

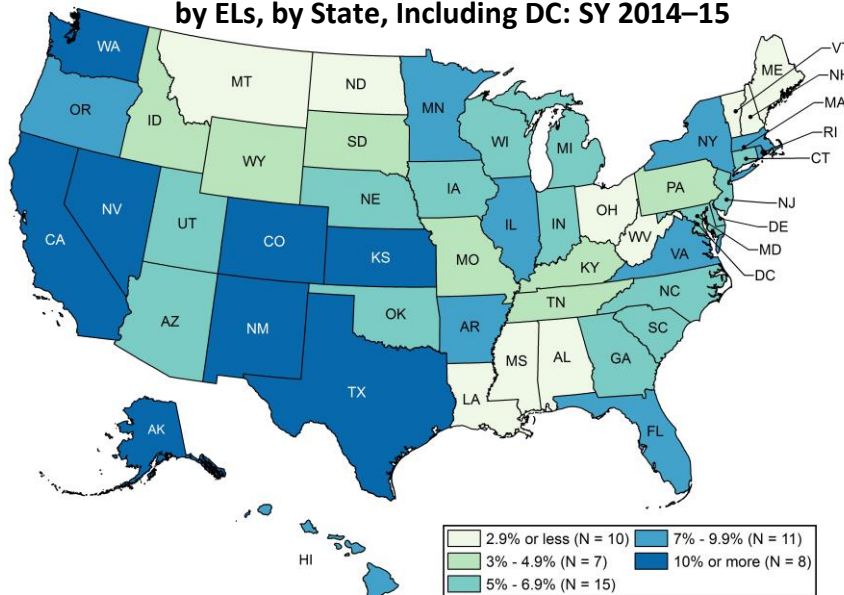


Profiles of English Learners (ELs)

Fact

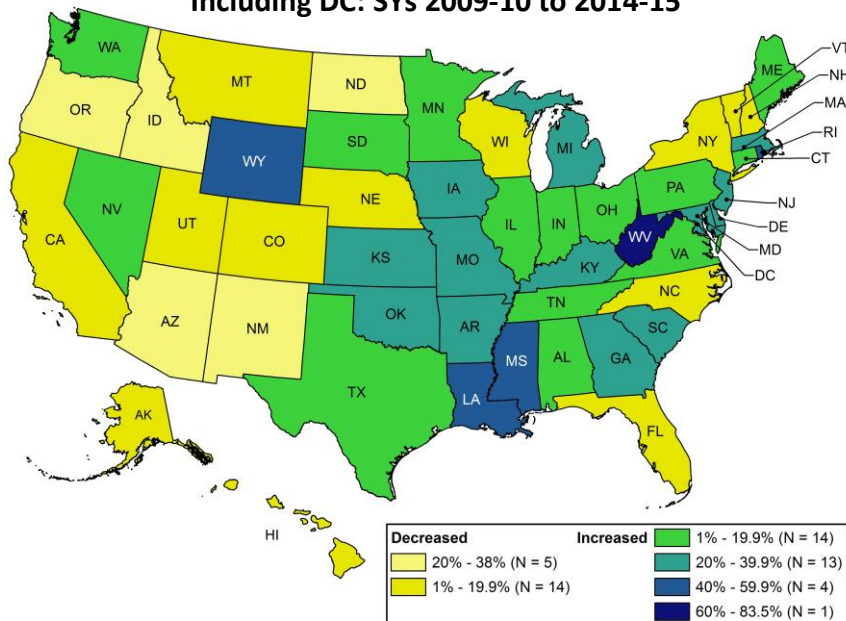
In SY 2014–15, there were 4,806,662 ELs in the United States, comprising 9.6 percent of all students in grades K through 12.

Percentage of Total School Population, Grades K through 12, Represented by ELs, by State, Including DC: SY 2014–15



Sources: Common Core of Data, Tabulated from Elementary/Secondary Information System, 11/10/2015: <http://nces.ed.gov/ccd/elsi/>, and EDFacts/Consolidated State Performance Report, 2014–15: <http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved February 17, 2017

Percentage Change in EL Population, by State, Including DC: SYs 2009–10 to 2014–15



Fact

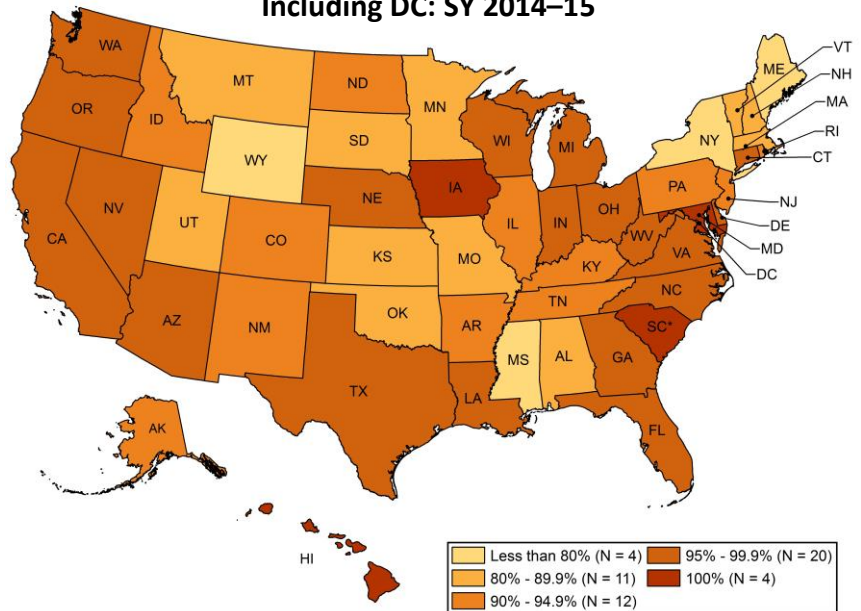
Between SYs 2009–10 and 2014–15, EL population increased by over 40 percent in Louisiana (42.7%), Wyoming (48.1%), Rhode Island (48.8%), Mississippi (50.6%), and West Virginia (83.5%).

Source: EDFacts/Consolidated State Performance Reports, 2009–2010 and 2014–15. Retrieved from <http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved February 17, 2017

Percentage of Total Population of ELs Participating in *Title III*-Funded Language Instruction Education Programs, by State, Including DC: SY 2014–15

Fact

In SY 2014–15, 93.5 percent of ELs participated in *Title III*-funded programs. In four states (Hawaii, Iowa, Maryland, and South Carolina*), 100 percent of ELs participated in *Title III*-funded programs.

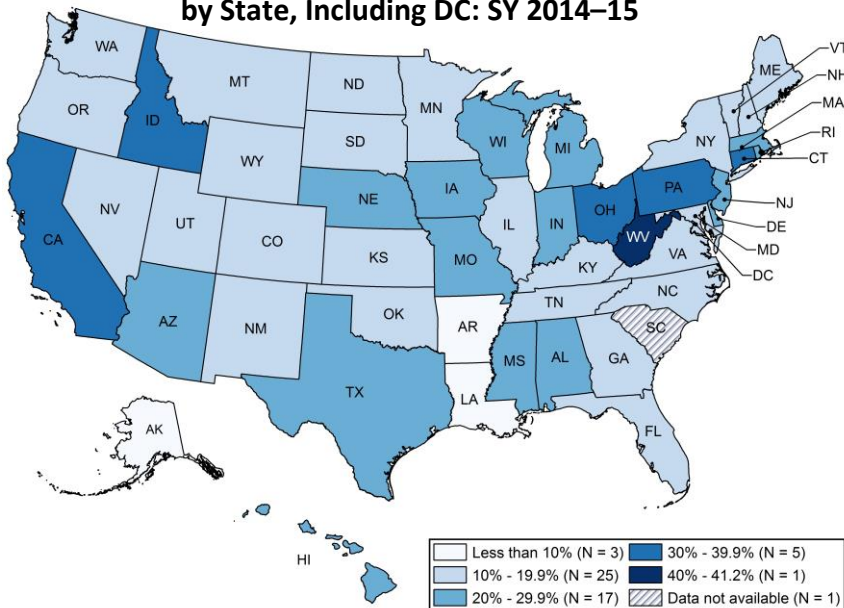


*South Carolina reported more students served than identified as ELs.

Source: EDFacts/Consolidated State Performance Report, 2014–15:

<http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved February 17, 2017

Percentage of ELs Who Attained Proficiency in English, by State, Including DC: SY 2014–15



Fact

In SY 2014–15, approximately 24.6 percent of ELs who were enrolled in elementary or secondary schools and who participated in the annual state English language proficiency assessment attained proficiency.

Note: States may use different assessments, procedures, and criteria to determine English language proficiency, therefore, comparing data across states may not be appropriate.

Source: EDFacts/Consolidated State Performance Report, 2014–15:

<http://www2.ed.gov/admins/lead/account/consolidated/index.html>. Retrieved February 17, 2017



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