

New York City's English Language Learners: Demographics and Performance

New York City Department of Education
Office of English Language Learners
Summer 2007

**City of New York
Department of Education**

Joel I. Klein
Chancellor

Dr. Marcia Lyles
Deputy Chancellor for Teaching and Learning

Maria Santos
Executive Director, Office of English Language Learners

Acknowledgements

The Division of Assessment and Accountability (DAA), the Division of Information and Instructional Technology (DIIT), and the Office of English Language Learners (ELLs) compiled the data and provided technical expertise and assistance with analysis. The Office of ELLs is indebted to Nick Pandey for verifying the data and Alice Goodman-Shah for analyzing and presenting the data and writing the report.

Introduction.....	3
Who are our English Language Learners?.....	4
ELL Instruction and Program Participation.....	6
ELL Subpopulations.....	8
How are ELLs performing on.....	14
New York State English as a Second Language Achievement Test (NYSESLAT)?	14
The New York State ELA Test for Grades 4, 8 and 3-8	15
The State Mathematics for Grades 4, 8 and 3-8	19
The Regents ELA and Mathematics Exams?	23
ELL graduation and dropout rates.....	26
Appendix.....	27

Introduction

English Language Learners (ELLs) are students who come from homes where a language other than English is spoken, and who score below a state-designated proficiency level on a test of English language skills. When parents enroll their child in the New York City school system, they are given a Home Language Identification Survey to establish their child's home language. If answers on this survey indicate that a language other than English is spoken at home, their child is administered a Language Assessment Battery-Revised (LAB-R) test to establish English proficiency. Those students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Parents are then notified of their child's eligibility, and are asked to select the ELL program in which they would like their child enrolled. Based on parent choice and program availability, ELLs are placed in a Transitional Bilingual Education (TBE), Dual Language, or English as a Second Language (ESL) program. Also, each Spring all K-12 ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to monitor their English language development skills. NYSESLAT results are used to determine continuing eligibility for ELL services for the following school year.

Demographic Data: Enrollment center and school staff are in charge of appropriately identifying students who are eligible and entitled to ELL services—what we refer to in this report as *current ELLs*. The population of current ELLs is much smaller than the number of students who speak a language other than English at home, currently reported from the HLIS to be 441,581 (42.2%) of the student population. Some students with a non-English home language are proficient in English when they come into the school system while others are ELLs that have reached proficiency, referred to as *former ELLs*. Most former ELLs transition to monolingual English classes although some opt to remain in a TBE or Dual Language program; however, they are still designated as English proficient students.

Schools report student-level data for students identified as current ELLs, which is then compiled by the Division of Information and Instructional Technology (DIIT) on the last day of October using the Automate the Schools' (ATS) Bilingual Education Student Information Survey (BESIS). This data is reviewed and confirmed throughout the year to strengthen its reliability and make ELL funding more responsive to the schools with changing ELL populations. The 2006-07 BESIS data in this report is from October 2006 and has been reviewed, cleaned, revised and confirmed by regional leaders during the winter months. It is important to note that current ELLs are a distinct public school student population (13.4%) and should not be used as a proxy for immigrant students or all ELLs (current and former).

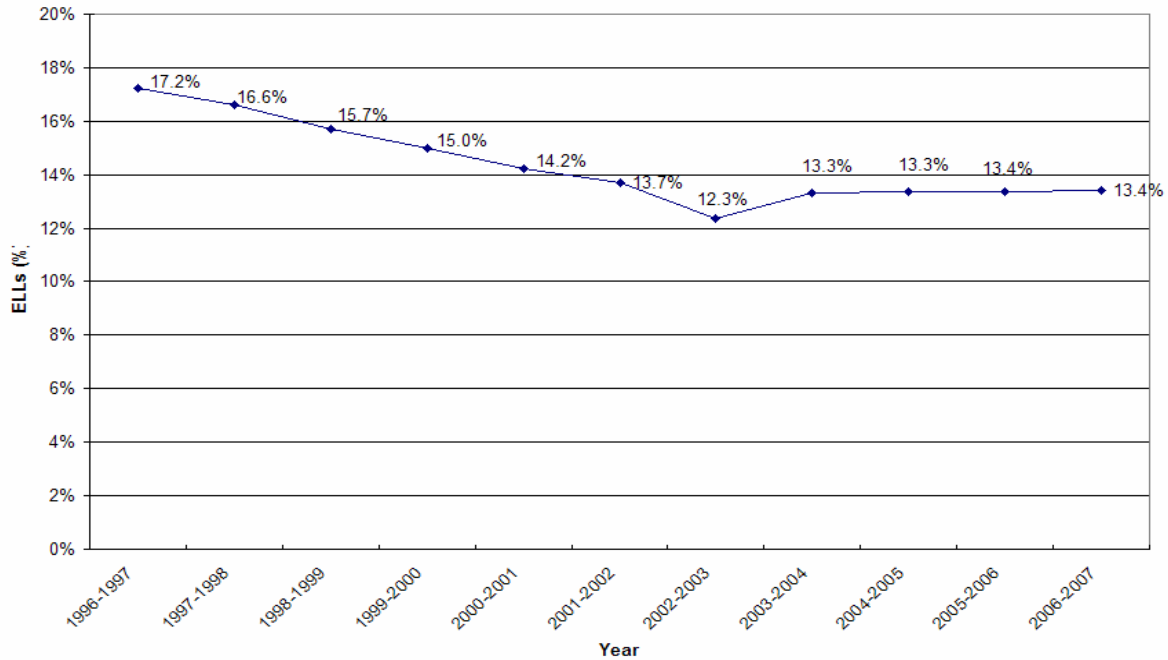
Performance Data: Performance data originates from the New York State Education Department and is disaggregated for the ELL subpopulation by analysts within the Division of Assessment and Accountability. Major reports on state test results only compare the performance of student groups year to year as opposed to the progress of individual students over time. The data reported here is cross-sectional, not longitudinal, and covers the testing period since *Children First* reforms. Test changes based on evolving federal and state laws (e.g., No Child Left Behind) and local reforms (*Children First*) make drawing valid conclusions on performance across time challenging. Also, most performance data is limited to the current ELL subgroup—a group whose test scores are disproportionately driven down by low-performing early entrants and high performers exiting as they reach English proficiency. Again, this makes conclusions about progress over time complex.

Graphs presented here are sourced and dated. The population of ELLs often varies for each data set not only because differing policies apply to each test, but also because ELLs may enter and exit the school system at any time during the school year. The narrative describes populations and conditions as accurately as possible based on the available data.

Who are our English Language Learners?

Chart 1. ELLs as a Share of the NYC Student Population, 1996-2007

Source: BESIS (ATS) and Official Audited October 31st Register, 1996-2007.



English Language Learners (ELLs) are students who come from homes where a language other than English is spoken, and who score below a state-designated proficiency level on a test of English language skills. Currently, 139,842 students are designated as ELLs in New York City, making up about 13.4% of the City’s public school student population. While the number of ELLs in New York City has steadily decreased over the last four years (by 4,703), the size of the ELL population as a share of the entire student population remains stable. (Chart 1). Also, the City’s

public school ELL population makes up three-fourths of New York State’s total public school ELL population.

Chart 2. ELLs by Borough, 2006-07

Source: BESIS (ATS) and Official Audited October 31st Register (DIIT), 2006-07

Borough	Number	Share of Student Pop. (%)
Bronx	35,521	16.0
Manhattan	25,833	15.8
Queens	39,165	14.2
Brooklyn	35,992	11.2
Staten Island	3,331	5.5

Out of the five boroughs of New York City, the Bronx has the highest concentration of ELLs in the student population (16%). In other words, nearly one out of every six students in the Bronx is an ELL, despite Queens having the largest number of ELLs in the city

(39,165). The borough with the fewest and lowest share of ELLs in the student population is Staten Island, where only about one out of every 20 students is an ELL.

Fifty-seven percent of ELLs are in elementary school (K-5), 17% are in the middle schools, and 26% are in high school. ELL grade distributions show that current ELLs are most populous in the early elementary (1, K and 2, respectively) and early high school (9 and 10) grades—common entry points for new ELLs. Although the overall number of ELLs has decreased slightly in the last four years, the number of third and fourth grade ELLs are at a four-year high while seventh, eighth and twelfth-grade ELL numbers are at a four-year low (see Appendix 1).

Chart 3. ELLs by Grade, 2006-07
Source: BESIS, 2006-07

Grade	Number	Distribution Among ELL Pop. (%)
K	15,788	11.3
1	16,614	11.9
2	14,479	10.4
3	13,066	9.3
4	11,176	8.0
5	8,934	6.4
6	7,744	5.5
7	7,603	5.4
8	8,599	6.1
9	13,407	9.6
10	12,936	9.3
11	5,938	4.2
12	3,558	2.5

Chart 4. Top Languages Among ELLs, 2006-07
Source: BESIS, 2006-07; * Other represents 141 languages

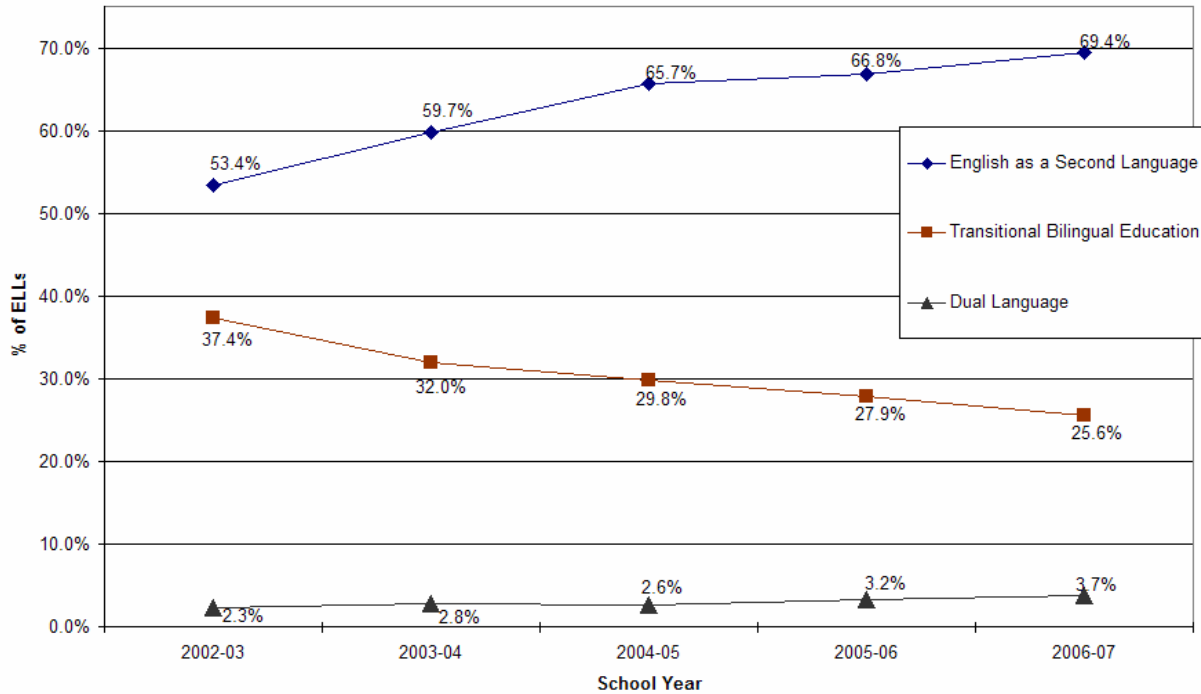
Language	Number	Share of ELL Pop. (%)
Spanish	94571	67.6
Chinese	15512	11.1
Other*	7882	5.6
Bengali	3816	2.7
Arabic	3439	2.5
Haitian Creole	2912	2.1
Russian	2754	2.0
Urdu	2672	1.9
French	1575	1.1
Korean	1331	1.0
Albanian	1290	0.9
Polish	1078	0.8
Punjabi	1010	0.7

Spanish is the home language for a majority (67.6%) of all current ELLs. Slightly more than 11% of current ELLs speak Chinese at home. Arabic, Bengali, Haitian Creole, and Russian are each spoken by between 2.0-2.7% of ELLs. About 5.6% (7,882) of ELLs speak a language other than one of the predominate twelve languages. Within this category, there are more than 141 languages represented. Predominate language groups have remained relatively stable over the last four years (see Appendix 2) with small but steady gains among Arabic and Bengali ELLs. Concentrations of language groups among ELLs, by district, are provided in Appendix 3.

ELL Instruction and Program Participation

Chart 5. Percent of ELLs by Program Enrollment, 2002-2007

Source: BESIS (ATS), 2002-2007. Note: Due to the implementation of a comprehensive data review process since 2005, this year only 1% of ELLs were partially served or have incomplete information.



Almost 70% of all current ELLs are in English as a Second Language (ESL) programs, showing a steady increase from a little more than half in 2002. Nearly 26% are in Transitional Bilingual Education (TBE) programs (a steady decrease from 37% in 2002). Almost 4% of ELLs are served in Dual Language programs, up from 2% in 2002.

Chart 6. ELL Program Distribution by Borough, 2006-07

Source: BESIS (ATS), 2006-07

Borough	ESL (n=97,054) (%)	TBE (n=35,748) (%)	DL (n=5,203) (%)
Brooklyn	28.0	20.5	18.5
Bronx	22.4	34.4	19.1
Manhattan	14.8	24.8	45.4
Staten Island	3.1	0.6	1.4
Queens	31.8	19.8	15.6

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

level reflects the limited number of Dual Language programs in middle and high school (Chart 7). Efforts to offer more Dual Language programs at the secondary school level are managed by a Middle School Dual Language task force, which formulates Dual Language program design guidelines and standards for secondary programs. There are a combined

429 TBE and Dual Language programs (both considered to be bilingual programs) in City schools taught in nine home languages (Chart 8). ESL programs operate in a majority of City schools.

Chart 7. Distribution of the Share of ELLs in each Program by School Level, 2006-07

Source: BESIS (ATS), 2006-07

School Level	ESL (n=97,054) (%)	TBE (n=35,748) (%)	DL (n=5,203) (%)	All Programs (n=139,842) (%)
Elementary	60.5	43.7	93.4	57.2
Middle	17.0	19.5	3.8	17.1
High	22.5	36.8	2.7	25.6

Chart 8. Number of Programs by Language

Source: BESIS (ATS), 2006-07 and Dual Language Directory, 2006-07; *Notes: 1,394 is the number of schools reporting at least 1 ELL in ESL.

English as a Second Language*	
ENGLISH	1,394
Transitional Bilingual Education (363)	
SPANISH	313
CHINESE, ANY	34
HAITIAN CREOLE	7
YIDDISH	3
KOREAN	2
ARABIC	1
FRENCH	1
POLISH	1
RUSSIAN	1
Dual Language (66)	
SPANISH	60
CHINESE, ANY	3
HAITIAN CREOLE	1
KOREAN	1
RUSSIAN	1

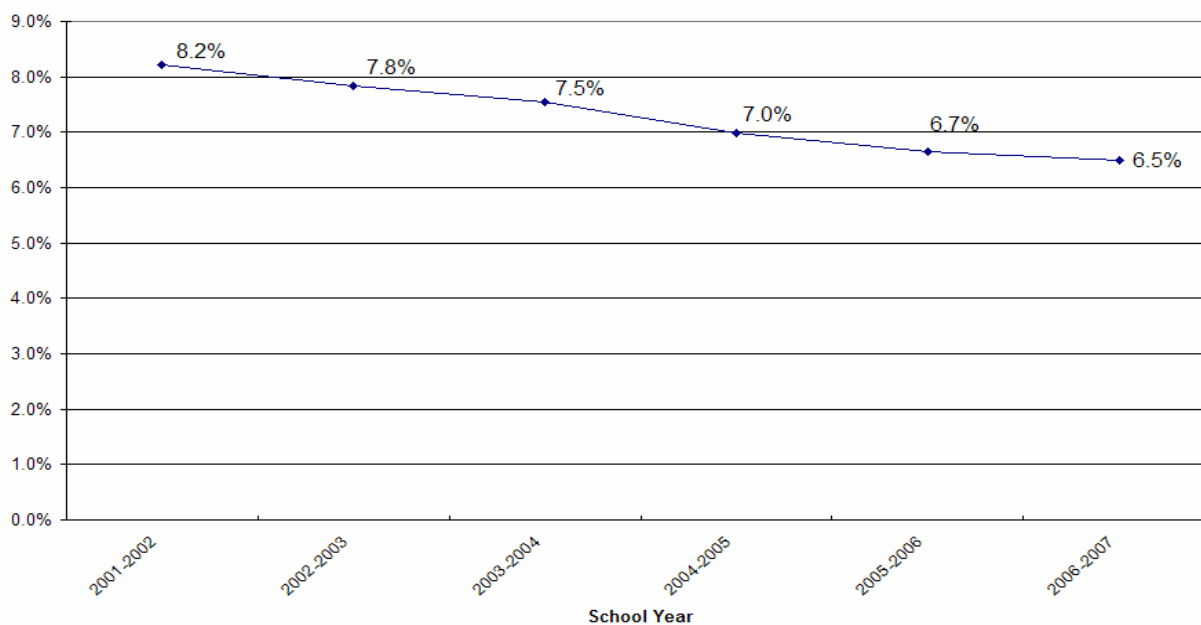
ELL Subpopulations

Immigrants

A high quality education includes recognizing and fostering the unique contributions of different languages and cultures from all students—especially students who are new to our country (51.7% of current ELLs are foreign born), or who have families from other countries (42.2% percent of all

Chart 9. New Immigrants as a Share of Student Population, 2001-2007

Source: Official Audited October 31st Register (DIIT) and Immigrant Survey (ATS), 2001-2007.



City students report speaking a language other than English at home). The Office of ELLs provides outreach to immigrants and their families not only through ELL services, but also by

Chart 10. New Immigrants by Borough, 2006-07

Source: Immigrant Survey (ATS), 2006-07; n=67,561

Borough	Number	Share of Student Pop. (%)
Queens	23,536	8.6
Brooklyn	20,516	6.4
Manhattan	9,639	5.9
Bronx	12,219	5.5
Staten Island	1,651	2.7

providing access to language-specific resources and programming in schools, districts, and through our website.

The data shown here is from ATS's Immigrant Survey, which specifically reports data on students who are new immigrants. Since 2001, new immigrants as a share of the student population have steadily decreased to 6.5% (Chart 9), with a total number of

67,561 new immigrant students in City schools this year. Queens and Brooklyn have the highest numbers of new immigrant students among the five boroughs, as well as having the highest percentage of immigrants among the student population (Chart 10). For instance, in Queens, almost one out of every twelve students is a new immigrant.

The notable differences between ELL and new immigrant demographic patterns highlight both the influence of native born ELLs (48.3%) and the fact that not all new immigrants need to learn English. Notice that, while it is more likely to find new immigrant students in Queens and Brooklyn, more current ELLs are concentrated in the student population in the Bronx and Manhattan.

Also, while generally new immigrants are clustered, like ELLs, at early elementary and high school grades, they are far more prevalent in the 10th and 9th grade, respectively. This is in keeping with nativity data that show that, although native and foreign born ELLs are almost equally split overall (48.3% and 51.7% respectively), more than 75% of high school ELLs are foreign born.

Special Education ELLs

In New York City (NYC) schools, about 12% (18,600) of students who receive some type of special education service are also ELLs. These students receive support services which not only address their disabilities in the appropriate service language but also reflect their individual needs.

For students identified as ELLs based on LAB-R or NYSESLAT scores, an Individualized Education Program (IEP) team determines eligibility for special education services and, if eligible, the language in which the special education service is delivered. The IEP's determination may include bilingual services; monolingual services with ESL; or, monolingual services without ESL. The language service option chosen must reflect the needs of the individual student, and may not

Chart 11. New Immigrants by Grade, 2006-07

Source: Immigrant Survey (ATS)

Grade	Number	Distribution among New Immigrant Pop. (%)
pK	2251	3.3
K	4846	7.2
1	6440	9.5
2	4991	7.4
3	3985	5.9
4	3882	5.7
5	3960	5.9
6	4060	6.0
7	4514	6.7
8	4948	7.3
9	8008	11.9
10	8679	12.8
11	4259	6.3
12	2738	4.1

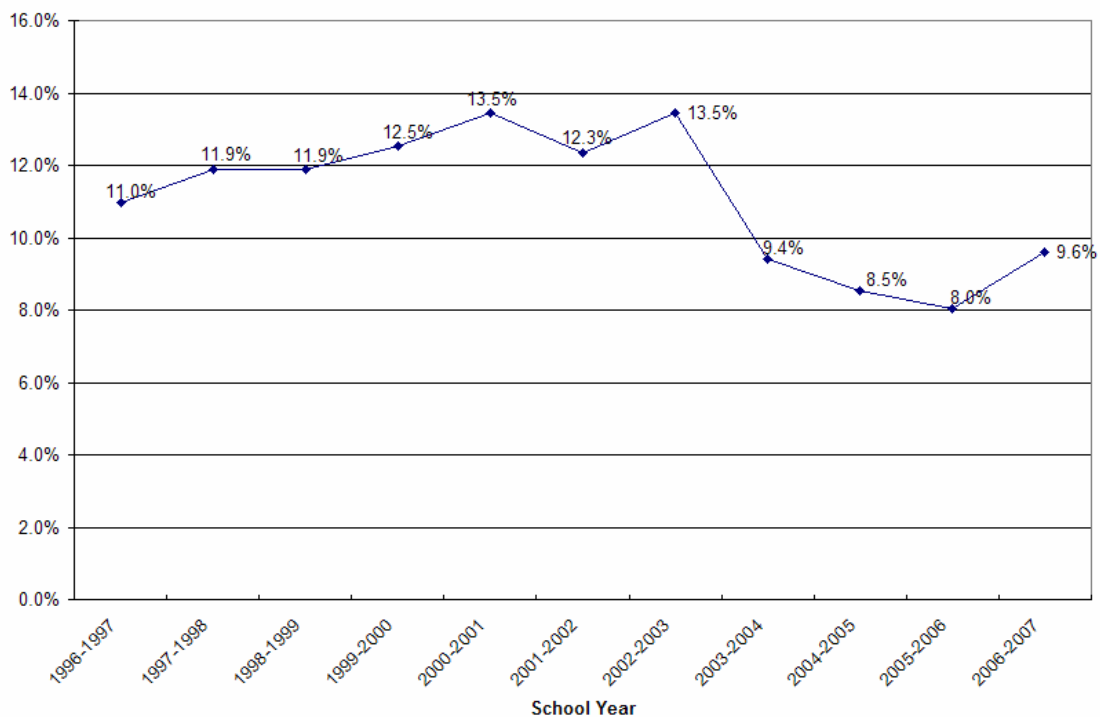
be selected on the basis of personnel, programs, or financial resources.

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

Special Education data from the BESIS only captures ELLs who are in collaborative team teaching classes or self-contained special classes (13,420 students). It does not capture ELLs who receive related services only or Special Education Teacher Support Services (5,180 students). The population of Special Education ELLs that BESIS does capture shows that, since 1996, Special Education ELLs have decreased slightly as a share of the ELL population. (Chart 12).

Chart 12. Special Education ELLs as a Share of the ELL Population, 1996-2007

Source: BESIS (ATS), 1996-2007. Note: BESIS includes ELLs in collaborative team teaching or self-contained special classes only (n=13,420 in 2007).



In Special Education services captured by BESIS, this include almost one in ten ELLs on average citywide. In Staten Island, it's about one out of every seven ELLs, even though the Bronx has the highest number of Special Education ELLs (Chart 13). While Special Education ELLs recorded in the BESIS are represented in all grades, they appear in higher numbers in grades 2-4 (Chart 14).

However, as a share of the ELL population, Special Education ELLs counted in the BESIS represent a larger share of grades 5 (14.1%), 6 (13.4%) and 12 (21.4%).

High incidence languages among Special Education ELLs in the BESIS reflect the predominate languages of the larger ELL population (with the addition of Yiddish). The majority (77.2%) speak Spanish.

Chart 13. Special Education ELLs by Borough, 2006-07

Source: BESIS (ATS), 2006-07; n=13,420

Borough	Number	Share of ELL Pop. (%)
Staten Island	471	14.1
Bronx	4,241	11.9
Brooklyn	3,297	9.2
Manhattan	2,167	8.4
Queens	3,244	8.3

Chart 14. Special Education ELLs by Grade, 2006-07

Source: BESIS (ATS), 2006-07; n=13,420

Grade	Number	Distribution among Special Ed. ELL Pop. (%)	Share of ELL Student Population (%)
K	1,102	8.2	7.0
1	1,188	8.9	7.2
2	1,388	10.3	9.6
3	1,376	10.3	10.5
4	1,375	10.2	12.3
5	1,262	9.4	14.1
6	1,041	7.8	13.4
7	850	6.3	11.2
8	811	6.0	9.4
9	1,115	8.3	8.3
10	726	5.4	5.6
11	429	3.2	7.2
12	757	5.6	21.3

Students with Interrupted Formal Education (SIFE) (and Long-Term ELLs)

The New York State Education Department defines Students with Interrupted Formal Education—or SIFE—as those students who come from a home in which a language other than English is spoken or are immigrant students and enter a US school after grade 2; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language. Currently, about one out of every ten ELLs (15,203) in City schools has been identified as having interrupted formal education. Long-term ELLs, which make up about 12.8% of the total ELL population (17,864) are ELLs that have received more than six years of ELL services and continue to require language support. Both populations share a need to accelerate language development and content learning to meet state standards.

In November 2003, the Department of Education turned its attention to the oft-overlooked SIFE population to inform statewide policy and promote innovative instructional approaches. Since the 2004-05 school year, the Office of ELLs has dedicated more than \$3 million dollars annually in grant funding to schools with large SIFE populations. In 2006-07, 44 schools received funding to create exemplary programs while participating in networking opportunities, professional development, parent outreach and resource development. Based on research findings from the City University of New York on SIFE characteristics and academic needs, the SIFE Initiative expanded to include Long-term ELLs as well, recognizing the shared needs of both populations.

Chart 15. SIFE as Share of ELL Population, 2001-07

Source: BESIS (ATS), 2001-07. Note: SIFE calculation includes new and existing

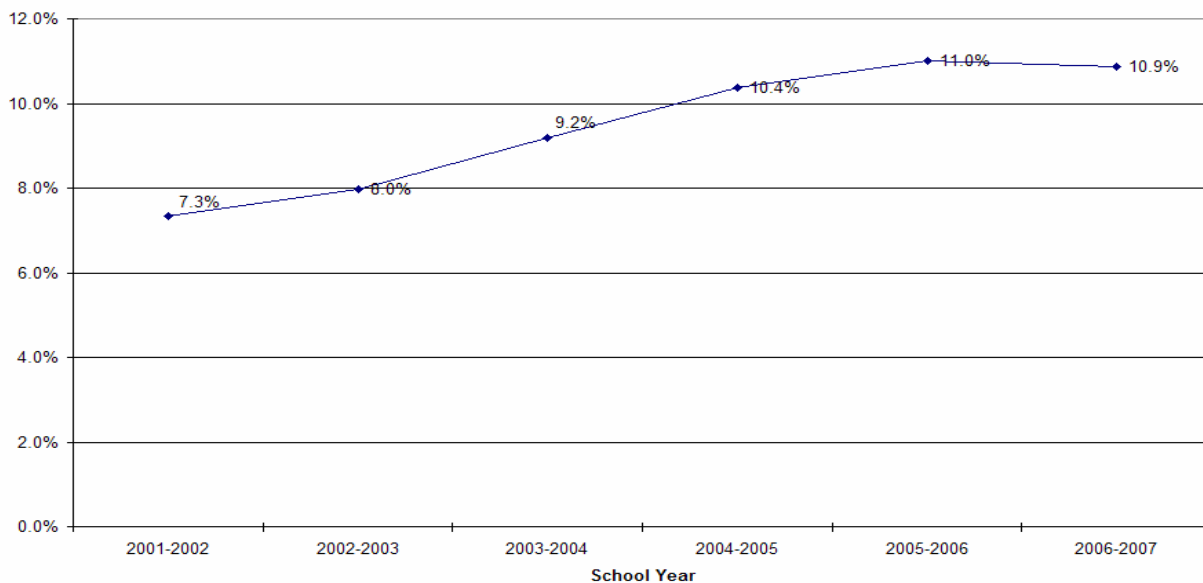


Chart 15 shows that new and existing SIFE as a share of the ELL population has risen overall across the last six years. Of new SIFE (4,700) identified in 2006-07, most are evenly distributed among the four major boroughs, with Manhattan having the highest share among the ELL population (Chart 16).

Chart 16. New SIFE by Borough, 2006-07

Source: BESIS (ATS), 2006-07; n=4,700

Borough	Number	Share of ELL Pop. (%)
Manhattan	1,286	5.0
Brooklyn	1,276	3.5
Bronx	1,171	3.3
Queens	915	2.3
Staten Island	52	1.6

About 55% of new SIFE this year entered our schools in grades 3-8, while 45% entered in high school. However, the highest number of new SIFE entered in grades 9 and 10 (Chart 17), demonstrating the necessity of strong high school language and academic supports to prepare these students for graduation requirements.

Chart 17. New SIFE by Grade, 2006-07

Source: BESIS (ATS), 2006-07; n=13,420

Grade	Number	Distribution among New SIFE (%)	Share of ELL Student Population (%)
3	388	8.3	3.0
4	395	8.4	3.5
5	415	8.8	4.6
6	410	8.7	5.3
7	435	9.3	5.7
8	560	11.9	6.5
9	967	20.6	7.2
10	864	18.4	6.7
11	200	4.3	3.4
12	66	1.4	1.9

High incidence languages among new SIFE tend to reflect the predominate languages of the current ELL population with the addition of Tibetan and Fulani (a language spoken in West Africa). Most new SIFE (59%) speak Spanish at home, followed by Chinese (12%) and Arabic (5.7%).

How are ELLs performing on...

The NYSESLAT?

The New York State Education Department introduced the New York State English as a Second Language Achievement Test (NYSESLAT) in 2003 as an alternate test for English Language Learners (ELLs) under No Child Left Behind (NCLB). The NYSESLAT serves as an alternate assessment of English language proficiency for students not yet ready for standardized English Language Arts (ELA) tests. It assesses English language development skills in listening, speaking, reading and writing and is administered each Spring to all ELLs. Test results determine continued ELL service eligibility. As mentioned before, ELLs who score at or above proficiency on the NYSESLAT are no longer eligible for ELL services the following school year, but may receive up to two years of extra language support, as needed, according to NCLB. Teachers also use NYSESLAT results to guide instruction and document the progress of each student's English language development. Since 2003, the percentage of ELLs scoring at proficiency has steadily increased each year (see Chart 18). However, it should be noted that the test has been refined each year.

Chart 18. NYSESLAT Proficiency Rates, 2003-06

Source: ATS, 2003-06; Note: These numbers represent different ELL cohorts. In addition, the assessments have changed during these testing cycles.)

Year	Percentage of ELLs Reaching Proficiency
2003	3.7%
2004	12.0%
2005	14.4%
2006	16.7%

An overall view of the distribution of test takers in each grade since 2003 parallels the overall distribution of ELLs by grade (see Appendix 1), showing that a larger share of students who take the NYSESLAT are clustered in the early grades (K-3) and at the start of high school—common entry points for new ELLs.

The New York State ELA Test for Grades 4, 8 and 3-8

The English Language Arts (ELA) test for grades 3-8 measures students’ reading, listening and writing abilities in English. The test, administered each January, is based on New York State Learning Standards—or what students should know and be able to do in English language arts at their grade level. In 2005-2006, the New York State Education Department expanded the ELA testing programs to Grades 3-8. Previously, State tests were administered in Grades 4 and 8 and citywide tests were administered in Grades 3, 5, 6, and 7. While State tests for Grades 3-8 include both multiple-choice and extended response questions, citywide tests were composed of multiple-choice questions only. In order to provide a thorough discussion of State ELA performance results, this report includes comparisons of ELLs and English proficient students who met standards and those who struggled academically, over time, for grades 4, 8 and 3-8 combined. Results from grades 4 and 8 rely solely on State ELA test results, resulting in fewer reporting inconsistencies. Results for grades 3-8 include combined State and City scores, limiting how much can be inferred from the data.

Chart 19. ELA (3-8) ELL Test Takers, 1999-2007
 Source: DAA, 1999-2007; Note: In 2002, Grade 7 test scores were not released because they appeared inconsistent with other available information; In 2005-06, testing program was expanded; in 2006-07, previous exemption policy ended.

Year	Number
1999	29,171
2000	30,084
2001	29,689
2002	NA
2003	22,538
2004	27,760
2005	24,409
2006	24,349
2007	55,335

Also, before the 2006-07 school year, exemptions were allowed on the ELA exam. If an ELL was enrolled in an English Language School System (ELSS), (including US public school districts, charter schools or nonpublic schools) for less than three years; or, was in year four or five and qualified for a State Education Department approved Extension of Services, he or she qualified for an exemption from the test. Because of a

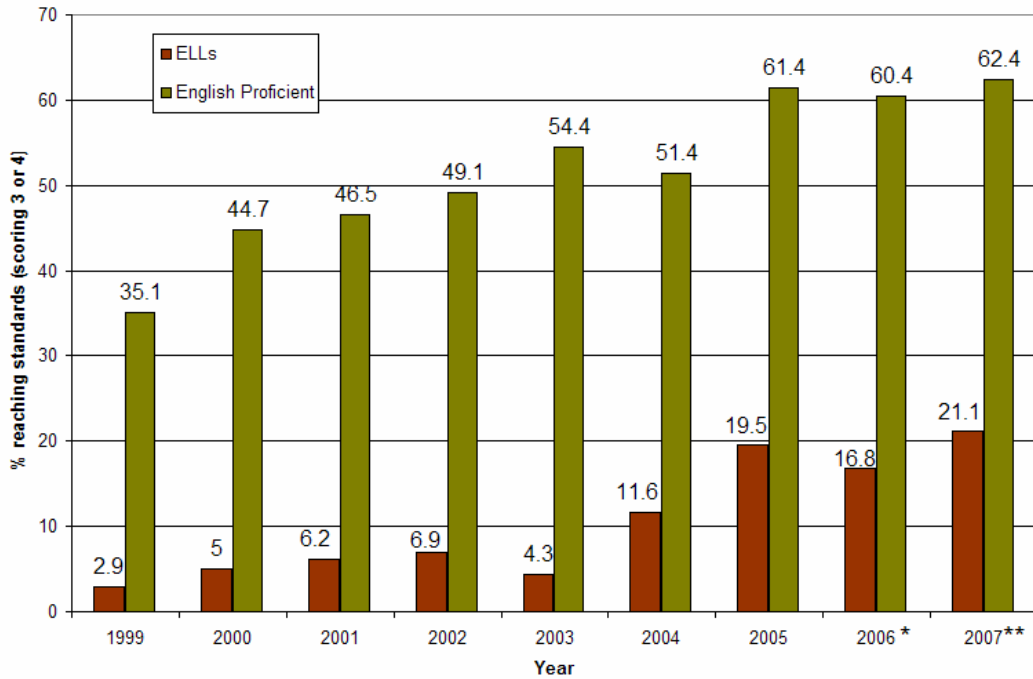
recent decision by the US Department of Education, all ELLs in grades 3-8 who have been in an ELSS school for one year or more must now take the ELA exam. This decision resulted in more than twice as many ELLs in New York City taking the ELA in January of 2007 than in the previous year (Chart 19).

Among fourth graders, the number of ELLs who were required to take the exam this year almost

quadrupled (from 2,938 in 2006 to 10,873 in 2007). However, the percentage of ELLs meeting learning standards rose 4.3 percentage points, from 16.8% to 21.1% (compared to 2.0 points for

Chart 20 . ELLs and English Proficient Students Achieving Learning Standards on the ELA (Grade 4), 1999-2007, Source: DAA, 1999-2007.

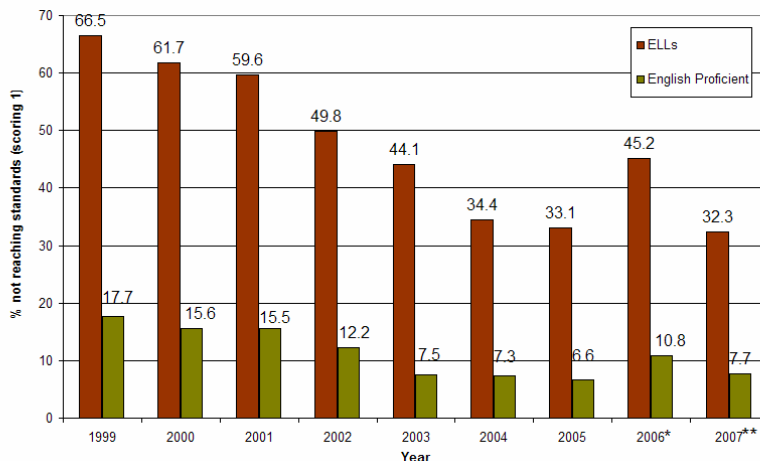
Notes: *In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text). **In 2006-07, ELL testing policy changed (see report text).



students who are proficient in English) (Chart 20). Overall, fourth-grade ELLs achieving learning standards have gained 16.8 percentage points since *Children First* reforms began in 2003. Also this

Chart 21. ELLs and English Proficient Students with Problems Meeting Learning Standards on the English Language Arts (Grade 4), 1999-2007, Source: DAA, 1999-2007.

Notes: *In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text). **In 2006-07, ELL testing policy changed (see report text).

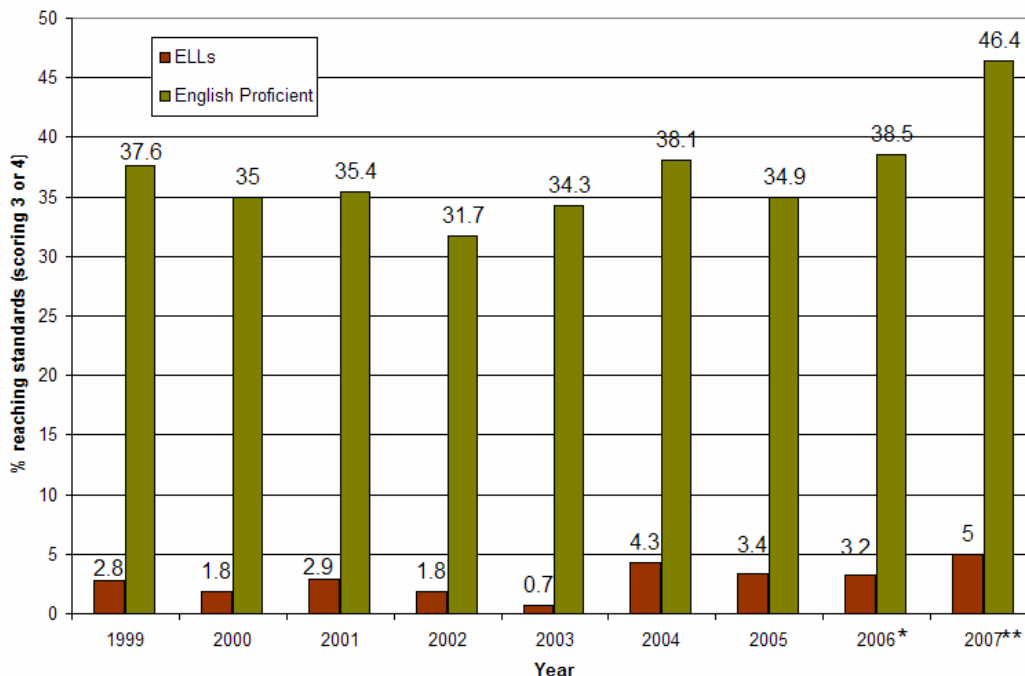


year, the percentage of ELLs scoring at Level 1 fell 12.9 points, from 45.2% to 32.3% (Chart 21), with only an 11.8 point decrease since 2003 reforms, but adding to a larger, more dramatic decrease of 34.2 percentage points since 1999.

Among eighth grade ELLs, less than twice as

Chart 22 . ELLs and English Proficient Students Achieving Learning Standards on the ELA (Grade 8), 1999-2007, Source: DAA, 1999-2007.

Notes: *In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text). **In 2006-07, ELL testing policy changed (see report text).



many ELLs took the exam in 2007 (8,236) compared to 2006 (4,924). Unlike fourth grade ELLs, those meeting learning standards in grade 8 made only slight gains, both in the last year and since 2003. Last year ELLs achieving learning standards rose 1.8 points, from 3.27% to 5.0% (compared to 7.9 percentage points for students proficient in English) (Chart 22). Eighth-grade ELLs have gained only 4.3 percentage points since the beginning of *Children First* reforms, compared with a 12.1 point gain by their English proficient counterparts. This year, the percentage of low scoring ELLs fell 10 points, from 50.2% to 40.2% (Chart 23), contributing to an overall 16.8% decrease since 2003 reforms. These results highlight the critical need for more language arts attention for middle school ELLs, especially given better performance rates among

Chart 23. ELLs and English Proficient Students with Problems Meeting Learning Standards on the English Language Arts (Grade 8), 1999-2007, Source: DAA, 1999-2007.

Notes: *In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text). **In 2006-07, ELL testing policy changed (see report text).

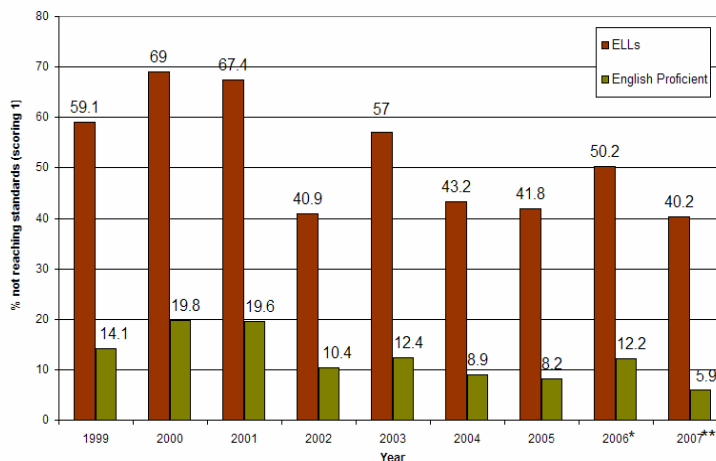
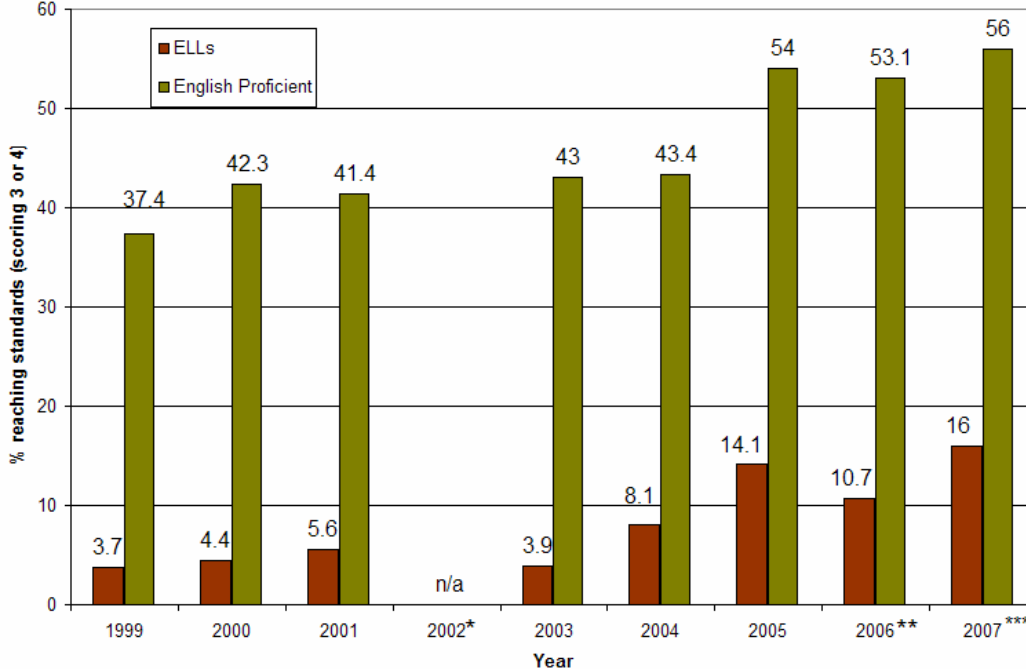


Chart 24. ELLs and English Proficient Students Achieving Learning Standards on the ELA (3-8), 1999-2007, Source: DAA, 1999-2007.

Notes: *In 2002, Grade 7 test scores not released because they appeared inconsistent with other available information. **In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text). ***In 2006-07, ELL testing policy changed (see report text).



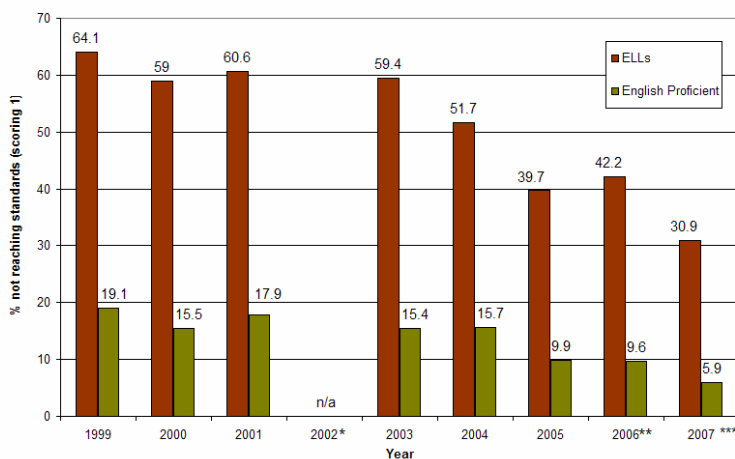
English proficient students, and ELLs in lower grades.

Despite the large increase in the numbers of ELLs in grades 3-8 taking the exam this year (Chart 19), the percentage of ELLs meeting learning standards rose 5.3 points, from 10.7% to 16% (compared to 2.9 points for students who are proficient in English) (Chart 24). Overall, ELLs

achieving learning standards have gained 12.1 points since reforms began in 2003. Also this year, the percentage of low scoring ELLs fell more than 11 points, from 42.2% to 30.9% (Chart 25), continuing a drop in low scorers, decreasing more dramatically overall since reforms began in 2003 (28.5 percentage points).

Chart 25. ELLs and English Proficient Students with Problems Meeting Learning Standards on the English Language Arts (3-8), 1999-2007, Source: DAA, 1999-2007.

Notes: *In 2002, Grade 7 test scores not released because they appeared inconsistent with other available information. **In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text). ***In 2006-07, ELL testing policy changed (see report text).



The New York State Mathematics Test for Grades 4, 8, and 3-8

The New York State Mathematics test for grades 3-8 tests students abilities to solve problems and to demonstrate an understanding of basic concepts and procedures. The test, administered each Spring, is based on New York State Learning Standards—or what students should know and be able to do in mathematics at their grade level. Testing accommodations for ELLs are permitted including extended time, separate testing locations, simultaneous use of English and alternative language editions, use of bilingual dictionaries/glossaries, oral translations for lower incidence languages, and written responses in the native language.

In 2005-2006, the New York State Education Department expanded the mathematics testing programs to Grades 3-8. Similar to the ELA, State tests were administered previously in Grades 4 and 8 and citywide tests were administered in Grades 3, 5, 6, and 7. While State tests for Grades 3-8 include both multiple-choice and extended response questions, citywide tests were composed of multiple-choice questions only. This report includes comparisons of ELLs and English proficient students, over time, who met standards and who struggled academically, in grades 4, 8 and 3-8 combined. Results from grades 4 and 8 rely solely on State ELA test results, resulting in fewer reporting inconsistencies. Results for grades 3-8 include combined State and City scores, limiting how much can be inferred from the data.

All ELLs in grades 3-8 are required to take the state mathematics test. (However, the number of test takers, grades 3-8, does not correspond directly with the number of ELLs counted in the BESIS mainly due to recent State policy clarifications on ELL identification and assessment

Chart 26. Math (3-8) ELL Test Takers, 1999-2007

Source: DAA, 1999-2007; Note: In 2005-06, testing program was expanded

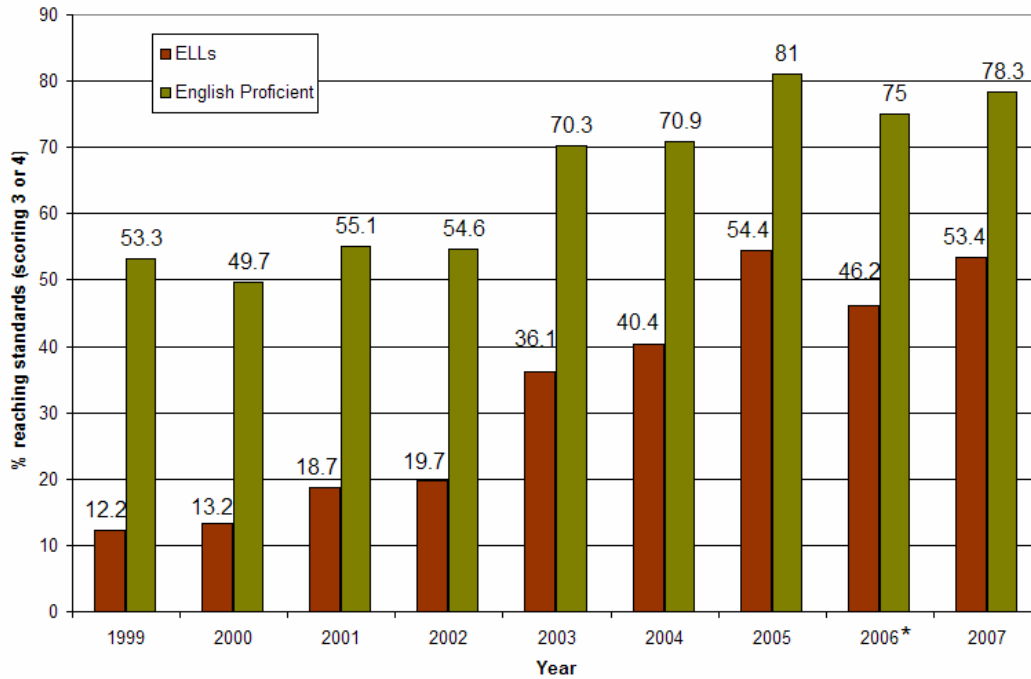
Year	Number
1999	42,468
2000	43,048
2001	41,712
2002	38,267
2003	46,879
2004	51,443
2005	56,986
2006	62,408
2007	62,410

eligibility, especially among students with IEPs.) The number of ELL test takers had steadily increased since 2003, when reforms began, before leveling off in 2006 (Chart 26).

This year, gains by ELLs meeting math standards in grade 4 surpassed their English proficient peers, rising 7.2 percentage points since

Chart 27 . ELLs and English Proficient Students Achieving Learning Standards on the State Mathematics Test (Grade 4), 1999–2007, Source: DAA, 1999–2007.

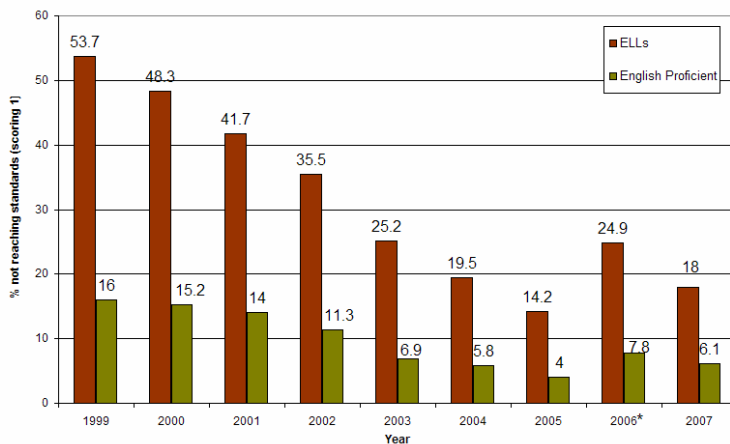
Notes: *In 2005–06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3–8 (see report text).



2006 (46.2% to 53.4%), compared to 3.3 points for English proficient students (75.0% to 78.3%) (Chart 27). This year’s increase continues a trend of overall gains among fourth graders, with the percentage of ELLs meeting standards increasing 17.3 percentage points since 2003 reforms began (although peaking, along with English proficient students, in 2005). This year, the percent of ELLs scoring at the lowest level dropped 6.9 percentage points, compared to a 1.7 point decline for

Chart 28. ELLs and English Proficient Students with Problems Meeting Learning Standards on the State Mathematics Test (Grade 4), 1999–2007, Source: DAA, 1999–2007.

Notes: *In 2005–06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3–8 (see report text).

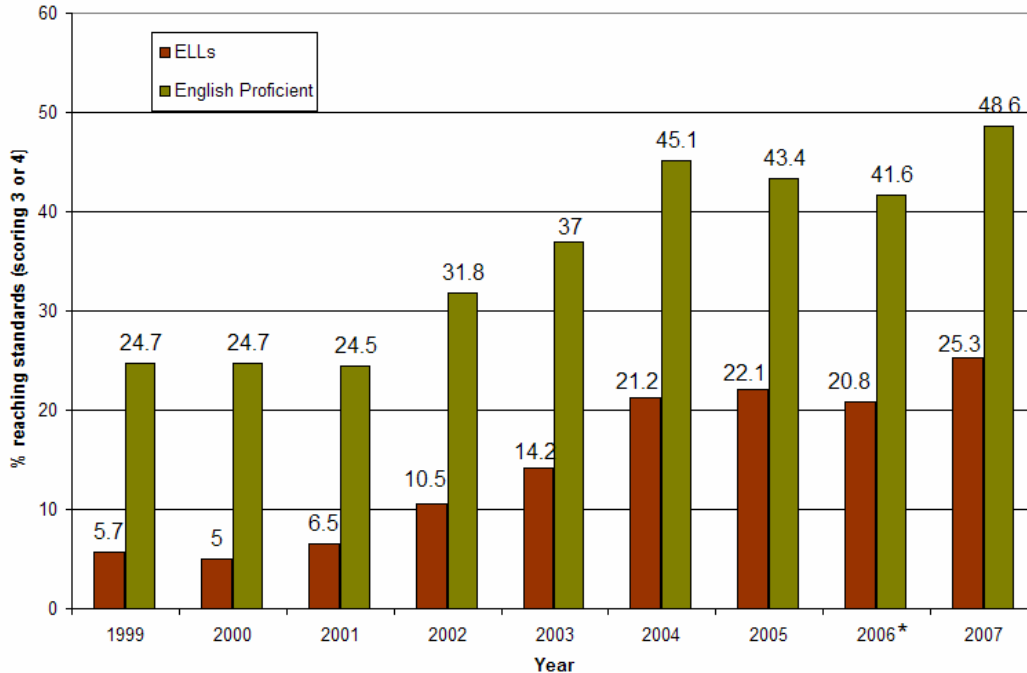


English proficient students (Chart 28). This continues an overall trend of fewer low performers among fourth graders since 1999 (a drop of 35.7 percentage points), with only modest drops since 2003 *Children First* reforms (7.2 points).

This year, gains by eighth-grade ELLs in meeting math standards fell short of those made by their English

Chart 29 . ELLs and English Proficient Students Achieving Learning Standards on the State Mathematics Test (Grade 8), 1999-2007, Source: DAA, 1999-2007.

Notes: *In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text).



proficient peers, rising only 4.5 percentage points since 2006 (20.8% to 25.3%), compared to 7.0 points for English proficient students (41.6% to 48.6%) (Chart 29). This year’s increase continues a modest trend of overall gains among eighth-grade ELLs, with the percentage of those meeting standards increasing 11.1 percentage points since 2003 reforms began (on par with English proficient eighth graders at 11.6). This year, the percentage of ELLs scoring at the lowest level dropped 6.7 percentage points, compared to a 5.1 point decline for English proficient students (Chart 30). This continues a trend among both ELLs and their English proficient peers in grade 8 of fewer low performers since the beginning of 2003 *Children First* reforms (18.1 and 8.4 percentage points, respectively).

Chart 30. ELLs and English Proficient Students with Problems Meeting Learning Standards on the State Mathematics Test (Grade 8), 1999-2007, Source: DAA, 1999-

2007 In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text).

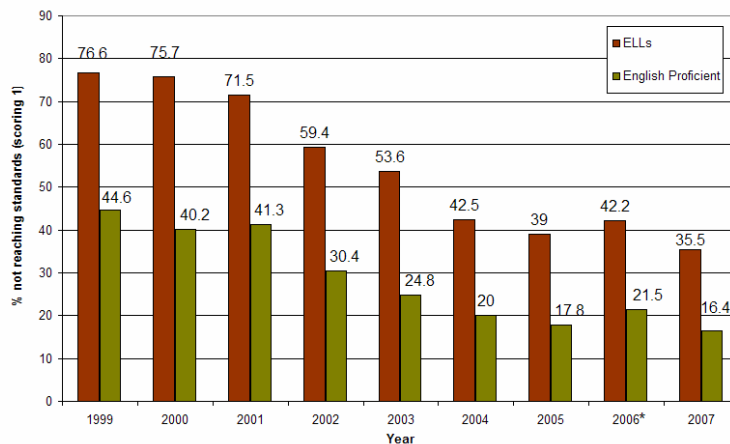
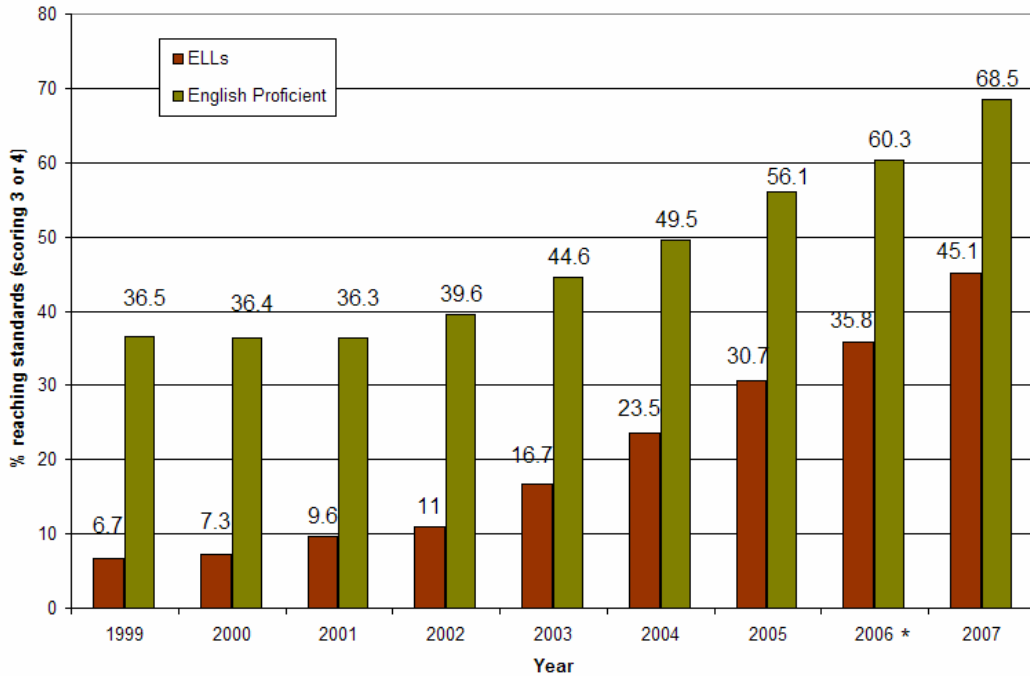


Chart 31. ELLs and English Proficient Students Achieving Learning Standards on the State Mathematics Test (3-8), 1999-2007. Source: DAA, 1999-2007.

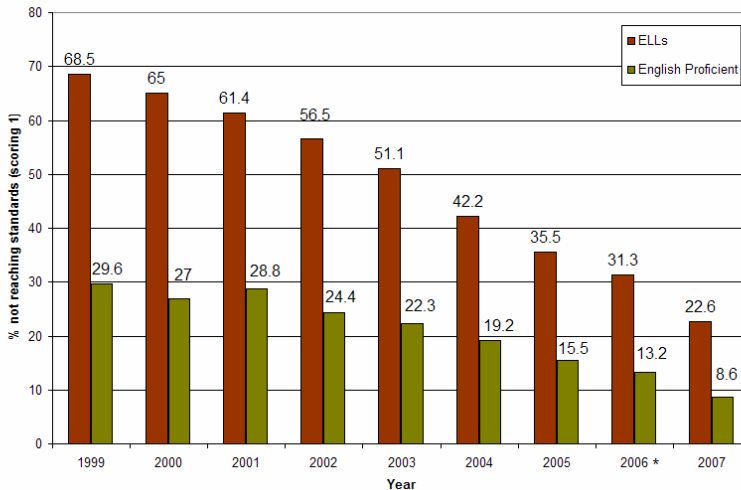
Notes: *In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text).



In grades 3-8, gains by ELLs in meeting math standards surpassed their English proficient peers, rising 9.3 percentage points since 2006 (35.8% to 45.1%), compared to 8.2 points for English proficient students (60.3% to 68.5%) (Chart 31). This year's increase continues a trend of overall gains, with the percentage of ELLs meeting standards increasing 28.4 percentage points since 2003 *Children First* reforms began. This year, the percent of ELLs scoring at the lowest level

Chart 32. ELLs and English Proficient Students with Problems Meeting Learning Standards on the State Mathematics Test (3-8), 1999-2007. Source: DAA, 1999-2007.

Notes: *In 2005-06, the New York State Education Department expanded the ELA and mathematics testing programs to Grades 3-8 (see report text).



dropped 8.7 percentage points, compared to a 4.6 point decline for English proficient students (Chart 32). Again, this continues a trend of dramatically fewer low performers since current reforms began in 2003 (28.5 percentage points).

The New York State Regents Exams in ELA and Math A

In order to graduate from New York City high schools, all students are required to pass five Regents exams in various subject matters, including English Language Arts and Math. These exams are designed by the University of the State of New York’s Board of Regents. Previously, students could receive a local diploma if they scored 55 or above on exams. However, since 2004, the State has been phasing in changes each year which, by 2008, will require all students to score 65 or above on all five required Regents exams to receive a Regents diploma. (Local diplomas will be phased out by September 2008).

Chart 33. Regents ELL Test Takers, 2003-2006

Source: DAA, 2003-2006.

Year	Number of ELA Test Takers	Number of Math Test Takers
2003	8,412	8,529
2004	8,931	9,988
2005	9,055	10,768
2006	9,706	10,935

While the number of ELLs taking the Regents has increased in both ELA and Math since current reforms began in 2003 (chart 33), so has the total number of students, keeping the ELL share relatively consistent (12-14%).

Chart 34. A Comparison of ELA Regents Pass Rates (at 55), ELLs and Citywide, Source: DAA, 2003-2006.

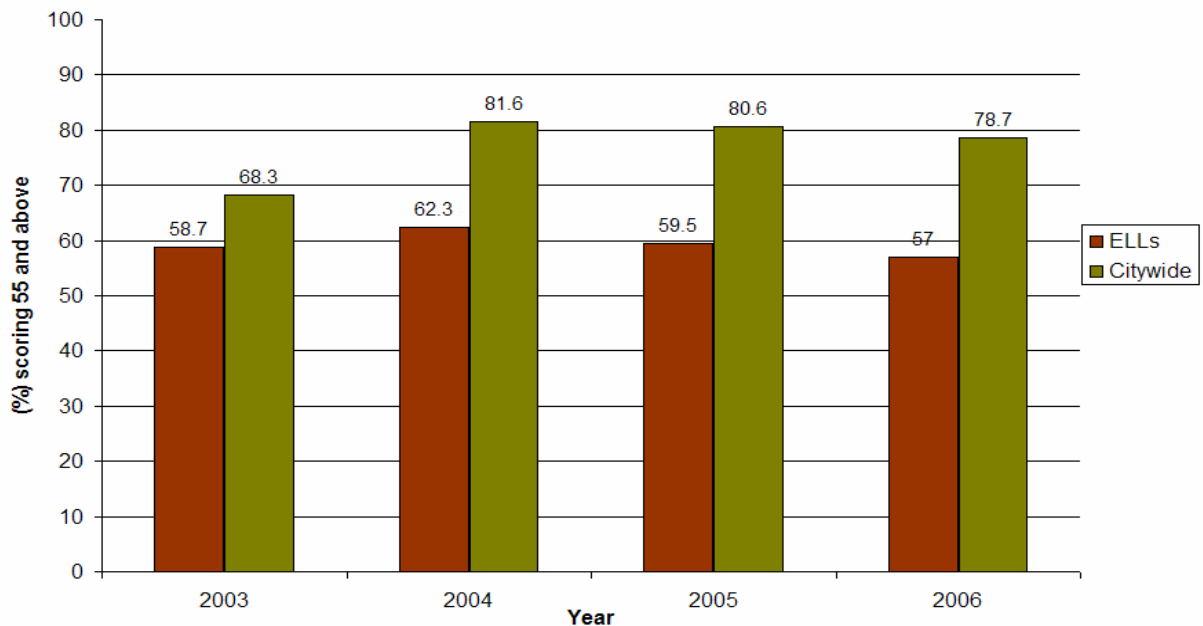
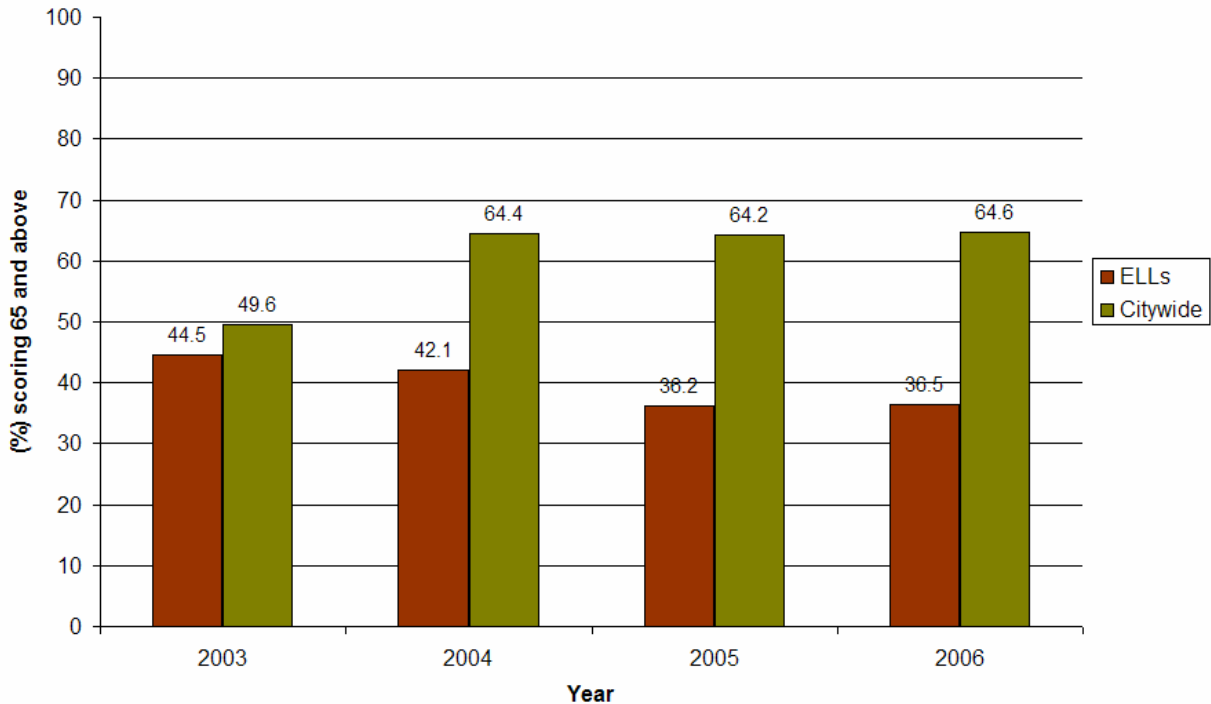


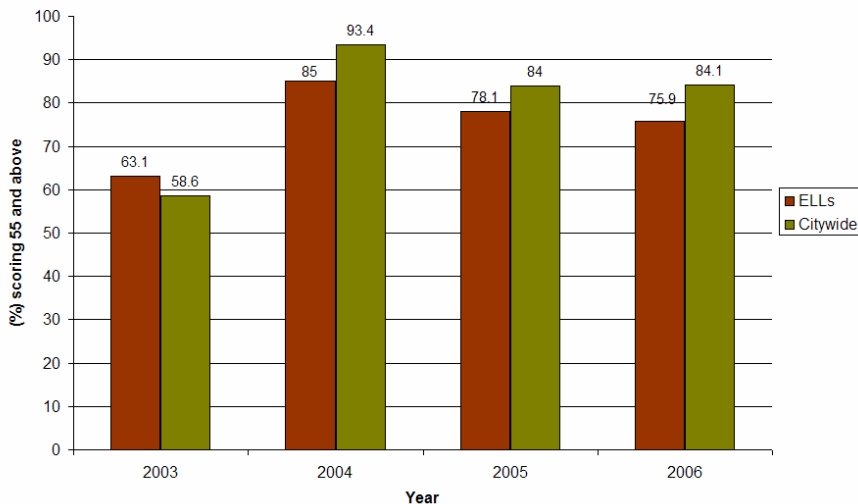
Chart 35. A Comparison of ELA Regents Pass Rates (at 65), ELLs and Citywide, Source: DAA, 2003-2006.



The share of ELLs who have passed the ELA Regents Exam at 55 out of all ELL test takers has remained relatively flat (around 60%) each year since 2003, despite an increase by students citywide since 2003 (Chart 34). Each year, the percentage of ELLs who have passed at 65 has decreased slightly since 2003 (Chart 35). Except for the increase in the percentage of students passing

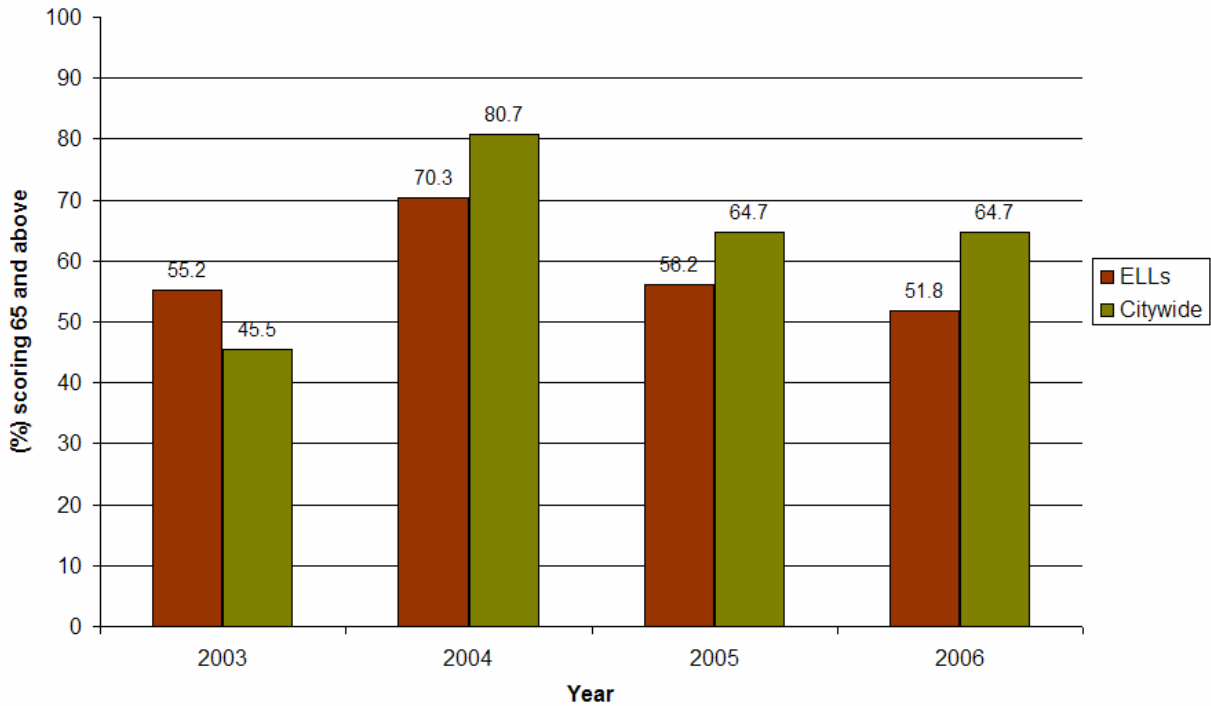
between 2003 and 2004, citywide gains have been flat for the last three years.

Chart 36. A Comparison of Math A Regents Pass Rates (at 55), ELLs and Citywide, Source: DAA, 2003-2006.



The percentage of ELLs (out of all ELL test takers) who have passed the Math A Regents exam at 55 has risen overall since 2003 reforms began (Chart 36), and rates demonstrate the same patterns as citywide scores. The percentage of ELLs passing at 65 has

Chart 37. A Comparison of Math A Regents Pass Rates (at 65), ELLs and Citywide, Source: DAA, 2003-2006.



decreased slightly overall in a comparison of 2003 and 2006 rates, despite overall citywide gains between 2003 and 2006 (Chart 37).

This data, coupled with more stringent graduation requirements which will be fully in place by 2008, highlight the need for ELLs to receive more instructional supports and classroom attention in subjects required for graduation.

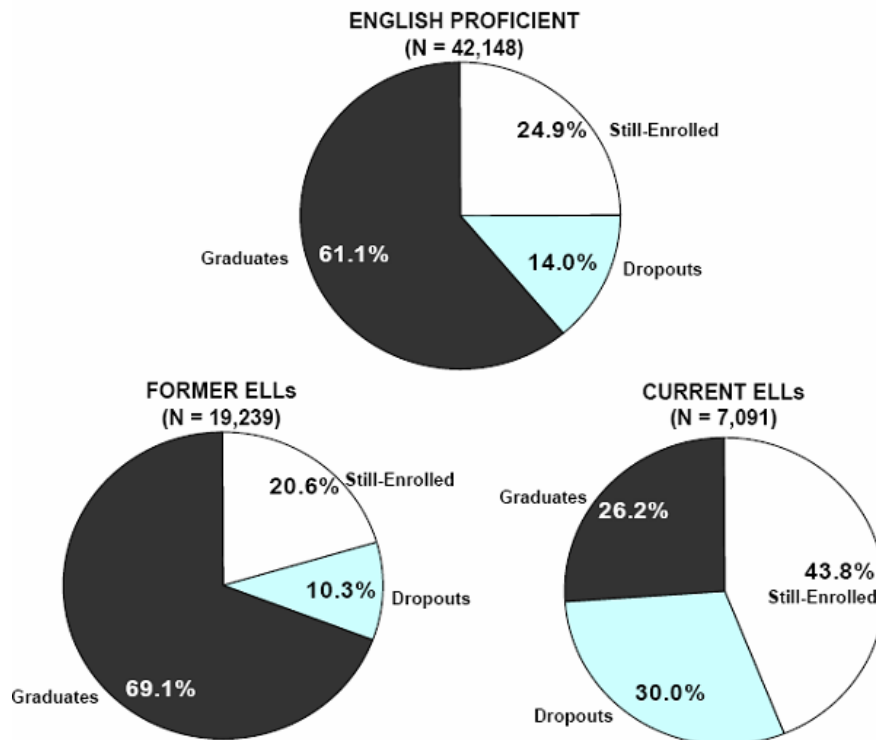
ELL Graduation and Dropout Rates

School completion outcomes for current ELLs fall short of those for non-ELLs. ELLs have lower four year graduation rates (26.2%) and experience more dropouts (30.0%) than former ELLs or English proficient students (Chart 38). However, current ELLs are still enrolled at a much higher rate (43.8%) than either group, indicating that gaps in school completion outcomes will decrease when final 2006 statistics are reported in a three-year follow-up report. A reduction in the completion rate disparity has been observed consistently in three-year follow-up studies, including that for the Class of 2003, followed for three additional years until June 2006.

Former ELLs that have successfully transitioned to monolingual English classes have fewer dropouts (10.3%) and more graduates (69.1%) than English proficient students (14.0% and 61.1%, respectively), continuing a trend of the last five years. Former ELLs continue to graduate at higher rates than students who were never ELLs. In other words, bilingual students, fluent in English, are actually contributing to the more favorable citywide averages of monolingual students.

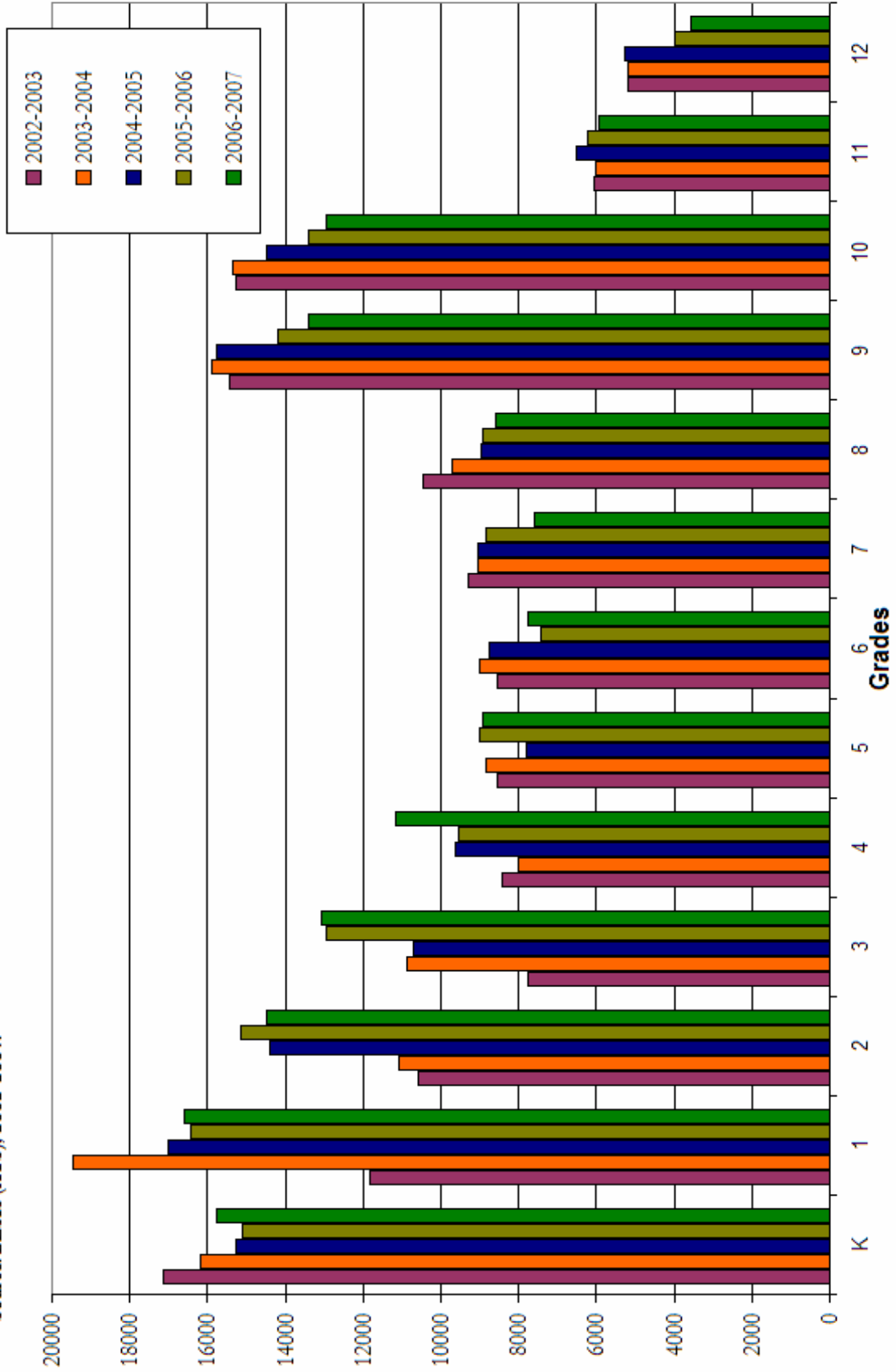
Chart 38. Four Year Outcomes for the Class of 2006 by ELL Status

Source: DAA, 2006



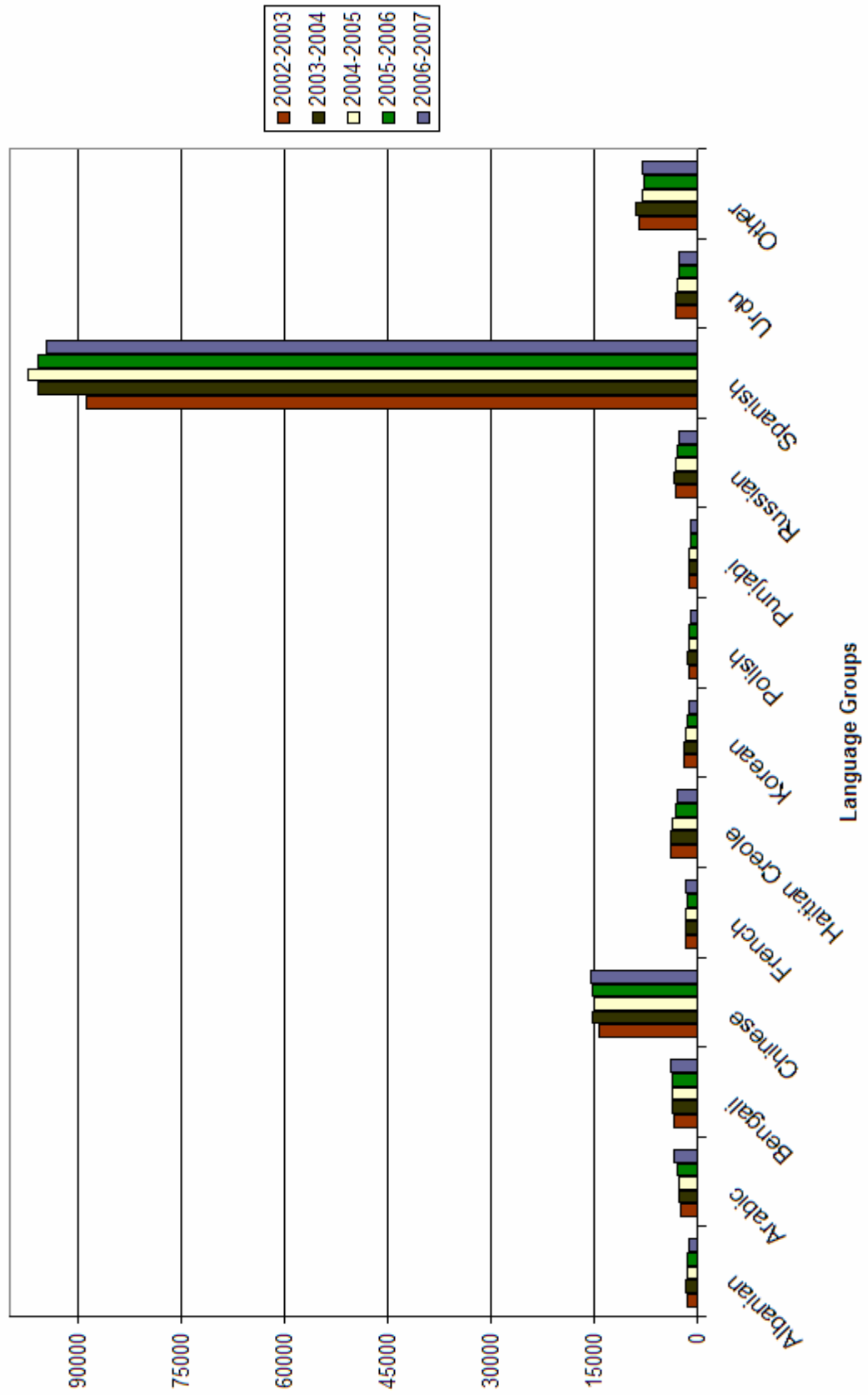
Appendix 1. Number of ELLs by Grade, 2002-2007

Source: BESIS (ATS), 2002-2007.



Appendix 2. Number of ELLs by Predominate Language, 2002-2007

Source: BESIS (ATS), 2002-2007.



Appendix 3. Predominate Five Languages (with Percentages) Among ELLs in Each District, 2006-07

Source: BESIS (ATS), 2006.

District	Languages
1	SPANISH (59), CHINESE, (26.5), BENGALI (6), ARABIC (2.03), TIBETAN (1.39)
2	SPANISH (46.7), CHINESE, (39.53), FRENCH (2.32), ARABIC (1.68), POLISH (1.04)
3	SPANISH (81.41), FRENCH (4.47), HAITIAN CREOLE (1.58), CHINESE, (1.53), WOLOF (1.53)
4	SPANISH (91.92), CHINESE, (1.39), FRENCH (1.39), BENGALI (1.28), ARABIC (1.23)
5	SPANISH (81.48), FRENCH (6.48), ARABIC (3.48), FULANI (1.94), WOLOF (1.47)
6	SPANISH (98.27), ARABIC (0.41), FRENCH (0.23), RUSSIAN (0.15), ALBANIAN (0.14)
7	SPANISH (96.18), ARABIC (0.66), FRENCH (0.6), FULANI (0.47), CHINESE, (0.19)
8	SPANISH (89.35), BENGALI (2.36), FRENCH (1.39), ARABIC (1.25), CHINESE, (1.01)
9	SPANISH (91.29), FRENCH (1.59), AFRIKAANS (1.2), NIGER-CONGO (1.19), BENGALI (0.78)
10	SPANISH (90.9), BENGALI (1.68), ALBANIAN (1.46), FRENCH (0.81), ARABIC (0.6)
11	SPANISH (71.34), ALBANIAN (7.2), BENGALI (4.1), ARABIC (4.05), FRENCH (2.39)
12	SPANISH (92.93), FRENCH (1.89), ARABIC (0.95), FULANI (0.8), BENGALI (0.62)
13	SPANISH (54.58), ARABIC (10.5), BENGALI (10.26), CHINESE, (9.28), HAITIAN CREOLE (5.49)
14	SPANISH (84.63), POLISH (6.98), YIDDISH (1.84), CHINESE, (1.76), ARABIC (1.61)
15	SPANISH (69.76), CHINESE, (14.39), ARABIC (5.74), BENGALI (4.31), URDU (1.21)
16	SPANISH (76.68), BENGALI (7.99), FRENCH (3.51), ARABIC (2.88), HAITIAN CREOLE (2.24)
17	SPANISH (44.29), HAITIAN CREOLE (31.57), ARABIC (6.47), FRENCH (4.02), FULANI (3.19)
18	HAITIAN CREOLE (56.98), SPANISH (20.75), ARABIC (8.91), FRENCH (6.68), CHINESE, (1.82)
19	SPANISH (86.61), BENGALI (7.9), HAITIAN CREOLE (1.18), ARABIC (1.03), FRENCH (0.75)
20	CHINESE, (42.73), SPANISH (27.8), ARABIC (8.1), URDU (5.04), RUSSIAN (4.72)
21	SPANISH (29.66), CHINESE, (24.37), RUSSIAN (17.56), URDU (10.62), ARABIC (3.83)
22	SPANISH (27.95), RUSSIAN (14.61), HAITIAN CREOLE (13.6), URDU (12.55), CHINESE, (11.48)
23	SPANISH (89.3), HAITIAN CREOLE (3.49), ARABIC (2.62), FRENCH (1.09), BENGALI (0.87)
24	SPANISH (72.49), CHINESE, (11.28), POLISH (2.84), BENGALI (2.74), ARABIC (1.1)
25	SPANISH (36.9), CHINESE, (36.62), KOREAN (8.45), PASHTO (A.K.A. PUSHTO) (2.55), URDU (2.12)
26	CHINESE, (40.52), KOREAN (21.05), SPANISH (14.29), PUNJABI (4.48), URDU (2.94)
27	SPANISH (70.84), BENGALI (6.62), PUNJABI (6.2), ARABIC (3.05), CHINESE, (2.31)
28	SPANISH (46.99), RUSSIAN (9.48), BENGALI (8.24), CHINESE, (7.39), PUNJABI (4.51)
29	SPANISH (47.83), HAITIAN CREOLE (17.11), BENGALI (12.94), URDU (4.67), PUNJABI (3.61)
30	SPANISH (68.56), BENGALI (8.63), CHINESE, (5.5), ARABIC (3.55), URDU (2.69)
31	SPANISH (59.36), CHINESE, (6.1), ARABIC (5.63), RUSSIAN (5.54), ALBANIAN (5.42)
32	SPANISH (97.3), ARABIC (0.48), CHINESE, (0.48), FRENCH (0.35), HAITIAN CREOLE (0.29)
75	SPANISH (77.21), CHINESE, (7.04), HAITIAN CREOLE (2.49), RUSSIAN (1.95), BENGALI (1.79)
79	SPANISH (53.32), CHINESE, (28.68), FRENCH (4.78), HAITIAN CREOLE (2.27), POLISH (2.22)

Appendix 4:
New York City English Language Learners Fact Sheet,
Source: BESIS and DAA, 2006-07

Students Served

- New York City serves 139,842 English Language Learners (ELLs) which make up approximately 13.4% of the City's public school student population (and three-fourths of the State's public school ELLs).
- Although 13.4% of NYC's student population are ELLs, 42.2% report speaking a language other than English at home.
- 67,561 students (6.5% of the student population) are new immigrants (in 2006-07).

School Level

- 57% in elementary grades (k-5)
- 17% in middle school grades (6-8)
- 26% in high school grades (9-12)

Nativity

- 48.3% are native born
- 51.7% are foreign born

Top 12 ELL Languages*

- Spanish (67.6%)
- Chinese (11.1%)
- Bengali (2.7%)
- Arabic (2.5%)
- Haitian Creole (2.1%)
- Russian (2.0%)
- Urdu (1.9%)
- French (1.1%)
- Korean (1.0%)
- Albanian (0.9%)
- Polish (0.8%)
- Punjabi (0.7%)
- Other (5.6%) (141 languages are represented in this group)

Program Type

- Almost 26% in Transitional Bilingual programs
- Nearly 4% in Dual Language programs
- Nearly 70% in English as a Second Language programs

Subpopulations

- Approximately 12% are also designated special education students. An Individualized Education Program team determines if the student receives bilingual services, monolingual services with ESL, or

monolingual services without ESL.

- Almost 11% are Students with Interrupted Formal Education—or SIFE—which New York State defines with the following characteristics:
 - from non-English-speaking homes or are immigrants and have entered a US school after second grade;
 - have had at least two years less schooling than their peers;
 - function at least two years below expected grade level in reading and mathematics ;
 - may be pre-literate in their home language.
- Approximately 12.8% of ELLs are long-term, meaning they have more than six years of ELL services.

Performance

- NYSESLAT: Rising proficiency rates each year since 2003 (2003, 3.7%; 2004, 12%; 2005, 14.4%; 2006, 16.7%);
- New York State English Language Arts Exam, Grades 3-8
 - Despite more than twice as many ELLs taking the exam in 2007, the percentage of ELLs meeting learning standards rose 5.3 percentage points, from 10.7% in 2006 to 16% (compared to 2.9 points for English proficient students).
 - Since *Children First* reforms began in 2003, the percentage of ELLs meeting ELA standards gained 12.1 percentage points and low scorers fell 28.5 percentage points.
- New York State Mathematics Exam, Grades 3-8
 - Since 2006, the percentage of ELLs meeting standards rose 9.3 percentage points (35.8% to 45.1%), surpassing yearly gains of 8.2 points by English proficient students (60.3% to 68.5%). This continues a trend of overall gains, the largest of which are after 2003.
 - Low scorers dropped 8.7 percentage points, compared to a 4.6 point decline for English proficient students since 2006. Again, this continues a trend of dramatically fewer low performers in math since current reforms began in 2003 (28.5 percentage points).
- The ELA and Math Regents Exams
 - The share of ELLs who have passed the ELA Regents Exam at 55 out of all ELL test takers has remained relatively flat (around 60%) each year since 2003, despite an overall increase by students citywide. (At 65, ELLs have experienced small, steady decreases in pass rates each year since 2003 while citywide gains have been flat for the last three years.) The share of ELLs who have passed the Math A Regents exam at 55 out of all ELL test takers has risen overall between 2003 and 2006, changing on par with citywide rates, and ELLs passing at 65 has decreased slightly overall between 2003 and 2006, despite citywide gains in a comparison of the same years.
- Drop out and Graduation Rates
 - School completion outcomes for current ELLs fall short of those for non-ELLs, with fewer graduates (26.2%) and more dropouts (30.0%) in four years. However, they are still enrolled at higher rates (43.8%) than former ELLs or English proficient students, indicating improved completion rates in three-year follow-up statistics.
 - Former ELLs that have successfully transitioned to monolingual English classes have fewer dropouts (10.3%) and more graduates (69.1%) than English proficient students (14.0% and 61.1%, respectively).
 - Former ELLs continue to graduate at higher rates than students who were never ELLs. In other words, bilingual students, fluent in English, are actually contributing to the more favorable averages of the monolingual students in NYC schools.



New York City Department of Education
Office of English Language Learners/AGS
August, 2007