

**Illinois  
State Board of  
Education**

# **English Learners in Illinois SY 2015-16 Statistical Report**

**Multilingual Department  
Data Strategies and Analytics Department**

**July 2019**

# Table of Contents

<b>Background</b> .....	3
English Learners	
Program Options	
Sources of Data	
<b>Bilingual Education Programs in Illinois</b> .....	4
EL Enrollment per Type of Program .....	4
Endorsements of Teachers Serving ELs .....	5
<b>English Learners in Illinois</b> .....	6
EL Student Enrollment by County .....	6
EL Student Count by Language .....	7
EL Student Count by Grade and Race/Ethnicity .....	8
EL Students with IEPs .....	9
EL Student Count by Instructional Design .....	10
EL Student Performance on ACCESS .....	11
EL Student Performance on State ELA and Math Assessments .....	12

# 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 2015-16 Student Information System Enrollment, EL Record Data, and the Bilingual Education Program Delivery Report.

## BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

### SECTION 1: SY 2015-16 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 185,447 EL students enrolled in SY 2015-16. A total of 520 school districts implemented a TBE program of instruction for 125,354 ELs. A TPI was implemented in 429 school districts serving 33,545 ELs. Parent refusals were documented for 11,502 students in 262 districts. Other/alternative EL programs (primarily dual language programs) were implemented in 193 districts for 1,158 students.

**Table 1. Number and percentage of districts and EL enrollment per type of program: SY 2015-16**

<b>Program</b>	<b>Districts Count</b>	<b>%</b>	<b>EL Enrollment</b>	<b>%</b>
<b>TBE Full Time</b>	249	13.8%	89,751	48.4%
<b>TBE Part Time</b>	271	15.0%	35,603	19.2%
<b>TPI</b>	429	23.8%	33,545	18.1%
<b>Other/Alternative</b>	193	10.7%	1,158	0.6%
<b>Parental Refusal</b>	262	14.5%	11,502	6.2%
<b>Unknown</b>	400	22.2%	13,888	7.5%
<b>Total</b>	<b>1,804</b>	<b>100%</b>	<b>185,447</b>	<b>100%</b>
<b>Each district may offer multiple programs.</b>				

## 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 6,972 teachers who hold a Bilingual endorsement, of which 6,467 hold the endorsement in Spanish. Additionally, 15,578 teachers hold an ESL endorsement/approval, 2,685 educators hold an ELS-TBE, and 127 educators hold an ELS-VIT. In total, educators in Illinois hold 36,165 endorsements or approvals to service ELs, 34,272 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 2015-16**

Endorsement/Approval	All Teachers		Teachers in Title III-Funded Districts	
	#	%	#	%
<b>Bilingual Endorsement (all languages)</b>	6,972	19.3%	6,731	19.6%
<b>Bilingual Endorsement - Spanish</b>	6,467	17.9%	6,249	18.2%
<b>Both ESL and Bilingual Endorsements</b>	4,336	12.0%	4,190	12.2%
<b>ESL Endorsement</b>	15,578	43.1%	14,390	42.0%
<b>Educator License with Stipulations - Transitional Bilingual Educator</b>	2,685	7.4%	2,586	7.5%
<b>Educator License with Stipulations - Visitor International Teacher</b>	127	0.4%	126	0.4%
<b>Total</b>	<b>36,165</b>	<b>100.00%</b>	<b>34,272</b>	<b>100.00%</b>
<b>Totals include double counts of teachers with both ESL and Bilingual endorsements.</b> <b>Other endorsements include, but are not limited to, Elementary, High School, and Special Education endorsements.</b>				

## ENGLISH LEARNERS IN ILLINOIS

### SECTION 3: EL STUDENT ENROLLEMENT BY COUNTY

Thirty-two percent of the 185,447 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 another 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-three counties in Illinois have 20 or fewer ELs.

**Table 3. Number and percentage of EL students by county: SY 2015-16**

County Name	#	%	County Name	#	%
Adams	18	0.01%	Lawrence	7	0.00%
Alexander	4	0.00%	Lee	38	0.02%
Bond	4	0.00%	Livingston	20	0.01%
Boone	1,081	0.58%	Logan	8	0.00%
Bureau	195	0.11%	Macon	137	0.07%
Carroll	15	0.01%	Macoupin	5	0.00%
Cass	481	0.26%	Madison	723	0.39%
Champaign	1,655	0.89%	Marion	7	0.00%
Christian	4	0.00%	Mason	4	0.00%
City of Chicago	59,556	32.12%	McDonough	56	0.03%
Clark	8	0.00%	McHenry	3,181	1.72%
Clay	6	0.00%	McLean	816	0.44%
Clinton	57	0.03%	Monroe	2	0.00%
Coles	8	0.00%	Montgomery	4	0.00%
Cook	46,727	25.20%	Morgan	98	0.05%
DeKalb	925	0.50%	Moultrie	1	0.00%
Dept Of Corrections	3	0.00%	Ogle	448	0.24%
DeWitt	17	0.01%	Peoria	843	0.45%
Douglas	100	0.05%	Perry	2	0.00%
DuPage	14,324	7.72%	Piatt	6	0.00%
Edgar	1	0.00%	Pike	4	0.00%
Edwards	4	0.00%	Putnam	12	0.01%
Effingham	27	0.01%	Randolph	23	0.01%
Fayette	1	0.00%	Richland	9	0.00%
Ford	22	0.01%	Rock Island	1,951	1.05%
Franklin	12	0.01%	Saint Clair	199	0.11%
Fulton	9	0.00%	Saline	1	0.00%
Gallatin	4	0.00%	Sangamon	308	0.17%
Grundy	236	0.13%	Schuyler	36	0.02%
Hamilton	1	0.00%	Stark	7	0.00%
Hancock	16	0.01%	Stephenson	155	0.08%
Henderson	2	0.00%	Tazewell	73	0.04%
Henry	113	0.06%	Union	64	0.03%
Iroquois	77	0.04%	Vermilion	194	0.10%
Jackson	363	0.20%	Wabash	3	0.00%
Jasper	1	0.00%	Warren	307	0.17%
Jefferson	47	0.03%	Washington	4	0.00%
Jersey	3	0.00%	Wayne	1	0.00%
Jo Daviess	61	0.03%	White	8	0.00%
Johnson	7	0.00%	Whiteside	192	0.10%
Kane	20,217	10.90%	Will	7,034	3.79%
Kankakee	947	0.51%	Williamson	30	0.02%
Kendall	1,333	0.72%	Winnebago	3,771	2.03%
Knox	159	0.09%	Woodford	8	0.00%
La Salle	694	0.37%			
Lake	15,102	8.14%			
			<b>Total</b>	<b>185,447</b>	<b>100.00%</b>

## SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 156 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 79 percent. It is followed by Arabic and Polish at three percent each, Urdu at one-and-a-half percent, and Pilipino (Tagalog) and Gujarati at one percent each. Sixty-nine 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 2015-16**

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	54	0.03%	Guyanese	5	0.00%	Navajo	5	0.00%
Akan (Fante/Asante/Twi)	101	0.05%	Hainanese (Chinese)	1	0.00%	Nepali	358	0.19%
Albanian/Gheg(Kosovo/Macedon)	224	0.12%	Haitian-Creole	121	0.07%	Norwegian	10	0.01%
Albanian/Tosk (Albania)	260	0.14%	Hakka (Chinese)	15	0.01%	Oriya	14	0.01%
Amazigh	1	0.00%	Hausa	25	0.01%	Orri (Oring)	1	0.00%
American Sign Language	8	0.00%	Hawaiian	5	0.00%	Other	787	0.42%
Amharic	169	0.09%	Hebrew	61	0.03%	Oulof (Wolof)	21	0.01%
Apache	2	0.00%	Hindi	762	0.41%	Pampangan	6	0.00%
Arabic	6,208	3.35%	Hmong	14	0.01%	Panjabi (Punjabi)	220	0.12%
Armenian	37	0.02%	Hopi	2	0.00%	Pashto (Pushto)	53	0.03%
Assamese	1	0.00%	Hungarian	34	0.02%	Pilipino (Tagalog)	1,543	0.83%
Assyrian (Syriac/Aramaic)	729	0.39%	Ibo/Igbo	131	0.07%	Polish	5,338	2.88%
Bagheli	12	0.01%	Icelandic	3	0.00%	Portuguese	194	0.10%
Balinese	3	0.00%	Ilocano	11	0.01%	Pueblo	1	0.00%
Bambara	2	0.00%	Ilonggo (Hiligaynon)	30	0.02%	Romanian	489	0.26%
Bemba	9	0.00%	Indonesian	43	0.02%	Romany (Gypsy)	2	0.00%
Bengali	144	0.08%	Italian	189	0.10%	Russian	1,110	0.60%
Bisaya (Malaysia)	21	0.01%	Jamaican	31	0.02%	Samoan	2	0.00%
Bosnian	342	0.18%	Japanese	541	0.29%	Serbian	348	0.19%
Bulgarian	497	0.27%	Kanjobal	61	0.03%	Shanghai (Chinese)	27	0.01%
Burmese	460	0.25%	Kannada (Kanarese)	63	0.03%	Shona	6	0.00%
Cambodian (Khmer)	118	0.06%	Kanuri	4	0.00%	Sindhi	8	0.00%
Cantonese (Chinese)	948	0.51%	Karen (S'gaw)	247	0.13%	Sinhalese	16	0.01%
Cebuano (Visayan)	77	0.04%	Kashi (Uyghur)	2	0.00%	Slovak	54	0.03%
Chaldean	9	0.00%	Kashmiri	2	0.00%	Slovenian	7	0.00%
Chamorro	1	0.00%	Kikamba (Kamba)	5	0.00%	Somali	181	0.10%
Chaochow/Teochiu (Chinese)	33	0.02%	Kinyarwanda	5	0.00%	Sotho	2	0.00%
Chechen	1	0.00%	Kirundi (Rundi)	98	0.05%	Sourashtra (Saurashtra)	14	0.01%
Cherokee	3	0.00%	Konkani	14	0.01%	Spanish	147,320	79.44%
Chichewa (Nyanja)	6	0.00%	Korean	764	0.41%	Swahili	241	0.13%
Chin (Haka)	143	0.08%	Krahn(Liberia/Cote 'de Ivoir)	6	0.00%	Swedish	39	0.02%
Chippewa/ Ojibawa/ Ottawa	1	0.00%	Krio	12	0.01%	Taiwanese/Formosan/Min Nan	23	0.01%
Chuj	5	0.00%	Kurdish	25	0.01%	Tamil	459	0.25%
Croatian	46	0.02%	Lao	202	0.11%	Telugu (Telegu)	838	0.45%
Czech	150	0.08%	Latvian	9	0.00%	Thai	126	0.07%
Danish	21	0.01%	Lingala	72	0.04%	Tibetan	5	0.00%
Dinlea (Turkish)	3	0.00%	Lithuanian	434	0.23%	Tigrinya (Tigrigna)	60	0.03%
Dutch/Flemish	35	0.02%	Luganda	26	0.01%	Tongan	50	0.03%
Efik	2	0.00%	Luo	3	0.00%	Tuluau	4	0.00%
Estonian	7	0.00%	Maay or Mai Mai	13	0.01%	Turkish	186	0.10%
Ewe	136	0.07%	Macedonian	72	0.04%	Turkmen	1	0.00%
Farsi (Persian)	220	0.12%	Malay	81	0.04%	Ukrainian	673	0.36%
Finnish	5	0.00%	Malayalam	433	0.23%	Urdu	2,617	1.41%
French	1,060	0.57%	Mandarin (Chinese)	1,196	0.64%	Uzbek	78	0.04%
Fukien/Hokkien (Chinese)	18	0.01%	Mandingo (Mandinka)	10	0.01%	Vietnamese	1,046	0.56%
Ga	19	0.01%	Marathi	132	0.07%	Welsh	1	0.00%
Gaelic (Scottish)	1	0.00%	Menominee	2	0.00%	Yombe	4	0.00%
German	134	0.07%	Mien (Yao)	1	0.00%	Yoruba	320	0.17%
Greek	277	0.15%	Mina (Geser-Goram)	40	0.00%			
Gujarati	1,454	0.78%	Mongolian	264	0.14%	<b>Total</b>	<b>185,447</b>	<b>100.00%</b>

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

English Learners are primarily found on grades Pre-K-3, with 10 percent of ELs in Pre-K, 14 percent of ELs in kindergarten, 16 percent in first grade, 17 percent in second grade, and 10 percent in third grade. All other grades have less than ten percent of ELs each, with 12th grade being the lowest at less than two percent. By ethnicity, most ELs are Hispanic or Latino at 77 percent. The next biggest group is White at 11 percent, followed by Asian at eight 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 2015-16**

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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>PK</b>	13,593	7.3%	83	0.0%	1,895	1.0%	421	0.2%	33	0.0%	2,222	1.2%	198	0.1%	<b>18,445</b>	<b>9.9%</b>
<b>KG</b>	18,855	10.2%	417	0.2%	2,596	1.4%	437	0.2%	21	0.0%	3,176	1.7%	216	0.1%	<b>25,718</b>	<b>13.9%</b>
<b>1</b>	21,834	11.8%	494	0.3%	2,710	1.5%	531	0.3%	28	0.0%	3,572	1.9%	218	0.1%	<b>29,387</b>	<b>15.8%</b>
<b>2</b>	22,916	12.4%	674	0.4%	2,767	1.5%	524	0.3%	37	0.0%	3,929	2.1%	245	0.1%	<b>31,092</b>	<b>16.8%</b>
<b>3</b>	14,354	7.7%	400	0.2%	1,014	0.5%	325	0.2%	21	0.0%	1,521	0.8%	109	0.1%	<b>17,744</b>	<b>9.6%</b>
<b>4</b>	8,927	4.8%	213	0.1%	565	0.3%	202	0.1%	13	0.0%	852	0.5%	50	0.0%	<b>10,822</b>	<b>5.8%</b>
<b>5</b>	7,417	4.0%	125	0.1%	521	0.3%	197	0.1%	10	0.0%	717	0.4%	57	0.0%	<b>9,044</b>	<b>4.9%</b>
<b>6</b>	6,669	3.6%	67	0.0%	563	0.3%	202	0.1%	11	0.0%	576	0.3%	42	0.0%	<b>8,130</b>	<b>4.4%</b>
<b>7</b>	6,095	3.3%	64	0.0%	540	0.3%	190	0.1%	5	0.0%	620	0.3%	34	0.0%	<b>7,548</b>	<b>4.1%</b>
<b>8</b>	6,112	3.3%	53	0.0%	570	0.3%	208	0.1%	11	0.0%	608	0.3%	38	0.0%	<b>7,600</b>	<b>4.1%</b>
<b>9</b>	6,052	3.3%	39	0.0%	490	0.3%	242	0.1%	23	0.0%	482	0.3%	38	0.0%	<b>7,366</b>	<b>4.0%</b>
<b>10</b>	4,189	2.3%	19	0.0%	400	0.2%	188	0.1%	8	0.0%	462	0.2%	25	0.0%	<b>5,291</b>	<b>2.9%</b>
<b>11</b>	2,880	1.6%	20	0.0%	401	0.2%	155	0.1%	5	0.0%	404	0.2%	10	0.0%	<b>3,875</b>	<b>2.1%</b>
<b>12</b>	2,405	1.3%	16	0.0%	423	0.2%	129	0.1%	11	0.0%	385	0.2%	16	0.0%	<b>3,385</b>	<b>1.8%</b>
<b>Total</b>	<b>142,298</b>	<b>76.7%</b>	<b>2,684</b>	<b>1.4%</b>	<b>15,455</b>	<b>8.3%</b>	<b>3,951</b>	<b>2.1%</b>	<b>237</b>	<b>0.1%</b>	<b>19,526</b>	<b>10.5%</b>	<b>1,296</b>	<b>0.7%</b>	<b>185,447</b>	<b>100.0%</b>



## 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 2015-16**

Grade Cluster	English Learners			
	No IEP	%	With IEP	%
Pre-Kindergarten	13,464	9.5%	4,981	11.5%
Kindergarten	22,090	15.5%	3,628	8.4%
Grade 1-4	73,570	51.7%	15,475	35.8%
Grade 5-8	20,469	14.4%	11,853	27.4%
Grade 9-12	12,636	8.9%	7,281	16.8%
<b>Total</b>	<b>142,229</b>	<b>100%</b>	<b>43,218</b>	<b>100%</b>

## SECTION 7: EL STUDENT COUNT BY INSTRUCTIONAL DESIGN

There are twelve types of program models for English Learners in Illinois to be enrolled in. It should be noted that this data contains duplicate counts, as ELs can be enrolled in multiple programs. Transitional bilingual programs (TBE classrooms) make up about 30 percent of the enrollment total. This is followed by Content Based ELS at nearly 20 percent, and Self-Contained programs at 14 percent. Other common program models this school year were Pull-Out Individual Support and Structured English Immersion at 10 percent each and Sheltered English Instruction at seven percent.

**Table 7. Number and percentage of EL students enrolled in an EL instructional design: SY 2015-16**

EL Program Model		EL Program Totals
Developing Bilingual	#	11,967
	%	3.8%
Sheltered English Instruction	#	22,964
	%	7.3%
Content Based ELS	#	61,277
	%	19.5%
Structured English Immersion	#	30,593
	%	9.7%
Pull-Out ESL	#	0
	%	0.0%
Inclusionary Support	#	0
	%	0.0%
Pull-Out Individual Support	#	32,313
	%	10.3%
Self-Contained	#	44,218
	%	14.0%
Content Area Tutor	#	0
	%	0.0%
Transitional Bilingual	#	93,958
	%	29.9%
Heritage Language	#	0
	%	0.0%
Two Way Immersion	#	7,328
	%	2.3%
Enrollment not found in SIS	#	10,045
	%	3.2%
Total	#	<b>314,663</b>
	%	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 26 percent of ELs scored between a 3.0-3.9 OCPL. Fifteen percent of all ELs tested met the reclassification criteria of 4.8 OCPL or higher on ACCESS. Sixteen 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 2015-16**

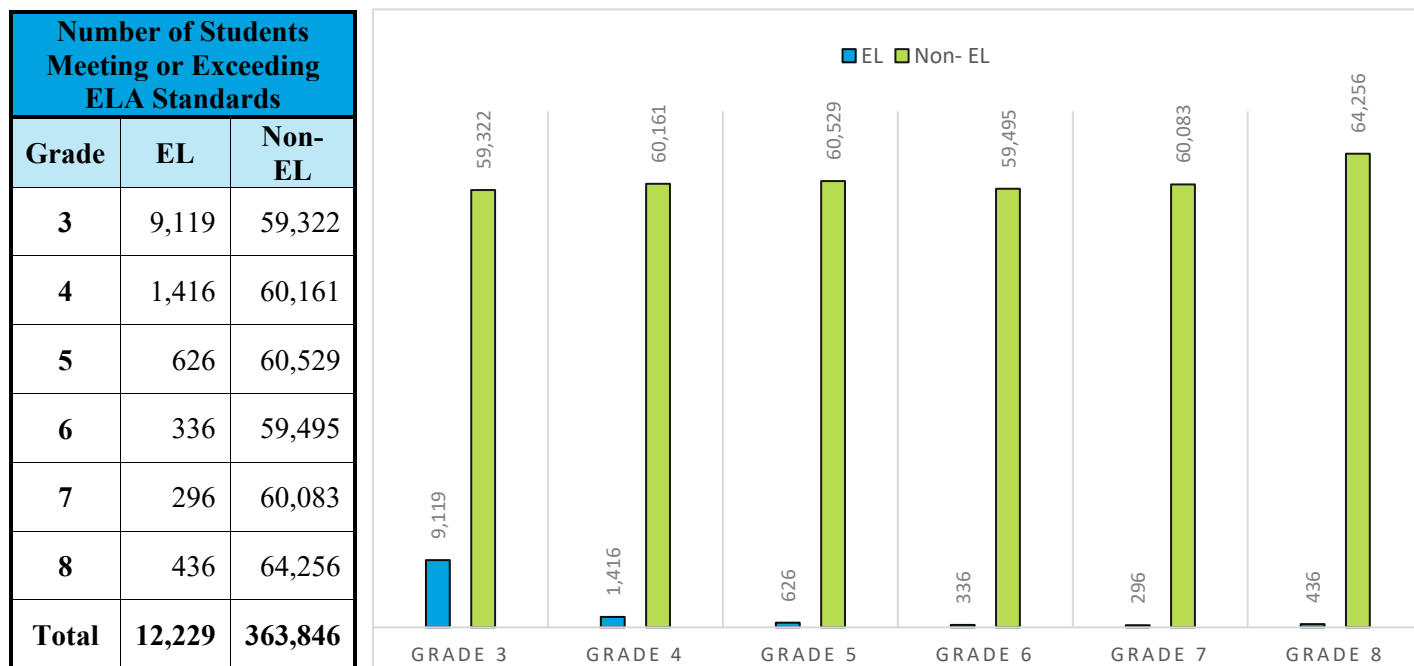
Composite Proficiency Level	Grade Level Cluster												Total	
	Pre-K		KG		Grades 1-2		Grades 3-5		Grades 6-8		Grades 9-12			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>1.0-1.9</b>	4	0.00%	15,287	8.2%	1,945	1.0%	729	0.4%	763	0.4%	904	0.5%	<b>19,632</b>	<b>10.6%</b>
<b>2.0-2.9</b>	0	0.00%	3,785	2.0%	10,628	5.7%	2,977	1.6%	3,260	1.8%	2,828	1.5%	<b>23,478</b>	<b>12.7%</b>
<b>3.0-3.9</b>	-	-	3,252	1.8%	21,193	11.4%	9,424	5.1%	8,935	4.8%	5,900	3.2%	<b>48,704</b>	<b>26.3%</b>
<b>4.0-4.9</b>	-	-	2,264	1.2%	15,607	8.4%	17,670	9.5%	7,110	3.8%	5,746	3.1%	<b>48,397</b>	<b>26.1%</b>
<b>5.0-5.9</b>	-	-	376	0.2%	7,633	4.1%	3,609	1.9%	1,299	0.7%	906	0.5%	<b>13,823</b>	<b>7.5%</b>
<b>6</b>	-	-	31	0.0%	1,461	0.8%	638	0.3%	115	0.1%	295	0.2%	<b>2,540</b>	<b>0.4%</b>
<b>Null*</b>	18,441	0.1%	723	0.4%	2,012	1.1%	2,563	1.4%	1,796	1.0%	3,338	1.8%	<b>28,873</b>	<b>15.6%</b>
<b>Total</b>	<b>18,445</b>	<b>10%</b>	<b>25,718</b>	<b>14%</b>	<b>60,479</b>	<b>33%</b>	<b>37,610</b>	<b>20%</b>	<b>23,278</b>	<b>13%</b>	<b>19,917</b>	<b>11%</b>	<b>185,447</b>	<b>100%</b>
<b>4.8 or above</b>	-	-	<b>932</b>	<b>0.5%</b>	<b>12,106</b>	<b>6.5%</b>	<b>9,650</b>	<b>5.2%</b>	<b>2,794</b>	<b>1.5%</b>	<b>2,667</b>	<b>1.4%</b>	<b>28,149</b>	<b>15.2%</b>

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

## SECTION 9: EL STUDENT PERFORMANCE ON A STATE ELA AND MATH ASSESSMENT

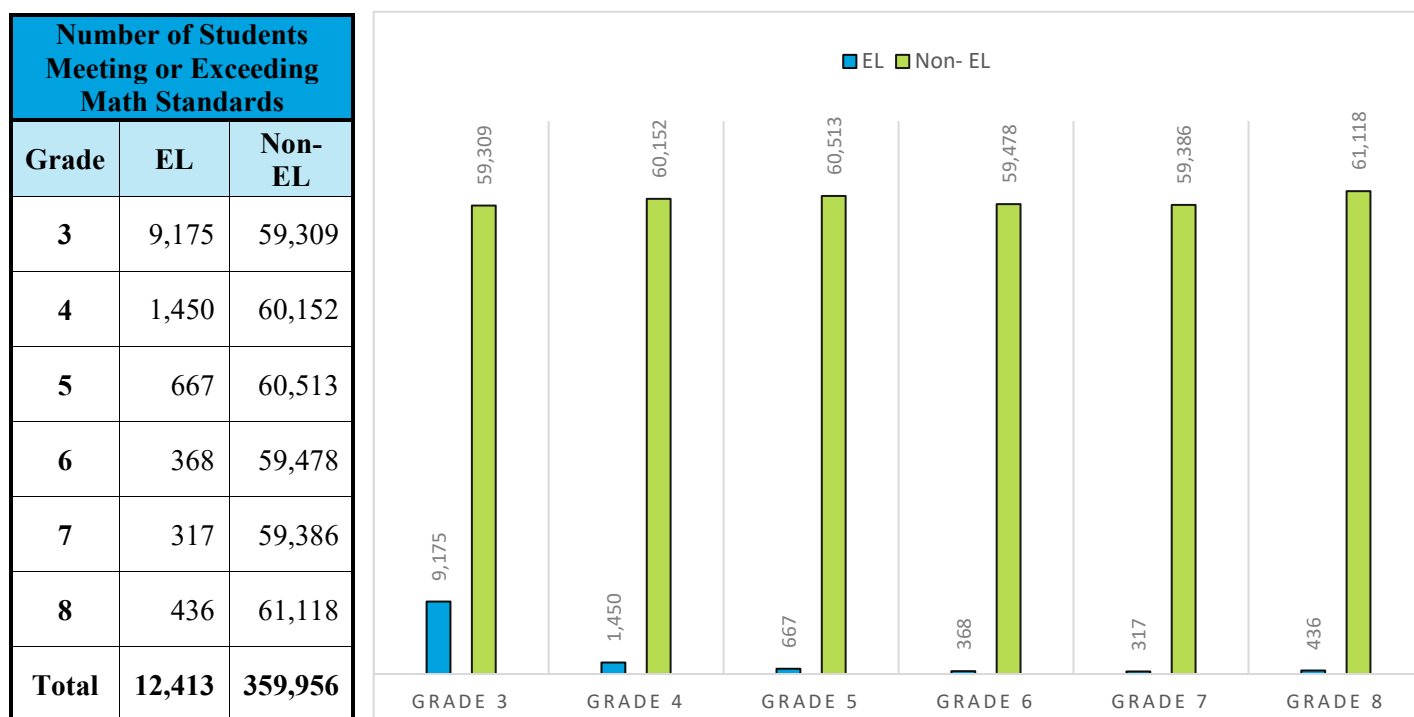
English Learners are required to participate in the state academic assessments. The state English language arts (ELA) and math assessment, PARCC, is offered in grades 3-8. A total of 12,229 ELs met or exceeded standards on the ELA assessment and 12,413 ELs met or exceeded standards on the math assessment.

**Table 9. Chart 1. Comparison of performance of EL students with non-EL students on the 2016 PARCC (ELA) by grade level: SY 2015-16**



*Chart 1 Students Meeting or Exceeding ELA Standards*

**Table 10. Chart 2. Comparison of performance of EL students with non-EL students on the 2016 PARCC (mathematics) by grade level: SY 2015-16**



*Chart 2 Students Meeting or Exceeding Math Standards*