

2020-2021

Fall Statistics

*Formerly Survey of English Learners
Population Figures as of September 30, 2020*

-
- **English Learners Receiving Language Development Services**
 - **Former English Learners**
 - **Student Background Languages**
 - **Student Countries of Birth**
-



*Department of Teaching and Learning
(DTL)*

*Language Services Registration Center
(LSRC)*

Office of English Learners (OEL)

Fall Statistics

Table of Contents

September 30, 2020



Section	School Level	Description	Table or Figure Title	Page
Table 1	Elementary	ELs Receiving Services & Total Population, Current and Historical	Elementary English Learners Receiving Direct Services 2020, 2019, 2018, and 2017	1
Table 2	Secondary	ELs Receiving Services & Total Population, Current and Historical	Secondary English Learners Receiving Direct Services 2020, 2019, 2018, and 2017	2
Table 3	Elementary & Secondary	Former English Learners	Former English Learners by School	3-4
Table 4	Elementary	Language by School	Arlington Public Schools Elementary Students by Background Language and School (PreK through Grade 5)	5-8
Table 5	Secondary	Language by School	Arlington Public Schools Secondary Students by Background Language and School (Grades 6 through 13, and 77 - Adult)	9-11
Table 6	Elementary	Birth Country by School	Arlington Public Schools Elementary Students by Birth Country and School (Pre-K through Grade 5)	12-15
Table 7	Secondary	Birth Country by School	Arlington Public Schools Secondary Students by Birth Country and School (Grades 6 through 13, and 77 - Adult)	16-18
Table 8	Elementary & Secondary	List of Languages – All APS Students	List of Background Languages Represented Among Arlington Public Schools Students (Pre-K through High School)	19-21
Table 9	Elementary & Secondary	List of Birth Countries – All APS Students	List of Birth Countries Represented Among Arlington Public Schools Students (Pre-K through High School)	22-25
Figure 1	Elementary & Secondary	Language Pie Chart – All APS Students	Background Languages of Arlington Public Schools Students (Pre-K through High School)	26
Figure 2	Elementary & Secondary	Language Pie Chart – Language Minority Students	Background Languages of Arlington Public Schools Language Minority Students (Pre-K through High School)	27
Figure 3	Elementary & Secondary	Birth Country Pie Chart – All APS Students	Birth Countries of Arlington Public Schools Students (Pre-K to High School)	28
Figure 4	Elementary & Secondary	Birth Country Pie Chart – Language Minority Students	Birth Countries of Arlington Public Schools Language Minority Students (Pre-K to High School)	29
Table 10	Elementary & Secondary	List of languages with country information – All APS Students	Background Languages and Birth Countries of Arlington Public Schools Students	30-40
Table 11 Notes	Elementary & Secondary	Notes about languages and countries	Notes: Background Languages and Birth Countries of Arlington Public Schools Students	41-54
Endnotes	Notes about the dataset, presumptive English learners; information about pictures included in the report document.			55-57



**Table 1: Elementary English Learners Receiving Direct Services
2020, 2019, 2018, and 2017**



SCHOOL	September 30, 2020			September 30, 2019			September 28, 2018			September 29, 2017		
	Total Students Enrolled	Number of ELs ¹	Percent EL ¹	Total Students Enrolled	Number of ELs ¹	Percent EL ¹	Total Students Enrolled	Number of ELs ¹	Percent EL ¹	Total Students Enrolled	Number of ELs ¹	Percent EL ¹
Abingdon	683	227	33%	704	236	34%	634	224	35%	619	238	38%
Alice West Fleet	559	140	25%	574	134	23%						
Arlington Science Focus	644	107	17%	715	136	19%	682	110	16%	663	99	15%
Arlington Traditional	580	126	22%	554	114	21%	527	101	19%	500	89	18%
Ashlawn	582	114	20%	708	122	17%	747	129	17%	660	112	17%
Barcroft	384	181	47%	401	191	48%	398	174	44%	393	182	46%
Barrett	480	242	50%	505	252	50%	496	224	45%	478	214	45%
Campbell	385	130	34%	401	127	32%	394	129	33%	361	115	32%
Carlin Springs	503	340	68%	548	360	66%	529	327	62%	517	291	56%
Claremont Immersion ²	700	197	28%	711	185	26%	715	186	26%	707	190	27%
Discovery	509	21	4%	563	15	3%	573	*	2%	601	*	1%
Dr. Charles R. Drew	371	154	42%	386	169	44%	561	184	33%	559	189	34%
Glebe	501	58	12%	563	67	12%	577	72	12%	614	81	13%
Hoffman Boston	428	186	43%	432	192	44%	383	150	39%	362	156	43%
Jamestown	472	11	2%	566	12	2%	557	16	3%	553	12	2%
Key ²	669	242	36%	676	233	34%	690	233	34%	706	226	32%
Long Branch	427	111	26%	486	118	24%	566	136	24%	561	154	27%
McKinley	680	38	6%	782	42	5%	790	38	5%	791	44	6%
Montessori Public	382	63	17%	359	63	18%						
Nottingham	415	15	4%	469	11	2%	500	12	2%	524	11	2%
Oakridge	530	115	22%	574	132	23%	764	206	27%	772	230	30%
Patrick Henry							604	159	26%	626	169	27%
Randolph	408	228	56%	410	237	58%	400	240	60%	412	250	61%
Taylor	612	29	5%	681	28	4%	662	28	4%	668	31	5%
Tuckahoe	456	14	3%	508	13	3%	517	11	2%	525	13	2%
Eunice Kennedy Shriver ³	37	9	24%	47	*	21%	49	13	27%	52	13	25%
Contract Services ⁴	*			*			*	*	14%	11	*	9%
TOTAL ELEMENTARY^{3,4}	12,405	3,098	25%	13,333	3,199	24%	13,322	3,113	23%	13,235	3,116	24%
TOTAL SECONDARY^{3,4}	13,730	1,696	12%	13,777	1,771	13%	13,313	1,722	13%	12,796	1,829	14%
ELEMENTARY & SECONDARY	26,135	4,794	18%	27,110	4,970	18%	26,635	4,835	18%	26,031	4,945	19%

1. ELs: EL Students (English Learners) receiving direct English language development services (formerly ESOL/HILT) in grades K through 5. Total includes presumptive English learners.

2. Claremont & Key Immersion: Spanish/English Dual Language Immersion.

3. Eunice Kennedy Shriver: Special Education secondary students who are also ELs and receive direct English language development services from elementary staff.

4. Totals include Eunice Kennedy Shriver Program and Contract Services populations. *Asterisks denote 10 students or fewer.

Fall Statistics

Arlington Public Schools
School Year 2020-2021



**Table 2: Secondary English Learners Receiving Direct Services
2020, 2019, 2018, and 2017**



SCHOOL	September 30, 2020			September 30, 2019			September 28, 2018			September 29, 2017		
	Enrolled Students Total	Number of ELs ¹	Percent EL ¹	Enrolled Students Total	Number of ELs ¹	Percent EL ¹	Enrolled Students Total	Number of ELs ¹	Percent EL ¹	Enrolled Students Total	Number of ELs ¹	Percent EL ¹
Dorothy Hamm	817	36	4%	736	40	5%						
Gunston	1,151	162	14%	1,127	147	13%	1,026	127	12%	989	143	14%
Jefferson	977	152	16%	988	201	20%	1,139	148	13%	914	163	18%
Kenmore	996	242	24%	979	81	8%	957	181	19%	1,233	81	7%
Swanson	976	80	8%	1,084	169	16%	1,266	75	6%	1,047	156	15%
Williamsburg	900	*	1%	969	14	1%	1,326	52	4%	1,254	58	5%
H.B. Woodlawn	240	*	3%	244	*	2%	244			249		
Contract Services ⁴	14			12			*	*		*	*	11%
Total Middle School	6,071	687	11%	6,139	656	11%	5,967	585	10%	5,693	603	11%
Arlington Career Center ⁴	510	79	15%	461	98	21%						
Arlington Community ^{2,3}	172	139	81%	194	156	80%	231	200	87%	257	218	85%
Langston ²	80	47	59%	120	67	56%	127	66	52%	107	42	39%
Wakefield	2,157	381	18%	2,082	361	17%	2,126	400	19%	2,044	427	21%
Washington-Liberty	2,098	224	11%	2,129	251	12%	2,276	289	13%	2,239	343	15%
Yorktown	2,155	82	4%	2,134	92	4%	2,091	111	5%	1,982	126	6%
H.B. Woodlawn	448	58	13%	483	90	19%	454	65	14%	437	64	15%
Contract Services ⁵	39			35			41	*	15%	37	*	16%
Total High School^{4,5}	7,659	1,009	13%	7,177	1,017	14%	7,346	1,137	15%	7,103	1,226	17%
TOTAL SECONDARY^{4,5}	13,730	1,696	12%	13,316	1,673	13%	13,313	1,722	13%	12,796	1,829	14%
TOTAL ELEMENTARY (Includes Shriver)	12,405	3,098	25%	13,333	3,199	24%	13,322	3,113	23%	13,235	3,116	24%
TOTAL ELEMENTARY & SECONDARY^{4,5}	26,135	4,794	18%	26,649	4,872	18%	26,635	4,835	18%	26,031	4,945	19%

1. ELs (English Learners) receiving direct English language development services (formerly HILT or HILTEX). Total includes presumptive English learners.

2. Arlington Community HS Adults: EL: 139, Total: 172. Langston HSCP Adults: EL: 47, Total: 80.

Adult Ages: English Learners and Special Education students are 22 years or older. Non-English Learners and non-Special Education adult students are 20 years or older.

Columns "Total Students Enrolled," "Number of ELs," and total rows for High School, Secondary and Total School Population include adult students as indicated above.

3. Arlington Community High School: Day Program: 95 EL students, Evening Program: 44 EL students.

4. Institute for Career Development and Academic Achievement: 46 EL students 5. Contract Services: Students attending a private school facility. Totals include Contract Services.

* Asterisks denote 10 students or fewer.

Fall Statistics

**Arlington Public Schools
School Year 2020-2021**

<div style="display: flex; justify-content: space-between; align-items: center;"> Reaching <div style="text-align: center;"> Table 3 Former English Learners ¹ by School September 30, 2020 </div> Level 6 </div>			
SCHOOL	Total Students Enrolled	Number Former English Learners ¹	Percent Former English Learners ¹
Abingdon	683	34	4.98%
Alice West Fleet	559	52	9.30%
Arlington Science Focus	644	66	10.25%
Arlington Traditional	580	69	11.90%
Ashlawn	582	36	6.19%
Barcroft	384	33	8.59%
Barrett	480	40	8.33%
Campbell	385	34	8.83%
Carlin Springs	503	39	7.75%
Claremont	700	24	3.43%
Discovery	509	*	1.38%
Dr. Charles R. Drew	371	32	8.63%
Glebe	501	18	3.59%
Hoffman-Boston	428	47	10.98%
Jamestown	472	*	1.69%
Key	669	38	5.68%
Long Branch	427	28	6.56%
McKinley	680	22	3.24%
Montessori Public	382	24	6.28%
Nottingham	415	*	1.69%
Oakridge	530	40	7.55%
Randolph	408	46	11.27%
Taylor	612	14	2.29%
Tuckahoe	456	*	1.32%
Eunice Kennedy Shriver	37		
Contract Services	*		
TOTAL ELEMENTARY	12,405	764	6.16%

<div style="display: flex; justify-content: space-between; align-items: center;"> Reaching <div style="text-align: center;"> Table 3 Former English Learners ¹ by School September 30, 2020 </div> Level 6 </div>			
SCHOOL	Total Students Enrolled	Number Former English Learners ¹	Percent Former English Learners ¹
Dorothy Hamm	817	83	10.16%
Gunston	1151	216	18.77%
Jefferson	977	216	22.11%
Kenmore	996	232	23.29%
Swanson	976	100	10.25%
Williamsburg	900	30	3.33%
H-B Woodlawn MIDDLE	240	12	5.00%
Contract Services	14		
TOTAL MIDDLE	6,071	889	14.64%
Arlington Career Center	510	25	4.90%
Arlington Community	172	3	1.74%
Langston	80	*	7.50%
Wakefield	2157	162	7.51%
Washington-Liberty	2098	110	5.24%
Yorktown	2155	59	2.74%
H-B Woodlawn High	448	*	1.12%
Contract Services	39		
TOTAL HIGH	7,659	370	4.83%
TOTAL SECONDARY	13,730	1,259	9.17%
TOTAL ELEMENTARY AND SECONDARY	26,135	2,023	7.74%

1. Former English Learners: Also designated with "English Proficiency Level (ELP) 6," or "Reaching." These students have exited direct English Language Development services, and have obtained composite scores on the ACCESS for ELLs (English proficiency assessment) at or above the established cutoff for the year when they were tested. Between 2010-11 and 2015-16, students were identified as formerly English Learners for two years after exiting ESOL/HILT services. Beginning in 2016-17, students have been identified as formerly English Learners for four years after exiting ESOL/HILT services.

* Asterisks denote ten or fewer students.



Table 4
Arlington Public Schools Elementary Students by Background Language and School
 (PreK through Grade 5)
 September 30, 2020



N	Language	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage	
1	English	405	348	423	354	421	139	186	201	109	438	491	184	409	194	463	335	276	604	299	396	351	109	558	433	18	22	*	*	*	*	8,193	61.87%	
2	Spanish	160	116	23	47	83	204	281	122	373	268	15	147	62	69	17	333	72	31	55	*	54	220	13	12	13	*	*	*	*	2,810	21.22%		
3	Arabic	35	26	34	21	*	35	13	25	16	*	*	15	*	44	*	*	17	11	27	*	38	20	*	*	*	*	*	*	*	428	3.23%		
4	Amharic	30	33	21	43	*	19	24	25	28			30		15	*		19	*	14		27	36		*						383	2.89%		
5	Mongolian	26	20	52	83	18		*	*	*	*		*		61	*	*	19	*	19		*	*	*		*						347	2.62%	
6	Bengali	13	*	*	*		*	*	*	21	*		17	*	*			*		*		13	19									121	0.91%	
7	Tigrinya	12	*	*	11		*	*	*	*			*	*	11	*		*		*		22	*			*						96	0.72%	
8	Russian	*	*	*	*	*		*	*	*	*	*	*	*	13	*	*	*	*	*	*	*	*	*	*	*	*						77	0.58%
9	Chinese, Mandarin		*	*	*	*			*		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						69	0.52%
10	Urdu	*	*	*	*	*	*	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						65	0.49%
11	Portuguese		*	*	*	*			*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						62	0.47%
12	Nepali	*	*	*	*			*	*				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						41	0.31%
13	French	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						31	0.23%
14	Turkish		*	*	*	*			*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						29	0.22%
15	Hindi		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						27	0.20%
16	Japanese			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						25	0.19%
17	Farsi	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						23	0.17%
18	Tagalog		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						23	0.17%
19	Vietnamese		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						20	0.15%
20	Korean			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						18	0.14%
21	Somali		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						17	0.13%
22	Dari	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						16	0.12%
23	Romanian		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						15	0.11%
24	Uzbek	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						15	0.11%
25	Albanian			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						14	0.11%
26	Tamil		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						14	0.11%
27	Italian			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						13	0.10%
28	German			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						12	0.09%
29	Pashto, Northern			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						12	0.09%
30	Thai		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						12	0.09%
31	Ukrainian		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						12	0.09%
32	Uyghur	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						12	0.09%



Table 4
Arlington Public Schools Elementary Students by Background Language and School
 (PreK through Grade 5)
 September 30, 2020



N	Language	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage	
33	Serbian		*	*										*	*			*				*										11	0.08%	
34	Telugu	*	*	*											*									*									11	0.08%
35	Polish			*								*	*				*				*			*									10	0.08%
36	Kazakh			*	*	*									*						*		*										*	0.06%
37	Pashto, Southern	*	*					*						*	*																		*	0.06%
38	Azerbaijani			*	*				*						*																		*	0.05%
39	Greek			*					*						*					*													*	0.05%
40	Kannada			*											*	*		*															*	0.05%
41	Swahili				*	*									*								*										*	0.05%
42	Twi	*																	*														*	0.05%
43	Bulgarian	*			*	*						*											*										*	0.04%
44	Mam	*						*					*											*									*	0.04%
45	Hungarian																		*	*													*	0.03%
46	Kurdish											*			*								*										*	0.03%
47	Lao						*																*	*	*								*	0.03%
48	Malayalam		*											*										*									*	0.03%
49	American Sign Language		*			*																							*				*	0.02%
50	Cambodian (Khmer)					*				*																							*	0.02%
51	Finnish																		*	*													*	0.02%
52	Georgian			*																			*										*	0.02%
53	Indonesian									*	*																						*	0.02%
54	Oromo, West-Central					*				*					*				*				*	*									*	0.02%
55	Tajiki		*											*																			*	0.02%
56	Unknown or Unlisted Language					*																	*										*	0.02%
57	Wolof	*					*																										*	0.02%



Table 4
Arlington Public Schools Elementary Students by Background Language and School
 (PreK through Grade 5)
 September 30, 2020



N	Language	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage
58	Afrikaans										*																				*	0.02%	
59	Armenian																					*										*	0.02%
60	Burmese												*										*									*	0.02%
61	Chinese, Hakka			*											*																	*	0.02%
62	Chinese, Yue (Cantonese)			*	*																											*	0.02%
63	Czech					*						*																				*	0.02%
64	Gujarati					*						*																				*	0.02%
65	Hindko				*																											*	0.02%
66	Igbo																	*														*	0.02%
67	Kashmiri												*					*														*	0.02%
68	Lithuanian																*															*	0.02%
69	Malagasy									*				*																		*	0.02%
70	Marathi	*																		*												*	0.02%
71	Sinhala														*										*							*	0.02%
72	Tibetan																								*							*	0.02%
73	Yoruba					*																*				*						*	0.02%
74	Abkhaz																				*		*									*	0.01%
75	Achí									*																						*	0.01%
76	Berber																						*									*	0.01%
77	Bosnian				*																											*	0.01%
78	Cebuano																							*								*	0.01%
79	Chinese, Min Nan (Fukienese or Fujianese)														*																	*	0.01%
80	Danish																	*														*	0.01%
81	Dinka	*																														*	0.01%
82	Dutch																									*						*	0.01%
83	Éwé				*																											*	0.01%
84	Hausa	*																														*	0.01%
85	Hebrew					*																										*	0.01%
86	Icelandic			*																												*	0.01%



Table 4
Arlington Public Schools Elementary Students by Background Language and School
 (PreK through Grade 5)
 September 30, 2020



N	Language	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage
87	Kabyle									*																						*	0.01%
88	Kaqchikel																	*														*	0.01%
89	Kyrgyz																								*							*	0.01%
90	Luganda				*																											*	0.01%
91	Masaaba					*																										*	0.01%
92	Mayan Language, Unspecified					*																										*	0.01%
93	Norwegian					*																										*	0.01%
94	Oriya														*																	*	0.01%
95	Pamiri														*																	*	0.01%
96	Sangho	*																														*	0.01%
97	Sindhi														*																	*	0.01%
98	Slovak			*																												*	0.01%
99	Sowrashtra														*																	*	0.01%
100	Swedish																		*													*	0.01%
	Total	714	608	646	615	601	421	529	417	581	730	532	424	510	484	519	698	445	681	457	430	562	442	623	468	37	29	8	14	9	8	13,242	100.00%

1. The column "Total" is ordered by number of students per language in decreasing order, and alphabetically by language name.

2. Eunice Kennedy Shriver Program: Special Education secondary students (N=37). English Learners receiving direct services (N=*) are taught by elementary EL staff.

* Asterisks denote ten or fewer students.



Table 5
Arlington Public Schools Secondary Students by Background Language and School
(Grades 6 through 13, and 77 - Adult)
September 30, 2020



N	Language	Dorothy Hamm	Gunston	Jefferson	Swanson	Kenmore	Williamsburg	Arlington Career Center	Arlington Community	H-B Woodlawn	Langston	Wakefield	Washington-Liberty	Yorktown	Contract Services	Total ¹	Percentage
1	English	623	628	451	722	401	829	316	11	548	16	1,013	1,270	1,792	38	8,658	63.06%
2	Spanish	69	323	352	170	457	21	135	132	72	53	761	514	191	*	3,257	23.72%
3	Amharic	14	45	39	*	27	*	*	*	*	*	87	51	28	*	317	2.31%
4	Arabic	21	46	28	14	34	*	*	*	*	*	62	39	20	*	287	2.09%
5	Mongolian	28	26	15	20	*	12	*		20		35	29	26		221	1.61%
6	Bengali	*	*	20	*	17		*	*	*	*	33	31	*		136	0.99%
7	Urdu	*	*	17	*	11	*	*	*	*	*	13	22	*	*	91	0.66%
8	Tigrinya	*	*	*		*		*	*	*		37	*	*	*	87	0.63%
9	Russian	*	*	*	*	*	*	*		*	*	*	*	*	*	50	0.36%
10	Vietnamese	*		*	*	*	*	*		*		*	*	12		42	0.31%
11	Chinese, Mandarin	*	*	*	*	*	*	*		*		*	13	*		40	0.29%
12	French	*	*			*	*	*		*		*	11	*		39	0.28%
13	Portuguese	*	*	*	*	*	*	*				*	*	*		38	0.28%
14	Tagalog	*	*	*	*		*	*				12	*	*		37	0.27%
15	Nepali	*	*	*			*	*	*	*		*	*	*		32	0.23%
16	Mam				*	*		*	*	*		*	*			27	0.20%
17	Turkish	*	*	*	*	*	*		*	*		*	*	*		19	0.14%
18	Hindi	*	*	*		*				*		*	*	*		17	0.12%
19	Somali	*	*		*	*						*	*	*		15	0.11%
20	Thai		*					*				*	*	*		15	0.11%
21	Indonesian		*		*	*	*	*				*		*		12	0.09%
22	Japanese		*	*						*			*	*		12	0.09%
23	Tamil		*	*		*				*		*		*		12	0.09%
24	Ukrainian	*	*					*				*	*			12	0.09%
25	Albanian	*	*	*				*				*	*	*		11	0.08%
26	Cambodian (Khmer)			*		*		*	*			*	*	*		11	0.08%
27	Farsi	*				*		*				*	*	*		11	0.08%
28	Oromo, West-Central			*					*			*	*	*		*	0.07%
29	Pashto, Northern	*			*	*							*	*		*	0.07%
30	Dari	*	*	*							*	*	*			*	0.07%
31	German			*			*						*	*		*	0.07%
32	Romanian	*	*				*			*		*	*	*		*	0.07%
33	Bulgarian						*			*		*				*	0.06%
34	Georgian	*		*								*		*		*	0.06%
35	Pashto, Southern	*	*	*					*			*				*	0.06%
36	Serbian	*	*										*			*	0.06%
37	Tajiki			*		*	*			*		*				*	0.06%
38	Italian		*				*					*	*			*	0.05%
39	Polish	*				*				*			*			*	0.05%



Table 5
Arlington Public Schools Secondary Students by Background Language and School
(Grades 6 through 13, and 77 - Adult)
September 30, 2020



N	Language	Dorothy Hamm	Gunston	Jefferson	Swanson	Kenmore	Williamsburg	Arlington Career Center	Arlington Community	H-B Woodlawn	Langston	Wakefield	Washington-Liberty	Yorktown	Contract Services	Total ¹	Percentage
40	Achí					*					*	*	*			*	0.04%
41	Korean	*	*		*					*			*			*	0.04%
42	Kurdish	*	*									*				*	0.04%
43	Twi							*				*				*	0.04%
44	Armenian				*			*					*	*		*	0.04%
45	Lao								*			*	*			*	0.04%
46	Malagasy					*						*	*	*		*	0.04%
47	Ga			*								*		*		*	0.03%
48	Swedish	*	*		*											*	0.03%
49	Telugu	*	*		*							*				*	0.03%
50	Czech											*		*		*	0.02%
51	Finnish						*							*		*	0.02%
52	Greek						*	*				*				*	0.02%
53	Gujarati				*									*		*	0.02%
54	Kazakh		*		*										*	*	0.02%
55	Malayalam	*											*	*		*	0.02%
56	Panjabi, Western												*	*		*	0.02%
57	Sinhala													*		*	0.02%
58	Uzbek	*										*	*			*	0.02%
59	Bosnian											*	*			*	0.01%
60	Cebuano	*														*	0.01%
61	Éwé									*		*				*	0.01%
62	Guyanese Creole English							*				*				*	0.01%
63	Hindko			*												*	0.01%
64	Hungarian									*			*			*	0.01%
65	Kaqchikel								*				*			*	0.01%
66	Uyghur					*								*		*	0.01%
67	Wolof		*					*								*	0.01%
68	Assamese				*											*	0.01%
69	Burmese	*														*	0.01%
70	Chinese, Hakka	*														*	0.01%
71	Chinese, Min Nan (Fukienese or Fujianese)						*									*	0.01%
72	Chinese, Yue (Cantonese)													*		*	0.01%
73	Crioulo, Upper Guinea						*									*	0.01%
74	Croatian											*				*	0.01%
75	Danish			*												*	0.01%
76	Dutch	*														*	0.01%
77	Estonian											*				*	0.01%
78	Fula											*				*	0.01%



Table 5
Arlington Public Schools Secondary Students by Background Language and School
(Grades 6 through 13, and 77 - Adult)
September 30, 2020



N	Language	Dorothy Hamm	Gunston	Jefferson	Swanson	Kenmore	Williamsburg	Arlington Career Center	Arlington Community	H-B Woodlawn	Langston	Wakefield	Washington-Liberty	Yorktown	Contract Services	Total ¹	Percentage
79	Haitian, Creole French					*										*	0.01%
80	Icelandic	*														*	0.01%
81	Ixil										*					*	0.01%
82	Kabyle					*										*	0.01%
83	Kyrgyz											*				*	0.01%
84	Liberian English							*								*	0.01%
85	Lithuanian		*													*	0.01%
86	Luganda													*		*	0.01%
87	Macedonian												*			*	0.01%
88	Mayan Language, Unspecified										*					*	0.01%
89	Norwegian												*			*	0.01%
90	Panjabi, Eastern			*												*	0.01%
91	Q'anjob'al				*											*	0.01%
92	Quechua, Boliviano								*							*	0.01%
93	Swahili											*				*	0.01%
94	Yoruba												*			*	0.01%
	Total	817	1,151	977	976	996	900	510	172	688	80	2,157	2,098	2,155	53	13,730	100.00%

1. The column "Total" is ordered by number of students per language in decreasing order, and alphabetically by language name.
 Grade 13: Students with special needs working towards high school graduation after grade 12.
 Grade 77: Adult students working towards high school graduation. English Learners and Special Education students are 22 years or older.
 Non-English Learners and non-Special Education adult students are 20 years or older.
 * Asterisks denote ten or fewer students.



Table 6
Arlington Public Schools Elementary Students by Birth Country and School
 (Pre-K through Grade 5)
 September 30, 2020



N	Country	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage	
1	United States	573	492	540	567	516	327	447	385	450	690	514	370	472	319	493	620	369	633	419	404	450	340	568	442	30	28	*	14	*	*	11,495	86.81%	
2	El Salvador	16	*	*	*	*	14	17	*	42	*	*	*	*	*	*	17	*	*	*	*	*	23	*	*	*	*	*	*	*	*	*	186	1.40%
3	Guatemala	*	17	*	*	*	25	27	*	15	*	*	*	*	*	*	15	16	*	*	*	*	16	*	*	*	*	*	*	*	*	*	168	1.27%
4	Mongolia	20	12	21	14	*	*	*	*	*	*	*	*	*	38	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	133	1.00%
5	Ethiopia	*	15	*	*	*	*	*	*	15	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*	*	*	*	*	*	*	*	115	0.87%
6	Honduras	11	*	*	*	*	*	*	*	21	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	79	0.60%
7	Germany	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	46	0.35%
8	India	*	*	*	*	*	*	*	*	*	*	*	*	*	14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	46	0.35%
9	Bolivia	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	42	0.32%
10	Bangladesh	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	41	0.31%
11	China	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	36	0.27%
12	United Kingdom	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	36	0.27%
13	Morocco	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	35	0.26%
14	Japan	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	32	0.24%
15	Pakistan	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	32	0.24%
16	Brazil	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	31	0.23%
17	Egypt	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	27	0.20%
18	Australia	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	26	0.20%
19	Mexico	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	25	0.19%
20	Colombia	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	23	0.17%
21	Korea, South (Rep. of Korea)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	22	0.17%
22	Saudi Arabia	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	21	0.16%
23	Afghanistan	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	19	0.14%
24	Italy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	19	0.14%
25	Russia	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	18	0.14%
26	Sudan	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	18	0.14%
27	Nepal	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	17	0.13%
28	Canada	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	16	0.12%
29	Iraq	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	15	0.11%
30	Philippines	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	15	0.11%
31	Turkey	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	15	0.11%



Table 6
Arlington Public Schools Elementary Students by Birth Country and School
 (Pre-K through Grade 5)
 September 30, 2020



N	Country	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage	
32	Eritrea	*	*	*									*		*			*		*													14	0.11%
33	Kazakhstan				*	*									*							*											14	0.11%
34	Jordan	*										*			*	*					*	*				*							13	0.10%
35	Argentina							*		*			*				*						*			*							*	0.08%
36	Libya	*													*																	*	0.08%	
37	South Africa		*	*				*		*							*				*											*	0.08%	
38	Spain			*		*				*	*						*					*										*	0.08%	
39	Uzbekistan														*			*						*								*	0.08%	
40	Venezuela	*											*				*		*			*			*							*	0.08%	
41	Chile		*			*								*			*														*	0.07%		
42	France		*	*			*					*						*		*				*							*	0.07%		
43	Thailand	*				*								*					*					*	*						*	0.07%		
44	Algeria	*					*						*		*						*	*									*	0.06%		
45	Belgium									*		*		*	*			*			*	*		*							*	0.06%		
46	Mauritania		*	*											*						*	*		*							*	0.06%		
47	Nigeria		*												*			*				*	*							*	0.06%			
48	Peru		*				*			*	*						*		*			*	*							*	0.06%			
49	Puerto Rico		*			*	*										*			*	*	*	*			*				*	0.06%			
50	Romania		*	*				*									*		*		*	*			*					*	0.06%			
51	Switzerland		*			*								*	*	*			*		*	*		*	*					*	0.06%			
52	Azerbaijan			*									*	*	*		*													*	0.05%			
53	Netherlands	*				*							*	*	*		*		*		*	*		*	*				*	0.05%				
54	Tunisia	*				*							*	*	*		*		*		*	*		*	*				*	0.05%				
55	Ukraine		*	*		*									*						*	*								*	0.05%			
56	United Arab Emirates	*	*		*						*	*		*	*		*		*	*	*	*		*	*				*	0.05%				
57	Vietnam					*				*					*		*		*	*	*	*	*	*	*				*	0.05%				
58	Kenya									*			*	*	*		*		*	*	*	*	*	*	*	*			*	0.05%				
59	Nicaragua	*								*		*	*	*	*		*		*	*	*	*	*	*	*	*			*	0.05%				
60	Poland			*						*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*			*	0.05%				
61	Austria		*					*						*	*	*	*	*	*	*	*	*	*	*	*	*			*	0.04%				
62	Lebanon	*													*	*	*	*	*	*	*	*	*	*	*	*			*	0.04%				
63	Montenegro					*								*	*	*	*	*	*	*	*	*	*	*	*	*			*	0.04%				
64	Oman										*			*	*	*	*	*	*	*	*	*	*	*	*	*			*	0.04%				
65	Panama					*				*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*			*	0.04%				
66	Sweden	*							*					*	*	*	*	*	*	*	*	*	*	*	*	*			*	0.04%				
67	Tajikistan							*						*	*	*	*	*	*	*	*	*	*	*	*	*			*	0.04%				



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N	Country	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage	
68	Albania			*																		*		*								*	0.03%	
69	Angola					*									*										*								*	0.03%
70	Bulgaria				*	*						*											*										*	0.03%
71	Greece			*											*	*																	*	0.03%
72	Malaysia			*										*				*															*	0.03%
73	Uganda				*	*																											*	0.03%
74	Bosnia and Herzegovina			*											*								*										*	0.02%
75	Costa Rica					*											*																*	0.02%
76	Ecuador										*		*					*															*	0.02%
77	Georgia					*																*											*	0.02%
78	Iceland			*														*															*	0.02%
79	Iran		*			*												*															*	0.02%
80	Lithuania	*										*																					*	0.02%
81	Senegal	*					*																										*	0.02%
82	Singapore			*		*																		*									*	0.02%
83	Côte D'Ivoire (Ivory Coast)			*																													*	0.02%
84	Cyprus							*			*																						*	0.02%
85	Czech Republic																				*												*	0.02%
86	Dominican Republic													*			*																*	0.02%
87	Finland																		*														*	0.02%
88	Haiti																		*							*							*	0.02%
89	Hong Kong																	*			*												*	0.02%
90	Israel	*																															*	0.02%
91	Jamaica			*																													*	0.02%
92	Korea, North (Dem. People's Rep.)			*												*																	*	0.02%
93	Kosovo							*																									*	0.02%
94	Mozambique																	*				*											*	0.02%
95	New Zealand													*												*							*	0.02%
96	Taiwan										*													*									*	0.02%
97	Virgin Islands, U.S.																						*									*	0.02%	



Table 6
Arlington Public Schools Elementary Students by Birth Country and School
 (Pre-K through Grade 5)
 September 30, 2020



N	Country	Abingdon	Alice West Fleet	Arlington Science Focus	Arlington Traditional	Ashlawn	Barcroft	Barrett	Campbell	Carlin Springs	Claremont	Discovery	Dr. Charles R. Drew	Glebe	Hoffman-Boston	Jamestown	Key	Long Branch	McKinley	Montessori Public	Nottingham	Oakridge	Randolph	Taylor	Tuckahoe	Eunice Kennedy Shriver ²	Integration Station	PK Speech N @Discovery	PK Speech S @ Drew	PK Speech C @ Fleet	Contract Services	Total ¹	Percentage	
98	Belarus											*																				*	0.01%	
99	Cambodia																		*														*	0.01%
100	Central African Republic	*																															*	0.01%
101	Congo, Dem. Rep. of (Kinshasa)																	*															*	0.01%
102	Congo, Republic of (Brazzaville)									*																							*	0.01%
103	Dominica								*																								*	0.01%
104	Equatorial Guinea																							*									*	0.01%
105	Ghana																		*														*	0.01%
106	Guam																				*												*	0.01%
107	Hungary										*																						*	0.01%
108	Indonesia																			*													*	0.01%
109	Ireland				*																												*	0.01%
110	Kuwait			*																													*	0.01%
111	Kyrgyzstan																								*								*	0.01%
112	Liberia								*																								*	0.01%
113	Malta																									*							*	0.01%
114	Namibia														*																		*	0.01%
115	Norway					*																											*	0.01%
116	Paraguay																								*								*	0.01%
117	Portugal														*																		*	0.01%
118	Slovakia			*																													*	0.01%
119	Syria																			*												*	0.01%	
120	Tanzania																					*										*	0.01%	
121	Yemen				*																											*	0.01%	
122	Yugoslavia																					*										*	0.01%	
	Total	714	608	646	615	601	421	529	417	581	730	532	424	510	484	519	698	445	681	457	430	562	442	623	468	37	29	*	14	*	*	13,242	100.00%	

1. The column "Total" is ordered by number of students per language in decreasing order, and alphabetically by language name.
 2. Eunice Kennedy Shriver Program: Special Education secondary students (N=37). English Learners receiving direct services (N=*) are taught by elementary EL staff.
 * Asterisks denote ten or fewer students.



Table 7
Arlington Public Schools Secondary Students by Birth Country and School
(Grades 6 through 13, and 77 - Adult)
September 30, 2020



N	Country	Dorothy Hamm	Gunston	Jefferson	Swanson	Kenmore	Williamsburg	Arlington Career Center	Arlington Community	H-B Woodlawn	Langston	Wakefield	Washington-Liberty	Yorktown	Contract Services	Total ¹	Percentage
1	United States	718	972	804	870	808	851	389	26	578	29	1,678	1,703	1,889	48	11,363	82.76%
2	El Salvador		13	13	*	41	*	26	43	13	20	93	59	27		356	2.59%
3	Guatemala	*	*	25	16	16	*	23	42	29	17	55	70	25		329	2.40%
4	Ethiopia	*	12	19	*	14	*	*	*	*		38	24	14	*	138	1.01%
5	Honduras		*	*	*	17	*	*	12	*	*	16	20	*		114	0.83%
6	Mongolia	12	19	*	*	*	*			*		19	16	12		113	0.82%
7	Bolivia	*	*	*	*	*	*	*	20	*		16	*	*		77	0.56%
8	China		*	*	*	*	*	*	*	*		*	18	29		75	0.55%
9	Bangladesh		*	*	*	*	*	*	*	*	*	22	14	*		70	0.51%
10	Pakistan	*	*	*	*	*	*	*	*	*	*	*	13	*		53	0.39%
11	Eritrea	*	*	*	*	*	*	*	*	*		21	*	*		42	0.31%
12	Russia	*	*	*	*	*	*	*	*	*	*	*	*	11	*	42	0.31%
13	Mexico		*	*	*	*	*	*	*	*		13	*	*		39	0.28%
14	Germany	*	*	*	*	*	*	*	*	*	*	*	*	*		35	0.25%
15	Colombia		*	*	*	*	*	*	*	*	*	*	*	*		31	0.23%
16	United Kingdom	*	*	*	*	*	*	*	*	*	*	*	*	*		30	0.22%
17	Peru		*	*	*	*	*	*	*	*	*	*	*	*		28	0.20%
18	Philippines	*	*	*	*	*	*	*	*	*	*	*	*	*		28	0.20%
19	Spain	*	*	*	*	*	*	*	*	*	*	*	*	*		27	0.20%
20	Nepal	*	*	*	*	*	*	*	*	*	*	*	*	*		26	0.19%
21	India	*	*	*	*	*	*	*	*	*	*	*	*	*		25	0.18%
22	Japan	*	*	*	*	*	*	*	*	*	*	*	*	*		25	0.18%
23	Morocco	*	*	*	*	*	*	*	*	*	*	*	*	*		25	0.18%
24	Puerto Rico	*	*	*	*	*	*	*	*	*	*	*	*	*		24	0.17%
25	Thailand	*	*	*	*	*	*	*	*	*	*	*	*	*		21	0.15%
26	Australia	*	*	*	*	*	*	*	*	*	*	*	*	*		19	0.14%
27	Egypt	*	*	*	*	*	*	*	*	*	*	*	*	*		19	0.14%
28	Korea, South (Rep. of Korea)				*	*	*	*	*	*	*	*	*	*		19	0.14%
29	Sudan	*	*	*	*	*	*	*	*	*	*	*	*	*		19	0.14%
30	Kazakhstan		*	*	*	*	*	*	*	*	*	*	*	*	*	18	0.13%
31	Jordan		*	*	*	*	*	*	*	*	*	*	*	*		17	0.12%
32	Vietnam	*	*	*	*	*	*	*	*	*	*	*	*	*		17	0.12%
33	Brazil		*	*	*	*	*	*	*	*	*	*	*	*		16	0.12%
34	Argentina	*	*	*	*	*	*	*	*	*	*	*	*	*		15	0.11%
35	Iraq		*	*	*	*	*	*	*	*	*	*	*	*		15	0.11%
36	Venezuela	*	*	*	*	*	*	*	*	*	*	*	*	*		15	0.11%
37	Canada	*	*	*	*	*	*	*	*	*	*	*	*	*		14	0.10%
38	Dominican Republic		*	*	*	*	*	*	*	*	*	*	*	*		14	0.10%
39	Italy		*	*	*	*	*	*	*	*	*	*	*	*		14	0.10%
40	Nicaragua		*	*	*	*	*	*	*	*	*	*	*	*		14	0.10%
41	Turkey	*	*	*	*	*	*	*	*	*	*	*	*	*		14	0.10%
42	Afghanistan		*	*	*	*	*	*	*	*	*	*	*	*		13	0.09%
43	Ukraine	*	*	*	*	*	*	*	*	*	*	*	*	*		13	0.09%
44	Ecuador		*	*	*	*	*	*	*	*	*	*	*	*		11	0.08%



Table 7
Arlington Public Schools Secondary Students by Birth Country and School
(Grades 6 through 13, and 77 - Adult)
September 30, 2020



N	Country	Dorothy Hamm	Gunston	Jefferson	Swanson	Kenmore	Williamsburg	Arlington Career Center	Arlington Community	H-B Woodlawn	Langston	Wakefield	Washington-Liberty	Yorktown	Contract Services	Total ¹	Percentage
45	Poland	*	*	*		*		*		*			*			*	0.07%
46	Saudi Arabia	*	*	*				*				*	*	*		*	0.07%
47	South Africa			*		*							*	*		*	0.07%
48	United Arab Emirates	*	*	*			*							*		*	0.07%
49	Austria	*					*					*	*	*		*	0.06%
50	France	*				*	*						*			*	0.06%
51	Korea, North (Dem. People's Rep.)	*						*				*	*	*		*	0.06%
52	Libya					*						*				*	0.06%
53	Tajikistan			*		*	*					*		*		*	0.06%
54	Georgia			*		*						*		*		*	0.05%
55	Senegal	*	*					*		*		*		*		*	0.05%
56	Uzbekistan	*	*							*		*	*			*	0.05%
57	Bulgaria						*			*		*			*	*	0.04%
58	Chile		*	*		*		*					*			*	0.04%
59	Iran		*	*	*							*		*		*	0.04%
60	Kyrgyzstan											*	*			*	0.04%
61	Taiwan	*	*			*	*							*		*	0.04%
62	Guam		*		*								*			*	0.04%
63	Israel	*				*							*	*		*	0.04%
64	Madagascar					*						*	*	*		*	0.04%
65	Montenegro	*	*										*			*	0.04%
66	Romania	*										*	*	*		*	0.04%
67	Switzerland				*	*						*	*			*	0.04%
68	Syria				*							*				*	0.04%
69	Belgium			*						*		*		*		*	0.03%
70	Cameroon	*										*	*			*	0.03%
71	Costa Rica			*					*			*				*	0.03%
72	Finland		*				*							*		*	0.03%
73	Ghana							*				*				*	0.03%
74	Jamaica		*	*				*				*				*	0.03%
75	Kenya		*		*							*				*	0.03%
76	Kuwait					*						*		*		*	0.03%
77	Netherlands	*			*							*		*		*	0.03%
78	Qatar	*		*								*				*	0.03%
79	Singapore		*									*				*	0.03%
80	Tunisia		*									*		*		*	0.03%
81	Unknown (Null Field)												*	*		*	0.03%
82	Albania	*										*	*			*	0.02%
83	Armenia					*		*								*	0.02%
84	Guyana											*	*	*		*	0.02%
85	Haiti		*			*						*				*	0.02%
86	Hong Kong		*	*	*											*	0.02%
87	Indonesia		*		*			*								*	0.02%
88	Nigeria			*								*	*			*	0.02%
89	Sweden	*			*											*	0.02%
90	Uruguay	*			*					*						*	0.02%



Table 7
Arlington Public Schools Secondary Students by Birth Country and School
(Grades 6 through 13, and 77 - Adult)
September 30, 2020



N	Country	Dorothy Hamm	Gunston	Jefferson	Swanson	Kenmore	Williamsburg	Arlington Career Center	Arlington Community	H-B Woodlawn	Langston	Wakefield	Washington-Liberty	Yorktown	Contract Services	Total ¹	Percentage
91	Azerbaijan	*										*				*	0.01%
92	Belarus						*							*		*	0.01%
93	Botswana			*												*	0.01%
94	Congo, Dem. Rep. of (Kinshasa)							*						*		*	0.01%
95	Czech Republic			*										*		*	0.01%
96	Dominica							*								*	0.01%
97	Equatorial Guinea	*												*		*	0.01%
98	Greece							*				*				*	0.01%
99	Iceland	*												*		*	0.01%
100	Ireland											*		*		*	0.01%
101	Norway												*	*		*	0.01%
102	Panama											*		*		*	0.01%
103	Portugal			*								*				*	0.01%
104	Sri Lanka													*		*	0.01%
105	Uganda													*		*	0.01%
106	Algeria		*													*	0.01%
107	Bahamas													*		*	0.01%
108	Bahrain												*			*	0.01%
109	Bosnia and Herzegovina	*														*	0.01%
110	Chad											*				*	0.01%
111	Croatia											*				*	0.01%
112	Cyprus						*									*	0.01%
113	Denmark					*										*	0.01%
114	Estonia												*			*	0.01%
115	Kosovo	*														*	0.01%
116	Lebanon											*				*	0.01%
117	Lithuania												*			*	0.01%
118	Macedonia						*									*	0.01%
119	Malaysia					*										*	0.01%
120	Mauritania			*												*	0.01%
121	New Zealand													*		*	0.01%
122	Oman						*									*	0.01%
123	Paraguay					*										*	0.01%
124	Somalia											*				*	0.01%
125	Tanzania													*		*	0.01%
126	Togo									*						*	0.01%
127	Trinidad and Tobago										*					*	0.01%
128	Unknown or Unspecified Country			*												*	0.01%
129	Yemen												*			*	0.01%
	Total	817	1,151	977	976	996	900	510	172	688	80	2,157	2,098	2,155	53	13,730	100.00%

1. The column "Total" is ordered by number of students per language in decreasing order, and alphabetically by language name.
 Grade 13: Students with special needs working towards high school graduation after grade 12.
 Grade 77: Adult students working towards high school graduation. English Learners and Special Education students are 22 years or older.
 Non-English Learners and non-Special Education adult students are 20 years or older.
 * Asterisks denote ten or fewer students.

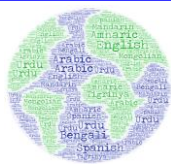


Table 8:
List of Background Languages Represented
Among Arlington Public Schools Students
Grades Pre-K through High School ¹
September 30, 2020



N	Language	Total	Percentage
1	English	16,851	62.476%
2	Spanish	6,067	22.494%
3	Arabic	715	2.651%
4	Amharic	700	2.595%
5	Mongolian	568	2.106%
6	Bengali	257	0.953%
7	Tigrinya	183	0.678%
8	Urdu	156	0.578%
9	Russian	127	0.471%
10	Chinese, Mandarin	109	0.404%
11	Portuguese	100	0.371%
12	Nepali	73	0.271%
13	French	70	0.260%
14	Vietnamese	62	0.230%
15	Tagalog	60	0.222%
16	Turkish	48	0.178%
17	Hindi	44	0.163%
18	Japanese	37	0.137%
19	Farsi	34	0.126%
20	Mam	32	0.119%
21	Somali	32	0.119%
22	Thai	27	0.100%
23	Tamil	26	0.096%
24	Albanian	25	0.093%
25	Dari	25	0.093%
26	Korean	24	0.089%
27	Romanian	24	0.089%
28	Ukrainian	24	0.089%
29	Pashto, Northern	22	0.082%
30	German	21	0.078%
31	Italian	20	0.074%
32	Serbian	19	0.070%
33	Uzbek	18	0.067%
34	Polish	17	0.063%
35	Pashto, Southern	16	0.059%
36	Indonesian	15	0.056%
37	Telugu	15	0.056%
38	Cambodian (Khmer)	14	0.052%
39	Uyghur	14	0.052%

Table 8:
List of Background Languages Represented
Among Arlington Public Schools Students
Grades Pre-K through High School ¹
September 30, 2020

N	Language	Total	Percentage
40	Bulgarian	13	0.048%
41	Oromo, West-Central	13	0.048%
42	Twi	12	0.044%
43	Georgian	11	0.041%
44	Kazakh	11	0.041%
45	Tajiki	11	0.041%
46	Kurdish	*	0.037%
47	Greek	*	0.033%
48	Lao	*	0.033%
49	Achí	*	0.026%
50	Armenian	*	0.026%
51	Malagasy	*	0.026%
52	Malayalam	*	0.026%
53	Swahili	*	0.026%
54	Azerbaijani	*	0.022%
55	Finnish	*	0.022%
56	Hungarian	*	0.022%
57	Kannada	*	0.022%
58	Czech	*	0.019%
59	Gujarati	*	0.019%
60	Sinhala	*	0.019%
61	Swedish	*	0.019%
62	Wolof	*	0.019%
63	Ga	*	0.015%
64	Hindko	*	0.015%
65	American Sign Language	*	0.011%
66	Bosnian	*	0.011%
67	Burmese	*	0.011%
68	Cebuano	*	0.011%
69	Chinese, Hakka	*	0.011%
70	Chinese, Yue (Cantonese)	*	0.011%
71	Éwé	*	0.011%
72	Kaqchikel	*	0.011%
73	Lithuanian	*	0.011%
74	Panjabi, Western	*	0.011%
75	Unknown or Unlisted Language	*	0.011%
76	Yoruba	*	0.011%



Table 8:
List of Background Languages Represented
Among Arlington Public Schools Students
Grades Pre-K through High School ¹
September 30, 2020



N	Language	Total	Percentage
77	Afrikaans	*	0.007%
78	Chinese, Min Nan (Fukienese or Fujianese)	*	0.007%
79	Danish	*	0.007%
80	Dutch	*	0.007%
81	Guyanese Creole English	*	0.007%
82	Icelandic	*	0.007%
83	Igbo	*	0.007%
84	Kabyle	*	0.007%
85	Kashmiri	*	0.007%
86	Kyrgyz	*	0.007%
87	Luganda	*	0.007%
88	Marathi	*	0.007%
89	Mayan Language, Unspecified	*	0.007%
90	Norwegian	*	0.007%
91	Tibetan	*	0.007%
92	Abkhaz	*	0.004%
93	Assamese	*	0.004%
94	Berber	*	0.004%
95	Crioulo, Upper Guinea	*	0.004%
96	Croatian	*	0.004%
97	Dinka	*	0.004%
98	Estonian	*	0.004%
99	Fula	*	0.004%
100	Haitian, Creole French	*	0.004%
101	Hausa	*	0.004%
102	Hebrew	*	0.004%
103	Ixil	*	0.004%
104	Liberian English	*	0.004%
105	Macedonian	*	0.004%
106	Masaaba	*	0.004%
107	Oriya	*	0.004%
108	Pamiri	*	0.004%
109	Panjabi, Eastern	*	0.004%
110	Q'anjob'al	*	0.004%
111	Quechua, Boliviano	*	0.004%
112	Sangho	*	0.004%
113	Sindhi	*	0.004%
114	Slovak	*	0.004%
115	Sowrashtra	*	0.004%
	Total	26,972	100.00%

1. High School students include those in grades 9 through 13, plus grade 77 - adult.

* Asterisks denote ten or fewer students.



Table 9:
List of Birth Countries Represented Among
Arlington Public Schools Students
(Pre-K through High School) *
September 30, 2020

N	Birth Country	Total	Percentage
1	United States	22,858	84.747%
2	El Salvador	542	2.009%
3	Guatemala	497	1.843%
4	Ethiopia	253	0.938%
5	Mongolia	246	0.912%
6	Honduras	193	0.716%
7	Bolivia	119	0.441%
8	Bangladesh	111	0.412%
9	China	111	0.412%
10	Pakistan	85	0.315%
11	Germany	81	0.300%
12	India	71	0.263%
13	United Kingdom	66	0.245%
14	Mexico	64	0.237%
15	Morocco	60	0.222%
16	Russia	60	0.222%
17	Japan	57	0.211%
18	Eritrea	56	0.208%
19	Colombia	54	0.200%
20	Brazil	47	0.174%
21	Egypt	46	0.171%
22	Australia	45	0.167%
23	Nepal	43	0.159%
24	Philippines	43	0.159%
25	Korea, South (Rep. of Korea)	41	0.152%
26	Spain	37	0.137%
27	Sudan	37	0.137%
28	Peru	36	0.133%
29	Italy	33	0.122%
30	Afghanistan	32	0.119%
31	Kazakhstan	32	0.119%
32	Puerto Rico	32	0.119%
33	Saudi Arabia	31	0.115%
34	Canada	30	0.111%
35	Iraq	30	0.111%
36	Jordan	30	0.111%
37	Thailand	30	0.111%
38	Turkey	29	0.108%

Table 9:
List of Birth Countries Represented Among
Arlington Public Schools Students
(Pre-K through High School) *
September 30, 2020

N	Birth Country	Total	Percentage
39	Argentina	25	0.093%
40	Venezuela	25	0.093%
41	Vietnam	24	0.089%
42	Nicaragua	20	0.074%
43	South Africa	20	0.074%
44	Ukraine	20	0.074%
45	Libya	18	0.067%
46	France	17	0.063%
47	Uzbekistan	17	0.063%
48	Dominican Republic	16	0.059%
49	Poland	16	0.059%
50	United Arab Emirates	16	0.059%
51	Chile	15	0.056%
52	Ecuador	14	0.052%
53	Austria	13	0.048%
54	Romania	13	0.048%
55	Switzerland	13	0.048%
56	Tajikistan	13	0.048%
57	Belgium	12	0.044%
58	Netherlands	11	0.041%
59	Nigeria	11	0.041%
60	Tunisia	11	0.041%
61	Bulgaria	*	0.037%
62	Georgia	*	0.037%
63	Kenya	*	0.037%
64	Korea, North (Dem. People's Rep.)	*	0.037%
65	Montenegro	*	0.037%
66	Senegal	*	0.037%
67	Algeria	*	0.033%
68	Azerbaijan	*	0.033%
69	Iran	*	0.033%
70	Mauritania	*	0.033%
71	Sweden	*	0.030%
72	Taiwan	*	0.030%
73	Albania	*	0.026%
74	Costa Rica	*	0.026%
75	Israel	*	0.026%
76	Kyrgyzstan	*	0.026%
77	Panama	*	0.026%
78	Singapore	*	0.026%

Table 9:
List of Birth Countries Represented Among
Arlington Public Schools Students
(Pre-K through High School) *
September 30, 2020

N	Birth Country	Total	Percentage
79	Finland	*	0.022%
80	Greece	*	0.022%
81	Guam	*	0.022%
82	Jamaica	*	0.022%
83	Lebanon	*	0.022%
84	Oman	*	0.022%
85	Syria	*	0.022%
86	Uganda	*	0.022%
87	Ghana	*	0.019%
88	Haiti	*	0.019%
89	Hong Kong	*	0.019%
90	Iceland	*	0.019%
91	Kuwait	*	0.019%
92	Madagascar	*	0.019%
93	Malaysia	*	0.019%
94	Angola	*	0.015%
95	Bosnia and Herzegovina	*	0.015%
96	Cameroon	*	0.015%
97	Czech Republic	*	0.015%
98	Indonesia	*	0.015%
99	Lithuania	*	0.015%
100	Qatar	*	0.015%
101	Unknown (Null Field)	*	0.015%
102	Armenia	*	0.011%
103	Belarus	*	0.011%
104	Congo, Dem. Rep. of (Kinshasa)	*	0.011%
105	Cyprus	*	0.011%
106	Dominica	*	0.011%
107	Equatorial Guinea	*	0.011%
108	Guyana	*	0.011%
109	Ireland	*	0.011%
110	Kosovo	*	0.011%
111	New Zealand	*	0.011%
112	Norway	*	0.011%
113	Portugal	*	0.011%
114	Uruguay	*	0.011%
115	Botswana	*	0.007%
116	Côte D'Ivoire (Ivory Coast)	*	0.007%
117	Mozambique	*	0.007%
118	Paraguay	*	0.007%
119	Sri Lanka	*	0.007%
120	Tanzania	*	0.007%
121	Virgin Islands, U.S.	*	0.007%
122	Yemen	*	0.007%

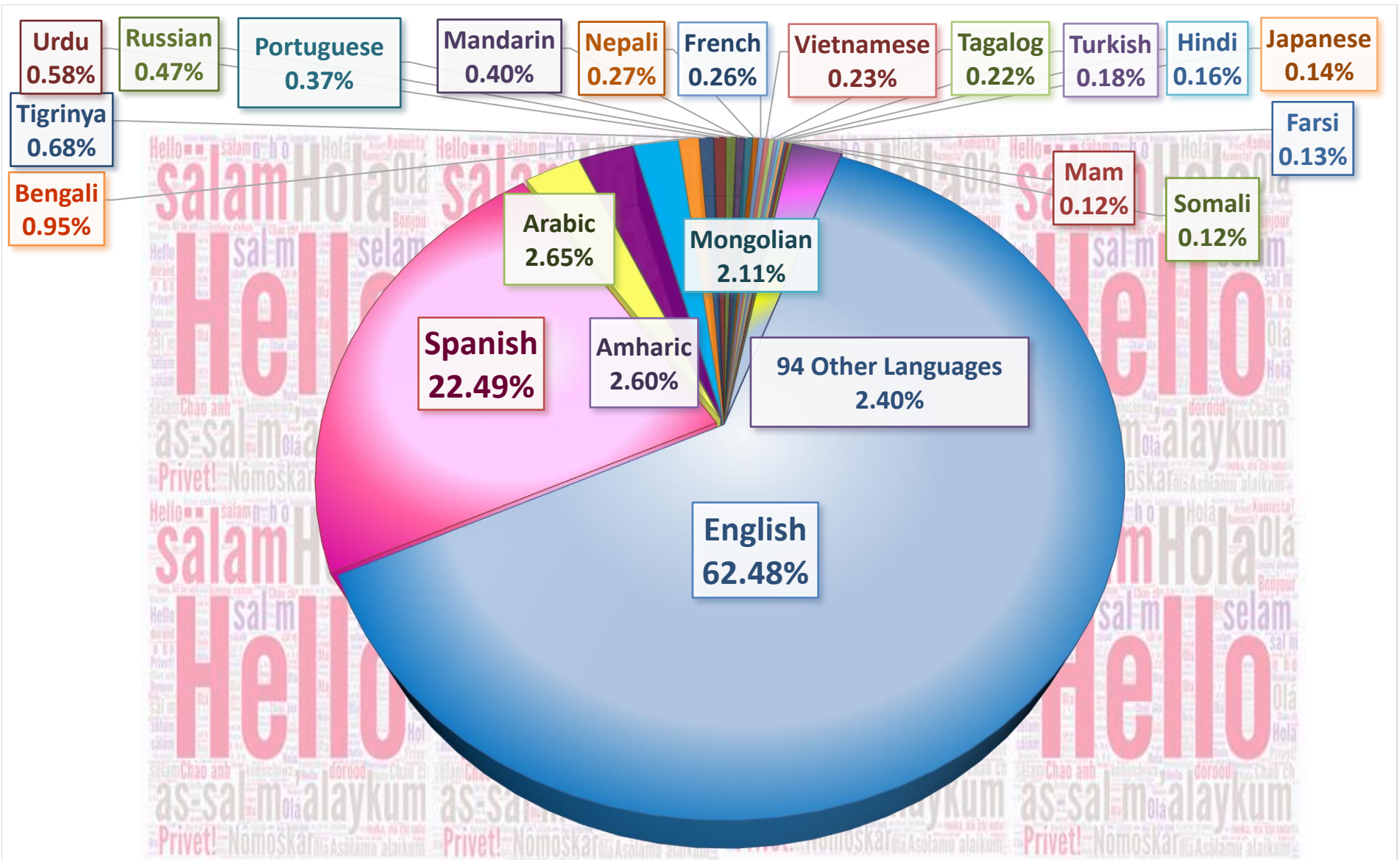
Table 9:
List of Birth Countries Represented Among
Arlington Public Schools Students
(Pre-K through High School) *
September 30, 2020

N	Birth Country	Total	Percentage
123	Bahamas	*	0.004%
124	Bahrain	*	0.004%
125	Cambodia	*	0.004%
126	Central African Republic	*	0.004%
127	Chad	*	0.004%
128	Congo, Republic of (Brazzaville)	*	0.004%
129	Croatia	*	0.004%
130	Denmark	*	0.004%
131	Estonia	*	0.004%
132	Hungary	*	0.004%
133	Liberia	*	0.004%
134	Macedonia	*	0.004%
135	Malta	*	0.004%
136	Namibia	*	0.004%
137	Slovakia	*	0.004%
138	Somalia	*	0.004%
139	Togo	*	0.004%
140	Trinidad and Tobago	*	0.004%
141	Unknown or Unspecified Country	*	0.004%
142	Yugoslavia	*	0.004%
	Total Number of Students	26,972	100.00%

1. High School students include those in grades 9 through 13,
plus grade 77 - adult.

* Asterisks denote ten students or fewer.

Figure 1: Background Languages of Arlington Public Schools Students (Pre-K through High School)
September 30, 2020



The 21 languages identified by name were represented by 32 students or more. Total Number of Languages: 115. N of students: 26,972.

**Figure 2: Background Languages of Arlington Public Schools Language Minority Students (Pre-K through High School)
September 30, 2020**

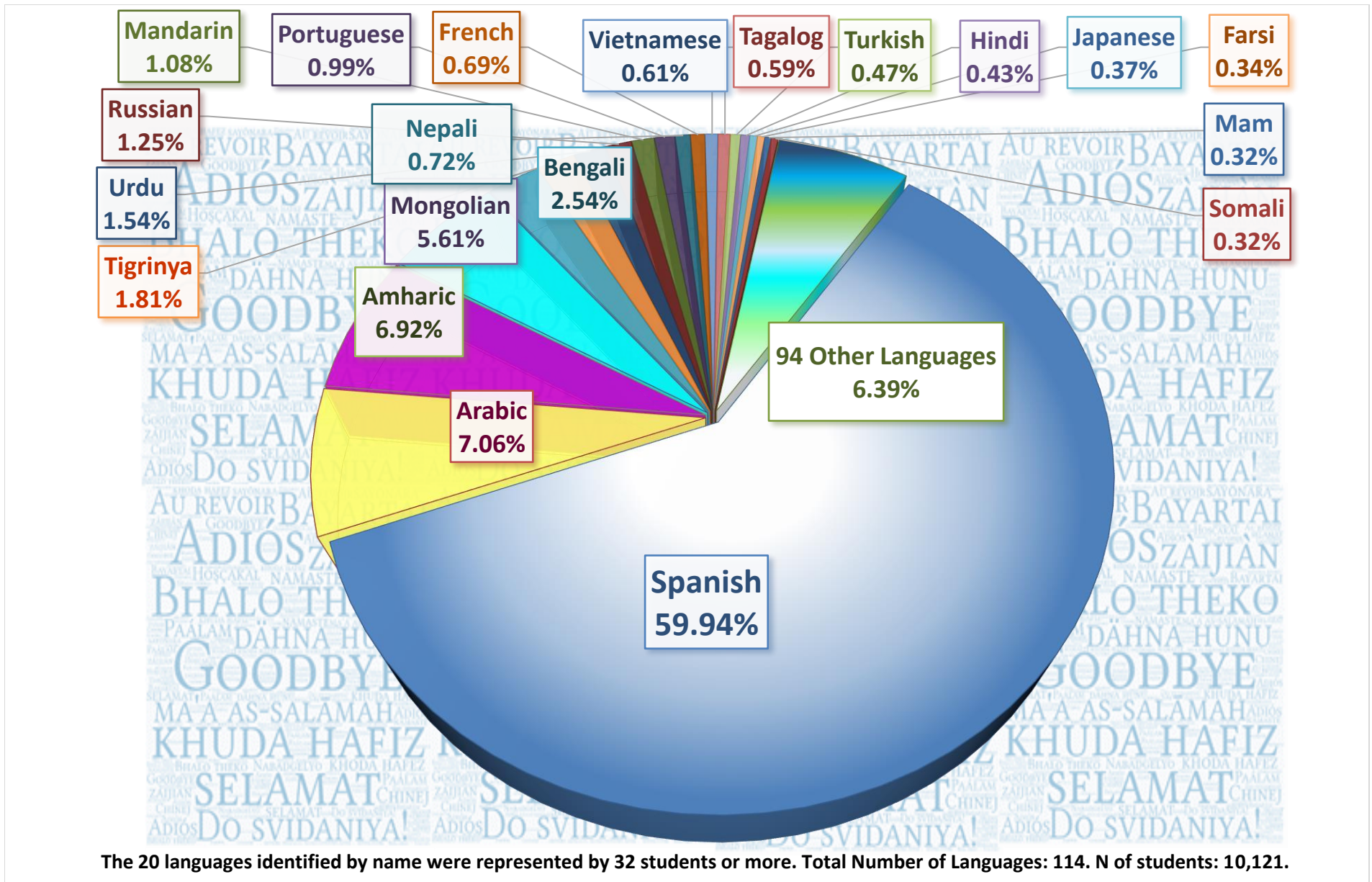
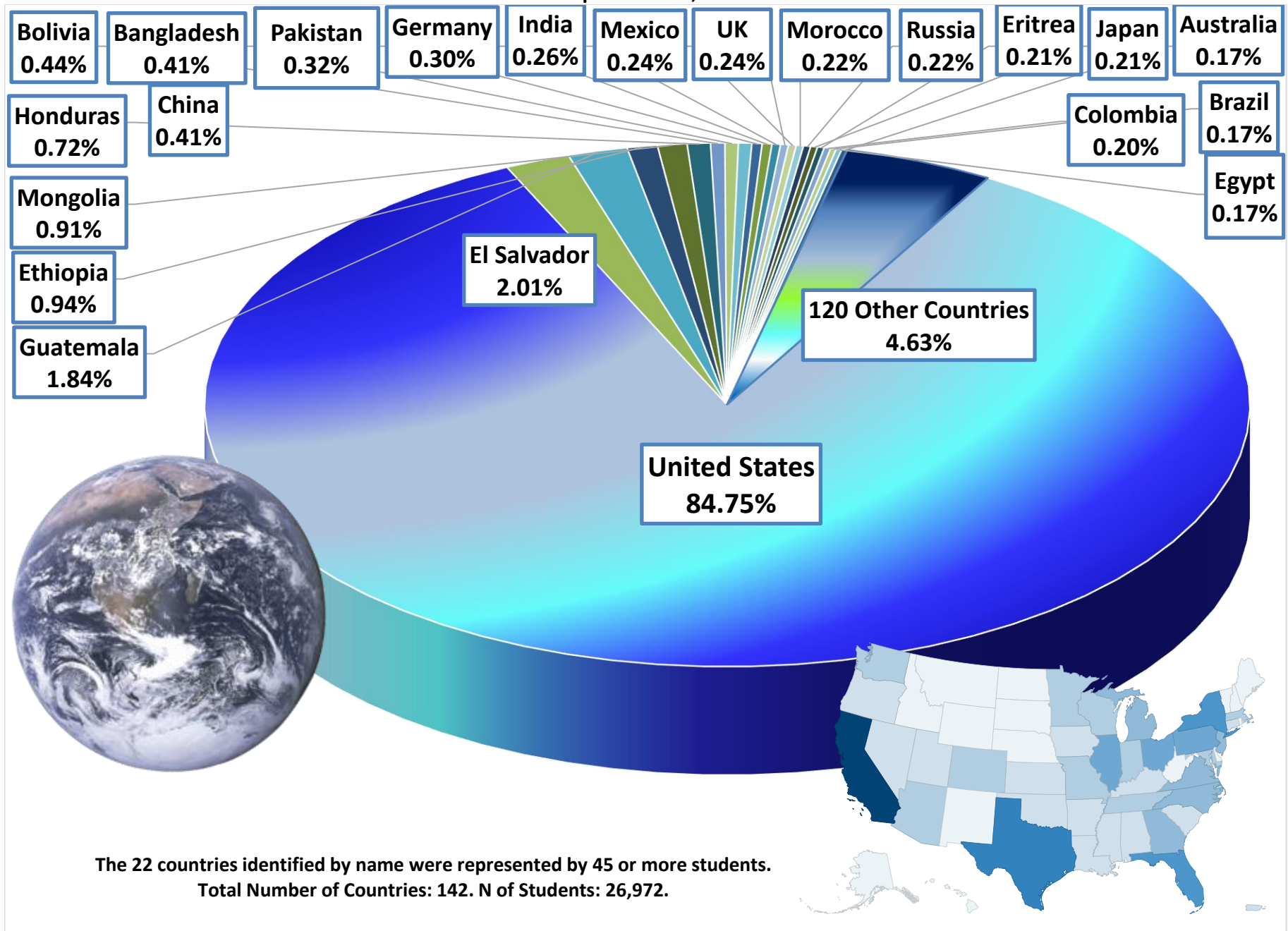


Figure 2:
Number of Pages: 1

Figure 3: Birth Countries of Arlington Public Schools Students (Pre-K to High School)

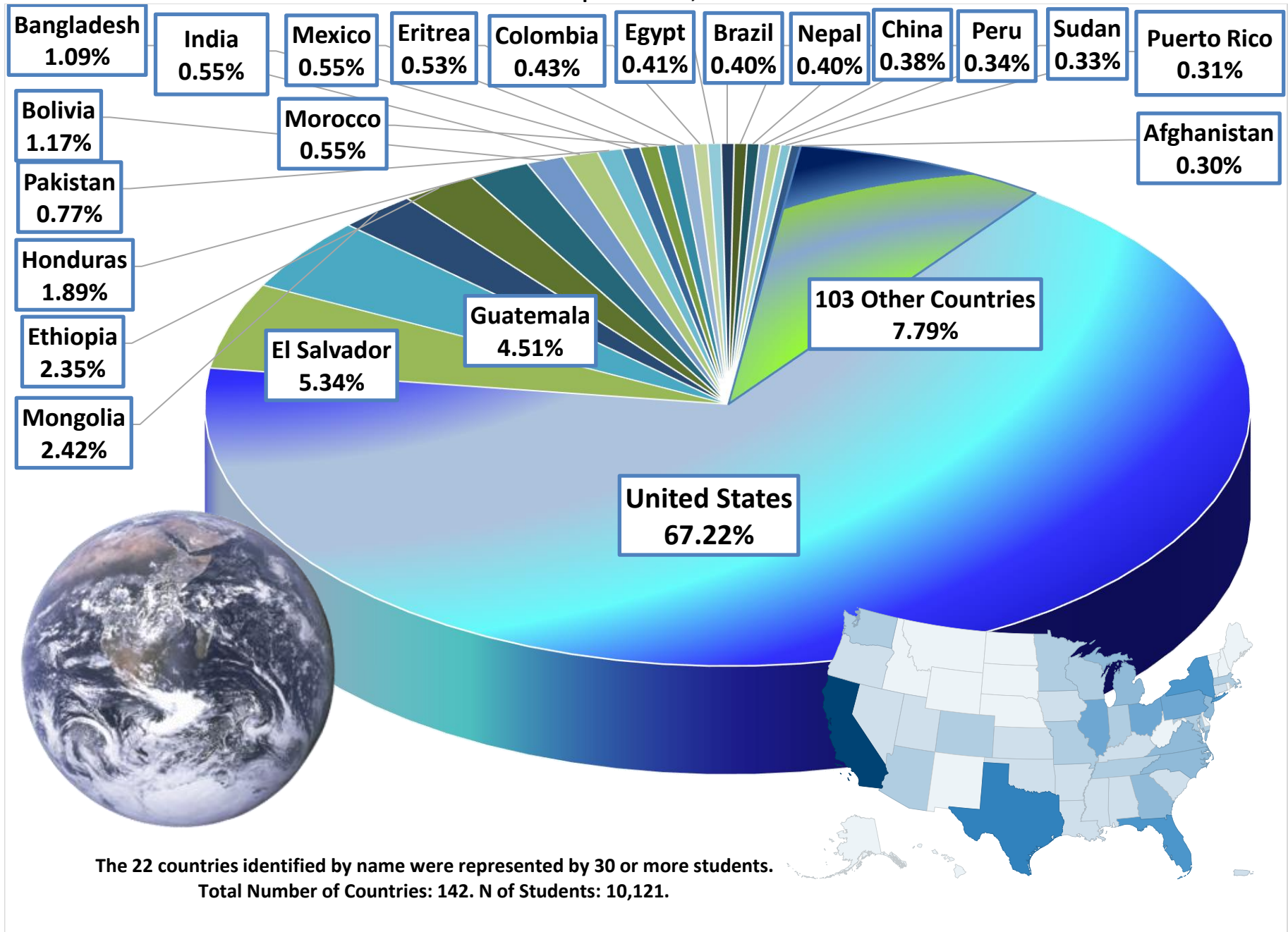
September 30, 2020



Fall Statistics
Arlington Public Schools
School Year 2020-2021

Figure 4: Birth Countries of Arlington Public Schools Language Minority Students (Pre-K to High School)

September 30, 2020



Fall Statistics
Arlington Public Schools
School Year 2020-2021



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
ABKHAZ [abk], [10]	Abkhazian, Abxazo	Georgia	USA
ACHÍ ^{vii} [acr] (Not available in APS Synergy)	A Mayan language. This Mayan language does not appear in the list of languages and codes provided by VDOE for the Student Record Collection. Students reporting this language were coded "Maya" in APS Synergy. Dialects: Cukulco & Rabinal Achí.	Guatemala	Guatemala
AFRIKAANS [afr], [30]	Autonym: Afrikaans Dialects: Cape, Orange River, East Cape	South Africa	South Africa
ALBANIAN A Macrolanguage ^{iv} [sqi], (50)	Macrolanguage ALBANIAN includes: Albanian, Arbëreshë [aae] Albanian, Arvanitika [aat] Albanian, Gheg [aln] Albanian, Tosk [als]	Arbëreshë (Italy) Arvanitika (Greece) Gheg (Albania). Gheg also indigenous in: Macedonia, Montenegro, Serbia; also established in: Romania, Slovenia, Turkey. Tosk (Albania). Tosk also indigenous in Greece; established in Turkey.	Albania, Italy, Kosovo*, USA *Kosovo, self-declared independent country in the Balkans region of Europe. Although the United States and most members of the European Union (EU) recognized Kosovo's declaration of independence from Serbia in 2008, Serbia, Russia, and a significant number of other countries—including several EU members—did not. "Kosovo". (2017). In Encyclopædia Britannica. Retrieved from http://school.eb.com/levels/high/article/Kosovo/46111
ASL ^{xviii} [ase], (included in APS Synergy) Sign Languages: [sgn], (70)	American Sign Language (ASL) "Sign Languages" [sgn], (70) includes all sign languages	USA	USA
AMHARIC [amh], (60)	Abyssinian, Amarigna, Amarinya, Amhara, Ethiopian	Ethiopia	Canada, China, Ethiopia, Germany, Italy, Kenya, Saudi Arabia, South Africa, Sweden, Uganda, UK, USA
ARABIC ^v A Macrolanguage ^{iv} [ara], (80)	Glottolog https://glottolog.org/ lists 39 varieties: <ul style="list-style-type: none"> • Standard Arabic • Arabian Peninsula Arabic (11). Examples: <ul style="list-style-type: none"> ○ Dhofari Arabic [adf] ○ Gulf Arabic [afb] ○ Omani Arabic [acx] ○ Ta'izzi-Adeni Arabic [acq] • Eastern Arabic (6). Examples: <ul style="list-style-type: none"> ○ Tajiki Arabic [abh] ○ Uzbeki Arabic [auz] ○ Mesopotamian Arabic [acm] • Egyptian Arabic (7). Examples: <ul style="list-style-type: none"> ○ Eastern Egyptian Bedawi Arabic [avl] ○ Egyptian Arabic [arz] ○ Sudanese Arabic [apd] • Levantine Arabic (3). Examples: <ul style="list-style-type: none"> ○ Cypriot Arabic [acy] ○ North Levantine Arabic [apc] ○ South Levantine Arabic [ajp] • North African Arabic (11). Examples: <ul style="list-style-type: none"> ○ Algerian Saharan Arabic [aao] ○ Tunisian Arabic [aeb] ○ Judeo-Tunisian Arabic [ajt] ○ Judeo-Moroccan Arabic [aju] [Codes from https://iso639]	North Africa, most of the Arabian Peninsula, and other parts of the Middle East	Algeria, Austria, Belgium, Canada, Chad, Egypt, Eritrea, Hungary, Iraq, Jordan, Kuwait, Lebanon, Liberia, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Spain, Sudan, Syria, Tunisia, Turkey, United Arab Emirates, USA, Yemen



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
ARMENIAN [hye], (90)	Haieren, Somkhuri, Ermenice, Ermeni Dili, Armjanski Yazyk	Armenia	Armenia, USA
ASSAMESE [asm], (100)	Asambe, Asami, Asamiya	India	India
AZERBAIJANI A Macrolanguage ^{iv} [aze], (120)	North [azj]: Azerbaijan, Azerbaydzhani, Azeri Turk South [azb]: Azeri, Törki	Azerbaijani, North (Azerbaijan) Azerbaijani, South (Iran)	Azerbaijan, Switzerland, Turkey, USA
BENGALI [ben], (160)	Bangala, Bangla, Bangla-Bhasa	Bangladesh	Bangladesh, India, Singapore, United Arab Emirates, UK, USA
BERBER ^{vi} (Amazigh Languages) [ber] (4400) (Not available in APS Synergy language menus)	Family of twenty-six languages in the Afro-Asiatic language phylum, for example: Kabyle, Tachelhit, Tamazight, etc.	Morocco, Algeria, Tunisia, Libya, Israel, Niger, Mali, Mauritania	USA
BOSNIAN ^{ix} [bos], (215)	See Serbo-Croatian, Croatian, Serbian	Bosnia and Herzegovina (Independence from Yugoslavia: April 1992)	Montenegro, USA
BULGARIAN [bul], (200)	Balgarski	Bulgaria	Bulgaria, USA
BURMESE [mya], (210)	Bama, Bamachaka, Myamasa, Myanma, Myanmar, Myen	Myanmar (Burma)	USA
CAMBODIAN [khm], (230)	Central Khmer, Khmer	Cambodia	USA
CEBUANO [ceb], (260)	Binisaya, Bisayan, Sebuano, Sugbuanon, Sugbuanon, Visayan	Philippines	Philippines, USA
CHINESE A Macrolanguage ^{iv, xii} [chi], (290)	Includes Chinese _____: Gan [gan], Hakka [hak], Huizhou [czh], Jinyu [cyj], Mandarin [cmn], Min Bei [mnp], Min Dong [cdo], Min Nan [nan], Min Zhong [czo], Pu-Xian [cpx], Wu [wuu], Xiang [hsn], Yue [yue].	China	China, France, Germany, Hong Kong, Japan, Taiwan, USA, Vietnam
CHINESE, HAKKA ^{xii} [hak], [290]	Autonym: Hakafa, Hokka, Ke, Kechia, Kejia, Majiahua, Tu Guangdonghua, Xinminhua	China	USA
CHINESE, MANDARIN ^{xii} [cmn], (300)	Beifang Fangyan, Guanhua, Guoyu, Hanyu, Huayu, Mandarin, Northern Chinese, Putonghua, Standard Chinese, Zhongguohua, Zhongwen	China	China, Germany, Hong Kong, Taiwan, USA, Vietnam
CHINESE, MIN NAN ^{xii} [nan], (310)	Fukienese or Fujianese, Minnan, Southern Min	China	Japan, Taiwan
CHINESE, YUE ^{xii} [yue], (320)	Cantonese, Gwong Dung Waa, Yue, Yueh, Yuet Yue, Yueyu	China	China, France, USA
CREOLE ^{viii} "Creole" is listed in APS Synergy language menus. Since 2012, the VA Dept. of Education deleted "Creole" and now lists "Creoles and pidgins (Other)" with code 350.	Creole: A mother tongue formed from the contact of a European language (especially English, French, Spanish, or Portuguese) with local languages (especially African languages spoken by slaves in the West Indies). [Source: https://en.oxforddictionaries.com/definition/]		

Table 10:
Number of Pages: 11



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code]	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
CREOLE ^{viii} English-based Creoles Since 2012, the VA Dept. of Education lists "Creoles and pidgins, English based (Other)." [cpe], (4575) (Not available in APS Synergy)	<u>Atlantic examples</u> (of twenty-four): <ul style="list-style-type: none"> Bahamas Creole English [bah] (A language of Bahamas) Sea Island Creole English [gul] (A language of United States) Guyanese Creole English [gyn] (A language of Guyana) Virgin Islands Creole English [vic] (A language of U.S. Virgin Islands) Krio [kri] (A language of Sierra Leone) Jamaican Creole English [jam] (A language of Jamaica) <u>Pacific examples</u> (of eight): <ul style="list-style-type: none"> Hawai'i Pidgin [hwc] (A language of United States) Tok Pisin [tpi] (A language of Papua New Guinea) 	Thirty-three world areas with access to the Atlantic Ocean and Pacific Ocean. [Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2016. Ethnologue: Languages of the World, Nineteenth edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com].	See Guyanese Creole English, Liberian English
CREOLE ^{viii} French-based Creoles Since 2012, the VA Dept. of Education lists "Creoles and pidgins, French-based (Other)." (Not available in APS Synergy) [cpf], (4580)	Creole, French based Examples: Guianese Creole French (French Guiana), Haitian, Louisiana Creole French, Morisyen	Haiti, Brazil (Kariyuna Creole French), French Guiana, Réunion & Mauritius (islands in the Indian Ocean) USA (Louisiana Creole French)	See Haitian, Creole French
CREOLE ^{viii} Portuguese-based Creoles Since 2012, the VA Dept. of Education lists "Creoles and pidgins, Portuguese-based (Other)." [cpp], (4585) (Not available in APS Synergy)	Creole, Portuguese-based Examples: <ul style="list-style-type: none"> Kabuverdianu [kea] Papiamentu [pap] Sãotomense [cri] 	<ul style="list-style-type: none"> Cape Verde Islands Aruba, Bonaire, and Curaçao São Tomé and Príncipe 	
CREOLE, PATOIS, and PIDGIN ^{viii} Both "Creole" (outdated), (350) and "Patois" (1135) currently listed in APS Synergy. Since 2012, VDOE lists "Creoles and Pidgins (Other)," collective scope [crp], (350) Current VDOE list also includes English-based, French-based, and Portuguese-based Creoles. See these Creoles described above.	Creole: A mother tongue formed from the contact of a European language (especially English, French, Spanish, or Portuguese) with local languages (especially African languages spoken by slaves in the West Indies). Patois: The dialect of a particular region, especially one with low status in relation to the standard language of the country. Origin of Patois: Mid-17th century: French, literally 'rough speech', perhaps from Old French patoier 'treat roughly', from patte 'paw'. Pidgin: A grammatically simplified form of a language, typically English, Dutch, or Portuguese, some elements of which are taken from local languages, used for communication between people not sharing a common language. Origin of Pidgin: Late 19th century: Chinese alteration of English word "business." [Source: https://en.oxforddictionaries.com/definition/]		
CRIOULO, Upper Guinea ^{viii} (Portuguese-based Creole) [pov] (No VDOE name/code)	Guinea-Bissau Creole, Kiryol, Kriulo, Portuguese Creole	Guinea-Bissau	Guinea, USA

Table 10:
Number of Pages: 11



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code]	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
CROATIAN ^{ix} [hrv], (4600) (Croatian is not available in APS Synergy. When a student language is listed as Croatian, Serbo-Croatian is entered)	Hrvatski, Croatian Standard	Croatia	Croatia
CZECH [ces], (360)	Bohemian, Cestina	Czech Republic, also known as Czechia	Czech Republic, USA
DANISH [dan], (370)	Rigdanski; Autonym: Dansk	Denmark	Belgium
DARI ^{xi} [prs], (4170) A member of Macrolanguage Persian ^{iv} [fas], (5552) (Not available in APS Synergy)	Afghan Persian, Eastern Farsi, Parsi, Persian. Autonym: Fārsi. (Arabic script)	Afghanistan	Afghanistan, USA
DINKA ^{xvii} A Macrolanguage ^{iv} [din], (385)	Includes: Northeastern Dinka [dip], Northwestern Dinka [diw], South Central Dinka [dib], Southeastern Dinka [dks], Southwestern Dinka [dik].	A macrolanguage of South Sudan	Sudan
DUTCH [nld], (390)	Nederlands, Hollands	Netherlands	Netherlands, USA
ENGLISH [eng], (400) West Germanic language of the Indo-European language family that is closely related to the Frisian, German, and Dutch (in Belgium called Flemish) languages. English language. (2020). In Encyclopædia Britannica. Retrieved from https://school.eb.com/levels/high/article/English-language/109779	Classification: Indo-European, Germanic, West, English According to the Ethnologue, in 2020, 1268 million people speak English, and English is the most spoken language. [Source: "What are the top 200 most spoken languages?" in Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2020. Ethnologue: Languages of the World. Twenty-third edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com] The United States has three main dialects: Northern, Midland, and Southern. Each has its subdialects. British Received Pronunciation (RP), traditionally defined as the standard speech used in London and southeastern England, is one of many forms (or accents) of standard speech throughout the English-speaking world. ...It is considered the prestige accent in such institutions as the civil service and the BBC... Canada is a bilingual country (English and French). Among the Anglophone population, the influence of United States English is strong. Nevertheless, in spite of the effect of this proximity to the United States, British influences are still potent in some of the larger cities.	<ul style="list-style-type: none"> ● Originated in England Dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean. ● An official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa. ● Global Lingua Franca: First choice of foreign language in most countries of the world where English is not the dominant language. ● Estimate: About a third of the world's population, some two billion persons, now use English. <p>Source: English language. (2020). In Encyclopædia Britannica. Retrieved from https://school.eb.com/levels/high/article/English-language/109779</p>	Afghanistan, Armenia, Australia, Austria, Azerbaijan, Bahamas, Bangladesh, Belgium, Bolivia, Botswana, Brazil, Bulgaria, Cambodia, Canada, Chile, China, Colombia, Congo, Republic of (Brazzaville), Costa Rica, Cyprus, Czech Republic, Denmark, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Eritrea, Estonia, Ethiopia, Finland, France, Georgia, Germany, Greece, Guam, Guatemala, Guyana, Haiti, Honduras, Hong Kong, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Korea, North (Dem. People's Rep.), Korea, South (Rep. of Korea), Kuwait, Kyrgyzstan, Lithuania, Macedonia, Malaysia, Malta, Mexico, Mongolia, Montenegro, Morocco, Namibia, Nepal, Netherlands, New Zealand, Nicaragua, Nigeria, Norway, Oman, Pakistan, Panama, Peru, Philippines, Poland, Puerto Rico, Qatar, Romania, Russia, Saudi Arabia, Senegal, Singapore, South Africa, Spain, Sudan, Sweden, Switzerland, Syria, Taiwan, Tajikistan, Tanzania, Thailand, Trinidad and Tobago, Tunisia, Turkey, Ukraine, United Arab Emirates, UK, USA, Unknown (Null Field), Unknown or Unspecified Country, Uruguay, Uzbekistan, Venezuela, Vietnam, U.S. Virgin Islands.

Table 10:
Number of Pages: 11



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
ESTONIAN [est], (420) A Macrolanguage ^{iv}	Macrolanguage includes: Standard Estonian [ekk], and Võro [vro]	Estonia	USA
ÉWÉ [ewe], (422)	Ebwe, Efe, Eibe, Eue, Eve, Gbe, Krepe, Krepi, Popo, Vhe. Autonym: Ègbe (Èwegbe).	Ghana, Togo	Ghana, Togo, USA
FARSI ^{xi} Farsi or Iranian Persian: [pes], (430) A member of Macrolanguage Persian ^{iv} Persian [fas], (5552)	Iranian Persian, New Persian, Parsi, Persian, West Persian, Western Farsi. Autonym: Fārsi (Arabic script).	Iran	Iran, Taiwan, USA
FINNISH [fin], (450)	Autonym: Suomi	Finland	Finland, USA
FRENCH [fra], (460)	Autonym: Français	France and Other Francophone Countries	Cameroon, Canada, Congo - Dem. Rep. of (Kinshasa), Côte D'Ivoire (Ivory Coast), Ethiopia, France, Germany, Japan, Madagascar, Morocco, Senegal, Tunisia, USA
FULA (or Fulah) A Macrolanguage of Senegal ^{iv} [ful], (475)	Includes: Adamawa Fulfulde [fub] (Cameroon) Bagirmi Fulfulde [fui] (Chad) Borgu Fulfulde [fue] (Benin) Central-Eastern Niger Fulfulde [fuq] (Niger) Maasina Fulfulde [ffm] (Mali) Nigerian Fulfulde [fuv] (Nigeria) Pulaar [fuc], Pular [fuf] (Guinea) Western Niger Fulfulde [fuh] (Niger).	Several African Countries: Benin, Cameroon, Chad, Guinea, Mali, Niger, Nigeria, Senegal	USA
GA [gaa], (485)	Accra, Acra, Amina, Gain, Gamei	Ghana	USA
GEORGIAN [geo], (500)	Common Kartvelian, Gruzinski, Kartuli	Georgia	Georgia, USA
GERMAN [deu], (510)	Autonym: Deutsch. Tedesco, Standard German	Germany	Czech Republic, El Salvador, Germany, USA
GREEK [ell], (520)	Autonym: Elliniká. Grec, Greco, Neo-Hellenic, Romaic, Modern Greek	Greece	Cyprus, Greece, USA
GUJARATI [guj], (570)	Gujerathi, Gujerati, Gujrathi	India	USA
GUYANESE CREOLE ^{viii} [gyn] (English-based Creole) Guyanese Creole does not appear in APS Synergy language menus. In VDOE language list: "Creoles and Pidgins, English-based (Other)" [cpe], (4575) (The latter also unavailable in APS Synergy).	Creolese, Guyanese Creole English	Guyana	Guyana, USA
HAITIAN ^{viii} (French-based Creole) [hat], (580)	Haitian Creole	Haiti	Haiti
HAUSA [hau], (600)	Abakwariga, Habe, Haoussa, Hausawa, Kado, Mgbakpa	Nigeria	Nigeria

Table 10:
Number of Pages: 11



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
HEBREW (Modern) ^{xxii} [heb], (610) - as opposed to Ancient Hebrew, with no known speakers today [hbo]	Modern Hebrew. Autonym: Ivrit Semitic language of the Northern Central or Northwestern group, closely related to Phoenician and Moabite. . .	Israel	USA
HINDI ^{xxiv} [hin], (630)	Khadi Boli, Khari Boli	India	India, Nepal, USA
HINDKO A member of macrolanguage Lahnda ^{iv} [lah], (5130)	Northern Hindko [hno] Southern Hindko [hnd]	Pakistan	USA
HUNGARIAN [hun], (650)	Autonym: Magyar	Hungary	Bahrain, USA
ICELANDIC [isl], (660)	Autonym: Íslenska	Iceland	Iceland
IGBO [ibo], (670)	Autonym: Ibo (655)	Nigeria	Nigeria, USA
INDONESIAN [ind], (700)	Autonym: Bahasa Indonesia Part of Macrolanguage Malay (see below)	Indonesia (Java and Bali)	Indonesia, USA
ITALIAN [ita], (720)	Autonym: Italiano	Italy	France, Italy, Panama, United Arab Emirates, UK, USA
IXIL [ixl] Ixil does not appear in APS Synergy, nor in VDOE language list.	Autonym: Ixil Coded as “Maya” (VDOE code 2570) in Synergy.	Guatemala	Guatemala
JAPANESE [jpn], (730)	Eastern Japanese, Western Japanese, Zu-zu-ben.	Japan	France, Japan, Kenya, Taiwan, USA
KABYLE ^{vi} [kab], (4980)	See “Berber.” Amazigh, Tamazight, Taqbaylit	Algeria	USA
KANNADA [kan], (750)	Autonym: Kannada. Banglorig, Canarese, Havyaka, Kanarese	India	India, USA
KAQCHIKEL ^{vii} [cak], (1820, 1830, 1840, 1850, 1860, 1870, 1880, 1890, 1900)	Kaqchike or Kaqchiquel; Cakchiquel or Cakchiquiel: A Mayan language that appears in APS Synergy and in the list of languages and codes provided by VDOE for the Student Record Collection as “Cakchiquel, _____”: Central (1820), Eastern (1830), Mam (1840), Northern (1850), Santa Maria de Jesus (1860), Santo Domingo (1870), Southern (1880), Southwestern (1890), Western (1900). Cakchiquel or Cakchiquiel is outdated, according to Omniglot. At the LSRC, students have said and written “Kaqchikel,” and have been unable to identify which of the varieties is theirs.	Guatemala	Guatemala
KASHMIRI [kas], (760)	Cashmeeree, Cashmiri, Kacmiri, Kaschemiri, Keshur, Koshur	India, Pakistan	USA
KAZAKH [kaz], (770)	Kaisak, Kazak, Kosach, Qazaq	Kazakhstan	Kazakhstan, USA
KOREAN [kor], (800)	Hanguk Mal, Hanguk Uh	Korea	Germany, Guam, Korea, North (Dem. People's Rep.), Korea, South (Rep. of Korea), USA
KURDISH A Macrolanguage of Iraq ^{iv} [kur], (820)	Southern [sdh]: Southern Dialects: Bayray, Feyli, Garrusi (Bijari), Kalhori, Kermanshahi (Kermanshani), Kolyai, Kordali, Luri, Malekshahi (Malekshay), Sanjabi. Central [ckb]: Kurdi, Sorani Northern [kmr]: Kermancî, Kirmancî, Kurdi, Kurdî, Kurmancî, Kurmanji	Iran: Southern Kurdish Iraq: Central Kurdish Turkey: Northern Kurdish	Iraq, USA

Table 10:
Number of Pages: 11



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
KYRGYZ [kir], (840)	Autonym: Kyrgyz tili, Kyrgyzcha. Kara-Kirgiz, Kirghiz, Kirgiz	Kyrgyzstan	Kyrgyzstan, USA
LAO ^{xix} [lao], (845)	Laotian Tai, Laotian, Phou Lao, Eastern Thai, Lum Lao, Lao Wiang, Lao Kao, Rong Kong, Tai Lao, Lao-Tai, Lào, Lao-Lum, Lao-Noi	Laos	Laos, USA
LIBERIAN ENGLISH [lir] Could be coded as Creole, English-based [cpe], (4575) (Not available in APS Synergy)	Kreyol	Liberia	USA
LITHUANIAN [lit], (890)	Autonym: Lietuviškai. Lietuviu, Litauische, Litewski, Litovski	Lithuania	USA
LUGANDA [lug], (905)	Ganda	Uganda	Uganda
MACEDONIAN [mkd], (907)	Macedonian Slavic, Makedonski, Slavic	Macedonia	USA
MALAGASY A Macrolanguage ^{iv} [mlg], (940)	Member languages of the Macrolanguage: Antankarana [xmv], Bara [bhr], Masikoro [msh], Northern Betsimisaraka [bmm], Plateau [plt], Sakalava [skg], Southern Betsimisaraka [bzc], Tandroay-Mahafaly [tdx], Tanosy [txy], Tesaka [tkg], Tsimihety [xmw]	Madagascar	Madagascar, USA
MALAY A Macrolanguage ^{iv} [msa], (950)	Includes Standard Malay [zlm] (alternate names: Bahasa Malaysia, Bahasa Malayu, Malayu, Melaju, Melayu) Indonesian [ind] (alternate name: Bahasa Indonesia); and 30 other languages.	Malaysia, Indonesia, Singapore, Brunei, Thailand	See Indonesian language above.
MALAYALAM [mal], (960)	Alealum, Malayalani, Malayali, Malean, Maliyad, Mallealle, Mopla	India	India, USA
MALDIVIAN	Dhivehi, Divehi, Mali, Malikh, Malki. Autonym: Divehi, Divehi-bas	Maldives, Republic of - South Asian island country, located in the Indian Ocean	Maldives
MAM ^v [mam], (2550)	A Mayan language. Autonym: B'anax Mam, Qyool Huehuetenango Mam	Guatemala	Guatemala, USA
MARATHI [mar], (980)	Maharashtra, Maharathi, Malhatee, Marthi, Muruthu	India	India, USA
MASAABA [myx] (Not available in APS Synergy. Not in VDOE language list)	Gisu, Lugisu, Lumasaaba, Masaba	Uganda	Uganda
MAYA MAYAN Languages [slz] (2570) [myn] (5310)	In this report, "Mayan language, unspecified"	Guatemala and Mexico	Guatemala

Table 10:
Number of Pages: 11

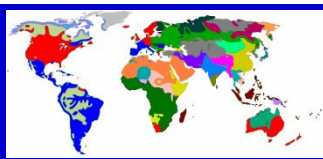


Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
MONGOLIAN A Macrolanguage ^{iv} [mon], (1010)	Member languages of the Macrolanguage: Mongolian, Peripheral [mvf]. Alternate names: Inner Mongolian, Menggu, Monggol, Mongol, Southern-Eastern Mongolian. Mongolian, Halh [khk]. Alternate names: Central Mongolian, Halh, Khalkha Mongolian, Mongol.	Peripheral: China and Mongolia Halh: Mongolia	Austria, Germany, Ireland, Japan, Korea-South (Rep. of Korea), Mongolia, Turkey, USA
NEPALI [npi], (1040)	Nepalese, Eastern Pahadi, Gorkhali, Gurkhal, Khaskura, Parbate	Nepal Also: Bhutan, India	Nepal, USA
NORWEGIAN ^{ix} [nor], (1050)	Autonym: Norsk. Two written standards: Bokmål Norwegian [nob], and Nynorsk Norwegian [nno]	Norway	Norway
ORIYA A Macrolanguage ^{iv} [ori], (1070)	Macrolanguage Oriya includes: Odia [ory] and Sambalpuri [spv], not listed in APS Synergy nor by VDOE.	India	India
OROMO A Macrolanguage ^{iv} [orm], (1080)	Member languages of the Macrolanguage: Oromo, Borana-Arsi-Guji (Afan Oromo, Southern Oromo) [gax] Oromo, Eastern (Harar, Harar Oromo, Harer, Ittu) [hae] Oromo, West Central (Afan Oromo, Oromoo) [gaz]. Note: West Central Oromo is the only Oromo listed in APS Synergy. VDOE changed the entry to "Oromo" with the same 1080 code.	Ethiopia	Ethiopia, USA
PAMIRI ^{xxiii} APS Synergy, VDOE, Ethnologue, do not list Pamiri, Shugni, or Yazgulyam.	Pamiri may refer to: • Shughni [sgh]. Autonym: Khugnone • Yazgulyam [yah]. Autonym: Yuzdomi zavég [Source of Autonyms: Ethnologue online, retrieved on 12/14/2020]	Tajikistan	Tajikistan
PANJABI, Eastern ^{xv} [pan], (1100)	Punjabi, Eastern Punjabi, Gurmukhi, Gurumukhi	India	India
PANJABI, Western ^{xv} [pnb], (1110)	Western Punjabi, Lahnda, Lahanda, Lahndi, Panjabi, Panjabi Proper, Punjabi, Punjapi, Shahmukh	Pakistan	Pakistan, USA
PUNJABI ^{xv} [pnb], (1165)	Western Punjabi, Lahnda, Lahanda, Lahndi, Panjabi, Panjabi Proper, Punjabi, Punjapi, Shahmukh	Pakistan	Pakistan, USA
PASHTO, Central ^{xvi} [pst]	Mahsudi, Waziri	Pakistan	Part of Macrolanguage Pushto. Central Pashto not available in APS Synergy nor VDOE list of languages.
PASHTO, Northern ^{xvi} [pbu], (1120)	Pakhto, Pashtu, Pushto, Yousafzai Pashto, Yusufzai Pashto	Pakistan	Pakistan, USA
PASHTO, Southern ^{xvi} [pbt], (1130)	Kandahar Pashto, Qandahar Pashto, Southwestern Pashto	Afghanistan	Afghanistan, USA
PASHTO, Nuclear ^{xvi} [pus], [Glottolog Languoid id. 1276]	Includes: Central [pst], Northern [pbu], and Southern [pbt] Pashto	Afghanistan, Pakistan	Afghanistan, Pakistan, USA

Table 10:
Number of Pages: 11



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
PERSIAN ^{xi} A Macrolanguage ^{iv} [fas], (5552)	Includes: Dari (Afghan Persian) [prs] Iranian Persian [pes] Autonym for both: Farsi	Dari: Afghanistan Iranian Persian (Farsi): Iran	See: Dari, Farsi, Tajiki
POLISH [pol], (1150)	Polski, Polnisch	Poland	Poland, Russia, USA
PORTUGUESE [por], (1160)	Autonym: Português Brazil dialect: Brazilian Portuguese. Portugal dialects: Standard Portuguese of Portugal based on Estremenho dialect (Lisbon and Coimbra)	Portugal, Brazil, some African countries	Angola, Austria, Brazil, Ecuador, Kazakhstan, Mozambique, Portugal, Tajikistan, Ukraine, USA, Uzbekistan
Q'ANJOB'AL ^{vii} [kjb] (Not in APS Synergy, VDOE language list)	Alternate name: Kanjobal. This Mayan language does not appear in the list of languages and codes provided by VDOE for the Student Record Collection. It may be listed as "Maya" (VDOE code 2570) in Synergy.	Guatemala and Mexico	Guatemala
QUECHUA ^{xiv} A Macrolanguage ^{iv} [que], (1170)	Kichwa, Queswasimi, Qhichwasimi, Runasimi, other	Bolivia, Peru, Ecuador, Colombia and Argentina	Bolivia
ROMANIAN [ron], (1190)	Rumanian, Moldavian, Daco-Rumanian	Romania	Romania, USA
RUSSIAN [rus], (1200)	Russki	Russia	Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina Egypt, Germany, Greece, Kazakhstan, Kyrgyzstan, Russia, Turkey, Ukraine, United Arab Emirates, UK, USA, Uzbekistan
SANGHO Creole ^{viii} , Ngbandi-based ^{xiii} [sag], (1230)	Sango	Central African Republic	Central African Republic
SERBIAN ^{ix} [srp], (1260)	See Serbo-Croatian, Bosnian, Croatian	Serbia Serbia separated from Montenegro on 5/21/2006. Serbia and Montenegro had previously separated from the Federal Republic of Yugoslavia on 4/11/1992.	Bosnia and Herzegovina, Montenegro, USA, Yugoslavia
SERBO-CROATIAN ^{ix} A Macrolanguage ^{iv} [hbs], (1270)	Bosnian [bos], Croatian [hrv], Montenegrin [cnr], and Serbian [srp] (Official or standard languages of Croatia, Bosnia Hercegovina, Serbia, and Montenegro)	Federal Republic of Yugoslavia - now Croatia, Bosnia and Herzegovina, Serbia, Montenegro, and Kosovo	Serbo-Croatian was the official language of the Federal Republic of Yugoslavia. Several independent countries derived from the former Yugoslavia since 1991.
SINDHI ^{xx} [snd], (1310)	Autonym: Sindhi	India and Pakistan	Pakistan
SINHALA Singhalese [sin], (1320) Sinhala (Singhalese) [sin], (1330)	Singhalese, Sinhalese, Singhala, Cingalese	Sri Lanka	USA



Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
SLOVAK [slk], (1350)	Autonym: Slovenský Jacyk, Slovenčina. Slovakian	Slovakia	Slovakia Official name Slovenská Republika (Slovak Republic). Slovakia is the eastern-most of the two territories that from 1918 to 1992 constituted Czechoslovakia. Czechia was the other part of Czechoslovakia, now the Czech Republic (See Czech).
SOMALI [som], (1370)	Autonym: Af-Soomaalí. Af-Maxaad Tiri, Common Somali, Soomaliga, Standard Somali	Somalia	Canada, Somalia, USA
SOWRASHTRA ^{xxi} [saz] (Not in APS Synergy, nor in VDOE language list)	Autonym: Caurāṭṭira moḷi. Saurashtra, Saurashtri, Sourashtra, Palkar, Patnuli – an Indo-Aryan language.	India	USA
SPANISH [spa], (1380) In Spain, this language is generally called español (Spanish) when contrasting it with languages of other countries, such as French and English, but it is called castellano (Castilian, the language of the Castile region) when contrasting it with other languages spoken in Spain, such as Galician, Basque, and Catalan. [Source: “Spanish (español/castellano)” in Omniglot: The Online Encyclopedia of Writing Systems and Languages, online at https://omniglot.com/writing/spanish.htm]	Castellano, Castilian, Español Classification: Indo-European, Italic, Romance, Italo-Western, Western, Gallo-Iberian, Ibero-Romance, West Iberian, Castilian According to the Ethnologue, in 2020, 538 million people speak Spanish, and Spanish is the fourth most spoken language, behind English, Mandarin Chinese, and Hindi. [Source: “What are the top 200 most spoken languages?” in Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2020. Ethnologue: Languages of the World. Twenty-third edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com]	Spain The (or one of the) Official Language(s) in: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela, the Commonwealth of Puerto Rico, along with Spain in Europe and Equatorial Guinea in Africa. [Source: Spanish Language, Distribution, in Spanish language. (2020). In Encyclopædia Britannica. Retrieved from https://school.eb.com/level/high/article/Spanish-language/68992]	Argentina, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Germany, Guam, Guatemala, Haiti, Honduras, Italy, Mexico, New Zealand, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, South Africa, Spain, Switzerland, UK, USA, Uruguay, Venezuela
SWAHILI [swh] Swahili (Swati) (1400)	Arab-Wwahili, Kisuahili Kiswaheli, Kiswahili, Suahili, Swati	Tanzania Also spoken in: Burundi, Kenya, Mayotte, Mozambique, Somalia, South Africa, Uganda.	Kenya, Tanzania, Uganda, USA
SWEDISH [swe], (1410)	Ruotsi, Svenska	Sweden	Sweden, USA
TAGALOG [tgl], (1420) Filipino (Pilipino, Philippine) [fil] (4190) – Not in APS Synergy.	Used as the basis for the development of Filipino [fil]. Filipino (alternate name Pilipino) is the official language of the Philippines, based on Tagalog [tgl] with the inclusion of terms from other regional languages and widely spoken as a second language	Philippines	Philippines, Switzerland, UK, USA
TAJIKI ^{xi} [tgk], (5635) (Not available in APS Synergy)	Autonym: Tojiki. Tadzhiq, Tajik, Tajiki Persian, “Galcha” (pejorative). Cyrillic script used since 1940.	Tajikistan, Uzbekistan	Tajikistan, USA, Uzbekistan

Table 10:
Number of Pages: 11

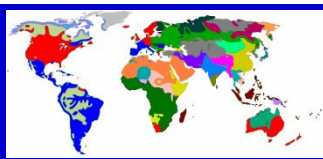


Table 10
Background Languages and Birth Countries of
Arlington Public Schools Students
September 30, 2020



Language Name [ISO 639-3], (VDOE Code)	Alternate Language Names ⁱ	A Language of ⁱⁱ	Countries of Birth ⁱⁱⁱ
TAMIL [tam], (1430)	Autonym: Tamil. Damulian, Tamal, Tamalsan, Tambul, Tamili	India	India, Kuwait, Sri Lanka, USA
TELUGU [tel], (1450)	Telegu, Andhra, Gentoo, Tailangi, Telangire, Telgi, Tengu, Terangi, Tolangan	India	Germany, India, USA
THAI [tha], (1460)	Bangkok Thai, Central Thai, Siamese, Standard Thai, Thai Klang, Thaiklang	Thailand	Thailand, USA
TIGRINYA [tir], (1465)	Tigrigna, Tigray	Ethiopia	Eritrea, Ethiopia, Israel, Kenya, Sudan, Tunisia, USA
TURKISH [tur], (1490)	Türkçe, Türkisch, Anatolian	Turkey	Iran, Turkey, USA
TWI [twi], (1510)	Dialect of Language Akan	Ghana	Ghana, USA
UKRAINIAN [ukr], (1520)	Autonym: Ukrayins'ka mova	Ukraine	Belgium, Poland, Spain, Turkey, Ukraine, USA
UNKNOWN OR UNLISTED LANGUAGE (9999) UNDETERMINED LANGUAGE	See language list updated July 1, 2017 at https://www.doe.virginia.gov/info_management/data_collection/student_record_collection/code_values/index.shtml	Name and code used for students whose language is not included in the APS Synergy language lists, or those whose language is unknown / undetermined. The language name for code 9999 was changed from "Unknown or Unlisted" to "Undetermined" by VA Dept. of Education for use in the Student Record Collection	
URDU [urd], (1530)	Autonym: Urdū. Bihari, Modern Standard Urdu	Pakistan	Pakistan, Saudi Arabia, USA
UYGHUR [uig], (1540)	Autonym: Uyghur tili, Uyghurche. Alternate names: Uighuir, Uighur, Igur, Uygur Weiwu'er, Wiga, Wighor	China Also: Afghanistan, Kazakhstan, Mongolia, Turkey (Asia)	China, Egypt, Turkey, USA
UZBEK A Macrolanguage ^{iv} [uzb], (1550)	Southern [uzs]: Uzbeki, Usbeki, Uzbek Northern [uzn]: O'zbek (autonym)	Afghanistan (Uzbek, Southern) Uzbekistan (Uzbek, Northern) Also: China, Kyrgyzstan, Turkey	United Arab Emirates, USA, Uzbekistan
VIETNAMESE [vie], (1560)	Autonym: Tiếng Việt. Annamese, Ching, Gin, Jing, Kinh, Viet	Vietnam	USA, Vietnam
WOLOF [wol], (1575)	Autonym: Wolof. Ouolof, Volof, Walaf, Waro-Waro, Yallof	Senegal	Senegal, USA
YORUBA [yor], (1590)	Autonym: Yorùbá, Èdè Yorùbá. Yariba, Yooba	Nigeria	Nigeria, USA
WORLD ENGLISH ^x (1577)	World Englishes, Second language varieties of English	International: West Africa, East Africa, India, Singapore, Philippines, etc.	None this year.
See notes on the following pages.			



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



<p>I. A language may be designated with different names. Other known names of each language have been included under the column "Alternate Language Names." Sometimes, one of the language names is labeled as an "autonym." (See definition below):</p> <p>Autonym (linguistics, anthropology) A name used by a group or category of people to refer to themselves or their language, as opposed to a name given to them by other groups. www.yourdictionary.com/autonym (retrieved on 11/16/2017).</p>
<p>II. The column "A Language of" indicates the main country, countries, or regions of origin of the language.</p>
<p>I, II, and III:</p> <p>Source of Information: Ethnologue: Languages of the World Ethnologue is the comprehensive reference work that catalogs all the known living languages in the world today. It has been an active research project for more than 60 years. Thousands of linguists and other researchers all over the world rely on and have contributed to the Ethnologue. It is widely regarded to be the most comprehensive listing of information of its kind.</p> <p><u>Ethnologue print volumes:</u> Beginning with the 2017-2018 Fall Statistics (formerly known as "Survey"), the Twentieth Edition of Ethnologue in book form was consulted: Gary F. Simons, and Charles D. Fennig (eds.). 2017. Ethnologue: Languages of the World, Twentieth edition. Dallas, Texas: SIL International.</p> <p>The Twentieth Edition of Ethnologue consists of three print volumes organized geographically:</p> <ul style="list-style-type: none"> • Ethnologue: Languages of the Americas and the Pacific • Ethnologue: Languages of Asia • Ethnologue: Languages of Africa and Europe <p>The Nineteenth and previous web editions of the Ethnologue have also been used to research some of the languages for the Survey:</p> <ul style="list-style-type: none"> • Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2016. Ethnologue: Languages of the World, Nineteenth edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com. • Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2013. Ethnologue: Languages of the World, Seventeenth edition. Dallas, Texas: SIL International. Online version: http://www.ethnologue.com. <p>Source of Information: Glottolog Glottolog, at https://glottolog.org/, is a comprehensive catalogue of the world's languages, language families and dialects (languoids). It assigns stable identifiers to all languoids, shows their location, and provides links to other resources on the world's languages. In addition, it gives numerous bibliographical references on all languages. Glottolog is being constantly updated with the help of the worldwide community of linguists. [Source: "Glottolog" at https://www.shh.mpg.de/1409678/dlce-research]</p> <p>Glottolog is a research "initiative of The Max Planck Institute for the Science of Human History (MPI-SHH) in Jena," Germany. This institute was "founded in 2014 to target fundamental questions of human history and evolution since the Paleolithic. It has three interdisciplinary research departments – the Department of Archaeogenetics, the Department of Archaeology, and the Department of Linguistic and Cultural Evolution. [Source: "Profile" at https://www.shh.mpg.de/69713/profile]</p> <p>Source of Information: Omniglot Omniglot is an [online] encyclopedia of writing systems and languages. You can use it to learn about languages, to learn alphabets and other writing systems, and to learn phrases in many languages. There is also advice on how to learn languages. [Source: https://omniglot.com/about.htm#what]</p> <p>Source of Information: The Language Gulper A "language site that provides detailed descriptions of the main languages of the world in a clear, concise way. Its scope is not only living languages but also ancient ones of historical or cultural importance. So far, "The Language Gulper" includes 134 individual language pages, 40 about families and branches, 8 about linguistic areas, and 2 (recently added) describing the language situation in individual countries (Afghanistan and Bhutan). It is being updated and expanded regularly. [Source: The Language Gulper, © 2013 Alejandro Gutman and Beatriz Avanzati. Retrieved 12/5/2020 at http://languagesgulper.com/eng/Home.html]</p>



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



The Problem of Language Identification

How one chooses to define a language depends on the purposes one has in identifying one language as being distinct from another. Some base their definition on purely linguistic grounds, focusing on lexical and grammatical differences. Others may see social, cultural, or political factors as being primary. In addition, speakers themselves often have their own perspectives on what makes a particular language uniquely theirs. Those are frequently related to issues of heritage and identity much more than to the actual linguistic features. In addition, it is important to recognize that not all languages are oral. Sign languages constitute an important class of linguistic varieties that merit consideration.

Due to the nature of language and the various perspectives brought to its study, it is not surprising that a number of issues prove controversial. Of preeminence in this regard is the definition of the basic unit which the Ethnologue reports on: what constitutes a language?

Language as particle, wave, and field

Scholars recognize that languages are not always easily nor best treated as discrete, identifiable, and countable units with clearly defined boundaries between them (Makoni and Pennycook 2006). Rather, a language is more often comprised of waves of features that extend across time, geography, and social space. In addition, there is growing attention being given to the roles or functions that language varieties play within the linguistic ecology of a region or a speech community. The Ethnologue approach to listing and counting languages as though they were discrete units does not preclude any of these more dynamic perspectives on the linguistic makeup of the countries and regions we describe.

While discrete linguistic varieties can be distinguished, we also recognize that those varieties exist in a complex set of relationships to each other. Languages can be viewed simultaneously as discrete units (particles) amenable to being listed and counted, as bundles of features across time and space (waves) that are best studied in terms of variational tendencies as examples of “change in progress” (Weinreich, Labov and Herzog 1968), and as parts of a larger ecological matrix (field), where functional roles and usage of the linguistic codes for a wide range of purposes are more in focus. All three of these, language as particle, wave, and field (Lewis 1999; Pike 1959), are useful and important perspectives. Ethnologue focuses primarily on the unitary nature of languages without prejudice against the other perspectives.

Language and dialect

As part of the wave-like nature of language in general, every language is characterized by variation within the speech communities that use it. Innovations of new features and retentions of long-standing lexical, phonological or grammatical features spread like waves across geographic and social space and come and go over time. Varieties which share similar features diverge from one another to different degrees. Divergent varieties are often referred to as dialects. In some cases, they may be distinct enough that some would consider them to be separate languages. In other cases, the varieties may be sufficiently similar to be considered merely characteristic of a particular geographic region, social grouping, or historical era. Sometimes speakers may be very aware of dialect variation and be able to label a particular dialect with a name. In other cases, the variation may go largely unnoticed or overlooked. For many, the term dialect is a pejorative term that identifies a variety as being in some way deficient or inadequate.

To further complicate the issue, not all scholars share the same set of criteria for distinguishing what level of divergence distinguishes a “language” from a “dialect” and therefore the terms are not always consistently applied. Since the fifteenth edition (2005), Ethnologue has followed the ISO 639-3 inventory of identified languages (<http://www.sil.org/iso639-3>) as the basis for listing distinct languages.

ISO 639-3 criteria for language identification [See: International Organization for Standardization (ISO)]

The ISO 639-3 standard applies the following basic criteria for defining a language in relation to varieties which may be considered dialects:

- Two related varieties are normally considered varieties of the same language if speakers of each variety have inherent understanding of the other variety at a functional level (that is, can understand based on knowledge of their own variety without needing to learn the other variety).
- Where spoken intelligibility between varieties is marginal, the existence of a common literature or of a common ethnolinguistic identity with a central variety that both understand can be a strong indicator that they should nevertheless be considered varieties of the same language.
- Where there is enough intelligibility between varieties to enable communication, the existence of well-established distinct ethnolinguistic identities can be a strong indicator that they should nevertheless be considered to be different languages.
- These criteria make it clear that the identification of “a language” is not based on linguistic criteria alone.



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



The language entries in Ethnologue include a listing of dialect names. In most cases, those listings are not based on rigorous research using the methods of dialectology. Rather, these lists include all names reported which may, at one time or another, have been used in reference to a local variety of a language. Names listed may be alternate names for the same linguistic variety.

IV. Macrolanguages

In addition to defining three-letter codes for individual languages, the ISO 639-3 standard also defines codes for macrolanguages. The latter are defined in the standard as “multiple, closely related individual languages that are deemed in some usage contexts to be a single language.” Macrolanguages were introduced into the standard in order to handle cases in which varieties would be considered distinct languages by the criterion of non-intelligibility as described above, but had already been given a code as a single language by the previously existing ISO 639-2 standard. For instance, Arabic [ara] and Chinese [zho] were already defined in ISO 639-2 on the basis of literature shared across many spoken varieties (and a shared writing system in the case of Chinese).

Languages like these (with their existing three-letter codes) were included in ISO 639-3 as macrolanguages, and the varieties that were so distinct as not to be intelligible to each other received new three-letter codes as individual languages. The standard then enumerates the set of individual languages that are the members of each macrolanguage. It is important to note that macrolanguages are more than just groups of related languages. The individual languages that comprise a macrolanguage must be closely related, and there must be some context in which they are commonly viewed as comprising a single language.

Sign languages

There are hundreds of sign languages in the world, created and used by deaf people. The 20th Edition of the Ethnologue in book form lists 39 living sign languages. As the primary language of daily face-to-face communication for their respective communities of users, these languages fall within the scope of the Ethnologue. The deaf sign languages listed in language entries are those used exclusively within deaf communities. The listings include only natural sign languages, not signed versions of spoken languages (manual codes), which typically have names like “Signed English” or “Signed French.” Manual codes are, however, sometimes mentioned in the entries for individual sign languages. Generally, we do not include manual systems invented primarily for use by hearing people that are not full languages (e.g., hand signals in sports), though some manual systems that have been assigned ISO 639-3 codes and are used as second languages only are included in our listings.

“The Problem of Language Identification,” “Language as particle, wave, and field,” “Language and dialect,” “ISO 639-3 criteria for language identification,” “Macrolanguages,” and “Sign languages,” are quotes selected from the Introduction of the 20th Edition of the Ethnologue in book form: Simons, Gary F. and Charles D. Fennig (eds.). 2017. Ethnologue: Languages of the World, Twentieth edition. Dallas, Texas: SIL International.

International Organization for Standardization (ISO):

[S]pecialized international organization concerned with standardization in all technical and nontechnical fields except electrical and electronic engineering (the responsibility of the International Electrotechnical Commission [IEC]). Founded in Geneva in 1947, its membership extends to more than 160 countries. Each member is the national body “most representative of standardization in its country”; in Western industrial countries this is usually a private organization, such as the American National Standards Institute (ANSI) and the British Standards Institution (BSI), but in most other countries it is a governmental organization.

Standardization affects units of measurement; alphabetization and transliteration; specifications for parts, materials, surfaces, processes, tools, methods of testing, and machines; and even the form in which specifications are presented. ISO standards cover a variety of sectors, ranging from food safety to manufacturing to technology. Such standards help to facilitate international trade by establishing quality and other criteria between countries and to protect consumers by ensuring that products and services are certified to meet international minimums. In addition, ISO standards enable the entry of firms into new markets, both locally and internationally, by facilitating the direct comparison of products across markets. Upon request, the ISO establishes international technical committees to investigate and resolve specific issues of standardization. Because of technological evolution, ISO standards are optimally reviewed for possible revision every five years.

“International Organization for Standardization (ISO)”. (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/International-Organization-for-Standardization/42599>

ISO 639 provides three language codes for the representation of names of languages: one is a two-letter code (ISO 639-1) and two others are three-letter codes (ISO 639-2 and ISO 639-3). ISO 639-1 was devised primarily for use in terminology, lexicography and linguistics. ISO 639-2



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



was devised primarily for use in terminology and bibliography; it represents all languages contained in ISO 639-1 and in addition other languages and language collections of interest for those primary applications. ISO 639-3 was devised to provide a comprehensive set of identifiers for all languages for use in a wide range of applications, including linguistics, lexicography and internationalization of information systems. It attempts to represent all known languages.

The three-letter codes in ISO 639-2 and ISO 639-3 are complementary and compatible. The two codes have been devised for different purposes. The set of individual languages listed in ISO 639-2 is a subset of those listed in ISO 639-3. The codes differ in that ISO 639-2 includes code elements representing some individual languages and also collections of languages, while ISO 639-3 includes code elements for all known individual languages but not for collections of languages. Overall, the set of individual languages listed in ISO 639-3 is much larger than the set of individual languages listed in ISO 639-2.

ISO 639-3:2007(en): Codes for the representation of names of languages — Part 3: Alpha-3 code for comprehensive coverage of languages. (2017) Retrieved from <https://www.iso.org/obp/ui/#iso:std:iso:639-3:ed-1:v1:en>

V. Arabic (العَرَبِيَّةُ, al-‘arabiyyah)

Southern-Central Semitic language spoken in a large area including North Africa, most of the Arabian Peninsula, and other parts of the Middle East. Arabic is the language of the Qur‘ān (or Koran, the sacred book of Islam) and the religious language of all Muslims. Literary Arabic, usually called Classical Arabic, is essentially the form of the language found in the Qur‘ān, with some modifications necessary for its use in modern times; it is uniform throughout the Arab world. Colloquial Arabic includes numerous spoken dialects, some of which are mutually unintelligible. The chief dialect groups are those of Arabia, Iraq, Syria, Egypt, and North Africa. With the exception of the dialect of Algeria, all Arabic dialects have been strongly influenced by the literary language.

The sound system of Arabic is very different from that of English and the other languages of Europe. It includes a number of distinctive guttural sounds (pharyngeal and uvular fricatives) and a series of velarized consonants (pronounced with accompanying constriction of the pharynx and raising of the back of the tongue). There are three short and three long vowels (/a/, /i/, /u/ and /ā/, /ī/, /ū/). Arabic words always start with a single consonant followed by a vowel, and long vowels are rarely followed by more than a single consonant. Clusters containing more than two consonants do not occur in the language.

An Arabic word is composed of two parts: (1) the root, which generally consists of three consonants and provides the basic lexical meaning of the word, and (2) the pattern, which consists of vowels and gives grammatical meaning to the word. Thus, the root /k-t-b/ combined with the pattern /-i-ā-/ gives kitāb ‘book,’ whereas the same root combined with the pattern /-ā-i-/ gives kātib ‘one who writes’ or ‘clerk.’ The language also makes use of prefixes and suffixes, which act as subject markers, pronouns, prepositions, and the definite article. Verbs in Arabic are regular in conjugation. There are two tenses: the perfect, formed by the addition of suffixes, which is often used to express past time; and the imperfect, formed by the addition of prefixes and sometimes containing suffixes indicating number and gender, which is often used for expressing present or future time. [Source: Arabic language. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Arabic-language/8157>]

In the 7th and 8th centuries CE the Arab followers of Muhammad conquered territories stretching from the shores of the Atlantic to Sindh (now in Pakistan). Besides spreading the religion of Islam, the conquerors introduced written and spoken Arabic to the regions under their control. The Arabic language was a principal factor in uniting peoples who differed widely in ethnicity, language, and culture. In the early centuries of Islam, Arabic not only was the official language of administration but also was and has remained the language of religion and learning. The Arabic alphabet has been adapted to the Islamic peoples’ vernaculars just as the Latin alphabet has been in the Christian-influenced West.

The Arabic script was evolved probably by the 6th century CE from Nabataean, a dialect of Aramaic current in northern Arabia. The earliest surviving examples of Arabic before Islam are inscriptions on stone. Arabic is written from right to left and consists of 17 characters, which, with the addition of dots placed above or below certain of them, provide the 28 letters of the Arabic alphabet. Short vowels are not included in the alphabet, being indicated by signs placed above or below the consonant or long vowel that they follow. Certain characters may be joined to their neighbours, others to the preceding one only, and others to the succeeding one only. When coupled to another, the form of the character undergoes certain changes.

[. . .]

For writing, the Arabic calligrapher employs a reed pen (qalam) with the working point cut on an angle. This feature produces a thick



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



downstroke and a thin upstroke with an infinity of gradation in between. The line traced by a skilled calligrapher is a true marvel of fluidity and sensitive inflection, communicating the very action of the master’s hand.

[. . .]

In its broadest sense, calligraphy also includes the Arabic scripts employed in materials other than parchment, papyrus, and paper. In religious buildings, verses from the Qur’an were inscribed on the walls for the edification of the faithful, whether carved in stone or stucco or executed in faience tiles. Religious invocations, dedications, and benedictory phrases were also introduced into the decoration of portable objects. Generally speaking, there is a close relationship between these and the scripts properly used on the conventional writing materials. It was often the practice for a skilled penman to design monumental inscriptions. [Source: Quotes from “Arabic Calligraphy” under ‘Calligraphy’. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/calligraphy/110482#53194.toc>]

The set of 10 symbols—1, 2, 3, 4, 5, 6, 7, 8, 9, 0—that represent numbers in the decimal number system are referred to as “Hindu-Arabic numerals” or “Arabic numerals.” They originated in India in the 6th or 7th century and were introduced to Europe through the writings of Middle Eastern mathematicians, especially al-Khwarizmi and al-Kindi, about the 12th century. They represented a profound break with previous methods of counting, such as the abacus, and paved the way for the development of algebra. [Source: Hindu-Arabic numerals. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Hindu-Arabic-numerals/472523>]

The Eastern Arabic numerals (also called Arabic–Hindu numerals, Arabic Eastern numerals and Indo–Persian numerals) are the symbols. . . used to represent the Hindu–Arabic numeral system, in conjunction with the Arabic alphabet in the countries of the Mashriq (the east of the Arab world), the Arabian Peninsula, and its variant in other countries that use the Perso-Arabic script in the Iranian plateau and Asia.

[. . .]

In Arabic-speaking Asia as well as Egypt and Sudan both kinds of numerals are used alongside each other with Western Arabic numerals gaining more and more currency, now even in very traditional countries such as Saudi Arabia. The United Arab Emirates uses both Eastern and Western Arabic numerals.

In Pakistan, Western Arabic numerals are more extensively used. Eastern numerals still continue to see use in Urdu publications and newspapers, as well as signboards.

Western Arabic	0	1	2	3	4	5	6	7	8	9	10
Eastern Arabic	٠	١	٢	٣	٤	٥	٦	٧	٨	٩	١٠
Persian	۰	۱	۲	۳	۴	۵	۶	۷	۸	۹	۱۰
Urdu	۰	۱	۲	۳	۴	۵	۶	۷	۸	۹	۱۰
Abjad Numerals	ا	ب	ج	د	هـ	و	ز	ح	ط	ي	

The Abjad numerals, also called Hisab al-Jummal (Arabic: حساب الجُمَّل, ḥisāb al-jummal), are a decimal alphabetic numeral system/alphanumeric code, in which the 28 letters of the Arabic alphabet are assigned numerical values. They have been used in the Arabic-speaking world since before the eighth century when positional Arabic numerals were adopted.[1] In modern Arabic, the word ‘abjadīyah (أَبْجَدِيَّة) means ‘alphabet’ in general. [1]. Stephen Chrisomalis (2010). Numerical Notation: A Comparative History. Cambridge University Press. p. 162. ISBN 9780521878180. Retrieved 2019-04-05.

Source of numerals: Quotes from “Eastern Arabic numerals” and “Abjad numerals” (2020) In Wikipedia, the free encyclopedia. Retrieved from https://en.wikipedia.org/wiki/Eastern_Arabic_numerals and https://en.wikipedia.org/wiki/Abjad_numerals

VI. Berber: Berber, self-name Amazigh, plural Imazighen, any of the descendants of the pre-Arab inhabitants of North Africa. The Berbers live in scattered communities across Morocco, Algeria, Tunisia, Libya, Egypt, Mali, Niger, and Mauritania. They speak various Amazigh languages belonging to the Afro-Asiatic family related to ancient Egyptian.

Berber languages, also called Amazigh languages, family of languages in the Afro-Asiatic language phylum. As they are the most homogeneous division within Afro-Asiatic, the Berber languages have often been referred to as a single language in the past (especially in the tradition of French scholarship). Berber languages are spoken today by some 14 million people, mostly in scattered enclaves found in the Maghrib, a large region of northern Africa between Egypt’s Siwa Oasis and Mauretania. The heaviest concentration of Berber speakers is found in Morocco.

Major Berber languages include Tashelhit (Tashelhiyt, Tashelhait, Shilha), Tarifit, Kabyle, Tamazight, and Tamahaq. The family may also include extinct languages such as the Guanche languages of the Canary Islands, Old Libyan (Numidian), and Old Mauretanian, which are known from inscriptions but have not yet been studied thoroughly enough to make any affirmative generalizations about their linguistic characteristics.



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



Another possible member is the language called Iberian, after whose speakers the Iberian Peninsula is named. An old consonantal alphabet (tiffinagh) has survived among the Tuareg. It relates to the early Libyan inscriptions and the Phoenician quasi-alphabet.

Sources: Berber (People). (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Berber/78700>
 Berber languages. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Berber-languages/109801>

VII. Mayan People and Languages

The Maya are Mesoamerican Indians occupying a nearly continuous territory in southern Mexico, Guatemala, and northern Belize. In the early 21st century some 30 Mayan languages were spoken by more than five million people, most of whom were bilingual in Spanish. . .

[T]he Maya possessed one of the greatest civilizations of the Western Hemisphere. . . They practiced agriculture, built great stone buildings and pyramid temples, worked gold and copper, and used a form of hieroglyphic writing that has now largely been deciphered. The rise of the Maya began about 250 ce. [Common Era], and what is known to archaeologists as the Classic Period of Mayan culture lasted until about 900 ce. At its height, Mayan civilization consisted of more than 40 cities, each with a population between 5,000 and 50,000. Among the principal cities were Tikal, Uaxactún, Copán, Bonampak, Dos Pilas, Calakmul, Palenque, and Río Bec. The peak Mayan population may have reached two million people, most of whom were settled in the lowlands of what is now Guatemala. After 900 ce, however, the Classic Maya civilization declined precipitously, leaving the great cities and ceremonial centres vacant and overgrown with jungle vegetation. Some scholars have suggested that armed conflicts and the exhaustion of agricultural land were responsible for the sudden decline. [Source: Maya. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Maya/51572>]

Mayan languages, family of indigenous languages spoken in southern Mexico, Guatemala, and Belize; Mayan languages were also formerly spoken in western Honduras and western El Salvador. [Source: Mayan languages. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Mayan-languages/51574>]

The languages: **Achi**, **Cakchiquel** (Cakchiquel), **Ixil**, **Kanjobal** (Q'anjob'al), **K'iche'** (Quiché), and **Mam**, are part of the family of Mayan languages.

Achi (Achi in Spanish) is a Mayan language closely related to K'iche' (Quiché). It is spoken by the Achi people, primarily in the department of Baja Verapaz in Guatemala. There are two Achi dialects. Rabinal Achi and Cubulco Achi, both named for the area where they are spoken. One of the masterpieces of pre-Columbian literature is the Rabinal Achí, a theatrical play written in the Achi language. The Ethnologue indicates that Achi is taught in primary schools and spoken in radio programs. There is a grammar, and dictionary. However, literacy in L1 varies between the dialects: in Cubulco Achi: 1% - 5%; Rabinal Achi: 15% to 20% of the population. APS Synergy language field menus do not include Achi. Students reporting Achi when registering at the LSRC have been labeled with language "Maya."

Ixil is a Mayan language spoken by about 69,000 - 140,000 people mainly in San Juan Cotzal, Santa Maria Nebaj, and San Gaspar Chajul in the Guatemalan highlands. There are also Ixil speakers in Guatemala City and in the USA. Each of the towns has its own dialect of Ixil, which are mutually intelligible. APS Synergy language field menus do not include Ixil. Students reporting Ixil when registering at the LSRC have been labeled with language "Maya."

K'iche' language, formerly spelled Quiché, member of the K'ichean (Quichean) subgroup of the Mayan family of languages, spoken in the western highlands of central Guatemala by nearly one million people, and most closely related to Kaqchikel. The major ancient literary work in K'iche' is the Popol Vuh ("Book of Counsel"), a historical chronicle of the K'iche' people and their kings and heroes. It was written before 1701, perhaps considerably before, based on pre-Columbian sources. The current APS Synergy language menus include 6 "Quiché" varieties (e. g. Central, West-central, etc.), which are listed as dialects by the Ethnologue 20th Edition. Experience at the LSRC is that language users indicate the general name of the language but are unable to point out the variety or dialect they speak.

Kaqchikel or **Kaqchiquel** is a Mayan language spoken in the Central Highlands of Guatemala by about half a million people. It is a member of the Quichean-Mamean branch of Mayan languages and is closely related to K'iche' (Quiché) and Tz'utujil. The name of the language used to be written Cakchiquel or Cakchiquiel.

The current APS Synergy language field includes 9 "Cakchiquel" varieties (e. g. Southern, Southwestern, etc.), which are listed as dialects by the Ethnologue 20th Edition. Experience at the LSRC is that language users indicate the general name of the language but are unable to point out the variety or dialect they speak.



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



The Ethnologue indicates that “nearly all parents pass Kaqchikel on to children;” also that Kaqchikel is taught in primary and secondary schools and spoken in radio programs. The language has grammar, orthography (by the Guatemalan Academy of Mayan Languages), and dictionary. However, literacy in L1 is from 5% to 10% of the population.

Q’anjob’al or **Kanjobal** is a Mayan language spoken in Guatemala and Mexico. It is spoken mainly in the Huehuetenango department of Guatemala in the municipalities of Santa Eulalia (Jolom Konob), San Juan Ixcoy (Yich K’ox), San Pedro Soloma (Tz’uluma’) and Santa Cruz Barillas (Yal Motx), and in the south of Chiapas in Mexico. APS Synergy language field menus do not include Q’anjob’al. Students reporting this language when registering at the LSRC have been labeled with language “Maya.”

Mam is a Mayan language spoken by about half a million people in Guatemala, mainly in the departments of Quetzaltenango, Huehuetenango and San Marcos, and in the Mexican state of Chiapas. There are three main varieties of Mam: Northern Mam, which is spoken in Huehuetenango, Southern Mam, which is spoken in Quetzaltenango, and Central Mam, which is spoken in San Marcos. Each of these has many sub-dialects and there is considerable variation in the language from village to village, however Mam speakers can understand one another reasonably well. The Ethnologue 20th Edition indicates that Mam is a recognized language in Guatemala by the National Languages Act, Decree No. 19 of 2003.

Mam is taught in primary schools, spoken in radio programs; it has dictionary and grammar. However, literacy in L1 is from 1% to 5% of the Mam-speaking population. The current APS Synergy language drop-down list does include Mam.

[Source of Mayan languages above, except where noted otherwise: Omniglot: The Online Encyclopedia of Writing Systems and Languages” <http://www.omniglot.com/writing/mam.htm>].

VIII. Creole Languages

Most commonly, creoles have resulted from the interactions between speakers of nonstandard varieties of European languages and speakers of non-European languages. Creole languages include varieties that are based on French, such as Haitian Creole, Louisiana Creole, and Mauritian Creole; English, such as Gullah (on the Sea Islands of the southeastern United States), Jamaican Creole, Guyanese Creole, Hawaiian Creole; and Portuguese, such as Papiamentu or Papiamentu (in the Dutch Caribbean, e. g. Aruba, Bonaire, and Curaçao) and Cape Verdean. Two Creoles spoken in Suriname have bases in multiple European languages: Saramacca (based on English and heavily influenced by Portuguese) and Sranan (based on English and heavily influenced by Dutch). Papiamentu is thought to have also been heavily influenced by Spanish, in addition to Portuguese.

[. . .]

Coined in the colonies that Spain and Portugal founded in the Americas, creole was originally used in the 16th century to refer to locally born individuals of Spanish, Portuguese, or African descent as distinguished from those born in Spain, Portugal, or Africa. By the early 17th century the word was adopted into French (and, to some extent, English) usage to refer to people of African or European descent who had been born in the American and Indian Ocean colonies. It was also used as an adjective to characterize plants, animals, and customs typical of the same regions.

[. . .]

The term creole was first applied to language by the French explorer Michel Jajolet, sieur de la Courbe, in Premier voyage du sieur de la Courbe fait a la coste d’Afrique en 1685 (1688; “First Voyage Made by Sieur de la Courbe on the Coast of Africa in 1685”), in which he used the term to refer to a Portuguese-based language that was spoken in Senegal. As a linguistic term, creole may not have been applied to other languages until the late 18th century, and it was not widely used in English until after 1825, although the term patois was often used.

[. . .]

Theories of creolization: Since the 1930s some linguists have claimed that creoles emerged from pidgins, languages with very reduced vocabularies and grammars that are typically seen where otherwise mutually unintelligible groups come together intermittently. Scholars have proposed three major hypotheses regarding the structural development of creole vernaculars—the substrate, superstrate, and universalist hypotheses. . . According to substratists, creoles were formed by the languages previously spoken by Africans enslaved in the Americas and the Indian Ocean, which imposed their structural features upon the European colonial languages. . . According to the competing superstrate hypothesis, the primary, if not the exclusive, sources of a creole’s structural features are the colonial nonstandard varieties of the European languages from which they developed. . . Universalists claim that creoles developed according to universals of language development, such as a biological blueprint for language, known as **universal grammar** or bioprogram.



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



Few contemporary creolists subscribe to one exclusive genetic account. The complementary hypothesis, which integrates the strengths of the above views, has emerged as a more plausible alternative, with its proponents trying to articulate the linguistic and nonlinguistic conditions under which the competing influences of the substrate languages and the legacy of the lexifier may converge or prevail. In this view, the hypothetical features of a universal grammar or language bioprogram are generalized as a body of principles that regulate the restructuring of linguistic features from diverse competing sources into new natural grammatical systems.

Source of the above: Selected Quotes from "Creole languages." (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/creole-languages/27846>

Universal grammar, also named general grammar, UG, or bioprogram, is a theory proposing that humans possess innate faculties related to the acquisition of language. Universal grammar consists of a set of atomic grammatical categories and relations that are the building blocks of the particular grammars of all human languages, over which syntactic structures and constraints on those structures are defined. A universal grammar would suggest that all languages possess the same set of categories and relations and that, in order to communicate through language, speakers make infinite use of finite means, an idea that Wilhelm von Humboldt suggested in the 1830s. From this perspective, a grammar must contain a finite system of rules that generates infinitely many deep and surface structures, appropriately related. It must also contain rules that relate these abstract structures to certain representations of sound and meaning—representations that, presumably, are constituted of elements that belong to universal phonetics and universal semantics, respectively.

Source: Universal grammar. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/universal-grammar/627329>

History of Creoles in Louisiana

In the seventeenth century, French explorers and settlers moved into Louisiana with their customs, language, and government. Their dominant presence continued until 1768 when France ceded Louisiana to Spain. Despite Spanish control, French language and customs continued to prevail.

Many Creoles . . . are descendants of French colonials who fled Saint-Domingue (Haiti) for North America's Gulf Coast when a slave insurrection (1791) challenged French authority. According to Thomas Fiehrer's essay "From La Tortue to La Louisiane: An Unfathomed Legacy," Saint-Dominique had more than 450,000 black slaves, 40,000 to 45,000 whites, and 32,000 gens-decouleur libres, who were neither white nor slaves. The slave revolt not only challenged French authority, but after defeating the expeditionary corps sent by Napoleon, the leaders of the slaves established an independent country named Haiti. Most Whites were either massacred or fled, many with their slaves, as did many mulatto freemen who also owned slaves. By 1815, over 11,000 refugees had settled in New Orleans.

Toussaint L'Ouverture (1743-1803), a self-educated slave, took control of Saint-Domingue in 1801, sending more refugees to the Gulf Coast. Some exiles went directly to present-day Louisiana; others went to Cuba. Of those who went to Cuba, many came to New Orleans in the early 1800s after the Louisiana territory had been purchased by the United States (1803). This influx from Saint-Domingue and Cuba doubled New Orleans' 1791 population. Some refugees moved on to St. Martinville, Napoleonville, and Henderson, rural areas outside New Orleans. Others traveled further north along the Mississippi waterway.

In Louisiana, the term Creole came to represent children of black or racially mixed parents as well as children of French and Spanish descent with no racial mixing. Persons of French and Spanish descent in New Orleans and St. Louis began referring to themselves as Creoles after the Louisiana Purchase to set themselves apart from the Anglo-Americans who moved into the area. Today, the term Creole can be defined in a number of ways. Louisiana historian Fred B. Kniffin, in *Louisiana: Its Land and People*, has asserted that the term Creole "has been loosely extended to include people of mixed blood, a dialect of French, a breed of ponies, a distinctive way of cooking, a type of house, and many other things. It is therefore no precise term and should not be defined as such."

Source of History of Creoles In Louisiana: Selected quote from "Creole" (2020) by Helen Bush Caver and Mary T. Williams at: <https://www.everyculture.com/multi/Bu-Dr/Creoles.html#ixzz6gc90fj8th><https://www.everyculture.com/multi/Bu-Dr/Creoles.html#ixzz6gc8OJOZ5>

The twenty-second online edition of *Ethnologue: Languages of the World* listed ninety-three creole languages, based on: Afrikaans, Arabic, Assamese, Dutch, English (thirty-three English-based Creoles), French (eleven creole languages are French-based), German, Kongo, Malay (fourteen), Ngbandi, Portuguese (thirteen), and Spanish. [Source: Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2019. *Ethnologue: Languages of the World*. Twenty-second edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>].



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



IX. Bosnian, Croatian, Serbian and Serbo-Croatian

Serbo-Croatian is a “term of convenience used to refer to the forms of speech employed by Serbs, Croats, and other South Slavic groups (such as Montenegrins and Bosniaks, as Muslim Bosnians are known). The term Serbo-Croatian was coined in 1824 by German dictionary maker and folklorist Jacob Grimm.” Serbo-Croatian was “the dominant language of pre-1991 Yugoslavia.” It was “used or understood by most ethnic groups of the federation.” [...] “The move toward a unified ‘Serbo-Croatian’ was supported by the politically unified Yugoslav kingdom (1918–41) and communist Yugoslavia (1945–91).”

“After the breakup of Yugoslavia in the early 1990s, each of the new countries began setting its own standards of language usage, and the term ‘Serbo-Croatian’ dropped out of official use. In language studies, it is sometimes still used by authors outside the region, but BCS (meaning ‘Bosnian-Croatian-Serbian’) has also become popular. In Serbia the language is called Serbian, and Cyrillic writing is being encouraged at the expense of Latin. In Croatia there is only Croatian [...] The standardizers of Croatian no longer consult Serbian scholars, nor do linguists in Serbia seek input from Croatia.” Source: “Serbo-Croatian language”. (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Serbo-Croatian-language/66822>

X. World English

World English has been defined as a phase in the history of the English language. This phase has witnessed the transformation of English from the mother tongue of a handful of nations to a language being used by far more speakers in non-mother tongue settings. The changes that have accompanied this spread—the multiplicity of varieties—result not from the faulty and imperfect learning of the non-mother tongue speakers, but from the nature of the process of micro-acquisition, language spread and change.” [Source: Janina Brutt-Griffler, quoted by Nordquist, Richard (professor emeritus of rhetoric and English at Georgia Southern University) in “What is World English?” (Updated 9/11/2019), retrieved from <https://www.thoughtco.com/world-englishes-1692509>]

In 1965, linguist Braj Kachru (1932-2016) published a journal article entitled “The Indianness in Indian English,” where he laid the theoretical groundwork for the idea of World Englishes by interpreting how English is nativized in India, delineating some of its unique sociological and cultural aspects, and showing that “Indian English” is a unique variety of English which is neither an American nor British English. Kachru later divided the varieties of World English into three concentric circles: inner, outer, and expanding. The Inner Circle is dominated by the ‘mother tongue’ varieties of English in the United States, the United Kingdom, Canada, Australia, and New Zealand. In the Outer Circle, there are other culturally prominent languages, but English has some colonial history, and has been institutionalized as an additional language. The Outer Circle includes the rest of the world, where English is used as the primary foreign language. [Source: “World Englishes: An Introduction.” Purdue OWL, Purdue University, retrieved from https://owl.purdue.edu/owl/english_as_a_second_language/world_englishes/index.html]

Singapore English (Singlish) is an example of a World English spoken by people in Singapore. “Whilst English is its basis, it also includes many words from Malay, Hokkien, Cantonese and Tamil as well as derived English words with new meanings. Another aspect of Singlish which can lead to considerable confusion is its adherence to Chinese grammatical rules like topic-prominence, reduplication, and absence of articles.” [Source: Tweedie & de Almeida, Filipe. (no date) WORLD ENGLISHES: Enriched Foreign Language Course, Part 1. Retrieved from https://www.zrssi.si/projekties/skladisce/outj3/TEACHER_PORTFOLIO/Teaching%20Portfolio_Filipe%20de%20Almeida/4.%20Material/world%20englishes%20student%20workbook_part%201.pdf]

"In a series of recommendations, the report, 'As you like it: Catching up in an age of global English,' says that far from being corruptions of English, new versions of the language, such as 'Chinglish' and 'Singlish' (Chinese and Singaporean varieties of English) have values 'that we must learn to accommodate and relate to.' [Source: Nordquist, Richard. (2020, August 27). What Is World English? Retrieved from <https://www.thoughtco.com/world-englishes-1692509>]

XI. Dari, Farsi, Persian, and Tajiki

The Persian language, also called Fārsī is a member of the Iranian branch of the Indo-Iranian language family, and it is the official language of Iran. Modern Persian is most closely related to Middle and Old Persian, former languages of the region of Fārs (Persia) in southwestern Iran. It is thus called Fārsī by native speakers. Written in Arabic characters, Modern Persian also has many Arabic loanwords and an extensive literature. Two varieties of Persian known as Dari and Tajik are official languages in Afghanistan and Tajikistan, respectively [Quote from “Persian language.” (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Persian-language/59341>].

Farsi or Iranian Persian: The official language of Iran is sometimes called Farsi in English and other languages. This is a correct transliteration of the native name of the language, however many, including the ISO and the Academy of Persian Language and Literature, prefer the name Persian for the language. Some speakers use the older local name: Parsi (پارسی). [Source: Omniglot <https://omniglot.com/writing/persian.htm>]
 Iranian Persian is written with Arabic script, Naskh variant [Arab] and Arabic script, Nastaliq variant [Aran].



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



Dari is the Afghan dialect of Farsi (Persian). It is written in a modified Arabic alphabet, and it has many Arabic and Persian loanwords. The syntax of Dari does not differ greatly from Farsi, but the stress accent is less prominent in Dari than in Farsi. To mark attribution, Dari uses the suffix -ra. The vowel system of Dari differs from that of Farsi, and Dari also has additional consonants. About half the population of Afghanistan speaks Dari. It is the primary language of the Tadjik, Hāzāra, and Chahar Aimak peoples. Dari, rather than Pashto, serves as the means of communication between speakers of different languages in Afghanistan [Quote from “Dari language.” (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Dari-language/28772>]. Writing: Arabic script, Naskh variant [Arab], used in print. Arabic script, Nastaliq variant [Aran], used in handwriting and for book titles.

Tajiki, also named Tadjik, Tajik, Tajiki Persian, Tojiki, is the Persian spoken in Tajikistan. Writing: “Arabic script [Arab], used until 1928. Cyrillic script [Cyr], used since 1940, primary usage. Hebrew script [Hebr], used by Bukharan Jews. Latin script [Latn], used from 1928–1940” [Source of ‘Writing’ for this section: Lewis, M. Paul, Gary F. Simons, and Charles D. Fennig (eds.). 2015. Ethnologue: Languages of the World, Eighteenth edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>].

The name Tajik, also spelled Tadjik, refers to the original Persian-speaking population of Afghanistan and Turkistan. The Tajiks constitute almost four-fifths of the population of Tajikistan. They speak a form of Persian called Tajik in Tajikistan and Uzbekistan [Source: Quote from “Tajik.” (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Tajik/70997>].

XII. Chinese languages, also called Sinitic languages or Chinese Han: [P]rincipal language group of eastern Asia, belonging to the Sino-Tibetan language family. Chinese exists in a number of varieties that are popularly called dialects but that are usually classified as separate languages by scholars. More people speak a variety of Chinese as a native language than any other language in the world, and Modern Standard Chinese is one of the six official languages of the United Nations.

The spoken varieties of Chinese are mutually unintelligible to their respective speakers. They differ from each other to about the same extent as the modern Romance languages. Most of the differences among them occur in pronunciation and vocabulary; there are few grammatical differences. These languages include Mandarin in the northern, central, and western parts of China; Wu; Northern and Southern Min; Gan (Kan); Hakka (Kejia); and Xiang; and Cantonese (Yue) in the southeastern part of the country.

All the Chinese languages share a common literary language (wenyan), written in characters and based on a common body of literature. This literary language has no single standard of pronunciation; a speaker of a language reads texts according to the rules of pronunciation of his own language. Before 1917 the wenyan was used for almost all writing; since that date it has become increasingly acceptable to write in the vernacular style (baihua) instead, and the old literary language is dying out in the daily life of modern China. (Its use continues in certain literary and scholarly circles.)

In the early 1900s a program for the unification of the national language, which is based on Mandarin, was launched; this resulted in Modern Standard Chinese. In 1956 a new system of romanization called Pinyin, based on the pronunciation of the characters in the Beijing dialect, was adopted as an educational instrument to help in the spread of the modern standard language. Modified in 1958, the system was formally prescribed (1979) for use in all diplomatic documents and foreign-language publications in English-speaking countries. [Source: Quote from "Chinese languages". (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Chinese-languages/109794>]

According to the Ethnologue, in 2020, 1120 million people speak Mandarin, and Mandarin is the second most spoken language, behind English. [Source: “What are the top 200 most spoken languages?” in Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2020. Ethnologue: Languages of the World. Twenty-third edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>]

XIII. Sangho (Sango) is a Ngbandi-based Creole language. Ngbandi, also spelled Gbandi or Mogwandi, a people of the upper Ubangi River in southern Central African Republic and northern Democratic Republic of the Congo. Ngbandi speak a language of the Adamawa-Ubangi subgroup of the Niger-Congo language family that is related to that of neighbouring Banda and Gbaya. Ngbandi is a term preferred by Belgian ethnographers, while the French include these people with such “Ubangian” peoples as the Gbanziri, Nzakara, Sango, and Yakoma. The Ngbandi came from what is now South Sudan, converging upon and assimilating a number of small groups in their present lands. Ngbandi of the Bandia clan conquered Zande areas in the 18th century, creating a series of states; they assimilated Zande culture and language and are now indistinguishable from that group. [Source: Quote from “Ngbandi” (2016). In Encyclopædia Britannica. Retrieved from <http://www.britannica.com/topic/Ngbandi>]



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



XIV. Quechua

Quechua People: Quechua, Quechua Runa, South American Indians living in the Andean highlands from Ecuador to Bolivia. They speak many regional varieties of Quechua, which was the language of the Inca empire (though it predates the Inca) and which later became the lingua franca of the Spanish and Indians throughout the Andes.

Quote from: "Quechua". (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/Quechua/62202>

Quechua Language: Quechuan languages, the languages of the former Inca Empire in South America and the principal native languages of the central Andes today. According to archaeological and historical evidence, the original languages were probably spoken in a small area in the southern Peruvian highlands until about 1450; after that their geographical range was rapidly enlarged by the Inca conquests. When the Spanish conquered the empire in 1532, Quechuan languages were spoken in western South America from what is now southern Colombia to central Chile and from the Pacific coast to the borders of the Amazon Basin.

"Quechuan languages". (2017). In Encyclopædia Britannica. Retrieved from <http://school.eb.com/levels/high/article/MTV/62203>

The Inca used a system of knotted strings known as quipu to send messages around their empire. The number and shape of the knots and the colours of the strings helped to remind messengers of the contents of the messages. Recent research suggests that the quipu might have been used not just as mnemonic devices but also to record the Quechua language phonetically.

Quechua first appeared in print in 1560 in the form of a dictionary by Domingo de Santo Tomás. Other early texts include collections of hymns by Cristóbal de Molina and a Quechua catechism by Juardo Palomino.

Sample text in Quechua: Tukuy kay pachaman paqarimujkuna libres nasekuntu tukuy punitaj kikin obligacionesniycjllataj, jinakamalla honornioyotaj atiynioyotaj, chantaqa razonwantaj concienciawantaj dotasqa kasqankurayku, kawsaqe masipura jina, tukuy uj munakuyllapi kawsakunanku tian.

Translation: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. (Article 1 of the Universal Declaration of Human Rights)

Source: "Quechua (Runasimi / Qhichwa simi)". (2020) <https://www.omniglot.com/writing/quechua.htm>

Synergy – The APS Student Information System – includes "Quechua" [VDOE code 1170], and 36 other varieties, such as: Quechua, Ayacucho; Quechua, Boliviano; Quechua, Cajamarca; Quechua, Cuzco; Quechua, North Bolivian; Quechua, South Bolivian; Quechua, Yauyos. At the LSRC, language users have reported only "Quechua," without any specific regional variant indicated.

XV. Panjabi or Punjabi:

Punjabi, also spelled Panjabi, is one of the most widely spoken Indo-Aryan languages. The old British spelling "Punjabi" remains in more common general usage than the academically precise "Panjabi." In the early 21st century there were about 30 million speakers of Punjabi in India. It is the official language of the Indian state of Punjab and is one of the languages recognized by the Indian constitution. In Pakistan Punjabi is spoken by some 70 million speakers, mostly in Punjab province, but official status at both the national and the provincial level is reserved for Urdu. There are also important overseas communities of Punjabi speakers, particularly in Canada and the United Kingdom—where in the early 21st century they respectively constituted the third and fourth largest linguistic groups in the national populations—as well as in several parts of the United States.

Scripts. In India, Punjabi is written in the distinctive Gurmukhi script, which is particularly associated with the Sikhs. That script is a member of the Indic family of scripts, written from left to right, but in its organization, it differs significantly from the Devanagari used to write Hindi. The Urdu script, written from right to left, is used for writing Punjabi in Pakistan, where it is nowadays often given the imitative name Shahmukhi. Punjabi is thus today one of the very few languages in the world to be written in two quite different and mutually unintelligible scripts.

[Source: Quote from Punjabi language. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Punjabi-language/61916>]

XVI. Pashto, Pashtu, Pakhtu, Pusto, or Pushto

[M]ember of the Iranian division of the Indo-Iranian group of Indo-European languages. Extensive borrowing has caused Pashto to share many features of the Indo-Aryan group of the Indo-European languages as well. Originally spoken by the Pashtun people, Pashto became the national language of Afghanistan in 1936. It is spoken by more than 35 million people, most of whom reside in Afghanistan or Pakistan. Smaller speech communities exist in Iran, Tajikistan, the United Arab Emirates, and the United Kingdom. [Source: Quote from "Pashto language." (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Pashto-language/58635>]



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



XVII. Dinka Language and Sudan

Dinka Language: A member of the Western Nilotic branch of Nilo-Saharan languages. It is spoken mainly in southern Sudan . . . The people, call themselves Dinka (Jiëŋ). [Quote from “Dinka (Thuonjäŋ) “. (2019) Omniglot. Retrieved from <https://www.omniglot.com/writing/dinka.php>]

Dinka People: The Dinka are people who live in the savanna country surrounding the central swamps of the Nile basin primarily in South Sudan . . . Numbering some 4,500,000 in the early 21st century, the Dinka form many independent groups of 1,000 to 30,000 persons. Those groups are organized on a regional, linguistic, and cultural basis into clusters, of which the best-known are the Agar, Aliab, Bor, Rek, Twic (Tuic, Twi), and Malual . . . The Dinka are primarily transhumant pastoralists, moving their herds of cattle to riverine pastures during the dry season (December to April) and back to permanent settlements in savanna forest during the rains, when their food crops, principally millet, are grown . . . Because of the vast geographic area they occupy, the Dinka exhibit great diversity of dialect, although they value intra-group unity in the face of enemies. [Quote from “Dinka”. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Dinka/30507>]

After Sudan became independent in 1956, numerous governments over the years found it difficult to win general acceptance from the country’s diverse political constituencies, especially in the south. An early conflict arose between those northern leaders who hoped to impose the vigorous extension of Islamic law and culture to all parts of the country and those who opposed this policy. The latter group included the majority of southern Sudan’s population, many of whom were already up in arms over fears that the south would be further marginalized by the northern-based government; those fears led to a lengthy civil war (1955–72). The Addis Ababa Agreement of 1972 ended the conflict only temporarily, and in the next decade widespread fighting resumed with the second civil war (1983–2005).

[T]he Comprehensive Peace Agreement (CPA) ended warfare . . . granted southern Sudan semiautonomous status. . . [A] weeklong vote on independence for southern Sudan was held January 9–15, 2011, with the results indicating the south’s overwhelming preference to secede. The country of South Sudan declared independence on July 9, 2011. [Quote from “South Sudan”. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/South-Sudan/543476>]

The name Sudan derives from the Arabic expression bilād al-sūdān (“land of the blacks”), by which medieval Arab geographers referred to the settled African countries that began at the southern edge of the Sahara. For more than a century, Sudan—first as a colonial holding, then as an independent country—included its neighbor South Sudan, home to many sub-Saharan African ethnic groups. Prior to the secession of the south in 2011, Sudan was the largest African country, with an area that represented more than 8 percent of the African continent and almost 2 percent of the world’s total land area. [Quote from “Sudan”. (2019). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Sudan/105996>].

Note: APS Synergy, in its country drop-down menu, and the Virginia Department of Education (VDOE) country codes for the Student Record Collection, updated in 2009, do not make the distinction between South and North Sudan (VDOE code 2060). Prior to 2011, the Republic of South Sudan (official name) was part of Sudan, its neighbor to the north. The capital of South Sudan is Juba. The capital of North Sudan is Khartoum.

XVIII. American Sign Language (ASL) and Other Sign Languages

What is American Sign Language? American Sign Language (ASL) is a complete, natural language that has the same linguistic properties as spoken languages, with grammar that differs from English. ASL is expressed by movements of the hands and face. It is the primary language of many North Americans who are deaf and hard of hearing and is used by many hearing people as well.

Is sign language the same in other countries? There is no universal sign language. Different sign languages are used in different countries or regions. For example, British Sign Language (BSL) is a different language from ASL, and Americans who know ASL may not understand BSL. Some countries adopt features of ASL in their sign languages. [Quote from: “American Sign Language,” U.S. Department of Health & Human Services, National Institutes of Health, National Institute of Deafness and Other Communication Disorders (NIDCD). Retrieved on 12/20/2019 from <https://www.nidcd.nih.gov/health/american-sign-language>]. The Twentieth Edition of the Ethnologue lists 39 living sign languages. As the primary language of daily face-to-face communication for their respective communities of users, these languages fall within the scope of the Ethnologue.



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



<p>XIX. Lao – also called Laotian – is a language spoken mainly in Laos, but also in Cambodia and Vietnam. Lao is closely related to Thai and speakers of Lao can understand spoken Thai without too many difficulties. [Source: Omniglot, retrieved on 1/28/2020 from https://www.omniglot.com/writing/lao.htm]. Note: Both APS Synergy and the VDOE list of languages for the Student Record Collection (updated July 1, 2017) contain “Laothian” (code 870) as an alternate name of Lao which did not appear in the language sources consulted for this report. Ethnologue, Glottolog, or Omniglot.</p>
<p>XX. Sindhi Name Origin: Sindhi derives from the Sanskrit word <i>sindhu</i>, that means 'river'. <i>Sindhu</i> was also the proper name of the Indus River.</p> <p>Classification: Indo-European, Indo-Iranian, Modern Indo-Aryan, North-Western. Other languages of the same group are Punjabi and Kashmiri.</p> <p>Overview. Sindhi is a regional Indo-Aryan language born in the western fringes of Medieval India. Developed in the lower Indus River valley, a land that experienced an early contact with Islam, it was influenced by Arabic and Persian at the lexical level and by Persian at the phonological level.</p> <p>Distribution: The majority of speakers live in the Sindh province of south-east Pakistan. Within Pakistan, there are also Sindhi speakers in the southwestern Province of Baluchistan (Lasa Belo region). India has also a substantial number of speakers, especially in Gujarat, Mumbai and Pune.</p> <p>[Source: “Sindhi.” The Language Gulper (online) (2020) http://languagesgulper.com/eng/Sindhi.html]</p>
<p>XXI. Saurashtra સૌરાષ્ટ્રીય ભાષા (Caurāṭṭira molī. Saurashtra, Saurashtri, Sourashtra, Palkar, Patnuli) [A] member of the Western branch of the Indo-Aryan language family. It is spoken mainly in Tamil Nadu in southern India in the Madurai, Thanjavur and Salem Districts. There are also Saurashtra speakers in Andhra Pradesh and Karnataka. According to the 2011 census of India, there are 247,702 speakers of Saurashtra. Saurashtrians migrated to southern India from Gujarat about 1,000 year ago. This language “is related to Gujarati and contains many words from Telugu and Tamil.”</p> <p>Saurashtra has been written with a number of different alphabets. It was first written with a version of the Telugu script in the 17th and 18th centuries. A Saurashtra alphabet was created in the late 19th century. In 1920 the Devanagari script was adopted for Saurashtra, and it is also written with the Tamil script. There is some debate about which script is best for the language.</p> <p>The Saurashtra alphabet was developed in the 1880s and is used, to some extent, by Saurashtra speakers in Tamil Nadu. It is not certain who created the script or what it was modelled on. [Source: “Saurashtra” in Omniglot. (2020). https://omniglot.com/writing/saurashtra.htm]</p>
<p>XXII. Hebrew Semitic language of the Northern Central (also called Northwestern) group; it is closely related to Phoenician and Moabite, with which it is often placed by scholars in a Canaanite subgroup. Spoken in ancient times in Palestine, Hebrew was supplanted by the western dialect of Aramaic beginning about the 3rd century bc; the language continued to be used as a liturgical and literary language, however. It was revived as a spoken language in the 19th and 20th centuries and is the official language of Israel.</p> <p>[. . .]</p> <p>Modern Hebrew, based on the biblical language, contains many innovations designed to meet modern needs; it is the only colloquial speech based on a written language. The pronunciation is a modification of that used by the Sephardic (Hispano-Portuguese) Jews rather than that of the Ashkenazic (East European) Jews. The old guttural consonants are not clearly distinguished (except by Oriental Jews) or are lost. The syntax is based on that of the Mishna. Characteristic of Hebrew of all stages is the use of word roots consisting usually of three consonants, to which vowels and other consonants are added to derive words of different parts of speech and meaning. The language is written from right to left in a Semitic script of 22 letters. [Source: “Hebrew language.” (2020). In Encyclopædia Britannica. Retrieved from https://school.eb.com/levels/high/article/Hebrew-language/39760]</p> <p>Mishna: [A]lso spelled Mishnah (Hebrew: “Repeated Study”), plural Mishnayot, the oldest authoritative postbiblical collection and codification of Jewish oral laws, systematically compiled by numerous scholars (called tannaim) over a period of about two centuries. The codification was given final form early in the 3rd century ad by Judah ha-Nasi. The Mishna supplements the written, or scriptural, laws found in the Pentateuch. It presents various interpretations of selective legal traditions that had been preserved orally since at least the time of Ezra (c. 450 bc). [Source: “Mishna.” (2020). In Encyclopædia Britannica. Retrieved from https://school.eb.com/levels/high/article/Mishna/52963]</p>



Table 11
Notes: Background Languages and Birth Countries
of Arlington Public Schools Students
September 30, 2020



XXIII. Pamiri

Pamir is a highland region of Central Asia. “Most of the Pamirs lie within Tajikistan, but the fringes penetrate Afghanistan, China, and Kyrgyzstan.” [. . .] “The word pamir in the language of the region denotes the high undulating grasslands of the eastern portion of the mountains, especially where they abut Afghanistan and China.” [. . .] “The Mountain Tajik . . . speak several eastern Iranian languages (the most common are **Wakhi** and **Shugni**)” . . . [Source: Pamirs. (2020). In Encyclopædia Britannica. Retrieved from <https://school.eb.com/levels/high/article/Pamirs/110525>]

Shughni (Хуғънуон зив / Хуғнӯни зив): “Shughni is a member of the Eastern Iranian branch of the Indo-Iranian language family spoken in Tajikistan and Afghanistan. It is also known as a Pamir language, as it is spoken in the Pamir mountains.” ISO 639-3: sgh, Autonym: Khugnone.

Wakhi (Īik zik / Īik zik): “Wakhi is a member of the Southern Pamir group of Iranian languages. It is spoken in parts of Afghanistan, Pakistan, Tajikistan and China . . . Speakers of Wakhi call themselves Wakhi or Pamiri.” ISO 639-3: wbl. Autonym: Khik, Khikwar.

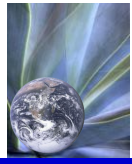
Sources: ISO 639-3: Ethnologue online. The remainder of Shughni and Wakhi metadata above: Omniglot, the Online Encyclopedia of Writing Systems and Languages: <https://www.omniglot.com/writing/shughni.htm> & <https://www.omniglot.com/writing/wakhi.php>

Yazgulyam, A language of Tajikistan, ISO 639-3: yah, Autonym: Yuzdomi zavég. [Source: Ethnologue online, 12/14/2020] The Yazgulami language belongs to the northern group of the Pamir languages which form a part of the Iranian group of the Indo-European family of languages. [Source: Yazgulami, (2020) Endangered Languages Project (ELP). <http://www.endangeredlanguages.com/lang/3156>]

XXIV. Hindi (हिन्दी)

Hindi is an Indo-Aryan language spoken mainly in India. Hindi is the main language used in the northern Indian states of Rajasthan, Delhi, Haryana, Uttarakhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, Himachal Pradesh, Jharkhand and Bihar. It is spoken in much of north and central India alongside other languages such as Punjabi, Gujarati, Marathi or Bengali. In other parts of India, as well as in Nepal, Bangladesh and Pakistan, Hindi is understood. [Source: Omniglot <https://omniglot.com/writing/hindi.htm>]

According to the Ethnologue, in 2020, 637 million people speak Hindi, and Hindi is the third most spoken language, behind English and Mandarin. [Source: “What are the top 200 most spoken languages?” in Eberhard, David M., Gary F. Simons, and Charles D. Fennig (eds.). 2020. Ethnologue: Languages of the World. Twenty-third edition. Dallas, Texas: SIL International. Online version: <http://www.ethnologue.com>]



Endnotes



Data:

This report was based on a data set obtained on 11/02/2020 from Synergy – The APS Student Information System. The entry dates – and withdrawal dates, if any – of these records were used to determine which of the students were actively enrolled in APS on 9/30/2020.

Presumptive English Learners:

During the national COVID-19 emergency, it has not been possible to assess new students in person to determine if they are eligible for EL services and, if so, at what level. The Virginia Department of Education created the term “presumptive English learner,” which is based on the home language survey (HLS) indicating that the student has been exposed to a language other than English. APS will implement formal screening procedures, whereby the backlog of presumptive English learner students will be tested to determine eligibility for English language development services, and accurate level placement. In APS Synergy, the records of presumptive English learner students have been identified with the value “TEL” under the current EL program data field. TEL stands for “Temporary English Learner.”

ELs identified through assessment before the COVID-19 emergency and receiving English Language Development (ELD) services have always been reported in the column “Number of ELs” of Tables 1 and 2 of the 2020-2021 Fall Statistics. This year, the “Number of ELs” column for September 30, 2020, contains all the ELs identified through assessment plus 87% of the total numbers of Presumptive English Learners for each school or program.

Why was 87% chosen as a percentage of prospective ELs counted for Tables 1 and 2 of the 2020-2021 Fall Statistics? Daniel Hauser, Office of English Learners (OEL) Assessment Specialist, conducts EL data analysis. Data analysis on this subject has shown that, on average, 87% of entering APS students who answer with a language other than English to any of the three questions on the Home Language Survey (HLS) are found eligible for EL services when they are assessed. Based on this finding, 87% of TELs in each school or program were added to the ELs already identified through assessment. If this proportion of TELs had not been added, the report would have shown a decrease in the EL population receiving ELD services when compared to the previous year.

The Student Record Collection is a system of data gathering that “enables the commonwealth and its school divisions to comply with the information and reporting requirements of the ‘Every Student Succeeds Act (ESSA)’.” For the Fall Student Data Collection, which was due on October 16, 2020, EL Services Codes were: 1. Identified as EL and receives EL Services, 2. Identified as EL but has refused EL Services, 4. Identified as formerly EL for each of the four years after exiting EL Services, and 5. **Temporarily identified as EL (Presumptive EL until formally screened in person)**. Code 5 is due to the national COVID-19 emergency. Code 2 figures have not been included in this report.

Sources: https://www.doe.virginia.gov/info_management/data_collection/student_record_collection/index.shtml
https://www.doe.virginia.gov/info_management/data_collection/student_record_collection/code_values/index.shtml

Endnotes

Pictures:

Tables 1, 2, 4, 5, 8; Figures 1 and 2:

Wordart Word Clouds created by the author of this report ¹ at <https://wordart.com/create>



Tables 6, 7, 9:

Source: Wikimedia Commons, the free media repository at

[https://commons.wikimedia.org/wiki/File:Political_Map_of_the_World_\(january_2015\).pdf](https://commons.wikimedia.org/wiki/File:Political_Map_of_the_World_(january_2015).pdf)



This image is in the public domain. It contains materials that originally came from the United States Central Intelligence Agency's World Factbook.

Original Source: <https://www.cia.gov/library/publications/the-world-factbook/docs/refmaps.html>. Author: CIA - The World Factbook.

No changes were made to the picture, other than resizing.

Report Cover and Figures 3 and 4:

"The Blue Marble." Source: Wikimedia Commons, the free media repository at

https://commons.wikimedia.org/wiki/File:The_Earth_seen_from_Apollo_17_with_transparent_background.png



Original Source:

http://nssdc.gsfc.nasa.gov/imgcat/html/object_page/a17_h_148_22727.html

"The Blue Marble" is a famous photograph of the Earth taken on December 7, 1972 by the crew of the Apollo 17 spacecraft en route to the Moon at a distance of about 29,000 kilometers (18,000 statute miles). It shows Africa, Antarctica, and the Arabian Peninsula.

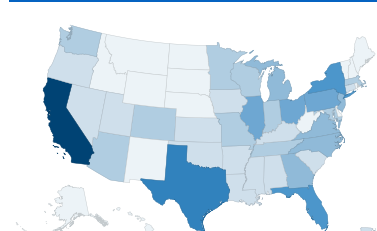
Author: NASA. Date: 7 December 1972. No changes were made to the "Blue Marble" picture, other than resizing.



The picture on the report cover (shown at the right margin) was created using "The Blue Marble" plus a Microsoft stock image, the latter rotated and resized by the author of this report ¹.

Source: Wikimedia Commons , the free media repository at

[https://commons.wikimedia.org/wiki/File:United_States_Map_of_Population_by_State_\(2015\).svg](https://commons.wikimedia.org/wiki/File:United_States_Map_of_Population_by_State_(2015).svg)



United States Map of Population by State (2015)

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No changes were made to the picture, other than resizing.

Endnotes

Tables 11 and 12:



Source: Wikimedia Common, , the free media repository at https://commons.wikimedia.org/wiki/File:Languages_world_map.svg
Repartition map of the languages over the world (version blank of key)
Original Source: [Image:Mapa_Lenguas_del_Mundo.png](#) under GFDL created by [es:Usuario:Industrius](#) using [Image:BlankMap-World.png](#) made by [User:Vardion](#)

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This map was improved or created by the Wikigraphists of the Graphic Lab (fr).

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1. Fall Statistics report completed by Ofelia Pérez de Cid, Arlington Public Schools, Language Services Registration Center (LSRC). The pictures in this report are described above.