



ELL Demographics & Performance 2010-2011

Office of English Language Learners

New York City Demographics

NYC school student population
1,083,321 (October 2010
Register)



Who are our ELLs (2010-11)?

- 14.3% of the student population (154,466)
- 41% report speaking a language other than English at home.

School Level

- 53.3% in elementary grades (K-5)
- 18.6% in middle school grades (6-8)
- 28.1% in high school grades (9-12)

Nativity

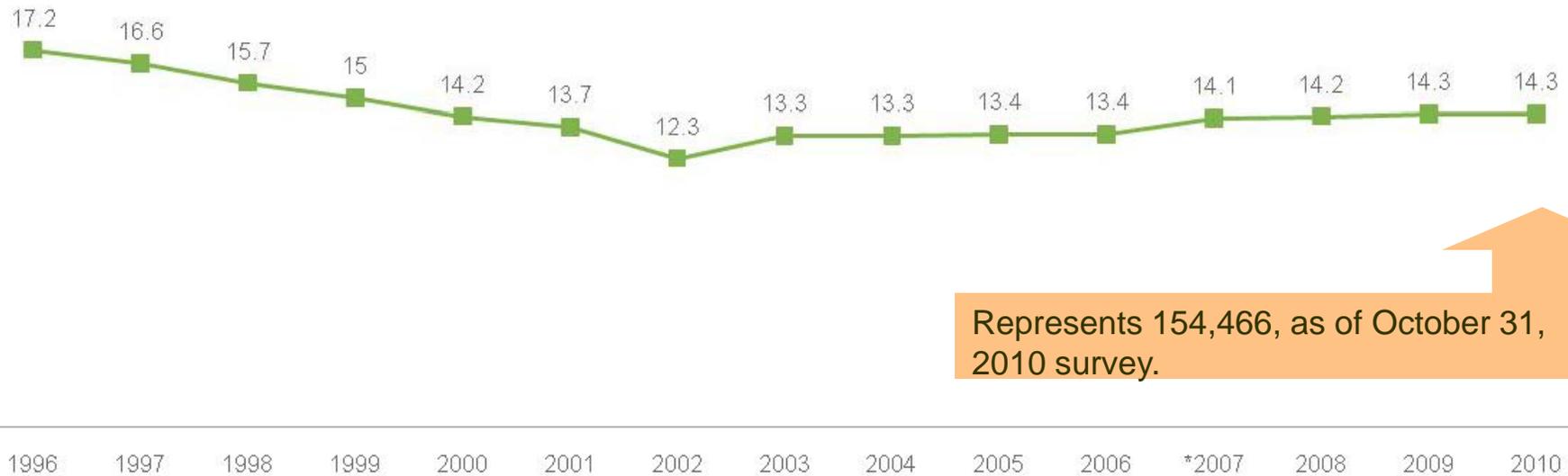
- 54.5% are native born
- 45.5% are foreign born

Source : Oct 2010 BESIS

ELLs as a Share of the NYC Student Population, 1996-2010

Source: BESIS(ATS) and Official Audited October 31st Register, 1996 to 2010.

Notes: *Beginning in 2007, the ELL count includes students served by IEPs not counted in previous years and students identified as LAB=R but whose scores were not scanned at the time of the BESIS collection.



Who are our ELLs (2010-11)?

Subpopulations

- 21.6% are **students with disabilities**.
- 10% have been designated as **Students with Interrupted Formal Education**—or SIFE—at some point during their tenure as ELLs.
- 13% of ELLs are **long-term**, meaning they have completed at least six years of ELL services and continue to need them.
- 51% of ELLs are **Newcomers** (0 to 3 years)

Source : Oct 2010 BESIS

NYC ELLs with Disabilities

ELLs with Disabilities

- About 21.6% of all ELLs are ELLs with disabilities
- Nearly 37.1% of ELLs with disabilities are Newcomers (0 to 3 years)
- Nearly 26.5% of ELLs with disabilities are long-term, indicating that they have completed at least six years of ELL services and continue to need them.
- Nearly 36.4% of ELLs with disabilities are in there 4th to 6th year of service.
- Almost 4.1% of ELLs with disabilities have at some point in their tenure been identified as Students with Interrupted Formal Education—or SIFE

General Ed. ELLs

- About 78.4% of all ELLs are General Ed ELLs
- Nearly 67.0% of General Ed ELLs are Newcomers (0 to 3 years)
- Nearly 9.4% of General Ed ELLs are long-term, indicating that they have completed at least six years of ELL services and continue to need them.
- Nearly 23.6% of General Ed ELLs are in there 4th to 6th year of service.
- Almost 11.7% of General Ed ELLs have at some point in their tenure been identified as Students with Interrupted Formal Education—or SIFE

Source : Oct 2010 BESIS

Top 12 ELL Home Languages

All ELLs

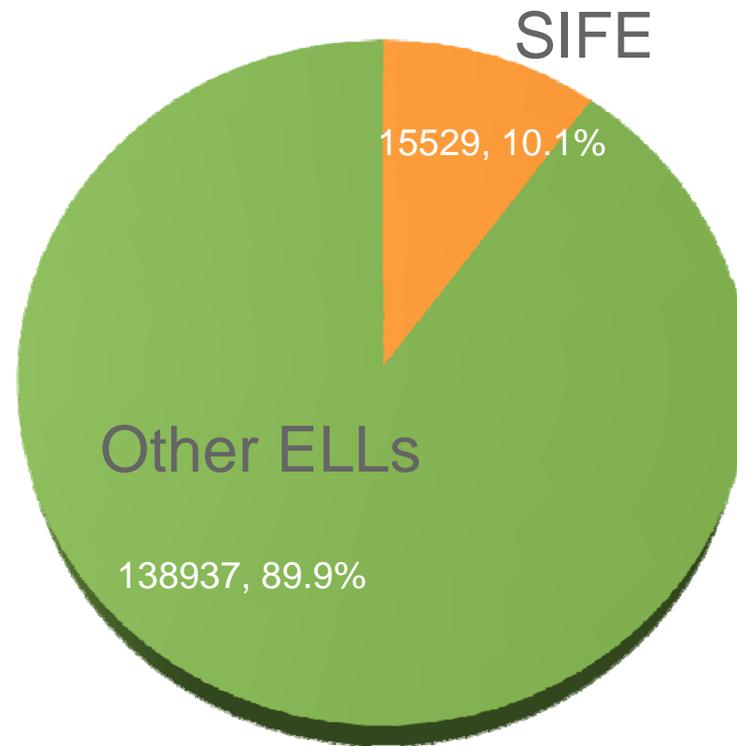
- Spanish (64.8%)
- Chinese (13.6%)
- Bengali (3.5%)
- Arabic (3.0%)
- Haitian Creole (2.6%)
- Russian (1.9%)
- Urdu (1.8%)
- French (1.3%)
- Albanian (0.6%)
- Korean (0.6%)
- Punjabi (0.6%)
- Fulani (0.4%)
- Other (5.1%)

Sp. Ed ELLs

- Spanish (81.1%)
- Chinese (5.4%)
- Arabic (1.8%)
- Haitian Creole (1.7%)
- Bengali (1.7%)
- Russian (1.4%)
- Urdu (1.3%)
- Albanian (0.5%)
- French (0.4%)
- Korean (0.4%)
- Punjabi (0.4%)
- Polish (0.4%)
- Other (3.5%)

Source : Oct 2010 BESIS

SIFE as a Share of the Total ELL Population 2010-11

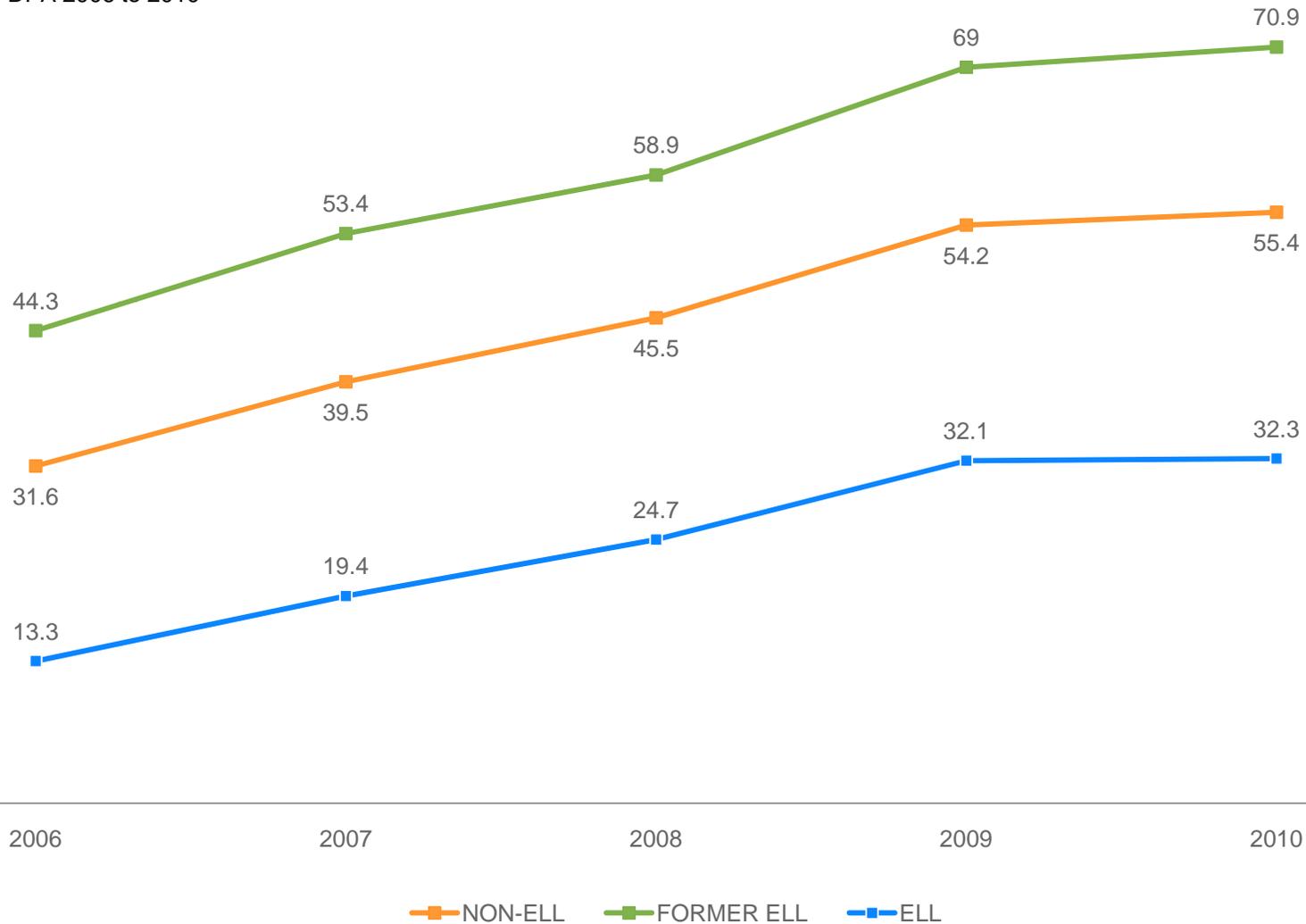


N=154,466

Source: BESIS 2010-11

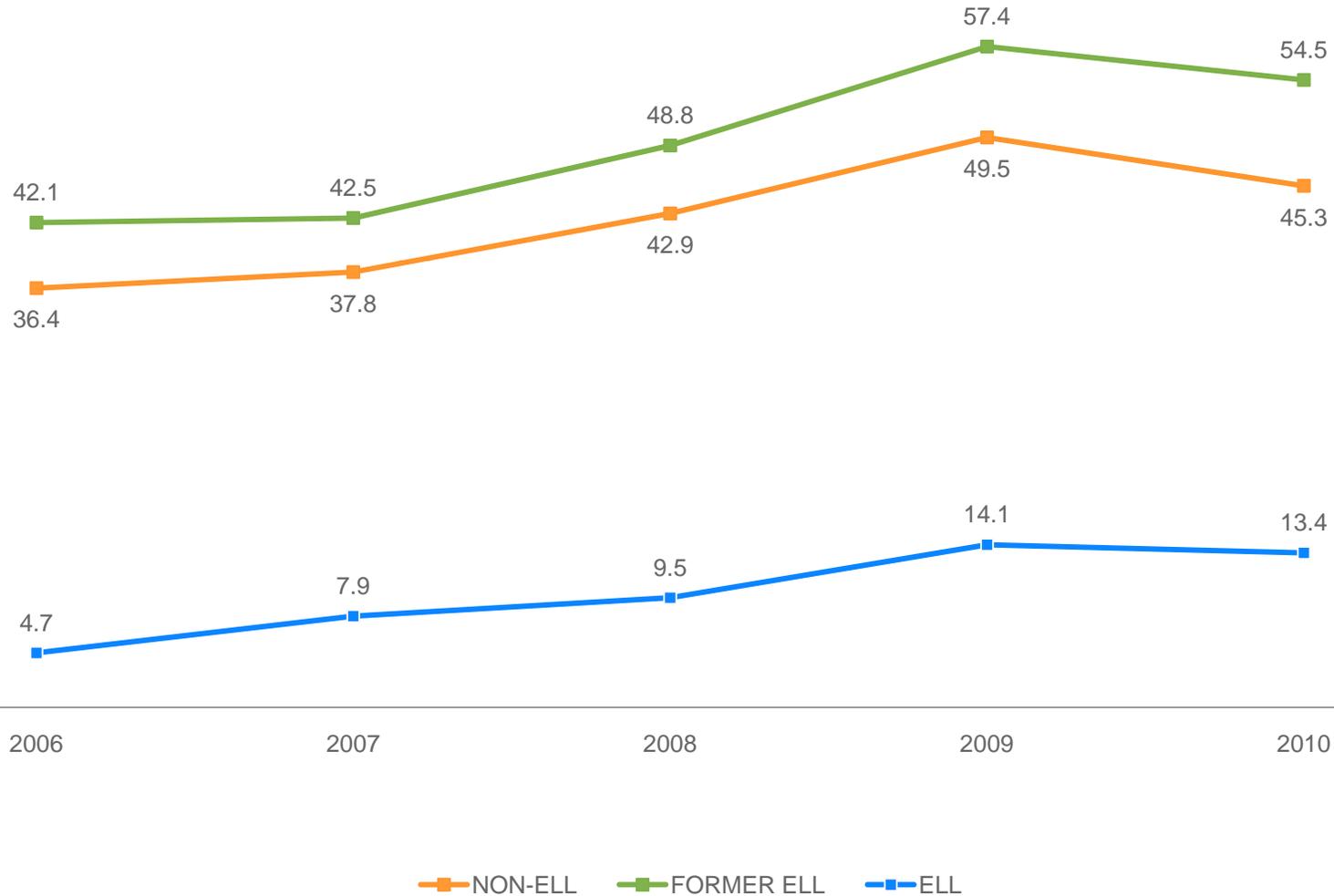
ELLs, Former ELLs, and Non-ELLs Achieving Learning Standards (Level 3&4) on the State Math Exam 2006 to 2010

Note: ELA Performance from 2006 to 2010 is based on 2010 scale score ranges.
Source: DPA 2006 to 2010

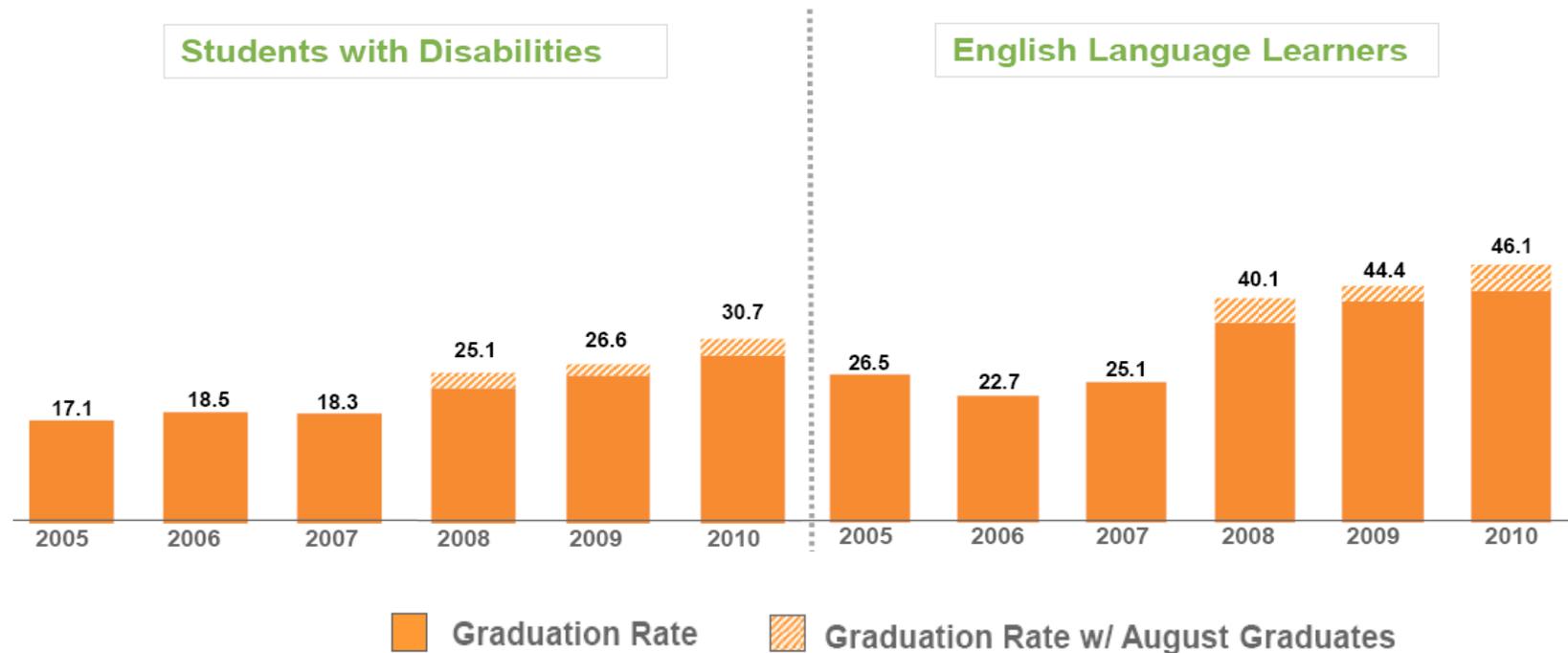


ELLs, Former ELLs, and Non-ELLs Achieving Learning Standards (Level 3&4) on the State ELA Exam 2006 to 2010

Note: ELA Performance from 2006 to 2010 is based on 2010 scale score ranges.
Source: DPA 2006 to 2010



Students with Disabilities & ELL Graduation Rates, 2010



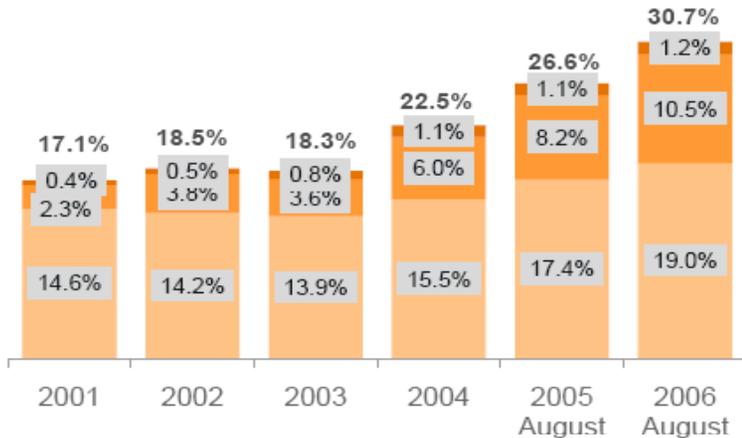
Note: Totals reflect data available at the time of reporting provided by NYS; August graduate data is only available for years 2008-2010.

The four-year graduation rates for English language learners – who represent 14.3 percent of the city’s public school student population – and students with disabilities – who make up 16.2 percent of the system – also saw increases last year: from 44.4 percent to 46.1 percent for English language learners; and from 26.6 percent to 30.7 percent for students with disabilities.

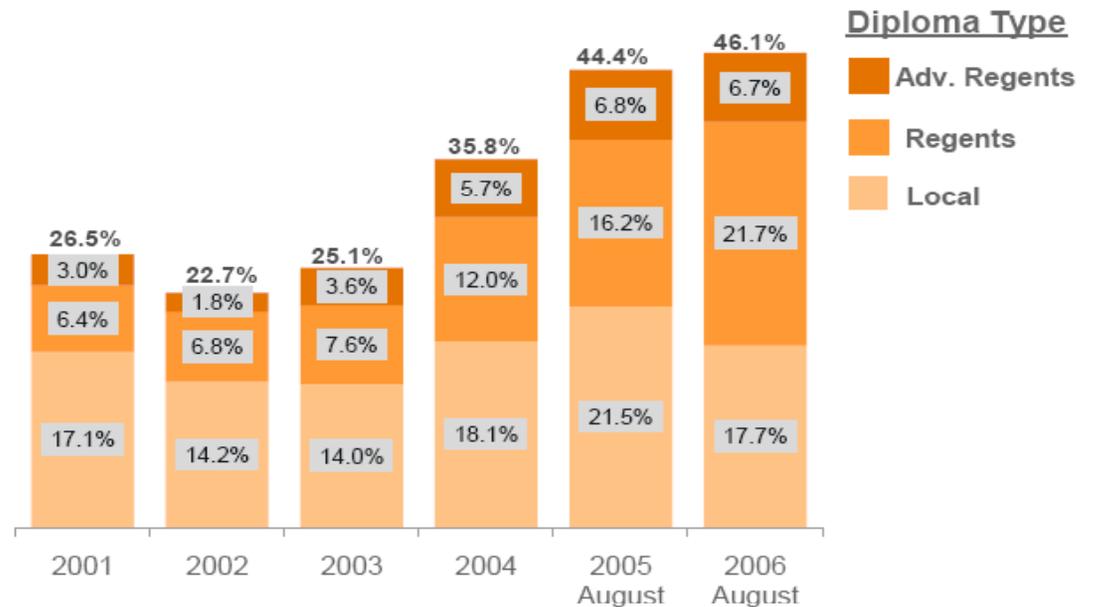
MORE HIGH SCHOOL GRADUATES EARN REGENTS DIPLOMAS

Percent of Students in a Cohort Graduating from High School in 4 Years

Student with Disabilities

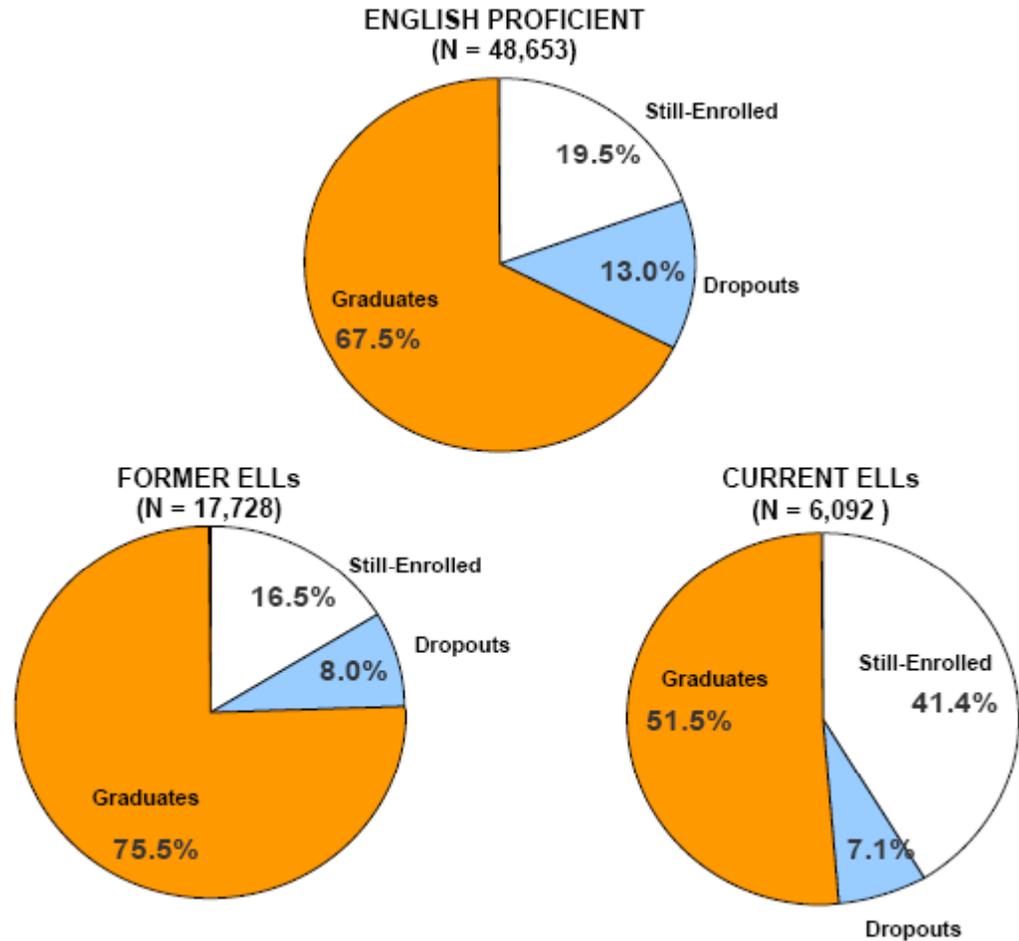


English Language Learners



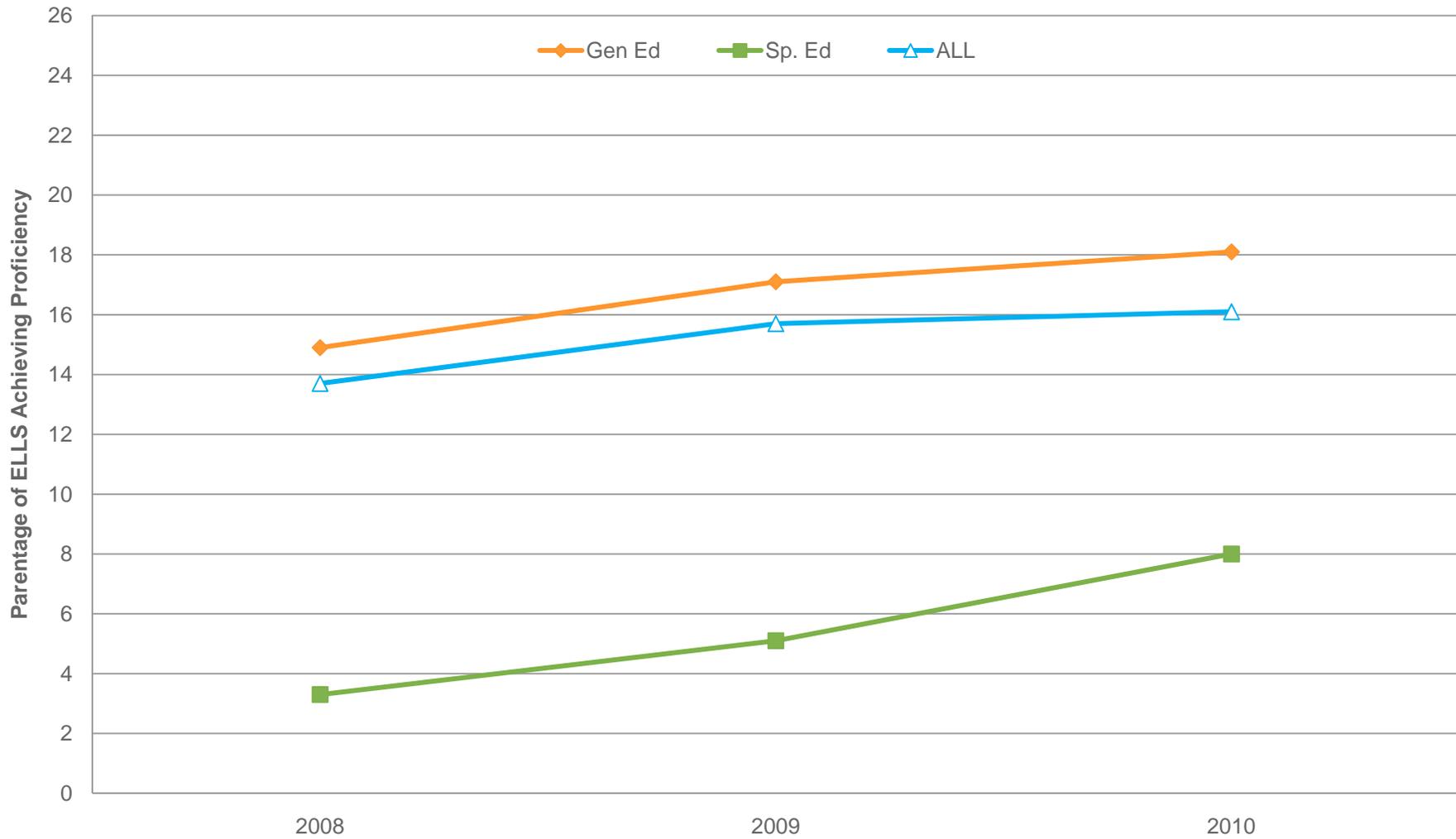
ELL graduation and dropout rates, 2009

From *The Class of 2009, Four-Year Longitudinal Report and 2006-2007 Event Dropout Rates*, Office of Accountability, 2009, <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/NYCTraditionalCalc.htm>

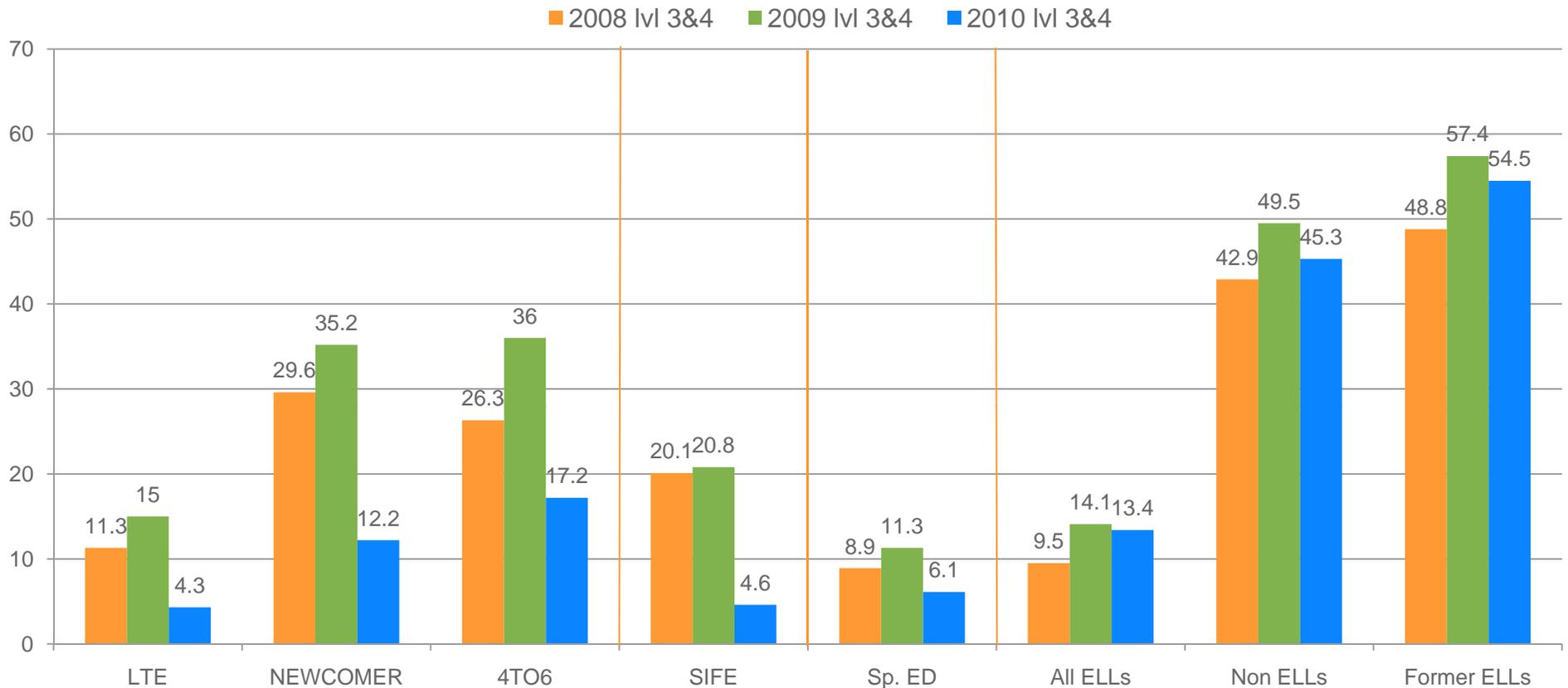


Notes: Percentages may not add up to 100% due to rounding.
-Current ELLs are defined as students still entitled to bilingual or English as a Second Language (ESL) services at the end of their high school careers, while "Former ELLs" are defined as students who, at one time, were ELLs but who tested out of entitlement to a bilingual or ESL program.

Percentage of Sp. Ed ELLs vs. Gen Ed ELLs Achieving Proficiency on the NYSESLAT, 2008 to 2010
Source: LAT 08, 09, & 10 and BESIS 2007 to 2009.



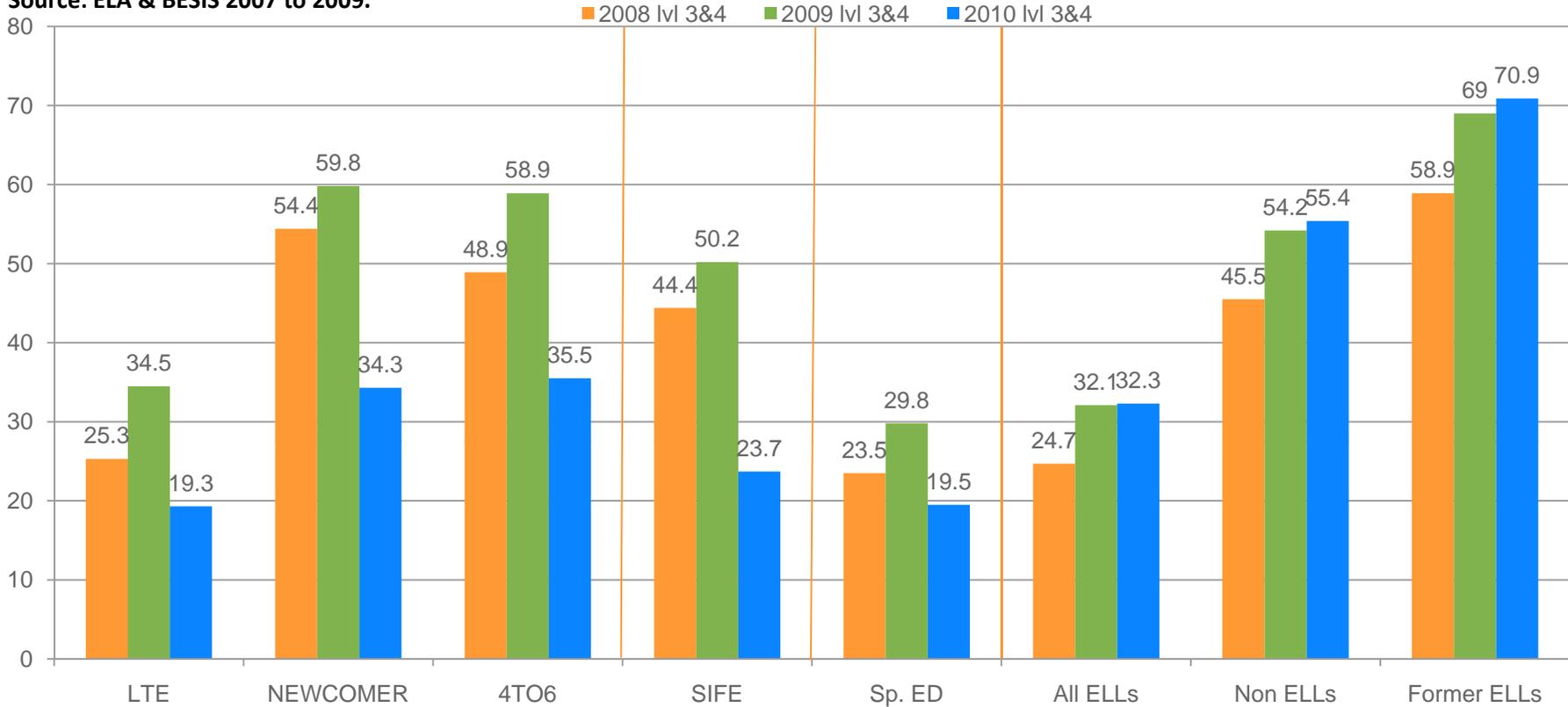
Percentage of ELLs Scoring at Levels 3&4 on NYS ELA Exam (Grades 3-8), 2008 to 2010



	ELA 2008 Scoring Level 3&4		ELA 2009 Scoring Level 3&4		ELA 2010 Scoring Level 3&4	
	N	PctN	N	PctN	N	PctN
LTE	143	11.3	327	15	384	4.3
NEWCOMER	966	29.6	1260	35.2	2061	12.2
4TO6	1632	26.3	2433	36	4823	17.2
SIFE	137	20.1	158	20.8	185	4.6
Sp. ED	53	8.9	103	11.3	897	6.1
All ELLs	4902	9.5	7452	14.1	7290	13.4
Non ELLs	119254	42.9	142843	49.5	134276	45.3
Former ELLs	42587	48.8	41617	57.4	33539	54.5

Percentage of ELLs Scoring at Levels 3&4 on NYS Math (Grades 3-8) 2008 to 2010

Source: ELA & BESIS 2007 to 2009.



	MATH 2008 Scoring Level 3&4		MATH 2009 Scoring Level 3&4		MATH 2010 Scoring Level 3&4	
	N	PctN	N	PctN	N	PctN
LTE	311	25.3	744	34.5	1714	19.3
NEWCOMER	1984	54.4	2393	59.8	8114	34.3
4TO6	2990	48.9	3938	58.9	9974	35.5
SIFE	334	44.4	428	50.2	1342	23.7
Sp. ED	129	23.5	259	29.8	2872	19.5
All ELLs	14289	24.7	19226	32.1	20613	32.3
Non ELLs	126894	45.5	156821	54.2	165054	55.4
Former ELLs	51225	58.9	50057	69	43598	70.9

Math Initiative

- Ensure that ELLs have access to rich math content and the linguistic opportunities that mathematics provides
- Narrow the ELL achievement gap and raise ELL performance in mathematics
- Establish a strategic process for collaborations, multi-leveled professional development, network-based efforts and material resource development
- Focus on aligning math instruction with the NYS Common Core Learning Standards

Networking and Capacity Building through Multiple Methods

- Citywide Network Conferences
- Focused Professional Development Institutes
- Pilot Programs
- Creating New Resources
- Learning Opportunities for Parents

Citywide Network Conferences

- Structuring Success in Mathematics for ELLs: The Academic Language Factor
- Unlocking the Potential of Mathematics Instruction in All ELLs
- The New York State Common Core Learning Standards for Mathematics: Making It Happen for English Language Learners

Focused Professional Development Institutes

Some examples:

- Mathematics and Academic Language Seminar
- Using Released Test Items Analysis to Improve the Mathematics Instruction of ELLs
- Integrating Reading Comprehension Strategies in Mathematics
- Language, Content and Leadership in ELL Mathematics: A Colloquium Series
- ELL Math Institute for Early Elementary Grades
- Using Inquiry Teams to Improve the Mathematics Achievement of ELLs
- Differentiating Instruction for ELLs in the Content Areas (Grades 3-9)
- Building Academic Language in Mathematics For English Language Learners (ELLs)
- School Leadership for ELL Mathematics
- Common Core State Standards: Implications for the Instruction of ELLs in Mathematics
- Understanding the Academic Language Demands for ELLs in Mathematics and Science

Focused Professional Development Institutes

- Response to Intervention (RtI) in Mathematics for ELLs
 - > Designed for elementary and middle school teams and their network ELL support specialists
 - > Three-day component of a larger institute for ELLs in RtI
 - > Each session concentrates on a specific RTI topic: core mathematics practices, mathematics assessment, and mathematics interventions
 - > Created in collaboration with nationally known experts in the field of language acquisition and literacy for ELLs and in the field of special education

Interventions/Pilot Programs

- Destination Math
- The Integrated Math Saturday Institute
- Achieve 3000
- Learning Village
- Understanding Math
- i-Zone

Creating New Resources: Filling the Gap

- Identification of native language textbooks and creation of a pacing calendar for teachers to use as an alternative
- *ELL/Math Material Review* where volunteers attended sessions to evaluate and recommend curriculum-based intervention materials
- Development of a *Rubric for Evaluating Math Supplemental Resources for ELLs*
- *A Math Intervention Model for SIFE*
- *A Protocol for Analyzing Student Work*

Learning Opportunities for Parents

- **The Math and Parents in Partnerships (MAPPs) Program**
 - administered in conjunction with the ELL Parent Initiative
 - provides parents and their children with rigorous and enjoyable learning opportunities for mathematical exploration and dialogue
- **Annual Citywide Parent Conferences**

OELL Science Initiative

- Ensure alignment with mainstream science
- Professional Development
 - Academic language of the science register
 - Strengthen science core knowledge
 - Citywide conference in science for ELLs
- Academic language project with GWU
- QTEL science lesson development
- Brain research
- Science pilots
 - Visual learning pilot
 - Fast ForWord pilot
- Native language support materials