



**Department of
Education**

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**Department of English Language Learners
and Student Support**

School Year 2013-2014 Demographic Report

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DOE's ELLs at a Glance

Students Served

- 43.3% (or 423,189) of all NYCDOE students report speaking a language other than English at home.
- ELLs account for 14.3% (or 139,843) of the overall NYCDOE student population.

Countries of Birth

- 49.0% of all ELLs are foreign-born (76,294).
- 51.0% of all ELLs are U.S.-born, including U.S. territories (79,412).

10 Most Prevalent ELL Home Languages

- Spanish (96,163; 61.8%)
- Chinese (22,170; 14.2%)
- Bengali (6,546; 4.2%)
- Arabic (6,501; 4.2%)
- Haitian-Creole (3,591; 2.3%)
- Russian (3,315; 2.1%)
- Urdu (2,881; 1.9%)
- French (2,387; 1.5%)
- Uzbek (1,205; 0.8%)
- Punjabi (1,013; 0.7%)

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 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 public schools during the 2013-2014 school year.

After providing context about New York City public schools’ total student population, the report focuses on the ELL population as a whole—their boroughs of school enrollment, countries of birth, home languages spoken, and participation in ELL programs/services. Certain student demographic information is also broken down by borough of school enrollment as well as by school district.

Methodology

The New York City Department of Education (DOE) uses various data systems to capture and report on its student population. Student biographic information (i.e., gender, home language, race, disability status, etc.) is captured in Automate the Schools (ATS), a central database, while student course enrollment information is gathered in the STARS data system. Unique to ELLs is the Bilingual Education Student Information Survey (BESIS), which is administered through ATS and is used to capture ELL program information.

Various steps were taken to compile the final data set used to provide the figures in this report. The Department of English Language Learners reached out to schools throughout the school year to ensure that student information was accurate and inputted into all the relevant data sources. After a period of outreach, the data pieces were pulled from ATS, BESIS, and STARS, and were 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 exclude pre-kindergarten, charter school, and GED students.

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.

The New York City Department of Education’s (DOE) Student Population¹

There were 976,840 students enrolled in DOE schools during the 2013-14 school year. Brooklyn’s student population was the highest of the five boroughs, accounting for 29.2% of all students in the system. Queens was a close second, with 28.5% of all students, followed by the Bronx (21.1%),

¹ The figures in the following sections are based on the 2013-14 audited register and exclude Pre-K and Charter School Students.

Manhattan (15.1%), and Staten Island (6.2%). The overall DOE student population was split almost evenly by gender: 51.7% male, 48.3% female.

New York City's public school population is composed of students from various racial backgrounds. Hispanics made up the largest percentage of the overall student body (40.7%), while black students were the second largest racial group (26.4%). Asian students made up 16.3% of the overall population, followed closely by white students at 15.0%. Approximately 0.7% of the population was Native American, while 0.5% of the population identified as Multi-Racial. Only 0.4% of the overall population identified as "Other."

Nearly 43.3% of the 976,840 students enrolled in New York City public schools spoke a language other than English at home, which means that there are 423,189 students living in households where English is not the primary language spoken. However, not all of these students are identified as English Language Learners.

English Language Learner (ELL) Identification Process

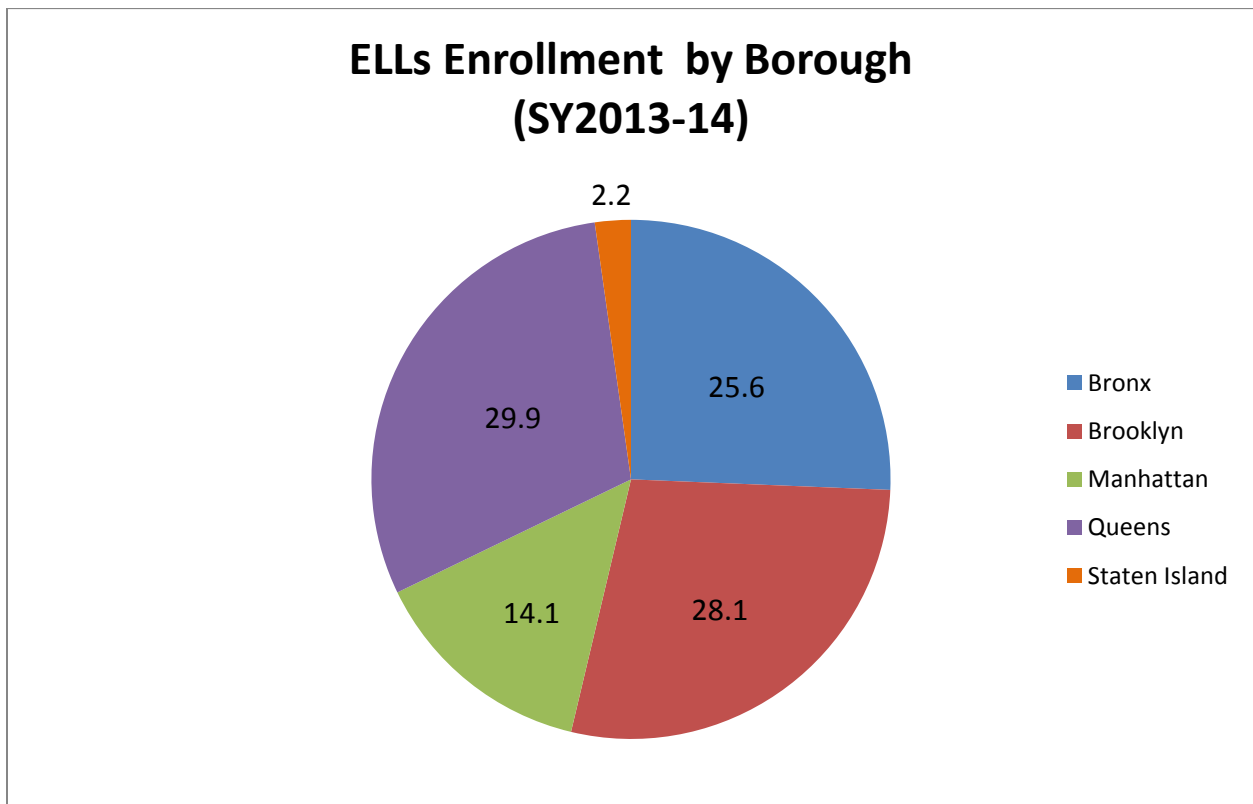
Upon enrolling their child in a New York City public school, parents or guardians must fill out a Home Language Identification Survey (HLIS). If they indicate that a language other than English is spoken in their home, their child is given the Language Assessment Battery-Revised (LAB-R) or New York State Identification Test for English Language Learners (NYSITELL), 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. 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 language development. Students remain ELLs until they score *Proficient* on the NYSESLAT. Once they score proficient, they are still eligible for testing accommodation up to two years after passing the NYSESLAT. These students are considered former ELLs.

ELLs within the Context of the Entire DOE Student Population

As of the end of October in the 2013-14 school year, 139,843 students were identified as English Language Learners, with males (77,820, or 55.6%) outnumbering females (62,023, or 44.4%). They accounted for 14.3% of the entire DOE student population. Approximately 84.8% of NYC ELLs received free or reduced-priced lunch, which is higher than the 69.8% of non-ELLs who received free or reduced priced lunch during the school year.

Where Do ELLs Attend School?²

Of the 155,706 ELLs who enrolled in NYC public schools at some point during the 2013-14 school year, the largest population of ELLs attended schools in Queens (46,613). Brooklyn had the second largest ELL population with 43,696. The Bronx followed closely with 39,936 ELLs. While they were comparatively smaller, Manhattan's and Staten Island's ELL populations were still sizeable, with 21,980 and 3,481 students, respectively.

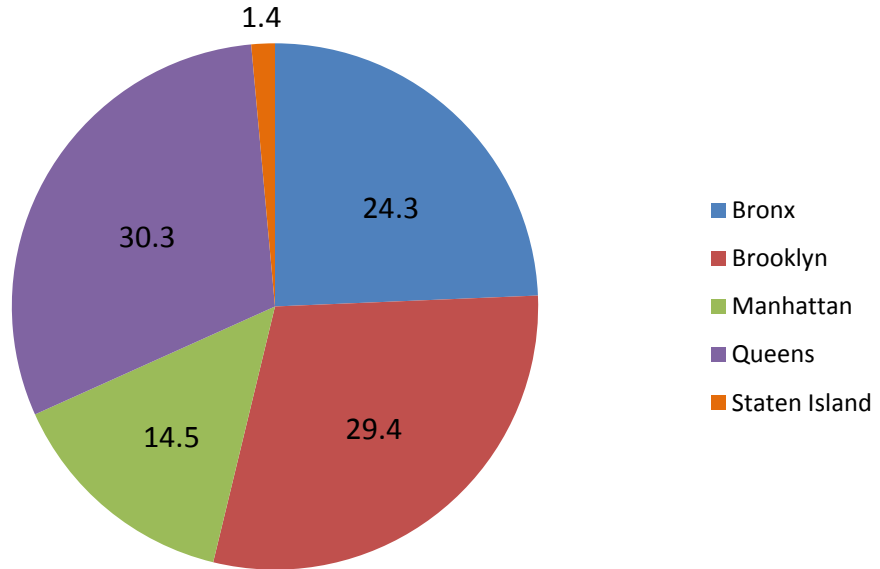


ELLs Place of Birth

Forty-nine percent of ELLs were foreign-born (76,294). Of all foreign-born ELLs, the largest proportion attended schools in Queens (30.3%). Brooklyn and the Bronx also made up a large percent of foreign-born ELLs with 29.4% and 24.4% of ELL students, respectively.

² Henceforth, all figures are based on 2013-14 BESIS data. The difference in ELL numbers between the BESIS and Audited Register is due to the fact that the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the DOE school system during entire school year.

Foreign-Born ELLs Enrollment by Borough (SY2013-14)



Foreign-born ELLs—those born outside the United States or its territories—represent a significant proportion of the ELL population enrolled within each borough (see table below). For example, foreign-born ELLs accounted for 51.4% of the ELLs in Brooklyn. Manhattan (50.4%), Queens (49.6%), and the Bronx (46.5%) had similar figures. In Staten Island, where the fewest total number of ELLs attended school, foreign-born ELLs made up a little less than a third (31.3%) of the total ELL population.

		# of ELLs	% of Borough Total
Bronx			
	U.S.-born	21,356	53.5
	Foreign-born	18,580	46.5
Brooklyn			
	U.S.-born	21,254	48.6
	Foreign-born	22,442	51.4
Manhattan			
	U.S.-born	10,896	49.6
	Foreign-born	11,084	50.4
Queens			
	U.S.-born	23,513	50.4
	Foreign-born	23,100	49.6

Staten Island			
	U.S.-born	2,393	68.7
	Foreign-born	1,088	31.3

Languages Spoken by ELLs in DOE Schools

During the 2013-14 school year, ELLs in New York City spoke 159 languages other than English³. The 10 most prevalent foreign languages spoken at home were:

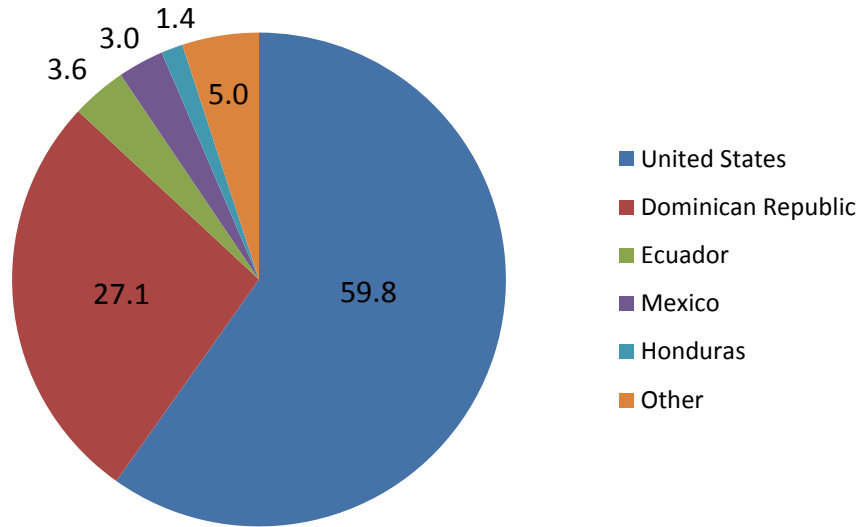
Rank	Home Language	# of ELLs	% of All ELLs
1	Spanish	96,163	61.8
2	Chinese	22,170	14.2
3	Bengali	6,546	4.2
4	Arabic	6,501	4.2
5	Haitian-Creole	3,591	2.3
6	Russian	3,315	2.1
7	Urdu	2,881	1.9
8	French	2,387	1.5
9	Uzbek	1,205	0.8
10	Punjabi	1,013	0.7
11	Other (149)	9,800	6.3

Top 5 Countries of Birth for ELLs Whose Home Language Is Spanish or Chinese

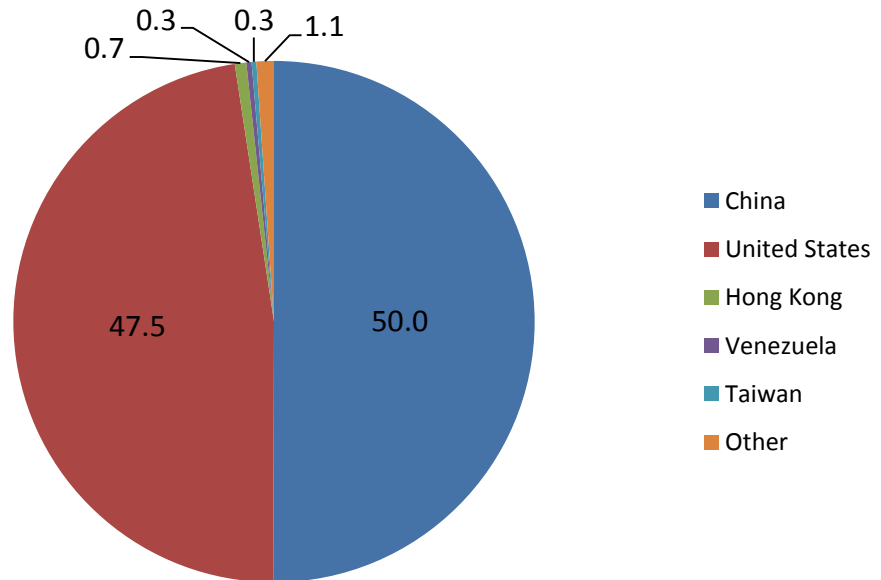
The top five countries of birth for ELLs from Spanish-speaking homes were the United States and its territories (59.8%), the Dominican Republic (27.1%), Ecuador (3.6%), Mexico (3.0%), and Honduras (1.4%). A similar analysis done for ELLs from Chinese-speaking homes found that their top five countries of birth were China (50.0%), the United States or its territories (47.5%), Hong Kong (0.7%), Venezuela (0.3%), and Taiwan (0.3%).

³ The aforementioned counts exclude students whose home language are unknown, non-English, do not speak, and American Sign Language.

Top 5 Countries of Birth for Spanish-Speaking ELLs (SY2013-14)



Top 5 Countries of Birth for Chinese-Speaking ELL (SY2013-14)



ELLs' Most Prevalent Home Languages by Borough of School Enrollment

ELLs in Bronx Schools		
Language	# of ELLs	% of Bronx ELLs
Spanish	34,107	85.4
Bengali	1,216	3.0
Arabic	1,136	2.8
French	845	2.1
Fulani	328	0.8
Albanian	266	0.7
Soninke	256	0.6
Twi	242	0.6
Mandinka (aka Mandingo)	214	0.5
Urdu	165	0.4
Other (101 Languages)	1,152	2.9
ELLs in Brooklyn Schools		
Language	# of ELLs	% of Brooklyn ELLs
Spanish	18,234	41.7
Chinese	10,820	24.8
Arabic	2,875	6.6
Haitian-Creole	2,470	5.7
Russian	2,427	5.6
Urdu	1,638	3.7
Bengali	1,425	3.3
Uzbek	1,003	2.3
French	482	1.1
Fulani Pub	284	0.6
Other (92 Languages)	2,025	4.6
ELLs in Manhattan Schools		
Language	# of ELLs	% of Manhattan ELLs
Spanish	15,517	70.6
Chinese	3,467	15.8
Arabic	634	2.9
French	595	2.7

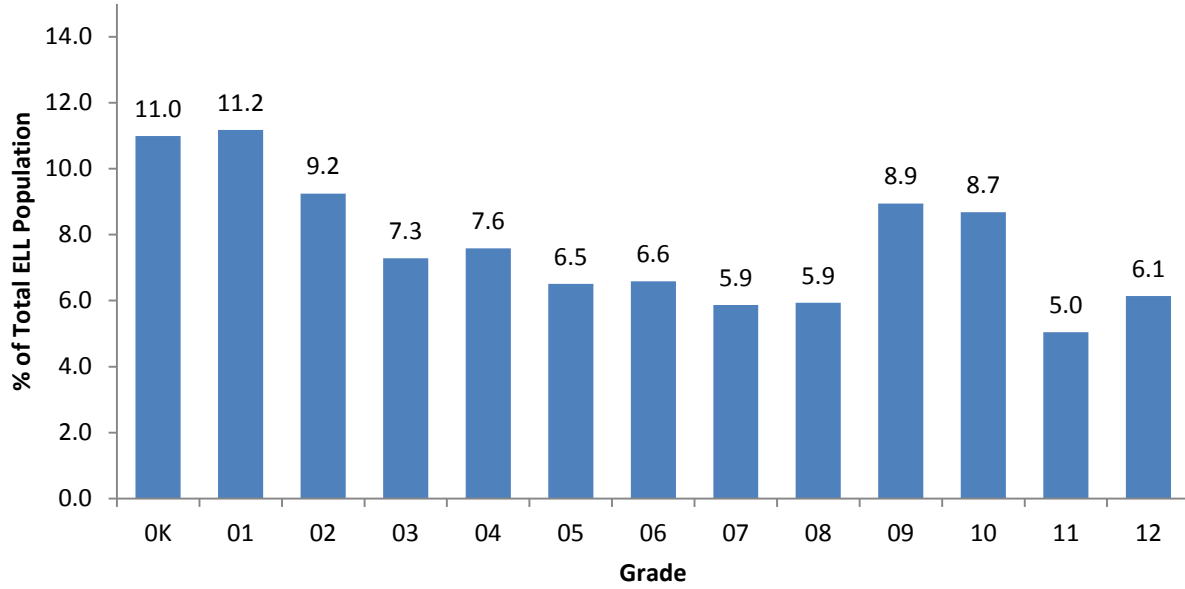
Bengali	252	1.1
Haitian-Creole	161	0.7
Wolof	137	0.6
Japanese	105	0.5
Russian	103	0.5
Fulani	84	0.4
Other (92 Languages)	823	3.7
ELLs in Queens Schools		
Language	# of ELLs	% of Queens ELLS
Spanish	26,051	55.9
Chinese	7,576	16.3
Bengali	3,634	7.8
Arabic	1,565	3.4
Punjabi	947	2.0
Urdu	942	2.0
Haitian-Creole	866	1.9
Russian	567	1.2
Korean	561	1.2
French	440	0.9
Other (107 Languages)	3,454	7.4
ELLs in Staten Island Schools		
Language	# of ELLs	% of Staten Island ELLs
Spanish	2,254	64.8
Arabic	291	8.4
Chinese	180	5.2
Russian	175	5.0
Albanian	110	3.2
Urdu	101	2.9
Polish	48	1.4
Sinhalese	32	0.9
French	25	0.7
Italian	25	0.7
Other (46 Languages)	240	6.9

ELLs by Grade

During the 2013-2014 school year, a little over half of all English Language Learners in DOE were in elementary school grades (82,200). Kindergarten and first grade had the highest numbers of ELLs (17,118 and 17,398, respectively), while there are fewer ELLs in the upper elementary school grades. One reason there may be fewer ELLs in later elementary grades is that ELL status is not a static student characteristic like race. As students become proficient in English and pass the English proficiency assessment, they are no longer identified as English language learners. Over a quarter of all ELLs (44,871) were in high school grades. Ninth grade showed the highest concentration with 13,923 ELLs, potentially signaling a major entry point for recently arrived ELLs.

Grade	# of ELLs	% of All ELLs
Kindergarten	17,118	11.0
1	17,398	11.2
2	14,399	9.2
3	11,338	7.3
4	11,805	7.6
5	10,142	6.5
6	10,255	6.6
7	9,143	5.9
8	9,237	5.9
9	13,923	8.9
10	13,525	8.7
11	7,858	5.0
12	9,565	6.1

Distribution of ELLs by Grade (SY2013-14)



Grade Group Enrollment by Borough

ELLs Attending School in the Bronx		
Grade	# of ELLs	% of Bronx ELLs
K-5	19,750	49.5
6-8	8,927	22.4
9-12	11,259	28.2
ELLs Attending School in Brooklyn		
Grade	# of ELLs	% of Brooklyn ELLs
K-5	24,663	56.4
6-8	7,826	17.9
9-12	11,207	25.6
ELLs Attending School in Manhattan		
Grade	# of ELLs	% of Manhattan ELLs
K-5	9,935	45.2
6-8	3,864	17.6
9-12	8,181	37.2
ELLs Attending School in Queens		
Grade	# of ELLs	% of Queens ELLs
K-5	25,611	54.9
6-8	7,429	15.9
9-12	13,573	29.1
ELLs Attending School in Staten Island		
Grade	# of ELLs	% of Staten Island ELLs
K-5	2,241	64.4
6-8	589	16.9
9-12	651	18.7

ELL Services

Delivery Models & Supports

The DOE offers three service delivery models: Dual Language (DL), Transitional Bilingual Education (TBE), and freestanding English as a Second Language (ESL). These models are designed to promote proficiency in a student's native language and/or English proficiency. 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.

Dual Language (DL)

Dual Language programs provide instruction in two languages in order to develop bilingualism 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). The DL model used is based on student demographics in the school and district; however, ELLs receive priority enrollment. The amount of instructional time dedicated to each language can vary by model and school.

Transitional Bilingual Education (TBE)

Transitional Bilingual Education programs provide instruction in English and students' native languages to develop English proficiency, by gradually reducing the amount of instruction in their native languages. Schools provide English Language Arts (ELA), Native Language Arts (NLA), and subject area classes in students' native languages and English. As students develop English proficiency, time spent learning in English increases and native language instruction decreases.

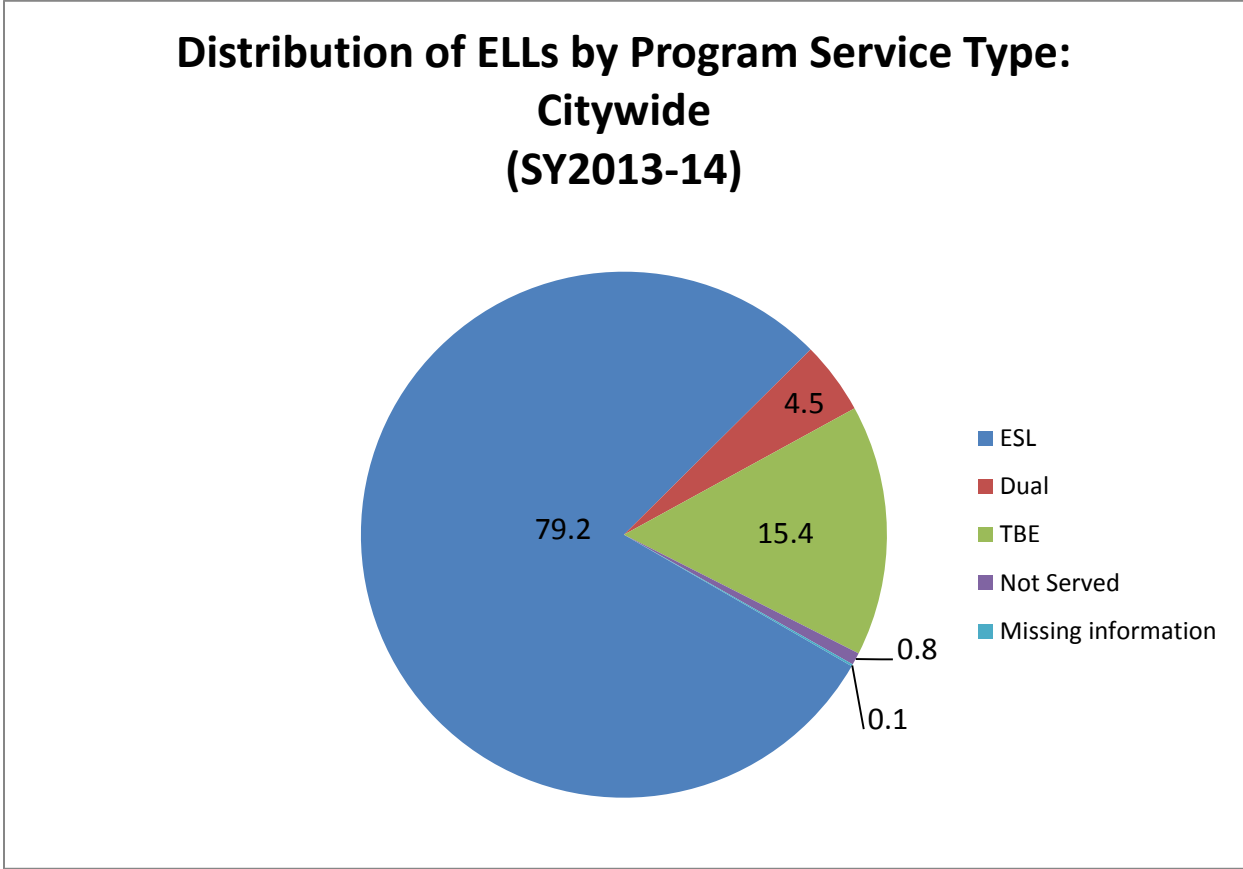
Freestanding English as a Second Language (ESL)

ESL programs are offered in all New York City public schools, and are taught in English to develop English proficiency. ESL programs may vary. Some schools may offer standalone ESL classes, while others may incorporate ESL instruction embedded in subject area classes (e.g., science).

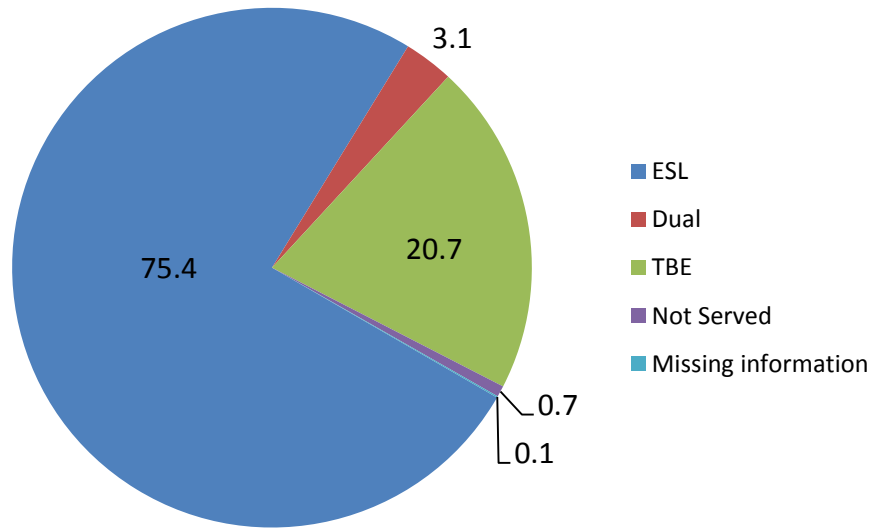
The DOE provides ongoing support and incentives to enrich and expand the use of students' native languages across all of these programs, including native language libraries, academic interventions with native language support, and native language literacy development resources. In addition, each year grants to support TBE/DL program development are awarded to schools.

ELL Enrollment within the Service Delivery Models

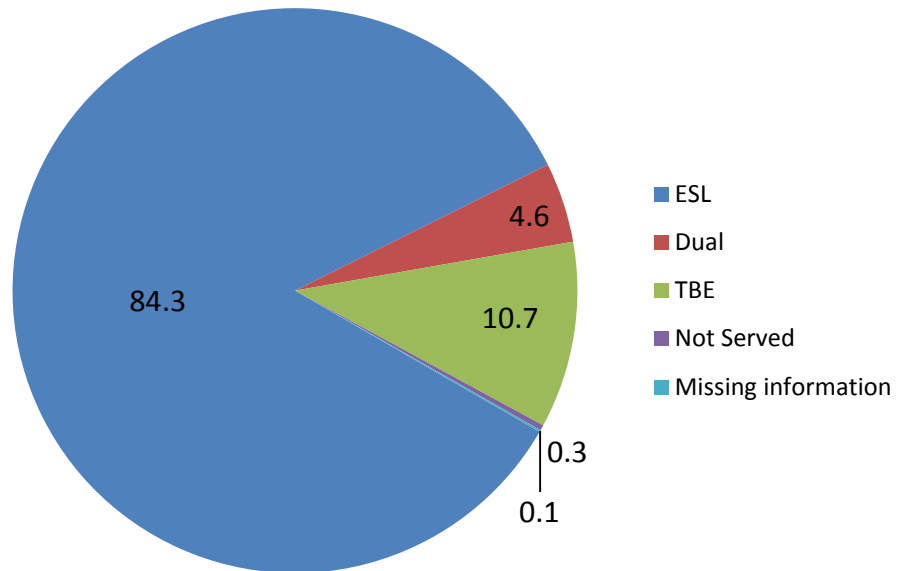
During the 2013-14 school year, the majority of English Language Learners were served in ESL programs (79.2%). A considerable proportion of ELLs were also served in TBE programs at 15.4%, while 4.5% of ELLs were served in DL programs.



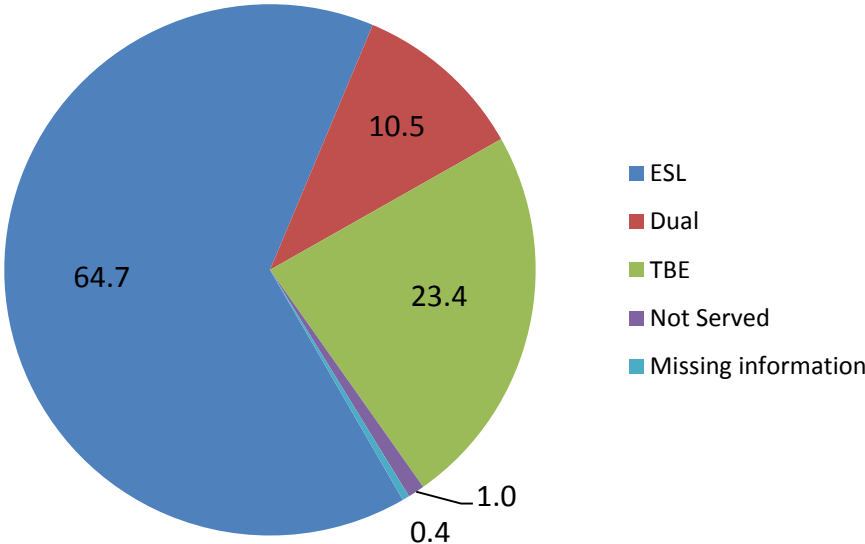
Distribution of ELLs by Program Service Type: Bronx (SY2013-14)



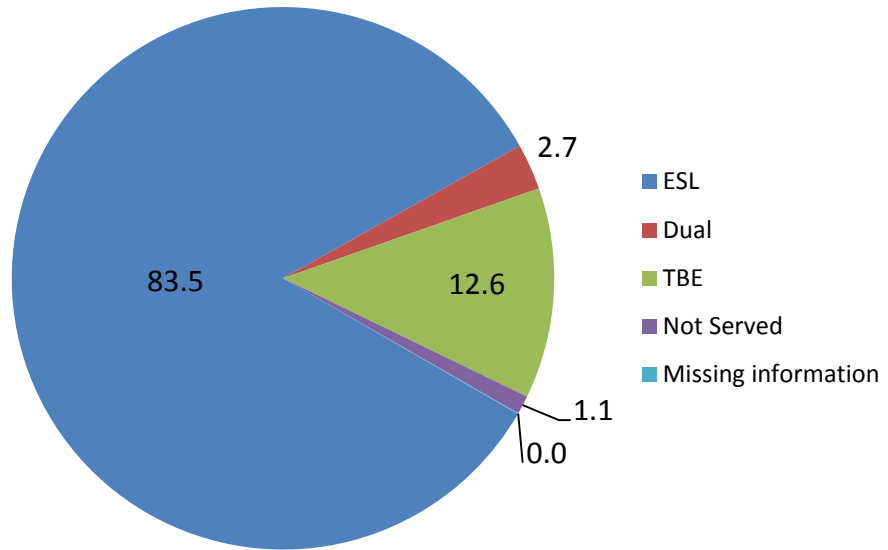
Distribution of ELLs by Program Service Type: Brooklyn (SY2013-14)



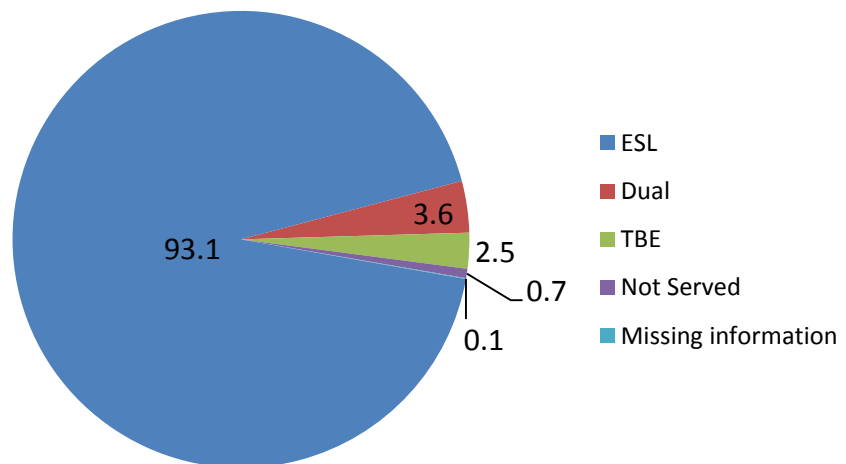
**Distribution of ELLs by Program Service Type:
Manhattan
(SY2013-14)**



**Distribution of ELLs by Program Service Type:
Queens
(SY2013-14)**



**Distribution of ELLs by Program Service Type:
Staten Island
(SY2013-14)**



ELLs' Service Delivery Model Enrollment by Borough of School Enrollment⁴

ELLs Attending School in the Bronx		
Program Type	# of ELLs	% of Bronx ELLs
English as a Second Language	30,128	75.4
Dual Language	1,232	3.1
Traditional Bilingual Education	8,266	20.7
Not Served	275	0.7
Missing Information	35	0.1
ELLs Attending School in Brooklyn		
Program Type	# of ELLs	% of Brooklyn ELLs
English as a Second Language	36,842	84.3
Dual Language	2,001	4.6
Traditional Bilingual Education	4,671	10.7
Not Served	136	0.3
Missing Information	46	0.1
ELLs attending school in Manhattan		
Program Type	# of ELLs	% of Manhattan ELLs
English as a Second Language	14,211	64.7
Dual Language	2,304	10.5
Traditional Bilingual Education	5,146	23.4
Not Served	224	1.0
Missing Information	95	0.4
ELLs Attending school in Queens		
Program Type	# of ELLs	% of Queens ELLs
English as a Second Language	38,945	83.5
Dual Language	1,277	2.7
Traditional Bilingual Education	5,856	12.6
Not Served	518	1.1
Missing Information	17	0.0
ELLs Attending School in Staten Island		

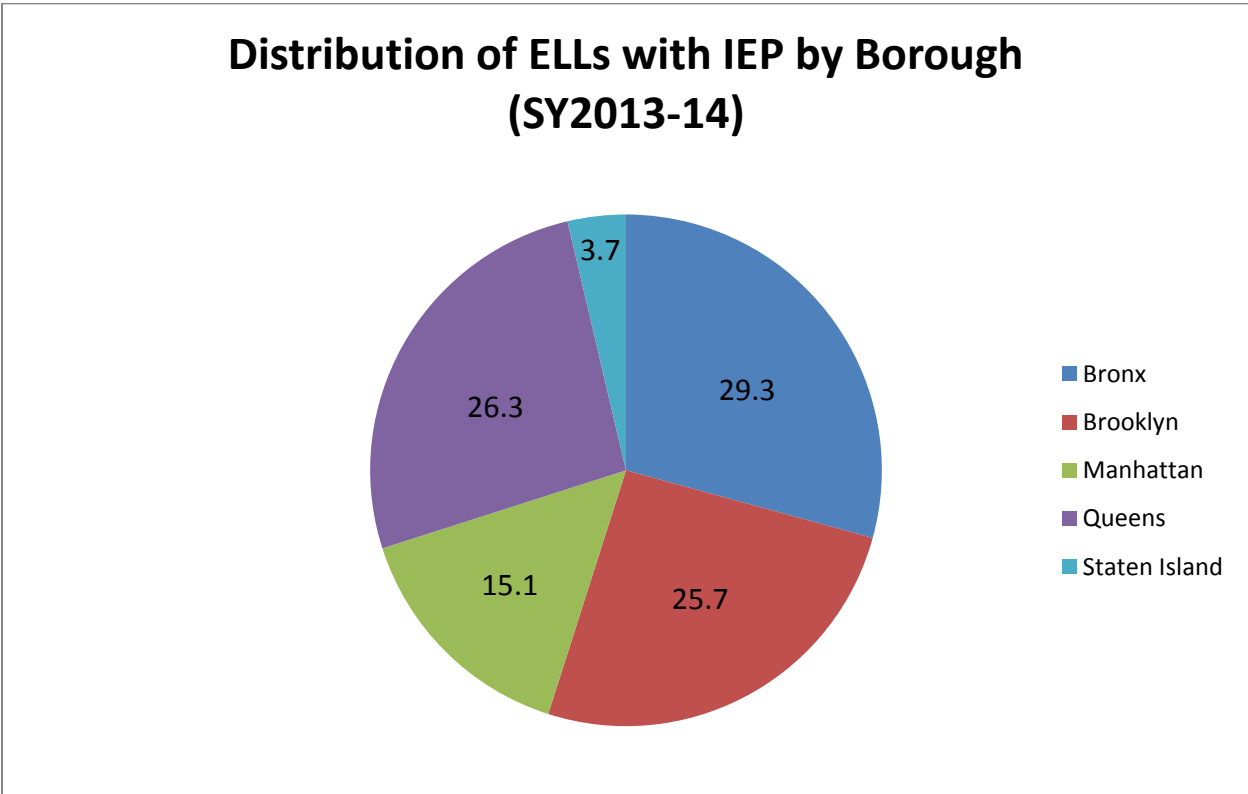
⁴ Student groups under 10 are suppressed in compliance with FERPA regulations.

Program Type	# of ELLs	% of Staten Island ELLs
English as a Second Language	*	*
Dual Language	*	*
Traditional Bilingual Education	*	*
Not Served	*	*
Missing Information	*	*

ELL Subpopulations

ELLs with Disabilities

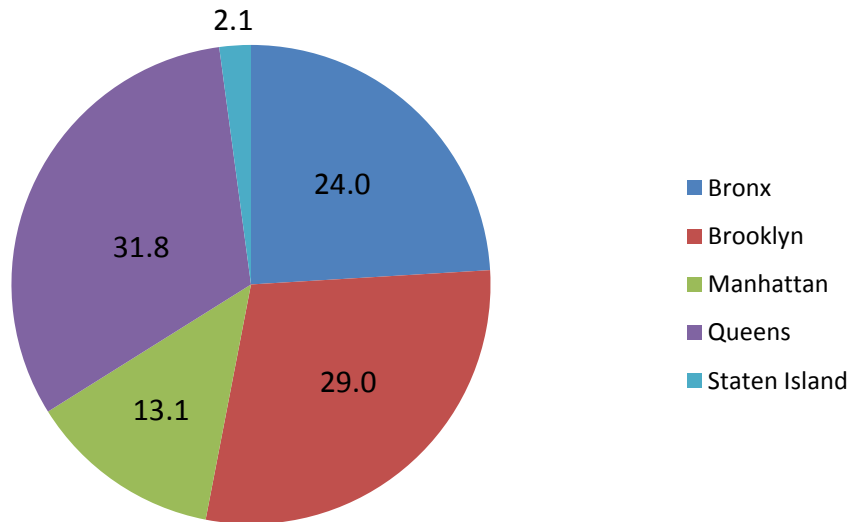
During the 2013-14 school year, 36,286 (or 23.3%) ELLs were identified as having a disability and received some type of special education services. An Individualized Education Program (IEP), developed in consultation with a student’s parents or guardians, determines the type of special education services and the language in which the special education services are delivered. It should be noted that an IEP’s determination may include bilingual and/or ESL services. Of all ELLs in the DOE that had an IEP, 29.3% attended schools in the Bronx, while Queens followed closely at 26.3% of all ELLs having an IEP. Staten Island had only 3.7% of the city’s ELLs with an IEP, but made up a sizeable proportion of all ELLs in Staten Island at 38.3%.



Newcomers (0-3 Years of ELL Services)

Newcomer ELLs are defined as those ELL students who have received 0 to 3 years of ELL service, either through ESL or bilingual education programs. During the 2013-14 school year, Newcomer ELLs made up 61.4% of the entire ELL population. Slightly less than a third of all Newcomer ELLs attended Queens schools (31.8%), while Brooklyn had a sizeable proportion of the Newcomers ELLs at 29.0%. And at 24.0%, a large proportion of Newcomer ELLs attended school in the Bronx.

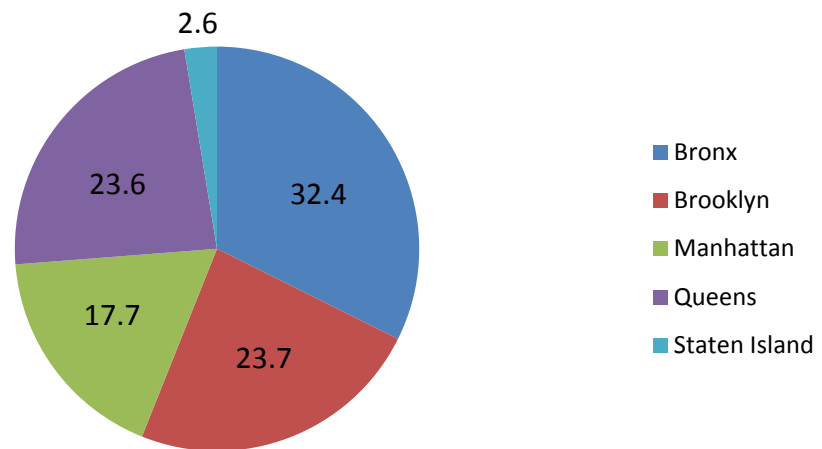
Distribution of Newcomer ELLs by Borough (SY2013-14)



Long-Term (>6 Years of ELL Services)

Long-term ELLs (LTELs) 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 are therefore still entitled to ELL services. Long-term ELLs made up 12.9% of the total ELL population during the 2013-14 school year. Of all Long-term ELLs, slightly less than a third of them attended Bronx schools (32.4%). Most of the remaining LTELs were in Brooklyn (23.7%) and Queens (23.6%) schools.

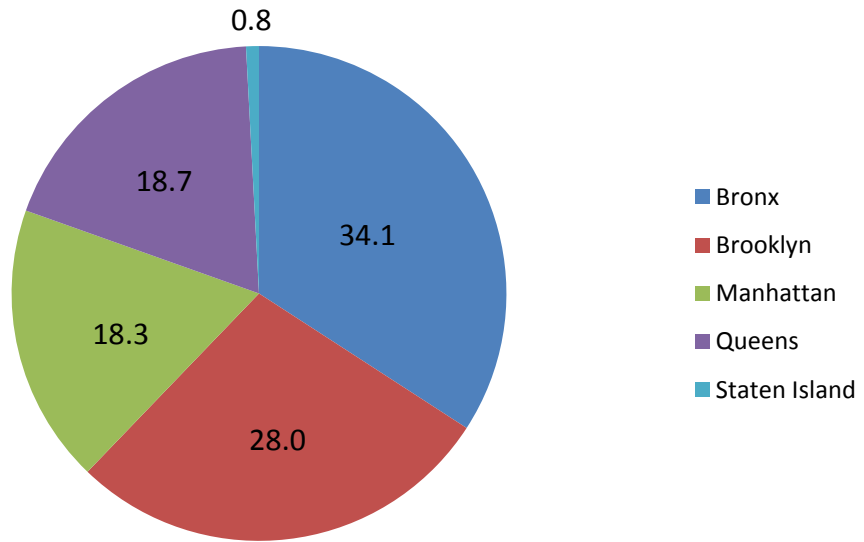
Distribution of Long-Term ELLs by Borough (SY2013-14)



SIFE

Students with Interrupted Formal Education (SIFE) are ELLs who have entered U.S. schools after second grade; have had at least two years less schooling than their peers; function at least two year below expected grade level in reading and mathematics; and may be pre-literate in their first language. During the 2013-14 school year, 9.2% of all ELLs were identified as SIFE. More than a third of all SIFE students in DOE schools were located in Bronx schools (34.1%). Brooklyn schools also had a sizeable proportion of the SIFE students in the city at 28.0%. Finally, Queens and Manhattan had 18.7% and 18.3% of the SIFE students, respectively.

Distribution of SIFE by Borough (SY2013-14)



Conclusion

The 2013-14 Demographic Report presents the state of the New York City's English Language Learners' demographics and its tremendous diversity. The New York City Department of Education continues to implement and identify reforms designed to raise expectations and standards for all English Language Learners 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 the Department of English Language Learners' 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 State Standards. The Department of English Language Learners 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

Top 5 ELL Home Languages by Grade Group, by District (2013-14)⁵

		Grade Group		
		K-5	6-8	9-12
District 1				
	Chinese	259	45	504
	Spanish	223	141	174
	Bengali	15	*	14
	Arabic	14	*	*
	Tibetan	*	*	*
District 2				
	Spanish	219	105	2499
	Chinese	1468	324	732
	French	39	*	267
	Arabic	50	32	149
	Bengali	10	*	125
District 3				
	Spanish	421	218	380
	French	48	19	53
	Arabic	22	11	19
	Chinese	31	*	*
	Wolof	16	11	*
District 4				
	Spanish	895	300	194
	Arabic	46	20	11
	Bengali	19	*	*
	French	12	*	*
	Chinese	18	*	*
District 5				
	Spanish	620	224	212
	Arabic	65	49	*
	French	33	29	29
	Wolof	25	*	*
	Fulani	14	*	*

⁵ Student groups under 10 are suppressed in compliance with FERPA regulations.

		Grade Group		
		K-5	6-8	9-12
District 6				
	Spanish	4365	1937	1716
	Arabic	76	22	21
	French	10	11	*
	Chinese	18	*	*
	Haitian-Creole	*	*	*
District 7				
	Spanish	1592	783	964
	French	27	22	51
	Arabic	34	16	29
	Fulani	24	11	13
	Bengali	*	*	35
District 8				
	Spanish	1397	715	914
	Bengali	85	59	76
	Arabic	86	37	30
	French	23	19	27
	Albanian	13	*	16
District 9				
	Spanish	4371	1959	1753
	French	93	66	114
	Soninke	103	21	20
	Bengali	67	31	27
	Mandinka (aka Mandingo)	79	28	12
District 10				
	Spanish	5885	2355	2999
	Bengali	153	73	128
	Arabic	116	52	60
	French	44	36	122
	Fulani	38	19	16
District 11				
	Spanish	1255	547	841
	Arabic	273	116	84

		Grade Group		
		K-5	6-8	9-12
Bengali		163	96	87
Albanian		82	34	33
Urdu		61	24	16
District 12				
Spanish		1914	960	1401
French		43	31	32
Bengali		50	13	39
Arabic		48	21	11
Fulani		35	12	*
District 13				
Spanish		219	72	148
Bengali		54	34	64
Arabic		83	35	27
Chinese		17	*	93
French		12	*	37
District 14				
Spanish		945	380	730
Polish		98	11	*
Arabic		41	29	20
Yiddish		35	15	11
Chinese		37	10	*
District 15				
Spanish		2195	433	326
Chinese		1662	55	48
Arabic		180	54	98
Bengali		218	16	11
French		57	*	12
District 16				
Spanish		148	52	49
Arabic		31	*	12
Bengali		19	*	*
French		11	*	10
Fulani		14	*	*

		Grade Group		
		K-5	6-8	9-12
District 17				
	Spanish	646	187	250
	Haitian-Creole	282	215	382
	Arabic	153	64	66
	Fulani	77	24	23
	French	20	27	59
District 18				
	Haitian-Creole	197	168	241
	Spanish	69	39	68
	Arabic	66	42	23
	French	14	15	19
	Chinese	13	*	
District 19				
	Spanish	1194	566	739
	Bengali	200	51	39
	Arabic	68	40	13
	Haitian-Creole	21	*	25
	French	14	*	11
District 20				
	Chinese	4200	1179	1607
	Spanish	1587	536	698
	Arabic	551	199	261
	Russian	367	120	125
	Urdu	198	117	110
District 21				
	Spanish	834	244	367
	Chinese	418	225	614
	Russian	574	234	216
	Urdu	330	122	185
	Uzbek	190	61	107
District 22				
	Spanish	541	88	162
	Russian	371	120	162
	Haitian-Creole	322	115	147

		Grade Group		
		K-5	6-8	9-12
Urdu		309	38	105
Chinese		185	43	131
District 23				
Spanish		226	140	30
Arabic		23	16	*
Haitian-Creole		13	10	*
French		*	13	*
Fulani		11	*	*
District 24				
Spanish		6752	1522	1746
Chinese		946	190	199
Bengali		347	109	108
Arabic		238	83	88
Nepali		143	44	38
District 25				
Chinese		2562	626	909
Spanish		669	213	1036
Korean		145	40	28
Urdu		104	37	30
Pashto (aka Pushto)		94	16	13
District 26				
Chinese		423	182	614
Spanish		111	36	261
Korean		141	35	76
Punjabi (aka Panjabi)		73	12	43
Bengali		14	31	64
District 27				
Spanish		1556	584	911
Bengali		192	93	203
Punjabi (aka Panjabi)		165	39	119
Arabic		163	40	58
Urdu		62	23	35
District 28				

		Grade Group		
		K-5	6-8	9-12
	Spanish	1070	323	488
	Bengali	371	119	266
	Russian	186	97	83
	Chinese	99	34	64
	Arabic	102	29	47
District 29				
	Spanish	650	196	47
	Haitian-Creole	189	131	103
	Bengali	337	62	11
	Urdu	60	17	*
	Arabic	55	20	*
District 30				
	Spanish	3519	1110	1112
	Bengali	564	154	257
	Arabic	264	96	102
	Chinese	101	22	239
	Urdu	119	43	42
District 31				
	Spanish	1458	361	345
	Arabic	172	51	61
	Russian	128	18	24
	Chinese	107	20	40
	Albanian	53	24	26
District 32				
	Spanish	1607	576	519
	Arabic	32	14	*
	Bengali	10	*	*
	Chinese	10	*	*
	French	*	*	*
District 75				
	Spanish	1250	693	1780
	Chinese	164	52	162
	Bengali	102	41	71
	Haitian-Creole	26	15	65

	Grade Group		
	K-5	6-8	9-12
Arabic	45	10	45
District 79			
Spanish	*	*	1294
French	*	*	218
Chinese	*	*	128
Bengali	*	*	114
Haitian-Creole	*	*	113