

## **Randolph Public Schools ELL Students**

Randolph Public Schools has a very diverse student population. This fact is partially revealed with its students who are second language learners of English. English Language Learners are also diverse amongst themselves.

**What is a typical profile for an English Language Learner?** There is no one profile for English Language Learners nor is there just a single approach to address their needs. English Language learners have different ages, language proficiency levels, socioeconomic standings, academic backgrounds and expectations, as well as immigrant status. For example, these students may have immigrated to the United States recently or their families may have lived in the U.S. for over a generation. They also live in diverse settings; some ELL students live in an area with other families also from the same cultural background, whereas others live in neighborhoods of primarily non-ELL families. Additionally, students may come from a home where English is spoken frequently, or from a home where English is not spoken at all.

**How many English Language Learners are there in Randolph Public Schools at this time?** English Language Learners are the fastest growing target population in the nation. This is true in Randolph also. The numbers of students are always changing and always increasing. In Randolph alone, the number of English Language Learners in the last 5 years the number has doubled. ELLs are in every school in the district. The ELL Department's ELL Administrative Assistant sends a database with students names and pertinent information to all schools once a month.

An example of how the district's numbers have grown follows:

- In September 2010, Randolph Public Schools had a total of 240 ELL students.
- As of October 2015, Randolph has a total of 500 students
- 400 Limited English Proficient
- 100 Former Limited English Proficient Students who are still being monitored

*(Please see the following chart for information about ELL students by languages and numbers by school)*

**Do all English language learners come to us from other countries?**

No. Nation-wide 57% of ELLs were born in the United States

In Randolph Public Schools, the district does have a large number of students who are coming from other countries. In general, the students who are in the SEI self-contained programs are newcomers and first generation English Language Learners

**Why do students come to the United States?**

English Language Learners come from their country of origin for many different reasons. The reasons why students come to the United States and the way in which they are received by their host community (sending and receiving context) can make a significant difference in their academic success, language development, motivation and overall acculturation process.

## **COMMON REASONS FOR COMING TO THE UNITED STATES**

- Natural disasters in their countries
- Leaving a war torn country
- Personal or Family Tragedy
- Parent's Jobs
- Opportunity to receive a better education
- To be closer to family living in the United States

**When do ELL students usually arrive in the district? Is there any particular time where there are more students than another time?** Students arrive throughout the school year. Over 65% of the students do begin school at the beginning of the school year, However, especially in the Newcomer Self Contained programs, it is not uncommon for a student to arrive as late as April or May of the current school year.

### **Where are the district's ELL students from and what languages do they speak?**

As of October 2015, Randolph's two largest student populations are Haitian Creole and Vietnamese followed by Spanish, French, Portuguese, Chinese (Cantonese and Mandarin) and other low incidence languages. Other languages include Arabic, Cape Verdean Creole, Filipino/Tagalog, Greek, Gujarati, Igbo, Hindi, Khmer, Laotian, Mina, Pashto, Swahili and Yoruba. Additionally for those students whose English language structure differ significantly from standard English, students who come to Randolph speaking Patois or Pidgin English also receive instructional support through ESL instruction and additional supports. *(Refer to the table noting languages spoken by the ELL students in schools.)*

**Educational Backgrounds of Students:** The educational backgrounds of ELL students vary. In Haiti there are many students who prior to coming to Randolph attended a private school. Some students have interruptions in or limited formal schooling. In Vietnam many students attend school six days a week. Regardless of students' educational backgrounds, one factor to realize is that education is held as a major priority for most second language learning families. In fact, when examining why many families are here in the United States, it is so that their children can have a better educational opportunity.

**Language proficiency levels:** Students come to schools with different language proficiency levels. They are assessed when parents/guardians register them for school by the district's bilingual/bicultural liaisons. An intake assessment is given to measure language proficiency. The battery of assessments provides the level of English language proficiency. There are six language proficiency levels ranging from Levels 1-6. (Level 1-Entering; Level 2-Emerging; Level 3-Developing; Level 4-Expanding; Level 5-Bridging; Level 6-Reaching) *Please see the WIDA section where you can refer to the descriptions of the language proficiency levels by examining the Language Performance Definitions and/or the Can Do Descriptors.*

**Can a student who does not speak English eventually be successful academically? Yes, in fact, many ELL students are outperforming some of their native speaking English peers.** “Regardless of differences, all students have the capacity to learn a second language successfully. Students will be more responsive to instruction that is adapted for culturally diverse backgrounds, and teachers have a responsibility to recognize how different cultural and home experiences affect a child’s behavior, language use, and interpersonal skills” (McLaughlin, 2002).