



**Department of
Education**

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Division of English Language Learners and Student Support

English Language Learner Demographics Report: 2014-15 School Year

New York City Department of Education

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Introduction

This report is meant for educators, interested members of the public, parents, and advocacy communities who seek to become better acquainted with recent and relevant demographic information about New York City Department of Education’s (NYCDOE) English language learner (ELL) students. It is designed to give readers an enriched sense of the ELL students who were enrolled in New York City (NYC) public schools during the 2014-15 school year.

This report starts with an emphasis about the ELL population as a whole—highlighting their boroughs of school enrollment, places of birth, home languages, grade level, subpopulations, and participation in ELL programs and services. At the end of this report, the focus shifts to the NYC public schools’ total student population—analyzing ELLs within the context of NYCODE population. The report concludes with certain student demographic information broken down by borough of school enrollment as well as by school district.

Methodology

The NYCDOE uses various data systems to capture and report on its student population. Student biographic information (i.e., gender, home language, race, disability status) is captured in Automate the Schools (ATS), a central database, while student course enrollment information is collected in Student Transcript and Academic Reporting System (STARS).

Various steps were taken to compile the final data set used to provide the figures¹ in this report. The Division of English Language Learners and Student Support (DELLSS) reached out to schools throughout the school year to ensure that student information was accurate and entered into all the relevant data sources. After a period of outreach, the data pieces were pulled from ATS, STARS, and data collected through school outreach. The data was compiled together to create the fullest picture possible of ELL demographic information and program participation during the entire school year. The ELL figures in this report include only grades K – 12, exclude charter schools, and exclude high school equivalency (GED) students.

The first and larger section of this report, which concentrates on ELLs exclusively, uses a data source that looks at all ELLs who came in and out of the NYCDOE school system during the entire school year. The second and smaller section of this report, which provides context about NYCDOE’s total student population, uses a data source that is a snapshot in time as of October 31, 2014. For this reason, there is a difference in ELL numbers.

Readers who are interested in learning more about school-based demographic information can visit any school’s website and, using the “statistics” link, explore that school’s data for the last three school years.

¹ Note: Percentages may not add up to 100% due to rounding.

ELL Identification Process

Upon enrolling their child in a NYC public school, parents or guardians must fill out a Home Language Identification Survey (HLIS). If they indicate that a language other than English is communicated in their home, their child is administered the New York State Identification Test for English Language Learners (NYSITELL²), which is designed to determine English language proficiency. Students who score below a State-determined level on the assessment are identified as ELLs, and are therefore entitled to ELL programs and services. Students who are identified as ELLs and whose HLIS response indicates a home language of Spanish are administered the Spanish Language Assessment Battery (Spanish LAB).

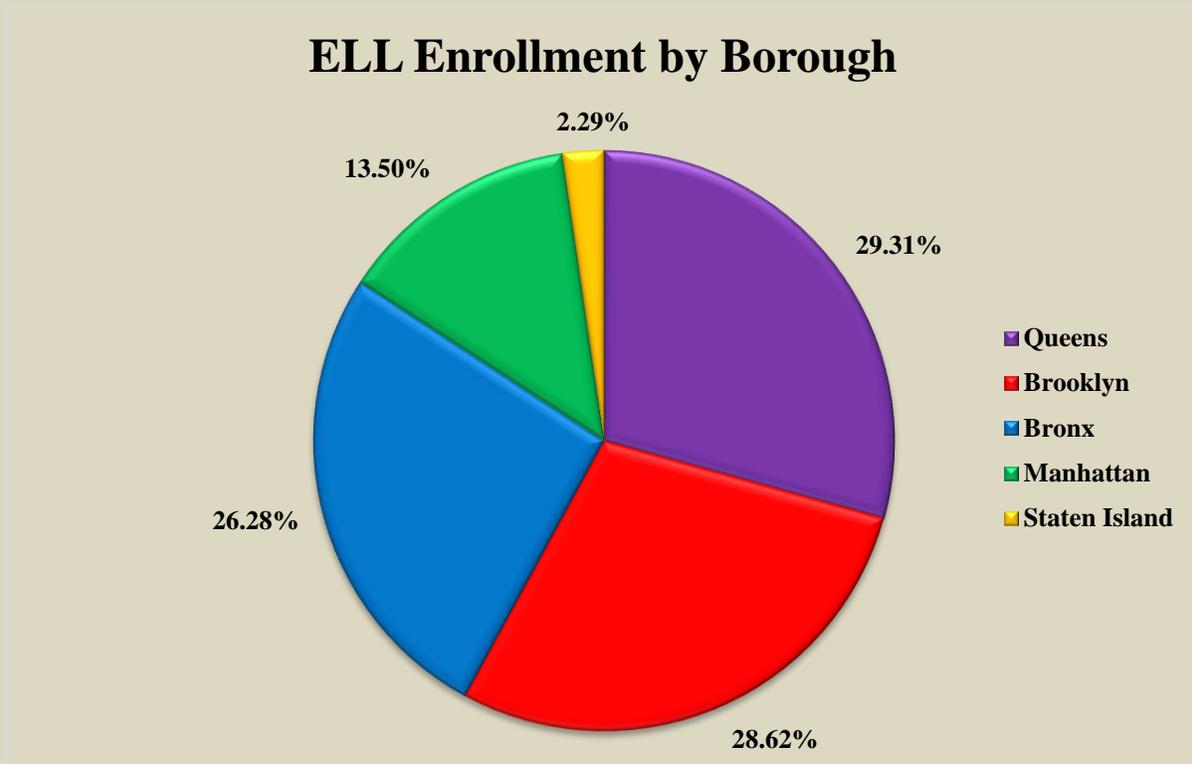
During the spring of each school year, ELLs in grades K – 12 take the New York State English as a Second Language Achievement Test (NYSESLAT), which is designed to measure English language development. Students remain ELLs until they score *Proficient/Commanding* on the NYSESLAT. Once they score Proficient/Commanding, they are still eligible for ELL services and testing accommodation for up to two years after passing the NYSESLAT. These students are considered former ELLs.

In November 2014, the New York State Board of Regents amended the policies that regulate ELL education in New York State called Commissioner’s Regulations (CR) Part 154. These regulations took effect in September 2015. For information on the new policies, visit the DOE’s ELL Family Resources page at <http://schools.nyc.gov/Academics/ELL/FamilyResources/Parent+Information.htm> or NYSED’s CR Part 154 website at <http://www.p12.nysed.gov/biling/bilinged/CRPart154.html>.

² Language Assessment Battery-Revised (LAB-R), former assessment used to determine ELL status prior to the NYSITELL, was discontinued by New York State Education Department on January 31, 2014.

ELL Student Population³

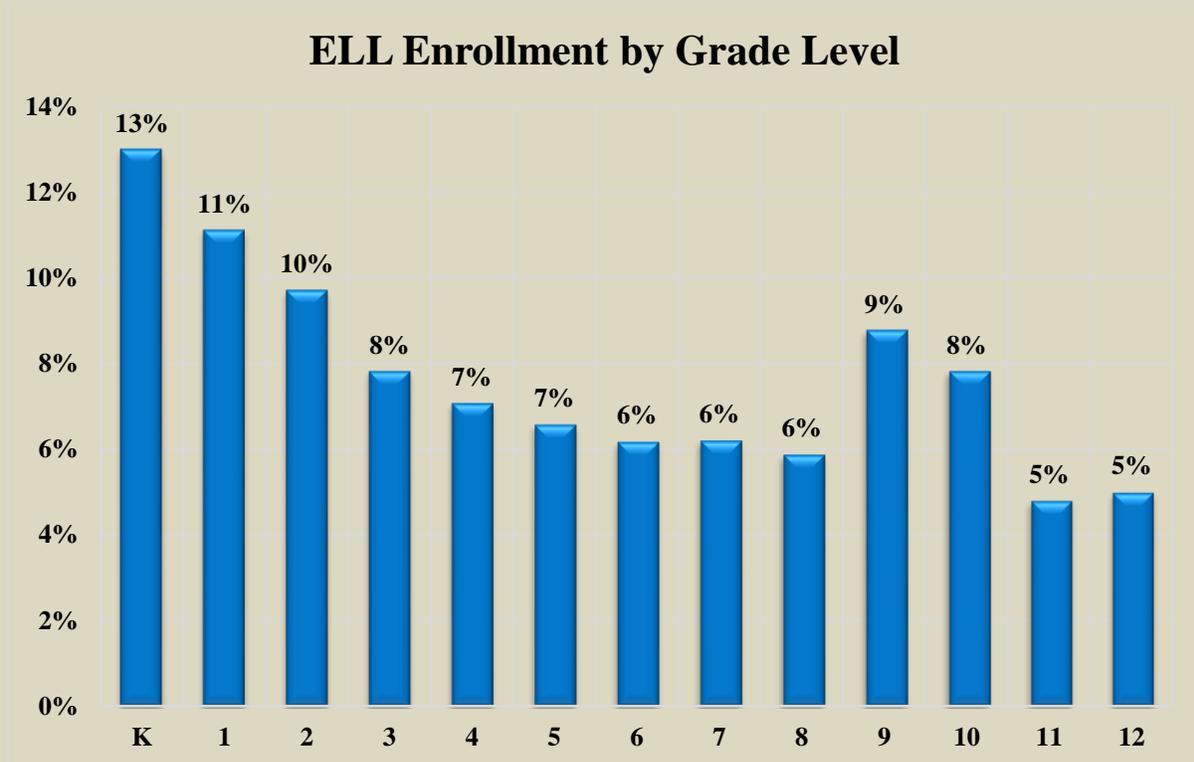
Of the 152,455 ELLs who enrolled in NYC public schools at some point during the 2014-15 school year, the largest population of ELLs attended schools in Queens with 44,678 students. Brooklyn finished narrowly behind with the second largest ELL population at 43,639. The Bronx followed closely with 40,065 ELLs. While they were comparatively smaller, Manhattan’s and Staten Island’s ELL populations were still sizeable, with 20,582 and 3,491 students, respectively.



Citywide		
Borough	# of ELLs	% of ELLs
Queens	44,678	29.31%
Brooklyn	43,639	28.62%
Bronx	40,065	26.28%
Manhattan	20,582	13.50%
Staten Island	3,491	2.29%
Total	152,455	100.00%

³ All figures are based on 2014-15 BESIS data. The difference in ELL numbers between the NYCDOE’s annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYCDOE school system during the entire school year.

During the 2014-15 school year, a little over half (55.30%) of all ELLs in NYCDOE were in elementary school grades (84,313). Kindergarten and first grade had the highest numbers of ELLs (19,806 and 16,939, respectively), while there were fewer ELLs in the upper elementary school grades. One reason there may be fewer ELLs in the later elementary grades is that the ELL status is not a static student characteristic like race or gender. As students become proficient in English and pass the NYSESLAT, they are no longer identified as ELLs. Over a quarter (26.42%) of all ELLs were in high school grades (40,271). Ninth grade showed the highest concentration with 13,385 ELLs, potentially signaling a major entry point for recently arrived ELLs.



ELL Enrollment by Grade Level and by Borough

Citywide		
Grade Level	# of ELLs	% of ELLs
K	19,806	12.99%
1	16,939	11.11%
2	14,810	9.71%
3	11,931	7.83%
4	10,796	7.08%
5	10,031	6.58%
6	9,430	6.19%
7	9,472	6.21%
8	8,969	5.88%
9	13,385	8.78%
10	11,931	7.83%
11	7,327	4.81%
12	7,628	5.00%
Total	152,455	100.00%

Queens		
Grade Level	# of ELLs	% of ELLs
K	6,996	15.66%
1	5,693	12.74%
2	4,529	10.14%
3	3,494	7.82%
4	3,112	6.97%
5	2,860	6.40%
6	2,616	5.86%
7	2,514	5.63%
8	2,318	5.19%
9	3,677	8.23%
10	3,071	6.87%
11	1,886	4.22%
12	1,912	4.28%
Total	44,678	100.00%

ELL Enrollment by Grade Level and by Borough—continued

Brooklyn		
Grade Level	# of ELLs	% of ELLs
K	6,257	14.34%
1	5,327	12.21%
2	4,654	10.66%
3	3,589	8.22%
4	2,989	6.85%
5	2,798	6.41%
6	2,577	5.91%
7	2,519	5.77%
8	2,363	5.41%
9	3,495	8.01%
10	3,258	7.47%
11	1,753	4.02%
12	2,060	4.72%
Total	43,639	100.00%

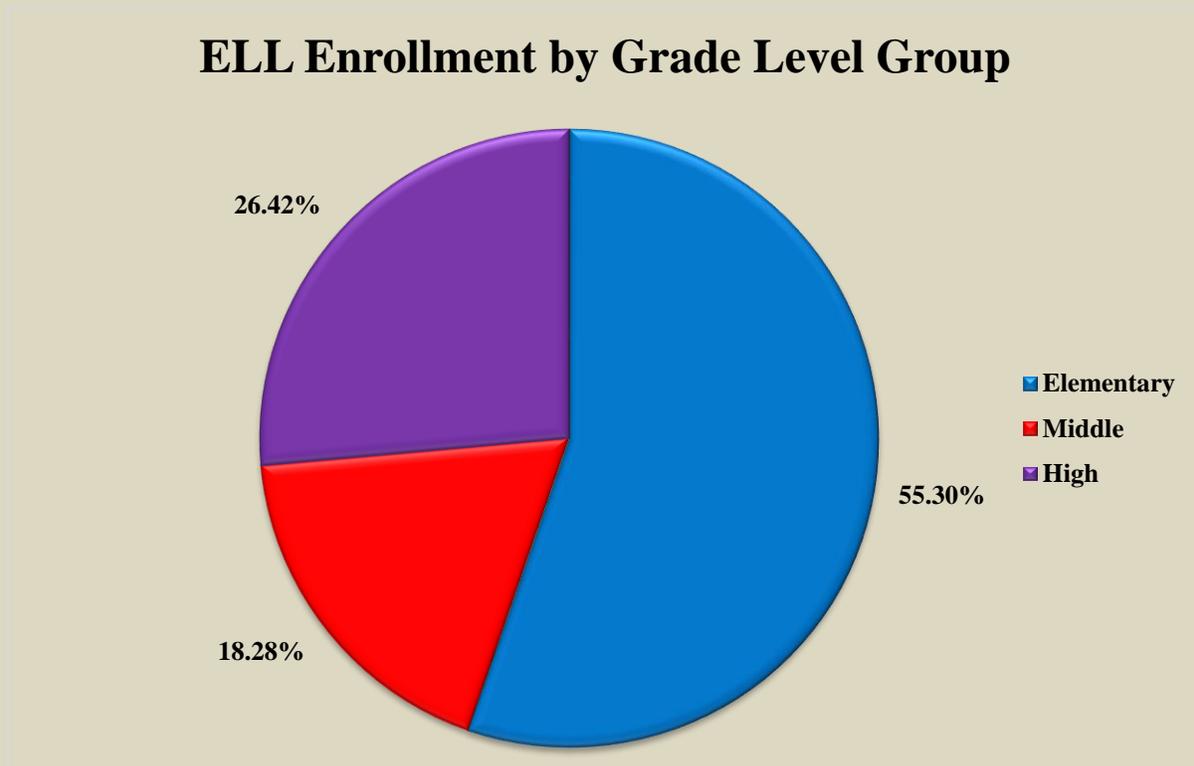
Bronx		
Grade Level	# of ELLs	% of ELLs
K	4,012	10.01%
1	3,668	9.16%
2	3,499	8.73%
3	3,097	7.73%
4	3,059	7.64%
5	2,898	7.23%
6	2,823	7.05%
7	3,036	7.58%
8	2,923	7.30%
9	3,813	9.52%
10	3,068	7.66%
11	2,075	5.18%
12	2,094	5.23%
Total	40,065	100.00%

ELL Enrollment by Grade Level and by Borough—continued

Manhattan		
Grade Level	# of ELLs	% of ELLs
K	1,993	9.68%
1	1,780	8.65%
2	1,722	8.37%
3	1,434	6.97%
4	1,330	6.46%
5	1,227	5.96%
6	1,208	5.87%
7	1,194	5.80%
8	1,193	5.80%
9	2,147	10.43%
10	2,349	11.41%
11	1,526	7.41%
12	1,479	7.19%
Total	20,582	100.00%

Staten Island		
Grade Level	# of ELLs	% of ELLs
K	548	15.70%
1	471	13.49%
2	406	11.63%
3	317	9.08%
4	306	8.77%
5	248	7.10%
6	206	5.90%
7	209	5.99%
8	172	4.93%
9	253	7.25%
10	185	5.30%
11	87	2.49%
12	83	2.38%
Total	3,491	100.00%

The NYCDOE student population consists of three grade level groups⁴. In all but one borough—Manhattan—ELLs at the elementary level accounted for more than 50% of ELLs. While elementary schools were still where the majority of ELLs were proportionally represented, there was a significant difference for ELLs in Manhattan: 36.44% of ELLs in Manhattan were in high school, which is nearly 10% greater than the next closest borough proportion (Bronx).



ELL Enrollment by Grade Level Group

Citywide		
Grade	# of ELLs	% of ELLs
Elementary	84,313	55.30%
Middle	27,871	18.28%
High	40,271	26.42%
Total	152,455	100.00%

⁴ Three Grade Level Groups: Elementary, grades K – 5; Middle, grades 6 – 8; High, grades 9 – 12

ELL Enrollment by Grade Level Group and Borough

Queens		
Grade	# of ELLs	% of ELLs
Elementary	26,684	59.73%
Middle	7,448	16.67%
High	10,546	23.60%
Total	44,678	100.00%

Brooklyn		
Grade	# of ELLs	% of ELLs
Elementary	25,614	58.70%
Middle	7,459	17.09%
High	10,566	24.21%
Total	43,639	100.00%

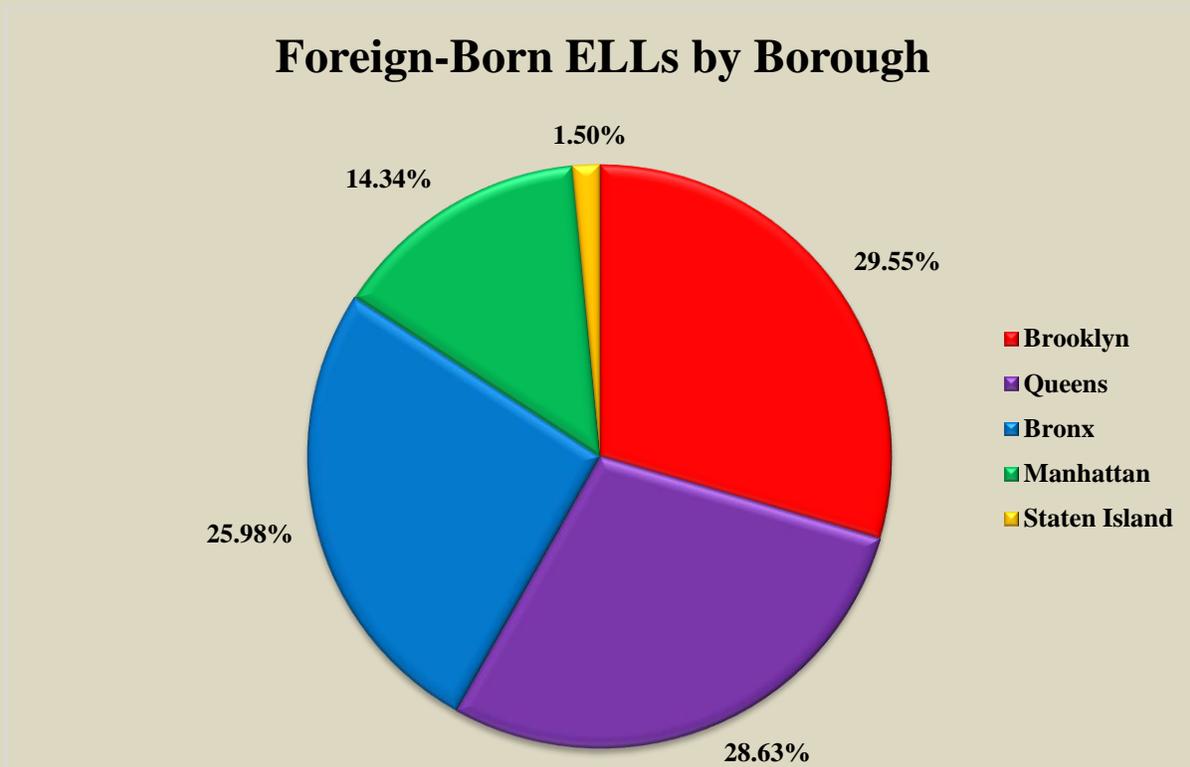
Bronx		
Grade	# of ELLs	% of ELLs
Elementary	20,233	50.50%
Middle	8,782	21.92%
High	11,050	27.58%
Total	40,065	100.00%

Manhattan		
Grade	# of ELLs	% of ELLs
Elementary	9,486	46.09%
Middle	3,595	17.47%
High	7,501	36.44%
Total	20,582	100.00%

Staten Island		
Grade	# of ELLs	% of ELLs
Elementary	2,296	65.77%
Middle	587	16.81%
High	608	17.42%
Total	3,491	100.00%

ELL Places of Birth

While 51.29% (78,192) of ELLs were born within the United States of America⁵, 48.71% (74,263) of ELLs were born outside the United States of America in 184 different places. Of all the foreign-born ELLs, schools located in Brooklyn had the largest proportion at 29.55%. Queens and the Bronx also made up a large percent of foreign-born ELLs with 28.63% and 25.98% of ELL students, respectively. Manhattan and Staten Island represent smaller proportions at 14.34% and 1.50%, respectively. Though the percentages are comparably smaller, the number of students represented in Manhattan is still significant at 10,649, while Staten Island represents 1,111 students.



Foreign-born ELLs, those born outside the United States of America, represent a significant proportion of the ELL population enrolled within each borough (see tables below). For example, foreign-born ELLs outnumbered U.S.-born ELLs in Brooklyn (51.84%) and in Manhattan (51.74%). The Bronx (48.16%) and Queens (47.58%) still had significant figures but US-born ELLs still represented larger proportions. In Staten Island, where the fewest total number of ELLs attended school, foreign-born ELLs made up slightly less than a third (31.82%) of the total ELL population.

⁵ United States of America includes its territories and commonwealths (i.e. Puerto Rico, American Samoa, Northern Mariana Islands, Guam, United States Virgin Islands)

U.S.-born and Foreign-born ELLs by Borough

Citywide		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	78,192	51.29%
Foreign-born	74,263	48.71%
Total	152,455	100.00%

Queens		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	23,418	52.42%
Foreign-born	21,260	47.58%
Total	44,678	100.00%

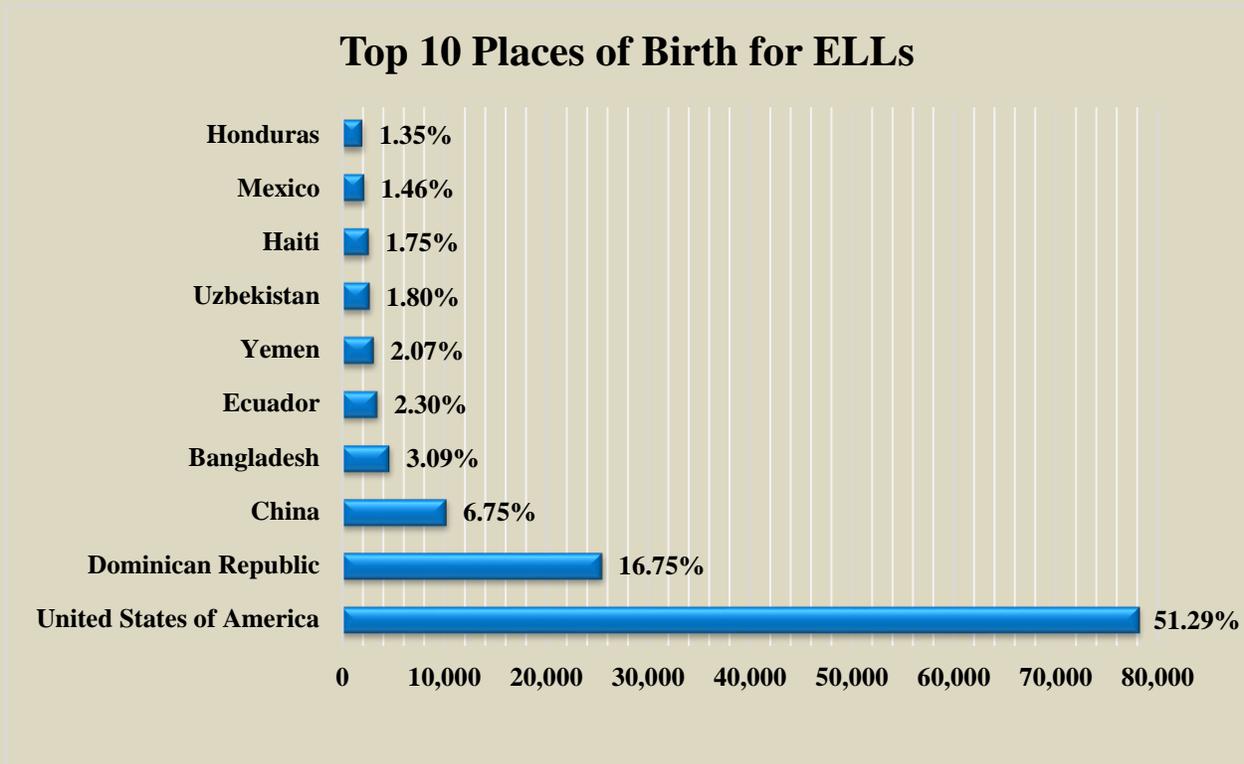
Brooklyn		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	21,693	49.71%
Foreign-born	21,946	50.29%
Total	43,639	100.00%

Bronx		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	20,768	51.84%
Foreign-born	19,297	48.16%
Total	40,065	100.00%

Manhattan		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	9,933	48.26%
Foreign-born	10,649	51.74%
Total	20,582	100.00%

Staten Island		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	2,380	68.18%
Foreign-born	1,111	31.82%
Total	3,491	100.00%

Although the majority of ELLs were born in the United States of America, the remaining multitude of places of birth further showed the diversity of the ELL population. The number one place of birth for ELLs outside the United States of America was the Dominican Republic, which represented nearly 17% of ELLs. China⁶ followed with nearly 7% of ELLs. ELLs were born in 183⁷ different places.



⁶ China includes Hong Kong

⁷ This count excludes students whose place of birth was not reported by the school.

Top 10 Places of Birth for ELLs by Borough

Citywide			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	78,192	51.29%
2	Dominican Republic	25,541	16.75%
3	China	10,295	6.75%
4	Bangladesh	4,709	3.09%
5	Ecuador	3,504	2.30%
6	Yemen	3,155	2.07%
7	Uzbekistan	2,750	1.80%
8	Haiti	2,667	1.75%
9	Mexico	2,220	1.46%
10	Honduras	2,054	1.35%
Other (174) ⁸		17,368	11.39%
Total		152,455	100.00%

Queens			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	23,418	52.42%
2	China	3,850	8.62%
3	Dominican Republic	3,066	6.86%
4	Bangladesh	2,433	5.45%
5	Ecuador	2,079	4.65%
6	Colombia	938	2.10%
7	El Salvador	888	1.99%
8	India	873	1.95%
9	Mexico	689	1.54%
10	Pakistan	642	1.44%
Other (139)		5,802	12.99%
Total		44,678	100.00%

⁸ Henceforth, other includes students whose place of birth is unknown.

Top 10 Places of Birth for ELLs by Borough—continued

Brooklyn			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	21,693	49.71%
2	China	4,735	10.85%
3	Dominican Republic	3,810	8.73%
4	Uzbekistan	2,256	5.17%
5	Haiti	1,873	4.29%
6	Yemen	1,367	3.13%
7	Pakistan	1,114	2.55%
8	Bangladesh	1,083	2.48%
9	Mexico	590	1.35%
10	Ecuador	553	1.27%
Other (147)		4,565	10.46%
Total		43,639	100.00%

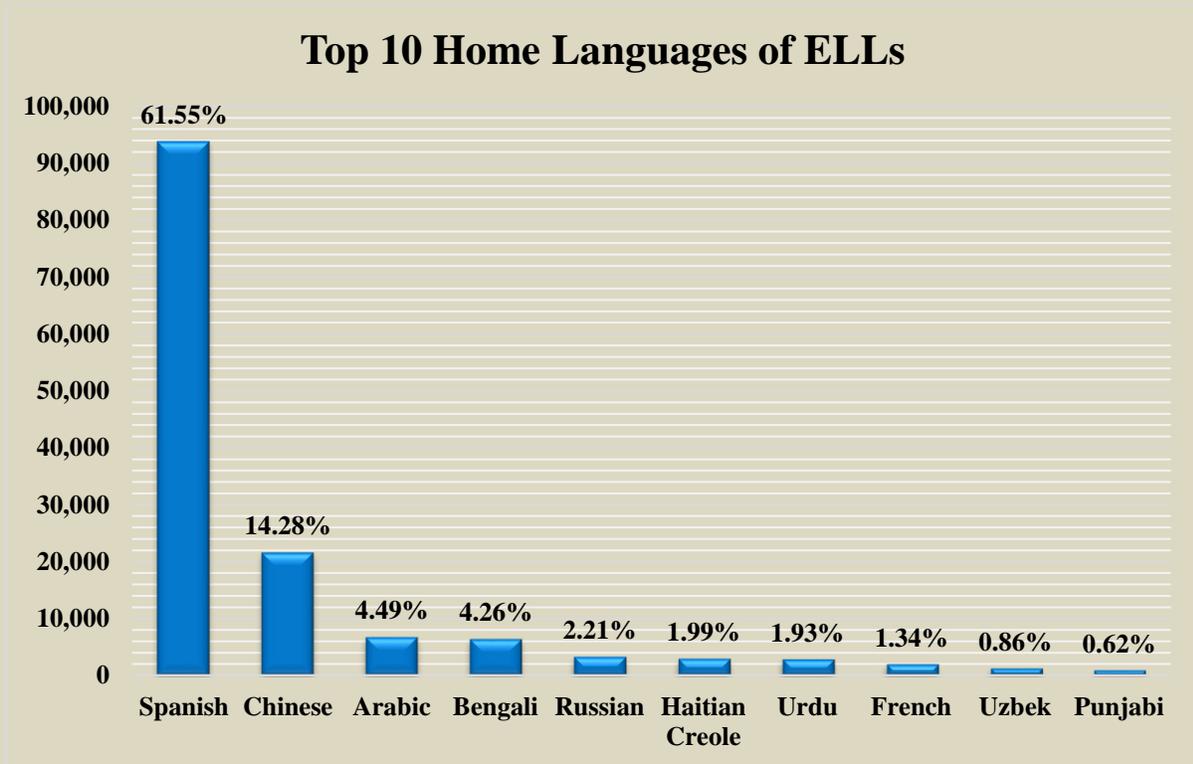
Bronx			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	20,768	51.84%
2	Dominican Republic	12,713	31.73%
3	Bangladesh	1,025	2.56%
4	Honduras	975	2.43%
5	Yemen	844	2.11%
6	Mexico	528	1.32%
7	Ecuador	525	1.31%
8	Guinea	262	0.65%
9	Ghana	204	0.51%
10	El Salvador	141	0.35%
Other (125)		2,080	5.19%
Total		40,065	100.00%

Top 10 Places of Birth for ELLs by Borough—continued

Manhattan			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	9,933	48.26%
2	Dominican Republic	5,811	28.23%
3	China	1,595	7.75%
4	Yemen	376	1.83%
5	Ecuador	319	1.55%
6	Mexico	263	1.28%
7	Bangladesh	149	0.72%
8	Haiti	146	0.71%
9	Honduras	144	0.70%
10	Senegal	138	0.67%
Other (129)		1,708	8.30%
Total		20,582	100.00%

Staten Island			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	2,380	68.18%
2	Mexico	150	4.30%
3	Dominican Republic	141	4.04%
4	Egypt	106	3.04%
5	China	77	2.21%
6	Pakistan	72	2.06%
7	Honduras	45	1.29%
8	Yemen	41	1.17%
9	Albania	31	0.89%
10	Guatemala	31	0.89%
Other (76)		417	11.95%
Total		3,491	100.00%

During the 2014-15 school year, ELLs in NYC communicated in 161⁹ languages other than English. The ten most prevalent languages conversed at home were as follows:



Top 10 Home Languages of ELLs

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	93,829	61.55%
2	Chinese	21,765	14.28%
3	Arabic	6,840	4.49%
4	Bengali	6,502	4.26%
5	Russian	3,375	2.21%
6	Haitian Creole	3,031	1.99%
7	Urdu	2,937	1.93%
8	French	2,048	1.34%
9	Uzbek	1,310	0.86%
10	Punjabi	940	0.62%
Other (153) ¹⁰		9,878	6.48%
Total		152,455	100.00%

⁹ This count excludes students whose home language is not reported and student does not speak.

¹⁰ Henceforth, other includes students whose home language is not reported and student does not speak.

Queens			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	24,920	55.78%
2	Chinese	7,501	16.79%
3	Bengali	3,460	7.74%
4	Arabic	1,591	3.56%
5	Urdu	928	2.08%
6	Punjabi	870	1.95%
7	Haitian Creole	645	1.44%
8	Korean	565	1.26%
9	Russian	554	1.24%
10	Nepali	372	0.83%
	Other (103)	3,272	7.32%
	Total	44,678	100.00%

Brooklyn			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	18,102	41.48%
2	Chinese	10,788	24.72%
3	Arabic	2,986	6.84%
4	Russian	2,471	5.66%
5	Haitian Creole	2,172	4.98%
6	Urdu	1,682	3.85%
7	Bengali	1,536	3.52%
8	Uzbek	1,084	2.48%
9	French	460	1.05%
10	Tadzhik	350	0.80%
	Other (98)	2,008	4.60%
	Total	43,639	100.00%

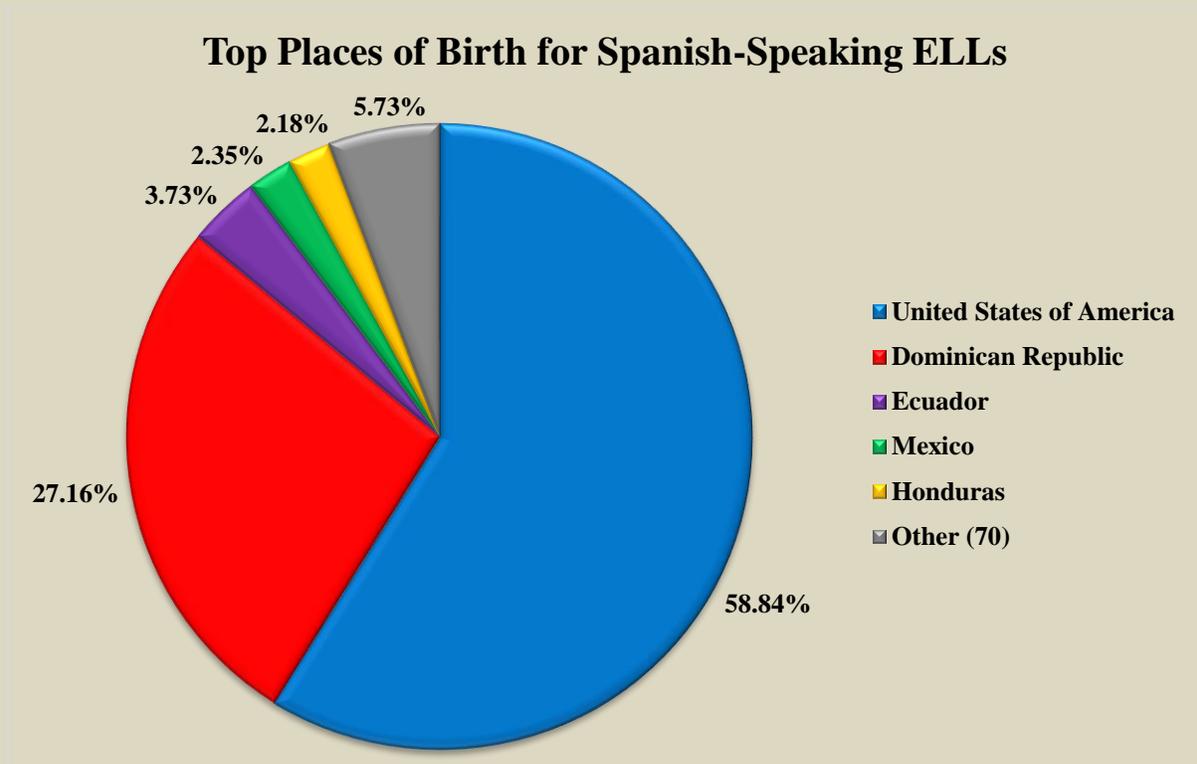
Bronx			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	34,065	85.02%
2	Arabic	1,313	3.28%
3	Bengali	1,267	3.16%
4	French	807	2.01%
5	Fulani	323	0.81%
6	Albanian	284	0.71%
7	Soninke	250	0.62%
8	Twi	234	0.58%
9	Mandinka	209	0.52%
10	Urdu	175	0.44%
Other (106)		1,138	2.84%
Total		40,065	100.00%

Manhattan			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	14,502	70.46%
2	Chinese	3,132	15.22%
3	Arabic	656	3.19%
4	French	537	2.61%
5	Bengali	215	1.04%
6	Wolof	133	0.65%
7	Russian	133	0.65%
8	Haitian Creole	130	0.63%
9	Japanese	125	0.61%
10	(American) Sign Language	89	0.43%
Other (90)		930	4.52%
Total		20,582	100.00%

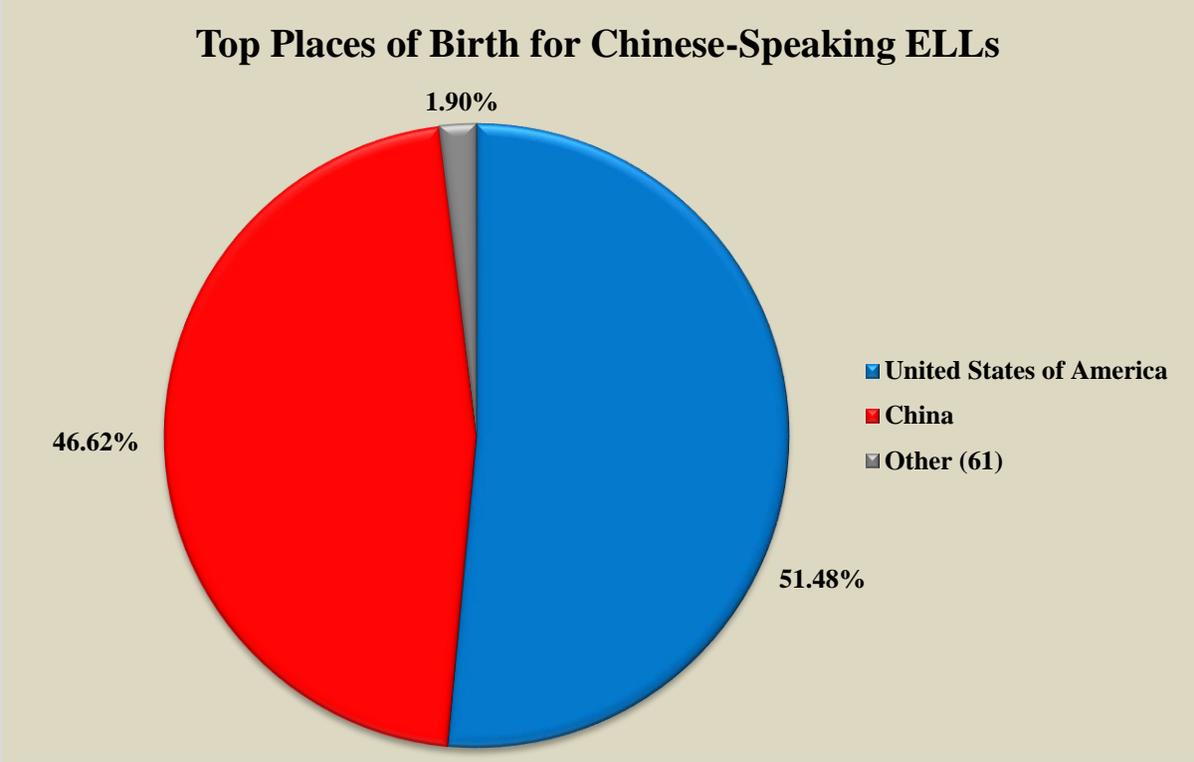
Staten Island			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	2,240	64.16%
2	Arabic	294	8.42%
3	Chinese	204	5.84%
4	Russian	179	5.13%
5	Urdu	121	3.47%
6	Albanian	115	3.29%
7	Polish	40	1.15%
8	Sinhalese	29	0.83%
9	Bengali	24	0.69%
10	French	21	0.60%
Other (51)		224	6.42%
Total		3,491	100.00%

Top Places of Birth for the Top 5 Home Languages of ELLs

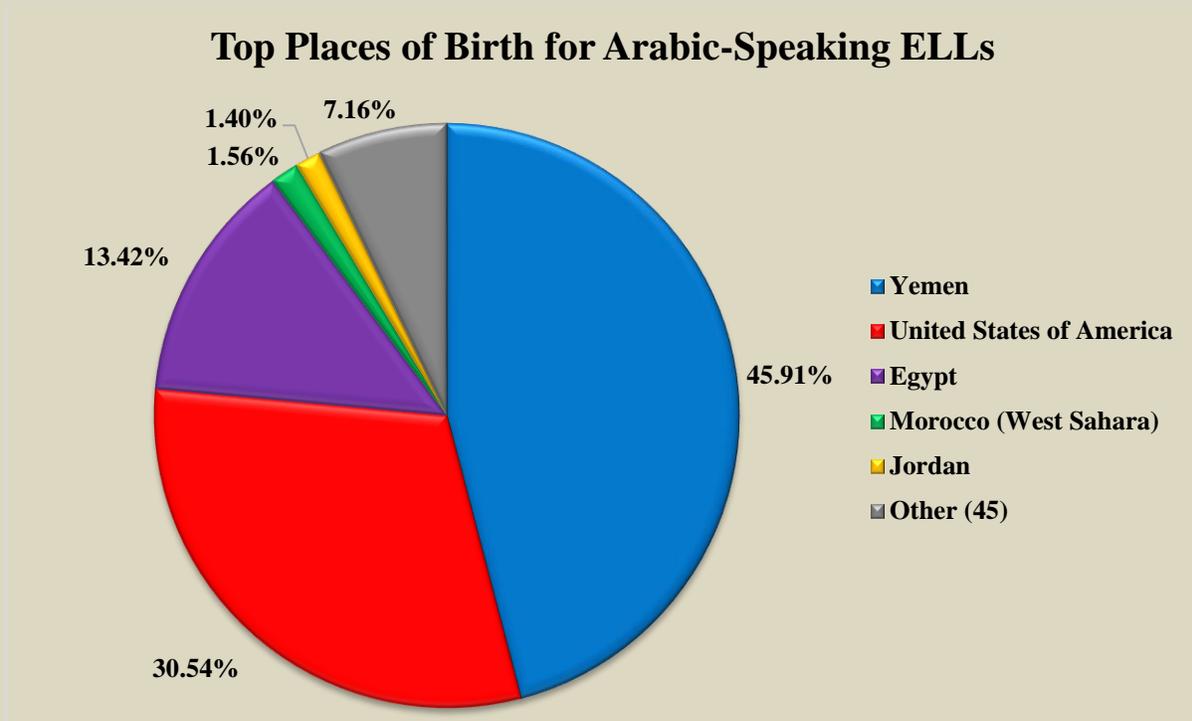
An analysis done for ELLs from Spanish-speaking homes found that those students' places of birth had noteworthy representation from several countries. The top places of birth for ELLs from Spanish-speaking homes were the United States of America (58.84%), Dominican Republic (27.16%), Ecuador (3.73%), Mexico (2.35%), and Honduras (2.18%).



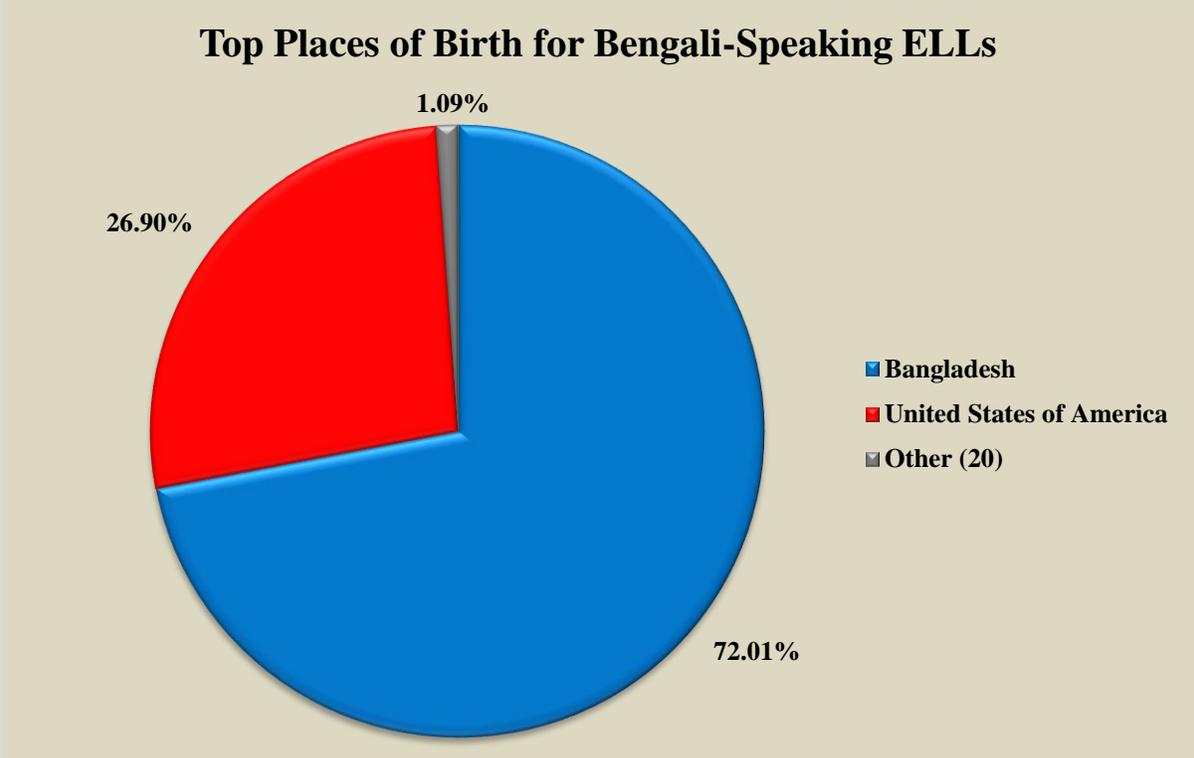
A similar analysis was done for ELLs from Chinese-speaking homes. Unlike Spanish-speaking homes, students' places of birth in Chinese-speaking homes were mostly comprised of two countries: United States of America at 51.84% and China at 46.62%.



Another analysis done for ELLs from Arabic-speaking homes found a contradiction to the Spanish-speaking and Chinese-speaking homes. The United States of America did not make up the majority. It found that the top places of birth were Yemen (45.91%), United States of America (30.54%), Egypt (13.42%), Morocco (1.56%), and Jordan (1.40%).



A fourth analysis done for ELLs from Bengali-speaking homes also found that the United States of America did not make up the majority, but this time it accounted for only slightly more than a fourth. Students in Bengali-speaking homes were similar to students from Chinese-speaking homes in that the places of birth were primarily from two countries (Bangladesh at 72.01% and United States of America at 26.90%).



The fifth analysis done for ELLs from Russian-speaking homes found similarities to the Spanish-speaking homes. While there was notable representation from several countries, the United States of America did not make up the majority. This time the split between the United States of America nearly matched Uzbekistan at about a third each. This analysis found that the top places of birth were the United States of America (34.07%), Uzbekistan (33.30%), Russian Federation (14.96%), Ukraine (6.52%), and Kazakhstan (1.69%).



ELL Programs and Services

Delivery Models and Supports

The NYCDOE offers three service delivery models: dual language (DL), transitional bilingual education (TBE), and English as a new language (ENL¹¹). These models are designed to promote proficiency in a student’s home language and English. Parents or guardians of ELLs are entitled to choose any of these service delivery models for their child regardless of whether their zoned school has their program of choice currently available.

¹¹ English as a new language (ENL) formerly known as English as a second language (ESL)

Dual Language

Dual Language (DL) programs provide instruction in two languages (50% in English and 50% in the other language), to develop bilingualism, biliteracy, and cross-cultural understanding in both languages. Students become proficient in reading, writing, and speaking in English and in the target language of the program (e.g., Spanish, Chinese, etc.). The DL model used is based on student demographics in the school and district; however, ELLs receive priority for enrollment. Half of the students are ELLs and half are non-ELLs.

Transitional Bilingual Education

Transitional Bilingual Education (TBE) programs provide instruction in English and students' home languages to develop English proficiency. Schools provide English language arts (ELA), home language arts (HLA), and subject-area classes in students' home languages and English. As students develop English proficiency, time spent learning in English increases and home language instruction decreases.

Freestanding English as a New Language

Freestanding English as a new language (ENL) programs are offered in all New York City public schools and are taught in English to develop English language proficiency. ENL programs may vary depending on grade level and level of proficiency. Students receive standalone ENL classes and integrated ENL instruction in subject area classes (e.g., science) depending upon their grade and proficiency levels.

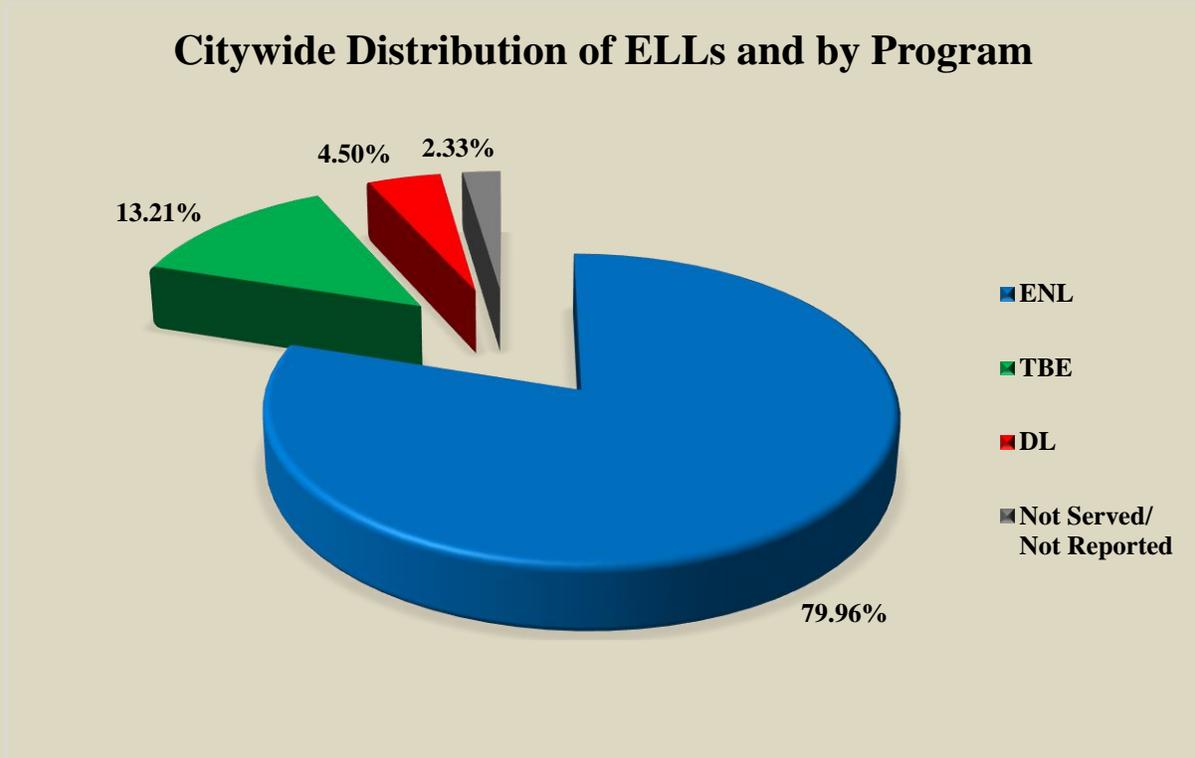
ELL Enrollment within the Service Delivery Models

During the 2014-15 school year, the majority of ELLs were served in ENL programs (79.96%). A considerable proportion of ELLs were also served in TBE programs at 13.21%, while 4.50% of ELLs were served in DL programs. A minimum proportion of ELLs were either not served or their service was not reported¹² (2.33%).

ENL services are clearly the predominant program delivered to ELLs through the NYCDOE. The highest proportion of ELLs being served in ENL programs was in Staten Island with 91.15% (3,182), but the most number of ELLs being served in ENL programs was in Queens with 38,331 (85.79%). The largest proportion of bilingual programs (TBE or DL) was in Manhattan with 30.92% (6,362), which in turn produced the lowest proportion for ENL services at 65.80%.

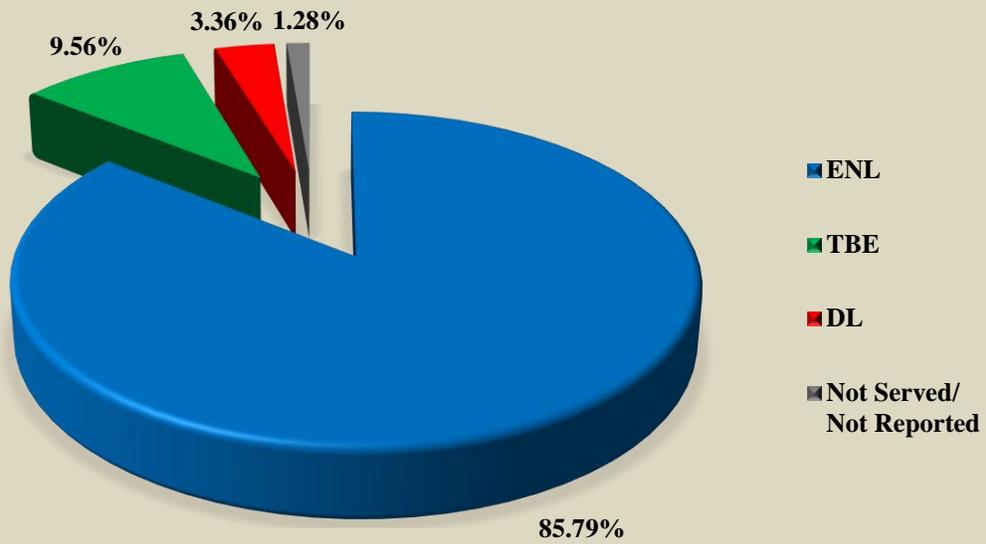
¹² Not reported is defined as a school not reporting an ELL program for a student

ELL Enrollment by Service Delivery Model by Borough



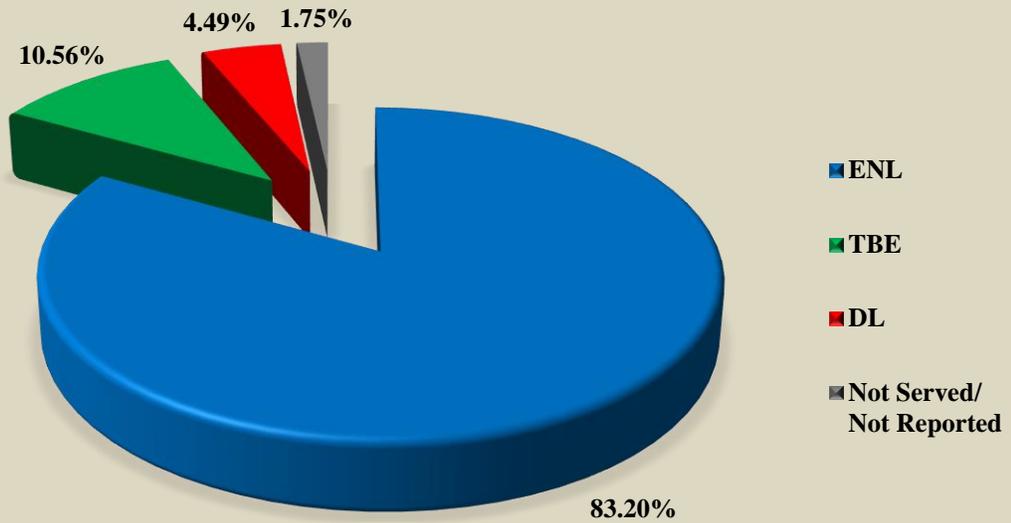
Citywide		
Program	# of ELLs	% of ELLs
ENL	121,907	79.96%
TBE	20,132	13.21%
DL	6,865	4.50%
Not Served/Not Reported	3,551	2.33%
Total	152,455	100.00%

Queens Distribution of ELLs by Program



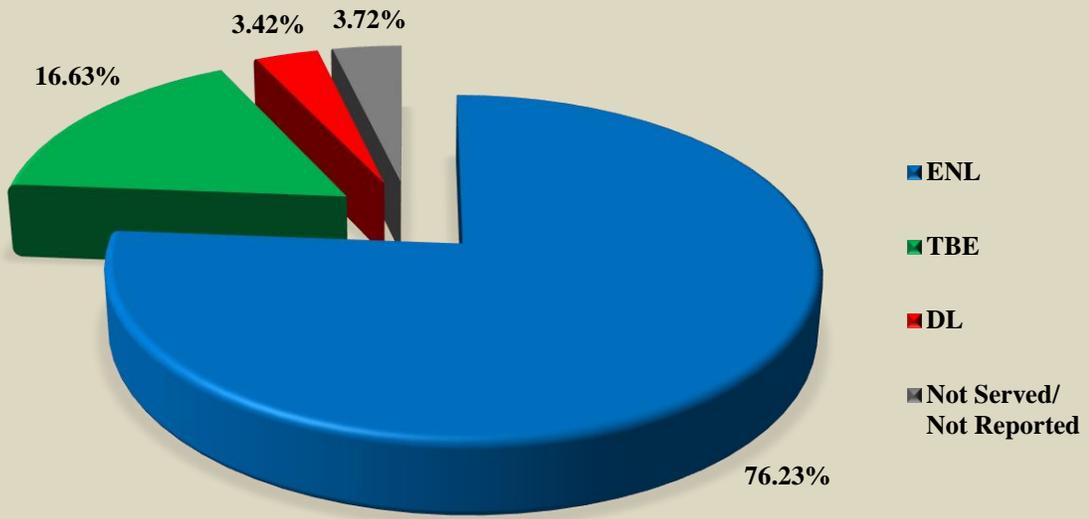
Queens		
Program	# of ELLs	% of ELLs
ENL	38,331	85.79%
TBE	4,270	9.56%
DL	1,503	3.36%
Not Served/Not Reported	574	1.28%
Total	44,678	100.00%

Brooklyn Distribution of ELLs by Program



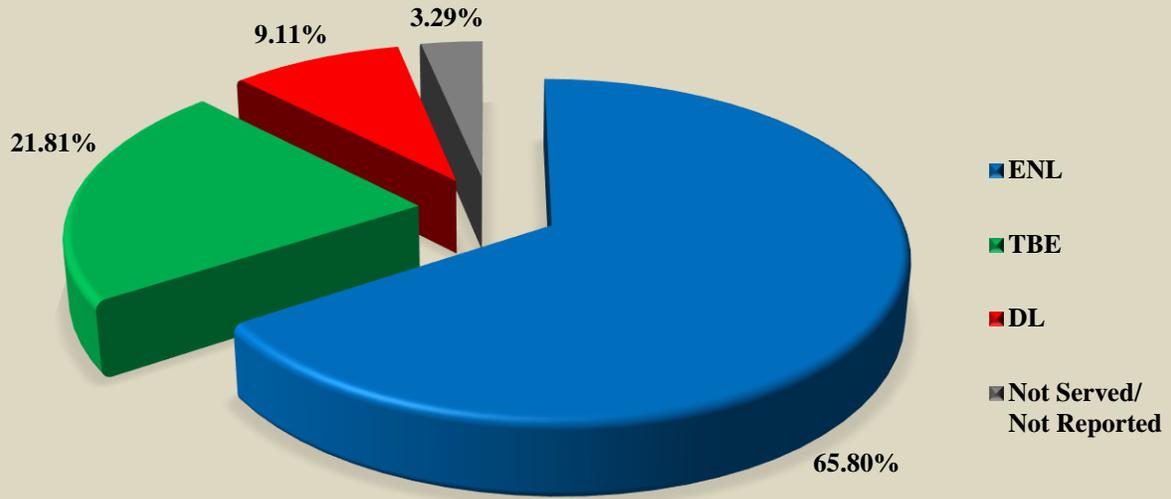
Brooklyn		
Program	# of ELLs	% of ELLs
ENL	36,308	83.20%
TBE	4,609	10.56%
DL	1,958	4.49%
Not Served/Not Reported	764	1.75%
Total	43,639	100.00%

Bronx Distribution of ELLs by Program



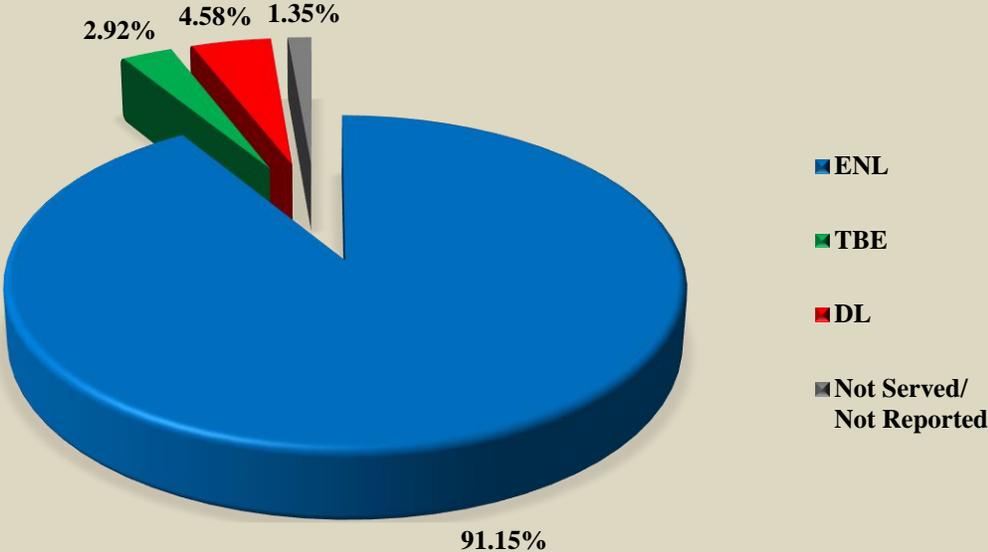
Bronx		
Program	# of ELLs	% of ELLs
ENL	30,543	76.23%
TBE	6,663	16.63%
DL	1,370	3.42%
Not Served/Not Reported	1,489	3.72%
Total	40,065	100.00%

Manhattan Distribution of ELLs by Program



Manhattan		
Program	# of ELLs	% of ELLs
ENL	13,543	65.80%
TBE	4,488	21.81%
DL	1,874	9.11%
Not Served/Not Reported	677	3.29%
Total	20,582	100.00%

Staten Island Distribution of ELLs by Program

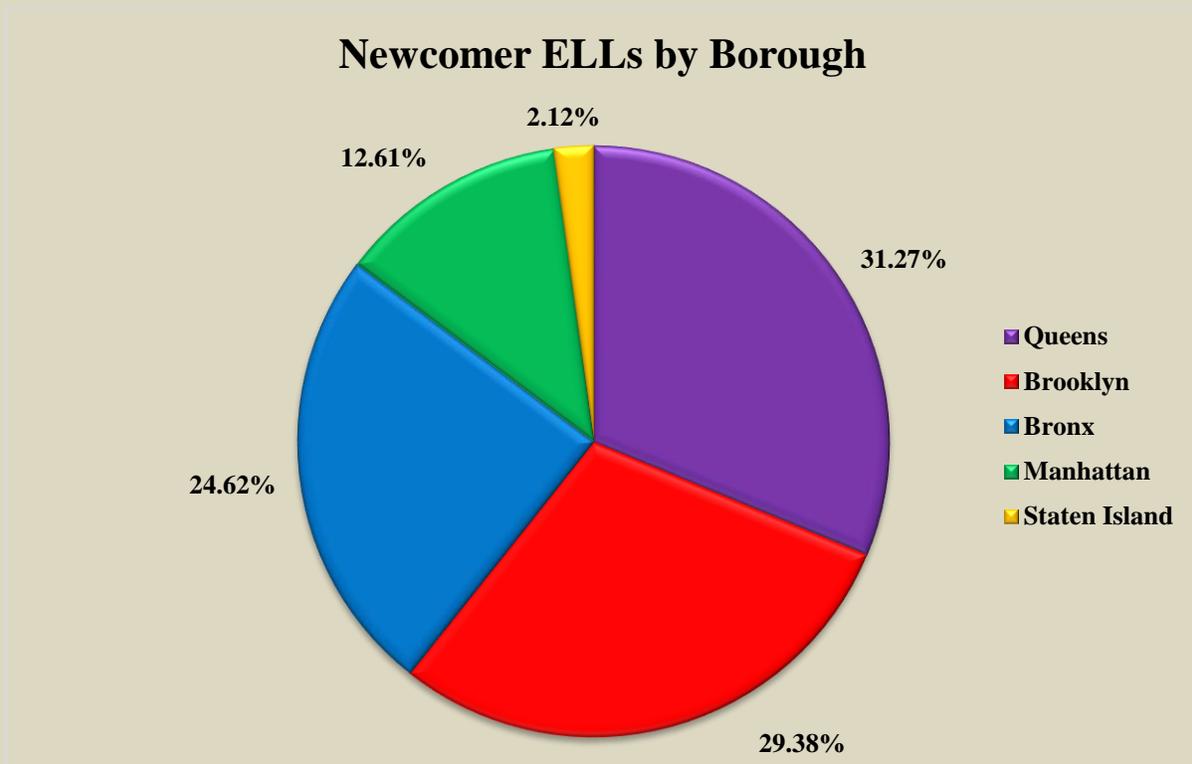


Staten Island		
Program	# of ELLs	% of ELLs
ENL	3,182	91.15%
TBE	102	2.92%
DL	160	4.58%
Not Served/Not Reported	47	1.35%
Total	3,491	100.00%

ELL Subpopulations

Newcomer ELLs (0 to 3 Years of ELL Services)

Newcomer ELLs are defined as those ELLs who have received 0 to 3 years of ELL service, through either ENL and/or bilingual education programs (e.g., DL and TBE). During the 2014-15 school year, newcomer ELLs made up 63.73% of the entire ELL population. Slightly less than a third of all Newcomer ELLs attended school in Queens (31.27%), while Brooklyn and the Bronx had sizeable proportions of newcomers ELLs at 29.38% and 24.62%, respectively. Manhattan’s proportion was slightly more than half of the Bronx at 12.61%, and Staten Island finished with 2.12% of newcomer ELLs.



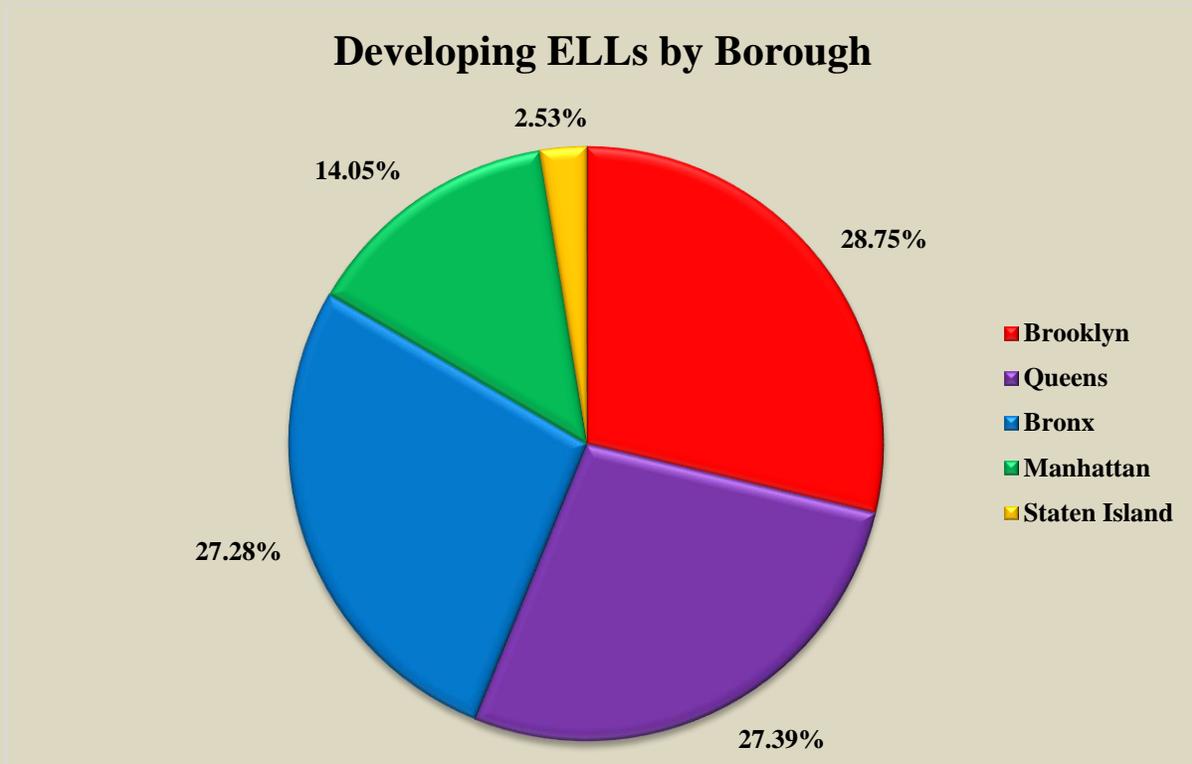
Citywide		
Borough	# of ELLs	% of ELLs
Queens	30,382	31.27%
Brooklyn	28,545	29.38%
Bronx	23,925	24.62%
Manhattan	12,254	12.61%
Staten Island	2,060	2.12%
Total	97,166	100.00%

Top 10 Home Languages of Newcomer ELLs

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	54,806	56.40%
2	Chinese	15,862	16.32%
3	Arabic	4,765	4.90%
4	Bengali	4,752	4.89%
5	Russian	2,637	2.71%
6	Urdu	2,009	2.07%
7	Haitian Creole	1,802	1.85%
8	French	1,513	1.56%
9	Uzbek	1,018	1.05%
10	Punjabi	705	0.73%
Other (143)		7,297	7.51%
Total		97,166	100.00%

Developing ELLs (4 to 6 Years of ELL Services)

Developing ELLs are defined as those ELLs who have received 4 to 6 years of ELL service, through either ENL or bilingual education programs. Developing ELLs made up 24.17% of the entire ELL population. Brooklyn, Queens, and the Bronx all accounted for at least a fourth of all Developing ELLs at 28.75%, 27.39%, and 27.28%, respectively. Manhattan and Staten Island rounded out the remaining proportions at 14.05% and 2.53%, respectively.



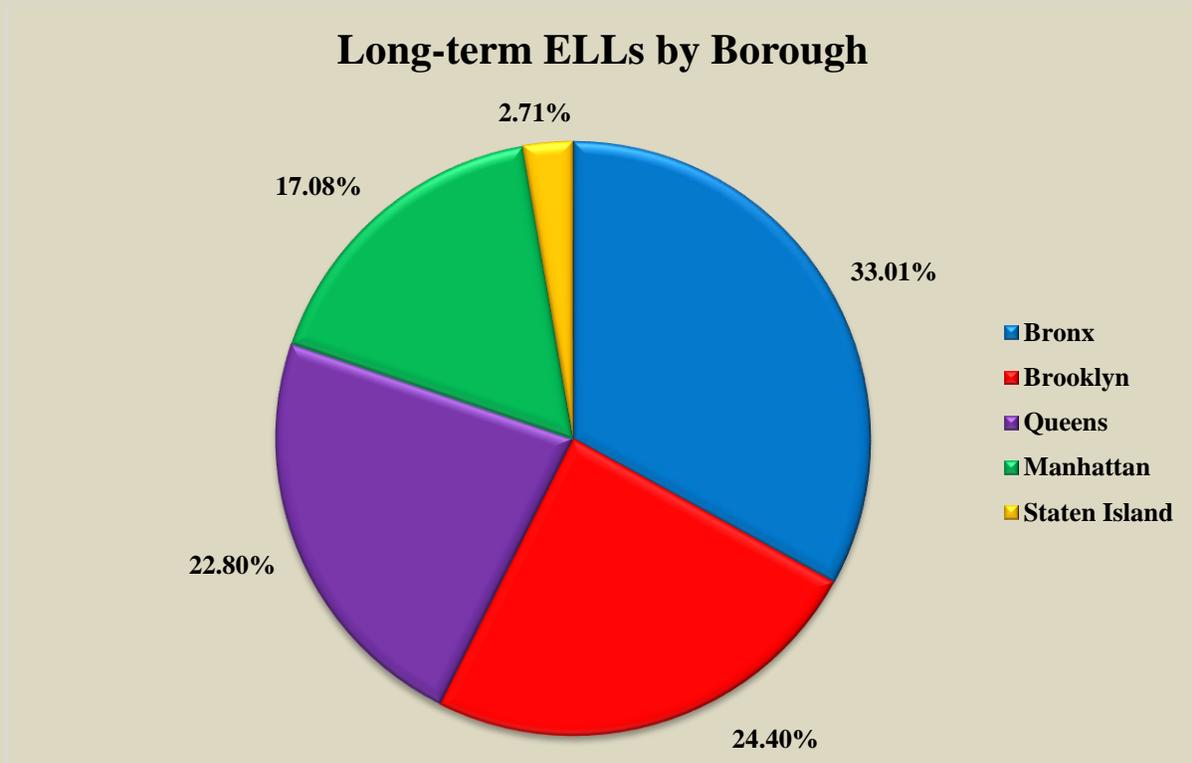
Citywide		
Borough	# of ELLs	% of ELLs
Brooklyn	10,593	28.75%
Queens	10,091	27.39%
Bronx	10,052	27.28%
Manhattan	5,178	14.05%
Staten Island	931	2.53%
Total	36,845	100.00%

Top 10 Home Languages of Developing ELLs

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	23,935	64.96%
2	Chinese	4,917	13.35%
3	Arabic	1,686	4.58%
4	Bengali	1,427	3.87%
5	Haitian Creole	880	2.39%
6	Urdu	704	1.91%
7	Russian	601	1.63%
8	French	424	1.15%
9	Uzbek	278	0.75%
10	Fulani	188	0.51%
Other (97)		1,805	4.90%
Total		36,845	100.00%

Long-term ELLs (7 or More Years of ELL Services)

Long-term ELLs (LTE) are defined as those ELL students who have received more than 6 years of service and have yet to pass the NYSESLAT, the assessment used to determine proficiency in English, and therefore, are still entitled to ELL services. Long-term ELLs made up 12.10% of the total ELL population during the 2014-15 school year. Of all LTEs, slightly less than a third of them attended Bronx schools (33.01%). Most of the remaining LTEs were in Brooklyn (24.40%) and Queens (22.80%) schools.



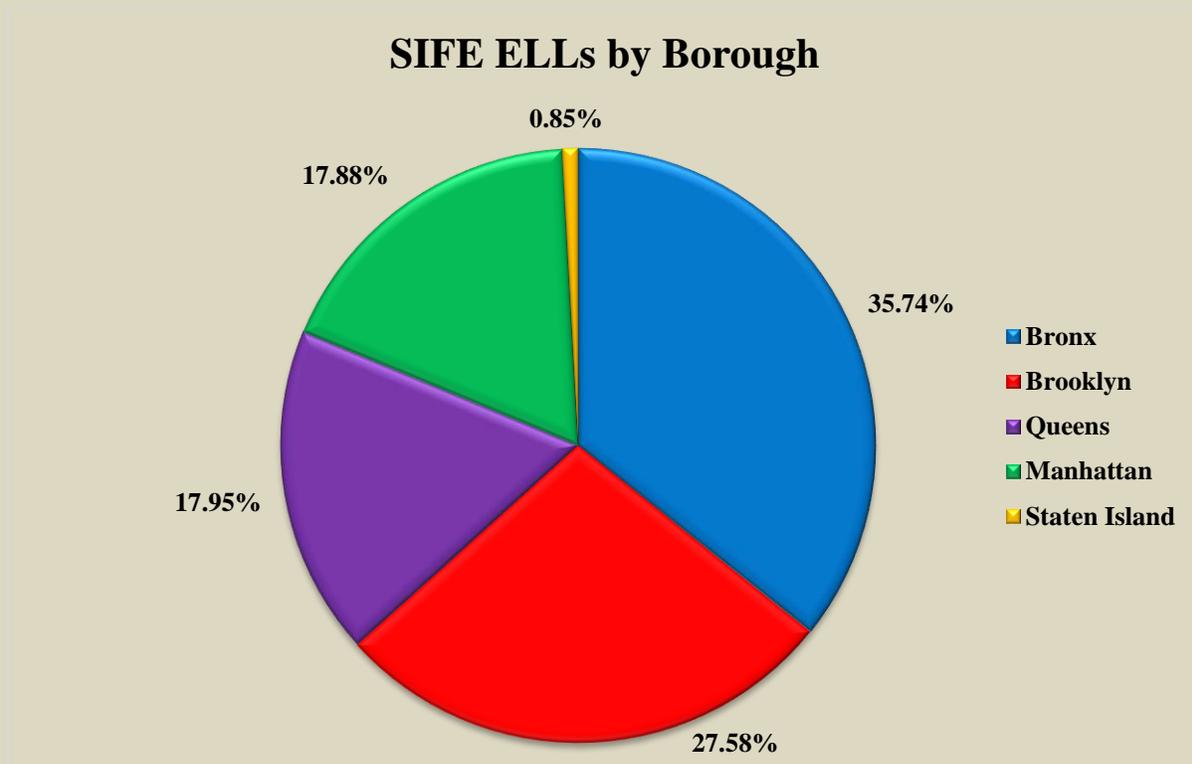
Citywide		
Borough	# of ELLs	% of ELLs
Bronx	6,088	33.01%
Brooklyn	4,501	24.40%
Queens	4,205	22.80%
Manhattan	3,150	17.08%
Staten Island	500	2.71%
Total	18,444	100.00%

Top 10 Home Languages of Long-term ELLs

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	15,088	81.80%
2	Chinese	986	5.35%
3	Arabic	389	2.11%
4	Haitian Creole	349	1.89%
5	Bengali	323	1.75%
6	Urdu	224	1.21%
7	Russian	137	0.74%
8	French	111	0.60%
9	Albanian	87	0.47%
10	Fulani	70	0.38%
Other (72)		680	3.69%
Total		18,444	100.00%

Students with Interrupted/Inconsistent Formal Education¹³

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. During the 2014-15 school year, 7.92% of all ELLs were identified as SIFE. More than a third of all SIFE students in NYCDOE schools were located in Bronx schools (35.74%). Brooklyn schools also had a sizeable proportion of SIFE students in the city at 27.58%. Queens and Manhattan had 17.95% and 17.88% of the SIFE students, respectively. Finally, Staten Island had the smallest number of SIFE students at 0.85%, which was still only 2.95% of the entire Staten Island ELL population.



¹³ Under the amended CR Part 154 (of fall 2014), the SIFE definition was modified to include ELL students with interrupted/inconsistent education.

Top 10 Home Languages of SIFE ELLs

Citywide			
Rank	Home Language	# of SIFE ELLs	% of SIFE ELLs
1	Spanish	8,110	67.14%
2	Chinese	786	6.51%
3	Arabic	700	5.80%
4	Haitian Creole	621	5.14%
5	Bengali	575	4.76%
6	French	331	2.74%
7	Russian	145	1.20%
8	Urdu	143	1.18%
9	Fulani	77	0.64%
10	Uzbek	64	0.53%
Other (83)		527	4.36%
Total		12,079	100.00%

Conclusion

The *2014-15 Demographic Report* presents the state of the NYC's ELLs' demographics and its tremendous diversity. The NYCDOE continues to implement and identify reforms designed to raise expectations and standards for all ELLs and the schools that serve them. The figures presented in this demographic report highlight the diversity of the ELL population citywide, as well as by borough. The diversity of this population serves to reinforce DELLSS' commitment to ensuring that all ELLs attain English language proficiency, achieve high academic standards in core academic subjects, and are prepared to meet the Common Core Learning Standards. The Division of English Language Learners and Student Support is committed to documenting trends within the ELL population and focused on using data to drive education reform for all ELLs. We look forward to continued collaborations as we provide high quality programming to ELLs.

Appendix I: Further ELL Analysis¹⁴

All figures in Appendix I are based on 2014-15 BESIS data. The difference in ELL numbers between the NYCDOE's annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYCDOE school system during the entire school year.

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15)¹⁵

District 1								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Chinese	250	46.13%	45	22.84%	411	64.93%	706	51.46%
Spanish	234	43.17%	136	69.04%	181	28.59%	551	40.16%
Bengali	10	1.85%	*	*	10	1.58%	25	1.82%
Arabic	12	2.21%	*	*	*	*	20	1.46%
French	*	*	*	*	*	*	13	0.95%
Other (26)	32	5.90%	*	*	20	3.16%	57	4.15%
Total	542	100.00%	197	100.00%	633	100.00%	1,372	100.00%

District 2								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	209	9.88%	83	17.81%	2,339	60.41%	2,631	40.77%
Chinese	1,398	66.10%	283	60.73%	598	15.44%	2,279	35.32%
French	30	1.42%	*	*	237	6.12%	274	4.25%
Arabic	67	3.17%	22	4.72%	154	3.98%	243	3.77%
Bengali	11	0.52%	*	*	93	2.40%	109	1.69%
Other (74)	400	18.91%	66	14.16%	451	11.65%	917	14.21%
Total	2,115	100.00%	466	100.00%	3,872	100.00%	6,453	100.00%

¹⁴ Student groups under 10 are suppressed in compliance with FERPA regulations.

¹⁵ All figures in this section are based on 2014-15 BESIS data. The difference in ELL numbers between the NYCDOE's annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYCDOE school system during the entire school year.

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 3								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	417	59.91%	198	68.51%	331	74.22%	946	66.11%
French	53	7.61%	23	7.96%	41	9.19%	117	8.18%
Chinese	41	5.89%	*	*	*	*	51	3.56%
Arabic	17	2.44%	13	4.50%	17	3.81%	47	3.28%
Wolof	15	2.16%	15	5.19%	*	*	36	2.52%
Other (40)	153	21.98%	33	11.42%	48	10.76%	234	16.35%
Total	696	100.00%	289	100.00%	446	100.00%	1,431	100.00%

District 4								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	839	85.26%	307	86.48%	212	86.18%	1,358	85.68%
Arabic	50	5.08%	18	5.07%	11	4.47%	79	4.98%
Bengali	21	2.13%	*	*	*	*	35	2.21%
Chinese	25	2.54%	*	*	*	*	32	2.02%
French	12	1.22%	*	*	*	*	25	1.58%
Other (24)	37	3.76%	13	3.66%	*	*	56	3.53%
Total	984	100.00%	355	100.00%	246	100.00%	1,585	100.00%

District 5								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	558	75.30%	223	68.20%	161	72.20%	942	72.97%
Arabic	91	12.28%	41	12.54%	11	4.93%	143	11.08%
French	26	3.51%	27	8.26%	18	8.07%	71	5.50%
Wolof	16	2.16%	*	*	*	*	25	1.94%
Fulani	10	1.35%	*	*	*	*	18	1.39%
Other (25)	40	5.40%	25	7.65%	27	12.11%	92	7.13%
Total	741	100.00%	327	100.00%	223	100.00%	1,291	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 6								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	4,023	96.27%	1,780	96.95%	1,625	96.38%	7,428	96.46%
Arabic	67	1.60%	26	1.42%	20	1.19%	113	1.47%
French	*	0.14%	*	*	15	0.89%	28	0.36%
Chinese	14	0.34%	*	*	*	*	17	0.22%
Haitian Creole	*	0.17%	*	*	*	*	14	0.18%
Other (41)	62	1.48%	17	0.93%	22	1.30%	101	1.31%
Total	4,179	100.00%	1,836	100.00%	1,686	100.00%	7,701	100.00%

District 7								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,567	91.16%	740	90.13%	1,002	86.23%	3,309	89.38%
Arabic	33	1.92%	20	2.44%	28	2.41%	81	2.19%
French	19	1.11%	17	2.07%	41	3.53%	77	2.08%
Bengali	*	*	*	*	37	3.18%	49	1.32%
Soninke	28	1.63%	*	*	*	*	42	1.13%
Other (28)	63	3.66%	32	3.90%	49	4.22%	144	3.89%
Total	1,719	100.00%	821	100.00%	1,162	100.00%	3,702	100.00%

District 8								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,545	79.76%	740	80.26%	916	81.21%	3,201	80.29%
Bengali	99	5.11%	58	6.29%	78	6.91%	235	5.89%
Arabic	114	5.89%	46	4.99%	52	4.61%	212	5.32%
French	30	1.55%	22	2.39%	23	2.04%	75	1.88%
Albanian	16	0.83%	10	1.08%	13	1.15%	39	0.98%
Other (41)	133	6.87%	46	4.99%	46	4.08%	225	5.64%
Total	1,937	100.00%	922	100.00%	1,128	100.00%	3,987	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 9								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	4,257	88.50%	1,939	87.58%	1,725	85.40%	7,921	87.58%
French	87	1.81%	54	2.44%	119	5.89%	260	2.87%
Soninke	91	1.89%	24	1.08%	19	0.94%	134	1.48%
Bengali	68	1.41%	25	1.13%	38	1.88%	131	1.45%
Arabic	54	1.12%	30	1.36%	36	1.78%	120	1.33%
Other (49)	253	5.26%	142	6.41%	83	4.11%	478	5.29%
Total	4,810	100.00%	2,214	100.00%	2,020	100.00%	9,044	100.00%

District 10								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	5,903	88.86%	2,293	89.08%	2,837	87.24%	11,033	88.48%
Bengali	156	2.35%	67	2.60%	103	3.17%	326	2.61%
Arabic	130	1.96%	51	1.98%	67	2.06%	248	1.99%
French	64	0.96%	29	1.13%	104	3.20%	197	1.58%
Albanian	40	0.60%	16	0.62%	20	0.62%	76	0.61%
Other (82)	350	5.27%	118	4.58%	121	3.72%	589	4.72%
Total	6,643	100.00%	2,574	100.00%	3,252	100.00%	12,469	100.00%

District 11								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,346	60.52%	548	60.35%	791	69.20%	2,685	62.81%
Arabic	315	14.16%	125	13.77%	97	8.49%	537	12.56%
Bengali	192	8.63%	98	10.79%	86	7.52%	376	8.80%
Albanian	94	4.23%	28	3.08%	32	2.80%	154	3.60%
Urdu	72	3.24%	26	2.86%	18	1.57%	116	2.71%
Other (59)	205	9.22%	83	9.14%	119	10.41%	407	9.52%
Total	2,224	100.00%	908	100.00%	1,143	100.00%	4,275	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 12								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	2,045	87.99%	920	89.76%	1,415	91.70%	4,380	89.53%
Bengali	64	2.75%	17	1.66%	36	2.33%	117	2.39%
French	41	1.76%	29	2.83%	28	1.81%	98	2.00%
Arabic	56	2.41%	23	2.24%	15	0.97%	94	1.92%
Fulani	33	1.42%	13	1.27%	*	*	51	1.04%
Other (36)	85	3.66%	23	2.24%	44	2.85%	152	3.11%
Total	2,324	100.00%	1,025	100.00%	1,543	100.00%	4,892	100.00%

District 13								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	192	46.27%	69	46.00%	166	36.40%	427	41.82%
Arabic	90	21.69%	29	19.33%	42	9.21%	161	15.77%
Bengali	41	9.88%	26	17.33%	67	14.69%	134	13.12%
French	26	6.27%	*	*	35	7.68%	66	6.46%
Chinese	*	*	*	*	57	12.50%	66	6.46%
Other (36)	58	13.98%	20	13.33%	89	19.52%	167	16.36%
Total	415	100.00%	150	100.00%	456	100.00%	1,021	100.00%

District 14								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	975	79.85%	309	80.68%	699	90.66%	1,983	83.49%
Polish	89	7.29%	*	*	*	*	101	4.25%
Arabic	41	3.36%	21	5.48%	18	2.33%	80	3.37%
Chinese	33	2.70%	13	3.39%	*	*	55	2.32%
Yiddish	37	3.03%	13	3.39%	*	*	55	2.32%
Other (30)	46	3.77%	18	4.70%	37	4.80%	101	4.25%
Total	1,221	100.00%	383	100.00%	771	100.00%	2,375	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 15								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	2,154	47.29%	413	74.28%	327	60.78%	2,894	51.23%
Chinese	1,694	37.19%	62	11.15%	46	8.55%	1,802	31.90%
Arabic	173	3.80%	44	7.91%	108	20.07%	325	5.75%
Bengali	238	5.23%	20	3.60%	12	2.23%	270	4.78%
French	64	1.41%	*	*	*	*	76	1.35%
Other (42)	232	5.09%	13	2.34%	37	6.88%	282	4.99%
Total	4,555	100.00%	556	100.00%	538	100.00%	5,649	100.00%

District 16								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	144	67.29%	52	63.41%	42	45.65%	238	61.34%
Arabic	31	14.49%	11	13.41%	*	*	51	13.14%
Bengali	14	6.54%	*	*	*	*	25	6.44%
French	*	*	*	*	10	10.87%	22	5.67%
Haitian Creole	*	*	*	*	15	16.30%	19	4.90%
Other (12)	17	7.94%	*	*	11	11.96%	33	8.51%
Total	214	100.00%	82	100.00%	92	100.00%	388	100.00%

District 17								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	637	53.76%	186	35.98%	264	28.92%	1,087	41.57%
Haitian Creole	264	22.28%	209	40.43%	335	36.69%	808	30.90%
Arabic	149	12.57%	67	12.96%	73	8.00%	289	11.05%
Fulani	56	4.73%	25	4.84%	29	3.18%	110	4.21%
French	22	1.86%	19	3.68%	60	6.57%	101	3.86%
Other (35)	57	4.81%	11	2.13%	152	16.65%	220	8.41%
Total	1,185	100.00%	517	100.00%	913	100.00%	2,615	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 18								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Haitian Creole	151	43.90%	136	60.71%	223	62.64%	510	55.19%
Spanish	77	22.38%	41	18.30%	60	16.85%	178	19.26%
Arabic	80	23.26%	30	13.39%	25	7.02%	135	14.61%
French	11	3.20%	10	4.46%	24	6.74%	45	4.87%
Chinese	11	3.20%	*	*	*	*	11	1.19%
Other (17)	14	4.07%	*	*	24	6.74%	38	4.87%
Total	344	100.00%	224	100.00%	356	100.00%	924	100.00%

District 19								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,263	77.68%	565	83.21%	644	82.14%	2,472	80.03%
Bengali	220	13.53%	57	8.39%	53	6.76%	330	10.68%
Arabic	75	4.61%	42	6.19%	25	3.19%	142	4.60%
Haitian Creole	18	1.11%	*	*	29	3.70%	51	1.65%
French	10	0.62%	*	*	*	*	21	0.68%
Other (20)	40	2.46%	*	*	25	3.19%	73	2.36%
Total	1,626	100.00%	679	100.00%	784	100.00%	3,089	100.00%

District 20								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Chinese	4,533	55.35%	1,058	47.87%	1,451	47.43%	7,042	52.33%
Spanish	1,720	21.00%	504	22.81%	694	22.69%	2,918	21.68%
Arabic	619	7.56%	170	7.69%	291	9.51%	1,080	8.02%
Russian	359	4.38%	86	3.89%	133	4.35%	578	4.29%
Urdu	224	2.74%	112	5.07%	133	4.35%	469	3.48%
Other (52)	734	8.96%	280	12.67%	357	11.67%	1,371	10.19%
Total	8,189	100.00%	2,210	100.00%	3,059	100.00%	13,458	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 21								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	873	28.87%	273	25.16%	365	20.96%	1,511	25.83%
Chinese	465	15.38%	208	19.17%	518	29.75%	1,191	20.36%
Russian	613	20.27%	241	22.21%	221	12.69%	1,075	18.38%
Urdu	349	11.54%	119	10.97%	168	9.65%	636	10.87%
Uzbek	237	7.84%	72	6.64%	102	5.86%	411	7.03%
Other (54)	487	16.10%	172	15.85%	367	21.08%	1,026	17.54%
Total	3,024	100.00%	1,085	100.00%	1,741	100.00%	5,850	100.00%

District 22								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	559	22.22%	106	17.82%	116	16.43%	781	20.46%
Russian	437	17.37%	117	19.66%	141	19.97%	695	18.21%
Haitian Creole	283	11.25%	119	20.00%	94	13.31%	496	12.99%
Urdu	307	12.20%	54	9.08%	80	11.33%	441	11.55%
Chinese	195	7.75%	54	9.08%	87	12.32%	336	8.80%
Other (44)	735	29.21%	145	24.37%	188	26.63%	1,068	27.98%
Total	2,516	100.00%	595	100.00%	706	100.00%	3,817	100.00%

District 23								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	229	75.08%	113	71.07%	39	57.35%	381	71.62%
Arabic	24	7.87%	14	8.81%	*	*	40	7.52%
Haitian Creole	14	4.59%	*	*	10	14.71%	32	6.02%
French	10	3.28%	*	*	*	*	25	4.70%
Fulani	12	3.93%	*	*	*	*	18	3.38%
Other (13)	16	5.25%	10	6.29%	10	14.71%	36	6.77%
Total	305	100.00%	159	100.00%	68	100.00%	532	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 24								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	7,108	75.42%	1,525	71.10%	1,589	71.97%	10,222	74.20%
Chinese	933	9.90%	156	7.27%	142	6.43%	1,231	8.94%
Bengali	360	3.82%	109	5.08%	101	4.57%	570	4.14%
Arabic	228	2.42%	96	4.48%	98	4.44%	422	3.06%
Nepali	148	1.57%	53	2.47%	31	1.40%	232	1.68%
Other (58)	647	6.87%	206	9.60%	247	11.19%	1,100	7.98%
Total	9,424	100.00%	2,145	100.00%	2,208	100.00%	13,777	100.00%

District 25								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Chinese	2,832	65.19%	581	59.35%	762	37.82%	4,175	56.90%
Spanish	753	17.33%	220	22.47%	975	48.39%	1,948	26.55%
Korean	174	4.01%	32	3.27%	19	0.94%	225	3.07%
Urdu	117	2.69%	44	4.49%	38	1.89%	199	2.71%
Pashto	97	2.23%	19	1.94%	14	0.69%	130	1.77%
Other (53)	371	8.54%	83	8.48%	207	10.27%	661	9.01%
Total	4,344	100.00%	979	100.00%	2,015	100.00%	7,338	100.00%

District 26								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Chinese	533	48.99%	195	52.28%	582	50.70%	1,310	50.21%
Spanish	108	9.93%	38	10.19%	213	18.55%	359	13.76%
Korean	163	14.98%	25	6.70%	60	5.23%	248	9.51%
Bengali	14	1.29%	41	10.99%	60	5.23%	115	4.41%
Punjabi	59	5.42%	14	3.75%	38	3.31%	111	4.25%
Other (42)	211	19.39%	60	16.09%	195	16.99%	466	17.86%
Total	1,088	100.00%	373	100.00%	1,148	100.00%	2,609	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 27								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,663	66.15%	646	68.72%	901	63.10%	3,210	65.75%
Bengali	201	8.00%	106	11.28%	189	13.24%	496	10.16%
Punjabi	194	7.72%	46	4.89%	142	9.94%	382	7.82%
Arabic	184	7.32%	45	4.79%	59	4.13%	288	5.90%
Urdu	73	2.90%	25	2.66%	31	2.17%	129	2.64%
Other (48)	199	7.92%	72	7.66%	106	7.42%	377	7.72%
Total	2,514	100.00%	940	100.00%	1,428	100.00%	4,882	100.00%

District 28								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,022	43.34%	336	43.13%	507	47.16%	1,865	44.28%
Bengali	362	15.35%	121	15.53%	208	19.35%	691	16.41%
Russian	198	8.40%	85	10.91%	69	6.42%	352	8.36%
Chinese	121	5.13%	39	5.01%	43	4.00%	203	4.82%
Arabic	107	4.54%	30	3.85%	41	3.81%	178	4.23%
Other (64)	548	23.24%	168	21.57%	207	19.26%	923	21.91%
Total	2,358	100.00%	779	100.00%	1,075	100.00%	4,212	100.00%

District 29								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	661	43.12%	211	46.48%	34	17.44%	906	41.52%
Bengali	350	22.83%	60	13.22%	16	8.21%	426	19.52%
Haitian Creole	186	12.13%	91	20.04%	102	52.31%	379	17.37%
Urdu	84	5.48%	21	4.63%	*	*	108	4.95%
Arabic	53	3.46%	25	5.51%	*	*	82	3.76%
Other (44)	199	12.98%	46	10.13%	36	18.46%	281	12.88%
Total	1,533	100.00%	454	100.00%	195	100.00%	2,182	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 30								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	3,293	69.80%	1,051	70.11%	1,005	56.56%	5,349	66.91%
Bengali	543	11.51%	142	9.47%	227	12.77%	912	11.41%
Arabic	273	5.79%	94	6.27%	108	6.08%	475	5.94%
Chinese	98	2.08%	26	1.73%	186	10.47%	310	3.88%
Urdu	122	2.59%	42	2.80%	37	2.08%	201	2.51%
Other (57)	389	8.25%	144	9.61%	214	12.04%	747	9.34%
Total	4,718	100.00%	1,499	100.00%	1,777	100.00%	7,994	100.00%

District 31								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,474	65.74%	342	61.62%	325	59.41%	2,141	64.03%
Arabic	172	7.67%	57	10.27%	59	10.79%	288	8.61%
Chinese	135	6.02%	23	4.14%	35	6.40%	193	5.77%
Russian	132	5.89%	23	4.14%	19	3.47%	174	5.20%
Urdu	72	3.21%	20	3.60%	26	4.75%	118	3.53%
Other (55)	257	11.46%	90	16.22%	83	15.17%	430	12.86%
Total	2,242	100.00%	555	100.00%	547	100.00%	3,344	100.00%

District 32								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,524	95.37%	572	96.13%	510	96.41%	2,606	95.74%
Arabic	31	1.94%	14	2.35%	*	*	54	1.98%
Bengali	10	0.63%	*	*	*	*	15	0.55%
Chinese	*	*	*	*	*	*	11	0.40%
Haitian Creole	*	*	*	*	*	*	*	*
Other (17)	20	1.25%	*	*	*	*	28	1.03%
Total	1,598	100.00%	595	100.00%	529	100.00%	2,722	100.00%

Top 5 ELL Home Languages by District and by Grade Level Group (2014-15) ¹⁴

District 75								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,366	68.78%	716	74.43%	1,830	74.15%	3,912	72.23%
Chinese	197	9.92%	58	6.03%	166	6.73%	421	7.77%
Bengali	124	6.24%	53	5.51%	82	3.32%	259	4.78%
Arabic	55	2.77%	16	1.66%	51	2.07%	122	2.25%
Haitian Creole	30	1.51%	11	1.14%	69	2.80%	110	2.03%
Other (74)	214	10.78%	108	11.23%	270	10.94%	592	10.93%
Total	1,986	100.00%	962	100.00%	2,468	100.00%	5,416	100.00%

District 79								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	*	*	16	100.00%	40	93.02%	56	94.92%
Urdu	*	*	*	*	*	*	*	*
Haitian Creole	*	*	*	*	*	*	*	*
Khoisan	*	*	*	*	*	*	*	*
Total	*	*	16	100.00%	43	100.00%	59	100.00%

ELL Subpopulations by District (2014-15)

Newcomer, Developing, and Long-term ELLs

District 1		
ELL Type	# of ELLs	% of ELLs
Newcomer	936	68.22%
Developing	276	20.12%
Long-term	160	11.66%
Total	1,372	100.00%

District 2		
ELL Type	# of ELLs	% of ELLs
Newcomer	3,921	60.76%
Developing	1,562	24.21%
Long-term	970	15.03%
Total	6,453	100.00%

District 3		
ELL Type	# of ELLs	% of ELLs
Newcomer	790	55.21%
Developing	339	23.69%
Long-term	302	21.10%
Total	1,431	100.00%

District 4		
ELL Type	# of ELLs	% of ELLs
Newcomer	878	55.39%
Developing	463	29.21%
Long-term	244	15.39%
Total	1,585	100.00%

District 5		
ELL Type	# of ELLs	% of ELLs
Newcomer	705	54.61%
Developing	381	29.51%
Long-term	205	15.88%
Total	1,291	100.00%

District 6		
ELL Type	# of ELLs	% of ELLs
Newcomer	4,764	61.86%
Developing	1,922	24.96%
Long-term	1,015	13.18%
Total	7,701	100.00%

District 7		
ELL Type	# of ELLs	% of ELLs
Newcomer	2,040	55.11%
Developing	949	25.63%
Long-term	713	19.26%
Total	3,702	100.00%

District 8		
ELL Type	# of ELLs	% of ELLs
Newcomer	2,204	55.28%
Developing	1,104	27.69%
Long-term	679	17.03%
Total	3,987	100.00%

District 9		
ELL Type	# of ELLs	% of ELLs
Newcomer	5,631	62.26%
Developing	2,114	23.37%
Long-term	1,299	14.36%
Total	9,044	100.00%

District 10		
ELL Type	# of ELLs	% of ELLs
Newcomer	7,806	62.60%
Developing	3,113	24.97%
Long-term	1,550	12.43%
Total	12,469	100.00%

District 11		
ELL Type	# of ELLs	% of ELLs
Newcomer	2,610	61.05%
Developing	1,065	24.91%
Long-term	600	14.04%
Total	4,275	100.00%

District 12		
ELL Type	# of ELLs	% of ELLs
Newcomer	2,994	61.20%
Developing	1,167	23.86%
Long-term	731	14.94%
Total	4,892	100.00%

District 13		
ELL Type	# of ELLs	% of ELLs
Newcomer	622	60.92%
Developing	290	28.40%
Long-term	109	10.68%
Total	1,021	100.00%

District 14		
ELL Type	# of ELLs	% of ELLs
Newcomer	1,350	56.84%
Developing	631	26.57%
Long-term	394	16.59%
Total	2,375	100.00%

District 15		
ELL Type	# of ELLs	% of ELLs
Newcomer	3,883	68.74%
Developing	1,325	23.46%
Long-term	441	7.81%
Total	5,649	100.00%

District 16		
ELL Type	# of ELLs	% of ELLs
Newcomer	230	59.28%
Developing	90	23.20%
Long-term	68	17.53%
Total	388	100.00%

District 17		
ELL Type	# of ELLs	% of ELLs
Newcomer	1,644	62.87%
Developing	696	26.62%
Long-term	275	10.52%
Total	2,615	100.00%

District 18		
ELL Type	# of ELLs	% of ELLs
Newcomer	585	63.31%
Developing	226	24.46%
Long-term	113	12.23%
Total	924	100.00%

District 19		
ELL Type	# of ELLs	% of ELLs
Newcomer	1,920	62.16%
Developing	785	25.41%
Long-term	384	12.43%
Total	3,089	100.00%

District 20		
ELL Type	# of ELLs	% of ELLs
Newcomer	9,287	69.01%
Developing	3,087	22.94%
Long-term	1,084	8.05%
Total	13,458	100.00%

District 21		
ELL Type	# of ELLs	% of ELLs
Newcomer	3,985	68.12%
Developing	1,321	22.58%
Long-term	544	9.30%
Total	5,850	100.00%

District 22		
ELL Type	# of ELLs	% of ELLs
Newcomer	2,765	72.44%
Developing	810	21.22%
Long-term	242	6.34%
Total	3,817	100.00%

District 23		
ELL Type	# of ELLs	% of ELLs
Newcomer	317	59.59%
Developing	138	25.94%
Long-term	77	14.47%
Total	532	100.00%

District 24		
ELL Type	# of ELLs	% of ELLs
Newcomer	9,243	67.09%
Developing	3,334	24.20%
Long-term	1,200	8.71%
Total	13,777	100.00%

District 25		
ELL Type	# of ELLs	% of ELLs
Newcomer	5,325	72.57%
Developing	1,488	20.28%
Long-term	525	7.15%
Total	7,338	100.00%

District 26		
ELL Type	# of ELLs	% of ELLs
Newcomer	1,919	73.55%
Developing	500	19.16%
Long-term	190	7.28%
Total	2,609	100.00%

District 27		
ELL Type	# of ELLs	% of ELLs
Newcomer	3,419	70.03%
Developing	1,003	20.54%
Long-term	460	9.42%
Total	4,882	100.00%

District 28		
ELL Type	# of ELLs	% of ELLs
Newcomer	2,845	67.55%
Developing	1,001	23.77%
Long-term	366	8.69%
Total	4,212	100.00%

District 29		
ELL Type	# of ELLs	% of ELLs
Newcomer	1,578	72.32%
Developing	470	21.54%
Long-term	134	6.14%
Total	2,182	100.00%

District 30		
ELL Type	# of ELLs	% of ELLs
Newcomer	5,390	67.43%
Developing	1,770	22.14%
Long-term	834	10.43%
Total	7,994	100.00%

District 31		
ELL Type	# of ELLs	% of ELLs
Newcomer	2,013	60.20%
Developing	888	26.56%
Long-term	443	13.25%
Total	3,344	100.00%

District 32		
ELL Type	# of ELLs	% of ELLs
Newcomer	1,545	56.76%
Developing	787	28.91%
Long-term	390	14.33%
Total	2,722	100.00%

District 75		
ELL Type	# of ELLs	% of ELLs
Newcomer	1,989	36.72%
Developing	1,741	32.15%
Long-term	1,686	31.13%
Total	5,416	100.00%

District 79		
ELL Type	# of ELLs	% of ELLs
Newcomer	33	55.93%
Developing	*	*
Long-term	17	28.81%
Total	59	100.00%

SIFE ELLs

Citywide		
District	# of SIFE ELLs	% of SIFE ELLs
1	103	0.85%
2	831	6.88%
3	149	1.23%
4	83	0.69%
5	100	0.83%
6	843	6.98%
7	519	4.30%
8	310	2.57%
9	982	8.13%
10	1,417	11.73%
11	377	3.12%
12	631	5.22%
13	167	1.38%
14	307	2.54%
15	197	1.63%
16	39	0.32%
17	459	3.80%
18	210	1.74%
19	399	3.30%
20	633	5.24%
21	332	2.75%
22	192	1.59%
23	54	0.45%
24	622	5.15%
25	256	2.12%
26	70	0.58%
27	509	4.21%
28	274	2.27%
29	137	1.13%
30	194	1.61%
31	100	0.83%
32	260	2.15%
75	320	2.65%
79	*	*
Total	12,079	100.00%

**SY 2014-15
Students with IEPs
by District**

District	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
1	2295	3	1	1	2300	315	24	13	3	355	2655
2	9141	10	10	6	9167	1158	76	113	15	1362	10529
3	3608	8	0	0	3616	420	28	0	1	449	4065
4	2775	30	0	0	2805	441	157	1	0	599	3404
5	2220	11	0	2	2233	376	99	0	1	476	2709
6	2447	29	0	0	2476	1166	506	0	1	1673	4149
7	3978	57	0	4	4039	869	309	0	1	1179	5218
8	6440	14	0	2	6456	1064	139	0	1	1204	7660
9	5379	63	0	4	5446	1610	341	1	2	1954	7400
10	8678	49	0	6	8733	2497	636	0	8	3141	11874
11	7925	14	0	4	7943	1054	119	0	7	1180	9123
12	4493	13	0	0	4506	1176	194	0	3	1373	5879
13	3387	4	0	4	3395	271	11	2	3	287	3682
14	3650	35	0	3	3688	593	179	1	65	838	4526
15	4868	20	4	8	4900	1010	186	44	17	1257	6157
16	2102	1	0	0	2103	126	14	2	5	147	2250
17	3694	18	0	2	3714	398	54	3	47	502	4216
18	2719	3	0	3	2725	176	6	15	15	212	2937
19	4605	12	0	1	4618	474	78	0	4	556	5174
20	4968	3	1	2	4974	1693	156	149	83	2081	7055
21	5382	3	2	6	5393	1124	86	56	100	1366	6759
22	4626	2	0	4	4632	627	62	14	45	748	5380
23	2373	4	0	2	2379	169	21	0	6	196	2575
24	6094	70	4	8	6176	2299	804	45	23	3171	9347
25	4314	4	3	2	4323	953	84	91	17	1145	5468
26	4790	7	0	12	4809	614	33	28	35	710	5519
27	6817	24	0	3	6844	811	208	2	35	1056	7900
28	5650	10	0	5	5665	808	93	13	32	946	6611
29	3873	9	2	5	3889	332	65	1	17	415	4304
30	4017	53	0	6	4076	1268	396	3	18	1685	5761
31	13397	16	1	11	13425	978	280	4	17	1279	14704
32	1964	7	0	0	1971	502	206	0	3	711	2682
Total	152669	606	28	116	153419	27372	5650	601	630	34253	187672

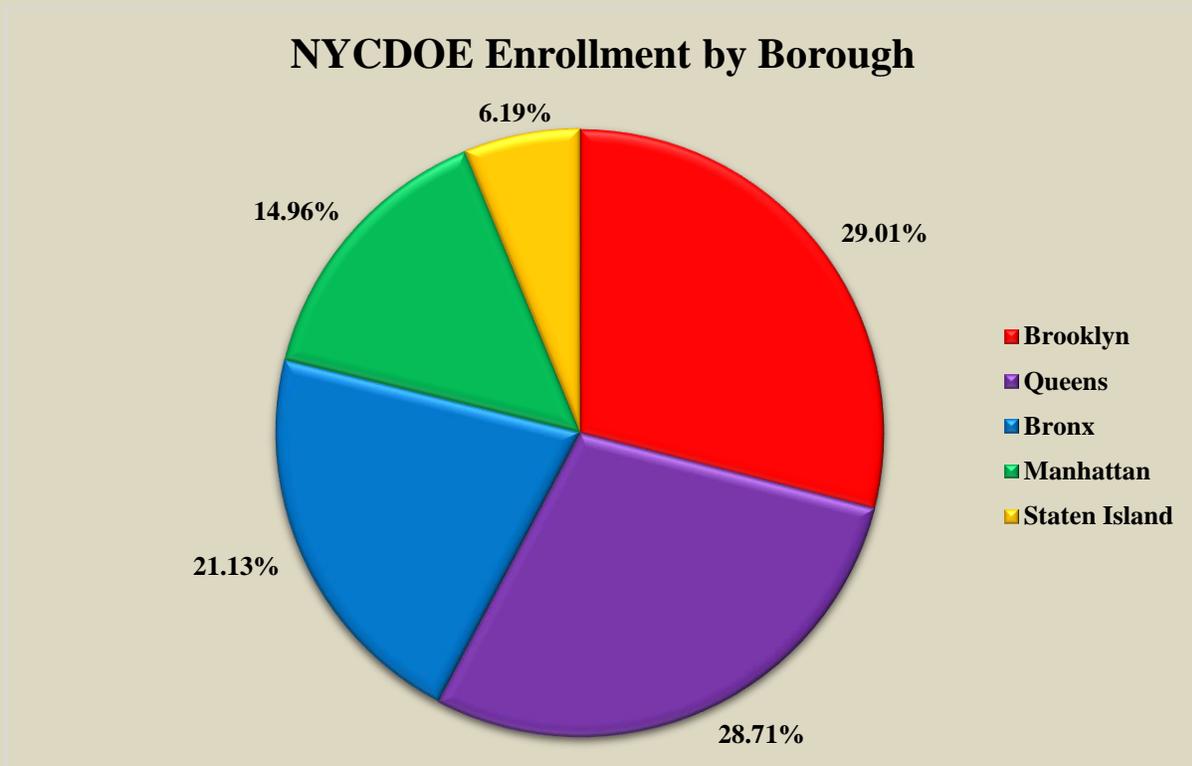
Source: SESIS and ATS

Appendix II: Comparison Data

All figures in Appendix II are based on NYCDOE’s Audited Register data (October 2014). The difference in ELL numbers between the NYCDOE’s annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYCDOE school system during the entire school year.

NYCDOE Student Population¹⁶

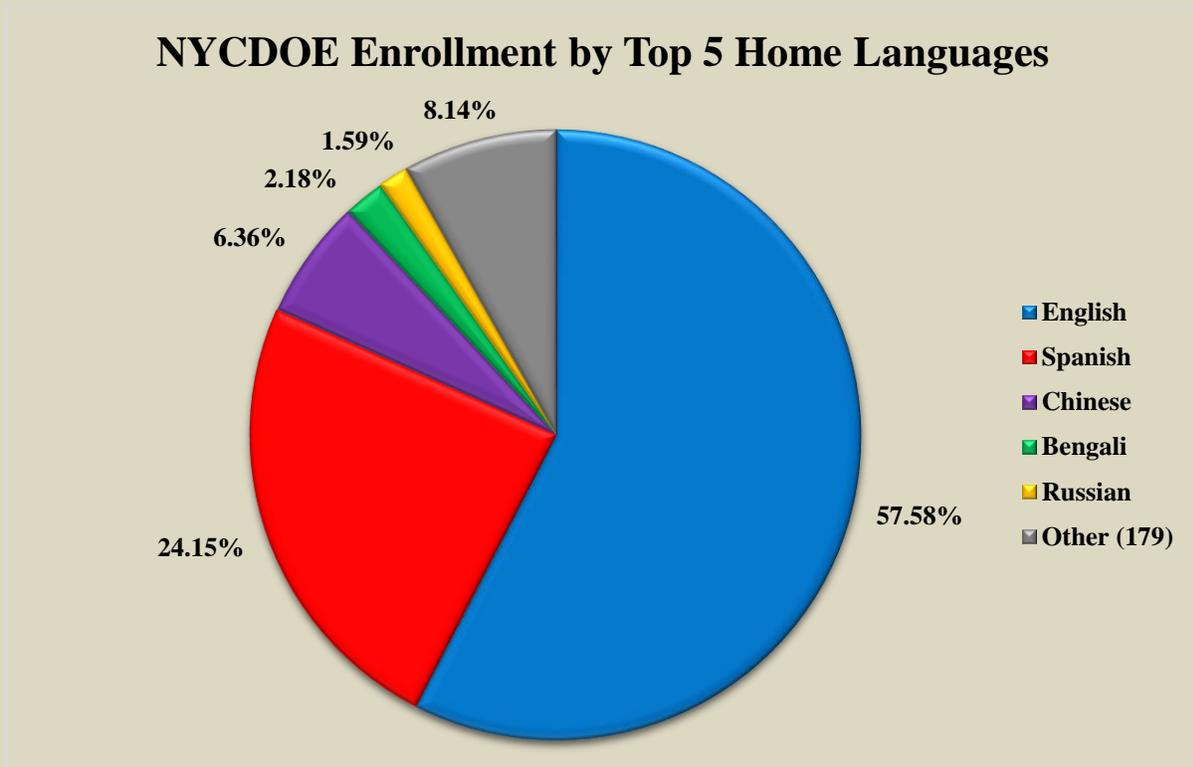
There were 971,857 students enrolled in NYCDOE schools during the 2014-15 school year. Brooklyn’s student population was the highest of the five boroughs, accounting for 29.01% (281,952) of all students in the system. Queens was a close second, with 28.71% (279,020) of all students, followed by the Bronx at 21.13% (205,360). Manhattan and Staten Island represent a smaller but still significant population of the NYCDOE with 14.96% (145,390) and 6.19% (60,135), respectively.



¹⁶ The figures in the following sections are based on the 2014-15 audited register as of October 31, 2014; include only grades K – 12, exclude charter schools, and exclude GED students.

Citywide		
Borough	# of Students	% of Students
Brooklyn	281,952	29.01%
Queens	279,020	28.71%
Bronx	205,360	21.13%
Manhattan	145,390	14.96%
Staten Island	60,135	6.19%
Total	971,857	100.00%

Nearly 42.42%¹⁷ of the 971,857 students enrolled in NYC public schools communicated in a language other than English at home, which means that there are 412,304 students living in households where English is not the primary language conversed. However, not all of these students are identified as ELLs.



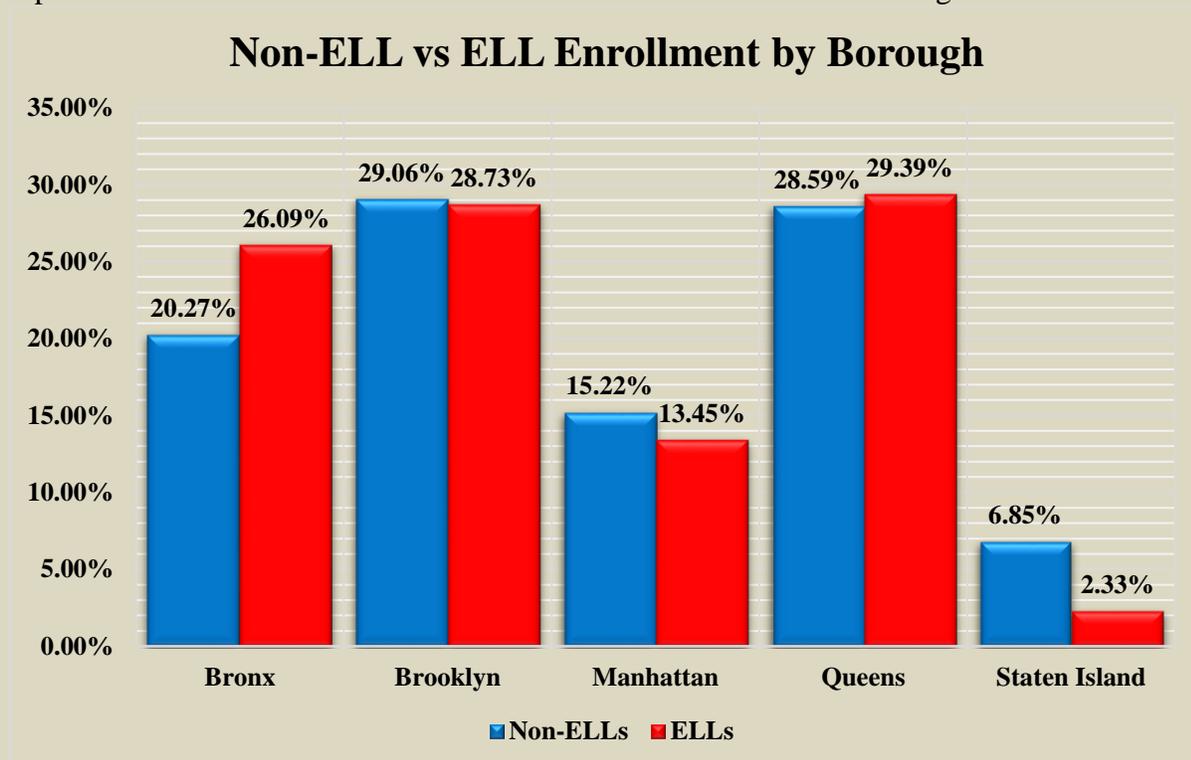
¹⁷ Henceforth, other includes students whose home language is unknown and student does not speak.

NYCDOE Enrollment by Top 5 Home Languages—continued

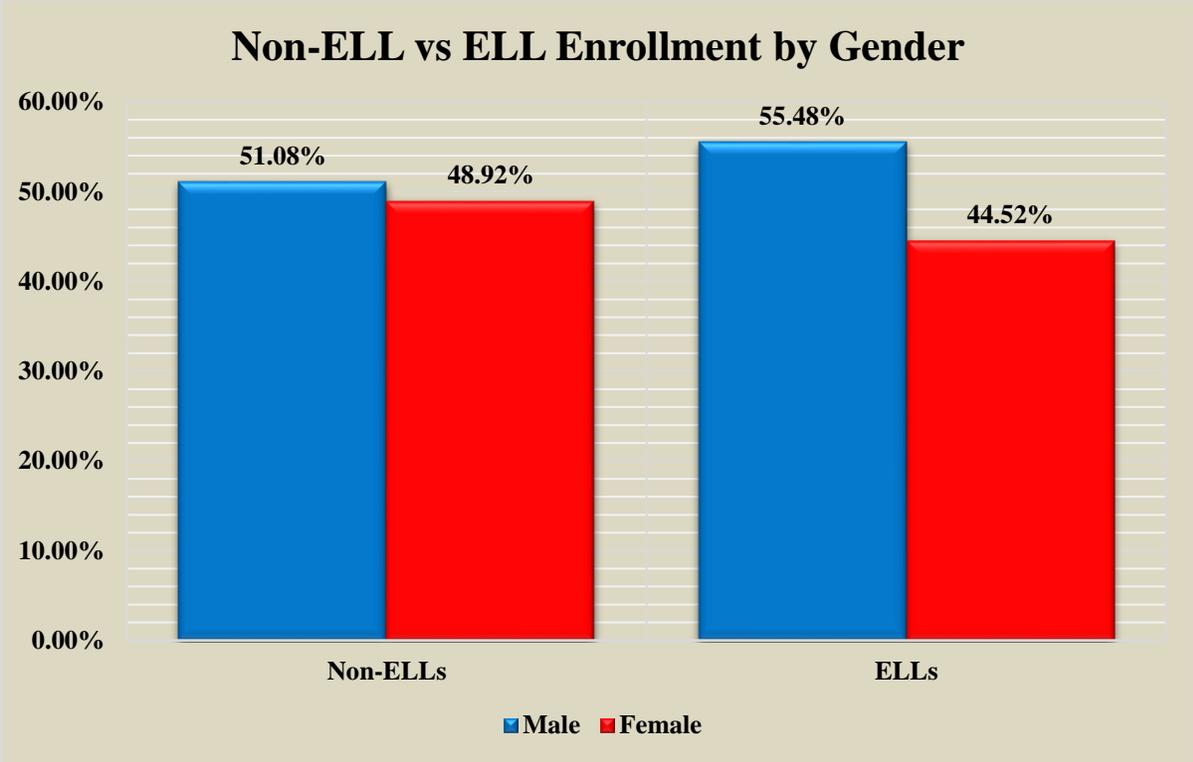
Citywide			
Rank	Home Language	# of Students	% of Students
1	English	559,553	57.58%
2	Spanish	234,733	24.15%
3	Chinese	61,835	6.36%
4	Bengali	21,150	2.18%
5	Russian	15,460	1.59%
Other (179)		79,126	8.14%
Total		971,857	100.00%

Non-ELLs and ELLs within the NYCDOE Student Population

Two distinct populations were analyzed within the context of the NYCDOE student population. Non-ELLs are students who were identified as not requiring ELL services, and ELLs are students who were identified as requiring ELL services. Within each of those populations, the proportions were comparatively similar in all but two boroughs. The Bronx displayed nearly a 6% larger proportion of ELL students (26.09%) over non-ELL students (20.27%). Conversely, Staten Island showed over a 4% larger proportion of non-ELL students (6.85%) than ELL students (2.33%) did. Brooklyn, Manhattan, and Queens were nearly equally proportionally represented with differences in non-ELL students and ELL students being about 2% or less.

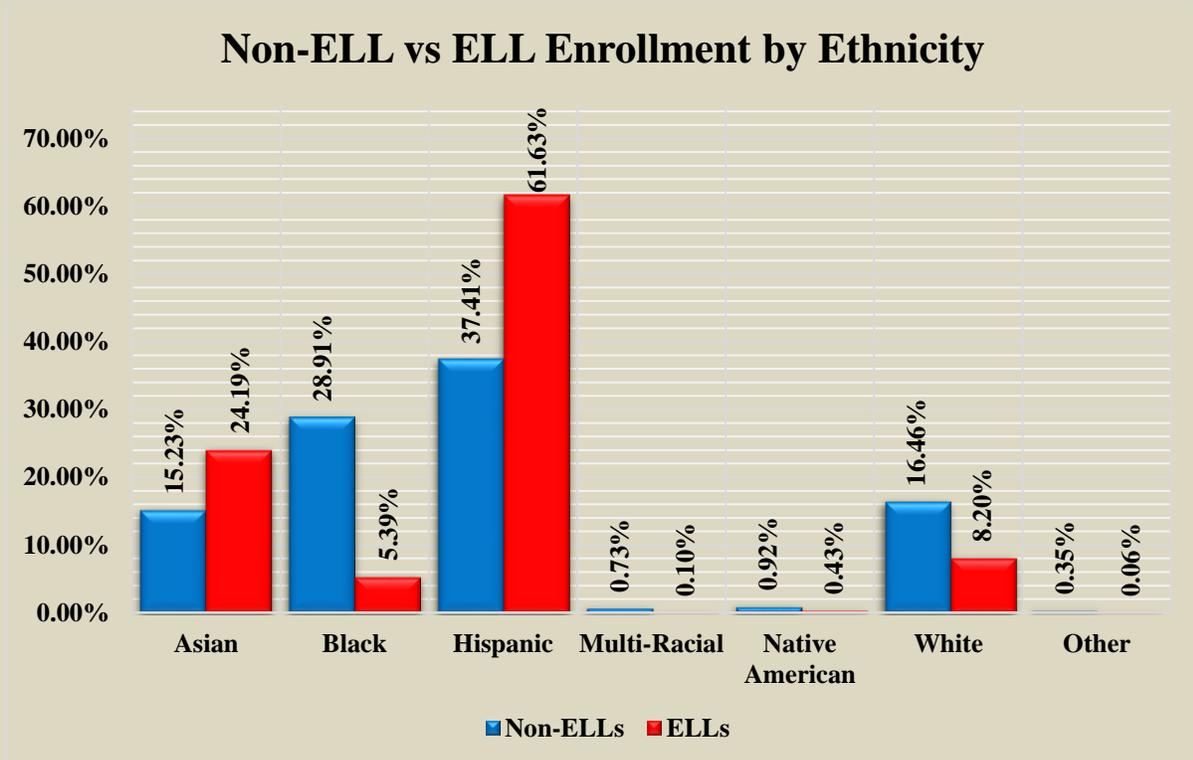


As of the end of October 2014, 143,110 students were identified as ELLs, with males (55.48%) outnumbering females (44.52%). The near 11% difference between genders in ELL students is significantly higher than that of the difference between genders among non-ELL students, which showed males (51.08%) about 2% higher than females (48.92%). ELLs accounted for 14.73% of the entire NYCDOE student population.

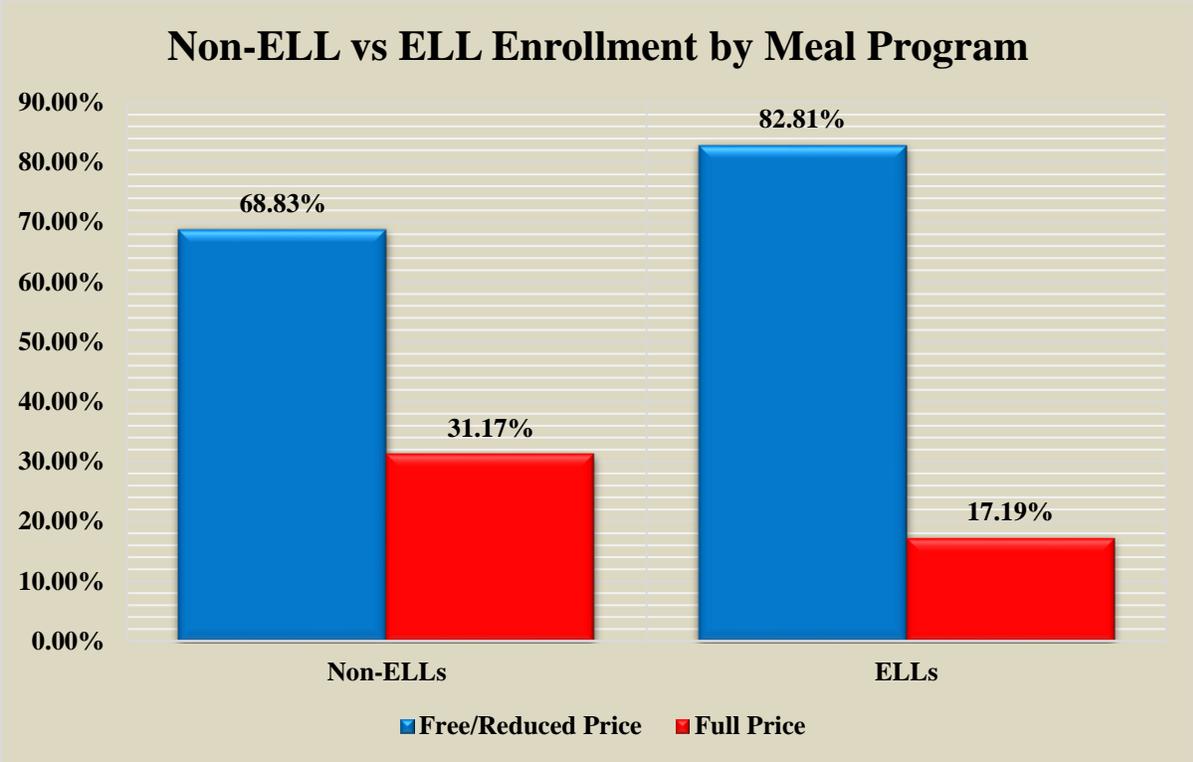


Since the non-ELL population was significantly larger than the ELL population and accounted for the majority of students in the NYCDOE, it is not surprising that the ethnic pattern was somewhat similar to that of the NYCDOE population.

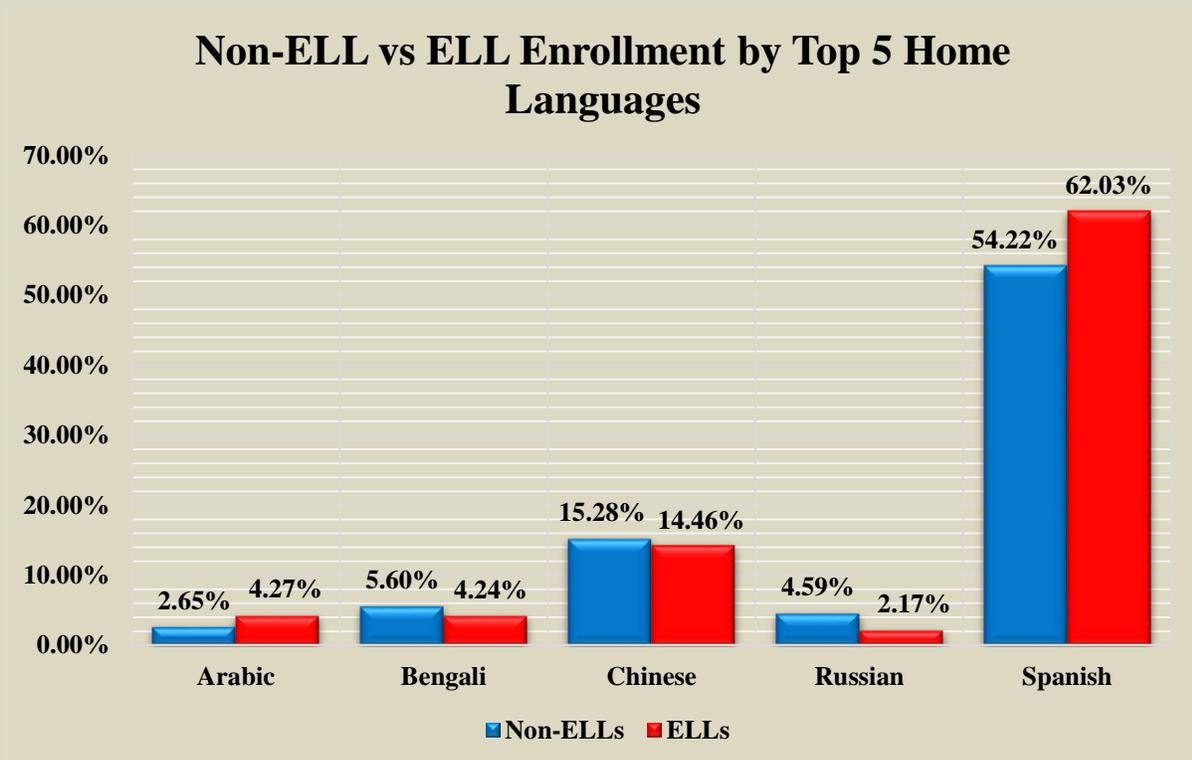
When comparing the ethnicity between the non-ELL population and the ELL population, the data shows that Black (28.91%; 5.39%) and White (16.46%; 8.20%) students are represented more in the non-ELL population rather than the ELL population. On the other hand, Hispanic (61.63%; 37.41%) and Asian (24.19%; 15.23%) students are represented more in the ELL population rather than the non-ELL population.



82.81% of NYC ELLs received free or reduced-priced lunch, which was about 14% higher than the 68.83% of non-ELLs who received free or reduced priced lunch during the school year.



In order to compare non-ELLs' home languages to that of ELLs, the students whose home language was English were removed from the non-ELL population. This highlighted a commonality between the two populations. Both population's top 5 home languages were the same (Arabic, Bengali, Chinese, Russian, and Spanish). Even how these home languages ranked among the populations were similar. Students whose home language was Spanish or Chinese ranked 1 and 2 for both non-ELLs and ELLs, respectively. A noticeable difference was for students whose home language was Arabic. In the ELL population, Arabic-speaking students ranked third at 4.27% of the ELL population, but for the non-ELL population they ranked fifth at 2.65% of the non-ELL population.



Definitions and Terms

Automate the Schools (ATS): school-based administrative system that standardizes and automates the collection and reporting of data for all students in the NYC Public Schools.

Bilingual Education Student Information Survey (BESIS): survey to gather relevant ELL information.

Developing ELL: These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of four (4) to six (6) enrolled school years in the United States of America.

English language arts (ELA): In ELA, students learn to become effective readers and writers. Teachers use a balance of complex fiction and non-fiction texts in the classroom and teach reading, writing, and discussion with an emphasis on text-based evidence.

English language learner (ELL): student whose home language is not English and has scored below a cut score on the New York State Identification Test for ELLs. These students continue to be ELLs until they reach proficiency on the NYSESLAT or a combination of NYSESLAT scores and ELA/ELA Regents scores.

English as a new language (ENL): formerly known as English as a second language (ESL); research based-program comprised of a stand-alone model and integrated ENL.

English as a second language (ESL): see *English as a new language (ENL)*.

Home language arts (HLA): formerly known as native language arts (NLA); a unit of study or its equivalent in language arts in the student's home language. Such units of study are aligned to the Common Core Learning Standards.

Home Language Identification Survey (HLIS): survey and interview with the student and parent to determine the student's home language.

Language Assessment Battery – Revised (LAB-R): former assessment used to determine ELL status prior to implementation of the NYSITELL; the LAB-R was discontinued by New York State Education Department on January 31, 2014.

Long-term ELL (LTE): These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven (7) or more continuously enrolled school years in the United States of America.

New York State English as a Second Language Achievement Test (NYSESLAT): exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State

Alternate Assessment) to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year.

New York State Identification Test for English Language Learners (NYSITELL): exam that determines ELL status. It is administered throughout the school year as necessary to all students entering grades K to 12 who are first time entrants and reentrants.

Newcomer ELL: These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of zero (0) to three (3) continuously enrolled school years in the United States of America.



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