

**The 2008-09 Demographics of
New York City's English Language Learners
Fall 2009**

**City of New York
Department of Education**

**Joel I. Klein
Chancellor**

Acknowledgements

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

This year, the report has been prepared by staff in the Chief Achievement Office, Students with Disabilities and ELLs. In June 2009, the New York City Department of Education placed the Office of ELLs, Office of Special Education Initiatives, and the Department of Education’s District 75 under the Chief Achievement Office, prioritizing the outcomes for New York City’s highest needs children. Led by a Chief Achievement Officer, who is on the Chancellor’s Senior Leadership Team, this new structure ensures that all ELLs receive a high-quality education. Aligned with goals of the Children First agenda, this integrated unit can more deeply consider and allocate the resources and support necessary for accelerating achievement while ensuring compliance with federal, state, and local laws and regulations. The office is indebted to staff in the Division of Information and Instructional Technology for their technical expertise, and the Research Policy and Support Group, Legal Services, and the Office of Portfolio Planning for their thoughtful comments. Within the Chief Achievement Office, Nick Pandey verified the data and Alice Goodman-Shah analyzed the data and prepared 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 skills. 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 2008-09 BESIS data in this report is from the annual October 2008 condition and has been reviewed, revised, and verified by ELL Compliance and Performance Specialists during the winter months.

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

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 Program (IEPs) previously not counted and students identified as ELLs whose eligibility test scores had not been scanned at the time of BESIS collection.



This summer, as part of a larger effort to ensure data systems are capturing accurate information about all ELLs, the Department asked schools to provide additional information about their ELLs in a special year-end count. This count (160,061) includes any student who was registered as an ELL at any time during the 2008-09 school year as well as updated information about programs and services. In the future, ELL information will be collected more frequently, and demographic information will be more easily accessible in a variety of formats.



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

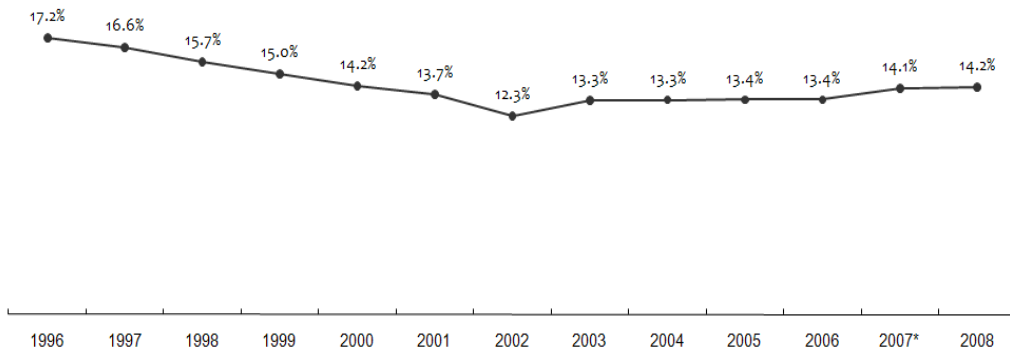
Who Are Our English Language Learners?

More than 40% of New York City students report speaking a language other than English at home (Home Language Identification Survey, 2008), reflecting a linguistic diversity and richness characteristic of large global cities. The number of current English Language Learners (ELLs) in our system, 149,255 students, is roughly equivalent to the population of the country's 137th largest city, Paterson, NJ (US Census, 2000). Among current ELLs, 164 home

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

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

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



“At least one out of every four students in New York City public schools participates or has participated in ELL programs, reflecting a linguistic diversity and richness characteristic of large global cities.”

languages are represented. These students make up 14.2% of the City's public school student population. However, 134,891 students (12.8%) in 2008 had received ELL services at

Chart 2. ELLs by Borough, 2008-09

Source: BESIS (ATS) and Official Audited October 31st Register, 2008-09

Borough	Number of ELLs	Share of Student Population (%)
Bronx	38,392	17.1
Queens	43,510	15.4
Manhattan	24,961	15.1
Brooklyn	38,652	12.1
Staten Island	3,740	6.0

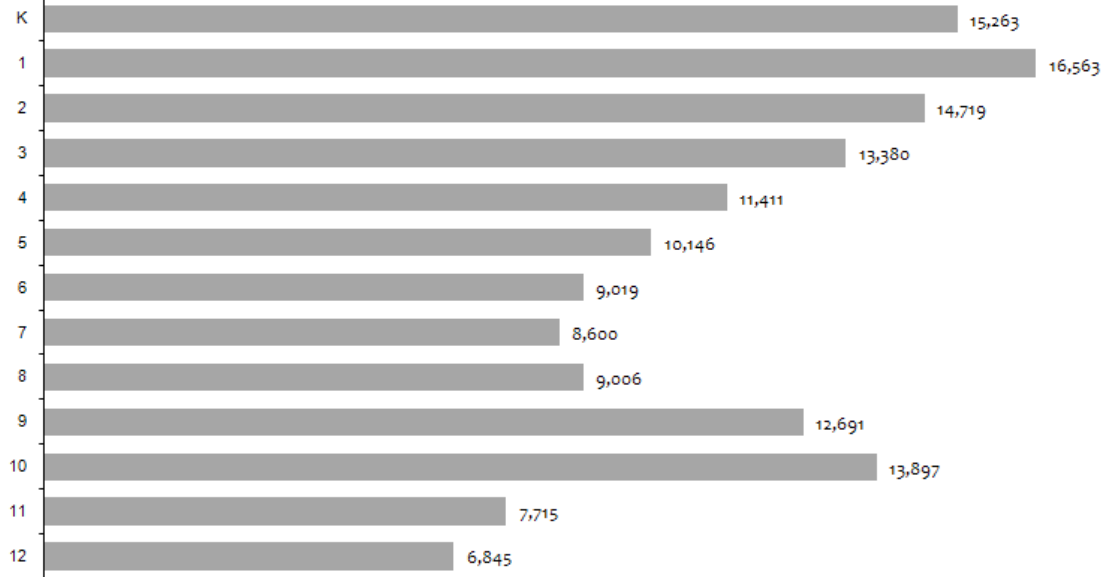
some time during their tenure before becoming proficient in English (former ELLs).

Taken together, at least one out of four students (more than 284,000) in our schools in 2008-09 was not proficient in English upon entry into our system, contextualizing the relevance and reach of serving this population well.

In 2008-09, a majority of ELLs (57.0%) are US born. Also, more males make up the ELL population (55.0%) compared with females (45.0%), unlike the general population, in

Chart 3. Number of ELLs by Grade

Source: BESIS 2008-09; Notes: n=149,255



which males and females are almost evenly split (51.3% and 48.7%, respectively). A majority of ELLs (70.2%) receive free or reduced lunch, exceeding the citywide participation rate (60.0%).

Of the five boroughs of New York City, the Bronx has the highest concentration of ELLs in the student population (17.1%) (Chart 2), most native born (65.2%). 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 (43,510), almost half (47.3%) foreign born. While Brooklyn has the second highest number of ELLs (38,652), 47.2% foreign born, it has the second lowest concentration of ELLs in the student population (12.1%). The borough with the fewest (3,740) and lowest share of ELLs (6.0%) in the student population is Staten Island, where only about one out of every 17 students is an ELL, and a majority are native born (60.9%).

Almost 55% (81,482) of ELLs are in elementary school (K-5), nearly 18% (26,625) are in middle school, and slightly less than 28% (41,148) are in high school (Chart 3). ELL grade distributions show that current ELLs are most populous in the early elementary grades (1, K, and 2, respectively) and early high school grades (10 and 9, respectively). However, this year shows a continued increase in the number of ELLs in grades 11 and 12 (Appendix 1). While a majority (75.7%) of elementary school ELLs, K-5, are native born, foreign born ELLs make up a larger share in middle (52.4%) and high schools (74.1%), requiring different instructional strategies and social interventions.

Spanish is the home language for a majority (67.4%) of all current ELLs (Chart 4), with a majority of native-born students originating in New York City (58.7%) or Puerto Rico (3.9%). Large groups of foreign-born Spanish speakers come from the Dominican Republic (18.9%), Mexico (6.6%), and Ecuador (3.9%).

More than 11% of current ELLs speak Chinese (this category includes Cantonese, Manda-

Chart 4. Top Languages Among ELLs, 2008-09

Source: BESIS, 2008-09. Note: 5.2% include 152 other low-incidence languages.

Language	Number	Share of ELL Pop. (%)
Spanish	100,632	67.4
Chinese	17,068	11.4
Bengali	4,548	3.0
Arabic	3,932	2.6
Haitian Creole	3,405	2.3
Urdu	2,850	1.9
Russian	2,834	1.9
French	1,885	1.3
Albanian	1,238	0.8
Korean	1,124	0.8
Punjabi	1,037	0.7
Polish	887	0.6

rin, and other dialects)—and most students originate in New York City (43.0%) or China (52.3%). Between 2.3-3.0% of ELLs speak Bengali (61.2% from Bangladesh and 35.9% from New York City), Arabic (37.5% from Yemen, 35.6% from New York City, 12.6% from Egypt, and 2.6% from Morocco), and Haitian Creole (73.7% from Haiti and 22.9% from New York City). More than 7,800 ELLs (5.2%) 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 (Appendix 2). Predominate language groups among ELLs by district are in Appendix 3. Also, concentrations by district of home language groups for all students who report speaking a language other than English at home are in Appendix 4. 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

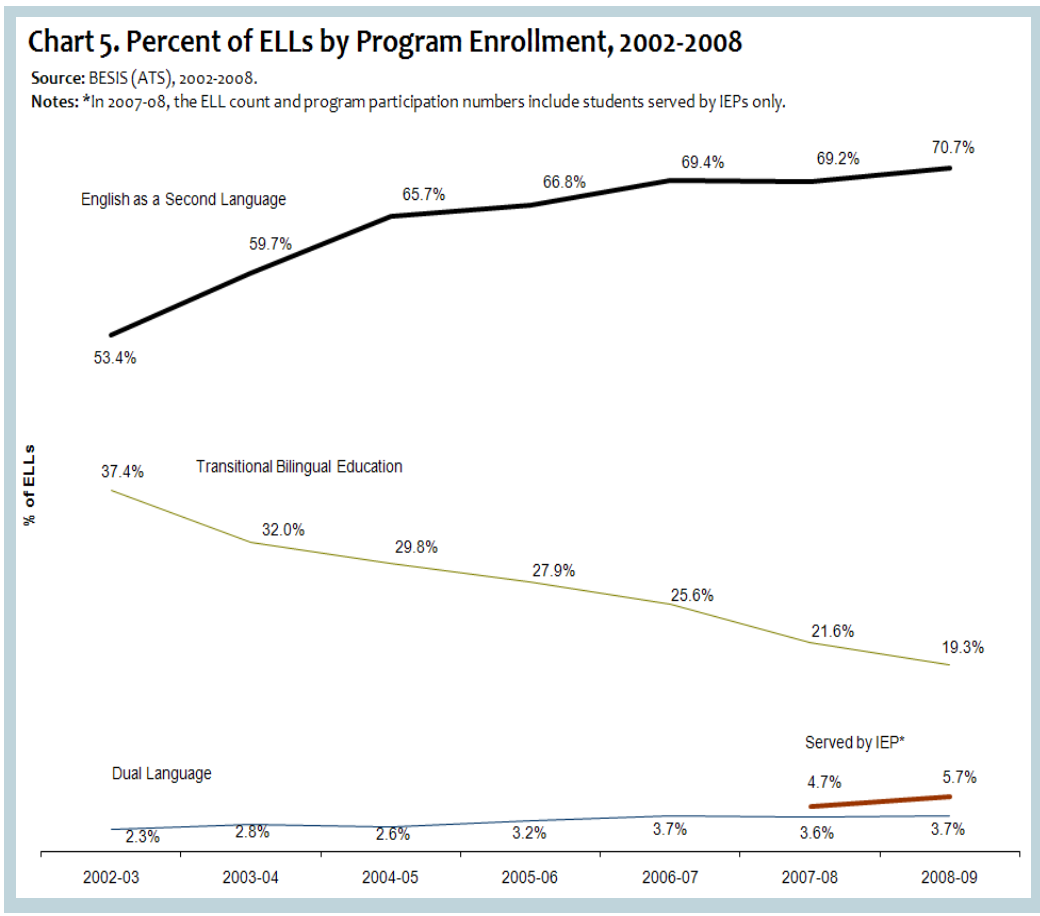
Of all current ELLs, 105,532 (70.7%) are in English as a Second Language (ESL) programs, 28,788 (19.3%) are in Transitional Bilingual Education (TBE) programs, and 5,581 (3.7%) are in Dual Language programs. The share of ELLs who are partially served or have incomplete information has dropped from 7% in 2002 to less than 1% this year, 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, 8,439 (5.7%) of ELLs are served by IEP only (monolingual service without ESL). This is the second year these students are captured in ELL program participation numbers.

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.



The New Schools Initiative:

Currently, 11,284 ELLs are served in the 291 schools opened under the New Schools Initiative since 2002. As most of these new schools are high schools, almost 71% of ELLs in New Schools are distributed in grade 9-12, 22% are in grades 6-8, and a little over 7% are in elementary school grades (K-5). The overall ELL participation rate in New Schools is about 12.2%. Nineteen schools screen for and focus on serving ELLs, immigrants, and newcomers (e.g., International Schools); however, in 58 New Schools, the student population is 15% or more ELL (Chart 8). The Department provides professional development and technical assistance to all New Schools to ensure ELLs participate and are served effectively—efforts that continue to increase participation in non-ELL-focused New Schools.

Of New School ELLs, 8,978 ELLs (80%) are served in ESL programs, 1,545 ELLs (14%) in Transitional Bilingual Education, 55 (0.5%) in Dual Language, and 533 (4.7%) by IEP only. Slightly more than 1% of ELLs in New Schools have incomplete information or no service.

Although all new schools must serve ELLs, the New Schools development process encourages proposed school models specifically designed to meet ELLs' needs, including innovative ESL, bilingual and Dual Language service models. For the 2010-11 New Schools process, more than half (60) of the 115 proposal abstracts submitted focus on creating new schools and programs specifically designed for ELLs.

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

the limited number of Dual Language programs in middle and high school (Chart 7). Plans to offer more secondary Dual Language programs are being developed by several schools in order to provide program sustainability. According to the October BESIS, there are 317 TBE programs operating in 294 schools, and 82 Dual Lan-

Chart 6. ELL Program Distribution (%) by Borough, 2008-09

Source: BESIS (ATS), 2008-09

Borough	ESL (n=105,532)	TBE (n=28,788)	DL (n=5,581)
Brooklyn	28.2	20.2	19.6
Bronx	23.7	32.4	19.6
Manhattan	13.4	23.4	43.3
Staten Island	3.1	0.3	1.4
Queens	31.6	23.7	16.1

Chart 7. Distribution of the Share of ELLs in Each Program by School Level, 2008-09

Source: BESIS (ATS), 2008-09. Notes: Excluding ELLs served by IEPs only (n=8,429) and ELLs with incomplete information (n=915)

School Level	ESL (n=105,532)	TBE (n=28,788)	DL (n=5,581)	All Programs* (n=139,901)
Elementary	58.4	41.7	89.2	56.2
Middle	17.6	16.7	7.3	17.0
High	24.0	41.6	3.5	26.8

guage programs operating in 78 schools. Bilingual programs are offered in Spanish, Chinese, Arabic, Haitian Creole, French, Korean, Russian, Polish, and Yiddish. ESL programs operate in a majority (1,473) 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 some of the supports provided. In addition, each year grants to support TBE/ Dual Language program development are awarded to schools.

Chart 8. ELLs in New Schools

Source: BESIS (ATS) and Official Audited October 31st Register, 2008-09

ELL share in school pop.	Number of smalls schools
25% and above	36
20-24.9%	6
15-19.9%	16
10-14.9%	50
5-9.9%	70
1-4.9%	88
Less than 1%	25

ELL Groups and Subpopulations

ELLs with Disabilities

Past reports presented data on ELLs with disabilities served with specific service delivery models, (e.g., students in collaborative team teaching or self contained special education classes). This report now uses a new measure, which captures any student served by an Individualized Education Program (IEP) receiving 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, 32,863 ELLs are classified with a disability and receive some type of Special Education services, representing 22.0% of the total ELL population. An IEP team determines the type of Special Education services and the language in which the special education service is delivered. The IEP's determination may include bilingual services, monolingual services with ESL, or monolingual services without ESL. The language service option chosen must reflect the needs of the individual student, and may not be selected on the basis of personnel, programs, or financial resources.

Chart 9. ELLs with Disabilities by Borough, 2008-09

Source: BESIS (ATS) and Official Audited October 31st Register, 2008-09

Borough	Number of ELLs with Disabilities	Share of ELL Population (%)
Staten Island	1,142	30.5
Bronx	9,836	25.6
Manhattan	5,488	22.0
Brooklyn	8,001	20.7
Queens	8,396	19.3
Total	32,863	22.0

On average citywide, about one in five ELLs receives Special Education services. In Staten Island, almost one in three ELLs receives these services, even though the Bronx has the highest number of ELLs served by IEPs (Chart 9). While ELLs with disabilities are represented in all grades, they appear in higher numbers in grades 3 (3,234) and 4 (3,278). However, special education students are a larger share of the ELL population in grades 5 and 6 (31.1% each). High incidence languages among this subpopulation reflect the predominate languages of the larger ELL population. The majority (81.3%) speak Spanish.

Countries with More than 500 Students Entering NYC Public Schools as New Immigrants, 2008-09

Source: ATS Immigrant Survey, 2008-09;
Note: In descending order by size, ranging from 524 (Albania) to 11,258 (Dominican Republic).

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

Immigrants

A high-quality education recognizes and fosters the unique contributions of different languages and cultures from all students—especially students who are new to our country (about 43.0% of current ELLs are foreign born), or who have families from other countries (41.3% 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, 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. Since 2001, new immigrants as a share of the student population have steadily decreased to 6.0%, with a total number of 63,270 new immigrant students in City schools this year.

Queens and Brooklyn have the highest numbers of new immigrant students among the five boroughs, as well as having the highest percentage of immigrants among the student population (Chart 10). For instance, in Queens, almost one out of every twelve students is a new immigrant. While it is more likely to find new immigrant students in Queens and Brooklyn, more current ELLs are concentrated in the student population in the Bronx and Manhattan. The notable differences between ELL and new immigrant representation in the boroughs highlight both the influence of native born ELLs (57.0%) 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 2008-09, 21,304 ELLs (14.3%) 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 (69.3%). Also, a majority (59.0%) 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 41% of long-term ELLs in Special Education

Chart 10. New Immigrants by Borough, 2008-09

Source: Immigrant Survey (ATS), 2008-09

Borough	New Immigrants	Share of Student Population (%)
Queens	22,745	8.1
Brooklyn	19,169	6.0
Manhattan	8,041	4.9
Bronx	11,752	5.2
Staten Island	1,590	2.6
Total	63,270	6.0

classes, a much larger share (81%) are native born compared with 61% 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 country and students with

Chart 11. Long-term ELLs by Borough, 2008-09

Source: BESIS (ATS) and Official Audited October 31st Register, 2008-09

Borough	Number of Long-term ELLs	Share of ELL Population (%)
Bronx	7,113	18.5
Manhattan	4,391	17.6
Staten Island	469	12.5
Brooklyn	4,710	12.2
Queens	4,621	10.6
Total	21,304	14.3

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 opposed 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 (7,113) in New York City and the highest concentration—almost one out of five students. Staten Island has the fewest long-term ELLs (469), although nearly one in eight ELLs are long-term. Only about one in ten ELLs in Queens is long-term. Citywide, most long-term ELLs are Spanish speakers (83%), followed by Chinese (5.1%), Haitian Creole (2.4%), Bengali (1.5%), and Urdu (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, attention 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

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

language other than English is spoken or are immigrant students and enter a US school after grade 2; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language. Currently, about one out of every ten ELLs (15,231) 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 oft-overlooked ELL SIFE population to inform statewide policy and promote inno-

Chart 12. New ELL SIFE by Borough, 2008-09

Source: BESIS (ATS) and Official Audited October 31st Register, 2008-09

Borough	Number of New SIFE	Share of ELL Population (%)
Manhattan	735	2.9
Bronx	972	2.5
Brooklyn	834	2.2
Queens	614	1.4
Staten Island	41	1.1
Total	3,196	2.1

vative instructional approaches. 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. In 2008-09, 53 schools received funding to create exemplary programs while participating in networking opportunities, professional development, and resource development. Based on research findings from the City University of New York on SIFE characteristics and academic needs, the 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 (3,196) identified in 2008-09, Manhattan has the highest share among the ELL population (Chart 12). About 54% of new ELL SIFE this year entered our schools in grades 3-8, while 46% 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 two West African languages (Fulani and Mandinka). More than half of new SIFE (55.9%) speak Spanish at home. A majority of these Spanish-speaking SIFE are from the Dominican Republic (66%). Other predominate languages among SIFE include 12.1% Chinese speakers (from China), 7.2% Haitian Creole (from Haiti), 4.6% Arabic (a majority from Yemen), and 4.2% Bengali (from Bangladesh).

“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.”

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.

More than a third (37%) of all ELLs in New York City are students with disabilities, SIFE, long-term, or a combination, while almost 20% 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. A review of the population of ELLs by grade shows, understandably, that newcomers drive the number of ELLs with specialized learning needs in the early grades, especially in kindergarten (Appendix 5). However, beginning in middle school, SIFE, ELLs with disabilities, long-term ELLs, or a combination 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.

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:

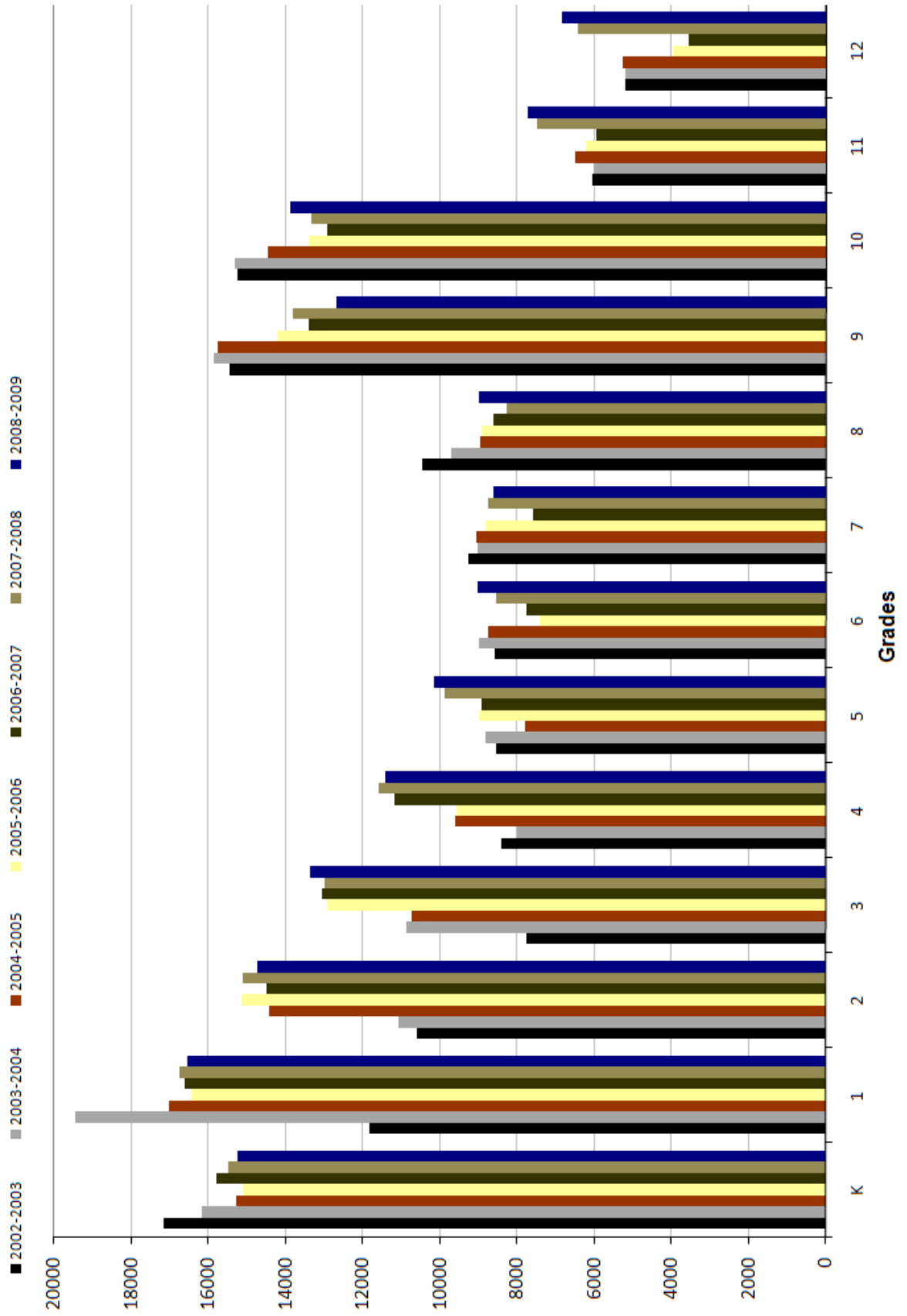
- effective ways of identifying students with inconsistent schooling;
- understanding the academic and literacy competencies of SIFE and long-term ELLs;
- identifying and studying the level of accelerated learning that academic interventions produce;
- building a strong native language arts development 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; and
- 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.”

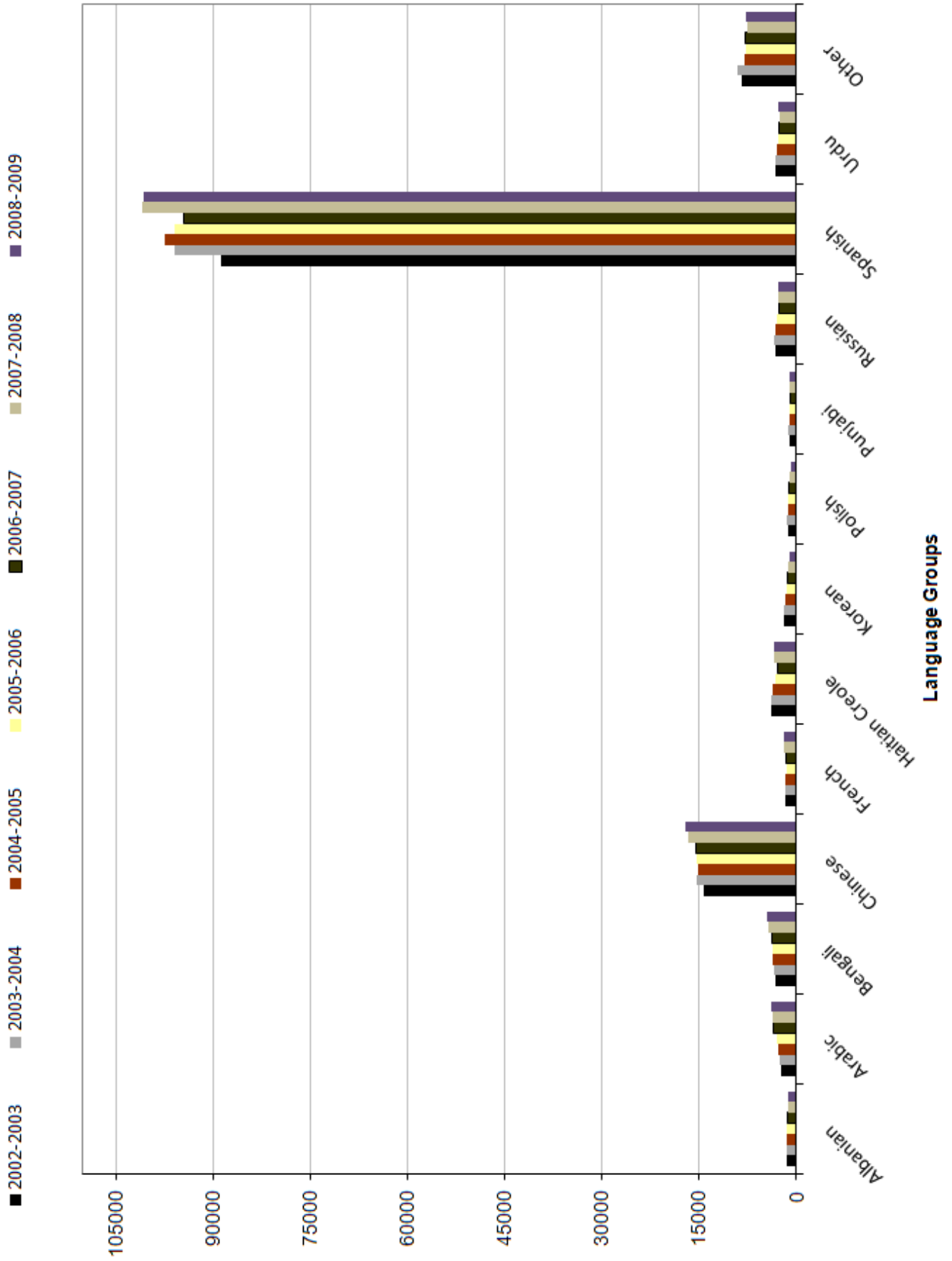
Appendix 1. Number of ELLs by Grade, 2002-2008

Source: BESIS (ATS), 2002-2008.



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

Source: BEIS (ATS), 2002-2008.



Appendix 3. Predominate Five Languages (with Percentages) Among ELLs in Each District, 2008-09

Source: BESIS (ATS), 2008-09.

District	Number of ELLs	Languages
1	1,502	CHINESE (47.1), SPANISH(43.3), BENGALI (3.7), ARABIC (1.4), TIBETAN (0.9)
2	7,224	SPANISH (47.1), CHINESE(36.7), FRENCH (3.6), ARABIC (2.1), POLISH (1.2)
3	2,443	SPANISH (79.9), FRENCH (5), WOLOF (1.7), HAITIAN CREOLE (1.6), CHINESE (1.2)
4	1,961	SPANISH (91), BENGALI (2.2),ARABIC (1.4), FRENCH (1.4), CHINESE (1)
5	1,454	SPANISH (81.4), FRENCH (5.3), ARABIC (3.4), FULANI (2.3), MANDINKA (1.3)
6	9,825	SPANISH (98.1), ARABIC (0.6), HAITIAN CREOLE (0.3), FRENCH (0.2), ALBANIAN (0.1)
7	3,585	SPANISH (91.7), FRENCH (1.8),FULANI (1.3), ARABIC (1.2), MANDINKA (0.4)
8	3,904	SPANISH (89.4), BENGALI (3.1), ARABIC (1.2), CHINESE (1), ALBANIAN (0.9)
9	8,488	SPANISH (88.8), FRENCH (2.3), SONINKE (1.3), MANDINKA (1.1), AFRIKAANS (1)
10	13,005	SPANISH (90.1), BENGALI (1.9), FRENCH (1.1), ALBANIAN (1.1), ARABIC (0.8)
11	4,099	SPANISH (71.9), ALBANIAN (5.8), ARABIC (4.6), BENGALI (4.3), FRENCH (2.7)
12	4,357	SPANISH (93), FRENCH (1.5), BENGALI (0.9), FULANI (0.8), ARABIC (0.7)
13	937	SPANISH (52.1), BENGALI (11.7), ARABIC (10.2), CHINESE (7), HAITIAN CREOLE (6.4)
14	2,617	SPANISH (86.2), POLISH (5.7), ARABIC (1.9), YIDDISH (1.8), CHINESE (1.4)
15	3,987	SPANISH (68.1), CHINESE (14.9), BENGALI (5.9), ARABIC (5.5), URDU (1)
16	331	SPANISH (72.5), BENGALI (7.6), HAITIAN CREOLE (4.8), FRENCH (4.2), ARABIC (3)
17	2,507	SPANISH (42.2), HAITIAN CREOLE (32.8), ARABIC (5.9), FULANI (5), FRENCH (4.2)
18	1,040	HAITIAN CREOLE (59.5), SPANISH (19), ARABIC (8.7), FRENCH (6), CHINESE (1.8)
19	3,297	SPANISH (85.1), BENGALI (8.9), HAITIAN CREOLE (1.4), FRENCH (0.9), ARABIC (0.9)
20	10,533	CHINESE (45.9), SPANISH (27.3), ARABIC (7.9), RUSSIAN (4.4), URDU (4.2)
21	5,182	SPANISH (31.4), CHINESE (24.4), RUSSIAN (16.6), URDU (10.6), ARABIC (3.6)
22	3,982	SPANISH (27.6), HAITIAN CREOLE (15), RUSSIAN (13.2), URDU (12.3), CHINESE (11.4)
23	457	SPANISH (84.2), HAITIAN CREOLE (5), FRENCH (3.7), ARABIC (1.8), BENGALI (0.9)
24	13,271	SPANISH (74.4), CHINESE (9.9), BENGALI (2.9), POLISH (2.1), ARABIC (1.6)
25	6,014	CHINESE (39.7), SPANISH (36.4), KOREAN (6.7), URDU (2.3), PASHTO (2.1)
26	2,706	CHINESE (41.4), KOREAN (17.3), SPANISH (15.9), PUNJABI (4.8), URDU (3.3)
27	4,477	SPANISH (70.2), BENGALI (6.6), PUNJABI (6.4), ARABIC (4.3), URDU (2.5)
28	3,980	SPANISH (47.4), BENGALI (11), RUSSIAN (9.6), CHINESE (5.4), PUNJABI (4)
29	1,916	SPANISH (46), HAITIAN CREOLE (17.2), BENGALI (16.1), URDU (4.3), PUNJABI (3.2)
30	9,169	SPANISH (70.1), BENGALI (8.5), CHINESE (4.5), ARABIC (3.4), URDU (2.5)
31	3,659	SPANISH (62), ARABIC (5.8), CHINESE (5.5), RUSSIAN (5.2), ALBANIAN (4.6)
32	3,051	SPANISH (96.8), FRENCH (0.6), ARABIC (0.6), HAITIAN CREOLE (0.6), CHINESE (0.6)
75	2,882	SPANISH (76.9), CHINESE (6.5), HAITIAN CREOLE (2.7), BENGALI (2.3), RUSSIAN (1.7)
79	1,413	SPANISH (67.4), CHINESE (11.9), HAITIAN CREOLE (6.8), FRENCH (5), BENGALI (2.3)

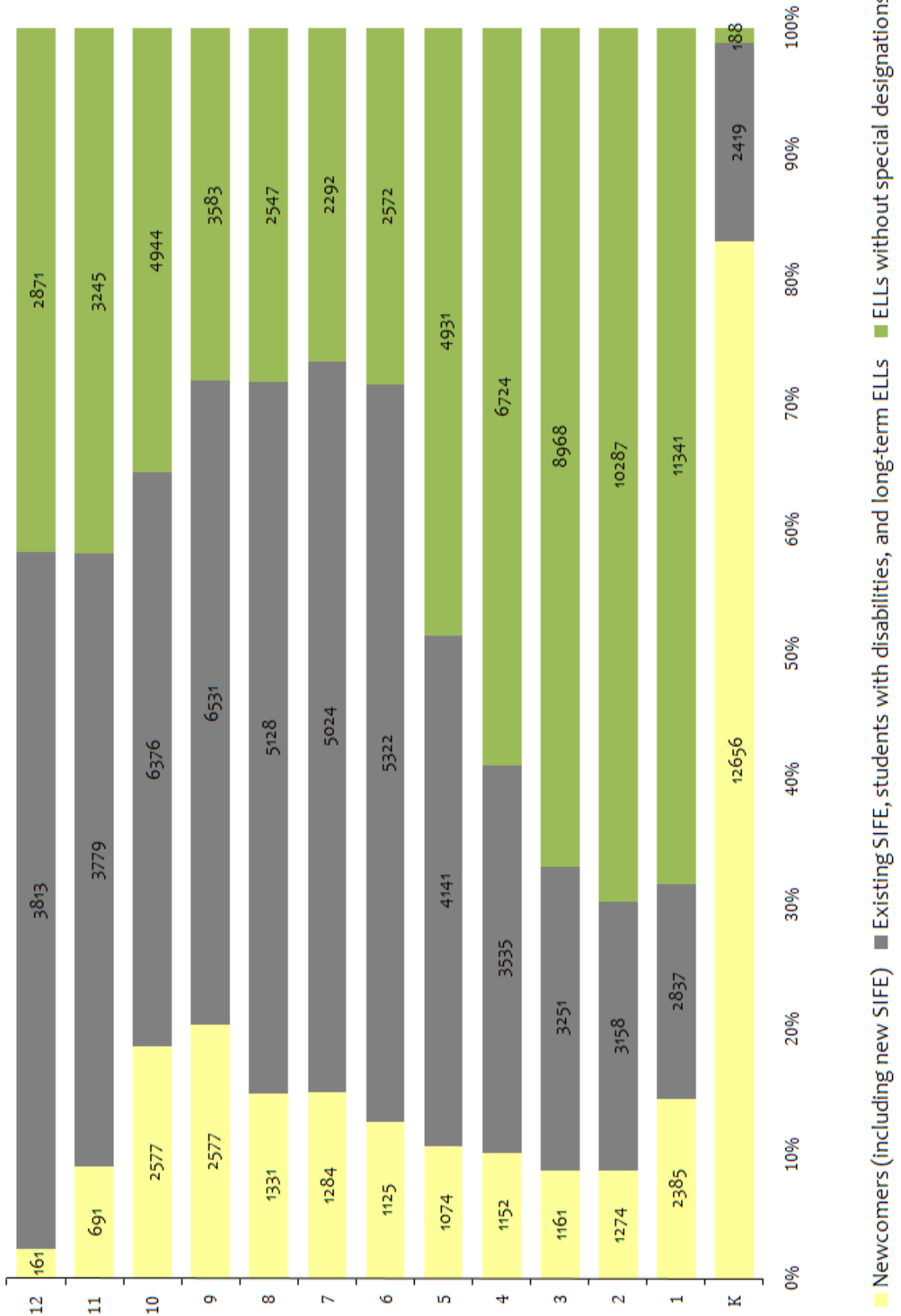
Appendix 4. Predominate Five Languages (with Percentages) Among Students who Report Speaking a Language Other Than English at Home in Each District, 2008-09

Source: Home Language Identification Survey, 2008-09.

District	All students	Languages
1	4,948	SPANISH(48.1), CHINESE (37.5), BENGALI (4.2), POLISH (1.1), JAPANESE (1.0)
2	29,103	SPANISH (51.2), CHINESE(31.1), BENGALI (1.9), FRENCH (1.7), RUSSIAN (1.6)
3	7,812	SPANISH (72.3), CHINESE (5.1), FRENCH (3.2), RUSSIAN (2.1), BENGALI (1.9)
4	5,555	SPANISH (86.5), BENGALI (3.4), CHINESE (3.0), ARABIC (1.2), FRENCH (1.1)
5	4,260	SPANISH (84.4), FRENCH (4.3), FULANI (1.9), ARABIC (1.7), WOLOF (0.9)
6	20,879	SPANISH (97.2), ARABIC (0.5),CHINESE(0.4), BENGALI (0.3), HAITIAN CREOLE (0.2)
7	8,800	SPANISH (94.0), FRENCH (1.0),FULANI (0.7), ARABIC (0.6), TWI (0.4)
8	11,695	SPANISH (88.0), BENGALI (3.8), ALBANIAN (1.5), CHINESE (1.2, ARABIC (0.9)
9	15,863	SPANISH (88.7), SONINKE (1.6), FRENCH (1.6), AFRIKAANS (1.2), TWI (1.1)
10	31,008	SPANISH (84.4), BENGALI (3.0), CHINESE (2.6), ALBANIAN (1.5), KOREAN (1.1)
11	10,765	SPANISH (72.2), ALBANIAN (6.7), BENGALI (5.2), ARABIC (3.3), URDU (1.6)
12	9,884	SPANISH (93.3), FRENCH (1.5), BENGALI (0.7), FULANI (0.7), ARABIC (0.6)
13	5,716	CHINESE (31.2), SPANISH (31.2), BENGALI (9.8), RUSSIAN (6.4), HAITIAN CREOLE (4.1)
14	8,889	SPANISH (79.5), POLISH (8.6), YIDDISH (4.0), CHINESE (2.7), ARABIC (1.0)
15	10,363	SPANISH (66.6), CHINESE (12.6), BENGALI (6.9), ARABIC (4.6), URDU (1.2)
16	934	SPANISH (75.1), BENGALI (6.3), HAITIAN CREOLE (6.1), FRENCH (3.8), ARABIC (1.6)
17	4,960	SPANISH (43.6), HAITIAN CREOLE (35.4), FULANI (4.2), ARABIC (3.8), FRENCH (3.3)
18	2,419	HAITIAN CREOLE (55.4), SPANISH (25.8), ARABIC (5.8), FRENCH (4.6), CHINESE (2.2)
19	7,686	SPANISH (84.0), BENGALI (9.2), HAITIAN CREOLE (2.1), FRENCH (0.7), ARABIC (0.7)
20	29,894	CHINESE (38.9), SPANISH (28.6), ARABIC (9.1), RUSSIAN (5.7), URDU (4.2)
21	19,491	SPANISH (25.9), CHINESE (25.4), RUSSIAN (22.7), URDU (8.7), ARABIC (2.9)
22	15,161	RUSSIAN (22.8), SPANISH (21.1), CHINESE (15.8), HAITIAN CREOLE (10.9), URDU (10.2)
23	1,201	SPANISH (83.8), HAITIAN CREOLE (6.4), FRENCH (2.3), BENGALI (1.8), ARABIC (1.1)
24	37,458	SPANISH (69.2), CHINESE (9.2), BENGALI (4.2), POLISH (3.6), ARABIC (1.3)
25	19,222	SPANISH (35.8), CHINESE (31.6), KOREAN (10.3), URDU (2.9), PUNJABI (1.9)
26	15,622	CHINESE (32.9), KOREAN (18.4), SPANISH (17.6), PUNJABI (4.4), URDU (3.7)
27	13,531	SPANISH (70.7), BENGALI (7.1), PUNJABI (6.9), ARABIC (2.3), URDU (2.3)
28	15,402	SPANISH (39.9), RUSSIAN (13.1), BENGALI (10.2), CHINESE (9.1), PUNJABI (4.3)
29	4,738	SPANISH (44.7), BENGALI (16.6), HAITIAN CREOLE (16.1), URDU (4.4), PUNJABI (3.5)
30	26,773	SPANISH (63.1), BENGALI (11.3), CHINESE (3.8), ARABIC (3.5), URDU (2.7)
31	14,793	SPANISH (43.9), RUSSIAN (12.0), CHINESE (8.5), ARABIC (6.9), ALBANIAN (6.8)
32	7,616	SPANISH (96.4), CHINESE (0.9), HAITIAN CREOLE (0.6), BENGALI (0.5), FRENCH (0.4)
75	5,243	SPANISH (75.9), CHINESE (5.9), HAITIAN CREOLE (2.6), BENGALI (2.4), RUSSIAN (2.3)
79	2,978	SPANISH (75.5), CHINESE (7.6), HAITIAN CREOLE (4.7), FRENCH (2.7), BENGALI (1.4)

Appendix 5. ELLs Subpopulations by Grade Based on Specialized Learning Need

Source: BESIS 2008-09



Appendix 6: New York City English Language Learners Fact Sheet

Source: BESIS, 2008-09

Students Served

- New York City serves 149,255 English Language Learners (ELLs) who make up approximately 14.2% of the City's public school student population.
- 434,961 students (41%) report speaking a language other than English at home.
- 63,270 students (6.0% of the student population) are new immigrants.

School Level

- 54.6% in elementary grades (K-5)
- 17.8% in middle school grades (6-8)
- 27.6% in high school grades (9-12)

Nativity

- 57% are native born
- 43% are foreign born

Top 12* ELL Languages

- Spanish (67.4%)
- Bengali (3.0%)
- Haitian Creole (2.3%)
- Russian (1.9%)
- Albanian (0.8%)
- Punjabi (0.7%)
- *Other (5.2%) (152 languages are represented in this group)
- Chinese (11.4%)
- Arabic (2.6%)
- Urdu (1.9%)
- French (1.3%)
- Korean (0.8%)
- Polish (0.6%)

Program Type

- 19.3% in Transitional Bilingual Education programs
- 3.7% in Dual Language programs
- 70.7% in English as a Second Language (ESL) programs
- 5.7% served by Individualized Education Programs (IEPs) and not in formalized ELL programs

ELL Subpopulations

- 15,231 (10.2%) 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.
- 21,304 (14.3%) of ELLs are long-term, meaning they have completed at least six years of ELL services and continue to need them.
- 32,863 (22.0%) ELLs are also students with disabilities, with one quarter having reached long-term status.

Appendix 7: New York City English Language Learners Fact Sheet:

How Are ELLs Performing?

Source: Research Policy and Support Group, 2002-2009; New York State Education Department, 2007-2008; BESIS, 2002-2009.

Improving ELA Scores, Even Among Middle School ELLs

- In 2009, the percentage of ELLs meeting ELA standards in grades 3-8 more than tripled since 2006 (from 10.7% to 34.8%), up 24.1 percentage points, and have shown a dramatic rise (+30.9 percentage points) compared with 2003* proficiency rates (3.9%).
- While students in the lower grades typically have made the larger share of the gains over the past several years (with ELL fourth-grade test takers meeting standards up from 16.8% in 2006 to 38.8% in 2009), eighth graders went from 3.2% in 2006 to 12.1% in 2009.
- ELLs made gains despite a 2006-07 change in ELL testing policy exemptions requiring all ELLs in an English language school system more than one year (previously three) to take the exam.

Continued Big Gains in Math

- In 2009, 68% of ELLs met math standards in grades 3-8, up from 35.8% in 2006 (up 32.2 percentage points) and 11.1% in 2002 (up 56.9 percentage points).
- ELL fourth-grade test takers meeting standards are up from 46.2% in 2006 to 72.8% in 2009, but this year, more than half (54.1%) of eighth grade ELL test takers are meeting standards, compared with only one out of five in 2006.

Drop in Struggling ELLs

- On the ELA, only 9.1% of ELLs are at level 1, falling from 42.2% in 2006 and 59.3% in 2003.*
- On the math exam, 7.5% of ELLs are at level 1, falling from 31.3% in 2006 and 56.5% in 2002.
- The percentage of ELL dropouts, according to State data, fell from 29.3% in the Class of 2007 to 21.7% in the Class of 2008. (The overall dropout rate in 2008 is 13.5%.)

Improving ELL Graduation Rate

- The percentage of ELLs who graduated in four years rose 10.7 percentage points between June 2007 (25.1%) and June 2008 (35.8%) according to State data.
- Including August graduates, 40.1% of ELLs in the Class of 2008 graduated (compared with 60.7% of all New York City students).
- The 2008 cohort entered in 2004 and may be the first to have seen an instructional impact from ELL reform efforts announced in June 2003.

Former ELLs Outperform Non-ELLs on State tests and Four-Year Outcomes

- Most recent ELA (3-8) proficiency rates show 81.9% of former ELLs met standards, more than students who were never ELLs (72%).
- Almost 91% of former ELLs met math standards this year, compared with 82.7% of students who were never ELLs. More former ELLs (37.4%) were at the highest proficiency levels (4) in math compared with students who were never ELLs (26.3%).
- Cohort reports for the past six years have shown that former ELLs have fewer dropouts and graduate more than non-ELLs. In 2007, 9.7% former ELLs dropped out and 70.9% graduated compared with 13.0% and 63.5%, respectively) for non-ELLs.

*In 2002, grade 7 ELA test scores were not released because they appeared inconsistent with other available information.

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