

“

You can really see from the younger grades the impact [missing a lot of school] can have. When a student is in 4th or 5th grade, you see how they are in a totally different track than they would have been if they had stable housing and had access to all the resources that they need.

”

Social Work Director, Partnership with Children, working in Brooklyn public schools

“

For most of the time [living in shelter], I would have to come early from school to be able to help [my Spanish-speaking grandmother/guardian] attend her appointments with the case worker or housing specialist. It definitely impacted my school but there was nothing I could do about it. I had to just handle it.

”

High school graduate, former participant in NYC Department of Education Students in Temporary Housing (STH) Unit supportive program

Section 3

Additional Support Needs of Homeless Students:

Individualized Education Plans (IEPs) and English Language Learning (ELL) Services

Over 55,000 students with additional educational needs experienced homelessness between SY 2010–11 and SY 2015–16, including students who were English Language Learners and those with special education support needs. However, homeless students are often unable to access the additional supports that they need, making it harder to keep pace with their age- and grade-level peers. Addressing the disparity in the receipt of supportive educational services will require multifaceted solutions, from programs that strengthen school engagement and stability to a focus on early screening and intervention. Ensuring that identification services are taking into account the individual needs of homeless students is key to ensuring that all students have an equal chance at receiving educational supports.

What's New?

Not only were homeless students more likely to require English Language Learning (ELL) services when compared to their housed classmates, but they were also more likely to be designated as ELL for longer than their low-income and non-low-income housed peers. More than 40% of homeless ELL students still required ELL services after six years compared to one-third of low-income housed students and only 4% of non-low-income housed students.

Policy Considerations

When students are identified as needing ELL or IEP services, their school stability becomes paramount. Children who are frequently absent or who transfer mid-year struggle to receive the same consistent support for their special education or English language learning needs, and face additional challenges catching up to their classmates. Unless needed school stability and attendance supports are provided, schools' ability to meet homeless students' additional support needs will be in jeopardy.

Overlooked: Who Receives Late IEPs?

Homeless students were more likely than their housed peers to have their IEP needs identified late. Less than half (46%) of homeless students with IEPs were identified by the end of Kindergarten compared to 59% of housed students.

The disparity in late identification of special education needs exists beyond poverty. Less than half (46%) of homeless students who had been homeless at some point received their IEP by the end of Kindergarten, compared to 58% among low-income housed students and almost two-thirds (64%) of non-low-income housed students.

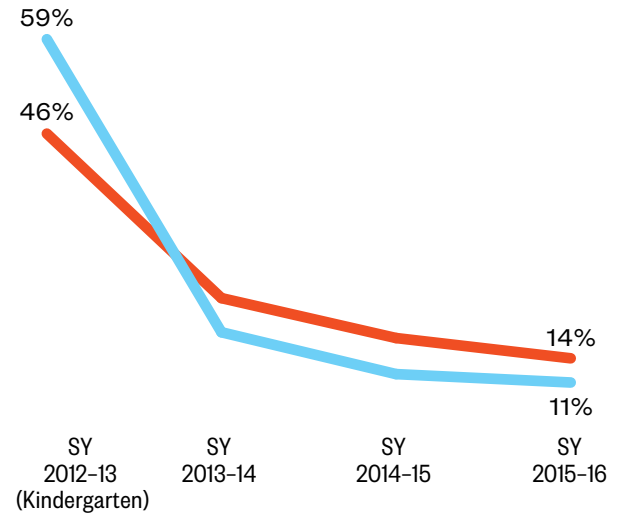
One in seven (14%) students who had ever been homeless received their IEP in SY 2015-16—their third-grade year, compared to 11% of low-income housed students and 9% for housed students who were not low income.

The Individualized Education Plan (IEP) outlines the special education services a student will receive to support their learning. Districts are legally required to identify and evaluate all children facing challenges within one of 13 disability categories such as speech or language impairment and learning disabilities.

Year Received an IEP

SY 2012-13 to SY 2015-16

- Housed (N=13,387)
- Homeless (N=2,404)

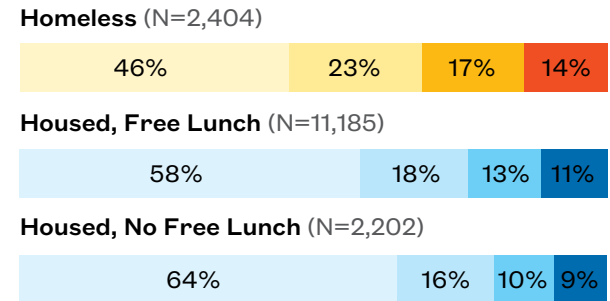


Note: Housing status is over four years. “Housed” indicates that the student never experienced homelessness. “Homeless” indicates that the student was homeless at some point in the four-year period. These data represent a cohort of students who entered Kindergarten in SY 2012-13 and received an IEP at some point during the next four years.

Year Received an IEP, by Housing Status

SY 2012-13 to SY 2015-16

- SY 2012-13 (Kindergarten)
- SY 2013-14
- SY 2014-15
- SY 2015-16



Note: Students are categorized according to whether they experienced homelessness or received free lunch at any point during the four-year period. These data represent a cohort of students who entered Kindergarten in SY 2012-13 and received an IEP at some point during the next four years. Percentages may not add to 100% due to rounding.

Amidst citywide policy changes bringing special education students back into general education classrooms and their neighborhood schools, City public schools have succeeded in identifying students earlier for IEPs. Among special education students citywide, those in the SY 2015–16 cohort were less likely to be identified late (after Kindergarten) than students in the SY 2013–14 cohort (43% to 46% overall).

Homeless students also saw a decline in the percentage receiving their IEP late (after Kindergarten) from 59% in the SY 2013–14 cohort to 54% in the SY 2015–16 cohort. Still, these rates of late identification over time were higher than housed students, placing young homeless children at greater risk for having unidentified special education needs.

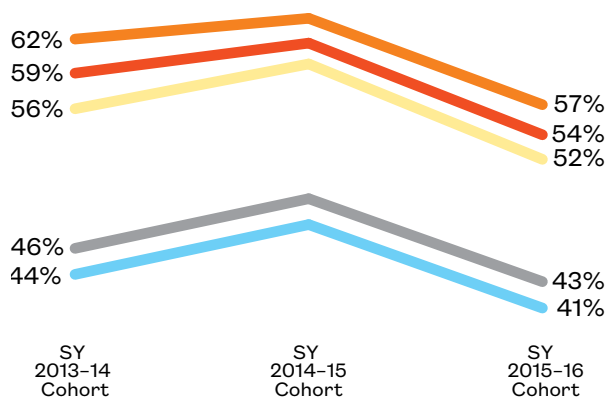
The rates of late IEP identification for students who had been in shelter were higher than homeless students who lived in other non-shelter temporary arrangements (57% to 52% in the SY 2015–16 cohort).

Going without needed supports for the first three years of a child’s education makes it harder to keep pace with their age- and grade-level peers, especially when the child is also undergoing other challenges associated with housing instability. How can City shelters and schools further support young students and parents to navigate the IEP process?

Changes in Citywide Late IEP Rates

Percent of Students with Special Education Needs Who Received IEP Late (After Kindergarten), by Housing Status and Year SY 2010–11 to SY 2015–16

- All Homeless
- Homeless, in Shelter
- Homeless, in Temporary Arrangement
- All Housed
- Overall Citywide



Note: Cohorts represent groups of students who attended New York City Public Schools for four years ending in the cohort year (SY 2013–14, SY 2014–15, or SY 2015–16) and received an IEP at some point during the four years. Students are categorized according to whether they experienced homelessness or lived in a shelter at any point during the four-year cohort periods.

School absences increase the risk of late IEP identification. This effect is even more pronounced for homeless students: those with 40 or more absences in one school year had a 12-point higher rate of late IEP identification compared to their homeless peers with only 0–4 absences, while housed students saw a roughly five-point gap driven by absences.

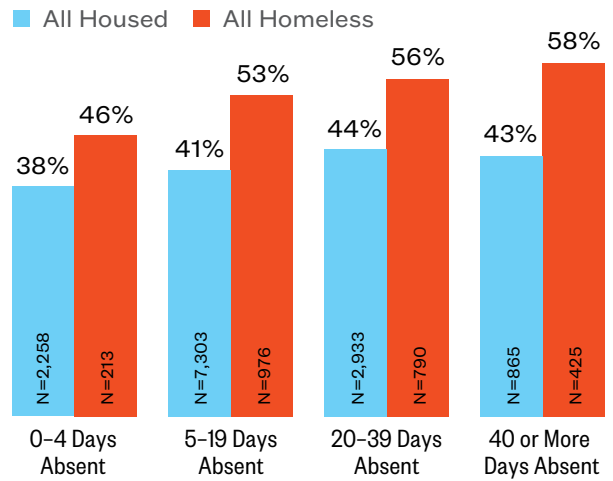
Among students who missed just four or fewer school days in Kindergarten, less than half of homeless students received their IEP late. This was just eight points higher than the rate for housed students (46% to 38%).

Absenteeism places students at risk of not only falling behind academically, but also slipping through the cracks when it comes to identification of additional support needs.

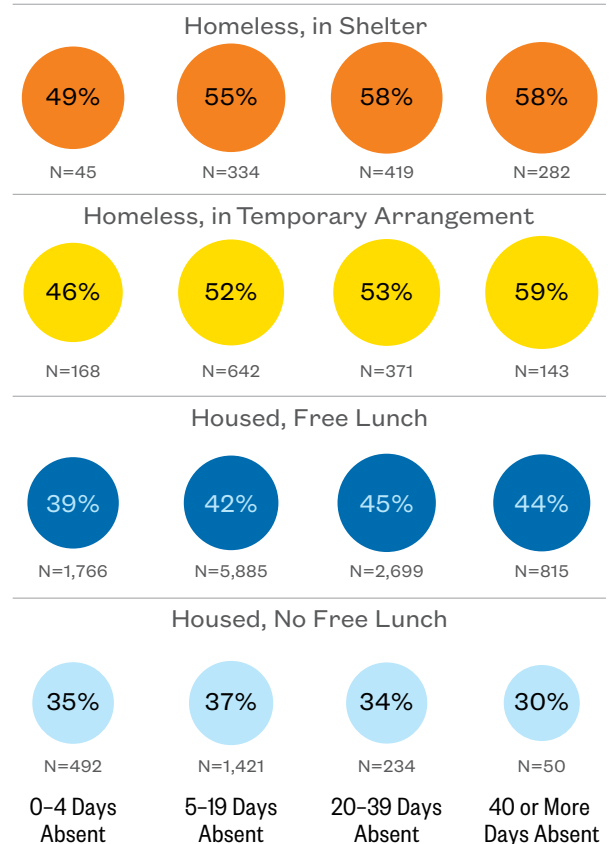
Late IEP Rates by Absenteeism

Percent of Students with Special Education Needs Who Received IEP Late (After Kindergarten) SY 2012–13 to SY 2015–16

By Housing Status and Days Absent in Kindergarten



By Where Students Sleep and Days Absent in Kindergarten



Note: Absenteeism reflects days absent in Kindergarten. These data represent a cohort of students who entered Kindergarten in SY 2012–13 and received an IEP at some point during the next four years. Students are categorized according to whether they experienced homelessness, lived in a shelter, or received free lunch at any point during the four-year period.

Early Identification Matters

One-quarter (24%) of homeless students who received their IEP by the end of Kindergarten scored proficient on their 3rd grade State assessments. Meanwhile, only one in 10 homeless students with late IEPs were proficient. This gap was similar for housed students, although housed proficiency rates were higher.

Forty-one percent (41%) of homeless students with late IEPs were held back at some point. Homeless peers with early IEPs saw half that rate, however—20% repeated a grade. While early identification helped, grade retention was higher for homeless students than their housed peers (20% to 12%).

Homeless special education students were at a greater risk of suspension if they received their IEP late (after Kindergarten). Four percent of homeless students who received their IEP in Kindergarten were suspended at some point, while six percent of those who went unidentified for special education services were suspended. A similar pattern existed among housed students, though homeless students had roughly twice the suspension rates of housed students.

Ensuring that homeless students with additional support needs are connected with services at an early age can increase educational success.

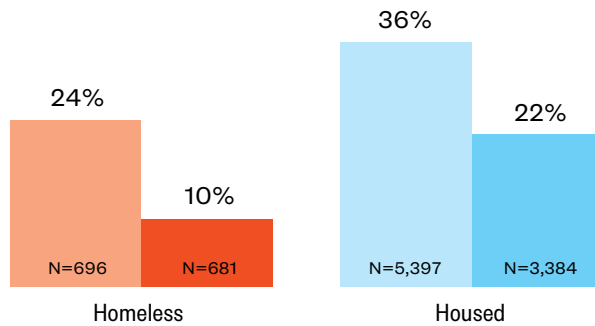
Educational Outcomes by Late IEPs

SY 2012–13 to SY 2015–16

Received IEP in Kindergarten Late IEP

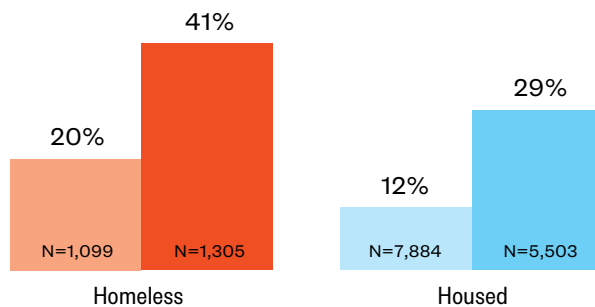
3rd Grade State Assessment Proficiency Rates

Percent of IEP Students Who Scored Proficient on One or Both State Assessments in 3rd Grade



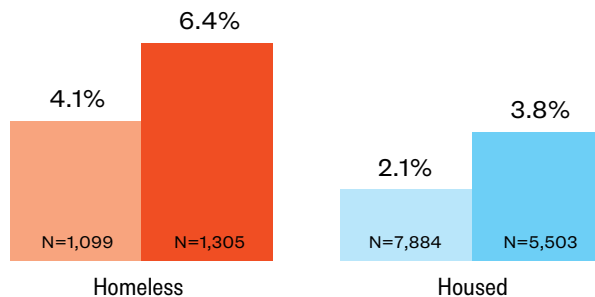
Grade Retention Rates

Percent of IEP Students Who Were Held Back After Kindergarten



Suspension Rates

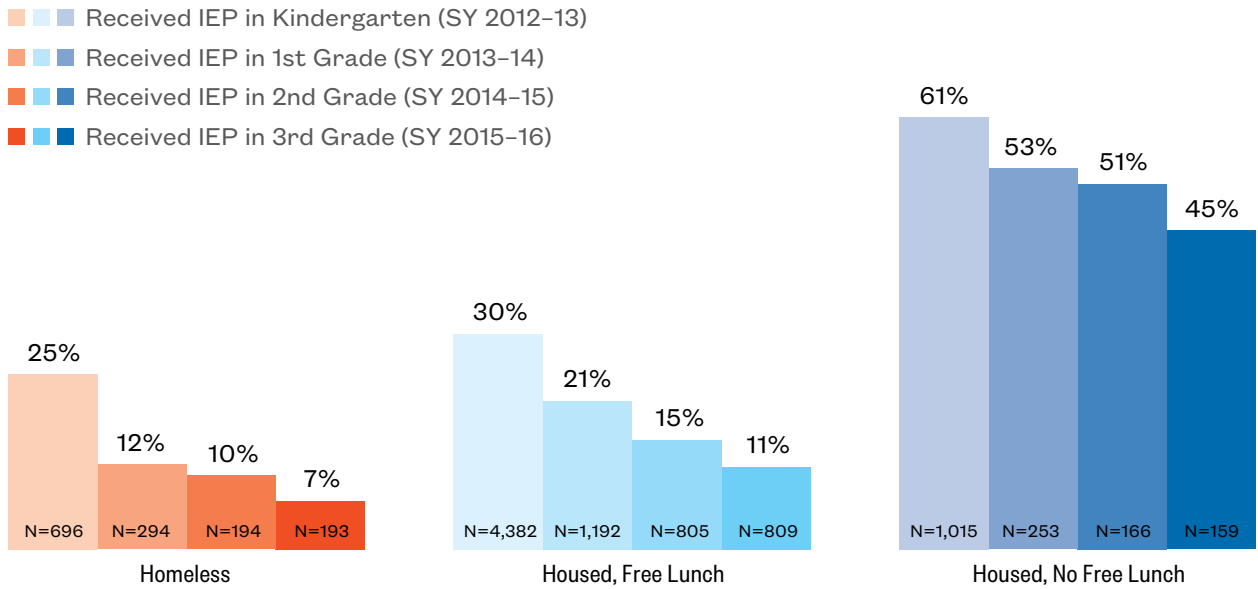
Percent of IEP Students Who Were Suspended in Four Years



Note: These data represent a cohort of students who entered Kindergarten in SY 2012–13 and received an IEP at some point during the next four years. IEP students who were held back or followed a nontraditional path for another reason were excluded from the 3rd Grade State Assessment Proficiency Rates calculation. This publication uses the words “retention” and “held back” interchangeably. Housing status is over four years. “Housed” indicates that the student never experienced homelessness. “Homeless” indicates that the student was homeless at some point in the four-year period.

3rd Grade State Assessment Proficiency Rates, by Year Received an IEP

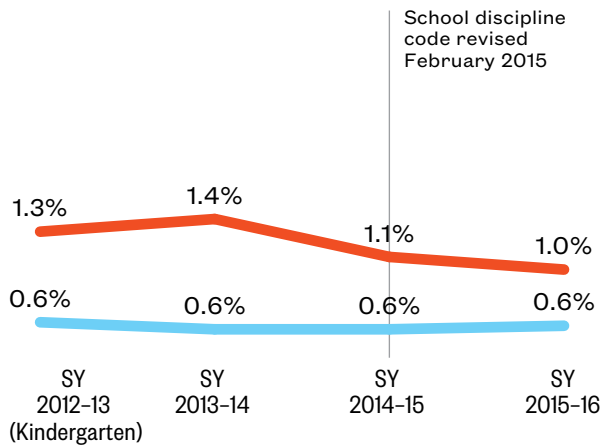
Percent of IEP Students Who Scored Proficient on One or Both State Assessments in 3rd Grade SY 2012-13 to SY 2015-16



Suspension Rate Among Students Who Received IEPs by the End of Kindergarten

SY 2012-13 to SY 2015-16

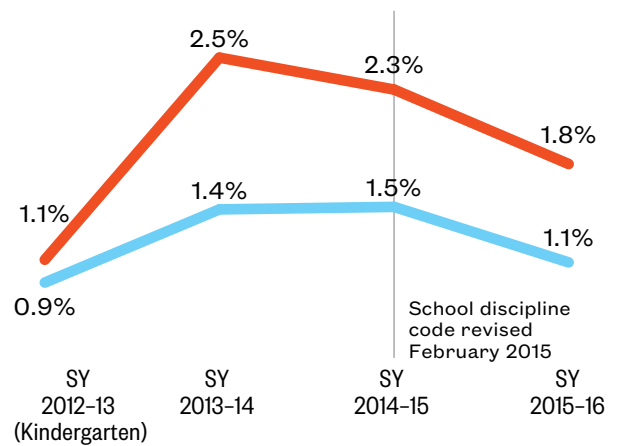
■ Housed (N=7,121)
■ Homeless (N=811)



Suspension Rate Among Students Who Received IEPs Late (After Kindergarten)

SY 2012-13 to SY 2015-16

■ Housed (N=7,122)
■ Homeless (N=1,408)

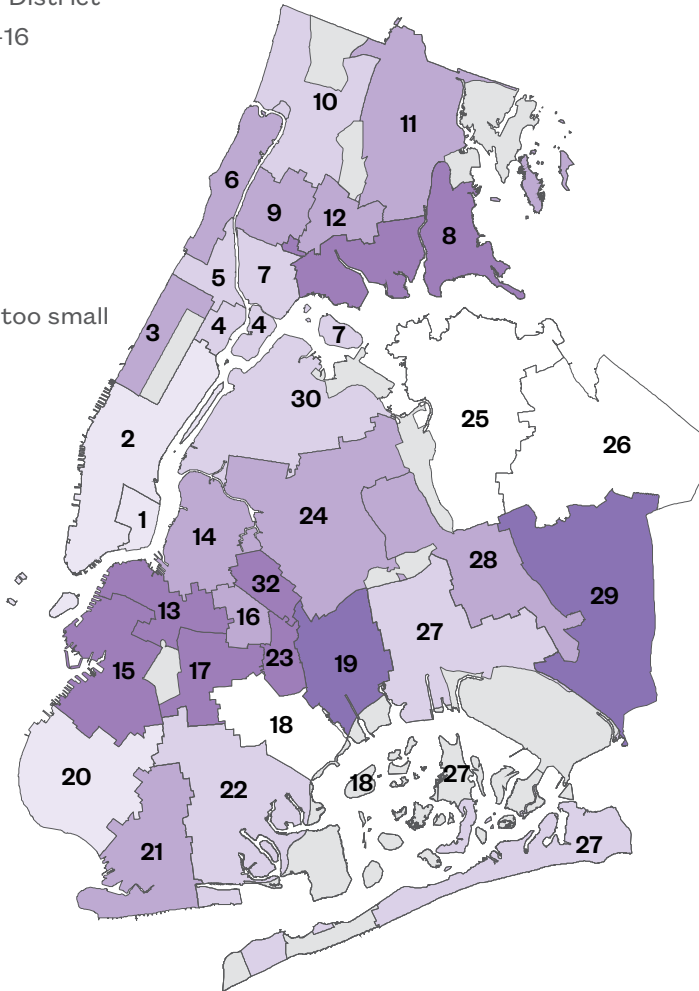


Note: State assessments include English Language Arts and math assessments. IEP group students who were held back or followed a nontraditional path for another reason were excluded from the State Assessment chart. Housing status is over four years. Students are categorized according to whether they experienced homelessness or received free lunch at any point during the four-year period. These data represent a cohort of students who entered Kindergarten in SY 2012-13 and received an IEP at some point during the next four years. School discipline code reforms in February 2015 include approval required for principals to give out-of-school suspensions, and the reasons for out-of-school suspensions were restricted.

Geographic Patterns of Late IEPs

Share of Homeless Students with Special Needs Who Received IEP Late,
by Kindergarten School District
SY 2012-13 to SY 2015-16

- 38.9%–45.5%
- 45.6%–54.7%
- 54.8%–60.3%
- 60.4%–69.6%
- 69.7%–78.3%
- Number of students too small



Note: Late is defined as after Kindergarten. Data represent a cohort of students who entered Kindergarten in SY 2012-13 and received an IEP at some point during the next four years. Students are categorized according to whether they experienced homelessness at any point during the four-year period. Data are by school district and do not include schools in non-geographic districts. Ns of fewer than 30 students were redacted.

Citywide, 43% of all students and 54% of homeless students received their IEP late (after Kindergarten). This ranged from 39% of homeless students in Manhattan’s Lower East Side to more than three-fourths (78%) of homeless students in Brooklyn’s East New York/Starrett City. (Districts 1 and 19)

Queens Village saw the greatest disparity in the late IEP identification rates between homeless and low-income housed students of any school district, with a 50 percent higher rate. (District 29)

By borough, students with special education needs who experienced homelessness were at the greatest risk for receiving a late IEP in Brooklyn, while those in Staten Island schools had the lowest risk (60% and 46%).

Early identification and support of special education needs is critical to students’ success in school. Learning from identification supports in districts where homeless students are identified earlier and sharing best practices to benefit homeless students in every City school district is critical.

Late IEP Identification, SY 2012–13 to SY 2015–16

City/Borough/Select Neighborhoods (School District #)	All Students	Homeless	Housed, Free Lunch	Housed, No Free Lunch
New York City	43.1%	54.3%	42.1%	35.8%
Manhattan		48.0%	39.1%	47.3%
Lower East Side (1)		38.9%	36.2%	40.0%
Financial District/Midtown/Upper East Side (2)		39.0%	43.1%	52.1%
Upper West Side/Morningside Heights (3)		56.5%	54.8%	53.9%
East Harlem (4)		50.0%	36.2%	28.1%
Central Harlem/Manhattanville (5)		50.9%	44.0%	-
Hamilton/Washington Heights/Inwood (6)		60.3%	40.8%	-
Bronx		53.7%	41.3%	25.0%
Mott Haven/Melrose (7)		52.2%	41.8%	-
Hunts Point/Longwood (8)		62.9%	53.5%	31.3%
Highbridge/Concourse (9)		58.0%	44.8%	-
Riverdale/Bedford/Fordham/Belmont (10)		54.5%	42.1%	34.0%
Williamsbridge/Baychester/Morris Park/Co-op City (11)		55.2%	48.3%	32.4%
East Tremont (12)		58.7%	44.4%	-
Brooklyn		59.9%	43.9%	34.9%
Brooklyn Heights/Fort Greene (13)		68.2%	54.2%	36.2%
Williamsburg/Greenpoint (14)		56.5%	46.5%	44.4%
Carroll Gardens/Park Slope/Sunset Park (15)		63.5%	47.9%	48.9%
Bedford-Stuyvesant (16)		58.1%	56.2%	-
Crown Heights/Prospect Lefferts Gardens (17)		68.4%	49.1%	-
East Flatbush/Canarsie (18)		-	44.9%	-
East New York/Starrett City (19)		78.3%	58.2%	-
Bay Ridge/Dyker Heights/Borough Park (20)		40.7%	38.9%	29.9%
Coney Island/Gravesend/Ocean Parkway (21)		55.9%	45.7%	31.1%
Flatbush/Flatlands/Sheepshead Bay (22)		54.7%	44.9%	33.0%
Brownsville (23)		69.6%	57.6%	-
Bushwick (32)		66.7%	48.6%	-
Queens		54.2%	42.0%	34.4%
Sunnyside/Ridgewood/Maspeth/Elmhurst/Corona (24)		55.2%	38.5%	32.6%
Flushing/Whitestone (25)		-	50.7%	36.0%
Bayside/Little Neck/Fresh Meadows/Floral Park (26)		-	57.7%	42.6%
Woodhaven/Ozone Park/Howard Beach (27)		54.6%	43.3%	30.6%
Rego Park/Forest Hills/Briarwood (28)		56.4%	57.6%	49.4%
Hollis/Queens Village (29)		75.0%	52.3%	38.7%
Astoria/Long Island City (30)		46.3%	34.9%	36.5%
Staten Island		45.5%	42.7%	29.7%
Staten Island (31)		48.1%	45.3%	31.4%
Citywide Special Education (75)		6.8%	5.3%	2.5%
Citywide Alternative Schools & Programs (79)		-	-	-

Note: Late is defined as after Kindergarten. Data represent a cohort of students who entered Kindergarten in SY 2012–13 and received an IEP at some point during the next four years. Students are categorized according to whether they experienced homelessness or were eligible for free lunch at any point during the four-year period. Data by school district do not include schools in non-geographic districts, so borough and district total percentages may differ. Ns of fewer than 30 students were redacted. Homeless, doubled up and homeless, in shelter categories are not included due to small sample size.

The Intersection of Homelessness and English Language Learners

Close to one in four (24%) homeless students in New York City were English language learners (ELL) in SY 2015–16. By comparison, just 14% of all students citywide were identified as having ELL needs.

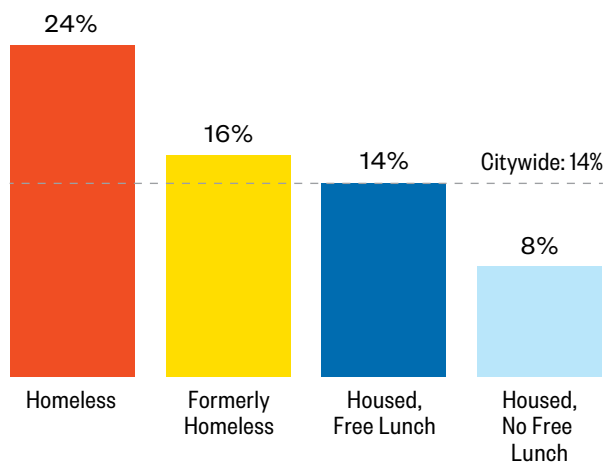
More than 23,000 NYC public school students who were English language learners had been homeless. The majority of these ELL students who were homeless spoke Spanish as the primary language with their families (72%).

Spanish was the primary language for 16,500 students experiencing homelessness, while over 1,100 students each spoke Bengali and Mandarin. Other common languages for ELL students who were homeless included Arabic, Chinese (Miscellaneous), Haitian Creole, Cantonese, French, Urdu, Russian, and Uzbek, each of which had more than 100 speakers.

The New York City Department of Education provides educational services to students who speak a language other than English at home. Students who are not proficient in English may receive instruction in a bilingual or dual language setting, or English instruction with additional support in their home language.

English Language Learners

SY 2015–16



Note: "Formerly Homeless" includes students who were housed during SY 2015–16 but were homeless at any point during SY 2010–11, SY 2011–12, SY 2012–13, SY 2013–14, and/or SY 2014–15.

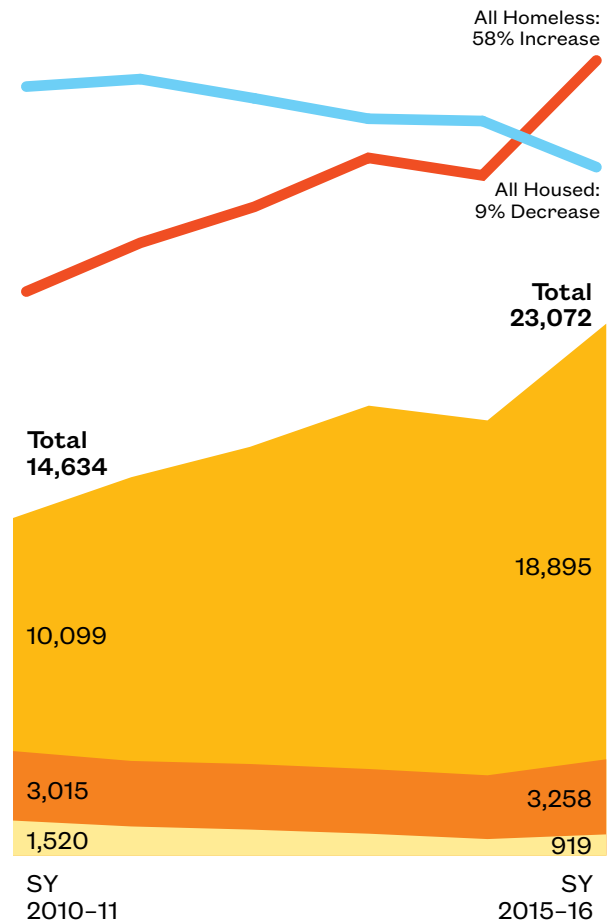
As homelessness increases citywide, the number of homeless students with English language learning needs has grown by 58%. For housed students, the number decreased by 9%.

One in every six ELL students was homeless in SY 2015-16. The majority (82%) of homeless students with ELL needs were living doubled up.

Homeless English Language Learners in New York City Public Schools

Number of ELL Students in New York City Public Schools SY 2010-11 to SY 2015-16

- All Homeless
- All Housed
- In Shelter
- Doubled Up
- Other Homeless



Note: In earlier school years, the total number of “unsheltered” students may be less reliable than other categories. “All homeless” includes all categories of homelessness.

Homeless Students Remain in ELL for Longer

Not only were homeless students more likely to have ELL needs, but they were also more likely to be identified as ELL for longer than their housed peers who were both low income and non-low income.

Of students who were identified as having ELL needs in Kindergarten, 75% of homeless students still had ELL needs after two years compared to 65% of low-income housed students and just 29% of non-low-income housed students.

More than 40% of homeless ELL students still had ELL needs after six years compared to one-third of low-income housed students and only 4% of non-low-income housed students.

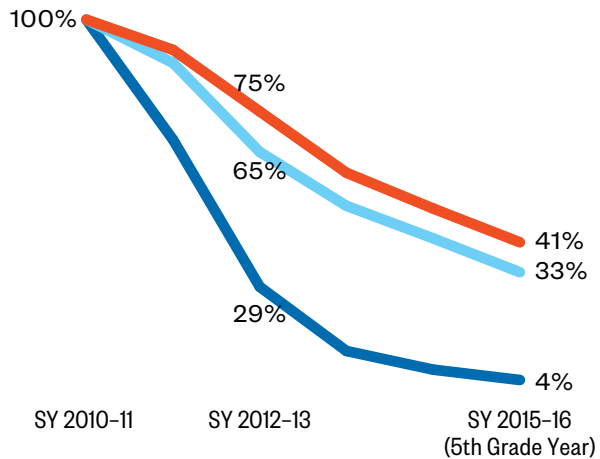
Students identified as English language learners take an English proficiency test every year to determine whether they still require additional services.

English Language Learners

Percent of Students Identified with ELL Needs in Kindergarten Who Were Still Identified as ELL in Subsequent Years, by Year

SY 2010-11 to SY 2015-16

- Homeless (N=1,510)
- Housed, Free Lunch (N=10,832)
- Housed, No Free Lunch (N=181)



Note: Data represent a cohort of students who entered Kindergarten in SY 2010-11 and received ELL services that year. Students are categorized according to whether they experienced homelessness at any point during the five-year period.

Homeless Students Who Exit ELL Score Proficient More Often

Overall, English language learners struggle more with academic achievement, scoring proficient on their State assessments at lower rates than students without ELL needs. Just 1.4% of all housed English language learners scored proficient on their 5th grade English Language Arts State assessment in SY 2015–16 compared to 38% of housed students no longer receiving ELL services.

Homeless students who had English language learning needs in Kindergarten and were able to exit ELL programs by the end of elementary school passed their 5th grade English Language Arts State assessment at approximately the same rate as the overall citywide housed average. (29%)

Meanwhile, homeless students who were still identified as ELL six years later scored proficient at a rate of just 1.7%.

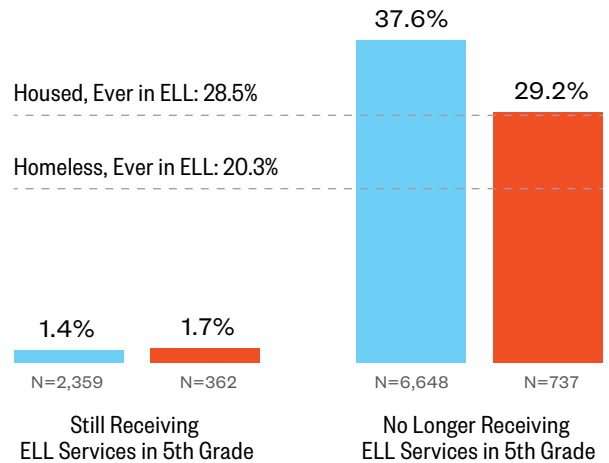
Considering the high degree of overlap between students with ELL needs and those experiencing housing instability, it is critical to ensure that ELL programs take into account the attendance challenges and high mid-year transfer rates faced by homeless students.

5th Grade State Assessment Proficiency Rate for Students Still in ELL

Percent of Students Who Scored Proficient on State English Language Arts Assessment Among English Language Learners Identified in Kindergarten, by Whether They Still Were Identified as ELL

SY 2015–16

■ Housed ■ Homeless

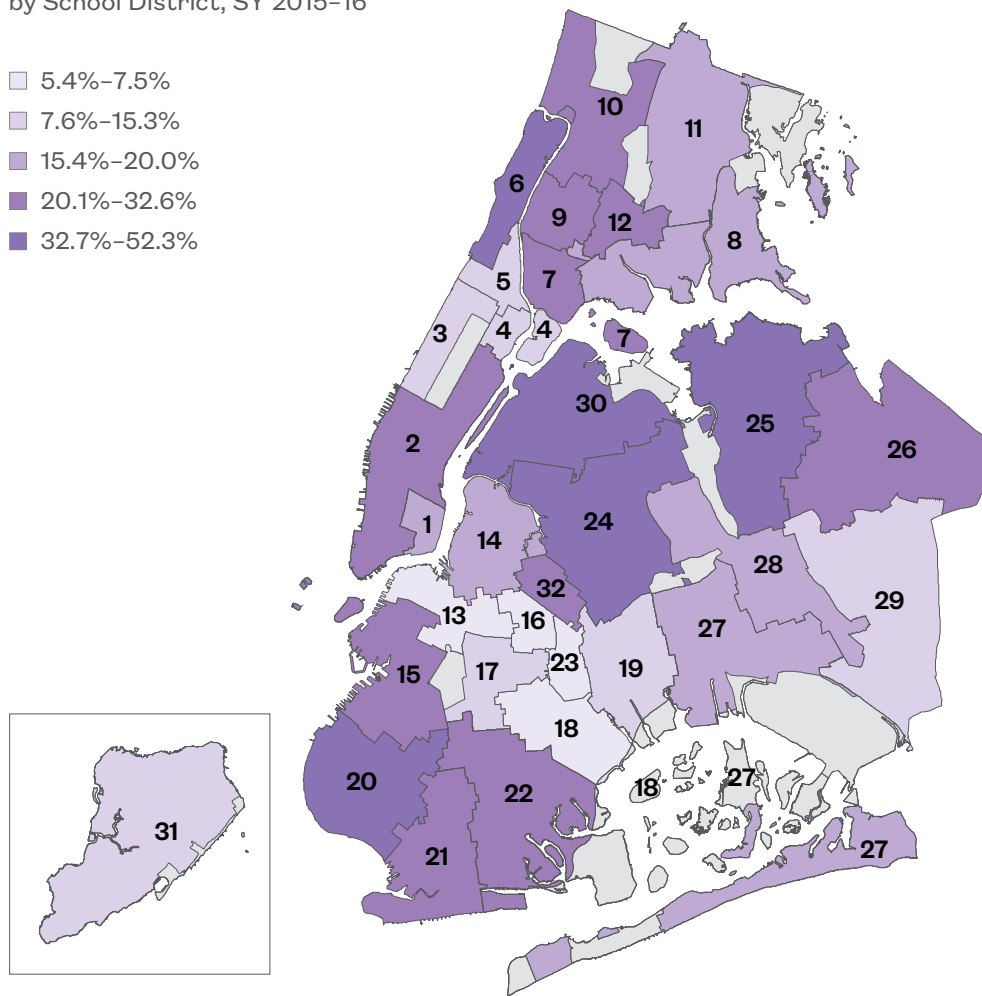


Note: Data represent a cohort of students who entered Kindergarten in SY 2010–11 and received ELL services that year. Students are categorized according to whether they experienced homelessness at any point during the six-year period. The housed, ever ELL and homeless, ever in ELL average include students who were ever identified as ELLs over the six-year period.

Geographic Patterns of English Language Learners

Percent of Homeless Students Who Are English Language Learners, by School District, SY 2015–16

- 5.4%–7.5%
- 7.6%–15.3%
- 15.4%–20.0%
- 20.1%–32.6%
- 32.7%–52.3%



Note: Data are by school district for SY 2015–16 and do not include schools in non-geographic districts.

One in four (24%) homeless students overall had English language learning needs in SY 2015–16.

By district, the share of homeless students with ELL needs ranged from just 5% of homeless students in **Bedford-Stuyvesant** to over half (52%) of homeless students in **Bay Ridge**. (Districts 16 and 20)

ELL needs differed by housing status as well. **Bay Ridge**, Brooklyn had the widest disparity, with 55% of doubled-up students having ELL needs compared to just 18% of students living in shelter. (District 20)

By borough, students living doubled-up had the highest ELL rates in the **Bronx** and **Queens** at 34% and 35%. Meanwhile, **Staten Island** students living doubled up had the lowest rate at 15%.

Percent of Students Who Are English Language Learners, SY 2015–16

City/Borough/ Select Neighborhoods (School District #)	All Students	All Homeless	Homeless, In Shelter	Homeless, Doubled Up	Housed, Free Lunch	Housed, No Free Lunch
New York City	13.8%	23.1%	10.0%	32.0%	15.0%	8.6%
Manhattan		23.1%	10.6%	29.2%	13.7%	5.8%
Lower East Side (1)		16.5%	9.0%	22.0%	8.9%	9.6%
Financial District/Midtown/Upper East Side (2)		24.8%	9.9%	31.5%	10.4%	4.9%
Upper West Side/Morningside Heights (3)		11.3%	8.6%	13.7%	8.2%	2.3%
East Harlem (4)		14.0%	8.4%	17.3%	10.9%	5.3%
Central Harlem/Manhattanville (5)		13.7%	7.8%	20.9%	9.0%	5.1%
Hamilton/Washington Heights/Inwood (6)		38.7%	22.6%	41.9%	28.2%	15.6%
Bronx		25.0%	13.0%	34.3%	16.7%	11.9%
Mott Haven/Melrose (7)		23.0%	11.4%	33.6%	15.9%	8.7%
Hunts Point/Longwood (8)		20.0%	11.2%	28.7%	11.4%	11.4%
Highbridge/Concourse (9)		28.0%	13.1%	40.4%	21.6%	21.5%
Riverdale/Bedford/Fordham/Belmont (10)		30.5%	16.2%	36.5%	19.6%	11.4%
Williamsbridge/Baychester/Morris Park/Co-op City (11)		17.1%	10.8%	22.5%	10.0%	7.9%
East Tremont (12)		23.0%	12.3%	35.4%	18.4%	13.9%
Brooklyn		20.8%	6.6%	30.4%	14.8%	9.8%
Brooklyn Heights/Fort Greene (13)		6.7%	1.9%	11.2%	4.8%	3.4%
Williamsburg/Greenpoint (14)		18.9%	10.3%	25.9%	11.1%	8.7%
Carroll Gardens/Park Slope/Sunset Park (15)		28.6%	10.3%	34.6%	23.3%	7.5%
Bedford-Stuyvesant (16)		5.4%	3.6%	8.5%	4.6%	3.2%
Crown Heights/Prospect Lefferts Gardens (17)		13.2%	5.9%	19.1%	9.1%	9.7%
East Flatbush/Canarsie (18)		7.5%	4.2%	10.8%	4.6%	5.5%
East New York/Starrett City (19)		14.6%	6.0%	24.5%	12.1%	10.7%
Bay Ridge/Dyker Heights/Borough Park (20)		52.3%	18.1%	55.1%	25.1%	16.9%
Coney Island/Gravesend/Ocean Parkway (21)		32.6%	9.7%	40.7%	17.1%	12.6%
Flatbush/Flatlands/Sheepshead Bay (22)		23.2%	7.1%	28.1%	11.9%	5.5%
Brownsville (23)		6.7%	4.5%	12.2%	4.4%	4.1%
Bushwick (32)		23.8%	12.2%	29.6%	18.3%	17.0%
Queens		27.5%	8.5%	34.7%	15.6%	9.6%
Sunnyside/Ridgewood/Maspeth/Elmhurst/Corona (24)		39.6%	12.9%	43.9%	23.2%	16.1%
Flushing/Whitestone (25)		38.4%	10.5%	43.3%	20.8%	10.4%
Bayside/Little Neck/Fresh Meadows/Floral Park (26)		24.7%	0.0%	27.4%	9.5%	3.3%
Woodhaven/Ozone Park/Howard Beach (27)		17.6%	6.8%	25.3%	10.7%	6.4%
Rego Park/Forest Hills/Briarwood (28)		19.6%	5.1%	26.3%	10.6%	6.9%
Hollis/Queens Village (29)		15.3%	6.6%	20.0%	7.5%	5.5%
Astoria/Long Island City (30)		37.8%	11.9%	43.3%	19.0%	10.8%
Staten Island		11.1%	4.9%	15.0%	7.9%	2.0%
Staten Island (31)		11.2%	4.5%	15.2%	8.0%	1.9%
Citywide Special Education (75)		15.8%	13.0%	26.8%	19.4%	19.9%
Citywide Alternative Schools & Programs (79)		24.6%	12.6%	23.7%	11.4%	12.1%

Note: Data by school district do not include schools in non-geographic districts, so borough and district total percentages may differ. Ns of fewer than 30 students were redacted.

English Language Learners by Ethnicity

English language learner rates varied greatly by students' ethnicity, with Asian, Hispanic, and white homeless students seeing the highest rates of ELL needs. Close to half (47%) of Asian students who were homeless had English language learning needs in SY 2015–16—over twice the rate of housed Asian students (18%).

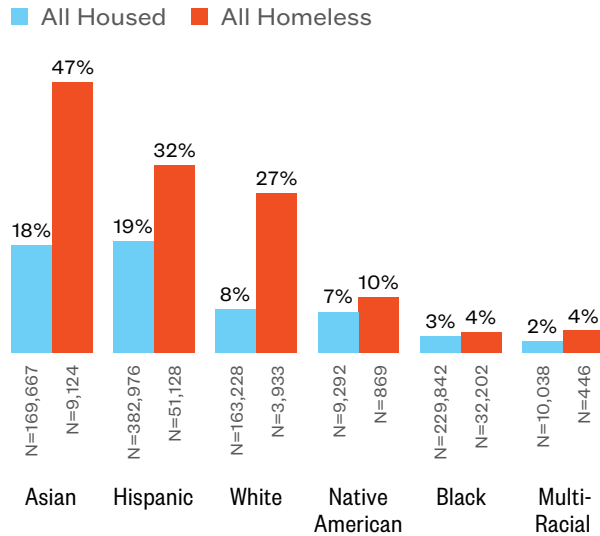
Across ethnicities, doubled-up students had the highest ELL rate of all housing groups.

Almost one-third of both Hispanic and white students who were homeless (32% and 27%) had ELL needs, compared to 19% of housed Hispanic students and 8% of housed white students.

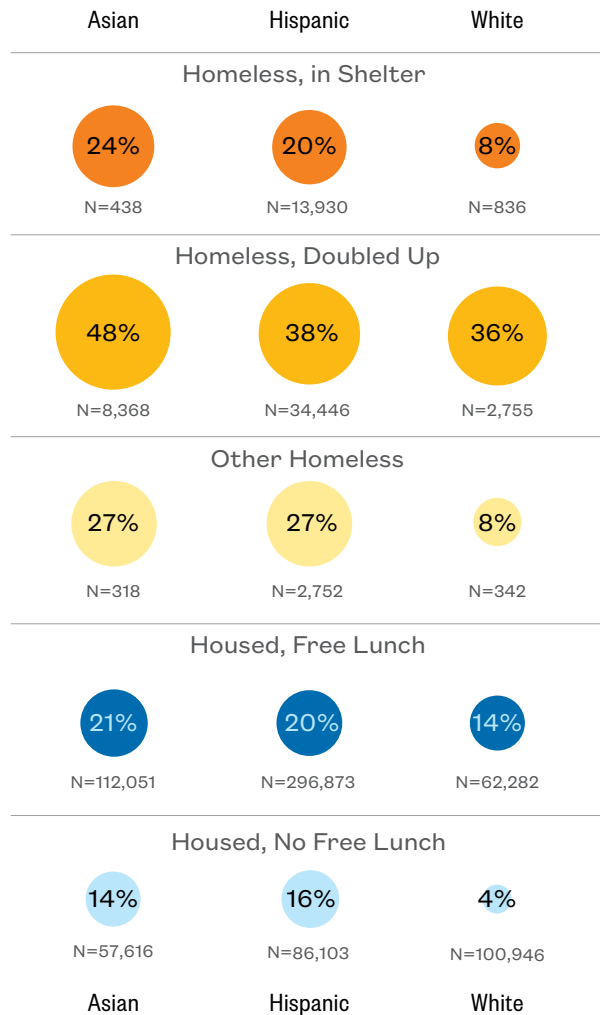
ELL Rates by Race and Ethnicity

Percent of Students Who Were English Language Learners, by Race/Ethnicity and Grade Level, SY 2015–16

By Housing Status and Race/Ethnicity



By Where Students Sleep and Race/Ethnicity

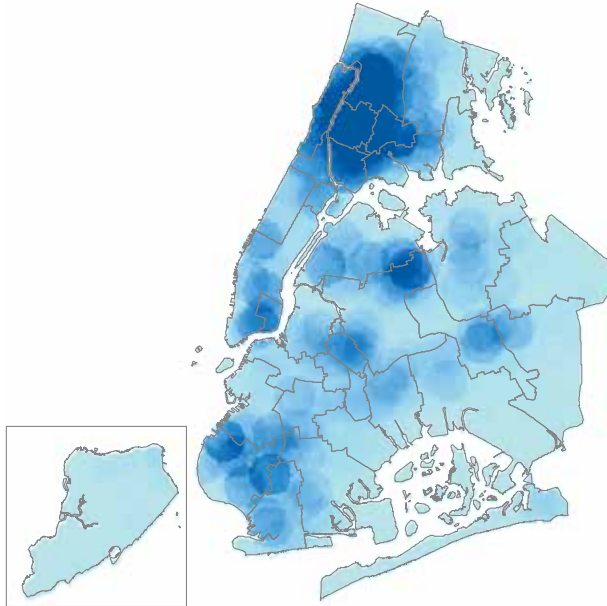


Note: "Other Homeless" includes students who were awaiting foster care, paying for a hotel/motel outside of the shelter system, or living in another temporary and/or unsuitable housing situation.

Where are Homeless English Language Learners by Ethnicity?

Density of English Language Learners by Ethnicity, with Top Languages Spoken
SY 2015-16

Overall ELLs



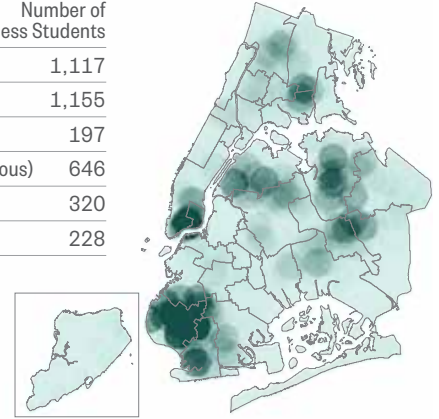
Language	Number of Homeless Students
Spanish	16,554
Bengali	1,206
Mandarin	1,159
Arabic	678
Chinese (Miscellaneous)	664
Haitian Creole	409
Cantonese	326
French	292
Urdu	251
Russian	236
Uzbek	197

English language learners overall were concentrated in the **south** and **west Bronx**, **central Queens**, and **south Brooklyn**.

Examining ELL rates among homeless students by ethnicity shows where potential services could be coordinated and tailored to meet the different linguistic needs of homeless students.

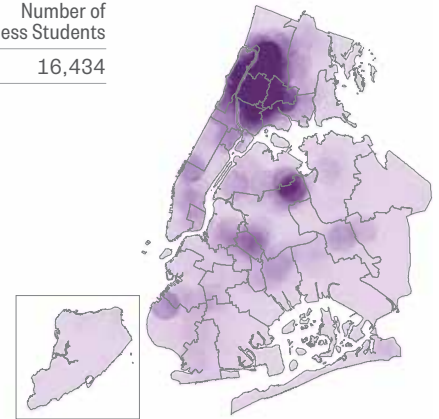
Asian ELLs

Language	Number of Homeless Students
Bengali	1,117
Mandarin	1,155
Arabic	197
Chinese (Miscellaneous)	646
Cantonese	320
Urdu	228



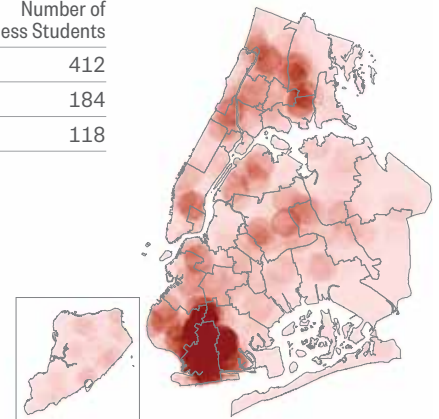
Hispanic ELLs

Language	Number of Homeless Students
Spanish	16,434



White ELLs

Language	Number of Homeless Students
Arabic	412
Russian	184
Uzbek	118



Note: Language refers to the language that students speak with their family. Chinese (Miscellaneous) refers to students whose primary language is Chinese.