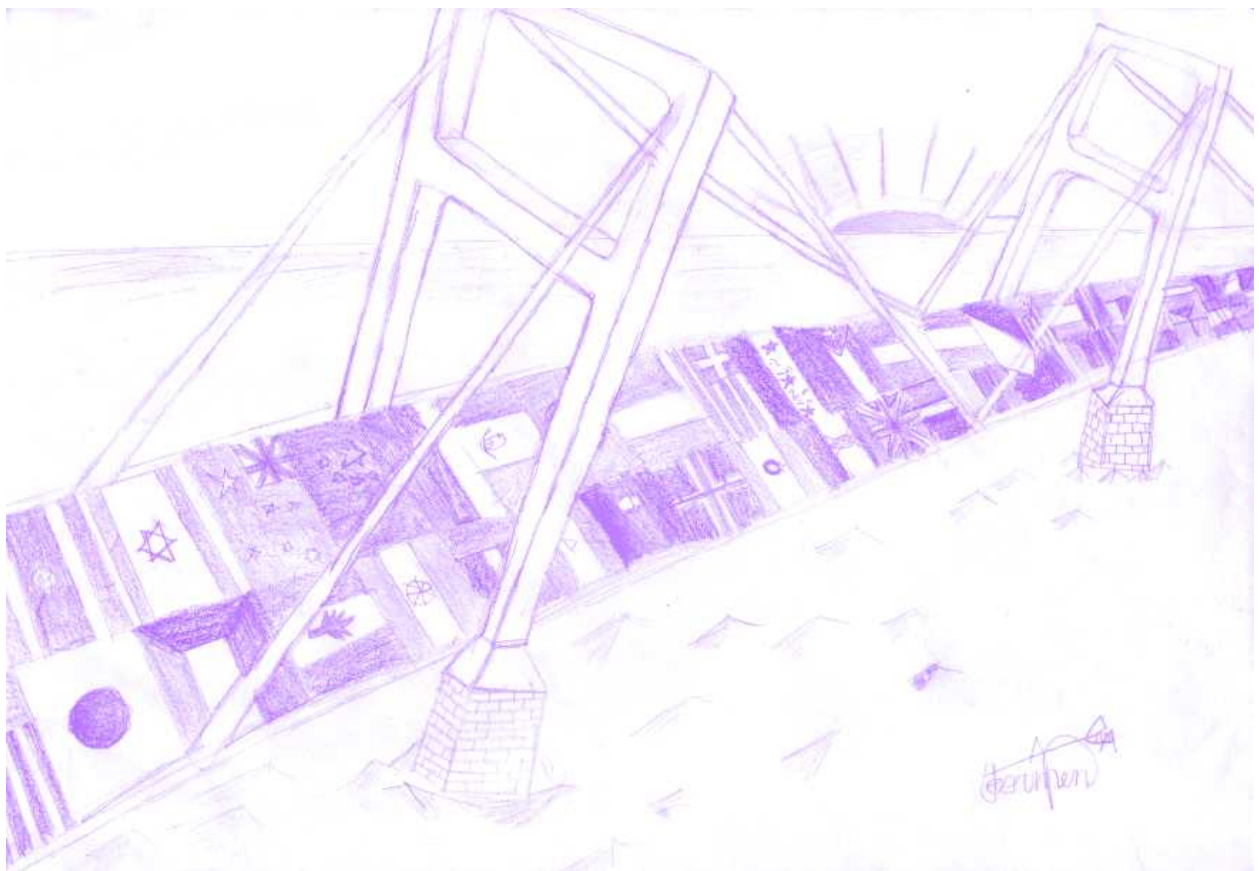


# ELLs in New York City: Student Demographic Data Report

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SUMMER, 2006



## Acknowledgements

The preparers of this report would like to thank Central, Regional and school-based ELL staff for their continued commitment to New York City's English Language Learners.

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## Introduction

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### *Data Sources*

*Data collection and analysis within the New York City Department of Education requires the contribution and hard work of many people, including enrollment center and school staff, the Division of Information and Instructional Technology (DIIT) and the Division of Accountability and Assessment (DAA). The process of collecting and analyzing data from more than 1,400 schools and 1.1 million students, including the 141,173 ELLs in the system, is time-consuming and sometimes inexact. Because student data in New York City is dynamic, what we present is, at best, either a snapshot of a particular point in time of a particular population, or a comparison of data year to year. All graphic presentations are sourced and dated, with accompanying data sets included in the Appendix. The narrative describes populations and conditions as accurately as possible, based on the available data. The report is organized so that it is useful for administrators, teachers, parents and other community members interested in the education of ELLs. Another report containing performance data is scheduled for release in the winter of the 2006-07 school year.*

### *English Language Learners and Data Collection*

English Language Learners (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 their children in the New York City Department of Education (NYCDOE) schools, they are given a Home Language Identification Survey (HLIS) to establish their child's home language. If answers on the HLIS 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 children that score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Parents are then notified of their child's eligibility, and are asked to select the ELL program in which they would like their child enrolled. Based on parent choice and program availability, ELLs are placed in a Transitional Bilingual Education, Dual Language, or English as a Second Language program.

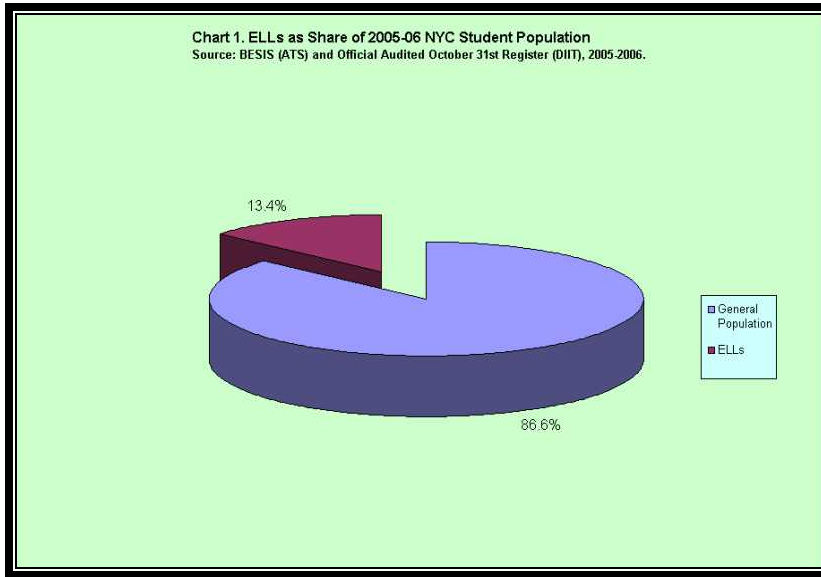
Enrollment centers and schools collect data at each point during the ELL identification and placement process, meaning that the actual population of students who are eligible and entitled to ELL services—what we refer to in this report as *current ELLs*—is much smaller than the initial number of students identified as possible ELLs. Also, students who speak a language other than English at home, currently reported from the HLIS to be 42% of the student population, are not necessarily legally entitled to ELL services. (Some students with a non-English home language are proficient in English when they come into the school system, while others are ELLs that have

reached proficiency and transitioned into monolingual classes, referred to as *former ELLs*.)

Schools report student-level data for students identified as current ELLs, which is then compiled by DIIT on the last day of October using the Automate the Schools' (ATS) Bilingual Education Student Information Survey (BESIS). Once this data is reviewed by the Office of ELLs, it goes through an ongoing review process throughout the year to not only make it more reliable, but also to help schools and regions improve planning for ELLs and make funding more responsive to the needs of changing populations. For instance, fiscal allocations occur at several points throughout the year (rather than once in the Fall) after Regions review data for incomplete information or shifts in populations. These data-driven allocations allow for funding adjustments based on more reliable school population information. Similarly, and based on enrollment data for the upcoming year, ESL and bilingual teachers are recruited for a reserve unit to be deployed once Fall ELL populations become more stable. Last year, more than thirty of these teachers were placed after the school year started to be more responsive to dynamic populations. The data reported here are mainly BESIS data from the annual October condition. BESIS data for the past several years has been reviewed, cleaned, revised and confirmed by regional leaders during the winter months.

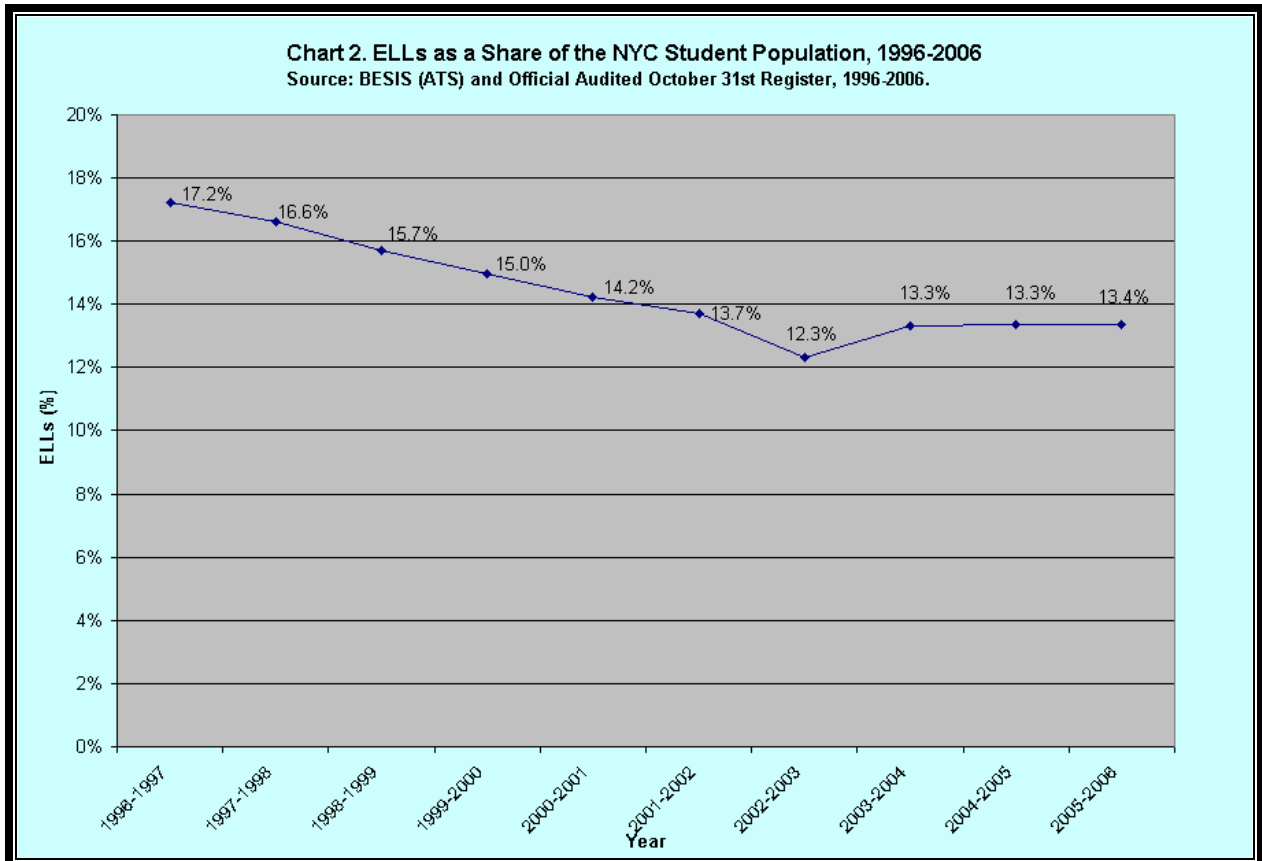
Also, the number of current ELLs is a distinct student population (13.4%) and should not be used as a proxy for immigrant students, or all ELLs (current and former).

# Distribution and Home Languages of NYC ELLs

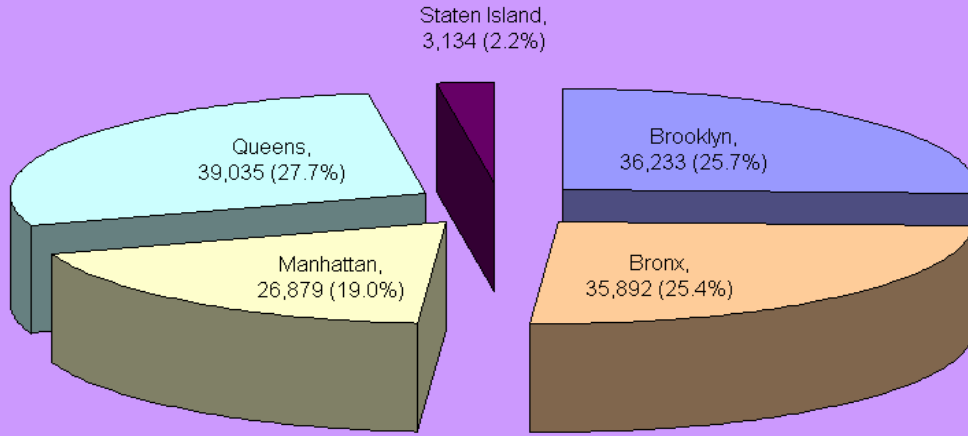


English Language Learners (ELLs) are students who come from homes where a language other than English is spoken, and who score below a state-designated level of proficiency on a test of English language skills. Approximately 13.4% (141,173) of students in 2005-06 are designated ELLs (Chart 1).

Over the last ten years, ELLs as a share of the student population in New York City has decreased, although it has remained relatively stable over the last three years (Chart 2). See Appendix 1.

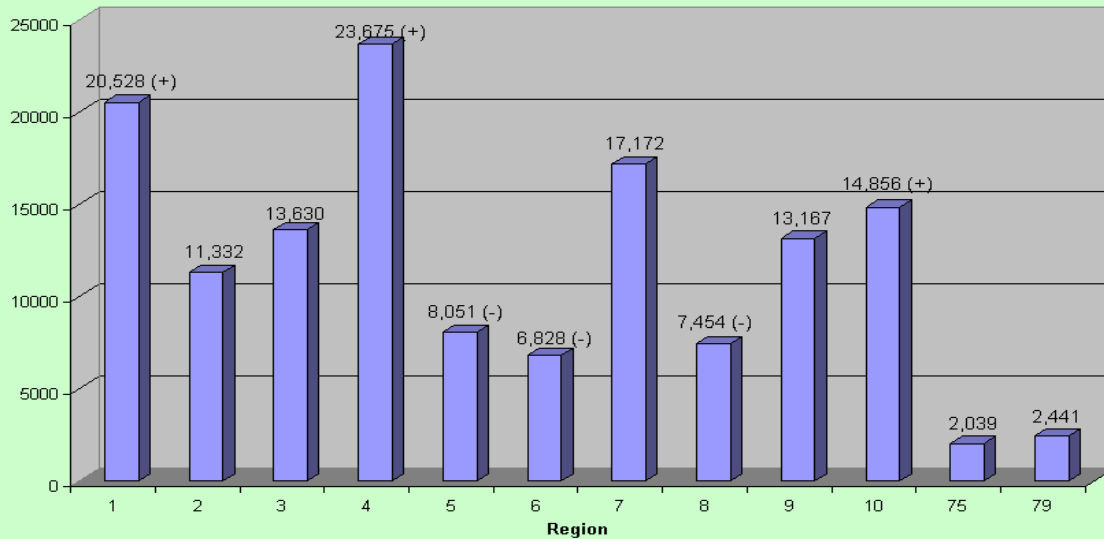


**Chart 3. Number and Distribution of ELLs by Borough, 2005-06**  
 Source: BESIS (ATS), 2005-2006.

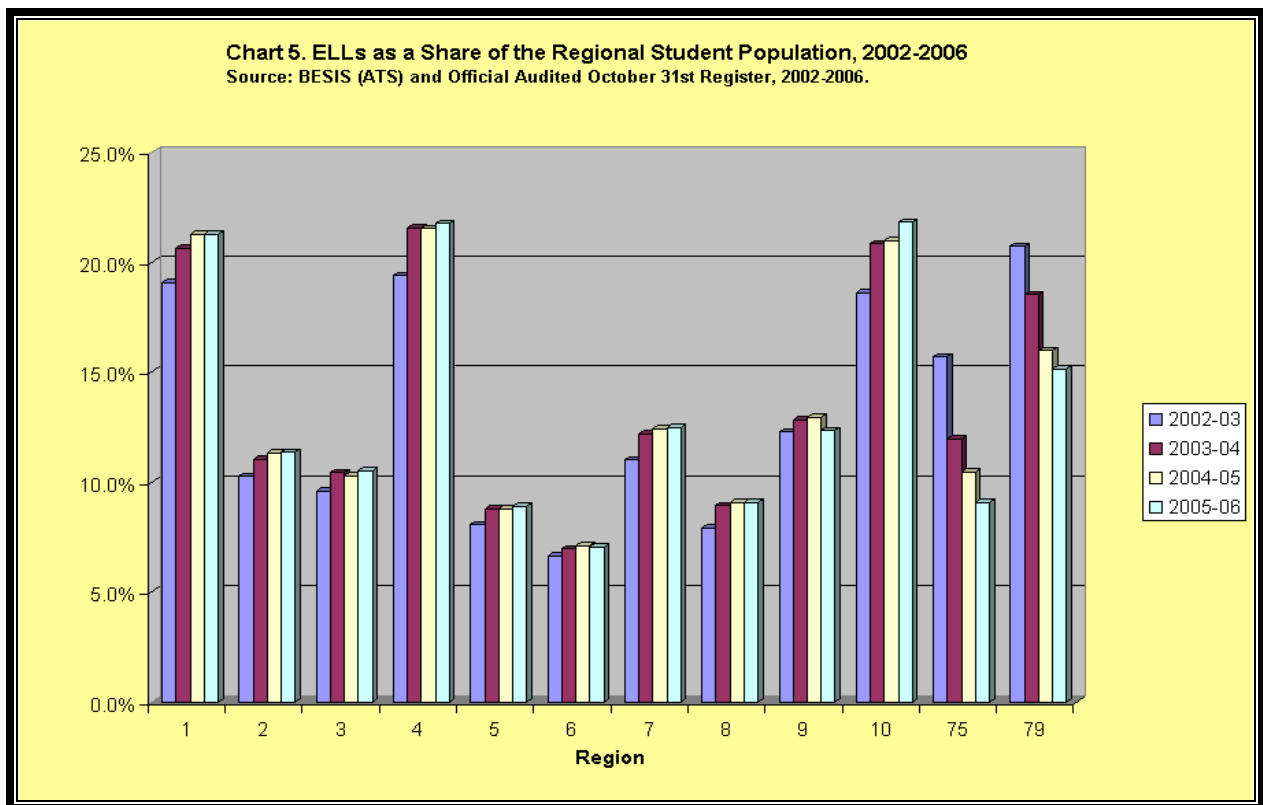


The number of NYC's ELLs are distributed somewhat evenly among the four largest boroughs (Chart 3). Appendix 2 also shows that Manhattan has the highest concentration of ELLs within the student population, at 16.2%.

**Chart 4. Number of ELLs by Region, 2005-06**  
 Source: BESIS (ATS), 2005-2006.  
 Notes: (+) shows concentration of ELLs greater than 20%; (-) shows concentration of ELLs 9% or less

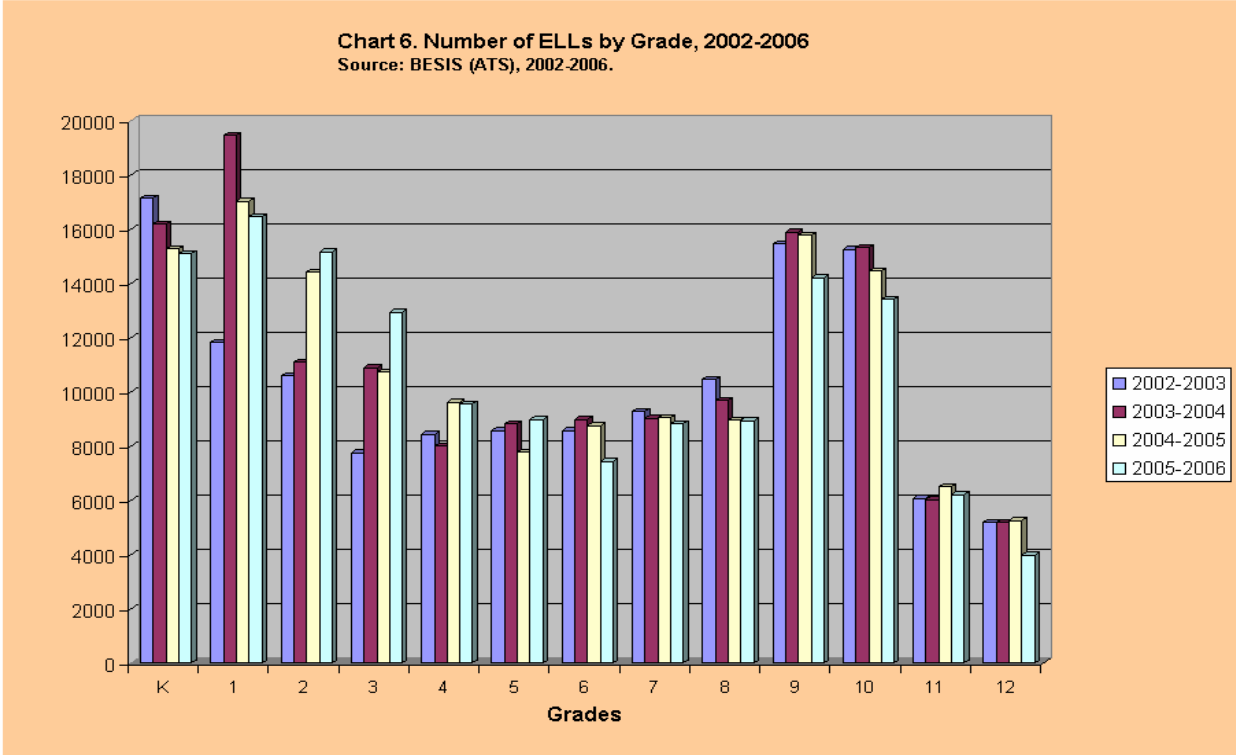


Region 4, which covers much of Queens, has a larger share of current ELLs than any region in the city, with more than 23,600, and ELLs make up more than 20% of their student population (Chart 4). Similarly, Region 1 in the western Bronx has high numbers (20,528) and a high concentration of current ELLs. Region 7, which covers southern Brooklyn and Staten Island, serves the third largest number of current ELLs among regions in the city, at 17,172; however, current ELLs make up a smaller share of their overall student population. Although Districts 75 and 79 have small numbers of ELLs, Regions 5, 6, and 8 have smaller concentrations of current ELLs.



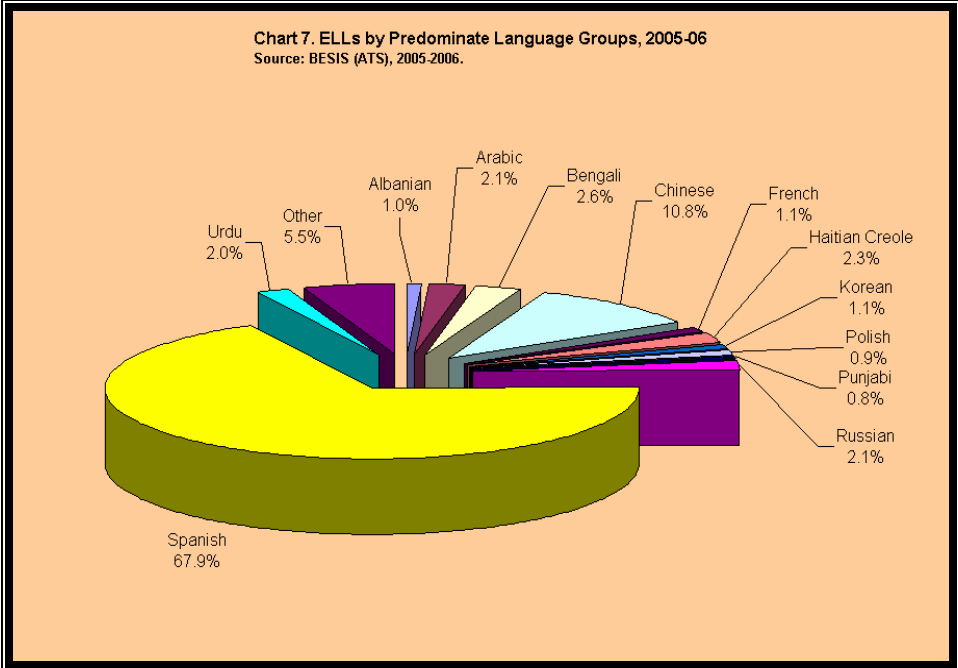
Also, most Regions have experienced only slight changes in the share of ELLs in their overall student population over the last four years (Chart 5), except in Districts 75 and 79, where ELLs make up far less of the student population than they did four years ago. This decrease may be partly due to the implementation of a core academic curriculum, more closely scrutinized identification and increased availability of intervention services and programs.

ELL grade distributions show that current ELLs are most likely found in the early grades and in early high school, upon entry into the school system. Among elementary school grades (K-8), most current ELLs are distributed among the lower grades, with those K-2 ELLs making up almost half.



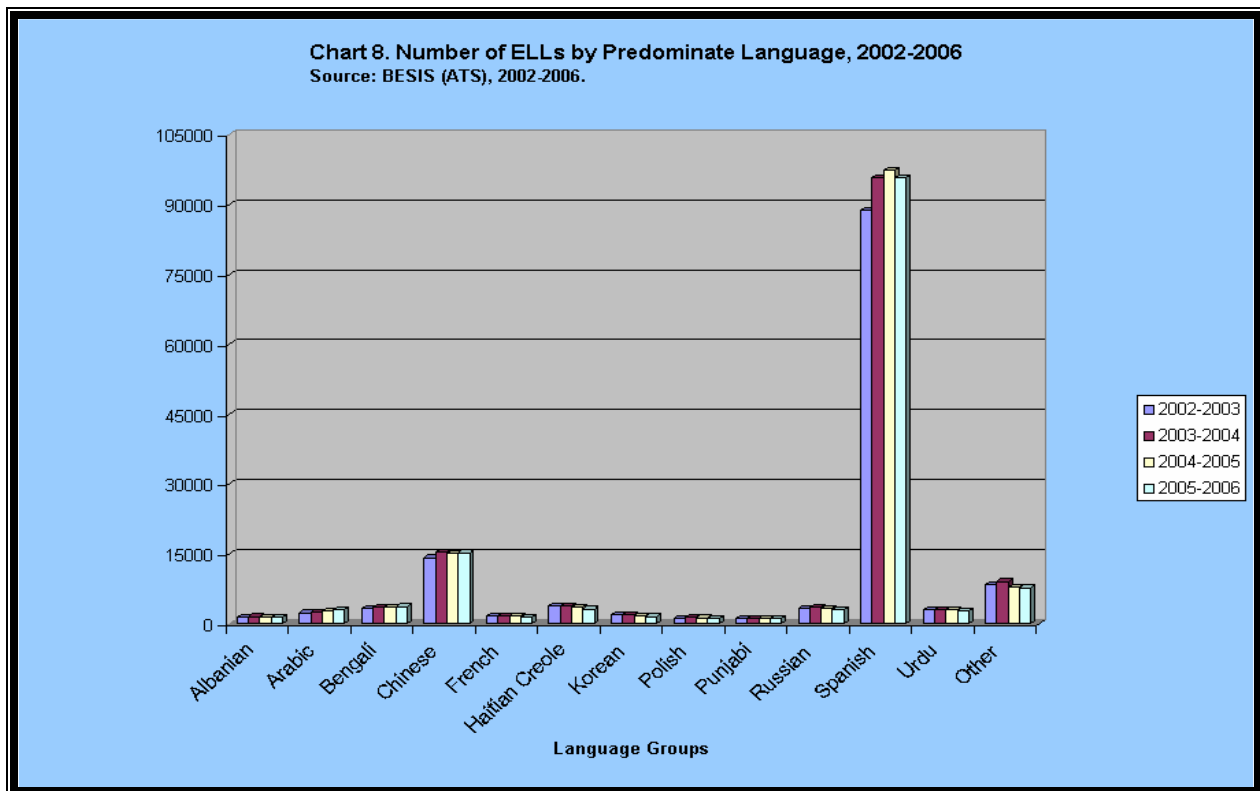
(Appendix 4). In high schools, there is a much larger share of current ELLs in 9th and 10th grade, together making up about 73% of all current ELLs in grades 9-12. Over the last four years, data shows more ELLs recorded in the second and third grades as high numbers of K-1 ELLs have fallen (Chart 6).

Spanish is the home language for a majority (67.9%) of all current ELLs. Slightly more than 10% of current ELLs speak Chinese at home. Arabic, Bengali, Haitian Creole, Russian, and Urdu are each spoken by between 2.0-2.6% of ELLs.





More than 5% of ELLs speak a language other than one of the predominate twelve languages. Within this category, there are more than 143 languages represented. Predominate language groups have remained relatively stable over the last four years (Chart 8 and Appendix 5). A regional breakdown of languages among ELLs shows where home languages other than English are concentrated (Chart 9).

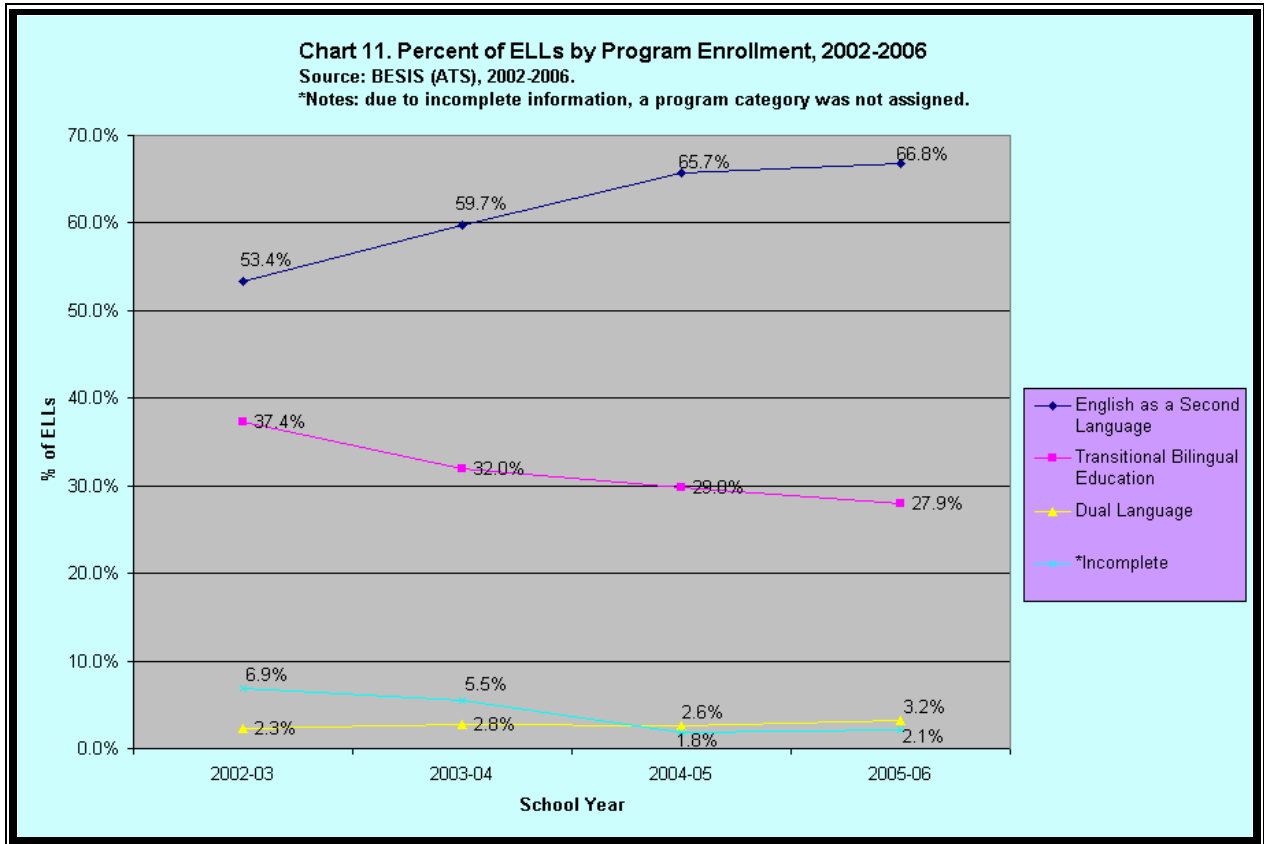
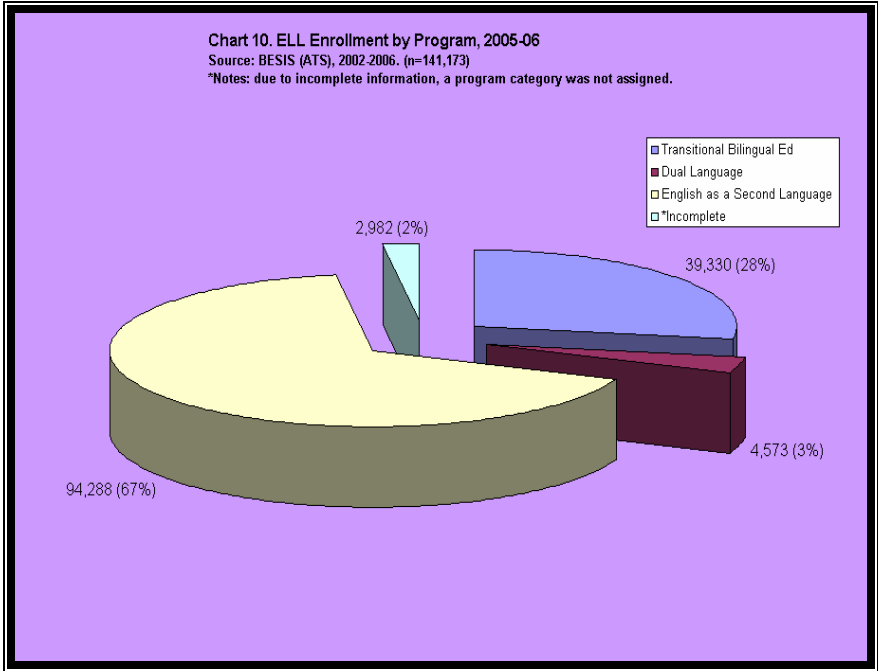


**Chart 9. Predominate Five Languages Among ELLs in Each Region**  
 Source: BESIS (ATS), 2005-06

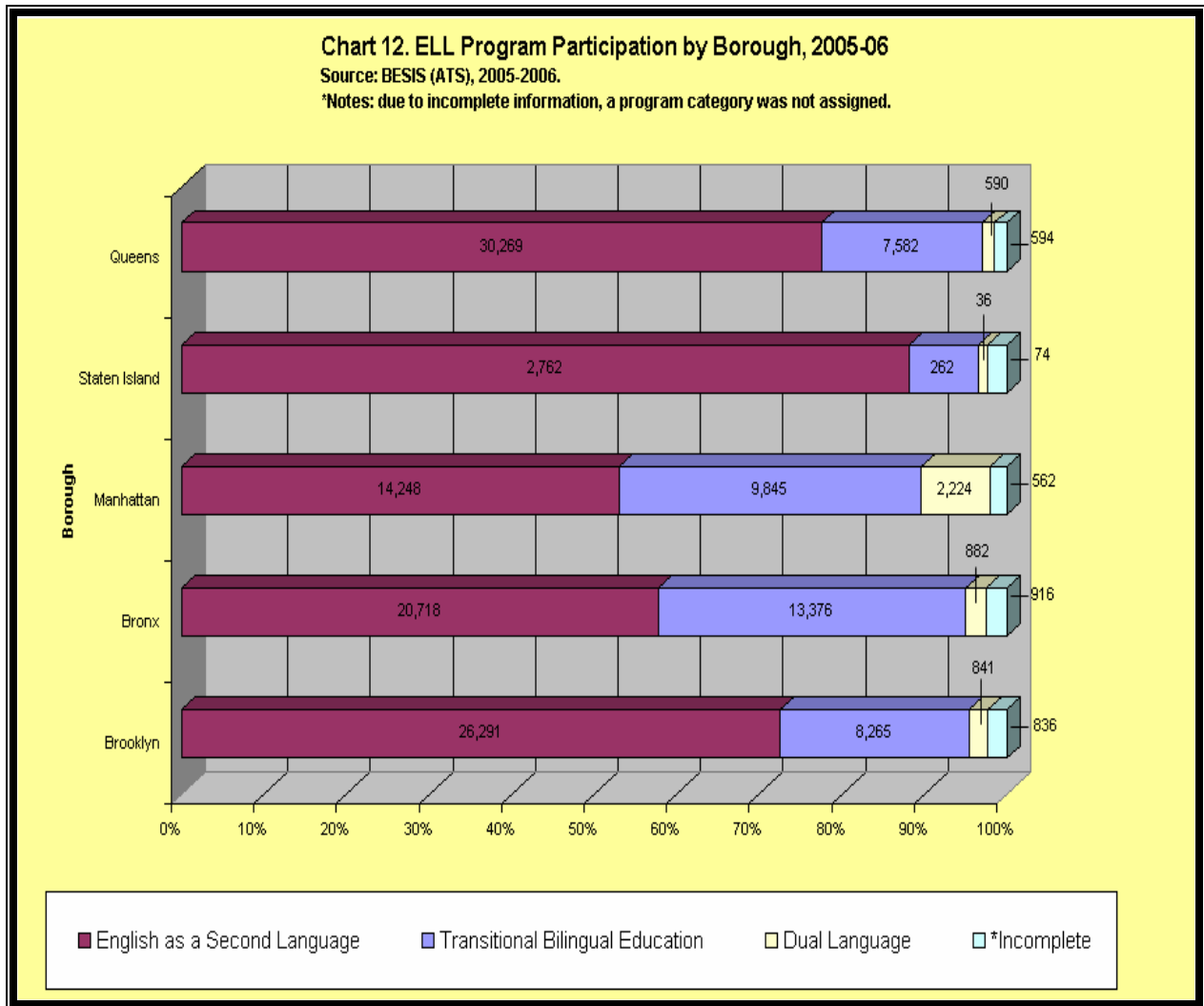
Region 1	Spanish (90.9%), Bengali (1.2%), French (1.0%), Albanian (1.0%), Niger-Congo (0.6%)
Region 2	Spanish (84.7%), Albanian (2.5%), Bengali (2.4%), Arabic (1.7%), French (1.7%)
Region 3	Spanish (36.7%), Chinese (22.5%), Korean (8.4%), Bengali (4.3%), Haitian Creole (4.1%)
Region 4	Spanish (73.6%), Chinese (7.9%), Bengali (4.6%), Polish (1.9%), Urdu (1.6%)
Region 5	Spanish (79.2%), Bengali (6.0%), Punjabi (3.2%), Arabic (1.6%), Chinese (1.6%)
Region 6	Spanish (30.9%), Haitian Creole (27.7%), Russian (8.5%), Chinese (7.8%), Urdu (7.1%)
Region 7	Spanish (33.0%), Chinese (29.8%), Russian (9.2%), Urdu (6.5%), Arabic (6.0%)
Region 8	Spanish (73.9%), Chinese (8.5%), Arabic (4.2%), Bengali (3.8%), Polish (3.1%)
Region 9	Spanish (67.5%), Chinese (22.4%), French (1.7%), Bengali (1.4%), Arabic (1.1%)
Region 10	Spanish (93.9%), French (1.4%), Arabic (0.6%), Haitian Creole (0.5%), Chinese (0.5%)
District 75	Spanish (62.6%), Chinese (5.3%), Haitian Creole (2.3%), Russian (2.1%), Arabic (1.3%)
District 79	Spanish (55.5%), Chinese (26.6%), French (4.4%), Haitian Creole (3.4%), Polish (2.5%)

# ELL Instruction and Program Participation

More than half of all current ELLs are in English as a Second Language (ESL) programs (67%), while 28% are in Transitional Bilingual Education (TBE) programs. About 3% of ELLs are served in Dual Language programs. Data on ELLs that are being partially served or have incomplete information are recorded as incomplete (2%) (Chart 10).

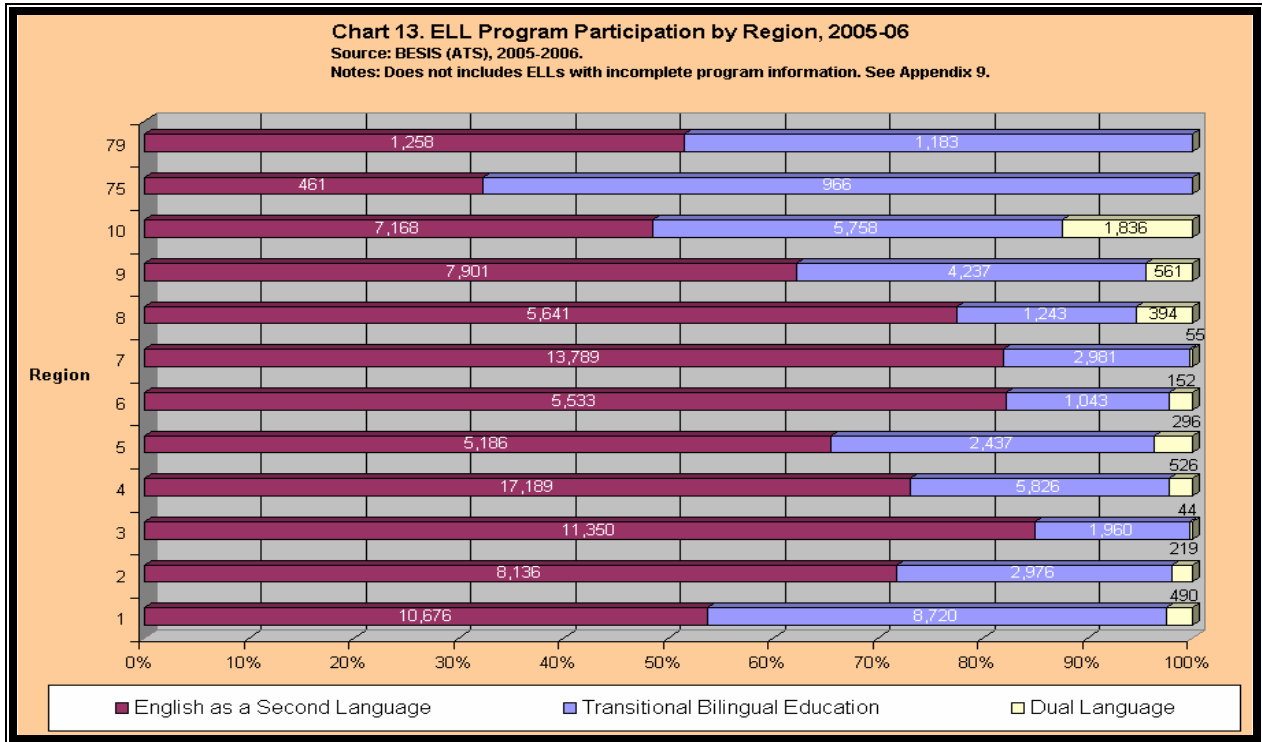


The last four years show a steady increase in the number of ELLs in ESL programs, a slight increase in Dual Language participation, and a steady decrease in TBE program participation (Chart 11). Also, reports of incomplete data have decreased, especially in the past two years, due to the implementation of a comprehensive data review process (see Introduction, page iv).

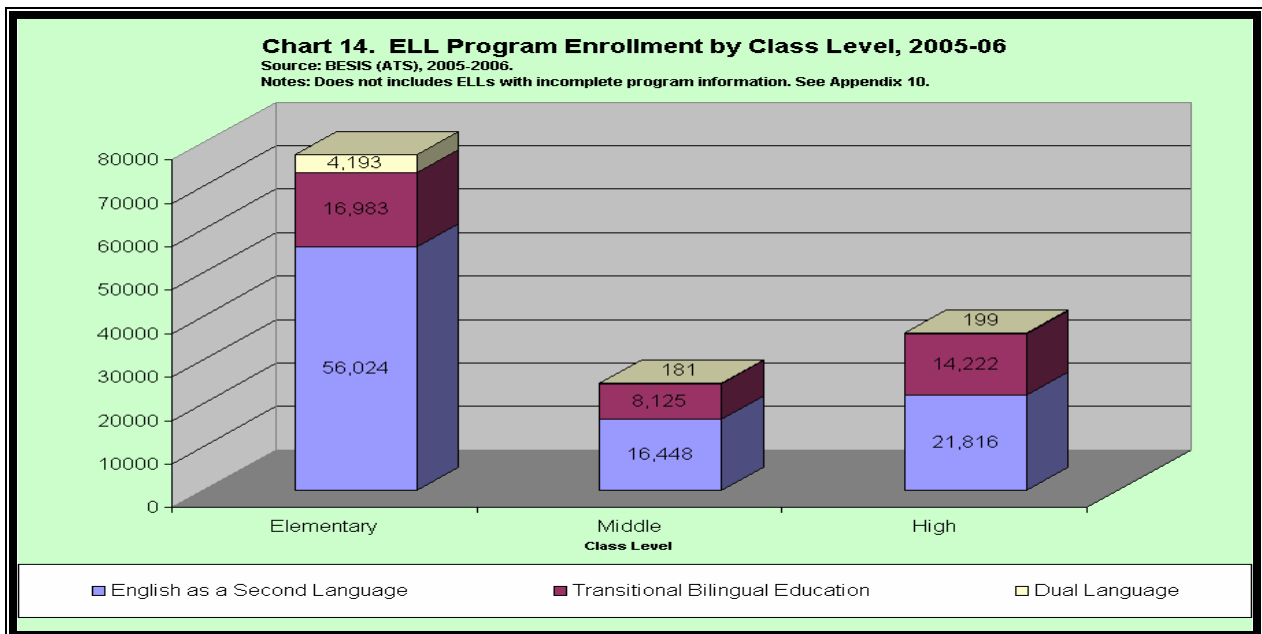


Program participation by borough shows that ELLs in Staten Island, Brooklyn and Queens are most likely in an ESL program, while those in Manhattan and the Bronx have more opportunities for bilingual education programs (Chart 12). Dual Language participation is mainly in Manhattan, although programs are available citywide.

Similarly, the regional breakdown of ELL program participation shows those Manhattan and Bronx regions where participation is more evenly distributed (Regions 1, 10) as well as 79, while



Brooklyn and Staten Island regions have high ESL participation (Chart 13). Also, program enrollment by class level reflects the limited number of Dual Language programs in middle and high school (Chart 14). The NYC Department of Education recognizes the need to offer more Dual Language programs at the secondary level. A Middle School Dual Language taskforce has been established to formulate Dual Language program design guidelines and standards for secondary programs.



There are a combined 457 TBE and Dual Language programs (both considered to be bilingual programs) in NYC taught in eight home languages (Chart 15). ESL programs operate in a majority of NYC schools.

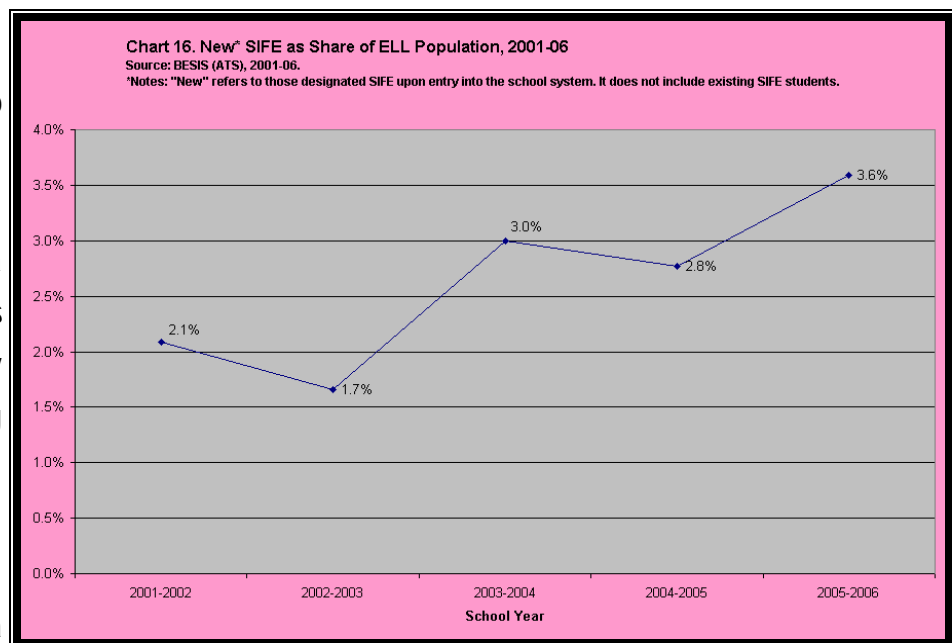
<b>Chart 15. The Number of ELL Programs and Language of Instruction, 2005-06</b>	
<b>Source: BESIS (ATS), 2005-06 and Dual Language Directory, 2005-06</b>	
<b>*Notes: 1,342 is the number of schools reporting at least 1 ELL in ESL</b>	
<b>Transitional Bilingual Education</b>	
ARABIC	1
SPANISH	341
CHINESE, ANY	37
HAITIAN CREOLE	8
KOREAN	2
POLISH	1
RUSSIAN	1
YIDDISH	1
<b>TOTAL</b>	<b>392</b>
<b>Dual Language</b>	
SPANISH	60
CHINESE, ANY	3
HAITIAN CREOLE	1
RUSSIAN	1
<b>TOTAL</b>	<b>65</b>
<b>English as a Second Language*</b>	
<b>ENGLISH--TOTAL</b>	<b>1,342</b>

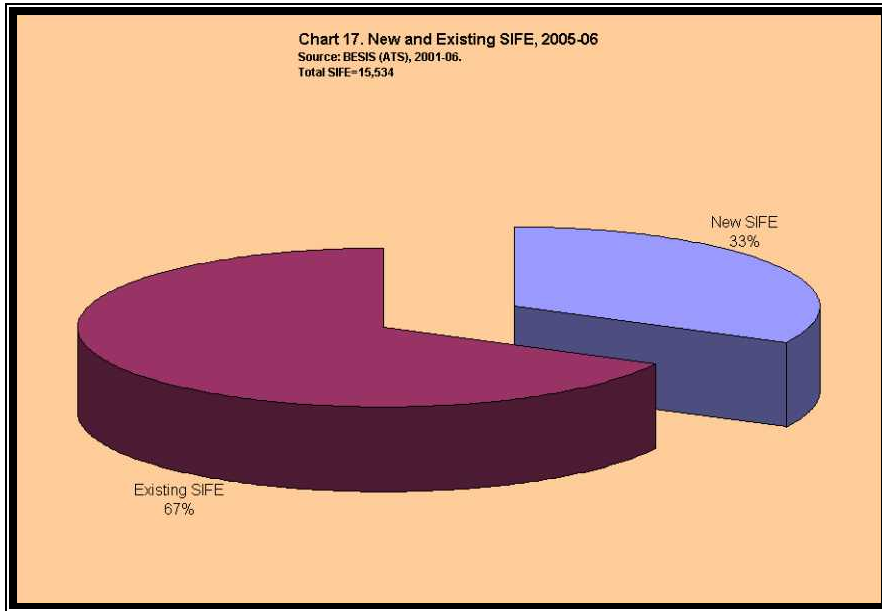
## Students with Interrupted Formal Education (SIFE)

Students with Interrupted Formal Education—or SIFE—are most often from non-English-speaking homes and have entered a US school after second grade. Typically, their academic performance is at least two years below grade level in reading and math. Many SIFE are pre-literate in their home language and are often described as “over-age.”

In November 2003, the NYCDOE turned its attention to the oft-overlooked SIFE population to inform statewide policy and promote innovative instructional approaches. The Office of ELLs dedicated \$3 million dollars annually in grant funding to schools with large SIFE populations. This year, 48 schools received funding and participated in professional development events, including Share Fairs, which featured student work and best practices for serving SIFE. SIFE Language Laboratories are creating small, focused learning environments for SIFE that integrate technology, student portfolios, and direct participation by parents, with instruction focused on academic English. Other special strategies that schools are establishing include: one to two periods of small literacy development classes for SIFE; peer tutoring; workshops, ESL strategies and technology programs for parents of SIFE; raising higher education awareness through local college visits; and, raising cultural awareness through local field trips. Funds are reaching more than 3,900 students, and provide them with before school, tutorial, after school and Saturday programs.

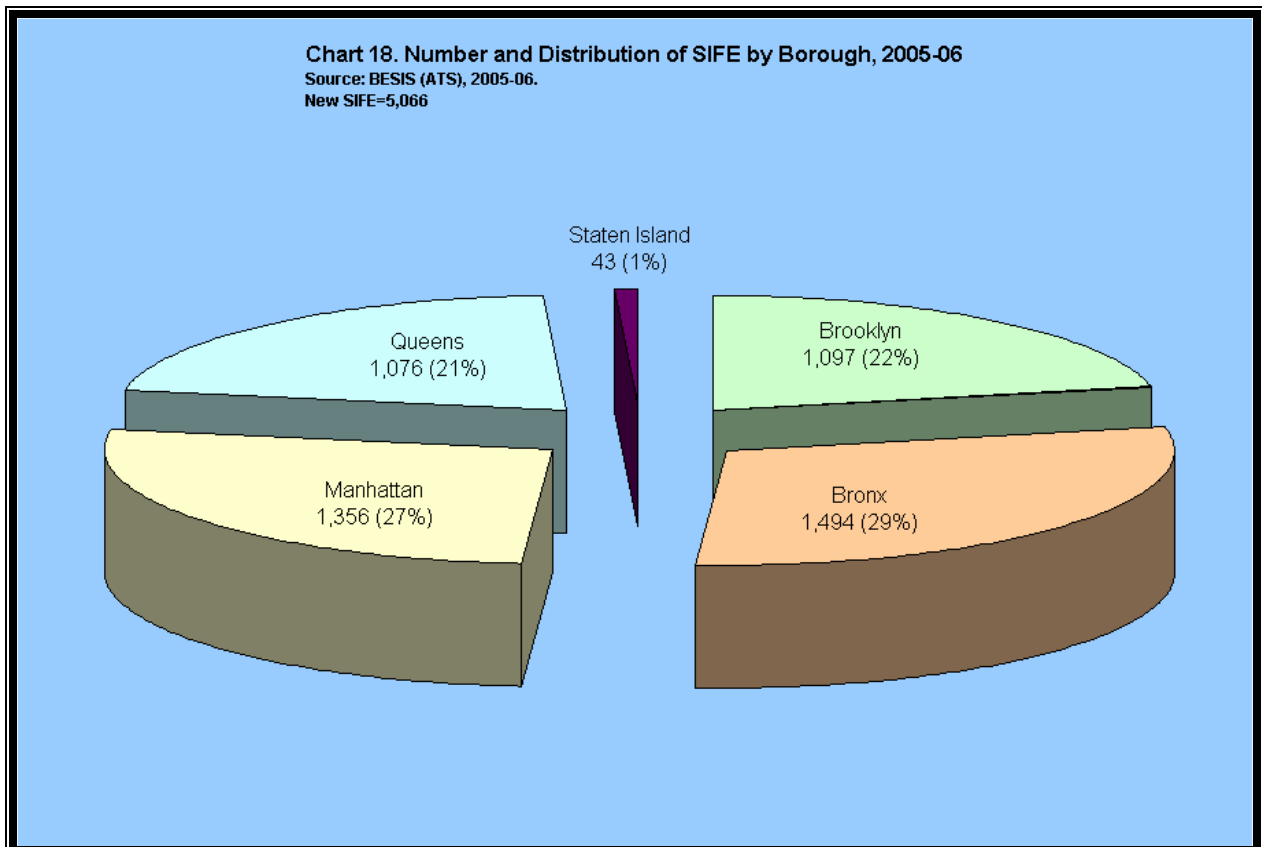
The criteria used to identify SIFE has varied since 1999. Therefore, the data presented here is mostly data on newly identified SIFE using updated criteria. Chart 16 and Appendix 11 show that new SIFE as a share of the ELL population has risen over the last four years.



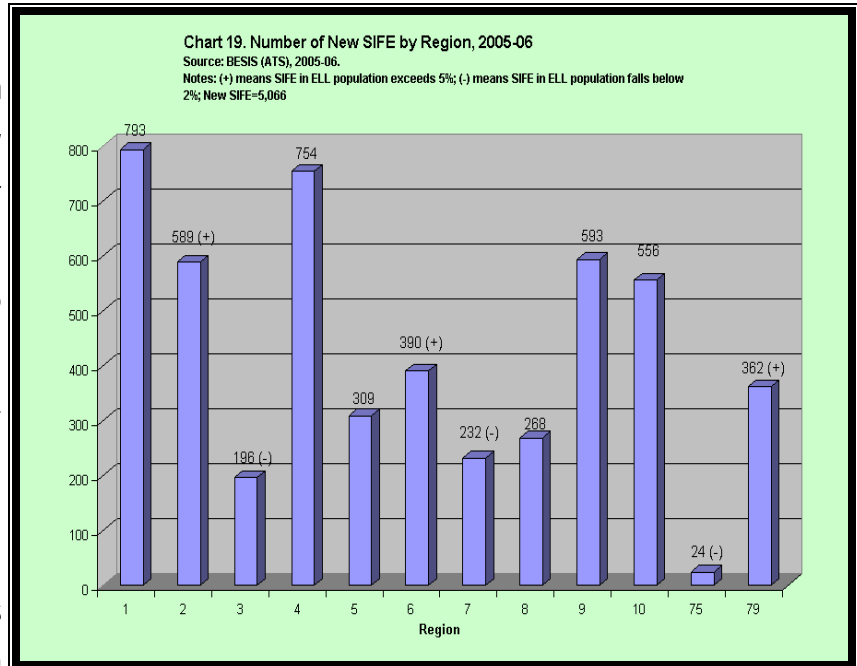


However, the actual population of SIFE is much larger (Chart 17, Appendix 12), as new and existing SIFE may include more than approximately 15,000 ELLs, or 11% of the ELL population. Of SIFE identified in 2005-06, most are evenly distributed among the four major boroughs (Chart 18).

There are typically more SIFE in regions that have high numbers of ELLs, like Regions 1 and 4 (Chart 19), although the share of new SIFE as part of the entire population of current ELLs is on par with the citywide average, 3.6% (Appendix 13). SIFE make up a large share of the ELLs in



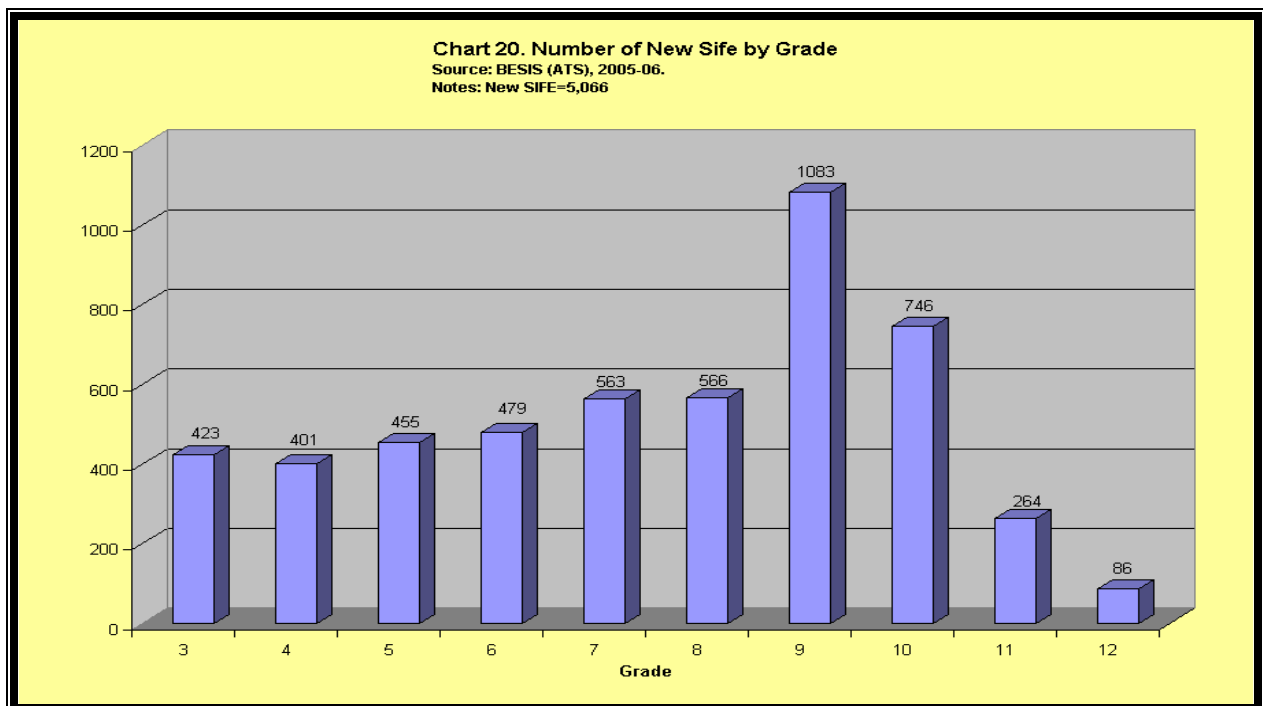
District 79 (14.8%), which contains Alternative High Schools and Programs. New SIFE also make up a larger share of the ELL population in Regions 2 (5.2%) and 6 (5.7%). New SIFE make up less than 2% of the current ELL population in Regions 3, 7, and 75.



About 57% of new SIFE this year entered our schools in

grades 3-8, while 47% entered in high school (Appendix 14). However, the highest number of new SIFE entered in grades 9 and 10 (Chart 20), demonstrating the necessity of strong high school language and academic supports to prepare these students for graduation requirements.

High incidence languages among new SIFE tend to reflect the predominate languages of the





larger current ELL population (Chart 21), with the exception of Korean (and the addition of Fulani, a language spoken in West Africa). Most new SIFE speak Spanish at home.

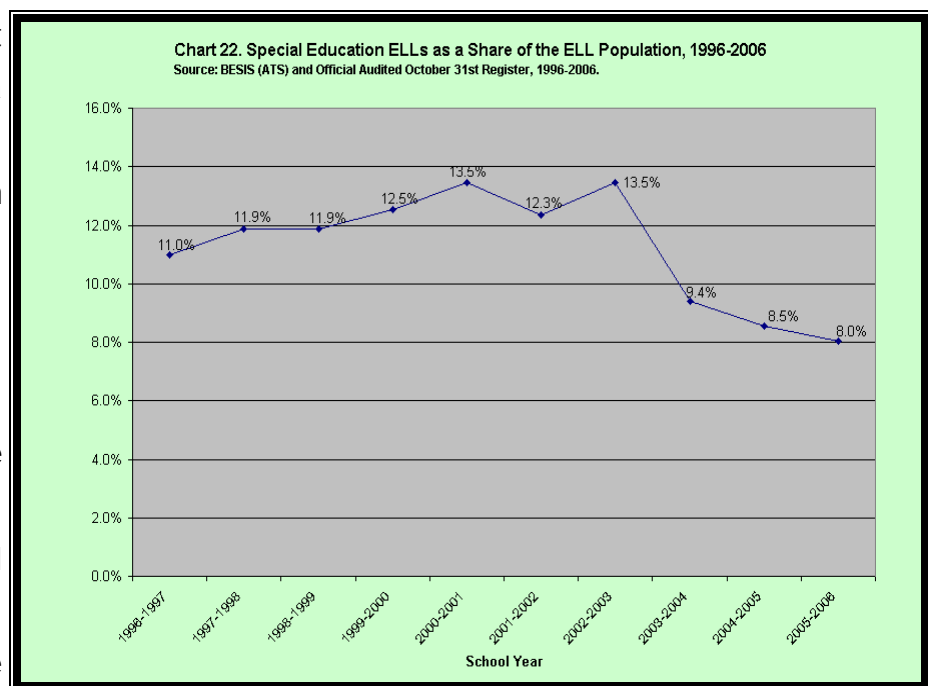
<b>Chart 21 . High Incidence Home Languages Among SIFE, 2005-06</b>		
<b>Source: BESIS (ATS), 2005-06 Note: Other includes 61 other languages</b>		
<b>Language</b>	<b>Number of SIFE</b>	<b>% of SIFE</b>
SPANISH	3293	65.0%
CHINESE,ANY	467	9.2%
HAITIAN CREOLE	223	4.4%
ARABIC	207	4.1%
FRENCH	160	3.2%
BENGALI (BANGLA IN BANGLADESH)	130	2.6%
URDU	68	1.3%
ALBANIAN	58	1.1%
RUSSIAN	51	1.0%
POLISH	49	1.0%
FULANI	33	0.7%
PUNJABI	29	0.6%
OTHER	298	5.9%
TOTAL:	5066	100.0%

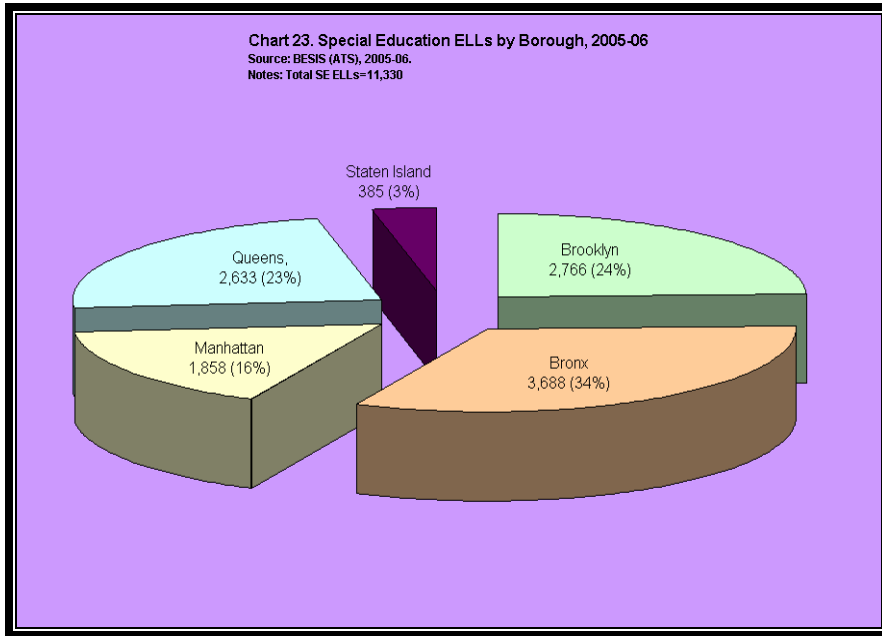
## Special Education ELLs

In NYC schools an Individualized Education Program (IEP) team determines the appropriate service language for students that have a disability, require special education services, and score at a specified cut-off point on assessments that determine ELL status, e.g., the LAB-R, annual New York State English as a Second Language Achievement Test (NYSESLAT). 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. (When a student is recommended for a bilingual collaborative team teaching class or a self-contained special class and the service is not available, a student may receive monolingual services with ESL and the services of a bilingual paraprofessional who speaks the student's language. This service is also known as Alternate Placement).

The ELL Special Education Initiative ensures that ELLs with special needs are properly identified and that those who have special needs receive a high-quality education. Aligned with the goals of the NYCDOE *Children First* reform agenda, the initiative strives to provide the necessary resources and support to improve instruction while enforcing compliance with federal, state and local laws and regulations and court-ordered mandated services.

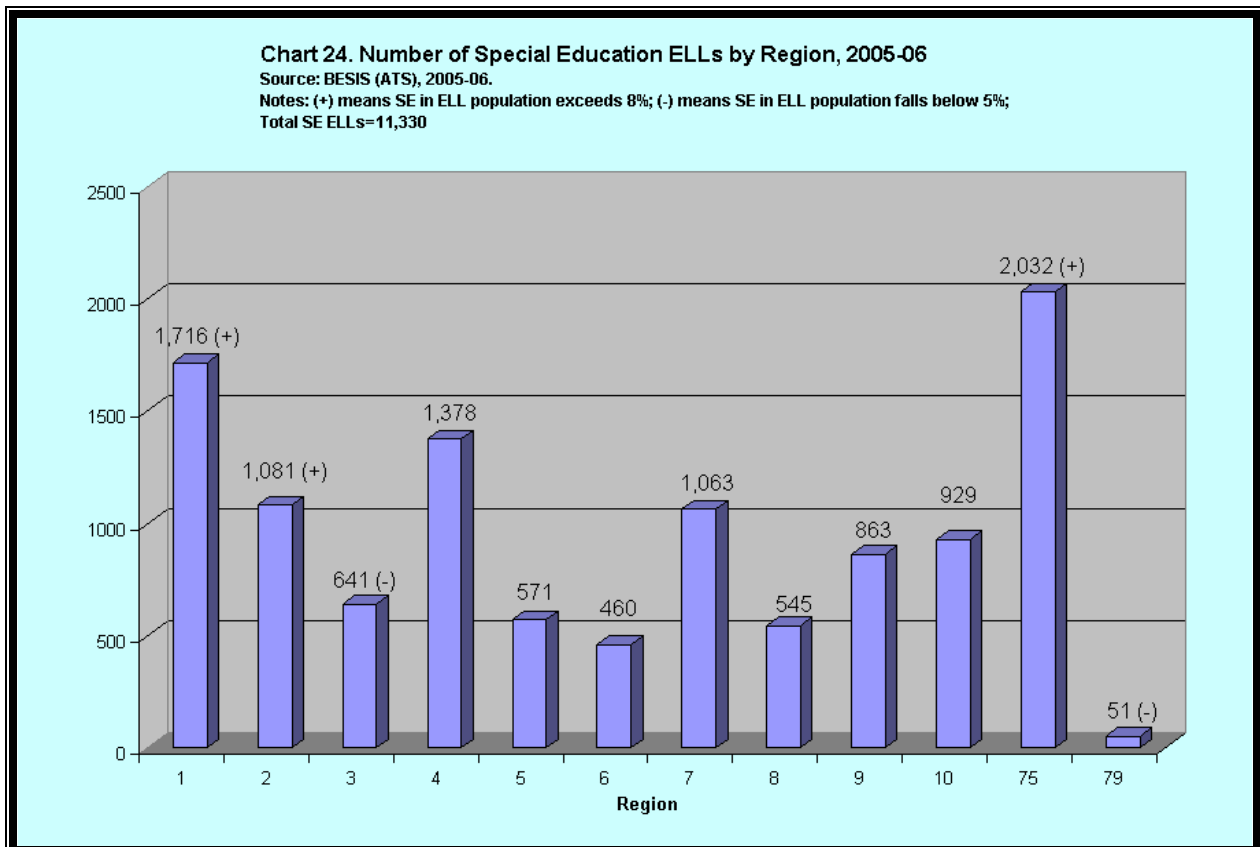
It should be noted that Special Education data from the BESIS only includes ELLs who are in collaborative team teaching classes or self-contained special classes. It does not capture ELLs that are receiving related services only or Special Education Teacher Support Services. The

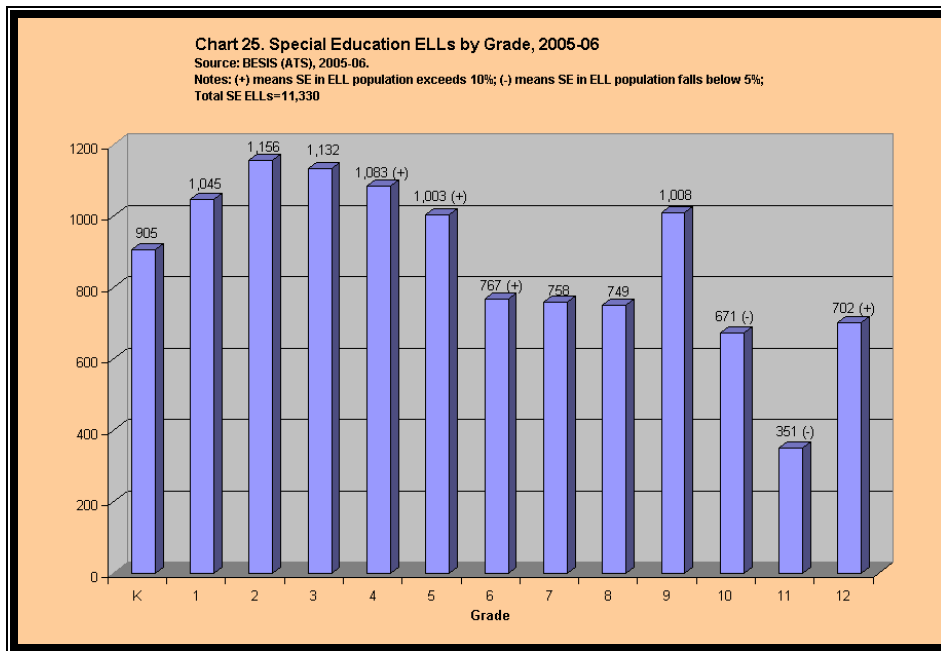




population of Special Education ELLs that BESIS does capture shows that, since 1996, Special Education ELLs have decreased slightly as a share of the ELL population, despite a rise in the number of Special Education ELLs identified between 1996 and 2003. (Chart 22, Appendix 15).

The Bronx has a high number and high concentration (10.3%) of Special Education ELLs (Chart 23, Appendix 16). However, Staten Island, who has the fewest number of Special Education ELLs, also has the highest concentration among the ELL population, at 12.3%.





District 75, the citywide district that serves students with severe disabilities, has the highest number and concentration of Special Education ELLs (99%) (Chart 24). The fewest number of Special Education ELLs (and concentrations) are in District 79, and Special Education ELLs

are somewhat evenly distributed among other regions (4.7-9.5%).

While Special Education ELLs recorded in the BESIS are represented in all grades, they appear in higher numbers in grades 2 and 3, and in higher concentrations in 4, 5 and 12 (Chart 25 and Appendix 18). High incidence languages among Special Education ELLs tends to reflect the predominate languages of the larger ELL population, with the exception of Polish and the

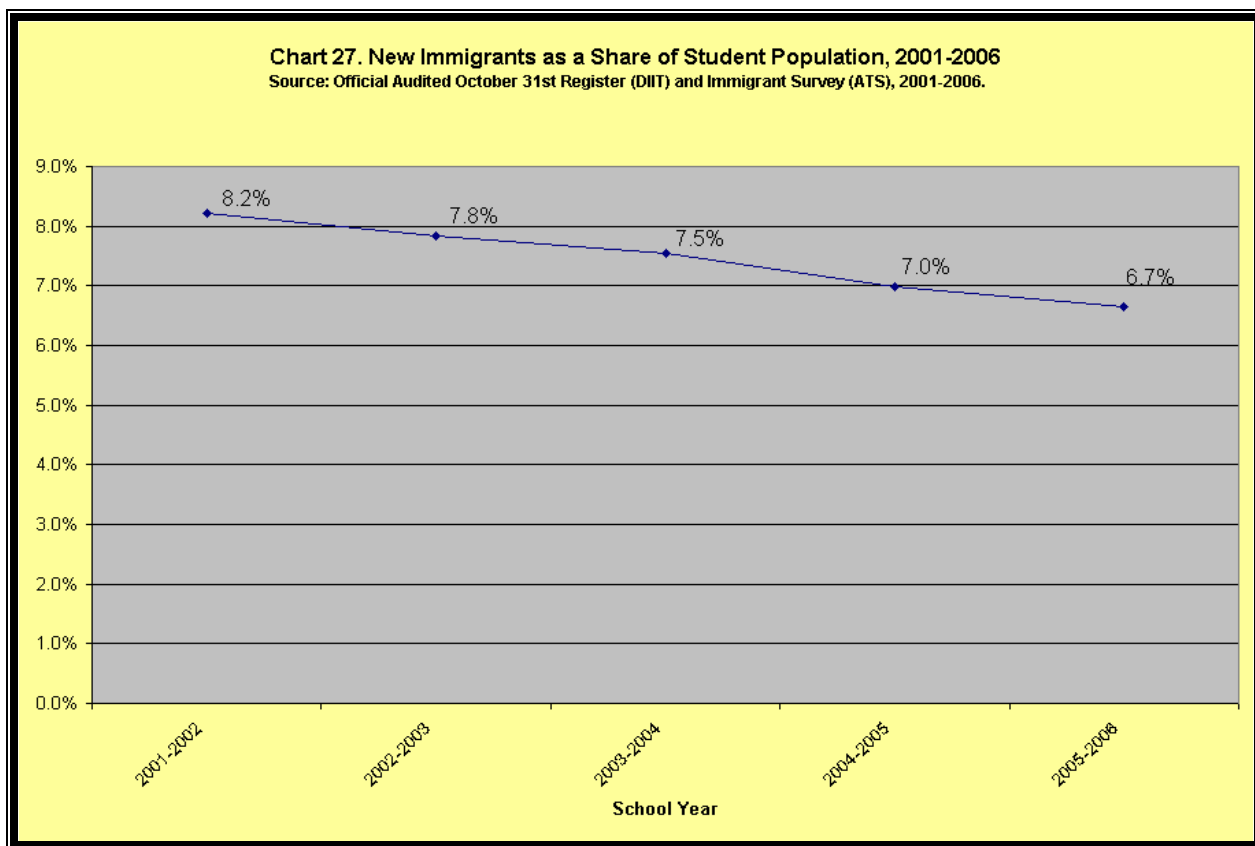
**Chart 26. High Incidence Home Languages Among Special Education ELLs, 2005-06**  
 Source: Source: BESIS (ATS), 2005-06 Note: Other includes 62 other languages

Language	Number of SE ELLs	% of SE ELLs
SPANISH	8801	77.7%
CHINESE, ANY	419	3.7%
HAITIAN CREOLE	208	1.8%
RUSSIAN	134	1.2%
ARABIC	121	1.1%
URDU	111	1.0%
BENGALI (BANGLA IN BANGLADES)	102	0.9%
YIDDISH	80	0.7%
PUNJABI	52	0.5%
ALBANIAN	49	0.4%
KOREAN	42	0.4%
FRENCH	35	0.3%
OTHER	1176	10.4%
TOTAL	11330	100%

addition of Yiddish (Chart 26). A majority of Special Education ELLs speak Spanish at home.

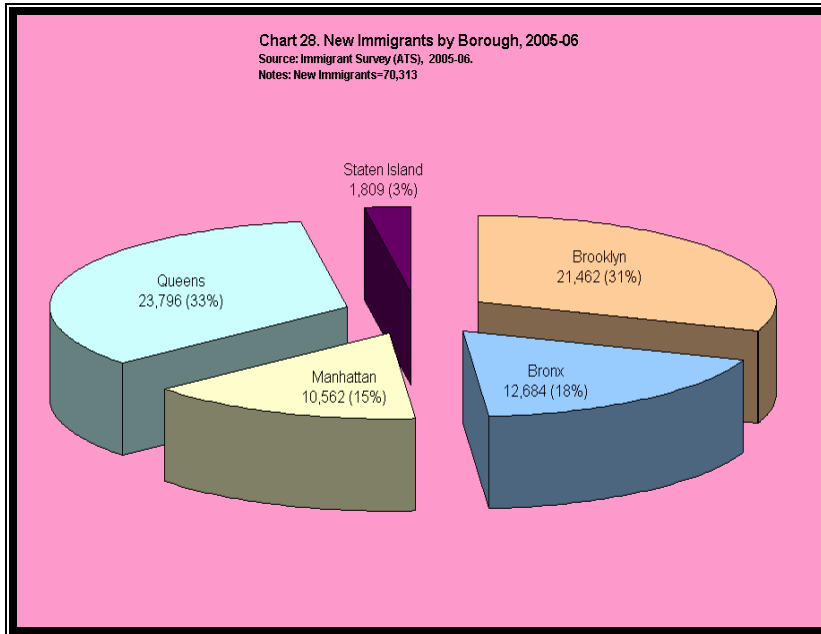
## Immigrant Students

A high quality education includes recognizing and fostering the unique contributions of different languages and cultures from all students—especially students who are new to our country, or who have families from other countries. Forty-two percent of all NYC students report speaking a language other than English at home, while almost half of current ELLs are foreign born. The Office of ELLs 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, regions, and through our website.



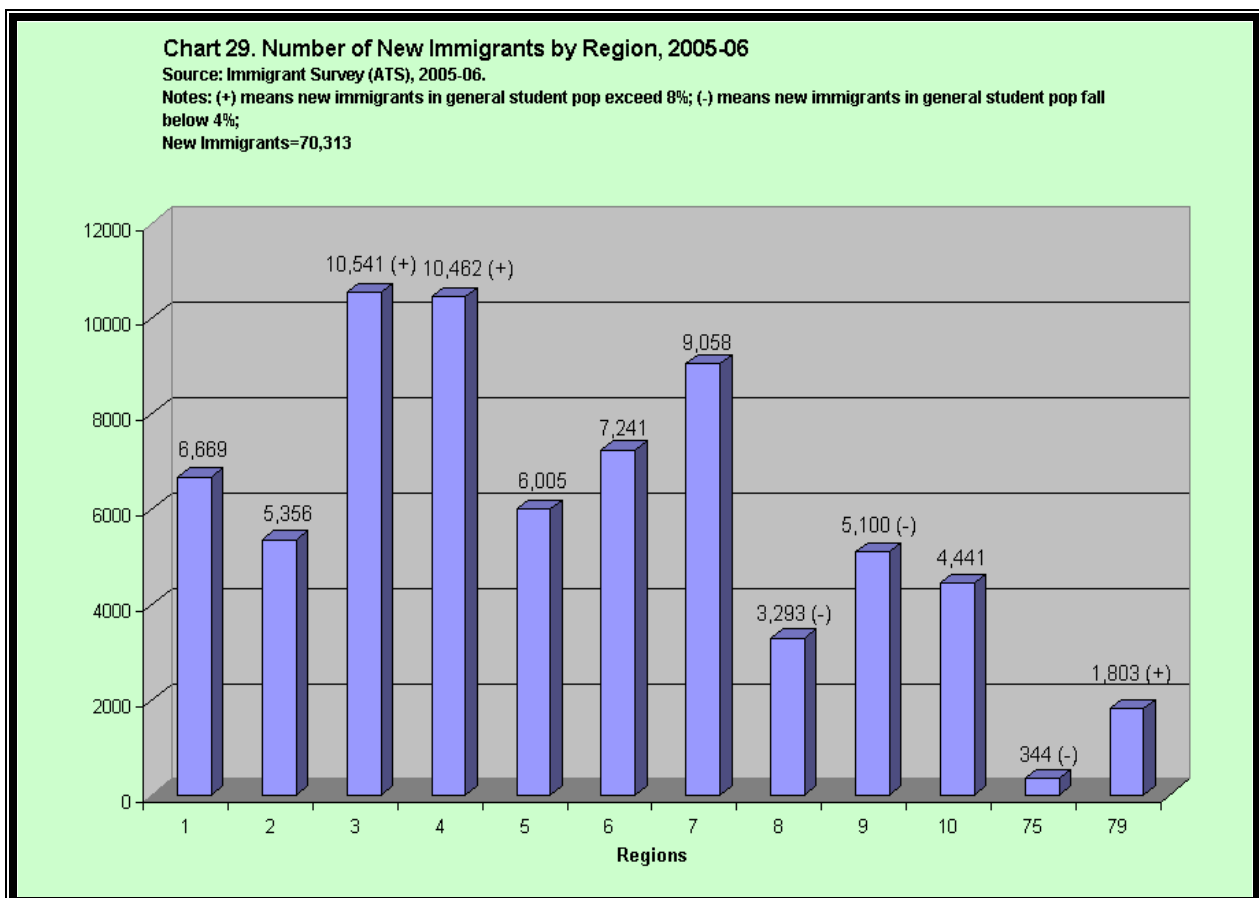
The data shown here is from ATS's Immigrant Survey, which specifically reports data on students who are new immigrants (see full criteria in Appendix 19). Since 2001, new immigrants as a share of the student population have steadily decreased to 6.7% (Chart 27), with a total number of 70,313 new immigrant students in NYC schools this year.

Queens and Brooklyn have the highest numbers of new immigrant students among the five boroughs (Chart 28). Regions 3 and 4 in Queens show the highest numbers and concentrations of



new immigrant students (Chart 29). District 79, which has Alternative High Schools and Programs, has the highest concentration of new immigrant students, at 11.2% (Appendix 21). District 75, the citywide district that serves students with severe disabilities has the lowest number and concentration of new immigrants.

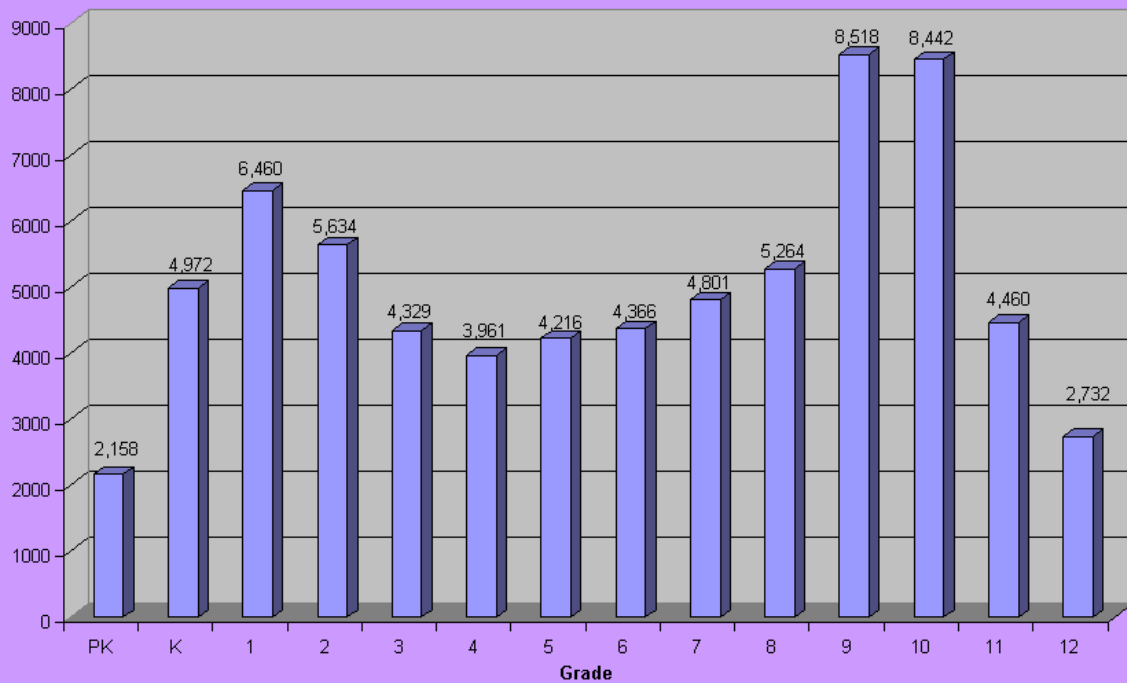
Reflecting the grade distributions of ELLs, new immigrant students this year are clustered in early grades (K-2), as well as grades 9 and 10.



**Chart 30. Number of New Immigrants by Grade, 2005-06**

Source: Immigrant Survey (ATS), 2005-06.

Notes: New Immigrants=70,313



“People come to New York City from all over the world to fulfill their dreams and aspirations. They want their children and grandchildren to achieve in school and reach their highest potential. Our public schools must meet this challenge. The reforms we are announcing today demonstrate our commitment to raise the quality of ELL instruction and introduce true accountability for ELL education throughout the school system.”

–Mayor Michael Bloomberg, June 2003, announcing specific Children First reforms for English Language Learners

# Appendix

<b>Appendix 1: NYC ELLs by School Year, 1996-2006</b>			
<b>School Year</b>	<b>General Population</b>	<b>ELLs</b>	<b>ELL Share of General Population</b>
1996-1997	1,056,945	182,154	17.2%
1997-1998	1,064,487	176,859	16.6%
1998-1999	1,071,328	168,399	15.7%
1999-2000	1,066,163	159,695	15.0%
2000-2001	1,064,407	151,530	14.2%
2001-2002	1,057,130	144,942	13.7%
2002-2003	1,090,208	134,550	12.3%
2003-2004	1,086,815	144,545	13.3%
2004-2005	1,075,470	143,575	13.3%
2005-2006	1,055,986	141,173	13.4%
<b>Source:</b>	BESIS (ATS) and Official Audited October 31st Register (DIIT)		
<b>Year:</b>	1996-2006		

<b>Appendix 2: ELLs by Borough, 2005-06 (Concentration and Distribution)</b>					
<b>Borough</b>	<b>General Population</b>	<b>ELLs</b>	<b>ELLs as Share of Pop</b>	<b>Distribution</b>	
Brooklyn	328964	36233	11.0%	25.7%	
Bronx	223803	35892	16.0%	25.4%	
Manhattan	165867	26879	16.2%	19.0%	
Queens	276688	39035	14.1%	27.7%	
Staten Island	60664	3134	5.2%	2.2%	
Total	1055986	141173	13.4%	100.00%	
<b>Source:</b>	BESIS (ATS) and Official Audited October 31st Register (DIIT)				
<b>Year:</b>	2005-006				



Appendix 3: ELLs by Region, 2002-2006 (number, concentration, distribution and shifts)																						
Region	2002-03					2003-04					2004-05					2005-06						
	General		ELL Share of Pop		Distribution	General		ELL Share of Pop		Distribution	General		ELL Share of Pop		Distribution	General		ELL Share of Pop		Distribution		
	Pop	ELLs	Pop	ELLs	(%) Among ELLs	Pop	ELLs	Pop	ELLs	(%) Among ELLs	Pop	ELLs	Pop	ELLs	(%) Among ELLs	Pop	ELLs	Pop	ELLs	(%) Among ELLs	+/- (%)	
1	100,229	19,117	19.1%	14.2%	14.2%	100,555	20,728	20.6%	14.3%	0.1%	93,457	20,925	21.3%	14.5%	0.2%	95,534	20,528	21.3%	14.5%	0.0%		
2	99,522	10,202	10.3%	7.6%	7.6%	99,794	11,064	11.0%	7.6%	0.0%	100,377	11,356	11.3%	7.9%	0.3%	99,903	11,332	11.3%	8.0%	0.1%		
3	132,676	12,690	9.6%	9.4%	9.4%	132,657	13,852	10.4%	9.6%	0.2%	132,101	13,558	10.3%	9.4%	-0.1%	129,557	13,630	10.5%	9.7%	0.2%		
4	112,408	21,797	19.4%	16.2%	16.2%	111,534	24,043	21.5%	16.6%	0.4%	110,399	23,763	21.5%	16.6%	-0.1%	108,817	23,675	21.8%	16.8%	0.2%		
5	93,820	7,559	8.1%	5.6%	5.6%	92,929	8,146	8.8%	5.6%	0.0%	92,371	8,372	8.8%	5.6%	0.0%	90,728	8,051	8.9%	5.7%	0.1%		
6	106,605	7,069	6.6%	5.3%	5.3%	104,390	7,264	7.0%	5.0%	-0.2%	101,645	7,203	7.1%	5.0%	0.0%	95,903	6,828	7.0%	4.8%	-0.2%		
7	140,842	15,481	11.0%	11.9%	11.9%	140,942	17,164	12.2%	11.9%	0.4%	139,598	17,350	12.4%	12.1%	0.2%	137,818	17,172	12.5%	12.2%	0.1%		
8	83,671	6,605	7.9%	4.9%	4.9%	82,712	7,378	8.9%	5.1%	0.2%	82,294	7,468	9.1%	5.2%	0.1%	82,407	7,454	9.0%	5.3%	0.1%		
9	106,964	13,119	12.3%	9.8%	9.8%	107,773	13,816	12.8%	9.6%	-0.2%	107,410	13,874	12.9%	9.7%	0.1%	106,818	13,167	12.3%	9.3%	-0.3%		
10	71,316	13,262	18.6%	9.9%	9.9%	69,979	14,575	20.8%	10.1%	0.2%	70,521	14,794	21.0%	10.3%	0.2%	68,099	14,656	21.6%	10.5%	0.2%		
75	21,416	3,356	15.7%	2.5%	2.5%	22,004	3,633	12.0%	1.8%	-0.7%	22,303	3,361	10.4%	1.9%	-0.2%	22,491	2,939	9.1%	1.4%	-0.2%		
79	20,739	4,094	20.7%	3.2%	3.2%	21,236	3,942	18.5%	2.7%	-0.5%	17,862	2,851	16.0%	2.9%	-0.7%	16,141	2,441	15.1%	1.7%	-0.3%		
Total	1,090,208	134,550	12.3%	10.0%	10.0%	1,086,615	144,545	13.3%	10.0%	0.0%	1,075,338	143,575	13.4%	10.0%	0.0%	1,055,984	141,173	13.4%	10.0%	0.0%		
Source:	BESIS (MS) and Official Audited Calendar 31st Register (DII)																					
Year:	2002-2006																					

**Appendix 4: ELLs by Grade, 2002-2006 (number, distribution and shifts)**

Grade	2002-03			2003-04			2004-05			2005-06		
	ELLs	Distribution	ELLs	Distribution	+/- (%)	ELLs	Distribution	+/- (%)	ELLs	Distribution	+/- (%)	
PK	NA											
K	17148	12.7%	16180	11.2%	-1.6%	15268	10.6%	-0.6%	15099	10.7%	0.1%	
1	11813	8.8%	19443	13.5%	4.7%	17032	11.9%	-1.6%	16452	11.7%	-0.2%	
2	10589	7.9%	11086	7.7%	-0.2%	14414	10.0%	2.4%	15151	10.7%	0.7%	
3	7744	5.8%	10886	7.5%	1.8%	10726	7.5%	-0.1%	12936	9.2%	1.7%	
4	8426	6.3%	7997	5.5%	-0.7%	9613	6.7%	1.2%	9558	6.8%	0.1%	
5	8564	6.4%	8819	6.1%	-0.3%	7783	5.4%	-0.7%	8985	6.4%	0.9%	
6	8568	6.4%	8985	6.2%	-0.2%	8754	6.1%	-0.1%	7433	5.3%	-0.8%	
7	9274	6.9%	9030	6.2%	-0.6%	9043	6.3%	0.1%	8825	6.3%	0.0%	
8	10468	7.8%	9695	6.7%	-1.1%	8957	6.2%	-0.5%	8924	6.3%	0.1%	
9	15449	11.5%	15880	11.0%	-0.5%	15760	11.0%	0.0%	14207	10.1%	-0.9%	
10	15260	11.3%	15332	10.6%	-0.7%	14462	10.1%	-0.5%	13417	9.5%	-0.6%	
11	6062	4.5%	6018	4.2%	-0.3%	6510	4.5%	0.4%	6208	4.4%	-0.1%	
12	5185	3.9%	5194	3.6%	-0.3%	5253	3.7%	0.1%	3978	2.8%	-0.8%	
Total	134,550		144,545			143,575			141,173			
<b>Source:</b>	BESIS (ATS)											
<b>Year:</b>	2002-2006											
<b>Notes:</b>	Regional shares of ELLs cannot be calculated using General Population numbers.											

<b>Appendix 5: High Incidence Home Languages (Top 12) Among ELLs, 2002-06 (number, distribution and shifts)</b>											
Language	2002-2003		2003-2004			2004-2005			2005-2006		
	Number	% of ELLs	Number	% of ELLs	+/- (%)	Number	% of ELLs	+/- (%)	Number	% of ELLs	+/- (%)
Albanian	1464	1.1%	1578	1.1%	0.0%	1470	1.0%	-0.1%	1365	1.0%	-0.1%
Arabic	2355	1.8%	2596	1.8%	0.0%	2712	1.9%	0.1%	2949	2.1%	0.2%
Bengali	3282	2.4%	3522	2.4%	0.0%	3535	2.5%	0.0%	3731	2.6%	0.2%
Chinese	14182	10.5%	15341	10.6%	0.1%	15062	10.5%	-0.1%	15258	10.8%	0.3%
French	1602	1.2%	1671	1.2%	0.0%	1587	1.1%	-0.1%	1530	1.1%	0.0%
Haitian Creole	3846	2.9%	3755	2.6%	-0.3%	3591	2.5%	-0.1%	3188	2.3%	-0.2%
Korean	1961	1.5%	2002	1.4%	-0.1%	1751	1.2%	-0.2%	1572	1.1%	-0.1%
Polish	1203	0.9%	1383	1.0%	0.1%	1302	0.9%	0.0%	1224	0.9%	0.0%
Punjabi	1133	0.8%	1199	0.8%	0.0%	1107	0.8%	-0.1%	1069	0.8%	0.0%
Russian	3206	2.4%	3497	2.4%	0.0%	3208	2.2%	-0.2%	2942	2.1%	-0.2%
Spanish	88747	66.0%	95785	66.3%	0.3%	97312	67.8%	1.5%	95824	67.9%	0.1%
Urdu	3135	2.3%	3137	2.2%	-0.2%	3016	2.1%	-0.1%	2782	2.0%	-0.1%
Other	8434	6.3%	9079	6.3%	0.0%	7922	5.5%	-0.8%	7739	5.5%	0.0%
Total:	134550	100.0%	144545	100.0%	0.0%	143575	100.0%	100.0%	141173	100.0%	0.0%
Source:	BESIS										
Year:	2002-2006										
Notes:	Other=134 languages.		Other=143 languages.			Other=145 languages.			Other=143 languages.		

<b>Appendix 6: Program Enrollment of NYC ELLs by School Year, 2002-2006</b>								
School Year	2002-03		2003-04		2004-05		2005-06	
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs
Transitional Bilingual Ed	50255	37.4%	46261	32.0%	42829	29.8%	39330	27.9%
Dual Language	3161	2.3%	4060	2.8%	3691	2.6%	4573	3.2%
ESL	71821	53.4%	86331	59.7%	94400	65.7%	94288	66.8%
*Incomplete	9313	6.9%	7893	5.5%	2655	1.8%	2982	2.1%
Total	134550	100.0%	144545	100.0%	143575	100.0%	141173	100.0%
Source:	BESIS							
Year:	2002-2006							
*Notes:	Due to incomplete information, a program category was not assigned.							

<b>Appendix 7: ELL Program Participation by Borough, 2005-06</b>									
Borough	TBE		DL		ESL		*Incomplete		Total
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs
Brooklyn	8265	21.0%	841	18.4%	26291	27.9%	836	28.0%	36233
Bronx	13376	34.0%	882	19.3%	20718	22.0%	916	30.7%	35892
Manhattan	9845	25.0%	2224	48.6%	14248	15.1%	562	18.8%	26879
Staten Island	262	0.7%	36	0.8%	2762	2.9%	74	2.5%	3134
Queens	7582	19.3%	590	12.9%	30269	32.1%	594	19.9%	39035
Total	39330	100.0%	4573	100.0%	94288	100.0%	2982	100.0%	141173
Source:	BESIS								
Year:	2005-06								
Notes:	Due to incomplete information, a program category was not assigned.								

<b>Appendix 8: ELL Program Participation by Region, 2005-06</b>									
Region	TBE		DL		ESL		Incomplete		Total
	# of ELLs	Distr. of ELLs	# of ELLs	Distr. of ELLs	# of ELLs	Distr. of ELLs	# of ELLs	Distr. of ELLs	# of ELLs
1	8720	22.2%	490	10.7%	10676	11.3%	642	21.5%	20528
2	2976	7.6%	219	4.8%	8136	8.6%	1	0.0%	11332
3	1960	5.0%	44	1.0%	11350	12.0%	276	9.3%	13630
4	5826	14.8%	526	11.5%	17189	18.2%	134	4.5%	23675
5	2437	6.2%	296	6.5%	5186	5.5%	132	4.4%	8051
6	1043	2.7%	152	3.3%	5533	5.9%	100	3.4%	6828
7	2981	7.6%	55	1.2%	13789	14.6%	347	11.6%	17172
8	1243	3.2%	394	8.6%	5641	6.0%	176	5.9%	7454
9	4237	10.8%	561	12.3%	7901	8.4%	468	15.7%	13167
10	5758	14.6%	1836	40.1%	7168	7.6%	94	3.2%	14856
75	966	2.5%			461	0.5%	612	20.5%	2039
79	1183	3.0%			1258	1.3%	0	0.0%	2441
Total	39330	100.0%	4573	100.0%	94288	100.0%	2982	100.0%	141173
Source:	BESIS								
Year:	2005-06								
Notes:	Due to incomplete information, a program category was not assigned.								

<b>Appendix 9: ELL Program Participation by School Level, 2005-06</b>									
School Level	TBE		DL		ESL		Incomplete		Total
	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs	% of ELLs	# of ELLs
Elementary	16983	21.7%	4193	5.4%	56024	71.7%	981	1.3%	78181
Middle	8125	32.3%	181	0.7%	16448	65.3%	428	1.7%	25182
High	14222	37.6%	199	0.5%	21816	57.7%	1573	4.2%	37810
Total	39330	27.9%	4573	3.2%	94288	66.8%	2982	2.1%	141173
Source:	BESIS								
Year:	2005-06								
Notes:	Due to incomplete information, a program category was not assigned.								

<b>Appendix 10: New* SIFE by School Year, 1999-2006</b>				
School Year	ELLs	SIFE	SIFE Share of ELL Population	
2001-2002	144,942	3,025	2.1%	
2002-2003	134,550	2235	1.7%	
2003-2004	144,545	4335	3.0%	
2004-2005	143,575	3980	2.8%	
2005-2006	141,173	5066	3.6%	
Source:	BESIS			
Year:	1999-2006			
*Notes:	Data collection on new SIFE began in 2001-02.			
"New" refers to those designated SIFE upon entry into the school system. It does not include existing SIFE students.				

<b>Appendix 11. SIFE by Status, 2005-06</b>	
<b>Status</b>	
New SIFE	5066
Existing SIFE	10468
Total SIFE	15534
<b>Source:</b>	BESIS and the Automate the School (ATS) system
<b>Year:</b>	2005-06

<b>Appendix 12. New* SIFE by Borough, 2005-06</b>				
<b>Borough</b>	<b>ELLs</b>	<b>SIFE</b>	<b>SIFE as a Share of ELLs</b>	<b>SIFE Distribution</b>
Brooklyn	36233	1097	3.0%	21.7%
Bronx	35892	1494	4.2%	29.5%
Manhattan	26879	1356	5.0%	26.8%
Queens	39035	1076	2.8%	21.2%
Staten Island	3134	43	1.4%	0.8%
Total	141173	5066	3.6%	100.0%
<b>Source:</b>	BESIS			
<b>Year:</b>	2005-06			
<b>*Notes:</b>	"New" refers to those designated SIFE upon entry into the school system. It does not include existing SIFE students.			

<b>Appendix 13. New* SIFE by Region, 2005-06</b>				
<b>Region</b>	<b>ELLs</b>	<b>SIFE</b>	<b>SIFE as a Share of ELL Pop</b>	<b>Distribution Percentages Among SIFE</b>
1	20528	793	3.9%	15.7%
2	11332	589	5.2%	11.6%
3	13630	196	1.4%	3.9%
4	23675	754	3.2%	14.9%
5	8051	309	3.8%	6.1%
6	6828	390	5.7%	7.7%
7	17172	232	1.4%	4.6%
8	7454	268	3.6%	5.3%
9	13167	593	4.5%	11.7%
10	14856	556	3.7%	11.0%
75	2039	24	1.2%	0.5%
79	2441	362	14.8%	7.1%
Total	141173	5066	3.6%	100.0%
<b>Source:</b>	BESIS			
<b>Year:</b>	2005-06			
<b>Notes:</b>	"New" refers to those designated SIFE upon entry into the school system. It does not include existing SIFE students.			

Appendix 14. New SIFE by Grade, 2005-06					
Grade	ELLs	SIFE	SIFE as a Share of ELL Pop	Distribution Percentages Among SIFE	
PK		n/a	n/a		n/a
K	15099	n/a	n/a		n/a
1	16452	n/a	n/a		n/a
2	15151	n/a	n/a		n/a
3	12936	423	3.3%		8.3%
4	9558	401	4.2%		7.9%
5	8985	455	5.1%		9.0%
6	7433	479	6.4%		9.5%
7	8825	563	6.4%		11.1%
8	8924	566	6.3%		11.2%
9	14207	1083	7.6%		21.4%
10	13417	746	5.6%		14.7%
11	6208	264	4.3%		5.2%
12	3978	86	2.2%		1.7%
Total	141173	5066	3.6%		100.0%
Source:	BESIS				
Year:	2005-06				
Notes:	"New" refers to those designated SIFE upon entry into the school system. It does not include existing SIFE students.				

Appendix 15: NYC Special Education ELLs by School Year, 1996-2006				
School Year	ELLs	General Ed ELLs	Spec Ed ELLs	SE as Share of ELLs
1996-1997	182,154	162,154	20,000	11.0%
1997-1998	176,859	155,859	21,000	11.9%
1998-1999	168,399	148,399	20,000	11.9%
1999-2000	159,695	139,695	20,000	12.5%
2000-2001	151,530	131,129	20,401	13.5%
2001-2002	144,942	127,061	17,881	12.3%
2002-2003	134,550	116,444	18,106	13.5%
2003-2004	144,545	130,933	13,612	9.4%
2004-2005	143,575	131,302	12,273	8.5%
2005-2006	141,173	129,843	11,330	8.0%
Source:	BESIS, 1996-2006			
Year:	1996-2006			
Notes:	Special Education counts of ELLs are self contained only			

Appendix 16: Special Ed ELLs by Borough, 2005-06					
Borough	General Ed ELLS	All ELLs	Sp. Ed. ELLs	Sp. Ed. ELLs as a Share of ELL Pop	Distribution Percentages Among Sp. Ed. ELLs
Brooklyn	33467	36233	2766	7.6%	24.4%
Bronx	32204	35892	3688	10.3%	32.6%
Manhattan	25021	26879	1858	6.9%	16.4%
Queens	36402	39035	2633	6.7%	23.2%
Staten Island	2749	3134	385	12.3%	3.4%
Total	129843	141173	11330	8.0%	100.0%

Appendix 17: Special Education ELLs by Region, 2005-06						
Region	GE ELLs	All ELLs	SE ELLs	SE ELLs as a Share of ELL Pop	Distribution Among SE ELLs	
1	18812	20528	1716	8.4%	15.1%	
2	10251	11332	1081	9.5%	9.5%	
3	12989	13630	641	4.7%	5.7%	
4	22297	23675	1378	5.8%	12.2%	
5	7480	8051	571	7.1%	5.0%	
6	6368	6828	460	6.7%	4.1%	
7	16109	17172	1063	6.2%	9.4%	
8	6909	7454	545	7.3%	4.8%	
9	12304	13167	863	6.6%	7.6%	
10	13927	14856	929	6.3%	8.2%	
75	7	2039	2032	99.7%	17.9%	
79	2390	2441	51	2.1%	0.5%	
Total	129843	141173	11330	8.0%	100.0%	
Source:	BESIS					
Year:	2005-006					

Appendix 18. Special Education ELLs by Grade, 2005-06						
Grade	GE ELLs	ALL ELLs	SE ELLs	SE ELLs as a Share of ELL Pop	SE Distribution	
K	14194	15099	905	6.0%	8.0%	
1	15407	16452	1045	6.4%	9.2%	
2	13995	15151	1156	7.6%	10.2%	
3	11804	12936	1132	8.8%	10.0%	
4	8475	9558	1083	11.3%	9.6%	
5	7982	8985	1003	11.2%	8.9%	
6	6666	7433	767	10.3%	6.8%	
7	8067	8825	758	8.6%	6.7%	
8	8175	8924	749	8.4%	6.6%	
9	13199	14207	1008	7.1%	8.9%	
10	12746	13417	671	5.0%	5.9%	
11	5857	6208	351	5.7%	3.1%	
12	3276	3978	702	17.6%	6.2%	
Total	129843	141173	11330	8.0%	100.0%	
Source:	BESIS					
Year:	2005-06					

<b>Appendix 19: NYC New Immigrants by School Year, 2001-2006</b>			
<b>School Year</b>	<b>All Students</b>	<b>Immigrants</b>	<b>Share of Immigrants</b>
2001-2002	1,057,130	86,973	8.2%
2002-2003	1,090,208	85,320	7.8%
2003-2004	1,086,815	81,946	7.5%
2004-2005	1,075,470	75,046	7.0%
2005-2006	1,055,986	70,313	6.7%
<b>Source:</b>	Official Audited October 31st Register (DIIT) and Immigrant Survey (ATS)		
<b>Year:</b>	2001-2006		
<b>Notes:</b>	ATS uses the following criteria to determine new immigrant status: Active (in BIOGDATA - ATS) student as of Jan 31 of current year; first Time Admissions to NYC; first admission date is between Feb. 1 three years ago to Jan 31 current year inclusive; born overseas or arrived in NYC directly from overseas; not chartered for home school		

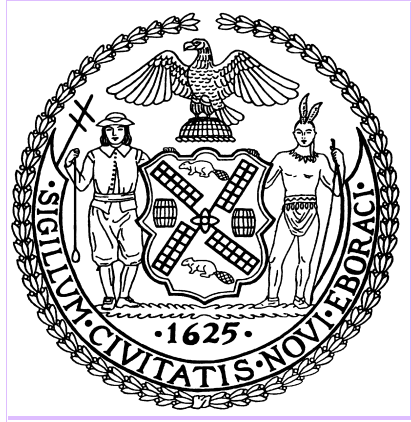
<b>Appendix 20. New Immigrants by Borough, 2005-06</b>				
<b>Borough</b>	<b>All Students</b>	<b>Immigrants</b>	<b>Immigrants as a Share of Pop</b>	<b>Distribution</b>
Brooklyn	328964	21462	6.5%	30.5%
Bronx	223803	12684	5.7%	18.0%
Manhattan	165867	10562	6.4%	15.0%
Queens	276688	23796	8.6%	33.8%
Staten Island	60664	1809	3.0%	2.6%
Total	1055986	70313	6.7%	100.0%
<b>Source:</b>	Immigrant Survey (ATS)			
<b>Year:</b>	2005-06			

<b>Appendix 21: New Immigrants by Region, 2005-06</b>				
<b>Region</b>	<b>All Students</b>	<b>Immigrants</b>	<b>Immigrants as a Share of Pop</b>	<b>Distribution</b>
1	96,534	6669	6.9%	9.5%
2	99,903	5356	5.4%	7.6%
3	129,557	10541	8.1%	15.0%
4	108,817	10462	9.6%	14.9%
5	90,728	6005	6.6%	8.5%
6	96,903	7241	7.5%	10.3%
7	137,618	9058	6.6%	12.9%
8	82,407	3293	4.0%	4.7%
9	106,818	5100	4.8%	7.3%
10	68,099	4441	6.5%	6.3%
75	22,461	344	1.5%	0.5%
79	16,141	1803	11.2%	2.6%
Total	1,055,986	70313	6.7%	100.0%
<b>Source:</b>	Official Audited October 31st Register (DIIT) and Immigrant Survey (ATS)			
<b>Year:</b>	2005-06			



**Appendix 22: New Immigrants by Grade, 2005-06**

<b>Region</b>	<b>Immigrants</b>	<b>Distribution</b>
PK	2158	3.1%
K	4972	7.1%
1	6460	9.2%
2	5634	8.0%
3	4329	6.2%
4	3961	5.6%
5	4216	6.0%
6	4366	6.2%
7	4801	6.8%
8	5264	7.5%
9	8518	12.1%
10	8442	12.0%
11	4460	6.3%
12	2732	3.9%
Total	70313	100.0%
<b>Source:</b>	Immigrant Survey (ATS)	
<b>Year:</b>	2005-06	



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June, 2006