

Handy How-to for Brooklyn Immigration Project '09

It's our privilege again this year to identify relatively recent immigration trends in city neighborhoods and put some faces to the numbers.

Last year, the Class of '08 tackled Queens, the most diverse country in the country, and found [a bevy of untold stories](#). This year, we're delving into to the city's most populous borough, with similar aspirations.

The project, at its simplest, is threefold: 1. Find some data and input into our spreadsheet. 2. Hit streets and find the stories behind the stats. 3. Tell those stories, in words, pictures, video, audio, ect.

But, of course, this all will require some hard work, which is why teamwork is key.

We're going to look, community district by community district, at the number of recent immigrants in public elementary schools for the 2005-2006 school year (the most recent figures available). We're not trying to outdo the census – we just want to get an idea of where various immigrant groups are settling. Enrolling children in public schools suggests a planting of roots.

There are about 240 public elementary schools in the borough and about 20 charter schools. We are not going to worry about the charter since most are fairly new, and, in most cases, data does not exist.

We're going to try to divide up the work as evenly as possible, but don't fret if you have a couple more or less schools on your list than a colleague.

The list of public elementary schools will come from the [community district profiles](#).

The numbers part is fairly straightforward:

1. Start with the first school on your list.
2. Go to <http://schools.nyc.gov/default.aspx>.

3. Go to "**Find a School**" in the middle of the page and put in the school name or number and click "find". It should bring you to a link for your school (**be careful -- some schools in different boroughs have the same number**). Click on the link, which should bring you to the school's homepage.
4. Look on the left side and **click on "statistics."**
5. This will bring you to another page. Go to the middle heading Annual School Report Card 2005-2006, and click on [New York City Supplement](#) 2005-2006.

On Page 1 of the pdf, you'll find the **number of students enrolled** (this should be in text near the top of the page). On the next page, you'll find the **percentage of Recent Immigrants**, which school officials define as students enrolled as of Oct. 31, 2005 who immigrated to the U.S. within the past three years.

Go to the spreadsheet. Put the total enrollment number in Column C. Then put the percentage of recent immigrants in Column D. The spreadsheet will automatically figure out the total number of immigrants in the school (Column E)

Then go to the next heading: **Recent Immigrants' Place of Birth.**, where you'll find the top three countries of origin (**NOTE: use the numbers under the 2006 heading**)

Type in the names of each of the top three countries and the percentage for each on the spreadsheet. You'll see the spots for Country 1 (Column F), Country 2 (Column I), and Country 3 (Column L), as well as a space for the percentage to the immediate right of each country. Don't worry about calculating the raw number of students from a given country – the spreadsheet does it for you.

It's important to have the raw numbers from each country because we'll ultimately have to figure out the percentage of folks from a given country in each school district as well as boroughwide.

We'll take a look at the numbers for each district, try to identify trends, talk about some general ideas – and the hit the streets in teams.

Some handy links:

[This](#) is a list of the 18 Brooklyn Community Districts and the neighborhoods each cover.

[This](#) is a link to the profiles for each district. These contain lists of the schools in the district, among much other information. Be sure to open this in Firefox – it will give you a table of contents in the left side. Safari won't.

Thanks in advance to everyone for your hard work on this project, which I'm confident will be another success for our News Service.

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