

# New York City's English Language Learners: Demographics

---

New York City Department of Education  
Office of English Language Learners  
Summer 2008

**City of New York  
Department of Education**

**Joel I. Klein**  
Chancellor

**Dr. Marcia Lyles**  
Deputy Chancellor for Teaching and Learning

**Maria Santos**  
Executive Director, Office of English Language Learners

**Acknowledgements**

The Division of Information and Instructional Technology (DIIT) and the Office of English Language Learners (ELLs) compiled the data and provided technical expertise and assistance with analysis. The Office of ELLs is indebted to Nick Pandey for verifying the data and Alice Goodman-Shah for analyzing and presenting the data.

Introduction.....	3
Who are our English Language Learners?.....	4
ELL Instruction and Program Participation.....	6
ELL Subpopulations.....	8
Struggling Learners.....	14
Appendix.....	16

## Introduction

---

English Language Learners (ELLs) are students who come from homes where a language other than English is spoken, and who score below a State-designated level of proficiency on a test of English language skills. When parents enroll their child in the New York City school system, they are given a Home Language Identification Survey (HLIS) to establish their child's home language. If answers on this survey indicate that a language other than English is spoken at home, their child is administered a Language Assessment Battery-Revised (LAB-R) to establish English proficiency. Those students who score below proficiency on the LAB-R become eligible for State-mandated services for ELLs. Parents are then notified of their child's eligibility, and are asked to select the ELL program in which they would like their child enrolled. Based on parent choice and program availability, ELLs are placed in a Transitional Bilingual Education (TBE), Dual Language, or English as a Second Language (ESL) program. Also, each Spring all K-12 ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor their English language development skills. NYSESLAT results are used to determine continuing eligibility for ELL services for the following school year.

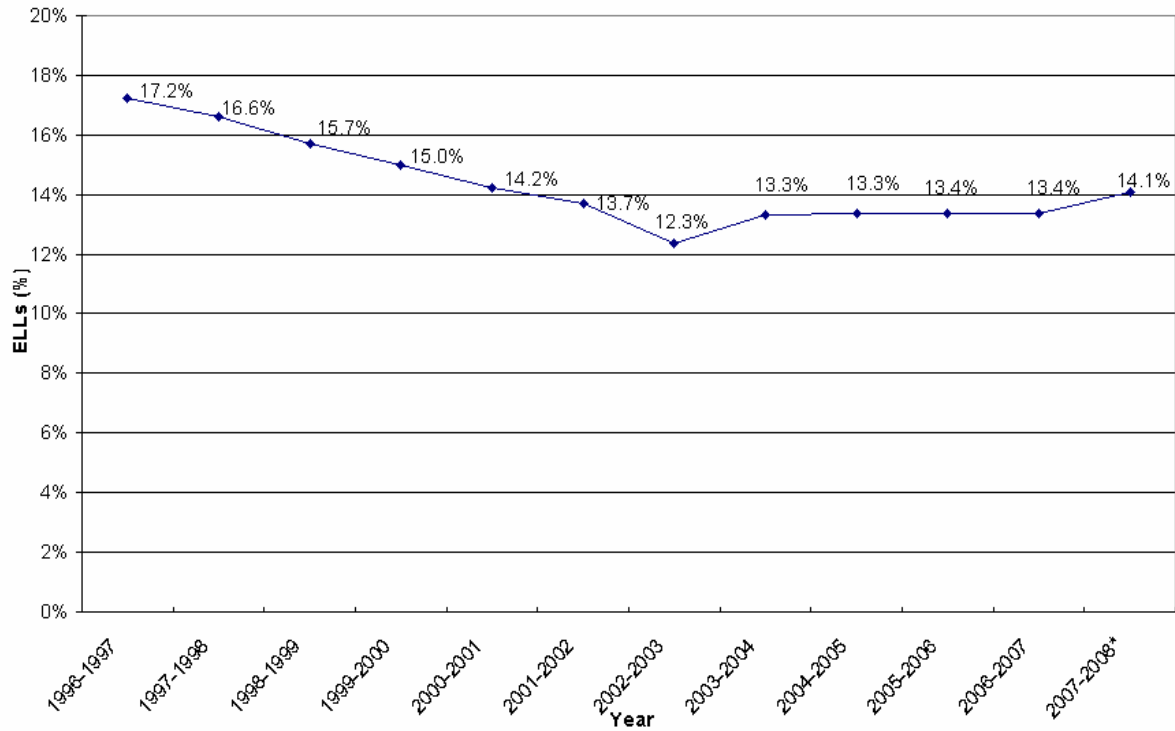
Enrollment center and school staff are in charge of appropriately identifying students who are eligible and entitled to ELL services—what we refer to in this report as *current ELLs*. The population of current ELLs is much smaller than the number of students who speak a language other than English at home, currently reported from the HLIS to be 440,412 (41.8% of the total student population). Some students with a non-English home language are proficient in English when they come into the school system, while others are ELLs that have reached proficiency, referred to as *former ELLs*. Most former ELLs transition to monolingual English classes. However, those that opt to remain in TBE programs are designated as English-proficient students. Also, students can remain enrolled in Dual Language programs for the length of the program, regardless of proficiency designation.

Schools report student-level data for students identified as current ELLs, which is then compiled by the Division of Information and Instructional Technology (DIIT) on the last day of October using the Automate the Schools' (ATS) Bilingual Education Student Information Survey (BESIS). This data is reviewed and verified throughout the year to strengthen its reliability and make ELL funding more responsive to the schools with changing ELL populations. The 2007-08 BESIS data in this report is from the annual October 2007 condition and has been reviewed, revised and verified by ELL Compliance and Performance Specialists during the winter months. Current ELLs are a distinct student population (14.1%) and should not be used as a proxy for immigrant students or all ELLs (current and former).

Graphs presented here are sourced and dated. The narrative describes populations and conditions as accurately as possible based on the available data.

# Who are our English Language Learners?

**Chart 1. ELLs as a Share of the NYC Student Population, 1996–2008**



Source: BESIS (ATS) and Official Audited October 31st Register, 1996-2008.

Notes: \*In 2007-08, the ELL count (n=148,401) includes students served by IEPs not counted in previous years and students identified as ELLs using the LAB-R but whose scores were not scanned at the time of BESIS collection.

English Language Learners (ELLs) are students who come from homes where a language other than English is spoken, and who score below a state-designated proficiency level on a test of English language skills. Currently, 148,401 students are designated as ELLs in New York City, making up about 14.1% of the City’s public school student population (Chart 1). The rise in the

number of ELLs this year from the relatively stable count of the last several years can be attributed to several factors, mainly the inclusion of certain students served by Individualized Education Plans (IEPs) previously not counted and students identified as ELLs whose test scores had not been scanned at the time of BESIS collection.

**Chart 2. ELLs by Borough, 2007-08**  
 Source: BESIS (ATS) and Official Audited October 31st Register (DIIT), 2007-08

Borough	Number	Share of Student Pop. (%)
Bronx	38,021	16.9
Manhattan	25,939	15.6
Queens	42,694	15.3
Brooklyn	38,183	11.8
Staten Island	3,564	5.9

Of the five boroughs of New York City, the Bronx has the highest concentration of

ELLs in the student population (16.9%) (Chart 2). In other words, about one out of every six students in the Bronx is an ELL, despite Queens having the largest number of ELLs in the City (42,694). The borough with the fewest and lowest share of ELLs in the student population is Staten Island, where only about one out of every 20 students is an ELL.

Fifty-five percent (81,802) of ELLs are in elementary school (K-5), 17% (25,538) are in middle school, and 28% (41,061) are in high school (Chart 3). ELL grade distributions show that current ELLs are most populous in the early elementary (1, K and 2, respectively) and early high school (9 and 10) grades—common entry points for new ELLs. However, this year shows an increase in the number of ELLs in grades 11 and 12 (Appendix 1), a trend also reflected in the general student population.

**Chart 3. ELLs by Grade, 2007-08**

Source: BESIS, 2007-08

Grade	Number	Distribution Among ELL Pop. (%)
K	15,474	10.4
1	16,762	11.3
2	15,106	10.2
3	12,992	8.8
4	11,596	7.8
5	9,872	6.7
6	8,543	5.5
7	8,738	5.9
8	8,257	5.6
9	13,824	9.3
10	13,345	9.0
11	7,481	5.0
12	6,411	4.3

**Chart 4. Top Languages Among ELLs, 2007-08**

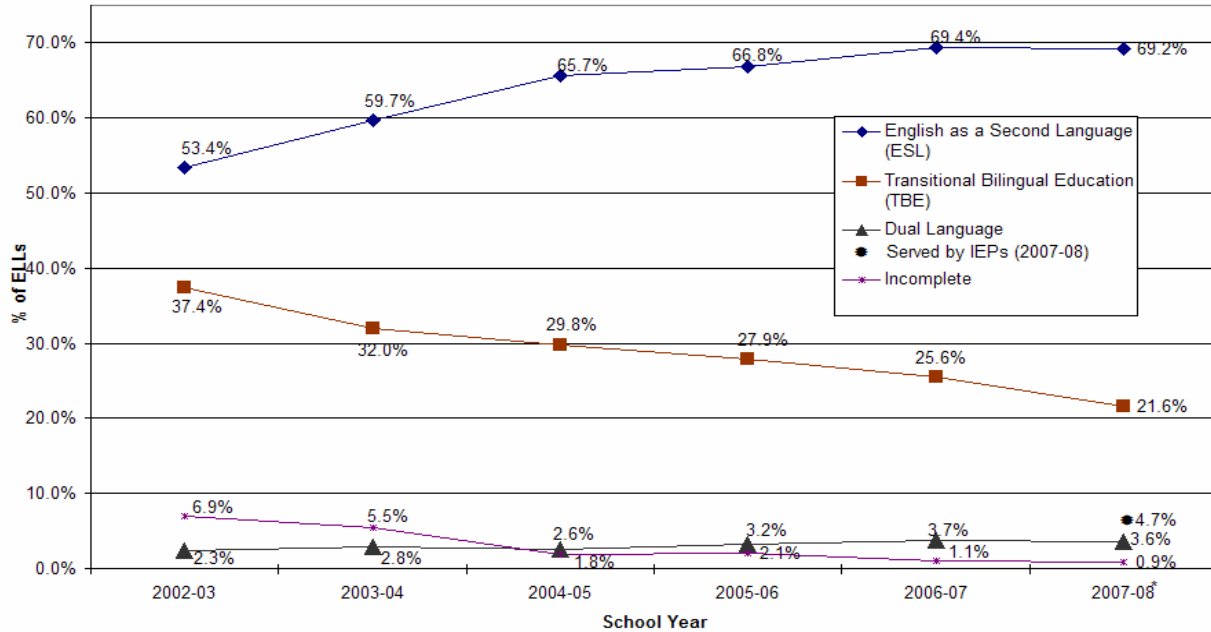
Source: BESIS, 2007-08; \* Other represents 154 languages

Language	Number	Share of ELL Pop. (%)
Spanish	100,903	68.0
Chinese	16,648	11.2
Other*	7,643	5.2
Bengali	4,288	2.9
Arabic	3,689	2.5
Haitian Creole	3,358	2.3
Russian	2,754	1.9
Urdu	2,614	1.8
French	1,857	1.3
Korean	1,302	0.9
Albanian	1,280	0.9
Polish	1,028	0.7
Punjabi	1,036	0.7

Spanish is the home language for a majority (68%) of all current ELLs (Chart 4). Slightly more than 11% of current ELLs speak Chinese at home. Arabic, Bengali, and Haitian Creole are each spoken by between 2.3-2.9% of ELLs. More than 7,600 ELLs (5.2%) speak a language other than one of the top twelve languages among City ELLs. Spanish, Chinese and Haitian Creole-speaking ELLs have increased in the last year, most likely due to increases in the ELL count (Appendix 2). Arabic and Bengali ELLs have seen small but steady gains since 2002. Predominate language groups among ELLs by district are in Appendix 3.

# ELL Instruction and Program Participation

**Chart 5. Percent of ELLs by Program Enrollment, 2002-2008**



Source: BESIS (ATS), 2002-2008.

Notes: \*In 2007-08, the ELL count includes students served by IEPs (n=6,975) not previously counted.

Slightly more than 69% of all current ELLs are in English as a Second Language (ESL) programs, showing a steady increase from a little more than half in 2002 (Chart 5). Nearly 22% are in Transitional Bilingual Education (TBE) programs (a steady decrease from 37% in 2002). Almost 4% of ELLs are served in Dual Language programs, up from 2% in 2002. The share of ELLs who

are partially served or have incomplete information has dropped from 7% in 2002 to less than 1% this year, mainly due to a comprehensive data review process implemented by ELL specialists in 2005. Nearly 5% of ELLs are served by IEPs which are instructional programs tailored to students' individual needs. This is the first year IEP data is included in ELL program participation.

**Chart 6. ELL Program Distribution by Borough, 2007-08**

Source: BESIS (ATS), 2007-08

Borough	ESL (n=102,666) (%)	TBE (n=32,102) (%)	DL (n=5,318) (%)
Brooklyn	28.2	19.8	20.0
Bronx	23.4	32.5	19.5
Manhattan	13.5	25.2	43.6
Staten Island	3.1	0.3	1.2
Queens	31.7	22.3	15.7

Program participation by borough shows that a majority of ELLs participating in ESL programs are in Brooklyn and Queens while ELLs served by bilingual programs are more likely to be found in Manhattan and the Bronx. (Chart 6). Dual Language participation is mainly in Manhattan, although programs are available citywide. Program enrollment by class level

**Chart 7. Distribution of the Share of ELLs in each Program by School Level, 2007-08**

Source: BESIS (ATS), 2007-08

School Level	ESL (n=102,666) (%)	TBE (n=32,102) (%)	DL (n=5,318) (%)	All Programs (n=140,086) (%)
Elementary	59.1	42.7	89.5	55.1
Middle	23.7	39.9	3.6	27.1
High	17.2	17.4	6.9	17.2

reflects the limited number of Dual Language programs in middle and high school (Chart 7). Plans to offer more secondary Dual Language programs are being developed by several schools in order to provide program sustainability. There are a combined 384 TBE and Dual Language programs (both fall under the category of bilingual programs) in City schools taught in eight home languages (Chart 8). ESL programs operate in a majority of City schools.

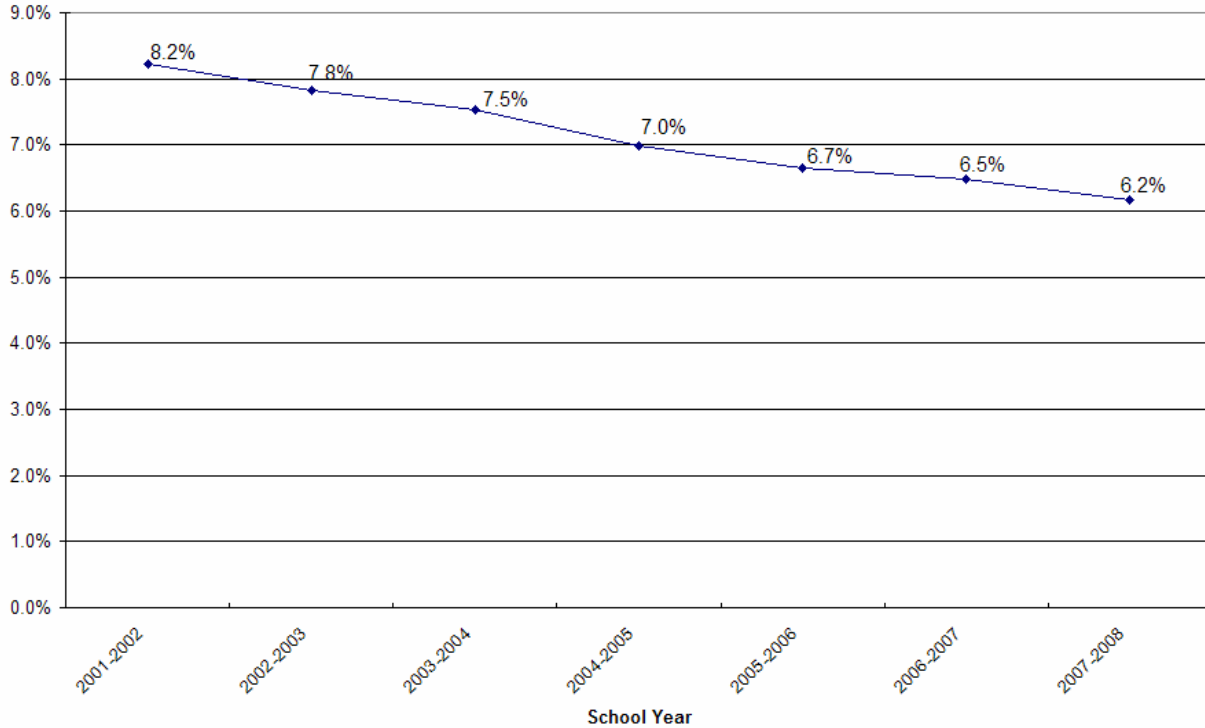
**Chart 8. Number of Programs by Language**

Source: BESIS (ATS), 2007-08; \*Notes: 1,419 is the number of schools reporting at least 1 ELL in ESL.

<b>English as a Second Language*</b>	
ENGLISH	1,419
<b>Transitional Bilingual Education (314)</b>	
SPANISH	270
CHINESE, ANY	31
HAITIAN CREOLE	6
FRENCH	2
YIDDISH	2
KOREAN	1
POLISH	1
RUSSIAN	1
<b>Dual Language (70)</b>	
SPANISH	60
CHINESE, ANY	4
FRENCH	3
HAITIAN CREOLE	1
KOREAN	1
RUSSIAN	1

# ELL Subpopulations

**Chart 9. New Immigrants as a Share of Student Population, 2001-2008**



Source: Official Audited October 31st Register (DIIT) and Immigrant Survey (ATS), 2001-2008.

## Immigrants

A high quality education recognizes and fosters the unique contributions of different languages and cultures from all students—especially students who are new to our country (43.7% of current ELLs are foreign born), or who have families from other countries (41.8% of all City students report speaking a language other than English at home). The Office of ELLs provides outreach to immigrants and their families not only through ELL services, but also by providing access to language-specific resources and programming in schools, districts, and through our Web site.

**Chart 10. New Immigrants by Borough, 2007-08**

Source: Immigrant Survey (ATS), 2007-08; n=65,075

Borough	Number	Share of Student Pop. (%)
Queens	23,402	8.4
Brooklyn	19,716	6.1
Manhattan	8,573	5.2
Bronx	11,802	5.3
Staten Island	1,582	2.6

The Office of ELLs provides outreach to immigrants and their families not only through ELL services, but also by providing access to language-specific resources and programming in schools, districts, and through our Web site.

The data shown here is from ATS's Immigrant Survey, which specifically reports data on students who are new immigrants (foreign born students who are first time admissions in City schools in the last three years). Since

2001, new immigrants as a share of the student population have steadily decreased to 6.2% (Chart 9), with a total number of 65,075 new immigrant students in City schools this year.

Queens and Brooklyn have the highest numbers of new immigrant students among the five boroughs, as well as having the highest percentage of immigrants among the student population (Chart 10). For instance, in Queens, almost one out of every twelve students is a new immigrant. While it is more likely to find new immigrant students in Queens and Brooklyn, more current ELLs are concentrated in the student population in the Bronx and Manhattan. The notable differences between ELL and new immigrant representation in the boroughs highlight both the influence of native born

ELLs (56.3%) and the fact that not all new immigrants need to learn English. However, like ELLs, new immigrants are clustered at early elementary and early high school grades, but are far more prevalent in the 10th and 9th grade, respectively, compared to other grades (Chart 11).

**Chart 11. New Immigrants by Grade, 2007-08**

Source: Immigrant Survey (ATS)

Grade	Number	Distribution among New Immigrant Pop. (%)
pK	2512	3.8
K	4543	7.0
1	6152	9.4
2	5121	7.8
3	3619	5.5
4	3619	5.5
5	3729	5.7
6	3840	6.0
7	4271	6.5
8	4611	7.1
9	7452	11.4
10	8441	13.0
11	4504	7.0
12	2661	4.1

### Long-term ELLs

In 2007-08, more than 20,000 ELLs (14% of ELLs) have completed at least six years of ELL services in New York City schools. These students are identified as *long-term ELLs* (LTEs) since, despite their oral proficiency in English, they demonstrate low academic literacy in English and their home language. These students continue to need ELL services beyond the five to seven years that bilingual education research cites as required, on average, to acquire academic English. The New York State Department of Education defines LTEs as ELLs that, based on available records, have been in any US district and in any school program beyond six years and continue to be ELLs. However, BESIS data only tracks the years of ELL service that students have received in New York City schools as opposed to participation in any English language school system. Therefore, the number of LTEs reported by New York City is most likely a conservative estimate.

High concentrations of LTEs in middle and high school, often making up between a quarter to a

third of ELLs in a single grade (Chart 12), suggest that significant numbers of ELLs are at-risk of academic failure without appropriate instructional supports. Therefore, attention and resources are dedicated to learn more about serving their special needs. Through a partnership with the City University of New York’s Graduate Center, the Office of ELLs funds research on understanding the characteristics and academic needs of this population. Findings show that a common characteristic of LTEs is

**Chart 12. LTEs by Grade, 2007-08**  
Source: BESIS, 2007-08. n=20,613

Grade	Number	Share of ELL Pop. (%)
4	143	1.2
5	981	9.9
6	2659	31.1
7	2839	32.5
8	2365	28.6
9	4120	29.8
10	3411	25.6
11	1825	24.4
12	2270	35.4

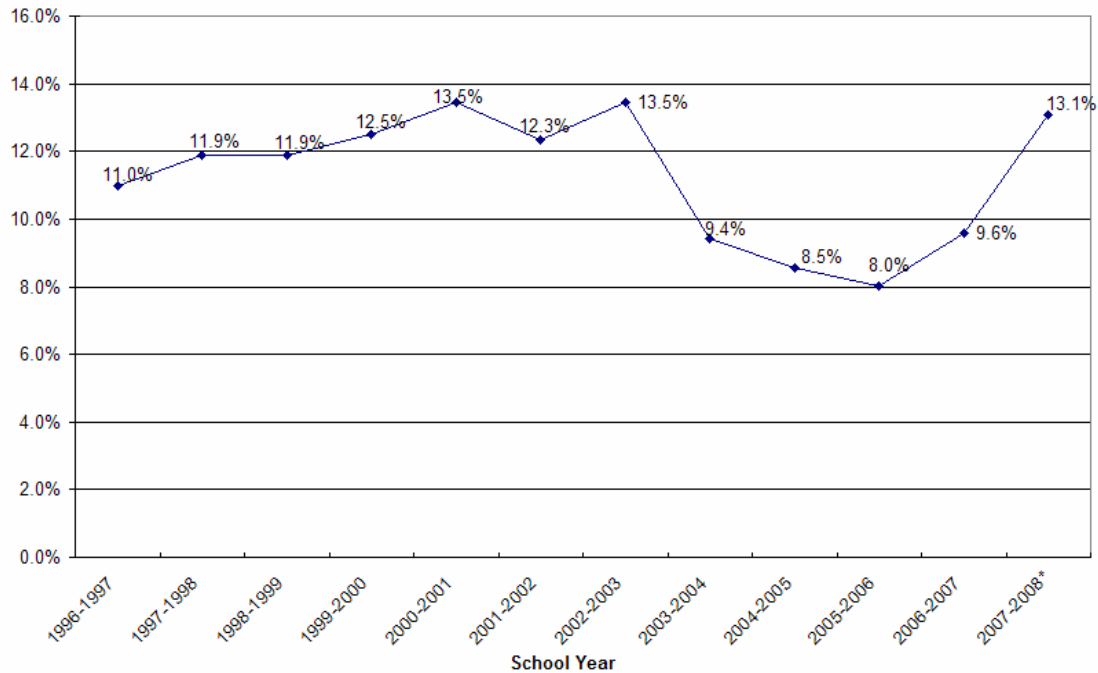
educational inconsistency, including students who move back and forth between the US and their native country and students with inconsistent US schooling who have moved among programs, (bilingual, ESL and mainstream classes). This supports past departmental research demonstrating that ELLs who move among different program models exhibit lower performance compared to those who participated in strong, coherent programs that span their tenure as ELLs. Unlike typical secondary ELL programs, interventions for this adolescent population must take into account low levels of literacy in the academic language necessary to succeed in the secondary school curriculum.

High incidence languages among LTEs reflect most of the predominate languages of the larger ELL population (with the addition of Niger-Congo, Vietnamese, and Afrikaans). The majority (83%) speak Spanish.

### Special Education ELLs

In New York City (NYC) schools, 19,397 students who receive some type of special education service are also ELLs (Chart 13), representing about 13.1% of the ELL population. The rise in special education students as a share of the ELL population can be attributed mainly to 2007-08 changes to the ELL count, which now includes all ELLs served by IEPs. (Previous counts only included ELLs served in collaborative team teaching or self contained special education classes.) Students receive support services which not only address their disabilities in the appropriate service language but also reflect their individual needs. For students identified as ELLs based on LAB-R or NYSESLAT scores, an IEP team determines eligibility for special education services and, if eligible, the language in which the special education service is delivered. The IEP’s determination may include bilingual services; monolingual services with ESL; or, monolingual services without ESL. The language service option chosen must reflect the needs of the individual student, and may not be selected on the basis of personnel, programs, or financial resources.

**Chart 13. Special Education ELLs as a Share of the ELL Population, 1996-2008**



**Source:** BESIS (ATS), 1996-2008. **\*Note:** In 2007-08, the overall BESIS ELL count and ELL Special Education numbers include all ELLs served by IEPs, not just those in collaborative team teaching or self-contained special classes only.

The Office of ELLs works with the Office of Special Education to ensure that ELLs with special needs are properly identified and receive a high-quality education. Aligned with goals of the *Children First* agenda, the offices collaborate on the resources and support necessary for instructional improvement while enforcing compliance with federal, state and local laws and regulations.

On average citywide, about one in seven ELLs receives special education services. In Staten Island, it's almost one out of every five, even though the Bronx has the highest number of special education ELLs (Chart 14). While special education ELLs are represented in all grades, they appear in higher numbers in grades 4, 5 and 9 (Chart 15). However, special education students are a larger share of the ELL population in grades 5 (18.8%), 6 (19.5%) and 12 (21.4%). High incidence languages among this sub-population reflect the predominate languages of the larger ELL population (with the addition of Yiddish). The majority (83%) speak Spanish.

**Chart 14. Special Education ELLs by Borough, 2007-08**

Source: BESIS (ATS), 2007-08; n=19,397

Borough	Number	Share of ELL Pop. (%)
Staten Island	661	18.5
Bronx	5,857	15.4
Brooklyn	4,718	12.4
Manhattan	3,211	12.4
Queens	4,950	11.6

**Chart 15. Special Education ELLs by Grade, 2007-08**

Source: BESIS (ATS), 2007-08

Grade	Number	Distribution among Special Ed. ELL Pop. (%)	Share of ELL Student Population (%)
K	1,137	5.9	7.3
1	1,247	6.4	7.4
2	1,505	7.8	10.0
3	1,620	8.4	12.5
4	1,875	9.7	16.2
5	1,854	9.6	18.8
6	1,668	8.6	19.5
7	1,604	8.3	18.4
8	1,385	7.1	16.8
9	1,839	9.5	13.3
10	1,485	7.7	11.1
11	809	4.2	10.8
12	1,369	7.1	21.4

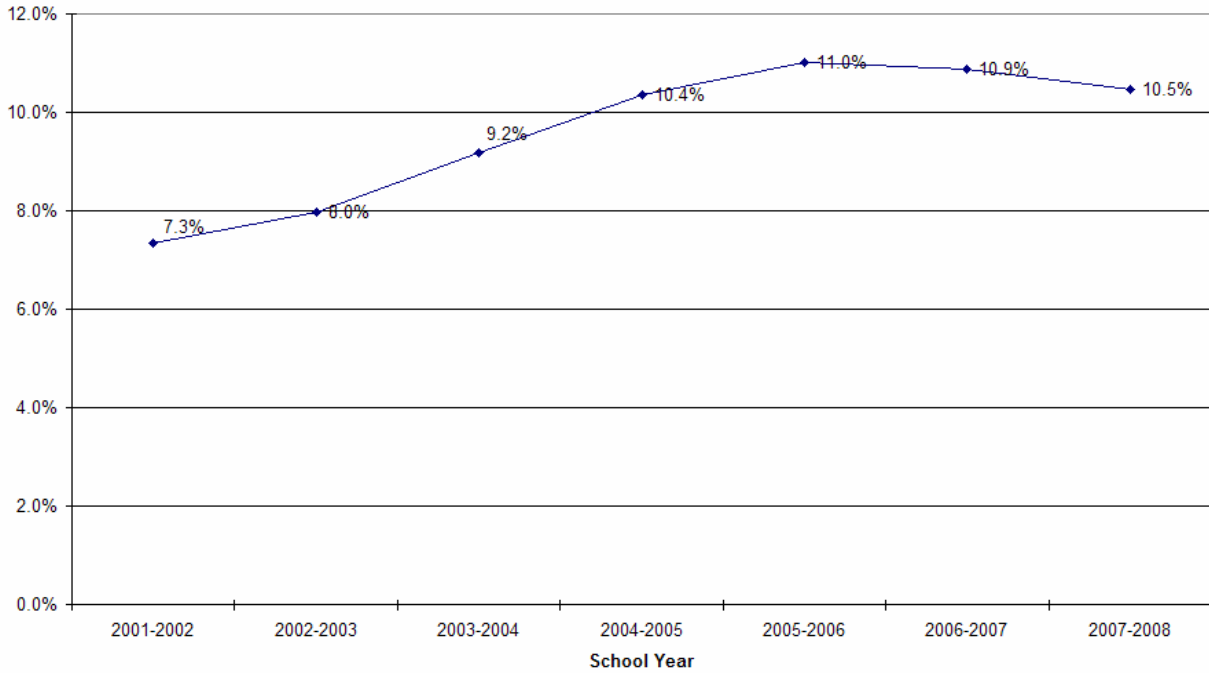
### Students with Interrupted Formal Education (SIFE)

The New York State Education Department defines Students with Interrupted Formal Education—or SIFE—as those students who come from a home in which a language other than English is spoken or are immigrant students and enter a US school after grade 2; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language. Currently, about one out of every ten ELLs (15,543) in City schools has been identified as having interrupted formal education.

In November 2003, the Department of Education turned its attention to the oft-overlooked SIFE population to inform statewide policy and promote innovative instructional approaches. Since the 2004-05 school year, the Office of ELLs has dedicated more than \$3 million dollars annually in grant funding to schools with large SIFE populations. In 2007-08, 47 schools received funding to create exemplary programs while participating in networking opportunities, professional development, and resource development. Based on research findings from the City University of New York on SIFE characteristics and academic needs, the SIFE Initiative expanded to include LTEs as well, recognizing the shared needs of both populations (see next section).

Chart 16 shows that new and existing SIFE as a share of the ELL population has risen overall since 2001-02, although it has stabilized somewhat in the last four years. Of new SIFE (3,444) identified in 2007-08, Manhattan has the highest share among the ELL population (Chart 17). About 56% of

**Chart 16. SIFE as Share of ELL Population, 2001-08**



Source: BESIS (ATS), 2001-08. Note: SIFE calculation includes new and existing, n=15,543, 2007-08.

new SIFE this year entered our schools in grades 3-8, while 44% entered in high school. The highest number of new SIFE entered in grades 9 and 10 (Chart 18), a trend consistent with the larger ELL population, but demonstrating the necessity of strong high school language and academic supports to prepare these students for graduation requirements. The top twelve high incidence languages among new SIFE somewhat reflect the predominate languages of the current ELL population with the addition of Tibetan, and two West African languages (Fulani and Mandinka). Most new SIFE (56.6%) speak Spanish at home, with more than half of Spanish-speaking SIFE from the Dominican Republic. Other predominate languages among SIFE include Chinese (13.6%), Haitian Creole (8.2%), French (5.0%) and Arabic (4.1%).

**Chart 17. New SIFE by Borough, 2007-08**

Source: BESIS (ATS), 2007-08; n=3,444

Borough	Number	Share of ELL Pop. (%)
Manhattan	755	2.9
Brooklyn	1,003	2.6
Bronx	1,044	2.7
Queens	589	1.4
Staten Island	53	1.5

**Chart 18. New SIFE by Grade, 2007-08**

Source: BESIS (ATS), 2007-08; n=3,444

Grade	Number	Distribution among New SIFE (%)	Share of ELL Student Population (%)
3	274	8.0	2.1
4	325	9.4	2.8
5	306	8.9	3.1
6	305	8.9	3.6
7	342	9.9	3.9
8	363	10.5	4.4
9	831	24.1	6.0
10	489	14.2	3.7
11	184	5.3	2.5
12	25	0.7	0.4

## Struggling Learners

Adolescent newcomers, LTEs and Students with Interrupted Formal Education (SIFE) face many of the same academic and social challenges, like varying levels of schooling and language proficiency, diverse family and work situations, and immigrant status. Research on the characteristics of both SIFE and long-term ELLs in New York City finds that both groups share histories of inconsistent schooling resulting in low levels of academic literacy and performance in subject matter. Along with adolescent newcomers, all of these groups share a common challenge: they must accelerate academic language development while acquiring the content needed to meet State graduation requirements.

Almost half of all ELLs in New York City (47%) fall into one or two of these categories. A review of the population of ELLs by grade shows, understandably, that newcomers drive the number of ELLs with special needs in the early grades, especially in kindergarten (Chart 19). However, beginning in fourth grade, SIFE, LTEs, or a combination begin to make up a larger share of ELLs requiring specialized attention. In grade 6 and above, the number of ELLs who are newcomers, LTE, or SIFE outnumber general ELLs, a dramatic statistic that highlights the need for innovative approaches to secondary ELL education.

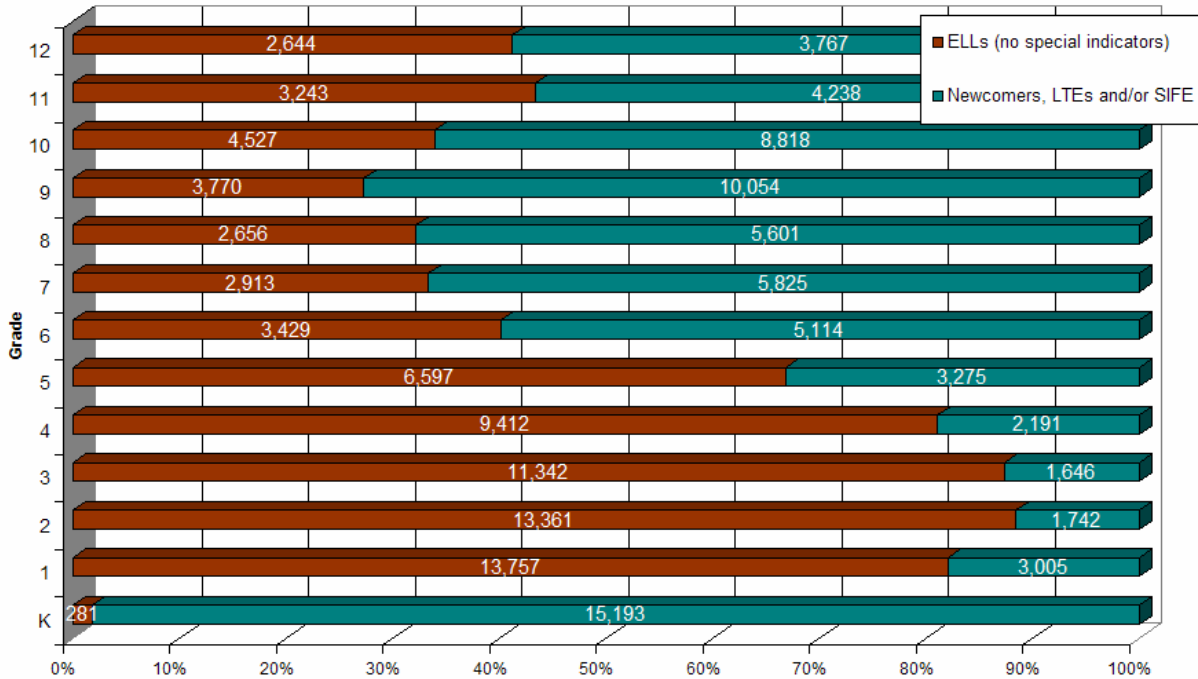
Secondary ELL programs which, typically, are designed for students who have had consistent schooling in their native language may not provide the specialized literacy or academic language support necessary for struggling learners. Given these statistics, more attention is being paid to:

- effective ways of identifying students with inconsistent schooling;
- understanding the academic and literacy competencies of SIFE and LTEs;

- identifying and studying the level of accelerated learning that academic interventions produce;
- providing all secondary teachers of ELLs with academic language and literacy professional development; and,
- enriching secondary educators’ repertoire of skills and strategies to effectively serve the diverse ELL subgroups.

Resources, research, professional development and expertise to address the needs of all ELLs are disseminated through the ELL specialists, educators’ portals, and the Office of ELL website at <http://schools.nyc.gov/Academics/ELL>.

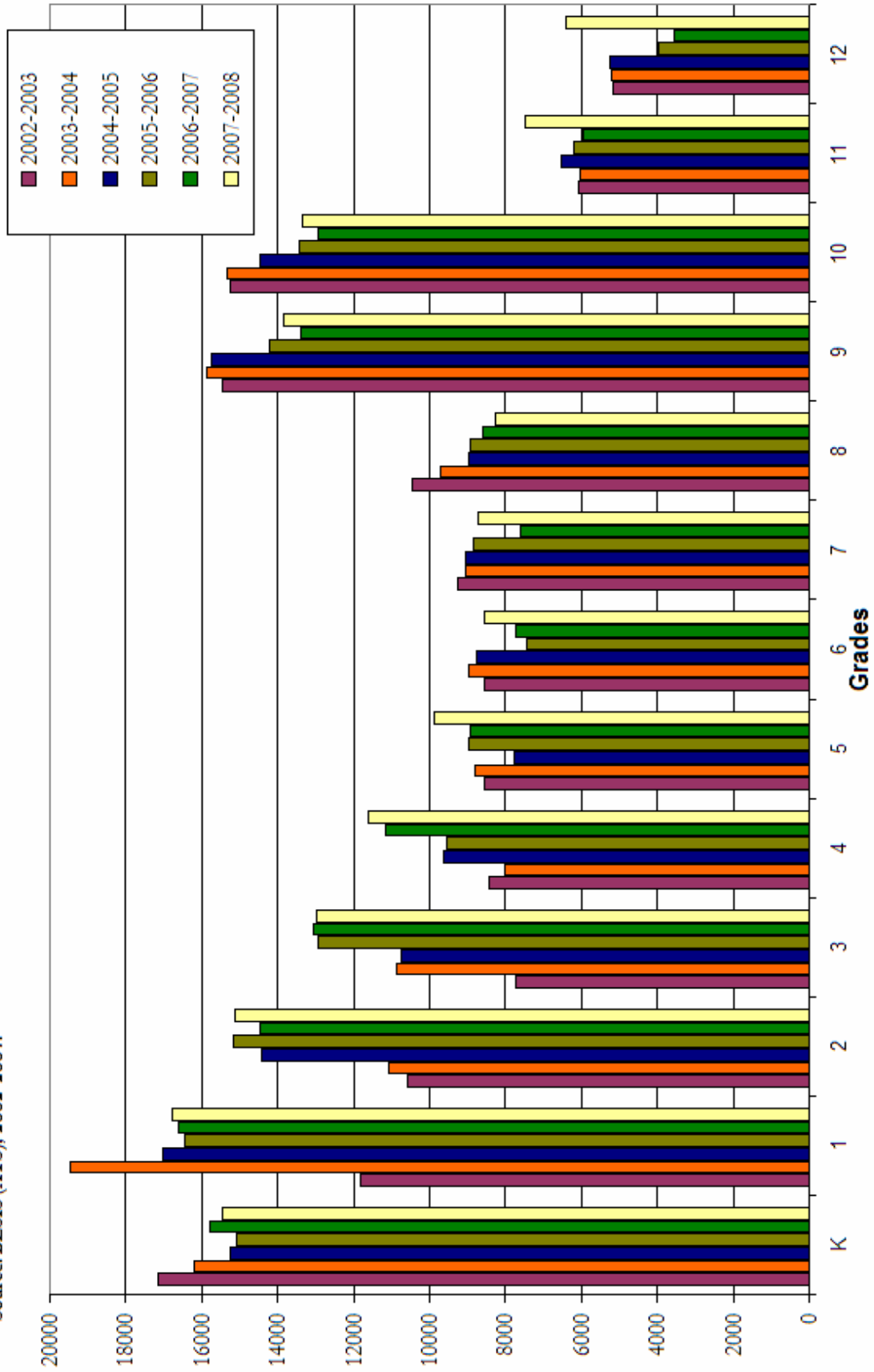
**Chart 19. General ELLs and ELLs with Specialized Needs (Newcomers, LTEs and SIFE combined) by Grade, 2007-08**



Source: BESIS (ATS), 2002-2008.

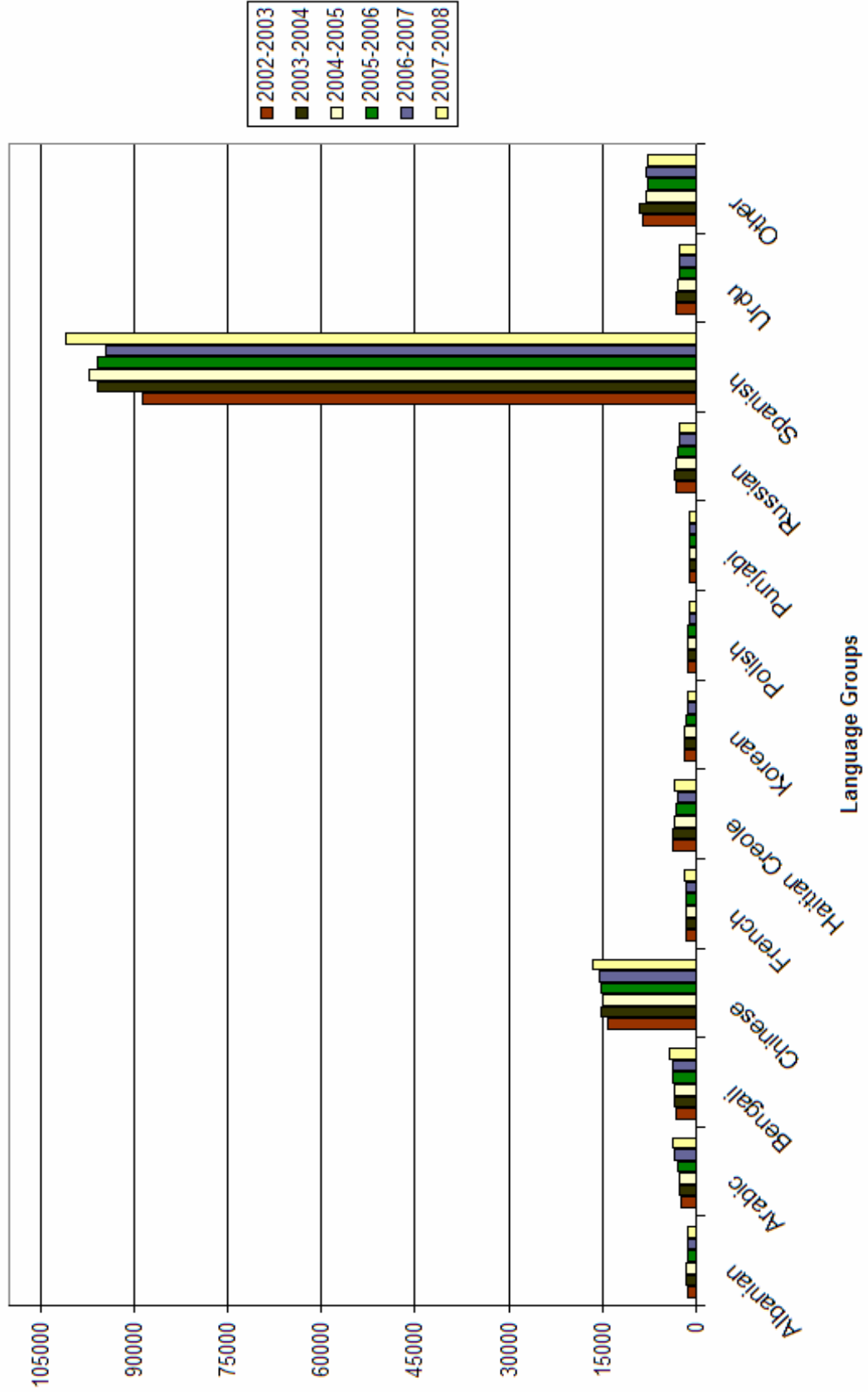
# Appendix 1. Number of ELLs by Grade, 2002-2007

Source: BESIS (ATS), 2002-2007.



## Appendix 2. Number of ELLs by Predominate Language, 2002-2008

Source: BESIS (ATS), 2002-2008.



### Appendix 3. Predominate Five Languages (with Percentages) Among ELLs in Each District, 2007-08

Source: BESIS (ATS), 2008.

District	Languages
1	CHINESE, (82.9), SPANISH (10.2), TIBETAN (1.9), BENGALI (0.9), VIETNAMESE (0.9),
2	CHINESE, (37.6), SPANISH (30.7), FRENCH (7.4), HAITIAN CREOLE (3.1), POLISH (2.9)
3	SPANISH (69.9), FRENCH (17.5), HAITIAN CREOLE (3.5), CHINESE, (2.1), JAPANESE (1.4)
4	SPANISH (66.7), ARABIC (8.3), FRENCH (6.7), HAITIAN CREOLE (5.0), URDU (5.0)
5	SPANISH (65.6), FRENCH (15.5), ARABIC (5.2), FULANI (3.4), HAITIAN CREOLE (1.7)
6	SPANISH (97.5), ARABIC (0.7), HAITIAN CREOLE (0.5), CHINESE (0.4), FRENCH (0.4)
7	SPANISH (82.8), FRENCH (8.6), ARABIC (3.1), FULANI (3.1), ARMENIAN (0.8)
8	SPANISH (63.5), BENGALI (8.3), FRENCH (6.5), ARABIC (6.1), FULANI (3.0)
9	SPANISH (80.1), FRENCH (8.0), MANDINKA (2.1), FULANI(1.8), TWI (1.8)
10	SPANISH (80.7), FRENCH (5.9), BENGALI (3.3), RUSSIAN (1.4), ARABIC (1.1)
11	SPANISH (51.6), FRENCH (9.2), ARABIC (8.8), ALBANIAN (6.8), BENGALI (4.8)
12	SPANISH (77.4), FRENCH (12.1), ARABIC (1.9), BENGALI (1.9), MANDINKA (1.9)
13	SPANISH (28.0), ARABIC (20.4), HAITIAN CREOLE (15.1), FRENCH (9.7), CHINESE, (7.5),
14	SPANISH (76.8), POLISH (11.4), ARABIC (3.2), CHINESE, (3.2), FRENCH (1.6)
15	SPANISH (44.1), CHINESE, (20.3), ARABIC (10.5), BENGALI (10.5), FRENCH (3.5)
16	HAITIAN CREOLE (50.0), SPANISH (16.7), FRENCH (16.7), FULANI (8.3), BENGALI (8.3)
17	HAITIAN CREOLE (51.6), SPANISH (19.9), FRENCH (13.1), ARABIC (7.6), FULANI (4.7)
18	HAITIAN CREOLE (72.6), FRENCH (13.1), SPANISH (4.6), ARABIC (3.4), FULANI (1.7)
19	SPANISH (71.9), BENGALI (16.8), ARABIC (2.9), FRENCH (2.6), HAITIAN CREOLE (1.5)
20	CHINESE, (60.0), SPANISH (13.1), ARABIC (5.3), RUSSIAN (4.7), URDU (3.1)
21	CHINESE, (31.5), RUSSIAN (21.0), SPANISH (15.6), URDU (7.9), ARABIC (5.6)
22	HAITIAN CREOLE (24.1), CHINESE, (18.3), SPANISH (14.9), RUSSIAN (11.5), URDU (6.1)
23	SPANISH (40.9), FRENCH (13.6), YORUBA (13.6), ARABIC (9.1), FULANI (9.1)
24	SPANISH (54.2), CHINESE, (14.7), ARABIC (4.2), POLISH (4.0), TIBETAN (4.0)
25	CHINESE (48.1), SPANISH (29.7), KOREAN (11.3), FRENCH (1.4), GUJARATI (1.0)
26	CHINESE, (40.1), KOREAN (26.0), SPANISH (7.7), URDU (2.9), MALAYALAM (2.7),
27	SPANISH (59.9), BENGALI (8.6), PUNJABI (7.7), HAITIAN CREOLE (7.1), ARABIC (4.4)
28	SPANISH (29.9), BENGALI (15.3), CHINESE, (8.4), RUSSIAN (7.8), FRENCH (5.4)
29	HAITIAN CREOLE (40.0), SPANISH (26.1), BENGALI (9.4), FRENCH (5.6), FILIPINO (3.9)
30	SPANISH (54.0), CHINESE, (8.8), BENGALI (8.3), TIBETAN (4.6), ARABIC (3.5)
31	SPANISH (40.2), ALBANIAN (10.3), ARABIC (10.3), CHINESE (8.2), KOREAN (4.9)
32	SPANISH (86.9), FRENCH (3.4), HAITIAN CREOLE (2.8), TIBETAN (2.8), ARABIC (2.1)
75	SPANISH (79.4), CHINESE, (5.7), HAITIAN CREOLE (2.6), BENGALI (1.8), RUSSIAN (1.5)
79	SPANISH (67.1), CHINESE, (13.5), HAITIAN CREOLE (5.4), FRENCH (4.6), POLISH (1.6)

## Appendix 4:

### New York City English Language Learners Fact Sheet, Source: BESIS, 2007-08

#### Students Served

- New York City serves 148,401 English Language Learners (ELLs) which make up approximately 14.1% of the City's public school student population.
- Although 14.1% of NYC's student population are ELLs, 41.8% report speaking a language other than English at home.
- 65,075 students (6.2% of the student population) are new immigrants.

#### School Level

- 55% in elementary grades (K-5)
- 17% in middle school grades (6-8)
- 28% in high school grades (9-12)

#### Nativity

- 56.3% are native born
- 43.7% are foreign born

#### Top 12\* ELL Languages

- Spanish (68.2%)
- Chinese (11.0%)
- Bengali (2.9%)
- Arabic (2.5%)
- Haitian Creole (2.3%)
- Russian (1.9%)
- Urdu (1.8%)
- French (1.3%)
- Korean (0.9%)
- Albanian (0.9%)
- Polish (0.7%)
- Punjabi (0.7%)
- \*Other (5.2%) (154 languages are represented in this group)

### Program Type

- Almost 22% in Transitional Bilingual Education programs
- Nearly 4% in Dual Language programs
- Nearly 69% in English as a Second Language (ESL) programs
- Nearly 5% by Individualized Education Programs (IEPs)

### ELL Subpopulations

- Approximately 13% are designated special education students. An IEP team determines if the student receives bilingual services, monolingual services with ESL, or monolingual services without ESL.
- More than 10% are Students with Interrupted Formal Education—or SIFE—which New York State defines with the following characteristics:
  - from non-English-speaking homes or are immigrants and have entered a US school after second grade;
  - have had at least two years less schooling than their peers;
  - function at least two years below expected grade level in reading and mathematics; and,
  - may be pre-literate in their home language.
- Almost 14% of ELLs are long-term, meaning they have completed at least six years of ELL services and continue to need them.



Joel I. Klein  
Chancellor

New York City Department of Education  
Office of English Language Learners/AGS  
Summer 2008