

# Division of English Language Learners and Student Support

English Language Learner Demographics Report  
for the  
2016-17 School Year

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## 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 (NYC DOE) 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 (NYC) public schools during the 2016-17 school year.

This report starts with an emphasis about the ELL population as a whole — highlighting their boroughs of school enrollment, grade level, places of birth, home languages, participation in ELL programs and services, and subpopulations. At the end of this report, the focus shifts to the NYC public schools’ total student population—analyzing ELLs within the context of the NYC DOE population. The report concludes with certain student demographic information broken down by borough of school enrollment as well as by school district.

## Methodology

The NYC DOE uses various data systems to capture and report on its student population. Student biographic information (i.e., gender, home language, race, place of birth) is captured in Automate the Schools (ATS), a central database, while student course enrollment information is collected in Student Transcript and Academic Reporting System (STARS).

Various steps were taken to compile the final data set used to provide the figures<sup>1</sup> in this report. The Division of English Language Learners and Student Support (DELLSS) reached out to schools throughout the school year to ensure that student information was accurate and entered into all the relevant data sources. After a period of outreach, the data pieces were pulled from ATS, STARS, and data collected through school outreach. The data was 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 include only grades K–12, exclude charter schools, and exclude high school equivalency (HSE) students.

The first and larger section of this report, which concentrates on ELLs exclusively, uses a data source that looks at all ELLs who came in and out of the NYC DOE school system during the entire school year. The second and smaller section of this report, which provides context about NYC DOE’s total student population, uses a data source that is a snapshot in time as of October 31, 2016. For this reason, there is a difference in ELL numbers.

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.

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<sup>1</sup> Note: Percentages may not add up to 100% due to rounding.

## ELL Identification Process

Upon enrolling their child in a NYC public school, parents or guardians must fill out a Home Language Identification Survey (HLIS). If they indicate that a language other than English is communicated in their home, their child may be administered the 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. Students who are identified as ELLs and whose HLIS response indicates a home language of Spanish are administered the Spanish Language Assessment Battery (Spanish LAB).

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 English language development. Beginning in the 2015-16 school year, there are multiple ways for students to test proficient and no longer be considered ELLs:

1. Score at “commanding” level on the NYSESLAT, OR
2. Score at “expanding” level on the NYSESLAT AND level 3 or 4 on the grades 3 to 8 NYS ELA exams, OR
3. Score at “expanding” level on the NYSESLAT AND 65 or above on the NYS ELA Regents exam

Once the students test proficient and are no longer considered ELLs, they are still eligible for ELL services and testing accommodations for up to two years. These students are considered former ELLs.

The policies that regulate ELL education in New York State are called Commissioner’s Regulations (CR) Part 154. For information on these policies, visit the DOE’s ELL Family Resources page at <http://schools.nyc.gov/Academics/ELL/default.htm> or NYSED’s CR Part 154 website at <http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learnersmultilingual-learners>.

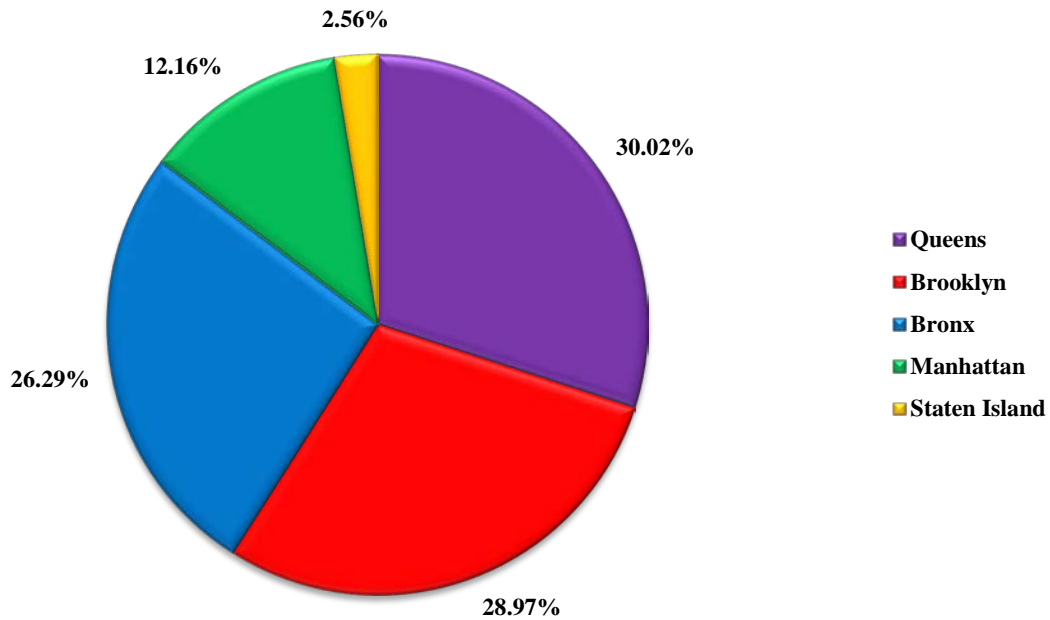
## ELL Enrollment<sup>2</sup>

Of the 160,624 ELLs who enrolled in NYC public schools at some point during the 2016-17 school year, the largest population of ELLs attended schools in Queens with 48,222 students (30.02%). Brooklyn finished narrowly behind with the second largest ELL population at 46,528 (28.97%). The Bronx followed closely with 42,222 ELLs (26.29%). Although they were comparatively smaller, Manhattan’s and Staten Island’s ELL populations were still sizeable, with 19,536 (12.16%) and 4,116 (2.56%) students, respectively. While ELL enrollment increased by nearly 10,000 (~6.5%) from last year, this comparative ELL enrollment has remained consistent over the past several years—indicating stability in ELL enrollment throughout the boroughs.

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<sup>2</sup> All figures are based on 2016-17 BESIS data. The difference in ELL numbers between the NYC DOE’s annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYC DOE school system during the entire school year.

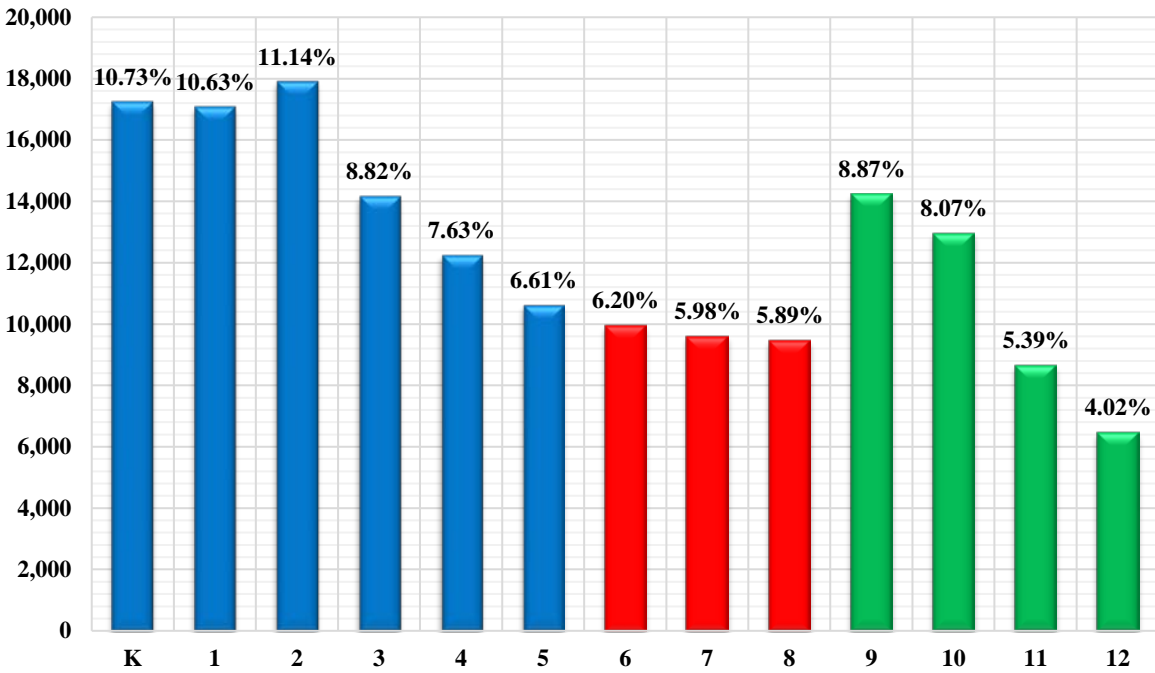
## ELL Enrollment by Borough



Citywide		
Borough	# of ELLs	% of ELLs
Queens	48,222	30.02%
Brooklyn	46,528	28.97%
Bronx	42,222	26.29%
Manhattan	19,536	12.16%
Staten Island	4,116	2.56%
<b>Total</b>	<b>160,624</b>	<b>100.00%</b>

During the 2016-17 school year, a little over half (55.57%) of all ELLs in NYC DOE were in elementary school grades (89,252). Kindergarten through second grade had the highest numbers of ELLs (17,240, 17,076, and 17,899, respectively), while there were fewer ELLs in third through fifth grade. One reason there may be fewer ELLs in the later elementary grades is that the ELL status is not a static student characteristic like race or gender. As students become proficient in English and pass the NYSESLAT, they are no longer identified as ELLs. Over a quarter (26.36%) of all ELLs were in high school grades (42,337). Ninth grade showed the highest concentration with 14,244 ELLs, potentially signaling a major entry point for recently arrived ELLs.

### ELL Enrollment by Grade Level



### ELL Enrollment by Grade Level and by Borough

Citywide		
Grade Level	# of ELLs	% of ELLs
K	17,240	10.73%
1	17,076	10.63%
2	17,899	11.14%
3	14,163	8.82%
4	12,251	7.63%
5	10,623	6.61%
6	9,955	6.20%
7	9,613	5.98%
8	9,467	5.89%
9	14,244	8.87%
10	12,970	8.07%
11	8,660	5.39%
12	6,463	4.02%
<b>Total</b>	<b>160,624</b>	<b>100.00%</b>

<b>Queens</b>		
<b>Grade Level</b>	<b># of ELLs</b>	<b>% of ELLs</b>
K	6,123	12.70%
1	5,720	11.86%
2	5,965	12.37%
3	4,505	9.34%
4	3,665	7.60%
5	3,116	6.46%
6	2,965	6.15%
7	2,676	5.55%
8	2,600	5.39%
9	3,771	7.82%
10	3,340	6.93%
11	2,268	4.70%
12	1,508	3.13%
<b>Total</b>	<b>48,222</b>	<b>100.00%</b>

<b>Brooklyn</b>		
<b>Grade Level</b>	<b># of ELLs</b>	<b>% of ELLs</b>
K	5,589	12.01%
1	5,446	11.70%
2	5,460	11.73%
3	4,235	9.10%
4	3,679	7.91%
5	2,960	6.36%
6	2,771	5.96%
7	2,707	5.82%
8	2,537	5.45%
9	3,721	8.00%
10	3,467	7.45%
11	2,175	4.67%
12	1,781	3.83%
<b>Total</b>	<b>46,528</b>	<b>100.00%</b>



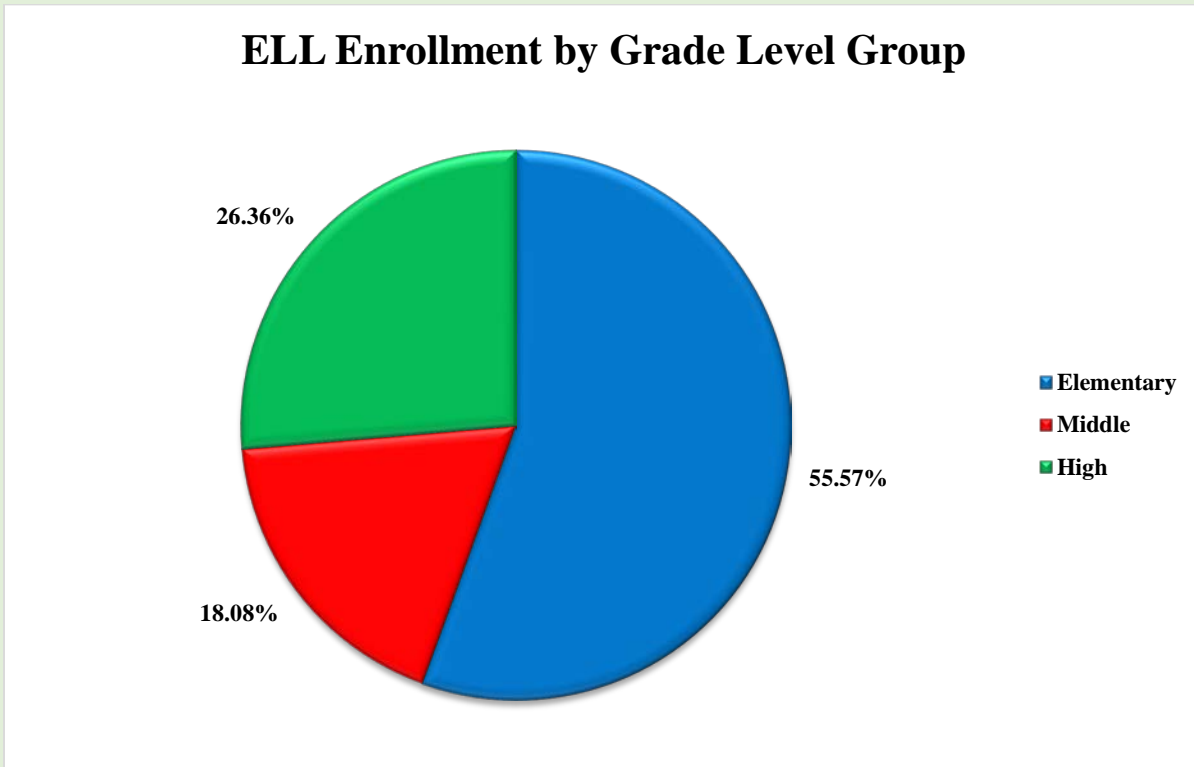
<b>Bronx</b>		
<b>Grade Level</b>	<b># of ELLs</b>	<b>% of ELLs</b>
K	3,471	8.22%
1	3,811	9.03%
2	4,233	10.03%
3	3,570	8.46%
4	3,277	7.76%
5	3,102	7.35%
6	2,911	6.89%
7	2,887	6.84%
8	2,989	7.08%
9	4,060	9.62%
10	3,402	8.06%
11	2,536	6.01%
12	1,973	4.67%
<b>Total</b>	<b>42,222</b>	<b>100.00%</b>

<b>Manhattan</b>		
<b>Grade Level</b>	<b># of ELLs</b>	<b>% of ELLs</b>
K	1,532	7.84%
1	1,572	8.05%
2	1,714	8.77%
3	1,408	7.21%
4	1,272	6.51%
5	1,148	5.88%
6	1,057	5.41%
7	1,113	5.70%
8	1,126	5.76%
9	2,367	12.12%
10	2,545	13.03%
11	1,563	8.00%
12	1,119	5.73%
<b>Total</b>	<b>19,536</b>	<b>100.00%</b>

<b>Staten Island</b>		
<b>Grade Level</b>	<b># of ELLs</b>	<b>% of ELLs</b>
K	525	12.76%
1	527	12.80%
2	527	12.80%
3	445	10.81%
4	358	8.70%
5	297	7.22%
6	251	6.10%
7	230	5.59%
8	215	5.22%
9	325	7.90%
10	216	5.25%
11	118	2.87%
12	82	1.99%
<b>Total</b>	<b>4,116</b>	<b>100.00%</b>

## ELL Enrollment by Grade Level Group and by Borough

The NYC DOE student population consists of three grade level groups<sup>3</sup>. In all but one borough—Manhattan—ELLs at the elementary level accounted for more than 50% of ELLs. While elementary schools were still where the majority of ELLs were proportionally represented, there was a significant difference for ELLs in Manhattan: 38.87% of ELLs in Manhattan were in high school, which is more than 10% greater than the next closest borough proportion (Bronx).



Citywide		
Grade	# of ELLs	% of ELLs
Elementary	89,252	55.57%
Middle	29,035	18.08%
High	42,337	26.36%
<b>Total</b>	<b>160,624</b>	<b>100.00%</b>

<sup>3</sup> Three Grade Level Groups: Elementary, grades K—5; Middle, grades 6—8; High, grades 9—12

<b>Queens</b>		
<b>Grade</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Elementary	29,094	60.33%
Middle	8,241	17.09%
High	10,887	22.58%
<b>Total</b>	<b>48,222</b>	<b>100.00%</b>

<b>Brooklyn</b>		
<b>Grade</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Elementary	27,369	58.82%
Middle	8,015	17.23%
High	11,144	23.95%
<b>Total</b>	<b>46,528</b>	<b>100.00%</b>

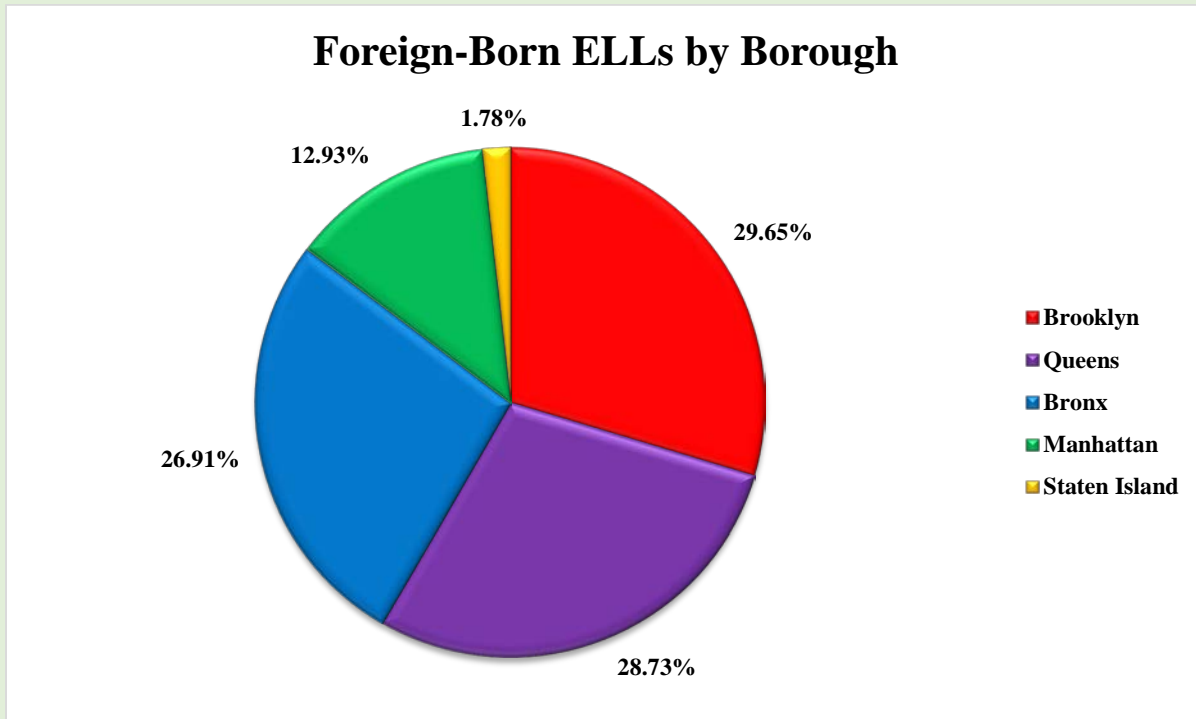
<b>Bronx</b>		
<b>Grade</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Elementary	21,464	50.84%
Middle	8,787	20.81%
High	11,971	28.35%
<b>Total</b>	<b>42,222</b>	<b>100.00%</b>

<b>Manhattan</b>		
<b>Grade</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Elementary	8,646	44.26%
Middle	3,296	16.87%
High	7,594	38.87%
<b>Total</b>	<b>19,536</b>	<b>100.00%</b>

<b>Staten Island</b>		
<b>Grade</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Elementary	2,679	65.09%
Middle	696	16.91%
High	741	18.00%
<b>Total</b>	<b>4,116</b>	<b>100.00%</b>

## ELL Places of Birth

While 48.52% (77,928) of ELLs were born within the United States of America<sup>4</sup>, 51.48% (82,696) of ELLs were born outside the United States of America in 186<sup>5</sup> different places. This marks the first time in several years that the majority of ELLs were not born in the United States of America. Of all the foreign-born ELLs, schools located in Brooklyn had the largest proportion at 29.65%. Queens and the Bronx also made up a large percent of foreign-born ELLs with 28.73% and 26.91% of ELL students, respectively. Manhattan and Staten Island represent smaller proportions at 12.93% and 1.78%, respectively. Though the percentages are comparably smaller, the number of students represented in Manhattan is still significant at 10,694, while Staten Island represents 1,471 students.



Citywide		
Borough	# of ELLs	% of ELLs
Brooklyn	24,518	29.65%
Queens	23,759	28.73%
Bronx	22,254	26.91%
Manhattan	10,694	12.93%
Staten Island	1,471	1.78%
<b>Total</b>	<b>82,696</b>	<b>100.00%</b>

<sup>4</sup> United States of America includes its territories and commonwealths (i.e. Puerto Rico, American Samoa, Northern Mariana Islands, Guam, United States Virgin Islands)

<sup>5</sup> This count excludes students whose place of birth was not reported by the school

Foreign-born ELLs, those born outside the United States of America, represent a significant proportion of the ELL population enrolled within each borough (see tables below). For example, foreign-born ELLs outnumbered U.S.-born ELLs in Manhattan (54.74%), Brooklyn (52.70%), and the Bronx (52.71%). Queens (49.27%) still had a significant figure but US-born ELLs still represented a slightly larger proportion. In Staten Island, where the fewest total number of ELLs attended school, foreign-born ELLs made up about a third (35.74%) of the total ELL population.

### U.S.-born and Foreign-born ELLs by Borough

Citywide		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	77,928	48.52%
Foreign-born	82,696	51.48%
<b>Total</b>	<b>160,624</b>	<b>100.00%</b>

Queens		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	24,463	50.73%
Foreign-born	23,759	49.27%
<b>Total</b>	<b>48,222</b>	<b>100.00%</b>

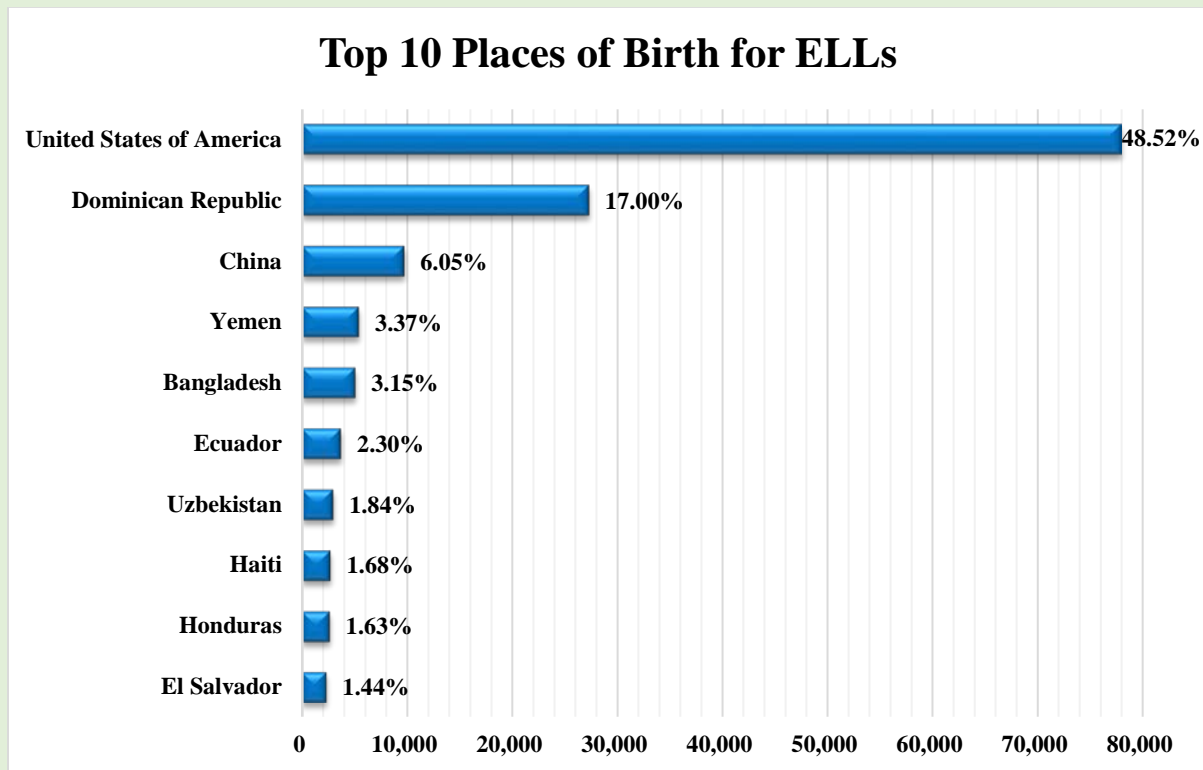
Brooklyn		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	22,010	47.30%
Foreign-born	24,518	52.70%
<b>Total</b>	<b>46,528</b>	<b>100.00%</b>

Bronx		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	19,968	47.29%
Foreign-born	22,254	52.71%
<b>Total</b>	<b>42,222</b>	<b>100.00%</b>

Manhattan		
Place of Birth	# of ELLs	% of ELLs
U.S.-born	8,842	45.26%
Foreign-born	10,694	54.74%
<b>Total</b>	<b>19,536</b>	<b>100.00%</b>

<b>Staten Island</b>		
<b>Place of Birth</b>	<b># of ELLs</b>	<b>% of ELLs</b>
U.S.-born	2,645	64.26%
Foreign-born	1,471	35.74%
<b>Total</b>	<b>4,116</b>	<b>100.00%</b>

Although the majority of ELLs were born in the United States of America, the remaining multitude of places of birth further showed the diversity of the ELL population. The number one place of birth for ELLs outside the United States of America was the Dominican Republic, which represented 17% of ELLs. China<sup>6</sup> followed with over 6% of ELLs. ELLs were born in 187<sup>7</sup> different places.



<sup>6</sup> China includes Hong Kong

<sup>7</sup> This count excludes students whose place of birth was not reported by the school

## Top 10 Places of Birth for ELLs by Borough

Citywide			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	77,928	48.52%
2	Dominican Republic	27,313	17.00%
3	China	9,716	6.05%
4	Yemen	5,413	3.37%
5	Bangladesh	5,054	3.15%
6	Ecuador	3,692	2.30%
7	Uzbekistan	2,948	1.84%
8	Haiti	2,702	1.68%
9	Honduras	2,619	1.63%
10	El Salvador	2,311	1.44%
Other (178) <sup>8</sup>		20,928	13.03%
<b>Total</b>		<b>160,624</b>	<b>100.00%</b>

Queens			
Rank	Place of Birth	# of ELLs	% of ELLs
1	United States of America	24,463	50.73%
2	China	3,915	8.12%
3	Dominican Republic	3,183	6.60%
4	Bangladesh	2,552	5.29%
5	Ecuador	2,216	4.60%
6	El Salvador	1,442	2.99%
7	Colombia	1,202	2.49%
8	India	1,058	2.19%
9	Yemen	860	1.78%
10	Honduras	682	1.41%
Other (146)		6,649	13.79%
<b>Total</b>		<b>48,222</b>	<b>100.00%</b>

<sup>8</sup> Henceforth, other includes students whose place of birth is unknown



<b>Brooklyn</b>			
<b>Rank</b>	<b>Place of Birth</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	United States of America	22,010	47.30%
2	China	4,398	9.45%
3	Dominican Republic	4,077	8.76%
4	Uzbekistan	2,420	5.20%
5	Yemen	2,375	5.10%
6	Haiti	1,880	4.04%
7	Pakistan	1,164	2.50%
8	Bangladesh	1,072	2.30%
9	Guatemala	609	1.31%
10	Ecuador	578	1.24%
Other (144)		5,945	12.78%
<b>Total</b>		<b>46,528</b>	<b>100.00%</b>

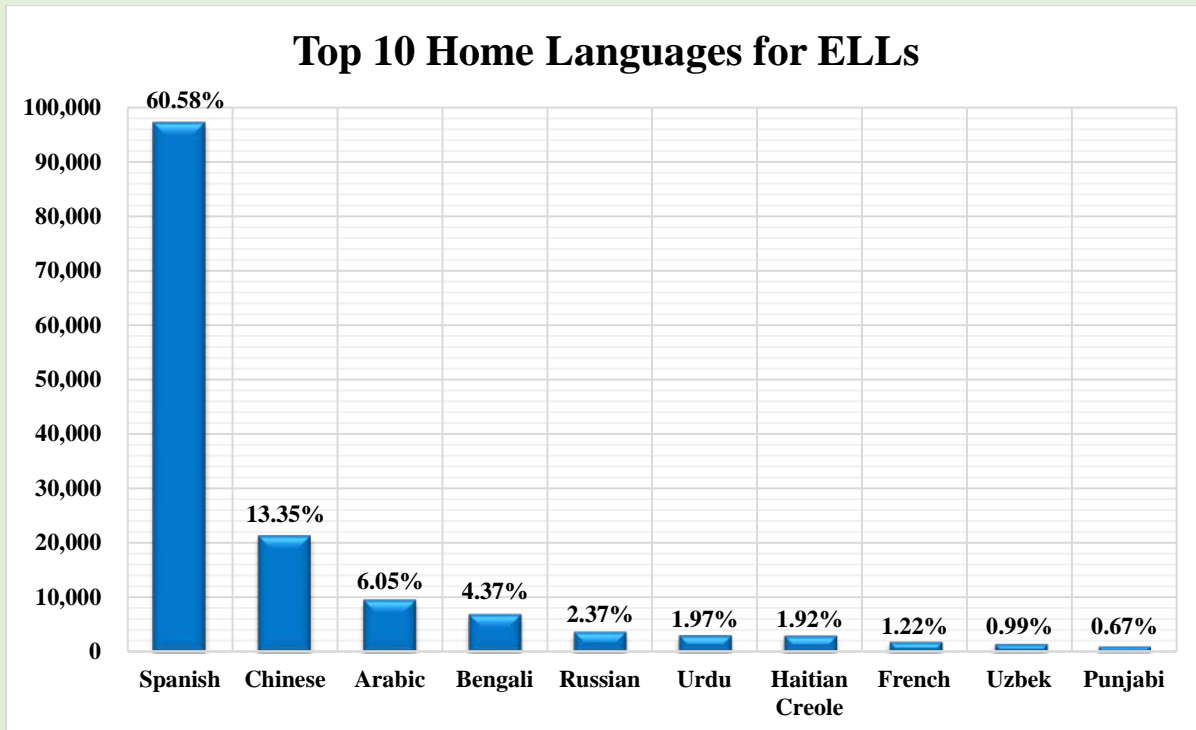
<b>Bronx</b>			
<b>Rank</b>	<b>Place of Birth</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	United States of America	19,968	47.29%
2	Dominican Republic	14,182	33.59%
3	Yemen	1,544	3.66%
4	Bangladesh	1,222	2.89%
5	Honduras	1,167	2.76%
6	Ecuador	553	1.31%
7	Mexico	413	0.98%
8	El Salvador	258	0.61%
9	Guinea	239	0.57%
10	Ghana	236	0.56%
Other (123)		2,440	5.78%
<b>Total</b>		<b>42,222</b>	<b>100.00%</b>

<b>Manhattan</b>			
<b>Rank</b>	<b>Place of Birth</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	United States of America	8,842	45.26%
2	Dominican Republic	5,708	29.22%
3	China	1,255	6.42%
4	Yemen	501	2.56%
5	Ecuador	308	1.58%
6	Mexico	242	1.24%
7	Honduras	208	1.06%
8	Bangladesh	186	0.95%
9	Haiti	162	0.83%
10	Senegal	153	0.78%
Other (135)		1,971	10.09%
<b>Total</b>		<b>19,536</b>	<b>100.00%</b>

<b>Staten Island</b>			
<b>Rank</b>	<b>Place of Birth</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	United States of America	2,645	64.26%
2	Dominican Republic	163	3.96%
3	Yemen	133	3.23%
4	Egypt	123	2.99%
5	China	116	2.82%
6	Mexico	115	2.79%
7	Pakistan	86	2.09%
8	Honduras	70	1.70%
9	Guatemala	52	1.26%
10	Italy	40	0.97%
Other (77)		573	13.92%
<b>Total</b>		<b>4,116</b>	<b>100.00%</b>

## ELL Home Languages

During the 2016-17 school year, ELLs in NYC communicated in 155<sup>9</sup> languages other than English. The majority of ELLs in NYC had a home language of Spanish (60.58%), which is four times as many as ELLs who had the second highest home language of Chinese (13.35%). ELLs with a home language of Spanish or Chinese account for nearly three-fourths of the entire ELL population. However, over the past several years, the proportion of Spanish-speaking and Chinese-speaking ELLs have been slightly decreasing, while Arabic-speaking ELLs have been slightly increasing. The ten most prevalent languages conversed at home were as follows:



<sup>9</sup> This count excludes students whose home language is student does not speak

## Top 10 Home Languages of ELLs

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	97,299	60.58%
2	Chinese	21,438	13.35%
3	Arabic	9,712	6.05%
4	Bengali	7,020	4.37%
5	Russian	3,805	2.37%
6	Urdu	3,159	1.97%
7	Haitian Creole	3,079	1.92%
8	French	1,952	1.22%
9	Uzbek	1,585	0.99%
10	Punjabi	1,081	0.67%
Other (146) <sup>10</sup>		10,494	6.53%
<b>Total</b>		<b>160,624</b>	<b>100.00%</b>

Queens			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	27,191	56.39%
2	Chinese	7,821	16.22%
3	Bengali	3,666	7.60%
4	Arabic	2,053	4.26%
5	Punjabi	1,013	2.10%
6	Urdu	971	2.01%
7	Haitian Creole	683	1.42%
8	Korean	558	1.16%
9	Russian	516	1.07%
10	Nepali	396	0.82%
Other (93)		3,354	6.96%
<b>Total</b>		<b>48,222</b>	<b>100.00%</b>

<sup>10</sup> Henceforth, other includes students whose home language is student does not speak

<b>Brooklyn</b>			
<b>Rank</b>	<b>Home Language</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	Spanish	18,767	40.33%
2	Chinese	10,592	22.76%
3	Arabic	4,217	9.06%
4	Russian	2,894	6.22%
5	Haitian Creole	2,167	4.66%
6	Urdu	1,819	3.91%
7	Bengali	1,536	3.30%
8	Uzbek	1,316	2.83%
9	Tadzhik	556	1.19%
10	French	416	0.89%
Other (91)		2,248	4.83%
<b>Total</b>		<b>46,528</b>	<b>100.00%</b>

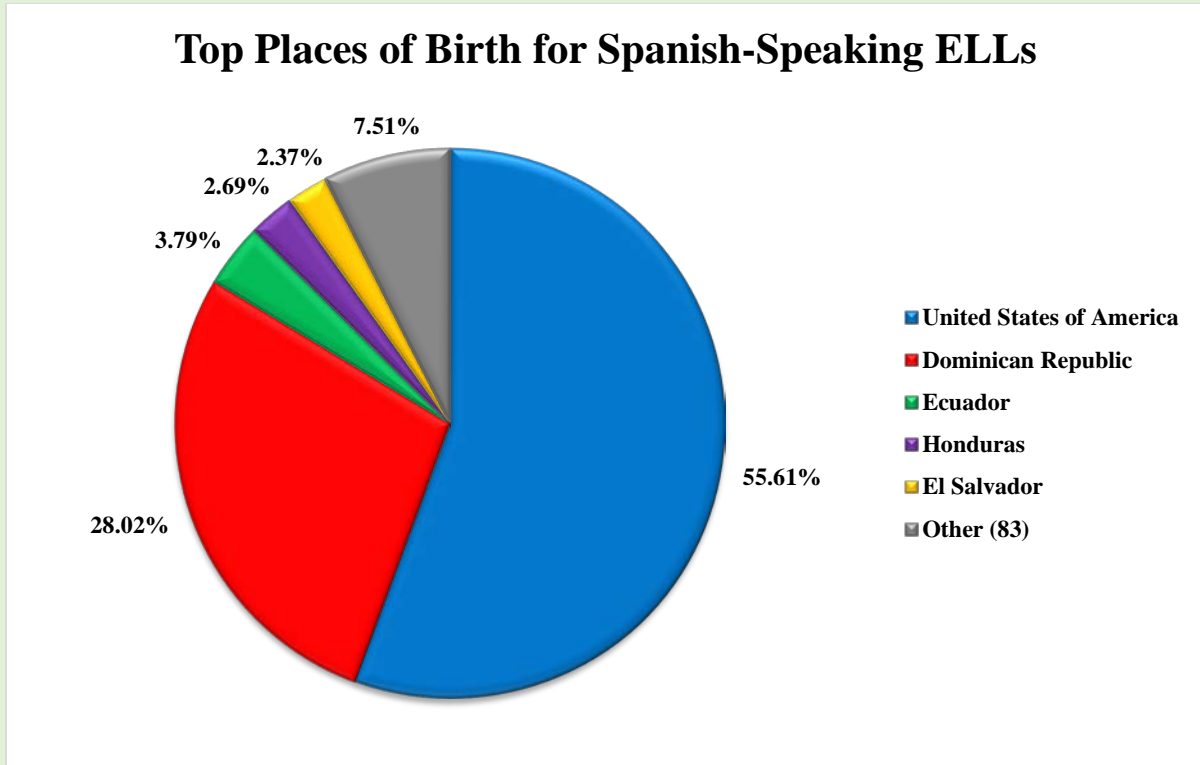
<b>Bronx</b>			
<b>Rank</b>	<b>Home Language</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	Spanish	35,083	83.09%
2	Arabic	2,175	5.15%
3	Bengali	1,525	3.61%
4	French	805	1.91%
5	Fulani	297	0.70%
6	Albanian	289	0.68%
7	Soninke	275	0.65%
8	Twi	245	0.58%
9	Mandinka	213	0.50%
10	Urdu	184	0.44%
Other (97)		1,131	2.68%
<b>Total</b>		<b>42,222</b>	<b>100.00%</b>

<b>Manhattan</b>			
<b>Rank</b>	<b>Home Language</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	Spanish	13,889	71.09%
2	Chinese	2,484	12.71%
3	Arabic	806	4.13%
4	French	527	2.70%
5	Bengali	262	1.34%
6	Haitian Creole	152	0.78%
7	Japanese	149	0.76%
8	Wolof	149	0.76%
9	Russian	148	0.76%
10	(American) Sign Language	85	0.44%
Other (87)		885	4.53%
<b>Total</b>		<b>19,536</b>	<b>100.00%</b>

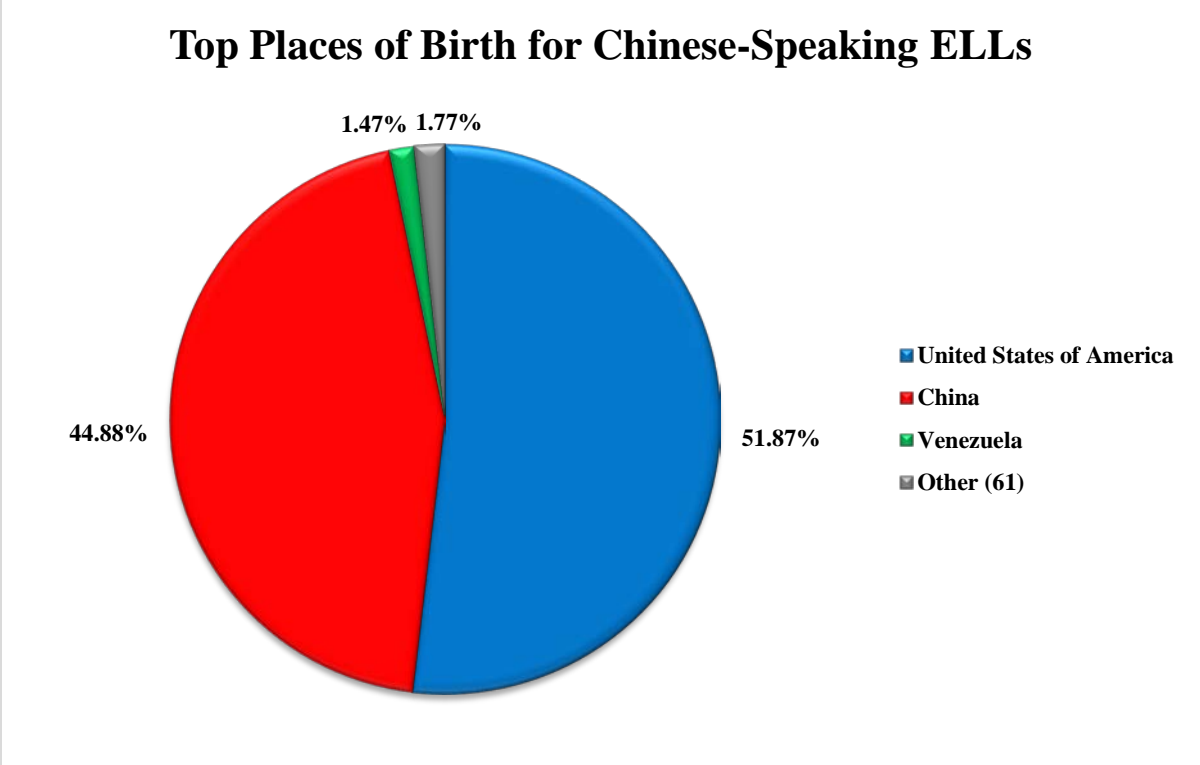
<b>Staten Island</b>			
<b>Rank</b>	<b>Home Language</b>	<b># of ELLs</b>	<b>% of ELLs</b>
1	Spanish	2,369	57.56%
2	Arabic	461	11.20%
3	Chinese	416	10.11%
4	Russian	196	4.76%
5	Urdu	145	3.52%
6	Albanian	120	2.92%
7	Polish	44	1.07%
8	Italian	40	0.97%
9	Sinhalese	35	0.85%
10	Bengali	31	0.75%
Other (56)		259	6.29%
<b>Total</b>		<b>4,116</b>	<b>100.00%</b>

## Top Places of Birth for the Top 5 Home Languages of ELLs

An analysis done for ELLs from Spanish-speaking homes found that those students' places of birth had noteworthy representation from several countries. The top places of birth for ELLs from Spanish-speaking homes were the United States of America (55.61%), Dominican Republic (28.02%), Ecuador (3.79%), Honduras (2.69%), and El Salvador (2.37%).

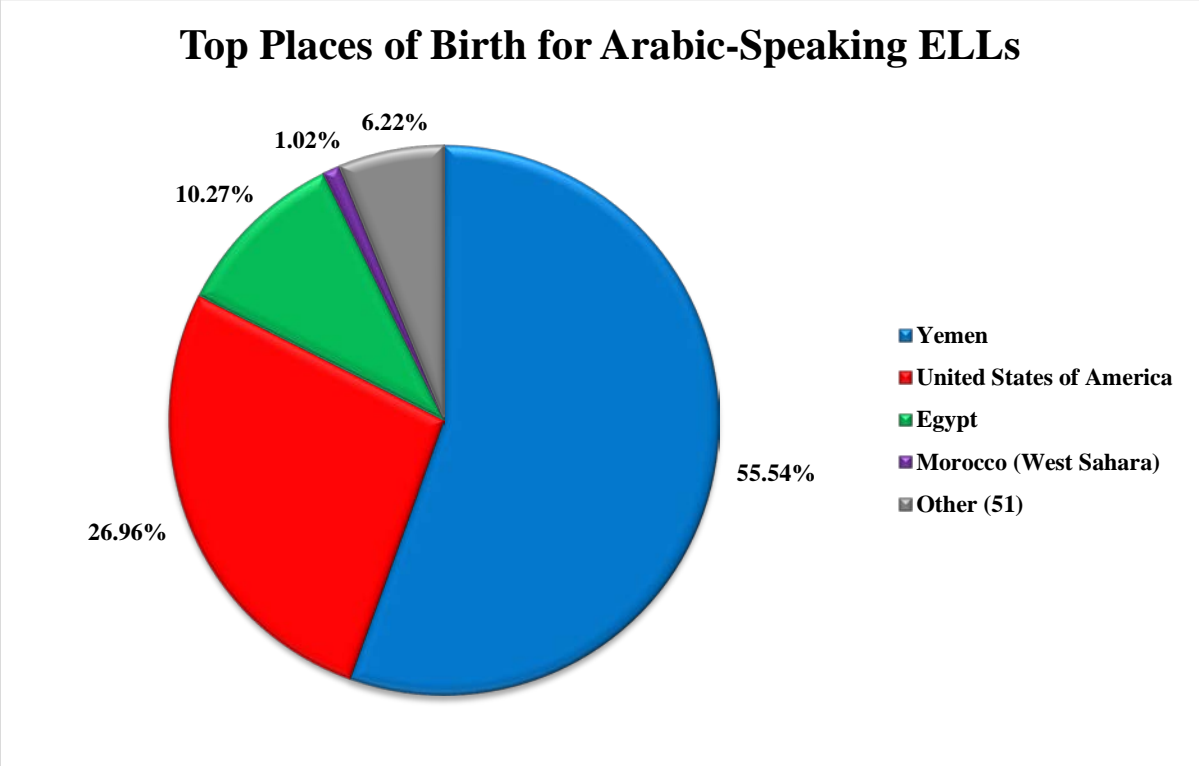


A similar analysis was done for ELLs from Chinese-speaking homes. Unlike Spanish-speaking homes, students' places of birth in Chinese-speaking homes were mostly comprised of two countries: United States of America at 51.87% and China at 44.88%.

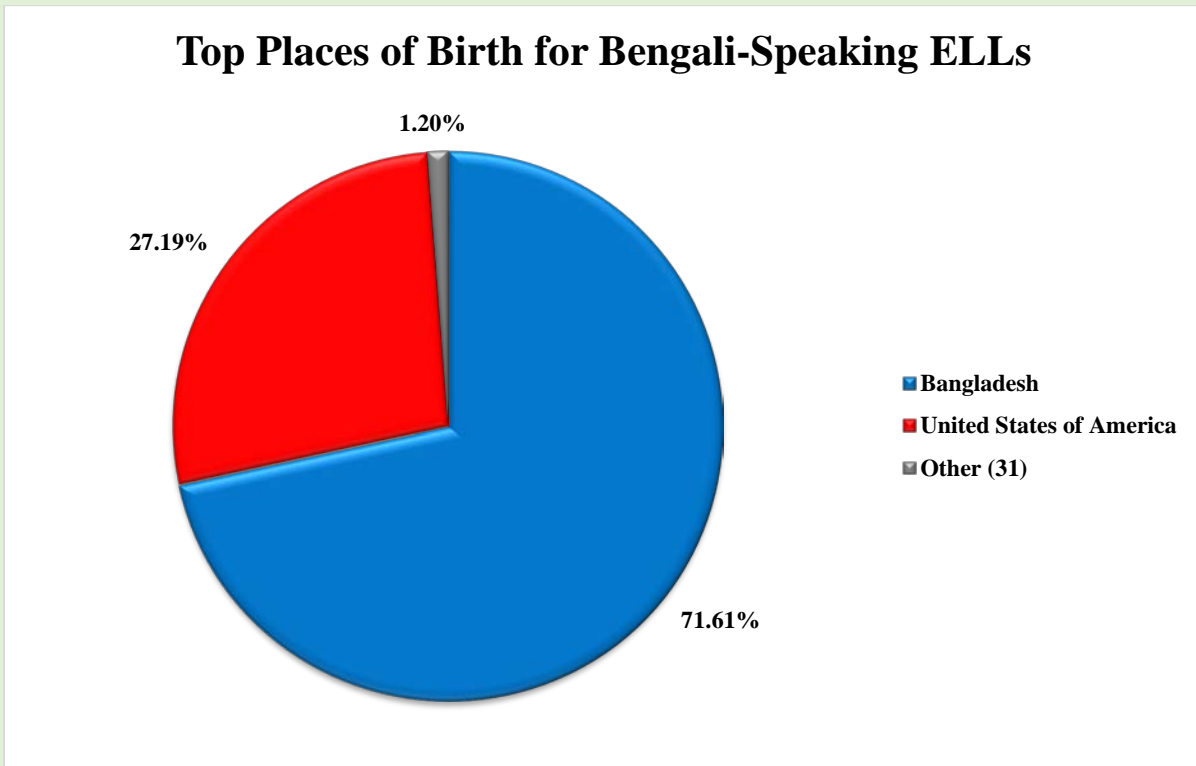




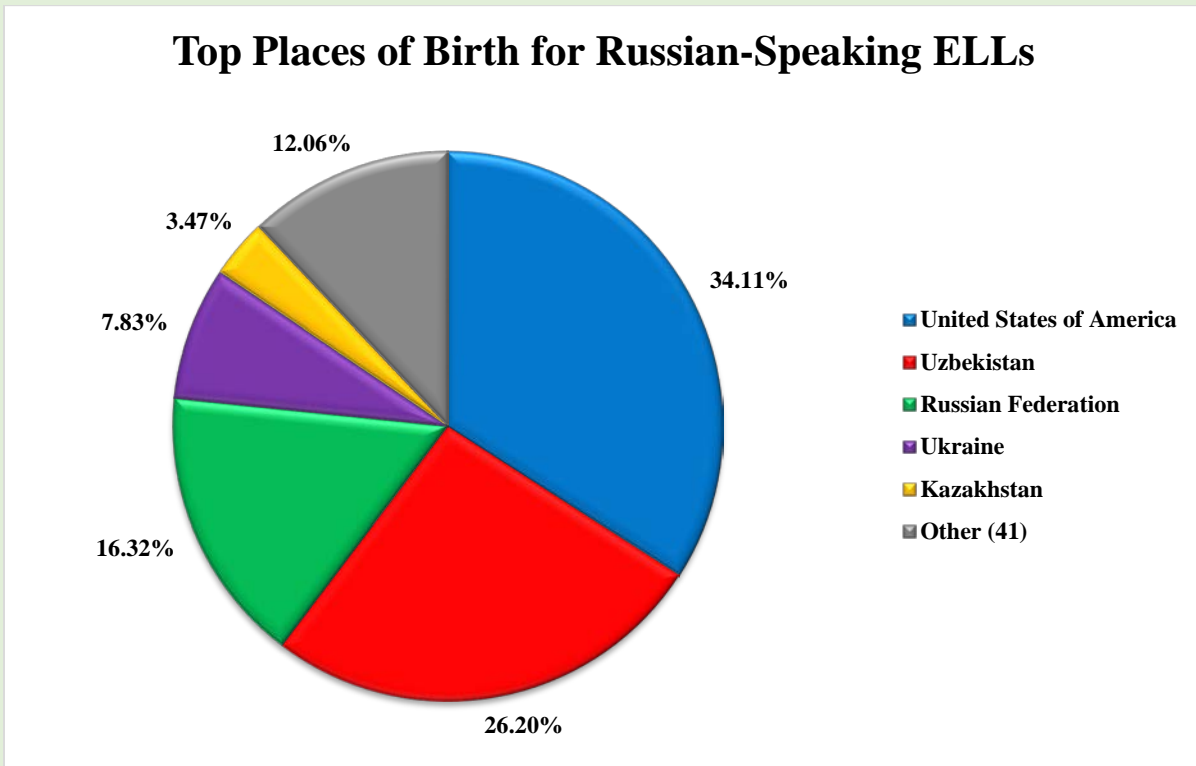
Another analysis done for ELLs from Arabic-speaking homes found a contradiction to the Spanish-speaking and Chinese-speaking homes. The United States of America did not make up the majority. It found that the top places of birth were Yemen (55.54%), United States of America (26.96%), Egypt (10.27%), and Morocco (1.02%).



A fourth analysis done for ELLs from Bengali-speaking homes also found that the United States of America did not make up the majority, but this time it accounted for only slightly more than a fourth. Students in Bengali-speaking homes were similar to students from Chinese-speaking homes in that the places of birth were primarily from two countries (Bangladesh at 71.61% and United States of America at 27.19%).



The fifth analysis done for ELLs from Russian-speaking homes found similarities to the Spanish-speaking homes. While there was notable representation from several countries, the United States of America did make up the majority. This analysis found that the top places of birth were the United States of America (34.11%), Uzbekistan (26.20%), Russian Federation (16.32%), Ukraine (7.83%), and Kazakhstan (3.47%).



# **ELL Programs and Services**

## **Delivery Models and Supports**

The NYC DOE offers three service delivery models: dual language (DL), transitional bilingual education (TBE), and English as a new language (ENL<sup>11</sup>). These models are designed to promote proficiency in a student's home language and English. 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**

Dual Language (DL) programs provide instruction in two languages (50% in English and 50% in the other language), to develop bilingualism, biliteracy, and cross-cultural understanding 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, etc.). The DL model used is based on student demographics in the school and district; however, ELLs receive priority for enrollment. Half of the students are ELLs and half are non-ELLs. For the latest list of available dual language programs, go to <http://schools.nyc.gov/Academics/ELL/default.htm>.

### **Transitional Bilingual Education**

Transitional Bilingual Education (TBE) programs provide instruction in English and students' home languages to develop English proficiency. Schools provide English language arts (ELA), home language arts (HLA), and subject-area classes in students' home languages and English. As students develop English proficiency, time spent learning in English increases and home language instruction decreases. For the latest list of available dual language programs, go to <http://schools.nyc.gov/Academics/ELL/default.htm>.

### **Freestanding English as a New Language**

Freestanding English as a new language (ENL) programs are offered in all New York City public schools and are taught in English to develop English language proficiency. ENL programs may vary depending on grade level and level of proficiency. Students receive standalone ENL classes and integrated ENL instruction in subject area classes (e.g., science) depending upon their grade and proficiency levels.

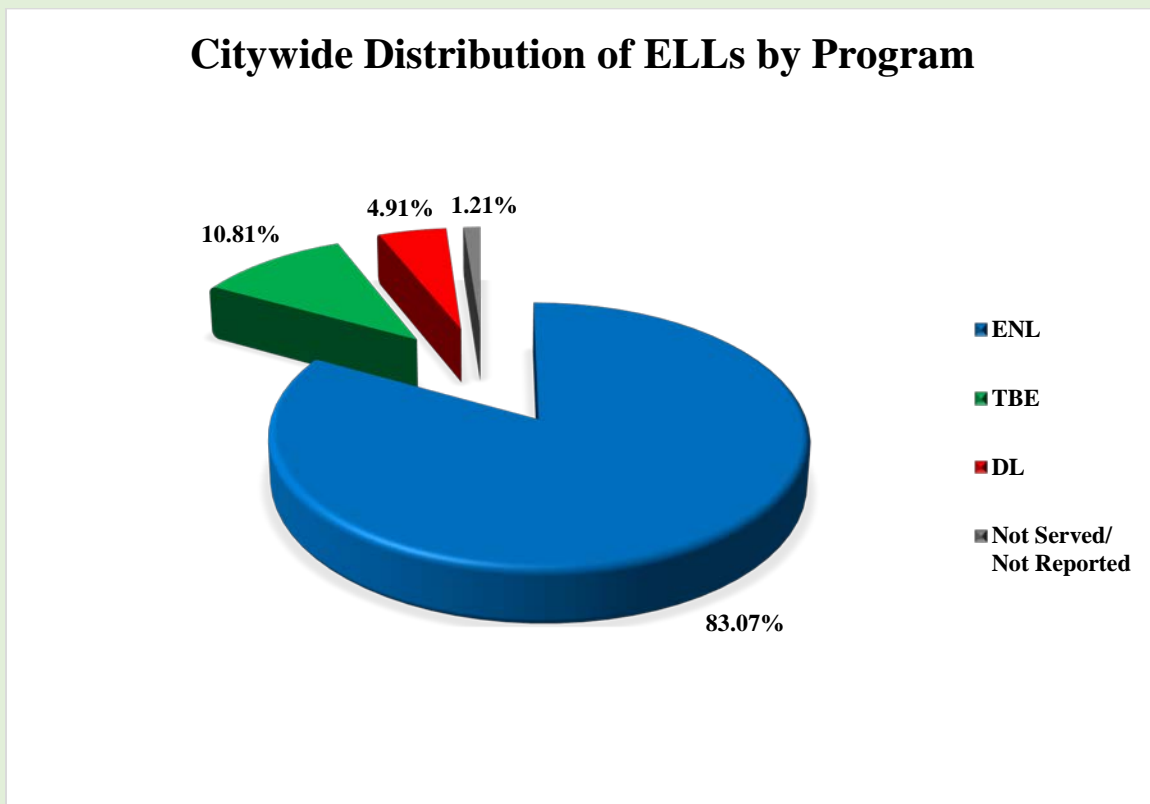
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<sup>11</sup> English as a new language (ENL) formerly known as English as a second language (ESL)

## ELL Enrollment within the Service Delivery Models

During the 2016-17 school year, the majority of ELLs were served in ENL programs (83.07%). A considerable proportion of ELLs were also served in TBE programs at 10.81%, while 4.91% of ELLs were served in DL programs. A minimal proportion of ELLs were either not served or their service was not reported<sup>12</sup> (1.21%).

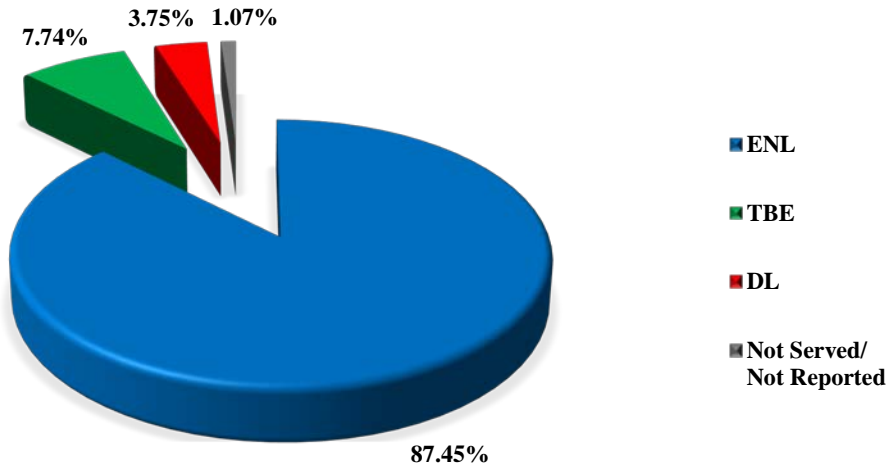
ENL services are clearly the predominant program delivered to ELLs through the NYC DOE. The highest proportion of ELLs being served in ENL programs was in Staten Island with 89.87% (3,699), but the most number of ELLs being served in ENL programs was in Queens with 42,170 (87.45%). The largest proportion of bilingual programs (TBE or DL) was in Manhattan with 26.98% (5,271), which in turn produced the lowest proportion for ENL services at 71.28%.



Citywide		
Program	# of ELLs	% of ELLs
ENL	133,436	83.07%
TBE	17,368	10.81%
DL	7,884	4.91%
Not Served/Not Reported	1,936	1.21%
<b>Total</b>	<b>160,624</b>	<b>100.00%</b>

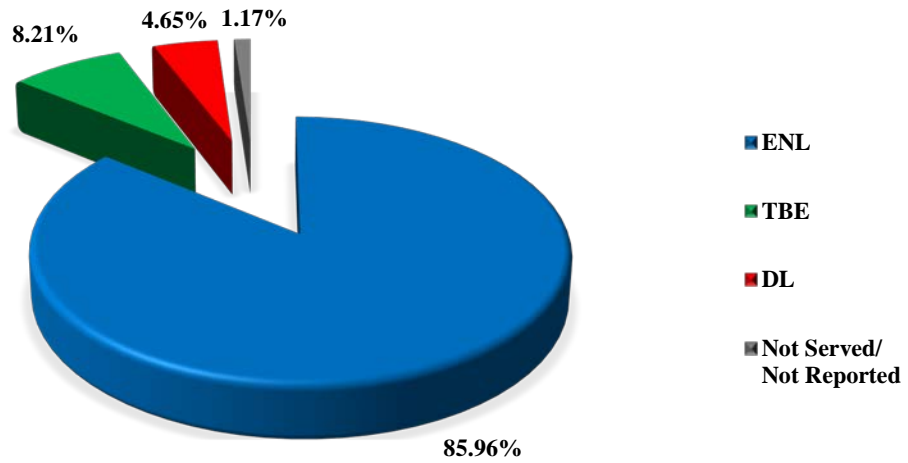
<sup>12</sup> Not reported is defined as a school not reporting an ELL program for a student

## Queens Distribution of ELLs by Program



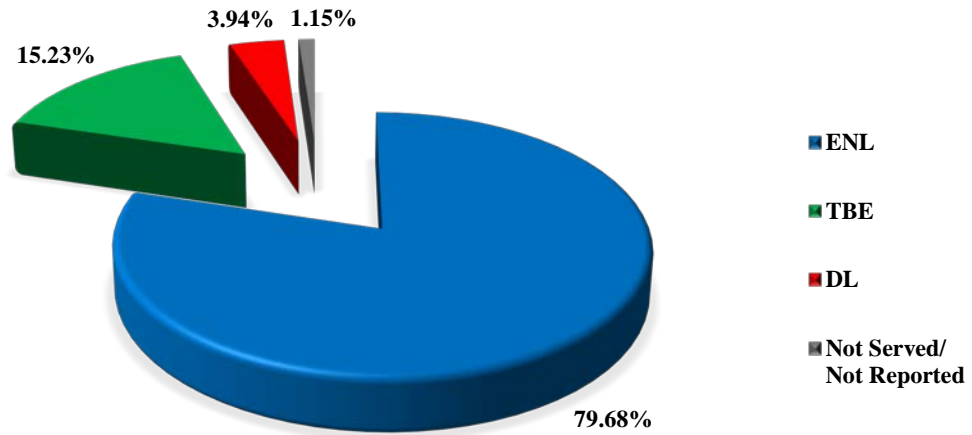
Queens		
Program	# of ELLs	% of ELLs
ENL	42,170	87.45%
TBE	3,730	7.74%
DL	1,807	3.75%
Not Served/Not Reported	515	1.07%
<b>Total</b>	<b>48,222</b>	<b>100.00%</b>

## Brooklyn Distribution of ELLs by Program



Brooklyn		
Program	# of ELLs	% of ELLs
ENL	39,997	85.96%
TBE	3,821	8.21%
DL	2,164	4.65%
Not Served/Not Reported	546	1.17%
<b>Total</b>	<b>46,528</b>	<b>100.00%</b>

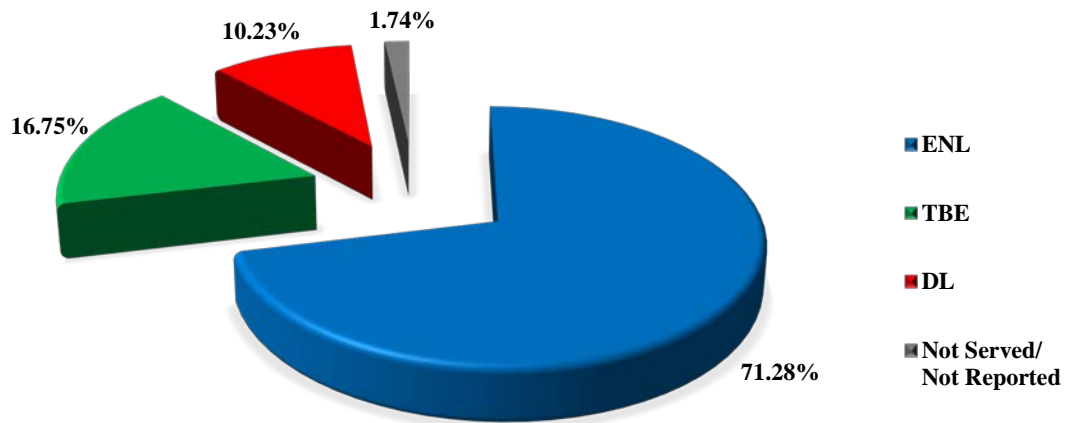
### Bronx Distribution of ELLs by Program



Bronx		
Program	# of ELLs	% of ELLs
ENL	33,644	79.68%
TBE	6,430	15.23%
DL	1,663	3.94%
Not Served/Not Reported	485	1.15%
<b>Total</b>	<b>42,222</b>	<b>100.00%</b>

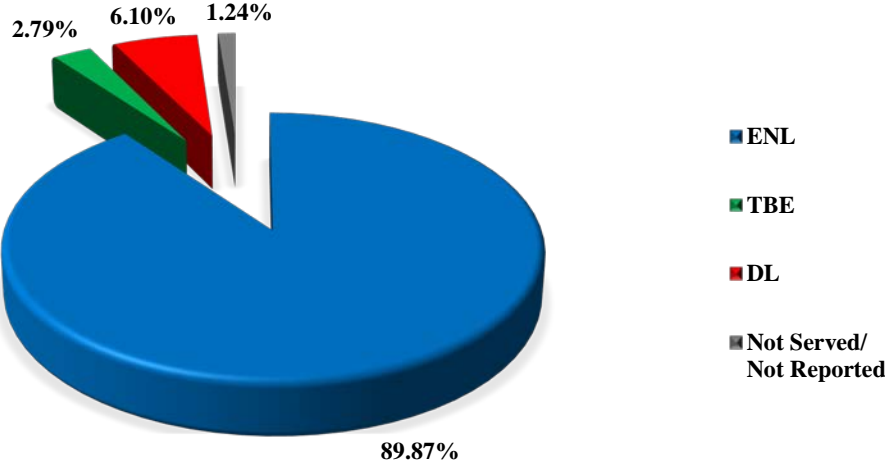


### Manhattan Distribution of ELLs by Program



Manhattan		
Program	# of ELLs	% of ELLs
ENL	13,926	71.28%
TBE	3,272	16.75%
DL	1,999	10.23%
Not Served/Not Reported	339	1.74%
<b>Total</b>	<b>19,536</b>	<b>100.00%</b>

### Staten Island Distribution of ELLs by Program

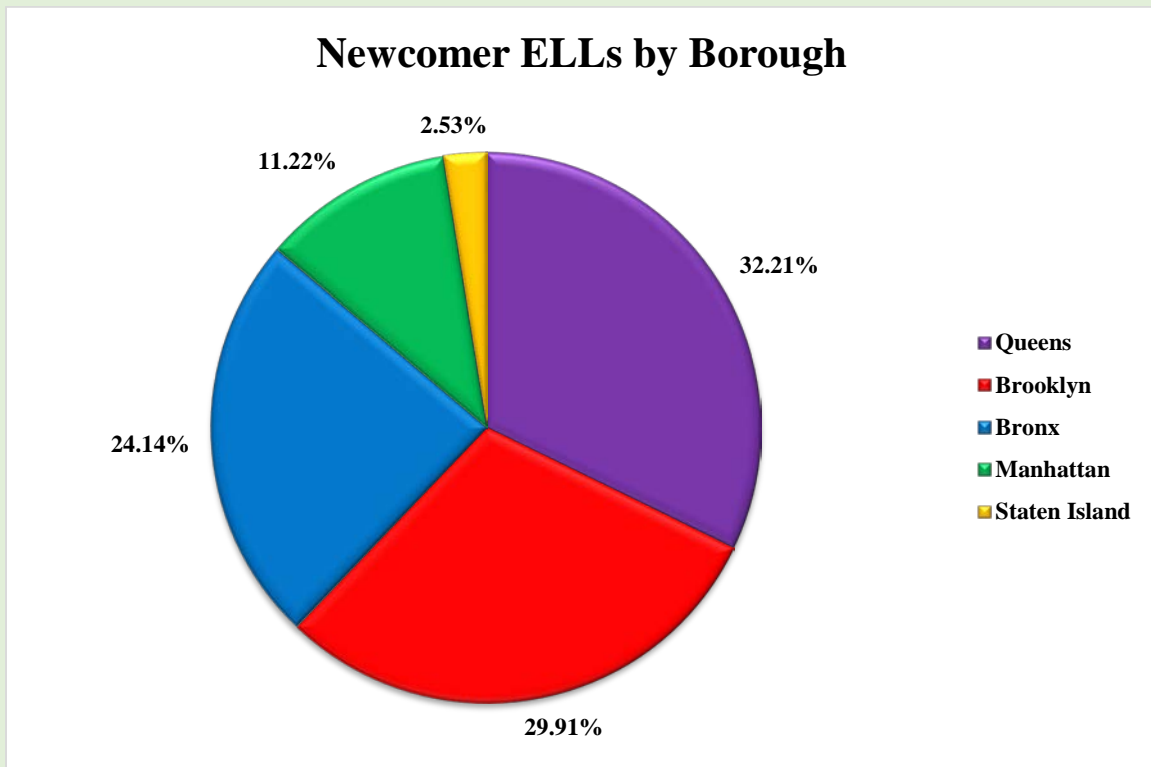


Staten Island		
Program	# of ELLs	% of ELLs
ENL	3,699	89.87%
TBE	115	2.79%
DL	251	6.10%
Not Served/Not Reported	51	1.24%
<b>Total</b>	<b>4,116</b>	<b>100.00%</b>

## ELL Subpopulations

### Newcomer ELLs (0 to 3 Years of ELL Services)

Newcomer ELLs are defined as those ELLs who have received 0 to 3 years of ELL service, through either ENL and/or bilingual education programs (e.g., DL or TBE). During the 2016-17 school year, newcomer ELLs made up 60.85% of the entire ELL population. Slightly less than a third of all Newcomer ELLs attended school in Queens (32.21%) and Brooklyn (29.91%). The Bronx had a sizeable proportion of newcomers ELLs at 24.14%. Manhattan’s proportion was less than half of the Bronx at 11.22%, and Staten Island finished with 2.53% of Newcomer ELLs.



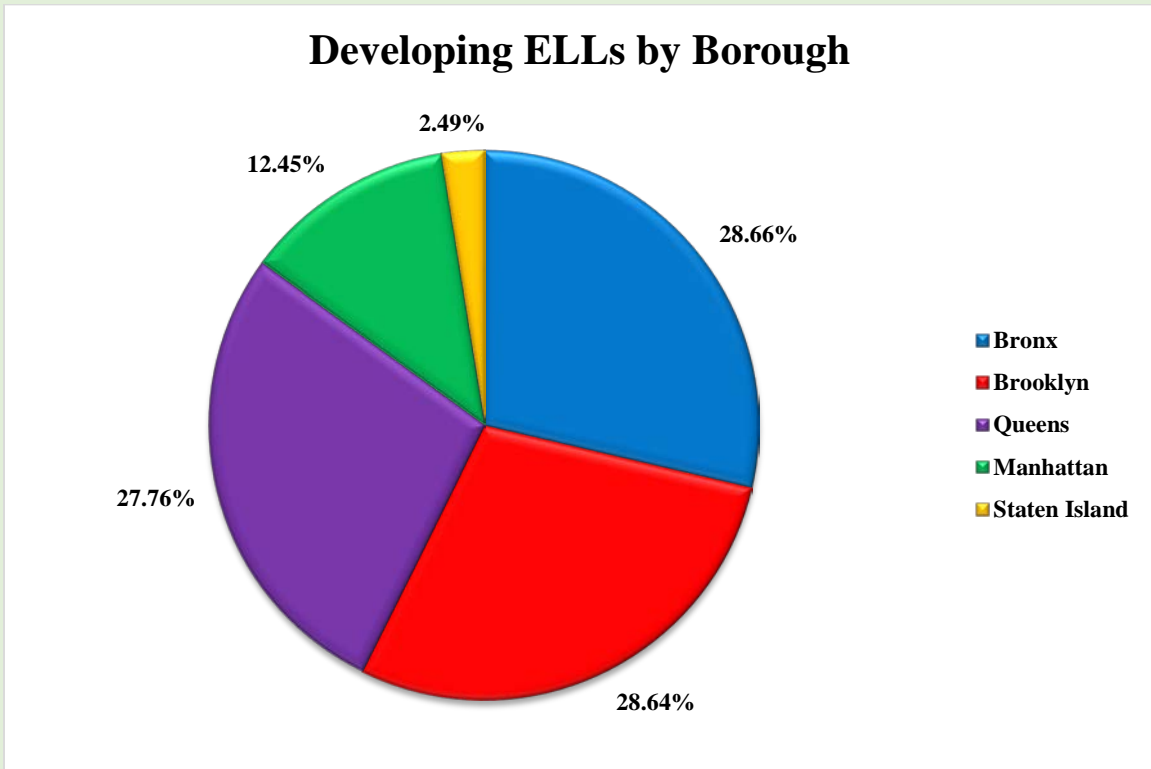
Citywide		
Borough	# of ELLs	% of ELLs
Queens	31,481	32.21%
Brooklyn	29,229	29.91%
Bronx	23,594	24.14%
Manhattan	10,966	11.22%
Staten Island	2,469	2.53%
<b>Total</b>	<b>97,739</b>	<b>100.00%</b>

### Top 10 Home Languages of Newcomer ELLs

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	53,268	54.50%
2	Chinese	15,190	15.54%
3	Arabic	6,725	6.88%
4	Bengali	4,914	5.03%
5	Russian	2,875	2.94%
6	Urdu	2,110	2.16%
7	Haitian Creole	1,904	1.95%
8	French	1,404	1.44%
9	Uzbek	1,039	1.06%
10	Punjabi	802	0.82%
Other (128)		7,508	7.68%
<b>Total</b>		<b>97,739</b>	<b>100.00%</b>

**Developing ELLs (4 to 6 Years of ELL Services)**

Developing ELLs are defined as those ELLs who have received 4 to 6 years of ELL service, through either ENL or bilingual education programs. Developing ELLs made up 26.19% of the entire ELL population. The Bronx, Brooklyn, and Queens each accounted for at least a fourth of all Developing ELLs at 28.66%, 28.64%, and 27.76%, respectively. Manhattan and Staten Island rounded out the remaining proportions at 12.45% and 2.49%, respectively.



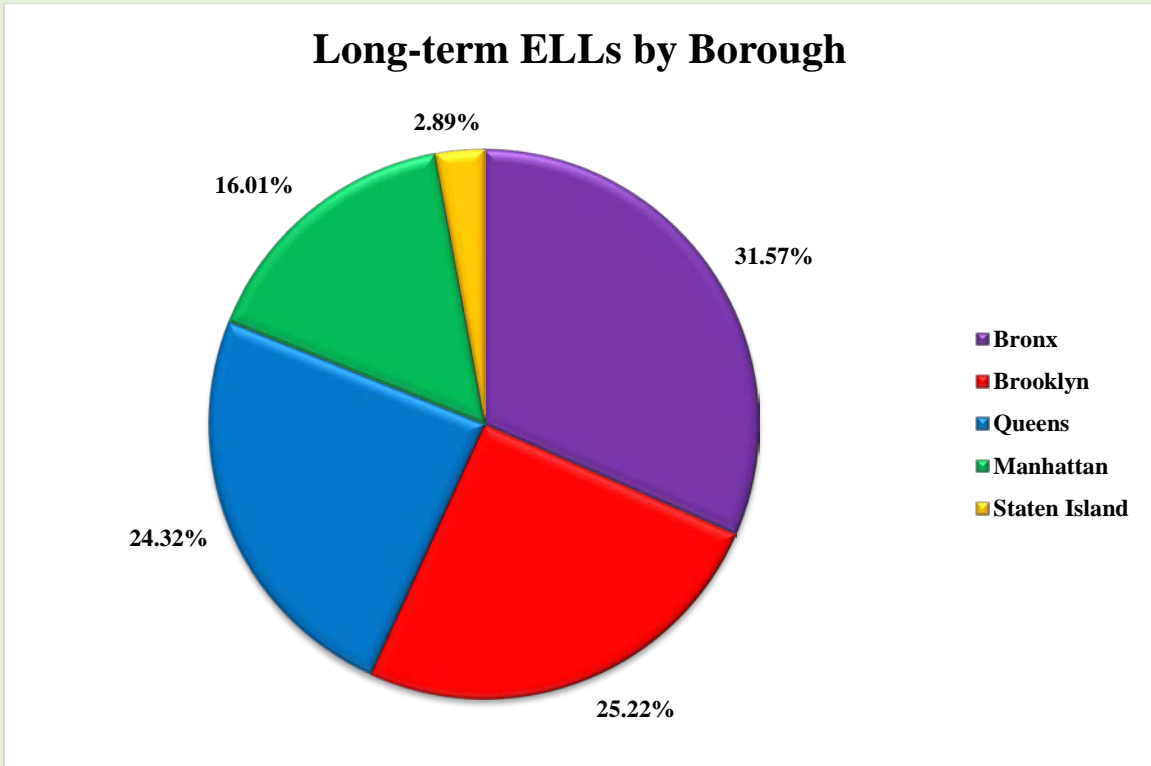
Citywide		
Borough	# of ELLs	% of ELLs
Bronx	12,058	28.66%
Brooklyn	12,051	28.64%
Queens	11,680	27.76%
Manhattan	5,237	12.45%
Staten Island	1,046	2.49%
<b>Total</b>	<b>42,072</b>	<b>100.00%</b>

### Top 10 Home Languages of Developing ELLs

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	27,666	65.76%
2	Chinese	4,803	11.42%
3	Arabic	2,351	5.59%
4	Bengali	1,679	3.99%
5	Haitian Creole	786	1.87%
6	Urdu	773	1.84%
7	Russian	749	1.78%
8	Uzbek	499	1.19%
9	French	429	1.02%
10	Punjabi	213	0.51%
Other (112)		2,124	5.05%
<b>Total</b>		<b>42,072</b>	<b>100.00%</b>

**Long-term ELLs (7 or More Years of ELL Services)**

Long-term ELLs (LTE) 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 therefore, are still entitled to ELL services. Long-term ELLs made up 12.96% of the total ELL population during the 2016-17 school year. Of all LTEs, slightly less than a third of them attended Bronx schools (31.57%). Most of the remaining LTEs were in Brooklyn (25.22%) and Queens (24.32%) schools.



Citywide		
Borough	# of ELLs	% of ELLs
Bronx	6,570	31.57%
Brooklyn	5,248	25.22%
Queens	5,061	24.32%
Manhattan	3,333	16.01%
Staten Island	601	2.89%
<b>Total</b>	<b>20,813</b>	<b>100.00%</b>

### Top 10 Home Languages of Long-term ELLs

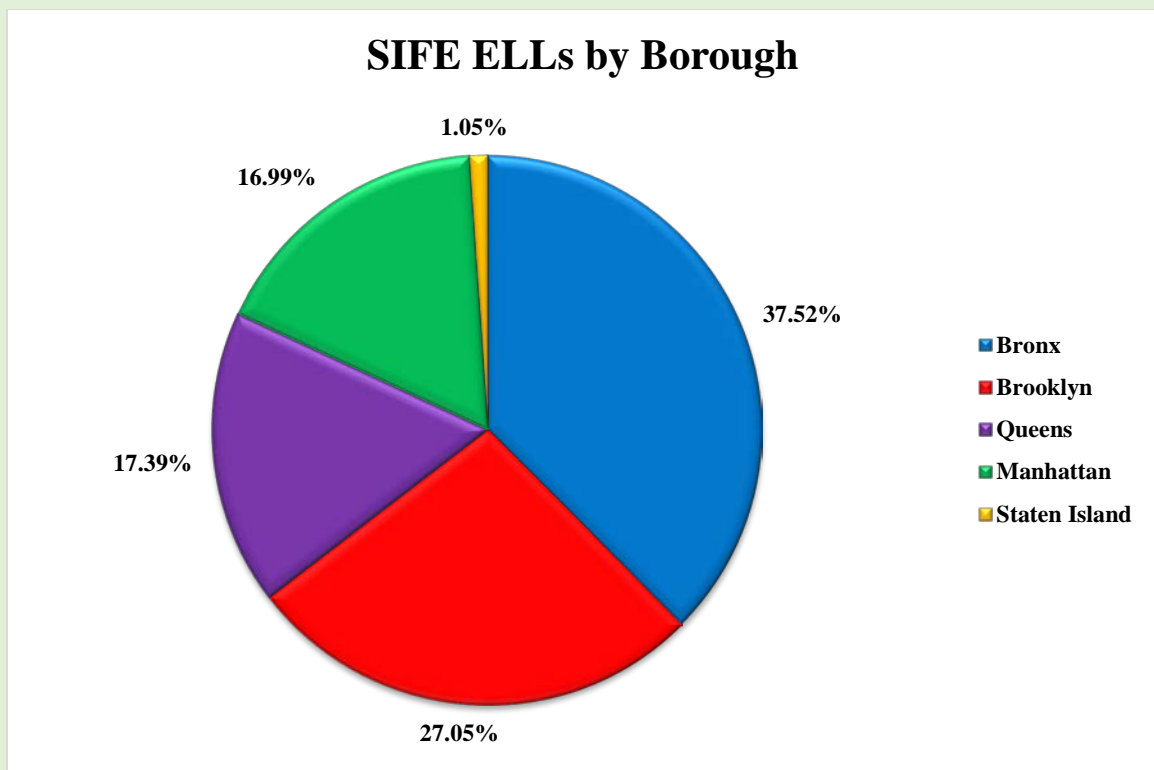
Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	16,365	78.63%
2	Chinese	1,445	6.94%
3	Arabic	636	3.06%
4	Bengali	427	2.05%
5	Haitian Creole	389	1.87%
6	Urdu	276	1.33%
7	Russian	181	0.87%
8	French	119	0.57%
9	Albanian	105	0.50%
10	Fulani	71	0.34%
Other (76)		799	3.84%
<b>Total</b>		<b>20,813</b>	<b>100.00%</b>



## Students with Interrupted/Inconsistent Formal Education<sup>13</sup>

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. Once SIFE ELLs score transitioning or above on the NYSESLAT, they are no longer considered SIFE. However, they remain an ELL until they test proficient on the NYSESLAT (see page 5 for multiple ways a student can test proficient on the NYSESLAT).

During the 2016-17 school year, 4.11% of all ELLs were identified as SIFE. The majority of all SIFE students in NYC DOE schools were located in Bronx schools (37.52%). Brooklyn schools also had a sizeable proportion of SIFE students in the city at 27.05%. Queens and Manhattan had 17.39% and 16.99% of the SIFE students, respectively. Finally, Staten Island had the smallest number of SIFE students at 1.05%, which was still only 1.68% of the entire Staten Island ELL population. Since 2014-15, the SIFE population has been consistently decreasing and has nearly been cut in half.



<sup>13</sup> Under the amended CR Part 154 (of fall 2014), the SIFE definition was modified to include ELL students with interrupted and inconsistent education.

Citywide		
Borough	# of SIFE ELLs	% of SIFE ELLs
Bronx	2,477	37.52%
Brooklyn	1,786	27.05%
Queens	1,148	17.39%
Manhattan	1,122	16.99%
Staten Island	69	1.05%
<b>Total</b>	<b>6,602</b>	<b>100.00%</b>

**Top 10 Home Languages of SIFE ELLs**

Citywide			
Rank	Home Language	# of ELLs	% of ELLs
1	Spanish	4,448	67.37%
2	Arabic	802	12.15%
3	Chinese	324	4.91%
4	Bengali	272	4.12%
5	Haitian Creole	247	3.74%
6	French	121	1.83%
7	Russian	55	0.83%
8	Urdu	53	0.80%
9	Wolof	39	0.59%
10	Fulani	32	0.48%
Other (43)		209	3.17%
<b>Total</b>		<b>6,602</b>	<b>100.00%</b>

**ELL Students with Disabilities by District<sup>14</sup>**  
**2016-17 SY**

District	Non-ELL					ELL					Total Register
	Language of Instruction				Total Non-ELL	Language of Instruction				Total ELL	
	ENGLISH	SPANISH	CHINESE	OTHER		ENGLISH	SPANISH	CHINESE	OTHER		
1	2,385	≤5	≤5	0	2,391	258	>5	22	≤5	300	2,691
2	9,741	15	>5	≤5	9,771	1,268	89	108	14	1,479	11,250
3	3,460	12	≤5	≤5	3,473	389	26	≤5	≤5	416	3,889
4	2,683	37	0	0	2,720	431	146	0	0	577	3,297
5	2,450	≤5	0	≤5	2,455	364	69	≤5	≤5	435	2,890
6	2,485	40	≤5	≤5	2,526	1,195	520	≤5	≤5	1,717	4,243
7	4,510	66	≤5	≤5	4,579	956	355	≤5	≤5	1,316	5,895
8	5,904	16	0	7	5,927	967	175	0	11	1,153	7,080
9	5,464	43	≤5	≤5	5,509	1,603	372	≤5	≤5	1,978	7,487
10	8,169	37	0	6	8,212	2,495	612	0	11	3,118	11,330
11	8,051	10	≤5	≤5	8,062	1,192	133	≤5	>5	1,341	9,403
12	4,886	28	≤5	≤5	4,917	1,277	228	0	9	1,514	6,431
13	3,462	≤5	≤5	≤5	3,466	249	18	≤5	≤5	276	3,742
14	3,598	23	0	8	3,629	575	133	≤5	>5	773	4,402
15	5,104	18	≤5	≤5	5,130	1,184	155	48	11	1,398	6,528
16	2,010	≤5	0	≤5	2,011	114	16	0	7	137	2,148
17	3,451	12	≤5	≤5	3,465	412	47	≤5	>5	496	3,961
18	2,679	≤5	≤5	≤5	2,685	143	≤5	≤5	13	162	2,847
19	4,266	29	≤5	≤5	4,296	461	144	0	7	612	4,908
20	5,120	17	>5	≤5	5,147	1,969	184	249	58	2,460	7,607
21	5,466	≤5	≤5	≤5	5,476	1,238	99	56	118	1,511	6,987
22	4,929	≤5	≤5	≤5	4,936	817	72	9	64	962	5,898
23	2,432	≤5	0	≤5	2,435	156	11	0	10	177	2,612
24	6,585	117	≤5	>5	6,717	2,859	1,042	47	26	3,974	10,691
25	4,198	17	≤5	≤5	4,220	970	126	154	21	1,271	5,491
26	5,240	8	≤5	>5	5,264	664	36	42	38	780	6,044
27	6,870	19	≤5	≤5	6,891	871	177	6	36	1,090	7,981
28	5,963	9	≤5	≤5	5,974	977	108	8	54	1,147	7,121
29	3,937	11	≤5	≤5	3,950	377	70	≤5	>5	474	4,424
30	4,353	115	≤5	≤5	4,470	1,348	438	≤5	>5	1,804	6,274
31	13,992	37	≤5	≤5	14,033	1,065	299	14	34	1,412	15,445
32	1,638	17	0	0	1,655	465	237	≤5	>5	709	2,364
<b>Total</b>	<b>155,481</b>	<b>781</b>	<b>37</b>	<b>93</b>	<b>156,392</b>	<b>29,309</b>	<b>6,159</b>	<b>779</b>	<b>722</b>	<b>36,969</b>	<b>193,361</b>

<sup>14</sup> Figures in this section were captured from ATS and Special Education Student Information System (SESIS)

## **Conclusion**

The 2016-17 Demographic Report presents the state of NYC's ELLs' demographics and its tremendous diversity. The NYC DOE continues to implement and identify reforms designed to raise expectations and standards for all ELLs 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 DELLSS' 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 Learning Standards. The Division of English Language Learners and Student Support 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 I: Further ELL Analysis

All figures in Appendix II are based on 2016-17 BESIS data. The difference in ELL numbers between the NYC DOE's annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYC DOE.

NOTE: An asterisk (\*) indicates suppressed number (less than 10).

### Top 5 ELL Home Languages by District and by Grade Level Group<sup>15</sup>

Citywide								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	52,125	58.40%	18,433	63.49%	26,741	63.16%	97,299	60.58%
Chinese	14,001	15.69%	2,929	10.09%	4,508	10.65%	21,438	13.35%
Arabic	5,263	5.90%	1,989	6.85%	2,460	5.81%	9,712	6.05%
Bengali	3,832	4.29%	1,266	4.36%	1,922	4.54%	7,020	4.37%
Russian	2,397	2.69%	602	2.07%	806	1.90%	3,805	2.37%
Other (151)	11,634	13.04%	3,816	13.14%	5,900	13.94%	21,350	13.29%
<b>Total</b>	<b>89,252</b>	<b>100.00%</b>	<b>29,035</b>	<b>100.00%</b>	<b>42,337</b>	<b>100.00%</b>	<b>160,624</b>	<b>100.00%</b>

District 1								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Chinese	183	39.52%	56	34.36%	339	56.69%	578	47.22%
Spanish	227	49.03%	94	57.67%	193	32.27%	514	41.99%
Bengali	10	2.16%	*	*	25	4.18%	38	3.10%
Arabic	*	*	*	*	*	*	15	1.23%
Haitian Creole	*	*	*	*	13	2.17%	15	1.23%
Other (25)	38	8.21%	*	*	23	3.85%	64	5.23%
<b>Total</b>	<b>463</b>	<b>100.00%</b>	<b>163</b>	<b>100.00%</b>	<b>598</b>	<b>100.00%</b>	<b>1,224</b>	<b>100.00%</b>

<sup>15</sup> All figures in this section are based on 2016-17 BESIS data. The difference in ELL numbers between the NYC DOE's annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYC DOE school system during the entire school year.

District 2								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	213	11.44%	63	14.96%	2,374	63.02%	2,650	43.80%
Chinese	1,069	57.41%	247	58.67%	433	11.49%	1,749	28.91%
Arabic	68	3.65%	23	5.46%	204	5.42%	295	4.88%
French	37	1.99%	*	*	222	5.89%	265	4.38%
Bengali	14	0.75%	*	*	117	3.11%	131	2.17%
Other (75)	461	24.76%	82	19.48%	417	11.07%	960	15.87%
<b>Total</b>	<b>1,862</b>	<b>100.00%</b>	<b>421</b>	<b>100.00%</b>	<b>3,767</b>	<b>100.00%</b>	<b>6,050</b>	<b>100.00%</b>

District 3								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	364	58.62%	183	64.66%	302	71.23%	849	63.93%
French	56	9.02%	32	11.31%	36	8.49%	124	9.34%
Arabic	25	4.03%	11	3.89%	22	5.19%	58	4.37%
Chinese	34	5.48%	*	*	*	*	47	3.54%
Wolof	15	2.42%	18	6.36%	*	*	41	3.09%
Other (40)	127	20.45%	33	11.66%	49	11.56%	209	15.74%
<b>Total</b>	<b>621</b>	<b>100.00%</b>	<b>283</b>	<b>100.00%</b>	<b>424</b>	<b>100.00%</b>	<b>1,328</b>	<b>100.00%</b>

District 4								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	795	84.22%	242	84.62%	249	89.57%	1,286	85.28%
Arabic	63	6.67%	19	6.64%	12	4.32%	94	6.23%
Bengali	21	2.22%	*	*	*	*	30	1.99%
Chinese	22	2.33%	*	*	*	*	27	1.79%
French	*	*	*	*	*	*	20	1.33%
Other (16)	34	3.60%	11	3.85%	*	*	51	3.38%
<b>Total</b>	<b>944</b>	<b>100.00%</b>	<b>286</b>	<b>100.00%</b>	<b>278</b>	<b>100.00%</b>	<b>1,508</b>	<b>100.00%</b>

District 5								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	478	69.88%	201	70.77%	151	69.91%	830	70.10%
Arabic	96	14.04%	37	13.03%	23	10.65%	156	13.18%
French	32	4.68%	18	6.34%	12	5.56%	62	5.24%
Wolof	17	2.49%	10	3.52%	*	*	31	2.62%
Fulani	10	1.46%	*	*	*	*	19	1.60%
Other (22)	51	7.46%	13	4.58%	22	10.19%	86	7.26%
<b>Total</b>	<b>684</b>	<b>100.00%</b>	<b>284</b>	<b>100.00%</b>	<b>216</b>	<b>100.00%</b>	<b>1,184</b>	<b>100.00%</b>

District 6								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	3,625	95.42%	1,593	95.39%	1,737	95.18%	6,955	95.35%
Arabic	89	2.34%	46	2.75%	31	1.70%	166	2.28%
French	*	*	12	0.72%	15	0.82%	33	0.45%
Chinese	23	0.61%	*	*	*	*	27	0.37%
Haitian Creole	*	*	*	*	*	*	12	0.16%
Other (33)	49	1.29%	17	1.02%	35	1.92%	101	1.38%
<b>Total</b>	<b>3,799</b>	<b>100.00%</b>	<b>1,670</b>	<b>100.00%</b>	<b>1,825</b>	<b>100.00%</b>	<b>7,294</b>	<b>100.00%</b>

District 7								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,513	89.16%	589	87.39%	1,082	85.94%	3,184	87.71%
Arabic	69	4.07%	24	3.56%	40	3.18%	133	3.66%
French	21	1.24%	19	2.82%	44	3.49%	84	2.31%
Fulani	24	1.41%	10	1.48%	18	1.43%	52	1.43%
Soninke	26	1.53%	11	1.63%	*	*	43	1.18%
Other (32)	44	2.59%	21	3.12%	69	5.48%	134	3.69%
<b>Total</b>	<b>1,697</b>	<b>100.00%</b>	<b>674</b>	<b>100.00%</b>	<b>1,259</b>	<b>100.00%</b>	<b>3,630</b>	<b>100.00%</b>

District 8								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,607	75.98%	722	75.29%	960	74.02%	3,289	75.25%
Arabic	186	8.79%	83	8.65%	118	9.10%	387	8.85%
Bengali	157	7.42%	78	8.13%	123	9.48%	358	8.19%
French	21	0.99%	21	2.19%	17	1.31%	59	1.35%
Albanian	26	1.23%	*	*	15	1.16%	47	1.08%
Other (45)	118	5.58%	49	5.11%	64	4.93%	231	5.28%
<b>Total</b>	<b>2,115</b>	<b>100.00%</b>	<b>959</b>	<b>100.00%</b>	<b>1,297</b>	<b>100.00%</b>	<b>4,371</b>	<b>100.00%</b>

District 9								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	4,306	87.95%	1,960	87.77%	1,891	85.30%	8,157	87.28%
French	80	1.63%	59	2.64%	115	5.19%	254	2.72%
Arabic	93	1.90%	34	1.52%	53	2.39%	180	1.93%
Soninke	103	2.10%	37	1.66%	18	0.81%	158	1.69%
Bengali	65	1.33%	26	1.16%	51	2.30%	142	1.52%
Other (39)	249	5.09%	117	5.24%	89	4.01%	455	4.87%
<b>Total</b>	<b>4,896</b>	<b>100.00%</b>	<b>2,233</b>	<b>100.00%</b>	<b>2,217</b>	<b>100.00%</b>	<b>9,346</b>	<b>100.00%</b>

District 10								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	6,185	88.01%	2,338	88.76%	2,879	87.37%	11,402	88.00%
Arabic	219	3.12%	76	2.89%	116	3.52%	411	3.17%
Bengali	194	2.76%	85	3.23%	94	2.85%	373	2.88%
French	52	0.74%	27	1.03%	83	2.52%	162	1.25%
Albanian	44	0.63%	*	*	15	0.46%	68	0.52%
Other (67)	334	4.75%	99	3.76%	108	3.28%	541	4.18%
<b>Total</b>	<b>7,028</b>	<b>100.00%</b>	<b>2,634</b>	<b>100.00%</b>	<b>3,295</b>	<b>100.00%</b>	<b>12,957</b>	<b>100.00%</b>



District 11								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,435	55.09%	562	56.20%	916	70.08%	2,913	59.30%
Arabic	537	20.61%	180	18.00%	149	11.40%	866	17.63%
Bengali	228	8.75%	107	10.70%	71	5.43%	406	8.27%
Albanian	96	3.69%	40	4.00%	26	1.99%	162	3.30%
French	39	1.50%	29	2.90%	52	3.98%	120	2.44%
Other (52)	270	10.36%	82	8.20%	93	7.12%	445	9.06%
<b>Total</b>	<b>2,605</b>	<b>100.00%</b>	<b>1,000</b>	<b>100.00%</b>	<b>1,307</b>	<b>100.00%</b>	<b>4,912</b>	<b>100.00%</b>

District 12								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	2,182	86.72%	830	85.74%	1,590	90.24%	4,602	87.72%
Arabic	85	3.38%	34	3.51%	49	2.78%	168	3.20%
Bengali	96	3.82%	20	2.07%	45	2.55%	161	3.07%
French	47	1.87%	29	3.00%	29	1.65%	105	2.00%
Fulani	26	1.03%	*	*	*	*	41	0.78%
Other (33)	80	3.18%	46	4.75%	43	2.44%	169	3.22%
<b>Total</b>	<b>2,516</b>	<b>100.00%</b>	<b>968</b>	<b>100.00%</b>	<b>1,762</b>	<b>100.00%</b>	<b>5,246</b>	<b>100.00%</b>

District 13								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	192	44.96%	56	38.62%	193	42.23%	441	42.86%
Arabic	98	22.95%	52	35.86%	63	13.79%	213	20.70%
Bengali	35	8.20%	14	9.66%	54	11.82%	103	10.01%
French	36	8.43%	*	*	28	6.13%	69	6.71%
Haitian Creole	10	2.34%	*	*	30	6.56%	43	4.18%
Other (30)	56	13.11%	15	10.34%	89	19.47%	160	15.55%
<b>Total</b>	<b>427</b>	<b>100.00%</b>	<b>145</b>	<b>100.00%</b>	<b>457</b>	<b>100.00%</b>	<b>1,029</b>	<b>100.00%</b>

<b>District 14</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	880	77.06%	342	81.82%	685	88.16%	1,907	81.60%
Arabic	42	3.68%	30	7.18%	37	4.76%	109	4.66%
Polish	94	8.23%	11	2.63%	*	*	107	4.58%
Yiddish	34	2.98%	13	3.11%	*	*	56	2.40%
Chinese	34	2.98%	*	*	*	*	47	2.01%
Other (28)	58	5.08%	13	3.11%	40	5.15%	111	4.75%
<b>Total</b>	<b>1,142</b>	<b>100.00%</b>	<b>418</b>	<b>100.00%</b>	<b>777</b>	<b>100.00%</b>	<b>2,337</b>	<b>100.00%</b>

<b>District 15</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	2,183	48.50%	398	69.58%	346	58.74%	2,927	51.70%
Chinese	1,625	36.10%	60	10.49%	32	5.43%	1,717	30.32%
Arabic	178	3.95%	57	9.97%	152	25.81%	387	6.84%
Bengali	199	4.42%	23	4.02%	14	2.38%	236	4.17%
French	61	1.36%	18	3.15%	*	*	82	1.45%
Other (45)	255	5.67%	16	2.80%	42	7.13%	313	5.53%
<b>Total</b>	<b>4,501</b>	<b>100.00%</b>	<b>572</b>	<b>100.00%</b>	<b>589</b>	<b>100.00%</b>	<b>5,662</b>	<b>100.00%</b>

<b>District 16</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	112	54.63%	51	54.84%	41	45.05%	204	52.44%
Arabic	59	28.78%	26	27.96%	16	17.58%	101	25.96%
Bengali	*	*	*	*	*	*	20	5.14%
French	*	*	*	*	*	*	17	4.37%
Haitian Creole	*	*	*	*	16	17.58%	17	4.37%
Other (10)	20	9.76%	*	*	*	*	30	7.71%
<b>Total</b>	<b>205</b>	<b>100.00%</b>	<b>93</b>	<b>100.00%</b>	<b>91</b>	<b>100.00%</b>	<b>389</b>	<b>100.00%</b>

<b>District 17</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	632	48.54%	198	36.80%	312	34.17%	1,142	41.48%
Haitian Creole	259	19.89%	190	35.32%	323	35.38%	772	28.04%
Arabic	271	20.81%	117	21.75%	111	12.16%	499	18.13%
Fulani	63	4.84%	13	2.42%	30	3.29%	106	3.85%
Bengali	21	1.61%	*	*	38	4.16%	63	2.29%
Other (35)	56	4.30%	16	2.97%	99	10.84%	171	6.21%
<b>Total</b>	<b>1,302</b>	<b>100.00%</b>	<b>538</b>	<b>100.00%</b>	<b>913</b>	<b>100.00%</b>	<b>2,753</b>	<b>100.00%</b>

<b>District 18</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Haitian Creole	224	43.50%	114	54.29%	279	61.86%	617	52.47%
Arabic	149	28.93%	46	21.90%	78	17.29%	273	23.21%
Spanish	100	19.42%	34	16.19%	52	11.53%	186	15.82%
French	19	3.69%	10	4.76%	19	4.21%	48	4.08%
Bengali	*	*	*	*	*	*	10	0.85%
Other (17)	18	3.50%	*	*	19	4.21%	42	3.57%
<b>Total</b>	<b>515</b>	<b>100.00%</b>	<b>210</b>	<b>100.00%</b>	<b>451</b>	<b>100.00%</b>	<b>1,176</b>	<b>100.00%</b>

<b>District 19</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	1,336	74.47%	602	77.68%	635	75.60%	2,573	75.48%
Bengali	249	13.88%	55	7.10%	101	12.02%	405	11.88%
Arabic	156	8.70%	81	10.45%	45	5.36%	282	8.27%
Haitian Creole	12	0.67%	14	1.81%	26	3.10%	52	1.53%
French	*	*	*	*	*	*	22	0.65%
Other (23)	33	1.84%	14	1.81%	28	3.33%	75	2.20%
<b>Total</b>	<b>1,794</b>	<b>100.00%</b>	<b>775</b>	<b>100.00%</b>	<b>840</b>	<b>100.00%</b>	<b>3,409</b>	<b>100.00%</b>

<b>District 20</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Chinese	4,525	52.42%	1,038	44.38%	1,247	40.25%	6,810	48.40%
Spanish	1,933	22.39%	594	25.40%	896	28.92%	3,423	24.33%
Arabic	691	8.01%	230	9.83%	308	9.94%	1,229	8.74%
Russian	407	4.72%	82	3.51%	132	4.26%	621	4.41%
Urdu	241	2.79%	104	4.45%	154	4.97%	499	3.55%
Other (54)	835	9.67%	291	12.44%	361	11.65%	1,487	10.57%
<b>Total</b>	<b>8,632</b>	<b>100.00%</b>	<b>2,339</b>	<b>100.00%</b>	<b>3,098</b>	<b>100.00%</b>	<b>14,069</b>	<b>100.00%</b>

<b>District 21</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	958	26.38%	293	22.66%	496	24.71%	1,747	25.21%
Chinese	579	15.95%	267	20.65%	499	24.86%	1,345	19.41%
Russian	735	20.24%	238	18.41%	271	13.50%	1,244	17.95%
Urdu	350	9.64%	138	10.67%	195	9.72%	683	9.85%
Uzbek	323	8.90%	112	8.66%	132	6.58%	567	8.18%
Other (49)	686	18.89%	245	18.95%	414	20.63%	1,345	19.41%
<b>Total</b>	<b>3,631</b>	<b>100.00%</b>	<b>1,293</b>	<b>100.00%</b>	<b>2,007</b>	<b>100.00%</b>	<b>6,931</b>	<b>100.00%</b>

<b>District 22</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Russian	577	19.35%	136	21.05%	170	22.85%	883	20.20%
Spanish	604	20.25%	86	13.31%	128	17.20%	818	18.71%
Urdu	331	11.10%	60	9.29%	89	11.96%	480	10.98%
Arabic	289	9.69%	86	13.31%	53	7.12%	428	9.79%
Haitian Creole	282	9.46%	99	15.33%	45	6.05%	426	9.74%
Other (47)	899	30.15%	179	27.71%	259	34.81%	1,337	30.58%
<b>Total</b>	<b>2,982</b>	<b>100.00%</b>	<b>646</b>	<b>100.00%</b>	<b>744</b>	<b>100.00%</b>	<b>4,372</b>	<b>100.00%</b>

District 23								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	199	67.23%	115	70.99%	37	57.81%	351	67.24%
Arabic	46	15.54%	20	12.35%	10	15.63%	76	14.56%
French	*	*	10	6.17%	*	*	23	4.41%
Haitian Creole	*	*	*	*	*	*	17	3.26%
Bengali	*	*	*	*	*	*	14	2.68%
Other (14)	28	9.46%	10	6.17%	*	*	41	7.85%
<b>Total</b>	<b>296</b>	<b>100.00%</b>	<b>162</b>	<b>100.00%</b>	<b>64</b>	<b>100.00%</b>	<b>522</b>	<b>100.00%</b>

District 24								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	7,547	76.18%	1,795	74.30%	1,703	74.76%	11,045	75.65%
Chinese	865	8.73%	133	5.50%	92	4.04%	1,090	7.47%
Bengali	395	3.99%	100	4.14%	120	5.27%	615	4.21%
Arabic	251	2.53%	115	4.76%	112	4.92%	478	3.27%
Nepali	154	1.55%	79	3.27%	22	0.97%	255	1.75%
Other (56)	695	7.02%	194	8.03%	229	10.05%	1,118	7.66%
<b>Total</b>	<b>9,907</b>	<b>100.00%</b>	<b>2,416</b>	<b>100.00%</b>	<b>2,278</b>	<b>100.00%</b>	<b>14,601</b>	<b>100.00%</b>

District 25								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Chinese	3,196	63.78%	649	56.24%	691	35.45%	4,536	55.90%
Spanish	987	19.70%	316	27.38%	964	49.46%	2,267	27.94%
Korean	220	4.39%	37	3.21%	17	0.87%	274	3.38%
Urdu	116	2.31%	32	2.77%	50	2.57%	198	2.44%
Pashto	86	1.72%	37	3.21%	16	0.82%	139	1.71%
Other (49)	406	8.10%	83	7.19%	211	10.83%	700	8.63%
<b>Total</b>	<b>5,011</b>	<b>100.00%</b>	<b>1,154</b>	<b>100.00%</b>	<b>1,949</b>	<b>100.00%</b>	<b>8,114</b>	<b>100.00%</b>

District 26								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Chinese	628	51.02%	193	48.49%	572	51.53%	1,393	50.86%
Spanish	135	10.97%	62	15.58%	249	22.43%	446	16.28%
Korean	133	10.80%	22	5.53%	44	3.96%	199	7.27%
Punjabi	75	6.09%	17	4.27%	44	3.96%	136	4.97%
Bengali	16	1.30%	38	9.55%	52	4.68%	106	3.87%
Other (39)	244	19.82%	66	16.58%	149	13.42%	459	16.76%
<b>Total</b>	<b>1,231</b>	<b>100.00%</b>	<b>398</b>	<b>100.00%</b>	<b>1,110</b>	<b>100.00%</b>	<b>2,739</b>	<b>100.00%</b>

District 27								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,935	64.01%	652	62.87%	944	64.04%	3,531	63.81%
Bengali	247	8.17%	128	12.34%	133	9.02%	508	9.18%
Punjabi	214	7.08%	71	6.85%	182	12.35%	467	8.44%
Arabic	261	8.63%	105	10.13%	85	5.77%	451	8.15%
Urdu	97	3.21%	15	1.45%	35	2.37%	147	2.66%
Other (41)	269	8.90%	66	6.36%	95	6.45%	430	7.77%
<b>Total</b>	<b>3,023</b>	<b>100.00%</b>	<b>1,037</b>	<b>100.00%</b>	<b>1,474</b>	<b>100.00%</b>	<b>5,534</b>	<b>100.00%</b>

District 28								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,192	43.81%	439	49.33%	633	52.75%	2,264	47.06%
Bengali	407	14.96%	128	14.38%	224	18.67%	759	15.78%
Russian	184	6.76%	56	6.29%	60	5.00%	300	6.24%
Arabic	159	5.84%	58	6.52%	52	4.33%	269	5.59%
Chinese	128	4.70%	34	3.82%	42	3.50%	204	4.24%
Other (59)	651	23.93%	175	19.66%	189	15.75%	1,015	21.10%
<b>Total</b>	<b>2,721</b>	<b>100.00%</b>	<b>890</b>	<b>100.00%</b>	<b>1,200</b>	<b>100.00%</b>	<b>4,811</b>	<b>100.00%</b>

District 29								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	754	44.15%	270	46.23%	75	24.35%	1,099	42.27%
Bengali	369	21.60%	89	15.24%	31	10.06%	489	18.81%
Haitian Creole	216	12.65%	106	18.15%	137	44.48%	459	17.65%
Arabic	120	7.03%	43	7.36%	24	7.79%	187	7.19%
Urdu	81	4.74%	24	4.11%	*	*	112	4.31%
Other (44)	168	9.84%	52	8.90%	34	11.04%	254	9.77%
<b>Total</b>	<b>1,708</b>	<b>100.00%</b>	<b>584</b>	<b>100.00%</b>	<b>308</b>	<b>100.00%</b>	<b>2,600</b>	<b>100.00%</b>

District 30								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	3,229	68.76%	1,011	71.30%	1,070	60.55%	5,310	67.38%
Bengali	531	11.31%	149	10.51%	197	11.15%	877	11.13%
Arabic	292	6.22%	85	5.99%	120	6.79%	497	6.31%
Chinese	109	2.32%	15	1.06%	167	9.45%	291	3.69%
Urdu	122	2.60%	34	2.40%	28	1.58%	184	2.33%
Other (51)	413	8.79%	124	8.74%	185	10.47%	722	9.16%
<b>Total</b>	<b>4,696</b>	<b>100.00%</b>	<b>1,418</b>	<b>100.00%</b>	<b>1,767</b>	<b>100.00%</b>	<b>7,881</b>	<b>100.00%</b>

District 31								
Language	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Spanish	1,482	56.87%	386	58.93%	387	57.00%	2,255	57.23%
Arabic	258	9.90%	97	14.81%	96	14.14%	451	11.45%
Chinese	322	12.36%	29	4.43%	48	7.07%	399	10.13%
Russian	148	5.68%	20	3.05%	19	2.80%	187	4.75%
Urdu	91	3.49%	26	3.97%	24	3.53%	141	3.58%
Other (61)	305	11.70%	97	14.81%	105	15.46%	507	12.87%
<b>Total</b>	<b>2,606</b>	<b>100.00%</b>	<b>655</b>	<b>100.00%</b>	<b>679</b>	<b>100.00%</b>	<b>3,940</b>	<b>100.00%</b>

<b>District 32</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	1,310	93.57%	546	94.79%	533	93.51%	2,389	93.83%
Arabic	59	4.21%	19	3.30%	28	4.91%	106	4.16%
Haitian Creole	*	*	*	*	*	*	13	0.51%
Bengali	*	*	*	*	*	*	*	*
Chinese	*	*	*	*	*	*	*	*
Other (14)	15	1.07%	*	*	*	*	23	0.90%
<b>Total</b>	<b>1,400</b>	<b>100.00%</b>	<b>576</b>	<b>100.00%</b>	<b>570</b>	<b>100.00%</b>	<b>2,546</b>	<b>100.00%</b>

<b>District 75</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	1,495	65.23%	730	69.06%	1,889	73.76%	4,114	69.61%
Chinese	241	10.51%	87	8.23%	165	6.44%	493	8.34%
Bengali	161	7.02%	56	5.30%	117	4.57%	334	5.65%
Arabic	76	3.32%	36	3.41%	50	1.95%	162	2.74%
Haitian Creole	36	1.57%	18	1.70%	55	2.15%	109	1.84%
Other (69)	283	12.35%	130	12.30%	285	11.13%	698	11.81%
<b>Total</b>	<b>2,292</b>	<b>100.00%</b>	<b>1,057</b>	<b>100.00%</b>	<b>2,561</b>	<b>100.00%</b>	<b>5,910</b>	<b>100.00%</b>

<b>District 79</b>								
<b>Language</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Spanish	*	*	80	95.24%	149	90.30%	229	91.97%
Haitian Creole	*	*	*	*	*	*	*	*
Bengali	*	*	*	*	*	*	*	*
French	*	*	*	*	*	*	*	*
Twi	*	*	*	*	*	*	*	*
Other (9)	*	*	*	*	*	*	*	*
<b>Total</b>	<b>*</b>	<b>*</b>	<b>84</b>	<b>100.00%</b>	<b>165</b>	<b>100.00%</b>	<b>249</b>	<b>100.00%</b>



**ELL Type by District and by Grade Level Group: Newcomer, Developing, and Long-term**

Citywide								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	64,326	72.07%	13,226	45.55%	20,187	47.68%	97,739	60.85%
Developing	23,999	26.89%	6,721	23.15%	11,352	26.81%	42,072	26.19%
Long-term	927	1.04%	9,088	31.30%	10,798	25.50%	20,813	12.96%
<b>Total</b>	<b>89,252</b>	<b>100.00%</b>	<b>29,035</b>	<b>100.00%</b>	<b>42,337</b>	<b>100.00%</b>	<b>160,624</b>	<b>100.00%</b>

District 1								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	336	72.57%	59	36.20%	442	73.91%	837	68.38%
Developing	118	25.49%	29	17.79%	91	15.22%	238	19.44%
Long-term	*	*	75	46.01%	65	10.87%	149	12.17%
<b>Total</b>	<b>463</b>	<b>100.00%</b>	<b>163</b>	<b>100.00%</b>	<b>598</b>	<b>100.00%</b>	<b>1,224</b>	<b>100.00%</b>

District 2								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	1,509	81.04%	214	50.83%	1,800	47.78%	3,523	58.23%
Developing	337	18.10%	76	18.05%	980	26.02%	1,393	23.02%
Long-term	16	0.86%	131	31.12%	987	26.20%	1,134	18.74%
<b>Total</b>	<b>1,862</b>	<b>100.00%</b>	<b>421</b>	<b>100.00%</b>	<b>3,767</b>	<b>100.00%</b>	<b>6,050</b>	<b>100.00%</b>

District 3								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	463	74.56%	137	48.41%	104	24.53%	704	53.01%
Developing	145	23.35%	53	18.73%	110	25.94%	308	23.19%
Long-term	13	2.09%	93	32.86%	210	49.53%	316	23.80%
<b>Total</b>	<b>621</b>	<b>100.00%</b>	<b>283</b>	<b>100.00%</b>	<b>424</b>	<b>100.00%</b>	<b>1,328</b>	<b>100.00%</b>

District 4								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	604	63.98%	91	31.82%	80	28.78%	775	51.39%
Developing	320	33.90%	54	18.88%	100	35.97%	474	31.43%
Long-term	20	2.12%	141	49.30%	98	35.25%	259	17.18%
<b>Total</b>	<b>944</b>	<b>100.00%</b>	<b>286</b>	<b>100.00%</b>	<b>278</b>	<b>100.00%</b>	<b>1,508</b>	<b>100.00%</b>

District 5								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	489	71.49%	108	38.03%	72	33.33%	669	56.50%
Developing	187	27.34%	67	23.59%	58	26.85%	312	26.35%
Long-term	*	*	109	38.38%	86	39.81%	203	17.15%
<b>Total</b>	<b>684</b>	<b>100.00%</b>	<b>284</b>	<b>100.00%</b>	<b>216</b>	<b>100.00%</b>	<b>1,184</b>	<b>100.00%</b>

District 6								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	2,467	64.94%	755	45.21%	851	46.63%	4,073	55.84%
Developing	1,285	33.82%	433	25.93%	556	30.47%	2,274	31.18%
Long-term	47	1.24%	482	28.86%	418	22.90%	947	12.98%
<b>Total</b>	<b>3,799</b>	<b>100.00%</b>	<b>1,670</b>	<b>100.00%</b>	<b>1,825</b>	<b>100.00%</b>	<b>7,294</b>	<b>100.00%</b>

District 7								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	1,116	65.76%	259	38.43%	439	34.87%	1,814	49.97%
Developing	560	33.00%	170	25.22%	344	27.32%	1,074	29.59%
Long-term	21	1.24%	245	36.35%	476	37.81%	742	20.44%
<b>Total</b>	<b>1,697</b>	<b>100.00%</b>	<b>674</b>	<b>100.00%</b>	<b>1,259</b>	<b>100.00%</b>	<b>3,630</b>	<b>100.00%</b>

District 8								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	1,502	71.02%	458	47.76%	486	37.47%	2,446	55.96%
Developing	580	27.42%	212	22.11%	391	30.15%	1,183	27.06%
Long-term	33	1.56%	289	30.14%	420	32.38%	742	16.98%
<b>Total</b>	<b>2,115</b>	<b>100.00%</b>	<b>959</b>	<b>100.00%</b>	<b>1,297</b>	<b>100.00%</b>	<b>4,371</b>	<b>100.00%</b>

District 9								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	3,342	68.26%	898	40.21%	1,052	47.45%	5,292	56.62%
Developing	1,468	29.98%	618	27.68%	597	26.93%	2,683	28.71%
Long-term	86	1.76%	717	32.11%	568	25.62%	1,371	14.67%
<b>Total</b>	<b>4,896</b>	<b>100.00%</b>	<b>2,233</b>	<b>100.00%</b>	<b>2,217</b>	<b>100.00%</b>	<b>9,346</b>	<b>100.00%</b>

District 10								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	4,816	68.53%	1,170	44.42%	1,536	46.62%	7,522	58.05%
Developing	2,131	30.32%	694	26.35%	1,000	30.35%	3,825	29.52%
Long-term	81	1.15%	770	29.23%	759	23.03%	1,610	12.43%
<b>Total</b>	<b>7,028</b>	<b>100.00%</b>	<b>2,634</b>	<b>100.00%</b>	<b>3,295</b>	<b>100.00%</b>	<b>12,957</b>	<b>100.00%</b>

District 11								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	1,895	72.74%	501	50.10%	579	44.30%	2,975	60.57%
Developing	681	26.14%	216	21.60%	388	29.69%	1,285	26.16%
Long-term	29	1.11%	283	28.30%	340	26.01%	652	13.27%
<b>Total</b>	<b>2,605</b>	<b>100.00%</b>	<b>1,000</b>	<b>100.00%</b>	<b>1,307</b>	<b>100.00%</b>	<b>4,912</b>	<b>100.00%</b>

<b>District 12</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	1,741	69.20%	424	43.80%	842	47.79%	3,007	57.32%
Developing	748	29.73%	237	24.48%	458	25.99%	1,443	27.51%
Long-term	27	1.07%	307	31.71%	462	26.22%	796	15.17%
<b>Total</b>	<b>2,516</b>	<b>100.00%</b>	<b>968</b>	<b>100.00%</b>	<b>1,762</b>	<b>100.00%</b>	<b>5,246</b>	<b>100.00%</b>

<b>District 13</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	318	74.47%	53	36.55%	198	43.33%	569	55.30%
Developing	106	24.82%	51	35.17%	177	38.73%	334	32.46%
Long-term	*	*	41	28.28%	82	17.94%	126	12.24%
<b>Total</b>	<b>427</b>	<b>100.00%</b>	<b>145</b>	<b>100.00%</b>	<b>457</b>	<b>100.00%</b>	<b>1,029</b>	<b>100.00%</b>

<b>District 14</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	759	66.46%	160	38.28%	334	42.99%	1,253	53.62%
Developing	360	31.52%	73	17.46%	228	29.34%	661	28.28%
Long-term	23	2.01%	185	44.26%	215	27.67%	423	18.10%
<b>Total</b>	<b>1,142</b>	<b>100.00%</b>	<b>418</b>	<b>100.00%</b>	<b>777</b>	<b>100.00%</b>	<b>2,337</b>	<b>100.00%</b>

<b>District 15</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	3,086	68.56%	156	27.27%	226	38.37%	3,468	61.25%
Developing	1,376	30.57%	125	21.85%	162	27.50%	1,663	29.37%
Long-term	39	0.87%	291	50.87%	201	34.13%	531	9.38%
<b>Total</b>	<b>4,501</b>	<b>100.00%</b>	<b>572</b>	<b>100.00%</b>	<b>589</b>	<b>100.00%</b>	<b>5,662</b>	<b>100.00%</b>

<b>District 16</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	155	75.61%	44	47.31%	36	39.56%	235	60.41%
Developing	49	23.90%	24	25.81%	19	20.88%	92	23.65%
Long-term	*	*	25	26.88%	36	39.56%	62	15.94%
<b>Total</b>	<b>205</b>	<b>100.00%</b>	<b>93</b>	<b>100.00%</b>	<b>91</b>	<b>100.00%</b>	<b>389</b>	<b>100.00%</b>

<b>District 17</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	935	71.81%	314	58.36%	474	51.92%	1,723	62.59%
Developing	349	26.80%	112	20.82%	307	33.63%	768	27.90%
Long-term	18	1.38%	112	20.82%	132	14.46%	262	9.52%
<b>Total</b>	<b>1,302</b>	<b>100.00%</b>	<b>538</b>	<b>100.00%</b>	<b>913</b>	<b>100.00%</b>	<b>2,753</b>	<b>100.00%</b>

<b>District 18</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	408	79.22%	119	56.67%	282	62.53%	809	68.79%
Developing	104	20.19%	58	27.62%	107	23.73%	269	22.87%
Long-term	*	*	33	15.71%	62	13.75%	98	8.33%
<b>Total</b>	<b>515</b>	<b>100.00%</b>	<b>210</b>	<b>100.00%</b>	<b>451</b>	<b>100.00%</b>	<b>1,176</b>	<b>100.00%</b>

<b>District 19</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	1,290	71.91%	400	51.61%	497	59.17%	2,187	64.15%
Developing	471	26.25%	191	24.65%	175	20.83%	837	24.55%
Long-term	33	1.84%	184	23.74%	168	20.00%	385	11.29%
<b>Total</b>	<b>1,794</b>	<b>100.00%</b>	<b>775</b>	<b>100.00%</b>	<b>840</b>	<b>100.00%</b>	<b>3,409</b>	<b>100.00%</b>

<b>District 20</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	6,533	75.68%	1,055	45.10%	1,623	52.39%	9,211	65.47%
Developing	2,057	23.83%	617	26.38%	798	25.76%	3,472	24.68%
Long-term	42	0.49%	667	28.52%	677	21.85%	1,386	9.85%
<b>Total</b>	<b>8,632</b>	<b>100.00%</b>	<b>2,339</b>	<b>100.00%</b>	<b>3,098</b>	<b>100.00%</b>	<b>14,069</b>	<b>100.00%</b>

<b>District 21</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	2,778	76.51%	698	53.98%	985	49.08%	4,461	64.36%
Developing	822	22.64%	299	23.12%	638	31.79%	1,759	25.38%
Long-term	31	0.85%	296	22.89%	384	19.13%	711	10.26%
<b>Total</b>	<b>3,631</b>	<b>100.00%</b>	<b>1,293</b>	<b>100.00%</b>	<b>2,007</b>	<b>100.00%</b>	<b>6,931</b>	<b>100.00%</b>

<b>District 22</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	2,343	78.57%	390	60.37%	396	53.23%	3,129	71.57%
Developing	612	20.52%	149	23.07%	206	27.69%	967	22.12%
Long-term	27	0.91%	107	16.56%	142	19.09%	276	6.31%
<b>Total</b>	<b>2,982</b>	<b>100.00%</b>	<b>646</b>	<b>100.00%</b>	<b>744</b>	<b>100.00%</b>	<b>4,372</b>	<b>100.00%</b>

<b>District 23</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	210	70.95%	68	41.98%	29	45.31%	307	58.81%
Developing	84	28.38%	50	30.86%	16	25.00%	150	28.74%
Long-term	*	*	44	27.16%	19	29.69%	65	12.45%
<b>Total</b>	<b>296</b>	<b>100.00%</b>	<b>162</b>	<b>100.00%</b>	<b>64</b>	<b>100.00%</b>	<b>522</b>	<b>100.00%</b>

District 24								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	6,948	70.13%	944	39.07%	1,184	51.98%	9,076	62.16%
Developing	2,879	29.06%	488	20.20%	660	28.97%	4,027	27.58%
Long-term	80	0.81%	984	40.73%	434	19.05%	1,498	10.26%
<b>Total</b>	<b>9,907</b>	<b>100.00%</b>	<b>2,416</b>	<b>100.00%</b>	<b>2,278</b>	<b>100.00%</b>	<b>14,601</b>	<b>100.00%</b>

District 25								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	4,086	81.54%	729	63.17%	1,032	52.95%	5,847	72.06%
Developing	893	17.82%	234	20.28%	542	27.81%	1,669	20.57%
Long-term	32	0.64%	191	16.55%	375	19.24%	598	7.37%
<b>Total</b>	<b>5,011</b>	<b>100.00%</b>	<b>1,154</b>	<b>100.00%</b>	<b>1,949</b>	<b>100.00%</b>	<b>8,114</b>	<b>100.00%</b>

District 26								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	1,047	85.05%	293	73.62%	593	53.42%	1,933	70.57%
Developing	182	14.78%	52	13.07%	282	25.41%	516	18.84%
Long-term	*	*	53	13.32%	235	21.17%	290	10.59%
<b>Total</b>	<b>1,231</b>	<b>100.00%</b>	<b>398</b>	<b>100.00%</b>	<b>1,110</b>	<b>100.00%</b>	<b>2,739</b>	<b>100.00%</b>

District 27								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	2,306	76.28%	606	58.44%	856	58.07%	3,768	68.09%
Developing	674	22.30%	212	20.44%	400	27.14%	1,286	23.24%
Long-term	43	1.42%	219	21.12%	218	14.79%	480	8.67%
<b>Total</b>	<b>3,023</b>	<b>100.00%</b>	<b>1,037</b>	<b>100.00%</b>	<b>1,474</b>	<b>100.00%</b>	<b>5,534</b>	<b>100.00%</b>

District 28								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	2,035	74.79%	456	51.24%	631	52.58%	3,122	64.89%
Developing	664	24.40%	208	23.37%	302	25.17%	1,174	24.40%
Long-term	22	0.81%	226	25.39%	267	22.25%	515	10.70%
<b>Total</b>	<b>2,721</b>	<b>100.00%</b>	<b>890</b>	<b>100.00%</b>	<b>1,200</b>	<b>100.00%</b>	<b>4,811</b>	<b>100.00%</b>

District 29								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	1,308	76.58%	383	65.58%	221	71.75%	1,912	73.54%
Developing	383	22.42%	94	16.10%	54	17.53%	531	20.42%
Long-term	17	1.00%	107	18.32%	33	10.71%	157	6.04%
<b>Total</b>	<b>1,708</b>	<b>100.00%</b>	<b>584</b>	<b>100.00%</b>	<b>308</b>	<b>100.00%</b>	<b>2,600</b>	<b>100.00%</b>

District 30								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	3,329	70.89%	607	42.81%	1,152	65.20%	5,088	64.56%
Developing	1,325	28.22%	282	19.89%	309	17.49%	1,916	24.31%
Long-term	42	0.89%	529	37.31%	306	17.32%	877	11.13%
<b>Total</b>	<b>4,696</b>	<b>100.00%</b>	<b>1,418</b>	<b>100.00%</b>	<b>1,767</b>	<b>100.00%</b>	<b>7,881</b>	<b>100.00%</b>

District 31								
ELL Type	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Newcomer	1,818	69.76%	274	41.83%	325	47.86%	2,417	61.35%
Developing	753	28.89%	103	15.73%	129	19.00%	985	25.00%
Long-term	35	1.34%	278	42.44%	225	33.14%	538	13.65%
<b>Total</b>	<b>2,606</b>	<b>100.00%</b>	<b>655</b>	<b>100.00%</b>	<b>679</b>	<b>100.00%</b>	<b>3,940</b>	<b>100.00%</b>



<b>District 32</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	976	69.71%	193	33.51%	252	44.21%	1,421	55.81%
Developing	402	28.71%	118	20.49%	149	26.14%	669	26.28%
Long-term	22	1.57%	265	46.01%	169	29.65%	456	17.91%
<b>Total</b>	<b>1,400</b>	<b>100.00%</b>	<b>576</b>	<b>100.00%</b>	<b>570</b>	<b>100.00%</b>	<b>2,546</b>	<b>100.00%</b>

<b>District 75</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	1,378	60.12%	154	14.57%	466	18.20%	1,998	33.81%
Developing	894	39.01%	314	29.71%	598	23.35%	1,806	30.56%
Long-term	20	0.87%	589	55.72%	1,497	58.45%	2,106	35.63%
<b>Total</b>	<b>2,292</b>	<b>100.00%</b>	<b>1,057</b>	<b>100.00%</b>	<b>2,561</b>	<b>100.00%</b>	<b>5,910</b>	<b>100.00%</b>

<b>District 79</b>								
<b>ELL Type</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>		<b>Total</b>	
	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>	<b># of ELLs</b>	<b>% of ELLs</b>
Newcomer	*	*	56	66.67%	112	67.88%	168	67.47%
Developing	*	*	*	*	21	12.73%	29	11.65%
Long-term	*	*	20	23.81%	32	19.39%	52	20.88%
<b>Total</b>	<b>*</b>	<b>*</b>	<b>84</b>	<b>100.00%</b>	<b>165</b>	<b>100.00%</b>	<b>249</b>	<b>100.00%</b>

**SIFE ELLs by District and by Grade Level Group**

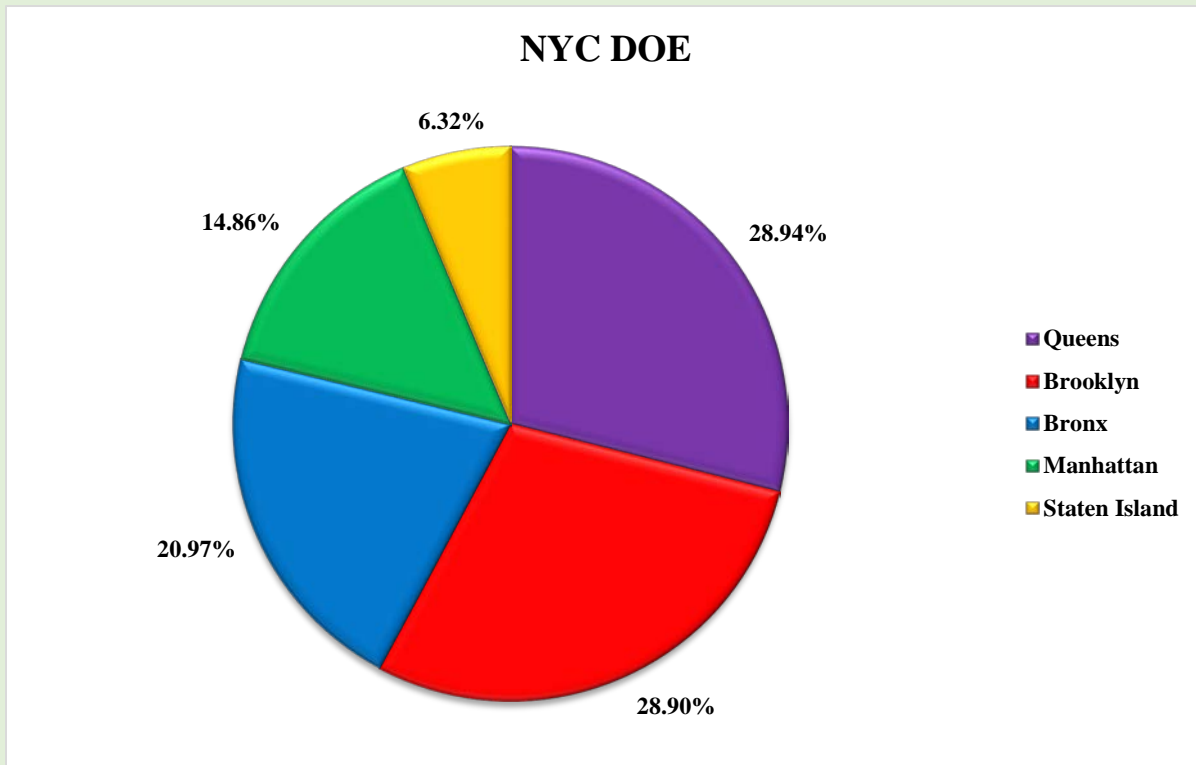
Citywide								
District	Elementary		Middle		High		Total	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
1	*	*	*	*	231	5.81%	241	3.65%
2	*	*	*	*	303	7.62%	314	4.76%
3	*	*	*	*	30	0.75%	44	0.67%
4	*	*	13	0.84%	12	0.30%	34	0.51%
5	*	*	25	1.61%	29	0.73%	63	0.95%
6	47	4.40%	129	8.29%	209	5.26%	385	5.83%
7	24	2.25%	56	3.60%	149	3.75%	229	3.47%
8	47	4.40%	63	4.05%	91	2.29%	201	3.04%
9	149	13.94%	150	9.64%	250	6.29%	549	8.32%
10	125	11.69%	189	12.15%	379	9.53%	693	10.50%
11	77	7.20%	96	6.17%	99	2.49%	272	4.12%
12	43	4.02%	74	4.76%	328	8.25%	445	6.74%
13	*	*	*	*	57	1.43%	62	0.94%
14	27	2.53%	44	2.83%	56	1.41%	127	1.92%
15	22	2.06%	25	1.61%	48	1.21%	95	1.44%
16	*	*	11	0.71%	*	*	22	0.33%
17	53	4.96%	42	2.70%	132	3.32%	227	3.44%
18	26	2.43%	10	0.64%	104	2.62%	140	2.12%
19	59	5.52%	97	6.23%	104	2.62%	260	3.94%
20	37	3.46%	71	4.56%	173	4.35%	281	4.26%
21	*	*	40	2.57%	184	4.63%	230	3.48%
22	29	2.71%	58	3.73%	28	0.70%	115	1.74%
23	*	*	20	1.29%	*	*	33	0.50%
24	31	2.90%	59	3.79%	200	5.03%	290	4.39%
25	15	1.40%	26	1.67%	117	2.94%	158	2.39%
26	*	*	*	*	11	0.28%	21	0.32%
27	79	7.39%	59	3.79%	137	3.44%	275	4.17%
28	21	1.96%	31	1.99%	93	2.34%	145	2.20%
29	34	3.18%	29	1.86%	21	0.53%	84	1.27%
30	*	*	32	2.06%	31	0.78%	64	0.97%
31	15	1.40%	12	0.77%	38	0.96%	65	0.98%
32	29	2.71%	37	2.38%	58	1.46%	124	1.88%
75	20	1.87%	32	2.06%	251	6.31%	303	4.59%
79	*	*	*	*	*	*	11	0.17%
<b>Total</b>	<b>1,069</b>	<b>100.00%</b>	<b>1,556</b>	<b>100.00%</b>	<b>3,977</b>	<b>100.00%</b>	<b>6,602</b>	<b>100.00%</b>

## Appendix II: Comparison Data

All figures in Appendix III are based on NYC DOE's Audited Register data (October 2016). The difference in ELL numbers between the NYC DOE's annual ELL survey and the Audited Register is because the latter is a snapshot in time, while the former looks at all ELLs who came in and out of the NYC DOE school system during the entire school year.

### NYC DOE Student Population<sup>16</sup>

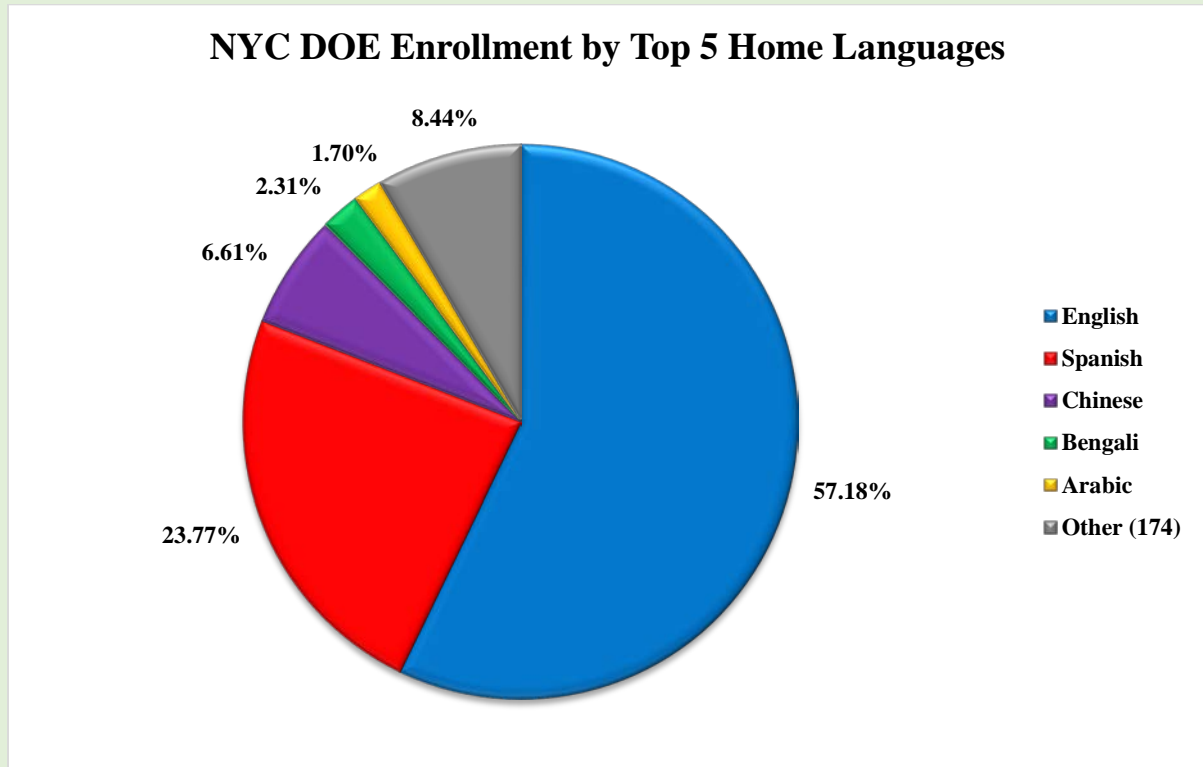
There were 959,076 students enrolled in NYC DOE schools during the 2016-17 school year. Queens' student population was the highest of the five boroughs, accounting for 28.94% (277,549) of all students in the system. Brooklyn was a close second, with 28.90% (277,198) of all students, followed by the Bronx at 20.97% (201,107). Manhattan and Staten Island represent a smaller but still significant population of the NYC DOE with 14.86% (142,561) and 6.32% (60,661), respectively.



<sup>16</sup> The figures in the following sections are based on the 2016-17 audited register as of October 31, 2016; include only grades K – 12, exclude charter schools, and exclude HSE students.

Citywide		
Borough	# of Students	% of Students
Queens	277,549	28.94%
Brooklyn	277,198	28.90%
Bronx	201,107	20.97%
Manhattan	142,561	14.86%
Staten Island	60,661	6.32%
<b>Total</b>	<b>959,076</b>	<b>100.00%</b>

Over 42%<sup>17</sup> of the 959,076 students enrolled in NYC public schools communicated in a language other than English at home, which means that there are 410,707 students living in households where English is not the primary language conversed. However, not all of these students are identified as ELLs.

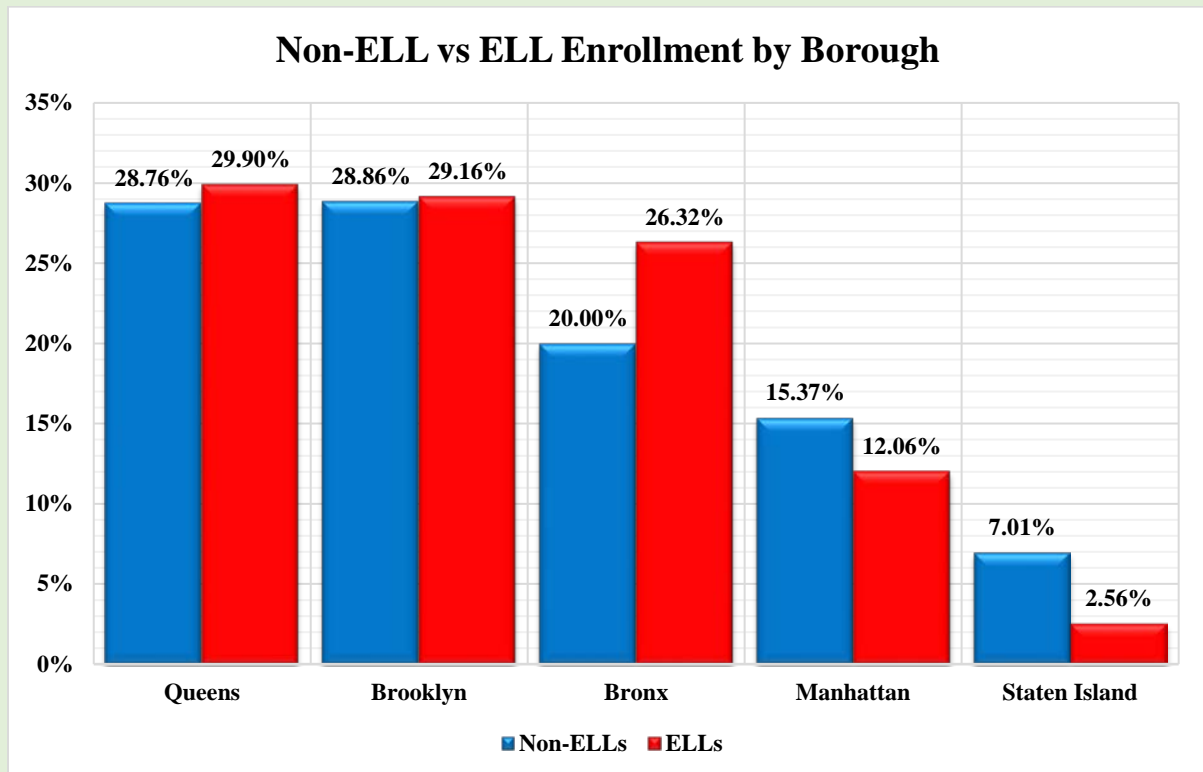


<sup>17</sup> Henceforth, other includes students whose home language is unknown and student does not speak

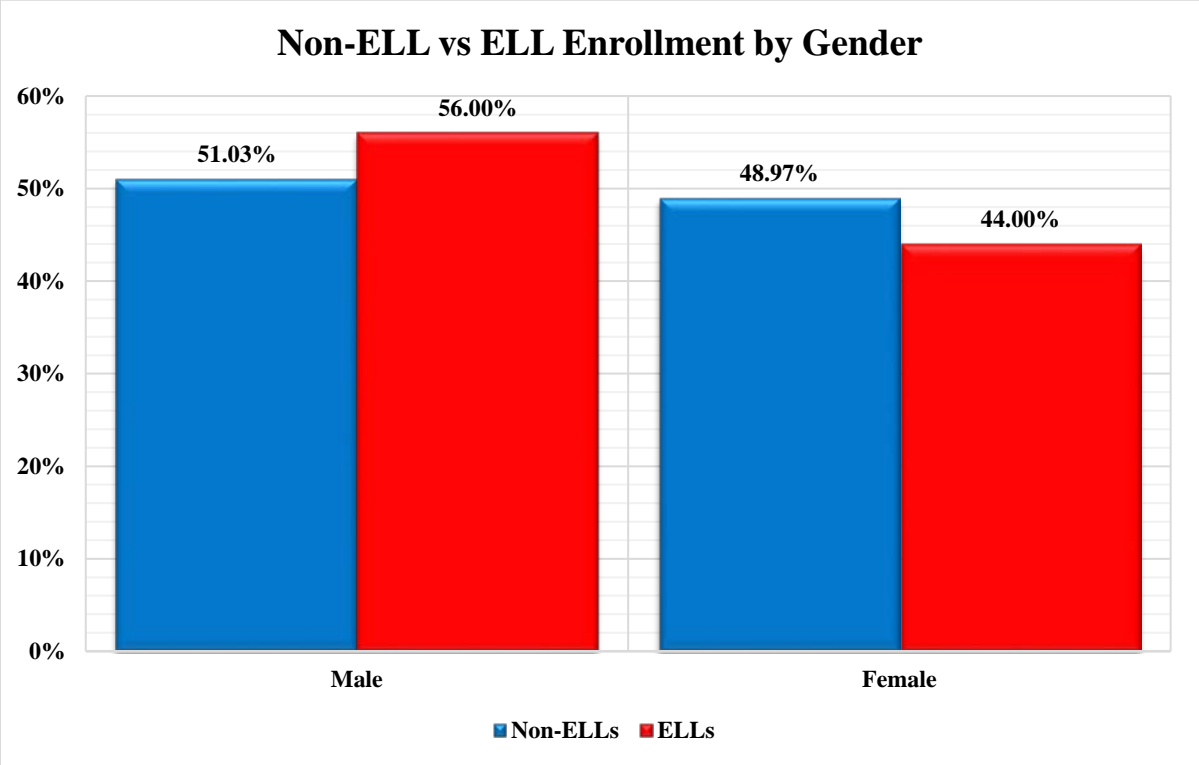
Citywide			
Rank	Home Language	# of Students	% of Students
1	English	548,369	57.18%
2	Spanish	227,926	23.77%
3	Chinese	63,389	6.61%
4	Bengali	22,158	2.31%
5	Arabic	16,311	1.70%
Other (174)		80,923	8.44%
<b>Total</b>		<b>959,076</b>	<b>100.00%</b>

### Non-ELLs and ELLs within the NYC DOE Student Population

Two distinct populations were analyzed within the context of the NYC DOE student population. Non-ELLs are students who were identified as not requiring ELL services, and ELLs are students who were identified as requiring ELL services. Within each of those populations, the proportions were comparatively similar in all but two boroughs. The Bronx displayed over a 6% larger proportion of ELL students (26.32%) over non-ELL students (20.00%). Conversely, Staten Island showed over a 4% larger proportion of non-ELL students (7.01%) than ELL students (2.56%) did. Manhattan presented over a 3% larger proportion of non-ELL students (15.37%) over ELL students (12.06%). Brooklyn and Queens were nearly equally proportionally represented with differences in non-ELL students and ELL students being about 1%.

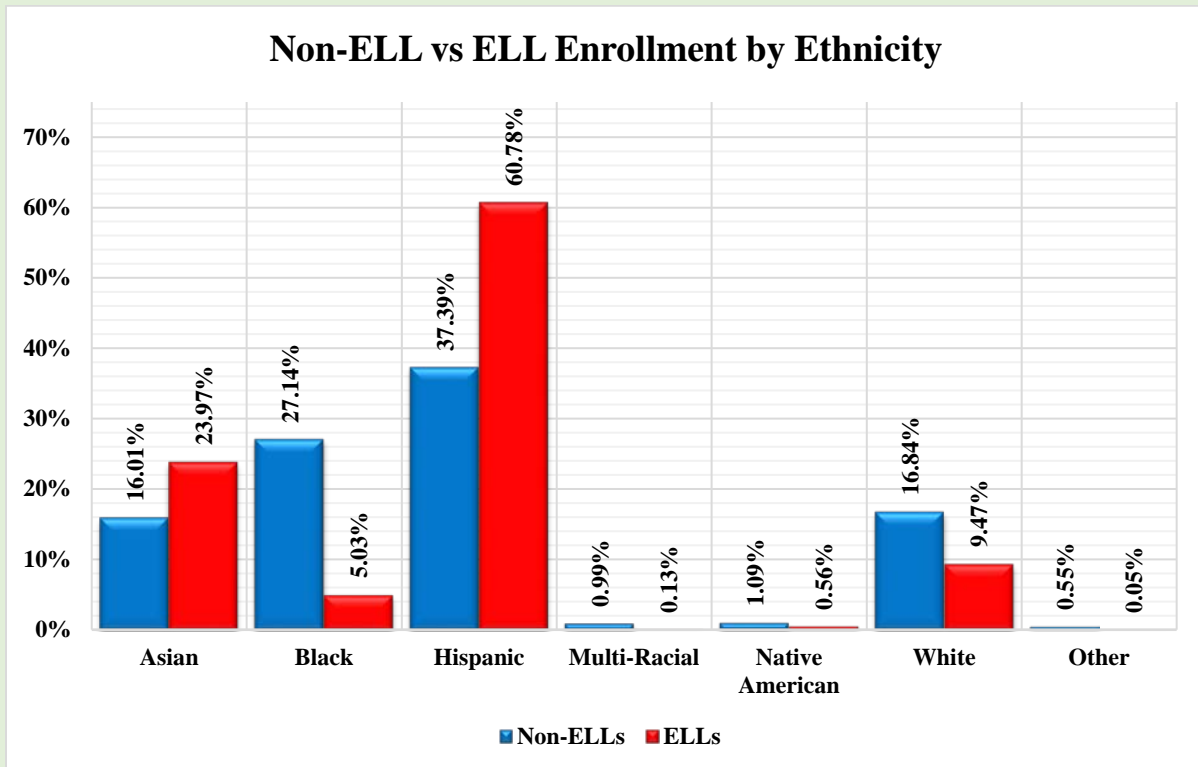


As of the end of October 2016, 147,083 students were identified as ELLs, with males (56.00%) outnumbering females (44.00%). The 12% difference between genders in ELL students is significantly higher than that of the difference between genders among non-ELL students, which showed males (51.03%) about 2% higher than females (48.97%). ELLs accounted for 15.34% of the entire NYC DOE student population.

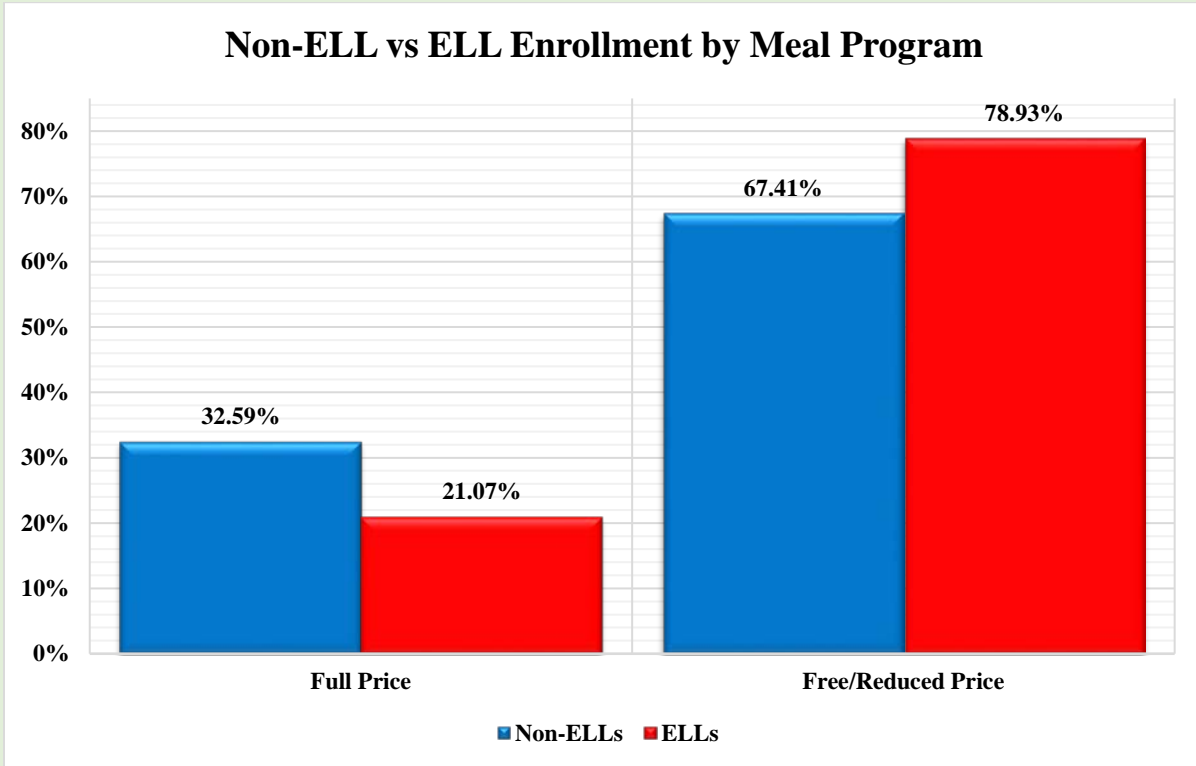


Since the non-ELL population was significantly larger than the ELL population and accounted for the majority of students in the NYC DOE, it is not surprising that the ethnic pattern was somewhat similar to that of the NYC DOE population.

When comparing the ethnicity between the non-ELL population and the ELL population, the data shows that Black (27.14% non-ELLs; 5.03% ELLs) and White (16.84% non-ELLs; 9.47% ELLs) students are represented more in the non-ELL population rather than the ELL population. On the other hand, Hispanic (37.39% non-ELLs; 60.78% ELLs) and Asian (16.01% non-ELLs; 23.97% ELLs) students are represented more in the ELL population rather than the non-ELL population.

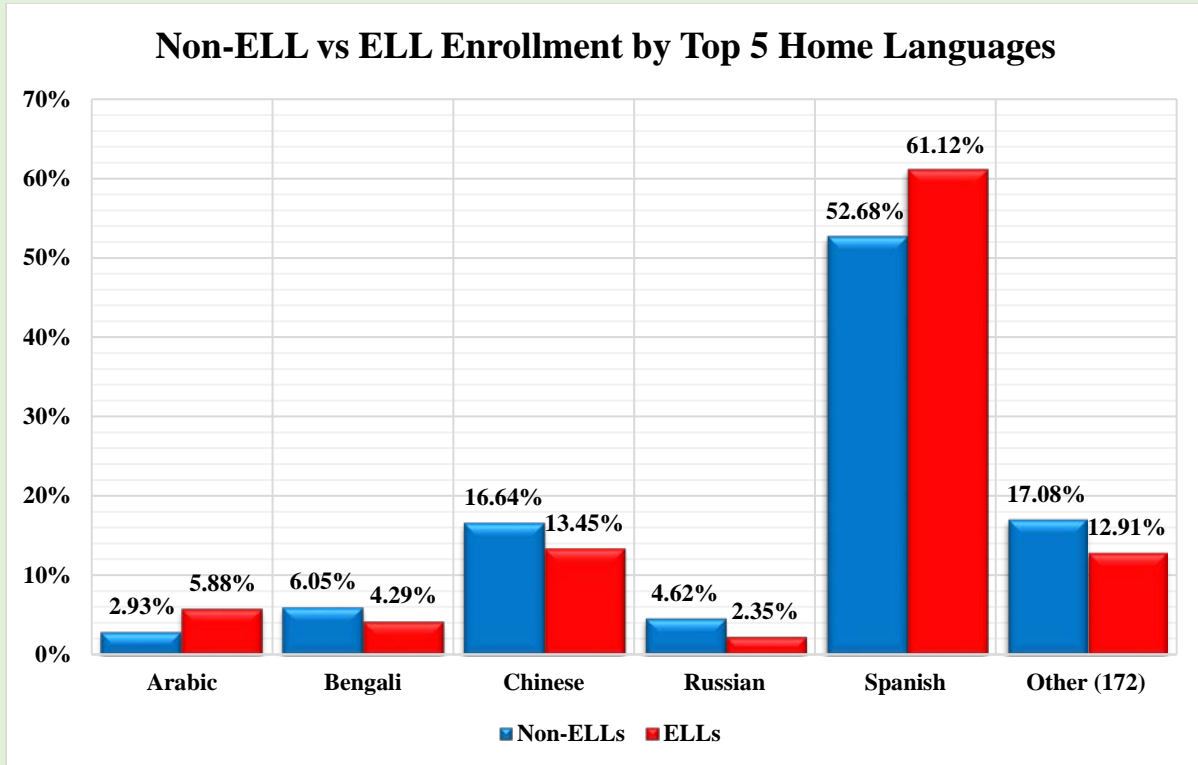


Nearly 79% of NYC ELLs received free or reduced-priced lunch, which was over 11% higher than the over 67% of non-ELLs who received free or reduced priced lunch during the school year.





In order to compare non-ELLs' home languages to that of ELLs, the students whose home language was English were removed from the non-ELL population. This highlighted a commonality between the two populations. Both population's top 5 home languages were the same (Arabic, Bengali, Chinese, Russian, and Spanish). Even how these home languages ranked among the populations were similar. Students whose home language was Spanish or Chinese ranked 1 and 2 for both non-ELLs and ELLs, respectively. A noticeable difference was for students whose home language was Arabic. In the ELL population, Arabic-speaking students ranked third at 5.88% of the ELL population, but for the non-ELL population they ranked fifth at 2.93% of the non-ELL population.



## Definitions and Terms

Automate the Schools (ATS): school-based administrative system that standardizes and automates the collection and reporting of data for all students in the NYC Public Schools.

Bilingual Education Student Information Survey (BESIS): survey to gather relevant ELL information.

Developing ELL: Students who have received ELL services for 4 to 6 years.

English language arts (ELA): In ELA, students learn to become effective readers and writers. Teachers use a balance of complex fiction and non-fiction texts in the classroom and teach reading, writing, and discussion with an emphasis on text-based evidence.

English language learner (ELL): student whose home language is not English and has scored below a cut score on the New York State Identification Test for ELLs. These students continue to be ELLs until they reach proficiency on the NYSESLAT or a combination of NYSESLAT scores and ELA/ELA Regents scores.

English as a new language (ENL): formerly known as English as a second language (ESL); research based-program comprised of a stand-alone model and integrated ENL.

English as a second language (ESL): see English as a new language (ENL).

Home language arts (HLA): formerly known as native language arts (NLA); a unit of study or its equivalent in language arts in the student's home language. Such units of study are aligned to the Common Core Learning Standards.

Home Language Identification Survey (HLIS): survey and interview with the student and parent to determine the student's home language.

Long-term ELL (LTE): Students who have received ELL services for 7 or more years.

New York State English as a Second Language Achievement Test (NYSESLAT): exam administered to all ELLs in grades K to 12 (including those who are eligible for New York State Alternate Assessment) to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year.

New York State Identification Test for English Language Learners (NYSITELL): exam that determines ELL status. It is administered throughout the school year as necessary to all students entering grades K to 12 who are first time entrants and reentrants.

Newcomer ELL: ELLs who have received ELL services for 0 to 3 years. (ELLs in a United States School System for less than one year are exempted from the ELA.)



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