Educating English Language Learners in Washington State, 2008–09

Report to the Legislature

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Abbreviations

ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
ESL	English-as-a-Second Language
FTE	Full-time Equivalent
OSPI	Office of Superintendent of Public Instruction
WASL	Washington Assessment of Student Learning
WLPT-II	Washington Language Proficiency Test
TBIP	Washington State Transitional Bilingual Instructional Program
NCLB	No Child Left Behind

Acknowledgements

EXECUTIVE SUMMARY

Background

As Washington State becomes more diverse, the state's Transitional Bilingual Instruction Program (TBIP) served 9.4 percent of the total state student population. English language learners (ELL) are defined by state law as those whose primary language is other than English and who have English language skill deficiencies that impair their learning in regular classrooms. As accountability for all students continues to be a paramount focus, the education of students with limited English proficiency and issues related to their educational needs are receiving greater scrutiny.

The state's Transitional Bilingual Instruction Program provides additional funding to districts for services to ELLs. In the 2008-09 school year, total direct bilingual expenditures were $88.7 million, of which $71.0 million were from state appropriations. The total in state and local funding represents a 12 percent increase from the 2007-08 school year (4 percent increase in state funding).

Results in Brief

ELLs of school age who must acquire English in the context of schooling, need to develop full proficiency in all language domains (listening, speaking, reading, and writing) and in all language skills for use in all the content areas. Language used in school is unique to that context, and becomes increasingly complex from one grade to the next.

Even though research has found that long-term academic performance is more likely to occur when students have significant exposure to instruction in their primary language, only 12 percent of ELLs receive instruction in their primary language because of a shortage of qualified bilingual teachers. For districts that serve ELLs from multiple language groups, instruction in the primary language may not be practicable.

Staffing and Instruction

Most TBIP funds allocated for educating ELLs are spent for staff salaries and benefits. The 2008–09 school year showed a five percent increase in FTE teachers and no change in FTE instructional aides. The trend continues that districts rely on instructional aides (IAs) to provide supplemental instruction to ELLs. Instructional support in the student's primary language is typically provided by IAs within the classroom setting. There is a continued need to provide professional development to both teachers and IAs to enable them to provide better access to the curriculum for ELLs.

In the 2008–09 school year, a total of 97,021 ELL enrollments were served statewide, an increase of 1,825 from the previous year. The TBIP funded a total of 89,435 individual ELL students; a 1.6 percent increase from the previous year (88,046). During the 2008–09 school year, the pattern of

uneven distribution of ELLs that existed in previous years continued to exist among school districts. For example, of the school districts serving ELLs in the 2008–09 school year, twenty-eight (28) districts served a population of 1,000 or more ELLs in Grades K–12.

Languages Spoken

A total of 202 different languages were represented in the state Transitional Bilingual Instruction Program in the 2008–09 school year. Spanish was spoken by sixty-seven percent of ELLs, more students than students speaking all other languages combined. Seventeen percent of all ELLs in Washington spoke one of the following six languages in descending order: Russian, Vietnamese, Ukrainian, Somali, Korean, and Tagalog. The number of students speaking Somali, Vietnamese, Spanish and Tagalog has increased, while the number speaking Korean, Russian, and Ukrainian has declined. In 46 districts, at least 20 different languages were spoken; however, in 60 school districts, Spanish was the dominant language spoken by at least 95 percent of the ELL population.

Length of Stay

The Transitional Bilingual Instruction Program is intended to provide temporary support services until ELLs can develop English language skills that will enable them to learn successfully in English. ELLs may be served in the TBIP until they meet the exit criteria established by the state. Approximately 16 percent of the state's ELL students transitioned out of the program in 2008–09.

Research consistently demonstrates that learning "academic English" takes four to six years. The federal No Child Left Behind Act of 2001 (NCLB), requires states to align their English language proficiency assessment with their English language development standards. For Washington State, this process was completed in the fall of 2005–06 when the Washington Language Proficiency Test (WLPT-II) was administered for the first time during the 2006 annual testing window. The WLPT-II measures a student's English language proficiency in reading, writing, listening, and speaking.

NCLB also requires academic assessment of students who are identified as having limited or no English proficiency. Therefore, students enrolled in the TBIP must take the Washington Assessment of Student Learning (WASL). Although analysis of WASL and WLPT-II data shows that smaller percentages of ELLs meet the WASL standard regardless of the grade or subject matter, Washington State data also demonstrates that ELLs who have transitioned out of TBIP by meeting the state's exit criteria perform comparably to native English speakers' state averages across grade levels on the WASL in reading, writing, and math.

INTRODUCTION

SECTION 1

BACKGROUND

Washington State, reflecting national trends, is becoming more ethnically and linguistically diverse. More than 90 percent of recent immigrants come from non-English-speaking countries, and many immigrants arrive with little or no formal education. Immigration, language use, and birth patterns may likely result in a continued increase in the linguistic, cultural, and racial/ethnic diversity of our public schools. For school year 2008–09, the state's Transitional Bilingual Instruction Program (TBIP) enrollment showed a 2 percent increase from the previous school year. A concentration of English language learners (ELLs) continues to be found in the urban areas along the I-5 corridor and rural areas such as the Yakima Valley.

There is great diversity among Washington State's ELLs. Some are recent arrivals from foreign countries, while others are born and raised in the United States. The level of education achieved prior to immigrating to the United States, family socioeconomic status, and cultural background vary greatly among this population. Students coming from the same country may speak different languages or dialects and differences may exist within groups. Thus, generalizations about any group of students may mask background characteristics that are important to understand when designing appropriate curricular and instructional interventions.

When students with little or no previous exposure to the English language enter the public school system, they are most often unable to profit fully from instruction in English and may experience a high risk of academic failure. Thus, issues related to their academic progress, including meeting higher academic standards, are receiving greater scrutiny. The No Child Left Behind law requires ELLs to meet the same Washington Assessment of Student Learning (WASL) reading and math proficiency targets required of all students. Under the federal law, ELLs are reported as a student category for calculating adequate yearly progress (AYP) and some districts have found the ELL category to be one of the most challenging AYP targets to meet. Thus, there is a greater urgency to address the educational needs of this group of students.

Section 1: Introduction

WASHINGTON'S PROGRAM FOR ELLs

Educating ELLs is primarily a state and local responsibility. While the federal government provides support for ELLs, districts rely heavily on state aid and local revenues to support English language acquisition programs.[1] The state's Transitional Bilingual Instruction Act of 1979, amended in 1984, 1990, and 2001, provides additional state funding to Washington districts for services to students who have a primary language other than English *and* who have English language skill deficiencies that impair their learning in regular classrooms.[2] The major objective of the State Transitional Bilingual Instruction Program (TBIP*)* is for students to develop academic English competence. Instructional assistance is restricted to students who have very little or no English speaking ability and are in most need of help, as defined by the eligibility requirements.[3]

RCW 28A.180.030 defines the State Transitional Bilingual Instruction Program as:

> *(a) A system of instruction which uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable the pupil to achieve competency in English. Concepts and information are introduced in the primary language and reinforced in the second language: PROVIDED, that the program shall include testing in the subject matter in English; or*

> *(b) In those cases in which the use of two languages is not practicable as established by the Superintendent of Public Instruction and unless otherwise prohibited by law, an alternative system of instruction which may include English as a second language and is designed to enable the pupil to achieve competency in English.*

As a student learns more English, there is a corresponding decrease in the use of the primary language. This is the "transitional" aspect of the program, as established in Washington. While the state program emphasizes "bilingual instruction," relatively few students in the program actually receive formal instruction in their primary language (see Section 2). Thus, for the majority of ELLs in the state, their English Language Development (ELD) program is more accurately defined as an English-as-a-Second Language (ESL) program. An over-reliance on instruction in English, rather than in the student's primary language, is common in other states as well.[4]

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[1] See *Public Education: Title I Services Provided to Students With Limited English Proficiency,* U.S. General Accounting Office, December, 1999.
[2] Beginning in 1979, ELL students were funded along with certain special education students as part of a "special needs" grant. In 1984, funding for the program was set up as a separate allocation. Other program changes were made in the 1984 law, including how eligible students are identified.
[3] The transitional bilingual instruction program operates under the authority of RCW 28A.180.060 and as detailed in chapter 392-160 WAC.
[4] See *Public Education: Meeting the Needs of Students With Limited English Proficiency,* U.S. General Accounting Office, February 2001.

Program Funding

In addition to basic education funding, districts receive state funds to provide supplemental instructional support to ELLs. Funding to districts is based on an October-through-May bilingual enrollment headcount. In the 2008–09 school year, the state provided a per pupil allocation of $904.17 for a total of 82,916 ELLs[5], a 6.5 percent increase from the previous year. In the 2008–09 school year, total bilingual expenditures were $88.7 million, of which $71.0 million were from state resources, a 4.1 percent increase from the previous year. Figure 1-1 shows the growth of state funding for the program over the last 10 years. The figure does not adjust the funding amounts for inflation and does not include district indirect costs for operating the program.

Figure 1-1: Growth in State Funding for the TBIP by School Year

Year	Amount
1999-2000	$38,435,205
2000-2001	$42,302,982
2001-2002	$43,985,211
2002-2003	$47,172,781
2003-2004	$51,132,565
2004-2005	$55,650,026
2005-2006	$58,535,939
2006-2007	$61,569,321
2007-2008	$68,189,886
2008-2009	$70,969,876
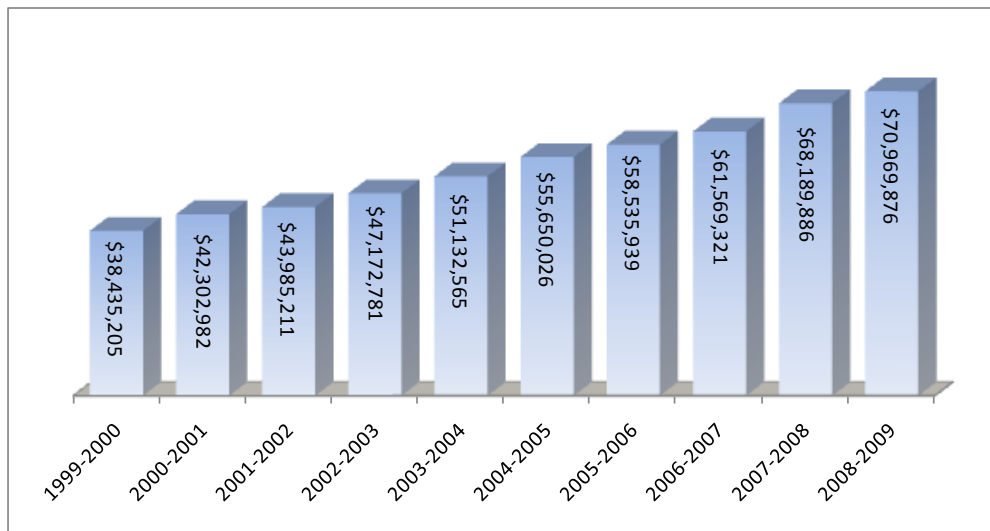
Current year source: Report 1191SN OSPI Apportionment for Aug 31, 2009

The state is not the only source of revenue for the program. Districts can choose to supplement their state and federal program support with local levy funds. In the 2008–09 school year, districts reported contributing approximately $17.3 million to provide instructional services to ELLs beyond state TBIP funding. However, accurate data that reflects actual district and levy funds used to support local programs for ELLs is not available because these amounts are coded to programs other than program 65 (the designation for TBIP).

Program Eligibility

Program funding is intended for those students with the greatest need. Therefore, not all students who have a primary language other than English qualify for program services. Eligible students must have a primary language other than English *and* their English language skills must be sufficiently deficient or absent to impair learning in an all-English classroom setting. The program serves eligible students in Grades K–12.

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[5] This was the *average* number of students enrolled in the program on each of eight monthly count dates, October through May, as reported by districts on the P223-H report. The *total* number of ELL students served by the program in 2008–09 was 89,435. See Section 3 for more information on enrollment trends.

Section 1: Introduction

A two-phase process is used to identify potential English language learners: a) the district must first identify students with a primary language other than English, and b) the student's level of English language must be assessed to determine his/her level of proficiency in English. Students are eligible if they score at the limited English proficiency level on the Washington Language Proficiency Test-II (WLPT-II) *placement* test administered by the district. To continue receiving program services, ELLs are annually assessed on the WLPT-II *annual* test, which measures their English language proficiency level in listening, speaking, reading, and writing. Eligibility ends when a student scores at the Transitional Level (Level 4) on the WLPT-II*.*

OBJECTIVES, SCOPE AND METHODOLOGY

The Legislature requires OSPI to annually review the TBIP and submit the results to the Legislature. This report provides information on the program for ELLs in the 2008–09 school year and also includes historical program information. Specifically, this report provides information on the following areas:

- Staffing patterns and instruction to implement the program.
- Enrollment patterns of students who have participated in the program and how the patterns have changed over time.
- Languages spoken by students in the program.
- Length of stay (time) students spent in the program.
- Academic and linguistic performance of ELL students served by the program.

Data for the report was obtained from districts with an approved program for ELL students in the 2008–09 school year. Student level data was provided on the districts' TBIP Annual Reports submitted electronically to the Migrant Student Data and Recruitment (MSDR) office and data from OSPI's assessment department. Historical data reported by districts to OSPI in previous years was also used. Prior to 2002–03, data was collected at the district level and reported directly to OSPI. Starting in the 2002–03 school year, OSPI contracted with MSDR to collect student level data, which has increased the accuracy of the information. The report provides data aggregated at the state and district levels.

The state continues to improve the data collection system to ensure that the most accurate numbers are captured. The report has traditionally reported the number of students that were enrolled in the program which reflected multiple enrollments within and across districts.

STAFFING AND INSTRUCTION

SECTION 2

Nearly all expenditures used to educate ELLs were for staff salaries. Although research has found that students perform better when provided more intensive instruction in their primary language, few students (12 percent) received primary language instruction. One reason is that many districts have ELL populations representing multiple languages, in some cases as many as 87 languages. There is also a critical shortage of qualified teachers who are bilingual and trained to provide content level instruction in a language other than English. This continues to be the case even though the ELL student population has grown for over 30 years and Spanish-speaking students represent more than 67 percent of the ELL population. Over half the teachers in the TBIP have an ESL or bilingual endorsement. However, many of the ESL-endorsed teachers speak only English.

PROGRAM EXPENDITURES

Nearly all of the Transitional Bilingual Instruction Program funding for educating ELLs was used for instruction-related activities. Twenty percent of the total program expenditures reported was funded by other than state resources. Figure 2-1 shows the amounts and proportions spent on various categories in the 2008–09 school year.

Figure 2-1: Program Expenditures (School Year 2008–09)

Type of Program Expenditures	Total Expenditures	Percent of Total
Salaries-certificated staff	$37,184,036	41.9%
Salaries-classified staff	$24,147,805	27.2%
Benefits	$24,232,446	27.3%
Instructional Supplies	$1,973,579	2.2%
Other	$1,126,519	1.3%
Total	$88,664,386	100.0%

These data are collected from the F-196 Annual Financial Statements, program 65.

Section 2: Staffing and Instruction

STAFFING ISSUES

ELLs require highly qualified teachers knowledgeable and skilled in first/second language acquisition theory, ESL, and sheltered instruction methodologies. This knowledge base provides teachers with the instructional skills to assist ELLs to develop the academic knowledge and English language proficiency required to meet state standards. However, one obstacle facing the education of ELLs is the shortage of properly trained teachers to provide effective instruction. Many districts report difficulties recruiting teachers qualified to teach students with limited English proficiency. Providing training to teachers of ELL students also appears to be a significant issue. The National Center for Education Statistics reported in 2002 that while 41 percent of teachers in the U.S. teach ELLs, less than 13 percent have received any training or professional development.[6]

In the current education reform movement that aims to have *all* students meet high academic standards, schools face a challenge to find and train teachers to meet the academic and linguistic needs of the growing number of ELLs. The reauthorized federal *Elementary and Secondary Education Act* (also known as the *No Child Left Behind Act of 2001*) requires teachers of ELLs to be "highly qualified" if they teach core academic subjects. To address this challenge, many districts are combining state TBIP and federal Title III funding to meet this immediate need.

Qualifications and Training of Program Staff

Of the 502 TBIP-funded Washington teachers (300 FTE) who provided instruction to ELLs in the 2008–09 school year, 67 percent had an ESL endorsement, 20 percent had a bilingual endorsement, and 19 percent had both a bilingual and an ESL endorsement. Sixty-three percent of the 194 districts with a TBIP provided some ESL and bilingual education in-service training to teachers and to instructional aides.

The numbers above only reflect the level of training received by teachers who provide instruction to ELLs and are funded by TBIP. Many teachers and instructional aides who teach ELLs are not funded by the TBIP and data are not collected on the qualifications and training of these staff. However, Title III of NCLB requires districts to provide professional development to build a district's capacity to instruct ELLs that is research-based and on-going. The state is required to report on specific types of professional development provided by districts. The tables below reflect the number of staff trained and the content of those trainings (Figures 2-2 and 2-3).

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[6] See *The Preparation and Professional Development of Teachers of English Language Learners*, Antunez, B., ERIC Clearinghouse on Teaching and Teacher Education, September 2002.

Figure 2-2: Professional Development Participants (School Year 2008–09)

Professional Development Audience	Number of Districts	Number of participants
Classroom Teachers	123	16,380
ELL/Bilingual Teachers	111	3,986
Principals	80	843
Other Administrators	81	1,256
Non-Administrative Staff	111	3,986
Para-professionals	101	3,842
Community	16	114
Parents	25	1,491
Total		31,898

Figure 2-3: Professional Development Activities (School Year 2008–09)

Types of Professional Development	ELL Instructional strategies	ELL assessment	ELP standards and academic content	Mainstream Content Material	Other*
Number of Districts	139	48	53	24	57
Total Hours	17,718	969	3,451	738	2,081
Total Participants	16,901	2,511	2,468	1,225	3,441
Classroom Teachers	11,640	905	1,185	204	1,273
ELL/Bilingual Teachers	1,459	624	475	657	470
Principals	497	107	55	17	102
Other Administrators	368	64	50	32	154
Para-professionals	1,739	610	565	284	471
Non-Administrative Staff	516	198	77	31	323
Comm-based Personnel	42	1	45	0	22
Parents	640	2	16	0	626

*Other category includes multicultural education, parent involvement, ELL with disabilities, dual language training and Spanish to facilitate communication with parents.

Types of Staff

In the 2008–09 school year, 2,475 staff provided instruction in the TBIP. Those providing instructional services to ELLs included 1,062 instructional aides and 873 teachers. As reflected in the tables below (Figure 2-4 and 2-5), districts continued to rely on instructional aides to provide instruction to ELLs. The number of staff involved in the program who were charged to the TBIP budget code 65 increased by more than 4 percent from the previous year.

Of the full-time equivalent (FTE) staff reported on the Apportionment Personnel Summary Report S275, instructional aides represented about 51 percent of the total FTEs in the 2008–09 school year, a decrease of 1 percent from the previous year. Figures 2-4 and 2-5 provide more information on the FTE staffing trends.

Section 2: Staffing and Instruction

Figure 2-4: ELL Student/Program Staff Ratios by School Year

Staff & Student Ratios	2007–08			2008–09		
	Teachers	Aides	All Staff	Teachers	Aides	All Staff
Total Staff	819	1,555	2,374	873	1,602	2,475
Staff FTE	493	545	1,038	519	545	1,064
Student/staff ratio *Based on total students served and total staff*	116	61	40	111	61	39
Student/staff ratio *Based on average number of students funded and total staff*	98	52	34	95	52	34
Student/staff ratio *Based on average number of students funded and FTE staff*	164	148	78	160	152	78

These data are collected from Preliminary School District Personnel Summary Report S275, Table 11, Program 65 (TBIP), duty routes 31, 32, 33 and 91. Staff data includes staff funded by TBIP and other funding sources.

Program Support Student/Staff Ratios

The TBIP provided additional instructional support to the ELL's basic education program. Student/staff ratios can be measured in different ways: by using the total number of students and staff in the program, by the average number of students served per month, and by the total number of FTE staff. The ratios are slightly smaller when calculated in terms of the average number of students served and much larger when measured in terms of FTE staff.

Figure 2-4 shows various ratios for the 2008–09 school year. When more instructional aides are involved in the program, the ELL student per aide ratio is lower than the ratio of ELL students per teacher. As reflected in Figure 2-5 below, instructional aides continue to provide a significant percentage of the instructional support to ELLs. Therefore, effective supervision of instructional aides and coordination of program services are essential to student outcomes.

Figure 2-5: Five-Year Staffing Trends (in FTEs) by School Year

Type of Staff (FTE)	2004–05	2005–06	2006–07	2007–08	2008–09
Teachers	496	535	521	495	519
Percent of Total FTEs	47%	49%	49%	48%	49%
Instructional Aides	550	555	538	545	545
Percent of Total FTEs	53%	51%	51%	52%	51%
Total FTEs (teachers + aides)	1,046	1,089	1,059	1,040	1,064

These data are collected from Apportionment Personnel Summary Report S275, Table 11, Program 65 (TBIP), duty routes 31, 32, 33 and 91.

Educating English Language Learners in Washington State, 2008-09

INSTRUCTIONAL MODELS AND INSTRUCTIONAL STRATEGIES

Nationwide, a variety of instructional models and approaches has been implemented with the goal of effectively instructing the growing ELL student population. These range from no instruction in the student's primary language and providing only ESL instruction, to providing instruction in both English and the student's primary language.[7] Descriptions of six instructional models below include statements of instructional focus for each.

Program Models

- **Dual Language Program (Two-Way Immersion or Two-Way Bilingual Education)**

  Dual language programs (also known as two-way bilingual education and two-way immersion) provide integrated language and academic instruction for native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding (Christian, 1994).

- **Developmental Bilingual Education (DBE or Late-Exit)**

  Developmental bilingual education (DBE), also referred to as late-exit bilingual education (Ramirez, 1992), is an enrichment program that educates English language learners using both English and their first language for academic instruction. DBE programs aim to promote high levels of academic achievement in all curricular areas and full academic language proficiency in the students' first and second languages.

- **Transitional Bilingual Education (TBE or Early-Exit)**

  Transitional bilingual education (TBE), also known as early-exit bilingual education (Ramirez, 1992), is the most common form of bilingual education for English language learners in the United States. TBE provides academic instruction in English language learners' primary language as they learn English.

- **Sheltered Instruction (SI or Content-Based ESL)**

  Sheltered instruction (SI) is an approach used widely for teaching language and content to English language learners, particularly as schools prepare students to achieve high academic standards. In SI, academic subjects (e.g., science, social studies) are taught using English as the medium of instruction. SI is most often used in classes comprised solely of English language learners, although it may be used in classes with both native English speakers and English language learners when necessitated by scheduling considerations or by small numbers of English language learners. (In Washington State, this approach is most often associated with middle and high school ESL classes. ELLs at the elementary

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[7] See A National Study of School Effectiveness for Language Minority Student's Long-Term Academic Achievement, Wayne P. Thomas and Virginia P. Collier, George Mason University, for the Center for Research on Education, Diversity and Excellence, 2002. http://www.crede.ucsc.edu/research/llaa/1.1_final.html

Section 2: Staffing and Instruction

level, who receive push-in support from TBIP staff or limited pull-out in the context of a basic education grade-level classroom, would also fall under this model.)

- **Newcomer Program**

The goals of newcomer programs are to help students acquire beginning English language skills along with core academic skills and knowledge, and to acculturate to the U.S. school system. Some programs have additional goals, such as developing students' primary language skills and preparing students for their new communities.

Figure 2-6: Enrollments by Type of Program (School Year 2008–09)

Instructional Model	Count By Enrollment	Percent of Total	Count By Student	Percent of Total
Sheltered Instruction	83,726	86.3%	79,384	88.1%
Transitional Bilingual-Late Exit	4,141	4.3%	3,437	3.8%
Transitional Bilingual-Early Exit	4,031	4.2%	3,301	3.7%
Dual Language	3,333	3.4%	2,474	2.7%
Newcomer Program	1,027	1.1%	796	0.9%
Parent Waiver	763	0.8%	739	0.8%
Total Counts*	97,021	100.0%	90,131	100.0%

*Includes students served in more than one program model.

Instructional Strategies

With an increased emphasis on building the capacity of all teachers to meet the needs of English language learners, many districts have identified instructional strategies for all teachers that enhance the quality of instruction in basic education classrooms with diverse learners.

Guided Language Acquisition Design (GLAD)

Project GLAD training provides research-based theory and practical, effective strategies for the development of academic language, literacy, academic achievement and cross-cultural skills of ELLs. Districts throughout Washington State have supported cohorts of teachers to complete GLAD training as well as investing in key trainers at the district level to offer ongoing GLAD training and support.

Sheltered Instruction Observation Protocol (SIOP)

The Sheltered Instruction Observation Protocol is both a valid and reliable, research-based observation instrument as well as a guide for planning instruction that focuses on both the academic and linguistic needs of ELLs. The model is built on the premise that teachers possessing these skills will be prepared to provide English language learners with a better learning environment. Critical features of high quality instruction for English language learners are embedded within the SIOP model.

Cognitive Academic Language Learning Approach (CALLA)

CALLA is a research-based instructional program that fosters the school achievement of students who are learning through the medium of a second language. This professional development program focuses on science and math. The professional development programs described above are specifically designed to provide teachers with the instructional strategies most effective in educating ELLs. These programs are among the most commonly used in Washington State to provide English language development strategies to TBIP and mainstream staff.

Effectiveness of Strategies

Research on the effectiveness of different instructional approaches has demonstrated that the more instruction is provided in the student's primary language, the better the student's overall academic performance over time.[8] Experts believe that developing proficiency in one language promotes the development of proficiency in a second language. Results from the analysis of student-level data that OSPI reported in 2000 were consistent with this conclusion.[9] These findings indicate that more academic instruction needs to be given in the student's primary language rather than simply relying on English language instruction. There are indications that the shift to provide more academic instruction in the student's native language is occurring in our state.

To improve the effectiveness of the TBIP, OSPI developed: (1) standards and benchmarks for English language learners in reading, writing, listening, and speaking, (2) a statewide English language proficiency assessment (see Section 6), and (3) a system to track ELLs' academic progress through the use of a secure student identifier. OSPI also updates the definitions of instructional program models to conform to national definitions used in research. The uniformity in definitions provides districts with more guidance to improve instructional program implementation.

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[8] See *Reading and Second Language Learners—Research Report*, OSPI, April 1999, and *School Effectiveness for Language Minority Students*, Thomas, W. and Collier, V., National Clearinghouse for Bilingual Education, December 1997. The effects of different instructional approaches may not be seen in the short-term since language acquisition in an academic context is a long-term process.

[9] The average length of time ELL students spent in the program was less when they were receiving more intensive instruction in their primary language along with instruction in English. See *Educating Limited-English-Proficient Students in Washington State,* OSPI, December 2000, pg. 16.

Section 2: Staffing and Instruction

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STUDENTS SERVED
SECTION 3

The number and percentage of ELL students in Washington showed a 2 percent increase in ELL enrollment in school year 2008–09, while total state enrollments declined slightly (-0.4 percent). As with previous years, ELLs are unevenly distributed across the state. Some districts served either a larger number or a higher percentage of ELLs than in the previous year, while other districts served fewer or no ELLs. Approximately 54 percent of all ELL students in the TBIP were enrolled in Grades K–3. Of the 28 districts reporting more than 1000 students, 68 percent reported an increase in ELL enrollment.

TOTAL ELL STUDENT TBIP ENROLLMENT

In the 2008–09 school year, the program served 89,435 students (distinct count or 97,021 duplicate count). This number represents 2,087 more students than served in 2007–08. For school year 2008–09, the eight-month average funding of ELLs eligible for TBIP was 82,916. Student numbers in this report will reflect the following:

- **Duplicate Count:** The total number of students served represents multiple enrollments in one or more districts throughout the year.

- **Distinct Count:** Students counted only once regardless of multiple enrollments.

- **ELL Funded:** Number of students counted for funding on the P-223 district report, which excludes parent waivers.

Figure 3-1: ELLs as a Percentage of Total Students by School Year
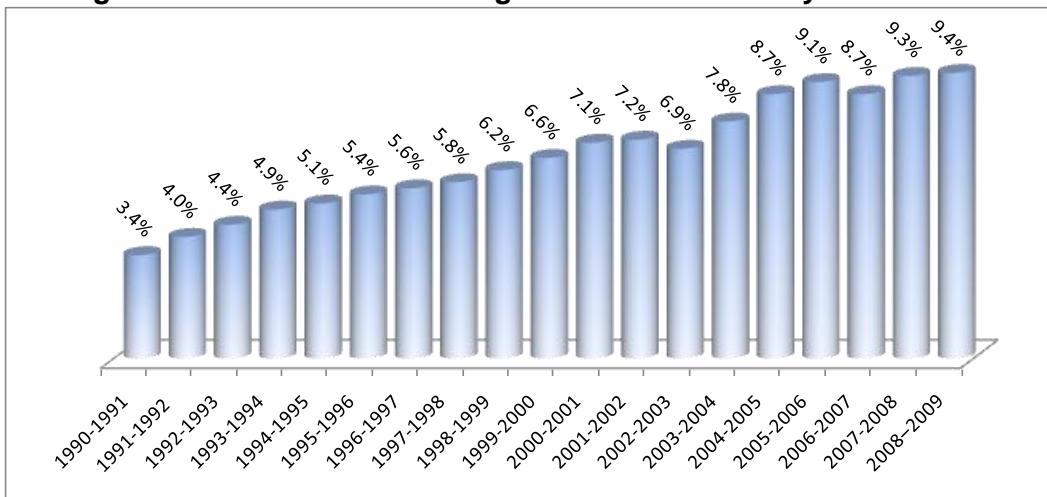
In the 2008–09 school year, ELLs served in the TBIP comprised 9.4 percent of the total statewide student population (see Figure 3-1) and showed an increase by 0.1 percent in the percentage served from the previous year.

Section 3: Students Served

Not only has ELL enrollment increased as a percent of total enrollment, the absolute number of ELL enrollments in the state has more than tripled since 1990-91 (see Figure 3-2).

Figure 3-2: ELLs as a Percentage of Total Students by School Year

School Year	Total State Enrollment	Total ELL Student Enrollment	Percent ELL
1990-1991	833,906	28,473	3.4%
1991-1992	862,423	34,338	4.0%
1992-1993	889,680	38,735	4.4%
1993-1994	908,017	44,266	4.9%
1994-1995	928,669	47,214	5.1%
1995-1996	945,283	50,737	5.4%
1996-1997	964,642	54,124	5.6%
1997-1998	984,564	56,939	5.8%
1998-1999	993,623	62,132	6.3%
1999-2000	997,580	66,281	6.6%
2000-2001	997,487	70,431	7.1%
2001-2002	1,002,257	72,215	7.2%
2002-2003	1,006,054	73,201	7.3%
2003-2004	1,010,229	79,221	7.8%
2004-2005	1,005,882	87,307	8.7%
2005-2006	1,017,777	92,377	9.1%
2006-2007	1,028,377	89,910	8.7%
2007-2008	1,031,846	95,196	9.2%
2008–2009	1,027,625	97,021	9.4%

Note: Students with multiple enrollments during the school year are counted in each district enrolled. Includes parent waived enrollments.

Educating English Language Learners in Washington State, 2008-09

UNEVEN DISTRIBUTION OF ELL STUDENTS

ELL students are not evenly distributed across the state. Of Washington's 295 districts, 194 reported ELL enrollment in the 2008–09 school year and this represents 65.5 percent of the state's districts (see Figure 3-3). The number of districts reporting ELL enrollments has remained about the same for the past few years. Analysis of the 194 district reports shows the following numbers:

- Twenty-two districts report that ELLs represent at least 25 percent of their total district enrollment. (Figure 3-4)
- Twenty-eight districts enrolled more than 1,000 ELLs and served 65 percent of all ELLs enrolled in the TBIP. (Figure 3-5)
- Of those districts with more than 1,000 students:
  - 2 districts (Tukwila and Kent) experienced an increase of more than 10 percent.
  - 9 districts (Edmonds, Evergreen (Clark), Federal Way, Mount Vernon, Othello, Seattle, Tacoma, Vancouver, and Wenatchee) reported a decline in enrollment, ranging from less than one percent decline to more than six percent decline.
- Seven districts received funding for less than ten students and forty-seven for less than 50 students, while forty-six had 500 or more ELL students.

Figures 3-3 to 3-5 show the number of districts with a TBIP as well as the districts with the highest percentage and number of ELLs served. Appendix C provides more information on the percentage and number of students.

Figure 3-3: Number of Districts with a Program for ELLs by School Year
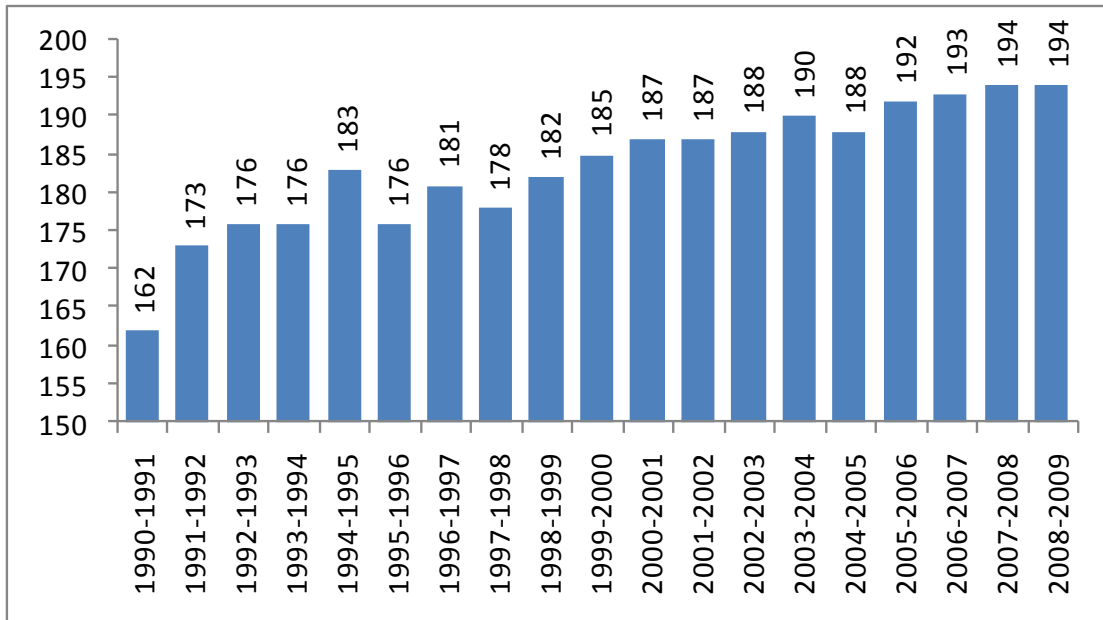
Section 3: Students Served

Twenty-two districts show that ELLs represent at least 25 percent of their total district enrollment. As reflected in the table below, Palisades, Wahluke, and Roosevelt report more than 50 percent of their total enrollment as ELL (Figure 3-4).

Figure 3-4: Districts with at Least 25% ELL Enrollment (School Year 2008–09)

District	Total Students	Average Enrollment	Percent Students
Palisades	27	20	74.1%
Wahluke	1,992	1,154	57.9%
Roosevelt	23	13	56.5%
Bridgeport	775	353	45.5%
Orondo	202	89	44.1%
Royal	1,406	557	39.6%
Mabton	928	363	39.1%
Brewster	878	328	37.4%
Othello	3,526	1,311	37.2%
Granger	1,482	543	36.6%
Manson	606	212	35.0%
Tukwila	2,822	984	34.9%
North Franklin	1,925	671	34.9%
Paterson	95	33	34.7%
Pasco	13,865	4,776	34.4%
Quincy	2,476	835	33.7%
Toppenish	3,447	1,146	33.2%
Prescott	241	73	30.3%
Warden	974	293	30.1%
Grandview	3,467	975	28.1%
Sunnyside	5,948	1,664	28.0%
Yakima	14,570	3,769	25.9%

Educating English Language Learners in Washington State, 2008-09

Twenty-eight districts enrolled more than 1,000 ELLs during the 2008-2009 school year and these districts collectively served 69 percent of all ELLs enrolled in the TBIP statewide. Of these districts with more than 1000 ELL students, two-thirds showed gains in enrollment that ranged up to 18 percent (Figure 3-5).

Figure 3-5: Districts with 1,000 or More ELLs Enrolled by School Year

Districts with at Least 1,000 LEP Students

District	2007-2008	2008-2009	Percent Change
Seattle	5,830	6,085	4.4%
Pasco	5,185	5,346	3.1%
Kent	3,917	4,399	12.3%
Yakima	4,206	4,242	0.9%
Highline	3,673	3,891	5.9%
Federal Way	3,004	2,981	-0.8%
Mukilteo	2,500	2,611	4.4%
Renton	2,285	2,343	2.5%
Evergreen (Clark)	2,365	2,299	-2.8%
Tacoma	2,324	2,212	-4.8%
Vancouver	2,175	2,102	-3.4%
Everett	1,878	1,994	6.2%
Edmonds	1,954	1,948	-0.3%
Bellevue	1,799	1,856	3.2%
Kennewick	1,740	1,836	5.5%
Auburn	1,779	1,795	0.9%
Sunnyside	1,700	1,712	0.7%
Wenatchee	1,700	1,603	-5.7%
Mount Vernon	1,594	1,553	-2.6%
Lake Washington	1,379	1,518	10.1%
Othello	1,427	1,421	-0.4%
Toppenish	1,265	1,303	3.0%
Clover Park	1,283	1,299	1.2%
Wahluke	1,217	1,289	5.9%
Tukwila	971	1,151	18.5%
Spokane	1,145	1,147	0.2%
Grandview	1,045	1,085	3.8%
Northshore	995	1,034	3.9%

Count is distinct students per district. If student transferred districts they are counted for each district (Excludes waived students).

Section 3: Students Served

GRADE LEVELS OF STUDENTS SERVED

Most ELLs served by the TBIP were enrolled in K–3 and accounted for 54 percent of the ELL enrollment in the 2008–09 school year. Beginning at Grade 3, the number of ELL student enrollment gradually declines (Figure 3-6). At Grade 9, there is a slight increase, however, the numbers of ELLs continue to decline in Grades 10, 11, and 12.

Figure 3-6 Total ELL Enrollment by Grade (School Year 2008–09)
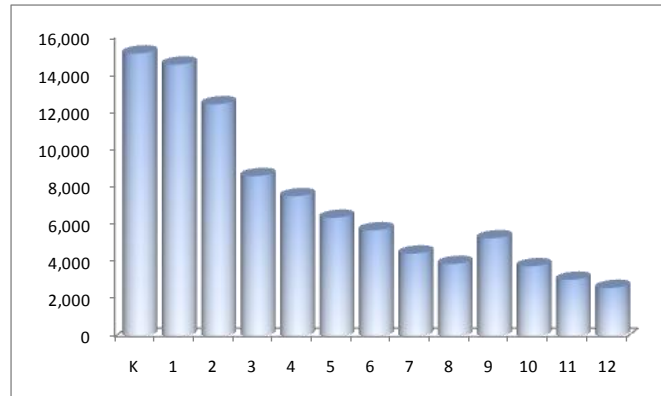
Figure 3-7 presents the number of total and new ELL students served by grade level of the duplicated ELL student count, which includes student enrollments within or across multiple districts. The student count reflects the transitory nature of ELL families as new students represent nearly 10 percent or more throughout most of the grade levels.

Figure 3-7 Total ELL and New to Program Enrollment by Grade
(School Year 2008–09)

Grade	Total LEP Students	% of LEP Students by Grade	New LEP Students	% of New LEP Students by Grade	% of New Students/Total
K	14,634	16.2%	14,256	60.4%	97.4%
1	14,013	15.5%	1,634	6.9%	11.7%
2	12,035	13.4%	1,098	4.7%	9.1%
3	8,274	9.2%	871	3.7%	10.5%
4	7,235	8.0%	726	3.1%	10.0%
5	6,161	6.8%	726	3.1%	11.8%
6	5,509	6.1%	640	2.7%	11.6%
7	4,307	4.8%	674	2.9%	15.6%
8	3,759	4.2%	585	2.5%	15.6%
9	5,132	5.7%	1,207	5.1%	23.5%
10	3,553	3.9%	558	2.4%	15.7%
11	2,950	3.3%	395	1.7%	13.4%
12	2,572	2.9%	242	1.0%	9.4%
Total	90,134	100.0%	23,612	100.0%	26.2%

Total includes students who have been reported in two grade levels.

New ELLs, those served for the first time by a district, represented 26 percent of the total ELL student enrollment. As expected, ELLs in kindergarten comprised most (60 percent) of the new ELLs. Enrollment of new ELLs in subsequent grade levels declined through Grade 9, where there was a spike in new enrollment.

Educating English Language Learners in Washington State, 2008-09

LANGUAGES SPOKEN
SECTION 4

Students served by the TBIP program spoke a total of 202 languages. About 67 percent spoke Spanish and another 17 percent spoke Korean, Russian, Somali, Tagalog, Ukrainian, and Vietnamese. Nine districts had 70 or more languages spoken by ELLs, while many districts served ELLs whose primary language is Spanish.

WIDE DISPARITY IN THE NUMBER OF LANGUAGES AMONG DISTRICTS

In 2002–03, the Washington State began collecting student level data on ELLs reported to the Bilingual Database housed at the Migrant Student Data & Recruitment Office in Sunnyside, Washington. The issuing of student identification numbers provided a vehicle to assist in better data collection.

A total of 202 primary, non-English languages were represented among the students served by the TBIP in the 2008–09 school year.[10] For the last 22 years, students speaking Spanish have accounted for the largest number of ELLs, more than all other ELL languages combined. In the 2008–09 school year, Spanish was the primary language spoken by 67 percent of all ELLs. This percentage fluctuates about 1 percent per year.

The following figures provide information on the number of students speaking the languages represented in the program. Appendix A lists the number of students in the TBIP with an identified non-English primary language.

There were 93 languages spoken by fewer than 10 students, while only 7 languages included 1,000 or more students (Figure 4-1).

Figure 4-1: Number of Language Groups by Students Served (School Year 2008–09)

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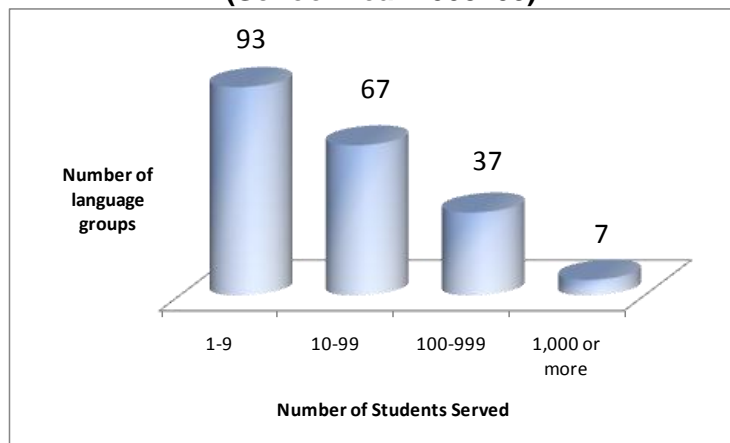
[10] Some districts could not fully identify the languages spoken by their ELL students, so there may be more than 202 languages spoken by ELL students statewide.

Section 4: Languages Spoken

NUMBER OF STUDENTS SPEAKING VARIOUS LANGUAGES

Approximately 17 percent of all Washington ELLs spoke Korean, Russian, Somali, Tagalog, Ukrainian, or Vietnamese (Figure 4-2). According to data reported, there was a decline in the number of students reported in 3 of these 7 major language groups.

Figure 4-2: One-Year Change in Enrollment by Major Language Group

Language	2007-2008	2008-2009	% of Change	Language	2007-2008	2008-2009	% of Change
Spanish	64,567	65,584	1.6%	Hindi	293	321	9.6%
Russian	4,946	4,574	-7.5%	Tigrinya	262	275	5.0%
Vietnamese	3,493	3,637	4.1%	Swahili	236	236	0.0%
Ukrainian	2,808	2,535	-9.7%	Turkish	223	231	3.6%
Somali	2,086	2,265	8.6%	Farsi	217	217	0.0%
Korean	1,856	1,835	-1.1%	Thai	221	212	-4.1%
Tagalog	1,313	1,317	0.3%	Oromo	209	206	-1.4%
Punjabi	935	976	4.4%	Hmong	224	205	-8.5%
Cambodian	930	890	-4.3%	Burmese	65	187	187.7%
Arabic	787	855	8.6%	Urdu	157	187	19.1%
Chinese-Cantonese	880	793	-9.9%	Ilokano	156	176	12.8%
Samoan	661	665	0.6%	Bosnian	176	172	-2.3%
Chinese-Mandarin	546	541	-0.9%	German	127	165	29.9%
Japanese	537	535	-0.4%	Nepali	39	165	323.1%
Marshallese	423	505	19.4%	Moldavian	189	164	-13.2%
Chinese-Unspecified	416	493	18.5%	Pilipino	144	155	7.6%
Amharic	457	490	7.2%	Toishanese	153	155	1.3%
French	222	468	110.8%	Telugu	107	138	29.0%
Rumanian	383	383	0.0%	Portugese	145	135	-6.9%
Mixteco	327	378	15.6%	Karen	62	120	93.5%
Lao	346	339	-2.0%	Makah	77	105	36.4%

Appendix B provides more information on the number of primary languages in the districts and the number of students for each of the languages.

Educating English Language Learners in Washington State, 2008-09

Some districts provided instruction to ELLs from many different language backgrounds. In the 2008–09 school year, 46 districts served students from 20 or more language groups (Figure 4.3). Most of these districts are located in Western Washington along the I-5/I-405 corridor.

Figure 4-3: Districts with 20 or More Languages (School Year 2008–09)

District	ELL Enrollment	Languages	District	ELL Enrollment	Languages
Kent	4,521	102	Marysville	899	33
Seattle	6,033	85	Tahoma	180	31
Highline	3,974	84	North Thurston	454	30
Federal Way	3,136	81	Snohomish	262	29
Edmonds	1,965	79	Bethel	319	29
Bellevue	1,907	77	Central Kitsap	236	29
Lake Washington	1,439	72	Richland	289	27
Renton	2,410	72	Kennewick	1,929	27
Mukilteo	2,750	70	Mead	161	25
Evergreen (Clark)	2,380	64	Central Valley	230	24
Everett	2,048	60	Fife	391	23
Northshore	1,047	59	Steilacoom	86	23
Tacoma	2,327	56	Franklin Pierce	574	22
Tukwila	1,163	56	Lake Stevens	241	22
Issaquah	690	53	Longview	373	22
Shoreline	670	52	Snoqualmie Valley	102	22
Spokane	1,158	51	Pasco	5,839	21
Vancouver	2,164	49	Pullman	81	21
Clover Park	1,337	42	Camas	110	20
Auburn	1,796	39	Olympia	158	20
Battle Ground	753	38	University Place	138	20
Puyallup	643	38	Bremerton	144	20
Bellingham	691	33	North Kitsap	232	20

In contrast, all or nearly all ELLs in other districts spoke Spanish. In 62 districts, 95 percent or more of the enrolled ELLs identified Spanish as their primary language (Figure 4.4). Twenty-seven districts served ELLs from only one primary non-English language group.

Section 4: Languages Spoken

Figure 4-4: At Least 95 Percent Spanish Speaking ELLs (School Year 2008–09)

District	Spanish-Speaking	Total ELL Students	Percent Spanish Speaking	District	Spanish-Speaking	Total ELL Students	Percent Spanish Speaking
Aberdeen	290	302	96.0%	Okanogan	89	89	100.0%
Brewster	382	383	99.7%	Omak	85	88	96.6%
Bridgeport	414	415	99.8%	Onalaska	17	17	100.0%
Cascade	163	166	98.2%	Orondo	119	119	100.0%
Cashmere	206	208	99.0%	Oroville	84	84	100.0%
Cle Elum-Roslyn	3	3	100.0%	Palisades	23	23	100.0%
College Place	171	174	98.3%	Pasco	5,619	5,843	96.2%
Columbia (Walla)	78	79	98.7%	Paterson	36	36	100.0%
East Valley (Yak)	232	238	97.5%	Prescott	76	76	100.0%
Eastmont	924	939	98.4%	Prosser	568	579	98.1%
Easton	9	9	100.0%	Quincy	983	991	99.2%
Entiat	40	40	100.0%	Roosevelt	13	13	100.0%
Enumclaw	145	150	96.7%	Royal	656	659	99.5%
Goldendale	46	47	97.9%	San Juan	28	28	100.0%
Grandview	1,097	1,098	99.9%	Selah	214	216	99.1%
Granger	623	623	100.0%	Shelton	301	313	96.2%
Highland	250	250	100.0%	Sunnyside	1,763	1,771	99.5%
Hoquiam	45	45	100.0%	Toledo	19	20	95.0%
Kiona Benton	231	234	98.7%	Tonasket	103	104	99.0%
Kittitas	33	33	100.0%	Toppenish	1,359	1,367	99.4%
Lake Chelan	341	341	100.0%	Touchet	24	24	100.0%
Lake Quinault	40	40	100.0%	Union Gap	145	146	99.3%
Mabton	421	421	100.0%	Wahluke	1,379	1,379	100.0%
Mansfield	1	1	100.0%	Walla Walla	797	824	96.7%
Manson	234	234	100.0%	Wapato	867	878	98.7%
Montesano	19	20	95.0%	Warden	347	349	99.4%
Mossyrock	44	45	97.8%	Waterville	23	24	95.8%
Mount Adams	133	133	100.0%	Wenatchee	1,597	1,627	98.2%
Naches	17	17	100.0%	White Salmon	211	214	98.6%
Naches Valley	61	61	100.0%	Yakima	4,768	4,801	99.3%
North Franklin	804	812	99.0%	Zillah	165	167	98.8%

The percent of ELL students whose primary language is Spanish appears to have stabilized at about two-thirds of all ELL students (Figure 4-5).

Figure 4-5: Spanish-Speaking ELL Students by School Year (distinct count)

School Year	Total ELL Count	Total Spanish Language Count	Percent of Spanish ELL
2003-2004	74,955	48,773	65.1%
2004-2005	82,827	54,136	65.4%
2005-2006	85,307	56,392	66.1%
2006-2007	83,400	55,914	67.0%
2007-2008	88,046	59,141	67.2%
2008-2009	90,133	60,251	66.8%

Educating English Language Learners in Washington State, 2008-09

LENGTH OF STAY
SECTION 5

The purpose of the TBIP is to provide temporary English language development services until ELLs develop adequate academic English language skills. As discussed in Section 1, students are eligible to enter the TBIP if they score at the limited English proficiency level 1, 2, or 3 on the WLPT-II placement test. ELLs are assessed annually on the Washington Language Proficiency Test-II annual test to determine continued eligibility in the TBIP. Eligibility ends when a student scores at the Transitional Level (Level 4).

STATUS OF STUDENTS SERVED

English language learners may leave the program primarily in two ways: They can either be transitioned out of the program by meeting the exit performance criteria or graduate from high school. A parent or legal guardian may waive TBIP services for his/her child; however, federal law requires that waived students participate in the annual WLPT-II assessment. Therefore, waived students remain eligible for TBIP services until they meet the exit criteria established by the state.

Figure 5-1 provides information about the number of ELLs exiting and the reasons for exiting the program during the last five years. Approximately 19 percent of the ELLs served in the 2008–09 school year left the TBIP. About 17 percent (14,792) either transitioned out of the program or graduated prior to meeting the exit criteria. Another 1.9 percent (1,670) dropped out or left for unknown reasons and 0.3 percent (284) were determined to have special education needs rather than English language limitations. Appendix D lists information on the number of students for each district transitioning after demonstrating English proficiency on the annual WLPT-II.

Figure 5-1: Status of Students Served by School Year (distinct count)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Exited	13,687	18,680	13,385	15,955	16,746
Graduated	1,668	1,376	1,333	930	822
Transitioned	6,650	13,978	9,856	12,999	13,970
Dropped out	338	531	567	476	414
Special Education	187	238	192	236	284
Unknown reasons	4,844	2,557	1,437	1,314	1,256
Total Continuing	69,139	66,621	70,002	72,006	72,689
Total ELL	82,826	85,301	83,387	87,961	89,435

Section 5: Length of Stay

Figure 5-2: Student Status Definitions

Definitions of Student Categories	
Student Categories	This count included students in all of the categories listed on table 5-1.
Graduated	Student graduated from high school, but who may or may not have met the transitional level on the WLPT-II.
Transitioned	Student scored at the Transitional Level on the WLPT-II and transitioned out of TBIP services.
Dropped Out	Student dropped out of school.
Special Education	Student was exited from the program because of non-linguistic factors.
Unknown Reasons	Student left the school system and the district has no record of transfers within or out-of-state.

Research has demonstrated that achievement of "academic" English, the level needed to participate in unaided instruction in English, takes four to six years to develop. While experts may disagree about the best method for teaching ELLs, nearly all experts agree that the process of learning academic English for students with little to no English language skills normally exceeds three years.

Figure 5-3 provides information on the amount of time students were served by the TBIP. The *Number of Exited LEP Students* is a combined count of transitioned, graduated, dropped-out, special education determination and left for unknown reasons About half (56 percent) of those exiting the program participated for less than three years.

Figure 5-3: Number of Distinct ELLs Served by Time in Program (School Year 2008–09)

Time in Program	Total Number Served	Number of Exited LEP Students	% of Total Number Served
< 1 Year	15,073	1,541	10.2%
>=1 and < 2 Years	22,964	3,579	15.6%
>=2 and < 3 Years	17,580	4,221	24.0%
>= 3 and < 4 Years	11,254	2,716	24.1%
>= 4 and < 5 Years	8,976	2,023	22.5%
>= 5 and < 6 Years	10,118	2,031	20.1%
>=6 Years	3,470	635	18.3%
Total	89,435	16,746	18.7%

Time in program is calculated from program entry and exit dates. If no date available, 6/17/09 is used. Count excludes parent waived students.

According to a comprehensive longitudinal study that tracked the academic achievement of ELLs enrolled in a variety of instructional models, it takes a minimum of four years of instruction in a student's second language in order to reach grade-level performance levels using that language.[11] The length of time needed depends on several factors, including the level of academic proficiency in content areas prior to exposure to the new language and the type of program used to provide the instruction. Section 6 provides more information about test results for ELLs in Washington.

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[11] See A National Study of School Effectiveness for Language Minority Student's Long-Term Academic Achievement, Wayne P. Thomas and Virginia P. Collier, George Mason University, for the Center for Research on Education, Diversity & Excellence, 2002.

Section 5: Length of Stay

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Educating English Language Learners in Washington State, 2008-09

LANGUAGE PROFICIENCY
AND WASL TEST RESULTS
SECTION 6

A statewide test used to measure English language proficiency in reading and writing was first administered in 2002. To fulfill the requirements of NCLB, an English Language Proficiency Assessment, aligned to the state reading, writing, and communication standards, was adopted during the 2004–05 school year and fully implemented during the 2005–06 school year.

NCLB also requires students who have very limited or no English proficiency to participate in the state's accountability assessments (WASL). ELLs who are enrolled in a U.S. school for the first year are exempt from taking the reading WASL. Although ELL students in the TBIP meet the WASL standard far less frequently than their English-proficient peers, ELLs who reach English language proficiency meet standard on the WASL at percentages similar to the state average for all students.

WASHINGTON LANGUAGE PROFICIENCY TEST RESULTS

During the 2004–05 school year, the state adopted the Washington Language Proficiency Test (WLPT-II) administered for the first time during the 2005–06 school year. All ELLs in Grades K–12 are required to take the WLPT-II test during a February-to-March testing window. The WLPT-II measures a student's English language proficiency in reading, writing, listening, and speaking. The WLPT-II test allows students, regardless of their level of English proficiency, to demonstrate the level of English language proficiency they have acquired.

The WLPT-II categorizes four levels of English language proficiency:

- Level 1 – Beginning/Advanced Beginning,
- Level 2 – Intermediate,
- Level 3 – Advanced, and
- Level 4 – Transitional.

Level 1 indicates minimal or no English language proficiency, while Level 4 indicates a level of English language proficiency sufficient to be instructed through an English-only instructional program. Eligibility for TBIP participation ends when a student scores at the Transitional level on the WLPT-II.

In school year 2008–09, there were 84,507 students present during the February/March window and the May make-up window of the WLPT-II, of which 82,283 students (97.4 percent) completed and received a score.

Section 6: Language Proficiency and WASL Results

Figure 6-1: WLPT-II Results by Grade and Proficiency Level (School Year 2008-09)

Grade	Not Scored*	Level 1 Beginning & Advanced Beginning	Level 2 Intermediate	Level 3 Advanced	Level 4 Transitional (Met TBIP exit criteria)	Total
K	673	735	7,166	4,593	867	14,034
1	180	213	3,772	7,116	2,271	13,552
2	167	138	1,950	5,830	3,555	11,640
3	134	68	985	5,114	1,560	7,861
4	83	74	937	4,210	1,638	6,942
5	77	93	766	3,566	1,279	5,781
6	82	57	506	3,604	936	5,185
7	93	81	564	2,699	568	4,005
8	79	107	566	2,161	556	3,469
9	188	102	793	2,667	384	4,134
10	147	55	605	2,016	399	3,222
11	140	32	369	1,642	368	2,551
12	181	23	284	1,447	196	2,131
Total	2,224	1,778	19,263	46,665	14,577	84,507

*Students who were unable to complete or to respond to the test were reported as Not Scored

Figure 6-1 demonstrates that 14,577 students met the *Transitioned Performance Level* on the WLPT-II and exited the TBIP. Included in this count are Title III Native American and Waived TBIP students who are required by NCLB to participate in the WLPT-II annual assessment. The exit results represent an increase of 303 students transitioning as compared to the 2007–08 school year.

Figure 6-2 shows the number of the WLPT-II students remaining in the program and the percent whose tests were not scored. More than 94 percent of all ELL students in the state participated in the annual assessment of English language ability.

Figure 6-2: WLPT-II Results, by Grade and Exit Numbers (School Year 2008-09)

Grade Level	Remain in Program	Percent Remain in Program	Exit Program	Percent Exit	Not Scored*	Percent Not Scored	Total
K	13,167	93.8%	867	6.2%	673	4.8%	14,034
1	11,281	83.2%	2,271	16.8%	180	1.3%	13,552
2	8,085	69.5%	3,555	30.5%	167	1.4%	11,640
3	6,301	80.2%	1,560	19.8%	134	1.7%	7,861
4	5,304	76.4%	1,638	23.6%	83	1.2%	6,942
5	4,502	77.9%	1,279	22.1%	77	1.3%	5,781
6	4,249	81.9%	936	18.1%	82	1.6%	5,185
7	3,437	85.8%	568	14.2%	93	2.3%	4,005
8	2,913	84.0%	556	16.0%	79	2.3%	3,469
9	3,750	90.7%	384	9.3%	188	4.5%	4,134
10	2,823	87.6%	399	12.4%	147	4.6%	3,222
11	2,183	85.6%	368	14.4%	140	5.5%	2,551
12	1,935	90.8%	196	9.2%	181	8.5%	2,131
Total	69,930	82.8%	14,577	17.2%	2,224	2.6%	84,507

*Students who were unable to complete or to respond to the test were reported as Not Scored.

WASL RESULTS

ELLs in their first year of enrollment in a U.S. public school are not required to take the reading or writing academic tests. However, the U.S. Department of Education requires ELLs to take the mathematics portion of the WASL. Subsequent to their first year of enrollment, several thousand ELLs were required to take the reading and writing portions of the WASL, even though they did not have the level of English language skills to understand the reading texts or test questions, or have the ability to respond effectively in English.

OSPI's Assessment and Student Information Division analyzed the 2009 assessment results for ELLs who tested on both the WLPT-II and the WASL. The analysis of the assessment results for students testing in required grades shows that 59 percent of ELL students who transitioned from the TBIP program met the WASL reading standard, 37 percent of students tested met the WASL math standard, and 51 percent of ELLs who were at the transitional level on the WLPT-II met the writing standard

Regardless of the grade or subject, ELLs made progress towards meeting the standard on the WASL. Figures 6-3 to 6-5 show how ELLs who met the Transitional level on the WLPT-II performed on the WASL in the required grades.

Figure 6-3 Met WLPT-II Transitional Level and WASL 2009 Reading Performance

WLPT-II Grade	Exempt from Reading WASL	Not Tested for Reading WASL 2009	WASL Levels				WLPT-II Transitional and L3 & L4 Reading WASL	Percent of WLPT-II Transitional who Met Reading WASL	Total ELLs at WLPT-II Transitional Level and in WASL File
			L1	L2	L3	L4			
Grade 3	4	34	49	405	716	352	1,068	68%	1,560
Grade 4	11	34	11	591	845	146	991	61%	1,638
Grade 5	15	25	55	504	563	117	680	53%	1,279
Grade 6	10	20	10	303	470	123	593	63%	936
Grade 7	14	8	43	289	160	54	214	38%	568
Grade 8	13	17	43	193	194	96	290	52%	556
Grade 10	5	87	6	73	157	71	228	59%	384
Total	72	225	217	2,358	3,105	959	4,064	59%	6,921

Figure 6-4 Met WLPT-II Transitional Level and WASL 2009 Writing Performance

WLPT-II Grade	Exempt from Writing WASL	Not Tested for Writing WASL 2009	WASL Levels				WLPT-II Transitional and L3 & L4 Writing WASL	Percent of WLPT-II Transitional who Met Writing WASL	Total ELLs at WLPT-II Transitional Level and in WASL File
			L1	L2	L3	L4			
Grade 4	17	55	200	583	631	152	783	48%	1,638
Grade 7	12	9	50	178	264	55	319	56%	568
Grade 10	4	98	6	52	175	64	239	60%	399
Total	33	162	256	813	1,070	271	1,341	51%	2,605

Section 6: Language Proficiency and WASL Results

Figure 6-5 Met WLPT-II Transitional Level and WASL 2009 Math Performance

WLPT-II Grade	Not Tested for Math WASL 2009	WASL Levels				WLPT-II Transitional and L3 & L4 Math WASL	Percent of WLPT-II Transitional who Met Math WASL	Total ELLs at WLPT-II Transitional Level and in WASL File
		L1	L2	L3	L4			
Grade 3	32	220	386	703	219	922	59%	1,560
Grade 4	34	512	611	298	183	481	29%	1,638
Grade 5	22	358	426	275	198	473	37%	1,279
Grade 6	21	323	313	206	73	279	30%	936
Grade 7	10	264	127	110	57	167	29%	568
Grade 8	21	195	175	117	48	165	30%	556
Grade 10	71	171	83	55	19	74	19%	399
Total	211	2,043	2,121	1,764	797	2,561	37%	6,936

In 2009, 36 of the 37 ELLs in their first year of enrollment in a U.S. public school who scored at the transitional level on the WLPT tested on the WASL mathematics assessment, but none met standard for grade level.

OSPI's web site provides more information on WASL results at the state, district, and school when there are at least 30 students in the tested grade and subject (see http://reportcard.ospi.k12.wa.us).

APPENDIX A

Total Languages Spoken

Table A-1: Languages Spoken by ELL Students (alphabetical by language)

Students	Language	Students	Language	Students	Language	Students	Language
2	Acholi	44	Ethiopic	1,777	Korean	2	Quechua
13	Afrikaans	6	Ewe	43	Kosraean	1	Romansch
15	Aguacateco	2	Fallani	3	Kpelle	377	Rumanian
5	Akan	208	Farsi	2	Krahn	4,351	Russian
59	Albanian	13	Fijian	11	Krio	4	Rwanda
468	Amharic	26	Finnish	1	Kru	3	Sahaptian
800	Arabic	3	Flemish	47	Kurdish	13	Salish
39	Armenian	1	Fra Fra	320	Lao	616	Samoan
4	Azerbaijani	440	French	3	Latvian	2	Sanskrit
3	Balinese	3	Fula	21	Liberian	36	Serbo-Croatian
1	Bambara	1	Fulfulde	9	Lingala	3	Shona
4	Bangala	4	Ga	10	Lithuanian	4	Sindhi
29	Bantu	1	Ge-Kayapo	10	Luganda	8	Sinhalese
9	Bassa	7	Georgian	4	Luo	2	Slovak
8	Bemba	160	German	105	Makah	3	Slovenian
36	Bengali	64	Greek, Modern	10	Makua	1	Sogdian
1	Berber	4	Guarani	12	Malay	2,074	Somali
3	Bikol	37	Gujarati	40	Malayalam	15	Soninke
5	Bisaya	28	Haitian Creole	9	Mam	60,251	Spanish
164	Bosnian	7	Hausa	1	Manchu	5	Stoney
68	Bulgarian	16	Hawaiian	44	Mandingo	11	Sudanese-Arabic
168	Burmese	63	Hebrew, Modern	31	Marathi	1	Susu
5	Byelorussian	3	Herero	3	Marquesan	221	Swahili
5	Cakchiquel	2	Hiligaynon	469	Marshallese	30	Swedish
854	Cambodian	306	Hindi	66	Mien	1,276	Tagalog
67	Carolinina	201	Hmong	336	Mixteco	85	Tamil
13	Cebuano	1	Hoh	150	Moldavian	26	Tarasco
5	Chagatai	21	Hungarian	54	Mongolian	134	Telugu
2	Chalchiteco	10	Ibo	2	Mordvin	2	Temne
16	Cham	3	Icelandic (Old)	1	Mundu	206	Thai
38	Chamorro	9	Igbo	1	Nanai	14	Tibetan
4	Chao	171	Ilokano	5	Navajo	262	Tigrinya
1	Chewa	85	Indonesian	157	Nepali	142	Toishanese
1	Chin	3	Inuktitut	1	Nez Perce	79	Tongan
777	Chinese-Cantonese	2	Irish	3	Nigerian	22	Trukese
2	Chinese-Fukienese	73	Italian	1	Niuean	2	Turkic
520	Chinese-Mandarin	5	Jamaican	17	Norwegian	225	Turkish
28	Chinese-Taiwanese	524	Japanese	21	Nuer	45	Twi
483	Chinese-Unspecified	3	Javanese	2	Nyanja	2,410	Ukrainian
7	Chungki	17	Kanjobal	190	Oromo	180	Urdu
88	Chuuk	31	Kannada	2	Pahlavi	5	Uzbek
3	Cornish	119	Karen	20	Palau	3,509	Vietnamese
41	Creole	1	Kashmiri	20	Pashto	11	Visayan
3	Croation	13	Khalkha	26	Persian	33	Wolof
11	Czech	54	Khmer	145	Pilipino	7	Yakima
37	Danish	19	Kikuya	18	Pohnpeian	1	Yakut
8	Dari	2	Kinyarwanda	48	Polish	7	Yap
4	Dinka	2	Kirgiz	127	Portugese	8	Yoruba
40	Dutch	7	Kirundi	4	Pulau-Guai	1	Zezeru
5	Egyptian-Arabic	3	Kishinau	938	Punjabi		
2	Estonian	1	Kmhmu	6	Pushtu	252	Unknown

Appendix A: Languages Spoken

Table A-2: Languages Spoken by ELL Students (largest to smallest)

Students	Language	Students	Language	Students	Language	Students	Language
60,251	Spanish	63	Hebrew, Modern	11	Krio	3	Inuktitut
4,351	Russian	59	Albanian	11	Sudanese-Arabic	3	Javanese
3,509	Vietnamese	54	Khmer	11	Visayan	3	Kishinau
2,410	Ukrainian	54	Mongolian	10	Ibo	3	Kpelle
2,074	Somali	48	Polish	10	Lithuanian	3	Latvian
1,777	Korean	47	Kurdish	10	Luganda	3	Marquesan
1,276	Tagalog	45	Twi	10	Makua	3	Nigerian
938	Punjabi	44	Ethiopic	9	Bassa	3	Sahaptian
854	Cambodian	44	Mandingo	9	Igbo	3	Shona
800	Arabic	43	Kosraean	9	Lingala	3	Slovenian
777	Chinese-Cantonese	41	Creole	9	Mam	2	Acholi
616	Samoan	40	Dutch	8	Bemba	2	Chalchiteco
524	Japanese	40	Malayalam	8	Dari	2	Chinese-Fukienese
520	Chinese-Mandarin	39	Armenian	8	Sinhalese	2	Estonian
483	Chinese-Unspecified	38	Chamorro	8	Yoruba	2	Fallani
469	Marshallese	37	Danish	7	Chungki	2	Hiligaynon
468	Amharic	37	Gujarati	7	Georgian	2	Irish
440	French	36	Bengali	7	Hausa	2	Kinyarwanda
377	Rumanian	36	Serbo-Croatian	7	Kirundi	2	Kirgiz
336	Mixteco	33	Wolof	7	Yakima	2	Krahn
320	Lao	31	Kannada	7	Yap	2	Mordvin
306	Hindi	31	Marathi	6	Ewe	2	Nyanja
262	Tigrinya	30	Swedish	6	Pushtu	2	Pahlavi
225	Turkish	29	Bantu	5	Akan	2	Quechua
221	Swahili	28	Chinese-Taiwanese	5	Bisaya	2	Sanskrit
208	Farsi	28	Haitian Creole	5	Byelorussian	2	Slovak
206	Thai	26	Finnish	5	Cakchiquel	2	Temne
201	Hmong	26	Persian	5	Chagatai	2	Turkic
190	Oromo	26	Tarasco	5	Egyptian-Arabic	1	Bambara
180	Urdu	22	Trukese	5	Jamaican	1	Berber
171	Ilokano	21	Hungarian	5	Navajo	1	Chewa
168	Burmese	21	Liberian	5	Stoney	1	Chin
164	Bosnian	21	Nuer	5	Uzbek	1	Fra Fra
160	German	20	Palau	4	Azerbaijani	1	Fulfulde
157	Nepali	20	Pashto	4	Bangala	1	Ge-Kayapo
150	Moldavian	19	Kikuya	4	Chao	1	Hoh
145	Pilipino	18	Pohnpeian	4	Dinka	1	Kashmiri
142	Toishanese	17	Kanjobal	4	Ga	1	Kmhmu
134	Telugu	17	Norwegian	4	Guarani	1	Kru
127	Portugese	16	Cham	4	Luo	1	Manchu
119	Karen	16	Hawaiian	4	Pulau-Guai	1	Mundu
105	Makah	15	Aguacateco	4	Rwanda	1	Nanai
88	Chuuk	15	Soninke	4	Sindhi	1	Nez Perce
85	Indonesian	14	Tibetan	3	Balinese	1	Niuean
85	Tamil	13	Afrikaans	3	Bikol	1	Romansch
79	Tongan	13	Cebuano	3	Cornish	1	Sogdian
73	Italian	13	Fijian	3	Croation	1	Susu
68	Bulgarian	13	Khalkha	3	Flemish	1	Yakut
67	Carolinina	13	Salish	3	Fula	1	Zezeru
66	Mien	12	Malay	3	Herero		
64	Greek, Modern	11	Czech	3	Icelandic (Old)	252	Unknown

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APPENDIX B

Total Languages By District

District	Language	Students
ABERDEEN (8)		290
	Cambodian	3
	Carolinina	3
	Farsi	1
	Igbo	1
	Sindhi	1
	Spanish	278
	Toishanese	1
	Vietnamese	2
ANACORTES (12)		63
	Amharic	1
	Bengali	1
	Chinese-Cantonese	2
	Chinese-Unspecified	2
	Croation	1
	Dutch	2
	Hindi	1
	Italian	2
	Japanese	3
	Spanish	44
	Thai	2
	Vietnamese	1
	Unknown	1
ARLINGTON (12)		185
	Chinese-Cantonese	2
	Chinese-Unspecified	1
	Flemish	3
	Lao	1
	Nyanja	1
	Pilipino	1
	Pohnpeian	1
	Russian	8
	Spanish	149
	Ukrainian	15
	Vietnamese	2
	Zezeru	1
AUBURN (38)		1,795
	Arabic	14
	Cambodian	27
	Chinese-Mandarin	1
	Chinese-Unspecified	9
	Cornish	1
	Farsi	1
	French	5
	German	2
	Hindi	7
	Hmong	1
	Igbo	2
	Ilokano	5

District	Language	Students
	Indonesian	1
	Japanese	2
	Kirgiz	1
	Kirundi	1
	Korean	34
	Lao	13
	Marshallese	99
	Mien	1
	Polish	1
	Portugese	1
	Punjabi	49
	Rumanian	2
	Russian	139
	Samoan	29
	Somali	57
	Spanish	984
	Swahili	2
	Tagalog	38
	Thai	4
	Tigrinya	1
	Tongan	1
	Turkish	1
	Twi	1
	Ukrainian	188
	Vietnamese	45
	Visayan	1
	Unknown	24
BAINBRIDGE ISLAND (9)		30
	Arabic	2
	Chinese-Cantonese	1
	Chinese-Mandarin	2
	French	5
	German	3
	Japanese	2
	Korean	1
	Spanish	11
	Thai	3
BATTLE GROUND (37)		740
	Amharic	2
	Arabic	2
	Bosnian	1
	Cambodian	6
	Cebuano	1
	Chagatai	1
	Chamorro	1
	Chin	1
	Chinese-Cantonese	1
	Chinese-Unspecified	4
	Chuuk	1

District	Language	Students
	Finnish	7
	French	1
	Hindi	4
	Hmong	3
	Ibo	1
	Italian	1
	Japanese	4
	Korean	2
	Lao	6
	Lithuanian	1
	Mixteco	1
	Moldavian	1
	Norwegian	1
	Palau	2
	Pilipino	1
	Punjabi	1
	Rumanian	14
	Russian	339
	Spanish	161
	Swedish	2
	Tagalog	10
	Thai	3
	Tigrinya	2
	Twi	1
	Ukrainian	125
	Vietnamese	25
BELLEVUE (75)		1,842
	Albanian	6
	Amharic	6
	Arabic	61
	Armenian	6
	Bengali	2
	Bikol	1
	Bosnian	10
	Bulgarian	4
	Burmese	4
	Cambodian	13
	Chao	2
	Chinese-Cantonese	59
	Chinese-Mandarin	117
	Chinese-Taiwanese	14
	Chinese-Unspecified	1
	Czech	2
	Danish	2
	Dutch	6
	Egyptian-Arabic	1
	Estonian	2
	Ethiopic	5
	Farsi	32

Appendix B: Languages by District

District	Language	Students
BELLEVUE (continued)		
	Finnish	1
	French	26
	German	9
	Greek, Modern	3
	Guarani	2
	Gujarati	5
	Haitian Creole	3
	Hebrew, Modern	9
	Hiligaynon	1
	Hindi	30
	Hmong	4
	Indonesian	4
	Italian	4
	Jamaican	2
	Japanese	100
	Javanese	1
	Kannada	4
	Korean	207
	Lao	13
	Malay	1
	Malayalam	12
	Manchu	1
	Mandingo	1
	Marathi	12
	Moldavian	3
	Mongolian	8
	Nepali	2
	Norwegian	3
	Persian	2
	Pilipino	18
	Polish	5
	Portugese	11
	Punjabi	9
	Quechua	1
	Rumanian	16
	Russian	82
	Sanskrit	1
	Serbo-Croatian	3
	Slovak	1
	Somali	5
	Spanish	625
	Swahili	11
	Swedish	5
	Tagalog	1
	Tamil	26
	Telugu	61
	Thai	10
	Tigrinya	2
	Turkish	5
	Ukrainian	4
	Urdu	15
	Vietnamese	90
	Wolof	1
	Unknown	5

District	Language	Students
BELLINGHAM (33)		643
	Afrikaans	1
	Amharic	2
	Arabic	3
	Armenian	1
	Cambodian	6
	Chinese-Cantonese	7
	Chinese-Mandarin	6
	Chinese-Unspecified	6
	Dari	1
	Dutch	1
	Farsi	1
	French	2
	German	3
	Greek, Modern	2
	Gujarati	1
	Hindi	5
	Hungarian	1
	Indonesian	1
	Japanese	5
	Korean	8
	Mixteco	2
	Persian	1
	Pilipino	1
	Punjabi	73
	Russian	49
	Samoan	1
	Spanish	378
	Tagalog	4
	Thai	2
	Tongan	1
	Ukrainian	15
	Urdu	2
	Vietnamese	51
BETHEL (28)		317
	Bantu	1
	Cambodian	7
	Chamorro	2
	Chinese-Cantonese	1
	Chinese-Mandarin	1
	Chinese-Unspecified	2
	Chuuk	1
	French	1
	German	3
	Japanese	4
	Khmer	1
	Korean	14
	Lao	1
	Moldavian	3
	Punjabi	1
	Rumanian	2
	Russian	35
	Samoan	9
	Somali	2
	Spanish	186

District	Language	Students
	Swahili	1
	Tagalog	11
	Thai	4
	Twi	2
	Ukrainian	14
	Vietnamese	4
	Wolof	1
	Yap	1
	Unknown	2
BLAINE (17)		105
	Amharic	1
	Arabic	2
	Cambodian	2
	Chinese-Cantonese	1
	Chinese-Unspecified	1
	Creole	1
	Farsi	2
	Hindi	6
	Korean	2
	Marshallese	2
	Punjabi	4
	Russian	27
	Salish	4
	Spanish	39
	Tagalog	7
	Urdu	2
	Vietnamese	2
BREMERTON (19)		143
	Arabic	5
	Chinese-Cantonese	1
	Chinese-Mandarin	1
	Chinese-Unspecified	6
	Chuuk	3
	Hebrew, Modern	1
	Inuktitut	1
	Japanese	1
	Kanjobal	1
	Korean	2
	Kurdish	2
	Lithuanian	1
	Mam	1
	Pilipino	2
	Samoan	5
	Spanish	65
	Tagalog	32
	Thai	2
	Vietnamese	9
	Unknown	2
BREWSTER (2)		371
	Haitian Creole	1
	Spanish	370
BRIDGEPORT (2)		394
	Spanish	393
	Tagalog	1

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District	Language	Students	District	Language	Students	District	Language	Students
BURLINGTON (11)		687		Chamorro	1		Korean	3
	Bulgarian	1		Chinese-Cantonese	1		Russian	3
	Chinese-Unspecified	1		Chinese-Unspecified	6		Spanish	253
	Hindi	2		Chuuk	2		Sudanese-Arabic	4
	Korean	1		Farsi	1		Tongan	1
	Marshallese	5		French	2		Ukrainian	2
	Mixteco	34		German	1		*Unknown*	1
	Punjabi	1		Hawaiian	2	CHEHALIS (6)		80
	Russian	7		Ilokano	1		Chinese-Unspecified	4
	Spanish	632		Italian	1		Italian	3
	Stoney	1		Japanese	15		Portugese	1
	Tagalog	2		Korean	11		Russian	1
CAMAS (19)		107		Kurdish	2		Spanish	70
	Amharic	2		Pilipino	1		Thai	1
	Cambodian	1		Portugese	1	CHENEY (13)		84
	Chinese-Cantonese	1		Punjabi	4		Arabic	1
	Chinese-Mandarin	3		Rumanian	1		Burmese	1
	Chinese-Unspecified	3		Russian	1		French	1
	Chuuk	1		Samoan	3		Hindi	1
	Hindi	1		Spanish	69		Hmong	3
	Italian	1		Swedish	2		Japanese	1
	Japanese	2		Tagalog	87		Korean	1
	Korean	5		Thai	2		Portugese	1
	Punjabi	2		Twi	1		Punjabi	2
	Russian	53		Vietnamese	13		Russian	28
	Serbo-Croatian	1	CENTRAL VALLEY (24)		227		Spanish	38
	Spanish	17		Afrikaans	2		Tagalog	3
	Thai	1		Albanian	2		Ukrainian	3
	Tibetan	1		Amharic	2	CHEWELAH (2)		2
	Ukrainian	7		Arabic	2		Chinese-Unspecified	1
	Urdu	1		Bassa	3		Spanish	1
	Vietnamese	4		Cambodian	1	CHIMACUM (5)		17
CAPE FLATTERY (1)		104		Chinese-Cantonese	4		Amharic	1
	Makah	104		Chinese-Mandarin	1		Chinese-Unspecified	1
CASCADE (3)		159		Chinese-Unspecified	5		Pilipino	3
	Bassa	2		Chuuk	1		Spanish	11
	Russian	1		Creole	1		Thai	1
	Spanish	156		Farsi	1	CLARKSTON (4)		23
CASHMERE (3)		199		Hindi	1		Chinese-Unspecified	2
	Amharic	1		Hmong	1		German	1
	Creole	1		Korean	4		Spanish	19
	Spanish	197		Punjabi	10		Vietnamese	1
CASTLE ROCK (7)		38		Rumanian	1	CLE ELUM-ROSLYN (1)		3
	Chinese-Unspecified	1		Russian	81		Spanish	3
	German	1		Spanish	78	CLOVER PARK (40)		1,298
	Hindi	1		Tagalog	1		Albanian	1
	Japanese	1		Telugu	1		Cambodian	2
	Russian	10		Ukrainian	10		Carolinina	2
	Spanish	23		Vietnamese	13		Chamorro	10
	Tagalog	1		Wolof	1		Chinese-Cantonese	1
CENTRAL KITSAP (29)		236	CENTRALIA (10)		273		Chuuk	2
	Albanian	2		Burmese	3		Creole	1
	Amharic	1		Chinese-Unspecified	1		French	1
	Arabic	1		Italian	1		German	20
	Bisaya	1		Khalkha	1			

District	Language	Students	District	Language	Students	District	Language	Students
CLOVER PARK (continued)			DEER PARK (2)		4		Byelorussian	3
	Hindi	1		German	1		Cambodian	23
	Italian	1		Spanish	3		Carolinina	15
	Jamaican	1	DIERINGER (7)		12		Chinese-Cantonese	31
	Japanese	14		Chinese-Mandarin	1		Chinese-Mandarin	13
	Kashmiri	1		Chinese-Unspecified	1		Chinese-Unspecified	7
	Kikuya	4		Creole	1		Creole	1
	Kishinau	2		Russian	2		Croation	1
	Korean	57		Spanish	5		Egyptian-Arabic	3
	Kosraean	3		Tongan	1		Ethiopic	3
	Lao	2		Ukrainian	1		Farsi	17
	Liberian	1	EAST VALLEY (SPK) (10)		123		Fijian	3
	Makua	1		Cebuano	1		Finnish	1
	Marquesan	1		Hindi	1		French	4
	Marshallese	4		Hmong	8		Georgian	2
	Moldavian	5		Lao	1		German	3
	Nepali	1		Marshallese	1		Gujarati	2
	Palau	5		Punjabi	3		Hawaiian	1
	Pilipino	4		Russian	64		Hindi	14
	Pohnpeian	11		Spanish	41		Hmong	8
	Portugese	2		Swedish	2		Ibo	1
	Russian	17		Trukese	1		Icelandic (Old)	1
	Salish	1	EAST VALLEY (YAK) (6)		236		Indonesian	8
	Samoan	60		French	2		Japanese	19
	Spanish	980		Punjabi	1		Khmer	3
	Swahili	4		Spanish	230		Kikuya	2
	Tagalog	47		Tagalog	1		Korean	99
	Thai	2		Thai	1		Kurdish	1
	Ukrainian	3		Vietnamese	1		Lao	5
	Urdu	1	EASTMONT (7)		903		Lithuanian	1
	Vietnamese	18		Danish	1		Luo	2
	Yap	1		French	1		Malay	1
	Unknown	3		Malayalam	1		Malayalam	6
COLLEGE PLACE (2)		169		Russian	6		Mandingo	11
	Russian	3		Spanish	888		Marshallese	13
	Spanish	166		Ukrainian	2		Mongolian	3
COLUMBIA (WALLA) (2)		79		Vietnamese	4		Nepali	2
	Russian	1	EASTON (1)		9		Nigerian	3
	Spanish	78		Spanish	9		Norwegian	2
COLVILLE (7)		46	EATONVILLE (5)		11		Oromo	2
	Dutch	1		Chinese-Unspecified	1		Pashto	6
	Portugese	1		Lao	1		Persian	2
	Quechua	1		Rumanian	1		Pilipino	2
	Russian	29		Slovenian	1		Polish	1
	Spanish	8		Spanish	7		Punjabi	31
	Ukrainian	5	EDMONDS (77)		1,947		Pushtu	2
	Vietnamese	1		Afrikaans	1		Rumanian	6
CONWAY (2)		42		Akan	4		Russian	43
	Mixteco	12		Albanian	4		Rwanda	1
	Spanish	30		Amharic	33		Samoan	2
COUPEVILLE (5)		26		Arabic	75		Serbo-Croatian	5
	Creole	1		Armenian	3		Somali	20
	Haitian Creole	2		Azerbaijani	1		Spanish	920
	Spanish	21		Bengali	2		Swahili	11
	Tagalog	1		Bosnian	9		Tagalog	42
	Vietnamese	1		Bulgarian	8			

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Appendix B: Languages by District

District	Language	Students	District	Language	Students	District	Language	Students
EDMONDS (continued)				Farsi	4		Bulgarian	2
	Tamil	1		Fijian	2		Cambodian	13
	Thai	7		French	3		Carolinina	20
	Tigrinya	58		German	2		Chamorro	12
	Tongan	2		Gujarati	3		Chinese-Cantonese	11
	Trukese	1		Hebrew, Modern	1		Chinese-Fukienese	1
	Turkish	2		Hindi	12		Chinese-Mandarin	44
	Twi	2		Hmong	7		Chinese-Unspecified	1
	Ukrainian	82		Icelandic (Old)	1		Chungki	4
	Urdu	36		Indonesian	6		Chuuk	5
	Uzbek	1		Japanese	10		Creole	1
	Vietnamese	170		Javanese	1		French	5
	Wolof	9		Korean	73		Ga	1
	Unknown	2		Kurdish	2		Georgian	3
ELLENSBURG (11)		198		Lao	7		German	3
	Amharic	3		Mandingo	5		Greek, Modern	2
	Cambodian	1		Marquesan	1		Haitian Creole	1
	Chinese-Cantonese	1		Marshallese	56		Hawaiian	2
	Chinese-Mandarin	1		Mixteco	1		Hindi	12
	Chinese-Unspecified	4		Mongolian	1		Hmong	8
	Farsi	1		Navajo	1		Ilokano	2
	Korean	1		Nepali	17		Irish	2
	Punjabi	1		Norwegian	2		Italian	1
	Russian	1		Oromo	3		Japanese	23
	Spanish	183		Persian	4		Khmer	2
	Vietnamese	1		Pilipino	2		Korean	40
ELMA (4)		78		Portugese	2		Kosraean	2
	Cambodian	2		Punjabi	24		Lao	8
	Russian	1		Rumanian	6		Lingala	2
	Samoan	1		Russian	186		Lithuanian	2
	Spanish	74		Sinhalese	1		Marathi	1
ENTIAT (1)		40		Somali	25		Marshallese	4
	Spanish	40		Spanish	929		Moldavian	18
ENUMCLAW (3)		150		Swahili	16		Nepali	4
	Korean	3		Tagalog	26		Norwegian	1
	Lao	2		Tamil	2		Oromo	2
	Spanish	145		Temne	1		Palau	2
EPHRATA (5)		181		Thai	8		Persian	2
	Chinese-Unspecified	1		Toishanese	1		Pilipino	12
	Russian	7		Tongan	1		Polish	1
	Spanish	168		Trukese	5		Portugese	4
	Ukrainian	4		Turkish	2		Pulau-Guai	2
	Vietnamese	1		Twi	5		Punjabi	18
EVERETT (59)		1,984		Ukrainian	173		Pushtu	1
	Amharic	2		Urdu	4		Rumanian	87
	Arabic	99		Vietnamese	140		Russian	574
	Bantu	14		Wolof	1		Samoan	8
	Bengali	2		Yap	3		Spanish	848
	Bulgarian	1		*Unknown*	2		Tagalog	21
	Burmese	9	EVERGREEN (CLARK) (63)		2,286		Tamil	5
	Cambodian	26		Amharic	4		Thai	5
	Chinese-Cantonese	3		Arabic	21		Tibetan	4
	Chinese-Mandarin	6		Armenian	4		Tigrinya	2
	Chinese-Unspecified	29		Bengali	2		Trukese	11
	Chuuk	3		Bosnian	18		Turkish	16

Appendix B: Languages by District

District	Language	Students	District	Language	Students	District	Language	Students
EVERGREEN (CLARK) (continued)				Mien	2		Korean	20
	Ukrainian	195		Mongolian	7		Lao	3
	Urdu	1		Mundu	1		Marshallese	3
	Vietnamese	152		Nuer	6		Moldavian	1
	Unknown	1		Oromo	2		Pilipino	1
FEDERAL WAY (80)		2,980		Palau	2		Rumanian	1
	Albanian	9		Pilipino	12		Russian	18
	Amharic	10		Polish	4		Samoan	10
	Arabic	10		Portugese	5		Spanish	251
	Balinese	1		Punjabi	40		Swahili	6
	Bengali	1		Rumanian	6		Tagalog	9
	Bikol	1		Russian	208		Tamil	1
	Bosnian	1		Sahaptian	1		Thai	1
	Burmese	1		Samoan	86		Tongan	1
	Cambodian	22		Sinhalese	3		Twi	3
	Carolinina	4		Somali	34		Ukrainian	31
	Cebuano	1		Spanish	1,669		Vietnamese	7
	Chagatai	1		Sudanese-Arabic	1		Visayan	1
	Chamorro	1		Swahili	21	FINLEY (4)		139
	Chinese-Cantonese	22		Tagalog	45		Italian	5
	Chinese-Mandarin	2		Tamil	6		Russian	3
	Chinese-Unspecified	3		Telugu	6		Spanish	130
	Chuuk	5		Thai	9		Ukrainian	1
	Cornish	2		Tigrinya	2	FRANKLIN PIERCE (22)		569
	Creole	2		Tongan	20		Arabic	1
	Farsi	4		Twi	18		Bulgarian	2
	French	10		Ukrainian	191		Cambodian	30
	Ge-Kayapo	1		Urdu	4		Carolinina	2
	German	2		Vietnamese	98		Chuuk	1
	Gujarati	2		Wolof	2		Farsi	2
	Haitian Creole	3		Yoruba	1		French	1
	Hausa	4		*Unknown*	1		German	3
	Herero	1	FERNDALE (16)		262		Japanese	1
	Hindi	9		Amharic	1		Khmer	4
	Hmong	3		Cambodian	1		Korean	27
	Hungarian	2		Chagatai	1		Marshallese	4
	Ibo	1		Chinese-Mandarin	3		Moldavian	10
	Igbo	1		Chinese-Unspecified	1		Pilipino	2
	Ilokano	6		Farsi	3		Rumanian	1
	Italian	4		Haitian Creole	2		Russian	33
	Japanese	3		Hindi	1		Samoan	46
	Kannada	2		Korean	1		Spanish	353
	Khmer	1		Pilipino	1		Tagalog	5
	Kikuya	5		Punjabi	23		Ukrainian	15
	Korean	220		Russian	71		Vietnamese	25
	Kosraean	11		Spanish	123		Wolof	1
	Kurdish	1		Tagalog	1	GOLDENDALE (2)		45
	Lao	6		Thai	1		Chinese-Unspecified	1
	Liberian	1		Ukrainian	28		Spanish	44
	Lithuanian	1	FIFE (23)		386	GRANDVIEW (2)		1,085
	Makua	8		Cambodian	13		Aguacateco	1
	Malay	3		Chinese-Mandarin	1		Spanish	1,084
	Malayalam	4		Ilokano	1	GRANGER (1)		592
	Marathi	2		Kikuya	2		Spanish	592
	Marshallese	47		Kishinau	1			

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District	Language	Students
GRANITE FALLS (8)		25
	Cebuano	2
	Chinese-Unspecified	1
	Hungarian	1
	Russian	1
	Spanish	16
	Tagalog	1
	Thai	1
	Ukrainian	2
HIGHLAND (1)		247
	Spanish	247
HIGHLINE (83)		3,891
	Acholi	2
	Akan	1
	Albanian	7
	Amharic	61
	Arabic	56
	Armenian	1
	Bemba	3
	Bengali	2
	Bosnian	10
	Bulgarian	2
	Burmese	18
	Cakchiquel	2
	Cambodian	100
	Cham	3
	Chamorro	1
	Chinese-Cantonese	7
	Chinese-Mandarin	7
	Chinese-Unspecified	8
	Chuuk	5
	Creole	3
	Ethiopic	3
	Ewe	3
	Fallani	1
	Farsi	21
	French	17
	Fulfulde	1
	Greek, Modern	1
	Gujarati	3
	Haitian Creole	1
	Hindi	12
	Hmong	20
	Hungarian	1
	Ibo	1
	Ilokano	17
	Indonesian	1
	Japanese	2
	Khmer	7
	Kikuya	1
	Kinyarwanda	1
	Korean	1
	Kosraean	17
	Kpelle	2
	Kurdish	1

District	Language	Students
	Lao	20
	Luo	1
	Mandingo	4
	Marquesan	1
	Marshallese	2
	Mien	1
	Mixteco	7
	Nanai	1
	Nepali	27
	Oromo	14
	Palau	7
	Persian	3
	Pilipino	1
	Polish	3
	Portugese	3
	Punjabi	68
	Rumanian	3
	Russian	15
	Samoan	92
	Serbo-Croatian	2
	Sogdian	1
	Somali	289
	Soninke	7
	Spanish	2,410
	Swahili	15
	Tagalog	71
	Tarasco	22
	Thai	11
	Tigrinya	14
	Tongan	17
	Trukese	1
	Turkish	6
	Twi	1
	Ukrainian	5
	Urdu	5
	Uzbek	4
	Vietnamese	296
	Visayan	4
	Yakut	1
	Yoruba	1
	Unknown	1
HOCKINSON (4)		22
	Portugese	1
	Rumanian	4
	Spanish	15
	Ukrainian	2
HOQUIAM (1)		44
	Spanish	44
ISSAQUAH (53)		678
	Afrikaans	1
	Amharic	1
	Arabic	9
	Bengali	6
	Bulgarian	1
	Burmese	2

District	Language	Students
	Cambodian	5
	Chewa	1
	Chinese-Cantonese	18
	Chinese-Mandarin	20
	Chinese-Taiwanese	1
	Chinese-Unspecified	60
	Czech	2
	Danish	9
	Dutch	2
	Farsi	7
	French	6
	German	6
	Greek, Modern	1
	Gujarati	1
	Hebrew, Modern	3
	Hindi	15
	Hmong	3
	Indonesian	1
	Japanese	22
	Kannada	2
	Korean	84
	Lao	4
	Lithuanian	1
	Malayalam	2
	Manchu	1
	Marathi	3
	Moldavian	2
	Oromo	2
	Persian	1
	Pilipino	1
	Polish	4
	Portugese	3
	Punjabi	3
	Rumanian	16
	Russian	34
	Somali	1
	Spanish	214
	Susu	1
	Swedish	4
	Tagalog	5
	Tamil	8
	Telugu	14
	Thai	3
	Turkish	2
	Ukrainian	2
	Urdu	13
	Vietnamese	45

Appendix B: Languages by District

District	Language	Students
KELSO (12)		209
	Cambodian	3
	Chinese-Cantonese	1
	Chinese-Unspecified	2
	German	1
	Kanjobal	1
	Mixteco	1
	Rumanian	1
	Russian	29
	Spanish	163
	Tagalog	1
	Ukrainian	4
	Vietnamese	2
KENNEWICK (26)		1,832
	Amharic	3
	Arabic	32
	Bosnian	26
	Burmese	10
	Cambodian	2
	Chinese-Unspecified	5
	Creole	3
	Ethiopic	1
	Farsi	5
	Italian	3
	Korean	4
	Lao	1
	Marshallese	13
	Nuer	4
	Punjabi	1
	Rumanian	5
	Russian	36
	Somali	16
	Spanish	1,609
	Swahili	1
	Tagalog	7
	Tamil	1
	Thai	4
	Turkish	3
	Ukrainian	15
	Vietnamese	20
	Unknown	2
KENT (101)		4,399
	Afrikaans	1
	Albanian	3
	Amharic	10
	Arabic	49
	Armenian	1
	Balinese	1
	Bangala	1
	Bantu	3
	Bemba	2
	Bengali	6
	Bosnian	7
	Bulgarian	5
	Burmese	42

District	Language	Students
	Cakchiquel	2
	Cambodian	73
	Carolinina	1
	Cebuano	1
	Chinese-Cantonese	32
	Chinese-Mandarin	17
	Chinese-Unspecified	37
	Chungki	2
	Chuuk	6
	Creole	11
	Czech	1
	Dari	2
	Ethiopic	8
	Farsi	17
	Fijian	2
	Finnish	1
	French	10
	Georgian	1
	German	10
	Gujarati	1
	Haitian Creole	1
	Hawaiian	3
	Hindi	50
	Hmong	7
	Hoh	1
	Ibo	2
	Ilokano	17
	Indonesian	1
	Japanese	19
	Javanese	1
	Kanjobal	1
	Karen	33
	Khmer	1
	Kikuya	2
	Kirgiz	1
	Kmhmu	1
	Korean	50
	Kosraean	7
	Kpelle	1
	Krahn	1
	Krio	1
	Kurdish	22
	Lao	35
	Liberian	7
	Lingala	3
	Lithuanian	1
	Luganda	7
	Malayalam	1
	Marshallese	4
	Mien	12
	Mixteco	2
	Moldavian	4
	Mongolian	2
	Nepali	34
	Nuer	5

District	Language	Students
	Oromo	2
	Pahlavi	1
	Palau	1
	Pashto	2
	Persian	1
	Pilipino	13
	Polish	1
	Portugese	3
	Punjabi	313
	Rumanian	37
	Russian	210
	Rwanda	3
	Samoan	60
	Sanskrit	1
	Serbo-Croatian	1
	Somali	334
	Spanish	1,765
	Sudanese-Arabic	1
	Swahili	14
	Tagalog	106
	Tamil	1
	Telugu	3
	Thai	7
	Tigrinya	11
	Toishanese	1
	Tongan	11
	Turkic	2
	Turkish	82
	Twi	3
	Ukrainian	374
	Urdu	16
	Vietnamese	273
	Yoruba	2
	Unknown	38
KIONA BENTON (3)		232
	Amharic	2
	Lao	1
	Spanish	229
KITTITAS (1)		33
	Spanish	33
LA CONNER (3)		15
	Arabic	1
	Ethiopic	2
	Spanish	12
LACENTER (6)		19
	Bassa	2
	Italian	1
	Russian	2
	Spanish	12
	Thai	1
	Ukrainian	1
LAKE CHELAN (1)		337
	Spanish	337
LAKE QUINAULT (1)		40
	Spanish	40

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District	Language	Students
LAKE STEVENS (21)		**239**
	Amharic	1
	Arabic	2
	Cambodian	1
	Chinese-Taiwanese	1
	Chinese-Unspecified	1
	French	4
	Hawaiian	1
	Hmong	4
	Japanese	2
	Korean	2
	Lao	7
	Mandingo	1
	Pilipino	1
	Rumanian	1
	Russian	14
	Spanish	168
	Tagalog	4
	Tibetan	1
	Ukrainian	14
	Urdu	3
	Vietnamese	5
	Unknown	1
LAKE WASHINGTON (71)		**1,407**
	Afrikaans	1
	Albanian	1
	Amharic	2
	Arabic	19
	Armenian	10
	Azerbaijani	2
	Bangala	2
	Bengali	3
	Bosnian	3
	Bulgarian	10
	Burmese	5
	Cambodian	13
	Carolinina	4
	Chinese-Cantonese	17
	Chinese-Mandarin	32
	Chinese-Taiwanese	3
	Chinese-Unspecified	41
	Czech	2
	Danish	9
	Dutch	13
	Farsi	30
	Finnish	7
	French	23
	German	22
	Greek, Modern	2
	Guarani	1
	Gujarati	3
	Haitian Creole	1
	Hebrew, Modern	36
	Hindi	20
	Hmong	44

District	Language	Students
	Hungarian	1
	Indonesian	3
	Italian	9
	Japanese	79
	Kannada	1
	Khmer	6
	Korean	37
	Lao	6
	Lingala	1
	Luganda	1
	Malayalam	3
	Marathi	8
	Mien	1
	Mongolian	1
	Nepali	4
	Norwegian	1
	Pahlavi	1
	Pilipino	3
	Polish	12
	Portugese	48
	Punjabi	5
	Pushtu	1
	Rumanian	15
	Russian	70
	Sahaptian	1
	Serbo-Croatian	1
	Sinhalese	1
	Somali	15
	Spanish	530
	Swahili	5
	Swedish	12
	Tagalog	15
	Tamil	18
	Telugu	17
	Thai	8
	Tigrinya	2
	Turkish	3
	Ukrainian	8
	Urdu	14
	Vietnamese	51
	Unknown	8
LAKEWOOD (11)		**75**
	Chinese-Unspecified	1
	Ga	1
	Ilokano	1
	Japanese	1
	Pohnpeian	1
	Portugese	1
	Russian	7
	Spanish	40
	Tagalog	4
	Ukrainian	13
	Vietnamese	5

District	Language	Students
LIND (3)		**25**
	Chinese-Mandarin	2
	Inuktitut	2
	Spanish	21
LONGVIEW (21)		**354**
	Bulgarian	1
	Cambodian	9
	Chinese-Cantonese	2
	Chinese-Mandarin	1
	Chinese-Unspecified	4
	Chuuk	10
	French	1
	Haitian Creole	1
	Hawaiian	1
	Hindi	1
	Japanese	3
	Korean	1
	Lao	1
	Pilipino	3
	Punjabi	2
	Russian	6
	Spanish	297
	Tagalog	1
	Thai	1
	Trukese	1
	Vietnamese	4
	Unknown	3
LOPEZ ISLAND (2)		**6**
	Spanish	5
	Temne	1
LYNDEN (17)		**269**
	Amharic	1
	Bisaya	1
	Chalchiteco	1
	Chinese-Unspecified	1
	Fra Fra	1
	German	1
	Hindi	1
	Mixteco	10
	Norwegian	2
	Punjabi	17
	Russian	14
	Samoan	1
	Spanish	214
	Thai	1
	Twi	1
	Ukrainian	1
	Vietnamese	1
MABTON (1)		**415**
	Spanish	415
MANSFIELD (1)		**1**
	Spanish	1
MANSON (1)		**234**
	Spanish	234

Appendix B: Languages by District

District	Language	Students	District	Language	Students	District	Language	Students
MARYSVILLE (32)		**855**		Swahili	1		Lao	1
	Arabic	7		Tagalog	6		Russian	5
	Cambodian	4		Thai	1		Somali	1
	Chinese-Cantonese	1		Ukrainian	8		Spanish	418
	Chinese-Mandarin	2		Vietnamese	6		Thai	2
	Chinese-Unspecified	5	**MEDICAL LAKE (7)**		**15**		Ukrainian	8
	Egyptian-Arabic	1		Chinese-Unspecified	1		Urdu	1
	Ewe	1		Japanese	1		Vietnamese	2
	Fijian	2		Korean	2		Yap	1
	Hindi	4		Russian	2	**MONTESANO (2)**		**20**
	Hmong	3		Spanish	5		Cambodian	1
	Ilokano	1		Tagalog	2		Spanish	19
	Japanese	12		Thai	2	**MOSES LAKE (9)**		**678**
	Korean	3	**MERCER ISLAND (16)**		**83**		Amharic	2
	Kurdish	3		Chinese-Cantonese	2		Chinese-Cantonese	1
	Lao	3		Chinese-Mandarin	9		Japanese	1
	Luganda	1		Chinese-Unspecified	7		Korean	1
	Marshallese	7		Farsi	2		Russian	20
	Mien	1		Finnish	4		Spanish	585
	Nuer	1		French	3		Tagalog	2
	Pilipino	2		German	1		Ukrainian	64
	Punjabi	27		Japanese	8		Vietnamese	2
	Rumanian	4		Korean	34	**MOSSYROCK (2)**		**45**
	Russian	40		Latvian	1		Russian	1
	Slovak	1		Russian	4		Spanish	44
	Somali	2		Spanish	4	**MOUNT ADAMS (1)**		**127**
	Spanish	600		Tagalog	1		Spanish	127
	Tagalog	36		Thai	1	**MOUNT BAKER (11)**		**171**
	Thai	6		Toishanese	1		Dutch	1
	Ukrainian	42		Vietnamese	1		French	1
	Urdu	1	**MERIDIAN (9)**		**147**		German	3
	Vietnamese	29		Chinese-Cantonese	1		Japanese	1
	Yap	2		Chinese-Mandarin	2		Korean	4
	Unknown	1		Chinese-Unspecified	1		Navajo	1
MEAD (25)		**157**		Farsi	2		Pilipino	1
	Amharic	8		Punjabi	19		Russian	84
	Arabic	4		Russian	18		Spanish	57
	Balinese	1		Spanish	89		Thai	1
	Bulgarian	3		Ukrainian	12		Ukrainian	17
	Burmese	1		Vietnamese	2	**MOUNT VERNON (12)**		**1,553**
	Byelorussian	1		*Unknown*	1		Bulgarian	2
	Cakchiquel	1	**METHOW VALLEY (2)**		**17**		Chinese-Cantonese	2
	Chinese-Cantonese	3		Amharic	6		Chinese-Unspecified	3
	Chinese-Mandarin	2		Spanish	11		Marshallese	10
	Chinese-Unspecified	1	**MONROE (19)**		**463**		Mixteco	105
	Ethiopic	1		Arabic	2		Punjabi	3
	Korean	13		Cambodian	2		Russian	46
	Marathi	1		Chinese-Cantonese	1		Samoan	3
	Marshallese	20		Chinese-Unspecified	3		Spanish	1,356
	Moldavian	1		French	3		Tagalog	4
	Nepali	2		Greek, Modern	1		Ukrainian	15
	Punjabi	3		Hindi	1		Vietnamese	4
	Rumanian	3		Hmong	7			
	Russian	45		Korean	2			
	Spanish	21		Kurdish	2			

Appendix B: Languages by District

District	Language	Students	District	Language	Students	District	Language	Students
MUKILTEO (68)		2,592		Spanish	1,467		Tagalog	15
	Amharic	9		Swahili	2		Thai	1
	Arabic	38		Tagalog	30		Vietnamese	2
	Armenian	1		Tamil	3	NORTH MASON (8)		84
	Bengali	1		Telugu	4		Kanjobal	12
	Bosnian	7		Thai	3		Kannada	15
	Bulgarian	3		Tigrinya	6		Korean	3
	Cambodian	30		Tongan	2		Pilipino	1
	Carolinina	1		Trukese	1		Spanish	50
	Chinese-Cantonese	8		Ukrainian	214		Tagalog	1
	Chinese-Mandarin	9		Urdu	18		Thai	1
	Chinese-Taiwanese	2		Vietnamese	112		Visayan	1
	Chinese-Unspecified	13		Wolof	8	NORTH THURSTON (30)		437
	Chuuk	3		Yoruba	2		Amharic	1
	Dutch	6		*Unknown*	6		Cambodian	10
	Farsi	2	NACHES VALLEY (1)		78		Carolinina	5
	Fijian	2		Spanish	78		Chamorro	2
	French	8	NASELLE GRAYS RIVER (2)		7		Chinese-Unspecified	5
	Fula	1		Spanish	4		Creole	1
	German	4		Tagalog	3		Dutch	2
	Greek, Modern	1	NOOKSACK VALLEY (10)		212		Farsi	1
	Gujarati	1		Aguacateco	15		French	1
	Hausa	2		Cambodian	2		German	1
	Hindi	11		Chalchiteco	1		Hmong	1
	Hmong	5		German	1		Ilokano	1
	Hungarian	5		Mixteco	3		Japanese	2
	Igbo	2		Punjabi	5		Khmer	1
	Ilokano	3		Spanish	182		Korean	49
	Indonesian	37		Swedish	1		Lao	5
	Italian	3		Tagalog	1		Malay	1
	Japanese	11		Ukrainian	1		Marshallese	9
	Kannada	1	NORTH FRANKLIN (5)		732		Nepali	1
	Khmer	2		Chinese-Cantonese	1		Pilipino	6
	Korean	159		Chinese-Unspecified	2		Punjabi	4
	Krio	1		Korean	1		Russian	2
	Kurdish	4		Lao	3		Samoan	14
	Lao	12		Spanish	725		Spanish	242
	Lingala	2	NORTH KITSAP (20)		224		Swahili	1
	Makua	1		Amharic	2		Tagalog	9
	Malayalam	1		Arabic	1		Tamil	1
	Mandingo	9		Bikol	1		Telugu	1
	Marathi	2		Chinese-Cantonese	4		Thai	5
	Marshallese	33		Chinese-Unspecified	4		Vietnamese	53
	Mixteco	7		Dutch	1			
	Mongolian	5		Farsi	1			
	Niuean	1		French	1			
	Nuer	2		Japanese	10			
	Pilipino	8		Korean	4			
	Polish	3		Lao	1			
	Portugese	5		Nepali	2			
	Punjabi	33		Punjabi	1			
	Rumanian	9		Russian	5			
	Russian	176		Salish	8			
	Samoan	2		Samoan	7			
	Somali	7		Spanish	153			

District	Language	Students
NORTHSHORE (59)		1,034
	Albanian	1
	Amharic	3
	Arabic	13
	Armenian	4
	Bengali	1
	Bulgarian	1
	Burmese	2
	Cambodian	9
	Chinese-Cantonese	6
	Chinese-Mandarin	16
	Chinese-Unspecified	35
	Danish	2
	Dutch	1
	Farsi	6
	Fijian	1
	Finnish	3
	French	3
	German	4
	Gujarati	2
	Hawaiian	1
	Hebrew, Modern	3
	Hindi	7
	Hmong	2
	Hungarian	2
	Igbo	1
	Indonesian	7
	Italian	2
	Japanese	11
	Kanjobal	1
	Kannada	2
	Khmer	3
	Kikuya	1
	Korean	58
	Krio	3
	Lao	4
	Malayalam	5
	Marathi	1
	Mongolian	4
	Pilipino	5
	Polish	2
	Portugese	12
	Punjabi	10
	Rumanian	23
	Russian	43
	Serbo-Croatian	2
	Sinhalese	2
	Slovenian	2
	Somali	3
	Spanish	592
	Swahili	1
	Tagalog	11
	Tamil	6
	Telugu	11
	Thai	7

District	Language	Students
	Tigrinya	4
	Twi	2
	Ukrainian	19
	Urdu	2
	Vietnamese	44
OAK HARBOR (16)		146
	Arabic	1
	Chinese-Unspecified	8
	Creole	1
	German	1
	Jamaican	1
	Japanese	29
	Korean	4
	Marshallese	1
	Portugese	2
	Punjabi	2
	Rumanian	1
	Samoan	1
	Spanish	43
	Tagalog	46
	Tibetan	1
	Vietnamese	4
OCEAN BEACH (3)		36
	Chinese-Mandarin	2
	Spanish	32
	Thai	2
OCOSTA (4)		48
	Korean	1
	Pilipino	1
	Spanish	43
	Tagalog	3
OKANOGAN (1)		89
	Spanish	89
OLYMPIA (20)		158
	Arabic	1
	Cambodian	4
	Chinese-Mandarin	8
	Chinese-Unspecified	4
	Hindi	3
	Ilokano	1
	Japanese	1
	Kannada	1
	Korean	9
	Marshallese	1
	Polish	1
	Punjabi	1
	Russian	2
	Samoan	2
	Spanish	60
	Tagalog	3
	Telugu	7
	Tibetan	1
	Tigrinya	1
	Vietnamese	47

District	Language	Students
OMAK (3)		85
	Spanish	82
	Tarasco	2
	Vietnamese	1
ONALASKA (1)		17
	Spanish	17
ORONDO (1)		103
	Spanish	103
OROVILLE (1)		84
	Spanish	84
ORTING (5)		31
	Arabic	1
	Russian	10
	Samoan	1
	Spanish	17
	Tagalog	2
OTHELLO (5)		1,421
	Chinese-Unspecified	1
	Mixteco	149
	Navajo	2
	Spanish	1,268
	Urdu	1
PALISADES (1)		21
	Spanish	21
PASCO (20)		5,339
	Arabic	5
	Bosnian	3
	Chinese-Mandarin	1
	Ethiopic	3
	Farsi	1
	French	2
	Gujarati	1
	Lao	14
	Marshallese	2
	Moldavian	2
	Nuer	1
	Portugese	1
	Punjabi	1
	Russian	84
	Spanish	5,118
	Sudanese-Arabic	2
	Tagalog	1
	Ukrainian	67
	Urdu	2
	Vietnamese	28
PATEROS (2)		32
	Italian	3
	Spanish	29
PATERSON (1)		33
	Spanish	33

District	Language	Students
PENINSULA (14)		79
	Arabic	6
	Chinese-Cantonese	3
	Chinese-Mandarin	2
	Japanese	4
	Korean	3
	Krio	2
	Liberian	2
	Nyanja	1
	Russian	4
	Samoan	1
	Spanish	46
	Swahili	1
	Tagalog	1
	Ukrainian	3
POMEROY (2)		5
	Russian	1
	Spanish	4
PORT ANGELES (17)		54
	Bisaya	1
	Chinese-Cantonese	1
	Chinese-Mandarin	1
	Chinese-Unspecified	5
	Ethiopic	3
	Finnish	1
	German	1
	Gujarati	3
	Japanese	3
	Punjabi	2
	Russian	6
	Spanish	21
	Tagalog	2
	Thai	1
	Trukese	1
	Ukrainian	1
	Vietnamese	1
PORT TOWNSEND (5)		17
	Amharic	2
	Chinese-Mandarin	1
	French	2
	Samoan	1
	Spanish	11
PRESCOTT (1)		76
	Spanish	76
PROSSER (6)		575
	Chinese-Unspecified	4
	Japanese	2
	Korean	1
	Spanish	564
	Tagalog	3
	Yoruba	1
PULLMAN (19)		81
	Arabic	10
	Armenian	3
	Bengali	2

District	Language	Students
	Chinese-Mandarin	1
	Chinese-Taiwanese	1
	Chinese-Unspecified	15
	Herero	1
	Korean	22
	Malay	2
	Nepali	1
	Persian	2
	Portugese	1
	Punjabi	1
	Russian	2
	Spanish	9
	Swahili	2
	Thai	2
	Turkish	1
	Vietnamese	3
PUYALLUP (36)		641
	Afrikaans	1
	Arabic	10
	Cambodian	15
	Carolinina	4
	Chinese-Cantonese	4
	Chinese-Mandarin	11
	Chinese-Unspecified	3
	Chuuk	1
	Farsi	7
	German	1
	Hindi	3
	Ilokano	1
	Japanese	8
	Khmer	1
	Korean	39
	Lao	5
	Liberian	4
	Luo	1
	Marshallese	4
	Mien	2
	Persian	2
	Portugese	1
	Punjabi	30
	Rumanian	1
	Russian	25
	Samoan	19
	Somali	1
	Soninke	2
	Spanish	388
	Swahili	1
	Tagalog	12
	Thai	1
	Tongan	2
	Ukrainian	9
	Urdu	4
	Vietnamese	18

District	Language	Students
QUILLAYUTE VALLEY (7)		123
	German	1
	Kanjobal	1
	Mam	8
	Mixteco	7
	Spanish	104
	Tarasco	1
	Vietnamese	1
QUINCY (7)		938
	French	2
	Mixteco	1
	Punjabi	1
	Russian	1
	Somali	1
	Spanish	930
	Ukrainian	2
RAYMOND (5)		70
	Cambodian	4
	French	2
	Korean	2
	Lao	15
	Spanish	47
RENTON (72)		2,337
	Afrikaans	1
	Amharic	9
	Arabic	14
	Bangala	1
	Bassa	1
	Bemba	2
	Bengali	1
	Bosnian	1
	Bulgarian	3
	Burmese	9
	Cambodian	35
	Cebuano	1
	Cham	2
	Chinese-Cantonese	60
	Chinese-Mandarin	9
	Chinese-Unspecified	1
	Czech	1
	Farsi	7
	French	224
	German	17
	Greek, Modern	50
	Hindi	8
	Hmong	6
	Ilokano	12
	Indonesian	2
	Italian	26
	Japanese	6
	Kannada	2
	Khmer	7
	Kikuya	1
	Korean	45
	Krio	2

Appendix B: Languages by District

District	Language	Students
RENTON (continued)		
	Kurdish	4
	Lao	20
	Liberian	1
	Luganda	2
	Malayalam	1
	Mandingo	1
	Marathi	1
	Mien	6
	Moldavian	22
	Mongolian	5
	Nepali	3
	Nuer	3
	Oromo	3
	Palau	1
	Pilipino	2
	Polish	2
	Portugese	3
	Punjabi	17
	Rumanian	35
	Russian	78
	Samoan	21
	Shona	2
	Somali	170
	Spanish	1,020
	Swahili	6
	Tagalog	48
	Tamil	1
	Tarasco	1
	Telugu	1
	Thai	8
	Tigrinya	4
	Toishanese	4
	Tongan	3
	Turkish	1
	Twi	2
	Ukrainian	63
	Urdu	2
	Vietnamese	202
	Wolof	1
	Yoruba	1
RICHLAND (26)		280
	Albanian	4
	Amharic	4
	Arabic	8
	Bengali	1
	Bosnian	6
	Chinese-Cantonese	3
	Chinese-Mandarin	7
	Chinese-Unspecified	14
	Creole	1
	Ethiopic	5
	Farsi	3
	French	1
	German	1

District	Language	Students
	Gujarati	1
	Korean	11
	Lao	2
	Mixteco	1
	Punjabi	6
	Russian	16
	Serbo-Croatian	2
	Somali	2
	Spanish	108
	Tagalog	2
	Thai	1
	Ukrainian	49
	Vietnamese	19
	Unknown	2
RIDGEFIELD (9)		82
	Cambodian	1
	Japanese	2
	Pilipino	2
	Rumanian	3
	Russian	29
	Spanish	42
	Thai	1
	Urdu	1
	Vietnamese	1
RIVERSIDE (2)		7
	Russian	4
	Spanish	3
RIVERVIEW (7)		73
	Amharic	1
	Burmese	2
	French	2
	Hmong	1
	Spanish	65
	Swahili	1
	Vietnamese	1
ROCHESTER (5)		122
	German	1
	Khalkha	13
	Spanish	106
	Tagalog	1
	Vietnamese	1
ROOSEVELT (1)		13
	Spanish	13
ROYAL (2)		634
	Mixteco	3
	Spanish	631
SAN JUAN (1)		28
	Spanish	28
SEATTLE (83)		5,793
	Albanian	6
	Amharic	162
	Arabic	49
	Bantu	4
	Bemba	1

District	Language	Students
	Bengali	1
	Bulgarian	6
	Burmese	24
	Cambodian	125
	Cebuano	5
	Chagatai	1
	Cham	11
	Chao	2
	Chinese-Cantonese	384
	Chinese-Fukienese	1
	Chinese-Mandarin	84
	Chinese-Taiwanese	1
	Chinese-Unspecified	13
	Chuuk	2
	Croation	1
	Czech	1
	Danish	5
	Dari	2
	Dinka	2
	Dutch	1
	Ethiopic	2
	Farsi	8
	Fijian	1
	French	23
	German	1
	Greek, Modern	8
	Gujarati	1
	Haitian Creole	4
	Hausa	1
	Hebrew, Modern	6
	Hindi	18
	Hmong	9
	Hungarian	1
	Ibo	3
	Ilokano	87
	Indonesian	4
	Italian	3
	Japanese	43
	Khmer	1
	Korean	49
	Kurdish	1
	Lao	49
	Latvian	2
	Lingala	1
	Malay	4
	Mandingo	7
	Marathi	1
	Mien	33
	Mongolian	14
	Nepali	13
	Norwegian	3
	Oromo	145
	Persian	2
	Pilipino	4
	Polish	1

Appendix B: Languages by District

District	Language	Students
SEATTLE (continued)		
	Portugese	6
	Punjabi	12
	Rumanian	1
	Russian	22
	Samoan	30
	Serbo-Croatian	3
	Somali	958
	Soninke	4
	Spanish	1,804
	Swahili	68
	Tagalog	278
	Thai	21
	Tibetan	6
	Tigrinya	101
	Toishanese	134
	Tongan	9
	Turkish	5
	Twi	2
	Ukrainian	1
	Urdu	9
	Vietnamese	813
	Wolof	3
	Unknown	56
SEDRO-WOOLLEY (16)		257
	Amharic	8
	Arabic	1
	Chinese-Mandarin	1
	Chinese-Unspecified	1
	Chuuk	1
	Marshallese	4
	Mixteco	9
	Pilipino	2
	Punjabi	1
	Russian	9
	Samoan	3
	Somali	2
	Spanish	209
	Tagalog	1
	Thai	1
	Ukrainian	4
SELAH (3)		209
	Russian	1
	Spanish	207
	Thai	1
SEQUIM (8)		46
	Cambodian	1
	Chinese-Mandarin	1
	Chinese-Unspecified	2
	French	2
	Korean	1
	Russian	2
	Spanish	36
	Vietnamese	1

District	Language	Students
SHELTON (8)		307
	Arabic	1
	Korean	5
	Punjabi	1
	Russian	2
	Samoan	1
	Spanish	295
	Sudanese-Arabic	1
	Thai	1
SHORELINE (51)		663
	Albanian	2
	Amharic	32
	Arabic	26
	Berber	1
	Bosnian	3
	Bulgarian	1
	Cambodian	6
	Chinese-Cantonese	31
	Chinese-Mandarin	20
	Chinese-Taiwanese	1
	Chinese-Unspecified	8
	Chuuk	1
	Dari	1
	French	6
	Fula	1
	Hebrew, Modern	2
	Hindi	5
	Hungarian	2
	Ilokano	3
	Indonesian	2
	Italian	1
	Japanese	5
	Kinyarwanda	1
	Korean	87
	Lao	2
	Mandingo	3
	Mongolian	2
	Nepali	4
	Oromo	3
	Pashto	3
	Pilipino	4
	Polish	3
	Portugese	3
	Punjabi	7
	Rumanian	2
	Russian	21
	Samoan	2
	Sindhi	3
	Somali	14
	Spanish	187
	Sudanese-Arabic	1
	Swahili	9
	Tagalog	35
	Thai	4
	Tigrinya	28

District	Language	Students
	Turkish	3
	Twi	2
	Ukrainian	8
	Urdu	8
	Vietnamese	47
	Wolof	6
	Unknown	1
SNOHOMISH (28)		254
	Amharic	2
	Arabic	1
	Armenian	1
	Cambodian	4
	Chinese-Unspecified	4
	Danish	1
	Farsi	1
	French	1
	Hindi	3
	Hmong	3
	Hungarian	1
	Indonesian	1
	Kannada	1
	Khmer	1
	Korean	7
	Kurdish	2
	Lao	2
	Punjabi	2
	Rumanian	2
	Russian	26
	Spanish	156
	Tagalog	4
	Telugu	2
	Thai	2
	Turkish	1
	Ukrainian	17
	Urdu	2
	Vietnamese	4
SNOQUALMIE VALLEY (22)		102
	Chinese-Mandarin	3
	Chinese-Unspecified	1
	Danish	2
	Dutch	1
	French	2
	German	2
	Greek, Modern	1
	Hindi	5
	Hmong	1
	Hungarian	1
	Icelandic (Old)	1
	Korean	4
	Lao	1
	Pilipino	1
	Punjabi	3
	Russian	1
	Spanish	67
	Swahili	1

Appendix B: Languages by District

District	Language	Students	District	Language	Students	District	Language	Students
SNOQUALMIE VALLEY (continued)				Chinese-Unspecified	14	STEILACOOM (22)		86
	Tagalog	1		Chuuk	18		Chamorro	1
	Tamil	1		Creole	5		Chinese-Cantonese	4
	Telugu	1		Czech	1		Chinese-Unspecified	1
	Turkish	1		Dari	2		Dutch	1
SOAP LAKE (3)		101		Ethiopic	2		Farsi	2
	Russian	8		Ewe	2		French	1
	Spanish	63		Farsi	7		German	6
	Ukrainian	29		French	1		Hindi	1
	Unknown	1		Haitian Creole	1		Japanese	1
SOUTH BEND (6)		89		Hebrew, Modern	1		Korean	18
	Cambodian	5		Hindi	1		Pilipino	5
	Chinese-Cantonese	1		Hmong	28		Portugese	1
	Chinese-Mandarin	1		Indonesian	2		Samoan	2
	Lao	1		Japanese	3		Spanish	20
	Portugese	1		Karen	69		Tagalog	7
	Spanish	80		Kirundi	6		Tamil	1
SOUTH KITSAP (17)		76		Korean	10		Telugu	1
	Afrikaans	1		Krio	1		Thai	2
	Arabic	2		Lao	7		Turkish	2
	Azerbaijani	1		Liberian	1		Urdu	1
	Burmese	1		Marshallese	137		Vietnamese	7
	Chinese-Mandarin	1		Moldavian	26		Visayan	1
	Chinese-Unspecified	2		Nepali	17	STEVENSON-CARSON (3)		21
	Chuuk	3		Pashto	9		Chinese-Unspecified	1
	Gujarati	1		Pilipino	3		Russian	1
	Japanese	4		Punjabi	6		Spanish	19
	Korean	4		Pushtu	2	SULTAN (8)		113
	Marshallese	1		Rumanian	31		Byelorussian	1
	Polish	1		Russian	285		Chinese-Unspecified	1
	Russian	2		Serbo-Croatian	4		Hindi	2
	Samoan	1		Sinhalese	1		Korean	1
	Spanish	32		Somali	7		Lao	1
	Tagalog	17		Spanish	194		Punjabi	1
	Thai	2		Swahili	7		Spanish	105
SOUTH WHIDBEY (8)		14		Tagalog	7		Thai	1
	Amharic	1		Thai	2	SUMNER (15)		237
	Creole	1		Turkish	5		Amharic	1
	Haitian Creole	3		Ukrainian	16		Bulgarian	1
	Japanese	1		Vietnamese	90		Burmese	2
	Liberian	1		*Unknown*	13		Cambodian	1
	Mien	1	STANWOOD-CAMANO (9)		87		Carolinina	1
	Polish	1		Amharic	7		Korean	4
	Spanish	5		Chinese-Cantonese	1		Punjabi	1
SPOKANE (50)		1,147		Chinese-Unspecified	2		Russian	5
	Albanian	6		French	1		Samoan	3
	Amharic	19		Korean	2		Spanish	202
	Arabic	30		Punjabi	1		Tagalog	3
	Bisaya	2		Russian	1		Thai	1
	Bosnian	29		Spanish	68		Ukrainian	4
	Burmese	9		Swahili	4		Vietnamese	5
	Chagatai	1					Visayan	1
	Chamorro	1					*Unknown*	2
	Chinese-Cantonese	1						
	Chinese-Mandarin	5						

Educating English Language Learners in Washington State, 2008-09

Appendix B: Languages by District

District	Language	Students
SUNNYSIDE (4)		1,712
	Arabic	5
	Korean	1
	Punjabi	2
	Spanish	1,704
TACOMA (55)		2,211
	Albanian	1
	Amharic	1
	Arabic	30
	Bantu	9
	Bulgarian	4
	Burmese	7
	Cambodian	160
	Carolinina	4
	Cebuano	1
	Chamorro	1
	Chinese-Cantonese	6
	Chinese-Mandarin	5
	Chinese-Unspecified	3
	Creole	2
	Danish	4
	Dinka	2
	Ethiopic	1
	Farsi	3
	French	2
	Ga	1
	German	4
	Hawaiian	2
	Hmong	1
	Ilokano	3
	Jamaican	1
	Japanese	2
	Khmer	10
	Kikuya	1
	Korean	45
	Lao	12
	Liberian	2
	Malayalam	1
	Mandingo	1
	Marathi	1
	Marshallese	3
	Moldavian	43
	Nepali	3
	Oromo	1
	Persian	1
	Pilipino	2
	Pohnpeian	1
	Punjabi	2
	Rumanian	10
	Russian	151
	Samoan	69
	Somali	30
	Spanish	1,185
	Stoney	4
	Swahili	5

District	Language	Students
	Tagalog	24
	Thai	6
	Tongan	1
	Ukrainian	97
	Urdu	5
	Vietnamese	232
	Unknown	3
TAHOMA (31)		179
	Arabic	4
	Cambodian	1
	Chinese-Mandarin	1
	Fallani	1
	Farsi	1
	French	2
	Fula	1
	Hawaiian	1
	Hindi	4
	Hmong	2
	Igbo	2
	Japanese	3
	Korean	3
	Lao	1
	Lithuanian	2
	Makah	1
	Malayalam	2
	Mien	1
	Pilipino	2
	Polish	1
	Portugese	1
	Punjabi	2
	Rumanian	2
	Russian	8
	Somali	1
	Spanish	114
	Swedish	1
	Tagalog	1
	Telugu	1
	Ukrainian	9
	Vietnamese	3
TENINO (3)		16
	Cambodian	2
	Russian	1
	Spanish	13
TOLEDO (2)		20
	Russian	1
	Spanish	19
TONASKET (2)		103
	Spanish	102
	Tagalog	1
TOPPENISH (4)		1,303
	Sahaptian	1
	Samoan	1
	Spanish	1,295
	Yakima	6
TOUCHET (1)		24
	Spanish	24

District	Language	Students
TUKWILA (55)		1,146
	Afrikaans	2
	Amharic	15
	Arabic	10
	Armenian	1
	Bambara	1
	Bangala	1
	Bassa	1
	Bosnian	19
	Bulgarian	4
	Burmese	26
	Cambodian	15
	Chamorro	3
	Chinese-Taiwanese	1
	Chinese-Unspecified	9
	Creole	1
	Farsi	7
	French	14
	Gujarati	1
	Haitian Creole	1
	Hindi	4
	Hmong	1
	Indonesian	3
	Japanese	1
	Kannada	1
	Karen	17
	Khmer	2
	Korean	2
	Kosraean	6
	Krahn	1
	Krio	1
	Kru	1
	Lao	7
	Malayalam	1
	Mien	1
	Nepali	19
	Oromo	9
	Persian	2
	Pilipino	2
	Portugese	1
	Punjabi	12
	Rumanian	4
	Russian	75
	Samoan	28
	Serbo-Croatian	10
	Somali	169
	Soninke	2
	Spanish	434
	Swahili	6
	Tagalog	16
	Thai	3
	Tigrinya	14
	Tongan	1
	Turkish	63
	Ukrainian	2
	Vietnamese	51
	Unknown	42

Appendix B: Languages by District

District	Language	Students
TUMWATER (17)		104
	Amharic	5
	Chamorro	1
	Chinese-Mandarin	1
	Chinese-Unspecified	2
	Danish	1
	Ethiopic	1
	Gujarati	1
	Hindi	4
	Japanese	1
	Korean	7
	Punjabi	3
	Russian	2
	Samoan	2
	Spanish	57
	Tagalog	8
	Tamil	1
	Vietnamese	7
UNION GAP (2)		143
	Spanish	142
	Vietnamese	1
UNIVERSITY PLACE (19)		135
	Afrikaans	1
	Arabic	19
	Bengali	2
	Chinese-Cantonese	1
	Chinese-Mandarin	2
	Chinese-Taiwanese	1
	German	2
	Japanese	1
	Korean	21
	Marshallese	3
	Moldavian	4
	Pilipino	3
	Polish	1
	Russian	29
	Samoan	3
	Spanish	23
	Tagalog	2
	Ukrainian	12
	Vietnamese	5
VANCOUVER (46)		2,066
	Albanian	3
	Arabic	11
	Armenian	1
	Bosnian	9
	Cambodian	10
	Chamorro	1
	Chinese-Cantonese	11
	Chinese-Mandarin	5
	Chinese-Taiwanese	1
	Chinese-Unspecified	1
	Chungki	1
	Chuuk	18
	Creole	2
	French	2

District	Language	Students
	Georgian	1
	Haitian Creole	3
	Hawaiian	4
	Hiligaynon	1
	Hindi	13
	Hmong	4
	Hungarian	2
	Japanese	4
	Korean	11
	Lao	7
	Liberian	1
	Moldavian	9
	Mordvin	2
	Nepali	1
	Pohnpeian	3
	Pulau-Guai	2
	Punjabi	8
	Rumanian	26
	Russian	348
	Samoan	10
	Spanish	1,266
	Sudanese-Arabic	1
	Swahili	2
	Tagalog	13
	Thai	5
	Tongan	3
	Trukese	3
	Turkish	16
	Ukrainian	115
	Urdu	1
	Vietnamese	78
	Visayan	2
	Unknown	25
VASHON ISLAND (4)		22
	Cambodian	1
	Chinese-Unspecified	1
	Russian	1
	Spanish	19
WAHKIAKUM (2)		11
	Russian	8
	Spanish	3
WAHLUKE (1)		1,289
	Spanish	1,289
WALLA WALLA (13)		805
	Arabic	1
	Chinese-Mandarin	2
	Chinese-Unspecified	1
	French	1
	Ga	1
	German	2
	Gujarati	1
	Hindi	1
	Lao	4
	Pohnpeian	1
	Russian	11
	Spanish	778
	Vietnamese	1

District	Language	Students
WAPATO (3)		834
	Ilokano	7
	Pilipino	4
	Spanish	823
WARDEN (3)		332
	Czech	1
	Spanish	330
	Vietnamese	1
WASHOUGAL (5)		62
	Romansch	1
	Russian	17
	Spanish	42
	Ukrainian	1
	Vietnamese	1
WATERVILLE (2)		24
	Nez Perce	1
	Spanish	23
WENATCHEE (10)		1,603
	Amharic	1
	Arabic	12
	Ethiopic	5
	Hindi	1
	Hmong	1
	Punjabi	1
	Russian	4
	Samoan	2
	Spanish	1,573
	Vietnamese	3
WEST VALLEY (SPK) (15)		103
	Amharic	4
	Arabic	8
	Carolinina	1
	Chamorro	1
	Creole	1
	Ethiopic	2
	Hmong	3
	Moldavian	2
	Polish	1
	Russian	45
	Somali	1
	Spanish	27
	Tagalog	1
	Ukrainian	2
	Vietnamese	4
WEST VALLEY (YAK) (3)		69
	Korean	1
	Russian	5
	Spanish	63
WHITE RIVER (8)		37
	Cambodian	1
	Chinese-Mandarin	1
	Chinese-Unspecified	1
	German	1
	Spanish	30
	Tagalog	1
	Tongan	1
	Turkish	1

Educating English Language Learners in Washington State, 2008-09

District	Language	Students	District	Language	Students	District	Language	Students
WHITE SALMON (3)		206						
	German	2						
	Korean	1						
	Spanish	203						
WINLOCK (2)		59						
	Arabic	4						
	Spanish	55						
WOODLAND (5)		112						
	Finnish	1						
	Haitian Creole	1						
	Mixteco	5						
	Russian	2						
	Spanish	103						
YAKIMA (13)		4,242						
	Arabic	3						
	Cambodian	2						
	Chinese-Cantonese	2						
	Chinese-Unspecified	4						
	Farsi	1						
	Khmer	1						
	Korean	2						
	Lao	1						
	Pilipino	5						
	Punjabi	3						
	Samoan	3						
	Spanish	4,210						
	Vietnamese	4						
	Unknown	1						
YELM (3)		53						
	Indonesian	2						
	Salish	1						
	Spanish	50						
ZILLAH (2)		166						
	Spanish	165						
	Yakima	1						

Appendix B: Languages by District

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Educating English Language Learners in Washington State, 2008-09

APPENDIX C
DISTRICT PARTICIPATION RATES

This appendix presents the ELL enrollment data reported by districts to the MSDR Bilingual database. The *ELL Students* column is a count of unique students including waivers, while *ELL enrollments* count students with multiple enrollments within and across districts during the same school year.

District	Total Student Count	ELL Students		ELL Enrollments	
		Count	Percent of Total	Count	Percent of Total
STATE TOTAL	1,007,157	93,210	9.3%	97,021	9.6%
Aberdeen	3,459	290	8.4%	302	8.7%
Anacortes	2,852	63	2.2%	63	2.2%
Arlington	5,569	185	3.3%	186	3.3%
Auburn	14,936	1,795	12.0%	1,796	12.0%
Bainbridge Island	4,015	30	0.7%	31	0.8%
Battle Ground	13,268	756	5.7%	769	5.8%
Bellevue	17,249	1,856	10.8%	1,932	11.2%
Bellingham	10,652	643	6.0%	691	6.5%
Bethel	18,032	319	1.8%	322	1.8%
Blaine	2,204	105	4.8%	105	4.8%
Bremerton	5,061	143	2.8%	144	2.8%
Brewster	878	371	42.3%	383	43.6%
Bridgeport	775	394	50.8%	415	53.5%
Burlington	4,031	687	17.0%	718	17.8%
Camas	5,734	108	1.9%	111	1.9%
Cape Flattery	455	104	22.9%	104	22.9%
Cascade	1,247	159	12.8%	166	13.3%
Cashmere	1,504	199	13.2%	208	13.8%
Castle Rock	1,378	38	2.8%	38	2.8%
Central Kitsap	11,886	236	2.0%	236	2.0%
Central Valley	12,483	233	1.9%	236	1.9%
Centralia	3,486	273	7.8%	282	8.1%
Chehalis	2,935	82	2.8%	83	2.8%
Cheney	3,877	86	2.2%	86	2.2%
Chewelah	1,034	2	0.2%	2	0.2%
Chimacum	1,129	17	1.5%	17	1.5%
Clarkston	2,700	23	0.9%	23	0.9%
Cle Elum-Roslyn	948	3	0.3%	3	0.3%
Clover Park	12,242	1,299	10.6%	1,337	10.9%

Appendix C: District Participation

District	Total Student Count	ELL Students		ELL Enrollments	
		Count	Percent of Total	Count	Percent of Total
STATE TOTAL	1,007,157	93,210	9.3%	97,021	9.6%
College Place	745	169	22.7%	174	23.4%
Columbia (Walla)	925	79	8.5%	79	8.5%
Colville	2,035	46	2.3%	46	2.3%
Conway	442	42	9.5%	50	11.3%
Coupeville	1,112	26	2.3%	26	2.3%
Deer Park	2,541	4	0.2%	4	0.2%
Dieringer	1,278	12	0.9%	12	0.9%
East Valley (Spk)	4,182	123	2.9%	124	3.0%
East Valley (Yak)	2,783	236	8.5%	238	8.6%
Eastmont	5,482	903	16.5%	939	17.1%
Easton	89	9	10.1%	9	10.1%
Eatonville	2,043	11	0.5%	11	0.5%
Edmonds	20,743	1,948	9.4%	1,965	9.5%
Ellensburg	3,104	209	6.7%	222	7.2%
Elma	1,779	78	4.4%	78	4.4%
Entiat	365	40	11.0%	40	11.0%
Enumclaw	4,536	150	3.3%	150	3.3%
Ephrata	2,295	181	7.9%	185	8.1%
Everett	19,084	1,994	10.4%	2,058	10.8%
Evergreen (Clark)	26,100	2,299	8.8%	2,404	9.2%
Federal Way	22,440	2,981	13.3%	3,137	14.0%
Ferndale	5,363	264	4.9%	271	5.1%
Fife	3,554	390	11.0%	395	11.1%
Finley	981	139	14.2%	141	14.4%
Franklin Pierce	7,801	570	7.3%	575	7.4%
Goldendale	1,069	45	4.2%	47	4.4%
Grandview	3,467	1,085	31.3%	1,098	31.7%
Granger	1,482	592	39.9%	623	42.0%
Granite Falls	2,295	25	1.1%	26	1.1%
Highland	1,141	247	21.6%	250	21.9%
Highline	17,549	3,891	22.2%	3,974	22.6%
Hockinson	2,039	22	1.1%	22	1.1%
Hoquiam	1,980	44	2.2%	45	2.3%
Issaquah	16,696	678	4.1%	690	4.1%
Kelso	5,185	209	4.0%	215	4.1%
Kennewick	15,413	1,836	11.9%	1,933	12.5%
Kent	27,444	4,399	16.0%	4,519	16.5%
Kiona Benton	1,528	232	15.2%	234	15.3%
Kittitas	1,044	33	3.2%	33	3.2%
La Conner	644	15	2.3%	15	2.3%

District	Total Student Count	ELL Students		ELL Enrollments	
		Count	Percent of Total	Count	Percent of Total
STATE TOTAL	1,007,157	93,210	9.3%	97,021	9.6%
Lacenter	1,550	19	1.2%	19	1.2%
Lake Chelan	1,400	337	24.1%	341	24.4%
Lake Quinault	225	40	17.8%	40	17.8%
Lake Stevens	7,745	240	3.1%	242	3.1%
Lake Washington	23,937	1,518	6.3%	1,556	6.5%
Lakewood	2,553	75	2.9%	75	2.9%
Lind	212	25	11.8%	26	12.3%
Longview	7,271	354	4.9%	373	5.1%
Lopez Island	224	6	2.7%	6	2.7%
Lynden	2,846	269	9.5%	275	9.7%
Mabton	928	415	44.7%	421	45.4%
Mansfield	80	1	1.3%	1	1.3%
Manson	606	234	38.6%	234	38.6%
Marysville	11,923	856	7.2%	900	7.5%
Mead	9,295	157	1.7%	161	1.7%
Medical Lake	2,151	15	0.7%	15	0.7%
Mercer Island	4,117	83	2.0%	83	2.0%
Meridian	1,873	147	7.8%	147	7.8%
Methow Valley	554	17	3.1%	17	3.1%
Monroe	8,143	465	5.7%	483	5.9%
Montesano	1,316	20	1.5%	20	1.5%
Moses Lake	7,652	678	8.9%	733	9.6%
Mossyrock	635	45	7.1%	45	7.1%
Mount Adams	951	127	13.4%	133	14.0%
Mount Baker	2,185	171	7.8%	171	7.8%
Mount Vernon	6,166	1,553	25.2%	1,611	26.1%
Mukilteo	14,454	2,611	18.1%	2,768	19.2%
Naches Valley	1,509	78	5.2%	78	5.2%
Naselle Grays River	418	7	1.7%	7	1.7%
Nooksack Valley	1,664	216	13.0%	231	13.9%
North Franklin	1,925	732	38.0%	812	42.2%
North Kitsap	6,763	227	3.4%	236	3.5%
North Mason	2,294	84	3.7%	84	3.7%
North Thurston	14,025	480	3.4%	500	3.6%
Northshore	19,818	1,034	5.2%	1,047	5.3%
Oak Harbor	5,691	148	2.6%	150	2.6%
Ocean Beach	942	36	3.8%	36	3.8%
Ocosta	669	48	7.2%	48	7.2%
Okanogan	1,083	89	8.2%	89	8.2%

Appendix C: District Participation

District	Total Student Count	ELL Students		ELL Enrollments	
		Count	Percent of Total	Count	Percent of Total
STATE TOTAL	1,007,157	93,210	9.3%	97,021	9.6%
Olympia	9,435	160	1.7%	160	1.7%
Omak	1,754	85	4.8%	88	5.0%
Onalaska	878	17	1.9%	17	1.9%
Orondo	202	103	51.0%	119	58.9%
Oroville	630	84	13.3%	84	13.3%
Orting	2,267	31	1.4%	31	1.4%
Othello	3,526	1,421	40.3%	1,500	42.5%
Palisades	27	21	77.8%	23	85.2%
Pasco	13,865	5,346	38.6%	5,843	42.1%
Pateros	283	32	11.3%	33	11.7%
Paterson	95	33	34.7%	36	37.9%
Peninsula	9,443	81	0.9%	85	0.9%
Pomeroy	331	5	1.5%	5	1.5%
Port Angeles	4,221	54	1.3%	54	1.3%
Port Townsend	1,504	17	1.1%	17	1.1%
Prescott	241	76	31.5%	76	31.5%
Prosser	2,879	575	20.0%	579	20.1%
Pullman	2,372	91	3.8%	91	3.8%
Puyallup	21,677	667	3.1%	669	3.1%
Quillayute Valley	2,799	123	4.4%	123	4.4%
Quincy	2,476	952	38.4%	991	40.0%
Raymond	548	70	12.8%	70	12.8%
Renton	14,024	2,343	16.7%	2,416	17.2%
Richland	10,599	281	2.7%	288	2.7%
Ridgefield	2,149	82	3.8%	84	3.9%
Riverside	1,671	7	0.4%	7	0.4%
Riverview	3,199	73	2.3%	75	2.3%
Rochester	2,300	123	5.3%	125	5.4%
Roosevelt	23	13	56.5%	13	56.5%
Royal	1,406	634	45.1%	659	46.9%
San Juan	919	28	3.0%	28	3.0%
Seattle	45,968	6,085	13.2%	6,327	13.8%
Sedro-Woolley	4,422	259	5.9%	265	6.0%
Selah	3,367	209	6.2%	216	6.4%
Sequim	2,982	46	1.5%	46	1.5%
Shelton	4,264	307	7.2%	313	7.3%
Shoreline	9,168	665	7.3%	672	7.3%
Snohomish	9,770	256	2.6%	264	2.7%
Snoqualmie Valley	5,915	103	1.7%	103	1.7%
Soap Lake	507	101	19.9%	102	20.1%

Educating English Language Learners in Washington State, 2008-09

District	Total Student Count	ELL Students		ELL Enrollments	
		Count	Percent of Total	Count	Percent of Total
STATE TOTAL	1,007,157	93,210	9.3%	97,021	9.6%
South Bend	554	89	16.1%	89	16.1%
South Kitsap	10,315	79	0.8%	81	0.8%
South Whidbey	1,909	16	0.8%	16	0.8%
Spokane	29,701	1,147	3.9%	1,158	3.9%
Stanwood-Camano	5,362	87	1.6%	87	1.6%
Steilacoom	5,435	89	1.6%	89	1.6%
Stevenson-Carson	1,127	21	1.9%	21	1.9%
Sultan	2,135	113	5.3%	113	5.3%
Sumner	8,297	239	2.9%	240	2.9%
Sunnyside	5,948	1,712	28.8%	1,771	29.8%
Tacoma	29,500	2,212	7.5%	2,306	7.8%
Tahoma	7,377	180	2.4%	180	2.4%
Tenino	1,321	16	1.2%	17	1.3%
Toledo	959	20	2.1%	20	2.1%
Tonasket	1,078	103	9.6%	104	9.6%
Toppenish	3,447	1,303	37.8%	1,367	39.7%
Touchet	321	24	7.5%	24	7.5%
Tukwila	2,822	1,151	40.8%	1,168	41.4%
Tumwater	6,274	104	1.7%	106	1.7%
Union Gap	613	143	23.3%	146	23.8%
University Place	5,439	156	2.9%	159	2.9%
Vancouver	22,622	2,102	9.3%	2,202	9.7%
Vashon Island	1,553	22	1.4%	23	1.5%
Wahkiakum	472	11	2.3%	11	2.3%
Wahluke	1,992	1,289	64.7%	1,379	69.2%
Walla Walla	6,186	805	13.0%	824	13.3%
Wapato	3,374	834	24.7%	878	26.0%
Warden	974	332	34.1%	349	35.8%
Washougal	3,035	62	2.0%	62	2.0%
Waterville	299	24	8.0%	24	8.0%
Wenatchee	7,728	1,603	20.7%	1,627	21.1%
West Valley (Spk)	3,823	103	2.7%	104	2.7%
West Valley (Yak)	4,941	69	1.4%	72	1.5%
White River	4,329	37	0.9%	37	0.9%
White Salmon	1,229	208	16.9%	214	17.4%
Winlock	738	59	8.0%	59	8.0%
Woodland	2,247	113	5.0%	114	5.1%
Yakima	14,570	4,242	29.1%	4,801	33.0%
Yelm	5,560	54	1.0%	55	1.0%
Zillah	1,346	166	12.3%	167	12.4%

Appendix C: District Participation

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Educating English Language Learners in Washington State, 2008-09

APPENDIX D

LENGTH OF STAY BY DISTRICT

This appendix presents the number of ELL students who took the WLPT-II annual test, the number and percent who transitioned out of the TBIP by demonstrating English proficiency, and the percent of these transitioning students that participated two or more years. Student time-in-program is calculated based on ELL enrollment and exit dates. This table excludes Title III Native Americans who took the WLPT-II but did not participate in TBIP.

District	Total ELLs Tested	Number Transition	Exit Percent of Total	Percent served 2+ years	District	Total ELLs Tested	Number Transition	Exit Percent of Total	Percent served 2+ years
State Total	83,534	13,825	16.6%	55.9%	Eatonville	9	4	44.4%	100.0%
Aberdeen	257	40	15.6%	75.0%	Edmonds	1,942	343	17.7%	55.1%
Anacortes	52	10	19.2%	60.0%	Ellensburg	178	20	11.2%	75.0%
Arlington	175	31	17.7%	64.5%	Elma	81	4	4.9%	0.0%
Auburn	1,727	304	17.6%	57.6%	Entiat	43	4	9.3%	100.0%
Bainbridge Island	24	5	20.8%	40.0%	Enumclaw	142	13	9.2%	53.8%
Battle Ground	645	134	20.8%	58.2%	Ephrata	164	21	12.8%	61.9%
Bellevue	1,605	454	28.3%	0.0%	Everett	1,728	324	18.8%	0.0%
Bellingham	588	81	13.8%	72.8%	Evergreen (Clark)	2,076	431	20.8%	64.3%
Bethel	263	42	16.0%	52.4%	Federal Way	2,685	497	18.5%	50.7%
Bickleton	17	0	0.0%	-	Ferndale	226	54	23.9%	66.7%
Blaine	91	15	16.5%	73.3%	Fife	338	56	16.6%	10.7%
Bremerton	124	25	20.2%	52.0%	Finley	119	17	14.3%	88.2%
Brewster	367	52	14.2%	73.1%	Franklin Pierce	537	82	15.3%	74.4%
Bridgeport	341	65	19.1%	46.2%	Goldendale	38	5	13.2%	80.0%
Burlington	563	74	13.1%	62.2%	Grandview	952	121	12.7%	62.8%
Camas	88	26	29.5%	53.8%	Granger	545	77	14.1%	89.6%
Cape Flattery	95	4	4.2%	100.0%	Granite Falls	20	2	10.0%	50.0%
Cascade	153	23	15.0%	82.6%	Highland	219	51	23.3%	51.0%
Cashmere	176	16	9.1%	68.8%	Highline	3,412	536	15.7%	57.6%
Castle Rock	33	3	9.1%	100.0%	Hockinson	20	4	20.0%	50.0%
Central Kitsap	203	45	22.2%	44.4%	Hoquiam	46	9	19.6%	22.2%
Central Valley	213	35	16.4%	54.3%	Issaquah	607	191	31.5%	17.3%
Centralia	254	22	8.7%	40.9%	Kalama	1	0	0.0%	-
Chehalis	72	10	13.9%	0.0%	Kelso	195	28	14.4%	50.0%
Cheney	80	17	21.3%	41.2%	Kennewick	1,611	229	14.2%	67.2%
Chewelah	2	0	0.0%	-	Kent	3,947	699	17.7%	48.2%
Chimacum	12	1	8.3%	0.0%	Kiona-Benton	186	25	13.4%	0.0%
Clarkston	23	2	8.7%	100.0%	Kittitas	40	10	25.0%	70.0%
Cle Elum-Roslyn	18	3	16.7%	0.0%	La Center	19	0	0.0%	-
Clover Park	1,152	225	19.5%	56.0%	LaConner	14	1	7.1%	0.0%
College Place	147	23	15.6%	82.6%	Lake Chelan	271	30	11.1%	0.0%
Columbia (Walla)	73	5	6.8%	80.0%	Lake Quinault	43	3	7.0%	33.3%
Colville	44	7	15.9%	28.6%	Lake Stevens	244	34	13.9%	58.8%
Concrete	2	1	50.0%	0.0%	Lake Washington	1,325	369	27.8%	28.5%
Conway	23	2	8.7%	50.0%	Lakewood	70	12	17.1%	58.3%
Coupeville	25	4	16.0%	100.0%	Lind	23	4	17.4%	50.0%
Deer Park	5	1	20.0%	0.0%	Longview	321	49	15.3%	67.3%
Dieringer	8	0	0.0%	-	Lopez	5	0	0.0%	-
East Valley (Spoka	132	30	22.7%	70.0%	Lynden	233	30	12.9%	56.7%
East Valley (Yakim	232	58	25.0%	43.1%	Mabton	366	49	13.4%	63.3%
Eastmont	819	139	17.0%	6.5%	Manson	209	26	12.4%	84.6%
Easton	8	2	25.0%	0.0%	Marysville	718	100	13.9%	66.0%

Appendix D: Length of Stay

District	Total ELLs Tested	Number Transition	Exit Percent of Total	Percent served 2+ years	District	Total ELLs Tested	Number Transition	Exit Percent of Total	Percent served 2+ years
Mead	133	22	16.5%	72.7%	Roosevelt	15	5	33.3%	0.0%
Medical Lake	13	3	23.1%	33.3%	Royal	543	78	14.4%	42.3%
Mercer Island	73	34	46.6%	17.6%	San Juan IsSD	32	3	9.4%	100.0%
Meridian	132	23	17.4%	65.2%	Seattle	5,399	819	15.2%	62.3%
Methow Valley	14	5	35.7%	20.0%	Sedro-Woolley	229	34	14.8%	88.2%
Monroe	434	64	14.7%	73.4%	Selah	172	17	9.9%	52.9%
Montesano	17	3	17.6%	66.7%	Sequim	38	14	36.8%	42.9%
Moses Lake	612	127	20.8%	59.1%	Shelton	269	45	16.7%	77.8%
Mossyrock	44	9	20.5%	33.3%	Shoreline	551	146	26.5%	54.1%
Mount Adams	110	9	8.2%	66.7%	Snohomish	233	43	18.5%	39.5%
Mount Baker	161	34	21.1%	85.3%	Snoqualmie Valley	92	26	28.3%	61.5%
Mount Vernon	1,417	184	13.0%	70.1%	Soap Lake	95	21	22.1%	66.7%
Mukilteo	2,280	466	20.4%	69.7%	South Bend	84	13	15.5%	0.0%
Naches Valley	65	10	15.4%	70.0%	South Kitsap	67	12	17.9%	83.3%
Napavine	2	0	0.0%	-	South Whidbey	11	0	0.0%	-
Naselle	6	0	0.0%	-	Southside	3	0	0.0%	-
Nooksack	181	27	14.9%	66.7%	Spokane	1,075	159	14.8%	68.6%
North Franklin	674	101	15.0%	70.3%	Stanwood	74	10	13.5%	10.0%
North Kitsap	208	38	18.3%	57.9%	Steilacoom	81	18	22.2%	11.1%
North Mason	80	11	13.8%	63.6%	Stevenson	21	3	14.3%	100.0%
North Thurston	412	57	13.8%	57.9%	Sultan	106	16	15.1%	87.5%
Northshore	922	180	19.5%	48.3%	Sumner	196	24	12.2%	66.7%
Oak Harbor	129	37	28.7%	59.5%	Sunnyside	1,634	252	15.4%	72.6%
Ocean Beach	34	7	20.6%	0.0%	Tacoma	1,903	308	16.2%	71.1%
Ocosta	39	10	25.6%	60.0%	Tahoma	153	41	26.8%	48.8%
Okanogan	71	5	7.0%	100.0%	Tenino	12	2	16.7%	50.0%
Olympia	199	34	17.1%	29.4%	Toledo	21	0	0.0%	-
Omak	79	18	22.8%	61.1%	Tonasket	92	5	5.4%	100.0%
Onalaska	15	2	13.3%	100.0%	Toppenish	1,128	114	10.1%	58.8%
Orcas Island	10	0	0.0%	-	Touchet	27	5	18.5%	80.0%
Orondo	89	8	9.0%	62.5%	Tukwila	982	173	17.6%	43.4%
Oroville	75	15	20.0%	100.0%	Tumwater	95	19	20.0%	31.6%
Orting	32	9	28.1%	66.7%	Union Gap	121	23	19.0%	30.4%
Othello	1,289	170	13.2%	69.4%	University Pl	124	19	15.3%	21.1%
Palisades	21	2	9.5%	100.0%	Vancouver	1,954	324	16.6%	67.0%
Pasco	4,845	503	10.4%	87.1%	Vashon Island	22	4	18.2%	100.0%
Pateros	30	12	40.0%	66.7%	Wahkiakum	6	0	0.0%	-
Paterson	32	5	15.6%	40.0%	Wahluke	1,148	97	8.4%	83.5%
Peninsula	65	22	33.8%	27.3%	Walla Walla	774	88	11.4%	83.0%
Pomeroy	5	3	60.0%	100.0%	Wapato	835	105	12.6%	68.6%
Port Angeles	47	12	25.5%	25.0%	Warden	290	43	14.8%	69.8%
Port Townsend	17	7	41.2%	100.0%	Washougal	44	9	20.5%	44.4%
Prescott	76	24	31.6%	66.7%	Waterville	29	6	20.7%	100.0%
Prosser	522	69	13.2%	66.7%	Wenatchee	1,446	203	14.0%	81.3%
Pullman	74	18	24.3%	11.1%	West Valley (Spk)	90	11	12.2%	45.5%
Puyallup	627	120	19.1%	64.2%	West Valley (Yak)	58	6	10.3%	33.3%
Quillayute Valley	107	13	12.1%	84.6%	White River	34	6	17.6%	16.7%
Quincy	842	152	18.1%	62.5%	White Salmon Valley	188	15	8.0%	80.0%
Raymond	64	12	18.8%	58.3%	Willapa Valley	14	7	50.0%	42.9%
Renton	2,060	431	20.9%	55.5%	Winlock	59	4	6.8%	75.0%
Richland	229	52	22.7%	38.5%	Woodland	103	11	10.7%	27.3%
Ridgefield	70	16	22.9%	25.0%	Yakima	3,708	555	15.0%	63.6%
Riverside	9	0	0.0%	-	Yelm	47	9	19.1%	55.6%
Riverview	61	18	29.5%	55.6%	Zillah	148	22	14.9%	72.7%
Rochester	106	20	18.9%	55.0%					

Educating English Language Learners in Washington State, 2008-09

APPENDIX E
DISTRICT WLPT-II and WASL RESULTS

This appendix presents the number of ELL students who transitioned out of the TBIP during 2008-09 by demonstrating English proficiency on the WLPT-II and who also took the Washington Assessment of Student Learning (WASL). The percentages of all Washington students who met standard are included to provide a comparison with those transitioning from ELL programs. Districts without transitioning students are not listed in this table.

	WLPT-II Transitional	Reading			Writing			Math			All 3 Tests		
		Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total
State Total	14,577	6,823	62%	71%	2,573	58%	72%	6,998	37%	52%	2,445	18%	41%
Aberdeen SD	42	20	75%	60%	2	100%	53%	20	45%	42%	2	50%	28%
Anacortes SD	10	7	71%	79%	4	25%	83%	8	25%	61%	3	0%	51%
Arlington SD	31	18	61%	80%	6	67%	79%	19	26%	54%	6	0%	46%
Auburn SD	319	146	62%	68%	56	68%	67%	151	40%	48%	53	15%	35%
Bainbridge Is SD	5	4	100%	89%	2	100%	94%	4	100%	80%	2	100%	77%
Battle Ground SD	137	75	63%	71%	26	54%	68%	75	36%	52%	24	8%	38%
Bellevue SD	473	153	66%	84%	64	64%	83%	161	62%	73%	60	32%	64%
Bellingham SD	83	46	57%	75%	24	58%	78%	49	39%	61%	23	35%	51%
Bethel SD	43	27	52%	67%	4	100%	70%	30	40%	42%	4	25%	30%
Bickleton SD	9	3	67%	83%	2	50%	57%	3	33%	62%	2	0%	43%
Blaine SD	16	13	85%	77%	4	50%	78%	14	64%	56%	4	0%	46%
Bremerton SD	26	14	50%	66%	6	83%	65%	14	50%	48%	6	33%	35%
Brewster SD	60	26	62%	54%	14	21%	57%	27	33%	33%	14	7%	18%
Bridgeport SD	69	29	52%	53%	16	44%	38%	31	16%	33%	14	14%	15%
Burlington SD	74	48	52%	68%	13	54%	72%	49	24%	44%	13	23%	36%
Camas SD	27	11	73%	85%	1	100%	85%	11	73%	67%	1	0%	58%
Cape Flattery SD	4	0	-	72%	0	-	62%	0	-	43%	0	-	27%
Cascade SD	24	12	83%	85%	5	60%	72%	12	42%	62%	5	20%	50%
Cashmere SD	16	6	67%	70%	2	100%	80%	6	50%	48%	2	50%	40%
Castle Rock SD	3	3	67%	58%	1	100%	62%	3	0%	37%	1	0%	30%
Central Kitsap SD	52	25	60%	73%	11	55%	69%	27	37%	57%	10	10%	42%
Central Valley SD	35	16	50%	74%	5	80%	79%	18	33%	61%	5	0%	49%
Centralia SD	22	10	50%	69%	5	60%	69%	10	30%	46%	5	0%	33%
Chehalis SD	10	6	67%	70%	2	100%	77%	6	67%	51%	2	50%	43%
Cheney SD	18	9	67%	75%	2	50%	84%	9	56%	55%	2	50%	47%
Chimacum SD	1	0	-	71%	0	-	65%	0	-	42%	0	-	34%
Clarkston SD	2	1	100%	68%	1	0%	75%	1	0%	46%	1	0%	36%
Cle Elum-Roslyn SD	3	2	50%	76%	1	100%	77%	2	50%	45%	1	0%	36%
Clover Park SD	237	132	66%	64%	38	74%	66%	129	36%	39%	37	19%	28%

Appendix E: WLPT-II and WASL Results

	WLPT-II Transitional	Reading			Writing			Math			All 3 Tests		
		Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total
College Place SD	23	17	53%	62%	8	38%	59%	17	18%	41%	8	0%	30%
Columbia (Walla)SD	5	4	50%	65%	3	33%	68%	4	0%	39%	3	0%	30%
Colville SD	16	10	80%	80%	6	50%	83%	10	50%	58%	6	17%	48%
Concrete SD	1	1	100%	64%	0	-	62%	1	100%	42%	0	-	32%
Conway SD	3	2	50%	78%	1	0%	80%	2	0%	67%	1	0%	57%
Coupeville SD	4	3	33%	76%	1	100%	85%	3	33%	56%	1	0%	50%
Deer Park SD	1	1	0%	69%	0	-	75%	1	0%	51%	0	-	36%
East Valley (Spk)SD	40	15	40%	69%	5	0%	75%	17	29%	49%	5	0%	37%
East Valley (Yak)SD	60	22	45%	62%	9	33%	65%	22	41%	43%	8	13%	29%
Eastmont SD	140	64	69%	72%	21	57%	72%	69	33%	51%	17	24%	38%
Easton SD	2	2	0%	47%	1	0%	60%	2	0%	32%	1	0%	20%
Eatonville SD	4	1	0%	68%	1	0%	58%	1	0%	45%	1	0%	27%
Edmonds SD	357	159	61%	73%	55	60%	76%	163	47%	55%	55	33%	45%
Ellensburg SD	21	13	46%	75%	9	78%	83%	12	17%	55%	7	14%	48%
Elma SD	8	6	67%	61%	2	50%	73%	7	14%	43%	2	0%	32%
Entiat SD	4	3	33%	67%	2	100%	66%	3	33%	46%	2	0%	25%
Enumclaw SD	14	4	50%	71%	2	100%	68%	4	50%	47%	2	0%	36%
Ephrata SD	21	14	71%	74%	4	75%	75%	12	25%	52%	3	67%	43%
Everett SD	332	152	63%	74%	57	61%	72%	154	37%	53%	50	18%	44%
Evergreen (Clark)SD	441	235	52%	68%	76	55%	70%	237	38%	50%	73	12%	38%
Federal Way SD	505	236	69%	71%	86	47%	62%	239	53%	53%	83	22%	37%
Ferndale SD	55	29	59%	71%	11	45%	72%	29	34%	53%	11	9%	43%
Fife SD	59	28	68%	65%	12	67%	74%	28	21%	47%	11	9%	37%
Finley SD	17	8	25%	59%	6	50%	63%	7	29%	33%	5	20%	25%
Franklin Pierce SD	92	44	59%	68%	14	71%	73%	44	39%	43%	14	36%	35%
Goldendale SD	5	3	67%	69%	2	50%	77%	3	33%	47%	2	50%	41%
Grandview SD	123	55	56%	51%	28	43%	51%	57	23%	21%	25	8%	12%
Granger SD	79	42	60%	44%	9	33%	41%	45	36%	27%	9	11%	13%
Granite Falls SD	2	1	0%	66%	1	100%	77%	1	0%	45%	1	0%	36%
Highland SD	51	13	38%	60%	5	80%	64%	13	23%	40%	4	25%	29%
Highline SD	565	215	61%	61%	90	51%	59%	220	25%	37%	88	13%	27%
Hockinson SD	4	1	0%	81%	0	-	85%	1	0%	61%	0	-	52%
Hoquiam SD	9	2	50%	59%	0	-	60%	2	0%	40%	0	-	22%
Issaquah SD	196	61	69%	84%	18	50%	86%	62	61%	78%	18	22%	66%
Kelso SD	34	19	53%	68%	8	38%	68%	19	32%	44%	8	0%	32%
Kennewick SD	230	119	60%	71%	53	60%	73%	122	35%	52%	50	18%	42%
Kent SD	730	365	58%	67%	138	49%	67%	379	40%	52%	133	18%	41%
Kiona-Benton SD	27	8	38%	59%	1	0%	68%	9	33%	40%	1	0%	30%
Kittitas SD	10	4	50%	65%	0	-	61%	4	50%	46%	0	-	37%
LaConner SD	1	1	0%	63%	0	-	72%	1	100%	48%	0	-	43%

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Appendix E: WLPT-II and WASL Results

	WLPT-II Transitional	Reading			Writing			Math			All 3 Tests		
		Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total
Lake Chelan SD	30	12	100%	77%	7	86%	80%	14	57%	56%	5	60%	50%
Lake Quinault SD	3	3	67%	47%	2	50%	43%	3	0%	18%	2	0%	2%
Lake Stevens SD	34	17	59%	76%	4	100%	75%	17	41%	56%	4	0%	44%
Lake Washington SD	470	131	67%	85%	50	54%	85%	148	55%	74%	46	22%	64%
Lakewood SD	13	3	67%	64%	1	0%	76%	3	0%	50%	1	0%	37%
Lind SD	4	2	0%	53%	2	50%	50%	2	0%	34%	2	0%	13%
Longview SD	52	18	67%	60%	5	60%	62%	18	39%	43%	5	40%	34%
Lynden SD	30	19	53%	72%	3	67%	82%	19	37%	56%	3	0%	46%
Mabton SD	50	21	57%	52%	6	83%	56%	24	33%	28%	5	20%	19%
Manson SD	27	19	58%	60%	11	45%	54%	21	48%	40%	11	27%	29%
Marysville SD	101	44	55%	64%	20	45%	64%	46	24%	40%	20	10%	28%
Mead SD	22	11	45%	82%	4	75%	88%	11	55%	66%	4	75%	56%
Medical Lake SD	3	1	100%	81%	1	100%	83%	1	100%	62%	1	100%	47%
Mercer Island SD	34	12	83%	93%	7	100%	95%	16	94%	87%	7	71%	83%
Meridian SD	23	11	55%	71%	2	50%	74%	11	45%	54%	2	0%	40%
Methow Valley SD	5	1	100%	78%	0	-	78%	1	100%	59%	0	-	49%
Monroe SD	70	32	38%	70%	8	50%	73%	33	12%	48%	8	0%	37%
Montesano SD	3	2	100%	67%	2	100%	70%	2	0%	50%	2	0%	36%
Moses Lake SD	131	38	66%	72%	15	40%	71%	38	26%	50%	14	0%	38%
Mossyrock SD	9	5	40%	68%	1	100%	80%	5	20%	43%	1	0%	36%
Mount Adams SD	13	6	50%	39%	2	0%	42%	5	0%	17%	1	0%	11%
Mount Baker SD	35	25	80%	76%	13	85%	72%	26	38%	53%	13	54%	44%
Mount Vernon SD	189	102	58%	62%	38	45%	63%	100	30%	39%	37	5%	29%
Mukilteo SD	478	210	65%	74%	87	52%	76%	221	45%	54%	84	19%	48%
Naches Valley SD	10	6	17%	69%	3	0%	75%	6	0%	47%	3	0%	38%
Nooksack SD	29	16	69%	78%	4	75%	83%	18	50%	59%	4	50%	50%
North Franklin SD	103	62	60%	57%	19	53%	43%	64	27%	39%	17	6%	18%
North Kitsap SD	39	19	63%	78%	7	57%	74%	19	21%	58%	6	17%	46%
North Mason SD	11	7	14%	64%	1	0%	65%	8	13%	40%	1	0%	25%
North Thurston PS	60	33	61%	73%	11	45%	74%	33	27%	55%	9	11%	41%
Northshore SD	194	75	65%	84%	24	63%	85%	76	50%	71%	24	29%	63%
Oak Harbor SD	39	19	74%	68%	6	67%	73%	21	62%	50%	6	33%	38%
Ocean Beach SD	7	2	100%	64%	1	100%	69%	2	0%	42%	0	-	26%
Ocosta SD	10	6	50%	65%	3	33%	61%	6	17%	49%	3	0%	35%
Okanogan SD	5	0	-	62%	0	-	66%	0	-	34%	0	-	24%
Olympia SD	34	18	94%	82%	7	100%	81%	18	72%	65%	7	71%	54%
Omak SD	18	15	60%	59%	6	50%	64%	16	19%	34%	6	0%	27%
Onalaska SD	3	1	0%	60%	0	-	58%	1	0%	34%	0	-	21%
Orondo SD	8	2	50%	54%	1	0%	61%	2	0%	34%	1	0%	25%
Oroville SD	15	13	77%	61%	4	100%	71%	13	31%	30%	4	25%	21%

Appendix E: WLPT-II and WASL Results

	WLPT-II Transitional	Reading			Writing			Math			All 3 Tests		
		Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total
Orting SD	10	2	100%	69%	2	100%	66%	2	50%	45%	2	50%	28%
Othello SD	180	85	51%	56%	29	55%	63%	84	31%	36%	25	12%	29%
Palisades SD	2	1	100%	69%	1	100%	60%	1	0%	50%	1	0%	40%
Pasco SD	509	385	63%	54%	145	53%	61%	387	30%	32%	135	9%	22%
Pateros SD	12	2	100%	78%	1	100%	77%	2	50%	55%	1	0%	34%
Paterson SD	5	4	75%	70%	1	100%	67%	4	25%	44%	1	100%	38%
Peninsula SD	23	8	63%	82%	4	75%	78%	10	40%	62%	4	25%	52%
Pomeroy SD	3	2	0%	65%	1	0%	82%	2	0%	33%	1	0%	25%
Port Angeles SD	12	3	100%	79%	0	-	76%	3	67%	60%	0	-	45%
Port Townsend SD	7	5	60%	75%	1	100%	76%	5	0%	54%	1	0%	45%
Prescott SD	24	15	80%	69%	3	67%	52%	15	20%	32%	3	0%	15%
Prosser SD	70	42	60%	74%	14	50%	70%	44	48%	49%	14	14%	35%
Pullman SD	23	7	86%	82%	3	100%	82%	7	57%	68%	3	33%	62%
Puyallup SD	146	75	72%	73%	26	65%	69%	76	39%	53%	25	16%	40%
Quillayute Vly SD	15	10	80%	64%	3	33%	64%	10	60%	29%	3	0%	24%
Quincy SD	159	64	64%	54%	23	74%	60%	65	28%	35%	22	18%	26%
Raymond SD	12	6	50%	73%	2	100%	79%	7	14%	47%	2	0%	37%
Renton SD	446	186	56%	67%	87	55%	68%	188	30%	43%	83	12%	36%
Richland SD	52	20	75%	70%	9	56%	71%	21	43%	54%	8	38%	43%
Ridgefield SD	16	8	75%	75%	1	0%	76%	8	63%	61%	1	0%	49%
Riverside SD	1	1	0%	74%	1	0%	75%	1	0%	55%	1	0%	43%
Riverview SD	19	6	0%	81%	2	0%	82%	6	0%	62%	2	0%	54%
Rochester SD	24	7	71%	63%	3	33%	67%	8	38%	48%	3	33%	29%
Roosevelt SD	5	3	100%	73%	0	-	40%	3	100%	91%	0	-	20%
Royal SD	78	35	71%	63%	11	36%	55%	36	28%	37%	11	18%	31%
San Juan IsSD	3	1	0%	80%	0	-	72%	1	0%	62%	0	-	48%
Seattle PS	887	386	68%	73%	149	71%	77%	392	49%	57%	144	33%	48%
Sedro-Woolley SD	34	19	53%	67%	9	89%	74%	20	10%	44%	8	0%	34%
Selah SD	17	10	40%	74%	3	67%	73%	10	40%	52%	3	0%	41%
Sequim SD	14	7	71%	75%	3	33%	65%	7	29%	50%	3	33%	38%
Shelton SD	45	23	74%	68%	8	75%	64%	23	48%	42%	8	13%	31%
Shoreline SD	156	64	59%	84%	29	69%	83%	71	35%	66%	28	21%	60%
Snohomish SD	45	12	75%	77%	6	33%	81%	12	25%	60%	6	0%	49%
Snoqualmie Vly SD	26	11	55%	84%	3	100%	88%	11	36%	71%	3	0%	60%
Soap Lake SD	21	10	30%	42%	5	0%	32%	9	33%	30%	5	0%	9%
South Bend SD	13	4	25%	65%	1	0%	72%	4	25%	47%	1	0%	42%
South Kitsap SD	14	7	29%	70%	5	100%	73%	7	14%	54%	5	20%	41%
Spokane SD	162	93	63%	72%	36	67%	69%	93	52%	57%	35	23%	40%
Stanwood SD	10	8	75%	73%	2	100%	74%	8	25%	58%	2	50%	44%
Steilacoom Hist. SD	22	12	67%	71%	3	33%	71%	14	64%	55%	3	33%	43%

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Appendix E: WLPT-II and WASL Results

	WLPT-II Transitional	Reading			Writing			Math			All 3 Tests		
		Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total	Took WASL	Passed WASL	State Total
Stevenson SD	3	0	-	69%	0	-	67%	0	-	43%	0	-	32%
Sultan SD	16	11	73%	65%	3	33%	78%	11	55%	46%	3	33%	39%
Sumner SD	25	8	63%	73%	3	33%	71%	8	38%	54%	3	33%	42%
Sunnyside SD	255	112	64%	54%	42	62%	59%	116	26%	29%	38	16%	19%
Tacoma SD	334	150	62%	63%	59	61%	63%	151	36%	40%	57	11%	29%
Tahoma SD	42	20	60%	88%	8	38%	85%	22	27%	72%	7	14%	62%
Tenino SD	2	2	100%	69%	0	-	71%	2	50%	46%	0	-	37%
Tonasket SD	7	4	0%	60%	4	75%	69%	5	0%	43%	2	0%	28%
Toppenish SD	138	46	78%	55%	11	73%	49%	48	31%	25%	10	40%	19%
Touchet SD	6	6	33%	69%	1	0%	63%	6	0%	34%	1	0%	20%
Tukwila SD	178	67	61%	56%	28	75%	58%	68	34%	32%	28	29%	24%
Tumwater SD	22	5	80%	78%	2	100%	76%	5	40%	57%	2	50%	46%
Union Gap SD	23	9	56%	58%	3	33%	65%	9	33%	37%	3	0%	27%
University Pl SD	29	12	75%	82%	4	100%	80%	13	69%	60%	2	50%	50%
Vancouver SD	353	186	54%	68%	67	48%	68%	189	25%	45%	64	6%	35%
Vashon Island SD	4	4	50%	80%	1	100%	83%	4	0%	72%	1	0%	60%
Wahkiakum SD	1	1	0%	68%	1	100%	71%	1	100%	47%	1	0%	40%
Wahluke SD	99	56	61%	45%	28	43%	45%	62	39%	22%	28	18%	12%
Walla Walla SD	90	64	69%	68%	29	59%	73%	62	27%	43%	26	8%	34%
Wapato SD	143	53	81%	48%	27	48%	56%	57	39%	28%	25	16%	17%
Warden SD	43	21	38%	50%	10	30%	56%	21	29%	28%	9	11%	21%
Washougal SD	9	4	25%	72%	3	33%	72%	4	25%	55%	3	0%	44%
Waterville SD	7	4	25%	65%	1	100%	61%	6	0%	42%	1	0%	31%
Wenatchee SD	206	133	65%	70%	50	46%	67%	131	42%	49%	47	2%	34%
West Vly (Spk)SD	12	6	83%	76%	1	0%	78%	6	67%	49%	1	0%	37%
West Vly (Yak)SD	10	2	0%	74%	1	100%	83%	3	67%	58%	1	0%	46%
White River SD	6	3	33%	75%	0	-	76%	3	0%	50%	0	-	38%
White Salmon Vly SD	15	8	75%	66%	4	50%	67%	9	44%	45%	4	25%	42%
Willapa Valley SD	7	5	80%	72%	3	100%	79%	5	0%	41%	3	0%	40%
Winlock SD	4	1	100%	66%	0	-	68%	1	0%	38%	0	-	26%
Woodland SD	12	4	75%	76%	1	100%	72%	4	25%	55%	1	0%	36%
Yakima SD	567	271	63%	62%	90	73%	68%	272	26%	32%	86	12%	24%
Yelm SD	9	3	67%	73%	1	100%	71%	4	25%	55%	1	0%	43%
Zillah SD	22	10	50%	65%	2	50%	66%	10	30%	37%	2	0%	24%