

# **Educating English Language Learners in Washington State, 2007–08**

**Report to Legislature**



***Dr. Terry Bergeson***  
State Superintendent of  
Public Instruction

**December 2008**

# **Educating English Language Learners in Washington State, 2007–08**

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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**

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# EXECUTIVE SUMMARY

**Background** As Washington State becomes more diverse, the state's Transitional Bilingual Instruction Program (TBIP) served 9.2 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 of 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 2007–08 school year, total direct bilingual expenditures were \$79.1 million, of which \$68.1 million were from state appropriations. The \$79.1 million in state and local funding represents a 5 percent increase in state funding from the 2006–07 school year.

**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, writing, and comprehension) 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, less than 11 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 2007–08 school year showed a decrease in both teachers and 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 2007–08 school year, a total of 94,726 ELLs were served statewide, an increase from the previous year. The TBIP funded a total of 80,648 ELLs; a 5 percent increase from the previous year (76,506). During the 2007–08 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 2007–08 school year, twenty-eight (28) districts served a population of 1,000 or more ELLs in Grades K–12.

**Languages Spoken**

A total of 194 different languages were represented in the state Transitional Bilingual Instruction Program in the 2007–08 school year. Spanish was spoken by more students than students speaking all other languages combined. Seventeen percent of all ELLs in Washington spoke one of the following six languages: Korean, Somali, and Vietnamese. The number of students speaking Korean, Somali, and Vietnamese has increased, while the number speaking Russian, Tagalog, and Ukrainian, has declined. In 39 districts, at least 20 different languages were spoken; however, in 56 school districts, Spanish was the dominant language spoken by at least 95 percent of the ELL population in this group.

**Length of Stay**

The TBIP 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 15 percent of the state’s ELL students exited the program in 2007–08.

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, speaking, and comprehension.

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 at or above the state average 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 2007–08, TBIP enrollment showed a 5 percent increase from the previous school year. A concentration of 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 English language learners (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.<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup>

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 ESL program. An over-reliance on instruction in English, rather than in the student’s primary language, is common in other states as well.<sup>4</sup>

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<sup>1</sup> See *Public Education: Title I Services Provided to Students With Limited English Proficiency*, U.S. General Accounting Office, December, 1999.

<sup>2</sup> 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.

<sup>3</sup> The transitional bilingual instruction program operates under the authority of RCW 28A.180.060 and as detailed in chapter 392-160 WAC.

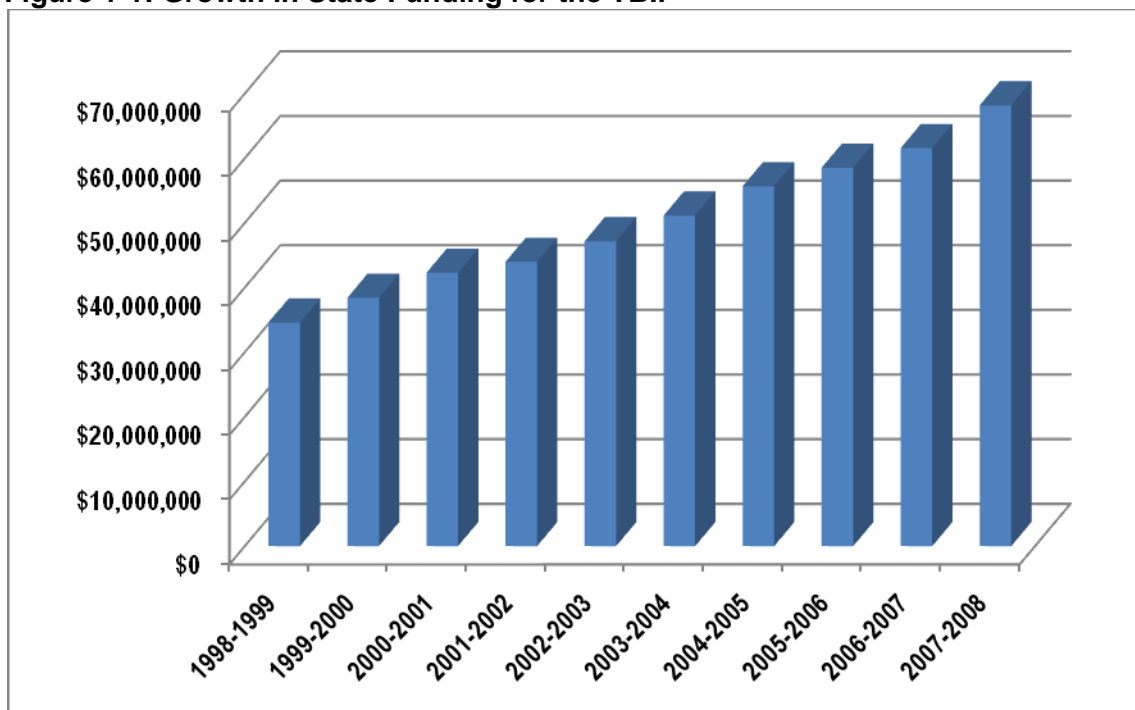
<sup>4</sup> See *Public Education: Meeting the Needs of Students With Limited English Proficiency*, U.S. General Accounting Office, February 2001.

## Section 1: Introduction

### 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 2007–08 school year, the state provided a per pupil allocation of \$848.87 for a total of 80,648 ELLs.<sup>5</sup> The per-pupil amount (\$848.87) reflects a 5 percent increase from the previous year. In the 2007–08 school year, total bilingual expenditures were \$79.1 million, of which \$68.2 million were from state resources, a 5 percent increase from the previous year to adjust for inflation. 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**



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 2007–08 school year, districts reported contributing approximately \$17.6 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).

<sup>5</sup> 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 2007–08 was 94,726. See Section 3 for more information on enrollment trends.

## Section 1: Introduction

### 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.<sup>6</sup>

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.<sup>7</sup> 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 2007–08 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 2007–08 school year.<sup>8</sup> 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.

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<sup>6</sup> Beginning in the School Year 1997-98, pre-kindergarten students were no longer eligible for bilingual program services.

<sup>7</sup> Districts use the Washington Language Proficiency Placement Test to determine initial program eligibility.

<sup>8</sup> Five districts – Kittitas, Lopez Island, Orcas Island, Port Townsend, and San Juan – did not report student level data.

## **Section 1: Introduction**

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.

## Section 2: Staffing and Instruction

# 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, less than 14 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 68 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 funding for educating ELLs was used for instruction-related activities. Thirteen percent of the total program expenditures reported was funded by other sources. Figures 2-1 and 2-2 show the amounts and proportions spent on various categories in the 2007–08 school year.

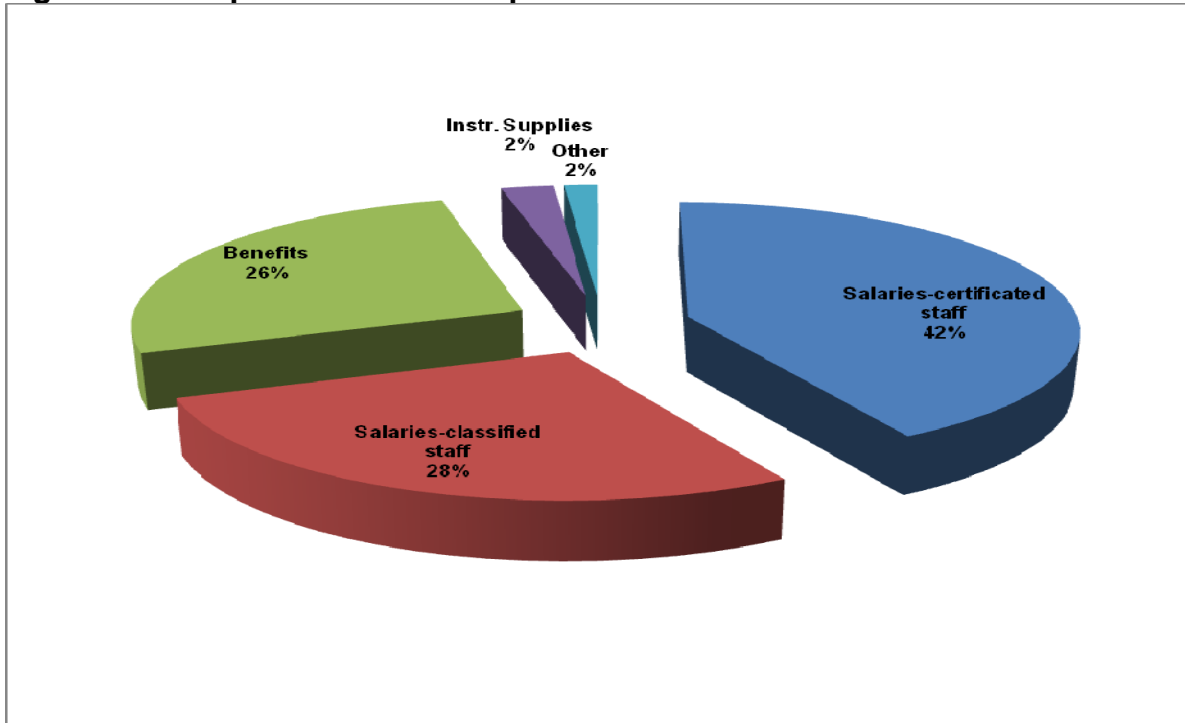
**Figure 2-1: Program Expenditures - 2007–08 school year**

Type of Program Expenditures 2007–08	Total Expenditures	Percent of Total
Salaries-certificated staff	\$ 33,050,763.14	42%
Salaries-classified staff	\$ 22,130,195.35	28%
Benefits	\$ 20,977,612.99	26%
Instructional Supplies	\$ 1,945,046.77	2%
Other	\$ 1,200,150.85	2%
Total	\$ 79,303,769.10	100%

This data is collected from the F-196 Annual Financial Statements, program 65.

## Section 2: Staffing and Instruction

Figure 2-2: Proportion of TBIP Expenditures for 2007–08



### 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.<sup>9</sup>

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 of 2001* (also known as the *No Child Left Behind Act*) 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.

<sup>9</sup> See *The Preparation and Professional Development of Teachers of English Language Learners*, Antunez, B., ERIC Clearinghouse on Teaching and Teacher Education, September 2002.

## Section 2: Staffing and Instruction

### Qualifications and Training of Program Staff

Of the TBIP-funded Washington teachers who provided instruction to ELLs in the 2007–08 school year, 43 percent had an ESL endorsement, 18 percent had a bilingual endorsement, and 7 percent had both a bilingual/ESL endorsement. Fifty-two 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 is 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.

**Figure 2-3: Professional Development Participants 2007–08**

Professional Development Audience	Number of Districts	Number of participants
Classroom Teachers	79	8,761
ELL/Bilingual Teachers	99	2,752
Principals	62	543
Administrators Other Than Principals	55	395
Non-Administrative Staff	37	566
Instructional Assistants	72	2,617
<b>Total</b>		<b>15,634</b>

**Figure 2-4: Professional Development Activities 2007–08**

Types of Professional Development Reported	Number of Districts
ELL Instructional strategies	83
ELL assessment	38
ELP standards and academic content	34
Mainstream Content Material	22
Other <ul style="list-style-type: none"> <li>• Multicultural Education</li> <li>• Parent Involvement</li> <li>• ELL with Disabilities</li> <li>• Dual Language Training</li> <li>• Spanish to facilitate communication with parents</li> </ul>	40

## Section 2: Staffing and Instruction

### Types of Staff

In the 2007–08 school year, 2,374 staff provided instruction in the TBIP. Those providing instructional services to ELLs included 1,555 instructional aides and 819 teachers. As reflected in the table below, 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 decreased by more than 13 percent from the previous year (Figure 2-5).

**Figure 2-5: ELL Student/Program Staff Ratios – 2007–08 school year**

Staff & Student Ratios	2006–07			2007–08		
	Teachers	Aides	All Staff	Teachers	Aides	All Staff
Total Staff	1,066	1,686	2,752	819	1,555	2,374
Staff FTE	556	591	1,147	493	545	1,038
Student/staff ratio <i>Based on total students served and total staff</i>	82	52	32	116	61	40
Student/staff ratio <i>Based on average number of students funded and total staff</i>	72	32	28	98	52	34
Student/staff ratio <i>Based on average number of students funded and FTE staff</i>	138	28	67	164	148	78

This data is collected from Apportionment 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.

Of the full-time equivalent (FTE) staff reported on the Apportionment Personnel Summary Report S275, instructional aides represented about 53 percent of the total FTEs in the 2007–08 school year, an increase of 1 percent from the previous year. Figures 2-5 and 2-6 provide more information on the FTE staffing trends.

**Figure 2-6: Three-Year Staffing Trends (in FTEs)**

Type of Staff (FTE)	2005–06	2006–07	2007–08
Teachers	535	556	493
Percent of Total FTEs	49%	48%	47%
Instructional Aides	555	591	545
Percent of Total FTEs	51%	52%	53%
<i>Total FTEs (teachers + aides)</i>	1,089	1,147	1,038

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



## Section 2: Staffing and Instruction

### 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 2-5 shows various ratios for the 2007–08 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 the tables above, 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.

### 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.<sup>10</sup> 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

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<sup>10</sup> 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](http://www.crede.ucsc.edu/research/llaa/1.1_final.html)

## Section 2: Staffing and Instruction

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 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 2-7: Enrollment by Type of Program (2007–08 school year)**

Instructional Model	ELL by Program Model	Percent of Total ELL
Dual Language	2,381	2.5%
TB Late Exit	4,112	4.3%
TB Early Exit	3,535	3.7%
Content ESL	84,698	89.5%
Total	<b>94,726</b>	<b>100.00%</b>

Numbers may reflect students served in more than one program model.

## **Section 2: Staffing and Instruction**

### **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.<sup>11</sup> Experts believe that developing proficiency in one language promotes the development of proficiency in a second language. Results from the analysis of

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<sup>11</sup> 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.

## Section 2: Staffing and Instruction

student-level data that OSPI reported in 2000 were consistent with this conclusion.<sup>12</sup> 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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<sup>12</sup> 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 3: Students Served

# STUDENTS SERVED

## SECTION 3

*The number and percentage of ELL students in Washington showed a 5 percent increase in ELL enrollment in school year 2007–08. 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 53 percent of all ELL students in the TBIP were enrolled in Grades K–3. Of the districts reporting more than 1000 students, 77 reported an increase in ELL enrollment.*

### TOTAL ELL STUDENT TBIP ENROLLMENT

In the 2007–08 school year, the program served 94,726 (duplicate count) or 87,592 (unique count) students. This number represents 4,797 more students (5.1 percent) than those served in 2006–07. For school year 2007–08, the eight-month average funding of ELLs eligible for TBIP was 80,665. 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.

The overall percentage of ELLs in the state has nearly tripled over the last 16 years (see Figures 3-1 and 3-2). In the 2007–08 school year, ELLs served in the TBIP comprised 9.2 percent of the total statewide student population and showed an increase of 5.1 percent in students served from the previous year. The number of new entrants showed a 15 percent increase over new entrants in the 2006–07 school year.

### Section 3: Students Served

Figure 3-1: ELLs as a Percentage of Total Students

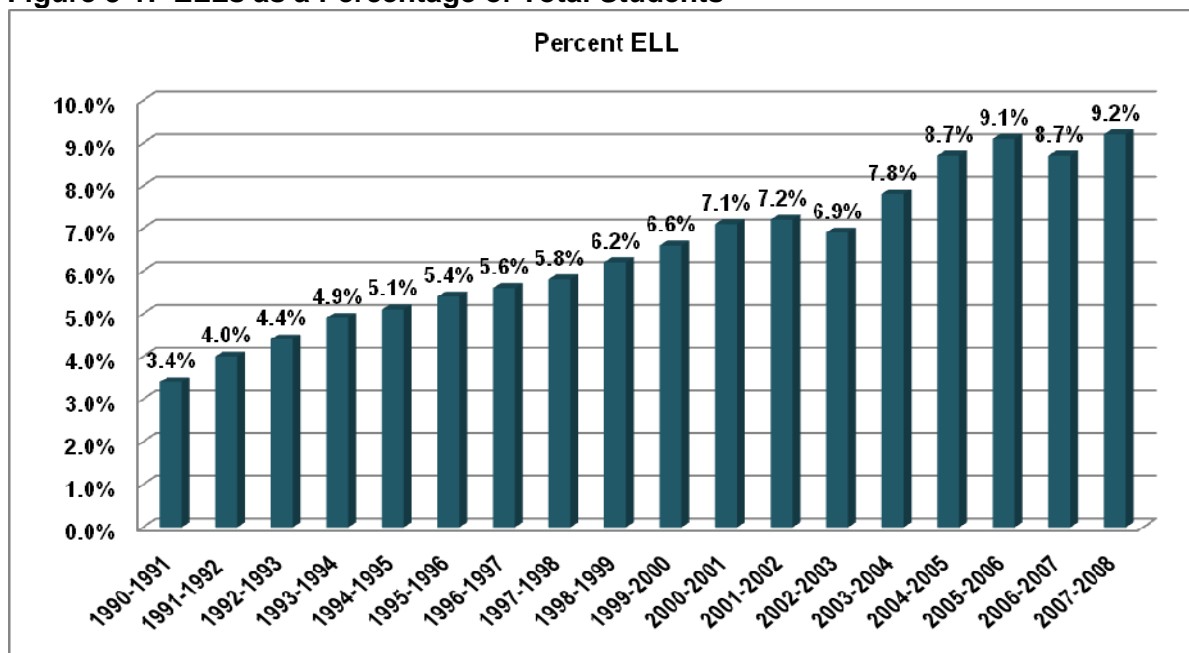


Figure 3-2: Growth of ELL Student Enrollment

School Year	Total State Enrollment	Total ELL Student Enrollment	Percent ELL
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	6.2%
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	79,252	7.8%
2004-2005	1,005,882	87,347	8.7%
2005-2006	1,017,777	92,365	9.1%
2006-2007	1,028,377	89,929	8.7%
2007-2008	1,031,846	94,726	9.2%

**Note:** Percent is based on the total number of ELL students served and the total number of students in the state. Students with multiple enrollments during the school year are counted in each district enrolled.

## Section 3: Students Served

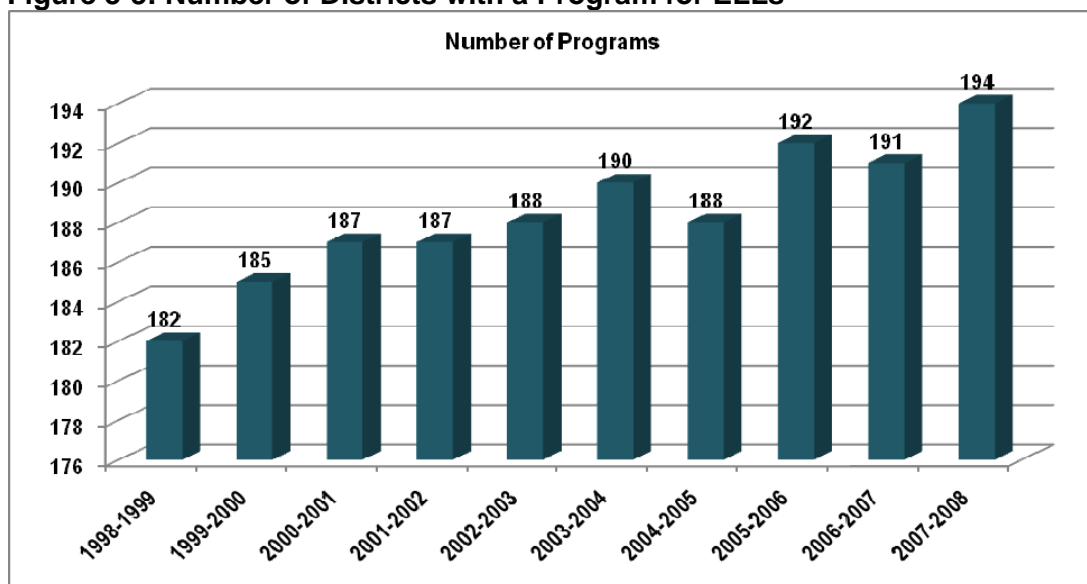
### UNEVEN DISTRIBUTION OF ELL STUDENTS

ELL students are not evenly distributed across the state. Of Washington's 295 districts, 194 reported ELL enrollment in the 2007–08 school year and this represents 65.5 percent of the state's districts. The number of districts reporting ELL enrollments has remained about the same for the past few years (see Figure 3-4). Analysis of the 194 district reports shows the following numbers:

- Twenty-two districts show that ELLs represent at least 25 percent of their total district enrollment. (Figure 3-5)
- Twenty-eight districts enrolled more than 1,000 ELLs and served 69 percent of all ELLs enrolled in the TBIP. (Figure 3-6)
- Of those districts with more than 1,000 students (Figure 3-6):
  - 9 districts (Auburn, Edmonds, Grandview, Highline, Kennewick, Lake Washington, Renton, Sunnyside, and Vancouver) experienced an increase of more than 10 percent.
  - 6 districts (Othello, Spokane, Toppenish, Tukwila, Wenatchee, and Yakima) reported a decline in enrollment, ranging from less than one percent decline to more than six percent decline.
- Seventeen districts received funding for less than ten 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. Appendices B and C provide more information on the percentage and number of students.

**Figure 3-3: Number of Districts with a Program for ELLs**



### 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 and Wahluke report more than 50 percent of their total enrollment as ELL.

**Figure 3-4: Districts with at Least 25% ELL Enrollment (School Year 2007–08)**

	District	Total Students	ELL Enrollment	Percent Students
1	Palisades	35	21	60.0%
2	Wahluke	1,896	1,082	57.1%
3	Orondo	189	87	46.0%
4	Bridgeport	711	320	45.0%
5	Roosevelt	30	13	43.3%
6	Brewster	887	375	42.3%
7	Mabton	922	372	40.3%
8	Royal	1,429	576	40.3%
9	Othello	3,378	1,298	38.4%
10	Prescott	229	87	38.0%
11	Granger	1,501	540	36.0%
12	North Franklin	1842	656	35.6%
13	Pasco	13,236	4,704	35.5%
14	Toppenish	3,277	1154	35.2%
15	Quincy	2,434	841	34.6%
16	Manson	609	203	33.3%
17	Tukwila	2,856	925	32.4%
18	Warden	978	283	28.9%
19	Paterson	98	28	28.6%
20	Grandview	3,379	956	28.3%
21	Sunnyside	5,773	1,597	27.7%
22	Yakima	14,431	3,756	26.0%



### Section 3: Students Served

Twenty-eight districts enrolled more than 1,000 ELLs and served 69 percent of all ELLs enrolled in the TBIP. Of the twenty-eight districts with more than 1000 ELL students, nearly 80 percent showed gains in enrollment that ranged from 1.3 to 19.2 percent.

**Figure 3-5: Districts with 1,000 or More ELLs Enrolled (School Year 2007–08)**

District	2007–08	2006–07	Percent Increase
Seattle	6,173	5,986	3.1%
Pasco	5,728	5,602	2.2%
Yakima	4,673	4,827	-3.2%
Kent	3,810	3,506	8.7%
Highline	3,721	3,372	10.3%
Federal Way	3,141	2,873	9.3%
Mukilteo	2,639	2,587	2.0%
Evergreen (Clark)	2,525	2,458	2.7%
Tacoma	2,433	2,321	4.8%
Vancouver	2,335	2,107	10.8%
Renton	2,276	2,026	12.3%
Edmonds	2,002	1,722	16.3%
Everett	1,949	1,792	8.8%
Bellevue	1,895	1,849	2.5%
Kennewick	1,884	1,604	17.5%
Auburn	1,804	1,548	16.5%
Wenatchee	1,757	1,802	-2.5%
Sunnyside	1,757	1,474	19.2%
Mount Vernon	1,629	1,607	1.4%
Othello	1,519	1,520	-0.1%
Lake Washington	1,380	1,174	17.5%
Toppenish	1,350	1,443	-6.4%
Clover Park	1,345	1,328	1.3%
Wahluke	1,297	1,270	2.1%
Spokane	1,186	1,229	-3.5%
Tukwila	1,168	1,179	-0.9%
Grandview	1,055	904	16.7%
Northshore	1,012	982	3.1%

## Section 3: Students Served

### GRADES OF STUDENTS SERVED

Most ELLs served by the TBIP were enrolled in K–3 and accounted for 53 percent of the ELL enrollment in the 2007–08 school year. Beginning at Grade 2, the percentage of ELL enrollment gradually declines. At Grade 9, there is a slight increase; however, the numbers of ELLs continue to decline in Grades 10, 11, and 12.

New ELLs, those served for the first time by a district, represented 27 percent of the total ELL student enrollment. As expected, ELLs in kindergarten comprised most of the new ELLs. Enrollment of new ELLs in subsequent grade levels declined through Grade 9, where there was a spike in enrollment.

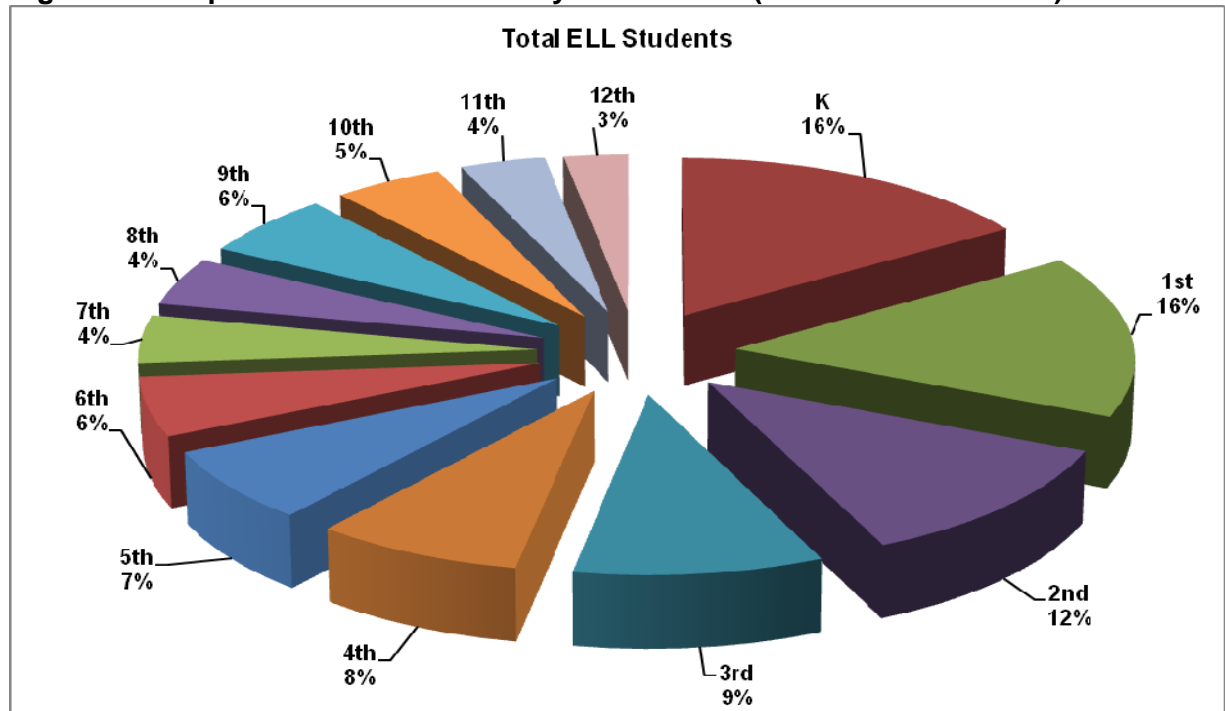
Figure 3-6 and Figure 3-7 show the number of total and new ELL students served by grade level. These figures display the duplicated ELL student count, which includes multiple student enrollments within or across districts. The student count reflects the transitory nature of ELL families. Total grade level counts may include students who have been reported in two different grade levels.

**Figure 3-6 Total ELL and New to Program Enrollment by Grade, 2007-08**

Grade	Total ELL Students	Percent of All ELL Students	New ELL Students	Percent of All New ELL Students	Percent of New Students By Grade
K	15,077	15.9%	14,675	58.3%	97.3%
1	14,773	15.6%	2,114	8.4%	14.3%
2	11,172	11.8%	1,189	4.7%	10.6%
3	9,091	9.6%	1,011	4%	11.1%
4	7,601	8%	914	3.6%	12.0%
5	6,710	7.1%	829	3.3%	12.4%
6	5,413	5.7%	724	2.9%	13.4%
7	4,340	4.6%	688	2.7%	15.9%
8	4,343	4.6%	642	2.5%	14.8%
9	5,634	5.9%	1,220	4.8%	21.7%
10	4,494	4.7%	584	2.3%	13.0%
11	3,466	3.7%	364	1.4%	10.5%
12	2,612	2.8%	228	0.9%	8.7%
Total	94,726	100%	25,182	100%	26.60%

### Section 3: Students Served

Figure 3-7: Duplicate ELL Enrollment by Grade Level (School Year 2007–08)



## Section 4: Languages Spoken

# LANGUAGES SPOKEN SECTION 4

*Students served by the TBIP program spoke a total of 194 languages. About 68 percent spoke Spanish and another 17 percent spoke Korean, Russian, Somali, Tagalog, Ukrainian, and Vietnamese. Some districts had as many as 87 languages spoken by ELLs, while many districts served ELLs whose primary language is Spanish.*

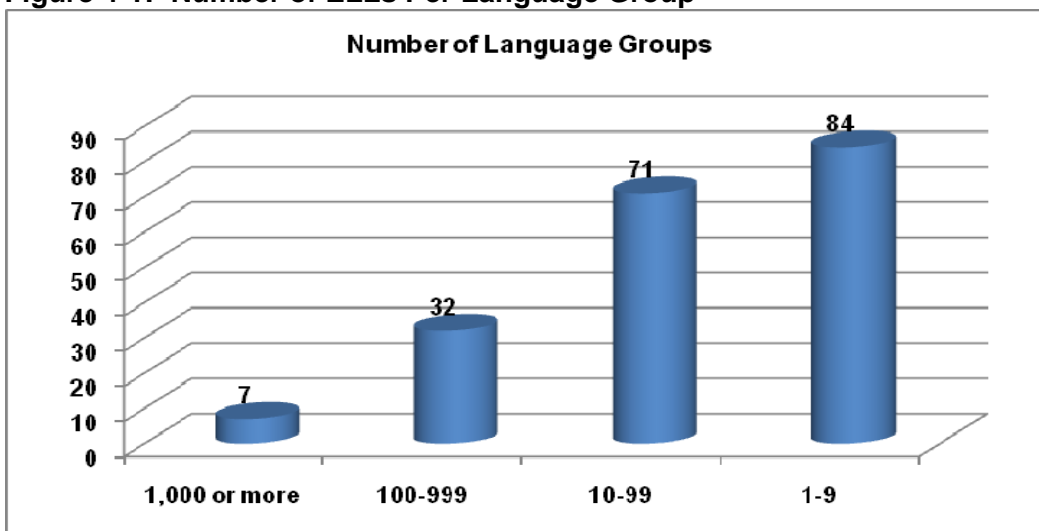
### NUMBER OF STUDENTS SPEAKING VARIOUS LANGUAGES

A total of 195 primary, non-English languages were represented among the students served by the TBIP in the 2007–08 school year.<sup>13</sup> 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 2007–08 school year, Spanish was the primary language spoken by 68 percent of all ELLs. This percentage fluctuates about 1 percent per year.

Approximately 17 percent of all Washington ELLs spoke Korean, Russian, Somali, Tagalog, Ukrainian, or Vietnamese (Figure 4-3). In contrast, 84 languages were spoken by fewer than 10 students. According to data reported, there was a decline in the number of students reported in 3 of the 7 major language groups.

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.

**Figure 4-1: Number of ELLs Per Language Group**



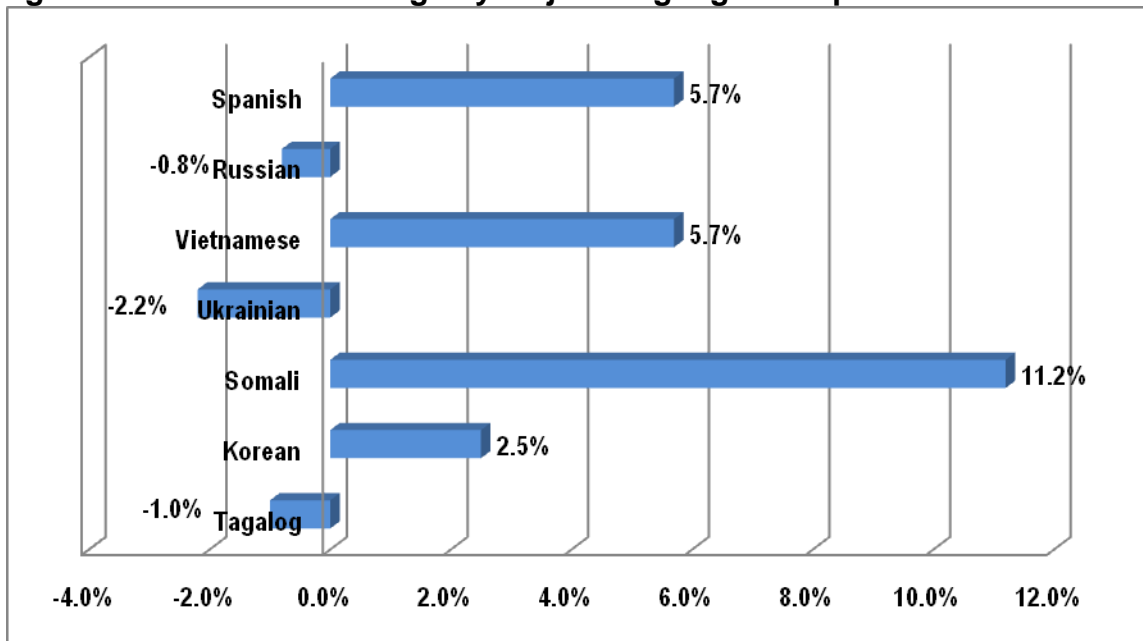
<sup>13</sup> Some districts could not identify the languages spoken by their ELL students, so there may be more than 195 languages spoken by ELL students statewide.

## Section 4: Languages Spoken

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

Language	2006–2007	2007–2008	Percent of Change
Spanish	60,593	64,234	5.7%
Russian	4,961	4,920	-0.8%
Vietnamese	3,269	3,467	5.7%
Ukrainian	2,867	2,805	-2.2%
Somali	1,850	2,083	11.2%
Korean	1,794	1,840	2.5%
Tagalog	1,300	1,287	-1.0%
All Other Languages	13,291	14,090	5.7%
Total	89,925	94,726	5.1%

**Figure 4-3: One-Year Change by Major Language Groups**



## Section 4: Languages Spoken

**Figure 4-4: Three-Year Change in Enrollment by Major Language Group**

Language	2005–06	2006–07	2007–08
Spanish	61,404	60,593	64,234
Russian	5,816	4,961	4,920
Ukrainian	3,575	3,269	3,467
Vietnamese	3,388	2,867	2,805
Korean	1,734	1,850	2,083
Somali	1,733	1,794	1,840
Tagalog	1,339	1,300	1,287
Other	13,379	13,291	14,090
Total	92,369	89,925	94,726

### WIDE DISPARITY IN THE NUMBER OF LANGUAGES AMONG DISTRICTS

Prior to school year 2002–03, student counts were submitted at the district level. Beginning in 2002–03, the state began collecting student level data that was 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.

Some districts provided instruction to ELLs from many different language backgrounds. In the 2007–08 school year, 39 districts served students from 20 or more language groups (Figure 4.5). More than 87 percent of the 39 districts are located in Western Washington along the I-5/I-405 corridor.

In contrast, all or nearly all ELLs in other districts spoke Spanish. In 56 districts, more than 95 percent of the enrolled ELLs identified Spanish as their primary language. Twenty-six districts served ELLs from only one primary language group.

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

## Section 4: Languages Spoken

**Figure 4-5: Districts with 20 or More Languages (School Year 2007–08)**

District	ELL Enrollment	Languages
Kent	3,810	91
Federal Way	3,141	81
Bellevue	1,894	78
Edmonds	2,002	77
Seattle	6,173	76
Highline	3,721	74
Lake Washington	1,380	69
Renton	2,276	67
Evergreen (Clark)	2,525	63
Mukilteo	2,639	63
Northshore	1,012	62
Everett	1,949	58
Tukwila	1,158	56
Issaquah	625	54
Shoreline	662	51
Spokane	1,186	49
Tacoma	2,433	49
Vancouver	2,335	45
Auburn	1,804	36
Clover Park	1,345	35
Puyallup	591	33
Battle Ground	749	32
Marysville	937	32
Tahoma	188	32
Richland	309	30
Bellingham	674	30
Kennewick	1,884	29
Fife	383	28
Bethel	289	27
Snohomish	249	26
North Thurston	400	26
Central Kitsap	202	25
North Kitsap	225	24
Longview	382	22
Mead	164	22
Central Valley	221	22
Lake Stevens	235	21
Franklin Pierce	576	21
Olympia	127	20

## Section 4: Languages Spoken

**Figure 4-6: At Least 95 Percent Spanish Speaking ELLs - 2007–08**

District		ELL Duplicate Count		
		Spanish Speaking	Total ELL	Percent of Spanish Speaking
1	Brewster	383	384	99.7%
2	Bridgeport	295	296	99.7%
3	Cascade	160	161	99.4%
4	Cashmere	200	203	98.5%
5	Chewelah	4	4	100.0%
6	Cle Elum-Roslyn	16	16	100.0%
7	College Place	164	170	96.5%
8	East Valley (Yak)	281	286	98.3%
9	Eastmont	921	936	98.4%
10	Easton	9	9	100.0%
11	Elma	59	61	96.7%
12	Entiat	46	46	100.0%
13	Grandview	1,053	1,055	99.8%
14	Granger	627	629	99.7%
15	Highland	229	229	100.0%
16	Hoquiam	73	75	97.3%
17	Kiona Benton	235	237	99.2%
18	Lake Chelan	325	325	100.0%
19	Mabton	442	442	100.0%
20	Manson	229	229	100.0%
21	Montesano	11	11	100.0%
22	Mossyrock	24	25	96.0%
23	Mount Adams	121	121	100.0%
24	Naches Valley	82	82	100.0%
25	North Franklin	785	798	98.4%
26	Onalaska	29	29	100.0%
27	Orondo	96	96	100.0%
28	Oroville	91	91	100.0%
29	Palisades	26	26	100.0%
30	Pasco	5,517	5,728	96.3%
31	Paterson	28	28	100.0%
32	Prescott	109	109	100.0%
33	Prosser	609	616	98.9%
34	Quinault	26	27	96.3%
35	Quincy	971	981	99.0%
36	Roosevelt	14	14	100.0%
37	Royal	698	698	100.0%



## Section 4: Languages Spoken

**Figure 4-6: Continued**

District		ELL Duplicate Count		
		Spanish Speaking	Total ELL	Percent of Spanish Speaking
38	Selah	202	203	99.5%
39	Shelton	289	296	97.6%
40	Sunnyside	1,744	1,757	99.3%
41	Thorp	1	1	100.0%
42	Tonasket	102	103	99.0%
43	Toppenish	1,348	1,350	99.9%
44	Touchet	30	30	100.0%
45	Union Gap	121	122	99.2%
46	Wahluke	1,297	1,297	100.0%
47	Walla Walla	761	788	96.6%
48	Wapato	922	924	99.8%
49	Warden	338	341	99.1%
50	Wenatchee	1,726	1,757	98.2%
51	West Valley (Yak)	25	25	100.0%
52	White Salmon	196	200	98.0%
53	Winlock	69	72	95.8%
54	Yakima	4,644	4,673	99.4%
55	Yelm	65	68	95.6%
56	Zillah	151	151	100.0%

**Figure 4-7: Spanish-Speaking ELLs Served**

School Year	Total ELL Count	Total Spanish Language Count	Percent of Spanish ELL
*2002-03	73,201	46,483	63.5%
2003-04	79,250	52,069	65.7%
2004-05	87,325	57,609	66.0%
2005-06	92,369	61,404	66.5%
2006-07	89,929	60,635	67.4%
2007-08	94,726	64,239	67.8%

\*2002-03, first year student level data reported

## 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.

Approximately 29 percent of the ELLs served in the 2007–08 school year left the TBIP. About 16 percent (14,074) either transitioned out of the program or graduated prior to meeting the exit criteria. Appendix D lists information for each district. Another 12 percent (10,346) dropped out or left for other or unknown reasons. Figure 5-1 provides information about the number of ELLs exiting and the number of ELLs continuing in the program. The length of stay data displayed in Figure 5-1 was collected for the first time under new collection procedures in 2002–03. Length of stay is now calculated based on the entrance and exit dates from the TBIP.

Figure 5-1: Status of Students Served in the Last Three Years

Exited Student Categories	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
	16,871	20,535	29,003	22,605	25,337
Graduated	1,468	1,668	1,373	1,329	905
Transitioned	5,546	6,669	14,196	9,886	13,169
Dropped Out	217	338	532	566	463
Unknown Reasons	4,264	4,944	2,633	1,495	1,307
Other Reasons	4,926	6,118	8,965	8,386	8,576
Waiver	277	612	1,066	755	696
Special Education	173	186	238	188	221
Total ELLs for school year	74,971	82,833	85,294	83,385	87,592

Time in program is based on the number of days enrolled.

## 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.
Unknown Reasons	Student left the school system and the district has no record of transfers within or out-of-state.
Other Reasons	Student may have transferred to another district within or out-of-state.
Waiver	Student was eligible for TBIP and parents declined program services.
Special Education	Student was exited from the program because of non-linguistic factors.

Prior to the 2002–03 school year, “time in program” was reported at the district level.

Beginning with the 2002–03 school year, the state began collecting data at the student level. Actual time enrolled in a district is used to calculate “Time-in Program.” For example, a student who was enrolled in the program for two months then left the district for five months and then returned and was served again for two months, would be considered being served for four months. Data reported in the following chart is based on trends generated from 2002–03 to the 2007–08 school years.

Figures 5-3 and 5-4 provide information on the amount of time students were served by the TBIP.

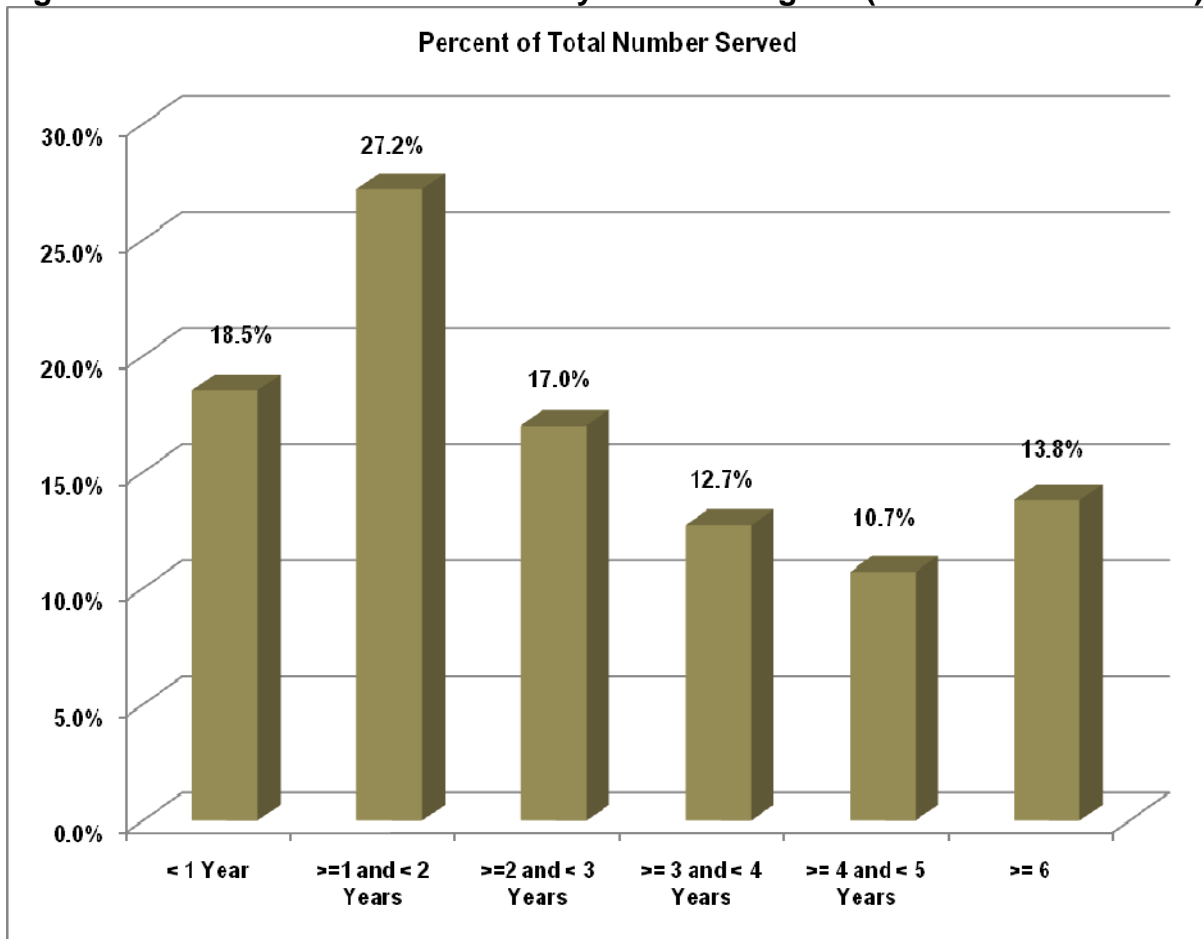
**Figure 5-3: Number of ELLs by Time in Program (School Year 2007–08)**

Time in Program	Total Number Served	Percent of Total Served
< 1 Year	16,232	18.5%
>=1 and < 2 Years	23,828	27.2%
>=2 and < 3 Years	14,905	17.0%
>= 3 and < 4 Years	11,148	12.7%
>= 4 and < 5 Years	9,389	10.7%
>= 6	12,099	13.8%

Totals based on district distinct student count (student is counted only once regardless of multiple enrollments). Figures are based on program entry and exit date. If no date available, 6/17 of that year will be used.

## Section 5: Length of Stay

**Figure 5-4: Number of ELLs Served by Time in Program (School Year 2007–08)**



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.

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.<sup>14</sup> 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.

<sup>14</sup> 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.

## 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

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 2007–08, 84,517 were tested on the WLPT-II. The number of ELL students tested reflects students present during the February/March window and the May make-up window.

Figure 6-1 demonstrates that 14,274 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 3,486 students transitioning as compared to the 2006–07 school year. Figures 6-1 and 6-2 also show the results of the WLPT-II for the second year of implementation.

**Section 6: WLPT-II & WASL Results**

**Figure 6-1: WLPT-II Results by Grade and Proficiency Level**

WLPT-II Composite Level Results 2007–08 School Year						
Grade	*Not Tested	Level 1	Level 2	Level 3	Level 4	Total
		Beginning & Advanced Beginning	Intermediate	Advanced	Transitional (Met TBIP exit criteria)	
K	596	1,194	7,752	3,627	679	13,848
1	154	373	4,727	6,268	2,077	13,599
2	85	215	1,977	5,298	2,604	10,179
3	141	155	1,213	5,221	1,609	8,339
4	65	168	1,074	4,184	1,379	6,870
5	61	193	924	3,868	942	5,988
6	81	118	524	3,077	1,153	4,953
7	67	138	600	2,454	618	3,877
8	65	128	612	2,414	588	3,807
9	162	202	890	2,478	738	4,470
10	155	84	598	1,950	852	3,639
11	123	38	379	1,684	653	2,877
12	153	24	289	1,223	382	2,071
<b>Total</b>	<b>1,908</b>	<b>3,030</b>	<b>21,559</b>	<b>43,746</b>	<b>14,274</b>	<b>84,517</b>

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

**Figure 6-2: WLPT-II Results, by Grade and Exit Numbers**

2007–08 School Year							
Grade Level	Remain in Program	Percent Remain in Program	Exit Program	Percent Exit	*Not Tested	Percent Not tested	Total
K	13,169	95%	679	4.9%	596	4.3%	13,848
1	11,522	85%	2,077	15.3%	154	1.1%	13,599
2	7,575	74%	2,604	25.6%	85	0.8%	10,179
3	6,730	81%	1,609	19.3%	141	1.7%	8,339
4	5,491	80%	1,379	20.1%	65	0.9%	6,870
5	5,046	84%	942	15.7%	61	1.0%	5,988
6	3,800	77%	1,153	23.3%	81	1.6%	4,953
7	3,259	84%	618	15.9%	67	1.7%	3,877
8	3,219	85%	588	15.4%	65	1.7%	3,807
9	3,732	83%	738	16.5%	162	3.6%	4,470
10	2,787	77%	852	23.4%	155	4.3%	3,639
11	2,224	77%	653	22.7%	123	4.3%	2,877
12	1,689	82%	382	18.4%	153	7.4%	2,071
<b>Total</b>	<b>70,243</b>	<b>83%</b>	<b>14,274</b>	<b>16.9%</b>	<b>1,908</b>	<b>2.3%</b>	<b>84,517</b>

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

## Section 6: WLPT-II & WASL Results

### WASL RESULTS

ELLs in their first year of enrollment in a U.S. public school are not required to take the reading 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.

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. 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>).

**Figure 6-3 Met WLPT-II Transitional Level and WASL 2008 Reading Performance**

WLPT-II Grade Span	Exempt from Reading WASL	Not Tested for Reading WASL 2008	WASL Levels				WLPT-II Transitional and L3 & L4 Rdg. WASL	Percent of WLPT-II Transitional who Met Rdg. WASL	Total ELLs at WLPT-II Transitional Level and in WASL File
			L1	L2	L3	L4			
Grades 3-5	52	7	99	1,061	1,984	688	2,672	69.7%	3,891
Grades 6-8	32	12	146	1,035	873	247	1,120	48.7%	2,345
Grades 9-12	567	98	59	295	522	279	801	69.4%	1,820
Total	651	117	304	2,391	3,379	1,214	4,593	63%	8,056

**Figure 6-4 Met WLPT-II Transitional Level and WASL 2008 Math Performance**

WLPT-II Grade Span	Exempt from Math WASL	Not Tested for Math WASL 2008	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			
Elementary	29	4	588	1,198	1,495	577	2,072	53.7%	3,891
Middle	19	6	989	786	416	129	545	23.5%	2,345
High	134	169	819	405	228	65	293	19.3%	1,820
Total	182	179	2,396	2,389	2,139	771	2,910	37.8%	8,056

**Section 6: WLPT-II & WASL Results**

**Figure 6-5 Met WLPT-II Transitional Level and WASL 2008 Writing Performance**

WLPT-II Grade Span	Exempt from Writing WASL	Not Tested for Writing WASL 2008	WASL Levels				WLPT-II Transitional and L3 & L4 Wtg. WASL	Percent of WLPT-II Transitional who Met Wtg. WASL	Total ELLs at WLPT-II Transitional Level and in WASL File
			L1	L2	L3	L4			
Grades 3-5	19	4	147	442	599	153	752	56.1%	1,364
Grades 6-8	6	1	67	214	273	52	325	53.6%	613
Grades 9-12	532	86	25	208	667	302	969	80.6%	1,820
Total	557	91	239	864	1,539	507	2,046	65.0%	3,797

OSPI’s assessment staff analyzed the 2008 assessment results for ELLs who tested on both the WLPT-II and the WASL. The analysis of the assessment results shows that more than 63 percent of ELL students who transitioned from the TBIP program met the WASL reading standard, 38 percent of students tested met the WASL math standard, and 65 percent of ELLs who were at the transitional level on the WLPT-II met the writing standard.



## Appendix A: Languages Spoken

# APPENDIX A

## Total Languages Spoken

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

Student Count	Language
2	Acholi
15	Afrikaans
11	Aguacateco
3	Akan
66	Albanian
4	American Sign Language
456	Amharic
782	Arabic
32	Armenian
6	Azerbaijani
3	Balinese
2	Bambara
3	Bangala
27	Bantu
7	Bassa
8	Bemba
33	Bengali
1	Berber
3	Bikol
3	Bisaya
180	Bosnian
90	Bulgarian
65	Burmese
12	Byelorussian
10	Cakchiquel
926	Cambodian
69	Carolinina
10	Cebuano
5	Chagatai
17	Cham
36	Chamorro
1	Chewa
879	Chinese-Cantonese
5	Chinese-Fukienese
539	Chinese-Mandarin
45	Chinese-Taiwanese
410	Chinese-Unspecified
10	Chungki
91	Chuuk
6	Cornish
40	Creole
4	Croatian

Student Count	Language
8	Czech
32	Danish
5	Dari
5	Dinka
35	Dutch
4	Egyptian-Arabic
6	Estonian
40	Ethiopic
6	Ewe
1	Fallani
218	Farsi
18	Fijian
31	Finnish
3	Flemish
220	French
6	Fula
1	Fulfulde
3	Ga
5	Georgian
127	German
17	Greek, Modern
6	Guarani
42	Gujarati
31	Haitian Creole
11	Hausa
12	Hawaiian
55	Hebrew, Modern
1	Herero
290	Hindi
222	Hmong
16	Hungarian
8	Ibo
9	Icelandic (Old)
7	Igbo
155	Ilokano
91	Indonesian
3	Inuktitut
91	Italian
5	Jamaican
533	Japanese
4	Javanese
17	Kanjobal

## Appendix A: Languages Spoken

Student Count	Language
29	Kannada
57	Karen
17	Khalkha
66	Khmer
20	Kikuya
1	Kinyarwanda
1	Kirgiz
4	Kirundi
1	Kishinau
3	Kmhmu
1,840	Korean
32	Kosraean
5	Kpelle
2	Krahn
15	Krio
46	Kurdish
347	Lao
2	Latvian
18	Liberian
1	Lingala
10	Lithuanian
10	Luganda
1	Luo
77	Makah
13	Makua
7	Malay
29	Malayalam
9	Mam
2	Manchu
33	Mandingo
25	Marathi
3	Marquesan
423	Marshallese
73	Mien
328	Mixteco
188	Moldavian
67	Mongolian
1	Mundu
2	Nanai
2	Navajo
39	Nepali
1	Nigerian
1	Niuean
11	Norwegian
22	Nuer
5	Nyanja
211	Oromo
1	Osmanli
1	Pahlavi

Student Count	Language
17	Palau
23	Pashto
19	Persian
142	Pilipino
10	Pohnpeian
44	Polish
145	Portugese
3	Pulau-Guai
927	Punjabi
4	Pushtu
4	Quechua
4	Romansch
381	Rumanian
4,920	Russian
4	Rwanda
5	Sahaptian
17	Salish
644	Samoan
1	Sanskrit
55	Serbo-Croatian
2	Shona
3	Sindhi
9	Sinhalese
2	Sirayki
6	Slovak
1	Slovenian
3	Sogdian
2,083	Somali
13	Soninke
64,234	Spanish
5	Stoney
11	Sudanese-Arabic
1	Susu
236	Swahili
35	Swedish
1,287	Tagalog
63	Tamil
21	Tarasco
106	Telugu
1	Temne
221	Thai
15	Tibetan
62	Tigrinya
2	Tocharian
153	Toishanese

## Appendix A: Languages Spoken

Student Count	Language
1	Tongan
24	Trukese
3	Turkic
223	Turkish
73	Twi
2,805	Ukrainian
287	Unknown
157	Urdu
2	Uzbek

Student Count	Language
3,467	Vietnamese
7	Visayan
21	Wolof
3	Yakima
1	Yakut
8	Yap
7	Yoruba
<b>94,722</b>	<b>194 languages</b>

## Appendix A: Languages Spoken

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

Student Count	Language
64,234	Spanish
4,920	Russian
3,467	Vietnamese
2,805	Ukrainian
2,083	Somali
1,840	Korean
1,287	Tagalog
927	Punjabi
926	Cambodian
879	Chinese-Cantonese
782	Arabic
644	Samoaan
539	Chinese-Mandarin
533	Japanese
456	Amharic
423	Marshallese
410	Chinese-Unspecified
381	Rumanian
347	Lao
328	Mixteco
290	Hindi
287	Unknown
262	Tigrinya
236	Swahili
223	Turkish
222	Hmong
221	Thai
220	French
218	Farsi
211	Oromo
188	Moldavian
180	Bosnian
157	Urdu
155	Ilokano

Student Count	Language
153	Toishanese
145	Portugese
142	Pilipino
127	German
106	Telugu
91	Chuuk
91	Indonesian
91	Italian
90	Bulgarian
77	Makah
73	Mien
73	Twi
71	Tongan
69	Carolinina
67	Mongolian
66	Albanian
66	Khmer
65	Burmese
63	Tamil
57	Karen
55	Hebrew, Modern
55	Serbo-Croatian
46	Kurdish
45	Chinese-Taiwanese
44	Polish
42	Gujarati
40	Creole
40	Ethiopic
39	Nepali
36	Chamorro
35	Dutch
35	Swedish
33	Bengali
33	Mandingo

## Appendix A: Languages Spoken

Student Count	Language
32	Armenian
32	Danish
32	Kosraean
31	Finnish
31	Haitian Creole
29	Kannada
29	Malayalam
27	Bantu
25	Marathi
24	Trukese
23	Pashto
22	Nuer
21	Tarasco
21	Wolof
20	Kikuya
19	Persian
18	Fijian
18	Liberian
17	Cham
17	Greek, Modern
17	Kanjobal
17	Khalkha
17	Palau
17	Salish
16	Hungarian
15	Afrikaans
15	Krio
15	Tibetan
13	Makua
13	Soninke
12	Byelorussian
12	Hawaiian
11	Aguacateco
11	Hausa
11	Norwegian
11	Sudanese-Arabic
10	Cakchiquel
10	Cebuano

Student Count	Language
10	Chungki
10	Lithuanian
10	Luganda
10	Pohnpeian
9	Icelandic (Old)
9	Mam
9	Sinhalese
8	Bemba
8	Czech
8	Ibo
8	Yap
7	Bassa
7	Igbo
7	Malay
7	Visayan
7	Yoruba
6	Azerbaijani
6	Cornish
6	Estonian
6	Ewe
6	Fula
6	Guarani
6	Slovak
5	Chagatai
5	Chinese-Fukienese
5	Dari
5	Dinka
5	Georgian
5	Jamaican
5	Kpelle
5	Nyanja
5	Sahaptian
5	Stoney
4	American Sign Language
4	Croatian
4	Egyptian-Arabic
4	Javanese
4	Kirundi

## Appendix A: Languages Spoken

Student Count	Language
4	Pushtu
4	Quechua
4	Romansch
4	Rwanda
3	Akan
3	Balinese
3	Bangala
3	Bikol
3	Bisaya
3	Flemish
3	Ga
3	Inuktitut
3	Kmhmu
3	Marquesan
3	Pulau-Guai
3	Sindhi
3	Sogdian
3	Turkic
3	Yakima
2	Acholi
2	Bambara
2	Krahn
2	Latvian
2	Manchu
2	Nanai
2	Navajo

Student Count	Language
2	Shona
2	Sirayki
2	Tocharian
2	Uzbek
1	Berber
1	Chewa
1	Fallani
1	Fulfulde
1	Herero
1	Kinyarwanda
1	Kirgiz
1	Kishinau
1	Lingala
1	Luo
1	Mundu
1	Nigerian
1	Niuean
1	Osmanli
1	Pahlavi
1	Sanskrit
1	Slovenian
1	Susu
1	Temne
1	Yakut
<b>94,722</b>	<b>194 languages</b>

**Appendix B: Languages Spoken by District**

**APPENDIX B**

**Total Languages By District**

District	Languages	Served
<b>Aberdeen</b>	District Total (8)	291
	Cambodian	4
	Carolinina	2
	Farsi	1
	Igbo	1
	Korean	4
	Sindhi	2
	Spanish	276
	Vietnamese	1
<b>Anacortes</b>	District Total (10)	49
	Chinese-Cantonese	1
	Chinese-Unspecified	2
	Croatian	1
	Dutch	1
	Farsi	1
	German	1
	Lithuanian	1
	Spanish	39
	Tagalog	1
	Thai	1
<b>Arlington</b>	District Total (9)	180
	Arabic	1
	Chinese-Cantonese	3
	Korean	4
	Malayalam	1
	Nyanja	3
	Russian	9
	Spanish	147
	Ukrainian	11
	Vietnamese	2
<b>Auburn</b>	District Total (28)	1,548
	Arabic	12
	Bisaya	1
	Cakchiquel	1
	Cambodian	16
	Chinese-Unspecified	7
	Dinka	1

District	Languages	Served
Auburn	French	5
	German	3
	Hindi	8
	Ilokano	4
	Japanese	1
	Korean	23
	Lao	9
	Marshallese	73
	Portugese	1
	Punjabi	41
	Rumanian	2
	Russian	122
	Samoan	16
	Somali	42
	Spanish	832
	Tagalog	26
	Thai	3
	Turkish	1
	Twi	3
	Ukrainian	228
	Unknown	29
	Vietnamese	38
<b>Bainbridge Island</b>	District Total (13)	35
	Amharic	1
	Arabic	2
	Chinese-Mandarin	1
	Danish	3
	French	2
	German	4
	Japanese	1
	Korean	2
	Portugese	1
	Russian	1
	Spanish	10
	Thai	5
	Vietnamese	2
<b>Battle Ground</b>	District Total (29)	645

## Appendix B: Languages Spoken by District

District	Languages	Served
Battle Ground	Bosnian	1
	Cambodian	3
	Carolinina	2
	Chagatai	2
	Chamorro	1
	Chinese-Cantonese	1
	Chinese-Unspecified	1
	Finnish	1
	French	1
	Haitian Creole	1
	Hmong	2
	Japanese	3
	Korean	1
	Lao	2
	Lithuanian	1
	Mixteco	2
	Oromo	1
	Pilipino	1
	Punjabi	3
	Rumanian	10
	Russian	285
	Samoan	1
	Serbo-Croatian	1
Spanish	142	
Swedish	1	
Tagalog	3	
Tigrinya	2	
Ukrainian	150	
Vietnamese	20	
<b>Bellevue</b>	<b>District Total (73)</b>	<b>1,849</b>
	Albanian	5
	Amharic	3
	Armenian	2
	Azerbaijani	9
	Bambara	2
	Bemba	1
	Bengali	2
	Bikol	1
	Bosnian	8
	Cambodian	18

District	Languages	Served	
Bellevue	Chinese-Cantonese	101	
	Chinese-Mandarin	101	
	Chinese-Taiwanese	21	
		Chinese-Unspecified	1
		Chuuk	1
		Croatian	1
		Danish	2
		Dutch	2
		Egyptian-Arabic	3
		Estonian	5
		Ethiopic	4
		Farsi	31
		Finnish	4
		Flemish	3
		French	22
		Fula	2
		German	8
		Greek, Modern	29
		Gujarati	2
		Hebrew, Modern	1
		Hindi	34
		Hmong	6
		Hungarian	2
		Ilokano	2
		Indonesian	7
		Italian	7
		Japanese	145
		Javanese	1
		Kannada	3
		Korean	193
		Lao	15
		Malay	2
		Malayalam	1
		Marathi	3
		Mongolian	6
		Oromo	4
		Osmanli	1
		Persian	4
		Pilipino	23
	Polish	4	



## Appendix B: Languages Spoken by District

District	Languages	Served
Bellevue	Portugese	11
	Punjabi	1
	Rumanian	29
	Russian	86
	Samoan	3
	Sanskrit	3
	Serbo-Croatian	2
	Somali	2
	Soninke	2
	Spanish	691
	Swahili	10
	Swedish	7
	Tagalog	3
	Tamil	12
	Telugu	35
	Thai	6
	Tigrinya	1
	Turkish	2
	Ukrainian	8
	Unknown	9
Urdu	14	
Vietnamese	53	
Yoruba	1	
<b>Bellingham</b>	<b>District Total (29)</b>	<b>659</b>
	Amharic	2
	Arabic	2
	Cambodian	5
	Chinese-Cantonese	9
	Chinese-Mandarin	9
	Chinese-Unspecified	4
	Dutch	3
	Farsi	1
	French	2
	German	1
	Greek, Modern	1
	Gujarati	2
	Hindi	8
	Hungarian	1
	Ilokano	1
	Indonesian	1

District	Languages	Served	
Bellingham	Japanese	3	
	Korean	9	
	Mixteco	1	
	Pashto	3	
	Punjabi	59	
	Rumanian	1	
	Russian	59	
	Spanish	391	
	Tagalog	9	
	Tongan	1	
	Ukrainian	24	
	Urdu	2	
	Vietnamese	45	
	<b>Bethel</b>	<b>District Total (24)</b>	<b>295</b>
		Cambodian	4
		Chamorro	1
		Chinese-Cantonese	4
	French	3	
	Hmong	1	
	Japanese	5	
	Korean	18	
	Krio	2	
	Lao	1	
	Moldavian	6	
	Punjabi	2	
	Romansch	1	
	Russian	33	
	Samoan	2	
	Serbo-Croatian	1	
	Somali	2	
	Spanish	171	
	Tagalog	9	
	Thai	3	
	Turkish	3	
	Ukrainian	10	
	Unknown	5	
	Urdu	5	
	Vietnamese	3	
<b>Blaine</b>	<b>District Total (14)</b>	<b>103</b>	
	Arabic	3	

## Appendix B: Languages Spoken by District

District	Languages	Served	
Blaine	Cambodian	1	
	Carolinina	1	
	Chinese-Cantonese	1	
	Hindi	7	
	Marshallese	1	
	Punjabi	5	
	Russian	41	
	Salish	4	
	Spanish	25	
	Tagalog	4	
	Ukrainian	6	
	Urdu	2	
	Vietnamese	2	
	<b>Bremerton</b>	<b>District Total (16)</b>	<b>138</b>
		Albanian	1
		Chinese-Unspecified	5
	Japanese	4	
	Kanjobal	1	
	Korean	2	
	Kurdish	3	
	Pilipino	3	
	Rumanian	1	
	Russian	1	
	Samoan	2	
	Spanish	64	
	Tagalog	36	
	Thai	2	
	Tongan	1	
	Unknown	2	
	Vietnamese	10	
<b>Brewster</b>	<b>District Total (2)</b>	<b>376</b>	
	Haitian Creole	1	
	Spanish	375	
<b>Bridgeport</b>	<b>District Total (2)</b>	<b>295</b>	
	Haitian Creole	1	
	Spanish	294	
<b>Burlington Edison</b>	<b>District Total (10)</b>	<b>689</b>	
	Chinese-Cantonese	1	
	Chinese-Unspecified	2	
	Marshallese	1	

District	Languages	Served	
Burlington Edison	Mixteco	29	
	Punjabi	3	
	Russian	5	
	Spanish	644	
	Stoney	1	
	Sudanese-Arabic	1	
	Ukrainian	2	
	<b>Camas</b>	<b>District Total (25)</b>	<b>145</b>
		Afrikaans	1
		Amharic	4
	Cambodian	2	
	Chinese-Cantonese	1	
	Chinese-Mandarin	6	
	Chinese-Unspecified	6	
	Chuvash	1	
	Croatian	1	
	Farsi	1	
	French	1	
	Icelandic (Old)	1	
	Italian	1	
	Japanese	9	
	Korean	4	
	Persian	1	
	Pilipino	2	
	Portugese	1	
	Punjabi	1	
	Rumanian	2	
	Russian	63	
	Spanish	17	
	Thai	2	
	Ukrainian	7	
	Urdu	4	
	Vietnamese	6	
<b>Cape Flattery</b>	<b>District Total (1)</b>	<b>86</b>	
	Makah	86	
<b>Cascade</b>	<b>District Total (1)</b>	<b>162</b>	
	Spanish	162	
<b>Cashmere</b>	<b>District Total (1)</b>	<b>221</b>	
	Spanish	221	
<b>Central Kitsap</b>	<b>District Total (21)</b>	<b>287</b>	

## Appendix B: Languages Spoken by District

District	Languages	Served
Central Kitsap	Albanian	6
	Arabic	2
	Bisaya	1
	Cambodian	1
	Chamorro	4
	Chinese-Cantonese	1
	Chinese-Unspecified	9
	Chuuk	4
	Farsi	1
	Indonesian	2
	Japanese	28
	Korean	4
	Kurdish	1
	Portugese	1
	Punjabi	1
	Samoan	9
	Spanish	78
	Swedish	1
	Tagalog	117
	Thai	2
	Vietnamese	14
	<b>Central Valley</b>	<b>District Total (22)</b>
	Albanian	1
	Bassa	3
	Chinese-Cantonese	5
	Chinese-Mandarin	2
	Chinese-Unspecified	3
	Creole	1
	Farsi	1
	French	1
	German	1
	Hindi	1
	Hmong	4
	Indonesian	1
	Korean	1
	Krio	3
	Liberian	1
	Punjabi	6
	Rumanian	1
	Russian	107

District	Languages	Served	
Central Valley	Spanish	69	
	Ukrainian	5	
	Vietnamese	16	
	Wolof	1	
	<b>Centralia</b>	<b>District Total (8)</b>	<b>281</b>
		Chinese-Unspecified	1
		Korean	7
		Portugese	1
		Russian	4
		Spanish	263
	Sudanese-Arabic	4	
	Tongan	1	
	Ukrainian	2	
<b>Chehalis</b>	<b>District Total (4)</b>	<b>71</b>	
	Chinese-Unspecified	2	
	Italian	1	
	Spanish	67	
	Unknown	1	
<b>Cheney</b>	<b>District Total (11)</b>	<b>87</b>	
	Bulgarian	2	
	Chinese-Unspecified	1	
	French	1	
	Korean	3	
	Moldavian	1	
	Pahlavi	2	
	Punjabi	2	
	Russian	34	
	Spanish	30	
	Tagalog	7	
	Ukrainian	4	
<b>Chewelah</b>	<b>District Total (1)</b>	<b>5</b>	
	Spanish	5	
<b>Chimacum</b>	<b>District Total (2)</b>	<b>5</b>	
	Spanish	4	
	Thai	1	
<b>Clarkston</b>	<b>District Total (3)</b>	<b>30</b>	
	German	2	
	Spanish	27	
	Vietnamese	1	
<b>Cle Elum-Roslyn</b>	<b>District Total (1)</b>	<b>11</b>	

## Appendix B: Languages Spoken by District

District	Languages	Served
Cle Elum-Roslyn	Spanish	11
<b>Clover Park</b>	<b>District Total (41)</b>	<b>1,328</b>
	Albanian	3
	Cambodian	6
	Carolinina	3
	Chamorro	13
	Chinese-Fukienese	1
	Chinese-Mandarin	1
	Chinese-Taiwanese	1
	Chinese-Unspecified	1
	Creole	1
	Fijian	1
	French	4
	German	21
	Italian	1
	Japanese	12
	Khmer	1
	Kikuya	4
	Korean	80
	Kosraean	1
	Lao	1
	Makua	1
	Marquesan	1
	Marshallese	2
	Moldavian	3
	Palau	3
	Pohnpeian	9
	Portugese	1
	Rumanian	4
	Russian	17
	Sahaptian	1
	Samoan	75
	Sogdian	1
	Somali	2
	Spanish	945
	Swahili	4
	Swedish	1
	Tagalog	52
	Turkish	1
	Ukrainian	8

District	Languages	Served
Clover Park	Unknown	24
	Urdu	2
	Vietnamese	15
<b>College Place</b>	<b>District Total (2)</b>	<b>159</b>
	Russian	2
	Spanish	157
<b>Columbia (Walla)</b>	<b>District Total (2)</b>	<b>88</b>
	Russian	7
	Spanish	81
<b>Colville</b>	<b>District Total (4)</b>	<b>52</b>
	Russian	38
	Spanish	8
	Ukrainian	5
	Vietnamese	1
<b>Conway</b>	<b>District Total (2)</b>	<b>34</b>
	Mixteco	3
	Spanish	31
<b>Coupeville</b>	<b>District Total (5)</b>	<b>27</b>
	Chinese-Mandarin	1
	Creole	2
	Spanish	22
	Tagalog	1
	Vietnamese	1
<b>Deer Park</b>	<b>District Total (3)</b>	<b>5</b>
	Russian	1
	Spanish	3
	Ukrainian	1
<b>Dieringer</b>	<b>District Total (4)</b>	<b>8</b>
	Chinese-Mandarin	1
	Creole	1
	Liberian	1
	Spanish	5
<b>East Valley (Spk)</b>	<b>District Total (12)</b>	<b>155</b>
	Byelorussian	2
	Cakchiquel	1
	Cebuano	1
	Chinese-Mandarin	1
	Hmong	13
	Russian	91
	Sindhi	1

## Appendix B: Languages Spoken by District

District	Languages	Served
East Valley (Spk)	Spanish	34
	Tamil	1
	Trukese	2
	Ukrainian	7
	Vietnamese	1
<b>East Valley (Yak)</b>	<b>District Total (4)</b>	<b>238</b>
	Italian	1
	Punjabi	1
	Spanish	235
	Thai	1
<b>Eastmont</b>	<b>District Total (10)</b>	<b>921</b>
	Arabic	4
	Chinese-Unspecified	1
	Chuuk	1
	Danish	1
	Khmer	1
	Punjabi	1
	Russian	5
	Spanish	902
	Ukrainian	2
	Vietnamese	3
<b>Eatonville</b>	<b>District Total (4)</b>	<b>5</b>
	Lao	1
	Rumanian	1
	Slovenian	1
	Spanish	2
<b>Edmonds</b>	<b>District Total (74)</b>	<b>1,722</b>
	Akan	2
	Albanian	3
	Amharic	39
	Arabic	53
	Armenian	1
	Azerbaijani	1
	Bengali	3
	Bosnian	10
	Bulgarian	11
	Cambodian	33
	Chamorro	1
	Chinese-Cantonese	24
	Chinese-Mandarin	13

District	Languages	Served
Edmonds	Chinese-Taiwanese	2
	Chinese-Unspecified	3
	Chuuk	4
	Creole	2
	Dutch	1
	Egyptian-Arabic	2
	Ethiopic	2
	Farsi	11
	Fijian	3
	French	4
	German	3
	Hebrew, Modern	1
	Hindi	17
	Hmong	3
	Hungarian	2
	Igbo	1
	Ilokano	1
	Indonesian	7
	Italian	1
	Japanese	10
	Khmer	1
	Kikuya	1
	Korean	97
	Kurdish	1
	Lao	4
	Lingala	1
	Lithuanian	1
	Malay	2
	Malayalam	1
	Mandingo	6
Marshallese	5	
Mongolian	6	
Oromo	1	
Pashto	2	
Persian	1	
Polish	1	
Punjabi	27	
Pushtu	2	
Rumanian	18	
Russian	50	

## Appendix B: Languages Spoken by District

District	Languages	Served
Edmonds	Rwanda	1
	Samoaan	2
	Serbo-Croatian	11
	Shona	1
	Sinhalese	1
	Slovak	2
	Somali	29
	Spanish	744
	Swahili	6
	Tagalog	42
	Tamil	2
	Thai	12
	Tigrinya	50
	Tongan	1
	Turkish	2
	Twi	2
	Ukrainian	109
	Urdu	32
	Uzbek	1
	Vietnamese	165
Wolof	5	
<b>Ellensburg</b>	<b>District Total (11)</b>	<b>208</b>
	Amharic	2
	Arabic	2
	Cambodian	3
	Carolinina	1
	Chinese-Cantonese	2
	Chinese-Mandarin	1
	Khmer	1
	Papago	1
	Punjabi	4
	Spanish	190
	Vietnamese	1
<b>Elma</b>	<b>District Total (3)</b>	<b>53</b>
	Cambodian	1
	Ethiopic	1
	Spanish	51
<b>Entiat</b>	<b>District Total (1)</b>	<b>62</b>
	Spanish	62
<b>Enumclaw</b>	<b>District Total (2)</b>	<b>121</b>

District	Languages	Served
Enumclaw	Korean	6
	Spanish	115
<b>Ephrata</b>	<b>District Total (7)</b>	<b>186</b>
	Chinese-Unspecified	1
	Gujarati	1
	Marathi	1
	Punjabi	1
	Russian	9
	Spanish	169
	Ukrainian	4
<b>Everett</b>	<b>District Total (51)</b>	<b>1,792</b>
	Arabic	101
	Bantu	6
	Bengali	1
	Bosnian	4
	Cambodian	29
	Chinese-Cantonese	7
	Chinese-Mandarin	5
	Chinese-Unspecified	28
	Chuuk	1
	Dutch	1
	Farsi	4
	Fijian	2
	French	5
	Gujarati	1
	Hindi	10
	Hmong	10
	Ibo	1
	Indonesian	5
	Japanese	10
	Javanese	1
	Korean	55
	Kurdish	2
	Lao	8
	Mandingo	2
	Marshallese	30
	Mixteco	1
	Oromo	3
	Persian	1
	Polish	5

## Appendix B: Languages Spoken by District

District	Languages	Served
Everett	Portugese	2
	Punjabi	13
	Rumanian	9
	Russian	227
	Sindhi	1
	Somali	21
	Spanish	744
	Swahili	15
	Tagalog	44
	Tamil	1
	Temne	1
	Thai	6
	Tibetan	1
	Tigrinya	3
	Tongan	2
	Trukese	9
	Ukrainian	211
	Unknown	1
	Urdu	4
	Vietnamese	132
Wolof	1	
Yap	5	
<b>Evergreen (Clark)</b>	<b>District Total (57)</b>	<b>2,458</b>
	Arabic	16
	Armenian	2
	Bengali	3
	Bosnian	31
	Bulgarian	5
	Burmese	1
	Cambodian	22
	Carolinina	13
	Cebuano	1
	Chamorro	10
	Chinese-Cantonese	23
	Chinese-Fukienese	1
	Chinese-Mandarin	26
	Chinese-Taiwanese	4
	Chungki	5
	Chuuk	3
	Estonian	1

District	Languages	Served
Evergreen (Clark)	French	2
	Georgian	1
	German	2
	Greek, Modern	2
	Gujarati	1
	Hindi	20
	Hmong	11
	Hungarian	4
	Ilokano	2
	Indonesian	1
	Irish	2
	Japanese	35
	Khmer	3
	Korean	49
	Lao	11
	Lithuanian	3
	Mende	2
	Moldavian	17
	Navajo	1
	Nepali	3
	Papago	1
	Persian	2
	Pilipino	13
	Polish	2
	Punjabi	19
	Rumanian	89
	Russian	681
	Samoan	20
	Spanish	818
	Tagalog	31
	Tamil	2
	Telugu	3
	Thai	4
	Tibetan	8
	Tigrinya	4
Trukese	16	
Turkish	23	
Ukrainian	247	
Urdu	1	
Vietnamese	135	

## Appendix B: Languages Spoken by District

District	Languages	Served
<b>Federal Way</b>	<b>District Total (76)</b>	<b>2,873</b>
	Albanian	12
	Amharic	9
	Arabic	7
	Bikol	2
	Bosnian	1
	Byelorussian	1
	Cambodian	35
	Carolinina	1
	Chagatai	1
	Chinese-Cantonese	24
	Chinese-Mandarin	3
	Chinese-Taiwanese	2
	Chinese-Unspecified	1
	Cornish	11
	Creole	7
	Dari	1
	Ethiopic	1
	Farsi	5
	Finnish	1
	French	7
	Gujarati	2
	Hausa	9
	Hindi	11
	Hmong	4
	Hungarian	3
	Ibo	1
	Iqbo	2
	Ilokano	5
	Japanese	3
	Kakwa	1
	Kannada	1
	Khmer	1
	Kikuya	11
	Korean	239
	Kosraean	6
	Krio	1
	Kurdish	1
	Lao	6
	Lithuanian	1

District	Languages	Served
Federal Way	Luganda	3
	Makua	8
	Malayalam	5
	Marshallese	37
	Mien	4
	Moldavian	2
	Mongolian	5
	Nanai	2
	Nuer	4
	Oromo	1
	Palau	4
	Pilipino	9
	Polish	2
	Portugese	2
	Pulau-Guai	1
	Punjabi	38
	Rumanian	6
	Russian	216
	Sahaptian	1
	Samoan	114
	Sinhalese	2
	Somali	28
	Spanish	1,527
	Sudanese-Arabic	1
	Swahili	27
	Tagalog	51
	Tamil	3
	Telugu	8
	Thai	7
	Tocharian	2
	Tongan	9
	Twi	48
	Ukrainian	170
	Unknown	1
	Urdu	2
	Vietnamese	81
	Yoruba	2
<b>Ferndale</b>	<b>District Total (12)</b>	<b>262</b>
	Cambodian	1
	Chinese-Mandarin	3



## Appendix B: Languages Spoken by District

District	Languages	Served
Ferndale	Farsi	1
	Haitian Creole	3
	Hindi	1
	Korean	1
	Punjabi	22
	Russian	96
	Spanish	100
	Ukrainian	30
	Unknown	1
	Vietnamese	3
	<b>Fife</b>	<b>District Total (22)</b>
	Bantu	1
	Cakchiquel	1
	Cambodian	4
	Chinese-Fukienese	2
	Chinese-Mandarin	1
	Ilokano	1
	Korean	27
	Lao	1
	Marshallese	2
	Moldavian	1
	Polish	1
	Rumanian	1
	Russian	6
	Samoan	13
	Spanish	231
	Stoney	1
	Swahili	3
	Tagalog	11
	Thai	1
	Twi	4
	Ukrainian	28
	Vietnamese	9
<b>Finley</b>	<b>District Total (4)</b>	<b>117</b>
	Italian	12
	Russian	1
	Spanish	102
	Ukrainian	2
<b>Franklin Pierce</b>	<b>District Total (19)</b>	<b>504</b>
	Cambodian	21

District	Languages	Served
Franklin Pierce	Farsi	4
	French	1
	German	1
	Khmer	3
	Korean	40
	Lao	4
	Marshallese	3
	Moldavian	11
	Persian	3
	Pilipino	7
	Punjabi	1
	Rumanian	2
	Russian	33
	Samoan	20
	Spanish	316
	Tagalog	3
Ukrainian	12	
Vietnamese	19	
<b>Goldendale</b>	<b>District Total (2)</b>	<b>49</b>
	Chinese-Cantonese	1
	Spanish	48
<b>Grandview</b>	<b>District Total (2)</b>	<b>904</b>
	Sahaptian	3
	Spanish	901
<b>Granger</b>	<b>District Total (2)</b>	<b>613</b>
	Spanish	611
	Yakima	2
<b>Granite Falls</b>	<b>District Total (4)</b>	<b>27</b>
	Japanese	1
	Spanish	23
	Tagalog	1
	Ukrainian	2
<b>Highland</b>	<b>District Total (1)</b>	<b>236</b>
	Spanish	236
<b>Highline</b>	<b>District Total (71)</b>	<b>3,372</b>
	Acholi	2
	Akan	2
	Albanian	8
	Amharic	44
	Arabic	37

## Appendix B: Languages Spoken by District

District	Languages	Served
Highline	Armenian	3
	Bangala	1
	Bengali	4
	Bikol	1
	Bosnian	8
	Cakchiquel	3
	Cambodian	110
	Cham	3
	Chamorro	1
	Chao	1
	Chinese-Cantonese	7
	Chinese-Mandarin	4
	Chinese-Unspecified	8
	Chuuk	5
	Creole	5
	Ethiopic	2
	Fallani	1
	Farsi	13
	French	15
	Fula	1
	Fulfulde	1
	Gujarati	6
	Hausa	1
	Hindi	5
	Hmong	22
	Ilokano	15
	Japanese	4
	Khmer	7
	Kikuya	2
	Korean	4
Kosraean	6	
Kpelle	3	
Kurdish	4	
Lao	13	
Mandingo	7	
Marshallese	4	
Mien	1	
Mixteco	2	
Mongolian	3	
Nepali	4	

District	Languages	Served
Highline	Norwegian	1
	Nuer	2
	Oromo	15
	Palau	5
	Portugese	3
	Punjabi	64
	Rumanian	1
	Russian	8
	Samoan	99
	Serbo-Croatian	3
	Sogdian	3
	Somali	200
	Soninke	3
	Spanish	2,206
	Swahili	1
	Tagalog	54
	Tarasco	9
	Thai	9
	Tigrinya	11
	Tongan	11
	Trukese	2
Ukrainian	10	
Unknown	2	
Urdu	4	
Vietnamese	242	
Visayan	1	
<b>Hockinson</b>	<b>District Total (6)</b>	<b>17</b>
	Greek, Modern	1
	Rumanian	6
	Russian	4
	Spanish	3
	Ukrainian	2
	Vietnamese	1
<b>Hoquiam</b>	<b>District Total (2)</b>	<b>78</b>
	Korean	3
	Spanish	76
<b>Issaquah</b>	<b>District Total (53)</b>	<b>512</b>
	Acholi	1
	Amharic	1
	Arabic	12

## Appendix B: Languages Spoken by District

District	Languages	Served
Issaquah	Armenian	1
	Bengali	2
	Bulgarian	1
	Cambodian	2
	Chinese-Cantonese	17
	Chinese-Mandarin	18
	Chinese-Taiwanese	2
	Chinese-Unspecified	53
	Czech	4
	Danish	2
	Dutch	3
	Farsi	4
	Finnish	3
	French	2
	German	8
	Greek, Modern	2
	Gujarati	1
	Hindi	9
	Hmong	4
	Hungarian	1
	Indonesian	1
	Italian	1
	Japanese	19
	Kannada	1
	Korean	76
	Lao	1
	Malayalam	1
	Manchu	1
	Marathi	2
	Nepali	2
Osmanli	1	
Persian	1	
Polish	4	
Portugese	1	
Punjabi	1	
Rumanian	10	
Russian	16	
Somali	1	
Spanish	163	
Susu	1	

District	Languages	Served	
Issaquah	Swedish	2	
	Tagalog	5	
	Tamazight	1	
	Tamil	2	
	Telugu	9	
	Thai	1	
	Turkish	2	
	Ukrainian	2	
	Urdu	7	
	Vietnamese	24	
	<b>Kelso</b>	<b>District Total (11)</b>	<b>203</b>
Kennewick	Cambodian	4	
	Chinese-Cantonese	3	
	Chinese-Mandarin	2	
	German	2	
	Kanjobal	1	
	Russian	22	
	Somali	2	
	Spanish	152	
	Tagalog	1	
	Ukrainian	13	
	Vietnamese	1	
	<b>Kennewick</b>	<b>District Total (26)</b>	<b>1,604</b>
	Amharic	6	
	Arabic	39	
	Bosnian	25	
Burmese	6		
Chinese-Unspecified	6		
Danish	1		
Farsi	14		
French	1		
German	2		
Haitian Creole	1		
Italian	1		
Korean	1		
Nuer	10		
Persian	1		
Punjabi	3		
Rumanian	3		
Russian	46		

## Appendix B: Languages Spoken by District

District	Languages	Served
Kennewick	Somali	11
	Spanish	1,397
	Swahili	1
	Tagalog	5
	Thai	1
	Turkic	1
	Turkish	4
	Ukrainian	6
	Vietnamese	12
	<b>Kent</b>	<b>District Total (87)</b>
	Afrikaans	1
	Albanian	2
	Amharic	11
	Arabic	34
	Bangala	1
	Bemba	1
	Bengali	6
	Bisaya	1
	Bosnian	2
	Bulgarian	9
	Burmese	5
	Byelorussian	2
	Cambodian	72
	Cebuano	5
	Chamorro	1
	Chinese-Cantonese	23
	Chinese-Mandarin	21
	Chinese-Unspecified	26
	Chungki	2
	Chuuk	3
	Columbia River Sehapitin	1
	Cowichan	1
	Creole	11
	Ethiopic	2
	Farsi	11
	Fijian	5
	French	7
	Fula	3
	German	7
	Gujarati	2

District	Languages	Served	
Kent	Haitian Creole	2	
	Hawaiian	2	
	Hindi	38	
		Hmong	3
		Ibo	2
		Ilokano	9
		Japanese	14
		Kikuya	1
		Kmhmu	1
		Korean	32
		Kosraean	6
		Kpelle	1
		Krio	5
		Kurdish	19
		Lao	26
		Liberian	11
		Lingala	1
		Lithuanian	1
		Luganda	2
		Marshallese	2
		Mien	9
		Moldavian	1
		Nepali	5
		Nuer	2
		Nyanja	1
		Oromo	6
		Pahlavi	1
		Papago	1
		Pashto	2
		Persian	2
		Pilipino	19
		Polish	3
		Portugese	5
		Punjabi	269
		Rumanian	30
		Russian	227
		Samoan	36
		Serbo-Croatian	1
	Sinhalese	1	
	Somali	308	

## Appendix B: Languages Spoken by District

District	Languages	Served
Kent	Spanish	1,254
	Swahili	20
	Tagalog	67
	Tamil	1
	Telugu	1
	Thai	6
	Tigrinya	8
	Tongan	5
	Turkic	3
	Turkish	68
	Ukrainian	425
	Unknown	22
	Urdu	9
	Vietnamese	228
	Wolof	1
	Yakut	1
	Yoruba	2
<b>Kiona Benton</b>	<b>District Total (2)</b>	<b>205</b>
	Spanish	204
	Vietnamese	1
<b>Kittitas</b>	<b>District Total (2)</b>	<b>42</b>
	Chinese-Mandarin	1
	Spanish	41
<b>Lacenter</b>	<b>District Total (5)</b>	<b>15</b>
	Bassa	2
	Russian	2
	Spanish	9
	Ukrainian	1
	Vietnamese	1
<b>Lake Chelan</b>	<b>District Total (1)</b>	<b>279</b>
	Spanish	279
<b>Lake Stevens</b>	<b>District Total (19)</b>	<b>223</b>
	American Sign Language	1
	Amharic	1
	Arabic	3
	Chinese-Cantonese	2
	Fijian	1
	French	5
	Hmong	8
	Japanese	4

District	Languages	Served	
Lake Stevens	Korean	1	
	Lao	4	
	Pilipino	1	
	Portugese	1	
	Punjabi	1	
	Russian	23	
	Spanish	137	
	Tagalog	4	
	Ukrainian	23	
	Unknown	2	
	Vietnamese	1	
	<b>Lake Washington</b>	<b>District Total (71)</b>	<b>1,174</b>
		Afrikaans	1
	Amharic	1	
	Arabic	21	
	Armenian	3	
	Azerbaijani	8	
	Bengali	2	
	Bosnian	4	
	Bulgarian	7	
	Byelorussian	1	
	Cakchiquel	1	
	Cambodian	11	
	Carolinina	9	
	Cham	1	
	Chinese-Cantonese	19	
	Chinese-Mandarin	24	
	Chinese-Taiwanese	6	
	Chinese-Unspecified	38	
	Czech	1	
	Danish	11	
	Dutch	7	
	Egyptian-Arabic	1	
	Ethiopic	1	
	Ewe	1	
	Farsi	14	
	Finnish	6	
	French	23	
	German	14	
	Greek, Modern	1	

## Appendix B: Languages Spoken by District

District	Languages	Served
Lake Washington	Gujarati	5
	Hebrew, Modern	25
	Hindi	14
	Hmong	36
	Hungarian	2
	Ilokano	1
	Indonesian	4
	Italian	3
	Japanese	82
	Kannada	1
	Khmer	6
	Korean	37
	Lao	9
	Lithuanian	1
	Malay	1
	Marathi	2
	Mongolian	2
	Nepali	3
	Norwegian	1
	Persian	1
	Polish	6
	Portugese	40
	Punjabi	6
	Quechua	1
	Rumanian	21
	Russian	61
	Samoan	1
	Serbo-Croatian	3
	Slovak	1
	Slovenian	1
	Somali	13
	Spanish	428
	Swedish	5
	Tagalog	10
	Tamil	10
	Telugu	12
	Thai	7
	Trukese	1
	Turkish	3
	Ukrainian	12

District	Languages	Served
Lake Washington	Unknown	7
	Urdu	11
	Vietnamese	41
<b>Lakewood</b>	<b>District Total (9)</b>	<b>81</b>
	Chinese-Unspecified	1
	Japanese	5
	Pohnpeian	1
	Russian	12
	Spanish	47
	Tagalog	3
	Ukrainian	7
	Unknown	2
	Vietnamese	3
<b>Lind</b>	<b>District Total (1)</b>	<b>36</b>
	Spanish	36
<b>Longview</b>	<b>District Total (20)</b>	<b>427</b>
	Cambodian	15
	Chinese-Mandarin	1
	Chinese-Unspecified	4
	Ethiopic	1
	Finnish	1
	French	1
	German	1
	Haitian Creole	1
	Hawaiian	1
	Japanese	1
	Korean	5
	Mien	1
	Mixteco	1
	Russian	12
	Spanish	363
	Thai	1
	Ukrainian	1
	Unknown	11
	Urdu	3
	Vietnamese	3
<b>Lyle</b>	<b>District Total (1)</b>	<b>10</b>
	Spanish	10
<b>Lynden</b>	<b>District Total (10)</b>	<b>242</b>
	Bosnian	1

## Appendix B: Languages Spoken by District

District	Languages	Served
Lynden	Finnish	1
	Mixteco	5
	Punjabi	16
	Russian	9
	Samoan	1
	Spanish	204
	Tagalog	1
	Ukrainian	3
	Vietnamese	1
	<b>Mabton</b>	<b>District Total (1)</b>
	Spanish	479
<b>Manson</b>	<b>District Total (1)</b>	<b>229</b>
	Spanish	229
<b>Marysville</b>	<b>District Total (24)</b>	<b>726</b>
	Arabic	7
	Cambodian	3
	Chinese-Unspecified	6
	German	3
	Hindi	3
	Ilokano	1
	Indonesian	2
	Japanese	11
	Korean	5
	Kurdish	6
	Lao	4
	Marshallese	6
	Persian	1
	Pilipino	5
	Punjabi	23
	Rumanian	3
	Russian	56
	Samoan	2
	Spanish	463
	Tagalog	27
	Thai	4
	Ukrainian	60
	Vietnamese	23
	Yap	2
<b>Mead</b>	<b>District Total (21)</b>	<b>142</b>
	Amharic	1

District	Languages	Served
Mead	Arabic	5
	Bulgarian	4
	Byelorussian	1
	Cakchiquel	2
	Chinese-Cantonese	2
	Chinese-Mandarin	2
	Ethiopic	3
	French	1
	Hmong	1
	Korean	13
	Latvian	1
	Marshallese	9
	Punjabi	4
	Russian	51
	Spanish	13
	Swahili	1
	Tagalog	7
	Thai	1
	Ukrainian	13
	Vietnamese	7
<b>Medical Lake</b>	<b>District Total (6)</b>	<b>21</b>
	Japanese	1
	Korean	3
	Russian	5
	Spanish	6
	Tagalog	4
	Thai	2
<b>Mercer Island</b>	<b>District Total (15)</b>	<b>72</b>
	Bemba	2
	Chinese-Cantonese	6
	Chinese-Mandarin	10
	Chinese-Unspecified	2
	Danish	2
	Hindi	1
	Italian	1
	Japanese	3
	Korean	28
	Norwegian	1
	Polish	5
	Russian	2

## Appendix B: Languages Spoken by District

District	Languages	Served
Mercer Island	Spanish	5
	Tagalog	1
	Vietnamese	3
<b>Meridian</b>	<b>District Total (8)</b>	<b>153</b>
	Chinese-Cantonese	1
	Chinese-Mandarin	2
	Japanese	1
	Punjabi	24
	Russian	29
	Spanish	79
	Ukrainian	15
	Vietnamese	2
<b>Methow Valley</b>	<b>District Total (2)</b>	<b>7</b>
	Palau	1
	Spanish	6
<b>Monroe</b>	<b>District Total (13)</b>	<b>401</b>
	Arabic	2
	Cambodian	4
	Chinese-Unspecified	2
	French	1
	Hmong	4
	Hungarian	1
	Kurdish	1
	Lao	1
	Pilipino	3
	Russian	5
	Spanish	368
	Thai	4
	Ukrainian	5
<b>Montesano</b>	<b>District Total (1)</b>	<b>16</b>
	Spanish	16
<b>Moses Lake</b>	<b>District Total (9)</b>	<b>745</b>
	Japanese	6
	Korean	2
	Rumanian	2
	Russian	35
	Spanish	626
	Tagalog	2
	Thai	1
	Ukrainian	69

District	Languages	Served
Moses Lake	Vietnamese	2
<b>Mossyrock</b>	<b>District Total (2)</b>	<b>25</b>
	Russian	1
	Spanish	24
<b>Mount Adams</b>	<b>District Total (1)</b>	<b>109</b>
	Spanish	109
<b>Mount Baker</b>	<b>District Total (11)</b>	<b>191</b>
	Fijian	2
	French	2
	German	3
	Ilokano	1
	Khmer	2
	Pilipino	1
	Russian	120
	Spanish	39
	Turkish	1
	Ukrainian	19
	Unknown	1
<b>Mount Vernon</b>	<b>District Total (16)</b>	<b>1,607</b>
	Bulgarian	1
	Chinese-Cantonese	1
	Chinese-Unspecified	1
	Croatian	1
	Farsi	1
	Korean	2
	Marshallese	4
	Mixteco	96
	Pilipino	1
	Punjabi	3
	Russian	53
	Samoan	2
	Spanish	1,403
	Tagalog	3
	Ukrainian	33
	Vietnamese	2
<b>Mukilteo</b>	<b>District Total (60)</b>	<b>2,587</b>
	Albanian	1
	American Sign Language	1
	Amharic	9
	Arabic	43



## Appendix B: Languages Spoken by District

District	Languages	Served
Mukilteo	Armenian	2
	Bengali	3
	Bosnian	11
	Bulgarian	1
	Cambodian	39
	Chinese-Cantonese	13
	Chinese-Mandarin	10
	Chungki	1
	Chuuk	8
	Dutch	2
	Farsi	7
	Fijian	2
	French	5
	Fula	2
	German	3
	Hawaiian	1
	Hindi	10
	Hmong	5
	Hungarian	1
	Igbo	3
	Ilokano	2
	Indonesian	38
	Italian	3
	Japanese	14
	Khmer	6
	Korean	146
	Kurdish	3
	Lao	18
	Malay	1
	Malayalam	1
	Mandingo	7
	Marshallese	22
	Mixteco	6
	Mongolian	5
	Niuean	1
	Nuer	3
	Pilipino	10
	Polish	5
	Portugese	8
	Punjabi	51

District	Languages	Served
Mukilteo	Rumanian	11
	Russian	213
	Samoan	4
	Spanish	1418
	Swahili	4
	Swedish	2
	Tagalog	34
	Thai	5
	Tigrinya	5
	Tongan	1
	Ukrainian	232
	Unknown	4
	Urdu	14
	Vietnamese	98
	Wolof	7
	Yoruba	2
<b>Naches Valley</b>	<b>District Total (2)</b>	<b>80</b>
	Lao	1
	Spanish	79
<b>Naselle Grays</b>	<b>District Total (1)</b>	<b>5</b>
	Spanish	5
<b>Nooksack Valley</b>	<b>District Total (4)</b>	<b>232</b>
	Aguacateco	11
	Punjabi	2
	Spanish	214
	Ukrainian	5
<b>North Franklin</b>	<b>District Total (8)</b>	<b>853</b>
	Chinese-Cantonese	1
	German	1
	Korean	1
	Lao	3
	Pilipino	1
	Portugese	3
	Spanish	842
	Swedish	1
<b>North Kitsap</b>	<b>District Total (23)</b>	<b>212</b>
	Amharic	1
	Chamorro	1
	Chinese-Cantonese	3
	Chinese-Unspecified	2

## Appendix B: Languages Spoken by District

District	Languages	Served
North Kitsap	Dutch	1
	German	1
	Hawaiian	2
	Icelandic (Old)	1
	Ilokano	1
	Japanese	7
	Khmer	1
	Korean	4
	Lao	1
	Pilipino	2
	Punjabi	2
	Russian	7
	Salish	7
	Samoan	7
	Spanish	144
	Swedish	1
	Tagalog	7
	Thai	1
Vietnamese	8	
<b>North Mason</b>	<b>District Total (3)</b>	<b>64</b>
	Kanjobal	10
	Kannada	28
	Spanish	26
<b>North Thurston</b>	<b>District Total (23)</b>	<b>246</b>
	Cambodian	1
	Carolinina	4
	Chamorro	1
	Chinese-Cantonese	2
	Dutch	3
	German	5
	Hindi	2
	Japanese	1
	Kikuya	1
	Korean	33
	Lao	5
	Marshallese	5
	Pilipino	1
	Polish	1
	Portugese	2
	Punjabi	2

District	Languages	Served	
North Thurston	Russian	2	
	Samoan	3	
	Spanish	140	
	Swahili	2	
	Tagalog	3	
	Thai	3	
	Vietnamese	24	
	<b>Northshore</b>	<b>District Total (52)</b>	<b>982</b>
		Afrikaans	2
		Amharic	2
		Arabic	15
		Armenian	2
		Cambodian	7
		Chinese-Cantonese	7
	Chinese-Mandarin	19	
	Chinese-Taiwanese	1	
	Chinese-Unspecified	26	
	Danish	1	
	Dutch	4	
	Egyptian-Arabic	1	
	Farsi	13	
	French	5	
	German	4	
	Greek, Modern	1	
	Gujarati	3	
	Hebrew, Modern	1	
	Hindi	6	
	Hmong	4	
	Igbo	1	
	Indonesian	2	
	Italian	5	
	Japanese	16	
	Khmer	3	
	Korean	50	
	Krio	2	
	Lao	5	
	Latvian	1	
	Malayalam	3	
	Marathi	1	
	Mongolian	6	

## Appendix B: Languages Spoken by District

District	Languages	Served
Northshore	Pilipino	4
	Polish	3
	Portugese	6
	Punjabi	11
	Rumanian	23
	Russian	38
	Serbo-Croatian	1
	Somali	4
	Spanish	576
	Swahili	2
	Swedish	1
	Tagalog	14
	Tamil	8
	Telugu	10
	Thai	5
	Tigrinya	6
	Ukrainian	9
	Unknown	1
	Urdu	1
	Vietnamese	40
<b>Oak Harbor</b>	<b>District Total (14)</b>	<b>206</b>
	Chamorro	2
	Chinese-Unspecified	7
	French	2
	Jamaican	1
	Japanese	30
	Korean	7
	Malay	2
	Marshallese	1
	Punjabi	2
	Samoan	2
	Spanish	72
	Swahili	1
	Tagalog	76
	Vietnamese	1
<b>Ocean Beach</b>	<b>District Total (3)</b>	<b>43</b>
	Chinese-Mandarin	1
	Spanish	39
	Thai	3
<b>Ocosta</b>	<b>District Total (3)</b>	<b>32</b>

District	Languages	Served
Ocosta	Korean	1
	Pilipino	1
	Spanish	30
<b>Okanogan</b>	<b>District Total (2)</b>	<b>86</b>
	Italian	41
	Spanish	45
<b>Olympia</b>	<b>District Total (17)</b>	<b>182</b>
	Cambodian	4
	Chinese-Cantonese	2
	Chinese-Mandarin	18
	Hindi	1
	Japanese	1
	Kanjobal	1
	Korean	19
	Marshallese	2
	Pali	1
	Punjabi	2
	Russian	3
	Spanish	64
	Tagalog	5
	Telugu	2
	Thai	4
	Ukrainian	1
	Vietnamese	53
<b>Omak</b>	<b>District Total (4)</b>	<b>74</b>
	Indonesian	5
	Italian	3
	Punjabi	1
	Spanish	65
<b>Onalaska</b>	<b>District Total (1)</b>	<b>13</b>
	Spanish	13
<b>Orondo</b>	<b>District Total (1)</b>	<b>90</b>
	Spanish	90
<b>Oroville</b>	<b>District Total (1)</b>	<b>99</b>
	Spanish	99
<b>Orting</b>	<b>District Total (5)</b>	<b>46</b>
	Arabic	3
	Korean	4
	Russian	8
	Spanish	28

## Appendix B: Languages Spoken by District

District	Languages	Served
Orting	Tagalog	3
<b>Othello</b>	District Total (5)	1,520
	Mixteco	126
	Navajo	2
	Spanish	1,390
	Thai	1
	Urdu	1
<b>Palisades</b>	District Total (1)	35
	Spanish	35
<b>Pasco</b>	District Total (21)	5,602
	Arabic	5
	Bosnian	3
	Burmese	1
	Chagatai	1
	Chinese-Cantonese	2
	Chinese-Mandarin	2
	Ethiopic	3
	French	2
	Gujarati	2
	Italian	6
	Korean	1
	Lao	13
	Moldavian	2
	Portugese	2
	Russian	82
	Somali	1
	Spanish	5,389
	Sudanese-Arabic	3
	Tagalog	4
	Ukrainian	58
	Vietnamese	20
<b>Pateros</b>	District Total (2)	45
	Italian	13
	Spanish	32
<b>Paterson</b>	District Total (1)	36
	Spanish	36
<b>Peninsula</b>	District Total (11)	65
	Arabic	1
	Bulgarian	1
	Chinese-Cantonese	4

District	Languages	Served
Peninsula	Farsi	2
	Japanese	4
	Korean	3
	Krio	3
	Spanish	41
	Turkic	1
	Ukrainian	3
	Vietnamese	2
<b>Pomeroy</b>	District Total (2)	6
	Russian	1
	Spanish	5
<b>Port Angeles</b>	District Total (9)	28
	Chinese-Mandarin	1
	Ethiopic	2
	German	1
	Pilipino	3
	Punjabi	1
	Russian	8
	Spanish	10
	Thai	1
	Ukrainian	1
<b>Port Townsend</b>	District Total (5)	23
	Amharic	4
	Chinese-Mandarin	1
	French	2
	Samoan	6
	Spanish	10
<b>Prescott</b>	District Total (1)	89
	Spanish	90
<b>Prosser</b>	District Total (3)	568
	Chinese-Unspecified	1
	Korean	1
	Spanish	566
<b>Pullman</b>	District Total (16)	73
	Arabic	6
	Armenian	1
	Bengali	2
	Chinese-Unspecified	18
	French	1
	German	2

## Appendix B: Languages Spoken by District

District	Languages	Served
Pullman	Hindi	1
	Japanese	1
	Korean	23
	Russian	3
	Spanish	4
	Swahili	5
	Thai	3
	Turkish	1
	Ukrainian	1
	Vietnamese	1
<b>Puyallup</b>	<b>District Total (33)</b>	<b>538</b>
	Afrikaans	1
	Arabic	6
	Bulgarian	1
	Cambodian	13
	Carolinina	5
	Chamorro	1
	Chinese-Cantonese	1
	Chinese-Mandarin	14
	Chuuk	2
	Farsi	10
	German	1
	Hindi	1
	Ilokano	1
	Japanese	5
	Khmer	2
	Korean	53
	Lao	1
	Luo	1
	Mien	1
	Moldavian	1
	Punjabi	23
	Rumanian	2
	Russian	27
	Samoan	7
	Somali	1
	Soninke	1
	Spanish	302
	Swahili	1
	Tagalog	9

District	Languages	Served
Puyallup	Thai	4
	Ukrainian	12
	Urdu	2
	Vietnamese	26
	<b>Quillayute Valley</b>	<b>District Total (7)</b>
	Chinese-Unspecified	1
	German	1
	Kanjobal	1
	Mam	11
	Russian	1
	Spanish	115
	Tarasco	4
<b>Quinault</b>	<b>District Total (2)</b>	<b>31</b>
	Korean	1
	Spanish	30
<b>Quincy</b>	<b>District Total (4)</b>	<b>953</b>
	Punjabi	1
	Russian	1
	Spanish	948
	Ukrainian	3
<b>Raymond</b>	<b>District Total (3)</b>	<b>53</b>
	Cambodian	5
	Lao	13
	Spanish	35
<b>Renton</b>	<b>District Total (59)</b>	<b>2,026</b>
	Amharic	6
	Arabic	22
	Bengali	1
	Bulgarian	4
	Cakchiquel	6
	Cambodian	31
	Carolinina	1
	Cebuano	1
	Cham	2
	Chamorro	1
	Chinese-Cantonese	105
	Chinese-Fukienese	2
	Chinese-Mandarin	17
	Czech	1
	Dari	1

## Appendix B: Languages Spoken by District

District	Languages	Served
Renton	Ethiopic	1
	Farsi	6
	Finnish	1
	French	1
	Hausa	1
	Hebrew, Modern	1
	Hindi	10
	Hmong	8
	Ilokano	14
	Japanese	6
	Kannada	3
	Khmer	4
	Kikuya	1
	Korean	18
	Kurdish	1
	Lao	36
	Latvian	1
	Luganda	2
	Mien	6
	Moldavian	20
	Mongolian	5
	Nuer	2
	Oromo	1
	Pashto	3
	Persian	1
	Polish	6
	Portugese	4
	Punjabi	15
	Rumanian	31
	Russian	73
	Samoan	13
	Somali	133
	Spanish	968
	Swahili	9
	Tagalog	78
	Telugu	5
	Thai	6
	Tigrinya	5
	Tongan	1
	Turkish	1

District	Languages	Served
Renton	Twi	1
	Ukrainian	77
	Unknown	2
	Vietnamese	244
<b>Richland</b>	<b>District Total (26)</b>	<b>251</b>
	Albanian	3
	Amharic	8
	Arabic	11
	Bengali	1
	Bosnian	4
	Chinese-Cantonese	1
	Chinese-Mandarin	1
	Chinese-Unspecified	6
	Dutch	1
	Farsi	1
	French	1
	German	3
	Indonesian	1
	Korean	8
	Lao	2
	Portugese	1
	Punjabi	6
	Rumanian	2
	Russian	18
	Serbo-Croatian	1
	Spanish	79
	Tagalog	2
	Thai	2
	Ukrainian	71
	Unknown	2
	Vietnamese	15
<b>Ridgefield</b>	<b>District Total (9)</b>	<b>68</b>
	Cambodian	1
	Chinese-Unspecified	1
	Japanese	1
	Pilipino	3
	Rumanian	1
	Russian	25
	Spanish	34
	Thai	1

## Appendix B: Languages Spoken by District

District	Languages	Served
Ridgefield	Vietnamese	1
<b>Riverview</b>	<b>District Total (7)</b>	<b>96</b>
	French	1
	Hmong	4
	Korean	1
	Russian	3
	Spanish	85
	Unknown	1
	Vietnamese	1
<b>Rochester</b>	<b>District Total (5)</b>	<b>128</b>
	American Sign Language	1
	Arabic	1
	German	1
	Khalkha	20
	Spanish	105
<b>Roosevelt</b>	<b>District Total (1)</b>	<b>11</b>
	Spanish	11
<b>Royal</b>	<b>District Total (1)</b>	<b>466</b>
	Spanish	466
<b>Seattle</b>	<b>District Total (75)</b>	<b>5,986</b>
	Afrikaans	4
	Albanian	10
	Amharic	165
	Arabic	53
	Bemba	1
	Bengali	2
	Berber	2
	Bulgarian	9
	Burmese	3
	Cambodian	150
	Cebuano	6
	Cham	15
	Chinese-Cantonese	422
	Chinese-Fukienese	1
	Chinese-Mandarin	84
	Chinese-Taiwanese	4
	Chinese-Unspecified	19
	Cornish	2
	Creole	1
	Croatian	1

District	Languages	Served
Seattle	Czech	1
	Danish	4
	Farsi	4
	Fijian	2
	Finnish	1
	French	27
	Georgian	1
	German	2
	Greek, Modern	1
	Gujarati	1
	Haitian Creole	8
	Hausa	1
	Hebrew, Modern	14
	Hindi	18
	Hmong	11
	Ibo	2
	Ilokano	82
	Indonesian	3
	Italian	3
	Japanese	27
	Khmer	1
	Kmhmu	4
	Korean	53
	Kru	3
	Lao	79
	Malay	5
	Mandingo	3
	Mien	43
	Mongolian	13
	Nepali	9
	Oromo	169
	Pilipino	5
	Polish	6
	Portugese	13
	Punjabi	9
	Rumanian	4
	Russian	46
	Samoan	51
	Serbo-Croatian	4
	Somali	729

## Appendix B: Languages Spoken by District

District	Languages	Served	
Seattle	Spanish	1,961	
	Sudanese-Arabic	1	
	Swahili	126	
	Tagalog	302	
	Thai	28	
	Tibetan	4	
	Tigrinya	102	
	Toishanese	136	
	Tongan	5	
	Turkish	2	
	Twi	1	
	Unknown	53	
	Urdu	12	
	Vietnamese	834	
	Wolof	3	
	<b>Sedro-Woolley</b>	<b>District Total (19)</b>	<b>273</b>
		Afrikaans	1
		Amharic	10
		Cebuano	1
	Chinese-Unspecified	1	
	Chuuk	1	
	Ethiopic	1	
	French	1	
	German	4	
	Korean	1	
	Marshallese	6	
	Mixteco	9	
	Punjabi	2	
	Russian	13	
	Samoan	2	
	Somali	1	
	Spanish	213	
	Ukrainian	4	
	Unknown	1	
	Yap	1	
<b>Selah</b>	<b>District Total (2)</b>	<b>169</b>	
	Spanish	168	
	Thai	1	
<b>Sequim</b>	<b>District Total (7)</b>	<b>54</b>	
	Cambodian	1	

District	Languages	Served
Sequim	Chinese-Unspecified	3
	French	2
	Haitian Creole	1
	Russian	4
	Spanish	42
	Vietnamese	1
<b>Shelton</b>	<b>District Total (6)</b>	<b>254</b>
	Punjabi	2
	Russian	2
	Samoan	3
	Spanish	245
	Sudanese-Arabic	1
	Thai	1
<b>Shoreline</b>	<b>District Total (52)</b>	<b>651</b>
	Akan	1
	Albanian	4
	Amharic	22
	Arabic	14
	Berber	1
	Bosnian	4
	Bulgarian	3
	Burmese	2
	Cambodian	4
	Chinese-Cantonese	32
	Chinese-Mandarin	20
	Chinese-Taiwanese	3
	Chinese-Unspecified	6
	Farsi	3
	French	3
	Fula	1
	German	3
	Hebrew, Modern	2
	Hindi	7
	Hungarian	1
	Ilokano	1
	Indonesian	3
	Japanese	5
	Kinyarwanda	1
	Korean	106
	Latvian	1



## Appendix B: Languages Spoken by District

District	Languages	Served
Shoreline	Mandingo	4
	Mongolian	2
	Nepali	3
	Oromo	5
	Pashto	11
	Persian	1
	Polish	1
	Portugese	3
	Punjabi	13
	Russian	10
	Samoan	1
	Serbo-Croatian	1
	Somali	19
	Spanish	166
	Sudanese-Arabic	1
	Swahili	1
	Tagalog	39
	Thai	8
	Tibetan	3
	Tigrinya	28
	Turkish	3
Ukrainian	5	
Unknown	3	
Urdu	13	
Vietnamese	50	
Wolof	4	
<b>Snohomish</b>	<b>District Total (27)</b>	<b>221</b>
	Amharic	2
	Arabic	2
	Armenian	1
	Cambodian	1
	Chinese-Mandarin	1
	Chinese-Unspecified	3
	Finnish	4
	Greek, Modern	2
	Hindi	1
	Hmong	4
	Indonesian	1
	Italian	1
	Japanese	1

District	Languages	Served	
Snohomish	Korean	7	
	Lao	2	
	Latvian	1	
	Pilipino	1	
	Punjabi	1	
	Rumanian	1	
	Russian	28	
	Spanish	132	
	Tagalog	2	
	Telugu	3	
	Thai	1	
	Ukrainian	14	
	Urdu	1	
	Vietnamese	3	
	<b>Snoqualmie Valley</b>	<b>District Total (10)</b>	<b>66</b>
		Chinese-Mandarin	2
		Chinese-Unspecified	1
	German	2	
	Hmong	1	
	Korean	1	
	Portugese	4	
	Punjabi	1	
	Russian	2	
	Spanish	51	
	Vietnamese	1	
<b>Soap Lake</b>	<b>District Total (3)</b>	<b>136</b>	
	Russian	24	
	Spanish	66	
	Ukrainian	46	
<b>South Bend</b>	<b>District Total (3)</b>	<b>93</b>	
	Cambodian	2	
	Lao	1	
	Spanish	90	
<b>South Kitsap</b>	<b>District Total (16)</b>	<b>76</b>	
	Chinese-Mandarin	1	
	Chinese-Unspecified	3	
	Chuuk	3	
	Japanese	4	
	Kikuya	2	
	Korean	4	

## Appendix B: Languages Spoken by District

District	Languages	Served
South Kitsap	Marshallese	1
	Pilipino	1
	Polish	1
	Portugese	3
	Punjabi	2
	Russian	3
	Samoan	3
	Spanish	37
	Tagalog	6
	Thai	2
<b>South Whidbey</b>	<b>District Total (4)</b>	<b>10</b>
	Chinese-Unspecified	1
	Creole	1
	Japanese	1
	Spanish	7
<b>Spokane</b>	<b>District Total (47)</b>	<b>1,229</b>
	Albanian	4
	Amharic	9
	Arabic	27
	Azerbaijani	1
	Bisaya	1
	Bosnian	30
	Bulgarian	3
	Burmese	1
	Byelorussian	6
	Cakchiquel	1
	Chagatai	1
	Chinese-Cantonese	1
	Chinese-Mandarin	9
	Chinese-Unspecified	23
	Chuuk	17
	Creole	4
	Ethiopic	1
	Farsi	9
	German	3
	Haitian Creole	2
	Hebrew, Modern	1
	Hmong	43
	Japanese	1
	Kirgiz	1

District	Languages	Served
Spokane	Korean	9
	Lao	8
	Latvian	3
	Liberian	1
	Marshallese	145
	Moldavian	23
	Pashto	12
	Pilipino	1
	Punjabi	13
	Rumanian	2
	Russian	402
	Rwanda	1
	Serbo-Croatian	10
	Somali	12
	Spanish	219
	Swahili	10
Tagalog	10	
Tamil	1	
Thai	1	
Turkish	25	
Ukrainian	34	
Unknown	10	
Vietnamese	78	
<b>Stanwood-Camano</b>	<b>District Total (10)</b>	<b>91</b>
	Amharic	4
	Chinese-Cantonese	2
	Chinese-Unspecified	2
	French	1
	Japanese	1
	Punjabi	1
	Russian	2
	Spanish	76
	Ukrainian	1
	Unknown	1
<b>Stellacoom</b>	<b>District Total (14)</b>	<b>53</b>
	Chinese-Unspecified	2
	Creole	1
	French	1
	German	3
	Japanese	4

## Appendix B: Languages Spoken by District

District	Languages	Served
Steilacoom	Korean	14
	Pilipino	3
	Portugese	1
	Russian	1
	Samoan	1
	Spanish	10
	Tagalog	3
	Thai	3
	Vietnamese	6
	<b>Stevenson-Carson</b>	<b>District Total (4)</b>
	Pilipino	1
	Russian	2
	Spanish	24
	Thai	1
<b>Sultan</b>	<b>District Total (8)</b>	<b>80</b>
	Byelorussian	1
	Chinese-Unspecified	1
	Korean	6
	Lao	3
	Punjabi	1
	Russian	1
	Spanish	66
	Ukrainian	1
<b>Sumner</b>	<b>District Total (13)</b>	<b>150</b>
	American Sign Language	1
	Cambodian	3
	Carolinina	1
	Korean	1
	Lao	1
	Russian	7
	Samoan	1
	Spanish	124
	Tagalog	2
	Ukrainian	2
	Unknown	1
	Urdu	1
	Vietnamese	5
<b>Sunnyside</b>	<b>District Total (3)</b>	<b>1,474</b>
	Arabic	9
	French	2

District	Languages	Served
Sunnyside	Spanish	1463
<b>Tacoma</b>	<b>District Total (46)</b>	<b>2,321</b>
	Afrikaans	1
	Arabic	30
	Bantu	4
	Bulgarian	5
	Buriat	1
	Byelorussian	1
	Cakchiquel	1
	Cambodian	176
	Chamorro	1
	Chinese-Cantonese	10
	Chinese-Mandarin	5
	Chinese-Taiwanese	1
	Creole	3
	Dinka	1
	Estonian	1
	French	3
	Hawaiian	4
	Hindi	4
	Ilokano	8
	Japanese	3
	Khmer	19
	Korean	110
	Lao	16
	Liberian	1
	Malayalam	3
	Moldavian	55
	Mongolian	2
	Nigerian	1
	Pilipino	1
	Portugese	1
	Punjabi	1
	Rumanian	4
	Russian	205
	Samoan	74
	Somali	17
	Spanish	1,173
	Stoney	1
	Sudanese-Arabic	2

## Appendix B: Languages Spoken by District

District	Languages	Served	
Tacoma	Swahili	9	
	Swedish	1	
	Tagalog	20	
	Thai	6	
	Ukrainian	131	
	Urdu	6	
	Vietnamese	198	
	Yap	1	
	<b>Tahoma</b>	<b>District Total (28)</b>	<b>168</b>
		Arabic	1
	Cebuano	1	
	Chinese-Cantonese	3	
	Chinese-Unspecified	1	
	French	1	
	Hawaiian	1	
	Hmong	3	
	Hoh	1	
	Igbo	1	
	Indonesian	1	
	Japanese	1	
	Korean	5	
	Lithuanian	1	
	Makah	1	
	Malayalam	1	
	Mien	2	
	Pilipino	3	
	Portugese	2	
	Punjabi	2	
	Rumanian	1	
	Russian	7	
	Samoan	1	
	Spanish	101	
	Tagalog	3	
	Turkish	2	
	Twi	1	
	Ukrainian	15	
	Vietnamese	5	
<b>Tenino</b>	<b>District Total (4)</b>	<b>14</b>	
	Cambodian	1	
	Greek, Modern	1	

District	Languages	Served
Tenino	Hindi	2
	Spanish	10
<b>Thorp</b>	<b>District Total (1)</b>	<b>3</b>
	Spanish	3
<b>Toledo</b>	<b>District Total (1)</b>	<b>10</b>
	Spanish	10
<b>Tonasket</b>	<b>District Total (2)</b>	<b>133</b>
	Spanish	132
	Tagalog	1
<b>Toppenish</b>	<b>District Total (2)</b>	<b>1,443</b>
	Spanish	1,431
	Yakima	12
<b>Touchet</b>	<b>District Total (1)</b>	<b>30</b>
	Spanish	30
<b>Tukwila</b>	<b>District Total (52)</b>	<b>1,179</b>
	Afrikaans	3
	Amharic	17
	Arabic	8
	Bangala	2
	Bantu	8
	Bosnian	19
	Bulgarian	7
	Cambodian	11
	Chamorro	4
	Chinese-Mandarin	2
	Chinese-Taiwanese	1
	Chinese-Unspecified	10
	Dinka	5
	Fanti	1
	Farsi	13
	French	14
	Fula	1
	Gujarati	1
	Haitian Creole	1
	Hindi	3
	Hmong	1
	Ilokano	1
	Indonesian	1
	Japanese	3
	Khmer	2

## Appendix B: Languages Spoken by District

District	Languages	Served
Tukwilla	Korean	3
	Kosraean	3
	Krio	1
	Lao	7
	Malayalam	1
	Marshallese	1
	Moldavian	3
	Oromo	21
	Palau	3
	Pali	1
	Pilipino	4
	Punjabi	9
	Rumanian	4
	Russian	73
	Samoan	42
	Serbo-Croatian	22
	Somali	248
	Soninke	1
	Spanish	431
	Swahili	4
	Tagalog	19
	Thai	2
	Tigrinya	16
	Tongan	5
Turkish	33	
Unknown	31	
Vietnamese	52	
<b>Tumwater</b>	<b>District Total (12)</b>	<b>78</b>
	Amharic	2
	Cambodian	1
	Chinese-Mandarin	1
	Chinese-Unspecified	3
	Hindi	2
	Lao	1
	Punjabi	1
	Samoan	3
	Spanish	48
	Tagalog	1
	Tamil	1
	Vietnamese	14

District	Languages	Served
<b>Union Gap</b>	<b>District Total (1)</b>	<b>107</b>
	Spanish	107
<b>University Place</b>	<b>District Total (16)</b>	<b>138</b>
	Afrikaans	1
	Arabic	20
	Chinese-Cantonese	2
	Chinese-Mandarin	2
	Hindi	1
	Korean	36
	Marshallese	3
	Moldavian	15
	Portugese	1
	Punjabi	2
	Russian	25
	Samoan	1
	Spanish	12
	Tagalog	3
	Ukrainian	13
	Vietnamese	1
<b>Vancouver</b>	<b>District Total (47)</b>	<b>2,107</b>
	Albanian	1
	Arabic	8
	Armenian	1
	Bosnian	12
	Cambodian	14
	Chamorro	4
	Chinese-Cantonese	9
	Chinese-Mandarin	8
	Chinese-Taiwanese	1
	Chungki	3
	Chuuk	18
	Farsi	2
	Finnish	2
	French	2
	Georgian	2
	German	1
	Haitian Creole	2
	Hindi	12
	Hmong	6
	Ibo	1

## Appendix B: Languages Spoken by District

District	Languages	Served
Vancouver	Japanese	3
	Korean	16
	Lao	13
	Marshallese	2
	Moldavian	18
	Norwegian	2
	Pilipino	1
	Portugese	1
	Pulau-Guai	6
	Punjabi	8
	Rumanian	28
	Russian	377
	Samoaan	7
	Shona	1
	Spanish	1,266
	Swahili	3
	Tagalog	5
	Thai	5
	Tigrinya	1
	Tongan	3
Trukese	2	
Turkish	4	
Ukrainian	115	
Unknown	31	
Urdu	2	
Vietnamese	77	
Wolof	1	
<b>Vashon Island</b>	<b>District Total (5)</b>	<b>19</b>
	Cambodian	1
	Chinese-Unspecified	2
	Ethiopic	1
	Spanish	14
	Thai	1
<b>Wahluke</b>	<b>District Total (1)</b>	<b>1,270</b>
	Spanish	1,270
<b>Walla Walla</b>	<b>District Total (10)</b>	<b>748</b>
	Chinese-Unspecified	2
	German	1
	Gujarati	1
	Hindi	1

District	Languages	Served
Walla Walla	Lao	2
	Punjabi	1
	Russian	11
	Spanish	725
	Thai	1
	Vietnamese	3
<b>Wapato</b>	<b>District Total (2)</b>	<b>998</b>
	Ilokano	3
	Spanish	995
<b>Warden</b>	<b>District Total (3)</b>	<b>388</b>
	Czech	1
	Danish	1
	Spanish	386
<b>Washougal</b>	<b>District Total (7)</b>	<b>62</b>
	Bulgarian	1
	German	1
	Rumanian	2
	Russian	24
	Spanish	32
	Ukrainian	4
	Vietnamese	2
<b>Waterville</b>	<b>District Total (4)</b>	<b>32</b>
	Nez Perce	1
	Russian	1
	Spanish	29
	Tagalog	1
<b>Wenatchee</b>	<b>District Total (8)</b>	<b>1,802</b>
	Arabic	10
	Cambodian	1
	Dutch	1
	Punjabi	3
	Russian	12
	Samoaan	1
	Spanish	1,771
	Vietnamese	3
<b>West Valley (Spk)</b>	<b>District Total (11)</b>	<b>89</b>
	Arabic	1
	Cakchiquel	1
	Carolinina	2
	Chinese-Mandarin	2

## Appendix B: Languages Spoken by District

District	Languages	Served
West Valley (Spk)	Ethiopic	2
	Hmong	1
	Russian	51
	Spanish	22
	Tagalog	1
	Ukrainian	1
	Vietnamese	5
<b>West Valley (Yak)</b>	<b>District Total (1)</b>	<b>26</b>
	Spanish	26
<b>White River</b>	<b>District Total (5)</b>	<b>35</b>
	Chinese-Mandarin	1
	German	1
	Russian	2
	Spanish	30
	Vietnamese	1
<b>White Salmon</b>	<b>District Total (2)</b>	<b>182</b>
	German	1
	Spanish	181
<b>Winlock</b>	<b>District Total (2)</b>	<b>57</b>
	German	1
	Spanish	56
<b>Woodland</b>	<b>District Total (4)</b>	<b>116</b>
	Creole	3
	Mixteco	14
	Russian	7
	Spanish	92

District	Languages	Served
<b>Yakima</b>	<b>District Total (14)</b>	<b>4,827</b>
	Arabic	5
	Cambodian	2
	Chinese-Cantonese	1
	Chinese-Unspecified	2
	German	1
	Italian	2
	Korean	1
	Punjabi	5
	Russian	1
	Serbo-Croatian	1
	Spanish	4,800
	Turkish	1
	Vietnamese	4
	Yakima	1
<b>Yelm</b>	<b>District Total (5)</b>	<b>41</b>
	Chinese-Mandarin	1
	Korean	1
	Russian	3
	Spanish	35
	Tagalog	1
<b>Zillah</b>	<b>District Total (2)</b>	<b>141</b>
	Italian	1
	Spanish	140

## APPENDIX C

### DISTRICT PARTICIPATION RATES SY 2007–08

The table in this appendix reflects ELL enrollment data reported by state, apportionment and by districts to the MSDR Bilingual database. The ELL counts represent: students counted for funding and duplicate student count (students with multiple enrollment within and across districts during the same school year).

District	Total District Student Count	ELL Funded		ELL Duplicate Served	
		Count	Percent	Count	Percent
Aberdeen	3,599	259	7%	289	8%
Anacortes	2,977	43	1%	64	2%
Arlington	5,537	156	3%	175	3%
Auburn	14,716	1,575	11%	1,804	12%
Bainbridge	4,093	23	1%	26	1%
Battle Ground	13,295	642	5%	749	6%
Bellevue	16,772	1,582	9%	1,895	11%
Bellingham	10,805	563	5%	674	6%
Bethel	18,006	246	1%	289	2%
Blaine	2,245	105	5%	121	5%
Bremerton	5,152	127	2%	148	3%
Brewster	887	375	42%	384	43%
Bridgeport	711	320	45%	296	42%
Burlington	3,995	543	14%	701	18%
Camas	5,699	116	2%	138	2%
Cape Flattery	467	75	16%	76	16%
Cascade	1,345	154	11%	161	12%
Cashmere	1,499	169	11%	203	14%
Castle Rock	1,392	27	2%	24	2%
Central Kitsap	12,128	177	1%	204	2%
Central Valley	12,398	193	2%	221	2%
Centralia	3,491	259	7%	285	8%
Chehalis	2,967	72	2%	78	3%
Cheney	3,758	66	2%	79	2%
Chewelah	1,083	4	0%	4	0%



## Appendix C: District Participation

District	Total District Student Count	ELL Funded		ELL Duplicate Served	
		Count	Percent	Count	Percent
Chimacum	1,170	14	1%	14	1%
Clarkston	2,724	27	1%	32	1%
Cle Elum	978	14	1%	16	2%
Clover Park	12,122	1,106	9%	1,345	11%
College Place	821	153	19%	170	21%
Columbia (Walla)	971	75	8%	91	9%
Colville	2,124	45	2%	48	2%
Conway	449	25	6%	49	11%
Coupeville	1,175	25	2%	28	2%
Deer Park	2,485	6	0%	1	0%
Dixie	22	2	9%	0	0%
East Valley (Spok)	4,250	117	3%	0	0%
East Valley (Yak)	2,784	232	8%	286	10%
Eastmont	5,450	784	14%	936	17%
Eatonville	2,108	9	0%	9	0%
Easton	112	8	7%	0	0%
Edmonds	20,905	1,762	8%	2,002	10%
Ellensburg	2,976	184	6%	240	8%
Elma	1,796	59	3%	61	3%
Entiat	389	44	11%	46	12%
Enumclaw	4,655	126	3%	125	3%
Ephrata	2,288	170	7%	189	8%
Everett	18,935	1,593	8%	1,949	10%
Evergreen (Clark)	25,396	2,080	8%	2,525	10%
Federal Way	22,398	2,632	12%	3,139	14%
Ferndale	5,300	221	4%	271	5%
Fife	3,496	336	10%	383	11%
Finley	987	99	10%	124	13%
Franklin Pierce	7,653	477	6%	575	8%
Goldendale	1,097	33	3%	48	4%
Grandview	3,379	956	28%	1,055	31%
Granger	1,501	540	36%	629	42%

## Appendix C: District Participation

District	Total District Student Count	ELL Funded		ELL Duplicate Served	
		Count	Percent	Count	Percent
Granite Falls	2,353	26	1%	30	1%
Highland	1,149	210	18%	229	20%
Highline	17,331	3,166	18%	3,721	21%
Hockinson	2,064	15	1%	20	1%
Hoquiam	2,037	60	3%	75	4%
Issaquah	16,642	529	3%	625	4%
Kelso	5,242	172	3%	212	4%
Kennewick	15,087	1,469	10%	1,883	12%
Kent	27,462	3,916	14%	3,810	14%
Kiona Benton	1,603	199	12%	237	15%
Kittitas	781	42	5%	0	0%
Lacenter	1,549	13	1%	16	1%
Lake Chelan	1,356	272	20%	325	24%
Lake Stevens	7,708	212	3%	235	3%
Lake Washington	23,722	1,144	5%	1,380	6%
Lakewood	2,559	71	3%	81	3%
Lind	233	24	10%	35	15%
Longview	7,372	331	4%	382	5%
Lopez	244	9	3%	0	0%
Lynden	2,838	205	7%	262	9%
Mabton	922	372	40%	442	48%
Manson	609	203	33%	229	38%
Marysville	12,038	710	6%	936	8%
Mead	9,276	135	1%	164	2%
Medical Lake	2,188	8	0%	15	1%
Mercer Island	4,020	65	2%	74	2%
Meridian	1,667	124	7%	142	9%
Methow Valley	568	14	3%	15	3%
Monroe	7,130	435	6%	511	7%
Montesano	1,312	13	1%	11	1%
Moses Lake	7,446	592	8%	777	10%
Mossyrock	640	29	4%	25	4%

## Appendix C: District Participation

District	Total District Student Count	ELL Funded		ELL Duplicate Served	
		Count	Percent	Count	Percent
Mount Adams	982	112	11%	121	12%
Mount Baker	2,220	155	7%	156	7%
Mount Vernon	6,018	1,453	24%	1,629	27%
Mukilteo	14,423	2,180	15%	2,639	18%
Naches Valley	1,510	65	4%	82	5%
Naselle Grays	450	8	2%	9	2%
Nooksack Valley	1,680	165	10%	217	13%
North Franklin	1,842	656	36%	798	43%
North Kitsap	6,778	201	3%	225	3%
North Mason	2,316	62	3%	69	3%
North Thurston	13,843	278	2%	400	3%
Northshore	20,018	862	4%	1,012	5%
Oak Harbor	5,638	158	3%	181	3%
Ocean Beach	1,006	33	3%	0	0%
Ocosta	653	32	5%	43	7%
Okanogan	1,018	85	8%	94	9%
Olympia	9,331	166	2%	127	1%
Omak	1,805	74	4%	82	5%
Onalaska	891	24	3%	29	3%
Orcas	483	9	2%	0	0%
Orondo	189	87	46%	96	51%
Oroville	670	82	12%	91	14%
Orting	2,170	31	1%	36	2%
Othello	3,378	1,298	38%	1,519	45%
Palisades	35	21	59%	26	74%
Pasco	13,236	4,704	36%	,728	43%
Pateros	283	38	13%	42	15%
Paterson	98	28	29%	28	29%
Peninsula	9,516	60	1%	68	1%
Pomeroy	364	8	2%	8	2%
Port Angeles	4,389	47	1%	50	1%
Port Townsend	1,508	22	1%	0	0%

## Appendix C: District Participation

District	Total District Student Count	ELL Funded		ELL Duplicate Served	
		Count	Percent	Count	Percent
Prescott	229	87	38%	109	48%
Prosser	2,937	550	19%	616	21%
Pullman	2,290	64	3%	81	4%
Puyallup	21,938	512	2%	591	3%
Quillayute Valley	2,394	125	5%	137	6%
Quinault	251	34	13%	27	11%
Quincy	2,434	841	35%	978	40%
Raymond	536	58	11%	61	11%
Renton	13,751	1,912	14%	2,276	17%
Richland	10,281	225	2%	309	3%
Ridgefield	2,140	67	3%	84	4%
Riverview	3,120	61	2%	65	2%
Rochester	2,285	105	5%	117	5%
Roosevelt	30	13	43%	14	47%
Royal	1,429	576	40%	698	49%
San Juan	929	31	3%	0	0%
Seattle	45,581	5,218	11%	6,173	14%
Sedro-Woolley	4,560	221	5%	265	6%
Selah	3,430	170	5%	203	6%
Sequim	2,970	44	1%	47	2%
Shelton	4,350	271	6%	296	7%
Shoreline	9,327	559	6%	662	7%
Snohomish	9,572	214	2%	247	3%
Snoqualmie Valley	5,783	64	1%	92	2%
Soap Lake	484	112	23%	135	28%
South Bend	582	97	17%	108	19%
South Kitsap	10,479	59	1%	79	1%
South Whidbey	1,951	9	0%	10	1%
Spokane	29,454	1,027	3%	1,186	4%
Stanwood-Camano	5,420	87	2%	100	2%
Steilacoom	4,807	60	1%	69	1%
Stevenson-Carson	1,020	21	2%	24	2%

## Appendix C: District Participation

District	Total District Student Count	ELL Funded		ELL Duplicate Served	
		Count	Percent	Count	Percent
Sultan	2,148	88	4%	91	4%
Sumner	8,321	175	2%	197	2%
Sunnyside	5,773	1,597	28%	1,757	30%
Tacoma	29,677	1,890	6%	2,433	8%
Tahoma	7,277	152	2%	188	3%
Tenino	1,377	15	1%	23	2%
Thorp	151	1	1%	1	1%
Toledo	964	13	1%	15	2%
Tonasket	1,070	91	9%	103	10%
Toppenish	3,277	1,154	35%	1,350	41%
Touchet	310	30	10%	30	10%
Tukwila	2,856	925	32%	1,168	41%
Tumwater	6,339	74	1%	89	1%
Union Gap	612	112	18%	122	20%
University Place	5,472	103	2%	137	3%
Vancouver	22,655	1,855	8%	2,335	10%
Vashon Island	1,590	22	1%	27	2%
Wahluke	1,896	1,082	57%	1,297	68%
Walla Walla	6,143	731	12%	788	13%
Wapato	3,435	828	24%	924	27%
Warden	978	283	29%	341	35%
Washougal	3,054	56	2%	57	2%
Waterville	303	32	11%	-	0%
Wenatchee	7,671	1,557	20%	1,757	23%
West Valley (Spk)	3,799	80	2%	84	2%
West Valley (Yak)	4,923	57	1%	25	1%
White River	4,469	34	1%	40	1%
White Salmon	1,181	183	16%	200	17%
Winlock	847	78	9%	72	9%
Woodland	2,261	99	4%	116	5%
Yakima	14,431	3,756	26%	4,673	32%
Yelm	5,452	56	1%		1%
Zillah	1,302	135	10%	151	12%

## APPENDIX D

### LENGTH OF STAY INFORMATION

Table D provides data on the number and percentage of ELLs served and funded in 2007–08. The “Total ELLs Served” reflects student numbers as reported by districts to the bilingual database. This number includes students who may have been served by more than one district during the year.

OSPI’s assessment department provided data on the number of students who scored at the Transitional level on the WLPT-II and exited the TBIP. This table also includes the percentage of students who have been served for two or more years.

District	Total ELLs Served	Number Exited	Exit Percent Of Total	Percent Served Two Or More Years
Aberdeen	289	39	13.5%	45.0%
Anacortes	64	4	6.3%	17.2%
Arlington	175	27	15.4%	33.1%
Auburn	1,804	236	13.1%	37.0%
Bainbridge Island	26	7	26.9%	23.1%
Battle Ground	749	107	14.3%	37.5%
Bellevue	1,895	434	22.9%	13.7%
Bellingham	674	68	10.1%	34.1%
Bethel	289	30	10.4%	29.1%
Blaine	121	22	18.2%	38.0%
Bremerton	148	29	19.6%	27.7%
Brewster	384	57	14.8%	52.3%
Bridgeport	296	25	8.4%	16.9%
Burlington	701	59	8.4%	43.7%
Camas	138	38	27.5%	24.6%
Cape Flattery	76	9	11.8%	60.5%
Cascade	161	24	14.9%	34.2%
Cashmere	203	24	11.8%	29.6%
Castle Rock	24	2	8.3%	4.2%
Central Kitsap	204	34	16.7%	23.0%
Central Valley	221	31	14.0%	28.5%
Centralia	285	28	9.8%	31.9%
Chehalis	78	12	15.4%	35.9%
Cheney	79	15	19.0%	21.5%
Chewelah	4	2	50.0%	0.0%

## Appendix D: Length of Stay

District	Total Ells Served	Number Exited	Exit Percent Of Total	Percent Served Two Or More Years
Chimacum	14	3	21.4%	0.0%
Clarkston	32	4	12.5%	25.0%
Cle Elum-Roslyn	16	2	12.5%	43.8%
Clover Park	1,345	227	16.9%	26.9%
College Place	170	13	7.6%	39.4%
Columbia (Walla)	91	9	9.9%	52.7%
Colville	48	3	6.3%	45.8%
Conway	49	1	2.0%	40.8%
Coupeville	28	4	14.3%	28.6%
Deer Park	1	0	0.0%	0.0%
Dieringer	13	1	7.7%	15.4%
East Valley (Spokane)	118	32	27%	40%
East Valley (Yak)	286	55	19.2%	25.9%
Eastmont	936	113	12.1%	44.1%
Easton	9	0	0.0%	0.0%
Eatonville	0	0	0.0%	0.0%
Edmonds	2,002	345	17.2%	23.4%
Ellensburg	240	27	11.3%	28.3%
Elma	61	6	9.8%	11.5%
Entiat	46	7	15.2%	50.0%
Enumclaw	125	18	14.4%	45.6%
Ephrata	189	32	16.9%	15.9%
Everett	1,949	273	14.0%	28.9%
Evergreen (Clark)	2,525	407	16.1%	29.4%
Federal Way	3,139	547	17.4%	23.3%
Ferndale	271	49	18.1%	37.3%
Fife	383	68	17.8%	32.6%
Finley	124	15	12.1%	37.9%
Franklin Pierce	575	45	7.8%	25.2%
Goldendale	48	5	10.4%	41.7%
Grandview	1,055	172	16.3%	37.6%
Granger	629	55	8.7%	44.4%
Granite Falls	30	4	13.3%	33.3%
Highland	229	45	19.7%	26.6%
Highline	3,721	456	12.3%	30.0%
Hockinson	20	3	15.0%	25.0%
Hoquiam	75	16	21.3%	36.0%
Issaquah	625	152	24.3%	16.8%

## Appendix D: Length of Stay

District	Total Ells Served	Number Exited	Exit Percent Of Total	Percent Served Two Or More Years
Kelso	212	29	13.7%	35.4%
Kennewick	1,883	203	10.8%	38.9%
Kent	3,810	569	14.9%	33.5%
Kiona Benton	237	36	15.2%	39.2%
Kittitas	0	0	0.0%	0.0%
Lacenter	16	0	0.0%	37.5%
Lake Chelan	325	44	13.5%	28.0%
Lake Stevens	235	28	11.9%	20.9%
Lake Washington	1,380	274	19.9%	13.9%
Lakewood	81	12	14.8%	29.6%
Lind	35	5	14.3%	57.1%
Longview	382	47	12.3%	33.2%
Lopez Island	0	0	0.0%	0.0%
Lynden	262	28	10.7%	46.6%
Mabton	442	59	13.3%	43.0%
Manson	229	28	12.2%	48.5%
Marysville	936	109	11.6%	34.0%
Mead	164	23	14.0%	18.9%
Medical Lake	15	0	0.0%	13.3%
Mercer Island	74	22	29.7%	9.5%
Meridian	142	20	14.1%	32.4%
Methow Valley	15	0	0.0%	26.7%
Monroe	511	52	10.2%	29.2%
Montesano	11	2	18.2%	9.1%
Moses Lake	777	129	16.6%	31.0%
Mossyrock	25	2	8.0%	28.0%
Mount Adams	121	22	18.2%	40.5%
Mount Baker	156	17	10.9%	47.4%
Mount Vernon	1,629	187	11.5%	38.6%
Mukilteo	2,639	412	15.6%	25.4%
Naches Valley	82	14	17.1%	35.4%
Naselle Grays River	9	2	22.2%	55.6%
Nooksack Valley	217	23	10.6%	36.9%
North Franklin	798	97	12.2%	49.2%
North Kitsap	225	37	16.4%	37.3%
North Mason	69	3	4.3%	42.0%
North Thurston	400	29	7.2%	22.3%
Northshore	1,012	179	17.7%	26.6%



## Appendix D: Length of Stay

District	Total Ells Served	Number Exited	Exit Percent Of Total	Percent Served Two Or More Years
Oak Harbor	181	37	20.4%	18.2%
Ocean Beach	-	0	0.0%	0.0%
Ocosta	43	3	7.0%	27.9%
Okanogan	94	22	23.4%	48.9%
Olympia	127	15	11.8%	39.4%
Omak	82	13	15.9%	31.7%
Onalaska	29	7	24.1%	27.6%
Orcas Island	-	0	0.0%	0.0%
Orondo	96	13	13.5%	36.5%
Oroville	91	15	16.5%	52.7%
Orting	36	7	19.4%	47.2%
Othello	1,519	185	12.2%	44.2%
Palisades	26	3	11.5%	26.9%
Pasco	5,728	483	8.4%	45.8%
Pateros	42	13	31.0%	38.1%
Paterson	28	2	7.1%	42.9%
Peninsula	68	18	26.5%	16.2%
Pomeroy	8	1	12.5%	37.5%
Port Angeles	50	5	10.0%	8.0%
Port Townsend	0	0	0.0%	0.0%
Prescott	109	22	20.2%	37.6%
Prosser	616	89	14.4%	37.3%
Pullman	81	17	21.0%	7.4%
Puyallup	591	83	14.0%	24.5%
Quillayute Valley	137	8	5.8%	41.6%
Quinault	27	2	7.4%	55.6%
Quincy	978	148	15.1%	42.1%
Raymond	61	7	11.5%	50.8%
Renton	2,276	371	16.3%	24.8%
Richland	309	42	13.6%	31.7%
Ridgefield	84	10	11.9%	22.6%
Riverview	65	20	30.8%	24.6%
Rochester	117	22	18.8%	41.0%
Roosevelt	14	4	28.6%	21.4%
Royal	698	77	11.0%	43.8%
San Juan	0	0	0.0%	0.0%
Seattle	6,173	822	13.3%	31.9%
Sedro-Woolley	265	23	8.7%	44.2%

## Appendix D: Length of Stay

District	Total Ells Served	Number Exited	Exit Percent Of Total	Percent Served Two Or More Years
Selah	203	44	21.7%	44.3%
Sequim	47	12	25.5%	29.8%
Shelton	296	45	15.2%	34.1%
Shoreline	662	118	17.8%	23.4%
Snohomish	247	37	15.0%	22.7%
Snoqualmie Valley	92	10	10.9%	16.3%
Soap Lake	135	29	21.5%	43.0%
South Bend	108	17	15.7%	48.1%
South Kitsap	79	10	12.7%	15.2%
South Whidbey	10	3	30.0%	20.0%
Spokane	1,186	162	13.7%	31.3%
Stanwood-Camano	100	18	18.0%	40.0%
Steilacoom	69	17	24.6%	13.0%
Stevenson-Carson	24	3	12.5%	20.8%
Sultan	91	7	7.7%	41.8%
Sumner	197	20	10.2%	33.0%
Sunnyside	1,757	242	13.8%	33.5%
Tacoma	2,433	289	11.9%	28.7%
Tahoma	188	24	12.8%	26.1%
Tenino	23	4	17.4%	17.4%
Thorp	1	1	100.0%	100.0%
Toledo	15	2	13.3%	26.7%
Tonasket	103	15	14.6%	41.7%
Toppenish	1,350	132	9.8%	46.4%
Touchet	30	7	23.3%	56.7%
Tukwila	1,168	99	8.5%	22.9%
Tumwater	89	13	14.6%	16.9%
Union Gap	122	30	24.6%	33.6%
University Place	137	22	16.1%	14.6%
Vancouver	2,335	270	11.6%	30.8%
Vashon Island	27	2	7.4%	25.9%
Wahluke	1,297	87	6.7%	46.9%
Walla Walla	788	54	6.9%	48.4%
Wapato	924	96	10.4%	52.3%
Warden	341	41	12.0%	47.5%
Washougal	57	13	22.8%	29.8%
Waterville	0	0	0.0%	0.0%
Wenatchee	1,757	207	11.8%	46.1%

## Appendix D: Length of Stay

District	Total Ells Served	Number Exited	Exit Percent Of Total	Percent Served Two Or More Years
West Valley (Spk)	84	14	16.7%	34.5%
West Valley (Yak)	25	0	0.0%	20.0%
White River	40	6	15.0%	42.5%
White Salmon	200	12	6.0%	43.0%
Winlock	72	7	9.7%	25.0%
Woodland	116	8	6.9%	16.4%
Yakima	4,673	562	12.0%	42.2%
Yelm	68	16	23.5%	16.2%
Zillah	151	26	17.2%	43.7%
<b>State</b>	<b>94,726</b>	<b>12,775</b>	<b>13.5%</b>	<b>0.1%</b>

Student time-in-program is calculated based on the sum of total days enrolled divided by 180.

## APPENDIX E

### DISTRICT WLPT-II and WASL RESULTS

Table E-1 provides the number of ELLs who took the Washington Language Proficiency Test-II and the Washington Assessment of Student Learning per district, in Grades K-12. Assessment results are reported at the district level.

**Table E-1: Transitioned ELL & WASL Assessment Performance (SY 2007–08)**

School District	WLPT-II Transitional Level 4	Took WASL Rdg.	Passed WASL Rdg.	Took WASL Wtg.	Passed WASL Wtg.	Took WASL Math	Passed WASL Math	Took WASL Rdg., Wtg., Math	Passed WASL Rdg., Wtg., Math
Aberdeen	39	23	14	6	3	23	8	6	
Anacortes	13	8	5	3	2	8	2	3	
Arlington	29	14	13	10	8	14	8	9	3
Auburn	262	147	78	67	45	146	61	56	16
Bainbridge Is	7	2	1	1		4	2	1	
Battle Ground	123	75	47	36	24	81	34	33	7
Bellevue	475	173	124	75	60	180	112	65	31
Bellingham	76	47	27	24	17	50	18	21	4
Bethel	36	21	10	5	2	21	6	5	
Bickleton	5	4	4	2	1	4	2	2	1
Blaine	24	14	8	4	2	15	5	4	
Bremerton	31	13	7	7	5	13	7	7	1
Brewster	66	36	21	14	10	39	16	12	3
Bridgeport	55	29	19	9	8	35	12	8	1
Burlington	71	37	17	19	11	38	10	18	2
Camas	40	15	10	6	4	15	8	6	1
Cape Flattery	7	5	3	1	1	5	2	1	1
Cascade	26	16	14	6	2	16	6	6	2
Cashmere	25	9	4	5	4	10	3	5	1
Castle Rock	5	5	2	3		5		3	
Central Kitsap	40	20	11	10	5	20	6	10	1
Central Valley	32	15	9	6	6	13	4	6	2
Centralia	34	19	13	6	4	20	6	6	1
Chehalis	14	8	5	5	4	9	2	5	1
Cheney	14	9	5	4	2	9	6	4	2
Chewelah	2								
Chimacum	4	1	1	1	1	1		1	

## Appendix E: WLPT-II and WASL Results

School District	WLPT-II Transitional Level 4	Took WASL Rdg.	Passed WASL Rdg.	Took WASL Wtg.	Passed WASL Wtg.	Took WASL Math	Passed WASL Math	Took WASL Rdg., Wtg., Math	Passed WASL Rdg., Wtg., Math
Clarkston	5	3	3	1	1	4	2	1	
Cle Elum-Roslyn	2	1	1	1	1	2	1	1	
Clover Park	223	152	92	58	34	149	36	55	5
College Place	15	11	6	3	1	11	4	3	
Columbia (Walla)	9	6	3	2		7	2	1	1
Colville	4	1				1			
Conway	1								
Coupeville	4	2	2	2	2	1	1	1	1
Dieringer	1	1		1	1	1		1	
East Valley (Spk)	31	21	17	6	6	22	14	6	4
East Valley (Yak)	61	25	12	10	4	25	6	10	1
Eastmont	121	62	43	33	26	73	23	30	7
Eatonville	1								
Edmonds	335	153	96	60	43	157	61	56	16
Ellensburg	28	18	8	5	1	16	2	4	
Elma	7	6	3	2	1	6	1	2	
Entiat	6	4	2	2	1	4	2	2	
Enumclaw	19	10	5	4	3	11	3	3	1
Ephrata	36	23	16	12	9	27	5	10	1
Everett	304	157	103	72	44	166	60	62	14
Evergreen (Clark)	436	243	151	92	60	252	108	72	18
Federal Way	607	277	199	129	78	291	139	114	21
Ferndale	57	32	18	17	12	35	14	16	5
Fife	74	33	25	17	13	34	14	13	2
Finley	15	8	5	2		8	4	2	
Franklin Pierce	50	30	21	13	8	31	14	12	5
Goldendale	5	3	3			3	2		
Grandview	184	100	62	54	34	110	31	47	3
Granger	63	36	21	19	13	37	13	16	2
Granite Falls	4	2		1		2		1	
Highland	49	19	10	9	5	20	5	9	9
Highline	483	211	128	101	61	219	75	83	
Hockinson	4	2	1	1	1	2	1	1	1
Hoquiam	19	5	3	4	4	7	3	2	
Issaquah	164	52	43	16	13	53	39	15	7
Kelso	34	16	15	5	4	17	5	4	2
Kennewick	220	115	69	58	32	123	51	53	10
Kent	667	363	228	147	103	383	153	130	30

## Appendix E: WLPT-II and WASL Results

School District	WLPT-II Transitional Level 4	Took WASL Rdg.	Passed WASL Rdg.	Took WASL Wtg.	Passed WASL Wtg.	Took WASL Math	Passed WASL Math	Took WASL Rdg., Wtg., Math	Passed WASL Rdg., Wtg., Math
Kiona-Benton	40	10	7	5		13	1	5	
Kittitas	7	5	3	2	2	5	1	1	
LaConner	5	3	3	1	1	4	2		
Lake Chelan	48	20	10	11	5	22	8	9	1
Lake Quinalt	8	6	4	1	4	6	3	1	
Lake Stevens	37	14	10	5	33	15	4	4	1
Lake Washington	345	122	86	47	2	133	76	42	14
Lakewood	13	8	3	2		8	3	2	
Lind	5	4		1	1	4		1	
Longview	57	27	10	17	10	32	5	12	1
Lopez	3	3		1		3	1	1	
Lynden	30	19	12	7	5	21	8	7	1
Mabton	68	33	26	20	14	39	12	15	
Manson	29	20	12	12	8	22	5	12	2
Marysville	114	58	31	18	9	58	18	16	2
Mead	24	8	5	7	6	9	4	7	4
Mercer Island	24	13	13	5	3	14	13	3	2
Meridian	22	14	7	6	4	15	2	5	
Monroe	59	33	12	15	7	34	10	13	2
Montesano	2								
Moses Lake	139	52	30	27	17	53	17	26	9
Mossyrock	2	1	1			1	1		
Mount Adams	34	20	9	12	3	20	4	12	
Mount Baker	22	11	9	8	6	12	3	7	3
Mount Vernon	216	111	62	52	29	122	36	46	8
Mukilteo	422	228	151	89	64	237	92	82	13
Naches Valley	14	8	1	3		8	1	3	
Naselle	2								
Nooksack	26	12	9	7	4	13	7	7	3
North Franklin	102	67	34	31	13	68	20	24	3
North Kitsap	38	19	14	7	5	18	8	7	2
North Mason	5	2	2	1	17	4	1	24	6
North Thurston PS	95	58	39	27	22	61	30	31	7
Northshore	199	75	43	38		74	32		
Oak Harbor	41	14	11	4	3	16	9	3	1
Ocean Beach	5	1		1		1		1	
Ocosta	3	1	1			1			
Okanogan	22	10	5	4	3	10	4	3	2

## Appendix E: WLPT-II and WASL Results

School District	WLPT-II Transitional Level 4	Took WASL Rdg.	Passed WASL Rdg.	Took WASL Wtg.	Passed WASL Wtg.	Took WASL Math	Passed WASL Math	Took WASL Rdg., Wtg., Math	Passed WASL Rdg., Wtg., Math
Olympia	32	13	7	3	3	14	11	2	2
Omak	13	10	7	7	5	10	5	7	2
Onalaska	6	5	3	2	1	5		2	
Orondo	14	5	3	2	1	5	1	2	
Oroville	18	7		1		10	2	1	
Orting	9	8	5	3	1	8	2	3	
Othello	197	118	61	50	36	129	28	41	5
Palisades	3	2		1	1	2	1	1	
Pasco	575	382	232	182	107	414	109	163	14
Pateros	14	6	6	2	1	6	1	2	
Paterson	3	3	3	2	1	3	2	2	1
Peninsula	18	5	3	2	2	6	1	2	
Pomeroy	3	2	1			2			
Port Angeles	7	3	3	2	2	3	3	2	2
Port Townsend	8	3	2	3	3	4	1	2	1
Prescott	24	14	11	7	5	16	7	6	1
Prosser	94	59	46	25	20	61	21	21	6
Pullman	19	9	9	5	5	10	9	4	3
Puyallup	99	45	37	12	11	41	26	7	2
Quillayute Valley	9	5	2	3	1	6	2	3	
Quincy	174	99	64	42	28	104	34	41	9
Raymond	7	6	5	3	2	6	2	3	
Renton	420	188	118	86	62	197	68	75	19
Richland	50	31	19	13	11	33	17	12	4
Ridgefield	12	9	3	4	3	9	4	4	1
Riverview	24	11	4	2		10	3	1	
Rochester	30	14	8	4	1	14	9	4	1
Roosevelt	4	1	1			1			
Royal	81	58	37	21	5	64	14	19	
San Juan Island	5	3	1	2	1	3		2	
Seattle PS	856	411	270	186	129	442	206	168	54
Sedro-Woolley	23	13	5	5	3	13	4	5	1
Selah	25	15	6	7	3	16	7	6	1
Sequim	12	8	6	2		8	4	2	
Shelton	47	33	19	15	8	33	16	15	2
Shoreline	138	60	39	38	30	66	33	34	12
Snohomish	39	15	7	3	3	15	4	3	1
Snoqualmie Valley	10	5	4	2	2	5	3	2	1

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Soap Lake	31	21	12	11	9	23	7	10	3
South Bend	17	10	7	6	6	10	1	5	
South Kitsap	12	5	4	1	1	6	3	1	
South Whidbey	3	1	1	1		2	1	1	
Spokane	152	89	59	42	30	92	44	39	12
Stanwood	18	12	6	11	8	13	6	10	3
Steilacoom Hist.	19	8	7	2	1	8	8	2	1
Stevenson	3	2	1			2	1		
Sultan	8	7	4	2	1	8	2	1	
Sumner	20	7	6	1	1	8	1	1	
Sunnyside	287	133	74	44	28	139	45	40	7
Tacoma	325	155	110	68	47	156	84	64	20
Tahoma	21	10	6	3	2	11	6	2	1
Tenino	4	2	2	1	1	2	1	1	
Thorp	1	1	1			1	1		
Toledo	2	1		1	1	1		1	
Tonasket	19	13	6	5	4	14	1	5	
Toppenish	170	79	56	41	20	95	26	35	3
Touchet	7	4	2	2	2	3	2	1	
Tukwila	107	42	29	14	11	41	16	12	1
Tumwater	14	4	3			4	2		
Union Gap	31	12	8	6	4	12	4	6	1
University Pl	42	20	20	7	6	19	16	6	4
Vancouver	316	185	107	68	46	191	65	63	8
Vashon Island	2	1		1	1	1		1	
Wahluke	95	53	41	17	14	63	15	16	5
Walla Walla	55	32	16	13	7	34	7	12	1
Wapato	125	70	43	16	13	77	33	15	3
Warden	45	31	14	15	11	36	9	13	2
Washougal	14	10	3	5	1	11	4	5	
Waterville	8	4	1	1	1	7	3		
Wenatchee	234	146	94	74	37	148	56	67	7
West Valley (Spk)	15	6	5	2	2	6	2	2	
White River	6	5	2	1	1	5	3	1	
White Salmon Valley	15	8	5	2		9	1	2	1
Willapa Valley	3	3	2	1	1	3	1	1	
Winlock	13	6	5	6	4	8	5	4	2
Woodland	9	3	2	1		3	2	1	



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Yakima	592	304	200	111	71	328	82	106	11
Yelm	18	8	4	2	1	7	3	1	
Zillah	28	13	7	7	5	14		7	
Total	14258	7288	4593	3149	2046	7695	2910	2802	575