



Office of English Language Acquisition

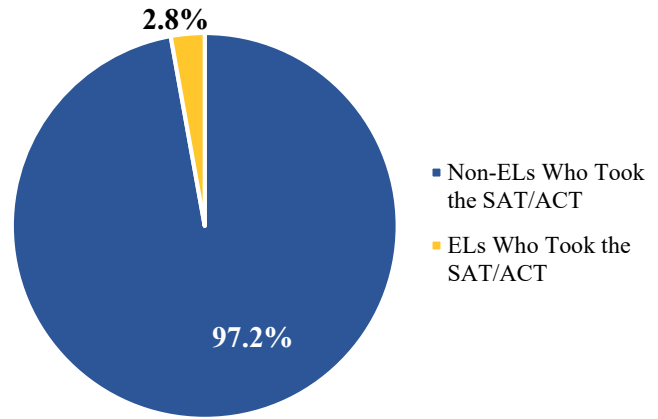
English Learners: College and Career Readiness

Percentage Distribution of High School Students Participating in the SAT or ACT Exams by English Learner Status: 2015–16 School Year¹

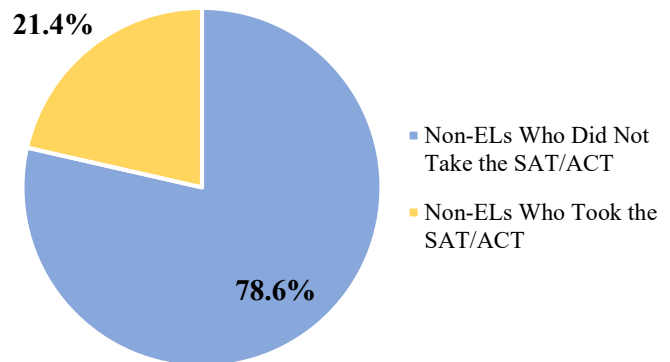
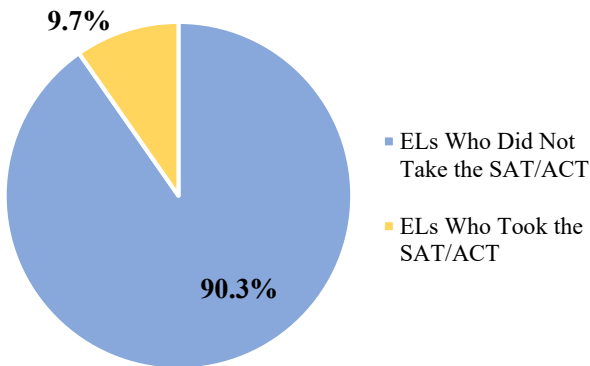
Over **3.3 million** high school students participated in SAT or ACT exams in the 2015–16 school year (SY).

Over **93,000** English learners (ELs) participated in SAT or ACT exams in SY 2015–16.

ELs represented **2.8%** of high school students who participated in SAT or ACT and represented **6%** of all students enrolled in U.S. high schools.



Percentages of High School Students Participating in the SAT or ACT Exams² in SY 2015–16: English Learners and Non-English Learners



Out of the total number of ELs enrolled in U.S. high schools, about 9.7% participated in the SAT or ACT exams in SY 2015–16.

Out of the total number of high school students classified as non-ELs,³ about 21.4% participated in the SAT or ACT exams in SY 2015–16.

SOURCE: U.S. Department of Education, Office for Civil Rights. (2018). Civil Rights Data Collection (CRDC) for the 2015–16 School Year. [Data file.] Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16.html>

NOTE: The CRDC consists of self-reported data from school districts. Any analysis should be considered an estimation with the understanding that submitted data by districts may differ from their actual values due to the occurrence of non-sampling errors.

¹ Author calculation. Percentage high school ELs participating in SAT or ACT exams equals the number of high school ELs participating in SAT or ACT exams divided by the total number of high students participating in SAT or ACT exams times 100.

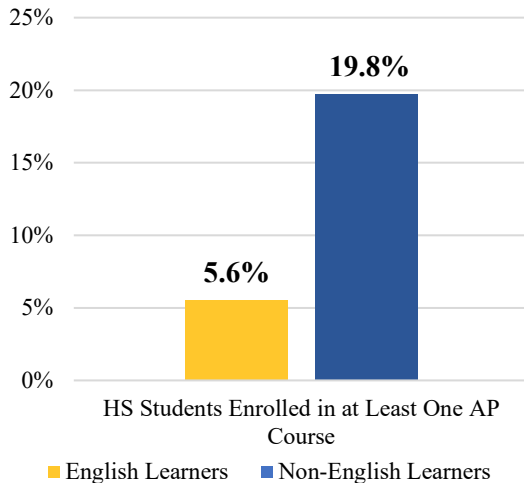
² Author calculation. Percentages of high school students by subgroup participating in the SAT or ACT exams equals the number of high school students by subgroup who participated in SAT or ACT exams divided by the total number of high school students by subgroup times 100.

³ Author calculation. Number of students not classified as ELs equals the total number of high school students minus the number of high school students who were classified as ELs.

Percentages of High School English Learners⁴ Participating in Advanced Placement Courses and Advanced Placement Exams⁵ in SY 2015–16

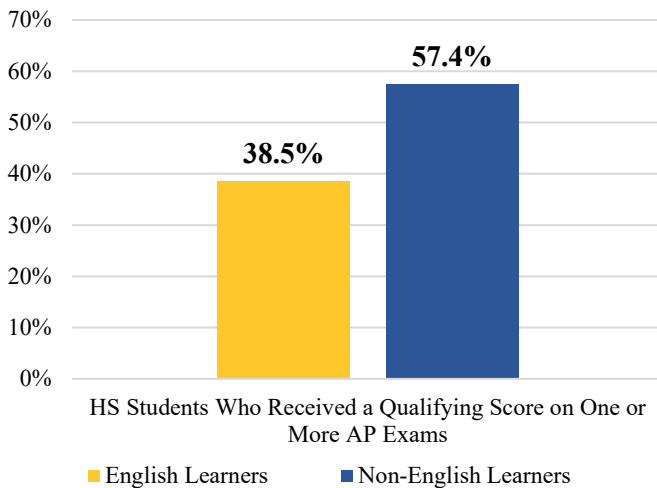
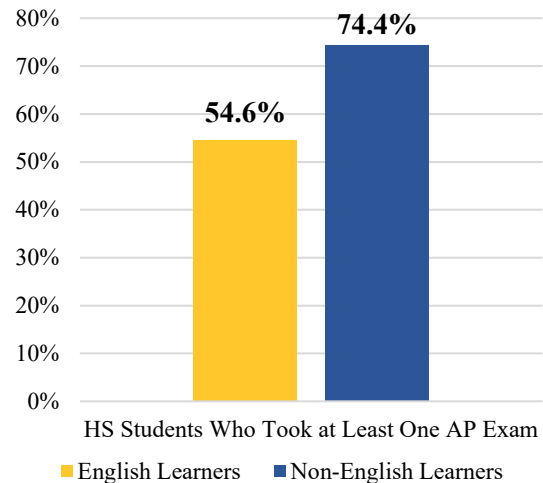
Out of the total number of ELs enrolled in U.S. high schools, about **5.6%** of ELs were enrolled in at least one Advanced Placement (AP) course in SY 2015–16.

Out of the total number of high school students not classified as ELs, about **19.8%** were enrolled in at least one AP course in SY 2015–16.



Out of the total number of ELs who were enrolled in at least one AP course, about **54.6%** of ELs took at least one AP exam in SY 2015–16.

Out of the total number of high school students not classified as ELs who were enrolled in at least one AP course, about **74.4%** took at least one AP exam in SY 2015–16.



Out of the total number of ELs who took at least one AP exam, about **38.5%** received a qualifying score on one or more AP exams in SY 2015–16.

Out of the total number of high school students not classified as ELs who took at least one AP exam, about **57.4%** received a qualifying score on one or more AP exams in SY 2015–16.

SOURCE: U.S. Department of Education, Office for Civil Rights. (2018). Civil Rights Data Collection for the 2015–16 School Year. [Data file] Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-2015-16.html>

⁴ "Limited English proficient" (or "English language learner") is defined in coordination with the state's definition based on Title IX of the Elementary and Secondary Education Act (ESEA). Limited English Proficient (LEP) students are students: (A) who are ages 3 through 21; (B) who are enrolled or preparing to enroll in an elementary school or secondary school; (C) (who are i, ii, or iii) (i) who were not born in the U.S. or whose native languages are languages other than English; (ii) (who are I and II) (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3)[of ESEA, 20 U.S.C. 6311(b)(3)]; or (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Note - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied D-i, D- ii, or D-iii.

⁵ Author Calculations. Percentage of high school students by subgroup enrolled in at least one AP course equals number of students by subgroup enrolled in at least one AP course divided by the total number of students in high school by subgroup times 100. Percentage of high school students by subgroup who took at least one AP exam equals number of students by subgroup enrolled in at least one AP course divided by the number of students by subgroup who took at least one AP exam times 100. Percentage of high school students by subgroup who received a qualifying score on one or more AP exams equals number of students by subgroup who received a qualifying score on one or more AP exams divided by the number of students by subgroup who took at least one AP exam times 100.