

Annual Report of the
State Transitional Bilingual Instruction Program

**Educating
Limited-English-Proficient
Students in
Washington State**

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Vitayu

Guten tag Zdravstvuite

Bonjour Salaam

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Magandang tanghali po Buon giorno

Annyong ha simnikka



Dr. Terry Bergeson
State Superintendent of
Public Instruction

January 2002

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Educating Limited-English-Proficient Students in Washington State

Annual Report of the State Transitional Bilingual Instruction Program

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January 2002

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CONTENTS

Executive Summary	1
Section 1 – Introduction	3
Background Washington’s Program For LEP Students Objectives, Scope, and Methodology	
Section 2 – Staffing and Instruction	7
Most Expenditures Are Staff-Related Staffing Issues Instructional Strategies and Programs	
Section 3 – Students Served	15
Total LEP Student Enrollment Uneven Distribution of LEP Students Grades of Students Served Students Served by Other Programs	
Section 4 – Languages Spoken	22
Number of Students Speaking Various Languages Wide Disparity in the Number of Languages Among Districts	
Section 5 – Length of Stay and Academic Achievement	29
Background LEP Students Leaving and Remaining in the Program Academic Achievement Relationship with Family Income	
Appendix A – Languages Spoken	37
Appendix B – District Language Totals	39
Appendix C – District Participation Rates	60
Appendix D – Length of Stay Data	70
Appendix E – End-of-Year Report Form, School Year 2000–2001	79

Abbreviations

ESL	English-as-a-second language
FTE	full-time equivalent
ITBS	Iowa Test of Basic Skills
LEP	limited English proficient
OSPI	Office of Superintendent of Public Instruction
WASL	Washington Assessment of Student Learning

EXECUTIVE SUMMARY

Background As Washington becomes a more diverse society, the state's *transitional bilingual instruction program* is serving an increasing number and percentage of students who speak languages other than English and have English language skill deficiencies that impair their learning in regular classrooms. Students with limited English proficiency (LEP) typically have lower levels of academic performance, higher rates of retention in grade, and higher dropout rates than their English-fluent peers. As the number of LEP students grows and meeting higher academic standards is required, issues related to meeting the needs of these students are receiving more scrutiny. The Legislature requires the Office of Superintendent of Public Instruction to report on the program each year.

The state program provides extra funding to districts for services to LEP students. In school year 2000–2001, the state provided about \$42.3 million for the program. This total was 10 percent more than the previous year due to increases in LEP enrollment and per pupil funding. Districts supplemented state funding with about \$12.9 million in local funds. Hence, districts spent about \$55.2 million in state and local funds educating LEP students last school year.

Results in Brief Most LEP students in the state receive little or no instruction in their primary language, even though research has found that their long-term academic performance is better when they have significant exposure to instruction in both English and their primary language. The current lack of qualified teachers that speak other languages and the number of different languages spoken by students across the range of grades within certain districts limit the possibility of many schools providing instruction in both English and students' primary language. Consequently, many LEP students stay in the program for a long period of time and have lower test scores than their English-speaking peers. Many LEP students also come from low-income families, which can further hinder their academic progress.

Staffing & Instruction Most funds for educating LEP students are spent for staff salaries and benefits. Few students receive instruction in their primary language in part because of a shortage of qualified teachers. Most instruction for LEP students in Washington is provided by instructional aides who often lack much formal training in second language learning strategies. These aides typically provide intensive instruction in English-as-a-second language (ESL) in a classroom setting but provide little or no instruction in the students' primary language. Thus, the program is more accurately called an ESL program. However, fewer than half of all teachers of LEP students have an ESL endorsement.

Students Served The number of LEP students continued to grow in school year 2000–2001, although at a slower rate than in the previous year. The increase is influenced by several factors, including the faster growth of the non-English speaking student population due to higher immigration and birth rates, and a higher rate of students entering than exiting the program. LEP students are not evenly distributed across the state—21 districts served over 1,000 students and 22 districts had at least 25 percent LEP students, while other districts serve few or no LEP students. Some districts experienced a large increase in the number of LEP students they serve, while others are serving fewer LEP students. Half of all LEP students are found in Grades K–3, and many are served by other state and/or federal programs as well.

Languages Spoken A total of 181 different languages were represented in the program in school year 2000–2001. Spanish was spoken by more students (62 percent) than students speaking all the other languages combined. Seven other languages were spoken by at least 1,000 students, and 24 percent of all LEP students in Washington speaking one of these other seven languages. The number of students speaking some languages (e.g., Bosnian, Somali, Ukrainian) has grown considerably, while the number speaking other languages (e.g., Vietnamese, Cambodian, Lao) continues to decline. Some districts have many different languages spoken among their LEP students, while many other districts serve only LEP students whose primary language is Spanish.

Length of Stay & Student Achievement The program is intended to provide temporary services for up to three years until LEP students can develop adequate English language skills. About 22 percent of the state’s LEP students left the program in school year 2000–2001, and a majority had been in the program no more than two years. However, 27 percent of the students have been in the program for more than three years.

Many factors can affect a student’s length of stay in the program. Exiting the program depends on meeting certain academic achievement standards, and learning academic terminology in another language can take years. National research has found that the more instruction provided in the students’ primary language, the better their academic achievement. However, most LEP students in Washington receive little or no instruction in their primary language. Thus, LEP students tend to have lower scores on achievement tests. Analyses of the results of the Washington Assessment of Student Learning (WASL) found that as the level of LEP students in a school increases, the average WASL scores decline in every subject. A major factor in this trend is that many LEP students come from low-income families—students who come from poor families typically have lower test scores. Students who are *both* poor and not proficient in English have a higher risk of academic failure.

INTRODUCTION

SECTION 1

BACKGROUND

Washington and the nation as a whole are becoming a more ethnically and linguistically diverse society. Over 90 percent of recent immigrants come from non-English-speaking countries, and many of these immigrants arrive with little or no formal education. Minority groups also have higher birth rates, and many native-born ethnic group members do not speak English in the home. These immigration and birth patterns are contributing to the increase in the linguistic diversity of our public schools. This is especially true in the West and in urban areas where students with limited English proficiency (LEP)¹ are concentrated.

There is great variation among students who speak a primary language other than English. Some are recent arrivals from foreign countries while others have been born and raised in the United States. The level of education received prior to immigrating to the U.S., family socioeconomic status, and cultural background also differ. Students coming from the same country may speak different languages or dialects. In addition, differences exist within groups. For example, the first wave of southeast Asian refugees was comprised of highly educated people, while subsequent refugees were less well educated. Thus, generalizations about any group of students may mask important background characteristics that are important to understand when designing appropriate curricular interventions.

Students not proficient in using the English language have a higher risk of academic failure. When children with little or no previous exposure to the English language enter the public schools, they are often unable to profit fully from instruction in English. Research has found that LEP students tend to have lower levels of academic performance in math and reading, higher rates of retention in grade, and much higher dropout rates than their English-fluent peers. As the number of LEP students in public schools continues to grow and meeting higher academic standards is required, issues related to the needs of these students and their academic progress are receiving greater scrutiny.

WASHINGTON'S PROGRAM FOR LEP STUDENTS

Educating LEP students is primarily a state and local responsibility. While the federal government provides support for LEP students through various programs, districts say they rely heavily on state aid and local revenue to fund English-

¹ These students are also referred to as English language learners.

language acquisition programs.² The state’s Transitional Bilingual Instruction Act of 1979, which was amended in 1984, provides extra state funding to Washington districts for services to students who have a primary language other than English *and* have English language skill deficiencies that impair their learning in regular classrooms.³ The major objective of the *transitional bilingual instruction program* is for students to develop competence in English language skills. 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.⁴

Bilingual education is the use of two languages in instruction, English and one other. The non-English language is a bridge, a language the child understands, that can be used while English skills are being acquired. 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. Although the program is for “bilingual instruction,” relatively few students in the program actually receive much formal instruction in their primary language (see Section 2). Thus, the program could more accurately be called an ESL program. A reliance on instruction in English rather than in a student’s primary language is common in other states as well.⁵

Program Funding

Districts receive extra state funding for each eligible LEP student. This funding is allocated based on the average number of LEP students enrolled each month. In school year 2000–01, the state provided about \$711 for each of the 59,540 LEP students.⁶ The per pupil amount is adjusted annually and is about 17.2 percent more than the base amount provided for all students.

In school year 2000–01, the state provided a total of \$42.3 million for the program, a 10 percent increase from the previous year. Figure 1-1 shows the growth of state funding for the program over the last 15 years. The figure does not adjust the funding amounts for inflation. Appropriations for the 2001–2003 biennial budget were for \$88.2 million.

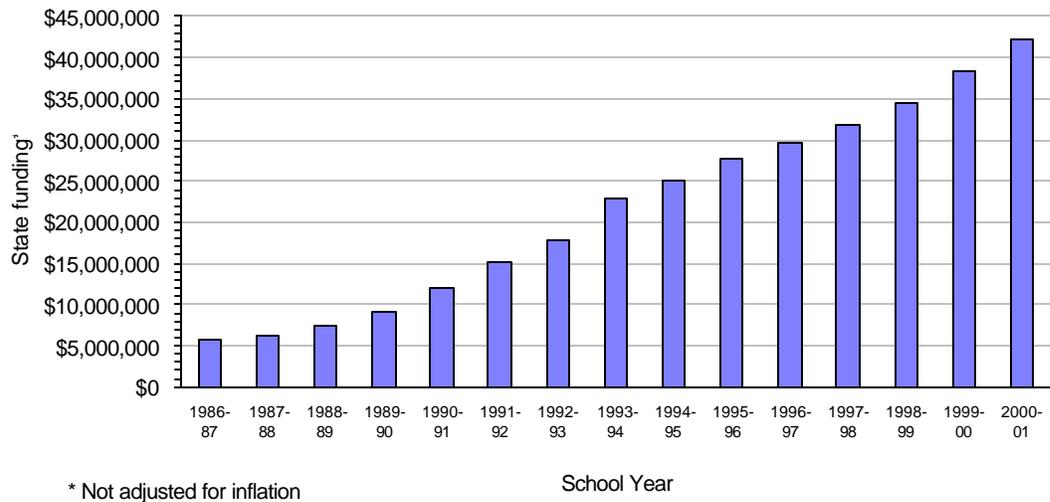
² See *Public Education: Title I Services Provided to Students With Limited English Proficiency*, U.S. General Accounting Office, December 1999.

³ Beginning in 1979, LEP 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.

⁴ The transitional bilingual instruction program operates under the authority of RCW 28.A180.060 and as detailed in chapter 392-160 WAC.

⁵ See *Public Education: Meeting the Needs of Students With Limited English Proficiency*, U.S. General Accounting Office, February 2001.

⁶ This was the *average* number of students enrolled in the program each month, as reported by districts on the most recent P223-H report. The *total* number of LEP students served by the program was 70,431—see Sections 3 for more information on enrollment issues.

Figure 1-1: Growth in State Funding for the Program

The state is not the only source of revenue for the program. Districts can choose to supplement their state program funds with funds raised at the local level for programs educating LEP students. In school year 2000–01, districts used about \$12.9 million in local funding for educating LEP students. In addition, various federal programs can be used to support LEP students, including funding from Title I and programs for migrant, immigrant, and special education. However, the federal funding is minimal compared to state and local funding.

Program Eligibility

Program funding is intended for those with the greatest need, so not all students who have a primary language other than English may be eligible. To be eligible, a student 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. The program is for eligible students in grades K–12.⁷

To identify eligible pupils, districts conduct an initial assessment to determine a student's language proficiency. Students are eligible if they score below a minimum level on an oral language proficiency test selected and administered by the district.⁸ An annual reassessment must be made for a student to continue in the program. In November 2001, educators representing various parts of the state selected the Language Proficiency Test Series by MetriTech, Inc. as the single test to be used statewide for the annual assessment, beginning in the spring of 2002.⁹

⁷ Beginning in school year 1997–98, prekindergarten students were no longer eligible for bilingual program services.

⁸ Most districts use the Language Assessment Scales (LAS or Pre-LAS) to determine initial eligibility. The LAS cut-off score for eligibility is Level 3–Limited English Speaker and the range of the total score is between 65–74.

⁹ The selection of a single test was required by ESSHB 2025, passed by the 2001 Legislature. In the past, districts could use a number of different norm-referenced tests for the annual assessment.

Eligibility will end whenever the student scores above the 35th percentile in the reading and writing portions of this test. Districts must have empirical evidence to keep a student in the program for more than three years.

OBJECTIVES, SCOPE, AND METHODOLOGY

The Legislature requires the Office of Superintendent of Public Instruction (OSPI) to review the program and report each year on the results of that review. This report provides information on the program for LEP students in school year 2000–2001 as well as historical information. Specifically, this report discusses the following topics:

- 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.
- The languages spoken by students in the program.
- The amount of time students spent in the program.
- Academic performance of LEP students served by the program.

To address these topics, we examined data obtained from all 187 districts that had an approved state program for LEP students in school year 2000–2001. The data were provided on the district annual reports (see Appendix E). We also used data reported by districts in previous years. The district reports were checked for consistency, and districts were contacted when discrepancies were found.

Since school-level data are not collected on the program, the report provides data aggregated at the state and district levels. Districts began reporting the number of LEP students at the school level in the spring of 2000. However, program data are not available at the school level.

STAFFING AND INSTRUCTION

SECTION 2

Nearly all expenditures used to educate LEP students are for staff, mainly salaries. Although research has found that students perform better when provided more intensive instruction in their primary language, few students receive this type of instruction. One reason for this is the relative shortage of qualified teachers. Most instruction for LEP students in Washington is provided by instructional aides, typically in a classroom setting with some ESL instruction. Less than half the teachers in the program have an endorsement in teaching either ESL or bilingual education.

MOST EXPENDITURES ARE STAFF-RELATED

In school year 2000–01, expenditures for educating LEP students totaled \$57.4 million. Of this amount, about 74 percent came from the state, 22 percent came from the local districts themselves, and 4 percent came from federal sources.¹⁰

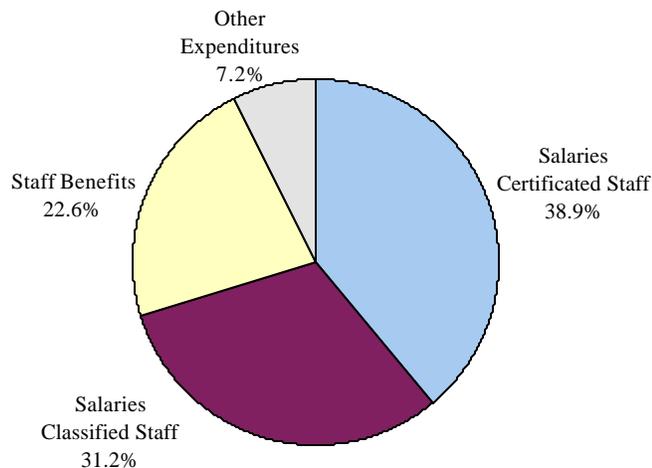
Nearly all of the funding for educating LEP students was spent on instruction-related activities, mainly in the form of salaries and benefits for teachers and instructional aides. Table 2-1 and Figure 2-1 show the amounts and proportions spent on various categories in school year 2000–01.

Figure 2-1: Staff Costs Account for Most Program Expenditures (School Year 2000–01)

Type of Program Expenditure	Total Expenditures	Percent of Total
Salaries—certificated staff	\$22,335,000	38.9%
Salaries—classified staff	\$17,915,000	31.2%
Employee benefits	\$12,976,000	22.6%
Instructional supplies	\$2,591,000	4.5%
Other	\$1,539,000	2.7%
<i>Total</i>	<i>\$57,356,000</i>	

Note: Amounts are rounded.

¹⁰ The state does not keep track of how funds from different revenue sources are spent on various programs, so an analysis of program expenditures includes revenues from sources in addition to the state funds designated for the bilingual program.

Figure 2-2: Proportion of Expenditures Spent for the Bilingual Program

STAFFING ISSUES

LEP students need access to properly qualified, highly skilled teachers in order to meet high standards. However, one obstacle facing the education of LEP students is the shortage of qualified staff to provide instruction. Many districts report difficulties recruiting teachers qualified to teach students with limited English proficiency. Providing training to teachers with LEP students also appears to be a problem. During school year 1997–98, less than 40 percent of teachers nationally reported having received some training to teach students from culturally and linguistically diverse backgrounds.¹¹

In the current education reform movement that aims to have *all* students meet high academic standards, schools face a challenge to find and train staff to meet the needs of the growing number of students with limited English proficiency. Several steps have been taken to address this issue in Washington. The Professional Educator Standards Board recommended three new alternative routes to teacher certification which can help increase the number of teachers for ESL programs. In addition, the 2001 Legislature created a grant program that provides stipends and tuition assistance for individuals seeking certification in shortage areas, including ESL.

Qualifications and Training of Program Staff

Of the Washington teachers who provided instruction to LEP students in school year 2000–2001, 46 percent had an ESL endorsement and 21 percent had a bilingual endorsement. (Some teachers have both an ESL and bilingual endorsement.) In terms of training, 90 of the 187 districts (48%) involved in the program provided some in-service training on ESL and bilingual education to teachers. More districts (62 percent) provided such training to instructional aides.

¹¹ See *Study of Education Resources and Federal Funding: Preliminary Report*, U.S. Department of Education, 1999.

Training on *multicultural* issues was less—about 54 percent of the districts provided such training to either teachers or aides.

The numbers above overstate the level of training among teachers who provide instruction to LEP students. Many teachers and aides who teach these students are not funded by the program, and data are not collected on the qualifications and training of these staff. Some districts have a significant number of staff hired to educate LEP students who are not funded by the state program.

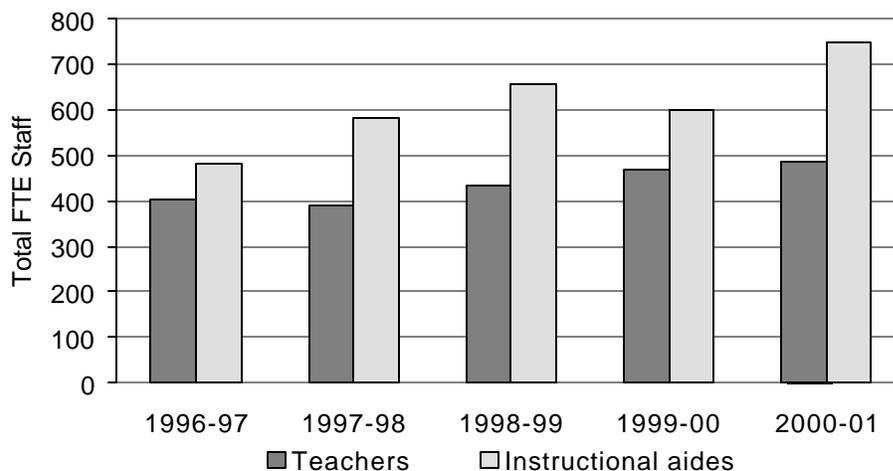
Types of Staff

Districts have relied mainly on instructional aides to provide instruction to LEP students. In school year 2000–01, there were a total of 2,680 staff involved in providing instruction in the program. Of this amount, there were 1,827 instructional aides, more than double the number of teachers (853). In addition, the number of teachers involved in the program increased slightly while the number of aides increased more dramatically. In terms of full-time equivalent (FTE) staff involved in the program, aides represented about 61 percent of the total FTEs in school year 2000–01, more than in the previous year. Compared to the previous year, the total number of FTE staff involved in the program increased by nearly 16 percent. Table 2-2 and Figure 2-2 provide more information on the FTE staffing trends.

Table 2-2: Five-Year Staffing Trends (in FTEs)

Type of Staff (FTE)	1996–97	1997–98	1998–99	1999–00	2000–01
Certificated staff	402	389	435	467	487
Percent of total	45.4%	40.0%	40.0%	43.8%	39.4%
Classified staff	483	584	654	600	748
Percent of total	54.6%	60.0%	60.0%	56.2%	60.6%
<i>Total FTEs</i>	885	973	1,089	1,067	1,235

Figure 2-2: Change in FTE Staff Involved in the Program



Student/Staff Ratios

With more instructional aides involved in the program, the LEP students per *aide* ratio is lower than the ratio of LEP students per *teacher*. The student/staff ratios can be measured in different ways by using the total number of students and staff in the program, the average number of students served per month, and 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. Table 2-3 shows various ratios for school year 2000–01. Figure 2-3 shows the ratios for the last three years. The ratio of students per bilingual program instructional staff has declined due to the large increase in the number of aides.

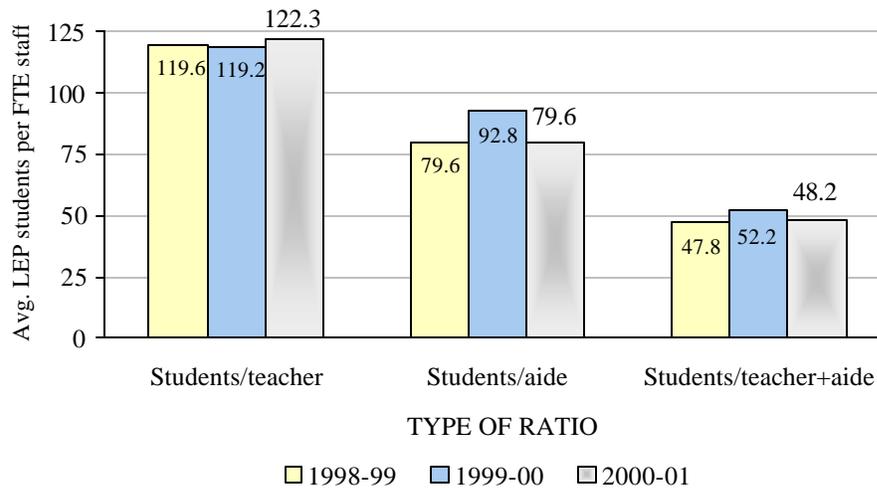
Table 2-3: LEP Student/Bilingual Program Staff Ratios (School Year 2000–01)

	<u>Teachers</u>	<u>Aides</u>	<u>All Staff</u>
Total staff	853	1,827	2,680
Staff FTE	487	748	1,235
Student/staff ratio ¹ (based on total students and total staff)	82.6	38.6	26.3
Student/staff ratio ² (based on average number of students served and total staff)	69.8	32.6	22.2
Student/staff ratio ² (based on average number of students served and FTE staff)	122.3	79.6	48.2

¹ Ratio based on the total (70,431) number of LEP students served.

² Ratio based on the average (59,540) number of LEP students served.

Figure 2-3: LEP Student/Program Staff Ratios, Three-Year Trend



INSTRUCTIONAL STRATEGIES AND PROGRAMS

Nationwide a variety of instructional strategies and approaches have been implemented in recent decades with the goal of teaching the large LEP student population. These range from having no instruction in the student's primary language and providing only ESL instruction to providing instruction over an extended period in both English and the student's primary language.¹²

In Washington, the services provided to LEP students are described in two ways: *instructional focus* and *program model*. Instructional focus describes the methods by which students are actually instructed with differing emphases and methodologies. Program model describes the setting or circumstances in which the services are delivered. These approaches differ in their effectiveness.

Instructional Focus

Most (74%) LEP students receive little or no instruction in their primary language, according to district reports. Due to staffing constraints and the number of languages that are spoken in some districts, it may not be possible to provide any instruction in a student's primary language. Most districts rely on intensive ESL instruction to educate LEP students. Districts with large numbers of LEP students speaking a particular language have a greater capacity to offer instruction in that language.

Districts report their instructional focus in four categories, which are defined below. In addition, some districts report that they provide instruction using some other strategy or a combination of strategies.

- 1. Primary Language Development:** Language development in both English and the primary language is the focus. The goal is to enable the student to become academically and socially fluent in both languages.
- 2. Academic Language Development:** Academic skills and literacy are provided in the primary language with additional intensive ESL instruction. When the student reaches moderate English reading competency, academic instruction in the primary language is discontinued.
- 3. Limited Assistance in the Primary Language:** Students are provided with intensive ESL instruction with additional basic skills and literacy offered in English with limited assistance in the primary language. This may include academic tutoring provided by noncertificated personnel, translations, interpretations, etc.

¹² The Supreme Court has ruled that it is illegal to place a student with limited English proficiency into a regular English-only classroom and provide no special instruction support (Lau v. Nichols).

4. **No Primary Language Support:** Students are provided with intensive ESL instruction and may receive other special instructional services which enable them to participate in regular all-English classrooms.

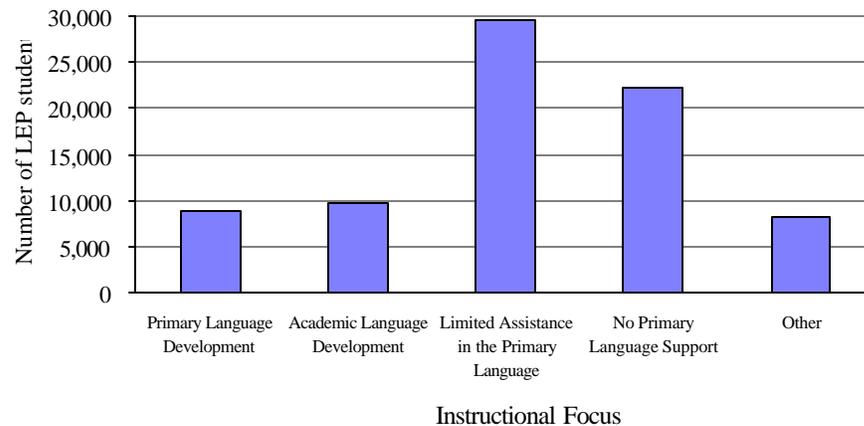
Table 2-3 and Figure 2-4 report the number of students served in each of the four state-defined instructional focus categories. Because students may be served in more than one category, the totals reported exceed the unduplicated total number served.

Table 2-4: Enrollment by Type of Instructional Focus (School Year 2000–01)

<u>Instructional Focus</u>	<u>Number of Students</u>	<u>Percent of Total</u>
Primary Language Development	8,743	4.3%
Academic Language Development	9,677	13.7%
Limited Assistance in the Primary Language	29,657	42.1%
No Primary Language Support	22,196	31.5%
Other or combinations	8,204	11.6%

Note: Percent based on total students served (70,431).

Figure 2-4: Enrollment by Type of Instructional Focus (School Year 2000–01)



Program Model

While the instructional focus differentiates the instructional strategies used, the program model describes the setting or circumstances in which the services are delivered. Districts report five categories of program models, which are defined below.

1. **Self-Contained Classroom:** Schedules students to an all-bilingual classroom that offers instruction in English/language arts appropriate for the student’s level of English competence and sometimes provides academic instruction in

the primary language. The bilingual reading/language arts instruction is parallel, not supplementary, to that offered in the regular classroom.

2. **Center Approach:** Non-English speaking students are scheduled for a large portion of the day in a bilingual center offering intensive English language development and, in some cases, instruction in the primary language. Students return to the regular classroom only for those subjects not requiring significant English language interaction.
3. **In-Classroom:** Eligible students who have attained some English language proficiency are provided, in the regular classroom, with ESL instruction by a specialized instructor and, in some cases, with academic instruction in the primary language.
4. **Pull-Out:** Takes students from the regular classroom to provide ESL and, in some cases, academic instruction in the primary language. Instruction is delivered either in small groups or on an individual basis.
5. **Tutoring** Provides students with a bilingual tutor who assists individual or small groups in completing class assignments or provides limited assistance in ESL.

Figure 2-5 and Table 2-5 report the number of students served by program model. Because students may be served in more than one model, the totals reported exceed the unduplicated total number served.

Figure 2-5: Enrollment by Type of Program Model (School Year 2000–01)

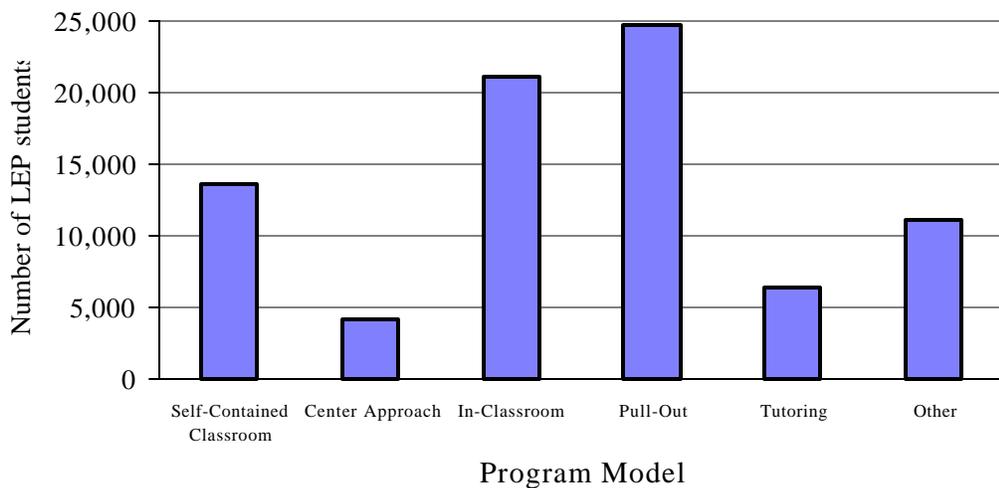


Table 2-5: Enrollment by Type of Program Model (School Year 2000–01)

Program Model	Number of Students	Percent of Total
Self-Contained Classroom	13,702	19.5%
Center Approach	4,165	5.9%
In-Classroom	21,071	29.9%
Pull-Out	24,754	35.1%
Tutoring	6,383	9.1%
Other or combinations	11,128	15.8%

Note: Percent based on total students served (70,431).

Effectiveness of Strategies

Research has been conducted to determine the effectiveness of different approaches for educating LEP students. In general, studies have found that the more instruction that is provided in the student's primary language, the better the overall academic performance of the student over a long-term period.¹³ It is believed that developing proficiency in one language promotes the development of proficiency in a second language. Results of the analysis of student-level data that OSPI reported last year were consistent with this conclusion.¹⁴ These findings would indicate that more academic instruction needs to be given in the student's primary language rather than simply relying on English-language instruction. However, the shortage of trained staff to provide instruction in many primary languages continues to limit this possibility. Moreover, recent research has found that LEP students in middle and high schools are less likely to receive bilingual instruction than LEP students in elementary grades.¹⁵

OSPI is working to improve the effectiveness of the program by (1) developing standards and benchmarks for English language learners, (2) implementing the new statewide annual assessment of LEP students, (3) developing a system that will track LEP students' academic progress through the use of a unique student code assigned to each student, (4) revising the definitions and forms used in the program to conform to national definitions used in research, and (5) providing districts with more guidance on program implementation.

¹³ 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.

¹⁴ We found that the average length of time LEP students had 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.

¹⁵ See *Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools*, Ruiz-de-Valasco, J. and Fix, M, Urban Institute, December 2000.

STUDENTS SERVED

SECTION 3

The number and percentage of LEP students in Washington continues to grow, but at a slower rate than in previous years. These students are not evenly distributed across the state. Some districts serve either a large number or a high percentage of LEP students, while other districts serve few or no LEP students. Some districts have experienced a high rate of growth in their LEP student population, while other districts are serving fewer LEP students. Nearly half the LEP students are found in Grades K–3. Many are served by other state or federal programs as well.

TOTAL LEP STUDENT ENROLLMENT

In school year 2000–01, the program served 70,431 students. This total represents a 6.3 percent increase from the previous year total, a slower rate of growth than in the two previous school years. The average monthly enrollment in the program was 59,540, the number used for state funding purposes. The program served slightly more males (52.8 percent) than females (47.2 percent). This proportion of males to females has remained about the same for the past 16 years.

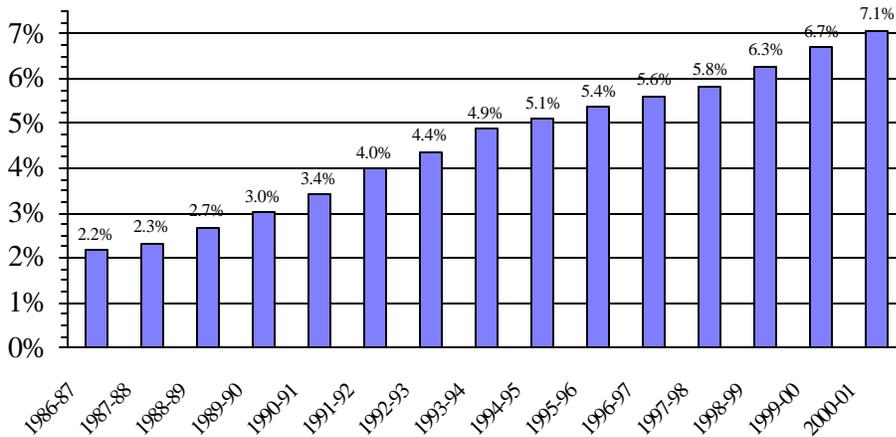
The percentage of LEP students in the state has slowly risen over the last 15 years (see Table 3-1 and Figure 3-1). In school year 2000–01, 7.1 percent of the state's students were in the program, up from 6.7 percent in the previous year. The increase in the level of LEP students in the state is influenced by several factors. First, the non-English speaking student population is growing faster than the English-speaking student population because of higher immigration and birth rates.¹⁶ In addition, when a district develops an approved program, its LEP students would be added to the number of students in the program. More districts had an approved program in school year 2000-01 than in any year in the past decade. Finally, the increase is influenced by a higher rate of students entering the program compared to the rate of students exiting the program—21,852 students entered and 15,844 left the program, a net difference of 6,008. (See Section 5 for more information on those leaving the program.)

¹⁶ According to the U.S. Census Bureau, both the Asian and Hispanic populations have a higher percentage of the total Washington population in 1999 than in 1990. It is hard to determine the cause of the increase—birth rates, refugee flows from abroad and other states, the strength of the economy in different parts of the country, and the relative quality of ESL programs can all affect the growth of the non-English speaking population.

Table 3-1: Growth of LEP Student Enrollment

<u>Year</u>	<u>Total Enrollment</u>	<u>Total LEP</u>	<u>Percent LEP</u>
1986–87	756,340	16,352	2.2%
1987–88	770,538	17,800	2.3%
1988–89	785,854	21,062	2.7%
1989–90	805,913	24,279	3.0%
1990–91	833,906	28,473	3.4%
1991–92	862,423	34,338	4.0%
1992–93	889,680	38,735	4.4%
1993–94	908,017	44,266	4.9%
1994–95	928,669	47,214	5.1%
1995–96	945,283	50,737	5.4%
1996–97	964,642	54,124	5.6%
1997–98	977,818	56,939	5.8%
1998–99	990,884	62,132	6.3%
1999–00	992,088	66,281	6.7%
2000–01	994,532	70,431	7.1%

Figure 3-1: Percentage of LEP Students Statewide Has Gradually Increased¹



¹ Percentage is based on the total number of LEP students served and the total number of students in the state (i.e., headcounts).

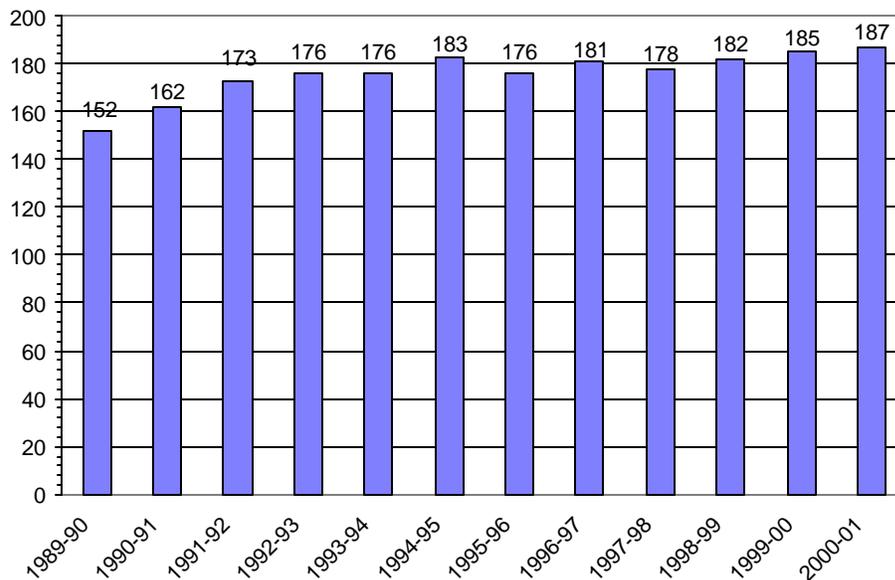
UNEVEN DISTRIBUTION OF LEP STUDENTS

LEP students are not evenly distributed across the state. A total of 187 districts had students in the program in school year 2000–01, which is 63 percent of the state’s districts. The percentage has remained about the same the past few years. These 187 districts enroll over 95 percent of the state’s total student population.

- In the 187 districts, 22 had LEP students representing at least 25 percent of their total average enrollment, while 42 districts had LEP students representing less than one percent of their total average enrollment. Districts that had students in the program had an average of 6.5 percent LEP students.
- In terms of the number of LEP students served, 21 of the 187 districts had more than 1,000 LEP students. These 21 districts had 63 percent of all LEP students served. On the other hand, 19 districts had programs serving less than 10 LEP students.
- Some districts experienced tremendous growth in the number of LEP students, while others had fewer LEP students than in previous years. Of the districts that had at least 1,000 LEP students in school year 2000–01, Renton had 30 percent more LEP students than in the previous year and many other districts had at least 10 percent more. On the other hand, four districts—Mukilteo, Toppenish, Yakima, Everett—had fewer LEP students than the previous year.¹⁷

The following figures and tables show the number of districts with a bilingual program as well as the districts with the highest percentage and number of LEP students served. Appendix B and C provide more information on the percentage and number of students served.

Figure 3-2: Number of Districts with a Program for LEP Students



¹⁷ Both Mukilteo and Everett served 45 percent more LEP students in school year 1999–00 than in school year 1998–99, and the number they served in school year 2000–01 is still far above the number served in school year 1998–99.

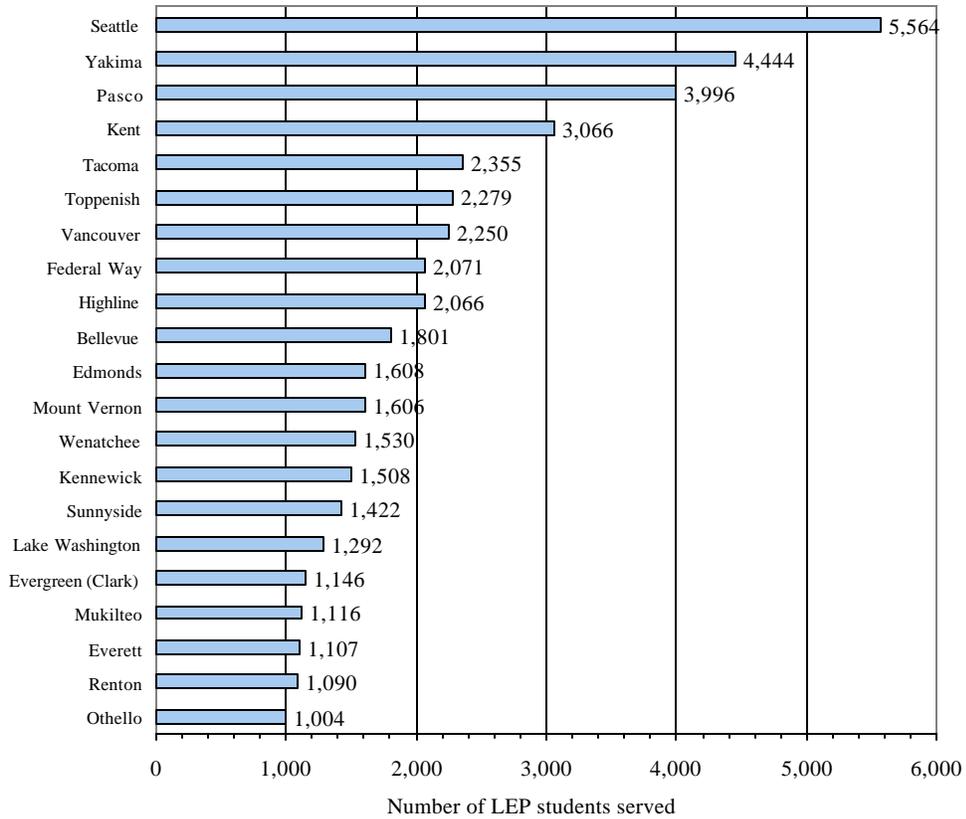
Table 3-2: Districts With At Least 25% LEP Students (School Year 2000–01)

<u>District</u>	<u>Total Students¹</u>	<u>Average LEP Enrollment¹</u>	<u>Percent LEP Students</u>
1. Palisades	43	32	74.3%
2. Roosevelt	18	12	67.6%
3. Orondo	178	112	62.6%
4. Toppenish	3,258	1,957	60.1%
5. Wahluke	1,454	826	56.8%
6. Bridgeport	625	342	54.7%
7. Brewster	944	393	41.7%
8. Pasco	8,185	3,320	40.6%
9. Prescott	255	102	39.9%
10. Manson	637	248	38.9%
11. Royal	1,240	466	37.6%
12. Othello	2,840	971	34.2%
13. Warden	878	272	31.0%
14. Yakima	13,186	4,075	30.9%
15. Cape Flattery	518	155	30.0%
16. Mabton	821	239	29.1%
17. North Franklin	1,830	527	28.8%
18. Wapato	3,105	874	28.2%
19. Paterson	85	24	28.0%
20. Quincy	2,121	571	26.9%
21. South Central	2,446	618	25.3%
22. College Place	771	194	25.2%

¹ Monthly average**Table 3-3: Districts With At Least 1,000 LEP Students (School Year 2000-2001)**

<u>District</u>	<u>Total LEP Students (School Year)</u>		<u>Percent Increase in LEP Students in Past Year</u>
	<u>2000-2001</u>	<u>1999-2000</u>	
1. Seattle	5,564	5,447	2.1%
2. Yakima	4,444	4,600	-3.4%
3. Pasco	3,996	3,914	2.1%
4. Kent	3,066	2,611	17.4%
5. Tacoma	2,355	2,029	16.1%
6. Toppenish	2,279	2,417	-5.7%
7. Vancouver	2,250	2,121	6.1%
8. Federal Way	2,071	1,838	12.7%
9. Highline	2,066	1,789	15.5%
10. Bellevue	1,801	1,758	2.4%
11. Edmonds	1,608	1,430	12.4%
12. Mount Vernon	1,606	1,397	15.0%
13. Wenatchee	1,530	1,343	13.9%
14. Kennewick	1,508	1,366	10.4%
15. Sunnyside	1,422	1,211	17.4%
16. Lake Washington	1,292	1,245	3.8%
17. Evergreen (Clark)	1,146	1,004	14.1%
18. Mukilteo	1,116	1,403	-20.5%
19. Everett	1,107	1,135	-2.5%
20. Renton	1,090	841	29.6%
21. Othello	1,004	978	2.7%

Figure 3-3: Districts Serving At Least 1,000 LEP Students (School Year 2000–01)



GRADES OF STUDENTS SERVED

Most students served by the program are in the early grades. LEP students in grades K–3 accounted for about half the LEP students served in school year 2000–01. The percentage of LEP students gradually declines in the higher grades.

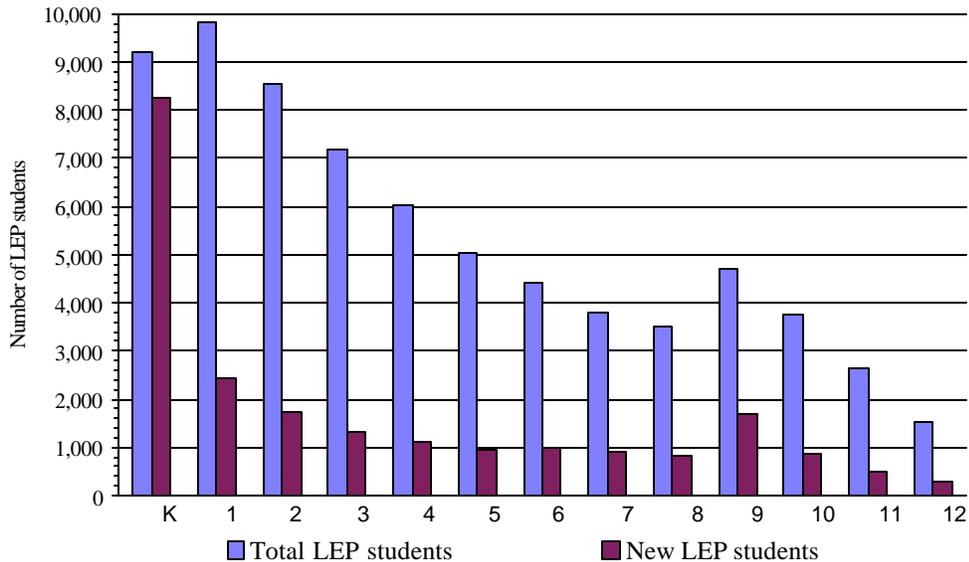
New LEP students—those served for the first time by the district—represented 31 percent of the total LEP student enrollment. However, some of these students may not be new to the program—some may have been served by the program in another district, but the state does not yet have a way to track the movement of these students. As expected, LEP students in kindergarten comprise most of the new students. Grade 9 shows an increase in the number of new and total LEP students, unlike the trends in the other grades.

Table 3-4 and Figure 3-4 show for each grade level the number of total and new LEP students served.

**Table 3-4: Total and New LEP Enrollment by Grade Level
(School Year 2000–01)**

<u>Grade</u>	<u>Total LEP students</u>	<u>Percent of total LEP students</u>	<u>New LEP students</u>	<u>Percent of new LEP students</u>	<u>New LEP students percentage of total LEP students</u>
K	9,215	13.1%	8,251	37.8%	89.5%
1	9,840	14.0%	2,440	11.2%	24.8%
2	8,529	12.1%	1,743	8.0%	20.4%
3	7,203	10.2%	1,323	6.1%	18.4%
4	6,011	8.5%	1,112	5.1%	18.5%
5	5,038	7.2%	952	4.4%	18.9%
6	4,413	6.3%	985	4.5%	22.3%
7	3,807	5.4%	900	4.1%	23.6%
8	3,513	5.0%	835	3.8%	23.8%
9	4,717	6.7%	1,684	7.7%	35.7%
10	3,759	5.3%	861	3.9%	22.9%
11	2,626	3.7%	479	2.2%	18.2%
12	1,539	2.2%	275	1.3%	17.9%
Ungraded	221	0.3%	12	0.1%	5.4%
<i>Total</i>	<i>70,431</i>	<i>100.0%</i>	<i>21,852</i>	<i>100.0%</i>	<i>31.0%</i>

**Figure 3-4: Total and New LEP Student Enrollment by Grade Level
(School Year 2000–01)**



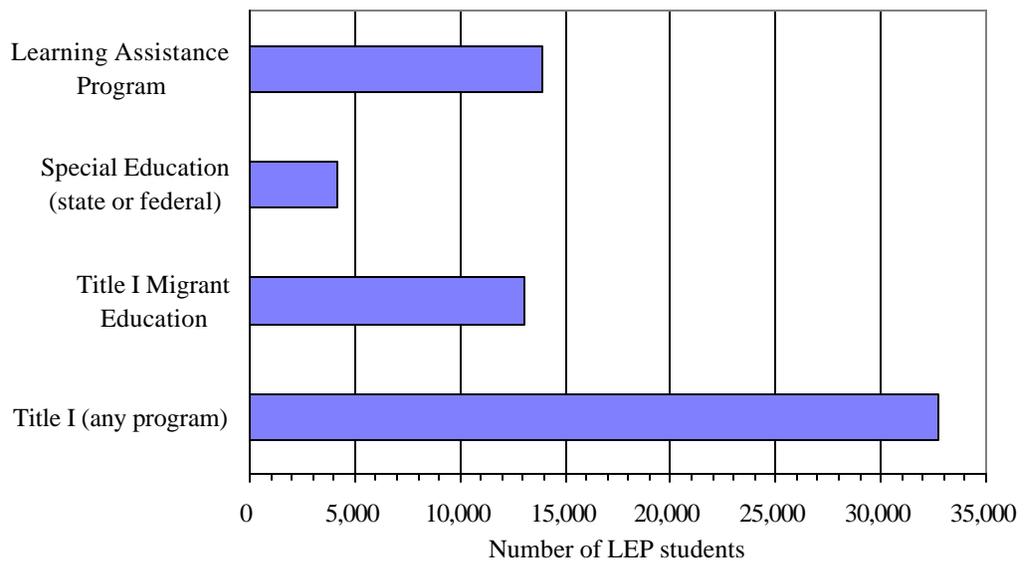
STUDENTS SERVED BY OTHER PROGRAMS

Some students with limited English proficiency also receive other services. Table 3-5 and Figure 3-5 provide more information on LEP students receiving services from other federal and state programs. The large number of these students served by Title I reflects the fact that many of them are enrolled in schools that have “schoolwide” Title I programs, which apply to all students in the school. It also reflects the fact that LEP students tend to come from low-income families.

Table 3-5: Number and Percentage of LEP Students Receiving Support by Other Programs (School year 2000–01)

Other programs supporting <u>LEP students</u>	Number of LEP students served <u>by other program</u>	Percent of all <u>LEP students</u>
Learning Assistance Program	18,758	26.6%
Special Education (state or federal)	4,618	6.6%
Title I Migrant Education	11,638	16.5%
Title I	33,643	47.8%

Figure 3-5: Number of LEP Students Receiving Support by Other Programs (School Year 2000–01)



LANGUAGES SPOKEN

SECTION 4

Students served by the program spoke a total of 181 languages. However, 62 percent spoke Spanish and another 24 percent spoke one of seven other languages—Russian, Ukrainian, Vietnamese, Korean, Cambodian, Somali, or Tagalog. Some districts had many different languages spoken among their LEP students—27 districts had at least 20 languages spoken by LEP students. On the other hand, many other districts served only LEP students whose primary language is Spanish. The number of students speaking some languages has grown dramatically, while the number speaking other languages has declined.

NUMBER OF STUDENTS SPEAKING VARIOUS LANGUAGES

A total of 181 primary, non-English languages were represented among the students served by the program in school year 2000–01.¹⁸ For the last 14 years, students speaking Spanish accounted for more LEP students than students speaking all the other languages combined. In school year 2000–01, Spanish was the primary language spoken by 62 percent of all LEP students. While the percentage of Spanish speaking students in Washington has gradually increased at a steady pace, the percentage is still less than the national average—about 75 percent of LEP students speak Spanish nationwide.

Besides Spanish, seven other languages were spoken by at least 1,000 LEP students in Washington: Russian, Ukrainian, Vietnamese, Korean, Cambodian, Somali, and Tagalog.¹⁹ About 24 percent of all Washington LEP students spoke one of these seven languages. In contrast, over half of the 181 languages were spoken by less than 10 students statewide.

The number of LEP students speaking some languages has risen rapidly while the number speaking other languages has declined. For example, of the languages spoken by at least 400 LEP students statewide, the number speaking Serbo-Croatian more than doubled and those speaking Somali and Bosnian increased by more than 20 percent in one year. On the other hand, the number speaking the major southeast Asian languages (Vietnamese, Cambodian, and Lao) continued to decline, sometimes by large amounts. These fluctuations are closely related to the timing of when refugees arrived in the United States.

¹⁸ Some districts could not identify the names of the languages spoken by their LEP students, so there may be more than 181 languages spoken by LEP students statewide.

¹⁹ The total of 1,457 LEP students spoke one of the dialects of Chinese.

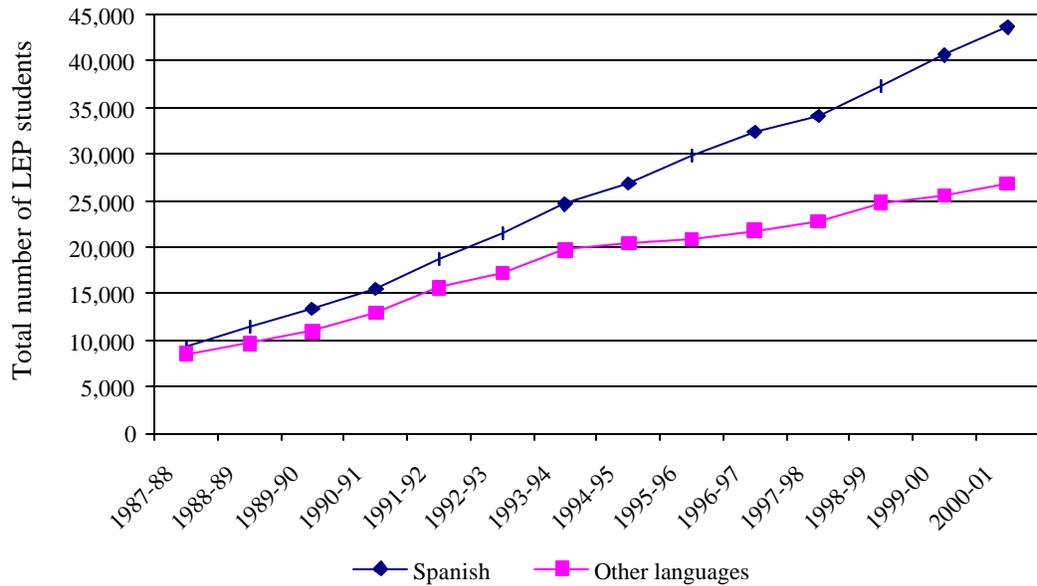
The following tables and figures provide more information on the number of students speaking the various languages represented in the program. Appendix A lists the number of students speaking the different languages in the program.

Table 4-1: Frequency of Languages Spoken by LEP Students Served

<u>LEP Students Served</u>	<u>Number of Language Groups</u>
1,000 or more	8
100–999	26
10–99	52
1–9	95
<i>Total</i>	<i>181</i>

Table 4-2: Steady Growth of Spanish-Speaking LEP Students Served

<u>School Year</u>	<u>Total LEP Students</u>	<u>Percent Spanish</u>
1984–85	13,939	40.3
1985–86	15,024	44.0
1986–87	16,352	45.1
1987–88	17,800	52.0
1988–89	21,062	54.2
1989–90	24,279	54.9
1990–91	28,473	54.5
1991–92	34,338	54.4
1992–93	38,735	55.5
1993–94	44,266	55.5
1994–95	47,214	56.8
1995–96	50,737	58.8
1996–97	54,124	59.8
1997–98	56,939	59.9
1998–99	62,132	60.1
1999–00	66,281	61.3
2000–01	70,431	62.0

Figure 4-1: More Growth Among Spanish-Speaking LEP Students**Table 4-3: Change in Enrollment, by Major Language Group**

<u>Language</u>	<u>School Year</u>		<u>Change since 1999-00</u>
	<u>2000-01</u>	<u>1999-00</u>	
Spanish	43,656	40,662	7.4%
Russian	5,233	5,480	-4.5%
Ukrainian	3,442	2,895	18.9%
Vietnamese	2,953	3,201	-7.7%
Korean	1,858	1,804	3.0%
Cambodian	1,152	1,444	-20.2%
Somali	1,134	892	27.1%
Tagalog	1,030	1,047	-1.6%
Chinese-Cantonese	821	913	-10.1%
Punjabi	720	626	15.0%
Bosnian	525	427	23.0%
Arabic	462	428	7.9%
Serbo-Croatian	457	224	104.0%
Chinese-Mandarin	434	436	-0.5%
Japanese	423	413	2.4%
Lao	401	403	-0.5%

Table 4-4: Six-Year Change in Enrollment, by Major Language Group

<u>Language</u>	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>Pct. Change 1996-2001</u>
Spanish	29,830	32,367	34,099	37,349	40,662	43,656	34.9%
Somali	367	533	650	657	892	1,134	112.8%
Ukrainian	1,546	1,645	1,961	2,598	2,895	3,442	109.2%
Russian	3,701	3,907	4,089	5,049	5,480	5,233	33.9%
Korean	1,497	1,563	1,514	1,610	1,804	1,858	18.9%
Tagalog	837	881	910	838	1,047	1,030	16.9%
Vietnamese	3,983	3,792	3,585	3,478	3,201	2,953	-22.1%
Cambodian	1,791	1,724	1,685	1,697	1,444	1,152	-33.2%
<i>All languages</i>	<i>50,737</i>	<i>54,124</i>	<i>56,939</i>	<i>62,132</i>	<i>66,281</i>	<i>70,431</i>	<i>30.1%</i>

Figure 4-2: Six-Year Growth of LEP Students, by Major Language Group

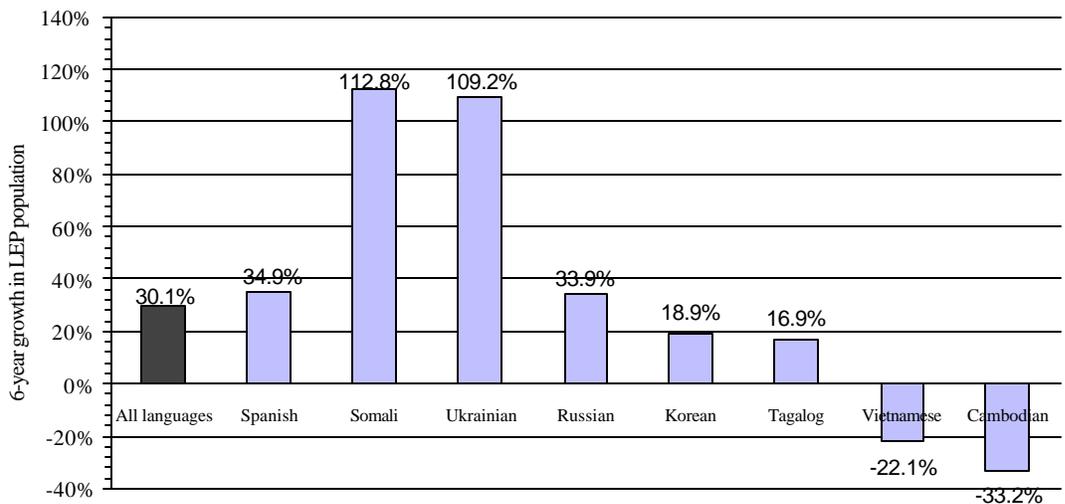
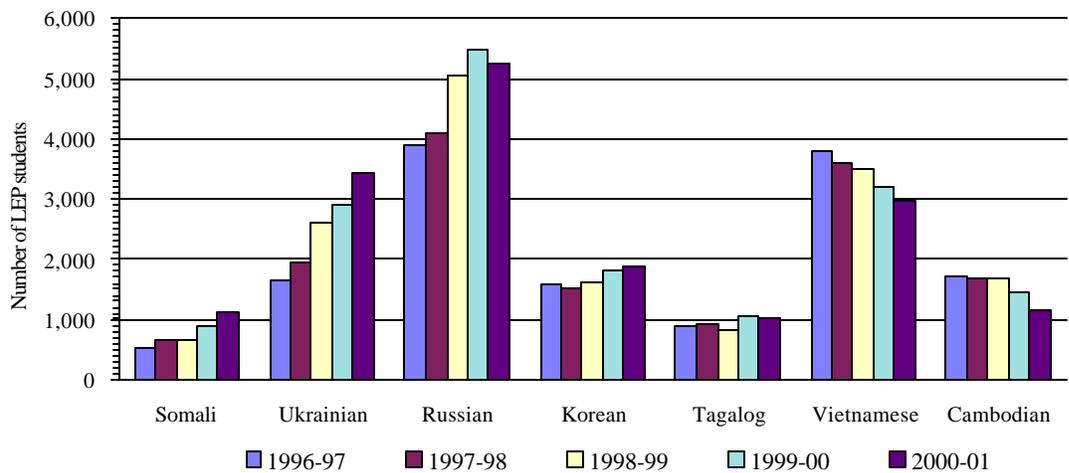


Figure 4-3: Number Speaking Some Languages Increased While Others Declined



WIDE DISPARITY IN THE NUMBER OF LANGUAGES AMONG DISTRICTS

Some districts provide instruction to LEP students speaking many different languages. In school year 2000-01, 27 districts served students that spoke more than 20 languages (see Table 4-5). Kent, Seattle, and Edmonds served the most languages. Nearly all the 27 districts are located in western Washington along the I-5/I-405 corridor.

In contrast, some districts had all or nearly all of their LEP students speaking Spanish. In 59 districts where at least 20 LEP students were served, more than 95 percent of those students spoke Spanish (see Table 4-6). Fifty districts served LEP students who spoke only one primary language (usually Spanish).

Figure 4-4 shows how the number of languages served varied in school year 2000–01. Appendix B provides more information on the number of languages spoken in the districts and the number of students speaking the languages.

Table 4-5: Districts Serving More Than 20 Languages (School Year 2000–01)

<u>District</u>	<u>Number of Languages</u>	<u>Total LEP Enrollment</u>	<u>LEP Enrollment to Languages Ratio</u>
1. Kent	70	3,066	43.8
2. Seattle	61	5,564	91.2
3. Edmonds	60	1,608	26.8
4. Lake Washington	52	1,292	24.8
5. Shoreline	52	638	12.3
6. Bellevue	51	1,801	35.3
7. Highline	51	2,066	40.5
8. Federal Way	49	2,071	42.3
9. Renton	47	1,090	23.2
10. Vancouver	41	2,250	54.9
11. Tukwila	40	781	19.5
12. Clover Park	37	937	25.3
13. Evergreen (Clark)	36	1,146	31.8
14. Northshore	36	531	14.8
15. Mukilteo	35	1,116	31.9
16. Tacoma	34	2,355	69.3
17. Everett	33	1,107	33.5
18. Spokane	29	928	32.0
19. Bellingham	23	423	18.4
20. Issaquah	23	227	9.9
21. Marysville	23	313	13.6
22. Central Valley	21	124	5.9
23. Richland	21	316	15.0
24. Central Kitsap	20	237	11.9
25. Kennewick	20	1,508	75.4
26. Mercer Island	20	96	4.8
27. North Thurston	20	200	10.0

**Table 4-6: Districts With at Least 95 Percent LEP Students Speaking Spanish¹
(School Year 2000–01)**

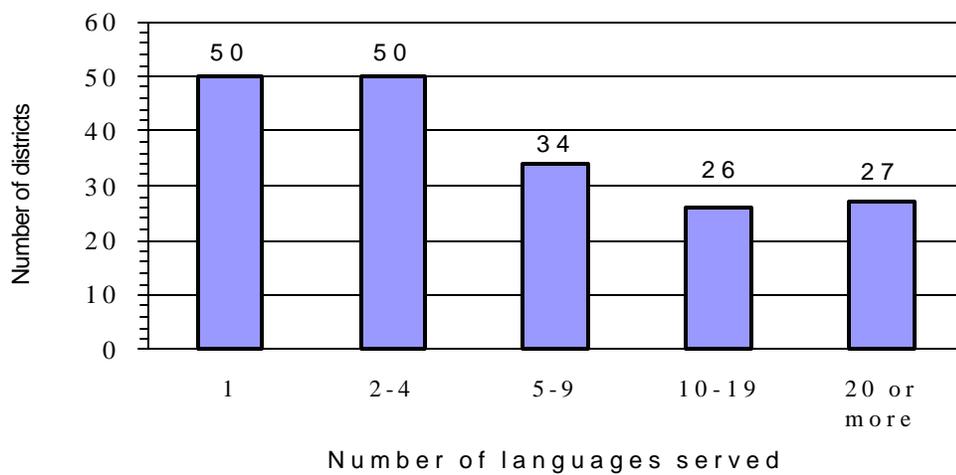
District	Total LEP Students	Total Spanish-Speaking LEP Students	Percent Spanish
1. Yakima	4,444	4,392	98.8%
2. Pasco	3,996	3,864	96.7%
3. Wenatchee	1,530	1,499	98.0%
4. Sunnyside	1,422	1,415	99.5%
5. Othello	1,004	989	98.5%
6. Wauke	955	955	100.0%
7. Quincy	685	685	100.0%
8. Prosser	639	636	99.5%
9. Walla Walla	626	596	95.2%
10. North Franklin	598	597	99.8%
11. Royal	597	596	99.8%
12. Eastmont	585	557	95.2%
13. Grandview	524	524	100.0%
14. Brewster	460	460	100.0%
15. Bridgeport	343	343	100.0%
16. Warden	329	328	99.7%
17. Lake Chelan	309	307	99.4%
18. Mabton	300	300	100.0%
19. Granger	292	292	100.0%
20. Manson	276	276	100.0%
21. White Salmon Valley	243	242	99.6%
22. College Place	228	220	96.5%
23. Highland	202	202	100.0%
24. Cascade	196	196	100.0%
25. Monroe	173	166	96.0%
26. Okanogan	169	169	100.0%
27. East Valley (Yakima)	162	162	100.0%
28. Kiona-Benton City	150	146	97.3%
29. Selah	149	145	97.3%
30. Orondo	147	147	100.0%
31. Cashmere	142	142	100.0%
32. Oroville	140	140	100.0%
33. Shelton	134	132	98.5%
34. Mount Adams	116	116	100.0%
35. Sedro Woolley	115	112	97.4%
36. Prescott	114	114	100.0%
37. Naches Valley	96	93	96.9%
38. Tonasket	88	88	100.0%
39. Omak	82	80	97.6%
40. Union Gap	81	81	100.0%
41. West Valley (Yakima)	76	72	94.7%
42. Zillah	67	67	100.0%

Section 4 ♦ Languages Spoken

District	Total LEP Students	Total Spanish-Speaking LEP Students	Percent Spanish
43. Woodland	58	58	100.0%
44. Winlock	56	53	94.6%
45. Pateros	51	51	100.0%
46. Dayton	49	49	100.0%
47. Finley	45	45	100.0%
48. Kittitas	45	45	100.0%
49. La Conner	41	41	100.0%
50. Palisades	39	39	100.0%
51. Entiat	37	37	100.0%
52. Touchet	34	34	100.0%
53. Onalaska	31	31	100.0%
54. Waterville	30	30	100.0%
55. Quinault Lake	27	27	100.0%
56. Paterson	25	25	100.0%
57. Lind	24	24	100.0%
58. Stevenson-Carson	22	21	95.5%
59. Roosevelt	20	20	100.0%
<i>Total</i>	<i>23,618</i>	<i>23,273</i>	<i>98.5%</i>

¹ Only districts serving at least 20 LEP students are listed. A total of 12 districts serving fewer than 20 LEP students had only Spanish-speaking students in the program.

Figure 4-4: Number of Languages Served By Districts



LENGTH OF STAY AND ACADEMIC ACHIEVEMENT

SECTION 5

The state program is intended to provide temporary support services for up to three years until LEP students can develop adequate English language skills. While most students have been in the program no more than two years, 27 percent had been in the program for more than three years, and about 10 percent had been in the program for more than five years. In addition, fewer students exited the program and more were retained in grade than in previous years.

The length of stay in the program depends on how students perform on academic tests. LEP students tend to have lower scores on achievement tests, although many factors other than language ability, such as socioeconomic status, also affect how students perform on tests. Many LEP students also come from low-income families. Students who come from low-income families and have limited English proficiency are more likely to have academic difficulties.

BACKGROUND

The purpose of the program is to provide temporary services for up to three years until LEP students can develop adequate English language skills. Thus, instruction is provided in a “transitional” program. As discussed in Section 1, students are eligible to enter the program if they score below a certain level on an oral language proficiency test. Each year districts reassess their LEP students to determine if they can continue in the program. Eligibility ends when a student scores above the 35th percentile in the reading and language arts portions of an approved norm-referenced written test. Students cannot stay in the program more than three years unless their English language skills remain below the 35th percentile. Districts must have empirical evidence to keep a student in the program for more than three years.

Concerns have been raised about the length of time students spend in the program. Each LEP student generates extra funding for the district, and the number of students in the program continues to grow at a faster pace than the overall student population. The growth in the program can be a result of several factors, as discussed in Section 3. However, many students stay in the program for more than the three years, which contributes to the growing number of students served.

LEP STUDENTS LEAVING AND REMAINING IN THE PROGRAM

LEP students leave the program in several ways. They can be transitioned out of the program by meeting the exit performance criteria. A student meeting the exit

criteria is expected to perform adequately in a regular, all-English classroom. A student can also leave the program by either graduating or dropping out of school. Finally, some students leave for other reasons.

Approximately 22 percent of the LEP students served during school year 2000–01 left the program. Ten percent (7,258) were either transitioned out of or graduated from the program. (Appendix D lists this information for each district.) Another 12 percent (8,586) dropped out or left for other reasons.

Of the students that continued to be served, two trends are worth noting. First, there is a large increase in the percentage of students who were retained (from 2.8% to 6.1%). Second, a higher percentage of students continued in the program (from 75.1% to 77.5%). More information is needed to know why these trends occurred.

The tables below provide more information about the number of LEP students leaving and remaining in the program.

Table 5-1: Status of Students Served in the Last Five Years

	<u>1996–97</u>	<u>1997–98</u>	<u>1998–99</u>	<u>1999–00</u>	<u>2000–01</u>	<u>Percent of Total</u>
<i>Exited program</i>	13,379	13,824	13,898	16,474	15,844	22.5%
Graduated	1,194	1,080	1,117	1,221	1,236	1.8%
Transitioned	4,102	5,007	5,095	5,398	6,022	8.6%
Dropped out	1,018	1,297	1,079	1,365	464	0.7%
Unknown/other reasons	7,065	6,440	6,607	8,490	8,122	11.5%
<i>Continuing in program</i>	40,745	43,115	48,234	49,807	54,587	77.5%
Promoted	39,745	41,678	46,674	47,959	50,306	71.4%
Retained	1,000	1,437	1,560	1,848	4,281	6.1%
<i>Total LEP students served</i>	54,124	56,939	62,132	66,281	70,431	

Table 5-2: Number and Percent of Students Transitioned or Graduated from the Program by Time in Program (School Year 2000–01)

<u>Time in Program</u>	<u>Total Number Served</u>	<u>Number of LEP Students Transitioned or Graduated¹</u>	<u>Percent of Total Number Served</u>
Less than 1 year	23,523	1,151	4.9%
1–2 years	16,271	1,448	8.9%
2–3 years	11,539	1,775	15.4%
3–4 years	6,861	1,155	16.8%
4–5 years	4,887	795	16.3%
More than 5 years	7,350	934	12.7%
<i>Total</i>	70,431	7,258	10.3%

¹ Does not include others who exited the program through other means.

Students cannot stay in the program for more than three years unless their English language skills remain below the 35th percentile on an approved written test. In school year 2000–01, the majority (57%) had been in the program two years or less. However, about 27 percent of the LEP students had been in the program for more than three years (see Appendix D for district-level information). This percentage is slightly less than in the previous year.

Table 5-3 and Figure 5-1 show the proportions served by length of time in the program in school year 2000–01. Tables 5-4 and 5-5 provide information on the length of stay over the past five years.

Table 5-3: Number and Percent of Students Served in the Program by Time in Program (School Year 2000–01)

<u>Time in Program</u>	<u>Number Served</u>	<u>Percent in Program</u>
Less than 1 year	23,523	33.4%
1–2 years	16,271	23.1%
2–3 years	11,539	16.4%
3–4 years	6,861	9.7%
4–5 years	4,887	6.9%
More than 5 years	7,350	10.4%
<i>Total</i>	<i>70,431</i>	<i>100.0%</i>

Figure 5-1: Number of LEP Students Served in the Program by Time in Program (School Year 2000–01)

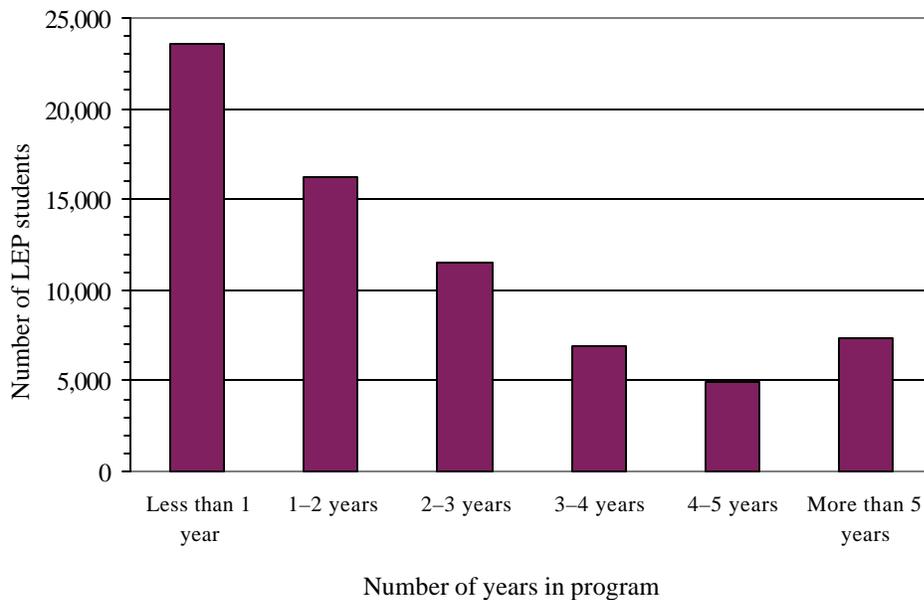


Table 5-4: Trend in the Number of Students Served in the Program

Time in Program	1996-97	1997-98	1998-99	1999-00	2000-01
< 1 year	18,943	19,228	21,862	22,359	23,523
1-2 years	13,531	13,589	13,869	15,805	16,271
2-3 years	9,742	9,190	9,331	9,640	11,539
3-4 years	4,871	6,240	6,386	6,904	6,861
4-5 years	3,247	3,417	4,246	4,646	4,887
> 5 years	5,275	5,275	6,438	6,927	7,350
<i>Total</i>	<i>54,124</i>	<i>56,939</i>	<i>62,132</i>	<i>66,281</i>	<i>70,431</i>

Table 5-5: Trends in Percentage of Students Served More Than Three Years

	1996-97	1997-98	1998-99	1999-00	2000-01
Enrolled more than 3 years	24.7%	26.2%	27.5%	27.9%	27.0%
Enrolled 3-4 years	9.0%	11.0%	10.3%	10.4%	9.7%
Enrolled 4-5 years	6.0%	6.0%	6.8%	7.0%	6.9%
Enrolled > 5 years	9.7%	9.3%	10.4%	10.5%	10.4%

ACADEMIC ACHIEVEMENT

The length of stay in the state program depends not only on a student's English language ability but also on performance on academic tests. Research has found that children do not learn a second language effortlessly and that they may require many years to reach grade-level academic ability in the new language. Many LEP students may be able to speak and understand English, but they may have problems reading and writing English proficiently.

Thus, students who are not proficient in using the English language have a higher risk of academic failure. Often they do not profit fully from instruction in English, and many LEP students have low levels of academic performance in English, have higher rates of grade retention, and have much higher dropout rates than their English-fluent peers.

In school year 2000-2001, OSPI collected data for the first time on the number of LEP special education students being served at individual schools.²⁰ Although 21 districts that had a program did not report this information as required,²¹ there was enough information available from other schools to analyze more precisely the

²⁰ Prior to this time, the number of LEP students being served was only available at the district level. School-level information on the number of LEP, special education, and highly capable students was collected from districts in response to accountability legislation passed in 1999 (see SSB 5418 and RCW 28.630.889).

²¹ The districts with a program that did not report this information for their schools were Burlington-Edison, Central Valley, Centralia, Colfax, Columbia (Walla Walla), Dayton, Elma, Evaline, Ferndale, Highland, Kiona-Benton, Mount Adams, Naselle Grays River, Nooksack Valley, Oak Harbor, Peninsula, Richland, Shelton, Steilacoom, Touchet, and Washougal.

relationship between the level of LEP students and student achievement. These analyses found the same clear relationship between the level of LEP students and student performance on various state assessments that has been found when analyzing district-level data. Figures 5-2 and 5-3 and Table 5-6 show the results of these analyses for elementary schools—as the percentage of LEP students increases in a school, the percentage of students meeting the standard in each of the four WASL subjects declines.

Figure 5-2: Schools With Higher Levels of LEP Students Have Lower Levels of Grade 4 Students Meeting Reading and Listening Standards (School Year 2000–01)

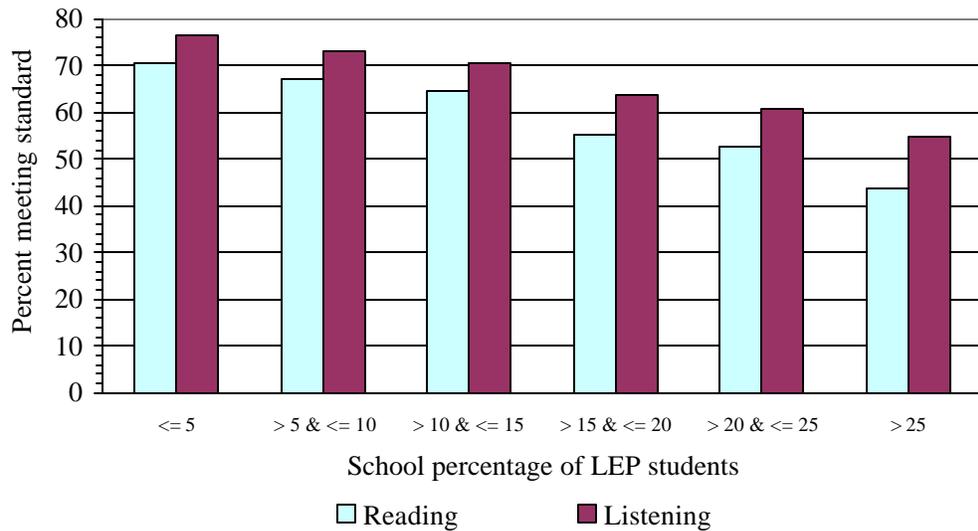


Figure 5-3: Schools With Higher Levels of LEP Students Have Lower Levels of Grade 4 Students Meeting Math and Writing Standards (School Year 2000–01)

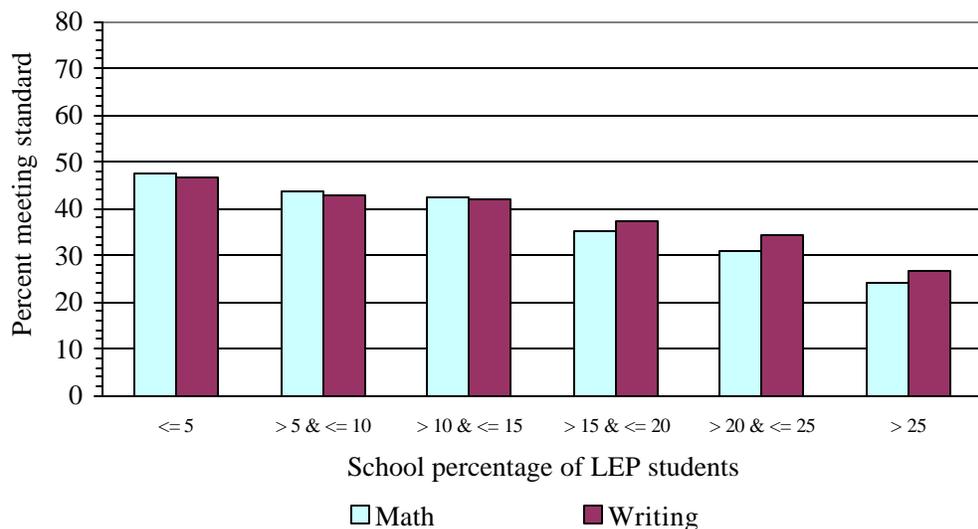


Table 5-6: Grade 4 Test Scores Decline as a School's LEP Percentage Increases (School Year 2000–01)²²

Percent Meeting WASL Standard	All Schools	Percentage of District LEP Students					
		≤ 5	>5 & ≤10	>10 & ≤15	>15 & ≤20	>20 & ≤25	>25
Reading	66.1	70.7	67.1	64.5	55.4	52.6	43.7
Math	43.4	47.6	43.7	42.3	35.0	30.8	24.1
Writing	43.3	46.8	42.8	42.0	37.4	34.4	26.5
Listening	72.4	76.3	73.0	70.5	63.7	60.7	54.9
Pct. Low-Income	37.3%	28.2%	38.4%	43.8%	50.2%	59.2%	73.7%

RELATIONSHIP WITH FAMILY INCOME

Districts and schools that have a higher percentage of LEP students also tend to have a higher percentage of students from low-income families.²³ Figure 5-4 shows this relationship for Washington schools serving the elementary grades. So in addition to the language barrier LEP students face, many of them also have fewer resources in the home to help them with education-related activities. Research has consistently shown that test scores are closely linked to family income—students from low-income families tend to score lower on achievement tests than students from wealthier families. Table 5-7 shows the correlations between the grade 4 WASL results and schools' percentages of LEP and low-income students. (The negative correlation signifies that as the percent of LEP and poor students increases, the percentage of students meeting the standard decreases.) Two results are worth noting:

- The relationships are stronger for family income than for the percent LEP.
- The relationships are stronger for reading and listening than for writing and mathematics.

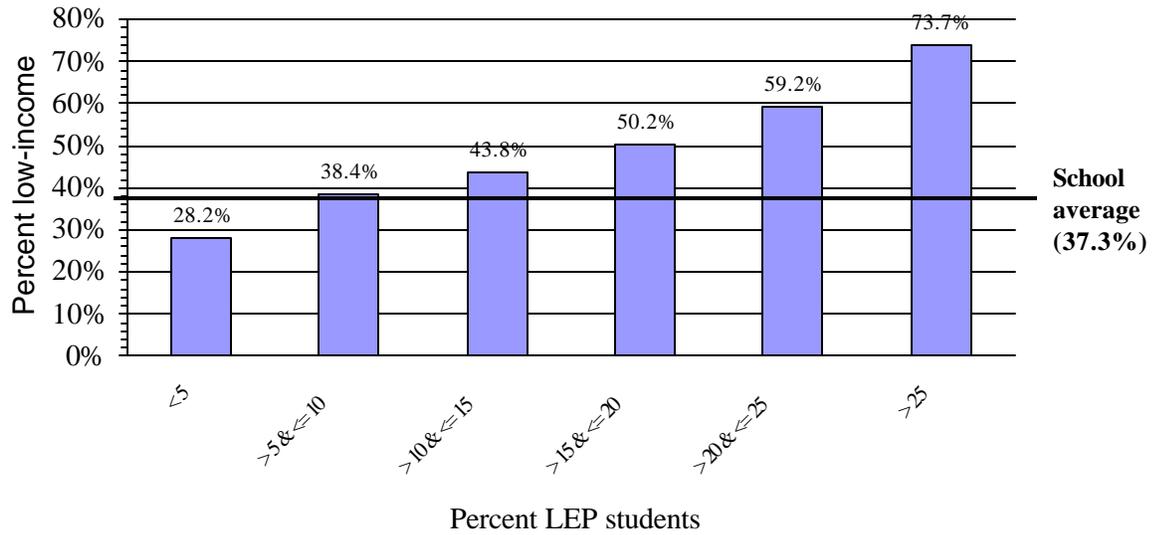
While students who are either poor or have limited English proficiency are more at risk, having both characteristics greatly increases their likelihood of educational failure.²⁴ LEP students in schools who come from poor families tend to stay in the program longer, even though they do not enter the program with lower language proficiency scores. Districts and schools that have higher percentages of both LEP and low-income students face a stiffer challenge in having all students meet high standards than do districts and schools with lower proportions of such students.

²² Weighted averages are shown for all schools that provided LEP data to OSPI. A number of districts did not provide OSPI with LEP enrollment information at the school level.

²³ The correlation between a school's percentage of LEP students and percentage of low-income students was .609 for the 987 elementary schools for which OSPI had data. The correlation was weighted by school enrollment.

²⁴ Unpublished results from the Early Childhood Longitudinal Study, National Center for Education Statistics, U.S. Department of Education, February 2000. Additional factors that can place a student at risk include being from a home with a single parent and being from a home that has a low level of parental education (e.g., high school dropout).

Figure 5-4: Schools With Higher Levels of LEP Students Have a Higher Percentage of Low-Income Students



Note: Percentage of low-income students is measured as the percentage of students receiving free or reduced-price meals. Data are for 987 schools serving elementary grades. Most of these schools had less than 5 percent LEP students.

Table 5-7: Correlations Between Test Results and School Demographic Characteristics (School Year 2000–01)

Percent Meeting WASL Standard, Grade 4	Correlation	
	Percent LEP	Percent Low-Income
Reading	-.549	-.735
Math	-.424	-.687
Writing	-.408	-.637
Listening	-.578	-.708

Note: All correlations are significant at the .001 level.

APPENDIX A

LANGUAGES SPOKEN

Table A-1: Languages Spoken by LEP Students, by Language

<u>Students</u>	<u>Language</u>	<u>Students</u>	<u>Language</u>	<u>Students</u>	<u>Language</u>	<u>Students</u>	<u>Language</u>
3	Acholi	13	Estonian	111	Kurdish	322	Rumanian
42	Afrikaans	21	Ethiopic	401	Lao	5,233	Russian
4	Akan	1	Fante	3	Latvian	1	Rwanda
64	Albanian	197	Farsi	2	Liberian	366	Sahaptian
220	Amharic	32	Fijian	2	Lingala	390	Samoa
462	Arabic	16	Finnish	12	Lithuanian	457	Serbo-Croatian
27	Armenian	76	French	1	Luchuan	2	Shona
1	Athabaskan	2	Fula	2	Luganda	1	Sindhi
1	Azerbaijani	2	Ga	1	Luo	3	Sinhalese
1	Bangala	5	Georgian	184	Makah	1	Slovak
2	Bemba	87	German	4	Malay	6	Sogdian
12	Bengali	14	Greek, Modern	8	Malayalam	1,134	Somali
2	Berber	1	Guamanian	7	Manchu	347	Sonrai
15	Bisaya	10	Gujarati	4	Mandingo	43,656	Spanish
525	Bosnian	1	Gurani	1	Mano	31	Sudanese-Arabic
83	Bulgarian	23	Haitian Creole	2	Maori	1	Susu
20	Burmese	6	Hawaiian	5	Marathi	38	Swahili
11	Byelorussian	17	Hebrew, Modern	1	Marquesan	7	Swedish
23	Cakchiquel	1	Herero	52	Marshallese	1,030	Tagalog
1,152	Cambodian	194	Hindi	2	Michif	2	Taishan
1	Carolinina	243	Hmong	139	Mien	12	Tamil
29	Cebuano	9	Hoh	130	Mixteco	11	Telugu
21	Cham	14	Hungarian	87	Moldavian	2	Teso
31	Chamorro	6	Ibo	3	Mongolian	142	Thai
4	Chao	2	Icelandic (Old)	1	Muckleshoot	15	Tibetan
1	Chewa	3	Igbo	2	Navajo	239	Tigrinya
821	Chinese-Cantonese	154	Ilokano	5	Nepali	74	Toishanses
86	Chinese-Fukienese	80	Indonesian	2	Nigerian	31	Tongan
434	Chinese-Mandarin	1	Irukese	1	Niuean	3	Trukese
74	Chinese-Taiwanese	24	Italian	15	Norwegian	2	Turkic
42	Chinese-Unspecified	5	Jamaican	9	Nuer	19	Turkish
2	Chukese	423	Japanese	2	Nyanja	5	Twi
13	Chuuk	6	Kakwa	2	Nyanja	3,442	Ukrainian
1	Cowichan	1	Kanjobal	159	Oromo	119	Urdu
14	Creole	1	Kannada	1	Pahlavi	3	Urian
6	Croatian	5	Kazakh	2	Palau	2,953	Vietnamese
19	Czech	28	Khmer	1	Pali	5	Wolof
12	Danish	1	Kinyarwanda	1	Papago	2	Yakima
1	Dari	1	Kirgiz	20	Pashto	1	Yakut
17	Dinka	2	Kirgiz	3	Pohnpeian	5	Yap
1	Dire	8	Kmhmu	51	Polish	1	Yisayan
2	Durcese	21	Kongo	105	Portuguese	2	Yoruba
21	Dutch	1,858	Korean	1	Provencal	58	Unknown
2	Efik	1	Kosraean	2	Pulau		
3	Egyptian-Arabic	1	Kpelle	720	Punjabi		
1	Eritai	10	Krio	32	Quileute		70,431 students
		1	Kru	2	Romansch		181 languages

Table A-2: Languages Spoken by LEP Students, by Number of Students

<u>Students</u>	<u>Language</u>	<u>Students</u>	<u>Language</u>	<u>Students</u>	<u>Language</u>	<u>Students</u>	<u>Language</u>
43,656	Spanish	42	Chinese-Unspecified	6	Croatian	2	Shona
5,233	Russian	38	Swahili	6	Hawaiian	2	Taishan
3,442	Ukrainian	32	Fijian	6	Ibo	2	Teso
2,953	Vietnamese	32	Quileute	6	Kakwa	2	Turkic
1,858	Korean	31	Chamorro	6	Sogdian	2	Yakima
1,152	Cambodian	31	Sudanese-Arabic	5	Georgian	2	Yoruba
1,134	Somali	31	Tongan	5	Jamaican	1	Athabaskan
1,030	Tagalog	29	Cebuano	5	Kazakh	1	Azerbaijani
821	Chinese-Cantonese	28	Khmer	5	Marathi	1	Bangala
720	Punjabi	27	Armenian	5	Nepali	1	Carolinina
525	Bosnian	24	Italian	5	Twi	1	Chewa
462	Arabic	23	Cakchiquel	5	Wolof	1	Cowichan
457	Serbo-Croatian	23	Haitian Creole	5	Yap	1	Dari
434	Chinese-Mandarin	21	Cham	4	Akan	1	Dire
423	Japanese	21	Dutch	4	Chao	1	Eritai
401	Lao	21	Ethiopic	4	Malay	1	Fante
390	Samoan	21	Kongo	4	Mandingo	1	Guamanian
366	Sahaptian	20	Burmese	3	Acholi	1	Gurani
347	Sonrai	20	Pashto	3	Egyptian-Arabic	1	Herero
322	Rumanian	19	Czech	3	Igbo	1	Irukese
243	Hmong	19	Turkish	3	Latvian	1	Kanjobal
239	Tigrinya	17	Dinka	3	Mongolian	1	Kannada
220	Amharic	17	Hebrew, Modern	3	Pohnpeian	1	Kinyarwanda
197	Farsi	16	Finnish	3	Sinhalese	1	Kosraean
194	Hindi	15	Bisaya	3	Trukese	1	Kpelle
184	Makah	15	Norwegian	3	Urian	1	Kru
159	Oromo	15	Tibetan	2	Bemba	1	Luchuan
154	Ilokano	14	Creole	2	Berber	1	Luo
142	Thai	14	Greek, Modern	2	Chukese	1	Mano
139	Mien	14	Hungarian	2	Durcese	1	Marquesan
130	Mixteco	13	Chuuk	2	Efik	1	Muckleshoot
119	Urdu	13	Estonian	2	Fula	1	Niuean
111	Kurdish	12	Bengali	2	Ga	1	Pahlavi
105	Portuguese	12	Danish	2	Icelandic (Old)	1	Pali
87	German	12	Lithuanian	2	Kirgiz	1	Papago
87	Moldavian	12	Tamil	2	Liberian	1	Provencal
86	Chinese-Fukienese	11	Byelorussian	2	Lingala	1	Rwanda
83	Bulgarian	11	Telugu	2	Luganda	1	Sindhi
80	Indonesian	10	Gujarati	2	Maori	1	Slovak
76	French	10	Krio	2	Michif	1	Susu
74	Chinese-Taiwanese	9	Hoh	2	Navajo	1	Yakut
74	Toishanses	9	Nuer	2	Nigerian	1	Yisayan
64	Albanian	8	Kmhmu	2	Nyanja	58	Unknown
52	Marshallese	8	Malayalam	2	Palau		
51	Polish	7	Manchu	2	Pulau		70,431 students
42	Afrikaans	7	Swedish	2	Romansch		181 languages

APPENDIX B

DISTRICT LANGUAGE TOTALS

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>	
Aberdeen	District Total (5)	198	Auburn (cont.)	Rumanian	4	
	Cambodian	11		Russian	92	
	Chinese-Cantonese	1		Samoan	8	
	Korean	2		Somali	8	
	Spanish	181		Spanish	373	
	Tagalog	3		Tagalog	18	
Anacortes	District Total (7)	47		Thai	5	
	Chinese-Cantonese	3		Ukrainian	234	
	Japanese	1		Vietnamese	20	
	Korean	3		Bainbridge Island	District Total (11)	26
	Russian	2			Chinese-Taiwanese	2
	Spanish	34			Farsi	1
	Tagalog	2			German	1
Vietnamese	2	Ilokano	2			
Arlington	District Total (7)	71	Japanese		3	
	Chinese-Cantonese	1	Korean		5	
	Pulau	1	Polish		2	
	Russian	2	Russian		1	
	Spanish	60	Spanish		7	
	Sudanese-Arabic	4	Tagalog		1	
	Thai	2	Thai	1		
Asotin-Anatone	District Total (3)	4	Battle Ground	District Total (15)	198	
	Hungarian	1		Bosnian	4	
	Norwegian	2		Cambodian	4	
	Rumanian	1		Chinese-Cantonese	1	
Auburn	District Total (19)	831		Finnish	1	
	Arabic	6		Hmong	2	
	Cambodian	10		Japanese	1	
	Chinese-Cantonese	5		Korean	3	
	Hindi	4		Lao	1	
	Italian	1		Norwegian	1	
	Japanese	1		Rumanian	17	
	Korean	3		Russian	83	
	Lao	13		Spanish	45	
	Marshallese	13		Tagalog	2	
Punjabi	13	Ukrainian		30		
			Vietnamese	3		

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Bellevue	District Total (51)	1,801	Bellingham	District Total (23)	423
	Albanian	6		Arabic	1
	Amharic	3		Cambodian	4
	Arabic	20		Chinese-Cantonese	7
	Armenian	7		Chinese-Mandarin	7
	Bengali	1		Farsi	4
	Bosnian	31		Finnish	1
	Bulgarian	22		French	2
	Burmese	3		German	2
	Cambodian	19		Haitian Creole	2
	Chao	4		Hindi	2
	Chinese-Cantonese	72		Japanese	3
	Chinese-Mandarin	82		Khmer	1
	Chinese-Taiwanese	26		Korean	2
	Danish	2		Korean	6
	Dutch	4		Mongolian	1
	Estonian	2		Punjabi	33
	Farsi	31		Russian	64
	French	13		Serbo-Croatian	1
	German	6		Spanish	189
	Hebrew, Modern	4		Tagalog	2
	Hindi	6		Thai	3
	Hmong	24		Ukrainian	47
	Hungarian	1		Vietnamese	39
	Indonesian	5	Bethel	District Total (18)	161
	Italian	5		Albanian	4
	Japanese	141		Bulgarian	1
	Korean	131		Cambodian	5
	Kurdish	1		German	2
	Lao	17		Haitian Creole	1
	Mongolian	1		Japanese	1
	Norwegian	3		Korean	20
	Polish	4		Lithuanian	3
	Portuguese	15		Moldavian	20
	Punjabi	9		Rumanian	1
	Rumanian	54		Russian	17
	Russian	104		Samoan	8
	Samoan	2		Spanish	53
	Sinhalese	1		Tagalog	13
	Somali	10		Thai	1
	Spanish	726		Ukrainian	8
	Swahili	8		Urdu	2
	Swedish	1		Vietnamese	1
	Tagalog	12	Blaine	District Total (12)	108
	Tamil	7		Arabic	1
	Telugu	5		Cebuano	2
	Thai	8		Chinese-Mandarin	2
	Tigrinya	1		Chinese-Taiwanese	1
	Turkish	6		Hindi	6
	Ukrainian	10		Korean	1
	Urdu	18		Punjabi	4
	Vietnamese	107		Russian	52

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Blaine (cont.)	Spanish	29	Cape Flattery	District Total (2)	180
	Swedish	1		Makah	178
	Ukrainian	6	Maori	2	
	Urdu	3			
Bremerton	District Total (15)	61	Cascade	District Total (1)	196
	Chamorro	1	Spanish	196	
	Chinese-Cantonese	1			
	Creole	1	Cashmere	District Total (1)	142
	Guamanian	1	Spanish	142	
	Indonesian	1			
	Irukese	1	Castle Rock	District Total (1)	5
	Japanese	1	Spanish	5	
	Kurdish	7			
	Punjabi	1	Central Kitsap	District Total (20)	237
	Samoan	2	Arabic	10	
	Spanish	18	Chamorro	5	
	Tagalog	14	Chinese-Cantonese	2	
Thai	1	Chinese-Mandarin	11		
Vietnamese	10	Chinese-Taiwanese	1		
Yisayan	1	Finnish	2		
		German	1		
Brewster	District Total (1)	460	Gujarati	1	
	Spanish	460	Haitian Creole	2	
Bridgeport	District Total (1)	343	Ilokano	2	
	Spanish	343	Japanese	6	
Burlington-Edison	District Total (8)	454	Korean	6	
	Chinese-Cantonese	1	Kurdish	12	
	Japanese	1	Russian	3	
	Korean	1	Samoan	5	
	Mixteco	30	Spanish	33	
	Russian	1	Tagalog	129	
	Spanish	418	Thai	3	
	Tagalog	1	Vietnamese	2	
	Vietnamese	1	Yap	1	
Camas	District Total (13)	42	Central Valley	District Total (21)	124
	Amharic	1	Albanian	3	
	Arabic	1	Arabic	1	
	Cambodian	3	Bosnian	4	
	Efik	2	Bulgarian	1	
	Japanese	3	Cambodian	1	
	Lao	1	Chinese-Mandarin	1	
	Rumanian	1	Croatian	1	
	Russian	18	Farsi	1	
	Somali	2	French	2	
	Spanish	3	German	1	
	Tagalog	1	Hebrew, Modern	2	
	Ukrainian	2	Hmong	1	
	Vietnamese	4	Korean	4	
			Norwegian	2	
			Polish	3	
			Punjabi	1	
		Russian	57		
		Spanish	21		

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Central Valley (cont.)	Ukrainian	10	Clover Park (cont.)	Moldavian	7
	Urdu	2		Polish	2
	Vietnamese	5		Portuguese	2
Centralia	District Total (7)	207		Provencal	1
	Chinese-Cantonese	3		Punjabi	1
	French	1		Rumanian	5
	Punjabi	1		Russian	12
	Russian	10		Samoan	49
	Spanish	187		Spanish	524
	Ukrainian	4		Swahili	3
Vietnamese	1	Tagalog	43		
Chehalis	District Total (5)	79	Thai	2	
	Chinese-Taiwanese	1	Ukrainian	5	
	Korean	3	Unknown	16	
	Russian	2	Urdu	11	
	Spanish	68	Vietnamese	24	
Cheney	District Total (4)	13	Colfax	District Total (1)	6
	Punjabi	1		Chinese-Cantonese	6
	Russian	4	College Place	District Total (5)	228
	Spanish	7		Igbo	1
Ukrainian	1	Pohnpeian		2	
		Russian		4	
Clarkston	District Total (4)	11	Spanish	220	
	Chinese-Mandarin	1	Thai	1	
	Russian	1	Columbia (Walla Walla)	District Total (3)	43
	Spanish	8		Russian	5
Ukrainian	1	Spanish		37	
Clover Park	District Total (37)	937	Vietnamese	1	
	Arabic	1	Colville	District Total (4)	36
	Berber	2		Ethiopic	2
	Bulgarian	1		Russian	22
	Cambodian	9		Spanish	1
	Chamorro	3	Ukrainian	11	
	Chinese-Cantonese	3	Conway	District Total (2)	22
	Chinese-Mandarin	1		Mixteco	4
	Chinese-Taiwanese	1	Spanish	18	
	Chuuk	1	Coupeville	District Total (3)	15
	Creole	4		Amharic	1
	Czech	1		Russian	1
	French	4		Spanish	13
	German	12	Dayton	District Total (1)	49
	Greek, Modern	2		Spanish	49
	Haitian Creole	1			
	Hawaiian	2			
	Hindi	1			
	Italian	1			
	Japanese	5			
Korean	174				
Lingala	1				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
East Valley (Spokane)	District Total (10)	72	Edmonds (cont.)	German	6
	Arabic	1		Greek, Modern	3
	Cebuano	1		Gujarati	1
	Chinese-Taiwanese	1		Hindi	24
	Hmong	11		Hungarian	6
	Italian	1		Ilokano	2
	Portuguese	2		Indonesian	4
	Russian	40		Japanese	9
	Spanish	8		Korean	228
	Ukrainian	3		Kurdish	1
Vietnamese	4	Lao	7		
East Valley (Yakima)	District Total (1)	162	Lithuanian	1	
	Spanish	162	Malayalam	2	
Eastmont	District Total (3)	585	Nepali	1	
	Russian	4	Oromo	1	
	Spanish	557	Polish	5	
	Ukrainian	24	Portuguese	5	
Easton	District Total (1)	9	Punjabi	21	
	Spanish	9	Rumanian	18	
Eatonville	District Total (4)	21	Russian	105	
	Cambodian	2	Serbo-Croatian	50	
	Japanese	1	Somali	12	
	Rumanian	2	Spanish	446	
	Spanish	16	Sudanese-Arabic	5	
Edmonds	District Total (60)	1,608	Swahili	4	
	Akan	3	Tagalog	45	
	Albanian	1	Telugu	1	
	Amharic	9	Thai	5	
	Arabic	51	Tibetan	1	
	Armenian	1	Tigrinya	24	
	Azerbaijani	1	Turkish	3	
	Bosnian	2	Twi	4	
	Bulgarian	14	Ukrainian	146	
	Cambodian	28	Urdu	22	
	Chinese-Cantonese	33	Vietnamese	169	
	Chinese-Mandarin	13	Wolof	2	
	Chinese-Taiwanese	1			
	Czech	1	Ellensburg	District Total (8)	117
	Danish	1	Cambodian	1	
	Dutch	1	Chinese-Mandarin	2	
	Egyptian-Arabic	2	Hungarian	2	
	Estonian	1	Korean	1	
	Ethiopic	7	Punjabi	3	
	Farsi	8	Russian	2	
Farsi	13	Spanish	104		
Fijian	23	Vietnamese	2		
Finnish	2				
French	1	Elma	District Total (3)	48	
Georgian	2	Cambodian	7		
		Chinese-Cantonese	1		
		Spanish	40		
		Entiat	District Total (1)	37	
		Spanish	37		

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Enumclaw	District Total (3)	49	Evergreen (Clark) (cont.)	Cambodian	16
	Spanish	45		Chinese-Cantonese	23
	Ukrainian	1		Chinese-Mandarin	11
	Vietnamese	3		Chinese-Taiwanese	1
Ephrata	District Total (6)	193	Ethiopic	1	
	German	1	Farsi	6	
	Marathi	1	French	1	
	Russian	6	German	2	
	Spanish	164	Hindi	2	
	Ukrainian	19	Hmong	3	
Everett	District Total (33)	1,107	Italian	1	
	Amharic	1	Japanese	22	
	Arabic	102	Korean	18	
	Armenian	1	Krio	1	
	Bengali	1	Kurdish	3	
	Bosnian	12	Lao	10	
	Cambodian	19	Marquesan	1	
	Chinese-Cantonese	8	Nepali	1	
	Chinese-Mandarin	1	Portuguese	2	
	Chinese-Mandarin	1	Punjabi	4	
	Dinka	1	Rumanian	27	
	Farsi	5	Russian	514	
	French	1	Samoan	5	
	German	3	Serbo-Croatian	1	
	Hindi	3	Spanish	122	
	Hmong	2	Tagalog	4	
	Indonesian	2	Tamil	1	
	Japanese	4	Thai	1	
	Korean	49	Tongan	1	
	Kurdish	2	Ukrainian	242	
	Lao	5	Vietnamese	45	
	Mano	1	Federal Way	District Total (49)	2,071
	Marshallese	14	Arabic	18	
	Polish	1	Bosnian	1	
	Punjabi	14	Cambodian	18	
	Rumanian	6	Chamorro	1	
	Serbo-Croatian	7	Chinese-Cantonese	17	
	Serbo-Croatian	227	Chinese-Mandarin	9	
	Spanish	285	Chinese-Taiwanese	3	
	Swedish	1	Danish	2	
	Tagalog	8	Dinka	4	
	Ukrainian	206	Farsi	3	
	Urdu	10	Fijian	2	
Vietnamese	104	French	2		
Evergreen (Clark)	District Total (36)	1,146	Hindi	22	
	Albanian	1	Hmong	6	
	Arabic	9	Ibo	1	
	Armenian	1	Ilokano	5	
	Bosnian	36	Indonesian	3	
	Bulgarian	7	Italian	1	
		Japanese	4		
		Kannada	1		
		Kazakh	1		

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Federal Way (cont.)	Khmer	1	Franklin Pierce	District Total (10)	142
	Korean	289		Cambodian	5
	Krio	2		Chinese-Cantonese	1
	Kurdish	13		Korean	23
	Lao	3		Moldavian	6
	Luganda	1		Russian	25
	Malay	1		Samoan	4
	Malayalam	1		Spanish	74
	Marathi	1		Thai	1
	Marshallese	7		Ukrainian	1
	Mien	1	Vietnamese	2	
	Oromo	3	Goldendale	District Total (5)	50
	Polish	5		Chinese-Cantonese	1
	Portuguese	1		Greek, Modern	1
	Punjabi	74		Sahaptian	1
	Rumanian	12		Spanish	45
	Russian	454	Yakima	2	
	Samoan	45	Grandview	District Total (1)	524
	Somali	22		Spanish	524
	Spanish	596	Granger	District Total (1)	292
	Swahili	8		Spanish	292
	Tagalog	33	Granite Falls	District Total (4)	9
	Thai	3		Korean	1
	Tigrinya	2		Spanish	4
	Tongan	5		Tagalog	3
	Ukrainian	320		Ukrainian	1
Urdu	1	Green Mountain	District Total (3)	6	
Vietnamese	43		Russian	3	
Ferndale	District Total (8)		211	Spanish	1
	Arabic		1	Vietnamese	2
	Cambodian		3	Highland	District Total (1)
	Polish	1	Spanish		202
	Punjabi	1	Highline		District Total (51)
	Russian	81		Akan	1
	Spanish	95		Albanian	5
	Ukrainian	28		Amharic	20
Wolof	1	Arabic		26	
Fife	District Total (9)	90		Armenian	2
	Cambodian	1		Bangala	1
	Korean	4		Bosnian	42
	Punjabi	3	Burmese	6	
	Russian	3	Cambodian	83	
	Samoan	4	Cham	6	
	Spanish	70	Chamorro	2	
	Tagalog	1	Chinese-Cantonese	6	
Thai	2	Finley	District Total (1)	45	
Ukrainian	2		Spanish	45	

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Highline (cont.)	Chinese-Mandarin	5		Hmong	13
	Chuuk	9		Indonesian	1
	Dire	1		Italian	1
	Eritai	1		Japanese	9
	Farsi	15		Korean	27
	Finnish	1		Marshallese	2
	French	2		Mien	1
	Fula	2		Portuguese	5
	GA	2		Rumanian	7
	Haitian Creole	10		Russian	2
	Hawaiian	1		Spanish	92
	Hindi	5		Tagalog	4
	Hmong	21		Telugu	1
	Ilokano	7		Thai	3
	Japanese	1		Ukrainian	1
	Korean	11		Urdu	1
	Kosraean	1			
	Kurdish	2		Kelso District Total (9)	154
	Lao	6		Amharic	3
	Oromo	11		Cambodian	4
	Pashto	6		Lao	2
	Polish	2		Moldavian	2
	Punjabi	66		Norwegian	2
	Rumanian	3		Russian	16
	Samoan	27		Spanish	117
	Serbo-Croatian	1		Tagalog	4
	Somali	211		Ukrainian	4
	Spanish	36			
	Spanish	1,094		Kennewick District Total (20)	1,508
	Sudanese-Arabic	2		Albanian	2
	Swahili	3		Amharic	2
	Tagalog	29		Arabic	9
	Thai	13		Bosnian	90
Tigrinya	11		Bulgarian	1	
Tongan	4		Burmese	1	
Ukrainian	51		Chinese-Cantonese	3	
Urdu	11		Chinese-Mandarin	3	
Vietnamese	180		Croatian	2	
Wolof	2		German	2	
			Italian	1	
Hoquiam District Total (4)	91		Kakwa	3	
Cambodian	2		Korean	2	
Czech	2		Lao	9	
Korean	7		Mandingo	3	
Spanish	80		Russian	57	
			Spanish	1,269	
Issaquah District Total (23)	227		Ukrainian	29	
Arabic	1		Vietnamese	18	
Chinese-Cantonese	13		Yoruba	2	
Chinese-Mandarin	34				
Farsi	3				
French	2				
German	1				
Hindi	3				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Kent	District Total (70)	3,066	Kent (cont.)	Pulau	1
	Acholi	3		Punjabi	265
	Albanian	8		Rumanian	28
	Amharic	3		Russian	288
	Arabic	27		Samoan	11
	Armenian	2		Serbo-Croatian	2
	Bengali	3		Slovak	1
	Bosnian	16		Somali	232
	Bulgarian	3		Spanish	764
	Burmese	2		Sudanese-Arabic	6
	Cambodian	53		Swahili	4
	Carolinina	1		Tagalog	61
	Chamorro	4		Taishan	2
	Chinese-Unspecified	1		Telugu	1
	Chinese-Cantonese	36		Thai	3
	Chinese-Mandarin	34		Tigrinya	4
	Chinese-Taiwanese	6		Turkish	1
	Creole	4		Ukrainian	681
	Croatian	1		Urdu	5
	Czech	3		Vietnamese	200
	Ethiopic	1	Kiona-Benton City	District Total (4)	150
	Farsi	18		Russian	2
	French	3		Spanish	146
	German	7		Thai	1
	Hindi	29		Ukrainian	1
	Hmong	7	Kittitas	District Total (1)	45
	Hungarian	1		Spanish	45
	Ibo	3	La Center	District Total (3)	13
	Ilokano	6		Cambodian	2
	Indonesian	3		Korean	1
	Italian	2		Spanish	10
	Japanese	16	La Conner	District Total (1)	41
	Kakwa	3		Spanish	41
	Khmer	11	Lake Chelan	District Total (2)	309
	Kmhmu	2		Arabic	2
	Kongo	4		Spanish	307
	Korean	78	Lake Stevens	District Total (8)	69
	Kpelle	1		Cambodian	3
	Krio	1		Farsi	3
	Kurdish	38		Japanese	1
	Lao	23		Lao	1
	Liberian	2		Russian	17
	Lithuanian	2		Spanish	31
	Malayalam	4		Ukrainian	11
	Navajo	1		Vietnamese	2
	Nepali	1			
	Nuer	9			
	Nyanja	1			
	Oromo	5			
	Polish	11			
	Portuguese	3			

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Lake Washington	District Total (52)	1,292	Lakewood	District Total (4)	35
	Afrikaans	2		Russian	6
	Albanian	1		Spanish	20
	Arabic	19		Tagalog	7
	Bemba	2		Vietnamese	2
	Bengali	1			
	Bosnian	5	Lind	District Total (1)	24
	Bulgarian	4		Spanish	24
	Burmese	2			
	Cambodian	40	Longview	District Total (16)	285
	Chewa	1		Cambodian	14
	Chinese-Cantonese	8		Chinese-Cantonese	9
	Chinese-Fukienese	82		Chinese-Mandarin	2
	Chinese-Mandarin	19		Ethiopic	1
	Chinese-Taiwanese	3		Finnish	4
	Danish	5		Gujarati	1
	Dutch	1		Hindi	1
	Farsi	29		Japanese	4
	Finnish	2		Korean	3
	French	6		Rumanian	2
	German	8		Russian	20
	Gujarati	5		Spanish	205
	Hebrew, Modern	3		Thai	2
	Hindi	11		Tongan	1
	Hmong	47		Ukrainian	3
	Icelandic (Old)	1		Vietnamese	13
	Indonesian	8	Lyle	District Total (1)	7
	Italian	2		Spanish	7
	Japanese	67			
	Korean	73	Lynden	District Total (8)	260
	Kurdish	5		Albanian	1
	Lao	36		Cambodian	2
	Latvian	1		Japanese	1
	Marathi	1		Khmer	1
	Nyanja	1		Punjabi	26
	Polish	1		Russian	11
	Portuguese	37		Spanish	214
	Punjabi	5		Vietnamese	4
	Rumanian	32	Mabton	District Total (1)	300
	Russian	97		Spanish	300
	Samoan	1			
	Serbo-Croatian	2	Manson	District Total (1)	276
	Sogdian	6		Spanish	276
	Spanish	504			
	Swahili	1	Marysville	District Total (23)	313
	Tagalog	9		Arabic	7
	Tamil	3		Cambodian	8
	Telugu	1		Chinese-Cantonese	2
	Thai	8		Czech	3
	Turkish	2		German	1
	Ukrainian	23		Haitian Creole	1
	Urdu	7			
	Vietnamese	52			

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>	
Marysville (cont.)	Japanese	4	Mercer Island	Spanish	3	
	Korean	11		(cont.)	Vietnamese	2
	Kurdish	11	Meridian	District Total (7)	160	
	Lao	5		Cambodian	1	
	Polish	1		Farsi	6	
	Punjabi	10		Punjabi	16	
	Romansch	1		Russian	27	
	Russian	39		Spanish	58	
	Samoan	1		Tagalog	1	
	Serbo-Croatian	2	Ukrainian	51		
	Spanish	130	Methow Valley	District Total (1)	7	
	Tagalog	22		Spanish	7	
	Thai	6	Monroe	District Total (6)	173	
	Ukrainian	25		Burmese	1	
	Unknown	3		Chinese-Cantonese	1	
	Vietnamese	19		Latvian	2	
Yap	1	Rumanian		2		
Mead	District Total (15)	75		Russian	1	
	Amharic	1		Spanish	166	
	Bulgarian	7	Montesano	District Total (7)	3	
	Chinese-Taiwanese	3		Cambodian	1	
	German	1		Korean	1	
	Indonesian	2		Spanish	1	
	Kinyarwanda	1		Moses Lake	District Total (8)	571
	Korean	4			Chinese-Cantonese	3
	Marshallese	2			Japanese	13
	Pohnpeian	1	Punjabi		1	
	Portuguese	2	Rumanian		4	
	Russian	42	Russian		37	
	Serbo-Croatian	2	Spanish		414	
	Spanish	5	Swahili		2	
	Ukrainian	1	Ukrainian	97		
Vietnamese	1	Mossyrock	District Total (1)	12		
Mercer Island	District Total (20)		96	Spanish	12	
	Albanian	3	Mount Adams	District Total (1)	116	
	Bosnian	2		Spanish	116	
	Chinese-Cantonese	4	Mount Baker	District Total (8)	161	
	Chinese-Mandarin	23		Cebuano	1	
	Chinese-Taiwanese	1		Dutch	2	
	Croatian	2		Korean	2	
	Czech	2		Portuguese	2	
	Dutch	2		Russian	123	
	Farsi	1		Spanish	18	
	Finnish	2		Ukrainian	10	
	French	2	Yap	3		
	Hebrew, Modern	1				
	Japanese	8				
Korean	30					
Kurdish	2					
Punjabi	1					
Rumanian	1					
Russian	4					

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Mount Pleasant	District Total (1)	1	Naches Valley	District Total (3)	96
	Russian	1		Russian	1
				Spanish	93
Mount Vernon	District Total (13)	1,606		Tagalog	2
	Chamorro	2	Naselle-Grays River Valley	District Total (1)	7
	Chinese-Cantonese	4		Spanish	7
	Chinese-Mandarin	3		Nine Mile Falls	District Total (1)
	Japanese	6	Russian		4
	Korean	10	Nooksack Valley	District Total (4)	119
	Mixteco	79		Mixteco	7
	Punjabi	3		Punjabi	9
	Russian	65		Russian	3
	Spanish	1,389		Spanish	100
	Tagalog	2	North Franklin	District Total (2)	598
	Telugu	1		Lao	1
	Thai	1		Spanish	597
Ukrainian	41	North Kitsap	District Total (12)	94	
Mukilteo	District Total (35)		1,116	Albanian	5
	Afrikaans		2	German	1
	Amharic		2	Hindi	2
	Arabic		13	Japanese	3
	Bosnian		6	Navajo	1
	Bulgarian		1	Russian	9
	Cambodian		21	Samoan	3
	Chinese-Cantonese		2	Spanish	54
	Chinese-Mandarin		4	Swedish	1
	Dutch		1	Tagalog	6
	Farsi	2	Thai	3	
	French	5	Vietnamese	6	
	Hindi	5	North Mason	District Total (1)	23
	Hmong	6		Cakchiquel	23
	Hungarian	2	North Thurston	District Total (20)	200
	Indonesian	41		Amharic	1
	Italian	2		Cambodian	25
	Japanese	7		Chamorro	4
	Korean	90		Chinese-Mandarin	6
Lao	2	Chuuk		1	
Luganda	1	Dinka		2	
Malay	1	Durcese		2	
Niuean	1	German		3	
Polish	3	Ilokano		1	
Portuguese	4	Japanese	1		
Punjabi	20	Korean	33		
Rumanian	10	Lao	1		
Russian	243	Papago	1		
Sinhalese	2	Russian	2		
Spanish	424	Spanish	70		
Tagalog	27				
Thai	3				
Tigrinya	2				
Ukrainian	116				
Urdu	5				
Vietnamese	40				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
North Thurston (cont.)	Tagalog	8	Oak Harbor (cont.)	Tagalog	120
	Thai	2		Thai	2
	Trukese	2	Ocean Beach	District Total (2)	49
	Ukrainian	2		Chinese-Cantonese	4
	Vietnamese	33		Spanish	45
Northshore	District Total (36)	531	Ocosta	District Total (2)	3
	Afrikaans	1		Korean	1
	Arabic	2		Spanish	2
	Armenian	3	Okanogan	District Total (1)	169
	Bosnian	2		Spanish	169
	Cambodian	1		Olympia	District Total (13)
	Cebuano	1	Arabic		2
	Chinese-Unspecified	8	Cambodian		14
	Chinese-Cantonese	5	Chinese-Mandarin		6
	Chinese-Mandarin	9	Chinese-Taiwanese		1
	Chinese-Taiwanese	2	Italian		1
	Dinka	1	Jamaican		4
	Farsi	6	Korean		8
	Fijian	2	Rumanian		1
	German	3	Russian		1
	Hebrew, Modern	4	Samoan		3
	Hindi	1	Spanish		42
	Japanese	6	Thai		2
	Korean	39	Vietnamese	59	
	Kurdish	2	Omak	District Total (3)	82
	Lao	5		Chinese-Cantonese	1
	Malayalam	1		Spanish	80
	Malayalam	1	Ukrainian	1	
	Mandingo	1	Onalaska	District Total (1)	31
	Norwegian	1		Spanish	31
	Polish	1		Orcas	District Total (1)
	Portuguese	3	Spanish		4
	Punjabi	1	Orondo	District Total (1)	147
	Rumanian	8		Spanish	147
	Russian	33		Oroville	District Total (1)
	Somali	1	Spanish		140
	Spanish	308	Orting		District Total (4)
	Tagalog	2		Cambodian	1
	Thai	3		Punjabi	3
Tongan	2	Russian		14	
Ukrainian	41	Spanish	6		
Urdu	2	Oak Harbor	District Total (11)	166	
Vietnamese	20		Chamorro	3	
			Dutch	4	
			Hawaiian	2	
			Italian	1	
			Japanese	2	
			Korean	1	
			Russian	2	
			Samoan	3	
			Spanish	26	

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>		
Othello	District Total (3)	1,004	Port Townsend	District Total (7)	19		
	Arabic	5		Chinese-Cantonese	1		
	Mixteco	10		German	2		
Spanish	989	Norwegian		1			
Palisades	District Total (1)	39		Russian	2		
	Spanish	39		Spanish	6		
Pasco	District Total (12)	3,996		Spanish	6		
	Afrikaans	3	Vietnamese	1			
	Chinese-Cantonese	4	Prescott	District Total (1)	114		
	Ethiopic	1		Spanish	114		
	Korean	2	Prosser	District Total (3)	639		
	Lao	13		Chinese-Taiwanese	1		
	Portuguese	1		Korean	2		
	Russian	75	Spanish	636	Pullman	District Total (14)	75
	Spanish	3,864	Amharic	3			
	Sudanese-Arabic	2	Arabic	5			
	Tagalog	2	Chinese-Cantonese	1			
	Ukrainian	15	Chinese-Mandarin	16			
Vietnamese	14	German	5				
Pateros	District Total (1)	51	Herero	1			
	Spanish	51	Japanese	3			
Paterson	District Total (1)	25	Korean	25			
	Spanish	25	Nepali	1			
Peninsula	District Total (9)	30	Portuguese	5			
	Arabic	1	Rumanian	1			
	Armenian	1	Russian	2			
	Chamorro	1	Serbo-Croatian	1			
	Chinese-Cantonese	1	Spanish	6			
	Czech	1	Puyallup	District Total (18)	191		
	Russian	11		Albanian	4		
	Spanish	9		Arabic	2		
	Thai	1		Cambodian	4		
	Ukrainian	4		Chinese-Mandarin	6		
Port Angeles	District Total (10)	22		German	1		
	Bosnian	2		Jamaican	1		
	Bulgarian	2		Japanese	8		
	Cambodian	1		Korean	17		
	Chinese-Cantonese	7		Lao	1		
	Chuuk	1	Punjabi	16			
	Czech	2	Rumanian	5			
	Japanese	1	Russian	10			
	Russian	1	Samoan	2			
	Spanish	3	Spanish	101			
	Vietnamese	2	Tagalog	3			
			Thai	4			
			Ukrainian	1			
		Vietnamese	5				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Quillayute Valley	District Total (8)	150	Renton (cont.)	Pahlavi	1
	Athabas can	1		Polish	2
	Cowichan	1		Punjabi	26
	Hoh	9		Rumanian	4
	Makah	6		Rumanian	29
	Muckleshoot	1		Samoan	6
	Quileute	32		Serbo-Croatian	112
	Spanish	99		Somali	71
	Tagalog	1	Spanish	389	
Quinault Lake	District Total (1)	27	Tagalog	25	
	Spanish	27	Thai	7	
Quincy	District Total (1)	685	Tigrinya	1	
	Spanish	685	Tongan	5	
Raymond	District Total (4)	63	Ukrainian	131	
	Chinese-Mandarin	1	Urdu	1	
	Khmer	9	Vietnamese	105	
	Lao	25			
	Spanish	28	Republic	District Total (1)	2
Renton	District Total (47)	1,090	Spanish	2	
	Albanian	1	Richland	District Total (21)	316
	Amharic	5		Albanian	4
	Arabic	2		Arabic	9
	Bisaya	1		Bengali	2
	Bulgarian	2		Bosnian	17
	Cambodian	17		Chinese-Cantonese	2
	Chinese-Cantonese	41		Chinese-Mandarin	11
	Chinese-Mandarin	6		Chinese-Taiwanese	2
	Danish	1		Estonian	1
	Dari	1		Farsi	9
Estonian	2	French		4	
Farsi	5	Hindi	1		
Fijian	1	Japanese	1		
French	3	Korean	8		
German	1	Lao	5		
Hebrew, Modern	2	Rumanian	1		
Hindi	13	Russian	29		
Hmong	7	Serbo-Croatian	23		
Ilokano	4	Spanish	64		
Japanese	2	Thai	2		
Kazakh	4	Ukrainian	108		
Khmer	1	Vietnamese	13		
Korean	17				
Lao	19	Ridgefield	District Total (4)	15	
Lithuanian	1	Greek, Modern	2		
Marathi	2	Russian	1		
Mien	4	Spanish	9		
Moldavian	4	Vietnamese	3		
Nepali	1				
Norwegian	2				
Oromo	3				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Riverview	District Total (5)	49	Seattle (cont.)	Malay	2
	Dinka	1		Mien	133
	Dutch	2		Oromo	135
	German	1		Palau	2
	Hmong	8		Pashto	5
	Spanish	37		Polish	1
Rochester	District Total (3)	66		Portuguese	5
	Albanian	4		Punjabi	11
	Spanish	61		Rumanian	2
	Thai	1		Russian	45
Roosevelt	District Total (1)	20		Samoan	88
	Spanish	20		Serbo-Croatian	8
Royal	District Total (2)	597		Somali	478
	Punjabi	1		Spanish	1,592
	Spanish	596		Swahili	4
Seattle	District Total (61)	5,564		Swedish	2
	Afrikaans	33		Tagalog	271
	Amharic	140		Thai	12
	Arabic	36		Tibetan	11
	Bengali	4		Tigrinya	163
	Bisaya	14		Toishanses	74
	Burmese	4	Tongan	11	
	Cambodian	309	Turkish	3	
	Cebuano	18	Ukrainian	1	
	Cham	15	Unknown	39	
	Chamorro	1	Urdu	6	
	Chinese-Unspecified	33	Vietnamese	985	
	Chinese-Cantonese	388	Sedro Woolley	District Total (3)	115
	Chinese-Fukienese	1	Chinese-Cantonese	2	
	Chinese-Mandarin	73	Spanish	112	
	Chinese-Taiwanese	3	Tagalog	1	
	Creole	4	Selah	District Total (3)	149
	Czech	1	Russian	3	
	Farsi	10	Spanish	145	
	Fijian	2	Urdu	1	
	French	14	Sequim	District Total (3)	59
	German	3	Chinese-Cantonese	1	
	Greek, Modern	5	Korean	3	
	Hindi	25	Spanish	55	
	Hmong	32	Shelton	District Total (3)	134
	Ibo	1	Korean	1	
	Icelandic (Old)	1	Russian	1	
	Ilokano	99	Spanish	132	
	Indonesian	5			
	Italian	2			
Japanese	35				
Knhmu	6				
Korean	30				
Lao	127				
Lithuanian	1				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Shoreline	District Total (52)	638	Snohomish	District Total (12)	81
	Albanian	2		Arabic	2
	Amharic	13		Cambodian	3
	Arabic	21		Chinese-Mandarin	1
	Bosnian	8		Hmong	2
	Bulgarian	1		Khmer	1
	Burmese	1		Korean	1
	Cambodian	5		Punjabi	2
	Cebuano	6		Russian	5
	Chinese-Cantonese	39		Spanish	55
	Chinese-Mandarin	20		Turkish	1
	Chinese-Taiwanese	1		Ukrainian	7
	Farsi	6	Vietnamese	1	
	Fijian	1			
	German	1	Snoqualmie Valley	District Total (7)	25
	Gujarati	2		Arabic	1
	Hindi	20		French	1
	Hmong	2		Lao	2
	Hungarian	1		Russian	3
	Ibo	1		Spanish	16
	Igbo	2		Ukrainian	1
	Ilokano	2		Vietnamese	1
	Indonesian	3			
	Japanese	6		Soap Lake	District Total (3)
	Khmer	1	Russian		17
	Korean	139	Spanish		67
	Krio	5	Ukrainian		47
	Lao	2			
	Lingala	1	South Bend	District Total (3)	60
	Luo	1		Cambodian	1
	Marshallese	1		Lao	4
	Norwegian	1		Spanish	55
	Pashto	6	South Kitsap	District Total (13)	52
Portuguese	1	Chamorro		2	
Punjabi	14	Chinese-Cantonese		1	
Russian	41	Ethiopic		2	
Shona	2	Hindi		1	
Sindhi	1	Japanese		2	
Somali	13	Korean		10	
Spanish	102	Romansch		1	
Sudanese-Arabic	2	Rumanian		2	
Susu	1	Russian		3	
Tagalog	24	Spanish	15		
Thai	8	Tagalog	11		
Tibetan	3	Ukrainian	1		
Tigrinya	19	Vietnamese	1		
Trukese	1				
Turkish	3	South Whidbey	District Total (4)	10	
Twi	1		Cambodian	2	
Ukrainian	16		Russian	1	
Urdu	9		Spanish	6	
Urian	1		Thai	1	
Vietnamese	55				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Southside	District Total (1)	1	Steilacoom (cont)	Vietnamese	8
	Spanish	1			
Spokane	District Total (29)	928	Stevenson-Carson	District Total (2)	22
	Albanian	7		Dutch	1
	Amharic	3	Spanish	21	
	Armenian	1	Sultan	District Total (5)	27
	Bosnian	53		Byelorussian	1
	Bulgarian	9		Japanese	1
	Byelorussian	10		Lao	2
	Chinese-Cantonese	4		Punjabi	2
	Chinese-Mandarin	6	Spanish	21	
	Chuuk	1	Sumner	District Total (11)	105
	Ethiopic	2		Chinese-Cantonese	2
	Farsi	1		Farsi	2
	Georgian	1		Italian	1
	Haitian Creole	4		Korean	5
	Hmong	40		Polish	1
	Kirgiz	2		Punjabi	3
	Lao	4		Russian	3
	Marshallese	13	Spanish	82	
	Moldavian	18	Tagalog	2	
	Pashto	1	Vietnamese	3	
Punjabi	6	Yakut	1		
Rumanian	4	Sunnyside	District Total (2)	1,422	
Russian	525		Arabic	7	
Rwanda	1		Spanish	1,415	
Serbo-Croatian	14		Tacoma	District Total (34)	2,355
Spanish	34			Arabic	10
Tagalog	3	Bosnian		2	
Thai	1	Bulgarian		3	
Ukrainian	106	Cambodian		304	
Vietnamese	54	Chinese-Cantonese		1	
		Chinese-Fukienese		2	
		Chinese-Taiwanese		8	
		Czech		1	
		Dinka		1	
		Farsi	2		
		French	3		
		German	2		
		Hawaiian	1		
		Japanese	1		
		Korean	94		
		Kurdish	6		
		Lao	28		
		Lithuanian	2		
		Moldavian	22		
		Nigerian	2		
		Polish	2		
		Portuguese	7		
		Punjabi	1		
Stanwood	District Total (8)	64			
	Albanian	1			
	Chinese-Cantonese	1			
	Hebrew, Modern	1			
	Indonesian	1			
	Korean	1			
	Spanish	57			
	Swedish	1			
	Vietnamese	1			
Steilacoom	District Total (10)	66			
	Cambodian	1			
	Chinese-Cantonese	2			
	German	1			
	Korean	21			
	Moldavian	1			
	Russian	3			
	Samoan	12			
	Spanish	15			
	Ukrainian	2			

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Tacoma (cont.)	Rumanian	5	Tukwila (cont.)	Bulgarian	3
	Russian	459		Cambodian	29
	Samoan	84		Chinese-Cantonese	5
	Somali	2		Creole	1
	Spanish	763		Dinka	1
	Sudanese-Arabic	2		Ethiopic	4
	Swahili	1		Fante	1
	Tagalog	15		Farsi	5
	Thai	4		Fijian	1
	Ukrainian	176		French	2
Vietnamese	339	German	2		
Tahoma	District Total (9)	38	Hindi	3	
	Cambodian	2	Hmong	1	
	Chinese-Cantonese	1	Ilokano	1	
	Chinese-Fukienese	1	Khmer	2	
	Czech	1	Korean	1	
	Korean	2	Krio	1	
	Rumanian	1	Kurdish	6	
	Spanish	19	Lao	7	
	Ukrainian	9	Michif	2	
	Vietnamese	2	Oromo	1	
Tenino	District Total (4)	35	Pali	1	
	Cambodian	6	Pashto	2	
	Dutch	2	Polish	2	
	Greek, Modern	1	Punjabi	16	
	Spanish	26	Russian	30	
Thorp	District Total (1)	1	Samoan	13	
	Spanish	1	Somali	72	
Toledo	District Total (1)	3	Sonrai	347	
	Spanish	3	Sudanese-Arabic	2	
Tonasket	District Total (1)	88	Tagalog	18	
	Spanish	88	Thai	6	
Toppenish	District Total (3)	2,279	Tigrinya	12	
	Chinese-Cantonese	1	Tongan	1	
	Sahaptian	365	Ukrainian	1	
	Spanish	1,913	Vietnamese	25	
Touchet	District Total (1)	34	Tumwater	District Total (12)	42
	Spanish	34		Cambodian	1
Trout Lake	District Total (1)	6		Farsi	1
	Spanish	6		Kanjobal	1
Tukwila	District Total (40)	781		Korean	6
	Albanian	1		Lao	1
	Amharic	5		Rumanian	2
	Armenian	6		Russian	1
	Bosnian	142		Samoan	2
				Spanish	15
				Tagalog	4
				Tamil	1
			Vietnamese	7	
			Union Gap	District Total (1)	81
				Spanish	81

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
University Place	District Total (17)	110	Vancouver (cont.)	Tagalog	5
	Afrikaans	1		Telugu	1
	Amharic	2		Tongan	1
	Chinese-Cantonese	1		Turkic	2
	Chinese-Mandarin	2		Ukrainian	249
	Chinese-Taiwanese	4		Urdu	2
	Egyptian-Arabic	1		Vietnamese	57
	French	1			
	Italian	1		Vashon Island District Total (5)	16
	Japanese	1		Amharic	1
	Korean	57		Russian	1
	Mongolian	1		Spanish	9
	Russian	7		Tagalog	4
	Spanish	8		Thai	1
	Sudanese-Arabic	1			
	Tagalog	1		Wahluke District Total (1)	955
	Ukrainian	13		Spanish	955
Vietnamese	8				
Vancouver	District Total (41)	2,250	Walla Walla	District Total (9)	626
	Amharic	1		Chinese-Cantonese	3
	Arabic	10		Chinese-Mandarin	1
	Armenian	1		French	1
	Bosnian	48		Lao	1
	Bulgarian	1		Punjabi	3
	Cambodian	24		Russian	17
	Chamorro	1		Spanish	596
	Chinese-Cantonese	9		Thai	1
	Chinese-Taiwanese	1	Vietnamese	3	
	Chukese	2			
	Danish	1	Wapato District Total (2)	982	
	Dutch	1	Ilokano	23	
	Estonian	4	Spanish	959	
	Farsi	1			
	Finnish	1	Warden District Total (2)	329	
	Georgian	2	Korean	1	
	German	4	Spanish	328	
	Haitian Creole	2			
	Hindi	3	Washougal District Total (5)	58	
	Hmong	4	Hindi	1	
	Japanese	5	Indonesian	1	
	Kongo	17	Punjabi	1	
	Kru	1	Russian	38	
	Lao	8	Spanish	17	
	Lithuanian	2			
	Luchuan	1	Waterville District Total (1)	30	
	Moldavian	7	Spanish	30	
	Portuguese	3			
	Punjabi	5			
	Rumanian	20			
Russian	899				
Samoan	2				
Serbo-Croatian	1				
Spanish	841				

Appendix B ♦ District Language Totals

<u>District</u>	<u>Languages</u>	<u>Served</u>	<u>District</u>	<u>Languages</u>	<u>Served</u>
Wenatchee	District Total (9)	1,530	Winlock	District Total (2)	56
	Arabic	11		Estonian	3
	Cambodian	2	Spanish	53	
	Chamorro	1	Woodland	District Total (1)	58
	Chinese-Cantonese	1		Spanish	58
	Russian	10	Yakima	District Total (14)	4,444
	Spanish	1,499		Arabic	9
	Thai	2		Chinese-Cantonese	11
	Ukrainian	1		Gurani	1
	Vietnamese	3		Japanese	1
West Valley (Spokane)	District Total (9)	63		Korean	2
	Armenian	1		Lao	3
	Chinese-Mandarin	1		Manchu	7
	Hmong	4		Punjabi	3
	Lao	1		Russian	4
	Polish	1	Serbo-Croatian	3	
	Russian	25	Spanish	4,392	
	Spanish	25	Teso	1	
	Ukrainian	1	Urian	2	
Vietnamese	4	Vietnamese	5		
West Valley (Yakima)	District Total (2)	76	Yelm	District Total (4)	31
	Korean	4		Dinka	6
Spanish	72	Spanish		23	
White River	District Total (2)	13		Tagalog	1
	Spanish	12	Teso	1	
	Ukrainian	1	Zillah	District Total (1)	67
White Salmon Valley	District Total (2)	243		Spanish	67
	Czech	1			
Spanish	242				

APPENDIX C

DISTRICT PARTICIPATION RATES

The two tables in this appendix provide information for school year 2000–01 on the percentage of LEP students in the 187 districts that have an authorized state bilingual program. Each table provides the districts' total enrollment (monthly FTE average) and the students served (monthly FTE average) by the bilingual program.

Table C-1 provides this information by district name, while table C-2 provides the information by the district percentage of LEP students. Of the districts that had a program, the average LEP enrollment was 6.5 percent. The totals listed are based on the latest available data from the P223.

Table C-1: Enrollment Data, by District

<u>District</u>	<u>Total FTE</u>	<u>Bilingual FTE</u>	<u>% LEP</u>
Aberdeen	3,718	177	4.8%
Anacortes	3,013	38	1.3%
Arlington	4,765	56	1.2%
Asotin-Anatone	565	4	0.6%
Auburn	12,634	736	5.8%
Bainbridge	3,837	21	0.6%
Battle Ground	10,768	136	1.3%
Bellevue	14,881	1,489	10.0%
Bellingham	9,857	368	3.7%
Bethel	15,202	112	0.7%
Blaine	1,895	89	4.7%
Bremerton	5,898	47	0.8%
Brewster	944	393	41.7%
Bridgeport	625	342	54.7%
Burlington Edison	3,353	317	9.5%
Camas	3,665	34	0.9%
Cape Flattery	518	155	30.0%
Cascade	1,450	169	11.7%
Cashmere	1,462	123	8.4%
Castle Rock	1,307	9	0.7%
Central Kitsap	12,647	200	1.6%
Central Valley	10,670	111	1.0%
Centralia	3,146	181	5.7%
Chehalis	2,611	66	2.5%

Appendix C ♦ District Participation Rates

District	Total FTE	Bilingual FTE	% LEP
Cheney	3,357	10	0.3%
Clarkston	2,764	12	0.4%
Clover Park	12,370	684	5.5%
Colfax	751	5	0.7%
College Place	771	194	25.2%
Columbia (Walla Walla)	870	38	4.3%
Colville	2,270	34	1.5%
Conway	431	10	2.2%
Coupeville	1,087	13	1.2%
Dayton	589	18	3.1%
East Valley	4,568	33	0.7%
East Valley (Yakima)	2,318	154	6.6%
Eastmont	4,990	503	10.1%
Easton	120	7	5.4%
Eatonville	2,027	16	0.8%
Edmonds	20,814	1,274	6.1%
Ellensburg	2,742	85	3.1%
Elma	1,929	47	2.4%
Entiat	380	25	6.5%
Enumclaw	4,930	36	0.7%
Ephrata	2,217	175	7.9%
Everett	17,463	967	5.5%
Evergreen (Clark)	20,928	867	4.1%
Federal Way	21,274	1,704	8.0%
Ferndale	4,979	164	3.3%
Fife	2,818	110	3.9%
Finley	1,078	31	2.9%
Franklin Pierce	7,209	152	2.1%
Goldendale	1,264	40	3.2%
Grandview	2,803	446	15.9%
Granger	1,233	237	19.2%
Granite Falls	2,111	9	0.4%
Green Mountain	107	6	5.6%
Highland	1,119	167	15.0%
Highline	17,422	1,567	9.0%
Hoquiam	2,096	75	3.6%
Issaquah	13,412	175	1.3%
Kelso	4,984	112	2.2%
Kennewick	13,210	1,261	9.5%
Kent	25,275	2,595	10.3%
Kiona Benton	1,583	130	8.2%
Kittitas	503	37	7.3%
La Conner	623	14	2.3%
Lacenter	1,314	12	0.9%
Lake Chelan	1,287	223	17.3%
Lake Stevens	6,389	42	0.7%

Appendix C ♦ District Participation Rates

District	Total FTE	Bilingual FTE	% LEP
Lake Washington	22,743	961	4.2%
Lakewood	2,303	29	1.2%
Lind	217	22	10.1%
Longview	7,059	220	3.1%
Lyle	397	7	1.7%
Lynden	2,434	195	8.0%
Mabton	821	239	29.1%
Manson	637	248	38.9%
Marysville	11,191	220	2.0%
Mead	7,874	61	0.8%
Mercer Island	4,164	73	1.8%
Meridian	1,524	137	9.0%
Methow Valley	689	6	0.8%
Monroe	5,598	140	2.5%
Montesano	1,320	3	0.2%
Moses Lake	6,113	491	8.0%
Mossyrock	600	10	1.7%
Mount Adams	1,059	110	10.3%
Mount Baker	2,251	145	6.4%
Mount Pleasant	62	1	0.8%
Mt Vernon	5,319	1,298	24.4%
Mukilteo	13,361	777	5.8%
Naches Valley	1,507	81	5.4%
Naselle Grays River	325	7	2.1%
Nine Mile Falls	1,555	2	0.1%
Nooksack Valley	1,760	96	5.5%
North Franklin	1,830	527	28.8%
North Kitsap	6,617	76	1.2%
North Mason	2,255	25	1.1%
North Thurston	12,267	173	1.4%
Northshore	19,327	383	2.0%
Oak Harbor	5,912	166	2.8%
Ocean Beach	1,161	44	3.8%
Ocosta	704	2	0.3%
Okanogan	1,067	141	13.2%
Olympia	8,739	106	1.2%
Omak	1,998	63	3.2%
Onalaska	892	19	2.1%
Orcas	492	3	0.6%
Orondo	178	112	62.6%
Oroville	770	118	15.4%
Orting	1,701	18	1.1%
Othello	2,840	971	34.2%
Palisades	43	32	74.3%
Pasco	8,185	3,320	40.6%
Pateros	305	35	11.5%

Appendix C ♦ District Participation Rates

District	Total FTE	Bilingual FTE	% LEP
Paterson	85	24	28.0%
Peninsula	9,064	18	0.2%
Port Angeles	4,704	31	0.7%
Port Townsend	1,669	16	0.9%
Prescott	255	102	39.9%
Prosser	2,675	543	20.3%
Pullman	2,142	46	2.1%
Puyallup	18,807	153	0.8%
Quillayute Valley	1,349	134	9.9%
Quinault	253	28	11.2%
Quincy	2,121	571	26.9%
Raymond	556	62	11.2%
Renton	12,000	832	6.9%
Republic	490	2	0.4%
Richland	8,970	260	2.9%
Ridgefield	1,730	14	0.8%
Riverview	2,825	50	1.8%
Rochester	1,784	55	3.1%
Roosevelt	18	12	67.6%
Royal	1,240	466	37.6%
Seattle	44,622	5,615	12.6%
Sedro Woolley	4,195	98	2.3%
Selah	3,388	120	3.5%
Sequim	2,743	41	1.5%
Shelton	3,954	119	3.0%
Shoreline	9,807	488	5.0%
Snohomish	8,313	61	0.7%
Snoqualmie Valley	4,248	20	0.5%
Soap Lake	498	116	23.2%
South Bend	539	57	10.6%
South Central	2,446	618	25.3%
South Kitsap	10,694	43	0.4%
South Whidbey	2,247	9	0.4%
Southside	219	1	0.5%
Spokane	30,183	844	2.8%
Stanwood	5,142	55	1.1%
Steilacoom	1,929	50	2.6%
Stevenson-Carson	1,032	20	1.9%
Sultan	2,076	21	1.0%
Sumner	7,441	87	1.2%
Sunnyside	5,046	1,259	24.9%
Tacoma	30,842	2,024	6.6%
Tahoma	5,671	24	0.4%
Tenino	1,383	24	1.7%
Thorp	197	2	0.8%
Toledo	973	3	0.3%

Appendix C ♦ District Participation Rates

District	Total FTE	Bilingual FTE	% LEP
Tonasket	1,091	68	6.2%
Toppenish	3,258	1,957	60.1%
Touchet	310	33	10.7%
Trout Lake	155	4	2.5%
Tumwater	6,089	33	0.5%
Union Gap	528	60	11.3%
University Place	5,062	68	1.3%
Vancouver	20,632	1,820	8.8%
Vashon Island	1,575	14	0.9%
Wahluke	1,454	826	56.8%
Walla Walla	5,612	546	9.7%
Wapato	3,105	874	28.2%
Warden	878	272	31.0%
Washougal	2,410	51	2.1%
Waterville	310	24	7.7%
Wenatchee	6,792	1,244	18.3%
West Valley (Spokane)	3,498	66	1.9%
West Valley (Yakima)	4,325	45	1.0%
White River	4,009	7	0.2%
White Salmon	1,245	225	18.1%
Winlock	810	51	6.3%
Woodland	1,788	43	2.4%
Yakima	13,186	4,075	30.9%
Yelm	4,191	22	0.5%
Zillah	1,202	59	4.9%

Table C-2: Enrollment Data, by Percent LEP Students

<u>District</u>	<u>Total FTE</u>	<u>Bilingual FTE</u>	<u>% LEP</u>
Palisades	43	32	74.3%
Roosevelt	18	12	67.6%
Orondo	178	112	62.6%
Toppenish	3,258	1,957	60.1%
Wahluke	1,454	826	56.8%
Bridgeport	625	342	54.7%
Brewster	944	393	41.7%
Pasco	8,185	3,320	40.6%
Prescott	255	102	39.9%
Manson	637	248	38.9%
Royal	1,240	466	37.6%
Othello	2,840	971	34.2%
Warden	878	272	31.0%
Yakima	13,186	4,075	30.9%
Cape Flattery	518	155	30.0%
Mabton	821	239	29.1%
North Franklin	1,830	527	28.8%
Wapato	3,105	874	28.2%
Paterson	85	24	28.0%
Quincy	2,121	571	26.9%
South Central	2,446	618	25.3%
College Place	771	194	25.2%
Sunnyside	5,046	1,259	24.9%
Mt Vernon	5,319	1,298	24.4%
Soap Lake	498	116	23.2%
Prosser	2,675	543	20.3%
Granger	1,233	237	19.2%
Wenatchee	6,792	1,244	18.3%
White Salmon	1,245	225	18.1%
Lake Chelan	1,287	223	17.3%
Grandview	2,803	446	15.9%
Oroville	770	118	15.4%
Highland	1,119	167	15.0%
Okanogan	1,067	141	13.2%
Seattle	44,622	5,615	12.6%
Cascade	1,450	169	11.7%
Pateros	305	35	11.5%
Union Gap	528	60	11.3%
Quinault	253	28	11.2%
Raymond	556	62	11.2%
Touchet	310	33	10.7%
South Bend	539	57	10.6%
Kent	25,275	2,595	10.3%
Mount Adams	1,059	110	10.3%

Appendix C ♦ District Participation Rates

<u>District</u>	<u>Total FTE</u>	<u>Bilingual FTE</u>	<u>% LEP</u>
Eastmont	4,990	503	10.1%
Lind	217	22	10.1%
Bellevue	14,881	1,489	10.0%
Quillayute Valley	1,349	134	9.9%
Walla Walla	5,612	546	9.7%
Burlington Edison	3,353	317	9.5%
Kennewick	13,210	1,261	9.5%
Highline	17,422	1,567	9.0%
Meridian	1,524	137	9.0%
Vancouver	20,632	1,820	8.8%
Cashmere	1,462	123	8.4%
Kiona Benton	1,583	130	8.2%
Federal Way	21,274	1,704	8.0%
Lynden	2,434	195	8.0%
Moses Lake	6,113	491	8.0%
Ephrata	2,217	175	7.9%
Waterville	310	24	7.7%
Kittitas	503	37	7.3%
Renton	12,000	832	6.9%
East Valley (Yakima)	2,318	154	6.6%
Tacoma	30,842	2,024	6.6%
Entiat	380	25	6.5%
Mount Baker	2,251	145	6.4%
Winlock	810	51	6.3%
Tonasket	1,091	68	6.2%
Edmonds	20,814	1,274	6.1%
Auburn	12,634	736	5.8%
Mukilteo	13,361	777	5.8%
Centralia	3,146	181	5.7%
Green Mountain	107	6	5.6%
Clover Park	12,370	684	5.5%
Everett	17,463	967	5.5%
Nooksack Valley	1,760	96	5.5%
Easton	120	7	5.4%
Naches Valley	1,507	81	5.4%
Shoreline	9,807	488	5.0%
Zillah	1,202	59	4.9%
Aberdeen	3,718	177	4.8%
Blaine	1,895	89	4.7%
Columbia (Walla Walla)	870	38	4.3%
Lake Washington	22,743	961	4.2%
Evergreen (Clark)	20,928	867	4.1%
Fife	2,818	110	3.9%
Ocean Beach	1,161	44	3.8%
Bellingham	9,857	368	3.7%
Hoquiam	2,096	75	3.6%

Appendix C ♦ District Participation Rates

<u>District</u>	<u>Total FTE</u>	<u>Bilingual FTE</u>	<u>% LEP</u>
Selah	3,388	120	3.5%
Ferndale	4,979	164	3.3%
Goldendale	1,264	40	3.2%
Omak	1,998	63	3.2%
Dayton	589	18	3.1%
Ellensburg	2,742	85	3.1%
Longview	7,059	220	3.1%
Rochester	1,784	55	3.1%
Shelton	3,954	119	3.0%
Finley	1,078	31	2.9%
Richland	8,970	260	2.9%
Oak Harbor	5,912	166	2.8%
Spokane	30,183	844	2.8%
Steilacoom	1,929	50	2.6%
Chehalis	2,611	66	2.5%
Monroe	5,598	140	2.5%
Trout Lake	155	4	2.5%
Elma	1,929	47	2.4%
Woodland	1,788	43	2.4%
La Conner	623	14	2.3%
Sedro Woolley	4,195	98	2.3%
Conway	431	10	2.2%
Kelso	4,984	112	2.2%
Franklin Pierce	7,209	152	2.1%
Naselle Grays River	325	7	2.1%
Onalaska	892	19	2.1%
Pullman	2,142	46	2.1%
Washougal	2,410	51	2.1%
Marysville	11,191	220	2.0%
Northshore	19,327	383	2.0%
Stevenson-Carson	1,032	20	1.9%
West Valley (Spokane)	3,498	66	1.9%
Mercer Island	4,164	73	1.8%
Riverview	2,825	50	1.8%
Lyle	397	7	1.7%
Mossyrock	600	10	1.7%
Tenino	1,383	24	1.7%
Central Kitsap	12,647	200	1.6%
Colville	2,270	34	1.5%
Sequim	2,743	41	1.5%
North Thurston	12,267	173	1.4%
Anacortes	3,013	38	1.3%
Battle Ground	10,768	136	1.3%
Issaquah	13,412	175	1.3%
University Place	5,062	68	1.3%
Arlington	4,765	56	1.2%

Appendix C ♦ District Participation Rates

<u>District</u>	<u>Total FTE</u>	<u>Bilingual FTE</u>	<u>% LEP</u>
Coupeville	1,087	13	1.2%
Lakewood	2,303	29	1.2%
North Kitsap	6,617	76	1.2%
Olympia	8,739	106	1.2%
Sumner	7,441	87	1.2%
North Mason	2,255	25	1.1%
Orting	1,701	18	1.1%
Stanwood	5,142	55	1.1%
Central Valley	10,670	111	1.0%
Sultan	2,076	21	1.0%
West Valley (Yakima)	4,325	45	1.0%
Camas	3,665	34	0.9%
Lacenter	1,314	12	0.9%
Port Townsend	1,669	16	0.9%
Vashon Island	1,575	14	0.9%
Bremerton	5,898	47	0.8%
Eatonville	2,027	16	0.8%
Mead	7,874	61	0.8%
Methow Valley	689	6	0.8%
Mount Pleasant	62	1	0.8%
Puyallup	18,807	153	0.8%
Ridgefield	1,730	14	0.8%
Thorp	197	2	0.8%
Bethel	15,202	112	0.7%
Castle Rock	1,307	9	0.7%
Colfax	751	5	0.7%
East Valley	4,568	33	0.7%
Enumclaw	4,930	36	0.7%
Lake Stevens	6,389	42	0.7%
Port Angeles	4,704	31	0.7%
Snohomish	8,313	61	0.7%
Asotin-Anatone	565	4	0.6%
Bainbridge	3,837	21	0.6%
Orcas	492	3	0.6%
Snoqualmie Valley	4,248	20	0.5%
Southside	219	1	0.5%
Tumwater	6,089	33	0.5%
Yelm	4,191	22	0.5%
Clarkston	2,764	12	0.4%
Granite Falls	2,111	9	0.4%
Republic	490	2	0.4%
South Kitsap	10,694	43	0.4%
South Whidbey	2,247	9	0.4%
Tahoma	5,671	24	0.4%
Cheney	3,357	10	0.3%
Ocosta	704	2	0.3%

Appendix C ♦ District Participation Rates

<u>District</u>	<u>Total FTE</u>	<u>Bilingual FTE</u>	<u>% LEP</u>
Toledo	973	3	0.3%
Montesano	1,320	3	0.2%
Peninsula	9,064	18	0.2%
White River	4,009	7	0.2%
Nine Mile Falls	1,555	2	0.1%

APPENDIX D

LENGTH OF STAY DATA

This appendix contains data related to the length of stay in the program.

- Table D-1 provides on the number and percentage of students transitioned or graduated from the program during school year 2000–01.
- Table D-2 provides on the number and percentage of students enrolled more than three years in the program during school year 2000–01.

Table D-1: Number and Percent of Students Transitioned or Graduated

<u>District</u>	<u>Total LEP students served</u>	<u>Number graduated or transitioned</u>	<u>Percent of total</u>
Aberdeen	198	35	17.7%
Anacortes	47	12	25.5%
Arlington	71	5	7.0%
Asotin-Anatone	4	0	0.0%
Auburn	831	34	4.1%
Bainbridge Island	26	4	15.4%
Battle Ground	198	11	5.6%
Bellevue	1,801	276	15.3%
Bellingham	423	81	19.1%
Bethel	161	12	7.5%
Blaine	108	23	21.3%
Bremerton	61	0	0.0%
Brewster	460	9	2.0%
Bridgeport	343	10	2.9%
Burlington-Edison	454	36	7.9%
Camas	42	8	19.0%
Cape Flattery	180	19	10.6%
Cascade	196	26	13.3%
Cashmere	142	0	0.0%
Castle Rock	5	3	60.0%
Central Kitsap	237	33	13.9%
Central Valley	124	12	9.7%
Centralia	207	9	4.3%
Chehalis	79	21	26.6%
Cheney	13	4	30.8%
Clarkston	11	0	0.0%
Clover Park	937	107	11.4%
Colfax	6	0	0.0%

Appendix D ♦ Length of Stay Data

<u>District</u>	<u>Total LEP students served</u>	<u>Number graduated or transitioned</u>	<u>Percent of total</u>
College Place	228	35	15.4%
Columbia (Walla Walla)	43	8	18.6%
Colville	36	0	0.0%
Conway	22	4	18.2%
Coupeville	15	0	0.0%
Dayton	49	2	4.1%
East Valley (Spokane)	72	27	37.5%
East Valley (Yakima)	162	15	9.3%
Eastmont	585	120	20.5%
Easton	9	7	77.8%
Eatonville	21	0	0.0%
Edmonds	1,608	209	13.0%
Ellensburg	117	6	5.1%
Elma	48	3	6.3%
Entiat	37	6	16.2%
Enumclaw	49	10	20.4%
Ephrata	193	32	16.6%
Everett	1,107	202	18.2%
Evergreen (Clark)	1,146	170	14.8%
Federal Way	2,071	389	18.8%
Ferndale	211	56	26.5%
Fife	90	8	8.9%
Finley	45	4	8.9%
Franklin Pierce	142	7	4.9%
Goldendale	50	7	14.0%
Grandview	524	5	1.0%
Granger	292	56	19.2%
Granite Falls	9	0	0.0%
Green Mountain	6	0	0.0%
Highland	202	41	20.3%
Highline	2,066	285	13.8%
Hoquiam	91	22	24.2%
Issaquah	227	39	17.2%
Kelso	154	21	13.6%
Kennewick	1,508	216	14.3%
Kent	3,066	250	8.2%
Kiona-Benton City	150	20	13.3%
Kittitas	45	4	8.9%
La Center	13	2	15.4%
La Conner	41	3	7.3%
Lake Chelan	309	20	6.5%
Lake Stevens	69	16	23.2%
Lake Washington	1,292	193	14.9%
Lakewood	35	13	37.1%
Lind	24	2	8.3%
Longview	285	7	2.5%
Lyle	7	0	0.0%
Lynden	260	7	2.7%

Appendix D ♦ Length of Stay Data

<u>District</u>	<u>Total LEP students served</u>	<u>Number graduated or transitioned</u>	<u>Percent of total</u>
Mabton	300	9	3.0%
Manson	276	10	3.6%
Marysville	313	12	3.8%
Mead	75	13	17.3%
Mercer Island	96	32	33.3%
Meridian	160	7	4.4%
Methow Valley	7	0	0.0%
Monroe	173	24	13.9%
Montesano	3	1	33.3%
Moses Lake	571	36	6.3%
Mossyrock	12	1	8.3%
Mount Adams	116	0	0.0%
Mount Baker	161	16	9.9%
Mount Pleasant	1	0	0.0%
Mount Vernon	1,606	98	6.1%
Mukilteo	1,116	130	11.6%
Naches Valley	96	19	19.8%
Naselle-Grays River Valley	7	4	57.1%
Nine Mile Falls	4	0	0.0%
Nooksack Valley	119	14	11.8%
North Franklin	598	3	0.5%
North Kitsap	94	11	11.7%
North Mason	23	0	0.0%
North Thurston	200	42	21.0%
Northshore	531	72	13.6%
Oak Harbor	166	24	14.5%
Ocean Beach	49	12	24.5%
Ocosta	3	0	0.0%
Okanogan	169	15	8.9%
Olympia	144	25	17.4%
Omak	82	18	22.0%
Onalaska	31	0	0.0%
Orcas	4	0	0.0%
Orondo	147	11	7.5%
Oroville	140	8	5.7%
Orting	24	11	45.8%
Othello	1,004	39	3.9%
Palisades	39	4	10.3%
Pasco	3,996	241	6.0%
Pateros	51	12	23.5%
Paterson	25	0	0.0%
Peninsula	30	3	10.0%
Port Angeles	22	7	31.8%
Port Townsend	19	4	21.1%
Prescott	114	9	7.9%
Prosser	639	38	5.9%
Pullman	75	19	25.3%
Puyallup	191	21	11.0%

Appendix D ♦ Length of Stay Data

District	Total LEP students served	Number graduated or transitioned	Percent of total
Quillayute Valley	150	28	18.7%
Quinalt Lake	27	1	3.7%
Quincy	685	41	6.0%
Raymond	63	7	11.1%
Renton	1,090	79	7.2%
Republic	2	0	0.0%
Richland	316	45	14.2%
Ridgefield	15	0	0.0%
Riverview	49	6	12.2%
Rochester	66	15	22.7%
Roosevelt	20	0	0.0%
Royal	597	58	9.7%
Seattle	5,564	681	12.2%
Sedro Woolley	115	35	30.4%
Selah	149	6	4.0%
Sequim	59	17	28.8%
Shelton	134	15	11.2%
Shoreline	638	90	14.1%
Snohomish	81	19	23.5%
Snoqualmie Valley	25	0	0.0%
Soap Lake	131	30	22.9%
South Bend	60	5	8.3%
South Kitsap	52	18	34.6%
South Whidbey	10	0	0.0%
Southside	1	1	100.0%
Spokane	928	125	13.5%
Stanwood	64	17	26.6%
Steilacoom	66	6	9.1%
Stevenson-Carson	22	1	4.5%
Sultan	27	2	7.4%
Sumner	105	2	1.9%
Sunnyside	1,422	211	14.8%
Tacoma	2,355	343	14.6%
Tahoma	38	7	18.4%
Tenino	35	2	5.7%
Thorp	1	0	0.0%
Toledo	3	0	0.0%
Tonasket	88	7	8.0%
Toppenish	2,279	201	8.8%
Touchet	34	0	0.0%
Trout Lake	6	1	16.7%
Tukwila	781	23	2.9%
Tumwater	42	12	28.6%
Union Gap	81	20	24.7%
University Place	110	23	20.9%
Vancouver	2,250	53	2.4%
Vashon Island	16	0	0.0%
Wahluke	955	77	8.1%

Appendix D ♦ Length of Stay Data

<u>District</u>	<u>Total LEP students served</u>	<u>Number graduated or transitioned</u>	<u>Percent of total</u>
Walla Walla	626	120	19.2%
Wapato	982	31	3.2%
Warden	329	10	3.0%
Washougal	58	22	37.9%
Waterville	30	5	16.7%
Wenatchee	1,530	78	5.1%
West Valley (Spokane)	63	2	3.2%
West Valley (Yakima)	76	9	11.8%
White River	13	0	0.0%
White Salmon Valley	243	28	11.5%
Winlock	56	1	1.8%
Woodland	58	6	10.3%
Yakima	4,444	196	4.4%
Yelm	31	2	6.5%
Zillah	67	0	0.0%
<i>State</i>	<i>70,431</i>	<i>7,254</i>	<i>10.3%</i>

Table D-2: Number and Percent of Students Enrolled More Than Three Years

<u>District</u>	<u>Total LEP students served</u>	<u>Number enrolled more than 3 years</u>	<u>Percent of total</u>
Aberdeen	198	0	0.0%
Anacortes	47	20	42.6%
Arlington	71	14	19.7%
Asotin-Anatone	4	0	0.0%
Auburn	831	189	22.7%
Bainbridge Island	26	9	34.6%
Battle Ground	198	47	23.7%
Bellevue	1,801	327	18.2%
Bellingham	423	89	21.0%
Bethel	161	18	11.2%
Blaine	108	37	34.3%
Bremerton	61	13	21.3%
Brewster	460	223	48.5%
Bridgeport	343	157	45.8%
Burlington-Edison	454	96	21.1%
Camas	42	7	16.7%
Cape Flattery	180	116	64.4%
Cascade	196	46	23.5%
Cashmere	142	36	25.4%
Castle Rock	5	0	0.0%
Central Kitsap	237	70	29.5%
Central Valley	124	24	19.4%
Centralia	207	52	25.1%
Chehalis	79	21	26.6%
Cheney	13	2	15.4%
Clarkston	11	1	9.1%
Clover Park	937	134	14.3%
Colfax	6	0	0.0%
College Place	228	77	33.8%
Columbia (Walla Walla)	43	11	25.6%
Colville	36	0	0.0%
Conway	22	0	0.0%
Coupeville	15	5	33.3%
Dayton	49	7	14.3%
East Valley (Spokane)	72	12	16.7%
East Valley (Yakima)	162	21	13.0%
Eastmont	585	159	27.2%
Easton	9	0	0.0%
Eatonville	21	0	0.0%
Edmonds	1,608	233	14.5%
Ellensburg	117	13	11.1%
Elma	48	24	50.0%
Entiat	37	11	29.7%
Enumclaw	49	7	14.3%
Ephrata	193	51	26.4%
Everett	1,107	170	15.4%

Appendix D ♦ Length of Stay Data

District	Total LEP students served	Number enrolled more than 3 years	Percent of total
Evergreen (Clark)	1,146	238	20.8%
Federal Way	2,071	305	14.7%
Ferndale	211	36	17.1%
Fife	90	12	13.3%
Finley	45	4	8.9%
Franklin Pierce	142	5	3.5%
Goldendale	50	24	48.0%
Grandview	524	5	1.0%
Granger	292	65	22.3%
Granite Falls	9	0	0.0%
Green Mountain	6	0	0.0%
Highland	202	37	18.3%
Highline	2,066	371	18.0%
Hoquiam	91	2	2.2%
Issaquah	227	45	19.8%
Kelso	154	20	13.0%
Kennewick	1,508	467	31.0%
Kent	3,066	864	28.2%
Kiona-Benton City	150	32	21.3%
Kittitas	45	8	17.8%
La Center	13	0	0.0%
La Conner	41	1	2.4%
Lake Chelan	309	57	18.4%
Lake Stevens	69	1	1.4%
Lake Washington	1,292	327	25.3%
Lakewood	35	4	11.4%
Lind	24	10	41.7%
Longview	285	69	24.2%
Lyle	7	3	42.9%
Lynden	260	93	35.8%
Mabton	300	144	48.0%
Manson	276	105	38.0%
Marysville	313	115	36.7%
Mead	75	10	13.3%
Mercer Island	96	13	13.5%
Meridian	160	55	34.4%
Methow Valley	7	1	14.3%
Monroe	173	27	15.6%
Montesano	3	0	0.0%
Moses Lake	571	214	37.5%
Mossyrock	12	0	0.0%
Mount Adams	116	39	33.6%
Mount Baker	161	19	11.8%
Mount Pleasant	1	0	0.0%
Mount Vernon	1,606	499	31.1%
Mukilteo	1,116	93	8.3%
Naches Valley	96	51	53.1%
Naselle-Grays River Valley	7	4	57.1%
Nine Mile Falls	4	0	0.0%
Nooksack Valley	119	17	14.3%

Appendix D ♦ Length of Stay Data

<u>District</u>	<u>Total LEP students served</u>	<u>Number enrolled more than 3 years</u>	<u>Percent of total</u>
North Franklin	598	50	8.4%
North Kitsap	94	29	30.9%
North Mason	23	4	17.4%
North Thurston	200	29	14.5%
Northshore	531	59	11.1%
Oak Harbor	166	13	7.8%
Ocean Beach	49	14	28.6%
Ocosta	3	0	0.0%
Okanogan	169	52	30.8%
Olympia	144	34	23.6%
Omak	82	35	42.7%
Onalaska	31	0	0.0%
Orcas	4	0	0.0%
Orondo	147	50	34.0%
Oroville	140	39	27.9%
Orting	24	7	29.2%
Othello	1,004	418	41.6%
Palisades	39	13	33.3%
Pasco	3,996	1,813	45.4%
Pateros	51	0	0.0%
Paterson	25	0	0.0%
Peninsula	30	0	0.0%
Port Angeles	22	5	22.7%
Port Townsend	19	1	5.3%
Prescott	114	58	50.9%
Prosser	639	178	27.9%
Pullman	75	2	2.7%
Puyallup	191	33	17.3%
Quillayute Valley	150	59	39.3%
Quinault Lake	27	0	0.0%
Quincy	685	162	23.6%
Raymond	63	32	50.8%
Renton	1,090	202	18.5%
Republic	2	0	0.0%
Richland	316	43	13.6%
Ridgefield	15	5	33.3%
Riverview	49	7	14.3%
Rochester	66	12	18.2%
Roosevelt	20	6	30.0%
Royal	597	202	33.8%
Seattle	5,564	2,039	36.6%
Sedro Woolley	115	34	29.6%
Selah	149	31	20.8%
Sequim	59	11	18.6%
Shelton	134	25	18.7%
Shoreline	638	58	9.1%
Snohomish	81	9	11.1%
Snoqualmie Valley	25	0	0.0%
Soap Lake	131	40	30.5%
South Bend	60	21	35.0%

Appendix D ♦ Length of Stay Data

<u>District</u>	<u>Total LEP students served</u>	<u>Number enrolled more than 3 years</u>	<u>Percent of total</u>
South Kitsap	52	8	15.4%
South Whidbey	10	1	10.0%
Southside	1	0	0.0%
Spokane	928	164	17.7%
Stanwood	64	18	28.1%
Steilacoom	66	3	4.5%
Stevenson-Carson	22	5	22.7%
Sultan	27	7	25.9%
Sumner	105	15	14.3%
Sunnyside	1,422	71	5.0%
Tacoma	2,355	498	21.1%
Tahoma	38	7	18.4%
Tenino	35	8	22.9%
Thorp	1	0	0.0%
Toledo	3	0	0.0%
Tonasket	88	10	11.4%
Toppenish	2,279	1,156	50.7%
Touchet	34	2	5.9%
Trout Lake	6	1	16.7%
Tukwila	781	182	23.3%
Tumwater	42	1	2.4%
Union Gap	81	11	13.6%
University Place	110	11	10.0%
Vancouver	2,250	391	17.4%
Vashon Island	16	2	12.5%
Wahluke	955	327	34.2%
Walla Walla	626	103	16.5%
Wapato	982	464	47.3%
Warden	329	82	24.9%
Washougal	58	18	31.0%
Waterville	30	17	56.7%
Wenatchee	1,530	672	43.9%
West Valley (Spokane)	63	17	27.0%
West Valley (Yakima)	76	0	0.0%
White River	13	0	0.0%
White Salmon Valley	243	115	47.3%
Winlock	56	22	39.3%
Woodland	58	4	6.9%
Yakima	4,444	1,654	37.2%
Yelm	31	1	3.2%
Zillah	67	36	53.7%
<i>State</i>	<i>70,431</i>	<i>19,098</i>	<i>27.1%</i>

APPENDIX E

END OF YEAR REPORT FORM SCHOOL YEAR 2000-2001

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Special Populations
 Old Capitol Bldg., PO BOX 47200
 Olympia, WA 98504-7200
 (360) 664-0655 or TTY (360) 664-3631

**2000–2001 TRANSITIONAL BILINGUAL
 INSTRUCTIONAL PROGRAM
 END-OF-YEAR REPORT**

TRANSMITTAL SHEET

District Name
Name and Position of Person on Record to Complete Report
Telephone Number
()

The signature below is an assurance that Transitional Bilingual Instructional Program (TBIP) guidelines have been followed in collecting and reporting the data submitted for this report.

Signature _____ **Date** _____

Please report the **number** of different buildings by level in which a TBIP was operated.

<u>Number of Buildings</u>	<u>Grades Served</u>
_____	Elementary Building
_____	Jr. High/Middle-Level Building
_____	High School Building
_____	Other (please indicate grade span) _____

RETURN ORIGINAL AND ONE COPY OF THIS COMPLETED REPORT NO LATER THAN JULY 31, 2001, TO:

**HELEN MALAGON
 SUPERVISOR, BILINGUAL EDUCATION
 OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 OLD CAPITOL BUILDING
 PO BOX 47200
 OLYMPIA WA 98504-7200**

SECTION I—STUDENTS SERVED

Report the total number of students served in bilingual programs funded by TBIP funds during the time period of July 1, 2000, through June 30, 2001. These figures are **unduplicated** counts. Each participant is counted only once regardless of the number of days of service, number of subjects, or number of times the student enters or leaves the program. Please check your entries carefully, the totals for A, B, and C (section C is on pages 3–8, the final total is on page 8) **must** be equal. For each grade level, in section A report the number of students who were new to the TBIP this year, and in section C (pages 3-8) report the number of students new to the TBIP by language code.

A. Total number of students served by grade and gender.

Grade	Number Served			Number New* to Program
	Male	Female	Total	
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Ungraded				
Total				

B. Number of students served by time span in the TBIP.

Time Span	Number Served
1. 1–180 days (1 year or less)	
2. 181–360 days (more than 1, up to 2 years)	
3. 361–540 days (more than 2, up to 3 years)	
4. 541–720 days (more than 3, up to 4 years)	
5. 721–900 days (more than 4, up to 5 years)	
6. More than 5 years	
Total	

The totals for A, B, and C **must** be equal
(Note: Final total for C can be found on page 8)

* New means the first time served in program in Washington.

SECTION I—STUDENTS SERVED (continued)
C. Number of Students Served by Primary Language Background

Code	Number Served	Number New to Program	2000–2001 Participants: number served beyond 3 years	Estimated # to be served in the 2001–2002 school year	Estimated # of students to be served in excess of three years in 2001–2002
344 Acholi					
094 Afrikaans					
284 Akan					
018 Albanian					
113 Amharic					
037 Arabic					
103 Armenian					
203 Aymara					
205 Ayula-Bambara					
024 Azerbaijani					
321 Balinese					
345 Bamana					
098 Bambara					
281 Bantu					
285 Bashkir					
311 Bassa					
081 Bemba					
105 Bengali					
112 Berber					
237 Bikol					
517 Bisaya					
516 Bosnian					
021 Bulgarian					
265 Buriat					
041 Burmese					
236 Byelorussian					
197 Cakchiquel					
139 Cambodian					
158 Cebuano					
215 Chagatai					
518 Cham					
267 Chamorro					
519 Chao					
025 Cheremis					
325 Chewa					
043 Chinese-Cantonese					
509 Chinese-Fukienese					
443 Chinese-Mandarin					
254 Chinese-Taiwanese					
510 Chungki					
520 Chuuk					
026 Chuvash					
521 Columbia River Sehapin					
181 Coptic					
161 Cornish					
522 Cowichan					
523 Creole					
524 Croation					
013 Czech					
029 Danish					

SECTION I—STUDENTS SERVED (continued)
C. Number of Students Served by Primary Language Background

Code	Number Served	Number New to Program	2000–2001 Participants: number served beyond 3 years	Estimated # to be served in the 2001–2002 school year	Estimated # of students to be served in excess of three years in 2001–2002
524	Dire				
525	Durcese				
032	Dutch				
303	Efik				
155	Egyptian-Arabic				
527	Eritai				
019	Estonian				
165	Ethiopic				
144	Ewe				
528	Fallani				
123	Farsi				
315	Fijian				
031	Finnish				
034	Flemish				
002	French				
096	Fula				
342	Fulfulde				
529	Ga				
308	Ge-Kayapo				
115	Georgian				
004	German				
009	Greek, Modern				
530	Guarani				
136	Gujarati				
147	Haitian Creole				
077	Hausa				
531	Hawaiian				
011	Hebrew, Modern				
337	Herero				
238	Hiligaynon				
039	Hindi				
346	Hmong				
532	Hoh				
183	Hokkien				
533	Hopi				
015	Hungarian				
082	Ibo				
062	Icelandic (Old)				
100	Igbo				
192	Ilokano				
048	Indonesian				
534	Inuktitut				
064	Irish				
005	Italian				
535	Jamaican				
042	Japanese				
044	Javanese				
294	Judezmo				
511	Kakwa				
242	Kamba				

SECTION I—STUDENTS SERVED (continued)
C. Number of Students Served by Primary Language Background

Code	Number Served	Number New to Program	2000–2001 Participants: number served beyond 3 years	Estimated # to be served in the 2001–2002 school year	Estimated # of students to be served in excess of three years in 2001–2002
128	Kannada				
250	Kashmiri				
319	Kazakh				
208	Khalkha				
326	Khmer				
347	Kikamba				
132	Kikuya				
302	Kinyarwanda				
122	Kirgiz				
536	Kishinau				
537	Kmhmu				
332	Kongo				
047	Korean				
260	Kpelle				
148	Krio				
218	Kru				
259	Kumeyaay				
074	Kurdish				
222	Lao				
054	Lapp				
020	Latvian				
538	Liberian				
186	Lingala				
056	Lithuanian				
129	Luchuan				
111	Luganda				
274	Luhya				
275	Luo				
504	Makah				
276	Makonde				
277	Makua				
189	Malay				
137	Malayalam				
168	Manchu				
187	Mandingo				
256	Maori				
071	Marathi				
322	Marquesan				
512	Marshallese				
199	Maya-Quiche				
117	Mende				
296	Meru				
264	Michif				
506	Mien				
539	Mixteco				
513	Moldavian				
049	Mongolian				
050	Mordvin				
248	Mundu				
320	Nanai				

SECTION I—STUDENTS SERVED (continued)
C. Number of Students Served by Primary Language Background

Code	Number Served	Number New to Program	2000–2001 Participants: number served beyond 3 years	Estimated # to be served in the 2001–2002 school year	Estimated # of students to be served in excess of three years in 2001–2002
057					
316					
030					
540					
541					
542					
543					
273					
266					
078					
544					
162					
088					
175					
269					
297					
289					
545					
016					
091					
170					
514					
127					
036					
503					
185					
012					
006					
343					
505					
502					
172					
040					
546					
014					
163					
270					
090					
193					
130					
271					
201					
220					
101					
003					
291					
221					
547					
145					
086					

SECTION I—STUDENTS SERVED (continued)
C. Number of Students Served by Primary Language Background

Code	Number Served	Number New to Program	2000–2001 Participants: number served beyond 3 years	Estimated # to be served in the 2001–2002 school year	Estimated # of students to be served in excess of three years in 2001–2002
028	Swedish				
087	Tagalog				
548	Taishan				
305	Tajiki				
278	Tamazight				
072	Tamil				
089	Telugu				
287	Temne				
279	Teso				
045	Thai				
051	Tibetan				
507	Tigrinya				
070	Tocharian				
549	Toishanese				
106	Tongan				
515	Trukese				
085	Tswana				
119	Turkic				
053	Turkish				
166	Tuvin				
097	Twi				
230	Uigur				
017	Ukrainian				
080	Urdu				
204	Urian				
550	Ute				
079	Uzbek				
046	Vietnamese				
146	Wolof				
095	Xhosa				
501	Yakima				
280	Yao				
551	Yap				
084	Yoruba				
286	Zezeru				

SECTION II—PROGRAM STAFF
(Teachers)

A. For all teachers providing **direct instructional services** to students in the TBIP, complete the following information.

- Column 1: Indicate the total number of bilingual-funded teachers employed in the district, **regardless of the amount of time they work.**
- Column 2: Indicate the total number of the teachers from Column 1 who have an ESL endorsement.
- Column 3: Indicate the total number of the teachers from Column 1 who have a bilingual endorsement.
- Column 4: Indicate the total number of district supported inservice clock hours, paid for by the TBIP, for ESL/bilingual education that teachers from Column 1 received during the time period from July 1, 2000, through June 30, 2001.
- Column 5: Indicate the total number of district-supported inservice clock hours for multicultural education, paid for by the TBIP, that teachers from Column 1 received during the time period from July 1, 2000, through June 30, 2001.
- Column 6: Indicate the total bilingual-funded teacher FTE.

(1)	(2)	(3)	(4)	(5)	(6)
TBIP-Funded Total Teachers (Head Count)*	Number of Teachers From Column 1 Who Are ESL Endorsed	Number of Teachers From Column 1 Who Are Bilingual Endorsed	Total Hours of Inservice Training in ESL/Bilingual the Teachers in This Program Received	Total Hours of District-Supported Inservice in Multicultural Teachers in This Program Received	TBIP Total Teacher FTE

(Instructional Assistants)

B. For all instructional assistants providing **direct instructional services** to students in the TBIP, complete the following information.

- Column 1: Indicate the total number of bilingual-funded instructional assistants employed in the district, **regardless of the amount of time they work.**
- Column 2: Indicate the total number of bilingual-funded instructional assistants from Column 1 who are working toward a degree.
- Column 3: Indicate the total number of district supported inservice clock hours, paid for by the TBIP, for ESL/bilingual education that instructional assistants from Column 1 received during the time period from July 1, 2000, through June 30, 2001.
- Column 4: Indicate the total number of district-supported inservice clock hours for multicultural education, paid for by the TBIP, that instructional assistants from Column 1 received during the time period from July 1, 2000, through June 30, 2001.
- Column 5: Indicate the total bilingual-funded instructional assistant FTE.

(1)	(2)	(3)	(4)	(5)
Total TBIP-Funded Instructional Assistant (Head Count)*	Total Number of Instructional Assistants From Column 1 Working Toward a Degree	Total Hours of Inservice Training in ESL/Bilingual Instructional Assistants in This Program Received	Total Hours of District Supported Inservice in Multicultural Instructional Assistants in This Program Received	Total TBIP Instructional Assistant FTE

* Include only those persons who have direct instructional contact with students in the TBIP. Do not include building or district staff who have general administrative (i.e., noninstructional) responsibilities.

SECTION III—PROGRAM DESCRIPTION

A. For each **instructional focus**, indicate the total number of students served from July 1, 2000, through June 30, 2001.

For each **service delivery**, indicate the total number of students served from July 1, 2000, through June 30, 2001.

Instructional Focus Code*					
	(1)	(2)	(3)	(4)	(5)
Total Served					

Service Delivery Code**						
	(1)	(2)	(3)	(4)	(5)	(6)
Total Served						

*** Instructional Focus Codes**

- Primary Language Development:** Language development in both English and the primary language of the student is the focus of the program. The goal is to enable the student to become academically and socially fluent in both languages.
- Academic Language Development:** Academic skills and literacy are provided in the primary language with additional intensive English-as-a-second language (ESL) instruction. When the student reaches moderate English reading competency, academic instruction in the primary language is discontinued.
- Limited Assistance in the Primary Language:** Intensive ESL instruction is provided with additional basic skills and literacy offered in English and with limited assistance in the primary language. This may include academic tutoring provided by noncertificated personnel, translations, interpretations, etc.
- No Primary Language Support:** The student is provided with intensive ESL and may receive other special instructional services which enable the student to participate in regular all-English classrooms.
- Alternative Instructional Program.**

**** Service Delivery Codes**

- Self-Contained Classroom:** Eligible students are assigned to a bilingual classroom which offers instruction in English reading/language arts appropriate for the student's level of English competency and, in some cases, academic instruction in the primary language. The bilingual reading/language arts program is parallel to the program offered in mainstream regular classes.
- Center Approach:** Non-English speaking students are assigned for a large portion of the school day to a bilingual center offering intensive English language development and, in some cases, academic instruction in the primary language. Students participate in the regular school program only in those classes not requiring a great deal of English language interaction.
- In-Classroom:** Eligible students who have attained some English language proficiency are provided, within the context of the regular mainstream classrooms, with ESL instruction by a specialized instructor and, in some cases, with academic instruction in the primary language.
- Pull-Out:** Eligible students are taken out of mainstream classrooms for ESL and, in some cases, for regular academic instruction in the primary language. Instruction is delivered in small groups or on an individual basis.
- Tutoring:** Eligible students are provided with a bilingual tutor who assists individuals or small groups in completing class assignments or provides limited assistance in ESL.
- Other**

SECTION III - PROGRAM DESCRIPTION (continued)

Students who have left the TBIP—transitioned and nontransitioned.

B. A **transitioned** (exited) student is one who has met state and local bilingual program exit criteria and is presumed able to function successfully in a regular, all-English classroom setting. Please report, by the number of days enrolled and the grade-level span at exit, the number of students who were **transitioned** between July 1, 2000, and June 30, 2001. Include all students who **graduated** from high school. Note that students who are promoted to the next grade but are still enrolled in the bilingual program have NOT been transitioned.

Check here if no students were transitioned or graduated from high school from July 1, 2000, through June 30, 2001. Do not complete any additional information below.

Overall Days Served in Bilingual Program in the State of Washington	Number of Students Transitioned and Graduated by Grade Span			
	Grade K	Grades 1–4	Grades 5–8	Grades 9–12
1. 1–180 days (1 year or less)				
2. 181–360 days (more than 1, up to 2 years)				
3. 361–540 days (more than 2, up to 3 years)				
4. 541–720 days (more than 3, up to 4 years)				
5. 721–900 days (more than 4, up to 5 years)				
6. More than 5 years				

Total number of transitioned and graduated students. Note: This total must be equal to the total number of students reported as transitioned and graduated in item 2 of page 12.

Total Transitioned/Graduated	
Total-pg. 11	Item 2-pg. 12
<div style="border: 1px solid black; width: 80%; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 80%; height: 20px; margin: 0 auto;"></div>
These totals <u>MUST</u> be equal	

SECTION IV—ADDENDUM

1. Please provide a count of all students served in the TBIP (from Section I.C.) who were also served in each of the following federal, state, or local programs (students may be reported more than once.)

Program	Number Served
Title I	
Title I Migrant Education Program	
Special Education, Federal or State	
Learning Assistance Program (LAP)	

2. Please indicate the status of all students served in the TBIP during the 2000–2001 school year.

Status of Students Served	Number Served
Graduated*	
Transitioned*	
Dropped Out	
Continuing in Program—Retained	
Continuing in Program—Promoted	
Left for Unknown Reasons	
Left for Other Reasons	
Total Number of Students Served (This total must be the same as the totals reported on pages 2 and 8.)	

This total must be equal to the total reported in B on page 11 *

Total Transitioned/Graduated	
Total-pg. 11	Item 2-pg. 12
<input type="text"/>	<input type="text"/>
These totals <u>MUST</u> be equal	

3. Of the students reported as new to the program this year (A. on page 2), how many students in middle and high school had no prior formal education?

Grade	Number New to Program With No Prior Formal Education
6	
7	
8	
9	
10	
11	
12	