

**The 2010-11 Demographics of  
New York City's English Language Learners  
Spring 2011**

**City of New York  
Department of Education**

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Chancellor**

**Acknowledgements**

This report is provided each year in response to requests from the advocacy community and the public for demographic information on English Language Learners (ELLs) in New York City public schools. The report helps educators and administrators understand more deeply the diversity among ELLs and the complexity of the issues they face. Beyond ELL and immigrant status, the report also provides information about a variety of ELL subpopulations and the dynamic nature of the ELL population.

This year, the report has been prepared by staff in the Office of ELLs in the Division of Students with Disabilities and ELLs. Within the Office of ELLs, Nick Pandey verified the data and Tom Huser edited the report.

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## Introduction

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 a 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—referred to in this report as *current ELLs*. 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. NYSESLAT results are used to determine continuing eligibility for ELL services for the following school year. Students who pass the NYSESLAT, demonstrating proficiency in English, are referred to as *former ELLs*.

Schools report student-level data for students identified as current ELLs, which is then compiled by the Division of Information and Instructional Technology 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 schools with changing ELL populations. The 2010-11 BESIS data in this report is from the annual October 2010 condition and has been reviewed, revised, and verified by ELL Compliance and Performance Specialists during the winter months. Unless otherwise indicated, the data in this report is extracted from that 2010-11 BESIS data. Data sets reviewed in this report do not include charter school students unless otherwise noted.

Current ELLs are a distinct student population and should not be used as a proxy for immigrant students. Graphs presented here are sourced and dated. The narrative describes populations and conditions as accurately as possible based on the available data.

## Data collection changes

Since the 2003 reforms, the Department continues to collaborate with New York State on refining data gathering systems and processes to collect more comprehensive and accurate information. For instance, in 2007-08, data collection methods changed to include certain students served by Individualized Education Programs (IEPs) previously not counted and students identified as potential ELLs whose eligibility test scores had not been scanned at the time of BESIS collection.



Now each summer, as part of a larger effort to ensure data systems are capturing accurate information about all ELLs, the Department asks schools to provide additional information about their ELLs in a special year-end count. This count includes any student who was registered as an ELL at any time during the 2009-10 school year as well as updated information about programs and services. .



School-based demographic information for the last three years is currently available on each school's website under "statistics."

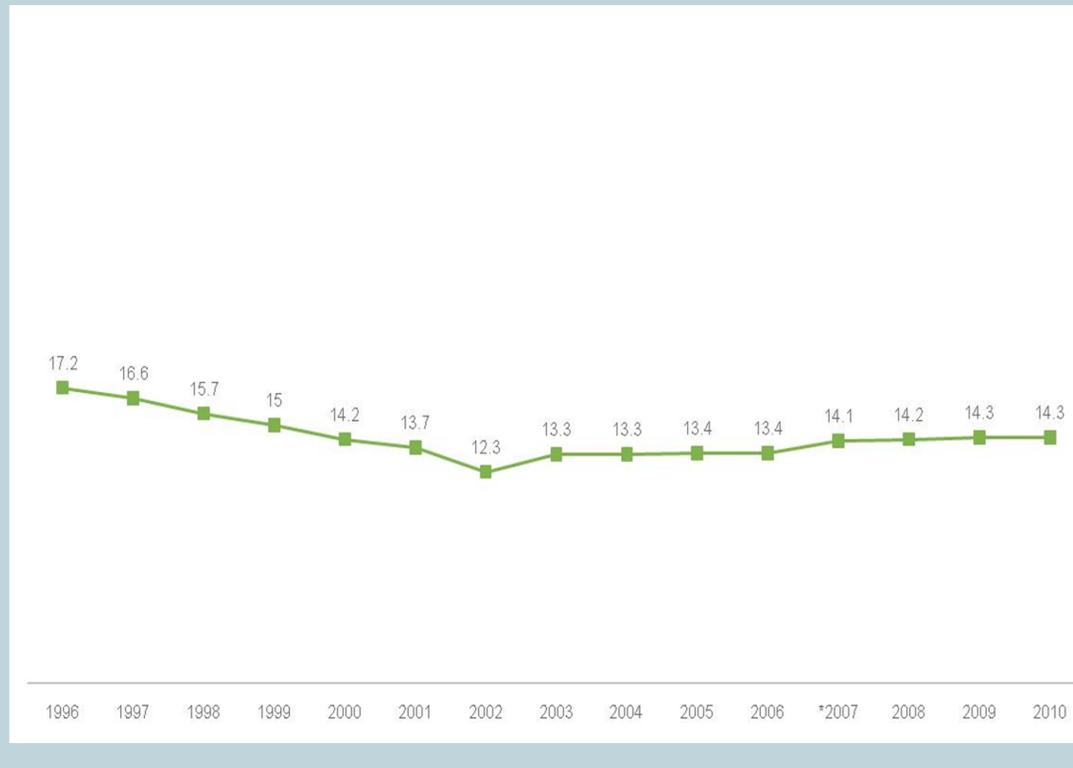
## Who Are Our English Language Learners?

More than 41% of New York City students report speaking a language other than English at home, reflecting a linguistic diversity and richness characteristic of large global cities. The number of current English Language Learners (ELLs) in our system, 154,466 students, is roughly equivalent to the population of Salem, Oregon (US Census, 2009). Among current

### Chart 1. ELLs as a Share of the NYC Student Population, 1996-2010

Source: BESIS(ATS) and Official Audited October 31<sup>st</sup> Register, 1996 to 2010.

Notes: \*Beginning in 2007, the ELL count includes students served by IEPs not counted in previous years and students identified as LAB=R but whose scores were not scanned at the time of the BESIS collection.



ELLs, 168 home languages are represented. These students make up 14.3% of the City's public school student population, excluding charter schools. However, 132,737 students (12.3%) in 2010 had received ELL services at some time during their tenure before becoming proficient in English (former ELLs).

### Chart 2. ELLs by Borough, 2010-11

Source: BESIS (ATS) and Official Audited October 31<sup>st</sup> Register, 2010-11

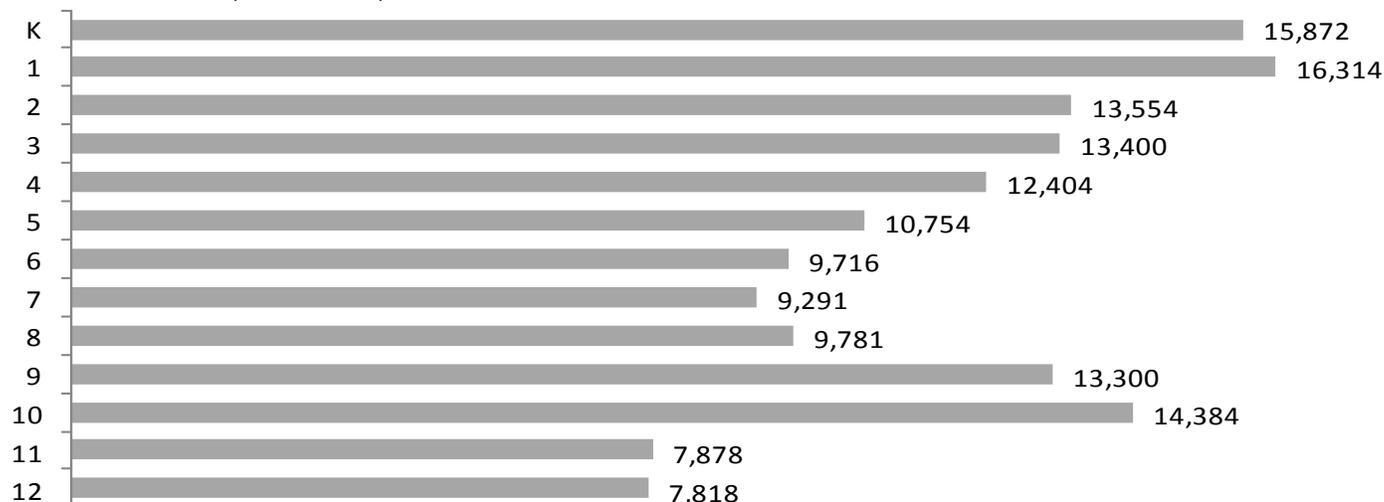
Borough	Number of ELLs	Share of Student Population (%)
Bronx	39,345	17.9
Queens	45,316	15.6
Manhattan	24,277	15.4
Brooklyn	41,951	13.4
Staten Island	3,577	5.7

Taken together, at least one out of four students (more than 287,203) in our schools in 2010-11 was not proficient in English upon entry into our system, contextualizing the relevance and reach of serving this population well.

In 2010-11, a majority of ELLs (54.5%) are US born. Also, more males make up the ELL population (55.4%) compared with females (44.6%), unlike the general population, in which males and females are almost evenly

### Chart 3. Number of ELLs by Grade

Source: BESIS 2010-11; Notes: n=154,466



split (51.5% and 48.5%, respectively). A majority of ELLs (74%) receive free or reduced lunch, exceeding the citywide participation rate (62%).

### Chart 4. Top Languages Among ELLs, 2010-11

Source: BESIS, 2010-11. Note: 5.1% include 156 other low-incidence languages.

Language	Number	Share of ELL Pop. (%)
Spanish	100,129	64.8
Chinese	21,002	13.6
Bengali	5,396	3.5
Arabic	4,692	3.0
Haitian Creole	3,970	2.6
Russian	3,048	2.0
Urdu	2,898	1.9
French	1,979	1.3
Albanian	987	0.6
Punjabi	896	0.6
Korean	879	0.6
Fulani	683	0.4

Of the five boroughs of New York City, the Bronx has the highest concentration of ELLs in the student population (17.9%) (Chart 2), with most native born (61.0%). In other words, at least one out of every six students in the Bronx is an ELL. In contrast, Queens has the largest number of ELLs in the City (45,316), with almost half (47.7%) foreign born. While Brooklyn has the second highest number of ELLs (41,951), 50.1% foreign born, it has the second lowest concentration of ELLs in the student population (13.4%). The borough with the fewest (3,577) and lowest share of ELLs (5.7%) in the student population is Staten Island, where only about one out of every 18 students is an ELL, and a majority are native born (67.0%).

Almost 53.3% (82,298) of ELLs are in elementary school (K-5), nearly 18.6% (28,788) are in middle school, and 28.1% (43,380) are in high school (Chart 3). ELL grade distributions show that current ELLs are most populous in the early elementary grades (K, 1 and 2, respectively) and early high school grades (9 and 10, respectively). However, this year shows a continued increase in the number of ELLs in grades 11 and 12 (Appendix 1). While a majority (72.7%) of elementary school ELLs (K-5) are native born, foreign born ELLs make up a larger share in middle (54.0%) and high schools (74.2%), requiring different instructional strategies and socio-emotional interventions.

Spanish is the home language for a majority (64.8%) of all current ELLs (Chart 4), with a majority of native-born students originating in New York City (56.3%) or Puerto Rico (3.8%). Large groups of foreign-born Spanish speakers come from the Dominican Republic (22.7%), Mexico (5.3%), and Ecuador (3.5%).

Almost 13.6% of current ELLs speak Chinese (this category includes Cantonese, Mandarin,

and other dialects)—and most students originate in New York City (38.2%) or China (56.2%). Between 2.2 and 3.5% of ELLs speak Bengali (68.4% from Bangladesh and 29.2% from New York City), Arabic (44.6% from Yemen, 31.2% from New York City, 12.1% from Egypt, and 2.2% from Morocco), and Haitian Creole (78.6% from Haiti and 18.1% from New York City). More than 7,900 ELLs (5.1%) speak a language other than one of the top twelve languages among City ELLs. Arabic- and Bengali-speaking ELL populations have seen small but steady increases since 2002. Predominate language groups among ELLs by district are in Appendix 2. Concentrations by district of home language groups for all students who report speaking a language other than English at home are in Appendix 3. Communities and school administrators can use these two appendices to determine the language groups shared by ELLs and possible heritage language speakers within their communities for creative programming offerings.

### ELL Instruction and Program Participation

Of all current ELLs, 109,441 (70.2%) are in English as a Second Language (ESL) programs, 27,881 (18.5%) are in Transitional Bilingual Education (TBE) programs, and 6,125 (3.8%) are in Dual Language programs. The share of ELLs who are partially served or have incomplete information has dropped from 7% in 2002 to less than 1% since 2008, mainly due to a comprehensive data review process implemented by ELL specialists in 2005. While ELLs with disabilities (who are served through an IEP) participate in one of the three ELL program models, 10,390 (6.7%) of ELLs are served by IEP only (monolingual service without ESL). This is the third year these students are captured in ELL program participation numbers.

**Chart 5. ELL Program Distribution (%) by Borough, 2010-11**

Source: BESIS (ATS), 2010-11

Borough	ESL (n=109,441)	TBE (n=27,881)	DL (n=6,125)
Brooklyn	29.0	21.5	25.6
Bronx	24.1	31.3	17.4
Manhattan	12.5	23.4	38.9
Staten Island	2.8	0.3	1.3
Queens	31.6	23.5	16.8

Program participation by borough shows that a majority of ELLs participating in ESL programs are in Brooklyn and Queens, while ELLs served by some type of bilingual program are more likely to be found in Manhattan, the Bronx or Brooklyn. (Chart 5). Dual Language participation is mainly in Manhattan, although programs are available citywide. Program enrollment by class level reflects the limited

number of Dual Language programs in middle and high school (Chart 6); however, availability in these grades has increased in the last several years since plans to develop secondary Dual Language programs began. According to the October 2010 BESIS, there are 314 TBE programs and 94 Dual Language programs operating in City schools. Bilingual programs are offered in Spanish, Chinese, Arabic, Haitian Creole, French, Korean, Russian, Polish, Urdu, and Yiddish. ESL programs operate in a majority (1,517) of City schools.

The Department provides ongoing support and incentives to enrich and expand the use of the native language in all programs. Native language libraries, academic interventions with native language support, and native language literacy development resources are

### ELL Program Models:

**Transitional Bilingual Education (TBE)** programs include language arts and subject matter instruction in the students' native language and English, as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases.

**Dual Language** programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages.

**Freestanding English as a Second Language (ESL)** programs provide all language arts and subject matter instruction in English using ESL methodologies and native language support.

**Chart 6. Distribution of the Share of ELLs in Each Program by School Level, 2009-10**

Source: BESIS (ATS), 2010-11. Notes: \*Excluding ELLs served by IEPs only (n=10,390) and ELLs with incomplete information (n=629)

School Level	ESL (n=109,441)	TBE (n=27,881)	DL (n=6,125)	All Programs* (n=143,447)
Elementary	56.9	40.5	87.7	53.3
Middle	18.6	16.9	9.6	18.6
High	24.6	42.6	2.8	28.1

some of the supports provided. In addition, each year grants to support TBE/Dual Language program development are awarded to schools.

**The New Schools Initiative**

Currently, 17,043 ELLs are served in the 367 schools opened under the New Schools Initiative since 2002. As most of these new schools are high schools, almost 66.3% of ELLs in New Schools are distributed in grade 9-12, 20.3% are in grades 6-8, and a little over 3.8% are in elementary school grades (K-5). The overall ELL participation rate in New Schools is about 14.2%. Twenty-one schools screen for and focus on serving ELLs, immigrants and newcomers (e.g. International Schools). However, in 95 New Schools, the student population is 15% or more ELL (Chart 7). The Department provides professional development and technical assistance to all New Schools to ensure ELLs participate and are served effectively which has produced an increased participation in non-ELL-focused New Schools.

Of New School ELLs, 13,339 ELLs (78.3%) are served in ESL programs, 2,441 ELLs (14.3%) in Transitional Bilingual Education, 171 (1.0%) in Dual Language, and 933 (5.5%) by IEP only. Slightly more than 0.5% of ELLs in New Schools have incomplete information or no service.

Although all schools must serve ELLs, the New Schools development process encourages proposed school models that are specifically designed to meet ELLs' needs, including innovative ESL, TBE and Dual Language service models.

**Chart 7. ELLs in New Schools**

Source: BESIS (ATS) and Official Audited October 31st Register, 2010-11

ELL share in school pop.	Number of smalls schools
25% and above	50
20-24.9%	18
15-19.9%	27
10-14.9%	61
5-9.9%	100
1-4.9%	92
Less than 1%	25

## ELL Groups and Subpopulations

### ELLs with Disabilities

For the third year, this report uses a relatively new measure which captures any ELLs served by an Individualized Education Program (IEP) who receive any type of special education services (including related services). This measure is a far more accurate snapshot of ELLs who have been classified with a disability and receive one or more related services to meet their educational needs.

In New York City schools, 33,374 ELLs are classified with a disability and receive some type of Special Education services, representing 21.6% of the total ELL population. An IEP team determines the type of special education services and the language in which the special education services are 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.

On average citywide, about one in five ELLs receives special education services. In

**Chart 8. ELLs with Disabilities by Borough, 2010-11**

Source: BESIS (ATS) and Official Audited October 31st Register, 2010-10

Borough	Number of ELLs with Disabilities	Share of ELL Population (%)
Staten Island	1,194	33.4
Bronx	9,978	25.4
Manhattan	5,258	21.7
Brooklyn	8,292	19.8
Queens	8,652	19.1
<b>Total</b>	<b>33,374</b>	<b>21.6</b>

Staten Island, almost one in three ELLs receives these services, even though the Bronx has the highest number of ELLs served by IEPs (Chart 8). While ELLs with disabilities are represented in all grades, they appear in higher numbers in grades 3 (3,181), 4 (3,252) and 5 (3,030). However, special education students are a larger share of the ELL population in grades 5 and 6 (28.2% and 30.1%, respectively). High incidence languages among this subpopulation reflect the predominate languages of the larger ELL population. The majority (81.1%) speak Spanish.

### Immigrants

A high-quality education recognizes and fosters the unique contributions of differ-

**Countries with More than 500 Students Entering NYC Public Schools as New Immigrants, 2010-11**

Source: ATS Immigrant Survey, 2010-11  
 Note: In descending order by size, ranging from 13,664 (Dominican Republic) to 591 (Nigeria) students.

- Dominican Republic
- China
- Bangladesh
- Jamaica
- Haiti
- Mexico
- Ecuador
- Guyana
- Pakistan
- Yemen
- Uzbekistan
- India
- Colombia
- Philippines
- Egypt
- Ghana
- EL Salvador
- Trinidad & Tobago
- Honduras
- South Korea
- Russia
- Nepal
- Nigeria

ent languages and cultures from all students—especially students who are new to our country (about 45.5% of current ELLs are foreign born), or who have families from other countries (41.0% of all New York City public school students report speaking a language other than English at home). The Department 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, networks, districts, and through our website. ATS’s Immigrant Survey data provides information on students who are new immigrants—foreign-born students who have been admitted for the first time in City schools within the last three years. New immigrant students in City schools this year number 72,630, or around 6.7% of the student population (Chart 9).

**Chart 9. New Immigrants by Borough, 2010-11**

Source: Immigrant Survey (ATS), 2010-11

Borough	New Immigrants	Share of Student Population (%)
Queens	24,826	8.5
Brooklyn	22,236	6.8
Manhattan	9,684	5.7
Bronx	14,463	6.3
Staten Island	1,421	2.2
Total	72,630	6.7

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 9). 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 each borough highlight the large number of ELLs who are native-born ELLs (54.5%) and the fact that not all new immigrants need to learn English. Like ELLs, new immigrants are clustered in the early elementary and early high school grades.

**Long-term ELLs**

Long-term ELLs are students who have completed six years of ELL services in New York City schools and continue to require them. These students often demonstrate low academic literacy in English and their home language, despite their oral proficiency in English. In 2010-11, 20,259 ELLs (13.1%) completed at least six years of ELL services in New York City schools but did not pass the NYSESLAT. Most long-term ELLs are native born (72.4%). Also, a majority (56.3%) of these students are in general education classes, signaling the need to look more closely at why these students continue to require more than the three to four years typically needed to reach proficiency in English. Of the 43.7% of long-term ELLs in special education classes, a much larger share (82.1%) are native born compared with 65.0% of long-term ELLs in general education settings.

Through a partnership with the City University of New York’s Graduate Center, the

Department funds research on understanding the characteristics and academic needs of this population. Findings show that a common characteristic of general education long-term ELLs is educational inconsistency, including students who move back and forth between the US and their native countries and students with inconsistent US schooling who have moved among programs (bilingual, ESL and monolingual English classes). The number of long-term ELLs reported by New York City is most likely a conservative estimate, as BESIS data only tracks the years of ELL service that students have received in New York City schools (as op-

**Chart 10. Long-term ELLs by Borough, 2010-11**

Source: BESIS (ATS) and Official Audited October 31st Register, 2010-11

Borough	Number of Long-term ELLs	Share of ELL Population (%)
Bronx	6,804	17.3
Manhattan	4,039	16.6
Staten Island	477	13.3
Brooklyn	4,516	10.8
Queens	4,423	9.8
<b>Total</b>	<b>20,259</b>	<b>13.1</b>

posed to participation in any English language school system). The New York State Department of Education uses a broader definition, including ELLs who, based on available records, have been in any US district and in any school program beyond six years and continue to need services.

Long-term ELLs are most prevalent in the Bronx, which has about one-third of the population of all long-term ELLs (6,804) in New York City and the highest concentration—more than one out of six students. Staten Island has the fewest long-term ELLs (477), although nearly one in eight ELLs is long-term. Only about one in ten ELLs in Queens is long-term. Citywide, most long-term ELLs are Spanish speakers (84.4%), followed by Chinese (4.8%), Haitian Creole (2.2%), Bengali (1.2%), and Arabic (1.2%). By definition, these students are concentrated in middle and high school, often making up between a quarter to a third of ELLs in a single grade. Because long-term status is a clear indicator that students require added instructional supports to avoid academic failure, time and resources are dedicated to determine how to accelerate learning for these students. 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.

### 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

*“Because long-term ELL status is a clear indicator that students require added instructional supports to avoid academic failure, time and resources are dedicated to determine how to accelerate learning for these students.”*

ten ELLs (15,529) in City schools has been identified as having interrupted formal education at some point in their tenure.

In November 2003, the Department of Education expanded its focus to include the often overlooked ELL SIFE population to inform statewide policy and promote innovative instructional approaches. Since the 2004-05 school year, the Department has dedicated more than \$3 million annually in grant funding to schools with large SIFE populations. In 2010-11, 59 schools received funding to create exemplary programs while participating in networking opportunities, professional development,

**Chart 11. New ELL SIFE by Borough, 2010-11**

Source: BESIS (ATS) and Official Audited October 31st Register, 2010-11

Borough	Number of New SIFE	Share of ELL Population (%)
Manhattan	875	3.6
Bronx	1,285	3.3
Brooklyn	1,355	3.2
Queens	676	1.5
Staten Island	29	0.8
<b>Total</b>	<b>4,220</b>	<b>2.7</b>

*“Since the 2004-05 school year, the Department has dedicated more than \$3 million dollars annually in grant funding to schools with large SIFE populations.”*

and resource development. Based on research findings from the City University of New York on SIFE characteristics and academic needs, the ELL SIFE Initiative expanded to include long-term ELLs as well, recognizing the shared needs of both populations (see next section).

Of new ELL SIFE (4,220) identified in 2010-11, Manhattan has the highest share among the ELL population (Chart 11). About 60% of new ELL SIFE this year entered our schools in grades 3-8, while 40% entered in high school. The highest number of new ELL SIFE are in grades 9 and 10, demonstrating the necessity of strong high school language and academic supports to prepare these students for graduation requirements. The top high-incidence languages among new ELL SIFE somewhat reflect the predominate languages of the current ELL population with the addition of Tibetan, Nepali, and Fulani. More than half of new SIFE (59.3%) speak Spanish at home. A majority of these Spanish-speaking SIFE are from the Dominican Republic (81.1%). Other predominate languages among SIFE include 12.8% Chinese speakers (from China), 6.9% Haitian Creole (from Haiti), 5.3% Arabic (a majority from Yemen) and 4.6% Bengali (from Bangladesh) .

## ELLs with Diverse Needs

Adolescent newcomers, Students with Interrupted Formal Education (SIFE), and

students with inconsistent schooling resulting in long-term status 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 the inconsistent schooling experienced by both groups results 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. However, there is a need for instructional differences for these various groups even though they share certain common conditions.

More than a third (37.5%) of all ELLs in New York City are students with disabilities, SIFE, long-term, or a combination, while almost 26.4% are newcomers (entering in the last two years). In other words, more than half of ELLs have specialized learning and social needs beyond general English language acquisition. However, beginning in middle school, SIFE, ELLs with disabilities, long-term ELLs, or a combination thereof begin to make up a larger share of ELLs requiring specialized attention. In grade 5 and above, the number of ELLs who are newcomers, students with disabilities, long-term, or SIFE outnumber general ELLs, a dramatic statistic that highlights the need for innovative approaches to secondary ELL education (Appendix 4).

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

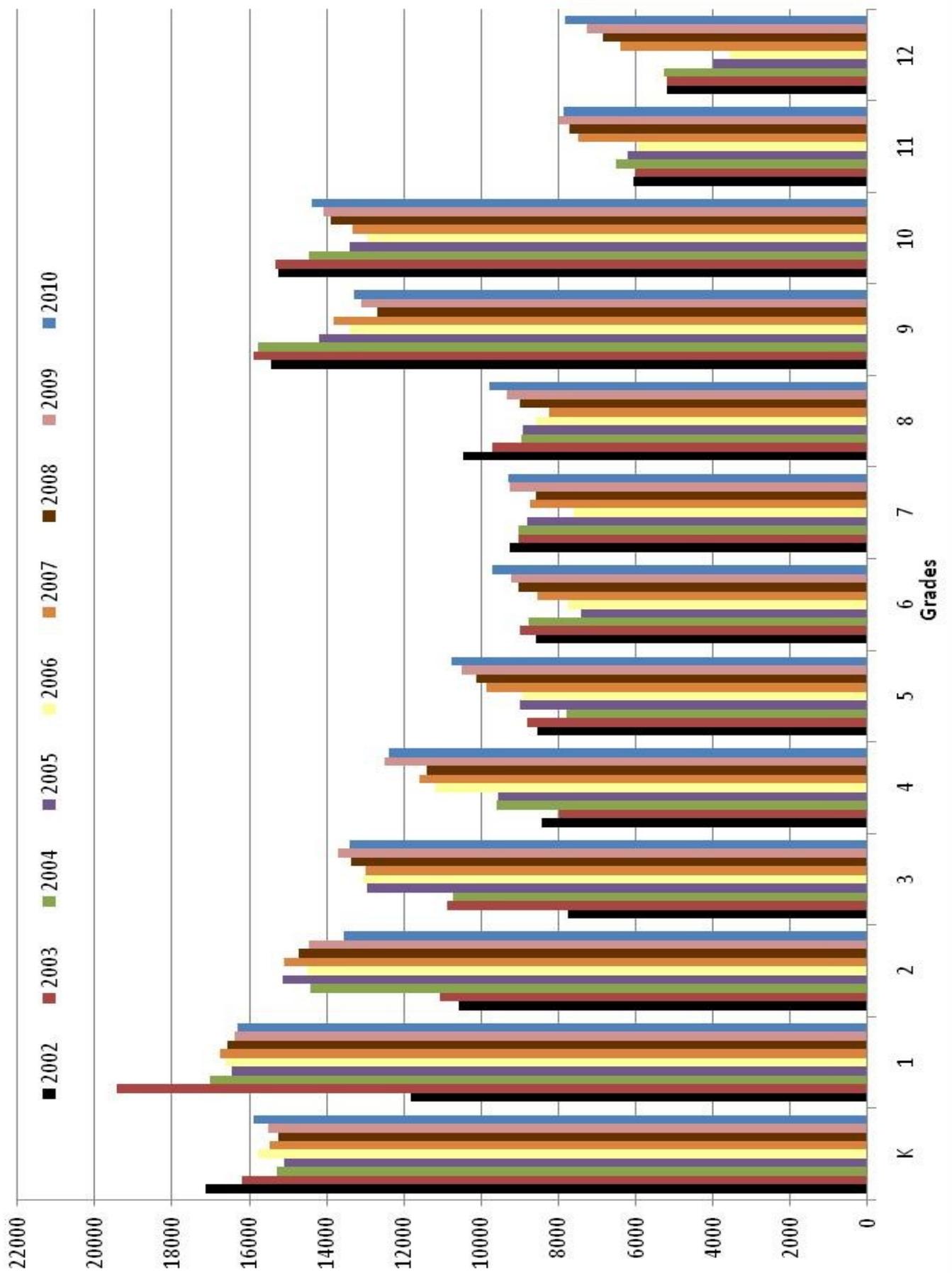
- effective ways of identifying students with inconsistent schooling
- understanding the academic and literacy competencies of SIFE and long-term ELLs
- identifying and studying the level of accelerated learning that academic interventions produce
- building a strong native language arts development continuum so that ELLs can enter at any level, from pre-literacy to Advanced Placement
- identifying native language resources to fill subject matter and conceptual learning gaps
- providing all secondary teachers of ELLs with academic language and literacy professional development
- enriching secondary educators' repertoire of skills and strategies to effectively accelerate the achievement of diverse ELL subgroups

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

*“By looking at subgroups of learners with specific needs, such as SIFE, long-term ELLs, and ELLs with disabilities, we can anticipate where stronger, more targeted academic supports will create the dramatic, long lasting gains in achievement we seek.”*

# Appendix 1. Number of ELLs by Grade, 2002-2010

Source: BESES (ATS), 2002-2010



## Appendix 2. Predominate Five Languages Among ELLs in Each District (2010-11)

**SOURCE: BASIS (ATS)**

District	# of ELLs	Languages
DISTRICT 01	1565	CHINESE, (53.2), SPANISH (38.6), BENGALI (2.5), ARABIC (1.0), TIBETAN (0.8)
DISTRICT 02	7358	SPANISH (45.1), CHINESE (38.4), FRENCH (3.2), ARABIC (2.1), BENGALI (1.5)
DISTRICT 03	1920	SPANISH (78.3), FRENCH (4.5), ARABIC (2.3), WOLOF (1.7), HAITIAN CREOLE (1.7)
DISTRICT 04	1858	SPANISH (89.2), ARABIC (2.6), BENGALI (1.9), CHINESE (1.7), FRENCH (1.6)
DISTRICT 05	1566	SPANISH (77.3), FRENCH (6.8), ARABIC (5.0), FULANI (2.6), MANDINKA (1.4)
DISTRICT 06	9289	SPANISH (97.6), ARABIC (0.9), FRENCH (0.2), HAITIAN CREOLE (0.2), CHINESE (0.2)
DISTRICT 07	3696	SPANISH (90.2), FRENCH (2.2), ARABIC (1.9), SONINKE (1.0), FULANI (0.8)
DISTRICT 08	3816	SPANISH (86.4), BENGALI (4.9), ARABIC (1.9), FRENCH (1.3), CHINESE (0.9)
DISTRICT 09	9061	SPANISH (89), FRENCH (2.5), SONINKE (1.6), MANDINKA (1.2), BENGALI (0.9)
DISTRICT 10	12603	SPANISH (89.6), BENGALI (2.5), ARABIC (1.1), FRENCH (1.0), ALBANIAN (0.8)
DISTRICT 11	4140	SPANISH (71.7), ARABIC (5.8), BENGALI (5.2), ALBANIAN (4.6), FRENCH (2.2)
DISTRICT 12	4666	SPANISH (91.7), FRENCH (1.6), BENGALI(1.5), ARABIC (1.0), FULANI (1.0)
DISTRICT 13	1089	SPANISH (50.2), ARABIC (10.6), BENGALI (10.3), CHINESE, (7.0), FRENCH (5.5)
DISTRICT 14	2607	SPANISH (86.1), POLISH (4.8), ARABIC (2.1), YIDDISH (2.0), CHINESE, (1.7)
DISTRICT 15	4539	SPANISH (61.2), CHINESE, (22.6), ARABIC (5.7), BENGALI (5.6), FRENCH (0.9)
DISTRICT 16	366	SPANISH (68.0), HAITIAN CREOLE (7.1.),FRENCH (5.5), ARABIC (5.2), BENGALI (4.4)
DISTRICT 17	2687	SPANISH (39.3), HAITIAN CREOLE (35.2), ARABIC (7.1), FULANI (4.8), FRENCH (4.5),
DISTRICT 18	1159	HAITIAN CREOLE (59.6), SPANISH (17.8),FRENCH (8.4), ARABIC (8.3), CHINESE (1.5)
DISTRICT 19	3217	SPANISH (85.0), BENGALI (8.8), HAITIAN CREOLE (1.18), ARABIC (1.2), FRENCH (0.6)
DISTRICT 20	12143	CHINESE, (52.4), SPANISH (23.5), ARABIC (6.9), RUSSIAN (4.2), URDU (3.6)
DISTRICT 21	5796	SPANISH (29.1), CHINESE, (23.1), RUSSIAN (17.1), URDU (10.6), ARABIC (4.2)
DISTRICT 22	3781	SPANISH (24.2), HAITIAN CREOLE (17.9), RUSSIAN (14.1), URDU (11.7), CHINESE, (9.4)
DISTRICT 23	500	SPANISH (79.8), HAITIAN CREOLE (6.4), ARABIC (4.8), FRENCH (4.2), BENGALI (1.6)
DISTRICT 24	13472	SPANISH (73.3), CHINESE, (11.5), BENGALI (3.1), ARABIC (2), TIBETAN (1.4)
DISTRICT 25	6741	CHINESE (51.5), SPANISH (29.8), KOREAN (4.4), URDU (2.4), PASHTO (1.9)
DISTRICT 26	2564	CHINESE (45.8), SPANISH (14.7), KOREAN (14.5), PUNJABI (4.3), URDU (3.5)
DISTRICT 27	4616	SPANISH (68.7), BENGALI (9.8), PUNJABI (5.1), ARABIC (4.7), URDU (3.0)
DISTRICT 28	4182	SPANISH (45.8), RUSSIAN (8.9), BENGALI (14.2), CHINESE (4.6), PUNJABI (3.7)
DISTRICT 29	2054	SPANISH (42.1), HAITIAN CREOLE (19.6), BENGALI (17.3), URDU (5.6), FRENCH (3.1)
DISTRICT 30	9132	SPANISH (68.7), BENGALI (9.1), CHINESE, (5.8), ARABIC (4.2), URDU (2.4)
DISTRICT 31	3485	SPANISH (65), CHINESE, (6), ARABIC (5.8), RUSSIAN (4.8), ALBANIAN (4.1)
DISTRICT 32	3135	SPANISH (96.8), ARABIC (1.0), CHINESE, (0.4), FRENCH (0.4), HAITIAN CREOLE (0.3)
DISTRICT 75	4071	SPANISH (75.7), CHINESE, (6.8), BENGALI (3.1), HAITIAN CREOLE (2.5), RUSSIAN (1.8)
DISTRICT 79	1592	SPANISH (61.7), CHINESE, (15.9), HAITIAN CREOLE (7.7), FRENCH (3.5), BENGALI (3.1)

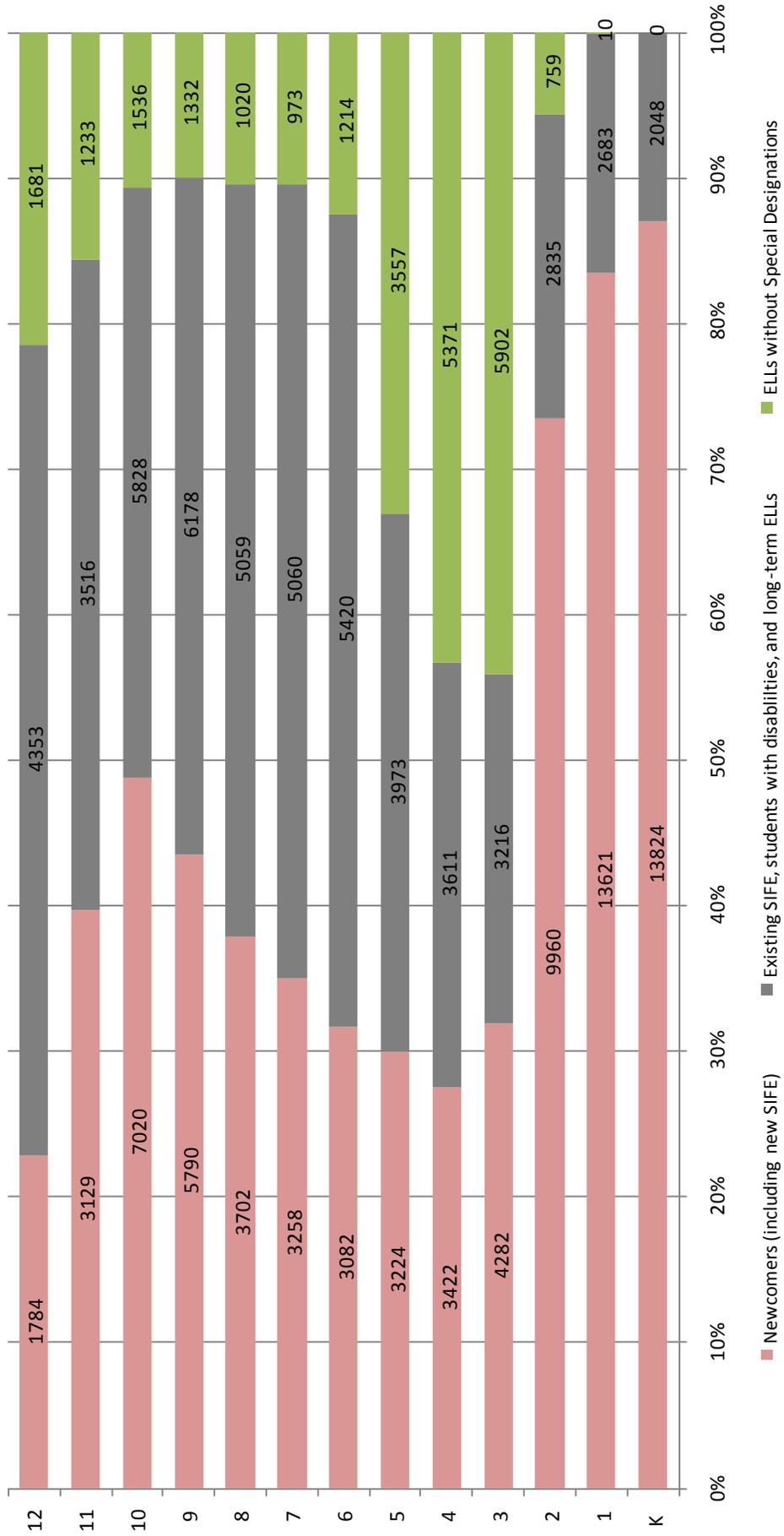
**Appendix 3 Predominate Five Languages Among All Students in Each District (2010-11)**

SOURCE: BESIS (ATS)

District	# of Stu-	Languages
DISTRICT 01	4821	SPANISH (43.4), CHINESE (42.0), BENGALI (3.5), RUSSIAN (1.4), JAPANESE (1.1)
DISTRICT 02	27915	SPANISH (48.1), CHINESE (33.8), BENGALI (2.4), FRENCH (1.6), RUSSIAN (1.6)
DISTRICT 03	7019	SPANISH (69.6), CHINESE (5.3), FRENCH (3.3), RUSSIAN (2.7), BENGALI (2.3)
DISTRICT 04	5547	SPANISH (84.6), BENGALI (4.6), CHINESE (3.0), ARABIC (1.6), FRENCH (1.1)
DISTRICT 05	4213	SPANISH (79.3), FRENCH (4.7), ARABIC (2.4), FULANI (2.0), BENGALI (1.9)
DISTRICT 06	9289	SPANISH (97.3), ARABIC (0.7), HAITIAN CREOLE (0.2), CHINESE (0.2), FRENCH (0.2)
DISTRICT 07	8951	SPANISH (91.9), FRENCH (1.4), ARABIC (0.9), SONINKE (0.9), FULANI (0.8)
DISTRICT 08	11009	SPANISH (85.6), BENGALI (4.9), ALBANIAN (1.5), CHINESE (1.2), ARABIC (1.1)
DISTRICT 09	17639	SPANISH (88.3), FRENCH (2), SONINKE (1.8), MANDINKA (1.1), BENGALI (1.1)
DISTRICT 10	29416	SPANISH (83.3), BENGALI (3.5), CHINESE (3.0), ALBANIAN (0.8), KOREAN (0.9)
DISTRICT 11	10573	SPANISH (71.3), BENGALI (6.4), ALBANIAN (5.9), ARABIC (4.0), URDU (1.8)
DISTRICT 12	9632	SPANISH (92.7), BENGALI (1.5), FRENCH (1.2), FULANI (0.9), ARABIC (0.7)
DISTRICT 13	6204	CHINESE (33.9), SPANISH (28.4), BENGALI (10.0), RUSSIAN (5.8), ARABIC (3.8)
DISTRICT 14	8832	SPANISH (78.1), POLISH (8.4), YIDDISH (4.4), CHINESE (3.1), BENGALI (1.2)
DISTRICT 15	11393	SPANISH (63.5), CHINESE (16.2), BENGALI (6.7), ARABIC (4.5), FRENCH (1.4)
DISTRICT 16	954	SPANISH (74.1), HAITIAN CREOLE (8.1), BENGALI (4.1), FRENCH (3.4), ARABIC (2.7)
DISTRICT 17	5250	SPANISH (41.6), HAITIAN CREOLE (36.2), FULANI (5.2), ARABIC (4.5), FRENCH (3.5)
DISTRICT 18	2372	HAITIAN CREOLE (53.8), SPANISH (24.9), ARABIC (8.3), FRENCH (5.9), CHINESE (2.1)
DISTRICT 19	7274	SPANISH (81.9), BENGALI (11.1), HAITIAN CREOLE (2.2), FRENCH (0.7), ARABIC (0.7)
DISTRICT 20	31924	CHINESE (42.9), SPANISH (26.6), ARABIC (8.8), RUSSIAN (5.7), URDU (4.1)
DISTRICT 21	20147	SPANISH (26.5), CHINESE (24.5), RUSSIAN (22.3), URDU (9.0), ARABIC (2.9)
DISTRICT 22	15259	RUSSIAN (23), SPANISH (20.4), CHINESE (15.2), URDU (10.7), HAITIAN CREOLE (10.6)
DISTRICT 23	1217	SPANISH (79.9), HAITIAN CREOLE (6.4), FRENCH (3.3), BENGALI (2.6), ARABIC (1.8)
DISTRICT 24	39664	SPANISH (68.8), CHINESE (9.8), BENGALI (4.4), POLISH (3.4), ARABIC (2)
DISTRICT 25	21131	CHINESE (37.6), SPANISH (32.9), KOREAN (8.9), URDU (2.8), PASHTO (1.8)
DISTRICT 26	15491	CHINESE (34.9), KOREAN (17.3), SPANISH (17), PUNJABI (4.8), BENGALI (3.7)
DISTRICT 27	13986	SPANISH (68.8), BENGALI (9.1), PUNJABI (6.8), ARABIC (2.7), URDU (2.4)
DISTRICT 28	16014	SPANISH (39.0), RUSSIAN (13.5), BENGALI (11.8), CHINESE (8.0), PUNJABI (4.4)
DISTRICT 29	5151	SPANISH (42.0), BENGALI (19.7), HAITIAN CREOLE (15.3), URDU (5.1), PUNJABI (3.4)
DISTRICT 30	27302	SPANISH (63.3), BENGALI (11.5), CHINESE (4.1), ARABIC (4.0), URDU (2.6)
DISTRICT 31	14677	SPANISH (46.3), RUSSIAN (11.8), CHINESE (8.5), ARABIC (6.4), ALBANIAN (6.2)
DISTRICT 32	7549	SPANISH (96.3), CHINESE (0.8), ARABIC (0.5), BENGALI (0.5), HAITIAN CREOLE (0.4)
DISTRICT 75	5468	SPANISH (74.5), CHINESE (6.5), BENGALI (3.1), HAITIAN CREOLE (2.6), RUSSIAN (2.2)
DISTRICT 79	2904	SPANISH (71.5), CHINESE (9.7), HAITIAN CREOLE (5.8), FRENCH (2.3), BENGALI (2.2)

### Appendix 4: ELLs Subpopulations by Grade Based on Specialized Learning Need

Source: BESIS 2010-11



## Appendix 5: New York City English Language Learners Fact Sheet

Source: BESIS, 2010-11

### Students Served

- New York City serves 154,466 English Language Learners (ELLs) who make up approximately 14.8% of the City's public school student population.
- 444,588 students (41.0%) report speaking a language other than English at home.
- 67,992 students (6.5% of the student population) are new immigrants.

### School Level

- 53.3% in elementary grades (K-5)
- 18.6% in middle school grades (6-8)
- 28.1% in high school grades (9-12)

### Nativity

- 54.5% are native born
- 45.5% are foreign born

### Top 12\* ELL Languages

- Spanish (64.8%)
- Chinese (13.6%)
- Bengali (3.5%)
- Arabic (3.0%)
- Haitian Creole (2.6%)
- Russian (1.9%)
- \*Other (5.1%) (156 languages are represented in this group)
- Urdu (1.8%)
- French (1.3%)
- Albanian (0.6%)
- Korean (0.6%)
- Punjabi (0.6%)
- Fulani (0.4%)

### Program Type

- 18.5% in Transitional Bilingual Education programs
- 3.8% in Dual Language programs
- 70.2% in English as a Second Language (ESL) programs
- 6.7% served by Individualized Education Programs (IEPs) and not in formalized ELL programs

### ELL Subpopulations

- 15,529 (10.1%) are (or have been) Students with Interrupted Formal Education—or SIFE—which New York State defines with the following characteristics: ELLs who 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 first language.
- 20,259 (13.1%) of ELLs are long-term, meaning they have completed at least six years of ELL services and continue to need them.
- 33,374 (21.6%) ELLs are also students with disabilities, with one quarter having reached long-term status.

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