Magnet High School	967	0	0	0								
10	2	1	419		Tully Elementary Accelerated Magne	387	0	3	0								
10	2	1	675		University High School	0	0	0	0								
10	2	1	286		Urquides, Maria Elementary School	0	0	0	0								
10	2	1	550		Utterback Middle School	47	144	11	0								
10	2	1	557		Valencia Middle School	784	0	0	0								
10	2	1	431		Van Buskirk Elementary School	256	6	10	0								
10	2	1	433		Van Horne Elementary School	0	0	3	0								
10	2	1	435		Vesey Elementary School	37	16	14	0								
10	2	1	395		W Arthur Sewel Elementary School	0	0	12	0								
10	2	1	455		W V Whitmore Elementary School	0	0	10	0								
10	2	1	560		Wakefield Middle School	647	0	0	0								
10	2	1	443		Wheeler Elementary School	0	0	9	0								
10	2	1	467		Wrightstown Elementary School	0	0	0	0								
					Total	15437	1512	601	184			15437			1.2		
7	4	6	167	Washington Ele	Abraham Lincoln Traditional School	0	0	3	0								
7	4	6	114		Acacia School	0	0	47	0								
7	4	6	116		Alta Vista Elementary School	0	65	2	0								
7	4	6	118		Arroyo School	0	0	14	0								
7	4	6	120		Cactus Wren Elementary School	0	0	23	0								
7	4	6	122		Chaparral Elementary School	0	0	21	0								
7	4	6	124		Cholla Middle School	0	0	18	0								
7	4	6	126		Desert Foothills Middle School	0	0	15	0								
7	4	6	128		Desert View Elementary School	0	206	0	0								
7	4	6	130		Ironwood Elementary School	0	0	15	0								

County	Type	District	Site	District or Charter School	School or Site	bilingual pgms	K-12 ESL	IEP pgms	reclassed	reclassed	reclassed	tot biling	tot ESL	tot IEP	% biling	% ESL	% IEP
7	4	6	131		John Jacobs Elementary School	0	60	1	0								
7	4	6	132		Lakeview Elementary School	0	51	0	0								
7	4	6	134		Lookout Mountain School	0	0	29	0								
7	4	6	136		Manzanita Elementary School	0	63	0	0								
7	4	6	138		Maryland Elementary School	0	66	0	0								
7	4	6	150		Miller, Richard E School	0	58	0	0								
7	4	6	140		Moon Mountain School	0	2	14	0								
7	4	6	141		Mountain Sky Junior High School	0	28	0	0								
7	4	6	142		Mountain View Elementary School	0	694	0	0								
7	4	6	144		Ocotillo School	0	278	1	0								
7	4	6	146		Orangewood Elementary School	0	60	0	0								
7	4	6	148		Palo Verde Middle School	0	130	1	0								
7	4	6	152		Roadrunner Elementary School	0	73	0	0								
7	4	6	154		Royal Palm Middle School	0	317	1	0								
7	4	6	156		Sahuaro School	0	0	17	0								
7	4	6	160		Shaw Butte School	0	265	84	0								
7	4	6	162		Sunburst School	0	0	22	0								
7	4	6	164		Sunnyslope Elementary School	0	530	1	0								
7	4	6	165		Sunset School	0	50	1	0								
7	4	6	163		Sweetwater School	0	0	24	0								
7	4	6	166		Tumbleweed Elementary School	0	9	29	0								
7	4	6	168		Washington Elementary School	0	252	0	0								
					Total	0	3257	383	0	45			3257			1.4	
9	2	20	204	Whiteriver Unifi	Alchesay High School	0	478	0	0								
9	2	20	102		Seven Mile Elementary School	0	487	0	0								
9	2	20	101		Whiteriver Elementary School	0	764	0	0								
9	2	20	103		Whiteriver Middle School	0	453	0	0								
					Total	0	2182	0	0	0							
7	4	7	101	Wilson Elemen	Wilson Elementary School	0	755	0	0								
7	4	7	102		Wilson Primary School	110	773	0	0								
					Total	110	1528	0	0	41			1528			2.7	
9	2	1	102	Winslow Unified	Bonnie Brennan School	0	13	0	0								
9	2	1	103		Jefferson Elementary School	0	20	0	0								
9	2	1	104		Washington School	0	13	0	0								
9	2	1	206		Winslow High School	0	24	0	0								
9	2	1	105		Winslow Junior High School	0	17	0	0								
					Total	0	87	0	0	1			87			1.1	
14	4	1	101	Yuma Elementa	Alice Byrne Elementary School	0	52	3	0								
14	4	1	103		C W McGraw Elementary School	0	154	0	0								
14	4	1	121		Fourth Avenue Junior High School	0	162	0	0								
14	4	1	102		George Carver Washington Element	0	303	2	0								
14	4	1	122		Gila Vista Jr High School	0	94	0	0								
14	4	1	111		Gwyneth Ham Elementary School	0	296	0	0								
14	4	1	110		James B Rolle School	0	69	4	0								
14	4	1	104		James D Price School	0	0	0	0								
14	4	1	112		Mary A Orondo Elementary School	0	309	14	0								
14	4	1	105		Mary E Post Elementary School	0	257	0	0								
14	4	1	106		O C Johnson School	0	191	27	0								
14	4	1	107		Palmcroft Elementary School	0	123	5	0								
14	4	1	108		Pecan Grove Elementary School	100	399	1	0								
14	4	1	123		R Pete Woodward Jr High School	0	84	1	0								
14	4	1	109		Roosevelt School	0	299	0	0								
					Total	100	2792	57	0	92			2792			3.3	
14	5	70	203	Yuma Union Hi	Cibola High School	0	216	0	0								
14	5	70	202		Kofa High School	0	369	0	0								
14	5	70	201		Yuma High School	0	220	0	0								
					Total	0	805	0	0	0							

State of Arizona
Department of Education

Lisa Graham Keegan
Superintendent of
Public Instruction

To: All Superintendents, Principals and Language Coordinators

From: Lisa Graham Keegan
Superintendent of Public Instruction

Date: October 4, 1999

Re: House Bill 2387

On May 17, 1999, the Governor signed into law House Bill 2387, regarding bilingual education and English as a Second Language Instruction. This legislation assigns new responsibilities relating to services for LEP students and their families to the Superintendent of Public Instruction, school districts, and charter schools. You will find a copy of this legislation attached.

HB 2387 assigns the Arizona Department of Education (ADE) with new responsibilities regarding the testing and assessment of LEP students. Specifically, the law states:

> The Department of Education shall annually distribute to each school district by October 1 a listing and description of common bilingual instruction programs and English as a Second Language programs as prescribed in section 15-754.

The law also explicitly mandates a new role for the Superintendent in determining English proficiency and valid assessments for entering and exiting English Acquisition programs. Under HB 2387, the Superintendent must

> Develop criteria for determining whether a child is limited-English proficient. The criteria shall include a list of tests from which a school district shall select in order to assess the pupil's oral, reading and writing skills. The superintendent shall determine a score on each test that denotes English proficiency. The criteria shall not allow the scores for the initial determination of whether a pupil is English proficient to be higher than the scores for the reassessment of whether a pupil is limited-English proficient. In addition to the minimum scores on the selected tests, the criteria shall also include other factors, such as teacher observations and parental approval, that must be satisfied before a pupil is determined to be proficient in English.

I want to ensure that ADE provides you with the best guidance on assessments, valid tests, cut scores, and proficiency Doing so means making sure that, on my end, ADE

1535 West Jefferson, Phoenix, Arizona 85007 • Voice: (602) 542-4391 • Fax: (602) 542-3050

has the most up-to-date and reliable data and information to develop this guidance. We are working quickly to make this happen, and will issue official guidance on these matters by January 1, 2000. **Until that time, please continue to use existing policies and procedures relating to testing, assessments, and proficiency when serving LEP students and their families.**

On a related note, I know that keeping parents fully informed is a responsibility we all take seriously, and I am pleased that HR 2387 adds new language to clearly spell out the role of schools and districts in ensuring that parents are kept fully informed of their child's placement and progress in English acquisition programs. **Please refer to the new Section C under ARS 15-752 in the attached copy of HB 2387 for this language.** The law explicitly states that, among other requirements, parents must be informed of the specific program into which their child has been placed, whether instruction personnel are certified in English as a Second Language, and how a parent can remove a child from the program.

I am confident you will work to ensure that educating parents continues as a central element in your English acquisition programs. Once developed, I will also notify parents of the criteria we will be using for assessment, placement, and proficiency.

Again, formal guidance will be forthcoming on January 1, 2000. If you have additional questions, please contact Catherine Mayorga at (602) 542-5521, or e-mail inquiries to cmayorg@mail1.ade.state.az.us.

1535 West Jefferson, Phoenix, Arizona 85007 • Voice: (602) 542-4391 • Fax: (602) 542-3050

Program Options to Service LEP Students

Bilingual education:

An instructional program which utilizes two languages, one of which is English, for instructional purposes. They primary home language of the students is developed in addition to English as a Second Language. Content area instructions is provided in both languages. The program is staffed by Bilingual Education and ESL endorsed teachers. The instruction shall include the history and culture of this state and the United States as well as customs and values of the cultures associated with the languages being taught.

Dual language program:

Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

English as a Second Language:

English as a Second Language (ESL) is an educational approach in which limited-English proficient students are directly 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 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 program.

Immersion bilingual education:

Most of the instruction is in English except for the first hour of the day, when teachers teach native language literacy and explain the concepts in the students' language. This is a tranitional program. Sutdents remain in it for between 2 to 4 years before transferring to mainstream classes. Teachers are bilingual and allow students to use their native language even when they are instructed in English.

Maintenance bilingual education (MBE):

MBE, also referred to as late-exit bilingual education, is a program that uses two languages, the student's primary language and English, as means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve competency in both languages.

Sheltered English:

An instructional approach used to make academic instruction in English understandable to limited-English proficient students. Students in these classes are "sheltered" in that they do not compete academically with native English speakers in the mainstream. In the sheltered classroom teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.

Transitional bilingual education (TBE)

TBE, also known as early-exit bilingual education, is an instructional program in which subjects are taught in two languages – English and the native language of the limited-English proficient (LEP) students – and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized. 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. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program.

TABLE OF CONTENTS

				Page
I.	**Identification**			
	I.	A	School Enrollment Forms and Home Language Survey Forms	3
II.	**Assessment**			
	II.	A	English oral assessment (K-1)	5
	II.	B.1	State reading comprehension screen (2-12)	6
	II.	B.2	English oral language proficiency assessment (2-12)	6
	II.	B.3	District measure of reading and writing (2-12)	7
	II.	C	Primary language assessment (K-12)	8
	II.	D.1	Special Education students standard language proficiency assessment	11
	II.	D.2	Special Education students alternate language proficiency assessment	11
III.	**Program Options**			
	III.	A.1	Parental notification	12
	III.	A.2	Parental refusal	12
	III.	A.3	Withdrawal from bilingual or English as Second Language programs	12
	III.	B	Placement	13
	III.	C	Bilingual and ESL Endorsement Requirements	14
	III.	D.1	Nine or fewer students on grade level	15
	III.	D.2	Individual Education Plan	15
	III.	E.1	Transitional Bilingual Program (K-6)	16
	III.	E.2	Transitional Bilingual Program- State Board course of study	16
	III.	F.1	Secondary Bilingual Program (7-12)	17
	III.	F.2	Secondary Bilingual Program - State Board course of study (7-8)	17
	III.	F.3	Secondary Bilingual Program- State Board course of study (9-12)	18
	III.	G.1	Bilingual/Bicultural Program (K-12)	19
	III.	G.2	Bilingual/Bicultural Program- State Board course of study (1-8)	20
	III.	G.3	Bilingual/Bicultural Program- State Board course of study (9-12)	21
	III.	H.1	English as a Second Language Program- State Board course of study (1-8)	22
	III.	H.2	English as a Second Language Program- State Board course of study (9-12)	23

			Page
IV.	**Reassessment**		
IV.	A	Time lines for reassessment	24
IV.	B.1	Teacher verification of English proficiency and academic performance	25
IV.	B.2	Parental consultation	26
IV.	B.3	Oral language assessment	27
IV.	B.4	Writing test or writing sample	27
IV.	B.5	Reading comprehension subtest of the State Pupil achievement test	27
IV.	B.6	Reclassification eligibility	28
IV.	C.1	Special Education students standard reassessment procedures	29
IV.	C.2	Special Education students alternate reassessment procedures	30
IV.	D.1	Review of program sufficiency	31
IV.	E.1	Follow-up of reclassified students	32
V.	**Annual Census Report**		
V.	A	Arizona Language Census and Program Report submission	33
VI.	**Appendices**		
	A.	Glossary	34
	B.	ARS §15-751 et seq- Bilingual Programs and English as a Second Language Programs	40
	C.	R7-2-36 Bilingual Programs and English as a Second Language Programs	44
	D.	R7-2-301 Subject areas to be taught in the common schools	49
	E.	R7-2-302.04 Minimum credits for graduation	51
	F.	ARS §15-741 et seq – Achievement Testing	54
	G.	R7-2-310 Pupil Achievement Testing	59
	H.	ARS §15-744 Testing Limited English Proficient Students	62
	I.	Arizona Revised Statutes as Relevant to Special Education	69
	J.	R7-2-605(D)(E) Bilingual and English as a Second Language Endorsements	100
	K.	Certification Requirements: Bilingual and English as a Second Language Endorsements	105
	L.	Arizona Language Census Report (ALCAP)	108
	M.	Attorney General's Opinion	127
	N.	Local Education Agency (LEA) Self-Assessment Tool for State Bilingual Programs	129
	O.	ARS §15-751-756 Monitoring Scoring Form	136
	P.	Limited English Proficient (LEP) Students Served in Programs (Group B Weight Count)	167

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA I: **IDENTIFICATION**

REQUIREMENT IA: Each school district shall identify the number of pupils who have a primary home language other than English (PHLOTE) as follows:

- Initial identification of such pupils from school enrollment forms.
- By October 1 of each year, completion of home language surveys for all new pupils identified as PHLOTE.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IA The primary home language of all students shall be identified on school enrollment forms (SEF) and on the Home language survey (HLS). There is an SEF and an HLS (where appropriate) on file for each student in the district, including those in special education.	Select an appropriate sample of student files for this review site and verify that: • An SEF is included for each student; • An HLS (where appropriate) is included for each student.	1. Note original entry date. 2. Each student has an original SEF on file. 3. The original SEF forms have obtained the following information: a. The language most often spoken in the student's home is other than English, regardless of the language spoken by the child. b. The language most often spoken by the student is other than English. c. The student's first acquired language is other than English. 4. Each original SEF form is: a. Dated. b. Signed by parent(s) and/or guardian(s). 5. Each student has an original HLS form on file (where appropriate). 6. The original HLS forms have obtained the following information: a. The language most often spoken in the student's home is other than English, regardless of the language spoken by the child. b. The language most often spoken by the student is other than English. c. The student's first acquired language is other than English.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA I: **IDENTIFICATION**

REQUIREMENT IA: Each school district shall identify the number of pupils who have a primary home language other than English (PHLOTE) as follows:

- Initial identification of such pupils from school enrollment forms.
- By October 1 of each year, completion of home language surveys for all new pupils identified as PHLOTE.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
		7. Each original HLS form is: a. Dated. b. Signed by parent(s) and/or guardian(s). 8. Identification process completed by October 1 annually, thereafter, within 30 days for those students who enroll after December 1. 9. Each student has been appropriately identified using above information as: a. Non-PHLOTE. b. PHLOTE.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA II: **ASSESSMENT – English (K-1)**

REQUIREMENT IIA LEAs are required to determine if pupils whose primary home language is other than English in grades K-1 are limited English proficient (LEP) by assessing the pupils' English language proficiency in comprehension and speaking.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIA.1 PHOLTE students in kindergarten and first grade shall be administered an oral English language proficiency assessment test approved by the State Board of Education for the purpose of assessing the comprehension and speaking of English.	Review evidence of the language abilities and training of an appropriate sample of test administrators. Review the filed of PHLOTE students in the test item IA.	Each PHLOTE student's file has evidence of: a. The administration of a state approved ORAL language proficiency test. b. The administration of the appropriate test level. c. Appropriate scoring of the test. d. Test administration date (testing for new students shall be completed by December 1 annually and within 30 days for those students who enroll after December 1). e. The signature of test administrator **and** scorer. f. In each case, English language proficiency assessments were conducted by individuals proficient in English and who were thoroughly trained to administer **and** score the test. g. Each student with a score of less than fluent, according to publisher's norms, is classified as an LEP student.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA II: **ASSESSMENT – English (2-12)**

REQUIREMENT IIB: LEAs are required to determine if pupils whose primary home language is other than English in grades 2-12 are limited English proficient (LEP) by assessing the pupils' English language proficiency in comprehension, speaking, reading, and writing.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIB.1 PHLOTE students in grades 2-12 may be screened prior to the administration of an oral language proficiency assessment test. The English reading comprehension subtest of the State pupil achievement testing program shall be reviewed for all PHLOTE students.	Review lists of an appropriate sample of PHLOTE students and of PHLOTE special education students which includes their respective scores on the English reading comprehension subtest of the State pupil achievement test, Stanford 9. Include students for whom no standardized test scores are available. Select an appropriate sample of PHLOTE students in grades 2-12 and PHLOTE special education students who scored at or below the 40th percentile or for whom no standardized test scores are available.	1. Documentation of screening of PHLOTE students' scores on the English reading comprehension subtest of the state pupil achievement test to determine that scores are: a. above 40th percentile + b. below 40th percentile + c. no score/validated + no score/not validated 0
IIB.2 PHLOTE students in grades 2-12 who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral English language proficiency assessment test for the purpose of assessing the comprehension and speaking of English.	Using the list of PHLOTE students provided in Item IIB.1, select an appropriate sample of PHLOTE students in grades 2-12 and PHLOTE special education students who scored at or below the 40th percentile or for whom no standardized test scores are available to review evidence of the language abilities and training of an appropriate sample of test administrators.	Each PHLOTE student's file has evidence of: a. The administration of state approved ORAL language proficiency test. b. The administration of the appropriate test level. c. Appropriate scoring of the test, based upon publisher's norms. d. Test administration date (testing for new students shall be completed by December 1 annually and within 30 days for those students who enroll after December 1). e. The signature of test administrator **and** scorer. f. In each case, English language proficiency assessments were conducted by individuals who are proficient in English and who were thoroughly trained to administer **and** score the test. g. Based on ORAL test results, each PHLOTE student is classified as: 1. LEP. 2. Non-LEP.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA II: **ASSESSMENT – English (2-12)**

REQUIREMENT IIB: LEAs are required to determine if pupils whose primary home language is other than English in grades 2-12 are limited English proficient (LEP) by assessing the pupils' English language proficiency in comprehension, speaking, reading and writing.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIB.3 PHLOTE students in grades 2-12 who scored at or below the 40th percentile on the English reading comprehension subtest of the state pupil achievement test or for whom no standardized test scores are available shall be evaluated for achievement in English reading and writing based on district standards. The district has identified and implemented a locally selected measure and standard for reading. The district has identified and implemented a locally selected measure and standard for writing.	Obtain descriptions and copies of district measures and standards for reading. Obtain descriptions and copies of district measures and standards for writing. Select an appropriate sample from list provided in Item IIB.2 of PHLOTE students who scored at or below the 40th percentile on the English reading comprehension subtest of the state pupil achievement test or for whom no standardized test scores are available to verify that performance on district measures of reading and writing was reviewed.	1. Determine that district measures of reading, as reflected on the District Assessment Plan, have been administered to PHLOTE students utilizing standards applicable to all district students. 2. Verify that PHLOTE students were appropriately classified as **LEP** (below district standard) or **NON-LEP** (above district standard) according to reading test results. Students found to be LEP on any one or more of the three required assessments (oral, reading, writing) must be classified as LEP. 3. For new students, testing shall be completed by December 1 annually and within 30 days for those students who enroll after December 1. 4. Determine that district measures of writing, as reflected on the District Assessment Plan, have been administered to PHLOTE students utilizing standards applicable to all district students. 5. Verify that PHLOTE students were appropriately classified as **LEP** (below district standard) or **NON-LEP** (at or above district standard) according to writing test results. 6. For new students, testing shall be completed by December 1 annually and within 30 days for those students who enroll after December 1. 7. District has appropriately identified each PHLOTE student as: a. LEP. b. Non-LEP.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA II: **ASSESSMENT – Primary Home Language**

REQUIREMENT IIC: LEAs are required to determine the primary home language proficiency of each LEP pupil in the areas of comprehension, speaking, reading and writing.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIC Each LEP student shall be administered a primary language assessment (PLA) in comprehending speaking, reading, and writing by trained personnel. NOTE: Kindergarten and first grade students whose primary language is not commonly written, need not be assessed in reading and writing in the primary language.	Review evidence of the language abilities and training of an appropriate sample of individuals administering tests or procedures. Select an appropriate sample of LEP students and review files for evidence of PLA.	Each LEP student's file has evidence of a primary language assessment (PLA) consisting of: ***PUBLISHED TESTS*** A. The administration of an ORAL language proficiency test in the primary language of the student (Grades K-12). 1. The administration of the appropriate test level. 2. Appropriate scoring and results of the test (Indicate score). 3. Test administration date. a. For new students, testing shall be completed by December 1 annually and b. Within 30 days for those students who enroll after December 1. 4. In each case, PLA was conducted by test administrators who are proficient in the language of the student(s) and who were thoroughly trained to administer and score the tests or procedures. B. The administration of a READING test in the primary language of the student (Grades 2-12). 1. The administration of the appropriate test level. 2. Appropriate scoring and results of the test (Indicate score).

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA II: **ASSESSMENT – Primary Home Language**

REQUIREMENT IIC: LEAs are required to determine the primary home language proficiency of each LEP pupil in the areas of comprehension, speaking, reading and writing.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
		3. Test administration date. a. For new students, testing shall be completed by December 1 annually and b. Within 30 days for those students who enroll after December 1. 4. In each case, PLA was conducted by test administrators who are proficient in the language of the student(s) and who were thoroughly trained to administer and score the tests or procedures. C. The administration of a WRITING test or sample in the primary language of the student (Grades 2-12). 1. The administration of the appropriate test level. 2. Appropriate scoring and results of the test (Indicate score). 3. Test administration date. a. For new students, testing shall be completed by December 1 annually, and; b. Within 30 days for those students who enroll after December 1. 4. In each case, PLA was conducted by test administrators who are proficient in the language of the student(s) and who were thoroughly trained to administer **and** score the tests or procedures.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA II: **ASSESSMENT – Primary Home Language**

REQUIREMENT IIC: LEAs are required to determine the primary home language proficiency of each LEP pupil in the areas of comprehension, speaking, reading and writing.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
		STRUCTURED INTERVIEW A. Documentation that the following have been conducted in the primary language: 1. **Structured Interview,** and 2. **Academic evaluation.** 3. Administration of appropriate procedures. 4. Interview and academic evaluation administration date a. For new students, interview/evaluation shall be completed by December 1 annually and b. Within 30 days for those students who enroll after December 1. 5. Signature of Administrator. 6. Signature of Scorer. 7. The appropriate recording of the results of the procedures.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA II: **ASSESSMENT – Special Education – Standard**

REQUIREMENT IID: LEAs shall conduct language proficiency assessment of students in Special Education or in the referral process for Special Education placement.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IID.1 PHLOTE students in Special Education shall be assessed for English and primary language proficiency as prescribed in Items IIA.1 through IIC.1	Select an appropriate sample of PHLOTE Special Education students from files and lists reviewed in Items IIA and IIB. Request documentation on testing instruments and testing results. Review files for adherence to standard procedures of Items IIA.1 through IIC.	1. District has applied standard procedures when assessing the English language proficiency of the PHLOTE Special Education student (Items IIA.1 – IIB.3). 2. District has applied standard procedures when assessing the primary language proficiency of the PHLOTE Special Education student (Item IIC.1).
IID.2 When the special education director, designee, or multidisciplinary conference team (MDC) finds the language assessment procedures or standards to be inappropriate for a particular student because of the nature of the handicapping condition, the district shall employ alternate procedures and standards for assessing English and primary language skills.	Request a copy of the district's policy for determining the appropriateness of standard language proficiency assessment procedures for individual handicapped students. Review documentation on the alternate testing in instruments or procedures employed by the district. Review evidence of the language abilities and training of an appropriate sample of individual(s) that administer alternate tests or procedures. Review files of PHLOTE Special Education students for alternate procedures.	Each PHLOTE Special Education student's file has: 1. Documentation that a formal determination was made regarding the inappropriateness of standard language proficiency assessment procedures. 2. Evidence that an English language assessment has been completed by utilizing appropriate alternate instruments or procedures and appropriate standards. 3. Primary language assessment has been completed by utilizing appropriate alternate instruments or procedures and appropriate standards. 4. Test procedure date a. Testing for new students shall be completed by December 1 annually and b. Within 30 days for those students who enroll after December 1 5. Signature of test administrator <u>and</u> scorer. 6. Based on results of assessment or procedures, a decision has been made by the special education director or designee or MDC team and test administrator as to the student's language proficiency designation. 7. The designation of LEP/Non-LEP is included in the student's records (Refer to R7-2-401).

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIA: Parental Notification

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIA.1 Pupil participation in any program of bilingual instruction or ESL is voluntary and requires parental notification.	Obtain a copy of the parental notification form utilized by the district.	1. Review evidence which documents that parents of each LEP student were notified of their child's placement in the program. NOTE: Potential sources of documentation are copies of notification to parents in each LEP student's file or a dissemination log.
IIIA.2 Parents or guardians who do not wish their child to participate in a bilingual program or ESL program shall so indicate in writing to the principal of the school in which the pupil is enrolled.	Determine whether any parents/guardians declined to have their child placed in a bilingual or ESL program. Request the written statement submitted by such parents/guardians to the principal of the school.	1. There is written statement from the parents/guardians declining placement for each LEP pupil not participating in the district's bilingual or ESL program.
IIIA.3 Students who have been withdrawn from either a bilingual program or ESL program must be provided an IEP pursuant to Attorney General's Opinion 187-127 (R86-154).	Obtain a written copy of the IEP for LEP students whose parents declined their participation in a bilingual or ESL program.	1. There is a WRITTEN IEP for each LEP pupil not participating in the bilingual or ESL program.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIB: PLACEMENT – In any LEA where there are pupils who are LEP, the governing board of the LEA shall provide programs of bilingual instruction or English as a second language instruction.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIB Each LEP student has been placed in a program as required by ARS 15-754.	Select an appropriate sample of LEP students from the review sites and identify for each student the program option in which they are participating. Request a listing of designated LEP classrooms and teachers at the review site. Interview teachers or review classroom registers.	1. Verify that each LEP student in the sample has been placed in a program. 2. Verify that each LEP student has been placed in a program in accordance with the program reported by the district.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS.
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIC: Classes of Bilingual Instruction or ESL shall be taught by teachers who possess a basic or standard certificate to teach with a bilingual or ESL endorsement, as appropriate.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
III.C Each teacher who has been designated to provide a bilingual and ESL program holds the appropriate endorsement on his or her certificate.	Request the personnel file for each designated bilingual or ESL teacher from the respective site.	1. Verify that each teacher holds the appropriate endorsement.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIID: Individual Education Program (IEP) (K-12)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIID.1 Each school district which has nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide a bilingual or ESL program, or an Individual Education Program that meets the cultural and linguistic needs of the pupil.	Review list of LEP students in kindergarten and at each grade level in which students are served through an IEP.	1. Verify that there are no more that nine (9) LEP students in any kindergarten program or at any grade level in any school site implementing an IEP program. 2. Verify that an LEP student is in an IEP program based on parental request (Attorney General's Opinion 187-127).
IIID.2 An Individual Education Program consists of a systematic individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction to the extent possible.	Obtain the lesson plans for an appropriate sample of LEP students from those utilized in IIIB.1. Observe English language development instruction in the areas of listening, speaking, reading, and writing. Observe primary language development instruction. Observe content area and cultural instruction.	1. There is a systematic instructional program for each LEP student. (See district adopted procedures for implementing IEPs). 2. There is an individualized program of instruction for each LEP student. 3. The program is designed to ensure equal educational opportunity for each LEP pupil. (See the appropriate program options for required academic areas to be addressed). 4. The program promoted English language development. Instruction is provided on a daily basis in: - Listening and speaking skills, - Reading skills, and - Writing skills. 5. The program sustains normal academic achievement through the use of the pupil's primary home language for subject matter instruction to the extent possible. 6. The program includes a cultural component.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIE: Transitional Bilingual Programs (K-6)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIE.1 A transitional bilingual program consists of an organized program of instruction where participating pupils receive instruction in and through English and the primary home language.	Obtain appropriate lesson plan sample of LEP classrooms from those utilized in Item IIIB.1. Observe English language development instruction in the areas of listening, speaking, reading, and writing. Observe primary language instruction. Obtain the procedures adopted by the district for implementing a Transitional Bilingual Program (K-6).	1. The LEP student is placed in an organized program of instruction designed to increase English language proficiency. Instruction is provided on a daily basis in: - Listening and speaking skills, - Reading skills, and - Writing skills. 2. The LEP student is placed in an organized program for pupils to receive instruction in and through the primary home language.
IIIE.2 LEP students in a transitional program are provided the State Board of Education course of study pursuant to R7-2-301.	Observe content area of instruction.	The LEP student is placed in an organized program of instruction, which is designed to promote academic achievement that includes all subjects required by R7-2-301. Subject areas to be taught in the common schools are: 1. Language Arts A. Listening and speaking skills B. Reading skills C. Writing skills 3. Academic Subject Areas A. Literature B. Mathematics C. Science D. Social Studies E. Music F. Visual Arts G. Health/Physical Education H. Foreign or Native American Language, includes modern and classical

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIF: Secondary Bilingual Program (7-12)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIF.1 A language learning program for grades seven through twelve consists of a structured bilingual program to promote English language proficiency and academic achievement through the use of the pupil's primary home language for instruction in the elective and nonelective content courses required for graduation.	Obtain the lesson plans for an appropriate sample of LEP classrooms from those utilized in Item IIIB.1 Observe English language development instruction in the areas of listening, speaking, reading, and writing. Observe primary language development instruction. Obtain district adopted procedures for implementing a Secondary Bilingual Program (7-12).	1. The LEP student is placed in an organized program of instruction designed to increase English language proficiency. Instruction is provided on a daily basis in: - Listening and speaking skills, - Reading skills, and - Writing skills. 2. The LEP student is placed in an organized program for pupils to receive instruction in and through the primary home language.
IIIF.2 LEP Students in the 7th-8th grade secondary bilingual program are provided the State Board course of study pursuant to R7-2-301.	Obtain class schedules for 7th through 8th grade LEP students identified in Item IIIB.1. Observe academic skill development in all areas required by the State Board course of study.	The LEP student is placed in an organized program of instruction which is designed to promote academic achievement in elective and non-elective content courses required for graduation pursuant to R7-2-301 through R7-2-302.4. The required subject areas (R7-2-301) to be taught in the common school (grades 7-8) are: 1. Language Arts A. Listening and speaking skills B. Reading skills C. Writing skills 2. Academic Subject Areas A. Literature B. Mathematics C. Science D. Social Studies E. Music F. Visual Arts G. Health/Physical Education H. Foreign or Native American Language, includes modern and classical

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIF: Secondary Bilingual Program (7-12)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIF.3 LEP students in the 9th-12th secondary bilingual program are provided the State Board course of study pursuant to R7-2-302.3/302.4.	Obtain class schedules for 9th-12th grade LEP students identified in Item IIIB.1. Observe academic skill development in all areas required by the State Board course of study.	The instructional program includes all subjects required by R7-2-302/302.03/302.04. The required high school (grades 9-12) subjects are:

Subject	Credits
1. English or ESL	4
A. Instruction in ESL is provided on a daily basis in:	
1. Listening and speaking skills	
2. Reading skills	
3. Writing skills	
2. Academic Subject areas	
A. US/AZ History/Constitution	1 ½
B. World History/Geography	1
C. Free Enterprise	½
D. Mathematics	2
E. Science	2
F. Fine Arts/Vocational Education	1
G. Electives	8

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIG: Bilingual/Bicultural Program (K-12)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIG.1 A Bilingual/Bicultural Program for kindergarten programs and grades 1-8 or for kindergarten programs and grades 1-12 consists of a system of instruction which uses two languages, one of which is English, as a means of instruction. It is a means of instruction that builds on and expands the existing language skills of each participating pupil, which will enable the pupil to achieve competency and literacy in both languages. This instruction shall include the history and culture of this state and the United States as well as customs and values of the cultures associated with the languages being taught.	Obtain the lesson plans for an appropriate sample of LEP classrooms from those utilized in Item IIIB.1. Observe English language development instruction in listening, speaking, reading, and writing. Observe primary language development instruction. Observe instruction associated with Arizona and United States cultures, as well as minority group languages and cultures. Obtain the district adopted procedures for implementing a Bilingual/Bicultural Program (K-12).	1. The LEP student is placed in a system of instruction that builds upon and expands the existing English language/literacy skills of each LEP participant. Instruction is provided on a daily basis in: a. Listening and speaking skills, b. Reading skills, and c. Writing skills. 2. The LEP student is placed in a system of instruction that builds upon and expands the existing English language/literacy skills of each native English speaking participant. 3. The LEP student is placed in a system of instruction that builds upon and expands the existing primary language/literacy skills of each LEP participant. 4. The LEP student is placed in a system of instruction that builds upon and expands the existing second language/literacy skills of each native English speaking participant. 5. The LEP student is placed in a system of instruction that includes the history and culture of Arizona and the United States as well as customs and values associated with the languages being taught.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIG: Bilingual/Bicultural Program (K-12)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIG.2 LEP students in a Bilingual/Bicultural Program are provided the State Board course of study pursuant to R7-2-301.	Obtain class schedules for K-8th grade LEP students identified in Item IIIB.1. Observe content area instruction.	The instructional program includes all subjects required by R7-2-301. The required subjects (R7-2-301) of the common school (grades 1-8) are: 1. Language Arts a. Listening and speaking b. Reading c. Writing 2. Academic Subject Areas a. Literature b. Mathematics c. Science d. Social Studies e. Music f. Visual Arts g. Health/Physical Education h. Foreign or Native American Language (includes modern and classical)

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIG: Bilingual/Bicultural Program (K-12)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIG.3 LEP students in the 9th-12th Bilingual/Bicultural Program are provided the State Board course of study pursuant to R-7-2-302.03/302.04.	Obtain class schedules for 9th–12th grade LEP students identified in Item IIIA.1. Observe academic skill development in all areas required by the State Board course of study.	The instructional program includes all subjects required by R7-2-302/302.03/302.04. The required high school (grades 9-12) subjects are:

Subject	Credits
1. English or ESL	4
A. Listening and speaking skills	
B. Reading skills	
C. Writing skills	
2. Academic Subject Area	
A. US/AZ History/Constitution	1 ½
B. World History/Geography	1
C. Free Enterprise	½
D. Mathematics	2
E. Science	2
F. Fine Arts/Vocational Education	1
G. Electives	8

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIH: English as a Second Language (K-8)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIH.1 LEP Students in the K-8th grade ESL program are provided daily academic skill development in English as prescribed by the State Board course of study pursuant to R7-2-301.	Obtain class schedules for K-8th grade LEP students identified in Item IIIB.1. Observe English language development instruction in the areas of listening, speaking, reading, and writing. Observe instruction associated with United States history and cultures, as well as minority group culture. Observe academic skill development in all areas required by the State Board course of study.	The daily instructional program includes all subjects required by R7-2-301. The required subjects for grades 1-8 include: 1. Language Arts a. Listening and speaking b. Reading c. Writing 2. Academic Subject Areas a. Literature b. Mathematics c. Science Social Studies d. Music Visual Arts e. Health/Physical Education f. Foreign or Native American Language (includes modern and classical) 3. Instruction is provided that incorporates United States and minority group culture(s).

BILIGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA III: **PROGRAM OPTIONS**

REQUIREMENT IIIH: English as a Second Language (9-12)

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IIIH.2 LEP students in the 9th-12th grade ESL program are provided daily academic skill development in English as prescribed by the State Board course of study pursuant to R7-2-302.03/302.04.	Obtain class schedules for 9th-12th grade LEP students identified in Item IIIB.1. Observe English language development instruction in the areas of listening, speaking, reading and writing. Observe instruction associated with United States history and cultures, as well as minority groups culture. Observe academic skill development in all areas required by the State Board course of study.	The instructional program includes all subjects required by R7-2-302/302.03/302.04. The required high school subjects are: Subject / Credits 1. English or ESL — 4 2. Academic Subject Areas: A. US/AZ History/Constitution — 1 ½ B. World History/Geography — 1 C. Free Enterprise — ½ D. Mathematics — 2 E. Science — 2 F. Fine Arts/Vocational Education — 1 G. Electives — 8 3. Instruction is provided that incorporates United States and minority group culture(s).

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSMENT**

REQUIREMENT IVA: A school district in which limited English proficient pupils are enrolled shall adopt language assessment criteria and procedures as prescribed by the State Board for the purpose of reclassification of pupils.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVA The language reassessment criteria and procedures shall be used at least once every two (2) years with all LEP pupils.	Using the sample of LEP students selected for Item IIIB.1, review reassessment records for each student.	Timeline for Reassessment 1. Each LEP student has been reassessed consistently every two (2) years beginning with the date of initial assessment. 2. Each LEP student has **currently** been reassessed within the allowable time-frame.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSMENT**

REQUIREMENT IVB: The language reassessment criteria and procedures shall be used to determine if the LEP pupils have developed the English language skills necessary to succeed in English only instruction.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVB.1 The teacher must observe the student's oral English proficiency and review the student's performance on the State Board of Education's minimum competency skills in the required subjects to determine the student's readiness to succeed in an English language course of study. The student must be performing at a level consistent with district standards for grade level established pursuant to the State Board course of study.	Using the sample of LEP students selected for Item IIIB.1, review reassessment records for each student. Request documentation of teacher verification of English language proficiency and grade level performance.	Teacher Verification 1. In each LEP student's file, there is documentation from the classroom teacher verifying the student's English language proficiency. 2. In each LEP student's file, there is documentation from the classroom teacher verifying the student's performance in the State Board course of study. 3. Each LEP student has been designated as having **met or not met** the teacher verification requirement for reclassification.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSEMENT**

REQUIREMENT IVB: The language reassessment criteria and procedures shall be used to determine if the LEP pupils have developed the English language skills necessary to succeed in English only instruction.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVB.2 The student's parents or guardians must be contacted by telephone, or by written communication, or by personal interview in the language of the home to inform them that the child is being considered for reclassification and to give them the opportunity to review student performance data and to provide input into the reclassification decision.	Request documentation of the district's system of communication with parents or guardians regarding reclassification. Review each LEP student's file from the sample selected in IIIB.1.	Parental Consultation 1. In each LEP student's file, there is documentation of the contact with parents or guardians regarding reclassification. 2. In each LEP student's file, there is documentation that the parents or guardians reviewed student performance data and provided input in the reclassification decision. 3. Each LEP student has been designated as having **met or not met** the parental consultation requirement for reclassification.
IVB.3 The LEP student (K-12) must be reassessed with an oral language proficiency assessment test. The student must achieve the publisher's designated score for fluent English proficient.	Review evidence of the language abilities and training of an appropriate sample of test administrators. Review each LEP student's file from the sample selected in IIIB.1.	Oral Assessment Each LEP student's file must have evidence of: 1. The administration of a state approved oral test. 2. The administration of the appropriate test level. 3. Appropriate scoring and results of the test based upon the publisher's norm. 4. Test administration date (testing shall indicate that student was reassessed within two (2) years of date of initial assessment. 5. The signature of test administrator and scorer. 6. In each case, English language proficiency assessments were conducted by individuals who are proficient in English and who were thoroughly trained to administer and score the test. 7. Each LEP student has been designated as having **met or not met** the criteria for oral language proficiency in accordance with publisher's norm.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSEMENT**

REQUIREMENT IVB: The language reassessment criteria and procedures shall be used to determine if the LEP pupils have developed the English language skills necessary to succeed in English only instruction.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVB.4 The LEP student shall demonstrate writing skills at the level consistent with the district standards for grade level established pursuant to R7-2-301/302.04. This shall be determined by use of a standardized writing test or by a writing sample.	Review each LEP student's file from the sample selected in IIIB.1. Obtain descriptions and copies of district measures and standards for writing.	Writing Assessment 1. Determine that district measures of writing have been administered to LEP students utilizing standards applicable to all district students. 2. Each LEP student has been designated as having **met or not met** district standard for writing.
IVB.5 The student shall have scored at or above the 36th percentile of national norms on the reading comprehension subtest of the state pupil achievement testing program; or The student shall have scored in the range of the 31st to the 35th percentile, if the criteria in IVB.1 through IVB.5 are met. A decision to reclassify is made by a language assessment team that includes the student's parent/guardian, the student's limited English proficiency program teacher pursuant to ARS §15-754, and a school district representative.	Review each LEP student's file from the sample selected in IIIB.1. Obtain scores from the English reading comprehension subtest of the state pupil achievement testing program for each LEP student in the above sample. *NOTE: Students who are exempt from the state pupil achievement testing program pursuant to ARS §15-744B need not be administered an English reading and writing test. Such students shall continue to be classified as limited English proficient.*	State Pupil Achievement Test 1. Determine that the reading comprehension subtest of the state pupil achievement test has been administered to each LEP student unless formally exempted under ARS §15-744B. 2. Determine that the LEP student has met the reading standard at or above the 36th percentile. 3. Determine that the LEP student has met the reading standard at the 31st to 35th percentile with concurrence of the language assessment team. 4. Each LEP student has been designated as having **met or not met** the reading requirement for reclassification. *NOTE: N/A is applicable when child is below 31st percentile.*

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSMENT**

REQUIREMENT IVB: The language reassessment criteria and procedures shall be used to determine if the LEP pupils have developed the English language skills necessary to succeed in English only instruction.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVB.6 All reclassification criteria must be met in order for an LEP student to be reclassified.	Review each LEP student's file from the sample selected in Item IIIB.1. If an insufficient number of reclassified students are included in the sample, request a list of reclassified students.	1. Determine that each LEP student has met all criteria (Items IVB.1 through IVB.5). 2. Determine that the district has appropriately reclassified students. *NOTE: Score N/A if child did not meet all criteria and remains in program receiving LEP services.*

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSMENT**

REQUIREMENT IVC: LEAs shall conduct reassessment for reclassification of LEP students whose language needs are addressed within the context of Special Education.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVC.1 Reassessment for language reclassification may be conducted at any time but no less than every two years. This process shall be conducted in conjunction with the annual review of the individualized education plan (IEP) by the IEP team. LEP students in Special Education shall be reassessed for language reclassification as prescribed in Items IVB.1 through IVB.5.	Select an appropriate sample of LEP Special Education students who have been reassessed for language reclassification. Review reassessment records for each student to determine adherence to standard procedures of Item IVB.1 through IVB.5.	The district has applied standard procedures when conducting reassessment of the LEP Special Education Student (Items IVB.1 through IVB.5).

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSMENT**

REQUIREMENT IVC: LEAs shall conduct reassessment for reclassification of LEP students whose language needs are addressed within the context of Special Education.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVC.2 When the IEP team finds the language reassessment procedures of standards to be inappropriate for a particular student because of the nature of his handicapping condition, the district shall employ alternate procedures and standards for reassessing English skills.	Request a copy of the district's policy for determining the appropriateness of standard language proficiency reassessment procedures for individual handicapped students. Review documentation on the alternate testing instruments or procedures employed by the district. Review evidence of the language abilities and training of an appropriate sample of individual(s) that administer alternate tests or procedures. Review files of LEP Special Education students for alternate procedures.	These procedures should include: 1. Documentation that the IEP team finds standard procedures to be inappropriate. 2. Evidence that the district has employed alternate instruments or procedures for reassessment. 3. Alternate test-procedure dates indicate that the LEP student was reassessed within two (2) years of the date of initial assessment. 4. Signature of test administrator and scorer. 5. Reassessment results indicating that a decision has been made by the IEP team and test administrator as to the student having **met or not met** reclassification criteria.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: REASSESSMENT

REQUIREMENT IVD: LEAs shall implement procedures for review of program sufficiency.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVD.1 The review of program sufficiency will be to determine whether the program model and services selected for the student are of the nature to afford the limited English proficient student the opportunity to acquire sufficient English language and academic skills to enable the student to meet reclassification criteria.	Obtain descriptions of procedures implemented by the district to review program sufficiency.	1. The district has documentation of having reviewed services to each LEP student in terms of the type of service provided and the extent of services provided. 2. The district has determined for each LEP student that either: a. existing services are sufficient to enable the LEP student to meet reclassification criteria; OR b. modification of services is required to enable the LEP student to meet reclassification criteria.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA IV: **REASSESSMENT**

REQUIREMENT IVE: LEAs shall implement procedures for follow-up services for reclassified LEP students.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
IVE.1 For one year following the reclassification of each student, the district shall review achievement levels to ensure that each student has been correctly reclassified. The review must be conducted at least twice during the follow-up year.	Use the sample of reclassified LEP students from Item IVB.6. Review the district's follow-up procedures including dates (twice during follow-up year) when the reviews have taken place.	1. The district has an established follow-up procedure for reclassified students. 2. The district has implemented procedures for monitoring the progress of reclassified students. 3. Each reclassified student's file has evidence of: a. dates of follow-up reviews b. names of reviewers c. findings of review d. recommendations for services of students who are not performing satisfactorily.

BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS
ARS §15-751-756

COMPLIANCE AREA V: ARIZONA LANGUAGE CENSUS AND PROGRAM REPORT, PART I AND PART II

REQUIREMENT VA: Each school district shall submit a report to the Department of Education by June 15th of each year.

FINDINGS		
COMPLIANCE ITEM(S)	**HOW TO TEST FOR COMPLIANCE**	**WHAT TO LOOK FOR**
VA.1 In the year immediately preceding the monitoring visit, the district submitted annual reports, Part I and Part II of the Arizona Language Census and Program Report (ALCAP), by June 15.	Review the annual report log at the Arizona Department of Education for the district.	1. The district submitted the Arizona Language Census and Program Report (ALCAP) by June 15. 2. The district has designated a Program Manager for program services for Limited English Proficient students.

Appendix A
Glossary

GLOSSARY

Arizona Language Census and Program

The Arizona State Legislature requires that the Arizona Language Census and Program report ALCAP) be completed and submitted to the Department of Education annually, by all school districts and charter schools in the state. In previous years, this report was completed on paper forms or bubble sheets by districts and charter schools. The ALCAP is now reported on the World Wide Web (electronically).
The Web site address is: http:/www.ade.state.az.us/programs/assistance/asd/lep.htm
then click on: ALCAP. Arizona Language Census and Program Report.

Bilingual/bicultural education

An instructional program which utilizes two languages, one of which is English, for instructional purposes. The primary home language of the students is developed in addition to English as a Second Language. Content area instruction is provided in both languages. The program is staffed by Bilingual Education and ESL endorsed teachers. The instruction shall include the history and culture of this state and the United States as well as customs and values of the cultures associated with the languages being taught.

Bilingual education endorsement

The bilingual education endorsement is required of all personnel serving as a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or other teacher responsible for providing bilingual instruction, except for those persons possessing a provisional bilingual education endorsement pursuant to R7-2-605. The holder of this endorsement is authorized to teach English as a second language.

Dual language program

Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language (Christian, D. 1994).

Emergency Immigrant Education Program

Authorized under Title VII of the Improving America's Schools Act of 1994, this program provides funds to states to assist local education agencies in which immigrant student enrollment has increased significantly (Holmes. 1995).

English as a Second Language (ESL)

A formal program to develop student proficiency in English.

ESL endorsement

An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or any other teacher responsible for providing ESL instruction except for those persons possessing a provisional ESL endorsement pursuant to R7-2-605.

English as a Second Language (ESL) program

English as a Second Language (ESL) is an educational approach in which limited-English proficient students 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 and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classes, an immersion program, or a bilingual program (U.S. General Accounting Office, 1994).

English language assessment

Students in kindergarten and first grade whose primary language is other than English shall be administered an oral language proficiency assessment test for the purpose of assessing the comprehension and speaking of English. Students in kindergarten and first grade who score below the publisher's designated score for the fluent English proficiency shall be classified as limited English proficient (LEP) students.

Students in grades 2-12 whose primary home language is other than English may be screened prior to the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement testing program. Students in grade 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test, as well as a district measure of reading and writing. Students who score below the publisher's designated score for FEP (Fluent English Proficient) or not meeting district standards for reading and writing shall be classified as LEP students.

Follow –up procedures for reclassified students

For one year following the reclassification of each student, the district shall review achievement levels that each student has been correctly reclassified. The review must be conducted at least twice during the follow-up year.

"Group B" Weight Funding

Educational improvements for pupils in kindergarten programs and grades one through three, educational programs for autism, hearing impairment, moderate mental retardation, multiple disabilities, multiple disabilities with severe sensory impairment, preschool severe delay, severe mental retardation, and emotional disabilities for school aged pupils enrolled in private special education programs or in school district programs for children with severe disabilities or visual impairment and vocational and technological education pupils enrolled in grades nine through twelve in approved programs as prescribed in section §15-782.01 and limited English proficient pupils enrolled in a program to promote English language proficiency pursuant to section §15-754.

Identification

The use of answers to three language questions on the student enrollment form to determine the primary home language of the student.

Immersion

A general term for teaching approaches for limited-English proficient students that do not involve using a student's native language (U.S. General Accounting Office, 1994).

Individualized education program (IEP)

Each school district which has nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide either a bilingual program or an ESL program or an IEP that meets the cultural and linguistic needs of the pupil. An IEP consists of a systematic individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction to the extent possible.

Initial Assessment

The task of determining the language proficiency of a newly enrolled student whose primary home language is other than English (PHLOTE).

Interpreter

A person trained to translate orally or in sign matters pertaining to the evaluation of limited English proficient students and special education evaluation and placement procedures for parents and students who converse in a language other than spoken English.

Local Education Agency (LEA)	A local school district or charter school. A school district is both a local educational agency responsible for the operation of its schools, and a sponsoring entity responsible for the oversight and administrative responsibility of schools it has granted charters. A charter school sponsored by a school district governing board and operated independently of the school district is the local educational agency unless other specified in the charter contract. Charter schools sponsored and operated by a school district would be considered public schools of the local educational agency, and the school district governing board would remain the local educational agency unless otherwise specified in the charter contract.
Limited English Proficient (LEP)	"Limited English Proficient" is the term used by the federal government, most states and local school districts to identify those student who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991).
Minimum compliance	In all of the cases reviewed, standards prescribed by law or regulation were met.
NABE	The National Association for Bilingual Education (NABE) is a professional association of teachers, administrators, parents, policy makers, and others concerned with securing educational equity for language minority students.
Native language	Refers to the first language learned in the home (home language) which often continues to be the stronger language in terms of competence and function (Baker, 1993).
Noncompliance	Less than half of the cases reviewed met the standards prescribed by law or regulation.
OBEMLA	The Office of Bilingual Education and Minority Affairs (OBEMLA) in the U.S. Department of Education was established in 1974 by Congress to help school districts meet their responsibility to provide an equal education opportunity to limited English proficient students.
OCR	The Office of Civil Rights (OCR), the U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964. OCR investigates allegations of civil rights violations and initiates investigation of compliance with federal civil rights laws in schools that serve special student populations, including language minority students. The office has developed an outline of a model plan that spells out the elements that an alternative language program must include to meet federal guidelines.
Original Entry Codes	Codes E1, E2, or E3 are used for students enrolling in an Arizona public school for the first time during the current school year. The Primary Home Language of all original entries is reported annually on the Arizona Language Census and Program Report (ALCAP).
Parent Notification	The written communication from the teacher to the parent of the placement of a student in a bilingual education program, an ESL program or an IEP
Partial compliance	More than half of the cases reviewed met the standards prescribed by law or regulation.
PHLOTE students	The designation given to students who answer any one of the three language questions on the student enrollment form with a language other than English.
Placement	The task of selecting a classroom schedule for a student which will provide appropriate instruction to allow the student to achieve academic progress and acquire English.

Primary home language	Language identified as the home language on the school enrollment form and the home language survey as prescribed by ARS §15-753.
Primary home language assessment	Students who are classified as LEP shall be administered a primary language assessment in comprehending, speaking, reading and writing . Students in kindergarten and first grade and students whose primary language is not commonly written need not be assessed in reading and writing in the primary language. In the event no test is available in a particular language, a structured interview and academic evaluation shall be conducted by personnel with proficiency in the particular language.
Provisional endorsement	A temporary certification for bilingual or English as Second Language endorsement which is valid for three years and is non-renewable.
Pull-out English as a second language	A type of program in which ESL students are pulled out of mainstream classrooms for special instruction in English (Snow, 1986).
Reassessment	Task of determining the English language proficiency and academic progress of students developing proficiency in English no less often than every two years. The intent is to gather information as to whether the student meets the established criteria for reclassification to English Proficient (EP)
Reclassification	The task of reviewing reassessment results to decide if a student meets the established criteria for designation as English proficient, and thereby is prepared to handle the English curricula.
Review of program sufficiency	When, as a result of each reassessment, a student continues to be classified as LEP, a review of the program services offered must be conducted. The purpose of the program review will be to determine whether the program model and services selected for the student are of the nature to afford the LEP student the opportunity to acquire sufficient English language and academic skills to enable the student to meet reclassification criteria.
SEA	State Educational Agency
Secondary bilingual program	A language learning program for grades 7-12 consisting of a structured bilingual program to promote English language proficiency and academic achievement through the use of the pupil's primary home language for instruction in the elective and non-elective content courses required for graduation.
Sheltered English	An instructional approach used to make academic instruction in English understandable to limited-English proficient students. Students in these classes are "sheltered" in that they do not compete academically with native English speakers in the mainstream. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects (National Clearinghouse for Bilingual Education. (1987).
Student Enrollment Form	This form is used upon enrollment of a student for the first time in an Arizona district or upon returning from another district.

TESOL	Teachers of English to Speakers of Other Languages (TESOL) is a professional association of teachers, administrators, researchers, and other concerned with promoting scholarship, the dissemination of information, and strengthening of instruction and research in the teaching of English to speakers of other languages and dialects.
TESL	Teaching English as a Second Language
Title VII	The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968, established federal policy for bilingual education for economically disadvantaged language minority students, allocated funding for innovative programs, and recognized the unique education disadvantages faced by non-English speaking students. Reauthorized in 1994 as part of Improving America's Schools Act, Title VII's new provision restructured Title VII grants, increased the state role, gave priority to applicants seeking to develop bilingual proficiency, and opened up Title I to limited English proficient students (Crawford, 1995).
Transitional bilingual program	A transitional bilingual program consists of an organized program of instruction in which participating pupils receive instruction in and through English and the primary home language of the pupils.

Appendix B
ARS§15-751 *et seq*
Bilingual Programs and English as a Second Language Programs

ARTICLE 3.1. BILINGUAL PROGRAMS AND ENGLISH AS SECOND LANGUAGE PROGRAMS

15-751 ***Definitions***

In this article, unless the context otherwise requires:

1. "Limited English Proficient" means having a low level of skill in comprehending, speaking, reading or writing the English language because of being from an environment in which another language is spoken.
2. A "pupil whose primary home language is other than English" means any pupil who identifies a home language other than English on the school enrollment form and home language survey.

§15-752 **Conducting of schools in English language: Bilingual or English as second language programs; voluntary participation; parental notification**

A. All classes shall be conducted in English except classes of bilingual instruction or foreign language instruction

B. In any school district in which there are no pupils who are limited English proficient, the governing board of the school district shall provide programs of bilingual instruction or English as a second language instruction as provided in this article. The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English. The governing board shall determine if a pupil is limited English proficient by assessing the pupil's language proficiency in comprehension, speaking, reading and writing, in both English and the primary home language.

C. Pupil participation in any program of bilingual instruction or English as a second language instruction is voluntary and requires parental notification. Parents or guardians who do not wish their child to participate in a bilingual program or English as a second language program shall so indicate in writing to the principal of the school in which the pupil is enrolled.

D. Pupils who are not limited English proficient may participate in bilingual programs if space is available.

§15-753 **Census procedures; diagnostic assessment and reassessment**

A. Each school district shall identify the number of pupils who have a primary home language other than English as follows:

1. Initial identification of such pupils from school enrollment forms.

2. By October 1 of each year, completion of home language surveys for all new pupils identified as having a primary home language other than English on school enrollment forms.

B. By December 1 of each year, the school district shall determine the language proficiency in both English and the primary home language of all new pupils identified as having a primary home language other than English.

C. A school district in which limited English proficient pupils are enrolled shall adopt language assessment criteria as prescribed by the state board for the purpose of reclassification of pupils. The language reassessment criteria and procedures shall:

1. Be used at least once every two years with all limited English proficient pupils enrolled in bilingual programs or English as a second language programs to determine if the pupils have developed the English language skills necessary to succeed in English only instruction. A reclassified pupil may continue in a bilingual program or be placed in an all English [program.

2. Be multi-faceted and shall include the following criteria:

(a) A teacher evaluation of the pupil's English language proficiency and an assessment of the pupil's readiness to succeed in an English language course of study.

(b) An objective assessment of the pupil's oral language proficiency, writing skills and literacy skills in English.

(c) Parent opinion and consultation.

§15-754 Bilingual programs and English as a second language programs; requirements

A. Each school district which has ten or more limited English proficient pupils in any kindergarten program or grade in any school shall provide a bilingual program or English as a second language program for the limited English proficient pupils. Beginning with fiscal year 1987-1988, classes of bilingual instruction shall be taught by teachers who possess a basic or standard certificate to teach with a bilingual education endorsement. A school district may meet the requirements of this subsection by implementing any of the following programs:

1. A transitional bilingual program consisting of an organized program of instruction which is conducted in kindergarten programs and grades one through six in which participating pupils receive instruction in and through English and the primary home language of the pupils. The principal goal of a transitional bilingual program is to increase the English proficiency and academic achievement of the pupils in order to transfer them to all English instruction when they meet the assessment criteria as prescribed in §15-753, subsection C.

2. A language learning program of grades seven through twelve consisting of a structured bilingual program to promote English language proficiency and academic achievement through the use of the pupil's primary home language for instruction in the elective and non-elective courses required for graduation.

3. A bilingual-bicultural program for kindergarten programs and grades one through eight or for kindergarten programs and grades one through twelve consisting of a system of instruction which uses two languages, one of which is English, as a means of instruction. It is a means of instruction which builds on and expands the existing language skills of each participating pupil which will enable the pupil to achieve competency and literacy in both languages. The instruction shall include the history and culture of this state and the United States, as well as customs and values of the cultures associated with the languages being taught.

4. A formal English as a second language program consisting of:

   (a) Daily instruction in English language development including:

      (i) Listening and speaking skills.

      (ii) Reading and writing skills.

   (b) A plan to develop an understanding of the history and culture of the United States, as well as an understanding of customs and values of the cultures associated with the primary home language of the pupils in the program.

B. Each school district which has nine or fewer limited English proficient pupils in any kindergarten program or grade in any school shall provide these limited English proficient pupils with either a bilingual program or English as a second language program as prescribed in subsection A of this section or shall provide an individual education for each of these pupils which provides a plan for meeting the cultural and linguistic needs of the pupil. An individual education program must be provided for all limited English proficient pupils who are not enrolled in one of the programs described in subsections A and B of this section. An individual education program consists of a systematic individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction, to the extent possible. Individual education programs do not require teachers who have the bilingual endorsement in their teaching certificate. Under the supervision of a certified teacher, primary home instruction may be given by paraprofessionals, community members or pupils with proficiency in the primary home language serving as tutor.

§15-755 Reporting procedures; self-assessment; noncompliance

A. Each school district shall submit a report to the department of education by June 15 of each year which shall include the following information:

   1. The number of pupils identified as having a primary home language other than English by grade level by school.

   2. The identification and assessment procedures used to determine if the pupils identified in paragraph 1 of this subsection are limited English proficient.

   3. The number of pupils identified as limited English proficient by grade level by school.

B. Each school district which enrolls limited English proficient pupils shall submit a report on its bilingual programs and English as a second language programs

1. A description of program services.

2. The number of pupils participating in each program by grade level by school.

3. The language proficiency of pupils participating in the programs by grade level by school.
4. Achievement test data on participating pupils, if available.

5. Reassessment criteria and procedures.

6. The source and amount of monies expended.

7. The number and qualifications of program staff and the name of the person responsible for management of the program

8. Any additional information which the superintendent of public instruction deems necessary for the proper and efficient administration of program services.

C. Each school district which enrolls limited English proficient pupils who receive the group B weight prescribed in §15-943 shall conduct a biennial self-assessment program and shall maintain records of the assessment and any connective measures taken.

D. A school district which enrolls limited English proficient pupils who receive the group B weight prescribed in §15-943 and which is found to be in noncompliance with the requirements of this article by the state board of

E. education shall not include the limited English proficient student count in determining its budget unless the school district demonstrates to the superintendent of public instruction that monies resulting from the group B weight will be expended only for limited English proficient programs and demonstrates that the school district is undertaking measure to comply with the provisions of this article.

§15-756 Powers and duties of superintendent of public instruction:

The superintendent of public instruction shall:
1. Enforce the compliance of school districts with the requirements of this article and report to the state board of education those districts which appear to be in noncompliance.
2. Monitor and review all requirements for fiscal and programmatic reporting of bilingual programs and English as second language programs.

3. Prescribe the procedures for self-assessment as prescribed in section §15-755.

4. Present a summary of the reports specified in §15-755 and the superintendent's recommendation to the legislature in January of each year.

5. Prescribe the method of counting limited English proficient pupils enrolled in a program to promote English proficiency for the group B weight as prescribed in §15-943. The method shall require that pupils in kindergarten programs be counted as full-time students.

Appendix C
R7-2-306
Bilingual Programs and English as a Second Language Programs

STATE BOARD OF EDUCATION RULE

R7-2-306 Bilingual Programs and English as a Second Language Program

A. Identification of students to be assessed

1. The primary home language of all students shall be identified upon enrollment forms and on the home language survey.

2. The primary home language of the student shall be considered to be other than English in any of the following areas:

a. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

b. The language most often spoken by the student is other than English.

c. The student's first acquired language is other than English.

B. English language assessment

1. Students in kindergarten and first grade whose primary home language is other than English shall be administered an oral language proficiency assessment test approved by the State Board of Education for the purpose of assessing the comprehension and speaking of English. (Appendix A). Students in kindergarten and first grade who score below the publisher" designated score for fluent English proficient shall be classified as limited English proficient (LEP) students.

2. Students in grades 2-12 whose primary language is other than English may be screened prior to the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement testing program. Students in grades 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.

3. Upon district staff recommendation or parental request students in grades 2-12 whose primary language is other than English and who score above the 40th percentile on the reading comprehension subtest of the state pupil achievement testing program shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.

4. Students in grades 2-12 whose primary language is other than English and who score as fluent English proficient on the State Board of Education's approved oral language proficiency assessment test shall be evaluated for achievement in English reading and writing. Students who are determined to be performing below district standards established pursuant to R7-22-301/302 for grade level shall be tentatively classified as limited English proficient and referred for primary language assessment.

5. English language proficiency assessments shall be conducted by individuals who are proficient in English and who have been thoroughly trained to administer and score the test or procedure.

C. Primary language assessment

1. Students who are classified as limited English proficient shall be administered a primary language assessment in comprehending, speaking, and writing utilizing tests or procedures approved by the State Board of Education. (Appendix B). Students in kindergarten and first grade and students whose primary language is not commonly written, need not be assessed in reading and writing the primary language.

2. Primary language assessments shall be conducted by individuals who are proficient in the particular language and who have been thoroughly trained to administer and score the test or procedure.

3. Students in grades 2-12 who were classified as limited English proficient on the basis of reading or writing alone and who demonstrate no language proficiency in a language other than English shall be further reviewed by the district to determine whether the student's low performance in reading or writing is because the student is from an environment in which another language is spoken. If the district finds that the low achievement is language related, the student shall continue to be classified as limited English proficient.

4. Students in grades K-12 who, as a result of the language assessments, are determined to have little or no fluency in either language shall continue to be classified as limited English proficient and shall be referred for further evaluation to complete the assessment.

D. Assessment of students in special education or in the Referral Process

1. Students in special education whose primary language is other than English shall be assess for limited English proficiency as prescribed in subsections (B) and (C). If the special education director or designee finds the procedures to be inappropriate for a particular student because of the nature of the handicapping condition, the district shall employ alternate procedures for assessing English and primary language skills.

2. Students in special education shall be classified as limited English proficient as prescribed in subsection (B) and (C). If the special education director or designee finds these standards to be inappropriate for a particular student, he shall determine the impact of the handicapping condition upon the level of language proficiency and shall set the standards for each student accordingly. Persons conduction the language assessments shall participate with the special education director or designee in the determination of the student" language proficiency designation.

3. Students whose primary language is other than English and who have been referred for special education evaluation shall be assessed for limited English proficiency as prescribed in subsections (B) or (C). If the multidisciplinary conference team finds the procedures to be inappropriate for a particular student because of the nature of the handicapping condition, the district shall employ alternate procedures for assessing English and primary language skills.

4. Students who have been referred for special education evaluation shall be classified as limited English proficient as prescribed in subsection (B) and (C). If the multidisciplinary conference team finds these standards to be inappropriate for a particular student, the team shall determine the impact of the handicapping condition upon the level of language proficiency and shall set the standards for each student accordingly. Persons conducting the language assessments shall participate with the multidisciplinary team in the determination of the student's language proficiency designation.

E. Time to complete assessment

1. English and primary language assessments shall be completed by December 1, 1984, for all students whose primary language is other than English and by December 1, annually, thereafter for all newly enrolled students whose primary language is other than English.

2. Students whose primary language is other than English and who enroll after December 1, shall be assessed within 30 days of enrollment.

F. Program options

1. All students who have been classified as limited English proficient shall be provided a program as prescribed in ARS §15-799.03.

2. Limited English proficient students shall be provided the State Board of Education's course of study pursuant to R7-2-301/302.

G. Reassessment for reclassification

1. The purpose of reassessment is to determine if a limited English proficient student has developed the English skills necessary to succeed in the English curricula.

2. A limited English proficient student may be reassessed for reclassification to fluent English proficient at any time but no less than every two years.

3. All of the following criteria must be met in order for a student to be reclassified:

a. Teacher Evaluation

The teacher must observe the student's oral English proficiency and review the student's performance on the State Board of Education's minimum competency skills in the required subjects to determine the student's readiness to succeed in an English language course of study. The student must be performing at a level consistent with district standards for grade level established pursuant to R7-2-301/302.

b. Parent Opinion and Consultation

At least one of the student's parents or legal guardians must be contacted by telephone, written communication, or personal interview

in the language of the home to inform him/her that the child is being considered for reclassification and to give him/her the opportunity to review student performance data and to provide input into the reclassification decision.

c. Objective Assessment of English Oral Language Proficiency

The student must be reassessed with an oral language proficiency assessment test selected by the district from the State Board of Education's approved list. The student must achieve the publisher's designated score for fluent English proficient.

d. Objective Assessment of Writing Skills

The student shall demonstrate writing skills at a level consistent with the district standards for grade level established pursuant to R7-2-301/302. This shall be determined by use of a standardized writing test or by a writing sample.

e. Objective Assessment of Reading Skills

Two options are provided for this standard:

i. The student shall have scored at or above the 36th percentile of national norms on the reading comprehension subtest of the state pupil achievement testing program, or

ii. The student shall have scored in the range of the 31st to 35th percentile if the criteria in subparagraphs (a) through (d) are met and a decision to reclassify is made by a language assessment team which includes the student's parent, the student's limited English program teacher pursuant to ARS §15-99-03 and a school district representative.

4. Students who are exempt from the state pupil achievement testing program pursuant to ARS §15-744 (B), need not be administered an English reading and writing test. Such students shall continue to be classified as limited English proficient.

5. Review of program sufficiency

When, as a result of each assessment, a student continues to be classified as limited English proficient, a review of the program services offered must be conducted. The purpose of the program review will be to determine whether the program model and services selected for the student are being provided are of the nature and to the extent necessary to afford the limited English proficient student the opportunity to acquire sufficient English language and academic skills to enable the student to meet reclassification criteria.

6. Follow-up for Reclassified Students

For one year following the reclassification of each student, the district shall review achievement levels to ensure that each student has been correctly classified. This review must be conducted at least twice during the follow-up year

H. Reassessment for Reclassification of Limited English Proficient Students Whose Language Needs are Addressed Within the Context of Special Education

1. Reassessment for language reclassification may be conducted at any time but no less than every two years. This process shall be conducted in conjunction with the review of the individualized education plan by the individualized education plan (IEP) team.

2. The purpose of the reassessment is to determine whether the limited English proficient student in special education has developed the English language skills necessary to succeed in English-only instruction.

3. The reassessment of special education students for reclassification shall be conducted as prescribed in subsection (G). If the individualized education plan team finds the procedure to be inappropriate for a particular student because of the nature of the handicapping condition, the district shall employ alternate procedures for reassessment.

4. Special education students shall be reclassified to fluent English proficient as prescribed in subsection (G). If the individualized education plan team finds these standards to be inappropriate for a particular student, the team shall determine the impact of the handicapping condition upon the level of language proficiency and shall set the standards for each student accordingly. Parents conducting the language assessments shall participate with the individualized education plan team in the determination of the student's language proficiency.

Appendix A
English Language Assessments
Tests and Procedures

A. Oral Language Proficiency Assessment

1. The following tests are approved for oral language assessment in English:

a.	Bilingual Syntax Measure I (BSMI)	K-2
b.	Bilingual Syntax Measure II (BSMII) Publisher: The Psychological Corporation	3-12
c.	IDEA Oral Language Proficiency Test(IPT I)	K-6
d.	IDEA Oral Language Proficiency Test (IPT II) Publisher: Ballard and Tighe, Inc.	7-12
e.	Language Assessment Scales I (LAS I) Forms A and B,	K-5
f.	Language Assessment Scales II (LAS II) Forms A and B,	6-12
g.	Language Assessment Scales I (LAS I) Short Form	K-5
d.	Language Assessment Scales II (LAS II) Short Form Publisher: CBT/McGraw Hill	6-12

2. Districts may request authorization on an annual basis to utilize a test not listed above. The request shall be submitted to the Department of Education by April 1 and shall include a copy of the test and the technical manual for the test. The Department of Education shall service and approve/disapprove such requests by June 1 annually, based upon the technical adequacy of the test in the areas of norming, reliability, validity, and administration.

3. Districts which conducted oral language proficiency assessments prior to August, 1984, may continue to utilize the current tests for the 1984-1985 school year if the tests provide for the individual assessment of comprehension and speaking.

B. Reading and Writing Assessments

1. Districts shall utilize the reading comprehension subtest of the state pupil achievement test or district procedures established pursuant to R7-2-301/302 to assess proficiency in reading English.

2. Districts shall utilize procedures established pursuant to R7-2-301/302 to assess proficiency in writing English.

Appendix B
Primary Language Assessments
Test and Procedures

A. Districts shall utilize formal tests to the extent such tests are available in the particular language for assessing comprehension, speaking, reading, and writing. Districts may refer to a list of such tests maintained by the Department of Education.

B. The parallel version of the tests listed under Appendix A, (A)(1), shall be used for oral language proficiency assessment in the native language, if available.

C. In the event no test is available in a particular language, a structured interview and academic evaluation shall be conducted by personnel with proficiency in the particular language. Districts may refer to the Directory of Bilingual resource Persons maintained by the Department of Education to identify such individuals.

Appendix D
R7-2-301
Subject Areas to be Taught in Common Schools

Appendix D

R7-2-301 Minimum Course of Study and Competency Goals for Students in the Common Schools

A. Students shall demonstrate competency as defined by the State Board adopted Essential Skills, at the grade levels specified, in the following required subject areas. District instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements:
   1. Language Arts
   2. Literature
   3. Mathematics
   4. Science
   5. Social Science
   6. Music
   7. Visual Arts
   8. Health/Physical Education
   9. Foreign or Native American Language (includes modern and classical)

B. Additional subjects may be offered by the local governing board as options and may include, but are not limited to:
   1. Performing Arts
   2. Practical Arts

C. Prior to the issuance of a standard certificate of promotion from the eighth grade, each student shall demonstrate competency as defined by the local governing board of the State Board adopted Essential Skills for grade eight in the subject areas listed in subsection (A).

D. Special education and promotion from the eighth grade:

   1. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

   2. Students placed in special education classes in grades K-8 are eligible to receive the standard certificate of promotion without meeting State Board competency requirements, but reference to special education shall be placed on the student's transcript or in the permanent file.

E. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of tele-communications technologies such as satellite, microwave, telephone cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way instructive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.

   1. Distance education providers shall register with the Department of Education and satisfy the following requirements :

      a. Be regionally accredited or affiliated with a regionally accredited institution as listed in R7-2-601(G), or by a regional accrediting association as listed in R7-2-601(C).

      b. Validate that the instructor of the distance education program:

         i. Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught or possess a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught: or
         ii. Possess a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or
         iii. Is employed by or affiliated with, in the content area of instruction, a regionally accredited institution as listed in R7-2-601(G).

   2. Distance education may be used as a part of the instructional program. School districts shall ensure that:

      a. Only those distance education providers registered with the Department of Education are used to provide distance education; and

      b. The teaching partners who assist the students in receiving the instruction on-site have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-603.

Appendix E
R7-2-302.04
Minimum Credits for Graduation

R7-2-302.04 Minimum Course of Study and Competency Requirements for Graduation from High School

The Board prescribes the minimum course of study and competency requirements as outlined in paragraphs (1) and (2) for the graduation of pupils from high school. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation effective for the graduation class of 1996. Students shall obtain credits for required subject areas as specified in subsections (1) (a)(I) through (1)(a)(vii), based on completion of subject area course requirements or competency requirements. At the discretion of the local governing board, credits may be awarded for completion of elective subject specified in (1)(a)(vii), based on completion of subject area course requirements or competency requirements.

1. Subject area course requirements:

a. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local governing board as follows:

i. Four credits of English or English as a Second Language, which shall include but not be limited to the following grammar, writing and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.

ii. One and one-half credits of instruction in the essentials, sources and history of the constitutions of the United States and Arizona, instruction in American institutions and ideals and in the history of Arizona.

iii. One credit of world history/geography.

iv. One-half credit of "Essentials and Benefits of the Free Enterprise System". This one-half credit may be offered in a department which the local district deems appropriate.

v. Two credits of mathematics.

vi. Two credits of science.

vii. One credit of fine arts or vocational education.

viii. Eight credits of additional courses prescribed by the local governing board subject to the approval of the State Board pursuant to §A.R.S. §15-341(A)(7).

b. Credits earned through correspondence courses to meet graduation requirements shall be taken from a regionally accredited institution accredited by an association listed in R7-2-601 (G). Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:

i. English as described in Paragraph (1)(a)(1) of this rule.

ii. Social Studies and "Essentials and Benefits of the Free Enterprise System" as described in Paragraphs (1)(a)(ii)(iii) and (iv) of this rule.

iii. Mathematics

iv. Science

c. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses.

Distance education is defined as instructional learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunication technologies such as satellite, microwave, telephone, cable fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.

i. Distance education providers shall register with the Department of Education and satisfy the following requirements:

(1) Be regionally accredited or affiliated with a regionally accredited institution as listed in R7-2601(G) or by a regional accrediting association as listed in R7-2-601(C)

(2) Validate that the instructor of the distance education program:

(a) Possesses a current Arizona teaching certificate valid for the level and subject of instruction to be taught or

(b) Possesses a current Arizona teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught or

(c) Is employed by or affiliated with, in the content area of instruction, a regionally accredited institution as listed in R7-22-601(G).

ii. Distance education may be used as a part of the instructional program. School district shall ensure that:

1. Only those distance education providers registered with the Department of Education are used to provide distance education; and

2. The teaching partners who assist the students in receiving the instruction on-site have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-603.

iii. Local governing boards may grant to vocational-technological education program completers a maximum of three and one-half credits to be used toward the Board English, mathematics, science or Free Enterprise credit requirements for graduation, subject to the following restrictions.

iv. The Board has approved the vocational-technological education program for equivalent credit to be used toward the Board English, mathematics, science or Free Enterprise credit requirements for graduation.

v. Only one credit in each of English, mathematics or science may be granted.

vi. Only one-half credit may be granted in Free Enterprise.

vii. For vocational-technological programs in which only one credit is offered, either vocational or English, mathematics, science or Free Enterprise credit may be granted.

viii. For vocational-technological programs in which two or more credits are offered, only one credit may be used for English, mathematics or science, or one-half credit may be used for Free Enterprise.

2. Competency requirements.

a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board adopted essential skills requirements for subject areas listed in subparagraphs (1)(a)(I) through (1)(a)(vii) and the successful completion of the competency requirements for the elective subjects specified in subparagraph (1)(a)(vii). Competency requirements for elective subjects specified in subparagraph (1)(a)(viii) shall be the essential skills adopted by the State Board. If there are no adopted essential skills for an elective subject, the local governing board shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.

b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.

3. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Chapter 7, Article 4, and A.A.C. R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma upon completion of graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.

Appendix F
ARS §15-741 *et seq*
Achievement Testing

Article 3. **ASSESSMENT AND ACCOUNTABILITY**
§15-741. Assessment of pupils

A. The state board of education shall:

1. Adopt rules for purposes of this article pursuant to Title 41, Chapter 6

2. Beginning with the 1997-1998 school year, adopt and implement essential skills tests that measure pupil achievement of the state board adopted essential skills in reading, writing and mathematics in at least four grades designated by the board. The board shall determine the manner of implementation. The board may administer assessments in the essential skill area of social studies and science. Prior to the administration of the tests to pupils in the grades designated by the board and following the statewide piloting of the tests, the board shall approve, at a public meeting the revised essential skills tests.

3. Beginning with the 1997-1998 school year, adopt and implement a statewide nationally standardized norm-referenced achievement test for grades three through twelve in reading, language arts and mathematics. The tests shall be consistent with the state standards and shall be administered during the spring of each year between April 1 and May 1.

4. Ensure that the tests prescribed in this section are uniform throughout the state.

5. Ensure that the tests prescribed in this section are able to be scored in an objective manner and that the tests are not intended to advocate any sectarian, partisan, or denominational viewpoint.

6. Ensure that the results of the nationally standardized norm-referenced achievement tests established as provided in this article are comparable to associated grade equivalents, percentiles and stanines derived from a multistate sample.

7. Include within its budget all costs pertaining to the tests prescribed in this article. If sufficient monies are appropriated, the state board may provide norm-referenced achievement test services to school districts which request assistance in testing pupils in grades additional to those required by this section.

8. Use subtests of the statewide nationally standardized norm-referenced achievement test as designated by the state board to assess pupils in grades three through twelve in reading, language arts and mathematics, at a level appropriate for their grade level.

9. Survey teachers, principals and superintendents on achievement related nontest indicators, including information on graduation rates by ethnicity and dropout rates by ethnicity and dropout rates by ethnicity for each grade level. Prior to the survey, the state board of education shall approve at a public meeting, the nontest indicators on which data will be collected. In conducting the survey and collecting data, the state board of education shall not violate the provisions of the family educational rights and privacy act (PL 93-380) as amended, nor disclose personally identifiable information.

10. Require and review district assessment plans that include a detailed description of each district's measures of annual and ongoing pupil progress required pursuant to subsection C, paragraph 3, subdivision (b) of this section and each district's report of the numbers of pupils who have accomplished the essential skills.

11. Establish a fair and consistent method and standard by which norm-referenced test scores from schools in a district may be evaluated taking into consideration demographic data. The board shall establish intervention strategies to assist schools with scores below the acceptable standard. The board shall annually review district and school scores and shall offer assistance to school district in analyzing data and implementing intervention strategies. The board shall use the adopted norm-referenced test and methods of data evaluation for a period of at least ten years.

12. Participants in other assessments that provide national comparisons as needed.

B. The standardized norm-referenced achievement tests adopted by the state board as provided in subsection A shall be given annually. The tests shall be administered over a one week period between April 1 and May 1. Nontest indicator data and other information shall be collected at the same time as the collection of standardized norm-referenced achievement test data.

C. Local school district governing board shall:

1. Administer the tests prescribed in subsection A.

2. Survey teachers, principals and superintendents on achievement related nontest indicator data as required by the state board including information

related to district graduation and dropout rates. In conducting the survey and collecting data, the governing board shall not violate the provisions of the family educational rights and privacy act (PL 93-380) as amended, nor disclose personally identifiable information.

3. File a district assessment plan describing:

   (a) How the district governing board will assess pupils in the essential skills. This plan shall describe how districts will report and utilize scores from district tests, state essential skills tests, standardized norm-referenced tests and the data collected in the survey of teachers, principals and superintendents on achievement related nontest indicators.

   (b) How the district's governing board will assess pupil progress on an ongoing and annual basis, showing the trends in gain or loss in student achievement over time in at least the subjects of reading, language arts and mathematics for all years for which pupils are enrolled in the district during the entire school year and for which the information is available. The plan shall also describe how the district governing board will assess pupil progress pursuant to this subdivision for pupils who are not enrolled in the district for an entire school year.

4. File a report on how many pupils in the grades designated by the state board of education have accomplished the essential skills as required by the state board. This report may contain other information as required by the state board.

D. A test for penmanship shall not be required pursuant to this article.

§ 15-741.01. Goals for excellence

A. Based on the data reported on the report card as prescribed in this article, the state board shall adopt specific state level objectives for each of the following goal areas:

   1. Achievement levels of pupils at the end of grade three, grade eight and grade twelve.

   2. Dropout and high school graduation rates.

   3. Post secondary employment and college enrollment rate.

B. Local district governing boards shall establish specific district level objectives and shall prescribe a method for schools in the district to establish school level objectives for the goal areas in subsection A, as prescribed by the state board.

C. The state board shall publish, in the appropriate report cards, the objectives written by the state, the districts and the schools, and the state board, districts and schools shall review and revise, if needed, their own objectives annually.

§15-742. Contract for purchase of tests

A. The state board of education shall enter into contracts with contractors for the purchase of tests adopted by the state board. The contracts may also provide for the distribution of the tests to the school districts and the scoring of the tests. Contractors shall give a cash or corporate surety bond payable to this state and approved by the state board indemnifying the state in the test purchases in an amount not less than five hundred nor more than ten thousand dollars as may be determined by the state board if:

   1. The contractor will faithfully comply with the conditions of the contract and will furnish to the state the tests as provided in the contract at prices not exceeding the lowest prices then granted to any buyer.

   2. There is a decrease in the prices given to a person purchasing such tests from the contractor, the state shall have the benefit of the decrease in price.

B. The contractor shall file with the state board a sworn statement stating the lowest prices for which the contractor's series of tests is sold anywhere in the United States.

C. If a contractor violates a condition of the contract, the attorney general shall, upon request of the state board of education, institute an action for damages on the bond of the contractor.

§15-743 Test results; annual report

A. The state board of education shall provide annual reports for every school and district and the state as a whole. The state board shall annually submit these reports to school districts, the legislature and the county school superintendents and shall make them available to the public. The state board shall publish and distribute the reports by July 1 and shall also provide a cumulative summary of

the reports every five years. The annual reports and cumulative summary results shall include:

1. Average and range scores on the essential skills tests.

2. Standardized test scores by subject area according to grade equivalents, percentiles and stanines for the school, school district, county, state and nation.

3. Achievement related nontest indicator data collected in the survey of teachers, principals and superintendents as required by §15-741, including information related to dropout by ethnicity for each grade level and graduation rates and post secondary employment and education by ethnicity. In reporting such data, the state board of education shall not violate the provisions of the family educational rights and privacy act (P.L. 93-380), as amended, nor disclose personally identifiable information.

4. The numbers of pupils who have completed the essential skills at grades three, eight and twelve.

B. Test results on individual pupils shall not be made available to the public by name or individually identifiable reference.

C. The state board shall provide a copy of the results from the tests prescribed in §15-741, subsection A for each school district to that school district. No results may be released to the public until ten days after the reports are provided to each school district.

D. The state board shall provide each school district participating in the testing program with a copy of each pupil's standardized norm-referenced test scores in reading, language arts and mathematics, and the associated grade equivalents, percentiles and stanines for the school, school district, county, state and nation, a report of pupil progress on an ongoing and annual basis showing the trends in gain or loss in student achievement over time in reading, language arts and mathematics for all years in which pupils are enrolled in the school district for an entire school year and for which the information is available and a report of the pupils progress for pupils not enrolled in a district for an entire school year. The state board shall also provide each school district with each pupil's essential skills test scores and the essential skills test scores for the school, district, county and grade.

E. The school district shall provide a parent or guardian of each pupil participating in the standardized norm-referenced testing part of the program with a copy of the pupil's score in reading, language arts and mathematics, and the associated grade equivalents, percentiles and stanines. The school district shall provide a parent or guardian of each pupil with the copy of the pupil's scores for the school district, county and state. The school district shall make available to the public through the reports those scores for each school in the district and for the school district, county, state and nation.

F. Each pupil's essential skills test results for grade twelve shall be recorded on the pupil's high school transcript. The state board of education shall prescribe the format for recording essential skills test results on high school transcripts.

§15-744 Exemptions

A. A pupil may be exempt from parts or all of the testing requirement prescribed by this article if the pupil is disabled as defined in §15-761 and the pupil's individual educational plan states that specific parts or all of the testing requirement prescribed by this article would be detrimental to the pupil.

B. The governing board of the school district may exempt pupils who are limited English proficient and who are enrolled in an instructional program as prescribed in §15-754 from the nationally standardized norm referenced achievement testing requirement prescribed by this article for not to exceed three consecutive school years. The first year of the exemption is the first academic year in which the pupil is enrolled in a school district in this state in grade two or above. The instructional program for limited English proficient pupils who are exempt from the nationally standardized norm referenced achievement testing requirement as provided in this subsection shall include an alternative assessment of achievement to be administered annually.

C. School districts shall annually report the number of pupils by category and by grade level which were exempt as provided in this section to the department of education. The department shall include this information in its annual report to the legislature pursuant to §15-743.

D. At the request of a pupil's parent or guardian, the governing board of a school district shall administer any test required by this article to pupils exempted from the testing requirement pursuant to this section. Test results for these pupils shall not be included in the summary results of tests prescribed in §15-743, but individual results shall be sent to the school and to the parent and guardian.

§15-745 Children instructed at home; testing; prohibition

A. Nothing in this article shall be construed to require the testing of children who are instructed in a home school program while they are receiving home school instruction.

B. A child who enrolls in a kindergarten program or grades one through twelve after receiving instruction in a home school program shall be tested pursuant to this article in order to determine the appropriate grade level for the educational placement of the child.

Appendix G
R7-2-310
Pupil Achievement Testing

R7-2-310 Pupil achievement testing

A. The nationally standardized norm-referenced achievement tests adopted by the State Board shall be given annually during a week in September or October. By June 1 of each year the Board shall designate the week during the fall for testing during the week designated.

B. The superintendent or head of district shall be responsible for:

1. Providing school district enrollment data to the Department of Education annually for purposes of test material distribution

2. Verifying the count of test materials received and distributing the test materials to each public school in the district.

3. Securing the test materials prior to distribution to pupils or persons administering the tests at the time of testing, as well as after the time of testing Test materials shall be kept in locked storage.

4. Advising all district employed that the test materials are not to be reproduced in any manner.

5. Familiarizing each person who will administer the test with the test publisher's directions for administering the tests, the timing of the tests and the testing schedule. This is to be accomplished through meetings which shall not be held prior to one week before the first day of testing. At the conclusion of each such meeting, all test materials are to be collected and returned to locked storage.

6. Distributing actual test materials to persons administering the tests on the day of testing.

7. Training persons administering the tests on how to properly complete the identification information on the test booklet/answer sheet and how to code the information required on the variable being collected pursuant to A.R.S. §15-741. et.seq.

8. Properly packaging all tests/answer sheets which are to be scored by the scoring contractor. Packaging shall comply with instructions furnished by the scoring contractor or Department of Education.

9. Forwarding all tests/answer sheets to be scored to the scoring contractor per instructions. Tests/answer sheets for the entire district should be forwarded in one shipment.

10. Retaining all unused and reusable test materials, reporting them in the school's inventory and storing them in a safe and secure manner.

11. Immediately reporting to the Department of Education any losses of test materials or other irregularities

12. The superintendent or head of district may designate a testing coordinator to act on his behalf.

C. Persons designate by the superintendent or head of district to administer the test shall:

1. Keep all test materials in locked storage.

2. Not reproduce any test materials in any manner

3. Not disclose any actual test items to pupils prior to testing

4. Not provide answers of any test items to any pupils

5. Administer only practice tests which are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used to practice tests.

6. Strictly observe all timed subtests. The test publisher's suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.

7. Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.

8. Not change a pupil's answer.

9. Return all test materials to the superintendent or head of district immediately upon completion of testing.

D. All violations of this rule shall be referred by the superintendent or head of district to the State Superintendent of Public Instructions for appropriate action.

E. For purposes of determining if a student may be exempt from the norm-referenced achievement testing requirement pursuant to A.R.S. §15-744(B), the local governing board shall:

1. Verify that all students to be exempted have been assessed for language proficiency as required by R7-2-306 in the areas of listening, speaking, reading and writing in English and the primary language, and have been determined to be limited English proficient.

2. Verify that all limited English proficient students considered for exemption are enrolled in one of the following programs as required by A.R.S.§15-754:

   a. K-6 Transitional Bilingual Program;
   b. 7-12 Structured Bilingual Program;
   c. K-12 Bilingual Bicultural Program;
   d. English as a Second Language Program; or
   e. Individualized Education Program (this program is only acceptable if there are fewer than ten limited English proficient students in a kindergarten program or a grade in a school).

3. Submit to the Arizona Department of Education, no later than September 30 of each year, a governing board resolution for the exemption of eligible students. This resolution shall contain the number, grade level, year of exemption, status and primary language of all students to be exempted and an assurance signed by the governing board President and notarized that the requirements of Paragraphs (1) and (2) of this Subsection have been met.

4. Submit to the Arizona Department of Education, no later than December 1 of each year, a final report describing the total number of actual students exempted.

F. Limited English students exempted from the norm-referenced achievement testing program shall be assessed annually with an alternative to the norm-referenced achievement test. If the exempted student is in grades 3, 8, or 12, the student shall be administered the assessments prescribed in (G)(2)(C). Alternatives shall be as follows:

1. In the first year a limited English proficient student is enrolled within the district, the district may:

   a. administer the language proficiency testing conducted pursuant to R7-2-306; or

   b. administer the assessments prescribed in Subparagraphs (2)(a) or (b), as the alternative assessment in the areas of reading and writing. In the area of mathematics, districts shall administer the district measurement that has been adopted to assess the essential skills in English or in the primary language to such students.

2. In years following the first year of enrollment in the district, the alternative assessment shall be:

   a. The tests that have been adopted by the district in accordance with A.R.S. §15-741 to assess the essential skills in reading, writing and mathematics in English : or

   b. The tests that have been adopted by the district in accordance with A.R.S. §15-741 to assess the essential skills in the students primary language in reading, writing and mathematics. In determining which primary language assessment to administer the governing board shall consider the extent to which the exempted student has received recent schooling in the primary language.

   c. Beginning in the 1991-92 school year, the Arizona Student Assessment Program Essential Skills Tests in English or Spanish shall be administered to exempted students who are enrolled in grades 3, 8, or 12.

3. Alternative assessment instruments specified in Subparagraph (2)(a) or 2)(b) shall be used at the instructional levels for which they are designed.

4. Alternative assessment administered as specified in Subparagraph (2)(a) or (2)(b) shall be conducted at any time prior to April 30 of the school year.

5. The results of alternative assessments administered pursuant to Subparagraphs (2)(a) or (2)(b) of this Subsection shall be submitted to the Department of Education prior to May 30 of the school year.

G. The school district shall maintain cumulative files regarding exemptions.

H. Beginning in the 1991-1992 school year, the District Assessment Plan filed pursuant to A.R.S. §15-741.C.3, shall include plans for the alternative assessment of limited English proficient students.

Appendix H
ARS§15-744
Testing Limited English Proficient Students

§15-744 **Exemptions**

E. A pupil may be exempt from parts or all of the testing requirement prescribed by this article if the pupil is disabled as defined in §15-761 and the pupil's individual educational plan states that specific parts or all of the testing requirement prescribed by this article would be detrimental to the pupil.

F. The governing board of the school district may exempt pupils who are limited English proficient and who are enrolled in an instructional program as prescribed in §15-754 from the nationally standardized norm referenced achievement testing requirement prescribed by this article for not to exceed three consecutive school years. The first year of the exemption is the first academic year in which the pupil is enrolled in a school district in this state in grade two or above. The instructional program for limited English proficient pupils who are exempt from the nationally standardized norm referenced achievement testing requirement as provided in this subsection shall include an alternative assessment of achievement to be administered annually.

G. School districts shall annually report the number of pupils by category and by grade level which were exempt as provided in this section to the department of education. The department shall include this information in its annual report to the legislature pursuant to §15-743.

H. At the request of a pupil's parent or guardian, the governing board of a school district shall administer any test required by this article to pupils exempted from the testing requirement pursuant to this section. Test results for these pupils shall not be included in the summary results of tests prescribed in §15-743, but individual results shall be sent to the school and to the parent and guardian.

LEP GUIDELINES
ARIZONA STUDENT ACHIEVEMENT PROGRAM
ACCOUNTABILITY FOR ALL STUDENTS

The Arizona Department of Education (ADE) believes:

- that curriculum, instruction and assessment must be inclusive and equitable for all students in every district and school;
- that the Arizona Academic Standards provide the foundation for curriculum, instruction and assessment in our state and
- assessment must mirror student instruction as much as possible.

Arizona is instituting a comprehensive statewide system for assessing achievement of all students on the Arizona Academic Standards. All students, regardless of disability or group membership, will be instructed in accordance with the Arizona Academic Standards, and will be assessed with a variety of state assessment instruments. This is a major step for Arizona's schools toward a comprehensive accountability system that will include ALL students in both district and statewide assessment programs.

Increasing the academic achievement of every student must become a common goal for all schools. All students must be given the opportunity to demonstrate what they know and are able to do. Each student can benefit from instructional changes and educational reforms that are implemented in response to information based on assessment results.

THE FIRST STEP TOWARD A STATEWIDE ACCOUNTABILITY SYSTEM

All students, including those with disabilities and limited English proficiency, have the legal right to be included in accountability systems and to be part of the basis for policy decisions that affect them. A framework of federal and state laws requires that students be assessed with a variety of state tests and assessments, including the Stanford Achievement Test (9th Edition) and Arizona's Instrument to Measure Standards (AIMS). If the purpose of Arizona's statewide assessment is to describe the status of students' knowledge, then it is critical that the performance of ALL students be included.

Adaptations may now be used for students who, in the past, would have been excluded from statewide testing. However, ONLY the specific adaptations necessary for each individual student in a particular content area shall be used. For example, a student may need an accommodation in reading but not in mathematics. Additionally, adaptations may differ by state test instrument (i.e., Stanford 9 v. AIMS).

The only exemption from state tests will be for those students (probably only one to two percent of the total student population) whose Individualized Education Programs (IEPs) exempt them from participating in standardized testing programs, even with adaptations available. These students have disabilities so significant that they cannot participate meaningfully in traditional assessment. Alternate assessments will be constructed by the state and districts, in accordance with state and federal guidelines, for these students as required by their IEPs.

Decisions about providing adaptations and/or exempting a student from part or all of a state administered test must be clearly documented on that student's IEP, 504 accommodation plan, and must be in accordance with Arizona Revised Statutes §15-744 and fall within state guidelines for limited English proficient students. These decisions must be based on each individual student's needs; they should be neither disability specific nor based on performance expectations or reporting predictions.

TESTING LIMITED ENGLISH PROFICIENT STUDENTS

The ADE English Acquisition Services Unit (formerly Bilingual Education) exists for the purpose of assisting school districts to ensure students become proficient in the English language and achieving proficiency of the Arizona Academic Standards in English. Ultimately all students in Arizona will need to pass a battery of graduation exams (AIMS) in English to receive a diploma. To this end, a support system ensuring student progress in acquiring the English language while receiving instruction on the Arizona Academic Standards is being created.

Limited English Proficient students have the legal right to be included in accountability systems and to be part of the basis for policy decisions that affect them. Title VII of the Improving America's Schools Act (IASA) states: "Limited English Proficient children and youth (shall) meet the same rigorous standards for academic performance expected of all children and youth, including meeting challenging State content standards and challenging State student performance standards in academic areas [Sec. 7102 (c)]." If the goal of Arizona's statewide assessment system is to describe the status of students' knowledge, then it is critical that the performance of ALL students be included. To achieve this goal a system of reasonable adaptations (or more specifically, accommodations) are specified in this document.

WHAT ARE ADAPTATIONS, ACCOMMODATIONS AND MODIFICATIONS?

Adaptations are changes made to the environment, curriculum, instruction and/or assessment practices in order for a student to be a successful learner. Adaptations include accommodations and modifications. Adaptations are based on an individual student's strengths and needs.

Accommodations are provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

Modifications are substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities.

GUIDELINES FOR MAKING DECISIONS ABOUT ADAPTATIONS

School teams must take into consideration when assessing the LEP exempt student that:

1. It is necessary to state clearly what all students are to know and be able to do before determining whether there is a need for a specific accommodation.
2. It is important to consider accommodations for both instruction and assessment. When students need accommodations in how they learn, they will usually need accommodations in how they are assessed.
3. Accommodations must be determined for each student based on his/her individual strengths, needs, and immediate context. Students who require accommodations in one area may need none in another area.
4. The more intense the student's needs, the more likely it is that he/she will need an accommodation.

ADMINISTERING THE STANFORD 9 TO LEP STUDENTS

EXEMPTING LEP STUDENTS FROM THE STANFORD 9

Decisions about exempting an LEP student from Stanford 9 testing must be based on each individual student's need. Exemptions must be in accordance with Arizona Revised Statutes §15-744(B) which states that:

"The governing board of a school district may exempt pupils who are limited English proficient...from the nationally standardized norm-referenced achievement testing requirement prescribed by this article for not to exceed three consecutive school years. The first year of the exemption is the first academic year in which the pupil is enrolled in a school district in this state in grade two or above. The instructional program for limited English proficient pupils who are exempt from the nationally standardized norm-referenced achievement test requirement as provided in this subsection shall include an alternative assessment of achievement to be administered annually."

LEP students who are not exempt are required to take the Stanford 9 with no accommodations, unless the student has been identified as having a disability. At that point, the accommodations for students with disabilities will be based on the Individual Education Plan for that individual student. Districts must annually report to the ADE the number of exempt pupils by school, disability category, language group and grade level. Forms and instructions shall be disseminated prior to pretest workshops that describe how they should be completed.

ADMINISTERING THE STANFORD 9 TO EXEMPT STUDENTS

Districts shall administer the Stanford 9 to exempt students if the parent of the student requests the test to be given. Districts may choose to administer the Stanford 9 to an exempt LEP student, if the test, with appropriate accommodations, could serve as the alternative assessment of achievement required by ARS §15-744(B). Test results for these pupils shall not be included in the summary results of tests prescribed in §15-743. Results are excluded from aggregate reports by coding the student scan sheet "197" (as explained below).

Stanford 9 test results for exempt pupils shall not be included in the summary results of tests prescribed in Section §15-743, but individual results shall be sent to the school and to the parent or guardian.

GUIDELINES FOR ADMINISTERING THE STANFORD 9 TO EXEMPT STUDENTS

The district may choose to administer the Stanford 9 test with accommodations to LEP exempt students to satisfy the requirement of an alternative assessment of achievement (§15-744). The decision to use an accommodated Stanford 9 should be neither language specific nor based on performance expectations or reporting predictions. Any accommodations used in test administration must be based on each individual student's needs and should correlate with the accommodations required by the student during instruction.

Possible accommodations for EXEMPT students may include the following:

- Provide translation dictionary
- Have teacher provide clarification (interpret or simplify language)

- Extend time
- Administer test in several shorter sessions
- Administer test over several extra days
- Translate written directions to student
- Reread directions for each page
- Simplify language in directions
- Administer test individually in separate location
- Administer test in small group

This list of accommodations is not exhaustive, and a school team must make the determination of the type of accommodations needed for exempt students. Accommodations must not alter the content of the test or provide inappropriate assistance to the student within the context of the test. For example, a test of reading skills may not be read to the student, and a spell checker may not be used on a test of spelling.

CODING FOR EXEMPT LEP STUDENTS

Regardless of the accommodation provided for the exempt student, the "Other Information" box of the Stanford 9 answer folder must be coded 197. That is, in the box entitled "Other Information" on the lower part of the answer document, column H must be coded as a "1", column I coded as a "9" and column J as a "7". By not following this coding scheme, student responses will inadvertently be included in classroom, school and district totals.

OTHER OPTIONS FOR THE ALTERNATIVE ASSESSMENT OF ACHIEVEMENT

Aprenda 2, a Spanish language norm-referenced test, is available through the current test contractor. This test is appropriate for students who are proficient in Spanish. If a student has NOT received Spanish language instruction, i.e., through a bilingual program, but rather through a English as a Second Language (ESL) program, the use of Aprenda should be carefully considered. Keep in mind that results of the Aprenda or any other second-languagenorm-referenced test cannot be directly correlated to the Stanford 9. At the district's option, any other alternate assessment, including district assessments, may be administered as an alternate to the Stanford 9 for students that are LEP exempt.

It is IMPORTANT to remember that it is the District Governing Board's decision whether or not to exempt students for reasons of language proficiency on the Stanford 9. Exemptions must be in accordance with State Board guidelines. LEP students who are not exempted are required to take the Stanford 9 with no accommodations, unless the student has been identified as having a disability.

ADMINISTERING AIMS TO LEP STUDENTS

The governing board of a school district shall not exempt pupils who are limited English proficient from the AIMS test. However, at the district governing board's option, LEP students may be provided certain adaptations during the administration of the AIMS test. These adaptations are available to students for a period not to exceed three consecutive school years, upon enrollment in an Arizona school district starting at grade two or above.

GRADES 3, 5, AND 8

Two types of assessment adaptations are available for eligible LEP students:

1. Spanish language AIMS. Spanish literate pupils may be administered the Spanish version of AIMS only once. Students taking the Spanish version of AIMS in grade three shall not be given the grade 5 AIMS test in Spanish, despite eligibility for adaptations.
2. English version of AIMS with accommodations. Eligible pupils who have taken the Spanish version of AIMS once and all other eligible LEP pupils may take the English form of AIMS with some or all of the following accommodations:

    - Provide translation dictionary
    - Have teacher provide clarification (interpret or simplify language)
    - Administer test in several shorter sessions
    - Administer test over several extra days
    - Translate written directions to student
    - Reread directions for each page
    - Simplify language in directions
    - Administer test individually in separate location
    - Administer test in small group

HIGH SCHOOL

At the secondary level, all pupils will be administered the English version of AIMS. Limited English Proficient pupils eligible for adaptations may be allowed the use of a translation dictionary. Upon a district's request, all pupils in their second semester of grade 12 may have the exam orally administered to them. Additionally, LEP pupils at this time may request an interpreter for the all sections of AIMS except Language Arts (reading and writing). The following accommodations are available at the secondary level:

- Provide translation dictionary
- Administer test individually in separate location
- Administer test in small group

TEST ADMINISTRATION

To ensure test security, all administration guidelines must be strictly adhered to. Specific guidelines on how student answer folders shall be coded and other data reporting are forthcoming. Procedures will be part of the test administration guidelines disseminated later this year and will be incorporated in the training provided at the pretest workshops.

Appendix I
Arizona Revised Statutes as Relevant to Special Education

ARIZONA REVISED STATUES: AS RELEVANT TO SPECIAL EDUCATION

§15-101. Definitions

In this title, unless the context otherwise requires:

1. "Accommodation school" means either:
   (a) A school which is operated through the county board of supervisors and the county school superintendent and which the county school superintendent administers to serve a military reservation or territory which is not included within the boundaries of a school district.

   (b) A school that provides educational services to homeless children or alternative education programs as provided in section §15-308, subsection B.

2. "Assessed valuation" means the valuation derived by applying the applicable percentage as provided in section title 42, chapter 15, article 1 to the full cash value or limited property value, whichever is applicable, of the property.

3. "Charter school" means a public school established by contract with a district governing board, the state board of education or the state board for charter schools pursuant to article 8 of this chapter to provide learning that will improve pupil achievement.

4. "Class A bonds" means general obligation bonds approved by a vote of the qualified electors of a school district at an election held on or before December 31, 1998.

5. "Class B bonds" means general obligation bonds approved by a vote of the qualified electors of a school district at an election held from and after December 31, 1998.

6. "Competency" means a demonstrated ability in a skill at a specified performance level.

7. "Course" means organized subject matter in which instruction is offered within a given period of time and for which credit toward promotion, graduation or certification is usually given. A course consists of knowledge selected from a subject for instructional purposes in the schools.

8. "Course of study" means a list of required and optional subjects to be taught in the schools.

9. "Fiscal year" means the year beginning July 1 and ending June 30.

10. "Governing board" means a body organized for the government and management of the schools within a school district or a county school superintendent in the conduct of an accommodation school.

11. "Handicapped child" means a child with a disability as defined in section §15-761.

12. "Lease" means an agreement for conveyance and possession of real or personal property.

13. "Limited property value" means the value determined pursuant to title 42, chapter 13, article 7. Limited property value shall be used as the basis for assessing, fixing, determining and levying primary property taxes.

14. "Parent" means the natural or adoptive parent of a child or a person who has custody of a child.

15. "Person who has custody" means a parent or legal guardian of a child, a person to whom custody of the child has been given by order of a court or a person who stands in loco parentis to the child.

16. "P.L. 81-874" means P.L. 81-874 or its successors.

17. "Primary property taxes" means all ad valorem taxes except for secondary property taxes.

18. "Private school" means a nonpublic institution where instruction is imparted.

19. "School" means any public school established for the purposes of offering instruction to pupils in programs for preschool children with disabilities, kindergarten programs or any combination of grades one through twelve.

20. "School district" means a political subdivision of this state with geographic boundaries organized for the purpose of the administration, support and maintenance of the public schools or an accommodation school.

21. "Secondary property taxes" means ad valorem taxes used to pay the principal of and the interest and redemption charges on any bonded indebtedness or other lawful long-term obligation issued or incurred for a specific purpose by a school district or a community college district and amounts levied pursuant to an election to exceed a budget, expenditure or tax limitation.

22. "Subject" means a division or field of organized knowledge, such as English or mathematics, or a selection from an organized body of knowledge for a course or teaching unit, such as the English novel or elementary algebra.

§15-181. Charter schools; purpose; scope

A. Charter schools may be established pursuant to this article to provide a learning environment that will improve pupil achievement.
Charter schools provide additional academic choices for parents and pupils. Charter schools may consist of new schools or all or any portion of an existing school. Charter schools are public schools that serve as alternatives to traditional public schools and charter schools are not subject to the requirements of article XI, section 1, Constitution of Arizona, or chapter 16 of this title.

B. Charter schools shall comply with all provisions of this article in order to receive state funding as prescribed in section §15-185.

§15-183. Charter schools; application; requirements; immunity; exemptions; renewal of application; reprisal

A. An applicant seeking to establish a charter school shall submit a written application to a proposed sponsor as prescribed in subsection C of this section. The application may include a mission statement for the charter school, a description of the charter school's organizational structure and the governing body, a financial plan for the first three years of operation of the charter school, a description of the charter school's hiring policy, the name of the charter school's applicant or applicants and requested sponsor, a description of the charter school's facility and the location of the school, a description of the grades being served and an outline of criteria designed to measure the effectiveness of the school.

B. The sponsor of a charter school may contract with a public body, private person or private organization for the purpose of establishing a charter school pursuant to this

C. The sponsor of a charter school may be either a school district governing board, the state board of education or the state board for charter schools, subject to the following requirements:

1. An applicant for a charter school may submit its application to a school district governing board, which shall either accept or reject sponsorship of the charter school within ninety days. An applicant may submit a revised application for reconsideration by the governing board. If the governing board rejects the application, the governing board shall notify the applicant in writing of the reasons for the rejection. The applicant may request, and the governing board may provide, technical assistance to improve the application.

2. The applicant may submit the application to the state board of education or the state board for charter schools. The state board of education or the state board for charter schools may approve the application if the application meets the requirements of this article and may approve the charter if the proposed sponsor determines, within its sole discretion, that the applicant is sufficiently qualified to operate a charter school. The state board of education or the state board for charter schools may each approve up to twenty-five charter schools each fiscal year. If the state board of education or the state board for charter schools rejects the preliminary application, the state board of education or the state board for charter schools shall notify the applicant in writing of the reasons for the rejection and of suggestions for improving the application. An applicant may submit a revised application for reconsideration by the state board of education or the state board for charter schools. The applicant may request, and the state board of education or the state board for charter schools may provide, technical assistance to improve the application.
3. Each applicant seeking to establish a charter school shall submit a full set of fingerprints to the approving agency for the purpose of obtaining a state and federal criminal records check. Such records checks shall be conducted pursuant to section 41-1750. The Arizona department of public safety is authorized to exchange this fingerprint data with the federal bureau of investigation. The criminal records check shall be completed prior to the issuance of a charter.
4. All noncertificated personnel shall be fingerprint checked pursuant to section §15-512.

D. A board that is authorized to sponsor charter schools pursuant to this article has no legal authority over or responsibility for a charter school sponsored by a different board. This subsection does not apply to the state board of education's duty to exercise general supervision over the public school system pursuant to section §15-203, subsection A, paragraph 1.

E. The charter of a charter school shall ensure the following:

1. Compliance with federal, state and local rules, regulations and statutes relating to health, safety, civil rights and insurance. The department of education shall publish a list of relevant rules, regulations and statutes to notify charter schools of their responsibilities under this paragraph.

2. That it is nonsectarian in its programs, admission policies and employment practices and all other operations.

3. That it provides a comprehensive program of instruction for at least a kindergarten program or any grade between grades one and twelve, except that a school may offer this curriculum with an emphasis on a specific learning philosophy or style or certain subject areas such as mathematics, science, fine arts, performance arts or foreign language.

4. That it designs a method to measure pupil progress, toward the pupil outcomes adopted by the state board of education pursuant to section §15-741.01 including participation in the Arizona instrument to measure standards test and the nationally standardized norm-referenced achievement test as designated by the state board and the completion and distribution of an annual report card as prescribed in chapter 7, article 3 of this title.

5. That, except as provided in this article and in its charter, it is exempt from all statutes and rules relating to schools, governing boards and school districts.

6. That, except as provided in this article, it is subject to the same financial requirements as a school district including the uniform system of financial records as prescribed in chapter 2, article 4 of this title, procurement rules as prescribed in section §15-213 and audit requirements. The auditor general shall conduct a comprehensive review and revision of the uniform system of financial records to ensure that the provisions of the uniform system of financial records that relate to charter schools are in accordance with commonly accepted accounting principles used by private business. A school's charter may include exceptions to the requirements of this paragraph that are necessary as determined by the district governing board, the state board of education or the state board for charter schools. The department of education or the office of the auditor general may conduct financial, program or compliance audits.

7. Compliance with all federal and state laws relating to the education of children with disabilities in the same manner as a school district.

8. That it provides for a governing body for the charter school that is responsible for the policy and operational decisions of the charter school.

F. The charter of a charter school shall include a description of the charter school's personnel policies, personnel qualifications and method of school governance and the specific role and duties of the sponsor of the charter school.

G. The charter of a charter school may be amended at the request of the governing body of the charter school and on the approval of the sponsor.

H. Charter schools may contract, sue and be sued.

I. An approved plan to establish a charter school is effective for fifteen years from the first day of operation. At the conclusion of the first fourteen years of operation, the charter school may apply for renewal. The sponsor may deny the request for renewal if, in its judgment, the charter school has failed to complete the obligations of the contract or has failed to comply with this article. A sponsor shall give written notice of its intent not to renew the charter school's request for renewal to the charter school at least twelve months before the expiration of the approved plan to allow the charter school an opportunity to apply to another sponsor to transfer the operation of the charter school. If the operation of the charter school is transferred to another sponsor, the fifteen year period shall be repeated. A sponsor shall review a charter at five year intervals and may revoke a charter at any time if the charter school breaches one or more provisions of its charter. At least ninety days before the effective date of the proposed revocation the sponsor shall give written notice to the operator of the charter school of its intent to revoke the charter. Notice of the sponsor's intent to revoke the charter shall be delivered personally to the operator of the charter school or sent by certified mail, return receipt requested, to the address of the charter school. The notice shall incorporate a statement of reasons for the proposed revocation of the charter. The sponsor shall allow the charter school at least ninety days to correct the problems associated with the reasons for the proposed revocation of the charter. The final determination of whether to revoke the charter shall be made at a public hearing called for such purpose.

J. After renewal of the charter at the end of the fifteen year period described in subsection I of this section, the charter may be renewed for successive periods of fifteen years if the charter school and its sponsor deem that the school is in compliance with its own charter and the provisions of this article.

K. A charter school that is sponsored by the state board of education or the state board for charter schools may not be located on the property of a school district unless the district governing board grants this authority.

L. A governing board or a school district employee who has control over personnel actions shall not take unlawful reprisal against another employee of the school district because the employee is directly or indirectly involved in an application to establish a charter school. A governing board or a school district employee shall not take unlawful reprisal against an educational program of the school or the school district because an application to establish a charter school proposes the conversion of all or a portion of the educational program to a charter school. As used in this subsection, "unlawful reprisal" means an action that is taken by a governing board or a school district employee a[illegible]irect result of a lawful application to establish a charter school and that is a[illegible]rse to another employee or an education program and:

1. With respect to a school district employee, results in one or more of the following:

   (a) Disciplinary or corrective action.
   (b) Detail, transfer or reassignment.
   (c) Suspension, demotion or dismissal.
   (d) An unfavorable performance evaluation.
   (e) A reduction in pay, benefits or awards.
   (f) Elimination of the employee's position without a reduction in force by reason of lack of monies or work.
   (g) Other significant changes in duties or responsibilities that are inconsistent with the employee's salary or employment classification.

2. With respect to an educational program, results in one or more of the following:

   (a) Suspension or termination of the program.
   (b) Transfer or reassignment of the program to a less favorable department.
   (c) Relocation of the program to a less favorable site within the school or school district.
   (d) Significant reduction or termination of funding for the program.

M. Charter schools shall secure insurance for liability and property loss. The governing body of a charter school that is sponsored by the state board of education or the state board for charter schools may enter into an intergovernmental agreement or otherwise contract to participate in an insurance program offered by a risk retention pool established pursuant to section 11-952.01 or the charter school may secure its own insurance coverage. The pool may charge the requesting charter school reasonable fees for any services it performs in connection with the insurance program.

N. Charter schools do not have the authority to acquire property by eminent domain.

O. A school district governing board and its agents and employees are not liable for any acts or omissions of a charter school that is sponsored by the school district, including acts or omissions relating to the application submitted by the charter school, the charter of the charter school, the operation of the charter school and the performance of the charter school.

P. A sponsor other than a school district governing board, including members, officers and employees of the sponsor, are immune from personal liability for all acts done and actions taken in good faith within the scope of their authority during duly constituted regular and special meetings.

Q. Charter school sponsors and this state are not liable for the debts or financial obligations of a charter school or persons who operate charter schools.

R. The sponsor of a charter school shall establish procedures to conduct administrative hearings upon determination by the sponsor that grounds exist to revoke a charter. Procedures for administrative hearings shall be similar to procedures prescribed for adjudicative proceedings in title 41, chapter 6, article 10. Final decisions of the state board of education and the state board for charter schools from hearings conducted pursuant to this subsection are subject to judicial review pursuant to title 41, chapter 6, article 10.

S. The sponsoring entity of a charter school shall have oversight and administrative responsibility for the charter schools that it sponsors.
T. Charter schools may pledge, assign or encumber their assets to be used as collateral for loans or extensions of credit.

U. All property accumulated by a charter school shall remain the property of the charter school.

V. Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement.

§15-761. Definitions

In this article, unless the context otherwise requires:

1. "Autism" means a developmental disability that significantly affects verbal and nonverbal communication and social interaction, that is generally evident before the age of three and that adversely affects educational performance. Characteristics include irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. Autism does not include children with characteristics of emotional disability as defined in this section.

2. "Child with a disability" means a child who is at least three but less than twenty-two years of age, who has been evaluated pursuant to section §15-766 and found to have at least one of the following disabilities and who, because of the disability, needs special education and related services:

   (a) Autism.
   (b) Emotional disability.
   (c) Hearing impairment.
   (d) Other health impairments.
   (e) Specific learning disability.
   (f) Mild, moderate or severe mental retardation.
   (g) Multiple disabilities.
   (h) Multiple disabilities with severe sensory impairment.
   (i) Orthopedic impairment.
   (j) Preschool moderate delay.
   (k) Preschool severe delay.
   (l) Preschool speech/language delay.
   (m) Speech/language impairment.
   (n) Traumatic brain injury.
   (o) Visual impairment.

3. "Educational disadvantage" means a condition which has limited a child's opportunity for educational experience resulting in a child, who does not have a disability as defined in this section, achieving less than a normal level of learning development.

4. "Eligibility for special education" means the pupil must have one of the disabilities contained in paragraph 2 of this section and must also require special education services in order to benefit from an educational program.

5. "Emotional disability":

   (a) Means a condition whereby a child exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's performance in the educational environment:

      i. An inability to learn which cannot be explained by intellectual, sensory or health factors.
      ii. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
      iii. Inappropriate types of behavior or feelings under normal circumstances.

iv. A general pervasive mood of unhappiness or depression.

v. A tendency to develop physical symptoms or fears associated with personal or school problems.

(b) Includes children who are schizophrenic but does not include children who are socially maladjusted unless they are also determined to have an emotional disability as determined by evaluation as provided in section §15-766.

6. "Exceptional child" means a gifted child or a child with a disability.

7. "Gifted child" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special instruction or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability.

8. "Hearing impairment" means a hearing impairment, as determined by evaluation pursuant to section §15-766, which interferes with the child's performance in the educational environment and requires the provision of special education and related services.

9. "Home school district" means the school district in which the person resides who has legal custody of the child, as provided in section §15-824, subsection B. If the child is a ward of the state and a specific person does not have legal custody of the child, the home school district is the district that the child last attended or, if the child has not previously attended a public school in this state, the school district within which the child currently resides.

10. "Individualized education program" means a written statement for providing special education services to a child with a disability that includes the pupil's present levels of educational performance, the annual goals and the short-term measurable objectives for evaluating progress toward those goals and the specific special education and related services to be provided.

11. "Individualized education program team" means a team of persons who are knowledgeable about the child, including the parent, and whose task is to write an appropriate educational program for the child, based on the evaluation results.

12. "Mental retardation" means a significant impairment of general intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects the child's performance in the educational environment.

13. "Mild mental retardation" means performance on standard measures of intellectual and adaptive behavior between two and three standard deviations below the mean for children of the same age.

14. "Moderate mental retardation" means performance on standard measures of intellectual and adaptive behavior between three and four standard deviations below the mean for children of the same age.

15. "Multidisciplinary evaluation team" means a team of persons, including at least one teacher or other specialist with knowledge in the area of the suspected disability, that determines whether a child is eligible for special education based on evaluation results.

16. "Multiple disabilities" means learning and developmental problems resulting from multiple disabilities as determined by evaluation pursuant to section §15-766 that cannot be provided for adequately in a program designed to meet the needs of children with less complex disabilities. Multiple disabilities include any of the following conditions that require the provision of special education and related services:

(a) Two or more of the following conditions:

i. Hearing impairment.
ii. Orthopedic impairment.
iii. Moderate mental retardation.
iv. Visual impairment.

(b) A child with a disability listed in subdivision (a) of this paragraph existing concurrently with a condition of mild mental retardation, emotional disability or specific learning disability.

17. "Multiple disabilities with severe sensory impairment" means multiple disabilities that include at least one of the following:

(a) Severe visual impairment or severe hearing impairment in combination with another severe disability.
(b) Severe visual impairment and severe hearing impairment.

18. "Orthopedic impairment" means one or more severe orthopedic impairments and includes those that are caused by congenital anomaly, disease and other causes, such as amputation or cerebral palsy, and that adversely affect a child's performance in the educational environment.

19. "Other health impairments" means limited strength, vitality or alertness due to chronic or acute health problems which adversely affect a pupil's educational performance.

20. "Out-of-home care" means the placement of a child with a disability outside of the home environment and includes twenty-four hour residential care, group care or foster care on either a full-time or part-time basis.

21. "Parent" means the natural or adoptive parent of a child, the legal guardian of a child, a relative with whom a child resides and who is acting as the parent of that child or a surrogate parent who has been appointed for a child pursuant to section §15-763.01.

22. "Preschool child" means a child who is at least three years of age but who has not reached the required age for kindergarten, subject to section §15-771, subsection F.

23. "Preschool moderate delay" means performance by a preschool child on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:

(a) Cognitive development.
(b) Physical development.
(c) Communication development.
(d) Social or emotional development.
(e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

24. "Preschool severe delay" means performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas:

(a) Cognitive development.
(b) Physical development.
(c) Communication development.
(d) Social or emotional development.
(e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

25. "Preschool speech/language delay" means performance by a preschool child on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. Eligibility under this paragraph is appropriate only if a comprehensive developmental assessment or norm-referenced assessment and parental input indicate that the child is not eligible for services under another preschool category. The evaluation team shall determine eligibility based on a preponderance of the information presented.

26. "Prior written notice" means notice that includes a description of the action proposed or refused by the school, an explanation of why the school proposes or refuses to take the action, a description of any options the school considered and the reasons why those options were rejected, a description of each evaluation procedure, test, record or report the school used as a basis for the proposal or refusal, a description of any other factors that were relevant to the school's proposal or refusal and a full explanation of all of the procedural safeguards available to the parent.

27. "Related services" means those supportive services that are required to assist a child with a disability who is eligible to receive special education services in order for the child to benefit from special education.

28. "Residential special education placement" means the placement of a child with a disability in a public or private residential program, as provided in section §15-765, subsection G, in order to provide necessary special education and related services as specified in the child's individualized education program.

29. "Severe mental retardation" means performance on standard measures of intellectual and adaptive behavior measures at leastfour standard deviations below the mean for children of the same age.

30. "Special education" means the adjustment of the environmental factors, modification of the course of study and adaptation of teaching methods, materials and techniques to provide educationally for those children who are gifted or disabled to such an extent that they need special education in order to receive educational benefit. Difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is spoken primarily or exclusively shall not be considered a disability that requires special education.

31. "Special education referral" means a written request for an evaluation to determine whether a pupil is eligible for special education services that, for referrals not initiated by a parent, includes documentation of appropriate efforts to educate the pupil in the regular education program.
32. "Specific learning disability" means a specific learning disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, minimal brain dysfunction, dyslexia and aphasia. The term does not include learning problems which are primarily the result of visual, hearing, motor or emotional disabilities, of mental retardation or of environmental, cultural or economic disadvantage.

33. "Speech/language impairment" means a communication disorder such as stuttering, impaired articulation, severe disorders of syntax, semantics or vocabulary, or functional language skills, or a voice impairment, as determined by evaluation pursuant to section §15-766, to the extent that it calls attention to itself, interferes with communication or causes a child to be maladjusted.

34. "State placing agency" has the same meaning as prescribed in section §15-1181.

35. "Surrogate parent" means a person who has been appointed by the court pursuant to section §15-763.01 in order to represent a child in decisions regarding special education.

36. "Traumatic brain injury" means an acquired injury to the brain that is caused by an external physical force and that results in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to open or closed head injuries resulting in mild, moderate or severe impairments in one or more areas, including cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

37. "Visual impairment" means a visual impairment, as determined by evaluation pursuant to section §15-766, that interferes with the child's performance in the educational environment and that requires the provision of special education and related services.

§15-762. Division of special education

The division of special education as provided in chapter 2, article 2 of this title shall carry out the provisions of this article subject to the superintendent of public instruction.

§15-763. Plan for providing special education

All school districts shall develop a district plan for providing special education to all handicapped children within the district and submit it to the state board of education for approval. All handicapped children shall receive special education programming commensurate with their abilities and needs.

§15-763.01. Surrogate parent; appointment

A. A petition for the appointment of a surrogate parent for a handicapped child shall be made to a court of competent jurisdiction if any of the following conditions have been met:

1. No parent can be identified.
2. A public agency cannot determine the whereabouts of a parent, after having made three documented and reasonable attempts.
3. The child is a ward of the state.

B. In order for a person to be eligible to receive an appointment as a surrogate parent for a handicapped child all of the following must be true:

1. The person shall be determined by the court to possess knowledge and skills that will ensure adequate representation of the child.

2. The person may not be an employee of a state agency if that agency is involved in the education or care of the child.
3. The person may not have any interests that would conflict with the best interests of the child.

C. A foster parent may petition the court to receive an appointment as a surrogate parent for a handicapped child. The court is responsible for determining whether a particular individual is able to act as a foster parent and also represent the best interest of the child as a surrogate parent.

D. A person who is appointed as a surrogate parent for a handicapped child shall not be deemed to be an employee of the state solely as a result of serving as a surrogate parent and receiving compensation for that service.

§15-764. Powers of the school district governing board or county school superintendent

A. The governing board of each school district or the county school superintendent shall:

1. Provide special education and related services for all children with disabilities and make such programs and services available to all eligible children with disabilities who are at least three but less than twenty-two years of age.

2. Employ supportive special personnel, which may include a director of special education, for the operation of special school programs and services for exceptional children.

3. To the extent appropriate, educate children with disabilities in the regular education classes. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment shall occur only if, and to the extent that, the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily.

4. Provide necessary specialized transportation in connection with any educational program, class or service as required by the pupil's individualized education program.

5. Establish policy with regard to allowable pupil-teacher ratios and pupil-staff ratios within the school district or county for provision of special education services.

B. The special education programs and services established pursuant to this section and section §15-765 shall be conducted only in a school facility which houses regular education classes or in other facilities approved by the division of special education.

C. The governing board of each school district shall provide special education to gifted pupils identified as provided in section §15-770. Special education for gifted pupils shall only include expanding academic course offerings and supplemental services as may be required to provide an educational program which is commensurate with the academic abilities and potentials of the gifted pupil.

D. The governing board may modify the course of study and adapt teaching methods, materials and techniques to provide educationally for those pupils who are gifted and possess superior intellect or advanced learning ability, or both, but may have an educational disadvantage resulting from a disability or a difficulty in writing, speaking or understanding the English language due to an environmental background wherein a language other than English is primarily or exclusively spoken. Programs and services provided for gifted pupils as provided in this subsection may not be separate from programs provided for other gifted pupils, and may not be provided in facilities separate from the facilities used for other gifted pupils. Identification of gifted pupils as provided in this subsection shall be based on tests or subtests that are demonstrated to be effective with special populations including those with a disability or difficulty with the English language.

E. The governing body of each school district, county or agency involved in intergovernmental agreements may:

1. In cooperation with another school district or districts, establish special education programs for exceptional children. When two or more governing bodies determine to carry out by joint agreement the duties in regard to the special education programs for exceptional children, the governing bodies shall, in accordance with state law and the rules of the division of special education, establish a written agreement for the provision of services. In such agreements, one governing body of each school district, agency involved in intergovernmental agreements or the county shall administer the program in accordance with the contract agreement between the school districts. Tuition students may be included in the agreement. The agreement may also include lease-purchase of facilities for the special education programs for exceptional children.

2. Establish work-experience programs in accordance with rules of the division of special education. The work-experience programs shall consist of classroom instruction, evaluation, training and part-time employment. The evaluation, training and part-time employment may take place on or off the school campus, in or out of the school district, but must be under supervision of certified school personnel. Students enrolled in the work-experience program shall be at least sixteen years of age. Time in a work-experience program shall be counted as attendance at school to qualify for appropriations provided by section §15-769. All work-experience programs must have the approval of the division of special education.

F. The county school superintendent may, upon approval of the division of special education, establish special education programs in the county accommodation schools under the jurisdiction of the superintendent or may cooperate with other school districts by agreement to provide such services for such special programs in accordance with the rules of the division of special education. At the beginning of each school year the county school superintendent shall present an estimate of the current year's accommodation school exceptional programs tuition cost to each school district that has signed an agreement to use the services of the accommodation school. The tuition shall be the estimated per capita cost based on the number of pupils that each school district has estimated will enroll in the program, and the school district shall pay the tuition quarterly in advance on July 1, October 1, January 1 and April 1. Increases in enrollment during the school year over the school district's estimate of July 1 shall cause the tuition charges to be adjusted accordingly. In the event of overpayment by the school district of residence, the necessary adjustment shall be made at the close of the school year.

§15-765. Special education in rehabilitation, corrective or other state and county supported institutions, facilities or homes

A. For the purposes of this section and section §15-764, children with disabilities who are being provided with special education in rehabilitation, corrective or other state and county supported institutions or facilities are the responsibility of that institution or facility, including children with disabilities who are not enrolled in a residential program and who are being furnished with daily transportation. Special education programs at the institution or facility shall conform to the conditions and standards prescribed by the director of the division of special education.

B. Notwithstanding the provisions of subsection A of this section, the department of economic security or the department of health services may request on behalf of a school-age child with a disability residing in a residential facility or foster home operated or supported by the department of economic security or the department of health services that the school district in which the facility or home is located enroll the school-age child in the district, subject to section §15-825. The school district shall, upon the request by the department of economic security or the department of health services, enroll the child and provide any necessary special education and related services, subject to section §15-766. A school district in which a child with a disability is enrolled shall coordinate the development of an individualized education program with the development of an individual program or treatment plan. The provision of special education and related services to a child with a disability may be subject to the provisions of subsection D of this section.

C. Before any placement is made in facilities described in this section, the school district of residence shall insure that a full continuum of alternative placements is available to meet the needs of children with disabilities and that the proposed placement is the least restrictive environment in which appropriate education services can be provided to the child.

D. A school district or county school superintendent may contract with, and make payments to, other public or private schools, institutions and agencies approved by the division of special education, within or without the school district or county, for the education of and provision of services to children with disabilities if the provisions of section §15-766 and the conditions and standards prescribed by the division of special education have been met and if unable to provide satisfactory education and services through its own facilities and personnel in accordance with the rules prescribed by the state board of education. No school district may contract or make payments under the authority of this section or section §15-764 or any other provisions of law for the residential or educational costs of placement of children with disabilities in an approved private special education school, institution or agency unless the children are evaluated and placed by a school district. The following special provisions apply in order to qualify for the group B ED-P weight:

1. If the child is placed in a private special education program, the chief administrative official of the school district or county or other person designated by the school district or county as responsible for special education shall verify that the pupil is diagnosed with an emotional disability as defined in section §15-761, that no appropriate program exists within the school district or county, as applicable, and that no program can feasibly be instituted by the school district or county, as applicable.

2. If the child is placed in a special program that provides intensive services within a school district, the chief administrative official of the school district or county or other person as designated by the school district or county as responsible for special education shall verify that the pupil placed in such a program is diagnosed with an emotional disability as defined in section §15-761 and that appropriate services cannot be provided in traditional resource and self-contained special education classes.

E. When a state placing agency initially places a pupil in a private residential facility, the home school district must conduct an evaluation pursuant to section §15-766 or review the educational placement of a pupil who has previously been determined eligible for special education services. The school district shall notify the appropriate state placing agency when a child requires an evaluation for possible receipt of services provided by that agency or a residential special education placement. The school district and the state agency shall jointly evaluate the child, including consideration of relevant information from additional sources, including probation or parole officers, caseworkers, guardians ad litem and court appointed special advocates.

F. If the child is not eligible for special education or does not require residential special education placement, sections §15-1182 and §15-1183 apply.

G. If the individualized education program team determines that a residential special education placement is the least restrictive environment in which an appropriate educational program can be provided, the home school district shall submit the following documentation to the department of education:

1. A residential special education voucher application signed by designated representatives of the state placing agency, as defined in section §15-1181, and the home school district, respectively.

2. The educational reasons for recommending the residential special education placement, including an evaluation or addendum to the evaluation that describes the instructional and behavioral interventions that were previously attempted and the educational reasons for recommending the residential special education placement, including documentation that the nature or severity of the disability is such that education in a less restrictive environment is not appropriate.

3. Exit criteria as required in subsection K of this section.

4. That prior written notice for a change in the child's placement was provided.

H. If a residential special education placement is required by the child's individualized education program, the educational component of the residential facility shall be one that is approved by the department of education for the specific special education services required.

I. The residential component of the facility in which the residential special education placement is made shall be licensed by the department of economic security or the department of health services, whichever is appropriate.

J. Following and in accordance with the consensus decision of the individualized education program team as prescribed in section §15-766, a residential special education placement shall be made by the school district and the appropriate state agency. The individualized education program team shall determine whether a residential special education placement is necessary. The state placing agency shall consider the recommendations of the individualized education program team in selecting the specific residential facility. The department of education shall enter into interagency services agreements with the department of economic security or the department of health services to establish a mechanism for resolving disputes if the school district and the department of economic security or the department of health services cannot mutually agree on the specific residential placement to be made. Dispute resolution procedures may not be used to deny or delay residential special education placement.

K. The individualized education program for any child who requires residential special education placement must include exit criteria that indicate when the educational placement of the child shall be reviewed to determine whether the child can be moved to a less restrictive placement.

L. All noneducational and nonmedical costs incurred by the placement of a child with a disability in a private or public school program and concurrent out-of-home care program shall be paid by the department of economic security for those children eligible to receive services through the division of developmental disabilities or the administration for children, youth and families of the department of economic security and by the department of health services for those children eligible to receive services through the division of behavioral health in the department of health services or children's rehabilitation services. Nothing in this section is intended to prevent or limit the department of health services and the department of economic security from joint case management of any child who qualifies for services from both agencies or from sharing the noneducational costs of providing those services. The educational costs incurred by the placement of a child with a disability in an out-of-home care facility shall be paid as follows:

1. Through a residential special education placement voucher as provided in section §15-1184 if the child is determined to require a residential special education placement as defined in section §15-761.

2. Through an initial or continuing residential education voucher if a child is placed in a private residential facility by a state placing agency, as defined in section §15-1181, for care, treatment and safety reasons and the child needs educational services while in that placement.

3. Through a certificate of educational convenience if the child is attending a public school not within the child's school district of residence as provided in section §15-825.

4. By the home school district, pursuant to a contract with a public or private school as provided in subsection D of this section, if the home school district is unable to provide satisfactory education and services through its own facilities and personnel.

M. The department of economic security or the department of health services, whichever is appropriate, shall determine if the child placed for purposes of special education in a private or public school and concurrent out-of-home care is covered by an insurance policy which provides for inpatient or outpatient child or adolescent psychiatric treatment. The appropriate state agency may only pay charges for treatment costs that are not covered by an insurance policy. Notwithstanding any other law, the appropriate state agency may pay for placement costs of the child before the verification of applicable insurance coverage. On the depletion of insurance benefits, the appropriate state agency shall resume payment for all noneducational and nonmedical costs incurred in the treatment of the child. The appropriate state agency may request the child's family to contribute a voluntary amount toward the noneducational and nonmedical costs incurred as a result of residential placement of the child. The amount which the appropriate state agency requests the child's family to contribute shall be based on guidelines in the rules of the appropriate state agency governing the determination of contributions by parents and estates. Nothing in this subsection shall be construed to require parents to incur any costs for required special education and related services or shall be construed to result in a reduction in lifetime insurance benefits available for a child with a disability.

N. If appropriate services are offered by the school district and the parent or the child chooses for the child to attend a private facility, either for day care or for twenty-four hour care, neither the school district nor the respective agency is obligated to assume the cost of the private facility. If residential twenty-four hour care is necessitated by factors

such as the child's home condition and is not related to the special educational needs of the child, the agency responsible for the care of the child is not required to pay any additional costs of room and board and nonmedical expenses pursuant to this section.

§15-766. Evaluation of child for placement in special education program

A. A special education referral shall be made under the direction of the chief administrative official of the school district or county, or such person officially designated as responsible for special education, after consultation with the parent or guardian.

B. Before a child is placed in a special education program an evaluation shall be made of the capabilities and limitations of the child. The evaluation shall be made by a team or group of professional education evaluation specialists with expertise in areas relevant to the child's disabilities or suspected disabilities and under the direction of the chief administrative official of the school district or county or such person officially designated as responsible for special education. The results of the comprehensive evaluation shall be considered by the multidisciplinary evaluation team in determining a pupil's eligibility for special education. The school district or county may conduct joint educational evaluations, directly or indirectly with the department of economic security, the department of health services, the department of juvenile corrections and the juvenile courts, or the school district may contract with any state agency or department for all or a portion of the components of the educational evaluations required by this section. The determination of eligibility for special education services is solely the responsibility of the multidisciplinary evaluation team. The evaluation pursuant to this section shall contain in writing, but is not limited to:

1. Reason for referral.
2. Educationally relevant medical information.
3. Educational history of the child including complete documentation of efforts to educate the child in the regular classroom.
4. Determination whether the child's educational problems are related to or resulting from reasons of educational disadvantage.
5. Developmental history of the child.
6. Types of tests administered to the child and results of such tests.
7. Other relevant information provided by the parent.
8. General recommendations regarding areas to be addressed in the child's educational program.

C. The results of the evaluation shall be submitted in writing and with recommendations to the chief administrative official of the school district or county or to such person designated by the chief administrative official as responsible for special education.

D. Any of the educational evaluation components enumerated in subsection B that are less than three years old and are appropriate to consider under the specific circumstances may be shared by and among state agencies for the purpose of expediting completion of the evaluation and placement process.

E. In determining placement the following persons shall be consulted by the chief administrative official of the school district or county or such person officially designated as responsible for special education:

1. The school principal.
2. A person responsible for administering or conducting special education courses in the school or school district and a special education teacher who may provide the special services designed for the child.
3. A teacher who currently has been instructing the child.
4. A person who is licensed, certificated or otherwise qualified pursuant to state rules in the area of the child's suspected handicap.
5. A parent or guardian of the child and, whenever appropriate, such child.

6. If the child has been referred to a state agency for an evaluation for services and residential placement is a possibility, a representative of the state agency responsible for noneducational costs of the residential program.
7. Other individuals at the discretion of the parent, school district or county.

F. The chief administrative official of the school district or county or such person officially designated as responsible for special education shall place the child, based upon the consensus recommendation of the individualized education program team and subject to due process pursuant to 20 United States Code section 1415, except that no child shall be placed in a special education program without the approval of his parent or guardian, or retained in such a program without actual notice to the parent or guardian. Placement may be made or changed pursuant to a hearing officer's decision under 20 United States Code section 1415 or an order from a court of competent jurisdiction. The state board of education shall adopt rules to provide a parent or guardian the opportunity to appeal the selection of a specific hearing officer. The state board of education shall adopt rules prescribing minimum standards for hearing officers and prescribing training requirements for hearing officers.

§15-767. Review of special education placement; report of educational progress

The placement of a child in a special education program shall be reviewed by the chief administrative official of the school district or county or such person officially designated as responsible for special education at least once each year, and a copy of the results of the review shall be submitted to the parent or guardian of the child. The educational progress of a child in a special education program shall be reviewed and reported to the parent or the guardian of the child at least once each semester.

§15-771. Preschool programs for handicapped children; definition

A. Each school district shall make available an educational program for preschool children with disabilities who reside in the school district and who are not already receiving services that have been provided through the department of education. The state board of education shall prescribe rules for use by school districts in the provision of educational programs for preschool children with disabilities. School districts are required to make available educational programs for and, for the purposes of calculating average daily attendance and average daily membership, may count only those preschool children who meet the definition of one of the following conditions:

1. Hearing impairment.
2. Visual impairment.
3. Preschool moderate delay.
4. Preschool severe delay.
5. Preschool speech/language delay.

The school district may make available an educational program for speech or language impaired preschool children whose performance on a standardized language test measures one and one-half standard deviations, or less, below the mean for children of their chronological age. The superintendent of public instruction shall prescribe guidelines for the eligibility of speech or language impaired children, except that eligibility under this subsection is appropriate only when a comprehensive developmental assessment or norm-referenced assessment and parental input indicate that the child is not eligible for services under another preschool category.

B. The state board of education shall annually distribute to school districts at least twenty-five per cent of the monies it receives under 20 United States Code section 1411(c)(2) for preschool programs for children with disabilities. The state board shall prescribe rules for the distribution of the monies to school districts.

C. The governing board of a school district may submit a proposal to the state board of education as prescribed by the state board to receive monies for preschool programs for children with disabilities as provided in this section. A school district which receives monies as provided in this section shall include the monies in the special projects section of the budget as provided in section §15-903, subsection G.

D. All school districts shall cooperate, if appropriate, with community organizations that provide services to preschool children with disabilities in the provision of the district's preschool program for children with disabilities.

E. A school district may not admit a child to a preschool program for children with disabilities unless the child is evaluated and recommended for placement as provided in sections §15-766 and §15-767.

F. For purposes of this section, "preschool child" means a child who is at least three years of age but who has not reached the age required for kindergarten. A preschool child is three years of age as of the date of the child's third birthday. The governing board of a school district may admit otherwise eligible children who are within ninety days of their third birthday, if it is determined to be in the best interest of the individual child. Children who are admitted to programs for preschool children prior to their third birthday are entitled to the same provision of services as if they were three years of age. The governing board of a school district is not eligible for state or federal funding for a child who is admitted prior to the child's third birthday until the date of the child's third birthday.

§15-821. Admission of children; required age

A. Unless otherwise provided by article 1.1 of this chapter or by any other provision of law, all schools shall admit children between the ages of six and twenty-one years who reside in the school district and who meet the requirements for enrollment in one of the grades or programs offered in the school.

B. If a preschool program for children with disabilities is maintained, a child is eligible for admission as prescribed in section §15-771.

C. If a kindergarten program is maintained, a child is eligible for admission to kindergarten if the child is five years of age. A child is deemed five years of age if the child reaches the age of five before September 1 of the current school year. A child is eligible for admission to first grade if the child is six years of age. A child is deemed six years of age if the child reaches the age of six before September 1 of the current school year. The governing board may admit children who have not reached the required age as prescribed by this subsection if it is determined to be in the best interest of the children. For children entering the first grade, such determination shall be based upon one or more consultations with the parent, parents, guardian or guardians, the children, the teacher and the school principal. Such children must reach the required age of five for kindergarten and six for first grade by January 1 of the current school year.

§15-841. Responsibilities of pupils; certain causes for expulsion; effect of expulsion on admittance to another school district; alternative education programs; mandatory expulsion for bringing firearm to school; community service; placement review committee

A. Pupils shall comply with the rules, pursue the required course of study and submit to the authority of the teachers, the administrators and the governing board. A teacher may send a pupil to the principal's office in order to maintain effective discipline in the classroom. If a pupil is sent to the principal's office pursuant to this subsection, the principal shall employ appropriate discipline management techniques that are consistent with rules adopted by the school district governing board. A teacher may remove a pupil from the classroom if either of the following conditions exist:

1. The teacher has documented that the pupil has repeatedly interfered with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.

2. The teacher has determined that the pupil's behavior is so unruly, disruptive or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other pupils in the classroom or with the ability of the other pupils to learn.

B. A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior which includes use or display of a dangerous instrument or a deadly weapon as defined in section 13-105, use or possession of a gun, or excessive absenteeism. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section §15-802. A school district may expel pupils for actions other than those listed in this subsection as the school district deems appropriate.

C. A school district may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

D. A school district may annually or upon the request of any pupil or the parent or guardian review the reasons for expulsion and consider readmission.

E. As an alternative to suspension or expulsion, the school district may reassign any pupil to an alternative education program if good cause exists for expulsion or for a long-term suspension.

F. A school district may also reassign a pupil to an alternative educational program if the pupil refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the governing board.

G. A school district or charter school shall expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school within the jurisdiction of the school district or the charter school, except that the school district or charter school may modify this expulsion requirement for a student on a case by case basis. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420). For the purposes of this subsection:

1. "Expel" may include removing a pupil from a regular school setting and providing educational services in an alternative setting.

2. "Firearm" means a firearm as defined in 18 United States Code section 921.

H. School districts may develop a program that will allow pupils to perform community service as an alternative to suspension. The community service may be performed on school grounds or at any other designated area.

I. Each school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher's class and to make recommendations to the governing board regarding the readmission of expelled pupils. The process for determining the placement of a pupil in a new class or replacement in the existing class shall not exceed three business days from the date the pupil was first removed from the existing class. The principal shall not return a pupil to the classroom from which the pupil was removed without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission.

§15-842. Damage to school property; suspension or expulsion of pupil; liability of parent

A. A pupil who cuts, defaces or otherwise injures any school property may be suspended or expelled.

B. Upon complaint of the governing board, the parents or guardians of minors who have injured school property shall be liable for all damages caused by their children or wards.

§15-843. Pupil disciplinary proceedings

A. No action concerning discipline, suspension or expulsion of a pupil is subject to the provisions of title 38, chapter 3, article 3.1, except that the governing board of a school district shall post regular notice and shall take minutes of any hearing held by the governing board concerning the discipline, suspension or expulsion of a pupil.

B. The governing board of any school district shall, in consultation with the teachers and parents of the school district, prescribe rules for the discipline, suspension and expulsion of pupils. The rules shall include at least the following:

1. Penalties for excessive pupil absenteeism including failure in a subject, failure to pass a grade, suspension or expulsion.
2. Procedures for the use of corporal punishment if allowed by the governing board.
3. Procedures for the reasonable use of physical force by certificated or classified personnel in self-defense, defense of others and defense of property.
4. Procedures for dealing with pupils who have committed or are believed to have committed a crime.
5. A notice and hearing procedure for cases concerning the suspension of a pupil for more than ten days.
6. Procedures for appeal to the governing board of the suspension of a pupil for more than ten days, if the decision to suspend the pupil was not made by the governing board.
7. Procedures for appeal of the recommendation of the hearing officer or officers designated by the board as provided in subsection F at the time the board considers the recommendation.

C. Penalties adopted under subsection B, paragraph 1 for excessive absenteeism shall not be applied to pupils who have completed the course requirements and whose absence from school is due solely to illness, disease or accident as certified by a person licensed under title 32, chapter 7, 13 or 17.

D. The governing board shall:

1. Support and assist teachers in the implementation and enforcement of the rules prescribed in subsection B.
2. Develop procedures allowing teachers and principals to recommend the suspension or expulsion of pupils.
3. Develop procedures allowing teachers and principals to temporarily remove disruptive pupils from a class.
4. Delegate to the principal the authority to remove a disruptive pupil from the classroom.

E. If a pupil withdraws from school after receiving notice of possible action concerning discipline, expulsion or suspension, the governing board may continue with the action after the withdrawal and may record the results of such action in the pupil's permanent file.

F. In all action concerning the expulsion of a pupil, the governing board of a school district shall:

1. Be notified of the intended action.

2. Decide, in executive session, whether to hold a hearing or to designate one or more hearing officers to hold a hearing to hear the evidence, prepare a record and bring a recommendation to the board for action and whether the hearing shall be held in executive session.

3. Give written notice, at least five working days prior to the hearing by the governing board or the hearing officer or officers designated by the governing board, to all pupils subject to expulsion and their parents or guardians of the date, time and place of the hearing. If the governing board decides that the hearing is to be held in executive session, the written notice shall include a statement of the right of the parents or legal guardians or an emancipated pupil subject to expulsion to indicate their objection to the governing board's decision to have the hearing held in executive session. Objections shall be made in writing to the governing board.

G. If a parent, legal guardian or emancipated pupil subject to expulsion disagrees that the hearing should be held in executive session, then it shall be held in an open meeting unless:

1. If only one pupil is subject to expulsion and disagreement exists between that pupil's parents or legal guardians, the governing board, after consultations with the pupil's parents or legal guardians or the emancipated pupil, shall decide in executive session whether the hearing will be in executive session.

2. If more than one pupil is subject to expulsion and disagreement exists between the parents or guardians of different pupils, then separate hearings shall be held subject to the provisions of this section.

H. Nothing in this section shall be construed to prevent the pupil who is subject to expulsion or suspension, and the pupil's parents or legal guardians and legal counsel, from attending any executive session pertaining to the proposed disciplinary action, from having access to the minutes and testimony of the executive session or from recording the session at the parent's or legal guardian's expense.

I. In schools employing a superintendent or a principal, the authority to suspend a pupil from school is vested in the superintendent, principal or other school officials granted this power by the governing board of the school district.

J. In schools that do not have a superintendent or principal, a teacher may suspend a pupil from school.

K. In all cases of suspension, it shall be for good cause and shall be reported within five days to the governing board by the superintendent or the person imposing the suspension.

L. A teacher who fails to comply with this section is guilty of unprofessional conduct and his certificate shall be revoked.

M. The principal of each school shall insure that a copy of all rules pertaining to discipline, suspension and expulsion of pupils is distributed to the parents of each pupil at the time the pupil is enrolled in school.

N. The principal of each school shall insure that all rules pertaining to the discipline, suspension and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

§15-844. Suspension and expulsion proceedings for handicapped pupils

Notwithstanding sections §15-841, §15-842 and §15-843, the suspension or expulsion of children with disabilities, as defined in section §15-761, shall be in accordance with rules which are prescribed by the state board of education and which shall incorporate the change of placement requirements of the individuals with disabilities education act (20 United States Code sections 1410 through 1485) and applicable case law regarding suspension and expulsion of children with disabilities.

§15-881. Extended school year programs for handicapped pupils; eligibility and program structure; definition

A. Each school district shall make an extended school year program available to all handicapped pupils for whom such a program is necessary in order to either:

1. Prevent irreparable harm to the pupil's ability to maintain identified skills or behavior.

2. Accommodate critical learning periods for pupils who are unlikely to receive another opportunity to learn or generalize targeted skills or behavior.

B. The state board of education shall prescribe rules for use by school districts in determining the eligibility of handicapped pupils for an extended school year program. The rules adopted by the state board pursuant to this subsection shall include the following criteria for determining the eligibility of handicapped pupils in an extended school year program:

1. Regression-recoupment factors.
2. Critical learning stages.
3. Least restrictive environment considerations.
4. Teacher and parent interviews and recommendations.
5. Data-based observations of the pupil.
6. Considerations of the pupil's previous history.
7. Parental skills and abilities.
8. Factors that are inappropriate considerations for eligibility.
9. Any other considerations deemed necessary and appropriate by the state board of education.

C. Rules that are adopted pursuant to subsection B of this section shall clarify that attendance in the program is not compulsory, that the program is not required for all handicapped pupils and that eligibility for participation in the program is not based on need or desire for any of the following:

1. A day care or respite care service for handicapped pupils.
2. A program to maximize the academic potential of a handicapped pupil.
3. A summer recreation program for handicapped pupils.

D. For purposes of this section "extended school year" means additional special education and related services for handicapped pupils to supplement the normal school year which are provided as part of a free and appropriate public education as defined in P.L. 94-142.

§15-913. Education program; juvenile detention centers

A. Each county that operates a juvenile detention center shall offer an education program to serve all school-age children in its juvenile detention center. The county school superintendent and the presiding juvenile court judge in each county shall agree on the method of delivery of the juvenile detention center education program.

B. The state board of education shall prescribe standards and achievement testing requirements for county juvenile detention center education programs that shall attempt to ensure that the programs are compatible with public school education goals and requirements. The county school superintendent shall attempt to coordinate the program with each pupil's school district of residence to assist the pupil's transition back to the school district at the appropriate time.

C. A county may operate its juvenile detention center education program through an existing accommodation school.

D. If a county chooses not to operate its juvenile detention center education program through an existing accommodation school, the county school superintendent may establish a detention center education fund to provide financial support to the program. The detention center education fund for each program shall consist of a base amount plus a variable amount. For fiscal year 1994-1995 the base amount is twenty thousand dollars and the variable amount shall be determined pursuant to subsection E of this section.

E. Beginning with fiscal year 1995-1996 the base amount is the amount for the prior year adjusted by the growth rate prescribed by law, subject to appropriation. The county treasurer shall deposit the appropriate amount into the detention center education fund from monies that are collected from the tax levy for county equalization assistance for education pursuant to section §15-994 after the monies are used pursuant to section §15-365, subsection F and before the monies are used to provide equalization assistance for education pursuant to section §15-971, subsection C, except that if a county detention center education program serves more than one county, payment into the fund shall be pursuant to subsection F of this section.

The variable amount shall be determined as follows:

1. Determine the number of days in the prior fiscal year that each child who had been in the detention center for more than forty-eight hours received an instructional program of at least two hundred forty minutes. No school district may count a child as being in attendance in that school district on a day that the child is counted for the purposes of this paragraph.

2. Multiply the number of days determined under paragraph 1 of this subsection by the following amount:

   (a) For fiscal year 1994-1995, fifteen dollars.

   (b) For fiscal year 1995-1996 and thereafter, the amount for the prior year adjusted by the growth rate prescribed by law, subject to appropriation.

3. For each child with a disability as defined in section §15-761 who had been in the detention center for more than forty-eight hours:

   (a) Determine the amount prescribed in section §15-1204, subsection E, paragraph 1 or 2 and add one hundred dollars for capital outlay costs.

   (b) Divide the sum determined under subdivision (a) of this paragraph by one hundred seventy-five.

   (c) Subtract the amount prescribed in paragraph 2, subdivision (a) or (b) of this subsection from the quotient determined in subdivision (b) of this paragraph.

   (d) Determine the number of days in the prior fiscal year that the child received an instructional program of at least two hundred forty minutes.

   (e) Multiply the amount determined in subdivision (d) of this paragraph by the difference determined in subdivision (c) of this paragraph.

4. Add the amounts determined in paragraph 3 of this subsection for all children with disabilities.

5. Add the sum determined in paragraph 4 of this subsection to the product determined in paragraph 2 of this subsection. This sum is the variable amount.

F. If a county detention center education program serves more than one county, the county school superintendents and the presiding juvenile court judges of the counties being served shall agree on a county of jurisdiction. The county treasurer shall pay the appropriate amount into the detention center education fund of the county of jurisdiction from monies collected pursuant to subsection D of this section as follows:

1. The total base amount shall be prorated among the counties based on the total number of days as determined under subsection E, paragraph 1 of this section that children from each county were served.

2. The variable amount shall be calculated separately for each county.

3. The county treasurer of each county that is not the county of jurisdiction shall pay its variable amount and its portion of the base amount to the county of jurisdiction.

4. The county treasurer of the county of jurisdiction shall deposit the monies received from the other counties pursuant to paragraph 3 of this subsection into the detention center education fund and shall pay into the fund its variable amount and its portion of the base amount.

G. If a county operated a juvenile detention center education program through an accommodation school in the year before it begins to operate its juvenile detention center education program as provided in subsection D of this section, for the first year of operation as provided in subsection D of this section, the student count of the accommodation school shall be reduced by the student count attributable to the detention center program. The provisions of section §15-942 shall not apply to this reduction in student count.

§15-913.01. Education program; county jails

A. Each county that operates a county jail shall offer an education program to serve all prisoners who are under eighteen years of age or prisoners with disabilities who are age twenty-one or younger confined in the county jail. The county school superintendent and the sheriff in each county shall agree on the method of delivery of the education program.

B. The county school superintendent shall develop policies and procedures for the transfer of educational records of any prisoner confined in a county jail who has been transferred from a juvenile detention center or from any other public agency which has provided educational services to that prisoner.

C. A county may operate its county jail education program through an existing accommodation school, except that each pupil enrolled in the accommodation school county jail education program shall be funded at an amount equal to fifty per cent of the amount for that pupil if that pupil was enrolled in another accommodation school program.

D. If a county chooses not to operate its county jail education program through an existing accommodation school, the county school superintendent may establish a county jail education fund to provide financial support to the program. The county jail education fund for each program shall consist of a base amount plus a variable amount. For fiscal year 1995-1996 the base amount is ten thousand dollars and the variable amount shall be determined pursuant to subsection E of this section. The county treasurer shall deposit the appropriate amount into the county jail education fund from monies that are collected from the tax levy for county equalization assistance for education pursuant to section §15-994 after the monies are used pursuant to section §15-365, subsection F and before the monies are used to provide equalization assistance for education pursuant to section §15-971, subsection C, except that if a county jail education program serves more than one county, payment into the fund shall be pursuant to subsection F of this section.

E. The variable amount shall be determined as follows:

1. Determine the number of days in the prior fiscal year that each pupil who is a prisoner and had been in the county jail for more than forty-eight hours received an instructional program of at least two hundred forty minutes. No school district may count a pupil as being in attendance in that school district on a day that the pupil is counted as a prisoner for the purposes of this paragraph.

2. Multiply the number of days determined under paragraph 1 of this subsection by seven dollars fifty cents.

3. For each pupil who is a child with a disability as defined in section §15-761 who is a prisoner and had been in the county jail for more than forty-eight hours:

   (a) Determine the amount prescribed in section §15-1204, subsection E, paragraph 1 or 2, multiply the amount by .5 and add fifty dollars for capital outlay costs.

   (b) Divide the sum determined under subdivision (a) of this paragraph by one hundred seventy-five.

   (c) Subtract the amount prescribed in paragraph 2, subdivision (a) or (b) of this subsection from the quotient determined in subdivision (b) of this paragraph.

   (d) Determine the number of days in the prior fiscal year that the pupil received an instructional program of at least two hundred forty minutes.

(e) Multiply the amount determined in subdivision (d) of this paragraph by the difference determined in subdivision (c) of this paragraph.

4. Add the amounts determined in paragraph 3 of this subsection for all pupils with disabilities who are prisoners.

5. Add the sum determined in paragraph 4 of this subsection to the product determined in paragraph 2 of this subsection. This sum is the variable amount.

F. If a county jail education program serves more than one county, the county school superintendents and the sheriffs of the counties being served shall agree on a county of jurisdiction. The county treasurer shall pay the appropriate amount into the county jail education fund of the county of jurisdiction from monies collected pursuant to subsection D of this section as follows:

1. The total base amount shall be prorated among the counties based on the total number of days as determined under subsection E, paragraph 1 of this section that pupils who are prisoners from each county were served.

2. The variable amount shall be calculated separately for each county.

3. The county treasurer of each county that is not the county of jurisdiction shall pay its variable amount and its portion of the base amount to the county of jurisdiction.

4. The county treasurer of the county of jurisdiction shall deposit the monies received from the other counties pursuant to paragraph 3 of this subsection into the county jail education fund and shall pay into the fund its variable amount and its portion of the base amount.

G. If a county operated a county jail education program through an accommodation school in the year before it begins to operate its county jail education program as provided in subsection D of this section, for the first year of operation as provided in subsection D of this section, the student count of the accommodation school shall be reduced by the average daily membership attributable to the accommodation school's county jail program in its last fiscal year of operation. The provisions of section §15-942 shall not apply to this reduction in student count.

§15-1181. Definitions

(L98, ch 242, sec 2. Eff. 7/1/99)

In this article, unless the context otherwise requires:

1. "Child" means a person who is at least three years of age by September 1 of the current year but who is under twenty-two years of age.

2. "Fund" means the special education fund.

3. "Home school district" has the same meaning as prescribed in section §15-761.

4. "Individualized education program" has the same meaning as prescribed in section §15-761.

5. "Parent" means the natural or adoptive parent of a child, the legal guardian of a child, a relative with whom a child resides and who is acting as the parent of that child or a surrogate parent who has been appointed for a child pursuant to section §15-763.01. Parent does not mean this state if the child is a ward of the state.

6. "Place" or "placement" means placement of a child in a private residential facility for residential special education placement as defined in section §15-761 or by a state placing agency for care, safety or treatment reasons.
7. "Private residential facility" means a private facility that is licensed by the department of economic security or department of health services and to which one of the following also applies:

   (a) For special education placements, the facility has been approved by the division of special education pursuant to section §15-765 for the purpose of providing special education and related services.

   (b) For other than special education placements, the facility has been accredited by the north central association of colleges and secondary schools, except that private facilities applying for initial approval as a private school are not required to receive accreditation until three years after the date of initial approval as long as continual progress toward accreditation is maintained.

8. "Related services" means related services as defined in section §15-761.

9. "Residential special education placement" has the same meaning as prescribed in section §15-761.

10. "Special education" has the same meaning as prescribed in section §15-761.

11. "State placing agency" means the department of juvenile corrections, the department of economic security, the department of health services or the administrative office of the court.

§15-1182. Special education fund; administration

(L98, ch 242, sec 3. Eff. 7/1/99)

A. There is established a special education fund which shall consist of legislative appropriations made to the fund for purposes of this section and section §15-1202.
B. The fund shall be administered by the superintendent of public instruction for the purposes provided in this article and article 7 of this chapter.
C. Each fiscal year the state board of education shall include in its budget request for assistance to schools a separate line item for the fund.
D. The fund shall provide monies for the education of a child who has been placed in a residential facility by a state placing agency or who requires a residential special education placement as defined in section §15-761.
E. If a child has been placed in a residential facility by a state placing agency, the fund shall provide monies for the following types of vouchers:

   1. Initial residential education vouchers to fund the educational costs for any child, whether or not eligible for special education. This paragraph applies to a child who has been placed in a residential facility and who has either not received a comprehensive education evaluation as provided in section §15-766, who has previously received such an evaluation and was determined to be ineligible for special education services or who is eligible for special education and for whom necessary procedures for changing the child's educational placement must be completed. This voucher expires on the expiration of sixty calendar days or completion of the educational evaluation or review of special education placement, whichever occurs first.

   2. Continuing residential education vouchers that fund the educational costs for any child, whether or not eligible for special education, who requires placement in a residential facility after the expiration of the initial education voucher and who is not eligible for a residential special education voucher.

F. When a school district makes a residential special education placement, the fund shall provide monies to fund the residential special education placement.

G. Monies in the fund are exempt from the provisions of section 35-190 relating to lapsing of appropriations. Any monies left unexpended may be distributed to school districts by the department of education for the following purposes:
   1. To provide educational counseling, training and support services to a child with a disability in order to maintain the child's educational placement in the least restrictive environment.
   2. To provide educational transition assistance to children who return to their home after placement in a residential facility.
   3. To train personnel for and develop and implement model programs for use by school districts to serve children with emotional disabilities.

H. The total amount of state monies that may be spent in any fiscal year by the superintendent of public instruction for the purposes of this article shall not exceed the amount appropriated or authorized by section 35-173 for that purpose. This article shall not be construed to impose a duty on an officer, agent or employee of this state to discharge a responsibility or to create any right in a person or group if the discharge or right would require an expenditure of state monies in excess of the expenditure authorized by legislative appropriation for that specific purpose.

§15-1183. Placement; voucher application requirements

A. A voucher may not be issued pursuant to this article and a residential special education placement may not be made in a private residential placement facility unless the requirements of section §15-765, subsection G have been met.

B. If a state placing agency places a child in a private residential facility for care, safety or treatment reasons, the state placing agency is responsible for requesting an initial residential education voucher and notifying the home school district of the placement. The home school district is responsible for completing screening or other identification procedures for determining if the child is a child with a disability as defined in section §15-761 and for reviewing the placement of a child with a disability to determine whether a residential special education placement is necessary. Responsibility for monitoring the educational services during the time a child is placed in the residential facility and for planning for transition from the private residential facility to a public school remains with the home school district.

C. An initial residential education voucher may be extended for good cause, as determined by the director of the division of special education, on application by the home school district. If an extension is denied or a home district fails to complete the requirements for a continuing residential education voucher, the home school district is responsible for payment of educational costs until the requirements of subsection B of this section have been met.

D. In order to receive a continuing residential education voucher, an evaluation pursuant to section §15-766 must be conducted and the following must occur:

   1. The home school district shall provide prior written notice to the parent indicating that the child is or is not eligible for special education and shall submit to the department of education a copy of the prior written notice, the evaluation from which the eligibility decision is made and, if the child is eligible for special education but does not require residential special education placement, a copy of the individualized education program indicating the special education to be provided while the child is placed in the residential facility. If the child requires a residential special education placement, section §15-765, subsection G applies.

   2. On receipt from the home school district of the documentation specified in paragraph 1, the department of education shall convert the initial residential education voucher to a continuing residential education voucher that is valid for no longer than the remainder of the school year during which it is issued.

§15-1184. Vouchers; requirements; budgets; prohibited uses

(L95, ch 191, sec 18.)

A. The director of the division of special education shall develop requirements for the approval of vouchers, as provided in this section, including the following:

1. For a special education residential placement voucher, documentation that the requirements of section §15-765 have been met.

2. For an initial residential education voucher, documentation that the requirements of section §15-1183, subsection B have been met.

3. For a continuing residential education voucher, documentation that the requirements of section §15-1183, subsection C have been met.

B. The home school district shall consider recommendations from the state placing agency when determining whether the child should be placed solely in the private residential facility or should be placed for part of the school day in a school operated by a school district as provided in section §15-1185.

C. The private residential facility must demonstrate that previously received voucher monies were spent appropriately.

D. If approved, the appropriate voucher shall be issued in an amount not exceeding the sum of the following and shall be paid directly to the private residential facility in a manner prescribed by the superintendent of public instruction:

1. For group A and for placements not requiring special education services, the base level multiplied by two.

2. For group B, the sum of the support level weight as provided in section §15-943, paragraph 2, subdivision (a) for kindergarten programs through grade eight or for grades nine through twelve, whichever is appropriate, and the support level weight for the category, multiplied by the base level.

3. For both group A and group B, two hundred forty dollars for capital outlay costs or related services and fifty dollars for transportation or related services costs. Beginning with fiscal year 1991-1992, the amounts provided in this paragraph for capital outlay and transportation are increased by the growth rate prescribed by law, subject to appropriation.

E. When an initial residential education voucher expires the funding for the initial residential education voucher shall be paid directly to the private facility from the date of initial placement until the date on which the voucher expires pursuant to section §15-1183.

F. For the purpose of this article, the chief official of each state placing agency and the superintendent of public instruction shall jointly prescribe a uniform budgeting format to be submitted by each private institution and to be used in determining instructional costs and residential costs of persons placed.

G. Any residential special education placement or residential education voucher issued pursuant to this article shall not be used in any private residential facility that discriminates on the basis of race, religion, creed, color, national origin or disability.

H. Voucher monies shall only be spent to provide education and related services to children placed as provided in this article. The state board of education may withhold funding from an institution for noncompliance with any applicable statute or any applicable rule adopted by the state board.

I. The individualized education program for any child requiring a residential special education placement must include exit criteria that indicate when the educational placement of the child shall be reviewed in order to determine whether the child can be moved to a less restrictive placement.

§15-1185. School district responsibility; integration into a school

A. For a child who is placed in a private residential facility pursuant to this article, the home school district is responsible for reviewing the child's educational progress and planning for integrating the child into a public school when it is educationally appropriate.

B. The private residential facility and the state placing agency shall work with the home school district for purposes of integrating the child into a public school when it is educationally appropriate.

C. If a child who has been placed in a private residential facility for care, safety or treatment reasons attends a public school in other than the home school district on either a part-time or full-time basis, the residential education voucher terminates and the following apply:

1. The school district of attendance must apply for a certificate of educational convenience as provided in section §15-825, subsection B.

2. If the child attends school in the residential facility on a part-time basis, the school district of attendance must apply for a certificate of educational convenience and either provide direct services in the residential facility or contract with the residential facility for that portion of educational services that the private residential facility is to provide.

D. If a child who requires residential special education placement is placed outside of the home school district and is able to attend a nonresidential school on a part-time basis, the residential special education placement voucher terminates. The school district of attendance shall apply for a certificate of educational convenience and pay a prorated tuition amount to the private residential facility.

§15-1201. Definitions

(L98, ch 242, sec 4. Eff. 7/1/99)

In this article, unless the context otherwise requires:

"Fund" means the special education fund established by section §15-1182.

A "Institution" means the Arizona state schools for the deaf and the blind, the Arizona training program facilities as provided in section 36-551 and the Arizona state hospital.

B "Place" or "placement" means placement of a person in an institution, as defined in this section, for special education only or for special education and residential and custodial care.

C "Special education" means the adjustment of the environmental factors, modification of the course of study and adaptation of teaching methods, materials and techniques to provide educationally for those children who are gifted or disabled to such an extent that they do not profit from the regular course of study or need special education services in order to profit. Difficulty in writing, speaking or understanding the English language due to an environmental background in which a language other than English is spoken primarily or exclusively shall not be considered a sufficient handicap to require special education.

§15-1202. Special education fund account; administration; expenditure limitation

(L98, ch 242, sec 5. Eff. 7/1/99)

A. There is established a separate account within the fund which shall consist of legislative appropriations to the account for special education institutional vouchers.

B. The account shall be administered by the superintendent of public instruction for the purposes provided in this article.

C. Each fiscal year the state board of education shall include in its budget request for assistance to schools a separate line item for the account.

D. The total amount of state monies that may be spent in any fiscal year by the superintendent of public instruction for the purposes of this article shall not exceed the amount appropriated or authorized by section 35-173 for that purpose. This article shall not be construed to impose a duty on an officer, agent or employee of this state to discharge a responsibility or to create any right in a person or group if the discharge or right would require an expenditure of state monies in excess of the expenditure authorized by legislative appropriation for that specific purpose.

§15-1203. Placement; requirements

A. No child may be placed for the purpose of special education in an institution unless the institution has applied for and had issued a voucher pursuant to this article. Approval shall be given when evaluation information, a copy of the individualized education program and the placement statement, which includes justification for institutional placement, are provided to the special education section of the department of education.

B. A school district may make an interim placement of an eligible child in an institution pursuant to an interim individualized education program. For purposes of this section, "interim placement" means placement of a child in an institution for a period of time not to exceed sixty days for the purpose of completing an educational evaluation as required by section §15-766 and making a specific placement.

C. No child who is a resident of an institution may be placed in a school special education program unless the school has applied for and had issued a special education institutional voucher pursuant to this article.

§15-1204. Voucher; application; approval; requirements; budgets; prohibited uses; advances

A. When an institution decides to place a person in an institutional special education program, the institution, upon application to and approval by the division of special education, shall have a permanent special education institutional voucher issued pursuant to this article to pay the special education instructional costs of the person at the institution.

B. When an institution decides to place a person who resides in the institution in a school special education program, the school, upon application to and approval by the division of special education, shall have a permanent special education institutional voucher issued pursuant to this article to pay the special education instructional costs of the person in the school.

C. No person residing in an institution and attending a school may have a certificate of educational convenience issued pursuant to section §15-825, subsection A.

D. The director of the division of special education shall develop requirements for the approval of vouchers, pursuant to this section, including the requirement that the person be educationally evaluated.

E. If approved, the voucher, in an amount not exceeding the sum of the following, shall be paid directly to the institution or deposited with the county treasurer to the credit of the school, with notice to the county school superintendent:

1. For group A, the base level multiplied by two.
2. For group B, the sum of the base for kindergarten through eight and the support level weight for the category, multiplied by the base level.
3. For both group A and group B, one hundred dollars for capital outlay costs and fifty dollars for transportation costs.

F. The budget format developed cooperatively between the department of economic security and the department of education pursuant to section 8-503 shall be used by the institutions to determine and segregate residential costs from educational instructional costs.

G. If sufficient appropriated monies are available and upon a showing by an institution that additional state monies are necessary for current expenses, an advance apportionment of state aid may be paid to an institution. In no event shall an institution have received more than three-fourths of its total apportionment under this section before April 15 of the fiscal year. Early payments pursuant to this subsection must be approved by the state treasurer, the director of the department of administration and the superintendent of public instruction.

H. Notwithstanding subsection G of this section, when making the April payment to an institution, the department of education may include an additional amount based on an estimate of monies payable to the institution in May. Before the department of education apportions monies to the institution in June, it shall adjust the June payment to account for any discrepancies between the monies actually paid in April and May and the amount which should have been paid. If an overpayment in May exceeds the total amount payable in June, the institution shall refund to the department of education an amount equal to the overpayment within sixty days of notification of the overpayment. If the overpayment is not refunded within sixty days by the institution, the superintendent of public instruction shall reduce the state aid entitlement to the institution for the succeeding fiscal year to recover any overpayment of state aid received during the current fiscal year.

I. Any special education institutional voucher issued pursuant to this article shall not be used in any school or institution that discriminates on the basis of race, religion, creed, color or national origin.

J. The state board of education may withhold state aid from an institution for noncompliance with any applicable statute or any applicable rule adopted by the state board.

§15-1205. Voucher; evaluation; placement; definition

A. An application for a voucher pursuant to this article shall not be approved unless the child has been educationally evaluated and recommended for placement in accordance, as nearly as practicable, with the conditions and standards prescribed by the superintendent of public instruction pursuant to rules of the state board of education.

B. In determining the recommendation for placement the chief official of the institution shall consult at a minimum with the following:

1. The parent, as defined in section §15-761 of the child recommended for placement.

2. The person performing the educational evaluation pursuant to this section.

3. A special educator who is certified in an area related to the child's disability.

C. The placing agency may sign a voucher application for submission to the department of education.

D. Nothing in this article shall be construed to prevent a child who has not been educationally evaluated from being placed in an institution if such placement is for the purpose of residential and custodial care only and not for educational reasons. The institutional voucher shall not be paid for such placements.

E. For the purposes of this section, "educationally evaluated" means an evaluation pursuant to section §15-766.

Appendix J

R7-2-605 (D)(E)
Bilingual and English as Second Language Endorsements

R7-2-605 Teacher Education Skill Requirements

D. Bilingual endorsement. Requirements are:

1. Foundations of instruction for teaching non-English language background and limited English proficient students:
   a. Demonstrates knowledge of the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students.
   b. Identifies major national and international models and prototypes of bilingual and English as second language programs and the components of such programs.
2. Methods of teaching limited English proficient students:
   a. Demonstrates knowledge of theories, approaches, methods, and techniques of first and second language teaching and the suitability of these methods for various age and language groups.
   b. Demonstrates knowledge of theories, approaches, methods, and techniques of teaching reading, writing and other academic skills in English and the native language to limited English proficient students.
   c. Demonstrates the ability to apply appropriate methods for developing first and second language skills including listening, speaking, reading, and writing.
   d. Demonstrates the ability to plan and present content lessons in both languages across curriculum areas using various teaching techniques.
   e. Demonstrates the ability to incorporate the students' culture into the curriculum and classroom methodology.
   f. Demonstrates knowledge of management techniques appropriate to classrooms containing students who have varying levels of proficiency and academic experiences in both languages.
   g. Selects and applies classroom management techniques appropriate to various program and instructional models including methods of grouping and individualization according to students' linguistic and academic needs.
   h. Assesses language proficiency and academic performance correctly in both languages and utilizes the results for program placement, prescription, grouping, reporting and program planning.
   i. Demonstrates the ability to evaluate instructional materials in terms of the students' linguistic, cultural, and academic needs.
   j. Demonstrates the ability to present the regular district course of study to limited English proficient students by developing and adapting curriculum, instructional materials, instructional methods, and modes of evaluating students' content-area knowledge.
   k. Demonstrates the ability to develop students' language skills through the content areas.
   l. Demonstrates the ability to collaborate with other education professions such as content-area teachers, classroom teachers, and counselors to assist in promoting the participation of limited English proficient students in all aspects of schooling.
   m. Demonstrates the ability to apply State Board of Education criteria pursuant to R7-2-306(G)(3)(a) for reassessment of limited English proficient students to determine readiness to succeed without the bilingual or English as a Second Language (ESL) program
3. Linguistics of American Indian linguistics:
   a. Demonstrates knowledge of the basic nature of language, language variation, language changes, and the relation of language to society and culture.
   b. Demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
   c. Demonstrates knowledge of the phonological, morphological, syntactic, semantic, and pragmatic characteristics of English and the students' other languages.
   d. Demonstrates knowledge of the stages and processes of first and second language acquisition and the implications of these stages and processes for classroom instruction.
   e. Demonstrates knowledge of the natural effects of contact between languages and the implications of these effects for instruction.
   f. Demonstrates an awareness of cultural differences and similarities in patterns of communication and implications of these differences and similarities for instruction.
   g. Regarding American Indian linguistics:
      i. Demonstrates knowledge of the areas specified in R7-2-605 (D)(3)(a) through (f) herein.

ii. Demonstrates knowledge of the development and use of tribal writing systems (orthographies)

iii. Demonstrates knowledge of the status and development of tribal language policies.

4. School community, family culture, and parental involvement:
   a. Demonstrates ability to identify characteristics of a community, its development over time, the nature of family and social life, and the implications of these characteristics for instruction.
   b. Demonstrates the ability to identify the nature of home, school, and community language use in a particular geographic setting and the implications of such language use for instruction.
   c. Demonstrates the ability to apply knowledge of school, community, and family culture in maximizing the role of parents in the instruction of their children.
   d. Demonstrates knowledge of the history, traditions, literature, and contributions of the students' cultural groups.
   e. Demonstrates ability to prepare student to function effectively in a variety of social and cultural settings.
   f. Demonstrates knowledge of the role of the school in the community and the implications of this for classroom instruction and parental involvement
5. Methods of teaching and evaluating handicapped students from non-English language backgrounds (Required for bilingual endorsements to special education certificates; optional for bilingual endorsements to elementary and secondary certificates.)
   a. Demonstrates ability to assess students' strengths, needs and progress In English and the primary language through the use of formal and informal instruments and procedures appropriate for the given handicapping condition and level of English language proficiency.
   b. Demonstrates the ability to determine and carry out instructional goals based on the identified needs of limited English proficient handicapped students.
   c. Develops and adapts instructional methods and materials appropriate for the limited English proficient student according to the handicapping condition.
   d. Demonstrates the ability to collaborate with other education professionals to design an education program appropriate to the needs of limited English proficient students with specific handicapping conditions.
   e. Demonstrates the ability to differentiate between language use patterns which arise from second language acquisition and bilingual development and those difficulties which arise from Speech and language disability.
   f. Demonstrates knowledge of cultural child-rearing practices and attitudes toward handicapping conditions applicable for instruction and parental involvement.
6. Language proficiency
   a. Demonstrates the ability to use the non-English language to provide instruction in all areas of the curriculum.
   b. Demonstrates the ability to communicate effectively in the non-English language with parent and community members.

I. English as a second language endorsement. Requirements are:

1. Foundations and methods of instruction for teaching non-English language background and limited English proficient students.
   a. Demonstrates knowledge of the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students.
   b. Identifies major national and international models and prototypes of bilingual and English as a second language programs and the components of such programs.
   c. Demonstrates knowledge of theories, approaches, methods, and techniques of first and second language teaching and the suitability of these methods for various age and language groups.
   d. Demonstrates knowledge of theories, approaches, methods, and techniques of teaching reading, writing, and other academic skills in English to limited English proficient students.
   e. Demonstrates the ability to apply appropriate methods for developing second language skills including listening, speaking, reading, and writing.
   f. Demonstrates the ability to incorporate the students' culture into the curriculum and classroom methodology.
   g. Demonstrates knowledge of management techniques appropriate to classrooms containing students who have varying levels of proficiency and academic experiences in both languages.
   h. Selects and applies classroom management techniques appropriate to various program and instruction models including methods of grouping and individualization according to students' linguistic and academic needs.
   i. Assesses language proficiency and academic performance correctly and utilizes the results for program placement, prescription, grouping, reporting, and program planning.
   j. Demonstrates the ability to evaluate instructional materials in terms of the students' linguistic, cultural, and academic needs.

k. Demonstrates the ability to present the regular district course of study to limited English proficient students by developing and adapting curriculum, instructional materials, and modes of evaluating students' content-area knowledge.
l. Demonstrates the ability to develop language skills through the content areas.
m. Demonstrates the ability to collaborate with other education professionals such as content-area teachers, classroom teachers, and counselors to assist in promoting the participation of limited English proficient students in all aspects of schooling.
n. Demonstrates the ability to apply State Board of Education criteria pursuant to R7-2-306(G)(3)(a) for reassessment of limited English proficient students to determine readiness to succeed without the bilingual or ESL program
o. Demonstrates the ability to teach and evaluate handicapped students from non-English language backgrounds: (Required for English as a second language endorsement to special education certificates; optional for English as a second language endorsements to elementary and secondary certificates.)
    i. Demonstrates ability to assess student strengths, needs and progress through the use of formal and informal instruments and procedures appropriate for the given handicapping condition and level of English language
    ii. Develops and adapts instructional methods and materials appropriate for the limited English proficient student according to the handicapping conditions
    iii. other education professions to design an education program appropriate to the needs of limited English proficient students with specific handicapping conditions.
    iv. Demonstrates the ability to differentiate between language use patterns which arise from second language acquisitions and bilingual development and those difficulties which arise from speech and language disability.
    v. Demonstrates knowledge of cultural child-rearing practices and attitudes toward handicapping conditions applicable to the anticipated educational settings and the implications for instruction and parental involvement.
    vi. Demonstrates knowledge of cultural child-rearing practices and attitudes toward handicapping conditions applicable to the anticipated educational settings and the implications for instruction and parental involvement

2. Linguistics or American Indian linguistics:
    a. Demonstrates knowledge of the basic nature of language, language variation, language change and the relation of language to society and culture.
    b. Demonstrates knowledge of the nature of bilingualism and the process of becoming bilingual.
    c. Demonstrates knowledge of the phonological, morphological, syntactic, semantic, and pragmatic characteristics of English and the students' other languages.
    d. Demonstrates knowledge of the stages and processes of first and second language acquisition and the implications of these stages and processes for classroom instruction.
    e. Demonstrates knowledge of the natural effects of contact between languages and the implications of these effects for instruction.
    f. Demonstrates an awareness of cultural differences and similarities in patterns of communication and the implications of these differences and similarities for instruction.
    g. Regarding American Indian linguistics:
        i. Demonstrates knowledge of the areas specified in R7-2-605(E)(2)(a) through (f) herein.
        ii. Demonstrates knowledge of the development and use of tribal writing systems (orthographies)
        iii. Demonstrates knowledge of the status and development of tribal language policies.
3. Nature and grammar of the English language:
    a. Demonstrates knowledge of the language-specific features and rules of English phonology, morphology, and syntax.
    b. Demonstrates knowledge of the ways in which meaning is conveyed and understood during oral and written interactions in English (pragmatics).
    c. Demonstrates knowledge of the nonverbal English communication system.
    d. Demonstrates knowledge of a variety of speech styles, registers, and levels of usage, and the implications of these variations for instruction.
4. School, community, family culture, and parental involvement:
    a. Demonstrates ability to identify characteristics of a community, it development over time, the nature of family and social life, and the implications of these characteristics for instruction.
    b. Demonstrates the ability to identify the nature of home, school, and community language use in a particular geographic setting and the implications of such language use for instruction.
    c. Demonstrates the ability to apply knowledge of school, community, and family culture in maximizing the role of parents in the instruction of these children.

d. Demonstrates the ability to acquire knowledge of the history, traditions, literature, and contributions of the students' cultural groups.
e. Demonstrates ability to prepare students to function effectively in a variety of social and cultural settings.
f. Demonstrates knowledge of the role of the school in the community and the implications of this for classroom instruction and parental involvement.

5. Second language learning experience:
   a. Demonstrates knowledge of the effective and linguistic processes in second language development.
   b. Demonstrates ability to use a second language for basic survival needs and minimum courtesy requirements.
   c. Demonstrates ability to read and understand simple printed materials dealing with basic survival and social needs in the second language.
   d. Demonstrates ability to write a second language to meet limited practical needs.

Appendix K

Certification Requirements: Bilingual and English as Second Language Endorsements

CERTIFICATION

Bilingual Education Endorsement K-12:

This endorsement is required of all personnel serving as a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or other teacher responsible for providing bilingual instruction. The holder of this endorsement is authorized to teach English as a Second Language.

Endorsements are attachments to teaching certificates and indicate areas of specialization. They are for grades K-12 unless otherwise indicated. Once issued, they are automatically renewed with the teaching certificate.

Requirements for the Provisional Bilingual Education Endorsement

Valid for three years, not-renewable.

1. A valid Arizona elementary, secondary, Special Education, or vocational certificate
2. Proficiency in a spoken language other than English verified by the language department of an accredited institution except in the case of Spanish and American Indian languages. Spanish language proficiency shall be demonstrated by passing the Arizona Classroom Spanish Proficiency Examination approved by the Board. American Indian language proficiency must be verified in writing by an official designated by the appropriate tribe.

Requirements for Bilingual Education Endorsement

The holder of this endorsement is authorized to teach English as a second language.

1. A valid Arizona elementary, secondary, special education, or vocational certificate.
2. Completion of a program in bilingual education <u>or</u> the following courses:

    a. Three semester hours of foundations of instruction for non-English-language-background students
    b. Three semester hours of bilingual methods
    c. Three semester hours of English as a second language for bilingual settings
    d. Three semester hours of courses in bilingual materials and curriculum; assessment of limited-English-proficient students; teaching reading and writing in the native language
    e. Three semester hours of linguistics to include psycholinguistics, sociolinguistics, first language acquisition, and second language acquisition for language minority students; or American Indian language linguistics
    f. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction for non-English-language background students
    g. Three semester hours of courses in methods of teaching and evaluating handicapped children from non-English-language backgrounds. These hours are only required for bilingual endorsements on special education certificates.
3. Practicum in a bilingual program or 2 years of verified bilingual teaching experience
4. Proficiency in a spoken language other than English, verified by the language department of an accredited institution except in the case of Spanish and American Indian languages. Spanish language proficiency shall be demonstrated by passing the Arizona Classroom Spanish Proficiency Examination approved by the Board. American Indian language proficiency shall be verified by an official designated by the appropriate tribe.

A valid bilingual certificate or endorsement from another state may substitute for the courses listed under requirement #2 a-g.

ENGLISH AS A SECOND LANGUAGE ENDORSEMENT K-12

An ESL or Bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction.

REQUIREMENTS FOR A PROVISIONAL ENGLISH AS A SECOND LANGUAGE ENDORSEMENT – Valid three years, not renewable.

1. A valid Arizona elementary, secondary, special education, or vocational certificate
2. Three semester hours of ESL methods
3. Three semester hours of ESL courses toward the full endorsement (second language learning experience courses not applicable)

REQUIREMENTS FOR THE ENGLISH AS A SECOND LANGUAGE ENDORSEMENT

1. A valid Arizona elementary, secondary, special education, or vocational certificate
2. Completion of a program in ESL or the following courses:

   a. Three semester hours of courses in foundations of instruction for non-English-language-background students. Three semester hours of courses in the nature and grammar of the English language, taken before January 1, 1999, may substitute for this requirement.
   b. Three semester hours of ESL methods
   c. Three semester hours of teaching of reading and writing to limited-English-proficient students
   d. Three semester hours of assessment of limited-English-proficient students
   e. Three semester hours of linguistics
   f. Three semester hours of courses dealing with school, community, and family culture and parental involvement in programs of instruction of non-English-language-background students
3. Three semester hours of a practicum or 2 years of verified ESL or bilingual teaching experience
4. Second language learning experience, which may include sign language, documented by any of the following:

   a. Six semester hours of courses in a single second language, or the equivalent, verified by the department of language, education, or English at an accredited institution
   b. Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute
   c. Placement by the language department of an accredited institution in a third-semester level
   d. Placement at level 1-intermediate/low or more advanced score on the Oral Proficiency Interview, verified by the American Council for the Teaching of Foreign Languages
   e. Passing score on the Arizona Classroom Spanish Proficiency Examination approved by the Board
   f. Proficiency in an American Indian language, verified by an official designated by the appropriate tribe

A valid ESL certificate or endorsement from another state may substitute for requirements #2, 3, and 4.

Appendix L

Arizona Language Census Report (ALCAP)

§15-755 **Reporting procedures; self-assessment; noncompliance**

E. Each school district shall submit a report to the department of education by June 15 of each year which shall include the following information:

4. The number of pupils identified as having a primary home language other than English by grade level by school.

5. The identification and assessment procedures used to determine if the pupils identified in paragraph 1 of this subsection are limited English proficient.

6. The number of pupils identified as limited English proficient by grade level by school.

F. Each school district which enrolls limited English proficient pupils shall submit a report on its bilingual programs and English as a second language programs to the department of education by June 15 of each year which shall include the following information:

9. A description of program services.

10. The number of pupils participating in each program by grade level by school.

11. The language proficiency of pupils participating in the programs by grade level by school achievement test data on participating pupils, if available.

12. Reassessment criteria and procedures.

13. The source and amount of monies expended.

14. The number and qualifications of program staff and the name of the person responsible for management of the program

15. Any additional information which the superintendent of public instruction deems necessary for the proper and efficient administration of program services.

G. Each school district which enrolls limited English proficient pupils who receive the group B weight prescribed in §15-943 shall conduct a biennial self-assessment program and shall maintain records of the assessment and any connective measures taken.

H. A school district which enrolls limited English proficient pupils who receive the group B weight prescribed in §15-943 and which is found to be in noncompliance with the requirements of this article by the state board of education shall not include the limited English proficient student count in determining its budget unless the school district demonstrates to the superintendent of public instruction that monies resulting from the group B weight will be expended only for limited English proficient programs and demonstrates that the school district is undertaking measure to comply with the provisions of this article.

ALCAP

*A*rizona
*L*anguage *C*ensus
*A*nd *P*rogram
Report

User's Guide

Table of Contents

Page

Introduction 3

Part 1: District-Level Information

Opening Page 4
Basic Information 5
Program Information 5
By School 6
By Grade 7
Reclassification 8
Staff 9
Funding 10
Submitting 11

Part 2: School-Level Information

Opening Page 12
Grade Selection 13
Primary Home Language 13
Assessment 14
Programs 15
Reassessment 15
View Entire Grade 16
Languages 16
Programs, Assessment 17

Introduction

ALCAP is the ***A***rizona ***L***anguage ***C***ensus ***A***nd ***P***rogram report. The Arizona State Legislature requires that this report be completed and submitted to the Department of Education annually, by all school districts and charter schools in the state.

In previous years, this report was filled out on paper forms or bubble sheets by districts and charter schools. Now, it has been redesigned for automated reporting.

This is a brief guide to the new, World Wide Web-based electronic reporting system that was created to reduce paperwork for schools, districts, and the Department of Education, while increasing the accuracy of reporting.

The following pages are meant to be used as a reference to help you in completing the annual ALCAP report. They show and explain most of the screens that will be encountered in the course of gathering this important information.

The Web site address is:

http://www.ade.state.az.us/programs/assistance/asd/lep.htm

then click on:

•ALCAP: Arizona Language Census and Program Report

(ALCAP can be reached from ADE's Web site (http://www.ade.state.az.us/), by clicking on "School Support Programs" – "Academic Support" – " Limited English Proficiency" – "ALCAP: Arizona Language Census and Program Report")

For questions, comments, or further information, please contact:

Arizona Department of Education
English Acquisition Services
1535 West Jefferson
Phoenix, AZ 85007
Telephone: 602-542-5521
Fax: 602-542-3050
E-mail: cmayorg@mail1.ade.state.az.us

Part 1: District-Level Information

Here is the opening screen you will see as you click on ***•ALCAP: Arizona Language Census and Program Report*** and begin this application:

> NOTE: This manual begins by showing entry screens for District- and Charter School-level information. For screens used to enter School-level information (which was gathered on bubble sheets until January 1998), please refer to page 12.

Enter your ***CTDS*** in the space provided.

Click on "***Continue***"

ARIZONA
DEPARTMENT OF
EDUCATION

Arizona Language Census And Program Report

CTDS Page

Every School District and Charter School is required by law to inform the Department of Education about their Bilingual Programs and English as a Second Language programs.This information is due by October 30 at the English Acquisition Services unit(formerly Bilingual Unit)Department of Education

Please Enter CTDS: ___-___-___-___

Continue

*During the process of completing this report, a message box may appear, informing you that invalid information was entered, and asking you to go back and correct it. Use your Web Browser's "**Back**" button to return to the previous screen, and make the correction.*

Next, a ***password*** screen appears.

> NOTE: On your first use of this application, create your password by keying in four characters. Be sure to REMEMBER that password, because you will be asked for it every time you enter your ***CTDS*** in this application.

Enter your ***password***, then click on "***Submit***"

SECTION 1 :Basic Information

CTDS	01-02-001-000
County Name	Apache
District Name	St Johns Unified District

Please Enter the Password	

Submit | Clear Fields

Fill in the requested information. (Any information that may already be showing can be removed by clicking on "***Clear Fields***" at the bottom of the screen).

Name the person who is the ***authorized agent*** for your LEA, and give the ***name*** and ***telephone number*** of the contact for any information about this report.

As a district or charter school, choose whether to enter ***district-/charter school-level*** information, or ***school-level*** information for individual schools/grades. If you opt for district/charter level, there will be an opportunity to enter information for your schools at the end of Part 1.

Click on "***Submit***"

SECTION 1 :Basic Information

CTDS	01-02-001-000
County Name	Apache
District Name	St Johns Unified District

Authorized Agent	
Name of person to contact regarding this report	
Phone Number	( ) - -

Part-I District level information?	
Part-II School level information?	

Submit | Clear Fields

Continue entering the basic information...

Select the correct school year for this report. (The first school year for the electronic report is 1997-98).

Click on one of the options ("***Has***" or "***has NOT***") to indicate whether your district has sent in a copy of its ***Enrollment Form*** to ADE. Do the same for the ***Home Language Survey.***

(Whenever "***has NOT***" is clicked, give the ***date*** the document will be sent.)

Click on one of the two options to indicate whether your district ***has*** or ***does not have*** LEP students. (If you have no LEP students, the report is complete.)

Click on "***Continue***"

SECTION 1: Basic Information

Arizona Revised Statues 15-753 requires that ALL school districts identify the number of students who have a primary home language other than English through the use of both an ENROLLMENT FORM and a HOME LANGUAGE SURVEY.

Arizona Revised Statutes(ARS)require that every District and Charter School send a sample of the Enrollment form and Home Language Survey to:

The Arizona Department of Education English Acquisition Services Unit 1535 West Jefferson Phoenix,AZ 85007

Select Year [1997-1998]

St Johns Unified District Has ○ has NOT ○ sent a copy of the enrollment form.

The Enrollment form will be sent on date

St Johns Unified District Has ○ has NOT ○ sent a copy of the Home Language Survey.

The Home Language Survey will be sent on date

This report constitutes the annual report required by ARS 15-751-756 regarding Bilingual Programs and English as a Second Language programs. It requests both summary information for the district as a whole, and information for individual schools within the district.

○ St Johns Unified District Has students who are limited English proficient.

○ St Johns Unified District does not have students who are limited English proficient.

[Continue]

Indicate which program(s) your district offers, by clicking on either the "***YES***" or the "***NO***" option. (One of these must be clicked for each of the six programs.)

Click on "***Continue***"

SECTION 2 :Program Information

PROGRAM OPTIONS ARS &15-755.B.1: Select either the "YES" or the "NO" button for each of the six options shown to indicate which program option(s) St Johns Unified District implemented for limited English proficient students during 1997-1998 school year. As each button is checked, complete the requested information and provide a short narrative of the program.

PROGRAM OPTIONS

ProgramCode	Program Description	Option
1	K-6 Transitional Bilingual	○ YES ○ NO
2	7-12 Secondary Bilingual	○ YES ○ NO
3	K-12 Bilingual/Bicultural	○ YES ○ NO
4	K-12 English as a Second Language	○ YES ○ NO
5	Individual Education Program	○ YES ○ NO
6	Individual Education Program Due To PR	○ YES ○ NO

[Continue]

Continue entering the basic information...

Select the correct school year for this report. (The first school year for the electronic report is 1997-98).

Click on one of the options (***"Has"*** or ***"has NOT"***) to indicate whether your district has sent in a copy of its ***Enrollment Form*** to ADE. Do the same for the ***Home Language Survey.***

(Whenever ***"has NOT"*** is clicked, give the ***date*** the document will be sent.)

Click on one of the two options to indicate whether your district ***has*** or ***does not have*** LEP students. (If you have no LEP students, the report is complete.)

Click on ***"Continue"***

SECTION 1: Basic Information

Arizona Revised Statues 15-753 requires that ALL school districts identify the number of students who have a primary home language other than English through the use of both an ENROLLMENT FORM and a HOME LANGUAG SURVEY.

Arizona Revised Statutes(ARS)require that every District and Charter School send a sample of the Enrollment form and Home Language Survey to:

The Arizona Department of Education English Acquisition Services Unit 1535 West Jefferson Phoenix,AZ 85007

Select Year 1997-1998

St Johns Unified District Has ○ has NOT ○ sent a copy of the enrollment form.

The Enrollment form will be sent on date

St Johns Unified District Has ○ has NOT ○ sent a copy of the Home Language Survey.

The Home Language Survey will be sent on date

This report constitutes the annual report required by ARS 15-751-756 regardin Bilingual Programs and English as a Second Language programs. It requests bc summary information for the district as a whole, and information for individual schools within the district.

○ St Johns Unified District Has students who are limited English proficient.

○ St Johns Unified District does not have students who are limited English proficient.

Continue

Indicate which program(s) your district offers, by clicking on either the ***"YES"*** or the ***"NO"*** option. (One of these must be clicked for each of the six programs.)

Click on ***"Continue"***

SECTION 2 :Program Information

PROGRAM OPTIONS ARS &15-755.B.1: Select either the "YES" or th "NO" button for each of the six options shown to indicate which program option(s) St Johns Unified District implemented for limited English profic students during 1997-1998 school year. As each button is checked, complete the requested information and provide a short narrative of the program.

PROGRAM OPTIONS

ProgramCode	Program Description	Option
1	K-6 Transitional Bilingual	○ YES ○ N
2	7-12 Secondary Bilingual	○ YES ○ N
3	K-12 Bilingual/Bicultural	○ YES ○ N
4	K-12 English as a Second Language	○ YES ○ N
5	Individual Education Program	○ YES ○ N
6	Individual Education Program Due To PR	○ YES ○ N

Continue

A complete list—by school by grade—is needed for each program option offered by your district.

Pick one of the program options your district offers (by clicking on "***Select Program Option***") to begin your list.

When you have completed the information for one program option, go on to the next, until each program option offered has been completed.

SECTION 2 :Program Information

St Johns Unified District implemented following program options for limited English proficient students during 199[illegible]-1998 school year.

Select the program option to complete the information for each grade within each school.

K-6 Transitional Bilingual	Select Program Option
7-12 Secondary Bilingual	Select Program Option
K-12 Bilingual/Bicultural	Select Program Option
Individual Education Program	Select Program Option
Individual Education Program Due To PR	Select Program Option

The next screen calls for a brief description of the services you provide for this program option. Key in this information, then click "***Continue***."

SECTION 2 :Program Information

District Name: Sun Tykes Center for Children

Program Option: K-6 Transitional Bilingual

A. PROGRAM NARRATIVE

Describe, in narrative form, the instructional services provided by Sun Tykes Center for Children. Indicate any plans to modify these services for the 1998-1999 school year.

Continue

This is the screen that will appear. The example (at right) shows that "***K-6 Transitional Bilingual***" is the program option selected. A "***Select School***" box is shown; here, the school selection drop-down list is shown, as well.

Select a school, by clicking on the arrow, and clicking on one of the schools in the drop-down list. (At right, "***004 - St. Johns Middle School***" is shown selected.) Complete the information requested for each grade (see next page).

Click on "***Continue***"

District Name: St Johns Unified District

Program Option: K-6 Transitional Bilingual

Select School: 004—St Johns Middle School

005—St Johns High School
002—Coronado Elementary School
003—St Johns Alternative School
700—St Johns Alternative Learning Center
701—Pioneer School

Continue

When you have completed the information for one school, go on to the next, until lists for each school have been completed... then go on to another offered program, until all programs have been completed.

The example is for "***St. Johns Middle School***".

The "***Select Program Option***" box allows you to move to the next program option after you have completed information for all schools offering this option (here, "***K-6 Transitional Bilingual***").

The "***Select Next School***" box allows you to move to the next school when you have entered information for all grades of one school.

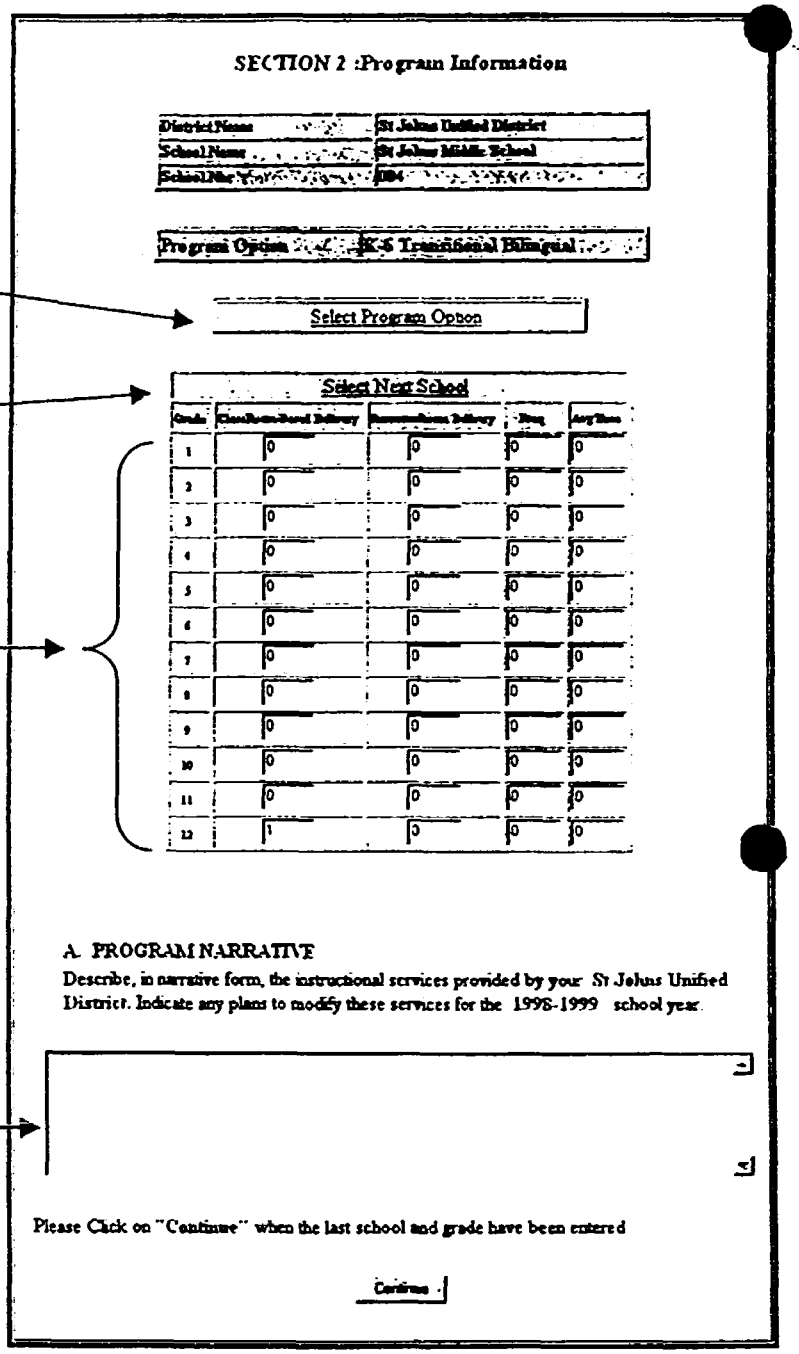
Complete the 4 columns of information for appropriate grades in the school:

- ***Quantity of students classroom delivery***
- ***Quantity of students resource room delivery***
- ***Days per week offered***
- ***Hours per day offered***

When the 4 columns of information for a school are completed, proceed to the next school, until all schools in your district have been completed.

Enter a short ***description*** of your services and plans.

Click on "***Continue***"



In the boxes provided at left (1), enter the number of LEP students who were ***reclassified***, by grade and by number of years of bilingual/ESL service.

In the boxes provided at right (2), enter the number of LEP students who ***dropped out*** of bilingual programs, by grade.

Click on "***Continue***"

SECTION 3: Reclassification

RECLASSIFICATION and DROP-OUTS

1. Review the records of LEP students who were reclassified during the 1997-1998 school year and indicate the number of reclassified students by grade by years Bilingual/ESL program services received at exit.

2. Enter the number of students, by grade who dropped out of Bilingual Programs prior to reclassification.

YEARS OF SERVICE: 1 2 3 4 5 6 7 8 9 10 11 12

Grade: 1 2 3 4 5 6 7 8 9 10 11 12

No. of students: 1 2 3 4 5 6 7 8 9 10 11 12

Enter a short ***description*** of your follow-up procedures.

Enter ***date*** of self-assessment. [State law requires Districts to assess their bilingual programs every two years.]

Enter the ***address*** where self-assessment findings are kept.

Click on "***Continue***"

SECTION 3: Reclassification

St Johns Unified District shows that a total of 45 students were reclassified during the year 1997-1998 school year and a total of 24 students dropped out of Bilingual programs prior to reclassification. If these are not correct totals please Go back to change it.

Describe the district follow-up procedures for reclassified students.

1. The district's last self-assessment was completed on (date):

The findings are kept on file at(specify address):

Enter, for each program option, the number (***NBR***), full time equivalency (***FTE***), and ***qualifications*** of the certified staff members who are designated as the direct providers of the instructional programs required by ARS §15-754.

Also report the number (***NBR***), full time equivalency (***FTE***), and ***qualifications*** of the non-certified staff members who are assigned to this program.

When complete, click on "***Continue***"

CERTIFIED INSTRUCTIONAL STAFF

	Teachers with Bilingual *Endorsement		Teachers with Provisional Bilingual *Endorsement		Teachers with ESL *Endorsement		Teachers with Provisional ESL *Endorsement		Teachers without *Endorsement	
	NBR	FTE	NBR	FTE	NBR	FTE	NBR	FTE	NBR	FTE
K-6 Transitional Bilingual										
7-12 Secondary Bilingual										

PARAPROFESSIONAL INSTRUCTIONAL STAFF

	With Associate of Arts Degree		With High School Diploma or GED		Without High School Diploma or GED		Non-Certified	
	NBR	FTE	NBR	FTE	NBR	FTE	NBR	FTE
K-6 Transitional Bilingual								
7-12 Secondary Bilingual								

OTHER INSTRUCTIONAL STAFF

	Without High School Diploma or GED		Certified		Non-Certified	
	NBR	FTE	NBR	FTE	NBR	FTE
K-6 Transitional Bilingual						
7-12 Secondary Bilingual						

This screen totals the staff groups, as a check, and asks you to confirm. If the totals are correct, click on "***YES/continue***" to proceed to the last screen for district- or charter school-level information.

SECTION 4 : Program Staff

St Johns Unified District shows a total of ☐ certified instructional staff, and a total of ☐ paraprofessional and non-instructional staff.

Are these the correct totals? YES/Continue NO/Go Back

NOTE: In Section 5 (third column: "***Nbr. of Students***"), duplicate counts are allowed.

Enter, by source, the ***amount of District funds*** in the spaces indicated, together with the number of students. **(PLEASE DO NOT USE DOLLAR SIGNS, COMMAS, OR DECIMAL POINTS)**

Rows 3, 4, 5, and 6 are blank to allow space for listing of "***other***" sources. Please enter suitable descriptions here if you are using these rows.

Enter, by source, the ***amount of Federal funds*** in the spaces indicated, together with the number of students. **(PLEASE DO NOT USE DOLLAR SIGNS, COMMAS, OR DECIMAL POINTS)**

Rows 15, 16, and 17 are blank to allow space for listing of "***other***" sources. Please enter suitable descriptions here if you are using these rows.

Click on "***Continue***," and you should see the message on the next page telling you that the District/Charter School portion of the report is

SECTION 5 : Funding

District Name	St Johns Unified District

SOURCE AND AMOUNT OF MONIES EXPENDED(ARS 15-755 B.6)

DISTRICT FUNDS: Report district funds and number of student; report only those costs which would not have been incurred except for the implementation of programs pursuant to ARS 15-751-756. Examples of such excess costs are:

a. Conducting the identification of the primary/home language of students.
b. Conducting the English and native language assessments.
c. Training staff for ARS 15-751-756.
d. Purchase of Supplementary instructional materials,supplies,and equipment.

Source	Amount	No.of Student
District Funds (other than Group b funding)		
District Group B Funding		

FEDERAL FUNDS: Report, by source, the amount of federal funds which were user to supplement the district program under ARS 15-751-756 and the number of students. (Each federal program listed has specific restrictions which pertain to the allowability of such funds to be used for the purpose of ARS 15-751-756. Contact the respective program office for assistance in this regard.) Include only actual portion of funds specifically used to provide support services for bilingual, ESL, or Individual Education Programs.

Source	Amount	No.of Student
ESEA Title I,P.L. 103-382		
ESEA Title I- Migrant, P.L. 103-382		
ESEA Title II,P.L. 103-382		
Emergency Immigrant Education Program,P.L. 103-382		
Foreign Language Assistance Program, P.L. 100-297		
Johnson-O'Malley Act, P.L. 93-638		
ESEA Indian Education Act,Part A,P.L.100-297 Part C Subpart		
ESEA Title VII, P.L. 100-297		
Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392		
Even Start,P.L. 103-382		
Neglected or Delinquent, P.L. 103-382		
Title IV, Safe and Drug-Free School,P.L. 103-382		
Title VI, Innovative Ed Programs,P.L. 103-382		
SteWart B. McKinney Homeless Education, P.L. 103-382		

Please Click on "Continue" when complete.

Continue

This is the final screen for district-level information. It allows you to signify whether you have completed the District/Charter School portion and are ready to submit the information, or you still need to add or change some information.

So, choose either "***Save Report***" or "***Submit Report***," then click on "***Continue***"

You are done with the report. Select one of the following button.

If you have not completed work on this report, but want to sign off for a time, click on "Save Report". This will allow you to make additions and changes later. If you have completed work on the report, click on "Submit Report".

When "Submit Report is clicked/selected, you can no longer change the information, and the report is final and submitted to the Arizona Department of Education.

○ **Save Report**

○ **Submit Report**

Continue

REMEMBER... <u>More information is required</u> at the school-level (this is information that was captured in the past with bubble sheets for each school/grade. It may be entered either by the district/charter school or by the individual school.

IF THE <u>DISTRICT</u> IS TO ENTER INFORMATION:
As a district or charter school, you may prefer to enter this information for your schools. If so, click on the "***Part-II School level information***" option, shown above. This will give you access to the area for your schools. Proceed to enter the information requested.

IF THE <u>SCHOOL</u> IS TO ENTER INFORMATION:
If you intend to have your schools enter the information individually, then please notify them to do so. They should sign on using their own CTDS, and assign their own passwords. When they do so, they will have access <u>only</u> to the area for their school, and only be able to enter the Part II - School-level information, as shown beginning on the next page.

You should now see a screen confirming either that your report has been completed or it is saved for additional work.

From this screen, you have the option of returning to the beginning of Part I - District Level information, or continuing on to Part II - School Level information.

Select one of these options, or exit the World Wide Web

Your report is complete.
(or)
You saved the Report.

You can proceed to enter primary home language and assessment information for your schools, or return to the district-level section by clicking one of these options:

Part-I District level information?	○
Part-II School level information?	○

Submit Clear Fields

If you are finished, it is not necessary to "sign off." You cam merely exit the World Wide Web.

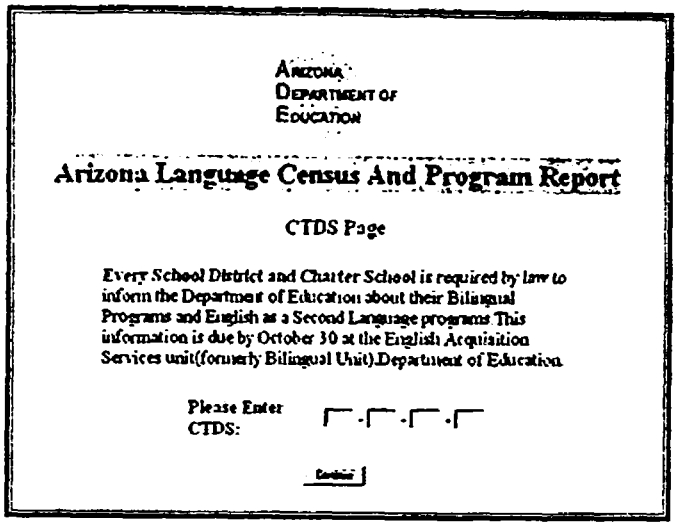
Part 2: School-Level Information

As a school, here is the opening page you will see as you begin this application. (This is the information that was gathered, until January 1998, using bubble sheets):

> NOTE: The beginning pages of this manual show entry screens for District-level or Charter School-level information. The screens beginning on this page are used to enter School-level information (the same information that was submitted on bubble sheets until January 1998).

Enter your school's ***CTDS*** number in the space provided.

Click on "***Continue***"


ARIZONA DEPARTMENT OF EDUCATION

Arizona Language Census And Program Report

CTDS Page

Every School District and Charter School is required by law to inform the Department of Education about their Bilingual Programs and English as a Second Language programs. This information is due by October 30 at the English Acquisition Services unit(formerly Bilingual Unit).Department of Education.

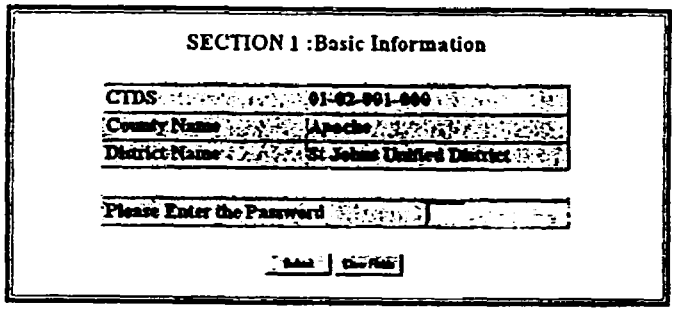
Please Enter CTDS: ___-___-___-___

*During the process of completing this report, a message box may appear, informing you that invalid information was entered, and asking you to go back and correct it. Use your Web Browser's "**Back**" button to return to the previous screen, and correct*

Next, a ***password*** screen appears.

> NOTE: On your first use of this application, create your password by keying in four characters. Remember that password, because you will be asked for it every time you enter your ***CTDS*** in this application.

Enter your ***password***, then click on "***Submit***"


SECTION 1 :Basic Information

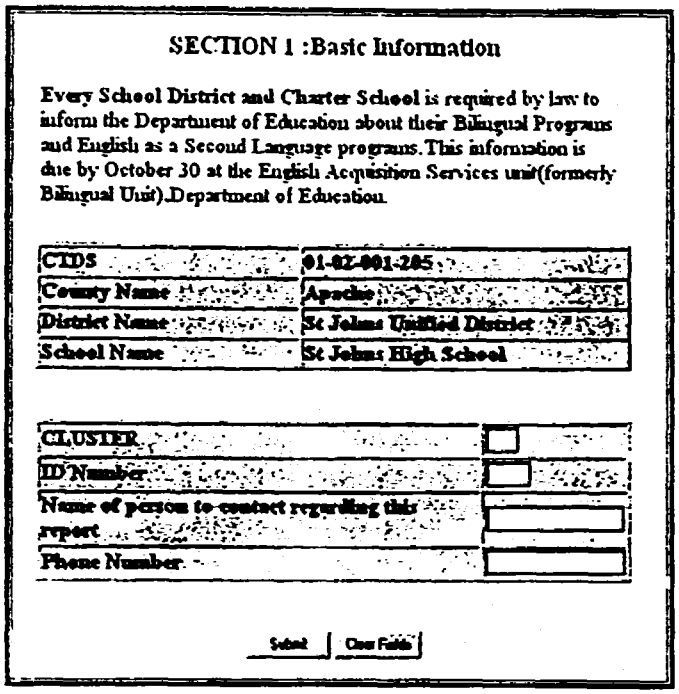
CTDS	01-02-001-000
County Name	Apache
District Name	St Johns Unified District

Please Enter the Password

Fill in the requested information. (All information that may already be showing can be removed by clicking on "***Clear Fields***").

Enter ***CLUSTER*** and ***ID Number*** if appropriate, and the ***name*** and ***telephone number*** of the person to be contacted for any information about this report.

Click on "***Submit***"


SECTION 1 :Basic Information

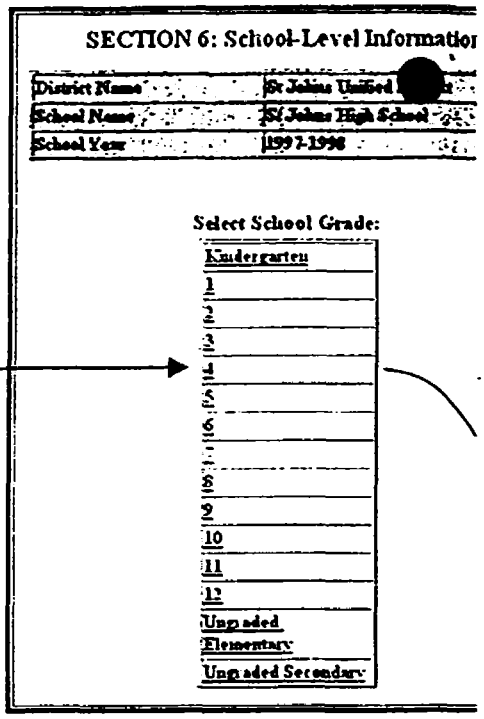
Every School District and Charter School is required by law to inform the Department of Education about their Bilingual Programs and English as a Second Language programs.This information is due by October 30 at the English Acquisition Services unit(formerly Bilingual Unit).Department of Education.

CTDS	01-02-001-205
County Name	Apache
District Name	St Johns Unified District
School Name	St Johns High School

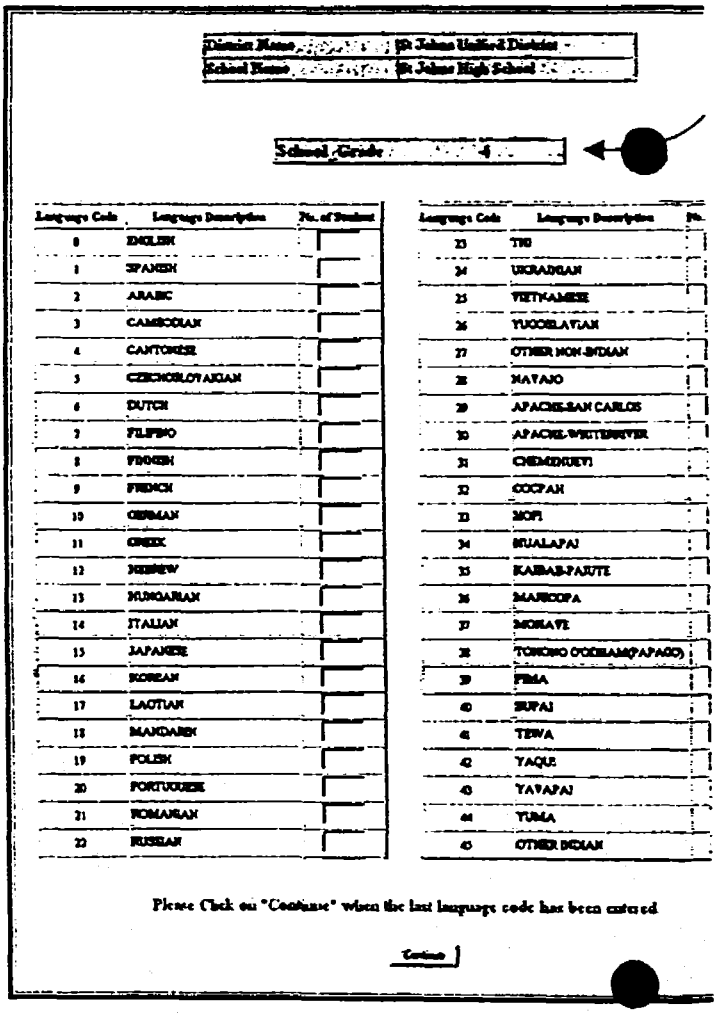
CLUSTER	
ID Number	
Name of person to contact regarding this report	
Phone Number	

Select, by clicking on the number, the ***grade*** for which primary home language information is to be entered.

When a grade is selected, the screen below will appear.



Enter the ***number*** of students for each primary language spoken in the home.



Click on "***Continue***"

For this school and grade, enter the ***number of students*** in each box, as requested.

District Name	St Johns Unified District
School Name	St Johns High School

School Grade

ASSESSMENT OF STUDENTS WITH A PRIMARY HOME LANGUAGE OTHER THAN ENGLISH

3. PRIOR YEARS' ASSESSMENTS

NON-LEP — NON-LIMITED ENGLISH PROFICIENT- Enter the number of students whose primary home language is other than English who were assessed in a prior year and were determined to be non-limited English proficient.(Include former LEP students who were reclassified to non-LEP status in a prior year.)

CONT LEP — CONTINUING LEP-Enter the number of students whose primary home language is other than English who were assessed in a prior year and were determined to be limited English proficient and who continued as LEP at the start of the current school year.

4. INITIAL ASSESSMENTS THIS YEAR ONLY Reading/writing 2-12 only (Not For Grades K & 1)

STATE RDG. COMP — State Reading Comprehension-Enter the number of students whose primary home language is other than English whose percentile achievement was reviewed on the reading comprehension subtest of the state pupil achievement testing program for the first time this year.

DIST RDG. — District Reading -Enter the number of students whose primary home language is other than English whose performance in reading was reviewed on district tests for determining grade level achievement for the first time this year.

DIST.WTG. — District Writing-Enter the number of students whose primary home language is other than English whose performance in writing was reviewed on district tests for determining grade level achievement for the first time this year.

ORAL K-12: Enter the number of students whose primary home language is other than English who were administered an English oral language assessment test for the first time this year. (Report only one test for each student.)

BSM — Bilingual Syntax Measure I,II.

LAS — Language Assessment Scales I,II.

IPT — IDEA Language Proficiency Test I,II.

OTHER — Other oral language assessment test.

SP.ED.ALT — Special Education Alternative-Alternative methods of assessment used only for students in special education.

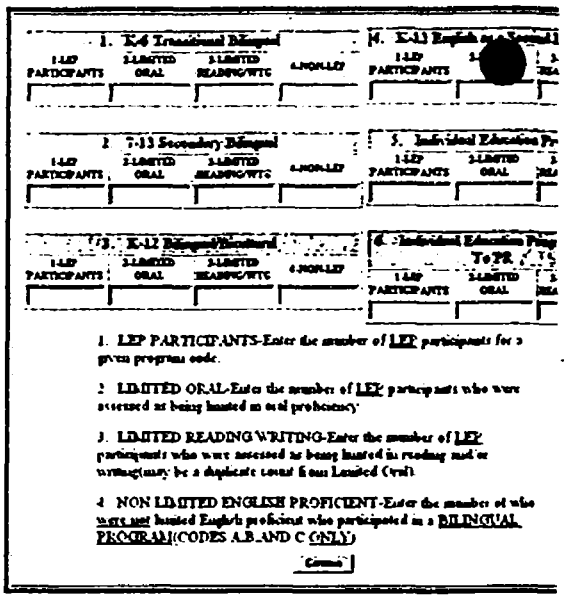
IDENT. AS NEW LEP — IDENTIFIED AS A NEW LEP STUDENT-Enter the number of students whose primary home language is other thanEnglish who have been identified,for the first time this year,as being limited in comprehending,speaking,reading, or writing English based on the oral or Reading/Writing assessments.

NEW LEP TESTED IN PRIM LANG. — NEW LEP TESTED IN THE PRIMARY HOME LANGUAGE-Enter the number of students whose primary home language isother thanEnglish Who were identified as NEW LEP this year and tested in their primary home language.

Click on "***Continue***"

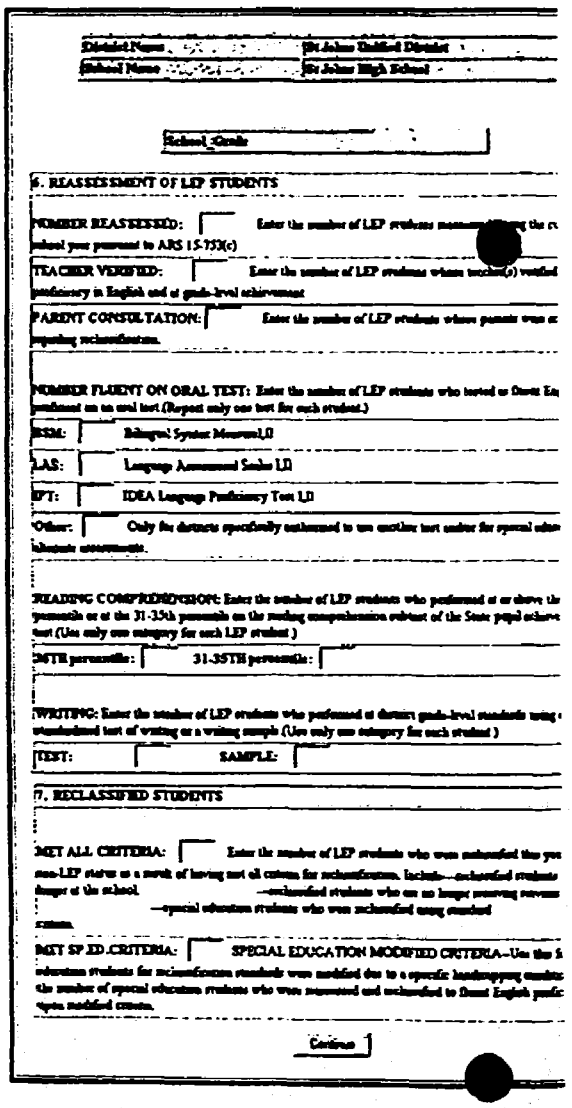
continue

Enter the ***number of students*** in each box, as requested, for each program offered by this school.



Click on "***Continue***"

For this school and grade, enter the ***number of students*** in each box, as requested.



Click on "***Continue***"

This screen allows you to return and enter information for another school grade, or to view all the information entered for each grade in the school.

District Name	St Johns Unified District
School Name	St Johns High School
School Name	005

If you want to select next School Grade please click here.

Please click on "Continue" when the information for last school grade has been entered.

If you want to view the information for school grade click on View Grade.

1	View Grade
2	View Grade
3	View Grade
4	View Grade
5	View Grade
6	View Grade
7	View Grade
8	View Grade
9	View Grade
10	View Grade
11	View Grade
12	View Grade
Ungraded Elementary	View Grade
Ungraded Secondary	View Grade
Kindergarten	View Grade

Continue

After you have completed entering information for all grades, and have viewed all desired information by grade, click on "***Continue***"

District Name	St Johns Unified District
School Name	St Johns High School
School Name	005
School Grade	2

Language code and number of students for each primary home language other than English

Grade	Language Code	Language Description	No. of Students
2	0	ENGLISH	0
2	1	SPANISH	0
2	2	ARABIC	0
2	3	CAMBODIAN	0
2	4	CANTONESE	0
2	5	CZECHOSLOVAKIAN	0
2	6	DUTCH	0
2	7	FILIPINO	0
2	8	HINDI	0
2	9	FRENCH	0
2	10	GERMAN	0
2	11	GREEK	0
2	12	HEBREW	0
2	13	HUNGARIAN	0
2	14	ITALIAN	0
2	15	JAPANESE	0
2	16	KOREAN	0
2	17	LAOTIAN	0
2	18	MANDARIN	0
2	19	POLISH	0
2	20	PORTUGUESE	0
2	21	ROMANIAN	0
2	22	RUSSIAN	0

Grade	Language Code	Language Description	No. of Students
2	23	THAI	0
2	24	UKRAINIAN	0
2	25	VIETNAMESE	0
2	26	YUGOSLAVIAN	0
2	27	OTHER NON-INDIAN	0
2	28	NAVAJO	0
2	29	APACHE-SAN CARLOS	0
2	30	APACHE-WHITERIVER	0
2	31	CHEMEHUEVI	0
2	32	COCPAH	0
2	33	HOPI	0
2	34	HUALAPAI	0
2	35	KAIBAB-PAIUTE	0
2	36	MARICOPA	0
2	37	MOHAVE	0
2	38	TOHONO O'ODHAM(PAPAGO)	0
2	39	PIMA	0
2	40	SUPAI	0
2	41	TEWA	0
2	42	YAQUI	0
2	43	YAVAPAI	0
2	44	YUMA	0
2	45	OTHER INDIAN	0

This screen shows all information by grade. On this page is shown the portion that lists ***primary home languages...***

(please see next page...)

(continued on next page)

(continued from previous page)

...and on this page it continues, showing information by ***program*** option, ***assessment***, and ***reassessment*** information.

(continued from previous

Participation and proficiency in programs.

K-6 Transitional Bilingual
1. LEP PARTICIPANTS
2. LIMITED ORAL
3. LIMITED READING/WRITING
4. NON LIMITED ENGLISH PROFICIENT

K-12 English as a Second Lang
1. LEP PARTICIPANTS
2. LIMITED ORAL
3. LIMITED READING/WRITING

7-12 Secondary Bilingual
1. LEP PARTICIPANTS
2. LIMITED ORAL
3. LIMITED READING/WRITING
4. NON LIMITED ENGLISH PROFICIENT

Individual Education Program
1. LEP PARTICIPANTS
2. LIMITED ORAL
3. LIMITED READING/WRITING

K-12 Bilingual Bicultural
1. LEP PARTICIPANTS
2. LIMITED ORAL
3. LIMITED READING/WRITING
4. NON LIMITED ENGLISH PROFICIENT

Individual Education Program Due
1. LEP PARTICIPANTS
2. LIMITED ORAL
3. LIMITED READING/WRITING

Assessment and reassessment of student with a primary home language other than english

Grade	2
Non_Lep	0
Cont.Lep	0
Stan/Bilg Comp	0
Dir/Bilg	0
Dir/Wrg	0
Hom	0
Lep	0
Rpt	0
Other	0
SpEdAll	0
Mod/NonLep	0
NonLepTests/Prioloing	0

Grade	2
Number Reassessed	0
Teacher Verified	0
Parent Consultation	0
Hom	0
Lep	0
Rpt	0
Other	0
36th percentile	0
31-35th percentile	0
Test	0
Sample	0
Met All Criteria	0
Met SpEd Modified Criteria	0

If you want to view next School Grade please click here.

Clicking "***here***" when finished viewing will take you back to the previous screen, where you can either select another grade to view, or click "***Continue***," which will bring up the the following screen:

You are done with the report. Select one of the following buttou

If you have not completed work on this report, but want to sign off for a time, click on "Save Report". This will allow y to make additions and changes later. If you have completed work on the report, click on "Submit Report".

When "Submit Report is clicked selected, you can no longe change the information, and the report is final and submitte to the Arizona Department of Education.

○ Save Report

○ Submit Report

Continue

This is the final screen for school-level information. It allows you to signify whether you have completed the District/Charter School portion and are ready to submit the information, or you still need to add or change some information.

So, choose either "***Save Report***" or "***Submit Report***," then click on "***Continue***"

You should now see either "***Your report has been saved***" or "***Your report is complete***," as shown here:

Your report is complete.

Appendix M

Attorney General's Opinion

Attorney General's Opinion I87-127 (R86-154)
October 16, 1987

Dear Ms. Bishop:

Your predecessor in office asked whether school districts must provide an individual education program for limited English proficient students whose parents have withdrawn them from bilingual or English as a second language ("ESL") programs as permitted by A.R.S. § 15-752.

We conclude that school districts must provide individual education programs for such students.

A.R.S. § 16-754 provides in pertinent part:

A. Each school district which has ten or more limited English proficient pupils in any kindergarten program or grade in any school shall provide a bilingual program or english as a second language program for the limited English proficient pupils.

B. Each school district which has nine or fewer limited English proficient pupils in any kindergarten program or grade in any school shall provide these limited English proficient pupils with either a bilingual program or English as a second language program as prescribed in subsection A of this section or shall provide an individual education program for each of these pupils which provides a plan for meeting the cultural and linguistic needs of the pupil. An individual education program must be provided for all limited English proficient pupils who are not enrolled in one of the programs described in subsections A and B of this section. (Emphasis added.)

The language of the statute is clear and unambiguous. All limited English proficient students who are not enrolled in a bilingual or ESL program must be provided an individual education program. The statute provides no exception to its mandate based upon the reason a student is not enrolled in a bilingual or ESL program.

This literal reading of the statute is consistent with the legislature's stated goal. "The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English. " A.R.S. §15-752 (B)" The provision for individual education programs in all cases where bilingual or ESL programs are unavailable, either due to district size or parental withdrawal, promotes the stated goal.

Title VI of the Civil Rights Act of 1964 requires school districts to take affirmative steps to rectify language deficiencies in order to open the instruction to students who are limited English proficient. Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786, 39 L.Ed.2d 1 (1974); 42 U.S.C. § 2000d. Additionally, 20 U.S.C. § 1703 (f) makes it unlawful for a state to deny equal educational opportunity to an individual by failing to take action to overcome language barriers that impede equal participation in instructional programs. Giving effect to the plain meaning of A.R.S. § 15-754 (b) is consistent with these federal statutory requirements. See also, Gomez v. Illinois State Board of Education, 811 F.2d 1030 (7th cir. 1987); Idaho Migrant Council v. Board of Education, 647 F.2d 69 (9th cir. 1981).

Accordingly, we conclude that school districts must provide individual education programs for limited English proficient students whose parents have withdrawn them from a bilingual or ESL program pursuant to A.R.S. § 15-752 (C).

Appendix N

Local Education Agency (LEA) Self Assessment Tool
State Bilingual Programs

Self-Assessment for IASA Programs

Introduction

The Improving Americas Schools Act of 1994 (IASA) requires that school districts and schools participate in extensive planning in order to implement the reform goals of the federal legislation. Districts receiving Title 1 and other IASA funds need to develop and submit a plan along with their consolidated application. Any school wanting to develop a schoolwide program are also required to write a plan describing how they will implement the reform model they will be using. In addition when schools are not able to meet "adequate yearly progress" it is necessary for them to develop school improvement plans. The Arizona IASA Self-Assessment instrument was developed by the Arizona Department of Education/Academic Support Division in conjunction with RMC Research to provide guidance to districts and schools in developing these plans and provide information on the requirement of the federal legislation.

The expectation is that Local Education Agencies provide challenging academic programs that are designed to ensure that Arizona's students have access to extraordinary education and are able to meet the Arizona Academic Standards.

Purpose of the IASA Self-Assessment

The purpose of the IASA Self-Assessment is to provide a tool for Local Education Agencies (LEAs) and charter schools to use as a guide for development and implementation of their programs and measure how well they are meeting the goals of their LEA Consolidated Plans. The tools are also designed to provide LEA's the ability to assess the integrity and quality of their IASA programs and to identify areas in which technical assistance may be needed. The results of these reviews may be used by the ADE/ASD to identify model programs, identify the various levels of technical support needed by the LEA's and to assist in meeting the needs of the LEA's through the System of School Support and the provision of technical assistance.

Monitoring IASA Programs

The Arizona Department of Education, Academic Support Division (ADE/ASD) views monitoring of IASA programs as a series of events. Monitoring for compliance with the regulatory requirements is just one of the many evaluation activities used to determine effectiveness of educational programs. Monitoring of IASA programs is a continuous process that includes on-site visits, IASA Self-Assessment and program audits.

The Self-Assessment Process

All LEA's, including charter schools, who receive IASA funds are involved in the self-assessment process. It is highly recommended that the LEA/charter school develop a team that may include administrators, teachers, resource personnel, paraprofessionals, parents and community members to effectively complete the self-assessment.

Assessments will be reviewed by ADE/ASD staff for completeness and for areas of identified technical assistance needed. Staff will also identify LEAs who are in substantial compliance with requirements, in partial compliance and those with areas of non-compliance.

Substantial compliance: This means that all elements of the requirement as implemented are present.

Partial compliance: This means that elements of the requirement as implemented are present to a large degree but that some elements may not be present or that they are only present for a small number of staff, students, parents, or other stakeholders mentioned.

Non-compliance: This means that elements of the requirement are not present or are in process but not fully implemented.

Local Educati Agency (LEA)
Self Assessment Tool
State Bilingual Programs

English Language, Bilingual or ESL Programs, 15-752

(Check responses agreed on by your self assessment team.)		Yes	No	In Progress	Evidence
1)	The school district has bilingual or ESL program.				
2)	Pupil participation in these programs is voluntary and parental notification was provided.				
3)	Parents are aware that if they do not wish to have their child participate in a bilingual program the parent may so indicate by writing a letter to the principal.				
4)	If the school district which has nine or fewer limited English proficient pupils in any kindergarten program or grade in any school, the district provides these limited English proficient pupils with either a bilingual program or grade in any school shall provide these limited English proficient pupils with either a bilingual program or English as a second language program as prescribed...or it provides an individual education program for each of these pupils which provides a plan for meeting the cultural and linguistic needs of the pupil. An IEP is provided for all limited English proficient pupils who are not enrolled in one of the programs.				
5)	If the school district has ten or more limited English proficient pupils in any kindergarten programs or grade in any school, the district provides a bilingual program or English as a second language program for limited English proficient pupils.				
6)	Classes of bilingual instruction are taught by teachers who possess a basic or standard certificate to teach with a bilingual education endorsement.				

Census Procedures, Diagnostic Assessment and Reassessment, 15-753

(Check responses agreed on by your self assessment team.)	Yes	No	In Progress	Evidence
1) The school district uses school enrollment forms and home language surveys to identify students whose primary language is not English:				
2) The district determines language proficiency in both English and the home language by December 1st of each year.				
3) Language reassessment criteria and procedures for the reclassification of students are in place.				
4) The language reassessment criteria and procedures are:				
a) used at least once every two years with LEP students enrolled in bilingual programs or ESL programs;				
b) include:				
1) a teacher evaluation of the student's English language proficiency and an assessment of his/her readiness to succeed in an English language course of study;				
2) an objective assessment of the student's oral language proficiency, writing skills, and literacy skills in English; and				
3) parent opinion and consultation.				

Bilingual and ESL Program Requirements, 15-754

(Check responses agreed on by your self assessment team.)	Yes	No	In Progress	Evidence
1) The school district meets the requirements for bilingual or ESL programs through at least one of the following approaches:				
a) transitional bilingual programs (K-6);				
b) a language learning program (7-12);				
c) a bilingual – bicultural program (K-12); and				
d) an ESL program that includes daily instruction in the English language and a plan to develop an understanding of the history and culture of the United States and the customs and values of the home language.				

Reporting Procedures, Self Assessment, and Non-Compliance, 15-755

(Check responses agreed on by your self assessment team.)	Yes	No	In Progress	Evidence
1) By June 15th, annually, the school district submits a report to the Arizona Department of Education (ADE) that includes the following information:				
a) the number of pupils identified as having a primary home language other than English by grade level for each school;				
b) the identification procedures used to determine whether students are limited English proficient (LEP); and				
c) the number of LEP students in each grade level for each school.				
2) By June 15th, annually, the school district submits a report to ADE on its bilingual and ESL programs that includes the following information:				
a) a description of programs services;				
b) the number of participating students in each program by grade level by school;				
c) the language proficiency of participating students by grade level by school;				
d) achievement test data, if available;				
e) reassessment criteria and procedures;				
f) source and amount of funds expended;				
g) number and qualifications of program staff and the name of the person responsible for management of the program; and				
h) any additional information required by the superintendent of public instruction.				
3) If required, the school district conducts a biannual self assessment of the program and maintains records of the self assessment as well as any corrective action taken.				

PART [illegible] ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON STATE BILINGUAL PROGRAMS

1. Assistance is needed for the following components:
   (List or specify that no assistance is needed.)

   _____

   _____

2. The contact person to arrange the assistance is: _____
   (Name and Phone Number)

3. The type of assistance needed includes:
   (Check all that apply)

   - ☐ materials, resources
   - ☐ telephone consultation with the SEA or another technical assistance provider
   - ☐ professional development
     - ☐ short term ☐ long term
   - ☐ expert consultant/distinguished educator
   - ☐ school support team assistance
   - ☐ facilitation/problem solving by the school improvement team or whole faculty
   - ☐ Other_____
     (Please specify)

Appendix O

§ARS 15-751-756
Monitoring Scoring Form

DISTRICT

SCHOOL

Date

MONITORING SCORING FORM
ARS 15-751-756

GRADE

TEAM LEADER

MEMBER

MEMBER

COMPLIANCE AREA I: IDENTIFICATION

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
Original Entry Date														
I.A.1.														
a. *Each student has an SEF on file.*														
b. The SEF forms have obtained the following information: 1. The language most often spoken in the student's home is other than English, regardless of the language spoken by the child.														
2. The language most often spoken by the student is other than English.														
3. The student's first acquired language is other than English.														
c. Each SEF form was: 1. dated and	date (+ or O)													
2. signed by parent(s)/guardian(s).														
d. Each student has an HLS form on file (where appropriate).														
e. The HLS forms have obtained the following information: 1. The language most often spoken in the student's home is other than English, regardless of the language spoken by the child.														
2. The language most often spoken by the student is other than English.														
3. The student's first acquired language is other than English.														
f. Each HLS form was: 1. dated and	date (+ or O)													
2. signed by parent(s)/guardian(s).														
g. Ident. process completed by Oct. 1 or 30 days.														
h. Each student has been appropriately identified using above information as: 1. non-PHLOTE														
2. PHLOTE														

AC10/94P

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
II.A.1.														
Each PHLOTE student's file has evidence of:														
a. The administration of a state approved ORAL language proficiency test.														
b. The administration of the appropriate test level.														
c. Appropriate scoring of the test.														
d. Test administration date (for new students, testing shall be completed by Dec. 1 annually; thereafter within 30 days of enrollment).	date	date	date	date	date	date	date	date	date	date				
e. The signatures of: test administrator and scorer														
f. In each case, English language proficiency assessments were conducted by individuals who are proficient in English and who were thoroughly trained to administer and score the test.*														
g. Each student with a score of less than fluent, according to publisher's norms, is classified as an LEP student. NON-LEP score LEP														

* Refer to list of individuals trained to administer and score the test.

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
II.B.1. a. Documentation of screening of PHLOTE students' scores on the English reading comprehension subtest of the state pupil achievement test.														
INFORMATIONAL ITEM: 1. + above 40th %ile/date or 2. + at or below 40th %ile/date or 3. + no score/ documented or o no score/ not documented Note: Mark one block only for each student. PLEASE NOTE SCORE AND DATE														
II.B.2 Each PHLOTE student's file has evidence of: a. The administration of a state approved ORAL language proficiency test.														
b. The administration of the appropriate test level.														
c. Appropriate scoring of the test based upon publisher's norms.														
d. Test administration date (for new students, testing shall be completed by Dec. 1 annually, and within 30 days for new enrollees).	date	date	date	date	date	date	date	date	date	date				
e. The signatures of: test administrator and scorer.														
f. In each case, English language proficiency assessments were conducted by individuals who are proficient in English and who were thoroughly trained to administer and score the test.*														
g. Based on ORAL test results, each PHLOTE student is classified as LEP or NON-LEP. NON-LEP (+) score LEP(+) (Proceed to reading and writing measures for all PHLOTE students).														

* Refer to list of individuals trained to administer and score the test.

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
II.B.3. a. Determine that district measures of READING as reflected on the District Assessment Plan (DAP)have been administered to PHLOTE students utilizing standards applicable to all district students.														
b. Verify that PHLOTE students were appropriately classified as LEP(at or below district standard) or NON-LEP (above district standard) according to reading test results.*	LEP													
	score													
	NON-LEP													
c. For new students, testing shall be completed by Dec. 1 annually and within 30 days for new enrollees.														
	DATE													
d. Determine that district measures of WRITING as reflected on the District Assessment Plan (DAP) have been administered to PHLOTE students utilizing standards applicable to all district students.														
e. Verify that PHLOTE students were appropriately classified as LEP(at or below district standard) or NON-LEP (above district standard) according to writing test results.*	LEP(+)													
	score													
	NON- LEP(+)													
f. For new students, testing shall be completed by Dec. 1 annually and within 30 days for new enrollees.														
	DATE													
g. District has appropriately identified each PHLOTE student as LEP or NON-LEP.	LEP (+)													
	NON-LEP (+)													

* NOTE: Students found to be LEP on any one or more of the three required assessments (oral, reading, writing) must be classified as LEP.

COMPLIANCE AREA: ASSESSMENT- Primary Home Language

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
II.C.1. a. Each LEP student's file has evidence of a primary language assessment (PLA).														
PUBLISHED TESTS b. The administration of a state approved ORAL language proficiency test in the primary language of the student. (Grades K-12)														
1. The administration of the appropriate test level.														
2. Appropriate scoring and results of the test. (indicate score)														
score														
3. Test administration date (For new students, testing shall be completed by Dec. 1 annually and within 30 days for new enrollees.														
DATE														
4. In each case PLA was conducted by test administrators who are proficient in the language of the student(s) and who were thoroughly trained to administer and score the tests or procedures.*														
c. The administration of a READING test in the primary language of the student.(Grades 2-12)														
1. The administration of the appropriate test level.														
2. Appropriate scoring and results of the test. (indicate score)														
score														
3. Test administration date (For new students, testing shall be completed by Dec. 1 annually and within 30 days for new enrollees.														
DATE														
4. In each case PLA was conducted by test administrators who are proficient in the language of the student(s) and who were thoroughly trained to administer and score the tests or procedures.*														

*Refer to list of individuals trained to administer and score the test.

COMPLIANCE AREA: ASSESSMENT-Primary Home Language

WHAT TO LOOK FOR											FINDINGS +	O	N/A	Total + & 0
d. The administration of a WRITING test or sample in the primary language of the student. (Grades 2-12).														
1. The administration of the appropriate test level.														
2. Appropriate scoring and results of the test. (indicate score) score														
3. Test administration date (For new students, testing shall be completed by Dec. 1 annually and within 30 days for new enrollees.)														
4. In each case PLA was conducted by test administrators who are proficient in the language of the student(s) and who were thoroughly trained to administer and score the tests or procedures.*														

*Refer to list of individuals trained to administer and score the test.

Note: Students in kindergarten and first grade whose primary language is not commonly written, need not be assessed in reading and writing in the primary language.

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
STRUCTURED INTERVIEW e. Documentation that a 1. Structured interview and 2. Academic evaluation have been conducted in the primary language.														
3. The administration of the appropriate procedures.														
4. Interview and academic evaluation administration date (For new students, interview/evaluation shall be completed by Dec. 1 annually and within 30 days for new enrollees.) DATE														
5. Signature of Administrator.														
6. Signature of Scorer.														
7. The appropriate recording of the results of the procedures.														

COMPLIANCE AREA II: ASSESSMENT-Special Education (Standard)

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
II.D.1. a. District has applied standard procedures when assessing the English language proficiency of the PHLOTE Special Education student. (Items II.A.1. - II.B.3). See pages 2 through 4.														
b. District has applied standard procedures when assessing the primary language proficiency of the PHLOTE student. (Item II.C.1.) See pages 5 and 7.														

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
II.D.2. Each PHLOTE Special Education student's file has evidence of:														
a. Documentation that a formal determination was made regarding the inappropriateness of standard language proficiency assessment procedures.														
b. Evidence that English language assessment has been completed by utilizing appropriate alternate instruments or procedures and appropriate standards.														
c. Primary language assessment has been completed by utilizing appropriate alternate instruments or procedures and appropriate standards.														
d. Test administration date (For new students, testing shall be completed by December 1 annually and within 30 days for new enrollees.)	date	date	date	date	date	date	date	date	date	date				
e. Signatures of: test administrator														
and scorer.														
f. Based on results of assessment or procedures, a decision has been made by the special education director or designee or MDC team and test administrator as to the student's language proficiency designation.														
g. *The designation of LEP/Non-LEP is included in the student's records.														

*LEP Special Education students must receive Special Education and ESL/Bilingual services. See R7-2-401.

COMPLIANCE AREA III: PROGRAM OPTIONS- - Parental Notification

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.A.1. a. Review evidence which documents that parents of each LEP student were notified upon their child's placement in the program. NOTE: Potential sources of documentation are copies of notification to parents in each LEP students file or a dissemination log.														
III.A.2. a. There is a WRITTEN STATEMENT from the parents/guardians of each LEP pupil **not participating** in the district's bilingual or ESL program.														
III.A.3. a. There is a WRITTEN IEP for each LEP pupil **not participating** in a bilingual or ESL program. NOTE; Refer to Item III.C.2. a.b.c.d.e. and f. for the required components of the IEP.														

COMPLIANCE AREA III: PROGRAM OPTIONS-Placement

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.B.1. a. Verify that each LEP student in the sample has been placed in a program. Initial														
Current														
b. Verify that each LEP student has been placed in a program in accordance with the program reported by the district.														
III.B.2. a. Verify that each teacher holds the appropriate endorsement.														
TEACHER'S NAME														
ENDORSEMENT HELD														
INFORMATIONAL ITEM Check Program Option and use the indicated pages for scoring. : IEP (Score pp. 11)														
IEP Due to Parental Request (Score pp. 11)														
K-6 Transitional Bilingual (Score pp. 12)														
7-12 Secondary Bilingual (Score pp. 13-14)														
K-12 Bilingual/Bicultural (Score pp. 15-17)														
English as a Second Language (Score pp. 18-20)														

COMPLIANCE AREA III: PROGRAM OPTIONS--Individual Education Program (IEP) (K-12)

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.C.1. Verify that there are: a. no more than nine (9) LEP students in any kindergarten program or any grade level in any school site implementing an IEP program OR b. verify that an LEP student is in an IEP program based on parental request.														
III.C.2. a. There is a systematic instructional program for each LEP student. (See district adopted procedure for implementing IEPs).														
b. There is an individualized program of instruction for each LEP student.														
c. The program is designed to ensure equal educational opportunity for each LEP pupil. (See the appropriate program option for required academic areas to be addressed).														
d. The program promotes English language development. Instruction is provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
e. The program sustains normal academic achievement (through the use of the pupil's primary home language for subject matter instruction to the extent possible).														
f. The program includes a cultural component.														

COMPLIANCE AREA III: PROGRAM OPTIONS-Transitional Bilingual Program (K - 6)

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.D.1. a. The LEP student is placed in an organized program of instruction designed to increase English language proficiency. Instruction is provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
b. The LEP student is placed in an organized program for pupils to receive instruction in and through the primary home language. (See district adopted procedure for implement ing Transitional Bilingual Program K-6)														
III.D.2. The LEP student is placed in an organized program of instruction which is designed to promote academic achievement which includes all subjects required (R7-2-301). 1. Language Arts														
2. Literature														
3. Mathematics														
4. Science														
5. Social Studies														
6. Music														
7. Visual Arts														
8. Health/Physical Education														
9. Foreign or Native American Language (includes modern and classical)														

COMPLIANCE AREA III: PROGRAM OPTIONS--Secondary Bilingual Program (7-12)

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.E.1. a. The LEP student is placed in an organized program of instruction designed to increase English language proficiency. Instruction is provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
b. The LEP student is placed in an organized program for pupils to receive instruction in and through the primary home language. (See district adopted procedure for implementing Secondary Bilingual Program 7-12).														
III.E.2. The LEP student is placed in an organized progam of instruction which is designed to promote academic achievement in elective and nonelective content courses required for graduation pursuant to R7-2-301. The required subject areas (R7-2-301) to be taught in the common school (grades 7-8) are: 1. Language Arts														
2. Literature														
3. Mathematics														
4. Science														
5. Social Studies														
6. Music														
7. Visual Arts														
8. Health/Physical Edcuation														
9. Foreign/Native American Language (includes modern and classical)														

FINDINGS

WHAT TO LOOK FOR												+	O	N/A	Total + & 0
III.E.3. The instructional program includes all subjects required by R7-2-302/302.03/302.04. The required high school (grades 9-12) subjects are:															
Subjects	Credits														
A. Language Arts															
a. English or ESL Instruction in ESL is provided on a daily basis in: 1. listening and speaking skills	4														
2. reading skills															
3. writing skills															
B. Academic Subject areas															
1. U.S./AZ History and Constitution	1 1/2														
2. World History/Geography	1														
3. Free Enterprise	1/2														
5. Mathematics	2														
6. Science	2														
7. Fine Arts or Vocational Education	1														
8. Electives	8														

Effective for the graduating class of:
1994 - R7-2-302.03
1996 - R7-2-302.04
2000 - R7-2-302

COMPLIANCE AREA III: PROGRAM OPTIONS--Bilingual/Bicultural Program (K-12)

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.F.1. a. The LEP student is placed in a system of instruction which builds upon and expands the existing English language/literacy skills of each LEP participant. Instruction is provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
b. The LEP student is placed in a system of instruction which builds upon and expands the existing English language/literacy skills of each native English speaking participant. * (See district adopted procedures for imple menting Bilingual/Bicultural Program K-12).														
c. The LEP student is placed in a system of instruction which builds upon and expands the existing primary language/literacy skills of each LEP participant.														
d. The LEP student is placed in a system of instruction which builds upon and expands the existing second language/literacy skills of each native English speaking participant.														
e. The LEP student is placed in a system of instruction which includes the history and culture of Arizona and the United States as well as customs and values associated with the languages being taught.														

COMPLIANCE AREA III: PROGRAM OPTIONS--Bilingual/Bicultural Program (K-12)

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.F.2. The instructional program includes all subjects required by R7-2-301. The required subjects (R7-2-301) of the common school (grades 1-8) are: **A. Language Arts** Instruction in ESLis provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
B. Academic Subject Areas														
1. Literature														
2. Mathematics														
3. Science														
4. Social Studies														
5. Music														
6. Visual Arts														
7. Health/Physical Education														
8. Foreign or Native American Language(includes modern and classical)														

COMPLIANCE AREA III: PROGRAM OPTIONS--Bilingual/Bicultural Program (K-12)

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.F.3. The instructional program includes all subjects required by R7-2-302/302.03/302.04. The required subjects for grades 9-12 are:														
Subjects / **Credits**														
A. English or ESL 4 — Instruction in ESL is provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
B. Academic Subject Areas														
1. U.S./AZ History and Constitution 1 1/2														
2. World History/Geography 1														
3. Free Enterprise 1/2														
4. Mathematics 2														
5. Science 2														
6. Fine Arts or Vocational Education 1														
7. Electives 8														

Effective for the graduating class of:
1994 - R7-2-302.03
1994 - R7-2-302.04
2000 - R7-2-302

COMPLIANCE AREA III: PROGRAM OPTIONS -- English as a Second Language

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.G.1. The daily instructional program includes all subjects required by R7-2-301. A. *Language Arts*														
Instruction in ESL is provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
B. Academic subject areas:														
1. Literature														
2. Mathematics														
3. Science														
4. Social Studes														
5. Music														
6. Visual Arts														
7. Health/Physical Education														
8. Foreign or Native American Language (includes modern and classical)														
C. Instruction is provided which incorporates United States and minority group culture.														

COMPLIANCE AREA III: PROGRAM OPTIONS--English as a Second Language

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
III.G.2. The instructional program includes all subjects required by R7-2-302/302.03/302.04. The required high school (grades 9-12) subjects are: Subjects — Credits														
A. Language Arts a. English or ESL — 4 Instruction in ESL is provided on a daily basis in: 1. listening and speaking skills														
2. reading skills														
3. writing skills														
B. Academic Subject Area														
1. U.S./AZ History and Constitution — 1 1/2														
2. World History/Geography — 1														
3. Free Enterprise — 1/2														
4. Mathematics — 2														
5. Science — 2														
6. Fine Arts or Vocational Education — 1														
7. Electives — 8														
C. Instruction is provided which incorporates United States and minority group culture.														

Effective for the graduating class of:
[illegible]4 - R7-2-302.03
1996 - R7-2-302.04
2000 - R7-2-302

COMPLIANCE AREA IV: REASSESSMENT -- Timelines for Reassessment/Teacher Verification/Parental Consultation FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
IV.A.1. Date of Initial Assessment														
a. Each LEP student has been reassessed consistently every (2) years beginning with the date of initial assessment.														
b. Each LEP student has currently been reassessed within the allowable time frame														
IV.B.1. Teacher Verification														
a. In each LEP student's file, there is documentation from the classroom teacher verifying the student's English language proficiency.														
b. In each LEP student's file, there is documentation from the classroom teacher verifying the student's performance in the State Board course of study.														
c. Each LEP student has been designated as having: MET OR NOT MET the teacher verification requirement for reclassification.														
IV.B.2. Parental Consultation														
a. In each LEP student's file there is documentation of contact with parents or guardians regarding reclassification.														
b. In each LEP student's file there is documentation that the parents or guardians reviewed student performance data and provided input in the reclassification decision.														
c. Each LEP student has been designated as having: MET OR NOT MET the parental consultation requirement for reclassification.														

COMPLIANCE AREA IV: REASSESSMENT -- Oral Language Proficiency

WHAT TO LOOK FOR											FINDINGS +	O	N/A	Total + & 0
Oral Assessment IV.B.3. Each LEP student's file has evidence of: a. The administration of a state approved oral test.														
b. The administration of the appropriate test level.														
c. Appropriate scoring and results of the test based upon publisher's norms (indicate score).														
Score														
d. Test administration date (testing shall indicate that student was reassessed within two (2) years of the date of initial assessment).														
Date														
e. The signatures of: test administrator														
and scorer.														
f. In each case, English language proficiency assessments were conducted by individuals who are proficient in English and who were thoroughly trained to administer and score the test.*														
g. Each LEP student has been designated as having MET														
OR NOT MET the criteria for oral language proficiency in accordance with publisher's norms.														

* Refer [illegible]st of individuals trained to administer and score the test.

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
Writing Assessment IV.B.4. a. Determine that district measures of writing have been administered to LEP students utilizing standards applicable to all district students.														
b. Each LEP student has been designated as having MET														
OR NOT MET district standard for writing.														
State Pupil Achievement Testing IV.B.5. a. Determine that the reading comprehension subtest of the state pupil achievement test has been administered to each LEP student, unless formally exempted under ARS 15-744.B. Exempted (+)														
b. Determine that the LEP student has met the reading standard at or above the 36th percentile;*														
OR Score														
c. Determine that the LEP student has met the reading standard at the 31st to 35th percentile with concurrence of the language assessment team.*														
d. Each LEP student has been designated as having MET														
OR NOT MET the reading requirement for reclassification.														

*Note: N/A is applicable when child scores below the 31st percentile.

COMPLIANCE AREA IV: REASSESSMENT -- All Criteria Met

WHAT TO LOOK FOR											FINDINGS +	O	N/A	Total + & 0
IV.B.6. a. Determine that each LEP student has been designated as having MET all criteria (Items IV.B.1. through IV.B.5). See pages 21 through 23. Note: Score N/A if child did not meet all criteria and remains in program receiving LEP services.														
b. Determine that the district has appropriately reclassified students.														

COMPLIANCE AREA IV: REASSESSMENT -- Special Education Students Standard Procedures

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
IV.C.1. a. The district has applied standard procedures when conducting reassessment of the LEP Special Education student (Items IV.B.1. through IV.B.5.). See pages 21 through 23.														

COMPLIANCE AREA IV: REASSESSMENT -- Special Education Students Alternate Procedures

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
IV.C.2.														
a. Documentation that the IEP team has found standard procedures to be inappropriate.														
b. Evidence that the district has employed alternate instruments or procedures for reassessment.														
c. Alternate test/procedure dates indicate that the LEP student was reassessed within two (2) years of the date of initial assessment.														
d. Signatures of: test administrator														
and scorer.														
e. Reassessment results indicate that a decision was made by the IEP team and test administrator as to the student having MET														
OR NOT MET reclassification criteria.														

COMPLIANCE AREA IV: REASSESSMENT -- Review of Program Sufficiency

FINDINGS

WHAT TO LOOK FOR											+	O	N/A	Total + & 0
IV.D.1. a. The district has documentation of having reviewed services for each LEP student in terms of the type of service provided and the extent of services provided.														
b. The district has determined for each LEP student that either: 1. existing services are sufficient to enable the LEP student to meet reclassification criteria; OR 2. modification of services is required to enable the LEP student to meet reclassification criteria.														
The district has documentation of having conducted a biennial self-assessment to review the quality of district- wide program services provided.														

COMPLIANCE AREA IV: REASSESSMENT -- Follow-up of Reclassified Students

WHAT TO LOOK FOR											FINDINGS +	O	N/A	Total + & 0
IV.E.1. a. The district has an established follow-up procedure for reclassified students.														
b. The district has implemented procedures for monitoring the progress of reclassified students. (Twice during the follow-up year).														
c. Each reclassified student's file has evidence of: 1. dates of follow-up reviews														
2. names of reviewers														
3. findings of review														
4. recommendations for services to students who are not performing satisfactorily.														

COMPLIANCE AREA V: ARIZONA LANGUAGE CENSUS AND PROGRAM REPORT, PART I AND PART II

FINDINGS

WHAT TO LOOK FOR		+	O	N/A	Total + & 0
V.A.1. a. The district submitted the Arizona Language Census and Program Report, Part I (district report) by June 15.					
b. The district submitted the Arizona Language Census and Program Report, Part II (bubble sheet) by June 15.					
c. The district has designated a Program Manager for program services for Limited English Proficient students.					

Appendix P

Limited English Proficient (LEP) Students Served in Programs (Group B Weight Count)

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS SERVED IN PROGRAMS ARS §15-754

Section No.1 — **DISTRICT OF ATTENDANCE-** Preprinted (Please complete when submitting a change or supplement).

Section No. 2 — **PARTICIPATION IN PROGRAM BY TYPE**

a. Enter the code which corresponds to the type of program through which the eligible LEP students are being served. The authorized programs are set forth on ARS §15-754 as follows:

CODE	PROGRAM	CODE	PROGRAM
A	K-6 Transitional Bilingual	D	K-12 English as a Second Language
B	7-12 Secondary Bilingual	E	Individual Education Plan
C	K-12 Bilingual/Bicultural	F	Individual Education Program (DUE TO PARENTAL REQUEST)

b. Enter the number of eligible LEP students who were being served in the program on each of the three (3) count dates. Include only those LEP students for whom complete language proficiency assessments were completed (K-1 oral, 2-12 oral, reading and writing) and who are receiving services from teachers who hold bilingual or English as a Second Language (ESL) endorsements in accordance with the program type. These endorsements are not required for programs E and F, however, schools must insure that there are fewer than 10 LEP students in a grade to qualify for programs E and that verifiable documentation from parents is available to qualify for program F.

c. Enter the number of LEP students who were served in the respective authorized programs on at least one of the designated count dates but who subsequently left the program due to having been reassessed on the State Board criteria (R7-2-306.G.) and having met all reclassification standards.

d. Enter the number of LEP students who were served in the respective authorized programs on at least one of the designated count dates but who subsequently left the program due to having withdrawn from the school without having met reclassification standards.

IF ONLY ONE PROGRAM IS OFFERED AT THIS GRADE LEVEL, NO FURTHER INFORMATION IS REQUIRED.

Section No. 3 & 4 — Utilize these sections of the form to report the participation of eligible LEP students in programs other than the one reported in Section 2. DO NOT include students previously reported. For example, some LEP students may be participating in Program A, Transitional Bilingual Program, while other LEP students in the same grade may be participating in program D, ESL. Section 2 would be used to report student participation in program A on the designated count dates. Section 3 would be used to report student participation in program D on the designated count dates. If a third program type is also offered at this grade level student participation would be reported in Section 4.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS SERVED IN PROGRAMS A.R.S. 15-754

DUE DATE: FEBRUARY 15TH

PLEASE READ INSTRUCTIONS PRINTED ON REVERSE SIDE OF FORM

SCH. YR: _____

DISTRICT: _____

SCHOOL: _____

USE #2 PENCIL ONLY

RETAIN THE YELLOW CARBON COPIES FOR YOUR DISTRICT FILES.

○ CHANGE

○ SUPPLEMENT TO REPORT MORE THAN THREE (3) PROGRAMS

1.

DISTRICT OF ATTENDANCE											
CO		TYPE		DIST		SCH			GR		
0	0	0	0	0	0	0	0	0	0	0	
1	1	1	1	1	1	1	1	1	1	1	
2	2	2	2	2	2	2	2	2		2	
	3	3	3	3	3	3	3	3		3	
	4	4	4	4	4	4	4	4		4	
	5	5	5	5	5	5	5	5		5	
	6	6	6	6	6	6	6	6		6	
	7	7	7	7	7	7	7	7		7	
	8	8	8	8	8	8	8	8		8	
	9	9	9	9	9	9	9	9		9	

KINDERGARTEN (K) (G)

UNGRADED ELEMENTARY (U) (E)

UNGRADED SECONDARY (U) (S)

CONTACT PERSON: _____

PHONE: _____

DATE: _____

RETURN TO:
ARIZONA DEPARTMENT OF EDUCATION
SCHOOL FINANCE, BOX 13
1535 W. JEFFERSON
PHOENIX, AZ 85007

NOTE: If no LEP programs are offered return the preslugged form with no other marks. It is not necessary to fill in zeros for dates with no count.
In all cases, only eligible LEP students with complete assessments and who are receiving services from properly endorsed personnel on the designated dates may be counted.

- DO NOT COUNT PRESCHOOL GRADES -

Student participation data must be maintained on a continuous basis. Documentation of each student's eligibility and services must be maintained in a manner which will enable auditors and monitors to conduct compliance reviews.

ADE-41-980 Rev. Nov 1991

2.

A. PROGRAM CODE: (A) (B) (C) (D) (E) (F)						STUDENTS	
B. STUDENTS ENROLLED AS OF:						C. RECLASSIFIED	D. WITHDRAWN
OCT. 1		DEC. 15		FEB. 1			
0 0 0		0 0 0		0 0 0		0 0 0	0 0 0
1 1 1		1 1 1		1 1 1		1 1 1	1 1 1
2 2 2		2 2 2		2 2 2		2 2 2	2 2 2
3 3 3		3 3 3		3 3 3		3 3 3	3 3 3
4 4 4		4 4 4		4 4 4		4 4 4	4 4 4
5 5 5		5 5 5		5 5 5		5 5 5	5 5 5
6 6 6		6 6 6		6 6 6		6 6 6	6 6 6
7 7 7		7 7 7		7 7 7		7 7 7	7 7 7
8 8 8		8 8 8		8 8 8		8 8 8	8 8 8
9 9 9		9 9 9		9 9 9		9 9 9	9 9 9

3.

A. PROGRAM CODE: (A) (B) (C) (D) (E) (F)						STUDENTS	
B. STUDENTS ENROLLED AS OF:						C. RECLASSIFIED	D. WITHDRAWN
OCT. 1		DEC. 15		FEB. 1			
0 0 0		0 0 0		0 0 0		0 0 0	0 0 0
1 1 1		1 1 1		1 1 1		1 1 1	1 1 1
2 2 2		2 2 2		2 2 2		2 2 2	2 2 2
3 3 3		3 3 3		3 3 3		3 3 3	3 3 3
4 4 4		4 4 4		4 4 4		4 4 4	4 4 4
5 5 5		5 5 5		5 5 5		5 5 5	5 5 5
6 6 6		6 6 6		6 6 6		6 6 6	6 6 6
7 7 7		7 7 7		7 7 7		7 7 7	7 7 7
8 8 8		8 8 8		8 8 8		8 8 8	8 8 8
9 9 9		9 9 9		9 9 9		9 9 9	9 9 9

4.

A. PROGRAM CODE: (A) (B) (C) (D) (E) (F)						STUDENTS	
B. STUDENTS ENROLLED AS OF:						C. RECLASSIFIED	D. WITHDRAWN
OCT. 1		DEC. 15		FEB. 1			
0 0 0		0 0 0		0 0 0		0 0 0	0 0 0
1 1 1		1 1 1		1 1 1		1 1 1	1 1 1
2 2 2		2 2 2		2 2 2		2 2 2	2 2 2
3 3 3		3 3 3		3 3 3		3 3 3	3 3 3
4 4 4		4 4 4		4 4 4		4 4 4	4 4 4
5 5 5		5 5 5		5 5 5		5 5 5	5 5 5
6 6 6		6 6 6		6 6 6		6 6 6	6 6 6
7 7 7		7 7 7		7 7 7		7 7 7	7 7 7
8 8 8		8 8 8		8 8 8		8 8 8	8 8 8
9 9 9		9 9 9		9 9 9		9 9 9	9 9 9

Printed in U.S.A. Trans-Optic® by NCS MF28594: 7654 A1101

REPORT

of the Superintendent of Public Instruction to the Arizona Legislature

English Acquisition Programs: a Summary of Bilingual Programs and English as a Second Language Programs

for School Year 1997-98

Lisa Graham Keegan, Superintendent

January 1999

In Compliance with ARS §15-756

State of Arizona
Department of Education

Lisa Graham Keegan
Superintendent of
Public Instruction

January 31, 1999

Dear Members of the Legislature:

The Arizona Department of Education (ADE) is required by law to submit an annual report summarizing the state's programs on behalf of Limited English Proficient (LEP) students. These programs are called bilingual education and English as a Second Language (ESL).

Our goal is to ensure that all Arizona students, regardless of primary language or culture, have equal access to an extraordinary education. Arizona is a diverse state with nearly 200,000 K-12 students whose primary home language is something other than English. We believe very strongly that our schools must be committed bringing all LEP students to a level where they can read and write proficiently in English at the earliest possible date. Reading and writing in English can and should be the top educational priority for the teachers charged with the education of LEP students.

As a state, we believe very strongly in bilingualism and the strength of diversity. However, the federal, state, and local role in funding programs for LEP students is to develop proficiency in English.

The English Acquisition Services Report is a compilation of information as school districts, individual schools and public charter schools submitted it to us. In some cases schools and districts reported conflicting information, causing confusion and making analysis difficult. In addition, although the deadline for submission of information was extended three times, 40 percent sent their data to the Department in December making thorough analysis impossible.

Significant progress was made in the way the Department collects data. For the first time, information was submitted electronically. Districts and schools entered their data directly on the ADE World Wide Web page through a system called Arizona Language Census and Program Report (ALCAP). This method of data collection replaced the inefficient and cumbersome paper-based reporting system of previous years and provides for improved collection and analysis. Moreover, it is a living data collection instrument that will collect more and better data as it is fused with the Student Accountability Information System (SAIS).

The report contains several detailed sections, broken down by district and school. These sections illustrate home language figures, reassessment numbers, achievement tests, program participation and staffing, funding and reporting compliance. Though not all districts and charter schools complied with the requirement to submit data, total response (including those districts and charter schools without LEP students) represented over 92 percent of Arizona's students.

The Arizona Department of Education, while not making specific policy recommendations in this report, believes very strongly that program reform is essential. For this past school year, less than 12 percent of reassessed LEP students were declared proficient in English; less than 5 percent of all LEP students were declared proficient in English. If we are a state that believes in providing an extraordinary education to all students and that raising student achievement levels is important, we cannot sit idly by and accept results like these. We must empower our parents, provide equal access to an extraordinary education for our students and reform these programs now.

1535 West Jefferson, Phoenix, Arizona 85007 • 602-542-4361

TABLE OF CONTENTS

Introduction 3
Summary Table 5
Primary Home Language 6
Assessment of Limited English Proficient Students 8
Participation in Programs 11
Achievement Test Data and Exemption 13
Reassessment 17
Program Staffing 19
Program Funding 20
Abbreviations Used 22
Glossary 23

Detail Tables

Primary Home Language
Assessment of Limited English Proficient Students
Participation in Programs
Achievement Test Data
Reassessment
Program Staffing
Program Funding

The information contained in this report was compiled from information submitted to the Arizona Department of Education by school districts, schools, charter schools, and charter school sites.

INTRODUCTION

Arizona Revised Statutes (A.R.S.) §15-751 through §15-756 require that all public sc districts in Arizona provide specific instructional services designed to address the need Limited English Proficient (LEP) students. The legislation's goal is to enable student become sufficiently proficient in English to succeed in classes taught in English. Cha schools are bound by this legislation as well. These statutes require all school districts charter schools to report annually on the identification and assessment of LEP students, the program services provided to them. They require district self-assessment and provic funding provision (Group B weight) for school districts and charter schools that prov program services for LEP students.

This **English Acquisition Services Report** contains information from school distri schools, and charter schools. It presents data summaries and detail covering the follow areas:

- Primary home language identification
- Assessment
- Program services
- Achievement test results
- Reassessment
- Program staff and qualifications
- Funds used by districts and charter schools for LEP students

The report is arranged with background information and statewide summary data presented the front section. Following the summary data are tables of detail data presented by district by school, as appropriate. Both the summary data and detail tables are a compilation information drawn directly from the data submitted to us by school districts, individu schools and public charter schools, and not validated by the Department of Education (ADE

Data Collection. In previous years school districts reported using paper forms. The methc was cumbersome, information was often incomplete or illegible, summarizing was bo difficult and time-consuming, and ad hoc inquiries were not possible. A new electron reporting system was designed and instituted in 1998 to enable information to be gathere rapidly and accurately, and analyzed effectively. Districts, schools, and charter schoo participated in this new system by entering information over the World Wide Web directl into the Department of Education's database; some (larger) districts sent large electronic file by e-mail or magnetic media. Information was reported at both the district level and th school level, by classroom or grade.

District level: listing and description of program services
reclassification and drop-outs
number and qualifications of program staff
source and amount of monies expended

School level: primary home language of all students
identification and assessment of LEP students
participation in program options
reassessment of limited English proficient students.

The Arizona Department of Education foresaw the need to offer effective and thorough training in the new reporting system, to facilitate reporting by school districts and charter schools. In September 1998 ADE "trained the trainers" by educating five Regional Training Centers on the new system, in preparation for these centers making training and help-desk services available to schools, districts, and charter schools across the state.

Also in September, ADE's Academic Support Division (ASD) informed all Arizona school districts and charter schools of the new reporting system, and of the need to complete their reports by October 31. The regional centers offered multiple opportunities and locations for training in the new system, with numerous formal classes scheduled throughout October, and informal training thereafter.

In order to ensure the highest possible degree of report submission, the reporting deadline was extended twice. The original requirement was for data to be submitted by October 31. That deadline was formally extended to November 18. When a significant number of districts strongly requested more time, another formal extension was given, this time to December 18 (report submission was informally accepted until December 24). These extensions were meant to assure that every institution was given an opportunity to report, including those that had received training late, as well as those that experienced initial difficulty establishing electronic data exchange with ADE.

District Noncompliance. The Superintendent of Public Instruction will report to the State Board of Education those districts not submitting reports and which appear to be in noncompliance.

Summary Data. The data presented in this report are a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education (ADE). In some cases data may be inconsistent from table to table.

On the following page is a table summarizing statewide totals for home language, student English proficiency assessment, participation in language programs, achievement testing, student reassessment, program staffing, and program funding.

Summary Table

LANGUAGE

Students reported as primary speakers of English Language	550,298
Students reported as having home language other than English	192,874
Primary speakers of Spanish	163,465
Primary speakers of Navajo	11,837
Speakers of other than Spanish or Navajo	17,572

ASSESSMENT

Students reported as Limited English Proficient (LEP)	111,207
Number of students schools did not test in their home language	1,759

PROGRAMS

LEP students reported in programs	112,522

ACHIEVEMENT TESTING

LEP students in programs who participated in achievement testing	58,871
LEP students not participating in achievement testing	40,423

REASSESSMENT

Students reported as reassessed	38,478
Met oral language proficiency criterion	20,424
Met parent opinion criterion	16,341
Met teacher verification criterion	14,867
Met writing criterion	13,995
Met reading criterion	8,637
Met all five criteria and reclassified as English proficient	4,527
Percent of all LEP students in a program reclassified as English proficient this year	4%
Percent of reassessed* students reclassified as English proficient this year	11.7%
Percent of reclassified students reclassified within four years of service	75.3%

PROGRAM STAFFING

Teachers reported holding ESL or Bilingual Endorsement	4,843
ESL Endorsement (Permanent)	2,358
Bilingual Endorsement (Permanent)	1,484
ESL or Bilingual Endorsement (Provisional)	1,001
Teachers providing services reported as not holding required endorsements	2,297
Non-certified staff reported as assisting delivery of services to LEP students	2,490

PROGRAM FUNDING

Program funds reported from Federal Sources	$106,102,059
Program funds reported from LEP Group B Weighted Funds	$15,137,939
Program funds reported from other Sources**	$239,959,450

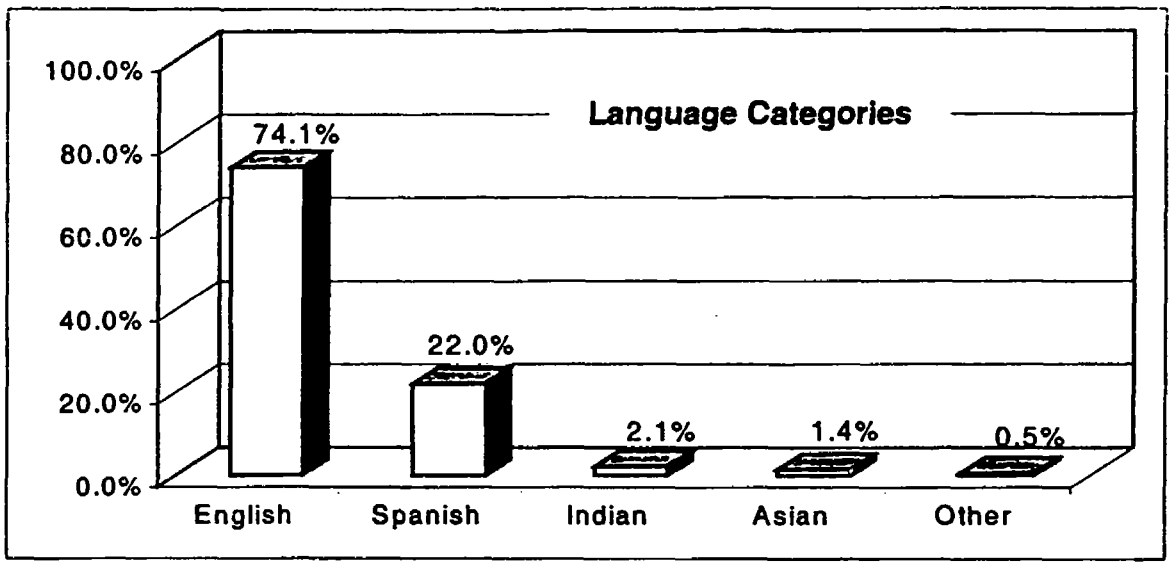
This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

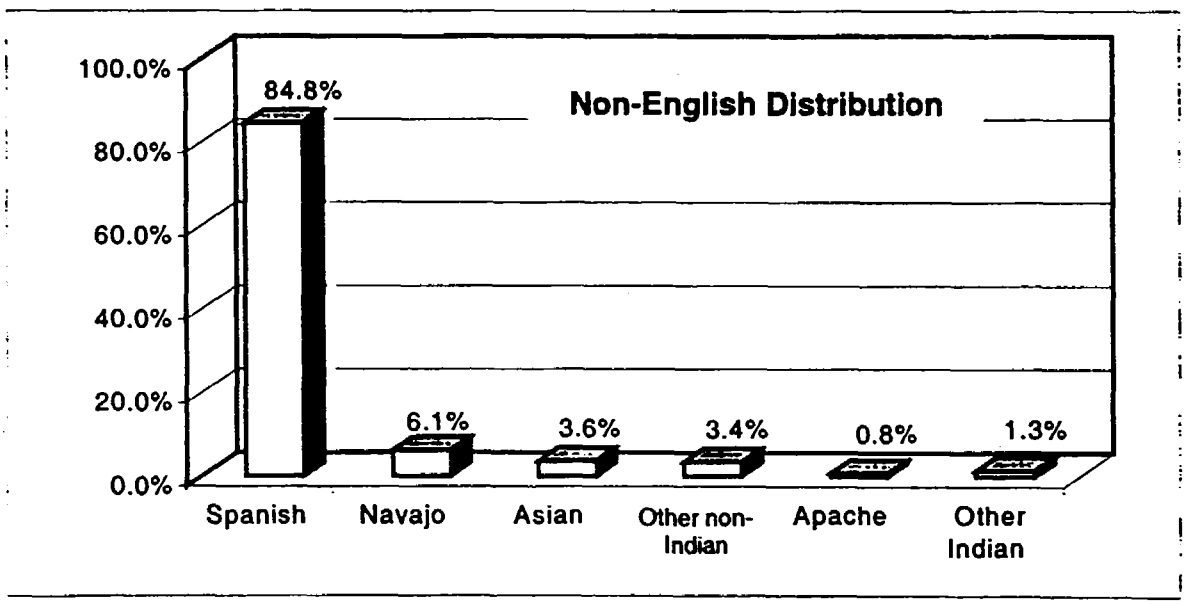
* *School districts are required to reassess LEP students every two years (per A.R.S. §15-753.C.1.)*

** *Other funding may come from such additional sources as local grant monies, donations, desegregation monies, in-kind monies, or local contributions by public and private entities.*

PRIMARY HOME LANGUAGE

ARIZONA STUDENTS BY NATIVE LANGUAGE PROFICIENCY 1997-1998





This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

Language Codes:

The reporting system accommodates forty-three languages as well as English and two "Other" language categories (Other Indian and Other non-Indian):

	English (no code)				
01	Spanish	16	Korean	31	Chemehuevi
02	Arabic	17	Laotian	32	Cocopah
03	Cambodian	18	Mandarin	33	Hopi
04	Cantonese	19	Polish	34	Hualapai
05	Czechoslovakian	20	Portuguese	35	Kaibab–Paiute
06	Dutch	21	Romanian	36	Maricopa
07	Filipino	22	Russian	37	Mohave
08	Finnish	23	Thai	38	Tohono O'odham (Papago)
09	French	24	Ukrainian	39	Pima
10	German	25	Vietnamese	40	Supai
11	Greek	26	Yugoslavian	41	Tewa
12	Hebrew	27	Other non-Indian	42	Yaqui
13	Hungarian	28	Navajo	43	Yavapai
14	Italian	29	Apache—San Carlos	44	Yuma
15	Japanese	30	Apache—Whiteriver	45	Other Indian

IDENTIFICATION AND ASSESSMENT OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Students identified as having a primary home language other than English (PHLOTE) are assessed for English language proficiency. The commonly used language proficiency tools are:

- Bilingual Syntax Measure (BSM), I and II.
- IDEA Oral Language Proficiency Test (IPT), I and II.
- Language Assessment Scales (LAS), I and II.

The procedures for assessing the English language proficiency of students having a primary home language other than English are specified by State Board Rule R7-2-306.B.

1. Students in kindergarten and first grade whose primary language is other than English shall be administered an oral language proficiency assessment test approved by the State Board of Education for the purpose of assessing the comprehension and speaking of English. Students in kindergarten and first grade who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient (LEP) students.
2. Students in grades 2-12 whose primary language is other than English may be screened before the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement-testing program. Students in grades 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.
3. Upon district staff recommendation or parental request, students in grades 2-12 whose primary language is other than English and who score above the 40th percentile on the reading comprehension subtest of the state pupil achievement testing program shall be administered an oral language proficiency assessment test approved by the State Board of Education. Students who score below the publisher's designated score for fluent English proficient shall be classified as limited English proficient.
4. Students in grades 2-12 whose primary language is other than English and who score as fluent English proficient on the State Board of Education's approved oral language proficiency assessment test shall be evaluated for achievement in English reading and writing. Students who are determined to be performing below district standards established pursuant to R7-2-301 and R7-2-302 for grade level shall be tentatively classified as limited English proficient and referred for primary language assessment.
5. English language proficiency assessments shall be conducted by individuals who are proficient in English and who have been thoroughly trained to administer and score the test or procedure.

Identification and Assessment of LEP Students

Number of Students tested first time --oral language assessment	**44,178**
Assessed using writing in addition to oral	**22,838**
Number of students tested using IPT[1]	**23,328**
percent students tested using IPT	**52.8 %**
Number of students tested using LAS[2]	**19,061**
Percent students tested using LAS	**43.15 %**
Number of students tested using BSM[3]	**1,105**
Percent students tested using BSM	**2.5 %**
Number of students continuing to be identified as LEP	**78,901**
Number of students reported tested in their home language	**30,777**

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

[1] *IPT* ..... *IDEA Oral Language Proficiency Test*

[2] *LAS* ..... *Language Assessment Scales*

[3] *BSM* ..... *Bilingual Syntax Measure*

The table on the next page shows assessment tools used and number of students assessed by grade.

Language Assessments

Prior Assessments

	KDG	1	2	3	4	5	6	7	8	9	10	11	12	UE[1]	US[2]	TOTAL
Continuing LEP	570	10,813	10,152	9,454	8,320	7,696	7,054	5,992	5,559	3,274	3,923	3,062	2,665	213	154	78,901

Initial Assessment of Students with a Primary Home Language other than English

Oral Language Assessment

	KDG	1	2	3	4	5	6	7	8	9	10	11	12	UE[1]	US[2]	TOTAL
BSM[3]	474	102	142	88	62	42	42	73	53	19	4	2	2	0	0	1,105
LAS[4]	7,761	1,775	1,446	1,184	1,082	1,010	856	878	769	1,134	525	326	171	11	133	19,061
IPT[5]	7,089	2,554	1,838	1,574	1,448	1,264	1,183	1,099	918	2,895	655	432	355	16	8	23,328
APP OTH[6]	77	61	60	81	45	54	47	54	51	34	20	15	5	1	17	622
SPED ALT[7]	9	7	2	1	8	3	4	7	4	2	1	2	0	12	0	62
														Total Assessments:		44,178

Reading/Writing Assessment

State reading Comp	209	193	1,380	1,674	1,386	1,281	1,334	1,205	1,039	2,151	683	410	394	7	181	13,527
District Reading	569	299	3,366	2,750	2,377	1,897	1,770	1,652	1,393	4,039	1,013	634	560	8	179	22,506
District Writing	289	365	3,341	2,783	2,366	1,987	1,816	1,722	1,575	4,288	988	607	550	8	153	22,838

Identified as New LEP Students	12,454	3,256	2,697	2,136	1,881	1,477	1,370	1,395	1,101	3,051	894	446	292	28	250	32,728
Assessed in Primary Language	11,971	3,298	2,586	2,047	1,840	1,405	1,315	1,282	1,000	2,634	766	359	251	23	0	30,777

[1] *Ungraded Elementary* [2] *Ungraded Secondary* [3] *Bilingual Syntax Measure* [4] *Language Assessment Scales* [5] *IDEA Oral Language Proficiency Test* [6] *Appropriate Other* [7] *Special Education Alternate*

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

PROFICIENCY AND PARTICIPATION IN PROGRAMS UNDER ARS §15-754

The specific program requirements which school districts and charter schools must meet in implementing services for LEP students under A.R.S. §15-754 are:

K–6 TRANSITIONAL BILINGUAL PROGRAM. An organized program of instruction conducted in a kindergarten program and in grades 1 through 6 in which participating pupils receive instruction in and through English and the primary home language of the students. The principal goal of a Transitional Bilingual Program is to increase the English language proficiency and academic achievement of the pupils in order to transfer them to all-English instruction when they meet reassessment criteria as prescribed in A.R.S. §15-753, subsection C.

7–12 SECONDARY BILINGUAL PROGRAM. Language learning programs for grades 7–12 consisting of a structured bilingual program to promote English language proficiency and academic achievement. This approach uses the pupil's primary home language for instruction in the elective and non-elective content courses required for graduation.

K–12 BILINGUAL-BICULTURAL PROGRAM. Programs for kindergarten and grades 1–8, or for kindergarten and grades 1–12, consisting of a system of instruction using two languages, one of which is English, as a vehicle for instruction and delivery. The K-12 Bilingual-Bicultural Program is a means of instruction that builds on and expands the existing language skills of each participating pupil and enables the pupil to achieve competency and literacy in both languages. This instruction shall include the history and culture of this state and the United States, as well as customs and values of the cultures associated with the languages being taught.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM. A formal ESL program consisting of:

(a) daily instruction in English language development, including
   i. listening and speaking skills;
   ii. reading and writing skills;
   iii. cognitive and academic skills development in English; and

(b) a plan to develop an understanding of the history and culture of the United States as well as an understanding of customs and values of the cultures associated with the primary home language of the pupils in the program.

INDIVIDUAL EDUCATION PROGRAM. An individual education program is a systematic, individualized program of instruction designed to ensure equal educational opportunities for the student by promoting English language development and by sustaining normal academic achievement through the use, to the extent possible, of the pupil's primary home language for subject matter instruction. Individuals such as paraprofessionals, community members, or other pupils proficient in the primary home language of the student may serve as long as it is done under the supervision of a certified bilingual/ESL teacher. There are two criteria for serving LEP students with an individual education program:

- school districts and charter schools with less than 10 LEP students per grade per school
- parental request.

Participation in Bilingual/ESL Programs

Number of LEP based on oral language proficiency assessment	89,083
% LEP based on oral language assessment	79.8 %
Number below district standards in reading or writing	82,492
Percentage below district standards in reading or writing	73.9 %

	Program Option	Number of of LEP Participants Served
A	K-6 Transitional Bilingual Program	23,507
B	7-12 Secondary Bilingual Program	6,350
C	K-12 Bilingual-Bicultural Program	11,487
	Subtotal, Bilingual programs:	**41,344**
D	English As A Second Language (ESL) Program	64,428
	Subtotal, English As A Second Language program:	**64,428**
E	Individual Education Program	5,390
F	Individual Education Program (at parental request)	1,360
	Subtotal, Individual Education Programs:	**6,750**
	Total:	**112,522**

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

STATE PUPIL ACHIEVEMENT TEST DATA OF LIMITED ENGLISH PROFICIENT (LEP) STUDENTS BY PROGRAM MODEL

Arizona Revised Statues §15-741 requires that school district and charter schools test students annually in areas of reading, grammar, and mathematics. Grades 3-12 were tested in the spring of 1998, using the norm-referenced Stanford 9 Achievement Test.

The state collects data on individual characteristics for each student who is administered a state Pupil Achievement Test through the Pupil Variable Information section of the testing instrument. Variable Seven on the state Pupil Achievement Test is used by districts and charter schools to identify that the student is limited English proficient and report the type of program option that school districts and/or charter school is providing to that student. The eligible program options for Limited English Proficient students include:

- Transitional Bilingual Program K-6
- Secondary Bilingual Program 7-12
- Bilingual/Bicultural Program K-12
- English as a Second Language Program (ESL)
- Individual Education Program (IEP)

The state Pupil Achievement Test results by grade and type of program services received by LEP students and results by Primary Home Language of Students by Grade Level are shown in the det tables.

Using the Stanford 9 to Assess LEP Students. Because the Stanford 9 is administered in English, the governing board of a school district, in accordance with ARS §15-744, may exempt a student from testing requirements for up to three years if the student is classified as Limited English Proficient. Districts and charter schools are required to use an alternative assessment to determine achievement for exempted students.

Stanford 9 Achievement Test Total Reading Scores for LEP students in Programs by Model by Grade

	Transitional Bilingual K-6			Secondary Bilingual 7-12			Bilingual/Bi-cultural K-12			ESL			IEP			
Grade Level	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	Nbr of Students
3	596	34.7	23	10	27.0	14	799	34.6	23	3,780	31.5	19	339	36.0	25	5,524
4	831	34.4	23	9	44.0	39	842	36.9	27	3,507	33.0	21	464	35.1	24	5,653
5	1,421	31.5	19	17	30.0	17	916	33.6	22	4,118	32.0	20	438	38.2	29	6,910
6	1,151	33.7	22	22	33.0	21	801	34.7	23	4,163	33.8	22	477	36.8	26	6,614
7	191	38.8	30	968	33.3	21	810	34.2	23	3,537	30.9	18	485	34.7	23	5,991
8	129	36.9	27	998	39.9	32	672	39.0	30	3,246	33.1	21	495	38.1	29	5,540
9	204	38.6	29	486	31.7	19	585	36.0	25	2,402	27.1	14	418	34.2	23	4,095
10	184	33.0	21	704	31.2	19	539	34.5	23	1,823	23.8	11	366	29.0	16	3,616
11	129	35.0	24	490	32.8	21	445	37.0	27	1,504	26.4	13	267	35.8	25	2,835
12	99	39.3	30	434	35.4	24	407	39.8	31	1,352	31.6	19	203	37.9	28	2,495
Tot:	4935	Avg:	25	4138		23	6816		25	29432		18	3952		25	49,273

Stanford Achievement Test Total Language Scores for LEP Students by Model by Grade Level

	Transitional Bilingual K-6			Secondary Bilingual 7-12			Bilingual/Bi-cultural K-12			ESL			IEP			
Grade Level	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	Nbr of Students
3	615	38.0	28	13	30.9	18	846	37.5	28	3,928	35.6	25	339	36.0	25	5,741
4	848	35.5	24	12	36.7	26	882	37.0	27	3,782	35.1	24	496	35.1	24	6,020
5	1,451	29.7	17	17	29.2	16	943	31.3	19	4,334	31.4	19	465	34.1	22	7,210
6	1,174	29.1	16	22	22.7	10	813	28.6	15	4,345	28.8	16	491	30.6	18	6,845
7	197	36.5	26	975	32.9	21	818	33.8	22	3,598	31.1	18	494	29.8	17	6,082
8	125	31.0	18	1,012	33.8	22	702	33.0	21	3,305	28.0	15	499	29.8	17	5,643
9	208	36.5	26	813	32.3	20	586	34.6	23	2,474	26.8	13	440	30.1	17	4,521
10	187	33.0	21	719	33.8	22	554	36.6	26	1,850	26.5	13	362	29.1	16	3,672
11	131	34.2	23	497	35.6	25	450	37.2	27	1,527	30.1	17	268	33.7	22	2,873
12	95	33.1	21	442	32.9	21	418	36.3	26	1,366	28.9	16	204	31.5	19	2,525
Tot:	5031		22	4522		20	7012		23	30509		18	4058		20	51,132

Chart data acquired from Analysis of Variables for Arizona, Stanford Achievement Test series, Ninth Edition. Harcourt Brace & Company

Analysis of Results. Analysis of Variables for Arizona for the Stanford 9 reports student achievement by program. An analysis of mean scores reported in Normal Curve Equivalents (NCE)* and Percentile* ranks for LEP students in areas of Reading and Language by program model and grade level are depicted by the charts included here.

In reviewing the data, there are areas on the Stanford 9 where districts entered incorrect descriptive information. Districts reported students in grades 3-6 in the "Secondary Bilingual program for grades 7-12;" students in grades 7-12 were recorded in the "Transitional Bilingual program for grades K-6," as well.

- ***Normal Curve Equivalent (NCE)*** *is derived from percentile rank. NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. NCE normalizes the score scale to enable researchers to manipulate test data. Because of its equal-interval nature, any difference, such as 5 NCEs has the same meaning, regardless of the part of the scale being referenced. There is a direct, fixed relationship between percentile ranks and NCEs. (Stanford Achievement Test, Administrator's Interpretive Guide. Harcourt Brace)*

- ***Percentile ranks*** *indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in he norm group obtaining scores equal to or less than that score. (Stanford Achievement Test, Administrator's Interpretive Guide. Harcourt Brace).*

Stanford 9 Achievement Test-Total Reading Scores as Reported by Primary Home Language by Grade Level

	Total State			English			Spanish			Navajo			Other			No Response		
Grade Level	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile	N. Count	NCE	%ile
3	54,116	48.3	47	45,759	50.1	50	4,655	35.5	24	845	28.0	15	844	44.0	40	2,013	46.0	44
4	53,800	51.0	53	44,999	53.7	57	5,137	37.0	27	867	30.0	17	856	47.3	45	1,941	48.1	46
5	55,142	50.5	51	44,361	53.5	57	6,808	34.8	23	796	29.6	17	839	46.5	43	2,338	48.1	46
6	56,188	51.6	53	45,600	54.3	58	7,113	36.5	26	735	32.6	20	818	46.8	44	1,922	51.6	53
7	55,620	51.0	52	45,143	53.8	57	6,378	34.8	23	859	29.7	17	896	45.5	41	2,344	50.3	50
8	52,876	52.1	54	43,100	54.5	58	5,985	38.2	29	810	33.7	22	822	47.2	45	2,159	50.6	51
9	52,363	46.7	44	40,340	48.8	48	5,214	32.9	21	648	28.0	15	782	39.9	32	5,379	48.1	46
10	46,048	45.7	42	35,472	47.8	46	4,461	30.3	17	527	26.2	13	779	37.8	28	4,809	47.7	46
11	38,401	48.0	46	30,056	50.2	50	3,476	32.5	20	566	27.9	15	719	40.1	32	3,584	49.8	50
12	32,691	52.4	54	25,603	54.7	59	3,104	36.5	26	567	34.0	22	681	45.0	41	2,736	54.4	58
Tot:	497245		50	400433		54	52331		24	7220		17	8036		39	29225		49

EXEMPTION OF LIMITED ENGLISH PROFICIENT STUDENTS UNDER THE STATE PUPIL ACHIEVEMENT TESTING PROGRAM

Under ARS §15-744, students who are non-English monolingual or predominantly speakers of a language other than English could be exempted from the state Pupil Achievement Testing Program for up to three years by the district/ charter school's governing board. However, instructional programs must include an alternative assessment of achievement. A total of 12,913 pupils were exempted.

Many school districts used the "Aprenda 2" as an optional assessment instrument for Spanish speaking students exempted from testing for reasons of limited English proficiency.

LEP Students Exempted from Stanford 9 Testing by Grade Level

Grade	LEP Students Exempt SAT9
3	3,614
4	2,870
5	1,468
6	1,173
7	1,135
8	937
9	662
10	535
11	335
12	184
[illegible]	12,913

Aprenda Total Reading Scores by Grade Level

LEP Students Exempt SAT9			
	APRENDA Scores		
Grade Level	# LEP Students Taking APRENDA	NCE	%ile
3	3,299	46.3	43
4	2,430	41.8	35
5	1,067	45.7	42
6	961	46.0	42
7	953	46.7	44
8	836	51.5	53
9	308	46.0	42
10	208	50.4	51
11	129	52.3	54
12	56	56.1	61
Totals	10,247	[illegible]	[illegible]

Percentage of LEP Students Taking Stanford 9 Reading

Percentage of LEP Students Taking Stanford 9 Reading								
Grade Level	Total # LEP Students	SAT 9 Exemptions as per ALCAP	# LEP Students Taking SAT 9 Rdg	% LEP Represented by SAT 9 Rdg Results	# of LEP Students Taking APRENDA	Percent of LEP Students Taking APRENDA	# of LEP Students Taking Alternate Assessments	Percent of LEP Students Taking Alternate Assessments
3	11,590	3,614	5,524	47.6%	3,299	28.5%	2,767	23.9%
4	10,201	2,870	5,653	55.4%	2,430	23.8%	2,118	20.8%
5	9,173	1,468	6,910	45.3%	1,067	11.6%	1,196	13.0%
6	8,424	1,173	6,614	41.6%	961	11.4%	849	10.1%
7	7,387	1,135	5,991	38.0%	953	12.9%	443	6.0%
8	6,660	937	5,540	83.2%	836	12.6%	284	4.3%
9	6,325	662	4,095	64.7%	308	4.9%	1,922	30.4%
10	4,817	535	3,616	75.1%	208	4.3%	1,201	24.9%
11	3,508	335	2,835	80.8%	129	3.7%	544	15.5%
12	2,957	184	2,495	84.4%	56	1.9%	406	13.7%
Totals	71,042	12,913	49,273	[illegible]	10,247	[illegible]	11,730	[illegible]

REASSESSMENT

As prescribed by A.R.S §15-753 and State Board Rule R7-2-306.G, school districts and char schools in which limited English proficient students are enrolled must adopt language reassessme criteria and procedures. The reassessment of LEP students enrolled in a bilingual or English as Second Language program is to be conducted at least once every two years. Two courses of acti may be taken when a student meets the reclassification criteria:

- The student may continue to receive instructional support from the program; or
- The services may be discontinued.

For an LEP student to be reclassified to fluent English proficiency, the student must meet th criteria required in A.R.S. §15-753 and R7-2-306.G. These standards are designed to ensure tha LEP students have developed the English language skills necessary to succeed in an English-base curriculum. The following table shows the number of LEP students reported by responding district as reclassified to non-LEP status, by grade and by years of program service.

Based upon information supplied by school districts and charter schools, 75.3% Percent of those students who were reclassified had four or fewer years of service in programs.

RECLASSIFICATION

YEARS OF SERVICE

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	total:	Average Years of Service
3	74	136	355										565	2.5
4	68	106	185	340									699	3.1
5	94	92	108	115	286								695	3.6
6	61	76	126	114	89	194							660	4.0
7	49	63	89	44	52	64	166						527	4.6
8	32	43	72	34	44	35	43	130					433	5.2
9	340	101	110	10	13	9	9	16	22				630	2.3
10	112	204	88	11	16	7	5	8	8	28			487	2.9
11	101	68	158	5	14	7	3	2	6	6	12		382	2.9
12	107	55	64	157	7	18	2	5	8	3	5	24	455	3.7
total:	1038	944	1355	830	521	334	228	161	44	37	17	24	5533	3.4
cum:	1038	1982	3337	4167	4688	5022	5250	5411	5455	5492	5509	5533		
Pct:	18.8%	17.1%	24.5%	15.0%	9.4%	6.0%	4.1%	2.9%	0.8%	0.7%	0.3%	0.4%		
cum pct:	18.8%	35.8%	60.3%	75.3%	84.7%	90.8%	94.9%	97.8%	98.6%	99.3%	99.6%	100.0%		

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.

The next table is a state summary of reassessment data reported by school districts and charter schools. The data reflect the criteria used to determine the English proficiency of LEP students, with results provided by grade level.

School Level Language Proficiency Reassessment

	Number Reas-sessed	Teacher Verifi-cation	Parent Opinion	Fluent BSH	Fluent LAS	Fluent IPT	Fluent OTHER	Reading Comp 36th	Reading Comp 31-35th	Writing Test	Writing Sample
KDG	831	332	405	5	208	230	4	18	16	37	75
1	2,580	471	699	0	611	507	0	61	14	41	182
2	5,682	2,160	2,356	12	1,276	1,032	2	374	59	899	691
3	3,694	1,255	1,505	15	1,287	648	9	667	167	892	531
4	4,754	1,981	2,176	16	1,593	1,186	4	1,179	354	1,403	868
5	3,716	1,622	1,752	25	1,594	790	8	812	184	885	729
6	4,209	1,783	1,909	37	1,633	1,216	8	740	194	887	974
7	3,120	1,434	1,583	24	1,149	552	7	718	244	684	644
8	3,153	1,366	1,458	5	1,117	852	8	719	218	709	756
9	1,564	701	770	0	489	308	2	342	322	440	181
10	1,991	658	682	2	529	243	15	251	177	370	141
11	1,690	480	478	0	348	205	0	220	113	284	149
12	1,401	570	499	2	337	212	0	296	145	341	160
UE[1]	47	17	32	0	15	7	0	3	0	3	2
US[2]	46	37	37	0	31	3	6	22	8	7	30
TOTAL	38,478	14,867	16,341	143	12,217	7,991	73	6,422	2,215	7,882	6,113

[1]*Ungraded Elementary* [2]*Ungraded Secondary*

This is a compilation of information drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.

NUMBER AND QUALIFICATIONS OF PROGRAM STAFF

All bilingual and ESL classes are to be taught by certified teachers who have the corresponding endorsement. A teacher who is endorsed or certified as a bilingual teacher may teach in either a bilingual program or English as a second language program. A teacher with an ESL certification may only teach in an ESL program. State Board Rule R7-2-606 stipulates the specific endorsement requirements regarding certified program staff. The following tables summarize certified and paraprofessional program staff by program type.

Program Staff by Program

CERTIFIED STAFF						
	Teachers with Bilingual Endorsement	Teachers with Provisional Bilingual Endorsement	Teachers with ESL Endorsement	Teachers with Provisional ESL Endorsement	Teachers without Endorsement	Certified non-Instructional Staff
	NBR	NBR	NBR	NBR	NBR	NBR
K-6 Transitional Bilingual	533	57	98	25	121	37
7-12 Secondary Bilingual	68	7	30	14	81	4
K-12 Bilingual/ Bicultural	479	45	189	67	183	63
K-12 English as a Second Language	391	121	1969	650	980	231
Individual Education Program	9	2	53	11	887	26
Individual Education Program at Parental Request	4	2	19	0	45	0
Totals:	1484	234	2358	767	2297	361

PARAPROFESSIONAL STAFF				
	With Associate of Arts Degree	With High School Diploma or GED	Without High School Diploma or GED	Non-Certified Non-Instructional Staff
	NBR	NBR	NBR	NBR
K-6 Transitional Bilingual	37	339	11	16
7-12 Secondary Bilingual	4	31	0	3
K-12 Bilingual/ Bicultural	63	369	10	13
K-12 English as a Second Language	231	1053	6	121
Individual Education Program	26	122	5	26
Individual Education Program at Parental Request	0	3	0	1
Totals:	361	1917	32	180

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.

SOURCE AND AMOUNT OF PROGRAM FUNDS

School districts and charter schools use a combination of federal, state, and district funds to implement program services for LEP students. Group B weight funding is established by the legislature and includes the costs of identifying and testing these students. The amount of funds a district is eligible to receive is based on the LEP Language Census reported to ADE. School districts and charter schools report the actual number of LEP students served on five designated count dates, with an average count taken for these dates. School districts and charter schools that received Group B weighted funds are required to provide assurance that LEP students were identified, assessed, and served by certified teachers who held either the bilingual or ESL endorsement.

Program funding reported for the implementation of program services for LEP students during the 1997-98 school year is provided in the following table. Federal funds and other district fund information are presented as reported by the districts; there has been no validation of this information by ADE.

SOURCE AND AMOUNT OF MONIES EXPENDED (ARS 15-755 B.6)

DISTRICT FUNDS: district funds and number of students; only those costs which would not have been incurred except for the implementation of programs pursuant to ARS 15-751-756. Examples of such excess costs are:

(a) Conducting the identification of the primary/home language of students.
(b) Conducting the English and native language assessments.
(c) Training staff for ARS 15-751-756.
(d) Purchase of Supplementary instructional materials, supplies, and equipment.

Source of Funding	Amount
State LEP Group B Weighted Funds*	$15,137,239
Other District Funds (Not Including Federal Funds)**	$242,674,548

FEDERAL FUNDS: the amount, by source, of federal funds used to supplement the district program under ARS 15-751-756, and the number of students. (Each federal program listed has specific restrictions that pertain to the allowability of such funds to be used for ARS 15-751-756.) Only the actual portion of funds specifically used to provide support services for bilingual, ESL, or Individual Education Programs is to be reported.

Source of Funding	Amount
ESEA Title I, Public Law 103-382	$66,116,665
ESEA Title I- Migrant, Public Law 103-382	$11,315,644
ESEA Title II, Public Law 103-382	$1,693,199

* *Pursuant to ARS §15-943*

** *Other funding may come from such additional sources as local grant monies, donations, desegregation monies, in-kind monies, or local contributions by public and private entities.*

FEDERAL FUNDS (continued)

Source of Funding	Amount
Emergency Immigrant Education Program, Public Law 103-382	$3,461,684
Foreign Language Assistance Program, Public Law 100-297	$0
Johnson-O'Malley Act, Public Law 93-638	$637,675
ESEA Indian Education Act, Part A, Public Law100-297 Part C Subpart	$466,071
ESEA Title VII, Public Law 100-297	$4,940,749
Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392	$1,850,980
Even Start, Public Law 103-382	$316,851
Neglected or Delinquent, Public Law 103-382	$9,319,745
Title IV, Safe and Drug-Free School, Public Law 103-382	$336,895
Title VI, Innovative Ed Programs, Public Law 103-382	$1,289,179
Stewart B. McKinney Homeless Education, Public Law 103-382	$1,515,902
Other*	$2,840,820
Total (Federal Funds Expenditure)	$106,102,059

This is a compilation of information drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.

* *Other federal funding may come from special discretionary federal grant monies that districts apply for directly, such as bilingual education grants to pilot dual language programs, grants to fund parental involvement initiatives, grants to fund community partnership initiatives by schools, and grants to after school ESL programs*

ABBREVIATIONS USED

ADE ..... The Arizona Department of Education
ALCAP ..... Arizona Language Census And Program report
A.R.S. ..... Arizona Revised Statutes
ASD ..... ADE's Academic Support Division
BSM ..... Bilingual Syntax Measure
EAS ..... ADE's English Acquisition Services
ESEA ..... Elementary and Secondary Education Act
ESL ..... English as a Second Language
GED ..... General Education Development
IPT ..... IDEA Oral Language Proficiency Test
ITBS ..... Iowa Test of Basic Skills
LAS ..... Language Assessment Scales
LEA ..... Local Education Agency
MEC ..... Microcomputers in Education Conference
NCE ..... Normal Curve Equivalent
PHLOTE ..... Primary Home Language Other than English
RTC ..... Regional Training Center
SAT9 ..... Stanford 9 Achievement Test
SAIS ..... Student Accountability Information System
SFD ..... ADE's School Finance Division

GLOSSARY

Arizona Language Census and Program

The Arizona State Legislature requires that the Arizona Language Census and Program report (ALCAP) be completed and submitted to the Department of Education annually, by all school districts and charter schools in the state. In previous years, this report was completed on paper forms or bubble sheets by districts and charter schools. The ALCAP is now reported on the World Wide Web. The Web site address is:
http:/www.ade.state.az.us/programs/assistance/asd/lep.htm
then click on:
ALCAP. Arizona Language Census and Program Report.

Bilingual/bicultural education

An instructional program which utilizes two languages, one of which is English, for instructional purposes. The primary home language of the students is developed in addition to English as a Second Language. Content area instruction is provided in both languages. The program is staffed by Bilingual Education and ESL endorsed teachers. The instruction shall include the history and culture of this state and the United States as well as customs and values of the cultures associated with the languages being taught.

Bilingual education endorsement

The bilingual education endorsement is required of all personnel serving as a bilingual classroom teacher, bilingual resource teacher, bilingual specialist, or other teacher responsible for providing bilingual instruction except for those persons possessing a provisional bilingual education endorsement pursuant to R7-2-605. The holder of this endorsement is authorized to teach English as a second language.

Dual language program

Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. (Christian, D. 1994)

Emergency Immigrant Education Program

Authorized under Title VII of the Improving America's School's Act of 1994, this program provides funds to states to assist local education agencies in which immigrant student enrollment has increased significantly (Holmes. 1995).

English as a Second Language (ESL)
ESL endorsement

A formal program to develop student proficiency in English.
An ESL or bilingual endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or any other teacher responsible for providing ESL instruction except for those persons possessing a provisional ESL endorsement pursuant to R7-2-605.

English as a Second Language (ESL) program

English as a Second Language (ESL) is an educational approach in which limited-English proficient students 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 and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classes, an immersion program, or a bilingual program (U.S. General Accounting Office, 1994).

English language assessment

Students in kindergarten and first grade whose primary language is other than English shall be administered an oral language proficiency assessment test for the purpose of assessing the comprehension and speaking of English. Students in kindergarten and first grade who score below the publisher's designated score for the fluent English proficiency shall be classified as limited English proficient (LEP) students.

Students in grades 2-12 whose primary home language is other than English may be screened prior to the administration of a State Board of Education approved oral language proficiency assessment test. For the purpose of screening, schools shall review the achievement level on the English reading comprehension subtest of the state pupil achievement testing program. Students in grade 2-12 whose primary language is other than English and who score at or below the 40th percentile or for whom no standardized test scores are available shall be administered an oral language proficiency assessment test, as well as a district measure of reading and writing. Students who score below the publisher's designated score for FEP or not meeting district standards for reading and writing shall be classified as LEP students.

Follow –up procedures for reclassified students

For one year following the reclassification of each student, the district shall review achievement levels to ensure that each student has been correctly reclassified. The review must be conducted at least twice during the follow-up year.

"Group B" Weight Funding

Educational improvements for pupils in kindergarten programs and grades one through three, educational programs for autism, hearing impairment, moderate mental retardation, multiple disabilities, multiple disabilities with severe sensory impairment, preschool severe delay, severe mental retardation, and emotional disabilities for school aged pupils enrolled in private special education programs or in school district programs for children with severe disabilities or visual impairment and vocational and technological education pupils enrolled in grades nine through twelve in approved programs as prescribed in section 15-782.01 and limited English proficient pupils enrolled in a program to promote English language proficiency pursuant to section 15-754.

Identification

The use of answers to three language questions on the student enrollment form to determine the primary home language of the student.

Immersion	A general term for teaching approaches for limited-English proficient students that do not involve using a student's native language (U.S. General Accounting Office, 1994).
Individualized education program (IEP)	Each school district which has nine or fewer LEP pupils in any kindergarten program or grade in any school shall provide either a bilingual program or an ESL program or an IEP that meets the cultural and linguistic needs of the pupil. An IEP consists of a systematic individualized program of instruction designed to ensure equal educational opportunities for the pupil by promoting English language development and by sustaining normal academic achievement through the use of the pupil's primary home language for subject matter instruction to the extent possible.
Initial Assessment	The task of determining the language proficiency of a newly enrolled student whose primary home language is other than English (PHLOTE).
Interpreter	A person trained to translate orally or in sign in matters pertaining to the evaluation of limited English proficient students and special education evaluation and placement procedures for parents and students who converse in a language other than spoken English.
Local Education Agency (LEA)	A local school district or charter school. A school district is both a local educational agency responsible for the operation of its schools, and a sponsoring entity responsible for the oversight and administrative responsibility of schools it has granted charters. A charter school sponsored by a school district governing board and operated independent of the school district is the local educational agency unless other specified in the charter contract. Charter schools sponsored and operated by a school district would be considered public schools of the local educational agency, and the school district governing board would remain the local educational agency unless otherwise specified in the charter contract.
Limited English Proficient (LEP)	"Limited English Proficient" is the term used by the federal government, most states and local school districts to identify those student who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991).
Minimum compliance	In all of the cases reviewed, standards prescribed by law or regulation were met.
NABE	The National Association for Bilingual Education (NABE) is a professional association of teachers, Administrators, parents, policy makers and others concerned with securing educational equity for language minority students.
Native language	Refers to the first language learned in the home (home language) which often continues to be the stronger language in terms of competence and function (Baker, 1993).

Noncompliance

Less than half of the cases reviewed met the standards prescribed by law or regulation.

Normal Curve Equivalent (NCE)

The Normal Curve Equivalent (NCE) is derived from the percentile rank. The NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. The NCE normalizes the score scale in order to enable the researcher to manipulate test data in various ways. Because of the equal interval nature, any difference, such as 5 NCE's has the same meaning, regardless of the part of the scale being referenced. There is a direct fixed relationship between percentile ranks and NCE's. (Stanford Achievement Test Administrator's Interpretive Guide. Harcourt Brace)

OBEMLA

The Office of Bilingual Education and Minority Affairs (OBEMLA) in the U.S. Department of Education was established in 1974 by Congress to help school districts meet their responsibility to provide an equal education opportunity to limited English proficient students.

OCR

The Office of Civil Rights (OCR), the U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964. OCR investigates allegations of civil rights violation and initiates investigation of compliance with federal civil rights laws in schools that serve special student populations, including language minority students. The office has developed an outline of a model plan that spells out the elements that an alternative language program must include to meet federal guidelines.

Original Entry Codes

Codes E1, E2, or E3 are used for students enrolling in an Arizona public school for the first time during the current school year. The Primary Home Language of all original entries is reported annually on the Arizona Language Census and Program Report (ALCAP).

Parent Notification

The written communication from the teacher to the parent of the placement of a student in a bilingual education program, an ESL program or an IEP.

Percentile Rank

Percentile rank indicates the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in the norm group obtaining scores equal to or less than that score. (Stanford Achievement Test Administrator's Interpretive Guide. Harcourt Brace)

Partial compliance

More than half of the cases reviewed met the standards prescribed by law or regulation.

PHLOTE students	The designation given to students who answer any one of the three language questions on the student enrollment form with a language other than English.
Placement	The task of selecting a classroom schedule for a student which will provide appropriate instruction to allow the student to achieve academic progress and acquire English.
Primary home language	Language identified as the home language on the school enrollment form and the home language survey as prescribed by ARS 15-753.
Primary home language assessment	Students who are classified as LEP shall be administered a primary language assessment in comprehending, speaking, reading and writing . Students in kindergarten and first grade and students whose primary language is not commonly written need not be assessed in reading and writing in the primary language. In the event no test is available in a particular language, a structured interview and academic evaluation shall be conducted by personnel with proficiency in the particular language.
Provisional endorsement	A temporary certification for bilingual or English as Second Language endorsement which is valid for three years and is non-renewable.
Pull-out English as a second language	A type of program in which ESL students are pulled out of mainstream classrooms for special instruction in English (Snow, 1986).
Reassessment	Task of determining the English language proficiency and academic progress of students developing proficiency in English no less often than every two years. The intent is to gather information as to whether the student meets the established criteria for reclassification to English Proficient (EP)
Reclassification	The task of reviewing reassessment results to decide if a student meets the established criteria for designation as English proficient, and thereby prepared to handle the English curricula.
Review of program sufficiency	When, as a result of each reassessment, a student continues to be classified as LEP, a review of the program services offered must be conducted. The purpose of the program review will be to determine whether the program model and services selected for the student are being provided of the nature and to the extent necessary to afford the LEP student the opportunity to acquire sufficient English language and academic skills to enable the student to meet reclassification criteria.
SEA	State Educational Agency
Secondary bilingual program	A language learning program for grades 7-12 consisting of a structured bilingual program to promote English language proficiency and academic achievement through the use of the pupil's

primary home language for instruction in the elective and nonelective content courses required for graduation.

Sheltered English

An instructional approach used to make academic instruction in English understandable to limited-English proficient students. Students in these classes are "sheltered" in that they do not compete academically with native English speakers in the mainstream. In the sheltered classroom teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education. (1987).

Student Enrollment Form

This form is used upon enrollment of a student for the first time in an Arizona district or upon returning from another district.

TESOL

Teachers of English to Speakers of Other Languages (TESOL) is a professional association of teachers, administrators, researchers and other concerned with promoting scholarship, the dissemination of information, and strengthening of instruction and research in the teaching of English to speakers of other languages and dialects.

TESL

Teaching English as a Second Language

Title VII

The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1968, established federal policy for bilingual education for economically disadvantaged language minority students, allocated funding for innovative programs, and recognized the unique education disadvantages faced by non-English speaking students. Reauthorized in 1994 as part of Improving America's School Act, Title VII's new provision restructured Title VII grants, increased the state role, gave priority to applicants seeking to develop bilingual proficiency, and opened up Title 1 to limited English proficient students (Crawford, 1995).

Transitional bilingual program

A transitional bilingual program consists of an organized program of instruction in which participating pupils receive instruction in and through English and the primary home language of the pupils.

Language Spoken at Home

Students who have a primary home language other than English are assessed for English proficiency; those assessed as Limited English Proficient (LEP) may participate in programs to improve their English proficiency. (The information presented below is a compilation drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.)

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	87	038	101	ABC Alternative Learning Center, Inc	ABC Alternative Learning Center	36	3	39
07	86	019	201	Academy of Lifelong Learning	Academy of Lifelong Learning			
07	86	005	001	Accelerated Learning Center	Accelerated Learning Center	160	0	160
07	87	001	101	ACCLAIM Charter School	ACCLAIM Charter School	0	0	0
07	05	016	201	Agua Fria Union High School District	Agua Fria Union High School - North Campus	967	17	984
07	05	016	002		Agua Fria Union High School - South Campus	1,082	57	1,139
07	03	063	101	Aguila Elementary District	Aguila Elementary School	44	181	225
10	02	015	001	Ajo Unified District	Ajo Elementary/Jr High/ High School	440	164	604
10	02	015	002		Ajo School	440	164	604
07	04	068	101	Alhambra Elementary District	Alhambra Traditional School	0	0	0
07	04	068	102		Andalucia Middle School	0	0	0
07	04	068	103		Andalucia Primary School	296	484	780
07	04	068	104		Barcelona School	1,259	233	1,492
07	04	068	106		Catalina Ventura School	858	241	1,099
07	04	068	107		Cordova Elementary School	874	524	1,398
07	04	068	109		Granada East School	539	567	1,106
07	04	068	110		Granada Primary School	513	669	1,182
07	04	068	111		Montebello School	449	267	716
07	04	068	113		R E Simpson School	598	444	1,042
07	04	068	112		Sevilla School	0	0	0
07	04	068	114		Westwood Primary School	686	681	1,367
01	03	007	101	Alpine Elementary District	Alpine Elementary School	33	0	33
10	03	051	103	Altar Valley Elementary District	Altar Valley Middle School	233	36	269
10	03	051	102		Mary E Dill Elementary School	310	70	380
10	03	051	101		Mary E Dill Primary School	120	37	157
07	86	055	047	American Grade Schools	American Grade Schools-Apache Junction			
07	86	055	019		American Grade Schools-Casa Grande			
07	86	055	028		American Grade Schools-Noah Webster			
13	87	054	001	American Heritage Academy	American Heritage Academy	201	1	202
10	02	010	520	Amphitheater Unified District	Amphitheater High School	1,533	522	2,055
10	02	010	166		Amphitheater Middle School	685	271	956
10	02	010	282		Canyon Del Oro High School	2,617	233	2,850
10	02	010	118		Copper Creek Elementary School	978	43	1,021
10	02	010	115		Coronado K-8 School	1,031	193	1,224
10	02	010	110		E C Nash School	323	306	629
10	02	010	108		Frances Owen Holaway Elementary Schoo	427	141	568
10	02	010	109		Helen Keeling Elementary School	312	243	555
10	02	010	111		L M Prince School	473	275	748
10	02	010	165		La Cima Middle School	618	190	808
10	02	010	167		Lawrence W Cross Middle School	864	52	916
10	02	010	112		Lulu Walker School	630	84	714
10	02	010	106		Marion Donaldson Elementary School	440	46	486
10	02	010	116		Mesa Verde Elementary School	504	26	530
10	02	010	168		Richard B Wilson Jr School	1,129	84	1,213
10	02	010	125		Rillito Center	49	0	49
10	02	010	117		Rio Vista Elementary School	589	166	755
10	02	010	107		Winifred Harelson Elementary School	630	55	685
14	05	050	201	Antelope Union High School District	Antelope Union High School	0	165	165
02	03	042	101	Apache Elementary District	Apache Elementary School			
11	02	043	201	Apache Junction Unified District	Apache Junction High School	1,273	24	1,297
11	02	043	151		Desert Shadows Middle School	570	20	590
11	02	043	104		Desert Vista Elementary School	748	20	768
11	02	043	102		Four Peaks Elementary School	603	20	623
11	02	043	103		Gold Canyon Elementary School	606	19	625
11	02	043	101		Superstition Mountain Elementary School	395	18	413
11	02	043	152		Thunder Mountain Middle School	616	6	622
07	87	007	201	Arizona Agribusiness & Equine Center Inc	Arizona Agribusiness & Equine-201	131	0	131
07	87	023	201	Arizona Call-A-Teen Center For Excellence	Arizona Call-a-Teen Center for Excellence	0	20	20
07	86	006	002	Arizona Career Academy	Arizona Career Academy-Mesa	252	19	271
07	86	006	001		Arizona Career Academy-Tempe	302	11	313
07	87	006	001	Arizona Montessori Charter School	Arizona Montessori Charter School-Glendale			
07	87	006	002		Arizona Montessori Charter School-Prescott			
07	87	022	001	Arizona School for the Arts	Arizona School for the Arts	272	0	272
07	04	047	101	Arlington Elementary District	Arlington Elementary School	74	104	178
02	04	053	101	Ash Creek Elementary District	Ash Creek Elementary School	0	1	1
13	02	031	101	Ash Fork Joint Unified District	Ash Fork Elementary School	198	55	253
13	02	031	202		Ash Fork High School			
13	02	031	102		Ash Fork Middle School			
07	87	050	101	ATOP Academy	ATOP Academy - Phoenix			
07	87	050	102		ATOP Academy - Tempe			
07	04	044	102	Avondale Elementary District	Avondale Elementary School	0	425	425
07	04	044	101		Avondale Kindergarten School	0	149	149
07	04	044	105		Avondale Middle School	0	179	179
07	04	044	104		Lattie Coor School	0	216	216
07	04	044	103		Pioneer School	0	274	274
14	87	057	001	Az-Tec High School	Az-Tec High School			

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
13	02	020	202	Bagdad Unified District	Bagdad High School			
13	02	020	101		David C Lincoln School			
07	86	002	101	Ball Charter Schools - Technical Support	The Galveston Academy - A Ball Charter School			
07	04	031	101	Balsz Elementary District	Balsz School	558	633	1,191
07	04	031	102		David Crockett School	247	429	676
07	04	031	103		Griffith Elementary School	544	248	792
07	04	031	104		Orangedale Elementary School			
13	87	001	001	Baurau, L.L.C.	Baurau Charter School - Mayer			
13	03	026	101	Beaver Creek Elementary District	Beaver Creek School	225	0	225
07	87	054	103	Benjamin Franklin Charter School	Benjamin Franklin Charter School - Gilbert			
07	87	054	101		Benjamin Franklin Charter School - Mesa			
07	87	054	102		Benjamin Franklin Charter School - Queen Creek			
02	04	009	102	Benson Elementary District	Benson Middle School	0	21	21
02	04	009	101		Benson Primary School	0	35	35
02	05	009	201	Benson Union High School District	Benson Union High School	0	14	14
15	05	076	201	Bicentennial Union High School District	Salome High School			
02	02	002	201	Bisbee Unified District	Bisbee High School	383	91	474
02	02	002	103		Greenway Primary School	297	66	363
02	02	002	105		Lowell School	349	87	436
06	03	022	001	Blue Elementary District	Blue Elementary School			
09	02	032	101	Blue Ridge Unified District	Blue Ridge Elementary School	689	25	714
09	02	032	204		Blue Ridge High School	701	8	709
09	02	032	103		Blue Ridge Jr High School	405	11	416
09	02	032	102		Blue Ridge Middle School	549	13	562
05	03	016	101	Bonita Elementary District	Bonita Elementary School	77	22	99
15	04	026	101	Bouse Elementary District	Bouse Elementary School			
02	02	014	100	Bowie Unified District	Bowie Elementary School			
02	02	014	200		Bowie High School	0	36	36
07	87	062	101	Bright Beginnings School	Bright Beginnings School #1			
07	87	062	102		Bright Beginnings School #2			
07	04	033	101	Buckeye Elementary District	Buckeye Elementary School	864	362	1,226
07	05	001	201	Buckeye Union High School District	Buckeye Union High School	0	0	0
08	04	015	130	Bullhead City Elementary District	Bullhead City Jr High School	726	142	868
08	04	015	103		Coyote Canyon School	403	130	533
08	04	015	105		Desert Valley Elementary	466	223	689
08	04	015	107		Diamondback Elementary School			
08	04	015	115		Mountain View Elementary	506	120	626
10	86	061	001	Calli Ollin Academy	Calli Ollin Academy			
13	02	028	101	Camp Verde Unified District	Camp Verde Elementary School	0	99	99
13	02	028	203		Camp Verde High School	0	0	0
13	02	028	102		Camp Verde Middle School	0	28	28
13	03	050	101	Canon Elementary District	Canon Elementary School			
13	03	050	102		Canon Middle School			
07	87	003	001	Career Pathways	Career Pathways	66	0	66
07	87	009	001	Carmel Community Integrated Arts	Carmel Community Integrated Arts	45	1	46
07	04	083	117	Cartwright Elementary District	Byron A Barry Elementary School	443	301	744
07	04	083	101		Cartwright Elementary School	562	601	1,163
07	04	083	111		Cartwright Preschool & Gifted Center			
07	04	083	108		Charles W Harris Elementary School	659	667	1,326
07	04	083	109		Desert Sands Middle School	763	440	1,203
07	04	083	114		Estrella Middle School	795	425	1,220
07	04	083	119		Flor del Sol			
07	04	083	110		Frank Borman Middle School	568	592	1,160
07	04	083	102		Glenn L Downs School	299	296	595
07	04	083	112		Heatherbrae Elementary School	774	324	1,098
07	04	083	105		Holiday Park Elementary School	696	329	1,025
07	04	083	099		Homebound			
07	04	083	103		John F Long School	644	484	1,128
07	04	083	104		Justine Spitalny Elementary School	453	490	943
07	04	083	115		Palm Lane Elementary School	655	534	1,189
07	04	083	113		Palm Lane North	25	10	35
07	04	083	116		Peralta Elementary School	582	498	1,080
07	04	083	119		Special Services			
07	04	083	107		Starlight Park School	984	611	1,595
07	04	083	106		Sunset School	795	589	1,384
07	04	083	118		Tomahawk Elementary School	932	356	1,288
11	87	001	001	Casa Blanca Elementary	Casa Blanca Middle School	103	0	103
11	87	001	001		Casa Blanca Middle School			
11	04	004	106	Casa Grande Elementary District	Casa Grande Junior High School	847	210	1,057
11	04	004	107		Cholla Elementary School	513	41	554
11	04	004	101		Cottonwood Elementary School	443	46	489
11	04	004	102		Evergreen Elementary School	421	49	470
11	04	004	108		Ironwood School	441	42	483
11	04	004	109		Mesquite Elementary School	490	236	726
11	04	004	103		Ocotillo Elementary School	307	52	359
11	04	004	104		Palo Verde School	401	65	466
11	04	004	105		Saguaro Elementary School	592	94	686
11	05	002	003	Casa Grande Union High School District	Casa Grande Alternative School			
11	05	002	001		Casa Grande Union High School			
07	86	031	001	CASY Country Day School	CASY Country Day School	166	4	170
10	02	016	104	Catalina Foothills Unified District	Canyon View Elementary School	480	17	497
10	02	016	206		Catalina Foothills High School	1,370	62	1,432
10	02	016	107		Esperero Canyon Middle School	619	25	644
10	02	016	102		Manzanita School	576	17	593
10	02	016	103		Orange Grove Middle School	603	22	625

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	04	014	170		Papago School			
07	04	014	180		Squaw Peak Elementary School			
07	04	014	150		William T Machan Elementary School			
07	86	008	001	Crittenton Youth Academy	Crittenton Youth Academy			
13	03	041	101	Crown King Elementary District	Crown King Elementary School			
07	87	002	101	D. W. Higgins Institute	D. W. Higgins Institute	36	2	38
10	86	064	001	Davis Educational Center	Davis Educational Center	9	0	9
07	02	097	127	Deer Valley Unified District	Arrowhead Elementary School	1,031	34	1,065
07	02	097	224		Barry Goldwater High School	2,365	152	2,517
07	02	097	122		Bellair Elementary School	692	23	715
07	02	097	115		Constitution Elementary School	791	183	974
07	02	097	134		Copper Creek Elementary	990	26	1,016
07	02	097	219		Deer Valley High School	2,017	73	2,090
07	02	097	111		Deer Valley Middle School	893	84	977
07	02	097	132		Desert Mountain Middle School	520	8	528
07	02	097	129		Desert Sage Elementary School	1,024	32	1,056
07	02	097	121		Desert Sky Middle School	1,102	59	1,161
07	02	097	118		Desert Winds Elementary School	687	68	755
07	02	097	130		Esperanza Elementary School	986	29	1,015
07	02	097	123		Greenbrier Elementary School	1,082	67	1,149
07	02	097	128		Hillcrest Middle School	1,354	36	1,390
07	02	097	131		Las Brisas Elementary School	671	15	686
07	02	097	120		Mirage Elementary School	858	45	903
07	02	097	233		Mountain Ridge High School	2,215	50	2,265
07	02	097	125		Mountain Shadows Elementary School	963	37	1,000
07	02	097	113		New River Elementary School	502	5	507
07	02	097	114		Park Meadows Elementary School	1,005	50	1,055
07	02	097	117		Sunrise Elementary School	895	108	1,003
07	02	097	099		Sunrise Preschool	401	37	438
07	02	097	112		Village Meadows Elementary School	687	25	712
01	87	051	101	Discovery Academy Of St Johns	Discovery Academy of St Johns			
02	03	045	101	Double Adobe Elementary District	Double Adobe Elementary School			
02	02	027	101	Douglas Unified District	A Avenue Elementary School	17	302	319
02	02	027	102		Clawson School	75	383	458
02	02	027	213		Douglas East Campus	34	109	143
02	02	027	210		Douglas High School	187	1,150	1,337
02	02	027	108		Douglas Junior High School	22	384	406
02	02	027	112		Early Learning Center	3	57	60
02	02	027	105		Faras Elementary School	14	229	243
02	02	027	104		Joe Carlson Elementary School	45	380	425
02	02	027	011		Maryvale School	2	15	17
02	02	027	109		Paul H Huber Jr High School	81	538	619
02	02	027	106		Sarah Marley School	11	368	379
02	02	027	107		Stevenson Elementary School	89	342	431
07	86	032	001	Dragonfleye Charter School	Dragonfleye Charter School			
06	02	002	203	Duncan Unified District	Duncan High School			
06	02	002	101		Duncan Primary			
07	02	089	205	Dysart Unified District	Dysart High School	359	488	847
07	02	089	101		Dysart Middle School	259	322	581
07	02	089	102		El Mirage School	526	558	1,084
07	02	089	106		Kingswood Elementary School	723	271	994
07	02	089	103		Luke School	664	65	729
07	02	089	104		Surprise Elementary School	310	452	762
07	87	025	001	Eagle's Aerie Schools	Eagle's Aerie School			
07	87	064	001	EcoTech Agricultural Charter School	EcoTech Agricultural Charter School	58	2	60
07	86	034	101	Edu-Prize	Edu-Prize	535	0	535
14	87	058	201	Educational Opportunity Center	Educational Opportunity Center	175	156	331
07	87	017	101	EduPreneurship Student Center	EduPreneurship Student Center-Scottsdale			
02	04	012	101	Elfrida Elementary District	Elfrida Elementary School	163	61	224
11	04	011	102	Eloy Elementary District	Cunel Annex School	0	84	84
11	04	011	103		Cunel School	0	173	173
11	04	011	104		Eloy Intermediate School	0	74	74
11	04	011	105		Eloy Junior High School	0	43	43
07	86	010	001	Enterprise Academy	Enterprise Academy			
07	87	011	002	Espiritu Community Development	Los Milagros Academy			
07	87	011	001		NFL YET Academy			
13	87	037	001	Excel Education Centers Inc	Excel Education Centers Inc-Prescott			
03	86	050	201	Flagstaff Arts And Leadership Academy	Flagstaff Arts and Leadership Academy	135	0	135
03	87	052	101	Flagstaff Junior Academy	Flagstaff Junior Academy	115	0	115
03	02	001	117	Flagstaff Unified District	Charles W Sechrist Elementary School	499	48	547
03	02	001	282		Coconino High School	1,131	255	1,386
03	02	001	113		Eva Marshall Elementary School	414	161	575
03	02	001	281		Flagstaff High School	1,095	267	1,362
03	02	001	123		Flagstaff Middle School	715	121	836
03	02	001	118		John O Thomas Elementary School	382	173	555
03	02	001	120		Leupp Public School	62	186	248
03	02	001	112		Lura KinseyElementary School	483	139	622
03	02	001	110		Manuel DeMiguel Elementary Schoo	575	66	641
03	02	001	124		Mount Elden Middle School	864	169	1,033
03	02	001	119		Neil V Christensen School	463	121	584
03	02	001	066		Project New Start	150	1	151
03	02	001	125		Renaissance Magnet Middle School	80	14	94
03	02	001	283		Sinagua High School	947	114	1,061
03	02	001	115		South Beaver Elementary School	174	101	275
03	02	001	111		Sturgeon Cromer Elementary School	801	95	896

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
03	02	001	122		Thomas M Knoles Elementary School	598	50	648
03	02	001	116		Thomas R Weitzel Elementary School	382	85	467
03	02	001	114		W F Killip Elementary School	342	280	622
11	02	001	101	Florence Unified School District	Florence Elementary School	545	82	627
11	02	001	201		Florence High School	317	26	343
11	02	001	150		Florence Middle School	257	40	297
10	02	008	110	Flowing Wells Unified District	Centennial Elementary School	507	9	516
10	02	008	210		Flowing Wells High School	1,566	43	1,609
10	02	008	170		Flowing Wells Junior High School	898	21	919
10	02	008	120		Homer Davis Elementary School	419	76	495
10	02	008	010		Inscape Alternative			
10	02	008	140		J Robert Hendricks Elementary School	546	12	558
10	02	008	150		Laguna Elementary School	489	41	530
10	02	008	160		Robert Richardson Elementary School	449	38	487
10	02	008	130		Walter Douglas Elementary School	493	97	590
07	86	028	001	Foothills Academy	Foothills Academy			
07	87	055	101	Fountain Hills Charter School	Fountain Hills Charter School	214	0	214
07	02	098	205	Fountain Hills Unified District	Fountain Hills High School			
07	02	098	104		Fountain Hills Middle School			
07	02	098	101		Four Peaks Elementary School			
07	02	098	102		McDowell Mountain Elementary Schoo			
07	04	045	101	Fowler Elementary District	Fowler Elementary School	252	235	487
07	04	045	103		Santa Maria Middle School	237	188	425
07	04	045	102		Sunridge Elementary School	226	357	583
13	87	051	001	Franklin Phonetic Primary School	Franklin Phonetic Primary School			
03	02	006	101	Fredonia-Moccasin Unified District	Fredonia Elementary School	0	14	14
03	02	006	203		Fredonia High School	0	2	2
03	02	006	102		Moccasin Elementary School	0	2	2
07	86	011	001	Friendly House Academia Del Pueblo	Friendly House Academia Del Pueblo Elementary			
02	01	000	102	Ft Huachuca Accommodation District	Colonel Johnston Elementary School	0	19	19
02	01	000	103		Colonel Smith Middle School	0	10	10
02	01	000	101		General Myer Elementary Schoo	0	42	42
05	02	007	101	Ft Thomas Unified District	Fort Thomas Elementary School	0	58	58
05	02	007	202		Fort Thomas High School			
07	87	056	001	Future Development Educational &	Future Development Educational & Performing			
07	86	063	007	G R A D E	G R A D E			
14	04	032	101	Gadsden Elementary District	Gadsden Intermediate School	16	826	842
14	04	032	102		Rio Colorado Elementary School	12	898	910
14	04	032	103		San Luis Middle School	21	855	876
14	04	032	104		San Luis Pre-School			
07	86	060	001	Gan Yeladeem: The Looking Glass School	Gan Yeladeem: The Looking Glass School			
01	02	020	705	Ganado Unified District	Blackwater Community School			
01	02	020	204		Ganado High School			
01	02	020	102		Ganado Intermediate School			
01	02	020	103		Ganado Middle School			
01	02	020	101		Ganado Primary School	1,154	551	1,705
01	02	020	706		Gila Crossing Community Charter School			
01	02	020	700		Tolchi Kooh Charter School			
07	86	047	201	GateWay Community High School	GateWay Community High School	759	57	816
07	87	008	201	Genesis Academy	Genesis Academy			
07	02	024	001	Gila Bend Unified District	Gila Bend Elementary	20	15	35
07	02	024	002		Gila Bend High School	98	325	423
04	86	050	201	Gila County Transition School	Liberty High School			
07	02	041	230	Gilbert Unified District	Alternative Center for Education	65	10	75
07	02	041	147		Burk Elementary School	589	32	621
07	02	041	156		Finley Farms Elementary	822	32	854
07	02	041	140		Gilbert Elementary School	957	199	1,156
07	02	041	210		Gilbert High School	2,747	266	3,013
07	02	041	120		Gilbert Junior High School	924	46	970
07	02	041	232		Gilbert Night School	100	13	113
07	02	041	141		Greenfield Elementary School	933	114	1,047
07	02	041	122		Greenfield Junior High School	1,425	52	1,477
07	02	041	150		Harris Elementary School	653	41	694
07	02	041	211		Highland High School	3,177	120	3,297
07	02	041	146		Houston Elementary School	686	26	712
07	02	041	145		Islands Elementary School	674	34	708
07	02	041	149		Mesquite Elementary School	725	38	763
07	02	041	121		Mesquite Jr High School	948	92	1,040
07	02	041	143		Neely Elementary School	640	56	696
07	02	041	142		Patterson Elementary School	711	21	732
07	02	041	144		Pioneer Elementary School	718	19	737
07	02	041	151		Playa Del Rey Elementary School	876	101	977
07	02	041	154		Sonoma Ranch Elementary School	774	40	814
07	02	041	155		Superstition Springs Elementary	874	38	912
07	02	041	152		Towne Meadows Elementary Schoo	720	24	744
07	02	041	148		Val Vista Lakes Elementary School	788	38	826
07	04	040	109	Glendale Elementary District	Bicentennial North School	0	135	135
07	04	040	112		Bicentennial South School	0	149	149
07	04	040	111		Challenger Middle School	0	165	165
07	04	040	114		Desert Garden Elementary School	0	182	182
07	04	040	113		Discovery School	0	145	145
07	04	040	106		Don Mensendick School	0	224	224
07	04	040	108		Glendale American School	0	83	83
07	04	040	101		Glendale Landmark Middle School	0	225	225
07	04	040	107		Glenn F Burton School	0	261	261

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	04	040	103		Harold W Smith School	0	484	484
07	04	040	020		Homebound			
07	04	040	110		Horizon School	0	140	140
07	04	040	102		Isaac E Imes School	0	322	322
07	04	040	104		Melvin E Sine School	0	200	200
07	04	040	105		William C Jack School	0	324	324
07	05	005	098	Glendale Union High School District	Alternative Campus			
07	05	005	206		Apollo High School	56	158	214
07	05	005	210		Christown Academy			
07	05	005	204		Cortez High School	1,091	85	1,176
07	05	005	201		Glendale High School	1,109	445	1,554
07	05	005	208		Greenway High School	0	93	93
07	05	005	099		Homebound/Other Health Impaired			
07	05	005	209		Independence High School	23	184	207
07	05	005	205		Moon Valley High School	1,897	117	2,014
07	05	005	202		Sunnyslope High School	2,403	747	3,150
07	05	005	207		Thunderbird High School	1,448	208	1,656
07	05	005	203		Washington High School	1,324	234	1,558
04	02	001	003	Globe Unified District	Copper Rim Elementary School	789	63	852
04	02	001	001		East Globe Elementary School	323	28	351
04	02	001	004		Globe High School	649	71	720
04	02	001	002		Globe Junior High School	352	36	388
05	01	099	002	Graham County Special Services	Brighter Day Preschool			
05	01	099	001		Dan Hinton Accommodation School			
03	02	004	001	Grand Canyon Unified District	Grand Canyon Elementary	184	86	270
03	02	004	002		Grand Canyon High School	83	25	108
06	01	000	201	Greenlee Alternative School District	Greelee Alternative School			
06	01	099	001	Greenlee County Accommodation District	Greenlee Alternative School			
06	01	099	001		Greenlee County Accommodation School			
03	86	010	001	Greyhills Academy High School	Greyhills Academy High School			
08	04	003	002	Hackberry School District	Cedar Hills School	46	0	46
04	02	041	004	Hayden-Winkelman Unified District	Hayden High School	145	27	172
04	02	041	003		Leonor Hambly Middle School	109	16	125
04	02	041	002		Winkelman Intermediate School	71	17	88
04	02	041	001		Winkelman Primary School	234	25	259
09	02	006	102	Heber-Overgaard Unified District	Capps Elementary School	0	3	3
09	02	006	201		Mogollon High School	0	1	1
09	02	006	103		Mogollon Jr High School	0	1	1
07	87	012	002	Heritage Academy Inc	Heritage Academy Inc-Clarkdale			
07	87	012	001		Heritage Academy Inc-Mesa	342	0	342
10	87	001	001	Hermosa Montessori Charter	Hermosa Montessori Charter #1			
10	87	001	002		Hermosa Montessori Charter #2			
07	03	060	701	Higley Elementary District	Academy With Community Partners Charter	223	0	223
07	03	060	703		Desert Springs Scholastic Institute	55	0	55
07	03	060	704		Desert Technology High School	158	0	158
07	03	060	101		Higley Elementary School	221	67	288
07	03	060	714		Sequoia School	923	0	923
07	03	060	719		Westland School (Cholla Academy)	252	0	252
13	03	035	101	Hillside Elementary District	Hillside Elementary School	0	0	0
09	02	003	207	Holbrook Unified District	Holbrook High School	0	0	0
09	02	003	106		Holbrook Junior High School			
09	02	003	102		Hulet Elementary School			
09	02	003	103		Park Elementary School			
09	86	050	001	Hopi Jr/Sr High School	Hopi Jr/Sr High School			
07	86	053	001	Horizon Charter School	Horizon Charter School - Phoenix	75	0	75
07	87	010	001	Humanities & Sciences Institute	Humanities & Sciences Institute			
13	02	022	230	Humboldt Unified District	Bradshaw Mountain High School			
13	02	022	120		Bradshaw Mountain Middle School			
13	02	022	133		Coyote Springs Elementary School			
13	02	022	125		Glassford Hill Middle School			
13	02	022	131		Humboldt Elementary School			
13	02	022	110		Lake Valley Elementary School			
13	02	022	134		Liberty Traditional School			
13	02	022	132		Mountain View Elementary School			
14	04	016	101	Hyder Elementary District	Dateland Elementary School	34	186	220
10	02	040	204	Indian Oasis-Baboquivari Unified District	Baboquivari High School	28	186	214
10	02	040	103		Baboquivari Middle School	18	188	206
10	02	040	101		Indian Oasis Primary School	107	331	438
10	02	040	199		Preschool Handicapped Head Start			
10	02	040	102		Topawa Intermediate School	39	268	307
07	87	041	201	Intelli School	Intelli School-Main			
07	87	041	203		Intelli School-Mesa			
07	87	041	202		Intelli School-Metro Center			
07	87	013	001	International Commerce Institute	International Commerce Institute			
07	86	054	001	International Studies Academy	International Studies Academy			
10	87	023	001	Introspect, Inc. dba Desert Hills Center for	Desert Hills Academy	0	1	1
07	04	005	103	Isaac Elementary District	Alta E ButlerSchool	372	877	1,249
07	04	005	110		Escuela Azteca	22	15	37
07	04	005	108		Esperanza Elementary School	104	428	532
07	04	005	101		Isaac Middle School	339	893	1,232
07	04	005	109		Isaac Preschool			
07	04	005	102		J B Sutton Elementary School	281	656	937
07	04	005	105		Joseph Zito Elementary School	465	630	1,095
07	04	005	106		Mitchell Elementary School	309	547	856
07	04	005	104		P T Coe Elementary School	855	835	1,690

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	04	005	111		Pueblo Del Sol Middle School	485	609	1,094
11	03	044	001	J O Combs Elementary District	J O Combs Elementary School	140	63	203
09	02	002	001	Joseph City Unified District	Joseph City Elementary School			
09	02	002	002		Joseph City Jr/Sr High School	0	0	0
07	86	057	001	Kachina Country Day School	Kachina Country Day School #1			
07	86	057	002		Kachina Country Day School #2			
09	02	027	103	Kayenta Unified District	Kayenta Intermediate School	29	591	620
09	02	027	102		Kayenta Middle School	33	598	631
09	02	027	104		Kayenta Primary School	30	500	530
09	02	027	201		Monument Valley High School	28	957	985
07	87	059	101	Khalsa Montessori Elementary School	Khalsa Montessori Elementary School-Phoenix			
07	87	059	102		Khalsa Montessori Elementary School-Tucson			
08	86	020	102	Kingman Academy Of Learning	Kingman Academy of Learning - Intermediate	260	3	263
08	86	020	103		Kingman Academy of Learning - Middle School	227	2	229
08	86	020	101		Kingman Academy of Learning - Primary School	242	5	247
08	04	004	116	Kingman Elementary District	Black Mountain Elementary School	0	2	2
08	04	004	115		Cerbat Elementary School	884	18	902
08	04	004	017		Golden Valley Middle School	0	0	0
08	04	004	110		Hualapai Elementary School	528	12	540
08	04	004	114		Kingman Junior High School	948	26	974
08	04	004	111		La Senita Elementary School	592	17	609
08	04	004	112		Manzanita Elementary School	569	19	588
08	04	004	113		Palo Christi Elementary School	448	40	488
13	03	023	001	Kirkland Elementary District	Kirkland Elementary School			
07	04	028	142	Kyrene Elementary District	C I Waggoner School	575	63	638
07	04	028	138		Kyrene Akimel A-al Middle School	976	61	1,037
07	04	028	137		Kyrene Altadena Middle School	916	50	966
07	04	028	136		Kyrene Aprende Middle School	1,108	104	1,212
07	04	028	139		Kyrene Centennial Middle School	1,008	70	1,078
07	04	028	148		Kyrene de la Colina School	972	96	1,068
07	04	028	155		Kyrene de la Esperanza School	914	78	992
07	04	028	150		Kyrene de la Mariposa School	595	88	683
07	04	028	154		Kyrene de la Mirada School	773	83	856
07	04	028	147		Kyrene de la Paloma School	775	55	830
07	04	028	153		Kyrene de la Sierra School	919	58	977
07	04	028	156		Kyrene de las Brisas School	725	102	827
07	04	028	144		Kyrene de las Lomas School	834	57	891
07	04	028	159		Kyrene de las Manitas School	512	72	584
07	04	028	157		Kyrene de los Cerritos School	737	36	773
07	04	028	151		Kyrene de los Lagos School	787	71	858
07	04	028	145		Kyrene de los Ninos School	579	125	704
07	04	028	146		Kyrene del Cielo School	784	92	876
07	04	028	143		Kyrene del Norte School	530	79	609
07	04	028	140		Kyrene del Pueblo Middle School	1,026	89	1,115
07	04	028	149		Kyrene del Sureno School	795	79	874
07	04	028	141		Kyrene Middle School	968	148	1,116
07	04	028	152		Kyrene Monte Vista School	945	42	987
08	87	050	001	Lake Havasu Charter School	Lake Havasu Charter School	67	0	67
08	02	001	103	Lake Havasu Unified District	Havasupai Elementary School	548	60	608
08	02	001	207		Lake Havasu High School	1,611	61	1,672
08	02	001	105		Nautilus Elementary School	480	37	517
08	02	001	106		Oro Grande Elementary School	553	24	577
08	02	001	101		Smoketree Elementary School	388	42	430
08	02	001	104		Starline Elementary School	674	8	682
08	02	001	102		Thunderbolt Middle School	1,324	81	1,405
03	87	035	101	Lake Powell Academy	Lake Powell Academy	0	1	1
10	87	065	001	Laurent Clerc Elementary School	Laurent Clerc Elementary School	9	13	22
07	04	059	101	Laveen Elementary District	Laveen Elementary School	520	79	599
07	04	059	102		Maurice C Cash School	355	300	655
07	04	059	103		Vista del Sur Middle School	269	109	378
07	04	025	102	Liberty Elementary District	Estrella Mountain Elementary School	451	58	509
07	04	025	101		Liberty Elementary School	644	80	724
07	87	004	101	Life Enrichment Community School	Life Enrichment Community School			
07	86	001	001	Life School College Preparatory	Life School College Preparatory - Mesa	158	0	158
07	86	001	003		Life School College Preparatory - Show Low	63	0	63
07	86	001	004		Life School College Preparatory - St. Johns	33	0	33
07	04	079	101	Litchfield Elementary District	Litchfield Elementary School	0	54	54
07	04	079	104		Palm Valley Elementary	0	20	20
07	04	079	102		Scott L Libby Elementary School	0	109	109
07	04	079	103		Western Sky Middle School	0	47	47
08	04	009	001	Littlefield Elementary District	Littlefield Elementary School	130	54	184
07	04	065	101	Littleton Elementary District	Littleton Elementary School	680	969	1,649
07	04	065	103		Littleton Elementary School			
07	04	065	102		Underdown Junior High School			
10	87	002	001	Luz Preparatory School of Tucson	Luz Academy of Tucson			
07	04	038	007	Madison Elementary District	Camelview	240	215	455
07	04	038	110		Madison #1 Elementary School	783	48	831
07	04	038	120		Madison Camelview Elementary			
07	04	038	180		Madison Heights School	416	44	460
07	04	038	160		Madison Meadows School	729	15	744
07	04	038	150		Madison Park School	472	227	699
07	04	038	130		Madison Richard Simis School	796	28	824
07	04	038	140		Madison Rose Lane School	652	77	729
03	03	010	101	Maine Consolidated District	Maine Consolidated School			
11	02	008	108	Mammoth-San Manuel Unified District	Avenue B School			

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
11	02	008	107		First Avenue Elementary School			
11	02	008	166		Gardner Middle School			
11	02	008	106		Mammoth Elementary School			
11	02	008	281		San Manuel High School			
10	02	006	038	Marana Unified District	A.C.E.			
10	02	006	114		Butterfield Elementary School	625	69	694
10	02	006	119		Coyota Trail Elementary School	661	51	712
10	02	006	111		DeGrazia Elementary School	705	41	746
10	02	006	116		Desert Winds Elementary School	614	60	674
10	02	006	117		Ironwood Elementary School	696	40	736
10	02	006	240		Marana High School	1,357	133	1,490
10	02	006	130		Marana Junior High School	706	87	793
10	02	006	112		Marjorie W Estes Elementary School	290	63	353
10	02	006	241		Mountain View High School	1,879	96	1,975
10	02	006	120		Picture Rocks Intermediate School	494	38	532
10	02	006	118		Quail Run Elementary School	572	31	603
10	02	006	115		Roadrunner Elementary School	590	58	648
10	02	006	113		Thornydale Elementary School	521	32	553
10	02	006	131		Tortolita Junior High School	999	66	1,065
07	01	099	006	Maricopa Co Regional District	Charter-Chandler Homebound/ Hospital			
07	01	099	005		Desert Vista Homebound/ Hospital			
07	01	099	006		Durango Detention Center	6	35	41
07	01	099	001		East Valley School	7	34	41
07	01	099	003		Estrella Mountain			
07	01	099	010		Hope Traditional			
07	01	099	001		Horse Mesa Dam Accommodation School			
07	01	099	005		Mesa Detention Center	0	21	21
07	01	099	011		Parc Place Homebound/Hospital			
07	01	099	013		S W Key Program			
07	01	099	151		Teen Youth Pregnancy Program			
07	01	099	150		Thomas J Pappas Elementary School	0	15	15
07	01	099	252		Unity High School			
07	01	099	002		West Valley High School	0	6	6
11	02	020	101	Maricopa Unified School District	Maricopa Elementary School	364	139	503
11	02	020	202		Maricopa High School	215	85	300
11	02	020	133		Maricopa Middle School	227	89	316
11	01	000	001	Mary C O'Brien Accommodation District	Mary C O'Brien Elementary Schoo			
11	01	000	004		Rural Educational Alternative for Children			
11	01	000	003		Villa Oasis Interscholastic Center for Education			
13	02	043	101	Mayer Unified District	Mayer Elementary School	548	8	556
13	02	043	002		Mayer Junior/Senior High Schoo	6	1	7
01	03	023	101	McNary Elementary District	McNary Elementary School			
02	03	055	001	McNeal Elementary District	McNeal Elementary School			
07	86	013	101	Mesa Arts Academy (Boys & Girls Club)	Mesa Arts Academy	163	41	204
07	02	004	101	Mesa Unified District	Adams Elementary School	0	0	0
07	02	004	102		Alma Elementary School	786	105	891
07	02	004	261		Brimhall Junior High School	1,256	49	1,305
07	02	004	149		Bush Elementary School	471	8	479
07	02	004	252		Carson Junior High School	1,065	173	1,238
07	02	004	133		Crismon Elementary School	895	22	917
07	02	004	274		Dobson High School	2,865	169	3,034
07	02	004	195		Eagleridge Learning Center	43		43
07	02	004	103		Edison Elementary School	698	134	832
07	02	004	120		Eisenhower Elementary School	516	288	804
07	02	004	104		Emerson Elementary School	730	305	1,035
07	02	004	147		Entz Elementary School	742	6	748
07	02	004	144		Falcon Hill Elementary School	817	8	825
07	02	004	125		Field Elementary School	861	71	932
07	02	004	105		Franklin Elementary School	816	10	826
07	02	004	152		Franklin Northeast School	375	14	389
07	02	004	114		Franklin West Elementary	755	33	788
07	02	004	254		Fremont Junior High School	1,488	45	1,533
07	02	004	138		Frost Elementary School	707	19	726
07	02	004	119		Hale Elementary School	584	22	606
07	02	004	106		Hawthorne Elementary School	847	93	940
07	02	004	188		Headstart/Preschool	74	6	80
07	02	004	259		Hendrix Junior High School	1,259	38	1,297
07	02	004	143		Hermosa Vista Elementary School	897	6	903
07	02	004	132		Highland Elementary School	702	17	719
07	02	004	107		Holmes Elementary School	607	255	862
07	02	004	180		Homebound	5		5
07	02	004	108		Irving Elementary School	732	11	743
07	02	004	140		Ishikawa Elementary School	894	38	932
07	02	004	109		Jefferson Elementary School	836	131	967
07	02	004	136		Johnson Elementary School	1,014	21	1,035
07	02	004	130		Jordan Elementary School	829	27	856
07	02	004	128		Keller Elementary School	767	88	855
07	02	004	146		Kerr Elementary School	773	64	837
07	02	004	253		Kino Junior High School	1,360	170	1,530
07	02	004	150		Las Sendas Elementary School	306	1	307
07	02	004	110		Lehi Elementary School	717	82	799
07	02	004	111		Lincoln Elementary School	521	548	1,069
07	02	004	122		Lindbergh Elementary School	591	130	721
07	02	004	112		Longfellow Elementary School	479	408	887
07	02	004	113		Lowell Elementary School	435	477	912

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	02	004	129		MacArthur Elementary School	832	22	854
07	02	004	141		Madison Elementary School	1,039	34	1,073
07	02	004	194		McKellips Learning Center	51	6	57
07	02	004	139		Mendoza Elementary School	1,159	8	1,167
07	02	004	271		Mesa High School	2,495	339	2,834
07	02	004	251		Mesa Junior High School	789	393	1,182
07	02	004	184		Mesa Vista High School	422	61	483
07	02	004	273		Mountain View High School	2,936	84	3,020
07	02	004	137		O'Connor Elementary School	791	23	814
07	02	004	131		Pomeroy Elementary School	862	18	880
07	02	004	145		Porter Elementary School	635	30	665
07	02	004	256		Poston Junior High School	1,458	31	1,489
07	02	004	255		Powell Junior High School	958	277	1,235
07	02	004	181		Power Learning Center	40	4	44
07	02	004	275		Red Mountain High School	2,841	101	2,942
07	02	004	148		Red Mountain Ranch Elementary	871	6	877
07	02	004	123		Redbird Elementary School	774	169	943
07	02	004	257		Rhodes Junior High School	1,373	57	1,430
07	02	004	134		Robson Elementary School	924	20	944
07	02	004	121		Roosevelt Elementary School	759	203	962
07	02	004	183		S H A R P	24	1	25
07	02	004	124		Salk Elementary School	888	49	937
07	02	004	260		Shepherd Junior High School	1,556	23	1,579
07	02	004	135		Sirrine Elementary School	888	19	907
07	02	004	142		Sousa Elementary School	593	10	603
07	02	004	262		Stapley Junior High School	1,170	33	1,203
07	02	004	127		Stevenson Elementary School	781	76	857
07	02	004	277		Sundown High School	210	17	227
07	02	004	190		Sunridge Learning Center	142	2	144
07	02	004	118		Taft Elementary School	663	32	695
07	02	004	182		TAPP	140	25	165
07	02	004	258		Taylor Junior High School	1,215	42	1,257
07	02	004	126		Washington Elementary School	810	69	879
07	02	004	115		Webster Elementary School	709	179	888
07	02	004	272		Westwood High School	2,183	325	2,508
07	02	004	117		Whitman Elementary School	812	108	920
07	02	004	116		Whittier Elementary School	785	43	828
04	02	040	101	Miami Unified District	Central Heights Elementary School	219	5	224
04	02	040	102		Inspiration Addition School	181	21	202
04	02	040	105		Kornegay, Lee Middle School	303	2	305
04	02	040	103		Las Lomas Elementary School	281	10	291
04	02	040	206		Miami High School	477	18	495
13	86	051	001	Mingus Mountain Academy	Mingus Mountain Academy			
13	87	012	101	Mingus Springs Charter School	Mingus Springs Charter School			
13	05	004	201	Mingus Union High School District	Mingus Union High School	1,086	64	1,150
07	03	086	101	Mobile Elementary District	Mobile Elementary School	22	0	22
08	05	030	202	Mohave Union High School District	Kingman High School - North	1,054	39	1,093
08	05	030	201		Kingman High School - South	697	22	719
08	05	030	204		PASS School	225	5	230
08	04	016	104	Mohave Valley Elementary District	Fort Mohave Elementary School	252	9	261
08	04	016	101		Mohave Valley Elementary	458	31	489
08	04	016	103		Mohave Valley Junior High School	98	5	103
14	04	017	101	Mohawk Valley Elementary District	Mohawk Valley School			
03	87	005	101	Montessori Charter School of Flagstaff	Montessori Charter School of Flagstaff-Cedar			
03	87	005	102		Montessori Charter School of Flagstaff-Sunnyside			
03	87	005	104		Montessori Charter School of Flagstaff-Switzer			
03	87	005	103		Montessori Charter School of Flagstaff-West			
07	87	058	001	Montessori Day Public Schools Chartered	Montessori Day Public Schools Chartered-Tempe			
07	87	063	001	Montessori Education Centre Charter	Montessori Education Centre Charter School			
06	02	018	101	Morenci Unified District	Fairbanks Elementary School			
06	02	018	002		Morenci Junior/Senior High School			
07	03	075	101	Morristown Elementary District	Morristown Elementary School	115	1	116
03	86	051	001	Mountain School Inc	Mountain School Inc #1			
07	04	021	104	Murphy Elementary District	Alfred F Garcia School	0	265	265
07	04	021	101		Arthur M Hamilton School	0	256	256
07	04	021	102		Jack L Kuban Elementary School	0	196	196
07	04	021	103		William R Sullivan Elementary School	0	529	529
02	03	023	001	Naco Elementary District	Naco Elementary School			
07	03	081	101	Nadaburg Elementary District	Nadaburg Elementary School			
07	86	052	001	New School For The Arts	New School for the Arts			
12	02	001	114	Nogales Unified District	A J Mitchell Elementary School	17	600	617
12	02	001	119		Challenger Elementary School	32	512	544
12	02	001	104		Desert Shadows Middle School	67	714	781
12	02	001	113		Lincoln Elementary School	25	524	549
12	02	001	115		Mary L Welty Elementary School	27	397	424
12	02	001	210		Nogales High School	132	1,595	1,727
12	02	001	099		Nogales Special Programs	5	246	251
12	02	001	103		Robert Bracker Elementary	50	229	279
12	02	001	209		Santa Cruz Alternative High School	15	233	248
12	02	001	108		Vasquez De Coronado, Francisco School	68	568	636
12	02	001	111		Wade Carpenter Middle School	27	624	651
09	87	045	203	Northern AZ Academy/ Career	Northern AZ Academy for Career Dev-Show Low	199	0	199
09	87	045	204		Northern AZ Academy for Career Dev-Taylor	0	0	0
09	87	045	201		Northern AZ Academy for Career Dev-Winslow	88	3	91
03	87	001	001	Northland Preparatory Academy	Northland Preparatory Academy	132	0	132

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	86	061	001	Ombudsman Learning Center	Ombudsman Learning Center			
07	86	003	001	Omega Academy	Omega Academy	450	102	552
11	03	002	102	Oracle Elementary District	Mountain Vista School	0	21	21
11	03	002	101		Oracle Ridge School	0	2	2
07	04	008	102	Osborn Elementary District	Clarendon School	455	263	718
07	04	008	103		Encanto School	473	396	869
07	04	008	107		Longview Elementary School	541	574	1,115
07	04	008	104		Osborn Middle School	417	279	696
07	04	008	106		Solano School	654	221	875
08	04	006	101	Owens-Whitney Elementary District	Owens Elementary School	41	5	46
03	02	008	101	Page Unified District	Desert View Elementary School			
03	02	008	102		Lake View Elementary School			
03	02	008	209		Page High School	0	63	63
03	02	008	106		Page Middle School			
07	04	049	101	Palo Verde Elementary District	Palo Verde Elementary School			
07	03	094	001	Paloma Elementary District	Kiser Elementary School			
02	03	049	102	Palominas Elementary District	Coronado Elementary School	499	17	516
02	03	049	101		Palominas Elementary School	449	46	495
07	02	069	157	Paradise Valley Unified District	Aire Libre Elementary School	0	18	18
07	02	069	179		Alternative Education Center	45	3	48
07	02	069	110		Arrowhead Elementary School	613	117	730
07	02	069	144		Boulder Creek Elementary School	660	59	719
07	02	069	127		Cactus View Elementary School	869	23	892
07	02	069	115		Campo Bello Elementary School	662	47	709
07	02	069	128		Copper Canyon Elementary School	745	18	763
07	02	069	125		Desert Cove Elementary School	584	28	612
07	02	069	130		Desert Shadows Elementary School	618	8	626
07	02	069	170		Desert Shadows Middle School	949	25	974
07	02	069	159		Desert Springs Elementary School	728	19	747
07	02	069	138		Desert Trails Elementary School	563	23	586
07	02	069	292		Discovery High School	2		2
07	02	069	176		Discovery Middle School	21		21
07	02	069	123		Eagle Ridge Elementary School	1,027	21	1,048
07	02	069	146		Echo Mountain Elementary School	56	59	115
07	02	069	177		Explorer Middle School	708	24	732
07	02	069	121		Foothills Elementary School	686	43	729
07	02	069	120		Gold Dust Elementary School	600	11	611
07	02	069	175		Greenway Middle School	722	190	912
07	02	069	124		Hidden Hills Elementary School	786	37	823
07	02	069	293		Horizon High School	2,807	71	2,878
07	02	069	135		Indian Bend Elementary School	886	62	948
07	02	069	140		Larkspur Elementary School	740	18	758
07	02	069	143		Liberty Elementary School	771	20	791
07	02	069	145		Mercury Mine Elementary Schoo	620	49	669
07	02	069	294		North Canyon High School	39	0	39
07	02	069	122		North Ranch Elementary School	702	23	725
07	02	069	150		Palomino Elementary School	659	648	1,307
07	02	069	290		Paradise Valley High School	1,973	160	2,133
07	02	069	000		Paradise Valley Unified District	2		2
07	02	069	296		Polaris High School	145	8	153
07	02	069	126		Quail Run Elementary School	748	16	764
07	02	069	055		Roadrunner School	53		53
07	02	069	156		Sandpiper Elementary School	539	11	550
07	02	069	295		Shadow Mountain High School	0	0	0
07	02	069	180		Shea Middle School	1,021	14	1,035
07	02	069	129		Sonoran Sky Elementary School	789	19	808
07	02	069	178		Sunrise Middle School	1,107	31	1,138
07	02	069	158		Village Vista Elementary School	685	56	741
07	02	069	171		Vista Verde Middle School	1,284	41	1,325
07	02	069	139		Whispering Wind School	989	28	1,017
15	02	027	101	Parker Unified School District	Blake Primary School	423	81	504
15	02	027	103		Le Pera Elementary School	162	184	346
15	02	027	204		Parker High School	449	150	599
15	02	027	102		Wallace Elementary/Jr. High School	566	90	656
12	04	006	101	Patagonia Elementary District	Patagonia Elementary School			
12	04	006	102		Patagonia Middle School			
12	05	020	201	Patagonia Union High School District	Patagonia Union High School			
04	02	010	105	Payson Unified District	Frontier Elementary School	392	9	401
04	02	010	103		Julia Randall Elementary School	442	12	454
04	02	010	700		Payson Center For Success Charter Schoo	86	0	86
04	02	010	104		Payson Elementary School	506	3	509
04	02	010	201		Payson High School	941	12	953
04	02	010	102		Rim Country Middle School	797	8	805
08	02	008	001	Peach Springs Unified District	Peach Springs School	51	237	288
02	04	022	001	Pearce Elementary District	Pearce Elementary School	142	7	149
07	04	092	018	Pendergast Elementary District	Copper King Elementary	278	30	308
07	04	092	013		Desert Horizon Elementary School	828	197	1,025
07	04	092	017		Desert Mirage Elementary School	886	117	1,003
07	04	092	016		Garden Lakes Elementary School	803	116	919
07	04	092	012		Pendergast Elementary School	436	364	800
07	04	092	015		Villa de Paz Elementary School	903	79	982
07	04	092	014		Westwind Elementary School	848	360	1,208
07	02	011	106	Peona Unified District	Alta Loma School	636	198	834
07	02	011	118		Apache Elementary School	1,729	48	1,777
07	02	011	261		Cactus High School	1,688	99	1,787

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	02	011	119		Canyon Elementary School	463	20	483
07	02	011	263		Centennial High School	1,685	107	1,792
07	02	011	124		Cheyenne Elementary School	828	190	1,018
07	02	011	109		Copperwood School	709	61	770
07	02	011	111		Cotton Boll School	674	132	806
07	02	011	123		Desert Harbor Elementary School	918	47	965
07	02	011	107		Desert Palms School	872	75	947
07	02	011	113		Desert Valley Elementary School	718	25	743
07	02	011	108		Foothills Elementary School	726	50	776
07	02	011	104		Heritage School	807	80	887
07	02	011	102		Ira A Murphy School	620	108	728
07	02	011	262		Ironwood High School	1,871	145	2,016
07	02	011	103		Kachina School	633	37	670
07	02	011	120		Marshall Ranch Elementary School	809	54	863
07	02	011	112		Oakwood Elementary School	840	49	889
07	02	011	115		Oasis Elementary School	953	72	1,025
07	02	011	122		Paseo Verde Elementary School	1,055	74	1,129
07	02	011	101		Peoria Elementary School	831	321	1,152
07	02	011	260		Peoria High School	1,710	431	2,141
07	02	011	105		Pioneer School	727	88	815
07	02	011	114		Sahuaro Ranch School	814	88	902
07	02	011	121		Santa Fe Elementary School	902	154	1,056
07	02	011	117		Sky View Elementary School	706	42	748
07	02	011	116		Sun Valley School	1,176	75	1,251
07	02	011	110		Sundance Elementary School	850	69	919
07	02	011	264		Sunrise Mountain High School	569	23	592
07	87	014	001	Phoenix Advantage Charter School	Phoenix Advantage Charter School			
07	04	001	124	Phoenix Elementary District	Alternative Center for Education	77	114	191
07	04	001	123		Augustus H Shaw Jr School	307	550	857
07	04	001	102		Capitol Elementary School	0	0	0
07	04	001	108		Garfield School	268	830	1,098
07	04	001	115		Kenilworth Elementary School	402	388	790
07	04	001	118		Lowell School	381	399	780
07	04	001	109		Magnet Traditional School	333	141	474
07	04	001	112		Maie Bartlett Heard School	432	450	882
07	04	001	101		Mary McLeod Bethune Schoo	447	302	749
07	04	001	122		Ott, Ann School	351	252	603
07	04	001	104		Paul Dunbar Lawrence School	236	205	441
07	04	001	110		Phoenix Prep Academy	674	890	1,564
07	04	001	026		Phx Elem Admin Bldg	102		102
07	04	001	106		Ralph Waldo Emerson Elementary School	377	435	812
07	04	001	113		Silvestre S Herrera School	361	366	727
07	04	001	105		Thomas A Edison School	352	421	773
07	04	001	125		Whittier Elementary School	336	337	673
07	05	010	210	Phoenix Union High School District	Alhambra High School	1,720	804	2,524
07	05	010	214		Bostrom Alternative Center	326	57	383
07	05	010	225		Camelback High School	1,771	1,118	2,889
07	05	010	245		Carl Hayden High School	1,468	1,502	2,970
07	05	010	230		Central High School	1,757	1,212	2,969
07	05	010	238		Desiderata	136	22	158
07	05	010	206		Homebound	32	6	38
07	05	010	250		Maryvale High School	1,785	945	2,730
07	05	010	212		Metro Tech Vocational Institute of Phoenix	656	183	839
07	05	010	255		North High School	1,549	1,351	2,900
07	05	010	260		South Mountain High School	1,979	1,423	3,402
07	05	010	220		Trevor Browne High School	2,030	687	2,717
11	04	033	133	Picacho Elementary District	Picacho School	0	9	9
10	01	000	203	Pima Accommodation District	CAPE School-Adult	146	8	154
10	01	000	002		CAPE School-Juvenile	1,203	58	1,261
10	01	000	204		Self Advancement School	57	5	62
10	01	000	101		Zimmerman Elementary School	11	1	12
05	02	006	101	Pima Unified District	Pima Elementary School	422	63	485
05	02	006	202		Pima Junior/Senior High School	204	21	225
12	87	024	201	Pimeria Alta High School	Pimeria Alta High School			
11	01	099	003	Pinal County Special Education Program	Pinal County Spec Ed Prog-Kearney			
11	01	099	001		Pinal County Special Ed Prog			
03	86	038	101	Pine Forest Charter School	Pine Forest Charter School			
04	03	012	001	Pine Strawberry Elementary District	Pine Strawberry Elementary Schoo			
09	02	004	101	Pinon Unified District	Pinon Elementary School	105	408	513
09	02	004	203		Pinon High School	34	258	292
09	02	004	102		Pinon Middle School	55	376	431
02	04	064	101	Pomerene Elementary District	Pomerene Elementary School	118	11	129
10	87	044	202	PPEP and Affiliates	PPEP TEC-Avondale	128	35	163
10	87	044	211		PPEP TEC-Bisbee	57	20	77
10	87	044	204		PPEP TEC-Casa Grande	11	5	16
10	87	044	203		PPEP TEC-Chandler	85	10	95
10	87	044	205		PPEP TEC-Douglas	51	10	61
10	87	044	209		PPEP TEC-Marana	45	0	45
10	87	044	206		PPEP TEC-San Luis	48	21	69
10	87	044	208		PPEP TEC-Sierra Vista	136	4	140
10	87	044	207		PPEP TEC-Somerton	24	32	56
10	87	044	201		PPEP TEC-Tucson (Ajo)	131	14	145
10	87	044	210		PPEP TEC-Tucson (Broadway #1)	102	0	102
10	87	044	214		PPEP TEC-Tucson (Broadway #2)	172	4	176
10	87	044	212		PPEP TEC-Tucson (Ina)	193	1	194

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
10	87	044	213		PPEP TEC-Willcox	60	4	64
13	02	001	116	Prescott Unified District	Abia Judd Elementary School	555	18	573
13	02	001	011		Dexter Family Resource Center	0	0	0
13	02	001	160		Granite Mountain Middle School	583	14	597
13	02	001	112		Lincoln Elementary School	310	20	330
13	02	001	113		Miller Valley School	511	37	548
13	02	001	200		Prescott High School	1,838	24	1,862
13	02	001	150		Prescott Mile High Middle School	713	22	735
13	02	001	114		Taylor Hicks Elementary School	474	16	490
13	02	001	115		Washington Traditional School	440	17	457
10	86	063	201	Presidio School	Presidio School			
15	04	004	101	Quartzsite Elementary District	Ehrenberg Elementary School	186	87	273
15	04	004	102		Quartzsite Elementary School	133	26	159
15	04	004	700		The Scholars' Academy			
07	02	095	102	Queen Creek Unified District	Desert Mountain Elementary	304	79	383
07	02	095	101		Queen Creek Elementary School	187	67	254
07	02	095	201		Queen Creek High School	256	146	402
07	02	095	106		Queen Creek Middle School	196	67	263
09	01	099	001	Rainbow Foundation	Rainbow Foundation			
11	02	003	101	Ray Unified District	Ray Elementary School	864	17	881
11	02	003	202		Ray High School	309	3	312
11	02	003	103		Ray Primary School	297	6	303
01	02	027	101	Red Mesa Unified District	Red Mesa Elementary School			
01	02	027	204		Red Mesa High School			
01	02	027	103		Red Mesa Junior High School			
01	02	027	102		Round Rock Elementary School	5	58	63
11	04	005	101	Red Rock Elementary District	Red Rock Elementary School			
01	87	056	001	Renaissance Educational Consortium Inc.	Renaissance Academy			
07	04	002	101	Riverside Elementary District	Riverside Elementary School	103	108	211
07	04	066	008	Roosevelt Elementary District	Brooks Academy	267	457	724
07	04	066	007		C J Jorgensen School	343	355	698
07	04	066	016		C O Greenfield School	383	499	882
07	04	066	002		Cesar E Chavez Community School	253	398	651
07	04	066	010		Homebound	0	0	0
07	04	066	017		Ignacio Conchos School	310	272	582
07	04	066	014		John F Kennedy Elementary School	316	484	800
07	04	066	018		John R Davis School	335	367	702
07	04	066	011		Martin Luther King Jr Elementary School	421	149	570
07	04	066	019		Maxine O Bush Elementary School	513	199	712
07	04	066	003		Percy L Julian School	285	137	422
07	04	066	009		Rose Linda School	292	387	679
07	04	066	005		Sierra Vista Elementary School	492	272	764
07	04	066	015		South Mountain Academy	70	105	175
07	04	066	020		Southwest Elementary School	447	160	607
07	04	066	004		Sunland Elementary School	350	405	755
07	04	066	012		T G Barr School	338	288	626
07	04	066	013		V H Lassen Elementary School	263	270	533
07	04	066	006		Valley View School	343	272	615
01	02	010	700	Round Valley Unified District	Round Valley Alternative Learning Center	15	1	16
01	02	010	210		Round Valley High School	468	19	487
01	02	010	102		Round Valley Intermediate School	422	19	441
01	02	010	103		Round Valley Middle School	456	25	481
01	02	010	101		Round Valley Primary School	365	20	385
07	03	090	101	Ruth Fisher Elementary District	Ruth Fisher Elementary School	290	33	323
11	04	018	001	Sacaton Elementary District	Sacaton Elementary School			
11	04	018	002		Sacaton Middle School			
05	02	001	100	Safford Unified District	Dorothy Stinson School	697	11	708
05	02	001	101		Late Nelson School	635	20	655
05	02	001	201		Mt Graham High School			
05	02	001	200		Safford High School	842	5	847
05	02	001	102		Safford Middle School			
10	02	030	101	Sahuarita Unified District	Sahuarita Elementary School	508	87	595
10	02	030	204		Sahuarita High School	617	120	737
10	02	030	103		Sahuarita Middle School	379	104	483
10	02	030	102		Sopori Elementary School	163	83	246
15	04	030	101	Salome Consolidated Elementary District	Salome Elementary School			
04	02	020	101	San Carlos Unified District	Rice School	0	0	0
04	02	020	202		San Carlos High School	0	0	0
04	02	020	103		San Carlos Junior High School			
10	03	035	001	San Fernando Elementary District	San Fernando Elementary School			
02	02	018	001	San Simon Unified District	San Simon School	119	60	179
01	02	018	001	Sanders Unified District	Sanders Elementary School			
01	02	018	002		Sanders Middle School			
01	02	018	003		Valley High School			
12	03	028	101	Santa Cruz Elementary District	Santa Cruz Elementary School			
12	02	035	130	Santa Cruz Valley Unified District	Calabasas Middle School	151	350	501
12	02	035	120		Mountain View School	194	399	593
12	02	035	200		Rio Rico High School	148	419	567
12	02	035	110		San Cayetano Elementary School	184	378	562
11	05	040	001	Santa Cruz Valley Union High School	Santa Cruz Valley Union High School	394	226	620
07	87	070	001	School for the Advancement of Gifted	School for the Advancement of Gifted Education			
07	87	034	101	Scottsdale Horizons School	Scottsdale Horizons - Main	0	2	2
07	87	034	102		Scottsdale Horizons - Peoria	0	0	0
07	87	034	104		Scottsdale Horizons - South			
07	87	034	103		Scottsdale Horizons - West Central	0	0	0

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	02	048	022	Scottsdale Unified District	Anasazi Elementary School	748	40	788
07	02	048	292		Arcadia High School	965	94	1,059
07	02	048	108		Arcadia Neighborhood Learning Center	383	101	484
07	02	048	126		Aztec Elementary School	893	23	916
07	02	048	295		Chaparral High School	1,666	86	1,752
07	02	048	121		Cherokee Elementary School	787	41	828
07	02	048	127		Cheyenne Traditional Elementary Schoo	602	27	629
07	02	048	102		Cochise Elementary School	544	37	581
07	02	048	169		Cocopah Middle School	1,165	60	1,225
07	02	048	293		Coronado High School	938	164	1,102
07	02	048	164		Desert Canyon Middle School	978	51	1,029
07	02	048	296		Desert Mountain High School	1,723	105	1,828
07	02	048	114		Hohokam Elementary School	590	86	676
07	02	048	112		Hopi Elementary School	719	15	734
07	02	048	165		Ingleside Middle School	648	67	715
07	02	048	107		Kiva Elementary School	700	44	744
07	02	048	123		Laguna Elementary School	778	71	849
07	02	048	167		Mohave Middle School	570	63	633
07	02	048	166		Mountainside Middle School	999	51	1,050
07	02	048	113		Navajo Elementary School	514	112	626
07	02	048	110		Pima Elementary School	523	56	579
07	02	048	120		Pueblo Elementary School	620	69	689
07	02	048	294		Saguaro High School	1,151	88	1,239
07	02	048	124		Sequoya Elementary School	600	34	634
07	02	048	161		Supai Middle School	550	102	652
07	02	048	103		Tavan Elementary School	496	211	707
07	02	048	109		Tonalea Elementary School	499	88	587
07	02	048	115		Yavapai Elementary School	499	218	717
07	02	048	125		Zuni Elementary School	914	79	993
13	87	008	101	Sedona Charter School	Sedona Charter School			
13	02	009	130	Sedona-Oak Creek Joint Unified District	Big Park Community School	0	47	47
13	02	009	701		Juniper Canyon School	0	1	1
13	02	009	210		Sedona Red Rock High School	0	32	32
13	02	009	120		West Sedona Elementary School	0	67	67
13	02	009	702		West Sedona Montessori Class	0	1	1
13	02	040	101	Seligman Unified District	Seligman Elementary School			
13	02	040	202		Seligman High School			
07	03	071	101	Sentinel Elementary District	Sentinel Elementary School			
09	87	046	001	Shonto Governing Board of Education, Inc.	Shonto Charter School	169	453	622
09	87	046	001		Shonto Preparatory Technology High Schoo			
09	02	010	118	Show Low Unified District	Clay Springs School			
09	02	010	116		Linden Elementary School			
09	02	010	117		Pinedale School			
09	02	010	225		Show Low High School			
09	02	010	115		Show Low Intermediate School			
09	02	010	120		Show Low Junior High School			
09	02	010	111		Show Low Primary School			
02	02	068	155	Sierra Vista Unified District	Apache Middle School	747	59	806
02	02	068	110		Bella Vista Elementary School	482	48	530
02	02	068	260		Buena High School	2,499	236	2,735
02	02	068	115		Carmichael Elementary School	472	95	567
02	02	068	120		Huachuca Mountain Elementary School	557	77	634
02	02	068	125		Pueblo Del Sol Elementary School	444	38	482
02	02	068	150		Sierra Vista Middle School	894	112	1,006
02	02	068	130		Town & Country Elementary School	405	43	448
02	02	068	135		Village Meadows Elementary School	351	57	408
13	03	015	100	Skull Valley Elementary District	Skull Valley Elementary School	23	6	29
13	87	052	101	Skyview School	Skyview School	154	0	154
09	02	005	708	Snowflake Unified District	Basis Schools Inc (dba Noah Webster School)	0	0	0
09	02	005	701		Chester Newton Montessori and Charter Sch.oo			
09	02	005	006		Highland Primary School	370	60	430
09	02	005	704		Paramount Life Preparatory Academy			
09	02	005	005		Snowflake High School	807	73	880
09	02	005	001		Snowflake Intermediate School	300	51	351
09	02	005	003		Snowflake Junior High School	378	49	427
09	02	005	705		Sunray Charter School	686	2	688
09	02	005	002		Taylor Elementary School	323	26	349
09	02	005	004		Taylor Intermediate School	214	23	237
09	02	005	706		VisionQuest			
05	03	005	101	Solomon Elementary District	Solomon Elementary School	170	1	171
14	04	011	103	Somerton Elementary District	Desert Sonora Elementary School	45	519	564
14	04	011	102		Orange Grove Elementary School	82	497	579
14	04	011	101		Somerton Middle School	57	700	757
14	04	011	104		Somerton Primary School	56	499	555
12	04	025	101	Sonoita Elementary District	Elgin Elementary School			
07	86	056	001	SRPMI Community School	SRPMI Community School - Elementary Schoo			
02	02	021	101	St David Unified District	St David Elementary School	0	0	0
02	02	021	202		St David High School			
01	02	001	102	St Johns Unified District	Coronado Elementary School	286	27	313
01	02	001	205		St Johns High School	465	12	477
01	02	001	104		St Johns Middle School	404	30	434
11	04	024	001	Stanfield Elementary District	Stanfield Elementary School	300	402	702
10	87	004	001	Star Academy	Star Academy			
10	02	012	555	Sunnyside Unified District	Alternative Program	0	1	1
10	02	012	106		Apollo Middle School	486	505	991

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
10	02	012	132		Challenger Middle School	444	190	634
10	02	012	109		Chaparral Middle School	564	288	852
10	02	012	108		Craycroft Elementary School	305	179	484
10	02	012	211		Desert View High School	979	645	1,624
10	02	012	112		Drexel Elementary School	255	376	631
10	02	012	114		Elvira Elementary School	427	232	659
10	02	012	115		Esperanza Elementary School	403	229	632
10	02	012	117		Gallego Basic Elementary School	515	110	625
10	02	012	116		Liberty Elementary School	375	358	733
10	02	012	119		Los Amigos Elementary School	331	415	746
10	02	012	118		Los Ninos Elementary School	381	224	605
10	02	012	120		Los Ranchitos School	327	269	596
10	02	012	122		Mission Manor Elementary School	460	310	770
10	02	012	513		Multi Educational Learning Center	193	121	314
10	02	012	134		Ocotillo Elementary School	179	183	362
10	02	012	113		Preschool Hanicap Program	0	1	1
10	02	012	126		Santa Clara Elementary School	411	163	574
10	02	012	131		Sierra Middle School	538	425	963
10	02	012	123		Summit View Elementary	147	116	263
10	02	012	230		Sunnyside High School	1,095	999	2,094
11	02	015	101	Superior Unified District	John F Kennedy School	370	22	392
11	02	015	102		Roosevelt Junior High School	105	3	108
11	02	015	205		Superior High School	194	6	200
10	02	013	105	Tanque Verde Unified District	Agua Caliente School	44	1	45
10	02	013	002		Emily Gray Junior High School			
10	02	013	103		Tanque Verde Elementary School	614	5	619
07	87	027	001	Teen Choice Leadership Academy	Teen Choice Leadership Academy			
07	04	003	128	Tempe Elementary District	Aguilar School			
07	04	003	123		Arredondo Elementary School	228	53	281
07	04	003	113		Broadmor Elementary School	331	76	407
07	04	003	124		Bustoz School	194	17	211
07	04	003	111		Carminati School	295	38	333
07	04	003	144		Connolly Middle School	928	250	1,178
07	04	003	122		Curry Elementary School	590	138	728
07	04	003	119		Evans Elementary School	355	187	542
07	04	003	145		Fees Middle School	813	323	1,136
07	04	003	114		Flora Thew Elementary School	586	332	918
07	04	003	110		Frank Elementary School			
07	04	003	130		Fuller Elementary School	352	23	375
07	04	003	198		Getz School	11	4	15
07	04	003	143		Gilliland Middle School	804	321	1,125
07	04	003	115		Holdeman Elementary School	658	165	823
07	04	003	120		Hudson Elementary School	266	145	411
07	04	003	117		Laird Elementary School	287	245	532
07	04	003	142		McKemy Middle School	928	228	1,156
07	04	003	118		Meyer Elementary School	374	46	420
07	04	003	126		Nevitt Elementary School	618	325	943
07	04	003	129		Rover Elementary School	370	33	403
07	04	003	121		Scales Professional Development School	275	198	473
07	04	003	127		Wood School	568	307	875
07	87	061	001	Tempe Preparatory Academy	Tempe Preparatory Academy			
07	05	013	097	Tempe Union High School District	Compadre High School	194	40	234
07	05	013	094		Corona del Sol High School	2,707	92	2,799
07	05	013	096		Desert Vista High School	1,560	57	1,617
07	05	013	099		Evening School	0	0	0
07	05	013	093		Marcos de Niza High School	1,849	295	2,144
07	05	013	092		McClintock High School	1,269	432	1,701
07	05	013	095		Mountain Pointe High School	2,372	134	2,506
07	05	013	091		Tempe High School	1,315	311	1,626
13	86	050	101	Terra Rosa: A Waldorf Inspired Charter	Terra Rosa Charter School			
07	87	047	001	Tertulia: A Learning Community	Tertulia: A Learning Community #1			
07	87	047	002		Tertulia: A Learning Community #2			
05	02	004	100	Thatcher Unified District	Jack Daley Primary School			
05	02	004	101		Thatcher Elementary School			
05	02	004	200		Thatcher High School			
05	02	004	102		Thatcher Middle School			
07	86	030	001	The Bennett Academy/21st Century Charter	The Bennett Academy-Phoenix			
02	87	050	202	The Center For Academic Success	The Center for Academic Success-Douglas	0	60	60
02	87	050	201		The Center for Academic Success-Sierra Vista	104	1	105
10	86	053	001	The Edge School	Edge Charter School-Himmel Park	0	11	11
10	86	053	002		Edge Charter School-Sahuarita			
07	87	018	202	The Leona Group, LLC dba Primary &	Apache Trail High School			
07	87	018	206		Genesis Accelerated High School			
07	87	018	203		Sun Valley High School			
07	87	018	205		Tempe Accelerated High School			
07	87	018	204		West Phoenix High School			
10	87	003	101	The Montessori Schoolhouse of Tucson,	Montessori Schoolhouse			
07	87	019	201	The Village: A High School for Pregnant &	The Village: A High School for Pregnant &			
07	04	017	101	Tolleson Elementary District	Tolleson Elementary School	878	500	1,378
07	05	014	201	Tolleson Union High School District	Tolleson Union High School	0	144	144
07	05	014	202		Westview High School	0	104	104
11	04	022	101	Toltec Elementary District	Toltec Elementary School	200	23	223
02	02	001	101	Tombstone Unified District	Huachuca City School	449	98	547
02	02	001	207		Tombstone High School	234	70	304
02	02	001	102		Walter J Meyer School	126	52	178

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
04	03	033	101	Tonto Basin Elementary District	Tonto Basin Elementary School	0	0	0
08	04	012	012	Topock Elementary District	Topock Elementary School	216	0	216
05	86	050	101	Triumphant Learning Center	Triumphant Learning Center	0	0	0
03	02	015	111	Tuba City Unified District	Dzil Libei Elementary School	46	136	182
03	02	015	120		Eagles Nest Intermediate School	103	475	578
03	02	015	112		Gap Primary School	0	32	32
03	02	015	240		Tuba City High School	286	608	894
03	02	015	130		Tuba City Junior High School	152	503	655
03	02	015	110		Tuba City Primary School	65	429	494
10	02	001	578	Tucson Unified District	Accommodation Middle School	16	9	25
10	02	001	555		Alice Vail Middle School	648	172	820
10	02	001	238		Anna Henry Elementary School	456	23	479
10	02	001	277		Anna Lawrence Intermediate School	213	252	465
10	02	001	275		Annie Kellond Elementary School	344	107	451
10	02	001	673		Aztec Middle College	57	7	64
10	02	001	125		Blenman Elementary School	483	151	634
10	02	001	128		Bloom Elementary School	292	35	327
10	02	001	131		Bonillas Elementary Basic Curriculum Magnet	471	76	547
10	02	001	137		Booth Magnet Elementary School	388	52	440
10	02	001	510		Booth-Fickett Math/Science Magnet School	935	144	1,079
10	02	001	140		Borman Elementary School	511	16	527
10	02	001	143		Borton Primary Magnet School	161	71	232
10	02	001	149		Brichta Elementary School	326	79	405
10	02	001	371		C E Rose Elementary School	230	363	593
10	02	001	161		Camillo Intermediate Magnet School	133	111	244
10	02	001	503		Carson Middle School	787	101	888
10	02	001	610		Catalina High Magnet School	977	509	1,486
10	02	001	167		Cavett Elementary School	199	377	576
10	02	001	615		Cholla High Magnet School	892	842	1,734
10	02	001	170		Collier Elementary School	353	13	366
10	02	001	173		Corbett Elementary School	536	124	660
10	02	001	179		Cragin Elementary School	536	159	695
10	02	001	185		Davidson Elementary School	446	162	608
10	02	001	191		Davis Bilingual Magnet School	151	77	228
10	02	001	197		Dietz Elementary School	475	34	509
10	02	001	505		Doolen Middle School	768	246	1,014
10	02	001	203		Drachman Primary Magnet School	116	119	235
10	02	001	209		Duffy Elementary School	270	50	320
10	02	001	211		Dunham Elementary School	388	41	429
10	02	001	218		Ford Elementary School	502	38	540
10	02	001	221		Fort Lowell Elementary School	282	113	395
10	02	001	440		Frances J Warren Elementary School	338	163	501
10	02	001	225		Fruchthendler Elementary School	436	26	462
10	02	001	228		Gale Elementary School	362	28	390
10	02	001	230		Ganoung Elementary School	45	15	60
10	02	001	511		Gridley Middle School	733	63	796
10	02	001	413		Harold Steele Elementary School	479	45	524
10	02	001	266		Harriet Johnson Primary School	255	240	495
10	02	001	513		Hohokam Middle School	318	294	612
10	02	001	239		Holladay Intermediate Magnet Schoo	159	65	224
10	02	001	233		Hollinger Elementary School	155	592	747
10	02	001	122		Homebound/Teleteaching	18	4	22
10	02	001	245		Howell, Peter Elementary School	352	125	477
10	02	001	680		Howenstine High School	48	30	78
10	02	001	682		Howenstine Inclusion Project	37	2	39
10	02	001	251		Hudlow Elementary School	419	83	502
10	02	001	502		Ida Flood Dodge Traditional Middle Magnet	336	61	397
10	02	001	215		Irene Erickson Elementary School	456	42	498
10	02	001	263		Jefferson Park Elementary School	251	80	331
10	02	001	449		John E White Elementary School	470	189	659
10	02	001	461		John E Wright Elementary School	512	131	643
10	02	001	269		Julia Keen Elementary School	269	191	460
10	02	001	281		Lineweaver Elementary School	401	49	450
10	02	001	401		Lowell H Smith Elementary School	454	26	480
10	02	001	287		Lynn Elementary School	397	258	655
10	02	001	515		Magee Middle School	925	91	1,016
10	02	001	290		Maldonado, Amelia Elementary School	381	168	549
10	02	001	520		Mansfeld Middle School	416	268	684
10	02	001	293		Manzo Elementary School	173	214	387
10	02	001	295		Marshall Elementary School	417	22	439
10	02	001	522		Maxwell Middle School	282	357	639
10	02	001	299		Menlo Park Elementary School	220	241	461
10	02	001	305		Miles-Exploratory Learning Center	238	52	290
10	02	001	308		Miller Elementary School	298	163	461
10	02	001	311		Mission View Elementary School	126	304	430
10	02	001	317		Myers Elementary School	401	153	554
10	02	001	288		Nan Lyons Elementary School	467	46	513
10	02	001	525		Naylor Middle School	604	234	838
10	02	001	323		Ochoa Elementary School	84	231	315
10	02	001	672		P.A.C.E. Alternative	32	21	53
10	02	001	620		Palo Verde High Magnet School	1,453	257	1,710
10	02	001	527		Pistor Middle School	679	385	1,064
10	02	001	674		Project MORE	217	78	295
10	02	001	671		Project PASS	243	91	334
10	02	001	329		Pueblo Gardens Elementary School	160	151	311

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
10	02	001	630		Pueblo High Magnet School	678	1,300	1,978
10	02	001	231		Raul Grijalva Elementary School	583	230	813
10	02	001	338		Reynolds Elementary School	594	166	760
10	02	001	341		Richey Elementary School	60	91	151
10	02	001	640		Rincon High School	1,028	476	1,504
10	02	001	347		Roberts Elementary School	335	357	692
10	02	001	351		Robins Elementary School	309	37	346
10	02	001	353		Robison Elementary School	278	149	427
10	02	001	359		Rogers Elementary School	225	28	253
10	02	001	377		Roskruge Bilingual Elementary School	101	73	174
10	02	001	595		Roskruge Bilingual Magnet Middle School	103	237	340
10	02	001	645		Sabino High School	1,835	110	1,945
10	02	001	383		Safford Elementary School	94	93	187
10	02	001	535		Safford Engineering/Technology Magnet Middle	295	310	605
10	02	001	650		Sahuaro High School	1,764	165	1,929
10	02	001	257		Sam Hughes Elementary School	245	65	310
10	02	001	655		Santa Rita High School	1,478	157	1,635
10	02	001	389		Schumaker Elementary School	358	39	397
10	02	001	677		Second Chance High School	6	3	9
10	02	001	537		Secrist Middle School	617	47	664
10	02	001	410		Soleng Tom Elementary School	529	31	560
10	02	001	678		Southwest Alternative High School	1	4	5
10	02	001	580		Southwest Alternative Middle School	4	8	12
10	02	001	411		Southwest Education Center			
10	02	001	195		Student Learning Intervention Center	52	9	61
10	02	001	676		Teenage Parent Program - TAPP	116	92	208
10	02	001	417		Tolson Elementary School	427	278	705
10	02	001	545		Townsend Middle School	457	224	681
10	02	001	660		Tucson Magnet High School	1,274	1,103	2,377
10	02	001	419		Tully Elementary Accelerated Magnet Schoo	323	191	514
10	02	001	675		University High School	522	114	636
10	02	001	286		Urquides, Maria Elementary School	26	13	39
10	02	001	550		Utterback Middle School	740	372	1,112
10	02	001	557		Valencia Middle School	504	289	793
10	02	001	431		Van Buskirk Elementary School	197	243	440
10	02	001	433		Van Horne Elementary School	378	22	400
10	02	001	435		Vesey Elementary School	552	156	708
10	02	001	395		W Arthur Sewel Elementary School	294	26	320
10	02	001	455		W V Whitmore Elementary School	373	40	413
10	02	001	560		Wakefield Middle School	133	507	640
10	02	001	443		Wheeler Elementary School	557	42	599
10	02	001	467		Wrightstown Elementary School	243	7	250
10	87	066	001	Tucson Urban League Education Center	Tucson Urban League Education Center #1			
10	87	066	002		Tucson Urban League Education Center #2			
10	86	060	201	Tucson Youth Development	A C E Charter High School			
07	04	062	101	Union Elementary District	Union Elementary School	85	21	106
10	03	020	102	Vail Elementary District	Acacia Elementary School	526	11	537
10	03	020	105		Desert Willow Elementary School	800	5	805
10	03	020	104		Old Vail Middle School	534	1	535
10	03	020	103		Old Vail Preschool			
10	03	020	701		Vail Charter High School			
08	04	022	001	Valentine Elementary District	Valentine Elementary School	56	0	56
07	86	018	001	Valley Academies Inc	Valley Academy Inc			
02	05	022	201	Valley Union High School District	Valley Union High School	208	43	251
07	86	009	101	Ventana Academic School	Ventana Academic School			
01	03	009	101	Vernon Elementary District	Vernon Elementary School			
07	87	057	201	Victory High School	Victory High School			
07	87	015	101	Villa Montessori Schools	Villa Montessori - Phoenix			
07	87	015	102		Villa Montessori - Scottsdale			
07	87	015	003		Villa Montesson - West			
07	04	006	167	Washington Elementary District	Abraham Lincoln Traditional School	317	19	336
07	04	006	114		Acacia School	774	75	849
07	04	006	116		Alta Vista Elementary School	876	119	995
07	04	006	118		Arroyo School	674	27	701
07	04	006	120		Cactus Wren Elementary School	486	60	546
07	04	006	122		Chaparral Elementary School	673	47	720
07	04	006	124		Cholla Middle School	919	70	989
07	04	006	126		Desert Foothills Middle School	1,008	70	1,078
07	04	006	128		Desert View Elementary School	427	280	707
07	04	006	130		Ironwood Elementary School	813	70	883
07	04	006	131		John Jacobs Elementary School	551	87	638
07	04	006	132		Lakeview Elementary School	830	108	938
07	04	006	134		Lookout Mountain School	1,108	77	1,185
07	04	006	136		Manzanita Elementary School	816	118	934
07	04	006	138		Maryland Elementary School	736	160	896
07	04	006	150		Miller, Richard E School	735	107	842
07	04	006	140		Moon Mountain School	779	44	823
07	04	006	141		Mountain Sky Middle School	979	73	1,052
07	04	006	142		Mountain View Elementary School	703	853	1,556
07	04	006	144		Ocotillo School	925	438	1,363
07	04	006	146		Orangewood Elementary School	726	102	828
07	04	006	148		Palo Verde Middle School	1,138	209	1,347
07	04	006	152		Roadrunner Elementary School	838	144	982
07	04	006	154		Royal Palm Middle School	1,220	457	1,677
07	04	006	156		Sahuaro School	673	68	741

County	Type	District	Site	District/Charter School	School/Site	Students with Home Language English	Home Language Other Than English	Total
07	04	006	160		Shaw Butte School	1,074	444	1,518
07	04	006	162		Sunburst School	1,058	66	1,124
07	04	006	164		Sunnyslope Elementary School	600	606	1,206
07	04	006	165		Sunset School	746	98	844
07	04	006	163		Sweetwater School	595	50	645
07	04	006	166		Tumbleweed Elementary School	779	97	876
07	04	006	168		Washington Elementary School	899	335	1,234
14	04	024	101	Wellton Elementary District	Wellton Elementary School			
15	04	019	101	Wenden Elementary District	Wenden Elementary School	58	25	83
09	02	020	204	Whiteriver Unified District	Alchesay High School	284	271	555
09	02	020	106		Cradleboard Elementary School			
09	02	020	102		Seven Mile Elementary School	246	322	568
09	02	020	101		Whiteriver Elementary School	641	319	960
09	02	020	103		Whiteriver Middle School	260	306	566
07	02	009	101	Wickenburg Unified District	MacLennan School	404	57	461
07	02	009	103		Vulture Peak School			
07	02	009	202		Wickenburg Alternative High School			
07	02	009	201		Wickenburg High School			
02	02	013	101	Willcox Unified District	Willcox Elementary School	451	144	595
02	02	013	201		Willcox High School	388	93	481
02	02	013	102		Willcox Middle School	354	135	489
03	02	002	003	Williams Unified District	Williams Elementary School	626	126	752
03	02	002	102		Williams Elementary-Middle School			
03	02	002	201		Williams High School			
07	04	007	101	Wilson Elementary District	Wilson Elementary School	246	799	1,045
07	04	007	102		Wilson Primary School	136	874	1,010
01	02	008	704	Window Rock Unified District	Alternative Learning Charter School - Benson			
01	02	008	707		Arizona Vocational Training			
01	02	008	110		Fort Defiance Elementary School	2	76	78
01	02	008	107		Integrated Preschool			
01	02	008	701		New Horizon School for the Performing Arts			
01	02	008	706		Noah Webster Basic School			
01	02	008	110		Tso Ho Tso Intermediate Learning Center			
01	02	008	115		Tso Ho Tso Middle School	0	121	121
01	02	008	112		Tso Ho Tso Primary Learning Center	160	170	330
01	02	008	105		Window Rock Elementary School	295	403	698
01	02	008	201		Window Rock High School	5	241	246
09	02	001	102	Winslow Unified District	Bonnie Brennan School	432	51	483
09	02	001	103		Jefferson Elementary School	411	70	481
09	02	001	104		Washington School	441	59	500
09	02	001	206		Winslow High School	909	35	944
09	02	001	105		Winslow Junior High School	431	65	496
13	03	052	101	Yarnell Elementary District	Yarnell Elementary School			
04	03	005	001	Young Elementary District	Young Elementary School			
04	03	005	002		Young Teaching High School			
08	87	055	101	Young Scholar's Academy	Young Scholar's Academy			
08	04	013	101	Yucca Elementary District	Yucca Elementary School			
14	01	099	002	Yuma County Accommodation District	Yuma County Accommodation Junior High School			
14	01	099	001		Yuma County Accommodation School - Adult			
14	01	099	003		Yuma County Accommodation School - San Luis			
14	01	099	004		Yuma County Accommodation School - Yuma			
14	04	001	101	Yuma Elementary District	Alice Byrne Elementary School	280	104	384
14	04	001	103		C W McGraw Elementary School	479	243	722
14	04	001	121		Fourth Avenue Junior High School	250	438	688
14	04	001	102		George Carver Washington Elementary School	171	392	563
14	04	001	122		Gila Vista Jr High School	480	308	788
14	04	001	111		Gwyneth Ham Elementary School	360	381	741
14	04	001	110		James B Rolle School	637	148	785
14	04	001	104		James D Price School	160	8	168
14	04	001	112		Mary A Otondo Elementary Schoo	898	522	1,420
14	04	001	105		Mary E Post Elementary Schoo	188	313	501
14	04	001	106		O C Johnson School	539	307	846
14	04	001	107		Palmcroft Elementary School	455	229	684
14	04	001	108		Pecan Grove Elementary School	235	612	847
14	04	001	123		R Pete Woodward Jr High School	551	205	756
14	04	001	109		Roosevelt School	215	397	612
14	05	070	203	Yuma Union High School District	Cibola High School	661	1,563	2,224
14	05	070	202		Kofa High School	858	1,618	2,476
14	05	070	204		Vista Alternative School			
14	05	070	201		Yuma High School	730	1,304	2,034
						550,290	192,874	743,164

Assessed as Limited English Proficient

Students who are assessed as Limited Proficient (LEP) may participate in programs to improve their English proficiency. Districts report LEP student numbers in two areas: 1) as "continuing LEP" and "new LEP" and 2) as "LEP participating in programs" (The information presented below is a compilation drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education. In some cases the number of LEP participants reported may exceed the total reported number of LEP students).

				All Students Reported	Reported Limited English Proficient Students			Reported Students Participating in Programs		
C	T	D	Name	Total	continuing LEP	new LEP	Total Reported LEP	LEP Participants	non-LEP Participants	total in programs
07	87	038	ABC Alternative Learning Center, Inc	39	0	0	0	0	0	0
07	86	005	Accelerated Learning Center	160	0	0	0	0	0	0
07	87	001	ACCLAIM Charter School	0	0	0	0	0	0	0
07	05	016	Agua Fria Union High School District	984	29	19	48	89	0	89
07	03	063	Aguila Elementary District	225	114	48	162	140	0	140
10	02	015	Ajo Unified District	604	36	23	59	74	0	74
07	04	068	Alhambra Elementary District	10,182	4,088	1,593	5,681	5,701	0	5,701
01	03	007	Alpine Elementary District	33	0	0	0	0	0	0
10	03	051	Altar Valley Elementary District	806	51	46	97	97	0	97
13	87	054	American Heritage Academy	202	0	0	0	0	0	0
10	02	010	Amphitheater Unified District	16,762	958	498	1,456	1,448	36	1,484
14	05	050	Antelope Union High School District	165	124	41	165	177	0	177
11	02	043	Apache Junction Unified District	4,938	24	30	54	51	0	51
07	87	007	Arizona Agribusiness & Equine Center Inc	131	0	0	0	0	0	0
07	87	023	Arizona Call-A-Teen Center For Excellence	20	0	0	0	20	0	20
07	86	006	Arizona Career Academy	584	4	0	4	26	0	26
07	87	022	Arizona School for the Arts	272	0	0	0	0	0	0
07	04	047	Arlington Elementary District	178	9	18	27	27	0	27
13	02	031	Ash Fork Joint Unified District	253	18	27	45	45	0	45
07	04	044	Avondale Elementary District	1,243	891	531	1,422	992	66	1,058
07	04	031	Balsz Elementary District	2,659	620	371	991	999	0	999
13	03	026	Beaver Creek Elementary District	225	0	0	0	0	0	0
02	04	009	Benson Elementary District	56	26	19	45	45	0	45
02	05	009	Benson Union High School District	14	11	1	12	12	0	12
02	02	002	Bisbee Unified District	1,273	0	43	43	110	0	110
09	02	032	Blue Ridge Unified District	2,401	45	12	57	57	0	57
05	03	016	Bonita Elementary District	99	0	3	3	16	0	16
02	02	014	Bowie Unified District	36	38	6	44	36	0	36
07	04	033	Buckeye Elementary District	1,226	162	62	224	224	0	224
07	05	001	Buckeye Union High School District	0	0	0	0	0	0	0
08	04	015	Bullhead City Elementary District	2,716	250	135	385	278	0	278
13	02	028	Camp Verde Unified District	127	10	0	10	95	0	95
07	87	003	Career Pathways	66	0	0	0	0	0	0
07	87	009	Carmel Community Integrated Arts	46	0	1	1	1	0	1
07	04	083	Cartwright Elementary District	18,176	3,261	1,856	5,117	4,842	23	4,865
11	87	001	Casa Blanca Elementary	103	0	0	0	0	0	0
11	04	004	Casa Grande Elementary District	5,290	389	229	618	530	17	547
07	86	031	CASY Country Day School	170	0	0	0	0	2	2
10	02	016	Catalina Foothills Unified District	4,849	34	41	75	75	0	75
07	02	093	Cave Creek Unified District	92	67	16	83	84	0	84
09	02	025	Cedar Unified District	1,618	350	114	464	464	131	595
07	87	024	Center for Educational Excellence	86	0	0	0	0	0	0
07	02	080	Chandler Unified District	19,604	2,821	1,093	3,914	3,628	72	3,700
13	02	051	Chino Valley Unified District	2,654	47	19	66	80	0	80
13	04	003	Clarkdale-Jerome Elementary District	3	1	2	3	6	0	6
02	03	026	Cochise Elementary District	51	1	1	2	2	0	2
01	03	006	Concho Elementary District	4	4	0	4	0	0	0
10	03	039	Continental Elementary District	267	17	3	20	20	0	20
13	04	006	Cottonwood-Oak Creek Elementary District	2,572	143	81	224	224	0	224
14	04	013	Crane Elementary District	5,624	1,569	539	2,108	2,105	0	2,105
07	87	002	D. W. Higgins Institute	38	0	1	1	0	0	0
10	86	064	Davis Educational Center	9	0	0	0	0	0	0
07	02	097	Deer Valley Unified District	24,977	368	172	540	540	0	540
02	02	027	Douglas Unified District	4,837	2,413	495	2,908	2,313	0	2,313
07	02	089	Dysart Unified District	4,997	949	201	1,150	1,230	932	2,162
07	87	064	EcoTech Agricultural Charter School	60	0	0	0	0	0	0

		All Students Reported	Reported Limited English Proficient Students			Reported Students Participating in Programs		
C T D	Name	Total	continuing LEP	new LEP	Total Reported LEP	LEP Participants	non-LEP Participants	total in programs
07 86 034	Edu-Prize	535	0	0	0	0	0	0
14 87 058	Educational Opportunity Center	331	0	0	0	0	0	0
02 04 012	Elfrida Elementary District	224	25	6	31	32	0	32
11 04 011	Eloy Elementary District	374	327	102	429	396	812	1,208
03 86 050	Flagstaff Arts And Leadership Academy	135	0	0	0	0	0	0
03 87 052	Flagstaff Junior Academy	115	0	0	0	0	0	0
03 02 001	Flagstaff Unified District	12,603	0	1,476	1,476	1,476	0	1,476
11 02 001	Florence Unified School District	1,267	33	28	61	61	0	61
10 02 008	Flowing Wells Unified District	5,704	98	102	200	199	0	199
07 87 055	Fountain Hills Charter School	214	0	0	0	0	0	0
07 04 045	Fowler Elementary District	1,495	304	185	489	488	0	488
03 02 006	Fredonia-Moccasin Unified District	18	4	9	13	18	0	18
02 01 000	Ft Huachuca Accommodation District	71	26	24	50	61	0	61
05 02 007	Ft Thomas Unified District	58	45	0	45	52	0	52
14 04 032	Gadsden Elementary District	2,628	1,873	578	2,451	2,464	29	2,493
01 02 020	Ganado Unified District	1,705	989	262	1,251	1,251	0	1,251
07 86 047	GateWay Community High School	816	0	3	3	3	0	3
07 02 024	Gila Bend Unified District	458	107	37	144	157	0	157
07 02 041	Gilbert Unified District	22,978	329	234	563	564	37	601
07 04 040	Glendale Elementary District	3,039	1,363	765	2,128	2,227	66	2,293
07 05 005	Glendale Union High School District	11,622	349	437	786	742	0	742
04 02 001	Globe Unified District	2,311	21	21	42	95	0	95
03 02 004	Grand Canyon Unified District	378	28	16	44	47	0	47
08 04 003	Hackberry School District	46	0	0	0	0	0	0
04 02 041	Hayden-Winkelman Unified District	644	24	13	37	36	0	36
09 02 006	Heber-Overgaard Unified District	5	4	1	5	5	0	5
07 87 012	Heritage Academy Inc	342	0	0	0	0	0	0
07 03 060	Higley Elementary District	1,899	38	27	65	66	0	66
13 03 035	Hillside Elementary District	0	0	0	0	0	0	0
09 02 003	Holbrook Unified District	0	0	0	0	0	0	0
07 86 053	Horizon Charter School	75	0	0	0	0	0	0
14 04 016	Hyder Elementary District	220	104	24	128	126	0	126
10 02 040	Indian Oasis-Baboquivari Unified District	1,165	446	86	532	525	697	1,222
07 04 005	Isaac Elementary District	8,722	3,275	1,114	4,389	4,408	51	4,459
11 03 044	J O Combs Elementary District	203	2	0	2	57	0	57
09 02 027	Kayenta Unified District	2,766	1,856	331	2,187	2,160	18	2,178
08 86 020	Kingman Academy Of Learning	739	0	0	0	0	0	0
08 04 004	Kingman Elementary District	4,103	50	15	65	65	0	65
07 04 028	Kyrene Elementary District	20,551	346	209	555	551	0	551
08 87 050	Lake Havasu Charter School	67	0	0	0	0	0	0
08 02 001	Lake Havasu Unified District	5,891	129	38	167	158	0	158
03 87 035	Lake Powell Academy	1	0	0	0	1	0	1
10 87 065	Laurent Clerc Elementary School	22	0	0	0	0	0	0
07 04 059	Laveen Elementary District	1,632	323	110	433	429	12	441
07 04 025	Liberty Elementary District	1,233	103	18	121	157	0	157
07 86 001	Life School College Preparatory	254	0	0	0	0	0	0
07 04 079	Litchfield Elementary District	230	135	101	236	217	0	217
08 04 009	Littlefield Elementary District	184	36	10	46	54	0	54
07 04 065	Littleton Elementary District	1,649	503	101	604	387	8	395
07 04 038	Madison Elementary District	4,287	258	154	412	398	0	398
10 02 006	Marana Unified District	11,574	253	83	336	341	0	341
07 01 099	Maricopa Co Regional District	124	0	72	72	118	0	118
11 02 020	Maricopa Unified School District	1,119	175	37	212	220	0	220
13 02 043	Mayer Unified District	563	16	2	18	18	0	18
07 86 013	Mesa Arts Academy (Boys & Girls Club)	204	0	36	36	37	19	56
07 02 004	Mesa Unified District	73,676	2,318	1,224	3,542	3,801	0	3,801
04 02 040	Miami Unified District	1,517	75	7	82	22	219	241
13 05 004	Mingus Union High School District	1,150	50	33	83	54	0	54
07 03 086	Mobile Elementary District	22	0	0	0	0	0	0
08 05 030	Mohave Union High School District	2,042	6	9	15	14	0	14
08 04 016	Mohave Valley Elementary District	853	45	0	45	45	0	45
07 03 075	Morristown Elementary District	116	0	1	1	1	0	1
07 04 021	Murphy Elementary District	1,246	678	541	1,219	1,224	0	1,224
12 02 001	Nogales Unified District	6,707	4,626	843	5,469	5,500	0	5,500

C T D	Name	All Students Reported	Reported Limited English Proficient Students			Reported Students Participating in Programs		
		Total	continuing LEP	new LEP	Total Reported LEP	LEP Participants	non-LEP Participants	total in programs
09 87 045	Northern AZ Academy/ Career Development	290	0	0	0	0	0	0
03 87 001	Northland Preparatory Academy	132	0	0	0	0	0	0
07 86 003	Omega Academy	552	0	0	0	0	0	0
11 03 002	Oracle Elementary District	23	16	5	21	46	0	46
07 04 008	Osborn Elementary District	4,273	849	585	1,434	1,512	0	1,512
08 04 006	Owens-Whitney Elementary District	46	0	0	0	0	0	0
03 02 008	Page Unified District	63	655	155	810	890	0	890
02 03 049	Palominas Elementary District	1,011	29	22	51	54	0	54
07 02 069	Paradise Valley Unified District	30,173	808	900	1,708	1,794	4	1,798
15 02 027	Parker Unified School District	2,105	174	81	255	261	0	261
04 02 010	Payson Unified District	3,208	5	4	9	8	0	8
08 02 008	Peach Springs Unified District	288	182	52	234	231	58	289
02 04 022	Pearce Elementary District	149	1	3	4	6	0	6
07 04 092	Pendergast Elementary District	6,245	585	368	953	954	49	1,003
07 02 011	Peoria Unified District	30,481	750	332	1,082	1,140	0	1,140
07 04 001	Phoenix Elementary District	11,414	897	277	1,174	5,211	0	5,211
07 05 010	Phoenix Union High School District	24,519	1,864	1,661	3,525	3,661	0	3,661
11 04 033	Picacho Elementary District	9	19	13	32	34	4	38
10 01 000	Pima Accommodation District	1,489	0	66	66	66	0	66
05 02 006	Pima Unified District	710	31	16	47	44	0	44
09 02 004	Pinon Unified District	1,236	663	144	807	807	0	807
02 04 064	Pomerene Elementary District	129	0	0	0	0	0	0
10 87 044	PPEP and Affiliates	1,403	5	73	78	233	0	233
13 02 001	Prescott Unified District	5,592	131	37	168	158	0	158
15 04 004	Quartzsite Elementary District	432	24	6	30	114	0	114
07 02 095	Queen Creek Unified District	1,302	191	46	237	212	0	212
11 02 003	Ray Unified District	1,496	25	7	32	25	0	25
01 02 027	Red Mesa Unified District	63	16	26	42	58	0	58
07 04 002	Riverside Elementary District	211	24	22	46	46	0	46
07 04 066	Roosevelt Elementary District	11,497	2,330	1,184	3,514	2,781	0	2,781
01 02 010	Round Valley Unified District	1,794	39	11	50	70	34	104
07 03 090	Ruth Fisher Elementary District	323	19	3	22	32	0	32
05 02 001	Safford Unified District	2,210	3	3	6	9	0	9
10 02 030	Sahuarita Unified District	2,061	178	57	235	217	0	217
04 02 020	San Carlos Unified District	0	0	0	0	0	0	0
02 02 018	San Simon Unified District	179	20	3	23	22	0	22
12 02 035	Santa Cruz Valley Unified District	2,223	1,151	258	1,409	1,388	0	1,388
11 05 040	Santa Cruz Valley Union High School District	620	43	15	58	57	0	57
07 87 034	Scottsdale Horizons School	2	1	1	2	2	0	2
07 02 048	Scottsdale Unified District	25,045	1,009	387	1,396	1,268	0	1,268
13 02 009	Sedona-Oak Creek Joint Unified District	148	92	19	111	105	0	105
09 87 046	Shonto Governing Board of Education, Inc.	622	0	408	408	397	164	561
02 02 068	Sierra Vista Unified District	7,616	176	74	250	183	0	183
13 03 015	Skull Valley Elementary District	29	0	0	0	0	0	0
13 87 052	Skyview School	154	0	0	0	0	0	0
09 02 005	Snowflake Unified District	3,362	74	19	93	79	1	80
05 03 005	Solomon Elementary District	171	0	1	1	1	0	1
14 04 011	Somerton Elementary District	2,455	1,283	401	1,684	1,659	0	1,659
01 02 001	St Johns Unified District	1,224	23	9	32	50	0	50
11 04 024	Stanfield Elementary District	702	136	57	193	194	0	194
10 02 012	Sunnyside Unified District	15,154	3,168	838	4,006	4,022	0	4,022
11 02 015	Superior Unified District	700	3	14	17	17	0	17
10 02 013	Tanque Verde Unified District	664	2	0	2	2	0	2
07 04 003	Tempe Elementary District	13,285	271	0	271	271	21	292
07 05 013	Tempe Union High School District	12,627	113	249	362	301	0	301
02 87 050	The Center For Academic Success	165	59	59	118	59	0	59
10 86 053	The Edge School	11	0	11	11	11	0	11
07 04 017	Tolleson Elementary District	1,378	252	116	368	396	0	396
07 05 014	Tolleson Union High School District	248	142	101	243	248	0	248
11 04 022	Toltec Elementary District	223	0	0	0	35	0	35
02 02 001	Tombstone Unified District	1,029	7	4	11	11	0	11
08 04 012	Topock Elementary District	216	0	0	0	0	0	0
05 86 050	Triumphant Learning Center	0	0	0	0	0	0	0
03 02 015	Tuba City Unified District	2,835	1,252	229	1,481	1,481	19	1,500

				All Students Reported	Reported Limited English Proficient Students			Reported Students Participating in Programs		
C	T	D	Name	Total	continuing LEP	new LEP	Total Reported LEP	LEP Participants	non-LEP Participants	total in programs
10	02	001	Tucson Unified District	66,452	8,324	2,067	10,391	8,935	8,615	17,550
07	04	062	Union Elementary District	106	6	6	12	12	0	12
10	03	020	Vail Elementary District	1,877	11	6	17	17	0	17
08	04	022	Valentine Elementary District	56	0	0	0	0	0	0
02	05	022	Valley Union High School District	251	12	9	21	21	0	21
07	04	006	Washington Elementary District	31,053	2,225	1,185	3,410	3,640	0	3,640
15	04	019	Wenden Elementary District	83	17	10	27	25	0	25
09	02	020	Whiteriver Unified District	2,649	1,983	199	2,182	2,182	0	2,182
07	02	009	Wickenburg Unified District	461	19	8	27	34	0	34
02	02	013	Willcox Unified District	1,565	146	42	188	186	0	186
07	04	007	Wilson Elementary District	2,055	858	530	1,388	1,638	0	1,638
01	02	008	Window Rock Unified District	1,227	230	80	310	196	0	196
09	02	001	Winslow Unified District	2,904	51	41	92	87	0	87
14	04	001	Yuma Elementary District	10,505	2,743	720	3,463	2,949	0	2,949
14	05	070	Yuma Union High School District	6,734	519	286	805	805	0	805
				739,722	78,671	32,536	111,207	112,091	12,216	124,307

Assessed as Limited English Proficient

Students who are assessed as Limited Proficient (LEP) may participate in programs to improve their English proficiency. Districts report LEP student numbers in two areas: 1) as "continuing LEP" and "new LEP" and 2) as "LEP participating in programs" (The information presented below is a compilation drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education. In some cases the number of LEP participants reported may exceed the total reported number of LEP students).

				All Students Reported	Reported Limited English Proficient Students			Reported Students Participating in Programs		
C	T D	S	District/Charter School	School/Site	Total	continuing LEP	new LEP	Total Reported LEP	LEP Participants	non-LEP Participants	total in programs
07	87 038	101	ABC Alternative Learning Center, Inc	ABC Alternative Learning Center	39	0	0	0	0	0	0
07	86 005	001	Accelerated Learning Center	Accelerated Learning Center	160	0	0	0	0	0	0
07	87 001	101	ACCLAIM Charter School	ACCLAIM Charter School	0	0	0	0	0	0	0
07	05 016	201	Agua Fria Union High School District	Agua Fria Union High School - North Camp	984	29	19	48	89	0	89
07	03 063	101	Aguila Elementary District	Aguila Elementary School	225	114	48	162	140	0	140
10	02 015	001	Ajo Unified District	Ajo Elementary/Jr High/ High School	604	36	23	59	74	0	74
07	04 068	101	Alhambra Elementary District	Alhambra Traditional School	0	0	0	0	0	0	0
07	04 068	102		Andalucia Middle School	0	0	0	0	0	0	0
07	04 068	103		Andalucia Primary School	780	499	215	714	714	0	714
07	04 068	104		Barcelona School	1492	169	73	242	242	0	242
07	04 068	106		Catalina Ventura School	1099	170	55	225	225	0	225
07	04 068	107		Cordova Elementary School	1398	534	210	744	744	0	744
07	04 068	109		Granada East School	1106	562	151	713	713	0	713
07	04 068	110		Granada Primary School	1182	712	308	1020	1020	0	1020
07	04 068	111		Montebello School	716	205	126	331	331	0	331
07	04 068	113		R E Simpson School	1042	527	139	666	666	0	666
07	04 068	112		Sevilla School	0	0	0	0	0	0	0
07	04 068	114		Westwood Primary School	1367	710	316	1026	1046	0	1046
					10182	4088	1593	5681	5701	0	5701
01	03 007	101	Alpine Elementary District	Alpine Elementary School	33	0	0	0	0	0	0
10	03 051	103	Altar Valley Elementary District	Altar Valley Middle School	269	9	8	17	17	0	17
10	03 051	102		Mary E Dill Elementary School	380	33	12	45	45	0	45
10	03 051	101		Mary E Dill Primary School	157	9	26	35	35	0	35
					806	51	46	97	97	0	97
13	87 054	001	American Heritage Academy	American Heritage Academy	202	0	0	0	0	0	0
10	02 010	520	Amphitheater Unified District	Amphitheater High School	2055	168	79	247	246	0	246
10	02 010	166		Amphitheater Middle School	956	105	34	139	139	0	139
10	02 010	282		Canyon Del Oro High School	2850	42	17	59	55	0	55
10	02 010	118		Copper Creek Elementary School	1021	4	4	8	6	0	6
10	02 010	115		Coronado K-8 School	1224	52	8	60	60	0	80
10	02 010	110		E C Nash School	629	128	87	215	215	36	251
10	02 010	108		Frances Owen Holaway Elementary School	568	60	41	101	101	0	101
10	02 010	109		Helen Keeling Elementary School	555	93	66	159	159	0	159
10	02 010	111		L M Prince School	748	110	64	174	173	0	173
10	02 010	165		La Cima Middle School	806	83	18	101	101	0	101
10	02 010	167		Lawrence W Cross Middle School	916	12	3	15	15	0	15
10	02 010	112		Lulu Walker School	714	18	18	36	36	0	36
10	02 010	106		Marion Donaldson Elementary School	486	13	6	19	19	0	19
10	02 010	116		Mesa Verde Elementary School	530	5	1	6	6	0	6
10	02 010	168		Richard B Wilson Jr School	1213	17	10	27	27	0	27
10	02 010	125		Rillito Center	49	0	0	0	0	0	0
10	02 010	117		Rio Vista Elementary School	755	42	35	77	77	0	77
10	02 010	107		Winifred Harelson Elementary School	685	6	7	13	13	0	13
					16762	958	498	1456	1448	36	1484
14	05 050	201	Antelope Union High School District	Antelope Union High School	165	124	41	165	177	0	177
11	02 043	201	Apache Junction Unified District	Apache Junction High School	1297	3	2	5	5	0	5
11	02 043	151		Desert Shadows Middle School	590	4	4	8	9	0	9
11	02 043	104		Desert Vista Elementary School	768	3	2	5	4	0	4
11	02 043	102		Four Peaks Elementary School	623	6	5	11	10	0	10
11	02 043	103		Gold Canyon Elementary School	625	6	9	15	14	0	14
11	02 043	101		Superstition Mountain Elementary School	413	2	8	10	9	0	9
11	02 043	152		Thunder Mountain Middle School	622	0	0	0	0	0	0
					4938	24	30	54	51	0	51
07	87 007	201	Arizona Agribusiness & Equine Center Inc	Arizona Agribusiness & Equine-201	131	0	0	0	0	0	0
07	87 023	201	Arizona Call-A-Teen Center For Excellence	Arizona Call-a-Teen Center for Excellence	20	0	0	0	20	0	20
07	86 006	002	Arizona Career Academy	Arizona Career Academy-Mesa	271	2	0	2	15	0	15
07	86 006	001		Arizona Career Academy-Tempe	313	2	0	2	11	0	11
					584	4	0	4	26	0	26
07	87 022	001	Arizona School for the Arts	Arizona School for the Arts	272	0	0	0	0	0	0
07	04 047	101	Arlington Elementary District	Arlington Elementary School	178	9	18	27	27	0	27
13	02 031	101	Ash Fork Joint Unified District	Ash Fork Elementary School	253	18	27	45	45	0	45

C	T	D	S	District/Charter School	School/Site	All Students Reported: Total	Reported Limited English Proficient Students: continuing LEP	new LEP	Total Reported LEP	Reported Students Participating in Programs: LEP Participants	non-LEP Participants	total in programs
07	04	044	102	Avondale Elementary District	Avondale Elementary School	425	333	94	427	301	6	307
07	04	044	101		Avondale Kindergarten School	149	0	288	288	149	4	153
07	04	044	105		Avondale Middle School	179	133	46	179	179	0	179
07	04	044	104		Lattie Coor School	216	193	44	237	145	36	181
07	04	044	103		Pioneer School	274	232	59	291	218	20	238
						1243	891	531	1422	992	66	1058
07	04	031	101	Balsz Elementary District	Balsz School	1191	288	175	463	451	0	451
07	04	031	102		David Crockett School	676	229	120	349	370	0	370
07	04	031	103		Griffith Elementary School	792	103	76	179	178	0	178
						2659	620	371	991	999	0	999
13	03	026	101	Beaver Creek Elementary District	Beaver Creek School	225	0	0	0	0	0	0
02	04	009	102	Benson Elementary District	Benson Middle School	21	11	6	17	17	0	17
02	04	009	101		Benson Primary School	35	15	13	28	28	0	28
						56	26	19	45	45	0	45
02	05	009	201	Benson Union High School District	Benson Union High School	14	11	1	12	12	0	12
02	02	002	201	Bisbee Unified District	Bisbee High School	474	0	0	0	19	0	19
02	02	002	103		Greenway Primary School	363	0	17	17	39	0	39
02	02	002	105		Lowell School	436	0	26	26	52	0	52
						1273	0	43	43	110	0	110
09	02	032	101	Blue Ridge Unified District	Blue Ridge Elementary School	714	14	11	25	25	0	25
09	02	032	204		Blue Ridge High School	709	8	0	8	8	0	8
09	02	032	103		Blue Ridge Jr High School	416	10	1	11	11	0	11
09	02	032	102		Blue Ridge Middle School	562	13	0	13	13	0	13
						2401	45	12	57	57	0	57
05	03	016	101	Bonita Elementary District	Bonita Elementary School	99	0	3	3	16	0	16
02	02	014	200	Bowie Unified District	Bowie High School	36	38	6	44	36	0	36
07	04	033	101	Buckeye Elementary District	Buckeye Elementary School	1226	162	62	224	224	0	224
07	05	001	201	Buckeye Union High School District	Buckeye Union High School	0	0	0	0	0	0	0
08	04	015	130	Bullhead City Elementary District	Bullhead City Jr High School	868	39	29	68	45	0	45
08	04	015	103		Coyote Canyon School	533	88	58	146	0	0	0
08	04	015	105		Desert Valley Elementary	689	68	31	99	161	0	161
08	04	015	115		Mountain View Elementary	626	55	17	72	72	0	72
						2716	250	135	385	278	0	278
13	02	028	101	Camp Verde Unified District	Camp Verde Elementary School	99	9	0	9	95	0	95
13	02	028	203		Camp Verde High School	0	0	0	0	0	0	0
13	02	028	102		Camp Verde Middle School	28	1	0	1	0	0	0
						127	10	0	10	95	0	95
07	87	003	001	Career Pathways	Career Pathways	66	0	0	0	0	0	0
07	87	009	001	Carmel Community Integrated Arts	Carmel Community Integrated Arts	46	0	1	1	1	0	1
07	04	083	117	Cartwright Elementary District	Byron A Barry Elementary School	744	132	98	230	209	22	231
07	04	083	101		Cartwright Elementary School	1163	307	142	449	448	0	448
07	04	083	108		Charles W Harris Elementary School	1326	274	169	443	431	0	431
07	04	083	109		Desert Sands Middle School	1203	178	34	212	160	0	160
07	04	083	114		Estrella Middle School	1220	148	35	183	176	0	176
07	04	083	110		Frank Borman Middle School	1160	285	80	365	308	0	308
07	04	083	102		Glenn L Downs School	595	137	107	244	230	0	230
07	04	083	112		Heatherbrae Elementary School	1098	134	101	235	190	0	190
07	04	083	105		Holiday Park Elementary School	1025	127	126	253	252	0	252
07	04	083	103		John F Long School	1128	166	156	322	317	0	317
07	04	083	104		Justine Spritalny Elementary School	943	210	175	385	399	0	399
07	04	083	115		Palm Lane Elementary School	1189	248	190	438	392	0	392
07	04	083	113		Palm Lane North	35	4	0	4	4	1	5
07	04	083	116		Peralta Elementary School	1080	205	96	301	309	0	309
07	04	083	107		Starlight Park School	1595	270	157	427	387	0	387
07	04	083	106		Sunset School	1384	290	127	417	404	0	404
07	04	083	118		Tomahawk Elementary School	1288	146	63	209	226	0	226
						18176	3261	1856	5117	4842	23	4865
11	87	001	001	Casa Blanca Elementary	Casa Blanca Middle School	103	0	0	0	0	0	0
11	04	004	106	Casa Grande Elementary District	Casa Grande Junior High School	1057	78	24	102	77	11	88
11	04	004	107		Cholla Elementary School	554	28	6	34	22	0	22
11	04	004	101		Cottonwood Elementary School	489	29	11	40	20	0	20
11	04	004	102		Evergreen Elementary School	470	18	8	26	20	0	20
11	04	004	108		Ironwood School	483	31	2	33	32	0	32
11	04	004	109		Mesquite Elementary School	726	64	154	218	249	6	255
11	04	004	103		Ocotillo Elementary School	359	42	5	47	18	0	18
11	04	004	104		Palo Verde School	466	48	2	50	31	0	31
11	04	004	105		Saguaro Elementary School	686	51	17	68	61	0	61
						5290	389	229	618	530	17	547
07	86	031	001	CASY Country Day School	CASY Country Day School	170	0	0	0	0	2	2
10	02	016	104	Catalina Foothills Unified District	Canyon View Elementary School	497	6	8	14	14	0	14
10	02	016	206		Catalina Foothills High School	1432	12	9	21	21	0	21
10	02	016	107		Esperero Canyon Middle School	644	5	6	11	11	0	11

C	T	D	S	District/Charter School	School/Site	All Students Reported: Total	Reported Limited English Proficient Students: continuing LEP	new LEP	Total Reported LEP	Reported Students Participating in Programs: LEP Participants	non-LEP Participants	total in programs
10	02	016	102		Manzanita School	593	3	3	6	6	0	6
10	02	016	103		Orange Grove Middle School	625	0	8	8	8	0	8
10	02	016	101		Sunrise Drive Elementary School	558	4	4	8	8	0	8
10	02	016	106		Ventana Vista Elementary School	500	4	3	7	7	0	7
						4849	34	41	75	75	0	75
07	02	093	102	Cave Creek Unified District	Black Mountain Elementary School	25	13	6	19	25	0	25
07	02	093	204		Cactus Shadows High School/PSH	12	10	2	12	8	0	8
07	02	093	103		Desert Arroyo Middle School	17	13	0	16	16	0	16
07	02	093	106		Desert Sun Elementary School	38	28	8	36	35	0	35
						92	67	16	83	84	0	84
09	02	025	005	Cedar Unified District	Jeddito Jr High School	1101	80	50	130	167	131	298
09	02	025	001		Jeddito School	517	270	64	334	297	0	297
						1618	350	114	464	464	131	595
07	87	024	101	Center for Educational Excellence	Center for Educational Excellence	86	0	0	0	0	0	0
07	02	080	112	Chandler Unified District	Anna Marie Jacobson Elementary School	1281	42	42	84	66	0	66
07	02	080	120		Bogle Junior High School	1556	169	42	211	202	0	202
07	02	080	202		Chandler High School	3540	366	78	444	443	0	443
07	02	080	114		Clifford J Goodman Elementary School	749	32	27	59	41	0	41
07	02	080	122		Dr Howard K Conley Elementary School	1073	119	58	177	154	0	154
07	02	080	106		Erie Elementary School	704	52	24	76	70	0	70
07	02	080	111		Frye Elementary School	864	285	90	375	373	72	445
07	02	080	107		Galveston Elementary School	1131	425	204	629	580	0	580
07	02	080	108		Hartford Elementary School	688	248	66	314	301	0	301
07	02	080	116		John M Andersen Elementary School	740	37	12	49	48	0	48
07	02	080	118		John M Andersen Jr High School	1112	98	35	133	137	0	137
07	02	080	109		Knox Elementary School	806	97	73	170	146	0	146
07	02	080	117		Marshall Humphrey II Elementary School	991	108	47	155	151	0	151
07	02	080	521		Pathways Learning Center	26	15	0	15	0	0	0
07	02	080	105		San Marcos Elementary School	722	294	152	446	405	0	405
07	02	080	113		Sanborn Elementary School	973	96	46	142	127	0	127
07	02	080	119		Shumway Elementary School	973	33	14	47	24	0	24
07	02	080	115		Weinberg Elementary School	651	119	68	187	153	0	153
07	02	080	104		Willis Junior High School	1024	186	15	201	207	0	207
						19604	2821	1093	3914	3628	72	3700
13	02	051	203	Chino Valley Unified District	Chino Valley High School	788	12	0	12	12	0	12
13	02	051	101		Del Rio Elementary School	1015	16	17	33	50	0	50
13	02	051	102		Heritage Middle School	851	19	2	21	18	0	18
						2654	47	19	66	80	0	80
13	04	003	101	Clarkdale-Jerome Elementary District	Clarkdale-Jerome Elementary School	3	1	2	3	6	0	6
02	03	026	101	Cochise Elementary District	Cochise Elementary School	51	1	1	2	2	0	2
01	03	006	101	Concho Elementary District	Concho Elementary School	4	4	0	4	0	0	0
10	03	039	001	Continental Elementary District	Continental Elementary School	267	17	3	20	20	0	20
13	04	006	101	Cottonwood-Oak Creek Elementary District	Cottonwood Elementary School	576	78	46	124	124	0	124
13	04	006	102		Cottonwood Middle School	615	36	11	47	47	0	47
13	04	006	104		Dr Daniel Bright Elementary School	866	19	12	31	31	0	31
13	04	006	103		Oak Creek School	515	10	12	22	22	0	22
						2572	143	81	224	224	0	224
14	04	013	003	Crane Elementary District	Crane Jr High School - Blue Track	313	94	3	97	97	0	97
14	04	013	103		Crane Jr High School - Green Track	296	75	6	81	81	0	81
14	04	013	203		Crane Jr High School - Red Track	291	75	23	98	98	0	98
14	04	013	303		Crane Jr High School - Yellow Track	283	68	20	88	88	0	88
14	04	013	105		H L Suverkrup Elementary School	587	228	73	301	301	0	301
14	04	013	001		Pueblo Elementary School	666	140	56	196	196	0	196
14	04	013	002		Rancho Viejo Elementary School	1429	651	262	913	914	0	914
14	04	013	004		Ronald Reagan Fundamental School - Blue	205	4	2	6	6	0	6
14	04	013	104		Ronald Reagan Fundamental School - Gree	172	16	0	16	16	0	16
14	04	013	204		Ronald Reagan Fundamental School - Red	224	7	5	12	12	0	12
14	04	013	304		Ronald Reagan Fundamental School - Yelk	242	18	5	23	19	0	19
14	04	013	106		Valley Horizon Elementary School	916	193	84	277	277	0	277
						5624	1569	539	2108	2105	0	2105
07	87	002	101	D W. Higgins Institute	D. W. Higgins Institute	38	0	1	1	0	0	0
10	86	064	001	Davis Educational Center	Davis Educational Center	9	0	0	0	0	0	0
07	02	097	127	Deer Valley Unified District	Arrowhead Elementary School	1065	8	2	10	10	0	10
07	02	097	224		Barry Goldwater High School	2517	44	7	51	51	0	51
07	02	097	122		Bellair Elementary School	715	2	0	2	2	0	2
07	02	097	115		Constitution Elementary School	974	90	51	141	143	0	143
07	02	097	134		Copper Creek Elementary	1016	2	3	5	5	0	5
07	02	097	219		Deer Valley High School	2090	4	18	22	11	0	11
07	02	097	111		Deer Valley Middle School	977	34	10	44	43	0	43
07	02	097	132		Desert Mountain Middle School	528	5	0	5	4	0	4
07	02	097	129		Desert Sage Elementary School	1056	6	3	9	9	0	9
07	02	097	121		Desert Sky Middle School	1161	2	1	3	3	0	3
07	02	097	118		Desert Winds Elementary School	755	36	14	50	52	0	52
07	02	097	130		Esperanza Elementary School	1015	5	3	8	10	0	10
07	02	097	123		Greenbriar Elementary School	1149	24	15	39	39	0	39
07	02	097	128		Hillcrest Middle School	1390	4	1	5	5	0	5

C	T	D	S	District/Charter School	School/Site	All Students Reported: Total	Reported Limited English Proficient Students: continuing LEP	new LEP	Total Reported LEP	Reported Students Participating in Programs: LEP Participants	non-LEP Participants	total in programs
07	02	097	131		Las Brisas Elementary School	686	3	3	6	6	0	6
07	02	097	120		Mirage Elementary School	903	11	5	16	16	0	16
07	02	097	233		Mountain Ridge High School	2265	3	3	6	6	0	6
07	02	097	125		Mountain Shadows Elementary School	1000	4	4	8	8	0	8
07	02	097	113		New River Elementary School	507	3	0	3	3	0	3
07	02	097	114		Park Meadows Elementary School	1055	14	4	18	20	0	20
07	02	097	117		Sunrise Elementary School	1003	48	19	67	67	0	67
07	02	097	099		Sunrise Preschool	438	12	4	16	21	0	21
07	02	097	112		Village Meadows Elementary School	712	4	2	6	6	0	6
						24977	368	172	540	540	0	540
02	02	027	101	Douglas Unified District	A Avenue Elementary School	319	185	47	232	232	0	232
02	02	027	102		Clawson School	458	249	70	319	318	0	318
02	02	027	213		Douglas East Campus	143	49	0	49	0	0	0
02	02	027	210		Douglas High School	1337	665	47	712	247	0	247
02	02	027	108		Douglas Junior High School	406	233	20	253	253	0	253
02	02	027	112		Early Learning Center	60	0	49	49	49	0	49
02	02	027	105		Faras Elementary School	243	150	38	188	192	0	192
02	02	027	104		Joe Carlson Elementary School	425	221	49	270	236	0	236
02	02	027	011		Maryvale School	17	15	0	15	4	0	4
02	02	027	109		Paul H Huber Jr High School	619	240	77	317	274	0	274
02	02	027	106		Sarah Marley School	379	241	68	309	310	0	310
02	02	027	107		Stevenson Elementary School	431	165	30	195	198	0	198
						4837	2413	495	2908	2313	0	2313
07	02	089	205	Dysart Unified District	Dysart High School	847	181	20	201	171	0	171
07	02	089	101		Dysart Middle School	581	172	8	180	290	581	871
07	02	089	102		El Mirage School	1084	240	67	307	326	36	362
07	02	089	106		Kingswood Elementary School	994	144	50	194	186	108	294
07	02	089	103		Luke School	729	16	11	27	39	101	140
07	02	089	104		Surprise Elementary School	762	196	45	241	218	106	324
						4997	949	201	1150	1230	932	2162
07	87	064	001	EcoTech Agricultural Charter School	EcoTech Agricultural Charter School	60	0	0	0	0	0	0
07	86	034	101	Edu-Prize	Edu-Prize	535	0	0	0	0	0	0
14	87	058	201	Educational Opportunity Center	Educational Opportunity Center	331	0	0	0	0	0	0
02	04	012	101	Elfrida Elementary District	Elfrida Elementary School	224	25	6	31	32	0	32
11	04	011	102	Eloy Elementary District	Curiel Annex School	84	31	54	85	106	40	146
11	04	011	103		Curiel School	173	153	48	201	173	364	537
11	04	011	104		Eloy Intermediate School	74	74	0	74	74	290	364
11	04	011	105		Eloy Junior High School	43	69	0	69	43	118	161
						374	327	102	429	396	812	1208
03	86	050	201	Flagstaff Arts And Leadership Academy	Flagstaff Arts and Leadership Academy	135	0	0	0	0	0	0
03	87	052	101	Flagstaff Junior Academy	Flagstaff Junior Academy	115	0	0	0	0	0	0
03	02	001	117	Flagstaff Unified District	Charles W Sechrist Elementary School	547	0	17	17	17	0	17
03	02	001	282		Coconino High School	1386	0	125	125	125	0	125
03	02	001	113		Eva Marshall Elementary School	575	0	132	132	132	0	132
03	02	001	281		Flagstaff High School	1362	0	109	109	109	0	109
03	02	001	123		Flagstaff Middle School	836	0	59	59	59	0	59
03	02	001	118		John O Thomas Elementary School	555	0	117	117	117	0	117
03	02	001	120		Leupp Public School	248	0	128	128	128	0	128
03	02	001	112		Lura KinseyElementary School	622	0	83	83	83	0	83
03	02	001	110		Manuel DeMiguel Elementary School	641	0	32	32	32	0	32
03	02	001	124		Mount Elden Middle School	1033	0	125	125	125	0	125
03	02	001	119		Neil V Christensen School	584	0	73	73	73	0	73
03	02	001	066		Project New Start	151	0	1	1	1	0	1
03	02	001	125		Renaissance Magnet Middle School	94	0	9	9	9	0	9
03	02	001	283		Sinagua High School	1061	0	41	41	41	0	41
03	02	001	115		South Beaver Elementary School	275	0	78	78	77	0	77
03	02	001	111		Sturgeon Cromer Elementary School	896	0	63	63	63	0	63
03	02	001	122		Thomas M Knoles Elementary School	648	0	26	26	26	0	26
03	02	001	116		Thomas R Weitzel Elementary School	467	0	62	62	62	0	62
03	02	001	114		W F Killip Elementary School	622	0	196	196	197	0	197
						12603	0	1476	1476	1476	0	1476
11	02	001	101	Florence Unified School District	Florence Elementary School	627	26	23	49	49	0	49
11	02	001	201		Florence High School	343	3	3	6	6	0	6
11	02	001	150		Florence Middle School	297	4	2	6	6	0	6
						1267	33	28	61	61	0	61
10	02	008	110	Flowing Wells Unified District	Centennial Elementary School	516	4	8	12	8	0	8
10	02	008	210		Flowing Wells High School	1609	24	18	42	41	0	41
10	02	008	170		Flowing Wells Junior High School	919	16	3	19	20	0	20
10	02	008	120		Homer Davis Elementary School	495	11	15	26	25	0	25
10	02	008	140		J Robert Hendricks Elementary School	558	6	5	11	11	0	11
10	02	008	150		Laguna Elementary School	530	18	24	42	36	0	36
10	02	008	160		Robert Richardson Elementary School	487	1	6	7	17	0	17
10	02	008	130		Walter Douglas Elementary School	590	18	23	41	41	0	41
						5704	98	102	200	199	0	199
07	87	055	101	Fountain Hills Charter School	Fountain Hills Charter School	214	0	0	0	0	0	0
07	04	045	101	Fowler Elementary Dstinct	Fowler Elementary School	487	124	32	156	155	0	155
07	04	045	103		Santa Maria Middle School	425	61	42	103	103	0	103

C	T	D	S	District/Charter School	School/Site	Reported Total	Proficient Students: continuing LEP	Proficient Students: new LEP	Proficient Students: Total Reported LEP	Participating in Programs: LEP Participants	Participating in Programs: non-LEP Participants	Participating in Programs: total in programs
07	04	045	102		Sunridge Elementary School	583	119	111	230	230	0	230
						1495	304	185	489	488	0	488
03	02	006	101	Fredonia-Moccasin Unified District	Fredonia Elementary School	14	3	6	9	14	0	14
03	02	006	203		Fredonia High School	2	1	1	2	2	0	2
03	02	006	102		Moccasin Elementary School	2	0	2	2	2	0	2
						18	4	9	13	18	0	18
02	01	000	102	Ft Huachuca Accommodation District	Colonel Johnston Elementary School	19	8	3	11	19	0	19
02	01	000	103		Colonel Smith Middle School	10	4	4	8	8	0	8
02	01	000	101		General Myer Elementary School	42	14	17	31	34	0	34
						71	26	24	50	61	0	61
05	02	007	101	Ft Thomas Unified District	Fort Thomas Elementary School	58	45	0	45	52	0	52
14	04	032	101	Gadsden Elementary District	Gadsden Intermediate School	842	653	116	769	782	8	790
14	04	032	102		Rio Colorado Elementary School	910	484	372	856	856	21	877
14	04	032	103		San Luis Middle School	876	736	90	826	826	0	826
						2628	1873	578	2451	2464	29	2493
01	02	020	101	Ganado Unified District	Ganado Primary School	1705	989	262	1251	1251	0	1251
07	86	047	201	GateWay Community High School	GateWay Community High School	816	0	3	3	3	0	3
07	02	024	001	Gila Bend Unified District	Gila Bend Elementary	35	15	15	30	17	0	17
07	02	024	002		Gila Bend High School	423	92	22	114	140	0	140
						458	107	37	144	157	0	157
07	02	041	230	Gilbert Unified District	Alternative Center for Education	75	0	0	0	0	0	0
07	02	041	147		Burk Elementary School	621	5	9	14	14	0	14
07	02	041	156		Finley Farms Elementary	854	2	10	12	12	0	12
07	02	041	140		Gilbert Elementary School	1156	107	38	145	145	37	182
07	02	041	210		Gilbert High School	3013	55	39	94	94	0	94
07	02	041	120		Gilbert Junior High School	970	0	0	0	0	0	0
07	02	041	232		Gilbert Night School	113	2	0	2	3	0	3
07	02	041	141		Greenfield Elementary School	1047	51	34	85	85	0	85
07	02	041	122		Greenfield Junior High School	1477	0	0	0	0	0	0
07	02	041	150		Harris Elementary School	694	11	7	18	18	0	18
07	02	041	211		Highland High School	3297	0	1	1	1	0	1
07	02	041	146		Houston Elementary School	712	4	3	7	7	0	7
07	02	041	145		Islands Elementary School	708	8	9	17	17	0	17
07	02	041	149		Mesquite Elementary School	763	6	3	9	9	0	9
07	02	041	121		Mesquite Jr High School	1040	27	9	36	36	0	36
07	02	041	143		Neely Elementary School	696	10	17	27	27	0	27
07	02	041	142		Patterson Elementary School	732	1	0	1	1	0	1
07	02	041	144		Pioneer Elementary School	737	5	2	7	7	0	7
07	02	041	151		Playa Del Rey Elementary School	977	20	20	40	40	0	40
07	02	041	154		Sonoma Ranch Elementary School	814	3	13	16	16	0	16
07	02	041	155		Superstition Springs Elementary	912	6	9	15	15	0	15
07	02	041	152		Towne Meadows Elementary School	744	3	5	8	8	0	8
07	02	041	148		Val Vista Lakes Elementary School	826	3	6	9	9	0	9
						22978	329	234	563	564	37	601
07	04	040	109	Glendale Elementary District	Bicentennial North School	135	71	29	100	100	0	100
07	04	040	112		Bicentennial South School	149	42	70	112	116	0	116
07	04	040	111		Challenger Middle School	165	43	11	54	54	0	54
07	04	040	114		Desert Garden Elementary School	182	93	50	143	142	0	142
07	04	040	113		Discovery School	145	69	56	125	125	0	125
07	04	040	106		Don Mensendick School	224	92	22	114	117	0	117
07	04	040	108		Glendale American School	83	47	16	63	59	0	59
07	04	040	101		Glendale Landmark Middle School	225	60	27	87	147	66	213
07	04	040	107		Glenn F Burton School	261	80	50	130	141	0	141
07	04	040	103		Harold W Smith School	484	247	142	389	392	0	392
07	04	040	110		Horizon School	140	69	42	111	135	0	135
07	04	040	102		Isaac E Imes School	322	180	50	230	234	0	234
07	04	040	104		Melvin E Sine School	200	93	53	146	152	0	152
07	04	040	105		William C Jack School	324	177	147	324	313	0	313
						3039	1363	765	2128	2227	66	2293
07	05	005	206	Glendale Union High School District	Apollo High School	214	39	9	48	46	0	46
07	05	005	204		Cortez High School	1176	0	0	0	0	0	0
07	05	005	201		Glendale High School	1554	59	33	92	97	0	97
07	05	005	208		Greenway High School	93	5	4	9	7	0	7
07	05	005	209		Independence High School	207	8	8	16	17	0	17
07	05	005	205		Moon Valley High School	2014	0	0	0	0	0	0
07	05	005	202		Sunnyslope High School	3150	182	266	448	418	0	418
07	05	005	207		Thunderbird High School	1656	16	18	34	33	0	33
07	05	005	203		Washington High School	1558	40	99	139	124	0	124
						11622	349	437	786	742	0	742
04	02	001	003	Globe Unified District	Copper Rim Elementary School	852	6	11	17	35	0	35
04	02	001	001		East Globe Elementary School	351	2	4	6	9	0	9
04	02	001	004		Globe High School	720	9	6	15	30	0	30
04	02	001	002		Globe Junior High School	388	4	0	4	21	0	21
						2311	21	21	42	95	0	95
03	02	004	001	Grand Canyon Unified District	Grand Canyon Elementary	270	25	14	39	41	0	41
03	02	004	002		Grand Canyon High School	108	3	2	5	6	0	6
						378	28	16	44	47	0	47
08	04	003	002	Hackberry School District	Cedar Hills School	46	0	0	0	0	0	0
04	02	041	004	Hayden-Winkelman Unified District	Hayden High School	172	6	3	9	8	0	8
04	02	041	003		Leonor Hambly Middle School	125	9	2	11	11	0	11

C	T	D	S	District/Charter School	School/Site	Reported Total	Proficient Students: continuing LEP	new LEP	Total Reported LEP	cipating in Programs: LEP Participants	non-LEP Participants	total in programs
04	02	041	002		Winkelman Intermediate School	88	7	1	8	8	0	8
04	02	041	001		Winkelman Primary School	259	2	7	9	9	0	9
						644	24	13	37	36	0	36
09	02	006	102	Heber-Overgaard Unified District	Capps Elementary School	3	2	1	3	3	0	3
09	02	006	201		Mogollon High School	1	1	0	1	1	0	1
09	02	006	103		Mogollon Jr High School	1	1	0	1	1	0	1
						5	4	1	5	5	0	5
07	87	012	001	Heritage Academy Inc	Heritage Academy Inc-Mesa	342	0	0	0	0	0	0
07	03	060	701	Higley Elementary District	Academy With Community Partners Charte	223	0	0	0	0	0	0
07	03	060	703		Desert Springs Scholastic Institute	55	0	0	0	0	0	0
07	03	060	704		Desert Technology High School	158	0	0	0	0	0	0
07	03	060	101		Higley Elementary School	288	38	27	65	66	0	66
07	03	060	714		Sequoia School	923	0	0	0	0	0	0
07	03	060	719		Westland School (Cholla Academy)	252	0	0	0	0	0	0
						1899	38	27	65	66	0	66
13	03	035	101	Hillside Elementary District	Hillside Elementary School	0	0	0	0	0	0	0
09	02	003	207	Holbrook Unified District	Holbrook High School	0	0	0	0	0	0	0
07	86	053	001	Horizon Charter School	Horizon Charter School - Phoenix	75	0	0	0	0	0	0
14	04	016	101	Hyder Elementary District	Dateland Elementary School	220	104	24	128	126	0	126
10	02	040	204	Indian Oasis-Baboquivari Unified District	Baboquivari High School	214	74	1	75	75	190	265
10	02	040	103		Baboquivari Middle School	206	63	2	65	65	127	192
10	02	040	101		Indian Oasis Primary School	438	214	80	294	290	156	446
10	02	040	102		Topawa Intermediate School	307	95	3	98	95	224	319
						1165	446	86	532	525	697	1222
07	04	005	103	Isaac Elementary District	Alta E ButlerSchool	1249	511	197	708	709	0	709
07	04	005	110		Escuela Azteca	37	7	0	7	6	0	6
07	04	005	108		Esperanza Elementary School	532	243	141	384	403	0	403
07	04	005	101		Isaac Middle School	1232	672	47	719	719	0	719
07	04	005	102		J B Sutton Elementary School	937	421	158	579	579	0	579
07	04	005	105		Joseph Zito Elementary School	1095	335	166	501	501	0	501
07	04	005	106		Mitchell Elementary School	856	326	132	458	458	0	458
07	04	005	104		P T Coe Elementary School	1690	354	220	574	574	0	574
07	04	005	111		Pueblo Del Sol Middle School	1094	406	53	459	459	51	510
						8722	3275	1114	4389	4408	51	4459
11	03	044	001	J O Combs Elementary District	J O Combs Elementary School	203	2	0	2	57	0	57
09	02	027	103	Kayenta Unified District	Kayenta Intermediate School	620	500	43	543	525	5	530
09	02	027	102		Kayenta Middle School	631	441	42	483	483	0	483
09	02	027	104		Kayenta Primary School	530	247	136	383	382	13	395
09	02	027	201		Monument Valley High School	985	668	110	778	770	0	770
						2766	1856	331	2187	2160	18	2178
08	86	020	102	Kingman Academy Of Learning	Kingman Academy of Learning - Intermedia	263	0	0	0	0	0	0
08	86	020	103		Kingman Academy of Learning - Middle Scl	229	0	0	0	0	0	0
08	86	020	101		Kingman Academy of Learning - Primary S(	247	0	0	0	0	0	0
						739	0	0	0	0	0	0
08	04	004	116	Kingman Elementary District	Black Mountain Elementary School	2	0	2	2	2	0	2
08	04	004	115		Cerbat Elementary School	902	11	0	11	11	0	11
08	04	004	110		Hualapai Elementary School	540	10	0	10	10	0	10
08	04	004	114		Kingman Junior High School	974	5	2	7	7	0	7
08	04	004	111		La Senita Elementary School	609	11	6	17	17	0	17
08	04	004	112		Manzanita Elementary School	588	1	3	4	4	0	4
08	04	004	113		Palo Christi Elementary School	488	12	2	14	14	0	14
						4103	50	15	65	65	0	65
07	04	028	142	Kyrene Elementary District	C I Waggoner School	638	12	5	17	15	0	15
07	04	028	138		Kyrene Akimel A-al Middle School	1037	11	0	11	11	0	11
07	04	028	137		Kyrene Altadena Middle School	966	6	2	8	8	0	8
07	04	028	136		Kyrene Aprende Middle School	1212	20	4	24	23	0	23
07	04	028	139		Kyrene Centennial Middle School	1078	14	4	18	18	0	18
07	04	028	148		Kyrene de la Colina School	1068	11	5	16	19	0	19
07	04	028	155		Kyrene de la Esperanza School	992	12	16	28	28	0	28
07	04	028	150		Kyrene de la Manposa School	683	16	15	31	31	0	31
07	04	028	154		Kyrene de la Mirada School	856	10	13	23	23	0	23
07	04	028	147		Kyrene de la Paloma School	830	10	4	14	14	0	14
07	04	028	153		Kyrene de la Sierra School	977	14	6	20	20	0	20
07	04	028	156		Kyrene de las Brisas School	827	16	21	37	36	0	36
07	04	028	144		Kyrene de las Lomas School	891	13	12	25	24	0	24
07	04	028	159		Kyrene de las Manitas School	584	8	23	31	29	0	29
07	04	028	157		Kyrene de los Cerritos School	773	2	3	5	5	0	5
07	04	028	151		Kyrene de los Lagos School	858	18	7	25	25	0	25
07	04	028	145		Kyrene de los Ninos School	704	53	20	73	74	0	74
07	04	028	146		Kyrene del Cielo School	876	8	10	18	19	0	19
07	04	028	143		Kyrene del Norte School	609	19	8	27	27	0	27
07	04	028	140		Kyrene del Pueblo Middle School	1115	9	5	14	14	0	14
07	04	028	149		Kyrene del Sureno School	874	15	17	32	32	0	32
07	04	028	141		Kyrene Middle School	1116	41	5	46	44	0	44
07	04	028	152		Kyrene Monte Vista School	987	8	4	12	12	0	12
						20551	346	209	555	551	0	551
08	87	050	001	Lake Havasu Charter School	Lake Havasu Charter School	67	0	0	0	0	0	0

C	T	D	S	District/Charter School	School/Site	Reported Total	Proficient Students continuing LEP	Proficient Students new LEP	Proficient Students Total Reported LEP	ipating in Programs LEP Participants	ipating in Programs non-LEP Participants	ipating in Programs total in programs
08	02	001	103	Lake Havasu Unified Distrct	Havasupai Elementary School	608	24	17	41	41	0	41
08	02	001	207		Lake Havasu High School	1672	14	2	16	16	0	16
08	02	001	105		Nautilus Elementary School	517	29	4	33	33	0	33
08	02	001	106		Oro Grande Elementary School	577	17	1	18	18	0	18
08	02	001	101		Smoketree Elementary School	430	11	7	18	19	0	19
08	02	001	104		Starline Elementary School	682	6	2	8	7	0	7
08	02	001	102		Thunderbolt Middle School	1405	28	5	33	24	0	24
						5891	129	38	167	158	0	158
03	87	035	101	Lake Powell Academy	Lake Powell Academy	1	0	0	0	1	0	1
10	87	065	001	Laurent Clerc Elementary School	Laurent Clerc Elementary School	22	0	0	0	0	0	0
07	04	059	101	Laveen Elementary District	Laveen Elementary School	599	57	13	70	70	0	70
07	04	059	102		Maurice C Cash School	655	192	79	271	267	12	279
07	04	059	103		Vista del Sur Middle School	378	74	18	92	92	0	92
						1632	323	110	433	429	12	441
07	04	025	102	Liberty Elementary District	Estrella Mountain Elementary School	509	41	0	41	58	0	58
07	04	025	101		Liberty Elementary School	724	62	18	80	99	0	99
						1233	103	18	121	157	0	157
07	86	001	001	Life School College Preparatory	Life School College Preparatory - Mesa	158	0	0	0	0	0	0
07	86	001	003		Life School College Preparatory - Show Lo	63	0	0	0	0	0	0
07	86	001	004		Life School College Preparatory - St. Johns	33	0	0	0	0	0	0
						254	0	0	0	0	0	0
07	04	079	101	Litchfield Elementary District	Litchfield Elementary School	54	26	28	54	54	0	54
07	04	079	104		Palm Valley Elementary	20	1	20	21	20	0	20
07	04	079	102		Scott L Libby Elementary School	109	68	48	116	109	0	109
07	04	079	103		Western Sky Middle School	47	40	5	45	34	0	34
						230	135	101	236	217	0	217
08	04	009	001	Littlefield Elementary District	Littlefield Elementary School	184	36	10	46	54	0	54
07	04	065	101	Littleton Elementary District	Littleton Elementary School	1649	503	101	604	387	8	395
07	04	038	110	Madison Elementary District	Madison #1 Elementary School	831	35	13	48	35	0	35
07	04	038	180		Madison Heights School	460	26	17	43	45	0	45
07	04	038	160		Madison Meadows School	744	13	2	15	13	0	13
07	04	038	150		Madison Park School	699	133	68	201	199	0	199
07	04	038	130		Madison Richard Simis School	824	15	4	19	29	0	29
07	04	038	140		Madison Rose Lane School	729	36	50	86	77	0	77
						4287	258	154	412	398	0	398
10	02	006	114	Marana Unified Distrct	Butterfield Elementary School	694	30	5	35	40	0	40
10	02	006	119		Coyota Trail Elementary School	712	9	3	12	12	0	12
10	02	006	111		DeGrazia Elementary School	746	11	2	13	13	0	13
10	02	006	116		Desert Winds Elementary School	674	18	14	32	32	0	32
10	02	006	117		Ironwood Elementary School	736	10	4	14	14	0	14
10	02	006	240		Marana High School	1490	34	18	52	52	0	52
10	02	006	130		Marana Junior High School	793	22	3	25	25	0	25
10	02	006	112		Marjorie W Estes Elementary School	353	28	6	34	34	0	34
10	02	006	241		Mountain View High School	1975	21	3	24	24	0	24
10	02	006	120		Picture Rocks Intermediate School	532	11	3	14	14	0	14
10	02	006	118		Quail Run Elementary School	603	7	2	9	9	0	9
10	02	006	115		Roadrunner Elementary School	648	32	13	45	45	0	45
10	02	006	113		Thornydale Elementary School	553	11	4	15	15	0	15
10	02	006	131		Tortolita Junior High School	1065	9	3	12	12	0	12
						11574	253	83	336	341	0	341
07	01	099	006	Maricopa Co Regional Distrct	Durango Detention Center	41	0	35	35	36	0	36
07	01	099	001		East Valley School	41	0	0	0	41	0	41
07	01	099	005		Mesa Detention Center	21	0	21	21	21	0	21
07	01	099	150		Thomas J Pappas Elementary School	15	0	11	11	14	0	14
07	01	099	002		West Valley High School	6	0	5	5	6	0	6
						124	0	72	72	118	0	118
11	02	020	101	Maricopa Unified School District	Maricopa Elementary School	503	76	23	99	99	0	99
11	02	020	202		Maricopa High School	300	37	1	38	47	0	47
11	02	020	133		Maricopa Middle School	316	62	13	75	74	0	74
						1119	175	37	212	220	0	220
13	02	043	101	Mayer Unified Distrct	Mayer Elementary School	556	12	2	14	14	0	14
13	02	043	002		Mayer Junior/Senior High School	7	4	0	4	4	0	4
						563	16	2	18	18	0	18
07	86	013	101	Mesa Arts Academy (Boys & Girls Club)	Mesa Arts Academy	204	0	36	36	37	19	56
07	02	004	101	Mesa Unified Distrct	Adams Elementary School	0	0	0	0	0	0	0
07	02	004	102		Alma Elementary School	891	39	30	69	69	0	69
07	02	004	261		Brimhall Junior High School	1305	13	2	15	15	0	15
07	02	004	149		Bush Elementary School	479	3	4	7	7	0	7
07	02	004	252		Carson Junior High School	1238	48	20	68	69	0	69
07	02	004	133		Crismon Elementary School	917	4	6	10	10	0	10
07	02	004	274		Dobson High School	3034	25	14	39	39	0	39
07	02	004	103		Edison Elementary School	832	46	38	84	84	0	84
07	02	004	120		Eisenhower Elementary School	804	121	62	183	183	0	183
07	02	004	104		Emerson Elementary School	1035	125	76	201	221	0	221
07	02	004	147		Entz Elementary School	748	3	3	6	6	0	6
07	02	004	144		Falcon Hill Elementary School	825	1	2	3	3	0	3
07	02	004	125		Field Elementary School	932	40	31	71	75	0	75
07	02	004	105		Franklin Elementary School	826	0	0	0	0	0	0
07	02	004	152		Franklin Northeast School	389	0	0	0	0	0	0

C	T	D	S	District/Charter School	School/Site	Reported Total	Proficient Students continuing LEP	Proficient Students new LEP	Proficient Students Total Reported LEP	Participating in Programs LEP Participants	Participating in Programs non-LEP Participants	Participating in Programs total in programs
07	02	004	114		Franklin West Elementary	788	0	0	0	0	0	0
07	02	004	254		Fremont Junior High School	1533	5	3	8	8	0	8
07	02	004	138		Frost Elementary School	726	1	3	4	4	0	4
07	02	004	119		Hale Elementary School	606	4	4	8	8	0	8
07	02	004	106		Hawthorne Elementary School	940	38	25	63	63	0	63
07	02	004	188		Headstart/Preschool	80	0	0	0	0	0	0
07	02	004	259		Hendrix Junior High School	1297	5	8	13	13	0	13
07	02	004	143		Hermosa Vista Elementary School	903	1	0	1	1	0	1
07	02	004	132		Highland Elementary School	719	3	1	4	4	0	4
07	02	004	107		Holmes Elementary School	862	80	59	139	147	0	147
07	02	004	108		Irving Elementary School	743	4	3	7	7	0	7
07	02	004	140		Ishikawa Elementary School	932	20	13	33	34	0	34
07	02	004	109		Jefferson Elementary School	967	50	37	87	102	0	102
07	02	004	136		Johnson Elementary School	1035	6	9	15	15	0	15
07	02	004	130		Jordan Elementary School	856	3	4	7	7	0	7
07	02	004	128		Keller Elementary School	855	42	11	53	63	0	63
07	02	004	146		Kerr Elementary School	837	32	27	59	59	0	59
07	02	004	253		Kino Junior High School	1530	28	19	47	63	0	63
07	02	004	150		Las Sendas Elementary School	307	0	0	0	0	0	0
07	02	004	110		Lehi Elementary School	799	46	12	58	58	0	58
07	02	004	111		Lincoln Elementary School	1069	221	54	275	378	0	378
07	02	004	122		Lindbergh Elementary School	721	51	22	73	73	0	73
07	02	004	112		Longfellow Elementary School	887	142	44	186	241	0	241
07	02	004	113		Lowell Elementary School	912	276	84	360	366	0	366
07	02	004	129		MacArthur Elementary School	854	9	2	11	12	0	12
07	02	004	141		Madison Elementary School	1073	7	12	19	19	0	19
07	02	004	194		McKellips Learning Center	57	0	0	0	0	0	0
07	02	004	139		Mendoza Elementary School	1167	6	2	8	8	0	8
07	02	004	271		Mesa High School	2834	98	33	131	132	0	132
07	02	004	251		Mesa Junior High School	1182	107	22	129	137	0	137
07	02	004	184		Mesa Vista High School	483	0	0	0	0	0	0
07	02	004	273		Mountain View High School	3020	7	2	9	11	0	11
07	02	004	137		O'Connor Elementary School	814	8	2	10	10	0	10
07	02	004	131		Pomeroy Elementary School	880	4	9	13	13	0	13
07	02	004	145		Porter Elementary School	665	13	8	21	21	0	21
07	02	004	256		Poston Junior High School	1489	2	2	4	6	0	6
07	02	004	255		Powell Junior High School	1235	57	36	93	93	0	93
07	02	004	181		Power Learning Center	44	0	0	0	0	0	0
07	02	004	275		Red Mountain High School	2942	14	8	22	22	0	22
07	02	004	148		Red Mountain Ranch Elementary	877	2	1	3	3	0	3
07	02	004	123		Redbird Elementary School	943	53	59	112	112	0	112
07	02	004	257		Rhodes Junior High School	1430	8	4	12	12	0	12
07	02	004	134		Robson Elementary School	944	6	4	10	12	0	12
07	02	004	121		Roosevelt Elementary School	962	60	67	127	127	0	127
07	02	004	183		S H A R P	25	0	0	0	0	0	0
07	02	004	124		Salk Elementary School	937	23	17	40	40	0	40
07	02	004	260		Shepherd Junior High School	1579	3	3	6	6	0	6
07	02	004	135		Sirrine Elementary School	907	1	7	8	8	0	8
07	02	004	142		Sousa Elementary School	603	2	0	2	2	0	2
07	02	004	262		Stapley Junior High School	1203	9	0	9	9	0	9
07	02	004	127		Stevenson Elementary School	857	35	25	60	60	0	60
07	02	004	277		Sundown High School	227	0	0	0	0	0	0
07	02	004	190		Sunridge Learning Center	144	0	1	1	1	0	1
07	02	004	118		Taft Elementary School	695	9	9	18	18	0	18
07	02	004	182		TAPP	165	0	0	0	0	0	0
07	02	004	258		Taylor Junior High School	1257	9	7	16	18	0	18
07	02	004	126		Washington Elementary School	879	10	21	31	31	0	31
07	02	004	115		Webster Elementary School	888	36	51	87	88	0	88
07	02	004	272		Westwood High School	2508	116	44	160	161	0	161
07	02	004	117		Whitman Elementary School	920	60	25	85	85	0	85
07	02	004	116		Whittier Elementary School	828	18	11	29	29	0	29
04	02	040	101	Miami Unified District	Central Heights Elementary School	224	5	5	10	10	219	229
04	02	040	102		Inspiration Addition School	202	61	1	62	12	0	12
04	02	040	105		Kornegay, Lee Middle School	305	0	0	0	0	0	0
04	02	040	103		Las Lomas Elementary School	291	9	1	10	0	0	0
04	02	040	206		Miami High School	495	0	0	0	0	0	0
						75193	2393	1231	3624	3823	219	4042
13	05	004	201	Mingus Union High School District	Mingus Union High School	1150	50	33	83	54	0	54
07	03	086	101	Mobile Elementary District	Mobile Elementary School	22	0	0	0	0	0	0
08	05	030	202	Mohave Union High School District	Kingman High School - North	1093	4	1	5	5	0	5
08	05	030	201		Kingman High School - South	719	0	8	8	8	0	8
08	05	030	204		PASS School	230	2	0	2	1	0	1
						2042	6	9	15	14	0	14
08	04	016	104	Mohave Valley Elementary District	Fort Mohave Elementary School	261	9	0	9	9	0	9
08	04	016	101		Mohave Valley Elementary	489	31	0	31	31	0	31
08	04	016	103		Mohave Valley Junior High School	103	5	0	5	5	0	5
						853	45	0	45	45	0	45
07	03	075	101	Morristown Elementary District	Morristown Elementary School	116	0	1	1	1	0	1
07	04	021	104	Murphy Elementary District	Alfred F Garcia School	265	152	108	260	265	0	265
07	04	021	101		Arthur M Hamilton School	256	125	131	256	256	0	256
07	04	021	102		Jack L Kuban Elementary School	196	87	92	179	179	0	179

C	T	D	S	District/Charter School	School/Site	All Students Reported: Total	Reported Limited English Proficient Students: continuing LEP	new LEP	Total Reported LEP	Reported Students Participating in Programs: LEP Participants	non-LEP Participants	total in programs
07	04	021	103		William R Sullivan Elementary School	529	314	210	524	524	0	524
						1246	678	541	1219	1224	0	1224
12	02	001	114	Nogales Unified District	A J Mitchell Elementary School	617	415	155	570	651	0	551
12	02	001	119		Challenger Elementary School	544	349	93	442	442	0	442
12	02	001	104		Desert Shadows Middle School	781	605	42	647	647	0	647
12	02	001	113		Lincoln Elementary School	549	358	126	484	471	0	471
12	02	001	115		Mary L Welty Elementary School	424	267	104	371	371	0	371
12	02	001	210		Nogales High School	1727	1223	69	1292	1292	0	1292
12	02	001	099		Nogales Special Programs	251	223	23	246	246	0	246
12	02	001	103		Robert Bracker Elementary	279	150	56	206	206	0	206
12	02	001	209		Santa Cruz Alternative High School	248	205	21	226	226	0	226
12	02	001	108		Vasquez De Coronado, Franciaco School	636	315	112	427	490	0	490
12	02	001	111		Wade Carpenter Middle School	651	516	42	558	558	0	558
						6707	4626	843	5469	5500	0	5500
09	87	045	203	Northern AZ Academy/ Career Development	Northern AZ Academy for Career Dev-Show	199	0	0	0	0	0	0
09	87	045	204		Northern AZ Academy for Career Dev-Tayk	0	0	0	0	0	0	0
09	87	045	201		Northern AZ Academy for Career Dev-Wins	91	0	0	0	0	0	0
						290	0	0	0	0	0	0
03	87	001	001	Northland Preparatory Academy	Northland Preparatory Academy	132	0	0	0	0	0	0
07	86	003	001	Omega Academy	Omega Academy	552	0	0	0	0	0	0
11	03	002	102	Oracle Elementary District	Mountain Vista School	21	16	2	18	43	0	43
11	03	002	101		Oracle Ridge School	2	0	3	3	3	0	3
						23	16	5	21	46	0	46
07	04	008	102	Osborn Elementary District	Clarendon School	718	159	63	222	222	0	222
07	04	008	103		Encanto School	869	193	205	398	399	0	399
07	04	008	107		Longview Elementary School	1115	297	182	479	516	0	516
07	04	008	104		Osborn Middle School	696	104	66	170	215	0	215
07	04	008	106		Solano School	875	96	69	165	160	0	160
						4273	849	585	1434	1512	0	1512
08	04	006	101	Owens-Whitney Elementary District	Owens Elementary School	46	0	0	0	0	0	0
03	02	008	209	Page Unified District	Page High School	63	655	155	810	890	0	890
02	03	049	102	Palominas Elementary District	Coronado Elementary School	516	7	7	14	16	0	16
02	03	049	101		Palominas Elementary School	495	22	15	37	38	0	38
						1011	29	22	51	54	0	54
07	02	069	157	Paradise Valley Unified District	Aire Libre Elementary School	18	3	15	18	19	0	19
07	02	069	179		Alternative Education Center	48	1	0	1	3	0	3
07	02	069	110		Arrowhead Elementary School	730	74	47	121	135	0	135
07	02	069	144		Boulder Creek Elementary School	719	27	27	54	57	0	57
07	02	069	127		Cactus View Elementary School	892	3	14	17	8	0	8
07	02	069	115		Campo Bello Elementary School	709	25	33	58	46	0	46
07	02	069	128		Copper Canyon Elementary School	763	2	14	16	3	0	3
07	02	069	125		Desert Cove Elementary School	612	8	7	15	20	0	20
07	02	069	130		Desert Shadows Elementary School	626	2	6	8	3	0	3
07	02	069	170		Desert Shadows Middle School	974	2	11	13	4	0	4
07	02	069	159		Desert Springs Elementary School	747	2	16	18	12	0	12
07	02	069	138		Desert Trails Elementary School	586	12	9	21	13	0	13
07	02	069	123		Eagle Ridge Elementary School	1048	4	12	16	8	0	8
07	02	069	146		Echo Mountain Elementary School	115	0	0	0	26	0	26
07	02	069	177		Explorer Middle School	732	3	7	10	4	0	4
07	02	069	121		Foothills Elementary School	729	3	46	49	15	0	15
07	02	069	120		Gold Dust Elementary School	611	6	13	19	10	0	10
07	02	069	175		Greenway Middle School	912	101	54	155	150	0	150
07	02	069	124		Hidden Hills Elementary School	823	8	28	36	15	0	15
07	02	069	293		Horizon High School	2878	7	16	23	22	0	22
07	02	069	135		Indian Bend Elementary School	948	34	23	57	50	0	50
07	02	069	140		Larkspur Elementary School	758	5	7	12	12	1	13
07	02	069	143		Liberty Elementary School	791	0	10	10	1	0	1
07	02	069	145		Mercury Mine Elementary School	669	24	23	47	58	0	58
07	02	069	294		North Canyon High School	39	0	0	0	0	0	0
07	02	069	122		North Ranch Elementary School	725	4	11	15	6	0	6
07	02	069	150		Palomino Elementary School	1307	377	242	619	921	3	924
07	02	069	290		Paradise Valley High School	2133	42	54	96	86	0	86
07	02	069	296		Polaris High School	153	1	1	2	4	0	4
07	02	069	126		Quail Run Elementary School	764	4	13	17	8	0	8
07	02	069	156		Sandpiper Elementary School	550	0	8	8	4	0	4
07	02	069	295		Shadow Mountain High School	0	0	0	0	0	0	0
07	02	069	180		Shea Middle School	1035	1	5	6	3	0	3
07	02	069	129		Sonoran Sky Elementary School	808	0	7	7	5	0	5
07	02	069	178		Sunrise Middle School	1138	2	19	21	4	0	4
07	02	069	158		Village Vista Elementary School	741	15	56	71	42	0	42
07	02	069	171		Vista Verde Middle School	1325	3	20	23	7	0	7
07	02	069	139		Whispering Wind School	1017	3	26	29	10	0	10
						30173	808	900	1708	1794	4	1798
15	02	027	101	Parker Unified School District	Blake Primary School	504	21	26	47	37	0	37
15	02	027	103		Le Pera Elementary School	346	107	38	145	144	0	144
15	02	027	204		Parker High School	599	21	11	32	46	0	46
15	02	027	102		Wallace Elementary/Jr. High School	656	25	6	31	34	0	34
						2105	174	81	255	261	0	261
04	02	010	105	Payson Unified District	Frontier Elementary School	401	0	0	0	0	0	0

C	T	D	S	District/Charter School	School/Site	All Students Reported: Total	Reported Limited English Proficient Students: continuing LEP	new LEP	Total Reported LEP	Reported Students Participating in Programs: LEP Participants	non-LEP Participants	total in programs
10	02	030	204		Sahuarita High School	737	27	8	35	35	0	35
10	02	030	103		Sahuarita Middle School	483	35	13	48	48	0	48
10	02	030	102		Sopori Elementary School	246	74	16	90	77	0	77
						2061	178	57	235	217	0	217
04	02	020	101	San Carlos Unified District	Rice School	0	0	0	0	0	0	0
04	02	020	202		San Carlos High School	0	0	0	0	0	0	0
						0	0	0	0	0	0	0
02	02	018	001	San Simon Unified District	San Simon School	179	20	3	23	22	0	22
12	02	035	130	Santa Cruz Valley Unified District	Calabasas Middle School	501	269	24	293	293	0	293
12	02	035	120		Mountain View School	593	329	42	371	350	0	350
12	02	035	200		Rio Rico High School	567	296	34	330	330	0	330
12	02	035	110		San Cayetano Elementary School	562	257	158	415	415	0	415
						2223	1151	258	1409	1388	0	1388
11	05	040	001	Santa Cruz Valley Union High School District	Santa Cruz Valley Union High School	620	43	15	58	57	0	57
07	87	034	101	Scottsdale Horizons School	Scottsdale Horizons - Main	2	1	1	2	2	0	2
07	87	034	102		Scottsdale Horizons - Peoria	0	0	0	0	0	0	0
						2	1	1	2	2	0	2
07	02	048	022	Scottsdale Unified District	Anasazi Elementary School	788	1	4	5	5	0	5
07	02	048	292		Arcadia High School	1059	51	26	77	64	0	64
07	02	048	108		Arcadia Neighborhood Learning Center	484	56	31	87	89	0	89
07	02	048	126		Aztec Elementary School	916	1	1	2	2	0	2
07	02	048	295		Chaparral High School	1752	13	5	18	21	0	21
07	02	048	121		Cherokee Elementary School	828	4	2	6	4	0	4
07	02	048	127		Cheyenne Traditional Elementary School	629	3	6	9	9	0	9
07	02	048	102		Cochise Elementary School	581	3	2	5	4	0	4
07	02	048	169		Cocopah Middle School	1225	12	3	15	8	0	8
07	02	048	293		Coronado High School	1102	85	6	91	72	0	72
07	02	048	164		Desert Canyon Middle School	1029	16	2	18	17	0	17
07	02	048	296		Desert Mountain High School	1828	36	14	50	36	0	36
07	02	048	114		Hohokam Elementary School	676	44	18	62	56	0	56
07	02	048	112		Hopi Elementary School	734	7	5	12	7	0	7
07	02	048	165		Ingleside Middle School	715	30	9	39	42	0	42
07	02	048	107		Kiva Elementary School	744	19	6	25	18	0	18
07	02	048	123		Laguna Elementary School	849	39	23	62	56	0	56
07	02	048	167		Mohave Middle School	633	30	5	35	41	0	41
07	02	048	166		Mountainside Middle School	1050	8	3	11	8	0	8
07	02	048	113		Navajo Elementary School	626	72	27	99	85	0	85
07	02	048	110		Pima Elementary School	579	42	16	58	58	0	58
07	02	048	120		Pueblo Elementary School	689	31	18	49	47	0	47
07	02	048	294		Saguaro High School	1239	39	10	49	45	0	45
07	02	048	124		Sequoya Elementary School	634	20	4	24	20	0	20
07	02	048	161		Supai Middle School	652	55	6	61	56	0	56
07	02	048	103		Tavan Elementary School	707	129	50	179	157	0	157
07	02	048	109		Tonalea Elementary School	587	40	18	58	57	0	57
07	02	048	115		Yavapai Elementary School	717	120	53	173	172	0	172
07	02	048	125		Zuni Elementary School	993	3	14	17	12	0	12
						25045	1009	387	1396	1268	0	1268
13	02	009	130	Sedona-Oak Creek Joint Unified District	Big Park Community School	47	16	4	20	20	0	20
13	02	009	701		Juniper Canyon School	1	1	0	1	1	0	1
13	02	009	210		Sedona Red Rock High School	32	22	3	25	23	0	23
13	02	009	120		West Sedona Elementary School	67	53	11	64	60	0	60
13	02	009	702		West Sedona Montessori Class	1	0	1	1	1	0	1
						148	92	19	111	105	0	105
09	87	046	001	Shonto Governing Board of Education, Inc.	Shonto Charter School	622	0	408	408	397	164	561
02	02	068	155	Sierra Vista Unified District	Apache Middle School	806	13	4	17	4	0	4
02	02	068	110		Bella Vista Elementary School	530	5	9	14	7	0	7
02	02	068	260		Buena High School	2735	25	9	34	29	0	29
02	02	068	115		Carmichael Elementary School	567	45	26	71	44	0	44
02	02	068	120		Huachuca Mountain Elementary School	634	26	6	32	34	0	34
02	02	068	125		Pueblo Del Sol Elementary School	482	17	5	22	12	0	12
02	02	068	150		Sierra Vista Middle School	1006	11	1	12	8	0	8
02	02	068	130		Town & Country Elementary School	448	13	6	19	19	0	19
02	02	068	135		Village Meadows Elementary School	408	21	8	29	26	0	26
						7616	176	74	250	183	0	183
13	03	015	100	Skull Valley Elementary District	Skull Valley Elementary School	29	0	0	0	0	0	0
13	87	052	101	Skyview School	Skyview School	154	0	0	0	0	0	0
09	02	005	708	Snowflake Unified District	Basis Schools Inc (dba Noah Webster Schc	0	0	0	0	0	0	0
09	02	005	006		Highland Primary School	430	13	4	17	16	0	16
09	02	005	005		Snowflake High School	880	17	7	24	20	0	20
09	02	005	001		Snowflake Intermediate School	351	17	0	17	15	0	15
09	02	005	003		Snowflake Junior High School	427	14	1	15	9	0	9
09	02	005	705		Sunray Charter School	688	1	0	1	1	1	2
09	02	005	002		Taylor Elementary School	349	6	5	11	11	0	11
09	02	005	004		Taylor Intermediate School	237	6	2	8	7	0	7
						3362	74	19	93	79	1	80
05	03	005	101	Solomon Elementary District	Solomon Elementary School	171	0	1	1	1	0	1
14	04	011	103	Somerton Elementary District	Desert Sonora Elementary School	564	376	59	435	435	0	435

C	T	D	S	District/Charter School	School/Site	All Students Reported: Total	Reported Limited English Proficient Students: continuing LEP	new LEP	Total Reported LEP	Reported Students Participating in Programs: LEP Participants	non-LEP Participants	total in programs
14	04	011	102		Orange Grove Elementary School	579	268	84	352	348	0	348
14	04	011	101		Somerton Middle School	757	382	53	435	414	0	414
14	04	011	104		Somerton Primary School	555	257	205	462	462	0	462
						2455	1283	401	1684	1659	0	1659
01	02	001	102	St Johns Unified Distrct	Coronado Elementary School	313	1	9	10	20	0	20
01	02	001	205		St Johns High School	477	6	0	6	6	0	6
01	02	001	104		St Johns Middle School	434	16	0	16	24	0	24
						1224	23	9	32	50	0	50
11	04	024	001	Stanfield Elementary District	Stanfield Elementary School	702	136	57	193	194	0	194
10	02	012	555	Sunnyside Unified Distrct	Alternative Program	1	1	0	1	1	0	1
10	02	012	106		Apollo Middle School	991	291	15	306	306	0	306
10	02	012	132		Challenger Middle School	634	109	12	121	121	0	121
10	02	012	109		Chaparral Middle School	852	135	13	148	148	0	148
10	02	012	108		Craycroft Elementary School	484	76	49	125	140	0	140
10	02	012	211		Desert View High School	1624	192	28	220	220	0	220
10	02	012	112		Drexel Elementary School	631	244	105	349	349	0	349
10	02	012	114		Elvira Elementary School	659	142	47	189	189	0	189
10	02	012	115		Esperanza Elementary School	632	139	42	181	181	0	181
10	02	012	117		Gallego Basic Elementary School	625	49	9	58	58	0	58
10	02	012	116		Liberty Elementary School	733	225	96	321	322	0	322
10	02	012	119		Los Amigos Elementary School	746	240	80	320	320	0	320
10	02	012	118		Los Ninos Elementary School	605	139	31	170	170	0	170
10	02	012	120		Los Ranchitos School	596	155	87	242	242	0	242
10	02	012	122		Mission Manor Elementary School	770	191	62	253	253	0	253
10	02	012	513		Multi Educational Learning Center	314	8	0	8	8	0	8
10	02	012	134		Ocotillo Elementary School	362	106	44	150	150	0	150
10	02	012	113		Preschool Hanicap Program	1	0	0	0	0	0	0
10	02	012	126		Santa Clara Elementary School	574	96	39	135	135	0	135
10	02	012	131		Sierra Middle School	963	190	14	204	204	0	204
10	02	012	123		Summit View Elementary	263	60	40	100	100	0	100
10	02	012	230		Sunnyside High School	2094	380	25	405	405	0	405
						15154	3168	838	4006	4022	0	4022
11	02	015	101	Superior Unified District	John F Kennedy School	392	3	14	17	17	0	17
11	02	015	102		Roosevelt Junior High School	108	0	0	0	0	0	0
11	02	015	205		Superior High School	200	0	0	0	0	0	0
						700	3	14	17	17	0	17
10	02	013	105	Tanque Verde Unified District	Agua Caliente School	45	0	0	0	0	0	0
10	02	013	103		Tanque Verde Elementary School	619	2	0	2	2	0	2
						664	2	0	2	2	0	2
07	04	003	123	Tempe Elementary District	Arredondo Elementary School	281	0	0	0	0	0	0
07	04	003	113		Broadmor Elementary School	407	9	0	9	9	0	9
07	04	003	124		Bustoz School	211	1	0	1	1	0	1
07	04	003	111		Carminati School	333	3	0	3	3	0	3
07	04	003	144		Connolly Middle School	1178	15	0	15	15	0	15
07	04	003	122		Curry Elementary School	728	11	0	11	11	0	11
07	04	003	119		Evans Elementary School	542	9	0	9	9	7	16
07	04	003	145		Fees Middle School	1136	17	0	17	17	0	17
07	04	003	114		Flora Thew Elementary School	918	47	0	47	47	0	47
07	04	003	130		Fuller Elementary School	375	1	0	1	1	0	1
07	04	003	198		Getz School	15	0	0	0	0	0	0
07	04	003	143		Gililland Middle School	1125	22	0	22	22	0	22
07	04	003	115		Holdeman Elementary School	823	10	0	10	10	0	10
07	04	003	120		Hudson Elementary School	411	16	0	16	16	0	16
07	04	003	117		Laird Elementary School	532	43	0	43	43	0	43
07	04	003	142		McKemy Middle School	1156	14	0	14	14	0	14
07	04	003	118		Meyer Elementary School	420	3	0	3	3	0	3
07	04	003	126		Nevitt Elementary School	943	13	0	13	13	5	18
07	04	003	129		Rover Elementary School	403	3	0	3	3	0	3
07	04	003	121		Scales Professional Development School	473	13	0	13	13	0	13
07	04	003	127		Wood School	875	21	0	21	21	9	30
						13285	271	0	271	271	21	292
07	05	013	097	Tempe Union High School Distrct	Compadre High School	234	0	0	0	0	0	0
07	05	013	094		Corona del Sol High School	2799	6	7	13	13	0	13
07	05	013	096		Desert Vista High School	1617	0	7	7	7	0	7
07	05	013	099		Evening School	0	0	0	0	0	0	0
07	05	013	093		Marcos de Niza High School	2144	31	96	127	46	0	46
07	05	013	092		McClintock High School	1701	56	65	121	125	0	125
07	05	013	095		Mountain Pointe High School	2506	6	9	15	15	0	15
07	05	013	091		Tempe High School	1626	14	65	79	95	0	95
						12627	113	249	362	301	0	301
02	87	050	202	The Center For Academic Success	The Center for Academic Success-Douglas	60	59	59	118	59	0	59
02	87	050	201		The Center for Academic Success-Sierra V	105	0	0	0	0	0	0
						165	59	59	118	59	0	59
10	86	053	001	The Edge School	Edge Charter School-Himmel Park	11	0	11	11	11	0	11
07	04	017	101	Tolleson Elementary District	Tolleson Elementary School	1378	252	116	368	396	0	396
07	05	014	201	Tolleson Union High School Distrct	Tolleson Union High School	144	87	57	144	144	0	144
07	05	014	202		Westview High School	104	55	44	99	104	0	104
						248	142	101	243	248	0	248
11	04	022	101	Toltec Elementary Distrct	Toltec Elementary School	223	0	0	0	35	0	35

C	T	D	S	District/Charter School	School/Site	All Students Reported: Total	Reported Limited English Proficient Students: continuing LEP	new LEP	Total Reported LEP	Reported Students Participating in Programs: LEP Participants	non-LEP Participants	total in programs
02	02	001	101	Tombstone Unified District	Huachuca City School	547	7	3	10	10	0	10
02	02	001	207		Tombstone High School	304	0	1	1	1	0	1
02	02	001	102		Walter J Meyer School	178	0	0	0	0	0	0
						1029	7	4	11	11	0	11
08	04	012	012	Topock Elementary District	Topock Elementary School	216	0	0	0	0	0	0
05	86	050	101	Triumphant Learning Center	Triumphant Learning Center	0	0	0	0	0	0	0
03	02	015	111	Tuba City Unified District	Dzil Libei Elementary School	182	69	11	80	80	0	80
03	02	015	120		Eagles Nest Intermediate School	578	330	20	350	350	12	362
03	02	015	112		Gap Primary School	32	6	11	17	17	0	17
03	02	015	240		Tuba City High School	894	369	62	431	431	0	431
03	02	015	130		Tuba City Junior High School	655	325	53	378	378	0	378
03	02	015	110		Tuba City Primary School	494	153	72	225	225	7	232
						2835	1252	229	1481	1481	19	1500
10	02	001	578	Tucson Unified District	Accommodation Middle School	25	15	0	15	0	0	0
10	02	001	555		Alice Vail Middle School	820	79	4	83	24	0	24
10	02	001	238		Anna Henry Elementary School	479	8	0	8	0	0	0
10	02	001	277		Anna Lawrence Intermediate School	465	146	7	153	114	45	159
10	02	001	275		Annie Kellond Elementary School	451	75	12	87	37	19	56
10	02	001	673		Aztec Middle College	64	6	0	6	0	0	0
10	02	001	125		Blenman Elementary School	634	64	41	105	92	29	121
10	02	001	128		Bloom Elementary School	327	13	0	13	0	0	0
10	02	001	131		Bonillas Elementary Basic Curriculum Mag	547	32	9	41	0	0	0
10	02	001	137		Booth Magnet Elementary School	440	13	6	19	8	0	8
10	02	001	510		Booth-Fickett Math/Science Magnet School	1079	39	3	42	14	0	14
10	02	001	140		Borman Elementary School	527	5	3	8	0	0	0
10	02	001	143		Borton Primary Magnet School	232	36	24	60	47	104	151
10	02	001	149		Brichta Elementary School	405	28	5	33	29	66	95
10	02	001	371		C E Rose Elementary School	593	215	85	300	310	212	522
10	02	001	161		Carrillo Intermediate Magnet School	244	63	0	63	59	87	146
10	02	001	503		Carson Middle School	888	35	1	36	29	0	29
10	02	001	610		Catalina High Magnet School	1486	156	17	173	143	25	168
10	02	001	167		Cavett Elementary School	576	246	84	330	317	199	516
10	02	001	615		Cholla High Magnet School	1734	335	12	347	209	0	209
10	02	001	170		Collier Elementary School	366	4	3	7	0	0	0
10	02	001	173		Corbett Elementary School	660	46	23	69	72	65	137
10	02	001	179		Cragin Elementary School	695	91	30	121	129	114	243
10	02	001	185		Davidson Elementary School	608	78	43	121	44	0	44
10	02	001	191		Davis Bilingual Magnet School	228	23	18	41	45	204	249
10	02	001	197		Dietz Elementary School	509	15	10	25	21	0	21
10	02	001	505		Doolen Middle School	1014	93	10	103	89	0	89
10	02	001	203		Drachman Primary Magnet School	235	62	32	94	102	74	176
10	02	001	209		Duffy Elementary School	320	23	12	35	5	0	5
10	02	001	211		Dunham Elementary School	429	8	3	11	6	0	6
10	02	001	218		Ford Elementary School	540	25	5	30	25	0	25
10	02	001	221		Fort Lowell Elementary School	395	69	29	98	85	25	110
10	02	001	440		Frances J Warren Elementary School	501	70	34	104	90	106	196
10	02	001	225		Fruchthendler Elementary School	462	6	2	8	9	0	9
10	02	001	228		Gale Elementary School	390	7	1	8	1	0	1
10	02	001	230		Ganoung Elementary School	60	8	4	12	0	0	0
10	02	001	511		Gridley Middle School	796	10	1	11	9	0	9
10	02	001	413		Harold Steele Elementary School	524	18	5	23	20	0	20
10	02	001	266		Hamet Johnson Primary School	495	102	77	179	178	94	272
10	02	001	513		Hohokam Middle School	612	141	10	151	104	255	359
10	02	001	239		Holladay Intermediate Magnet School	224	41	4	45	49	40	89
10	02	001	233		Hollinger Elementary School	747	365	136	501	487	251	738
10	02	001	122		Homebound/Teleteaching	22	8	0	8	0	0	0
10	02	001	245		Howell, Peter Elementary School	477	91	34	125	82	55	137
10	02	001	680		Howenstine High School	78	13	0	13	0	0	0
10	02	001	682		Howenstine Inclusion Project	39	0	0	0	0	0	0
10	02	001	251		Hudlow Elementary School	502	23	17	40	16	0	16
10	02	001	502		Ida Flood Dodge Traditional Middle Magnet	397	14	0	14	13	0	13
10	02	001	215		Irene Erickson Elementary School	498	18	8	26	0	0	0
10	02	001	263		Jefferson Park Elementary School	331	38	24	62	54	22	76
10	02	001	449		John E White Elementary School	659	64	29	93	108	99	207
10	02	001	461		John E Wright Elementary School	643	78	29	107	63	20	83
10	02	001	269		Julia Keen Elementary School	460	115	30	145	143	161	304
10	02	001	281		Linnewearver Elementary School	450	3	3	6	8	0	8
10	02	001	401		Lowell H Smith Elementary School	480	6	1	7	0	0	0
10	02	001	287		Lynn Elementary School	655	151	67	218	183	78	261
10	02	001	515		Magee Middle School	1016	19	2	21	0	0	0
10	02	001	290		Maldonado, Amelia Elementary School	549	91	33	124	76	54	130
10	02	001	520		Mansfeld Middle School	684	1	0	1	95	201	296
10	02	001	293		Manzo Elementary School	387	112	38	150	158	143	301
10	02	001	295		Marshall Elementary School	439	9	1	10	6	0	6
10	02	001	522		Maxwell Middle School	639	174	12	186	85	18	103
10	02	001	299		Menlo Park Elementary School	461	152	61	213	203	133	336
10	02	001	305		Miles-Exploratory Learning Center	290	15	0	15	19	0	19
10	02	001	308		Miller Elementary School	461	51	36	87	65	129	194
10	02	001	311		Mission View Elementary School	430	159	56	215	240	234	474
10	02	001	317		Myers Elementary School	554	74	38	112	114	65	179
10	02	001	288		Nan Lyons Elementary School	513	19	5	24	20	0	20

Participation in Programs

Students who are assessed as Limited English Proficient (LEP) may participate in programs to improve their English proficiency, as may students who are not LEP if there is room available. The six programs offered in Arizona are listed below, with the number of participants. (The information presented below is a compilation drawn directly from the data submitted to us by school districts, individual schools and public charter schools, and not validated by the Department of Education.)

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
7	87	38	101	ABC Alternative Learning Center, In	ABC Alternative Learning Center	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	86	5	1	Accelerated Learning Center	Accelerated Learning Center	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	87	1	101	ACCLAIM Charter School	ACCLAIM Charter School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	5	16	201	Agua Fria Union High School Distrid	Agua Fria Union High School - North Campus	0	0	35	54	0	0	89
					Total:	0	0	35	54	0	0	89
7	3	63	101	Aguila Elementary District	Aguila Elementary School	0	0	0	140	0	0	140
					Total:	0	0	0	140	0	0	140
10	2	15	1	Ajo Unified District	Ajo Elementary/Jr High/ High School	0	0	0	58	16	0	74
					Total:	0	0	0	58	16	0	74
7	4	68	101	Alhambra Elementary District	Alhambra Traditional School	0	0	0	0	0	0	0
7	4	68	102		Andalucia Middle School	0	0	0	0	0	0	0
7	4	68	103		Andalucia Primary School	714	0	0	0	0	0	714
7	4	68	104		Barcelona Middle School	238	4	0	0	0	0	242
7	4	68	106		Catalina Ventura School	212	12	1	0	0	0	225
7	4	68	107		Cordova Middle School	744	0	0	0	0	0	744
7	4	68	109		Granada East School	713	0	0	0	0	0	713
7	4	68	110		Granada Primary School	1020	0	0	0	0	0	1020
7	4	68	111		Montebello School	331	0	0	0	0	0	331
7	4	68	113		R E Simpson School	665	1	0	0	0	0	666
7	4	68	112		Sevilla School	0	0	0	0	0	0	0
7	4	68	114		Westwood Primary School	1046	0	0	0	0	0	1046
					Total:	5683	17	1	0	0	0	5701
1	3	7	101	Alpine Elementary District	Alpine Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
10	3	51	103	Altar Valley Elementary District	Altar Valley Middle School	0	0	0	17	0	0	17
10	3	51	102		Mary E Dill Elementary School	0	0	0	45	0	0	45
10	3	51	101		Mary E Dill Primary School	0	0	0	35	0	0	35
					Total:	0	0	0	97	0	0	97
13	87	54	1	American Heritage Academy	American Heritage Academy	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
10	2	10	520	Amphitheater Unified District	Amphitheater High School	0	0	0	182	0	64	246
10	2	10	166		Amphitheater Middle School	0	0	0	120	0	19	139
10	2	10	282		Canyon Del Oro High School	0	0	0	40	0	15	55
10	2	10	118		Copper Creek Elementary School	0	0	0	6	0	0	6
10	2	10	115		Coronado K-8 School	0	0	0	53	0	7	60
10	2	10	110		E C Nash School	0	0	89	161	0	1	251
10	2	10	108		Frances Owen Holaway Elementary School	0	0	0	99	0	2	101
10	2	10	109		Helen Keeling Elementary School	0	0	0	159	0	0	159
10	2	10	111		L M Prince School	0	0	0	170	0	3	173
10	2	10	165		La Cima Middle School	0	0	0	84	0	17	101
10	2	10	167		Lawrence W Cross Middle School	0	0	0	13	0	2	15
10	2	10	112		Lulu Walker School	0	0	0	35	0	1	36
10	2	10	106		Manon Donaldson Elementary School	0	0	0	16	0	3	19
10	2	10	116		Mesa Verde Elementary School	0	0	0	6	0	0	6
10	2	10	168		Richard B Wilson Jr School	0	0	0	24	0	3	27
10	2	10	125		Rillito Center	0	0	0	0	0	0	0
10	2	10	117		Rio Vista Elementary School	0	0	0	72	0	5	77
10	2	10	107		Winifred Harelson Elementary School	0	0	0	10	0	3	13
					Total:	0	0	89	1250	0	145	1484
14	5	50	201	Antelope Union High School District	Antelope Union High School	0	10	0	150	17	0	177
					Total:	0	10	0	150	17	0	177
11	2	43	201	Apache Junction Unified District	Apache Junction High School	0	0	0	0	5	0	5
11	2	43	151		Desert Shadows Middle School	0	0	0	0	9	0	9
11	2	43	104		Desert Vista Elementary School	0	0	0	0	4	0	4
11	2	43	102		Four Peaks Elementary School	0	0	0	0	10	0	10
11	2	43	103		Gold Canyon Elementary School	0	0	0	0	14	0	14
11	2	43	101		Superstition Mountain Elementary School	0	0	0	0	9	0	9
11	2	43	152		Thunder Mountain Middle School	0	0	0	0	0	0	0
					Total:	0	0	0	0	51	0	51
7	87	7	201	Arizona Agribusiness & Equine Cen	Arizona Agribusiness & Equine-201	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	87	23	201	Arizona Call-A-Teen Center For Exc	Arizona Call-a-Teen Center for Excellence	0	0	0	0	20	0	20
					Total:	0	0	0	0	20	0	20
7	86	6	2	Arizona Career Academy	Arizona Career Academy-Mesa	0	0	0	0	9	6	15
7	86	6	1		Arizona Career Academy-Tempe	0	0	0	0	11	0	11
					Total:	0	0	0	0	20	6	26
7	87	22	1	Arizona School for the Arts	Arizona School for the Arts	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	4	47	101	Arlington Elementary District	Arlington Elementary School	0	0	0	0	23	4	27
					Total:	0	0	0	0	23	4	[illegible]
13	2	31	101	Ash Fork Joint Unified District	Ash Fork Elementary School	5	0	0	15	25	0	[illegible]
					Total:	5	0	0	15	25	0	45
7	4	44	102	Avondale Elementary District	Avondale Elementary School	0	0	205	102	0	0	307

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
7	4	44	101		Avondale Kindergarten School	0	0	107	46	0	0	153
7	4	44	105		Avondale Middle School	0	0	0	179	0	0	179
7	4	44	104		Lattie Coor School	0	0	139	42	0	0	181
7	4	44	103		Pioneer School	0	0	167	71	0	0	238
					Total:	0	0	618	440	0	0	1058
7	4	31	101	Balsz Elementary District	Balsz School	0	0	0	451	0	0	451
7	4	31	102		David Crockett School	0	0	0	370	0	0	370
7	4	31	103		Griffith Elementary School	0	0	0	178	0	0	178
					Total:	0	0	0	999	0	0	999
13	3	26	101	Beaver Creek Elementary District	Beaver Creek School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
2	4	9	102	Benson Elementary District	Benson Middle School	0	0	1	11	1	4	17
2	4	9	101		Benson Primary School	0	0	26	0	1	1	28
					Total:	0	0	27	11	2	5	45
2	5	9	201	Benson Union High School District	Benson Union High School	0	0	0	8	2	2	12
					Total:	0	0	0	8	2	2	12
2	2	2	201	Bisbee Unified District	Bisbee High School	0	0	0	19	0	0	19
2	2	2	103		Greenway Primary School	39	0	0	0	0	0	39
2	2	2	105		Lowell School	23	0	0	29	0	0	52
					Total:	62	0	0	48	0	0	110
9	2	32	101	Blue Ridge Unified District	Blue Ridge Elementary School	0	0	0	0	25	0	25
9	2	32	204		Blue Ridge High School	0	0	0	0	8	0	8
9	2	32	103		Blue Ridge Jr High School	0	0	0	0	11	0	11
9	2	32	102		Blue Ridge Middle School	0	0	0	0	13	0	13
					Total:	0	0	0	0	57	0	57
5	3	16	101	Bonita Elementary District	Bonita Elementary School	0	0	0	0	16	0	16
					Total:	0	0	0	0	16	0	16
2	2	14	200	Bowie Unified District	Bowie High School	0	0	0	0	36	0	36
					Total:	0	0	0	0	36	0	36
7	4	33	101	Buckeye Elementary District	Buckeye Elementary School	0	0	0	224	0	0	224
					Total:	0	0	0	224	0	0	224
7	5	1	201	Buckeye Union High School District	Buckeye Union High School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
8	4	15	130	Bullhead City Elementary District	Bullhead City Jr High School	0	0	0	45	0	0	45
8	4	15	103		Coyote Canyon School	0	0	0	0	0	0	0
8	4	15	105		Desert Valley Elementary	0	0	0	99	62	0	161
8	4	15	115		Mountain View Elementary	0	0	0	9	63	0	72
					Total:	0	0	0	153	125	0	278
13	2	28	101	Camp Verde Unified District	Camp Verde Elementary School	0	0	0	95	0	0	95
13	2	28	203		Camp Verde High School	0	0	0	0	0	0	0
13	2	28	102		Camp Verde Middle School	0	0	0	0	0	0	0
					Total:	0	0	0	95	0	0	95
7	87	13	1	Career Pathways	Career Pathways	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	87	19	1	Carmel Community Integrated Arts	Carmel Community Integrated Arts	0	0	0	1	0	0	1
					Total:	0	0	0	1	0	0	1
7	4	83	117	Cartwright Elementary District	Byron A Barry Elementary School	61	0	0	167	0	3	231
7	4	83	101		Cartwright Elementary School	163	0	0	281	0	4	448
7	4	83	108		Charles W Harris Elementary School	55	0	0	371	0	5	431
7	4	83	109		Desert Sands Middle School	0	0	0	160	0	0	160
7	4	83	114		Estrella Middle School	0	0	0	174	0	2	176
7	4	83	110		Frank Borman Middle School	0	0	0	306	0	2	308
7	4	83	102		Glenn L Downs School	125	0	0	102	0	3	230
7	4	83	112		Heatherbrae Elementary School	15	0	0	172	0	3	190
7	4	83	105		Holiday Park Elementary School	0	0	0	246	0	6	252
7	4	83	103		John F Long School	45	0	0	264	0	8	317
7	4	83	104		Justine Spitalny Elementary School	0	0	0	398	0	1	399
7	4	83	115		Palm Lane Elementary School	40	0	0	345	0	7	392
7	4	83	113		Palm Lane North	5	0	0	0	0	0	5
7	4	83	116		Peralta Elementary School	0	0	0	302	0	7	309
7	4	83	107		Starlight Park School	160	0	0	225	0	2	387
7	4	83	106		Sunset School	188	0	0	205	0	11	404
7	4	83	118		Tomahawk Elementary School	23	0	0	190	0	13	226
					Total:	880	0	0	3908	0	77	4865
11	87	1	1	Casa Blanca Elementary	Casa Blanca Middle School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
11	4	4	106	Casa Grande Elementary District	Casa Grande Junior High School	0	0	88	0	0	0	88
11	4	4	107		Cholla Elementary School	0	0	0	22	0	0	22
11	4	4	101		Cottonwood Elementary School	0	0	0	20	0	0	20
11	4	4	102		Evergreen Elementary School	0	0	0	20	0	0	20
11	4	4	108		Ironwood School	0	0	0	32	0	0	32
11	4	4	109		Mesquite Elementary School	136	0	45	74	0	0	255
11	4	4	103		Ocotillo Elementary School	0	0	0	18	0	0	18
11	4	4	104		Palo Verde School	0	0	0	31	0	0	31
11	4	4	105		Saguaro Elementary School	0	0	0	61	0	0	61
					Total:	136	0	133	278	0	0	547
7	86	31	1	CASY Country Day School	CASY Country Day School	2	0	0	0	0	0	2
					Total:	2	0	0	0	0	0	2
10	2	16	104	Catalina Foothills Unified District	Canyon View Elementary School	0	0	0	0	14	0	14
10	2	16	206		Catalina Foothills High School	0	0	0	0	21	0	21
10	2	16	107		Esperero Canyon Middle School	0	0	0	0	11	0	11
10	2	16	102		Manzanita School	0	0	0	0	6	0	6
10	2	16	103		Orange Grove Middle School	0	0	0	0	8	0	8
10	2	16	101		Sunrise Drive Elementary School	0	0	0	0	8	0	8
10	2	16	108		Ventana Vista Elementary School	0	0	0	0	7	0	7
					Total:	0	0	0	0	75	0	75
7	2	93	102	Cave Creek Unified District	Black Mountain Elementary School	0	0	0	25	0	0	25

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
7	2	93	204		Cactus Shadows High School/PSH	0	0	0	8	0	0	8
7	2	93	103		Desert Arroyo Middle School	0	0	0	16	0	0	1[illegible]
7	2	93	106		Desert Sun Elementary School	0	0	0	35	0	0	35
					Total:	0	0	0	84	0	0	84
9	2	25	5	Cedar Unified District	Jeddito Jr High School	70	40	98	10	15	65	298
9	2	25	1		Jeddito School	0	0	0	297	0	0	297
					Total:	70	40	98	307	15	65	595
7	87	24	101	Center for Educational Excellence	Center for Educational Excellence	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	2	80	112	Chandler Unified District	Anna Marie Jacobson Elementary School	0	66	0	0	0	0	66
7	2	80	120		Bogle Junior High School	0	202	0	0	0	0	202
7	2	80	202		Chandler High School	0	443	0	0	0	0	443
7	2	80	114		Clifford J Goodman Elementary School	0	41	0	0	0	0	41
7	2	80	122		Dr Howard K Conley Elementary School	0	154	0	0	0	0	154
7	2	80	106		Erie Elementary School	0	70	0	0	0	0	70
7	2	80	111		Frye Elementary School	317	128	0	0	0	0	445
7	2	80	107		Galveston Elementary School	0	580	0	0	0	0	580
7	2	80	108		Hartford Elementary School	0	301	0	0	0	0	301
7	2	80	116		John M Andersen Elementary School	0	48	0	0	0	0	48
7	2	80	118		John M Andersen Jr High School	0	137	0	0	0	0	137
7	2	80	109		Knox Elementary School	0	146	0	0	0	0	146
7	2	80	117		Marshall Humphrey II Elementary School	0	151	0	0	0	0	151
7	2	80	521		Pathways Learning Center	0	0	0	0	0	0	0
7	2	80	105		San Marcos Elementary School	0	405	0	0	0	0	405
7	2	80	113		Sanborn Elementary School	0	127	0	0	0	0	127
7	2	80	119		Shumway Elementary School	0	24	0	0	0	0	24
7	2	80	115		Weinberg Elementary School	0	153	0	0	0	0	153
7	2	80	104		Willis Junior High School	0	207	0	0	0	0	207
					Total:	317	3383	0	0	0	0	3700
13	2	51	203	Chino Valley Unified District	Chino Valley High School	0	0	0	0	0	12	12
13	2	51	101		Del Rio Elementary School	0	0	0	0	0	50	50
13	2	51	102		Heritage Middle School	0	0	0	0	0	18	18
					Total:	0	0	0	0	0	80	80
13	4	3	101	Clarkdale-Jerome Elementary Distri	Clarkdale-Jerome Elementary School	0	0	0	3	3	0	6
					Total:	0	0	0	3	3	0	6
2	3	26	101	Cochise Elementary District	Cochise Elementary School	0	0	0	0	2	0	2
					Total:	0	0	0	0	2	0	2
1	3	6	101	Concho Elementary District	Concho Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
10	3	39	1	Continental Elementary District	Continental Elementary School	0	0	0	0	20	0	20
					Total:	0	0	0	0	20	0	20
13	4	6	101	Cottonwood-Oak Creek Elementary	Cottonwood Elementary School	0	0	0	124	0	0	12[illegible]
13	4	6	102		Cottonwood Middle School	0	0	0	46	1	0	4[illegible]
13	4	6	104		Dr Daniel Bright Elementary School	0	0	0	0	31	0	31
13	4	6	103		Oak Creek School	0	0	0	0	22	0	22
					Total:	0	0	0	170	54	0	224
14	4	13	3	Crane Elementary District	Crane Jr High School - Blue Track	0	0	0	97	0	0	97
14	4	13	103		Crane Jr High School - Green Track	0	0	0	81	0	0	81
14	4	13	203		Crane Jr High School - Red Track	0	0	0	98	0	0	98
14	4	13	303		Crane Jr High School - Yellow Track	0	0	0	88	0	0	88
14	4	13	105		H L Suverkrup Elementary School	0	0	0	301	0	0	301
14	4	13	1		Pueblo Elementary School	0	0	0	196	0	0	196
14	4	13	2		Rancho Viejo Elementary School	0	0	0	914	0	0	914
14	4	13	4		Ronald Reagan Fundamental School - Blue Trac	0	0	0	0	0	6	6
14	4	13	104		Ronald Reagan Fundamental School - Green Tr	0	0	0	0	0	16	16
14	4	13	204		Ronald Reagan Fundamental School - Red Trac	0	0	0	0	0	12	12
14	4	13	304		Ronald Reagan Fundamental School - Yellow T	0	0	0	0	0	19	19
14	4	13	106		Valley Horizon Elementary School	0	0	0	277	0	0	277
					Total:	0	0	0	2052	0	53	2105
7	87	2	101	D. W. Higgins Institute	D. W. Higgins Institute	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
10	86	64	1	Davis Educational Center	Davis Educational Center	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	2	97	127	Deer Valley Unified District	Arrowhead Elementary School	0	0	0	0	0	10	10
7	2	97	224		Barry Goldwater High School	0	0	0	49	1	1	51
7	2	97	122		Bellair Elementary School	0	0	0	0	0	2	2
7	2	97	115		Constitution Elementary School	0	0	0	140	0	3	143
7	2	97	134		Copper Creek Elementary	0	0	0	0	0	5	5
7	2	97	219		Deer Valley High School	0	0	0	0	0	11	11
7	2	97	111		Deer Valley Middle School	0	0	0	37	0	6	43
7	2	97	132		Desert Mountain Middle School	0	0	0	0	0	4	4
7	2	97	129		Desert Sage Elementary School	0	0	0	0	0	9	9
7	2	97	121		Desert Sky Middle School	0	0	0	0	0	3	3
7	2	97	118		Desert Winds Elementary School	0	0	0	52	0	0	52
7	2	97	130		Esperanza Elementary School	0	0	0	2	0	8	10
7	2	97	123		Greenbrier Elementary School	0	0	0	37	0	2	39
7	2	97	128		Hillcrest Middle School	0	0	0	0	0	5	5
7	2	97	131		Las Brisas Elementary School	0	0	0	0	0	6	6
7	2	97	120		Mirage Elementary School	0	0	0	0	0	16	16
7	2	97	233		Mountain Ridge High School	0	0	0	0	0	6	6
7	2	97	125		Mountain Shadows Elementary School	0	0	0	0	0	8	8
7	2	97	113		New River Elementary School	0	0	0	0	0	3	3
7	2	97	114		Park Meadows Elementary School	0	0	0	0	0	20	2[illegible]
7	2	97	117		Sunrise Elementary School	0	0	0	55	0	12	6[illegible]
7	2	97	99		Sunrise Preschool	0	0	0	15	0	6	21
7	2	97	112		Village Meadows Elementary School	0	0	0	0	0	6	6
					Total:	0	0	0	387	1	152	540

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
2	2	27	101	Douglas Unified District	A Avenue Elementary School	0	0	0	187	45	0	232
2	2	27	102		Clawson School	0	0	0	317	0	1	318
2	2	27	213		Douglas East Campus	0	0	0	0	0	0	0
2	2	27	210		Douglas High School	0	0	0	247	0	0	247
2	2	27	108		Douglas Junior High School	0	0	0	253	0	0	253
2	2	27	112		Early Learning Center	0	0	0	49	0	0	49
2	2	27	105		Faras Elementary School	0	0	0	192	0	0	192
2	2	27	104		Joe Carlson Elementary School	0	0	0	236	0	0	236
2	2	27	11		Maryvale School	0	0	0	4	0	0	4
2	2	27	109		Paul H Huber Jr High School	0	0	0	274	0	0	274
2	2	27	106		Sarah Marley School	0	0	0	310	0	0	310
2	2	27	107		Stevenson Elementary School	0	0	0	198	0	0	198
					Total:	0	0	0	2267	45	1	2313
7	2	89	205	Dysart Unified District	Dysart High School	0	0	0	171	0	0	171
7	2	89	101		Dysart Middle School	726	0	0	145	0	0	871
7	2	89	102		El Mirage School	221	0	0	141	0	0	362
7	2	89	106		Kingswood Elementary School	243	0	0	51	0	0	294
7	2	89	103		Luke School	112	0	0	28	0	0	140
7	2	89	104		Surprise Elementary School	281	0	0	40	0	3	324
					Total:	1583	0	0	576	0	3	2162
7	87	64	1	EcoTech Agricultural Charter School	EcoTech Agricultural Charter School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	86	34	101	Edu-Prize	Edu-Prize	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
14	87	58	201	Educational Opportunity Center	Educational Opportunity Center	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
2	4	12	101	Elfrida Elementary District	Elfrida Elementary School	0	0	0	0	30	2	32
					Total:	0	0	0	0	30	2	32
11	4	11	102	Eloy Elementary District	Curiel Annex School	146	0	0	0	0	0	146
11	4	11	103		Curiel School	537	0	0	0	0	0	537
11	4	11	104		Eloy Intermediate School	364	0	0	0	0	0	364
11	4	11	105		Eloy Junior High School	161	0	0	0	0	0	161
					Total:	1208	0	0	0	0	0	1208
3	86	50	201	Flagstaff Arts And Leadership Acad	Flagstaff Arts and Leadership Academy	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
3	87	52	101	Flagstaff Junior Academy	Flagstaff Junior Academy	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
3	2	1	117	Flagstaff Unified District	Charles W Sechrist Elementary School	0	0	0	2	15	0	17
3	2	1	282		Coconino High School	0	0	0	125	0	0	125
3	2	1	113		Eva Marshall Elementary School	0	0	0	55	77	0	132
3	2	1	281		Flagstaff High School	0	0	0	109	0	0	109
3	2	1	123		Flagstaff Middle School	0	0	0	59	0	0	59
3	2	1	118		John Q Thomas Elementary School	0	0	0	25	92	0	117
3	2	1	120		Laupp Public School	0	0	0	102	26	0	128
3	2	1	112		Lura KinseyElementary School	0	0	0	7	76	0	83
3	2	1	110		Manuel DeMiguel Elementary School	0	0	0	1	31	0	32
3	2	1	124		Mount Elden Middle School	0	0	0	125	0	0	125
3	2	1	119		Neil V Christensen School	0	0	0	0	73	0	73
3	2	1	66		Project New Start	0	0	0	0	1	0	1
3	2	1	125		Renaissance Magnet Middle School	0	0	0	9	0	0	9
3	2	1	283		Sinagua High School	0	0	0	41	0	0	41
3	2	1	115		South Beaver Elementary School	0	0	0	61	16	0	77
3	2	1	111		Sturgeon Cromer Elementary School	0	0	0	10	53	0	63
3	2	1	122		Thomas M Knoles Elementary School	0	0	0	0	26	0	26
3	2	1	116		Thomas R Weitzel Elementary School	0	0	0	1	61	0	62
3	2	1	114		W F Killip Elementary School	0	0	0	36	161	0	197
					Total:	0	0	0	768	708	0	1476
11	2	11	101	Florence Unified School District	Florence Elementary School	0	0	0	0	49	0	49
11	2	1	201		Florence High School	0	0	0	0	6	0	6
11	2	1	150		Florence Middle School	0	0	0	0	6	0	6
					Total:	0	0	0	0	61	0	61
10	2	8	110	Flowing Wells Unified District	Centennial Elementary School	0	0	0	8	0	0	8
10	2	8	210		Flowing Wells High School	0	0	0	41	0	0	41
10	2	8	170		Flowing Wells Junior High School	0	0	0	20	0	0	20
10	2	8	120		Homer Davis Elementary School	0	0	0	25	0	0	25
10	2	8	140		J Robert Hendricks Elementary School	0	0	0	11	0	0	11
10	2	8	150		Laguna Elementary School	0	0	0	36	0	0	36
10	2	8	160		Robert Richardson Elementary School	0	0	0	17	0	0	17
10	2	8	130		Walter Douglas Elementary School	0	0	0	41	0	0	41
					Total:	0	0	0	199	0	0	199
7	87	55	101	Fountain Hills Charter School	Fountain Hills Charter School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	4	45	101	Fowler Elementary District	Fowler Elementary School	0	0	0	150	2	3	155
7	4	45	103		Santa Maria Middle School	0	0	0	86	16	1	103
7	4	45	102		Sunridge Elementary School	14	0	0	210	4	2	230
					Total:	14	0	0	446	22	6	488
3	2	6	101	Fredonia-Moccasin Unified District	Fredonia Elementary School	0	0	0	0	14	0	14
3	2	6	203		Fredonia High School	0	0	0	0	2	0	2
3	2	6	102		Moccasin Elementary School	0	0	0	0	2	0	2
					Total:	0	0	0	0	18	0	18
2	1	0	102	Ft Huachuca Accommodation Distric	Colonel Johnston Elementary School	0	0	0	19	0	0	19
2	1	0	103		Colonel Smith Middle School	0	0	0	8	0	0	8
2	1	0	101		General Myer Elementary School	0	0	0	34	0	0	34
					Total:	0	0	0	61	0	0	61
5	2	7	101	Ft Thomas Unified District	Fort Thomas Elementary School	0	0	0	40	12	0	52
					Total:	0	0	0	40	12	0	52
14	4	32	101	Gadsden Elementary District	Gadsden Intermediate School	378	0	0	336	0	76	790

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
14	4	32	102		Rio Colorado Elementary School	760	0	0	103	0	14	87[illegible]
14	4	32	103		San Luis Middle School	0	0	0	768	0	58	82[illegible]
					Total:	1138	0	0	1207	0	148	2493
1	2	20	101	Ganado Unified District	Ganado Primary School	0	0	0	1251	0	0	1251
					Total:	0	0	0	1251	0	0	1251
7	86	47	201	GateWay Community High School	GateWay Community High School	0	0	0	3	0	0	3
					Total:	0	0	0	3	0	0	3
7	2	24	1	Gila Bend Unified District	Gila Bend Elementary	0	0	0	15	2	0	17
7	2	24	2		Gila Bend High School	0	0	0	92	48	0	140
					Total:	0	0	0	107	50	0	157
7	2	41	230	Gilbert Unified District	Alternative Center for Education	0	0	0	0	0	0	0
7	2	41	147		Burk Elementary School	0	0	0	14	0	0	14
7	2	41	156		Finley Farms Elementary	0	0	0	12	0	0	12
7	2	41	140		Gilbert Elementary School	0	0	79	103	0	0	182
7	2	41	210		Gilbert High School	0	0	0	94	0	0	94
7	2	41	120		Gilbert Junior High School	0	0	0	0	0	0	0
7	2	41	232		Gilbert Night School	0	0	0	0	3	0	3
7	2	41	141		Greenfield Elementary School	0	0	0	84	0	1	85
7	2	41	122		Greenfield Junior High School	0	0	0	0	0	0	0
7	2	41	150		Harris Elementary School	0	0	0	18	0	0	18
7	2	41	211		Highland High School	0	0	0	0	1	0	1
7	2	41	146		Houston Elementary School	0	0	0	7	0	0	7
7	2	41	145		Islands Elementary School	0	0	0	17	0	0	17
7	2	41	149		Mesquite Elementary School	0	0	0	9	0	0	9
7	2	41	121		Mesquite Jr High School	0	0	0	36	0	0	36
7	2	41	143		Neely Elementary School	0	0	0	25	0	2	27
7	2	41	142		Patterson Elementary School	0	0	0	0	0	1	1
7	2	41	144		Pioneer Elementary School	0	0	0	7	0	0	7
7	2	41	151		Playa Del Rey Elementary School	0	0	0	40	0	0	40
7	2	41	154		Sonoma Ranch Elementary School	0	0	0	15	0	1	16
7	2	41	155		Superstition Springs Elementary	0	0	0	15	0	0	15
7	2	41	152		Towne Meadows Elementary School	0	0	0	8	0	0	8
7	2	41	148		Val Vista Lakes Elementary School	0	0	0	9	0	0	9
					Total:	0	0	79	513	4	5	601
7	4	40	109	Glendale Elementary District	Bicentennial North School	0	0	100	0	0	0	100
7	4	40	112		Bicentennial South School	0	0	116	0	0	0	116
7	4	40	111		Challenger Middle School	0	0	54	0	0	0	54
7	4	40	114		Desert Garden Elementary School	0	0	142	0	0	0	142
7	4	40	113		Discovery School	0	0	125	0	0	0	125
7	4	40	106		Don Mensendick School	0	0	117	0	0	0	117
7	4	40	108		Glendale American School	0	0	59	0	0	0	59
7	4	40	101		Glendale Landmark Middle School	0	0	213	0	0	0	21[illegible]
7	4	40	107		Glenn F Burton School	0	0	141	0	0	0	141
7	4	40	103		Harold W Smith School	0	0	392	0	0	0	392
7	4	40	110		Horizon School	0	0	135	0	0	0	135
7	4	40	102		Isaac E Imes School	0	0	234	0	0	0	234
7	4	40	104		Melvin E Sine School	0	0	152	0	0	0	152
7	4	40	105		William C Jack School	0	0	313	0	0	0	313
					Total:	0	0	2293	0	0	0	2293
7	5	5	206	Glendale Union High School District	Apollo High School	0	0	0	46	0	0	46
7	5	5	204		Coniez High School	0	0	0	0	0	0	0
7	5	5	201		Glendale High School	0	0	0	97	0	0	97
7	5	5	208		Greenway High School	0	7	0	0	0	0	7
7	5	5	209		Independence High School	0	0	0	17	0	0	17
7	5	5	205		Moon Valley High School	0	0	0	0	0	0	0
7	5	5	202		Sunnyslope High School	0	0	0	418	0	0	418
7	5	5	207		Thunderbird High School	0	0	0	32	1	0	33
7	5	5	203		Washington High School	0	0	0	90	33	1	124
					Total:	0	7	0	700	34	1	742
4	2	1	3	Globe Unified District	Copper Rim Elementary School	2	0	0	0	33	0	35
4	2	1	1		East Globe Elementary School	5	0	0	3	1	0	9
4	2	1	4		Globe High School	0	0	0	13	17	0	30
4	2	1	2		Globe Junior High School	8	0	0	0	13	0	21
					Total:	15	0	0	16	64	0	95
3	2	4	1	Grand Canyon Unified District	Grand Canyon Elementary	0	0	0	24	17	0	41
3	2	4	2		Grand Canyon High School	0	0	0	5	1	0	6
					Total:	0	0	0	29	18	0	47
8	4	3	2	Hackberry School District	Cedar Hills School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
4	2	41	4	Hayden-Winkelman Unified District	Hayden High School	0	0	0	0	8	0	8
4	2	41	3		Leonor Hambly Middle School	0	0	0	0	11	0	11
4	2	41	2		Winkelman Intermediate School	0	0	0	0	8	0	8
4	2	41	1		Winkelman Primary School	0	0	0	0	9	0	9
					Total:	0	0	0	0	36	0	36
9	2	6	102	Heber-Overgaard Unified District	Capps Elementary School	0	0	0	0	3	0	3
9	2	6	201		Mogollon High School	0	0	0	0	1	0	1
9	2	6	103		Mogollon Jr High School	0	0	0	0	1	0	1
					Total:	0	0	0	0	5	0	5
7	87	12	1	Heritage Academy Inc	Heritage Academy Inc-Mesa	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	3	60	701	Higley Elementary District	Academy With Community Partners Charter Sch	0	0	0	0	0	0	0
7	3	60	703		Desert Springs Scholastic Institute	0	0	0	0	0	0	0
7	3	60	704		Desert Technology High School	0	0	0	0	0	0	[illegible]
7	3	60	101		Higley Elementary School	0	0	0	0	66	0	6[illegible]
7	3	60	714		Sequoia School	0	0	0	0	0	0	0
7	3	60	719		Westland School (Cholla Academy)	0	0	0	0	0	0	0
					Total:	0	0	0	0	66	0	66

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
13	3	35	101	Hillside Elementary District	Hillside Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
9	2	3	207	Holbrook Unified District	Holbrook High School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	86	53	1	Horizon Charter School	Horizon Charter School - Phoenix	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
14	4	16	101	Hyder Elementary District	Dateland Elementary School	0	0	0	126	0	0	126
					Total:	0	0	0	126	0	0	126
10	2	40	204	Indian Oasis-Baboquivari Unified Di	Baboquivari High School	0	0	265	0	0	0	265
10	2	40	103		Baboquivari Middle School	0	0	192	0	0	0	192
10	2	40	101		Indian Oasis Primary School	0	0	446	0	0	0	446
10	2	40	102		Topawa Intermediate School	0	0	319	0	0	0	319
					Total:	0	0	1222	0	0	0	1222
7	4	5	103	Isaac Elementary District	Alta E ButlerSchool	536	0	0	173	0	0	709
7	4	5	110		Escuela Azteca	0	1	0	5	0	0	6
7	4	5	108		Esperanza Elementary School	315	0	33	55	0	0	403
7	4	5	101		Isaac Middle School	13	119	0	587	0	0	719
7	4	5	102		J B Sutton Elementary School	369	0	0	210	0	0	579
7	4	5	105		Joseph Zito Elementary School	346	0	0	155	0	0	501
7	4	5	106		Mitchell Elementary School	233	0	0	225	0	0	458
7	4	5	104		P T Coe Elementary School	326	0	0	248	0	0	574
7	4	5	111		Pueblo Del Sol Middle School	59	197	0	254	0	0	510
					Total:	2197	317	33	1912	0	0	4459
11	3	44	1	J O Combs Elementary District	J O Combs Elementary School	0	0	0	0	57	0	57
					Total:	0	0	0	0	57	0	57
9	2	27	103	Kayenta Unified District	Kayenta Intermediate School	47	0	0	483	0	0	530
9	2	27	102		Kayenta Middle School	0	0	0	483	0	0	483
9	2	27	104		Kayenta Primary School	64	0	0	331	0	0	395
9	2	27	201		Monument Valley High School	0	0	0	770	0	0	770
					Total:	111	0	0	2067	0	0	2178
8	86	20	102	Kingman Academy Of Learning	Kingman Academy of Learning - Intermediate Sc	0	0	0	0	0	0	0
8	86	20	103		Kingman Academy of Learning - Middle School	0	0	0	0	0	0	0
8	86	20	101		Kingman Academy of Learning - Primary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
8	4	4	116	Kingman Elementary District	Black Mountain Elementary School	0	0	0	0	2	0	2
8	4	4	115		Cerbat Elementary School	0	0	0	0	11	0	11
8	4	4	110		Hualapai Elementary School	0	0	0	0	10	0	10
8	4	4	114		Kingman Junior High School	0	0	0	0	7	0	7
8	4	4	111		La Senita Elementary School	0	0	0	0	17	0	17
8	4	4	112		Manzanita Elementary School	0	0	0	0	4	0	4
8	4	4	113		Palo Christi Elementary School	0	0	0	0	14	0	14
					Total:	0	0	0	0	65	0	65
7	4	28	142	Kyrene Elementary District	C I Waggoner School	0	0	0	1	13	1	15
7	4	28	138		Kyrene Akimel A-al Middle School	0	0	0	1	7	3	11
7	4	28	137		Kyrene Altadena Middle School	0	0	0	0	3	5	8
7	4	28	136		Kyrene Aprende Middle School	0	0	0	3	17	3	23
7	4	28	139		Kyrene Centennial Middle School	0	0	0	3	14	1	18
7	4	28	148		Kyrene de la Colina School	0	0	0	9	7	3	19
7	4	28	155		Kyrene de la Esperanza School	0	0	0	15	10	3	28
7	4	28	150		Kyrene de la Manposa School	0	0	0	14	14	3	31
7	4	28	154		Kyrene de la Mirada School	0	0	0	8	15	0	23
7	4	28	147		Kyrene de la Paloma School	0	0	0	6	4	4	14
7	4	28	153		Kyrene de la Sierra School	0	0	0	5	13	2	20
7	4	28	156		Kyrene de las Brisas School	0	0	0	13	21	2	36
7	4	28	144		Kyrene de las Lomas School	0	0	0	12	9	3	24
7	4	28	159		Kyrene de las Manitas School	0	0	0	20	8	1	29
7	4	28	157		Kyrene de los Cerritos School	0	0	0	3	2	0	5
7	4	28	151		Kyrene de los Lagos School	0	0	0	7	13	5	25
7	4	28	145		Kyrene de los Ninos School	0	0	0	54	1	19	74
7	4	28	146		Kyrene del Cielo School	0	0	0	10	7	2	19
7	4	28	143		Kyrene del Norte School	0	0	0	12	10	5	27
7	4	28	140		Kyrene del Pueblo Middle School	0	0	0	4	10	0	14
7	4	28	149		Kyrene del Sureno School	0	0	0	16	11	5	32
7	4	28	141		Kyrene Middle School	0	0	0	22	14	8	44
7	4	28	152		Kyrene Monte Vista School	0	0	0	5	5	2	12
					Total:	0	0	0	243	228	80	551
8	87	50	1	Lake Havasu Charter School	Lake Havasu Charter School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
8	2	1	103	Lake Havasu Unified District	Havasupai Elementary School	0	0	0	0	41	0	41
8	2	1	207		Lake Havasu High School	0	0	0	16	0	0	16
8	2	1	105		Nautilus Elementary School	0	0	0	0	33	0	33
8	2	1	106		Oro Grande Elementary School	0	0	0	0	18	0	18
8	2	1	101		Smoketree Elementary School	0	0	0	0	19	0	19
8	2	1	104		Starline Elementary School	0	0	0	0	7	0	7
8	2	1	102		Thunderbolt Middle School	0	0	0	24	0	0	24
					Total:	0	0	0	40	118	0	158
3	87	35	101	Lake Powell Academy	Lake Powell Academy	0	0	0	0	0	1	1
					Total:	0	0	0	0	0	1	1
10	87	65	1	Laurent Clerc Elementary School	Laurent Clerc Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	4	59	101	Laveen Elementary District	Laveen Elementary School	0	0	0	70	0	0	70
7	4	59	102		Maurice C Cash School	0	0	48	231	0	0	279
7	4	59	103		Vista del Sur Middle School	0	0	0	92	0	0	92
					Total:	0	0	48	393	0	0	441
7	4	25	102	Liberty Elementary District	Estrella Mountain Elementary School	0	0	0	55	3	0	58
7	4	25	101		Liberty Elementary School	0	0	0	78	21	0	99
					Total:	0	0	0	133	24	0	157

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
7	86	1	1	Life School College Preparatory	Life School College Preparatory - Mesa	0	0	0	0	0	0	0
7	86	1	3		Life School College Preparatory - Show Low	0	0	0	0	0	0	0
7	86	1	4		Life School College Preparatory - St. Johns	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	4	79	101	Litchfield Elementary District	Litchfield Elementary School	0	0	0	54	0	0	54
7	4	79	104		Palm Valley Elementary	0	0	0	15	0	5	20
7	4	79	102		Scott L Libby Elementary School	0	0	0	109	0	0	109
7	4	79	103		Western Sky Middle School	0	0	0	23	11	0	34
					Total:	0	0	0	201	11	5	217
8	4	9	1	Littlefield Elementary District	Littlefield Elementary School	0	0	0	54	0	0	54
					Total:	0	0	0	54	0	0	54
7	4	65	101	Littleton Elementary District	Littleton Elementary School	132	0	0	263	0	0	395
					Total:	132	0	0	263	0	0	395
7	4	38	110	Madison Elementary District	Madison #1 Elementary School	0	0	0	35	0	0	35
7	4	38	180		Madison Heights School	0	0	0	45	0	0	45
7	4	38	160		Madison Meadows School	0	0	0	13	0	0	13
7	4	38	150		Madison Park School	0	0	0	199	0	0	199
7	4	38	130		Madison Richard Simis School	0	0	0	29	0	0	29
7	4	38	140		Madison Rose Lane School	0	0	0	77	0	0	77
					Total:	0	0	0	398	0	0	398
10	2	6	114	Marana Unified District	Butterfield Elementary School	0	0	0	0	40	0	40
10	2	6	119		Coyota Trail Elementary School	0	0	0	0	10	2	12
10	2	6	111		DeGrazia Elementary School	0	0	0	0	13	0	13
10	2	6	116		Desert Winds Elementary School	0	0	0	7	20	5	32
10	2	6	117		Ironwood Elementary School	0	0	0	0	13	1	14
10	2	6	240		Marana High School	0	0	0	41	0	11	52
10	2	6	130		Marana Junior High School	0	0	0	21	0	4	25
10	2	6	112		Marjorie W Estes Elementary School	0	0	0	0	34	0	34
10	2	6	241		Mountain View High School	0	0	0	19	0	5	24
10	2	6	120		Picture Rocks Intermediate School	0	0	0	0	13	1	14
10	2	6	118		Quail Run Elementary School	0	0	0	0	9	0	9
10	2	6	115		Roadrunner Elementary School	0	0	0	9	34	2	45
10	2	6	113		Thornydale Elementary School	0	0	0	0	15	0	15
10	2	6	131		Tortolita Junior High School	0	0	0	7	0	5	12
					Total:	0	0	0	104	201	36	341
7	1	99	6	Maricopa Co Regional District	Durango Detention Center	0	0	0	0	35	1	36
7	1	99	1		East Valley School	0	0	0	0	41	0	41
7	1	99	5		Mesa Detention Center	0	0	0	0	21	0	21
7	1	99	150		Thomas J Pappas Elementary School	0	0	0	0	14	0	14
7	1	99	2		West Valley High School	0	0	0	0	6	0	6
					Total:	0	0	0	0	117	1	118
11	2	20	101	Maricopa Unified School District	Maricopa Elementary School	0	0	0	99	0	0	99
11	2	20	202		Maricopa High School	0	0	0	47	0	0	47
11	2	20	133		Maricopa Middle School	0	0	0	74	0	0	74
					Total:	0	0	0	220	0	0	220
13	2	43	101	Mayer Unified District	Mayer Elementary School	0	0	0	0	13	1	14
13	2	43	2		Mayer Junior/Senior High School	0	0	0	0	2	2	4
					Total:	0	0	0	0	15	3	18
7	86	13	101	Mesa Arts Academy (Boys & Girls C	Mesa Arts Academy	38	0	0	0	18	0	56
					Total:	38	0	0	0	18	0	56
7	2	4	101	Mesa Unified District	Adams Elementary School	0	0	0	0	0	0	0
7	2	4	102		Alma Elementary School	0	0	0	56	8	5	69
7	2	4	261		Brimhall Junior High School	0	0	0	7	1	7	15
7	2	4	149		Bush Elementary School	0	0	0	7	0	0	7
7	2	4	252		Carson Junior High School	0	0	0	68	0	1	69
7	2	4	133		Crismon Elementary School	0	0	0	6	3	1	10
7	2	4	274		Dobson High School	0	0	0	39	0	0	39
7	2	4	103		Edison Elementary School	0	0	0	84	0	0	84
7	2	4	120		Eisenhower Elementary School	0	0	0	175	2	6	183
7	2	4	104		Emerson Elementary School	0	0	0	219	1	1	221
7	2	4	147		Entz Elementary School	0	0	0	3	2	1	6
7	2	4	144		Falcon Hill Elementary School	0	0	0	3	0	0	3
7	2	4	125		Field Elementary School	0	0	0	70	3	2	75
7	2	4	105		Franklin Elementary School	0	0	0	0	0	0	0
7	2	4	152		Franklin Northeast School	0	0	0	0	0	0	0
7	2	4	114		Franklin West Elementary	0	0	0	0	0	0	0
7	2	4	254		Fremont Junior High School	0	0	0	6	1	1	8
7	2	4	138		Frost Elementary School	0	0	0	2	1	1	4
7	2	4	119		Hale Elementary School	0	0	0	7	0	1	8
7	2	4	106		Hawthorne Elementary School	0	0	0	62	0	1	63
7	2	4	188		Headstart/Preschool	0	0	0	0	0	0	0
7	2	4	259		Hendrix Junior High School	0	0	0	13	0	0	13
7	2	4	143		Hermosa Vista Elementary School	0	0	0	0	0	1	1
7	2	4	132		Highland Elementary School	0	0	0	3	0	1	4
7	2	4	107		Holmes Elementary School	0	0	0	146	1	0	147
7	2	4	180		Homebound	0	0	0	0	0	0	0
7	2	4	108		Irving Elementary School	0	0	0	6	0	1	7
7	2	4	140		Ishikawa Elementary School	0	0	0	32	1	1	34
7	2	4	109		Jefferson Elementary School	0	0	0	93	0	9	102
7	2	4	136		Johnson Elementary School	0	0	0	13	0	2	15
7	2	4	130		Jordan Elementary School	0	0	0	3	3	1	7
7	2	4	128		Keller Elementary School	0	0	0	63	0	0	63
7	2	4	146		Kerr Elementary School	0	0	0	59	0	0	[illegible]
7	2	4	253		Kino Junior High School	0	0	0	61	2	0	[illegible]
7	2	4	150		Las Sendas Elementary School	0	0	0	0	0	0	0
7	2	4	110		Lehi Elementary School	0	0	0	56	0	2	58
7	2	4	111		Lincoln Elementary School	0	0	0	376	0	2	378

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
7	2	4	122		Lindbergh Elementary School	0	0	0	67	2	4	73
7	2	4	112		Longfellow Elementary School	0	0	0	231	10	0	241
7	2	4	113		Lowell Elementary School	0	0	0	363	3	0	366
7	2	4	129		MacArthur Elementary School	0	0	0	10	1	1	12
7	2	4	141		Madison Elementary School	0	0	0	18	0	1	19
7	2	4	194		McKellips Learning Center	0	0	0	0	0	0	0
7	2	4	139		Mendoza Elementary School	0	0	0	4	1	3	8
7	2	4	271		Mesa High School	0	0	0	132	0	0	132
7	2	4	251		Mesa Junior High School	0	0	0	137	0	0	137
7	2	4	184		Mesa Vista High School	0	0	0	0	0	0	0
7	2	4	273		Mountain View High School	0	0	0	10	1	0	11
7	2	4	137		O'Connor Elementary School	0	0	0	8	0	2	10
7	2	4	131		Pomeroy Elementary School	0	0	0	11	2	0	13
7	2	4	145		Porter Elementary School	0	0	0	18	2	1	21
7	2	4	256		Poston Junior High School	0	0	0	6	0	0	6
7	2	4	255		Powell Junior High School	0	0	0	84	9	0	93
7	2	4	181		Power Learning Center	0	0	0	0	0	0	0
7	2	4	275		Red Mountain High School	0	0	0	21	0	1	22
7	2	4	148		Red Mountain Ranch Elementary	0	0	0	2	0	1	3
7	2	4	123		Redbird Elementary School	0	0	0	91	10	11	112
7	2	4	257		Rhodes Junior High School	0	0	0	12	0	0	12
7	2	4	134		Robson Elementary School	0	0	0	11	0	1	12
7	2	4	121		Roosevelt Elementary School	0	0	0	119	6	2	127
7	2	4	183		S H A R P	0	0	0	0	0	0	0
7	2	4	124		Salk Elementary School	0	0	0	38	1	1	40
7	2	4	260		Shepherd Junior High School	0	0	0	5	0	1	6
7	2	4	135		Sirrine Elementary School	0	0	0	6	2	0	8
7	2	4	142		Sousa Elementary School	0	0	0	2	0	0	2
7	2	4	262		Stapley Junior High School	0	0	0	9	0	0	9
7	2	4	127		Stevenson Elementary School	0	0	0	58	0	2	60
7	2	4	277		Sundown High School	0	0	0	0	0	0	0
7	2	4	190		Sunridge Learning Center	0	0	0	1	0	0	1
7	2	4	118		Tait Elementary School	0	0	0	18	0	0	18
7	2	4	182		TAPP	0	0	0	0	0	0	0
7	2	4	258		Taylor Junior High School	0	0	0	18	0	0	18
7	2	4	126		Washington Elementary School	0	0	0	22	8	1	31
7	2	4	115		Webster Elementary School	0	0	0	82	5	1	88
7	2	4	272		Westwood High School	0	0	0	132	29	0	161
7	2	4	117		Whitman Elementary School	0	0	0	84	0	1	85
7	2	4	116		Whittier Elementary School	0	0	0	25	4	0	29
					Total:	0	0	0	3593	125	83	3801
4	2	40	101	Miami Unified District	Central Heights Elementary School	224	0	0	0	5	0	229
4	2	40	102		Inspiration Addition School	0	0	0	0	12	0	12
4	2	40	105		Kornegay, Lee Middle School	0	0	0	0	0	0	0
4	2	40	103		Las Lomas Elementary School	0	0	0	0	0	0	0
4	2	40	206		Miami High School	0	0	0	0	0	0	0
					Total:	224	0	0	0	17	0	241
13	5	4	201	Mingus Union High School District	Mingus Union High School	0	0	0	54	0	0	54
					Total:	0	0	0	54	0	0	54
7	3	86	101	Mobile Elementary District	Mobile Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
8	5	30	202	Mohave Union High School District	Kingman High School - North	0	0	0	0	5	0	5
8	5	30	201		Kingman High School - South	0	0	0	0	8	0	8
8	5	30	204		PASS School	0	0	0	0	1	0	1
					Total:	0	0	0	0	14	0	14
8	4	16	104	Mohave Valley Elementary District	Fort Mohave Elementary School	0	0	0	0	9	0	9
8	4	16	101		Mohave Valley Elementary	0	0	0	0	31	0	31
8	4	16	103		Mohave Valley Junior High School	0	0	0	0	4	1	5
					Total:	0	0	0	0	44	1	45
7	3	75	101	Morristown Elementary District	Morristown Elementary School	0	0	0	0	1	0	1
					Total:	0	0	0	0	1	0	1
7	4	21	104	Murphy Elementary District	Alfred F Garcia School	236	0	0	29	0	0	265
7	4	21	101		Arthur M Hamilton School	0	0	0	256	0	0	256
7	4	21	102		Jack L Kuban Elementary School	0	0	0	179	0	0	179
7	4	21	103		William R Sullivan Elementary School	0	0	0	524	0	0	524
					Total:	236	0	0	988	0	0	1224
12	2	1	114	Nogales Unified District	A J Mitchell Elementary School	214	0	0	337	0	0	551
12	2	1	119		Challenger Elementary School	84	0	0	358	0	0	442
12	2	1	104		Desert Shadows Middle School	21	45	0	581	0	0	647
12	2	1	113		Lincoln Elementary School	281	0	0	190	0	0	471
12	2	1	115		Mary L Welty Elementary School	95	0	0	276	0	0	371
12	2	1	210		Nogales High School	0	154	0	1138	0	0	1292
12	2	1	99		Nogales Special Programs	0	0	0	163	83	0	246
12	2	1	103		Robert Bracker Elementary	115	0	0	91	0	0	206
12	2	1	209		Santa Cruz Alternative High School	0	0	0	226	0	0	226
12	2	1	108		Vasquez De Coronado, Francisco School	53	0	0	374	63	0	490
12	2	1	111		Wade Carpenter Middle School	11	35	0	512	0	0	558
					Total:	874	234	0	4246	146	0	5500
9	87	45	203	Northern AZ Academy/ Career Deve	Northern AZ Academy for Career Dev-Show Lo	0	0	0	0	0	0	0
9	87	45	204		Northern AZ Academy for Career Dev-Taylor	0	0	0	0	0	0	0
9	87	45	201		Northern AZ Academy for Career Dev-Winslow	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
3	87	1	1	Northland Preparatory Academy	Northland Preparatory Academy	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
7	86	3	1	Omega Academy	Omega Academy	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
11	3	2	102	Oracle Elementary District	Mountain Vista School	0	0	0	43	0	0	43

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
11	3	2	101		Oracle Ridge School	0	0	0	3	0	0	3
					Total:	0	0	0	46	0	0	46
7	4	8	102	Osborn Elementary District	Clarendon School	0	0	0	222	0	0	222
7	4	8	103		Encanto School	0	0	0	399	0	0	399
7	4	8	107		Longview Elementary School	235	0	0	281	0	0	516
7	4	8	104		Osborn Middle School	0	0	0	215	0	0	215
7	4	8	106		Solano School	0	0	0	160	0	0	160
					Total:	235	0	0	1277	0	0	1512
8	4	6	101	Owens-Whitney Elementary District	Owens Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
3	2	8	209	Page Unified District	Page High School	0	0	0	890	0	0	890
					Total:	0	0	0	890	0	0	890
2	3	49	102	Palominas Elementary District	Coronado Elementary School	0	0	0	9	5	2	16
2	3	49	101		Palominas Elementary School	0	0	0	36	2	0	38
					Total:	0	0	0	45	7	2	54
7	2	69	157	Paradise Valley Unified District	Aire Libre Elementary School	0	0	0	18	0	1	19
7	2	69	179		Alternative Education Center	0	0	0	3	0	0	3
7	2	69	110		Arrowhead Elementary School	0	0	0	117	2	16	135
7	2	69	144		Boulder Creek Elementary School	0	0	0	57	0	0	57
7	2	69	127		Cactus View Elementary School	0	0	0	3	0	5	8
7	2	69	115		Campo Bello Elementary School	0	0	0	44	0	2	46
7	2	69	128		Copper Canyon Elementary School	0	0	0	2	0	1	3
7	2	69	125		Desert Cove Elementary School	0	0	0	18	0	2	20
7	2	69	130		Desert Shadows Elementary School	0	0	0	1	0	2	3
7	2	69	170		Desert Shadows Middle School	0	0	0	1	0	3	4
7	2	69	159		Desert Springs Elementary School	0	0	0	4	0	8	12
7	2	69	138		Desert Trails Elementary School	0	0	0	12	0	1	13
7	2	69	292		Discovery High School	0	0	0	0	0	0	0
7	2	69	176		Discovery Middle School	0	0	0	0	0	0	0
7	2	69	123		Eagle Ridge Elementary School	0	0	0	3	0	5	8
7	2	69	146		Echo Mountain Elementary School	0	0	0	24	0	2	26
7	2	69	177		Explorer Middle School	0	0	0	4	0	0	4
7	2	69	121		Foothills Elementary School	0	0	0	4	0	11	15
7	2	69	120		Gold Dust Elementary School	0	0	0	7	0	3	10
7	2	69	175		Greenway Middle School	0	0	0	148	0	2	150
7	2	69	124		Hidden Hills Elementary School	0	0	0	15	0	0	15
7	2	69	293		Horizon High School	0	0	0	20	0	2	22
7	2	69	135		Indian Bend Elementary School	0	0	0	47	0	3	50
7	2	69	140		Larkspur Elementary School	0	0	0	13	0	0	13
7	2	69	143		Liberty Elementary School	0	0	0	1	0	0	1
7	2	69	145		Mercury Mine Elementary School	0	0	0	58	0	0	58
7	2	69	294		North Canyon High School	0	0	0	0	0	0	0
7	2	69	122		North Ranch Elementary School	0	0	0	2	0	4	6
7	2	69	150		Palomino Elementary School	0	0	0	914	0	10	924
7	2	69	290		Paradise Valley High School	0	0	0	81	0	5	86
7	2	69	0		Total:	0	0	0	0	0	0	0
7	2	69	296		Polaris High School	0	0	0	2	0	2	4
7	2	69	126		Quail Run Elementary School	0	0	0	4	0	4	8
7	2	69	55		Roadrunner School	0	0	0	0	0	0	0
7	2	69	156		Sandpiper Elementary School	0	0	0	1	0	3	4
7	2	69	295		Shadow Mountain High School	0	0	0	0	0	0	0
7	2	69	180		Shea Middle School	0	0	0	1	0	2	3
7	2	69	129		Sonoran Sky Elementary School	0	0	0	3	0	2	5
7	2	69	178		Sunrise Middle School	0	0	0	1	0	3	4
7	2	69	158		Village Vista Elementary School	0	0	0	42	0	0	42
7	2	69	171		Vista Verde Middle School	0	0	0	5	0	2	7
7	2	69	139		Whispering Wind School	0	0	0	0	2	8	10
					Total:	0	0	0	1680	4	114	1798
15	2	27	101	Parker Unified School District	Blake Primary School	0	0	0	37	0	0	37
15	2	27	103		Le Pera Elementary School	0	0	0	144	0	0	144
15	2	27	204		Parker High School	0	0	0	46	0	0	46
15	2	27	102		Wallace Elementary/Jr. High School	0	0	0	34	0	0	34
					Total:	0	0	0	261	0	0	261
4	2	10	105	Payson Unified District	Frontier Elementary School	0	0	0	0	0	0	0
4	2	10	103		Julia Randall Elementary School	0	0	0	7	0	0	7
4	2	10	700		Payson Center For Success Charter School	0	0	0	0	0	0	0
4	2	10	104		Payson Elementary School	0	0	0	1	0	0	1
4	2	10	201		Payson High School	0	0	0	0	0	0	0
4	2	10	102		Rim Country Middle School	0	0	0	0	0	0	0
					Total:	0	0	0	8	0	0	8
8	2	8	1	Peach Springs Unified District	Peach Spnngs School	0	0	289	0	0	0	289
					Total:	0	0	289	0	0	0	289
2	4	22	1	Pearce Elementary District	Pearce Elementary School	0	0	0	0	6	0	6
					Total:	0	0	0	0	6	0	6
7	4	92	18	Pendergast Elementary District	Copper King Elementary	0	0	0	2	18	0	20
7	4	92	13		Desert Horizon Elementary School	0	0	0	7	126	0	133
7	4	92	17		Desert Mirage Elementary School	0	0	0	0	66	0	66
7	4	92	15		Garden Lakes Elementary School	0	0	0	0	73	0	73
7	4	92	12		Pendergast Elementary School	131	0	0	18	202	0	351
7	4	92	15		Villa de Paz Elementary School	0	0	0	0	43	0	43
7	4	92	14		Westwind Elementary School	102	0	0	78	137	0	317
					Total:	233	0	0	105	665	0	1003
7	2	11	106	Peoria Unified District	Alta Loma School	107	2	0	1	0	0	11[illegible]
7	2	11	118		Apache Elementary School	8	10	4	0	0	0	2[illegible]
7	2	11	261		Cactus High School	7	6	3	0	0	0	16
7	2	11	119		Canyon Elementary School	6	0	0	0	0	0	6
7	2	11	263		Centennial High School	8	20	2	0	0	0	30

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
7	2	11	124		Cheyenne Elementary School	93	23	8	0	0	0	124
7	2	11	109		Copperwood School	10	7	0	0	0	0	17
7	2	11	111		Cotton Boll School	50	4	4	0	0	0	58
7	2	11	123		Desert Harbor Elementary School	11	12	0	0	0	0	23
7	2	11	107		Desert Palms School	22	0	16	0	0	0	38
7	2	11	113		Desert Valley Elementary School	4	0	0	0	0	0	4
7	2	11	108		Foothills Elementary School	22	1	1	0	0	0	24
7	2	11	104		Heritage School	19	3	0	0	0	0	22
7	2	11	102		Ira A Murphy School	26	11	1	0	0	0	38
7	2	11	262		Ironwood High School	10	7	5	0	0	0	22
7	2	11	103		Kachina School	13	2	1	0	0	0	16
7	2	11	120		Marshall Ranch Elementary School	26	0	2	0	0	0	28
7	2	11	112		Oakwood Elementary School	12	1	0	0	0	0	13
7	2	11	115		Oasis Elementary School	15	3	0	0	0	0	18
7	2	11	122		Paseo Verde Elementary School	20	1	3	0	0	0	24
7	2	11	101		Peoria Elementary School	118	25	16	3	0	0	162
7	2	11	260		Peoria High School	107	13	3	0	0	0	123
7	2	11	105		Pioneer School	23	4	1	0	0	0	28
7	2	11	114		Sahuaro Ranch School	26	3	0	0	0	0	29
7	2	11	121		Santa Fe Elementary School	59	14	3	0	0	0	76
7	2	11	117		Sky View Elementary School	13	5	1	0	0	0	19
7	2	11	116		Sun Valley School	11	7	0	0	0	0	18
7	2	11	110		Sundance Elementary School	23	3	0	0	0	0	26
7	2	11	264		Sunrise Mountain High School	4	2	0	0	0	0	6
					Total:	873	189	74	4	0	0	1140
7	4	1	124	Phoenix Elementary District	Alternative Center for Education	74	11	0	0	0	0	85
7	4	1	123		Augustus H Shaw Jr School	461	50	1	0	0	0	512
7	4	1	102		Capitol Elementary School	0	0	0	0	0	0	0
7	4	1	108		Garfield School	710	76	1	0	0	0	787
7	4	1	115		Kenilworth Elementary School	335	8	0	0	0	0	343
7	4	1	118		Lowell School	324	3	0	0	0	0	327
7	4	1	109		Magnet Traditional School	73	8	2	0	0	0	83
7	4	1	112		Maie Bartlett Heard School	377	36	1	0	0	0	414
7	4	1	101		Mary McLeod Bethune School	243	32	0	0	0	0	275
7	4	1	122		Ott, Ann School	221	11	0	0	0	0	232
7	4	1	104		Paul Dunbar Lawrence School	145	47	1	0	0	0	193
7	4	1	110		Phoenix Prep Academy	361	198	3	0	0	0	562
7	4	1	26		Phx Elem Admin Bldg	0	0	0	0	0	0	0
7	4	1	106		Ralph Waldo Emerson Elementary School	385	8	0	0	0	0	393
7	4	1	113		Silvestre S Herrera School	317	5	0	0	0	0	322
7	4	1	105		Thomas A Edison School	374	13	1	0	0	0	388
7	4	1	125		Whittier Elementary School	278	17	0	0	0	0	295
					Total:	4678	523	10	0	0	0	5211
7	5	10	210	Phoenix Union High School District	Alhambra High School	0	0	0	423	0	0	423
7	5	10	214		Bostrom Alternative Center	0	0	0	0	0	0	0
7	5	10	225		Camelback High School	0	0	0	632	0	0	632
7	5	10	245		Carl Hayden High School	0	0	0	751	0	0	751
7	5	10	230		Central High School	0	0	0	0	0	0	0
7	5	10	238		Desiderata	0	0	0	0	0	0	0
7	5	10	206		Homebound	0	0	0	0	0	0	0
7	5	10	250		Maryvale High School	0	0	0	428	0	0	428
7	5	10	212		Metro Tech Vocational Institute of Phoenix	0	0	0	26	0	0	26
7	5	10	255		North High School	0	0	0	586	0	0	586
7	5	10	260		South Mountain High School	0	0	0	543	0	0	543
7	5	10	220		Trevor Browne High School	0	0	0	272	0	0	272
					Total:	0	0	0	3661	0	0	3661
11	4	33	133	Picacho Elementary District	Picacho School	2	3	0	33	0	0	38
					Total:	2	3	0	33	0	0	38
10	1	0	203	Pima Accommodation District	CAPE School-Adult	0	0	0	8	0	0	8
10	1	0	2		CAPE School-Juvenile	0	0	0	58	0	0	58
10	1	0	204		Self Advancement School	0	0	0	0	0	0	0
10	1	0	101		Zimmerman Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	66	0	0	66
5	2	6	101	Pima Unified District	Pima Elementary School	0	0	0	0	36	0	36
5	2	6	202		Pima Junior/Senior High School	0	0	0	0	8	0	8
					Total:	0	0	0	0	44	0	44
9	2	4	101	Pinon Unified District	Pinon Elementary School	0	0	0	326	0	0	326
9	2	4	203		Pinon High School	0	0	0	181	0	0	181
9	2	4	102		Pinon Middle School	0	0	0	300	0	0	300
					Total:	0	0	0	807	0	0	807
2	4	64	101	Pomerene Elementary District	Pomerene Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
10	87	44	202	PPEP and Affiliates	PPEP TEC-Avondale	0	0	0	4	0	0	4
10	87	44	211		PPEP TEC-Bisbee	0	0	0	10	0	0	10
10	87	44	204		PPEP TEC-Casa Grande	0	0	0	0	0	0	0
10	87	44	203		PPEP TEC-Chandler	0	0	0	1	0	0	1
10	87	44	205		PPEP TEC-Douglas	0	0	0	6	0	0	6
10	87	44	209		PPEP TEC-Marana	0	0	0	0	0	0	0
10	87	44	206		PPEP TEC-San Luis	0	0	0	16	0	0	16
10	87	44	208		PPEP TEC-Sierra Vista	0	0	0	0	0	0	0
10	87	44	207		PPEP TEC-Somerton	0	0	0	183	0	0	183
10	87	44	201		PPEP TEC-Tucson (Ajo)	0	0	0	7	0	0	7
10	87	44	210		PPEP TEC-Tucson (Broadway #1)	0	0	0	0	0	0	0
10	87	44	214		PPEP TEC-Tucson (Broadway #2)	0	0	0	2	0	0	2
10	87	44	212		PPEP TEC-Tucson (Ina)	0	0	0	0	0	0	0
10	87	44	213		PPEP TEC-Wilcox	0	0	0	4	0	0	4
					Total:	0	0	0	233	0	0	233

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
13	2	1	116	Prescott Unified District	Abia Judd Elementary School	0	0	0	0	18	0	18
13	2	1	11		Dexter Family Resource Center	0	0	0	0	0	0	0
13	2	1	160		Granite Mountain Middle School	0	0	0	0	9	0	9
13	2	1	112		Lincoln Elementary School	0	0	0	0	15	0	15
13	2	1	113		Miller Valley School	0	0	0	0	42	0	42
13	2	1	200		Prescott High School	0	0	0	8	12	1	21
13	2	1	150		Prescott Mile High Middle School	0	0	0	12	8	0	20
13	2	1	114		Taylor Hicks Elementary School	0	0	0	0	16	0	16
13	2	1	115		Washington Traditional School	0	0	0	0	16	1	17
					Total:	0	0	0	20	136	2	158
15	4	4	101	Quartzsite Elementary District	Ehrenberg Elementary School	0	0	0	0	87	0	87
15	4	4	102		Quartzsite Elementary School	0	0	0	0	27	0	27
					Total:	0	0	0	0	114	0	114
7	2	95	102	Queen Creek Unified District	Desert Mountain Elementary	0	0	0	78	0	0	78
7	2	95	101		Queen Creek Elementary School	0	0	0	55	0	0	55
7	2	95	201		Queen Creek High School	0	0	0	33	0	0	33
7	2	95	106		Queen Creek Middle School	0	0	0	46	0	0	46
					Total:	0	0	0	212	0	0	212
11	2	3	101	Ray Unified District	Ray Elementary School	0	0	0	17	0	0	17
11	2	3	202		Ray High School	0	0	0	3	0	0	3
11	2	3	103		Ray Primary School	0	0	0	5	0	0	5
					Total:	0	0	0	25	0	0	25
1	2	27	102	Red Mesa Unified District	Round Rock Elementary School	0	0	0	58	0	0	58
					Total:	0	0	0	58	0	0	58
7	4	2	101	Riverside Elementary District	Riverside Elementary School	0	0	0	0	46	0	46
					Total:	0	0	0	0	46	0	46
7	4	66	8	Roosevelt Elementary District	Brooks Academy	20	0	0	236	0	0	256
7	4	66	7		C J Jorgensen School	38	0	0	67	0	0	105
7	4	66	16		C O Greenfield School	24	11	0	94	0	0	129
7	4	66	2		Cesar E Chavez Community School	191	0	0	61	0	0	252
7	4	66	10		Homebound	0	0	0	0	0	0	0
7	4	66	17		Ignacio Conchos School	43	0	0	70	0	0	113
7	4	66	14		John F Kennedy Elementary School	188	0	0	266	0	0	454
7	4	66	18		John R Davis School	125	0	0	175	0	0	300
7	4	66	11		Martin Luther King Jr Elementary School	64	0	0	45	0	0	109
7	4	66	19		Maxine O Bush Elementary School	8	0	0	32	0	0	40
7	4	66	3		Percy L Julian School	1	0	0	21	0	0	22
7	4	66	9		Rose Linda School	113	0	0	24	0	0	137
7	4	66	5		Sierra Vista Elementary School	74	0	0	18	0	0	92
7	4	66	15		South Mountain Academy	34	0	0	42	0	0	76
7	4	66	20		Southwest Elementary School	70	0	0	31	0	0	101
7	4	66	4		Sunland Elementary School	73	0	0	66	0	0	139
7	4	66	12		T G Barr School	95	0	0	35	0	0	130
7	4	66	13		V H Lassen Elementary School	64	9	0	104	0	2	179
7	4	66	6		Valley View School	147	0	0	0	0	0	147
					Total:	1372	20	0	1387	0	2	2781
1	2	10	210	Round Valley Unified District	Round Valley High School	1	0	0	0	6	0	7
1	2	10	102		Round Valley Intermediate School	68	0	0	0	7	0	75
1	2	10	103		Round Valley Middle School	0	0	0	0	13	0	13
1	2	10	101		Round Valley Primary School	0	0	0	0	9	0	9
					Total:	69	0	0	0	35	0	104
7	3	90	101	Ruth Fisher Elementary District	Ruth Fisher Elementary School	0	0	0	32	0	0	32
					Total:	0	0	0	32	0	0	32
5	2	1	100	Safford Unified District	Dorothy Stinson School	0	0	0	0	6	0	6
5	2	1	101		Lafe Nelson School	0	0	0	0	0	0	0
5	2	1	200		Safford High School	0	0	0	0	3	0	3
					Total:	0	0	0	0	9	0	9
10	2	30	101	Sahuarita Unified District	Sahuarita Elementary School	0	0	0	52	5	0	57
10	2	30	204		Sahuarita High School	0	0	0	33	2	0	35
10	2	30	103		Sahuarita Middle School	0	0	0	48	0	0	48
10	2	30	102		Sopori Elementary School	0	0	0	77	0	0	77
					Total:	0	0	0	210	7	0	217
4	2	20	101	San Carlos Unified District	Rice School	0	0	0	0	0	0	0
4	2	20	202		San Carlos High School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
2	2	18	1	San Simon Unified District	San Simon School	0	0	0	0	22	0	22
					Total:	0	0	0	0	22	0	22
12	2	35	130	Santa Cruz Valley Unified District	Calabasas Middle School	0	0	0	293	0	0	293
12	2	35	120		Mountain View School	0	0	0	350	0	0	350
12	2	35	200		Rio Rico High School	0	0	0	330	0	0	330
12	2	35	110		San Cayetano Elementary School	0	0	0	415	0	0	415
					Total:	0	0	0	1388	0	0	1388
11	5	40	1	Santa Cruz Valley Union High Schol	Santa Cruz Valley Union High School	0	0	0	45	12	0	57
					Total:	0	0	0	45	12	0	57
7	87	34	101	Scottsdale Horizons School	Scottsdale Horizons - Main	0	0	0	0	2	0	2
7	87	34	102		Scottsdale Horizons - Peona	0	0	0	0	0	0	0
					Total:	0	0	0	0	2	0	2
7	2	48	22	Scottsdale Unified District	Anasazi Elementary School	0	0	0	0	0	5	5
7	2	48	292		Arcadia High School	0	0	0	59	0	5	64
7	2	48	108		Arcadia Neighborhood Learning Center	0	0	0	89	0	0	89
7	2	48	126		Aztec Elementary School	0	0	0	0	0	2	2
7	2	48	295		Chaparral High School	0	0	0	21	0	0	21
7	2	48	121		Cherokee Elementary School	0	0	0	0	0	4	4
7	2	48	127		Cheyenne Traditional Elementary School	0	0	0	0	0	9	9
7	2	48	102		Cochise Elementary School	0	0	0	0	4	0	4
7	2	48	169		Cocopah Middle School	0	0	0	7	0	1	8
7	2	48	293		Coronado High School	0	0	0	51	0	21	72

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
7	2	48	164		Desert Canyon Middle School	0	0	0	16	0	1	17
7	2	48	296		Desert Mountain High School	0	0	0	36	0	0	36
7	2	48	114		Hohokam Elementary School	0	0	0	56	0	0	56
7	2	48	112		Hopi Elementary School	0	0	0	0	0	7	7
7	2	48	165		Ingleside Middle School	0	0	0	42	0	0	42
7	2	48	107		Kiva Elementary School	0	0	0	0	18	0	18
7	2	48	123		Laguna Elementary School	0	0	0	56	0	0	56
7	2	48	167		Mohave Middle School	0	0	0	40	0	1	41
7	2	48	166		Mountainside Middle School	0	0	0	0	8	0	8
7	2	48	113		Navajo Elementary School	0	0	0	84	0	1	85
7	2	48	110		Pima Elementary School	0	0	0	56	0	2	58
7	2	48	120		Pueblo Elementary School	0	0	0	41	0	6	47
7	2	48	294		Saguaro High School	0	0	0	34	0	11	45
7	2	48	124		Sequoya Elementary School	0	0	0	18	0	2	20
7	2	48	161		Supai Middle School	0	0	0	56	0	0	56
7	2	48	103		Tavan Elementary School	0	0	0	157	0	0	157
7	2	48	109		Tonalea Elementary School	0	0	0	57	0	0	57
7	2	48	115		Yavapai Elementary School	0	0	0	170	0	2	172
7	2	48	125		Zuni Elementary School	0	0	0	0	0	12	12
					Total:	0	0	0	1146	30	92	1268
13	2	9	130	Sedona-Oak Creek Joint Unified Dis	Big Park Community School	0	0	0	0	20	0	20
13	2	9	701		Juniper Canyon School	0	0	0	0	1	0	1
13	2	9	210		Sedona Red Rock High School	0	0	0	0	23	0	23
13	2	9	120		West Sedona Elementary School	0	0	0	23	37	0	60
13	2	9	702		West Sedona Montessori Class	0	0	0	0	1	0	1
					Total:	0	0	0	23	82	0	105
9	87	46	1	Shonto Governing Board of Educati	Shonto Charter School	0	0	561	0	0	0	561
					Total:	0	0	561	0	0	0	561
2	2	68	155	Sierra Vista Unified District	Apache Middle School	0	0	0	4	0	0	4
2	2	68	110		Bella Vista Elementary School	0	0	0	7	0	0	7
2	2	68	260		Buena High School	0	0	0	29	0	0	29
2	2	68	115		Carmichael Elementary School	0	0	0	44	0	0	44
2	2	68	120		Huachuca Mountain Elementary School	0	0	0	33	1	0	34
2	2	68	125		Pueblo Del Sol Elementary School	0	0	0	12	0	0	12
2	2	68	150		Sierra Vista Middle School	0	0	0	8	0	0	8
2	2	68	130		Town & Country Elementary School	0	0	0	19	0	0	19
2	2	68	135		Village Meadows Elementary School	0	0	0	24	0	2	26
					Total:	0	0	0	180	1	2	183
13	3	15	100	Skull Valley Elementary District	Skull Valley Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
13	87	52	101	Skyview School	Skyview School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
9	2	5	708	Snowflake Unified District	Basis Schools Inc (dba Noah Webster School)	0	0	0	0	0	0	0
9	2	5	6		Highland Primary School	0	0	0	0	16	0	16
9	2	5	5		Snowflake High School	0	0	0	15	5	0	20
9	2	5	1		Snowflake Intermediate School	0	0	0	7	8	0	15
9	2	5	3		Snowflake Junior High School	0	0	0	0	9	0	9
9	2	5	705		Sunray Charter School	1	1	0	0	0	0	2
9	2	5	2		Taylor Elementary School	0	0	0	0	11	0	11
9	2	5	4		Taylor Intermediate School	0	0	0	0	7	0	7
					Total:	1	1	0	22	56	0	80
5	3	5	101	Solomon Elementary District	Solomon Elementary School	1	0	0	0	0	0	1
					Total:	1	0	0	0	0	0	1
14	4	11	103	Somerton Elementary District	Desert Sonora Elementary School	0	0	0	435	0	0	435
14	4	11	102		Orange Grove Elementary School	0	0	0	348	0	0	348
14	4	11	101		Somerton Middle School	0	0	0	414	0	0	414
14	4	11	104		Somerton Primary School	0	0	0	462	0	0	462
					Total:	0	0	0	1659	0	0	1659
1	2	1	102	St Johns Unified District	Coronado Elementary School	0	0	0	0	20	0	20
1	2	1	205		St Johns High School	0	0	0	0	6	0	6
1	2	1	104		St Johns Middle School	0	0	0	0	24	0	24
					Total:	0	0	0	0	50	0	50
11	4	24	1	Stanfield Elementary District	Stanfield Elementary School	0	0	0	194	0	0	194
					Total:	0	0	0	194	0	0	194
10	2	12	555	Sunnyside Unified District	Alternative Program	1	0	0	0	0	0	1
10	2	12	106		Apollo Middle School	123	183	0	0	0	0	306
10	2	12	132		Challenger Middle School	68	53	0	0	0	0	121
10	2	12	109		Chaparral Middle School	65	83	0	0	0	0	148
10	2	12	108		Craycroft Elementary School	140	0	0	0	0	0	140
10	2	12	211		Desert View High School	0	220	0	0	0	0	220
10	2	12	112		Drexel Elementary School	349	0	0	0	0	0	349
10	2	12	114		Elvira Elementary School	189	0	0	0	0	0	189
10	2	12	115		Esperanza Elementary School	181	0	0	0	0	0	181
10	2	12	117		Gallego Basic Elementary School	0	0	0	0	0	58	58
10	2	12	116		Liberty Elementary School	322	0	0	0	0	0	322
10	2	12	119		Los Amigos Elementary School	320	0	0	0	0	0	320
10	2	12	118		Los Ninos Elementary School	170	0	0	0	0	0	170
10	2	12	120		Los Ranchitos School	242	0	0	0	0	0	242
10	2	12	122		Mission Manor Elementary School	253	0	0	0	0	0	253
10	2	12	513		Multi Educational Learning Center	0	8	0	0	0	0	8
10	2	12	134		Ocotillo Elementary School	150	0	0	0	0	0	150
10	2	12	113		Preschool Handicap Program	0	0	0	0	0	0	0
10	2	12	126		Santa Clara Elementary School	135	0	0	0	0	0	135
10	2	12	131		Sierra Middle School	77	127	0	0	0	0	204
10	2	12	123		Summit View Elementary	100	0	0	0	0	0	100
10	2	12	230		Sunnyside High School	0	405	0	0	0	0	405
					Total:	2885	1079	0	0	0	58	4022

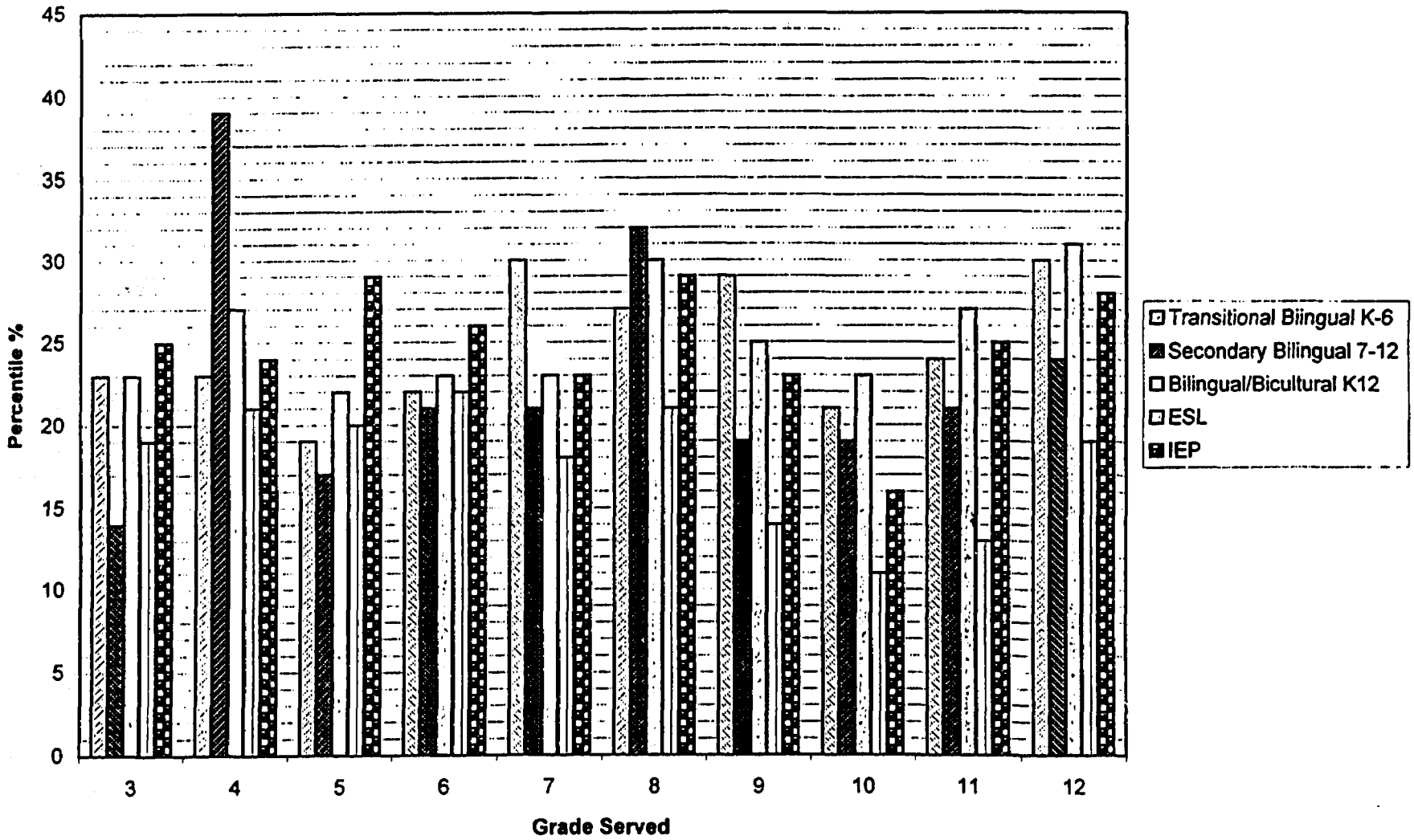
County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
11	2	15	101	Superior Unified District	John F Kennedy School	0	0	0	17	0	0	17
11	2	15	102		Roosevelt Junior High School	0	0	0	0	0	0	0
11	2	15	205		Superior High School	0	0	0	0	0	0	0
					Total:	0	0	0	17	0	0	17
10	2	13	105	Tanque Verde Unified District	Agua Caliente School	0	0	0	0	0	0	0
10	2	13	103		Tanque Verde Elementary School	0	0	0	0	2	0	2
					Total:	0	0	0	0	2	0	2
7	4	3	123	Tempe Elementary District	Arredondo Elementary School	0	0	0	0	0	0	0
7	4	3	113		Broadmor Elementary School	0	9	0	0	0	0	9
7	4	3	124		Bustoz School	0	1	0	0	0	0	1
7	4	3	111		Carminati School	0	3	0	0	0	0	3
7	4	3	144		Connolly Middle School	0	14	1	0	0	0	15
7	4	3	122		Curry Elementary School	0	11	0	0	0	0	11
7	4	3	119		Evans Elementary School	11	5	0	0	0	0	16
7	4	3	145		Fees Middle School	0	17	0	0	0	0	17
7	4	3	114		Flora Thew Elementary School	0	46	1	0	0	0	47
7	4	3	130		Fuller Elementary School	0	1	0	0	0	0	1
7	4	3	198		Getz School	0	0	0	0	0	0	0
7	4	3	143		Gililland Middle School	0	22	0	0	0	0	22
7	4	3	115		Holderman Elementary School	0	10	0	0	0	0	10
7	4	3	120		Hudson Elementary School	0	16	0	0	0	0	16
7	4	3	117		Laird Elementary School	0	43	0	0	0	0	43
7	4	3	142		McKemy Middle School	0	14	0	0	0	0	14
7	4	3	118		Meyer Elementary School	0	3	0	0	0	0	3
7	4	3	126		Nevitt Elementary School	9	8	1	0	0	0	18
7	4	3	129		Rover Elementary School	0	3	0	0	0	0	3
7	4	3	121		Scales Professional Development School	0	13	0	0	0	0	13
7	4	3	127		Wood School	17	13	0	0	0	0	30
					Total:	37	252	3	0	0	0	292
7	5	13	97	Tempe Union High School District	Compadre High School	0	0	0	0	0	0	0
7	5	13	94		Corona del Sol High School	0	0	0	13	0	0	13
7	5	13	96		Desert Vista High School	0	0	0	0	7	0	7
7	5	13	99		Evening School	0	0	0	0	0	0	0
7	5	13	93		Marcos de Niza High School	0	0	0	37	9	0	46
7	5	13	92		McClintock High School	0	0	0	121	4	0	125
7	5	13	95		Mountain Pointe High School	0	0	0	15	0	0	15
7	5	13	91		Tempe High School	0	0	0	89	6	0	95
					Total:	0	0	0	275	26	0	301
2	87	50	202	The Center For Academic Success	The Center for Academic Success-Douglas	0	59	0	0	0	0	59
2	87	50	201		The Center for Academic Success-Sierra Vista	0	0	0	0	0	0	0
					Total:	0	59	0	0	0	0	59
10	86	53	1	The Edge School	Edge Charter School-Hummel Park	0	0	0	0	11	0	11
					Total:	0	0	0	0	11	0	11
7	4	17	101	Tolleson Elementary District	Tolleson Elementary School	343	53	0	0	0	0	396
					Total:	343	53	0	0	0	0	396
7	5	14	201	Tolleson Union High School District	Tolleson Union High School	0	144	0	0	0	0	144
7	5	14	202		Westview High School	0	104	0	0	0	0	104
					Total:	0	248	0	0	0	0	248
11	4	22	101	Toltec Elementary District	Toltec Elementary School	35	0	0	0	0	0	35
					Total:	35	0	0	0	0	0	35
2	2	1	101	Tombstone Unified District	Huachuca City School	0	0	0	0	10	0	10
2	2	1	207		Tombstone High School	0	0	0	0	1	0	1
2	2	1	102		Walter J Meyer School	0	0	0	0	0	0	0
					Total:	0	0	0	0	11	0	11
4	3	33	101	Tonto Basin Elementary District	Tonto Basin Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
8	4	12	12	Topock Elementary District	Topock Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
5	86	50	101	Triumphant Learning Center	Triumphant Learning Center	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
3	2	15	111	Tuba City Unified District	Dzil Libei Elementary School	0	0	6	74	0	0	80
3	2	15	120		Eagles Nest Intermediate School	0	0	54	308	0	0	362
3	2	15	112		Gap Primary School	0	0	3	14	0	0	17
3	2	15	240		Tuba City High School	0	0	0	431	0	0	431
3	2	15	130		Tuba City Junior High School	0	0	69	309	0	0	378
3	2	15	110		Tuba City Primary School	0	0	22	210	0	0	232
					Total:	0	0	154	1346	0	0	1500
10	2	1	578	Tucson Unified District	Accommodation Middle School	0	0	0	0	0	0	0
10	2	1	555		Alice Vail Middle School	0	0	0	11	13	0	24
10	2	1	238		Anna Henry Elementary School	0	0	0	0	0	0	0
10	2	1	277		Anna Lawrence Intermediate School	0	0	122	37	0	0	159
10	2	1	275		Annie Kellond Elementary School	0	0	55	1	0	0	56
10	2	1	673		Aztec Middle College	0	0	0	0	0	0	0
10	2	1	125		Blenman Elementary School	0	0	52	68	0	1	121
10	2	1	128		Bloom Elementary School	0	0	0	0	0	0	0
10	2	1	131		Bonillas Elementary Basic Curriculum Magnet S	0	0	0	0	0	0	0
10	2	1	137		Booth Magnet Elementary School	0	0	0	0	8	0	8
10	2	1	510		Booth-Fickett Math/Science Magnet School	0	0	0	0	14	0	14
10	2	1	140		Borman Elementary School	0	0	0	0	0	0	0
10	2	1	143		Borton Primary Magnet School	0	0	151	0	0	0	151
10	2	1	149		Brichta Elementary School	0	0	80	15	0	0	95
10	2	1	371		C E Rose Elementary School	0	0	521	0	1	0	522
10	2	1	161		Camilo Intermediate Magnet School	0	0	146	0	0	0	14[illegible]
10	2	1	503		Carson Middle School	0	0	0	0	25	4	2[illegible]
10	2	1	610		Catalina High Magnet School	0	0	164	4	0	0	168
10	2	1	167		Cavett Elementary School	0	0	489	25	2	0	516
10	2	1	615		Cholla High Magnet School	0	0	0	209	0	0	209

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
10	2	1	170		Collier Elementary School	0	0	0	0	0	0	0
10	2	1	173		Corbett Elementary School	0	0	92	25	20	0	137
10	2	1	179		Cragin Elementary School	0	0	201	42	0	0	243
10	2	1	185		Davidson Elementary School	0	0	0	44	0	0	44
10	2	1	191		Davis Bilingual Magnet School	0	0	249	0	0	0	249
10	2	1	197		Dietz Elementary School	0	0	0	0	21	0	21
10	2	1	505		Doolen Middle School	0	0	0	50	39	0	89
10	2	1	203		Drachman Primary Magnet School	0	0	175	0	1	0	176
10	2	1	209		Dufty Elementary School	0	0	0	0	5	0	5
10	2	1	211		Dunham Elementary School	0	0	0	0	6	0	6
10	2	1	218		Ford Elementary School	0	0	0	0	25	0	25
10	2	1	221		Fort Lowell Elementary School	0	0	79	31	0	0	110
10	2	1	440		Frances J Warren Elementary School	0	0	194	0	2	0	196
10	2	1	225		Fruchthendler Elementary School	0	0	0	0	9	0	9
10	2	1	228		Gale Elementary School	0	0	0	0	1	0	1
10	2	1	230		Ganoung Elementary School	0	0	0	0	0	0	0
10	2	1	511		Gridley Middle School	0	0	0	0	9	0	9
10	2	1	413		Harold Steele Elementary School	0	0	0	0	20	0	20
10	2	1	266		Harriet Johnson Primary School	0	0	230	42	0	0	272
10	2	1	513		Hohokam Middle School	0	0	359	0	0	0	359
10	2	1	239		Holladay Intermediate Magnet School	0	0	85	0	4	0	89
10	2	1	233		Hollinger Elementary School	0	0	677	61	0	0	738
10	2	1	122		Homebound/Teleteaching	0	0	0	0	0	0	0
10	2	1	245		Howell, Peter Elementary School	0	0	137	0	0	0	137
10	2	1	680		Howenstine High School	0	0	0	0	0	0	0
10	2	1	682		Howenstine Inclusion Project	0	0	0	0	0	0	0
10	2	1	251		Ludlow Elementary School	0	0	0	0	16	0	16
10	2	1	502		Ida Flood Dodge Traditional Middle Magnet Sch	0	0	0	0	12	1	13
10	2	1	215		Irene Erickson Elementary School	0	0	0	0	0	0	0
10	2	1	263		Jefferson Park Elementary School	0	0	26	47	3	0	76
10	2	1	449		John E White Elementary School	0	0	200	0	5	2	207
10	2	1	461		John E Wright Elementary School	0	0	32	51	0	0	83
10	2	1	269		Julia Keen Elementary School	0	0	291	13	0	0	304
10	2	1	281		Lineweaver Elementary School	0	0	0	0	8	0	8
10	2	1	401		Lowell H Smith Elementary School	0	0	0	0	0	0	0
10	2	1	287		Lynn Elementary School	0	0	257	0	3	1	261
10	2	1	515		Magee Middle School	0	0	0	0	0	0	0
10	2	1	290		Maldonado, Amelia Elementary School	0	0	129	1	0	0	130
10	2	1	520		Mansfeld Middle School	0	0	296	0	0	0	296
10	2	1	293		Manzo Elementary School	0	0	298	3	0	0	301
10	2	1	295		Marshall Elementary School	0	0	0	0	6	0	6
10	2	1	522		Maxwell Middle School	0	0	102	0	1	0	103
10	2	1	299		Menlo Park Elementary School	0	0	329	7	0	0	336
10	2	1	305		Miles-Exploratory Learning Center	0	0	0	0	19	0	19
10	2	1	308		Miller Elementary School	0	0	192	2	0	0	194
10	2	1	311		Mission View Elementary School	0	0	460	14	0	0	474
10	2	1	317		Myers Elementary School	0	0	137	1	41	0	179
10	2	1	288		Nan Lyons Elementary School	0	0	0	0	20	0	20
10	2	1	525		Naylor Middle School	0	0	712	2	0	0	714
10	2	1	323		Ochoa Elementary School	0	0	190	24	0	0	214
10	2	1	672		P.A.C.E. Alternative	0	0	0	0	0	0	0
10	2	1	620		Palo Verde High Magnet School	0	0	0	0	37	0	37
10	2	1	527		Pistor Middle School	0	0	608	0	2	1	611
10	2	1	674		Project MORE	0	0	0	0	0	0	0
10	2	1	671		Project PASS	0	0	0	0	0	0	0
10	2	1	329		Pueblo Gardens Elementary School	0	0	209	16	0	0	225
10	2	1	630		Pueblo High Magnet School	0	0	1002	153	13	0	1168
10	2	1	231		Raul Grijalva Elementary School	0	0	247	0	13	0	260
10	2	1	338		Reynolds Elementary School	0	0	82	27	2	0	111
10	2	1	341		Richey Elementary School	0	0	128	0	0	0	128
10	2	1	640		Rincon High School	0	0	0	126	0	0	126
10	2	1	347		Roberts Elementary School	0	0	501	29	0	0	530
10	2	1	351		Robins Elementary School	0	0	0	0	0	0	0
10	2	1	353		Robison Elementary School	0	0	201	0	0	0	201
10	2	1	359		Rogers Elementary School	0	0	0	0	0	0	0
10	2	1	377		Roskruge Bilingual Elementary School	0	0	91	14	0	0	105
10	2	1	595		Roskruge Bilingual Magnet Middle School	0	0	333	0	0	0	333
10	2	1	645		Sabino High School	0	0	0	0	0	0	0
10	2	1	383		Safford Elementary School	0	0	192	0	0	0	192
10	2	1	535		Safford Engineering/Technology Magnet Middle	0	0	514	0	0	0	514
10	2	1	650		Sahuaro High School	0	0	0	2	26	0	28
10	2	1	257		Sam Hughes Elementary School	0	0	0	0	14	0	14
10	2	1	655		Santa Rita High School	0	0	0	15	13	0	28
10	2	1	389		Schumaker Elementary School	0	0	0	0	17	0	17
10	2	1	677		Second Chance High School	0	0	0	0	0	0	0
10	2	1	537		Secrist Middle School	0	0	0	0	11	0	11
10	2	1	410		Soleng Tom Elementary School	0	0	0	0	12	0	12
10	2	1	678		Southwest Alternative High School	0	0	0	0	0	0	0
10	2	1	580		Southwest Alternative Middle School	0	0	0	0	0	0	0
10	2	1	195		Student Learning Intervention Center	0	0	0	0	0	0	0
10	2	1	676		Teenage Parent Program - TAPP	0	0	0	7	0	0	7
10	2	1	417		Tolson Elementary School	0	0	295	8	0	0	303
10	2	1	545		Townsend Middle School	0	0	0	119	0	0	119
10	2	1	660		Tucson Magnet High School	0	0	967	0	0	0	967
10	2	1	419		Tully Elementary Accelerated Magnet School	0	0	387	0	3	0	390
10	2	1	675		University High School	0	0	0	0	0	0	0
10	2	1	286		Urquides, Maria Elementary School	0	0	0	0	0	0	0

County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
10	2	1	550		Utterback Middle School	0	0	47	144	11	0	202
10	2	1	557		Valencia Middle School	0	0	784	0	0	0	784
10	2	1	431		Van Buskirk Elementary School	0	0	256	6	9	1	272
10	2	1	433		Van Horne Elementary School	0	0	0	0	3	0	3
10	2	1	435		Vesey Elementary School	0	0	37	16	14	0	67
10	2	1	395		W Arthur Sewel Elementary School	0	0	0	0	12	0	12
10	2	1	455		W V Whitmore Elementary School	0	0	0	0	10	0	10
10	2	1	560		Wakefield Middle School	0	0	647	0	0	0	647
10	2	1	443		Wheeler Elementary School	0	0	0	0	9	0	9
10	2	1	467		Wrightstown Elementary School	0	0	0	0	0	0	0
					Total:	0	0	15437	1512	590	11	17550
7	4	62	101	Union Elementary District	Union Elementary School	0	0	0	0	12	0	12
					Total:	0	0	0	0	12	0	12
10	3	20	102	Vail Elementary District	Acacia Elementary School	0	0	0	0	11	0	11
10	3	20	105		Desert Willow Elementary School	0	0	0	0	5	0	5
10	3	20	104		Old Vail Middle School	0	0	0	0	1	0	1
					Total:	0	0	0	0	17	0	17
8	4	22	1	Valentine Elementary District	Valentine Elementary School	0	0	0	0	0	0	0
					Total:	0	0	0	0	0	0	0
2	5	22	201	Valley Union High School District	Valley Union High School	0	0	0	0	21	0	21
					Total:	0	0	0	0	21	0	21
7	4	6	167	Washington Elementary District	Abraham Lincoln Traditional School	0	0	0	0	3	0	3
7	4	6	114		Acacia School	0	0	0	0	47	0	47
7	4	6	116		Alta Vista Elementary School	0	0	0	65	1	1	67
7	4	6	118		Arroyo School	0	0	0	0	14	0	14
7	4	6	120		Cactus Wren Elementary School	0	0	0	0	23	0	23
7	4	6	122		Chaparral Elementary School	0	0	0	0	21	0	21
7	4	6	124		Cholla Middle School	0	0	0	0	18	0	18
7	4	6	126		Desert Foothills Middle School	0	0	0	0	15	0	15
7	4	6	128		Desert View Elementary School	0	0	0	206	0	0	206
7	4	6	130		Ironwood Elementary School	0	0	0	0	15	0	15
7	4	6	131		John Jacobs Elementary School	0	0	0	60	0	1	61
7	4	6	132		Lakeview Elementary School	0	0	0	51	0	0	51
7	4	6	134		Lookout Mountain School	0	0	0	0	29	0	29
7	4	6	136		Manzanita Elementary School	0	0	0	63	0	0	63
7	4	6	138		Maryland Elementary School	0	0	0	66	0	0	66
7	4	6	150		Miller, Richard E School	0	0	0	58	0	0	58
7	4	6	140		Moon Mountain School	0	0	0	2	14	0	16
7	4	6	141		Mountain Sky Junior High School	0	0	0	28	0	0	28
7	4	6	142		Mountain View Elementary School	0	0	0	694	0	0	694
7	4	6	144		Ocotillo School	0	0	0	278	0	1	279
7	4	6	146		Orangewood Elementary School	0	0	0	60	0	0	60
7	4	6	148		Palo Verde Middle School	0	0	0	130	0	1	131
7	4	6	152		Roadrunner Elementary School	0	0	0	73	0	0	73
7	4	6	154		Royal Palm Middle School	0	0	0	317	0	1	318
7	4	6	156		Sahuaro School	0	0	0	0	17	0	17
7	4	6	160		Shaw Butte School	0	0	0	265	71	13	349
7	4	6	162		Sunburst School	0	0	0	0	22	0	22
7	4	6	164		Sunnyslope Elementary School	0	0	0	530	0	1	531
7	4	6	165		Sunset School	0	0	0	50	0	1	51
7	4	6	163		Sweetwater School	0	0	0	0	24	0	24
7	4	6	166		Tumbleweed Elementary School	0	0	0	9	29	0	38
7	4	6	168		Washington Elementary School	0	0	0	252	0	0	252
					Total:	0	0	0	3257	363	20	3640
15	4	19	101	Wenden Elementary District	Wenden Elementary School	0	0	0	0	25	0	25
					Total:	0	0	0	0	25	0	25
9	2	20	204	Whiteriver Unified District	Alchesay High School	0	0	0	478	0	0	478
9	2	20	102		Seven Mile Elementary School	0	0	0	487	0	0	487
9	2	20	101		Whiteriver Elementary School	0	0	0	764	0	0	764
9	2	20	103		Whiteriver Middle School	0	0	0	453	0	0	453
					Total:	0	0	0	2182	0	0	2182
7	2	9	101	Wickenburg Unified District	MacLennan School	0	0	0	24	10	0	34
					Total:	0	0	0	24	10	0	34
2	2	13	101	Willcox Unified District	Willcox Elementary School	0	0	0	73	0	15	88
2	2	13	201		Willcox High School	0	0	0	23	0	1	24
2	2	13	102		Willcox Middle School	0	0	0	51	4	19	74
					Total:	0	0	0	147	4	35	186
7	4	7	101	Wilson Elementary District	Wilson Elementary School	0	0	0	755	0	0	755
7	4	7	102		Wilson Primary School	110	0	0	773	0	0	883
					Total:	110	0	0	1528	0	0	1638
1	2	8	110	Window Rock Unified District	Fort Defiance Elementary School	0	0	0	0	0	0	0
1	2	8	115		Tso Ho Tso Middle School	0	0	0	0	0	0	0
1	2	8	112		Tso Ho Tso Primary Learning Center	0	0	0	0	0	0	0
1	2	8	105		Window Rock Elementary School	0	0	0	196	0	0	196
					Total:	0	0	0	196	0	0	196
9	2	1	102	Winslow Unified District	Bonnie Brennan School	0	0	0	13	0	0	13
9	2	1	103		Jefferson Elementary School	0	0	0	20	0	0	20
9	2	1	104		Washington School	0	0	0	13	0	0	13
9	2	1	206		Winslow High School	0	0	0	24	0	0	24
9	2	1	105		Winslow Junior High School	0	0	0	17	0	0	17
					Total:	0	0	0	87	0	0	87
14	4	1	101	Yuma Elementary District	Alice Byrne Elementary School	0	0	0	52	0	3	55
14	4	1	103		C W McGraw Elementary School	0	0	0	154	0	0	154
14	4	1	121		Fourth Avenue Junior High School	0	0	0	162	0	0	162
14	4	1	102		George Carver Washington Elementary School	0	0	0	303	0	2	305
14	4	1	122		Gila Vista Jr High School	0	0	0	94	0	0	94
14	4	1	111		Gwyneth Ham Elementary School	0	0	0	296	0	0	296

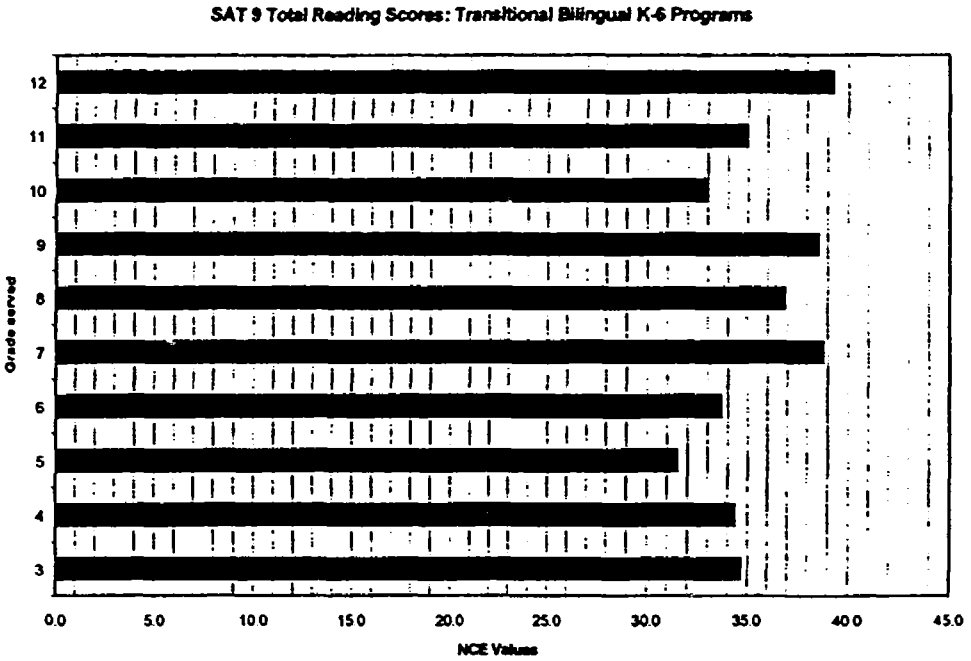
County	Type	District	Site	District or Charter School	School or Site	K-6 Transitional Bilingual	7-12 Secondary Bilingual	K-12 Bilingual/ Bicultural	K-12 English as a Second Language	Individual Education Program	Individual Education Program, Parental Request	Total
14	4	1	110		James B Rolle School	0	0	0	69	0	4	73
14	4	1	104		James D Price School	0	0	0	0	0	0	0
14	4	1	112		Mary A Otondo Elementary School	0	0	0	309	0	14	323
14	4	1	105		Mary E Post Elementary School	0	0	0	257	0	0	257
14	4	1	106		O C Johnson School	0	0	0	191	0	27	218
14	4	1	107		Palmcroft Elementary School	0	0	0	123	0	5	128
14	4	1	108		Pecan Grove Elementary School	0	0	100	399	0	1	500
14	4	1	123		R Pete Woodward Jr High School	0	0	0	84	0	1	85
14	4	1	109		Roosevelt School	0	0	0	299	0	0	299
					Total:	0	0	100	2792	0	57	2949
14	5	70	203	Yuma Union High School District	Cibola High School	0	0	0	216	0	0	216
14	5	70	202		Kofa High School	0	0	0	369	0	0	369
14	5	70	201		Yuma High School	0	0	0	220	0	0	220
					Total:	0	0	0	805	0	0	805
					Totals:	25799	6435	21304	64035	5374	1360	124307

Sat 9 Percentile Scores in Reading by Program Model by Grade Level

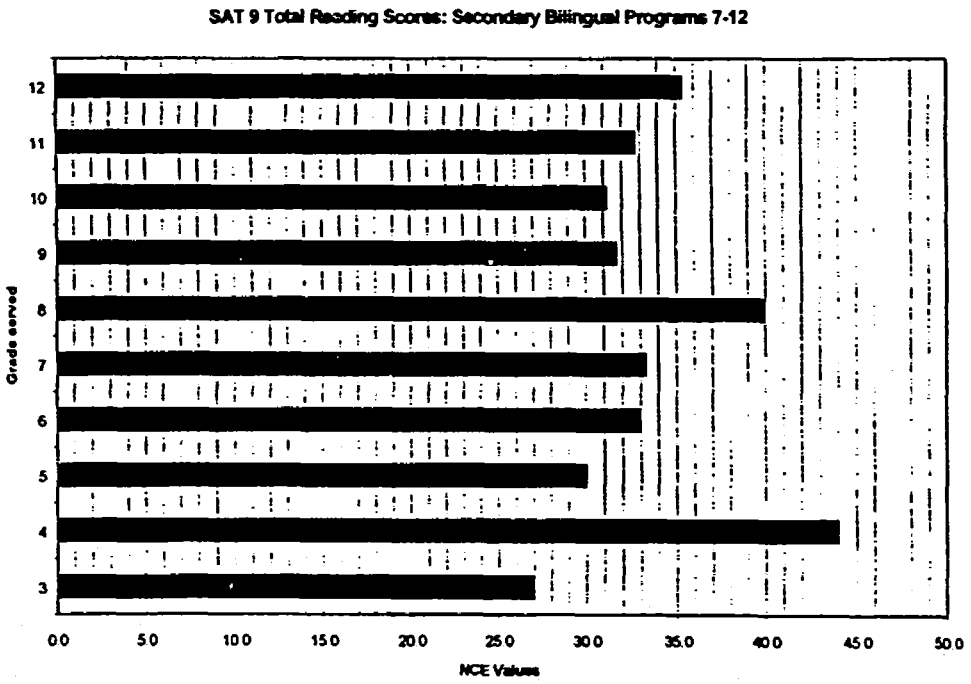


Total Reading Scores: Extracted from Stanford 9 by Grade Level by Program

Transitional Bilingual K-6	
Grade Level	NCE
12	39.3
11	35.0
10	33.0
9	38.6
8	39.6
7	38.8
6	33.7
5	31.5
4	34.4
3	34.7

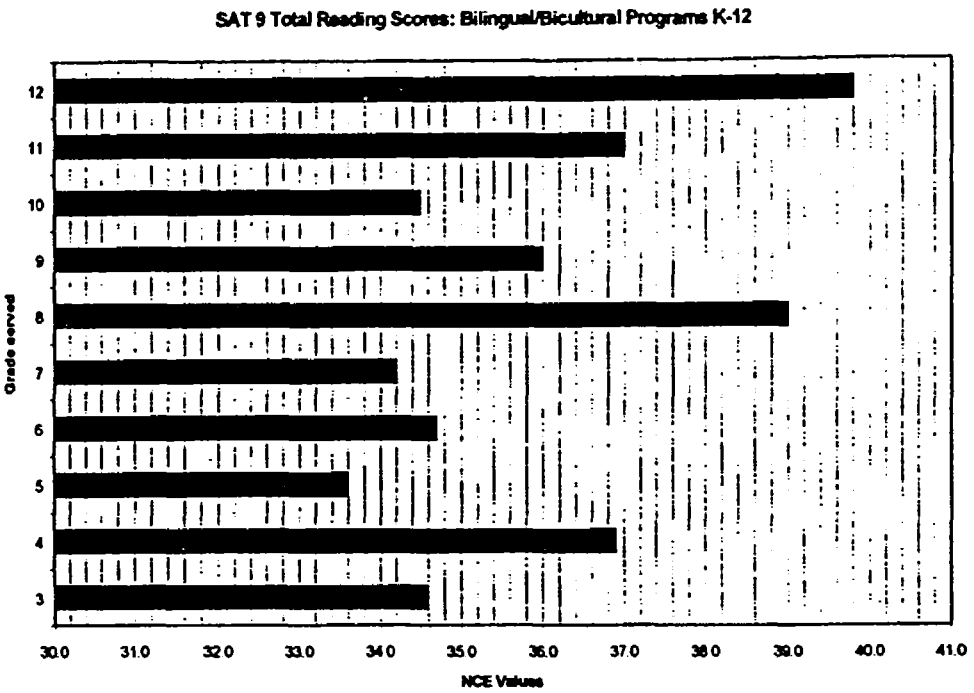


Secondary Bilingual Programs 7-12	
Grade Level	NCE
12	35.4
11	32.8
10	31.2
9	31.7
8	39.9
7	33.3
6	33.0
5	30.0
4	44.0
3	27.0

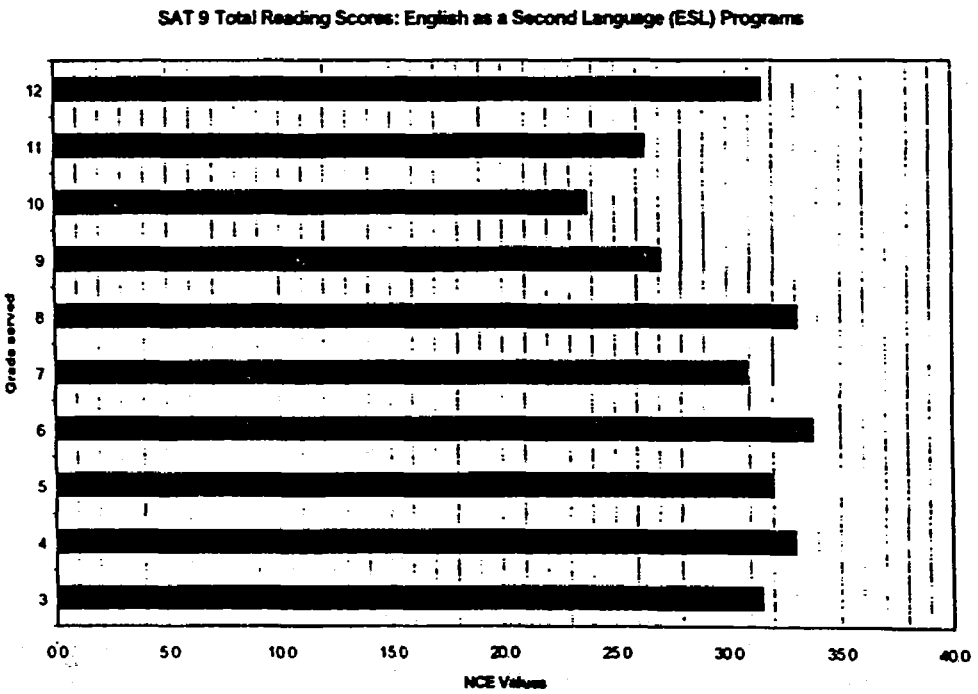


Total Reading Scores: Extracted from Stanford 9 by Grade Level by Program

Bilingual/Bicultural Programs K-12	
Grade Level	NCE
12	39.8
11	37.0
10	34.5
9	36.0
8	39.0
7	34.2
6	34.7
5	33.6
4	36.9
3	34.6

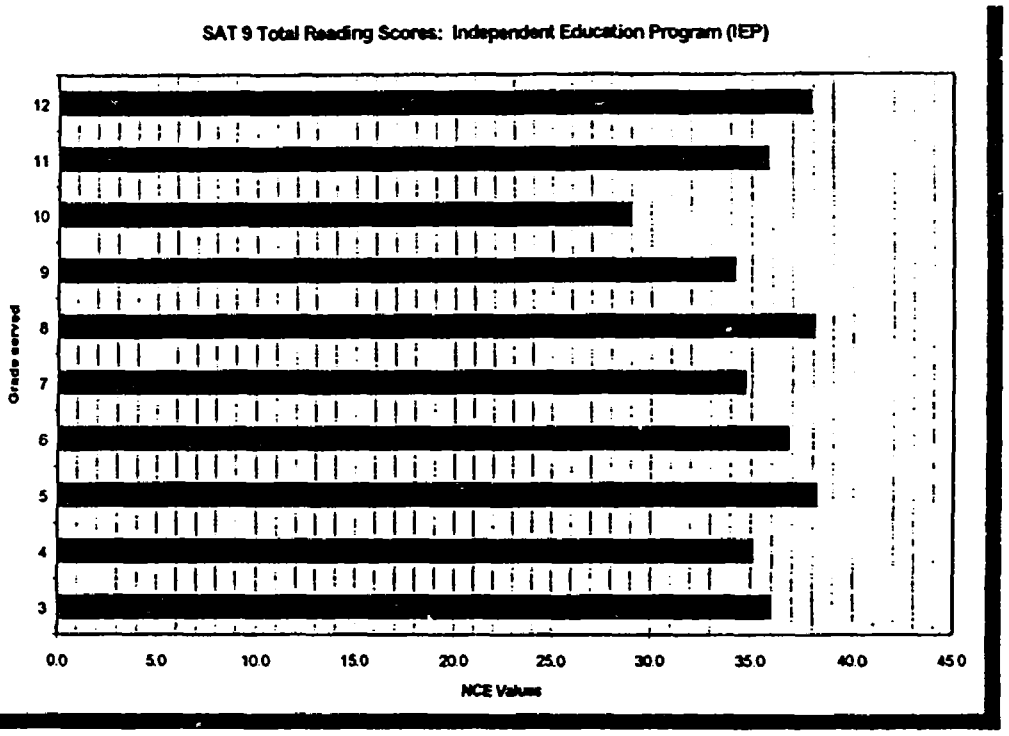


English as a Second Language (ESL)	
Grade Level	NCE
12	31.6
11	26.4
10	23.8
9	27.1
8	33.1
7	30.9
6	33.8
5	32.0
4	33.0
3	31.5



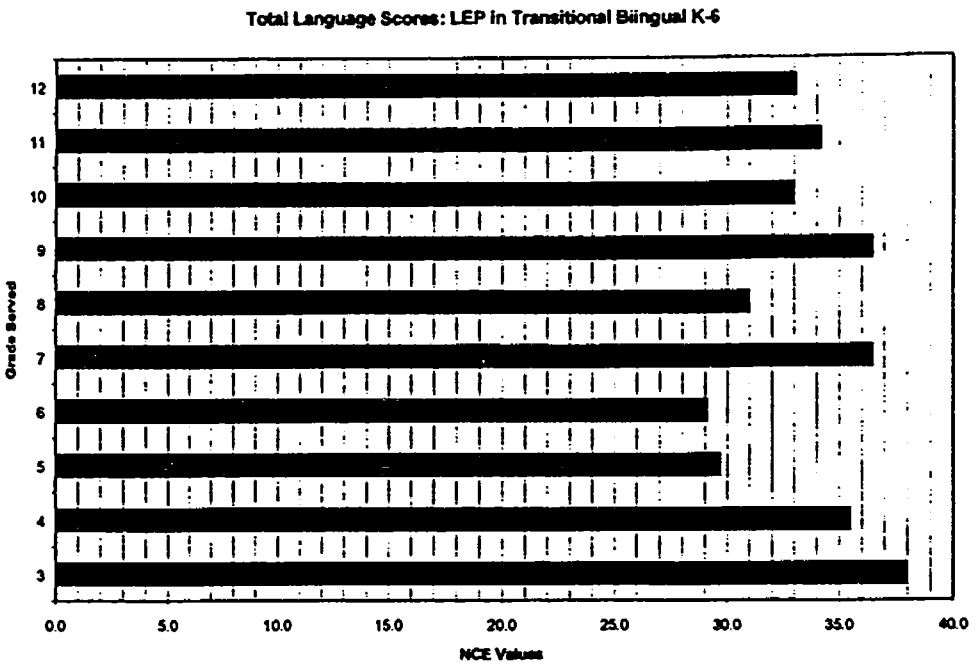
Total Reading Scores: Extracted from Stanford 9 by Grade Level by Program

Independent Education Programs (IEP)	
Grade Level	NCE
12	37.9
11	35.8
10	29.0
9	34.2
8	38.1
7	34.7
6	36.8
5	38.2
4	35.1
3	36.0

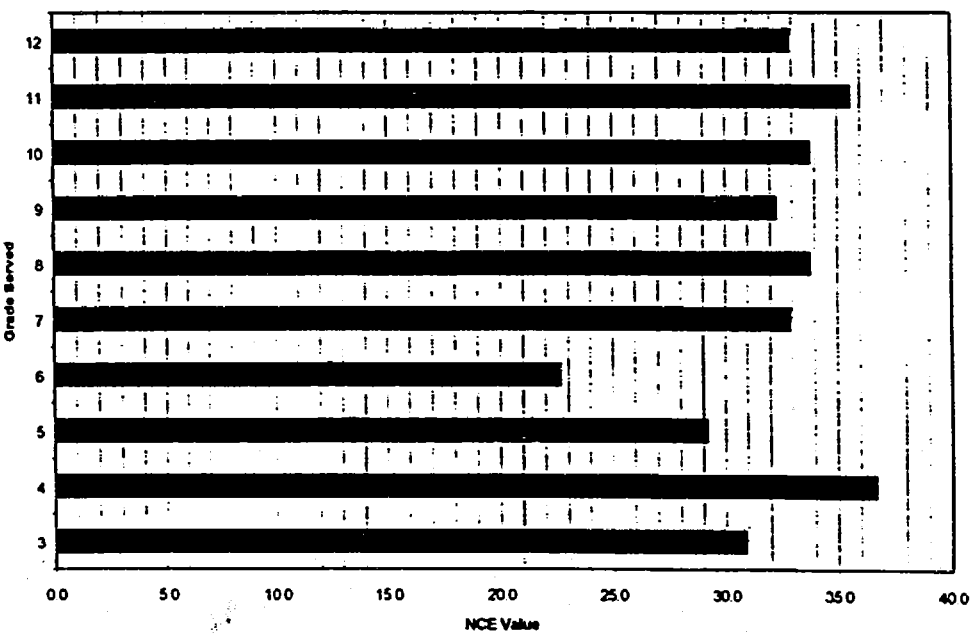


Total Language Scores: Extracted from Stanford 9 by Grade Level by Program

Transitional Bilingual K-6	
Grade Level	NCE
12	33.10
11	34.20
10	33.00
9	36.50
8	31.00
7	36.50
6	29.10
5	29.70
4	35.50
3	38.00

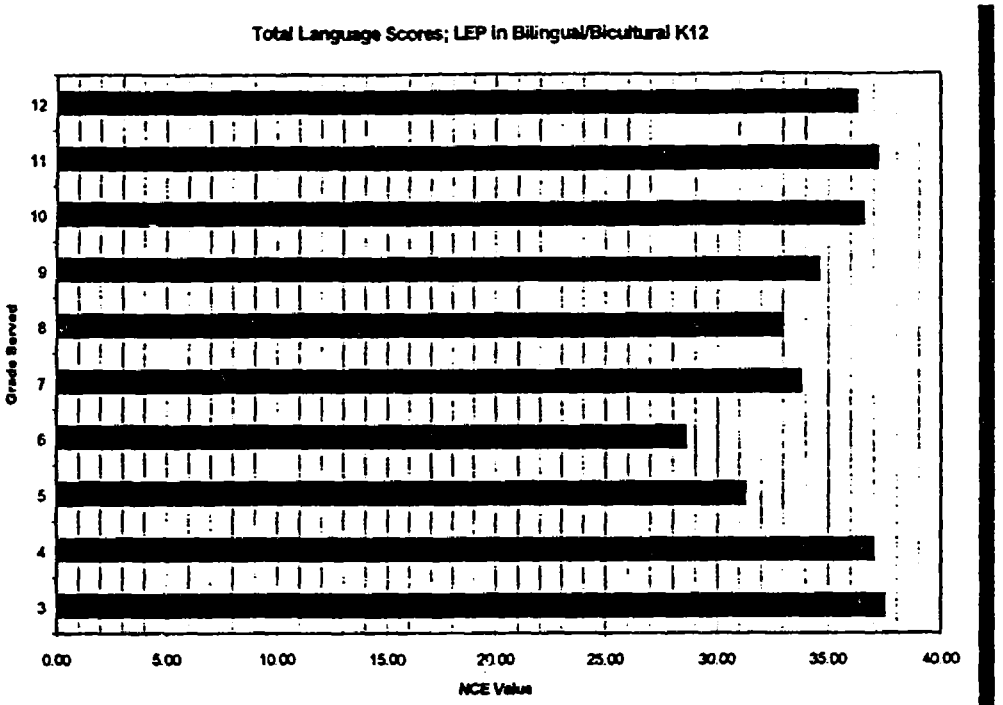


Secondary Bilingual 7-12	
Grade Level	NCE
12	33.10
11	34.20
10	33.00
9	36.50
8	31.00
7	36.50
6	29.10
5	29.70
4	35.50
3	38.00

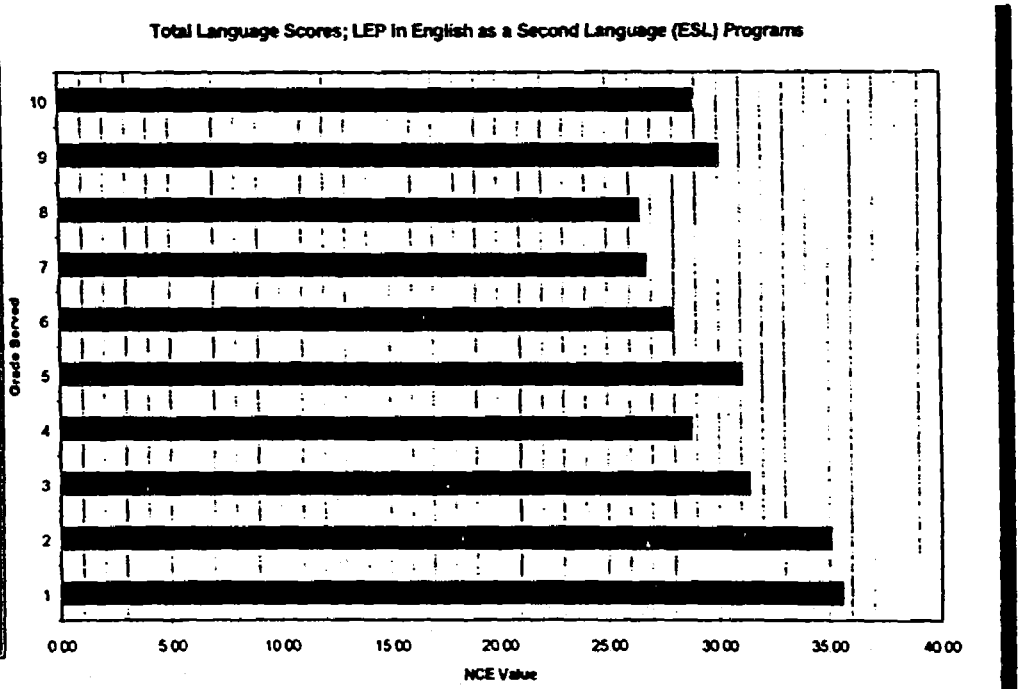


Total Language Scores: Extracted from Stanford 9 by Grade Level by Program

Bilingual / Bicultural K-12	
Grade Level	NCE
12	36.30
11	37.20
10	36.60
9	34.60
8	33.00
7	33.80
6	28.60
5	31.30
4	37.00
3	37.50

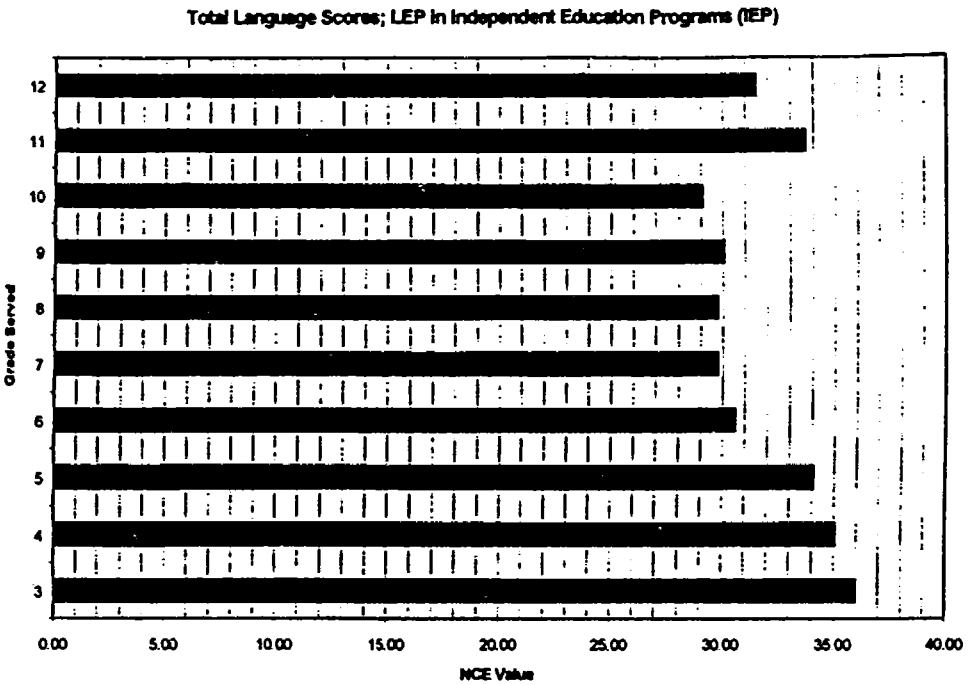


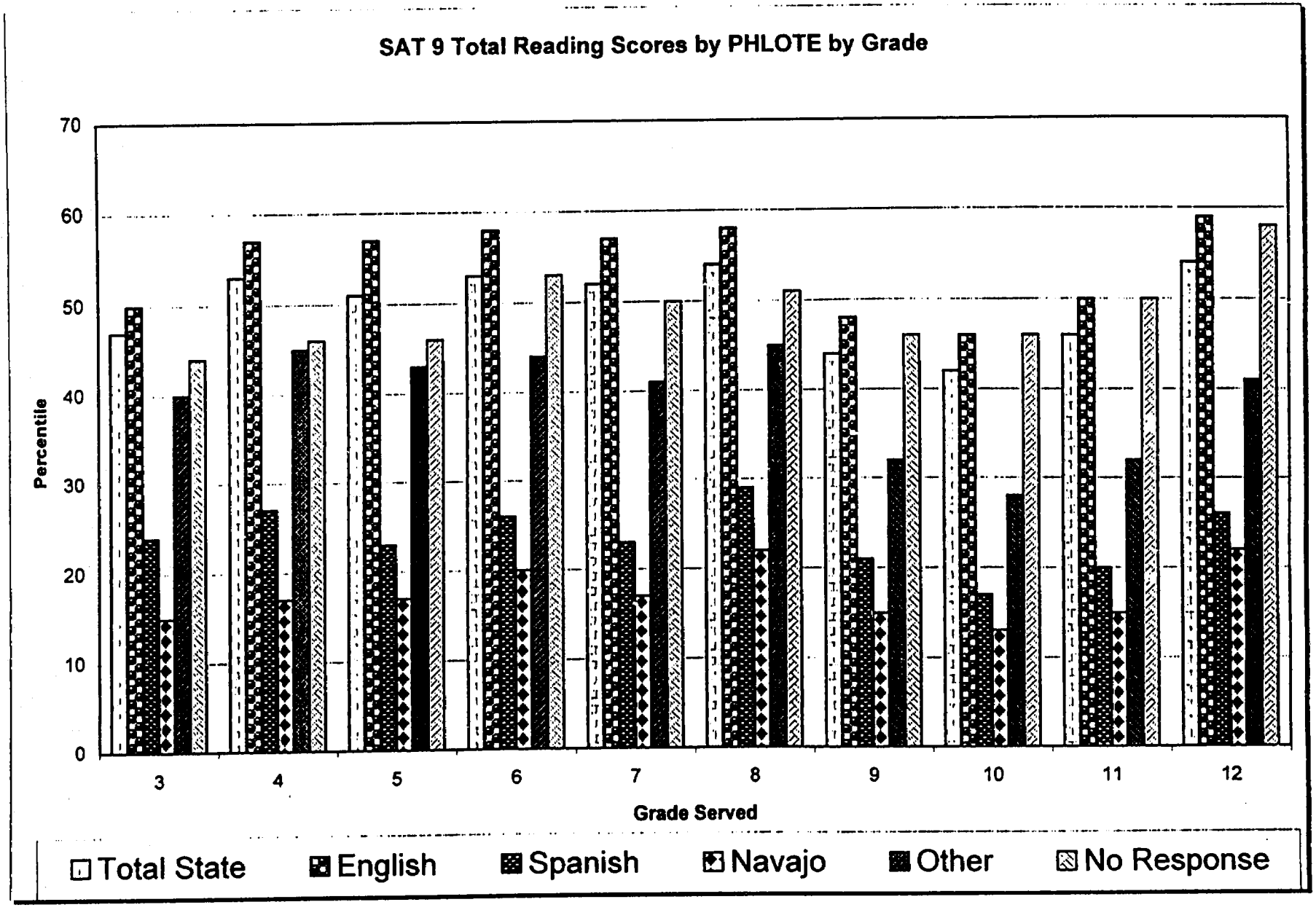
English as a Second Language (ESL)	
Grade Level	NCE
12	28.90
11	30.10
10	26.50
9	26.80
8	28.00
7	31.10
6	28.80
5	31.40
4	35.10
3	35.60



Total Language Scores: Extracted from Stanford 9 by Grade Level by Program

Independent Education Plan (IEP)	
Grade Level	NCE
12	31.50
11	33.70
10	29.10
9	30.10
8	29.80
7	29.80
6	30.60
5	34.10
4	35.10
3	36.00




SAT 9 Total Reading Scores by PHLOTE by Grade
Percentile
70
60
50
40
30
20
10
0
3
4
5
6
7
8
9
10
11
12
Grade Served
Total State
English
Spanish
Navajo
Other
No Response

Reassessment and Reclassification

Limited English Proficient (LEP) students in programs to improve their English proficiency are reassessed periodically (at least every two years). Those who are reclassified as proficient in English may exit the program. Listed below are the numbers of students who were reassessed and reclassified as English proficien, by number of years of service in programs. (The information presented below is a compilation drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.)

County	Type	District	District or Charter School	YEARS OF SERVICE IN PROGRAMS 1	2	3	4	5	6	7	8	9	10	11	12	Total
07	05	016	Agua Fria Union High School District	2	2	5	0	0	0	0	0	0	0	0	0	9
10	02	015	Ajo Unified District	1	1	5	0	0	0	0	0	0	0	0	0	7
07	04	068	Alhambra Elementary District	1	8	16	17	16	3	5	0	0	0	0	0	66
10	03	051	Altar Valley Elementary District	0	1	3	5	2	1	0	0	0	0	0	0	12
07	86	055	American Grade Schools	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	010	Amphitheater Unified District	22	20	15	11	4	4	8	2	0	0	0	0	86
11	02	043	Apache Junction Unified District	4	0	1	2	1	0	0	0	0	0	0	0	8
07	87	023	Excellence	0	0	0	0	0	0	0	0	0	0	0	0	0
07	86	006	Arizona Career Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	031	Ash Fork Joint Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	044	Avondale Elementary District	3	8	8	24	22	8	5	3	0	0	0	0	81
07	04	031	Balsz Elementary District	0	8	18	7	0	0	0	0	0	0	0	0	33
02	04	009	Benson Elementary District	0	1	0	1	0	0	0	0	0	0	0	0	2
02	05	009	Benson Union High School District	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	002	Bisbee Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	032	Blue Ridge Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	014	Bowie Unified District	0	0	0	0	0	0	0	0	1	0	0	0	1
07	04	033	Buckeye Elementary District	0	0	7	6	7	4	3	2	0	0	0	0	29
07	05	001	Buckeye Union High School District	5	4	2	7	0	0	0	0	0	0	0	0	18
08	04	015	Bullhead City Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	028	Camp Verde Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	009	Carmel Community Integrated Arts	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	083	Cartwright Elementary District	12	28	20	17	6	6	2	1	0	0	0	0	92
11	04	004	Casa Grande Elementary District	1	2	2	0	2	4	0	0	0	0	0	0	11
11	05	002	Casa Grande Union High School District	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	016	Catalina Foothills Unified District	0	2	2	0	0	0	0	0	0	0	0	0	4
07	02	093	Cave Creek Unified District	0	0	0	1	0	0	0	0	0	0	0	0	1
09	02	025	Cedar Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	080	Chandler Unified District	44	22	18	27	25	12	5	1	0	0	0	0	154
01	02	024	Chinle Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	051	Chino Valley Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
02	03	026	Cochise Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	021	Coolidge Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
13	04	006	District	0	1	0	0	1	0	0	0	0	0	0	0	2
14	04	013	Crane Elementary District	4	5	7	8	11	9	1	0	0	0	0	0	45
07	04	014	Creighton Elementary District	0	0	60	32	30	0	0	0	0	0	0	0	122
07	02	097	Deer Valley Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
01	87	051	Discovery Academy Of St Johns	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	027	Douglas Unified District	0	0	26	26	18	11	6	36	0	0	0	0	123
07	02	089	Dysart Unified District	0	0	0	0	0	2	5	2	0	0	0	0	9
03	02	001	Flagstaff Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	001	Florence Unified School District	2	0	0	0	0	0	0	0	0	0	0	0	2
10	02	008	Flowing Wells Unified District	4	5	0	1	3	0	0	0	0	0	0	0	13
07	02	098	Fountain Hills Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	045	Fowler Elementary District	0	4	1	3	6	0	1	0	0	0	0	0	15
07	86	011	Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0
02	01	000	Ft Huachuca Accommodation District	0	0	0	0	0	0	0	0	0	0	0	0	0
05	02	007	Ft Thomas Unified District	0	0	1	2	4	4	1	2	0	0	0	0	14
14	04	032	Gadsden Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	020	Ganado Unified District	142	36	284	0	0	0	0	0	0	0	0	0	462

County	Type	District	District or Charter School	YEARS OF SERVICE IN PROGRAMS 1	2	3	4	5	6	7	8	9	10	11	12	Total
07	02	041	Gilbert Unified District	4	13	17	7	1	0	0	0	0	0	0	0	42
07	04	040	Glendale Elementary District	59	80	85	78	43	16	12	0	0	0	0	0	373
04	02	001	Globe Unified District	0	1	9	0	0	0	0	0	0	0	0	0	10
03	02	004	Grand Canyon Unified District	0	0	0	2	0	0	0	0	0	0	0	0	2
03	86	010	Greyhills Academy High School	186	213	207	0	0	0	0	0	0	0	0	0	606
04	02	041	Hayden-Winkelman Unified District	0	0	0	0	1	0	0	0	0	0	0	0	1
09	02	006	Heber-Overgaard Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	022	Humboldt Unified District	7	0	0	0	0	0	0	0	0	0	0	0	7
14	04	016	Hyder Elementary District	0	0	0	4	3	1	0	0	0	0	0	0	8
10	02	040	Indian Oasis-Baboquivari Unified District	0	0	3	0	0	0	0	0	1	0	0	0	4
07	04	005	Isaac Elementary District	0	0	6	11	18	48	24	4	0	0	0	0	111
11	03	044	J O Combs Elementary District	0	0	7	0	0	0	0	0	0	0	0	0	7
09	02	002	Joseph City Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	027	Kayenta Unified District	8	5	13	16	4	12	0	20	0	0	0	0	78
08	04	004	Kingman Elementary District	2	3	1	0	0	0	0	0	0	0	0	0	6
07	04	028	Kyrene Elementary District	0	21	5	10	1	0	1	1	0	0	0	0	39
08	02	001	Lake Havasu Unified District	20	9	0	0	0	0	0	0	0	0	0	0	29
03	87	035	Lake Powell Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	059	Laveen Elementary District	0	0	1	0	2	4	6	2	0	0	0	0	15
07	04	025	Liberty Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	079	Litchfield Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
08	04	009	Littlefield Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	065	Littleton Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	038	Madison Elementary District	0	2	1	5	0	0	0	0	0	0	0	0	8
11	02	008	Mammoth-San Manuel Unified District	1	0	3	4	0	0	0	0	0	0	0	0	8
10	02	006	Marana Unified District	1	2	4	4	3	2	0	0	0	0	0	0	16
07	01	099	Maricopa Co Regional District	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	020	Maricopa Unified School District	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	043	Mayer Unified District	0	1	0	1	0	0	0	0	0	0	0	0	2
07	02	004	Mesa Unified District	75	71	60	29	26	8	0	0	0	0	0	0	269
04	02	040	Miami Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
08	04	016	Mohave Valley Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	03	075	Morristown Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	021	Murphy Elementary District	0	1	8	8	13	5	3	0	0	0	0	0	38
07	03	081	Nadaburg Elementary District	1	3	2	0	0	0	0	0	0	0	0	0	6
12	02	001	Nogales Unified District	46	38	39	70	51	37	64	37	20	24	13	24	463
11	03	002	Oracle Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	008	Osborn Elementary District	10	11	33	18	7	2	4	1	0	0	0	0	86
03	02	008	Page Unified District	1	5	8	0	10	8	5	7	5	0	0	0	49
07	04	049	Palo Verde Elementary District	0	2	0	0	0	0	1	0	0	0	0	0	3
02	03	049	Palominas Elementary District	0	0	1	0	0	1	0	0	0	0	0	0	2
07	02	069	Paradise Valley Unified District	8	22	25	15	10	0	0	0	0	0	0	0	80
15	02	027	Parker Unified School District	0	1	5	4	5	6	1	0	0	0	0	0	22
12	04	006	Patagonia Elementary District	0	0	1	0	0	0	0	0	0	0	0	0	1
04	02	010	Payson Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
02	04	022	Pearce Elementary District	1	0	1	1	0	0	0	0	0	0	0	0	3
07	04	092	Pendergast Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	011	Peoria Unified District	3	12	18	9	4	7	2	3	0	1	0	0	59
07	04	001	Phoenix Elementary District	0	0	2	6	4	3	2	1	0	0	0	0	18
07	05	010	Phoenix Union High School District	184	102	70	139	0	0	0	0	0	0	0	0	495
11	04	033	Picacho Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
10	01	000	Pima Accommodation District	0	0	0	0	0	0	0	0	0	0	0	0	0
05	02	006	Pima Unified District	0	2	3	0	0	0	0	0	0	0	0	0	5
12	87	024	Pimeria Alta High School	0	7	4	0	0	0	0	0	0	0	0	0	11
09	02	004	Pinon Unified District	0	4	4	0	0	0	0	0	0	0	0	0	8
10	87	044	PPEP and Affiliates	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	001	Prescott Unified District	4	1	1	1	1	0	0	0	0	0	0	0	8
15	04	004	Quartzsite Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0

County	Type	District	District or Charter School	YEARS OF SERVICE IN PROGRAMS 1	2	3	4	5	6	7	8	9	10	11	12	Total
07	02	095	Queen Creek Unified District	17	10	2	2	3	2	3	2	0	0	0	0	41
11	02	003	Ray Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	027	Red Mesa Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	066	Roosevelt Elementary District	9	15	44	21	29	2	2	0	0	0	0	0	122
01	02	010	Round Valley Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
05	02	001	Safford Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	030	Sahuarita Unified District	0	0	2	0	1	0	0	0	0	0	0	0	3
15	04	030	Salome Consolidated Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
04	02	020	San Carlos Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	018	San Simon Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
12	03	028	Santa Cruz Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0
12	02	035	Santa Cruz Valley Unified District	3	28	22	33	5	17	10	2	4	0	0	0	124
11	05	040	District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	034	Scottsdale Horizons School	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	048	Scottsdale Unified District	21	20	17	10	8	4	3	0	1	0	0	0	84
13	02	009	Sedona-Oak Creek Joint Unified District	0	4	2	1	1	2	1	0	1	0	0	0	12
09	87	046	Shonto Governing Board of Education, Inc.	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	010	Show Low Unified District	0	0	0	0	1	1	0	0	0	0	0	0	2
02	02	068	Sierra Vista Unified District	0	1	0	0	0	0	0	0	0	0	0	0	1
09	02	005	Snowflake Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
14	04	011	Somerton Elementary District	0	0	3	9	0	0	0	0	0	0	0	0	12
02	02	021	St David Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	001	St Johns Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
11	04	024	Stanfield Elementary District	0	0	2	1	0	0	0	0	0	0	0	0	3
10	02	012	Sunnyside Unified District	0	1	3	4	8	21	10	6	1	2	0	0	56
11	02	015	Superior Unified District	0	0	1	0	2	0	0	0	0	0	0	0	3
10	02	013	Tanque Verde Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	003	Tempe Elementary District	1	8	18	35	22	12	4	5	0	0	0	0	105
07	05	013	Tempe Union High School District	23	13	9	6	0	0	0	0	0	0	0	0	51
07	87	047	Tertulia: A Learning Community	0	0	0	0	0	0	0	0	0	0	0	0	0
05	02	004	Thatcher Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	05	014	Tolleson Union High School District	87	0	0	0	0	0	0	0	0	0	0	0	87
11	04	022	Toltec Elementary District	0	8	6	0	0	0	0	0	0	0	0	0	14
02	02	001	Tombstone Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
03	02	015	Tuba City Unified District	0	0	0	4	0	1	5	0	0	0	0	0	10
10	02	001	Tucson Unified District	5	9	16	24	42	27	19	19	9	10	4	0	184
07	04	062	Union Elementary District	1	0	1	0	0	0	0	0	0	0	0	0	2
10	03	020	Vail Elementary District	0	1	2	0	0	0	0	0	0	0	0	0	3
02	05	022	Valley Union High School District	0	0	1	0	0	0	0	0	0	0	0	0	1
07	04	006	Washington Elementary District	0	15	15	9	5	1	0	0	0	0	0	0	45
09	02	020	Whiteriver Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	009	Wickenburg Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	013	Willcox Unified District	0	0	4	1	3	1	0	0	1	0	0	0	10
03	02	002	Williams Unified District	0	0	1	2	2	0	0	0	0	0	0	0	5
07	04	007	Wilson Elementary District	0	6	10	7	10	2	4	2	0	0	0	0	41
09	02	001	Winslow Unified District	0	1	0	0	0	0	0	0	0	0	0	0	1
14	04	001	Yuma Elementary District	3	14	26	22	14	13	0	0	0	0	0	0	92
14	05	070	Yuma Union High School District	0	0	0	0	0	0	0	0					0
			Total:	1038	944	1355	830	521	334	228	161	44	37	17	24	5533
			Cumulative:	1038	1982	3337	4167	4688	5022	5250	5411	5455	5492	5509	5533	
			Percent:	18.8%	17.1%	24.5%	15.0%	9.4%	6.0%	4.1%	2.9%	0.8%	0.7%	0.3%	0.4%	
			Cumulative:	18.8%	35.8%	60.3%	75.3%	84.7%	90.8%	94.9%	97.8%	98.6%	99.3%	99.6%	100.0%	

Reassessment and Reclassification

Limited English Proficient (LEP) students in programs to improve their English proficiency are reassessed periodically (at least every two years). Those who are reclassified as proficient in English may exit the program. Listed below are the numbers of students who were reassessed and reclassified as English proficien, by number of years of service in programs, and by grade. (The information presented below is a compilation drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.)

County Type District	District or Charter School	Grade	YEARS OF SERVICE IN PROGRAMS 1	2	3	4	5	6	7	8	9	10	11	12	Total
07 05 016	Agua Fria Union High School District	3	0	0	0										0
07 05 016		4	0	0	0	0									0
07 05 016		5	0	0	0	0	0								0
07 05 016		6	0	0	0	0	0	0							0
07 05 016		7	0	0	0	0	0	0	0						0
07 05 016		8	0	0	0	0	0	0	0	0					0
07 05 016		9	2	0	0	0	0	0	0	0	0				2
07 05 016		10	0	0	0	0	0	0	0	0	0	0			0
07 05 016		11	0	1	0	0	0	0	0	0	0	0	0		1
07 05 016		12	0	1	5	0	0	0	0	0	0	0	0	0	6
10 02 015	Ajo Unified District	3	0	0	4										4
10 02 015		4	1	1	0	0									2
10 02 015		5	0	0	0	0	0								0
10 02 015		6	0	0	1	0	0	0							1
10 02 015		7	0	0	0	0	0	0	0						0
10 02 015		8	0	0	0	0	0	0	0	0					0
10 02 015		9	0	0	0	0	0	0	0	0	0				0
10 02 015		10	0	0	0	0	0	0	0	0	0	0			0
10 02 015		11	0	0	0	0	0	0	0	0	0	0	0		0
10 02 015		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 04 068	Alhambra Elementary District	3	0	1	0										1
07 04 068		4	0	1	1	3									5
07 04 068		5	1	3	6	6	8								24
07 04 068		6	0	1	7	3	6	3							20
07 04 068		7	0	2	2	4	2	0	5						15
07 04 068		8	0	0	0	1	0	0	0	0					1
07 04 068		9	0	0	0	0	0	0	0	0	0				0
07 04 068		10	0	0	0	0	0	0	0	0	0	0			0
07 04 068		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 068		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10 03 051	Altar Valley Elementary District	3	0	0	2										2
10 03 051		4	0	1	0	0									1
10 03 051		5	0	0	1	4	2								7
10 03 051		6	0	0	0	1	0	1							2
10 03 051		7	0	0	0	0	0	0	0						0
10 03 051		8	0	0	0	0	0	0	0	0					0
10 03 051		9	0	0	0	0	0	0	0	0	0				0
10 03 051		10	0	0	0	0	0	0	0	0	0	0			0
10 03 051		11	0	0	0	0	0	0	0	0	0	0	0		0
10 03 051		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 86 055	American Grade Schools	3	0	0	0										0
07 86 055		4	0	0	0	0									0
07 86 055		5	0	0	0	0	0								0
07 86 055		6	0	0	0	0	0	0							0
07 86 055		7	0	0	0	0	0	0	0						0
07 86 055		8	0	0	0	0	0	0	0	0					0
07 86 055		9	0	0	0	0	0	0	0	0	0				0
07 86 055		10	0	0	0	0	0	0	0	0	0	0			0
07 86 055		11	0	0	0	0	0	0	0	0	0	0	0		0
07 86 055		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10 02 010	Amphitheater Unified District	3	1	3	3										7
10 02 010		4	2	4	3	3									12
10 02 010		5	9	2	1	1	2								15
10 02 010		6	2	6	2	3	1	1							15
10 02 010		7	2	2	1	1	1	3	3						13
10 02 010		8	1	2	0	2	0	0	3	2					10
10 02 010		9	0	0	0	0	0	0	0	0	0				0
10 02 010		10	0	0	0	0	0	0	1	0	0	0			1
10 02 010		11	0	0	3	0	0	0	1	0	0	0	0		4
10 02 010		12	5	1	2	1	0	0	0	0	0	0	0	0	9
11 02 043	Apache Junction Unified District	3	1	0	0										1
11 02 043		4	0	0	0	0									0
11 02 043		5	1	0	1	1	0								3
11 02 043		6	1	0	0	1	0	0							2
11 02 043		7	1	0	0	0	1	0	0						2
11 02 043		8	0	0	0	0	0	0	0	0					0
11 02 043		9	0	0	0	0	0	0	0	0	0				0
11 02 043		10	0	0	0	0	0	0	0	0	0	0			0
11 02 043		11	0	0	0	0	0	0	0	0	0	0	0		0
11 02 043		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 87 023	Arizona Call-A-Teen Center For Excellence	3	0	0	0										0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
07	87	023		4	0	0	0	0									0
07	87	023		5	0	0	0	0	0								0
07	87	023		6	0	0	0	0	0	0							0
07	87	023		7	0	0	0	0	0	0	0						0
07	87	023		8	0	0	0	0	0	0	0	0					0
07	87	023		9	0	0	0	0	0	0	0	0	0				0
07	87	023		10	0	0	0	0	0	0	0	0	0	0			0
07	87	023		11	0	0	0	0	0	0	0	0	0	0	0		0
07	87	023		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	86	006	Arizona Career Academy	3	0	0	0										0
07	86	006		4	0	0	0	0									0
07	86	006		5	0	0	0	0	0								0
07	86	006		6	0	0	0	0	0	0							0
07	86	006		7	0	0	0	0	0	0	0						0
07	86	006		8	0	0	0	0	0	0	0	0					0
07	86	006		9	0	0	0	0	0	0	0	0	0				0
07	86	006		10	0	0	0	0	0	0	0	0	0	0			0
07	86	006		11	0	0	0	0	0	0	0	0	0	0	0		0
07	86	006		12	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	031	Ash Fork Joint Unified District	3	0	0	0										0
13	02	031		4	0	0	0	0									0
13	02	031		5	0	0	0	0	0								0
13	02	031		6	0	0	0	0	0	0							0
13	02	031		7	0	0	0	0	0	0	0						0
13	02	031		8	0	0	0	0	0	0	0	0					0
13	02	031		9	0	0	0	0	0	0	0	0	0				0
13	02	031		10	0	0	0	0	0	0	0	0	0	0			0
13	02	031		11	0	0	0	0	0	0	0	0	0	0	0		0
13	02	031		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	044	Avondale Elementary District	3	0	0	0										0
07	04	044		4	0	2	0	13									15
07	04	044		5	1	2	4	3	20								30
07	04	044		6	2	1	1	5	1	3							13
07	04	044		7	0	0	0	2	0	2	5						9
07	04	044		8	0	3	3	1	1	3	0	3					14
07	04	044		9	0	0	0	0	0	0	0	0	0				0
07	04	044		10	0	0	0	0	0	0	0	0	0	0			0
07	04	044		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	044		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	031	Balsz Elementary District	3	0	0	6										6
07	04	031		4	0	0	2	3									5
07	04	031		5	0	1	3	1	0								5
07	04	031		6	0	4	4	2	0	0							10
07	04	031		7	0	3	2	1	0	0	0						6
07	04	031		8	0	0	1	0	0	0	0	0					1
07	04	031		9	0	0	0	0	0	0	0	0	0				0
07	04	031		10	0	0	0	0	0	0	0	0	0	0			0
07	04	031		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	031		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	04	009	Benson Elementary District	3	0	0	0										0
02	04	009		4	0	0	0	0									0
02	04	009		5	0	1	0	1	0								2
02	04	009		6	0	0	0	0	0	0							0
02	04	009		7	0	0	0	0	0	0	0						0
02	04	009		8	0	0	0	0	0	0	0	0					0
02	04	009		9	0	0	0	0	0	0	0	0	0				0
02	04	009		10	0	0	0	0	0	0	0	0	0	0			0
02	04	009		11	0	0	0	0	0	0	0	0	0	0	0		0
02	04	009		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	05	009	Benson Union High School District	3	0	0	0										0
02	05	009		4	0	0	0	0									0
02	05	009		5	0	0	0	0	0								0
02	05	009		6	0	0	0	0	0	0							0
02	05	009		7	0	0	0	0	0	0	0						0
02	05	009		8	0	0	0	0	0	0	0	0					0
02	05	009		9	0	0	0	0	0	0	0	0	0				0
02	05	009		10	0	0	0	0	0	0	0	0	0	0			0
02	05	009		11	0	0	0	0	0	0	0	0	0	0	0		0
02	05	009		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	002	Bisbee Unified District	3	0	0	0										0
02	02	002		4	0	0	0	0									0
02	02	002		5	0	0	0	0	0								0
02	02	002		6	0	0	0	0	0	0							0
02	02	002		7	0	0	0	0	0	0	0						0
02	02	002		8	0	0	0	0	0	0	0	0					0
02	02	002		9	0	0	0	0	0	0	0	0	0				0
02	02	002		10	0	0	0	0	0	0	0	0	0	0			0
02	02	002		11	0	0	0	0	0	0	0	0	0	0	0		0
02	02	002		12	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	032	Blue Ridge Unified District	3	0	0	0										0
09	02	032		4	0	0	0	0									0
09	02	032		5	0	0	0	0	0								0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
09	02	032		6	0	0	0	0	0	0							0
09	02	032		7	0	0	0	0	0	0	0						0
09	02	032		8	0	0	0	0	0	0	0	0					0
09	02	032		9	0	0	0	0	0	0	0	0	0				0
09	02	032		10	0	0	0	0	0	0	0	0	0	0			0
09	02	032		11	0	0	0	0	0	0	0	0	0	0	0		0
09	02	032		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	014	Bowie Unified District	3	0	0	0										0
02	02	014		4	0	0	0	0									0
02	02	014		5	0	0	0	0	0								0
02	02	014		6	0	0	0	0	0	0							0
02	02	014		7	0	0	0	0	0	0	0						0
02	02	014		8	0	0	0	0	0	0	0	0					0
02	02	014		9	0	0	0	0	0	0	0	0	0				0
02	02	014		10	0	0	0	0	0	0	0	0	0	0			0
02	02	014		11	0	0	0	0	0	0	0	0	1	0	0		1
02	02	014		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	033	Buckeye Elementary District	3	0	0	7										7
07	04	033		4	0	0	0	5									5
07	04	033		5	0	0	0	0	5								5
07	04	033		6	0	0	0	1	2	3							6
07	04	033		7	0	0	0	0	0	1	3						4
07	04	033		8	0	0	0	0	0	0	0	2					2
07	04	033		9	0	0	0	0	0	0	0	0	0				0
07	04	033		10	0	0	0	0	0	0	0	0	0	0			0
07	04	033		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	033		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	05	001	Buckeye Union High School District	3	0	0	0										0
07	05	001		4	0	0	0	0									0
07	05	001		5	0	0	0	0	0								0
07	05	001		6	0	0	0	0	0	0							0
07	05	001		7	0	0	0	0	0	0	0						0
07	05	001		8	0	0	0	0	0	0	0	0					0
07	05	001		9	4	0	0	0	0	0	0	0	0				4
07	05	001		10	0	4	0	0	0	0	0	0	0	0			4
07	05	001		11	0	0	2	0	0	0	0	0	0	0	0		2
07	05	001		12	1	0	0	7	0	0	0	0	0	0	0	0	8
08	04	015	Bullhead City Elementary District	3	0	0	0										0
08	04	015		4	0	0	0	0									0
08	04	015		5	0	0	0	0	0								0
08	04	015		6	0	0	0	0	0	0							0
08	04	015		7	0	0	0	0	0	0	0						0
08	04	015		8	0	0	0	0	0	0	0	0					0
08	04	015		9	0	0	0	0	0	0	0	0	0				0
08	04	015		10	0	0	0	0	0	0	0	0	0	0			0
08	04	015		11	0	0	0	0	0	0	0	0	0	0	0		0
08	04	015		12	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	028	Camp Verde Unified District	3	0	0	0										0
13	02	028		4	0	0	0	0									0
13	02	028		5	0	0	0	0	0								0
13	02	028		6	0	0	0	0	0	0							0
13	02	028		7	0	0	0	0	0	0	0						0
13	02	028		8	0	0	0	0	0	0	0	0					0
13	02	028		9	0	0	0	0	0	0	0	0	0				0
13	02	028		10	0	0	0	0	0	0	0	0	0	0			0
13	02	028		11	0	0	0	0	0	0	0	0	0	0	0		0
13	02	028		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	009	Carmel Community Integrated Arts	3	0	0	0										0
07	87	009		4	0	0	0	0									0
07	87	009		5	0	0	0	0	0								0
07	87	009		6	0	0	0	0	0	0							0
07	87	009		7	0	0	0	0	0	0	0						0
07	87	009		8	0	0	0	0	0	0	0	0					0
07	87	009		9	0	0	0	0	0	0	0	0	0				0
07	87	009		10	0	0	0	0	0	0	0	0	0	0			0
07	87	009		11	0	0	0	0	0	0	0	0	0	0	0		0
07	87	009		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	083	Cartwright Elementary District	3	3	4	5										12
07	04	083		4	1	5	1	6									13
07	04	083		5	3	4	2	3	4								16
07	04	083		6	2	4	5	0	1	3							15
07	04	083		7	2	5	3	4	0	1	2						17
07	04	083		8	1	6	4	4	1	2	0	1					19
07	04	083		9	0	0	0	0	0	0	0	0	0				0
07	04	083		10	0	0	0	0	0	0	0	0	0	0			0
07	04	083		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	083		12	0	0	0	0	0	0	0	0	0	0	0	0	0
11	04	004	Casa Grande Elementary District	3	0	1	2										3
11	04	004		4	0	0	0	0									0
11	04	004		5	0	0	0	0	1								1
11	04	004		6	1	1	0	0	1	4							7
11	04	004		7	0	0	0	0	0	0	0						0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
11	04	004		8	0	0	0	0	0	0	0	0					0
11	04	004		9	0	0	0	0	0	0	0	0	0				0
11	04	004		10	0	0	0	0	0	0	0	0	0	0			0
11	04	004		11	0	0	0	0	0	0	0	0	0	0	0		0
11	04	004		12	0	0	0	0	0	0	0	0	0	0	0	0	0
11	05	002	Casa Grande Union High School District	3	0	0	0										0
11	05	002		4	0	0	0	0									0
11	05	002		5	0	0	0	0	0								0
11	05	002		6	0	0	0	0	0	0							0
11	05	002		7	0	0	0	0	0	0	0						0
11	05	002		8	0	0	0	0	0	0	0	0					0
11	05	002		9	0	0	0	0	0	0	0	0	0				0
11	05	002		10	0	0	0	0	0	0	0	0	0	0			0
11	05	002		11	0	0	0	0	0	0	0	0	0	0	0		0
11	05	002		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	016	Catalina Foothills Unified District	3	0	1	2										3
10	02	016		4	0	0	0	0									0
10	02	016		5	0	1	0	0	0								1
10	02	016		6	0	0	0	0	0	0							0
10	02	016		7	0	0	0	0	0	0	0						0
10	02	016		8	0	0	0	0	0	0	0	0					0
10	02	016		9	0	0	0	0	0	0	0	0	0				0
10	02	016		10	0	0	0	0	0	0	0	0	0	0			0
10	02	016		11	0	0	0	0	0	0	0	0	0	0	0		0
10	02	016		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	093	Cave Creek Unified District	3	0	0	0										0
07	02	093		4	0	0	0	1									1
07	02	093		5	0	0	0	0	0								0
07	02	093		6	0	0	0	0	0	0							0
07	02	093		7	0	0	0	0	0	0	0						0
07	02	093		8	0	0	0	0	0	0	0	0					0
07	02	093		9	0	0	0	0	0	0	0	0	0				0
07	02	093		10	0	0	0	0	0	0	0	0	0	0			0
07	02	093		11	0	0	0	0	0	0	0	0	0	0	0		0
07	02	093		12	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	025	Cedar Unified District	3	0	0	0										0
09	02	025		4	0	0	0	0									0
09	02	025		5	0	0	0	0	0								0
09	02	025		6	0	0	0	0	0	0							0
09	02	025		7	0	0	0	0	0	0	0						0
09	02	025		8	0	0	0	0	0	0	0	0					0
09	02	025		9	0	0	0	0	0	0	0	0	0				0
09	02	025		10	0	0	0	0	0	0	0	0	0	0			0
09	02	025		11	0	0	0	0	0	0	0	0	0	0	0		0
09	02	025		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	080	Chandler Unified District	3	4	0	0										4
07	02	080		4	6	2	4	11									23
07	02	080		5	15	6	2	3	16								42
07	02	080		6	7	2	1	3	1	5							19
07	02	080		7	6	0	0	0	1	0	2						9
07	02	080		8	1	2	1	1	0	0	0	0					5
07	02	080		9	4	2	0	1	2	0	1	0	0				10
07	02	080		10	0	5	8	5	3	3	1	0	0	0			25
07	02	080		11	1	3	2	2	2	3	1	1	0	0	0		15
07	02	080		12	0	0	0	1	0	1	0	0	0	0	0	0	2
01	02	024	Chinle Unified District	3	0	0	0										0
01	02	024		4	0	0	0	0									0
01	02	024		5	0	0	0	0	0								0
01	02	024		6	0	0	0	0	0	0							0
01	02	024		7	0	0	0	0	0	0	0						0
01	02	024		8	0	0	0	0	0	0	0	0					0
01	02	024		9	0	0	0	0	0	0	0	0	0				0
01	02	024		10	0	0	0	0	0	0	0	0	0	0			0
01	02	024		11	0	0	0	0	0	0	0	0	0	0	0		0
01	02	024		12	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	051	Chino Valley Unified District	3	0	0	0										0
13	02	051		4	0	0	0	0									0
13	02	051		5	0	0	0	0	0								0
13	02	051		6	0	0	0	0	0	0							0
13	02	051		7	0	0	0	0	0	0	0						0
13	02	051		8	0	0	0	0	0	0	0	0					0
13	02	051		9	0	0	0	0	0	0	0	0	0				0
13	02	051		10	0	0	0	0	0	0	0	0	0	0			0
13	02	051		11	0	0	0	0	0	0	0	0	0	0	0		0
13	02	051		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	03	026	Cochise Elementary District	3	0	0	0										0
02	03	026		4	0	0	0	0									0
02	03	026		5	0	0	0	0	0								0
02	03	026		6	0	0	0	0	0	0							0
02	03	026		7	0	0	0	0	0	0	0						0
02	03	026		8	0	0	0	0	0	0	0	0					0
02	03	026		9	0	0	0	0	0	0	0	0	0				0

YEARS OF SERVICE IN PROGRAMS

County Type District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
02 03 026		10	0	0	0	0	0	0	0	0	0	0			0
02 03 026		11	0	0	0	0	0	0	0	0	0	0	0		0
02 03 026		12	0	0	0	0	0	0	0	0	0	0	0	0	0
11 02 021	Coolidge Unified District	3	0	0	0										0
11 02 021		4	0	0	0	0									0
11 02 021		5	0	0	0	0	0								0
11 02 021		6	0	0	0	0	0	0							0
11 02 021		7	0	0	0	0	0	0	0						0
11 02 021		8	0	0	0	0	0	0	0	0					0
11 02 021		9	0	0	0	0	0	0	0	0	0				0
11 02 021		10	0	0	0	0	0	0	0	0	0	0			0
11 02 021		11	0	0	0	0	0	0	0	0	0	0	0		0
11 02 021		12	0	0	0	0	0	0	0	0	0	0	0	0	0
13 04 006	Cottonwood-Oak Creek Elementary District	3	0	0	0										0
13 04 006		4	0	0	0	0									0
13 04 006		5	0	0	0	0	0								0
13 04 006		6	0	0	0	0	0	0							0
13 04 006		7	0	0	0	0	1	0	0						1
13 04 006		8	0	1	0	0	0	0	0	0					1
13 04 006		9	0	0	0	0	0	0	0	0	0				0
13 04 006		10	0	0	0	0	0	0	0	0	0	0			0
13 04 006		11	0	0	0	0	0	0	0	0	0	0	0		0
13 04 006		12	0	0	0	0	0	0	0	0	0	0	0	0	0
14 04 013	Crane Elementary District	3	0	1	3										4
14 04 013		4	2	1	0	2									5
14 04 013		5	0	1	0	2	10								13
14 04 013		6	2	2	3	3	1	9							20
14 04 013		7	0	0	1	0	0	0	1						2
14 04 013		8	0	0	0	1	0	0	0	0					1
14 04 013		9	0	0	0	0	0	0	0	0	0				0
14 04 013		10	0	0	0	0	0	0	0	0	0	0			0
14 04 013		11	0	0	0	0	0	0	0	0	0	0	0		0
14 04 013		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 04 014	Creighton Elementary District	3	0	0	30										30
07 04 014		4	0	0	30	0									30
07 04 014		5	0	0	0	12	0								12
07 04 014		6	0	0	0	20	0	0							20
07 04 014		7	0	0	0	0	15	0	0						15
07 04 014		8	0	0	0	0	15	0	0	0					15
07 04 014		9	0	0	0	0	0	0	0	0	0				0
07 04 014		10	0	0	0	0	0	0	0	0	0	0			0
07 04 014		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 014		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 02 097	Deer Valley Unified District	3	0	0	0										0
07 02 097		4	0	0	0	0									0
07 02 097		5	0	0	0	0	0								0
07 02 097		6	0	0	0	0	0	0							0
07 02 097		7	0	0	0	0	0	0	0						0
07 02 097		8	0	0	0	0	0	0	0	0					0
07 02 097		9	0	0	0	0	0	0	0	0	0				0
07 02 097		10	0	0	0	0	0	0	0	0	0	0			0
07 02 097		11	0	0	0	0	0	0	0	0	0	0	0		0
07 02 097		12	0	0	0	0	0	0	0	0	0	0	0	0	0
01 87 051	Discovery Academy Of St Johns	3	0	0	0										0
01 87 051		4	0	0	0	0									0
01 87 051		5	0	0	0	0	0								0
01 87 051		6	0	0	0	0	0	0							0
01 87 051		7	0	0	0	0	0	0	0						0
01 87 051		8	0	0	0	0	0	0	0	0					0
01 87 051		9	0	0	0	0	0	0	0	0	0				0
01 87 051		10	0	0	0	0	0	0	0	0	0	0			0
01 87 051		11	0	0	0	0	0	0	0	0	0	0	0		0
01 87 051		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02 02 027	Douglas Unified District	3	0	0	26										26
02 02 027		4	0	0	0	24									24
02 02 027		5	0	0	0	2	18								20
02 02 027		6	0	0	0	0	0	11							11
02 02 027		7	0	0	0	0	0	0	6						6
02 02 027		8	0	0	0	0	0	0	0	36					36
02 02 027		9	0	0	0	0	0	0	0	0	0				0
02 02 027		10	0	0	0	0	0	0	0	0	0	0			0
02 02 027		11	0	0	0	0	0	0	0	0	0	0	0		0
02 02 027		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 02 089	Dysart Unified District	3	0	0	0										0
07 02 089		4	0	0	0	0									0
07 02 089		5	0	0	0	0	0								0
07 02 089		6	0	0	0	0	0	0							0
07 02 089		7	0	0	0	0	0	2	1						3
07 02 089		8	0	0	0	0	0	0	4	2					6
07 02 089		9	0	0	0	0	0	0	0	0	0				0
07 02 089		10	0	0	0	0	0	0	0	0	0	0			0
07 02 089		11	0	0	0	0	0	0	0	0	0	0	0		0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
07	02	069		12	0	0	0	0	0	0	0	0	0	0	0	0	0
03	02	001	Flagstaff Unified District	3	0	0	0										0
03	02	001		4	0	0	0	0									0
03	02	001		5	0	0	0	0	0								0
03	02	001		6	0	0	0	0	0	0							0
03	02	001		7	0	0	0	0	0	0	0						0
03	02	001		8	0	0	0	0	0	0	0	0					0
03	02	001		9	0	0	0	0	0	0	0	0	0				0
03	02	001		10	0	0	0	0	0	0	0	0	0	0			0
03	02	001		11	0	0	0	0	0	0	0	0	0	0	0		0
03	02	001		12	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	001	Florence Unified School District	3	0	0	0										0
11	02	001		4	0	0	0	0									0
11	02	001		5	0	0	0	0	0								0
11	02	001		6	1	0	0	0	0	0							1
11	02	001		7	1	0	0	0	0	0	0						1
11	02	001		8	0	0	0	0	0	0	0	0					0
11	02	001		9	0	0	0	0	0	0	0	0	0				0
11	02	001		10	0	0	0	0	0	0	0	0	0	0			0
11	02	001		11	0	0	0	0	0	0	0	0	0	0	0		0
11	02	001		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	008	Flowing Wells Unified District	3	3	1	0										4
10	02	008		4	0	0	0	1									1
10	02	008		5	0	0	0	0	0								0
10	02	008		6	0	1	0	0	0	0							1
10	02	008		7	1	1	0	0	0	0	0						2
10	02	008		8	0	2	0	0	0	0	0	0					2
10	02	008		9	0	0	0	0	0	0	0	0	0				0
10	02	008		10	0	0	0	0	0	0	0	0	0	0			0
10	02	008		11	0	0	0	0	3	0	0	0	0	0	0		3
10	02	008		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	098	Fountain Hills Unified District	3	0	0	0										0
07	02	098		4	0	0	0	0									0
07	02	098		5	0	0	0	0	0								0
07	02	098		6	0	0	0	0	0	0							0
07	02	098		7	0	0	0	0	0	0	0						0
07	02	098		8	0	0	0	0	0	0	0	0					0
07	02	098		9	0	0	0	0	0	0	0	0	0				0
07	02	098		10	0	0	0	0	0	0	0	0	0	0			0
07	02	098		11	0	0	0	0	0	0	0	0	0	0	0		0
07	02	098		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	045	Fowler Elementary District	3	0	1	1										2
07	04	045		4	0	2	0	2									4
07	04	045		5	0	1	0	1	4								6
07	04	045		6	0	0	0	0	0	0							0
07	04	045		7	0	0	0	0	0	0	0						0
07	04	045		8	0	0	0	0	2	0	1	0					3
07	04	045		9	0	0	0	0	0	0	0	0	0				0
07	04	045		10	0	0	0	0	0	0	0	0	0	0			0
07	04	045		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	045		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	86	011	Friendly House Academia Del Pueblo Elementary	3	0	0	0										0
07	86	011		4	0	0	0	0									0
07	86	011		5	0	0	0	0	0								0
07	86	011		6	0	0	0	0	0	0							0
07	86	011		7	0	0	0	0	0	0	0						0
07	86	011		8	0	0	0	0	0	0	0	0					0
07	86	011		9	0	0	0	0	0	0	0	0	0				0
07	86	011		10	0	0	0	0	0	0	0	0	0	0			0
07	86	011		11	0	0	0	0	0	0	0	0	0	0	0		0
07	86	011		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	01	000	Ft Huachuca Accommodation District	3	0	0	0										0
02	01	000		4	0	0	0	0									0
02	01	000		5	0	0	0	0	0								0
02	01	000		6	0	0	0	0	0	0							0
02	01	000		7	0	0	0	0	0	0	0						0
02	01	000		8	0	0	0	0	0	0	0	0					0
02	01	000		9	0	0	0	0	0	0	0	0	0				0
02	01	000		10	0	0	0	0	0	0	0	0	0	0			0
02	01	000		11	0	0	0	0	0	0	0	0	0	0	0		0
02	01	000		12	0	0	0	0	0	0	0	0	0	0	0	0	0
05	02	007	Ft Thomas Unified District	3	0	0	1										1
05	02	007		4	0	0	0	2									2
05	02	007		5	0	0	0	0	4								4
05	02	007		6	0	0	0	0	0	3							3
05	02	007		7	0	0	0	0	0	0	1						1
05	02	007		8	0	0	0	0	0	1	0	2					3
05	02	007		9	0	0	0	0	0	0	0	0	0				0
05	02	007		10	0	0	0	0	0	0	0	0	0	0			0
05	02	007		11	0	0	0	0	0	0	0	0	0	0	0		0
05	02	007		12	0	0	0	0	0	0	0	0	0	0	0	0	0
14	04	032	Gadsden Elementary District	3	0	0	0										0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
14	04	032		4	0	0	0	0									0
14	04	032		5	0	0	0	0	0								0
14	04	032		6	0	0	0	0	0	0							0
14	04	032		7	0	0	0	0	0	0	0						0
14	04	032		8	0	0	0	0	0	0	0	0					0
14	04	032		9	0	0	0	0	0	0	0	0	0				0
14	04	032		10	0	0	0	0	0	0	0	0	0	0			0
14	04	032		11	0	0	0	0	0	0	0	0	0	0	0		0
14	04	032		12	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	020	Ganado Unified District	3	10	11	34										55
01	02	020		4	16	5	59	0									80
01	02	020		5	16	7	24	0	0								47
01	02	020		6	8	0	47	0	0	0							55
01	02	020		7	15	5	37	0	0	0	0						57
01	02	020		8	10	5	25	0	0	0	0	0					40
01	02	020		9	43	1	14	0	0	0	0	0	0				58
01	02	020		10	14	0	23	0	0	0	0	0	0	0			37
01	02	020		11	10	2	21	0	0	0	0	0	0	0	0		33
01	02	020		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	041	Gilbert Unified District	3	3	9	6										18
07	02	041		4	1	2	2	0									5
07	02	041		5	0	0	2	0	0								2
07	02	041		6	0	0	5	0	0	0							5
07	02	041		7	0	0	0	1	0	0	0						1
07	02	041		8	0	0	0	4	0	0	0	0					4
07	02	041		9	0	1	0	0	1	0	0	0	0				2
07	02	041		10	0	0	1	1	0	0	0	0	0	0			2
07	02	041		11	0	1	1	1	0	0	0	0	0	0	0		3
07	02	041		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	040	Glendale Elementary District	3	6	19	42										67
07	04	040		4	20	19	15	52									106
07	04	040		5	16	17	11	5	28								77
07	04	040		6	16	15	14	14	9	14							82
07	04	040		7	1	10	3	7	6	2	12						41
07	04	040		8	0	0	0	0	0	0	0	0					0
07	04	040		9	0	0	0	0	0	0	0	0	0				0
07	04	040		10	0	0	0	0	0	0	0	0	0	0			0
07	04	040		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	040		12	0	0	0	0	0	0	0	0	0	0	0	0	0
04	02	001	Globe Unified District	3	0	0	0										0
04	02	001		4	0	1	1	0									2
04	02	001		5	0	0	0	0	0								0
04	02	001		6	0	0	0	0	0	0							0
04	02	001		7	0	0	0	0	0	0	0						0
04	02	001		8	0	0	2	0	0	0	0	0					2
04	02	001		9	0	0	1	0	0	0	0	0	0				1
04	02	001		10	0	0	2	0	0	0	0	0	0	0			2
04	02	001		11	0	0	2	0	0	0	0	0	0	0	0		2
04	02	001		12	0	0	1	0	0	0	0	0	0	0	0	0	1
03	02	004	Grand Canyon Unified District	3	0	0	0										0
03	02	004		4	0	0	0	0									0
03	02	004		5	0	0	0	0	0								0
03	02	004		6	0	0	0	1	0	0							1
03	02	004		7	0	0	0	0	0	0	0						0
03	02	004		8	0	0	0	0	0	0	0	0					0
03	02	004		9	0	0	0	1	0	0	0	0	0				1
03	02	004		10	0	0	0	0	0	0	0	0	0	0			0
03	02	004		11	0	0	0	0	0	0	0	0	0	0	0		0
03	02	004		12	0	0	0	0	0	0	0	0	0	0	0	0	0
03	86	010	Greyhills Academy High School	3	0	0	0										0
03	86	010		4	0	0	0	0									0
03	86	010		5	0	0	0	0	0								0
03	86	010		6	0	0	0	0	0	0							0
03	86	010		7	0	0	0	0	0	0	0						0
03	86	010		8	0	0	0	0	0	0	0	0					0
03	86	010		9	43	76	84	0	0	0	0	0	0				203
03	86	010		10	33	60	47	0	0	0	0	0	0	0			140
03	86	010		11	44	38	40	0	0	0	0	0	0	0	0		122
03	86	010		12	66	39	36	0	0	0	0	0	0	0	0	0	141
04	02	041	Hayden-Winkelman Unified District	3	0	0	0										0
04	02	041		4	0	0	0	0									0
04	02	041		5	0	0	0	0	0								0
04	02	041		6	0	0	0	0	0	0							0
04	02	041		7	0	0	0	0	0	0	0						0
04	02	041		8	0	0	0	0	0	0	0	0					0
04	02	041		9	0	0	0	0	1	0	0	0	0				1
04	02	041		10	0	0	0	0	0	0	0	0	0	0			0
04	02	041		11	0	0	0	0	0	0	0	0	0	0	0		0
04	02	041		12	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	006	Heber-Overgaard Unified District	3	0	0	0										0
09	02	006		4	0	0	0	0									0
09	02	006		5	0	0	0	0	0								0

YEARS OF SERVICE IN PROGRAMS

County Type District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
09 02 006		6	0	0	0	0	0	0							0
09 02 006		7	0	0	0	0	0	0	0						0
09 02 006		8	0	0	0	0	0	0	0	0					0
09 02 006		9	0	0	0	0	0	0	0	0	0				0
09 02 006		10	0	0	0	0	0	0	0	0	0	0			0
09 02 006		11	0	0	0	0	0	0	0	0	0	0	0		0
09 02 006		12	0	0	0	0	0	0	0	0	0	0	0	0	0
13 02 022	Humboldt Unified District	3	2	0	0										2
13 02 022		4	0	0	0	0									0
13 02 022		5	4	0	0	0	0								4
13 02 022		6	0	0	0	0	0	0							0
13 02 022		7	0	0	0	0	0	0	0						0
13 02 022		8	0	0	0	0	0	0	0	0					0
13 02 022		9	1	0	0	0	0	0	0	0	0				1
13 02 022		10	0	0	0	0	0	0	0	0	0	0			0
13 02 022		11	0	0	0	0	0	0	0	0	0	0	0		0
13 02 022		12	0	0	0	0	0	0	0	0	0	0	0	0	0
14 04 016	Hyder Elementary District	3	0	0	0										0
14 04 016		4	0	0	0	3									3
14 04 016		5	0	0	0	0	3								3
14 04 016		6	0	0	0	1	0	1							2
14 04 016		7	0	0	0	0	0	0	0						0
14 04 016		8	0	0	0	0	0	0	0	0					0
14 04 016		9	0	0	0	0	0	0	0	0	0				0
14 04 016		10	0	0	0	0	0	0	0	0	0	0			0
14 04 016		11	0	0	0	0	0	0	0	0	0	0	0		0
14 04 016		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10 02 040	Indian Oasis-Baboquivari Unified District	3	0	0	3										3
10 02 040		4	0	0	0	0									0
10 02 040		5	0	0	0	0	0								0
10 02 040		6	0	0	0	0	0	0							0
10 02 040		7	0	0	0	0	0	0	0						0
10 02 040		8	0	0	0	0	0	0	0	0					0
10 02 040		9	0	0	0	0	0	0	0	0	1				1
10 02 040		10	0	0	0	0	0	0	0	0	0	0			0
10 02 040		11	0	0	0	0	0	0	0	0	0	0	0		0
10 02 040		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 04 005	Isaac Elementary District	3	0	0	6										6
07 04 005		4	0	0	0	11									11
07 04 005		5	0	0	0	0	18								18
07 04 005		6	0	0	0	0	0	48							48
07 04 005		7	0	0	0	0	0	0	24						24
07 04 005		8	0	0	0	0	0	0	0	4					4
07 04 005		9	0	0	0	0	0	0	0	0	0				0
07 04 005		10	0	0	0	0	0	0	0	0	0	0			0
07 04 005		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 005		12	0	0	0	0	0	0	0	0	0	0	0	0	0
11 03 044	J O Combs Elementary District	3	0	0	1										1
11 03 044		4	0	0	0	0									0
11 03 044		5	0	0	2	0	0								2
11 03 044		6	0	0	1	0	0	0							1
11 03 044		7	0	0	3	0	0	0	0						3
11 03 044		8	0	0	0	0	0	0	0	0					0
11 03 044		9	0	0	0	0	0	0	0	0	0				0
11 03 044		10	0	0	0	0	0	0	0	0	0	0			0
11 03 044		11	0	0	0	0	0	0	0	0	0	0	0		0
11 03 044		12	0	0	0	0	0	0	0	0	0	0	0	0	0
09 02 002	Joseph City Unified District	3	0	0	0										0
09 02 002		4	0	0	0	0									0
09 02 002		5	0	0	0	0	0								0
09 02 002		6	0	0	0	0	0	0							0
09 02 002		7	0	0	0	0	0	0	0						0
09 02 002		8	0	0	0	0	0	0	0	0					0
09 02 002		9	0	0	0	0	0	0	0	0	0				0
09 02 002		10	0	0	0	0	0	0	0	0	0	0			0
09 02 002		11	0	0	0	0	0	0	0	0	0	0	0		0
09 02 002		12	0	0	0	0	0	0	0	0	0	0	0	0	0
09 02 027	Kayenta Unified District	3	0	0	10										10
09 02 027		4	0	0	0	16									16
09 02 027		5	0	0	0	0	4								4
09 02 027		6	0	0	0	0	0	12							12
09 02 027		7	0	0	0	0	0	0	0						0
09 02 027		8	0	0	0	0	0	0	0	20					20
09 02 027		9	8	0	0	0	0	0	0	0	0				8
09 02 027		10	0	5	0	0	0	0	0	0	0	0			5
09 02 027		11	0	0	3	0	0	0	0	0	0	0	0		3
09 02 027		12	0	0	0	0	0	0	0	0	0	0	0	0	0
08 04 004	Kingman Elementary District	3	2	0	0										2
08 04 004		4	0	3	0	0									3
08 04 004		5	0	0	0	0	0								0
08 04 004		6	0	0	1	0	0	0							1
08 04 004		7	0	0	0	0	0	0	0						0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
08	04	004		8	0	0	0	0	0	0	0	0					0
08	04	004		9	0	0	0	0	0	0	0	0	0				0
08	04	004		10	0	0	0	0	0	0	0	0	0	0			0
08	04	004		11	0	0	0	0	0	0	0	0	0	0	0		0
08	04	004		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	028	Kyrene Elementary District	3	0	2	0										2
07	04	028		4	0	8	0	4									12
07	04	028		5	0	7	2	1	1								11
07	04	028		6	0	2	1	4	0	0							7
07	04	028		7	0	2	2	1	0	0	1						6
07	04	028		8	0	0	0	0	0	0	0	1					1
07	04	028		9	0	0	0	0	0	0	0	0	0				0
07	04	028		10	0	0	0	0	0	0	0	0	0	0			0
07	04	028		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	028		12	0	0	0	0	0	0	0	0	0	0	0	0	0
08	02	001	Lake Havasu Unified District	3	3	0	0										3
08	02	001		4	2	0	0	0									2
08	02	001		5	2	1	0	0	0								3
08	02	001		6	1	0	0	0	0	0							1
08	02	001		7	0	0	0	0	0	0	0						0
08	02	001		8	0	1	0	0	0	0	0	0					1
08	02	001		9	5	0	0	0	0	0	0	0	0				5
08	02	001		10	2	1	0	0	0	0	0	0	0	0			3
08	02	001		11	5	4	0	0	0	0	0	0	0	0	0		9
08	02	001		12	0	2	0	0	0	0	0	0	0	0	0	0	2
03	87	035	Lake Powell Academy	3	0	0	0										0
03	87	035		4	0	0	0	0									0
03	87	035		5	0	0	0	0	0								0
03	87	035		6	0	0	0	0	0	0							0
03	87	035		7	0	0	0	0	0	0	0						0
03	87	035		8	0	0	0	0	0	0	0	0					0
03	87	035		9	0	0	0	0	0	0	0	0	0				0
03	87	035		10	0	0	0	0	0	0	0	0	0	0			0
03	87	035		11	0	0	0	0	0	0	0	0	0	0	0		0
03	87	035		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	059	Laveen Elementary District	3	0	0	0										0
07	04	059		4	0	0	1	0									1
07	04	059		5	0	0	0	0	1								1
07	04	059		6	0	0	0	0	1	1							2
07	04	059		7	0	0	0	0	0	2	5						7
07	04	059		8	0	0	0	0	0	1	1	2					4
07	04	059		9	0	0	0	0	0	0	0	0	0				0
07	04	059		10	0	0	0	0	0	0	0	0	0	0			0
07	04	059		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	059		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	025	Liberty Elementary District	3	0	0	0										0
07	04	025		4	0	0	0	0									0
07	04	025		5	0	0	0	0	0								0
07	04	025		6	0	0	0	0	0	0							0
07	04	025		7	0	0	0	0	0	0	0						0
07	04	025		8	0	0	0	0	0	0	0	0					0
07	04	025		9	0	0	0	0	0	0	0	0	0				0
07	04	025		10	0	0	0	0	0	0	0	0	0	0			0
07	04	025		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	025		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	079	Litchfield Elementary District	3	0	0	0										0
07	04	079		4	0	0	0	0									0
07	04	079		5	0	0	0	0	0								0
07	04	079		6	0	0	0	0	0	0							0
07	04	079		7	0	0	0	0	0	0	0						0
07	04	079		8	0	0	0	0	0	0	0	0					0
07	04	079		9	0	0	0	0	0	0	0	0	0				0
07	04	079		10	0	0	0	0	0	0	0	0	0	0			0
07	04	079		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	079		12	0	0	0	0	0	0	0	0	0	0	0	0	0
08	04	009	Littlefield Elementary District	3	0	0	0										0
08	04	009		4	0	0	0	0									0
08	04	009		5	0	0	0	0	0								0
08	04	009		6	0	0	0	0	0	0							0
08	04	009		7	0	0	0	0	0	0	0						0
08	04	009		8	0	0	0	0	0	0	0	0					0
08	04	009		9	0	0	0	0	0	0	0	0	0				0
08	04	009		10	0	0	0	0	0	0	0	0	0	0			0
08	04	009		11	0	0	0	0	0	0	0	0	0	0	0		0
08	04	009		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	065	Littleton Elementary District	3	0	0	0										0
07	04	065		4	0	0	0	0									0
07	04	065		5	0	0	0	0	0								0
07	04	065		6	0	0	0	0	0	0							0
07	04	065		7	0	0	0	0	0	0	0						0
07	04	065		8	0	0	0	0	0	0	0	0					0
07	04	065		9	0	0	0	0	0	0	0	0	0				0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
07	04	065		10	0	0	0	0	0	0	0	0	0	0			0
07	04	065		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	065		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	038	Madison Elementary District	3	0	1	1										2
07	04	038		4	0	0	0	0									0
07	04	038		5	0	0	0	0	0								0
07	04	038		6	0	0	0	4	0	0							4
07	04	038		7	0	1	0	1	0	0	0						2
07	04	038		8	0	0	0	0	0	0	0	0					0
07	04	038		9	0	0	0	0	0	0	0	0	0				0
07	04	038		10	0	0	0	0	0	0	0	0	0	0			0
07	04	038		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	038		12	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	008	Mammoth-San Manuel Unified District	3	0	0	3										3
11	02	008		4	1	0	0	1									2
11	02	008		5	0	0	0	3	0								3
11	02	008		6	0	0	0	0	0	0							0
11	02	008		7	0	0	0	0	0	0	0						0
11	02	008		8	0	0	0	0	0	0	0	0					0
11	02	008		9	0	0	0	0	0	0	0	0	0				0
11	02	008		10	0	0	0	0	0	0	0	0	0	0			0
11	02	008		11	0	0	0	0	0	0	0	0	0	0	0		0
11	02	008		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	006	Marana Unified District	3	0	2	4										6
10	02	006		4	0	0	0	1									1
10	02	006		5	0	0	0	3	3								6
10	02	006		6	0	0	0	0	0	2							2
10	02	006		7	0	0	0	0	0	0	0						0
10	02	006		8	0	0	0	0	0	0	0	0					0
10	02	006		9	0	0	0	0	0	0	0	0	0				0
10	02	006		10	1	0	0	0	0	0	0	0	0	0			1
10	02	006		11	0	0	0	0	0	0	0	0	0	0	0		0
10	02	006		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	01	099	Maricopa Co Regional District	3	0	0	0										0
07	01	099		4	0	0	0	0									0
07	01	099		5	0	0	0	0	0								0
07	01	099		6	0	0	0	0	0	0							0
07	01	099		7	0	0	0	0	0	0	0						0
07	01	099		8	0	0	0	0	0	0	0	0					0
07	01	099		9	0	0	0	0	0	0	0	0	0				0
07	01	099		10	0	0	0	0	0	0	0	0	0	0			0
07	01	099		11	0	0	0	0	0	0	0	0	0	0	0		0
07	01	099		12	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	020	Maricopa Unified School District	3	0	0	0										0
11	02	020		4	0	0	0	0									0
11	02	020		5	0	0	0	0	0								0
11	02	020		6	0	0	0	0	0	0							0
11	02	020		7	0	0	0	0	0	0	0						0
11	02	020		8	0	0	0	0	0	0	0	0					0
11	02	020		9	0	0	0	0	0	0	0	0	0				0
11	02	020		10	0	0	0	0	0	0	0	0	0	0			0
11	02	020		11	0	0	0	0	0	0	0	0	0	0	0		0
11	02	020		12	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	043	Mayer Unified District	3	0	1	0										1
13	02	043		4	0	0	0	0									0
13	02	043		5	0	0	0	0	0								0
13	02	043		6	0	0	0	0	0	0							0
13	02	043		7	0	0	0	0	0	0	0						0
13	02	043		8	0	0	0	0	0	0	0	0					0
13	02	043		9	0	0	0	0	0	0	0	0	0				0
13	02	043		10	0	0	0	1	0	0	0	0	0	0			1
13	02	043		11	0	0	0	0	0	0	0	0	0	0	0		0
13	02	043		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	004	Mesa Unified District	3	16	15	12										43
07	02	004		4	5	4	8	10									27
07	02	004		5	7	7	11	8	15								48
07	02	004		6	3	2	2	1	2	0							10
07	02	004		7	11	14	9	4	2	3	0						43
07	02	004		8	4	5	6	2	1	3	0	0					21
07	02	004		9	9	16	7	1	0	1	0	0	0				34
07	02	004		10	7	0	3	1	1	0	0	0	0	0			12
07	02	004		11	11	6	1	2	3	0	0	0	0	0	0		23
07	02	004		12	2	2	1	0	2	1	0	0	0	0	0	0	8
04	02	040	Miami Unified District	3	0	0	0										0
04	02	040		4	0	0	0	0									0
04	02	040		5	0	0	0	0	0								0
04	02	040		6	0	0	0	0	0	0							0
04	02	040		7	0	0	0	0	0	0	0						0
04	02	040		8	0	0	0	0	0	0	0	0					0
04	02	040		9	0	0	0	0	0	0	0	0	0				0
04	02	040		10	0	0	0	0	0	0	0	0	0	0			0
04	02	040		11	0	0	0	0	0	0	0	0	0	0	0		0

YEARS OF SERVICE IN PROGRAMS

County Type District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
04 02 040		12	0	0	0	0	0	0	0	0	0	0	0	0	0
08 04 016	Mohave Valley Elementary District	3	0	0	0										0
08 04 016		4	0	0	0	0									0
08 04 016		5	0	0	0	0	0								0
08 04 016		6	0	0	0	0	0	0							0
08 04 016		7	0	0	0	0	0	0	0						0
08 04 016		8	0	0	0	0	0	0	0	0					0
08 04 016		9	0	0	0	0	0	0	0	0	0				0
08 04 016		10	0	0	0	0	0	0	0	0	0	0			0
08 04 016		11	0	0	0	0	0	0	0	0	0	0	0		0
08 04 016		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 03 075	Morristown Elementary District	3	0	0	0										0
07 03 075		4	0	0	0	0									0
07 03 075		5	0	0	0	0	0								0
07 03 075		6	0	0	0	0	0	0							0
07 03 075		7	0	0	0	0	0	0	0						0
07 03 075		8	0	0	0	0	0	0	0	0					0
07 03 075		9	0	0	0	0	0	0	0	0	0				0
07 03 075		10	0	0	0	0	0	0	0	0	0	0			0
07 03 075		11	0	0	0	0	0	0	0	0	0	0	0		0
07 03 075		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 04 021	Murphy Elementary District	3	0	0	4										4
07 04 021		4	0	0	0	3									3
07 04 021		5	0	1	3	1	11								16
07 04 021		6	0	0	1	4	2	2							9
07 04 021		7	0	0	0	0	0	2	2						4
07 04 021		8	0	0	0	0	0	1	1	0					2
07 04 021		9	0	0	0	0	0	0	0	0	0				0
07 04 021		10	0	0	0	0	0	0	0	0	0	0			0
07 04 021		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 021		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 03 081	Nadaburg Elementary District	3	1	0	0										1
07 03 081		4	0	1	1	0									2
07 03 081		5	0	1	0	0	0								1
07 03 081		6	0	0	0	0	0	0							0
07 03 081		7	0	0	0	0	0	0	0						0
07 03 081		8	0	1	1	0	0	0	0	0					2
07 03 081		9	0	0	0	0	0	0	0	0	0				0
07 03 081		10	0	0	0	0	0	0	0	0	0	0			0
07 03 081		11	0	0	0	0	0	0	0	0	0	0	0		0
07 03 081		12	0	0	0	0	0	0	0	0	0	0	0	0	0
12 02 001	Nogales Unified District	3	13	27	24										64
12 02 001		4	3	0	5	52									60
12 02 001		5	7	3	1	6	33								50
12 02 001		6	3	4	2	3	4	24							40
12 02 001		7	3	0	0	2	4	4	48						61
12 02 001		8	3	0	2	5	4	2	16	33					65
12 02 001		9	5	0	0	0	0	1	0	1	16				23
12 02 001		10	8	1	0	1	1	1	0	1	0	23			36
12 02 001		11	0	2	1	0	3	2	0	1	0	0	11		20
12 02 001		12	1	1	4	1	2	3	0	1	4	1	2	24	44
11 03 002	Oracle Elementary District	3	0	0	0										0
11 03 002		4	0	0	0	0									0
11 03 002		5	0	0	0	0	0								0
11 03 002		6	0	0	0	0	0	0							0
11 03 002		7	0	0	0	0	0	0	0						0
11 03 002		8	0	0	0	0	0	0	0	0					0
11 03 002		9	0	0	0	0	0	0	0	0	0				0
11 03 002		10	0	0	0	0	0	0	0	0	0	0			0
11 03 002		11	0	0	0	0	0	0	0	0	0	0	0		0
11 03 002		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 04 008	Osborn Elementary District	3	0	2	13										15
07 04 008		4	1	3	4	14									22
07 04 008		5	1	0	1	0	6								8
07 04 008		6	1	2	1	0	1	1							6
07 04 008		7	2	1	12	3	0	1	4						23
07 04 008		8	5	3	2	1	0	0	0	1					12
07 04 008		9	0	0	0	0	0	0	0	0	0				0
07 04 008		10	0	0	0	0	0	0	0	0	0	0			0
07 04 008		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 008		12	0	0	0	0	0	0	0	0	0	0	0	0	0
03 02 008	Page Unified District	3	0	0	0										0
03 02 008		4	0	1	7	0									8
03 02 008		5	1	4	0	0	3								8
03 02 008		6	0	0	1	0	0	0							1
03 02 008		7	0	0	0	0	0	1	2						3
03 02 008		8	0	0	0	0	1	0	2	2					5
03 02 008		9	0	0	0	0	0	1	1	5	0				7
03 02 008		10	0	0	0	0	5	0	0	0	0	0			5
03 02 008		11	0	0	0	0	1	0	0	0	3	0	0		4
03 02 008		12	0	0	0	0	0	6	0	0	2	0	0	0	8
07 04 049	Palo Verde Elementary District	3	0	0	0										0

YEARS OF SERVICE IN PROGRAMS

County Type District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
07 04 049		4	0	0	0	0									0
07 04 049		5	0	1	0	0	0								1
07 04 049		6	0	0	0	0	0	0							0
07 04 049		7	0	1	0	0	0	0	1						2
07 04 049		8	0	0	0	0	0	0	0	0					0
07 04 049		9	0	0	0	0	0	0	0	0	0				0
07 04 049		10	0	0	0	0	0	0	0	0	0	0			0
07 04 049		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 049		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02 03 049	Palominas Elementary District	3	0	0	1										1
02 03 049		4	0	0	0	0									0
02 03 049		5	0	0	0	0	0								0
02 03 049		6	0	0	0	0	0	1							1
02 03 049		7	0	0	0	0	0	0	0						0
02 03 049		8	0	0	0	0	0	0	0	0					0
02 03 049		9	0	0	0	0	0	0	0	0	0				0
02 03 049		10	0	0	0	0	0	0	0	0	0	0			0
02 03 049		11	0	0	0	0	0	0	0	0	0	0	0		0
02 03 049		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 02 069	Paradise Valley Unified District	3	3	4	12										19
07 02 069		4	2	5	4	3									14
07 02 069		5	1	1	4	6	0								12
07 02 069		6	1	5	4	3	8	0							21
07 02 069		7	0	4	0	2	1	0	0						7
07 02 069		8	0	1	1	1	0	0	0	0					3
07 02 069		9	1	0	0	0	0	0	0	0	0				1
07 02 069		10	0	1	0	0	0	0	0	0	0	0			1
07 02 069		11	0	0	0	0	0	0	0	0	0	0	0		0
07 02 069		12	0	1	0	0	1	0	0	0	0	0	0	0	2
15 02 027	Parker Unified School District	3	0	0	5										5
15 02 027		4	0	0	0	3									3
15 02 027		5	0	0	0	0	3								3
15 02 027		6	0	1	0	0	0	0							1
15 02 027		7	0	0	0	0	1	0	1						2
15 02 027		8	0	0	0	0	0	6	0	0					6
15 02 027		9	0	0	0	1	0	0	0	0	0				1
15 02 027		10	0	0	0	0	1	0	0	0	0	0			1
15 02 027		11	0	0	0	0	0	0	0	0	0	0	0		0
15 02 027		12	0	0	0	0	0	0	0	0	0	0	0	0	0
12 04 006	Patagonia Elementary District	3	0	0	1										1
12 04 006		4	0	0	0	0									0
12 04 006		5	0	0	0	0	0								0
12 04 006		6	0	0	0	0	0	0							0
12 04 006		7	0	0	0	0	0	0	0						0
12 04 006		8	0	0	0	0	0	0	0	0					0
12 04 006		9	0	0	0	0	0	0	0	0	0				0
12 04 006		10	0	0	0	0	0	0	0	0	0	0			0
12 04 006		11	0	0	0	0	0	0	0	0	0	0	0		0
12 04 006		12	0	0	0	0	0	0	0	0	0	0	0	0	0
04 02 010	Payson Unified District	3	0	0	0										0
04 02 010		4	0	0	0	0									0
04 02 010		5	0	0	0	0	0								0
04 02 010		6	0	0	0	0	0	0							0
04 02 010		7	0	0	0	0	0	0	0						0
04 02 010		8	0	0	0	0	0	0	0	0					0
04 02 010		9	0	0	0	0	0	0	0	0	0				0
04 02 010		10	0	0	0	0	0	0	0	0	0	0			0
04 02 010		11	0	0	0	0	0	0	0	0	0	0	0		0
04 02 010		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02 04 022	Pearce Elementary District	3	0	0	0										0
02 04 022		4	0	0	0	0									0
02 04 022		5	0	0	1	0	0								1
02 04 022		6	0	0	0	1	0	0							1
02 04 022		7	0	0	0	0	0	0	0						0
02 04 022		8	1	0	0	0	0	0	0	0					1
02 04 022		9	0	0	0	0	0	0	0	0	0				0
02 04 022		10	0	0	0	0	0	0	0	0	0	0			0
02 04 022		11	0	0	0	0	0	0	0	0	0	0	0		0
02 04 022		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 04 092	Pendergast Elementary District	3	0	0	0										0
07 04 092		4	0	0	0	0									0
07 04 092		5	0	0	0	0	0								0
07 04 092		6	0	0	0	0	0	0							0
07 04 092		7	0	0	0	0	0	0	0						0
07 04 092		8	0	0	0	0	0	0	0	0					0
07 04 092		9	0	0	0	0	0	0	0	0	0				0
07 04 092		10	0	0	0	0	0	0	0	0	0	0			0
07 04 092		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 092		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 02 011	Peoria Unified District	3	0	1	8										9
07 02 011		4	2	4	3	5									14
07 02 011		5	0	3	0	1	3								7

YEARS OF SERVICE IN PROGRAMS

County Type District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
07 02 011		6	0	1	2	1	0	4							8
07 02 011		7	1	1	0	0	0	1	2						5
07 02 011		8	0	2	3	1	0	1	0	3					10
07 02 011		9	0	0	0	1	0	0	0	0	0				1
07 02 011		10	0	0	0	0	1	1	0	0	0	1			3
07 02 011		11	0	0	2	0	0	0	0	0	0	0	0		2
07 02 011		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 04 001	Phoenix Elementary District	3	0	0	1										1
07 04 001		4	0	0	0	3									3
07 04 001		5	0	0	0	1	1								2
07 04 001		6	0	0	0	0	1	0							1
07 04 001		7	0	0	1	2	1	3	1						8
07 04 001		8	0	0	0	0	1	0	1	1					3
07 04 001		9	0	0	0	0	0	0	0	0	0				0
07 04 001		10	0	0	0	0	0	0	0	0	0	0			0
07 04 001		11	0	0	0	0	0	0	0	0	0	0	0		0
07 04 001		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 05 010	Phoenix Union High School District	3	0	0	0										0
07 05 010		4	0	0	0	0									0
07 05 010		5	0	0	0	0	0								0
07 05 010		6	0	0	0	0	0	0							0
07 05 010		7	0	0	0	0	0	0	0						0
07 05 010		8	0	0	0	0	0	0	0	0					0
07 05 010		9	184	0	0	0	0	0	0	0	0				184
07 05 010		10	0	102	0	0	0	0	0	0	0	0			102
07 05 010		11	0	0	70	0	0	0	0	0	0	0	0		70
07 05 010		12	0	0	0	139	0	0	0	0	0	0	0	0	139
11 04 033	Picacho Elementary District	3	0	0	0										0
11 04 033		4	0	0	0	0									0
11 04 033		5	0	0	0	0	0								0
11 04 033		6	0	0	0	0	0	0							0
11 04 033		7	0	0	0	0	0	0	0						0
11 04 033		8	0	0	0	0	0	0	0	0					0
11 04 033		9	0	0	0	0	0	0	0	0	0				0
11 04 033		10	0	0	0	0	0	0	0	0	0	0			0
11 04 033		11	0	0	0	0	0	0	0	0	0	0	0		0
11 04 033		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10 01 000	Pima Accommodation District	3	0	0	0										0
10 01 000		4	0	0	0	0									0
10 01 000		5	0	0	0	0	0								0
10 01 000		6	0	0	0	0	0	0							0
10 01 000		7	0	0	0	0	0	0	0						0
10 01 000		8	0	0	0	0	0	0	0	0					0
10 01 000		9	0	0	0	0	0	0	0	0	0				0
10 01 000		10	0	0	0	0	0	0	0	0	0	0			0
10 01 000		11	0	0	0	0	0	0	0	0	0	0	0		0
10 01 000		12	0	0	0	0	0	0	0	0	0	0	0	0	0
05 02 006	Pima Unified District	3	0	2	0										2
05 02 006		4	0	0	3	0									3
05 02 006		5	0	0	0	0	0								0
05 02 006		6	0	0	0	0	0	0							0
05 02 006		7	0	0	0	0	0	0	0						0
05 02 006		8	0	0	0	0	0	0	0	0					0
05 02 006		9	0	0	0	0	0	0	0	0	0				0
05 02 006		10	0	0	0	0	0	0	0	0	0	0			0
05 02 006		11	0	0	0	0	0	0	0	0	0	0	0		0
05 02 006		12	0	0	0	0	0	0	0	0	0	0	0	0	0
12 87 024	Pimeria Alta High School	3	0	0	0										0
12 87 024		4	0	0	0	0									0
12 87 024		5	0	0	0	0	0								0
12 87 024		6	0	0	0	0	0	0							0
12 87 024		7	0	0	0	0	0	0	0						0
12 87 024		8	0	0	0	0	0	0	0	0					0
12 87 024		9	0	2	0	0	0	0	0	0	0				2
12 87 024		10	0	2	2	0	0	0	0	0	0	0			4
12 87 024		11	0	2	0	0	0	0	0	0	0	0	0		2
12 87 024		12	0	1	2	0	0	0	0	0	0	0	0	0	3
09 02 004	Pinon Unified District	3	0	0	0										0
09 02 004		4	0	0	3	0									3
09 02 004		5	0	0	0	0	0								0
09 02 004		6	0	0	1	0	0	0							1
09 02 004		7	0	0	0	0	0	0	0						0
09 02 004		8	0	0	0	0	0	0	0	0					0
09 02 004		9	0	0	0	0	0	0	0	0	0				0
09 02 004		10	0	2	0	0	0	0	0	0	0	0			2
09 02 004		11	0	0	0	0	0	0	0	0	0	0	0		0
09 02 004		12	0	2	0	0	0	0	0	0	0	0	0	0	2
10 87 044	PPEP and Affiliates	3	0	0	0										0
10 87 044		4	0	0	0	0									0
10 87 044		5	0	0	0	0	0								0
10 87 044		6	0	0	0	0	0	0							0
10 87 044		7	0	0	0	0	0	0	0						0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
10	87	044		8	0	0	0	0	0	0	0	0					0
10	87	044		9	0	0	0	0	0	0	0	0	0				0
10	87	044		10	0	0	0	0	0	0	0	0	0	0			0
10	87	044		11	0	0	0	0	0	0	0	0	0	0	0		0
10	87	044		12	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	001	Prescott Unified District	3	1	0	0										1
13	02	001		4	0	0	0	0									0
13	02	001		5	0	0	0	0	0								0
13	02	001		6	0	0	0	1	0	0							1
13	02	001		7	0	0	0	0	0	0	0						0
13	02	001		8	0	0	1	0	1	0	0	0					2
13	02	001		9	0	0	0	0	0	0	0	0	0				0
13	02	001		10	0	0	0	0	0	0	0	0	0	0			0
13	02	001		11	2	1	0	0	0	0	0	0	0	0	0		3
13	02	001		12	1	0	0	0	0	0	0	0	0	0	0	0	1
15	04	004	Quartzsite Elementary District	3	0	0	0										0
15	04	004		4	0	0	0	0									0
15	04	004		5	0	0	0	0	0								0
15	04	004		6	0	0	0	0	0	0							0
15	04	004		7	0	0	0	0	0	0	0						0
15	04	004		8	0	0	0	0	0	0	0	0					0
15	04	004		9	0	0	0	0	0	0	0	0	0				0
15	04	004		10	0	0	0	0	0	0	0	0	0	0			0
15	04	004		11	0	0	0	0	0	0	0	0	0	0	0		0
15	04	004		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	095	Queen Creek Unified District	3	0	0	0										0
07	02	095		4	0	0	0	1									1
07	02	095		5	0	0	0	0	0								0
07	02	095		6	0	0	0	0	0	0							0
07	02	095		7	0	0	0	0	0	0	1						1
07	02	095		8	0	0	0	0	0	0	1	0					1
07	02	095		9	5	0	0	1	1	1	0	1	0				9
07	02	095		10	6	5	0	0	1	0	0	0	0	0			12
07	02	095		11	5	3	0	0	0	0	0	0	0	0	0		8
07	02	095		12	1	2	2	0	1	1	1	1	0	0	0	0	9
11	02	003	Ray Unified District	3	0	0	0										0
11	02	003		4	0	0	0	0									0
11	02	003		5	0	0	0	0	0								0
11	02	003		6	0	0	0	0	0	0							0
11	02	003		7	0	0	0	0	0	0	0						0
11	02	003		8	0	0	0	0	0	0	0	0					0
11	02	003		9	0	0	0	0	0	0	0	0	0				0
11	02	003		10	0	0	0	0	0	0	0	0	0	0			0
11	02	003		11	0	0	0	0	0	0	0	0	0	0	0		0
11	02	003		12	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	027	Red Mesa Unified District	3	0	0	0										0
01	02	027		4	0	0	0	0									0
01	02	027		5	0	0	0	0	0								0
01	02	027		6	0	0	0	0	0	0							0
01	02	027		7	0	0	0	0	0	0	0						0
01	02	027		8	0	0	0	0	0	0	0	0					0
01	02	027		9	0	0	0	0	0	0	0	0	0				0
01	02	027		10	0	0	0	0	0	0	0	0	0	0			0
01	02	027		11	0	0	0	0	0	0	0	0	0	0	0		0
01	02	027		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	066	Roosevelt Elementary District	3	0	2	9										11
07	04	066		4	1	6	18	3									28
07	04	066		5	4	4	6	4	3								21
07	04	066		6	4	2	5	11	15	1							38
07	04	066		7	0	1	2	3	8	1	1						16
07	04	066		8	0	0	4	0	3	0	1	0					8
07	04	066		9	0	0	0	0	0	0	0	0	0				0
07	04	066		10	0	0	0	0	0	0	0	0	0	0			0
07	04	066		11	0	0	0	0	0	0	0	0	0	0	0		0
07	04	066		12	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	010	Round Valley Unified District	3	0	0	0										0
01	02	010		4	0	0	0	0									0
01	02	010		5	0	0	0	0	0								0
01	02	010		6	0	0	0	0	0	0							0
01	02	010		7	0	0	0	0	0	0	0						0
01	02	010		8	0	0	0	0	0	0	0	0					0
01	02	010		9	0	0	0	0	0	0	0	0	0				0
01	02	010		10	0	0	0	0	0	0	0	0	0	0			0
01	02	010		11	0	0	0	0	0	0	0	0	0	0	0		0
01	02	010		12	0	0	0	0	0	0	0	0	0	0	0	0	0
05	02	001	Safford Unified District	3	0	0	0										0
05	02	001		4	0	0	0	0									0
05	02	001		5	0	0	0	0	0								0
05	02	001		6	0	0	0	0	0	0							0
05	02	001		7	0	0	0	0	0	0	0						0
05	02	001		8	0	0	0	0	0	0	0	0					0
05	02	001		9	0	0	0	0	0	0	0	0	0				0

YEARS OF SERVICE IN PROGRAMS

County Type District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
05 02 001		10	0	0	0	0	0	0	0	0	0	0			0
05 02 001		11	0	0	0	0	0	0	0	0	0	0	0		0
05 02 001		12	0	0	0	0	0	0	0	0	0	0	0	0	0
10 02 030	Sahuarita Unified District	3	0	0	2										2
10 02 030		4	0	0	0	0									0
10 02 030		5	0	0	0	0	1								1
10 02 030		6	0	0	0	0	0	0							0
10 02 030		7	0	0	0	0	0	0	0						0
10 02 030		8	0	0	0	0	0	0	0	0					0
10 02 030		9	0	0	0	0	0	0	0	0	0				0
10 02 030		10	0	0	0	0	0	0	0	0	0	0			0
10 02 030		11	0	0	0	0	0	0	0	0	0	0	0		0
10 02 030		12	0	0	0	0	0	0	0	0	0	0	0	0	0
15 04 030	Salome Consolidated Elementary District	3	0	0	0										0
15 04 030		4	0	0	0	0									0
15 04 030		5	0	0	0	0	0								0
15 04 030		6	0	0	0	0	0	0							0
15 04 030		7	0	0	0	0	0	0	0						0
15 04 030		8	0	0	0	0	0	0	0	0					0
15 04 030		9	0	0	0	0	0	0	0	0	0				0
15 04 030		10	0	0	0	0	0	0	0	0	0	0			0
15 04 030		11	0	0	0	0	0	0	0	0	0	0	0		0
15 04 030		12	0	0	0	0	0	0	0	0	0	0	0	0	0
04 02 020	San Carlos Unified District	3	0	0	0										0
04 02 020		4	0	0	0	0									0
04 02 020		5	0	0	0	0	0								0
04 02 020		6	0	0	0	0	0	0							0
04 02 020		7	0	0	0	0	0	0	0						0
04 02 020		8	0	0	0	0	0	0	0	0					0
04 02 020		9	0	0	0	0	0	0	0	0	0				0
04 02 020		10	0	0	0	0	0	0	0	0	0	0			0
04 02 020		11	0	0	0	0	0	0	0	0	0	0	0		0
04 02 020		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02 02 018	San Simon Unified District	3	0	0	0										0
02 02 018		4	0	0	0	0									0
02 02 018		5	0	0	0	0	0								0
02 02 018		6	0	0	0	0	0	0							0
02 02 018		7	0	0	0	0	0	0	0						0
02 02 018		8	0	0	0	0	0	0	0	0					0
02 02 018		9	0	0	0	0	0	0	0	0	0				0
02 02 018		10	0	0	0	0	0	0	0	0	0	0			0
02 02 018		11	0	0	0	0	0	0	0	0	0	0	0		0
02 02 018		12	0	0	0	0	0	0	0	0	0	0	0	0	0
12 03 028	Santa Cruz Elementary District	3	0	0	0										0
12 03 028		4	0	0	0	0									0
12 03 028		5	0	0	0	0	0								0
12 03 028		6	0	0	0	0	0	0							0
12 03 028		7	0	0	0	0	0	0	0						0
12 03 028		8	0	0	0	0	0	0	0	0					0
12 03 028		9	0	0	0	0	0	0	0	0	0				0
12 03 028		10	0	0	0	0	0	0	0	0	0	0			0
12 03 028		11	0	0	0	0	0	0	0	0	0	0	0		0
12 03 028		12	0	0	0	0	0	0	0	0	0	0	0	0	0
12 02 035	Santa Cruz Valley Unified District	3	1	2	6										9
12 02 035		4	0	7	3	13									23
12 02 035		5	1	5	3	6	3								18
12 02 035		6	0	6	0	7	1	4							18
12 02 035		7	0	2	1	1	1	1	10						16
12 02 035		8	1	3	3	2	0	4	0	0					13
12 02 035		9	0	1	1	3	0	0	0	0	3				8
12 02 035		10	0	1	0	0	0	1	0	1	0	0			3
12 02 035		11	0	1	1	0	0	2	0	0	0	0	0		4
12 02 035		12	0	0	4	1	0	5	0	1	1	0	0	0	12
11 05 040	Santa Cruz Valley Union High School District	3	0	0	0										0
11 05 040		4	0	0	0	0									0
11 05 040		5	0	0	0	0	0								0
11 05 040		6	0	0	0	0	0	0							0
11 05 040		7	0	0	0	0	0	0	0						0
11 05 040		8	0	0	0	0	0	0	0	0					0
11 05 040		9	0	0	0	0	0	0	0	0	0				0
11 05 040		10	0	0	0	0	0	0	0	0	0	0			0
11 05 040		11	0	0	0	0	0	0	0	0	0	0	0		0
11 05 040		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07 87 034	Scottsdale Horizons School	3	0	0	0										0
07 87 034		4	0	0	0	0									0
07 87 034		5	0	0	0	0	0								0
07 87 034		6	0	0	0	0	0	0							0
07 87 034		7	0	0	0	0	0	0	0						0
07 87 034		8	0	0	0	0	0	0	0	0					0
07 87 034		9	0	0	0	0	0	0	0	0	0				0
07 87 034		10	0	0	0	0	0	0	0	0	0	0			0
07 87 034		11	0	0	0	0	0	0	0	0	0	0	0		0

YEARS OF SERVICE IN PROGRAMS

County	Type	District	District or Charter School	Grade	1	2	3	4	5	6	7	8	9	10	11	12	Total
07	87	034		12	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	048	Scottsdale Unified District	3	1	0	2										3
07	02	048		4	1	4	1	4									10
07	02	048		5	1	0	3	1	1								6
07	02	048		6	4	6	3	1	2	2							18
07	02	048		7	2	2	2	0	0	1	2						9
07	02	048		8	5	0	2	0	4	1	1	0					13
07	02	048		9	1	1	1	1	1	0	0	0	0				5
07	02	048		10	4	2	1	2	0	0	0	0	1	0			10
07	02	048		11	0	3	0	0	0	0	0	0	0	0	0		3
07	02	048		12	2	2	2	1	0	0	0	0	0	0	0	0	7
13	02	009	Sedona-Oak Creek Joint Unified District	3	0	4	0										4
13	02	009		4	0	0	0	1									1
13	02	009		5	0	0	0	0	1								1
13	02	009		6	0	0	0	0	0	0							0
13	02	009		7	0	0	0	0	0	2	0						2
13	02	009		8	0	0	0	0	0	0	1	0					1
13	02	009		9	0	0	0	0	0	0	0	0	0				0
13	02	009		10	0	0	1	0	0	0	0	0	1	0			2
13	02	009		11	0	0	0	0	0	0	0	0	0	0	0		0
13	02	009		12	0	0	1	0	0	0	0	0	0	0	0	0	1
09	87	046	Shonto Governing Board of Education, Inc.	3	0	0	0										0
09	87	046		4	0	0	0	0									0
09	87	046		5	0	0	0	0	0								0
09	87	046		6	0	0	0	0	0	0							0
09	87	046		7	0	0	0	0	0	0	0						0
09	87	046		8	0	0	0	0	0	0	0	0					0
09	87	046		9	0	0	0	0	0	0	0	0	0				0
09	87	046		10	0	0	0	0	0	0	0	0	0	0			0
09	87	046		11	0	0	0	0	0	0	0	0	0	0	0		0
09	87	046		12	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	010	Show Low Unified District	3	0	0	0										0
09	02	010		4	0	0	0	0									0
09	02	010		5	0	0	0	0	1								1
09	02	010		6	0	0	0	0	0	1							1
09	02	010		7	0	0	0	0	0	0	0						0
09	02	010		8	0	0	0	0	0	0	0	0					0
09	02	010		9	0	0	0	0	0	0	0	0	0				0
09	02	010		10	0	0	0	0	0	0	0	0	0	0			0
09	02	010		11	0	0	0	0	0	0	0	0	0	0	0		0
09	02	010		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	068	Sierra Vista Unified District	3	0	1	0										1
02	02	068		4	0	0	0	0									0
02	02	068		5	0	0	0	0	0								0
02	02	068		6	0	0	0	0	0	0							0
02	02	068		7	0	0	0	0	0	0	0						0
02	02	068		8	0	0	0	0	0	0	0	0					0
02	02	068		9	0	0	0	0	0	0	0	0	0				0
02	02	068		10	0	0	0	0	0	0	0	0	0	0			0
02	02	068		11	0	0	0	0	0	0	0	0	0	0	0		0
02	02	068		12	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	005	Snowflake Unified District	3	0	0	0										0
09	02	005		4	0	0	0	0									0
09	02	005		5	0	0	0	0	0								0
09	02	005		6	0	0	0	0	0	0							0
09	02	005		7	0	0	0	0	0	0	0						0
09	02	005		8	0	0	0	0	0	0	0	0					0
09	02	005		9	0	0	0	0	0	0	0	0	0				0
09	02	005		10	0	0	0	0	0	0	0	0	0	0			0
09	02	005		11	0	0	0	0	0	0	0	0	0	0	0		0
09	02	005		12	0	0	0	0	0	0	0	0	0	0	0	0	0
14	04	011	Somerton Elementary District	3	0	0	0										0
14	04	011		4	0	0	2	9									11
14	04	011		5	0	0	0	0	0								0
14	04	011		6	0	0	1	0	0	0							1
14	04	011		7	0	0	0	0	0	0	0						0
14	04	011		8	0	0	0	0	0	0	0	0					0
14	04	011		9	0	0	0	0	0	0	0	0	0				0
14	04	011		10	0	0	0	0	0	0	0	0	0	0			0
14	04	011		11	0	0	0	0	0	0	0	0	0	0	0		0
14	04	011		12	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	021	St David Unified District	3	0	0	0										0
02	02	021		4	0	0	0	0									0
02	02	021		5	0	0	0	0	0								0
02	02	021		6	0	0	0	0	0	0							0
02	02	021		7	0	0	0	0	0	0	0						0
02	02	021		8	0	0	0	0	0	0	0	0					0
02	02	021		9	0	0	0	0	0	0	0	0	0				0
02	02	021		10	0	0	0	0	0	0	0	0	0	0			0
02	02	021		11	0	0	0	0	0	0	0	0	0	0	0		0
02	02	021		12	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	001	St Johns Unified District	3	0	0	0										0

Program Staffing

Bilingual and English as a second language (ESL) classes are to be taught by certified teachers who have the corresponding endorsement. A teacher who is endorsed or certified as a bilingual teacher may teach in either a bilingual program or English as a second language program. A teacher with an ESL certification may only teach in an ESL program. State Board Rule R7-2-606 stipulates the specific endorsement requirements regarding certified program staff. (The information presented below is a compilation drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.)

				CERTIFIED INSTRUCTIONAL STAFF						PARAPROFESSIONAL INSTRUCTIONAL STAFF				
County	Type	District	District or Charter School	with Bilingual Endorsement	Teachers with ESL Endorsement	with Provisional Bilingual Endorsement	with Provisional ESL Endorsement	Teachers without Endorsement	Total	Non-Certified	With Associate of Arts Degree	High School Diploma or GED	High School Diploma or GED	Total
07	05	016	Agua Fria Union High School District	1	9	0	6	0	16	2	2	7	0	11
10	02	015	Ajo Unified District	0	2	0	0	0	2	0	0	1	0	1
07	04	068	Alhambra Elementary District	3	54	0	14	0	71	0	0	7	1	8
10	03	051	Altar Valley Elementary District	0	2	0	0	0	2	0	0	1	0	1
07	86	055	American Grade Schools	0	0	0	0	0	0	0	0	0	0	0
10	02	010	Amphitheater Unified District	4	40	0	0	0	44	2	3	11	0	16
11	02	043	Apache Junction Unified District	0	0	0	2	0	2	0	0	0	0	0
07	87	023	Arizona Call-A-Teen Center For Excelle	0	0	0	1	7	8	0	1	0	0	1
07	86	006	Arizona Career Academy	0	0	0	0	15	15	0	2	0	0	2
13	02	031	Ash Fork Joint Unified District	1	1	0	0	11	13	0	0	4	0	4
07	04	044	Avondale Elementary District	18	30	1	15	0	64	2	1	17	0	20
07	04	031	Balsz Elementary District	1	24	1	14	0	40	0	1	7	0	8
02	04	009	Benson Elementary District	0	0	1	1	12	14	0	0	1	0	1
02	05	009	Benson Union High School District	0	0	2	1	10	13	0	0	0	0	0
02	02	002	Bisbee Unified District	1	6	0	2	0	9	0	2	5	0	7
09	02	032	Blue Ridge Unified District	0	0	0	0	1	1	0	1	0	0	1
02	02	014	Bowie Unified District	0	0	0	1	15	16	0	0	4	0	4
07	04	033	Buckeye Elementary District	1	4	0	12	23	40	4	0	1	0	5
07	05	001	Buckeye Union High School District	0	6	0	0	0	6	1	0	3	0	4
13	02	028	Camp Verde Unified District	0	2	0	0	1	3	0	0	1	0	1
07	87	009	Carmel Community Integrated Arts	0	0	0	0	0	0	0	0	0	0	0
07	04	083	Cartwright Elementary District	35	84	5	86	11	221	3	5	115	3	126
11	04	004	Casa Grande Elementary District	2	7	1	1	0	11	0	0	2	0	2
11	05	002	Casa Grande Union High School Distric	0	2	0	0	6	8	0	0	2	0	2
10	02	016	Catalina Foothills Unified District	0	1	0	0	0	1	0	3	0	0	3
07	02	093	Cave Creek Unified District	0	5	0	0	0	5	0	0	2	0	2
09	02	025	Cedar Unified District	6	9	0	11	12	38	3	7	21	0	31
07	02	080	Chandler Unified District	12	17	0	0	0	29	7	0	33	0	40
13	02	051	Chino Valley Unified District	0	0	0	0	3	3	0	0	1	0	1
02	03	026	Cochise Elementary District	1	0	0	0	7	8	4	1	2	0	7
11	02	021	Coolidge Unified District	0	0	2	2	0	4	1	0	0	0	1
13	04	005	Cottonwood-Oak Creek Elementary Dist	0	2	0	0	0	2	0	0	2	0	2
14	04	013	Crane Elementary District	2	42	0	3	2	49	0	1	28	0	29
07	04	014	Creighton Elementary District	48	27	14	7	53	149	6	8	75	0	89
07	02	097	Deer Valley Unified District	1	12	0	0	1	14	1	0	8	0	9
01	87	051	Discovery Academy Of St Johns	0	0	0	0	0	0	0	0	0	0	0
02	02	027	Douglas Unified District	25	100	0	20	96	241	0	8	117	1	126
07	02	089	Dysart Unified District	20	20	2	14	5	61	8	0	11	0	19
03	02	001	Flagstaff Unified District	7	77	0	10	222	316	2	4	8	0	14
11	02	001	Florence Unified School District	0	1	0	0	3	4	0	0	4	0	4
10	02	008	Flowing Wells Unified District	0	1	0	0	1	2	0	0	4	0	4
07	02	098	Fountain Hills Unified District	0	0	0	2	0	2	0	0	0	0	0
07	04	045	Fowler Elementary District	1	18	0	16	0	35	1	0	7	0	8
07	86	011	Friendly House Academia Del Pueblo El	0	0	0	0	0	0	0	5	5	0	10
02	01	000	Ft Huachuca Accommodation District	1	0	0	0	0	1	0	0	0	0	0
05	02	007	Ft Thomas Unified District	0	13	0	2	7	22	0	1	4	0	5
14	04	032	Gadsden Elementary District	25	25	7	6	30	93	0	5	35	1	41
01	02	020	Ganado Unified District	11	30	0	5	97	143	1	6	34	0	41
07	02	041	Gilbert Unified District	3	7	3	4	6	23	0	0	14	0	14

County	Type	District	District or Charter School	CERTIFIED INSTRUCTIONAL STAFF: with Bilingual Endorsement	Teachers with ESL Endorsement	with Provisional Bilingual Endorsement	with Provisional ESL Endorsement	Teachers without Endorsement	Total	PARAPROFESSIONAL INSTRUCTIONAL STAFF: Non-Certified	With Associate of Arts Degree	High School Diploma or GED	High School Diploma or GED	Total
07	04	040	Glendale Elementary District	78	76	13	22	12	201	0	7	77	0	8[illegible]
04	02	001	Globe Unified District	2	5	2	3	0	12	0	0	5	0	5
03	02	004	Grand Canyon Unified District	0	1	0	0	0	1	0	0	0	0	0
04	02	041	Hayden-Winkelman Unified District	0	0	0	0	33	33	0	0	2	0	2
09	02	006	Heber-Overgaard Unified District	0	0	0	0	0	0	0	0	1	0	1
13	02	022	Humboldt Unified District	0	3	0	0	0	3	0	0	0	0	0
14	04	016	Hyder Elementary District	0	3	0	0	1	4	0	0	5	0	5
10	02	040	Indian Oasis-Baboquivari Unified Distric	7	17	0	0	57	81	0	4	18	0	22
07	04	005	Isaac Elementary District	0	0	0	0	0	0	0	5	31	4	40
11	03	044	J O Combs Elementary District	0	0	0	0	15	15	11	0	3	0	14
09	02	002	Joseph City Unified District	0	0	0	2	11	13	0	1	0	0	1
09	02	027	Kayenta Unified District	16	51	0	5	23	95	0	37	7	0	44
08	04	004	Kingman Elementary District	0	0	0	0	19	19	0	0	7	0	7
07	04	028	Kyrene Elementary District	1	5	1	2	0	9	0	0	2	0	2
06	02	001	Lake Havasu Unified District	0	4	0	2	12	18	0	7	0	0	7
03	87	035	Lake Powell Academy	0	5	0	0	0	5	0	1	2	0	3
07	04	059	Laveen Elementary District	2	19	0	12	1	34	3	2	1	0	6
07	04	025	Liberty Elementary District	0	6	0	3	0	9	0	0	5	0	5
07	04	079	Litchfield Elementary District	0	2	0	0	5	7	0	0	3	0	3
06	04	009	Littlefield Elementary District	0	0	0	1	0	1	0	0	1	0	1
07	04	065	Littleton Elementary District	5	17	1	5	32	60	2	0	11	4	17
07	04	038	Madison Elementary District	0	14	0	8	0	22	0	0	0	0	0
11	02	008	Mammoth-San Manuel Unified District	0	2	0	0	0	2	0	0	4	0	4
10	02	006	Marana Unified District	0	3	0	0	0	3	0	0	4	0	4
07	01	099	Maricopa Co Regional District	6	0	0	0	0	6	1	0	0	0	1
11	02	020	Maricopa Unified School District	2	18	0	7	20	47	1	0	9	0	10
13	02	043	Mayer Unified District	0	0	0	0	0	0	1	0	1	0	2
07	02	004	Mesa Unified District	45	36	6	32	10	129	2	33	96	0	131
04	02	040	Miami Unified District	0	2	0	0	0	2	0	0	8	0	8
08	04	016	Mohave Valley Elementary District	0	0	0	0	0	0	0	0	3	0	3
07	03	075	Morristown Elementary District	0	1	0	0	0	1	0	0	1	0	1
07	04	021	Murphy Elementary District	13	30	7	13	2	65	0	2	19	0	21
07	03	081	Nadaburg Elementary District	0	0	1	0	0	1	0	0	3	0	3
12	02	001	Nogales Unified District	74	74	10	20	125	303	0	0	144	0	144
11	03	002	Oracle Elementary District	0	1	0	0	0	1	0	0	0	0	0
07	04	008	Osborn Elementary District	10	53	1	24	0	88	0	2	2	0	4
03	02	008	Page Unified District	0	82	81	4	122	289	21	5	21	0	47
07	04	049	Palo Verde Elementary District	0	1	0	0	0	1	0	0	2	0	2
02	03	049	Palominas Elementary District	0	1	0	0	1	2	1	0	1	0	2
07	02	089	Paradise Valley Unified District	17	37	0	8	0	62	0	5	3	0	8
15	02	027	Parker Unified School District	1	11	0	0	0	12	0	0	2	0	2
12	04	006	Patagonia Elementary District	1	1	0	1	0	3	1	1	1	0	3
04	02	010	Payson Unified District	0	0	0	0	0	0	0	0	0	0	0
02	04	022	Pearce Elementary District	0	0	0	0	0	0	0	0	1	0	1
07	04	092	Pendergast Elementary District	9	16	0	4	153	182	1	2	20	4	27
07	02	011	Peoria Unified District	18	39	3	4	0	64	0	1	34	0	35
07	04	001	Phoenix Elementary District	185	81	8	13	0	287	0	4	29	0	33
07	05	010	Phoenix Union High School District	46	79	0	0	0	125	7	36	18	0	61
11	04	033	Picacho Elementary District	0	1	0	0	0	1	0	0	1	0	1
10	01	000	Pima Accommodation District	0	0	0	0	9	9	1	2	1	0	4
05	02	006	Pima Unified District	0	0	0	0	1	1	0	1	0	0	1
12	87	024	Pimeria Alta High School	4	4	0	1	0	9	0	0	4	0	4
09	02	004	Pinon Unified District	18	9	7	23	23	80	0	3	14	0	17
10	87	044	PPEP and Affiliates	0	0	0	0	28	28	0	0	24	0	24
13	02	001	Prescott Unified District	0	0	0	1	1	2	1	0	7	0	8
15	04	004	Quartzsite Elementary District	0	0	0	0	16	16	0	0	3	1	[illegible]
07	02	095	Queen Creek Unified District	6	18	0	15	177	216	0	0	8	0	[illegible]

Program Funding

Listed below are the fund sources and amounts reported by school districts, with Group B funding as recorded by the School Finance unit. School districts and charter schools that receive Group B weighted funds are required to provide assurance that LEP students were identified, assessed, and served by certified teachers who held either the bilingual or ESL endorsement. (The information presented below is a compilation drawn directly from the data submitted to us by school districts and public charter schools, and not validated by the Department of Education.)

				Source of Funding																	
County	Type	District	District or Charter School	Group B Funding School Finance	District Funds (other than Group B funding)	Total DISTRICT Funding	Carl D. Perkins Vocational and Applied Technology Education Act.	Emergency Immigrant Education Program, Public Law 103-382	ESEA Indian Education Act, Part A, Public Law 100-297 Part C	ESEA Title I, Public Law 103-382	ESEA Title I- Migrant, Public Law 103-382	ESEA Title II, Public Law 103-382	ESEA Title VII, Public Law 100-297	Even Start, Public Law 103-382	Foreign Language Assistance Program, Public Law 100-297	Johnson-O'Malley Act, Public Law 93-638	Neglected or Delinquent, Public Law 103-382	SteWart B_ McKinney Homeless Education, Public Law 103-382	Title IV, Safe and Drug-Free School, Public Law 103-382	Title VI, Innovative Ed Programs, Public Law 103-382	Total FEDERAL Funding
07	05	016	Agua Fria Union High School District	17,125	520,002	537,127	0	0	0	0	30,739	0	0	0	0	0	0	0	0	0	30,739
10	02	015	Ajo Unified District	11,695	0	11,695	18,995	0	0	179,649	0	4,341	0	0	0	8,712	0	0	2,645	4,293	218,635
07	04	068	Alhambra Elementary District	530,004	247,941	777,945	0	33,556	0	33,019	0	27,898	165,981	0	0	0	0	0	22,212	27,041	309,707
10	03	051	Altar Valley Elementary District	14,822	35,413	50,235	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	98	055	American Grade Schools		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	010	Amphitheater Unified District	184,136	1,616,287	1,800,423	0	36,193	0	0	0	0	73,719	0	0	0	0	0	0	0	109,912
02	03	042	Apache Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	043	Apache Junction Unified District	5,783	24,659	30,442	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	023	Arizona Call-A-Teen Center For Excellence		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	88	008	Arizona Career Academy		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	031	Ash Fork Joint Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	044	Avondale Elementary District	132,453	585,880	718,333	0	25,415	0	73,631	3,868	2,437	0	0	0	0	0	0	0	0	105,349
07	04	031	Balsz Elementary District	137,937	303,238	441,175	0	60,463	0	0	0	0	0	0	0	0	0	0	0	0	60,463
13	87	001	Baurau, L.L.C.		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	04	008	Benson Elementary District	4,370	7,000	11,370	0	0	0	3,000	0	0	0	0	0	0	0	0	0	0	3,000
02	05	009	Benson Union High School District	1,913	10,000	11,913	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	002	Bisbee Unified District	20,803	22,327	43,130	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	032	Blue Ridge Unified District	9,360	0	9,360	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	04	026	Bouse Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	014	Bowie Unified District	9,551	0	9,551	3,200	0	0	15,000	0	762	0	0	0	0	0	0	558	804	20,324
07	04	033	Buckeye Elementary District	32,298	99,213	131,511	0	6,629	0	6,132	34,670	0	0	0	0	0	0	0	0	0	47,431
07	05	001	Buckeye Union High School District	10,781	0	10,781	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	028	Camp Verde Unified District	0	362	362	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	03	050	Canon Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	009	Carmel Community Integrated Arts		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	063	Cartwright Elementary District	563,501	0	563,501	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	04	004	Casa Grande Elementary District	55,986	280,663	336,649	0	0	0	19,166	0	0	0	0	0	0	0	0	0	0	19,166
11	05	002	Casa Grande Union High School District	8,762	0	8,762	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

County	Type	District	District or Charter School	Source of Funding: Group B Funding School Finance	District Funds (other than Group B funding)	Total DISTRICT Funding	Carl D. Perkins Vocational and Applied Technology Education Act,	Emergency Immigrant Education Program, Public Law 103-382	ESEA Indian Education Act, Part A, Public Law 100-297 Part C	ESEA Title I, Public Law 103-382	ESEA Title I- Migrant, Public Law 103-382	ESEA Title II, Public Law 103-382	ESEA Title VII, Public Law 100-297	Even Start, Public Law 103-382	Foreign Language Assistance Program, Public Law 100-297	Johnson-O'Malley Act, Public Law 93-638	Neglected or Delinquent, Public Law 103-382	SteWart B., McKinney Homeless Education, Public Law 103-382	Title IV, Safe and Drug-Free School, Public Law 103-382	Title VI, Innovative Ed Programs, Public Law 103-382	Total FEDERAL Funding
10	02	016	Catalina Foothills Unified District	7,001	0	7,001	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	093	Cave Creek Unified District	12,880	153,577	166,457	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	025	Cedar Unified District	51,871	532,725	584,596	0	0	64,162	904,793	0	21,559	0	0	0	50,543	0	0	4,180	6,074	1,051,311
07	87	072	Challenge Charter School		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	080	Chandler Unified District	444,918	510,793	955,711	12,737	53,750	0	622,368	22,719	0	0	0	0	0	0	0	0	0	711,574
10	88	062	Charter Foundation, Inc		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	051	Chino Valley Unified District	11,146	59,800	70,946	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	04	011	Chloride Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	03	026	Cochise Elementary District	0	200	200	0	0	0	17,967	0	309	0	0	0	0	0	0	297	528	19,101
08	02	014	Colorado City Unified District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	021	Coolidge Unified District	49,168	0	49,168	0	0	0	758,651	32,308	20,940	0	0	0	0	0	0	14,297	16,834	843,028
13	04	008	Cottonwood-Oak Creek Elementary District	25,471	0	25,471	0	5,925	0	0	0	0	0	0	0	0	0	0	0	0	5,925
14	04	013	Crane Elementary District	279,209	134,434	413,643	0	33,505	0	177,938	171,861	0	0	0	0	0	0	0	0	0	383,304
07	04	014	Creighton Elementary District	590,939	117,800	708,739	0	97,447	0	0	0	0	1,082,219	0	0	0	0	0	0	0	1,179,666
13	03	041	Crown King Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	097	Deer Valley Unified District	71,003	165,997	237,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	87	061	Discovery Academy Of St Johns		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	027	Douglas Unified District	373,254	0	373,254	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	089	Dysart Unified District	189,080	164,161	353,241	12,800	30,453	0	281,895	256,651	0	175	0	0	0	0	0	0	0	581,974
07	87	025	Eagle's Aerie Schools		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	87	037	Excel Education Centers Inc		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	02	001	Flagstaff Unified District	122,557	638,384	760,941	0	0	0	0	0	0	350,000	0	0	0	0	0	0	0	350,000
11	02	001	Florence Unified School District	3,796	13,456	17,252	22,530	4,779	0	194,760	55,204	6,537	0	0	0	0	0	0	5,869	7,722	297,401
10	02	008	Flowing Wells Unified District	28,355	52,123	80,478	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	098	Fountain Hills Unified District	4,768	30,000	34,768	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	045	Fowler Elementary District	53,890	6,766	60,656	0	10,225	0	0	4,747	0	0	0	0	0	0	0	0	0	14,972
07	88	011	Friendly House Academia Del Pueblo Elementary		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	01	000	Ft Huachuca Accommodation District	5,001	40,616	45,617	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	02	007	Ft Thomas Unified District	11,318	0	11,318	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	04	032	Gadsden Elementary District	280,642	0	280,642	0	39,000	0	300,000	100,000	0	0	0	0	0	0	0	0	0	439,000
01	02	020	Ganado Unified District	117,057	140,000	257,057	0	0	0	781,266	0	16,854	175,000	0	0	168,316	0	0	0	0	1,141,436
07	02	041	Gilbert Unified District	51,719	650,238	701,957	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	040	Glendale Elementary District	261,373	7,353,994	7,615,367	0	0	0	0	245,768	0	0	0	0	0	0	0	0	0	245,768
04	02	001	Globe Unified District	14,907	0	14,907	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	02	004	Gran[illegible]on Unified District	7,425	0	7,425	0	0	[illegible]	0	0	0	0	0	0	2,000	0	0	0	[illegible] 0	2,000
08	04	003	Hackberry School District	0	0	0	0	0	[illegible]	0	0	0	0	0	0	0	0	0	0	[illegible] 0	0

County	Type	District	District or Charter School	Source of Funding: Group B Funding School Finance	Distrid Funds (other than Group B funding)	Total DISTRICT Funding	Carl D. Perkins Vocational and Applied Technology Education Act	Emergency Immigrant Education Program, Public Law 103-382	ESEA Indian Education Act, Part A, Public Law 100-297 Part C	ESEA Title I, Public Law 103-382	ESEA Title I- Migrant, Public Law 103-382	ESEA Title II, Public Law 103-382	ESEA Title VII, Public Law 100-297	Even Start, Public Law 103-382	Foreign Language Assistance Program, Public Law 100-297	Johnson-O'Malley Act, Public Law 93-638	Neglected or Delinquent, Public Law 103-382	StieWart B., McKinney Homeless Education, Public Law 103-382	Title IV, Safe and Drug-Free School, Public Law 103-382	Title VI, Innovative Ed Programs, Public Law 103-382	Total FEDERAL Funding
04	02	041	Hayden-Winkelman Unified District	3,670	8,936	12,606	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	02	006	Heber-Overgaard Unified District	623	0	623	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	012	Heritage Academy Inc		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	87	001	Hermosa Montessori Charter		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	00	035	Hillside Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	022	Humboldt Unified District	17,477	0	17,477	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	04	016	Hyder Elementary District	12,816	12,000	24,816	0	1,220	0	33,621	33,739	350	0	0	0	0	0	0	0	0	68,930
10	87	022	Ideabanc, Inc		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	02	040	Indian Oasis-Baboquivari Unified District	0	15,881	15,881	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	005	Isaac Elementary District	605,547	0	605,547	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	03	044	J O Combs Elementary District	0	346	346	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	002	Joseph City Unified District	6,438	0	6,438	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	027	Kayenta Unified District	218,431	0	218,431	0	0	0	85,000	0	0	0	0	0	50,000	0	0	0	0	135,000
08	86	020	Kingman Academy Of Learning		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	04	004	Kingman Elementary District	8,610	0	8,610	0	0	0	543,627	0	28,550	0	0	0	0	0	0	30,466	32,170	634,813
07	04	028	Kyrene Elementary District	73,082	348,193	421,275	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	02	001	Lake Havasu Unified District	19,209	41,340	60,549	0	0	0	34,755	0	0	0	0	0	0	0	0	0	0	34,755
03	87	035	Lake Powell Academy		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	069	Laveen Elementary District	69,713	77,123	146,836	0	8,057	0	5,259	0	0	116,767	0	0	0	0	0	0	0	130,083
07	04	025	Liberty Elementary District	20,347	7,500	27,847	0	0	0	0	19,018	0	0	0	0	0	0	0	0	0	19,018
07	04	079	Litchfield Elementary District	21,435	38,295	59,730	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	04	009	Littlefield Elementary District	5,208	0	5,208	0	1,333	0	25,049	0	1,104	0	0	0	0	0	0	786	1,105	29,377
07	04	065	Littleton Elementary District	87,222	37,500,000	37,587,222	0	1,364,523	0	39,091,737	9,492,300	1,150,294	0	0	0	0	0	1,472,102	0	893,364	53,464,320
07	04	038	Madison Elementary District	76,988	255,403	332,389	0	26,857	0	68,167	0	0	0	0	0	0	0	0	0	0	95,024
11	02	008	Mammoth-San Manuel Unified District	13,298	0	13,298	0	0	0	26	0	0	0	0	0	0	0	0	0	0	26
10	02	006	Marana Unified District	33,917	0	33,917	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	01	099	Maricopa Co Regional District	0	0	0	0	0	0	3,365	0	0	0	0	0	0	0	0	0	0	3,365
11	02	020	Maricopa Unified School District	32,647	150,000	182,647	2,950	5,668	2,268	134,129	23,120	0	0	0	0	1,512	0	0	12,711	0	182,358
13	02	043	Mayer Unified District	1,974	12,901	14,875	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	004	Mesa Unified District	486,210	0	486,210	0	201,382	0	0	0	0	0	0	0	0	0	0	0	0	201,382
04	02	040	Miami Unified District	16,302	0	16,302	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	86	051	Mingus Mountain Academy		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	04	018	Mohave Valley Elementary District	5,315	24,553	29,868	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	068	Montessori Day Public Schools Chartered		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	063	Montessori Education Centre Charter School		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	00	075	Morristown Elementary District	0	1,000	1,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

County	Type	District	District or Charter School	Source of Funding: Group B Funding School Finance	District Funds (other than Group B funding)	Total DISTRICT Funding	Carl D. Perkins Vocational and Applied Technology Education Act,	Emergency Immigrant Education Program, Public Law 103-382	ESEA Indian Education Act, Part A, Public Law 100-297 Part C	ESEA Title I, Public Law 103-382	ESEA Title I- Migrant, Public Law 103-382	ESEA Title II, Public Law 103-382	ESEA Title VII, Public Law 100-297	Even Start, Public Law 103-382	Foreign Language Assistance Program, Public Law 100-297	Johnson-O'Malley Act, Public Law 93-638	Neglected or Delinquent, Public Law 103-382	Stewart B._ McKinney Homeless Education, Public Law 103-382	Title IV, Safe and Drug-Free School, Public Law 103-382	Title VI, Innovative Ed Programs, Public Law 103-382	Total FEDERAL Funding
03	88	051	Mountain School Inc		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	021	Murphy Elementary District	146,761	62,488	209,249	0	25,310	1,375	324,899	5,529	10,897	0	0	0	832	0	0	2,827	8,023	379,692
07	03	081	Nadaburg Elementary District	5,344	15,015	20,359	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	02	001	Nogales Unified District	701,727	150,000	851,727	112,981	72,407	0	1,081,163	0	22,000	880,649	160,750	0	0	0	0	32,000	10,000	2,371,950
09	87	045	Northern AZ Academy/ Career Development		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	03	002	Oracle Elementary District	2,386	23,693	26,079	0	0	0	58,201	0	2,512	0	0	0	0	0	0	2,630	4,983	68,326
07	04	008	Osborn Elementary District	176,354	195,200	371,554	0	51,905	0	0	0	0	246,966	0	0	0	0	0	0	0	298,871
03	02	008	Page Unified District	138,698	0	138,698	0	0	0	0	0	0	0	0	0	7,000	0	0	0	0	7,000
07	04	049	Palo Verde Elementary District	7,117	28,918	36,035	0	0	0	25,800	1,824	0	0	0	0	0	0	0	0	0	27,624
02	03	049	Palominas Elementary District	4,130	23,438	27,568	0	0	0	4,000	0	0	0	0	0	0	0	0	0	0	4,000
07	02	069	Paradise Valley Unified District	186,274	110,677,274	110,863,548	213,249	34,192	0	1,208,622	0	113,611	0	0	0	0	0	0	150,982	184,005	1,904,661
15	02	027	Parker Unified School District	35,289	198,523	233,812	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	02	010	Payson Unified District	48	0	48	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	04	022	Pearce Elementary District	1,321	5,961	7,282	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	092	Pendergast Elementary District	88,333	233,140	321,473	0	24,230	0	12,955	1,449	0	0	0	0	0	0	0	0	500	39,134
07	02	011	Peoria Unified District	143,121	962,540	1,105,661	0	0	0	143,121	0	0	0	0	0	0	0	0	0	0	143,121
07	04	001	Phoenix Elementary District	785,396	0	785,396	0	234,518	0	3,150,472	100,350	78,743	0	0	0	580	0	0	0	0	3,564,663
07	05	010	Phoenix Union High School District	518,793	3,318,711	3,837,504	50,500	39,131	0	305,000	0	0	0	0	0	0	0	0	0	0	394,631
11	04	003	Picacho Elementary District	3,796	967	4,763	0	0	0	0	15,755	0	0	0	0	0	0	0	0	0	15,755
10	01	000	Pima Accommodation District	613	1,103,400	1,104,013	0	0	0	0	0	0	0	0	0	0	8,883,300	0	0	0	8,883,300
06	02	006	Pima Unified District	6,187	0	6,187	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	87	024	Pimeria Alta High School		652,210	652,210	0	3,890	0	49,352	0	1,035	478,183	0	0	0	0	0	594	1,054	534,108
09	02	004	Pinon Unified District	154,267	106,000	260,267	85,289	0	162,952	686,881	0	15,172	483,139	0	0	137,342	0	0	7,765	9,465	1,548,005
10	87	044	PPEP and Affiliates		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	001	Prescott Unified District	24,063	80,687	104,750	0	0	0	0	0	0	0	0	0	0	0	0	0	3,000	3,000
15	04	004	Quartzsite Elementary District	5,512	0	5,512	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	095	Queen Creek Unified District	29,762	348,435	378,197	16,333	6,828	0	181,121	107,858	4,604	0	0	0	0	162,638	0	1,432	5,610	486,424
11	02	003	Ray Unified District	1,370	1,370	2,740	0	0	0	0	0	0	6,782	0	0	0	0	0	0	0	6,782
01	02	007	Red Mesa Unified District	58,593	0	58,593	46,374	0	0	197,978	0	6,180	65,898	0	0	20,375	0	0	3,427	1,733	341,965
07	04	086	Roosevelt Elementary District	499,680	57,056,938	57,556,618	0	141,377	0	372,034	79,533	132,347	0	0	0	0	0	0	0	47,847	773,138
01	02	010	Round Valley Unified District	4,301	500	4,801	0	0	0	3,500	0	0	0	0	0	0	0	0	0	0	3,500
06	02	001	Safford Unified District	1,802	0	1,802	0	0	0	100	0	0	0	0	0	0	0	0	0	0	100
10	02	000	Sahuarita Unified District	27,469	84,096	111,565	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	02	020	San Carlos Unified District	173,834	0	173,834	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	018	San[illegible]n Unified District	5,512	1,000	6,512	0	0	[illegible]0	0	4,000	0	0	0	0	0	0	0	[illegible]	0	4,000
12	02	035	Santa Cruz Valley Unified District	159,514	73,878	233,392	22,773	15,856	0	318,510	0	10,691	128,572	0	0	0	0	0	18,83[illegible]	11,588	528,827

County	Type	District	District or Charter School	Source of Funding: Group B Funding School Finance	District Funds (other than Group B funding)	Total DISTRICT Funding	Carl D. Perkins Vocational and Applied Technology Education Act	Emergency Immigrant Education Program, Public Law 103-382	ESEA Indian Education Act, Part A, Public Law 100-297 Part C	ESEA Title I, Public Law 103-382	ESEA Title I - Migrant, Public Law 103-382	ESEA Title II, Public Law 103-382	ESEA Title VII, Public Law 100-297	Even Start, Public Law 103-382	Foreign Language Assistance Program, Public Law 100-297	Johnson-O'Malley Act, Public Law 93-638	Neglected or Delinquent, Public Law 103-382	Stewart B. McKinney Homeless Education, Public Law 103-382	Title IV, Safe and Drug-Free School, Public Law 103-382	Title VI, Innovative Ed Programs, Public Law 103-382	Total FEDERAL Funding
11	05	040	Santa Cruz Valley Union High School District	9,516	9,979	19,495	0	3,685	0	10,300	3,800	0	0	0	0	0	0	0	0	0	17,785
07	87	034	Scottsdale Horizons School		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	048	Scottsdale Unified District	183,928	3,690,786	3,874,714	0	0	0	36,801	0	0	0	0	0	0	0	0	0	0	36,801
13	87	008	Sedona Charter School		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	02	009	Sedona-Oak Creek Joint Unified District	19,368	45,978	65,346	0	270	0	0	0	0	0	0	0	0	0	0	0	0	270
07	03	071	Sentinel Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	87	046	Shonto Governing Board of Education, Inc.		0	0	0	0	20,923	0	0	0	0	0	0	0	0	0	0	0	20,923
09	02	010	Show Low Unified District	3,836	2,398	6,234	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	086	Sierra Vista Unified District	31,240	0	31,240	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	03	015	Skull Valley Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	02	005	Snowflake Unified District	10,448	38,602	49,050	0	0	7,734	0	0	0	0	0	0	975	0	0	0	0	8,709
14	04	011	Somerton Elementary District	251,913	0	251,913	0	41,034	0	512,843	305,240	12,895	0	0	0	0	0	0	8,135	10,481	890,628
02	02	021	St David Unified District	920	4,308	5,228	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	02	001	St Johns Unified District	7,013	35,086	42,099	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	04	024	Stanfield Elementary District	27,697	49,166	76,863	0	16,783	0	14,190	5,497	0	0	0	0	0	0	0	0	0	36,470
10	02	012	Sunnyside Unified District	658,321	0	658,321	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	02	015	Superior Unified District	2,525	7,200	9,725	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	003	Tempe Elementary District	384,740	348,504	733,244	0	36,978	90,571	1,759,846	0	0	0	0	0	1,200	0	0	0	0	1,888,595
07	05	013	Tempe Union High School District	37,419	0	37,419	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	86	050	Terra Rosa: A Waldorf Inspired Charter School		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	047	Tertulia: A Learning Community		19,500	19,500	0	0	0	23,191	0	577	0	0	0	0	0	0	317	495	24,580
06	02	004	Thatcher Unified District	1,156	0	1,156	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	87	018	The Leona Group, LLC dba Pri & Sec Acads		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	87	001	The Scholars' Academy		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	05	014	Tolleson Union High School District	28,031	289,659	317,690	0	0	0	0	52,145	0	0	0	0	0	0	0	0	0	52,145
11	04	022	Tollec Elementary District	7,577	0	7,577	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	001	Tombstone Unified District	2,096	1,200	3,296	0	0	0	25,683	0	0	0	0	0	0	0	0	0	0	25,683
06	86	060	Triumphant Learning Center		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	02	015	Tuba City Unified District	226,182	0	226,182	141,119	0	112,083	1,289,281	0	0	0	0	0	140,000	0	0	13,928	0	1,696,411
10	02	001	Tucson Unified District	1,172,469	2,955,362	4,127,831	1,108,550	440,581	0	9,108,136	0	0	408,563	158,101	0	0	273,807	43,800	0	0	11,539,538
07	04	062	Union Elementary District	1,350	9,402	10,752	0	0	0	25,631	0	0	0	0	0	0	0	0	0	0	25,631
10	03	020	Vail Elementary District	4,009	4,009	8,018	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	86	019	Valley Academies Inc		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	06	022	Valley Union High School District	2,511	11,450	13,961	600	0	0	14,100	0	0	0	0	0	0	0	0	0	0	14,700
07	87	015	Villa Montessori Schools		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	006	Washington Elementary District	334,286	1,461,341	1,795,627	0	76,930	0	103,322	0	0	298,136	0	0	0	0	0	0	0	478,388

County	Type	District	District or Charter School	Source of Funding: Group B Funding School Finance	District Funds (other than Group B funding)	Total DISTRICT Funding	Carl D. Perkins Vocational and Applied Technology Education Act	Emergency Immigrant Education Program, Public Law 103-382	ESEA Indian Education Act, Part A, Public Law 100-297 Part C	ESEA Title I, Public Law 103-382	ESEA Title I- Migrant, Public Law 103-382	ESEA Title II, Public Law 103-382	ESEA Title VII, Public Law 100-297	Even Start, Public Law 103-382	Foreign Language Assistance Program, Public Law 100-297	Johnson-O'Malley Act, Public Law 93-638	Neglected or Delinquent, Public Law 103-382	Stewart B. McKinney Homeless Education, Public Law 103-382	Title IV, Safe and Drug-Free School, Public Law 103-382	Title VI, Innovative Ed Programs, Public Law 103-382	Total FEDERAL Funding
08	02	020	Whiteriver Unified District	307,504	0	307,504	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	02	009	Wickenburg Unified District	9,997	68,377	78,374	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	02	013	Willcox Unified District	22,641	1,462	24,103	0	9,449	0	0	40,064	0	0	0	0	0	0	0	0	460	49,973
03	02	002	Williams Unified District	6,484	35,157	41,641	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	04	007	Wilson Elementary District	149,978	1,318,464	1,468,442	0	0	0	459,193	0	0	0	0	0	0	0	0	0	0	459,193
09	02	001	Winslow Unified District	15,728	95,926	111,654	0	0	4,003	0	0	0	0	0	0	48,288	0	0	0	0	52,291
08	04	013	Yucca Elementary District	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	04	001	Yuma Elementary District	407,783	456,576	864,359	0	88,045	0	218,000	0	0	0	0	0	0	0	0	0	0	306,045
14	05	070	Yuma Union High School District	99,399	583,656	683,055	0	51,905	0	18,469	65,892	0	0	0	0	0	0	0	0	0	136,266
			TOTALS:	15,137,939	239,959,450	255,097,389	1,850,980	3,461,684	466,071	66,116,666	11,315,844	1,693,199	4,940,749	316,851	0	637,875	9,319,745	1,515,902	336,895	1,269,179	103,261,239

Data Received

The Department of Education has a record of having received ALCAP language census reports from the school districts and charter schools listed. The average daily membership (ADM) and LEP information presented below is a compilation drawn from data submitted to the Department of Education's School Finance unit by school districts and public charter schools. [Note: the dates below indicate the LAST file activity, which may have been corrections, additional input, or ADE file maintenance activity. All submittal dates showing January, and some showing late December, are of this type.]

County	Type	District	District or Charter School	Date Submitted	ADM	LEP (SF)	Charter LEP (SF)
10	87	67	Accelerated Learning Center (Laboratory)	1/12/99			0
7	5	16	Agua Fria Union High School District	11/25/98	1741	153	
10	2	15	Ajo Unified District	12/8/98	518	0	
7	4	68	Alhambra Elementary District	11/17/98	11530	3925	
10	3	51	Altar Valley Elementary District	11/12/98	766	72	
7	86	55	American Grade Schools	11/23/98	103		1
10	2	10	Amphitheater Unified District	11/18/98	13560	1207	
2	3	42	Apache Elementary District	11/5/98	9	0	
11	2	43	Apache Junction Unified District	11/20/98	4511	50	
7	87	23	Arizona Call-A-Teen Center For Excellence	11/18/98	147		0
7	86	6	Arizona Career Academy	11/13/98	347		0
13	2	31	Ash Fork Joint Unified District	12/10/98	222	23	
7	4	44	Avondale Elementary District	11/18/98	2748	1038	
7	4	31	Balsz Elementary District	11/25/98	2741	954	
13	87	1	Baurau, L.L.C.	11/30/98	123		0
7	87	54	Benjamin Franklin Charter School	1/12/99	906		0
2	4	9	Benson Elementary District	11/24/98	769	44	
2	5	9	Benson Union High School District	12/18/98	445	13	
2	2	2	Bisbee Unified District	12/18/98	1113	172	
9	2	32	Blue Ridge Unified District	12/10/98	2159	61	
15	4	26	Bouse Elementary District	12/16/98	46	0	
2	2	14	Bowie Unified District	11/18/98	108	54	
7	4	33	Buckeye Elementary District	11/18/98	1111	185	
13	2	28	Camp Verde Unified District	11/16/98	1525	0	
13	3	50	Canon Elementary District	11/12/98	227	0	
7	87	9	Carmel Community Integrated Arts	11/22/98	58		0
7	4	83	Cartwright Elementary District	11/20/98	16156	4429	
11	4	4	Casa Grande Elementary District	11/9/98	4786	486	
11	5	2	Casa Grande Union High School District	12/18/98	2293	47	
10	2	16	Catalina Foothills Unified District	10/29/98	4728	68	
7	2	93	Cave Creek Unified District	11/17/98	2949	83	
9	2	25	Cedar Unified District	11/18/98	641	291	
7	87	72	Challenge Charter School	12/17/98	233		0
7	2	80	Chandler Unified District	11/20/98	16820	2881	
10	86	62	Charter Foundation, Inc	11/9/98	426		0
1	2	24	Chinle Unified District	1/12/99	4227	3135	
13	2	51	Chino Valley Unified District	12/10/98	2271	80	
8	4	11	Chloride Elementary District	11/3/98	238	0	
2	3	26	Cochise Elementary District	12/10/98	54	0	
8	2	14	Colorado City Unified District	11/16/98	1024	0	
11	2	21	Coolidge Unified District	12/22/98	2741	271	
13	4	6	Cottonwood-Oak Creek Elementary District	11/23/98	2255	212	
14	4	13	Crane Elementary District	11/9/98	4831	1873	
7	4	14	Creighton Elementary District	12/10/98	7163	4020	
13	3	41	Crown King Elementary District	11/5/98	10	0	
7	2	97	Deer Valley Unified District	12/10/98	21997	507	
1	87	51	Discovery Academy Of St Johns	1/12/99	47		0
2	2	27	Douglas Unified District	11/13/98	4493	2422	
7	2	89	Dysart Unified District	11/25/98	4114	1071	
7	87	25	Eagle's Aerie Schools	11/20/98	147		0
13	87	37	Excel Education Centers Inc	11/9/98	577		0
3	2	1	Flagstaff Unified District	11/5/98	11388	654	
11	2	1	Florence Unified School District	11/5/98	1231	56	

County	Type	District	District or Charter School	Date Submitted	ADM	LEP (SF)	Charter LEP (SF)
10	2	8	Flowing Wells Unified District	11/16/98	5604	157	
7	2	98	Fountain Hills Unified District	12/10/98	2177	29	
7	4	45	Fowler Elementary District	11/13/98	1417	437	
7	86	11	Friendly House Academia Del Pueblo Elementary	12/18/98	57		0
2	1	0	Ft Huachuca Accommodation District	12/10/98	1327	30	
5	2	7	Ft Thomas Unified District	11/10/98	615	67	
14	4	32	Gadsden Elementary District	11/23/98	2247	2099	
1	2	20	Ganado Unified District	12/10/98	2671	1217	
7	2	41	Gilbert Unified District	12/4/98	20774	472	
7	4	40	Glendale Elementary District	12/10/98	10280	1851	
4	2	1	Globe Unified District	12/10/98	2214	82	
3	2	4	Grand Canyon Unified District	12/2/98	351	36	
3	86	10	Greyhills Academy High School	1/12/99	452		0
8	4	3	Hackberry School District	11/10/98	31	0	
4	2	41	Hayden-Winkelman Unified District	12/10/98	549	32	
9	2	6	Heber-Overgaard Unified District	12/18/98	562	0	
7	87	12	Heritage Academy Inc	12/16/98	425		0
10	87	1	Hermosa Montessori Charter	11/18/98	84		0
13	3	35	Hillside Elementary District	11/9/98	10	0	
13	2	22	Humboldt Unified District	11/18/98	4490	154	
14	4	16	Hyder Elementary District	12/17/98	189	118	
10	87	22	Ideabanc, Inc	11/5/98			0
10	2	40	Indian Oasis-Baboquivari Unified District	12/11/98	1189	669	
7	4	5	Isaac Elementary District	11/24/98	7314	4513	
11	3	44	J O Combs Elementary District	11/23/98	221	21	
9	2	2	Joseph City Unified District	12/18/98	461	41	
9	2	27	Kayenta Unified District	12/10/98	2511	1192	
8	86	20	Kingman Academy Of Learning	11/4/98	493		0
8	4	4	Kingman Elementary District	11/18/98	4321	48	
13	3	23	Kirkland Elementary District	12/10/98	66	0	
5	3	9	Klondyke Elementary District	1/12/99		0	
7	4	28	Kyrene Elementary District	12/9/98	18195	480	
8	2	1	Lake Havasu Unified District	11/12/98	5255	139	
3	87	35	Lake Powell Academy	12/10/98	155		0
7	4	59	Laveen Elementary District	12/18/98	1617	426	
7	4	25	Liberty Elementary District	11/16/98	1141	151	
7	4	79	Litchfield Elementary District	11/18/98	2496	171	
8	4	9	Littlefield Elementary District	12/10/98	152	45	
7	4	65	Littleton Elementary District	12/10/98	1404	356	
7	4	38	Madison Elementary District	12/10/98	4462	563	
3	3	10	Maine Consolidated District		98	0	
11	2	8	Mammoth-San Manuel Unified District	11/23/98	1697	99	
10	2	6	Marana Unified District	11/16/98	10648	298	
7	1	99	Maricopa Co Regional District	11/24/98	2298	33	
11	2	20	Maricopa Unified School District	11/25/98	1026	190	
13	2	43	Mayer Unified District	12/10/98	540	14	
7	2	4	Mesa Unified District	12/10/98	65912	2913	
4	2	40	Miami Unified District	11/30/98	1486	31	
13	86	51	Mingus Mountain Academy	1/12/99	40		0
8	4	16	Mohave Valley Elementary District	12/10/98	1677	47	
7	87	58	Montessori Day Public Schools Chartered	11/20/98	218		0
7	87	63	Montessori Education Centre Charter School	12/17/98	158		0
7	3	75	Morristown Elementary District	11/13/98	95	0	
3	86	51	Mountain School Inc	1/12/99	54		0
7	4	21	Murphy Elementary District	11/24/98	2363	1111	
7	3	81	Nadaburg Elementary District	11/9/98	429	44	
12	2	1	Nogales Unified District	11/19/98	5731	4666	
9	87	45	Northern AZ Academy/ Career Development	11/17/98	215		0
11	3	2	Oracle Elementary District	11/13/98	477	22	
7	4	8	Osborn Elementary District	11/4/98	3919	1275	

County	Type	District	District or Charter School	Date Submitted	ADM	LEP (SF)	Charter LEP (SF)
3	2	8	Page Unified District	11/25/98	3250	885	
7	4	49	Palo Verde Elementary District	11/12/98	207	26	
2	3	49	Palominas Elementary District	11/24/98	961	50	
7	2	69	Paradise Valley Unified District	11/18/98	32453	1449	
9	88	10	Paramount Life Preparatory	1/4/99			
15	2	27	Parker Unified School District	12/10/98	2075	239	
12	4	6	Patagonia Elementary District	1/12/99	193	28	
4	2	10	Payson Unified District	11/19/98	2727	31	
2	4	22	Pearce Elementary District	12/17/98	130	6	
7	4	92	Pendergast Elementary District	11/12/98	6111	680	
7	2	11	Peoria Unified District	11/18/98	28361	946	
7	4	1	Phoenix Elementary District	12/10/98	8439	4880	
7	5	10	Phoenix Union High School District	11/12/98	19777	3480	
11	4	33	Picacho Elementary District	12/10/98	146	0	
10	1	0	Pima Accommodation District	11/30/98	174	7	
5	2	6	Pima Unified District	11/20/98	706	43	
12	87	24	Pimeria Alta High School	12/18/98	232		172
9	2	4	Pinon Unified District	11/24/98	1317	900	
10	87	44	PPEP and Affiliates	11/19/98	871		66
13	2	1	Prescott Unified District	11/19/98		171	
15	4	4	Quartzsite Elementary District	11/24/98	351	40	
7	2	95	Queen Creek Unified District	11/19/98	1149	259	
11	2	3	Ray Unified District	11/19/98	854	13	
1	2	27	Red Mesa Unified District	12/10/98	734	503	
7	4	66	Roosevelt Elementary District	12/10/98	11152	2534	
1	2	10	Round Valley Unified District	11/20/98	1794	30	
5	2	1	Safford Unified District	11/24/98	2857	5	
10	2	30	Sahuarita Unified District	11/10/98	1908	211	
15	4	30	Salome Consolidated Elementary District	1/12/99	122	16	
4	2	20	San Carlos Unified District	11/16/98	1524	777	
1	2	18	Sanders Unified District	11/20/98	1,108	290	
10	3	35	San Fernando Elementary District	1/12/99	24	10	
2	2	18	San Simon Unified District	12/18/98	131	0	
12	3	28	Santa Cruz Elementary District	1/12/99	100	36	
12	2	35	Santa Cruz Valley Unified District	11/18/98	2143	1077	
11	5	40	Santa Cruz Valley Union High School District	11/2/98	532	57	
7	87	34	Scottsdale Horizons School	12/10/98	290		1
7	2	48	Scottsdale Unified District	12/10/98	24743	1267	
13	87	8	Sedona Charter School	11/5/98	123		0
13	2	9	Sedona-Oak Creek Joint Unified District	11/18/98	1319	113	
7	3	71	Sentinel Elementary District	12/17/98	30	0	
9	87	46	Shonto Governing Board of Education, Inc.	11/23/98	1120		0
9	2	10	Show Low Unified District	11/16/98	2393	24	
2	2	68	Sierra Vista Unified District	11/17/98	6797	201	
13	3	15	Skull Valley Elementary District	11/10/98		0	
9	2	5	Snowflake Unified District	12/2/98	2977	77	
14	4	11	Somerton Elementary District	11/19/98	2134	1518	
2	2	21	St David Unified District	11/4/98	451	10	
1	2	1	St Johns Unified District	11/24/98	1108	37	
11	4	24	Stanfield Elementary District	11/18/98	649	173	
10	2	12	Sunnyside Unified District	11/20/98	13536	4128	
11	2	15	Superior Unified District	12/2/98	656	17	
7	4	3	Tempe Elementary District	11/25/98	12057	2600	
7	5	13	Tempe Union High School District	12/10/98	12110	235	
13	86	50	Terra Rosa: A Waldorf Inspired Charter School	11/17/98	81		0
7	87	47	Tertulia: A Learning Community	12/18/98	153		76
5	2	4	Thatcher Unified District	12/17/98	1412	7	
10	86	53	The Edge School		199		0
7	87	18	The Leona Group, LLC dba Primary & Secondary Academies	12/17/98	1078		0
15	87	1	The Scholars' Academy	12/16/98			0

County	Type	District	District or Charter School	Date Submitted	ADM	LEP (SF)	Charter LEP (SF)
7	5	14	Tolleson Union High School District	12/17/98	3607	214	
11	4	22	Toltec Elementary District	11/20/98	692	53	
2	2	1	Tombstone Unified District	11/20/98	1019	12	
5	86	50	Triumphant Learning Center	11/24/98	76		0
3	2	15	Tuba City Unified District	11/12/98	2622	1335	
10	2	1	Tucson Unified District	12/10/98	59613	7794	
10	87	66	Tucson Urban League Education Center	1/12/99	110		0
7	4	62	Union Elementary District	11/18/98	91	14	
10	3	20	Vail Elementary District	11/16/98	2115	14	
7	86	18	Valley Academies Inc	11/30/98	577		0
2	5	22	Valley Union High School District	10/28/98	237	20	
7	87	15	Villa Montessori Schools	12/17/98	304		0
7	4	6	Washington Elementary District	11/18/98	23365	2728	
9	2	20	Whiteriver Unified District	12/18/98	2837	2157	
7	2	9	Wickenburg Unified District	12/10/98	1367	65	
2	2	13	Willcox Unified District	11/18/98	1386	141	
3	2	2	Williams Unified District	11/17/98	742	45	
7	4	7	Wilson Elementary District	11/30/98	1312	1008	
9	2	1	Winslow Unified District	10/29/98	2519	82	
4	3	5	Young Elementary District	1/12/99	76	0	
8	87	55	Young Scholar's Academy		84		0
8	4	13	Yucca Elementary District	11/5/98	29	0	
14	4	1	Yuma Elementary District	11/25/98	9104	2809	
14	5	70	Yuma Union High School District	11/24/98	7576	771	
					713,919	106,223	316

Data Not Received

The Department of Education does not have a record of having received ALCAP language census reports from the school districts and charter schools listed. (The information presented below is a compilation drawn from daily membership and LEP data submitted to the Department of Education's School Finance unit by school districts and public charter schools.)

County	Type	District	District or Charter School	ADM	LEP (SF)	Charter LEP (SF)
7	87	38	ABC Alternative Learning Center, Inc	155		0
7	86	4	Academy of Excellence			0
7	86	19	Academy of Lifelong Learning	9		0
1	88	42	Academy with Community Partners			
7	86	5	Accelerated Learning Center	119		0
7	87	1	ACCLAIM Charter School	221		0
7	3	63	Aguila Elementary District	179	134	
7	88	71	Akimel O'Otham Pee Posh Charter School, Inc.			
1	3	7	Alpine Elementary District	31	0	
1	88	5	Alternative Learning Charter			
13	87	54	American Heritage Academy			0
14	5	50	Antelope Union High School District	382	83	
7	86	7	Arete School			0
7	86	65	Arizona Academy of Science and Technology			0
7	87	7	Arizona Agribusiness & Equine Center Inc	99		0
7	87	6	Arizona Montessori Charter School	254		0
7	87	22	Arizona School for the Arts	272		0
1	88	35	Arizona Vocational Training			
7	86	64	Arizona Youth Associates			0
7	4	47	Arlington Elementary District	156	14	
2	4	53	Ash Creek Elementary District	61	8	
13	88	31	Ash Fork Middle School			
7	87	50	ATOP Academy	379		0
14	87	57	Az-Tec High School	69		0
13	2	20	Bagdad Unified District	440	0	
7	86	2	Ball Charter Schools - Technical Support Center	181		0
13	3	26	Beaver Creek Elementary District	204	0	
15	5	76	Bicentennial Union High School District	189	20	
1	88	71	Blackwater and Gila			
6	3	22	Blue Elementary District	5	0	
5	3	16	Bonita Elementary District	79	8	
7	87	62	Bright Beginnings School	193		0
7	5	1	Buckeye Union High School District	1,022	63	
8	4	15	Bullhead City Elementary District	3,224	439	
10	86	61	Calli Ollin Academy	59		0
7	87	3	Career Pathways	49		0
11	87	1	Casa Blanca Elementary	89		0
1	88	15	Cascabel Charter School			
7	86	31	CASY Country Day School	139		0
7	87	24	Center for Educational Excellence	66		0
1	88	45	Challenge Charter School			
13	3	14	Champie Elementary District		0	
13	87	53	Chester Newton Montessori and Charter School			0
3	3	5	Chevelon Butte School District		0	
13	4	3	Clarkdale-Jerome Elementary District	357	2	
7	87	77	Classic Kids' Academy			0
6	2	3	Clifton Unified District	317	0	
2	1	99	Cochise Co Educational Service			
8	5	2	Colorado River Union High School District	1,801	26	
1	3	6	Concho Elementary District	179	4	
13	3	17	Congress Elementary District		0	

County	Type	District	District or Charter School	ADM	LEP (SF)	Charter LEP (SF)
10	3	39	Continental Elementary District	237	15	
11	88	21	Coolidge High School Success Center			
7	86	12	Copper Canyon Academy			
7	86	18	Crittenton Youth Academy	21		0
7	87	2	D. W. Higgins Institute			0
10	86	64	Davis Educational Center			0
10	87	20	Desert Hills Charter School			
1	88	55	Desert Springs Scholastic Institute			
7	86	20	Dimensions Academy			0
5	86	51	Discovery Plus Academy			0
2	3	45	Double Adobe Elementary District	66	4	
10	87	21	Downtown Community Charter School			0
7	86	32	Dragonfleye Charter School	109		0
6	2	2	Duncan Unified District	617	17	
6	3	45	Eagle Elementary District		0	
7	87	78	Academy Inc			0
7	87	64	EcoTech Agricultural Charter School	91		26
7	86	34	Edu-Prize	421		0
14	87	58	Educational Opportunity Center	114		0
7	87	17	EduPreneurship Student Center	78		0
15	88	4	Ehrenberg Quartzsite Scholars Academy			
2	4	12	Elfrida Elementary District	221	38	
11	4	11	Eloy Elementary District	1,336	420	
10	3	37	Empire Elementary District		0	
7	86	10	Enterprise Academy	96		0
3	1	99	Esparanza Academy		5	
7	87	11	Espiritu Community Development Corporation	624		327
9	88	8	Excel High School			
3	86	50	Flagstaff Arts And Leadership Academy	135		0
3	87	52	Flagstaff Junior Academy	112		0
7	86	28	Foothills Academy	100		0
10	87	64	Foothills Community School			
2	3	81	Forrest Elementary District		0	
7	87	55	Fountain Hills Charter School	93		0
13	87	51	Franklin Phonetic Primary School	133		0
3	2	16	Fredonia-Moccasin Unified District	428	16	
7	87	56	Future Development Educational & Performing Arts Academy	209		0
7	86	63	G R A D E	48		0
7	86	60	Gan Yeladeem: The Looking Glass School	85		0
7	86	47	GateWay Community High School	346		2
7	87	74	GEM Charter School Inc			0
7	87	8	Genesis Academy	112		0
7	2	24	Gila Bend Unified District	599	102	
4	1	99	Gila County Special Services			
4	86	50	Gila County Transition School	60		0
7	5	5	Glendale Union High School District	12,796	369	
5	1	99	Graham County Special Services	48		
6	1	0	Greenlee Alternative School District	21	0	
6	1	99	Greenlee County Accommodation District	9		
10	87	26	Ha:San Preparatory & Leadership Charter School			0
7	3	60	Higley Elementary District	1,556	44	
9	2	3	Holbrook Unified District	2,027	882	
9	86	50	Hopi Jr/Sr High School	575		0
7	86	53	Horizon Charter School	461		0
9	88	35	Hotevilla-Bacavai Community School			
7	87	10	Humanities & Sciences Institute	272		0
7	87	41	Intelli School	270		0
7	87	13	International Commerce Institute	311		0
7	86	54	International Studies Academy	224		0

County	Type	District	District or Charter School	ADM	LEP (SF)	Charter LEP (SF)
10	87	23	Introspect, Inc. dba Desert Hills Center for Youth and Families			0
13	88	9	Juniper Canyon School			
7	86	57	Kachina Country Day School	310		0
7	87	79	Keystone Montessori Charter School Inc			0
7	87	59	Khalsa Montessori Elementary School	114		0
8	87	50	Lake Havasu Charter School	80		0
10	87	65	Laurent Clerc Elementary School	15		0
7	87	4	Life Enrichment Community School	88		0
7	86	1	Life School College Preparatory	243		0
10	87	2	Luz Preparatory School of Tucson	108		0
7	1	77	Maricopa County Regional Special Services District			
11	1	10	Mary C O'Brien Accommodation District	118	30	
11	88	31	McCray Academy			
1	3	23	McNary Elementary District	114	33	
2	3	55	McNeal Elementary District	35	0	
7	86	13	Mesa Arts Academy (Boys & Girls Club)	167		22
12	86	49	Mexicayotl Charter School			0
13	87	12	Mingus Springs Charter School	130		0
13	5	4	Mingus Union High School District	1,173	52	
7	3	86	Mobile Elementary District	18	0	
8	1	99	Mohave County Accommodation District			
8	5	30	Mohave Union High School District	2,077	14	
14	4	17	Mohawk Valley Elementary District	232	104	
3	87	5	Montessori Charter School of Flagstaff	138		0
6	2	18	Morenci Unified District	1,111	0	
10	87	69	Mountain Rose Academy			
2	3	23	Naco Elementary District	251	136	
9	1	10	Navajo Special Services Consortium			
1	88	75	New Horizon Charter School			
7	87	71	New Horizon School for the Preforming Arts			0
7	86	52	New School For The Arts	260		0
10	87	24	New West Charter School			0
1	88	85	Noah Webster Basic School			
3	87	1	Northland Preparatory Academy	59		0
9	88	55	Northland Preparatory Academy			
7	86	61	Ombudsman Learning Center	74		0
7	86	13	Omega Academy	233		16
8	4	6	Owens-Whitney Elementary District	31	0	
7	3	94	Paloma Elementary District	69	23	
12	5	20	Patagonia Union High School District	108	10	
8	2	8	Peach Springs Unified District	299	237	
7	87	14	Phoenix Advantage Charter School	332		0
7	87	76	Phoenix School of Academic Excellance			0
10	86	1	Pima Vocational High School			
11	1	99	Pinal County Special Education Program	61		
3	86	38	Pine Forest Charter School	157		0
4	3	12	Pine Strawberry Elementary District	233	0	
2	4	64	Pomerene Elementary District	135	0	
10	86	63	Presidio School	256		0
9	1	99	Rainbow Foundation	1		
11	4	5	Red Rock Elementary District	85	0	
10	3	44	Redington Elementary District		0	
1	87	56	Renaissance Educational Consortium Inc.	30		0
7	4	2	Riverside Elementary District	173	37	
1	88	10	Roosevelt Boarding Charter			
2	3	66	Rucker Elementary District		0	
7	3	90	Ruth Fisher Elementary District	316	32	
11	4	18	Sacaton Elementary District	664	2	
7	87	70	School for the Advancement of Gifted Education (SAGE)	36		0

County	Type	District	District or Charter School	ADM	LEP (SF)	Charter LEP (SF)
13	2	40	Seligman Unified District	164	0	
7	88	55	Sequoia School			
1	88	50	Sequoia School			
7	87	5	Sequoia Schools L. L. C.			0
1	88	60	Shonto Charter School			
13	87	52	Skyview School	127		0
5	3	5	Solomon Elementary District	157	0	
12	4	25	Sonoita Elementary District	125	0	
7	86	56	SRPMI Community School			0
10	87	4	Star Academy	94		0
9	88	12	Sunray Charter Schools			
7	88	64	Sunway Management			
10	2	13	Tanque Verde Unified District	1,562	7	
7	87	27	Teen Choice Leadership Academy	225		0
7	87	61	Tempe Preparatory Academy	135		0
10	87	25	The Basis School			0
7	86	30	The Bennett Academy/21st Century Charter Schools	75		0
2	87	50	The Center For Academic Success	141		0
10	87	3	The Montessori Schoolhouse of Tucson, Inc.	30		0
9	88	25	The School			
7	87	19	The Village: A High School for Pregnant & Parenting Teens	194		0
1	88	70	Tol-Chii'Kooh Charter School			
7	88	57	Tolani Lake Elementary School Academy			
7	4	17	Tolleson Elementary District	1,218	330	
4	3	33	Tonto Basin Elementary District	59	0	
8	4	12	Topock Elementary District	168	0	
10	87	68	Tucson Preparatory School			0
10	86	60	Tucson Youth Development	89		0
8	4	22	Valentine Elementary District	55	0	
11	86	50	Vechij Himdag Alternative School			
7	86	9	Ventana Academic School	111		0
1	3	9	Vernon Elementary District	64	0	
7	87	57	Victory High School	50		0
10	87	5	Vision High School			0
9	88	52	Vision Quest Academy			
13	3	7	Walnut Grove Elementary District		0	
14	4	24	Wellton Elementary District	390	73	
15	4	19	Wenden Elementary District	77	20	
13	88	19	West Sedona Montessori Class			
9	88	45	Westland School (Cholla Academy)			
13	3	2	Williamson Valley Elementary District		0	
7	87	75	Wilson High School			0
1	2	18	Window Rock Unified District	4,525	717	
13	3	52	Yarnell Elementary District	59	0	
8	87	55	Young Scholar's Academy	84		0
14	1	99	Yuma County Accommodation District	121	0	
				56,275	4,571	392

ATTACHMENT
E

ARIZONA STATE LEGISLATURE

MEETING NOTICE
OPEN TO THE PUBLIC

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Date: **November 17, 1999**

Time: **3:00 p.m. to 5:00 p.m.**

Place: **Senate Hearing Room 1**

AGENDA

1. Call to Order and Opening Remarks
2. Presentations
   - **Jorge Amselle**
     Vice President for Education
     Center for Equal Opportunity
   - **Eufemia Amabisca**
     Assistant to the Vice Provost for Academic Affairs
     Arizona State University West
   - **Christine Rossell, Ph.D.**
     Professor or Political Science
     Boston University
   - **John Petrovic, Ph.D.**
     Research Professional
     Arizona State University
     Center for Bilingual Education and Research
3. Public Testimony*
4. Discussion and Recommendations by Committee Members
5. Concluding Remarks

**The time allowed for public testimony is determined by the cochairmen of the committee.*

Members:

Senator Aguirre, Member
Senator Bennett, Member
Senator Huppenthal, Cochair
Senator Lopez, Member
Senator Smith, Member

Representative Gonzales, Member
Representative Johnson, Member
Representative Knaperek, Member
Representative Laughter, Member
Representative Schottel, Cochair

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)542-4231 (voice). Requests should be made as early as possible to allow time to arrange the accom

KY/cd 11/09/99

ATTACHMENT
F

8/C.

ARIZONA STATE LEGISLATURE
Forty-second Legislature – First Regular Session

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Minutes of Meeting
Wednesday, November 17, 1999
Senate Hearing Room 1 – 3:00 p.m.

(Tape 1, Side A)

The meeting was called to order at 3:05 p.m. by Cochairman Huppenthal and attendance was noted by the secretary.

Members Present

Senator Aguirre
Senator Lopez
Senator Smith
Senator Huppenthal, Cochairman

Representative Gonzales
Representative Johnson
Representative Laughter
Representative Schottel, Cochairman

Members Absent

Senator Bennett

Representative Knaperek

Speakers Present

Kimberly Yee, Senate Research Analyst, Committee on Education
Jorge Amselle, Vice President for Education, Center for Equal Opportunity, Washington, D.C. (via teleconference)
Daniel Wegener, Bilingual and Federal Programs Director, Avondale Elementary School District
Dr. Leonard Basurto, Director for Bilingual Education, Tucson Unified School District
Dr. John Petrovic, Research Professional, Center for Bilingual Education and Research, Arizona State University (via teleconference)
Dr. Christine Rossell, Professor of Political Science, Boston University (via teleconference)
Dr. Stephen Krashen, Professor of Education, University of Southern California
Analizabeth Doan, Bilingual Education Director, Nogales Public Schools
Patricia Ramey, representing herself, Scottsdale
Cathy Rivera, Director, Language Acquisition, Scottsdale Unified School District

Guest List (Attachment 1)

Kimberly Yee, Senate Research Analyst, Committee on Education, advised that Jorge Amselle, Dr. Christine Rossell, and Dr. John Petrovic will give presentations via teleconference. Eufemia

Amabisca will give a live presentation. She noted that each speaker was asked to converse about 15 minutes on areas of the charge of the Committee. Questions and answers will follow.

Presentations

Jorge Amselle, Vice President for Education, Center for Equal Opportunity, Washington, D.C. (via teleconference), stated that the number of students reclassified from Limited English Proficient (LEP) to Fully English Proficient (FEP) often becomes the measurement of success for any bilingual program. Unfortunately, a problem with reclassification rates relates to identifying and defining LEP students. He noted that H.B. 2387, bilingual education (Laws of 1999, Chapter 249) gives the State Superintendent of Public Instruction the authority to determine standards for measurement of LEP students (Attachment 1, Final Revised Fact Sheet).

He indicated that problems occur with identification of LEP children. When a child is enrolled in school, the parent is asked to fill out a home language survey, which asks questions regarding the child's language use and language used in the child's home. Answering in the affirmative to any of the questions immediately labels a child as having a primary home language other than English, so the child is tested in English. He opined that rather than asking what language other people in the child's home speak, the survey should focus on the child's language use and abilities. The second part of the equation is tests used to determine the child's English proficiency. In many cases, norm reference tests are used, which virtually guarantee that a certain percentage of children are inappropriately labeled LEP. He recommended that schools use an actual test of skills to determine that a student is English proficient enough to participate in regular mainstream classrooms if 60 or 70 percent of the questions are answered correctly.

Mr. Amselle added that another item he noticed in the change in Arizona law is that teacher and parental involvement will be used to determine if a child is LEP. In Denver, Colorado schools attempted to allow parents and teachers input in determining LEP status, but ran into trouble with the federal Office of Civil Rights (OCR). OCR did not like the concept because subjective and not objective criteria were used in making a determination. Eventually, school districts were allowed to implement the program after an uphill battle involving Congressional hearings in Washington, D.C. He added that he hopes Arizona will have better luck and indicated that he is looking forward to working with School Superintendent Lisa Keegan, who has been provided with his recommendations. He offered to answer questions.

He advised Senator Lopez that OCR has no legal authority regarding home language surveys. Congress was asked to require OCR to implement requests made to schools as regulations, but a public hearing process and Congressional approval is necessary. He noted that the Center for Equal Opportunity is involved in litigation in New Mexico. OCR told a school district in Albuquerque that if anyone in a child's home speaks or even understands a language other than English, the child must be tested, so OCR is exercising authority beyond its legal mandate. He acknowledged that if the home language survey were eliminated, OCR would have a problem with that; however, OCR also has a problem with teacher and parental input in determining LEP status.

Mr. Amselle opined that there are better systems than norm reference standardized tests. Problems with the home language survey are minimal if the issue of norm reference tests is addressed. Currently, children from a language background other than English are held to a higher and different standard than children who do not come from a non-English background.

Daniel Wegener, Bilingual and Federal Programs Director, Avondale Elementary School District, stated that Mr. Amselle's concern about over-identification of students is misguided. Identification as an LEP student is not a problem for students nor does it somehow restrict the student's education. The intent is to over-identify in order not to miss any student who might need additional educational services. It is better to err on the side of over inclusion early in the process than under inclusion. He added, though, that he does share Mr. Amselle's concerns about refining and reaching more consistency in identification and reclassification measures.

Mr. Amselle responded that it is not detrimental to be labeled LEP and all students who need services should be identified; however, once a child is labeled LEP, the process simply becomes routine and a lot less attention is given to the actual level of limited English of the child. Also, if the label remains with the child through middle school and high school, courses available to LEP students are often limited, and LEP students end up taking remedial courses that may or may not be suitable. He indicated that some parents are so concerned about the LEP label that they simply lie on the home language survey.

Dr. Leonard Basurto, Director for Bilingual Education, Tucson Unified School District, submitted that the purpose of identifying students with a primary or home language other than English is protection. The assessment process is used by school practitioners to determine if a student is below the State or District standard in order to address specific language needs of the student. If the identification process is limited, there is a risk of missing students who may need additional assistance. He added that he is not aware of any school district in Arizona that indiscriminately assigns LEP students to inappropriate remedial classes. Everyone is aware of the limited resources available throughout the country to address these students, so the current process is appropriate in serving the needs for practitioners in the field and protecting the rights of students and families.

Senator Huppenthal indicated that he identifies with Mr. Amselle's comment that there should be higher expectations for these children and they should be mainstreamed as soon as possible. He noted that Thomas & Collier data endorsed the concept.

Dr Basurto agreed that students should be mainstreamed as soon as possible, but if it is done too early, they experience failure from the beginning. Students in the Tucson Unified School District who are reclassified after participating in a program outperform the rest of the District, so the reclassification criteria guarantee success. He does not recommend reducing the criteria and taking the risk of mainstreaming students too early.

Mr. Amselle responded that there is no doubt that children who successfully complete bilingual programs perform very well academically, but the problem is the low number of students who successfully complete programs. Reclassification rates from the State were two percent. Now

the rates are up to four-and-a-half or maybe five percent. It is great that five percent of the students are doing very well academically, but he is concerned about the other 95 percent of students not reclassified. He submitted that assessment criteria are needed which properly identify and reclassify students ready to enter the mainstream. With the current percentile ranking, which the State is moving away from, a certain number of students are never reclassified and remain labeled LEP during their school career, which is unfortunate.

Dr. John Petrovic, Research Professional, Center for Bilingual Education and Research, Arizona State University (via teleconference), referred to Thomas & Collier data mentioned by Cochairman Huppenthal and pointed out that it does not endorse moving children into the mainstream as soon as possible. In fact, the study states that children who remain in bilingual programs for longer periods of time do much better. He added that applying reclassification rates to bilingual programs is a nonsensical measure. The most effective bilingual programs are designed to last five to seven years, so measuring success after one year is absurd.

Dr. Basurto related that before leaving Tucson, he reviewed some data and noticed that of the students tested last year and reassessed for reclassification, over 16 percent were reclassified; therefore, it is a matter of how a bilingual program is supported and how many qualified teachers are in the program. In considering statewide percentages, it is necessary to determine the type of program when addressing the two percent figure Mr. Amselle mentioned. He clarified that rules implemented this year require use of an extensive parent notification process by which parents are advised how a determination was made to place the student in the program, the criteria used, and qualifications of the teacher. Parents have every opportunity to remove a student from the program, which is done within five days.

Dr. Basurto informed Senator Lopez that there would be no financial advantage to a school district for keeping a student in a bilingual program. Resources are so limited that it is a struggle to serve all students who qualify. An advantage to the school district for keeping a student in a bilingual program would be that the students score better on the statewide test, and hence, show what a quality job the school district is doing.

Dr. Christine Rossell, Professor of Political Science, Boston University (via teleconference), submitted that bilingual education means many things to many people. She noted that in Arizona LEP students are offered bilingual education or English as a Second Language (ESL). She stated that bilingual education is not necessarily bilingual around the country; therefore, it is not actually known how many students are receiving bilingual education in the United States. She visited about 200 classrooms and found that only Spanish speakers truly receive bilingual education, which is defined as learning to read and write in the native tongue, learning academic subjects in the native tongue, and gradually transitioning to English over a period of several years.

She indicated that she and Keith Baker, more than a decade ago, began looking at what research shows is the most effective way of educating children who do not know English. They read about 300 program evaluations and about 500 studies, of which 72 were scientific. She pointed out that there is general agreement among academics that the Thomas & Collier study is not

scientific. The scientific studies included students receiving bilingual education or alternative programs, such as ESL, or structured immersion. She explained that structured immersion is when LEP students or students learning English are in a self-contained classroom with a teacher teaching in English at a slow pace so the students can understand. A review of the different programs, including doing nothing, determined that bilingual education is the least effective approach, and structured immersion is almost always superior. In only one study was structured immersion equal to bilingual education.

Dr. Rossell related that all but two of the bilingual programs studied were Hispanic, which increases the likelihood that it was actually bilingual education, but it was discovered that LEP students in bilingual education programs are tested at much lower rates than LEP students in all English programs. Someone mentioned earlier that students in bilingual education do better, which happens, but she discovered that it happens because students in bilingual education are not tested. She advised that the Los Angeles Unified School District recently released a study showing that LEP children in bilingual education for five years outscored LEP children in all English classes. However, after five years, only one third of students in the bilingual program took the test, whereas 95 percent of the students in the all English classes took the test. This means that only the best bilingual students are tested, which is a problem in terms of evaluations. It also means that effectiveness of bilingual education is overestimated.

She noted that it was mentioned that it is good to over-identify students as LEP, but opined that it depends on what is done with the child after identification. If the child is placed in a bilingual education program and does not know the native tongue, which happens in New York City, the child will be harmed. She has been in Spanish bilingual programs in New York City in which the teacher translates in English for Spanish surname students who do not speak Spanish, but are in the class because they scored the 40th percentile.

She endorsed Mr. Amselle's recommendation regarding the home language survey and focusing on the language the child speaks, not the language spoken in the child's home. Referring to norm reference tests, she said that if the classification criterion is the 36 percentile, at a minimum, 36 percent of the children who take the test will be classified as LEP even if they are fluent in English. That is the standard in California. In Arizona, it is the 40th percentile. If the student is in a regular classroom educated in English like other children, it is not a problem. However, if the child is placed in a bilingual education program taught in their native tongue, it is a problem. If the child is in a structured immersion class, it is also a problem because the child will be slowed down by the instruction.

She noted that almost every school district in the country has oral proficiency tests that students take, as well as written tests, but the oral proficiency tests do not accurately determine who is LEP. An experiment in Chicago showed that even above-average students are not immune from being classified as LEP by an oral proficiency test. She remarked that research shows that teachers are much better than tests in determining if a child knows English.

Dr. Rossell submitted that statistics about the number of LEP children are incorrect because they include some unknown percentage of children classified as LEP simply because they are low

scorers and never reclassified. The fact sheet for H.B. 2387 states that an Arizona Department of Education (ADE) report indicated that less than 12 percent of reassessed LEP students were declared proficient in English (Attachment 1). She submitted that if students must score at the 40th percentile or above to be LEP, 40 percent will never be classified as FEP, and at a minimum, 40 percent will always be LEP. The tests are normed on English speaking children, so classification and reclassification rates are meaningless since they are based on a test that cannot be passed by 40 percent of students who know only English. She made the following policy recommendations:

- The default approach to teaching LEP children should be to read and write in English, not in the native tongue.
- LEP children should be instructed in sheltered or structured immersion classrooms.
- LEP children should probably be in a self-contained classroom for no more than a year.
- The LEP classification should be eliminated and replaced with a classification language minority, which the child would have during his/her school career, and special help would be provided.
- The home language survey should be redesigned so it is sophisticated and determines whether or not the child in question speaks a language other than English. A team of teachers and administrators called the Language Appraisal Team at each school would determine what special programs a child needs.
- Give up the notion of attaching a percentile entry classification or reclassification standard that is unattainable no matter how fluent the student is in English or how good the program is.

Senator Smith submitted that exit criteria should be set up so it is attainable by 100 percent of the students. He agreed that teachers are able to determine if a child is capable of functioning in an English-speaking classroom because they are close to the students and can identify English competency.

Dr. Rossell related to Senator Lopez that research shows that the most effective program for children who know a language other than English or do not know English very well is structured immersion in a self-contained classroom. The next most effective is a regular classroom with ESL pullout. The third most effective is doing nothing. She added that there is a notion that it is unconstitutional to do nothing because of a 1974 Supreme Court decision, but research shows that doing nothing is superior to bilingual education.

Mr. Amselle submitted that if English language tests were more like Arizona's Instrument for Measuring Standards (AIMS) test, which is a test of actual knowledge and skills, a far better measurement of children's language proficiency would be realized.

(Tape 1, Side B)

Senator Lopez remarked that in Arizona and throughout the nation, 50 percent of students are not graduating from high school, and studies indicate that students in bilingual education graduate at

a higher rate than those not in bilingual education. He questioned, since that is the case, why bilingual programs should be dissolved.

Dr. Rossell submitted that perhaps the students in bilingual education would have graduated at a higher rate than other students no matter what program they were in. She indicated that it is important to control for characteristics of students in bilingual education. If that is a true finding, it would be good reason for keeping a student in bilingual education. She pointed out, however, that very few students in bilingual education are in high school. It is one of the many areas in which bilingual education does not mean native instruction but a type of mentoring program where somebody works with students to keep them in school. At the secondary level, bilingual education does not mean what it means at the elementary school level.

Mr. Wegener stated that research-based statistical measures and the fact that 40 percent of a norm reference test must fail, implies that students are only tested once and those 40 percent will never be retested or have an opportunity to change, which is not what happens in school districts. He added that it is extremely important for the Members to understand that current statutes, including the newly passed H.B. 2387, do not require school districts to do anything particular with a student identified as LEP. In Avondale, every LEP student is in a regular classroom with ESL support or a bilingual classroom. He acknowledged that the standards are difficult to reach, but reclassification data is analyzed carefully every year. Students are placed where they need to be, want to be, and where parents want them regardless of reclassification numbers. Therefore, there is a danger of the Committee over-focusing on a fairly arbitrary set of rules that produce statistics that are only partially helpful in serving students.

He related to Senator Huppenthal that he believes the same practice is used by most school districts in Arizona. There is much latitude for teachers, parents, and administrators to place students according to what the district can offer and what is most beneficial for the student. However, testimony is being given that a large number of LEP students are placed into programs that may or may not be appropriate and kept in the programs against their will or best interest educationally, which is a gross mischaracterization of what happens in this State.

Mr. Wegener informed Senator Smith that the criteria of the 40th percentile are not used in Arizona as a means of determining if a child remains in a bilingual education program.

Dr. Rossell noted that the 40th percentile is used to classify a student as LEP, but not necessarily to keep the student in a bilingual program, although that is what occurs.

Dr. Wegener said perhaps that happens in New York, but not in Arizona. Rules in Arizona are very fluid, open, and focused on professional judgements about the best way to serve the student. A student can be reported to ADE as LEP according to the 40 percent rule, but school districts are not required to keep the student in any particular program no matter how long the student remains LEP.

Senator Aguirre assumed the Chair.

Dr. Wegener clarified that some school districts in Arizona have bilingual education programs and some have ESL programs. He related to Senator Smith that an LEP student does not remain in a program because of any particular test score, but can be placed in an ESL program or regular classroom. What cannot be changed is the student's legal identification as an LEP student, which is based on the test scores. What school districts do control is how the needs of the student are served.

He advised Senator Smith that the 40th percentile is set by the State Board of Education. He clarified that 40 percent is the screening rate and 36 percent is the reclassification rate. He acknowledged that a student classified as LEP in the 36th percentile can be placed anywhere. He noted that the State is moving toward an emphasis on criterion reference tests with AIMS. When that system is in place, it will be much easier for large numbers of students to meet the standard because there is no necessity to have a certain number of students at the bottom with a criterion reference test. With a percentile rank, all students cannot pass.

Dr. John Petrovic, Research Professional, Center for Bilingual Education and Research, Arizona State University (via teleconference), pointed out that the expression "remain in a bilingual program" has been used as if it is a death sentence. He noted that many parents elect to have their children remain in bilingual programs because they are effective, and the most effective programs are two-way dual language programs. The second most effective is delayed exit programs. The third most effective is transitional bilingual education, and the least effective are immersion programs.

He submitted that Dr. Rossell's statement that immersion programs are the most effective based on research is absolutely not true. Every scholar he knows in the field of education gives her study with Keith Baker absolutely no credibility. Ninety percent of the studies they say support immersion programs are interpreted by people who support the effectiveness of bilingual education, and even trilingual education, not immersion. He added that Dr. Rossell's research is not empirical research in the classroom on her part, but studies of studies, and many she used are not scientific or concise in one case as to what program was studied. He added that Dr. Rossell does not know what is going on in Arizona because she gives the same testimony across the country.

Dr. Petrovic indicated that a Ramirez study found that students who are transitioned quickly into English only instruction fall behind academically, which is the case over and over again in structured immersion programs. California's Proposition 227 was a miserable failure. A promise was made that students would be in the mainstream after one year. In Orange County, a program was implemented a year before the proposition, and out of 3,500 non-English speaking children, only 6 were mainstreamed. That is over a 99 percent failure rate for English immersion, and those statistics are being repeated in district after district in California.

He related that no study in the social sciences is absolutely scientific. It is impossible to account for every conceivable variable in scientific research, but there is evidence overwhelmingly in favor of late exit bilingual programs, including Thomas & Collier and the Ramirez study, which

Dr. Rossell says is scientific. He added that he would like the Committee to hear from Dr. Steven Krashen so he can address these issues in further detail.

Dr. Steven Krashen, Professor of Education, University of Southern California, addressed the Committee (Attachment 2).

Cochairman Schottel said that even if more books are placed in libraries, the question is how to get children to read the books.

Dr. Krashen agreed. He noted that Jeff McQuillan from Arizona State University published an article in reading research and instruction in 1997. He reviewed every study ever done on reading incentives and found that they do not work, but what does count is the presence of books. He related that students who participate in sustained silent reading programs read more.

Dr. Krashen said one of his colleagues conducted a study in which he took second graders to the public library at a time when the library was closed and the librarian could help the students. Three weeks later, he interviewed the students and parents and found that the students' interest in literacy had skyrocketed. He submitted that if people are given something interesting to read, nearly everyone will read. If students are given a quiet, comfortable place to read and many good books, and still do not read, incentives or something else may be necessary, but the number one incentive is to put "food on their plate," which has not been done in literacy. It has been a missing part of the equation in bilingual education, native language education, first language education, and English education.

Mrs. Johnson asked how it can be determined that students are reading and not just looking at the pictures.

Dr. Krashen admitted that it is difficult to tell, but 50 studies were published in referred neutral journals where one group did sustained silent reading and the other did skill building, such as reading comprehension and vocabulary activities. Sustained silent reading is set up so there is no accountability, which is important. Many books are provided, but no book reports or tests are required. Standardized tests are given and the worst result is no difference in gain scores; however, those were short-term studies for two months or ten weeks and the students had not found a book yet. If the program continues for a year or longer, the readers are always better.

He related that in 1965, a study was conducted of reform school boys, ages 12 to 17, who were juvenile delinquents. The boys were encouraged to read paperback books and told that when they finished reading a book, they will get another one when the first book is turned in. There were no overdue fines, reports, etc., and the test was conducted for two years. The readers were better at reading comprehension, writing fluency, attitude toward school, self-esteem, etc., while the others remained the same or went down. He submitted that when good books are available, students will read. It may take a week or two, but they read because it is inherently pleasurable. He clarified that sustained silent reading is not for beginners, but designed to push low level readers to higher levels. Also, it is not for students who cannot read independently. He related

that virtually everyone who goes to school learns to read at a second, third or fourth-grade level. The problem is getting students above that level, which free voluntary reading does.

Dr. Krashen advised Senator Lopez that he believes the public is fairly supportive of the concepts underlying bilingual education. He related that there are many bilingual programs in a variety of different languages throughout the world, although it is true that Spanish-speaking students are the main customers.

Mrs. Gonzales remarked that as a bilingual teacher at Tucson Unified School District, she was teaching at a school in which over 50 percent of the students spoke Spanish. There was a lawsuit in the district relating to some schools having better libraries, equipment, maintained buildings, etc., and one of the items she promoted in the court decree is that the amount of new books purchased in Spanish for the library equal the percentage of language minority students. She agreed that the best way to learn a second language is to have a good foundation in the primary language; however, some students do not have that and need to be taught in the primary language longer in order to develop a base to transfer to the second language. Dr. Krashen agreed.

(Tape 2, Side A)

Dr. Krashen advised Senator Lopez that the amount of time students should spend in programs depends on the strength of the primary language background and the student's literacy. He surmised that extreme emphasis on speed of learning actually disrupts and extends the process.

Senator Aguirre thanked Dr. Krashen for his testimony. She noted that since the meeting is running past the allotted time, Ms. Amabisca agreed to forego her presentation until the next meeting. She asked the presenters for final comments.

Dr. Petrovic noted that he is calling from San Antonio, Texas, where he was speaking earlier with members of the Intercultural Development Research Agency (IDRA), who conducted an audit of Tucson schools. The audit showed that students in bilingual programs for longer periods of time did better academically than students who were not, so there are clear benefits to the bilingual programs in Tucson. Tucson schools are making those gains even though less than one percent of the budget is used for bilingual education. He added that it is a gross injustice to have to provide quality programs with that level of funding, but it is being doing quite effectively as far as IDRA is concerned.

Dr. Rossell stated that she has taken quite a "bashing," but pointed out that she is the only person among the speakers with the statistical and program evaluation background to evaluate the studies, and as a result, she is the only one who has published a systematic article evaluating the programs. She submitted that most of what has been said is either an exaggeration or a misunderstanding of how one goes about deciding whether a research study is scientific or unscientific. However, someone made a good point, which is that there are no perfect research studies. A decision will probably not be made whether or not bilingual education is the most effective or worst program, but the conclusion she reached is based on scientific studies that it is the least effective, although not ineffective.

She indicated that important issues to focus on, given the fact that Arizona does give school districts freedom to place students in different programs, is how the decision is made, if it is rational, and how it can be improved. Everyone appears to agree that an arbitrary criterion, such as the 40th percentile, is not a good basis nor is changing to some other criterion, but teachers are better judges than any known test; therefore, there must be something more flexible and effective.

Mr. Amselle noted that Proposition 227 was mentioned and related that test scores for 1998 and 1999 are available on-line. He indicated that test scores improved for language minority students and English immersion did not harm the students contrary to claims of bilingual education supporters. In fact, his own analysis of the scores shows that school districts that implemented strong English immersion programs, in accordance with the initiative, actually produced higher increases in percentile scores than districts that kept bilingual programs, like San Jose and Los Angeles Unified.

Dr. Petrovic countered that many bilingual schools made greater gains than English immersion schools.

Cochairman Schottel noted that Dr. Petrovic mentioned that Arizona poorly funds bilingual education and speculated that foreign language teachers are not paid extra money, but bilingual teachers are. He asked how much more and for what purpose money is needed for bilingual education.

Dr. Petrovic noted that materials in Spanish are still needed. It is also necessary, in many cases, to provide additional pay to attract bilingual teachers because there is a shortage. Recent data from ADE shows that ratios of teachers with training in bilingual education are 1 to 42, at the high school level, 1 to 92. He added that most studies demonstrate that bilingual programs are actually less expensive than immersion or English pullout programs because they are run within the regular school program. He noted that he anticipates several studies from IDRA later this week that he will share with the Members. He will advise exactly how much more is needed later.

Senator Aguirre remarked that as a bilingual teacher for ten years, she had a triple workload because she had to prepare lesson plans and materials in two languages for two different sets of curriculum. She also had to have a special certificate and take extra training. She submitted that more money is needed and stipends for bilingual teachers are important.

Senator Lopez asked Dr. Krashen if he believes one year is too soon to mainstream students.

Dr. Krashen said the "poster child" district in California for Scholastic Aptitude Test (SAT) 9 was Oceanside, which claims to have eliminated the bilingual program and SAT 9 scores skyrocketed. He distributed and reviewed handouts giving a different perspective (Attachments 3 and 4) and submitted that SAT 9 data provided little information, which is tragic.

Dr. Rossell agreed with Dr. Krashen. She pointed out that she did not quote statistics from California because it is difficult to tell anything from aggregate data.

Senator Aguirre thanked the presenters, noting that it is 20 minutes past 5:00 p.m., but they are welcome to remain on the line.

Public Testimony

Analizabeth Doan, Bilingual Education Director, Nogales Public Schools, stated that she is a fourth generation Arizonan and all generations are bilingual. She had what Dr. Krashen calls a defacto bilingual education program because public schools did not offer classes when she grew up. Referring to how much time a student should spend in a bilingual program, she quoted a Japanese proverb, "You cannot make a flower grow by pulling on it."

She submitted that the comments from researchers from Boston and New York do not relate to Arizona law. According to State law, a norm reference test is not needed. Nogales Public Schools give a district reading assessment to students after the home language survey is completed. Students are assessed in reading, writing, and speaking English. LEP students are in gifted programs, not stalemated programs, because LEP does not mean limited intelligence.

Ms. Doan related that identification of a student as LEP is a flag to teachers to provide the support the student needs to be successful in the classroom. She related that from the graduating class last year in Nogales, 85 percent of the students were bilingual, which will open up opportunities for them anywhere. Of those, only 19 percent were in a bilingual program. She noted that of the students reclassified as English proficient, 12 percent were from the bilingual program and 1 percent were from the all-English program; therefore, the bilingual program is 12 times better than an ESL program. She submitted that Nogales High School has a very successful bilingual program. Many LEP students graduate and go on to college, and many are very successful in business.

Senator Aguirre apologized because many of the Members had to leave. She indicated that Ms. Doan's testimony is important for the Members to hear and invited her to attend the next meeting.

Ms. Doan informed Cochairman Schottel that bilingual teachers in Arizona do not get paid more unless a decision is made by the district to do so. She noted that ADE conducted a study in 1988, which determined that it costs $455 to educate a student in an ESL or bilingual classroom. Presently, the State gives $150 for each student in a program with a language endorsed teacher, so there is no benefit to putting a child in a program because it actually costs $300 more per student.

Patricia Ramey, representing herself, Scottsdale, indicated that her children attended the Scottsdale School District and she was discouraged to find that teachers with ESL endorsement had a weak grasp of the majority language (Spanish) spoken by the children. She opined that it

makes sense to hire people with at least a minimal grasp of Spanish and noted that many of the ESL teachers were fluent in German, for instance.

Cathy Rivera, Director, Language Acquisition, Scottsdale Unified School District, acknowledged that there have been teachers in the District who were not speakers of the language of the students because the school district has structured immersion, an ESL pull-out, and a "nothing" program, nor has any effort been made to hire faculty who are proficient and bilingually endorsed, which is a criteria in law for a bilingual program. It was simply a fluke that the teachers may speak another language, such as German.

She said she is pleased to say that the Scottsdale School District recently adopted a policy to implement a bilingual program because data on current programs show that the District has totally failed students and there is a high dropout rate. The District performs at the highest level in the state on the Stanford 9, and it is not acceptable that LEP students are not performing better, which is the reasoning behind the transition.

Discussion and Recommendations by the Committee Members

Senator Aguirre indicated that since the majority of the Committee is gone, discussion of recommendations will occur at the next meeting.

Mrs. Gonzales expressed a concern as a parent and bilingual teacher that districts are not searching for qualified bilingual teachers, but pointed out that not enough are graduating from the universities, so there is a great shortage. She added that even if teachers in general are trained as bilingual teachers, the State does not pay enough to retain them. She noted that the law currently allows school districts to hire someone with special training in teaching ESL, but not necessarily the language of the child, which should be addressed.

Senator Aguirre thanked Ms. Amabisca for giving up her time until the next meeting. She reiterated her gratitude to Dr. Krashen and the presenters on teleconference.

Without objection, the meeting adjourned at 5:33 p.m.

Linda Taylor

Linda Taylor, Committee Secretary

(Original minutes, attachments, and tapes are on file in the Office of the Chief Clerk. A copy of minutes and attachments are on file with the Senate Secretary.)

ATTACHMENT
G

ARIZONA STATE LEGISLATURE

MEETING NOTICE
OPEN TO THE PUBLIC

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Date: **Tuesday, December 7, 1999**

Time: **2:00 p.m. to 4:00 p.m.**

Place: **Senate Appropriations Room 109**

AGENDA

1. Call to Order and Opening Remarks
2. Presentations
   - "Survey Results on the BLE/ESL Teacher Shortage"
     Eufemia Amabisca
     Assistant to the Vice Provost for Academic Affairs
     Arizona State University West
   - "Information on State and Federal ESL and Bilingual Program Funding"
     Catherine A. Mayorga
     Program Director
     English Acquisition Services
     Arizona Department of Education
3. Public Testimony*
4. Discussion
5. Consideration of Recommendations
6. Adjourn

**The time allowed for public testimony is determined by the cochairmen of the committee.*

Members:

Senator Huppenthal, Cochair
Senator Aguirre, Member
Senator Bennett, Member
Senator Lopez, Member
Senator Smith, Member

Representative Schottel, Cochair
Representative Gonzales, Member
Representative Johnson, Member
Representative Knaperek, Member
Representative Laughter, Member

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)542-4231 (voice). Requests should be made as early as possible to allow time to arrange the accom

KY/cd 11/29/99

ATTACHMENT
H

ARIZONA STATE LEGISLATURE
Forty-fourth Legislature – First Regular Session

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Minutes of Meeting
Tuesday, December 7, 1999
Senate Appropriations Room 109 – 2:00 p.m.

Members Present

Senator Aguirre
Senator Bennett
Senator Lopez
Senator Smith
Representative Gonzales
Representative Johnson
Representative Knaperek
Representative Laughter
Representative Schottel, Cochair

Member Absent

Senator Huppenthal, Cochair

(Tape 1, Side A)

Cochair Schottel called the meeting to order at 2:20 p.m. and attendance was noted.

PRESENTATIONS

Eufemia Amabisca, Assistant to the Vice Provost for Academic Affairs, Arizona State University West, stated she is a member of the Executive Board and immediate past president of the Arizona Association for Bilingual Education. She presented slides regarding a survey of school districts' need for teachers in Bilingual Education (BLE) and English as a Second Language (ESL). (See Attachment A)

In response to Senator Aguirre, Ms. Amabisca explained that the zero dollars on the chart entitled "Stipends Paid by Surveyed School Districts" does not mean that the district did not return the survey, but rather that the district does not offer stipends.

Ms. Amabisca explained that the ALCAP (Census) Report indicates that 32% of second language learner teachers have not completed the endorsement part of their certification.

In response to Representative Schottel, Ms. Amabisca stated 296 teachers who have the endorsement are needed at the present time.

Senator Lopez noted the survey reflects an immediate shortage of 296, however, that figure is low because all of the school districts did not reply to the survey. He indicated that the attorney representing Flores in Flores v. the State of Arizona estimates that 600-700 teachers more accurately reflects the true shortage.

Senator Smith questioned if the 600-700 teacher shortage, is the number needed above and beyond the teachers already hired, or would that number represent replacement of some teachers presently employed. Senator Lopez stated the figure represents the total number of teachers who would be needed if the State were to provide instructions to those children in response to federal and State law. He noted there might be a need to replace some of the present teachers.

Representative Gonzales thanked Ms. Amabisca for conducting the survey. Ms. Amabisca noted that the survey indicates a great number of districts are not compensating BLE or ESL teachers who have made the effort to obtain additional training.

Ms. Amabisca stated stipends are considered a competitive edge because districts steal teachers from each other because some districts do not pay stipends and some pay small stipends, which are used as a competitive way to recruit teachers. She indicated many other states also come to Arizona to recruit teachers.

Ms. Catherine Mayorga, Program Director, English Acquisition Services, Arizona Department of Education distributed and reviewed a memo regarding the Appropriations for Bilingual Education and English as a Second Language Programs. (See Attachment B)

Senator Smith questioned if the stipends are in addition to the $162 per student and how the stipend is being used. Ms. Mayorga explained the money is used differently by different districts and is distributed by local control.

In response to Senator Bennett, Ms. Mayorga affirmed that the Group B dollars are added to the overall pot of money and there is really no guarantee that any of the dollars are necessarily used for additional LEP services.

In response to Representative Schottel, Ms. Mayorga said foreign language is not required for graduation, however, in the elementary grades, foreign language is mandated by State statute. Representative Schottel asked if the foreign language teachers receive stipends. Ms. Mayorga stated she did not believe so.

Senator Lopez stated there is nothing to prohibit a school district from providing a stipend to foreign language teachers and he was sure the stipend would be used if the district was unable to hire the language instruction teachers they needed. He added stipends are not required for BLE teachers but districts are under a severe handicap because they have to provide these services and in order to attract teachers they have found they have to pay stipends. He stated some districts are better situated to pay stipends than others and that is one of the reasons in earlier pieces of legislation the recommendation was made that a sufficient Group B weight be paid so that every district with LEP students is able to provide stipends.

Representative Schottel stated he agreed with Senator Lopez because it is not just the ESL and BLE areas, but also math and science, where there are shortages. He noted that when teachers take that extra step to improve their education or to specialize in language, math, or science, then perhaps they should all receive a little extra money. Senator Lopez agreed.

In response to Senator Bennett, Ms. Mayorga said there are a number of grants that are advertised by the United States Department of Education and they are now going through the process of making them public notice for application. She stated she believed there were four grants available at the present time.

(Tape 1, Side B)

In response to Senator Bennett, Ms. Mayorga stated she did not know how many districts are benefiting from the $9.8 million, as she had not reviewed the survey. Senator Bennett stated he is trying to get an idea of the amount of extra dollars that are coming in from the federal government for LEP services. Ms. Mayorga stated she provided a breakdown of the federal Title VII funds by district at the last meeting.

In response to Senator Lopez, Ms. Mayorga confirmed that federal funds can only be used to supplement not supplant ESL and BLE programs.

Daniel N. Wegener, Bilingual Federal Programs Director, representing the Avondale Elementary School District, stated the question of replacing or supplanting teachers is a valid one and pointed out that many districts make the effort to provide additional training to the teachers they already have and it is a costly enterprise. In his district the board has a policy that you cannot become a continuing teacher unless you obtain an ESL endorsement, but the district provides no funding for the teachers to obtain the endorsement. He emphasized that part of the teacher shortage the State faces is centered around that reality.

Mr. Wegener stated the per pupil dollar amounts are not accurate by definition. He explained the weighted funding cannot be accessed unless the student is in an approved program with a qualified teacher. There are thousands of LEP students who are being taught by non-qualified teachers and therefore are not included in the counts. He concluded that the actual money going to the total number of LEP students in the district when factored down is even less than the $162.

In other words, the district does not get compensated for services provided to students unless the student is with an endorsed teacher and all the rules are met.

Mr. Wegener stated that even if the $162 per student went toward stipends it would not be enough money because there are so many teachers with endorsements in his district, and secondly, there are a number of expenses hidden from the view of the Legislature that go along with these programs. He noted that H.B. 2387 mandates notification to parents, which requires additional publication; additional data base management; additional staff time; resources must be created, translated and duplicated; teachers have to have in-servicing on site; and administrators need to be hired to oversee the programs, among other requirements. He noted there is no financial incentive in identifying and testing students because a district will actually save money by not having a BLE or LEP program. Senator Bennett expressed agreement.

Senator Bennett stated he understood the $9.8 million in federal money goes to about 40 districts. Representative Schottel stated the reason only 40 districts receive this federal money is because other districts do not apply for the money because it is too expensive to run the programs, and only those districts that apply receive the money.

Mr. Wegener responded the State has a formula-based funding system and it is not competitive, however, the federal dollars are distributed on a competitive grant basis and there is no guarantee if a district has a program that they will receive the funding. He explained that, on the contrary, the more functional a program is, the less likely it will receive federal funds. The Title VII funds rarely go to improving programs that are already achieving what they are supposed to be doing.

Representative Schottel stated perhaps that the normal flow of government business is to reward failure and penalize success. Mr. Wegener stated he was not sure the Title VII grants are always such a reward, they bring additional scrutiny, oversight, burden of planning, and most importantly the district has to sustain a program after the grant ends.

Representative Gonzales commented that in reality school districts that apply for the federal funding do it because they have a need and they do not do it because they want to hire more administrators.

Dr. John Petrovic, Research Professional, Arizona State University Center for Bilingual Education and Research, stated that Utah, Colorado and Texas are spending ten times the dollar amount the State of Arizona is spending on bilingual education. Texas spends 32% more than their base average per pupil expenditure for bilingual students; Colorado and Utah spend 34% more.

Mr. Petrovic distributed and explained a study that he asked Dr. Jeff McQuillan to conduct in response to a publication from Jorge Amselle. (See Attachment C)

Representative Knaperek asked Dr. Petrovic to reiterate his comments regarding students at the poverty level. Dr. Petrovic stated there is a very strong correlation between academic

achievement and poverty. Children who live in poverty tend to score lower, not because there is anything innate in poor children that causes them to score lower. He added that because of their environment there is a significant correlation between poverty and student achievement in schools.

Dr. Petrovic stated the research indicates a fairly definitive hierarchy of effectiveness among the different programs. He indicated the most effective programs are late exit bilingual education that last 5 or 6 years and two-way programs involving English speakers and language minority children.

Representative Schottel stated the Committee needs to consider what is in the best interest of the student because for too long consideration has been given to the best interest of the system.

Dr. Petrovic stated the bilingual programs that last longer and use more primary language instruction over a period of years do significantly better that English emersion.

Wayne Holm, Education Specialist, representing the Navajo Nation, stated he spent the last three decades in bilingual education on the Navajo Reservation. He indicated the programs were long-term bilingual programs and they saw a greater difference in the long-term bilingual programs compared to the children in the English only programs.

(Tape 2, Side A)

Mr. Holm stated the bilingual endorsement allows a teacher to either teach ESL or the native language and is a more powerful endorsement.

Mr. Holm stated one of the big problems is that many of the students who speak only English do not necessarily speak English well and their English is not good enough for reading comprehension, word problems, etc.

In response to Representative Gonzales, Mr. Holm addressed the disparity between those students on the Navajo Nation who stayed in bilingual education and those who were in English only programs. Mr. Holm said there was a study conducted in the 1980's at a school called Rock Point where they have a long-term bilingual program and it indicated a slight difference at the second grade with comparable students in English only, however, there were several grade differences by the sixth grade. Another study was conducted with high school kids and a rural school scored higher in math and science than any other school on the reservation. He noted a third study was conducted at the Ft. Defiance Emersion Program where the children learn in Navajo and English and the results showed the children in the emersion program were doing better than the children being taught in English.

In response to Representative Laughter, Mr. Holm explained a lot of the emphasis in using Navajo language in academic instruction goes with community control of schools. Representative Laughter stated that the Navajo community took it upon themselves to implement a program that was more successful versus a State program.

Analizabeth Doan, Bilingual Education Director, Nogales Public Schools, stated she represents her school district, Santa Cruz County, and also school districts along the United States/Mexico border. She stated all of the issues spoken to today have affected her district.

Ms. Doan referenced the memorandum from ADE and stated that a student funded under the provisions must first be tested and assessed within 30 days of being enrolled in the district. Additional funding is required for the testing. Ms. Doan stated that to qualify for Group B monies a teacher must have a language endorsement and she noted there are probably another 1,000 students in Nogales who do not qualify for Group B monies because they are not with language endorsed teachers. She explained the shortage is severe; they have 16 classrooms presently being covered by people who do not even have a bachelor's degree and have 25 classrooms with people with an emergency teaching certificate. She noted that 50% of their teachers have no language endorsement even though 80% of their students are LEP.

Ms. Doan stated they do well by their students and their high school drop out rate was 5% when the State average was 12%. Every year they lose about 20% of their teachers because they are highly competitive, even though they do pay a stipend.

Ms. Doan stated the experts on the side of bilingual education, Dr. Stephen Crashion, Dr. Wayne Thomas and Dr. Virginia Collier, have all been recognized as experts by the American Educational Research Association. She added that Christine Rosell and Jorge Amselle have never been recognized by the Association, even though they may call themselves experts.

Representative Schottel inquired of the number of children who come across the border for an education. Ms. Doan stated they conduct a very thorough screening and they have some students who do come across and pay tuition, which is $382 month. They investigated over 200 children this year and only two did not have the proper documentation. Students through 8th grade do not pay tuition, only grades 9-12.

(Tape 2, Side B)

Maria Figuero, Principal, Tolson Elementary School, Tucson Unified School District, stated in her district they have identified 11,000 LEP students and receive State funds for only 7,600. At the beginning of the school year her school hired seven new teachers. She expounded on the difficulties in hiring bilingual and ESL teachers.

In response to Representative Schottel, Ms. Figueroa stated her school's students are in ESL programs for all five years. Representative Schottel stated he did not think there is anything as a legislator he can do to force people to be certified as bilingual teachers but perhaps the Legislature should look at cutting the number of years a student can be in a bilingual or ESL program if there is a shortage of teachers and asked if that was an alternative. Ms. Doan replied that research shows that it takes 5-7 years for a child to obtain primary language development.

Senator Aguirre stated as legislators we can encourage universities to institute a program for certification as part of graduation, instead of having them go back and take extra hours. She noted she went back and got her own certification as a teacher. Representative Schottel stated he did not believe it would require legislation.

Representative Laughter stated there are two issues that need to be addressed, money and the possibility of endorsement being more readily available.

Senator Bennett excused himself from the Committee meeting to attend his grandmother's 90th birthday party in Prescott, AZ.

Angela Randolph, ESL/Title VII for the Alhambra School District, said to compare stipends for foreign language to stipends for ESL and BLE is like comparing apples and oranges because for foreign language it is more of an enrichment whereas for LEP students it provides equal access to the curriculum.

Ms. Randolph reiterated the importance of funding LEP students, adding the federal government provides the seed money, but it is up to the State of Arizona to fully fund the LEP programs.

Brian Lockery, House Education Research Analyst, called the Committee's attention to H.B. 2387 from 1999. (See Attachment D) He noted that section 4 of H.B. 2387 requires the Committee to include recommendations in their report. He distributed a copy of one set of recommendations. (See Attachment E)

Senator Smith asked if ADE had reviewed the recommendations. Mr. Lockery stated he understood ADE also just received the recommendations. He stated they are currently looking at the proposed recommendations and have not yet reported back.

Senator Smith stated he felt it was inappropriate to vote on recommendations that the Committee members did not have a chance to look over.

Senator Lopez stated the recommendations are his recommendations and he shared them with members of the Democratic Caucus. He stated he would be in favor of holding another meeting of the Committee to discuss the recommendations. He stated the Committee should move expeditiously, however, there may be some benefits in delaying the adoption of the recommendations until everyone on the Committee has had a chance to review them.

(Tape 3, Side A)

Representative Schottel stated he had just received word that this would be the last meeting of the Committee. He said he would like to hear from ADE regarding the recommendations. He added his position is to allow the remaining two speakers to present and spend whatever time is needed after that to review the recommendations.

Ginny Kalish, a bilingual teacher and 1999 Teacher of the Year, stated a foreign language teacher is specialized whereas a bilingual teacher teaches everything in two languages and so it is a different comparison than a foreign language teacher. She supported the concept of school districts having the choice of doing what works best for the children they serve.

Jesus Escarcega, Administrator for Federal and Special Projects with the Washington School District, informed the Committee ten years ago they only had 700 students in the district requiring ESL and now that number is 4,000. They are hurting for staff, materials, and funding.

Representative Knaperek stated she was extremely uncomfortable with voting on the recommendations at this meeting after not having time to review them. She stated she feels like a juror who has not been given all the information and has to make a decision. She stated she has been put in the position of looking like she does not want to do anything, and that is not true.

Referring to the recommendations, Representative Knaperek stated, as an example, she did not know what the consequences would be regarding recommendation #1 because there was no one from the universities at the meeting to provide that information. She stated another recommendation is to encourage the universities to promote endorsement, which can be done now without legislation. She stated the ALCAP Report is a self-reporting report and is not accurate and should not be relied upon as a cost study.

Representative Knaperek stated she is a strong advocate of special education and wondered why these issues could not be rolled into that Committee. She emphasized she needs a lot more information and felt she had been blind-sided today. She promised to continue to work on the recommendations and the teacher shortage should be looked at with a holistic point of view.

Representative Laughter stated that with all due respect for Senator Knaperek's frustration, she feels the members of the Committee are fully aware of both sides of the issue. She stated the Committee was presented both sides of the issues.

Representative Knaperek made the motion that the Committee table the recommendations.

Senator Lopez made a substitute motion that the Committee adopt the recommendations.

Senator Lopez stated at the last meeting members were told there would only be one more meeting and if there were going to be recommendations, they should be brought to this meeting because this was going to be the last meeting. He stated unless he can be assured that there will be another meeting, he would go forward with the motion to adopt the recommendations.

Senator Aguirre noted the last meeting on November 17, 1999, was not completed and it was her understanding that the recommendations were supposed to come forth then, but that is why we had to have this meeting. She expressed concern in the continued delay and not fulfilling the charge of the Committee.

Senator Smith stated he thought the motion to table the recommendations took precedence over the substitute motion. Representative Schottel stated he would need an opinion from the Rules Attorney.

Representative Knaperek stated it was her understanding that once a motion to table is made it means you have to meet again.

Senator Lopez stated they would wait on the Rules Attorney's opinion.

Senator Aguirre stated a motion to table would have to be voted on. Senator Lopez informed the Committee that the motion to table after another motion certainly takes precedence, but if a motion to table is made first and a substitute motion is offered, there is no way it can take precedence over anything.

Senator Smith stated if the recommendations had been offered at the beginning of the meeting, the speakers could have been limited and there would have been time to discuss the recommendations.

Representative Gonzales stated the Committee members knew the charge of this Committee when the Committee started and she asked the Majority where their recommendations were. She indicated there was time now to discuss the recommendations before they are put to a vote.

Senator Smith indicated he had another meeting he had to attend at 4:45 p.m.

(Tape 3, Side B)

Representative Schottel asked if the ADE is prepared to address the recommendations. Mr. Kaprosy stated ADE is not ready to address the recommendations at this time and explained why.

Representative Schottel called a recess of the Committee at 4:32 p.m. and the Committee reconvened at 4:40 p.m.

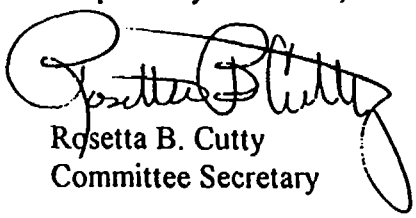
Representative Schottel requested that Senator Lopez and Representative Knaperek withdraw their motions and stated the Committee would hold another meeting, giving the members time to study the recommendations.

Senator Lopez withdrew his motion.

Representative Knaperek withdrew her motion.

Representative Schottel adjourned the meeting at 4:42 p.m.

Respectfully submitted,



Rosetta B. Cutty
Committee Secretary

(Tapes and attachments on file in the Secretary of the Senate's Office.)

Survey to Districts

Summer 1999

Surveys sent out
65

Surveys Completed and Returned
50

Surveys were sent to Districts with the highest concentration of LEP students

These Districts Teach 75% of All LEP Students in the State of Arizona

Current Teachers and Projected Need

SCHOOL DISTRICT	Number of LEP Reported on the Survey
Tucson Unified	7,698
Cartwright Elementary	5,476
Isaac Elementary	4,867
Nogales Unified	4,750
Phoenix Elementary	4,725
Sunnyside Unified	4,300
Creighton Elementary	4,053
Phoenix Union High	3,663
Mesa Unified	3,203
Washington Elementary	2,985
Roosevelt Elementary	2,825
Tempe Elementary	2,704
Yuma Elementary	2,539
Glendale Elementary	2,490
Gadsden Elementary	2,365
Whiteriver Unified	2,240
Crane Elementary	1,935
Somerton Elementary	1,629
Scottsdale Unified	1,395
Tuba City Unified	1,390
Page Unified	1,353
Murphy Elementary	1,318
Osborn Elementary	1,245
Ganado Unified	1,213
Santa Cruz Valley Unified	1,129
Amphitheater Unified	1,130

SCHOOL DISTRICT	Number of LEP Reported on the Survey
Flagstaff Unified	1,050
Wilson Elementary	1,043
Avondale Elementary	985
Peoria Unified	979
Pinon Unified	948
Pendergast Elementary	927
Holbrook Unified	895
Window Rock Unified	884
Yuma Union High School	712
Deer Valley Unified	606
Gilbert Unified	595
Madison Elementary	594
Fowler Elementary	512
Glendale Union High	485
Kyrene Elementary	470
Littleton Elementary	469
Laveen Elementary	455
Red Mesa Unified	419
Eloy Elementary	400
Cedar Unified	309
Indian Oasis-Baboquivari	298
Tolleson Union High	275
Buckeye Elementary	194
Miami Unified	37

Total LEP = 117,721 [1]

[1] According to ADE Finance

Survey to Districts

Summer 1999

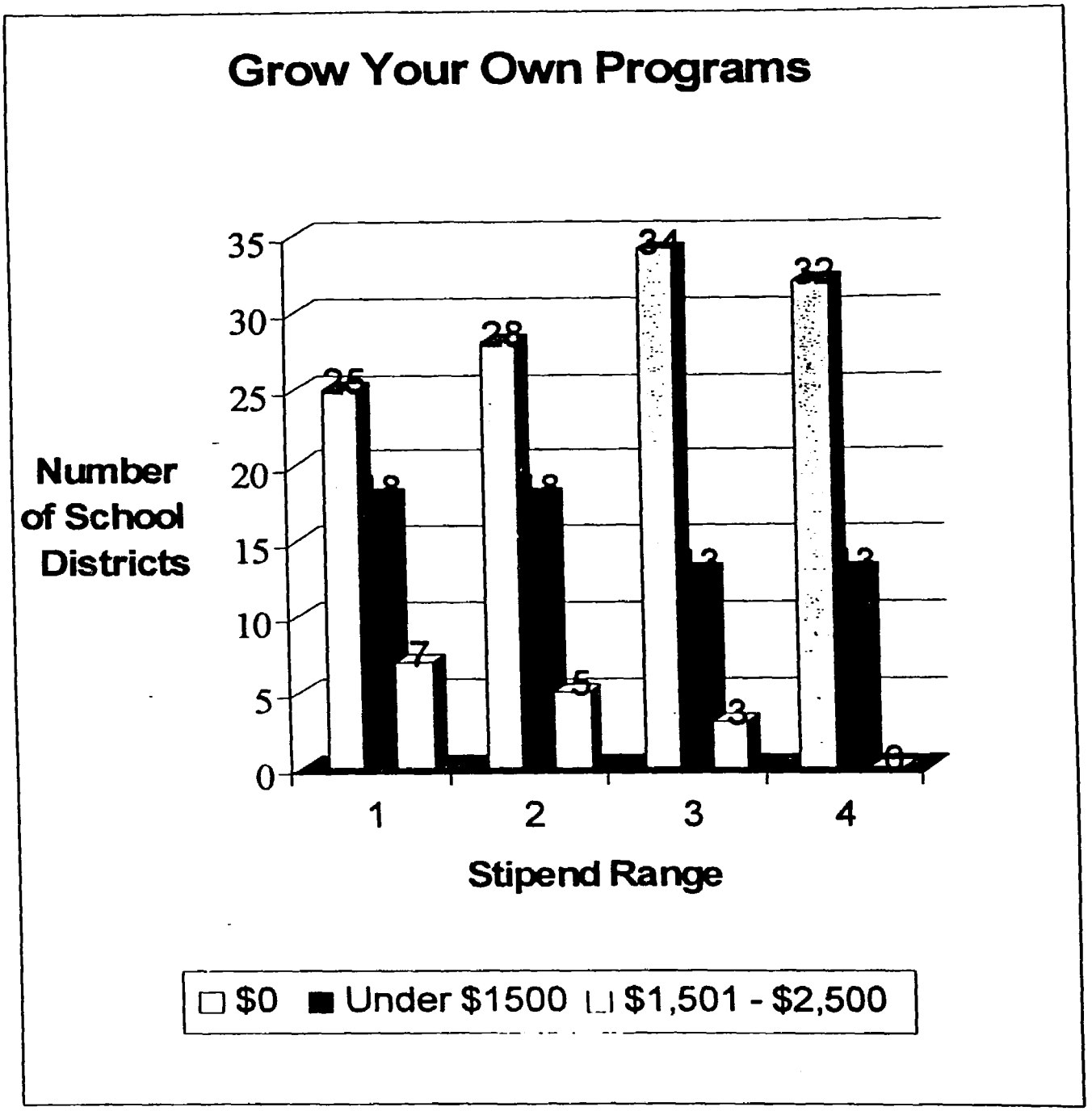
Positions unable to fill:
Bilingual and English as a second language

296

Projected need in next five years:
Bilingual 1417

English as a second language 1919

Grow Your Own Programs



GROW YOUR OWN PROGRAM ACTIVITIES

19 DISTRICT – NOTHING

21 DISTRICTS – TUITION REIMBURSMENT

5 DISTRICTS – ON SITE CLASSES

4 DISTRICTS – PARTNERSHIPS
(URBAN TEACHER CORPS, MCCD,
DINE, ASU)

1 DISTRICT – FLEXIBLE SCHEDULE

Stipends Paid by Surveyed School Districts

	SCHOOL DISTRICT	Bilingual Stipend	ESL Stipend	Provisional Bilingual Stipend	Provisional ESL Stipend
1	Amphitheater Unified	$0	$0	$0	$0
2	Avondale Elementary	$2,000	$1,000	$2,000	$1,000
3	Buckeye Elementary	$2,000	$1,000		$400
4	Cartwright Elementary	$0	$0	$0	$0
5	Cedar Unified	$0	$0	$0	$0
6	Crane Elementary	$0	$0	$0	$0
7	Creighton Elementary	$0	$0	$0	$0
8	Deer Valley Unified	$0	$0	$0	$0
9	Eloy Elementary	$1,000	$1,000	$0	$0
10	Flagstaff Unified	$1,000	$1,000	$300	$300
11	Fowler Elementary	$1,000	$500	$1,000	$500
12	Gadsden Elementary	$1,000	$1,000	$375	$375
13	Ganado Unified	$750	$1,500	$750	$750
14	Gilbert Unified	$0	$0	$0	$0
15	Glendale Elementary	$400	$400	$400	$400
16	Glendale Union High	$0	$0	$0	$0
17	Holbrook Unified	$0	$0	$0	$0
18	Indian Oasis-Baboquivari	$300	$0	$0	$0
19	Isaac Elementary	$1,000	$800	$800	$600
20	Kyrene Elementary	$0	$0	$0	$0
21	Laveen Elementary	$0	$0	$0	$0
22	Littleton Elementary	$1,500	$1,300	$1,000	$800
23	Madison Elementary	$0	$0	$0	$0
24	Mesa Unified	$0	$0	$0	$0
25	Miami Unified	$200	$200	$0	$0
26	Murphy Elementary	$1,250	$500	$1,250	$500
27	Nogales Unified	$2,000	$2,000	$800	$800
28	Osborn Elementary	$1,500	$0	$0	$0
29	Page Unified	$0	$0	$0	$0
30	Pendergast Elementary	$1,500	$0	$0	$0
31	Peoria Unified	$0	$0	$0	$0
32	Phoenix Elementary	$1,600	$500	$1,600	$500
33	Phoenix Union High	$0	$0	$0	$0
34	Pinon Unified	$500	$500	$500	$500
35	Red Mesa Unified	$0	$0	$0	$0
36	Roosevelt Elementary	$2,000	$1,000	$2,000	$1,000
37	Santa Cruz Valley Unified	$2,500	$2,500	$700	$700
38	Scottsdale Unified	$0	$0	$0	$0
39	Somerton Elementary	$1,200	$1,200	$600	$600
40	Sunnyside Unified	$0	$0	$0	$0
41	Tempe Elementary	$0	$0	$0	$0
42	Tolleson Union High	$1,500	$1,000	$0	$0
43	Tuba City Unified	$0	$0	$0	$0
44	Tucson Unified	$0	$0	$0	$0
45	Washington Elementary	$0	$0	$0	$0
46	Whiteriver Unified	$0	$0	$0	$0
47	Wilson Elementary	$1,000	$500	$0	$0
48	Window Rock Unified	$1,200	$1,200	$0	$0
49	Yuma Elementary	$0	$0	$0	$0
50	Yuma Union High School	$2,000	$2,000	$1,000	$1,000

Grow Your Own Programs of Surveyed School Districts

	SCHOOL DISTRICT	LEP COUNT	GROW YOUR OWN PROGRAM?
1	Amphitheater Unified	1,130	Reimburse tuition ✓
2	Avondale Elementary	985	No •
3	Buckeye Elementary	194	Onsite classes o
4	Cartwright Elementary	5,476	Flexible schedule
5	Cedar Unified	309	Onsite classes o
6	Crane Elementary	1,965	Reimburse tuition, Onsite classes ✓
7	Creighton Elementary	4,053	Urban Teacher Corps ✓
8	Deer Valley Unified	606	No •
9	Eloy Elementary	400	No •
10	Flagstaff Unified	1,050	Reimburse tuition ✓
11	Fowler Elementary	512	No •
12	Gadsden Elementary	2,365	No •
13	Ganado Unified	1,213	No •
14	Gilbert Unified	595	No •
15	Glendale Elementary	2,490	Reimburse tuition ✓
16	Glendale Union High	485	No •
17	Holbrook Unified	895	Reimburse tuition ✓
18	Indian Oasis-Baboquivari	298	No •
19	Isaac Elementary	4,867	Onsite classes o
20	Kyrene Elementary	470	No •
21	Laveen Elementary	455	Reimburse tuition ✓
22	Littleton Elementary	469	No •
23	Madison Elementary	594	Reimburse tuition ✓
24	Mesa Unified	3,203	Partnership with MCC-ASU ✓
25	Miami Unified	37	No •
26	Murphy Elementary	1,318	Urban Teacher Corps ✓
27	Nogales Unified	4,750	Reimburse tuition ✓
28	Osborn Elementary	1,245	Reimburse tuition, Urban Teacher Corps ✓
29	Page Unified	1,353	No •
30	Pendergast Elementary	927	No •
31	Peoria Unified	979	No •
32	Phoenix Elementary	4,725	Reimburse tuition, Urban Teacher Corps ✓
33	Phoenix Union High	3,663	Reimburse tuition, Onsite classes ✓
34	Pinon Unified	948	Reimburse tuition ✓
35	Red Mesa Unified	419	Reimburse tuition and books ✓
36	Roosevelt Elementary	2,825	Reimburse tuition ✓
37	Santa Cruz Valley Unified	1,129	Onsite classes o
38	Scottsdale Unified	1,395	Reimburse tuition ✓
39	Somerton Elementary	1,629	No •
40	Sunnyside Unified	4,300	Reimburse tuition ✓
41	Tempe Elementary	2,704	Reimburse tuition ✓
42	Tolleson Union High	275	No •
43	Tuba City Unified	1,390	No •
44	Tucson Unified	7,698	Reimburse tuition ✓
45	Washington Elementary	2,985	Onsite classes o
46	Whiteriver Unified	2,240	Reimburse tuition ✓
47	Wilson Elementary	1,043	Use grants to reimburse tuition ✓
48	Window Rock Unified	884	Partnership with Dine'-ASU ✓
49	Yuma Elementary	2,539	Reimburse tuition ✓
50	Yuma Union High School	712	No •

BILINGUAL AND ESL TEACHER SHORTAGE
Survey Results

The Survey Was Comprehensive: The survey, which asked a number of questions about bilingual and ESL teachers was sent to all school districts with a significant number of limited English proficient (LEP) students. The response was excellent. *Fifty of the school districts which enroll over 75% of the LEP population in Arizona completed the survey.*

The Teacher Shortage Is Severe: There is a severe shortage of bilingual and ESL teachers. The 50 districts were unable to fill positions for 296 bilingual and ESL teachers. In 1997, a different ADE survey found that there were 5700 students statewide who were not in any program.

The problem is expected to grow much worse. In the next five years the 50 school districts estimated that they would need an additional 1,417 bilingual, and 1,919 ESL endorsed teachers.

SCHOOLS INCUR ADDITIONAL EXPENSES BECAUSE OF THE TEACHER SHORTAGE

Grow Your Own Programs: Almost 2/3 of responding school districts pay for their own teachers, staff and paraprofessionals to get an endorsement through a type of *Grow Your Own Program*. These programs include tuition reimbursement, onsite classes, the Urban Teacher Corps and partnering with a community college or university.

Instructional Assistants: Almost 85% of schools hire instructional assistants to help compensate for the teacher shortage. They reported hiring more than 1500 aides to primarily assist in bilingual or ESL education - an average of one aide for every 60 LEP children. More than 400 aides have expressed an interest in getting a bilingual or ESL endorsement and many schools pay for them to do so.

Stipends and Other Incentives: In order to retain their endorsed teachers, almost half of the school districts pay annual stipends. Stipends range from $200 to $2500 annually, an average $1300 for fully endorsed bilingual teachers and $1000 for fully endorsed ESL teachers. In addition, several schools pay stipends for provisionally endorsed bilingual and ESL teachers.

In addition to stipends, school districts try to retain endorsed teachers by providing them with additional materials, assigning them classroom aides and allowing them to attend conferences and professional development classes. Some districts *require* a bilingual or ESL endorsement either before a teacher is hired or soon thereafter.

HOW THE LEGISLATURE CAN HELP WITH THE ESL/BILINGUAL TEACHER SHORTAGE

The most frequent suggestions for increasing the number of endorsed teachers include ***state-funded tuition grants, state-funded stipends, and general increases in teacher pay.*** In addition, some said that interested high school students should be identified and assisted in completing college. A number of districts suggested that the universities should be more flexible in scheduling, provide better counseling and even require ESL classes as part of the BA program. Finally, schools suggested that both the Legislature and ADE could help by showing their support for bilingual and ESL programs.

CONCLUSION

The shortage of bilingual and ESL endorsed teachers is severe and is likely to continue to remain so. Schools incur significant expenses to cope with the shortage by paying stipends, hiring aides and reimbursing tuition. The Legislature should provide more attention and funding to this issue in order to address the problem.

BILINGUAL AND ESL TEACHER SHORTAGE

Survey Results

The Survey Was Comprehensive: The survey, which asked a number of questions about bilingual and ESL teachers was sent to all school districts with a significant number of limited English proficient (LEP) students. The response was excellent. *Fifty of the school districts which enroll over 75% of the LEP population in Arizona completed the survey.*

The Teacher Shortage Is Severe: There is a severe shortage of bilingual and ESL teachers. The 50 districts were unable to fill positions for 296 bilingual and ESL teachers. In 1997, a different ADE survey found that there were 5700 students statewide who were not in any program.

The problem is expected to grow much worse. In the next five years the 50 school districts estimated that they would need an additional 1,417 bilingual, and 1,919 ESL endorsed teachers.

SCHOOLS INCUR ADDITIONAL EXPENSES BECAUSE OF THE TEACHER SHORTAGE

Grow Your Own Programs: Almost 2/3 of responding school districts pay for their own teachers, staff and paraprofessionals to get an endorsement through a type of *Grow Your Own Program.* These programs include tuition reimbursement, onsite classes, the Urban Teacher Corps and partnering with a community college or university.

Instructional Assistants: Almost 85% of schools hire instructional assistants to help compensate for the teacher shortage. They reported hiring more than 1500 aides to primarily assist in bilingual or ESL education - an average of one aide for every 60 LEP children. More than 400 aides have expressed an interest in getting a bilingual or ESL endorsement and many schools pay for them to do so.

Stipends and Other Incentives: In order to retain their endorsed teachers, almost half of the school districts pay annual stipends. Stipends range from $200 to $2500 annually, an average $1300 for fully endorsed bilingual teachers and $1000 for fully endorsed ESL teachers. In addition, several schools pay stipends for provisionally endorsed bilingual and ESL teachers.

In addition to stipends, school districts try to retain endorsed teachers by providing them with additional materials, assigning them classroom aides and allowing them to attend conferences and professional development classes. Some districts *require* a bilingual or ESL endorsement either before a teacher is hired or soon thereafter.

HOW THE LEGISLATURE CAN HELP WITH THE ESL/BILINGUAL TEACHER SHORTAGE

The most frequent suggestions for increasing the number of endorsed teachers include ***state-funded tuition grants, state-funded stipends, and general increases in teacher pay.*** In addition, some said that interested high school students should be identified and assisted in completing college. A number of districts suggested that the universities should be more flexible in scheduling, provide better counseling and even require ESL classes as part of the BA program. Finally, schools suggested that both the Legislature and ADE could help by showing their support for bilingual and ESL programs.

CONCLUSION

The shortage of bilingual and ESL endorsed teachers is severe and is likely to continue to remain so. Schools incur significant expenses to cope with the shortage by paying stipends, hiring aides and reimbursing tuition. The Legislature should provide more attention and funding to this issue in order to address the problem.

Stipends Paid by Surveyed School Districts

	SCHOOL DISTRICT	Bilingual Stipend	ESL Stipend	Provisional Bilingual Stipend	Provisional ESL Stipend
1	Amphitheater Unified	$0	$0	$0	$0
2	Avondale Elementary	$2,000	$1,000	$2,000	$1,000
3	Buckeye Elementary	$2,000	$1,000		$400
4	Cartwright Elementary	$0	$0	$0	$0
5	Cedar Unified	$0	$0	$0	$0
6	Crane Elementary	$0	$0	$0	$0
7	Creighton Elementary	$0	$0	$0	$0
8	Deer Valley Unified	$0	$0	$0	$0
9	Eloy Elementary	$1,000	$1,000	$0	$0
10	Flagstaff Unified	$1,000	$1,000	$300	$300
11	Fowler Elementary	$1,000	$500	$1,000	$500
12	Gadsden Elementary	$1,000	$1,000	$375	$375
13	Ganado Unified	$750	$1,500	$750	$750
14	Gilbert Unified	$0	$0	$0	$0
15	Glendale Elementary	$400	$400	$400	$400
16	Glendale Union High	$0	$0	$0	$0
17	Holbrook Unified	$0	$0	$0	$0
18	Indian Oasis-Baboquivari	$300	$0	$0	$0
19	Isaac Elementary	$1,000	$800	$800	$600
20	Kyrene Elementary	$0	$0	$0	$0
21	Laveen Elementary	$0	$0	$0	$0
22	Littleton Elementary	$1,500	$1,300	$1,000	$800
23	Madison Elementary	$0	$0	$0	$0
24	Mesa Unified	$0	$0	$0	$0
25	Miami Unified	$200	$200	$0	$0
26	Murphy Elementary	$1,250	$500	$1,250	$500
27	Nogales Unified	$2,000	$2,000	$800	$800
28	Osborn Elementary	$1,500	$0	$0	$0
29	Page Unified	$0	$0	$0	$0
30	Pendergast Elementary	$1,500	$0	$0	$0
31	Peoria Unified	$0	$0	$0	$0
32	Phoenix Elementary	$1,600	$500	$1,600	$500
33	Phoenix Union High	$0	$0	$0	$0
34	Pinon Unified	$500	$500	$500	$500
35	Red Mesa Unified	$0	$0	$0	$0
36	Roosevelt Elementary	$2,000	$1,000	$2,000	$1,000
37	Santa Cruz Valley Unified	$2,500	$2,500	$700	$700
38	Scottsdale Unified	$0	$0	$0	$0
39	Somerton Elementary	$1,200	$1,200	$600	$600
40	Sunnyside Unified	$0	$0	$0	$0
41	Tempe Elementary	$0	$0	$0	$0
42	Tolleson Union High	$1,500	$1,000	$0	$0
43	Tuba City Unified	$0	$0	$0	$0
44	Tucson Unified	$0	$0	$0	$0
45	Washington Elementary	$0	$0	$0	$0
46	Whiteriver Unified	$0	$0	$0	$0
47	Wilson Elementary	$1,000	$500	$0	$0
48	Window Rock Unified	$1,200	$1,200	$0	$0
49	Yuma Elementary	$0	$0	$0	$0
50	Yuma Union High School	$2,000	$2,000	$1,000	$1,000

Grow Your Own Programs of Surveyed School Districts

	SCHOOL DISTRICT	LEP COUNT	GROW YOUR OWN PROGRAM?
1	Amphitheater Unified	1,130	Reimburse tuition
2	Avondale Elementary	985	No
3	Buckeye Elementary	194	Onsite classes
4	Cartwright Elementary	5,476	Flexible schedule
5	Cedar Unified	309	Onsite classes
6	Crane Elementary	1,965	Reimburse tuition, Onsite classes
7	Creighton Elementary	4,053	Urban Teacher Corps
8	Deer Valley Unified	606	No
9	Eloy Elementary	400	No
10	Flagstaff Unified	1,050	Reimburse tuition
11	Fowler Elementary	512	No
12	Gadsden Elementary	2,365	No
13	Ganado Unified	1,213	No
14	Gilbert Unified	595	No
15	Glendale Elementary	2,490	Reimburse tuition
16	Glendale Union High	485	No
17	Holbrook Unified	895	Reimburse tuition
18	Indian Oasis-Baboquivari	298	No
19	Isaac Elementary	4,867	Onsite classes
20	Kyrene Elementary	470	No
21	Laveen Elementary	455	Reimburse tuition
22	Littleton Elementary	469	No
23	Madison Elementary	594	Reimburse tuition
24	Mesa Unified	3,203	Partnership with MCC-ASU
25	Miami Unified	37	No
26	Murphy Elementary	1,318	Urban Teacher Corps
27	Nogales Unified	4,750	Reimburse tuition
28	Osborn Elementary	1,245	Reimburse tuition, Urban Teacher Corps
29	Page Unified	1,353	No
30	Pendergast Elementary	927	No
31	Peoria Unified	979	No
32	Phoenix Elementary	4,725	Reimburse tuition, Urban Teacher Corps
33	Phoenix Union High	3,663	Reimburse tuition, Onsite classes
34	Pinon Unified	948	Reimburse tuition
35	Red Mesa Unified	419	Reimburse tuition and books
36	Roosevelt Elementary	2,825	Reimburse tuition
37	Santa Cruz Valley Unified	1,129	Onsite classes
38	Scottsdale Unified	1,395	Reimburse tuition
39	Somerton Elementary	1,629	No
40	Sunnyside Unified	4,300	Reimburse tuition
41	Tempe Elementary	2,704	Reimburse tuition
42	Tolleson Union High	275	No
43	Tuba City Unified	1,390	No
44	Tucson Unified	7,698	Reimburse tuition
45	Washington Elementary	2,985	Onsite classes
46	Whiteriver Unified	2,240	Reimburse tuition
47	Wilson Elementary	1,043	Use grants to reimburse tuition
48	Window Rock Unified	884	Partnership with Dine'-ASU
49	Yuma Elementary	2,539	Reimburse tuition
50	Yuma Union High School	712	No

Arizona Department of Education

Memorandum:

To: The English as a Second Language & Bilingual Education Study Committee

Date: 12/06/99

Re: Appropriations for Bilingual Education & English as a Second Language Programs

---

Appropriations for Bilingual Education & English as a Second Language Programs are made at the state and federal levels. Each appropriation is distributed to schools very differently. The following are the totals appropriated by each entity and the mechanism by which they are distributed to local school districts and charter schools.

State Funding:

Total: $15,137,939 FY 1997-1998

Arizona distributes additional funding to Limited English Proficient (LEP) students as a Group-B support level weight addition to the base support level pursuant to A.R.S 15-943. This amounts to approximately an additional $162 per LEP student. LEP student is defined by A.R.S. 15-901 as a limited English proficient pupil who is enrolled in a program to promote English language proficiency pursuant to A.R.S. 15-754. The additional funding generated by the LEP support level weight is included in the base support level revenues generated by school districts and charter school student counts.

Federal Title VII Funding

Total: $9,859,313 FY 1999

Federal Title VII funding is applied for via grant applications made directly to the Office of Bilingual Education and Minority language Affairs by individual school districts and charter schools. Districts with successful grant applications are awarded their monies directly from the federal government. The Arizona Department of Education's responsibilities pertaining to Title VII allocations are limited to reviewing the grant applications and providing technical assistance.

If you have additional questions regarding the allocation of state and federal funding for bilingual education or English as a Second language programs please contact Cathy Mayorga of the Arizona Department of Education English Acquisition Unit at (602) 542-5521.

Mis-READing the Data: Why California's SAT-9 Scores Don't Make the Case for English Immersion

Jeff McQuillan, Assistant Professor
Arizona State University

Jorge Amselle, executive director of the anti-bilingual education group, Institute for Research in English Acquisition and Development (READ), claims in his recent publication, "Teaching English Wins: An Analysis of California Test Scores After Proposition 227" (1999), that scores from California students on the Stanford Achievement Test, Nine (SAT-9) show that "English immersion" is working. In fact, the data from California say no such thing.

SAT-9 Scores Are Not Legitimate Data For Making Program Comparisons

Data from the California's statewide SAT-9 testing program are not designed for making comparisons among competing educational programs. In order to compare different methods or approaches in education, it is necessary (among other things) to meet at least three conditions:

1. Test the same group of students on an equivalent exam before and after a "treatment,"
2. Control for existing differences between the groups that could account for differences in performance, and
3. Ensure that the "treatment" is being faithfully carried out in the classes or schools under study.

California's SAT-9 assessment program does none of these things. It tests different students each year, does not attempt to control for many important differences among those students, and makes no effort whatsoever to determine what sort of instruction is taking place in schools. For these and other reasons, no serious researcher, including avowed opponents of bilingual education such as Christine Rossell, takes these scores as valid evidence. To do so is to be either misinformed or disingenuous.

Well-Designed Bilingual Education Programs Are Superior to Alternatives

There is now considerable evidence that well-implemented bilingual education programs produce superior gains to alternative programs (Greene, 1998; Krashen, 1999; Willig, 1985; Ramirez, 1992). These are properly designed research studies done by reputable scholars in the field. There is thus no reason to accept inferior research evidence such as those offered by Amselle.

- Scores rose in all districts in California, for both LEP and non-LEP students, especially for low scoring students.

Amselle tries to make the ordinary look extraordinary by claiming that a rise in scores is somehow attributable to the implementation of Proposition 227. But as noted by Hakuta, Butler, and Bousquet (1999), there were across the board increases in the test scores of low-achieving students, both LEP and non-LEP. Low-scoring schools with few LEP students saw their 3rd grade scores rise an average of 8 percentile points, according to an analysis by Hakuta et al. These gains obviously cannot be attributed to Proposition 227, since they are by native English speakers. With all scores rising, there is no basis for attributing a rise in scores in some districts versus others merely to their implementation of English immersion. There may be multiple reasons for test score increases, none of which can be teased out by Amselle's analysis.

- We have no way of knowing whether some of the "bilingual education" districts did, in fact, have bilingual education for their students.

Amselle lists among his districts as a case of "bad" outcomes, Los Angeles Unified School District (LAUSD), claiming that the district's Model B is identical to the (outlawed) pre-Prop 227 bilingual education. He implies that the large proportion of LAUSD's bilingual students are in Model B. This is false. According to the *Los Angeles Times* (Sahagun, 1999), only 10% of LAUSD's students are in Model B--<u>90% are in English immersion!</u> If there is a failure of programs in LAUSD evidenced by the SAT-9 scores, it is the failure of English immersion.

Amselle also makes unsubstantiated claims of the district "forc[ing] parents to sign waivers." If Amselle has something other than rumor or anecdote, he should produce it. His innuendoes have no place in a public policy debate.

- The schools Amselle compared differ in ways other than program design, ways that have been shown to affect test scores.

Amselle attempts to compare students from widely different economic backgrounds, a factor known to strongly influence test scores. Clearly districts with a smaller percentage of low-income families will have higher test scores regardless of their program model. This is true for English language learners as well as fluent English speakers. One of the most successful districts using English immersion is Alameda, which has only <u>.7%</u> of its students classified by the state of California as "economically disadvantaged." Compare this with two of the bilingual education districts, Santa Ana and Los Angeles Unified, both with more than 70% of their students classified as such. The average poverty rate for the English immersion districts selected by Amselle is 37.5%; for the bilingual education districts, it is 46.4%.

Similar disparities are found in the percentage of LEP students within the districts. Amselle compares Ceres Unified, which had a mere 7.3% of its students classified as LEP, together with Santa Ana Unified, with 62.3% of its students classified LEP. Again, the average figures clearly favor the English immersion schools, with 20.9%, versus the bilingual education districts, with an LEP average of 32.4%. Amselle

References

Amselle, J. (November, 1999). Teaching English wins: An analysis of California test scores after Proposition 227. Washington, D.C.: Institute for Research in English Acquisition and Development. (Available on-line at: http://www.read-institute.org).

Hakuta, K., Butler, Y., & Bousquet, M. (1999). SAT-9 scores and California's Proposition 227: Drawing legitimate inferences regarding its impact on performance of LEP students. NABE News, 23(2), 5-7.

Krashen, S. (1999). Condemned without a trial: Bogus arguments against bilingual education. Portsmouth, NH: Heinemann.

Krashen, S. (1999). Under attack: The case against bilingual education.

Krashen, S., & McQuillan, J. (1999). Structured immersion falls short of expectations: An analysis of Clarke (1999). NABE News.

McQuillan, J. (1998). Is 99% failure a "success"? Orange Unified's English immersion program. Multilingual Educator, 21(7), 11.

Ramirez, D. (1992). Executive summary of "Final Report: Longitudinal Study of Structured English Immersion Strategy, Early-Exit, and Late-Exit Transitional Bilingual Education Programs for Language Minority Children." Bilingual Research Journal, 16, 1-62.

Shahagun. L. (1999, July 1). L.A. schools are abusing Prop 227, report says. Los Angeles Times, p. A1.

Willig, A. (1995). A meta-analysis of selected studies on the effectiveness of bilingual education. Review of Educational Research, 55, 269-317.

Willing, A., & Ramirez, D. (1993). The evaluation of bilingual education. In U. Casanova & B. Arias (Eds.), Bilingual education: Politics, practice, research (pp. 65-87). Chicago, IL: University of Chicago Press.

Conference Engrossed

State of Arizona
House of Representatives
Forty-fourth Legislature
First Regular Session
1999

CHAPTER 249

HOUSE BILL 2387

AN ACT

AMENDING SECTIONS 15-752, 15-753 AND 15-756, ARIZONA REVISED STATUTES; RELATING TO BILINGUAL PROGRAMS AND ENGLISH AS A SECOND LANGUAGE INSTRUCTION.

Be it enacted by the Legislature of the State of Arizona:

Section 1. Section 15-752, Arizona Revised Statutes, is amended to read:

15-752. Conducting of schools in English language; bilingual or English as second language programs; voluntary participation; parental notification

A. All classes shall be conducted in English except classes of bilingual instruction or foreign language instruction. THE DEPARTMENT OF EDUCATION SHALL ANNUALLY DISTRIBUTE TO EACH SCHOOL DISTRICT BY OCTOBER 1 A LISTING AND DESCRIPTION OF COMMON BILINGUAL INSTRUCTION PROGRAMS AND ENGLISH AS A SECOND LANGUAGE PROGRAMS AS PRESCRIBED IN SECTION 15-754. SCHOOL DISTRICTS SHALL ATTEMPT TO ENSURE THAT THE NAME OF EACH BILINGUAL EDUCATION PROGRAM AND ENGLISH AS A SECOND LANGUAGE PROGRAM OFFERED BY THE SCHOOL DISTRICT COMPLIES WITH THE STANDARDIZED PROGRAM NAMES PRESCRIBED BY THE DEPARTMENT OF EDUCATION.

B. In any school district in which there are pupils who are limited English proficient, the governing board of the school district shall provide programs of bilingual instruction or English as a second language instruction as provided in this article. The primary goal of such programs is to allow the pupils to become proficient enough in English to succeed in classes taught in English. The governing board shall determine if a pupil is limited English proficient by assessing the pupil's language proficiency in

comprehension, speaking, reading and writing, in both English and the primary home language.

C. PUPIL PARTICIPATION IN ANY BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION IS VOLUNTARY AND REQUIRES PARENTAL NOTIFICATION PURSUANT TO THIS SUBSECTION. WITHIN THIRTY DAYS OF THE SCHOOL'S ENROLLING NEW PUPILS IN A BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION, AND ANNUALLY FOR CONTINUING PUPILS ENROLLED IN A BILINGUAL EDUCATION PROGRAM OR ENGLISH AS A SECOND LANGUAGE INSTRUCTION, THE SCHOOL SHALL PROVIDE TO THE PARENTS OR GUARDIAN OF EACH PUPIL:

1. A COMPARISON OF THE PUPIL'S LATEST ASSESSED READING, WRITING AND ORAL SCORES TO THE SCORES THAT DENOTE ENGLISH PROFICIENCY.

2. A PARENTAL NOTIFICATION PAMPHLET THAT DESCRIBES THE VARIOUS INSTRUCTIONAL PROGRAMS OFFERED BY THE SCHOOL DISTRICT TO LIMITED ENGLISH PROFICIENT PUPILS AND THE GOALS OF EACH PROGRAM.

3. NOTICE OF THE SCHOOL DISTRICT RECOMMENDATION OF THE PROGRAM INTO WHICH THE PUPIL IS BEING PLACED.

4. A DESCRIPTION OF THE RECOMMENDED PROGRAM INTO WHICH THE PUPIL IS BEING PLACED INCLUDING THE AMOUNT OF INSTRUCTION THAT WILL OCCUR IN THE ENGLISH LANGUAGE.

5. A STATEMENT OF WHETHER OR NOT THE PERSONNEL THAT WILL BE INSTRUCTING THE PUPIL HAVE A TEACHING CERTIFICATE AND A BILINGUAL OR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT. MIDDLE SCHOOLS AND HIGH SCHOOLS MAY FULFILL THIS REQUIREMENT BY PROVIDING A LIST OF CERTIFIED TEACHERS WITH A BILINGUAL OR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT.

6. DIRECTIONS ON HOW A PARENT OR GUARDIAN CAN EXCLUDE A PUPIL FROM THE ASSIGNED PROGRAM.

7. INFORMATION ON HOW TO OBTAIN A COPY OF THE SELF-ASSESSMENT CONDUCTED PURSUANT TO SECTION 15-755, SUBSECTION C.

8. INFORMATION ON HOW TO REQUEST A MEETING TO REVIEW THE PUPIL'S PROGRESS IN ACADEMIC STANDARDS OR ENGLISH PROFICIENCY PURSUANT TO SUBSECTION G OF THIS SECTION.

~~C. Pupil participation in any program of bilingual instruction or English as a second language instruction is voluntary and requires parental notification. Parents or guardians who do not wish their child to participate in a bilingual program or English as a second language program shall so indicate in writing to the principal of the school in which the pupil is enrolled.~~

9. A PARENTAL NOTIFICATION FORM OUTLINING PROGRAMS OFFERED BY THE SCHOOL DISTRICT TO LIMITED ENGLISH PROFICIENT PUPILS. THE PARENTAL NOTIFICATION FORM SHALL REQUIRE A SIGNATURE OF THE PUPIL'S PARENT OR LEGAL GUARDIAN PURSUANT TO SUBSECTION E OF THIS SECTION.

D. THE PRINCIPAL SHALL REMOVE THE PUPIL FROM THE PROGRAM WITHIN FIVE DAYS AFTER RECEIVING A WRITTEN REQUEST FOR WITHDRAWAL.

E. AFTER A PARENT RECEIVES NOTICE PURSUANT TO SUBSECTION C OF THIS SECTION, THE PARENT SHALL CHOOSE ONE OF THE FOLLOWING OPTIONS, AS AVAILABLE:

1. THE CHILD WILL PARTICIPATE IN ENGLISH AS A SECOND LANGUAGE INSTRUCTION OFFERED BY THE SCHOOL DISTRICT.

2. THE CHILD WILL PARTICIPATE IN A BILINGUAL EDUCATION PROGRAM OFFERED BY THE SCHOOL DISTRICT.

3. THE CHILD WILL NOT PARTICIPATE IN EITHER ENGLISH AS A SECOND LANGUAGE INSTRUCTION OR A BILINGUAL EDUCATION PROGRAM OFFERED BY THE SCHOOL DISTRICT.

~~D.~~ F. Pupils who are not limited English proficient may participate in bilingual programs if space is available.

Sec. 2. Section 15-753, Arizona Revised Statutes, is amended to read:

15-753. Census procedures; diagnostic assessment and reassessment

A. Each school district shall identify the number of pupils who have a primary home language other than English as follows:

1. Initial identification of such pupils from school enrollment forms.

2. By October 1 of each year, completion of home language surveys for all new pupils identified as having a primary home language other than English on school enrollment forms.

B. By December 1 of each year, the school district shall determine the language proficiency in both English and the primary home language of all new pupils identified as having a primary home language other than English.

C. A school district in which limited English proficient pupils are enrolled shall adopt language ASSESSMENT AND reassessment criteria and procedures as prescribed by the ~~state board~~ SUPERINTENDENT OF PUBLIC INSTRUCTION PURSUANT TO SECTION 15-756, PARAGRAPH 7 for the purpose of reclassification of pupils. The language reassessment criteria and procedures shall:

1. Be used at least once every ~~two years~~ YEAR with all limited English proficient pupils enrolled in bilingual programs or English as a second language programs to determine if the pupils have developed the English language skills necessary to succeed in English only instruction. ~~A reclassified pupil may continue in a bilingual program or be placed in an all English program.~~

2. ~~Be multi-faceted and shall~~ Include the following criteria:

(a) A teacher evaluation of the pupil's English language proficiency and an assessment of the pupil's readiness to succeed in an English language course of study.

(b) An objective assessment of the pupil's oral language proficiency, writing skills and literacy skills in English.

(c) Parent opinion and consultation.

(d) AN EXAMINATION OF THE PUPIL'S SCORES ON A NATIONALLY STANDARDIZED NORM REFERENCED ACHIEVEMENT TEST ADOPTED BY THE STATE BOARD OF EDUCATION PURSUANT TO SECTION 15-741, SUBSECTION A, PARAGRAPH 3.

Sec. 3. Section 15-756, Arizona Revised Statutes, is amended to read:

15-756. Powers and duties of superintendent of public instruction and legislative council

The superintendent of public instruction shall:

1. Enforce the compliance of SCHOOLS AND school districts with the requirements of this article and report to the state board of education those SCHOOLS OR SCHOOL districts which appear to be in noncompliance.

2. Monitor and review all requirements for fiscal and programmatic reporting of bilingual programs and English as a second language programs.

3. Prescribe the procedures for self-assessment as prescribed in section 15-755.

4. Present a summary of the reports specified in section 15-755 and the superintendent's recommendations to the legislature in January of each year.

5. Prescribe the method of counting limited English proficient pupils enrolled in a program to promote English proficiency for the group B weight as prescribed in section 15-943. This method shall require that pupils in kindergarten programs be counted as full-time students.

6. SEND COMPLETE COPIES OF THE REPORTS SPECIFIED IN SECTION 15-755 TO THE DIRECTOR OF THE LEGISLATIVE COUNCIL BY JULY 1 OF EACH YEAR.

7. DEVELOP CRITERIA FOR DETERMINING WHETHER A CHILD IS LIMITED ENGLISH PROFICIENT. THE CRITERIA SHALL INCLUDE A LIST OF TESTS FROM WHICH A SCHOOL DISTRICT SHALL SELECT IN ORDER TO ASSESS THE PUPIL'S ORAL, READING AND WRITING SKILLS. THE SUPERINTENDENT SHALL DETERMINE A SCORE ON EACH TEST THAT DENOTES ENGLISH PROFICIENCY. THE CRITERIA SHALL NOT ALLOW THE SCORES FOR THE INITIAL DETERMINATION OF WHETHER A PUPIL IS ENGLISH PROFICIENT TO BE HIGHER THAN THE SCORES FOR THE REASSESSMENT OF WHETHER A PUPIL IS LIMITED ENGLISH PROFICIENT. IN ADDITION TO THE MINIMUM SCORES ON THE SELECTED TESTS, THE CRITERIA SHALL ALSO INCLUDE OTHER FACTORS, SUCH AS TEACHER OBSERVATIONS AND PARENTAL APPROVAL, THAT MUST BE SATISFIED BEFORE A PUPIL IS DETERMINED TO BE PROFICIENT IN ENGLISH.

Sec. 4. English as a second language and bilingual education study committee

A. The English as a second language and bilingual education study committee is established consisting of:

1. Five members of the house of representatives who are appointed by the speaker of the house of representatives, no more than three of whom may be from the same political party. One member shall be the chairman of the education committee of the house of representatives.

2. Five members of the senate who are appointed by the president of the senate, no more than three of whom may be from the same political party. One member shall be the chairman of the senate education committee.

B. The chairmen of the senate and house education committees shall be co-chairmen of the study committee.

C. The committee shall conduct hearings and review and study the following:

1. Academic research, including longitudinal studies, on the length of time it takes students to become proficient in English and the types of bilingual and English as a second language programs that are most effective in promoting the greatest long-term academic achievement.

2. The availability of sufficient teachers with a bilingual or an English as a second language endorsement in school districts with significant populations of limited English proficient pupils.

3. The amount of funding provided by the state and federal government for English instruction of limited English proficient pupils and the amount of money being spent by schools to educate these pupils.

4. The reclassification rate in this state for continuing students who have taken the statewide standardized norm-referenced achievement test and have received instruction from a certified teacher with a bilingual or English as a second language endorsement.

5. The types of programs currently offered in this state to limited English proficient pupils, including the methods of instruction for each program, how closely the programs comply with the program descriptions in section 15-754, Arizona Revised Statutes, and the statewide norm-referenced achievement test results for pupils in each type of program compared to non-limited English proficient pupils and former limited English proficient pupils.

6. Federal and state requirements for the education of limited English proficient pupils and the extent to which school districts and the department of education are in compliance with those laws.

D. The legislature shall provide staff for the committee and the department of education shall provide the committee with requested data, except that the information provided shall not disclose confidential information about individual pupils.

E. The committee shall submit a report that contains the committee's recommendations by December 1, 1999 to the governor, the speaker of the house of representatives and the president of the senate. The committee shall provide a copy of the report to the secretary of state and the director of the department of library, archives and public records. The report shall include recommendations on the following:

1. If it is determined that there is a shortage of teachers with a bilingual or English as a second language endorsement, measures that can be taken to increase the number of teachers with those endorsements.

2. Methods to improve the accuracy and usefulness of the report issued pursuant to section 15-755, Arizona Revised Statutes, in order to assist in the evaluation of the success of bilingual and English as a second language programs.

3. Measures to ensure that schools are in compliance with state and federal laws and are offering programs that promote high academic achievement.

4. Necessary changes to conform legal descriptions of programs for limited English proficient pupils with those programs actually in use.

5. Methods to encourage schools to adopt those programs that have been proven most effective in promoting academic achievement.

6. The level of funding necessary to support the programs that are determined to be the most effective pursuant to paragraph 5 of this subsection.

Sec. 5. Delayed repeal

Section 4 of this act is repealed from and after June 30, 2000.

APPROVED BY THE GOVERNOR MAY 17, 1999.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 18, 1999.

ARIZONA STATE LEGISLATURE

MEETING NOTICE
OPEN TO THE PUBLIC

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Date: **Tuesday, December 7, 1999**

Time: **2:00 p.m. to 4:00 p.m.**

Place: **Senate Appropriations Room 109**

AGENDA

1. Call to Order and Opening Remarks
2. Presentations
   - "Survey Results on the BLE/ESL Teacher Shortage"
     Eufemia Amabisca
     Assistant to the Vice Provost for Academic Affairs
     Arizona State University West
   - "Information on State and Federal ESL and Bilingual Program Funding"
     Catherine A. Mayorga
     Program Director
     English Acquisition Services
     Arizona Department of Education
3. Public Testimony*
4. Discussion
5. Consideration of Recommendations
6. Adjourn

** The time allowed for public testimony is determined by the cochairmen of the committee.*

Members:

Senator Huppenthal, Cochair
Senator Aguirre, Member
Senator Bennett, Member
Senator Lopez, Member
Senator Smith, Member

Representative Schottel, Cochair
Representative Gonzales, Member
Representative Johnson, Member
Representative Knaperek, Member
Representative Laughter, Member

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)542-4231 (voice). Requests should be made as early as possible to allow time to arrange the accommodation.

KY/cd 11/29/99

RECOMMENDATIONS

Teacher Shortage

1. Universities

- Require the universities to allow students to fulfill the requirements for both a Bachelor's degree in Education and a bilingual education or an ESL endorsement without having to take additional coursework.
- Encourage the universities to promote distance learning and onsite classes necessary to get an endorsement and to report to the Legislature on the success of those programs.
- Require the universities to conduct a labor market study on the availability of endorsed teachers.

2. High Schools

- Require the Board of Education to prescribe requirements for a bilingual high school diploma for those students who have demonstrated competency in English and one other language.
- Establish a grant program that will allow high schools to develop programs that will encourage high school students to become bilingual education/ESL teachers. These programs could include mentoring programs, scholarships, bilingual teacher clubs, etc.

ALCAP (Census) Report

3. Accuracy

- Require ADE to edit the school reports for accuracy, reasonableness and comparability with data submitted for financial reports.
- Require ADE to verify submitted data during on-site monitoring visits.

4. Additional Information

- Require schools to report LEP students who are not receiving any services or receiving services from non-endorsed teachers.
- Require schools to report the number of students who are English proficient but continue to receive services at the parent's request and who are not LEP but are enrolled in a bilingual/bicultural or a dual language acquisition program.
- Require ADE to calculate the reassessment rate only for those students who have been in a program with an endorsed BLE or ESL teacher for more than one year and have been given at least one reassessment.

Program Quality

5. Monitoring

- Require ADE to monitor the 50 schools with the most LEP students at least once very four years, as reflected in the Flores vs. Arizona proposed settlement agreement.

- Require schools to do an annual self-assessment and turn the results in to ADE.

- Impose a progressive system of financial penalties on schools that remain out of compliance with state laws but require the ADE to provide technical assistance to help schools come into compliance.

6. Course Content

- Require ESL programs to include daily instruction in basic subject areas that are understandable to the LEP student, appropriate to the level of academic achievement and structured in conformity with accepted strategies for teaching LEP students.
- Require high schools to provide ESL or bilingual instruction for LEP students in all course required for graduation.
- Require the curriculum of all bilingual, ESL and IEP programs to be aligned with the academic standards adopted by the State Board of Education and be consistent in amount, scope and quality to that offered to all students.
- Require Individual Education Plans to be prepared by a teacher with a bilingual education or ESL endorsement in collaboration with the pupil's classroom teacher.
- Add a fifth program option of a dual language acquisition program for grades K-12 that consists of a system that promotes a high level of proficiency in a second language and academic performance at or above grade level in both languages.
- Disallow the practice of having paraprofessionals, community members or other pupils deliver the primary instruction to LEP students.

7. Student Progress

- Require that LEP students who are not progressing toward the standards established by the Board of Education receive supplemental instruction.
- Require schools to monitor exited students twice each year for the first two years, then annually thereafter to ensure that they have been correctly reclassified. Supplementary instruction shall be provided to former LEP students who are not progressing toward proficiency in the academic standards set by the Board of Education.

FUNDING

8. Biannual Cost Study

- Direct the Auditor General to conduct a cost study in FY 2001 and every two years thereafter to determine the Group B weight necessary to fully fund LEP programs. The study should include the following costs:
  a) Stipends paid to bilingual or ESL endorsed teachers
  b) Tuition reimbursement and other costs of grow-your-own programs that allow teachers and paraprofessional staff to become bilingual education/ESL endorsed teachers.
  c) Additional textbooks, materials and library books
  d) Additional instructional staff primarily providing ESL and bilingual support services, and their related costs.
  e) Additional classroom teachers needed to implement programs, e.g., ESL pullout programs, and their related costs
  f) Prevention and intervention services such as diagnostic testing and additional counseling
  g) Additional purchased services such as translators, materials development and native language testing
  h) Additional services required for bilingual special education LEP students
  i) Administrators and support staff of LEP programs, including ESL/bilingual education endorsed librarians, based on the percentage of time spent administering the programs
  j) Additional transportation and utilities
  k) Class size adjustment directly related to LEP programs
  l) Supplemental instruction for nonprogressing and exited students

- The study should also determine which types of programs are the most effective at promoting English acquisition and high academic achievement as measured by test scores, reclassification rates, promotion rates, dropout rates and graduation rates

9. Group B Weight

- In order to comply with Flores vs. Arizona, increase the Group B weight for FY 2001 to reflect the costs in the 1988 cost study, adjusted for inflation.

- Every two years, automatically adjust the Group B weight to reflect the amount necessary to fully fund LEP programs, as required by federal law.

- Allow non-LEP students to be eligible for the Group B weight if they are in a bilingual-bicultural or dual language acquisition program.

- Continue to use the average of the LEP count on October 1, December 15 and February 1 to determine the LEP count for funding purposes.

ATTACHMENT
I

ARIZONA STATE LEGISLATURE

INTERIM MEETING NOTICE
OPEN TO THE PUBLIC

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Date: Monday, December 13, 1999

Time: 4:00 p.m. or Upon Recess or Adjournment of the Third Special Session of the Forty-Fourth Legislative

Place: Senate Appropriations Room 109

AGENDA

1. Call to Order
2. Introduction of Proposed Recommendations
3. Consideration of Recommendations
4. Adjourn

Members:

Senator Huppenthal, Cochair
Senator Aguirre, Member
Senator Bennett, Member
Senator Lopez, Member
Senator Smith, Member

Representative Schottel, Cochair
Representative Gonzales, Member
Representative Johnson, Member
Representative Knaperek, Member
Representative Laughter, Member

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the Senate Secretary's Office: (602)542-4231 (voice). Requests should be made as early as possible to allow time to arrange the accom

KY/cd 12/09/99

ATTACHMENT
J

ARIZONA STATE LEGISLATURE
Forty-fourth Legislature – First Regular Session

ENGLISH AS A SECOND LANGUAGE (ESL) AND BILINGUAL EDUCATION STUDY COMMITTEE

Minutes of Meeting
Monday, December 13, 1999
Senate Appropriations Room 109 – 4:00 p.m.

(Tape 1, Side A)

The meeting was called to order at 4:20 p.m. by Co-Chairman Huppenthal. The attendance was noted by the secretary.

Members Present

Senator Huppenthal, Co-Chairman
Senator Aguirre
Senator Lopez
Senator Smith
Senator Bennett
Co-Chairman Schottel, Co-Chairman
Representative Gonzales
Representative Johnson
Representative Knaperek
Representative Laughter

Members Absent

None

Speakers

Kimberly Yee, Senate Research Analyst
Jonathan Kaprosy, Legislative Liaison, Department of Education
Dan Wegener, Bilingual Federal Programs Director
Angela Randolph, Alhambra School District
Names of persons present recognized by Co-Chairman Huppenthal who did not testify (page 6)

Guest list (Attachment 1)

CONSIDERATION OF RECOMMENDATIONS

Kimberly Yee, Senate Research Analyst, suggested to members that the list of recommendations for H.B. 2387 (Attachment 2), by Senator Lopez and Representative Knaperek, be reviewed and considered for a vote.

Senator Lopez began the discussion by explaining that the financing issue has been discussed by the Committee, at length, three times. He stated that there are discrepancies in the amount of money available to fund the Limited English Proficient (LEP) students. He mentioned a memo issued by the Department of Education (Attachment 3) which stated that the schools have an

excess of approximately $300 million to use for bilingual education. Senator Lopez asserted the information contained in the memo is completely false and added that this information should not be used.

Jonathan Kaprosy, Legislative Liaison, Department of Education, explained that all data submitted to the Department of Education is self-reported by the school districts. He stated that this is the best information that the Department of Education has and asserted that the self-reported data is the only data the Department has to work with, regardless of its accuracy.

Co-Chairman Huppenthal asked Mr. Kaprosy where the Title I funding falls within the two sums listed in the memo. Mr. Kaprosy responded that Title I funding falls into the Federal total. Mr. Kaprosy reminded members that the figures are reported by the districts and added that he could not testify to the accuracy of the figures.

Co-Chairman Huppenthal asked Senator Lopez to explain his recommendations (Attachment 2). Senator Lopez referred members to the first page of his recommendations. He stated that 50 districts out of 227 in the State reported that there is a shortage of approximately 200 teachers. The first point Senator Lopez discussed was to require universities to allow students to fulfill the requirements for both a Bachelor's degree in Education and a bilingual education or an English as a Second Language (ESL) endorsement without having to take additional coursework.

Representative Knaperek asked Senator Lopez to elaborate on that point for further clarification. She asked Senator Lopez how a student working on a Bachelor's degree in Education could get ESL endorsement without having additional coursework. Senator Aguirre interjected that she had obtained her degree from Arizona State University (ASU) with a specialization in a multicultural education. Senator Aguirre added that within the coursework that she took, it led into the ESL bilingual endorsement in one package. Senator Lopez added that teachers, in preparation to obtain a Bachelor's degree, could eliminate some of the elective courses and prescribe some of the other required courses for credentials in order to attain the ESL endorsement. Senator Smith asked Senator Aguirre whether or not she could speak Spanish prior to attending ASU. Senator Aguirre responded that she spoke colloquial Spanish.

Cochair Huppenthal suggested that members incorporate bullet point one under the Universities heading be integrated with the Board of Regents K-12 center. He explained that the Committee would need more information. Representative Knaperek disagreed with the integration and asked Co-Chairman Huppenthal to vote separately on the issues.

Co-Chairman Huppenthal asked Senator Lopez if he would agree to change the word "requirements" under the Universities heading, bullet point one and three, to "requests". Senator Lopez agreed.

Senator Lopez moved recommendation one, Universities, be adopted.

Senator Lopez moved that the Committee adopt recommendation one to H.B. 2387. The motion carried.

Senator Lopez explained item two of the recommendations by stating high schools would determine competency in a foreign language by oral and written examinations. Senator Smith

expressed concern about schools having to create proficiency examinations for all (21) foreign languages. Senator Lopez replied that proficiency examinations for foreign languages would not be too difficult to obtain and suggested the examinations are already in books.

Out of concern for the University's liability, Co-Chairman Huppenthal asked Senator Lopez if he would agree to change "require" to "requests" and change the word "prescribe" to "develop" under the High School heading, bullet point one. Further discussion ensued, and the Committee decided to vote on the change.

Senator Lopez moved recommendation two, High Schools, be adopted.

Co-Chairman Huppenthal moved that the word "require" be changed to "requests" and "prescribe" be changed to "develop", on bullet point one. The motion carried.

Co-Chairman Huppenthal moved that the Committee adopt recommendation two, bullet point one. The motion carried.

Representative Knaperek asked that it be noted in the record that the Committee was not unanimous on the voice vote.

Senator Lopez explained that recommendation four is important because, if implemented, it will determine how effective different programs are. He explained that this recommendation would add to the Legislature's ability to diagnose different programs throughout the State to see if they are of any value. He asked members to move that item in full. Co-Chairman Huppenthal explained his motto about schools: "Not one more piece of paper, not one more regulation, not one more clerk. What I see here is paper, clerks, and regulations." Senator Lopez respectfully disagreed by stating that this information is already kept, it just needs to be given to the Department of Education. Co-Chairman Huppenthal asked Dan Wegener to speak to the issue.

Dan Wegener, Bilingual Federal Programs Director, stated that this data is maintained by the local districts and added that the Arizona Language Census and Program (ALCAP) report is comprehensive enough, even though it is not currently being processed and reported this way. He stated that this information could easily be incorporated into the ALCAP report with a minimum impact on local district administrators. Senator Smith queried as to why this has to be put into a bill. Co-Chairman Huppenthal agreed and stated that the Committee could simply make a recommendation to the Department of Education to require this information.

Co-Chairman Huppenthal asked Senator Bennett to compose a recommendation that integrates both recommendations two and four. The Committee moved on to recommendation five.

Senator Lopez asked that recommendation five be moved and adopted in full. Senator Smith asked committee members what information is required in the annual self-assessment.

Angela Randolph, Alhambra School District, stood before members and stated that the self-assessment is based on the monitoring guide from the English Acquisition Unit at the Department of Education. She explained that it basically outlines the State statutes and different

processes as far as the identification, assessment, placement, reassessment, and reclassification of students, along with program sufficiency.

Representative Knaperek asked for clarification on the third bullet point under recommendation five. Senator Lopez explained that this recommendation is an accountability measure to be imposed upon school districts. She asked members to make a recommendation to the State Board of Education to impose the withholding of funds, which they already have the authority to do.

Co-Chairman Schottel noted that the school districts receive funding for the students and they do not fund each school equally on student count. He expressed concern about penalizing the schools for not performing because it would effect the students. Co-Chairman Huppenthal responded that the school board has not imposed any financial penalties for that particular reason. Senator Smith suggested that the principle be changed.

Co-Chairman Huppenthal asked Senator Lopez if he would accept the following change to recommendation five, bullet point three: Insert "Allow the State Board the power to", before the word "Impose". Senator Lopez concurred to the change.

Senator Lopez moved recommendation five, Monitoring, be adopted.

Senator Lopez moved that the words "Allow the State Board the power to" be inserted before the word "Impose" under recommendation five, bullet point three. The motion carried.

Senator Lopez stated that requirements six and seven are the elements that are going to be necessary in order for a district to move students that are not performing academically, but are going to be required to perform academically by the time they graduate out of high school due to the Arizona's Instrument for Measuring Standards (AIMS) test. He explained that adopting these requirements would guarantee that a greater number of students would have an opportunity to move. He asked members to accept the recommendations as a whole.

Senator Smith asked that bullet point five under the Course Content heading be deleted due to redundancy. Co-Chairman Huppenthal asked Senator Lopez to explain bullet point five. Senator Lopez explained that the students would be "bi-literal" or bicultural upon graduation of seventh or eighth grade. This is an attempt to encourage students to gain proficiency in another language. It is an option that was requested by the members when this legislation was being created.

Senator Lopez moved recommendation six, Course Content, be adopted.

Senator Lopez moved bullet point number seven be adopted. The motion carried.

Senator Lopez stated that all students in the State of Arizona must pass the AIMS test, and added that the Legislature must do what it has to in order to assure that the students have the maximum opportunity to make progress towards that end. He stated that this recommendation requires school districts to provide students with supplemental instruction if needed.

Co-Chairman Huppenthal asked members to move on to recommendation eight. Senator Lopez suggested that the Committee accept recommendations eight and nine in their entirety. Co-Chairman Huppenthal stated that he cannot agree with bullet point one under the Biannual Cost Study, because it would increase the penalty for success.

Senator Smith asked Senator Lopez to explain the "additional transportation and utilities". Senator Lopez responded that there may be additional transportation costs assessed by the Auditor General.

Senator Lopez moved recommendation eight: Biannual Cost Study.

Senator Lopez moved that recommendation 8a be adopted. The motion failed.

Co-Chairman Huppenthal asked the Committee to consider adding that the school districts participate in the National Institute for Child Health and Development (NICHD) research on effective LEP programs. Senator Lopez accepted Co-Chairman Huppenthal's recommendation to include Arizona in the NICHD study. Committee members agreed.

Representative Knaperek moved that recommendation five be adopted. The motion carried.

Senator Lopez moved recommendation nine, Group B Weight, be adopted.

Senator Lopez moved that bullet points one, three, and four be adopted. The motion failed.

Co-Chairman Huppenthal suggested that the Knaperek recommendation two, and the Lopez recommendation four be merged as follows:

Require the Arizona Department of Education (ADE) to:

- Review LEP data submitted by districts serving LEP students
- Determine whether districts are in compliance with State and Federal laws
- Document the indicators of the efficiency and effectiveness of district programs by reporting
  - a) Total number of LEP students in the district
  - b) The number of LEP students served by each approved program and the number of LEP students not in approved programs
  - c) The number of non-LEP students participating in each approved program
  - d) The reclassification rate only for those students in approved programs who are eligible for reassessment
  - e) The time required for students to obtain English proficiency in each of the programs
- Report additional information on program efficiency and effectiveness obtained through outside visits

Senator Bennett moved that the Committee replace recommendation number two with the aforementioned language as appropriately targeted to a smaller number of districts. The motion carried.

Co-Chairman Huppenthal recognized the names of those persons present who did not testify:

Jesus Escarcega, Administrator, Washington School District
Leah C. Dines, Educational Support Liaison, Electronic Learning Environments, Dyn Ed International
Wayne Holm, Education Specialist, Navajo Nation

Without objection, the meeting adjourned at 6:35 p.m.

Gina Kash, Committee Secretary

(Original minutes, attachments, and tape are on file in the Chief Clerk's Office. Copy of file with the Senate Secretary.)

gk
12/20/99