

2019-2020 English Language Learner Demographic Report

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

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Introduction

This report is for educators, members of the public, parents, and advocacy communities seeking to become better acquainted with demographic information about New York City Department of Education’s (NYC DOE) English Language Learners (ELLs). It is designed to give readers an enriched sense of the ELLs enrolled in New York City public schools during the 2019-2020 school year.

This report starts with the ELL population as a whole—highlighting the boroughs where they are enrolled, grade level, places of birth, home languages, participation in ELL programs, and subpopulations. At the end of this report, the focus shifts to analyzing ELLs within the context of the NYC DOE total student population. The report concludes with certain student demographic information 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), 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 ELLs enrolled in high school equivalency (HSE) programs.

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. In contrast, [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 2019. For this reason, there is a difference in ELL numbers.

Readers who are interested in learning more about school-based demographic information can visit school’s [Online School Quality Snapshot](#) (Direct Link: <https://tools.nycenet.edu/snapshot/>) 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” English language proficiency level on the NYSESLAT, OR
2. Score at “expanding” English language proficiency level on the NYSESLAT AND level 3 or 4 on the grades 3 to 8 NYS ELA exams, OR
3. Score at “expanding” English language proficiency level on the NYSESLAT AND 65 or above on the NYS ELA Regents exam

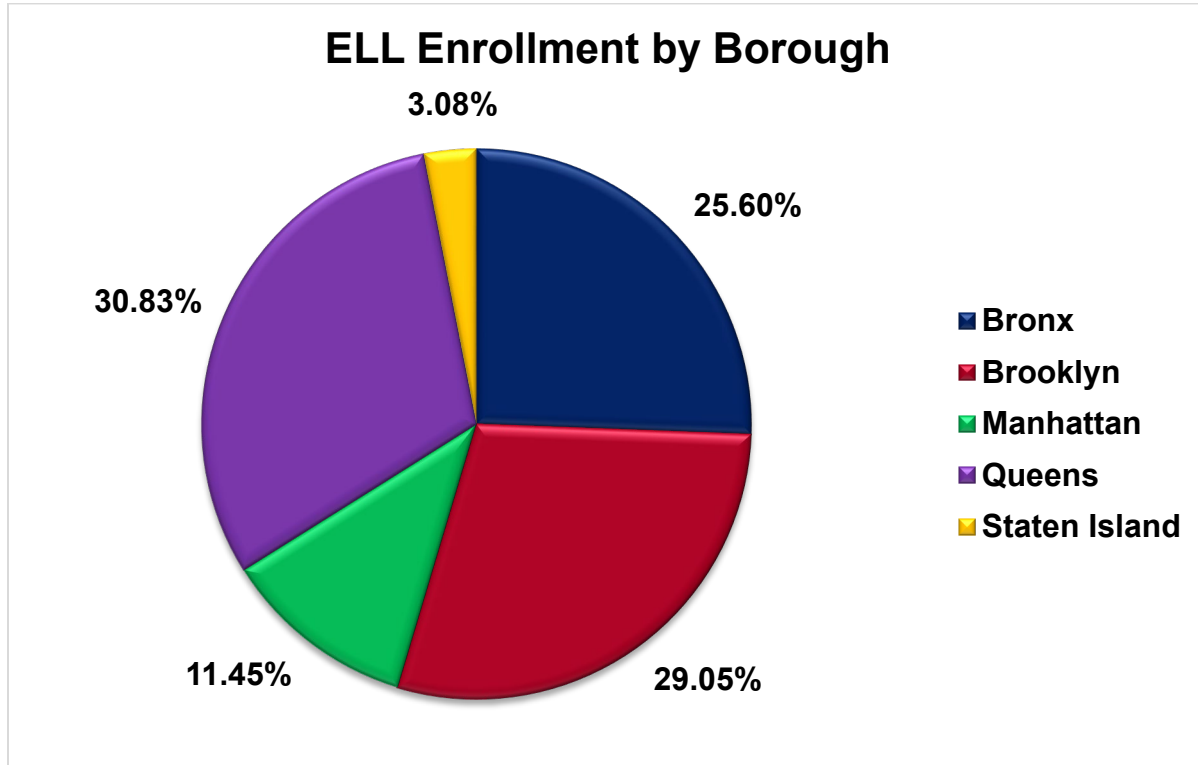
Once students achieve English language proficiency, they are no longer considered ELLs. However, they are still eligible for ELL services and testing accommodations for up to two school years. These students are considered Former ELLs.

For information on policies that regulate ELL education, 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>). In New York State, these policies are called [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>).

2019-2020 ELL Enrollment²

Of the 142,096 ELLs who enrolled in New York City public schools at some point during the 2019-2020 school year, the largest population of ELLs attended schools in Queens with 43,802 students (30.83%). Brooklyn remained narrowly behind with the second largest ELL population at 41,272 (29.05%). Followed closely, the Bronx rounded out the top three boroughs of ELL enrollment with 36,373 ELLs (25.60%). Although they were comparatively smaller, Manhattan's and Staten Island's ELL populations were still sizeable, with 16,270 (11.45%) and 4,379 (3.08%) students, respectively.

ELL Enrollment by Borough



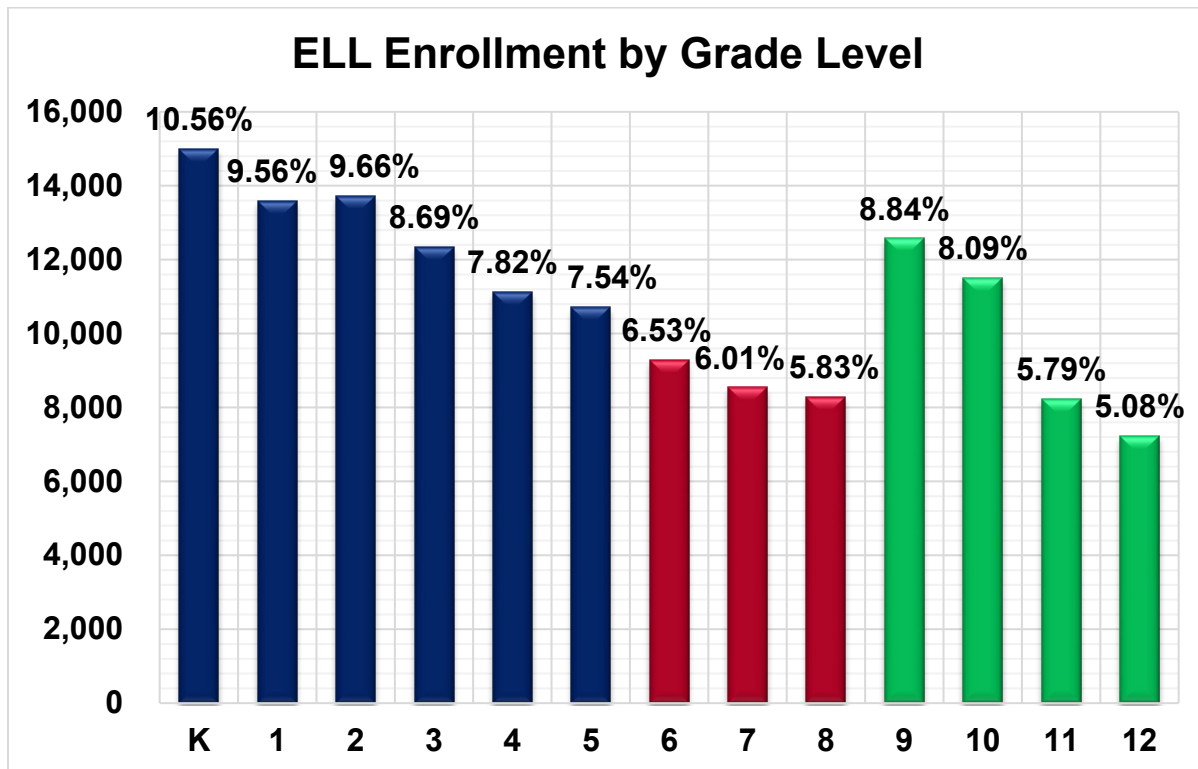
Borough	ELLs (Number)	ELLs (Percent)
Bronx	36,373	25.60%
Brooklyn	41,272	29.05%
Manhattan	16,270	11.45%
Queens	43,802	30.83%
Staten Island	4,379	3.08%
Total	142,096	100.00%

² All figures are based on 2019-2020 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 Grade Level and by Borough

During the 2019-2020 school year, a little over half (53.83%) of all ELLs in the NYC DOE were in elementary school grades (76,487). Kindergarten through second grade had the highest numbers of ELLs (15,000, 13,590, and 13,720, 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 ELL status is not a static student characteristic. ELL status can change throughout a student's career. As students become proficient in English, they are no longer identified as ELLs and become Former ELLs. Over a quarter (27.80%) of all ELLs were in high school grades (39,507). Ninth grade showed the highest concentration in high school with 12,568 ELLs, potentially signaling a major entry point for recently arrived ELLs due to high school grade level requirements for credit accumulation³.

ELL Enrollment by Grade Level



³ NYC DOE Chancellor's Regulation A-501 specifies promotion standards for all NYC DOE students. Notably, promotion decisions in grades 9-12 are based on credit accumulation and passing of Regents exams. Therefore, students in grade level nine should be understood not as years of schooling, but as students that have completed less than eight credits of academic subject areas as outlined in the NYC DOE High School Academic Policy Guide.

ELL Enrollment by Grade Level and by Borough

ELL Enrollment by Grade Level (Citywide)

Grade Level	ELLs (Number)	ELLs (Percent)
K	15,000	10.56%
1	13,590	9.56%
2	13,720	9.66%
3	12,350	8.69%
4	11,118	7.82%
5	10,709	7.54%
6	9,280	6.53%
7	8,536	6.01%
8	8,286	5.83%
9	12,568	8.84%
10	11,491	8.09%
11	8,227	5.79%
12	7,221	5.08%
Total	142,096	100.00%

ELL Enrollment by Grade Level (Bronx)

Grade Level	ELLs (Number)	ELLs (Percent)
K	2,762	7.59%
1	2,918	8.02%
2	3,145	8.65%
3	3,199	8.79%
4	3,014	8.29%
5	3,056	8.40%
6	2,621	7.21%
7	2,524	6.94%
8	2,654	7.30%
9	3,183	8.75%
10	2,992	8.23%
11	2,321	6.38%
12	1,984	5.45%
Total	36,373	100.00%

ELL Enrollment by Grade Level (Brooklyn)

Grade Level	ELLs (Number)	ELLs (Percent)
K	4,923	11.93%
1	4,188	10.15%
2	4,213	10.21%
3	3,551	8.60%
4	3,196	7.74%
5	3,088	7.48%
6	2,599	6.30%
7	2,452	5.94%
8	2,239	5.42%
9	3,339	8.09%
10	3,194	7.74%
11	2,159	5.23%
12	2,131	5.16%
Total	41,272	100.00%

ELL Enrollment by Grade Level (Manhattan)

Grade Level	ELLs (Number)	ELLs (Percent)
K	1,148	7.06%
1	1,101	6.77%
2	1,192	7.33%
3	1,035	6.36%
4	1,032	6.34%
5	992	6.10%
6	896	5.51%
7	881	5.41%
8	880	5.41%
9	2,115	13.00%
10	2,117	13.01%
11	1,454	8.94%
12	1,427	8.77%
Total	16,270	100.00%

ELL Enrollment by Grade Level (Queens)

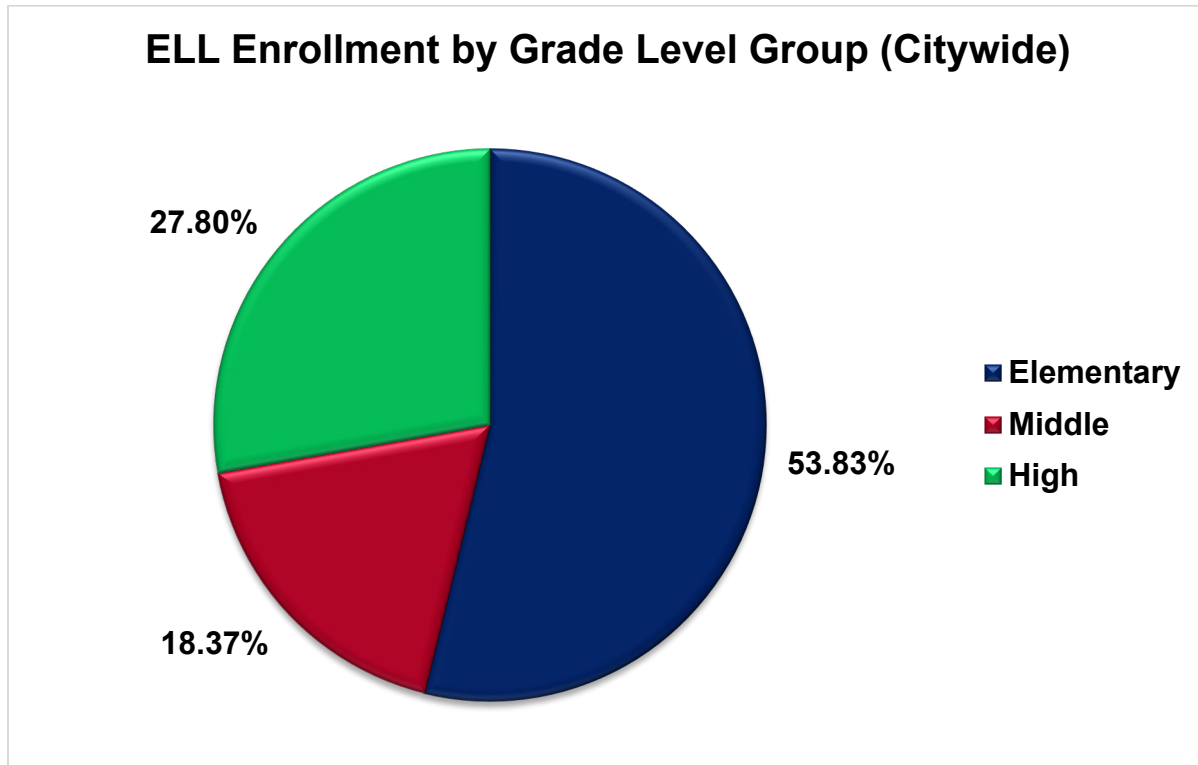
Grade Level	ELLs (Number)	ELLs (Percent)
K	5,636	12.87%
1	4,848	11.07%
2	4,641	10.60%
3	4,100	9.36%
4	3,508	8.01%
5	3,258	7.44%
6	2,878	6.57%
7	2,465	5.63%
8	2,318	5.29%
9	3,617	8.26%
10	2,917	6.66%
11	2,071	4.73%
12	1,545	3.53%
Total	43,802	100.00%

ELL Enrollment by Grade Level (Staten Island)

Grade Level	ELLs (Number)	ELLs (Percent)
K	531	12.13%
1	535	12.22%
2	529	12.08%
3	465	10.62%
4	368	8.40%
5	315	7.19%
6	286	6.53%
7	214	4.89%
8	195	4.45%
9	314	7.17%
10	271	6.19%
11	222	5.07%
12	134	3.06%
Total	4,379	100.00%

ELL Enrollment by Grade Level Group and by Borough

The NYC DOE student population consists of three grade level groups⁴ (elementary, middle, and high schools). In the NYC DOE, elementary schools represented where the majority of ELLs were enrolled, but there was a significant difference for ELLs in Manhattan. In Manhattan, ELLs in high schools represented the majority at 43.72% compared to elementary schools at 39.95%. The high school proportion of ELLs in Manhattan was nearly 15% greater than the next closest borough high school proportion (Bronx at 28.81%). While Staten Island accounts for the fewest number of ELLs in the five boroughs, their ELL enrollment represented in elementary schools is the largest proportion at 62.64% of Staten Island ELLs. This was nearly three times the proportion represented in high schools and nearly four times greater than the proportion in middle schools.



ELL Enrollment by Grade Level Group (Citywide)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	76,487	53.83%
Middle	26,102	18.37%
High	39,507	27.80%
Total	142,096	100.00%

⁴ 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 (Bronx)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	18,094	49.75%
Middle	7,799	21.44%
High	10,480	28.81%
Total	36,373	100.00%

ELL Enrollment by Grade Level Group (Brooklyn)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	23,159	56.11%
Middle	7,290	17.66%
High	10,823	26.22%
Total	41,272	100.00%

ELL Enrollment by Grade Level Group (Manhattan)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	6,500	39.95%
Middle	2,657	16.33%
High	7,113	43.72%
Total	16,270	100.00%

ELL Enrollment by Grade Level Group (Queens)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	25,991	59.34%
Middle	7,661	17.49%
High	10,150	23.17%
Total	43,802	100.00%

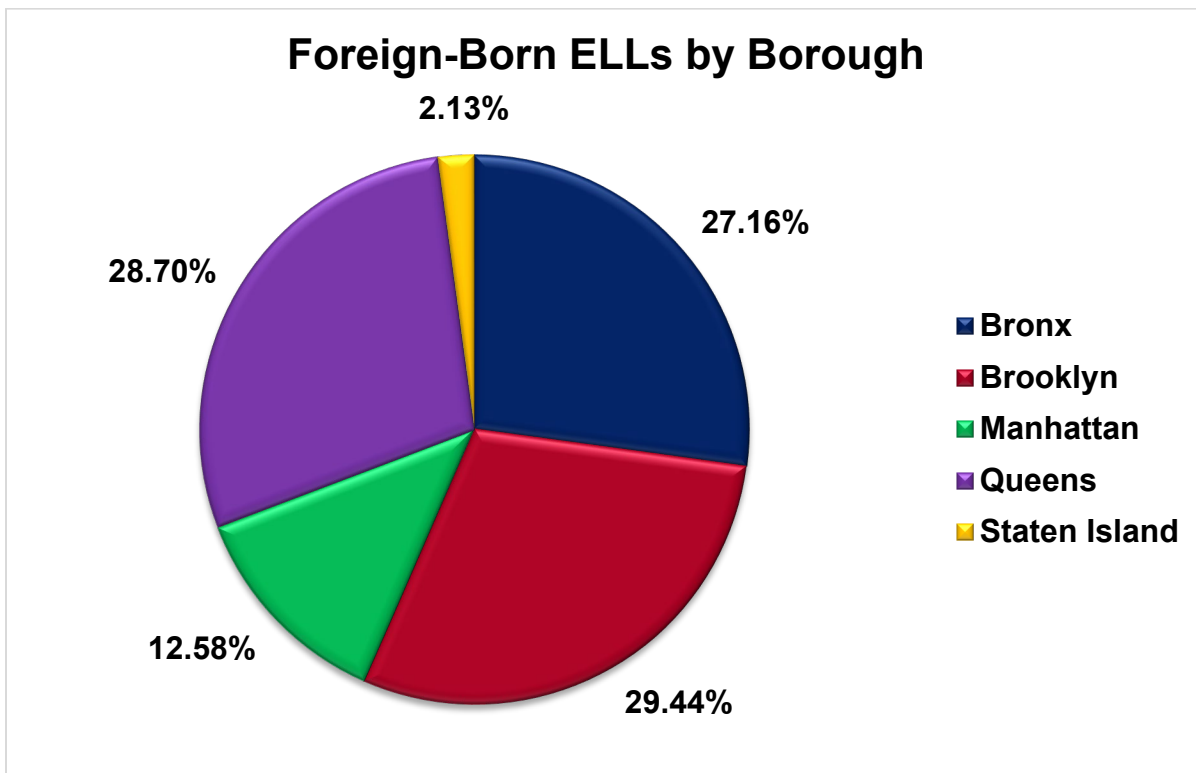
ELL Enrollment by Grade Level Group (Staten Island)

Grade Level Group	ELLs (Number)	ELLs (Percent)
Elementary	2,743	62.64%
Middle	695	15.87%
High	941	21.49%
Total	4,379	100.00%

2019-2020 ELL Places of Birth

Even though nearly half of the ELLs in the NYC DOE (46.48% or 66,046) were born within the United States of America⁵, slightly more than half (53.52% or 76,050) were born outside the United States of America in 187⁶ 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 29.44% or 22,386. Queens and the Bronx also made up a large percent of foreign-born ELLs with 28.70% and 27.16% or 21,824 and 20,654, respectively. Although at smaller proportions, foreign-born ELLs in Manhattan and Staten Island were represented at 12.58% and 2.13%, respectively. While the percentages are comparably smaller, the number of students represented in Manhattan is still significant at 9,565, whereas Staten Island represented 1,621 students.

Foreign-Born ELLs by Borough



Borough	ELLs (Number)	ELLs (Percent)
Bronx	20,654	27.16%
Brooklyn	22,386	29.44%
Manhattan	9,565	12.58%
Queens	21,824	28.70%
Staten Island	1,621	2.13%
Total	76,050	100.00%

⁵ United States of America includes its territories and commonwealths (i.e. Puerto Rico, American Samoa, Northern Mariana Islands, Guam, United States Virgin Islands).

⁶ This count excludes students whose place of birth was not reported by the school.

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 enrolled, foreign-born ELLs made up slightly over 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)
Foreign-born	76,050	53.52%
U.S.-born	66,046	46.48%
Total	142,096	100.00%

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

Place of Birth	ELLs (Number)	ELLs (Percent)
Foreign-born	20,654	56.78%
U.S.-born	15,719	43.22%
Total	36,373	100.00%

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

Place of Birth	ELLs (Number)	ELLs (Percent)
Foreign-born	22,386	54.24%
U.S.-born	18,886	45.76%
Total	41,272	100.00%

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

Place of Birth	ELLs (Number)	ELLs (Percent)
Foreign-born	9,565	58.79%
U.S.-born	6,705	41.21%
Total	16,270	100.00%

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

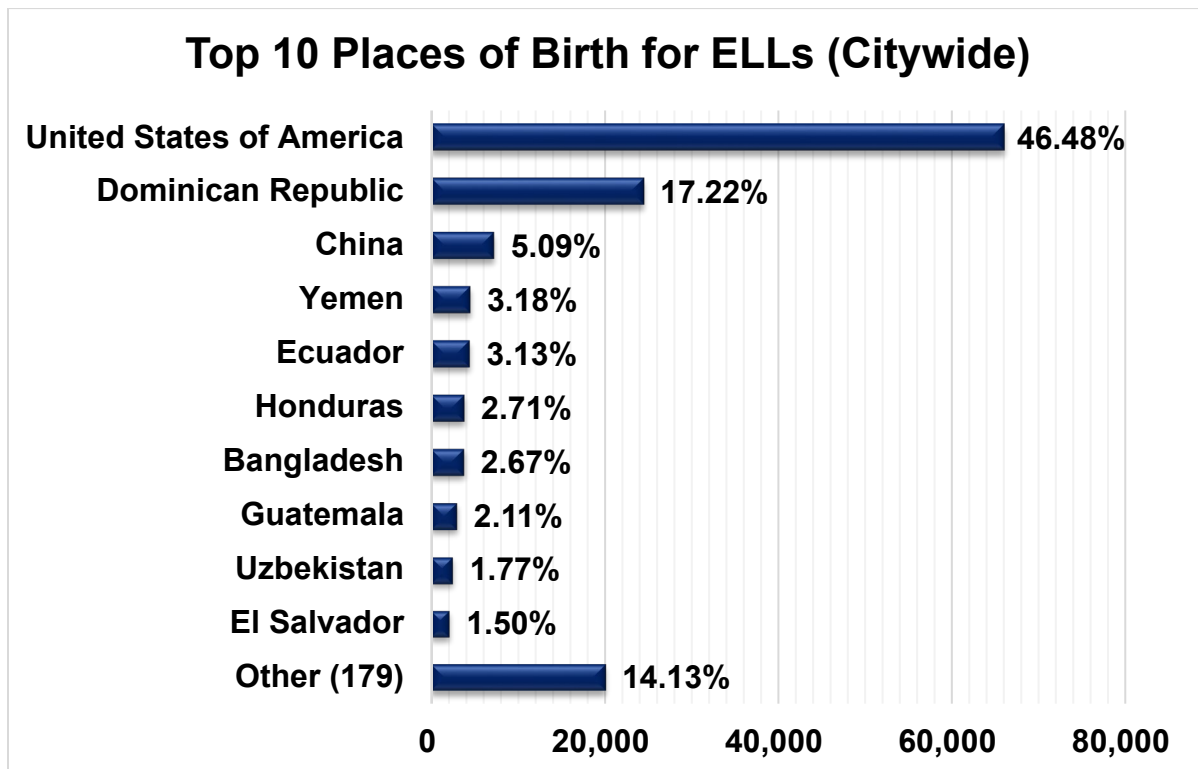
Place of Birth	ELLs (Number)	ELLs (Percent)
Foreign-born	21,824	49.82%
U.S.-born	21,978	50.18%
Total	43,802	100.00%

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

Place of Birth	ELLs (Number)	ELLs (Percent)
Foreign-born	1,621	37.02%
U.S.-born	2,758	62.98%
Total	4,379	100.00%

Top 10 Places of Birth for ELLs

Even though the majority of ELLs were born in the United States of America, the additional 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 17.22% of ELLs. China⁷ followed with over 5.09% of ELLs. ELLs were born in 188⁸ different places.



⁷ China includes Hong Kong.

⁸ This count excludes students whose place of birth was not reported by the school.

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 where China (6.82%) was the second most common with Dominican Republic (6.39%) 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 (35.74%) and Manhattan (29.75%) demonstrated a significantly higher proportion of ELLs born in Dominican Republic when compared to Brooklyn (8.88%) and Staten Island (3.84%). In all but one borough, ELLs were born in at least 130 different places, which further exemplify the ELL diversity throughout New York City. Although Staten Island's ELL population was not as high, the 85 different places of birth exhibit their ELL diversity.

Top 10 Places of Birth for ELLs (Citywide)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	66,046	46.48%
2	Dominican Republic	24,476	17.22%
3	China	7,239	5.09%
4	Yemen	4,519	3.18%
5	Ecuador	4,452	3.13%
6	Honduras	3,846	2.71%
7	Bangladesh	3,801	2.67%
8	Guatemala	2,994	2.11%
9	Uzbekistan	2,516	1.77%
10	El Salvador	2,125	1.50%
No Rank	Other (179) ⁹	20,082	14.13%
Total	All Places of Birth	142,096	100.00%

Top 10 Places of Birth for ELLs (Bronx)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	15,719	43.22%
2	Dominican Republic	13,001	35.74%
3	Honduras	1,623	4.46%
4	Yemen	1,350	3.71%
5	Bangladesh	847	2.33%
6	Ecuador	495	1.36%
7	Guatemala	350	0.96%
8	Mexico	326	0.90%
9	El Salvador	254	0.70%
10	Ghana	222	0.61%
No Rank	Other (124)	2,186	6.01%
Total	All Places of Birth	36,373	100.00%

⁹ 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	18,886	45.76%
2	Dominican Republic	3,666	8.88%
3	China	3,120	7.56%
4	Yemen	2,087	5.06%
5	Uzbekistan	2,070	5.02%
6	Haiti	1,356	3.29%
7	Guatemala	1,152	2.79%
8	Ecuador	1,026	2.49%
9	Bangladesh	823	1.99%
10	Pakistan	788	1.91%
No Rank	Other (143)	6,298	15.26%
Total	All Places of Birth	41,272	100.00%

Top 10 Places of Birth for ELLs (Manhattan)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	6,705	41.21%
2	Dominican Republic	4,841	29.75%
3	China	963	5.92%
4	Yemen	359	2.21%
5	Ecuador	349	2.15%
6	Honduras	339	2.08%
7	Guatemala	274	1.68%
8	Mexico	216	1.33%
9	Senegal	198	1.22%
10	Bangladesh	152	0.93%
No Rank	Other (139)	1,874	11.52%
Total	All Places of Birth	16,270	100.00%

Top 10 Places of Birth for ELLs (Queens)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	21,978	50.18%
2	China	2,987	6.82%
3	Dominican Republic	2,800	6.39%
4	Ecuador	2,553	5.83%
5	Bangladesh	1,953	4.46%
6	Colombia	1,319	3.01%
7	El Salvador	1,302	2.97%
8	Guatemala	1,127	2.57%
9	Honduras	1,000	2.28%
10	India	896	2.05%
No Rank	Other (142)	5,887	13.44%
Total	All Places of Birth	43,802	100.00%

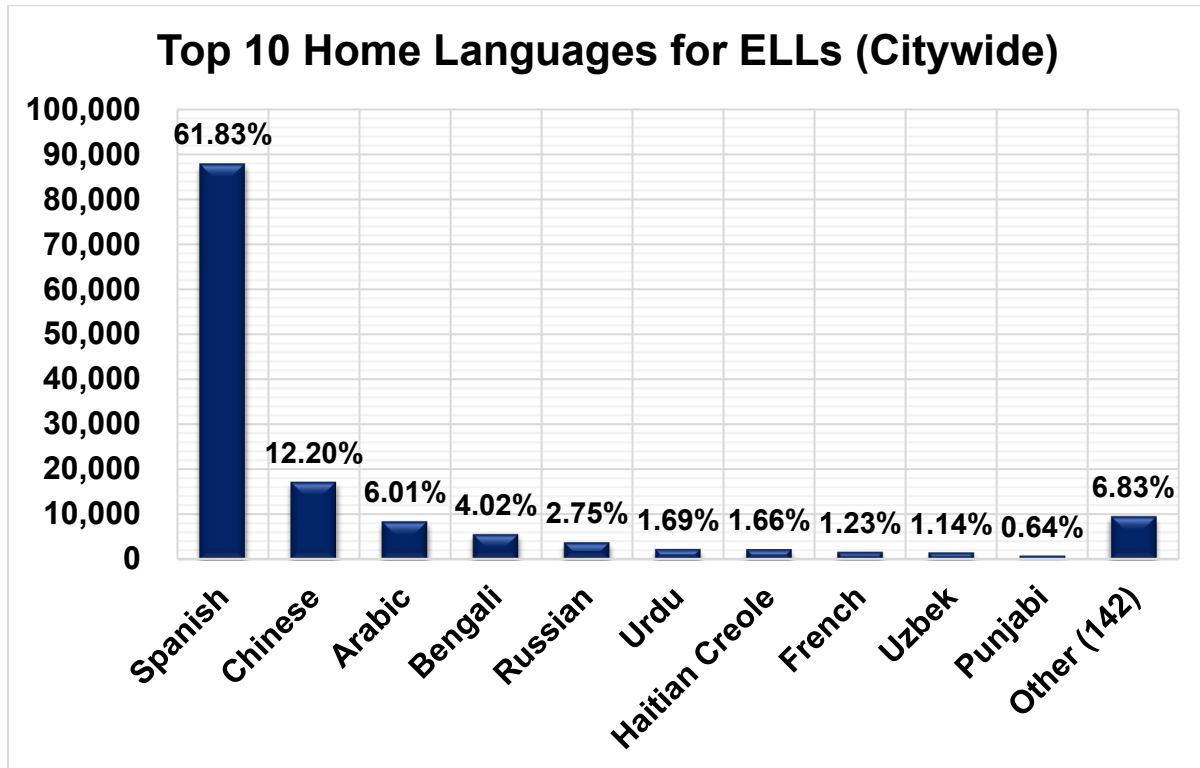
Top 10 Places of Birth for ELLs (Staten Island)

Rank	Place of Birth	ELLs (Number)	ELLs (Percent)
1	United States of America	2,758	62.98%
2	Dominican Republic	168	3.84%
3	Egypt	143	3.27%
4	China	140	3.20%
5	Honduras	138	3.15%
6	Yemen	135	3.08%
7	Mexico	98	2.24%
8	Guatemala	91	2.08%
9	Albania	65	1.48%
10	Pakistan	63	1.44%
No Rank	Other (75)	580	13.25%
Total	All Places of Birth	4,379	100.00%

2019-2020 ELL Home Languages

During the 2019-2020 school year, ELLs in New York City communicated in 151¹⁰ languages other than English. The majority of ELLs in New York City had a home language of Spanish (61.83%), which is over five times as many as ELLs who had the second most common home language of Chinese (12.20%). 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 (6.01%), Bengali (4.02%), and Russian (2.75%) still represented a significant portion of the ELL population. The most common home languages conversed at home were as follows:

Top 10 Home Languages for ELLs



¹⁰ This count excludes students whose home language is student does not speak.

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 83.32% and 71.41%, 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 second most common home language in the Bronx and the third most common home language in the NYC DOE. Arabic 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	87,857	61.83%
2	Chinese	17,336	12.20%
3	Arabic	8,540	6.01%
4	Bengali	5,711	4.02%
5	Russian	3,907	2.75%
6	Urdu	2,401	1.69%
7	Haitian Creole	2,361	1.66%
8	French	1,753	1.23%
9	Uzbek	1,618	1.14%
10	Punjabi	908	0.64%
No Rank	Other (142) ¹¹	9,704	6.83%
Total	All Home Languages	142,096	100.00%

Top 10 Home Languages for ELLs (Bronx)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	30,306	83.32%
2	Arabic	1,955	5.37%
3	Bengali	1,168	3.21%
4	French	679	1.87%
5	Albanian	262	0.72%
6	Soninke	261	0.72%
7	Fulani	235	0.65%
8	Twi	203	0.56%
9	Mandinka	180	0.49%
10	Urdu	166	0.46%
No Rank	Other (85)	958	2.63%
Total	All Home Languages	36,373	100.00%

¹¹ 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	17,522	42.45%
2	Chinese	8,177	19.81%
3	Arabic	3,746	9.08%
4	Russian	3,023	7.32%
5	Haitian Creole	1,651	4.00%
6	Urdu	1,354	3.28%
7	Uzbek	1,336	3.24%
8	Bengali	1,231	2.98%
9	Tadzhik	751	1.82%
10	Georgian	409	0.99%
No Rank	Other (87)	2,072	5.02%
Total	All Home Languages	41,272	100.00%

Top 10 Home Languages for ELLs (Manhattan)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	11,618	71.41%
2	Chinese	1,824	11.21%
3	Arabic	645	3.96%
4	French	493	3.03%
5	Bengali	204	1.25%
6	Japanese	176	1.08%
7	Russian	171	1.05%
8	Wolof	163	1.00%
9	Haitian Creole	103	0.63%
10	Portuguese	74	0.45%
No Rank	Other (89)	799	4.91%
Total	All Home Languages	16,270	100.00%

Top 10 Home Languages for ELLs (Queens)

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	26,057	59.49%
2	Chinese	6,528	14.90%
3	Bengali	3,073	7.02%
4	Arabic	1,715	3.92%
5	Punjabi	848	1.94%
6	Urdu	716	1.63%
7	Haitian Creole	568	1.30%
8	Korean	554	1.26%
9	Russian	413	0.94%
10	Nepali	373	0.85%
No Rank	Other (88)	2,957	6.75%
Total	All Home Languages	43,802	100.00%

Top 10 Home Languages for ELLs (Staten Island)

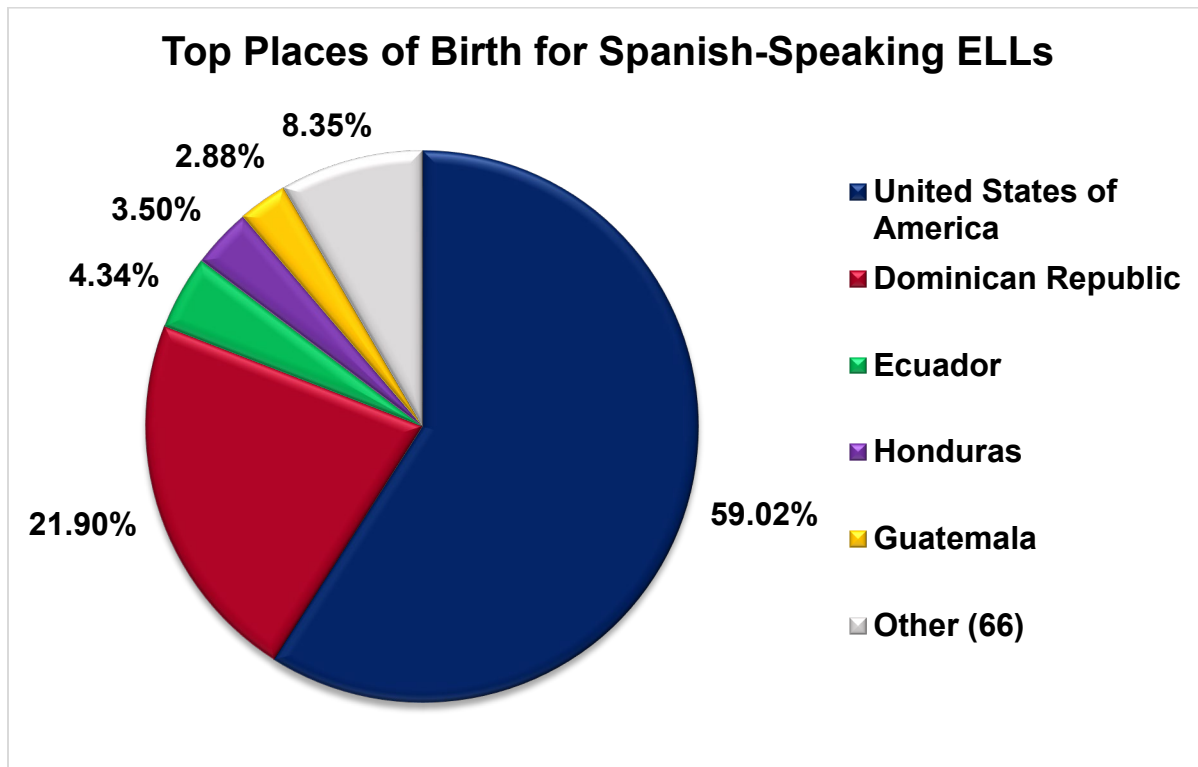
Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	2,354	53.76%
2	Chinese	696	15.89%
3	Arabic	479	10.94%
4	Russian	260	5.94%
5	Albanian	148	3.38%
6	Urdu	139	3.17%
7	Polish	36	0.82%
8	Bengali	35	0.80%
9	French	24	0.55%
10	Sinhalese	23	0.53%
No Rank	Other (42)	185	4.22%
Total	All Home Languages	4,379	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.

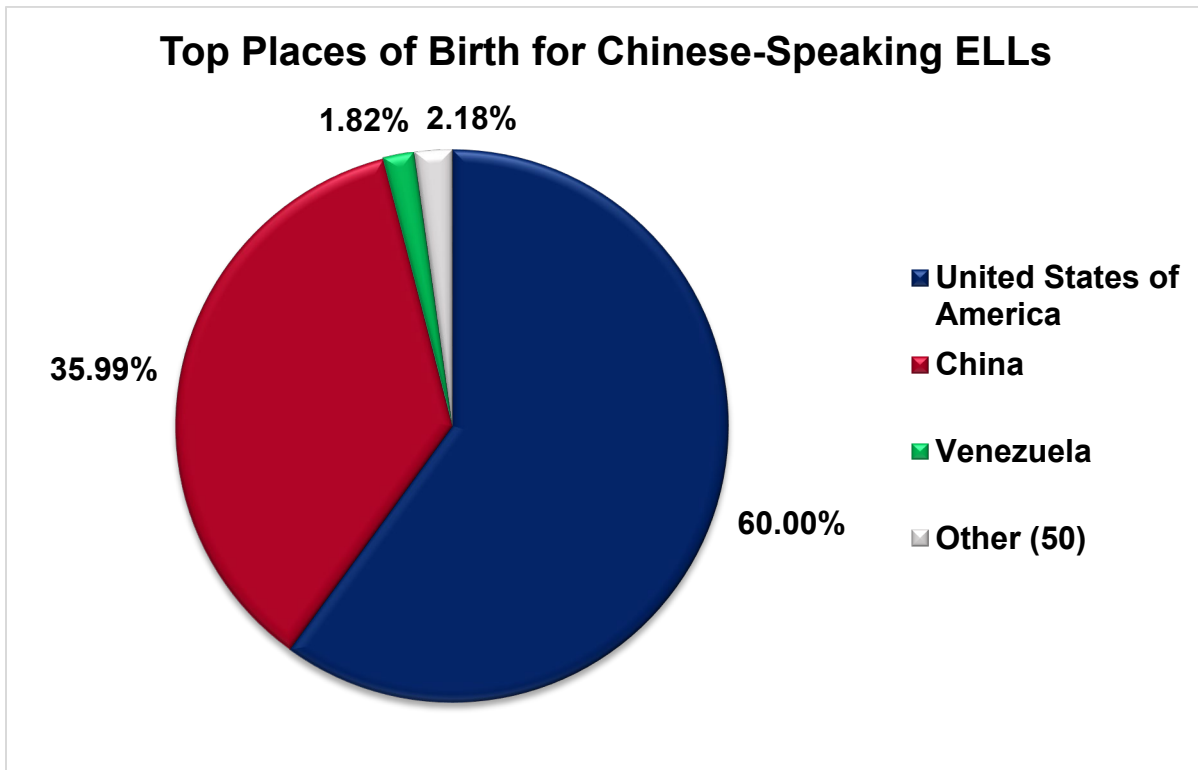
Top Places of Birth for Spanish-Speaking ELLs

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 (59.02%), followed by Dominican Republic (21.90%), Ecuador (4.34%), Honduras (3.50%), and Guatemala (2.88%).



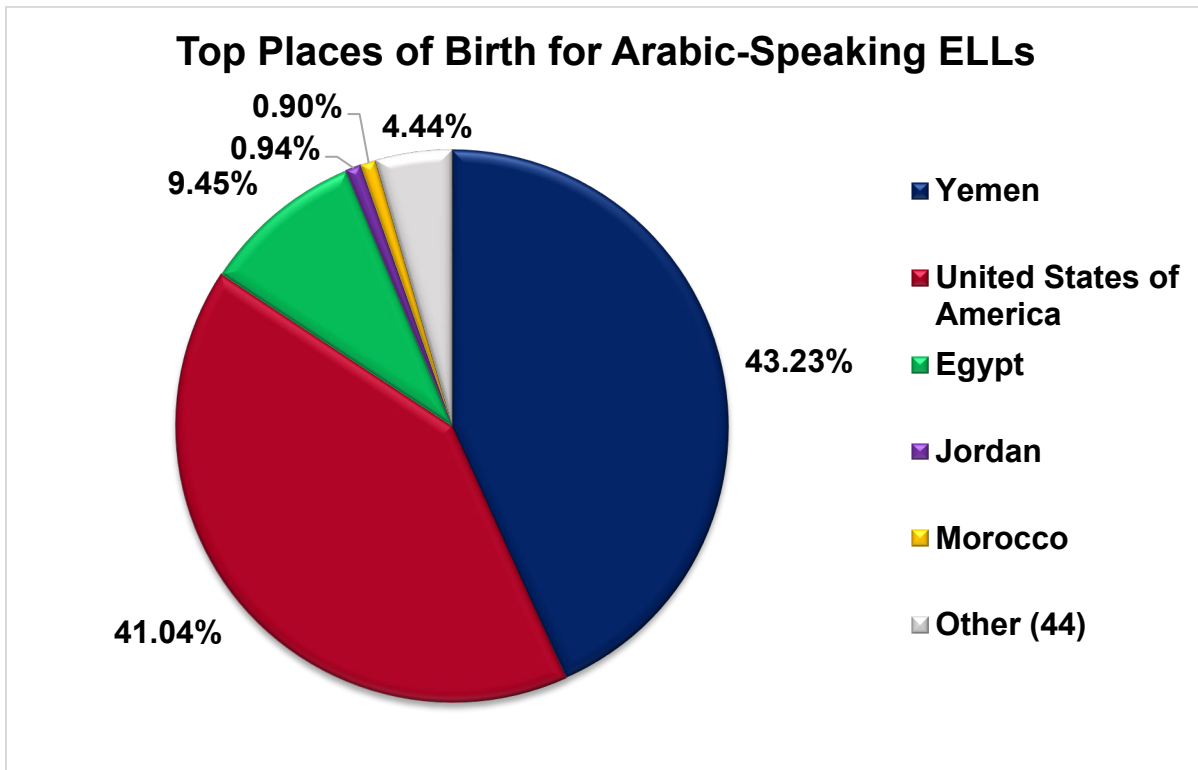
Top Places of Birth for Chinese-Speaking ELLs

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 60.00% and China at 35.99%.



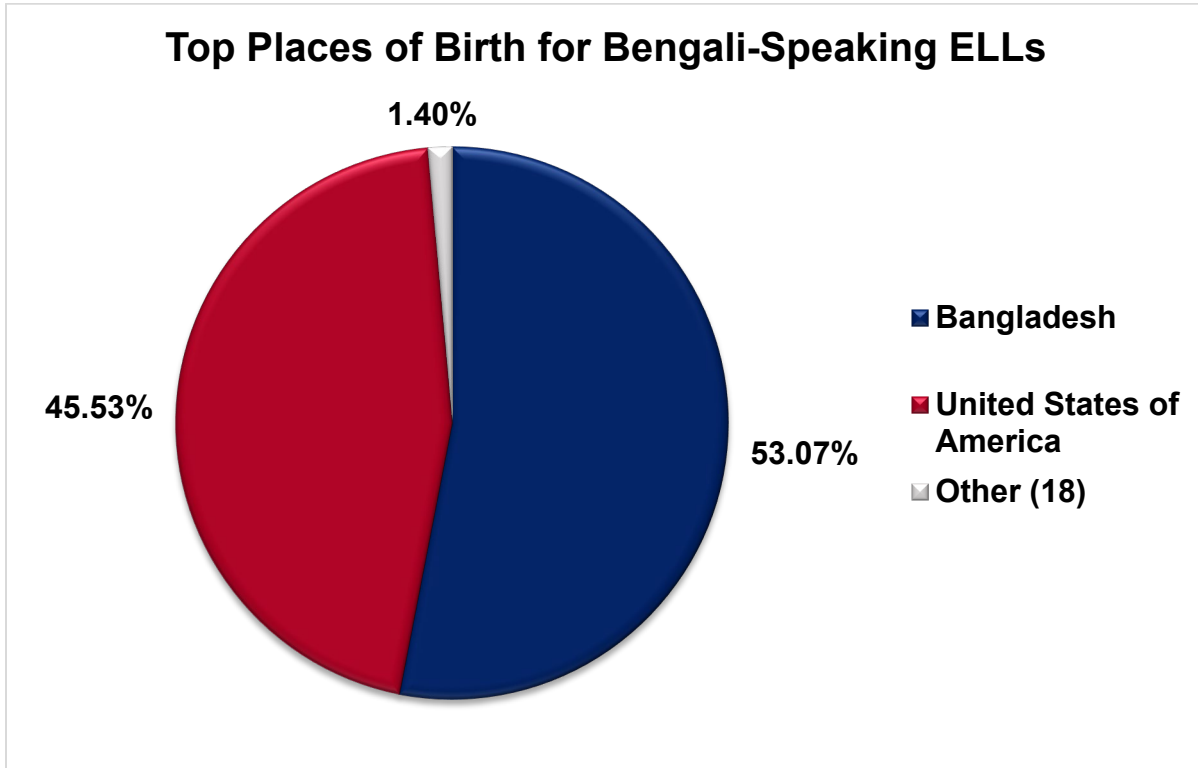
Top Places of Birth for Arabic-Speaking ELLs

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 (43.23%), United States of America (41.04%), and Egypt (9.45%).



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. 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 53.07% and United States of America at 45.53%).



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 (48.91%), Russian Federation (17.53%), Uzbekistan (14.38%), Ukraine (5.17%), and Kazakhstan (3.33%).



2019-2020 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 (ENL¹²). 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.

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

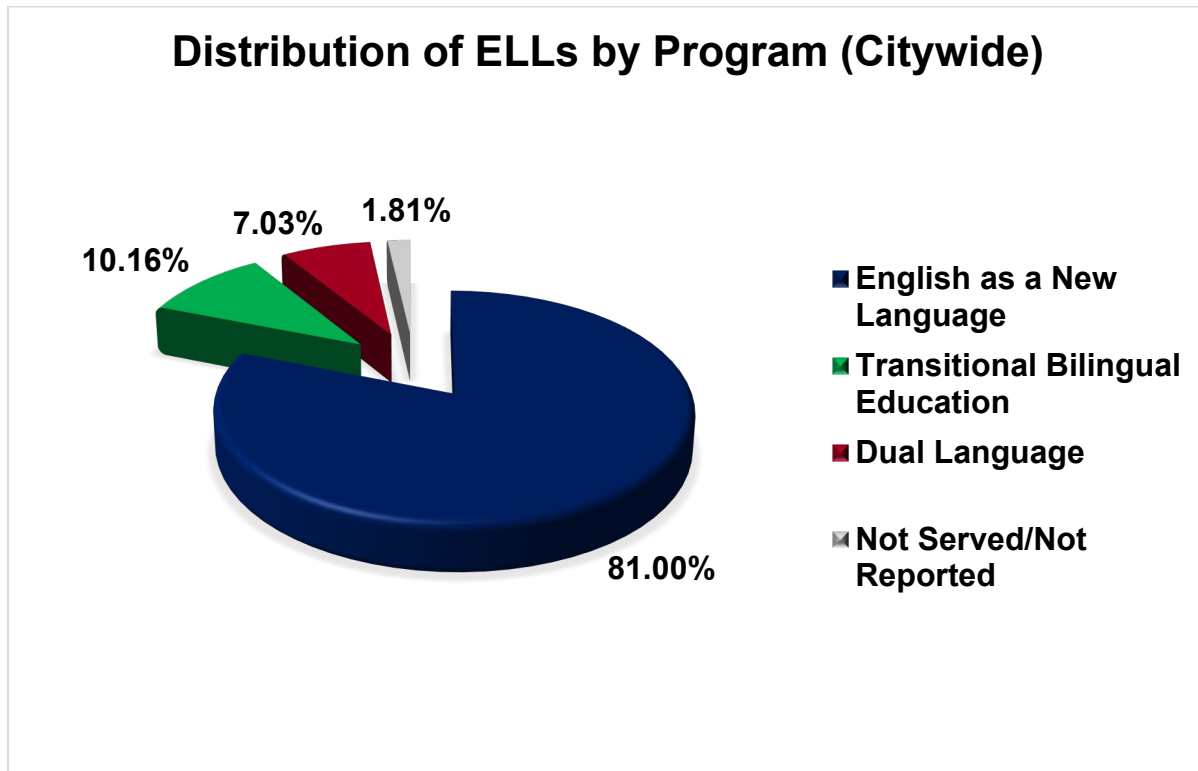
Dual Language (DL) programs are designed to continue developing students' home languages, as well as English language skills, throughout schooling. In addition, English-proficient students are given the opportunity to learn a new language. The goals of DL programs are to develop bilingualism, biliteracy, 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>).

¹² English as a New Language (ENL) formerly known as English as a Second Language (ESL).

ELL Enrollment within the Service Delivery Models

During the 2019-2020 school year, the majority of ELLs were served in ENL programs (81.00%). A considerable proportion of ELLs were also served in TBE programs at 10.16%, while 7.03% of ELLs were served in DL programs. A minimal proportion of ELLs were either not served or their service was not reported¹³ (1.81%). 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.

Distribution of ELLs by Program



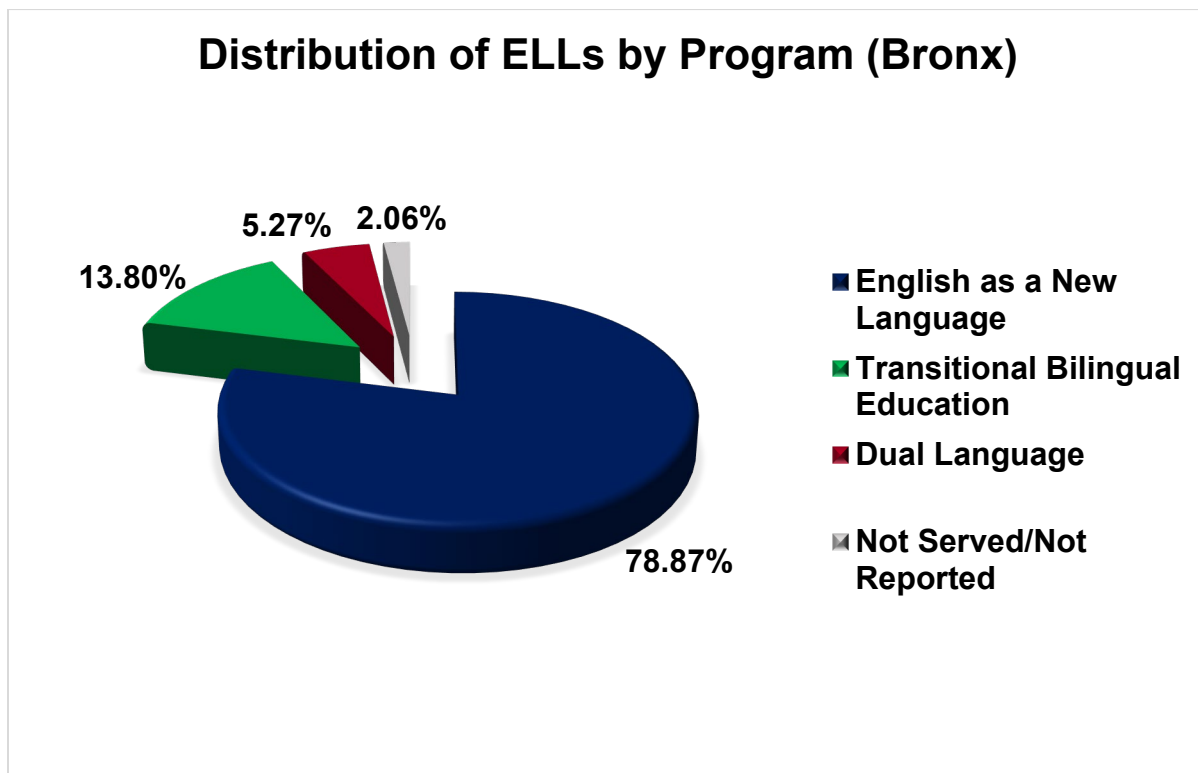
Program	ELLs (Number)	ELLs (Percent)
English as a New Language	115,099	81.00%
Transitional Bilingual Education	14,435	10.16%
Dual Language	9,994	7.03%
Not Served/Not Reported	2,568	1.81%
Total	142,096	100.00%

¹³ Not reported is defined as a school not reporting an ELL program for a student.

Distribution of ELLs by Program and by Borough

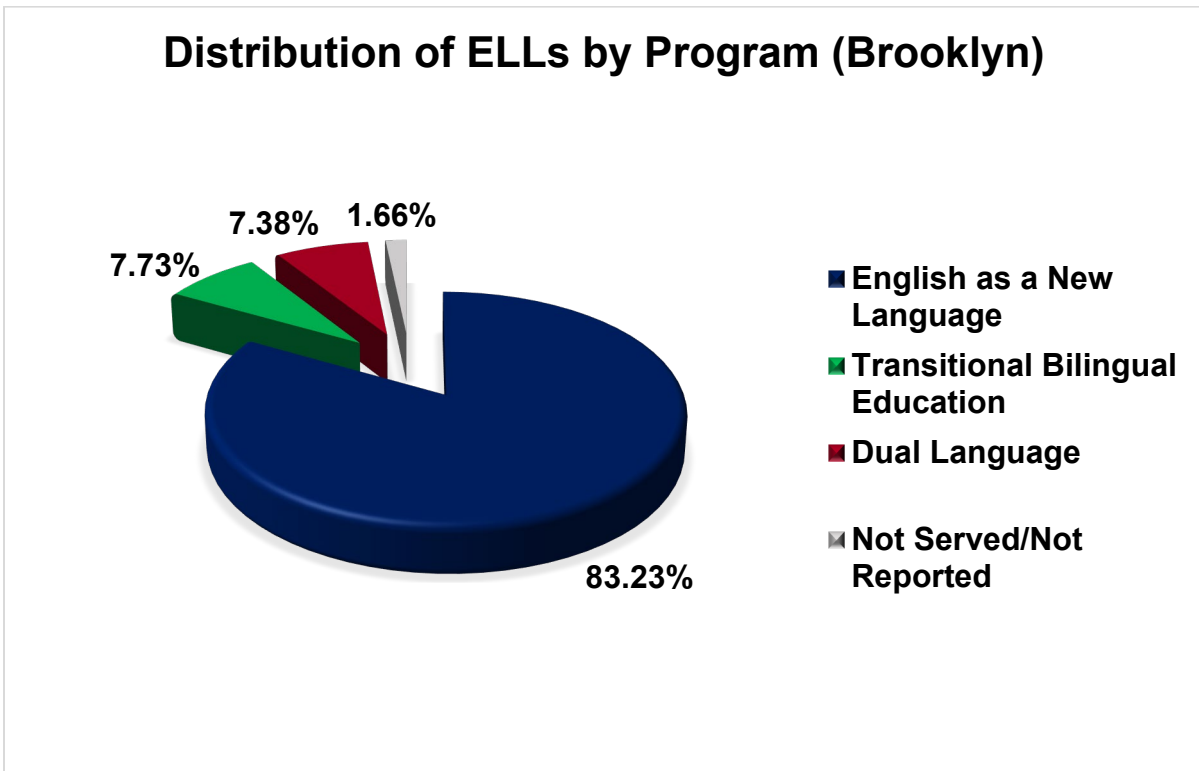
ENL services were clearly the predominant program delivered to ELLs throughout the NYC DOE. The highest proportion of ELLs served in ENL programs were in Staten Island with 89.70% (3,928). Since Queens represented the largest number of ELLs, unsurprisingly, the highest number of ELLs served in ENL programs were also in Queens with 37,183 (84.89%). 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 30.11% (4,899), which in turn produced the lowest proportion for ENL services at 67.30%. 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 (6.58%) receiving DL rather than TBE (2.56%).

Distribution of ELLs by Program (Bronx)



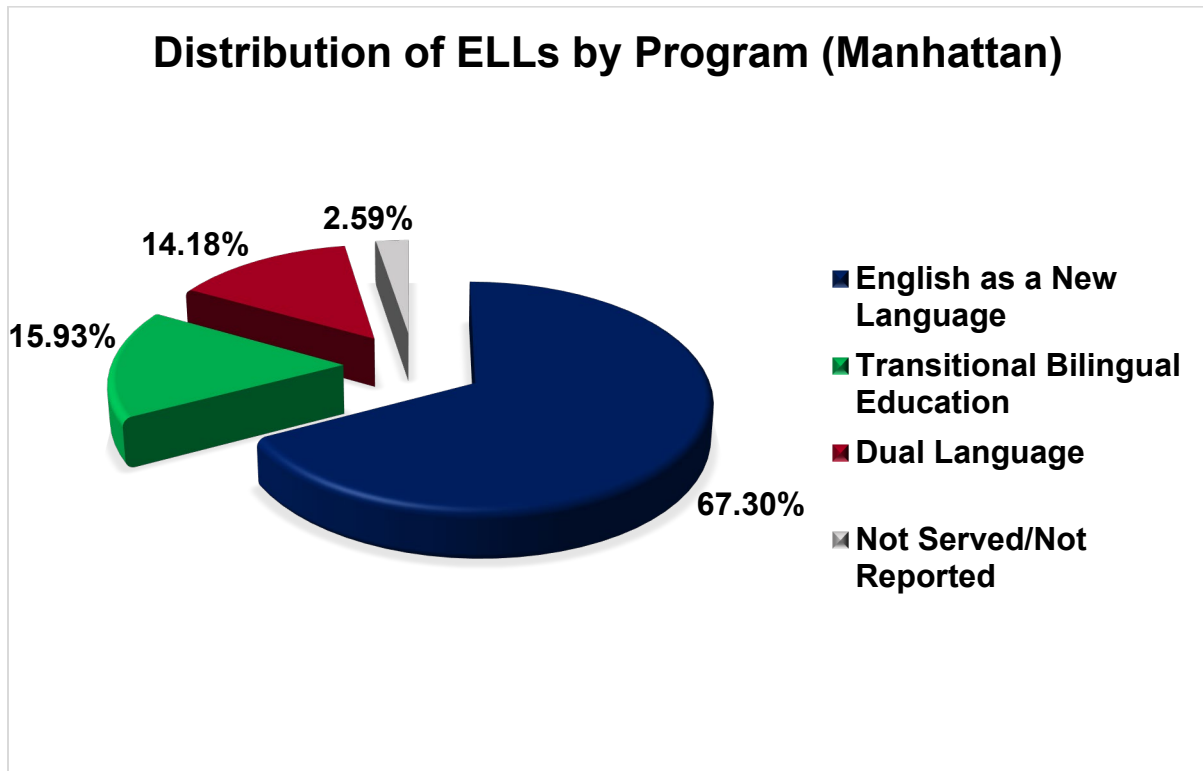
Program	ELLs (Number)	ELLs (Percent)
English as a New Language	28,687	78.87%
Transitional Bilingual Education	5,019	13.80%
Dual Language	1,917	5.27%
Not Served/Not Reported	750	2.06%
Total	36,373	100.00%

Distribution of ELLs by Program (Brooklyn)



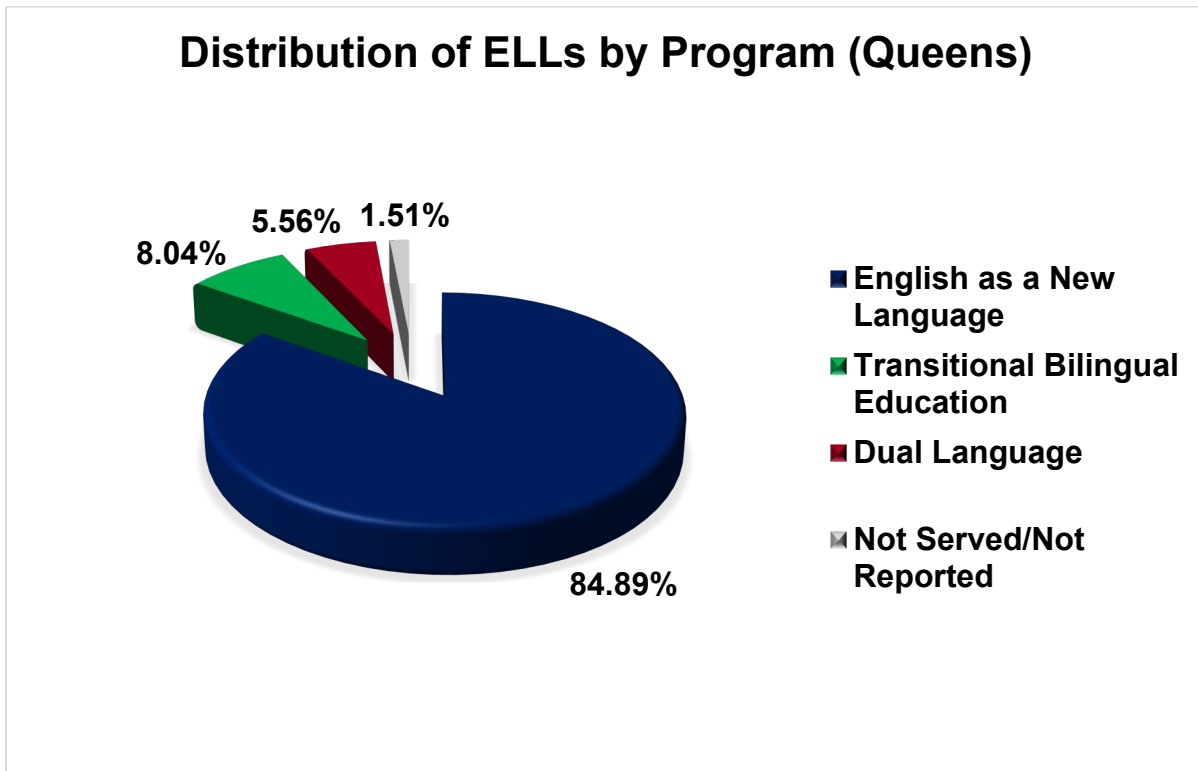
Program	ELLs (Number)	ELLs (Percent)
English as a New Language	34,351	83.23%
Transitional Bilingual Education	3,191	7.73%
Dual Language	3,045	7.38%
Not Served/Not Reported	685	1.66%
Total	41,272	100.00%

Distribution of ELLs by Program (Manhattan)



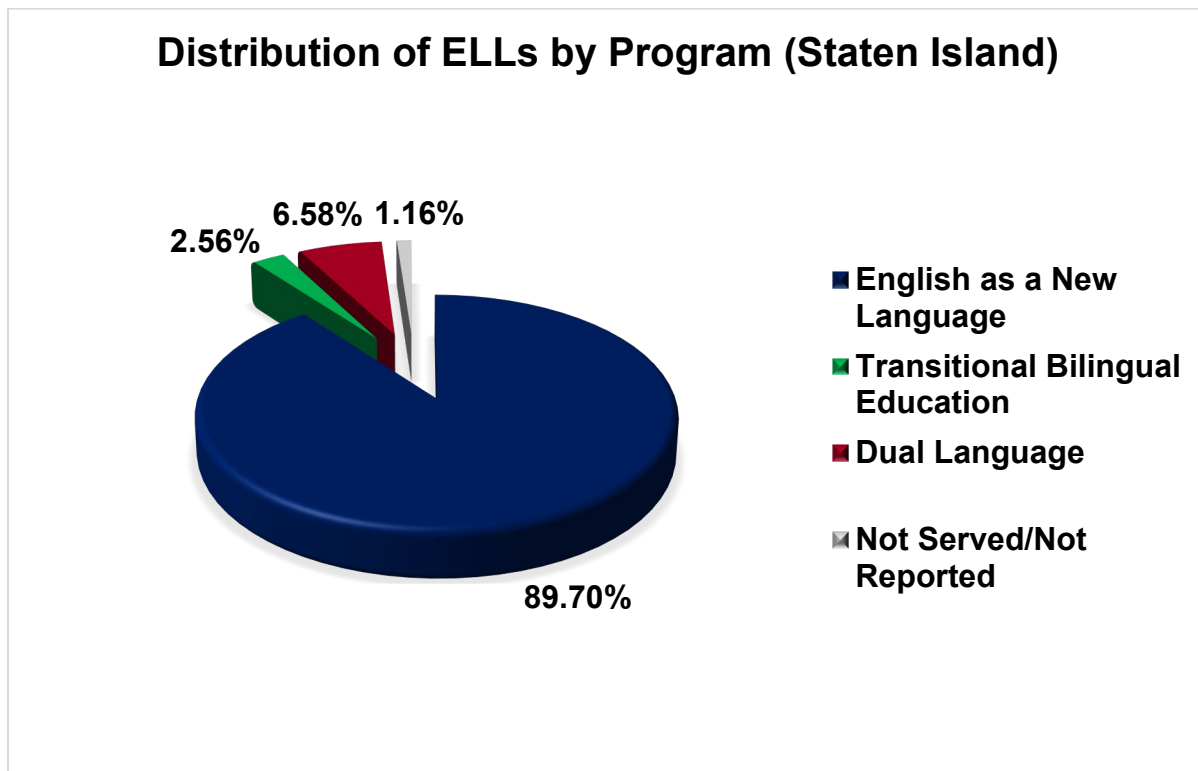
Program	ELLs (Number)	ELLs (Percent)
English as a New Language	10,950	67.30%
Transitional Bilingual Education	2,592	15.93%
Dual Language	2,307	14.18%
Not Served/Not Reported	421	2.59%
Total	16,270	100.00%

Distribution of ELLs by Program (Queens)



Program	ELLs (Number)	ELLs (Percent)
English as a New Language	37,183	84.89%
Transitional Bilingual Education	3,521	8.04%
Dual Language	2,437	5.56%
Not Served/Not Reported	661	1.51%
Total	43,802	100.00%

Distribution of ELLs by Program (Staten Island)



Program	ELLs (Number)	ELLs (Percent)
English as a New Language	3,928	89.70%
Transitional Bilingual Education	112	2.56%
Dual Language	288	6.58%
Not Served/Not Reported	51	1.16%
Total	4,379	100.00%

2019-2020 ELL Subgroups

The ELL population has six ELL subgroups: Newcomer, Developing, Long-term, Former ELLs, ELLs with Individualized Education Programs (IEP), and Students with Interrupted/Inconsistent Formal Education (SIFE) 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.

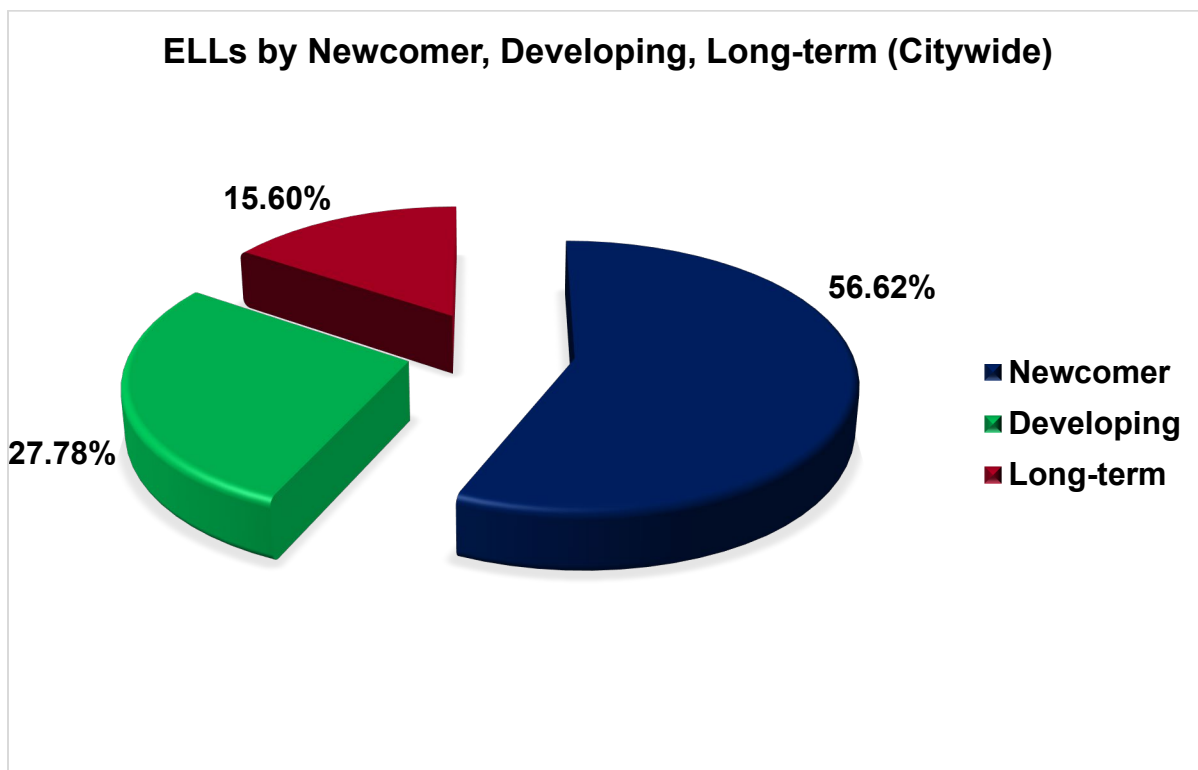
All ELLs will always be included in one of the three following ELL subgroups (Newcomer, Developing, or Long-term) since these subgroups are based off the number of years of service an ELL received. While the other two subgroups (ELLs with IEPs and SIFE) exist, an ELL may never be identified into one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

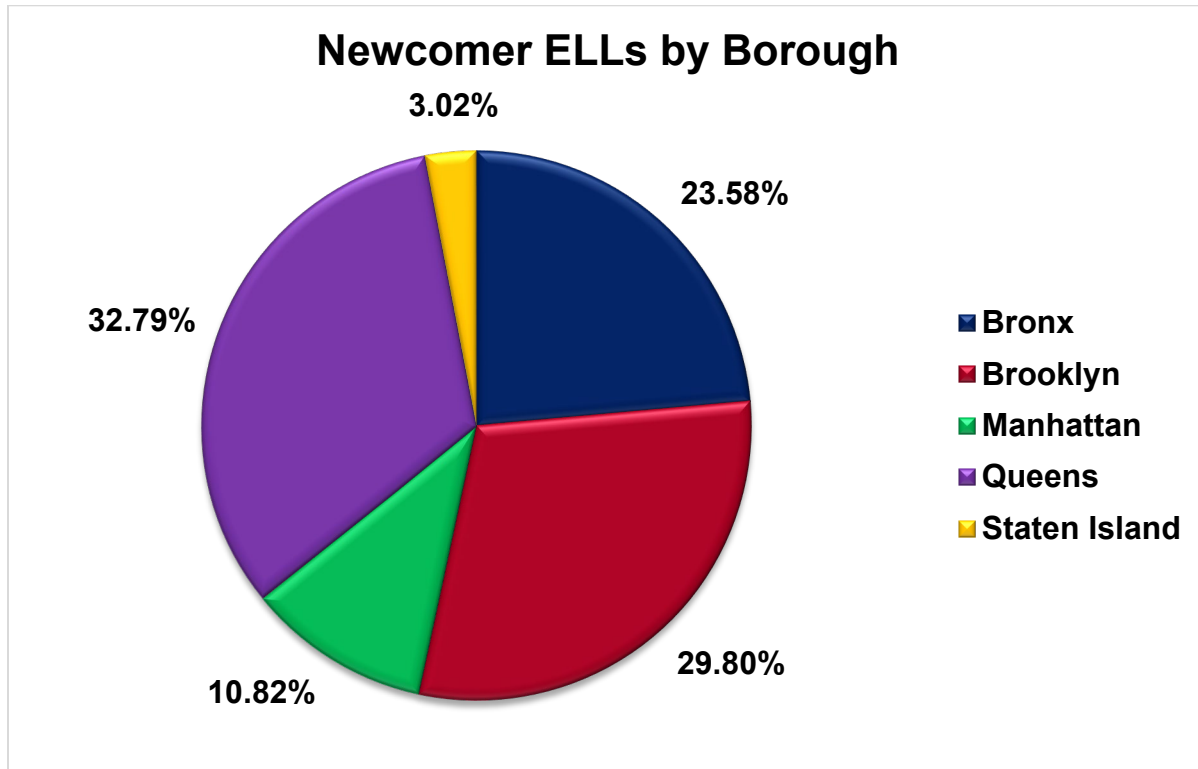
As expected, the largest proportion of ELLs is represented in the Newcomer category at 56.62% (80,457) because this typically indicates a newly identified ELL who may not have received any ELL services. Newcomer ELLs account for more than both Developing and Long-term categories combined and more than double the Developing category (27.78% or 39,472) and more than triple the Long-term category (15.60% or 22,167).



Subgroup	ELLs (Number)	ELLs (Percent)
Newcomer	80,457	56.62%
Developing	39,472	27.78%
Long-term	22,167	15.60%
Total	142,096	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 2019-20 school year, newcomer ELLs made up 56.62% of the entire ELL population. Slightly less than a third of all Newcomer ELLs attended school in Queens (32.79%). Brooklyn (29.90%) and the Bronx (23.58%) had a sizeable proportion of newcomers. Manhattan's proportion was less than half of the Bronx at 10.82%, and Staten Island finished with 3.02% of Newcomer ELLs.



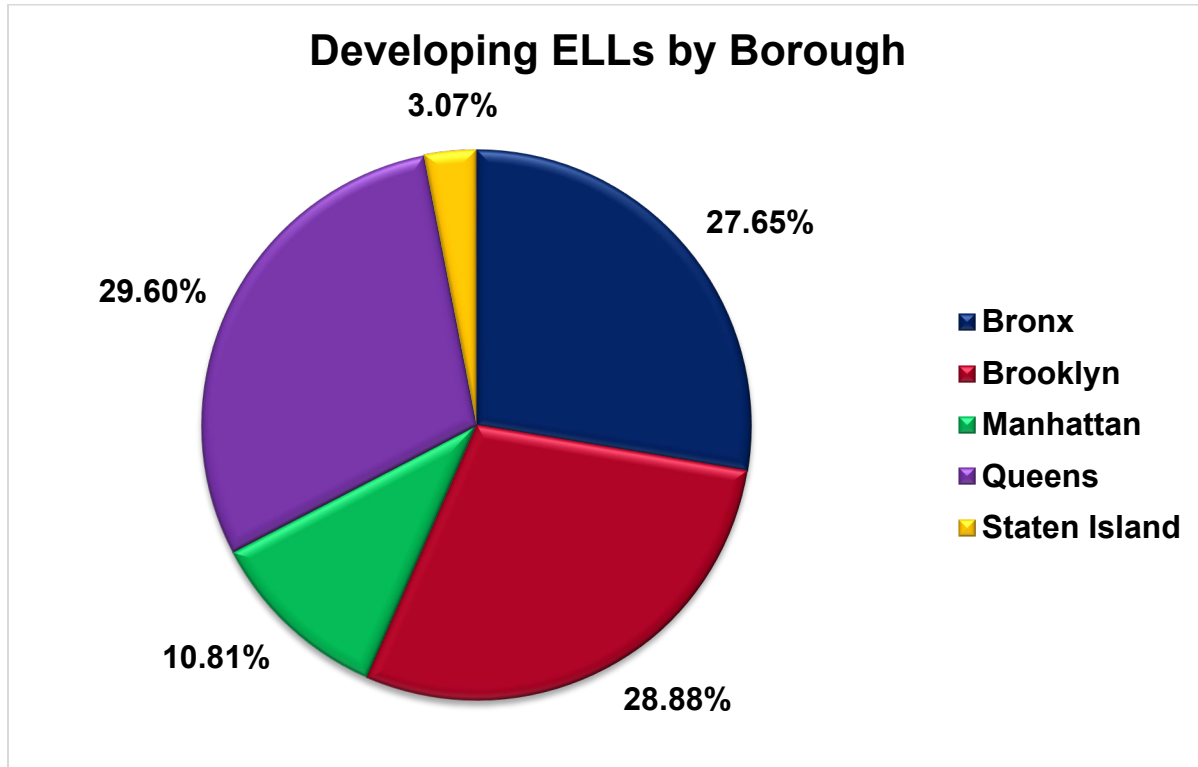
Borough	ELLs (Number)	ELLs (Percent)
Bronx	18,970	23.58%
Brooklyn	23,974	29.80%
Manhattan	8,703	10.82%
Queens	26,384	32.79%
Staten Island	2,426	3.02%
Total	80,457	100.00%

Top 10 Home Languages of Newcomer ELLs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	45,576	56.65%
2	Chinese	11,489	14.28%
3	Arabic	4,463	5.55%
4	Bengali	3,666	4.56%
5	Russian	2,917	3.63%
6	Haitian Creole	1,367	1.70%
7	Urdu	1,348	1.68%
8	French	1,259	1.56%
9	Uzbek	996	1.24%
10	Punjabi	620	0.77%
No Rank	Other (124)	6,756	8.40%
Total	All Home Languages	80,457	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 27.78% of the entire ELL population. Queens, Brooklyn, and the Bronx each accounted for at least a fourth of all Developing ELLs at 29.60%, 28.88%, and 27.65%, respectively. Manhattan and Staten Island rounded out the remaining proportions at 10.81% and 3.07%, respectively.



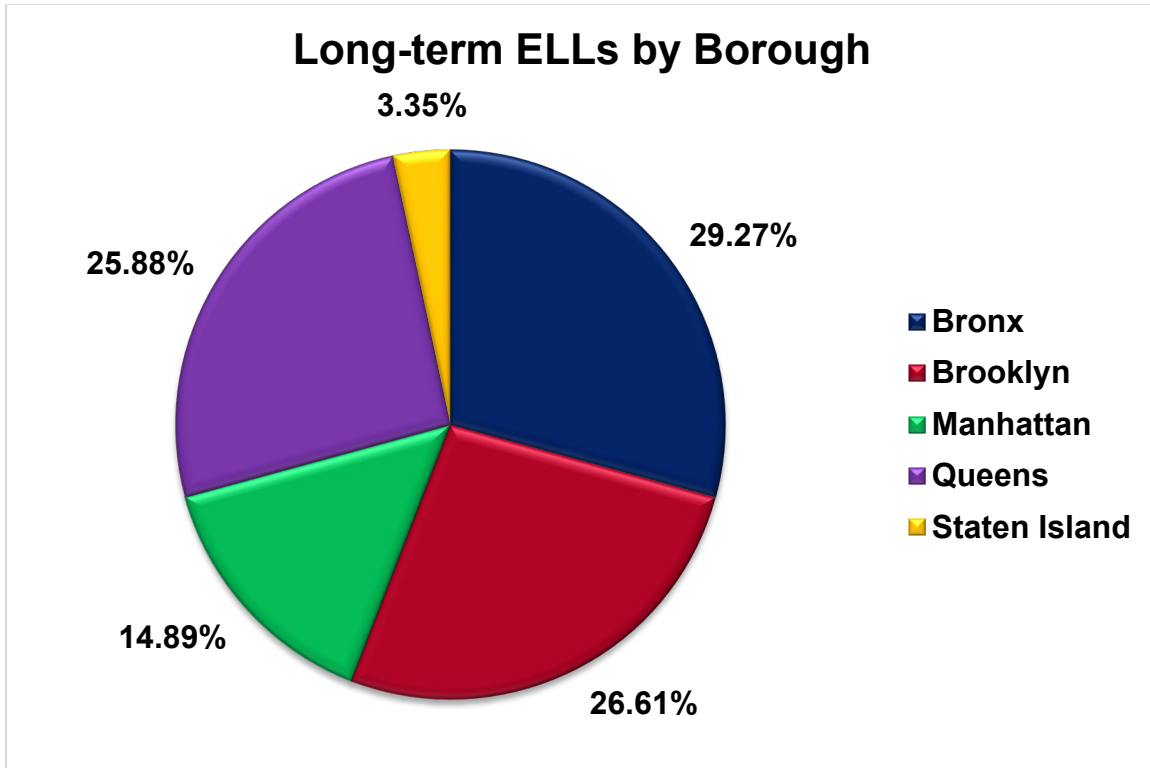
Borough	ELLs (Number)	ELLs (Percent)
Bronx	10,915	27.65%
Brooklyn	11,399	28.88%
Manhattan	4,266	10.81%
Queens	11,682	29.60%
Staten Island	1,210	3.07%
Total	39,472	100.00%

Top 10 Home Languages of Developing ELLs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	25,152	63.72%
2	Chinese	4,379	11.09%
3	Arabic	3,166	8.02%
4	Bengali	1,518	3.85%
5	Russian	753	1.91%
6	Urdu	732	1.85%
7	Haitian Creole	667	1.69%
8	Uzbek	491	1.24%
9	French	363	0.92%
10	Tadzhik	228	0.58%
No Rank	Other (95)	2,023	5.13%
Total	All Home Languages	39,472	100.00%

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

Long-term ELLs (LTE) are defined as ELLs 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 15.60% of the total ELL population during the 2019-2020 school year. Of all LTEs, slightly less than a third of them attended Bronx schools (29.27%). Most of the remaining LTEs were in Brooklyn (26.61%) and Queens (25.88%) schools.



Borough	ELLs (Number)	ELLs (Percent)
Bronx	6,488	29.27%
Brooklyn	5,899	26.61%
Manhattan	3,301	14.89%
Queens	5,736	25.88%
Staten Island	743	3.35%
Total	22,167	100.00%

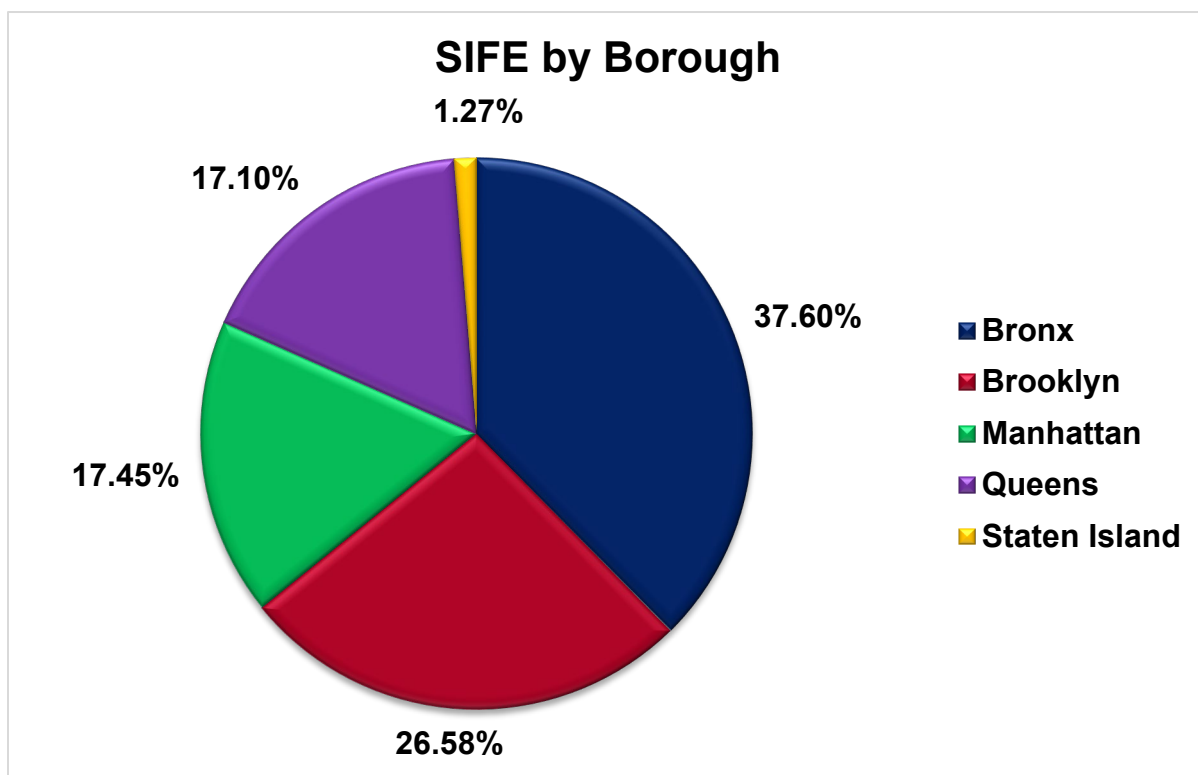
Top 10 Home Languages of Long-term ELLs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	17,129	77.27%
2	Chinese	1,468	6.62%
3	Arabic	911	4.11%
4	Bengali	527	2.38%
5	Haitian Creole	327	1.48%
6	Urdu	321	1.45%
7	Russian	237	1.07%
8	French	131	0.59%
9	Uzbek	131	0.59%
10	Albanian	86	0.39%
No Rank	Other (81)	899	4.06%
Total	All Home Languages	22,167	100.00%

Students with Interrupted/Inconsistent Formal Education¹⁴

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 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 2019-2020 school year, 3.44% of all ELLs were identified as SIFE. The majority of all SIFE in the NYC DOE schools were located in Bronx schools (37.60%). Brooklyn schools also had a sizeable proportion of SIFE in New York City at 26.58%. Manhattan and Queens had 17.45% and 17.10% of the SIFE, respectively. Finally, Staten Island had the smallest number of SIFE at 1.27%.



Borough	ELLs (Number)	ELLs (Percent)
Bronx	1,836	37.60%
Brooklyn	1,298	26.58%
Manhattan	852	17.45%
Queens	835	17.10%
Staten Island	62	1.27%
Total	4,883	100.00%

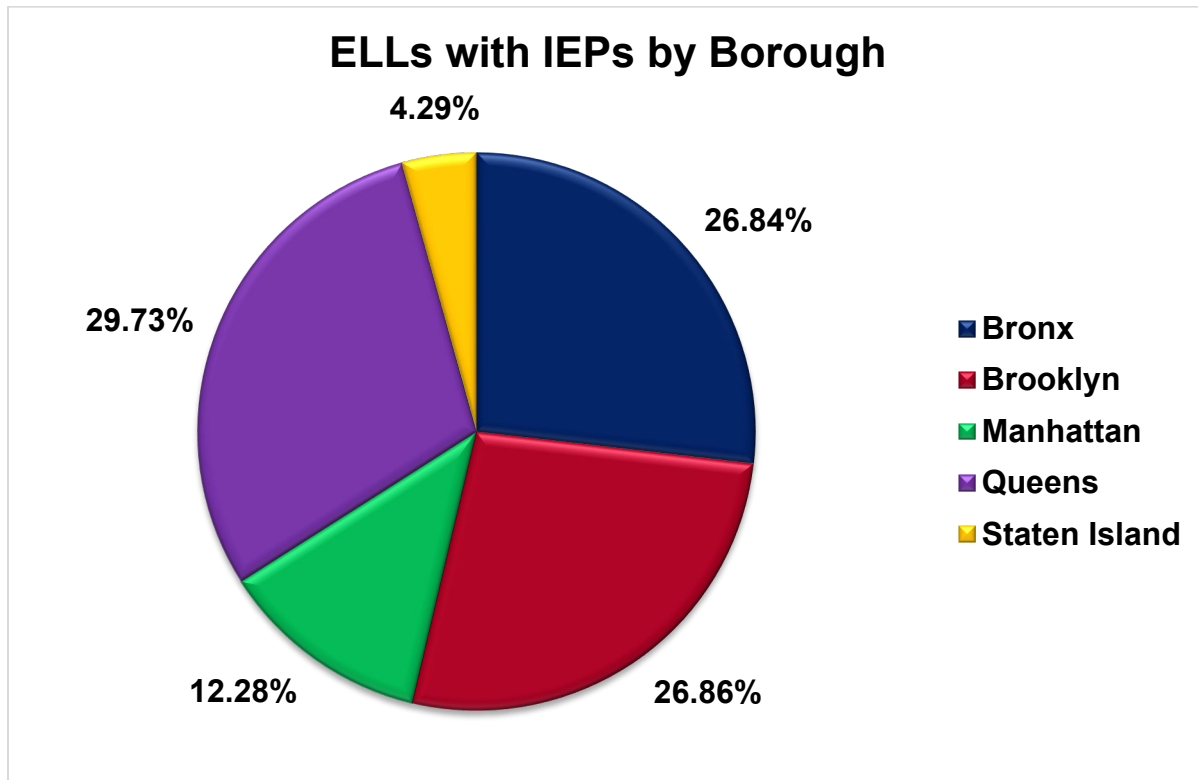
¹⁴ Under the amended CR Part 154 (of Fall 2014), the SIFE definition was modified to include ELLs with interrupted and inconsistent education.

Top 10 Home Languages of SIFE

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	3,749	76.78%
2	Arabic	390	7.99%
3	Chinese	192	3.93%
4	Bengali	136	2.79%
5	French	94	1.93%
6	Haitian Creole	70	1.43%
7	Wolof	50	1.02%
8	Russian	31	0.63%
9	Urdu	27	0.55%
10	Fulani	21	0.43%
No Rank	Other (35)	123	2.52%
Total	All Home Languages	4,883	100.00%

ELLs with IEPs¹⁵

During the 2019-2020 school year, 26.41% 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 (29.73%). Brooklyn and the Bronx both had a considerable proportion of ELLs with IEPs at 26.86% and 26.84%, respectively. Manhattan accounted for 12.28%, while Staten Island represented the rest of the ELLs with IEPs subgroup at 4.29%.



Borough	ELLs (Number)	ELLs (Percent)
Bronx	10,070	26.84%
Brooklyn	10,079	26.86%
Manhattan	4,606	12.28%
Queens	11,155	29.73%
Staten Island	1,611	4.29%
Total	37,521	100.00%

¹⁵ Figures in this section were captured from ATS and Special Education Student Information System (SESIS).

Top 10 Home Languages of ELLs with IEPs

Rank	Home Language	ELLs (Number)	ELLs (Percent)
1	Spanish	28,134	74.98%
2	Chinese	3,149	8.39%
3	Arabic	1,187	3.16%
4	Bengali	1,097	2.92%
5	Russian	601	1.60%
6	Urdu	571	1.52%
7	Haitian Creole	535	1.43%
8	French	187	0.50%
9	Uzbek	176	0.47%
10	Punjabi	157	0.42%
No Rank	Other (96)	1,727	4.60%
Total	All Home Languages	37,521	100.00%

Conclusion

The 2019-2020 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 2019-2020 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 Group¹⁶

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	44,916	58.72%	17,212	65.94%	25,729	65.13%	87,857	61.83%
Chinese	11,321	14.80%	2,456	9.41%	3,559	9.01%	17,336	12.20%
Arabic	4,497	5.88%	1,665	6.38%	2,378	6.02%	8,540	6.01%
Bengali	3,078	4.02%	988	3.79%	1,645	4.16%	5,711	4.02%
Russian	2,596	3.39%	552	2.11%	759	1.92%	3,907	2.75%
Other (147)	10,079	13.18%	3,229	12.37%	5,437	13.76%	18,745	13.19%
Total	76,487	100.00%	26,102	100.00%	39,507	100.00%	142,096	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)
Spanish	147	44.68%	68	55.28%	249	42.35%	464	44.62%
Chinese	138	41.95%	46	37.40%	278	47.28%	462	44.42%
Russian	12	3.65%	*	*	*	*	22	2.12%
Bengali	*	*	*	*	12	2.04%	18	1.73%
Arabic	*	*	*	*	10	1.70%	14	1.35%
Other (24)	23	6.99%	*	*	31	5.27%	60	5.77%
Total	329	100.00%	123	100.00%	588	100.00%	1,040	100.00%

¹⁶ All figures in this section are based on 2019-2020 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	210	13.50%	80	25.56%	2,099	63.07%	2,389	45.98%
Chinese	785	50.48%	143	45.69%	301	9.04%	1,229	23.65%
French	24	1.54%	*	*	289	8.68%	318	6.12%
Arabic	57	3.67%	13	4.15%	162	4.87%	232	4.46%
Japanese	132	8.49%	*	*	*	*	145	2.79%
Other (80)	347	22.32%	67	21.41%	469	14.09%	883	16.99%
Total	1,555	100.00%	313	100.00%	3,328	100.00%	5,196	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	285	55.99%	161	70.00%	209	68.98%	655	62.86%
French	35	6.88%	24	10.43%	17	5.61%	76	7.29%
Arabic	20	3.93%	11	4.78%	19	6.27%	50	4.80%
Chinese	37	7.27%	*	*	*	*	48	4.61%
Russian	24	4.72%	*	*	*	*	30	2.88%
Other (35)	108	21.22%	29	12.61%	46	15.18%	183	17.56%
Total	509	100.00%	230	100.00%	303	100.00%	1,042	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	614	85.99%	228	83.82%	256	90.14%	1,098	86.46%
Arabic	37	5.18%	18	6.62%	11	3.87%	66	5.20%
Bengali	17	2.38%	*	*	*	*	25	1.97%
Chinese	17	2.38%	*	*	*	*	24	1.89%
French	*	*	*	*	*	*	11	0.87%
Other (23)	24	3.36%	14	5.15%	*	*	46	3.62%
Total	714	100.00%	272	100.00%	284	100.00%	1,270	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	330	68.75%	164	76.28%	149	68.98%	643	70.58%
Arabic	73	15.21%	16	7.44%	24	11.11%	113	12.40%
French	19	3.96%	*	*	15	6.94%	43	4.72%
Wolof	11	2.29%	*	*	12	5.56%	32	3.51%
Fulani	11	2.29%	*	*	*	*	17	1.87%
Other (18)	36	7.50%	14	6.51%	13	6.02%	63	6.92%
Total	480	100.00%	215	100.00%	216	100.00%	911	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	2,527	94.68%	1,216	95.90%	1,586	95.77%	5,329	95.28%
Arabic	77	2.88%	29	2.29%	32	1.93%	138	2.47%
French	*	*	*	*	11	0.66%	19	0.34%
Soninke	*	*	*	*	*	*	11	0.20%
Chinese	*	*	*	*	*	*	10	0.18%
Other (32)	47	1.76%	15	1.18%	24	1.45%	86	1.54%
Total	2,669	100.00%	1,268	100.00%	1,656	100.00%	5,593	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	1,195	90.39%	503	88.09%	865	84.31%	2,563	87.80%
Arabic	39	2.95%	20	3.50%	30	2.92%	89	3.05%
French	14	1.06%	13	2.28%	48	4.68%	75	2.57%
Soninke	26	1.97%	*	*	*	*	39	1.34%
Fulani	14	1.06%	*	*	12	1.17%	33	1.13%
Other (23)	34	2.57%	23	4.03%	63	6.14%	120	4.11%
Total	1,322	100.00%	571	100.00%	1,026	100.00%	2,919	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	1,423	77.13%	696	80.37%	781	69.92%	2,900	75.76%
Arabic	177	9.59%	65	7.51%	130	11.64%	372	9.72%
Bengali	114	6.18%	60	6.93%	136	12.18%	310	8.10%
French	25	1.36%	12	1.39%	19	1.70%	56	1.46%
Albanian	24	1.30%	10	1.15%	10	0.90%	44	1.15%
Other (34)	82	4.44%	23	2.66%	41	3.67%	146	3.81%
Total	1,845	100.00%	866	100.00%	1,117	100.00%	3,828	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	3,359	89.26%	1,441	87.65%	1,714	85.87%	6,514	87.99%
French	66	1.75%	55	3.35%	71	3.56%	192	2.59%
Arabic	60	1.59%	29	1.76%	50	2.51%	139	1.88%
Soninke	76	2.02%	24	1.46%	24	1.20%	124	1.67%
Bengali	29	0.77%	13	0.79%	35	1.75%	77	1.04%
Other (39)	173	4.60%	82	4.99%	102	5.11%	357	4.82%
Total	3,763	100.00%	1,644	100.00%	1,996	100.00%	7,403	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	5,263	88.77%	2,266	90.71%	2,513	88.42%	10,042	89.11%
Arabic	178	3.00%	57	2.28%	72	2.53%	307	2.72%
Bengali	139	2.34%	57	2.28%	64	2.25%	260	2.31%
French	34	0.57%	24	0.96%	71	2.50%	129	1.14%
Albanian	38	0.64%	*	*	12	0.42%	57	0.51%
Other (57)	277	4.67%	87	3.48%	110	3.87%	474	4.21%
Total	5,929	100.00%	2,498	100.00%	2,842	100.00%	11,269	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	1,332	57.59%	611	58.64%	877	67.15%	2,820	60.50%
Arabic	488	21.10%	200	19.19%	189	14.47%	877	18.82%
Bengali	183	7.91%	81	7.77%	43	3.29%	307	6.59%
Albanian	82	3.55%	29	2.78%	34	2.60%	145	3.11%
French	29	1.25%	34	3.26%	38	2.91%	101	2.17%
Other (47)	199	8.60%	87	8.35%	125	9.57%	411	8.82%
Total	2,313	100.00%	1,042	100.00%	1,306	100.00%	4,661	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	1,926	86.87%	733	85.73%	1,237	90.29%	3,896	87.71%
Arabic	71	3.20%	34	3.98%	33	2.41%	138	3.11%
Bengali	81	3.65%	22	2.57%	23	1.68%	126	2.84%
French	47	2.12%	24	2.81%	27	1.97%	98	2.21%
Fulani	18	0.81%	*	*	*	*	34	0.77%
Other (28)	74	3.34%	35	4.09%	41	2.99%	150	3.38%
Total	2,217	100.00%	855	100.00%	1,370	100.00%	4,442	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	185	49.20%	40	44.44%	226	48.71%	451	48.49%
Arabic	75	19.95%	18	20.00%	86	18.53%	179	19.25%
Bengali	30	7.98%	*	*	42	9.05%	76	8.17%
French	28	7.45%	*	*	18	3.88%	51	5.48%
Haitian Creole	*	*	*	*	37	7.97%	49	5.27%
Other (26)	51	13.56%	18	20.00%	55	11.85%	124	13.33%
Total	376	100.00%	90	100.00%	464	100.00%	930	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	676	73.40%	266	88.37%	610	91.18%	1,552	82.07%
Arabic	34	3.69%	19	6.31%	24	3.59%	77	4.07%
Polish	65	7.06%	*	*	*	*	70	3.70%
Yiddish	45	4.89%	*	*	17	2.54%	65	3.44%
Chinese	26	2.82%	*	*	*	*	33	1.75%
Other (24)	75	8.14%	*	*	12	1.79%	94	4.97%
Total	921	100.00%	301	100.00%	669	100.00%	1,891	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	1,624	50.61%	436	68.66%	391	63.47%	2,451	54.96%
Chinese	1,122	34.96%	100	15.75%	47	7.63%	1,269	28.45%
Arabic	112	3.49%	50	7.87%	121	19.64%	283	6.35%
Bengali	117	3.65%	23	3.62%	17	2.76%	157	3.52%
French	49	1.53%	12	1.89%	*	*	67	1.50%
Other (41)	185	5.77%	14	2.20%	34	5.52%	233	5.22%
Total	3,209	100.00%	635	100.00%	616	100.00%	4,460	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	134	70.16%	17	39.53%	54	46.15%	205	58.40%
Arabic	40	20.94%	14	32.56%	34	29.06%	88	25.07%
French	*	*	*	*	10	8.55%	16	4.56%
Fulani	*	*	*	*	*	*	13	3.70%
Bengali	*	*	*	*	*	*	10	2.85%
Other (9)	*	*	*	*	11	9.40%	19	5.41%
Total	191	100.00%	43	100.00%	117	100.00%	351	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	502	51.12%	181	39.09%	301	41.01%	984	45.16%
Haitian Creole	166	16.90%	147	31.75%	191	26.02%	504	23.13%
Arabic	211	21.49%	96	20.73%	102	13.90%	409	18.77%
Fulani	45	4.58%	11	2.38%	33	4.50%	89	4.08%
French	19	1.93%	13	2.81%	31	4.22%	63	2.89%
Other (25)	39	3.97%	15	3.24%	76	10.35%	130	5.97%
Total	982	100.00%	463	100.00%	734	100.00%	2,179	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	195	40.63%	86	40.19%	207	55.05%	488	45.61%
Arabic	175	36.46%	74	34.58%	75	19.95%	324	30.28%
Spanish	85	17.71%	34	15.89%	49	13.03%	168	15.70%
French	*	*	*	*	26	6.91%	42	3.93%
Bengali	*	*	*	*	*	*	14	1.31%
Other (14)	11	2.29%	*	*	15	3.99%	34	3.18%
Total	480	100.00%	214	100.00%	376	100.00%	1,070	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	1,043	74.55%	576	81.59%	739	78.78%	2,358	77.49%
Bengali	183	13.08%	55	7.79%	94	10.02%	332	10.91%
Arabic	120	8.58%	54	7.65%	63	6.72%	237	7.79%
Haitian Creole	17	1.22%	11	1.56%	13	1.39%	41	1.35%
French	10	0.71%	*	*	*	*	20	0.66%
Other (22)	26	1.86%	*	*	24	2.56%	55	1.81%
Total	1,399	100.00%	706	100.00%	938	100.00%	3,043	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	3,343	47.78%	772	38.31%	943	34.54%	5,058	43.08%
Spanish	1,774	25.35%	665	33.00%	982	35.97%	3,421	29.13%
Arabic	546	7.80%	208	10.32%	285	10.44%	1,039	8.85%
Russian	376	5.37%	68	3.37%	125	4.58%	569	4.85%
Urdu	176	2.52%	48	2.38%	105	3.85%	329	2.80%
Other (54)	782	11.18%	254	12.61%	290	10.62%	1,326	11.29%
Total	6,997	100.00%	2,015	100.00%	2,730	100.00%	11,742	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	869	24.27%	347	26.55%	534	29.50%	1,750	26.13%
Russian	836	23.35%	239	18.29%	255	14.09%	1,330	19.86%
Chinese	490	13.68%	222	16.99%	408	22.54%	1,120	16.72%
Uzbek	368	10.28%	128	9.79%	109	6.02%	605	9.03%
Urdu	273	7.62%	97	7.42%	146	8.07%	516	7.70%
Other (44)	745	20.80%	274	20.96%	358	19.78%	1,377	20.56%
Total	3,581	100.00%	1,307	100.00%	1,810	100.00%	6,698	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	24.29%	114	18.07%	162	20.48%	968	22.66%
Spanish	494	17.34%	105	16.64%	135	17.07%	734	17.19%
Arabic	274	9.62%	99	15.69%	77	9.73%	450	10.54%
Urdu	256	8.99%	50	7.92%	66	8.34%	372	8.71%
Uzbek	232	8.14%	44	6.97%	95	12.01%	371	8.69%
Other (45)	901	31.63%	219	34.71%	256	32.36%	1,376	32.22%
Total	2,849	100.00%	631	100.00%	791	100.00%	4,271	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	205	76.78%	85	69.11%	40	50.63%	330	70.36%
Arabic	41	15.36%	19	15.45%	15	18.99%	75	15.99%
French	*	*	*	*	*	*	21	4.48%
Haitian Creole	*	*	*	*	*	*	12	2.56%
Fulani	*	*	*	*	*	*	11	2.35%
Other (8)	*	*	*	*	*	*	20	4.26%
Total	267	100.00%	123	100.00%	79	100.00%	469	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	6,792	79.66%	1,903	81.74%	1,667	79.42%	10,362	80.00%
Chinese	540	6.33%	107	4.60%	47	2.24%	694	5.36%
Bengali	310	3.64%	62	2.66%	92	4.38%	464	3.58%
Arabic	180	2.11%	72	3.09%	88	4.19%	340	2.62%
Nepali	165	1.94%	39	1.68%	43	2.05%	247	1.91%
Other (49)	539	6.32%	145	6.23%	162	7.72%	846	6.53%
Total	8,526	100.00%	2,328	100.00%	2,099	100.00%	12,953	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	2,630	59.84%	614	53.53%	491	28.95%	3,735	51.60%
Spanish	1,082	24.62%	383	33.39%	963	56.78%	2,428	33.55%
Korean	210	4.78%	27	2.35%	*	*	243	3.36%
Pashto	85	1.93%	26	2.27%	26	1.53%	137	1.89%
Urdu	74	1.68%	17	1.48%	44	2.59%	135	1.87%
Other (45)	314	7.14%	80	6.97%	166	9.79%	560	7.74%
Total	4,395	100.00%	1,147	100.00%	1,696	100.00%	7,238	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	54.19%	159	42.06%	496	45.30%	1,360	49.03%
Spanish	155	11.91%	65	17.20%	317	28.95%	537	19.36%
Korean	169	12.99%	24	6.35%	44	4.02%	237	8.54%
Punjabi	56	4.30%	21	5.56%	51	4.66%	128	4.61%
Urdu	60	4.61%	19	5.03%	30	2.74%	109	3.93%
Other (39)	156	11.99%	90	23.81%	157	14.34%	403	14.53%
Total	1,301	100.00%	378	100.00%	1,095	100.00%	2,774	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	1,892	68.28%	634	69.52%	832	65.87%	3,358	67.89%
Bengali	200	7.22%	84	9.21%	100	7.92%	384	7.76%
Punjabi	163	5.88%	49	5.37%	172	13.62%	384	7.76%
Arabic	227	8.19%	60	6.58%	64	5.07%	351	7.10%
Chinese	110	3.97%	16	1.75%	*	*	129	2.61%
Other (40)	179	6.46%	69	7.57%	92	7.28%	340	6.87%
Total	2,771	100.00%	912	100.00%	1,263	100.00%	4,946	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	1,159	45.99%	424	51.71%	740	55.18%	2,323	49.63%
Bengali	342	13.57%	113	13.78%	199	14.84%	654	13.97%
Russian	172	6.83%	48	5.85%	50	3.73%	270	5.77%
Arabic	136	5.40%	33	4.02%	60	4.47%	229	4.89%
Uzbek	132	5.24%	57	6.95%	37	2.76%	226	4.83%
Other (53)	579	22.98%	145	17.68%	255	19.02%	979	20.91%
Total	2,520	100.00%	820	100.00%	1,341	100.00%	4,681	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	820	49.97%	274	48.41%	104	30.06%	1,198	46.93%
Bengali	337	20.54%	96	16.96%	53	15.32%	486	19.04%
Haitian Creole	165	10.05%	107	18.90%	115	33.24%	387	15.16%
Arabic	111	6.76%	33	5.83%	17	4.91%	161	6.31%
French	31	1.89%	24	4.24%	25	7.23%	80	3.13%
Other (33)	177	10.79%	32	5.65%	32	9.25%	241	9.44%
Total	1,641	100.00%	566	100.00%	346	100.00%	2,553	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	2,674	68.74%	877	75.87%	983	65.53%	4,534	69.26%
Bengali	416	10.69%	76	6.57%	153	10.20%	645	9.85%
Arabic	278	7.15%	81	7.01%	101	6.73%	460	7.03%
Chinese	73	1.88%	*	*	80	5.33%	162	2.47%
Urdu	74	1.90%	21	1.82%	34	2.27%	129	1.97%
Other (53)	375	9.64%	92	7.96%	149	9.93%	616	9.41%
Total	3,890	100.00%	1,156	100.00%	1,500	100.00%	6,546	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	1,297	48.91%	403	62.00%	520	60.68%	2,220	53.38%
Chinese	543	20.48%	62	9.54%	55	6.42%	660	15.87%
Arabic	274	10.33%	70	10.77%	121	14.12%	465	11.18%
Russian	191	7.20%	33	5.08%	27	3.15%	251	6.04%
Albanian	82	3.09%	20	3.08%	41	4.78%	143	3.44%
Other (45)	265	9.99%	62	9.54%	93	10.85%	420	10.10%
Total	2,652	100.00%	650	100.00%	857	100.00%	4,159	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	1,213	95.29%	484	95.84%	577	93.52%	2,274	94.95%
Arabic	43	3.38%	17	3.37%	29	4.70%	89	3.72%
Bengali	*	*	*	*	*	*	*	*
Haitian Creole	*	*	*	*	*	*	*	*
Fulani	*	*	*	*	*	*	*	*
Other (11)	11	0.86%	*	*	*	*	17	0.71%
Total	1,273	100.00%	505	100.00%	617	100.00%	2,395	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	1,630	62.19%	749	67.11%	1,866	73.41%	4,245	67.61%
Chinese	313	11.94%	103	9.23%	173	6.81%	589	9.38%
Bengali	204	7.78%	78	6.99%	128	5.04%	410	6.53%
Arabic	101	3.85%	45	4.03%	51	2.01%	197	3.14%
Haitian Creole	46	1.76%	17	1.52%	47	1.85%	110	1.75%
Other (72)	327	12.48%	124	11.11%	277	10.90%	728	11.59%
Total	2,621	100.00%	1,116	100.00%	2,542	100.00%	6,279	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	*	*	97	97.98%	564	70.94%	661	73.94%
Arabic	*	*	*	*	38	4.78%	38	4.25%
Haitian Creole	*	*	*	*	34	4.28%	35	3.91%
Chinese	*	*	*	*	29	3.65%	29	3.24%
Russian	*	*	*	*	26	3.27%	26	2.91%
Other (24)	*	*	*	*	104	13.08%	105	11.74%
Total	*	*	99	100.00%	795	100.00%	894	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	52,665	68.85%	10,423	39.93%	17,369	43.96%	80,457	56.62%
Developing	22,852	29.88%	5,898	22.60%	10,722	27.14%	39,472	27.78%
Long-term	970	1.27%	9,781	37.47%	11,416	28.90%	22,167	15.60%
Total	76,487	100.00%	26,102	100.00%	39,507	100.00%	142,096	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	214	65.05%	57	46.34%	369	62.76%	640	61.54%
Developing	107	32.52%	33	26.83%	151	25.68%	291	27.98%
Long-term	*	*	33	26.83%	68	11.56%	109	10.48%
Total	329	100.00%	123	100.00%	588	100.00%	1,040	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	1,274	81.93%	167	53.35%	1,686	50.66%	3,127	60.18%
Developing	274	17.62%	49	15.65%	782	23.50%	1,105	21.27%
Long-term	*	*	97	30.99%	860	25.84%	964	18.55%
Total	1,555	100.00%	313	100.00%	3,328	100.00%	5,196	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	371	72.89%	92	40.00%	55	18.15%	518	49.71%
Developing	128	25.15%	55	23.91%	85	28.05%	268	25.72%
Long-term	10	1.96%	83	36.09%	163	53.80%	256	24.57%
Total	509	100.00%	230	100.00%	303	100.00%	1,042	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	429	60.08%	94	34.56%	87	30.63%	610	48.03%
Developing	271	37.96%	52	19.12%	89	31.34%	412	32.44%
Long-term	14	1.96%	126	46.32%	108	38.03%	248	19.53%
Total	714	100.00%	272	100.00%	284	100.00%	1,270	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	329	68.54%	65	30.23%	45	20.83%	439	48.19%
Developing	148	30.83%	57	26.51%	65	30.09%	270	29.64%
Long-term	*	*	93	43.26%	106	49.07%	202	22.17%
Total	480	100.00%	215	100.00%	216	100.00%	911	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	1,719	64.41%	515	40.62%	741	44.75%	2,975	53.19%
Developing	911	34.13%	269	21.21%	478	28.86%	1,658	29.64%
Long-term	39	1.46%	484	38.17%	437	26.39%	960	17.16%
Total	2,669	100.00%	1,268	100.00%	1,656	100.00%	5,593	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	859	64.98%	236	41.33%	358	34.89%	1,453	49.78%
Developing	434	32.83%	135	23.64%	283	27.58%	852	29.19%
Long-term	29	2.19%	200	35.03%	385	37.52%	614	21.03%
Total	1,322	100.00%	571	100.00%	1,026	100.00%	2,919	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	1,230	66.67%	339	39.15%	478	42.79%	2,047	53.47%
Developing	579	31.38%	230	26.56%	294	26.32%	1,103	28.81%
Long-term	36	1.95%	297	34.30%	345	30.89%	678	17.71%
Total	1,845	100.00%	866	100.00%	1,117	100.00%	3,828	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	2,489	66.14%	660	40.15%	891	44.64%	4,040	54.57%
Developing	1,200	31.89%	352	21.41%	637	31.91%	2,189	29.57%
Long-term	74	1.97%	632	38.44%	468	23.45%	1,174	15.86%
Total	3,763	100.00%	1,644	100.00%	1,996	100.00%	7,403	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	3,757	63.37%	984	39.39%	1,279	45.00%	6,020	53.42%
Developing	2,070	34.91%	578	23.14%	835	29.38%	3,483	30.91%
Long-term	102	1.72%	936	37.47%	728	25.62%	1,766	15.67%
Total	5,929	100.00%	2,498	100.00%	2,842	100.00%	11,269	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	1,484	64.16%	386	37.04%	514	39.36%	2,384	51.15%
Developing	792	34.24%	327	31.38%	389	29.79%	1,508	32.35%
Long-term	37	1.60%	329	31.57%	403	30.86%	769	16.50%
Total	2,313	100.00%	1,042	100.00%	1,306	100.00%	4,661	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	1,453	65.54%	347	40.58%	685	50.00%	2,485	55.94%
Developing	740	33.38%	191	22.34%	381	27.81%	1,312	29.54%
Long-term	24	1.08%	317	37.08%	304	22.19%	645	14.52%
Total	2,217	100.00%	855	100.00%	1,370	100.00%	4,442	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	263	69.95%	23	25.56%	191	41.16%	477	51.29%
Developing	105	27.93%	32	35.56%	164	35.34%	301	32.37%
Long-term	*	*	35	38.89%	109	23.49%	152	16.34%
Total	376	100.00%	90	100.00%	464	100.00%	930	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	607	65.91%	102	33.89%	272	40.66%	981	51.88%
Developing	299	32.46%	60	19.93%	175	26.16%	534	28.24%
Long-term	15	1.63%	139	46.18%	222	33.18%	376	19.88%
Total	921	100.00%	301	100.00%	669	100.00%	1,891	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	2,061	64.23%	117	18.43%	224	36.36%	2,402	53.86%
Developing	1,095	34.12%	132	20.79%	174	28.25%	1,401	31.41%
Long-term	53	1.65%	386	60.79%	218	35.39%	657	14.73%
Total	3,209	100.00%	635	100.00%	616	100.00%	4,460	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	148	77.49%	16	37.21%	38	32.48%	202	57.55%
Developing	41	21.47%	13	30.23%	28	23.93%	82	23.36%
Long-term	*	*	14	32.56%	51	43.59%	67	19.09%
Total	191	100.00%	43	100.00%	117	100.00%	351	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	661	67.31%	223	48.16%	354	48.23%	1,238	56.82%
Developing	304	30.96%	123	26.57%	245	33.38%	672	30.84%
Long-term	17	1.73%	117	25.27%	135	18.39%	269	12.35%
Total	982	100.00%	463	100.00%	734	100.00%	2,179	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	328	68.33%	91	42.52%	195	51.86%	614	57.38%
Developing	144	30.00%	80	37.38%	110	29.26%	334	31.21%
Long-term	*	*	43	20.09%	71	18.88%	122	11.40%
Total	480	100.00%	214	100.00%	376	100.00%	1,070	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	980	70.05%	314	44.48%	499	53.20%	1,793	58.92%
Developing	395	28.23%	223	31.59%	252	26.87%	870	28.59%
Long-term	24	1.72%	169	23.94%	187	19.94%	380	12.49%
Total	1,399	100.00%	706	100.00%	938	100.00%	3,043	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	5,097	72.85%	806	40.00%	1,347	49.34%	7,250	61.74%
Developing	1,833	26.20%	455	22.58%	736	26.96%	3,024	25.75%
Long-term	67	0.96%	754	37.42%	647	23.70%	1,468	12.50%
Total	6,997	100.00%	2,015	100.00%	2,730	100.00%	11,742	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	2,664	74.39%	623	47.67%	842	46.52%	4,129	61.65%
Developing	878	24.52%	312	23.87%	607	33.54%	1,797	26.83%
Long-term	39	1.09%	372	28.46%	361	19.94%	772	11.53%
Total	3,581	100.00%	1,307	100.00%	1,810	100.00%	6,698	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	2,072	72.73%	289	45.80%	341	43.11%	2,702	63.26%
Developing	748	26.25%	181	28.68%	243	30.72%	1,172	27.44%
Long-term	29	1.02%	161	25.52%	207	26.17%	397	9.30%
Total	2,849	100.00%	631	100.00%	791	100.00%	4,271	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	190	71.16%	54	43.90%	41	51.90%	285	60.77%
Developing	72	26.97%	26	21.14%	15	18.99%	113	24.09%
Long-term	*	*	43	34.96%	23	29.11%	71	15.14%
Total	267	100.00%	123	100.00%	79	100.00%	469	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	5,612	65.82%	843	36.21%	997	47.50%	7,452	57.53%
Developing	2,828	33.17%	372	15.98%	572	27.25%	3,772	29.12%
Long-term	86	1.01%	1,113	47.81%	530	25.25%	1,729	13.35%
Total	8,526	100.00%	2,328	100.00%	2,099	100.00%	12,953	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	3,415	77.70%	544	47.43%	811	47.82%	4,770	65.90%
Developing	957	21.77%	340	29.64%	515	30.37%	1,812	25.03%
Long-term	23	0.52%	263	22.93%	370	21.82%	656	9.06%
Total	4,395	100.00%	1,147	100.00%	1,696	100.00%	7,238	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	1,068	82.09%	224	59.26%	472	43.11%	1,764	63.59%
Developing	226	17.37%	68	17.99%	396	36.16%	690	24.87%
Long-term	*	*	86	22.75%	227	20.73%	320	11.54%
Total	1,301	100.00%	378	100.00%	1,095	100.00%	2,774	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	1,903	68.68%	432	47.37%	680	53.84%	3,015	60.96%
Developing	827	29.84%	229	25.11%	370	29.30%	1,426	28.83%
Long-term	41	1.48%	251	27.52%	213	16.86%	505	10.21%
Total	2,771	100.00%	912	100.00%	1,263	100.00%	4,946	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	1,840	73.02%	397	48.41%	593	44.22%	2,830	60.46%
Developing	659	26.15%	210	25.61%	389	29.01%	1,258	26.87%
Long-term	21	0.83%	213	25.98%	359	26.77%	593	12.67%
Total	2,520	100.00%	820	100.00%	1,341	100.00%	4,681	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	1,212	73.86%	290	51.24%	230	66.47%	1,732	67.84%
Developing	412	25.11%	142	25.09%	78	22.54%	632	24.76%
Long-term	17	1.04%	134	23.67%	38	10.98%	189	7.40%
Total	1,641	100.00%	566	100.00%	346	100.00%	2,553	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	2,706	69.56%	470	40.66%	865	57.67%	4,041	61.73%
Developing	1,117	28.71%	160	13.84%	305	20.33%	1,582	24.17%
Long-term	67	1.72%	526	45.50%	330	22.00%	923	14.10%
Total	3,890	100.00%	1,156	100.00%	1,500	100.00%	6,546	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	1,784	67.27%	211	32.46%	364	42.47%	2,359	56.72%
Developing	839	31.64%	121	18.62%	196	22.87%	1,156	27.80%
Long-term	29	1.09%	318	48.92%	297	34.66%	644	15.48%
Total	2,652	100.00%	650	100.00%	857	100.00%	4,159	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	901	70.78%	222	43.96%	312	50.57%	1,435	59.92%
Developing	355	27.89%	78	15.45%	135	21.88%	568	23.72%
Long-term	17	1.34%	205	40.59%	170	27.55%	392	16.37%
Total	1,273	100.00%	505	100.00%	617	100.00%	2,395	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	1,545	58.95%	106	9.50%	351	13.81%	2,002	31.88%
Developing	1,064	40.60%	208	18.64%	302	11.88%	1,574	25.07%
Long-term	12	0.46%	802	71.86%	1,889	74.31%	2,703	43.05%
Total	2,621	100.00%	1,116	100.00%	2,542	100.00%	6,279	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	*	*	84	84.85%	162	20.38%	246	27.52%
Developing	*	*	*	*	246	30.94%	251	28.08%
Long-term	*	*	10	10.10%	387	48.68%	397	44.41%
Total	*	*	99	100.00%	795	100.00%	894	100.00%

SIFE 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	*	*	*	*	214	95.11%	225	4.61%
2	*	*	*	*	252	97.30%	259	5.30%
3	*	*	*	*	*	*	16	0.33%
4	*	*	*	*	13	56.52%	23	0.47%
5	13	52.00%	*	*	*	*	25	0.51%
6	45	16.79%	100	37.31%	123	45.90%	268	5.49%
7	16	9.58%	21	12.57%	130	77.84%	167	3.42%
8	23	17.97%	30	23.44%	75	58.59%	128	2.62%
9	140	35.35%	108	27.27%	148	37.37%	396	8.11%
10	150	28.09%	145	27.15%	239	44.76%	534	10.94%
11	32	25.60%	32	25.60%	61	48.80%	125	2.56%
12	43	10.83%	47	11.84%	307	77.33%	397	8.13%
13	*	*	*	*	54	94.74%	57	1.17%
14	*	*	13	15.12%	67	77.91%	86	1.76%
15	14	29.17%	*	*	28	58.33%	48	0.98%
16	*	*	*	*	*	*	10	0.20%
17	18	13.64%	27	20.45%	87	65.91%	132	2.70%
18	*	*	10	23.81%	24	57.14%	42	0.86%
19	43	17.77%	46	19.01%	153	63.22%	242	4.96%
20	39	13.78%	45	15.90%	199	70.32%	283	5.80%
21	*	*	22	13.10%	138	82.14%	168	3.44%
22	13	33.33%	15	38.46%	11	28.21%	39	0.80%
23	*	*	*	*	*	*	17	0.35%
24	39	17.33%	37	16.44%	149	66.22%	225	4.61%
25	*	*	*	*	91	90.10%	101	2.07%
26	*	*	10	52.63%	*	*	19	0.39%
27	42	28.19%	28	18.79%	79	53.02%	149	3.05%
28	13	9.63%	52	38.52%	70	51.85%	135	2.76%
29	28	45.90%	14	22.95%	19	31.15%	61	1.25%
30	10	18.52%	16	29.63%	28	51.85%	54	1.11%
31	10	17.54%	*	*	43	75.44%	57	1.17%
32	17	16.19%	27	25.71%	61	58.10%	105	2.15%
75	13	4.80%	39	14.39%	219	80.81%	271	5.55%
79	*	*	*	*	18	94.74%	19	0.39%
Total	810	16.59%	950	19.46%	3,123	63.96%	4,883	100.00%

SIFE by Program by Grade Level Group by Borough

SIFE by Program and Grade Level Group (Citywide)

Program	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)
English as a New Language	564	69.63%	649	68.32%	2,285	73.17%	3,498	71.64%
Transitional Bilingual Education	161	19.88%	250	26.32%	639	20.46%	1,050	21.50%
Dual Language	78	9.63%	32	3.37%	153	4.90%	263	5.39%
Not Served/Not Reported	*	*	19	2.00%	46	1.47%	72	1.47%
Total	810	100.00%	950	100.00%	3,123	100.00%	4,883	100.00%

SIFE by Program and Grade Level Group (Bronx)

Program	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)
English as a New Language	249	60.73%	241	61.79%	895	86.39%	1,385	75.44%
Transitional Bilingual Education	131	31.95%	142	36.41%	33	3.19%	306	16.67%
Dual Language	26	6.34%	*	*	91	8.78%	118	6.43%
Not Served/Not Reported	*	*	*	*	17	1.64%	27	1.47%
Total	410	100.00%	390	100.00%	1,036	100.00%	1,836	100.00%

SIFE by Program and Grade Level Group (Brooklyn)

Program	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)
English as a New Language	147	83.05%	194	80.83%	660	74.91%	1,001	77.12%
Transitional Bilingual Education	*	*	25	10.42%	200	22.70%	225	17.33%
Dual Language	28	15.82%	16	6.67%	15	1.70%	59	4.55%
Not Served/Not Reported	*	*	*	*	*	*	13	1.00%
Total	177	100.00%	240	100.00%	881	100.00%	1,298	100.00%

SIFE by Program and Grade Level Group (Manhattan)

Program	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)
English as a New Language	36	50.00%	49	35.77%	321	49.92%	406	47.65%
Transitional Bilingual Education	14	19.44%	74	54.01%	268	41.68%	356	41.78%
Dual Language	21	29.17%	12	8.76%	47	7.31%	80	9.39%
Not Served/Not Reported	*	*	*	*	*	*	10	1.17%
Total	72	100.00%	137	100.00%	643	100.00%	852	100.00%

SIFE by Program and Grade Level Group (Queens)

Program	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)
English as a New Language	125	88.65%	160	90.40%	366	70.79%	651	77.96%
Transitional Bilingual Education	16	11.35%	*	*	138	26.69%	163	19.52%
Dual Language	*	*	*	*	*	*	*	*
Not Served/Not Reported	*	*	*	*	13	2.51%	18	2.16%
Total	141	100.00%	177	100.00%	517	100.00%	835	100.00%

SIFE by Program and Grade Level Group (Staten Island)

Program	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)
English as a New Language	*	*	*	*	43	93.48%	55	88.71%
Transitional Bilingual Education	*	*	*	*	*	*	*	*
Dual Language	*	*	*	*	*	*	*	*
Not Served/Not Reported	*	*	*	*	*	*	*	*
Total	10	100.00%	*	*	46	100.00%	62	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	110	51.89%	45	21.23%	57	26.89%	212	0.57%
2	337	31.50%	115	10.75%	618	57.76%	1,070	2.85%
3	147	42.98%	86	25.15%	109	31.87%	342	0.91%
4	277	57.47%	108	22.41%	97	20.12%	482	1.28%
5	102	42.50%	65	27.08%	73	30.42%	240	0.64%
6	754	51.05%	414	28.03%	309	20.92%	1,477	3.94%
7	390	44.37%	199	22.64%	290	32.99%	879	2.34%
8	505	51.11%	242	24.49%	241	24.39%	988	2.63%
9	877	51.26%	461	26.94%	373	21.80%	1,711	4.56%
10	1,448	53.61%	719	26.62%	534	19.77%	2,701	7.20%
11	468	45.88%	261	25.59%	291	28.53%	1,020	2.72%
12	499	52.53%	253	26.63%	198	20.84%	950	2.53%
13	71	42.26%	29	17.26%	68	40.48%	168	0.45%
14	288	49.23%	125	21.37%	172	29.40%	585	1.56%
15	879	67.10%	261	19.92%	170	12.98%	1,310	3.49%
16	39	51.32%	10	13.16%	27	35.53%	76	0.20%
17	204	51.39%	97	24.43%	96	24.18%	397	1.06%
18	98	55.06%	31	17.42%	49	27.53%	178	0.47%
19	255	49.23%	143	27.61%	120	23.17%	518	1.38%
20	1,489	59.32%	575	22.91%	446	17.77%	2,510	6.69%
21	767	58.06%	315	23.85%	239	18.09%	1,321	3.52%
22	607	69.37%	132	15.09%	136	15.54%	875	2.33%
23	47	45.19%	35	33.65%	22	21.15%	104	0.28%
24	2,212	64.74%	834	24.41%	371	10.86%	3,417	9.11%
25	799	63.21%	229	18.12%	236	18.67%	1,264	3.37%
26	243	47.00%	90	17.41%	184	35.59%	517	1.38%
27	692	62.85%	241	21.89%	168	15.26%	1,101	2.93%
28	446	50.11%	176	19.78%	268	30.11%	890	2.37%
29	288	67.13%	114	26.57%	27	6.29%	429	1.14%
30	942	60.08%	370	23.60%	256	16.33%	1,568	4.18%
31	840	60.26%	297	21.31%	257	18.44%	1,394	3.72%
32	294	51.76%	150	26.41%	124	21.83%	568	1.51%
75	2,595	42.62%	1,100	18.07%	2,393	39.31%	6,088	16.23%
79	*	*	10	5.85%	161	94.15%	171	0.46%
Total	20,009	53.33%	8,332	22.21%	9,180	24.47%	37,521	100.00%

ELLs with/without IEPs by Borough

ELLs with/without IEPs (Citywide)

ELLs with/without IEPs	ELLs (Number)	ELLs (Percent)
ELLs with IEPs	37,521	26.41%
ELLs without IEPs	104,575	73.59%
Total	142,096	100.00%

ELLs with/without IEPs (Bronx)

ELLs with/without IEPs	ELLs (Number)	ELLs (Percent)
ELLs with IEPs	10,070	27.69%
ELLs without IEPs	26,303	72.31%
Total	36,373	100.00%

ELLs with/without IEPs (Brooklyn)

ELLs with/without IEPs	ELLs (Number)	ELLs (Percent)
ELLs with IEPs	10,079	24.42%
ELLs without IEPs	31,193	75.58%
Total	41,272	100.00%

ELLs with/without IEPs (Manhattan)

ELLs with/without IEPs	ELLs (Number)	ELLs (Percent)
ELLs with IEPs	4,606	28.31%
ELLs without IEPs	11,664	71.69%
Total	16,270	100.00%

ELLs with/without IEPs (Queens)

ELLs with/without IEPs	ELLs (Number)	ELLs (Percent)
ELLs with IEPs	11,155	25.47%
ELLs without IEPs	32,647	74.53%
Total	43,802	100.00%

ELLs with/without IEPs (Staten Island)

ELLs with/without IEPs	ELLs (Number)	ELLs (Percent)
ELLs with IEPs	1,611	36.79%
ELLs without IEPs	2,768	63.21%
Total	4,379	100.00%

ELLs with IEPs by Disability Classification by Borough

ELLs with IEPs by Disability Classification (Citywide)

Disability Classification	ELLs (Number)	ELLs (Percent)
Autism	3,808	10.15%
Deafness	54	0.14%
Emotional Disturbance	604	1.61%
Hearing Impairment	298	0.79%
Intellectual Disability	2,414	6.43%
Learning Disability	12,819	34.16%
Multiple Disabilities	1,059	2.82%
Orthopedic Impairment	81	0.22%
Other Health Impairment	1,549	4.13%
Speech or Language Impairment	14,744	39.30%
Traumatic Brain Injury	40	0.11%
Visual Impairment	51	0.14%
Total	37,521	100.00%

ELLs with IEPs by Disability Classification (Bronx)

Disability Classification	ELLs (Number)	ELLs (Percent)
Autism	1,019	10.12%
Deafness	14	0.14%
Emotional Disturbance	212	2.11%
Hearing Impairment	60	0.60%
Intellectual Disability	732	7.27%
Learning Disability	3,589	35.64%
Multiple Disabilities	290	2.88%
Orthopedic Impairment	15	0.15%
Other Health Impairment	407	4.04%
Speech or Language Impairment	3,705	36.79%
Traumatic Brain Injury	11	0.11%
Visual Impairment	16	0.16%
Total	10,070	100.00%

ELLs with IEPs by Disability Classification (Brooklyn)

Disability Classification	ELLs (Number)	ELLs (Percent)
Autism	979	9.71%
Deafness	*	*
Emotional Disturbance	146	1.45%
Hearing Impairment	100	0.99%
Intellectual Disability	683	6.78%
Learning Disability	3,635	36.07%
Multiple Disabilities	260	2.58%
Orthopedic Impairment	32	0.32%
Other Health Impairment	355	3.52%
Speech or Language Impairment	3,849	38.19%
Traumatic Brain Injury	14	0.14%
Visual Impairment	17	0.17%
Total	10,079	100.00%

ELLs with IEPs by Disability Classification (Manhattan)

Disability Classification	ELLs (Number)	ELLs (Percent)
Autism	393	8.53%
Deafness	12	0.26%
Emotional Disturbance	97	2.11%
Hearing Impairment	46	1.00%
Intellectual Disability	271	5.88%
Learning Disability	1,751	38.02%
Multiple Disabilities	118	2.56%
Orthopedic Impairment	10	0.22%
Other Health Impairment	214	4.65%
Speech or Language Impairment	1,686	36.60%
Traumatic Brain Injury	*	*
Visual Impairment	*	*
Total	4,606	100.00%

ELLs with IEPs by Disability Classification (Queens)

Disability Classification	ELLs (Number)	ELLs (Percent)
Autism	1,278	11.46%
Deafness	15	0.13%
Emotional Disturbance	126	1.13%
Hearing Impairment	82	0.74%
Intellectual Disability	659	5.91%
Learning Disability	3,294	29.53%
Multiple Disabilities	358	3.21%
Orthopedic Impairment	22	0.20%
Other Health Impairment	526	4.72%
Speech or Language Impairment	4,774	42.80%
Traumatic Brain Injury	*	*
Visual Impairment	14	0.13%
Total	11,155	100.00%

ELLs with IEPs by Disability Classification (Staten Island)

Disability Classification	ELLs (Number)	ELLs (Percent)
Autism	139	8.63%
Deafness	*	*
Emotional Disturbance	23	1.43%
Hearing Impairment	10	0.62%
Intellectual Disability	69	4.28%
Learning Disability	550	34.14%
Multiple Disabilities	33	2.05%
Orthopedic Impairment	*	*
Other Health Impairment	47	2.92%
Speech or Language Impairment	730	45.31%
Traumatic Brain Injury	*	*
Visual Impairment	*	*
Total	1,611	100.00%

ELLs with IEPs by Program by Borough

ELLs with IEPs by Program (Citywide)

Program	ELLs (Number)	ELLs (Percent)
English as a New Language	32,843	87.53%
Transitional Bilingual Education	2,114	5.63%
Dual Language	1,355	3.61%
Not Served/Not Reported	1,209	3.22%
Total	37,521	100.00%

ELLs with IEPs by Program (Bronx)

Program	ELLs (Number)	ELLs (Percent)
English as a New Language	8,683	86.23%
Transitional Bilingual Education	736	7.31%
Dual Language	265	2.63%
Not Served/Not Reported	386	3.83%
Total	10,070	100.00%

ELLs with IEPs by Program (Brooklyn)

Program	ELLs (Number)	ELLs (Percent)
English as a New Language	8,955	88.85%
Transitional Bilingual Education	481	4.77%
Dual Language	359	3.56%
Not Served/Not Reported	284	2.82%
Total	10,079	100.00%

ELLs with IEPs by Program (Manhattan)

Program	ELLs (Number)	ELLs (Percent)
English as a New Language	3,559	77.27%
Transitional Bilingual Education	374	8.12%
Dual Language	477	10.36%
Not Served/Not Reported	196	4.26%
Total	4,606	100.00%

ELLs with IEPs by Program (Queens)

Program	ELLs (Number)	ELLs (Percent)
English as a New Language	10,161	91.09%
Transitional Bilingual Education	460	4.12%
Dual Language	216	1.94%
Not Served/Not Reported	318	2.85%
Total	11,155	100.00%

ELLs with IEPs by Program (Staten Island)

Program	ELLs (Number)	ELLs (Percent)
English as a New Language	1,485	92.18%
Transitional Bilingual Education	63	3.91%
Dual Language	38	2.36%
Not Served/Not Reported	25	1.55%
Total	1,611	100.00%

ELLs by District by Program

District	ENL (Number)	ENL (Percent)	TBE (Number)	TBE (Percent)	DL (Number)	DL (Percent)	Not Served/ Not Reported (Number)	Not Served/ Not Reported (Percent)	Total ELLs (Number)	Total ELLs (Percent)
1	474	45.58%	418	40.19%	147	14.13%	*	*	1,040	0.73%
2	4,667	89.82%	339	6.52%	77	1.48%	113	2.17%	5,196	3.66%
3	774	74.28%	*	*	219	21.02%	49	4.70%	1,042	0.73%
4	773	60.87%	66	5.20%	387	30.47%	44	3.46%	1,270	0.89%
5	792	86.94%	*	*	97	10.65%	15	1.65%	911	0.64%
6	2,611	46.68%	1,575	28.16%	1,359	24.30%	48	0.86%	5,593	3.94%
7	2,205	75.54%	404	13.84%	278	9.52%	32	1.10%	2,919	2.05%
8	3,606	94.20%	60	1.57%	57	1.49%	105	2.74%	3,828	2.69%
9	5,074	68.54%	1,348	18.21%	885	11.95%	96	1.30%	7,403	5.21%
10	8,246	73.17%	2,654	23.55%	199	1.77%	170	1.51%	11,269	7.93%
11	4,390	94.19%	76	1.63%	115	2.47%	80	1.72%	4,661	3.28%
12	3,682	82.89%	346	7.79%	353	7.95%	61	1.37%	4,442	3.13%
13	808	86.88%	*	*	75	8.06%	47	5.05%	930	0.65%
14	1,127	59.60%	456	24.11%	258	13.64%	50	2.64%	1,891	1.33%
15	3,116	69.87%	195	4.37%	1,099	24.64%	50	1.12%	4,460	3.14%
16	313	89.17%	*	*	14	3.99%	24	6.84%	351	0.25%
17	1,895	86.97%	86	3.95%	144	6.61%	54	2.48%	2,179	1.53%
18	1,008	94.21%	*	*	24	2.24%	38	3.55%	1,070	0.75%
19	2,232	73.35%	364	11.96%	395	12.98%	52	1.71%	3,043	2.14%
20	9,717	82.75%	1,643	13.99%	302	2.57%	80	0.68%	11,742	8.26%
21	6,306	94.15%	147	2.19%	197	2.94%	48	0.72%	6,698	4.71%
22	4,171	97.66%	*	*	75	1.76%	25	0.59%	4,271	3.01%
23	442	94.24%	*	*	*	*	27	5.76%	469	0.33%
24	10,704	82.64%	831	6.42%	1,347	10.40%	71	0.55%	12,953	9.12%
25	5,802	80.16%	1,086	15.00%	309	4.27%	41	0.57%	7,238	5.09%
26	2,561	92.32%	84	3.03%	58	2.09%	71	2.56%	2,774	1.95%
27	4,547	91.93%	178	3.60%	119	2.41%	102	2.06%	4,946	3.48%
28	4,134	88.31%	422	9.02%	62	1.32%	63	1.35%	4,681	3.29%
29	2,447	95.85%	11	0.43%	48	1.88%	47	1.84%	2,553	1.80%
30	5,071	77.47%	889	13.58%	494	7.55%	92	1.41%	6,546	4.61%
31	3,723	89.52%	112	2.69%	288	6.92%	36	0.87%	4,159	2.93%
32	1,678	70.06%	213	8.89%	452	18.87%	52	2.17%	2,395	1.69%
75	5,336	84.98%	253	4.03%	61	0.97%	629	10.02%	6,279	4.42%
79	667	74.61%	172	19.24%	*	*	55	6.15%	894	0.63%
Total	115,099	81.00%	14,435	10.16%	9,994	7.03%	2,568	1.81%	142,096	100.00%

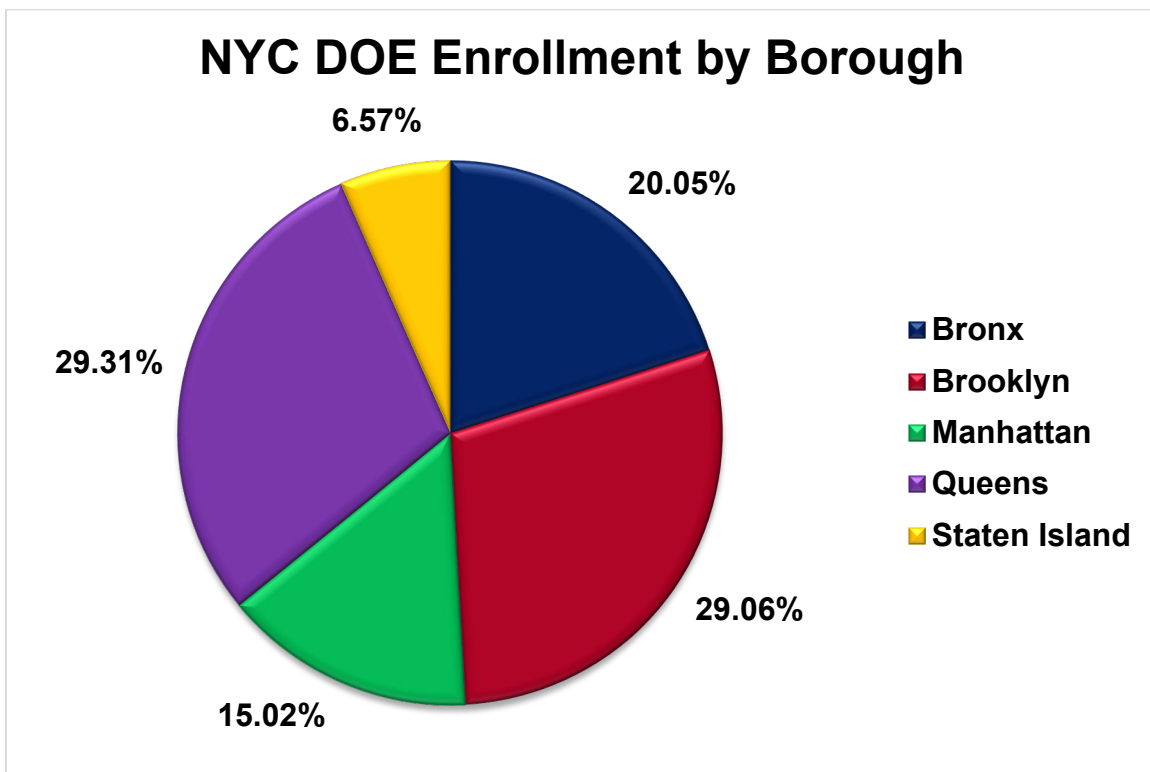
Appendix II: Comparison Data

All figures in Appendix II are based on the NYC DOE's Audited Register data (October 2019). 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 Population¹⁷

There were 910,450 students enrolled in the NYC DOE schools during the 2019-2020 school year. Queens' student population was the highest of the five boroughs, accounting for 29.31% (266,834) of all students in the system. Brooklyn was a close second, with 29.06% (264,589) of all students, followed by the Bronx at 20.05% (182,536). Manhattan and Staten Island represented a smaller but still significant population of the NYC DOE with 15.02% (136,716) and 6.57% (59,775), respectively.

NYC DOE Enrollment by Borough



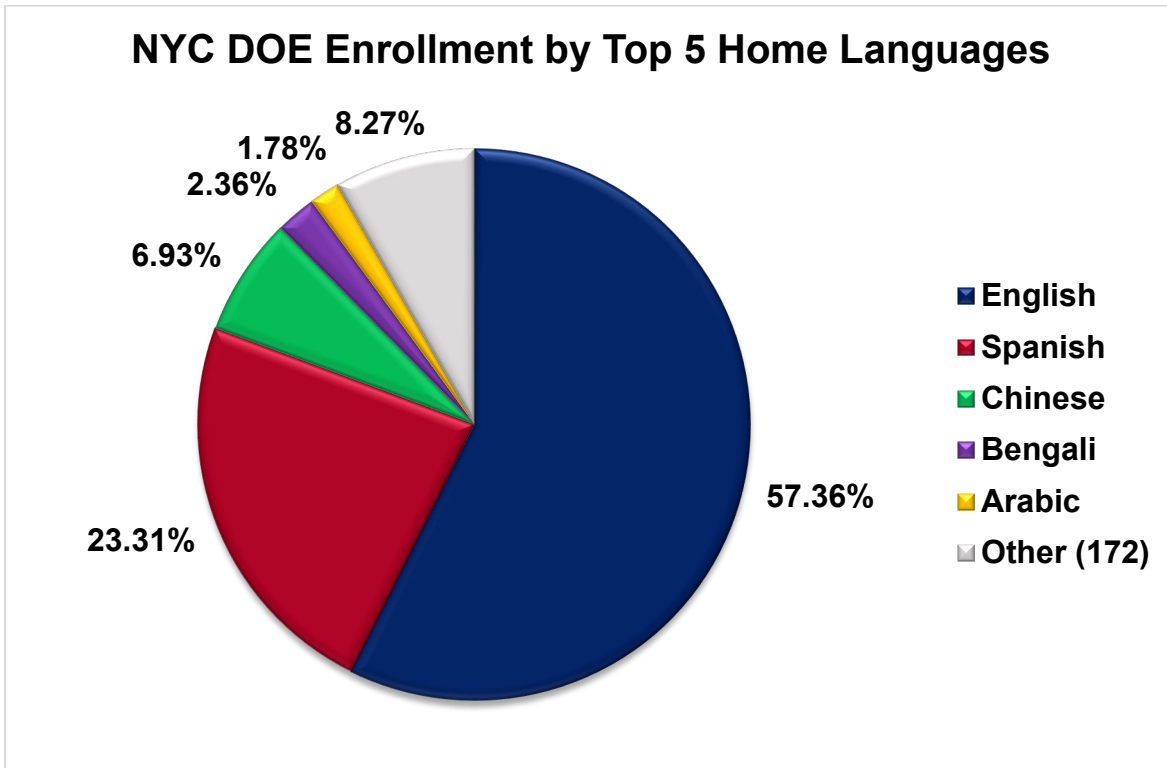
Borough	Total Students (Number)	Total Students (Percent)
Bronx	182,536	20.05%
Brooklyn	264,589	29.06%
Manhattan	136,716	15.02%
Queens	266,834	29.31%
Staten Island	59,775	6.57%
Total	910,450	100.00%

¹⁷ The figures in the following sections are based on the 2019-2020 audited register as of October 2019; include only grades K – 12, exclude charter schools, and exclude HSE students.

NYC DOE Home Languages

Over 42%¹⁸ of the 910,450 students enrolled in New York City public schools communicated in a language other than English at home, which means that there were 388,208 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

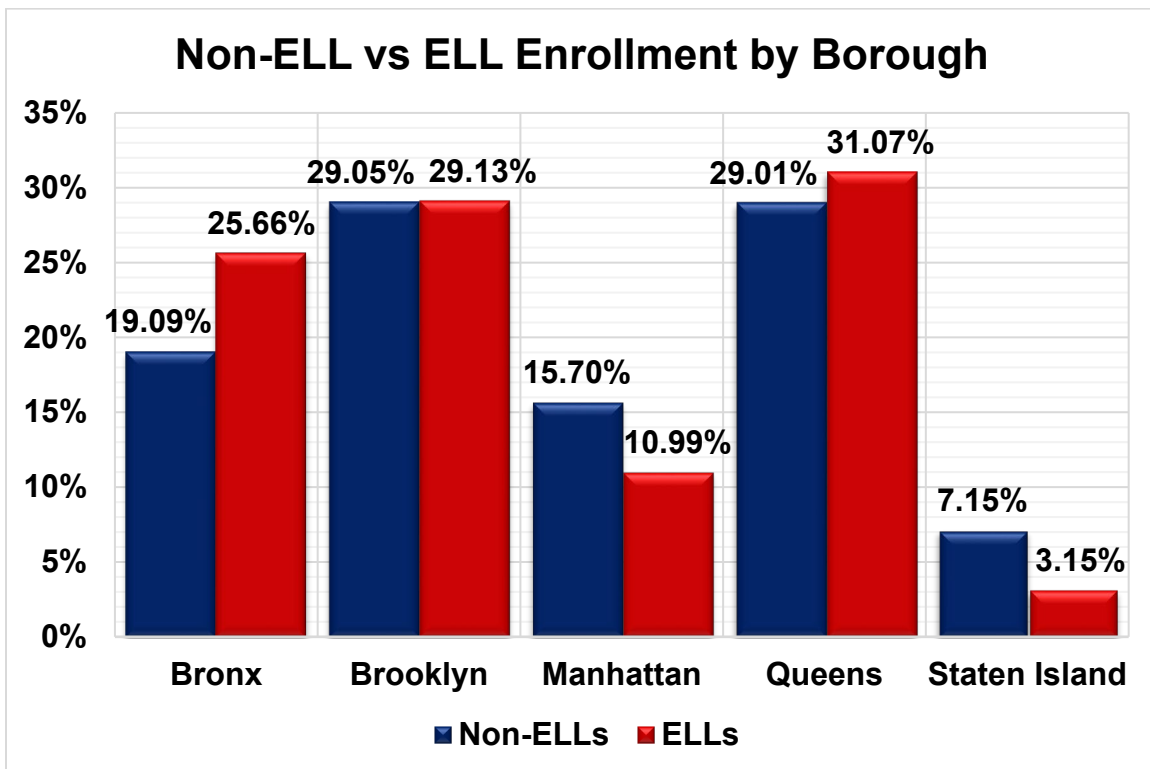


Rank	Home Language	Total Students (Number)	Total Students (Percent)
1	English	522,242	57.36%
2	Spanish	212,227	23.31%
3	Chinese	63,085	6.93%
4	Bengali	21,456	2.36%
5	Arabic	16,171	1.78%
No Rank	Other (172)	75,269	8.27%
Total	All Home Languages	910,450	100.00%

¹⁸ Henceforth, "Other" includes students whose home language is unknown and student does not speak.

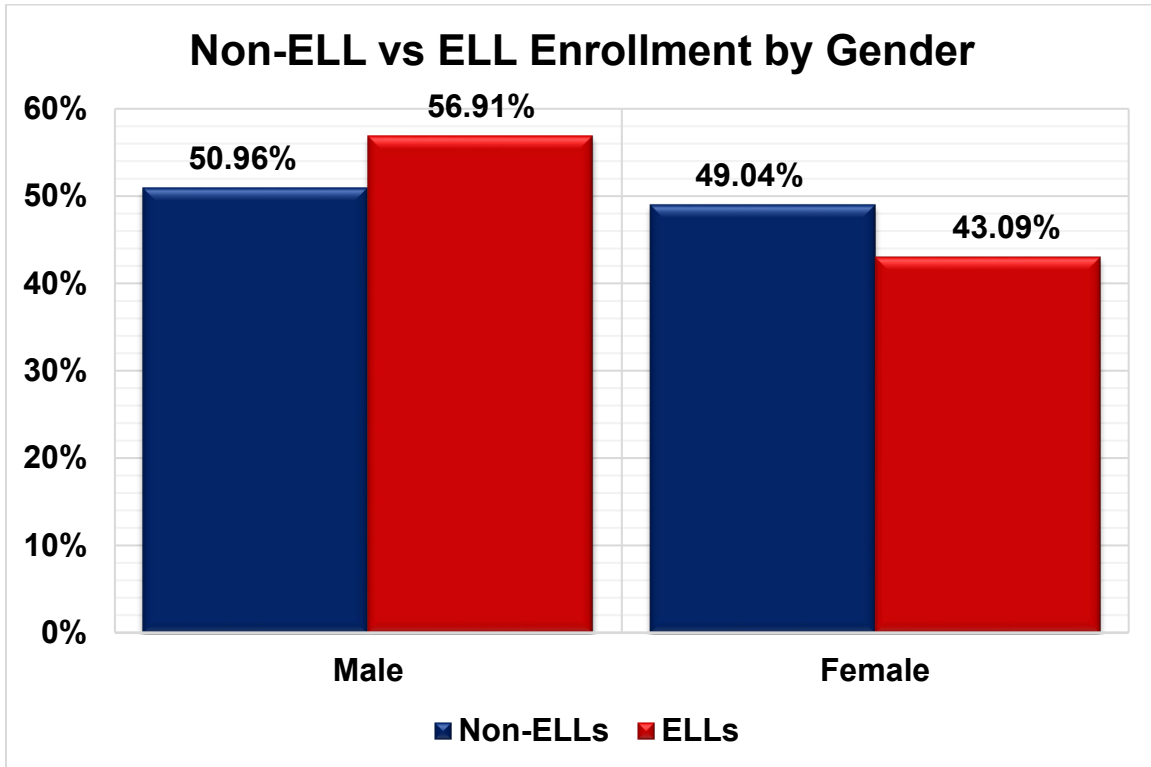
Non-ELLs and ELLs within the NYC DOE Student Population

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 slightly more than 2.00%. In Queens, Non-ELLs accounted for 29.01% of the Non-ELL population, while ELLs accounted for 31.07% of the ELL population. Brooklyn nearly represented equal proportions of both Non-ELLs and ELLs at 29.05% and 29.13%, respectively. The Bronx displayed the largest difference of over 6.5% represented by Non-ELLs at 19.09% and ELLs at 25.66%. Conversely, Manhattan and Staten Island exhibited at least a 4% larger proportion of Non-ELLs than ELLs with Manhattan represented by 15.70% Non-ELLs and 10.99% ELLs, and Staten Island was 7.15% Non-ELLs and 3.15% ELLs.



Non-ELLs and ELLs by Gender

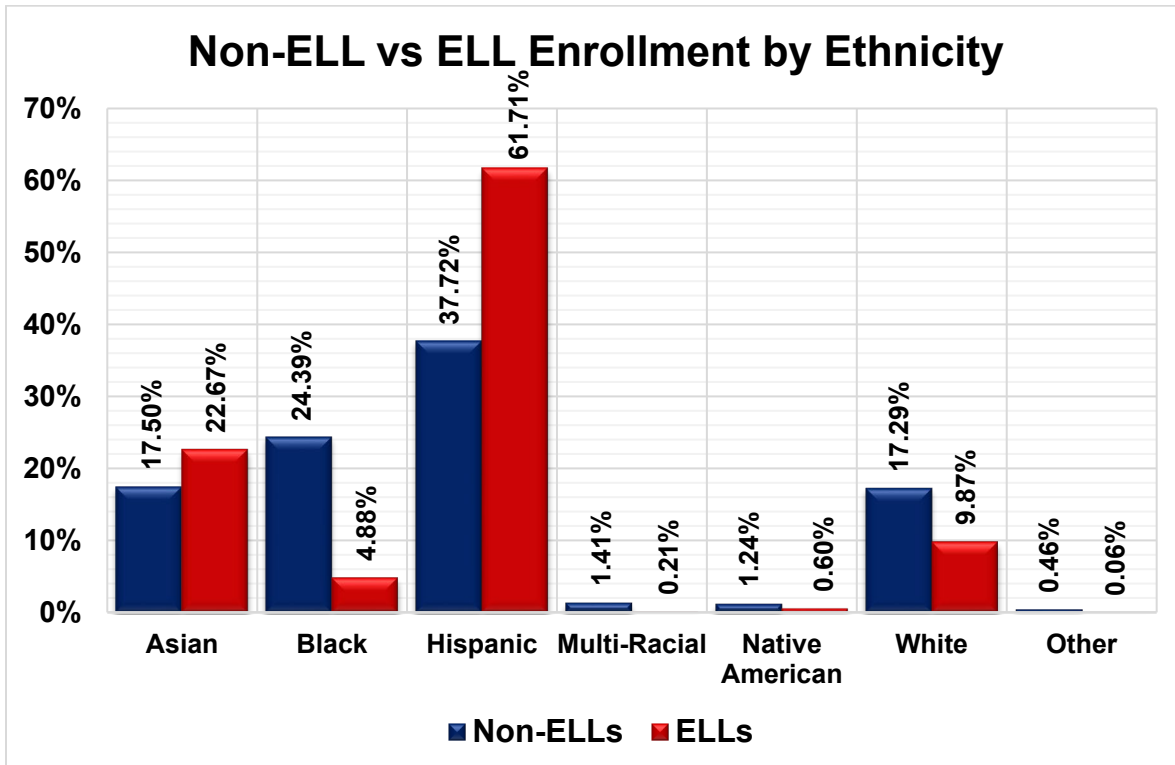
As of the end of October 2019, 132,342 students were identified as ELLs, with males (56.91%) outnumbering females (43.09%). The over 13% difference between genders in ELLs is significantly higher than that of the difference between genders among Non-ELLs, which showed males (50.96%) less than 2% higher than females (49.04%). ELLs accounted for 14.54% of the entire NYC DOE student population.



Non-ELLs and ELLs by Ethnicity

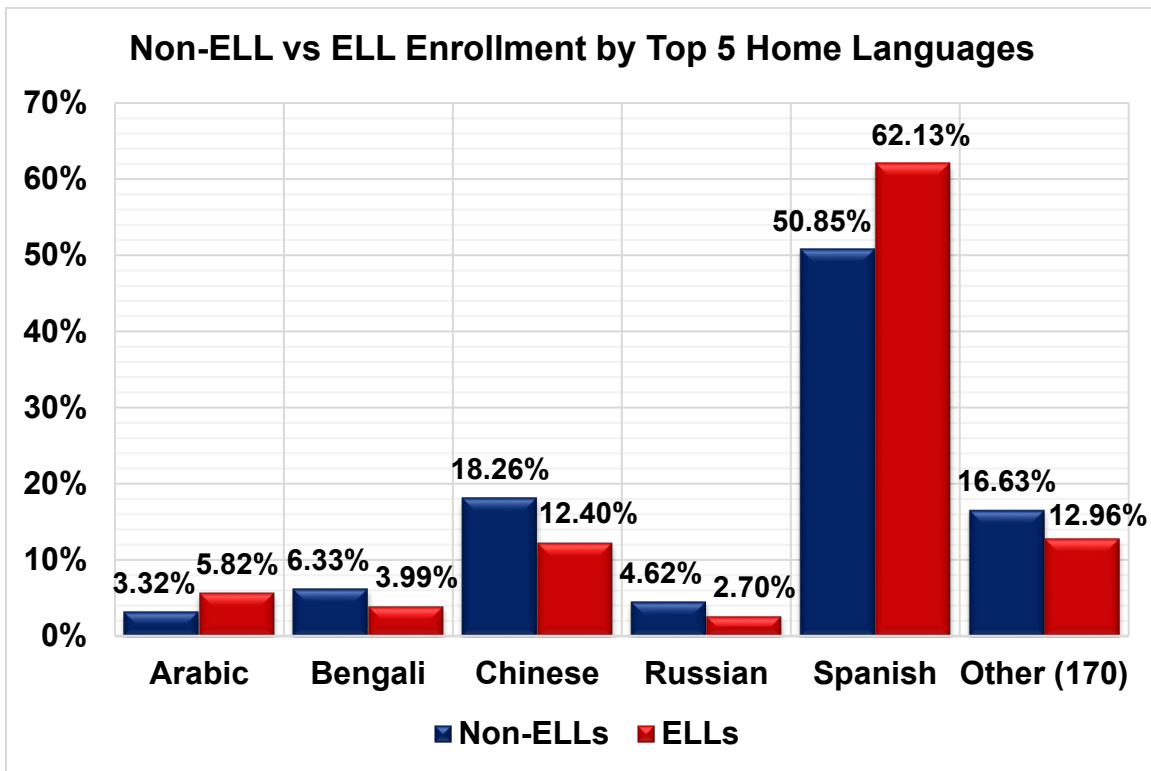
Since the Non-ELL population is significantly larger than the ELL population and accounted for the majority of students in the NYC DOE, it is not surprising that the ethnic pattern is somewhat similar to that of the NYC DOE population.

When comparing the ethnicity between Non-ELLs and the ELLs, the data shows that Black (24.39% Non-ELLs; 4.88% ELLs) and White (17.29% Non-ELLs; 9.87% ELLs) students are represented more in the Non-ELL population rather than the ELL population. On the other hand, Hispanic (37.72% Non-ELLs; 61.71% ELLs) and Asian (17.50% Non-ELLs; 22.67% 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 5.82% of the ELL population, but for the Non-ELL population they ranked fifth at 3.32% 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 New York Stat Commissioner's Regulation (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 English language proficiency 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 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.