

EXCELLENCE

ENGLISH LANGUAGE LEARNERS

QUALITY INSTRUCTION + INNOVATIVE PROGRAMS = ACADEMIC SUCCESS FOR ELLS

OFFICE OF ENGLISH LANGUAGE LEARNERS
2012-2013 Demographic Report



**Department of
Education**

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Contents

- 1 Introduction
 - 1 Methodology
 - 1 The New York City Department of Education's (NYCDOE) Student Population
 - 2 English Language Learner (ELL) Identification Process
 - 2 ELLs within the Context of the Entire NYCDOE Student Population
 - 3 Where Do ELLs Attend School?
 - 3 ELL Places of Birth
 - 4 Languages Spoken by ELLs in NYCDOE Schools
 - 5 Top 5 Countries of Birth for ELLs Whose Home Language Is Spanish or Chinese
 - 5 Shifts in Diversity of ELLs' Home Languages
 - 8 ELLs by Grade
 - 9 ELL Services
 - 13 English Language Learners with IEPs
 - 14 Conclusion
 - 15 Appendix
-

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 English Language Learners (ELLs) enrolled in NYC public schools. It is designed to give readers an enriched sense of the English Language Learner students who were enrolled in New York City public schools during the 2012-13 school year.¹

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 uses various data systems to capture and report 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 Student Transcript and Academic System (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 Office 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, relevant data pieces were pulled from ATS, BESIS, and STARS, and were compiled to create the end-of-year snapshot of ELL demographic information and program participation during the school year. The data in this report excludes pre-kindergarten and charter school 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.²

The New York City Department of Education's (NYCDOE) Student Population³

There were 981,158 students enrolled in NYCDOE schools during the 2012-13 school year. By comparison, that is more than 9 times the enrollment of the Buffalo, Rochester, Syracuse, and Yonkers school districts combined (104,036).⁴ Brooklyn's student population was the highest of the five boroughs, accounting for 29.3% of all students in the system. Queens was a close second, with 28.4% of all students, followed by the Bronx (21.0%), Manhattan (15.2%), and Staten Island (6.1%).

¹ *English Language Learners are a distinct student population and should not be used as a proxy for immigrant students.*

² *Data appearing in this report and data prepared at the school level may vary because of the time of year data was pulled from internal data systems.*

³ *Data in this section are based on the October 31, 2012 Audited Register. These figures differ from publicly reported citywide figures for the 2012-13 school year because these figures do not include pre-K and charter school students.*

⁴ *From New York Stated Education Department (<http://data.nysed.gov/lists.php?type=district>).*

The overall NYCDOE student population was split almost evenly by gender: 51.6% male, 48.4% female.

New York City's public school population is composed of students from various racial/ethnic backgrounds. Hispanics made up the largest percentage of the overall student body (40.5%), while black students were the second largest racial/ethnic group (27.3%). Asian students made up 16% of the overall population, followed closely by white students at 14.9%. Only 1.3% of the overall population was identified as "other".

Nearly 42.3% of the 981,158 students enrolled in New York City public schools spoke a language other than English at home, meaning that there are 415,030 students living in households where English is not the primary language spoken. It is important to note that 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), which was designed to determine English language proficiency.⁵ 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.⁶ Students remain ELLs until they score *Proficient* on the NYSESLAT. Once they score proficient, they are still eligible for testing accommodations up to two years after passing the NYSESLAT. These students are considered former ELLs.⁷

ELLs within the Context of the Entire NYCDOE Student Population⁸

During the 2012-13 school year, 145,509 students were identified as English Language Learners, with males (81,213, or 55.8%) outnumbering females (64,296, or 44.2%). ELLs accounted for 14.8% of the entire NYCDOE student population. Approximately 83.2% of NYC ELLs received free or reduced-priced lunch, which is higher than the citywide average of 72.2%.

5 The LAB-R was used as the assessment to identify ELLs upon enrollment during the 2012-13 school year. Beginning February 1, 2014, the New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R as the language assessment used for ELL assignment.

6 This excludes ELL students who have moved into a GED program.

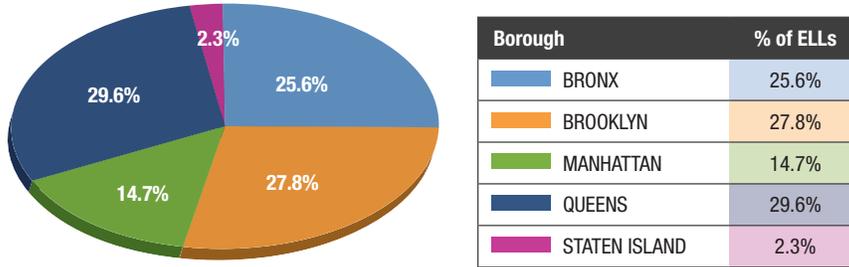
7 The term generally refers to students who were once English Language Learners but passed the NYSESLAT in the past. The amount of time since passing the NYSESLAT is not often clear. Therefore the term former ELL is often used to identify anyone who has ever been an ELL.

8 Data based on the October 31, 2012 Audited Register, excluding pre-K and charter school students.

Where Do ELLs Attend School?⁹

Of the 159,824 ELLs who enrolled in NYC public schools at some point during the 2012-13 school year, the largest population of ELLs attended school in Queens (47,276). Brooklyn had the second largest ELL population with 44,487. The Bronx followed closely with 40,900 ELLs. While they were comparatively smaller, Manhattan's and Staten Island's ELL populations were still sizeable, with 23,518 and 3,643, respectively.

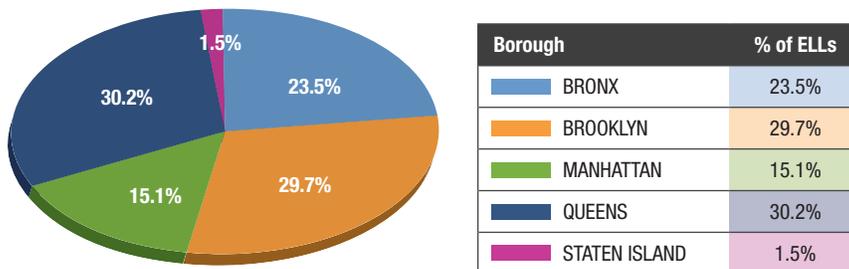
ELLs by Borough of School Enrollment (2012-13)



ELL Places of Birth

Forty-eight percent of ELLs were foreign-born (76,660).¹⁰ Of all foreign-born ELLs, the largest proportion attended schools in Queens (30.2%). Brooklyn and the Bronx also made up a large percent of foreign-born ELLs with 29.7% and 23.5%, respectively.

Foreign-Born ELLs by Borough of School Enrollment (2012-13)



⁹ Unless otherwise noted, figures in this section and moving forward are based on the June 2013 BESIS. The June BESIS differs from the Audited Register in that the former takes into account all ELLs that enter and leave the NYC public school system during the school year, while the latter is a snapshot of all active students on October 31 of each school year and does not account for student mobility during the school year. As a result, the BESIS data source will include a larger population of ELLs than the Audited Register.

¹⁰ Foreign-born ELLs are students born outside the United States or its territories, which includes American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands.

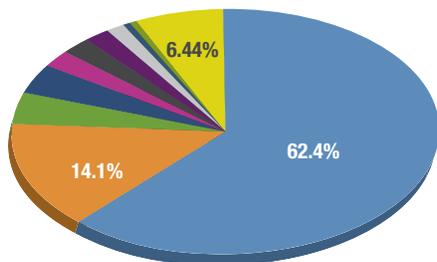
Foreign-born ELLs—those born outside the United States or its territories—represent a significant proportion of the ELL population enrolled within each borough (see table at right). For example, foreign-born ELLs accounted for 51.2% of the ELLs in Brooklyn. Manhattan (49.1%), Queens (49.0%), and the Bronx (44.1%) 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 (31.1%) of the total ELL population.

	# of ELLs	% of Borough Total
BRONX		
U.S.-BORN	22,877	55.9
FOREIGN-BORN	18,023	44.1
BROOKLYN		
U.S.-BORN	21,692	48.8
FOREIGN-BORN	22,795	51.2
MANHATTAN		
U.S.-BORN	11,966	50.9
FOREIGN-BORN	11,552	49.1
QUEENS		
U.S.-BORN	24,120	51.0
FOREIGN-BORN	23,156	49.0
STATEN ISLAND		
U.S.-BORN	2,509	68.9
FOREIGN-BORN	1,134	31.1

Languages Spoken by ELLs in NYCDOE Schools

During the 2012-13 school year, ELLs in New York City spoke 166 languages other than English.¹¹ The 10 most prevalent foreign languages spoken at home were:¹²

Home Languages Spoken by ELLs (2012-13)



Rank	Home Language	# of ELLs	% of All ELLs
1	SPANISH	99,750	62.4%
2	CHINESE	22,451	14.1%
3	BENGALI	6,486	4.1%
4	ARABIC	6,158	3.9%
5	HAITIAN-CREOLE	3,859	2.4%
6	RUSSIAN	3,363	2.1%
7	URDU	3,030	1.9%
8	FRENCH	2,406	1.5%
9	UZBEK	1,016	0.6%
10	PUNJABI	922	0.6%
11	OTHER (156) ¹⁴	10,288	6.44%

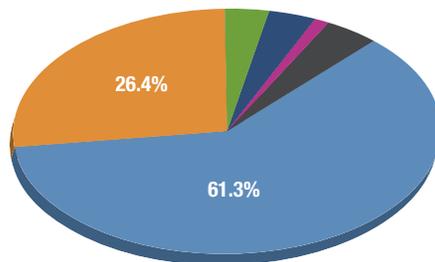
¹¹ This figure excludes students who have an unknown non-English home language (n=16) and students with incomplete home language information (n=79), but includes those ELLs who speak American Sign Language (n=130).

¹² Totals and percentages will not equal 100% of all students. See footnote 9 for explanation.

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

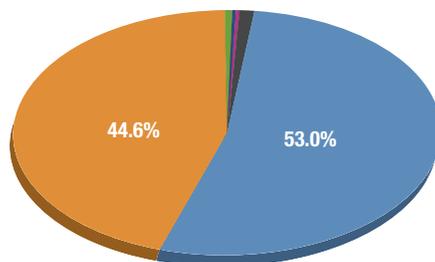
The top five countries of birth for ELLs from Spanish-speaking homes were the United States and its territories (61.3%), the Dominican Republic (26.4%), Mexico (3.6%), Ecuador (3.4%), and Colombia (1.1%). A similar analysis done for ELLs from Chinese-speaking homes found that their top five countries of birth were China (53.0%), the United States or its territories (44.6%), Hong Kong (0.8%), Taiwan (0.3%), and Venezuela (0.2%).

Top 5 Countries of Birth for Spanish-Speaking ELLs, Citywide (2012-13)



Country	% of ELLs
UNITED STATES	61.3%
DOMINICAN REPUBLIC	26.4%
MEXICO	3.6%
ECUADOR	3.4%
COLOMBIA	1.1%
OTHER	4.2%

Top 5 Countries of Birth for Chinese-Speaking ELLs, Citywide (2012-13)



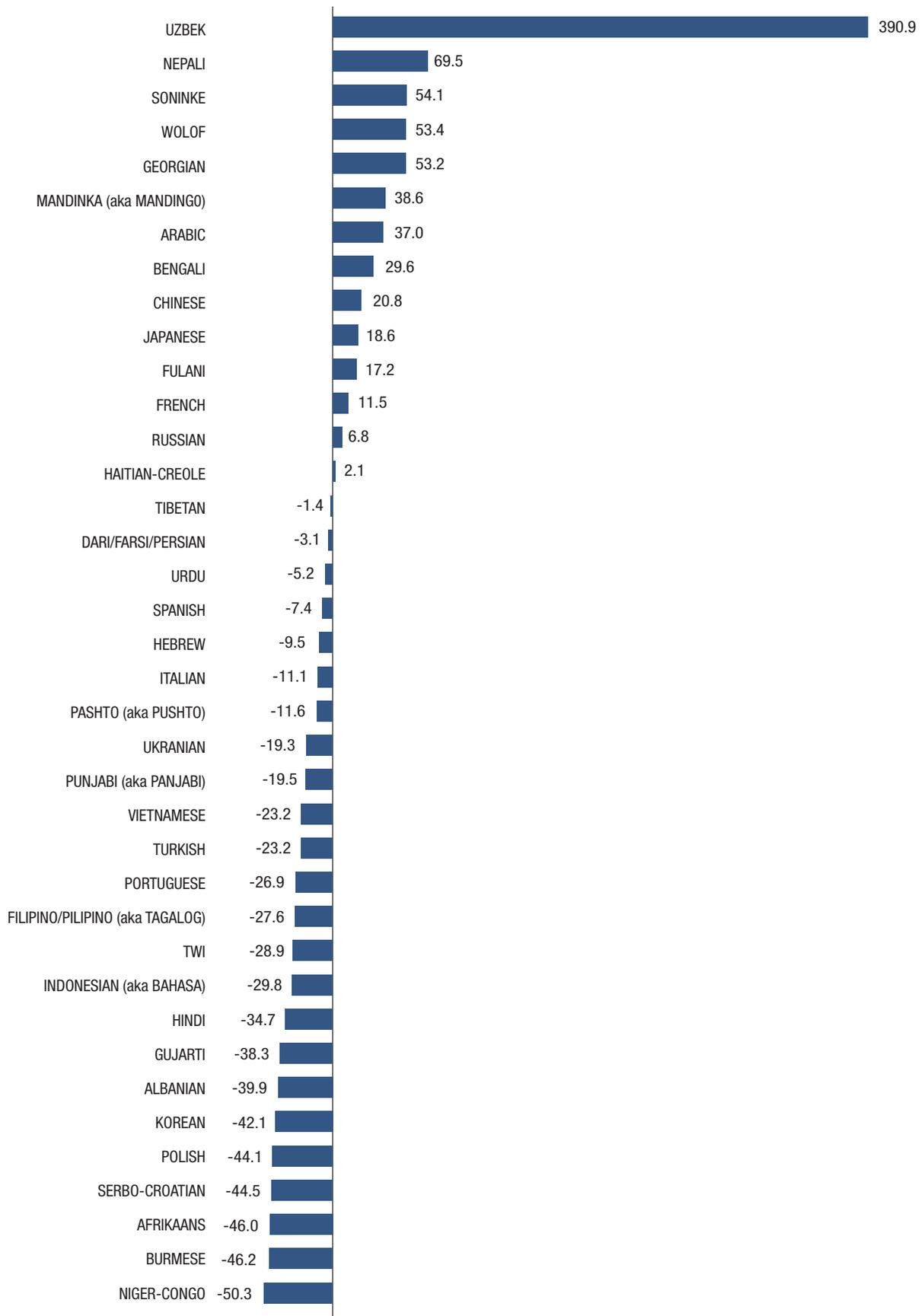
Country	% of ELLs
CHINA	53.0%
UNITED STATES	44.6%
HONG KONG	0.8%
TAIWAN	0.3%
VENEZUELA	0.2%
OTHER	1.1%

Shifts in Diversity of ELLs' Home Languages¹³

While Spanish- and Chinese-speaking students continue to make up the largest number of ELLs in the NYCDOE, there has been a significant change in linguistic diversity among this population since the 2008-09 school year (see chart below). For example, there was a 391% increase in the number of ELLs who speak Uzbek, from 176 to 864, during that five-year span. Also significant, the Arabic-speaking population grew about 37% in the last five years. With regard to the most prevalent ELL languages, there was a 20.8% increase in the number of Chinese-speaking ELLs, while there was a 7.4% decrease in Spanish-speaking ELLs during this same period.

¹³ The figures in this section were calculated using the Audited Register for the 2008-09 and 2012-13 school years. Only home language groups that had 100 or more students during the 2008-09 school year were included in the chart on the next page. Refer to the appendix for a larger group of home languages.

% Change in Number of ELLs, Citywide (2008-09 through 2012-13)



ELLs' Most Prevalent Home Languages by Borough of School Enrollment¹⁴

ELLs in Bronx Schools		
Language	# of ELLs	% of Bronx ELLs
SPANISH	35,129	85.9
BENGALI	1,151	2.8
ARABIC	952	2.3
FRENCH	883	2.2
FULANI	351	0.9
ALBANIAN	278	0.7
SONINKE	265	0.6
MANDINKA (aka MANDINGO)	231	0.6
TWI	215	0.5
URDU	176	0.4
OTHER (107 LANGUAGES)	1,255	3.1

ELLs in Queens Schools		
Language	# of ELLs	% of Queens ELLs
SPANISH	26,419	55.9
CHINESE	7,659	16.2
BENGALI	3,619	7.7
ARABIC	1,525	3.2
URDU	1,026	2.2
HAITIAN-CREOLE	934	2.0
PUNJABI	867	1.8
KOREAN	636	1.3
RUSSIAN	582	1.2
FRENCH	447	0.9
OTHER (111 LANGUAGES)	3,542	7.5

ELLs in Brooklyn Schools		
Language	# of ELLs	% of Brooklyn ELLs
SPANISH	19,020	42.8
CHINESE	10,743	24.1
ARABIC	2,823	6.3
HAITIAN-CREOLE	2,657	6.0
RUSSIAN	2,458	5.5
URDU	1,681	3.8
BENGALI	1,406	3.2
UZBEK	844	1.9
FRENCH	531	1.2
FULANI	293	0.7
OTHER (103 LANGUAGES)	1,992	4.5

ELLs in Staten Island Schools		
Language	# of ELLs	% of Staten Island ELLs
SPANISH	2,352	64.6
ARABIC	289	7.9
CHINESE	184	5.1
RUSSIAN	171	4.7
ALBANIAN	133	3.7
URDU	105	2.9
POLISH	50	1.4
SINHALESE	40	1.1
MALAYALAM	27	0.7
ITALIAN	25	0.7
OTHER (47 LANGUAGES)	260	7.1

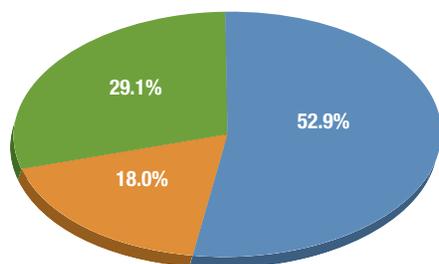
ELLs in Manhattan Schools		
Language	# of ELLs	% of Manhattan ELLs
SPANISH	16,830	71.6
CHINESE	3,725	15.8
ARABIC	569	2.4
FRENCH	527	2.2
BENGALI	291	1.2
HAITIAN-CREOLE	177	0.8
WOLOF	148	0.6
JAPANESE	116	0.5
RUSSIAN	108	0.5
FULANI	86	0.4
OTHER (99 LANGUAGES)	926	3.9

¹⁴ The Other home language category excludes students with missing and unknown home language. As a result, all totals will not equal previously reported borough numbers and percentages will not all add up to 100 percent.

ELLs by Grade

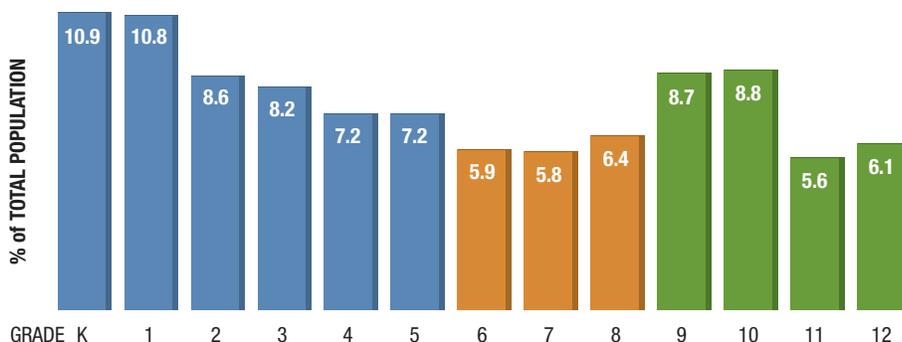
A little over half of all English Language Learners in NYCDOE were enrolled in elementary school grades (84,606). There were two noteworthy trends within this grade group. The first is that kindergarten and first grade had the highest numbers of ELLs (17,485 and 17,229, respectively). The second is that enrollment data demonstrates that the overall number of ELLs in elementary school decreased in small, steady increments as students moved through grades 2, 3, 4, and 5. This decrease in ELLs in the later elementary grades is partially due to the fact 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. Middle school grades featured comparatively fewer numbers of ELLs (28,793) relative to elementary grades, although by the eighth grade the downward trend that began in elementary schools reverses. There were 9,373 ELLs in the sixth grade, but that number increased to 10,179 by the eighth grade. A little over a quarter of all ELLs (46,425) were in high school grades. Tenth grade showed the highest concentration with 14,029 ELLs, potentially signaling a major entry point for recently arriving ELLs.

Distribution of ELLs by Grade Group Citywide (2012-13)



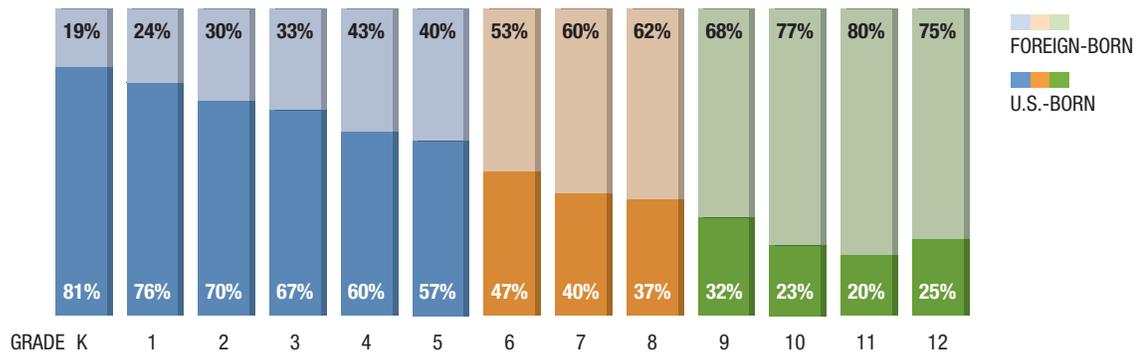
Grade		# of ELLs	% of All ELLs
K-5 52.9%	KINDERGARTEN	17,485	10.9
	GRADE 1	17,229	10.8
	GRADE 2	13,782	8.6
	GRADE 3	13,174	8.2
	GRADE 4	11,466	7.2
6-8 18.0%	GRADE 5	11,470	7.2
	GRADE 6	9,373	5.9
	GRADE 7	9,241	5.8
9-12 29.1%	GRADE 8	10,179	6.4
	GRADE 9	13,848	8.7
	GRADE 10	14,029	8.8
	GRADE 11	8,863	5.6
	GRADE 12	9,685	6.1

Distribution of ELLs by Grade, Citywide (2012-13)



The proportion of foreign-born ELLs that made up each grade cohort increased with each passing grade. As elementary grade levels increase, the likelihood that an ELL will be foreign-born increases as well. For example, from kindergarten to fifth grade, there is an 126% percent increase in the proportion of foreign-born ELLs that made up each grade. While not as striking in the middle school grades, there continues to be an increase in the proportion of foreign-born ELLs from grades 6 to 8. In fact, by the sixth grade up until the twelfth grade, foreign-born ELLs made up more than half of the ELLs in each grade. Finally by high school, almost three in every four ELLs in each grade were foreign-born.

Distribution of ELLs by Place of Birth by Grade, Citywide (2012-13)



Grade Groups by Borough of School Enrollment

ELLs Attending School in the Bronx		
Grade	# of ELLs	% of Bronx ELLs
K-5	20,729	50.7
6-8	8,770	21.4
9-12	11,401	27.9

ELLs Attending School in Queens		
Grade	# of ELLs	% of Queens ELLs
K-5	25,867	54.7
6-8	7,399	15.6
9-12	14,010	29.6

ELLs Attending School in Brooklyn		
Grade	# of ELLs	% of Brooklyn ELLs
K-5	24,809	55.8
6-8	7,970	17.9
9-12	11,708	26.3

ELLs Attending School in Staten Island		
Grade	# of ELLs	% of Staten Island ELLs
K-5	2,382	65.4
6-8	564	15.5
9-12	697	19.1

ELLs Attending School in Manhattan		
Grade	# of ELLs	% of Manhattan ELLs
K-5	10,819	46.0
6-8	4,090	17.4
9-12	8,609	36.6

ELL Services

Delivery Models & Supports

The NYCDOE offers three service delivery models to support English Language Learners: 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.¹⁵

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. As students' English proficiency increases, the amount of native language instruction is gradually reduced. 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 as some schools offer standalone ESL classes, while others may incorporate ESL instruction embedded in subject area classes (e.g., science).

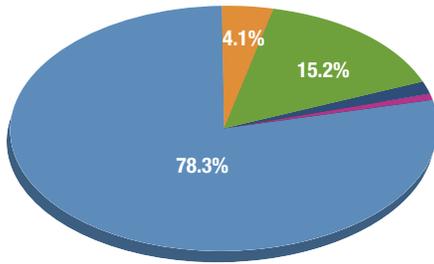
The Department provides ongoing support and incentives to enrich and expand the use of students' native languages across all of these programs, including native language libraries, academic interventions with native language support, and native language literacy development resources. In addition, each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

ELL Enrollment within the Service Delivery Models

During the 2012-13 school year, the majority of English Language Learners were served in ESL programs (78.3%). A considerable proportion of ELLs were also served in Transitional Bilingual Education programs at 15.2%, while 4.1% of ELLs were served in Dual Language programs.

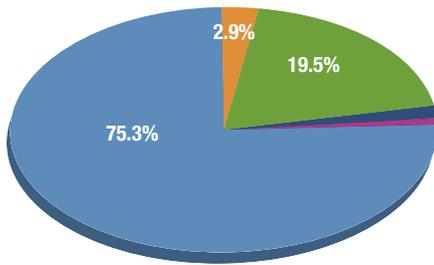
¹⁵ The NYCDOE website offers parents a variety of resources, as well as shares the ELL Parent Information Case (EPIC) with parent coordinators and school-based staff, to inform parents of ELLs about their rights and responsibilities within the NYCDOE.

Distribution of Programs Serving ELLs, Citywide (2012-13)



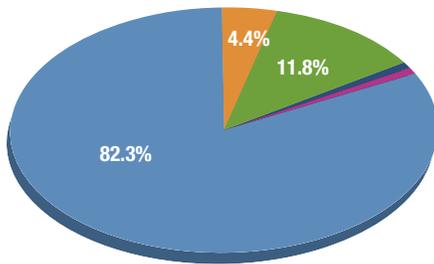
Program	% of ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	78.3%
DUAL LANGUAGE (DL)	4.1%
TRANSITIONAL BILINGUAL EDUCATION (TBE)	15.2%
NO PROGRAM	1.7%
NO REPORTED INFORMATION	0.7%

Distribution of Programs Serving ELLs, Bronx (2012-13)



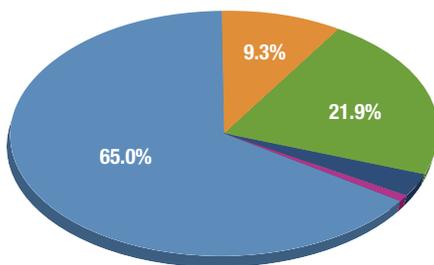
Program	% of ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	75.3%
DUAL LANGUAGE (DL)	2.9%
TRANSITIONAL BILINGUAL EDUCATION (TBE)	19.5%
NO PROGRAM	1.7%
NO REPORTED INFORMATION	0.7%

Distribution of Programs Serving ELLs, Brooklyn (2012-13)



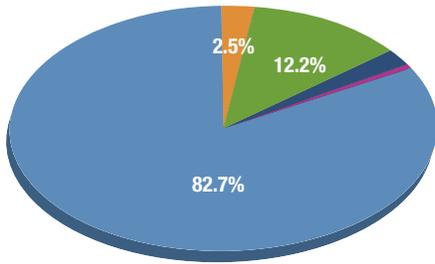
Program	% of ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	82.3%
DUAL LANGUAGE (DL)	4.4%
TRANSITIONAL BILINGUAL EDUCATION (TBE)	11.8%
NO PROGRAM	1.0%
NO REPORTED INFORMATION	0.6%

Distribution of Programs Serving ELLs, Manhattan (2012-13)



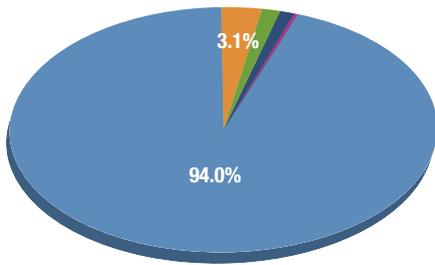
Program	% of ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	65.0%
DUAL LANGUAGE (DL)	9.3%
TRANSITIONAL BILINGUAL EDUCATION (TBE)	21.9%
NO PROGRAM	2.9%
NO REPORTED INFORMATION	0.9%

Distribution of Programs Serving ELLs, Queens (2012-13)



Program	% of ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	82.7%
DUAL LANGUAGE (DL)	2.5%
TRANSITIONAL BILINGUAL EDUCATION (TBE)	12.2%
NO PROGRAM	2.0%
NO REPORTED INFORMATION	0.6%

Distribution of Programs Serving ELLs, Staten Island (2012-13)



Program	% of ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	94.0%
DUAL LANGUAGE (DL)	3.1%
TRANSITIONAL BILINGUAL EDUCATION (TBE)	1.5%
NO PROGRAM	1.0%
NO REPORTED INFORMATION	0.5%

ELLs' Service Delivery Model Enrollment by Borough of School Enrollment

ELLs Attending School in the Bronx		
Program	# of ELLs	% of Bronx ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	30,783	75.3
TRANSITIONAL BILINGUAL EDUCATION (TBE)	7,971	19.5
DUAL LANGUAGE (DL)	1,177	2.9
NO PROGRAM	680	1.7
NO REPORTED INFORMATION	289	0.7

ELLs Attending School in Brooklyn		
Program	# of ELLs	% of Brooklyn ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	36,600	82.3
TRANSITIONAL BILINGUAL EDUCATION (TBE)	5,253	11.8
DUAL LANGUAGE (DL)	1,955	4.4
NO PROGRAM	422	0.9
NO REPORTED INFORMATION	257	0.6

ELLs Attending School in Manhattan		
Program	# of ELLs	% of Manhattan ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	15,286	65.0
TRANSITIONAL BILINGUAL EDUCATION (TBE)	5,161	21.9
DUAL LANGUAGE (DL)	2,176	9.3
NO PROGRAM	681	2.9
NO REPORTED INFORMATION	214	0.9

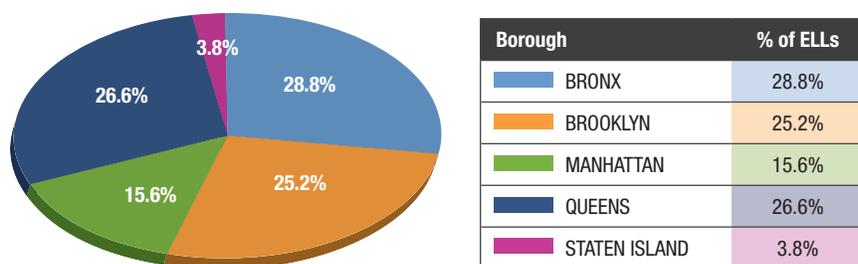
ELLs Attending School in Queens		
Program	# of ELLs	% of Queens ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	39,091	82.7
TRANSITIONAL BILINGUAL EDUCATION (TBE)	5,788	12.2
DUAL LANGUAGE (DL)	1,168	2.5
NO PROGRAM	948	2.0
NO REPORTED INFORMATION	281	0.6

ELLs Attending School in Staten Island		
Program	# of ELLs	% of Staten Island ELLs
ENGLISH AS A SECOND LANGUAGE (ESL)	3,424	94.0
TRANSITIONAL BILINGUAL EDUCATION (TBE)	53	1.5
DUAL LANGUAGE (DL)	111	3.0
NO PROGRAM	36	1.0
NO REPORTED INFORMATION	19	0.5

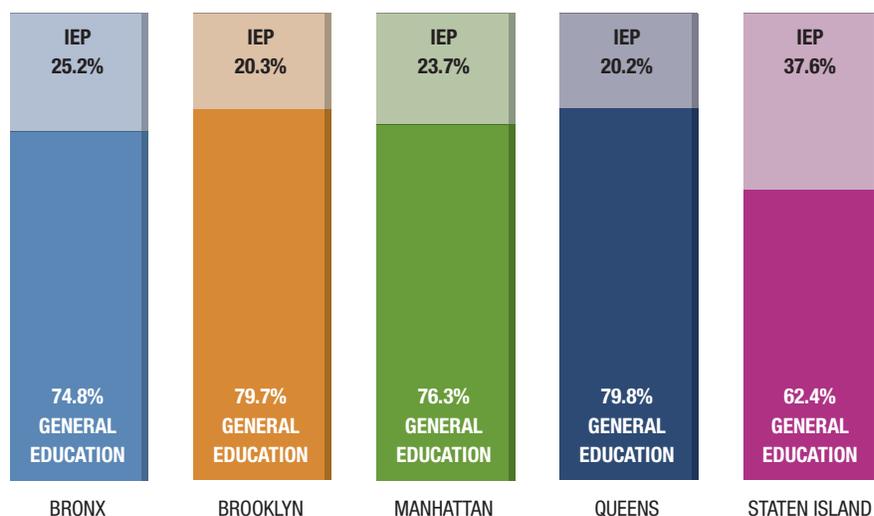
English Language Learners with IEPs

During the 2012-13 school year, 35,787 (or 22.4%) ELLs were identified as having a disability and eligible for special education services. Citywide, 17.5% of all students in New York City were similarly identified as having a disability and eligible for special education services.¹⁶ An Individualized Education Program (IEP), developed in consultation with a student's parents or guardians, determined the type of special education services and the language in which the special education services were delivered. It should be noted that an IEP's determination may include bilingual and/or ESL services. Of all ELLs in the NYCDOE with an IEP, 28.8% attended schools in the Bronx and 26.6% of ELLs with IEPs attended schools in Queens. Staten Island enrolled 3.8% of the City's ELLs with an IEP; however, looking at borough specific data, 37.6% of ELLs in Staten Island were ELLs with IEPs.

Distribution of ELLs with an IEP by Borough (2012-13)



Distribution of ELLs with an IEP by Borough of Enrollment (2012-13)



¹⁶ This figure was pulled from the 2012-13 Demographic Snapshot: <http://schools.nyc.gov/Accountability/data/default.htm>.

Conclusion

The 2012-13 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 Office 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 Office of English Language Learners is committed to documenting trends within the ELL population and using data to drive education reform for all ELLs. We look forward to continued collaborations as we provide high quality programming to ELLs.

In the Fall of 2014, the NYCDOE will release the *2013-2014 Demographic Report* that will provide stakeholders with information to support ELLs in acquiring high levels of language proficiency in English and their native language.

Appendix

Percentage of Changes in ELLs Home Language (2008-09 through 2012-13)¹⁷

Home Language	# of ELLs 2008-09	# of ELLs 2012-13	% Change
SPANISH	99,334	91,962	-7.4
CHINESE	16,840	20,341	20.8
BENGALI	4,433	5,745	29.6
ARABIC	3,868	5,301	37.0
HAITIAN-CREOLE	3,350	3,419	2.1
RUSSIAN	2,787	2,976	6.8
URDU	2,803	2,656	-5.2
FRENCH	1,839	2,050	11.5
UZBEK	176	864	390.9
PUNJABI	1,038	836	-19.5
ALBANIAN	1,222	734	-39.9
FULANI	593	695	17.2
KOREAN	1,113	644	-42.1
POLISH	888	496	-44.1
TIBETAN	348	343	-1.4
NEPALI	187	317	69.5
MANDINKA (aka MANDINGO)	228	316	38.6
SONINKE	181	279	54.1
FILIPINO/PILIPINO (aka TAGALOG)	384	278	-27.6
WOLOF	174	267	53.4
UKRAINIAN	306	247	-19.3
HINDI	377	246	-34.7
PASHTO	242	214	-11.6
VIETNAMESE	246	189	-23.2
JAPANESE	156	185	18.6
TWI	253	180	-28.9
GEORGIAN	109	167	53.2
TURKISH	198	152	-23.2
PORTUGUESE	201	147	-26.9
HEBREW	148	134	-9.5
DARI/FARSI/PERSIAN	129	125	-3.1
ITALIAN	126	112	-11.1
SERBO-CROATIAN	200	111	-44.5
YIDDISH	84	110	31.0
AFRIKAANS	198	107	-46.0
GUJARTI	162	100	-38.3
MALAYALAM	92	96	4.3
GREEK	88	90	2.3
INDONESIAN (aka BAHASA)	121	85	-29.8
NIGER-CONGO	169	84	-50.3
ROMANIAN	82	76	-7.3
THAI	81	76	-6.2
BAMBARA	67	75	11.9
HAUSA	49	60	22.4
SINHALESE	54	57	5.6
BURMESE	104	56	-46.2
TAMIL	59	52	-11.9
SLOVAK	97	46	-52.6
HUNGARIAN	30	44	46.7
ARMENIAN	60	42	-30.0
GERMAN	37	42	13.5
DUTCH	52	41	-21.2
FRENCH-KHMER	29	39	34.5
MALINKE	39	35	-10.3
YORUBA	48	34	-29.2
MACEDONIAN	53	33	-37.7
AMHARIC (aka ETHIOPIAN)	33	28	-15.2
GA	28	23	-17.9
BULGARIAN	29	21	-27.6
VIETNAMESE-CHINESE	31	21	-32.3
AKAN	27	20	-25.9
KHMER (aka CAMBOGE)	24	20	-16.7

¹⁷ Only home languages that had 20 or more students in both 2008-09 and 2012-13 are included.

Top 5 ELL Home Languages by Grade Group, by District (2012-13)¹⁸

		Grade Group		
		K-5	6-8	9-12
District 1	CHINESE	274	47	552
	SPANISH	257	154	180
	BENGALI	25	*	*
	ARABIC	16	*	*
	TIBETAN	*	*	*

District 2	SPANISH	245	111	2,740
	CHINESE	1,560	348	810
	FRENCH	30	*	231
	ARABIC	48	20	135
	BENGALI	*	*	132

District 3	SPANISH	495	219	432
	FRENCH	48	20	43
	ARABIC	27	*	20
	WOLOF	*	*	*
	CHINESE	21	*	*

District 4	SPANISH	997	305	167
	ARABIC	45	25	*
	BENGALI	26	*	*
	CHINESE	25	*	*
	FRENCH	*	*	*

District 5	SPANISH	665	243	229
	ARABIC	60	31	*
	FRENCH	25	38	23
	WOLOF	35	*	*
	FULANI	*	*	*

District 6	SPANISH	4,834	2,086	1,708
	ARABIC	59	*	*
	CHINESE	*	*	*
	FRENCH	*	*	*
	RUSSIAN	*	*	*

		Grade Group		
		K-5	6-8	9-12
District 7	SPANISH	1,755	785	961
	FRENCH	31	*	53
	ARABIC	32	*	*
	FULANI	26	*	*
	SONINKE	35	*	*

District 8	SPANISH	1,516	682	890
	BENGALI	88	45	73
	ARABIC	74	26	23
	FRENCH	25	*	23
	FULANI	39	*	*

District 9	SPANISH	4,602	1,986	1,731
	FRENCH	111	79	107
	SONINKE	116	21	*
	MANDINKA (aka MANDINGO)	97	*	*
	BENGALI	66	25	*

District 10	SPANISH	5,994	2,362	3,126
	BENGALI	162	71	118
	FRENCH	40	29	120
	ARABIC	98	40	47
	ALBANIAN	41	*	23

District 11	SPANISH	1,340	530	951
	ARABIC	247	82	76
	BENGALI	171	98	57
	ALBANIAN	84	31	33
	FRENCH	33	21	47

District 12	SPANISH	2,102	919	1,403
	FRENCH	50	32	41
	BENGALI	47	*	37
	ARABIC	45	22	*
	FULANI	33	*	*

¹⁸ Asterisks (*) indicate fewer than 20 students.

		Grade Group		
		K-5	6-8	9-12
District 13	SPANISH	242	84	153
	BENGALI	47	22	53
	CHINESE	22	*	95
	ARABIC	58	27	29
	FRENCH	21	*	38

		Grade Group		
		K-5	6-8	9-12
District 19	SPANISH	1,235	602	849
	BENGALI	194	63	30
	ARABIC	66	25	*
	HAITIAN-CREOLE	*	*	23
	FULANI	*	*	*

District 14	SPANISH	994	394	749
	POLISH	112	*	*
	ARABIC	46	*	20
	YIDDISH	33	*	*
	CHINESE	36	*	*

District 20	CHINESE	3,950	1,160	1,869
	SPANISH	1,660	532	677
	ARABIC	524	214	248
	RUSSIAN	400	132	111
	URDU	216	116	108

District 15	SPANISH	2,230	422	321
	CHINESE	1,495	44	48
	ARABIC	196	64	87
	BENGALI	209	*	*
	FRENCH	59	*	*

District 21	SPANISH	920	243	350
	CHINESE	433	225	688
	RUSSIAN	610	209	212
	URDU	329	141	175
	ARABIC	140	59	88

District 16	SPANISH	161	58	47
	ARABIC	20	*	*
	BENGALI	*	*	*
	FRENCH	*	*	*
	FULANI	*	*	*

District 22	SPANISH	556	99	183
	HAITIAN-CREOLE	365	114	181
	RUSSIAN	377	106	162
	URDU	307	47	116
	CHINESE	172	44	154

District 17	SPANISH	685	176	236
	HAITIAN-CREOLE	282	269	380
	ARABIC	176	90	49
	FULANI	79	21	32
	FRENCH	29	35	66

District 23	SPANISH	273	146	22
	ARABIC	26	*	*
	HAITIAN-CREOLE	*	*	*
	FRENCH	*	*	*
	BENGALI	*	*	*

District 18	HAITIAN-CREOLE	226	156	245
	SPANISH	79	41	68
	ARABIC	66	33	*
	FRENCH	27	*	*
	BENGALI	*	*	*

District 24	SPANISH	6,688	1,610	1,711
	CHINESE	954	165	266
	BENGALI	369	91	115
	ARABIC	223	68	80
	NEPALI	121	45	45

		Grade Group		
		K-5	6-8	9-12
District 25	CHINESE	2,399	619	989
	SPANISH	679	224	1,012
	KOREAN	155	48	27
	URDU	112	34	37
	PASHTO	95	23	*

		Grade Group		
		K-5	6-8	9-12
District 30	SPANISH	3,717	1,045	1,165
	BENGALI	562	141	255
	CHINESE	108	25	336
	ARABIC	253	94	93
	URDU	132	45	45

District 26	CHINESE	418	162	632
	SPANISH	117	37	309
	KOREAN	160	38	107
	PUNJABI	72	*	36
	BENGALI	*	39	59

District 31	SPANISH	1,550	325	394
	ARABIC	164	57	61
	CHINESE	103	26	42
	RUSSIAN	132	*	*
	ALBANIAN	66	29	30

District 27	SPANISH	1,627	596	845
	BENGALI	218	99	203
	PUNJABI	153	34	90
	ARABIC	160	41	55
	URDU	75	*	38

District 32	SPANISH	1,707	638	538
	ARABIC	29	*	*
	BENGALI	*	*	*
	CHINESE	*	*	*
	FRENCH	*	*	*

District 28	SPANISH	1,107	319	522
	BENGALI	356	105	274
	RUSSIAN	193	91	101
	ARABIC	100	42	53
	CHINESE	94	23	72

District 75	SPANISH	1,212	697	1,811
	CHINESE	136	64	156
	BENGALI	97	41	67
	HAITIAN-CREOLE	24	22	63
	ARABIC	42	*	44

District 29	SPANISH	669	167	40
	HAITIAN-CREOLE	224	129	88
	BENGALI	356	64	*
	ARABIC	62	*	*
	URDU	61	*	*

District 79	SPANISH	*	*	1,473
	FRENCH	*	*	211
	CHINESE	*	*	165
	HAITIAN-CREOLE	*	*	133
	BENGALI	*	*	92

EXCELLENCE

ENGLISH LANGUAGE LEARNERS

QUALITY INSTRUCTION + INNOVATIVE PROGRAMS = ACADEMIC SUCCESS FOR ELLS

NYCDOE's ELLs at a Glance

Students Served¹

42.3% of all NYCDOE students report speaking a language other than English at home. (or 415,030)

ELLs account for 14.8% (or 145,509) of the overall NYCDOE student population.

¹ The figures in this section are based on the October 31, 2012 Audited Register.

Countries of Birth²

48%

of all ELLs are foreign-born (76,660)

52%

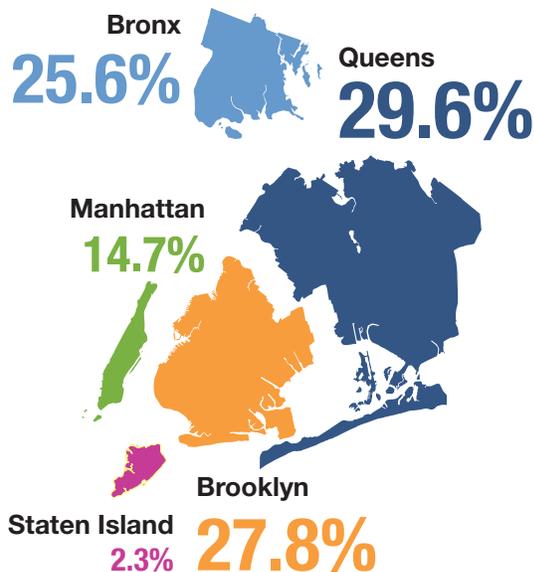
of all ELLs are U.S.-born, including U.S. territories (83,164)

² The figures in this section are based on the June 2013 BESIS. The BESIS data source differs from the Audited Register in that the former accounts for all ELL students that entered the NYCDOE system up to May 31, 2013 while the latter consists only of those students who were active on October 31st.

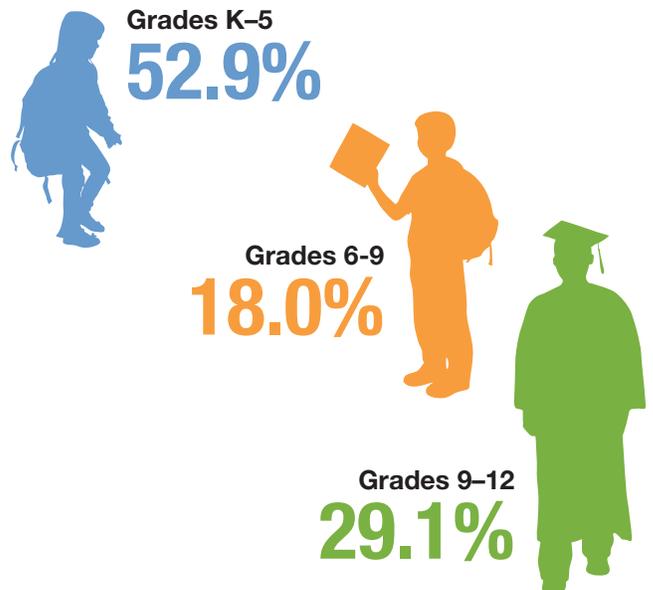
10 Most Prevalent ELL Home Languages

1 Spanish	(99,750; 62.4%)	6 Russian	(3,363; 2.1%)
2 Chinese	(22,451; 14.1%)	7 Urdu	(3,030; 1.9%)
3 Bengali	(6,486; 4.1%)	8 French	(2,406; 1.5%)
4 Arabic	(6,158; 3.9%)	9 Uzbek	(1,016; 0.6%)
5 Haitian Creole	(3,859; 2.4%)	10 Punjabi	(922; 0.6%)

ELLs by Borough of School Enrollment



ELLs by Grade





**Department of
Education**

Carmen Fariña, Chancellor