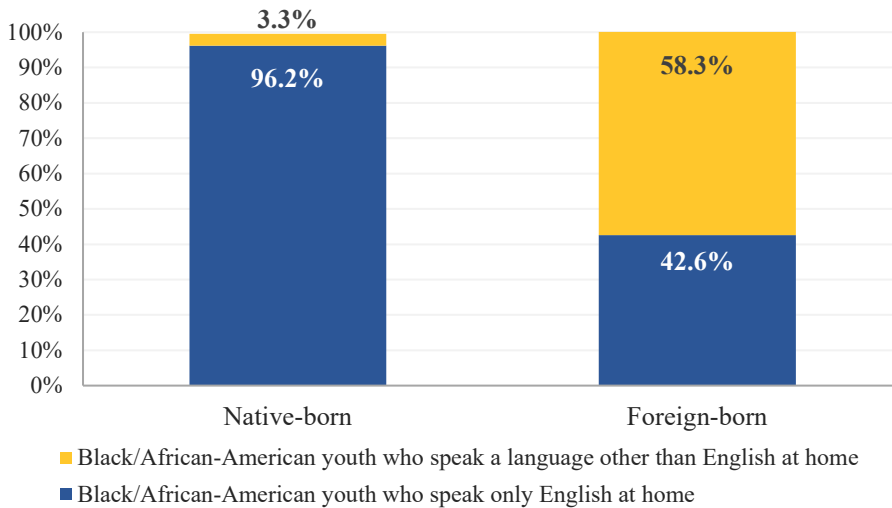




Office of English Language Acquisition

English Learners Who Are Black

Native-born and Foreign-born Black/African American¹ Youth Aged 5–17 Who Speak a Language Other Than English at Home: Year 2016

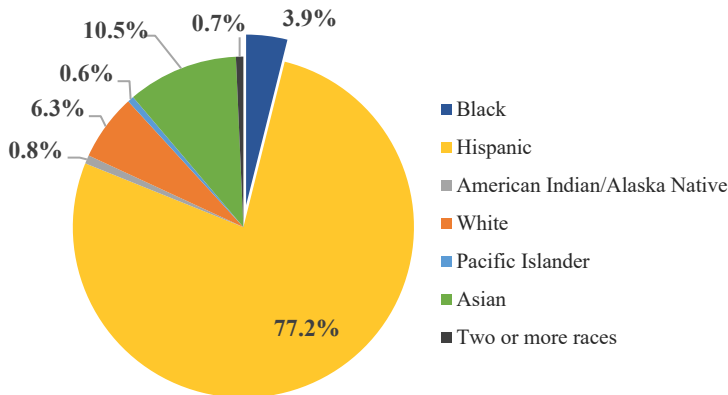


In 2016, approximately 58% of foreign-born Black/African American youth aged 5–17 years old and 3% of native-born Black/African American youth aged 5–17 years old reported speaking a language other than English at home.

Approximately 57% of foreign-born Black/African American youth aged 5–17 years old originated from Latin America.

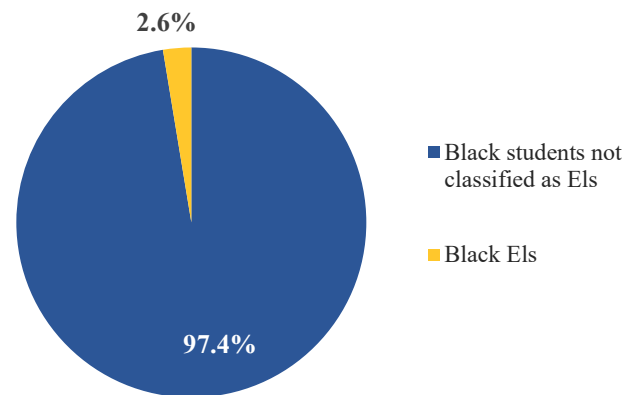
SOURCES: U.S. Census Bureau, American Community Survey (ACS), (2016). Nativity by Language Spoken at Home by Ability to Speak English for the Population Five Years and Over. Retrieved 12/27/2019. U.S. Census Bureau, American Community Survey, (2016). Selected Population Profile in the United States. Retrieved 12/27/2019.

Total Percentages of Public School English Learners in School Year 2016–17, by Race/Ethnicity



Black ELs represented the fourth largest (3.9%) race/ethnicity category of ELs in U.S. public schools in school year (SY) 2016–17.

Percentage of Black English Learners² out of Total Population of Black Students in School Year 2016–17



In the 2016–17 SY, over 7.5 million Black students were enrolled in K–12 public schools in the 50 states and the District of Columbia. Of these, 193,454 (2.6%) were English learners (ELs).

DOCUMENT NOTE: Black ELs discussed in this document were classified as ELs because they meet the *Elementary and Secondary Education Act* definition of an EL and not because they use a dialectic form of English, such as Black English or Ebonics.

SOURCE: U.S. Department of Education, National Center for Education Statistics (NCES), Digest of Education Statistics 2018. Table 204.27: English language learner (ELL) students enrolled in public elementary and secondary schools, by home language, grade, and selected student characteristics: Selected years, 2008–09 through Fall 2016. Retrieved from: https://nces.ed.gov/programs/digest/d18/tables/dt18_204.27.asp?current=yes

¹ Terminology “Black/African American youth” is used in accordance with the American Community Survey — the source for the above-presented data.

² This document uses the terms “Black ELs” and “Black students” to be consistent with the terminology that refers to the students’ race in NCES — the source for these data.

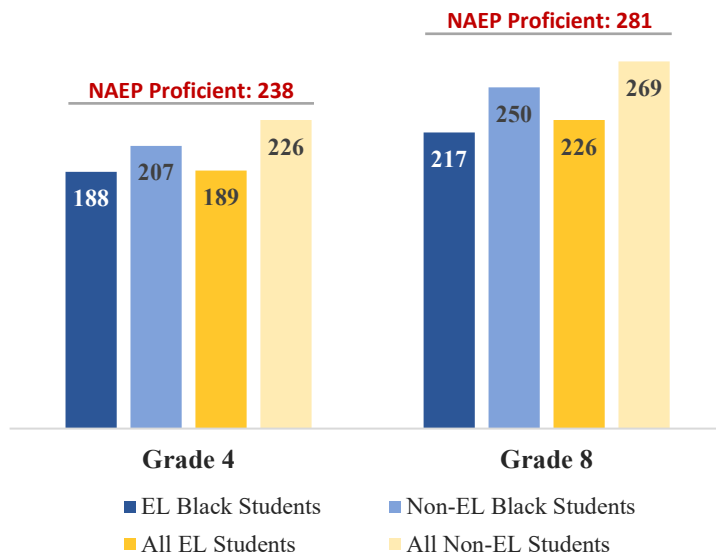
U.S. Locations With the Highest Concentration of Black English Learners: School Year 2015–16

In SY 2015–16, there were 201,079 Black ELs enrolled in U.S. public schools; 25% of those students were enrolled in nine states and the District of Columbia.

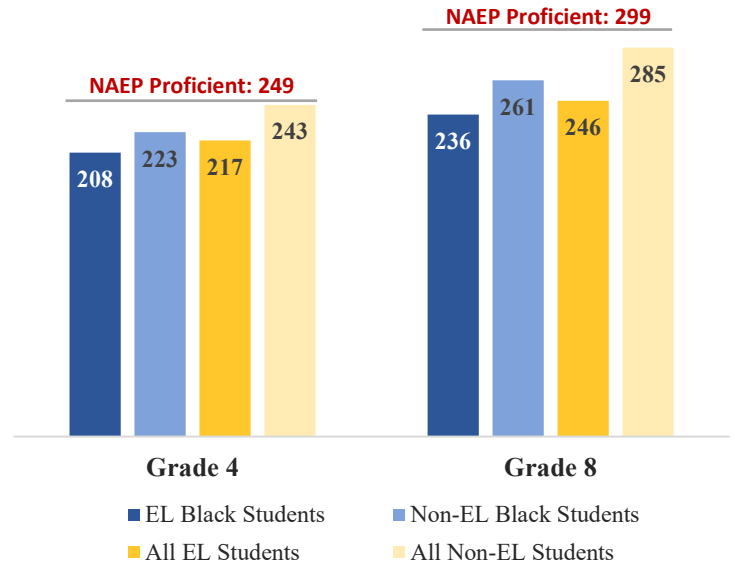
State	Total Number of English Learners	Total Number of Black English Learners	Percentage of Black English Learners
Total in Nation	5,121,635	201,079	3.9%
Total in Top 10 Locations	263,452	50,941	19.3%
1. Maine	5,415	2,803	51.8%
2. North Dakota	3,580	1,047	29.2%
3. Vermont	1,701	465	27.3%
4. Minnesota	71,887	18,964	26.4%
5. South Dakota	4,411	1,036	23.5%
6. Ohio	51,181	9,909	19.4%
7. New Hampshire	5,277	822	15.6%
8. Massachusetts	82,763	11,504	13.9%
9. District of Columbia	9,315	1,222	13.1%
10. Iowa	27,922	3,169	11.3%

AUTHOR CALCULATION: Percentage of Black ELs equates to the total number of Black ELs divided by the total number of ELs, multiplied by 100.
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2015–16 [Data file]. Released April 2018.
Retrieved from <https://ocrdata.ed.gov/>

National Assessment of Educational Progress (NAEP) Average Scores, Reading: 2017



National Assessment of Educational Progress (NAEP) Average Scores, Math: 2017



The National Assessment of Educational Progress (NAEP) reading and mathematics assessments are given every two years to students in grades 4 and 8. Results are intended to present a broad view of students' reading and math performance over time. Each subject and grade have a NAEP Basic, NAEP Proficient, and NAEP Advanced score level.

NOTE: NAEP average scores and percentages are estimates, based on achievement data from representative samples of students. For more information on how NAEP assessment results are reported, see https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading and Mathematics Assessments. For more information, visit <http://www.nationsreportcard.gov/>.