



**Illinois
State Board of
Education**

English Learners in Illinois SY 2016-17 Statistical Report

**Multilingual Department
Data Strategies and Analytics Department**

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BACKGROUND

ENGLISH LEARNERS

The Illinois State Board of Education (ISBE) is committed to the cognitive, linguistic, and socio-emotional development of all children in Illinois. ISBE's Multilingual Department is focused on ensuring that students with diverse linguistic repertoires and those who may benefit from additional support have equitable access to academic instruction in English. These students also must be provided with access to all educational opportunities to which they are entitled. A home language survey is filled out by families who enroll their children in public schools in Illinois. Potential English Learners (ELs) are screened for English language proficiency (ELP) using an approved English language screening instrument. Students who do not meet the criteria of English proficiency on the ELP screener are identified as English Learners. Students maintain that status until they achieve ELP on the WIDA ACCESS for ELLs, which is the annual ELP assessment in Illinois.

Annual Examinations of ELs

Section 14C-3 of the Illinois School Code (105 ILCS 5/14C-3) requires that all K-12 students identified as ELs be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. ISBE has prescribed the ACCESS for ELLs as the annual ELP assessment since school year 2005-06. The current ELP criteria, set by ISBE in July of 2017, is an overall composite score of 4.8 on the ACCESS for ELLs.

PROGRAM OPTIONS

Section 105 ILSC 5/14C-3 requires that one of two types of programs be provided for all PK-12 ELs to help them become proficient in English. The two options are a Transitional Bilingual Education (TBE) program and a Transitional Program of Instruction (TPI). Per Part 228.27 of the Illinois Administrative Code, school districts that discontinue TBE and/or TPI services after three years of supports for ELs are required to file a plan for EL services to continue to support ELs beyond the third year of instruction and until the student has met the state ELP criteria.

Transitional Bilingual Education

Legislation passed in 1973 requires Illinois school districts to offer a TBE program when 20 or more ELs of the same language classification are enrolled in the same attendance center. TBE programs must provide instruction in both the home language of students and in English in the core subject areas (language arts, mathematics, science, and social studies), as well as instruction in English as a second language (ESL). TBE services must also include instruction on the history of the student's or the parent's native land and the United States. TBE teachers are required to be certified by the State of Illinois and possess the appropriate Bilingual and/or ESL endorsement/approval. Bilingual teachers must demonstrate proficiency in the language(s) spoken by students and in English.

Transitional Program of Instruction

An attendance center that has an enrollment of 19 or fewer ELs from any single non-English language may elect to offer a TPI program in lieu of a TBE program. TPI programs must include instruction or other assistance in a student's home language to the extent necessary as determined by the student's level of English proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

SOURCES OF DATA

Data for this report were extracted by the Data Strategies and Analytics Department at the Illinois State Board of Education from the SY 2016-17 Student Information System Enrollment, EL Record Data, and the Bilingual Education Program Delivery Report.

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: SY 2016-17 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM

There are 852 public school districts in Illinois, but districts implement a variety of EL programs depending on students' individual needs and thus are counted multiple times for purposes of this study. There were 211,552 EL students enrolled in SY 2016-17. A total of 528 school districts implemented a TBE program of instruction for 143,502 ELs. A TPI was implemented in 439 school districts serving 40,293 ELs. Parent refusals were documented for 17,207 students in 285 districts. Other/alternative EL programs (primarily dual language programs) were implemented in 231 districts for 1,141 students.

Table 1. Number and percentage of districts and EL enrollment per type of program: SY 2016-17

Program	Districts Count	%	EL Enrollment	%
TBE Full Time	252	13.3%	96,800	45.8%
TBE Part Time	276	14.6%	46,702	22.1%
TPI	439	23.2%	40,293	19.0%
Other/Alternative	231	12.2%	1,141	0.5%
Parental Refusal	285	15.1%	17,207	8.1%
Unknown	354	18.7%	9,323	4.4%
Total	1,889	100%	211,552	100%
Each district may offer multiple programs.				

SECTION 2: ENDORSEMENTS OF TEACHERS SERVING ENGLISH LEARNERS

Educators in Illinois must hold a Professional Educator License endorsed in elementary, middle, or high school in order to be placed in a corresponding public school classroom. Additionally, educators serving ELs must hold a valid Bilingual endorsement (with the corresponding language) or an English as a Second Language (ESL) endorsement/approval. Educators providing services to dually identified Special Education-ELs (SPED-ELs) must hold a Special Education endorsement or co-teach with a SPED-endorsed teacher to provide full supports to students. Educators in the middle grades and high school who teach academic content with bilingual and ESL supports must also hold an endorsement in the content area of instruction or co-teach with an educator who holds the appropriate content area endorsement. Educators with an Educator License with Stipulations–Transitional Bilingual Educator (ELS-TBE) or an Educator License with Stipulations–Visitor International Teacher (ELS-VIT) are also approved to work with ELs.

Illinois has 7,002 teachers who hold a Bilingual endorsement, of which 6,484 hold the endorsement in Spanish. Additionally, 16,900 teachers hold an ESL endorsement/approval, 2,254 educators hold an ELS-TBE, and 113 educators hold an ELS-VIT. In total, educators in Illinois hold 37,297 endorsements or approvals to service ELs, 35,278 of which are held by teachers in Title III-funded school districts. However, a single teacher may hold several of the endorsements/approvals to service ELs.

Table 2. Number and percentage of teachers with endorsements/approvals to support ELs and number and percentage of teachers in Title III-funded districts with endorsements/approvals to support ELs: SY 2016-17

Endorsement/Approval	All Teachers		Teachers in Title III-Funded Districts	
	#	%	#	%
Bilingual Endorsement (all languages)	7,002	18.8%	6,757	19.2%
Bilingual Endorsement - Spanish	6,484	17.4%	6,263	17.8%
Both ESL and Bilingual Endorsements	4,544	12.2%	4,399	12.5%
ESL Endorsement	16,900	45.3%	15,593	44.2%
Educator License with Stipulations - Transitional Bilingual Educator	2,254	6.00%	2,155	6.1%
Educator License with Stipulations - Visitor International Teacher	113	0.30%	111	0.30%
Total	37,297	100.00%	35,278	100.00%
Totals include double counts of teachers with both ESL and Bilingual endorsements. Other endorsements include, but are not limited to, Elementary, High School, and Special Education endorsements.				

ENGLISH LEARNERS IN ILLINOIS

SECTION 3: EL STUDENT ENROLLEMENT BY COUNTY

Thirty-two percent of the 211,466 ELs in Illinois public schools were enrolled in Chicago Public Schools (City of Chicago School District 299) and 25 percent more in the surrounding school districts in Cook County. Counties immediately outside of Cook (DuPage, Kane, Lake, and Will) served 31 percent of ELs in Illinois. The remaining 12 percent of ELs attending public schools in Illinois reside in other counties across the state. Forty-five counties in Illinois have 20 or fewer ELs.

Table 3. Number and percentage of EL students by county: SY 2016-17

County Name	#	%	County Name	#	%
Adams	27	0.01%	La Salle	763	0.36%
Alexander	4	0.00%	Lake	17,420	8.24%
Bond	4	0.00%	Lawrence	8	0.00%
Boone	1,248	0.59%	Lee	47	0.02%
Bureau	235	0.11%	Livingston	15	0.01%
Calhoun	1	0.00%	Logan	11	0.01%
Carroll	19	0.01%	Macon	179	0.08%
Cass	587	0.28%	Macoupin	7	0.00%
Champaign	2,057	0.97%	Madison	869	0.41%
Christian	4	0.00%	Marion	2	0.00%
City of Chicago	67,117	31.74%	Mason	4	0.00%
Clark	6	0.00%	McDonough	60	0.03%
Clay	3	0.00%	McHenry	3,698	1.75%
Clinton	63	0.03%	McLean	886	0.42%
Coles	7	0.00%	Menard	2	0.00%
Cook	52,859	25.00%	Monroe	4	0.00%
Crawford	2	0.00%	Montgomery	7	0.00%
Cumberland	2	0.00%	Morgan	91	0.04%
DeKalb	1,101	0.52%	Ogle	457	0.22%
Dept Of Corrections	12	0.01%	Peoria	961	0.45%
DeWitt	19	0.01%	Piatt	8	0.00%
Douglas	136	0.06%	Pike	3	0.00%
DuPage	16,689	7.89%	Putnam	15	0.01%
Edgar	1	0.00%	Randolph	19	0.01%
Edwards	2	0.00%	Richland	16	0.01%
Effingham	39	0.02%	Rock Island	2,224	1.05%
Fayette	1	0.00%	Saint Clair	224	0.11%
Ford	31	0.01%	Sangamon	305	0.14%
Franklin	13	0.01%	Schuyler	37	0.02%
Fulton	13	0.01%	Scott	1	0.00%
Gallatin	5	0.00%	Shelby	3	0.00%
Grundy	354	0.17%	Stark	13	0.01%
Hamilton	1	0.00%	Stephenson	150	0.07%
Hancock	12	0.01%	Tazewell	70	0.03%
Henderson	2	0.00%	Union	64	0.03%
Henry	135	0.06%	Vermilion	190	0.09%
Iroquois	77	0.04%	Wabash	5	0.00%
Jackson	360	0.17%	Warren	329	0.16%
Jasper	2	0.00%	Washington	5	0.00%
Jefferson	54	0.03%	White	4	0.00%
Jersey	5	0.00%	Whiteside	222	0.10%
Jo Daviess	74	0.03%	Will	8,404	3.97%
Johnson	8	0.00%	Williamson	29	0.01%
Kane	23,028	10.89%	Winnebago	4,386	2.07%
Kankakee	1,058	0.50%	Woodford	16	0.01%
Kendall	1,551	0.73%	Total	211,466	100.00%
Knox	205	0.10%			

SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 153 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 78 percent. It is followed by Arabic at 4 percent, Polish at 3 percent, Urdu at 2 percent, and Pilipino (Tagalog) and Gujarati at 1 percent each. Seventy-two languages are spoken by 25 or fewer ELs in Illinois.

Table 4. Number and percentage of native languages spoken by EL students and language: SY 2016-17

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	63	0.03%	Hainanese (Chinese)	2	0.00%	Norwegian	8	0.00%
Akan (Fante/Asante/Twi)	117	0.06%	Haitian-Creole	136	0.06%	Oriya	23	0.01%
Albanian/Gheg(Kosovo/Macedon)	268	0.13%	Hakka (Chinese)	16	0.01%	Other	899	0.43%
Albanian/Tosk (Albania)	304	0.14%	Hausa	33	0.02%	Oulof (Wolof)	21	0.01%
Amazigh	3	0.00%	Hawaiian	6	0.00%	Palauan	1	0.00%
American Sign Language	15	0.01%	Hebrew	83	0.04%	Pampangan	6	0.00%
Amharic	201	0.10%	Hindi	1,014	0.48%	Panjabi (Punjabi)	278	0.13%
Apache	2	0.00%	Hmong	13	0.01%	Pashto (Pushto)	89	0.04%
Arabic	7,585	3.59%	Hopi	2	0.00%	Pilipino (Tagalog)	1,837	0.87%
Armenian	45	0.02%	Hungarian	42	0.02%	Polish	6,030	2.85%
Assyrian (Syriac/Aramaic)	790	0.37%	Ibo/Igbo	162	0.08%	Portuguese	255	0.12%
Bagheli	16	0.01%	Icelandic	6	0.00%	Pueblo	1	0.00%
Balinese	4	0.00%	Ilocano	18	0.01%	Rohingya (Ruwainggya)	17	0.01%
Bambara	2	0.00%	Ilonggo (Hiligaynon)	33	0.02%	Romanian	573	0.27%
Bemba	16	0.01%	Indonesian	42	0.02%	Romany (Gypsy)	1	0.00%
Bengali	200	0.09%	Italian	212	0.10%	Runyankore	3	0.00%
Bisaya (Malaysia)	23	0.01%	Jamaican	46	0.02%	Russian	1,446	0.68%
Bosnian	379	0.18%	Japanese	601	0.28%	Samoan	3	0.00%
Bulgarian	560	0.26%	Kache (Kaje/Iju)	3	0.00%	Senthang (Hsemtang/Sentang)	1	0.00%
Burmese	590	0.28%	Kanjobal	114	0.05%	Serbian	425	0.20%
Cambodian (Khmer)	140	0.07%	Kannada (Kanarese)	95	0.04%	Shanghai (Chinese)	31	0.01%
Cantonese (Chinese)	1,152	0.54%	Kanuri	4	0.00%	Shona	8	0.00%
Cebuano (Visayan)	79	0.04%	Karen (S'gaw)	306	0.14%	Sindhi	9	0.00%
Chaldean	8	0.00%	Kashmiri	1	0.00%	Sinhalese	17	0.01%
Chaochow/Teochiu (Chinese)	37	0.02%	Kikamba (Kamba)	4	0.00%	Slovak	61	0.03%
Chechen	1	0.00%	Kinyarwanda	26	0.01%	Slovenian	6	0.00%
Cherokee	2	0.00%	Kirundi (Rundi)	100	0.05%	Somali	187	0.09%
Chichewa (Nyanja)	3	0.00%	Konkani	17	0.01%	Sotho	1	0.00%
Chin (Haka)	170	0.08%	Korean	879	0.42%	Sourashtra (Saurashtra)	19	0.01%
Chippewa/ Ojibawa/ Ottawa	1	0.00%	Krahn(Liberia/Cote 'de Ivoir)	5	0.00%	Spanish	165,374	78.21%
Chuj	8	0.00%	Krio	13	0.01%	Swahili	396	0.19%
Croatian	44	0.02%	Kurdish	37	0.02%	Swedish	27	0.01%
Czech	153	0.07%	Lao	225	0.11%	Taiwanese/Formosan/Min Nan	22	0.01%
Danish	20	0.01%	Latvian	15	0.01%	Tamil	608	0.29%
Dinlea (Turkish)	4	0.00%	Lingala	88	0.04%	Tedim (Hai-Dim/Tiddim)	3	0.00%
Dutch/Flemish	44	0.02%	Lithuanian	509	0.24%	Telugu (Telegu)	1,088	0.51%
Efik	2	0.00%	Luganda	37	0.02%	Thai	163	0.08%
Eskimo	1	0.00%	Luo	3	0.00%	Tibetan	8	0.00%
Estonian	12	0.01%	Maay or Mai Mai	16	0.01%	Tigrinya (Tigrigna)	68	0.03%
Ewe	160	0.08%	Macedonian	78	0.04%	Tongan	5	0.00%
Farsi (Persian)	285	0.13%	Malay	92	0.04%	Tuluau	5	0.00%
Finnish	10	0.00%	Malayalam	560	0.26%	Turkish	254	0.12%
French	1,320	0.62%	Mandarin (Chinese)	1,479	0.70%	Turkmen	3	0.00%
Fukien/Hokkien (Chinese)	21	0.01%	Mandingo (Mandinka)	12	0.01%	Ukrainian	890	0.42%
Ga	22	0.01%	Marathi	168	0.08%	Urdu	3,190	1.51%
Gaelic (Scottish)	2	0.00%	Massalit	1	0.00%	Uzbek	94	0.04%
Georgian	6	0.00%	Menominee	2	0.00%	Vietnamese	1,271	0.60%
German	168	0.08%	Mina (Geser-Goram)	42	0.02%	Welsh	1	0.00%
Greek	315	0.15%	Mongolian	351	0.17%	Yiddish	1	0.00%
Gujarati	1,744	0.82%	Navajo	8	0.00%	Yombe	4	0.00%
Guyanese	4	0.00%	Nepali	381	0.18%	Yoruba	470	0.22%
						Total	211,460	100.00%

SECTION 5: EL STUDENT COUNT BY GRADE AND RACE/ETHNICITY

English Learners are primarily found on grades K-3, with 12 percent of ELs in kindergarten, 13 percent in first grade, 14 percent in second grade, and 14 percent in third grade. All other grades have less than 10 percent of ELs each, with 11th and 12th grade being the lowest at two percent, 10th grade at three percent, and followed by grades seventh-19th with four percent each. By ethnicity, most ELs are Hispanic or Latino at 75 percent. The next biggest group is White at 11 percent, followed by Asian at nine percent, Black or African American at two percent, and American Indian or Alaska Native at one percent. Two or More Races and Native Hawaiian or Other Pacific Island make up less than one percent each.

Table 5. Number of English Learners by grade level and race/ethnicity: SY 2016-17

Grade Level	Race/Ethnicity															
	Hispanic or Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Island		White		Two or More Races		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	13,710	6.5%	99	0.0%	2,099	1.0%	519	0.2%	34	0.0%	2,234	1.1%	216	0.1%	18,911	8.9%
KG	18,426	8.7%	256	0.1%	3,076	1.5%	483	0.2%	34	0.0%	3,515	1.7%	445	0.2%	26,235	12.4%
1	19,520	9.2%	435	0.2%	2,781	1.3%	487	0.2%	25	0.0%	3,436	1.6%	216	0.1%	26,900	12.7%
2	21,952	10.4%	459	0.2%	2,669	1.3%	557	0.3%	27	0.0%	3,455	1.6%	207	0.1%	29,326	13.9%
3	22,741	10.8%	651	0.3%	2,494	1.2%	554	0.3%	33	0.0%	3,570	1.7%	221	0.1%	30,264	14.3%
4	13,910	6.6%	358	0.2%	1,016	0.5%	333	0.2%	23	0.0%	1,458	0.7%	101	0.0%	17,199	8.1%
5	8,841	4.2%	210	0.1%	675	0.3%	258	0.1%	16	0.0%	910	0.4%	55	0.0%	10,965	5.2%
6	7,584	3.6%	131	0.1%	623	0.3%	242	0.1%	10	0.0%	813	0.4%	62	0.0%	9,465	4.5%
7	6,851	3.2%	74	0.0%	669	0.3%	239	0.1%	14	0.0%	664	0.3%	46	0.0%	8,557	4.0%
8	6,254	3.0%	46	0.0%	597	0.3%	228	0.1%	8	0.0%	742	0.4%	35	0.0%	7,910	3.7%
9	7,273	3.4%	78	0.0%	790	0.4%	320	0.2%	21	0.0%	816	0.4%	57	0.0%	9,355	4.4%
10	5,695	2.7%	57	0.0%	581	0.3%	268	0.1%	17	0.0%	560	0.3%	37	0.0%	7,215	3.4%
11	3,749	1.8%	30	0.0%	455	0.2%	193	0.1%	8	0.0%	493	0.2%	26	0.0%	4,954	2.3%
12	2,997	1.4%	30	0.0%	475	0.2%	206	0.1%	6	0.0%	474	0.2%	22	0.0%	4,210	2.0%
Total	159,503	75.4%	2,914	1.4%	19,000	9.0%	4,887	2.3%	276	0.1%	23,140	10.9%	1,746	0.8%	211,466	100.0%

SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 44,346 students who are English Learners with Individualized Education Programs (IEPs), which is about 21 percent of all ELs. Most ELs with IEPs are in grades 1-4; that correlates with most ELs without IEPs falling in the same grade range. There is a slight decrease in ELs with IEPs from prekindergarten to kindergarten and again from grade ranges 1-4 to 5-8, and later from 5-8 to 9-12. This decrease may in part be due to the number of ELs that exit services.

Table 6. Number of EL students by grade cluster and IEP status: SY 2016-17

Grade Cluster	English Learners			
	No IEP	%	With IEP	%
Pre-Kindergarten	13,787	8.2%	5,124	11.6%
Kindergarten	22,554	13.5%	3,681	8.3%
Grade 1-4	87,616	52.4%	16,073	36.2%
Grade 5-8	24,469	14.6%	12,428	28.0%
Grade 9-12	18,694	11.2%	7,040	15.9%
Total	167,120	100%	44,346	100%

SECTION 7: EL STUDENT COUNT BY INSTRUCTIONAL DESIGN

English Learners in Illinois are placed into one of six instructional designs. Transitional bilingual programs (TBE classrooms) make up about 26 percent of all instructional designs used. Transitional programs in English (ESL classrooms) make up about 18 percent and dual language programs make up 10 percent. The most common instructional design used was a Transitional Program in English in a collaborative setting with 14 percent of all ELs. That instructional design was followed by a TBE program through collaborative teaching by a bilingual teacher and a non-Bilingual endorsed teacher, with just under 14 percent. Self-contained classrooms where a single Bilingual- or ESL-endorsed teacher provides supports to ELs during the entire class day make up 16 percent.

Table 7. Number and percentage of EL students enrolled in an EL instructional design: SY 2016-17

EL Instructional Design		EL Program Totals
Dual language-Two Way (01)	#	8,138
	%	3.8%
Dual language-One way (02)	#	13,309
	%	6.3%
Transitional Bilingual Program - Self Contained (03)	#	25,868
	%	12.2%
Transitional Bilingual Program - Collaboration (04)	#	28,843
	%	13.6%
Transitional Program in English - Self-Contained (05)	#	8,584
	%	4.1%
Transitional Program in English - Collaboration (06)	#	29,678
	%	14.0%
None of the Above (00)	#	87,837
	%	41.5%
Missing Program Type	#	151
	%	0.1%
Enrollment not found in SIS	#	9058
	%	4.3%
Total	#	211,466
	%	100%

Data source: Submitted by districts on IWAS.

SECTION 8: EL STUDENT PERFORMANCE ON ACCESS

The ACCESS for ELLs published by WIDA is the English language proficiency assessment used in Illinois. English Learners are required to take the ACCESS on an annual basis. The ACCESS is composed of four domains: reading, writing, listening, and speaking. The scores of each domain are combined to form an overall composite proficiency level (OCPL) for each student. The OCPL ranges from 1.0 to 6.0 with 0.1 increments. Students who attain an OCPL of 4.8 or above are reclassified as former ELs and are no longer required to take the ACCESS in future years. About 35 percent of ELs scored between a 3.0-3.9 OCPL. Three and a half percent of all ELs tested met the reclassification criteria of 4.8 OCPL or higher on ACCESS. Just over two percent of ELs attained an OCPL of 5.0 or higher.

Table 8. Number and percentage of EL students by overall composite proficiency level on the ACCESS for ELLs® and grade cluster: SY 2016-17

Composite Proficiency Level	Grade Level Cluster												Total	
	Pre-K		KG		Grades 1-2		Grades 3-5		Grades 6-8		Grades 9-12			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.0-1.9	0	0.00%	15,098	7.1%	4,525	2.1%	2,339	1.1%	2,007	0.9%	2,034	1.0%	26,003	12.3%
2.0-2.9	0	0.00%	4,407	2.1%	14,603	6.9%	7,506	3.5%	6,161	2.9%	4,894	2.3%	37,571	17.8%
3.0-3.9	-	-	3,431	1.6%	25,139	11.9%	24,357	11.5%	10,628	5.0%	10,182	4.8%	73,737	34.9%
4.0-4.9	-	-	2,280	1.1%	8,446	4.0%	18,983	9.0%	4,807	2.3%	3,620	1.7%	38,136	18.0%
5.0-5.9	-	-	211	0.1%	864	0.4%	2,115	1.0%	290	0.1%	333	0.2%	3,813	1.8%
6	-	-	38	0.0%	154	0.1%	279	0.1%	65	0.0%	399	0.2%	935	0.4%
Null*	18,911	8.9%	770	0.4%	2,495	1.2%	2,849	1.3%	1,974	0.9%	4,272	2.0%	31,271	14.8%
Total	18,911	9%	26,235	12%	56,226	27%	58,428	28%	25,932	12%	25,734	12%	211,466	100%
4.8 or above	-	-	447	0.2%	1,571	0.7%	3,884	1.8%	583	0.3%	937	0.4%	7,422	3.5%

*Null includes ELs with Alt. ACCESS, not tested, and missing ACCESS scores.

SECTION 9: EL STUDENT PERFORMANCE ON STATE ELA AND MATH ASSESSMENTS

English Learners are required to participate in the state academic assessments. The state English language arts (ELA) and math assessments are offered in grades 3-8 (PARCC) and 11 (SAT). A total of 7,803 ELs met or exceeded standards on the ELA assessment and 10,394 ELs met or exceeded standards on the math assessment.

Table 9. Chart 1. Comparison of performance of EL students with non-EL students on the 2017 PARCC and SAT (ELA) by grade level: SY 2016-17

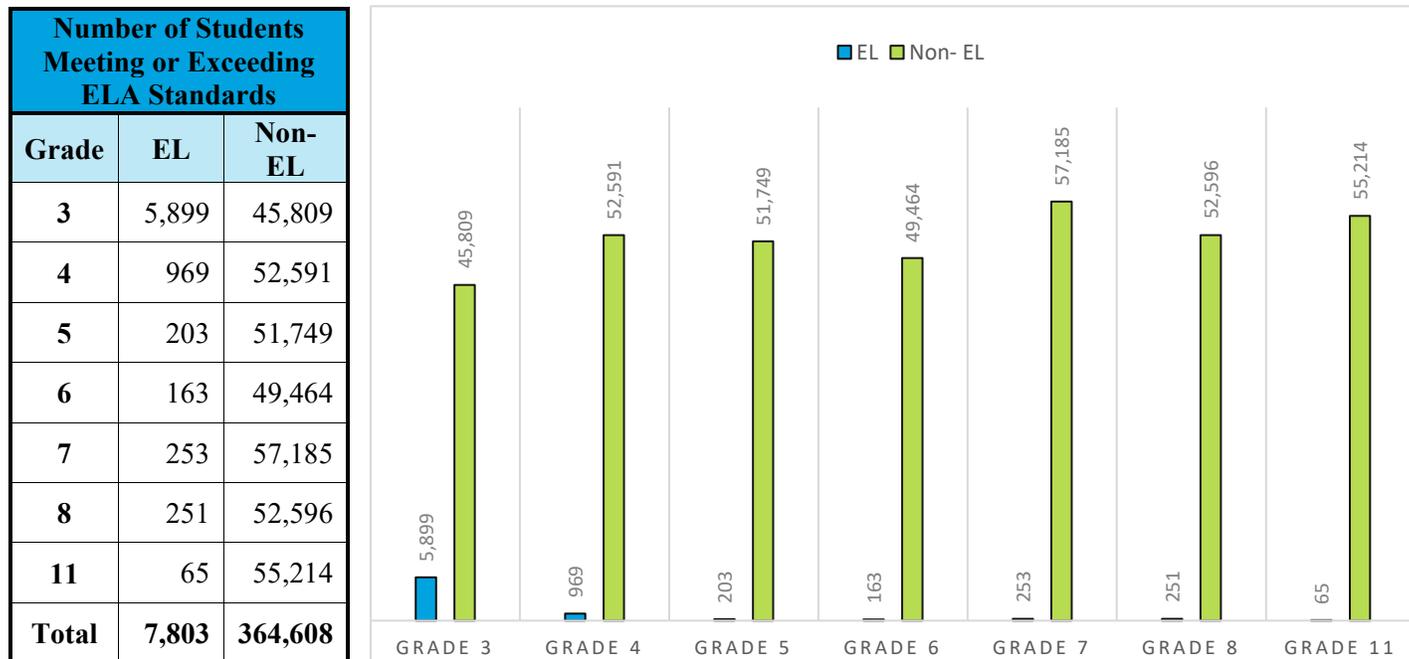


Chart 1 Students Meeting or Exceeding ELA Standards --- *11th grade counts are for SAT

Table 10. Chart 2. Comparison of performance of EL students with non-EL students on the 2017 PARCC and SAT (mathematics) by grade level: SY 2016-17

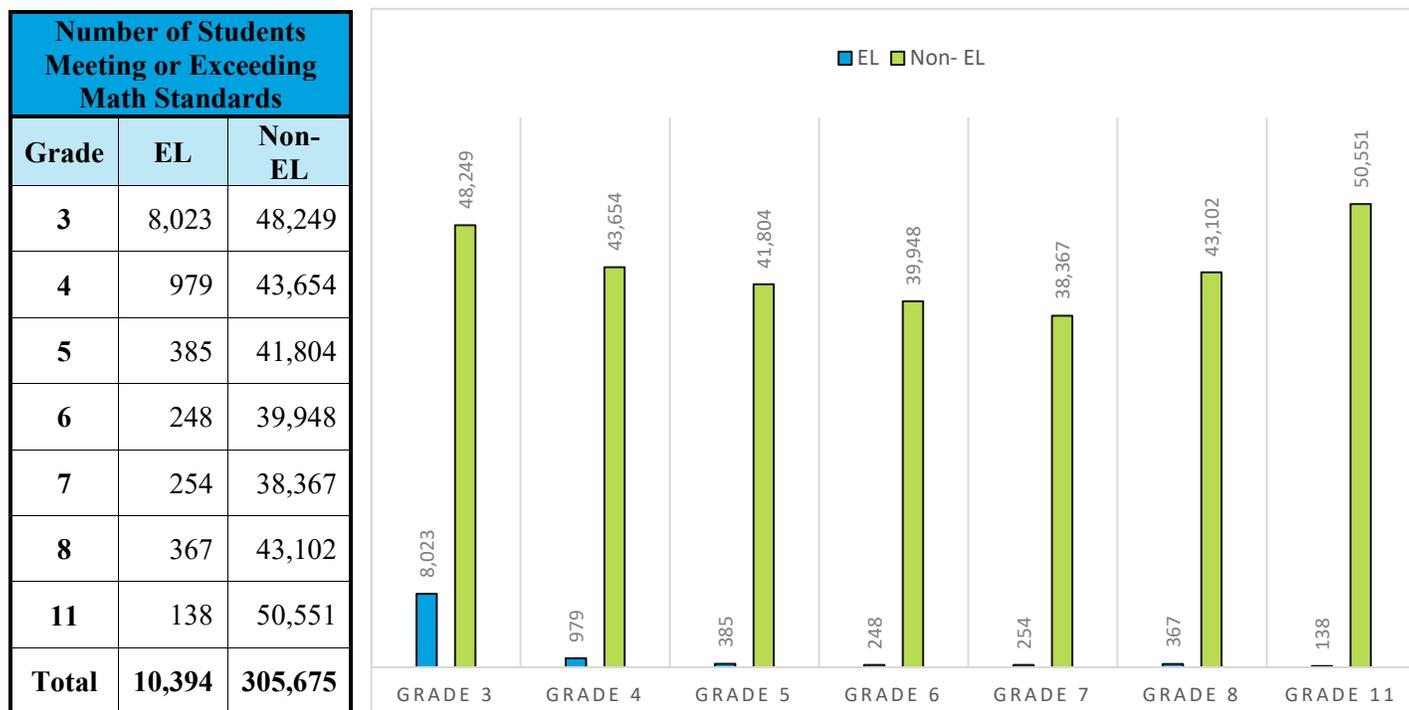


Chart 2 Students Meeting or Exceeding Math Standards --- *11th grade counts are for SAT