

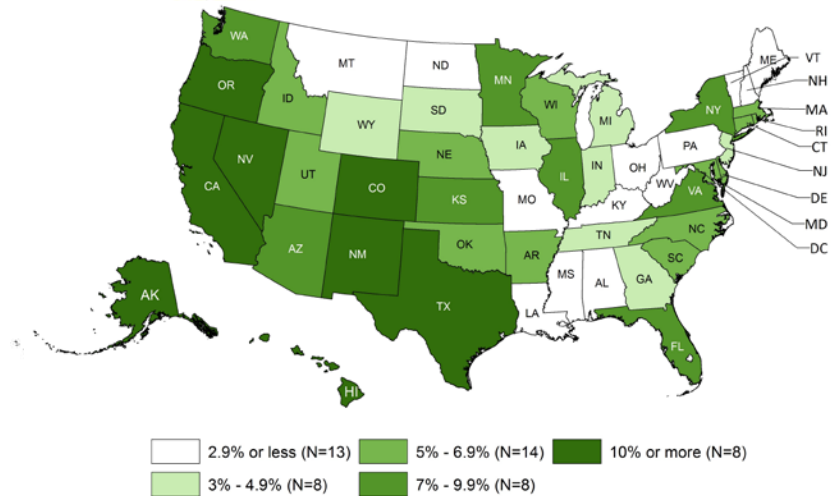


Profiles of English Learners (ELs)

Percentage of Total School Population, Grades Pre-K through 12, Represented by ELs, by State, Including DC: SY 2011-12

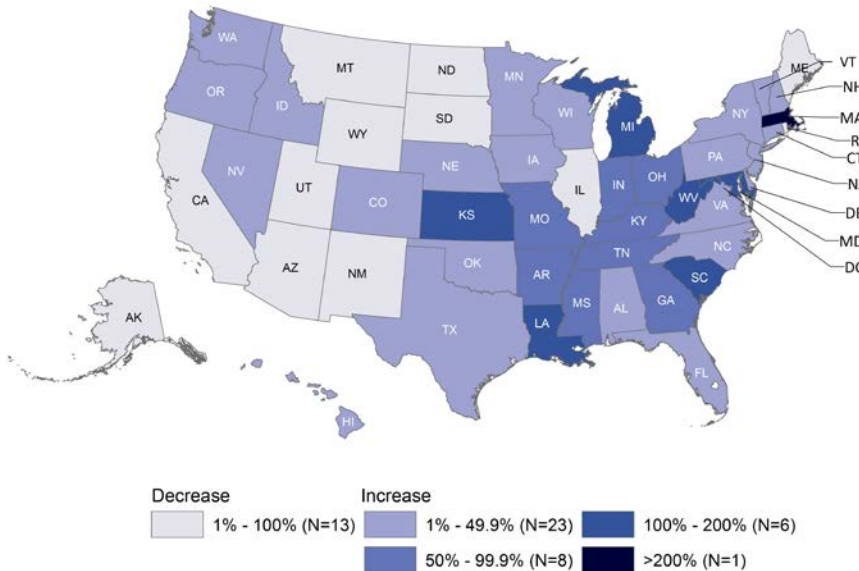
Fact

In SY 2011-12, there were 4,472,563 ELs in the United States, comprising 9 percent of all students nationwide (grades pre-K through 12).



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, Local Education Agency (School District) Universe Survey, 2011-12 v.1a; State Nonfiscal Public Elementary/Secondary Education Survey, 2011-12 v.1a.

Percentage Change in EL Population, by State, Including DC: SYs 2004-05 to 2011-12



Fact

Between SYs 2004-05 and 2011-12, ELs increased by over 100 percent in Kansas, Louisiana, Massachusetts, Maryland, Michigan, South Carolina, and West Virginia.

Source: ED Facts/Consolidated State Performance Reports, 2004-05 to 2011-12. Retrieved from <http://www2.ed.gov/admins/lead/account/consolidated/index.html>

Top Five Languages Spoken by ELs, as Reported in States' Top Five Lists: SY 2011-12

Fact

States annually report the five most common languages spoken by ELs and the number of ELs who speak each of those languages. Spanish was the most commonly reported language, with the greatest total number of EL speakers, in SY 2011-12.

Language	Reported EL Speakers
Spanish	3,562,860
Chinese	88,798
Vietnamese	79,021
Arabic	64,487
Hmong	40,445

Note: Figures reflect the combined number of speakers of a language in states where that language was one of the state's five most common EL languages. Source: ED*Facts*/Consolidated State Performance Report, 2011-12. Retrieved from <http://www2.ed.gov/admins/lead/account/consolidated/index.html>

Fact

In 2012, 57 percent of EL adolescents were U.S.-born. Of these,

- second-generation non-native English speakers (U.S.-born with at least one foreign-born parent) made up 37 percent; and
- third-generation non-native English speakers (U.S.-born with U.S.-born parents) made up 32 percent.

Source: U.S. Census Bureau, American Community Survey, 2012. Estimates generated by NCELA using Census DataFerrett.

Fact

The numbers and performance of long-term English learners (LTELs)—defined as ELs enrolled in U.S. schools for five or more years without exiting EL status—are reflected in these findings:

- In 2010, 40 California school districts reported that 59 percent of secondary school ELs were LTELs, and that 50 percent of kindergarteners may become LTELs.
- In 2013, 13 percent of all ELs in New York City were LTELs, and, in some schools, the percentage of LTELs in any grade ranged from 25 to 50 percent of all ELs.
- In 2009, Colorado reported that LTELs made up 24 percent of its secondary school ELs.
- In 2009, Hispanic LTELs in Chicago Public Schools demonstrated the lowest performance among any LTELs, and LTELs had the worst course performance (i.e., failed the most classes and had lower GPAs on average) of any EL group (e.g., new ELs, recently exited ELs, or never ELs).

Sources: Olsen, L. (2010). *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. Long Beach, CA: Californians Together. New York City Department of Education's Division of Students with Disabilities and English Language Learners. (2013). *Office of English Language Learners 2013 Demographic Report*. New York, NY Gwynne, J., Pareja, A.S., Ehrlich, S.B., Allensworth, E. (May 2012). *What Matters for Staying On-Track and Graduating in Chicago Public Schools, Chicago, IL: A Focus on English Language Learners*. The University of Chicago Consortium on Chicago School Research.



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