

2018-2019 English Language Learner Demographic Report

**New York City Department of Education
Division of Multilingual Learners**

Table of Contents

Introduction	5
Methodology	5
ELL Identification Process	6
2018-2019 ELL Enrollment	6
ELL Enrollment by Borough.....	7
ELL Enrollment by Grade Level and by Borough	7
ELL Enrollment by Grade Level	8
ELL Enrollment by Grade Level and by Borough.....	8
ELL Enrollment by Grade Level (Citywide).....	8
ELL Enrollment by Grade Level (Queens).....	9
ELL Enrollment by Grade Level (Brooklyn)	9
ELL Enrollment by Grade Level (Bronx).....	10
ELL Enrollment by Grade Level (Manhattan)	10
ELL Enrollment by Grade Level (Staten Island)	11
ELL Enrollment by Grade Level Group and by Borough	11
ELL Enrollment by Grade Level Group (Citywide).....	12
ELL Enrollment by Grade Level Group (Queens).....	12
ELL Enrollment by Grade Level Group (Brooklyn)	12
ELL Enrollment by Grade Level Group (Bronx).....	13
ELL Enrollment by Grade Level Group (Manhattan)	13
ELL Enrollment by Grade Level Group (Staten Island)	13
2018-2019 ELL Places of Birth	13
Foreign-Born ELLs by Borough	14
U.S.-born and Foreign-born ELLs by Borough.....	14
U.S.-born and Foreign-born ELLs by Borough (Citywide)	15
U.S.-born and Foreign-born ELLs by Borough (Queens)	15
U.S.-born and Foreign-born ELLs by Borough (Brooklyn).....	15
U.S.-born and Foreign-born ELLs by Borough (Bronx)	15
U.S.-born and Foreign-born ELLs by Borough (Manhattan).....	15
U.S.-born and Foreign-born ELLs by Borough (Staten Island).....	15
Top 10 Places of Birth for ELLs	16
Top 10 Places of Birth for ELLs by Borough	16
Top 10 Places of Birth for ELLs (Citywide).....	17
Top 10 Places of Birth for ELLs (Queens).....	17
Top 10 Places of Birth for ELLs (Brooklyn)	18

Top 10 Places of Birth for ELLs (Bronx)	18
Top 10 Places of Birth for ELLs (Manhattan)	18
Top 10 Places of Birth for ELLs (Staten Island)	19
2018-2019 ELL Home Languages	19
Top 10 Home Languages for ELLs.....	20
Top 10 Home Languages of ELLs by Borough.....	20
Top 10 Home Languages for ELLs (Citywide)	21
Top 10 Home Languages for ELLs (Queens)	21
Top 10 Home Languages for ELLs (Brooklyn).....	22
Top 10 Home Languages for ELLs (Bronx)	22
Top 10 Home Languages for ELLs (Manhattan).....	23
Top 10 Home Languages for ELLs (Staten Island).....	23
Top Places of Birth for the Top 5 Home Languages of ELLs.....	23
Top Places of Birth for Spanish-Speaking ELLs	24
Top Places of Birth for Chinese-Speaking ELLs	25
Top Places of Birth for Arabic-Speaking ELLs	26
Top Places of Birth for Bengali-Speaking ELLs	27
Top Places of Birth for Russian-Speaking ELLs	28
2018-2019 ELL Programs and Services	28
Delivery Models and Supports.....	28
English as a New Language.....	28
Transitional Bilingual Education	29
Dual Language	29
ELL Enrollment within the Service Delivery Models	29
Distribution of ELLs by Program	30
Distribution of ELLs by Program by Borough	30
Distribution of ELLs by Program (Queens).....	31
Distribution of ELLs by Program (Brooklyn)	32
Distribution of ELLs by Program (Bronx)	33
Distribution of ELLs by Program (Manhattan)	34
Distribution of ELLs by Program (Staten Island)	35
2018-19 ELL Subgroups	35
ELLs by Newcomer, Developing, Long-term	36
Newcomer ELLs (0 to 3 Years of ELL Services).....	37
Top 10 Home Languages of Newcomer ELLs.....	38
Developing ELLs (4 to 6 Years of ELL Services)	38
Top 10 Home Languages of Developing ELLs.....	39

Long-term ELLs (7 or More Years of ELL Services)	39
Top 10 Home Languages of Long-term ELLs	40
Students with Interrupted/Inconsistent Formal Education	41
Top 10 Home Languages of SIFE ELLs	43
ELLs with IEPs	43
Top 10 Home Languages of ELLs with IEPs	44
Conclusion	44
Appendix I: Further ELL Analysis	45
Top 5 Home Languages by District by Grade Level Group	45
ELL Subgroup by District and Grade Level Group	57
SIFE ELLs by District and Grade Level Group	66
ELLs with IEPs by District and Grade Level Group	67
Appendix II: Comparison Data	68
NYC DOE Student Population	68
NYC DOE Enrollment by Borough	68
NYC DOE Home Languages	69
NYC DOE Enrollment by Top 5 Home Languages	69
Non-ELLs and ELLs within the NYC DOE Student Population	70
Non-ELLs and ELLs by Gender	71
Non-ELLs and ELLs by Ethnicity	71
Non-ELLs and ELLs Home Language Comparison	72
Definitions and Terms	73

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 public schools during the 2018-2019 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 New York City 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, ethnicity, place of birth) is captured in Automate the Schools (ATS), a central database, while course enrollment information for students is collected in Student Transcript and Academic Reporting System (STARS).

Various steps were taken to compile the final dataset used to provide the figures¹ in this report. The Division of Multilingual Learners (DML) 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 majority of this report concentrates on ELLs exclusively and is based on a data source that examines all ELLs who came in and out of the NYC DOE school system during the entire school year. [Appendix II: Comparison Data](#) provides context about the NYC DOE’s total student population and relies on a data source that is a snapshot in time as of October 2018. 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, use the “School Register” link to explore that school’s data.

¹ Note: Percentages may not add up to 100% due to rounding.

ELL Identification Process

Upon enrolling their child in a New York City public school, parents or guardians must fill out a Home Language Identification Survey (HLIS). If they indicate that a language other than English is 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 2015-2016 school year, there are three ways for students to demonstrate proficiency in English:

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 students achieve English language proficiency, they are no longer considered ELLs. However, they are still eligible for ELL services and testing accommodations for up to two years. These students are considered Former ELLs.

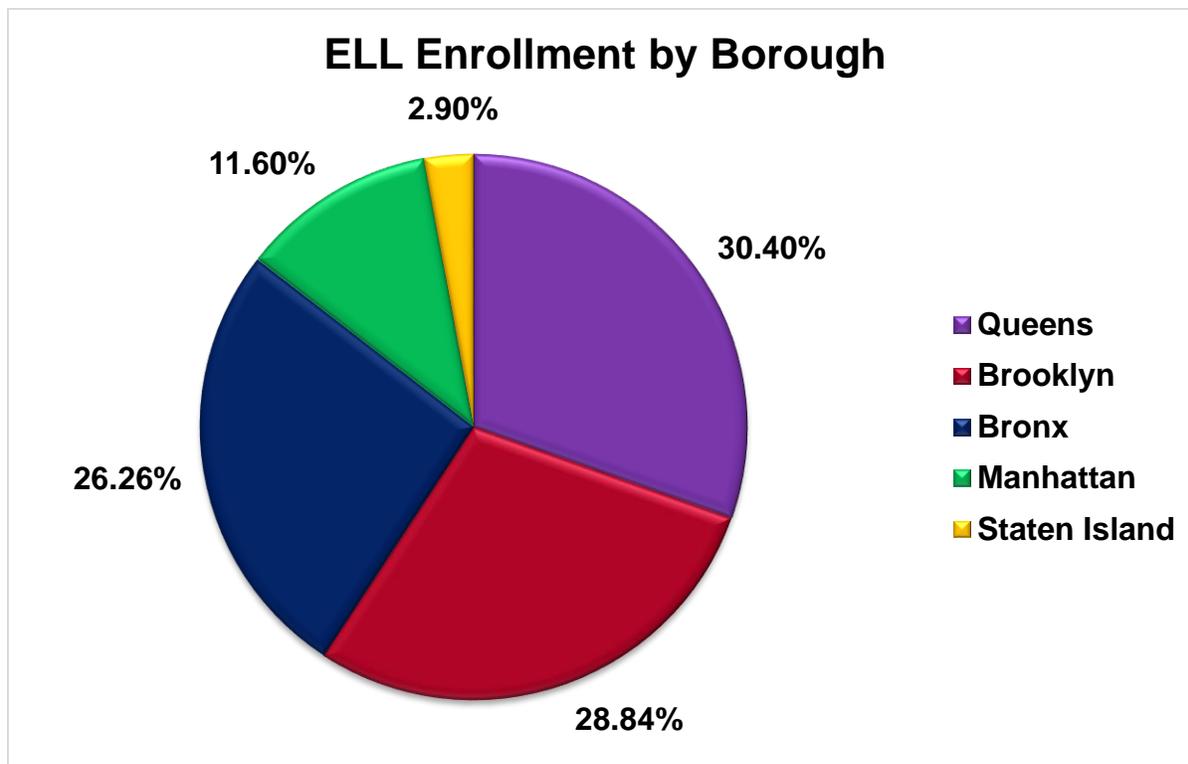
The policies that regulate ELL education in New York State are called Commissioner’s Regulations (CR) Part 154. For information on these policies, visit [NYC DOE’s English Language Learners](https://www.schools.nyc.gov/learning/multilingual-learners/english-language-learners) (Direct Link: <https://www.schools.nyc.gov/learning/multilingual-learners/english-language-learners>) or [New York State Education Department’s CR Part 154](http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learnersmultilingual-learners) (Direct Link: <http://www.nysed.gov/bilingual-ed/regulations-concerning-english-language-learnersmultilingual-learners>).

2018-2019 ELL Enrollment²

Of the 154,276 ELLs who enrolled in New York City public schools at some point during the 2018-2019 school year, the largest population of ELLs attended schools in Queens with 46,898 students (30.40%). Brooklyn remained narrowly behind with the second largest ELL population at 44,498 (28.84%). Followed closely, the Bronx rounded out the top three boroughs of ELL enrollment with 40,506 ELLs (26.26%). Although they were comparatively smaller, Manhattan’s and Staten Island’s ELL populations were still sizeable, with 17,893 (11.60%) and 4,481 (2.90%) students, respectively.

² All figures are based on 2018-2019 Final ELL Dataset (annual ELL survey). 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

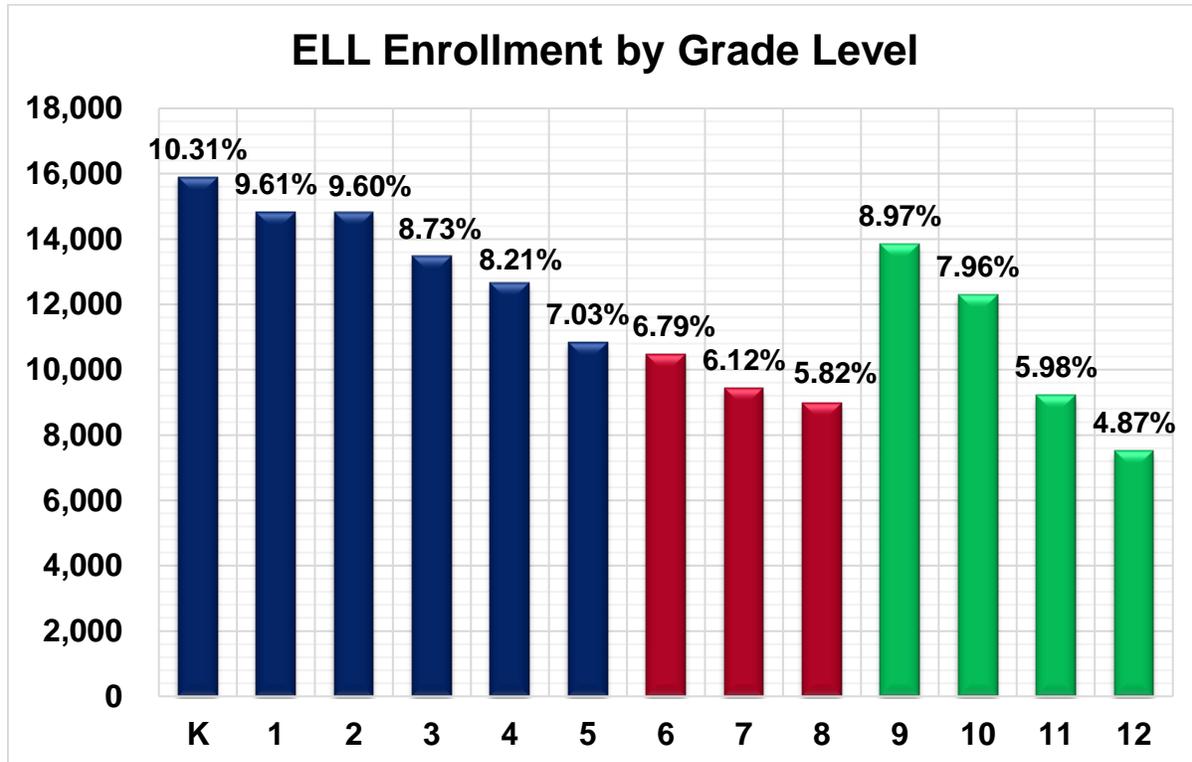


Borough	ELLs (Number)	ELLs (Percent)
Queens	46,898	30.40%
Brooklyn	44,498	28.84%
Bronx	40,506	26.26%
Manhattan	17,893	11.60%
Staten Island	4,481	2.90%
Total	154,276	100.00%

ELL Enrollment by Grade Level and by Borough

During the 2018-2019 school year, a little over half (53.49%) of all ELLs in the NYC DOE were in elementary school grades (82,517). Kindergarten through second grade had the highest numbers of ELLs (15,901, 14,829, and 14,814, 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 (27.78%) of all ELLs were in high school grades (42,860). Ninth grade showed the highest concentration with 13,842 ELLs, potentially signaling a major entry point for recently arrived ELLs.

ELL Enrollment by Grade Level



ELL Enrollment by Grade Level and by Borough

ELL Enrollment by Grade Level (Citywide)

Grade Level	ELLs (Number)	ELLs (Percent)
K	15,901	10.31%
1	14,829	9.61%
2	14,814	9.60%
3	13,468	8.73%
4	12,661	8.21%
5	10,844	7.03%
6	10,479	6.79%
7	9,438	6.12%
8	8,982	5.82%
9	13,842	8.97%
10	12,284	7.96%
11	9,219	5.98%
12	7,515	4.87%
Total	154,276	100.00%

ELL Enrollment by Grade Level (Queens)

Grade Level	ELLs (Number)	ELLs (Percent)
K	5,780	12.32%
1	5,026	10.72%
2	5,005	10.67%
3	4,320	9.21%
4	3,956	8.44%
5	3,333	7.11%
6	3,132	6.68%
7	2,650	5.65%
8	2,531	5.40%
9	3,812	8.13%
10	3,183	6.79%
11	2,388	5.09%
12	1,782	3.80%
Total	46,898	100.00%

ELL Enrollment by Grade Level (Brooklyn)

Grade Level	ELLs (Number)	ELLs (Percent)
K	5,107	11.48%
1	4,757	10.69%
2	4,418	9.93%
3	4,024	9.04%
4	3,655	8.21%
5	3,080	6.92%
6	3,048	6.85%
7	2,556	5.74%
8	2,453	5.51%
9	3,620	8.14%
10	3,325	7.47%
11	2,362	5.31%
12	2,093	4.70%
Total	44,498	100.00%

ELL Enrollment by Grade Level (Bronx)

Grade Level	ELLs (Number)	ELLs (Percent)
K	3,147	7.77%
1	3,220	7.95%
2	3,603	8.89%
3	3,457	8.53%
4	3,453	8.52%
5	3,093	7.64%
6	2,964	7.32%
7	2,923	7.22%
8	2,794	6.90%
9	3,726	9.20%
10	3,255	8.04%
11	2,692	6.65%
12	2,179	5.38%
Total	40,506	100.00%

ELL Enrollment by Grade Level (Manhattan)

Grade Level	ELLs (Number)	ELLs (Percent)
K	1,291	7.22%
1	1,281	7.16%
2	1,254	7.01%
3	1,222	6.83%
4	1,228	6.86%
5	998	5.58%
6	1,046	5.85%
7	1,067	5.96%
8	989	5.53%
9	2,365	13.22%
10	2,251	12.58%
11	1,567	8.76%
12	1,334	7.46%
Total	17,893	100.00%

ELL Enrollment by Grade Level (Staten Island)

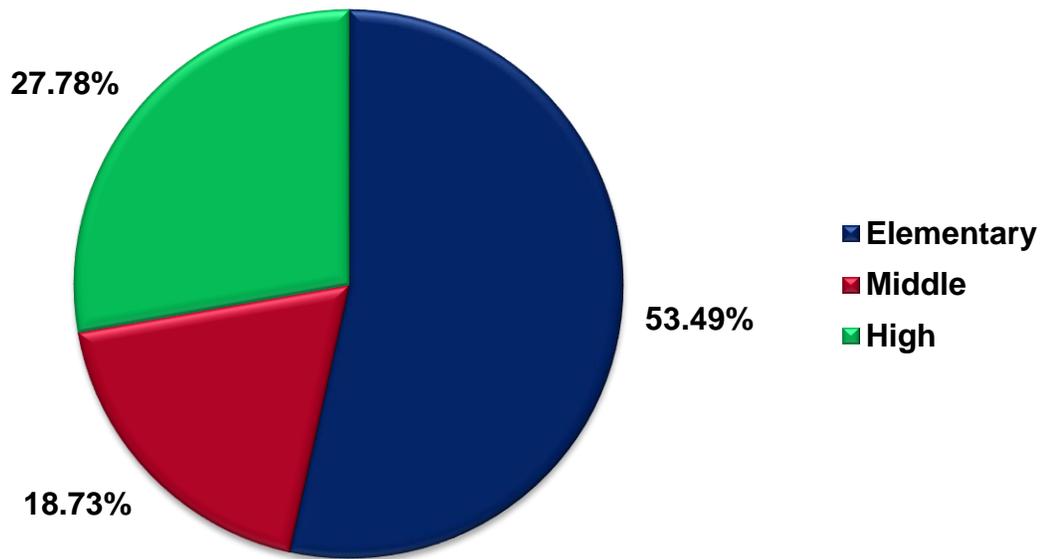
Grade Level	ELLs (Number)	ELLs (Percent)
K	576	12.85%
1	545	12.16%
2	534	11.92%
3	445	9.93%
4	369	8.23%
5	340	7.59%
6	289	6.45%
7	242	5.40%
8	215	4.80%
9	319	7.12%
10	270	6.03%
11	210	4.69%
12	127	2.83%
Total	4,481	100.00%

ELL Enrollment by Grade Level Group and by Borough

The NYC DOE student population consists of three grade level groups³ (elementary, middle, and high schools). In all but two boroughs—Manhattan (40.65%) and the Bronx (49.31%)—ELLs at the elementary level accounted for more than 50% of ELLs. In the NYC DOE, elementary schools represented where the majority of ELLs were enrolled, but there was a significant difference for ELLs in Manhattan. Manhattan ELLs in high schools represented the majority at 42.01% compared to elementary schools at 40.65%. The high school proportion of ELLs in Manhattan was more than 12% greater than the next closest borough high school proportion (Bronx at 29.26%). While Staten Island represented the smallest number of ELLs in the five boroughs, their ELL enrollment represented in elementary schools is the largest proportion at 62.69% of Staten Island ELLs. This was over three times the proportion represented in high schools and nearly four times greater than the proportion in middle schools.

³ Three Grade Level Groups: Elementary School, grades K—5; Middle School, grades 6—8; High School, grades 9—12.

ELL Enrollment by Grade Level Group (Citywide)



ELL Enrollment by Grade Level Group (Citywide)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	82,517	53.49%
Middle	28,899	18.73%
High	42,860	27.78%
Total	154,276	100.00%

ELL Enrollment by Grade Level Group (Queens)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	27,420	58.47%
Middle	8,313	17.73%
High	11,165	23.81%
Total	46,898	100.00%

ELL Enrollment by Grade Level Group (Brooklyn)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	25,041	56.27%
Middle	8,057	18.11%
High	11,400	25.62%
Total	44,498	100.00%

ELL Enrollment by Grade Level Group (Bronx)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	19,973	49.31%
Middle	8,681	21.43%
High	11,852	29.26%
Total	40,506	100.00%

ELL Enrollment by Grade Level Group (Manhattan)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	7,274	40.65%
Middle	3,102	17.34%
High	7,517	42.01%
Total	17,893	100.00%

ELL Enrollment by Grade Level Group (Staten Island)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	2,809	62.69%
Middle	746	16.65%
High	926	20.67%
Total	4,481	100.00%

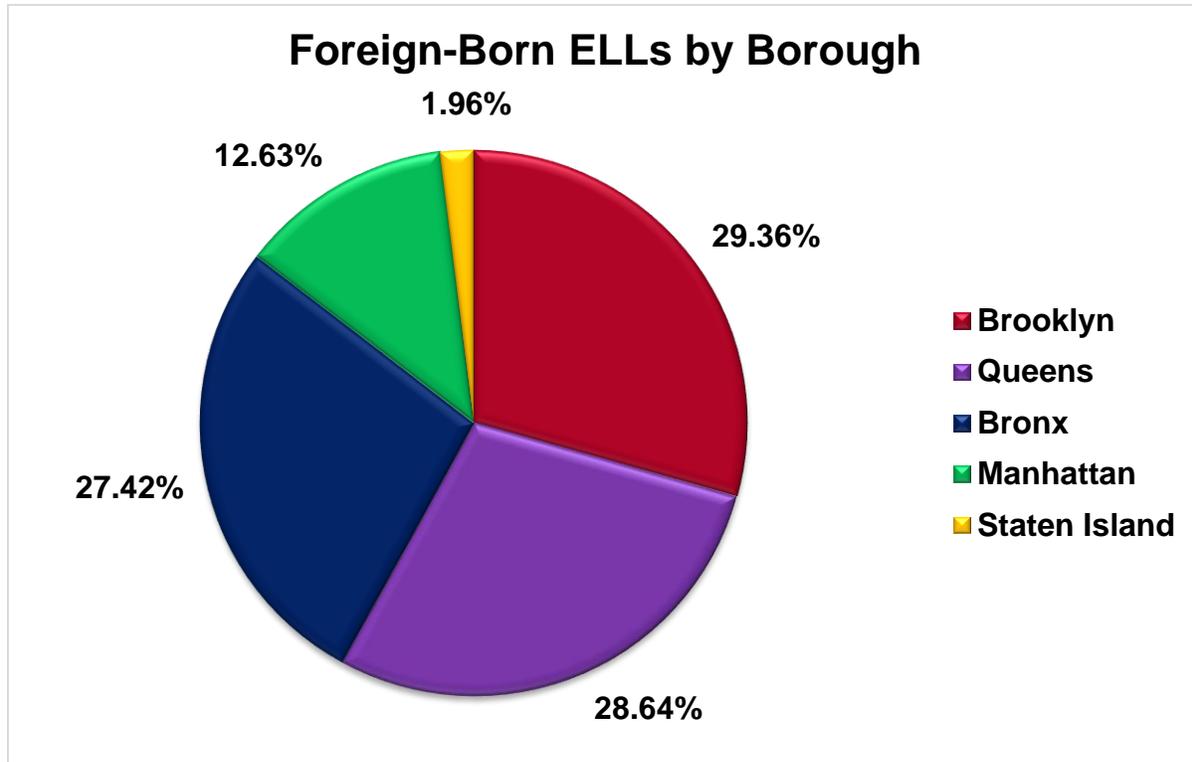
2018-2019 ELL Places of Birth

Even though nearly half of the ELLs in the NYC DOE (46.57% or 71,852) were born within the United States of America⁴, slightly more than half (53.43% or 82,424) were born outside the United States of America in 191⁵ different places. Earlier in this report, the data indicated that the borough of Queens accounted for the majority of ELLs in the NYC DOE. Nonetheless, schools located in Brooklyn represented the largest proportion of foreign-born ELLs at 29.36% or 24,198. Queens and the Bronx also made up a large percent of foreign-born ELLs with 28.64% and 27.42% or 23,608 and 22,597, respectively. Although at smaller proportions, foreign-born ELLs in Manhattan and Staten Island were represented at 12.63% and 1.96%, respectively. While the percentages are comparably smaller, the number of students represented in Manhattan is still significant at 10,408, whereas Staten Island represented 1,613 students.

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

⁵ This count excludes students whose place of birth was not reported by the school.

Foreign-Born ELLs by Borough



Borough	ELLs (Number)	ELLs (Percent)
Brooklyn	24,198	29.36%
Queens	23,608	28.64%
Bronx	22,597	27.42%
Manhattan	10,408	12.63%
Staten Island	1,613	1.96%
Total	82,424	100.00%

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

Foreign-born ELLs, those born outside the United States of America, represented a significant proportion of the ELL population enrolled within each borough (see tables below). With the exception of Staten Island, all other boroughs had higher representation among foreign-born ELLs compared to U.S.-born ELLs with varying proportions. For example, Manhattan exhibited the largest proportion of foreign-born ELLs outnumbering U.S.-born ELLs 58.17% to 41.83%. The Bronx and Brooklyn both shared similar ratios of foreign-born ELLs at 55.79% and 54.38%, respectively. Queens represented a near even split where 50.34% of the ELLs are foreign-born and 49.66% are U.S.-born. In Staten Island, where the fewest total number of ELLs attended school, foreign-born ELLs made up about a third (36.00%) of their total ELL population.

U.S.-born and Foreign-born ELLs by Borough (Citywide)

Place of Birth	ELLs (Number)	ELLs (Percent)
U.S.-born	71,852	46.57%
Foreign-born	82,424	53.43%
Total	154,276	100.00%

U.S.-born and Foreign-born ELLs by Borough (Queens)

Place of Birth	ELLs (Number)	ELLs (Percent)
U.S.-born	23,290	49.66%
Foreign-born	23,608	50.34%
Total	46,898	100.00%

U.S.-born and Foreign-born ELLs by Borough (Brooklyn)

Place of Birth	ELLs (Number)	ELLs (Percent)
U.S.-born	20,300	45.62%
Foreign-born	24,198	54.38%
Total	44,498	100.00%

U.S.-born and Foreign-born ELLs by Borough (Bronx)

Place of Birth	ELLs (Number)	ELLs (Percent)
U.S.-born	17,909	44.21%
Foreign-born	22,597	55.79%
Total	40,506	100.00%

U.S.-born and Foreign-born ELLs by Borough (Manhattan)

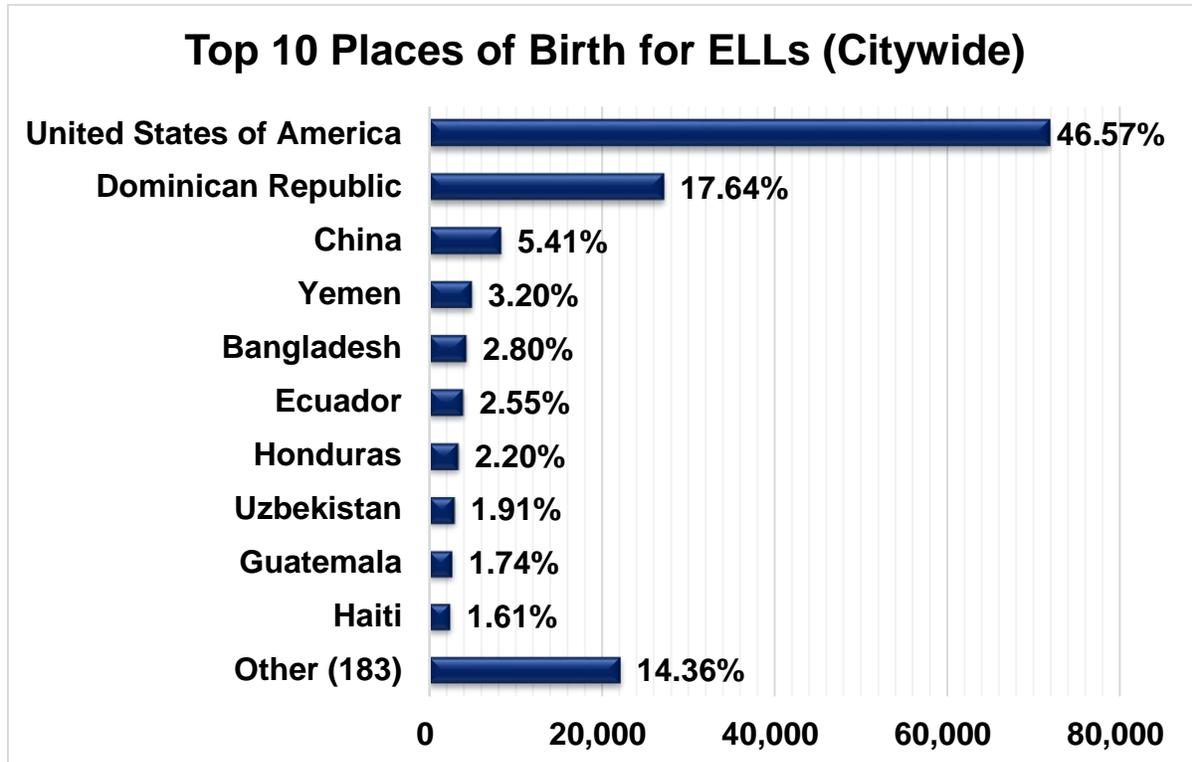
Place of Birth	ELLs (Number)	ELLs (Percent)
U.S.-born	7,485	41.83%
Foreign-born	10,408	58.17%
Total	17,893	100.00%

U.S.-born and Foreign-born ELLs by Borough (Staten Island)

Place of Birth	ELLs (Number)	ELLs (Percent)
U.S.-born	2,868	64.00%
Foreign-born	1,613	36.00%
Total	4,481	100.00%

Top 10 Places of Birth for ELLs

Even though the majority of ELLs were born in the United States of America, the remaining multitude of places of birth further reveals 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 17.64% of ELLs. China⁶ followed with over 5.41% of ELLs. ELLs were born in 192⁷ different places.



Top 10 Places of Birth for ELLs by Borough

In all five boroughs, the ELLs born in the United States of America represented the highest amount of ELLs. In 4 of the 5 boroughs, the second most common place of birth for ELLs was Dominican Republic. Queens was the only exception revealing China (7.34%) as the second most common with Dominican Republic (6.77%) following closely behind. While Dominican Republic typically represented the second most common place of birth for ELLs, the proportion of that representation was starkly different among the boroughs. The Bronx (35.48%) and Manhattan (30.37%) demonstrated a significantly higher proportion of ELLs born in Dominican Republic when compared to Brooklyn (9.13%) and Staten Island (3.86%). In all but one borough, ELLs were born in at least 130 different places or more, which further exemplifies the ELL diversity throughout New York City. Although Staten Island's ELL population was not as high, the near 100 different places of birth exhibit their ELL diversity.

⁶ China includes Hong Kong.

⁷ This count excludes students whose place of birth was not reported by the school.

Top 10 Places of Birth for ELLs (Citywide)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	71,852	46.57%
2	Dominican Republic	27,216	17.64%
3	China	8,339	5.41%
4	Yemen	4,944	3.20%
5	Bangladesh	4,316	2.80%
6	Ecuador	3,938	2.55%
7	Honduras	3,387	2.20%
8	Uzbekistan	2,945	1.91%
9	Guatemala	2,691	1.74%
10	Haiti	2,491	1.61%
No Rank	Other (183) ⁸	22,157	14.36%
Total	All Places of Birth	154,276	100.00%

Top 10 Places of Birth for ELLs (Queens)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	23,290	49.66%
2	China	3,444	7.34%
3	Dominican Republic	3,175	6.77%
4	Ecuador	2,317	4.94%
5	Bangladesh	2,153	4.59%
6	Colombia	1,394	2.97%
7	El Salvador	1,351	2.88%
8	India	1,138	2.43%
9	Guatemala	1,032	2.20%
10	Honduras	871	1.86%
No Rank	Other (151)	6,733	14.36%
Total	All Places of Birth	46,898	100.00%

⁸ Henceforth, "Other" includes students whose place of birth is unknown.

Top 10 Places of Birth for ELLs (Brooklyn)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	20,300	45.62%
2	Dominican Republic	4,061	9.13%
3	China	3,645	8.19%
4	Uzbekistan	2,403	5.40%
5	Yemen	2,233	5.02%
6	Haiti	1,685	3.79%
7	Guatemala	1,010	2.27%
8	Pakistan	946	2.13%
9	Bangladesh	910	2.05%
10	Ecuador	807	1.81%
No Rank	Other (142)	6,498	14.60%
Total	All Places of Birth	44,498	100.00%

Top 10 Places of Birth for ELLs (Bronx)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	17,909	44.21%
2	Dominican Republic	14,373	35.48%
3	Yemen	1,487	3.67%
4	Honduras	1,460	3.60%
5	Bangladesh	1,051	2.59%
6	Ecuador	496	1.22%
7	Mexico	355	0.88%
8	Guatemala	308	0.76%
9	El Salvador	279	0.69%
10	Ghana	268	0.66%
No Rank	Other (128)	2,520	6.22%
Total	All Places of Birth	40,506	100.00%

Top 10 Places of Birth for ELLs (Manhattan)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	7,485	41.83%
2	Dominican Republic	5,434	30.37%
3	China	1,080	6.04%
4	Yemen	382	2.13%
5	Honduras	287	1.60%
6	Ecuador	282	1.58%
7	Guatemala	267	1.49%
8	Mexico	215	1.20%
9	Senegal	201	1.12%
10	Bangladesh	177	0.99%
No Rank	Other (146)	2,083	11.64%
Total	All Places of Birth	17,893	100.00%

Top 10 Places of Birth for ELLs (Staten Island)

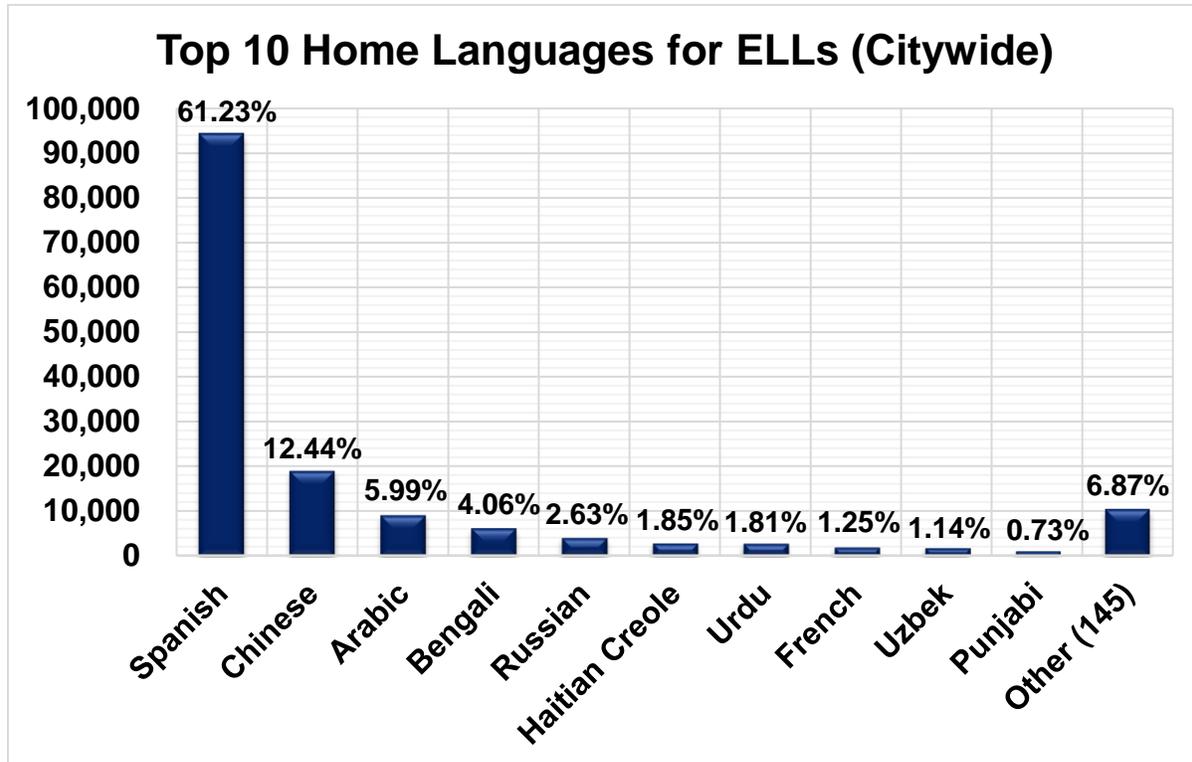
Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	2,868	64.00%
2	Dominican Republic	173	3.86%
3	China	145	3.24%
4	Yemen	144	3.21%
5	Egypt	136	3.04%
6	Honduras	105	2.34%
7	Mexico	104	2.32%
8	Guatemala	74	1.65%
9	Pakistan	68	1.52%
10	Albania	62	1.38%
No Rank	Other (80)	602	13.43%
Total	All Places of Birth	4,481	100.00%

2018-2019 ELL Home Languages

During the 2018-2019 school year, ELLs in New York City communicated in 154⁹ languages other than English. The majority of ELLs in New York City had a home language of Spanish (61.23%), which was nearly five times as many as ELLs who had the second most common home language of Chinese (12.44%). ELLs with a home language of Spanish or Chinese accounted for nearly three-fourths of the entire ELL population. However, ELLs with a Home Language of Arabic (5.99%), Bengali (4.06%), and Russian (2.63%) still represented a significant portion of the ELL population. The most prevalent languages conversed at home were as follows:

⁹ This count excludes students whose home language is student does not speak.

Top 10 Home Languages for ELLs



Top 10 Home Languages of ELLs by Borough

Due to the large representation of ELLs with a home language of Spanish, Spanish-speaking ELLs accounted for the largest proportion of ELLs in each of the five boroughs. The Bronx and Manhattan exemplify this fact with 83.03% and 71.25%, respectively. Chinese-speaking ELLs accounted for the second most common home language in the NYC DOE as well as in 4 of the 5 boroughs. However, home language of Chinese was not in the top 10 home languages of the Bronx. On the other hand, the home language of Arabic was the third most common home language in the NYC DOE and was consistently in the top 4 of home language for ELLs in each of the five boroughs.

Top 10 Home Languages for ELLs (Citywide)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	94,460	61.23%
2	Chinese	19,191	12.44%
3	Arabic	9,235	5.99%
4	Bengali	6,266	4.06%
5	Russian	4,063	2.63%
6	Haitian Creole	2,851	1.85%
7	Urdu	2,793	1.81%
8	French	1,929	1.25%
9	Uzbek	1,764	1.14%
10	Punjabi	1,120	0.73%
No Rank	Other (145) ¹⁰	10,604	6.87%
Total	All Home Languages	154,276	100.00%

Top 10 Home Languages for ELLs (Queens)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	27,117	57.82%
2	Chinese	7,202	15.36%
3	Bengali	3,297	7.03%
4	Arabic	1,927	4.11%
5	Punjabi	1,059	2.26%
6	Urdu	874	1.86%
7	Haitian Creole	661	1.41%
8	Korean	551	1.17%
9	Russian	507	1.08%
10	Nepali	405	0.86%
No Rank	Other (95)	3,298	7.03%
Total	All Home Languages	46,898	100.00%

¹⁰ Henceforth, "Other" includes students whose home language is student does not speak.

Top 10 Home Languages for ELLs (Brooklyn)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	18,544	41.67%
2	Chinese	9,104	20.46%
3	Arabic	3,991	8.97%
4	Russian	3,087	6.94%
5	Haitian Creole	1,995	4.48%
6	Urdu	1,558	3.50%
7	Uzbek	1,454	3.27%
8	Bengali	1,345	3.02%
9	Tadzhik	694	1.56%
10	Georgian	404	0.91%
No Rank	Other (88)	2,322	5.22%
Total	All Home Languages	44,498	100.00%

Top 10 Home Languages for ELLs (Bronx)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	33,631	83.03%
2	Arabic	2,119	5.23%
3	Bengali	1,365	3.37%
4	French	792	1.96%
5	Soninke	296	0.73%
6	Fulani	284	0.70%
7	Albanian	276	0.68%
8	Twi	244	0.60%
9	Mandinka	185	0.46%
10	Urdu	184	0.45%
No Rank	Other (94)	1,130	2.79%
Total	All Home Languages	40,506	100.00%

Top 10 Home Languages for ELLs (Manhattan)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	12,749	71.25%
2	Chinese	2,081	11.63%
3	Arabic	702	3.92%
4	French	521	2.91%
5	Bengali	226	1.26%
6	Russian	170	0.95%
7	Wolof	159	0.89%
8	Japanese	158	0.88%
9	Haitian Creole	138	0.77%
10	Portuguese	89	0.50%
No Rank	Other (92)	900	5.03%
Total	All Home Languages	17,893	100.00%

Top 10 Home Languages for ELLs (Staten Island)

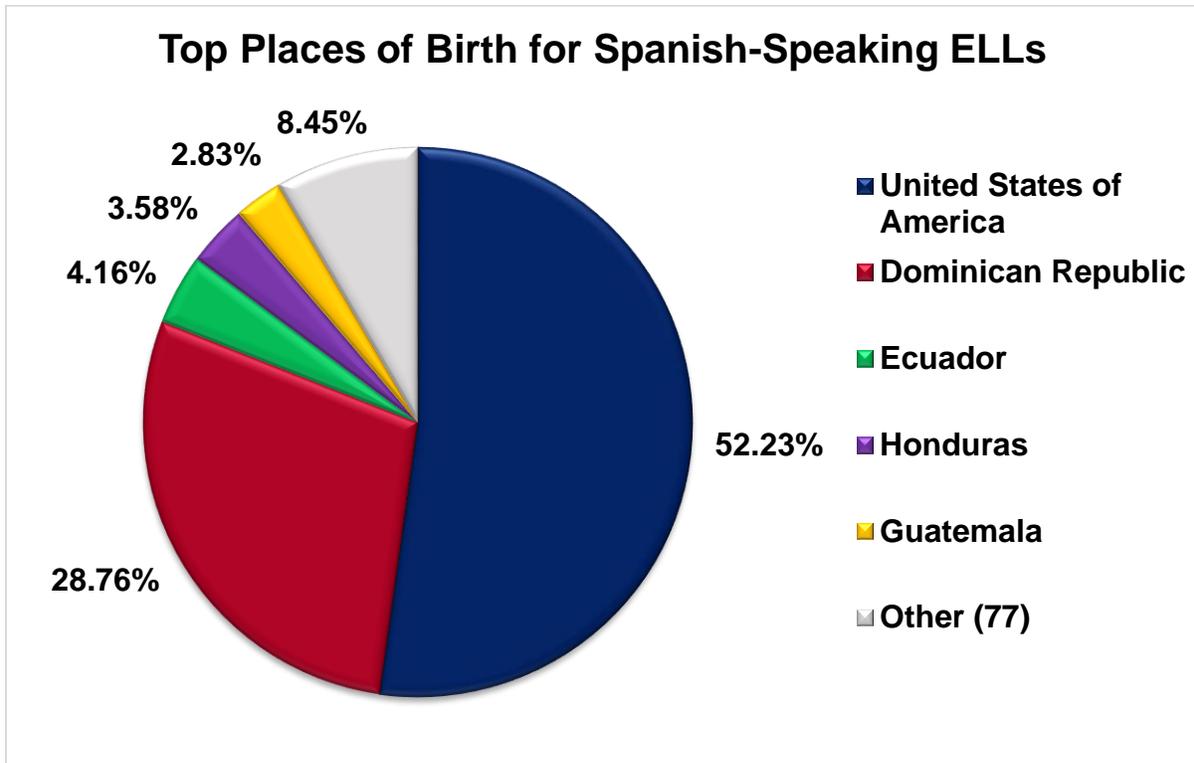
Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	2,419	53.98%
2	Chinese	681	15.20%
3	Arabic	496	11.07%
4	Russian	253	5.65%
5	Albanian	146	3.26%
6	Urdu	145	3.24%
7	Polish	42	0.94%
8	Sinhalese	39	0.87%
9	Bengali	33	0.74%
10	French	22	0.49%
No Rank	Other (50)	205	4.57%
Total	All Home Languages	4,481	100.00%

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

Further analysis relating the top home languages for ELLs to places of birth of ELLs demonstrates the depth to the diversity that is prevalent throughout New York City. ELLs with the same home language often represent a variety of places of birth from across the world as demonstrated in the data that follow.

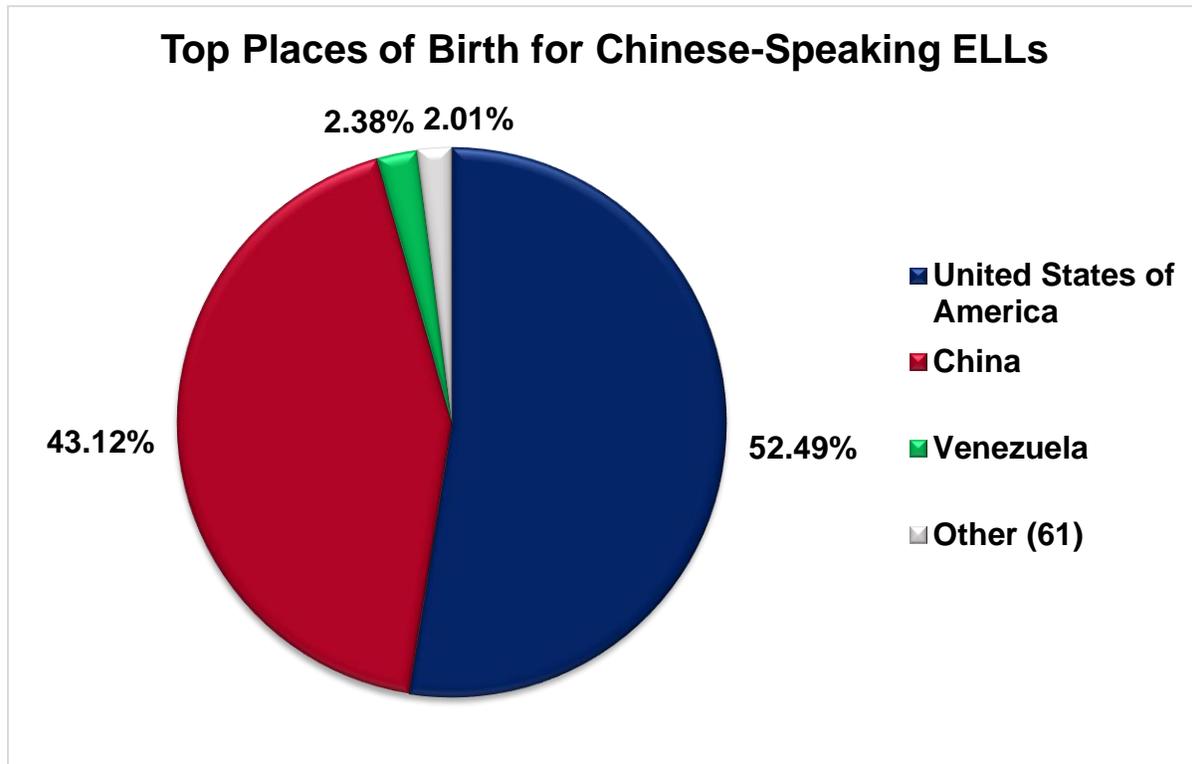
Top Places of Birth for Spanish-Speaking ELLs

An analysis of ELLs from Spanish-speaking homes found that those students' places of birth had noteworthy representation from several countries. The top place of birth for ELLs from Spanish-speaking homes was the United States of America (52.23%), followed by Dominican Republic (28.76%), Ecuador (4.16%), Honduras (3.58%), and Guatemala (2.83%).



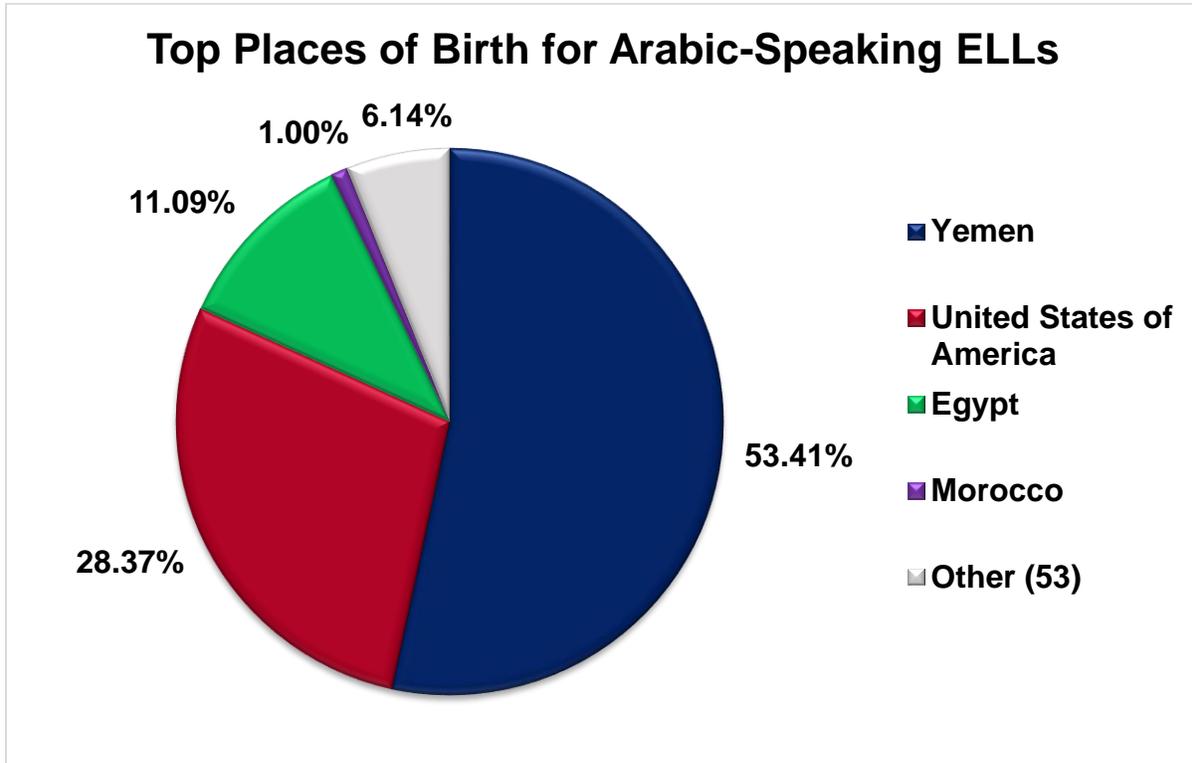
Top Places of Birth for Chinese-Speaking ELLs

A similar analysis was conducted 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 52.49% and China at 43.12%.



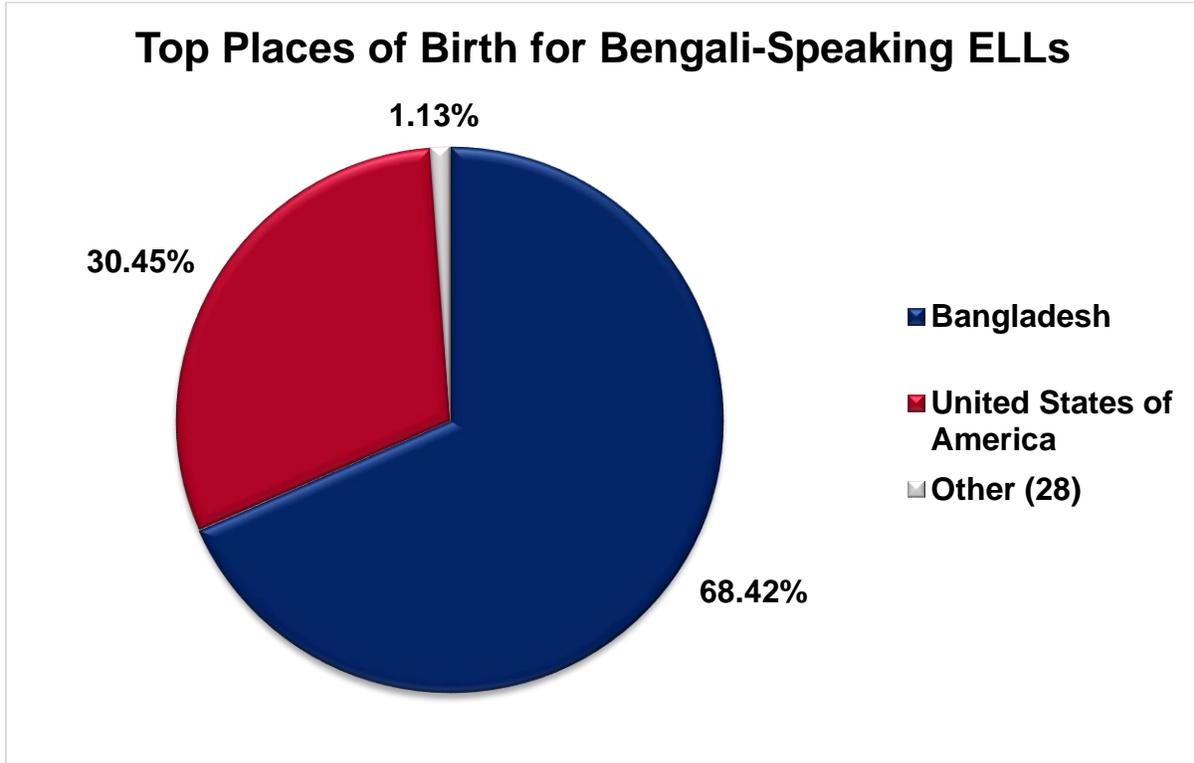
Top Places of Birth for Arabic-Speaking ELLs

Another analysis of ELLs from Arabic-speaking homes found a deviation from the Spanish-speaking and Chinese-speaking homes. The United States of America was not the top place of birth. Instead, the top places of birth were Yemen (53.41%), United States of America (28.37%), Egypt (11.09%), and Morocco (1.00%).



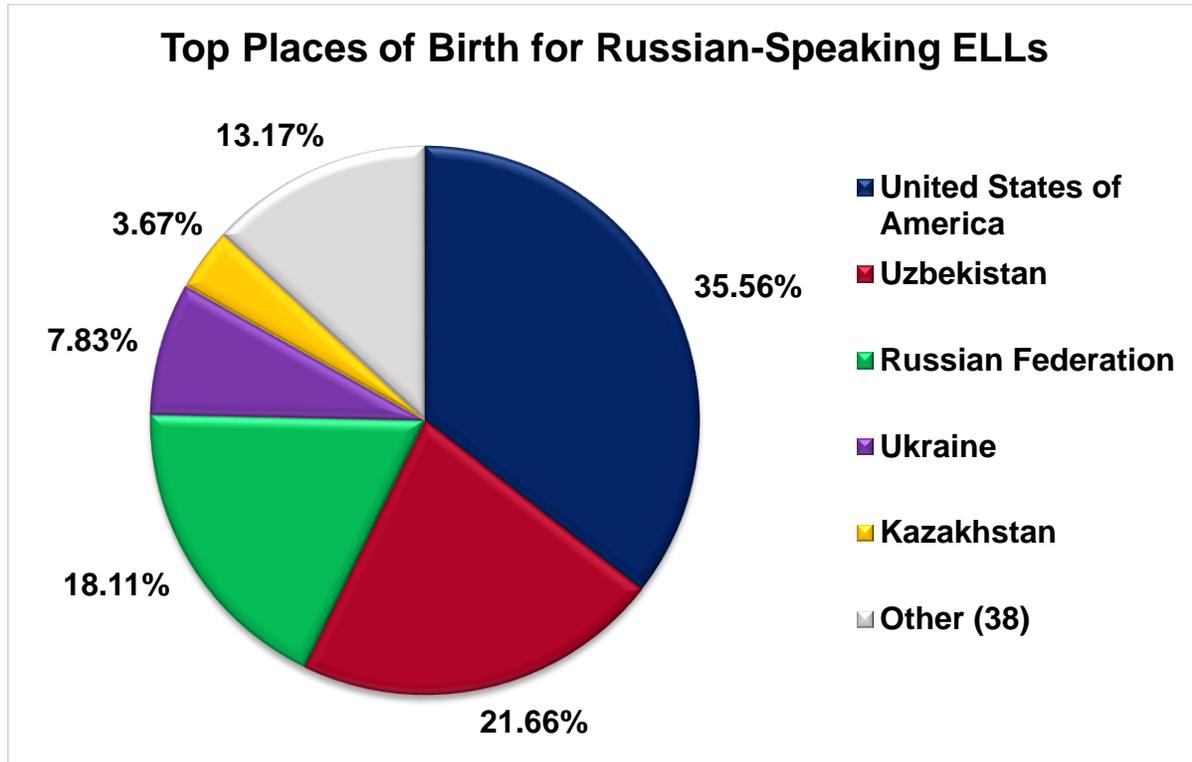
Top Places of Birth for Bengali-Speaking ELLs

An analysis of 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 less than a third. 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 68.42% and United States of America at 30.45%).



Top Places of Birth for Russian-Speaking ELLs

An analysis of 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 (35.56%), Uzbekistan (21.66%), Russian Federation (18.11%), Ukraine (7.83%), and Kazakhstan (3.67%).



2018-2019 ELL Programs and Services

Delivery Models and Supports

The NYC DOE offers three service delivery models for the education of ELLs: Dual Language (DL), Transitional Bilingual Education (TBE), and English as a New Language (ENL¹¹). 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.

English as a New Language

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 as per CR Part 154. Students receive stand-alone ENL classes and/or integrated ENL instruction in subject area classes (i.e., English language arts, math, science, social studies) depending upon their grade and proficiency levels.

¹¹ English as a New Language (ENL) formerly known as English as a Second Language (ESL).

Transitional Bilingual Education

Transitional Bilingual Education (TBE) programs are designed so that students develop concepts in their home language as they learn English. 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 most recent list of available Transitional Bilingual Education programs, visit [Bilingual Programs](https://infohub.nyced.org/in-our-schools/programs/english-language-learners-programs-and-services) (Direct Link: <https://infohub.nyced.org/in-our-schools/programs/english-language-learners-programs-and-services>).

Dual Language

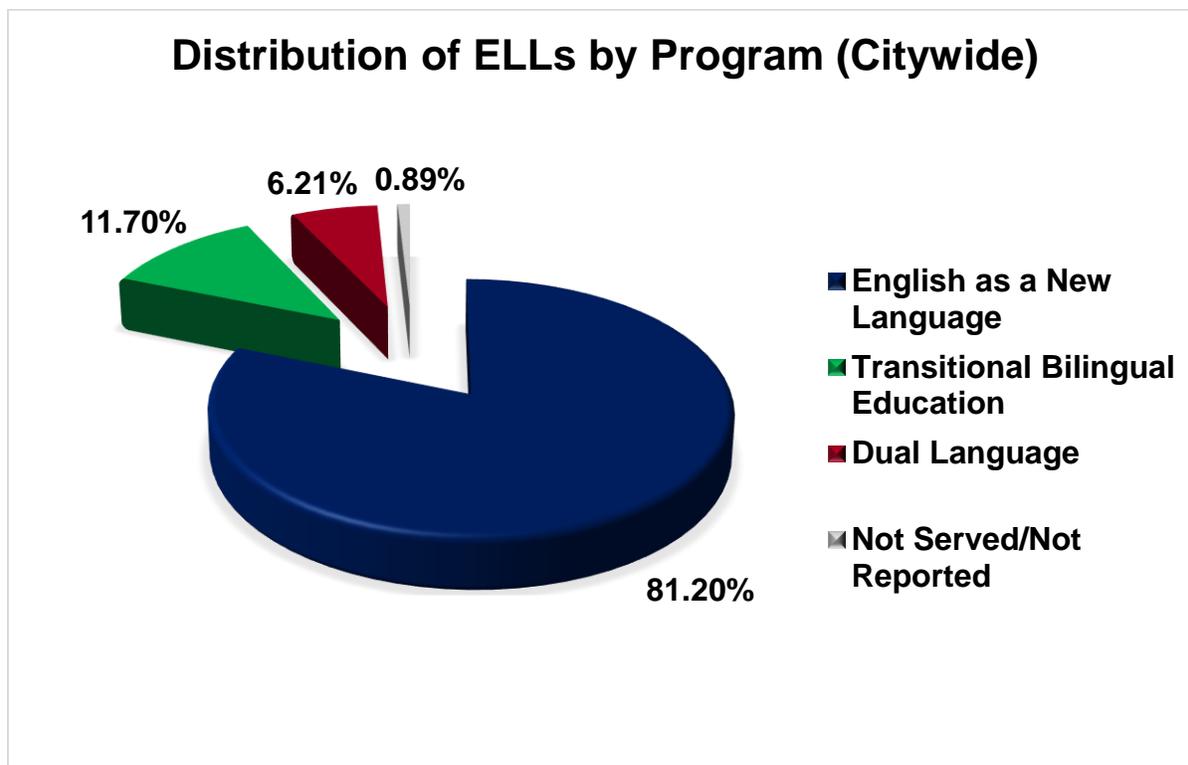
Dual Language (DL) programs are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English-proficient students are given the opportunity to learn a new language. The goals of DL programs are to develop bilingualism, biliteracy, 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. Approximately, half of the students are ELLs and half are Non-ELLs (Former ELLs or Never ELLs). For the latest list of available Dual Language programs, visit [Bilingual Programs](https://infohub.nyced.org/in-our-schools/programs/english-language-learners-programs-and-services) (Direct Link: <https://infohub.nyced.org/in-our-schools/programs/english-language-learners-programs-and-services>).

ELL Enrollment within the Service Delivery Models

During the 2018-2019 school year, the majority of ELLs were served in ENL programs (81.20%). A considerable proportion of ELLs were also served in TBE programs at 11.70%, while 6.21% of ELLs were served in DL programs. A minimal proportion of ELLs were either not served or their service was not reported¹² (0.89%). It is important to note that ELLs in either a DL or TBE bilingual program also receive ENL services as a component of their bilingual education program.

¹² Not reported is defined as a school not reporting an ELL program for a student.

Distribution of ELLs by Program

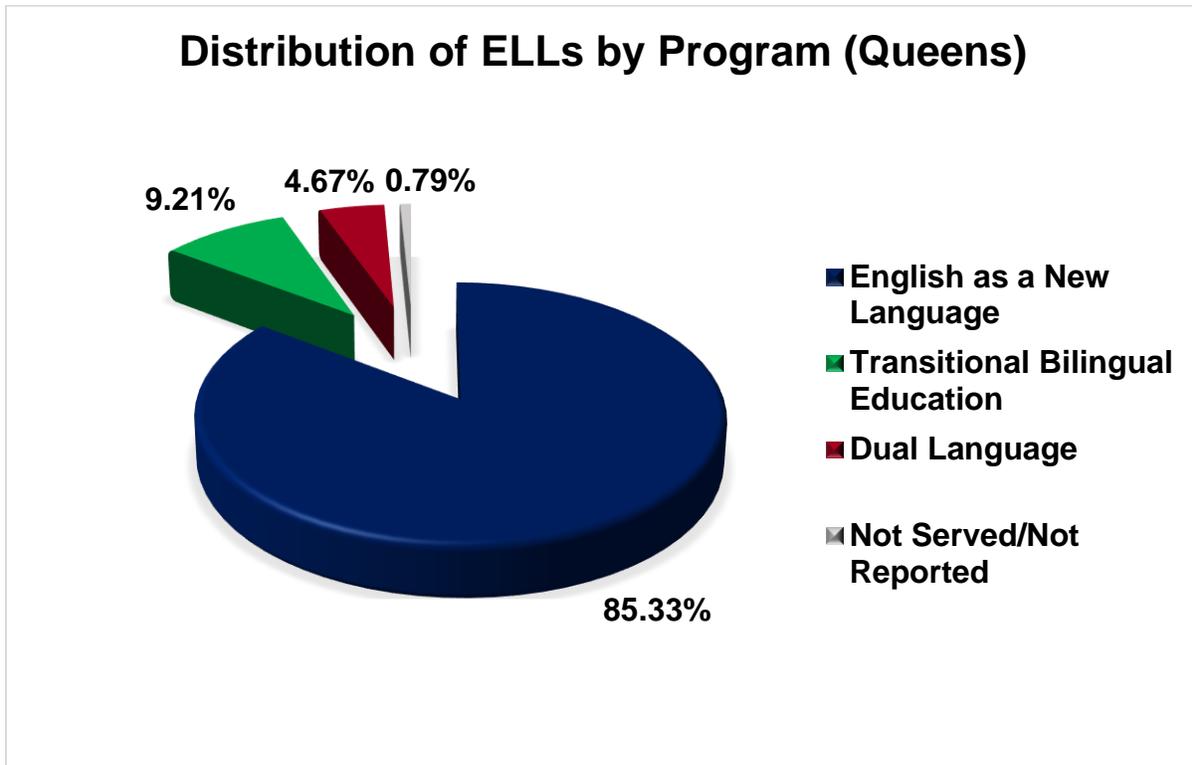


Program	ELLs (Number)	ELLs (Percent)
English as a New Language	125,271	81.20%
Transitional Bilingual Education	18,047	11.70%
Dual Language	9,583	6.21%
Not Served/Not Reported	1,375	0.89%
Total	154,276	100.00%

Distribution of ELLs by Program by Borough

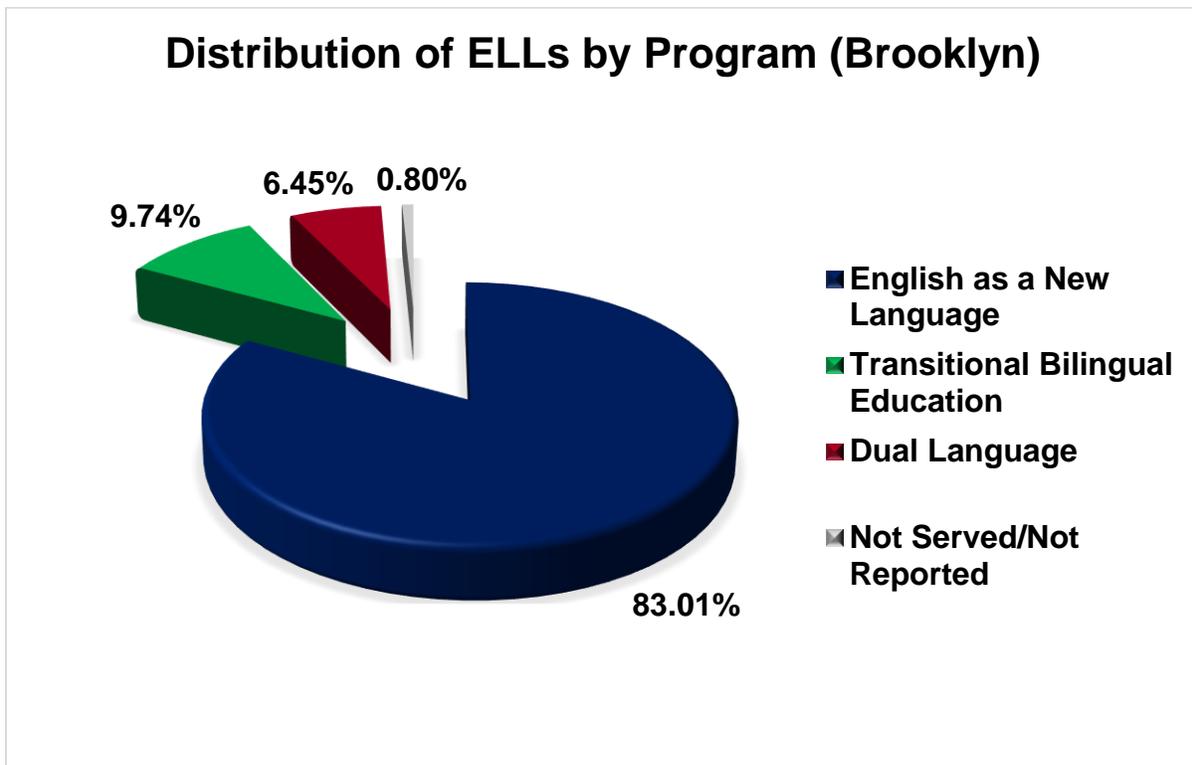
ENL services were clearly the predominant program delivered to ELLs throughout the NYC DOE. The highest proportion of ELLs served in ENL programs were in Staten Island with 89.38% (4,005). Since Queens represented the largest number of ELLs, unsurprisingly, the highest number of ELLs served in ENL programs were also in Queens with 40,020 (85.33%). Interestingly, Manhattan accounted for the second fewest number of ELLs among the five boroughs, but represented the largest proportion of their ELLs served in bilingual programs (TBE or DL) with 30.60% (5,476), which in turn produced the lowest proportion for ENL services at 68.19%. TBE consistently represented the bilingual program type which served the greatest percentage of ELLs in four of the five boroughs; Staten Island was the exception, with a greater percentage of their ELL population (5.96%) receiving DL rather than TBE (3.59%).

Distribution of ELLs by Program (Queens)



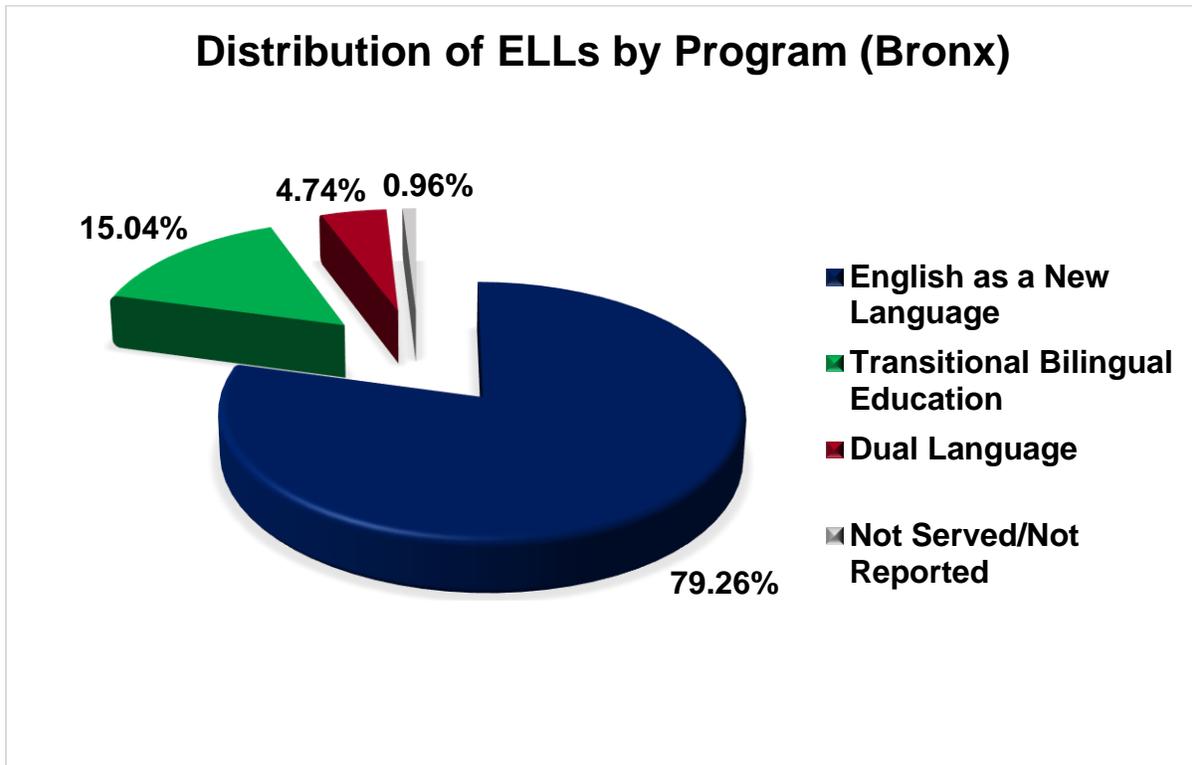
Program	ELLs (Number)	ELLs (Percent)
English as a New Language	40,020	85.33%
Transitional Bilingual Education	4,321	9.21%
Dual Language	2,188	4.67%
Not Served/Not Reported	369	0.79%
Total	46,898	100.00%

Distribution of ELLs by Program (Brooklyn)



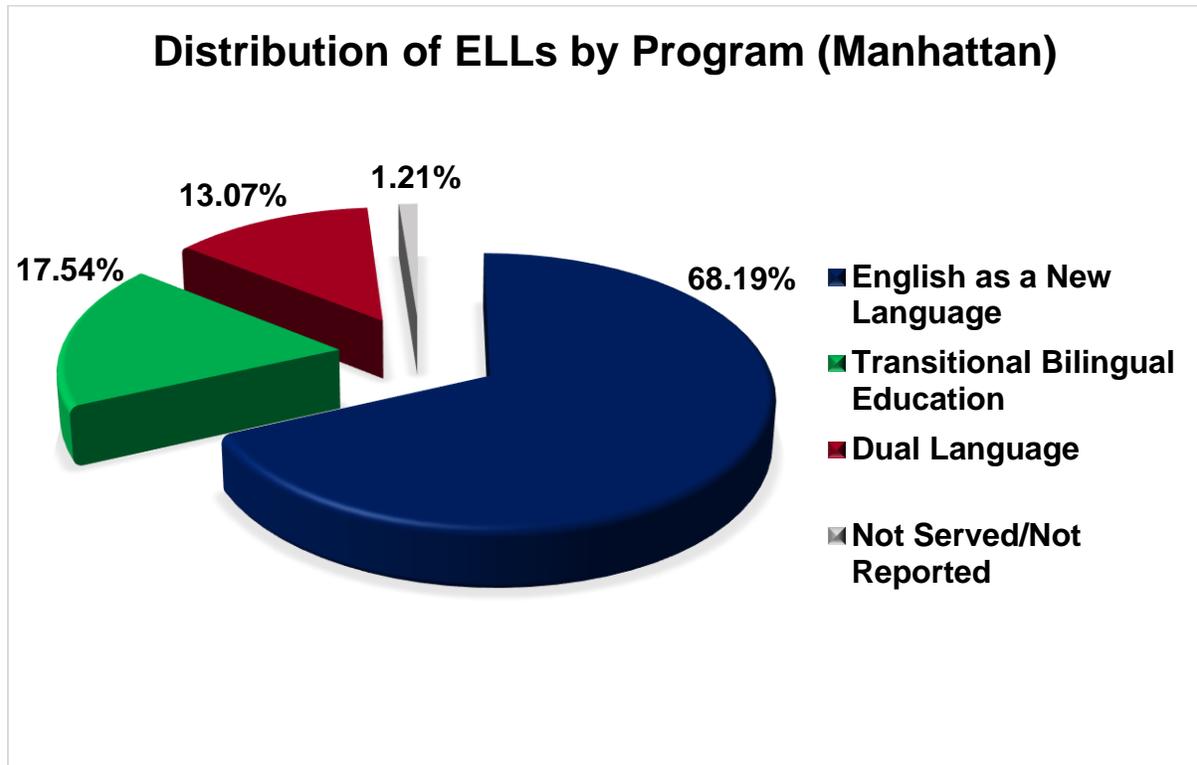
Program	ELLs (Number)	ELLs (Percent)
English as a New Language	36,939	83.01%
Transitional Bilingual Education	4,333	9.74%
Dual Language	2,871	6.45%
Not Served/Not Reported	355	0.80%
Total	44,498	100.00%

Distribution of ELLs by Program (Bronx)



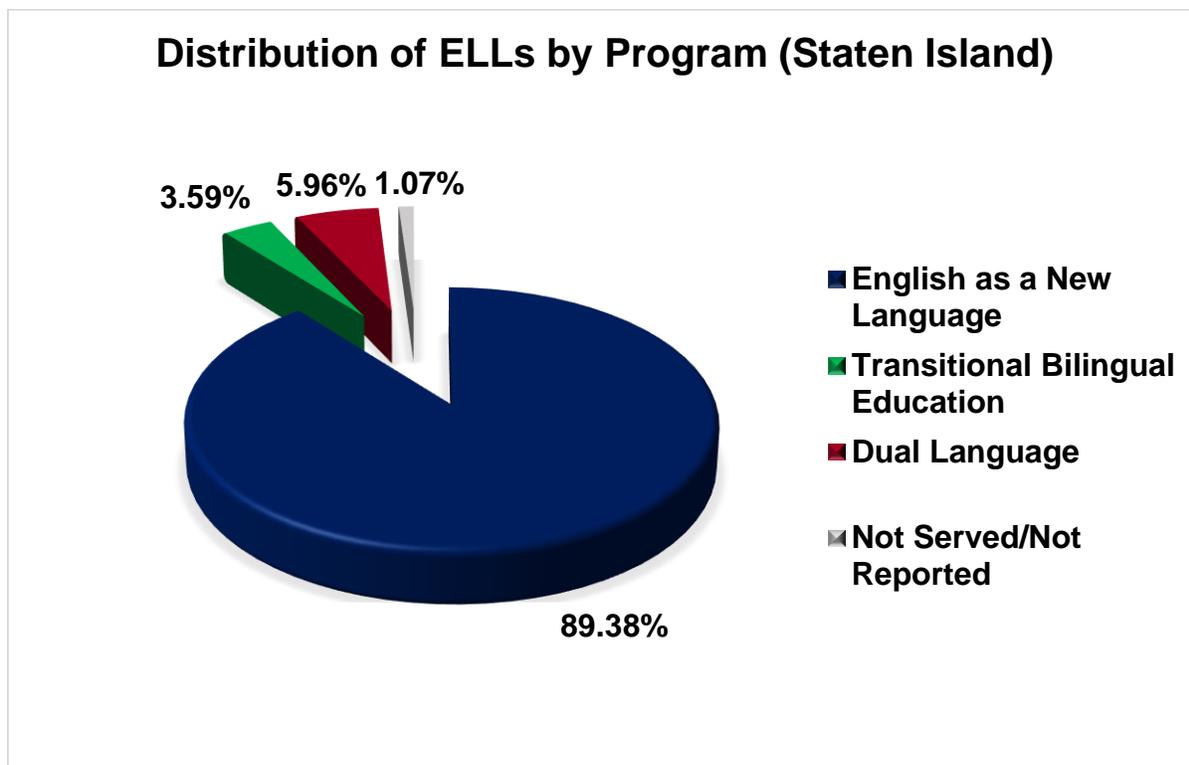
Program	ELLs (Number)	ELLs (Percent)
English as a New Language	32,106	79.26%
Transitional Bilingual Education	6,094	15.04%
Dual Language	1,919	4.74%
Not Served/Not Reported	387	0.96%
Total	40,506	100.00%

Distribution of ELLs by Program (Manhattan)



Program	ELLs (Number)	ELLs (Percent)
English as a New Language	12,201	68.19%
Transitional Bilingual Education	3,138	17.54%
Dual Language	2,338	13.07%
Not Served/Not Reported	216	1.21%
Total	17,893	100.00%

Distribution of ELLs by Program (Staten Island)



Program	ELLs (Number)	ELLs (Percent)
English as a New Language	4,005	89.38%
Transitional Bilingual Education	161	3.59%
Dual Language	267	5.96%
Not Served/Not Reported	48	1.07%
Total	4,481	100.00%

2018-19 ELL Subgroups

The ELL population has six ELL subgroups: Newcomer, Developing, Long-term, Former ELLs, ELLs with an Individualized Education Program (IEP), and Students with Interrupted/Inconsistent Formal Education that are important to highlight. These populations are not mutually exclusive, as such; a student may be represented in more than one category. As mentioned earlier, Former ELLs achieved English language proficiency and are not considered ELLs. For this reason, this report will focus on the other five ELL subgroups.

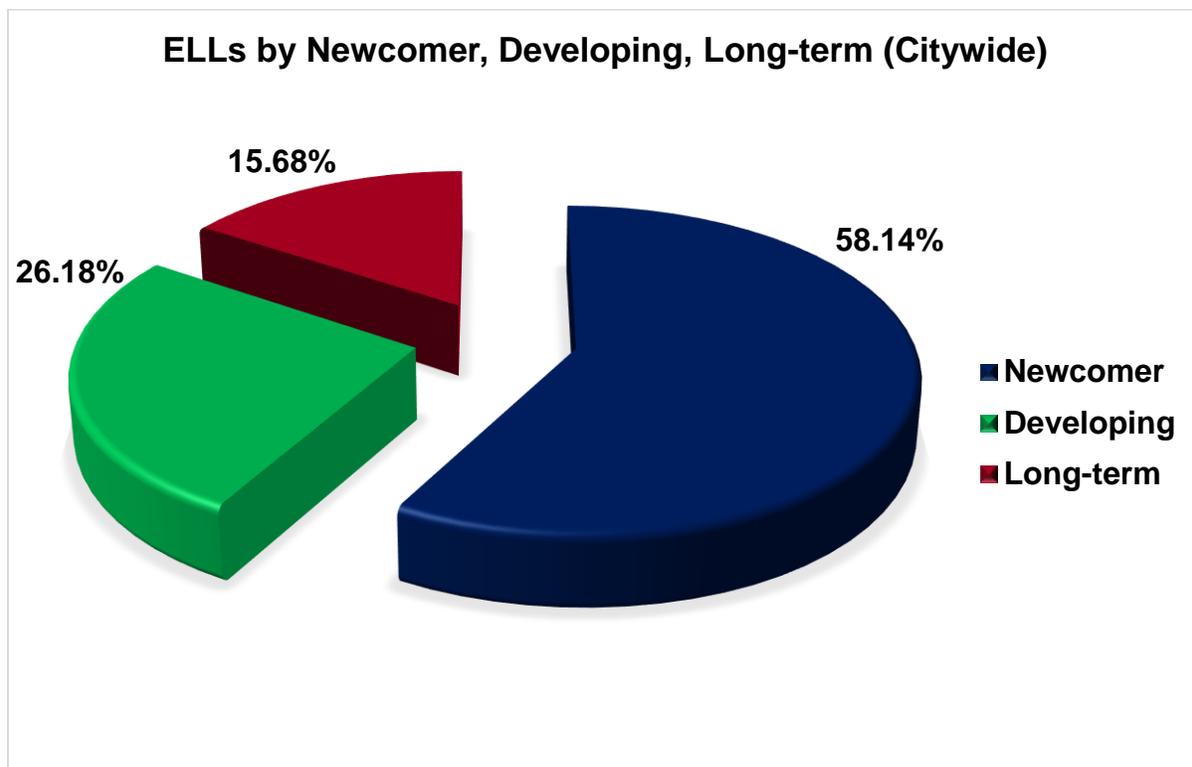
All ELLs will always be included in one of the three following ELL subgroups (Newcomer, Developing, or Long-term) since these subgroups are based off the number of years of service an ELL receives. While the other two subgroups (ELLs with IEPs and SIFE) exist, an ELL student may never be identified into one of these categories.

ELLs by Newcomer, Developing, Long-term

In the following sections, we provide data on the following subgroups of ELLs: Newcomer, Developing, and Long-term ELLs. Each of these categories is defined by the years of ELL service a student has received:

- Newcomer: 0 to 3 years
- Developing: 4 to 6 years
- Long-term: 7 or more years

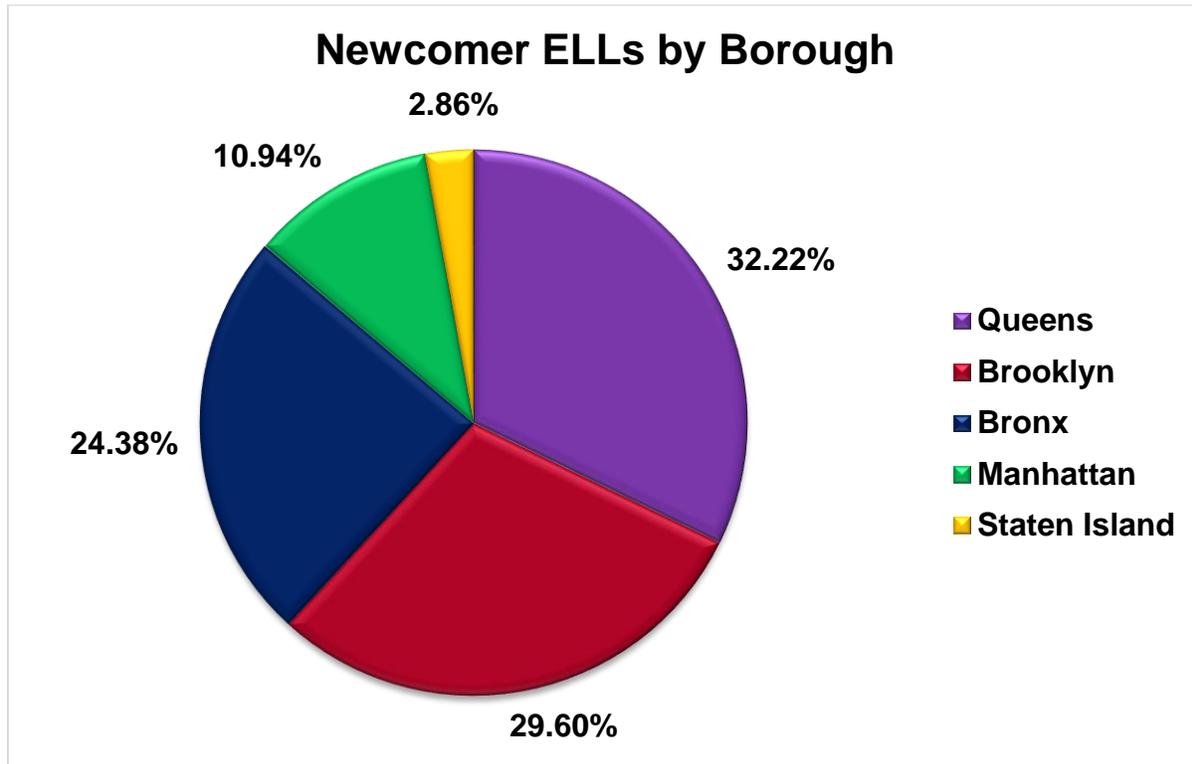
As expected, the largest proportion of ELLs is represented in the Newcomer category at 58.14% (89,693) because this typically indicates a newly identified ELL who may not have received any ELL services. Newcomer ELLs account for more than both Developing and Long-term categories combined and more than double the Developing category (26.18% or 40,386) and triple the Long-term category (15.68% or 24,197). As ELLs achieve English language proficiency throughout their years of ELL service, the population of ELLs in each category decreases.



Subgroup	ELLs (Number)	ELLs (Percent)
Newcomer	89,693	58.14%
Developing	40,386	26.18%
Long-term	24,197	15.68%
Total	154,276	100.00%

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 (i.e., TBE or DL). During the 2018-19 school year, newcomer ELLs made up 58.14% of the entire ELL population. Slightly less than a third of all Newcomer ELLs attended school in Queens (32.22%) and Brooklyn (29.60%). The Bronx had a sizeable proportion of newcomers ELLs at 24.38%. Manhattan's proportion was less than half of the Bronx at 10.94%, and Staten Island finished with 2.86% of Newcomer ELLs.



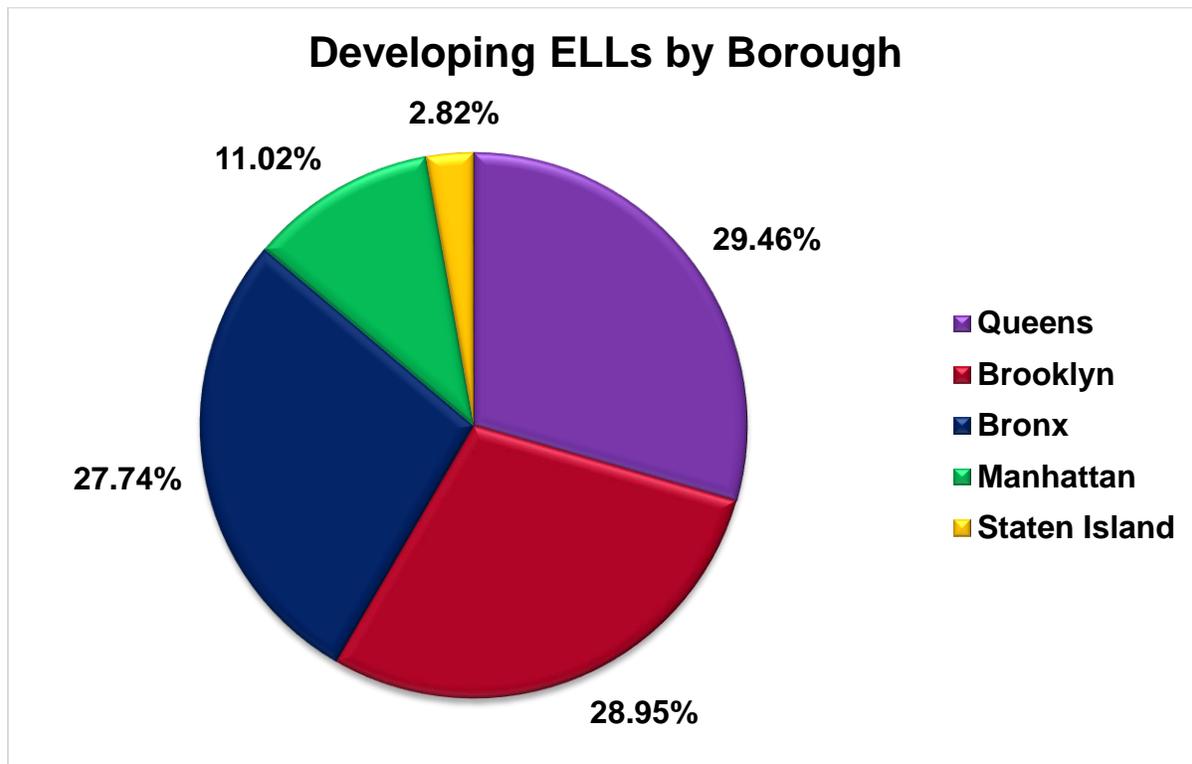
Borough	ELLs (Number)	ELLs (Percent)
Queens	28,895	32.22%
Brooklyn	26,550	29.60%
Bronx	21,871	24.38%
Manhattan	9,812	10.94%
Staten Island	2,565	2.86%
Total	89,693	100.00%

Top 10 Home Languages of Newcomer ELLs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	49,487	55.17%
2	Chinese	13,154	14.67%
3	Arabic	5,546	6.18%
4	Bengali	4,169	4.65%
5	Russian	2,988	3.33%
6	Haitian Creole	1,832	2.04%
7	Urdu	1,679	1.87%
8	French	1,415	1.58%
9	Uzbek	1,152	1.28%
10	Punjabi	812	0.91%
No Rank	Other (126)	7,459	8.32%
Total	All Home Languages	89,693	100.00%

Developing ELLs (4 to 6 Years of ELL Services)

Developing ELLs are defined as ELLs who have received 4 to 6 years of ELL service, through either ENL and/ or bilingual education programs. Developing ELLs made up 26.18% of the entire ELL population. Queens, Brooklyn, and the Bronx each accounted for at least a fourth of all Developing ELLs at 29.46%, 28.95%, and 27.74%, respectively. Manhattan and Staten Island rounded out the remaining proportions at 11.02% and 2.82%, respectively.



Borough	ELLs (Number)	ELLs (Percent)
Queens	11,899	29.46%
Brooklyn	11,692	28.95%
Bronx	11,204	27.74%
Manhattan	4,452	11.02%
Staten Island	1,139	2.82%
Total	40,386	100.00%

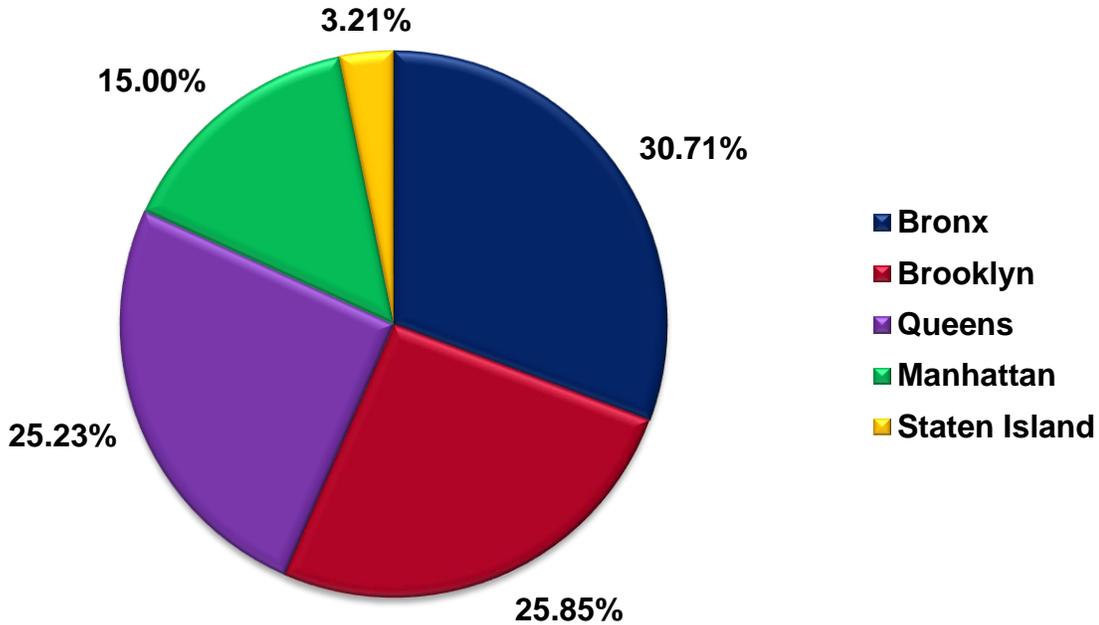
Top 10 Home Languages of Developing ELLs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	26,238	64.97%
2	Chinese	4,384	10.86%
3	Arabic	2,748	6.80%
4	Bengali	1,550	3.84%
5	Russian	823	2.04%
6	Urdu	786	1.95%
7	Haitian Creole	643	1.59%
8	Uzbek	486	1.20%
9	French	357	0.88%
10	Tadzhik	245	0.61%
No Rank	Other (104)	2,126	5.26%
Total	All Home Languages	40,386	100.00%

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

Long-term ELLs (LTE) are defined as ELL students who have received 7 or more years of service and have not yet attained English language proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), the annual assessment used to determine proficiency in English for New York State, and therefore, are still entitled to ELL services. Long-term ELLs made up 15.68% of the total ELL population during the 2018-2019 school year. Of all LTEs, slightly less than a third of them attended Bronx schools (30.71%). Most of the remaining LTEs were in Brooklyn (25.85%) and Queens (25.23%) schools.

Long-term ELLs by Borough



Borough	ELLs (Number)	ELLs (Percent)
Bronx	7,431	30.71%
Brooklyn	6,256	25.85%
Queens	6,104	25.23%
Manhattan	3,629	15.00%
Staten Island	777	3.21%
Total	24,197	100.00%

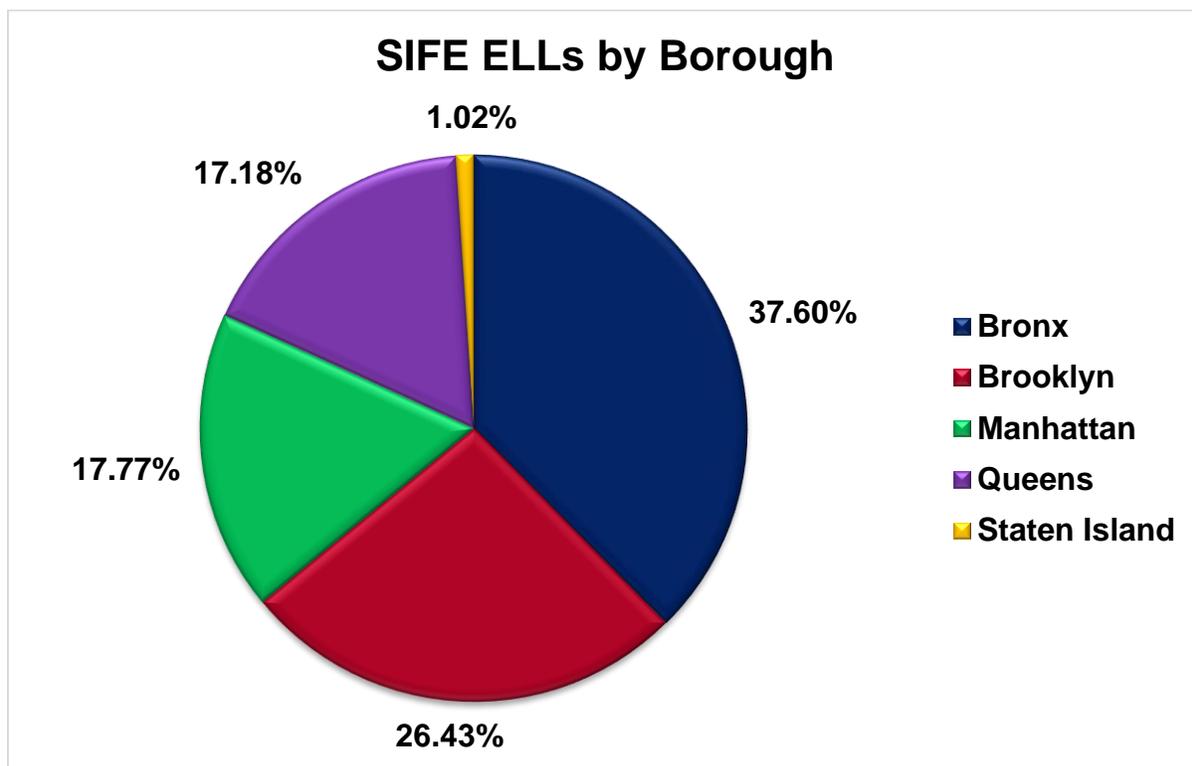
Top 10 Home Languages of Long-term ELLs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	18,735	77.43%
2	Chinese	1,653	6.83%
3	Arabic	941	3.89%
4	Bengali	547	2.26%
5	Haitian Creole	376	1.55%
6	Urdu	328	1.36%
7	Russian	252	1.04%
8	French	157	0.65%
9	Uzbek	126	0.52%
10	Albanian	105	0.43%
No Rank	Other (92)	977	4.04%
Total	All Home Languages	24,197	100.00%

Students with Interrupted/Inconsistent Formal Education¹³

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 ELL Identification Process](#) for multiple ways a student can test proficient on the NYSESLAT).

During the 2018-2019 school year, 3.51% of all ELLs were identified as SIFE. The majority of all SIFE students in the NYC DOE schools were located in Bronx schools (37.60%). Brooklyn schools also had a sizeable proportion of SIFE students in New York City at 26.43%. Manhattan and Queens had 17.77% and 17.18% of the SIFE students, respectively. Finally, Staten Island had the smallest number of SIFE students at 1.02%, which was still only 1.23% of the entire Staten Island ELL population.



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

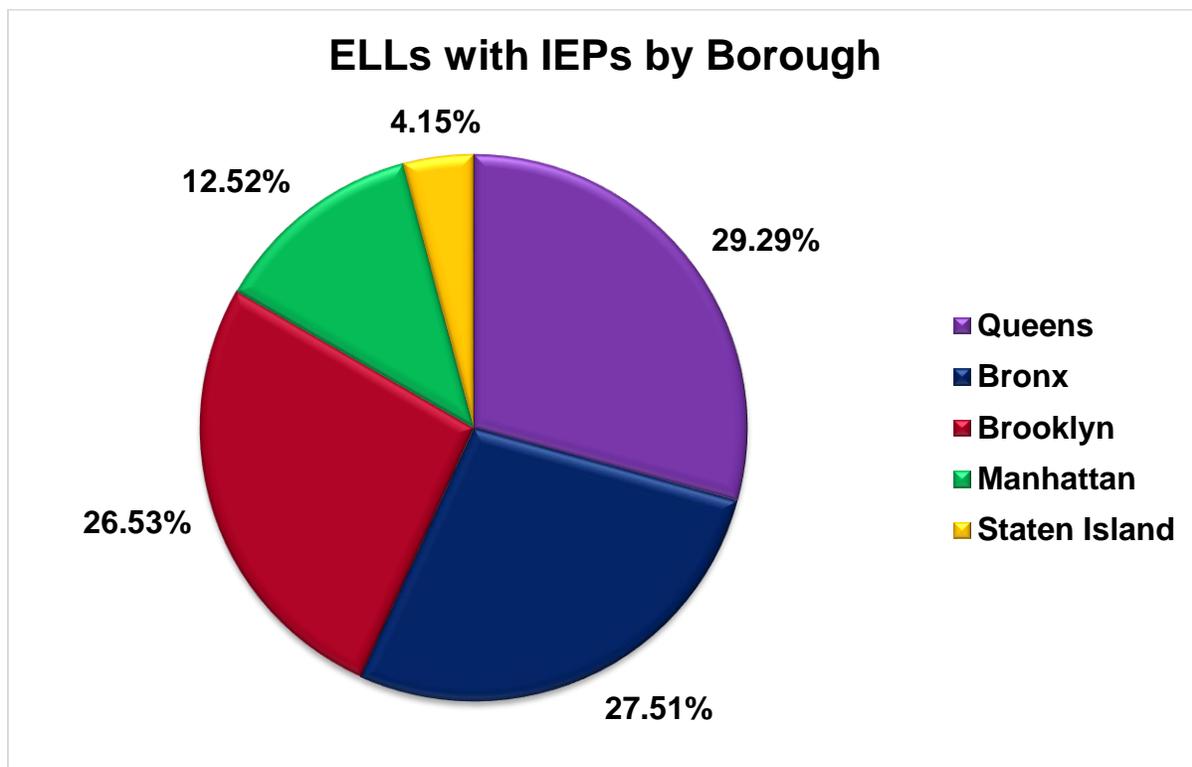
Borough	ELLs (Number)	ELLs (Percent)
Bronx	2,037	37.60%
Brooklyn	1,432	26.43%
Manhattan	963	17.77%
Queens	931	17.18%
Staten Island	55	1.02%
Total	5,418	100.00%

Top 10 Home Languages of SIFE ELLs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	3,943	72.78%
2	Arabic	496	9.15%
3	Chinese	210	3.88%
4	Bengali	195	3.60%
5	Haitian Creole	140	2.58%
6	French	117	2.16%
7	Wolof	46	0.85%
8	Urdu	37	0.68%
9	Russian	35	0.65%
10	Fulani	29	0.54%
No Rank	Other (42)	170	3.14%
Total	All Home Languages	5,418	100.00%

ELLs with IEPs¹⁴

During the 2018-2019 school year, 25.76% of all ELLs were identified as ELLs with IEPs. The majority of all ELLs with IEPs in the NYC DOE schools were located in Queens (29.29%). The Bronx and Brooklyn both had a considerable proportion of ELLs with IEPs at 27.51% and 26.53%, respectively. Manhattan accounted for 12.52%, while Staten Island represented the rest of the ELLs with IEPs subgroup at 4.15%.



¹⁴ Figures in this section were captured from ATS and Special Education Student Information System (SESIS).

Borough	ELLs (Number)	ELLs (Percent)
Queens	11,637	29.29%
Bronx	10,932	27.51%
Brooklyn	10,543	26.53%
Manhattan	4,974	12.52%
Staten Island	1,648	4.15%
Total	39,734	100.00%

Top 10 Home Languages of ELLs with IEPs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	29,952	75.38%
2	Chinese	3,223	8.11%
3	Arabic	1,232	3.10%
4	Bengali	1,120	2.82%
5	Russian	606	1.53%
6	Urdu	604	1.52%
7	Haitian Creole	565	1.42%
8	French	213	0.54%
9	Uzbek	176	0.44%
10	Punjabi	172	0.43%
No Rank	Other (105)	1,871	4.71%
Total	All Home Languages	39,734	100.00%

Conclusion

The 2018-2019 Demographic Report presents the state of New York City'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 our commitment to ensuring that all culturally and linguistically diverse students will graduate multilingual, multi-literate, and prepared to succeed in college, career, and life in a global society. The Division of Multilingual Learners is committed to documenting trends within the ELL population and is 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 I are based on 2018-2019 Final ELL Dataset (annual ELL survey). 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 Home Languages by District by Grade Level Group¹⁵

Top 5 Home Languages and Grade Level Group (Citywide)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	48,138	58.34%	18,764	64.93%	27,558	64.30%	94,460	61.23%
Chinese	12,405	15.03%	2,827	9.78%	3,959	9.24%	19,191	12.44%
Arabic	4,818	5.84%	1,850	6.40%	2,567	5.99%	9,235	5.99%
Bengali	3,324	4.03%	1,123	3.89%	1,819	4.24%	6,266	4.06%
Russian	2,639	3.20%	620	2.15%	804	1.88%	4,063	2.63%
Other (150)	11,193	13.56%	3,715	12.86%	6,153	14.36%	21,061	13.65%
Total	82,517	100.00%	28,899	100.00%	42,860	100.00%	154,276	100.00%

Top 5 Home Languages and Grade Level Group (District 1)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Chinese	149	39.63%	54	41.22%	312	48.67%	515	44.86%
Spanish	164	43.62%	67	51.15%	254	39.63%	485	42.25%
Russian	20	5.32%	*	*	*	*	28	2.44%
Bengali	*	*	*	*	17	2.65%	24	2.09%
Haitian Creole	*	*	*	*	17	2.65%	17	1.48%
Other (26)	37	9.84%	*	*	34	5.30%	79	6.88%
Total	376	100.00%	131	100.00%	641	100.00%	1,148	100.00%

¹⁵ All figures in this section are based on 2018-2019 Final ELL Dataset (annual ELL survey). 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.

Top 5 Home Languages and Grade Level Group (District 2)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	216	12.92%	83	21.73%	2,327	63.82%	2,626	46.07%
Chinese	896	53.59%	189	49.48%	326	8.94%	1,411	24.75%
French	25	1.50%	*	*	266	7.30%	297	5.21%
Arabic	54	3.23%	22	5.76%	185	5.07%	261	4.58%
Bengali	*	*	*	*	118	3.24%	127	2.23%
Other (80)	473	28.29%	81	21.20%	424	11.63%	978	17.16%
Total	1,672	100.00%	382	100.00%	3,646	100.00%	5,700	100.00%

Top 5 Home Languages and Grade Level Group (District 3)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	326	56.21%	162	64.54%	238	65.38%	726	60.75%
French	52	8.97%	37	14.74%	32	8.79%	121	10.13%
Chinese	44	7.59%	*	*	11	3.02%	61	5.10%
Arabic	21	3.62%	11	4.38%	27	7.42%	59	4.94%
Wolof	10	1.72%	10	3.98%	*	*	27	2.26%
Other (38)	127	21.90%	25	9.96%	49	13.46%	201	16.82%
Total	580	100.00%	251	100.00%	364	100.00%	1,195	100.00%

Top 5 Home Languages and Grade Level Group (District 4)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	680	85.75%	251	83.67%	276	91.09%	1,207	86.46%
Arabic	42	5.30%	20	6.67%	10	3.30%	72	5.16%
Chinese	20	2.52%	*	*	*	*	24	1.72%
Bengali	12	1.51%	*	*	*	*	23	1.65%
French	*	*	*	*	*	*	12	0.86%
Other (20)	33	4.16%	15	5.00%	10	3.30%	58	4.15%
Total	793	100.00%	300	100.00%	303	100.00%	1,396	100.00%

Top 5 Home Languages and Grade Level Group (District 5)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	378	67.74%	188	72.03%	162	68.64%	728	69.00%
Arabic	85	15.23%	26	9.96%	28	11.86%	139	13.18%
French	19	3.41%	11	4.21%	20	8.47%	50	4.74%
Wolof	11	1.97%	18	6.90%	*	*	36	3.41%
Fulani	10	1.79%	*	*	*	*	17	1.61%
Other (22)	55	9.86%	15	5.75%	15	6.36%	85	8.06%
Total	558	100.00%	261	100.00%	236	100.00%	1,055	100.00%

Top 5 Home Languages and Grade Level Group (District 6)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	2,894	95.32%	1,440	95.87%	1,785	96.02%	6,119	95.65%
Arabic	70	2.31%	36	2.40%	26	1.40%	132	2.06%
French	*	*	*	*	*	*	16	0.25%
Chinese	11	0.36%	*	*	*	*	14	0.22%
Wolof	*	*	*	*	*	*	14	0.22%
Other (33)	55	1.81%	14	0.93%	33	1.78%	102	1.59%
Total	3,036	100.00%	1,502	100.00%	1,859	100.00%	6,397	100.00%

Top 5 Home Languages and Grade Level Group (District 7)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,356	89.98%	606	89.25%	1,012	83.77%	2,974	87.63%
Arabic	57	3.78%	22	3.24%	42	3.48%	121	3.57%
French	23	1.53%	15	2.21%	55	4.55%	93	2.74%
Fulani	12	0.80%	10	1.47%	22	1.82%	44	1.30%
Soninke	23	1.53%	*	*	11	0.91%	39	1.15%
Other (21)	36	2.39%	21	3.09%	66	5.46%	123	3.62%
Total	1,507	100.00%	679	100.00%	1,208	100.00%	3,394	100.00%

Top 5 Home Languages and Grade Level Group (District 8)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,522	77.46%	762	78.07%	912	68.57%	3,196	74.83%
Arabic	162	8.24%	70	7.17%	145	10.90%	377	8.83%
Bengali	137	6.97%	69	7.07%	169	12.71%	375	8.78%
French	19	0.97%	21	2.15%	28	2.11%	68	1.59%
Albanian	30	1.53%	13	1.33%	13	0.98%	56	1.31%
Other (35)	95	4.83%	41	4.20%	63	4.74%	199	4.66%
Total	1,965	100.00%	976	100.00%	1,330	100.00%	4,271	100.00%

Top 5 Home Languages and Grade Level Group (District 9)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	3,847	87.71%	1,676	88.16%	1,851	85.69%	7,374	87.30%
French	86	1.96%	49	2.58%	87	4.03%	222	2.63%
Arabic	75	1.71%	28	1.47%	54	2.50%	157	1.86%
Soninke	91	2.07%	32	1.68%	30	1.39%	153	1.81%
Bengali	41	0.93%	16	0.84%	35	1.62%	92	1.09%
Other (45)	246	5.61%	100	5.26%	103	4.77%	449	5.32%
Total	4,386	100.00%	1,901	100.00%	2,160	100.00%	8,447	100.00%

Top 5 Home Languages and Grade Level Group (District 10)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	5,667	88.08%	2,450	89.91%	2,840	88.50%	10,957	88.59%
Arabic	204	3.17%	58	2.13%	94	2.93%	356	2.88%
Bengali	159	2.47%	79	2.90%	74	2.31%	312	2.52%
French	48	0.75%	33	1.21%	76	2.37%	157	1.27%
Albanian	50	0.78%	*	*	10	0.31%	65	0.53%
Other (65)	306	4.76%	100	3.67%	115	3.58%	521	4.21%
Total	6,434	100.00%	2,725	100.00%	3,209	100.00%	12,368	100.00%

Top 5 Home Languages and Grade Level Group (District 11)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,487	57.50%	628	57.51%	996	69.55%	3,111	60.88%
Arabic	518	20.03%	210	19.23%	200	13.97%	928	18.16%
Bengali	211	8.16%	89	8.15%	52	3.63%	352	6.89%
Albanian	78	3.02%	38	3.48%	28	1.96%	144	2.82%
French	42	1.62%	35	3.21%	36	2.51%	113	2.21%
Other (52)	250	9.67%	92	8.42%	120	8.38%	462	9.04%
Total	2,586	100.00%	1,092	100.00%	1,432	100.00%	5,110	100.00%

Top 5 Home Languages and Grade Level Group (District 12)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	2,086	86.38%	861	87.32%	1,456	89.33%	4,403	87.52%
Arabic	73	3.02%	39	3.96%	37	2.27%	149	2.96%
Bengali	90	3.73%	18	1.83%	37	2.27%	145	2.88%
French	54	2.24%	25	2.54%	34	2.09%	113	2.25%
Wolof	14	0.58%	12	1.22%	16	0.98%	42	0.83%
Other (33)	98	4.06%	31	3.14%	50	3.07%	179	3.56%
Total	2,415	100.00%	986	100.00%	1,630	100.00%	5,031	100.00%

Top 5 Home Languages and Grade Level Group (District 13)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	205	48.81%	51	50.00%	223	45.42%	479	47.29%
Arabic	82	19.52%	26	25.49%	85	17.31%	193	19.05%
Bengali	33	7.86%	*	*	54	11.00%	93	9.18%
French	28	6.67%	*	*	26	5.30%	57	5.63%
Haitian Creole	*	*	*	*	43	8.76%	57	5.63%
Other (30)	63	15.00%	11	10.78%	60	12.22%	134	13.23%
Total	420	100.00%	102	100.00%	491	100.00%	1,013	100.00%

Top 5 Home Languages and Grade Level Group (District 14)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	748	73.12%	303	83.47%	712	90.13%	1,763	81.02%
Polish	91	8.90%	*	*	*	*	99	4.55%
Arabic	31	3.03%	27	7.44%	35	4.43%	93	4.27%
Yiddish	43	4.20%	*	*	14	1.77%	64	2.94%
Chinese	28	2.74%	*	*	*	*	38	1.75%
Other (23)	82	8.02%	12	3.31%	25	3.16%	119	5.47%
Total	1,023	100.00%	363	100.00%	790	100.00%	2,176	100.00%

Top 5 Home Languages and Grade Level Group (District 15)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,799	50.42%	443	69.33%	400	60.88%	2,642	54.32%
Chinese	1,254	35.15%	99	15.49%	55	8.37%	1,408	28.95%
Arabic	137	3.84%	46	7.20%	141	21.46%	324	6.66%
Bengali	138	3.87%	17	2.66%	14	2.13%	169	3.47%
French	45	1.26%	13	2.03%	*	*	66	1.36%
Other (41)	195	5.47%	21	3.29%	39	5.94%	255	5.24%
Total	3,568	100.00%	639	100.00%	657	100.00%	4,864	100.00%

Top 5 Home Languages and Grade Level Group (District 16)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	138	68.32%	31	52.54%	46	41.07%	215	57.64%
Arabic	42	20.79%	17	28.81%	28	25.00%	87	23.32%
French	*	*	*	*	10	8.93%	17	4.56%
Bengali	*	*	*	*	*	*	12	3.22%
Fulani	*	*	*	*	*	*	12	3.22%
Other (10)	*	*	*	*	17	15.18%	30	8.04%
Total	202	100.00%	59	100.00%	112	100.00%	373	100.00%

Top 5 Home Languages and Grade Level Group (District 17)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	560	47.38%	205	39.73%	324	38.62%	1,089	42.92%
Haitian Creole	229	19.37%	160	31.01%	253	30.15%	642	25.31%
Arabic	253	21.40%	109	21.12%	118	14.06%	480	18.92%
Fulani	57	4.82%	15	2.91%	32	3.81%	104	4.10%
French	16	1.35%	11	2.13%	40	4.77%	67	2.64%
Other (33)	67	5.67%	16	3.10%	72	8.58%	155	6.11%
Total	1,182	100.00%	516	100.00%	839	100.00%	2,537	100.00%

Top 5 Home Languages and Grade Level Group (District 18)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Haitian Creole	229	42.72%	102	43.78%	277	58.69%	608	48.99%
Arabic	179	33.40%	67	28.76%	87	18.43%	333	26.83%
Spanish	97	18.10%	39	16.74%	54	11.44%	190	15.31%
French	*	*	16	6.87%	30	6.36%	53	4.27%
Bengali	*	*	*	*	*	*	14	1.13%
Other (16)	15	2.80%	*	*	20	4.24%	43	3.46%
Total	536	100.00%	233	100.00%	472	100.00%	1,241	100.00%

Top 5 Home Languages and Grade Level Group (District 19)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,197	75.95%	585	77.38%	817	78.33%	2,599	77.01%
Bengali	209	13.26%	79	10.45%	88	8.44%	376	11.14%
Arabic	120	7.61%	67	8.86%	80	7.67%	267	7.91%
Haitian Creole	16	1.02%	14	1.85%	21	2.01%	51	1.51%
Urdu	*	*	*	*	13	1.25%	16	0.47%
Other (19)	32	2.03%	10	1.32%	24	2.30%	66	1.96%
Total	1,576	100.00%	756	100.00%	1,043	100.00%	3,375	100.00%

Top 5 Home Languages and Grade Level Group (District 20)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Chinese	3,740	48.80%	954	41.00%	1,052	35.46%	5,746	44.34%
Spanish	1,876	24.48%	696	29.91%	1,050	35.39%	3,622	27.95%
Arabic	594	7.75%	237	10.18%	281	9.47%	1,112	8.58%
Russian	399	5.21%	80	3.44%	135	4.55%	614	4.74%
Urdu	208	2.71%	76	3.27%	114	3.84%	398	3.07%
Other (52)	847	11.05%	284	12.20%	335	11.29%	1,466	11.31%
Total	7,664	100.00%	2,327	100.00%	2,967	100.00%	12,958	100.00%

Top 5 Home Languages and Grade Level Group (District 21)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	912	24.52%	356	25.23%	537	27.57%	1,805	25.50%
Russian	826	22.21%	260	18.43%	265	13.60%	1,351	19.09%
Chinese	528	14.20%	259	18.36%	431	22.13%	1,218	17.21%
Uzbek	403	10.84%	134	9.50%	126	6.47%	663	9.37%
Urdu	308	8.28%	123	8.72%	173	8.88%	604	8.53%
Other (52)	742	19.95%	279	19.77%	416	21.36%	1,437	20.30%
Total	3,719	100.00%	1,411	100.00%	1,948	100.00%	7,078	100.00%

Top 5 Home Languages and Grade Level Group (District 22)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Russian	692	23.07%	121	18.01%	191	22.66%	1,004	22.24%
Spanish	543	18.11%	120	17.86%	156	18.51%	819	18.14%
Arabic	274	9.14%	87	12.95%	70	8.30%	431	9.55%
Haitian Creole	263	8.77%	108	16.07%	35	4.15%	406	8.99%
Urdu	296	9.87%	40	5.95%	67	7.95%	403	8.93%
Other (43)	931	31.04%	196	29.17%	324	38.43%	1,451	32.14%
Total	2,999	100.00%	672	100.00%	843	100.00%	4,514	100.00%

Top 5 Home Languages and Grade Level Group (District 23)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	206	73.05%	102	66.67%	40	55.56%	348	68.64%
Arabic	42	14.89%	22	14.38%	*	*	71	14.00%
French	*	*	*	*	*	*	18	3.55%
Haitian Creole	*	*	*	*	*	*	18	3.55%
Bengali	*	*	*	*	*	*	15	2.96%
Other (12)	19	6.74%	13	8.50%	*	*	37	7.30%
Total	282	100.00%	153	100.00%	72	100.00%	507	100.00%

Top 5 Home Languages and Grade Level Group (District 24)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	7,078	78.30%	1,941	78.36%	1,812	76.58%	10,831	78.02%
Chinese	663	7.33%	127	5.13%	62	2.62%	852	6.14%
Bengali	336	3.72%	88	3.55%	115	4.86%	539	3.88%
Arabic	222	2.46%	80	3.23%	108	4.56%	410	2.95%
Nepali	163	1.80%	71	2.87%	43	1.82%	277	2.00%
Other (54)	578	6.39%	170	6.86%	226	9.55%	974	7.02%
Total	9,040	100.00%	2,477	100.00%	2,366	100.00%	13,883	100.00%

Top 5 Home Languages and Grade Level Group (District 25)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Chinese	2,892	62.54%	663	53.77%	586	31.47%	4,141	53.65%
Spanish	1,032	22.32%	381	30.90%	1,000	53.71%	2,413	31.26%
Korean	191	4.13%	25	2.03%	11	0.59%	227	2.94%
Urdu	80	1.73%	25	2.03%	50	2.69%	155	2.01%
Pashto	84	1.82%	33	2.68%	22	1.18%	139	1.80%
Other (48)	345	7.46%	106	8.60%	193	10.37%	644	8.34%
Total	4,624	100.00%	1,233	100.00%	1,862	100.00%	7,719	100.00%

Top 5 Home Languages and Grade Level Group (District 26)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Chinese	705	52.42%	175	43.00%	516	45.46%	1,396	48.35%
Spanish	136	10.11%	63	15.48%	311	27.40%	510	17.67%
Korean	180	13.38%	21	5.16%	48	4.23%	249	8.62%
Punjabi	64	4.76%	21	5.16%	45	3.96%	130	4.50%
Urdu	70	5.20%	22	5.41%	35	3.08%	127	4.40%
Other (40)	190	14.13%	105	25.80%	180	15.86%	475	16.45%
Total	1,345	100.00%	407	100.00%	1,135	100.00%	2,887	100.00%

Top 5 Home Languages and Grade Level Group (District 27)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,987	67.11%	707	67.27%	862	60.88%	3,556	65.51%
Punjabi	192	6.48%	61	5.80%	265	18.71%	518	9.54%
Bengali	218	7.36%	94	8.94%	100	7.06%	412	7.59%
Arabic	240	8.11%	86	8.18%	65	4.59%	391	7.20%
Chinese	112	3.78%	17	1.62%	*	*	136	2.51%
Other (48)	212	7.16%	86	8.18%	117	8.26%	415	7.65%
Total	2,961	100.00%	1,051	100.00%	1,416	100.00%	5,428	100.00%

Top 5 Home Languages and Grade Level Group (District 28)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,203	43.99%	429	48.69%	769	53.55%	2,401	47.53%
Bengali	398	14.55%	119	13.51%	230	16.02%	747	14.79%
Russian	201	7.35%	64	7.26%	59	4.11%	324	6.41%
Uzbek	164	6.00%	56	6.36%	32	2.23%	252	4.99%
Arabic	147	5.37%	40	4.54%	57	3.97%	244	4.83%
Other (59)	622	22.74%	173	19.64%	289	20.13%	1,084	21.46%
Total	2,735	100.00%	881	100.00%	1,436	100.00%	5,052	100.00%

Top 5 Home Languages and Grade Level Group (District 29)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	788	47.16%	268	47.60%	114	28.22%	1,170	44.35%
Bengali	338	20.23%	87	15.45%	56	13.86%	481	18.23%
Haitian Creole	192	11.49%	111	19.72%	138	34.16%	441	16.72%
Arabic	121	7.24%	35	6.22%	23	5.69%	179	6.79%
Urdu	76	4.55%	12	2.13%	*	*	97	3.68%
Other (40)	156	9.34%	50	8.88%	64	15.84%	270	10.24%
Total	1,671	100.00%	563	100.00%	404	100.00%	2,638	100.00%

Top 5 Home Languages and Grade Level Group (District 30)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	2,853	69.40%	1,005	74.33%	1,024	60.48%	4,882	68.22%
Bengali	420	10.22%	103	7.62%	170	10.04%	693	9.68%
Arabic	292	7.10%	96	7.10%	124	7.32%	512	7.15%
Chinese	80	1.95%	16	1.18%	141	8.33%	237	3.31%
Urdu	87	2.12%	31	2.29%	42	2.48%	160	2.24%
Other (49)	379	9.22%	101	7.47%	192	11.34%	672	9.39%
Total	4,111	100.00%	1,352	100.00%	1,693	100.00%	7,156	100.00%

Top 5 Home Languages and Grade Level Group (District 31)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,367	50.28%	436	61.67%	477	56.85%	2,280	53.46%
Chinese	515	18.94%	59	8.35%	78	9.30%	652	15.29%
Arabic	268	9.86%	93	13.15%	120	14.30%	481	11.28%
Russian	186	6.84%	34	4.81%	25	2.98%	245	5.74%
Urdu	102	3.75%	18	2.55%	21	2.50%	141	3.31%
Other (55)	281	10.33%	67	9.48%	118	14.06%	466	10.93%
Total	2,719	100.00%	707	100.00%	839	100.00%	4,265	100.00%

Top 5 Home Languages and Grade Level Group (District 32)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,186	93.68%	541	96.26%	558	92.23%	2,285	93.92%
Arabic	56	4.42%	18	3.20%	34	5.62%	108	4.44%
Haitian Creole	*	*	*	*	*	*	*	*
Bengali	*	*	*	*	*	*	*	*
Chinese	*	*	*	*	*	*	*	*
Other (14)	14	1.11%	*	*	*	*	19	0.78%
Total	1,266	100.00%	562	100.00%	605	100.00%	2,433	100.00%

Top 5 Home Languages and Grade Level Group (District 75)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	1,604	62.51%	748	67.63%	2,021	74.88%	4,373	68.64%
Chinese	291	11.34%	108	9.76%	177	6.56%	576	9.04%
Bengali	187	7.29%	68	6.15%	129	4.78%	384	6.03%
Arabic	94	3.66%	40	3.62%	56	2.07%	190	2.98%
Haitian Creole	48	1.87%	22	1.99%	45	1.67%	115	1.81%
Other (74)	342	13.33%	120	10.85%	271	10.04%	733	11.51%
Total	2,566	100.00%	1,106	100.00%	2,699	100.00%	6,371	100.00%

Top 5 Home Languages and Grade Level Group (District 79)

Home Language	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Spanish	*	*	140	97.90%	142	92.81%	282	95.27%
French	*	*	*	*	*	*	*	*
Haitian Creole	*	*	*	*	*	*	*	*
Slovak	*	*	*	*	*	*	*	*
Pilipino	*	*	*	*	*	*	*	*
Other (6)	*	*	*	*	*	*	*	*
Total	*	*	143	100.00%	153	100.00%	296	100.00%

ELL Subgroup by District and Grade Level Group

ELL Subgroup and Grade Level Group (Citywide)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	57,418	69.58%	12,186	42.17%	20,089	46.87%	89,693	58.14%
Developing	24,043	29.14%	6,029	20.86%	10,314	24.06%	40,386	26.18%
Long-term	1,056	1.28%	10,684	36.97%	12,457	29.06%	24,197	15.68%
Total	82,517	100.00%	28,899	100.00%	42,860	100.00%	154,276	100.00%

ELL Subgroup and Grade Level Group (District 1)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	252	67.02%	61	46.56%	437	68.17%	750	65.33%
Developing	117	31.12%	27	20.61%	123	19.19%	267	23.26%
Long-term	*	*	43	32.82%	81	12.64%	131	11.41%
Total	376	100.00%	131	100.00%	641	100.00%	1,148	100.00%

ELL Subgroup and Grade Level Group (District 2)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,374	82.18%	190	49.74%	1,830	50.19%	3,394	59.54%
Developing	286	17.11%	61	15.97%	797	21.86%	1,144	20.07%
Long-term	12	0.72%	131	34.29%	1,019	27.95%	1,162	20.39%
Total	1,672	100.00%	382	100.00%	3,646	100.00%	5,700	100.00%

ELL Subgroup and Grade Level Group (District 3)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	409	70.52%	126	50.20%	87	23.90%	622	52.05%
Developing	164	28.28%	42	16.73%	83	22.80%	289	24.18%
Long-term	*	*	83	33.07%	194	53.30%	284	23.77%
Total	580	100.00%	251	100.00%	364	100.00%	1,195	100.00%

ELL Subgroup and Grade Level Group (District 4)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	489	61.66%	104	34.67%	101	33.33%	694	49.71%
Developing	283	35.69%	43	14.33%	80	26.40%	406	29.08%
Long-term	21	2.65%	153	51.00%	122	40.26%	296	21.20%
Total	793	100.00%	300	100.00%	303	100.00%	1,396	100.00%

ELL Subgroup and Grade Level Group (District 5)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	375	67.20%	92	35.25%	57	24.15%	524	49.67%
Developing	178	31.90%	68	26.05%	64	27.12%	310	29.38%
Long-term	*	*	101	38.70%	115	48.73%	221	20.95%
Total	558	100.00%	261	100.00%	236	100.00%	1,055	100.00%

ELL Subgroup and Grade Level Group (District 6)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,948	64.16%	605	40.28%	859	46.21%	3,412	53.34%
Developing	1,027	33.83%	299	19.91%	499	26.84%	1,825	28.53%
Long-term	61	2.01%	598	39.81%	501	26.95%	1,160	18.13%
Total	3,036	100.00%	1,502	100.00%	1,859	100.00%	6,397	100.00%

ELL Subgroup and Grade Level Group (District 7)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	999	66.29%	286	42.12%	386	31.95%	1,671	49.23%
Developing	465	30.86%	141	20.77%	337	27.90%	943	27.78%
Long-term	43	2.85%	252	37.11%	485	40.15%	780	22.98%
Total	1,507	100.00%	679	100.00%	1,208	100.00%	3,394	100.00%

ELL Subgroup and Grade Level Group (District 8)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,353	68.85%	423	43.34%	573	43.08%	2,349	55.00%
Developing	577	29.36%	244	25.00%	303	22.78%	1,124	26.32%
Long-term	35	1.78%	309	31.66%	454	34.14%	798	18.68%
Total	1,965	100.00%	976	100.00%	1,330	100.00%	4,271	100.00%

ELL Subgroup and Grade Level Group (District 9)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	2,928	66.76%	785	41.29%	1,047	48.47%	4,760	56.35%
Developing	1,376	31.37%	396	20.83%	555	25.69%	2,327	27.55%
Long-term	82	1.87%	720	37.87%	558	25.83%	1,360	16.10%
Total	4,386	100.00%	1,901	100.00%	2,160	100.00%	8,447	100.00%

ELL Subgroup and Grade Level Group (District 10)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	4,258	66.18%	1,133	41.58%	1,517	47.27%	6,908	55.85%
Developing	2,057	31.97%	584	21.43%	792	24.68%	3,433	27.76%
Long-term	119	1.85%	1,008	36.99%	900	28.05%	2,027	16.39%
Total	6,434	100.00%	2,725	100.00%	3,209	100.00%	12,368	100.00%

ELL Subgroup and Grade Level Group (District 11)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,737	67.17%	489	44.78%	616	43.02%	2,842	55.62%
Developing	801	30.97%	267	24.45%	366	25.56%	1,434	28.06%
Long-term	48	1.86%	336	30.77%	450	31.42%	834	16.32%
Total	2,586	100.00%	1,092	100.00%	1,432	100.00%	5,110	100.00%

ELL Subgroup and Grade Level Group (District 12)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,585	65.63%	426	43.20%	785	48.16%	2,796	55.58%
Developing	794	32.88%	217	22.01%	413	25.34%	1,424	28.30%
Long-term	36	1.49%	343	34.79%	432	26.50%	811	16.12%
Total	2,415	100.00%	986	100.00%	1,630	100.00%	5,031	100.00%

ELL Subgroup and Grade Level Group (District 13)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	289	68.81%	32	31.37%	210	42.77%	531	52.42%
Developing	126	30.00%	34	33.33%	162	32.99%	322	31.79%
Long-term	*	*	36	35.29%	119	24.24%	160	15.79%
Total	420	100.00%	102	100.00%	491	100.00%	1,013	100.00%

ELL Subgroup and Grade Level Group (District 14)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	678	66.28%	141	38.84%	361	45.70%	1,180	54.23%
Developing	322	31.48%	64	17.63%	161	20.38%	547	25.14%
Long-term	23	2.25%	158	43.53%	268	33.92%	449	20.63%
Total	1,023	100.00%	363	100.00%	790	100.00%	2,176	100.00%

ELL Subgroup and Grade Level Group (District 15)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	2,333	65.39%	136	21.28%	267	40.64%	2,736	56.25%
Developing	1,198	33.58%	121	18.94%	145	22.07%	1,464	30.10%
Long-term	37	1.04%	382	59.78%	245	37.29%	664	13.65%
Total	3,568	100.00%	639	100.00%	657	100.00%	4,864	100.00%

ELL Subgroup and Grade Level Group (District 16)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	162	80.20%	24	40.68%	37	33.04%	223	59.79%
Developing	39	19.31%	19	32.20%	22	19.64%	80	21.45%
Long-term	*	*	16	27.12%	53	47.32%	70	18.77%
Total	202	100.00%	59	100.00%	112	100.00%	373	100.00%

ELL Subgroup and Grade Level Group (District 17)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	832	70.39%	284	55.04%	451	53.75%	1,567	61.77%
Developing	322	27.24%	115	22.29%	231	27.53%	668	26.33%
Long-term	28	2.37%	117	22.67%	157	18.71%	302	11.90%
Total	1,182	100.00%	516	100.00%	839	100.00%	2,537	100.00%

ELL Subgroup and Grade Level Group (District 18)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	404	75.37%	120	51.50%	264	55.93%	788	63.50%
Developing	128	23.88%	56	24.03%	119	25.21%	303	24.42%
Long-term	*	*	57	24.46%	89	18.86%	150	12.09%
Total	536	100.00%	233	100.00%	472	100.00%	1,241	100.00%

ELL Subgroup and Grade Level Group (District 19)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,140	72.34%	368	48.68%	544	52.16%	2,052	60.80%
Developing	420	26.65%	198	26.19%	278	26.65%	896	26.55%
Long-term	16	1.02%	190	25.13%	221	21.19%	427	12.65%
Total	1,576	100.00%	756	100.00%	1,043	100.00%	3,375	100.00%

ELL Subgroup and Grade Level Group (District 20)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	5,616	73.28%	904	38.85%	1,488	50.15%	8,008	61.80%
Developing	1,990	25.97%	555	23.85%	719	24.23%	3,264	25.19%
Long-term	58	0.76%	868	37.30%	760	25.62%	1,686	13.01%
Total	7,664	100.00%	2,327	100.00%	2,967	100.00%	12,958	100.00%

ELL Subgroup and Grade Level Group (District 21)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	2,725	73.27%	695	49.26%	963	49.44%	4,383	61.92%
Developing	957	25.73%	315	22.32%	577	29.62%	1,849	26.12%
Long-term	37	0.99%	401	28.42%	408	20.94%	846	11.95%
Total	3,719	100.00%	1,411	100.00%	1,948	100.00%	7,078	100.00%

ELL Subgroup and Grade Level Group (District 22)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	2,199	73.32%	322	47.92%	431	51.13%	2,952	65.40%
Developing	773	25.78%	192	28.57%	217	25.74%	1,182	26.19%
Long-term	27	0.90%	158	23.51%	195	23.13%	380	8.42%
Total	2,999	100.00%	672	100.00%	843	100.00%	4,514	100.00%

ELL Subgroup and Grade Level Group (District 23)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	195	69.15%	63	41.18%	25	34.72%	283	55.82%
Developing	84	29.79%	40	26.14%	15	20.83%	139	27.42%
Long-term	*	*	50	32.68%	32	44.44%	85	16.77%
Total	282	100.00%	153	100.00%	72	100.00%	507	100.00%

ELL Subgroup and Grade Level Group (District 24)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	5,902	65.29%	913	36.86%	1,085	45.86%	7,900	56.90%
Developing	3,056	33.81%	397	16.03%	666	28.15%	4,119	29.67%
Long-term	82	0.91%	1,167	47.11%	615	25.99%	1,864	13.43%
Total	9,040	100.00%	2,477	100.00%	2,366	100.00%	13,883	100.00%

ELL Subgroup and Grade Level Group (District 25)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	3,689	79.78%	667	54.10%	964	51.77%	5,320	68.92%
Developing	908	19.64%	297	24.09%	496	26.64%	1,701	22.04%
Long-term	27	0.58%	269	21.82%	402	21.59%	698	9.04%
Total	4,624	100.00%	1,233	100.00%	1,862	100.00%	7,719	100.00%

ELL Subgroup and Grade Level Group (District 26)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,091	81.12%	250	61.43%	557	49.07%	1,898	65.74%
Developing	249	18.51%	84	20.64%	335	29.52%	668	23.14%
Long-term	*	*	73	17.94%	243	21.41%	321	11.12%
Total	1,345	100.00%	407	100.00%	1,135	100.00%	2,887	100.00%

ELL Subgroup and Grade Level Group (District 27)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	2,151	72.64%	550	52.33%	851	60.10%	3,552	65.44%
Developing	768	25.94%	236	22.45%	334	23.59%	1,338	24.65%
Long-term	42	1.42%	265	25.21%	231	16.31%	538	9.91%
Total	2,961	100.00%	1,051	100.00%	1,416	100.00%	5,428	100.00%

ELL Subgroup and Grade Level Group (District 28)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	2,007	73.38%	413	46.88%	735	51.18%	3,155	62.45%
Developing	697	25.48%	191	21.68%	317	22.08%	1,205	23.85%
Long-term	31	1.13%	277	31.44%	384	26.74%	692	13.70%
Total	2,735	100.00%	881	100.00%	1,436	100.00%	5,052	100.00%

ELL Subgroup and Grade Level Group (District 29)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,241	74.27%	320	56.84%	286	70.79%	1,847	70.02%
Developing	420	25.13%	129	22.91%	78	19.31%	627	23.77%
Long-term	10	0.60%	114	20.25%	40	9.90%	164	6.22%
Total	1,671	100.00%	563	100.00%	404	100.00%	2,638	100.00%

ELL Subgroup and Grade Level Group (District 30)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	2,805	68.23%	572	42.31%	1,033	61.02%	4,410	61.63%
Developing	1,256	30.55%	172	12.72%	299	17.66%	1,727	24.13%
Long-term	50	1.22%	608	44.97%	361	21.32%	1,019	14.24%
Total	4,111	100.00%	1,352	100.00%	1,693	100.00%	7,156	100.00%

ELL Subgroup and Grade Level Group (District 31)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,843	67.78%	238	33.66%	415	49.46%	2,496	58.52%
Developing	821	30.19%	108	15.28%	153	18.24%	1,082	25.37%
Long-term	55	2.02%	361	51.06%	271	32.30%	687	16.11%
Total	2,719	100.00%	707	100.00%	839	100.00%	4,265	100.00%

ELL Subgroup and Grade Level Group (District 32)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	873	68.96%	212	37.72%	286	47.27%	1,371	56.35%
Developing	375	29.62%	91	16.19%	145	23.97%	611	25.11%
Long-term	18	1.42%	259	46.09%	174	28.76%	451	18.54%
Total	1,266	100.00%	562	100.00%	605	100.00%	2,433	100.00%

ELL Subgroup and Grade Level Group (District 75)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	1,536	59.86%	118	10.67%	431	15.97%	2,085	32.73%
Developing	1,009	39.32%	218	19.71%	417	15.45%	1,644	25.80%
Long-term	21	0.82%	770	69.62%	1,851	68.58%	2,642	41.47%
Total	2,566	100.00%	1,106	100.00%	2,699	100.00%	6,371	100.00%

ELL Subgroup and Grade Level Group (District 79)

ELL Subgroup	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
Newcomer	*	*	124	86.71%	110	71.90%	234	79.05%
Developing	*	*	*	*	16	10.46%	24	8.11%
Long-term	*	*	11	7.69%	27	17.65%	38	12.84%
Total	*	*	143	100.00%	153	100.00%	296	100.00%

SIFE ELLs by District and Grade Level Group

District	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
1	*	*	*	*	212	6.28%	225	4.15%
2	*	*	*	*	284	8.41%	290	5.35%
3	*	*	*	*	*	*	11	0.20%
4	*	*	*	*	10	0.30%	22	0.41%
5	*	*	15	1.37%	11	0.33%	35	0.65%
6	42	4.44%	131	11.96%	168	4.97%	341	6.29%
7	18	1.90%	24	2.19%	113	3.35%	155	2.86%
8	29	3.07%	27	2.47%	92	2.72%	148	2.73%
9	147	15.56%	100	9.13%	166	4.91%	413	7.62%
10	179	18.94%	155	14.16%	258	7.64%	592	10.93%
11	45	4.76%	56	5.11%	78	2.31%	179	3.30%
12	41	4.34%	65	5.94%	340	10.07%	446	8.23%
13	*	*	*	*	44	1.30%	48	0.89%
14	13	1.38%	21	1.92%	71	2.10%	105	1.94%
15	15	1.59%	*	*	46	1.36%	70	1.29%
16	*	*	*	*	*	*	*	*
17	34	3.60%	32	2.92%	94	2.78%	160	2.95%
18	20	2.12%	17	1.55%	23	0.68%	60	1.11%
19	66	6.98%	58	5.30%	139	4.11%	263	4.85%
20	32	3.39%	49	4.47%	187	5.54%	268	4.95%
21	*	*	24	2.19%	161	4.77%	189	3.49%
22	23	2.43%	35	3.20%	21	0.62%	79	1.46%
23	*	*	*	*	*	*	14	0.26%
24	37	3.92%	41	3.74%	162	4.80%	240	4.43%
25	*	*	*	*	99	2.93%	112	2.07%
26	*	*	10	0.91%	*	*	24	0.44%
27	55	5.82%	32	2.92%	90	2.66%	177	3.27%
28	23	2.43%	32	2.92%	80	2.37%	135	2.49%
29	27	2.86%	21	1.92%	32	0.95%	80	1.48%
30	*	*	14	1.28%	35	1.04%	51	0.94%
31	16	1.69%	*	*	30	0.89%	50	0.92%
32	12	1.27%	31	2.83%	61	1.81%	104	1.92%
75	21	2.22%	41	3.74%	254	7.52%	316	5.83%
79	*	*	*	*	*	*	*	*
Total	945	100.00%	1,095	100.00%	3,378	100.00%	5,418	100.00%

ELLs with IEPs by District and Grade Level Group

District	Elementary School ELLs (Number)	Elementary School ELLs (Percent)	Middle School ELLs (Number)	Middle School ELLs (Percent)	High School ELLs (Number)	High School ELLs (Percent)	Total ELLs (Number)	Total ELLs (Percent)
1	125	0.59%	39	0.44%	64	0.65%	228	0.57%
2	380	1.80%	141	1.61%	680	6.94%	1,201	3.02%
3	168	0.79%	85	0.97%	128	1.31%	381	0.96%
4	292	1.38%	134	1.53%	98	1.00%	524	1.32%
5	122	0.58%	80	0.91%	75	0.76%	277	0.70%
6	834	3.94%	465	5.30%	325	3.31%	1,624	4.09%
7	448	2.12%	223	2.54%	342	3.49%	1,013	2.55%
8	530	2.51%	254	2.90%	296	3.02%	1,080	2.72%
9	947	4.48%	491	5.60%	425	4.33%	1,863	4.69%
10	1,548	7.32%	797	9.08%	610	6.22%	2,955	7.44%
11	521	2.46%	260	2.96%	333	3.40%	1,114	2.80%
12	543	2.57%	254	2.90%	278	2.84%	1,075	2.71%
13	83	0.39%	29	0.33%	69	0.70%	181	0.46%
14	316	1.49%	134	1.53%	190	1.94%	640	1.61%
15	893	4.22%	266	3.03%	188	1.92%	1,347	3.39%
16	41	0.19%	16	0.18%	28	0.29%	85	0.21%
17	222	1.05%	100	1.14%	112	1.14%	434	1.09%
18	95	0.45%	44	0.50%	56	0.57%	195	0.49%
19	276	1.30%	160	1.82%	135	1.38%	571	1.44%
20	1,565	7.40%	568	6.47%	493	5.03%	2,626	6.61%
21	812	3.84%	337	3.84%	247	2.52%	1,396	3.51%
22	630	2.98%	132	1.50%	150	1.53%	912	2.30%
23	53	0.25%	46	0.52%	25	0.25%	124	0.31%
24	2,367	11.19%	879	10.02%	417	4.25%	3,663	9.22%
25	825	3.90%	228	2.60%	240	2.45%	1,293	3.25%
26	265	1.25%	91	1.04%	182	1.86%	538	1.35%
27	723	3.42%	235	2.68%	182	1.86%	1,140	2.87%
28	505	2.39%	207	2.36%	269	2.74%	981	2.47%
29	281	1.33%	91	1.04%	31	0.32%	403	1.01%
30	1,015	4.80%	398	4.54%	248	2.53%	1,661	4.18%
31	903	4.27%	302	3.44%	228	2.33%	1,433	3.61%
32	310	1.47%	187	2.13%	122	1.24%	619	1.56%
75	2,519	11.91%	1,087	12.39%	2,512	25.62%	6,118	15.40%
79	*	*	13	0.15%	26	0.27%	39	0.10%
Total	21,157	100.00%	8,773	100.00%	9,804	100.00%	39,734	100.00%

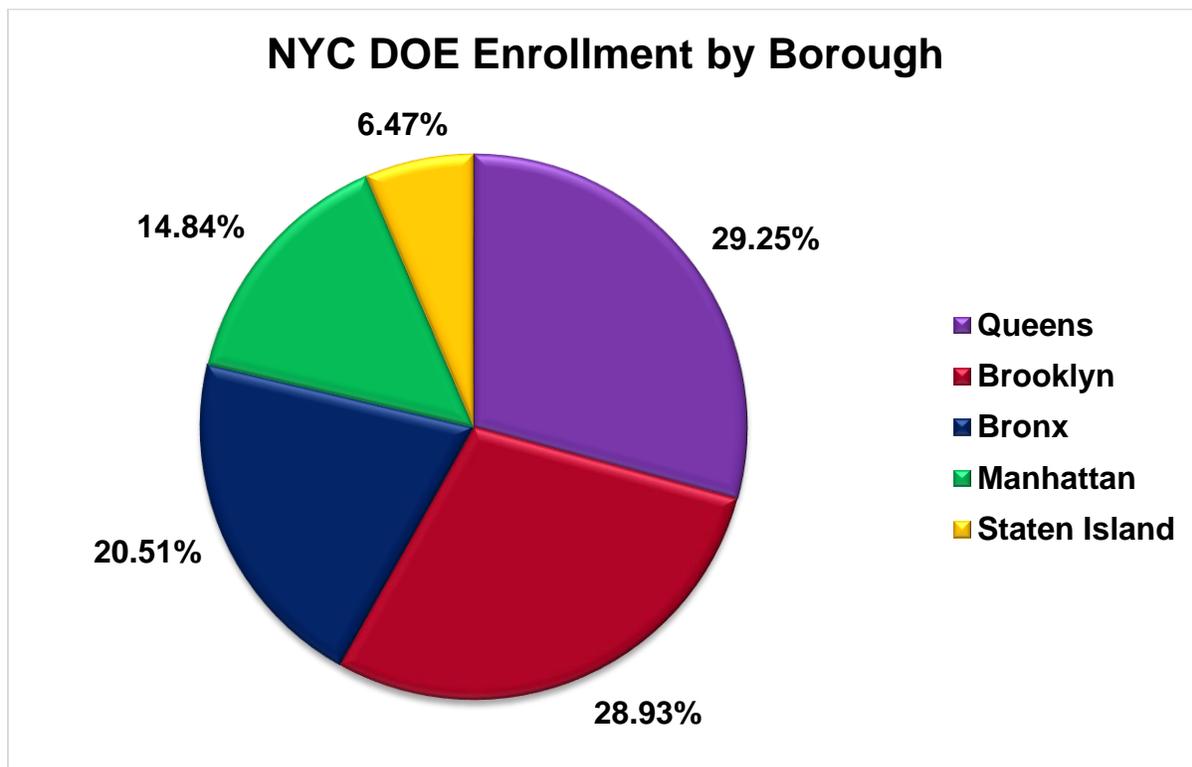
Appendix II: Comparison Data

All figures in Appendix II are based on the NYC DOE's Audited Register data (October 2018). 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 Population¹⁶

There were 929,008 students enrolled in the NYC DOE schools during the 2018-2019 school year. Queens' student population was the highest of the five boroughs, accounting for 29.25% (271,706) of all students in the system. Brooklyn was a close second, with 28.93% (268,797) of all students, followed by the Bronx at 20.51% (190,536). Manhattan and Staten Island represented a smaller but still significant population of the NYC DOE with 14.84% (137,882) and 6.47% (60,087), respectively.

NYC DOE Enrollment by Borough



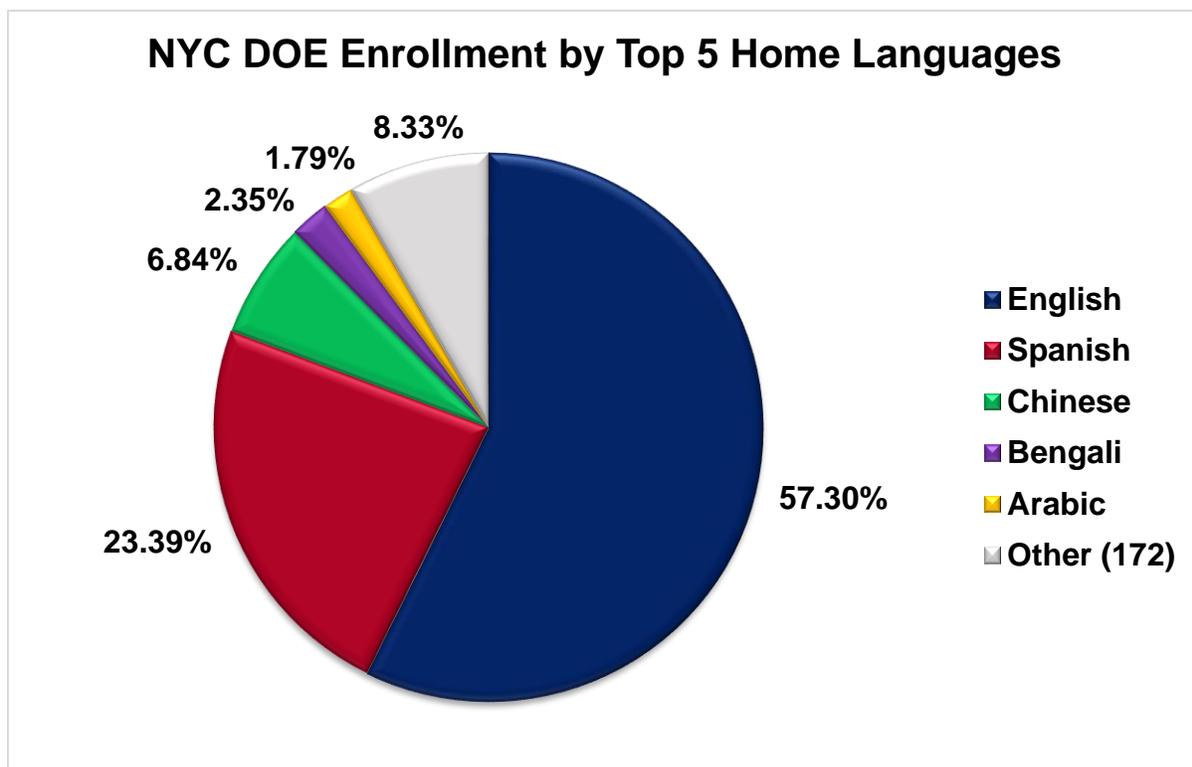
¹⁶ The figures in the following sections are based on the 2018-2019 audited register as of October 2018; include only grades K – 12, exclude charter schools, and exclude HSE students.

Borough	Total Students (Number)	Total Students (Percent)
Queens	271,706	29.25%
Brooklyn	268,797	28.93%
Bronx	190,536	20.51%
Manhattan	137,882	14.84%
Staten Island	60,087	6.47%
Total	929,008	100.00%

NYC DOE Home Languages

Over 42%¹⁷ of the 929,088 students enrolled in New York City public schools communicated in a language other than English at home, which means that there were 396,677 students living in households where English was not the primary language conversed. However, not all of these students were identified as ELLs.

NYC DOE Enrollment by Top 5 Home Languages

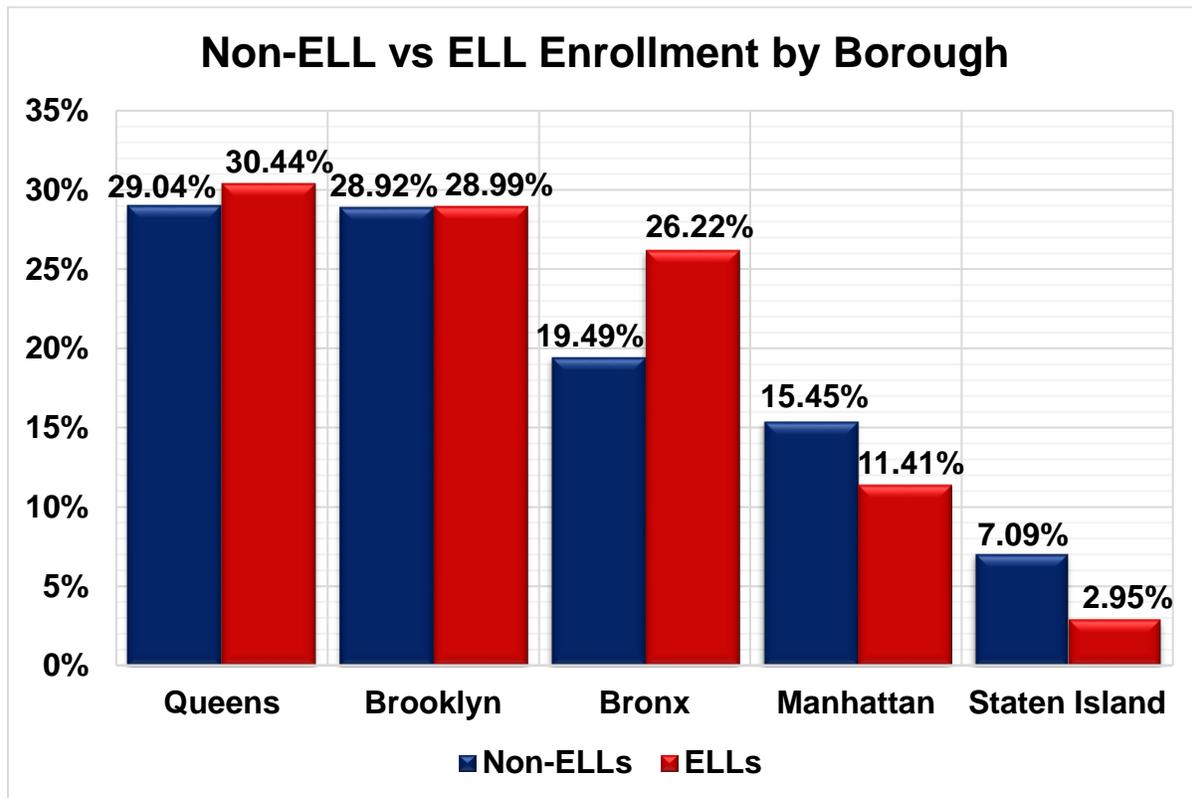


¹⁷ Henceforth, "Other" includes students whose home language is unknown and student does not speak.

Rank	Home Language	Total Students (Number)	Total Students (Percent)
1	English	532,331	57.30%
2	Spanish	217,310	23.39%
3	Chinese	63,513	6.84%
4	Bengali	21,796	2.35%
5	Arabic	16,631	1.79%
No Rank	Other (172)	77,427	8.33%
Total	All Home Languages	929,008	100.00%

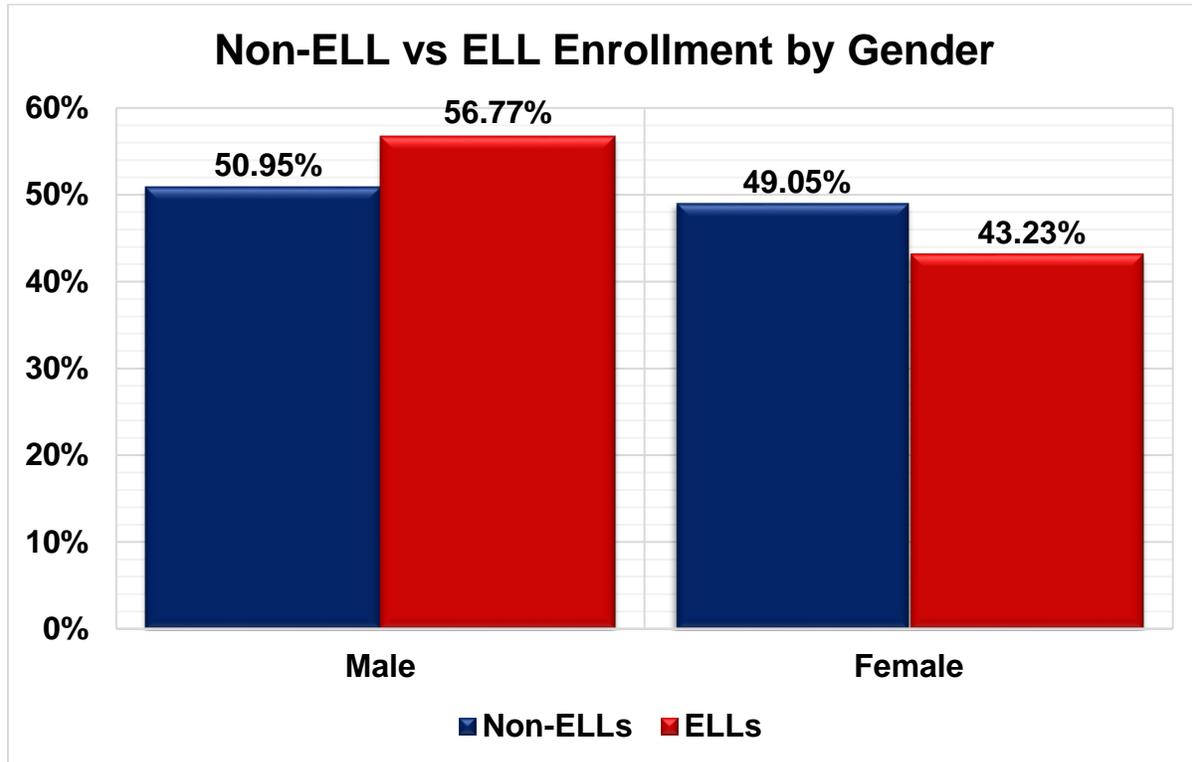
Non-ELLs and ELLs within the NYC DOE Student Population

Two distinct populations were analyzed within the context of the NYC DOE student population. Non-ELLs, students identified as not requiring ELL services, and ELLs, students identified as requiring ELL services. Within each of those populations, the proportions were comparatively similar in Queens with the difference under 1.5%. In Queens, Non-ELLs accounted for 29.04% of the Non-ELL population, while ELLs accounted for 30.44% of the ELL population. Brooklyn nearly represented equal proportions of both Non-ELLs and ELLs at 28.92% and 28.99%, respectively. The Bronx displayed the largest difference of over 6% represented by Non-ELLs at 19.49% and ELLs at 26.22%. Conversely, Manhattan and Staten Island exhibited over a 4% larger proportion of Non-ELLs than ELLs with Manhattan represented by 15.45% Non-ELLs and 11.41% ELLs, and Staten Island was 7.09% Non-ELLs and 2.95% ELLs.



Non-ELLs and ELLs by Gender

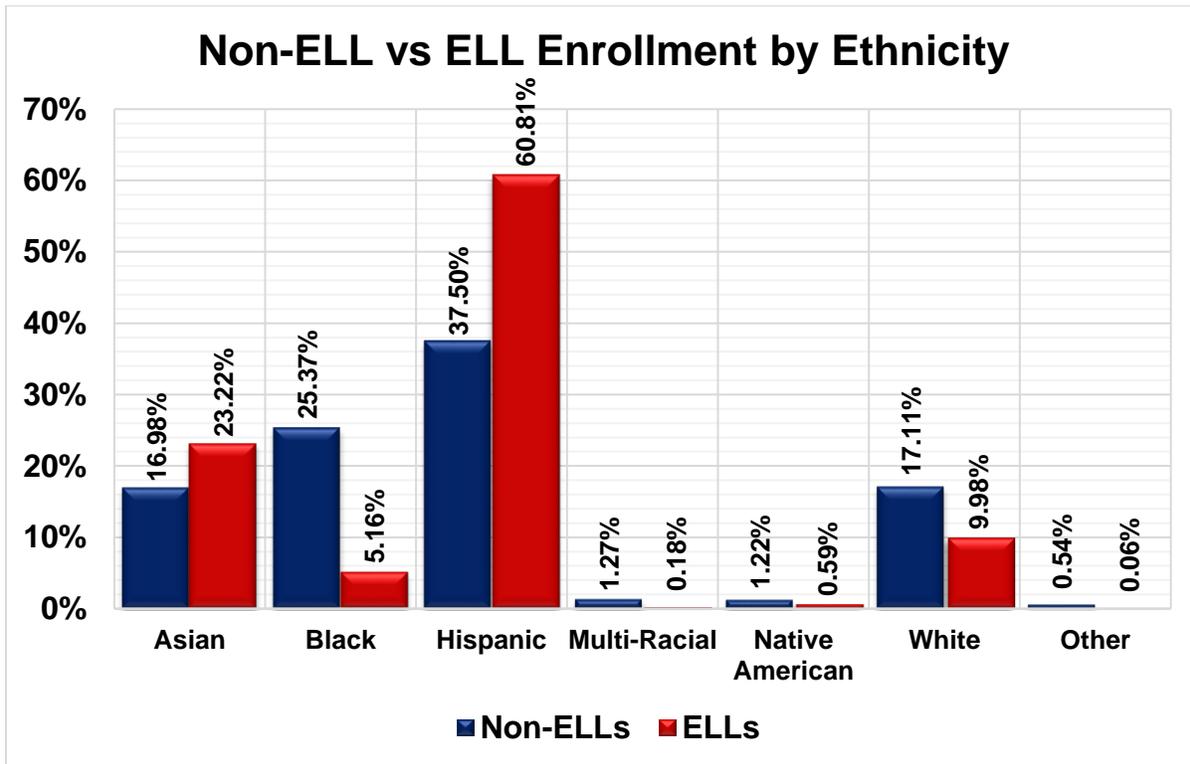
As of the end of October 2018, 140,443 students were identified as ELLs, with males (56.77%) outnumbering females (43.23%). The over 13% difference between genders in ELLs is significantly higher than that of the difference between genders among Non-ELLs, which showed males (50.95%) less than 2% higher than females (49.05%). ELLs accounted for 15.12% of the entire NYC DOE student population.



Non-ELLs and ELLs by Ethnicity

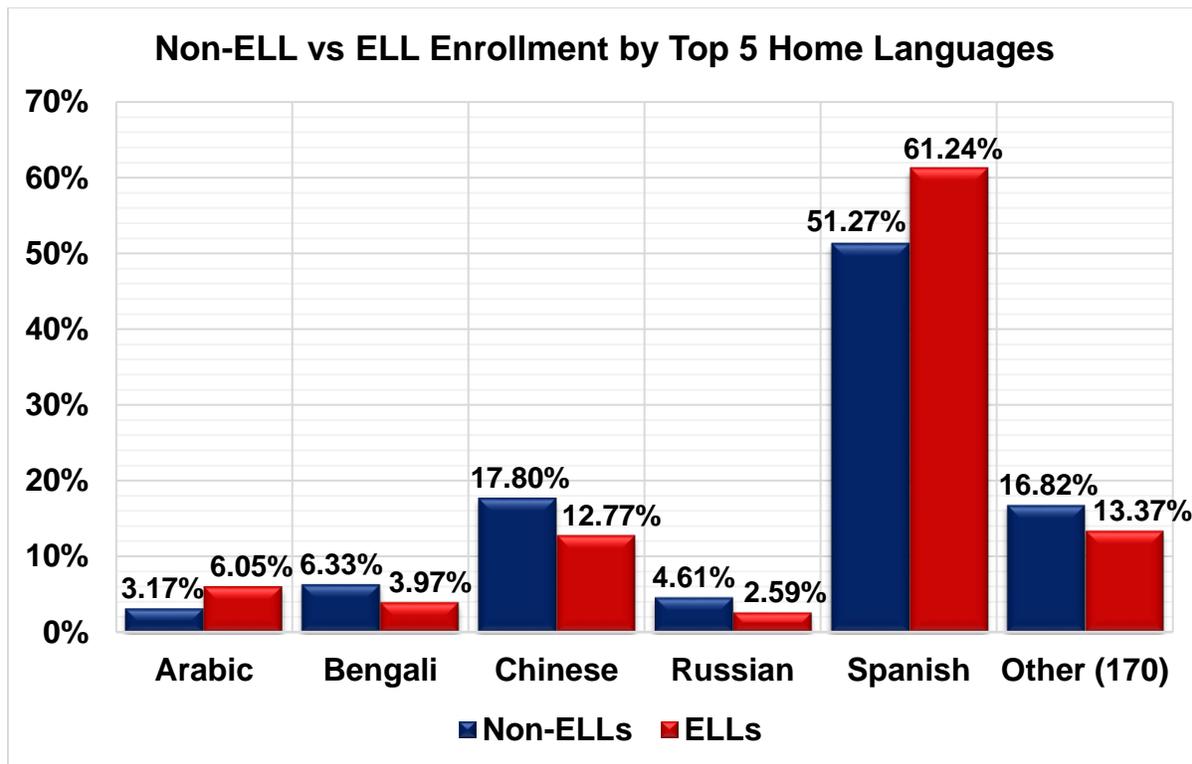
Since the Non-ELL population is significantly larger than the ELL population and accounted for the majority of students in the NYC DOE, it is not surprising that the ethnic pattern is somewhat similar to that of the NYC DOE population.

When comparing the ethnicity between Non-ELLs and the ELLs, the data shows that Black (25.37% Non-ELLs; 5.16% ELLs) and White (17.11% Non-ELLs; 9.98% ELLs) students are represented more in the Non-ELL population rather than the ELL population. On the other hand, Hispanic (37.50% Non-ELLs; 60.81% ELLs) and Asian (16.98% Non-ELLs; 23.22% ELLs) students are represented more in the ELL population rather than the Non-ELL population.



Non-ELLs and ELLs Home Language Comparison

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 6.05% of the ELL population, but for the Non-ELL population they ranked fifth at 3.17% 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 New York City Public Schools.

Developing ELL: These are ELLs identified under CR Part 154 who have received English as a New Language instruction, as a component of their bilingual education or freestanding English as a new language program, for a total of four (4) to six (6) enrolled school years in the NYC DOE.

English as a New Language (ENL): formerly known as English as a Second Language (ESL); English as a New Language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are two types of ENL: stand-alone ENL and integrated ENL.

English as a Second Language (ESL): see English as a New Language (ENL).

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. Starting the 2019-2020 school year, NYSED and the NYC DOE refer to English Language Learners (ELLs) as Multilingual Learners/ English Language Learners (MLLs/ELLs) except in instances referring to state and federal policy.

Former ELLs: These are students who had been identified as English Language Learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, Former ELLs receive at least one half of one unit of study of integrated English as a New Language (90 minutes per week) and are eligible for certain specified testing accommodations.

Home language arts (HLA): Formerly known as native language arts (NLA); HLA is a unit of study in language arts in the student's home or primary language.

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

Long-term ELL (LTE): These are ELLs identified under CR Part 154 who have received English as a New Language instruction, as a component of their bilingual education or freestanding English as a New Language program, for seven (7) or more enrolled school years in the NYC DOE.

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: These are ELLs identified under CR Part 154 who have received English as a New Language instruction, as a component of their bilingual education or freestanding English as a New Language program, for a total of zero (0) to three (3) enrolled school years in the NYC DOE. There is often a misconception that newcomer ELLs are only those who arrived very recently and exhibit little or no knowledge of English. While newly arrived ELLs are represented among the group of newcomer ELLs, many others are US-born and are at the emerging, transitioning, or higher levels.

Students with Inconsistent/Interrupted Formal Education (SIFE): These are ELLs who have attended schools in the United States 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 a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English Language Learner.